

“How to do a Gender Land Evaluation”
Training of Trainers Programme, Nairobi 19-22 June 2012

**GLTN LAND TOOLS AND ADULT
LEARNING**

Jean du Plessis, Global Land Tool Network Secretariat




Factors that influence how adults learn

- The adult learner is self-directing
- The experience of adults makes them rich resources for one another
- Their readiness to learn can be triggered by effective role models
- A life-centred, task-centred or problem-centred orientation to learning
- Powerful internal motivators
- Other?

(Knowles 1970, 1984)

What are the potential challenges, hurdles, obstacles in adult learning?

[inputs on this from participants]

Learning and land tools

- Land and gender: **complicated** or **complex**?
- Technical knowledge not sufficient
- Questioning insight: *“Posing useful and discriminating questions in conditions of uncertainty”*

$$\text{Learning} = \text{P} \text{rogrammed knowledge} + \text{Q} \text{uestioning insight}$$

- No easy, quick answers
- A **joint process**: learning partnerships combining (combining skills, expertise, experience, contextual knowledge)
- The importance of action
- The value of reflection

Principles of action learning

“Learning starts from not knowing”

“People who take responsibility in a situation, have the best chance of taking actions which will make a difference”

Learning involves both programmed knowledge and questioning insight”

“Learning should be greater than the rate of change”

(D.I.Y. Handbook for Action Learners)

Action learning and related methods

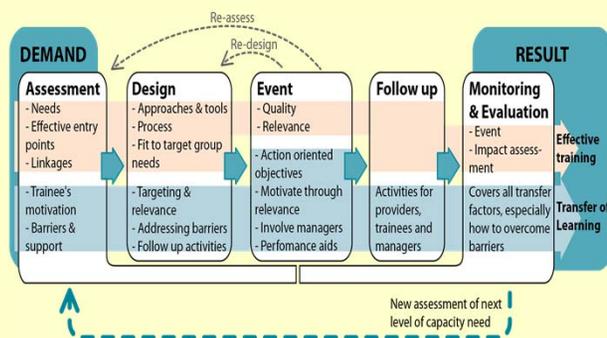
Action learning: structured or semi-structured processes that help individuals and groups to reflect on their experiences and learn from them

“A powerful tool, which increases significant, relevant and long-lasting learning in relatively short periods of time” with “wide-ranging application to both learning and action for individuals, teams and organizations”

Related methods:

- o The action-reflection-learning-planning cycle
- o Action research
- o Critical incident analysis
- o Work-based learning
- o Etc.

The ‘Good Practice’ Training Cycle



- **ASSESSMENT** – Various dimensions. The detail and quality of pre-assessment is vital to the quality and results of any capacity development initiative
- **DESIGN** - Quality of design directly related to the quality of the information available from the assessment process. Key issues:
 - o Who (group, organisation or sector) needs capacity?
 - o What do they need the capacity for?
 - o How can that capacity best be developed and sustained?

- **DELIVERY PHASE: THE EVENT** - The stage of the capacity development initiative where the target groups and providers come together.
- **DELIVERY PHASE: FOLLOW-UP** - Essential for the transfer of learning.
 - Many different types of activity to support implementation of learning.
 - *An integral part of delivery*, not an optional add-on.

- **MONITORING AND EVALUATION** – Important but complex task. How to define and measure capacity results within specific contexts?
 - Land systems are multi-dimensional, multi-level and multi-sectoral
 - Defining results complex and a challenge

Thank You!