Learning for Land Tool Development and Implementation

A Good Practice Guide

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Preface

This *Good Practice Guide* has been developed for use by our colleagues and partners in implementing the GLTN capacity development strategy at country level. It is based on practical experience gained in the course our work during GLTN Phase 2, specifically in the development and application of pro-poor, gender responsive land tools. In our experience, learning is a fundamental precondition for the successful innovations that are so urgently needed to achieve responsible land administration for secure land and property rights for all.

The *Guide* is presented here as a living document, to be improved over time as we jointly explore and develop improved methods and processes of good learning practice. Readers and users are encouraged to send their critique and suggestions to gltn@unhabitat.org. To facilitate adaptation and use of the various tools provided, the guide is available in soft copy in PDF and MsWord formats. Thank you in advance for your contributions. To obtain a copy in either format, please let us know at the above address. Please acknowledge GLTN and UN-Habitat when using any of the provided materials.

1. Introduction

The Global Land Tool Network (GLTN, the Network) is an alliance of more than 75 global, regional, and national actors contributing to poverty alleviation through land reform, improved land management, and security of tenure, particularly through the development and dissemination of pro-poor and gender-sensitive land tools. GLTN fulfils its mandate at the leading edge of an emerging global paradigm shift away from seeing land as a purely technical matter, towards pro-poor, gender responsive, accountable and sustainable land management, based on the recognition of a plurality or *continuum* of legitimate, inclusive tenure forms.[1]

It will take considerable time and effort before all global land sector actors, in all their varied roles, understand, accept and apply this new approach to land administration and management. Promoting and implementing the new paradigm creates an array of capacity needs and challenges for different stakeholders and it is an important part of GLTN's work to help address those needs. A review of past practices and initiatives for relevance to the shifting paradigm brought GLTN to the understanding that ad hoc or add-on training and training-related products cannot meet the needs. This realisation prompted the formulation and adoption in 2013 of a GLTN capacity development strategy[2] to guide the implementation of all key activities, particularly the process of developing land tools, towards a more comprehensive and holistic approach for capacity development.

Significant progress has now been made in the application of this strategy towards the achievement of Expected Accomplishment 3 of the GLTN Phase 2 (2012 – 2017) work plan: "Strengthened capacity of partners, land actors and targeted countries, cities and municipalities to promote and implement appropriate land policies, tools and approaches that are pro-poor, gender appropriate, effective and sustainable." However, there is still a great deal to be done and this Good Practice Guide, '*Learning for Land Tool Development and Implementation*', aims to provide practical guidance that will stimulate and motivate use of the learning approach on which the capacity development strategy is based.

> **"Capacity development is the *process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time*."**
>
> *GLTN has adopted this OECD definition because it is aligned with the Network's goal of promoting pro-poor, gender-responsive change in land management through working at multiple levels, in multiple ways, across disciplines and levels of government; including working closely with those most directly affected.*

This guide explains why a learning approach is essential to the success of GLTN's work, and goes on to describe and elaborate a range of learning approaches that can be applied to support the ongoing work of GLTN and its partners. This is particularly relevant for achievement of the first objective in the capacity development strategy namely, the move away from '*conventional technical training curricula',* and also for the

[1] For more information on GLTN and its work see *Handling Land: Innovative tools for land governance and secure tenure,* UN-Habitat and GLTN, 2012, available at http://www.gltn.net/jdownloads/GLTN%20Documents/handling_land_eng_2012_.pdf

[2] The GLTN capacity development strategy: UN-Habitat – GLTN Report 1/2014, available at http://unhabitat.org/books/gltn-capacity-development-strategy/

first priority strand in the strategic framework for implementation, which is '*Action learning practices embedded into GLTN tool development activities.'* It is also of great relevance for the current GLTN operational priority of intensive tool application with multiple partners at country level in our key focus countries (currently Uganda, Democratic Republic of Congo, Zambia and Nepal).

The cases described in Chapter 3 illustrate successful learning processes and also, importantly, how a learning approach is essential both for making progress and for resolving problems when planned processes meet challenges in implementation. The concluding Chapter focuses on the way forward, and is followed by a set of annexes that are learning tools and illustrative templates, for practical use by those planning and implementing capacity development activities.

1.1 The Global Land Tool Network and learning

GLTN's work represents fundamental changes in both understanding and practice throughout the land sector through the promotion and implementation of the continuum of land rights approach and the development and application of pro-poor, gender responsive land tools to achieve tenure security for all. Taking on this ambitious, global mandate is a massive task. Given the scale of what has to be done, and the reality of limited resources, it has been imperative for the Network to identify innovative ways to enhance and accelerate the spread and implementation of the new paradigm. One of the ways of doing this is to use shared learning practices.

The intention underpinning the capacity development strategy is, therefore, that the Network and its partners use shared learning methodologies as the primary mechanism to develop new tools, and to disseminate and implement existing tools. Thus a key message of the strategy is that GLTN will embed action learning and related practices into all stages of the tool development process. This is based on the understanding that once people have been properly introduced to a learning process they will be able to apply it to other needs and challenges. Using this learning approach can help partners plan their work and also equips them with a new tool that they can use in multiple ways in future, rendering key actors '*better able to'* contribute to the process in which they are engaged.

1.2 Guiding principles for good learning practice

In the course of implementing the capacity development strategy GLTN has learned the value of integrating good learning practice into activities. This applies from individual training events through expert consultations to tool development and/or application missions, or planning and implementing more ambitious in-country programmes. A number of different tools and techniques have been used, individually or in combination, to suit the particular needs and circumstance. In all successful cases, multiple partners were involved.

Some very important principles underpin the overall approach, and they provide guidance for the appropriate framing and design of learning activities. The most fundamental principle, implicitly underpinning all others, is that to be effective any process must be *'fit-for-purpose'*, i.e. designed and facilitated to meet specific, contextual learning objectives. Elaboration of how the guiding principles are applied in practice shows how GLTN and all implementing partners are integrating shared learning

processes into their work with the purpose of enhancing the capacity of all involved. All of the examples given in this guide show how GLTN is working with its partners on learning activities.

The guiding principles are:

- ☑ **Continuous joint action learning:** GLTN's goals can only be achieved if different stakeholder groups work together to generate learning from experience. Such learning is important for a number of reasons, including monitoring activities, and informing others about changes, challenges and learning arising from the development of tools. Section 3.1 on a joint learning mission shows that, if the first activities are designed with a learning agenda, the learning can start right at the beginning of the engagement with partners.
- ☑ **A holistic approach to capacity development for the target group:** There are three key dimensions of a holistic approach. Firstly, it works at multiple levels of systems and the links between them. Secondly, it ensures that both soft and hard capacity are given the attention they need. Finally, it goes beyond capacity development to ensure support for capacity use and retention. Section 3.2 and Diagram 5 on rolling out Enumerations and the Social Tenure Domain Model (STDM) and Enumerations in Uganda illustrate a good example of taking a holistic approach.
- ☑ **Appreciation of culture, context and existing capacity:** Each country (and sometimes areas within countries) has its own context that must be considered for land practices to be appropriate and effective. Culture and context are of critical importance to deciding which tools might be helpful and how to use them. Section 3.3 on using action learning sets in the scoping stage of tool development is an example of this principle in action.
- ☑ **Appropriate attention to GLTN cross-cutting issues**: GLTN's land tools cannot be implemented in technical isolation and the Network has identified eight critical cross-cutting issues that need to be integrated into the development and use of land tools. Of these, four are particularly critical for capacity development: gender; grassroots; land governance; and youth. Gender and land governance were both given particular attention in the work described in Section 3.3.
- ☑ **Recognition that technical skills represent only one of a number of components of capacity in complex settings:** To achieve sustainable change in any context requires capacity development on many levels. Training is necessary to address shortages of technical skills in using land tools, but it has limitations. Failure to understand the limitations of a technical skills approach in settings of complex need can result in wasted resources and opportunities. Section 3.2 on GLTN's approach to training for the use of the Social Tenure Domain Model is a good example of embedding technical skills training in a comprehensive array of methods.
- ☑ **Demand-driven capacity development:** Capacity development cannot be imposed on any individual or agency and is only fully appropriate where stakeholders recognise their own needs and take ownership of the action necessary to address those needs. The best results come from working in demand-driven processes with actors willing and ready to make maximum use of opportunities provided. Section 3.1 on the joint learning mission is an example of GLTN responding to a request for capacity development support.

2. Using learning tools in the land tool development process

GLTN has defined a process for land tool development that has six generic steps. While the design, content and sequencing of the steps will inevitably vary according to the tool in development, the steps will all incorporate a number of different activities over time. As noted in the GLTN capacity development strategy, each step of land tool development can (and ideally should) be a capacity development process in its own right, provided it is planned and implemented with a learning agenda in mind. This will not only improve the quality of product, but also help in building the knowledge, support and skills base needed for a new approach to land administration. Thus the different activities in the six step process should, whenever possible and relevant, be planned based on the achievement of clear learning objectives.

*GLTN land tools relate to the **how** of implementing pro-poor and gender-responsive land policies for tenure security. They are developed to accommodate and support the continuum concept and its in-country application.*
For GLTN a land tool is:

- *a practical way to solve a problem in land administration and management*
- *a way to put principles, policies and legislation into effect*
- *pro-poor, gender responsive, and can be applied at scale.*

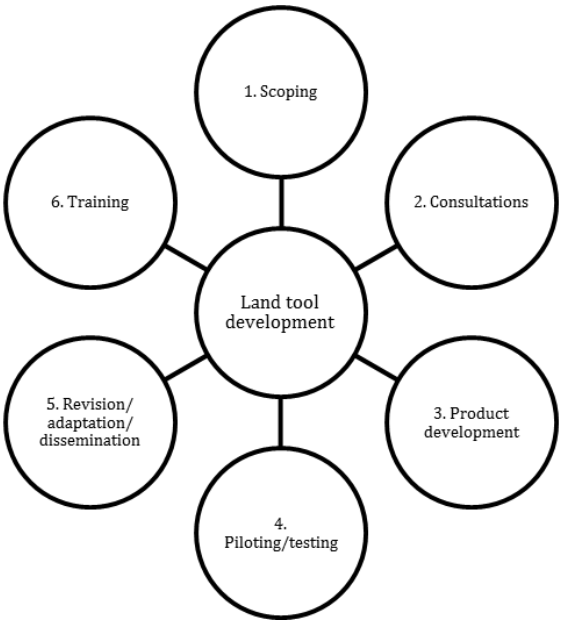
Land tools can various forms, for example:

- *a checklist to use when conducting a survey*
- *a set of evaluative criteria on a matrix*
- *a software package and accompanying protocol*
- *a set of guidelines, approaches, procedures, etc.*

*The emphasis is on **practicality** – users should be able to apply it (or adapt it) to their own situation, land challenge or opportunity.*

Some types of activity may occur at more than one step in a process, for example missions may take place during a scoping study, consultations, piloting/testing, or revision/adaptation/ dissemination. Some activities address more than one step at once, as was the case with the work done to roll out the Social Tenure Domain Model and Enumerations in Uganda, as described in Section 3.2. Learning activities may often happen in combination, as the selection of tools and their sequencing responds to identified needs at the time. Thus there is every reason to believe that all steps in the land tool development process can lead to learning wherever and whenever they happen.

Diagram 1: Six steps in the GLTN land tools development process



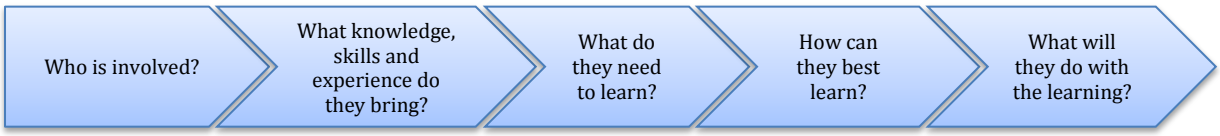
Set out below is general guidance on preparing for, designing and choosing the most appropriate learning tools to maximise the learning from all activities. This is followed by more specific guidance on how to integrate learning into some of the most frequently used activities in the land tool development process, namely missions, workshops and training.

2.1 How to maximise the learning opportunities in activities

Start with the right questions

Working with learning isn't rocket science. Any and all activities can easily become a learning exercise if viewed through a learning lens. All it requires is asking (and of course answering) some simple yet fundamental questions at the start.

Diagram 2: fundamental questions for maximising learning opportunities



Guiding activity planning with the answers to these questions, and any others you think are useful, will ensure that the results include relevant and helpful learning for all involved. The questions can be used for everyday activities like meetings, as well as for planning events like workshops and missions.

To go deeper and explore how to plan an activity as a substantive learning exercise some additional questions might also be useful:

- To which higher-level goals do we need this learning to contribute?
- What factors in the background environment will support or block learning and change, including the distribution of power to influence change in an institution, process or system?
- What do we know about learning in this culture and context?
    - What types and sources of learning are valued? E.g. from books, experts, elders? How do we incorporate or utilise these?
    - What factors may block learning? E.g. non-acceptance by persons of authority of a younger, junior or female facilitator? If any, how do we overcome or mitigate these?
- What initiatives have been or are currently in place that we can build on for this learning exercise?

Plan the steps

A good learning process has three distinct steps: preparation, activity, and follow up, even though there may be some overlap between the steps, and sometimes looping back is necessary. Diagram 3 below sets out the good practice components of each step in a learning activity, which stresses that **preparation and follow up are equally important as the activity itself**. Working with these components will ensure that attention is given to the important principles and values that underpin good practice. Perhaps the most important principle of all is to recognise and respect the capacity and

expertise that already exist, in various forms, and make sure they are taken as the starting point for designing any activity.

Enabling people to do things that they couldn't do before, or to improve the knowledge and skills they already had so they can do things better, is central to GLTN's mandate. So when starting to design any learning activity it is important to hold in mind the simple aim that those involved need to be '*better able to*' do something by the end. This can be at the focussed level of their specific job, and/or at the higher level of new methods, techniques and systems for higher level desired outcomes. If such a learning purpose cannot be identified then the activity should not go ahead, unless there is a very compelling strategic reason.

Whatever the nature and purpose of a shared learning process, and no matter who the participants may be, you should do what you can to follow the steps and tips set out in Diagram 3. The case studies in Chapter 3 illustrate how the basic principles of good practice have been applied into significantly different types of activity and produced meaningful learning results. It is important to remember that the emphasis must be on:

- Building on what is already there;
- Negotiating to ensure that the right people will participate;
- Ensuring good preparations and design that respond to agreed learning objectives;
- Providing or ensuring adequate follow-up; and,
- Skilful facilitation.

'Learning is like water, unless you have a clear channel to take it forward, it may seep away.'

The importance of sustained follow-up for effective learning and capacity development cannot be overestimated. Methods of doing this are discussed at various points in this *Guide*. It is acknowledged that in many cases follow-up with external partners and participants may be difficult, and in certain cases might not even be appropriate. However, whenever possible attempts should be made, at the very least, to set up interactive sharing of information, enabling participants to maintain contact through feedback exchanges, challenges, ideas, additional reading, etc. (via electronic file sharing facilities, an electronic e-learning portal, discussion forums, virtual action learning sets or social media facilities).

Additionally, it is always appropriate to do follow-up within GLTN. The first step of follow-up should be documentation of the learning from the activity. Ideally this should be done in a way that makes the learning accessible to others who would benefit from it. But if nothing else, you should try to document your learning in a way that will enable you to access it later when you need it (see part b of Annex 2).

Diagram 3: Good practice components of a learning activity

Preparation	**Activity**	**Follow up**
- Clarify the purpose of the activity in terms of the specific needs to be addressed - Identify the right entry points and negotiate utilising them - **Identify the right target group:** agree on criteria of suitability participation, and , negotiate to get the right people in the room (this is possibly the most important preparation step of all) - Consult and formulate appropriate learning objectives based on the existing capacity and needs of the participants - Involve the participants in some form of preparation activity (reading, self-assessment, preparing contributions, etc.) - Make sure there is enough time for adequate preparation of: the design of the learning process; those who will facilitate it; and, any materials or resources needed	- Use the right tools and sequence of steps to create a process that fits the needs, but be flexible and change if necessary - Take time before starting the substantive steps to clarify expectations and objectives - Have appropriate and adequate people and resources available to support the process - Facilitate rather than teach, using a mixture of methods as appropriate - Ensure **all** participants can contribute their knowledge, experience and ideas to the shared learning process - Create an environment that fosters openness, honesty (especially about failures), inquiry and willingness to share - Review progress throughout and adapt as necessary	- Ensure that follow-up activities are built into the design from the start - Where possible, ensure that the participants return to an environment that enables them to apply what they have learned - Never forget that some of the best learning comes from the challenges and failure that can occur when trying to apply new learning - Find ways to provide participants with active encouragement and support to deal with problems in a way that leads to deeper learning - Make resources available for the follow-up phase/s

The **ingredients for success** include:

- Selecting the right participants
- Involving multiple partners
- Adequate preparation and context sensitive design
- Participants and facilitators are all:
    - Curious for new, innovative ideas, insights, perspectives and approaches, and willing to grapple with complexity
    - Willing to share knowledge and experiences in an open and honest way, to listen to each other and value what they hear
    - Willing and able to learn, apply, adapt, improve and learn again, especially from challenges and failure
- Adequate and sustained follow-up to support application of learning. While not always possible, when it can be done this adds enormous value

2.2 Choosing the right learning tools

There are many different tools and techniques that can be used for learning activities and deciding which to select and when to use it can be daunting. This section gives some guidance on how different groups of methods may best be used across a spectrum that progresses from very open and lightly structured at one end, to highly organised and technical at the other. You should make your choice about what tools and techniques, and when to use them, based on the:

- Learning objectives;
- Participant profiles;
- Setting;
- Time, budget and other resources available; and,
- Skills and experience of the facilitators.

The spectrum of learning tools and techniques

Diagram 4 shows that there is a spectrum of learning tools and techniques from which to select for any given learning need, and is followed by a description of which type of tool or technique sits within each element of the spectrum.

Diagram 4: The spectrum of learning tools and techniques

Learning inquiry	Semi-structured tools	Structured tools	Technical instruction
Sequenced activities combining multiple tools over a period of time			

Learning inquiry

On the spectrum of learning tools a ***learning inquiry*** is the most general and possibly the simplest to apply. In this context the phrase means that learning questions are incorporated into routine activities that would not normally be considered or recognised as learning opportunities. This involves looking at the activity through a '*learning lens*' in order to see it differently and identify the learning opportunities it presents. This approach is particularly suitable for one-off meetings, consultations, and scoping missions.

An effective way to turn an activity into a generic learning inquiry is to ask some simple questions, such as:

- What learning opportunities does this activity offer? For GLTN? For the others involved?
- What are our learning objectives?
- What questions do we need to ask?
- Who do we need to consult?
- How will we review progress, and record our findings?
- How will we use the learning?

An example is the joint learning mission to Rwanda described in Section 3.1, which was designed in consultation with the relevant Rwandan counterparts. The initial mission proposal was for a technical training, however after a needs assessment exercise it was

decided to conduct a joint learning exchange process guided by specific learning objectives about on challenges and opportunities of land acquisition for public purposes in Kigali, and the potential feasibility of addressing those using a participatory and inclusive land readjustment approach. Provision was made for regular assessment of progress, any challenges that might arise, and necessary adaptation of the programme to maximise learning.

Semi-structured tools

A semi-structured learning tool is more structured than a learning enquiry, though will not rely on pre-prepared content. Instead the tool is used to elicit specific information and knowledge from the group and, through facilitation, help them to process it and distil their learning in relation to specific learning objectives. The tool is designed to guide a carefully selected range of participants to contribute their ideas, experiences and knowledge on a specific issue and reach their own insights and learning. A formal conference, for example, has a fixed programme for presentation of papers, possibly followed by question and answer sessions. In contrast a workshop designed to achieve specific learning objectives will start with a plan for a number of different activities for participants to share their learning, but the type, timing and sequencing of activities may be changed if necessary.

Using semi-structured tools successfully depends on a well-designed format and good facilitation skills. Flexibility needs to be built into the methods used to allow for adaptation in response to what is emerging from the process. An indicator of good facilitation practice is the ability to be flexible with the steps in, and focus of, the process if what is emerging from the group necessitates change.

Facilitation of group dialogue while using the Gender Evaluation Criteria, or the Youth and Land Responsiveness Criteria, are examples of a semi-structured tool. The 22 evaluation questions in the Gender Evaluation Criteria tool can be adapted according to the time, place, and particular needs of the situation and the parties involved. The questions are a prompt for reflection and discussion, which, if well facilitated, synthesised and recorded, will lead to comprehensive analysis and learning.

Structured tools

A ***structured learning tool*** will almost always be time bounded, and is best used for a specific task with a fixed group of people. Use of Action Learning Sets is an example of a more structured tool used within clear parameters and a set of rules negotiated by the participants. An Action Learning Set is a closed group of people who commit to work together, staying strictly with a rigorous process, to achieve the mutually agreed learning objective they formulated at the start. The value of this tool is that, as its name implies, it is always linked to action. Set members bring to the group current, live issues for which they individually or collectively need to find some resolution.

The Action Learning Set methodology was used as one of the main learning tools in the work on access to land and tenure security for women in Muslim contexts described in Section 3.3. This case study also demonstrates how a structured process can be integrated as one of the learning tools used in a longer sequence of activities to achieve a learning goal about a very complex subject.

Technical instruction

Promoting the use of multiple learning approaches does not mean that there is no place for more traditional training approaches in the form of ***technical instruction***. Technical instruction can play a very important role as part of a broader capacity development process. Conventional training (and/or academic study) is the best approach where there is a clearly identified need for the acquisition of purely technical skills. However it is important to remember one minimum requirement – even the best technical instruction will not be effective unless the participants return to an environment that enables them to apply what they have learned.

Technical instruction has an important place in capacity development. Learning to use a hand-held GPS device, Kampala, August 2013

The intervention does not end when the participants leave the training room. If technical instruction is the most appropriate learning approach for the need, then follow up activities are essential so that the learning can be transferred and lead to improved workplace performance, and/or the implementation of GLTN land tools. In a GLTN context, given the complex, human aspect of land challenges, resolution of land interventions invariably requires a combination of hard and soft skills, which can only be successfully transferred via the good learning practice cycle. The example of training on the Social Tenure Domain Model given in Section 3.4 is a very good example of how technical instruction was embedded in an array of methods in order to ensure that participants' learning addressed not only the computer software but also the all-important process of appropriate engagement and adaptation for application. In summary, providing technical instruction on its own should only be considered for exceptional situations.

GLTN's work in land tool development and dissemination almost invariably happens in complex contexts with the involvement of multiple stakeholders. In such circumstances no one tool or method is sufficient on its own. The different steps in the tool development process call for different approaches and combinations of activities, but they should be coordinated and linked so that each is contributing appropriate results to the overall goal and participants are better able to deal with land challenges and promote security of tenure for all.

The use of multiple methods over time is illustrated by two of the case studies. The Writeshop described in Section 3.5 was a *structured learning* process with the purpose of distilling and disseminating learning from multiple activities undertaken in the development of the Participatory and Inclusive Land Readjustment tool process. The stocktaking mission, described in Section 3.6, in the piloting step of the same tool was a *learning inquiry* to understand the various issues that arise during implementation. Both activities contributed substantive and important learning to the tool development process. One has produced an important source book, while the other resulted in practical problem solving and guidance for how to establish similar pilots in future.

2.3 Integrating learning into GLTN activities

In this section you will find guidance on how to integrate learning into some of the most frequent activities in which you might be involved as part of your work, namely, missions, workshops and training events. Annex 1 is an illustrative example of a ***learning process planner*** that can be used for any of these activities.

Maximising the learning opportunities presented by missions

Any GLTN mission is a good learning practice opportunity if the learning lens is applied from the start. The key to effective planning is to ask the right questions before starting to work on the details.

Planning

Annex 2 is a ***checklist for mission planning and reporting*** that will help you to think through what you need to do to prepare. Most of the preparation steps, especially those about expectations and objectives, need to be negotiated with the primary actors who will be involved in the mission. Working through these steps should be understood as an important learning activity in its own right, as everyone involved clarifies their understanding. If you use the checklist to help you plan the mission, and are able to answer the questions, you will have followed the steps of good practice and your plan will be strong.

The guidance points given below cover what you need to think about during and after a mission. The more the key stakeholders are involved in preliminary negotiations and planning, the more likely they are to engage constructively with the activities during the mission, for the mutual benefit of all.

During the mission

1. Be sure to start by revisiting the purpose of the mission, the expectations, the learning objectives, and the agreed plan of who is leading which activity.
2. As each activity is underway try to ensure that facilitation enables the full participation and contributions of all involved, so that everyone is able to share their ideas and experience.
3. Make time and space for agreements and documentation of the key learning points that have emerged. This could be done during or at the end of each activity, or through periodic debriefing sessions where the team assesses progress and next steps.
4. Use the end of mission debriefing to synthesise and share a summary of the learning that has emerged against the learning objectives in order to assess the success of the mission.
5. Agree the next steps that each stakeholder will follow to apply the learning.

Follow-up

1. Make sure that the learning from the mission is documented as soon as possible after return to the office. See the suggestion in Annex 2 about how to document learning in the mission report.
2. Decide on the best ways to disseminate the learning to those who will find it useful. And also how to store and share it for those who will need or find it useful in the future.
3. Agree action points for applying the learning to the next steps in the process.
4. Review periodically to see how the learning has been applied and make adjustments to planning if needed.

Ensuring workshops are designed to achieve a clear learning agenda

Workshops may be used for many different reasons within the GLTN land tool development process. While workshops must have a pre-defined subject, their content is not pre-defined in the same way as that of a technical training activity. The purpose of a workshop may be consultation, problem solving, exchange of experience, dissemination of information, and/or generation of new ideas. This type of purpose puts a much stronger emphasis on the participants sharing their knowledge and experience than, for example, a more formally structured event such as a conference.

A workshop programme should be designed not only with inputs to guide content, but also with exercises that will elicit the participants' knowledge and experience and stimulate the cross-fertilisation of ideas and new thinking. The facilitators may be experts in the relevant subject, but their role is not to be the sole source of knowledge and expertise in the room; rather it is to facilitate others to share and learn. Ideally the result of a workshop is that participants and facilitators all leave with new learning that will enable them to do something better than they could do it before.

Section 3.7 describes how GLTN was one of three partners invited to support the design and facilitation of a two-week joint learning event on *Innovative Concepts, Tools and Practices in Land Administration* at the Regional Centre for Mapping of Resources for Development and how they worked with others to make this an interactive learning process. This case study illustrates well some of the guidance points for planning, activity and follow-up of workshops.

Planning

In order to ensure that any workshop results in meaningful learning for those involved, you should do your planning based on the core questions:

- ***Who is involved****?* It is only by targeting the right participants that it is possible to achieve the purpose. Answering the question '*who is involved*?' is about more than reviewing a list of participants. Getting the right people in the room may mean that you (or someone else who can be influential) need to negotiate with nominating agencies about whom they plan to send to the event. This may also need to include careful consideration of representation (regional, gender, institutional), political dynamics and other factors. Drawing up a set of criteria based on the defined target group can be a useful tool. Using a ***participant nomination form*** (see the template at Annex 3) can also be a helpful step in managing this process.
- ***What knowledge, skills and experience do they bring****?* It is really important to remember that everyone brings a range of valuable assets to every event, and good design aims to access and maximise use of those assets. If you know in advance what everyone will bring it is much easier to plan exercises that are meaningful and fit to

what the participants can contribute. In some cases, this information can also serve as a useful baseline for ongoing monitoring and evaluation of capacity development processes. Asking people to complete a ***participant profile form*** is a good way to get the information you need (see Annex 4 for an illustrative template, which includes a basic self-assessment. At this stage a more detailed pre-testing could also be conducted, as appropriate – see Annex 5).

- ***What do they need to learn?*** This comes back to the purpose of the workshop. You should try to frame at least one of the workshop objectives in terms of learning as an intended result, so that you can keep the process focused. The result you are working towards should be framed in terms of the participants being '*better able to …*' as a result of their participation.
- ***How can they best learn?*** Not everyone learns in the same way, so a good workshop process offers something that facilitates different ways of learning[3]. Some learning can take place through the transfer of information in the form of presentations, but much more happens when the process allows people to interact using different methods and media. For example, for some people a visual image is much more useful and stimulating than a slide of text. You will find that using varied media and interactive exercises (where possible case study- or scenario-based) that facilitate exchange and the emergence of new thinking will be much more productive than using one single method throughout the workshop.

When you have answers to these questions (or as many answers as you can get) you can finalise the learning objective/s for the workshop and plan the design. Even if it takes more time negotiation with others involved is useful during the design phase, because it builds others' understanding and ownership of the process from the start.

During the workshop

Good facilitation is a skill that requires much more than technical knowledge of the subject. Where technical instruction is about developing skills through the transfer of know-how, facilitation is about enabling others to work through whatever steps are necessary for them to achieve the desired result. This calls for use of creative and stimulating methods and resources, as well as responsiveness to what is emerging in the room and the flexibility to make changes if necessary. Using real or imagined scenarios and case studies, and encouraging discussion on challenges and possible tools, techniques and strategies for dealing with them, can be very effective. To help participants consolidate their learning the facilitator can keep asking the question 'What can we learn from this?' and related questions such as 'What does this mean?', 'Why is this interesting or important?', and 'What does it say about the way we work now?' Another important step in the process is to allow regular slots in the timetable, especially the end of the day, for participants to reflect on and record their learning. A ***learning log*** (illustrative example given in Annex 6 below) is a good example of how to do this. Evaluations and other feedback by the participants, both during and after the training, are also very important. (See Annex 7 for an ***event evaluation questionnaire***, completed at close of event; and Annex 8 for a ***post-event follow-up questionnaire***.)

[3] See, for example, Kolb's learning cycle styles which tells us that learning happens in a cycle, but everyone will favour or learn better through one of the four different styles in the cycle: Concrete experience – feeling; reflective observation – watching; abstract conceptualization – thinking; and, active experimentation – doing.

Follow-up

Thinking about follow up will start at the planning stage with the question '*What will they do with the learning?*' How much the organisers and facilitators can influence use of learning after the workshop will depend on many factors that may be outside their mandate or control. Successful follow-up requires commitment by the participants, as well as support from their principals. While the latter can, to some extent, be negotiated prior to the training, the former will depend on many factors, including the suitability and quality of the training itself and development of achievable action plans at the end of the training.

At a minimum, simple steps such as creating a Dropbox folder to share documents and resources from the workshop can be a very helpful supporting mechanism. Including structured planning sessions and discussions on the possible establishment of peer-to-peer progress and implementation review frameworks, can also provide useful trigger points for follow-up. In cases where prior testing was done, post-testing (directly at the end of the workshop, and/or some months later) can also be done quite easily.

For internal learning and knowledge management purposes it is essential that those involved in initiating, managing and facilitating the workshop also take some time to reflect on what happened, distil and document any relevant learning about both the tool development process, and for organising similar workshops in future.

Bringing a learning lens to training activities

Training is a well-developed and much used method for capacity development of individuals. A great deal is known about how to make training interesting and effective by using participatory processes. Yet, despite this substantive pool of knowledge and expertise, only rarely does training result in a significant change of practice in the workplace, or in the development and use of innovative and effective applications appropriate to specific contexts. This is for a number of reasons, the two most important of which are the lack of or inappropriate targeting of participants, and lack of follow up support. The UN-Habitat publication *Training for Better Cities*[4] is a helpful guide setting out what good practice training looks like and how it can be applied.

Traditionally training is seen as the transfer of technical knowledge and skills from an expert to participants who need what the expert can offer, and the process stops at the end of the training event. Training objectives are frequently formulated on that basis, e.g. '*By the end of the training the participants will have knowledge of X land tool*.' However, to be really effective training needs to be based on a concept of learning that goes beyond the process of acquiring knowledge and skills to include the application of what has been gained so that it results in positive change in workplace performance. The starting point for making the shift towards a different approach to training is in how the objectives of a training event are formulated. Remembering the purpose of people being (better) able to do something and the question '*What do they need to learn*?' will result in objectives such as: '*By the end of the training the participants will have learned what they need to know and do to use X land tool in their work or community'.*

Of course there are situations where the highest level of need is for technical skills and knowledge, and thus taking a technical training approach is absolutely the right choice to

[4] The Training for Better Cities guide is available at http://unhabitat.org/books/training-for-better-cities/

make. However, that does not mean that an activity with the primary purpose of technical instruction cannot also have a broader learning agenda. In fact for effective application of a tool, such as the Social Tenure Domain Model, the need for learning that will help to resolve the contradictions and challenges that inevitably occur in real life application of the model is equally, if not more, important than technical skills to use the software. A tool is one thing, the people and situations where it is applied are something else entirely, and they never follow the rules of the software. Achieving this shift is of great importance in the land sector, where complex tenure issues require innovative, fit-for-purpose interventions for success to be achieved.

In its capacity development strategy GLTN has recognised the traditional shortcomings of training as a methodology for its work in the training step of the tool development. This is why the strategy promotes the integration of broader learning approaches into technical instruction activities as a means of overcoming those shortcomings. Using the following guidance points to help prepare, deliver and follow up after training will help you to create a very effective learning process, that equips the participants not only with technical knowledge and skills, but also with the soft capacities they need for effective implementation. The Social Tenure Domain Model training described in Section 3.4 is a good example of this broader approach.

The key guidance points for training are the same as those for workshops. It is essential to target the right participants, to understand what they already know and can do, and how they can best learn.

Planning

When planning the training you should try to get the answers to these questions in order to ensure that the training targets the right people, and leads to them gaining the knowledge and skills they need:

- Who is involved?
    - Where do they come from?
    - Who has nominated them?
    - Why have they been nominated?
- What pre-testing can we do to know what information, knowledge, skills and experience do they bring that could contribute to the process?
    - Even basic prior assessment done at the nomination stage can provide very useful information to help fine tune the content of the training. Asking people to complete a ***participant profile form*** at an early stage is a good way to get the information you need (Annex 4 gives a sample template which includes a basic ***self-assessment***. Annex 5 is a template for a more detailed ***pre-testing form*** for a training event on Enumerations and the Social Tenure Domain Module). The more information you have in advance the more you will be able to tailor content to be relevant to needs.
    - If it is only possible to pre-test at the start of the event, that still provides a useful baseline for assessing learning at the end. This information can be compared with post testing data to assess the outcomes of the training.
    - In some cases, pre-test information can also serve as a useful baseline for ongoing monitoring and evaluation of the bigger capacity development process of which the training is a part.
- What political or other dynamics may need to be considered in designing the process?

    - If the target audience includes both managers and operational staff, or political figures and community residents, the process may in some cases need to be structured into parallel sessions interspersed with joint learning plenaries.
- What do they need to learn?
    - This comes back to the purpose of the training. Ideally the learning objectives cover not only the required technical skills but also the soft skills necessary for application. The objectives should be clearly focused on participants 'being (better) able to …' as a result of their participation.
- How can they best learn?
    - While reading about a technique or watching others do something may be a starting point for learning, few can acquire a skill in such passive ways. So a good training event facilitates different ways of learning and combines theory with opportunities for the participants to practice the skill themselves.
    - Practice should not be confused with participatory training techniques. Practice means having the necessary resources, for example computers, available in the room, to be used while the instructor is on hand to help resolve queries.
    - Ideally training activities will include fieldwork to explore the challenges of application, but that is not always possible due to budget or other practical constraints.

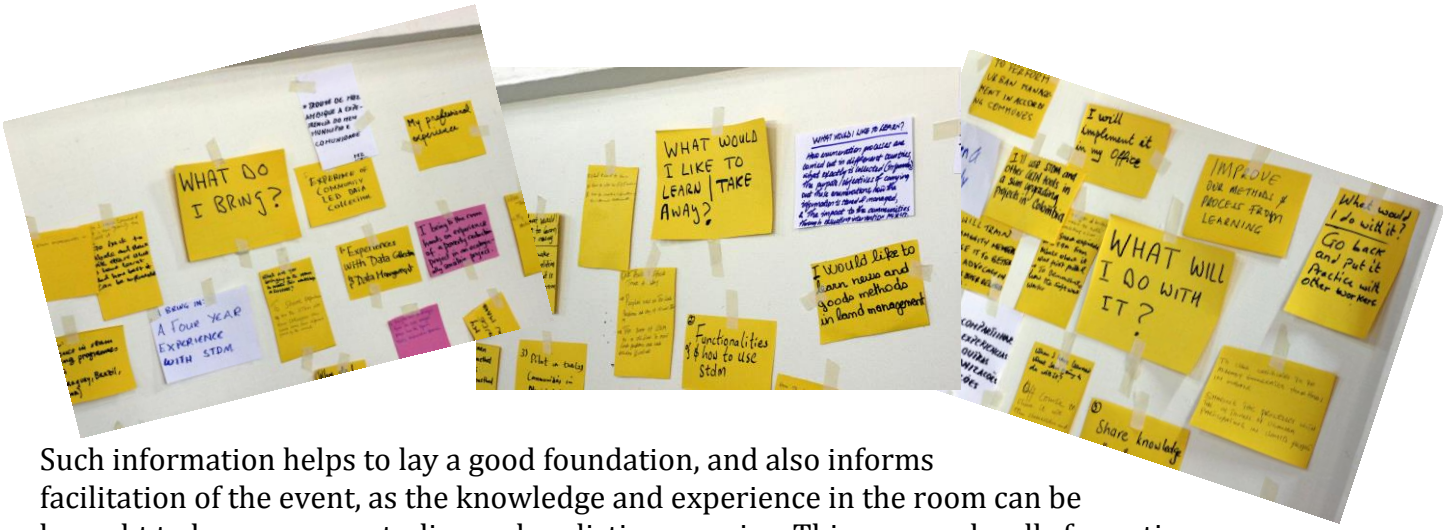
When you have the answers to these questions you will have the ingredients for designing a good training.

During the training

A good trainer will be sensitive to the match between participants and the design, both content and process, and whether or not it is pitched at the right level for optimum learning. Sometimes people need more time and examples to understand key points or more time for practice, at others it will be possible to move on more quickly than expected because the participants are ready to. The trainer should be able to make such adjustments to the content and process as required throughout the training event.

A good trainer is also a good facilitator. In addition to enabling the transfer of knowledge and skills, the trainer must also be able to facilitate the participants to understand and adapt what they are learning to make it relevant to their own particular context. Moreover, a good trainer should be able to draw out the experiences and knowledge that is in the room, amongst the participants themselves. This is particularly important in a land context where multi-sector, cross-profession and inter-disciplinary approaches are very important.

Based on sound preparation, as well as creative interaction during the process, the facilitator ideally ought to know who is in the room, what knowledge and experience they bring that could contribute to the success of the process, what they would hope to learn / take away, and what they may do with that in their work, subsequent to the learning event. This information could be obtained prior to the event (through a questionnaire during the nominations and selection process), or through an introductory exercise, and can be usefully displayed as reference during the event (see images below)



Such information helps to lay a good foundation, and also informs facilitation of the event, as the knowledge and experience in the room can be brought to bear on case studies and realistic scenarios. This approach calls for patience and flexibility during the training process, to enable participants to contribute and to make sense of what they are learning in the context of how they will apply it. As with workshops, it is helpful to have regular slots in the timetable, including the end of the day, for participants to reflect on and record their learning.

Training activities should conclude with a dynamic action planning activity for the participants to work out how they are going to use and apply their learning when they return to their places of work, and what support they would need to enable them to do that effectively. An ***action planning template*** is given at Annex 9. Techniques of interactive reporting on action plans are also encouraged (Annex 10).

Action planning presentations, in poster format, with voting for the best poster.
Transparency in Land Administration training event, RCMRD, Nairobi, October 2015

Follow-up

What happens after a training is as important as the training itself. Follow-up should always be considered from the outset, starting with the question '*What will the participants do with their new knowledge and skills?*' How much you can influence application of knowledge and skills after the training will depend on a number of factors. For the many GLTN training events that involve participants from different countries, hands on follow up is not a

practical option, but making resources available and perhaps offering some virtual coaching for anyone with an application challenge are both ways that participants would find supportive. In some cases it may be the sponsoring agency that needs to take the lead on the follow-up, in which case your role is to make sure they have all the information they need to do it effectively.

3. Illustrative cases

3.1 Joint learning mission to test potential tool application (step 5 of tool development)

UN-Habitat was requested by the City of Kigali and relevant Ministries to support application of land readjustment for city extension, upgrading and the acquisition of land for public purposes. The initial mission proposal was for a technical training, however after a needs assessment exercise it was decided to conduct a joint learning exchange instead. Technical training would have been premature for a number of reasons, including lack of information within the UN-Habitat team of the specific context and land acquisition needs of the City, and within the City and relevant Ministries of the UN-Habitat and GLTN approach and relevant land tools, in particular Participatory and Inclusive Land Readjustment (PILaR). PILaR is a land readjustment methodology developed by UN-Habitat and GLTN partners, through which land units that have different owners and claimants are combined into a single area through a participatory and inclusive process for unified planning, re-parcelling and development.

The overall purpose of the mission therefore emphasised joint learning: *"to bring together key institutional actors in the City of Kigali and Rwandan government for information sharing and joint learning on challenges and opportunities of land acquisition for public purposes in Kigali, and the potential feasibility of addressing those using a participatory and inclusive land readjustment approach.* Clear learning objectives were set through a process of consultation with the parties (see Annex 2: ***Checklist for Mission Planning and Reporting***), aimed at achieving:

1. *A clear understanding amongst participants of the policy, legal and institutional context of land acquisition by the State for public purposes in Kigali*
2. *Shared information, experience and perspectives of the key institutional actors on:*
   a. *challenges and opportunities for land acquisition in Kigali*
   b. *existing strategies and ideas on how to meet these; and*
   c. *the roles of the different actors played / to be played in this process*
3. *Improved understanding of the participatory land readjustment approach and methodologies and its potential applicability in Kigali*
4. *Agreement on key lessons, conclusions and recommended next steps*

The learning methodology included high-level consultations to introduce the mission and learn about the policy direction and operational imperatives of both the City and relevant national departments, site visits to learn first-hand about conditions in possible target areas and the challenges being faced by implementers, and an interactive workshop. Care had been taken to try to ensure that most relevant role players were represented, at an appropriate level of seniority and expertise. Those who attended included officials from the City of Kigali, Kigali One Stop Centres, Rwanda Ministry of Natural Resources, Rwanda Natural Resources Authority, Rwanda Ministry of Infrastructure, Rwanda Housing Authority, City of Kigali , Department of Infrastructure, Rwanda Ministry of Agriculture/Rwanda Agriculture Board,

the District of Musanze, Rwanda Institute for Sustainable Development, and UN-Habitat Kigali and Nairobi.

A resident explains an aspect of a local land readjustment project to a joint learning group, Kigali, September 2015

There was commitment to follow-up from the outset, which consisted initially of the joint drafting of a short but sufficiently detailed report with annexes, which was endorsed and attached to a letter from the Mayor of Kigali to the Executive Director of UN-Habitat proposing further collaboration.

This joint learning mission was managed, from early on, using a ***learning process planner*** (Annex 1), which included the concept, mission background, rationale, purpose, and learning objectives, as well as a working agenda containing full details of times, subject, responsibilities, facilitation notes, responsibilities etc. in a format that could be continually updated to reflect the actual process as it unfolded.

3.2 Rolling out Participatory Enumerations and STDM in Uganda (steps 4, 5 and 6 of tool development)

Building on its years of work and relationship building in Uganda the GLTN were able to implement a good learning practice cycle on the Social Tenure Domain Model (STDM) and participatory enumerations, commencing in 2012-2013 and still ongoing today. They worked with a selection of municipalities in partnership with government authorities and Slum Dwellers International/ ACTogether. The overall process combined tool development and testing, training of trainers, practical learning through action, institution building, active networking and development of partnerships. The success of the first stages of the process resulted in ongoing roll out to more municipalities, and participants in the original training subsequently acting as trainer-facilitators for those courses, which also had participants from other African countries. Diagram 5 illustrates how this process progressed over time.

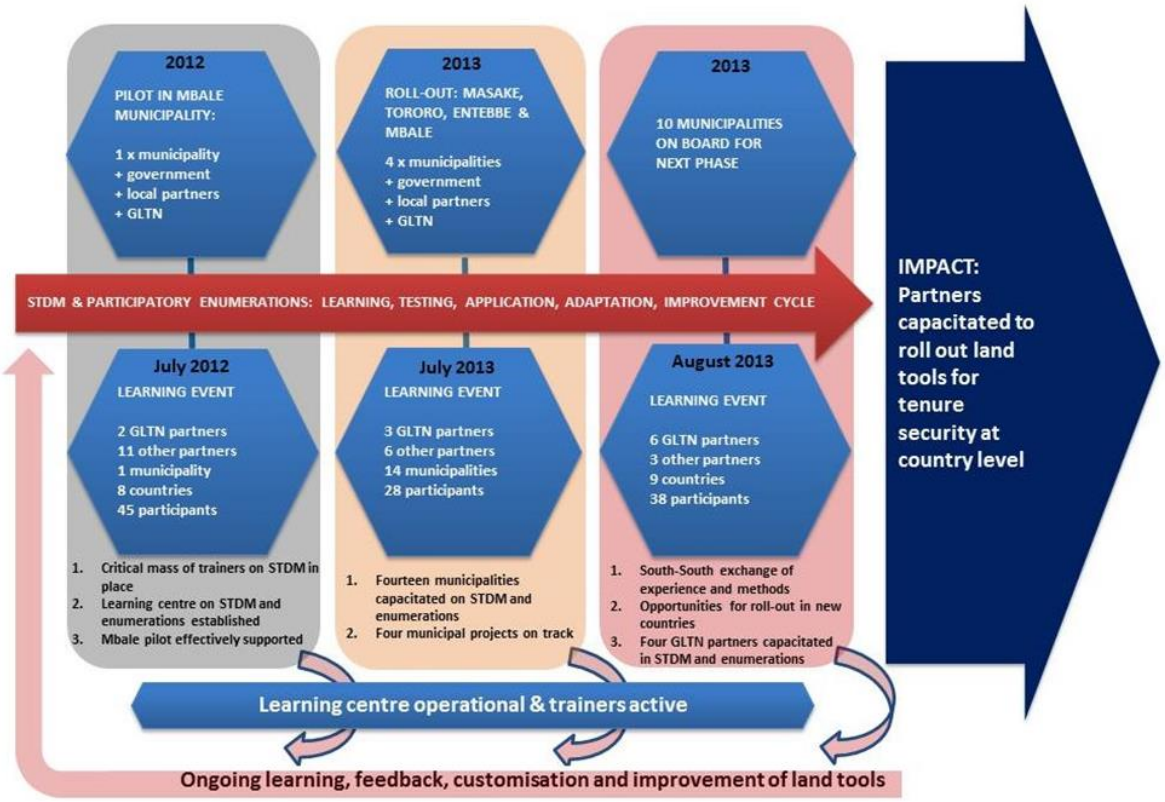
Factors that contributed to the success of this long-term initiative, for shared learning and much more, are:

- Bringing together the right combination of partners, government and municipality staff, community leaders and young people, and being able to maintain continuity of their involvement throughout the learning cycle;

- Working with a process that combined
    - A concept – completing the cadastre using the continuum of rights,
    - A methodology – to have community involvement to gather complex information, and,
    - A tool – technology that can record data spatially;
- Designing a methodology that valued what each group brought to the overall process and allowed them to learn both separately and together according to the particular learning objective for each group, linked to their roll in using the tool;
- Having an experienced team with strong facilitation skills;
- Having well developed products and resources; and,
- Being able to manage a range of logistics and technical challenges like getting the software working on many different computers.

While having the right design is clearly important for success it is not the whole story. As this example illustrates other factors like being able to involve the right stakeholders and being able to manage IT needs are also important factors. A final point to note is that during this initiative capacity development for many different groups was both simultaneous to and inter-connected with the roll-out of the STDM model and participatory enumerations in the municipalities.

Diagram 5: Capacity Development for STDM and enumerations in Uganda



3.3 Action learning to facilitate scoping and product development (steps 1 and 3 of tool development)

GLTN committed to develop tools on *access to land and land security for women in Muslim contexts* as one of its streams of work. This is a broad, complex and sensitive subject, at the interface of customary practices, Sharia Law and women's rights. Interested parties have

extremely diverse, deeply held views, often based on their cultural background, the dynamics within their communities and their religious beliefs. Even to reach consensus about what may be considered a valid articulation of problems is a very challenging process, and identification of viable solutions even more so.

As part of its scoping work to define the nature and range of relevant issues, GLTN brought together a small group of academic land experts, community development workers, and land professionals, to explore and illuminate the issues from different perspectives. This was to ensure that the views, not only of experts, but also of those living with the issues, were taken into account. GLTN planned to produce a report based on the results of the group's deliberations, as a stepping stone to tool development. The challenge for getting the process started was that some in the group were accustomed to speaking and having others listen, while others had no similar expectation and were nervous of expressing their views in the company of experts. The GLTN team decided to overcome this challenge by using the Action Learning Set methodology with the help of an experienced practitioner to co-facilitate the process with one of the GLTN's technical land experts. This proved to be a good decision, which ultimately resulted in agreement on key issues and the development of the required documentation.

The Action Learning Set methodology was first introduced during a face-to-face workshop to develop ideas on what land tools could be developed that would improve access to land and security for women in Muslim contexts. Once the group was familiar with the process and discipline of the methodology, it worked together to develop an understanding the key issues that needed to be addressed and developing these with recommendations for change into a report. The process was continued after the initial workshop, with the group working very effectively, even though they were located on different continents, by using the methodology virtually. In a later, second workshop they worked as a team to tested their ideas with a wider group of stakeholders.

Five key features of the Action Learning Set methodology were particularly helpful for shifting the dynamics of the group into a respectful sharing of experience, understanding and opinions, and that in turn resulted in enhanced learning for all concerned:

- Everyone in the group is on the same level;
- Members take turns to be the focus, each presenting a particular challenge or question that the group is considering
- No interruptions are allowed;
- Other members listen, and can only respond with open questions, not advice or opinions, through which the presenter can clarify the issues and formulate actions to be taken;
- There is a final round of feedback and reflections on the topic and the process.

The benefits of this process as identified by the participants were:

- The methodology enhanced listening, which in turn improved the amount and quality of information everyone shared;
- Those who are normally quiet had to speak, and the quality of their contribution was enhanced by the safety that the group rules provided, and the value of the questions asked;
- It created a clear focus and pace for meetings that made them productive; and,

- It pushed everyone's thinking past stereotypes and really opened up options for focusing on the essence of the issues as well as practical solutions, without any blocking filters kicking in.

An Action Learning Set exploring tools for tenure security for women in Muslim contexts, Cairo, February 2014

As with all methodologies, action learning sets have their challenges. The first is that some people need time to really understand and follow the rules, which makes it essential to have an experienced facilitator. Taking on the dual role of technical expert and co-facilitator can also be demanding, creating tensions between the two roles at times. Additionally, hiring an external facilitator can be expensive, but for some needs the results will fully justify the costs.

Despite these challenges, the combination of action learning with more conventional facilitation techniques proved very valuable to bring out and address technical issues that have deep impact on personal lives and family relationships, such as women's access to land and tenure security.

3.4 Training on Enumerations and STDM (step 5 of tool development)

In collaboration with the International Federation of Surveyors' Young Surveyors Network, GLTN conducted training on the Social Tenure Domain Model (STDM) as a pre-conference event during the 25th Congress held in Kuala Lumpur in June 2014. The purpose was to equip young surveyors with the prerequisite knowledge and skills on alternative ways of capturing tenure information. This training also served to equip young surveyors with the skills to conduct Social Tenure Domain Model trainings; with the knowledge gained through this training, the participants would be able to support GLTN and the International Federation of Surveyors in future work related to building awareness and rolling out the tool. The Young Surveyors Network nominated, and where necessary supported the 20 participants for the training.

A training needs assessment was not needed because the selection criteria was clear, namely young surveyors with technical qualifications and skills who had yet to be introduced to pro-poor and gender-sensitive methods of recording tenure that were fit-for-purpose and did not necessarily depend on high accuracy data produced by expensive equipment. Understanding of the software was an important part of the learning agenda, but the bigger need was to change mindsets, so that the participants would be open to new approaches that built on

their technical knowledge and skills, and would know how to adapt new tools based on the unique contexts in their respective countries, especially the continuum of land rights and participatory enumerations.

The training combined several features of good learning practice, by:

- Focusing on enumeration as a process that needs participatory methods to engage the stakeholders as well as collect, validate and generate data, with the customization and use of the Social Tenure Domain Model tool as just one step in the process;
- Helping participants understand how the concepts presented complement their existing knowledge and skills;
- Using a training of trainers approach, so that the young surveyors were equipped to roll out the methodology within their own networks;
- Focusing on the dynamic nature of implementation, requiring adaption to context and the selection of the right tools for different steps and settings;
- Conducting fieldwork at a location (identified by a local partner of GLTN) where one or more multiple tenure situations (that are currently not registered in the formal system) exist at one site;
- Giving classroom time on computers for practice with the software;
- Having participants give presentations about their learning; and,
- Ending with action planning for application.

As with the preparatory steps, the Young Surveyors Network took responsibility for follow up activities to support the participants with application. The results have been impressive: within just one year of the event the 'cascade' training had reached a third generation of trained participants.

In addition to the benefits for individual participants and those they work with, this approach is instrumental in transferring capacity for roll out of the tool to practitioners, rather than having that capacity sit exclusively within GLTN. Francophone participants of previous Social Tenure Domain Model training events are now leading the training in Francophone countries in West Africa.

3.5 Writeshop to revise, adapt and disseminate (step 5 of tool development)

A Writeshop is an effective mechanism for bringing together and recording what has been learned through a land tool development process when a planned milestone in the process is a publication to share that learning or create a technical resource.

> *"A writeshop is an intense process aimed at bringing together several actors involved in knowledge generation and packaging - authors, editors, artists, and desktop publishing specialists - to produce a publication, for example to document best practices in development, or to prepare a policy brief, in a relatively short time. It is a very flexible way of producing various types of information or knowledge products, from bound books to leaflets, and from training materials to source books".*
>
> Source: *A Guide to Organising Writeshops,* IIRR, 2010, p.5

The GLTN organised a Writeshop in order to meet the need for technical assistance in the development of the Participatory and Inclusive Land Readjustment tool. In November 2014, facilitated by GLTN partner the International Institute of Rural Reconstruction (IIRR), a group of experts from UN-Habitat/GLTN and other professionals in the field of land readjustment developed a draft generic source book (field manual) on the Participatory and Inclusive Land Readjustment (PILaR) methodology. The intention was to draw out their expertise and experience in developing the tool so as to distil

and document their learning in a way that was easily digestible for a broad, often non-academic, target group.

Not all of the people involved in the exercise were academics, as some had a practice orientation to the work. However, all were well prepared to contribute because of their engagement in the land tool development process, and the fact that they were required to have a first draft of their contribution ready before the Writeshop started.

What GLTN has learned about the use of the Writeshop methodology is:

- In order to be most effective the process needs:
    - The right people in the room - ready, willing and able to share their learning;
    - A strong, experienced facilitation team to guide and support the overall process;
    - Support from someone with thematic expertise; and,
    - A first class editor and others to manage and guide the writing, editing and re-writing process.
- Sometimes it is necessary to pair non-academic knowledge holders with writers;
- The results can look quite different from the starting point; and,
- It can be very challenging and demanding, especially for key people like the editors.

Doing a Writeshop properly can be very expensive, but for GLTN it is an invaluable method for **consolidating the learning from a tool development process**. The Writeshop methodology enables knowledge holders to come together, deepen their learning and understanding through a process of sharing and refining what each has contributed. It is a very dynamic, interactive and creative process, but not without its challenges, that results in the creation of an important resource in much less time than other writing methods would take.

3.6 A stocktaking mission during piloting (step 4 of tool development)

In May 2014 the team responsible for the Participatory and Inclusive Land Readjustment pilot project in Medellin, Colombia went on mission to take stock of how the project was progressing, and what the implications of this progress might be for the next steps of the project. There were four key stakeholder groups involved in the exercise: the GLTN team from Nairobi; the UN-Habitat Colombia country office; the implementing partners; and, the municipal authorities. By its very nature this pilot project is a learning exercise. It is being implemented in a large, complex municipality with all the expected array of challenges, opportunities, constraints, and actors with diverse interests. The mission therefore had an ambitious agenda that was not always easy for the team to fulfil, in part because in a highly politicized environment they did not always have the right people in the room to discuss the intervention, and also because it was taking time for all to grapple with the new approach that the project was promoting the theory and practice of design and implementation.

However, the discussions and activities conducted during the mission facilitated some immediate trouble shooting on implementation issues that enabled the project to go forward more smoothly thereafter. For example, it emerged that some implementing partners had not understood the nature of the pilot project as a research and learning exercise and had, therefore, expected to be provided with more detailed guidance and finished tools to support them in the work. This learning enabled some speedy resolution to the problems. One of the more difficult challenges was that the questioning nature of the learning mission, and the preparation that requires, did not sit comfortably with all those involved. Careful

preparation work is needed to help everyone engage constructively, but there is a fine line between good preparation and overload. Finally, the fact of proposing some very different approaches was a challenge and the capacity to 'think out of the box' was not always easy for those taking part.

The really valuable learning was, however, at the higher level of what GLTN learned about how to establish pilot projects and how to match the local reality with the aspirations of a new methodology. The three most helpful points that will be taken into the future planning of pilots are:

- It is essential to clarify, and probably in more detail than might at first seem necessary, the expectations and roles of key actors during the start-up phase of the project. In particular it is essential to establish at the start who will be responsible for facilitating the relationships in the political environment of the project and how this role will connect to the substantive aspects of implementation on a day to day basis;
- Multifaceted projects in complex settings need a great deal of coordination at the highest level, and regular personal interaction within teams, to ensure that all the strands across difference technical disciplines are held together in a way that contributes to the overall goal; and,
- The need to have shared understanding, with all stakeholders, about both the existing frameworks under which projects are usually undertaken, including some of the cultural and political norms and agendas that influence how they are designed and implemented, alongside the challenges and opportunities arising in the new approach being proposed. Taking time to have the necessary discussions to reach shared understanding would help everyone align their expectations and manage risks effectively.

3.7 Joint learning event (step 6 in tool development)

The GLTN was one of three partners invited to support the design and facilitation of a two-week joint learning event on *Innovative Concepts, Tools and Practices in Land Administration* at the Regional Centre for Mapping of Resources for Development (RCMRD), held in Nairobi from 14-25 July 2014. The target group were mid-career land professionals with technical expertise who needed to learn about the human and social dimensions of land in order to apply the Social Tenure Domain Model in their countries. GLTN staff involved saw this as an exciting opportunity also to introduce land actors to a more human-centred learning process that combined a focus on soft capacity with technical skills.

In order to maximise the learning potential of the event the GLTN team introduced the following innovations:

- Asking the participants' institutes and agencies to formally nominate participants, explaining why they were the right people to attend. This was done well in advance of the event to allow time for good decision-making within the institutes and for the participants to prepare. (For a sample ***participant nomination form***, see Annex 3);
- Sending nominated participants information about the course in advance and asking them to prepare country materials for sharing;
- Pushing the participants into thinking beyond software technicalities by emphasising the need to process ideas. All the GLTN sessions were interactive learning processes (as opposed to lectures and presentations) using creative media, with generous time allocated for discussion. Some approaches used were:

    - The country materials that participants had prepared were shared in a dynamic 'market place' session where they each presented their information on a single poster and learned from each other by moving around the room to make short visits to each other's countries.
    - The session on the continuum of land rights used photographs as the media to explain and explore the issues, asking the participants to comment on what they saw before giving technical inputs.
    - A similar approach was used for the Gender Evaluation Criteria session, which used a single photograph as a discussion device to introduce the land tool;
- Keeping a strong focus on what could be taken back and applied in the participants' own countries. Participants were expected to use a ***learning log*** (see Annex 6 for a template) to record what was important to them. At the end of the event there was a dedicated session for action planning to apply the learning (see the learning tools section for the guidance template);
- Having daily reviews of learning; and,
- Creating a Dropbox folder to share documents and resources from the course as a supporting follow up mechanism.

The informal and formal feedback that the GLTN staff received, together with the high levels of energy and participation they saw during their sessions, were a strong affirmation that the participants both appreciated and learned from the techniques applied in the sessions.

Mindful of good practice guidelines for training, the facilitators were aware that the Dropbox folder, while useful, has limited impact as a follow up mechanism. But given that the participant group were from many different countries across Africa and there was no budget for follow up it was the best option available. The participants left the workshop with many new ideas and resources, knowing that should they wish for support when implementing their learning the GLTN door would be open to them. Lessons learnt during the preparation, design, implementation and follow-up of the workshop were used to improve the next iteration of this annual joint learning event.

4. Conclusion and going forward

From 2014 onwards the capacity development strategy has been mainstreamed into various aspects of GLTN work, including:

- Its goals and principles were integrated into GLTN country-level action plans;
- The use of action learning in scoping and tool development;
- Joint learning on innovative concepts, tools and practices in land administration involving mid-career land professionals from numerous countries;
- Expert research and consultations;
- Formulation and implementation of partnership agreements and joint programmes;
- the various activities and projects of the GLTN International Training and Research Institutions cluster;
- Support to the Land Policy Initiative for Africa;
- In-country, multi-stakeholder land tool development and testing; and
- Involvement of all relevant GLTN partners in improving the Network's e-learning capacity.

From these experiences so far GLTN has learned that it is possible to turn everything, including country missions, expert consultations, even something as routine as mission reports, into a learning opportunity if they are planned and structured for learning from the start. The case studies in this guide illustrate that a great deal of GLTN's work is already good practice for generating learning and this guide has been written to help you and your colleagues continue the process of re-framing your approach to activities so that you gain as much learning as possible from everything you do.

GLTN will continue to mainstream the strategy and its guiding principles into all aspects of its work in coming years. Success will in part depend on ensuring that not only GLTN staff, but also existing and potential partners understand and engage with the principles and approaches of the strategy. In order to make this a reality future partnership agreements will set out expectations for learning deliverables from all parties.

Everyone can contribute to keeping the momentum for changed practice going by remembering a few key points.

- ☑ **Take time to get as much information as possible before planning the event.** Design is based on what we know, so the better our knowledge the better our design. The preparation steps set out above put a lot of emphasis on getting information about participants, what they bring to the activity, and what they need to be able to go away '*better able to …*' for good reason. Having this information available to guide design will enable you to plan a relevant activity that is fully fit to purpose. So the time you put into getting the necessary information will pay off in terms of the quality and results of your activity.

- ☑ **Be flexible and responsive to what is emerging during the process.** Even though you may have put in a lot of hard work at the planning stage, you need to be ready to change your plan if the delivery isn't going well, or if a different priority is emerging from the process. This is not to say you should let things get so far off track that the learning objectives cannot be achieved, but it may be that the participant group define or need a different route to the objectives, and if so your role is to help guide them. Working in this way means that you should think of the programme as a 'living agenda' that can be adapted as needed. Using a tool like daily review, alongside your own reflection, will help you to know if anything needs to be changed.

- ☑ **Always remember that as the facilitator you are also a learner.** Although you may well be bringing considerable technical expertise to the activity, you should still approach it as someone who has something to learn from what others contribute. Defining yourself as a learner to help create an atmosphere of shared learning in the room will lead to much fuller and richer sharing, and therefore much higher quality results, than if the participants feel they are the only ones with something to learn.

- ☑ **Make a habit of documenting your learning.** Given the limited resources available to achieve GLTN's broad and complex mandate it is essential that learning is understood as a valuable asset that everyone needs to access. Making learning accessible so that it can guide future work is dependent on everyone capturing and documenting what they gain from activities in ways that are relevant for others. The first step starts with you, and how you record what you have learned from your activities will define the contribution that you are making to GLTN's achievements.

Learning Tools

Annex 1: Learning process planner (missions, expert consultations, training)
Annex 2: Checklist for Mission Planning and Reporting
Annex 3: Template for a participant nomination form
Annex 4: Template for a participant profile (including a basic self-assessment)
Annex 5: Example of a detailed pre-testing form for Enumerations and STDM training
Annex 6: Template for a learning log
Annex 7: Example of an event evaluation questionnaire (at close of the event)
Annex 8: Example of a post-event follow-up questionnaire
Annex 9: Template for action planning
Annex 10: Action planning exercise and group reporting using posters

Annex 1: Learning process planner (missions, expert consultations, training)

*(*illustrative example, for adaptation per particular event, updated throughout the mission to reflect actual)*

Concept and Programme (v-17.9.2015)
LEARNING EXCHANGE
"Land acquisition challenges and opportunities in Kigali, and the potential feasibility of addressing those using a participatory and inclusive land readjustment approach"
-- Kigali 15-16 September 2015 --

Background
Rwanda has the highest population density in Africa. As the population in the country is highly dispersed and is growing rapidly, land scarcity is of high concern and therewith the need for good urban planning, particularly for the urban extension of Kigali and secondary towns and to increase urban density in existing centres. The City of Kigali (CoK) requested UN-Habitat for support to better understand upgrading procedures with a strong emphasis on participation and land management. The city has a tremendous shortage of housing, particularly affordable housing, and sees better land management as one of the solutions that contribute to better urban development and access to housing. Further dialogue with the CoK and other involved institutions – Rwanda Natural Resources Authority (RNRA), Rwanda Housing Authority (RHA), the Districts – informed us that the need for land management is also needed in non-built-up areas.

Assessment
To help determine the way forward a needs assessment was done. As part of this, during meetings with CoK districts (Nyarugenge & Gasabo), Kigali One Stop Centre (OSC) and the Rwanda Natural Resources Authority (RNRA) and based upon the Achieving Sustainable Urban Development programme (ASUD) work in Rwanda, the following was determined:

- To develop CoK according to the master plan, significant amounts of land need to be readjusted. Currently the standard approach is to expropriate and compensate inhabitants. These costs are (too) high and the expropriation is socially disruptive for the local communities
- Land ownership is mainly private of mostly small plots holders and very dispersed. Land owners tend to speculate, so fully voluntary readjustment is challenging, particularly without an appropriate communication strategy and guidelines or even "top down" regulations. The possibility of PILaR, as a largely consensual approach to land readjustment, should be explored for its relevance to Rwanda.
- Awareness and understanding that land needs restructuring to cope with scarcity, make urbanization sustainable should be created at different levels, starting with local leaders / politicians, technicians, academia and private sector
- So far, the subdivision and reorganization of land has largely been approached with the component of 'land for public purposes / municipal reserve' considered separately to the reorganization itself
- There is a need to develop guidelines and presentation in an understandable way
- There is a need to develop a communication strategy within the stakeholders and to the public

Relation with other programmes:

- The City of Kigali is implementing their master plan and faces challenges related to land readjustment issues and how to increase revenue generation. Currently the city is working on an improved taxation policy that should support increasing revenues
- UN-Habitat is working in secondary cities to improve master plans, together with the Rwanda Housing Authority (RHA) and the Ministry of Infrastructure (MININFRA), making these suited for rapid urbanization. Currently with a special focus on the improvement of Rubavau and Nyagatare

master plan, the implementability (from planning, rules and regulations and financial perspective) is among the main concern

- In Nyarugenge District / Sector ,World Bank, Rapid Planning (German scientific cooperation together with UN-Habitat) work with CoK and Nyarugenge District on participatory upgrading pilot project for trans-sectorial infrastructure improvement
- World Bank develops investment programmes for infrastructure in secondary cities and CoK upgrading pilot project (Nyarugenge District / Sector)
- Gasabo District: Implementation of land readjustment in Jali Sector, Agatekt Cell, Kabizoza Village.

It is important to note that preferred practice in urban design can sometimes present challenges in land readjustment processes. Achieving the level of street provision that UN-Habitat recommends for future urban densification and growth requires up to 30% of urban land, without considering the further land required for open spaces and other public infrastructure. This makes land readjustment even more complicated and can conflict with other projects, such as the World Bank's approach to minimize relocation and encourage the implementation of flexible standards (especially in unplanned urban built-up areas) to minimize social disruption.

Preliminary recommendation

On the basis of the above, a preliminary recommendation was that the government should initiate a capacity development programme involving both secondary cities and CoK, including pilots in different urban typologies. The target group of such a programme would include local leaders, senior staff, local technicians, public sector and communities and academia. To assist key actors to consider this recommendation and plan for it, UN-Habitat has collaborated with internal partners on conducting a learning exchange in September 2015, using Kigali as a case study.

Learning exchange

Purpose: *To bring together key institutional actors in the City of Kigali and Rwandan government for information sharing and joint learning on challenges and opportunities of land acquisition for public purposes in Kigali, and the potential feasibility of addressing those using a participatory and inclusive land readjustment approach.*

Learning objectives:

1. A clear understanding amongst participants of the policy, legal and institutional context of land acquisition by the State for public purposes in Kigali
2. Shared information, experience and perspectives of the key institutional actors on:
   a. challenges and opportunities for land acquisition in Kigali
   b. existing strategies and ideas on how to meet these; and
   c. the roles of the different actors played / to be played in this process
3. Improved understanding of the participatory land readjustment approach and methodologies and its potential applicability in Kigali
4. Agreement on key lessons, conclusions and recommended next steps

Participation:

A total of maximum 25 key actors will participate, as nominated by the following institutions: City of Kigali; Kigali One Stop Centres; Rwanda Ministry of Natural Resources / Rwanda Natural Resources Authority; Rwanda Ministry of Infrastructure / Rwanda Housing Authority; Ministry of Local Development; Ministry of Agriculture / Rwanda Agriculture Board; Rwanda Transport Development Agency.

(See attached attendance sheet)

Preparation:

Participants will receive essential reading material beforehand, and some will need to prepare presentations

Programme:

The proposed programme and participants' list for the event is given overleaf.

PROGRAMME: LEARNING EXCHANGE
"Land acquisition challenges and opportunities in Kigali, and the potential feasibility of addressing those using a participatory and inclusive land readjustment approach"
-- Kigali 15-16 September 2015 –

Venue: Day 1: Various, as indicated below

Date/Time	Time	Subject	Who, where	Facilitation notes, tasks
DAY 1: Tuesday 15 Sept	8.00 – 9.30	Introduction to the learning exchange (purpose, approach, method) Briefing and discussion on a. The policy, legal and institutional context for land acquisition public purposes. b. Key challenges and opportunities c. Existing mechanisms, tools and strategies d. The roles of the different actors e. Successes achieved, ideas for improvement	UN-Habitat with City of Kigali (CoK), Ministry of Infrastructure (MININFRA) and Rwanda Housing Authority (RHA) At: CoK offices	
		BREAK		
	10.00 – 11.15	Introduction to the learning exchange (purpose, approach, method) Briefing and discussion on (as above)	UN-Habitat with Ministry of Natural Resources (MNR) / Rwanda Natural Resources Authority At: MNR offices	
	11.30-12.45	Introduction to the learning exchange (purpose, approach, method) Briefing and discussion on (as above)	UN-Habitat with Ministry of Agriculture / Rwanda Agriculture Board At: Ministry offices	
	13.00-14.00	LUNCH		
	14.00-end	Illustrative site visits	a. Upgrading pilot project b. Gasabo District Office and the Jali Sector (parcellation plans that are underway) as well as completed land readjustment exercises) c. See several other developments en route	Guided visits

PROGRAMME: LEARNING EXCHANGE DAY 2
"Land acquisition challenges and opportunities in Kigali, and the potential feasibility of addressing those using a participatory and inclusive land readjustment approach"
Venue: Hilltop Hotel, Kigali 16 September 2015

Date/Time	Time	Subject	Who	Facilitation notes, tasks
DAY 2: Wednesday 16 Sept	8.00-8.15	Welcome and opening	Mayor of Kigali	
	8.15-8.45	Introduction, objectives, expectations Review of day 1, summary of key issues and questions	Facilitator (Jean du Plessis, UN-Habitat) Fatou Dieye	
	8.45-9.15	Recap on the Rwandan framework for land acquisition	Dr. Antje Ilberg	Presentation and clarifying questions
	9.15-10.15	Presentations on the participatory and inclusive land readjustment (PiLaR) approach and methodologies	Robert Lewis-Lettington and Rebecca Ochong (UN-Habitat)	Presentations and clarifying questions
	BREAK			
	10.30-12.00	Discussion on the participatory and inclusive land readjustment approach and methodologies	Facilitator, all	Facilitated discussion Summary, and arrangements to share further information
	12.00-13.00	Instruction to groups and commencement of group work **Group work:** Exploring the potential applicability of the PiLaR approach in the context of Kigali	Facilitator Groups, rapporteurs	<u>Guiding questions for group work</u>: 1. Can Participatory and Inclusive Land Readjustment (PILaR) work in Kigali? 2. What are the potential BENEFITS and RISKS of using PILaR in Kigali? 3. What would be needed to achieve success? - policy / legal / regulatory - institutional - financial - capacity - other 4. How would we select a pilot site for PILaR in Kigali? - generic criteria for selection - suggestions and motivation for an actual site / sites to consider 5. Recommended next steps
	13.00-14.00	LUNCH		
	14.00-15.30	Group work: Exploring the potential applicability of the PiLaR approach in the context of Kigali Writing of group reports	Groups, rapporteurs	
	15.30-end	Group reports Discussion Summary and closure	Rapporteurs Facilitator, all Abias Mumuhire	Reports: 15 min each Facilitated discussion Closing remarks

PARTICIPANTS				
No.	**Name**	**Position**	**Institution**	**Contact details (email, phone)**
1				
2				
3				
4				
5				
6				
7				
Etc.				

Annex 2: Checklist for mission planning and reporting

a. Mission Planning	
Planning questions	**List the details**
Which agencies and individuals (within GLTN and beyond) will be involved? Negotiate to clarify that the right people will be involved in the different aspects of the mission activities.	**List the people and agencies who will be involved in the expected activities**.
What are the expectations of the key stakeholders?	**List the expectations of the key stakeholders, including your own.**
What do I/we/they need to learn from this mission? **What do we agree are the learning objectives for the mission?**	- **Draft provisional learning objectives taking account the different roles and perspectives of each stakeholder, starting with your own.** - **Share with the key stakeholders and amend after consultation.**
What activities seem appropriate to meet the learning objectives? Have the stakeholders agreed to them?	**List the activities that have been agreed as appropriate for achieving the learning objectives.**
Are sufficient time and resources available to meet the learning objectives?	**Develop a draft programme from the outset, to be used as a rolling work planner, to include:** • Purpose • Learning Objectives • Date / Time / Place • Activity Description • Process / Steps / Facilitation • By: Who, When? • Align with GLTN work plan (and relevant indicators) to facilitate follow-up
What will different people/groups do to prepare and facilitate different activities during the mission?	**List the expected preparation contributions by each key stakeholder, and who will lead each activity.**

b. Reporting
Learning during a mission can easily be integrated into the standard ULLG mission report by including, as follows, under the relevant headings
Mission highlights, results and implications for UN-Habitat: *The learning objectives for the mission were:* *What we learned is:* *What we believe our partners / other participants learned is:* *The implications of the above are:*
Follow-up action including by whom and when: *We intend to apply what was learnt by …* *The support actions that will be needed are …*

Annex 3: Template for a participant nomination form

NOMINATION FOR PARTICIPATION IN THE GLTN [add theme] EVENT
on [date/s] at [venue]

*** Thank you for completing this nomination. Please return by [date] to [name of person] on [email address]*

Name of nominating organisation: …….....

Name and contact details of nominated participant: ……..……..
……....

Note: Only one nominee per form. Kindly provide full names as they appear in the passport.

Position/organisational role of participant: ……..…

Male / female: ……..…

Nationality: ……..…

Country of current residence: ……...……..

Name, position and contact details of nominator: ……..
…… ……..…...

Briefly describe how the participant is actively engaged in ongoing work on land issues …….....
……..…..
……..…..
……..…..

Briefly describe the participant's engagement or experience with [*add the theme of the event here*] ……
……..…..
……..…..
……..…..

Briefly describe how you think the nominee will benefit from this event ……..…….....
……..…..
……..…..
……..…..

Briefly describe the participant's organisational and professional linkages in the land sector …….....
……..…..
……..…..
……..…..

Signature of nominator: _____ **Date:** _____

Annex 4: Template for a participant profile (including a basic self-assessment)
*(*illustrative example, for adaptation per particular event)*

Questionnaire: "Training Workshop on How to do a Gender Land Evaluation"

Insert your photo here

- Name:
- Position / Title:
- Organization / Department:
- Years of work experience:
- Years of work experience on land and/or gender issues:
- Level of educational qualification achieved:

Please answer the following:

1. What is the theme or area of your current work?
2. In your daily work, do you encounter land issues? Please describe briefly.
3. In your work, do you encounter gender issues? Please describe briefly.
4. Do you have the support of your employer to be at this training?
5. In your work, do you conduct research, evaluations or assessments? Please describe briefly.
6. What are the main challenges or difficulties you face in your work? Please describe briefly.
7. What are the main successes or achievements so far of your work? Please describe briefly.
8. Give some thought to your present knowledge, skills and experience and then do a self-assessment. Rate yourself on a scale of 1-5 (you can highlight the relevant number by shading it)

RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH

SELF-ASSESSMENT RELATED TO:	RATING				
Experience in applying a gender dimension in your daily work	1	2	3	4	5
Understanding the relationship between gender and land tenure security	1	2	3	4	5
Experience of how this relationship affects both women and men	1	2	3	4	5
Skills and experience in planning a research, evaluation or assessment process	1	2	3	4	5
Experience in conducting a research, evaluation or assessment process	1	2	3	4	5
Knowledge of the work of GLTN on land and gender	1	2	3	4	5

9. What do you hope to learn from this training workshop in how to do a gender land evaluation? Please describe briefly.
10. How would you apply this in your future work? Please describe briefly.

Annex 5: Example of a detailed pre-testing form for a learning event

*(*illustrative example, for adaptation per particular event)*

LEARNING EVENT ON ENUMERATIONS AND SOCIAL TENURE DOMAIN MODEL USE AND APPLICATION

[Date and place]

Pre-event assessment

Dear participant. We are delighted that you will be attending the above event. Please take a few minutes to complete the form below. The information you provide will help us in our preparations. Kindly send us your reply by return email.
We look forward to seeing you!

Surname: …….
Other Names: ……
Organization: ……
Position / role in organization: …….
Country: …….
Email: …….

1. What are your expectations of this event? What do you hope to learn?

……
……
……
……

2. Do you work directly with communities?

Yes ☐ **No** ☐

2a) If **yes**, what do you think are the three main challenges facing the communities you work with related to land rights, tenure security, and other related issues?

……
……
……
……

2b) Describe the work done by your organization for each of the above challenges?

……
……
……
……

3. Data collection

3a) In your organization, how do you gather data about the settlements?

- ☐ Use of questionnaires
- ☐ Other methods (Describe)

……
……
……
……

3b) If you use questionnaires, please describe:

- How you design and administer;
- How you conduct planning activities;
- How you conduct interview and data collection; and,
- How you validate the collected data

……
……
……
……
……
……

4. Please describe some of the practical challenges you face in working with the communities or NGOs during data collection in the settlement

……
……
……
……
……

5. How would you describe poverty level in the settlement/s you are working in?

……
……
……
……

6. How would you describe participation of women and youth on land issues in the settlement/s you are working in?

   ☐Women……
   ……
   ……

   ☐Youth……
   ……
   ……

7. In your opinion, what are the key elements to be considered for a successful information gathering exercise?

……
……
……
……
……

8. How would you rate your own knowledge / experience of the following methods and technologies? Kindly highlight the appropriate box.

RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH

SELF-ASSESSMENT OF KNOWLEDGE AND EXPERIENCE RELATED TO:					
GIS	1	2	3	4	5
Use of databases	1	2	3	4	5
Use of Global Positioning Systems (GPS)	1	2	3	4	5
Open source software	1	2	3	4	5
Use of satellite imagery	1	2	3	4	5
Participatory enumerations / information gathering	1	2	3	4	5
Settlement profiling	1	2	3	4	5
Social Tenure Domain Model (STDM)	1	2	3	4	5

9. Anything else important you would like to share before the event?

……

……

……

……

……

Annex 6: Template for a learning log

*(*illustrative example, for adaptation per particular event)*

MY LEARNING LOG FOR [add name of event]

Individual notes on learning, insights, potential application
**** for reference during preparation of action plans**

Please reflect on the main learning you have gained from today's session, and make notes on the following.

(Keep adding to this list over the next few days. You will be asked to prioritise your list at the planning stage towards the end of the event.)

1. The interesting / promising concepts, tools and practices <u>that I think are relevant to my country</u> are:

a. concepts

b. tools

c. practices

2. I think these could be applied to help us deal with the main land challenges in my country by …

3. In particular, I think my organisation could use them by ….

4. What I hope to do with the above is ….

Annex 7: Example of an event evaluation questionnaire (at close of the event)

*(*illustrative example, for adaptation per particular event)*

GLTN GLOBAL LAND TOOL NETWORK

[add other partners' logos here]

FACILITATED BY: UN-HABITAT FOR A BETTER URBAN FUTURE

TRAINING ON SOCIAL TENURE DOMAIN MODEL (STDM) USE & APPLICATION EVALUATION QUESTIONNAIRE

23-26 July 2012, Kampala, Uganda

1=strongly disagree; 2=disagree; 3=agree somewhat; 4=agree; 5=strongly agree

LOW 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ HIGH

A. Objectives and Scheduling

1. Clearly understood the learning objectives of this training.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. The stated objectives were fully met.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. The scheduling, timing and length of the workshop was suitable to my needs.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

B. Programme Design and Resource Materials

1. The workshop programme was designed to allow me to learn from and share with participants effectively in order to produce results.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. I found the process consistently stimulating, of interest and relevant to me.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. The materials and handouts were informative and useful.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4. The balance between presentations and practical sessions was about right.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

C. Course Delivery

1. The presentations stimulated my thinking and the discussions deepened my knowledge.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. The workshop has contributed to improved understanding of STDM.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. The capacity building workshop has contributed to improved skills using STDM
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

1=strongly disagree; 2=disagree; 3=agree somewhat; 4=agree; 5=strongly agree

LOW 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ HIGH

D. Facilitation

1. I was able to see clear links between various components of the program.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. I had adequate opportunities to express my views in small group work.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. I had adequate opportunities to express my views in plenary discussion.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4. The atmosphere promoted openness and sharing amongst all participants.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

E. Logistics and Administration

1. Information provided and arrangements prior to the workshop were sufficient to allow me to prepare for and participate in the course.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. The conference rooms and facilities were favorable to learning.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. The hotel and the local transport arrangements were satisfactory.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4. The organizers were supportive and sensitive to my needs.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

F. Perceived Impact:

1. The knowledge and ideas gained through this workshop are appropriate and adequate to enable me to
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. Overall, I am very satisfied with this capacity building process.
   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

I would have liked to have more… (Select several options if appropriate)

- ☐ Plenary discussions
- ☐ Lectures / Presentations
- ☐ Group Work
- ☐ Social Events
- ☐ Free Time
- ☐ Other (please specify below):

……
……
……
……
……

I would have liked to have less… (Select several options if appropriate)

- ☐ Plenary discussions
- ☐ Lectures / Presentations
- ☐ Group Work
- ☐ Social Events
- ☐ Free Time
- ☐ Other (please specify below):

……
……
……
……
……

Which messages and/or methods you learned during the course did you find most interesting?

……
……
……
……
……
……
……
……

How do you intend to apply what you have learned during the course?

……
……
……
……
……
……

What <u>follow-up activities</u> would you like to see?

……
……
……
……
……
……
……
……

What <u>resources</u> would support your ongoing learning?

……
……
……
……
……
……
……
……

Other Comments and Suggestions:

……
……
……
……
……
……
……
……

Thank you for your inputs!
The inputs will help us improve the organization of similar training events in the future.

Annex 8: Example of a post-event follow-up questionnaire

*(*illustrative example, for adaptation per particular event)*

LEARNING EVENT ON HOUSING LAND AND PROPERTY RIGHTS IN THE MUSLIM WORLD

CAIRO 27– 30 MAY 2013

Post-event Questionnaire

Thank you for taking the time to complete this questionnaire. The information you give here will help us to improve our ongoing capacity development work, and to assess whether any further support can be offered. To help refresh your memory of the proceedings, this questionnaire is sent together with the report of the event.

NAME:

COUNTRY:

ORGANIZATION:

PLEASE ANSWER IN ONE OR TWO PARAGRAPHS THE FOLLOWING QUESTIONS:

1. **One year after the learning event, what do you think are the key things you learnt from the learning event?**
   -
2. **Have you been able to apply to your daily work and life some of the learnings? Which ones, and how?**
   -
3. **In your opinion, which of the topics presented at the learning event were most relevant for developing capacity of participants to increase security of tenure for the poor and the women in the Muslim world?**
   -
4. **On the subject of tenure security for women in the Muslim world, as presented in days 3 and 4 at the learning event, how would you describe the key interventions needed to improve their access to land and property?**
   -
5. **Do you have any other comments and suggestions on how the Global Land Tool Network can improve its capacity development / training activities.**
   -
6. **Any other remarks**
   -

Annex 9: Template for action planning

*(*illustrative example, for adaptation per particular event)*

GLTN [add name / theme of the event]

Guide for developing an action plan to implement your learning

Preparation for planning:
With reference to your individual notes on learning, insights, potential application as compiled over the past two weeks, please reflect on the important concepts, tools and practices that you have learned about the various sessions. Share your thoughts and ideas with other participants, including any from your country. Discuss options for change in current practice, collaboration and follow-up. Feel free to dream big, but you should also focus on a few key, realistic and achievable innovative ideas and actions.

Purpose of the planning exercise:
The next step will be to select the most relevant of those ideas and tools you have selected or dreamed about and develop an action plan that you will implement when you return to your organization/country.

Drafting your plan:
Use the following simple guide to develop your plan. The plan should be simple and within your means to implement or one that you can influence. Your draft action plan should be ready for presentation by…. You are free to work on your own or, if you wish, work together as country team in preparing the draft plan. You may refer to your learning journal/s for reflect what has impressed you from the learning programme.

Below is a summary of action plan format, but you may choose any other preferred format.

The most promising concepts, tools, and or practices I have learned about, relevant to my organization/country/profession are:

1. …
2. …
3. …
4. …
5. …

Complete the following table for each item that you have listed:

Concept, tool or practice: _____
How this concept, tool or practice will help me/my organization/country/ profession …… …… …… ……
The actions I need to take to help make this happen …… …… …… ……

The methods/steps I will use to implement those actions …… …… …… ……
The support, resources or cooperation (what and from who) that I will need …… …… …… ……
The results I expect to achieve …… …… …… ……
The timeframe to complete action/s …… …… …… ……
How I intend to monitor or track progress/results …… …… …… ……

Annex 10: Action planning exercise and group reporting using posters

(*illustrative example, for adaptation per particular event)

ACTION PLANNING SESSION 1 (60 MIN)

- The importance of learning in capacity development
- What were my key insights, lessons, ideas, questions?
- How does this influence my work?
- What do I / my organization hope or intend to?

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DRAW UP / REFINE YOUR INDIVIDUAL ACTION PLAN

HEADINGS

1. Your name, organization and country
2. Idea to implement
3. Internal context: problems/obstacles and strengths/opportunities
4. External context: opportunities and threats
5. Who must be involved?
6. What resources are needed?
7. How will you introduce this idea?
8. When will you initiate it?
9. Are there any other issues to raise or comments to make?

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ACTION PLANNING SESSION 2 (120 MIN)

GROUP WORK:

- Share your individual action plan in a group (per country, by region)
- Ask questions of clarity
- Discuss overlaps, synergies, gaps
- Consider possible areas for collaboration and cooperation
- Formulate a group plan (if not feasible, simply adapt your individual / organization plan)

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PREPARE YOUR ACTION PLAN POSTER

THE CHALLENGE:

- Prepare a joint poster
- One newsprint page
- Containing ***key messages*** covering:
  - What must be done?
  - Who will be involved?
  - What do we need to do succeed?
  - Timing: when will what happen?

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THE FOUR C'S

CONCISE
CLEAR
CONVINCING
CREATIVE

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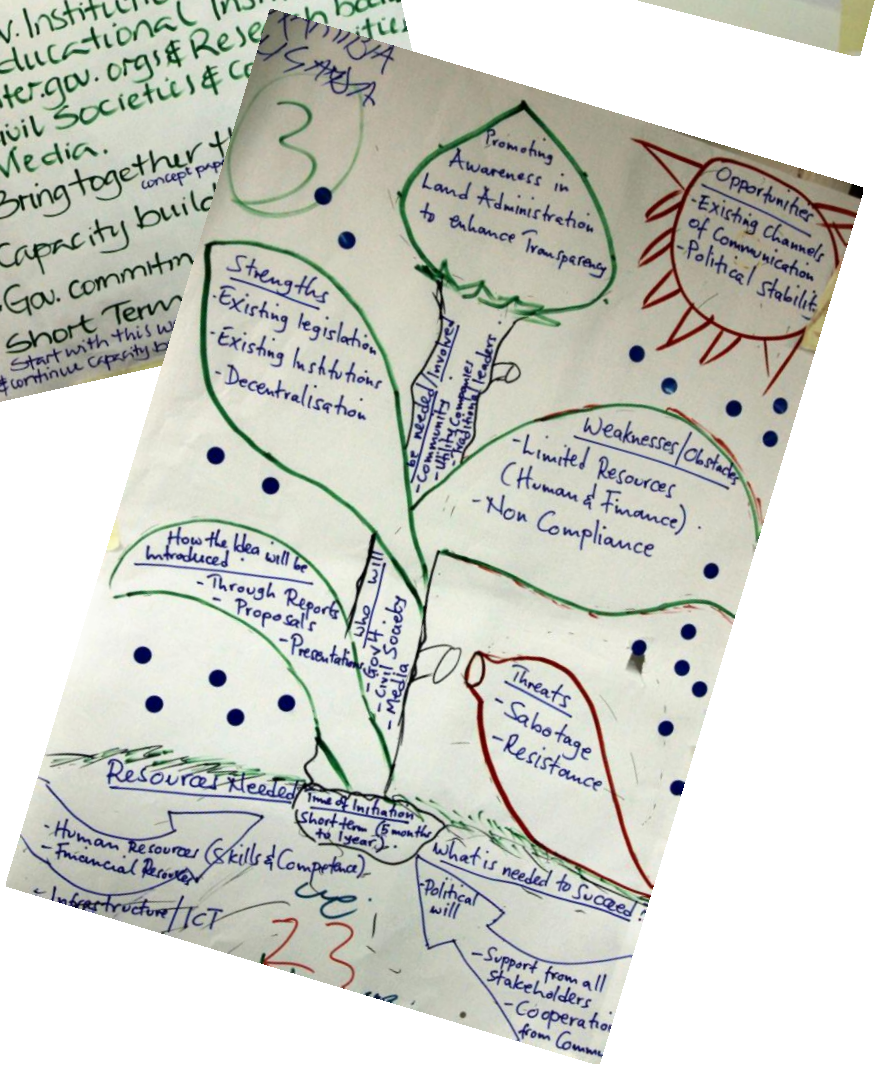
REFORME INSTITUTIONNELLE
ET ORGANISATIONNELLE
DU FONCIER EN ZONE CEMAC
1
ENSEMBLE POUR LA BONNE GOUVERNANCE
FONCIERE
REFORME FONCIERE
TOGETHER FOR LAND GOVERNANCE

SOUTH SUDAN
2
U J
LA DEPT
WHAT (be done)
Establishing LAdept @ UoJ
WHO
Gov. Institutions
Educational Instit.
Inter.gov. orgs
Civil Societies
Media.
WHAT (to succeed)
Bring together
Capacity build
Gov. commitm
WHEN
Short Term


3
Promoting Awareness in Land Administration to Enhance Transparency
Opportunities
-Existing Channels of Communication
-Political Stability
Strengths
-Existing legislation
-Existing Institutions
-Decentralisation
Weaknesses/Obstacles
-Limited Resources (Human & Finance).
-Non Compliance
How the Idea will be Introduced
-Through Reports
-Proposals
-Presentations
Who will
-Civil Societies
-Media
Threats
-Sabotage
-Resistance
Resources Needed
Time of Initiation (Short-term (6 months to 1 year))
What is needed to succeed
-Human Resources (Skills & Competence)
-Financial Resources
-Infrastructure/ICT
-Political will
-Support from all stakeholders
-Cooperation from Commu