



# TRAINING CURRICULUM SOURCEBOOK: METHODOLOGIES FOR DATA COLLECTION AND REPORTING ON LAND INDICATORS, FOR DATA PRODUCERS AND USERS

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# TRAINING CURRICULUM SOURCEBOOK: METHODOLOGIES FOR DATA COLLECTION AND REPORTING ON LAND INDICATORS, FOR DATA PRODUCERS AND USERS GLII WORKING PAPER NO. 5

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## ABREVIATIONS

AFD	Agency Française de Development
DHS	Demographic and Health Survey
EACSO	East Africa Common Services Organization
EAC	East African Community
EASTC	The Eastern Africa Statistics Training Centre
ECE	Economic Commission for Europe
EGM	Expert Group Meeting
F&G	Framework and Guidelines on Land Policy in Africa
FAO	Food and Agriculture Organization
FIG	International Federation of Surveyors (Fédération Internationale des Géomètres)
GLII	Global Land Indicators Initiatives
GLTN	Global Land Tool Network
GTZ	German Technical Cooperation Agency
HLP	High-level Panel of Eminent Persons on the Post-2015 Development Agenda
IFAD	International Fund for Agriculture Development
IGN	Institute Géographique National
IIED	International Institute for Environment and Development
ILC	International Land Coalition
ISSEA	Institut Sous-régionale de Statistique et d'Economie Appliquée
LGAF	Land Governance Assessment Framework
LIFI	Legal and Institutional Framework Index LPI Land Policy Initiative
LSMS	Living Standards Measurement Study
MCC	Millennium Challenge Corporation
MCC	Millennium Challenge Corporation
MDGs	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
NRI	Natural Resources Institute, University of Greenwich
ODI	Overseas Development Institute
OECD	Organisation for Economic Cooperation and Development
OWG	Open Working Group on the Sustainable Development Goals
SDG	Sustainable Development Goals
SDSN	Sustainable Development Solutions Network
SIGI	Social Institutions and Gender Index TOR Term of Reference
UIS	Urban Inequities Survey
UN	United Nations
UN Habitat	United Nations Organisation for Human Settlements
UN SDSN	UN Sustainable Development Solutions Network (UN SDSN)
UNECA	United Nations Economic Commission for Africa
UNECE	United Nations Economic Commission for Europe
UNSC	UN Statistics Commission



UNSD	United Nations Statistics Division
USAID	United States Agency for International Development
VGGT	Voluntary Guidelines on the Responsible Governance of Tenure of Land,Forests and Fisheries
VGGT	Voluntary Guidelines on the Responsible Governance of Tenure of Land,Fisheries and Forests in the Context of National Food Security
WB	WorldBank



## TRAINING CURRICULUM (FOR PRODUCERS AND USERS) ON METHODOLOGY FOR DATA COLLECTION AND REPORTING ON LAND INDICATORS

## 1. BACKGROUND AND DESCRIPTIVE INFORMATION ABOUT THE CURRICULUM

While tenure security in Africa needs to be addressed at many levels, this curriculum focuses specifically on enabling land practitioners (state and non-state actors) and national statistical offices to more effectively monitor and provide information on different forms of tenure at national and city level, so that they can more accurately advise on land policy. This is a critical component of improving land policy formulation and implementation in Africa because the information will enable governments and non-state actors to assess how land policies are being implemented over time.

Secure tenure is not a one-size-fits-all concept. A range of different tenure arrangements applies at individual, household, community and policy levels. In the past, attempts to measure tenure security was limited to individual levels (i.e. owning versus renting), hence seriously limiting the scope and effectiveness of addressing tenure rights. This ultimately affects the poor, in particular women and female-headed households, the most. At present, it is estimated that more than 70 per cent of Africans are excluded from any formal land registry.

The absence of clear facts and figures on the status of different land tenure arrangements has hampered efforts to address long-term quests to provide adequate housing, improve agriculture production and promote economic opportunities for all in many African countries. Forced evictions and displacement often stem from poor knowledge of tenure arrangements. Similarly, this lack of information creates problems in ascertaining tenure security when undertaking development projects that potentially involved moving people or upgrading settlement sites.

A serious gap in addressing tenure security in Africa is created by the limited national legal and institutional framework to address land tenure security (now being addressed by frameworks such as the Voluntary Guidelines on the Governance of Tenure, the African

Land Policy Initiative (LPI) and the Land Governance Assessment Framework (LGAF)) combined with the lack of capacity to manage land tenure issues, the lack of data and a lack of methodologies to monitor tenure security.

A necessary step towards increasing that security and improving policies to manage it is to enable land practitioners and statistical officers to assess the degree to which tenure rights are secured. Methodologies to collect and report on tenure security are not well vested in practices of land monitoring. The curriculum will ensure that key data generators and custodians are equipped with knowledge and know-how to measure security of tenure at three levels: individual or household, community or settlement, and legal and policy. With such capacity, participating institutions and individuals will realize that there is more than one way to achieve tenure security.

### 1.1 THE GLOBAL LAND INDICATORS

The Global Land Indicators' Initiative (GLII), a multi-stakeholder platform for knowledge creation, generation, learning and sharing on land monitoring, has developed 15 proposed global indicators for land monitoring, together with detailed assessment of feasible data sources, methodologies and approaches for data collection, assessment and reporting. The indicators are intended to track changes in:

- **Tenure security**, including both documentation of legally recognized land rights and perceptions of secure protection from dispossession and eviction, as documentation of legal recognition alone does not necessarily lead to real security in practice.

- **Legal frameworks** to ensure women's tenure security specifically, and gender equality in terms of access to land, and rights to hold, inherit and bequeath land and property.
- **Official recognition of the plurality of tenure systems**, with provision for clear definition and security of rights, covering statutory and customary, individual and collective tenure regimes, temporary and permanent forms of tenure based on tenure, state land concessions or licences, rental and leasing arrangements, etc.
- **Quality and effectiveness of land administration systems**, including their accuracy, geographical coverage, efficiency, relevance and accessibility to all social groups irrespective of forms of tenure, and their degree of freedom from corruption, as discussed in the previous section.
- **Levels of conflict related to land**, and efficiency and effectiveness of systems for land dispute and conflict resolution
- **Sustainability in land use** as a critical basis for maintaining ecological systems, environmental services and biodiversity, and successful adaptation to climate change, and as a key objective of land use planning at farm, landscape and territorial levels.

## 1.2 CONTENT, GOAL, EXPECTED OUTCOMES AND TARGET GROUP OF THE CURRICULUM

### 1.2.1 Content of the Curriculum

The content of this curriculum heavily draws from the work undertaken by the Global Land Indicators' Initiative over a two year period that focused on developing indicators for the collection of globally comparable data, the Africa Framework and Guidelines on Land Policies in Africa 2009 and the subsequent LPI M&E Framework, the UNFAO Voluntary Guidelines on Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security 2011, the World Bank's Land Governance Assessment Framework tool (2012).

The Curriculum is designed to actively involve the learners in the learning process where the facilitator is encouraged to first create space for the learners to articulate and share the knowledge they may have about the learning objective and then share the facts drawn from policies, laws and other relevant information about the content to be covered the learning objective. The curriculum is arranged in modules comprising seven modules presented thus:

- Module 1: Understanding the concept and definitions of land.
- Module 2: Understanding gender and development concepts; and the social constructs of gender
- Module 3: The Global Initiative in the development of land indicators, methods and approaches to data collection.
- Module 4: Land Tenure Security
- Module 5: Land Conflicts and Disputes
- Module 6: Land administration services
- Module 7: Sustainable Land Use
- Module 8: Designing data collection instruments for land indicators
- Module 9: Applying the data revolution to data collection for land indicators

The modules are designed to provide flexibility in planning, conducting and evaluating the course. More importantly, the modules can be used independent of each other; they may also be lengthened or shortened depending on the level of knowledge and needs of the learners.

In order to foster change in behaviour, learning experiences have to be in the area of knowledge, attitudes and skills. In each module, the objectives are framed in terms of observable changes in the three areas. References and materials for the facilitators and learners are identified.

To further guide the facilitators, the objectives and actions are presented in two columns; the left column has the content to be covered under the objective, while the right column contains timing, activities, and methods of conveying the information.

The curriculum is accompanied by a detailed reader containing, a glossary of definitions of technical terms, a handbook which can be up-dated as the need arises, data collection instruments & protocols that can be updated as more data becomes available and as information needs change or increase and relevant reference materials from local and international situations for practice and experience sharing.

### 1.2.2 Goal of the Curriculum

The Goal of the training is to strengthen the capacity of African governments and other relevant land actors in monitoring tenure security to guide land policy implementation.

### 1.2.3 Expected Outcomes of the Curriculum

The expected Outcomes of the capacity development are:

- i) Increased capacity of African governments to assess land tenure security through the use of a tenure security indicators framework.
- ii) Land policy decisions in selected countries informed by the findings of tenure security monitoring.

### 1.2.4 Target Group of the Curriculum

The target group consists of the personnel who are involved in each statistics activity, including the use of statistics. Each target group needs to be identified and quantified to ensure that there is a good gender balance, a mix between land practitioners and statisticians, and other land data users. The curriculum serve the needs and interests of multiple groups.

The curriculum focuses on developing the capacities of land practitioners and statistical officers in African

countries with a view to sharing and promoting the methods for use across the region. The curriculum builds on the developed land indicators. Methods of measuring and tracking different forms of tenure and land issues will be applied in both urban and rural settings in a standardized and coherent manner.

The course ensure that selected land professionals and national statistics agencies will be better able to collect data and report on the status of land tenure security. They will have the knowledge, tools and guides to do so effectively. It is expected that by the end of the project, tenure security monitoring methodologies and systems will be functioning in Africa.

## 1.3 LEARNING OUTCOMES

Learning outcomes are central to designing a training course. They must reflect the expectations of learners and other course stakeholders and also work in harmony with training methods and design. A learning outcome is a statement of what a learner is expected to know, understand, or be able to do as a result of a learning process.

There are several ways of developing appropriate learning outcomes. The principle is to begin a learning outcome with a strong verb that can help to guide the development of training and focus the attention of participants on what to DO after they complete training.

There are specific reasons for adopting learning outcomes in this curriculum. These are:

- a) Identifying outcomes has been proven to be an effective way to review curriculum and content. This leads to a more balanced and well-sequenced curriculum;
- b) It helps to design appropriate assessment and evaluation tools that accurately reflect the curriculum;
- c) The learning outcomes help to inform everyone as to what materials or skills they are intended to learn;

- d) Trainers are able to evaluate the effectiveness of their teaching based on achievement of learning outcomes;
- e) Promoting instructional shift from teaching to facilitation, thus focusing on the learner rather than the trainer in the teaching and learning process;
- f) Training participants will know exactly what they are expected to learn, thus avoiding ambiguity; and
- g) Training participants will know exactly how their learning will be assessed.

In this curriculum, learning outcomes, which are specific intentions of a module describing what a learner should know/understand or be able to do, have been captured at three levels;

- a) Principal learning outcome;
- b) Enabling outcomes; and
- c) Sub enabling outcomes.

The **Principal learning outcomes** are broad statements of achievement describing broad competences (skills, knowledge and attitude) of achievement for a given module. While enabling outcomes are outcomes that enable realisation of principal learning outcomes. Sub-enabling outcomes are more specific initial competences obtained by disaggregating each of the enabling outcomes.

## 1.4 KEY PRINCIPLES GUIDING IMPLEMENTATION OF THIS CURRICULUM

The key principles guiding development and implementation of curriculum on methodology for data collection and reporting on land indicators are:

- a) Learning is a purposeful, goal-directed activity. Ongoing goal setting and self-assessment are central to effective learning;
- b) Purposeful learning builds on learners' prior

knowledge and experience to shape and construct new knowledge;

- c) Learning is a social activity embedded in a particular culture and context. Learning occurs through engaged participation in the activities in different settings and contexts;
- d) Effective transfer of learning from one context to another requires that the learner understand not only the facts but the "big picture" - underlying principles, patterns and relationships - that is acquired through the application of knowledge;
- e) Knowing when and how to apply what has been learned (procedural knowledge) is central to expertise, and can be acquired only through practice; and
- f) Teaching involves informed interpretations of, and responses to, learners' approaches to learning. Facilitators should always be aware of the effect of prejudice and discrimination based on gender, race, age, sexuality or disability;



## HOW TO USE THE CURRICULUM

This curriculum has been structured in form of modules and each module has further been subdivided into units. The aim is to pull together all closely related sets of tasks to form a self-instructional package on a given land issue.

## 2.1 PRE-COURSE SESSION

In order to build a community of practice around monitoring land governance, it is necessary to have a cadre of facilitators who can provide a blended training on the various land governance and statistical principles of monitoring and how these issues fit into the existing data sources and methods for the generation of quality and easily usable land data; ensuring the maintenance of high standards of ethics and data integrity; accountability and transparency mechanisms for both the users and developers of land data. The purpose of this Module is to prepare the facilitators to fulfill the role as capacity developers in monitoring and generating land related data taking into account the various data needs.

### 2.1.1 Objective of Pre-CourseSession

The objective is to *prepare facilitators to identify the needs of learners while establishing the proper setting for effective learning.*

Specific Objectives of the pre- course session is to introduce the facilitators and participants to each other in order to:

- i. Obtain the participants' expectations of thecourse;
- ii. Determine the learners'needs;
- iii. Establish a positive climate and spirit ofcooperation;
- iv. Provide suggestions for effective participation in thecourse;
- v. Introduce course goals and objectives;and
- vi. Introduce the use ofexercises.

### 2.1.2 Methods and Requirements

<b>Session Approach</b>	<b>Resource Requirements:</b>
Discussion	Marking pens
Small group work	Audio Visual Equipment
Pencil and Card	Flipchart Needs Assessment Questionnaire
Needs' Assessment	Manila cards of different colors
Evaluation Methods	Time Required
Evaluation Form 1(Hand Out/04)	<b>2 Hours, 35 Minutes</b>
Materials for Facilitators to Prepare in Advance	
<b>Flip chart presentation or a power point presentation containing session Objectives</b>	
A Form for learners' profile (names, gender titles, places of work, current position, marital status, duration in the post and any other useful information) (Hand Out/01)	
<b>Needs Assessment Questionnaire</b>	

## 2.2 LEARNING OBJECTIVES OF THE PRE – COURSE SESSION

### 2.2.1 Learning Objective 1: Introduce the facilitators and participants to each other

CONTENTS: KNOWLEDGE/ATTITUDES/SKILLS	TRAINING/LEARNING METHODS
<b>Introducing facilitators and Participants</b>	<b>Time Allocation: 10 minutes</b>
<b>Self-Introduction</b>	
<p><i>[It is important that both the facilitator should: facilitators and learners get to know each other to create a comfortable relationship during the training].</i></p> <p><b>Personal profile</b> <i>[Participants' filled out Handout 01]</i></p> <p><b>Objectives</b> <i>[It is at this point that the scene and context are set]</i></p>	<p>Greet the learners introduce him/herself and let the learners introduce themselves to each other</p> <p>Distribute Handout 1 [Hand Out /01]</p>

### 2.2.2 Learning Objective 2: Obtain learners' expectations of the course

CONTENTS: KNOWLEDGE/ATTITUDES/SKILLS	TRAINING/LEARNING METHODS
	<b>Time Allocation: 45 minutes</b>
<p>Participants' Expectations from the Course <i>[recommended to collect the interviews for future use]</i></p> <p>Difficulties anticipated during the course Missed opportunities at home and work while attending the course</p> <p>Perceived benefits from the training</p>	<p>The facilitator should: Ask the group to pair up.</p> <p>Distribute Hand Out/O2 to the learners with the corresponding session contents in the left column in form of questions</p> <p>Have each pair to spend 10 minutes interviewing each other to answer the five questions.</p> <p>Have each person present her/his partner responses to the group.</p> <p>Make note and/or collect all of the expectations so that you can refer to them throughout the course.</p>

## 2.2.3 Learning Objective 3: Obtain the learners' needs

CONTENT:KNOWLEDGE/ATTITUDES/SKILLS	TRAINING/LEARNING METHODS
	<b>Time Allocation: 20 Minutes</b>
<b>Training Needs Assessment</b>	<p>The facilitator should:</p> <p>Pass out Handout (03) Ask each participant to fill out the questionnaire.</p> <p>Review the questionnaires at the end of the day to best determine where emphasis will be needed during the training.</p>

## 2.2.4 Learning Objective 4: Establish a positive climate, spirit of cooperation and generate suggestions for effective participation in the Training

CONTENTS: KNOWLEDGE/ATTITUDES/SKILLS	TRAINING/LEARNING METHODS
	<b>Time Allocation: 40 Minutes</b>
<p><b>Establishing a Positive Climate</b></p> <p>Setting the ground rules for effective learning and experience sharing is important for appreciation and tenure of the outcomes of the training. The ground rules should be generated by the learners themselves.</p> <p><b>Facilitators' additional suggestions for Effective Participation</b></p> <p><b>DOs</b></p> <ul style="list-style-type: none"> <li>● Abide by the group rules</li> <li>Ask a question when you have one.</li> <li>● Feel free to share an illustration.</li> <li>● Request for an example if a point is not clear.</li> <li>● Search for ways in which you can apply a general principle or idea to enable effective land monitoring.</li> <li>● Think of ways you can pass on ideas to your colleagues.</li> <li>● Be skeptical – do not automatically accept everything you hear.</li> </ul> <p><b>DON'Ts</b></p> <ul style="list-style-type: none"> <li>● Try to develop an extreme problem just to prove the facilitator does not have all the answers because s/he may not</li> <li>● Close your mind to saying, "This is all fine in theory, but..."</li> <li>● Assume that all topics covered will be equally relevant to your role and responsibility/mandate.</li> <li>● Take extensive notes; the handouts will satisfy most of your needs.</li> </ul>	<p><b>The facilitator should:</b></p> <p>Request the learners to set their own rules for smooth running of the course</p> <p>Record all listed rules on a flip chart for future reference</p> <p>Ask the learners to break out into 4 groups (depending on their number) and have them come up with measures for adhering to the set rules for creating a positive environment and cooperation.</p> <p>Give the participants additional suggestions from the contents section [Dos and Don'ts].</p> <p>Ask the learners to comment on the additional suggestions and adopt them.</p>

### 2.2.5 Learning Objective 5: Introduce the use of exercises “Where Are We?” and “Reflections”

CONTENTS: KNOWLEDGE/ATTITUDES/SKILLS	TRAINING/LEARNING METHODS
	Time Allocation: 15 Minutes.
<p><i>Where Are We?</i> [Starting each day with “Where are We?” is an opportunity to share insights, clarify issues, resolve problems, and to review important material all need to remember. This enables each learner get the most out of the course and each day’s experiences].</p> <p>[This activity should be used as an opportunity to share insights, clarify issues, resolve problems, and review important material the participants need to remember so that everyone (participants and facilitators alike) can get the most out of each day].</p> <p>[Problems identified during the “Where Are We?” session should be resolved before continuing on with the day’s work (whenever possible), since unresolved issues may hinder the learning process for the participants]</p>	<p>The facilitator should:</p> <p>Explain that “Where Are We?” requires the active cooperation of the participants; s/he should clarify and emphasize the learners’ role. Point out that “Where Are We?” will be a regular feature at the beginning of each day throughout the course.</p> <p>Request learners to seek clarification on what has been covered so far.</p> <p>Resolve issues raised before continuing on the day’s work.</p>
<b>Reflections</b>	<b>Time Allocation: 15 min.</b>
<p><b>Reflections</b></p> <p><i>The “Reflections” activity will be an opportunity by the facilitators and learners to take stock over what has been done, examine what it means individually and explore what can be applied in a broader setting. It is space to share feedback on the training/learning activities and to identify areas that need reinforcement or further discussion.</i></p> <p><i>Various methods of conducting this activity to reflect on the day’s work should be applied.</i></p> <p><b>Questions for Reflection</b></p> <p>What did I like about today’s learning and why?</p>	<p>The facilitator should:</p> <p>Explain that at the end of the day’s activities, how the “Reflections” activity will be performed from the content’s column.</p> <p>Display the reflection questions on Power Point or Flip chart.</p> <p>Request the learners to write down their thoughts on each of the question for use in the following day’s: <i>where are we?</i> session.</p> <p>Collect and analyze the written reflections Make note of the learners’ feedback and attempt to address the unclear aspects the following day.</p>
CONTENTS: KNOWLEDGE/ATTITUDES/SKILLS	TRAINING/LEARNING METHODS
<p>What didn’t I like about today’s learning and why?</p> <p>What did I learn and experience today that I will be able to use in the future?</p>	Time Allocation: 15 Minutes

CONTENTS: KNOWLEDGE/ATTITUDES/SKILLS	TRAINING/LEARNING METHODS
	<b>Time Allocation: 1 hour</b>
<p><b>Course Goals and Objectives</b></p> <p>Land practitioners, users and statisticians are better able to collect data and report on the status of land tenure security.</p> <p>Land practitioners, users and statisticians will have the knowledge, tools and guides that effectively enable them in an integral manner to deliver land monitoring data.</p> <p>To build a community of practice in country for land monitoring and reporting.</p>	<p><b>The facilitator should:</b></p> <p>Go over the training goal, objectives of the course</p> <p>Present/explain the significance of an integrated approach to land monitoring.</p> <p>Present a snap shot of the proposed tools and methodologies for data collection and why one singly methodology is not sufficient</p> <p>Explain the importance of a multi-stakeholder approach to data collection and reporting as elaborated in SDG Goal 17. Identify the possible stakeholders and users of land data.</p> <p>Have the learners discuss how they have been collecting and reporting on land in the past, who have been the key players and how has the land monitoring data been used and how accessible it has been to an array of users.</p>

# THE MODULES

The objectives of the project was to prepare a curriculum for the training of land practitioners and statisticians in collection of data and reporting on land indicators in a globally comparable manner. The development of the curriculum focused on the modules with subject areas as follows:

### 3.1 MODULE ONE: UNDERSTANDING THE CONCEPTS AND DEFINITIONS OF LAND

#### 3.1.1 INTRODUCTION TO THE MODULE

There is a diversity of terminologies, concepts and definitions with regard to land governance, land management, land administration and land tenure. Often these terms are poorly defined, fragmented and they lack a coherent theoretical framework. This is because terms and concepts are embedded in social structures and organizations.

Definitions are not only a technical or semantic matter; because tenure is predominantly a social relation, interpretations can vary according to stakeholder and disciplinary perspectives, along with the regional and national cultural and linguistic contexts in which they are embedded. Terms and concepts, therefore, reflect the current state of knowledge, debates, dominant narratives and the balance of power.

The complexity and variation in land-related terms and concepts can create confusion if they are not well defined. Therefore, reference to commonly agreed definitions is a prerequisite for the successful adoption and implementation of any learning. Without a common perception and understanding of land, tenure and its security, expected outcomes from training on global land indicators will not be realised or effective.

It should be noted that during the last decade, a series of definitions have been made available in the form of stand-alone glossaries or lexicons, reviews of terminology, glossaries and definitions attached to technical assessments and policy papers. Other definitions are proposed and discussed in manuals,

pedagogic materials, academic books and articles. These efforts reflect the rising interest in land and tenure issues in development, and reinforce the need for researchers and practitioners to agree on a set of common definitions.

When defining land and tenure-related terms, ten principles for Global Monitoring Indicators are taken into consideration. These are:

1. Limited in number and globally harmonized
2. Simple, single-variable indicators, with straightforward policy implications
3. Allow for high-frequency monitoring
4. Consensus-based, in line with international standards and system-based information
5. Constructed from well-established data sources
6. Disaggregated
7. Universal
8. Mainly outcome-focused
9. Science-based and forward-looking
10. A proxy for broader issues or conditions


#### 3.1.1.1 Module Purpose

Through this module participants will be able to explore and create a common operational understanding of key terms and concepts on land tenure, land use and land governance in Africa taking into account the national contexts and variations.

#### 3.1.1.2 Learning Objectives

By the end of the Module, the learners should be able to:

1. Develop a common understanding of vocabulary of land tenure and property rights (LTPR) terms and concepts with respect to:
  - a) Land Tenure and the range of land rights;

- 
- b) Rights of women, local communities and indigenous peoples to land;
  - c) Distinction between rural land and urban land tenure and other related aspects;
  - d) Land laws and regulation prevalent in Africa and how effective the land reforms are;
  - e) Land management, Land administration and dispute resolution systems in Africa and its effectiveness; and
  - f) Governance of land and natural resources.
- 2. Establish a common understanding of the components of land tenure systems, the different ways in which they relate to each other, and approaches to land use planning and management taking into account of:
    - a) Land use, land tenure and livelihoods;
    - b) Environmental and natural resources governance; and
    - c) Land stewardship for sustaining eco-system services and biodiversity;

### 3.1.2 PRINCIPAL LEARNING OUTCOMES, CREDIT VALUES AND ASSESSMENT CRITERIA

Principal Outcomes	Credit Values	Assessment Criteria
Develop a better understanding of key terms and concepts on land tenure, land use and land governance in Africa.	1.0	a) Terms related to land resource and property rights are correctly used in explaining land issues
		b) Approaches and challenges to land use planning and management in Africa identified
		c) Forms of land rights and their challenges recognised
		d) Common understanding of approaches to land improvement and land stewardship established
		e) Common understanding of key concepts constituting land tenure established
		f) Policies and regulations governing land tenure and land markets critically identified
		g) Elements related to land title records are correctly explained

## 3.1.3 Enabling and Sub-enabling Outcomes:

Unit 1	Enabling outcome/learning objective	Sub-unit	Sub enabling outcomes/results
General Concepts about land and land use	3.1.3.1 Describe land tenure, the laws and policy framework governing land tenure and how	3.1.3.1.1	Describe land tenure and the range of land rights often evident in African societies.
		3.1.3.1.2	Articulate the rights of women, local communities and indigenous peoples to land
		3.1.3.1.3	Examine the distinction between rural land tenure and urban land tenure, demonstrating
Unit 1	Enabling outcome/learning objective	Sub-unit	Sub enabling outcomes/results
	land administration supports rights recognition		the appreciation of the differences in the context of land monitoring.
		3.1.3.1.4	Examine land laws and regulations prevalent in Africa and how effective these land reforms are.
		3.1.3.1.5	Describe the general concepts of land management, Land administration and dispute resolution systems in Africa and their effectiveness.
		3.1.3.1.6	Analyse the components of land governance i.e. policies, processes and institutions by which land, property and natural resources are managed.
3.1.3.2	Develop a better understanding of the significance of land use management to the governance of land and natural resources	3. 1.3.2.1	Examine the nexus between land use and land tenure and its impact on livelihoods
		3. 1.3.2.2	Explain the general concept of environmental and natural resources governance
		3. 1.3.2.3	Examine the approaches to land stewardship for sustaining ecosystem services and biodiversity
3.1.3.3	Describe how these key terms and definitions inform and impact land monitoring	3. 1.3.3.1	Examine the challenges associated with the statistical application of these terms and concepts
		3. 1.3.3.2	Explore mechanisms how land practitioners and statisticians can together overcome these challenges for effective land monitoring

### 3.1.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Interludes energizer, games, Small group work Case studies	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions
<b>Evaluation Methods</b> <b>Observations</b> Where are we? Reflection	<b>Time Required</b> Two sessions of 2½ Hours each
<b>Materials for Trainers to Prepare In Advance</b> <b>PowerPoint presentation of Objectives</b> Presentation on key aspects in the Background of the module	

Handout: GLTN Publication on “Definition of Terms and Concepts on Land Tenure and Land Governance in support of the development of the GLII Indicators Framework for global land monitoring.”

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### 3.2 MODULE 2: UNDERSTANDING GENDER AND DEVELOPMENT CONCEPTS; AND THE SOCIAL CONSTRUCTION OF GENDER

#### 3.2.1 INTRODUCTION TO THE MODULE

In undertaking gender analysis it is important to keep in mind that women and men have different gender roles and positions in society, resulting in different gender needs and interests. Practical Gender Needs are defined as basic needs of survival not unique to women. They include food, shelter, clothing and water. They relate to material conditions of life, are short-term, can be met through direct material inputs and operate at welfare (availability) and access (means) levels.

Strategic Gender Needs/Interests on the other hand, refer to socio-economic and political positions of women compared to men. They relate to structures and systems, which are embedded and therefore more difficult to deal with. In looking at strategic needs, focus is placed on factors such as:

- Discrimination - differential treatment based on factors over which an individual has no control, e.g. sex, tribe, nationality, race, etc.
- Objectification - assignment of less than human status and treatment to women.
- Infantilisation - categorizing women with children, i.e. having no legal decision making powers, voting rights or capacity to enter into contracts.
- Dispossession - through patriarchal systems of property inheritance.
- Value assignment - determining a woman's value by the sex and number of children she bears.
- Violence - physical, mental and emotional abuse, which is culturally accepted as 'correcting' a wife or harmful practices such as female genital mutilation to subdue female sexual urge.

- Sub-ordination - assignment of an inferior position e.g. treatment as second-class citizens.

Social construction of gender refers to the systematic processes and institutions which society uses to ascribe attributes, roles, responsibilities and expectations to males and females within the cultural context. Barriers to equality are a result of a complex array of ideological, cultural, religious influences, economic and historical factors, which can be changed.

The following concepts can be examined in the context of the social construct of Gender.

- Culture: The way and pattern of life for a group of people, not only in the past but also as lived in the present.
- Society: A group of people living together and with shared traditions, history and aspirations. The culture of the people determines what they want and expect from the men and women in their society.
- Ideologies: The system of thought and values which determine societal practice.
- Patriarchy: The ideology of male precedence and domination.
- Matriarchy: The ideology of female precedence and domination.

This module will examine the institutions that perpetuate the social construction of gender. These include, but are not limited to the following:

- Family/community
- School
- Peer groups
- Religion
- Folklore
- Myths
- Media and government

### 3.2.1.1 Module Purpose

Explain the concepts of gender and development and how it relates to the women in development and other development approaches; explore the processes of construction of gender identities and how this is maintained and; examine the implications of the social construction in society.

### 3.2.1.2 Learning Objectives

By the end of this session, participants will:

- a) have an understanding of the different concepts used in gender and development work.
- b) increase their understanding of how gender is constructed and the implication of this in data collection and analysis.

### 3.2.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Develop a better understanding of key terms and concepts on gender and development and how gender relates to development approaches	0.5	a) Gender vs. Sex
		b) Equality vs. Equity
		c) Practical Gender Needs Vs Strategic Gender Needs
		d) Gender Relationships Women in Development (WID) Gender and Development (GAD)
		e) Empowerment
		f) Why Gender is a development issue
		g) Historical Perspectives
to examine perceptions and assumptions on masculine and feminine attributes in order to develop a better understanding of how gender is constructed and the implications of this on data collection and analysis.		a) revisit the definition of gender roles, attributes, behaviour, expectations of men and women, which are learnt, vary culturally and change over time. b) how gender is systematically constructed, maintained, justified and perpetuated in accordance with the reigning ideology

## 3.2.3 Enabling and Sub-enabling Outcomes


Unit	Enabling outcome/learning objective	Sub-unit	Sub enabling outcomes/results
3.2.3.1	Appreciate the significance of gender to development.	3.2.3.1.1	Explore the key concepts and terminology in order to develop a common understanding of concepts and terminology on gender .
		3.2.3.1.2	Examine the difference between practical gender needs and strategic gender needs.
		3.2.3.1.3	Examine the concepts of women in development versus women and development
		3.2.3.1.4	Analyse why gender analysis is important to development and the significance of gender disaggregation
3.2.3.2	Explore the social construction of gender and how it impacts on reporting on land	3.2.3.2.1	Analyse the existing data collection instruments used by various institutions to identify potential gaps.
		3.2.3. 2.2	Analyse the key challenges in applying gendered approaches (Operational, Methodological, Conceptual and institutional) in data collection, analysis and reporting.
		3.2.3.2.3	Assess the gaps in the current data collection, analysis and reporting tools
		3.2.3. 2.3	Examine how through changing the gender narrative, there can be a difference in the quality and clarity of data on land.
3.2.3.3	Explore approaches to collecting, analysing and reporting gender disaggregated data	3.2.3.3.1	Describe gendered approaches to questionnaire development
		3.2.3.3.2	Describe data collection methods through a gender lens
		3.2.3.3.3	Analyse the data analysis tools to ensure correct representation of gender dimensions
		3.2.3.3.4	Explore the approaches that could improve the collection, analysis and reporting of gender disaggregated data on land

### 3.2.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work	<b>Resource Requirements</b> Marking pens PowerPoint projector
	Flipchart Manila cards of different colors Reflection questions
<b>Evaluation Methods</b> Observations Where are we? Reflection	<b>Time Required</b> Three sessions of 2:30 hours each
<b>Materials for Trainers to Prepare in advance</b> Power Point presentation. Presentation on key aspects in the Background of the module Preparation of group work and discussion points Preparation of the case study Key reference materials: 1. GLTN Publication on <i>"The Conceptual framework for the development of global land indicators."</i> 2. Hilhorst, T. and K. Deininger, with C. Augustinus and R. Sietchiping (coordinators) (2014). <i>Options for global reporting on GLTN/GLII land indicators in the context of the SDGs</i> . Global Land ToolNetwork 3. GLTN (2015). Towards operationalization of the Global Land Indicators Initiative Land Indicator Framework (To be published).	

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    - Handbook for Mainstreaming a Gender perspective in Water Resources Management
    - Handbook for Mainstreaming a Gender Perspective in the Education Sector

### 3.3 MODULE 3: THE GLOBAL INITIATIVE IN THE DEVELOPMENT OF LAND INDICATORS, METHODS AND APPROACHES TO DATA COLLECTION

#### 3.3.1 INTRODUCTION TO THE MODULE

One of the principal starting points for the analysis of feasible data sources and methods, in addition to the indicators themselves, is the feasibility study (GLTN, 2014) on options for reporting on global land indicators in the context of the SDGs (conducted by the World Bank). This concluded that global reporting and analysis was feasible, based on development and the adjustment of existing data sets and data collection instruments.

The World Bank is a major player in the development of data sources on land (notably through LGAF, LSMS household surveys the Doing Business annual survey, Women business and the Law annual survey and Enabling the Business of Agriculture), both for systematic country diagnostics and support to the Bank engagement strategies, and for use by others as all data generated are accessible (open data policy), as is UN-Habitat.

In addition, other bilateral and multilateral agencies such as FAO, IFAD, MCC and USAID have shown interest in assisting with global land monitoring as well as effective monitoring and impact evaluation of their own programmes, and are engaged in supporting the development of a range of existing data sources and data collection instruments. These serve multiple purposes not confined to land and are operated by different agencies.

For purposes of global land monitoring, they would need to be linked to a common framework to enable consistent and regular reporting around the harmonized set of indicators. This would enable increasing coverage of relevant data collection and help orient the further development of data collection instruments and their use by stakeholders at the national level.

The principle existing data sources include:

- i) administrative data;
- ii) data sets generated by existing surveys and censuses which cover land and are already captured to some degree in established global data bases; and in particular,
- iii) surveys used for project-related impact studies and specialist research.

However, the scope of household and other national-scale survey instruments need to be expanded with the incorporation of specialist land modules to enable increased coverage of common variables for priority indicators. Similar additions could be made to national censuses and regional / global polls.

The mix of survey instruments to be used will depend on requirements for global coverage, frequency of reporting, speed with which new data sets can be made available and, above all, costs and resources available for improvement of instruments and their implementation.

#### 3.3.1.1 Module Purpose

To examine the different approaches to land monitoring as applied by various institutions and the challenges in securing realistic, feasible and quality land data through the creation of common datasets.

#### 3.3.1.2 Learning Objectives

By the end of the Module, learners should be able to:

- Appreciate the global initiatives in developing land indicators, their linkages to the Africa Framework and Guidelines on Land Policies in Africa (2009), The Voluntary Guidelines on the governance of Tenure of Land, Fisheries and Forests (2011), 2030 Development Agenda, UNCCD COP 12, The Climate Change COP21 and Habitat III.
- Analyse data availability for the developed land indicators— sources and methods for land monitoring.

- Explore the current developments in land monitoring drawing from global and country experiences.

### 3.3.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Analyse the different approaches and challenges in	0.5	h) Global frameworks for which land indicators are required are properly identified
securing realistic and feasible land tenure indicators.		i) Key challenges in using tenure indicators are properly analysed
		j) Suitability of data sources and collection methods in relation to land indicators correctly analysed
		k) Approaches to harmonization of indicators and data standards for globally comparable data explored

### 3.3.3 Enabling and Sub-enabling Outcomes

Unit	Enabling outcome/learning objective	Sub-unit	Sub enabling outcomes/results
3.3.3.1	Appreciate the global initiatives in developing land indicators, their linkages to existing global and regional frameworks on land governance.	3.3.3.1.1	Analyse the existing global frameworks for which land indicators are required.
		3.3.3.1.2	Examine initiatives for development of Global Land Indicators.
3.3.3.2	Explore the current developments in land monitoring drawing from global and country experiences.	3.3.3.2.1	Analyse the existing land tenure measurement Indicators, data sources and methodologies.
		3.3.3.2.2	Analyse the key challenges in using such indicators (Operational, Methodological, Conceptual and institutional).
		3.3.3.2.3	Assess the missing elements in existing land tenure measurement indicators in relation to the various global frameworks.
		3.3.3.2.4	Examine how the current indicator framework fill in the gaps.
3.3.3.3	Analyse data availability for the developed land indicators– sources and methods for land monitoring.	3.3.3.3.1	Describe sources of data for land indicators
		3.3.3.3.2	Describe data collection methods in relation to the land indicators
		3.3.3.3.3	Analyse the suitability of data sources and collection methods in relation to land indicators
		3.3.3.3.4	Explore the approaches that could foster the harmonization of indicators and data standards for globally comparable data

## 3.3.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work Discussions - Experience sharing	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions
<b>Evaluation Methods</b> <b>Observations</b> Where are we? Reflection	<b>Time Required</b> Three sessions of 2:30 hours each
<b>Materials for Trainers to Prepare in advance</b> PowerPoint presentation. Presentation on key aspects in the Background of the module Preparation of group work and discussion points <b>Key reference materials:</b> <ol style="list-style-type: none"> <li>GLTN Publication on “<i>The Conceptual framework for the development of global land indicators.</i>”</li> <li>Hilhorst, T. and K. Deininger, with C. Augustinus and R. Sietchiping (coordinators) (2014). <i>Options for global reporting on GLTN/GLII land indicators in the context of the SDGs</i>. Global Land ToolNetwork</li> <li>GLTN (2015). Towards operationalization of the Global Land Indicators Initiative Land Indicator Framework (To be published).</li> </ol>	

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## 3.4 MODULE 4: LAND TENURE SECURITY

### 3.4.1 INTRODUCTION TO THE MODULE

Land tenure refers to the legal regime in which rights in land are exclusively assigned to an individual, a group or another entity, who is said to “hold” the land. It can be defined as the mode by which land is held or owned, or the set of relationships among people concerning land or its product.

Land tenure can be described as a bundle of rights that individuals and communities have with regard to land, which may include the rights to occupy, to use, to develop, to inherit, and to transfer land. Some of these rights will be held by individuals, some by groups, and others by political entities. This bundle of rights can be broken up, rearranged and passed on to others.

Land tenure can be also defined as the political, economic, social and legal structure that determines how individuals and groups access and use land and related resources - including trees, minerals, pasture and water.

Tenure rights represent the recognition by society that specific people, as individuals or groups, are entitled to use or control particular natural resources in certain ways. They range from tenure to rights often used for subsistence by the poor, such as rights to gather firewood or to forage tree crop plants. As the rules of tenure tend to develop in ways that establish power relations in a society, the more vulnerable members and groups tend to hold weaker and more insecure forms of tenure rights. Tenure arrangements also reflect the distribution of power within households, which often results in discrimination against women.

Whether women, men, Indigenous Peoples and local communities can have secure tenure over the land, property and other natural resources has important implications for economic development and poverty reduction. Yet, access to land, property and other natural resources is increasingly undermined. In rural areas in particular, controversies involving large-scale

land acquisitions by foreign and domestic investors for agribusiness, forestry, extractive, or other large-scale projects have put land rights and the issue of responsible investment firmly on the global development agenda, and highlighted the importance of ensuring secure tenure rights for those who rely on land and natural resources for their well-being and livelihoods.

Increasing provision of secure land rights for women, held in their own right or through joint spousal tenure according to demand, and including rights to inherit and bequeath resources, and the progressive evolution of customary systems so that they become less discriminatory.


Securing tenure rights is especially important for Indigenous Peoples, for whom lands, territories, and other resources may also hold significant spiritual or cultural import and have implications for their right to development. While recognition of indigenous communities’ land and territorial rights is central to both their cultural identity and

survival, and for their livelihoods, other community groups also assert the need to secure and manage land resources on a group basis. In particular, this is for resources held in common, such as grazing land and community forests, but also for agricultural lands, to which household and individual use rights can be allocated according to customary principles.

Secure rights to tenure in urban areas are also vital. For urban dwellers, the absence of security of tenure over their housing and property can have important implications for economic development, poverty reduction and social inclusion.

#### 3.4.1.1 Module Purpose

To interrogate the proposed data sources and methodologies taking into account language and country contexts in order to generate regionally comparable data on tenure security. The focus will be placed on Sources of data and methodologies for:

- 
1. Documented land rights
  2. Perceived tenure security
  3. Tenure security under a plurality of tenure regimes
  4. Equal rights for women to land
  5. Indigenous land rights
2. Analyse and interpret land tenure questions taking into account local context and guided by agreed data standards
  3. Apply an integrated approach to data collection and reporting on tenure security indicators.

#### 3.4.1.2 Learning Objectives

By the end of the Module, learners should be able to:

1. Integrate land tenure indicators into existing data

#### 3.4.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Examine different issues addressing land tenure and tenure security in relation to the human rights	0.5	a) Land tenure indicators are properly identified
		b) Proper tools are developed and applied in collecting land rights and tenure security data

### 3.4.3 Enabling and Sub-enabling Outcomes

Unit	Enabling outcome/learning objective	Sub- unit	Sub enabling outcomes/results
3.4.3.3.1	Integrate land	3.4.3.1.1	Examine the 5 land tenure indicators in view of
	tenure indicators into existing data collection instruments and initiatives		the key terms and concepts with a view of deriving common parameters and standards for questionnaire design and data analysis
		3.4.3.1.2	Analyse the proposed data sources for each of the 5 indicators in the context of the data protocols
		3.4.3.1.3	Use data collection techniques/methods for acquiring land rights and tenure security data
3.4.3.2	Analyse and interpret land tenure questions taking into account local context and guided by agreed data standards	3.4.3.2.1	Describe and apply the proposed data collection techniques/ methods for acquiring land rights and tenure security data
		3.4.3.2.2	Analyse the tools to ensure that gender perspectives and approaches are adequately integrated
		3.4.3.2.3	Enter data using the model land tenure questionnaires into the provided schematic tables for analysis
			Analyse the data using the proposed software and identify potential issues and data challenges paying particular attention to the kind of gender data generated
3.4.3.3	Apply an integrated approach to reporting on tenure security indicators.	3.4.3.3.1	Explore approaches to consensus building on data generated
		3.4.3.3.2	Prepare a land tenure security report taking into consideration the various users and uses of the land tenure security monitoring data.
		3.4.3.3.3	Explore approaches to public dialogues for validation of the report generated
		3.4.3.3.4	Define recommendations to address identified loopholes and challenges in integration, collection and reporting on security of tenure indicators.

## 3.4.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work Computer based work	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions Computers CSPRO screen SPSS software
<b>Evaluation Methods</b> Observations Where are we? Reflection	<b>Time Required</b> Three sessions of 2½ Hours each
<b>Materials for Trainers to Prepare In Advance</b> I PowerPoint presentation of Objectives <ul style="list-style-type: none"> <li>• Presentation on key aspects in the Background of the module</li> <li>• List of indicators for land tenure security, data sources and methods</li> <li>• GLTN Publication on “<i>Definition of Terms and Concepts on Land Tenure and Land Governance in support of the development of the GLII Indicators Framework for global land monitoring.</i>”</li> <li>• LPI M&amp;E Framework</li> <li>• GLTN (2015). Global Land Monitoring - Handbook for Country-level Practitioners (upcoming)</li> <li>• Data collection instruments</li> <li>• questionnaire Users’ Manual</li> <li>• Schematic tables for analysis of the land indicators</li> </ul>	

## 3.4.5 REFERENCES

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### 3.5 MODULE 5: LAND CONFLICTS AND DISPUTES

#### 3.5.1 INTRODUCTION TO MODULE

In the recent past, many policies and laws have been promulgated in Africa to streamline land governance. In addition, financial, human and infrastructure resources have been put in place to enhance the process. All these efforts are attributed to the recognition that secures land rights and effective land governance are key stimulants to social and economic development. In pluralistic societies, effective land governance is premised on the pillars of equity, proficiency and justice.

Land disputes stifle investment on land as they also divert scarce resources (labour, time and money) to resolve them. This results into reduced household productivity and income. In urban areas, land disputes result into destruction of property and, in extreme cases, even loss of lives. A high prevalence of land disputes in the absence of an effective and equitable mechanism for their resolution also leads to economic losses through delayed or deferred production and investment.

Land disputes are fuelled by a number of factors, which include: population pressures, unfair land tenure regimes, changes in land laws, lack of clearly demarcated boundaries, backward and discriminatory customary laws and practices, inheritance practices, outdated statutory laws, underdeveloped land markets, lack of a modern land information system as well as inaccessibility to available land information.

Land disputes and conflicts are relevant to proposed SDG Goal 16 on peace and security, noting that the

issues involved need to be unpacked; for example, conflicts undermine both security of tenure and sustainable resource use, and are likely to have special impacts on women and vulnerable groups. Therefore, efficient, accessible and appropriate mechanisms for the resolution of land disputes and conflicts of all kinds, through the formal judicial system and alternative mechanisms, including those based on customary practice, is considered to be important for effective land governance.

#### 3.5.1.1 Module Purpose

To interrogate the proposed data sources and methodologies for the collection, analysis and reporting on indicators for land conflicts and dispute resolution.

The focus will be placed on Sources of data and methodologies for:

- Availability of dispute-resolution mechanisms
- Frequency of land disputes and conflicts
- Land-dispute resolution effectiveness

#### 3.5.1.2 Learning Objectives

By the end of the Module, learners should be able to:

Examine the proposed data sources and methods for collecting land conflict and dispute resolution information at country level with a view of generating comparable data.

Apply an integrated approach to data collection and reporting on tenure security.

### 3.5.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Examine land rights and tenure security based on conflicts and disputes resolution data	0.5	a) Data sources and methods for collecting land conflicts and disputes identified
		b) Integrated approach properly applied to data collection and reporting on tenure security
		c) Mechanisms for improving the generation of quality data on land conflict and dispute resolution proposed

### 3.5.3 Enabling and Sub-enabling Outcomes

Unit	Enabling outcome/ learning objective	Sub - unit	Sub enabling outcomes/results
3.5.3.1	Examine the proposed data sources and methods for collecting land conflict and dispute resolution information at country level with a view of generating comparable data.	3.5.3.1.1	Describe types of land conflicts and dispute resolution mechanisms in relation to the identified data sources and methods
		3.5.3.1.2	Apply data collection methods in obtaining land conflicts and disputes resolution data
		3.5.3.1.3	Describe how best gender information could be collected and integrated
		3.5.3.1.4	Analyse the data using the proposed software and identify potential issues and data challenges
3.5.3.2	Apply an integrated approach to data collection and reporting on tenure security.	3.5.3.2.1	Describe the range of stakeholders to engage in data collection and reporting and what their potential roles could be.
		3.5.3.2.2	Prepare a land conflict and dispute resolution report taking into consideration the various users and uses of the monitoring data.
		3.5.3.2.3	Define recommendations to address identified loopholes and challenges in integration, collection and reporting on security of tenure indicators.
		3.5.3.2.4	Determine appropriate mechanisms for improving the generation of quality data on land conflict and dispute resolution.

## 3.5.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work Computer based work Panel discussions	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions Computers CSPro screen SPSS software
<b>Evaluation Methods</b> <b>Observations</b> Where are we? Reflection	<b>Time Required</b> Two sessions of 2½ Hours each
<b>Materials for Trainers to Prepare In Advance</b> <ul style="list-style-type: none"> <li>• PowerPoint presentation of Objectives</li> <li>• Presentation on key aspects in the Background of the module</li> <li>• List of indicators for land conflict and dispute resolutions, data sources and methods</li> <li>• GLTN Publication on <i>"Definition of Terms and Concepts on Land Tenure and Land Governance in support of the development of the GLII Indicators Framework for global land monitoring."</i></li> </ul>	
<ul style="list-style-type: none"> <li>• LPI M&amp;E Framework</li> <li>• GLTN (2015). Global Land Monitoring - Handbook for Country-level Practitioners (upcoming)</li> <li>• Data collection instruments</li> <li>• questionnaire Users' Manual</li> <li>• Schematic tables for analysis of the land indicators</li> </ul>	

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## 3.6 MODULE 6: LAND ADMINISTRATION SERVICES

### 3.6.1 INTRODUCTION TO THE MODULE

Land administration systems are the institutions and procedures, including the technical methodologies and equipment, that together enable and provide the infrastructure for the allocation, recording and management of land rights and delivery of associated services to land users and landowners. Initially, GLI discussions focused on the possibility of developing a single, globally comparable indicator of efficiency of administrative services for first registration of land rights and the transfer of land rights from one registered landowner. It was thought that this could be measured by assessing the average time and user costs required to complete the administrative processes to formalize these transactions, much as is done by the World Bank's annual Doing Business Survey, which has focused on land transfers between business users in major cities.

Land administration describes the processes (i) of determining, recording and disseminating information about the tenure, value and use of land when implementing land management policies (Land Equity, 2006); (ii) of gathering of revenues from the land through sales, leasing and taxation, and the resolving of conflicts concerning the tenure and use of land (Dale and McLaughlin, 1999); (iii) of transferring rights in land from one party to another through sale, lease, loan, gift and inheritance, and the regulating of land and property development.

The function of a land administration system is to record, maintain and make available information that can create security of tenure and support the land market. (UNECE, 2004). Land administration functions may be divided into four components: judicial, regulatory, fiscal and information management. These functions of land administration may be organized in terms of agencies responsible for surveying and mapping, land registration, and land valuation.

#### 3.6.1.1 Module Purpose

To examine the applicability and appropriateness of the proposed data sources and methods to generating quality land administration data at national level that can be globally comparable.

The focus will be placed on sources of data and methodologies for:

- Land administration efficiency:
- Transparency of land information:
- Land administration availability:
- Mobilization of land-based taxes:
- Land area mapped:
- Land administration capacity
- Land administration accuracy

#### 3.6.1.2 Learning Objectives

By the end of the Module, learners should be able to:

- a) Analyse data generated from the proposed data sources and methods for land administration data in a systematic and standardized manner to enable the generation of globally comparable data.
- b) Apply an integrated and standardized approach to reporting on land administration indicators.

## 3.6.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Apply knowledge and techniques in assessing land administration services.		a) Approaches to methods for data collection and analysis proposed
		b) Methods of data collection on land administration identified
		c) Approaches to public dialogues for validation of the land data analysed.

## 3.6.3 Enabling and Sub-enabling Outcomes

Unit	Enabling outcome/ learning objective	Sub- unit	Sub enabling outcomes/results
3.6.3.1	Analyse data generated from the proposed data sources and methods for land administration data in a systematic and standardized manner to enable the generation of globally comparable data.	3.6.3.1.1	Explore approaches and examine the proposed methods for data collection and analysis
		3.6.3.1.2	Examine whether the proposed methods and approaches for data collection and analysis integrate gender perspectives.
		3.6.3.1.3	Examine and apply the expert assessments guide for the generation of quality land administration data
		3.6.3.1.4	Apply the other data collection methods to generate quality land administration data
		3.6.3.1.5	Analyse the land administration data from a variety of sources. Explore potential sources that could provide data on gender
3.6.3.2	Apply an integrated and standardized approach to reporting on land administration indicators.	3.6.3.2.1	Describe the range of stakeholders to engage in data collection and reporting for standard setting.
		3.6.3.2.2	Prepare a land administration data report taking into consideration the various users and uses of the land tenure security monitoring data.
		3.6.3.2.3	Explore approaches to public dialogues for validation of the report generated.
		3.6.3.2.4	Define recommendations to address identified loopholes and challenges in integration, collection and reporting on land administration indicators.

### 3.6.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work Case studies/ field work to a land office and other institutions providing land administration information	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions
<b>Evaluation Methods</b> Observations Where are we? Reflection	<b>Time Required</b> Two sessions of 2½ Hours each
<b>Materials for Trainers to Prepare In Advance</b> <b>PowerPoint presentation of Objectives</b> <b>PowerPoint presentation of Objectives</b> <ul style="list-style-type: none"> <li>● Presentation on key aspects in the Background of the module</li> <li>● List of land administration indicators and data sources</li> <li>● GLTN Publication on <i>"Definition of Terms and Concepts on Land Tenure and Land Governance in support of the development of the GLII Indicators Framework for global land monitoring."</i></li> </ul>	
<ul style="list-style-type: none"> <li>● LPI M&amp;E Framework</li> <li>● LGAF tool</li> <li>● GLTN (2015). Global Land Monitoring - Handbook for Country-level Practitioners (upcoming)</li> <li>● Data collection instruments</li> <li>● Guidelines for Expert Assessments</li> <li>● Data collection instruments users' manual</li> </ul>	

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## 3.7 MODULE 7: SUSTAINABLE LAND USE

### 3.7.1 INTRODUCTION TO THE MODULE

Land governance must also take account of the sustainability of land and land-based natural resource use and therefore the formulation of indicators that can provide measures of changes in sustainability of land use is also relevant, alongside indicators of tenure security and incidence of land conflicts and the institutional, policy and legal dimensions. The Open Working Group on the sustainable development goals has highlighted the need to protect land and soil resources which underpin key services for sustainable development, including food production, carbon and nitrogen cycling, biodiversity protection and regulation of water resources. Effective mechanism for sustainable land use planning which also responds to social and economic needs is therefore required at a variety of scales, and in both rural and urban areas.

This is critical in the context of climate change and other pressures on land resources. As a result sustainable land use and the good management of soil resources therefore underpin several of the SDGs. Given the difficulties of defining “sustainable land management” which is highly context dependent, indicators have been proposed to measure changes in land cover, land productivity, and soil carbon, based as far as possible on remote sensing and earth observation data, to alleviate a potentially complex data collection and reporting burden on individual countries<sup>1</sup>. Attention should also be paid to the management and institutional processes whereby countries can strengthen sustainable land management as part of overall land governance arrangements, which is important to enable effective implementation of global climate finance to improve sustainable land use, reduced carbon emissions and increased carbon accumulation at a landscape scale.

In a rural context sustainable land use can be interpreted as a condition of “zero aggregate land degradation” (UNCCD 2013), to which the good management of factors such as land cover, soil resources, carbon stocks and natural ecosystems, including natural resource

management and benefit-sharing arrangements at local level are all relevant and have a bearing on opportunities for farmers and others to adopt sustainable land use practices. In an urban context, however, sustainability and accordingly the objectives of land use planning are significantly different and more concerned with the avoidance of environmental, health, and security hazards and natural disaster risk, the allocation of land for different purposes including industrial, commercial, residential use, the provision of public services and public goods and amenities (including clean air open space, and social facilities) and thus with the functional sustainability of human settlements.

Urbanisation necessarily involves major changes in land use, land and the physical remodeling and socio-economic reallocation of land resources, but the challenge is to ensure that these changes take place in a balanced and sustainable way, engaging the people and stakeholders affected. Accordingly sustainable urban planning must have regard for these elements, and planning policy must consider the levels of land pressure exerted by urban migration and urban commercial development and transformation of peri-urban land resources.

Thus monitoring needs to address not only land quality, but the capacity and ability of countries to plan sustainably in both urban and rural contexts. At the macro-level planning should focus on maintaining aggregate levels of land quality and environmental services across the national territory, in relation to demographic changes and social and economic demand, which may have repercussions

<sup>1</sup> Stakeholder Workshop on Sustainable Land Use Indicators, hosted by European Environment Agency (EEA) and the Institute for Advanced Sustainability Studies (IASS), Copenhagen 5-6 February 2015

for some established land uses and land users and for adjustments to business-as-usual patterns of urban growth, generally focused on capital or major cities and involving increasing rural-urban migration. This which requires some integration or bridging of land use and economic planning processes and mechanisms for stakeholder consultation and engagement.

Although socio-economic and bio-physical monitoring efforts that will be undertaken and managed by different stakeholders they ultimately need to be brought together within a consistent overall framework, with opportunities for constructive “conversations” between the different data sets, global epistemic communities, and country level actors.

#### 3.7.1.1 Module Purpose

To explore the existing data collection and reporting methods for land use management applicable at global scale

The focus is on sources of data and methodologies for:

6. Aggregate national changes in land-use sustainability: Changes in the geographical extent of sustainable land use, measured by:
  - i) land cover/land-use change;
  - ii) land productivity change; and
  - iii) soil organic carbon change.
7. Progress in sustainable land-use planning:

#### 3.7.1.2 Learning Objectives

By the end of the Module, learners should be able to:

- i) Describe the various sources of data and methods for data collection and reporting on sustainable land use.
- ii) Appreciate the application of global data on land use management to national contexts.

#### 3.7.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Apply different methods and approaches to evaluate sustainability of land use.	0.5	a) Issues related to land use and land use cover change
		b) Approaches to land use management are properly analysed
		c) Global data on land use management in relation to national contexts properly analysed

### 3.7.3 Enabling and Sub-enabling Outcomes

Unit	Enabling outcome/ learning objective	Sub-unit	Sub enabling outcomes/results
3.7.3.1	Describe the various sources of data and methods for data collection and reporting on sustainable land use.	3.7.3.1.1	Examine the science of land use and land use cover change and the factors leading to that
		3.7.3.1.2	Apply the software to create an understanding of the impacts of these changes at a global scale
			Explore how best to integrate gender into the land use software to enable gendered reporting
		3.7.3.1.3	Describe the significance of an integrated approach to land use management data generation and reporting
3.7.3.2	Appreciate the application of global data on land use management to national contexts.	3.7.3.2.1	Identify the various uses and users of land use management data
		3.7.3.2.2	Describe the interpretation and applicability of globally generated data to national and regional contexts

### 3.7.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work Computer based work Case studies	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions maps GIS software Remote sensing software
<b>Evaluation Methods</b> Observations Where are we? Reflection	<b>Time Required</b> Two sessions of 2½ Hours each
<b>Materials for Trainers to Prepare In Advance</b> <b>PowerPoint presentation of Objectives</b> PowerPoint presentation of Objectives <ul style="list-style-type: none"> <li>● Presentation on key aspects in the Background of the module</li> <li>● List of land use management indicators and data sources</li> <li>● GLTN Publication on <i>"Definition of Terms and Concepts on Land Tenure and Land Governance in support of the development of the GLII Indicators Framework for global land monitoring."</i></li> <li>● LPI M&amp;E Framework</li> <li>● GIS and remote sensing software</li> <li>● Case studies</li> </ul>	

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## 3.8 MODULE 8: DESIGNING DATA COLLECTION INSTRUMENTS FOR LAND INDICATORS

### 3.8.1 INTRODUCTION TO THE MODULE

Land use and site information, as well as the evaluation of these factors at various levels, is one of the concerns of statisticians. Depending on the requirements, the activities range from developing new sources of information and working techniques for the compilation of land use information, through enhancing methods for the assessment of environmental aspects and summarizing information from different sources into conclusive indicators for the observation of land use.

Before the information systems and evaluation a process is adopted in collecting land data, the statisticians must consider the precise problem or issue to be resolved, objectives to be pursued and the requirements placed on the methods or instruments to be used. Generally, land use and site information is always compiled for a specific purpose, and normally emanate from official requirements, planning targets, and economic or scientific interests.

While collection and use of data for official purposes is based on a legal foundation with precise stipulations regarding scope, depth and application, data collection for economic and scientific purposes is usually more freely organized. For this reason, collected data cannot be readily used for other purposes than those specified at the point of collection. Therefore, in the case of land use information and evaluations in the context of sustainable land management, a careful examination must first be completed as to whether and to what extent data which has been collected for other purposes can be used for the respective question or issue at hand.

Precaution must also be taken in selecting and use indicators in data collection because, while they have the potential to provide important and relevant information, local conditions (and the underlying

relationships that influence land degradation) widely vary. An indicator may actually point at differences in the natural state rather than at an inferred process, such as degradation or improvement.

Challenges exist in generating gendered statistics. When conducting a gender analysis it is important to be able to distinguish between sex-disaggregated statistics, which gives the straight forward numbers of males and females in a given population, and gender statistics, which can reveal the relationships between women and men that underlie the numbers. Gender statistics can indicate the need for a policy intervention, but not what that intervention should be. On the other hand, gender statistics provide factual information about the status of women, for example a change in their status over time. A gender analysis of the tools developed for data collection and analysis will enable resolve the challenges around gender statistics.

Once a problem or issue has been determined the next step is to identify which method will be appropriate and effective for obtaining required information. Land data could be collected from using one or a combination the methods such as documents (data mining),

observations, survey, experimental or instrumentation (GIS). There are two sources of data; primary and secondary data source. Primary data collection uses surveys, experiments or direct observations. Secondary data collection may be conducted by collecting information from a diverse source of documents or electronically stored information.

One of the most potent data collection tools is the questionnaire, which can be administered directly, by telephone, or through the mail. Because a questionnaire allows a statistician to gather data conveniently from large samples, it is always a useful tool to collect and analyze data from groups that may be affected by changes in land management and administrative practices. However, it is important to observe fundamental principles for developing a questionnaire so as to enhance the likelihood of obtaining valid and reliable data. Occasionally, flaws in questionnaire

development and design render them incomprehensible to respondents or do not collect the intended data.

To draw statistical inferences, data is collected from a sample, which represents the target population. Sample could either be probability or non-probability. In whatever case, it must be as much as possible representative of target population to be able to provide answers for the issue in question.

To know whether or not the data analysis will provide required answers to the problem or issue, dummy tables are developed. These together with proper samples and analytical tools will produce information that address the land issue in question.

#### 3.8.1.1 Module Purpose

To provide knowledge and skill of designing land data collection instruments and apply them in monitoring the major land issues and answer policy-related questions.

The focus is on Methodologies for:

- a) designing data collection instruments;
- b) Land tenure indicators Data collection and Analysis;

- c) Data dissemination tools and methods; and
- d) Integration of gender in data collection design and analysis

#### 3.8.1.2 Learning Objectives

By the end of the Module, learners should be able to:

- a) Identify key considerations and principles of questionnaire development and apply them to develop a comprehensive data collection tool for obtaining valid and reliable data;
- b) apply gender analysis tools in data collection design and analysis
- c) Interpret land indicators into questions that are collectible;
- d) Develop a questionnaire users' manual;
- e) Develop land data capture programme to facilitate data entry and analysis; and
- f) Develop data dissemination tools.

#### 3.8.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Apply different methods and instruments in collecting and analysing land indicators.	2	a) Questionnaire is developed according guidelines
		b) Gender analysis tools determined and integrated
		c) Land indicators are properly chosen and used to collect data
		d) Data analysis plan properly developed and used in data analysis
		e) Different strategies are used in dissemination of data

### 3.8.3 Enabling and Sub-enabling Outcomes

Unit	Enabling outcome/learning objective	Sub- unit	Sub enabling outcomes/results
3.8.3.1	Analyse key concepts related to land indicator data collection	3.8.3.1.1	Describe the major research methods (qualitative and quantitative)
		3.8.3.1.2	Compare and contrast the different data collection methods
		3.8.3.1.3	Explain issues related to data validity and reliability for land indicators
		3.8.3.1.4	Describe the approaches used in land indicator data collection
		3.8.3.1.5	Apply strategies for Quality Assurance and Boosting Response Rates in data collection
3.8.3.2	Analyse and harmonize gender analysis tools for integration into land indicator data collection and analysis	3.8.3.2.1	Describe the existing frameworks, and a short explanation given on the background and origins of the gender analysis tools.
		3.8.3.2.2	Analyse the conceptual differences between the various gender analysis tools in order for them to make the right choice of the tool for each of the tools and land indicators.
		3.8.3.2.3	Build consensus on which gender analysis tools will be applied and integrate modifications is needed
		3.8.3.2.4	Apply the agreed to gender analysis tools to the data collection instruments and analysis programs
3.8.3.3	Develop land data collection instruments	3.8.3.3.1	Create data collection plan
		3.8.3.3.2	Develop an indicator protocol reference sheet
		3.8.3.3.3	Apply principles and guidelines to prepare questionnaire for collecting land data
		3.8.3.3.4	Prepare questionnaire user's guide
		3.8.3.3.5	Develop a sample design for generalization of findings
3.8.3.4	Develop data capture, analysis and dissemination tools	3.8.3.4.1	Prepare dummy tables to aid data analysis
		3.8.3.4.2	Use data capture programmes to facilitate data entry
		3.8.3.4.3	Use a given statistical software to develop a data analysis programme
		3.8.3.4.4	Apply different methods to disseminate land indicator information

## 3.8.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work Computer based work Case studies	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions maps GIS software Remote sensing software
<b>Evaluation Methods</b> <b>Observations</b> Where are we? Reflection	<b>Time Required</b> Three sessions of 2 Hours each
Materials for Trainers to Prepare In Advance <ul style="list-style-type: none"> <li>● PowerPoint presentation of Objectives</li> <li>● PowerPoint presentation of Objectives</li> <li>● Presentation on key aspects in the Background of the module</li> <li>● List of land use management indicators and data sources</li> <li>● GLTN Publication on <i>"Definition of Terms and Concepts on Land Tenure and Land Governance in support of the development of the GLII Indicators Framework for global land monitoring."</i></li> <li>● LPI M&amp;E Framework</li> <li>● Sample questionnaire, dummy tables</li> <li>● Case studies</li> </ul>	

## 3.8.5 REFERENCES

1. Fairfax (2007). Manual for data collection for performance measurement. US
2. FAO (2003). Data sets, indicators and methods to assess land degradation in dry lands. FAO Rome
3. UNDP (2009). Reflections on Land tenure security indicators – Discussion paper No11-Oslo

### 3.9 MODULE 9: APPLYING THE DATA REVOLUTION TO THE COLLECTION AND ANALYSIS OF DATA ON LAND INDICATORS

#### 3.9.1 INTRODUCTION TO THE MODULE

Besides the traditional approaches for data collection, new data collection and monitoring technologies are becoming rapidly available. These innovations will dramatically advance national statistical offices' and the international community's ability to monitor the impacts of development programs, in addition to informing the way they are designed and implemented. High-resolution satellite imagery, mobile devices, biometric data, and crowdsourced citizen reporting will change official data collection processes and the design of the programs they monitor.

Many countries are innovating by expanding the use and impact of data through open data platforms, encouraging citizens to use data to track the quality of their services and to monitor private and public performance. Others are innovating by setting up partnerships for different skill set groups to work together towards a common goal, from research design to data production and analysis.

The data revolution means more demand, more data, more communities, more usage, more results and more engagement – an inspiring vision of a world of

fast-flowing data deployed for the public good, and of citizens and governments excited and empowered by the possibilities this creates.

The process of bringing together diverse data communities to embrace a diverse range of data sources, tools, and innovative technologies, to provide disaggregated data for decision-making, service delivery and citizen engagement; and information.

#### 3.9.1.1 Module Purpose

To examine the applicability of new and cost effective approaches to data collection and analysis to generation of land related data based on the developed land indicators.

#### 3.9.1.2 Learning Objectives

By the end of the Module, learners should be able to:

- Establish a common understanding of the key concepts and terms pertaining to the data revolution as it relates to generation of quality land data.
- Identify the probable data communities for national level data collection and analysis.

#### 3.9.2 Principal Learning Outcomes, Credit Values and Assessment Criteria

Principal Outcomes	Credit Values	Assessment Criteria
Apply the data revolution approaches to data collection on land indicators	2	a) Guidelines and standards for the application of the data revolution developed b) A selection of the data revolution approaches chosen and applied to specific indicators c) Data communities defined d) Data communities appropriately used in data collection, analysis and reporting

## 3.9.3 Enabling and Sub-enabling Outcomes

Unit	Enabling outcome/learning objective	Sub- unit	Sub enabling outcomes/results
3.9.3.1	Analyse key concepts related to the data revolution	3.9.3.1.1	Describe the major research methods (qualitative and quantitative) that are used in the data revolution
		3.9.3.1.2	Compare the traditional data collection methods and approaches with the data revolution methods and approaches
		3.9.3.1.3	Explore the approaches to developing data communities
		3.9.3.1.4	Describe the use of data communities in data collection and management
		3.9.3.1.5	Explain issues related to data validity and reliability for land indicators using the data revolution methods and approaches
		3.9.3.1.6	Apply strategies for Quality Assurance and Boosting Response Rates in data collection using the data revolution methods and approaches.
3.9.3.2	Analyse the developed land data collection instruments for suitability to the data revolution methods and approaches	3.9.3.2.1	Revisit the data collection plan to see if it is fit for purpose
		3.9.3.2.2	Review the indicator protocol reference sheet
		3.9.3.2.3	Apply principles and guidelines on the use of data revolution methods and approaches to questionnaire design for collecting land data
		3.9.3.2.4	Review questionnaire user's guide to see if it is fit for purpose
		3.9.3.2.5	Review a sample design for generalization of findings to see if it is fit for purpose
3.9.3.3	Develop data capture, analysis and dissemination tools for use in the agreed data	3.9.3.3.1	Develop data analysis tools that are fit for purpose
		3.9.3.3.2	Use data capture programmes to facilitate data entry
	revolution approaches and methods.	3.9.3.3.3	Use a given software to develop a data analysis programme
		3.9.3.3.4	Apply different methods to disseminate land indicator information

### 3.9.4 Methods and Requirements

<b>Methods</b> Interactive Lecture Small group work Computer based work	<b>Resource Requirements</b> Marking pens PowerPoint projector Flipchart Manila cards of different colors Reflection questions maps GIS software Remote sensing software
<b>Evaluation Methods</b> <b>Observations Where are we?</b> Reflection	<b>Time Required</b> Three sessions of 2 Hours each
<b>Materials for Trainers to Prepare In Advance</b> PowerPoint presentation of Objectives <ul style="list-style-type: none"> <li>• PowerPoint presentation of Objectives</li> <li>• Presentation on key aspects in the Background of the module</li> <li>• List of land use management indicators and data sources</li> <li>• Sample questionnaire, dummy tables</li> </ul>	

### 3.9.5 REFERENCES

1. Center for Global Development and The African Population and Health Research Center. (2014). *Delivering on the Data Revolution in Sub-Saharan Africa*. Available at <http://www.cgdev.org/publication/delivering-data-revolution-sub-saharan-africa-0>
2. PARIS21. (2014). *Road Map for a Country-led Data Revolution*. Available at <http://datarevolution.paris21.org/sites/default/files/Road%20Map%20draft%200.pdf>
3. SDSN. (2015). Indicators and a Monitoring Framework for the Sustainable Development Goals: Launching a Data Revolution. SDSN Report. Available at <http://unsdsn.org/resources/publications/indicators/>
4. The World Bank. *Statistical Capacity Indicator Dashboard*. Accessed June 6, 2015: <http://datatopics.worldbank.org/statisticalcapacity/SCIdashboard.aspx>



## ABOUT GLOBAL LAND INDICATORS INITIATIVE (GLII)

The need to step up monitoring of land governance issues drove the establishment of GLII in 2012 by Millennium Challenge Corporation, the World Bank and UN-Habitat. The platform is hosted and facilitated by Global Land Tool Network (GLTN) at UN-Habitat. GLII is as a collaborative and inclusive process for developing the Global Land Indicators. GLII aims at making global scale monitoring of land governance a reality. The platform was established to develop a set of global land indicators for monitoring land governance, methodologies, tools and guidelines for monitoring and reporting while coordinating and convening land and data communities. This initiative has now grown to over 50 platform members, including non-governmental organizations, multi-lateral agencies, academia, research institutions and training institutions; farmers' organizations, UN agencies working on land governance, land data and statistical agencies.

As part of GLII, over 50 platform members have contributed to influencing the inclusion of land indicators in the SDGs with the backing of the Global Donor Working Group on Land (GDWGL) and other agencies. Other significant achievements of the GLII platform include the development of a set of 15 nationally applicable and global comparable land indicators that go beyond the provisions of land in the SDGs to cover four key areas of land governance: land tenure security for all, land and conflict, land administration services, and sustainable land use management. In collaboration with platform members, GLII has developed a series of working papers on land monitoring; facilitated the development and piloting of methodology and tools for data collection on tenure security in several countries in Africa; and developed a Training Curriculum on Methodology for Data Collection and Reporting on Land Indicators fostering global learning and knowledge sharing on land monitoring – find more information on [www.gltn.net](http://www.gltn.net).

Members of this platform continue to explore innovative means of land data collecting, monitoring and reporting, including steering land and data community consultations for harmonized indicators and methodology for land data generation, linking country to regional and global processes. A 3 years GLII roadmap was developed at a global expert group meeting held in January 2017, in Cape Town, South Africa. GLII platform members and partners are prepared to make key contribution and fast track monitoring of land indicators in the SDGs and other regional and global guidelines including VGGT, African Union Framework and Guidelines on Land Policy in Africa and Agenda 2063. The roadmap is expected to guide GLII's work for the next 3 years in partnership with the platform members and other strategic partners at country, regional and global level.

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