URBAN MANAGEMENT SERIES FOR SOUTHERN SUDAN

Tools for Strengthening Leadership and Governance

Volume 5:

Technical Guidelines

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United Nations Human Settlements Programme

Nairobi 2011

Urban Management Series for Southern Sudan

Tools for Strengthening Leadership and Governance
First published in Nairobi in 2011 by UN-HABITAT

United Nations Settlements Programme (UN-HABITAT)
P.O. Box 30030, 00100 Nairobi GPO KENYA
Tel: 254-020-7623120 (Central Office)
www.unhabitat.org

ISSN – [Insert]

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Acknowledgements

Principal authors: XXXX
Contributors: Tom Carter, Solomon
Editors: XXXX
Design and layout: XXXX
Printing: XXXX

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Joan Clos
Executive Director, UN-HABITAT

PREFACE

Welcome to the Urban Management Series for Southern Sudan. The Series is intended to give direction and guidance on a wide range of urban management topics, but without saying exactly what to do – so it is not a manual. It aims to point Urban Managers in the right direction, by describing the factors and issues that need to be considered, and suggesting possible solutions in line with basic principles.
In this manner it provides a consistent background for all Urban Managers to approach their work. But it is fundamental that the each reader decides what initiatives and actions are appropriate given the local circumstances and conditions, rather than just following a set formula.

How to use the Series

This is not a document that needs to be read from start to finish – it is to be used like a reference book or encyclopaedia. It is fine to dip into it to read sections that are of interest. As the reader becomes more familiar with the structure and content, s/he will discover new topics of interest. And as topics arise in work, s/he can search out the relevant sections, and discover new areas of interest.

It is a document that is to be kept close at hand, on the desk or an open shelf in the office -not locked away in a drawer or cupboard. Copies should also be distributed widely among professional and technical staff, and not restricted only to senior staff.

Regular Updating

These volumes have been prepared in 2011 – but the situation in Southern Sudan is constantly changing. It follows that they will need to be reviewed regularly, and updated to reflect actual current urban management priorities as well as changing political, institutional and social circumstances.

Overview of the Urban Management Series

This volume is one of a three-volume series produced by UNHABITAT for use by urban managers in Southern Sudan.

Current titles of this series, at the time of publication, include:

Volume 1: Urban Management Guidelines

Volume 2: Leadership for Urban Management

Volume 3: Enhancing Training in Land, Housing and Town Planning

CONTENTS

Chapter 1: Introduction-The Training Functions

What we think or what we believe in is, in the end, of little consequence. The only thing of consequence is what we do.
John Ruskin, 19th Century English Essayist

Functions – Content and Design Elements

- Guidelines and Resources
- Sample Lesson Plans, Cases, Role Playing

Introduction

Leadership and learning are indispensable to each other.
John F. Kennedy

Government Capacity Building and Ten Lessons in Leadership

The following leadership lessons are drawn from training and capacity building elected leadership programmes that were carried out to help build the governance and management capacities of Slovakia's local governments.

Lesson # 1:
There are times when you need to persevere, in spite of the odds.

Lesson # 2:
Don't believe everything you hear, particularly from those who aren't supportive of your ideas in the first place.

Lesson # 3:
Believe in the power of honest, inclusive, open conversations.

Lesson # 5:
Involve your partners and potential clients as early as possible in planning any new interventions and continue to keep them involved.

Lesson # 6:
Don't be afraid to take risks, but minimize those risks by involving your key stakeholders in both the planning and implementation of whatever you decide to do.

Lesson # 7:
Ask for feedback, take it seriously, and act on it.

Lesson # 8:
Think and act outside the box.

Lesson # 9:
Be bold in your actions and let others share the harvest of your collective efforts.

Lesson # 10:
Trust your colleagues and set them free.

You can't create experience, You must undergo it.
Albert Camus

Part I: Adapting and Translating

The tasks of adapting and translating these materials will depend on a number of circumstances. If the training is to be conducted in your country in English and you have a cadre of seasoned trainers who are adept at modifying training materials to meet their needs, you may be able to use the series as published. Or, you might feel that new materials are needed to more accurately reflect the political or cultural mores of your country or society. If this is the case, you might want to produce a supplement for use by trainers and others.

For example, it might include additional concepts, principles, and strategies that are in common use within your country and need to be highlighted in the training; adaptation or abandonment of training and management tools that are not appropriate or otherwise acceptable to the potential participants of training; and development of new training and management tools that would be more user friendly and acceptable to your training clientele. We encourage these additions and changes.

If you need to translate the materials into your local language, the tasks become more complex. Before you do anything, you should check with UN-HABITAT to see if any other institution or group has translated the series into your language. At the time this series was being published the initial series had been translated into twenty five different languages. If this new series doesn't exist in your language, consider doing both an adaptation and translation if those who review the original text believe it will be necessary or desirable. The adaptation would include, for example, local case studies, role plays and critical incidents, and changes of examples in the text to make them more country specific.

The following are some guidelines you might want to consider if you need to undertake adaptation and translation:

1. Don't be intimidated by your natural instincts to honour author and publisher rights.

   In other words, don't hesitate to make changes in the text and other important features in the materials. While there are often rules and regulations that warn you not to copy, change, or otherwise mutilate someone else's published documents, they don't apply when working with this training series.

2. Assemble a small team of potential users, trainers, language specialists, and other key stakeholders to help with the adaptation and translation.

   The task of adapting and translating these materials should not be left to one person although one person should have responsibility for pulling together the insights and inputs of others to produce the final product.

3. Agree on some basic ground rules for working together as a team before you begin the adaptation and translation process.

   For example, how will your team handle disagreements and differences of opinion about what to adapt and why? Be clear about each team member's role and responsibilities. Establish objectives, expected outputs and outcomes, and realistic time tables for reaching key milestones.

4. Build a working relationship with the proverbs, metaphors, and other linguistic tools that are so integral to the learning process.

   Now that's a pretty heavy guideline. But take just a moment or two and think about how these language tools are used to enrich the learning process, not just in the classroom, but on the job, in the home, and in the community.

   Proverbs in conversation, according to an old Venezuelan saying, are like torches in darkness.

   In the adaptation process, think about adding or replacing proverbs that we have included with some that are special to your culture, country, or region. If you do, make sure they fit the context of the learning objectives.

5. If you are translating the materials into another language, hire the best translator available and don't allow that person to work in a vacuum.

   The translation process is too important and difficult to be carried out without supportive interaction with a small bilingual team of trainers and elected officials who are responsible for reading the translations and giving constructive feedback.

6. Share the wealth of your experience and labour with others.

   The translation of these learning materials can be a difficult, costly, and time-consuming venture so think about how you can share your final products and experience with others who communicate in the same language.

A Reflective Opportunity

Adapting and, if necessary, translating the elected leadership series will be among the first and most important actions you will take once the decision has been made to use these materials. Stop for a moment and reflect on how you and others will undertake this responsibility. In the space below, jot down your thoughts on what kinds of adaptations might be needed to make this series of training materials more acceptable and useful in your country and culture; some of the key persons to be involved in adapting and translating; and how best to get this part of the process underway.

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Training Design and Delivery

In the following discussion, you will find an overall checklist of some key design and delivery factors to keep in mind; a look at some of the more mundane but important factors to consider, such as time, venue and equipment; the importance of adaptation and creativity in using these materials; the art of writing training goal and objective statements; and how to design learning events that will keep your clients coming back.

Training delivery is another one of those complicated subjects. It also includes a lot of planning tasks although they are different from those we just discussed. In the following discussion you will find an overall checklist of some key design and delivery factors to keep in mind; a look at some of the more mundane but important factors to consider, such as time, venue and equipment; the importance of adaptation and creativity in using these materials; the art of writing training goal and objective statements; and, how to design learning events that will keep your clients coming back.

There are many factors to consider in designing and delivering effective, efficient, and engaging learning experiences. The following checklist targets some of the more important ones. It is followed by more in-depth discussions about each. By the way, effectiveness has to do with providing training experiences for your clients that meet your client's immediate and short-term learning needs. Efficiency is how you deliver the training.

Engaging is the process of involving your participants through sharing their ideas, life experiences, and visions about the future.

- Effective, efficient and engaging training is driven by purpose. Your ability to write clear and concise objective statements that describe what you plan to accomplish during the learning experience is the most important design task you will undertake.
- The quality of your learning events will be determined in large measure by the time and energy you invest in adapting these materials to fit the situational context of your participants.
- Holistic learning events involve the infusion of new knowledge, ideas and insights and the opportunities for participants to process and apply these infusions based on their individual and collective experiences and needs.
- The most insightful learning design can be sabotaged by external factors. Fortunately, most of these externalities are within your control, but they need to be managed.

What is training?

Training is a planned, systematic sequence of instruction, designed to achieve predetermined learning objectives. The only good reason for training is to meet identified training needs.

Discussion points

- Planned
- Systematic
- Learning objectives
- Training needs

Experience sharing

Have you ever attended a training programme which didn't satisfy the above stated requirements?

General purpose of training

In general training is used to help participants acquire increased skills, knowledge and positive attitudes towards work and its environment.

Discussion points

- Before training A S K
- After training A+ S+ K+
- If no change is identifiable in ASK then training would be in vain.

How do people learn?

- By being told
- By imitation
- By trial and error
- By thinking

Discussion point

- Don't spoon-feed trainees

Relationship between training education and development

- Training focuses on the present job and is concerned with the immediate need of the individual at work
- Education is future oriented and mostly prepares the individual for a job that has not yet been identified.
- Development is for meeting future needs of an organization

Learning process components

- Processing
- Presentation
- Application

Discussion points

- Learning can start at any point
- Illustrate by using 'learning to paint' as an example
- Ask participants to give other examples

YOUNG VS ADULT LEARNERS

Young Learners	Adult Learners
• Dependent learner	• Independent learner
(Directed by the teacher)	(self-directed)
• Inexperienced	• Experienced
• Easily distracted	• Focused
• Fast learners	• Slower learners
• Flexible and open-minded	• Fixed habits and patterns of thought
• Look for the right answer	• Looks for ideas and options
• Learns for the future	• Concerned with using the new knowledge now.
• Theoretical models	• Real life situation to be emphasized
• Groups can be formed according to age	• Learning groups formed according to interest and need.
• Subject-centered learning.	• Problem-centered learning.

PRINCIPLES OF ADULT LEARNING

Use of the acronym **MAPFORM**

M = Meaningful material
Learners (trainees) understand materials better only when it is related to their current work needs.

A = Active learning
Trainees learn more quickly and effectively when they are actively involved iln the learning process

P = Primacy Vs Recency
Trainees will recall well those things they learned first and last in a sequence

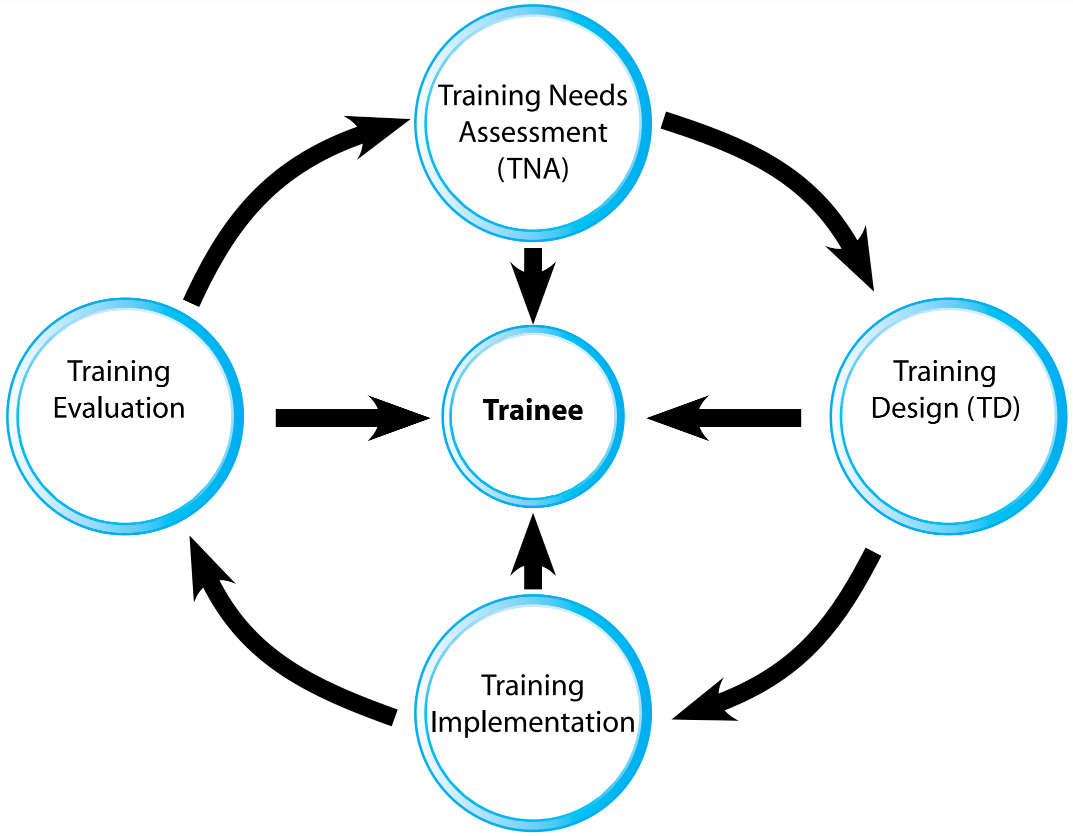
F = Feedback
Learning proceeds more efficiently when both the trainer and trainee give each other feedback.

O = Over-learning
Forgetting is reduced significantly by frequent attempts to repeat

R =Reinforcement
Learning which is rewarded is likely to be retained

M = Multi-sense learning
Presentation methods which use more than two senses are more effective than those using only one sense.

TRAINING CYCLE



NOCMAE TRAINING DESIGN MODEL

N = Needs

Training Needs Assessment

O = Objectives

They describe what trainees will be able to do after a training programme

C = Contents

- They need to be orderly
- Known to unknown
- Simple to complex

M = Methods

- In order to avoid boredom the methods used should provide variety
- Creativity in the use of methods makes training more interesting
- Appropriateness of the methods used is critical

A = Assessing the learner

- Ensuring that the learners are on board through continuous assessment
- Assessment keeps learners aware of their progress

E = Evaluating the course

- To avoid training obsolescence evaluation at different levels is essential e.g. at the Reaction learning, Behavioral and Results levels.

TRAINING METHODS

Method	Use	Advantages	Disadvantages
Case Study	Tracking difficult problem Problem Identification Developing analytical skills Promotion of teamwork	Providing active learner involvement Learning can be observed Use of participants experience	Time consuming to produce a case Close relationship to 'real life' may be difficult to achieve
Group discussion This is where participants discuss the issues being trained in groups	Learning to be derived from the participants rather than their facilitations	Keep participants interested Participants resourcefulness can be reviewed and shared Participants activity can be high and less dependent on the facilitator	Require plenty of time Passive participants may not learn much if discussion is not well moderated
_Role Play Participants are presented with a situation which they are expected to explore by acting out the roles represented in this situation	Promoting an idea Providing a living example of the situation being studied	Development of interactive knowledge and skills Active participation is generated Only exercise where emotions become the predominant feature.	Role players learn more than observers Success depends on imagination of the players Attitude change may be short lived
Demonstration Presentation by doing something.	Teaching specific skills Showing correct or incorrect ways of doing something	Aids undertaking and retention Stimulates participant's interests Involves participants	Must be accurate and relevant to the audience Written examples will require expertise and time to prepare

Method	Use	Advantages	Disadvantages
Lecture	Where trainer knows more on the subject than participants Where the size of the group is large	One facilitator can handle a large audience at the same time Facilitator controls content and sequence Ensures consistency of information	Doesn't allow immediate feedback. Lack of participants activity Saturation point is reached relatively quickly
Brainstorming This is where participants suggest ideas on given issues which are later discussed.	Where more ideas on a particular issue are needed.	Stimulation of interest on part of participants Help participants learn from other participants experience The atmosphere is quite free.	Participants can easily be derailed Difficult to apply to a large audience Requires ample time Requires skill by the facilitator to keep participants on track.

CHOICE OF TRAINING METHODS

The choice of the training method is important because participants will not learn unless they are interested in the presentation.

Critical factors to consider:

1. The end result to be achieved
2. Facilitator of a particular session
3. Category of participants
4. Time available
5. Techniques used for other items on the programme.

LESSON/SESSION PLAN FRAMEWORK FOR TEAM FACILITATION

PROGRAMME TITLE...

TOPIC TITLE..

DAY/DATE/TIME...

FACILITATORS..

Specific objectives:-

- ....
- ....
- ....
- ....

Reference: ....

Materials required: ....

Procedure and Methodology ....

Steps	Activities And Appropriate Method	Facilitators	Time
Step 1	Introduction (warm up exercise)	A B C	15mins
Step 2	Lecturette and discussion	A C	45mins
Step 3	Group exercise	A B	45mins
Step 4	Plenary presentation and discussion	C A B	60mins
Step 5	Conclusion	C A E	15mins

TRAINEE ANALYSIS

The knowledge of audience is very important in training.Trainee analysis entails finding out the following information about the participants:

1. Educational level and background
2. Work experience
3. Age range
4. Sex/gender consideration
5. Size of the group
6. Cultural and social considerations.

TRAINING IMPLEMENTATION ACTIVITIES

Exercise

Indicate the key activities which a trainer must perform at different phases of training implementation

1. Pre-training phase

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2 . Actual training phase

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3. Post-training phase

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TRAINERS RESPONSIBILITIES

A trainer has many responsibilities and roles which include:

1. Training needs identification
2. Setting training objectives
3. Analyzing trainees
4. Designing the learning intervention
5. Conducting training
6. Monitoring and evaluating training programmes
7. Writing training proposals
8. Marketing training programmes
9. Training research
10. Training environmental study
11. Counselling
12. Conflict resolution

SKILLS A TRAINER REQUIRES

To be able to carry out his/ her responsibilities and roles effectively a trainer will require the following basic skills:

1. Technical skill
2. Human relations skills
3. Conceptual skill
4. Writing skill
5. Organization skill
6. Presentation skill
7. Research skill etc

GIVING AND RECEIVING FEEDBACK

What is Feedback?

Feedback is the information offered to an individual for the purpose of assisting him/her to develop/improve.

Feedback is a fact of life

- It is difficult and uncomfortable
- It can be dangerous
- It is hard to help people see things they cannot see for themselves.
- It is our job as trainers

Obstacles to avoid

- Acting like a judge and jury
- Acting in an aggressive or non assertive manner
- Blaming the trainees or members of your team
- Stereotyping
- Using language that is vague or too complex
- Framing feedback in the form of a question.

Basic guidelines

- Feedback is a description of a condition

It is not the person but the behavior

- These are behaviors that can be changed.
- The timing needs to be right for the receiver but as close to the event as possible.
- “Good” or “Bad” don’t communicate much. Specify what made it good or bad.
- Leave the self-esteem intact.
- Leave the receiver free to change.

Receiving feedback

- Avoid being defensive.
- Receive feedback with openness.
- Trust the feedback giver.
- Accept that you are not perfect.

TRAINER SELF-EVALUATION CHECKLIST:

Material

1. Was my material appropriate for the group?
2. Was it well organized?
3. Did I make the objectives known?
4. Did I explain and emphasize main points?
5. Did I achieve the objectives?
6. Were my handouts adequate?
7. Were my handouts adequate?
8. Did I summarize?
9. Were the case studies or problem of value?

Presentation

1. Did I secure the attention and interest of the group members?
2. Did I give a coherent presentation?
3. Did I motivate the group?
4. Did I use my communication aids effectively?
5. Did I establish rapport with the group?
6. Did I encourage participation?
7. Did I use simple understandable correct language?
8. Did I use the proper tone of voice?

9. Were my gestures meaningful?
10. Did I say "ah","er" or use words such as "well" or "now" excessively
11. Could I be heard and understood?
12. Did I use proper questioning techniques?
13. Was my demonstration correct and well organized?
14. Did I make the best use of the time available?

Facilities

1. Were the physical arrangements satisfactory?
2. Did I keep adequate records?

Post-Training

1. Were the training objectives achieved? To what degree? If not, why not?
2. Were the learner's expectations met? How do I know?
3. What were some of the indications of changes in knowledge, skills or attitudes?
4. What training methods worked well? Why? Which ones were not successful? Why?

PRESENTATION FEEDBACK GUIDELINES.

During your colleagues' session, please observe to what extent:

The training session

- Has been delivered in a clear and concise way
- Met all its stated objectives.
- Objectives were clear and focused

The trainers

- Demonstrated thorough knowledge of the topics.
- Stimulated participants thinking, involvement and exchange of ideas.
- Monitored participants reaction and adapted them.
- Used effectively body language, voice tone and appropriate expressions.
- Respected the planned timing.

The training materials

- Were appropriate for the group.
- Were well organized.
- Were adequate
- Were clearly written.

During feedback session present in 1 minute your comments, answering the following questions:

- What were the strengths of the training session?
- What recommendations do you have to improve the Training Session?

Resources

We have made numerous references in the accompanying Volumes to the excellent documents that currently exist regarding the content and process of urban management learning. We also urge you to refer to the joint publications by UN-HABITAT, the British Government Department for International Development, and the Development Planning Unit, University College London on: Implementing the Habitat Agenda and Sustainable Urbanisation. They are rich in concepts, strategies, and real life stories about how local governments are coping and succeeding in their daily efforts to achieve higher levels of good governance for their citizens.

Regarding the process side of the training challenge, we also urge you to tap the Internet and its rich storehouse of resources about how to more effectively help others learn. While typing in the names of many of the leadership competencies, i.e., facilitating or policy making, will, no doubt, overwhelm you with firms and individuals trying to sell their training services, you will also discover much more that will be useful. So, surf the net as you get ready to prepare your next training workshop for local officials.

Developing new land policies can be a long and difficult process. It is even more so if the policies are to be pro-poor – if they are to help correct the disadvantages that poor people typically suffer in many areas of land policy.

This section suggests a way forward. Based on experience in various countries in Asia and Africa, it is not a recipe-book, but outlines a process that can be adapted as appropriate to the situation in each country and the specific aspect of land policy that needs to be addressed. This process is participatory: it involves a wide range of stakeholders from all aspects of land policy, including civil society and the poor themselves. Including all these groups is vital if the resulting policies are to be politically acceptable, technically feasible, pro-poor and capable of being enforced.

This guide is intended for Ministers and senior policymakers responsible for land issues, donors, professionals, consultants, and NGOs involved in developing land policies. The primary objective is to introduce some land governance concepts and principles that underpin activities that may be geared towards improving transparency in urban land administration.

FUNDAMENTALS OF LAND ADMINISTRATION

Improving Land Governance through Transparent Land Administration

Objectives

- To sensitize training participants on some land governance concepts and principles that underpin activities that may be geared towards improving transparency in urban land administration
- To introduce tools that can be used to improve land corruption

Land governance – definition and key elements

Land governance

- The process by which decisions are made regarding the access to and use of land, the manner in which those decisions are implemented and the way that conflicting interests in land are reconciled
- Focus on decision-making, implementation and conflict resolution

Some key elements embedded in the definition

- Emphasis on both process and outcomes
- Need to understand both institutions (rules) and organisations (entities

- Recognize statutory as well as customary informal/extra-legal institutions and organisations
- Analyzes stakeholders, interests, incentives, constraints, etc

More definitions of governance concepts
Transparency is about acting visibly, predictably and understandably;

Corruption is the misuse of entrusted power for private gain. The concept of corruption's DNA: mathematically expressed as C = (M+D-A)/E where:

- C stands for corruption,
- M equals monopoly power,
- D discretion by officials,
- A for accountability and
- E for Ethical ambience.

The face of unfair land access at community level

See Pix 1 & 2

The face of unfair land access at household (individual) level
Pix 3

Elements of transparency (what should be made transparent)

- Policy, laws, regulations, charters, codes, rules, etc should be publicly available; Statutory instruments that govern LA should be comprehensible including LEGAL LITERACY.
- Structural transparency: organizational set-ups, tiers of decision making;
- Functional transparency: info brochures and directories that help figure out who does what? Who is responsible for what? Who processes applications? Who makes decisions? are vitally important.
- Processes and procedures: provide info leaflets, checklists, guides, forms, etc that specify the steps, time required to complete processes, means of access including routes of appeal, etc;

Elements of transparency (what should be made transparent?)
Facilities and offices: should be open to the public; periodic tours and open houses should be held periodically.

Data / information
Avail understandable and accessible input data / operating information collected, processed, and acted upon (land rights allocated, converted, leased, titled; value of land; use of land; tax rates, etc);

Incomplete, outdated, or poorly organized data creates uncertainty and risk for both the institution and users.

Principles for Good Land Governance
Urban courts congested with land cases (gate keeping extended to the judiciary)

- Multiple title/ multiples land sales
- Excessive land grabbing
- Frequent land use changes / permits not based on technical merit
- Increasing incidences of fraudulent valuations (to evade tax, to tamper with compensations, etc)
- Spontaneous evictions (to make way for vested interest)
- Sale of public land for less than it is worth
- Increasing incidence of informal / unregistered land transfers (e.g., to evade transfer tax)
- Frequent land conflicts

1. Transparent and accountable decision making
2. Gender responsive (property rights of women)
3. Effectiveness and efficiency land administration
4. Rule of Law
5. Equitable access to land
6. Security of tenure to all
7. Sustainability (triple bottom lines; taking long term view)
8. Decentralized land management (subsidiarity)

Urban land corruption (vulnerability) indicators: proxy or otherwise

- Complex / lengthy systems (e.g., overspread functions, complicated structures, long procedures
- Over-regulation (mutation 160 requirements and 41 permits in the Philippines): the more the no. of steps / actions needed to complete transactions, the higher the probability for corruption
- High service fees: encourage informality and semi-informality in doing business
- Tenure based on administrative allocations
- Ambiguity of definition and inadequacy of land rights
- Absence of publicly available information (in some countries land use plans are secret!)
- Poorly monitored and implemented land use plans and controls authorizing illegal changes in land use (rezoning); difficulty to detect and / or reluctance to penalize offenders
- Ambiguous land use plans: providing scope for variable "interpretation"

Improving transparency through assessment
Some principles and tools:

- Maximum disclosure based on the principle of open land administration prompt and effective access (providing information that is of public interest)
- Obligation to publish: supported by legislation
- Limited scope of exception: should be clearly defined in the legislation
- Prohibitive costs: if possible at no cost (info generated using public resources); cost recovery should not hinder access.

Examples include a One-stop service Help desk
Tools to improve information access
Harness the power of technology

- ICT Land information management systems (LIMS) to better manage records
- GeoIT (simple and lost methods of information extraction…community enumeration, hand-held, GPS HRSI) Web-based services (where possible)
- Community level information kiosk
- Back-up: don't destroy paper records until migration to digital environment is stable and robust

Improving transparency by enhancing professional ethics and integrity

Defining terms…the basics
Integrity The quality of being honest and having strong moral principles

Ethics Principles that govern a person's or group's behaviour

Who demonstrates ethics and integrity?

- unregistered land transfers (e.g., to evade transfer tax)
- Frequent land conflicts Excessive land grabbing
- Multiple title/ multiples land sales
- Excessive land grabbing
- Frequent land use changes / permits not based on technical merit
- Increasing incidences of fraudulent valuations (to evade tax, to tamper with compensations, etc)
- Spontaneous evictions (to make way for vested interest
- Sale of public land for less than it is worth
- Increasing incidence of informal

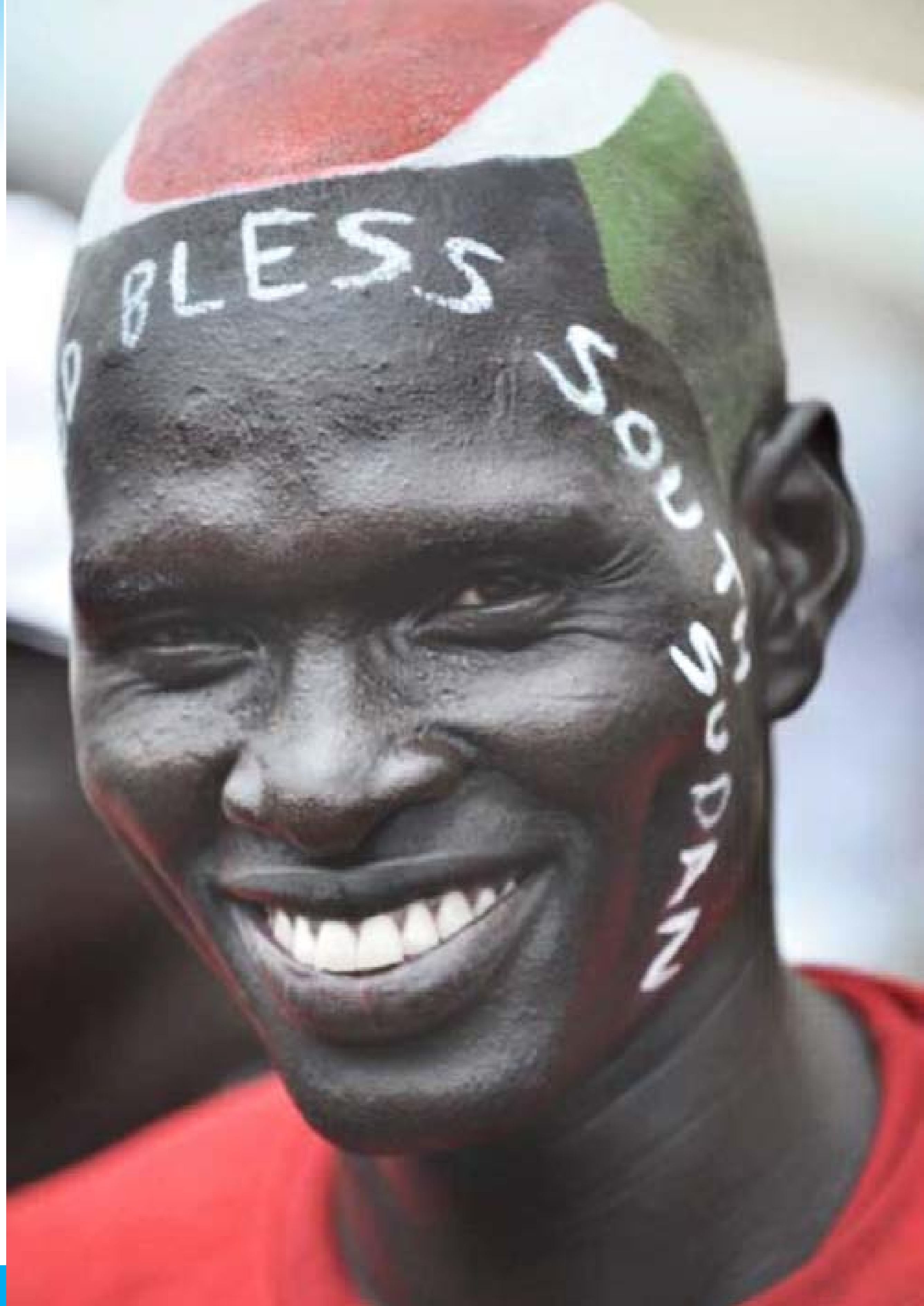
Public participation

1. Periodic town hall meetings with customers and the general public
2. Promotion of strong civil society (e.g., land alliance)
3. Promotion of responsible, but empowered media

Improving transparency by enhancing professional ethics and integrity

1. Conflict of interest laws
Why conflict of interest laws

- To remove the temptation and opportunity to engage in corruption.
- To make decision-making transparent especially financial decisions.
- To promote disclosure of private, personal and political interests
- To protect officials from any undue suspicions, instill public trust and citizen confidence in LA.
- To construct parameters by which those seeking business from or access to LA offices are subject to certain ethical standards as well.
- To create mechanisms to sanction and/or reprimand violators of such laws



Intervention

Establishing codes of professional ethics and ethics

- Codes of professional ethics produced by professional organizations
- Originates in corporate governance in private sector but can be applied to land sector.
- Professionals owe a duty of care to their clients and should not exploit their relationship for their personal advantage to the detriments of their clients
- Personal duty. A land administrator should not be a silent witness, a willing partner or a facilitator of, for example, grand corruption where the state is captured by a powerful group.

2. Whistleblower protection

- Arrangements for anonymous complaints either through media anti-corruption commissions,
- Telephone hotlines?

4. Ethics training

- To educate employees about ethics rules and regulations
- To establish capacity to maintain open processes
- To reinforce principles of transparency and accountability within organizations

Improving transparency by reforming organizations and institutions (formal and informal rules of the game)

Fig 4 & 5

Choosing a pro-poor policy

What does pro-poor mean? A pro poor approach is one that takes into account people living in poverty. In the case of cities, this means treating all it's citizens equally, including those living in slums, in regard to access to land and services. In most countries, most land policies, laws and procedures are biased against the poor. The poor remain trapped in poverty in part because they cannot access and use land they need to grow crops, build houses and establish businesses. Without secure tenure, they have no incentive to invest in the land. Furthermore, many land procedures– such as registering a piece of land or transferring it to a new owner – are too expensive for the poor to afford. As a result, the urban poor are forced to live in slums that lack such basic services as sewerage, running water and electricity. The rural poor are deprived of access to grazing land, forests and water. And they have no reason to prevent erosion or to invest in irrigation for their land. Women are especially disadvantaged. In many countries they cannot own or inherit land or register it in their own names – either because of the formal legal system or because of informal rules. They are more likely than men to be evicted from their homes, and they have less access to officialdom, lawyers and private-sector services.

Yet the process of policy development itself is also biased against the poor. It is dominated by elites: politicians, commercial interests, land owners and developers, and technical specialists such as lawyers and surveyors. The poor have little political clout, and they lack the technical background and resources to contribute to the policy discussion.

Pro-poor policies are needed to overcome these barriers. Such policies should provide a range of land rights, suited to different situations. They should ensure that the poor have access to land and land services, at a price they can afford. They should give security of tenure – at a minimum, preventing people from being arbitrarily evicted from their homes in urban or rural areas. And they should aim to redress injustices that force so many urban dwellers to live in slums squeezed onto a tiny proportion of a city's land.

Political vs. technical issues

Land is one of the most sensitive political issues in any country. It is also very complex, both in technical and legal terms.

- Land is linked to political patronage and the vested interests of elites. Land is often a politically explosive issue, and the source of many potential and actual conflicts.
- Land is also highly technical: it involves skilled professions, dealing with complex legal procedures in a complicated historical, cultural and economic context.

It is vital to deal with both political and technical aspects. Several countries have tried to keep the process entirely political; they have had to go back to the drawing board and re-design the process to take technical constraints into account. Some countries have tried to keep the process entirely technical; they have struggled to get new laws and approaches enforced and operational on the ground. This guide outlines a way to reconcile these difficulties.

Time line for the policy process

Reforming land policies and land administration systems involves many issues. It concerns numerous government agencies and other stakeholders. Expect that it could take a long time: at least 10–15 years. That requires a long-term, high-level commitment from all parties such as government, civil society and land owner groups, land professionals and the banks. With such a long time horizon, it is a good idea to outline strategies for the short, medium and long term. Make sure the budget is adequate: it should cover not just the costs of the series of workshops outlined in this guide, but also all the related activities: studies, consultancies, training, as well as the management of the planning process itself.

Linking products and processes

It is necessary to think in terms of both "products" (revised policies, draft laws, land information systems etc.) and "processes" (how to get agreements to get to these products). The perfect policy, or the perfect technical solution, is useless if the various stakeholders do not buy into it – and they are likely to reject it if they have not been involved in the drafting process.

Keep in mind also that the 10–15 years needed for an overhaul of the land system is a long time in politics. Politicians, and other stakeholders, need to be able to show that they are making progress to their various constituents and supporters. That means that the process has to produce outputs – policy proposals, draft laws, etc. – more frequently. In turn that means slicing the topic area into manageable chunks that can be dealt with within a reasonably time.

An agreed "road map" for each of the phases of the land policy process will be needed, as well as for various scales – national, regional and local. There may be major differences within the country – from one province to another, or between urban, farming and dryland areas. It may be that one solution does not fit everywhere. The reforms may have to start in one area before they are implemented in others.

5. Managing potential conflict

It is natural that different organizations and groups have differing views on land issues. The purpose of the land policy process is to get agreement among these groups. But given the political nature of land issues, it would be surprising if conflicts did not occur. Someone, at some point, is probably going to walk out, declaring that the proposals are unacceptable. Plans to deal with this should be made. Ways will need to be found to keep all the disparate organizations and interests engaged in the process. And if some do walk out, ways will need to be found to bring them back into the process again in a way that caters to their concerns but does not compromise the integrity of the process itself.

5.1 A tentative approach

- Set up a coordination unit to manage and plan the land policy process. This unit is best located in the lead national ministry and should be staffed with credible government representatives. It should maintain linkages to multi-stakeholder networks and expert groups throughout the entire process.
- Gather background information on the existing land systems and the problems they entail. Information can be gathered in various ways: participatory appraisals, discussions with NGOs and community organizations, formal surveys, review of secondary data, and publichearings. Analyse what is found, preferably together with the people who implement or are affected by the systems. Then develop short concept papers describing the problems, summarizing the various positions and changes needed, and suggesting a rough outline of how to develop new policies. These will probably have to be continually reviewed as people think them through over time.
- Plan a series of workshops. The workshops enable all the various stakeholders to discuss and contribute to the development of policies. The stakeholders should be able to state their positions, document existing systems, identify problems and possible solutions, plan the process of developing new policies, and negotiate details. A single workshop is not enough: a series of workshops, over a long period, will be needed – perhaps at national, regional and local levels. It's not necessary to have a precise blueprint at the outset, but have an initial idea how each workshop feeds into the national land policy process. Adjust the process if necessary as you go along.
- Make sure all stakeholders are represented at the workshops, especially those with enough political clout to prevent success. Key stakeholders include government (local, state, national), land professionals, civil society, and researchers. Invite additional people who are relevant to the topic of each workshop. Make sure to invite all key stakeholders – and do not omit civil society in a mistaken effort to avoid argument. Getting participants' buy-in is vital, so outline the process envisaged to them early on, and incorporate their ideas.
- Start with the politics. The first workshop(s) should get the political positions on the table and get buy-in and trust for the process. Until this happens it will be difficult for the participants to focus on technical issues. Do not just focus on political issues, though; the early workshops should also include some technical issues to build capacity. The political issues can always be revisited later in the process if needed. This may depend on elections or other political events in the country. Always be aware of political sensitivities, and be ready for troubleshooting.
- Go on to technical issues. After getting political buy-in, move on to discussing the technical topics. The workshops should seek to identify and agree on specific problems, then identify solutions. Continue to include all stakeholders in workshops. That keeps people involved.
- Develop an action plan. Once the technical discussions have started in earnest, a structured action plan can be developed. This should lay out a road map for achieving a set of outputs – draft policies that can be presented to decision makers. It should handle both political and technical issues. The budget must be realistic.

5.2 Establish an action plan of activities

The activities in the action plan may include:

- Workshops on specific issues and at national, regional and local levels
- Study tours and evaluations of systems in other countries
- Special studies
- Presentations of "best practices"
- Public consultations and discussion in the mass media
- Activities to build political alliances
- Improvements to the suggested model

- User surveys and participatory assessments
- Institutional and legal assessments.
- Establish working groups on specific themes. It can be easier to find solutions to problems in a smaller group than in a big workshop.

Arrange problems into themes, and convene working groups of various stakeholders active in that field to deal with them (see Box). Working groups are also useful to ensure debate is constructive and honest. For example, if NGOs want free land services, the technical people can explain why this is not possible. And if technical people say whata brilliant system they have and that all they need is more resources and not large-scale reform, the NGOs can show how the service is not operating well.

5.3 Thematical working groups

Working groups are a good way to focus discussion on details that are hard to deal within plenary.

Consider having working groups on the following themes:

- Institutional reform issues
- Technical systems and standards: surveying and informationmanagement
- Information, communication and dissemination
- Education and capacity building
- Legal issues, including conveyancing and land record systems.

Keep working groups diverse: include users and politicians as well as technical specialists.Appoint unbiased chairpersons to guide the discussion.Have a rapporteur from each working group report back to the plenary.

5.4 Taking gender into account

Gender is a vital topic in land issues.

- Make sure that the interests of women and men are specifically addressed in the draft policies in a balanced way, especially in regard to inheritance issues.
- Seek a gender balance among workshop participants
- Have special presentations on gender
- Ask speakers specifically to address gender in their presentations
- Have both men and women chair working groups
- Make sure that capacity building and knowledge transfer on the subject is for men and women
- Identify gaps. At the outset there is probably no overall description of how the country's land systems and laws operate. If this is the case, commission a study (or studies) by a relevant thematic group, and have it presented at a subsequent workshop. The study should identify gaps, overlaps and conflicts in the various land policies and systems, including institutional systems. Knowing these will enable the various policies to be aligned. Identifying and filling gaps is not just a one-off activity – this will have to be done continuously throughout the policy development process.

5.5 Building on what already exists

It's important to understand what already exists. Perhaps some aspects of the existing system can be tweaked to make it work better, or to benefit the poor more, without having to reinvent the wheel, while major reform is required in other parts.

Stakeholders may suggest ideas about good approaches, or mention systems that "more or less" work and could be improved. Document these suggestions. It may be possible to borrow and adapt approaches from other countries or regions. Consider using short-term consultants to propose ways to improve all these suggestions.

- Deal with specific topics. Once these gaps and overlaps are identified, convene meetings of experts to discuss specific questions. Have the results reported back to the wider stakeholder group. Consider engaging short-term consultants to address particular topics.
- Produce outputs as you go along. Remember the need to have tangible outputs at each stage of the process. The various stakeholders – especially politicians – need to be able to show their supporters that they are making progress, and that the process is not just a talking shop.
- Draft the policy. Write the final draft of the policy based on the outputs of the workshop series. This can be done in stages, along with a series of symposiums to review the draft. Drafting may well need assistance from national and/or international experts, as well as experienced drafters, before the policy is presented to the national parliament.

6. Managing the "politics" of the process

At the beginning of the land policy development process, the political should take precedence over the technical. Once the political cards are on the table, the discussion can focus more on the technical issues. The final policy should be both politically acceptable and technically appropriate.

Because land is such a hot political topic, it will be necessary to have good political antennae if the land policy planning process is to be successful. Some guidelines:

- Be strategic. Know who the stakeholders are, understand their positions, and try to design a process that takes these into consideration. Knowing the political situation will also give guidance in terms of timing of workshops and events, selecting themes, allocating chairs, etc.
- Make sure the government takes ownership. The relevant ministry or state government body must take full ownership of the programme and be accountable for the outputs. This can be difficult because ministries may want to avoid the perceived political risk or not invite important stakeholders.

- Allow for fatigue and resistance. Reforming land policy is a long term process, so fatigue is understandable. The process may be fraught with vested interests and conflicts. Seek to build alliances to make the process and outputs sustainable. Avoid relying on a single person or organization, even if this seems the most efficient way of getting things moving.
- Build buy-in. Give all the key stakeholders room on the agenda. That puts all the issues on the table and tells everyone they are being taken seriously.
- Brief the facilitator and session chairs. Choose the workshop facilitator and session chairs carefully. Ensure that they fully support the agenda, are aware of the politics, can guide discussion, and understand what outputs are needed.
- Lobby key politicians. They can make or break the process, so brief them beforehand and make them accountable for the outputs. Make sure the Minister supports the agenda completely: other politicians will take his/her lead.
- Choose the right coordinator. It will be necessary to spend a lot of time in the political preparation for the process, especially at the beginning. This requires certain political skills, a knowledge of the agenda, skills in building alliances, and access to the Minister and other people of influence. Find someone who has these attributes.
- Allow time for the political process. The government must take ownership of the process, and there must be a certain level of agreement from key stakeholders on the process and outputs. There is little to gain from moving on to technical details before these conditions are met. After all, political agreement is vital if the policy is to be implemented once it is finalized.
- Allow momentum to build. At the same time, do not wait for everyone to agree before starting work. For example, local authorities may be reluctant to change their procedures to conform to new national standards. Get a few of them on board first; the others will follow when they see the benefits of the new system.
- Build consensus. Aim to build enough consensus from the major stakeholders to ensure that the draft policy has a good chance of being approved when it is presented to the legislature.
- Keep donors in the background. Support from donors may be vital for the reform process, but they should stay in the background. They must be flexible enough to accommodate a long-term programme where the ownership and risk is in the hands of the government.

7. Addressing the technical issues

There are many vested interests among the technical specialists involved with land issues: the public and private sector, different levels of government and multiple agencies each have their own history, views and procedures. There are likely to be gaps, overlapping mandates and duplicated activities. So it is important to have the right technical and institutional stakeholders involved in the redesign process, in order to lend credibility, ensure that the designs are feasible.

Each group may have its own ideas for the way forward. Workshop presentations on technical issues, and the discussions in working groups, will probably not produce a structured way forward from the outset. Instead, the result may be a wish list that is insufficiently structured and even contradictory. Technical people are often over-confident about their systems, and propose sophisticated, high-tech ways of expanding them. They resist change, especially if it does not match their technical vision. But this vision is often unrealistic – it is too expensive or requires too many skilled people to run.

How can this be counteracted?

- Have outsiders assess the system, and get the technical people to agree on their findings.
- Enable users of the system to comment on it. They may point to problems such as lack of coverage, access for the poor and for women and so on. Make sure that those in charge of the system accept these comments.
- Estimate the costs and human resources needed for the high-tech vision. Are they realistic? It is difficult to move forward unless those in charge of the existing system accept that the current system is not good enough, that it is not possible to realize the high-tech approach of their dreams, and that the system has to cover the majority of the population including the poor and women. Once those responsible have accepted these points, they are more likely to accept and/or develop alternatives that are realistic and pro-poor. At this stage, if the political process is in place, it will be possible to re-think the technical and legal systems. This may include:
- Technical consultancies to assist in the re-thinking.
- Workshops to present the suggested changes, obtain stakeholder buying and allow users to assess the proposed new system.
- Different technical groups assessing each others' systems.
- Institutional strengthening.
- Negotiations between different institutions over functional mandates, custodianship of databases, human resources and funding.

National and foreign consultants may bring in valuable experience from elsewhere. But use their services cautiously to avoid resentment. Employ consultants to provide services in the background rather than in a prominent role.

8. Keeping people informed and involved

It is vital to understand the views and needs of the people and organizations that implement, use, and are affected by, the land systems under review. They should be given the opportunity to contribute to the new policy. That means talking not just with professionals and high-level government officials, but also with local residents, farmers, community groups, and lower-level staff who actually implement the procedures and are familiar with day-to-day problems. Because land issues are complex and the rules and procedures are often obscure, it may be necessary to educate people on how the system currently works before they can make meaningful contributions to the debate. The policy development process should be accompanied by a strategic awareness campaign to keep stakeholders and the public informed about, and involved in, current activities.

Make sure enough time and resources are devoted to this effort. Another awareness campaign will be needed after the changes have been put into place. This is necessary to make sure that all concerned understand the reasons for the new procedures as well as how to follow them. Such as campaign is also key to risk management for the government as they can keep citizens informed on new issues discussed and stakeholders involved in the discussion in a way that builds trust and credibility.

9. Supporting approval and implementation

Once the policy is drafted, the hard part begins: getting it approved and implemented.

- Get the policy approved. It will be necessary to shepherd the new policy through the approval process in the relevant ministry, and in the national parliament. This will require a champion (or champions)
  - an influential individual, a change team, or a coalition of interests. The champions are likely to have been involved in the process, are convinced of the benefits, and are prepared to expend energy into getting the changes approved.
- Mobilize resources. Launching reforms and maintaining progress costs money. It takes scarce management skills and staff time. This is not just a question of budgeting and workflow programming. It also means ensuring that people have adequate incentives and are committed to the reforms.
- Create a framework for implementation. Once the land policy is approved, it must be translated into an implementation framework. That means assigning new objectives and tasks to various agencies, involving new partners, introducing new procedures, changing the structure of existing organizations, and perhaps creating new organizations. It will be necessary to prepare concrete action plans and set performance targets and standards. It may be best to introduce the reforms gradually, perhaps trying them out in a pilot region first before adopting them nationwide.
- Build capacity. New procedures mean developing human resources. It will be necessary to hire staff with different skills, and retrain existing staff so they can handle the new approaches.
- Implement and monitor progress. Once the new policy is in place, it may need to be fine-tuned to make it work smoothly. Individual agencies should monitor their own activities, but new ways will also need to need to be found to monitor overall progress if more than one agency is involved. Non-government organizations can be especially useful for providing independent oversight of reforms.

10. The key role of land tools

A failing of many country's land policies is that they lack key "land tools": procedures or methods for handling specific aspects of the land system. For example, there may be a need for:

- A pro-poor regulatory framework covering the private sector involvement in land administration.
- Robust pro-poor deeds or titles.
- A pro-poor land information management system.
- A sustainable capacity-building programme.
- A pro-poor cost recovery system in land administration.
- Group forms of tenure, especially for tribal groups.
- Pro-poor tools for land acquisition, expropriation and compensation in urban and rural areas. These must accommodate customary land law, take into account livelihoods and natural resources, and work where no land records exist.
- Land tools that fit with the variety of local conditions in the country. UN-HABITAT has set up a network, the Global Land Tool Network (www.gltn.net), to gather examples of such tools and developing new tools to fill important gaps. It may be possible to adapt these tools to suit conditions in the country.

For more on GLTN, see www.gltn.net.

11. Ten key ingredients of a land policy process

1. Government and national leadership are crucial. Outsiders cannot be the sole champions of change. Political will from national leaders is fundamental. However, there is a clear need to identify champions at many different levels, including professionals, grassroots, academia and the media. National leadership and capacity building at all levels must be a priority throughout.
2. Reconcile multiple stakeholders and visions. Reform processes never run smoothly. Given the diversity of perspectives, the often overlapping mandates between and within ministries, institutional competition and the vested interests of all concerned will always generate conflict. These differences must be brought out early and addressed

continuously.

3. Need long time horizons. Land issues are extremely complicated and do not lend themselves to a two-year project approach. Be wary of rushing to implement long-term solutions; existing solutions may not work, priorities may change. Constituency building is not a one-off task, but must continue over the life of reform implementation.

4. Deliver both process and products. How reforms are pursued can be as important as what policy products and outcomes are delivered. The support of policy champions and the creation of reform constituencies are important. Politicians are key constituents, but are in office for 3–5year terms. So the process needs to deliver successes on a regular basis, perhaps taking advantage of opportunities as they arise rather than being constrained by a predetermined calendar of deliverables.

5. Managing political risk is crucial. Politics is part of the process, and cannot be wished away. Reforms can require strategies, structures, and mechanisms that reduce or neutralize the dominance of powerful actors. Building alliances across stakeholder groups is vital.

6. Many existing technical solutions are inadequate. There is a big gap between policy and implementation. Many of the existing tools are inadequate: they are expensive, complicated and bureaucratic, and cannot cater to (for example) group rights or other innovative forms of tenure. Appropriate technical solutions must be affordable both for the government and for users – the poor.

7. Combine technical and grassroots experience. Policy-making is generally dominated by technocrats. Grassroots realities and grassroots solutions also need to be understood and incorporated in the reform process. That means using participatory processes, and making sure that the process is not again captured by technocrats or the better-off.

8. Process support requires dedicated resources. Technical solutions often attract donor and government interest, but support to participatory processes is often undervalued and therefore under-funded. A weak process can render irrelevant the most technically exciting solution – as shown by countless failed or stalled reform projects.

9. An effective outreach strategy is critical. Under pressure to deliver, reformers often neglect communication strategies. Yet without a dedicated outreach campaign, clients will rarely adopt the proposed reforms.

10. Expect political ups and downs. Because land requires long time horizons for delivery it often becomes the tool of politicians (national and local government) and civil society and donors), and just when everyone is in agreement, political pressure introduces new dimensions.

    Sometimes it is useful to continue with appropriate technical work and in that way introduce political change.

12. The objective of the Global Land Tool Network

    The Global Land Tool Network (www.gltn.net) aims to develop pro-poor tools (guidelines, methods and procedures) in key areas relating to land.

    It is developing tools in the following areas:

12.1 Land rights, records and registration

- Enumerations for tenure security
- Continuum of land rights
- Deeds or titles
- Socially appropriate adjudication
- Statutory and customary
- Co-management approaches
- Land record management for transactability
- Family and group rights

12.2 Land use planning

- Citywide slum upgrading
- Citywide spatial planning
- Regional land use planning
- Land readjustment (slum upgrading and/or post crisis)

12.3 Land management, administration and information

- Spatial units

12.4 Land law and enforcement

- Regulatory framework for private sector
- Legal allocation of the assets of a deceased person (estates administration, HIV/AIDS areas)
- Expropriation, eviction and compensation

12.5 Land value capture

12.6 Cross-cutting issues

- Modernising of land agencies budget approach
- Measuring tenure security for the Millennium Development Goals
- Capacity building for sustainability access/land reform, governance
- Key characteristics of a gendered tool
- Grassroots methodology for tool development at scale
- Islamic land tools.

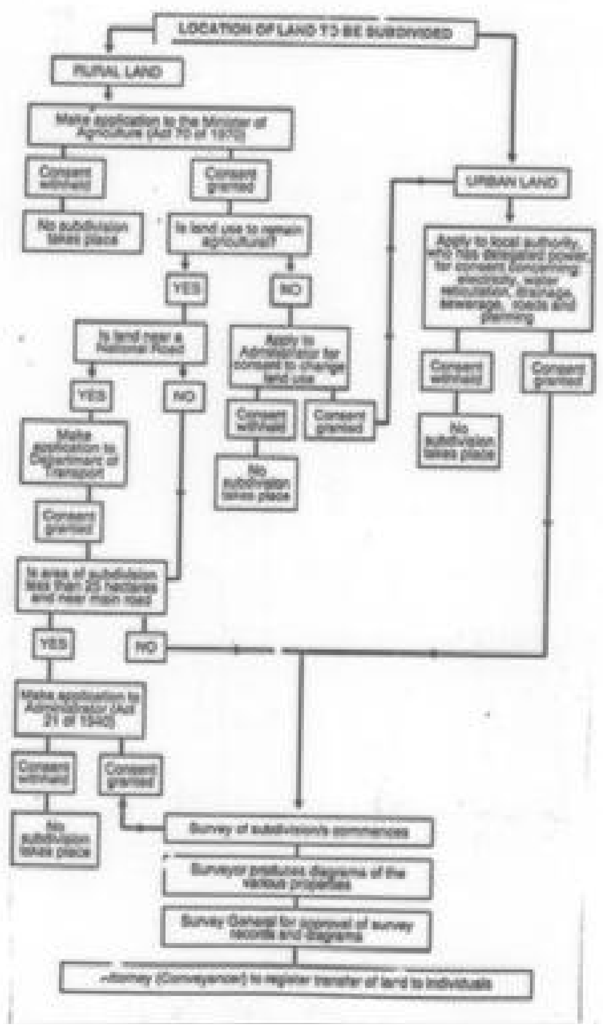
Land Diamond

Insert

Cost of insecure tenure

– inhibits investment in housing
– hinders good governance
– undermines long term planning
– distorts prices of land and services
– reinforces poverty and social exclusion
– impacts most negatively on women and children
– creates conflict –individual, national

Path to property characteristics

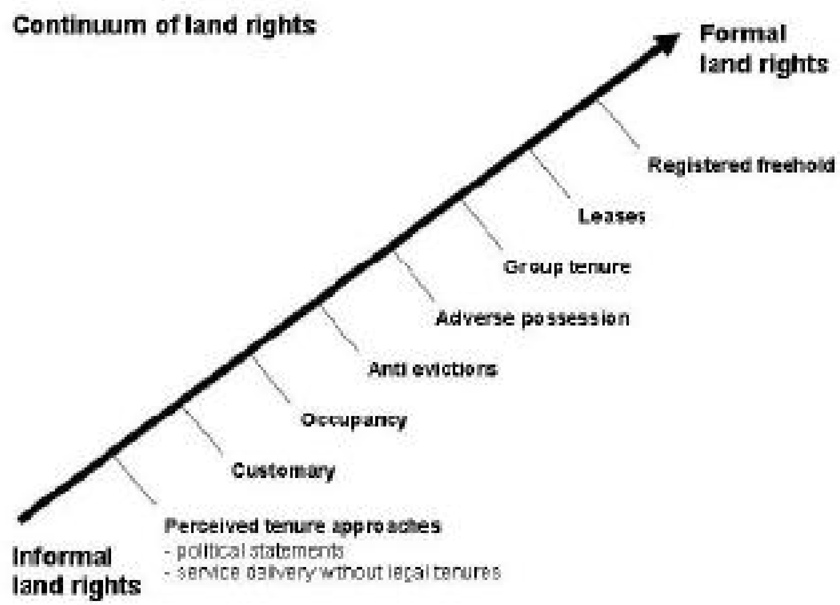


Eg. 42 steps actions
E.g. South Africa:

Obstacles to security of tenure
Centralised decision-making

- Inefficient use of urban space
- Public sector dominated approaches
- Rigid and costly regulatory frameworks
- Poor land recording systems and centralized (limited) information

3 - Continuum of land rights



A range of rights

Formal title to land

- Licenses permitting residential use of land
- Licenses to co-operative societies
- Leasehold titles through co-operative societies
- Supply of utility services
- Publicly issued personal documents indicating rights of residence
- Privately issued personal documents
- Connections with local leaders and political parties

What is freehold?

Freehold, also known as full ownership in some countries, provides the owner with the largest 'bundle of rights' of ownership (FAO).

- Registered
- Held in perpetuity
- Full bundle of rights relative to what has been taken for public purposes e.g. racial/ethnic discrimination, build up to boundaries etc.
- Sale, inheritance, donation etc.
- Often mortgageable.

Facts on customary land rights

Fact 1: Unwritten rules does not mean no rules

– e.g. community practices of ;and administration and inheritance

– Colonialism as 'crown' and 'State'

laws do not override indigenous people's land rights (e.g. Aboriginal land rights in Australia...Canada(?)

Fact 2: Many ways to ascertain land rights

e.g. Registers, maps, cadastres, charters, or grants

How: written, oral, including song or dance, handed down between generations; archaeological; etc.

Fact 3: Many ways to support evidence of (customary) land rights

– e.g. Delgamuukwv. British Columbia (1997) Canada – accepted oral, archaeological and ethnographical evidence of aboriginal land rights

Fact 4: Customary land rights are not uniform

e.g. may vary from trustee land, communal to individual holdings within a country. A continuum of land rights within customary land itself

Fact 5: community structures can protect and empower customary and other land rights

- E.g.1 Canadian Charter of Rights and Freedoms applies to Aboriginal governments and institutions just as it does to federal, provincial and local government. Self governing bodies created under new treaties or comprehensive land right claim settlements must satisfy the Charter, including being fully accountable to their members, having open and transparent law-making, and fair systems of review and appeal
- E.g.2 Community Land Boards in Namibia, Botswana, Kenya etc.

Land policy should recognize a range of evidences of land rights, beyond 'registered title'.

Why continuum of rights?

- Less than 30% coverage registered land
- ±70% developing countries wealth/ assets in housing and registered land
- Link to financial system of country.
- Land reform improves GDP down stream by over 1% p.a. (World Bank)
- Land and conflict –technical vs. political process of reform
- Lack of human resources – professionals, local land administrators
- Supply and demand and corruption
- Capture of state resources by elites
- Vested interests increase costs – banks & lawyers, politicians and elites, lack of transparency on information & procedures, corruption, centralized functions.

Tools and Resources

GLTN aims at creating a comprehensive global focus to move the land agenda forward

The Global Land Tool Network mission statement:

1. Develop pro poor gendered land tools
2. Unblock existing initiatives and to add value
3. Research, documentation and dissemination
4. Strengthen global comprehensiveness (Paris Declaration)
5 mprove security of tenure for the poor (Global Campaign on Secure Tenure)
6. MDG goals: indicators/benchmarks

SLUMS

Land Diamond

Insert

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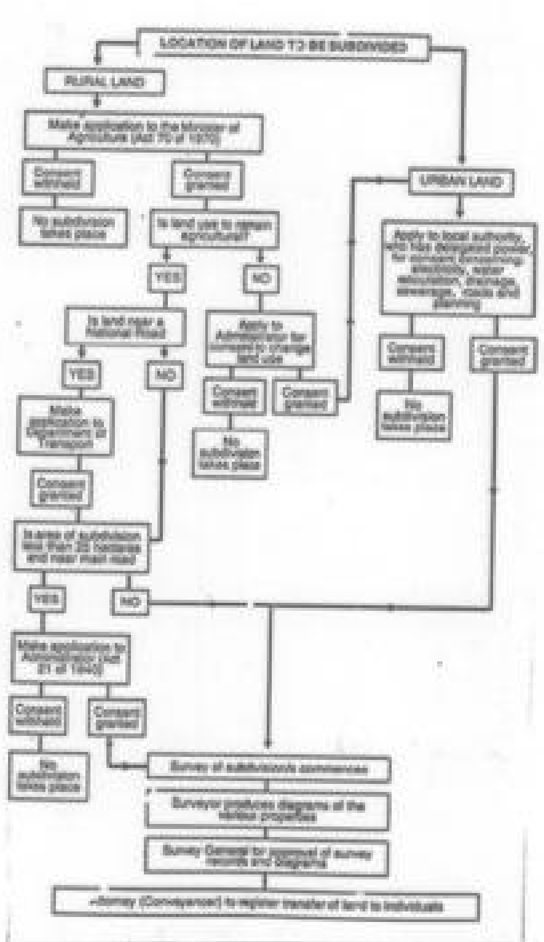

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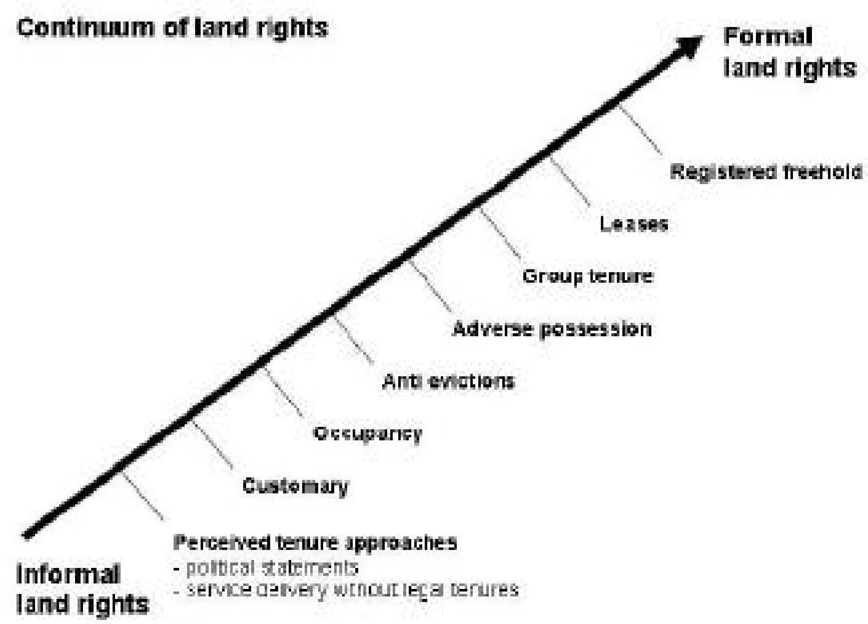

'Bundle of rights/claims

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