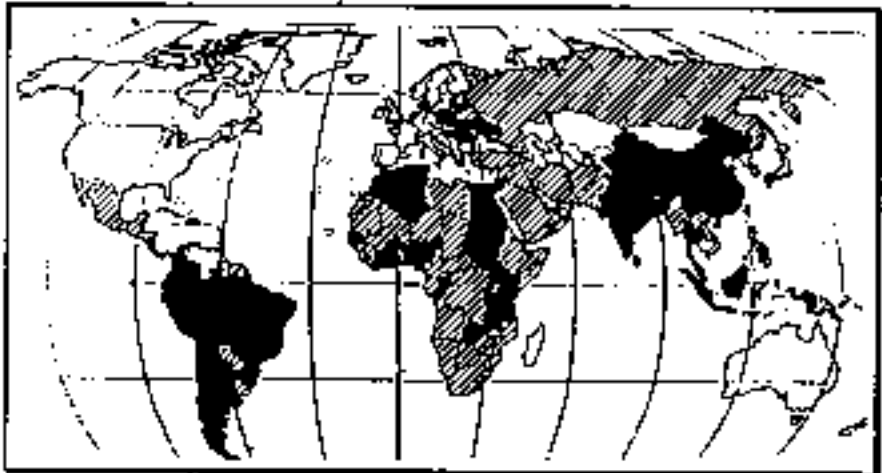




United Nations  
Centre for  
Human  
Settlements  
(Habitat)

TRAINING  
MATERIALS  
SERIES

**Training in support of Human Settlements  
Management and Development 1980- 1995**



From countries of training activities      Countries Participating in the training activities

**Fifteen Years  
of Training and  
Capacity-Building for  
Human Settlements  
Management and  
Development**

**Training and Capacity-Building Section  
Research and Development Division, UNCHS (Habitat)**

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**Fifteen Years of Training and Capacity-Building  
for Human Settlements Management and Development**

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## Fifteen Years of Training and Capacity-Building For Human Settlements Management and Development

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### Summary

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Scarcity of qualified human resources, structural adjustments and urbanization pressures all place great demands on local governments and settlement management organizations. National training and development institutions, by and large, are not in a position to provide the necessary training and on-the-job capacity building assistance.

The cornerstone of the UNCHS Capacity-Building Approach is strengthening of national and local capacity-building institutions for: demand-responsive human resource development; institutional capacity-building; facilitating policy-development dialogue; and societal awareness building and civic education.

Only national and local institutions can adequately provide capacity-building at sufficiently large scale, with continuity, responding to local context and culture and to changing problems and opportunities, involving all key actors and implemented in national languages.

Working closely with the partners and clients in each region is the central aspect of UNCHS (Habitat) Training and Capacity-Building Section strategy. The current capacity-building programmes work mainly through regional and subregional activities. They maintain a continuous contact with our partners, their clients, and the beneficiaries, jointly planning, organizing and implementing programme activities. Work is done at the global level in several areas, especially on gender issues, developing and testing of generic training materials, sharing of innovative approaches, data-bases and directories of capacity-building institutions, global networking etc. There is an emphasis on gender representation in training activities, with a statutory target of 50% of women participants.

The strategic objective is to strengthen the capabilities of developing and transition country capacity-building institutions (government, private and non-governmental) to respond to training needs, to provide capacity building assistance to settlement development organizations, and to facilitate policy dialogue. The three key programmes during the last three years were: Settlements Management and Local Leadership; Sustainable Urban Development; and Women in Human Settlements Development.

The Settlement Management and Local Leadership programme's strategy is to strengthen the ability of national training and municipal development institutions to provide demand-based, client-centred responses to capacity-building needs of management staff and elected officials of local governments, and of other local development organizations. Outputs include multiyear sub-regional strategies developed, jointly with partners and clients, in all major regions. Policy consultations, training of trainers, development and testing of new manuals and on-the-job handbooks, workshops on NGO-local government cooperation, direct programme-development-support to national capacity-building institutions are being implemented in various regions at a pace permitted by available funding. This programme is being funded by the Government of the Netherlands and other bilateral donors.

Housing in Development programme's strategy has been to bring together for training programmes potential agents of change in housing in development. An important element of selection among candidates is likely multiplier effect of their participation. Trainers and university professors represent an important group among participants. Others include central and local government officials, NGO managers and activists, and private sector representatives. Linkage of training to the current responsibilities of participants on their jobs is an important part of the strategy. This is achieved through intensive field work in the home country and through action planning for post-course activities back home. This programme has evolved, since 1995, into a new three-year programme: 'Localising Agenda 21: Action Planning for Sustainable Urban Development'.

The Women in Human Settlements Development Programme collaborates in the strengthening of national and local capacities of civil society and governments to address gender issues - ensuring that the needs and roles of women and men are taken into account - in human settlements development. Capacity building of women and men in gender aware approaches; and of women in the human settlements field, and in managerial and advocacy skills; workshops, seminars, research and development of training materials, networking; as well as collaboration with, and advisory services to other programmes/projects of UNCHS. This programme is funded by the Governments of Denmark, Netherlands and Sweden.

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## Fifteen Years of Training and Capacity-Building for Human Settlements Management and Development

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### The challenge

Scarcity of qualified human resources at all levels - policy, managerial, and technical has been for long one of the main obstacles to the improvement of human settlements. This challenge has become even more pressing since the mid 1980s as a result of several global developments: (a) decentralization, political and economic pluralization, unprecedented rates of population increase, urbanization, (b) basic restructuring of economic and political systems and changing the management of local development in transition countries; (c) the recurrence of urban violence, poverty or homelessness in industrialized countries; (d) environmental issues, concern with sustainability, overall resource limitations and scarcity of funding, especially in the public sector in all regions; (e) new awareness of impact of gender issues on settlements and environment; (f) demand for and opportunities of much broader participation in development decisions and actions by Non-Governmental Organizations, Community Based Organizations, women groups, and private sector.

Settlements management organizations, their staff and elected officials, are, by and large, not prepared to meet this challenge.

These developments require new content and methods of training, but the main challenge is in the numbers: the sheer magnitude of needs and demands in comparison to a very small number of settlements management experts. A crucial obstacle here is also the low capacity of local governments and other settlements management institutions to attract, motivate and retain qualified staff and officials through appropriate salary scales, career-development opportunities and other means.

### National responses

Programmes of academic institutions, and of other pre-service educational organizations, which were traditionally preparing human resources for settlements management, have been in general slow in adapting to respond to the increased magnitude and to the new nature of needs and demands. National training, and urban and rural development institutions, have been also, by and large, not in a position to provide the necessary training and the on-

the-job capacity-building assistance. An important limitation, in most countries, is the lack of national human resource development policies and strategies for settlements management and development. There are, however increasingly encouraging signs.

- Academic education, primarily in architecture-related planning schools, but also in geography, public administration, economics, law etc., is becoming more open to new approaches;
- Specialized, pre-service, professional education in local government management: specialized programmes for town clerks, treasurers etc., are being created in several countries (the Netherlands, Denmark, Zambia, and India among others). Local government service is gradually becoming a profession. Human Settlements' technical level education, especially for work with low-income settlements ("barefoot architects"), is being introduced, especially in Latin America.
- Fragmentation, even of planning itself, into more specialized, departments, programmes, and careers, especially in the late 1970s and early 1980s, is being gradually reversed in the 1990s. This applies to post-graduate education and to in-service training.
- Several institutions, or programmes, previously narrowly focused, for example on housing or on local government administration only have been opening to settlements management in general: Institute for Housing Studies (IHS), Development Planning Unit (DPU), Centre for Architectural Research and Development Overseas (CARDO), Centre of Housing Studies (CHS Ardhii), All India Institute for Local Self Government (AIILSG), Human Settlements Management Institute (HSMI) among others.
- Pre-service education and in-service training now focus on management - especially on operation and maintenance. Training for settlements management increasingly includes non-technical aspects of overall management, organizational development, environmental sustainability and social, economic and political concerns.
- In-service training is, in particular, an area of new initiatives and approaches although still restricted to some institutions which represents an important, very positive new trend: the move from supply-based courses to demand-responsive, client-centred capacity-building services to local government and settlements management organizations; and combining of training with problem-solving

consultancies, research, and the production of training materials; the shift from knowledge content only, to practical skills and attitude development; the move from classroom teaching to experiential learning.

- Parallel to these developments important changes have occurred in the nature and status of settlements management training institutions, and in the diversification of supply of training and settlements management advisory services. The move of government training institutions to more autonomous often parastatal status, the elimination of budget financing, reduction of subsidies and other support, aiming at complete financial-self reliance, based on services paid for by clients and by possible third-party donors; universities and other academic institutions opening in-service training programmes in settlements management and development; the increase of a number of training and local-developmental-support institutions with an NGO-base, linked with national associations of municipalities, or political parties; the creation of many private-commercial training and consultancy enterprises.
- National networks of settlements management capacity-building institutions already function in some countries (Peru, Nicaragua, Poland, Zambia) and are in a process of development in others (Lithuania, Mozambique).
- Regional and subregional networks and capacity-building programmes such as Support Programme for Capacity-Building for Local Development in Latin America (SACDEL) in Latin America or Management Development Programme (MDP) in Africa.

## International responses

International community support (through external agencies, multi-lateral and bilateral) for training in settlements management and development falls into three broad categories:

- direct training/internships, in the donor country;
- direct individual training in "recipient" countries and regions;
- strengthening national and local capacity-building institutions: building "capacity to build capacity".

Although there are a variety of programmes and activities in all three categories, what can be observed is a clear trend away from overseas, donor-country-based training, to training in the regions and countries concerned, and ultimately towards the strengthening national capacity to respond to countries' training needs with UNCHS (Habitat)

strongly emphasizing and promoting this last approach.

Direct training in donor countries - will probably remain an important factor within assistance programmes as it allows foreign assistance funds to remain, in part, in the donor country and be used for the support of its own academic institutions. The programmes themselves are however increasingly focusing on training of university professionals and trainers. In this category there are also internships in donor countries for professionals and officers from countries benefiting from such programmes. This form of training has been used extensively, since the beginning of the 1990's in Transition Countries of Central and Eastern Europe and has received some criticism in terms of its low impact and low multiplier effect.

Direct training in "recipient" countries and regions sponsored and organized by external agencies is not declining in absolute numbers but constitutes a relatively declining proportion of international assistance in this area. Furthermore, some of this new training is relocated to the developing regions, of the former donor-country-based training.

The rapidly growing category of strengthening national "capacity to build capacity", (e.g. UNCHS Settlements Management and Local Leadership Training Programmes), includes several activities:

- regional workshops, seminars and consultancies for training in settlements management and development policies and strategies;
- assistance in creating regional, horizontal, collaborative networks of national and local capacity-building institutions for exchange of experiences, mutual assistance and joint programmes and activities;
- assistance in training need assessments, and assessments/self-assessment of capabilities and support requirements of training institutions;
- assistance in strategic planning and business planning by capacity-building institutions;
- regional/inter-regional, workshops and seminars on innovative approaches to key policy issues;
- development and testing, jointly with national and local capacity-building institutions of innovative generic training materials, handbooks, instruments and tools in key unattended areas of settlements management and development;
- specific assistance in gender-aware approaches to capacity-building for settlements management and development;
- training of trainers and advisors in subjects of high need, often in conjunction with development

- of training manuals and management tools;
- o "on-the-job" assistance in curricula development, application of new training methods, and use of new tools and instruments;
- o assistance with capital investments, equipment, and library support;
- o assistance through evaluation of activities, programmes and their impact, as input to strategic planning of the national and local capacity-building institutions.

Although growing, this last category of international response to capacity-building needs for settlements management and development is still a relatively new direction. Strengthening of its effectiveness, coverage and resulting impact is the major challenge.

### The Role of UNCHS (Habitat) Training and Capacity-Building Section

Building national and local capacities is one of the key programme areas of UNCHS (Habitat) and one of the main components of the Habitat Agenda. The principal responsibility for Habitat's capacity-building activities lies with the Training and Capacity-Building Section which is within the Research and Development Division. In coordination with other units of the Centre, the Section implements key capacity-building programmes, supports training components of other programmes and provides specialized capacity-building inputs to several technical cooperation projects. Currently, the main groups of programmes of the Training and Capacity-Building Section are: Settlements Management and Development Programme with its two components of Settlements Management and Local Leadership; Women in Human Settlements Development Programme; and Localizing Agenda 21: Action Planning for Sustainable Urban Development. The activities of these programmes cover all major developing and transition regions. The Section actively seeks the equal participation of women and men in all its capacity-building activities.

UNCHS (Habitat) also has several other programmes with important capacity-building aspects. The UNDP/UNCHS/World Bank Urban Management Programme (UMP) has human resource development as one of its key areas of focus. This is primarily articulated through development of the professional capability of its regional panels of experts in five areas: municipal finance and administration, urban infrastructure management, urban land management, urban environmental management and urban poverty alleviation. Capacity-building is also one of the

principal aspects of the Community Participation and Community Management Programme, Sustainable Cities Programme, Settlements Infrastructure and Environment Programme, Settlements Upgrading Programme and several others. Developing human resources for development is also a central component of UNCHS (Habitat) technical cooperation projects currently implemented in approximately one hundred countries worldwide.

### Mission statement

*"To contribute to improving living and working environment for all, on a sustainable basis, by promoting effective human resource development and institutional capacity-building for management and development of human settlements."*

### Approach

Considering the sheer global magnitude of capacity-building needs for management and development of our cities and villages, UNCHS (Habitat), as a relatively small agency, has to be selective to be effective. It has to concentrate on target groups and subject areas of top urgency and importance, not sufficiently attended to others, and requiring particularly innovative approaches. The subject areas, the target groups and the specific content and format of capacity-building programmes are defined through periodic need assessments and through continuous work with partners at the local, national and regional levels. UNCHS (Habitat) interventions also need to be catalytic in nature, with a very high multiplier effect, and taking maximum advantage of all possibilities of cooperation with other external support agencies.

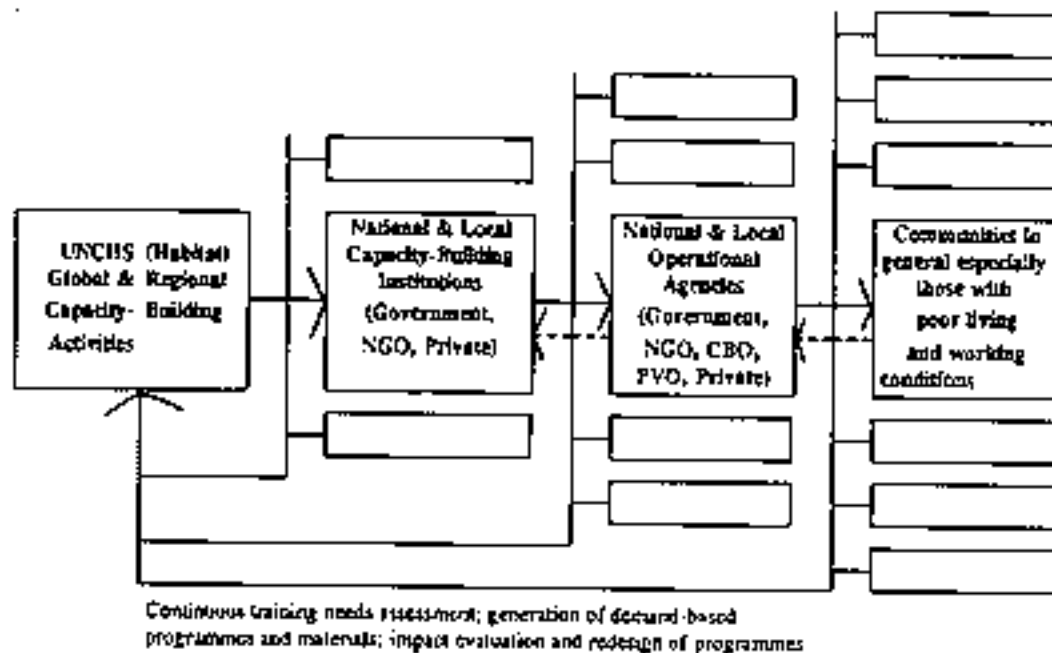
The cornerstone of UNCHS (Habitat) Capacity-Building Approach is strengthening of national and local capacity-building institutions for: demand-responsive human resource development, institutional capacity-building, facilitating policy-development dialogue, societal awareness building and civic education. Only national and local institutions can adequately provide capacity-building on a sufficiently large-scale, with the required continuity, responding to the national, local and culture issues and to changing problems and opportunities, involving all key actors and implemented in national languages.

These institutions (governmental, non governmental organizations, community-based organizations and the



Box 1

### UNCHS (Habitat) Training and Capacity-Building Approach



private enterprise) are the main partners of the Training and Capacity-Building Section in the field, along with its partnerships with other External Support Agencies. We attempt, jointly, to strengthen their capacity to build capacity of the operational settlements management and development agencies and organizations (governmental, non governmental organizations, community-based organizations, and the private enterprise). The real measure of success or failure of capacity-building activities is in their impact on the communities and population in general, especially those with poor living and working conditions - the poor and other disadvantaged groups. (See Box 1)

### Strategy

The current capacity-building programmes work mainly through regional and subregional activities. They maintain a continuous contact with our partners, their clients, and whenever possible, with the beneficiaries, jointly planning, organizing and implementing programme activities. There is, of course, close coordination between these regional capacity-building programmes, and there are several areas where work should be done at the global level, especially on gender issues, and also on developing and testing of generic training materials and

handbooks, sharing of innovative approaches, databases and directories of capacity-building institutions, global networking etc. Moreover, working closely with the partners and clients in each region is the corner-stone of UNCHS (Habitat) Training and Capacity-Building Section strategy. In its generic form UNCHS Capacity-Building Strategy, described in detail in Annex 1, consists of the following elements: 1) reconnaissance and fact finding; 2) building collaborative relations; 3) designing innovative training interventions; 4) implementing management and development strategies; and, 5) providing follow-up and evaluation. Within this framework the regional Capacity-Building Strategy consists usually of the following steps:

#### 1. Initial and continuous activities:

- establishment and continuation of contacts and of the "problem - solving relationships" with the partners in the region;
- capacity-building need assessments;
- assessment of national and local capabilities to respond to these needs, and of the support requirements of national and local capacity-building institutions;
- data-bases and directories of national and local capacity-building institutions.

## *II. The steps:*

- regional workshops to develop policies and strategies for capacity-building for settlements management and development, bringing together the demand and supply sides and the ESAs; the workshops develop the multi-year programmes and identify priority activities requiring external support;
- high-level policy seminars and workshops to discuss policy orientation, ensure policy-level support and exchange experiences of innovative policy approaches;
- development and testing of training materials and management tools;
- training of trainers (TOT) and advanced training of trainers (ATOT);
- direct support for national and local capacity-building institutions in demand-responsive work with their clients; and
- evaluation of capacity-building interventions and of their impact.

These steps follow the methodology outlined in the Training and Capacity-Building Section's manuals "Guide to Managing Change for Urban Managers and Trainers" (sections on Action Research and Planning) and "Training Need Assessments".

Thanks to the continuous support of the Government of the Netherlands, in the area of Settlements Management and of the Government of Belgium in the area of Housing in Development. Our application of this strategy was most realized in Africa, in a series of interrelated activities, often in collaboration with other ESAs, such as the EDI of the World Bank, the USAID, Municipal Development Programme, or the Commonwealth Secretariat. The strategy of building capacity to build capacity is also guiding UNCHS (Habitat) Training and Capacity-Building Section activities in Asia, Central and Eastern Europe, Arab States and also, within the multi-donor SACDEL (Support Programme for Capacity-building for Local Development in Latin America) project, in Latin America.

The subject, content and organizational aspects of UNCHS (Habitat) Training and Capacity-Building Section programme activities, based on the training need assessments, and determined by the strategy-development workshops, has been evolving over the last fifteen years. The main changes can be summarized as follows:

- increased emphasis on skills and attitudes, slightly less on knowledge;
- shift of focus from project preparation and

- implementation, to management of development, and further, to programmes for strengthening local human settlements institutions and organizations;
- change of the target group from central government officials and settlement design and planning professionals, to trainers and capacity-building experts, a variety of settlements management and development officials and professionals, elected-local government officials and other local leaders;
- move from partnership with central government departments and organizations, to partnerships with the capacity-building and local development support institutions, of both central and local governments, developing support non-governmental organizations, and private organizations;
- increasing emphasis on partnerships with other ESAs.

Box 2 summarizes our current perception of the key training needs requiring our priority action and Box 3 lists the main areas of emphasis of our programmes. All major areas of the capacity-building programmes do not only aim at including an equal number of participating women and men whenever possible but also to promote the importance of the role of women in settlements management and development.

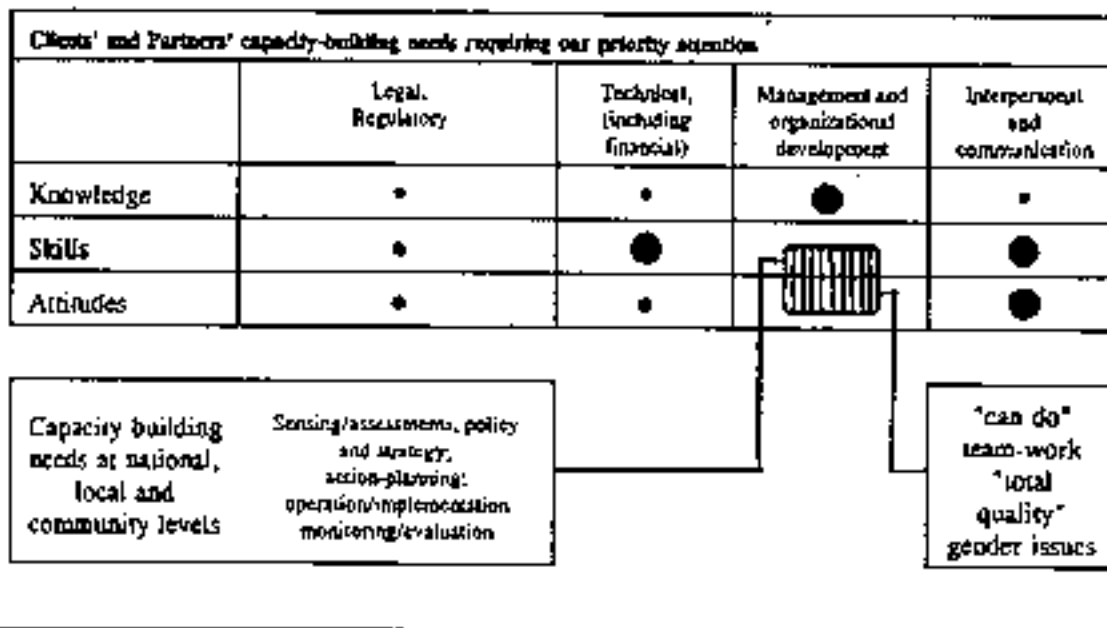
## **Innovations**

Several innovative-generic methods and techniques, beginning with the Capacity-building Strategy itself, have been developed and tested over-time. Majority of them have been developed in the Training and Capacity-Building Section work in Africa and some in other parts of the world. Subsequently, as a part of the interregional cross-fertilization process, they were modified, adapted and disseminated for use in other regions by our partners, SPTC (Centre for Self-government Studies) and FSLD (Foundation in Support for Local Democracy) in Europe, and within the SACDEL project in Latin America.

Two of UNCHS (Habitat) training needs assessment methodologies respond to different situations. The "Manual for Training Needs Assessments in Human Settlements Organizations: a Systematic Approach" is based on the concept of "performance gaps" in past and current operation of human settlements organizations. The methodology helps to identify the gaps, to separate those requiring management, rather than training interventions, to concentrate on the training-related ones, and to

Box 2

Key Training Needs Requiring Priority Action  
from Training and Capacity-Building Section



design appropriate capacity-building responses. The other methodology, summarized in "A Guide to National Training Needs Assessment for Human Settlements: a Competency-Based Approach" focuses on training needs of new organizations, or those resulting from new roles of existing institutions. It is oriented towards future situations, where there is no possibility of analysing past performance discrepancies.

A series of thirteen training manuals/handbooks for Elected Local Leadership has been published in English in 1995, after further testing in all major regions, as part of the preparatory process of the Second United Nations Conference on Human Settlements - City Summit to be held in Istanbul in June 1996. Our NGO partners in Latin America and Europe have simultaneously published the Spanish and Russian language versions. A specific methodology of the training of trainers courses is a part of the multiplier strategy, needed so that these methods may reach an optimal greater number of users. This series of manuals is currently being translated into Swahili and Arabic by our partners in the United Republic of Tanzania and the Arab Republic of Egypt, and a national pilot training programme in Kenya is being prepared in collaboration with the GTI (Mombasa). National training programmes, based on these handbooks are also in preparation in several Central European and

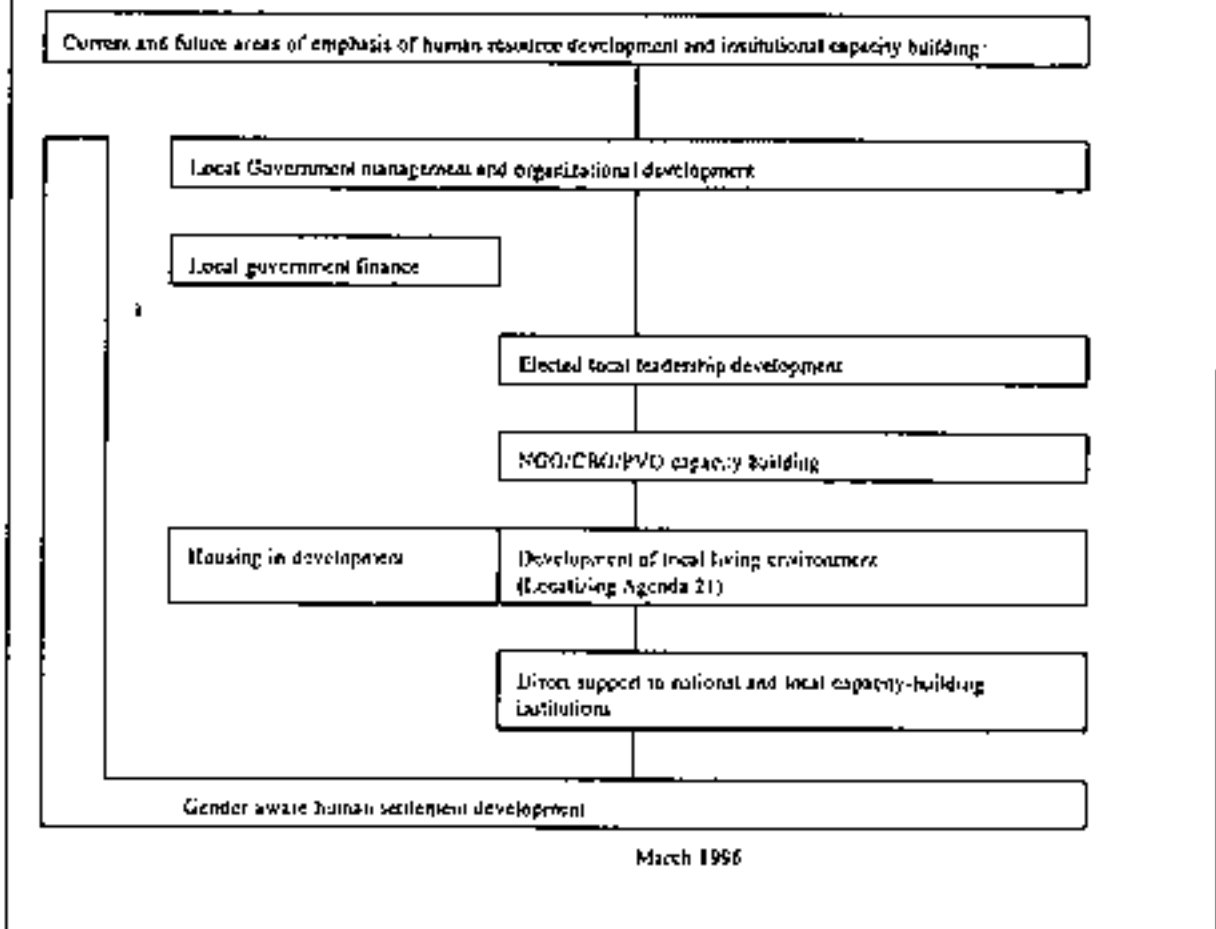
Latin American countries

The other set of innovative tools is related to the Training of Trainers (TOT) and Advanced Training of Trainers (ATOT) workshops in urban management and organizational development. The workshops involve as partners, city governments, other urban development agencies, and community-based organizations of the "laboratory city" in which the workshops are held. Workshop participants (trainers and problem-solving advisors) act as consultants to the city. The pilot workshops of this kind was held among others in Lilongwe (Malawi), Mombasa (Kenya) in 1991, Ibarra (Ecuador), Veszprem (Hungary), Suceava (Romania).

The main tools used are "The Guide for Managing Change for Urban Managers and Trainers" and "The Guide for Designing of Human Settlements Training Programmes". The second, expanded and regionalized, version of the training design guide, resulting from the Training and Capacity-Building Section's eight years of development and testing of the original version, has just been published in three regions: "Designing Human Settlements Training in African Countries", "Designing Human Settlements Training in Asian Countries", "Designing Human Settlements Training in European Countries". Another series of innovative manuals, developed and published, jointly with the

### Box 3

#### Main Areas of Programme Emphasis of Training and Capacity-Building Section



Urban Management Programme, is "TQM: Total Quality Maintenance in Local Government Operations and Maintenance". Several innovative approaches are related to the development testing and dissemination process of these materials. For example, the Training and Capacity-Building Section makes the previous drafts available to its partners in various regions, together with "shells" (complete graphics without text) for easier adaptation and production of customized regional/language versions.

### Sustainability

Building capacity to build capacity requires sustained multi-year (8-10 years) effort and commitment of national/local partner organizations, governments, ESAs, and of the other key stakeholders. On the side of ESAs, and specifically of UNCHS (Habitat), this basic condition of an effective support is, very often, impossible to fulfil. UNCHS (Habitat) capacity-

building activities are supported only by the extrabudgetary resources, mostly earmarked funds, on a project-by-project basis. Continuity of the programmes depends on approval of funds by donors, at best in three-year projects, often even on annual basis. It is also not at all unusual, that the funding for continuation of an ongoing programme may be suddenly interrupted or, even worse, cancelled completely, for administrative or political reasons internal to the donor country, and completely unrelated to the effectiveness and impact of the projects. The way to overcome this limitation would be the move to multi-year programme funding, based on the well-demonstrated capacity of the ESA, in this case of UNCHS (Habitat), to be effective even with significant funding discontinuities. The Dutch funded project "Strengthening National Training Institutions in the Field of Local Government Management in Africa and Asia" phases I and II; the Belgian-funded project "Localizing Agenda 21: Action Planning for Sustainable Urban Development" are promising

examples of such a multiyear programme.

On the side of the local partners, main limitations of sustainability are: the low priority placed on capacity-building, low priority of the human settlements sector and lack of understanding of its cross-cutting and integrating nature, organizational weakness of the national and local capacity-building organizations and low-level of ability of these organizations to attract, motivate and retain (qualified personnel). Solutions to these problems are on the one hand, at policy-level, and on the other hand, in the general-awareness-building category. They highlight the importance of policy dialogue, policy seminars and workshops, and also of public-awareness campaigns. They also highlight the need for all the partners, especially the ESAs to work in a concerted way to build and strengthen a supportive-policy environment, and related legal and regulatory developments, which are indispensable for effective implementation of the capacity-building aspects of the Habitat Agenda.

## Impact

Measuring of effectiveness and of impact of capacity-building interventions should be an integrated and continuous part of the programme design from its very beginning and not come as an audit-type exercise at the later stage of programmes implementation. It is also important not to confine these efforts to evaluating and measuring the training process itself, but to also assess the impact of training on job performance, organizations, and the community. The continuous evaluation process allows important corrective feed-back to the programmes, and is of particular value with the multi-year "programme approach" allowing for effective feed-back and organizational learning within the continuous capacity-building process. The methodologies of impact evaluation are, however, still relatively less developed. More work needs to be done to improve them. Also, because of discontinuity and fragmentation of funding, a formal evaluation of this kind has not been, so far, conducted for UNCHS (Habitat) activities.

Moreover, a continuous contact with partner institutions and joint design of activities has provided the Training and Capacity-Building Section with feed-back allowing it to identify a number of important determinants of impact that need to be built into the design of capacity-building programmes. One of these is the need for fully-interactive design of training courses together with the partner institutions

and joint identification of participants in function to their current and future responsibilities, and of the role and development strategy of the institution (rather than announcement of the course, and selection among submitted candidates). A related determinant of impact is the follow-up with the past participants through direct support of their post-training efforts on the job "back-home", and through providing opportunities of continuous further learning. In the case of UNCHS (Habitat), this was most successful in Africa, thanks to the collaboration with the Post Graduate Centre Human Settlements (PGCHS) of Katholieke Universiteit Leuven (K.U.Leuven) and opportunities for former participants of UNCHS (Habitat)/K.U.Leuven Housing in Development Course to continue their education Leuven. Thanks to the combination of the interrelated Dutch-supported DSO projects, and also thanks to the collaboration with the Institute for Housing Studies.

## Lessons/critical issues

The importance of systematic evaluation and reflection to be built into all stages of design and implementation of capacity-building programmes, and the impact evaluation methodologies, are certainly key challenges in front of us.

One of the main lessons, already mentioned, is the need for ensuring continuous and sustained effort of strengthening the national and local capacity-building institutions. The critical issue, essential for the success of the Habitat II Global Plan of Action is: How do we do it, given the present discontinuity of donor funding, low-national policy support, and the inherent institutional weakness of the great majority of the national and local training institutions?

A related important lesson comes from the realization, that the combined resources of all ESAs, not only of UNCHS (Habitat), are very small compared to the magnitude of the need of capacity-building for better cities and villages worldwide. The national and local resources in the countries are also very small as compared with the capacity-building challenges of the Habitat Agenda. If we are serious about impact and effectiveness, we cannot afford not to work together. How can we do it best? There are some good examples. SACDEL in Latin America is one of these. Also we at UNCHS (Habitat) can share the experiences on how to do innovative and effective capacity-building programmes with little resources. The answer is, of course, partnerships.

## Future directions

Strengthening of national and local capacity-building institutions should be the central strategy. To be successful, capacity-building has to be at a sufficiently large-scale, responding to the national, local, and culture issues and to changing problems and opportunities, gender-aware and balanced, involving all key actors, (governmental, non-governmental organizations, community-based organizations and private enterprise), and implemented in national languages. This can be done only by national and local capacity-building institutions.

The role of these institutions should go beyond traditional concept classroom training, and should include: all aspects of human-resource development, institutional capacity-building of operational organizations involved in settlements management and development facilitating national policy-development dialogue, societal awareness building and civic education. The effectiveness of these institutions will depend, however, on the existence of supportive policies, legal and regulatory environment, and strategies for training, career development and institutional capacity-building for settlements management and development.

The modalities of this "building capacity to build capacity", are still however new, and their coverage is still limited. The experience generated so far should be used to improve on them and expand them to all regions, emphasizing the enabling approaches and close partnerships between operational settlements management institutions and capacity-building organizations, and between those organizations themselves nationally and regionally.

The process of training of trainers and advisors, and the development and dissemination of manuals and handbooks in national languages (the only way to reach all critical actors) has been merely initiated, the scale of training activities is far below the needs, often even below the level needed to have any meaningful impact. An area where this disproportion is particularly pronounced is training of elected local government officials, the councillors. Given recent massive return around the world of the pluralistic elected local councils, this is a particularly urgent task for the coming years.

Another area, meriting increased future attention, is managerial training for urban development non-governmental organizations, community-based organizations and other voluntary private

organizations. The FICONG Programme in Latin America, is a useful model. Besides the objective to assist these organizations to improve their own effectiveness, the capacity-building in this area should also cover policy consultations, problem-solving workshops and other activities aimed at improving their collaboration with local and central governments, including creation of supportive legal and regulatory framework of their activities.

Finally, a very important, but still methodologically weak, is the area of impact evaluations of training and capacity-building activities. Techniques for evaluation of training programmes themselves are better developed and more frequently and systematically practised. Lack of adequate and reliable impact evaluation is however a general limitation of capacity-building field in general, not only in settlements management and development. Development and testing of this strategic tool for managing human-resource development investments is an important and urgent task.

### *Proposal:*

*Habitat Development Institute (HDI):  
a Capacity-Building Institute for Settlements  
Management and Local Leadership.*

UNCHS (Habitat) needs to be equipped with the appropriate institutional set-up to effectively address the training and capacity-building challenges it faces. The time has come to create an institute at UNCHS (Habitat), which would emphasize capacity-building as one of the central elements of the mission of the Centre and would articulate the experience and expertise of UNCHS (Habitat) in human-resource development and in strengthening of human settlements management organizations. The creation of such an Institute would demonstrate the commitment of UNCHS (Habitat) to a leadership role in capacity-building for local development and effective and participatory governance, and benefit from the Centre's experience and achievements in this area. It would also facilitate collaborative arrangements with other institutes and centres of excellence and assist in mobilizing donor support.

The idea of creating the Capacity-Building Institute for Settlements Management and Local Leadership - in short: Habitat Development Institute (HDI) - has grown out of the Management Development and Team Building Process of the Training and Capacity-Building Section in 1993/1994 and was presented in the Report of that activity in May 1994.

The methodological foundation of the institute's work

would be UNCHS (Habitat) Capacity-Building Strategy developed, and tested over the years, by the Training and Capacity-Building Section of the RDD, which emphasizes strengthening national and local capabilities to respond to the human-resource development and organizational capacity-building needs, in short: building capacity to build capacity. The Institute would concentrate its work on settlements management and local-leadership development, with particular attention on improving living environment for all, gender aspects, and poverty/employment impact. It would cover capacity at all levels: from policy development, through legal and regulatory framework definition, strategy formulation, action planning and design, and technical capabilities and skills to the implementation, monitoring and evaluation of regular operations, programmes and projects. It would do so with a clear mission statement, a well-tested but flexible strategy, continuously evolving methods and techniques, demand-based client contacts and a wide network of partner organizations: governments, non-governmental organizations, private institutions, and with other ESAs.

The specific areas of activity would include, among others:

- capacity-building needs assessments and assessments of the capabilities of training institutions to respond to these needs;
- development and maintenance of data-bases on human settlements and local development capacity-building institutions;
- promoting and strengthening networking arrangements and horizontal collaboration between capacity-building institutions;
- facilitation of the policy dialogue and of exchange of innovative approaches and methods;
- developing and testing innovative capacity-building materials, methodologies and management tools;
- dissemination of these materials and tools and promoting their broad use through Training of Trainers programmes, and by supporting their production in national language adaptations;
- evaluation of capacity-building programmes and their impact;
- management and training advisory services to national and local capacity-building institutions, to encourage and support their more demand-based and client-centred work with central and local governments, non-governmental organizations and communities;
- provision of specialized support for capacity-building aspects of the global programmes of the Centre and of its operational projects at national and regional levels;

- collaboration with academic and technical training institutions, in addition to the present UNCHS (Habitat) emphasis on in-service training organizations; and
- addressing general and civic education needs.

Initially, the current staff of the Training and Capacity-Building Section in RDD would be the basic full time staff of the Institute. At the same time, and without additional budgetary allocations, other professionals within the Centre, from Research and Development Division, Technical Cooperation Division and Information Audio-Visual Division, with particular experience and interests in capacity-building, would join the Institute on an Associate (part time) basis for specific tasks within their particular areas of expertise. It is expected that the expansion of the full-time staff will be possible within the funding contribution of donors interested in specific aspects of capacity-building and attracted by the commitment which UNCHS (Habitat) would show by the creation of the Institute.

We suggest that the creation of the Habitat Development Institute (HDI) be considered as an integral part of any possible restructuring of the United Nations Centre for Human Settlements (Habitat)

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## ANNEX I

### UNCHS (Habitat) Settlements Management and Local Leadership Development Programmes.

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#### Background

Over the past fifteen years, capacity building through training activities of UNCHS (Habitat) has increasingly been defined by an integrated strategy to build managerial and development capacity within human settlements, working primarily through local training institutions. The strategy is based on the action research methodology published in one of UNCHS (Habitat)'s training manuals 'Guide for Managing Change for Urban Managers and Trainers'. There is a definite similarity between what UNCHS (Habitat) *advocates for others* and what it *practices* in efforts to serve human settlements through training.

Action research (AR), as a management and social change strategy, is: practical, direct, developmental, experimental, and dynamic; it involves widespread participation by stakeholders; and, puts a premium on learning. The intention of *action research* "is not simply to solve immediate problems, but to help those involved gain the knowledge and skills needed to solve future problems". UNCHS (Habitat) believes there should be "no training without research and no action without training". The developmental task of AR is helping individuals, organizations and communities become more self-reliant.

#### UNCHS (Habitat) Capacity-Building Strategy

UNCHS (Habitat) capacity-building strategy involves five phases of implementation, encompassing the qualities of AR just described:

- reconnaissance and fact finding;
- building collaborative relationships;
- designing innovative training interventions;
- implementing management and development strategies; and
- providing follow-up support and evaluation.

These five phases are iterative and intertwined as a process of inquiry and action. Iterative because it is often necessary to return to the fact finding and collaboration phase as training materials and designs are developed. This "doubling back" in the process

ensures "client-centredness" and commitment in the development of UNCHS (Habitat) training programmes and services. The lines between the five phases are blurred, e.g., design ideas will inevitably be discussed in initial fact finding phases and fact finding continues throughout the process as insights are gained by collaborating on the design and development of new training intervention materials.

#### I. Reconnaissance and fact finding

Reconnaissance and fact finding are integral to the identification of training needs and the development of training resources in UNCHS (Habitat) efforts to serve human settlements. Over the past decade, UNCHS (Habitat) has encouraged training institutions and trainers to be more *client centred* in their services to human settlements, and to be *driven* by the clients' *demands* for assistance, rather than working from their own supply oriented focus.

The Training and Capacity-Building Section, UNCHS (Habitat) applies this *client-centred, demand-driven* approach to its own efforts. About 10 percent of the Section's activities have been devoted to reconnaissance and fact finding, working with a wide range of *clients* in all regions of the world. These strategic planning sessions assure that the UNCHS (Habitat) efforts to provide training assistance to human settlements are *client-centred and demand-driven*. (See Box 4)

Reconnaissance and fact finding take place, in addition, before new training materials are finalized. Dialogue with UNCHS (Habitat) clients (training institutions and trainers, and *clients* of these training delivery resources) to review, field test, evaluate and refine the content and design of new materials. Here are two examples of how this phase of the training and capacity-building cycle operates.

(1) The Manual for Training Needs Assessment in Human Settlements Organizations, was designed and field tested in the Arab States working closely with both training institutions and operating organizations to extend the fact finding and reconnaissance efforts beyond the initial needs assessment exercise. This series of engagements



## Box 4

### The Pokhara Dialogue

Thirty-five senior officials from seven South Asian countries and several external support agencies met in Pokhara, Nepal in December, 1991 to formulate a regional strategy for local government training. Their deliberations resulted in a series of conclusions and recommendations and a proposed course of action to guide capacity building efforts in support of human settlements management and development. The Pokhara dialogue was important because it brought the suppliers and users of local government training together for an honest review of their relationship and its contribution to the quality of local governance in the region. It also added to the knowledge and understanding of training interventions as potential contributors to institutional capacity building endeavours. Here are some observations from the Pokhara Dialogue that reflect the frustration of capacity-building endeavours over the years and convey the continuing hope that training can be an important catalyst for change.

- As long as training is not highly valued as a decision-making/problem solving resource for local governments, it will not be seen as a potent force in development.
- Formal adopted policies designed to provide guidance and direction to the training function are virtually absent.
- Training services must meet the needs of an increasingly discriminate client.
- Intervention strategies that are less time consuming and have greater impact on performance.
- If training institutions are to receive support, they must begin to serve their clients more directly with programmes that are valued for their contributions to organizational performance.
- Regional training programmes and activities should adhere to criteria including: having a multiplier or cascading potential, such as training trainers to train others; introduce new skills and approaches to training interventions; exchange replicable experiences with a wider audience; and, demonstrate economies of scale in planning and implementing regional ventures.

These "observations" reflect universal concerns about the challenges confronting the training community in efforts to contribute to settlements management and development. They reinforce the role of the UNCHS (Habitat) Training and Capacity-Building Section as "holder of the mirror" that allows training institutions and trainers to see themselves as the client sees them, and to help them redefine their responses accordingly.

between UNCHS (Habitat) training staff, the developers of the TNA manual, and the dual training client community (training deliverers and training users), demonstrates the extent to which these efforts permeate other phases of the training strategy.

(2) For years, local officials and trainers have been discussing the need for local elected training materials. When the UNCHS (Habitat) Training and Capacity-Building Section began to develop training materials to meet this need, fact finding was an ongoing feature in their development. One such data collection meeting took place under a large Jacaranda tree in Lowero, Uganda between the members of the local District Council and one of the authors of the materials who was interested in the kinds of problems confronting the Councillors and whether these problems might be addressed effectively through training interventions. This discussion, and others, helped define the conceptual framework ultimately used to develop the elected leadership training materials. After the first draft was developed, the authors continued the investigative phase by involving local government trainers and elected officials from all major regions. This process has resulted in several changes in the materials before they went to press as the series of thirteen handbooks: "Training for Local Leadership". (See Box 6)

## II. Building collaborative relationships

Central to the strength and importance of the Training and Capacity-Building Section's capacity building efforts is its collaboration with a wide-range of human settlements organizations, external support agencies and training institutions in various regions. Very few activities are undertaken without the involvement of a mix of stakeholders, working in collaboration. Following are two examples that illustrate efforts to involve others in planning, decision-making and implementation of activities designed to foster human settlements capacity-building in management and development. (See Box 5)

(1) In 1988, the UNCHS (Habitat) Training and Capacity-Building Section co-sponsored, with USAID and the Economic Development Institute of the World Bank, a planning and decision-making workshop to determine urban management and finance training needs for English-speaking African countries. Workshop participants represented nine countries, several operating ministries and local governments, nine training institutes, three national staff agencies responsible for personnel management and development, and five international agencies. The decisions made during that working session formed the basis for the Training and Capacity-

### Facilitating Collaboration by Others to Meet UNCHS (Habitat) Training and Capacity-Building Section Goals and Objectives

The Training and Capacity-Building Section of UNCHS (Habitat) monitors activities taking place in other operating sections of UNCHS (Habitat) to determine whether they can be of assistance. For example, the Technical Cooperation Division (TCD) identified a need for training materials to assist those involved in the operation and maintenance of municipal infrastructure. Once the materials, entitled "Total Quality Management" (TQM), were developed by the TCD jointly with the TCBS, the Training and Capacity-Building Section played a facilitating role that helped locate funding and sponsoring organizations to conduct the field test and train an initial cadre of local trainers. At about the time when drafts of these materials were being finalized, the Training and Capacity-Building Section was conducting a training of trainers (TOT) workshop in Suceava, Romania for the transition countries of central and eastern Europe. During that workshop the participants reviewed the TQM materials and indicated an interest in using them.

Representatives of the Soros Foundation for an Open Society in Romania who have visited the workshop, were asked if they would be able to support a field test of TQM. Soros was interested in replicating the training and developing a cadre of trainers who could sustain the programme without external assistance. The Training Section assisted the Ministry of Public Works and Regional Planning (a co-sponsor of the Suceava workshop) develop a funding proposal to conduct the TQM field test and TOT. The Soros Foundation funded the proposal and two six days workshops were held in Harghita County, Romania involving several teams of local government officials from major urban areas. The first workshop was conducted by the trainers who developed TQM, working with a team of four Romanian trainers to familiarize them with the materials. The second workshop was conducted by the Romanian team under the supervision of one of the TQM authors.

This example of collaboration illustrates two principles central to capacity-building:

- (1) Capacity-building can be enhanced when "ownership" and control of programmes and materials, such as TQM, are not important to those responsible for initiating them.
- (2) The role of facilitating collaboration between parties interested in improving human settlements management and development is important. The Training and Capacity-Building Section, as a facilitator, can make things happen by introducing resources to needs.

Building Section's multi-year programme for the region. Many of the activities set in motion by this meeting helped to set the agenda to meet the training needs for east and southern Africa and other regions.

(2) In 1993, the Training and Capacity-Building Section, with support from the Dutch Government, co-sponsored a workshop with the Bangladesh Rural Advancement Committee (BRAC) to explore the potential of collaboration between local governments and non-governmental organizations like BRAC. The workshop was conducted in accordance with a regional strategy forged two years earlier at a meeting of experts brought together by UNCHS (Habitat), GTZ (German Agency for Technical Cooperation), and two Nepalese ministries. (see Box 4)

### III. Designing innovative training interventions

Innovation is defined as *the introduction of something new or something that someone has been doing for a long time that someone else just discovered*. Much of what the UNCHS (Habitat) Training and Capacity-Building Section has been doing in capacity-building

through training is new in the environment where it is being applied, which, in turn, makes it innovative in those settings. Here is a brief survey on some of the training intervention strategies UNCHS (Habitat) has pioneered in its efforts to bring new insight and energy to the complex process of *capacity-building*.

#### *Assessment for capacity-building*

Reconnaissance and fact finding, the initial tools used when working with a client, are equally appropriate for training institutions, and their clients to use in capacity-building and problem-solving ventures. They are also the first two stages in the action research process that leads to managerial and social change.

The Training and Capacity-Building Section has developed some assessment tools to assist trainers and managers in their work. These include four *how-to-do-it* manuals that deal directly with the initial stages of capacity-building and problem solving. They are: the "Manual for Training Needs Assessment" (TNA); "A Guide to National Training Needs Assessment"; the "Manual for Collaborative Organizational Assessment" (COA); and, "A Self-Assessment and Strategic Planning Methodology for Training Institutions". The titles

are largely self explanatory but a few words about them may help to clarify their "innovative" status.

**Performance-based training needs assessment:** The TNA manual, is unique because it guides the user through a series of steps that:

- (1) define training needs from a *performance gap* perspective within an organizational context;
- (2) help the client separate training-related issues and problems from others; and,
- (3) help develop action plans to address training needs using various intervention strategies.

**Competency-based national training needs assessment:** takes a national perspective, working within a sector such as shelter development based on competency. This manual guides a team of local consultants through an "innovative" process of identifying the key roles and competencies required to fulfil the mission and goals of the sector on a national basis. Selected stakeholders identify individuals who they considered to be the best in performing each of the key roles and functions required within the sector. The skills, knowledge and behaviour of these *exemplars* are compiled, analyzed and used for designing training and education programmes to develop future "exemplars" in that role. This locally defined set of competencies assures appropriate training of personnel according to local needs.

The "Collaborative organizational assessment" shows how to assess the strengths and weaknesses of an organization while avoiding trivial data. The approach focuses on *products* and *customers*, assessing products that are consumed within the organization (e.g. personnel services) as well as those produced for external consumption (e.g. solid-waste collection). The *commercial* orientation is used deliberately to break public managers loose from their complacency toward public service that often ignores the "service" responsibility. The assessment is designed to be implemented largely by the organization's employees, increasing the potential for ownership of the results and commitment to change.

#### *Building leadership capacity from several perspectives*

The Training and Capacity-Building Section has produced several publications that address capacity building from an individual perspective. The **Guide to Managing Change for Urban Managers and Trainers** is designed to be used either as a guide for self-development or a template for group learning. It also draws a parallel between the roles and

competencies of the trainer and manager, using action research as a common frame of thinking and acting. The intent of this comparison is to stress the importance of a systematic process of decision-making and problem solving by those who are dedicated to bringing about needed managerial and social change within organizations and human settlements. It is assumed trainers should be interested in these outcomes and be prepared to train others in the knowledge and skills required to facilitate managerial and social change. [The Guide has been translated into several languages and it continues to be one of the most popular UNCHS (Habitat) publications, used in many countries.]

A series of thirteen handbooks on *Elected Leadership Training*, the newest publication of the Training and Capacity-Building Section, explores eleven different roles performed by the local elected councillor. The package includes a trainer's guide and overview document, in addition to the eleven workbooks. Each handbook contains a self-study essay describing the role and enough training designs to provide the trainer with options to address specific needs and circumstances. The training package is a primer that addresses elected officials the behavioral roles of elected officials. It is *user-friendly* for the trainer and provides a wide range of alternatives so the materials can be adapted to the learning needs and time constraints of elected officials for each training situation (see Box 6). In addition to English, the series has already been published by the UNCHS (Habitat) partners in Spanish, Russian, and Lithuanian. Translations into Romanian, Polish, Swahili and Arabic and several other languages are under way.

#### **Building trainer capacity**

Many training of trainers (TOT) programmes take a micro perspective, focusing on such issues as *how to prepare and deliver a lecture*, or *how to lead a case study discussion*. These are important trainer skills but ignore the potential of the trainer as a catalyst for helping others bring about changes in performance and behaviour within organizations and communities. For several years the Training and Capacity-Building Section has been conducting training of trainer courses involving city governments and community-based organizations as learning laboratories. Workshop participants perform the role of organizational or community consultants, collaborating with clients to plan and carry out interventions designed to address mutually defined problems and opportunities, working in task groups of 5 to 10 participants. This training design, using

### Designing Learning Strategies for Elected Leaders

Training needs assessments conducted by UNCHS (Habitat) TCBS show that the need to train local-government elected officials (councillors), or local politicians, appear among the most urgent world-wide yet the least catered-to areas of capacity-building for local development and municipal management. In the last few years, a number of countries as varied as Nepal and Poland, or Uganda and Paraguay have, for the first time in several decades, or even for the first time ever, embarked on a process of electing their councillors and mayors. The training needs of local-government elected officials are also at the top of the agenda in established municipal democracies such as Ecuador, India and the USA. At the same time, the training being offered usually concentrates on the legal framework of rules and regulations, and not on the knowledge, skills and attitudes needed to take best advantage of opportunities which their position provides to serve their constituents and to promote local development. The Training Section of UNCHS (Habitat) investigated how local councillors could be helped to meet their responsibilities with elected leaders, trainers and city officials in various regions. From these discussions, emerged a picture of individuals who are called upon to wear "many hats", perform many roles if they are to be effective, thus this became a metaphor for designing the series of training modules. Analysis of these roles highlighted a list of roles that cut across regional boundaries and encompass various sized-local governments.

To respond to these needs, UNCHS (Habitat) has developed and tested a series of 12 training handbooks to assist councillors to represent their citizens, provide civic leadership, and effectively work with their central government and with the management, technical, and professional staff in local authorities and other local institutions. The handbooks cover policy and decision-making, communication, negotiation and leadership, attending, managing and conducting meetings, councillors' enabling and facilitating activities, financial management, and other related needs. As further assistance to trainees who are planning workshops for local elected officials and using these handbooks, the Centre has also published the companion Trainer's Guide for Training of Elected Officials, containing trainer's notes and information. The handbooks have been developed by the TCBS over the last four years.

The first field test was conducted in Uganda where there was a move in Parliament to strengthen local governments; and, the Uganda Management Institute was willing to collaborate in the field test. While the training materials are written to be used in a variety of time frames, it was decided to devote a full day to each of the roles and to hold a two week workshop to cover all the materials in one contiguous time frame. Daily evaluation sessions covered the content and process of the training session just concluded. The twenty participants in the field test (including ten women) represented 14 districts and a variety of urban and rural communities. In addition, two officials of the Ministry of Local Government and six trainers, representing five training institutions in four countries, participated as observers and evaluators. Additions and changes, recommended by the participants, were incorporated into the materials. They included recommendations to: package each handbook separately so it can "stand alone" as a training module; include a separate handbook for use by trainers only; and, to add an additional workbook on the role of the councillor as institution builder. The manuals were also tested in Costa Rica, El Salvador, Kenya, Lithuania, Romania and Ukraine. The Spanish-language version was published jointly with the SACDEL Programme (Support Programme for Training and Development of Local Authorities in Latin America) in January 1995, and the English-language version in Nairobi in March 1995 and the Russian-language version in Klaipeda, Lithuania as a joint publication with the Centre of Self-government Studies, a Lithuanian non-governmental organization. National partners initiative have translated these manuals into Arabic (in Egypt) and Swahili (in Tanzania). In Central Europe Lithuanian language version has been already published, and Romanian, Polish Hungarian and others are in the process of translation and adaptation with the support of the Institute for Local Government and Public Service in Budapest associated with Open Society Institute.

the Guide to Managing Change as the key resource document, has been conducted in several languages in Africa, Latin America, the Arab States, and Central and Eastern Europe. (See Box 7)

Another effort to support the development of training capacity is the Guide for Designing Effective Human Settlements Training Programmes. This publication includes a case study, written in an informal manner, that explores the relationship between a city (as the training client) and a team of trainers from a local training institute. The "story line" follows the training process from the initial contact with the client to evaluation of the impact of the training intervention. The case study has been adapted for use in three different regions (English-

speaking Africa, South Asia, and Central and Eastern Europe) in an effort to make it more congruent with the experiences of those using the manual. The Guide also includes a variety of "training tools" the trainer can use in designing various kinds of learning events. Many of the tools are linked to events that take place in the case study to assist the trainer in deciding what "tool" to use in a particular situation.

This Guide has been successful in helping trainers better understand not only the various phases of the training cycle, but what it means to take a *client-centred, demand-driven* approach to training, based on *performance improvement*. The Training and Capacity-Building Section has produced a second edition of the Guide that takes the case "story line"

## Box 7

### Support Programme for Capacity-Building for Local Development in Latin America SACDEL Programme

SACDEL (Sistema de Apoyo y Capacitación para el Desarrollo Local) - Support System for Capacity-Building for Local Development - is probably the best example of a multi-donor regional programme for human-resource development and strengthening of the settlements management institutions.

This training support programme for municipal development in Latin America was initiated in 1988 during a workshop attended by several funding agencies and by leading trainers from Colombia, Costa Rica, Ecuador and Peru. The resulting strategy included a programme of action including systematic training needs assessments; training strategy workshops; training of trainers (TOT); policy seminars; and direct support to national training institutions. The project in its pilot stage (until October 1992) covered the four countries originally involved in the project. Activities were also open for participants from other Latin American countries. Project was implemented by the Latin American Chapter of IULA in association with the Federation of Canadian Municipalities (FCM), FDI of the World Bank, International Union of Local Authorities, United Nations Centre for Human Settlements (Habitat) and other external support agencies.

After the successful pilot stage SACDEL was expanded to cover gradually increasing number of countries in Latin America. It was also regionalized by creation of three subregional centres in San Salvador for Central America, in Quito, together with the main office at the headquarters of IULA, Latin America, for Andean countries, and the "Southern Cone" centre in Santiago de Chile. The regionalization has reduced the operational costs, allowed mobilizing parallel funding of programme activities and greatly increased the impact of the project. The funds and substantive inputs into the programme are provided now, besides the initial group of partners also by the SIDA (Sweden), Government of the Netherlands, Government of Italy, occasionally, by the USAID, GTZ, and by a growing group of governments, foundations and NGOs in the region. SACDEL also collaborates closely with related capacity programmes in Latin America such as PCM and FICONG.

from more common training interventions, focused on individual learners, to interventions that involve teams and organization development. The new edition of the Guide also includes a tool kit of strategies appropriate to these kinds of interventions. The new edition now in two volumes, has been published in late 1995 in English in three regional versions for African, Asian and European countries. The partners of the TCBS in Latin America and CBE are currently working on adaptations to local contexts and on translation into Spanish and Russian. (See Box 8)

#### IV. Implementing development strategies

The workplace and the community have always been major centres for learning, and yet, this reality has not been exploited effectively in recent decades as a strategy for sustainable development. Training institutes tend to cling to the strategy of long-term residential programmes for public servants, even though the saliency of such training is under scrutiny. External support agencies seem inclined to favour learning opportunities that happen any place other than work settings and communities where the training is needed. UNCHS (Habitat), through its training efforts, is working to turn this trend around by encouraging training institutes and other suppliers of training to adopt a client-centred, demand-driven and performance-based approach to planned learning and training interventions in human settlements.

The Training and Capacity-Building Section works at three levels to reinforce the principles of organizational and community-based learning:

##### *Direct consultation and dialogue*

First, it works directly with regional training delivery networks and their constituencies (local governments and human settlement institutions) in a re-educative process which involves a range of activities, including:

- regional workshops, seminars and consultancies on the development of policies and strategies to support client-centred training in settlements management and development;
- technical assistance to establish non-bureaucratic, collaborative networks of national and local capacity-building resources that benefit from exchanges of experience, joint programming of activities and services, and mutual problem solving ventures; and,
- efforts to involve an ever widening network of institutions and individuals to commit resources and energy to the resolution of human settlements deficiencies, and building local capacity to plan, manage and implement appropriate sustainable development programmes and strategies.

##### *Programme and materials development*

The second strategy involves the preparation and

## Box 8

### Training Trainers in Client-Intervention Skills

*Eight training officials, representing the host country of Malawi, the UNCHS (Habitat) training staff, and three trainers (including two from the region), met in May, 1990 in Nairobi to plan a training of trainers workshop that would involve a client local government as the laboratory for learning organization development intervention skills. The development of the client centred, action research approach to the training of trainers was a direct result of recommendations made by the participants of a previous course on Urban Management and Finance which had as part of its objectives the training of trainers. They recommended the course be specifically designed to increase training knowledge and skills, involving an action learning component to provide a "hands on" training experience with a client.*

*When the 27 workshop participants convened later that year in Malawi, few were aware of what the field component of the workshop would really be about, even though information had been mailed to them earlier. During the workshop, the participants met with the Town Clerk and other city officials to be briefed about the city in general, and to learn about several problem areas to be addressed as part of their workshop experience. Participants narrowed the list of problems to a manageable few and then self-selected into project teams. During three weeks, the teams divided their time between learning sessions on intervention and problem solving skills, and the city where they interviewed officials, citizens and others, reviewed documents, and observed what was happening in the environment associated with the problem they were analysing. One team investigated the management of the city's rest houses. They conducted interviews, reviewed the rest house financial reports, occupancy records and other documents, and observed on the management and operation of the rest house. Four other teams were looking into other problems: councillor training; employee motivation; maintenance management; and revenue generation. During the last week of the workshop the participants conducted five one day workshops involving 86 participants from the city government and the community. Each workshop was designed to feed back on the problems; explore the options and recommendations to improve the situation, and assist the city officials prepare action plans.*

*The workshop demonstrated the importance of training trainers in the skills required to carry out client centred, demand driven training interventions. It is a model for training trainers that provides information about problems and opportunities being confronted by those involved in settlements management and development.*

dissertation of policy statements, training materials, and information and data sources that assist in the management and development of settlements. These materials focus on an array of issues and concerns involving the management and development of human settlements and their support networks. They are packaged to respond to individual and group learning needs and opportunities, using a variety of conventional and innovative techniques. Efforts are made to address global issues in human settlement management and development, such as gender equality, as well as regional concerns like the use of appropriate building materials.

#### *The training of trainers*

The third implementing tactic involves the development of human resources, through capacity-building, to assure adequacy of training potential in various regions and the ability to sustain an innovative capacity to meet settlement management and development training demands on a decentralized basis.

The Training and Capacity-Building Section held its first training of trainers (TOT) course in local government management in 1985. That course, co-sponsored by USAID, focused on policy and

administrative issues. Most trainer input involved lectures and moderating group discussions. The course involved local government practitioners and trainers aiming to create a cadre of part-time trainers to conduct similar courses. It was assumed that trainers, to be effective, only needed to be knowledgeable about the subjects being taught. If they participated in these courses, and were given a few pointers about the training process, they would be able to replicate the experience. Unfortunately, these assumptions did not produce the results expected.

Course evaluations indicated that some fundamental changes were needed. The course needed to focus only on trainers and shift from teaching theories through lectures and case studies to a more experiential design that focused on developing training skills within the context of urban environments. Finally, if the TOT was to have significant impact on the performance of training institutions, operating organizations and communities represented in the programme, it would need to expose the participants to organizational and social change strategies, and give them opportunities to apply these strategies first hand in a structured learning environment.

The design of the TOT was radically changed, based on these concerns. From 1990, when the first revised TOT was held in Lilongwe, Malawi, a dozen others have been held in four different regions involving over two hundred participants. Each TOT focused on intervention skills for problem solving, using a host organization and city as a learning laboratory. TOT participants, with training staff guidance and coaching, carry out the following tasks during the three week workshop:

- (1) establish a working relationship with the client (e.g. local government) and define a problem area or more that can be addressed successfully in a short period of time by the participants;
- (2) carry out data-gathering exercises;
- (3) analyze their findings and redefine the problem, if necessary;
- (4) set problem-solving objectives (detail the results expected to improve the situation);
- (5) recommend options and a course of action.

The field experience is combined with classroom sessions devoted to theory, skill building, and self-assessment exercises. (See Box 7)

## V. Providing follow-up and evaluation

The Training and Capacity-Building Section provides, within the limits allowed by the donor funding, follow-up services and programmes to the activities it initiates. These include: on-line consultation with training institutions; dissemination of manuals and management tools to participants in UNCHS (Habitat) sponsored training programmes; inquiries to assess the impact of training interventions, seeking funding for, and scheduling of, training and related activities agreed upon in UNCHS (Habitat) co-sponsored planning workshops; and, developing and implementing logical follow-up sequences to most programme activities.

The on going process of follow-up is somewhat difficult to describe and even more difficult to quantify. The process of *capacity-building through training for settlements management and development* is in many ways an organic process, often dependent on things that happen outside the control of the Training and Capacity-Building Section. Some of these are *targets of opportunity* that come along unexpectedly, and others grow out of programme interactions with the Section's large network of collaborators. (See Box 9).

Follow-up is best defined when there is a long range sequential plan to follow that is designed to build on preceding actions. This process describes much of what happens within the Training and Capacity-

Building Section's programme, year after year. In each region of the world where UNCHS (Habitat) has a programme for developing the management and development capacities of human settlement institutions, there is a multi-year plan to follow and staff assigned to manage the activities in the plan. Every effort is made by the Section to carry out the plan as agreed upon by the major stakeholders in each region. Sometimes the plans are delayed or changed, given unforeseen circumstances (e.g. funding shortages). At other times, the plans are altered as needs change or new opportunities present themselves.

**Publications follow-up:** The series of training support manuals, developed by the Training and Capacity-Building Section over the past few years, is another example of a programme activity with follow up characteristics. The success of specific manuals has led to others. For example, the *Manual for Training Needs Assessment*, developed around the concept of organization centered performance discrepancies, prompted the development of the *Guide to National Training Needs Assessment* as the need for a sectoral competency-based methodology became evident. The demand for *Guide for Designing Effective Human Settlements Training Programmes*, and feedback from users, influenced the decision to develop a second edition. The new materials in the *Design Guide* focus on organization development and on-the-job training strategies and the role of the external trainer in promoting and supporting these kinds of training interventions in the work setting. As with the first edition, the follow-up manual includes a "tool kit" of training designs to be used in organizational interventions.

National and regional institutions have translated many of these innovative manuals into several languages, adapting them whenever necessary to be sensitive to local customs and application concerns. While UNCHS (Habitat) has been able to provide some seed money to encourage the translation, publishing and dissemination of these materials, most of the investments have been funded locally. This is confirmation that the quality and usefulness of these publications warrants local investment to get them into the market place. (See Box 10)

**TOT follow-up:** While most of the follow-up activities from the Training of Trainers courses are expected to be initiated by the participants upon returning home, the Training and Capacity-Building Section has provided more direct support for follow up to the TOTs held in East and Southern Africa.

### Managing Change in Russian

One can rarely be certain that capacity-building efforts are bearing fruit. This Lithuanian story is as interesting as it is reassuring. Artashes Gazaryan, Director of the Centre of Self-Government Studies (SPTC), Klaipeda, Lithuania, returned home from the UNCHS (Habitat) Training of Trainers (TOT) workshop in Suceava, Romania with a renewed mission. He had new tools in hand to serve the local government in his region and was determined to put to use. There was a demand in the Baltic countries and beyond for training materials and programmes in Russian. He went to work immediately to meet these demands.

The first demand-driven response was to translate several key UNCHS (Habitat) documents into Russian. This was done in collaboration with the Training Section. The first of these publications was the *Guide for Managing Change for Urban Managers and Trainers* - appropriate for this part of the world experiencing change. Once the translation was completed, the Centre organized a TOT course in Russian, patterned after the Suceava workshop. It was implemented less than six months after the Romanian course, the first UNCHS (Habitat) training course to be conducted in Russian. Funding for the course came from a variety of sources within the region. The UNCHS (Habitat) Training Section provided training materials and technical assistance in design and implementation of the course to support the effort.

The course had two groups of participants, local government training managers and trainers from local government training institutions. The 18 participants (from Lithuania, the Russian Federation, and Ukraine) quickly became management and development consultants to the Municipality of Neringa under the leadership of the Course Director. The workshop participants presented their conclusions and recommendations to the Mayor and Council. The experience was covered by local and national television. The SPTC (Lithuania) has also translated into Russian in 1994 and published in 1995 the series of thirteen UNCHS (Habitat) manuals for Training of Local Leaders. This series of handbooks for local government elected officials which focuses on management, interpersonal and political skills are particularly important for countries emerging from highly vertical "command systems" and moving into a new pluralistic political and economic environment.

To test these materials in Eastern Europe, to prepare the first Russian-speaking group of trainers, and to train an initial group of Ukraine local government elected officials, the SPTC, the UNCHS (Habitat) and Association of Trainers of Ukraine (ATU) together with the United Nations office in Ukraine, organized a subregional course in Cherniviv, Ukraine in November 1994. The course brought together 20 local politicians (councillors), from all major Ukrainian regions and representing the full political spectrum of the country... together with nine trainers representing five countries (Belarus, Latvia, Lithuania, Russian Federation and Ukraine). The central part of the Course followed the UNCHS (Habitat) handbooks for elected officials and was taken by all 29 participants together. The trainers, however, came four days earlier and stayed four days longer to learn additional skills in training methods and techniques and to plan for national follow-up activities. An unexpected but very positive development during the Course was the discovery that five of the most active local leaders (councillors) were also working de-facto as trainers in their respective regions and councils, and expressed a very strong desire to join the group of trainers. In response, additional evening sessions were organized for them to cover subjects dealt with the first portion of trainers' programme, and the group of trainers for the last portion of the Course grew from nine to fourteen.

Five National Action Plans for follow-up activities were prepared during the course and the SPTC (Lithuania) has organized as a result, several training programmes in Lithuania. It has also provided support to activities in other countries, especially in Latvia and Ukraine. For example in January 1996 two-week Training of Trainers Course, based on UNCHS (Habitat) manuals, was held at the SPTC School for Democracy and Administration (VDM) in Lithuania, with European Union TACIS funding for 15 trainers of the Association of Democratic Development and of Ukraine. A similar story could be told about other participants of the TCBS TOT Courses, for example, the founder and current Director of the FLDES in Romania, having organized during the year after her participation in the TOT course in Venezuela, Hungary two international TOTs with UNCHS (Habitat) support and subsequently fully implementing, several national courses in Romania, including testing of the new UNCHS (Habitat) training manuals (see box 10).

The success of these efforts has prompted the Section to consider similar activities in other regions, given available funding. At the request of many of the TOT graduates in that region, UNCHS (Habitat), in collaboration with the graduates and their training institutions, planned and conducted an Advanced Training of Trainers workshop in Livingston, Zambia in 1993. The participants for this ATOT were selected from the TOT graduates based on two criteria. The first was a plan to provide training consultancy to a local government client after attending the ATOT. The second was a commitment

to participate in one of three Training of Trainer courses to be conducted in the region by those completing the ATOT programme. The results of the ATOT and follow-up activities demonstrates the viability of capacity building as a strategy designed to promote sustainable, innovative training for settlements management and development. (See Box 11)

#### *Evolution*

The follow-up activities, just described, indicate an



### Reaching Users Around the World with UNCHS (Habitat) Manuals and Handbooks

Owing to budget limitations the TCBS manuals and handbooks are published by the UNCHS (Habitat) in a limited number of copies, usually ranging from 400 to 7000, and only in English. However, during the process of development of these materials, early drafts are already being translated into other languages, tested and modified by the TCBS partners in several regions. While the final, 'generic', English language version is being produced and printed in Nairobi, the UNCHS (Habitat) Training and Capacity-Building Section partners in Latin America, and Central and Eastern Europe published shortly thereafter (sometimes even earlier) the Spanish and Russian language versions. Several other language versions are also being produced for use in training programmes, but unfortunately usually not published owing to the lack of funds. They include Arabic, Swahili, Romanian, Polish, Lithuanian and several others. This work is done usually by non-governmental organizations or private institutions such as Open Society Institute ( Soros Foundation). National language versions of the UNCHS (Habitat) Training manuals are distributed directly by their non-governmental organizations publishers either for free, charging only mailing costs or sold at cost.

informal approach to the evaluation of the Section's training programmes, publications and consulting activities. In every follow-up event there are assessments that justify the new activity. In addition, the Training and Capacity-Building Section conducts formal evaluations of all its training events to determine if the training event fulfilled its stated objectives and how well were the objectives achieved. These evaluations cover the content and process of the training and environmental issues that impact, in one way or another, on the quality of the experience for the participant. The results are used to guide and strengthen future programmes.

The type of evaluation just described deals primarily with the level of satisfaction of those who attended the training. These assessments are routinely conducted during the event and at its completion. The other major orientation to training evaluation concerns the impact of the training on job and workplace performance. Equally important is the impact the training might have had on the level of services provided to the beneficiaries of the organization that participated in the training. This is more difficult to discern. While training participants are contacted after they return to their institutions to determine how they have applied what was learned, the response to these inquiries is often sparse. Realistically, it is impossible to conduct any kind of comprehensive impact assessment of training programmes because of their magnitude and geographic spread.

To address this issue, the Section has under development a how-to-do-it manual on training impact evaluation. This should help in defining the field from this narrower perspective and provide help to the Section's training clients to determine whether their investments in UNCHS (Habitat) and other

training services are having performance impact.

Few underestimate the difficulty of determining the impact of training on job and institutional performance which, no doubt, explains why so little training impact evaluation takes place.

Even more difficult is the task of assessing the impact that training has on the quality of settlement life. This is a field of inquiry and application that requires more attention, throughout the development community. The commitment and funding for training-related interventions will never be strong until there is evidence that training investments pay performance dividends, in client organizations and to the beneficiaries they represent and serve.

The weakest link in the follow-up and evaluation phase of capacity-building through training is in determining impact. Training interventions of the kind the Training and Capacity-Building Section offers are often catalysts for changes in individual and organizational behaviour that become part of the bigger picture of settlements management and development. When this happens, it is difficult, if not impossible, to determine a causal relationship between training and organizational and community change. Even when such impact assessment is possible, the investment is usually unwarranted.

## Box 11

### Advanced Training of Trainers Advances the Potential for Sustainability

The problem with most training of trainer programmes is the inability of those who attended to put what they learned to use back in the organization. The resistance to change is great. Given this reality, the Training Section of UNCHS is always looking for ways to gain ground and maintain it, when building the training community's capacity to be more client-centred and performance-based. The UNCHS (Habitat) sponsored Advanced Training of Trainers (ATOT) for the Eastern and Southern Africa region provided that opportunity.

A number of these achievers, who attended the TOT courses in Kenya and Malawi requested UNCHS (Habitat) to conduct a follow-up workshop. They wanted to further their knowledge and skills in client-centred, performance-based training. A number of those requesting the advanced training were convened to design the new programme and to set standards for participant selection. Selection of participants was based on a comprehensive performance problem statement developed jointly by the applicant and a training client. The intent was to reinforce the importance of client-centred, demand-driven, performance-based training and test their commitment to it. Furthermore, the ATOT graduates were responsible for conducting two regional and one national TOT courses within the following 12 months. This requirement assured that additional TOTs would be held and capacity-building would endure in the region.

Fifteen participants were selected from among a pool of nearly seventy graduates of previous UNCHS TOT programmes, based on their client problem statements. The workshop design was based on a series of tasks to be undertaken by each participant to design an intervention strategy to resolve their client's performance problem. The resulting fifteen Action Plans have been then implemented in participating countries in the form of custom-designed training programmes or other client-centred capacity-building interventions.

The workshop which took place in Livingstone, Zambia in May 1993 was successful as each participant had an opportunity to work through the process of problem identification, analysis, objective setting, option generation and intervention design in an open forum where they received feedback from their colleagues. The workshop culminated in two days of planning, in three smaller task groups, to prepare their own training of trainers workshops for the region. These two additional TOT workshops, implemented fully by the graduates of the ATOT in Livingstone took place in April/May 1994 in Morogoro, Tanzania and in Lusaka, Zambia. They were preceded by two Activity Design Workshops organized two months earlier. As a result forty two more trainers in the region are now equipped to provide capacity-building support for settlements management and development. They are also expected to train more trainers in the processes of client-centred, demand-driven, and performance-based training. Training is capacity building if it is designed.

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## ANNEX II

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### Housing in Development Programme

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#### Background

The training programme on "Housing in Development" has been organized between 1979 and 1994 and hence virtually spans the period between the 1976 Habitat I Conference held in Vancouver and Habitat II (Istanbul, 1996). The programme has drawn its inspiration from Habitat I where the need for drastic and innovative approaches to human settlements and housing in particular was finally acknowledged internationally. The training programme on "Housing in Development" was conceived by the United Nations Centre for Human Settlements (UNCHS, Habitat), and the Belgian Development Cooperation (ABOS) - in cooperation with the Post Graduate Centre Human Settlements (PGCHS) of the Katholieke Universiteit Leuven, Belgium. Its main concerns were:

- to enable professionals to better understand the complexity of the housing sector as an integral part of the development process of a nation, a culture, a region, a people; and,
- to develop methods and tools and enhance competence to deal with these complex issues within the specific context of each trainee's working domain.

To achieve these goals the training programme was set-up to enhance capabilities to evolve innovative approaches ranging from policies and programmes to project development and implementation.

Several concepts were reinforced by the programme, for example:

- a variety of housing approaches should address the specific variable needs of individuals, cultural groups and nations, so as to enhance their capabilities to develop self-reliance and autonomous decision-making;
- the needs of the poorest of the poor should be of the highest priority in all housing actions so as to ensure greater equity and increased access to, and control over resources;
- training should foster scientific and technical capabilities of the highest quality, innovative in its human concerns, sensitive to cultural diversity and carefully weighing ecological balances.

The multi-dimensional interpretation of housing in a context of development under scarce resources and pressing environmental constraints has been an

important cornerstone of the programme. Processes of change and transformation, of restructuring and reorganizing, of allocating resources, and of institution building in exploding towns and cities as well as in villages in transition, become important elements of focus on the Housing in Development Programme.

The programme has been particularly dedicated to:

- focus on housing as it is situated in the broader concern for the built environment;
- deal with the daily housing realities of the greatest number of people, often termed as "popular housing" within the totality of the built environment via training, research and project work (design studio). A great variety of popular housing varieties: both formal and informal, varying in physical types, diverse in resource use and location, and accommodating a diversity of socio-economic and cultural groups require careful attention;
- consider housing as a meaningful cultural practice in which housing products and processes are most important;
- consider the existing housing realities as a valuable starting point: "learning from what exists".

In a continued endeavour to sustain the training programme as a vivid interaction in a mutual learning process, the programme gradually focused on what became - also following the 1992 Rio Conference recommendations - two objectives for Habitat II (Istanbul, 1996):

- establishment of sustainable human settlements especially in contexts subjected to rapid urbanization by means of innovative urban and regional planning;
- provision of appropriate and affordable shelter in accordance with availability of resources and energy: both during the construction process and, in view of the maintenance of shelter, its related infrastructure and the environment.

#### Principal goal and objectives of the programme

The principal goal has been to *stimulate critical appraisal in the field of housing in order to enhance the effectiveness of practising professionals in*

*improving housing conditions in developing countries.*

To achieve this goal, among the specific objectives of the programme were:

- to reveal housing as a complex multi-disciplinary field involving people, resources and forms in a historical, cultural and physical context;
- to deepen the understanding of the dynamic multi-dimensional aspects of the built environment through critical analysis of approaches in architecture, construction and planning, thereby transcending conventional professional boundaries;
- to encourage interventions which reflect context responsive concepts of sustainable development and deal with the different scale levels of the built environment;
- to sustain exchange and feedback between academic theory and day-to-day practice;
- to develop innovative training methods and tools.

Implementation of the programme was taken up by a partnership among UNCHS (Habitat), Post Graduate Centre Human Settlements, Belgian Administration for Development Cooperation (BADC), Local Training Institutions in East Africa and Asia. Roles and responsibilities were shared by these partners (Box 12).

### Profile of participants

Participants were initially recruited from Asia and Africa (occasionally from the Middle East). Over the years, focus shifted to two regions: Southeast Asia and East and Southern Africa. This shift was due to research and growing expertise in that particular context and a desire to strengthen the programme's impact in these two regions. In East and Southern Africa, participants were recruited from 23 different countries. In the Southeast Asia participants were recruited from 17 countries.

The organizers selected a mixed group of housing professionals to participate in the programme so as to safeguard the multi-disciplinary approach. Initially, approximately two-thirds of the participants were middle-level professionals: architects, planners, engineers, technicians and sociologists/economists etc. About one-third were senior-level decision-makers, attracted to the experimental workshops in Bandung and Algiers ('90) because of the restricted duration ( $\pm$  10 days) and the outspoken thematic orientation (Urban Coherence and Housing Strategies).

Most of the participants were from central (national) public agencies initially. Gradually more participants

from subnational or local authorities were included. The number of experienced mid-career professionals (architects, engineers and planners) and individuals with training responsibilities was increased so as to encourage multiplication of training efforts. The number of participants sent by non-governmental organizations and the private sector remained rather low (5-20 per cent) despite efforts to increase their participation.

Only 18 per cent of the grand total of participants were women housing professionals despite conscious efforts to have a balanced representation of men and women (in cases of two applicants with equivalent qualifications, preference was given to the women).

### Course format

The changes in the format of the training programme have been mostly influenced by a vivid response to: interaction of demands and expectations from participants and PGCHS/UNCHS (Habitat) faculty and staff; and growing involvement and expertise of partner institutions in the region. Consequently, the duration of the Leuven course was gradually reduced from four months in 1979 to two months in 1992 while the duration of the regional workshop was increased from two weeks to four weeks in 1993. The regional workshop evolved into a self-contained training activity and instrument to select the participants for the Leuven follow-up course. Even the intermediate period between workshop and course became particularly important as participants were given an extra assignment in preparation of the Leuven follow-up course.

The main phases of the training programme can be summarized as follows:

*Phase I (1979-1981):* The programme consisted of two four-month courses in Leuven, one each for participants from Asia and Africa and two three-week follow-up regional seminars, one year later.

*Phase II (1982-1984):* The format changed to two-week workshops in the field followed by two three-month courses in Leuven, within six months. The two-week workshops served as a self-contained training activity and a means of selecting participants for the follow-up courses.

*Phase III (1985-1987):* The programme adopted the same format.

*Phase IV (1988-1990):* Participants selected for the Leuven follow-up course were given specific assignments during the interim period. An "experimental" year, 1990, concluded this Phase, with two workshops in Bandung and Algiers.

## Box 12

### Roles and Responsibilities of the Different Cooperating Institutions

Soon after the founding of UNCRS (Habitat), three organizations joined efforts so as to comply with an assessed and pressing need and started implementing the "Housing in Development" training programme. These organizations are:

The Belgian Administration for Development Cooperation (BADC/FABOS) funds, contributes in outlining general policy options, advises with selection of the courses or beneficiaries, monitors and evaluates the programme.

The Training Section, UNCRS (Habitat), designs together with PGCHS the framework of each request of the training programme, selects the participants in consultation with PGCHS; offers potential of international, regional and local consultants; provides specific substantive inputs and access to training material; initiates elaboration and publication of training materials; assures the general administrative responsibility pertaining to participants, initiates occasional review and evaluation.

The Post Graduate Centre Human Settlements (PGCHS, K.U. Leuven) coordinates the course-wise elaboration of the programme, negotiates with cooperating and partner institutions, resource persons, etc.; implements parts of the programme; and, reviews the programmes regularly and implements adaptations.

Other partner institutions include:

In the East and South African region, in Kenya, Housing and Building Research Institute, (HABRI), the former Housing Research and Development Unit (HRDU) at the Faculty of Architecture, Design and Development of the University of Nairobi offered substantive inputs, resource persons in regional workshops. Other cooperating institutions include: Nairobi City Council, NACHU, Nyeri Municipal Council, Thika Municipal Council, etc.

In Southeast Asia, the Asian Institute of Technology (AIT), Bangkok, the Division of Human Settlements has offered logistic support to the programme regional workshops from 1981 till 1985. Other cooperating institutions include: UN ESCAP, National Housing Authority, Thailand Institute of Scientific and Technological Research, Bangkok Metropolitan Administration, Chulalongkorn University, King Mongkut Institute of Technology, etc. In Indonesia, the Universitas Katolik Parahyangan (UNPAR), Bandung, Architecture Department offered considerable logistic assistance and faculty inputs. Other co-operating institutions include: Research Institute of Human Settlements, Ministry of Public Works, Indonesian Institute of Architects, etc.

*Phase V 1991-1993:* The previous format was maintained. An experimental year, 1993, consisted of a four-week regional course (Nairobi) and a one week evaluation workshop (Leuven).

The "experimental" activities concluding Phases IV and V would offer the possibility of reviewing activities of each phase. The overall objectives were:

- to provide feedback regarding training objectives, methods, and content;
- to explore new training approaches, formats and topics;
- to cooperate with national and regional institutions

### Training methods

The initially rather large number of lectures was reduced to a limited number of keynote lectures. At the same time, efforts were made to introduce more interactive training techniques.

Participants, selected for the Leuven follow-up course, were requested to document (during the interim period) and present detailed analysis of a housing project (case study). These case studies were

the starting point for group discussions and exchange of experiences and to demonstrate how they applied the insights, approaches, methodologies gained during the workshop and course

*Action planning sessions* were introduced in Phase V replacing the "context reports." The action planning sessions aimed at assisting participants in the detailed elaboration of a realistic, useful and well-considered proposal that directly relates to previous and/or future tasks in their own professional work on housing. Some examples are given in Box 13.

*Field visits* and case studies from the region (including on-site meetings with stake-holders) were increasingly used to further illustrate and concretize themes and issues raised during the keynote lectures. "Training-in-the-field" became an important working method. These field visits served for elaboration of the project work. Field visits pertaining to the Belgian context were minimized and illustrated some architectural and planning approaches.

In the project work, a major and longest standing components of the training programme, the whole

### Box 13

#### Action Planning: Some Examples

1991

An architect/planner from Lesotho formulates his action plan as follows: "to study different housing projects in Lesotho to evaluate the worth of further implementing such projects and their impact on housing needs inside the country; to find out if modifications could be done on different typologies for these projects; to pinpoint contradictions between the traditional village environment and the transition from to the urban neighbourhood".

A project officer from Kenya identified his action plan as follows: "Cost calculations for housing projects has become more important, especially when one is doing full cost recovery. Project beneficiaries i.e. co-operatives need to know the cost implications of a housing project before implementation. The project costs backed by elaborate details including affordability are very necessary for obtaining finance. Among my duties is project cost calculations and presentations to clients, financial institutions and any other interested parties. I am interested in doing these calculations on both the dwelling unit and neighbourhood level (i.e. infrastructure)."

1992

An architect/planner from Indonesia defines his action plan as follows: "problem: social and economic incompatibility of planning and housing typology for urban renewal programmes of low income settlements, objective: to include the low income group in the planning process, option: to formulate and promote the participative planning model in the planning and decision-making process of urban renewal programmes of high density low income group settlements in Jakarta".

An architect/planner from India sees his action plan as: "problem: lack of proper guide-lines for design of residential open spaces; objective: to identify social preferences for open space related behaviour settings, option: observation on people's use of various types of open spaces".

1993

The action plan of an architect/planner from Uganda: "problem: inappropriate building, engineering and planning standards throughout the country; objective: develop affordable and suitable standards to accommodate the community; option: to improve the existing building code and infrastructure standards to make them more affordable and suitable".

The action plan of a town planner from Zimbabwe: "problem: inadequate process of provision of building plots resulted in under-utilization and scarcity of land in the city; objective: increase housing plots for Selected low income area through co-ordination of private developers; option: to alter process of providing local plans and housing plots by involving private developers and others".

range of experiences, lectures, case studies, discussions, field and site visits, contributed to the formulation of innovative and yet realistic options within a well-defined problem area. Through design, contextual data, constraints and potentials were being explored in a multi-sectoral approach. Within this structure, opinions on dwelling culture, housing policies and changing urbanity were translated in a provisional synthesis. Unlike abstract schemes and vague policy statements. The project work became a forum for lively discussion, leaving scope for epiphanies. All partners involved (stakeholders) could thus negotiate on one and the same subject. Gradually the actors, involved in the actual project implementation which took place on the site, were more and more involved. Finally the design proposals were presented in a plenary session and discussed with, whenever possible, invited stakeholders (e.g.: local authorities).

Types of project themes included: Structure planning for guided urbanization of peri-urban areas; redevelopment of urban voids; optimization of development potentials and strengthen housing

conditions (in particular, the low-income); densification, upgrading, restructuring of old housing environments; upgrading services and restructuring public spaces of dense informal areas; elaborating appropriate urban typologies aiming at spatial coherence, dwelling capacity, economic land use, including the study of incremental growth; appropriate technology and standards; interrelating different housing sectors to benefit low-income sector; cost estimations to optimize proposals at each scale level; developing implementation strategies; cross subsidy, proposing institutional set-up, work out phasing,...

Type of project sites included: Site-and-Services schemes (Rangsit, Bangkok); low-density old rental housing estate (Bahari, Nairobi); dense 'informal' dwelling environments (Casbah, Algiers); upgrading of inner city areas or urban peripheries (Industri Dalam, Bandung); fragments of large newly planned housing developments (Kayole, Nairobi); uncontrolled subdivision of peri-urban agricultural land (Kangemi, Nyeri)

## Box 14

### Development and Testing of Training Module: Cost Control for Sustainable Shelter.

The impetus for developing this training module came from observations made during the implementation of the 'Housing in Development' programme, as it became apparent that there is a strong need for concepts and tools to guide concrete actions towards the optimization of resource use in the shelter sector. The main purpose of this Training Module on Cost Control for Sustainable Shelter is to enable housing professionals to gain a better insight in the variety of factors influencing the cost of the shelter interventions they are involved in, and to provide them with tools to assess in a comprehensive manner the impact of design, production and implementation options on global shelter cost.

The training module adopts a step-by-step approach whereby cost influencing parameters are introduced one by one and gradually combined and integrated to simulate real human settlements interventions. Three categories of cost parameters have thus been identified and elaborated:

- o **Form:** The form housing units and related infrastructure networks, like at various spatial levels, heavily determines global cost.
- o **Time:** The input of resources at different points in time, the durability of construction components and the cost mechanism can vary significantly, hereby influencing global cost.
- o **Production:** Applying different combinations of production factors such as labour and capital has consequences on global cost.

The interwoven factors of space, time and the variety of actors make an integrated approach towards cost control of shelter intervention a particularly complex issue. However, if successfully applied, such an approach can significantly contribute towards sustainable urban shelter development. This is clarified through the use of computer models. The models simulate shelter applications at various scale levels. Examples of themes addressed by the models include:

- forward planning of road investment and maintenance cost of an urban suburbia,
- optimization of space use and infrastructure network length for the design of residential neighbourhoods,
- comparison of investment criteria for rental housing development
- life cycling costing of different roofing options,
- setting-up of a production unit for precast concrete products.

The performances and actions that are can be expected from the models cover a large variety of cost control operations. These include: making cost estimates, looking at the incidence of changing parameters, evaluate alternative interventions, and provide feedback to design. The training module is designed as an open-ended folder type manual accompanied by a series of diagrams. The manual and the computer models are meant to be mutually supportive.

Cost control has been gradually introduced during the last sequels of the training programme. It was linked with the other course components (introductions, field and site visits, project work) (see Box 14). During the 1993 workshop in Nairobi intensive sessions on cost modelling constituted a substantive and innovative element of the programme.

### Emphasis on specific topics

Throughout the training programme, due emphasis was put on architecture and urban design. Relevant environmental, social and economic issues were also addressed. Areas focused on included: the close interaction between housing and urban development; a coherent view on the close relationship between housing, the urban framework and the existing context; relation between the type of housing and the management system in a continuous evolving social and economic context; re-defining the complementary roles of the public, private and communal sectors; the inter-wovenness of human-settlements decisions at different scale levels, with at each level institutional, spatial and resources implications. Focus shifted from metropolitan cities (Bangkok, Jakarta, Nairobi) in earlier stages to secondary towns

(Bandung, Nyeri).

Some examples of modules (typically 3-4 sessions each) which were integrated in the training programme.

- 1982: 'Conditions of intervention in housing projects';
- 1983: 'Socio-economic surveys' and 'Project framework matrix';
- 1984: 'Determining characteristics of the urban poor for better planning';
- 1985: 'Project costs' and 'Cost recovery';
- 1986: computer software programme on 'Project costs' and a module on 'Affordability in Housing'; 'Housing Finance';
- 1987: improved computer software programme on 'Project costs' and a case study on 'Sites and Services projects in Kenya';
- 1988: case studies on 'Municipal finance and management';
- 1989: 'Land for Housing';
- 1991: 'Women in Housing' seminar
- 1991: action planning sessions

The 1990 experimental year (Bandung, Algiers) theme was: 'the potential role of the housing project

## Box 15

### The Experimental Workshops: "Housing Strategies and Urban Coherence" the Case of Algiers (1990)

The main objective of the workshop was to assess the relevance of large-scale public housing interventions especially for the low-income population. This topic was critically addressed in view of the numerous problems: the gap between demand and supply, the take over by higher-income groups, failing management and inefficient land use including inadequate definition of public space. Alternative solutions (promoting private parcelling,...) have, especially in Algiers, not been convincing. They generated other deficiencies: badly integrated allotments with a lack of public space, heterogeneous constructions, speculation, illegal parcelling, etc.

This led to the reflection that housing was not playing its necessary key role within a coherent urban development. Very often planners and architects lack a coherent view on the close relationship between housing and the urban framework, as well as on the level of analysis of an existing context, as on the level of implementation of new housing projects. The essential relation between the type of housing and the management system has been largely underestimated in continuous evolving social and economic contexts. This is particularly true when it comes to the re-definition of the complementary roles of the public, private and communal sectors. These are the key issues which were dealt with during the seminar.

First some innovative and promising experiences from the international scene (Egypt, China) were presented. During the second phase, these cases were taken as starting points to look at specific contexts and realities in and around Algiers through types and discussion sessions.

- 1) Mass housing projects, illustrated by the Cité Estimour projects;
- 2) Restructuring of a fragmented, historically vital urban centre, illustrated by the lower Casbah;
- 3) Peripheral, private (informal), semi-public plot developments, illustrated by the Eucalyptus town;
- 4) Under-developed or deteriorating urban zones, illustrated by the hill site of Frais Vallon.

The third phase, a 4-day workshop starting from these four themes, challenged the participants to explore links and contradictions between critical reflection and practical implementation.

as a way to enhance urban coherence". The training approach for both of the 1990 activities was that of an intensive 12-days workshop with keynote lectures and discussions that highlight themes and topics; followed by case study presentations from the host country and others; field and site visits; and, intensive project work (design studio) on selected sites. The results of the project work were presented to a broader audience. The *Algiers workshop* had new target countries and a new venue (see Box 15).

The 1993 experimental year was composed of a four-week regional course in Nairobi and a one-week evaluation seminar in Leuven. The Phase V goals were herewith reached: to build the capacity of national training institutions to organize similar training programmes; and to achieve more in-service training during the longer regional workshops.

### Impact of the programme

There are no easy and readily acceptable indicators for the success of a training programme and its impact can be only assessed after a considerably long period of time. However, it can be stated that the programme's main goal i.e. *to stimulate critical appraisal in the field of housing in order to enhance the effectiveness of practising professionals in improving housing conditions in developing countries*

has been achieved in the following ways:

Revealing housing as a complex field:

- an architect/planner from Lesotho states that the training programme contributed in grasping: "the contradictions between the traditional environment and urbanization in the stage of transition from a traditional village to an urban neighbourhood".
- an architect/lecturer from Sri Lanka states that the training programme contributed in understanding the need for "architectural designers who are capable of transforming the socio-cultural needs of the users into three dimensional built form".

Revealing housing as a multi-disciplinary field which requires crossing of professional boundaries and involving more stakeholders:

- an architect/planner from Indonesia states that the training programme contributed in understanding the necessity of "including the target group (low-income) throughout the planning and design process".
- a town/planner from Lesotho found support for his view that "coordination of land issues with all ministries involved" is essential;
- a town planner from Zimbabwe identified the necessity of "coordination between local authority government agencies and private developers to alter the existing process for the provision of local plans and housing plots" as a crucial issue.



### Institutional Strengthening of HABRI, University of Nairobi

In the initial years of the UNCHS (Habitat)/PGCHS training programme on "Housing in development" the Housing, Research and Development Unit (HRDU) supported the regional workshop basically with logistic and administrative inputs. HRDU correctly assessed the need for a specialized staff and consequently invested in staff-training. Several staff members were sent out for postgraduate training (later also to PGCHS for Masters' training) others for PhD research. Consequently, HRDU faculty members started providing inputs for the Leuven follow-up course, particularly with seminars and modules on: appropriate technology; community participation; and standards revision.

In 1993 the expanded and strengthened HRDU, now called Housing and Building Research Institute (HABRI) took the organisation and the implementation of the experimental regional course over from the PGCHS:

- HABRI implemented the training programme for a duration of 4 weeks;
- HABRI was responsible for the course-wise elaboration of the programme;
- The HABRI faculty was assisted by a limited number of consultants from the region; whereas the PGCHS faculty merely contributed with some seminar discussions, guidance during the practical field work and introduction of intensive cost modelling sessions.

Encouraging interventions which reflect context responsive concepts of sustainable development

- an urban planner from Lesotho reported the realization of a pilot project for facilitating water reticulation. His cost recovery project was successfully implemented: the Municipal Council is now recovering loans from the beneficiaries.
- the Mwanza Rural Housing Programme in Tanzania is an example of institutional sustainable development because the project is gradually developing into an independent NGO.

Sustaining a vivid exchange between theory and practice.

- Ample examples can be given of former participants who maintain contact with both UNCHS (Habitat) and PGCHS and repeatedly request feed-back and assistance for implementation and dissemination of experience gathered from the training programme.
- The overall evaluation seminar held in Leuven 1993 illustrates the continued endeavour to develop and sustain a pragmatic programme that responds to changing needs and demands.

*Developing innovative training methods and tools.* The scientific insights and knowledge gathered over a long period of time and continuously confronted with new findings from the field, created ample possibilities for the elaboration of innovative training methods.

A number of housing manuals and case studies published include: "Land for Housing";

- "Housing-Finance Manual for Developing Countries"; "The Management of Revolving Funds for House Improvements Loans"; "Case Study of Sites and Services Schemes in Kenya";

The Incremental Development Scheme: A Case Study of Khuda-Ki-Basti in Hyderabad, Pakistan"; "Hai-El Salaaam Project: An upgrading and Sites-and-Services Project -Ismailia, Egypt"; and, "Cost Control for Sustainable Shelter" (in preparation).

One of the important tools to possibly assess the impact of the training programme are the "end of workshop/course questionnaires" which the participants used to fill up in order to immediately evaluate each training activity. Some examples taken from the 1993 "end of course questionnaires" in Nairobi are representative for the degree of satisfaction participants had expressed also after earlier training activities:

- 80 per cent of the respondents stated that the training programme was relevant to the level of his/her personal job responsibility;
- 60 per cent of the respondents stated that they were very optimistic about the possibilities of applying the newly gained experience back in-service;
- 60 per cent of the respondents replied that the course content had to a great extent achieved the stated objectives.

Some personal statements concerning the training programme:

- "helped me to look more realistic to problems of housing"
- "exactly the type of information I was looking for"
- "really contributed to a wider outlook on housing"
- "eye opener to problems, highlights on working experience"
- "I gained a new viewpoint (*urban coherence*) and a new technique (*restructuring of urban voids*)"

### Localising Agenda 21: Action Planning for Sustainable Urban Development

The "Localising Agenda 21" project builds further on the results of the training programmes on "Housing in Development" by valorizing the experience of successful approaches and training methods.

An additional fundamental concern for launching this programme is the observation however that some urban development issues raised in Agenda 21 remain too vague to be applied at the local level and the link between sustainability, built environment and human settlements is far from being recognized.

The "Localising Agenda 21" project intends to contribute to the exploration of the concept of sustainable development and to localise it (apply it to the urban "focus") through applied actions in a number of specific urban areas in East Africa, North Africa and South East Asia.

In this perspective, the urban local authority plays a pivotal role as the interface between the central government, the community at large, organized groups, business and industry. Despite this key role, most local authorities lack the capability to plan and monitor local investment plans, programmes and projects, and to integrate them into a coherent and sustainable urban development. The project will therefore assist selected local authorities in precisely these regions where recent decentralization policies and transfer of the state call for increased responsibility and capacity at the local level.

The general objective of the project is to contribute to sustainable urban development by improving the efficiency and effectiveness of basic urban service through local government and community partnerships in three selected pilot cities and to disseminate the results and lessons learned in other cities and countries.

The specific objectives to be realized in each of the three selected cities are:

- to improve access by the poor to shelter, basic urban infrastructure and services through the implementation of broad-based participatory action plans
- to reduce the burden of poverty of low-income communities and groups through, inter alia, the implementation of improved municipal planning and management action plans;
- to promote urban development policies and strategies for more sustainable urban development and management practices by integrating the above mentioned action plans within strategic urban development plans, investment programmes and projects

These objectives will be realized through a combined action planning and capacity building process, incorporating independent and/or ongoing self-reliance improvement initiatives, aiming at achieving tangible results and visible impact for low-income communities in the selected pilot cities. In this respect, the programme aims at promoting more sustainable urban development plans, investment programmes and projects.

The programme's impact can be assessed to some extent from:

- individual participants reported that the programme has been a stepping stone to increased responsibilities in professional activities in the field of housing, and where this resulted also in a realistic action in the field;
- the institutional strengthening for which the Housing and Research Development Unit (HARDU) of the University of Nairobi is an excellent example (see Box 16)
- the one-week evaluation seminar held in Leuven where UNCHS (Habitat) and PGCHS staff assisted by some international resource persons reflected on the following questions:

How can the complex housing reality of today and into the 21st century, be more adequately met by training? Who needs to be trained in what (knowledge, skills, attitudes) to contribute more effectively to the future demands of housing in development? What should and could be the role of short-term, in-service training? What should the

priorities be for training and related services sponsored and organized by external donors, such as the UNCHS (Habitat)/PGCHS Housing in Development programme? How can the dialogue among professionals in a training programme be improved and how can follow-up activities be better incorporated? How to maximize leveraging/multiplier effects of modest-scale training efforts?

Some reflections urged: to seek ways and means to increase the impact of the programme with tangible results in towns and countries concerned; to radically alter formats, develop capacity-building tools, and increase responsibility of local institutions; to assure programme contents to the need for more sustainable development policies, through locally-supportive shelter and infrastructure programmes and projects.

In order to implement these findings UNCHS (Habitat) and PGCHS has embarked on a new four-years project: "Localising Agenda 21: Action planning for sustainable urban development" (see Box 18).

### Status of 'Localising Agenda 21' in Nakuru, Kenya and Essaouira, Morocco

Known for its flamingos and once dubbed 'the cleanest town in East-Africa', *Nakuru, Kenya* has lost a lot of its past glory. Particular environmental concerns are caused by the interaction between Lake Nakuru National Park and the residential and industrial expansion. This situation is aggravated by the fallen standards of urban services, requiring a new approach towards urban planning and management.

In search for a new vision for the sustainable development of Nakuru, UNCHS (Habitat) brings together a wide range of stakeholders in the urban development of the town and plays a catalytic role in getting a variety of action plans underway, such as the construction of refuse chambers at neighbourhood level, resolving space-use conflicts around the market and bus terminal, planning guidelines to minimise danger for life and property in a densely populated area with frequent soil subsidence, and a programme of awareness-raising with Councils about their role as Environmental Guardian. The local authority's willingness to collaborate with community groups, NGOs and industrialists forms a strong foundation for the action planning process.

Viewed from a distance, *Essaouira, Morocco* is a charming town with rich cultural heritage and a marvellous setting between the Atlantic Ocean, a dune forest and a river mouth wetlands. But this town, with declining fishing industry and only modest tourism potential, is facing severe problems of degradation of both natural environment and cultural heritage. This compromising the town's attractiveness and endangering the future livelihood of its residents.

To curb this situation, the 'Localising Agenda 21' programme brings together a wide range of stakeholders in the urban development of the town, stimulates the search for a new vision for Essaouira, and supports the formulation and implementation of action plans. These include the restoration of the heavily damaged town wall facing the ocean, the revitalisation of a dilapidated quarter of the old town, the protection of a valuable wetlands ecosystem and a greening programme in the expanding residential areas of the town. To make these actions happen, specific partnerships are forged between the Municipality, the Province, NGOs and the private sector.

The 'Localising Agenda 21' programme aims to support the development and implementation of broad-based environmental action plans focusing on context-specific aspects of municipal planning and management. The programme also intends to enhance the capability of local authorities to integrate these action plans into strategic urban development plans and, stimulating inter-sectoral synergy, drawing attention to cross-cutting issues. Above all, the programme envisages to achieve tangible results and visible impact for low-income communities in the selected pilot towns, leading to more sustainable and equitable urban development.

To achieve this, for each pilot city the programme strategy involves a series of key steps:

- Awareness building and strategy development to reach consensus on priority action areas;
- Human resources development and capacity building;
- Development of tools to support implementation of action plans;
- Promoting policy dialogue through dissemination and exchange

P.S.

After one year of work, the 'Localising Agenda 21' programme has been able to initiate and support action planning processes in Nakuru, Kenya and Essaouira, Morocco (See Box 18).

#### Conclusion

The UNCHS (Habitat)/PGCHS training programme was one of the first training programmes on housing and it became one of the longest standing and most successful training programmes of Habitat.

Changes and innovations were implemented gradually and in due respect for the needs and demands of all parties involved:

- change of target group: from senior-level to middle-level participants including more housing professionals active in the field. Special attention was given to women housing professionals and trainers from training institutes;
- change in the recruitment of participants: from global to two regions: Southeast Asia and North and Southern Africa;
- change in course format: from long-term courses in Leuven and short-term regional workshops to long-term regional training activities;
- change in training methods: an increase of interactive training methods;
- change in scale of cities: from metropolitan cities to secondary towns;

The vivid exchange of experiences between UNCHS, PGCHS, individual participants, and cooperating institutions, as well as the vast expertise and relentless dedication of so many partners involved made this training programme on "Housing in Development" an outstanding example.

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## ANNEX III

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### Women in Human Settlements Development Programme

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#### Background

It has been claimed that the 1976 Vancouver Conference hardly recognized women's interests in human settlements in the major conference document although it called for "active participation of women in planning, design and execution of all aspects of human settlements". Women's specific interests were overlooked despite efforts of delegates to the World Conference for International Women's Year, held in Mexico City in 1975, who tried to influence the discussions in Vancouver by emphasizing in their World Plan of Action, that because women spend more time than men around their homes, their needs should be featured at the Habitat Conference.

Three streams of influence combined to convince both women and UNCHS (Habitat) that the issue of women and shelter must be addressed. These influences came from the United Nations itself, from women in UNCHS (Habitat), and also from activists working on housing issues in their own countries. Throughout the Decade for Women, the United Nations had issued directives to all its agencies to integrate women into their programming. Increasing pressure was exerted on each agency to produce a report for each Women's Conference. UNCHS (Habitat) submitted a paper for the Mid (Women's) Decade Conference in Copenhagen in 1980, but it had no impact on the Programme of Action. In 1984 a focal point for women was created within UNCHS (Habitat) and the assigned officer, was given responsibility for the agency's paper on "Women and Human Settlements."

Not until 1985 was the connection between women and shelter strongly detailed in a United Nations document when the World Conference for the United Nations Decade for Women, meeting in Nairobi, adopted the Forward-Looking Strategies for the Advancement of Women. Included in this document were two paragraphs calling on governments to "integrate women in the formulation of policies, programmes, and projects for the provision of basic shelter and infrastructure," and declaring that "women and women's groups should be participants in and equal beneficiaries of housing and infrastructure construction projects" (Forward-Looking Strategies; para.209,210).

In the same year (1985), UNCHS (Habitat) began to

address the need to look at women and gender in the context of poverty and human settlements development. UNCHS (Habitat), with the support of decisions of the Commission on Human Settlements and the General Assembly, stressed the importance of improving the status of women, enabling women to take a more active part in the human settlements process as a whole and incorporating gender issues into its entire work programme. The Global Strategy for Shelter to the Year 2000 (GSS) adopted by the United Nations General Assembly in its resolution 43/181 of 23 December 1988, stipulates that:

*"women and women's organizations - fill a crucial role as contributors to the solution of human settlements problems, which should be fully recognized and reflected in equal participation of women in the elaboration of housing policies, programmes and projects, and the specific interests and capabilities of women should be adequately represented at all levels in the implementation of housing policies, programmes and projects."*

Resolution 13/13 of the 13th Commission on Human Settlements, 29 April - 8 May 1991 entitled: "Promoting the advancement of women in human settlements development and management", requests that the Executive Director of the United Nations Centre for Human Settlements (Habitat):

*"...strengthen the role and competence of the Centre in gender-sensitive shelter strategy development, and ...increase its efforts to provide support to Governments in this field. review and develop a more comprehensive policy on Women in Development which ensures gender sensitive methods in the total work programme and budget of all the divisions within the Centre, in a manner that relates gender-sensitivity training to specific technical aspects of the work of professional staff members of the Centre..."*

Resolution 14/4 of the 14th Commission on Human Settlements, 26 April - 5 May 1993, entitled: "Promoting the advancement of women in human settlements development", urges that all Governments:

*"...implement measures in the development of a shelter strategy which strengthen the participation and empowerment of women in settlement*

*development and management at local, regional and national levels.*

Resolution 15/3 of the 35th Commission on Human Settlements, 25 April - 1 May 1995,

*"Promoting the participation of women in human settlements development", "Requests the Executive Director of the United Nations Centre for Human Settlements (Habitat) to continue to strengthen the role and competence of the Centre in gender-sensitive human settlements development, ... to include in the guidelines on legal rights to housing and land tenure and access to credit for women, the issue of gender impact analysis on human settlements programmes and policies."*

The institutionalization of Women in Development, initiated by the United Nations Decade for Women (1975-85) and implemented over the last twenty years, has resulted in the creation of a "women's sector". This has been manifest in the emergence of WID offices and programmes in international agencies which fund Ministries of Women's Affairs and/or Women's Bureaux, which in turn implement women's projects with women's groups. In the United Nations family, women specific agencies such as INSTRAW and UNIFEM, address women as a separate group. For a number of reasons, the WID sector has emerged as weak and marginalized from mainstream development activities. Intervention in human settlements development has not been intrusive to this process. The global trend in the development field has shifted its focus and concern on women in development to gender and development.

In UNCHS (Habitat) up to 1989, the main activity of the Focal Point for Women was to organise regional conferences on how to promote the full participation of women in the GSS. These meetings culminated in an inter-regional meeting held in Nairobi in 1989. In 1990, the Women in Human Settlements Development Programme (WHSDP) was created, starting with one substantive officer and no budget. The main objective for the creation of WHSDP was not to focus on women only, but to ensure that all of the programmes, projects and activities of UNCHS (Habitat) clearly contain a gender perspective. The main developmental goal of the WHSD programme is to institutionalize a process of planning, continuous monitoring, and evaluation of gender components into the Centre's programmes, projects, and activities, and thereby create a system of accountability. The Programme needs a new and more suitable name for the programme which reflects the current emphasis on gender rather than women.

Increasingly, the approach has become one of advising and training UNCHS (Habitat) staff at the

headquarters and in the field in practical skills and tools in order to analyze their projects and activities in a gender-aware way. At the moment, the WHSDP is working with certain key programmes of the Centre, like the Community Participation Training Programme, the Community Management Programme, the Urban Management Programme, the Indicators Programme, the Solid-Waste Management Programme, and the Environmental Health and Sanitation Programme, to help them effectively integrate a gender perspective into each programme and into their concrete activities in the field which involves non-governmental organizations, community-based organizations, and governments, in the recipient countries.

In the field, the programme is currently involved in developing a network of gender catalysts (women and men concerned with gender issues) in each region, that will serve as a pool of trainers in gender methodology for human settlements development. In the United Republic of Tanzania, there is a team that serves the subregion of East and Southern Africa; in Colombia there is a pool of trainers serving the Latin American region; and a similar process has been initiated in Asia.

At UNCHS (Habitat), staff are being trained on how to incorporate a gender-perspective into their terms of reference, and job-descriptions for their projects and activities in the field, as well as how to produce publications that are gender-sensitive both in the issues addressed and in the language used. The programme is also advising and promoting accountability as far as the general research carried out by the Centre in order that it become gender-sensitive.

UNCHS (Habitat) WHSDP also strives to bring more women into decision-making positions in the human settlements field. The programme facilitates visible women's incorporation into the forefront of human settlements activities, and supports women in their initiatives for gaining equal recognition and insertion into the main thrust of sustainable development as opposed to continuing to promote isolated women's projects.

The UNCHS (Habitat) Women in Human Settlements Development Programme supports the networking activities of gender concerned non-governmental organizations and community-based organizations active in the human settlements area by strengthening their institutional capacity and collective empowerment. These networking activities have fed into the preparations for the Fourth World Conference on Women, Beijing, 4-15 September 1995, and the second United Nations Conference on

Human Settlements, HABITAT II, scheduled to be held in Istanbul, 3-14 June 1996.

## Current activities and achievements

### *Overall developmental goals*

The basic developmental goals of the Women in Human Settlements Development Programme have been since 1990, and continue to be:

- o The development, implementation and monitoring of a comprehensive gender policy and action plan for UNCHS (Habitat).
- o Capacity-building in gender-awareness, at headquarters in Nairobi, and in the field, at the project level, in all the developing regions of the world; involving government counterparts, non-governmental organizations, and community-based organizations.

### *Implemented and Ongoing Activities*

The following short-term goals and activities feed into the above developmental goals:

#### a) Capacity-building at (UNCHS) habitat

The process of mainstreaming gender issues in the various new and ongoing programmes of UNCHS (Habitat) is slow and difficult, but progress is being made. At this moment, the Women in Human Settlements Development Programme are working more directly with the members of the other programmes of Training and Capacity-Building Section, the Community Development Programme, the Urban Indicators Programme, Solid-Waste Management Programme, the Environmental Health and Sanitation Programme, and the Urban Management Programme, in order to raise their awareness of gender issues, and to give them the tools they need in order to implement a gender perspective within their specific programmes. Some concrete actions include:

- o Implementation of a gender-awareness Seminars for Top Management of both UNEP and UNCHS (Habitat) (January 1994), and for Senior Managers of UNCHS (Habitat) and the Habitat II Secretariat (February 1995);
- o Active involvement in ensuring that the new training materials of the UNCHS (Habitat) Training Section be more gender-specific (ongoing);
- o Ongoing advisory services on gender issues to the different sections in the Centre (including gender-aware vocabulary "chart", terms of reference, checklists for projects, indicators). (See Box 19).

#### b) Capacity-building in the field

- o Plans of Action for Tanzania and Sri Lanka on Gender-aware Approaches to Human Settlements Development (1992 and 1993);
- o Effective inputs on gender issues into the following meetings and seminars organized by the Community Development Programme (CDP): Quito, Ecuador (July 1993), Copenhagen, Denmark (October 1993), San José, Costa Rica (December 1993).
- o Support for a Latin American Regional Seminar on "Gender-perspective within the Global Shelter Strategy", Bogota, Colombia (17-19 March, 1994);
- o Gender-awareness training for community-based organizations (specifically women's cooperatives) municipalities and government officials in Dakar, Senegal (July 1995).

#### c) Participatory research

The following activities have been, or are being carried out with the goal to strengthen human settlements development research agenda and ensuring a gender perspective:

- o The first phase of the WHSDP Indicators Process at local level which involves a base-line survey measuring women's participation vis-a-vis men's participation in planning and management of human settlements, environmental management, urban planning etc. has been done in several countries (Colombia, Costa Rica, Dominican Republic, Ghana, Jordan, Palestine, Senegal, Sri Lanka, the United Republic of Tanzania, Uganda, Zambia); (see Box 20)
- o Finalization of research on women-headed households in three different countries: Colombia, Dominican Republic and the United Republic of Tanzania;
- o Elaboration of the second phase of the WHSDP Indicators Process at local and national levels which involves selecting 5-10 key indicators measuring women's participation vis-a-vis men's participation in i.e. planning and management of human settlements, environmental management, urban planning etc.

#### d) Production and distribution of didactic materials

- o Publishing the Women in Human Settlements Development Programme Newsnotes (ongoing every three months);
- o Supporting the "peoples' dialogue" by financing an audiovisual which will be used to continue dialogue between the women-pavement dwellers in India (Mahila Milan) and similar groups within the Asian Region;
- o Publishing a Flyer entitled: Why Focus On Women? (being printed);

## How to Measure the Impact of Programmes

Every Programme must have specific indicators from the very beginning of the process, these indicators should be the ones to be used to monitor and evaluate the progress attained as far as a gender-perspective within the programmes, projects, activities which are being undertaken i.e.

- Were women, as well as men, involved in the planning of the programme itself? In what ways?
- Were and are women, as well as men, part of the team implementing the programme? How many women versus how many men? What positions do they hold? What positions did they hold at the beginning of the process?
- Were women's needs, as well as men's, taken into consideration in the planning stage of the programme? How?
- Are women's needs being responded to, as well as men's, in the implementing stage of the programme? In what ways?
- How many women hold leadership positions within the community organization? Which positions do they hold? How many men hold positions? Which positions do they hold? Does this situation differ from the one that existed at the beginning of the programme? In what way?
- Did women have access to land/property at the beginning of the programme? Has their access changed vis à vis the access of men because of the programme? In what way?
- Did women have control of land/property at the beginning ...
- Have the housing finance resources changed since the beginning of the programme? In what way? Why? Do women benefit more now than before? How?
- What position did the women and men of the team/community have at the beginning of the programme (regarding gender-perspective)? Has their position changed since that time? How is this reflected?
- What were the governmental policies regarding women's versus men's control of land/property, access to credit, leadership roles, etc. before the programme began? Has the programme's activities, etc. helped changed these policies? In what ways? Examples?
- How many women/men have been trained in gender-awareness? Where are these people now? What are they doing? Is it clear that they have become "gender-catalysts" no matter where they are? How can this be shown? Give concrete examples.
- How does the programme relate to the country's general and societal development needs and opportunities? Give examples.
- Has there been visible change in attitudes and practices of colleagues? How is this shown?
- Who is using the videos, manuals? In what ways?
- In the country, in the region, how many people, within the human settlements sector, were gender-aware before the programme? How many are there now?
- Does the programme's organizational form enhance women's access to resources? In what way?
- Does the organization have adequate power to obtain resources needed by women from other organizations? How?
- Does the organization have the institutional capability to offer continuous support and training to women/men in gender-awareness, managerial skills, etc.? How?
- Have the "gender-awareness trained" trained others within the community/team?
- Are there new control procedures which assure an equal participation of women and men within both the community organization and the team? Please explain.

## ○ Producing:

- a report on women in human settlements development for the 1995 World Conference on Women, this is a book titled "Women in Human Settlements Development: Getting the Issues Right"
- a training manual on women's participation in shelter strategies at the community level;
- a guide for gender-awareness building within human settlements development;
- a training video on women's participation within the human settlements development process in Sri Lanka, Costa Rica, Zambia, Bolivia, Colombia, and the United Republic of Tanzania;
- an instruction manual for using the video mentioned in c).
- closely collaborating with the Indicators Programme on the gender component and manual for incorporating gender in the indicators process.

## e) Networking

Supporting networking activities of the HIC (Habitat International Coalition) Women and Shelter Network and other existing Networks such as:

- Publishing Women in Human Settlements Development Programme Newsnotes feeding into already established networks in the women in human settlements development field; supporting regional newsletters and the interregional HIC Women and Shelter Network Newsletter; creating an information retrieval system; collecting and disseminating case studies on successful integration of gender issues within human settlements development with the objective of giving feedback to policy and decision-makers; elaborating and disseminating training materials such as videos, manuals, posters, and flyers related to essential topics e.g. gender-awareness, capacity-building, and urban management;
- Supporting three (3) regional meetings per year in Africa, Asia, Latin America and the Caribbean. The objective of these meetings will be to

## Box 20

### Indicators Process

The Women in Human Settlements Development Programme has completed the first stage of its indicators process. Survey work was carried out in various communities in the following countries: the United Republic of Tanzania, Uganda, Ghana, Zambia, Bolivia, Colombia, Costa Rica, Ecuador, Sri Lanka, Senegal and Jordan. Each community submitted a statistical report on the situation of women in informal urban settlements.

The method of collection of the first-stage data of the indicators process was simplified to allow community women to analyze and apply the data effectively to their human settlements needs. The data collected was intended to provide a tool to assist community women in their fight for improved living conditions as well as to provide recognition of the importance of women's role in human settlements development.

The base-line survey used in the first-stage of the indicators process consisted of 59 questions that were designed to measure women's participation in the human settlements development process. The questionnaire was divided into five sections:

- 1) women's socio-economic status;
- 2) access to services and infrastructure;
- 3) shelter quality and adequacy;
- 4) shelter regulation and discrimination; and,
- 5) women's participation in decision-making.

The results varied enormously between the regions and even between different communities in one country. For example the percentage of households headed by women varied between 15 per cent in Dodoma, the United Republic of Tanzania to 62 per cent Twifo Hemang, Ghana.

strategize together on what the essential issues are as far as women and shelter and how the groups can link together regionally and support one another in their struggle for equality;

- o Supporting three (3) regional exchange visits per year (same regions as above). It has been proven that this kind of exchange visit works as a strong empowerment tool. The goal is to facilitate exchange visits between women in the human settlements field working in local government, non-governmental organizations or community-based organizations from one country to another of the same region;
  - o Supporting one interregional meeting every two years. The objective of this meeting will be to strategize together on how to link and support one another globally.
- f) **Closer cooperation with other United Nations agencies**

Collaborating in the systems wide effort to have a closer coordination of activities and to share information on gender-awareness activities among the United Nations agencies, concretely:

- o Yearly inter-agency meetings;
- o Consulting with UNEP as to how we can work together to make better use of our comparative advantages;
- o Joint fact-finding mission with UNIFEM to Ethiopia, in order to see the possibility of doing a joint project focusing on the empowerment of displaced women (April-May 1994);
- o Consulting with United Nations statistical division regarding the WHSD Indicators Process;
- o Ongoing dialogue with UNDP and UNICEF in terms of developing strategies for gender-

awareness training for headquarters and field staff of the two organizations.

- g) **Cooperation with bilateral development agencies**

The Programme receives funds from several bilateral donors. Denmark, Danida has been supporting the WHSDP since 1991 and continues to be the main donor of the Programme. The Netherlands' Ministry of Foreign Affairs, Directorate General for the International Cooperation supports the WHSDP with certain key components of the 1994-1995 work programme (approximately US\$300,000). The Swedish development organization SIDA has contributed approximately US\$115,000, especially for networking activities and exchanges. The Human Settlements Foundation is also contributing to the 1994-1995 work programme. Other donors have demonstrated interest of funding but have not as yet confirmed their support.

Another positive development is that Sweden has pledged 3 million Swedish kronor (approximately US\$500,000) to Habitat II. Half of this amount, some US\$250,000, will be earmarked for women's networking activities. This shows a great deal of commitment towards gender issues by Sweden.

Additional support in terms of personnel is as follows: the regular budget supports the position of the coordinator since September 1990; the Swedish Government has been supporting a Junior Professional Officer from March 1992-95; the Dutch Government supports a Junior Professional Officer since September 1994-96.

The programme has also, since 1993, had several



interns working for three-month periods free of charge. In the future, the aim is to somehow institutionalize a fee providing a small subsistence for interns which can facilitate students from the Third World Regions having the opportunity and access to the WHSDP's internship programme.

### **Involvement in the 4<sup>th</sup> World conference on women (Beijing 1995)**

The Women in Human Settlements Development Programme is the UNCHS (Habitat) focal point for the Beijing preparatory process. The programme has been substantively involved in the regional and international-level preparatory processes. A major focus of this involvement has been attempting to put a human settlements agenda in the meetings and documents relating to Beijing. This process has brought into sharp focus the fact that human settlements issues seem to be marginal in the global WID agenda. A joint statement on these issues has been prepared in a cooperation with UNCHS (Habitat) Women in Human Settlements Development Programme; HIC (Habitat International Coalition) Women and Shelter Network; GROOTS (Grassroots Organizations Operating Together for Sisterhood); and ICW (International Council of Women). The issues in this joint statement, centring around access to credit, housing, land, security of tenure are being pushed strongly during the conference and the non-governmental organization forum by this same coalition. (See Box 21).

### **Habitat II or "the City Summit" (Istanbul 1996)**

The last United Nations Conference of the century will be "the City Summit" to be held in Istanbul in June 1996. In the series of conferences over the past years (Rio, Vienna, Cairo, Copenhagen, Beijing) this will be the conference in which all the issues come together. For the Women in Human Settlements Development Programme there is a special task in the preparatory process of this Conference in ensuring that the results of Beijing, as well as gender issues in general get integrated, just like the role of WHSDP in the Beijing process implied an emphasis on human settlements issues.

The main areas of work of WHSDP in the Habitat II process are:

- incorporating a gender perspective in the internal documents of UNCHS (Habitat), and in drafting activities for the Global Plan of Action;
- pushing for a gender perspective in the national preparatory processes, including the national

reports, the indicators process, and a gender balance in the national committees; and gender awareness training for National Committees (for Africa, June 1995).

- incorporating a gender perspective in the "Best Practices" activity of Habitat II;
- Networking with non-governmental organization coalitions to incorporate gender issues in the process at the national level, and in UNCHS (Habitat).

This process has been greatly facilitated by an *ad-hoc* linking group\* of interested persons from the Habitat II Secretariat, the Indicators Programme and (the initiator) WHSDP.

### **Some concluding remarks**

The programme still puts its highest priority on continuing to develop a comprehensive policy and action plan for the Centre; as well as continuing to work out a strategy for staff capacity-building in order for them to become gender-aware and accountable in their human settlements work.

The experience of the programme shows the need for a greater emphasis on capacity-building in gender-awareness in the Centre. The challenge of the programme continues to be to find a way for other staff members to assume accountability for gender issues. So far, gender issues have been taken to be the sole responsibility of the two professionals within the WHSD Programme. The general perception that WHSDP is responsible and accountable for "gender" contradicts and conflicts with the programme's approach which focuses on giving advice and enabling others to integrate a gender perspective into their work. Therefore, a major emphasis has to be put on capacity-building within the Centre itself, which implies resources being channelled to this kind of activity. Without proper accountability for gender issues among all staff, the process of raising gender-awareness in the field of human settlements will be severely handicapped. The emphasis on training would require additional funding allocated to training of staff at the Centre and in the field. This requires an elaboration of a training strategy with outside consultants, besides additional funding from other donors.

The UNCHS (Habitat) Women in Human Settlements Development Programme has made progress in raising awareness of gender issues, urging governments to identify the methods that reveal and strengthen the role of women in human settlements development; strengthening the role and competence of the Centre in gender-sensitive shelter strategy development; increasing its efforts to provide support

#### Box 21

##### The Fourth World Conference on Women (Beijing 1995)

For the Fourth World Conference on Women (Beijing 4-15 September 1995), the Women in Human Settlements Development Programme prepared a video on women's participation in the human settlements development process. The one hour video consists of several short videos centering around different aspects of women in decision-making roles in the field of human settlements.

The videos are from Bolivia, Colombia, Jordan, Rwanda, Sri Lanka and the United Republic of Tanzania. They can be viewed both individually and as part of the long video which contains also connecting comments highlighting the major issues of each video. A manual for using the video is being developed.

Both the one hour video and each of the components are being used as a training tool in workshops, seminars, presentations etc.

to governments in this field; and, most importantly, developing a more comprehensive policy on gender-sensitive human settlements development. Even so, much is left to be done; and building up capacity among the women and men, both at headquarters and in the field, in order for them to become "gender catalysts" continuously monitoring the process and ensuring that gender issues are integrated and become operationally visible, will be crucial to the success of the Programme.

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## ANNEX 4

### Training and Capacity-Building Section Main Manuals and Other Publications

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1. Management and training needs assessment manuals:
  - a. Manual for Collaborative Organizational Assessment in Human Settlements Organizations, E. ISBN: 92-1-131 171-1; HS/248/92E.
  - b. Manual for Training Needs Assessment in Human Settlements Organizations A Systematic Approach to Assessing Training Needs, A; E; S.
  - c. A Guide to National Training Needs Assessment for Human Settlements: A Competency-Based Approach, E. ISBN: 92-1-131 194-2; HS/267/91E
  - d. A Self-Assessment and Strategic Planning Methodology for Training Institutions, E.
2. General references, directories and data bases:
  - a. A Systematic and Comprehensive Approach in Training for Human Settlements, E; F; S
  - b. Directory of Human Settlements Management and Development Training Institutions in Developing Countries, R; F. S. ISBN: 92-1-131 140-3, HS/219/91E.
3. Training methods and techniques:
  - a. Guide for Designing Effective Human Settlements Training Programmes, E ISBN 92-1-131 183-7; HS/256/91E.
  - b. Designing Human Settlements Training in African Countries, Vol. 1, Case Study, E ISBN: 92-1-131258-2; HS/315/94E.
  - c. Designing Human Settlements Training in African Countries, Vol. 2, Training Tools Study, E. ISBN: 92-1-131260-2, HS/316/94E.
  - d. Designing human settlements training in Asian countries, Vol. 1: Case study, E. ISBN: 92-1-131266-3, HS/344/95E.
  - e. Designing human settlements training in Asian countries, Vol. 2: Training tools, E. ISBN: 92-1-131267-1; HS/345/95E.
  - f. Designing human settlements training in European countries, Vol 1: Case study, E. ISBN: 92-1-131269-8; HS/346/95E; R.
  - g. Designing human settlements training in European countries, Vol 2: Training tools, E ISBN: 92-1-131270-1; HS/347/95E; R.
4. Manuals and cases for settlement managers and trainers:
  - a. Guide to Managing Change for Urban Managers and Trainers, E ISBN: 92-1-131 0077-6; HS/156/89E.
  - b. Guide to Managing Change for Urban Managers and Trainers, R. HS/321/94R
  - c. Urban Management in Asia, Issues and Opportunities, E.
5. Gender perspective in human settlements development:
  - a. Women and human settlements, 92pp., HS/OP/85-18, E, F, S.
  - b. Women and shelter, Junior/NGO Programme on Women, kit no.4, 143pp.
  - c. Women and human settlements development, 143pp., HS/192/89, E.
  - d. The role of women in the execution of low-income housing projects, 77pp., HS/75/85, ISBN 92-1-131007-2, E, F, S
  - e. Women and human settlements development and management, Tilden Communications Ltd, Radstock, UK
  - f. Women and human settlements development and management, Series, Women in housing policy; low cost shelter projects; construction sector employment, housing finance; and land, E, F, S.
  - g. Communication development and women's participation in human settlements management, 64pp., HS/126/88, ISBN 92-1-131052-0, E
  - h. Women and human settlements development and management: the Asia and the Pacific experience
  - i. Towards a strategy for the full participation of women in all phases of the United Nations Global Strategy for Shelter to the year 2000, 60pp., HS/189/90, ISBN 92-1-131113-6, E.
  - j. Women of Kibwezi: a case study of Kibwezi women's integrated rural development programme, 69 pp., HS/165/89, ISBN 92-1-131123-3, E
  - k. Focus on women, 24 pp., HS/255/91, ISBN 92-1-131158-6, E.
  - l. Daughters of Sisyphus, a jamaican monograph, HS/189/90E.
  - m. de Suremain, Marie Dumunige, Cardona, Lucy, Dalmazzo, Marius, Las Mujeres y la Crisis Urbana, 61a

gestión invisible de la vivienda y los servicios, 191 pp. HS/354/95E, ISBN 92-1-331043-9

- a. Getting the Issues Right, Women in Human Settlements Development, 52 pp., HS/341/95E, ISBN 92-1-331263-9, E.
- b. Why Focus on Women? 4 pp., HS/356/95E, leaflet, E, F, S.
- c. Women in Human Settlements Development, one hour video. Depicts women in decision-making roles in the human settlements field.

#### 6. Municipal finance manuals:

- a. Urban Financial Management: A Training Manual, E.
- b. Training Manual on Urban Local Government Finance for English-Speaking East and Southern African Countries, E, ISBN: 92-1-131-157-8; HS/234/91E.
- c. Training Manual on Urban Local Government Finance for South Asian Countries, E, ISBN: 92-1-131-155-9, HS/233/91E.
- d. Gestion financiere municipale en Afrique - Guide pour la formation continue, F.
- e. Gestion financiere municipale en Afrique - Guide pour la formation continue, Documents Pedagogiques, F.
- f. Le budget municipal un outil de gestion, F.

#### 7. Housing manuals and case studies:

- a. Land for Housing, E.
- b. Housing-Finance Manual for Developing Countries, E, ISBN: 92-1-131-186-1; HS/258/91E.
- c. The Management of Revolving Funds for House Improvement Loans, E, ISBN: 92-1-131-143-8; HS/221/91E.
- d. Case Study of Sites and Services Schemes in Kenya, E.
- e. The Incremental-Development Scheme: A Case Study of Khuda-Ki-Hasti in Hyderabad, Pakistan, E, ISBN: 92-1-131-154-3.
- f. Hai el Salami project: an upgrading and sites-and-services project, Ismailia Egypt - HS/317/94E, ISBN: 92-1-131261-2; HS/232/91E.

#### 8. Manuals/handbooks for local government elected officials Training of Elected Leadership, for complete set of 13 volumes, ISBN: 92-1-121242-6E; R; S.

- a. Trainer's guide for training of elected officials. Companion to Training for Elected Leadership series, ISBN: 92-1-131243-4, HS/324/94E; R; S.
- b. Perspectives on training elected leaders: handbook 1, ISBN: 92-1-131244-2, HS/325/94E; R; S.
- c. The councillor as policy-maker; handbook 2, ISBN: 92-1-131245-0, HS/326/94E; R; S.
- d. The councillor as decision maker; handbook 3, ISBN: 92-1-131246-9, HS/327/94E; R; S.
- e. The councillor as communicator; handbook 4, ISBN: 92-1-131247-7, HS/328/94E; R; S.
- f. The councillor as facilitator; handbook 5, ISBN: 92-1-131248-5, HS/329/94E; R; S.
- g. The councillor as enabler; handbook 6, ISBN: 92-1-131249-3, HS/330/94E; R; S.
- h. The councillor as negotiator; handbook 7, ISBN: 92-1-131250-7, HS/331/94E; R; S.
- i. The councillor as financier; handbook 8, ISBN: 92-1-131251-5, HS/332/94E; R; S.
- j. The councillor as overseer; handbook 9, ISBN: 92-1-131252-3, HS/333/94E; R; S.
- k. The councillor as power broker; handbook 10, ISBN: 92-1-131253-1, HS/334/94E; R; S.
- l. The councillor as institution builder; handbook 11, ISBN: 92-1-131255-8, HS/335/94E; R; S.
- m. The councillor as leader; handbook 12, ISBN: 92-1-131256-6, HS/336/94E; R; S.

#### 9. Total Quality Maintenance in Local Government Operations and Maintenance (TQMn) ISBN 92-1-131301-5 HS/392/96E - HS/396/96E.

- a. TQMn, Reader on concepts and strategies with case study: booklet 1, ISBN 92-1-131302-3; HS/392/96E.
- b. TQMn, Participant's Pre-Workshop Assignment: booklet 2, ISBN 92-1-131303-1; HS/393/96E.
- c. TQMn, Blueprint for Action: Participant's Workbook/Reader: booklet 3, ISBN 92-1-131305-8; HS/394/96E.
- d. TQMn, Workshop Agenda: booklet 4, ISBN 92-1-131306-6; HS/395/96E.
- e. TQMn, Workshop Agenda with Trainer's Manual: booklet 5, ISBN 92-1-131307-4; HS/396/96E.

A - Arabic      E - English      F - French      R - Russian      S - Spanish

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