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LAND TENURE, PROPERTY RIGHTS, AND NATURAL RESOURCE MANAGEMENT— CONSTRAINTS AND BEST PRACTICES

SUMMARY AND PARTICIPANT EVALUATIONS



2–4 MAY 2007

This publication was produced for review by the United States Agency for International Development. It was prepared by ARD, Inc.

Prepared for the United States Agency for International Development, USAID Contract Number PCE-I-00-99-00001-00, Lessons Learned: Property Rights and Natural Resource Management (GLT 2), under the Rural and Agricultural Incomes with a Sustainable Environment (RAISE) Indefinite Quantity Contract.

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LAND TENURE, PROPERTY RIGHTS, AND NATURAL RESOURCE MANAGEMENT— CONSTRAINTS AND BEST PRACTICES

SUMMARY AND PARTICIPANT EVALUATIONS

2–4 MAY 2007

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS AND ABBREVIATIONS

AFR	Bureau for Africa (USAID)
CBNRM	Community-Based Natural Resource Management
CTO	Cognizant Technical Officer
DCHA	Bureau of Democracy, Conflict, and Humanitarian Assistance (USAID)
EGAT	Bureau of Economic Growth, Agriculture, and Trade (USAID)
IDP	Internally Displaced People
LAC	Bureau for Latin America and the Caribbean (USAID)
LTPR	Land Tenure and Property Rights
MCC	Millennium Challenge Corporation
NRM	Natural Resources Management
RDI	Rural Development Institute
USAID	United States Agency for International Development
USG	United States Government
WRI	World Resources Institute

I.0 INTRODUCTION

Under the Lessons Learned: Property Rights and Natural Resource Management Task Order under the USAID RAISE IQC, ARD and Rural Development Institute (RDI) organized the Short Course on Land Tenure, Property Rights, and Natural Resources Management—Constraints and Best Practices at the University of California Washington Center, Washington, DC on May 2–4 2007.

The course was intended for approximately 40 U.S. Government (USG) foreign assistance practitioners interested in strengthening their understanding of Land Tenure and Property Rights (LTPR) and best practices internationally and their application to USG programming. Specifically, the short course was intended to provide the USG foreign assistance community in Washington, DC, and Missions with concepts, approaches, and tools for improving the programming of LTPR in USAID programs involving agricultural and economic growth, natural resources, and democracy and governance as they relate to transformational development.

The course had four main objectives:

- Introduce and strengthen understanding of land tenure and property rights and best practices internationally and their application to USAID results programming.
- Review regional trends and themes in property rights constraints and interventions.
- Introduce concepts, approaches, and tools aimed at improving the programming of land tenure and property rights.
- Regularize the programming of LTPR issues and interventions within USAID.

ARD and RDI organized the short course including developing the agenda and announcement, organizing content, lining up presenters, coordinating participants, and implementing the short course and follow up. The USAID Cognizant Technical Officer (CTO) for the Lessons Learned Task Order took responsibility for announcing the short course, posting the announcement and agenda on USAID intranet, and circulating them among selected USAID Bureaus, offices, and Mission staff, as well as within the State Department and the Millennium Challenge Corporation (MCC).

A total of 22 participants completed the short course, and over 17 presenters attended. In the interim since the short course was held, conference organizers have completed an analysis of course evaluations, developed a Website accessible to the public to retrieve short course materials, and developed a CD containing all training materials. All participants have been sent a course certificate and Web link to the training materials posted online. CDs will be made available to the participants interested in receiving them. Participants will also be sent these proceedings upon approval by USAID.

The present document reports on this three-day course (see Appendix A and B for training announcement and agenda respectively). The report provides: 1) an overview of the course and course structure, 2) a review of participant evaluations, as well as 3) recommendations and next steps. Feedback from the participants and other LTPR concepts, applications, and lessons learned from the field will inform the second USAID-sponsored training event to be held in February 2008.

2.0 PARTICIPANT RESPONSE AND INSTRUCTORS

In response to the pre-announcement circulated in January 2007 nearly 50 USG personnel expressed interest in attending the course. Foreign assistance practitioners and development professionals from USAID/Washington, USAID Missions, the State Department, and the MCC expressed interest. Over the course of the following two months, some participants withdrew from the course. These were largely USAID Mission staff who withdrew due to time or funding constraints. At the end, a total of 33 participants were expected at the training, however, only 22 participants came. A follow-up by the Task Order CTO suggested that the primary reason for the missing participants was unexpected travel or other pressing work responsibilities.

Participants attending included two from State Department (the AFR Bureau, and the International Women's Issues), and five from USAID Missions (i.e., from Afghanistan, Haiti, Ethiopia, Mali, Mexico, and Morocco). The remaining participants represented four USAID Bureaus—Economic Growth, Agriculture and Trade (EGAT); Democracy, Conflict, and Humanitarian Assistance (DCHA); Africa (AFR); and Latin America and the Caribbean (LAC) (see Appendix C for a list of participants).

A core set of instructors were provided by ARD and RDI, in particular those people involved in developing the conceptual framework used by USAID to program LTPR within the Agency. In addition, conference organizers pulled in instructors from USAID (including the CTO and two regional staff who participated in a participants panel), the World Bank, the MCC, universities (University of Wisconsin-Madison and McGill University), and private, for-profit institutions (see List of Instructors in Appendix D).

3.0 COURSE OVERVIEW

Course organizers elected to use a format that first divided the course into thematic modules representing key areas of USAID programming, and second chose diverse methods of instruction to convey knowledge and engage participants in adult learning:

MODULES

MODULE	THEME
Module 1:	Introduction to Land Tenure and Property Rights (LTPR) Concepts
Module 2:	LTPR in the Context of Addressing Unsustainable Natural Resources Management and Biodiversity Loss
Module 3:	LTPR in the Context of Economic (Agricultural) Growth and Poverty Reduction
Module 4:	Conflict, Land and Natural Resources
Module 5:	Designing LTPR Interventions

TOOLS

TRAINING TOOLS	PURPOSE
Global Overview	PowerPoint presentation on trends, LTPR issues and interventions on a regional or global scale
Case Studies	PowerPoint presentation illustrating LTPR concepts and application of LTPR interventions and best practices, usually in a specific country context
Facilitated Group Discussion	Plenary discussion facilitate by chair or facilitator usually following Global Overview and Case Study presentations
LTPR Framework	Formal presentations in PowerPoint format describing LTPR tools – LTPR Matrix, Ranking Tool and Assessment Framework
Group Exercises	Groups were usually provided a problem statement in written handout form or Power Point Presentation that outlined prevailing issues. The class was then subdivided into Breakout Groups to devise a technical approach related to one or more sub-components of the problem. In two instances, (Uganda and Colombia), participants were presented workplans actually constructed by LTPR assessment teams to design a package of interventions.
Group Role Play	The facilitator presented a case study describing the importance of gender in the analysis of resource access and economic growth in India. In stage 1 of the Role Play, subgroups representing key participants were formed and given time to develop their roles and present their positions in general forum. In stage 2, the subgroups after hearing the positions of other role players were to reshape their positions, alliances and strategic approach but had to be eliminated due to time constraints.
Participants Panel	Three participants from USAID were selected beforehand to present on land issues being experienced in one project or program in their respective countries or region. Presentations focused on context, issues, and challenges to help set the stage for lessons and approaches.
Video Presentation	Land Law Reform in Post-Conflict East Timor

Each thematic module was subdivided into a formal session of presentations up front—Global Overview followed by two case studies that applied these concepts and interventions on a project or country specific scale—followed by facilitated discussion. The second half of the module was designed to engage participants in application of knowledge, problem solving, and discussion to strengthen learning and enliven participant interest via various tools—group exercises, role play, and multi-media presentations.

The three-day course comprised more than 25 presentations, with 17 instructors making presentations and/or participating in panel discussions. Gender was included as a cross-cutting theme and a component of all modules rather than a section in itself. The course included special focus on women and vulnerable populations, including female-headed households, HIV/AIDS affected, and internally displaced peoples (IDPs).

Assessment tools were presented in five modules and ranged from basic LTPR concepts to in-depth examinations of real-world LTPR programming in different contexts and countries.

Training course facilitator, Michael Roth, used the discussion sessions to bring the participants back to the LTPR Matrix and orient them to the specific columns (issues) and rows (interventions) of the Matrix.

COURSE MATERIALS

Course materials were distributed to participants at the training itself. The intent was to send participants training materials prior to the training event; however, preparation of the materials, revision, and finalization took longer than expected leaving insufficient time for mailings and little or no time for participants to review.

For each presentation, the course binders contained a copy of the PowerPoint, one or more briefs covering salient points of that presentation, and a short suggested reading list. All PowerPoint presentations were developed specifically for the training event, while nearly all briefs were compiled from pre-existing materials that were selected by each presenter for inclusion in the binder. The suggested reading lists were compiled by each presenter, building off of a preliminary list of resource materials provided by training organizers Michael Roth and Safia Aggarwal of ARD.

COURSE CONTENT

At the training event, Franklin Moore, USAID EGAT Bureau's Acting Deputy Assistant Administrator, delivered the opening remarks. This was followed by brief introductory remarks by Gregory Myers of the EGAT/NRM's Land Resources Management Team and CTO for the *Lessons Learned* Task Order under which this training was offered.

Module 1 provided an introduction to LTPR concepts:

- John Bruce, a land lawyer and land tenure specialist, provided an overview of LTPR concepts and definitions.
- David Bledsoe of RDI presented the *LTPR Matrix*—the conceptual tool that connects categories of key land resource tenure and property rights issues or constraints with LTPR policy and program interventions. This Matrix served as a tool and reference point throughout the training.
- Peter Hetz of ARD presented the LTPR Framework used to operationalize the Matrix; both Matrix and Framework of Tools were developed by USAID, ARD, and RDI under the USAID *Awareness Framework* Task Order. The Framework comprises the LTPR Matrix, profiles, rankings, constraint maps, situational assessment tool, and interventions tools.

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- Renee Giovarelli reviewed on a global scale constraints associated with protecting rights of the socially and politically disadvantaged.
- Michael Roth of ARD reviewed global trends in LTPR issues and related these issues to rankings of LTPR constraints within the Framework (this presentation was cut short, due to time constraints).

Module 2 focused on LTPR implications for natural resource management and biodiversity loss:

- Safia Aggarwal of ARD provided an overview of LTPR and natural resource management in the context of the Nature, Wealth, and Power Framework that has served to guide USAID’s natural resource programming. The presentation provided an introduction on LTPR concepts and relevance for natural resource management, and an overview of key issues and principles in LTPR and natural resource management.
- Allen Turner of ARD (filling in for Bruce Byers) provided an overview on conservancies and Community-Based Natural Resource Management (CBNRM) approaches in southern Africa, and applying these concepts to CBNRM efforts in southeast Nigeria.
- Peter Veit of the World Resources Institute (WRI) provided a second case study on land transfers from public to private domain and vice versa in East Africa focusing on law and practice relating to protected area designation and government use of eminent domain.
- Peter Hetz of ARD led a group exercise on natural resource management, enterprise development, and biodiversity conservation in Uganda. Participants worked in groups to arrive at a technical approach to the issues presented, but ran into time constraints. Presenters reported on their approaches the following morning, and recommendations were compared with the Assessment Team’s recommendations to USAID/Uganda under Module 5.

Module 3 focused on LTPR in the context of economic (agricultural) growth and poverty reduction but subdivided into two parts—Part 1 focused on land access and poverty reduction; and Part 2 focused on land markets:

Part I: Land Access and Poverty Reduction

- The session began with a participants panel on LTPR constraints to growth, investment, and poverty reduction. Two course participants selected for the panel presented case studies from USAID experience: Belay Demissie on land certification and implications for economic growth in Ethiopia, and Jawad Bahaji on land tenure constraints to agriculture in Morocco. A third participant—Patricia Orlowitz, who was to speak on successful land privatization in Moldova, was unable to attend.¹
- John Bruce provided a Global Overview of land access and poverty reduction focusing on legal empowerment of the poor and poverty reduction through formalization of property rights.
- Malcolm Childress of the World Bank provided an overview discussion on land access and poverty reduction, focusing on recent World Bank experience with policy interventions to improve land access and land distribution, and lessons learned.

¹ The participants panel was selected by soliciting volunteers from among the registered course participants. Nearly one month prior to the training, the course organizers circulated an announcement explaining the purpose of the participants panel, vis-à-vis to provide an opportunity for participants to present on land and property rights issues being experienced in a project or program in a given country or region within the context of the panel theme. The participants were provided guidelines for the presentations. The participants panel proved to be a highly successful component of the course. Most course participants appreciated this session and felt that this was a useful way to engage trainees, and regional mission staff in particular. Some felt that a better link could be made between these presentations and the overall course.

- Michael Roth of ARD was scheduled to present a case study on new forms property rights for group farming and best institutional arrangements for equity sharing schemes in South Africa, but had to cut the presentation to a brief summary due to time running out.
- Bohdan Chomiak of USAID/Kiev was to present a second case study—Land Privatization and Land Market Development in Eastern Europe and Ukraine—but at the last minute had to cancel. Conference organizers substituted a presentation by Michael Roth on farm enterprise performance and agrarian structure in Kyrgyzstan, but this presentation was also dropped due to time constraints.
- Renee Giovarelli presented a group role play exercise on land law and women’s rights to land in Karnataka state in southern India within the context of a hypothetical USAID project. The presentation was followed by breakout group discussions, with each breakout group representing a key actor or role play. The group exercise ended with each group presenting the key issues and legal challenges facing the Chitra, the central figure in the exercise. Due to insufficient time, stage 2 of the group exercise that was designed towards formulation of a solution was not carried through.

Part 2: Land Markets

- Malcolm Childress of the World Bank provided a Global Overview of Land Markets and Economic (Agricultural) Growth with a particular emphasis on World Bank experience and lessons learned.
- Jolyne Sanjak and Kevin Barthel of MCC provided a case study presentation on land markets, land titling and investment in Latin America and the Caribbean, giving emphasis to lessons learned from design and execution of the programs, MCC efforts in property rights and land policy reform, and the impact of these initiatives.
- Susana Lastarria-Cornhiel of the University of Wisconsin-Madison presented a final case study presentation on mainstreaming gender in land administration.

Module 4 focused on conflict over land and natural resources:

- David Bledsoe of RDI provided a Global Overview of tenure reform in post-conflict environments, and specifically on phases of post-conflict, types of land issues resulting from conflict, issues related to IDPs, refugees, returnees, and ex-combatants, and challenges facing governments and donors with an example provided from East Timor.
- Peter Hetz on behalf of Jon Unruh (McGill University) presented on land conflict, land tenure, and policy reform in postwar Sierra Leone.
- Gregory Myers of USAID elaborated further on the group exercise presentation from Module 2 and discussed possible interventions to address land conflict in Uganda. A discussion session provided time for questions and answers, and served to wrap up the morning presentations.
- Anna Knox concluded with a group exercise on Afro-Colombian rights, restitution, and land management in Colombia, starting with a problem statement outlining concerns related to IDPs and land conflict in the country. Breakout groups then worked on capturing the key LTPR constraints and proposing recommendations. Knox was to conclude with a brief presentation on actual programmatic recommendations provided by an ARD team in Colombia, but time constraints cut this module short.
- Module 4 was followed by viewing of a video on Land Law Reform in Post-Conflict East Timor over lunch break.

Module 5 served as a wrap-up for the training course:

- David Bledsoe led a group exercise on LTPR assessment tools and policy sequencing in the context of LTPR issues in Angola. The group was first divided into teams, with each team assigned the task of applying a simplified version of the LTPR Situation Assessment Tool to identify LTPR constraints and priority areas for intervention. Next participants were instructed to sequence these LTPR interventions.
- Peter Hetz presented strategies for operationalizing the LTPR Framework within the context of the Foreign Assistance Framework. Hetz solicited strategies from course participants; however, it resulted in a list of questions identified against each Strategic Goal of the Foreign Assistance Framework. Questions originating in this session are summarized in Appendix E of this report.
- Gregory Myers and Mike Roth provided closing remarks for the training and discussed next steps and priorities for incorporating LTPR into USAID programming.

The course ended with a social event and light buffet at the training site, providing an opportunity for participants and instructors to engage in an informal setting.

4.0 REVIEW OF PARTICIPANT EVALUATIONS

An extensive participant evaluation was administered at the training. Participants were asked to complete evaluation forms for each module provided in the course binders. Participants were also asked to evaluate the entire course at the conclusion of the three-day training event (see Appendix F for the actual evaluation forms used). The evaluation form requested participants to rate their satisfaction with each presentation, module and overall course on a scale from 5 to 1, as follows: 5 (high), 4 (somewhat high), 3 (satisfactory), 2 (somewhat low), and 1 (low). The evaluation also provided space for comments and suggestions for improvements.

Participants provided constructive feedback on the training. Tabulated quantitative and qualitative responses for each presentation, as well as the original evaluation forms, have been provided to the CTO. Box A provides a summary of rankings for the training course.

For “overall satisfaction” in the course, all participants rated the course as “satisfactory” or above. Seventy-eight percent of the participants ranked the course “somewhat high,” while the remaining rated the course as “high,” resulting in an overall score of 4.22.

With regard to overall program content, participants rated relevancy of program content to their work as very high (4.56) followed by content of the training program (4.11). Participants generally felt that the content of the presentations and modules was rich, but too dense. The question—was the format for presentations and discussions appropriate to the material—received an average score of 3.78, while “clarity of objectives” received an average score of 3.33. Some participants noted that the objectives were only articulated in the course announcement and briefly in the course introduction in Module 1. Participants noted that there was a need for clear articulation of these objectives and what participants are expected to take away from the three-day training.

When asked to rank the modules in terms of overall satisfaction, the following rankings were received: Module 1 (Introduction) received the highest rank of 4.62, followed by Modules 2 and 5 with a score of 4.12. Modules 3 and 4 ranked the lowest, 3.88 and 4.00 respectively.

BOX A. PARTICIPANT SATISFACTION	
A. OVERALL PROGRAM CONTENT	WEIGHTED AVERAGE
Objectives were stated clearly	3.33
Content of the training program	4.11
Relevancy of program content to your work	4.56
Format for presentations and discussions was appropriate to the material	3.78
B. OVERALL MODULE EVALUATION	
Module 1: Introduction to (LTPR) Concepts	4.62
Module 2: LTPR in the Context of Addressing Unsustainable NRM and Biodiversity Loss	4.12
Module 3: LTPR in the Context of Economic (Agricultural) Growth and Poverty Reduction	3.88
Module 4: Conflict, Land, and Natural Resources	4.00
Module 5: Designing LTPR Interventions	4.12
C. YOUR OVERALL SATISFACTION AND LEARNING	
Overall, rating of training course experience	4.22

Participants were particularly interested in group discussions, case studies, group exercises, and participation from USAID Missions (See Box B). They felt that the three-day cross-sectoral training was appropriate, and that people benefited from exposure to themes beyond their specific areas of interest. They appreciated having a framework for LTPR and use of it throughout the course. Participants also expressed appreciation for treating gender seriously. In terms of logistics, participants felt that the training venue was appropriate; however, some participants felt that a location further from the USAID office would likely result in a more dynamic learning experience.

BOX B: A SUMMARY OF COURSE STRENGTHS BASED ON PARTICIPANT EVALUATIONS

I) INSTRUCTIONAL DESIGN/ADULT LEARNING

- The LTPR training was an excellent pilot course, providing good cross-sectoral training on land and property rights
- Group discussion, case studies, and group exercises were the highlights for many participants
- The course brought in good presenter knowledge and expertise and wide ranging experience

II) CONTENT

- The LTPR Matrix provided a very useful tool and was used effectively throughout the training
- The course was rich in content, but possibly too dense. Module I in particular provided an excellent foundation for the course
- The course provided good discussion of gender, through gender specific presentations, case studies, and group exercises

III) TRAINING MATERIALS

- Participants found the training materials, and copies of PowerPoint presentations, briefs, and suggested readings helpful and informative

Among the main weaknesses, the participants felt that the teaching tools (presentations, discussions, group exercises) needed better articulation of purpose, key takeaway messages, and articulation of how they fit within the course objectives and framework (see Box C). Participants felt that the course needed greater focus on LTPR interventions rather than the emphasis on issues, and felt that greater discussion of practical experiences was needed. Participants expressed the need for greater linkage between LTPR and development goals and sustainable natural resource management, as well as sequencing of interventions bearing in mind the different contexts in each country. Participants felt that greater geographic breadth was needed, as most examples discussed were Africa or Latin America focused. Participants felt that the breaks were too short, and did not provide sufficient time to get to know other participants. They also noted the need to end each day slightly earlier in order to allow time to catch up with their other work responsibilities.

BOX C: A SUMMARY OF COURSE WEAKNESSES BASED ON PARTICIPANT EVALUATIONS

I) INSTRUCTIONAL DESIGN/ADULT LEARNING

- Learning objectives of presentations/modules were unclear and desired learning outcomes were not stated. There is a need for refining course objectives and targeting materials to them. Each presentation should deliver a different message and clearly state objectives.
- The course could engage participants more effectively. There is a need to build in more time for discussion.
- Sessions were too long, in some cases too rushed. Also, some modules were too dense, and with too much content. There was also some overlap between modules and between presentations.

II) CONTENT

- The course needed to draw upon real world examples of successes, lessons learned, best practices, and interventions. There was too much emphasis on issues.
- Too much focus on Africa and Latin America, with little reference to other parts of the world.
- LTPR Framework and many presentations were too land centric. There is a need for better discussion of property rights to resources, and a need to consider developing companion matrices focusing on natural resources such as trees, fish, minerals, and water.
- The course should show direct link between LTPR and development goals and sustainable NRM, and between access and poverty reduction. Also, consider greater coverage of biodiversity and land use planning, common property resources, conservation, and NRM.
- Sessions on vulnerable groups focused exclusively on women. There is a need for better discussion of other vulnerable groups.

III) TRAINING MATERIALS

- Legibility was an issue for course materials provided in binder (largely the LTPR Matrix), as well as for the PowerPoint slides.

5.0 CONCLUSIONS AND RECOMMENDATIONS

POST-WORKSHOP WRAP-UP

Overall, participants felt that the *Land Tenure, Property Rights, and Natural Resources Management—Constraints and Best Practices short course* was an excellent pilot. Participants gave the training an overall score of 4.22, between “high” (5) and “somewhat high” (4).

ARD will bring closure to the May 2007 training course by posting the training materials on the ARD Website (<http://www.ardinc.com/projects/project.php?area=Regions&tid=614>) and making them available to USAID staff. ARD will also prepare a CD of the training materials. CDs will be made available to the CTO and distributed upon request. All original completed evaluation forms and tabulations of these scores will also be provided to the CTO.

RECOMMENDATIONS FOR FUTURE TRAINING COURSES

In July 2007, ARD and RDI will begin planning for the February 2008 LTPR training. A planning committee will be formed that will revise the course agenda and contents based on recommendations noted above, as well as specific comments received on each presentation. Evaluations will be carefully reviewed at that time and adjustments made. However, based on participant evaluations in section 3.0, a number of concrete revisions are anticipated:

- Each module will be revamped to clearly lay out course objectives and conclude with key take away messages. The same will apply to teaching tools (presentations, group exercises, role play) within modules
- The course will be reviewed from beginning to end with adult learning objectives in mind. Emphasis will be give to interactive learning that strengthens participant engagement in the training program. Consideration will be given to building in more group exercises and participant knowledge (especially those visiting from field offices) but tighten the time, keeping the agenda on track. Overall, there is need for fewer activities to decrease the course’s density.
- Consideration will be given to using a professional facilitator to a) help pull out key messages from presentations; b) facilitate the discussions allowing more effective participation; and c) capture question and answers during the course discussions.
- Devise strategies that place greater emphasis on policy “tools” and interventions rather than on LTPR issues.
- Work on better coverage of vulnerable groups beyond women.
- Retain and improve upon the participant panel in terms of both capturing knowledge from the field, but articulating up front the objectives, and concluding at the end with key take away points.

- Improve upon the group exercises by providing better explanation on purpose of exercise up front, better articulating entry points for problem solving, and providing better facilitation to bring out best lessons.
- We will also consider shortening each day of the training, reducing the number of sessions, shortening presentations, and allowing participants to return to their work responsibilities, or consider off-site training.
- Finally, improve upon the course materials, including legibility of PowerPoints and documents. Distribute some or all reading materials prior to training. Consider using larger slides, lighter backgrounds, and distribution of larger copies of the LTPR Matrix for handout.

CHALLENGES

Experience with this first short course also raises a number of challenges for future course offerings:

1. Include greater geographic scope and retain thematic depth within the limited duration of the course.

A number of participants felt that the course was too Africa centric and not enough attention was given to other areas of the world. Efforts were made to build in examples from Latin America and East Timor into the program. The loss of key presentations from Ukraine, Kyrgyzstan, and Moldova did act to skew the content toward Africa further than was intended.

Compounding this problem was an appeal to continue teaching concepts and the Matrix; spend more time on teaching framework tools; broaden the presentation of interventions; retain the modules for NRM and biodiversity, economic growth, and land/NRM and conflict; keep the current gender focus; build in more time for group discussion and engagement; and start each day at a reasonable time and conclude earlier.

Originally, up to three case studies per module were considered as a way to both broaden geographic focus and thematic content and application of best lessons. However, time constraints forced the organizers to cut back to two case studies per module and even this was considered too dense.

A very significant problem is that three days for a short course of this breadth is very difficult to achieve. Consideration was given to carving out modules and teaching them as autonomous units throughout the year, but participations generally were opposed, as this strategy would undermine the holistic nature of the course.

We will of course deliberate on ways to better achieve this broader geographic focus, but unless one or more of the above constraints can be relaxed, scope and breadth will continue to be difficult problems to overcome.

2. Give more attention in the course to LTPR best lessons, interventions, and best practices while increasing the scope of group exercises and participant engagement.

Group exercises, role play, and games are excellent training tools to help trainees understand the complexity and nuances of issues, and to broaden understanding of concepts. Facilitated discussion and strengthened participant engagement also help to impart and deepen learning.

However, these mechanisms are inadequate in imparting knowledge of tools and interventions. If knowledge of the framework, best lessons, or interventions is not in the knowledge domain of trainees, the above tools will not be successful in pulling them out through interactive learning.

There will thus be the need for ongoing lectures, formal presentations, and document reading up front to extend knowledge on best lessons, tools, conceptual frameworks, and interventions. How these tools can be retained while minimizing the problem of presenters speaking at trainees will continue to be a significant challenge, but an important one nonetheless.

APPENDIX A. LAND TENURE, PROPERTY RIGHTS, AND NATURAL RESOURCE MANAGEMENT TRAINING COURSE ANNOUNCEMENT



**USAID Short Course Announcement:
Land Tenure, Property Rights, and Natural Resource Management—
Constraints and Best Practices**

Dates: 2–4 May 2007

University of California Washington Center

1608 Rhode Island Avenue, NW
Washington, DC 20036
Telephone: (202) 974-6200
Fax: (202) 974-6250

<http://www.ucdc.edu/aboutus/location.cfm>

USAID/Washington through its contract with the *Lessons Learned: Property Rights and Natural Resource Management* Task Order contracted under the ARD/RAISE IQC is pleased to announce the first USAID *Short Course on Land Tenure, Property Rights, and Natural Resources Management—Constraints and Best Practices* scheduled for 2–4 May 2007. The course will be attended by approximately 40 U.S. government (USG) foreign assistance practitioners interested in strengthening their knowledge and skills in applying land tenure and property rights in their economic governance and natural resource (biodiversity) portfolios.

This short course will provide the USG foreign assistance community in Washington, D.C., and posts with concepts, approaches, and tools for improving the programming of land tenure and property rights in USAID programs involving agricultural and economic growth, natural resources and the environment, and democracy and governance as they relate to transformational development.

The course has four objectives:

1. Introduce and strengthen understanding of land tenure and property rights and best practices internationally and their application to USAID results programming.
2. Review regional trends and themes in property rights constraints and interventions.
3. Introduce concepts, approaches, and tools aimed at improving the programming of land tenure and property rights.
4. Regularize the programming of LTPR issues and interventions within USAID.

In response to the Pre-Announcement sent out in January, participation in the course was fully subscribed. However, a second course is planned for February 2008. In the event that others want to attend the second course, we would appreciate you sending names, position, and contact information to the address below to help us get a head start on the participant roster:

Gregory Myers
CTO, Lessons Learned Task Order
GMyers@usaid.gov

Safia Aggarwal
ARD Short Course Coordinator
saggarwal@ardinc.com

Dates and Schedule, 2007

January 26	Preannouncement sent to USG agencies/posts
March 9	Updated agenda and request for EOI. Follow up announcement sent
2–4 May	USAID 1 st Short Course held
August	Announcement for repeat of USAID Short Course
February 2008	USAID repeat of Short Course



Lessons Learned, Property Rights, and
Natural Resource Management (Global Land Tenure II)
www.ardinc.com



APPENDIX B. LAND TENURE, PROPERTY RIGHTS, AND NATURAL RESOURCE MANAGEMENT TRAINING AGENDA



Land Tenure, Property Rights, and Natural Resource Management— Constraints and Best Practices

2–4 May 2007

Day One, May 2nd

8:30–9:00 Introduction and Welcome

Chair: Michael Roth

8:30–8:45 Introduction and Welcome, USAID/EGAT Bureau, Acting Deputy Assistant Administrator (Franklin Moore)

8:45–9:00 Importance of LTPR in the Context of USAID Programs (Gregory Myers)

9:00–12:30 Module 1: Introduction to Land Tenure and Property Rights (LTPR) Concepts

Chair: Dave Bledsoe

9:00–9:30 Global Overview: LTPR Concepts and Definitions (John Bruce)

9:30–10:00 LTPR Matrix (Peter Hetz and Dave Bledsoe)

9:30–10:30 LTPR Framework (Michael Roth)

10:30–11:00 Coffee Break

11:00–11:30 LTPR Overview and Rankings (Michael Roth)

11:30–12:00 Protecting Rights of the Socially and Politically Disadvantaged (Renee Giovarelli)

12:00–12:30 **Discussion**

12:30–1:30 Lunch

1:30–5:45 Module 2: LTPR in the Context of Addressing Unsustainable Natural Resources Management and Biodiversity Loss

Chair: Peter Hetz

1:30–2:00 **Global Overview:** LTPR and Nature, Wealth, and Power (Safia Aggarwal)

2:00–2:20 **Case Study:** Conservancies and CBNRM Approaches to Managing the Environment (Bruce Byers and Allen Turner)

2:20–2:40 **Case Study:** Land Transfers and Protected Areas—Law and Practice in East Africa (Peter Veit)

2:40–3:15 **Discussion**

3:15–3:45 Coffee and Tea

3:45–5:45 **Group Exercise:** Natural Resource Management, Enterprise Development and Biodiversity Conservation in Uganda (Peter Hetz)

5:45–6:00 Parking Lot Issues and Closing Business (Michael Roth)

Group Case Study: NR Management, Enterprise Development and Biodiversity Conservation in Uganda

Groups will be provided a problem statement outlining issues related to landlessness and conservation in Northern Uganda.

The Group will meet for 30 minutes to read the statement and review a PowerPoint Presentation prepared by the Presenter. The Group will then be subdivided into Breakout Groups who will work as a team to devise a technical approach related to one or more subcomponents of the problem.

A rapporteur elected for each Breakout Group will report their findings in Plenary followed by facilitated discussion.

Day Two, May 3rd

8:30–6:00 **Module 3: LTPR in the Context of Economic (Agricultural) Growth and Poverty Reduction**

Chair: Michael Roth

8:30–9:15 **Participants Panel** on LTPR Constraints to Growth, Investment and Poverty Reduction (Safia Aggarwal)

9:15–9:30 **Discussion**

9:30–10:00 **Global Overview:** Legal Empowerment of the Poor—Poverty Reduction through Improved Asset Security (John Bruce)

10:00–10:30 **Discussion**

10:30–11:00 Coffee and Tea

11:00–11:30 **Overview:** Land Access and Poverty Reduction (Malcolm Childress)

11:30–11:50 **Case Study:** Equity Sharing and Land Reform in Southern Africa (Michael Roth)

11:50–12:10 **Case Study:** Farm Enterprise Performance and Agrarian Structure in Kyrgyzstan (Michael Roth)

12:10–12:30 **Discussion**

12:30–1:30 Lunch

1:30–1:45 **Group Role Play:** Gender and Resource Management in India (Renee Giovarelli)

1:45–2:45 Stage I of the Role Play

2:45–3:30 Stage II of Role Play

3:30–4:00 Coffee and Tea

4:00–4:30 **Overview:** Land Markets and Economic (Agricultural) Growth (Malcolm Childress)

4:30–4:50 **Case Study:** Land Markets, Land Titling and Investment in Latin America (Jolyne Sanjak & Kevin Barthel)

4:50–5:10 **Case Study:** Mainstreaming Gender in Land Administration (Susana Lastarria-Cornhiel)

5:10–5:45 **Discussion**

5:45–6:00 Parking Lot Issues and Closing Business

Participants Panel on LTPR Constraints to Growth, Investment and Poverty Reduction

- Land Certification and Implications for Economic Growth in Ethiopia (Belay Demissie—USAID/Ethiopia)
- Keys to Successful Land Privatization: Political Will, Memory and Options (Patricia Orlowitz—USAID/Kosovo)
- Land Tenure Constraints to Agriculture in Morocco (Jawad Bahaji—USAID/Morocco)

Group Role Play: Gender and Resource Management in India

The facilitator will present a case study describing, briefly, the land laws in Karnataka State, India. She will then present the situation of a specific woman.

In stage I of the Role Play, subgroups representing key actors in the woman's life and in a USAID land project will be formed and given time to consider their roles and present their positions in a general forum.

In stage 2 of the Role Play, subgroups will be reformed so that each group has representatives of each key actor. These new groups will try to use the information they have gathered to formulate a solution to the issues faced by the woman in the case study.

Day Three, May 4th

8:30–12:30 **Module 4: Conflict, Land and Natural Resources**

Chair: Safia Aggarwal

- 8:30–9:00 **Overview:** Tenure Reform in Post-Conflict Environments (David Bledsoe)
- 9:00–9:20 **Case Study:** Refugees and IDP Resettlement in Post Conflict East Africa (Gregory Myers)
- 9:20–9:40 **Case Study:** Conflict over Property Rights and Degraded Lands (Jon Unruh)
- 9:40–10:00 **Discussion**
- 10:00–10:30 Coffee and Tea
- 10:30–12:30 **Group Exercise:** Afro-Colombian Rights, Restitution and Land-Use Management in Colombia (Anna Knox)

Group Case Study: Afro-Colombian Rights, Restitution and Land Management in Colombia

The group will be provided a problem statement outlining concerns related to internally displaced populations and land related conflict in Colombia.

Using facilitation techniques, the group will summarize and capture key LTPR constraints and propose recommendations in plenary.

A PowerPoint Presentation will present the actual recommendations made by a LTPR Assessment Team followed by facilitated discussion.

12:30–1:30 **Lunch Time Video: Land Law Reform in Post-Conflict East Timor**

This Video will be shown over lunch and during breaks

1:30–5:00 **Module 5: Designing LTPR Interventions**

Chair: Renee Giovarelli

- 1:30–2:00 LTPR Framework and Assessment Methodology Reviewed (Michael Roth)
- 2:00–4:00 **Group Exercise:** LTPR Assessment Tools and Policy Sequencing (Dave Bledsoe)
- 4:00–4:30 Coffee and Tea
- 4:30–5:30 Operationalizing the Framework within USAID Programming (Peter Hetz)
- Closing Remarks**
- 5:30–5:45 Next Steps and Priorities for Incorporating LTPR into USAID Programming (Gregory Myers)
- 5:45–6:00 Synthesis of Emerging Priorities and Closing Remarks (Michael Roth)
- 6:00–7:30 Social and Light Buffet Served

LTPR Assessment and Policy Sequencing

The facilitator will present a case study laying the groundwork for LTPR interventions for a country TBD.

First, the group will be divided into teams; each team will attempt to apply a simplified version of the LTPR Situation Assessment Tool to identify LTPR constraints and priority areas for intervention.

Next, participants will be instructed to sequence the LTPR interventions using a simplified version of the LTPR Sequencing Tool. The outcome will form the basis of a work plan that LTPR design teams are often asked to prepare in practice.

APPENDIX C. NAMES AND CONTACT INFORMATION OF COURSE PARTICIPANTS

**Land Tenure, Property Rights, and Natural Resource Management—
Constraints and Best Practices
2–4 May 2007**

Participant List

Name	Organization/Mission	Email
Jaouad Bahaji	USAID Morocco	jbahaji@usaid.gov
Manuel Jiménez Barrón	USAID/México DG Specialist	mjimenez@usaid.gov
Barbara Best	USAID EGAT/NRM	bbest@usaid.gov
Cynthia Brady	USAID CMM	cbrady@usaid.gov
Susan Bradley	USAID (DCHA/PPM)	sbradley@usaid.gov
Ruth Buckley	AFR/DP/POSE (Office of Dev. Planning; Program Outreach, Strategy, Evaluation Division)	rbuckley@usaid.gov
Michael Colby	USAID EGAT/NRM	mcolby@usaid.gov
Belay Demissie	USAID/Ethiopia	bdemissie@usaid.gov
Hannah Fairbank	USAID EGAT/NRM/B	hfairbank@usaid.gov
Jessica Forrest	Dept of State, Office of International Women's Issues	ForrestJL@state.gov
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Carol Trimble	Department of State—Economist AF/EPs	TrimbleC@state.gov
Andrew Winters	USAID Project Dev. Officer (LAC/CAM)	awinters@usaid.gov



APPENDIX D. NAMES AND CONTACT INFORMATION OF COURSE INSTRUCTORS



ABOUT THE INSTRUCTORS

SAFIA AGGARWAL

Dr. Safia Aggarwal is a natural resource specialist with expertise in natural resource governance, decentralization/devolution, institutional analysis, land tenure, women's land and property rights, common property management, and community-based natural resources management (NRM). At ARD, Inc., Dr. Aggarwal provides technical and management support to USAID-supported land tenure and natural resource programs, through program design, development of analytical tools, research, and training activities. Prior to joining ARD, she was a fellow with the American Association for the Advancement of Science at USAID in Washington, D.C., where she helped manage global biodiversity conservation and community forestry programs and provided specific oversight to projects in South and Southeast Asia. Dr. Aggarwal holds a doctoral degree in geography from the East-West Center and the University of Hawaii, where she conducted institutional analysis of common pool resource management in India and Nepal, and a master's degree in dynamic ecosystem modeling and systems methodologies from the University of Illinois–Urbana-Champaign.

KEVIN BARTHEL

Mr. Kevin Barthel is a professional geographer with 25 years of experience working with international development lending organizations, the private sector, and with U.S. federal, state, and county governments. He is currently a senior land specialist with the Millennium Challenge Corporation responsible for property projects in Nicaragua, El Salvador, and Benin. Mr. Barthel specializes in projects providing access to land, formalizing real property rights, and modernizing real property rights systems, and is experienced in the technical aspects of project design and execution, including land policy formulation, property registration, land tenure regularization, cadastral surveying, GPS land information systems, and digital cartography. His focus region is Latin America and the Caribbean. After working from 1992 to 2004 as a natural resources specialist at the Inter-American Development Bank (IDB) in Washington, D.C., Mr. Barthel has been an independent consultant for development agencies, private consulting firms, and with governments working in the analysis, preparation, monitoring, and execution of land administration projects throughout the Americas. He was the lead technical consultant for the USAID-sponsored, Inter-American Alliance for Real Property Rights, which is an initiative of the Organization of American States Summit of the Americas process and currently serves as the Alliance's Deputy Coordinator.

DAVID BLEDSOE

Mr. David Bledsoe is senior attorney with Rural Development Institute (RDI) based in Seattle, Washington. He is a land law and policy specialist with expertise in land access and tenure; land-related conflicts and dispute resolution; post-conflict land situations; customary and common property regimes and issues; land registration and other land administration functions; land expropriation; land valuation; and land-related institutional capacity building. He has performed rural fieldwork that assesses existing land situations for purposes of designing new land policy and legislation. Mr. Bledsoe has evaluated a variety of proposed and existing land laws and policies, evaluated land administration systems, land market conditions, and institutional environments, and has made recommendations as to needed reforms and legislative/regulatory improvements. He has also developed training programs designed to inform government officials and landowners about reforms and new legal, policy, and institutional regimes. On the current USAID Lessons Learned task order, Mr. Bledsoe is a member of the core management team, assisting with the overall planning and management of the various tasks. He contributed to the development of the Land Tenure and Property Rights (LTPR) Framework, led the development and pilot testing of the Situation Assessment Tool, and is leading the development of an interventions sequencing tool. Mr. Bledsoe participated in the LTPR country characterization process, and he will also be participating in an LTPR regional training effort to be first staged in Eastern Africa. He also serves as the leader for current LTPR activities in Rwanda and Burundi.

JOHN BRUCE

Mr. John W. Bruce, JD, has worked on land policy and law in developing countries for 40 years, primarily in Africa. He began work on land tenure in the late 1960s as a Peace Corps legal adviser to the Ministry of Land Reform in Ethiopia and later did research for his legal doctorate on customary land tenure in Ethiopia's Tigray region. He spent five years in Sudan as the Ford Foundation's representative in the 1970s, teaching Property at the Faculty of Law of the University of Khartoum and coordinating the Faculty's Sudan Customary Law Research Project. He returned to the University of Wisconsin-Madison in 1980, serving as African Program coordinator and then director of the Land Tenure Center, an interdisciplinary research center working on land tenure issues in developing countries. In 1996 Mr. Bruce left the University to join the legal department of the World Bank, where he served as senior counsel (Land Law) and as the land tenure expert for the Bank's Rural Development Department. Mr. Bruce retired from the World Bank in 2006 and now heads a small consulting firm, Land and Development Solutions International. He has worked on land tenure issues widely in Africa and East Asia, and has published extensively on land policy and law, most recently *Land Law Reform: Achieving Development Policy Objectives* (World Bank, 2006) and *Land and Business Formalization for Legal Empowerment of the Poor, Strategic Overview Paper* (ARD for USAID, 2007). Mr. Bruce holds law degrees from Columbia University and the University of Wisconsin-Madison.

BRUCE BYERS

Dr. Bruce Byers, a senior associate with ARD, Inc., is a biodiversity conservation, forestry, and natural resources management specialist with 25 years of experience in the analysis of conservation and natural resource issues. His work combines an academic background in ecology and conservation biology with extensive practical experience in both applied biological and social sciences, and focuses on the development of sustainable solutions to conservation problems. He has had extensive field experience in Latin America, Africa, and Asia. Dr. Byers has been a lead adviser and writer of USAID's biodiversity guides, through three versions since 2002, the latest being *Biodiversity Conservation: A Guide for USAID Staff and Partners* (September 2005). He spent 1997 on a Fulbright Scholarship at the Centre for Applied Social Sciences, University of Zimbabwe, where he conducted research on Zimbabwe's community-based wildlife management program, CAMPFIRE. Dr. Byers has extensive experience in approaches and methods for understanding and influencing human behavior in conservation and natural resources management, and is author of *Understanding and Influencing Behaviors in Conservation: A Guide* (April 2000), published by the Biodiversity Support Program, Washington, D.C.

MALCOLM CHILDRESS

Dr. Malcolm Childress is a senior land administration specialist for the Sustainable Development Network, Latin America and Caribbean Region of the World Bank. His work focuses on project preparation and supervision, policy dialogue, and analytical activities for the World Bank's land sector activities in South America, with a focus on Bolivia, Brazil, Colombia, and Paraguay. He co-chairs the Bank's Land Policy and Administration Thematic Group. Before joining the Bank he was a senior scientist at the University of Wisconsin-Madison Land Tenure Center, engaging in research and policy development in 30 countries in every global region. He holds a PhD in development studies from the University of Wisconsin-Madison.

RENEE GIOVARELLI

Ms. Renée Giovarelli has extensive legal experience in the areas of land tenure reform, land market development, land titling and registration, farm reorganization, rural development, and land-related conflicts. Her areas of specialization are intra-household and gender issues and customary land and family law. Ms. Giovarelli's gender-related fieldwork experience includes Ethiopia, Ghana, Madagascar, Uganda, Azerbaijan, Kyrgyzstan, Uzbekistan, Tajikistan, Bulgaria, India, and China. She is adept at drafting legal and regulatory documents to support conflict-free land allocation, rural development, and land market liberalization reforms. She has also trained and advised local lawyers providing land-related legal aid to rural populations. In addition, Ms. Giovarelli has developed and delivered training programs to in-country nationals—including customary leaders—on land rights, ownership, markets, financing, taxation, and land transactions.

PETER HETZ

Mr. Peter Hetz has 29 years of international experience in property rights related to community-based sustainable NRM, with an emphasis on common pool resources, customary land tenure and practice, natural resource governance systems, and biodiversity conservation. He has engaged in the development of land and NRM policy, legislation, regulations, as well as with organizational and institutional development. He has extensive experience with participatory land use planning and local governance. In addition, Mr. Hetz is an education and training specialist with more than 25 years of experience in adult training, facilitation, curriculum design, and public information and education campaign designs and execution.

ANNA KNOX

Ms. Anna Knox has more than 15 years of experience in international development, 11 of which have been focused on land tenure and community-based NRM. She has done research and published on a wide variety of subjects, including property rights and technology adoption, devolution of NRM, collective action for watershed management, gender and land rights, and participatory monitoring and evaluation. Her experience in land tenure relates principally to Africa and Latin America, where she has cultivated particular expertise on issues of common property and communal rights, women's land and housing rights, decentralization of land administration, and agrarian reform. Ms. Knox has worked in Colombia and Honduras in building nongovernmental organization (NGO) capacity to use participatory methods and to build citizen movements. While in Colombia, she managed a program on participatory research and gender analysis, and is particularly knowledgeable on methods and issues of participatory monitoring and evaluation. Ms. Knox also worked for four years in the field of micro-enterprise credit and training, targeting women.

SUSANA LASTARRIA

Dr. Susana Lastarria-Cornhiel is senior scientist at the Urban and Regional Planning Department, and Affiliate of the Land Tenure Center, at the University of Wisconsin-Madison. She conducts policy-oriented research on land tenure and rural development issues such as land privatization, land titling and registration, agrarian reform, land markets, land conflict resolution, and gender. A social scientist by training, Dr. Lastarria-Cornhiel has been involved in the design, management, and implementation of numerous research efforts as well as in the evaluation of land tenure programs in Africa, Latin America, and Eastern Europe. She currently heads up a research effort on the intra-household effects of microfinance programs in rural areas of Malawi, Kyrgyzstan, and India's Andhra Pradesh.

GREG MYERS

Dr. Gregory Myers is a senior land tenure and property rights specialist with USAID in Washington, D.C. Dr. Myers has worked on and published articles related to land tenure, property rights, and conflict issues for more than 15 years. He has worked in a number of conflict and post-conflict countries, including Mozambique, Angola, Rwanda, Burundi, Uganda, Ethiopia, Liberia, East Timor, Afghanistan, and Kosovo. Some of his most recent work has focused on resource rights and conflict diamonds in West Africa, including Central African Republic and Guinea. In addition, Dr. Myers has worked on privatization and property rights issues in Eastern Europe and Central Asia. Dr. Myers is the CTO for USAID's Land Tenure Task Order, a global USAID mechanism designed to address land tenure, property rights, and resource governance issues. The Task Order currently provides technical assistance to approximately 20 USAID missions, three USAID regional bureaus, and the Department of State. This course and the tools presented in this course have been developed through the land tenure and property rights program that Dr. Myers manages.

MIKE ROTH

Dr. Michael Roth is senior associate and head of ARD Inc.'s Community of Practice on Land Tenure and Property Rights, where he provides technical leadership, supervision, and coordination of ARD's Task Order—Lessons Learned: Property Rights and Natural Resources Management, assisting USAID with land tenure and property rights work worldwide, including land reform impact assessments, land reform sequencing, environmental impacts of land reform, training, and development of analytical tools for integrating property rights into USAID's natural resources and economic growth programs. At ARD he also serves as the senior technical adviser/manager for USAID/Ethiopia's Strengthening Land Tenure Policy and Administration Program, USAID/WDC's UN Legal Empowerment of the Poor activity, and provides technical visioning for USAID's Sudan Customary Land Tenure Program. Formerly a senior social scientist at the University of Wisconsin-Madison's Land Tenure Center, Dr. Roth conducted research and training on land tenure and resource policy. Dr. Roth has conducted land subsector assessments in Zambia, Zimbabwe, and South Africa, and land tenure and property rights assessments in Ethiopia, Kyrgyzstan, Mozambique, and the Ukraine. He was formally Program Director of the Broadening Access and Strengthening Input Market Systems (BASIS) Collaborative Research Support Program (CRSP) and principle investigator of BASIS-CRSP projects in Ethiopia, Kyrgyzstan, and South Africa. He also served as the university's project director of the Zimbabwe Land Reform and Resettlement Project. Dr. Roth has conducted research on land tenure and property rights in the Gambia, Ghana, and Mozambique under the USAID-funded Peri-Urban Areas of Africa project, and on linkages between customary tenure, formalization, and agricultural performance in Somalia and Uganda under the USAID-funded Land Markets project.



JOLYNE SANJAK

Dr. Jolyne Sanjak is senior director for property rights and land policy. She is responsible for assessing the relevant aspects of MCC Compact development and for oversight of Compact implementation. She joined MCC in February 2005 and has nearly 20 years of experience related to land tenure, property registration, and land markets, as well as broader themes related to rural development and economic growth. Prior to joining MCC, Dr. Sanjak worked as lead specialist on property rights and land policy and for rural development in USAID's Bureau for Latin America and the Caribbean. She also contributed significantly to USAID global efforts on special themes such as remittances and land conflict management. Prior to her work for the U.S. government, Dr. Sanjak spent many years as an assistant professor of economics at the State University of New York at Albany, where she actively engaged in research focused mainly on land tenure, agricultural productivity, and land market access by the poor. Dr. Sanjak holds a PhD in agricultural economics from the University of Wisconsin. She also holds a MS in agricultural economics with a specialization in natural resource management from Penn State University.

ALLEN TURNER

Mr. Allen Turner is a senior associate at ARD, Inc., who recently returned from leading a sustainable agriculture and biodiversity project in Nigeria. For 30 years, Mr. Turner has explored the changing relationships of traditional communities with natural, social, and economic systems, while helping people develop skills for savvy and confident participation in modern political systems and markets. His prior work at ARD helped develop state-community co-management of protected areas in Sri Lanka, Nicaragua, and Peru. During the six months before Indonesia's elections in 1999, Mr. Turner directed the IRIS Center's Partnership for Economic Growth activity, which taught economic development and conflict management to thousands of political and business leaders across the nation. As a USAID CTO and as a contractor chief of party, he developed partnerships among farmers, private businesses, and governments that improved value chain management in Nigeria, Peru, Ecuador, and Nepal. In the mid-1990s, Mr. Turner developed participatory, international management of coastal and marine resources in seven Central American countries for The Nature Conservancy. Earlier, in Nepal, he led a project that strengthened local governments and devolved management authority for forest resources to over 300 autonomous user groups. Mr. Turner holds degrees in anthropology from Yale University and international agriculture and rural development from Cornell University.

JON UNRUH

Dr. Jon Unruh is a faculty member at the Department of Geography at McGill University (Montreal, Canada), where he teaches and conducts research in the areas of international development, land tenure, legal geography, and global environmental change. His particular emphasis is on postwar land and property rights as part of the peace process, with a focus on Africa. Dr. Unruh has worked with donors, government, and in a research capacity in Somalia, Mozambique, Ethiopia, Sierra Leone, Liberia, Uganda, Angola, and East Timor. He has published widely on issues of land tenure in the peace process and the land tenure aspects of environmental change and international development.

PETER VEIT

Mr. Peter Veit is Senior Fellow and Regional Director for Africa in the Institutions and Governance Program (IGP), World Resources Institute (WRI). He is also an adjunct faculty member in International Development at Johns Hopkins University, Paul H. Nitze School of Advanced International Studies. Mr. Veit is a poverty reduction and governance expert with more than 20 years of professional development experience working throughout Africa and parts of Asia. In 1996, he co-founded IGP and has periodically served as its acting director. IGP supports fundamental democratic principles and strengthens government, civil society, and private enterprises to advance human well-being and promote sustainable development. Mr. Veit currently leads WRI's Equity, Poverty and Environment initiative, which promotes government policies and practices that lead to fair distributions of natural resource benefits. He also works to democratize public-private land transfer procedures and to strengthen the legislative representation of rural people and their land and resource needs. His previous work focused on securing procedural rights, democratizing decentralizations, promoting community-based development, and strengthening public interest law organizations. Mr. Veit has published on a wide range of development and governance issues and has presented his work at workshops and conferences around the world. He is also an accomplished photographer who has published in more than 200 books, journals, and magazines.

APPENDIX E. KEY QUESTIONS EMERGING FROM MODULE 5 DISCUSSION ON OPERATION- ALIZING THE FRAMEWORK AND IN THE MODULES

Summarized below are key issues and observations that emerged for each Strategic Goal in the Operationalizing the Framework session:

Strategic Goal 1: Peace and Security

- How can LTPR concepts be used to address transnational crime especially illegal fisheries and open access in ocean?

Strategic Goal 2: Governing Justly and Democratically

- What is the link between LTPR and good governance?
- LTPR is primarily related to Strategic Objective 2 and may be conceived of as “home” of LTPR. Poor and/or breakdown of governance is one cause of conflict. Other goals such as economic growth often suffer because of weak governance.

Strategic Goal 3: Investing in People

- What is the link between LTPR and social services particularly for the vulnerable groups?
- How can USAID invest in long-term LTPR solutions for the most vulnerable populations (e.g. those affected by HIV/AIDS)
- How does LTPR link with other assets (e.g. land banks, healthcare)

Strategic Goal 4: Promoting Economic Growth and Prosperity

- What are best practices to property rights formalization allowing local populations better link to opportunities for economic growth?
- What role do property rights play in agriculture, trade and private sector development?
- Environment and Natural Resources
 - Do property rights underpin NWP or augment the paradigm?
 - What is the relation between LTPR and governance system/decentralization?
 - What is the nature of conflict fueled by resources and poor resource rights?

- What role do property rights play in watershed management?
 - How do property rights link to strict (primary) biodiversity conservation?
 - How can we use property rights and “sea tenure” to reform fisheries management for both wealth generation and poverty, and sustainable natural resource management?
 - What are LTPR issues in CBNRM?
 - Should property rights and natural resource assessment be conducted separately or should it be part of USAID 118/119 assessments? In either case, there may be a need to bring in LTPR specialists.
 - Participants noted the need for better understanding of customary tenure systems, and social and cultural context and relation to resource management
 - Participants identified the need for better understanding of the nature of terrestrial and non-terrestrial property rights
- LTPR serves as a potential link between Strategic Goals 4 and 5 in post-conflict countries.

Strategic Goal 5: Promoting Humanitarian Assistance Investing in People

- What are LTPR solutions for IDP and refugees (e.g. mitigation, protection)?

APPENDIX F. COURSE EVALUATION FORMS

USAID Short Course PARTICIPANT EVALUATION

Program Title: Land Tenure, Property Rights, and Natural Resource Management—Constraints and Best Practices
Date: 2 May 2007

Please Provide the Following Information about Yourself:

1. Your Current Organization and Office Location: _____
2. Your Bureau/Program or Office: _____
3. Your Sector Specialization: _____
4. Years of Service with Your Organization: _____
5. Gender (please indicate with an "x"): Male: ___ Female: ___

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					Comments (contents and presenter)
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	
A. DAY 1 (Wednesday, 2 May)—Module 1: Introduction to Land Tenure and Property Rights (LTPR) Concepts						
Session 1: Global Overview: LTPR Concepts and Definitions						
Session 2: LTPR Framework						
Session 3: LTPR Global Overview and Constraints Ranking						
Session 4: Protecting Rights of the Socially and Politically Disadvantaged						
B. Overall Module 1 Content						
Improved your knowledge and understanding of LTPR						
Improved your understanding of LTPR best lessons for this Module theme						
Relevancy of module content to your work						



USAID Short Course PARTICIPANT EVALUATION

Program Title: Land Tenure, Property Rights, and Natural Resource Management—Constraints and Best Practices
Date: 2 May 2007

Please Provide the Following Information about Yourself:

1. Your Current Organization and Office Location: _____
2. Your Bureau/Program or Office: _____
3. Your Sector Specialization: _____
4. Years of Service with Your Organization: _____
5. Gender (please indicate with an "x"): Male: ____ Female: ____

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					Comments (contents and presenter)
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	
A. DAY 1 (Wednesday, 2 May)—Module 2: LTPR in the Context of Addressing Unsustainable Natural Resources Management and Biodiversity Loss						
Session 1: Global Overview: LTPR and Nature and Wealth and Power						
Session 2: Case Study: Conservancies and CBNRM Approaches to Managing the Environment						
Session 3: Case Study: Land Transfers and Protected Areas—Law and Practice in East Africa						
Session 4: Group Exercise: Natural Resource Management, Enterprise Development and Biodiversity Conservation in Uganda						
B. Overall Module 2 Content						
Improved your knowledge and understanding of LTPR						
Improved your understanding of LTPR best lessons for this Module theme						
Relevancy of module content to your work						



USAID Short Course PARTICIPANT EVALUATION

Program Title: Land Tenure, Property Rights, and Natural Resource Management—Constraints and Best Practices
Date: 3 May 2007

Please Provide the Following Information about Yourself:

1. Your Current Organization and Office Location: _____
2. Your Bureau/Program or Office: _____
3. Your Sector Specialization: _____
4. Years of Service with Your Organization: _____
5. Gender (please indicate with an "x"): Male: ___ Female: ___

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					Comments (contents and presenter)
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	
A. Day 2 (Thursday, 3 May)—Module 3: LTPR in the Context of Economic (Agricultural) Growth and Poverty Reduction						
Session 1: Participants Panel on Land Tenure and Property Rights Constraints to Growth, Investment and Poverty Reduction						
Session 2: Global Overview: Legal Empowerment of the Poor—Poverty Reduction through Improved Asset Security						
Session 3: Overview: Land Access and Poverty Reduction						
Session 4: Case Study: Equity Sharing and Land Reform in Southern Africa						
Session 5: Case Study: Land Privatization and Land Market Development in Eastern Europe and Ukraine						
Session 6: Group Role Play: Gender and Resource Management in India						



PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					Comments (contents and presenter)
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	
Session 7: Overview: Land Markets and Economic (Agricultural) Growth						
Session 8: Case Study: Land Markets, Land Titling and Investment in Latin America						
Session 9: Case Study: Mainstreaming Gender in Land Administration						
B. Overall Module 3 Content						
Improved your knowledge and understanding of LTPR						
Improved your understanding of LTPR best lessons for this Module theme						
Relevancy of module content to your work						



USAID Short Course PARTICIPANT EVALUATION

Program Title: Land Tenure, Property Rights, and Natural Resource Management—Constraints and Best Practices
Date: 4 May 2007

Please Provide the Following Information about Yourself:

1. Your Current Organization and Office Location: _____
2. Your Bureau/Program or Office: _____
3. Your Sector Specialization: _____
4. Years of Service with Your Organization: _____
5. Gender (please indicate with an "x"): Male: ___ Female: ___

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					Comments (contents and presenter)
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	
A. Day 3 (Friday, 4 May)—Module 4: Conflict, Land, and Natural Resources						
Session 1: Overview: Tenure Reform in Post-Conflict Environments						
Session 2: Case Study: Refugees and IDP Resettlement in Post Conflict East Africa						
Session 3: Case Study: Conflict over Property Rights and Degraded Lands						
Session 4: Group Exercise: Afr0-Colombian Rights, Restitution and Land Use Management in Colombia						
B. Overall Module 4 Content						
Improved your knowledge and understanding of LTPR						
Improved your understanding of LTPR best lessons for this Module theme						
Relevancy of module content to your work						



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5. Gender (please indicate with an "x"): Male: ___ Female: ___

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					Comments (contents and presenter)
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	
A. Day 3 (Friday, 4 May)—Module 5: Designing LTPR Interventions						
Session 1: LTPR Framework and Assessment Methodology Reviewed						
Session 2: Group Exercise: LTPR Assessment Tools and Policy Sequencing						
Session 3: Operationalizing the Framework within USAID Programming						
B. Overall Module 5 Content						
Improved your knowledge and understanding of LTPR						
Improved your understanding of LTPR best lessons for this Module theme						
Relevancy of module content to your work						



USAID Short Course PARTICIPANT EVALUATION

Program Title: Land Tenure, Property Rights, and Natural Resource Management—Constraints and Best Practices
Start Date: 2 May 2007 **End Date:** 4 May 2007

Please Provide the Following Information about Yourself:

1. Your Current Organization and Office Location: _____
2. Your Bureau/Program or Office: _____
3. Your Sector Specialization: _____
4. Years of Service with Your Organization: _____
5. Gender (please indicate with an "x"): Male: ___ Female: ___

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					Comments (contents and presenter)
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	
A. Overall Content						
Module 1: Introduction to Land Tenure and Property Rights (LTPR) Concepts						
Module 2: LTPR in the Context of Addressing Unsustainable NRM and Biodiversity Loss						
Module 3: LTPR in the Context of Economic (Agricultural) Growth and Poverty Reduction						
Module 4: Conflict, Land, and Natural Resources						
Module 5: Designing LTPR Interventions						



PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)					
	High (5)	Somewhat High (4)	Satisfactory (3)	Somewhat Low (2)	Low (1)	Comments (contents and presenter)
B. Overall Program Content (entire 3-day program)						
Objectives were stated clearly						
Content of the training program						
Relevancy of program content to your work						
Format for presentations and discussions was appropriate to the material						
E. Your Overall Satisfaction and Learning						
Overall, how would you rate your training program experience?						

What were the highlights for you from the three-day short course on LTPR—Constraints and Best Practices?

What topics (if any) would you have liked for us to have covered in greater detail?



What topics (if any) did we spend too much time on?

Did you feel that the 3-day training course encompassing a broad array of themes was helpful, OR would you prefer that future course offerings be broken down into separate 1-day modules and participants attend the theme/module directly relevant to their area of interest?

How did you like the University of California Washington Center space as a training facility?

Please provide any additional suggestions regarding how this training could be improved.



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