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LAND TENURE, PROPERTY RIGHTS, AND NATURAL RESOURCE MANAGEMENT: ISSUES AND BEST PRACTICES

21-23 OCTOBER 2009 TRAINING COURSE SUMMARY AND PARTICIPANT EVALUATIONS



21-23 OCTOBER 2009

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Cover Photo: As part of the gender and vulnerable populations module, course trainer Renee Giovarelli reviews participants' case study findings from the fictional country of Tajukrainistan.
Photo courtesy of Amy Regas, ARD, Inc.

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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

BBC	British Broadcasting Corporation
CBNRM	Community-Based Natural Resource Management
COTR	Contracting Officer's Technical Representative
E&E	Europe and Eurasia
EC	European Commission
EGAT	Bureau of Economic Growth, Agriculture, and Trade (USAID)
GIS	Geographic Information System
GPS	Global Positioning System
IDP	Internally Displaced Person
IQC	Indefinite Quantity Contract
LAC	Latin American/Caribbean
LMS	Learning Management System
LTNRM	Land Tenure/Natural Resources Management
LTPR	Land Tenure and Property Rights
MCC	Millennium Challenge Corporation
NRM	Natural Resources Management
PLACE	Prosperity, Livelihoods, and Conserving Ecosystems
PRRG	Property Rights and Resource Governance
TO	Task Order
USAID	United States Agency for International Development
USG	United States Government
WID	Women in Development

PREFACE

There is a continuing need to understand and communicate 1) how property rights issues change as economies move through various stages of economic growth, democratization, and, in some cases, from war to peace; and 2) how these changes require different property rights reform strategies and sequencing to foster further economic growth, sound resource use, and political stability. The lack of secure and negotiable property rights is one of the most critical limiting factors to achieving economic growth and democratic governance throughout the developing world. Insecure or weak property rights have negative impacts on:

- Economic investment and growth;
- Food security;
- Governance and the rule of law;
- HIV/AIDS incidence;
- Environment and sustainable resource use, including parks and park land, mineral resources, and forestry and water resources; and
- Biodiversity and sustainable resource exploitation.

At the same time, robust and secure rights (along with other economic factors) can promote economic growth, good governance, and sustainable use of land, forests, water, and other natural resources.

The United States Agency for International Development (USAID) is making a strategic commitment to developing a stronger, more robust policy for addressing property rights reform in countries where it operates. “Property rights” refers to the rights that individuals, communities, families, firms, and other corporate/community structures hold in land, pastures, water, forests, minerals, and fisheries. Property rights range from private or semi-private to leasehold, community, group, shareholder, or types of corporate rights. As land is a main factor for economic production in most USAID-presence countries, it is the main focus of this Property Rights and Resource Governance Task Order under the Prosperity, Livelihoods, and Conserving Ecosystems (PLACE) Indefinite Quantity Contract (IQC).

The Property Rights and Resource Governance Project (PRRGP) is a five-year initiative implemented by ARD, Inc. (Contract number EPP-I-00-06-00008-00, Task Order Number 2). The project was launched in September 2008, and is expected to be completed by September 11, 2012. The task order is managed by ARD, Inc., on behalf of USAID. It is a mechanism of the USAID/Economic Growth, Agriculture, and Trade Division/Natural Resources Management/Land Resources Management Team. Dr. Gregory Myers (gmyers@usaid.gov) is the task order’s operating COTR. PRRGP’s Mission is to:

1. Expand analytical methodologies, tools, and training on property rights issues such as common property, governance, gender, conflict, and climate change.
2. Refine and scale up use of property rights tools in response to emerging issues and needs by USAID and its partners.
3. Refine knowledge management systems to integrate and spur two-way flows of information between training, tools, and policy interventions.
4. Continue and expand technical assistance on property rights and resource governance to USAID missions and its partners.

One of the central objectives of the PRRGP Task Order (TO) is to build the capacity of U.S. Government (USG) staff and host country counterparts to effectively address property rights and resource governance issues in order to promote equitable economic growth, sustainable resource management, and poverty reduction. Training comprises a central component of the PRRGP strategy to attain that goal, with more than 20 percent of the Task Order’s core budget dedicated to a Washington, DC-based training of USG staff (Task 1) and courses in the four USAID regions of support (Task 2).

I.0 INTRODUCTION

Under the PRRGP Task Order, ARD organized and conducted a three-day short course on “Land Tenure, Property Rights, and Natural Resources Management—Issues and Best Practices” at ARD’s training facilities in Rosslyn, Virginia on October 21-23, 2009.

The course was intended for 35-40 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 as well as missions with concepts, approaches, and tools for improving the programming of LTPR in USAID programs involving agricultural and economic growth, natural resources, health, and democracy and governance. This was the fourth LTPR course offered in Washington, DC by PRRGP and its predecessor task order.

The course had three main objectives:

- Exchange experiences and strengthen understanding of LTPR and best practices internationally and their application to donor programming;
- Introduce LTPR concepts, approaches, and tools aimed at improving programmatic interventions in economic growth, governance, and natural resource management; and
- Teach USG foreign assistance practitioners tools to address land tenure and property rights issues, or use land tenure and property rights interventions to strengthen economic, governance, health, and natural resource management objectives.

This course also included a cross-cutting focus on women's rights and linkages between property rights and HIV infection.

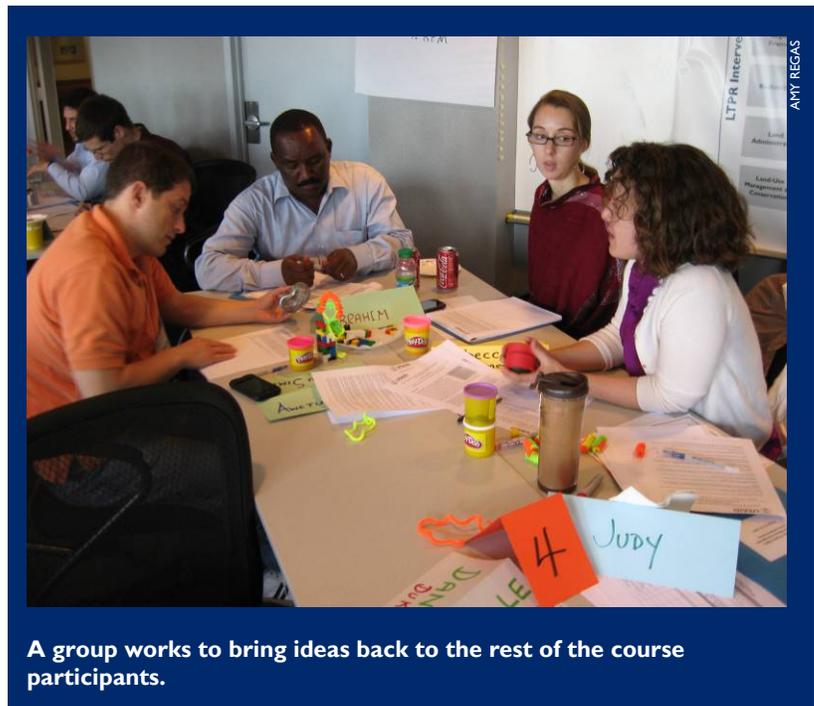
ARD organized the short course, including developing the agenda and announcement, organizing content, selecting presenters, coordinating participants, and implementing the short course and follow-up. ARD, with assistance from the USAID Contracting Officer’s Technical Representative (COTR) for the PRRGP Task Order, took responsibility for announcing the short course; posting the short course on USAID’s internal Learning Management System; and circulating the course agenda and announcement among selected USAID bureaus, offices, and mission staff, as well as within the State Department, Department of Defense, and the Millennium Challenge Corporation (MCC). A total of 38 participants completed the short course.

The present document reports on this three-day course (see Appendices A and B for the training announcement and agenda, respectively) and provides: 1) an overview of the course and its structure, 2) a review of participant evaluations, and 3) recommendations and next steps. Feedback from the participants and other LTPR concepts, applications, and lessons learned from the field will inform the following USAID-sponsored LTPR training events.

Course materials, presentations, and reports are available at: <http://www.ardinc.com/capabilities/ltpm.php>.

2.0 COURSE OVERVIEW

ARD utilized three primary methods for advertising the course: 1) two official USAID training notices were distributed worldwide through USAID's internal notification system; 2) an announcement for the course was circulated via e-mail by ARD to its updated distribution list of USG contacts; and (3) the course was announced in conjunction with the offering of the Office of Conflict Management and Mitigation's Conflict 102 course. For the second time, ARD conducted registration through USAID's internal Learning Management System (LMS). This system is free of charge, easily accessible by USAID staff, and those who utilize it receive credit on their USAID university transcripts. ARD staff have been trained and provided access to manage course participants through the LMS.



A group works to bring ideas back to the rest of the course participants.

A total of 56 people registered and another six expressed interest but were unable to attend. By the time the course was offered, 16 had canceled their registration and three remained on the waitlist. Of the 40 final participants, two were "no-shows" (21 women and 17 men attended the course), nine were from USAID missions (Ethiopia, Sudan, Nicaragua, Sri Lanka, Haiti, the Philippines, Timor-Leste, Mexico, and Ukraine), three from the U.S. Army, and three from MCC. The remaining 24 participants represented several USAID offices and Bureaus—Economic Growth, Agriculture and Trade (EGAT); Global Health; Democracy and Governance; Democracy, Conflict and Humanitarian Assistance (DCHA); Europe and Eurasia; and Latin America and the Caribbean, among others. Several participants were part of the Development Leadership Initiative (DLI) class (see Appendix C for a list of participants).

The course agenda was developed based on lessons learned from the three courses offered between 2007 and early 2009 in Washington, DC, and on the participant feedback received from those courses. Building upon the success of the last course, a professional facilitator was again hired to facilitate the course, and the organizers also took into consideration emerging themes in LTPR such as climate change, food security, HIV/AIDS, and conflict in Afghanistan and Pakistan.

The October 2009 training course comprised six modules—several of which directly represent key areas of USAID programming.

2.1 MODULES

MODULE	THEME
Module 1	Introduction to Land Tenure and Property Rights (LTPR) Concepts
Module 2	Natural Resources Management and Biodiversity Conservation
Module 3	Land Administration: A Tool for Security, Economic Growth, and Prosperity
Module 4	Resource-Based Conflict and Post-Crisis Land Issues
Module 5	Gender and Vulnerable Populations
Module 6	Wrapping It All Up

Each thematic module was subdivided into formal presentation(s) on various sub-themes of the module, usually in the form of PowerPoint presentations, and two included short films. The second half of each module was designed to engage participants in the application of knowledge and problem solving to strengthen learning and enliven participant interest via various tools—group exercises, assessment exercises, and facilitated discussions.

2.2 TOOLS

TRAINING TOOLS	PURPOSE
Presentations	PowerPoint presentation on specific LTPR issues and interventions on a regional or global scale
Facilitated Group Discussion	Facilitated plenary discussion
LTPR Framework and Matrix	Presentations describing LTPR tools—LTPR Framework, Matrix, and Assessment Tools.
Group Exercises	As part of the NRM module “tribunals,” participants debated opposing views of complex land dispute cases. For the gender module, participants utilized a case study in which they represented groups with varying objectives toward implementing a USAID land project. Within the conflict and land administration modules, participants formulated suggestions for programmatic interventions based on real world country case studies.
Expert Panel	In the course’s final session, five technical experts were selected to serve on a facilitated expert panel to answer any outstanding questions by participants.
Video Presentation	Videos were used to illustrate real world examples dealing with women’s rights to land in Africa, conflict resolution in Timor-Leste, and ways in which USAID is addressing conflict diamonds in Sierra Leone.

With the exception of one, the instructors were all individuals who had participated in previous training courses. Along with Senior Land Expert John Bruce, PRRG Chief of Party Mark Freudenberger served as a resource throughout the duration of the course, and participants were encouraged to capitalize on the presence of high-level experts throughout the course during breaks and lunches. Unfortunately, two of the scheduled trainers—Mike Roth and Tim Hanstad—cancelled participation at the last minute due to medical issues. Mark Freudenberger, Amy Regas, and Renee Giovarelli presented on their behalf during the course.

2.3 COURSE MATERIALS

Handouts were minimized with good conservation practices in mind. At the end of the course, CD-ROMs were distributed which included all course presentations and case exercises, dozens of technical briefs, reports, and reading lists (divided by subject matter) providing names of further studies and relevant documents. A list of relevant websites was also included.

2.4 COURSE CONTENT

Module 1 provided an introduction to LTPR concepts (*John Bruce*):

John Bruce provided an overview of LTPR terms, concepts, and definitions through an interactive presentation. The presentation included a discussion of how tenures and property rights are components of land tenure systems, how they interact, and the scope for innovation. It identified some common errors in the use of the terminology, often leading to confusion in discussion of tenure issues. The LTPR Matrix was introduced, and the course facilitator led the participants in an exercise identifying constraints faced in participant countries related to LTPR issues. These constraints were discussed in relation to the LTPR Matrix.

Quotes from course participants:

“One of the best trainings I’ve taken.”

“Course was well-organized; well-paced; interactive”

“Very exciting to think of development programs with a rights-based lens – we don’t do enough of that at AID”

Module 2 focused on LTPR implications for natural resource management and biodiversity conservation (*Mark Freudenberger*):

Utilizing visuals and a narrative which led participants on a virtual walk through the forests of Madagascar, Mark Freudenberger illustrated the important linkages between natural resource issues and land tenure. His presentation highlighted the long histories of contested struggles for access to land and other resources and also discussed how the USG often has competing objectives related to conservation, food security, and climate change.

Following this presentation, participants engaged in a “tribunal” exercise, a form of debate. Broken into groups addressing two separate case studies, participants were asked to debate controversial issues related to land tenure and natural resources. The tribunal cases were developed based upon actual situations in Latin America and Africa. For each case study, teams debated their positions and the class voted on tribunal winners. Mark Freudenberger provided post-debate commentary. One participant’s evaluation comment

was, “The Tribunal was fun!”

Module 3 focused on land administration as a tool for security, economic growth, and prosperity (*Noel Taylor and Mark Freudenberger*):

Mark Freudenberger opened the module with a presentation on land tenure, property rights, and food security. Noel Taylor followed with a presentation on formalization of land rights and land administration. The presentation provided an overview of land titling and registration of rights, modern tools, techniques, and concepts in land administration. This presentation discussed many of the common challenges being faced in land administration as well as some of the available solutions, such as flexible cadastral systems, appropriate technology, modernization of public institutions, and increased public awareness, among others.

Participants were then divided into small groups to address two separate land administration case studies in Egypt and the Bahamas based on actual projects. In each case, participants were asked to play the role of a contractor or implementing partner executing a land administration project. Participants were provided with background on each country as well as information on the objectives of the project. With that, they were

asked to identify appropriate land administration interventions. After each group reported out on its planned interventions, Mr. Taylor presented on the actual land administration interventions that took place in each of the cases.

Module 4 focused on resource-based conflict over land and natural resources and post-conflict stabilization (*Chris Huggins*):

Chris Huggins presented on issues and opportunities associated with tenure reform in post-conflict environments. Specifically, he discussed the linkages between land tenure and conflict, common post-conflict challenges, common LTPR interventions in post-conflict situations, challenges to restitution of property rights (of internally displaced persons [IDPs], refugees, returnees, ex-combatants), and options for donor programming.

Following Mr. Huggin's presentation, three separate LTPR situations were presented related to conflict at various levels. A 22-minute video was shown on how USAID is addressing conflict diamonds in Sierra Leone. A presentation was made on Afghanistan and how land issues in that country relate to the conflict and post-conflict situation. A brief YouTube video on USAID-financed, community-level land dispute resolution in Timor-Leste was also shown.

As a case study exercise, participants were provided background information on the conflict in Pakistan, including how land inequity may be contributing to Taliban advances. They were asked to make recommendations for USAID land-related interventions in Pakistan that might improve the situation.

Module 5 focused on LTPR in the context of gender and vulnerable populations (*Renee Giovarelli and Nancy Diamond*):

Nancy Diamond provided an overview on issues of LTPR in the context of vulnerable populations. Renee Giovarelli provided a definition of vulnerability (in terms of resilience and ability to withstand disaster), the types of people who tend to be vulnerable to LTPR programs and policies (based on sex, age, ethnicity, etc.), and options for addressing issues of vulnerability in LTPR programs.

The BBC video "Villages on the Front Line: Niger" was shown. This video illustrated the precarious tenure status of a group of village women in Niger. Ms. Giovarelli then made a presentation on constraints associated with protecting and strengthening land and property rights of women. Her presentation focused on understanding the need to specifically focus on strengthening women's land tenure and property rights, how the HIV/AIDS epidemic affects women's rights to land, and the options that exist for strengthening women's rights to land and resources while still respecting local institutions and customs.

Following a discussion period, Ms. Giovarelli led the afternoon exercise based on the fictional country Tajukrainistan. Working in groups with four different objectives, participants were asked to analyze the situation in country and develop a basic program design. The exercise provided a deeper look into the issues that affect women's property rights and encouraged thinking about approaches for betterment, including women in LTPR projects.

Module 6 served as a wrap-up for the training course:

Amy Regas presented "Land Tenure and Property Rights Framework, Tools and Sources of Information." She provided an overview of the LTPR Framework, Matrix, profiles, tools as well as information on organizations, websites, and other existing LTPR resources.

The last session of the course was an expert panel discussion facilitated by Gary Forbes with panelists Gregory Myers, John Bruce, Mark Freudenberger, Nancy Diamond, and Renee Giovarelli. The panelists fielded audience questions on various issues.

The course ended with Gregory Myers handing out course completion certificates and CD-Roms to each participant.

3.0 EVALUATION METHODS AND RESULTS

Participant evaluations were administered throughout the training. Participants were asked to complete evaluation forms for each module and then complete an overall evaluation of the whole course (see Appendix E for a summary of scores and participant comments). The evaluation forms requested participants to rate their satisfaction with each presentation and module 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 asked participants to score each module on improved knowledge, improved understanding of interventions and best practices, and relevancy to work. The evaluation provided space for comments and suggestions for improvements to the course.

BOX A. Individual Modules Scores from Final Overall Evaluation	
Module 1: Introduction to (LTPR) Concepts	4.16
Module 2: Natural Resources Management & Biodiversity Conservation	4.17
Module 3: Land Administration	3.74
Module 4: Resource Based Conflict & Post-Conflict Stabilization	4.00
Module 5: Gender and Vulnerable Populations	4.30
Module 6: LTPR Tools and Interventions	4.04
Overall course score given on the final evaluation form for the full course.	4.22

Box A provides an average of all of the rankings received by each module of the training course. It must be noted that people have a tendency to avoid extremes in the ranking scale and particularly the high extremes (e.g., “5”s). The scores should be assessed from that perspective. Also it should be noted that averaging the individual module evaluations provides an overall average of 4.07. However, on the final course evaluations, a 4.22 was the average score for rating the course overall.

Quotes from course participants:

“I enjoyed the modules, they were challenging and thought provoking.”

“I think the introductory scope is good and advanced trainings should go into more depth.”

Natural resource management and gender and vulnerable populations were the two highest ranked modules. With respect to individual pieces of the training program, the presentations on natural resource management, conflict, and vulnerable populations were the highest scored. The video on women’s land rights in Niger along with the NRM tribunals, conflict case study, and gender case study were the highest ranked non-presentation portions of the course. Evaluation questions on improved understanding of interventions and best practices and relevancy to work consistently received the lowest scores within each module.

On the overall evaluation, a question on the content of the training program scored highly (4.42). Participants indicated that the format was appropriate (4.15) but only rated the course a 3.96 on relevancy to their work. Participants appeared to remain engaged throughout the three-day course. Each morning session and each afternoon session had more than 30

participants, indicating a low level of mid-course dropout.

Details of participant scores and comments can be found in Appendix E. In general, participants noted the following as particular strengths of the course: interactive nature, case studies and other group exercises, and use of real world examples. While there was no consensus, participants noted a number of areas that they would like to see better incorporated into the course: resettlement, privatization, indigenous rights, how to resolve customary with statutory, urbanization, “more on the *how*,” and the role of multilateral institutions in LTPR programming. Several participants noted they would like to spend more time on conflict. Based on evaluation scores and comments, areas for improvement include finding ways to better convey best practices and for participants to understand applicability of concepts, making the initial concepts presentation more interactive, and simplifying the land administration module and case studies.



4.0 CONCLUSIONS AND RECOMMENDATIONS

4.1 POST-WORKSHOP WRAP-UP

As noted earlier, at the conclusion of the training, participants received CD-ROMs with training materials, including all PowerPoint presentations, briefs, and other reports associated with each presentation, and a suggested reading list for those interested in enhancing their knowledge on specific topics. Participants were also provided a course completion certificate at the end of the training. All training materials will be posted on ARD's Web site (: <http://www.ardinc.com/capabilities/ltp-rm.php>) and will be available to the public.

4.2 IMPROVEMENTS FROM EARLIER TRAINING COURSES

Following completion of the previous training course in February 2009, a list was developed identifying six areas for improvement. Those six areas are noted below along with an assessment of whether or not the course achieved its improvement goal:

1. **Utilize ARD's new in-house training facility.** Previous courses suffered from venues that were either too close to USAID, too far, or simply not pleasant. Using ARD's in-house training facilities facing the Potomac River appeared to hit the mark with respect to an appropriate venue. Participant comments were very positive. Several commented on appreciating metro accessibility as well as the view.
2. **Greater coverage of best practices and applicability.** One of the key challenges in previous trainings was trying to convey best practices and practical tools for addressing complex LTPR challenges. As this was still rated relatively low on participant evaluations, more work must be done in this area.
3. **Improving group exercises.** The group exercises received mixed evaluations in the February course and were often too complicated. This time, with the exception of the land administration case studies, the group exercises were praised by participants and cited as one of the course highlights.
4. **Broadening geographic scope.** Participants of earlier courses noted they were Africa "heavy" on examples and case studies. This time, presenters were instructed to incorporate non-Africa experiences into their comments. Presentations or exercises were also added related to Timor-Leste, Afghanistan, Eastern Europe, Bahamas, India, and Pakistan. These changes appeared to have created the appropriate balance as participants did not comment on the course being focused on any particular region.
5. **Sticking with proven trainers.** The level of expertise of course trainers was a substantial factor in success of the February 2009 course. It was decided that future courses would be planned with enough lead time to "book" the proven trainers, who would be able to build in improvements to each course. For the October course, with the exception of one last-minute replacement, all trainers had participated in previous courses. The use of repeat trainers resulted in very smooth presentations.
6. **Further modifications to course based on participant evaluations.** While the October 2009 course better captured some of the new, emerging issues related to LTPR (food security, climate change, HIV/AIDS), it was not able to incorporate all of the topics suggested by participants of the previous course.

4.3 CONTINUING TO IMPROVE FUTURE LTPR SHORT COURSES

Each of the Washington LTPR training courses have built upon the successes of previous courses. There is always room for additional improvement. Below are several ideas emanating from the October 2009 participant evaluations and trainer observations.

1. **Computer Access:** Several participants requested access to computers so they could check e-mail during lunch or breaks. It might be possible to have one or two laptops available for this purpose.
2. **Improve the Land Administration Module:** Both the presentation on land administration and the follow-on case studies remain too dense for participants to absorb and enjoy easily. The presentation needs to be simplified. Consideration should be given to completely reworking the group exercise. Since many of the other group activities carried out within the modules focus on program design or interventions, perhaps this module should go in a different direction altogether. One option would be to develop a series of maps and accompanying cadastral/registration information cards. Participants could work in groups to determine parcel ownership in a mock adjudication exercise. This might provide participants with a good understanding of one of the most important aspects of land regularization and the complexities involved in doing it from a mapping, legal, and social viewpoint.
3. **Incorporate Action Planning:** Currently, regional courses include an action planning element. The DC course might include something similar on the last afternoon where participants would think through (and perhaps be asked to present briefly on) how they might apply what they have learned in practical terms to their professional responsibilities.
4. **Revise Tribunals:** Both the tribunal cases presented took place on a large scale. The Latin America case study could be revised to place the adversaries in the context of a local grassroots-type issue. The Africa tribunal could possibly be revised to pit the local community/NGO coalition against the Arab investors. In addition, one of these cases may be revised to take place “outside the court.”
5. **Include More on Tools in the Gender Module:** This module could be strengthened by discussing how situations could be analyzed or diagnosed, what vulnerability assessment or gender analysis tools could be used, and how that information could be collected.
6. **Best Practices:** Conveying best practices has historically been difficult to accomplish and remains a challenge based on evaluation scores. Consideration might be given to wrapping up each module with a review of the top three to five best practices or unveiling a flip chart paper noting that module’s best practices.

APPENDIX A: COURSE ANNOUNCEMENT



USAID Short Course Announcement

Land Tenure, Property Rights, and Natural Resource Management - Issues and Best Practices

Dates: October 21-23, 2009

Venue: 1611 N. Kent Street, Suite 700, Arlington, VA

USAID/Washington is pleased to announce the USAID *Short Course on Issues and Best Practices in Land Tenure, Property Rights and Natural Resources Management* scheduled for October 21-23, 2009. The course is intended for approximately 35 USG foreign assistance practitioners interested in strengthening their knowledge and skills in applying land tenure and property rights (LTPR) in their economic, governance and natural resource (biodiversity) portfolios. The course has three objectives:

1. Exchange experiences and strengthen understanding of LTPR issues, best practices internationally and their application to USAID programming;
2. Introduce LTPR concepts, approaches and tools aimed at improving programmatic interventions in economic growth, governance and natural resource management;
3. Teach USG foreign assistance practitioners tools to address land tenure and property rights issues, or use land tenure and property rights interventions to strengthen economic, governance and natural resource management objectives. This course also includes cross-cutting foci on women's rights, and linkages between property rights and HIV infection.

This short course will provide the USG Foreign Assistance Community in Washington DC and posts with concepts, approaches and tools aimed at improving the programming of land tenure and property rights in donor programs involving natural resources, agricultural and economic growth, and governance and conflict as they relate to transformational development.

Through presentations, case studies, group exercises, role play, video and discussion, participants will share experience and strengthen their skills and expertise in the following:

Participant Comment on Previous Course

"I enjoyed the course more than any other training I've had in Washington thus far."

- LTPR concepts, current issues and interventions
- LTPR in natural resource management and biodiversity conservation
- Land administration as a tool for economic growth, security, and prosperity
- Land and resource tenure for women, indigenous

peoples, HIV affected, and other vulnerable groups

- Land and resource-based conflict and post-conflict stabilization

Please register through USAID's Learning Management System (LMS). Registration will close on September 15, 2009. For questions on how to use LMS or any other course queries, feel free to contact the course coordinators.

This course is being offered in conjunction with the Office of Conflict Management and Mitigation's *Conflict 102: An Introduction to Conflict Assessment and Programming* course, which will be offered on October 19-20 in the same location, so that interested participants have the opportunity for a full week of related training.

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APPENDIX B: COURSE AGENDA



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

October 21-23, 2009

Venue: 1611 N. Kent Street, Suite 700, Arlington, VA

AGENDA

This short course will provide 35-40 USG foreign assistance practitioners training that strengthens their knowledge and skills in addressing land tenure and property rights challenges in their portfolios. The key objectives include:

1. Exchange experiences and strengthen understanding of land tenure and property rights and best practices internationally and their application to USAID programming;
2. Teach USG foreign assistance practitioners tools to address land tenure and property rights issues, or use land tenure and property rights interventions to strengthen economic, governance and natural resource management objectives.

This course also includes cross-cutting foci on women's rights, and linkages between property rights and HIV infection.

DAY ONE

- 8:30 – 8:40 Welcome (Gregory Myers, USAID/Washington)
- 8:40 – 9:40 Course overview, objectives, and participant introductions (Gary Forbes, Facilitator)

Module 1: Introduction to Land Tenure and Property Rights (LTPR) Concepts

Objectives: Provide participants with: 1) A common understanding of LTPR terms and concepts, and 2) Orientation around common LTPR constraints faced in developing nations.

- 9:40 – 9:50 Introduction to module and objectives (Gary Forbes)
- 9:50 – 10:00 The LTPR matrix (Gregory Myers)
- 10:00 - 10:15 Coffee and tea
- 10:15 – 11:00 Interactive Presentation: Land tenure concepts and definitions (John Bruce)
- 11:00 – 12:00 Discussion on LTPR constraints in participant countries (John Bruce)
- 12:00 – 1:00 Lunch**

Short-course Methodology

This course will be conducted utilizing a variety of training methods designed to convey knowledge while keeping participants interested and engaged. The course will incorporate presentations, case studies, group activities, role play, video, an expert panel and facilitated discussions.

Module 2: Natural Resources Management and Biodiversity Conservation

Objectives: Help participants understand and address the following: 1) Why are property rights over natural resources important to biodiversity conservation and good governance? 2) What is the link between conflict over natural resources and resource tenure? 3) What are the implications of competing US government international development objectives and policies in developing countries (e.g. biodiversity, climate change, food security)?

1:00 – 1:10	Introduction to module and objectives (Gary Forbes)
1:10 – 1:30	Presentation: LTPR issues in NRM and biodiversity conservation in developing countries (Mark Freudenberger)
1:30 – 2:00	Questions and discussion
2:00 – 2:45	NRM Tribunals: Based on case study material from real-world situations, participants will be required to formulate arguments on controversial topics related to land and resource governance. Small groups will formally debate their positions on these difficult topics. (Mark Freudenberger)
2:45 – 3:00	Coffee and tea
3:00 – 4:30	NRM tribunals continued
4:30 – 4:45	Reflections on the day (Gary Forbes)

DAY TWO

Module 3: Land Administration: A Tool for Security, Economic Growth and Prosperity

Objectives: Help participants understand and address: 1) What are linkages between land tenure and food security? 2) What are the links between property rights and economic growth? 3) What are potential benefits and risks associated with formalizing property rights? and 4) What are some of the successful methods and technologies utilized in land administration?

8:30 – 8:55	Introduction to module and objectives (Gary Forbes)
8:55 – 9:15	Presentation: Land tenure, property rights and food security (Mike Roth)
9:15 – 9:55	Presentation: Formalization of rights and land administration (Noel Taylor)
9:55 – 10:05	Commentary: An alternate view (Gregory Myers)



10:05 - 10:30	Land administration case study exercise highlighting practical solutions to securing tenure in Egypt and the Bahamas (Noel Taylor)
10:30 – 10:45	Coffee and tea
10:45 – 11:30	Land administration case study exercise continued, group presentations
11:30 – 12:00	Presentation: Case study solutions
12:00 – 1:15	Lunch

Module 4: Resource Based Conflict and Post-Crisis Land Issues

Objectives: Help participants understand and address: 1) What do we mean by resource-based conflict and how do resources either prompt or become the focus of conflict? 2) What options exist for managing conflicts over resources? 3) How can IDP's and refugees be resettled in a post-conflict environment in a way that diminishes the possibility for conflict to re-erupt? 4) Examples of real world resource conflict cases in specific country contexts.

1:15 – 1:25	Introduction to module and objectives (Gary Forbes)
1:25 – 1:55	Presentation on Land, Natural Resources and Violent Conflict (Christopher Huggins)
1:55 – 2:50	Conflict case study presentations: <ul style="list-style-type: none">• Conflict diamonds video (Mark Freudenberger)• Afghanistan (Chris Huggins)
2:50 – 3:00	Coffee and Tea
3:00 – 3:20	Conflict case study presentations continued: <ul style="list-style-type: none">• East Timor (Mike Roth)
3:20 – 4:30	Pakistan conflict case study group work and presentations
4:30 – 4:45	Reflections on the day (Gary Forbes)

DAY THREE

Module 5: Gender and Vulnerable Populations

Objectives: Help participants understand and address the following: 1) What do we mean by vulnerability in the context of land tenure and property rights? 2) How does the HIV/AIDS epidemic affect people's rights to land and resources and how can weak property rights contribute to the spread of HIV/AIDS? 3) What policy, administrative, judicial and institutional options exist for strengthening women's and other vulnerable groups' rights to land and resources, while still respecting local institutions and customs?

8:30 – 8:55	Introduction to module and objectives (Gary Forbes)
8:55 – 9:20	Presentation: Understanding vulnerability and property rights (Nancy Diamond)

9:20 – 9:30	BBC Video -- Villages on the Front Line: Niger
9:30 – 9:50	Presentation: Protecting property rights of women (Renee Giovarelli)
9:50 – 10:15	Questions and discussion
10:15 – 10:30	Coffee and tea
10:30 – 12:15	Group activity: Women's land rights in Tajukrainistan (Renee Giovarelli and Nancy Diamond)
12:15 – 1:00	Lunch

Module 6: Wrapping it all up

Objectives: 1) Explore potential opportunities for utilizing the LTPR framework and tools in USG programming and enhance participant awareness regarding existing institutions, networks, and other resources focused on LTPR issues, 2) Investigate a broad country case study and provide participants the opportunity to apply course concepts to a real world example and 3) Provide participants the opportunity to have any outstanding LTPR queries answered by a panel of senior experts on land, resource governance, and gender.

1:00 – 1:10	Introduction to module and objectives (Gary Forbes)
1:10 – 1:30	Presentation: Land Tenure and Property Rights Framework, Tools and Sources of Information (Mike Roth)
1:30 – 2:10	Presentation and discussion: Land Rights in India and potential USAID interventions (Tim Hanstad)
2:10 – 3:30	Expert panel discussion (Gregory Myers, John Bruce, Mark Freudenberger, Mike Roth, Tim Hanstad and Renee Giovarelli)
3:30 – 4:00	Recap and participants complete final evaluations (Gary Forbes)
4:00 – 4:15	Closing remarks: Priorities for incorporating LTPR into USAID programming and where to go for help within USAID (Gregory Myers)

APPENDIX C: LIST OF PARTICIPANTS



Short course on Land Tenure, Property Rights, and Natural Resource Management
 Issues and Best Practices
 Washington, D.C., October 21-23, 2009

LIST OF PARTICIPANTS

Name	Title/organization	Email address
1. Ana Guterres	Project Management Specialist Democracy and Governance Program USAID/Timor Leste	aguterres@usaid.gov
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APPENDIX D: PRESENTER BIOGRAPHICAL SKETCHES



ABOUT THE INSTRUCTORS

JOHN BRUCE

Dr. John W. Bruce, SJD, has worked on land policy and law in developing countries for 40 years, primarily in Africa and East Asia. 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 Dr. 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. Dr. Bruce retired from the World Bank in 2006 and now heads a small consulting firm, Land and Development Solutions International. He 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). Dr. Bruce holds law degrees from Columbia University and the University of Wisconsin-Madison.

NANCY DIAMOND

Dr. Nancy K. Diamond has addressed the intersection of gender, vulnerable groups and tenure issues in a variety of settings during the past 20 years. She has worked in Africa, Latin America, Asia and Eastern/Central Europe. The majority of her work has focused on natural resource management and biodiversity conservation activities; other experience also includes urban/peri-urban environmental work, water and sanitation, agriculture and agricultural marketing, environmental education, population, energy, climate change, indigenous peoples and democracy-governance programming. As an independent consultant during the past 11 years, Ms. Diamond has provided a variety of clients with services in research and analysis, writing and editing, performance monitoring and evaluation, training, conceptualization and organization of face-to-face and electronic workshops/ conferences. At present, she is working on social and monitoring issues with USAID's Initiative for Conservation in the Andean Amazon and provides gender-related services to the Millennium Challenge Corporation. Prior to initiating her consulting business, Ms. Diamond was the Environment Advisor to the Office of Women in Development at USAID and a AAAS Science and Diplomacy Fellow for USAID

GARY FORBES

Mr. Gary Forbes is a facilitator and organizational consultant with more than 25 years of experience. As a specialist in participatory methods, Mr. Forbes has provided conference and workshop facilitation for ARD projects during the last 15 years, and has helped bring together stakeholder groups and create networks among local governments, NGOs and community leaders. He is a founding member and past president of the International Association of Facilitators (IAF), and has provided training in Advanced Participation Methods (APM) in over twenty countries. These methods are highly successful in developing active participation when applied to strategic and multi-sectoral planning, organizational development interventions, and development of shared-responsibility teams. Mr. Forbes has also facilitated workshops and conferences, and conducted training sessions for a number of organizations and agencies, such as Mercy Corp and USAID. He holds a Masters' degree in international management from the American Graduate School of International Management, and a Bachelor's degree in history from Macalester College.

MARK FREUDENBERGER

Mr. Mark S. Freudenberger is the chief of party for USAID's Property Rights and Resource Governance task order implemented by ARD Inc. He brings to this position over 30 years of field experience in natural resource management in Sahelian West Africa and Madagascar. Tenure and resource management issues have long been the focus of his work in Africa. Freudenberger just returned to the States after 11 years of managing USAID eco-regional conservation and development programs in Madagascar. Previous to this position, he was

a senior social scientist for the World Wildlife Fund in Washington, D.C. where he led a population-environment program but also launched the first field studies on the social and ecological impacts of diamond mining in national parks of the Central African Republic. During five years at the Land Tenure Center of the University of Wisconsin, he pioneered the use of RRA/PRA tools to analyze the evolution of tenure institutions in Senegal, The Gambia, and Guinea. He was a Peace Corps volunteer in Togo. After these first two formative years, he implemented agricultural education programs for Catholic Relief Services in south central Burkina Faso. Mr. Freudenberger grew up as a child in the southern Katanga of the Democratic Republic of Congo. He holds a PhD in regional planning and natural resource management from UCLA. His wife and two young daughters presently live in Madagascar where all are deeply engaged in community mobilization and education.

RENEE GIOVARELLI

Ms. Renée Giovarelli has over 13 years of legal experience in the areas of land tenure and property rights. Her areas of specializations are intra-household and gender issues and customary land law. Ms. Giovarelli has designed and conducted fieldwork on women and their access and rights to land in the Kyrgyz Republic, Uzbekistan, Tajikistan, Azerbaijan, Bulgaria, Russia, India, China, Uganda, Ghana, Madagascar, Burkina Faso, and Ethiopia. She was the team leader for a year-long study evaluating the impact of WB land projects on women in four key geographic regions (represented by Bolivia, Azerbaijan, Laos, and Ghana). Renée has designed interventions to ensure that women are included in the governance and implementation of LTPR projects for USAID, MCC, and the World Bank. Renée is a senior fellow for the Global Center for Women's Land Rights at the Rural Development Institute in Seattle. Ms. Giovarelli has a J.D. from Seattle University, and a Masters of law degree (LL.M.) in international sustainable development from the University of Washington.

TIM HANSTAD

Mr. Tim Hanstad is President and CEO of the Rural Development Institute (RDI), an international nonprofit whose mission is to secure land rights for the world's poorest people. For more than 40 years, RDI has worked in over 45 countries helping to secure land rights for more than 100 hundred million families. Mr. Hanstad has consulted with the World Bank, the United Nations Food and Agricultural Organization (FAO), USAID and other agencies, and has led workshops with government leaders, NGOs and universities throughout the world on land tenure security and rural development issues. He has garnered awards and accolades from world leaders, policymakers and governments for his expertise in field research, training and program implementation devoted to expanding land access, improving land tenure security, and developing land markets for the rural poor in developing and transitional economies. Hanstad has worked in over 14 countries with beneficiaries numbering in the millions. Mr. Hanstad teaches at the University of Washington School of Law, where he co-directs a graduate program in Law of Sustainable International Development, and has authored numerous publications.

CHRIS HUGGINS

Mr. Chris Huggins is an independent researcher specializing in the links between land rights, access to natural resources, and violent conflict, particularly in Africa. In recent years he has worked in Central Africa for Human Rights Watch, and has consulted in Eastern Africa and East Timor for CARE, Oxfam GB, Displacement Solutions, and other major organizations. He has also written on the links between land rights, peacekeeping and post-conflict reconstruction for the Overseas Development Institute (ODI), the Centre for Housing Rights and Evictions (COHRE), and the Food and Agriculture Organization (FAO). He was co-editor of 'From the Ground Up: Land Rights, Conflict and Peace in Sub-Saharan Africa' (2005, ACTS Press/Institute for Security Studies). He holds a Master's degree in environmental studies from Strathclyde University.

GREGORY MYERS

Dr. Gregory Myers is a senior land tenure and property rights specialist with USAID in Washington, D.C., and has worked on and published articles related to LTPR 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



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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. He is the CTO for USAID's Land Tenure Task Order, a global USAID mechanism designed to address LTPR 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 LTPR program that Dr. Myers manages.

AMY REGAS

Ms. Amy Regas is a senior associate for ARD's Land Tenure and Property Rights Sector and the training task team leader for the Property Rights and Resource Governance Task Order. She possesses 17 years of experience in implementing multi-disciplinary activities funded by USAID, the World Bank, MCC and other donors. Prior to joining ARD, Ms. Regas was a land specialist for the Millennium Challenge Corporation and a director for Chemonics International's Latin America and Caribbean Division. She recently participated in the design of Burkina Faso's MCC land project, evaluated pilot property regularization project in Nicaragua and Colombia, and analyzed the impact of a USAID-funded activity in Ecuador aimed at strengthening territorial rights of indigenous peoples. Ms. Regas has provided technical assistance and managed projects related to natural resource management, land tenure and property rights, land titling, registry modernization, cadastre development, and policy and legal reform. Between 2004 and 2007, Ms. Regas coordinated the Inter-American Alliance for Real Property Rights, a network of advocates promoting the advancement of property rights systems in the Western Hemisphere. She holds a Masters' degree in international affairs with an emphasis in economic development from George Washington University.

MICHAEL ROTH

Dr. Michael Roth co-heads the USAID Lessons Learned: Property Rights and Natural Resources Management Task Order within ARD, Inc. where he is responsible for training and tools development and is senior associate and head of ARD, Inc.'s program on land tenure and property rights. He also serves as the senior technical advisor/manager for the USAID/Ethiopia's Strengthening Land Tenure and Administration Program and senior technical advisor on the USAID/Sudan Customary Land Tenure Program. Dr. Roth was formerly senior social scientist at the University of Wisconsin-Madison's Land Tenure Center where he conducted research and training on linkages between customary tenure, formalization and agricultural performance; land market development; peri-urban market development; and equity sharing models for agricultural development spanning work in the Gambia, Ghana, Mozambique, Somalia, Uganda and South Africa. In the context of Eastern and Southern Africa, he has conducted land sub sector assessments in Zambia, Zimbabwe, and South Africa, and land tenure and property rights assessments in Ethiopia and Mozambique. Dr. Roth was formally program director of the Broadening Access and Strengthening Input Market Systems (BASIS) Collaborative Research Support Program (CRSP), and served as the University's principal land economist and researcher on its Zimbabwe Land Reform and Resettlement Project.

NOEL TAYLOR

Mr. Noel Taylor joined International Land Systems (ILS), Inc., in 1998 as a Cadastral Survey and Mapping Advisor for a USAID Land Titling and Registration Project in Armenia. Since then, Noel has worked on land projects around the world focusing on land administration, and the policies and procedures surrounding land registration and cadastral management. Mr. Taylor is a proven project manager with considerable experience in managing technical components of large land administration programs in emerging economies and has held down senior long term Technical Assistance positions with the World Bank funded Sri Lanka Land Titling & Related Services Project, and USAID land titling and property registration programs in Egypt, Ukraine and Armenia. His technical background includes comprehensive experience with systems design for registry and cadastre, QA procedures for large scale survey programs, institutional reform and process reengineering of national cadastre and registry authorities and management of system implementations. Mr. Taylor attended Queens the University of Melbourne where he gained a Bachelor of Geomatics, and his currently finalizing his M.SC in Geospatial Science at the Curtin University of Technology in Australia.

APPENDIX E: COURSE EVALUATIONS

SUMMARY OF PARTICIPANT EVALUATIONS

MODULE I: Concepts					
Question	Individual scores	Total Points Received	Number of Respondents	Average score	Comments
1: Concepts and definitions		103	25	4.12	Good clarity of terms. The handout definitions did not match the PP presentation. A little dry. Nice style and approach. Good start, hopefully the training will get more participatory as the weeks goes on. I am happy that we are having a real conversation about the issues. Thorough, well-paced, useful.
2: LTPR constraints		91.5	23	3.98	I liked the examples. I needed definitions of constraints, I didn't need to hear all examples. Good start, hopefully the training will get more participatory as the week goes on. I would have liked more discussion after we came up with examples.
3: Improved knowledge and understanding of LTPR?		103	24	4.29	
4: Improved understanding of common constraints in developing nations?		87	23	3.78	I do have some background but this is rounding it out. Thorough review of concepts. Looking forward to the CD and PP presentations.
Relevancy to your work?		100.5	24	4.19	



MODULE 2: NRM					
Question	Individual scores	Total Points Received	Number of Respondents	Average score	Comments
1: LTPR issues in NRM and biodiversity conservation in developing countries		122	27	4.52	Mark is a great speaker. Very interesting method of presenting. Mark did a great job, very engaging. Good real-life examples. Expected not just the context, but also details on the programs (even though recently derailed). I liked the case study presentation, but I wanted to hear what USAID would be doing given setback in environmental programs.
2: NRM Tribunals		118	27	4.37	I really liked the case studies, but it would have been nice to debate and "volley" ideas more back and forth with rebuttal. The case study was a very good exercise for us to apply our understanding to complex LTPR issues. However, a tribunal consisting of USG reps is not realistic. Perhaps the cases could be changed to consist of tribunals under the UN, or some other national/regional/international body. "Fun and informational." "Useful casework." "Good way to apply lessons learned." "It might have been fun to look at different strategies... some will try their issues in the media."
3: Improved your knowledge and understanding of why property rights over natural resources are important to biodiversity conservation and good governance?		123	27	4.56	Great stuff, fluid presentation.
4: Improved understanding of the link between conflict over natural resource and land tenure?		119	27	4.41	
5: Helped your understanding of the implications of competing US government intl. development objectives and policies in developing countries?		106	27	3.93	I don't think this came up.
6: Improved your understanding of LTPR interventions and best practices for this module theme?		107	27	3.96	Could have been stronger, but feedback from tribunals was very helpful. I got the handout, which is good. These tribunals were hypothetical and didn't address actual methods or tools. Didn't really discuss best practices. Could have discussed best practices

					more.
7: Relevancy to your work?		115	27	4.26	
				4.29	



MODULE 3: Land Administration					
Question	Individual scores	Total Points Received	Number of Respondents	Average score	Comments
1: Land tenure, property rights and food security		104	25	4.16	"Mark is great." "Excellent presentation." "Mark is very interesting. His personal examples went a little over my good head!"
2: Formalization of rights and land administration		87	25	3.48	"Confusing." "Distinction between deeds and titles not made clear. Begin with the fact that a deed is a private document and title is a government document. Perhaps that will make other info clearer." "Still don't understand difference between deed and title." "Need to simplify and pick key lessons to take away." "Too quick. Should allow more time." "Having two long presentations in a row is difficult."
3: Case studies		91	23	3.96	"Case studies were too long and technical for the time given." Bahamas: time was not enough." "Case studies covered some of the legal system terms." "We need more time to discuss." "Enjoyed this a lot." "Case studies docs are too long and technical." "Too technical to understand and apply 5 pages."
4. Helped you understand the linkages between land tenure and food security		101	24	4.21	Made me realize how different water security is from food security.
5. Helped you understand the linkages between property rights and economic growth		96	25	3.84	
6: Improved you knowledge of the potential benefits and risks associated with formalizing property rights		95	25	3.80	
7: Improved your knowledge of successful methods and technologies used in land administration		85	24	3.54	
8: Improved your understanding of LTPR interventions and best practices for this module theme		79	23	3.43	
9: Relevancy to your work?		89	24	3.71	
				3.79	

MODULE 4: Conflict					
Question	Individual scores	Total Points Received	Number of Respondents	Average score	Comments
1: Land, Natural Resources and Violent Conflict		107	25	4.28	"More discussions of specific tools to assess situations and prioritize interventions" "Introductory slides were quite repetitive with earlier presentations." "Very good material, also good for understanding social context and applying it in countries where there are no pure/open conflicts." "Diamond and Afghan examples were useful." "Video on blood diamonds was excellent."
2: Conflict Case Study		98	23	4.26	
3: Improved knowledge and understanding of resource-based conflict?		97	25	3.88	
4: Improved understanding of existing options for managing conflicts?		99	25	3.96	
5: Understand how IDPs can be resettled without conflict re-erupting?		82	24	3.42	
6. Offered real world cases?		102	25	4.08	
7. Improved understanding of LTPR interventions?		93	25	3.72	
8. Relevant to your work?		90	25	3.60	Current job does not include many pure conflict situations. This is not indicative of the good material that was presented.
				3.90	



MODULE 5: Gender					
Question	Individual scores	Total Points Received	Number of Respondents	Average score	Comments
1: Understanding Vulnerability and Property Rights		112	26	4.31	These sessions were great, but perhaps more case studies, and complex, detailed examples to help us work through issues. "Presentation could have been more interactive, less PP slides, more examples."
2: Video: Villages on the Front Line: Niger		113	26	4.35	"Excellent video." "Very encouraging video."
3: Protecting Property Rights of Women		111	26	4.27	
4: Role play		111	26	4.27	"Very good group exercise." "Great exercise."
5: Improved knowledge and understanding of LTPR?		110	26	4.23	
6. Understand how HIV/AIDS affects land rights?		102	26	3.92	
7. Improved knowledge of policy, administrative, etc. . Options for strengthening land rights?		102	26	3.92	"Would have liked more of this, especially administrative and enforcement of equitable laws." "Enjoyed this session."
8. Improved understanding of LTPR interventions?		41	11	3.73	More tools?
9. Relevancy to your work?		41	11	3.73	
				4.08	

MODULE 6: Tools and Wrap-up					
Question	Individual scores	TOTAL	Number of Respondents	Average score	Comments
1: Land Tenure and Property Rights Framework, Tools and Sources of Information		86	21	4.10	Useful. Good to know. "Fast is what is good in these sessions and you got it!" "This section would have been better on Thursday to spend more time on it and less time on Thursday's session which was confusing and a bit too techie."
2: Land rights in India and potential USAID interventions		76.5	20	3.83	"As was stated, one state of India can be vastly different than another." "Good final case."
3: Expert panel discussion		80	20	4.00	"So much knowledge!" "Good answers."
4: Helped reflect on opportunities for utilizing LTPR framework and tools in USG programming?		83	21	3.95	Need more application of framework/matrix. "Perhaps a small group discussion would make us think more."
5: Provided with opportunity to apply course concepts to real world example?		74	21	3.52	"Give a bit of warning that we'll be asked to think about USAID options."
6: Provided space to address outstanding LTPR queries with expert panel?		86	21	4.10	
7: Improved understanding of interventions and best practices?		81	21	3.86	
8: Relevancy to your work?		81	21	3.86	
				3.90	

Overall Evaluation				
Question	TOTAL	Number of Respondents	Average score	Comments
1. Module 1	104	25	4.16	Dry, but necessary. Very definitional but useful to novice. "A more lively/interactive way to introduce definitions would have set a better tone for course."
2. Module 2	100	24	4.17	Enjoyed the Madagascar example. "Very basic concepts, needed more practical tools to apply; Madagascar example was excellent, though." Technical level could be bumped up a couple notches.
3. Module 3	86	23	3.74	Too techie. Need more clarity on title, deed, etc. "This was the densest, most PPT heavy presentation and I wasn't sure what the key takeaways were." Good information, but needed more time on activity.
4. Module 4	92	23	4.00	"Again, basic, needed more practical tools."
5. Module 5	99	23	4.30	
6. Module 6	93	23	4.04	
7. Clear Objectives?	112	26	4.31	
8. Content of the training program?	115	26	4.42	
9. Relevancy to your work?	103	26	3.96	"Am interested in how this works w/ DG since admin laws improved governance is a key part of this." Important cross-cutting theme.
10. Format was appropriate?	108	26	4.15	"I enjoyed the modules. They were challenging and thought provoking." "Great-- good interactive projects mixed with lectures." "Sometimes PowerPoint was too much; reached saturation point for absorption. Might be good to have a read ahead for some things, followed by discussion."
11. Overall?	105.5	25	4.22	"One of the best trainings I've taken." "You guys did a great job! CD-ROM, no paper was a good idea."
			4.13	

Overall Comments:

Good time management, thanks for the food, toys on tables are a nice touch.

You guys have obviously put a lot of work into the training!

Some toys are too loud.

In general: Need to incorporate more pas and GIS/remote sensing images in the presentations. For example, there are satellite shots of soil erosion on Madagascar that could have added a visual to the story. All of your examples could be well illustrated. Also remote sensing images of Bahamas, Cairo or even maps would have been nice to have.

Some non-super sugary/high-fat breakfast options would be great.

Too many evals!

Very good/very interesting—Loved it!

For the new Workshop:

1. Do not over focus on "pure (don't understand... see original), also "low-grade" community-based Asymmetry of how conflicts occur.
2. Conflict training: Break down key learning points. Is assessment/analysis different w/conflict? How does do no harm play into interventions? What are key considerations for program design? Are there examples of best practices? Less successful interventions? How do we monitor on conflict areas? What is realistic?
3. Would think implementers from the NGO community would be useful for another perspective.
4. Have participants develop actual products (assessments, program designs) even in draft form, using USAID tools to bring back to mission bureaus.
5. The text-based case study has already reached a saturation point in the LTPR class. I suggest a lab component, or if computer terminals are cost prohibitive, at least screen captures should be employed to visualize different GIS layers. Each layer can be an impetus to react to new information, or an extent of the issue, to shape interventions.

FROM OVERALL COURSE EVALUATION

What were the highlights for you from the 3-day course?

First day and last day.

Course was well-organized; well-paced; Interactive

The staff are knowledgeable! Practical experience.

Case studies & group activities.

Small group work was good. Having a separate facilitator is a good idea.

Module 5.

Liked the copious use of real-life example. The group activities were well-designed.

Vulnerable peoples.

Tools, and the framework *with the content* (can this please come earlier?)

Well organized by themes.

Interactive group work. Play-doh. Afghanistan presentation. Networking. Tools.

Case studies.

Conflict piece, Freudenberger's presentations, the completed framework.

The forest walk, the definitions, and gender and vulnerable populations.

**The 1st module was the module that I wish to obtain more information since I serve as the alternate COTR for land program in my country but have very limited knowledge on the concept of LTPR. More depth introduction

to the concept in the future course will be very helpful to people like me who have little experience/knowledge in this area.

Very exciting to think of development programs with a rights-based lens-- we don't do enough of that at AID.

The session on HIV and LTPR was fascinating.

The conflict session and real world case studies. The gender case study was very good too. Easy to quickly understand and work through options. NRM tribunal was fun!

Hearing of the case studies and others experience.

Gender/vulnerable populations case study.

Practical exercises for modules.

Case studies. Video presentations.

Networking, use of film.

Definitions, conflict zones.

Group exercises, videos

What topics would you have liked to cover in greater detail?

Friday's materials-- preferred on Thursday so we could spend more time on it.

Would have like overviews (pros and cons) of resettlement and privatization.

Everything! (See starred comment below for details).

Conflict. Time for individual country case studies (for us to ask specific Qs about our countries).

Module 3-- too complex to cover in half a day.

How to work when there is little to not political will. How to resolve customary with statutory.

More on indigenous rights more specifically.

Would like more explanation of possible interventions-- not just handout at end of day.

Tools and using the tools in case studies (instead of just guessing @ Best Practices).

More on the *how*.

More on some of the tools.

Good balance.

Conflict, overpopulations issues, urban(ization) issue.

LTPR, women, and HIV-- should be explored and explained in more depth and with more nuance. Try approaching it starting with an HIV/AIDS framework and see where LTPR can be incorporated.

See double-starred comment above.

Non land-based resource issues.

Conflict, and role of multilateral institutions in LTPR programming. The latter is important because often times they support big ticket program. Opportunities to share info/discuss regional issues-- a breakout session?

Perhaps more complexity and detail in conflict component.

Land rights/tenure in post-conflict.

Quick backstop related LTPR.

What topics did we spend too much time on?

Confusing deeds vs. titles.

Too many evaluations.

General intros to all module content.

N/A

Overall well balanced.

N/A

The training sometimes felt over-facilitated: the activities had too much explanation. Well intentioned though it was.

Definitions!

None.

None.

OK with all the topics.

Areas of emphasis within topics-- not so much the topics themselves.

Land administration. Time was right but level of detail too much to figure out key lessons.

Did you like 3-day course or would you prefer that it be broken down into separate 1-day modules?

No it's good.

Set up was fine.

Maybe for an introductory course, but not for the more in-depth course format I propose below (starred).

As most people are new to LTPR, a broad array is appropriate. Those with more experience may want to choose an area of interest.

3-day is better I think.

This was good.

3-day = fine.

3 days in total.

I liked how it was.

3-day overview. 1 day modules would have too much overlap.

Both would be good.

I think 3 days is helpful. Separating modules completely would lead to a less complete understanding of the issue by the sector specialist trainees.

I Like the mix. As mentioned in the training, LTPR is cross-cutting and many of us work across a range of interrelated sectors. It's important to understand LTPR as multi-dimensional.

It needs > 3 days.

I think the introductory scope is good and advanced trainings should go into more depth.

3 days is a good amount of time.

3-day training was great. Offered breadth of theme; we can follow up with specifics.

The 3-day course was good as a macro-level overview of the topic and issues. Single day would not be as valuable because the other topics feed into each other and having "leaps" would likely miss those interdependencies.

Modules would help focus materials better.

Separate 1-day modules and perhaps an integrative exercise.

3 days is good length; and best to include all in these 3 days.

Please provide any additional suggestions.

Breakout sessions on specific country cases.

This evaluation is a culmination of all the evaluations we've been doing; it is not needed!

*This course got great advance PR from colleagues, but I was disappointed. I expected a more in-depth course, but instead it was a very general introduction. For a more in-depth course, I would suggest a very hands-on course built around the LTPR framework (matrix, situational assessment/design tool, impact evaluation tool, etc.). Have one or more participants (more likely from missions but could be from DC too) bring actual problems they need to work on to the course, and let us all help work on them (and send them home with ideas/documents/etc.)! For this course, it appears we could have helped our colleagues from Haiti, Sri Lanka (and perhaps others?). (Just to be clear, the work sessions would be interspersed with teaching content sessions.)

None, overall, it was quite good.

Too much sweet food. Morning should have *bagels*. Au Bon Pain is a good catering option.

Please end mid-day Friday; please get gourmet coffee, tea.

Maybe somewhat more reaction/commentary from experts on the group presentation proposals.

More concrete examples of what didn't work when implemented and analysis of why it failed (overall or expectation).

How did you like the venue?

Excellent, far surpasses RRB basement. Thank you!

Facility was good.

Great!

Plus-- Very nice: (1) metro accessible, centrally located (close to downtown DC), (2) great view; Minus-- Need to provide computers to check e-mail!

Excellent.

Really need computers where we can use our remote access tokens to check USAID email, especially given the length of the course and its distance from Reagan building.

Great! Best.

Excellent.

Great view.

Great.

Great venue.

Great!

OK.

Good. Weird room layout, but luckily I could see the screen/speakers from where I was sitting. Great food thanks!

It was OK.

Good.

Great view! Shape of room and sound system could use some help.

Was *great*. Very comfortable setting. Good lighting. Great toys to get out nervous energy.

Good.

Excellent.

Good.

Text-based materials do not capture the attention as would sequenced spatial layers that would reveal the impact and extent of each facet of LTPR.

Great! Especially since it is near the metro. Great food! Great facilities!

Do you think a DVD would be a useful learning tool?

Yes.

Yes it would.

Yes.

Yes.

In the field, not sure people would watch here in DC.

Yes, maybe

Yes.

Yes.

Yes.

Would you recommend an interactive distance learning course to colleagues?

Great!

Yes, can be useful... may be followed up with a more advanced seminar.

Yes, for introductory-level course.

Yes.

It would be better than nothing. But the live course is *much* better.

I prefer live classes, but maybe.

For distance learning, 1-day module would be better.

Yes, more than the DVD. I think, if well done, this could be quite useful because it can be accessed by a much wider range and larger numbers of people.

Yes, for sure!

I don't like distance learning, but for people who do, I don't see why not.

Yes, for those learners who do well with distance/online learning. Could never replace or equal the instructor-led class, but is better than nothing.

Yes.

I think distance learning course would be good if it could include the interactive portions. These are complex topics and the interaction really helps with learning.

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