THE GLTN CAPACITY DEVELOPMENT STRATEGY

SECURING LAND AND PROPERTY RIGHTS FOR ALL

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FOR A BETTER URBAN FUTURE

GLTN
GLOBAL LAND TOOL NETWORK

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ACKNOWLEDGEMENTS

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INTRODUCTION

The challenge of capacity development is one of the most difficult areas for individuals and institutions working to improve the livelihoods and security of the world's poorest people. This challenge deeply affects the implementation of projects, programmes and activities, and the ability to sustain them or to build on and take them further. Effective, long-term capacity cannot be developed easily, haphazardly, or quickly.

Until recently, developing capacity was seen mainly as the transfer of knowledge and skills from the "experts" to development partners; the word it has most often been equated with is "training". A welcome shift from this perspective is underway. Capacity development is increasingly recognised as a complex process that requires an integrated approach, designed to deal with particular situations in a comprehensive manner. An important part of this recognition is that successful and sustainable implementation depends on multiple factors, including the social and political context in which it occurs, the structure and influence of the various organisations and individuals involved, ownership of development ideas and aims, the priorities on the ground, and the extent of existing leadership abilities, skills and commitment of the people involved.

For the Global Land Tool Network (GLTN, the Network), developing capacity in the land sector is central to our goals, objectives and activities, and we have embraced the idea of finding better ways to do it. We are actively engaged in integrating capacity development into everything that we do. To guide us, we have formulated a long-term Strategy on this issue, which is presented in this booklet. The Strategy gives guidance on GLTN policy, operations and purpose; it provides the principles, the strategic framework and operational guidelines needed to significantly gear up GLTN's work at global regional and, in particular, country level. Ultimately, the Strategy will enable all GLTN Partners to develop capacity for the development of pro-poor and gender responsive land tools and the organizations and institutions necessary to implement them.

The GLTN Capacity Development Strategy was the product of a six-month process of research and consultation with our partners, the Secretariat staff and former participants in our training programmes. Collected ideas and information were distilled into a design that is aligned with the current GLTN project's aims and expected outcomes and will be an integral part of future activities. It is intended to be used by all GLTN Partners and the Secretariat, and it will also be relevant for other teams and programmes, agencies and individuals who are involved in the land sector. The Strategy offers a dynamic action learning approach to capacity development that incorporates a range of methods and techniques, regular feedback, review, discussion and improvement.

In line with underlying principles of capacity development this booklet will remain a 'living document'. It will undergo periodic reviews, updating and improvement as implementation of the Strategy unfolds; and as the Strategy itself is adapted to new lessons, challenges and opportunities.

THE GLOBAL LAND TOOL NETWORK

Secure land tenure and property rights are fundamental to shelter and livelihoods, and for the realisation of human rights, poverty reduction, food security, economic prosperity and sustainable development. Yet in many countries around the world, particularly those in the developing South, - widespread and pervasive land tenure insecurity scars life and inhibits equitable, sustainable development in both rural and urban areas. This has profound negative consequences for millions of people and creates enormous challenges – and opportunities – for governments, inhabitants and the many agencies and bodies involved in land, poverty alleviation, food security and development.

The Global Land Tool Network was launched in 2006 in response to these challenges and opportunities. GLTN is an alliance of global, regional and national partners contributing to poverty alleviation through land reform, improved land management and security of tenure. The Network aims to improve global coordination on land, strengthen existing land networks and improve the level and dissemination of knowledge on land tenure.

GLTN's vision is to provide appropriate land tools at global scale to implement pro-poor land policies and land reforms. Its mission is to assist national governments to implement land policies that are pro-poor, responsive to the needs of women, men and the youth, and at scale. The Network advocates a continuum of land rights that acknowledges a spectrum of tenure forms as appropriate and legitimate, rather than focusing on formal land titling as the preferred or best form.

GLTN's long-term goal is to contribute to poverty reduction and sustainable development through promoting secure land and property rights for all. During its current phase of operations (2012-2015) GLTN aims to render international partner-organizations and related land programmes in countries, cities and municipalities better able to improve tenure security of the urban and rural poor.

People-driven land sharing and development as seen in Bang Bua Canal Settlement in Bangkok, Thailand, 2012. Photo © UN-Habitat/Jean du Plessis.

It will do this by promoting and supporting the adoption and implemention of land policies, tools and approaches that are pro-poor, gender appropriate, effective and sustainable.

Land issues are notoriously complex and involve extensive vested interests. To design, test and implement pro-poor, gender-responsive land tools that can be used at scale requires inputs from various disciplines, professions and stakeholder groups. One aspect of GLTN's success has been its ability to integrate these various inputs and put together multi-disciplinary teams; another is its ability to scale up by working with and through partners to maximize their contribution. The Network now has more than 50 partners – global stakeholders who contribute with substantial knowledge or financial resources; GLTN members are those individuals and organizations who have registered on the website and who wish to be on the GLTN distribution list. (For more information, and to register as a member, see www.gltn.net)

CAPACITY DEVELOPMENT

In recent years, the aid and development sectors have increasingly recognised the importance of capacity development, in particular the connection between capacity development and aid effectiveness.

The terms capacity development and capacity building are both still commonly used, but development organizations and agencies are generally shifting away from referring to capacity building. One of the main reasons for this is that "building" could

> ❛ *A land tool is a practical way to solve a problem in land administration and management. It is a way to put principles, policies and legislation into effect. The term covers a wide range of methods: from a simple checklist to use when conducting a survey, a set of software and accompanying protocols, or a broad set of guidelines and approaches. The emphasis is on practicality; users should be able to take a land tool and apply it (or adapt it) to their own situation.*

imply that capacity is starting from a zero point; that external expertise is used to create something that did not exist before. A capacity "development" approach emphasises the inherent capacity and organic development processes that already exist in all countries, communities and contexts. It focuses on the need to support, facilitate, complement and further develop processes already underway.

The Organization of Economic and Cooperative Development (OECD) defines capacity development as ***"The processes whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time."***[1]

GLTN has adopted this definition because it is aligned with the Network's goal of promoting pro-poor, gender-responsive change in land management through working at multiple levels, in multiple ways, across disciplines and levels of government; and including working closely with those most directly affected.

Capacity exists at many levels within any human system and includes both the vertical dimensions of organisational or social structures and the horizontal levels that link groups, institutions and communities across sectors. Achieving sustainable results calls for capacity to be considered at all levels as well as in the linkages between and across levels. This is especially relevant for the complex issue of land, which draws together stakeholders from different disciplines, such as law, water, sanitation, agriculture, planning, democratic governance and others.

Different types of capacity are required, in combination, to resolve complex challenges. These have often been equated with so-called "hard" technical skills, resulting in an over-emphasis on the provision of technical training. However, the so-called "soft" capacities are also crucially important to resolve challenges in complex human environments. The table below gives examples of capacities that are hard / soft; technical / functional; social / relational; and visible / invisible:

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1   OECD (2006). The Challenge of Capacity Development: Working Towards Good Practice, Development Assistance Committee Guidelines and Reference Series. Paris: OECD. p. 12.

TYPES OF CAPACITY	
'HARD'	'SOFT'
Capacities that are generally considered to be technical, functional, tangible and visible	Capacities that are generally considered to be social, relational, intangible and invisible
For example:	Operational capacities such as:
■ Technical skills, explicit knowledge and methodologies (which for individuals can be considered as competencies) ■ Organizational capacity to function: Appropriate structures; systems and procedures for management, planning, finance, human resources, monitoring and evaluation, and project cycle management; the ability to mobilise resources ■ Laws, policies, systems and strategies (enabling conditions) Note: tangible resources like infrastructure, money, buildings, equipment and documentation can be considered as the material expression or product of capacity, but do not constitute capacity.	■ Organizational culture and values ■ Leadership, political relationships and functioning ■ Implicit knowledge and experience ■ Relational skills: negotiation, teamwork, conflict resolution, facilitation, etc. ■ Problem solving skills ■ Intercultural communication Adaptive capacities such as: ■ Ability and willingness to self reflect and learn from experience ■ Ability to analyse and adapt ■ Change readiness and change management ■ Confidence, empowerment and / or participation for legitimacy to act.

CAPACITY DEVELOPMENT AND GLTN

GLTN's work is part of a fundamental global paradigm shift away from seeing land as a purely technical issue and towards pro-poor, gender responsive, accountable, equitable and sustainable land management that includes a range of legitimate, inclusive land tenure forms lying on a continuum of land rights. GLTN develops, tests and promotes the application at scale of pro-poor, gender responsive land tools necessary to implement this approach. Promoting and implementing this shift in approach creates an array of capacity needs and challenges for governments, land actors and stakeholders, many of whom do not have the awareness or capacities they need to make the necessary changes. Capacity development is, therefore, central to the achievement of the GLTN's goals and objectives and is made explicit in one of the three Expected Accomplishments of GLTN's current work programme: *"Strengthened capacity of partners, land actors and targeted countries, cities and municipalities to promote and implement appropriate land policies, tools and approaches that are pro-poor, gender appropriate, effective and sustainable."* [2]

> ❝ *GLTN views rights to land as lying on a continuum. Tenure can take a variety of forms. "Registered freehold" (at the formal end of the continuum) should not be seen as the preferred or ultimate form of land rights, but as one of a number of appropriate and legitimate forms. The most appropriate form depends on the particular situation: customary rights, for example may be superior to registered freehold in certain situations. Land tools have to take this continuum into account. This approach is gaining increasing acceptance internationally.*

Elements of capacity development are present throughout the GLTN tool development process, which involves the following (iterative and not necessarily sequential) steps: Scoping studies; Consultations; Product Development; Piloting, Testing; Revision, Adoption, Dissemination; and Training.

2 UN-Habitat (2011). Global Land Tool Network Phase 2: Secure Land and Property Rights for All. Nairobi: UN-Habitat. pp. 17, 39.

Learning in the field: Participants during a learning event in Naguru Settlement, Kampala, Uganda, 2013. Photo © UN-Habitat/Danilo Antonio.

Furthermore, a number of other GLTN processes and activities, such as advocacy for raising awareness, have a positive impact on capacity. This Strategy is intended to maximize and extend this impact through a comprehensive capacity development approach.

Capacity development is increasingly being recognised as a discipline in its own right, requiring a particular set of knowledge, skills and techniques to be effective. One of the failings of previous approaches to capacity was the assumption that people with expert capacity in a particular field or discipline (for example land administration) automatically had the necessary skills to develop that same capacity in others. It also cannot be assumed that those with expertise will also have the relevant local knowledge, including understanding of grassroots perspectives and experience, to be able to develop, test and implement new land tools appropriately at country level.

This means that the more traditional approaches of transfer of knowledge or "know-how" do not apply. Instead, it is necessary to put together teams and build entities, throughout the land sector, that have enhanced and combined skills not only in the content and process of innovative land tools, but also in local context and knowledge, and in training and learning practices relevant to the culture and context of many different countries.

THE GLTN CAPACITY DEVELOPMENT STRATEGY

There is no silver bullet for addressing land challenges. No single entity has the answer. Partnerships and ongoing joint learning are essential components of the way forward. To achieve the mission of GLTN, capacity is needed at a range of different levels, between and across professions, disciplines and sectors, including civil society and grassroots.

' *We need to tap into the potential that lies with the people. We need to realise that if the people are well mobilised and equipped with skills and knowledge and right kind of mind-set then they can cause sustainable transformation in both the physical and built environments. Mobilising people is important; young and old must be mobilised - [including] those in informal settlements.*

Samuel Mabala, Commissioner of Urban Development, Ministry of Lands, Housing and Urban Development, 29 August 2013.

THE GLTN TOOL DEVELOPMENT PROCESS - GENERIC STEPS
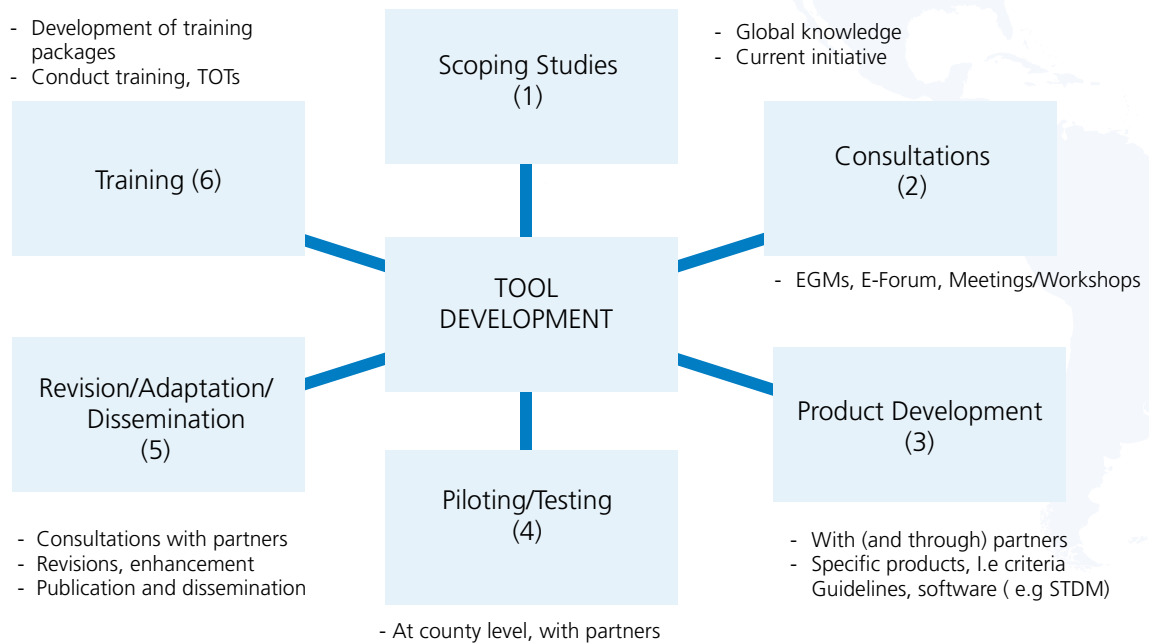
- Development of training packages
- Conduct training, TOTs

Training (6)

Scoping Studies (1)

- Global knowledge
- Current initiative

Consultations (2)

- EGMs, E-Forum, Meetings/Workshops

TOOL DEVELOPMENT

Revision/Adaptation/ Dissemination (5)

- Consultations with partners
- Revisions, enhancement
- Publication and dissemination

Piloting/Testing (4)

- At county level, with partners

Product Development (3)

- With (and through) partners
- Specific products, I.e criteria Guidelines, software (e.g STDM)

The GLTN Capacity Development Strategy sets out an approach that brings together different types of capacity, skills and experience to enable joint learning and shared capacity development. The GLTN Secretariat, working closely with partners and the relevant thematic clusters, will play the role of catalyst, bridge builder and facilitator of the necessary linkages, methodologies and learning partnerships for action. The Strategy identifies a long-term capacity development goal as well as an intermediate goal with two strategic objectives that will contribute to achieving the long-term goal, as below:

The Strategy addresses a number of challenges. Firstly, there is a shortage of entities able to tackle the capacity needs in the land sector, and even fewer able to do this at scale. Further, many of the governments, institutes, associations and agencies with relevant technical capacity are based in developed regions and not in developing countries where such capacity is most urgently needed. At the same time, technical capacity on its own is insufficient. Strategic partnerships need to be established with in-country institutions, civil society, grassroots and other organizations that represent and articulate the

ULTIMATE GOAL	INTERMEDIATE GOAL	STRATEGIC OBJECTIVES
Sufficient capacity among all the key actors (including governments, non-state actors, GLTN Partners, capacity developers, multi / bilateral agencies) to promote and implement secure land and property rights for women and men, for poverty reduction and economic growth	Strategic partners have the capacity to develop, promote and implement priority pro-poor, gender-responsive land policies, tools and approaches for specific countries as drivers of national, regional and global change towards secure land rights for all	• Key capacity developers on land (national and international universities, training institutes and others) have moved from conventional technical training curricula to also include pro-poor, gender-responsive, multidisciplinary approaches • Within each country, the relevant group of partners has the capacity to adapt, pilot, evaluate, use and disseminate each tool

contextual information, perspectives, experiences and positions on land. Forging these links will be an essential precondition for the development, testing and dissemination of innovative land tools appropriate to the emerging land tenure paradigm and implementable in the local context.

The medium-term focus is to equip capacity developers in order to build a strong foundation for up-scaling in the long term. Several sub-divisions of the land sector are fields or disciplines in their own right and one implication of the emerging paradigm shift on land is the need to bridge the previous divisions between fields or disciplines to achieve a more comprehensive, multi-institutional approach. Capacity development approaches, tools and techniques need to be found to cross these divides.

GUIDING PRINCIPLES

The following principles will guide operational planning, monitoring and evaluation of implementation of the GLTN Capacity Development Strategy:

- **Continuous joint action learning:** GLTN's goals can only be achieved if different stakeholder groups work together to generate learning. Such learning is important for monitoring activities and also to inform others about changes, challenges and learning arising from the development of tools.

> '*What is happening in Mbale [in Uganda] is not just an activity; it is a process that is giving the poor an opportunity for self-realisation. The slum dwellers engage in enumeration and slum mapping using the STDM [Social Tenure Domain Model] tool, the output of that exercise is information. That information is power. It helps build knowledge to make informed decisions, to anticipate and influence the planning decisions.*
>
> *Samuel Mabala, 29th August 2013.*

Learning from the residents: Consultation with residents at Bang Bua Canal Settlement, Bangkok, 2012. Photo © UN-Habitat/Jean du Plessis.

- **A holistic approach to capacity development for the target group:** Thinking beyond capacity building to ensure support for capacity use and retention. It also means including soft skills.
- **Appreciation of culture, context and existing capacity:** Each country and sometimes areas within countries have their own context that must be considered for land practices to be appropriate and effective. Culture and context are of critical importance to deciding which tools might be helpful and how to use them.
- **Appropriate attention to GLTN cross-cutting issues:** GLTN's land tools cannot be implemented in technical isolation and the Network has identified eight critical cross-cutting issues that need to be integrated as part of the development and use of land tools. Of these, four are particularly critical for capacity development: gender, grassroots, land governance and youth.
- **Recognition that technical skills represent only one of a number of components of capacity in complex settings:** To achieve sustainable change in any context requires capacity development on many levels. Although training to address shortages of technical skills in using land tools is necessary, it has limitations.

Failure to understand these can result in wasted resources and opportunities.

- **Demand-driven capacity development:** capacity development cannot be imposed on any individual or agency but is appropriate where stakeholders recognise their own needs and take ownership of the action necessary to address the needs. The best results come from working in demand-driven processes with actors willing and ready to make maximum use of opportunities provided.

STRATEGIC FRAMEWORK

The objectives of the GLTN Capacity Development Strategy will be achieved through a focused and resource efficient approach. To enable this, a Strategic Framework for GLTN Capacity Development was formulated, as given on the table below.

STRATEGIC FRAMEWORK FOR GLTN CAPACITY DEVELOPMENT	
Priority strands	• Action learning and capacity development embedded into GLTN tool development activities • Primary focus on a selection of target countries
Supporting strands	• Integration of capacity development principles, techniques and insights into all relevant GLTN activities and outputs • Advocacy to bring about change at the policy level in the land sector • Good practice training cycle applied to all GLTN training activities • National, regional and global collaboration with partners to promote capacity development for land reform.

What is action learning?

In order to use this framework it is important to understand what action learning is and how it will fit into the work of GLTN. The realisation that primary focus on training events is rarely an adequate capacity development response has prompted a shift towards more effective learning and organizational development methods. There are many ways through which people and groups acquire learning and other capacities in order to implement change. The ability to learn is recognised as both a capability in its own right and an essential, underpinning capability for other aspects of sustainable capacity. With its emphasis on the relationship between reflection and action, the concept and approaches of action learning embrace this reality and offer direction in how to meet the challenge.

Broadly, action learning is the use of structured or semi-structured processes that help individuals and groups to reflect on their life and / or work experiences and learn from them. Central to the methodology is bringing together groups of people who use their existing knowledge and skills to work on real challenges to produce fresh ideas. This can take place in person or virtually. Over the decades, action learning has developed into a powerful, flexible tool with broad application and which increases significant learning in a short period of time.

Action learning is particularly well suited to the challenge of dealing with complexity. The complex challenges in the land sector and the importance of identifying innovative pro-poor and gender-responsive tools that can be used at scale, highlight the relevance of the beliefs and principles of action learning. These beliefs and principles are: 1. Learning starts from not knowing; 2. People who take responsibility in a situation have the best chance of taking actions that will make a difference; 3. Learning involves both programmed knowledge (what is taught or read) and questioning insight; 4. Learning should be greater than the rate of change.[3]

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3   Mersey Care NHS Trust and the Revans Institute, (2010). D.I.Y. Handbook for Action Learners, 2nd Edition. p.11.

There are also numerous related and complementary tools, methods and techniques that would form part of a broad, action learning orientation to capacity development. These include:

- **The action-reflection-learning planning cycle:** a simple but effective model for structuring reflection and learning processes to ensure that future planning reflects learning from what has gone before;
- **Action research:** a learning and change methodology now in use in many different disciplines where professional development is needed (the methodology is particularly well established in education and health sectors worldwide)
- **Critical incident analysis:** a tool used either by individuals or groups to help reflect on something that has happened (a "critical incident" in the form of a problem, challenge or event) in order to learn from the experience
- **On the job training:** in the trainees workplace, on a one-to-one basis, using all the documents, tools and other resources that they will need to use for their work when they are fully trained
- **Work-based learning:** an emerging discipline for experiential learning in the workplace
- **Work/job shadowing:** close personal observation of another person doing their routine work (often used in management training)
- **Whole person learning:** training aimed at the whole person, using a very broad range of tools (based on the recognition that individuals make choices and act (or do not act) on the basis of more than their intellectual capacity.[4]

Priority strands of the strategic framework: Action learning and capacity development embedded into GLTN tool development activities, with a primary focus on a selection of target countries.

Adopting and integrating an action learning orientation has great potential for the GLTN's capacity development endeavours at various levels of activity,

including tool development, in-country support on land, legislation and governance, capacity development for land reform, and land administration support. Because of the diversity of needs within the land sector, all actors need to generate joint learning from their actions, on an on-going basis. The targeted development, deployment and use of structured or semi-structured action learning processes that help individuals and groups to reflect on their life and / or work experiences and to learn from them could be hugely beneficial. Depending on the need and the context, these tools and techniques can be used on their own, in combination or in tandem.

In terms of this strategic framework, the main emphasis will be on GLTN land tool development through learning partnerships focusing on target countries, which will be selected in terms of agreed criteria in consultation with the relevant partners. Entities with different types and levels of capacity will be brought together, making use of action learning and related tools and practices. All partners will be encouraged to include action learning and related practices in their GLTN activities. This means that planning for any tool development project will need to include, as a principle or as a routine, an action learning approach including steps for on-going reflection and documentation of learning. The process will bring together various entities expert in land issues, capacity development,

Learning from each other: Participants consult during an STDM learning event in Kampala, Uganda, 2013. Photo © UN-Habitat/Jean du Plessis.

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4   For more information about action learning and complementary tools and methodologies, as well as other capacity development tools, see Appendix 1.

local knowledge and experience, and funding support. As the capacity of local entities grows over time, they will increasingly take the lead on processes, products and the roll out of tool development. Measures to promote capacity retention will need to be developed to ensure continuity and sustainability.

Supporting Strands of the strategic framework:

1. Integration of capacity development principles, techniques and insights into all relevant GLTN activities and outputs

The challenge to develop capacity is inherently part of the mission and work of GLTN. An important strand of the Strategy is to make all partners aware of where and how they have been involved in the past in capacity development through their GLTN initiatives, and what could be done differently in future to enhance, capture and extend the value and impact of that work. This process of awareness-raising and integration, as well as building internal capacity development skills and experience, is particularly important during the initial phase of implementation of the Strategy. It will lay the foundation for successful implementation as a whole.

2. Advocacy to bring about change at the policy level of the land sector

GLTN has been particularly influential with advocacy to effect change at the conceptual level in the land sector. In particular, the paradigm shift on land tenure needs to be taken forward on a broad scale into legislation, policy, implementation and practice. Many groups – governments, aid and development agencies, academic institutions, land professionals and others – still need to shift their understanding, policies and practice before the sector as a whole can develop the necessary capacity to implement a new approach to land management. The GLTN is uniquely positioned to influence and advise these groups. GLTN is also uniquely able to forge connections between and across professions, institutions and sectors working on land. A great deal can be achieved by setting up partnerships and other relationships that lead to shared knowledge,

learning and expertise. There is a role for GLTN to advocate for change in the way academic institutions teach and train land professionals, moving towards more multi-disciplinary education that includes a pro-poor approach to land administration. In this, there is a direct link between advocacy and capacity.

3. Good practice training cycle applied to all GLTN training activities

The GLTN Capacity Development Strategy builds on progress made in the past in the preparation of training materials and presenting courses, as well as the numerous other capacity-related aspects of GLTN work. It represents a shift towards a more comprehensive capacity development approach, with learning incorporated throughout the tool development and testing process. Where training activities are undertaken, these will be selected in terms of capacity development criteria, and will be designed and implemented in line with good practice training principles and methods.

4. National regional and global collaboration with partners to promote capacity development for land reform

While the GLTN capacity development Strategy will focus on a selection of target countries, ongoing collaboration at national, regional and global level will remain an important strand of its implementation. A good example of this work is the Capacity Development in support of the Land Policy Reform Initiative in Africa, which the GLTN Secretariat and partners have been supporting since early 2012. This ongoing work has entailed support to drafting a "Background Paper for Capacity Development for Land Policy in Africa", an Expert Group Meeting, and the drafting of a "Capacity Development Framework for Land Policy in Africa". The next step is support to pilot capacity development activities expected to contribute to land policies and land reform processes in a selection of African countries.

The methodological and operational implications of the above are further explored in the following section.

PROGRESS MADE AND WAY FORWARD

The GLTN Capacity Development Strategy sets out an approach that brings together different types of capacity, skills and experience, across disciplines and specializations and at a range of different levels, to enable joint learning and shared capacity development. It is clear that successful achievement of the long-term goals of this Strategy will require focused attention on activities that will realize the intermediate goal and strategic objectives. This has entailed a period of reorientation of existing activities. The Strategy has therefore been integrated into GLTN Secretariat work plans and some of the joint projects and initiatives with partners.

We have seen that the GLTN Phase 2 project document includes an expected outcome for the strengthened capacity of partners, land actors and targeted countries, cities and municipalities. In line with this, the GLTN Phase 2 Implementation Schedule contains several activity areas that directly support the Strategy. As a starting point, therefore, the GLTN Phase 2 project document provides a solid basis for operationalizing the Strategy.

 "The implementation Strategy for capacity development will be multifaceted and will depend on the most cost-effective support that can be delivered to meet the capacity development priorities of the key stakeholders and partners. Capacity development will form an integral part of future tool development and testing initiatives. In addition, interactive learning events and exchanges in a range of topics will be developed for UN-Habitat staff and key international partners based on the needs and demands and in support of the agency's new priority areas." [5]

Implementation of the Strategy is already underway, with good progress in a number of areas. Partners and staff of the GLTN Secretariat are collaborating to find their particular roles and contributions in implementation. The role of GLTN's International Training/Research Institutions cluster is important to help coordinate the process and joint project

proposals are underway. Learning events and missions are being planned in accordance with the Strategy. Implementation is constantly being monitored and reviewed. In support of this, a pool of capacity development experts is being established to assist with intensive, in-country implementation, around:

- Providing specialist training, learning and/or capacity development support to UN-Habitat and GLTN partners undertaking in-country land tool development
- Planning, designing and facilitating GLTN training and learning events within the framework of the GLTN capacity development Strategy
- Providing specialist knowledge-management support (including establishing base-line information, documenting processes, reporting on learning events, beneficiary feedback, event follow-up, design of recording and reporting and evaluation mechanisms) to promote learning and improvement of practice in the work of GLTN
- Developing guidelines for the implementation of capacity development initiatives and good practice training by GLTN
- Reviewing and updating existing GLTN learning materials, and/or producing new learning materials for specific GLTN land tools.

Of course, addressing all capacity needs in the global land sector is an enormous, even daunting task. Success will require strategic choices to get the best results with the resources available. This means decisions have to be made on how to prioritize activities and to target resources for best results. Integrating action learning and capacity development processes into tool development activities may therefore mean doing fewer, but higher impact, activities at the outset. It is also clear that the Strategy needs to be implemented in phases through a process of on-going organisational learning.

In the spirit of becoming a learning network, the intention is that the GLTN Capacity Development Strategy will be a living document that goes through periodic review, updating and improvement. As part of this process, there will be on-going alignment with GLTN's other programme, strategy and policy

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5   UN-Habitat (2011). "Global Land Tool Network Phase 2: Secure Land and Property Rights for All", p.22.

documents, and capacity development objectives will be incorporated into future plans, initiatives and agreements. Progress towards the intermediate goal and objectives will be reviewed in 2015.
The following activities are part of the way forward:

1. Take stock and build on the foundation of previous capacity development achievements

As indicated, GLTN activities in the past included significant elements of capacity development, and taking stock of and understanding these form an important foundation for moving forward. They include developing and pilot testing of new tools, advocacy for awareness raising and policy change, documenting innovative land practices, and convening expert group meetings. Identifying, acknowledging and learning from these successes are the basis for operationalizing the new Strategy. Specifically, UN-Habitat and GLTN have, amongst other initiatives:

- Worked closely with the Kenyan Government on capacity assessment for the land sector in the context of the on-going Kenya land reform programme
- Provided support to the Land Policy Initiative (LPI) in formulating a capacity development framework for land policy in Africa and other related initiatives
- Arranged and hosted learning events on land readjustment as part of the development of a new version of this important tool

- Arranged and hosted learning events on the important subject of youth and land
- Commenced piloting of Participatory and Inclusive Land Readjustment incorporating strong capacity development elements in partnership with the municipality of Medellin, Colombia
- Collaborated with GLTN partners, government and residents in developing capacity on application of the Social Tenure Domain Model in conjunction with other land tools such as participatory enumeration.

In addition, quality GLTN training materials and courses are in place and include learning materials and courses for five GLTN land tools

- Gender Evaluation Criteria
- Transparency in Land Administration
- Land, Housing and Property Rights in the Muslim World
- Social Tenure Domain Model
- Gender, Grassroots and Governance.

2. Promote learning and capacity development in all aspects of GLTN work

Key practical steps to be taken to promote learning and capacity development in the work of GLTN will include:

Youth leaders facilitating a settlement enumeration data validation exercise, Mbale Municipality, Uganda, 2012. Photo ©UN-Habitat/Danilo Antonio.

- Whenever feasible, undertake planning, designing and contracting of tool development activities via learning partnerships between actors with different types and levels of capacity
- Minimize ad hoc and once-off or short-term activities and events in favour of initiatives that support appropriate timeframes, processes and budgets for learning
- Facilitate understanding of the required learning practices before project activities start
- Establish learning objectives and indicators as part of project planning at the time of planning and, where applicable, as part of contracting
- Ensuring that adequate provision is made for the documentation of lessons learned (where applicable as a contract deliverable) on both the product and process so that the learning is routinely fed back to the GLTN to be used to support other learning processes and partnerships
- Storing relevant documentation and making it readily available.

3. Enhance capacity development skills within GLTN

An important immediate and medium-term measure is investing in the internal capacity development skills of GLTN Partners and Secretariat staff. Of particular importance is exposure to and experience in action learning and related tools, as well as application of the good practice training cycle in planning and implementing of all future learning events. Some of the many techniques to be used are peer review sessions, "brown bag" events, action learning sessions, participatory planning processes, modelling, mentoring and coaching. In the immediate term, implementing the good practice cycle in all GLTN training provides a good opportunity for learning (more on this below).

4. Incorporate capacity development components into ongoing projects and initiatives

One of the key support strands of the GLTN Capacity Development Strategic Framework is the integration of capacity development principles, techniques and insights into all relevant GLTN activities and outputs. This process is underway and will evolve and improve over time as an internal culture of on-going learning takes hold and grows.

5. Establish learning partnerships for GLTN land tool capacity development

In the long term, building successful learning partnerships will be a key area in implementing the capacity development Strategy. And, because the priority strands of the Strategy are about embedding action learning and capacity development into tool development processes in a selection of target counties, the roll out of GLTN Phase 2 implementation will provide important guidance on the selection of implementing partners and support contractors for this Strategy in the future. Criteria for selection of implementing partners include:

- The partnership is suitable to work on the specific assignment; i.e. has existing technical capacity and / or local knowledge, and is located, or able to work in, target countries (as required)
- The partnership brings together a relevant balance of existing capacity in the three required areas: technical expertise, local knowledge and experience, and capacity development expertise
- The partner is willing to work in learning partnerships with others
- The partner is willing to be held accountable for learning objectives as part of the project deliverables.

6. Continued roll-out of existing and future training materials and courses on land tools

Training still has an important place in the GLTN Capacity Development Strategy, though not in the form of one-off events, and only as carefully selected, planned and properly resourced learning processes. As part of this approach, and as indicated in the strategic framework, it is recommended that the Good Practice Training Cycle as developed by UN-Habitat is applied to all GLTN training activities.

Evidence shows that targeting the right participants and following up are essential to participants' learning. This is reinforced by feedback from partners and participants in past training who commented positively on the training materials and courses but were concerned about the selection of some participants and were frustrated with the lack of follow up that has meant little, if any, effective implementation of learning in the workplace. The GLTN Capacity Development Strategy gives priority to working at depth in a selection of target countries instead of offering wide but shallow coverage across regions. To implement good practice and achieve the best results from resources, it is recommended that training for the roll out of existing tool-based training materials and

courses is only done in a context with well-established partnerships and where need, relevance and follow up support can be clearly articulated at the start. "Partnerships" does not necessarily need to mean entities that have previously been contracted to GLTN, but could also mean other institutes and agencies with which partners have had a working relationship. Training requests that do not meet certain criteria will be referred to other agencies that can deliver the training or training materials could be provided. The criteria for GLTN to support the roll out of training courses are:

- The request is in line with the GLTN strategic framework for capacity development and has clear links to other relevant initiatives that demonstrate a strategic approach to capacity development for land system change
- It is relevant to GLTN's priorities
- A comprehensive assessment process has established that: the right participants have been selected; both the participants and the organisations / systems in which they work will be able to implement change after the training; and that training is the most effective response to the identified capacity need
- The expenditure on training will be cost effective, measured against both the use of the same resources for other capacity development activities

GOOD PRACTICE TRAINING CYCLE[6]
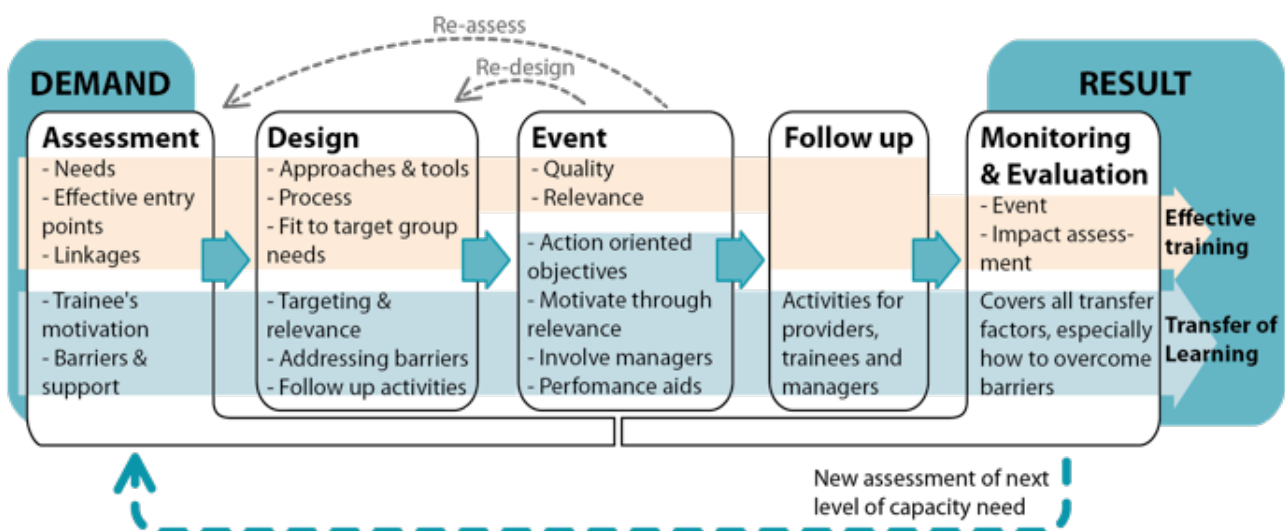
Note: Although the diagram above is about training, the principles illustrated apply equally to many other types of capacity development interventions.

6   "UN-Habitat Good Practice Note: Training", p. 10.

or alternative options for meeting the training needs (such as providing materials freely online or to any entity that can use them)

- Factors such as the political climate in the participants' environment, the geography, and resource factors have been explored and confirm the feasibility of working with good practice processes, especially with regard to follow-up for the implementation of learning.

7. Learning, recording, monitoring and evaluation

The GLTN Capacity Development Strategy involves the integration of action learning and related methods into the activities of GLTN. This would provide the objectives and indicators for recording and monitoring how effective the capacity development activities are. Learning objectives need to address what the individuals and organisations need to be able to do, so that learning is not just an academic exercise but can be applied to real tasks and practices.

Activities should contribute to the intermediate goal and strategic objectives. The general guide for writing SMART objectives (specific, measurable, achievable, results-oriented and time bound) also applies to learning objectives and need to be written to specify outcomes. Indicators are best formulated by the learners as steps in the change process: from what they can do now to what they expect to be able to do at the end of the learning process.

These indicators need to be reviewed and revised regularly. Establishing indicators needs to start with baseline data. This does not need to be detailed but sufficient to give an accurate picture of the starting point of the partners involved. Any factors that could have a negative impact on the process should be noted.

The data should include hard and soft capacities – not only technical skills but the learning and analytical skills. Soft capacities are important indicators of overall system capacity and potential for sustainable change. They can often be observed even if they cannot be measured. Systematic recording of the process is essential and regular reviewing of learning objectives can guide adjustments to the process.

Learning together: Participants during a workshop held in Kampala, Uganda, 2013. Photo © UN-Habitat/Jean du Plessis.

CONCLUSION

An underlying principle of GLTN's work is to drive change in the methodology and practice of promoting land tenure security. Capacity development is at the heart of this work. While building on past activities and programmes that have included capacity development at many levels, we have embraced the recent shift away from the traditional ways of building capacity to a more comprehensive approach.

The GLTN Capacity Development Strategy recognises the importance of putting together teams and building entities that have enhanced and combined skills, not only in the content and process of innovative land tools, but also in local context and knowledge, and in training and learning practices relevant to the culture and context of many different countries. It informs the goals and objectives, guiding principles, strategic framework and operational guidelines needed for significant upscaling of the work of GLTN at global, regional and, in particular, focus-country level.

The intention is that the approach, tools, methodologies and actions outlined in this document will enable our partners and members to significantly increase the impact of their work for secure land rights for all. With its emphasis on continuous, joint action learning, the GLTN Capacity Development Strategy will be constantly tested and improved as the Network moves forward in achieving its mission, goals and objectives.

APPENDIX 1

A. Action learning and related methods and techniques

Action learning

Action learning and related methods and techniques provide a valuable tool-set for the GLTN Capacity Development Strategy. Action learning as a concept was originally developed by Reg Revans and introduced as a learning practice in the 1940s in the coalmines of Wales and England. Revans' work attempted to bridge the gap between thinking and doing in order to promote understanding of how people can work together more effectively. Broadly, action learning is the use of structured or semi-structured processes that help individuals and groups to reflect on their life and / or work experiences and learn from them. Central to the approach is bringing together groups of people who use their existing knowledge and skills to work on real challenges to produce fresh ideas. Over the decades action learning has developed into a powerful, flexible tool with broad application and which increases significant learning in a short period of time. There are three fundamental goals for action learning:

1. To make useful progress on an opportunity or problem in the real world
2. To provide opportunities, time and spaces for people to come together and begin to practice the discipline of learning collectively how to approach the challenges for which there are currently no answers
3. To create conditions in which we learn with and from each other in the pursuit of common goals.

The challenges in the land sector and the importance of identifying innovative pro-poor and gender-responsive tools that can be used at scale, highlight the relevance of the beliefs and principles of action learning. These beliefs and principles are:

1. Learning starts from not knowing

- It is only when we admit that we do not know how to proceed that we become open to learning
- There are no experts in those situations in which there are no right answers

- Where there are no right answers you must act in order to learn.

2. People who take responsibility in a situation have the best chance of taking actions that will make a difference (Emancipation and a belief in the capacity of people to make a difference in their lives is a key value of action learning, embedded in which are assumptions)

- Work out what really matters to you, what it is you really want to do
- Make choices and take actions and then learn from them
- Keep it alive and moving.

3. Learning involves both programmed knowledge (what is taught or read) and questioning insight

- Learning cannot be solely the acquisition of programmed knowledge (yesterday's ideas) but must also include questioning insight and trying out unfamiliar ideas
- Learning is about posing useful and discriminating questions in conditions of uncertainty
- Learning involves risk and taking actions that might not work.

4. Learning should be greater than the rate of change

- An organisation that continues to express only the ideas of the past is not learning
- Training programmes that teach us keep us proficient in yesterday's techniques. They do not tell us what to do when we meet a new opportunity.

In its classical form, action learning is done in the context of an action learning group or "set", which provides space and time to its members to engage in reflective learning. A set usually consists of between four and eight peers, from the same or similar organisation, institution, field, profession, or area of interest or challenge. The purpose and structure of sets can vary and include facilitated sets sponsored by organisations, independent action learning sets, pair sets, and self-facilitated sets. Action learning sets work best for people who are dealing with problems

or challenges that do not have clear-cut technical solutions. Set members will meet an agreed number of times (usually five or six), a day or half a day in length. The structure gives each person in the group a turn to present a current work problem or challenge. Set members adhere to ground rules determined by consensus among members. The process of set meetings usually includes an arriving round (what has happened since the last meeting?); a bidding round (who will present this time?); presenting session/s (no interruptions); questions (clarifying, open, probing and action questions); reflections (facilitator and members reflect, presenter speaks last); action (presenter identifies action steps); and a process review (by whole group – how have we worked together?) A key feature of action learning sets is that the members (other than the presenter) may not give advice, express opinions, tell anecdotes, pass judgment or talk about their own situation, except during the reflection round. The time and process belongs to the presenter, the other members help them to probe the problem or work through questions. Because giving advice rather than asking questions is such a common feature of how people respond when hearing about a problem, it is helpful to have a facilitator in the first instance, someone who can introduce and maintain the ground rules and discipline. Guidance notes for using ALS can be found in the resources given below.

Resources: for information and guidelines for action learning sets see the websites of Action Learning Associates and Bond.

- http://www.actionlearningassociates.co.uk/action-learning-sets.html
- http://www.bond.org.uk/resources.php/463/action-learning-set (Bond is the UK membership body for non-government organisations working in international development.)

Other recommended resources:
- Mersey Care NHS Trust and Revans Institute, Handbook for Action Learners. 2nd Edition, 2010 reprint
- Ian McGill and Anne Brockbank (2004). The Action Learning Handbook. London.

Action-Reflection-Learning-Planning Cycle
The Action-Reflection-Learning-Planning Cycle (also known as the Action Learning Cycle) has been developed to overcome the frequently observed problem of activities leading straight to the planning of more activities without any time being taken to reflect on and learn from those already completed. It is, therefore, a simple but very effective model for structuring reflection and learning processes in order to ensure that future planning reflects learning from what has gone before. The Community Development Resource Association in South Africa has worked with this model extensively and has been influential in introducing its use to many development organisations.

Resources: See www.cdra.org.za Bookshop and Dialogue Resources sections

Action Research
Action research is a learning and change methodology used in many different disciplines where professional development is needed. It is particularly well established as a methodology in education and health sectors worldwide. It can be used by individuals and groups. It is a tool for learning by reflection; at its simplest, action research starts with the question "How can I/we improve my work?" As with all such tools, over the years many different variations have been developed, some prioritising technical aspects of the methodology, while others focusing more on values. There is no one correct method, the choice should be made depending on circumstances.

Action research is an appropriate tool to use with people who already have a level of technical skill and competence in their area of operations, but need or desire to overcome specific challenges within their sphere of responsibility. It could be used, therefore, with middle-level managers who are struggling with staff problems, or with educators who want to adapt their teaching practice to be more relevant for their students.

Resources: The origins of action research came from psychologist Kurt Lewin, who identified a cycle of research, reflection and action: identify a general or initial idea; reconnaissance or fact finding; planning; take first action step; evaluation; amended plan; take second step – return to evaluation. A very helpful

summary of action research for beginning practitioners is offered by educator and long-term action research practitioner Jean McNiff. http://www.jeanmcniff.com/booklet1.html

Critical Incident Analysis
This tool can be used either by individuals or groups to help reflect on something that has happened in order to learn from the experience. It is used in many different disciplines, including teaching and medicine, emergency response and leadership development. The critical incident can be any type of problem or challenge that has arisen in the person or group's work. It does not necessarily have to be a problem, it might be an event that was interesting, has provoked an emotional response, or exposed a gap in understanding. It might be a problem that has already been solved, but understanding its cause is needed to help to prevent reoccurrence. The process involves working through a series of questions designed to help analyse the causes, the person's or group's response, and to identify what can be learned from what happened. Many websites carry information about, and examples of, Critical Incident Analysis.

Resources: For a guide to critical incident analysis and examples of how it has been used in practice see http://www.leap.org.za/.   Also, on the United States Government's Education Resources Information Centre's website *http://www.eric.ed.gov/ - document EJ504450 - The Value of Critical Incident Analysis as an Educational Tool and Its Relationship to Experiential Learning.*

On-the-job training
Key features of on-the-job training are that it happens in the trainee's workplace, on a one-to-one basis, using all the documents, tools and other resources that they will need to use for their work when they are fully trained. The process should have a clear set of learning objectives and a structured set of inputs and activities to achieve them. This process takes place over time and requires understanding that the trainee will not be able to deliver on the tasks in question until the training is finished.

On-the-job training is generally believed to be most effective for vocational and technical skills development. This can include accounting skills.

On-the-job training is also one of the most effective mechanisms to follow up transfer of learning/training after and external or customized course, in situations where it is understood that the trainee will face practical implementation challenges.

Resources: A helpful discussion of on-the-job training is available from the Chartered Institute of Personnel and Development at http://www.cipd.co.uk/subjects/lrnanddev/designdelivery/otjtrain.htm

Work-based learning
Work-based learning is an emerging discipline for experiential learning in the workplace. This theory is based on the model of eight different types of intelligence (verbal-linguistic, logical-mathematical, body-kinaesthetic, spatial, musical, interpersonal, intrapersonal and naturalistic), through which everyday experiences produce implicit knowledge. Various reflection techniques, including action research, are then used to make implicit knowledge explicit and from this to construct meaning and concepts which can be applied into the work.

Resources: A good introductory discussion of different definitions of work-based learning, and links to other sources is available at http://www.icvet.tafensw.edu.au/resources/workbased_learning.htm

Work/Job shadowing
Work or job shadowing describes one person in close observation of another doing their routine work. It is an activity often used in management training programmes as a practical way of giving new or potential managers some understanding of the challenges that managers face. It requires an experienced manager to be willing to have someone accompany them throughout their working day, and to discuss the events and issues that have arisen. This might be done for different periods of time depending on circumstances, perhaps one day a week for a few months, or a block of weeks or months together. Work shadowing is good for any situation where there are experienced managers who are willing to have new or potential managers shadow their routine activities. This type of activity is best used as part of a large development programme, rather than as a stand-alone event.

Whole person learning

Whole person learning approaches recognize that when individuals make choices and act (or not) it is on the basis of much more than their intellectual capacity. Some approaches work with the emotional-spiritual-physical-intellectual model, while other use the eight different intelligences mentioned in the **"Work-based Learning"** section above. A facilitator working with the whole person approach will draw on a much broader range of tools and activities, for example art and drama, than one using standard training techniques that target only intellectual ability. Whole person learning is a very important approach for audiences whose capacity to learn and change is blocked by strong cultural or experiential influences – this could include women who have been socialized into positions of disadvantage, or survivors of conflict who are traumatized by their experiences.

Notes

- It is important to note that several of the tools shown above are also **very effective for training follow up activities** and for participatory monitoring of project activities, not only for learning activities but during all aspects of implementation.

- The theories and practice of workplace learning are generally thought to have been introduced in 1984 by Professor David Kolb, who specializes in organisational behaviour. Since then his work has been developed and adapted in numerous ways in both the corporate and education worlds. It has also spawned some theories of different learning styles which have also been applied to many different disciplines. More about Kolb's theories can be found at: http://www.learningfromexperience.com/. The Research Library section of this site contains many useful documents, including the original article on the experiential learning cycle and a 2008 paper on management learning. Many other websites also have information and explanations about Kolb's work. A comprehensive and practical generic resource for learning and teaching can be found at http://www.learningandteaching.info/index.html

B. OTHER CAPACITY DEVELOPMENT TOOLS AND TECHNIQUES

DESCRIPTION	LEVEL AND APPLICATIONS	STRENGTHS	CHALLENGES
Awareness raising and advocacy: Multiple methods of communication, including the use of media to share information. Lobbying of decision makers.	**All levels, from grassroots to enabling environment:** **D**epends on the issue, the message to be conveyed and the target group/s to be influenced.	Can be used to support the establishment of conditions in the enabling environment, for issues or target groups that are beyond the reach of other types of capacity development. Awareness-raising can be an important first step for other capacity development initiatives.	Needs follow up to take awareness to the next stage of development and change. Complexity theory posits that nothing can be predicted at the highest level of systems (i.e. enabling environment) and so results cannot be assured.
Blended learning: Blended learning is the combination of different training and learning technologies, activities and events. It most usually combines a mixture of e-learning and interactive human contact.	**Individuals and Groups – technical capacity:** For any learning need that has a mixture of theory and practice. For processes where large numbers of people in different locations need to learn the same things.	The blend selected can be problem focused or person focused. Enables quality assessment of e-learning processes. Enables rapid roll-out to large groups. Can be very cost effective depending on development costs.	It needs skilful design and management to ensure the right balance. Requires a high level of (compatible) technology and study skills as prerequisites. Development costs can be high.
Coaching and Mentoring: Coaching is generally focused on workplace challenges and issues and will be time bounded. Mentoring is generally a long-term process of supporting an individual's career and personal development. Both are tailored and contextual and can be used for individuals and groups.	**Individuals and Groups – technical and soft capacities:** As part of leadership development programmes; follow up to training activities; anywhere that managers and professionals could benefit from focused guidance.	Very focused way to support learning and performance improvement; can be offered by national personnel. Helpful to support application of action learning methods.	Needs to be separated from line management structures; coaches and mentors need to have specific skills.
Communication: Processes that bring groups together to connect and surface their collective knowledge and wisdom, and by so doing enhance and support learning and change within those groups. Considered by some to be a cross-cutting element of all other processes, and by others to be a component of Knowledge Management.	**Groups, Organisations and Sectors – soft capacity:** For working on issues that have a defined stakeholder group whose knowledge and wisdom can contribute to identification and solution of problems within their domain; best used for challenges that do not have technical solutions.	Surfaces the implicit knowledge and wisdom embedded in groups; ensures that all stakeholders have voice in decisions that concern them; empowers participants; creates ownership and commitment to action.	Can be countercultural and create resistance; requires skilful facilitation; can raise inappropriate expectations.

DESCRIPTION	LEVEL AND APPLICATIONS	STRENGTHS	CHALLENGES
Customized training: Training that has been commissioned for the needs of a specific group.	**Individuals and Groups – technical capacity:** For specific technical skills for project implementation; for system compliance needs.	Focused on the specific needs of participants.	Relevance and success depends on the quality of the capacity needs assessment and design processes, which often are inadequate and do not involve adequate follow up.
Degree level study overseas: Most usually scholarships for graduates to study at masters and doctoral levels at overseas universities	**Individuals – technical capacity:** For young professionals; where a sector lacks a pool of personnel with academic level knowledge of its technical needs.	Individual learning which results in positive and quantifiable impacts at both individual and organisational level.	Covering positions and workload during absences of years; adaptation and application of new knowledge on return to workplace; risk of brain drain.
Distance learning: Academic study programmes offered by overseas universities for participants to follow from home.	**Individuals – technical capacity:** For people who do not have high quality tertiary education available to them locally and whose financial or personal circumstances do not allow them to study overseas.	Give high level academic opportunities for people who are not able to go overseas; flexible timing.	Students are isolated; requires high level of English and study skills; needs good quality and affordable internet access; little support for adaptation and application of new learning in the workplace.
E-learning: Any technology-supported or web-based learning system. E-learning can happen across distances and borders or within one organisation and not therefore, at a distance.	**Individuals and Groups – technical capacity:** For learning needs that include high knowledge or technical components. For working on processes with groups who are geographically distant.	Offers individual and flexible learning opportunities without requiring direct human interaction so good for people who do not have easy access to learning resources or facilitators. Can be very cost effective.	Students are isolated; requires high level of study skills and facility in the language of instruction; needs good quality and affordable Internet access; little support for adaptation and application of new learning in the workplace.
Exposure: Exposure visits take people to see what others are doing in similar work situations to themselves. Attending conferences and other events provide exposure to new knowledge, ideas and influences within sectors.	**Individuals and Groups – technical and soft capacities:** For those who will benefit from seeing new or different ideas in action. For those who would benefit from introduction to new knowledge, ideas and practices.	Makes learning about new ideas more practical and grounded in reality. Stimulates the spread of good practice and the fertilization of innovation.	If it involves international travel, exposure can be expensive and not cost effective. Needs to have very clear learning objectives specified at the start, and effective follow up afterwards if new ideas are to be applied.

DESCRIPTION	LEVEL AND APPLICATIONS	STRENGTHS	CHALLENGES
External training courses: Courses for which the content and curriculum are predefined by the provider, who may be a private company, a training institute, or not-for-profit organisation.	**Individuals – technical capacity:** Technical subjects such as accounting, computer and ICT skills: language development.	Relatively inexpensive and readily available.	Cannot be specifically tailored to participant needs; rarely have any pre-testing or follow-up activities; impact is difficult to assess; limited support for participants to apply learning in the workplace.
Knowledge Management: Considered by some to be a cross-cutting issue in capacity development, it is the process by which organisations generate value from their intellectual and knowledge-based assets by documenting what staff and stakeholders know about the organisation's areas of interest, and then sharing that collected data with those who need it to enhance their job performance.	**Groups, Organisations and Sectors – technical capacity:** For sectors with rapid advances in knowledge e.g. health; sector's that are knowledge based e.g. education and training; in multi-disciplinary/stakeholder processes, such as decentralization.	Enhances communication and connection within systems to ensures that they are using all the available knowledge assets to best effect.	Can be very complex and time consuming to implement; requires constant attention and updating; can become overly technical and dependent on data management systems.
Leadership Development: Processes designed to enhance the leadership skills of existing and potential leaders within systems. Most effective if a combination of training modules and supplementary activities such as exposure visits, and coaching or mentoring.	**Individuals and groups – soft capacity:** For development of the next generation of leaders; where new challenges are emerging for which no experience sector leadership yet exists; to help women overcome the glass ceiling that prevents their professional advancement.	Gives emerging leaders the skills and confidence to step into leadership roles.	Requires the background political economy to be such that participants can practise what they learn in order to bring about change in their own performance or within their organisations.

DESCRIPTION	LEVEL AND APPLICATIONS	STRENGTHS	CHALLENGES
Organisational strengthening: There are three interrelated disciplines known as: organisational development, change management and organisational learning. In summary working with coordinated learning and change techniques to move organisations towards the levels of capacity necessary to be effective and fulfil organisational/ sectoral mandates.	**Organisations and sectors – technical and soft capacities:** For any organisation or system that does not yet have the capacity to fulfil its mandate; best used when the development of capacity calls for multiple aspects of the system to be learning and developing in tandem.	Works at the level of whole systems and therefore ensures that learning, change and development are simultaneous across the whole organisation or sector.	Very complex, requiring high levels of conceptual and strategic thinking to be transferred to operational realities, multiple concurrent interventions, and strong facilitation skills; needs the support of an enabling environment.
Partnerships and Networks: Mechanisms through which diverse actors with mutual interests come together in order to achieve a common goal. This can include twinning organisations and institutions with similar mandates, and the same or different levels of capacity.	**Organisations and sectors – technical and soft capacities:** For sharing knowledge and experience across borders; for developing research capacity.	Provides opportunities for sharing knowledge and experience across borders; offer opportunities for mutual learning.	Can be difficult to coordinate and keep functional; power relations can become unbalanced, having a negative impact on opportunities for learning.
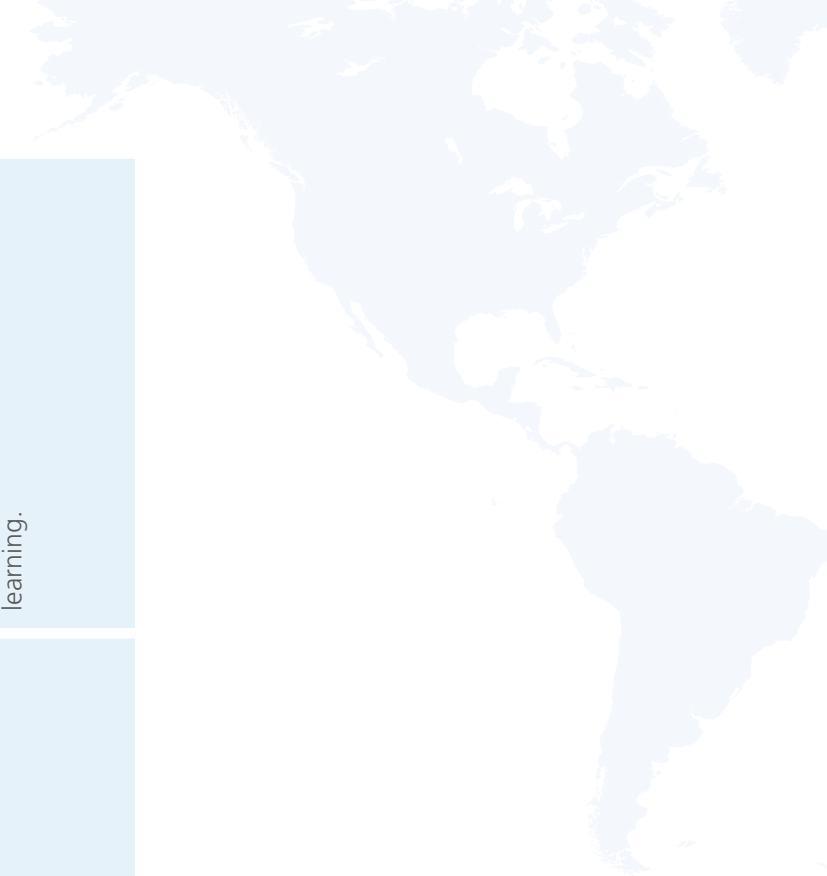
UNITED NATIONS HUMAN SETTLEMENTS PROGRAMME (UN-Habitat)

UN-Habitat helps the urban poor by transforming cities into safer, healthier, greener places with better opportunities where everyone can live in dignity. UN-Habitat works with organizations at every level, including all spheres of government, civil society and the private sector to help build, manage, plan and finance sustainable urban development. Our vision is cities without slums that are livable places for all, which do not pollute the environment or deplete natural resources.

THE GLOBAL LAND TOOL NETWORK (GLTN)

GLTN aims to contribute to poverty alleviation and the Millennium Development Goals through land reform, improved land management and security of tenure. The Network has developed a global land partnership. Its members include international civil society organizations, international finance institutions, international research and training institutions, donors and professional bodies. It aims to take a more holistic approach to land issues and improve global land coordination in various ways. For further information and registration visit the GLTN web site at www.gltn.net.

ABOUT THIS PUBLICATION

Developing capacity in the land sector is central to the goals, objectives and activities of the Global Land Tool Network (GLTN), and we have embraced the idea of finding better ways to do it. We are actively engaged in integrating capacity development into everything we do. To guide us, we have formulated a comprehensive capacity development strategy, which is presented in this booklet.

The GLTN Capacity Development Strategy gives guidance on GLTN policy, operations and purpose. It provides the principles, strategic framework and operational guidelines needed to significantly gear up GLTN's work at the global, regional and, in particular, country level. Ultimately, the strategy will enable the development of the capacity of partners and institutions, necessary to test and implement pro-poor and gender responsive land tools for the achievement of land and property rights for all.

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