



Land Governance Learning Journey

Part 3: Principles and tools for inclusive land dialogues

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This toolbox in support of land dialogues is the third document in a series reflecting the Land Governance Learning Journey, organised by World Vision in Ethiopia and its Dry Lands Development Project (DryDev), in collaboration with Wageningen Centre for Development Innovation and IMARA.earth. The Land Governance learning Journey took place in 2020-2021, and aimed to prepare World Vision DryDev staff to initiate a land dialogue process in their project areas. The series contains a rapid land governance assessment (Part 1), a training report (Part 2), and this Toolbox (part 3). During the Land Governance Learning Journey, participants worked with tools based upon the collection of satellite data, land and landscape governance tools and a selection of those used in inclusive multistakeholder partnerships. In this toolbox, Before the presentation of tools, the concepts, principles and processes to facilitate a land dialogue process for sustainable landscapes are presented, analysed, and evaluated in terms of their effectiveness for organising and facilitating land governance dialogue on the ground.

Keywords: landscape governance, land governance, land tenure, land dialogue, multi-stakeholder partnership, satellite data collection

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Contents

| | | |
|----------|----------------------------------------------------------------------------------------------------|-----------|
| 1 | Land governance for sustainable landscapes | 5 |
| 1.1 | Why land governance matters | 5 |
| 1.2 | Purpose of this toolbox | 6 |
| 2 | Concepts, principles and processes | 8 |
| 2.1 | Most important concepts | 8 |
| 2.1.1 | Land Governance and Landscape Governance | 8 |
| 2.1.2 | Other concepts related to land governance | 8 |
| 2.1.3 | Other concepts related to sustainable landscapes | 9 |
| 2.1.4 | Concepts related to multi-stakeholder dialogues and partnerships | 11 |
| 2.2 | Principles for effective land dialogues | 11 |
| 2.3 | Land dialogue processes | 12 |
| 3 | Tools for situation analysis | 15 |
| 3.1 | Landscape mapping - a Rich Picture | 15 |
| 3.2 | Understanding the landscape with satellite data (including interpretation with local stakeholders) | 16 |
| 3.3 | Deepening the landscape story (including land governance issues) | 19 |
| 3.4 | Understanding land governance issues | 20 |
| 3.5 | Stakeholders being affected or affecting the landscape and its NR | 23 |
| 3.6 | 3-R stakeholder analysis | 24 |
| 3.7 | Relations between stakeholders | 25 |
| 4 | Tools for land dialogue meetings and processes | 27 |
| 4.1 | Appreciative landscape story telling | 27 |
| 4.2 | Visioning | 28 |
| 4.3 | Visualizing how change will happen, a Theory of Change | 28 |
| 4.4 | Designing a land dialogue process | 29 |
| 4.5 | Mandate and decision-making rules of land dialogue partnership | 31 |
| 5 | Monitoring and learning about the land dialogue process and platform. | 33 |
| 5.1 | Critical reflection about how change happens | 33 |
| 5.2 | Assess land dialogue partnership's performance | 34 |
| | References | 36 |
| | Appendix 1 Land Governance Assessment Framework | 37 |
| | Appendix 2 Health check land dialogue partnership | 40 |

1 Land governance for sustainable landscapes

1.1 Why land governance matters

Seventy-five percent of the world's poor live in rural areas and their livelihoods mainly depend on land and natural resources for agricultural production, including livestock, fisheries and forestry (Deininger et al, 2012). Most of these indigenous people and rural communities (some 2.5 to 3 billion persons) depend on community lands to secure their livelihoods which is estimated at more than 6 billion hectares worldwide, especially prevailing on the African continent and on Greenland (Liz Alden Wily, 2018).

In the 21st century, agriculture remains fundamental to economic growth, poverty alleviation, and environmental sustainability (Deininger et al, 2012). Yet, land inequality is growing, threatening the livelihoods of these indigenous people and rural communities due to a growing global population requiring food and nutrition security; and environmental degradation and climate change reducing the availability of land, fisheries and forests (ILC & Oxfam, 2020). Inadequate and insecure tenure rights increase vulnerability, hunger and poverty, and can lead to conflict and environmental degradation when competing users fight for control of these resources (CFS & FAO, 2012).

In 2012, the Committee on World Food Security endorsed the *Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security* (VGGT), (CFS & FAO, 2012). These VGGT are the result of a consensus seeking process that included the voices of civil society, private sector, national governments and UN organisations. The guidelines describe a set of general and specific principles for responsible governance and the rights and duties of the state, private sector and in particular those of smallholders and indigenous people. The guidelines contribute to the UN agenda on the right to food.

The VGGTs formulated a number *principles* regarding the role of the state as a duty-bearer in the first place to respect all legitimate tenure right holders and their rights, whether formally recorded or not; to safeguard and promote these tenure rights and their enjoyment against infringements; to provide access to justice and to prevent tenure disputes, violent conflicts and corruption. In the second place they underline the responsibility non-state actors including business enterprises have to respect human rights and legitimate tenure rights. Business enterprises should act with due diligence to avoid infringing on the human rights and legitimate tenure rights of others. In the third place the implementation of governance measures should respect principles such as equity and justice; gender equality; consultation and participation; rule of law and transparency; and be holistic and sustainable in terms of recognizing that natural resources and their uses are interconnected requiring an integrated and sustainable approach to their administration.

The same Committee on World Food Security (CFS) endorsed the ten Principles for Responsible Investment in Agriculture and Food Systems on October 15th, 2014.

In many African countries customary systems for the management of community land and natural resources have for a long time provided land and natural resource security to rural communities and indigenous people in support of their land and natural resource based livelihoods: in the light of an ongoing global quest for land and natural resources, these traditional systems come under stress, making the search for the responsible governance of land and natural resources more urgent.

It is against this background that the African Union formulated its land policy guidelines in 2011 that suggest member states among others to

- Acknowledge the legitimacy of indigenous land right systems;
- Acknowledge the need to strengthen the land rights of women
- Mainstream land tenure issues in poverty reduction programmes

-
- Develop a land policy that strikes a balance between 1) land and natural resources for agricultural production, 2) land for other purposes such as for foreign direct investments, manufacturing, mining, sustainable urbanization and infrastructural works in both urban and rural areas, and 3) the protection of natural resources and ecosystems (forests, grasslands and pastoral, water resources (AUC-ECA-AfDB Consortium. 2010).

These different uses of land and natural resources require a clarification of the property rights on land of different stakeholders and an administration that safeguards these rights with transparent procedures and effective institutions.

Multiple initiatives to foster land governance for sustainable landscapes and food and nutrition security emphasize the importance of a consultation and decision-making process that include representatives of smallholders, women, indigenous people, private sector organizations, ministries in charge of natural resources and environment, food and nutrition security, WASH, mining and industries, gender relations, agriculture development etc, including representatives of these ministries at decentralized levels and local governments.

Improving land governance for sustainable landscapes and food and nutrition security of those people whose livelihoods depends upon land and natural resources therefore require a multi-stakeholder approach or a land dialogue process which is inclusive.

1.2 Purpose of this toolbox

In many countries land dialogues are being held at government levels who have a mandate to formulate policies, rules and regulations. In support of these land dialogues this toolbox presents tools to facilitate inclusive land dialogue processes. These tools support stakeholders involved in a land dialogue process to jointly analyse the issues at stake, the land dialogue process and the evaluation of the land dialogue process and its results. *The point of departure is that of a landscape, because rural communities and indigenous people develop a diverse range of livelihood strategies that usually require the use of natural resources on land with different access or ownership rights, such as land for forests and national parks, land for community grazing grounds, private land rights and land under lease.*

This toolbox is an emanation of the online land governance for sustainable landscapes course organised for a team of World Vision in Ethiopia in 2020-2021. The course aimed at preparing the team to facilitate land dialogues at district level in support of their Drylands Development Bridging to Scale Project.

The toolbox is oriented towards land and natural resource governance, landscape governance in favour of those rural communities and indigenous people whose livelihoods depend on these land and natural resources and who are increasingly confronted with a decrease of their rights to land, natural resources, landscapes and ecosystems.

The toolbox presents both tools that were practiced by the Ethiopian team in a training session, as well as other tools that are frequently being used in the field of land governance, landscape governance and the facilitation of multi stakeholder platforms. The box contains both online tools and face2face tools. The order in which the tools are being presented do not at all suggest any logic sequence. It is up to the user to select tools and use them in the most effective way possible.

Tools only become utile and effective for land dialogue processes if those who guide the process have a deep understanding about the most important concepts, principles and multi-stakeholder processes. Therefore we present these in the next Chapter, limiting ourselves to those concepts, principles and processes that relate to land governance, landscape governance and multi stakeholder processes and partnerships. Chapters 3, 4 and 5 present tools that support respectively the situation analysis, the implementation of a land dialogue and the monitoring, learning and evaluation of progress being made towards improved land(scape) governance and towards inclusive processes.

A warning to the use of tools in general

1. On the world-wide web you will probably find thousands of tools. Please be aware that most effective use and selection of tools depend upon;
 - The purposes of your land dialogue process
 - The stakeholders involved in your land dialogue process
 - An assessment of risks or frustrations that using the tool possible may cause for the stakeholders involved and their mutual relations as well as a reflection about how to use the tools in another way.
2. If you want to use several tools in your land dialogue process, reflect about the sequence of using them in relation to the steps in the dialogue process.
3. Please be aware that tools always require an adaptation with regard to the questions that you would like to address.
4. To conclude: a tool is just one of the stepping stones in your land dialogue process, the other steps are those of defining the purpose of your process and the principles that you want to stick to in order to make the process inclusive and effective for improved land and landscape governance.

2 Concepts, principles and processes

This section presents major concepts and principles which constitute the foundation for effective land dialogue processes. These concepts and principles relate to 1) land governance, 2) sustainable landscapes and to 3) the guidance of multi stakeholder processes.

2.1 Most important concepts

2.1.1 Land Governance and Landscape Governance

Land governance (and also landscape governance) has been defined in many different ways. The definition that most aligns with land governance as a multi-stakeholder process and includes customary and traditional institutions most often in charge of the management of communal lands and natural resources is the following:

"Land governance concerns the rules, processes and structures through which decisions are made about access to land and its use, the manner in which the decisions are implemented and enforced, the way that competing interests in land are managed. It encompasses statutory, customary and religious institutions. It includes state structures such as land agencies, courts and ministries responsible for land, as well as non-statutory actors such as traditional bodies and informal agents. It covers both the legal and policy framework for land as well as traditional and informal practices that enjoy social legitimacy. (Palmer et al, 2009)"

A definition commonly used for landscape governance is the following:

"Landscape governance consists of all types of public, private and partnership interactions and decision-making processes within or related to a landscape in order to solve societal problems and create societal opportunities. Its focus is on the area and nature-human interactions; and on the process of interaction and decision making about:

- *Problems to be solved and opportunities to be created*
- *Institutions to be maintained or newly designed to address these problems or create these opportunities*
- *Principles, values and norms to be maintained or transformed about what is acceptable, good or bad".*

Like is the case for land governance, also landscape governance is not easy, because it requires the collaboration between many different stakeholders, covering multiple sectors and multiple administrative levels. All these stakeholders each have their own needs and demands, their own worldviews. So a key challenge is how to deal with these players that shape the landscape. (Dieuwke Klaver, 2018; adapted from Cora van Oosten, 2017).

2.1.2 Other concepts related to land governance

The land governance definition clearly acknowledges the existence of different mechanisms/systems that clarify the rights and interests over various categories of land and natural resources (private land, state land, communal land). *Land tenure* hence encompasses the nature of and the manner in which rights and interests over various categories of land are created or determined, allocated and enjoyed.

The tenure rights people have over land and natural resources vary from those rights to sell land to those to use land and natural resources. The land governance definition encompasses these different rights, that are also being defined as a recognition of the *continuum of land and natural resource rights (picture from UN Habitat and GLTN)*

Continuum of Land Rights

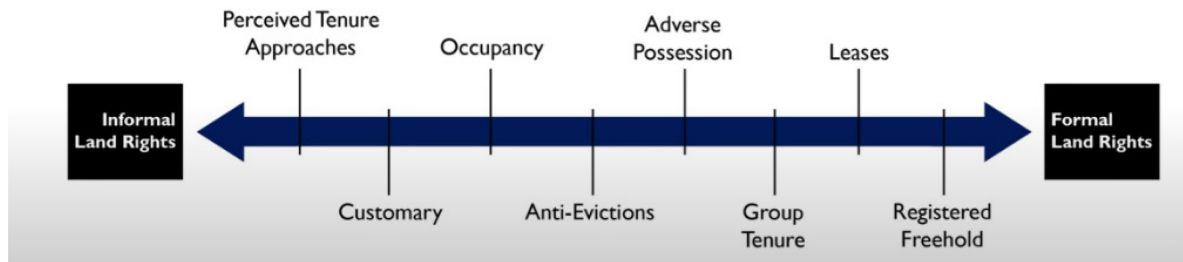


Figure 1 Continuum of Land Rights (UNHABITAT/GLTN)

Land policy refers to the set of agreed principles to govern ownership (or access to), use and management of land resources to enhance their productivity and contribution to social, economic, political and environmental development and poverty alleviation.

Land administration refers to the structure and processes for the determination, archiving and delivery of land rights, and the systems through which general oversight on the performance of the land sector is managed.

The land information system is a set of principles managing the collection, processing, storage and use of data on land ownership, usage, quality, location and change over time and the body of data sets prepared for use in decision-making on the basis of those principals.

2.1.3 Other concepts related to sustainable landscapes

A *landscape* is an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors' (Council of Europe, 2000). Based on this, a *landscape approach* can be defined as a way of looking at an area or landscape in an integrated (inter-sectoral) manner, placing the specific features of the landscape at the centre (Cora van Oosten, 2017).

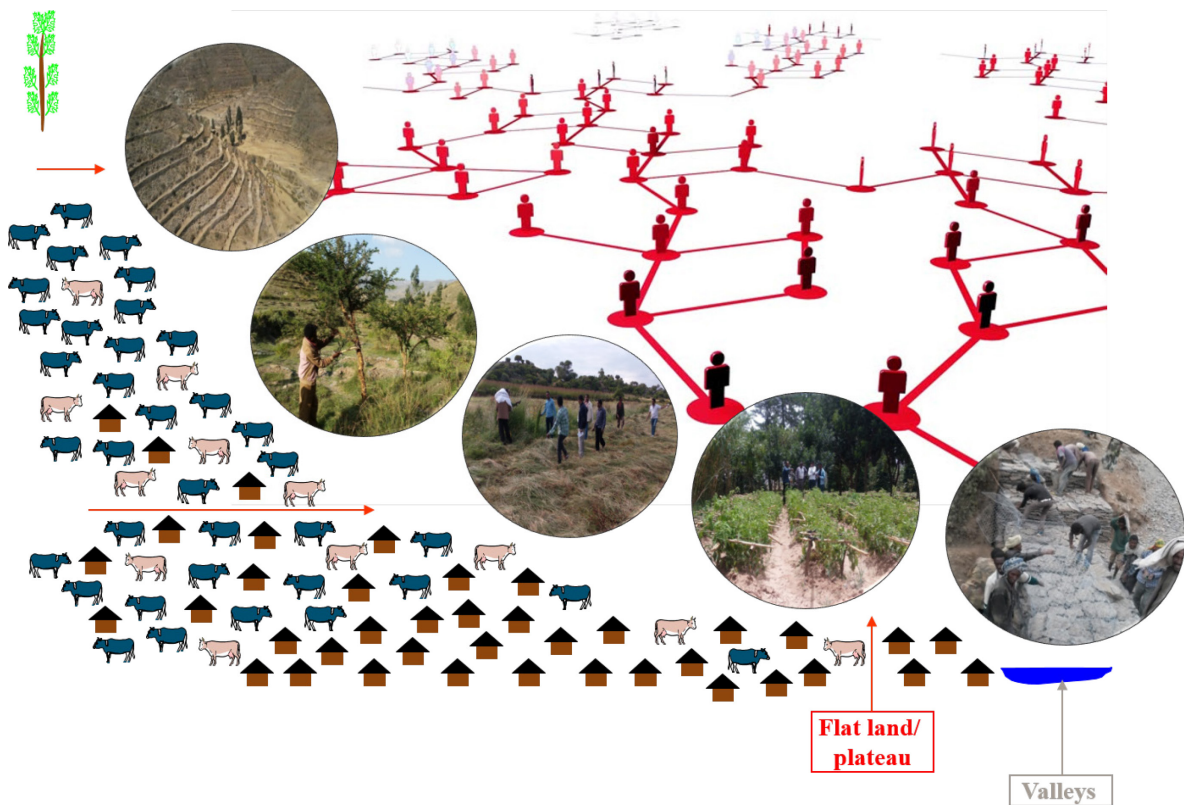


Figure 2 A rich picture that clearly shows land use at different heights, stakeholders.

This definition of a *landscape* allows among others a critical analysis of different tenure systems and their land and NR governance that affect rural people’s livelihoods. Figure 1 for example shows that governance of land and natural resources on hills and mountains affects the quality of natural resources and land in the lowlands. Many rural people depend upon those natural resources and land at all levels to diversify their livelihoods strategies. A limited focus on land tenure in the lowlands will not be enough to ensure the sustainability of their livelihoods.

A landscape’s boundaries can be defined in different ways, by its socio-cultural, economic, biophysical or administrative boundaries. The latter, also referred to as ‘jurisdictional approach’ is not ideal as administrative units often cut across landscapes, but is often applied as it allows embeddedness in formal planning mechanisms and decentralised structures of states (Oosten van, 2017).

Landscape capacities are capacities needed by individuals and organisations to foster and maintain landscapes in such a way that they solve societal issues and create societal opportunities (Oosten van, 2017). These capacities are the:

- Capacity to ‘think’ landscape, which entails the capacity to understand its identity, dynamics, strengths and potentials, and to act strategically upon these;
- Capacity to achieve internal coherence, which entails landscape leadership and the capacity to facilitate multi-stakeholder networks, establish a common vision, leverage power relations and manage conflicts;
- Capacity to make institutions work for landscapes, which entails the capacity to recognise and capitalise on endogenous landscape institutions, secure access rights to resources and benefits, and link with external policy frames and markets;
- Capacity to create landscape market value by nurturing entrepreneurship, create landscape business models and attract landscape finance;
- Capacity to manage resources, which requires deep knowledge of resource dynamics and spatial information management feeding into participatory spatial planning and decision making.

2.1.4 Concepts related to multi-stakeholder dialogues and partnerships

A *multi-stakeholder dialogue and partnership* is a form of governance – a way in which different stakeholders (authorities, private sector, civil society, science) make joint decisions and take collective action to improve (in this case) the management of land, water and other natural resources, and; the allocation of financial and human resources. These partnerships are essential in fostering joint learning and find sustainable solutions for all (Brouwer & Woodhill, 2016).

The last 5 decades have shown that innovative solutions to development are needed and that these require the collaboration of public sector actors, private sector actors and civil society actors. Working in splendid isolation has not led to the eradication of poverty and conflict, nor to sustainable landscapes.

These 5 decades have also shown that technical assistance often does not work when it is not combined with social or institutional reforms. Innovation arises usually when different views and perceptions are brought together in conflict or cooperation. The more diverse the people that are involved, the more likely it is that new ideas will be born to solve a particular problem.

Empowerment and participation has become more important in policy making. It has become popular to involve citizens and other stakeholders in society in policy making and implementation.

In these multi-stakeholder partnerships the different roles stakeholders play in society are being respected whilst creating the capacities for mutual learning towards sustainable landscape solutions.

2.2 Principles for effective land dialogues

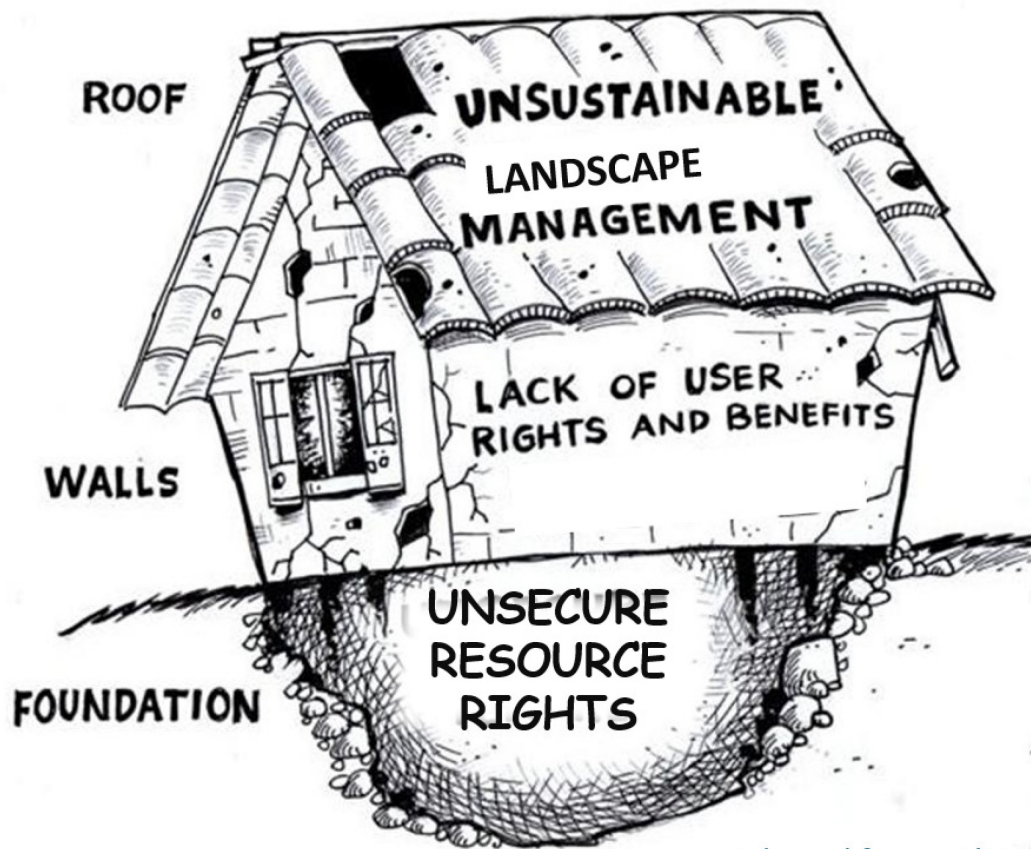
Land dialogues will be most effective a number of principles are being adhered to. The following table presents these principles as identified by the Land for Life programme in Ethiopia that is organizing land dialogues, as well as principles that underpin multi stakeholder platforms supported by WCDI.

Table 1 Principles

| Multistakeholder Partnerships WCDI | Land dialogue principles Land for Life Programme Ethiopia |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Embrace systemic change; human systems are complex | Bring together all relevant stakeholders to address the complex social challenges around land |
| Transform institutions in charge of formulating policies, (traditional) rules and regulations; implementing and enforcing them and ; in conflict transformation | Problem-focussed |
| Work with power to ensure even playing field for meaningful participation | Use complementary expertise, strengths and abilities |
| Deal with conflict as a normal part of a multi stakeholder partnership | Establish/strengthen multi-stakeholder partnerships |
| Communicate effectively | Ensure even playing field where all actors can participate meaningfully, where necessary with particular capacity strengthening interventions to create meaningful participation |
| Promote collaborative formal and informal leadership | |
| Foster Participatory Learning | |
| Source: Brouwer & Woodhill, 2016 | Source: Land for Life, 2021 |

As is being illustrated in picture 2, land dialogues for sustainable landscape per definition not only address the phenomena observed in the landscape (the roof), but also the institutions in charge of setting the rules of the game, implementing and enforcing these rules, and transforming conflicts (the walls). Land dialogues also address the underlying root causes, such as norms, values, beliefs that cause uncertainty about resources rights for the rural people, and prevailing power relations that are

unequal (unsecure resource rights). These three layers of addressing land and landscape governance support rural people, including women and youth to obtain the right to land, right to produce and the right to take part in decision-making.



Adapted from : O'Hara, 2012

Figure 3 Get the foundations of land and landscape governance right

2.3 Land dialogue processes

Many land dialogue processes currently take place in many different countries. We here present a generic multi stakeholder partnership model and the land dialogue process model developed by Land for Life in Ethiopia.

Multi Stakeholder Partnership process model

An effective Multi Stakeholder Partnership process needs a careful design which is appropriate for the institutional context in which the MSP takes place. There will never be a simple recipe or blueprint; rather, you will need to follow an iterative process together with the stakeholders in which you assess the present situation, plan, implement, review, adjust, and again plan ahead.

Whilst every MSP process is unique, there are common process phases to take into consideration. Picture 3 captures these phases which might be helpful in designing your process. Table 2 presents a checklist to make sure you haven't overlooked anything. The four main phases are iterative; you will continually revisit them as your MSP progresses (Brouwer & Woodhill, 2016).

MSP process model

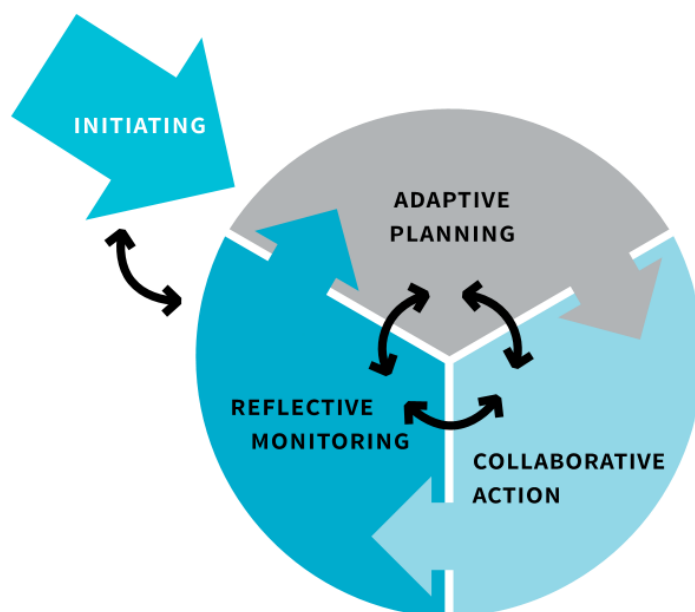


Figure 4 MSP proces model (Herman Brouwer and Jim Woodhill, 2016)

Table 2 Checklist for the design of Multi Stakeholder Platforms

| Typical actions during the initiation process | Typical actions for the adaptive planning |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Clarify reasons for an MSP • Undertake initial situation analysis (stakeholders, issues, institutions, power and politics) • Establish interim steering body • Build stakeholder support • Establish scope and mandate • Outline the process. | <ul style="list-style-type: none"> • Deepen understanding and trust • Identify issues and opportunities • Generate visions for the future • Examine future scenarios • Agree on strategies for change • Identify actions and responsibilities • Communicate outcomes |
| Typical actions for the collaborative action | Typical actions for the reflective monitoring |
| <ul style="list-style-type: none"> • Develop detailed action plans • Secure resources and support • Develop capacities for action • Establish management structures • Manage implementation • Maintain stakeholder commitment | <ul style="list-style-type: none"> • Create a learning culture and environment • Define success criteria and indicators • Develop and implement a monitoring mechanism • Review progress and generate lessons • Use lessons for improvement |

Brouwer & Woodhill, 2016

Land for Life’s process model/Theory of Change

Land for Life (2021) implements a land dialogue process in Oromia state and in Sierra Leone, Liberia and Burkina Faso. It has developed an iterative annual process around a multi actor partnership (MAP) which aims to facilitate learning and reflection and to create a conducive environment for the stakeholders involved. Table 3 presents three phases of the annual process. Reflection, learning and adaptation takes place in between each phase. The annual multi-actor event assesses impact, reflects on land governance and maps the way forward.



Figure 5 Theory of Change of the Land for Life programme

Table 3 Three phases of Land for Life’s annual process model for land dialogue

| Explore, engage, build trust | Create framework for collaboration | Seek land governance changes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Key land governance challenges identified Resonance among key actors built Flow of relevant information established Joint training and exposure conducted | <ul style="list-style-type: none"> Participatory dialogue and facilitation introduced Joint vision, strategy and work plan formulated Recognised MAP governance structure established Resource base clarified and strengthened | <ul style="list-style-type: none"> Strengthened coordination and synergies between land governance interventions Meaningful participation of affected citizens in land policy dialogue Joint monitoring and response to emerging issues Principles of VGGT and CFS-RAI principles taken up in policy reform and implementation. |

3 Tools for situation analysis

This chapter some tools that support the analysis of landscapes, land governance, and stakeholders being affected or affecting rights to land and natural resources.

The setting: multi stakeholder process at landscape level to improve land and landscape governance in favour of those local communities and indigenous people whose livelihoods depend on the use of land and natural resources.

3.1 Landscape mapping - a Rich Picture

A tool that you can use to stimulate landscape actors to collectively explore their own landscape, and discover their perceptions on the landscape.

Why develop a landscape map?

Landscape mapping allows landscape actors to visualise their landscape, expressing their own perceptions on the landscape. It is a drawing, illustrating the main features of the landscape. Not only the biophysical features, but also the socio-cultural features, the stakeholders, their relations, their interests. It may clearly show the land uses, and the potential conflicts related to land use.

A landscape map may include pictures, text, symbols and icons – anything that illustrates the reality; not necessarily in the right geographical proportions or at the right geographical scale. A good landscape map is also called a 'rich picture', because it can be very rich in terms of information, perceptions and perspectives. A map helps us to understand the complexity of the landscape within its wider geographical and institutional environment. It is based on the idea that 'a picture tells a thousand words'. It builds on the fact that our intuitive consciousness communicates more easily in impressions and symbols than in words. Drawings can both evoke and record insights into the reality of a landscape. It helps us to see relationships and connections that we may otherwise miss.

Developing a landscape map or rich picture is a good group exercise, as everyone can add to it and explain their particular interests in or perspectives on the landscape. Besides, a landscape map can be a non-threatening and humorous way of illustrating different perspectives and conflicts within the landscape, without openly addressing them. The following steps guide you in developing a landscape.

Landscape mapping – Rich Picture

KEY QUESTIONS THAT SUPPORT DRAWING

1. What are the boundaries of the landscape?
2. What are the criteria used to define these boundaries?
3. What are natural resource and ecosystem issues in this landscape?
4. How does the landscape relate to food and nutrition security of those who depend on it?
5. Who are in the position to decide about land and natural resource ownership and access rights in this landscape?
6. What type of tenure rights exist in this landscape and where? (continuum of land rights)

PROCEDURE

- Introduce Key Questions
- Ensure that participants all have markers, coloured paper and other materials to make a map together
- Discuss the picture in plenary, and identify problems or issues with regard to land(scape) governance on a separate flipchart
- Make a legend to explain issues, conflicts etc.

Total amount of time needed: 1.5 hours.

3.2 Understanding the landscape with satellite data (including interpretation with local stakeholders)

Stakeholders have different “stakes” in a landscape and as a result each stakeholder will carry a different view on the landscape and the issue(s) at stake. Satellite data and other geodata can give an objective view on the issue from an environmental perspective by visualising ecological dynamics over space and over time.

Why understanding the landscape with satellite data?

To take the understanding of the landscape to a higher level it is important to use objective (geo)data. This data is often freely available, but it can be difficult to find and use the data in such a way that it can support a landscape governance dialogue. Geodata in combination with ground truth data can support the trainees in setting up their dialogue, in collecting evidence in support of the dialogue and by quantifying and visualising the dynamics of the landscape.

The landscape with all its land uses, land users, land use rules (policies, by-laws, ownership, tenure), right holders and safeguarding bodies can also be seen as a stakeholder. The landscape has its own dynamics and does not care about who ‘owns’ it or what policies are in place: all stakeholders in the landscape have to deal with the landscape and can only control it to a certain amount.

The following online tools give an introduction to the use of satellite data to understand spatial and temporal dynamics in the landscape. To be able to conduct an online fieldwork and to collect field data, the application Polarsteps is being used in combination with online geotools (Google Timelapse, Sentinel Playground) and open geodatabases and online geotools (Global Forest Watch (GFW), Water Productivity (WaPOR – FAO) and SoilGrids (ISRIC)).

Online fieldwork

Within a landscape certain dynamics take place, which are linked to the initial state of the landscape and the effects of climate (change) on the landscape. As soon as people are added to the formula, the dynamics within the landscape change even more. Certain land users, for example farmers, may use the land to their advantage, but not to the advantage of what the landscape has to offer: the landscape is being used extensively and will erode (especially in combination with the dynamics opposed to by the current climate). All stakeholders in the chosen landscape have a certain relationship with the landscape. As soon as these relationships are mingling, issues can arise: pastoralists wanting to let their cattle travel around the landscape and graze does not lead to an issue directly. However, if their cattle is grazing on the agricultural field of a farmer, stakes are conflicting each other and the landscape cannot provide in both at the same time.



Overview of Tools

Polarsteps

"Polarsteps is an application that automatically tracks travellers' journeys. The app uses offline GPS-tracking and once Wi-Fi connection is available, the app transfers all tracked information to the traveller's Polarsteps webpage. Here, the trip is displayed on an interactive map showing the traveller's routes, key locations and photos. Travellers can keep their friends and family updated as to where in the world they are by sharing their trip real-time. Users can instantly add photos and locations to the interactive map or do it afterwards. This application certainly has its limitations (e.g. only one user per trip instead of an organisation), but meets the needs of the training."

- <https://www.polarsteps.com>
- Free to use

Google Earth Timelapse

"Earth Timelapse is a global, zoomable video that lets you see how the earth has changed over the past 35 years." This application is accessible on a desktop and as a mobile application. During the training, we have chosen to use the desktop application.

- <https://earthengine.google.com/timelapse/>
- Free to use

Sentinel Playground

"Sentinel Playground utilizes Sentinel Hub technology to enable easy-to-use discovery and exploring of full-resolution Sentinel-1, Sentinel-2, Landsat 8, DEM and MODIS imagery, along with access to the Earth Observation data products. It is a graphical interface to a complete and daily updated Sentinel-2 archive, a massive resource for anyone interested in Earth's changing surface, natural or manmade."

- <https://apps.sentinel-hub.com/sentinel-playground>
- Free to use

Global Forest Watch (GFW)

"Global Forest Watch (GFW) offers the latest data, technology and tools that empower people everywhere to better protect forests. With over 100 global and local data sets to learn about conservation, land use, forest communities and much more."

- <https://globalforestwatch.org/map/>
- Free to use

Water Productivity Open Access Portal (WaPOR)

"WaPOR - FAO portal to monitor Water Productivity through Open access of remotely sensed derived data." This portal mostly covers Africa in 250, (nationally) 100 and (locally) 30 meter resolution.

- <https://wapor.apps.fao.org/>
- Free to use

SoilGrids – global gridded soil information

"SoilGrids is a system for global digital soil mapping (250 meter resolution) that makes use of global soil profile information and covariate data to model the spatial distribution of soil properties across the globe."

- <https://soilgrids.org>
- Free to use

Procedure

Assignment A – Preparation with Polarsteps

The goal of this first assignment is to become familiar with the Polarsteps application. The trainees need to download Polarsteps on their phones, create a personal account and add a new trip with a few steps. For each of these steps, IMARA.earth created knowledge clips, that help the trainees to perform each and every step on their own phone.

Assignment B – Land Uses

The goal of the second assignment is to go into the field and collect information on different land uses in the environment of the trainees. The trainees will become more familiar by creating steps in their trip and to add photos and a description to their step. It will become clear the information that is being collected is linked to a certain location. This will support the trainees in preparation for the dialogue, but this location will also come back in the second week of training.

Assignment C – Land Users

The goal of the third assignment is to look further than the landscape itself: who are the users in the landscape and how are they using the landscape. In other words; what is the relationship of the land users to the landscape? The trainees will learn to document information, such as interviews, within their Polarsteps environment. By adding photos they will realise the story of the person interviewed will come to life.

Assignment D – Identify an Issue around Land Use Rules

The goal of the fourth assignment is to bring focus in the data collection: they have to identify one (and one only) issue around land use rules. They need to document where the problem is located and to identify what the problem is in detail, who are directly and indirectly involved in the problem. They have to clearly describe the link to land governance.

Assignment E – Right-holders & Safeguarding

For the final assignment of the first week of training, the trainees will need to go into the field and talk to the people that play a substantial role in the issue chosen for assignment D. The interviewee has to be an actor / institution (land officers at Woreda level and traditional leaders) who can safeguard existing rights or who can secure them. The assignment lists several questions for the trainees to answer in their Polarsteps.

Assignment F – Collect all Evidence!

In order to be able to collect all evidence necessary to build a strong dialogue, this assignment is focussed around the ability of the trainees to teach their colleagues to be able to collect data and evidence with them in the field using Polarsteps.

Assignment G – Going Back in Time

The trainees will use geodata, available within Google Earth Timelapse, to see their landscape from above. They will be able to go back in time, since they are able to start the timelapse at 1984 until 2018. This timelapse will show the dynamics of the landscape over space and over time. Land use changes will be visible and the trainees need to link this to the land users, land use rules and the issues identified in week 1 of the training.

Assignment H

Over Space & Over Time - The trainees learn how geodata can help guide their data collection in support of a strong dialogue to the right location and at the right time. They will use the Sentinel Playground to find out what satellite data and information can offer them. Different combinations of bands can provide specific information on thematic themes: natural colour images, colour infrared (vegetation), false colour (urban), agriculture and the moisture index.

Thematic Information & Build your Action Plan

The focus during the rest of the week is to link all collected data and information to an action plan to be able to create a strong dialogue. The trainees are introduced to the existence of global thematic datasets available for free that can support their dialogue even more: Global Forest Watch (GFW), WaPOR (by FAO) and SoilGrids (ISRIC). The materials were available for the trainees to collect thematic information and add this to their collected data. The choice was made to put a clear focus on the action plan as a result of the training, because land governance aspects had the main focus in the training.

Using satellite data and geo information

KEY QUESTIONS

1. What is the current situation in the landscape when it comes to the chosen landscape governance issue? Focus on land use, land users (and other stakeholders) land use rules, right holders and safeguarding bodies
2. What is the spatial and temporal dynamic in the landscape contributing or affecting to the landscape governance issues?
3. What thematic information supports the dialogue in order to provide meaningful and actionable information?

PROCEDURE

- Follow assignments as described above throughout the duration of the training and collect all findings in a (personal) learning journey in Polarsteps – each participant will have to actively contribute in local fieldwork activities
- Participants use Polarsteps to organise their ideas and findings from their personal learning journey and will reflect on their findings the next day
- Participants reflect on what needs to be done to improve the livelihoods of rural communities and indigenous people from a land and landscape governance perspective.

Total amount of time needed: 1.5 – 4 hours per day (depending on fieldwork location and activity)

3.3 Deepening the landscape story (including land governance issues)

Deepening the landscape story is a way of systematically analysing a landscape's dynamics. Not only the ecological dynamics, but also the socio-economic dynamics, and the changes over time. This tool deepens the analysis of each issue identified in the rich picture. In a very structured sequence it helps to understand the dynamics in the landscape, its challenges and alternative solutions.

Why deepening the landscape story?

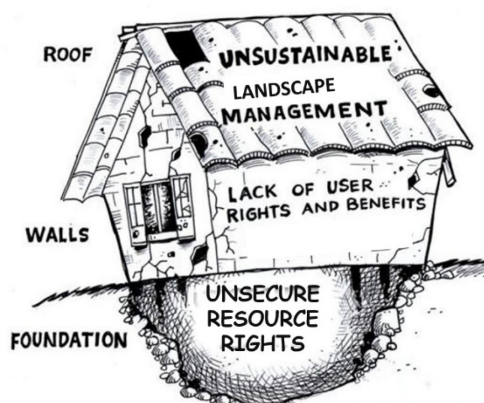
To get deep insight in the issues, problems and conflicts of a landscape within a historical perspective, as well as looking into informal and formal practices, rules and regulations that explain these issues and conflicts, as well as the root causes. It helps to identify possible solutions as well as pertaining challenges of the landscape.

This tool is best used to obtain a deeper understanding of one issue/conflict at a time. And based upon gaining that deeper understanding a number of alternative solutions may pop up.

Roof = effects of behaviour, formal and informal rules and regulations and their enforcement that you see in the landscape and natural resource management;

Walls = informal and formal practices, rules, regulations, their implementation and enforcement that explain what you see on the roof (institutions)

Foundation = root causes, principles, values, norms, traditions about what is acceptable, good or bad (institutions).



Adapted from : O'Hara, 2012

Deepening the landscape story

KEY QUESTIONS

1. How does land and landscape governance affect the livelihoods of rural communities and indigenous people? What are the issues that you see? Since when is the issues identified a real issue? (roof)
2. What elements in relation to land and land governance explain the prevalence of these issues? (walls)
3. What are the root causes that explain the current performance of land and landscape governance? (foundation)
4. Identify a range of land and landscape governance solutions to improve the foundations, the walls and the roof.

PROCEDURE

- Explain the image of the house and the different levels that need to be addressed for improved land and landscape governance.
- Participants use cards to organise their ideas according to the three levels. (online tools are Google Jamboard, or Miro)
- Participants reflect on what needs to be done to improve the livelihoods of rural communities and indigenous people from a land and landscape governance perspective.
- Write down the results of this assessment.

Total amount of time needed: 1.5 – 2 hours

3.4 Understanding land governance issues

What is the Land Governance Assessment Framework?

The World Bank has developed a Land Governance Assessment Framework to support countries in dealing with the complex issues of land governance (Deininger et al, 2012). It is a diagnostic tool that is to be implemented at the local level in a collaborative fashion, that addresses the need for guidance to diagnose and benchmark land governance, and that can help countries prioritize reforms and monitor progress over time. The most recent version of the LGAF comprises a set of 26 Local Governance Indicators that are rated on a scale of 116 pre-coded statements (from lack of good governance to good practice) based, where possible, on existing information (see Appendix 1). These indicators are grouped within nine broad thematic areas that have been identified as major areas for policy intervention in the land sector:

1. Land Rights Recognition;
2. Rights to forest and common lands & rural land use regulations;
3. Urban Land Use, Planning, and Development;
4. Public Land Management;
5. Transfer of Large Tracts of Land to Investors
6. Public Provision of Land Information: Registry and Cadastre
7. Land Valuation and Taxation;
8. Dispute resolution;
9. Institutional Arrangements and Policies

A typical pre-coded statement is the following:

Table 4 Examples of statements and how they are being scored.

| Statement | A Strongly agree | B Agree | C Disagree | D strongly disagree |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|---------------|------------------------|
| Individuals' rural land tenure rights are protected in practice (incl. secondary rights of tenants, sharecroppers, women, pastoralists etc) | | | | |
| Customary tenure rights are legally recognized and protected in practice | | | | |
| Users' rights to key natural resources on land, water, forests, fisheries are legally recognized and protected in practice | | | | |

Until to-date, the World Bank has supported 40 countries in conducting the assessment at national level.

Why conducting a land governance assessment?

Whereas the World Bank has supported the assessment of governance at the national level, the LGAF also offers opportunities to use it at local government level. Conducting a participatory land governance assessment with stakeholders involved in a land dialogue process enhances their understanding of the actual land governance situation and opens the floor for discussion towards improvements for sustainable landscapes and FNS.

How can you use this tool?

Within the context of a land dialogue, best use is being made of the tool in a multistakeholder setting where improved landscape governance will considerably support FNS, landscapes and ecosystems towards providing sustainable solutions.

The tool can be developed in two different ways, one presenting the average findings of all stakeholders who filled in the tool, and the second making a difference between stakeholder categories as a means to identify similar and divergent opinions on particular statements or indicators. This will support the discussion of the results in a plenary session.

Another way is also to compare the scores of the stakeholders involved in the land dialogue with those presented in the official national LGAF results for comparison.

The tool can be prepared as an online tool in google forms during an online assessment or as an excel sheet for a face-to-face setting.

Preparation

This tool requires a careful preparation before the stakeholder meeting occurs: Not all themes, local governance indicators or statements may be relevant for the issues at hand. So the first step is to select the most relevant statements for scoring.

With regard to the scoring, the World Bank uses the following notation for scoring; A strongly agree, B agree, C disagree, D strongly disagree. If you want to compare the scoring for the selected indicators done by two different sets of actors (from different locations) or compare the participatory findings with those of the World Bank LGAF report of the country, you are advised to prepare an excel sheet which enables you to compare the results in a radar visual. This has implications for the notation of the scoring in that:

- score A strongly agree will obtain 4 points in the excel sheet
- score B agree will obtain 3 points
- score C disagree will obtain 2 points
- score D strongly disagree will obtain 1 point.

Land Governance Assessment

KEY QUESTIONS

1. What do the results of this LGA tell us?
2. What do the results mean for sustainable landscapes and ecosystems?
3. What do they mean for FNS?
4. What needs to be done to improve land governance for sustainable landscapes, ecosystems and FNS?

PROCEDURE

- Prepare the tool: select the most relevant thematic areas and statements; prepare the scoring tool in a word, excel file or google form
- Participants fill in the tool
- Compile the results in a visual such as a radar web (during a break)
- Present results
- Have a discussion based upon the key questions.

Total amount of time needed: 1.5 – 2 hours

An example from Ethiopia

WCDI organised an online course on land governance for World Vision Ethiopia. Participants were asked to fill in a google form, one group for OROMIA Region and the other group from AMHARA Region. The form included the 11 most relevant land governance statements from the LGA conducted at the national level. After this, findings were presented in a spiderweb, comparing national scores with those of Amhara and Oromia.

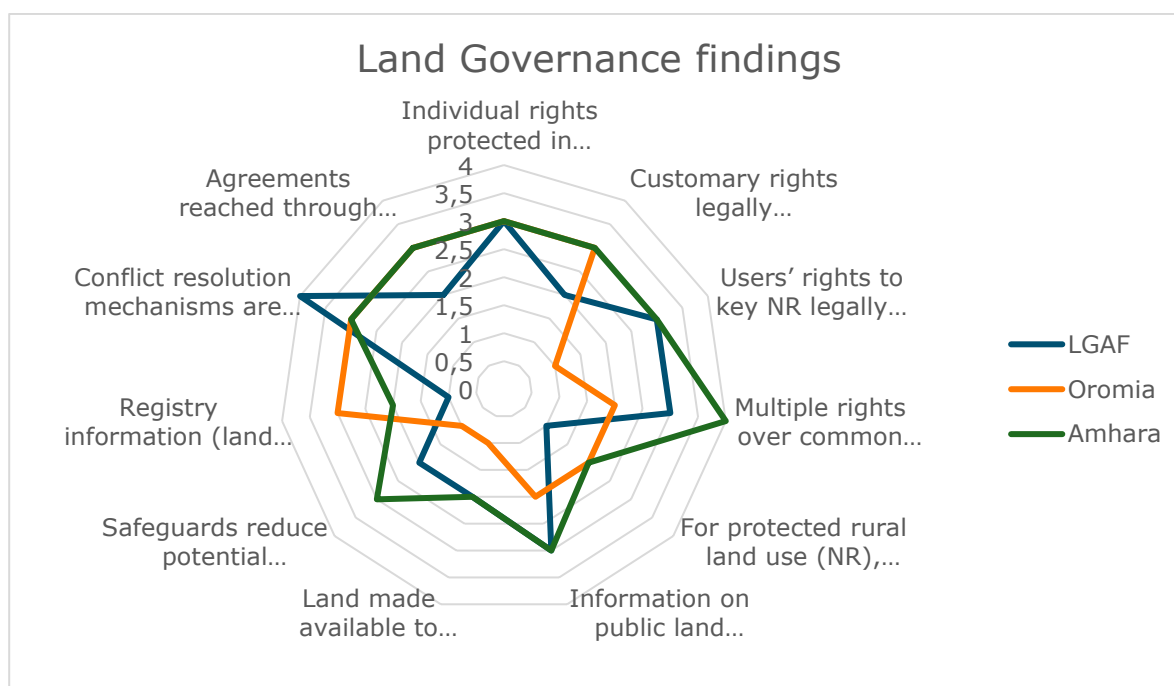


Figure 6 Results of the land governance analysis by World Vision Ethiopia

3.5 Stakeholders being affected or affecting the landscape and its NR

What is the tool about?

This tool helps to classify stakeholders according to the extent that they are being affected by the landscape, ecosystem services and its natural resources, or affecting the landscape and its natural resource, or both.

It is concentrated around a certain issue, problem or conflict to be identified in previous tools (landscape mapping, understanding land governance issues, 3-R stakeholder analysis for example), such as:

- Water related erosion caused on state land, protected areas or private enterprises who lease land on the hills or mountains, that affect the agricultural production in the lowlands
- Communal lands of grazing grounds or forests who face issues as overgrazing and deforestation.

Once you have identified the issue, you can identify who are the stakeholders affected by the issue, and who are the ones affecting the issue. You start with the stakeholders who are most directly affected by or affecting by the issue; these are your primary stakeholders. In the same way, you identify the secondary, and possibly also the tertiary stakeholders. These may seem less important, but they may be crucial actors in solving the issue, so these have to be taken into account.

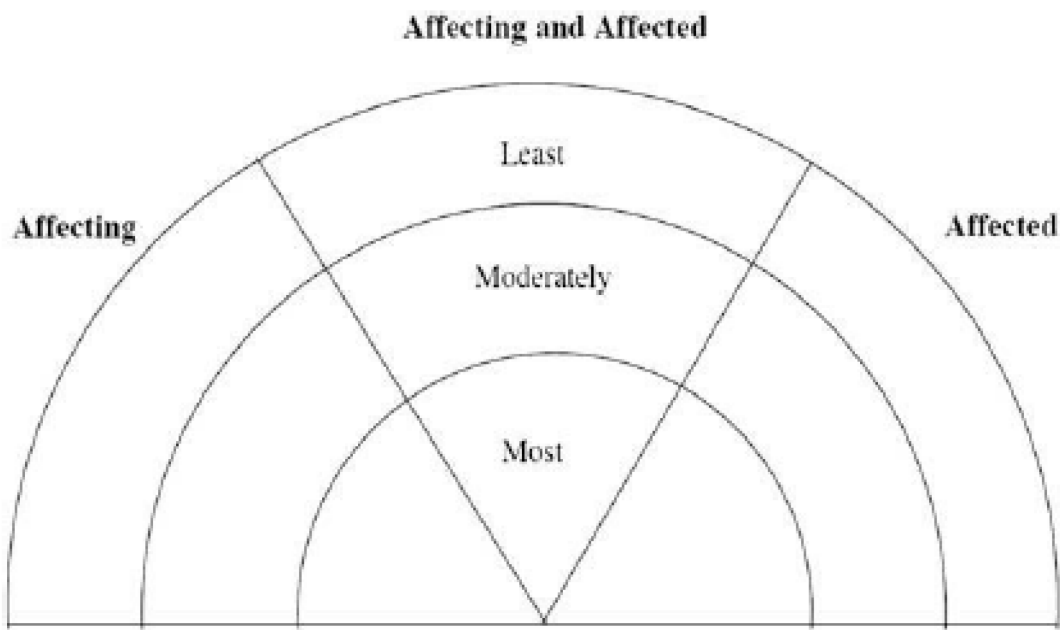


Figure 7 *Inventory of stakeholders being affected or affecting the landscape and natural resources*

Stakeholders being affected or affecting the landscape and its NR

KEY QUESTIONS

1. Which stakeholders are being affected by the issue in the landscape? How much are they being affected (most, moderately or least)?
2. Which stakeholders are affecting the issue in the landscape (include stakeholder who positively and negatively affect the landscape? How much do they affect the landscape (most, moderately or least)?
3. What does this mean for the land dialogue?

PROCEDURE

- Select an issue, problem or conflict identified during previous assessments
- Identify the stakeholders in relation to this issue, problem or conflict
- Classify them to the extent they are being affected or affecting the landscape
- Answer the key questions in plenary and draw conclusions for the land dialogue.

Total amount of time needed: 1.5 hours

3.6 3-R stakeholder analysis

Most people agree that sustainable management of natural resources requires collaboration among different stakeholders. However, collaboration does not develop merely through people agreeing that it should; there are often considerable differences in interests and power amongst those using or dealing with natural resources. This tool helps stakeholders assess and negotiate their relative roles by unpacking these into rights, responsibilities, revenues (benefits) and relationships.

What is this tool about?

This tool helps to identify stakeholders, their relations with the landscape and those regarding the land tenure system. Relations with the landscape can amongst other have the following dimensions:

- Stakeholder's responsibility for the landscape refers to those activities that a stakeholder carries out in order to maintain the landscape and its natural resources. A farmer produces food and takes care for soil fertility
- Stakeholder's rights with regards to the landscape refers what rights a stakeholder can exercise with regards to the landscape and its natural resources. For example, a landowner has the right to sell his land, a land user has the right to use it, local authorities have the right to collect taxes etc.
- Stakeholder's revenues refer to not only financial returns, but also other non-financial benefits from the landscape, such as access to water (IIED, 2005).

Why this tool?

The sustainable use and management of natural resources and landscapes requires collaboration between different stakeholders. However, there are often considerable differences in power amongst those depending upon land and natural resources for their livelihoods, those benefitting from these resources and those maintaining or restoring the landscape.

Assess rights, responsibilities and revenues of stakeholders together is important, because it is their balance that indicates the underlying power structures and current incentives or disincentives to achieving sustainable use of natural resources. In most cases they reveal that women are responsible for maintaining the landscape and producing foods, without however having land ownership rights and access to natural resources as men have, not benefitting from the products they have grown. Another example is that of pastoralists, who increasingly face problems with finding grazing grounds, because their access and ownership rights are limited.

The tool allows for a discussion on who is responsible for maintaining or restoring ecosystem services, natural resource assets and the landscape that allow local communities and indigenous people to make a decent living. The tool also allows to address issues as equity and justice about the right to land, right to produce, the right to benefit and the right to take part in decision-making.

Table 5 Analysis of the responsibilities, rights and revenues/benefits of stakeholders from the use of land and natural resources: an example

| 1 Type of recognition of land rights (private land, communal land, state land, land lease, protected areas) | 2 Stakeholders (male heads of households, women, pastoralists, beekeepers etc) | 3 Responsibility for land, landscape, ecosystem restoration/maintenance | 4 Type of rights with regards to land, landscape and NR (continuum of rights) | 5 Has a claim on revenues/benefits from land and NR use |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Private land | Male heads of household, their spouses and young adults | Spouse and young adults do most of agricultural work. Male head of household and young adults | Head of household has ownership rights Spouse and young adults have access rights | Head of household has claim on/decides on revenues/benefits use. Woman and young adults not |
| Communal land | Pastoralists with their herd; agricultural producers (male heads of household, their spouses and young adults) | Traditional chiefs in charge of enforcing customary rules. Other stakeholders need to obey these rules and provide labour force for restoration. | User rights | Pastoralists, male heads of household and traditional chief who receive royalties Woman and adult youth depend on the male head of household for revenues and benefits |
| State land | Etc | | | |
| Etc | Etc | | | |

Source: IIED, 2005. The four Rs

3.7 Relations between stakeholders

Stakeholders and their relations with the landscape and its NR

KEY QUESTIONS

1. Who is responsible for maintaining or restoring ecosystem services, natural resource assets and the landscape that allow people to make a decent living? And to what extent are ecosystem services, natural resource assets and the landscape currently able to contribute towards decent livelihoods?
2. Looking at the responsibilities, land rights and access to natural resources and revenues/benefits, to what extent the current situation is fair for all stakeholders? How to secure existing land and natural resource rights and increase benefits for all?
3. Which other stakeholder categories could also take responsibilities for the landscape, its natural resources and ecosystems?
4. What does this analysis mean with regard to the land dialogue principle: work with power to ensure even playing field for meaningful participation?

PROCEDURE

- Explain the tool in Table 5
- For each part in the landscape with different type of land rights (column 1 of the table), identify and list those stakeholders who use the land and/or natural resources to have a decent livelihood (column 2).
- For each type of land rights, fill in column 3 – 5.
- Have a plenary discussion to validate findings.
- Answer the key questions.

Total amount of time needed: 2 hours

What is the tool about?

Assessing relations between stakeholders helps to understand the extent to which they can constructively work together or not to foster a constructive land dialogue.

It is important to:

- Understand which relations between stakeholders may foster or impede collaboration to address a certain landscape issue, problem or conflict
- Identify possibilities to form networks/alliances to undertake actions, lobby and advocacy or to address power relations.
- Identify possible actors capable to transform conflicts through dialogue, mediation and negotiation (not arbitration).

Relations between stakeholders

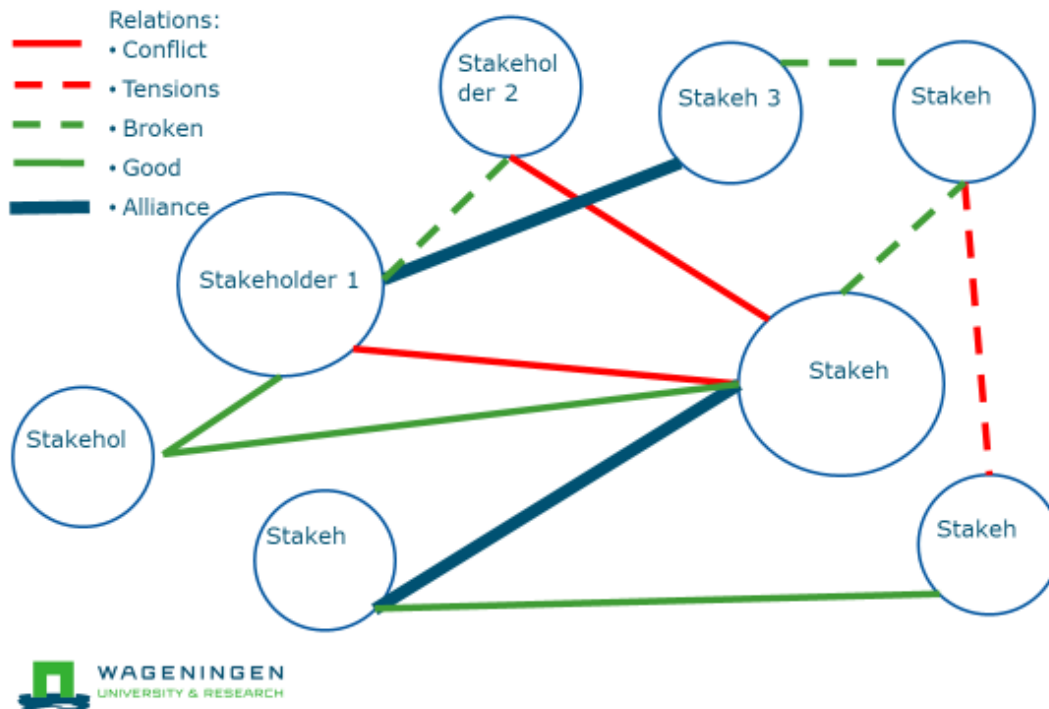


Figure 8 Adapted from Caritas International 2002, and IIED 2005. The Four Rs

Stakeholders relations

KEY QUESTIONS

1. What is the issue about that we are addressing?
2. Who are the stakeholders to be involved?
3. Amongst these stakeholders, who are the most powerful?
4. What is the relation between these stakeholders? Until so far we distinguish the following relations: 1) stakeholders are working together in an alliance; 2) they have good (working) relations; 3) Their relation is broken; 4) There are tensions between these stakeholders; 5) They are in conflict.
5. Based upon this analysis how can stakeholders work together in a land dialogue process towards improved land and landscape governance?

PROCEDURE

- Use flipchart paper and cards
- Identify stakeholders to be involved in the land dialogue process.
- Decide about the nature of relations that you would like to assess between these stakeholders and specify the line and colour you would like to use to visualise these relations
- Draw the relations between the stakeholders
- Discuss the findings in particular in relation to collaboration in a land dialogue process for sustainable landscape governance

Total amount of time needed: 1.5 hours

4 Tools for land dialogue meetings and processes

This chapter describes some tools that help enhance the effectivity of land dialogue meetings and processes. Whereas the previous chapter provides you with tools to conduct a situation analysis with all stakeholders already invited at the land dialogue for sustainable livelihoods, this chapter presents some tools about the creation of a conducive environment for land dialogue members and how to jointly plan the process, based upon the situation analysis.

4.1 Appreciative landscape story telling

Why Appreciative Landscape Story Telling?

Appreciative Story Telling is a form of creating space for land dialogue members, those being affected and those affecting the landscape and its natural resources, as well as the rights of local communities and indigenous people to produce, to have land rights, to benefit from these rights and to take part in decision making about land and landscape governance.

It encourages these members to take a positive perspective on their landscape and natural resource assets, by rediscovering and reorganising what is going well in their landscape, rather than focusing on what is going wrong. Appreciative Inquiry is a strategy to guide purposeful change. It identifies the best way of pursuing collective views, visions and dreams, as it changes the question of *'what is'* into *'what could be'*.

Thinking in terms of *'what could be'* triggers people's imagination, and gives insight in what they would really want their landscape to be. It focuses the attention away from the challenges and conflicts within the landscape, towards constructing a collective idea of how the landscape should really be, in other words, realising the landscape's potential. This tool is part of the appreciative inquiry methodology, developed by Cooperrider et al (2008).

The tool is very useful for land dialogue members to get to know each other's views and dreams and to set the scene for effective collaboration.

Appreciative landscape story telling

KEY QUESTIONS

1. What was your best experience ever with the creation of a landscape and natural resource base that sustains the livelihoods of rural communities?
2. Why was this your best experience ever?
3. What were key factors and actors that contributed towards this creation? How?
4. If you had 3 wishes with regards to this landscape 4 all, what would these be?

PROCEDURE

- Participants interview each other in pairs during 30 minutes (15 min per person)
- They write key factors and actors on post – its, each idea on 1 post-it in key words
- The same for the dreams – each dream on 1 post-it in key words
- In plenary organise the post-it for factors, actors and dreams each in clouds on a flipchart paper (1 cloud for factors, 1 cloud for actors, 1 cloud for dreams)
- Write these down for use in future workshops with P.A.C

Total amount of time needed: 1.5 hours

4.2 Visioning

What is Visioning?

Visioning is a method tool that brings stakeholders together to develop a shared vision of the future. It helps to answer the question: "What do we want to see in place 5-10 years from now in this land dialogue process?"

Engaging members of the land dialogue platform in the formulation of a common vision and purpose, gives them a sense of control and motivation, and offers possibilities for fundamental change. It nurtures essential characteristics of powerful and effective groups, like cohesion and common direction.

Visioning provides a positive paradigm by offering something to move toward. It generates creative thinking and passion to solve the problems that might arise when moving toward a vision.

A good vision is both realistic and stretching. Visioning too far into the future has the drawback of not creating enough motivational pull. Visioning too close to today and has the drawback of appearing as just another plan.

Elements for the vision of the land dialogue platform can possibly be inspired by the dreams and wishes identified during the appreciative landscape story telling tool (section 4.1) (Brouwer & Brouwers, 2017).

4.3 Visualizing how change will happen, a Theory of Change

What is a Theory of Change?

A Theory of Change is like forward storytelling. It is in fact a combination of what people hope to see, what people expect to see, and what people assume to see. What people hope for, expect and assume is very personal. Explaining hopes, expectations and assumptions can be very hard and open for multiple interpretations.

Theory of Change as a planning and strategy tool is much more productive and effective when good and stimulating visualisation is used. Visualisations stimulate participants to think creatively as they engage in dialogue with others, and might even motivate them to take action. It is important to make the visualisations easy to 'read' and make them attractive so that people are motivated to engage in the process, thus ensuring that your Theory of Change will not be just a product on paper.

Regarding the use of visualisation in Theory of Change processes there are a few important points:

1. We can all visualise!
2. The way we visualise is personal
3. The way we perceive is personal
4. Visualisations need to be clear, simple and attractive (not an easy combination!)
5. Theory of Change visualisation goes hand-in-hand with the narrative, together they make the theory complete.

For the visualisation of the elements of the emerging Theory of Change you can use metaphors or add simple shapes and motifs to written narratives. Theory of Change visualisations can include metaphors, like gear wheels showing that the movement is being transferred or spirals to stress that the road from the current situation towards a future vision is never or hardly ever a linear straight one.

An example

Land for Life has visualised its theory of how change will happen in the following picture.

Impact Narrative: Spheres of Control, Influence & Interest

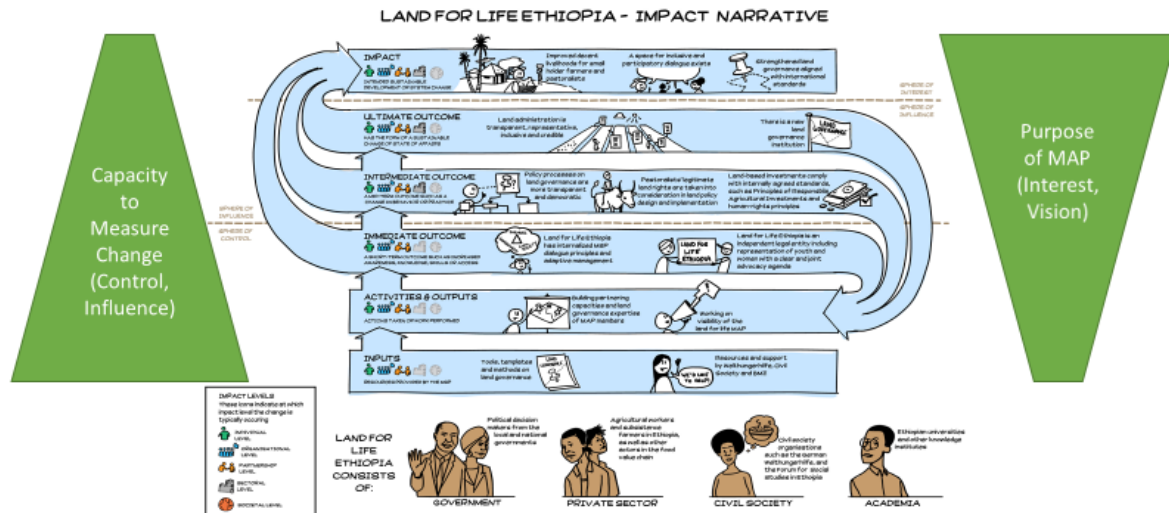


Figure 9 Visualisation of the ToC of Land for Life Ethiopia

Visualising a Theory of Change

KEY QUESTIONS

1. In order to realise your vision and purpose as a land dialogue partnership for sustainable landscapes, what are important conditions that need to be in place?
2. How can we ensure that these conditions are in place? What strategies and interventions are needed?
3. What are assumptions that we need to take into consideration and that might hamper or favour change towards meeting the conditions?
4. How is change likely to happen?
5. Visualise this.

PROCEDURE

- Start with an individual brainstorm on how change towards achieving the purpose of the partnership and its vision will look like.
- In pairs compare the ideas and agree on the most important ideas of how change will happen and how to visualise this.
- In plenary, cluster all ideas about how change will happen and draw the relations between them.
- In plenary make a visual of how change will happen towards contributing
- In plenary, tell your story of how change will happen towards achieving the purpose of your partnership and your vision.
- Document both the narrative and the visual. Make the visual attractive for communication purposes.

Total amount of time needed: 2 hours (tentative)

4.4 Designing a land dialogue process

Why designing a land dialogue process?

Land dialogue processes can take many forms. The forms will differ from situation to situation, and may even change over time. In reality, timelines can vary from half a year to several years. Over the lifespan of a land dialogue process, many decisions need to be made: some by a core group of initiators and facilitators, and some by all stakeholders involved.

A good process is clearly 'more than just meetings', but good meetings and workshops are essential to make progress and are a major component in the practice of process design. Holding good meetings is something of an art, but as a first step, you need to be clear about the purpose. The overall purpose of land dialogue may shift over time from influencing, to innovating, developing foresight, and aligning and

acting. But in all cases, they will provide learning and networking opportunities. The flowchart in picture 8 is an example that helps you to achieve the purpose of your land dialogue process. It clearly emphasizes that actions can take place simultaneously, such as research by experts, communications to stakeholder groups, capacity building events, coordination within a steering committee or management committee, etc.

The purpose of your process can be formulated based upon elements identified during the appreciative storytelling (4.1) and the visioning exercise (4.3).

Timeframe of a hypothetical MSP over the course of a year

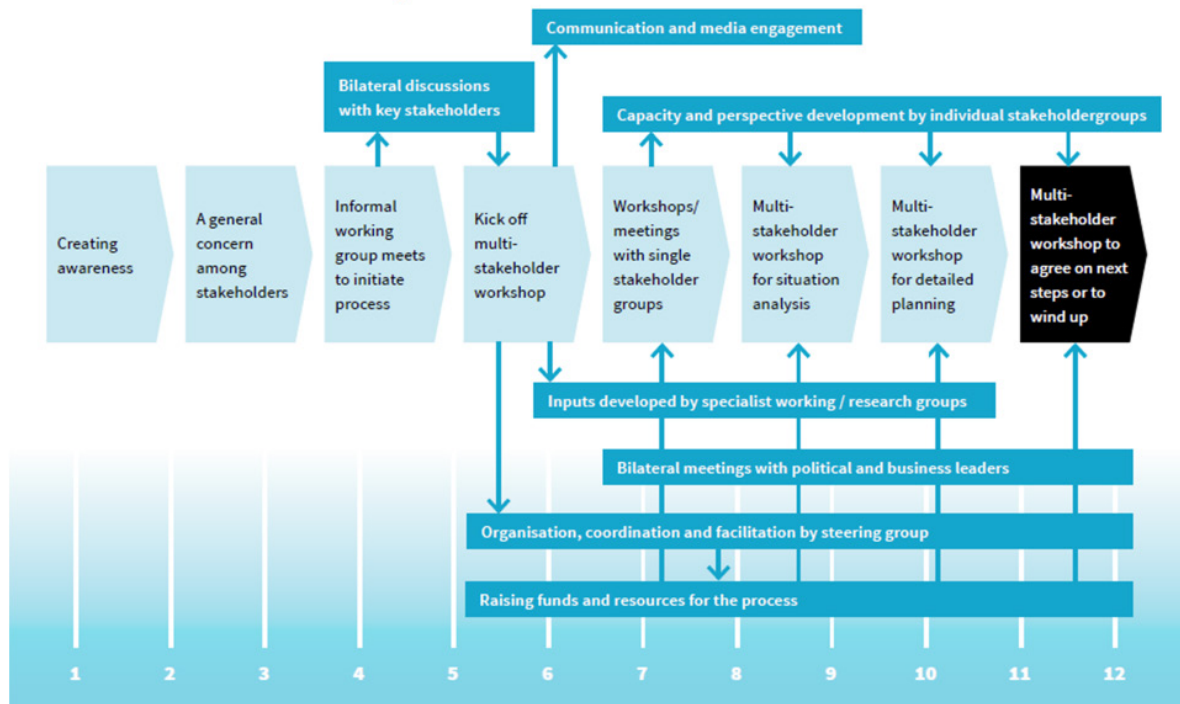


Figure 10 Hypothetical time frame (Brouwer & Woodhill, 2016)

Designing your land dialogue process

KEY QUESTIONS

1. What is the purpose of your land dialogue process?
2. What are the most important strategies needed to realise your purpose?
3. Based upon these most important strategies, what are the actions needed and with or towards whom?
4. How would these actions and their interrelations fit on a timeline? Actions with different stakeholder groups can take place in parallel.

PROCEDURE

- Take 1 or several flipchart papers glued to each other
- Participants use make an inventory of all actions that are needed to realise their purpose; write each action on 1 post-it
- They can organise actions according to the stakeholders that need to be reached or take action, such as technicians to make a feasibility study, communications to be organised to inform the wider community, and actions by the land dialogue partnership.
- Together organise the timeline for all actions. Be aware that parallel actions can also be planned in, there is no need to plan everything in a linear way.
- Place the post-its on the flipchart paper and draw the lines between them.
- Set the dates/deadlines for each of the actions

Total amount of time needed: 2.0 hours

4.5 Mandate and decision-making rules of land dialogue partnership

Why clarifying the mandate and decision-making rules?

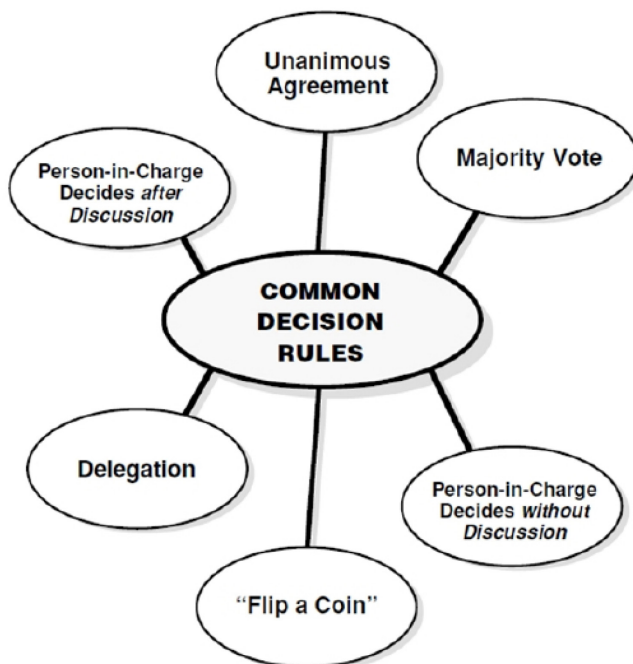
Are the mandate and scope of the land dialogue process clear? Under what auspices or authority is the land dialogue being established? And what kind of decisions can partnership take? And how are these decisions being taken?

Knowing the answers to these questions directly influences the group behaviour of stakeholders involved in the land dialogue. Individual stakeholders will adjust the quantity and quality of their participation depending on how they perceive their actions can influence the decision.

If for instance, the "majority vote" has been selected as a decision rule, there will be a battle of opinions and active participation until 51% of the stakeholders agree. As a result of this decision rule, as soon as the majority agrees, the opinions of the remaining minority are not relevant anymore.

This is very different than for instance the "unanimous agreement" rule which gives every stakeholder the right to block a decision. The "person-in-charge decides without discussion" rule, on the other hand, causes group members to be merely passively involved, since the 'do what you are told' atmosphere does not reward active participation. Whilst not advisable for land dialogues, the latter type of decision rule can be appropriate in crises when it is critical to act fast.

Agreeing on the scope and room of manoeuvre of the land dialogue partnership, stakeholders around the table can choose what works best for them in the given context (Kaner Sam et al (2014) in Brouwer, Herman and Brouwers Jan, 2017).



Source: Sam Kaner, 2014

Figure 11 Six common decision rules; Kaner Sam et al, 2014

Defining Mandate and Decision-Making rules

KEY QUESTIONS

1. What is the mandate of, the authorisation given to the land dialogue partnership?
2. What is the appropriate procedure within the partnership to take decisions?
3. Do decisions of different nature require different procedures?

PROCEDURE

- Inform or clarify the mandate of the partnership. If the mandate has not been clarified, brainstorm on its possible mandates in pairs. Collect the ideas and agree on the mandate as prepared by stakeholders.
- Present the six most commonly used decision-making rules and possible implication for the behaviour of different stakeholder groups.
- Discuss these decision-making rules and agree about the rules most appropriate for the land dialogue partnership.

Total amount of time needed: 1.5 hours (tentative), be continued in following meetings if necessary.

5 Monitoring and learning about the land dialogue process and platform.

5.1 Critical reflection about how change happens

What is critical reflection and triple loop learning?

Critical reflection of a land dialogue process means interpreting experiences and data to create new insights and agreements on actions. Without critical reflection you will miss an important phase in the multi-stakeholder partnership process model that helps you to adapt your interventions, strategies towards achieving your purpose and vision. This is the reflective monitoring phase and turns your land dialogue process into a continuous spiral of plan-act-adapt phases.

Critical reflection fosters learning about how change happens in reality and adapting interventions and strategies.

The triple-loop learning model was developed by Argyris and Schön (1974) and it distinguishes 3 levels of learning about progress being made towards the vision and purpose of the land dialogue partnership. In this model,

- Single-loop learning is about reflecting on the rules and procedures so as to improve actions with small adjustments. *Are we doing things right? How can we improve our existing practise?*
- Double-loop learning can be applied when expected results cannot be achieved by adapting the rules and procedures. You then need to go a level deeper and question the underlying structures, strategies or methodologies. *Are we doing the right thing? Or do we need to amend existing strategies or develop new ones?* Double-loop learning can lead to major changes in approach and design of land dialogue processes.
- If we still cannot reach expected results through single- or double-loop learning, we may have to question our underlying assumptions, theories, paradigms or principles through triple-loop learning. This level of learning is much more fundamental, and reflects on the question 'How do we decide what is right?' *Through which lens or paradigm do we look at a particular problem and make choices?* The focus of this learning is on challenging and changing underlying values and assumptions, changing our purpose and on helping us to better understand and address complex problems.

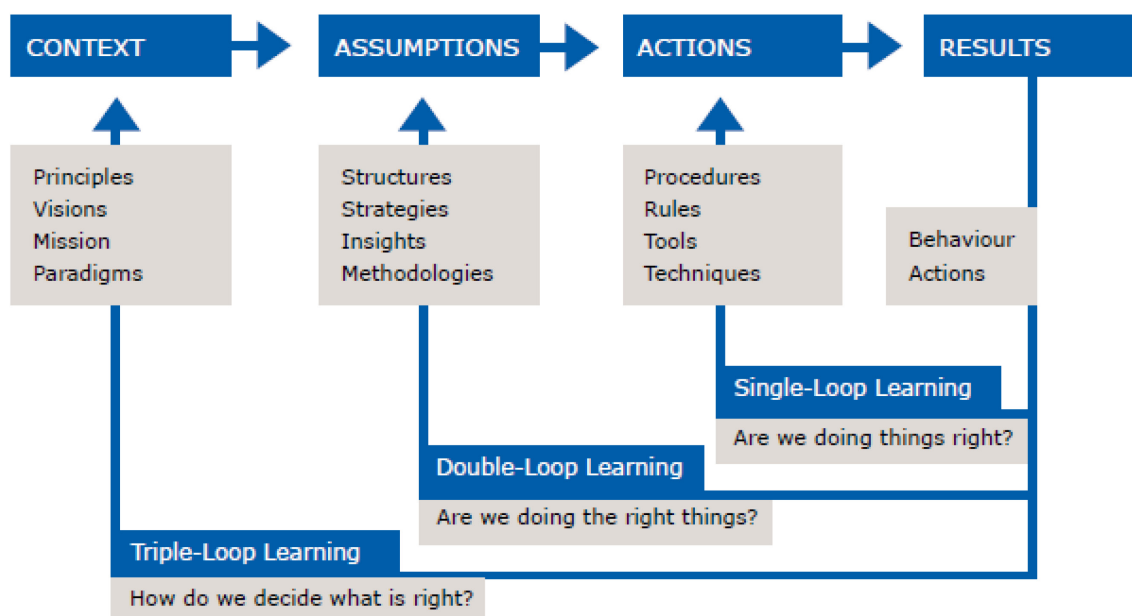


Figure 12 Triple loop learning (Argyris and Schön)

Triple-loop learning can be used for deeper learning and reflection, which can help to bring about changes in attitudes, assumptions and beliefs. In reflective learning for innovation and change all three levels play a role (Femke Gordijn et al, 2018).

With regard to the land dialogue process, triple loop learning can take place regularly to improve or adjust actions, strategies and structures, and to critically reflect on the principles and values that underpin our vision, theory of change and actions. It is therefore important to look back to the findings of the tools that supported the situation analysis (chapter 3) and those that supported the visioning, strategic planning and the land dialogue process design (chapter 4).

Fostering critical reflection about change

KEY QUESTIONS

With regard to the situation analysis and progress being made towards realising our vision and purpose:

1. Are we doing things right? Do we need to improve our actions?
2. Are we doing the right things? Do we need to change our choices in what we do and how we do this?
3. How do we decide what is right? Do we need to change the principles, theories, or visions that underpin our decisions for change?
4. What now?

PROCEDURE

- Explain the triple-loop learning model and how it will be used to reflect about progress being made.
- Ask participants to work in pairs or according to stakeholder group and to write on cards their answers to the above mentioned questions (1 idea per card).
- Collect cards and cluster them in the first place according to content and give them a tag.
- Organise clustered cards in the triple loop diagram to clarify at what level learning took place.
- Have a discussion based upon the findings and plan for change.

Total amount of time needed: 1.5 – 2 hours.

5.2 Assess land dialogue partnership's performance

Performing partnerships have

- The ability to lead with a vision and bring people with you along the way
- The dedication to drive partnership forward, despite the challenges
- The courage to take risks and push their organisational boundaries
- The commitment to continuously solve problems and not take 'no' for an answer, and
- The bravery to have difficult conversations both with your partners and inside your organisation

The Partnering Initiative and UNDESA have developed a partnership health check which allows members of a partnership tool to assess its performance against the following building blocks with in total 48 statements

- Fundamental issues
- Partnership relationship
- Structuring and set-up
- Resources
- Management
- Meetings and work processes
- Broader context, enabling environment

The scoring tool uses a traffic light system, with Green being interpreted as no concerns; Amber meaning there are some concerns; and Red light meaning there are serious concerns. The tool can be found in Appendix 2 (Stibbe & Prescott, 2020).

Preparation

This tool requires a careful preparation before the land dialogue meeting to assess the performance of the partnership occurs:

- In the first place a selection of the building blocks and statements most relevant for the way the land dialogue partnership operates is necessary, to tailor the statements to the realities of the partnership and its context.
- In the second place, rather than asking all members to score the statements and present the averages, it might be worthwhile to compare the scores by stakeholder group, for example those representing the government, those representing local communities and indigenous people, those representing civil society and NGOs and possibly private sector stakeholders such as cooperatives and enterprises.
- Based upon this an excel sheet can be prepared that enables the collection of the scores by all and the presentation of the results in a plenary session.

Health check of the land dialogue partnership

KEY QUESTIONS

1. What do the results of this assessment tell us?
2. How can we address the serious concerns mentioned by some or all stakeholder groups (red traffic light) and those which are amber?
3. And how will we celebrate our green scores and build upon these?

PROCEDURE

- Prepare the tool: select the most relevant building blocks and statements; prepare the scoring tool in a word, excel file or google form
- Participants fill in the tool
- Compile the results in a visual such as a radar web (during a break)
- Present results
- Have a discussion based upon the key questions.

Total amount of time needed: 1.5 – 2 hours.

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Appendix 1 Land Governance Assessment Framework

Statement scorecard

A = strongly agree, B= agree, C = disagree, D= strongly disagree.

| Pan-LGI-Dim | Topic | Score | | | |
|------------------------------------------------------------------------------------|-------|-------|--------------------------------------------------------------------------------------------------------------------|---|---|
| | | A | B | C | D |
| PANEL 1: Land Rights Recognition | | | | | |
| LGI 1.1: Recognition of a continuum of rights | | | | | |
| 1 | 1 | 1 | Individuals' rural land tenure rights are legally recognized and protected in practice. | | |
| 1 | 1 | 2 | Customary tenure rights are legally recognized and protected in practice. | | |
| 1 | 1 | 3 | Indigenous rights to land and forest are legally recognized and protected in practice. | | |
| 1 | 1 | 4 | Urban land tenure rights are legally recognized and protected in practice. | | |
| LGI 1.2: Respect for and enforcement of rights | | | | | |
| 1 | 2 | 1 | Accessible opportunities for tenure individualization exist. | | |
| 1 | 2 | 2 | Individual land in rural areas is recorded and mapped. | | |
| 1 | 2 | 3 | Individual land in urban areas is recorded and mapped. | | |
| 1 | 2 | 4 | The number of illegal land sales is low. | | |
| 1 | 2 | 5 | The number of illegal lease transactions is low. | | |
| 1 | 2 | 6 | Women's property rights in lands as accrued by relevant laws are recorded. | | |
| 1 | 2 | 7 | Women's property rights to land are equal to those by men. | | |
| PANEL 2: Rights to Forest and Common Lands & Rural Land Use Regulations | | | | | |
| LGI 2.1: Rights to Forest and Common Lands | | | | | |
| 2 | 1 | 1 | Forests and common lands are clearly identified in law and responsibility for use is clearly assigned. | | |
| 2 | 1 | 2 | Rural group rights are formally recognized and can be enforced. | | |
| 2 | 1 | 3 | Users' rights to key natural resources on land (incl. fisheries) are legally recognized and protected in practice. | | |
| 2 | 1 | 4 | Multiple rights over common land and natural resources on these lands can legally coexist. | | |
| 2 | 1 | 5 | Multiple rights over the same plot of land and its resources (e.g. trees) can legally coexist. | | |
| 2 | 1 | 6 | Multiple rights over land and mining/other sub-soil resources located on the same plot can legally coexist. | | |
| 2 | 1 | 7 | Accessible opportunities exist for mapping and recording of group rights. | | |
| 2 | 1 | 8 | Boundary demarcation of communal land. | | |
| LGI 2.2: Effectiveness and equity of rural land use regulations | | | | | |
| 2 | 2 | 1 | Restrictions regarding rural land use are justified and enforced. | | |
| 2 | 2 | 2 | Restrictions on rural land transferability effectively serve public policy objectives. | | |
| 2 | 2 | 3 | Rural land use plans are elaborated/changed via public process and resulting burdens are shared. | | |
| 2 | 2 | 4 | Rural lands, the use of which is changed, are swiftly transferred to the destined use. | | |
| 2 | 2 | 5 | Rezoning of rural land use follows a public process that safeguards existing rights. | | |
| 2 | 2 | 6 | For protected rural land use (forest, pastures, wetlands, national parks, etc.) plans correspond to actual use. | | |
| PANEL 3: Urban Land Use, Planning, and Development | | | | | |
| LGI 3.1: Restrictions on Rights | | | | | |
| 3 | 1 | 1 | Restrictions on urban land ownership/transfer effectively serve public policy objectives. | | |
| 3 | 1 | 2 | Restrictions on urban land use (disaster risk) effectively serve public policy objectives. | | |
| LGI 3.2: Transparency of Land Use Restrictions | | | | | |
| 3 | 2 | 1 | Process of urban expansion/infrastructure development process is transparent and respects existing rights. | | |
| 3 | 2 | 2 | Changes in urban land use plans are based on a clear public process and input by all stakeholders. | | |
| 3 | 2 | 3 | Approved requests for change in urban land use are swiftly followed by development on these parcels of land. | | |
| LGI 3.3: Efficiency in the Urban Land Use Planning Process | | | | | |
| 3 | 3 | 1 | Policy to ensure delivery of low-cost housing and services exists and is progressively implemented. | | |
| 3 | 3 | 2 | Land use planning effectively guides urban spatial expansion in the largest city. | | |
| 3 | 3 | 3 | Land use planning effectively guides urban development in the four next largest cities. | | |
| 3 | 3 | 4 | Planning processes are able to cope with urban growth. | | |
| LGI 3.4: Speed and Predictability of Enforcement of Restricted Land Uses | | | | | |
| 3 | 4 | 1 | Provisions for residential building permits are appropriate, affordable and complied with. | | |
| 3 | 4 | 2 | A building permit for a residential dwelling can be obtained quickly and at a low cost. | | |
| LGI 3.5: Tenure regularization schemes in urban areas | | | | | |
| 3 | 5 | 1 | Formalization of urban residential housing is feasible and affordable. | | |

| Pan-LGI-Dim | Topic | Score | | | |
|------------------------------------------------------------------------------------------------------------------------|-------|-------|----------------------------------------------------------------------------------------------------------------------------------|---|---|
| | | A | B | C | D |
| 3 | 5 | 2 | In cities with informal tenure, a viable strategy exists for tenure security, infrastructure, and housing. | | |
| 3 | 5 | 3 | A condominium regime allows effective management and recording of urban property. | | |
| PANEL 4: Public Land Management | | | | | |
| LGI 4.1: Identification of Public Land and Clear Management | | | | | |
| 4 | 1 | 1 | Criteria for public land ownership are clearly defined and assigned to the right level of government. | | |
| 4 | 1 | 2 | There is a complete recording of public land. | | |
| 4 | 1 | 3 | Information on public land is publicly accessible. | | |
| 4 | 1 | 4 | The management responsibility for different types of public land is unambiguously assigned. | | |
| 4 | 1 | 5 | Responsible public institutions have sufficient resources for their land management responsibilities. | | |
| 4 | 1 | 6 | All essential information on public land allocations to private interests is publicly accessible. | | |
| LGI 4.2: Justification and Time-Efficiency of Acquisition Processes | | | | | |
| 4 | 2 | 1 | There is minimal transfer of acquired land to private interests. | | |
| 4 | 2 | 2 | Acquired land is transferred to destined use in a timely manner. | | |
| 4 | 2 | 3 | The threat of land acquisition does not lead to pre-emptive action by private parties. | | |
| LGI 4.3: Transparency and Fairness of Acquisition Procedures | | | | | |
| 4 | 3 | 1 | Compensation is provided for the acquisition of all rights regardless of their recording status. | | |
| 4 | 3 | 2 | Land use change resulting in selective loss of rights there is compensated for. | | |
| 4 | 3 | 3 | Acquired owners are compensated promptly. | | |
| 4 | 3 | 4 | There are independent and accessible avenues for appeal against acquisition. | | |
| 4 | 3 | 5 | Timely decisions are made regarding complaints about acquisition. | | |
| PANEL 5: Transfer of Large Tracts of Land to Investors | | | | | |
| LGI 5.1: Transfer of Public Land to Private Use Follows a Clear, Competitive Process and Payments are Collected | | | | | |
| 5 | 1 | 1 | Public land transactions are conducted in an open transparent manner. | | |
| 5 | 1 | 2 | Payments for public leases are collected. | | |
| 5 | 1 | 3 | Public land is transacted at market prices unless guided by equity objectives. | | |
| 5 | 1 | 4 | The public captures benefits arising from changes in permitted land use. | | |
| 5 | 1 | 5 | Policy to improve equity in asset access and use by the poor exists, is implemented effectively and monitored. | | |
| LGI 5.2: Private Investment Strategy | | | | | |
| 5 | 2 | 1 | Land to be made available to investors is identified transparently and publicly, in agreement with right holders. | | |
| 5 | 2 | 2 | Investments are selected based on economic, socio-cultural and environmental impacts in an open process. | | |
| 5 | 2 | 3 | Public institutions transferring land to investors are clearly identified and regularly audited. | | |
| 5 | 2 | 4 | Public bodies transferring land to investors share information and coordinate to minimize and resolve overlaps (incl. sub-soil). | | |
| 5 | 2 | 5 | Compliance with contractual obligations is regularly monitored and remedial action taken if needed. | | |
| 5 | 2 | 6 | Safeguards effectively reduce the risk of negative effects from large scale land-related investments. | | |
| 5 | 2 | 7 | The scope for resettlement is clearly circumscribed and procedures exist to deal with it in line with best practice. | | |
| LGI 5.3: Policy Implementation is Effective, Consistent and Transparent | | | | | |
| 5 | 3 | 1 | Investors provide sufficient information to allow rigorous evaluation of proposed investments. | | |
| 5 | 3 | 2 | Approval of investment plans follows a clear process with reasonable timelines. | | |
| 5 | 3 | 3 | Right holders and investors negotiate freely and directly with full access to relevant information. | | |
| 5 | 3 | 4 | Contractual provisions regarding benefit sharing are publicly disclosed. | | |
| LGI 5.4: Contracts Involving Public Land are Public and Accessible | | | | | |
| 5 | 4 | 1 | Information on spatial extent and duration of approved concessions is publicly available. | | |
| 5 | 4 | 2 | Compliance with safeguards on concessions is monitored and enforced effectively and consistently. | | |
| 5 | 4 | 3 | Avenues to deal with non-compliance exist and obtain timely and fair decisions. | | |
| PANEL 6: Public Provision of Land Information: Registry and Cadastre | | | | | |
| LGI 6.1: Mechanisms for Recognition of Rights | | | | | |
| 6 | 1 | 1 | Land possession by the poor can be formalized in line with local norms in an efficient and transparent process. | | |
| 6 | 1 | 2 | Non-documentary evidence is effectively used to help establish rights. | | |
| 6 | 1 | 3 | Long-term unchallenged possession is formally recognized. | | |
| 6 | 1 | 4 | First-time recording of rights on demand includes proper safeguards and access is not restricted by high fees. | | |
| 6 | 1 | 5 | First-time registration does not entail significant informal fees. | | |
| LGI 6.2: Completeness of the Land Registry | | | | | |
| 6 | 2 | 1 | Total cost of recording a property transfer is low. | | |

| Pan-LGI-Dim | Topic | Score | | | |
|---------------------------------------------------------------------------------------|-------|-------|-------------------------------------------------------------------------------------------------------------------------|---|---|
| | | A | B | C | D |
| 6 | 2 | 2 | Information held in records is linked to maps that reflect current reality. | | |
| 6 | 2 | 3 | All relevant private encumbrances are recorded. | | |
| 6 | 2 | 4 | All relevant public restrictions or charges are recorded. | | |
| 6 | 2 | 5 | There is a timely response to requests for accessing registry records. | | |
| 6 | 2 | 6 | The registry is searchable. | | |
| 6 | 2 | 7 | Land information records are easily accessed. | | |
| LGI 6.3: Reliability of Registry Information | | | | | |
| 6 | 3 | 1 | Information in public registries is synchronized to ensure integrity of rights and reduce transaction cost. | | |
| 6 | 3 | 2 | Registry information is up-to-date and reflects ground reality. | | |
| LGI 6.4: Cost-effectiveness and Sustainability of Land Administration Services | | | | | |
| 6 | 4 | 1 | The registry is financially sustainable through fee collection to finance its operations. | | |
| 6 | 4 | 2 | Investment in land administration is sufficient to cope with demand for high quality services. | | |
| LGI 6.5: Fees are Determined Transparently | | | | | |
| 6 | 5 | 1 | Fees have a clear rationale, their schedule is public, and all payments are accounted for. | | |
| 6 | 5 | 2 | Informal payments are discouraged. | | |
| 6 | 5 | 3 | Service standards are published and regularly monitored. | | |
| PANEL 7: Land Valuation and Taxation | | | | | |
| LGI 7.1: Transparency of Valuations | | | | | |
| 7 | 1 | 1 | There is a clear process of property valuation. | | |
| 7 | 1 | 2 | Valuation rolls are publicly accessible. | | |
| LGI 7.2: Collection Efficiency | | | | | |
| 7 | 2 | 1 | Exemptions from property taxes payment are justified and transparent. | | |
| 7 | 2 | 2 | All property holders liable to pay property tax are listed on the tax roll. | | |
| 7 | 2 | 3 | Assessed property taxes are collected. | | |
| 7 | 2 | 4 | Receipts from property tax exceed the cost of collection. | | |
| PANEL 8: Dispute Resolution | | | | | |
| LGI 8.1: Assignment of Responsibility | | | | | |
| 8 | 1 | 1 | There is clear assignment of responsibility for conflict resolution. | | |
| 8 | 1 | 2 | Conflict resolution mechanisms are accessible to the public. | | |
| 8 | 1 | 3 | Mutually accepted agreements reached through informal dispute resolution systems are encouraged. | | |
| 8 | 1 | 4 | There is an accessible, affordable and timely process for appealing disputed rulings. | | |
| LGI 8.2: The Share of Land Affected by Pending Conflicts is Low and Decreasing | | | | | |
| 8 | 2 | 1 | Land disputes constitute a small proportion of cases in the formal legal system. | | |
| 8 | 2 | 2 | Conflicts in the formal system are resolved in a timely manner. | | |
| 8 | 2 | 3 | There are few long-standing (> 5 years) land conflicts. | | |
| PANEL 9: Institutional Arrangements and Policies | | | | | |
| LGI 9.1: Clarity of Mandates and Practice | | | | | |
| 9 | 1 | 1 | Land policy formulation, implementation and arbitration are separated to avoid conflict of interest. | | |
| 9 | 1 | 2 | Responsibilities of the ministries and agencies dealing with land do not overlap (horizontal overlap). | | |
| 9 | 1 | 3 | Administrative (vertical) overlap is avoided. | | |
| 9 | 1 | 4 | Land right and use information is shared by public bodies; key parts are regularly reported on and publicly accessible. | | |
| 9 | 1 | 5 | Overlaps of rights (based on tenure typology) are minimal and do not cause friction or dispute. | | |
| 9 | 1 | 6 | Ambiguity in institutional mandates (based on institutional map) does not cause problems. | | |
| LGI 9.2: Equity and Non-discrimination in the Decision-making Process | | | | | |
| 9 | 2 | 1 | Land policies and regulations are developed in a participatory manner involving all relevant stakeholders. | | |
| 9 | 2 | 2 | Land policies address equity and poverty reduction goals; progress towards these is publicly monitored. | | |
| 9 | 2 | 3 | Land policies address ecological and environmental goals; progress towards these is publicly monitored. | | |
| 9 | 2 | 4 | The implementation of land policy is costed, matched with benefits and adequately resourced. | | |
| 9 | 2 | 5 | There is regular and public reporting indicating progress in policy implementation. | | |
| 9 | 2 | 6 | Land policies help to improve land use by low-income groups and those who experienced injustice. | | |
| 9 | 2 | 7 | Land policies proactively and effectively reduce future disaster risk. | | |

Appendix 2 Health check land dialogue partnership

Health check of the land dialogue partnership – traffic light system

| Statements | Red light | Orange light | Green light |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|-------------|
| FUNDAMENTAL | | | |
| There is a compelling shared vision, mission and objectives fully bought-into by all partners | • | • | • |
| Partnership has clearly identified collaborative advantages, is able to create added value, deliver more than the sum of its parts | • | • | • |
| The partnership has been set up to, and is delivering, net value to all partners | • | • | • |
| Partners are sufficiently empowered and enabled to be able to contribute to the partnership | • | • | • |
| The partnership is able to include all key stakeholders holding essential resources | • | • | • |
| The partnership has been set up to deliver net value to all partners | • | • | • |
| PARTNERSHIP RELATIONSHIP | | | |
| Partners are demonstrating collective leadership of the partnership | • | • | • |
| Partners are transparent about their assumptions, goals, needs, drivers and constraints | • | • | • |
| There is a high level of trust among the partners | • | • | • |
| Partners are empowered and there is clear equity and balance among the partners in decision-making | • | • | • |
| Partners are accountable to each other for delivering on their commitments | • | • | • |
| Challenges, problems and tensions are openly brought up and dealt with respectfully and collectively | • | • | • |
| Partners are jointly accountable for partnership delivery and will help out other partners to deliver | • | • | • |
| STRUCTURING AND SET-UP | | | |
| The partnering agreement clearly sets out the fundamentals of the partnership (including the vision and objectives, why each partner is involved, the intended value creation, overall approach; commitments, resources, roles and responsibilities of each partner) | • | • | • |
| There is a clear theory of change (or theory of transformation) for the partnership, along with a measurement framework to be able to demonstrate progress and success | • | • | • |
| The fiduciary / legal structure for the partnership is fit for purpose | • | • | • |
| The governance structure for the partnership is fit for purpose | • | • | • |
| The management structure for the partnership is fit for purpose | • | • | • |
| RESOURCES | | | |
| External (non-partner) individuals are supporting / championing the partnership | • | • | • |
| Personnel are available | • | • | • |
| Finance is available | • | • | • |
| Knowledge and data are available | • | • | • |
| Important networks or spheres of influence are leveraged | • | • | • |
| Partnership facilitation / troubleshooting / brokering is available | • | • | • |
| Other necessary resources are available | • | • | • |
| MANAGEMENT | | | |
| Iterative approach to project management, focused on value creation | • | • | • |
| All relevant partner resources are being applied | • | • | • |
| Communication of all kinds is sufficiently frequent | • | • | • |
| Roles and responsibilities are always clear | • | • | • |
| Deliverables and timeframes are always clear | • | • | • |
| Financial management, including process for receiving/distributing funding, is effective | • | • | • |
| Information sharing is effective | • | • | • |
| The partnership vision remains compelling and relevant to the context | • | • | • |
| The partnership iterates and adjusts its approach based on experiences to date | • | • | • |
| The partnership is, or is on course, to itself becoming sustainable or delivering sustainable outcomes | • | • | • |
| Cultural differences between organisations are well managed and clashes avoided where possible | • | • | • |
| Partners remain fully committed to the partnership | • | • | • |
| The partnership has been institutionalized into each partner organisation (e.g. engaged key staff, built into organisational planning and budgets etc.) | • | • | • |
| MEETINGS AND WORK PROCESSES | | | |
| Meetings happen with appropriate frequency | • | • | • |

| Statements | Red light | Orange light | Green light |
|--------------------------------------------------------------------------------------------------|-----------|--------------|-------------|
| Setting of agendas and arrangement of meeting logistics ensures inclusivity of all partners | • | • | • |
| Meetings are documented appropriately and minutes circulated | • | • | • |
| Conflicts of interest are effectively managed | • | • | • |
| Partners are consistently present at meetings and represented by appropriately senior level | • | • | • |
| Decisions are made in a timely and efficient way | • | • | • |
| BROADER CONTEXT / ENABLING ENVIRONMENT | • | • | • |
| Partners have reviewed and strengthened their organisational capacity to partner | • | • | • |
| The partnership is connected to similar partnerships and peer learning / influencing takes place | • | • | • |
| The partnership receives ongoing support from platforms and other mechanisms, as required | • | • | • |
| The partners, and the partnership, advocate for more collaborative approaches to the SDGs | • | • | • |

Source: THE SDG PARTNERSHIP GUIDEBOOK: A practical guide to building high impact multi-stakeholder partnerships for the Sustainable Development Goals, Darian Stibbe and Dave Prescott, The Partnering Initiative and UNDESA 2020

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Report WCDI-21-160

Wageningen Centre for Development Innovation supports value creation by strengthening capacities for sustainable development. As the international expertise and capacity building institute of Wageningen University & Research we bring knowledge into action, with the aim to explore the potential of nature to improve the quality of life. With approximately 30 locations, 6,500 members (5,500 fte) of staff and 12,500 students, Wageningen University & Research is a world leader in its domain. An integral way of working, and cooperation between the exact sciences and the technological and social disciplines are key to its approach.



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