



HOW RESPONSIVE IS YOUR LAND PROGRAMME TO THE NEEDS OF YOUTH?

*GUIDEBOOK ON THE GLTN
YOUTH AND LAND RESPONSIVENESS CRITERIA*

SECURING LAND AND PROPERTY RIGHTS FOR ALL

HOW RESPONSIVE IS YOUR LAND PROGRAMME TO THE NEEDS OF YOUTH?
Guidebook on the GLTN Youth and Land Responsiveness Criteria

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INTRODUCTION



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The number of young people in the world today is at an all-time high. With 1.2 billion individuals aged between 15 and 24 years, youth constitute a significant proportion of the world's population. Furthermore, 87 per cent of youth live in developing countries. In recent years, the "youth bulge" has been an important factor in various fields of development ranging from governance to livelihoods creation. Various development sectors have made significant progress in understanding, including and involving youth at different levels of decision-making and policy development. In the land sector, however, there is room for improvement in understanding the relationships of young people to land and knowing how they address land issues.

The needs of today's youth with regard to land are different from those of previous generations and are influenced by changes around the world, including globalization, urbanization, migration, climate change, and technology advancement amongst other issues. "Youth" is often defined as a specific age category, but it is not only about age; it is also a dynamic transitional phase of life encompassing a range of changes in status and needs within society, the economy and the political sphere. These changes have an impact on the choices and opportunities available for youth, no less so when it comes to land.

In this context, the Global Land Tool Network (GLTN) partnered with the Youth and Livelihoods Unit of UN-Habitat for a “Youth and Land” project to address and fill the gaps in knowledge and research on the dimensions of land from a youth perspective. Youth-led action research on youth and land was conducted from July 2013 to July 2014 by five youth-led organizations in Sao Paulo (Brazil), Kathmandu and surrounding areas (Nepal), Nairobi (Kenya), Yemen (country wide) and Harare (Zimbabwe). One of the key outputs of the project was the **Youth and Land Responsiveness Criteria** tool (YLRC). This tool has been developed to provide specific information on the magnitude of the land sector’s effect on youth, while being **flexible** enough to be adapted to various contexts.

This publication is a practical guide to the **Youth and Land Responsiveness Criteria**, which is a tool that can be used to increase the incorporation of youth perspectives into land matters at both institutional and programme levels, through a participatory process. The criteria are presented in the form of a matrix with

The purpose of the Youth and Land Responsiveness Criteria tool is to ensure that youth and land issues are integrated into land programmes and projects in a systematic and comprehensive way, in order to achieve secure tenure for all.

various probing questions about different issues that youth face with regard to land (see Section Two). It can be used to identify challenges, opportunities and key entry points on youth and land at global, regional and/or country levels. It can be used in following ways:

- as a diagnostic tool,
- an awareness and advocacy tool, and
- for designing new youth responsive land programmes/projects.

The **YLRC** tool can be used by GLTN partners (www.glttnet), as well as by youth engaged in community work, youth-led organizations, community leaders, project coordinators and managers, and policy-makers. This practical guide provides tips on how to use the tool to better understand youth and land issues. Youth and land being a new area of work, especially at country level, some preparation is necessary before implementing the tool. Box 1 helps to organize the work to get the most out of the YLRC tool.

BOX 1: HOW TO USE THIS GUIDE TO PREPARE FOR THE YLRC IMPLEMENTATION

Know your context and prepare the ground: Youth and land is a relatively new area of focus in most countries, so building constituency around youth and land issues in a country is important to ensure that change champions drive this agenda forward and act on data gathered by the Youth and Land Responsiveness Criteria. Before implementing the project, it is important to identify who potential champions and opponents are, and to raise awareness among them on issues related to youth and land. Developing key messages is essential to ensure local ownership of the agenda. Some of the useful resources for awareness raising and advocacy are listed in Appendix A of this guide.

Understand the YLRC tool: Section Two describes the tool and explains how to use it within your project. The tool is meant to be flexible and adaptable to different contexts. Go through the entire tool content, as usually there are inter-linkages between different sets of criteria. Remember that the YLRC tool helps you to probe the different issues youth face with regard to land. While your project may be tackling one specific land aspect, it is useful to get a broad grasp of how youth could generally be incorporated into addressing land issues. There are also examples of pilots of the tool to illustrate how it has already been used.

Know your basic youth and land issues: Section Three provides information on youth and land, as well as key issues related to youth relationships to land. It reviews some of the main challenges youth face in the land sector. If this is the first time you have looked at land from a youth perspective or at youth with a land dimension, reviewing this section would be helpful to get a broad understanding of the relationship of youth to land.

Know your crowd: When working with and for youth, ensure that all youth are included. Youth are not a homogenous group, but rather comprise of different types of people with different needs. Consider this when deciding on a specific youth segment that your project will target. Section Four gives an overview of possible different youth segments to reflect on in a project, focusing on their participation and involvement. Familiarize yourself with this section to ensure that your project is for all youth and with youth.

YOUTH AND LAND
RESPONSIVENESS CRITERIA

SCOPE OF ACTION OF THE YOUTH AND LAND RESPONSIVENESS CRITERIA

The *Youth and Land Responsiveness Criteria* (YLRC) is about people. It is about getting youth and other stakeholders in the land sector to discuss with each other. The purpose of the tool is to assess land programmes and policies objectively to ensure that youth and land issues are equitably addressed in order to achieve tenure security for all. These issues include defining youth in the land sector, land literacy, participation in land governance and access to land as related to youth needs.

The tool can be used to evaluate existing land tools in terms of their responsiveness to youth and to identify where and how they can be more responsive to youth's needs and concerns for land. It also provides strong opportunities to involve youth actively in the process and to get first-hand knowledge on the experiences of youth in relation to land issues. Table 1 gives a brief summary of characteristics of the tool.



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TABLE 1: CHARACTERISTICS OF THE YOUTH AND LAND RESPONSIVENESS CRITERIA

What is it?	A simple and practical method to assess the capacity of land-related assumptions, policies, frameworks and projects to respond to the needs and concerns of youth in relation to land.	
What can it be used for?	Collect and analyse youth and land data at local, regional and national levels;	
	Collect baseline data for specific youth and land-related projects;	
	As a planning and implementation tool for projects and programmes;	
	At the problem identification stage of planning, before an intervention is designed;	
	To assess the impacts that a land-related project/programme may have on youth;	
	To make recommendations to a policy-maker on improving the youth responsiveness of the land sector.	
What does it tell you?	Different needs for land by different youth categories (who needs what, when, why);	
	Youth differences in both access to and control over land resources and benefits (what resources are available, to do what);	
	Factors that influence different needs of youth in terms of access to and control over land resources and benefits (external constraints and opportunities);	
	Different possible ways to address youth and land issues at different levels.	
Key elements	Five main categories of questions related to specific land-related themes;	
	Analysis of influencing/non-inducing factors;	
	Allows for data collection in a community/sample;	
	Flexible and can be used in combination with other types of analysis.	
Complementary Tools	Youth Transect Walk, Social Tenure Domain Model, Mapping tools, etc.	
Requirements	Data/ information	The tool generates data, the only requirement is for data to identify the sampling frame.
	Time	Integrated with ongoing participatory research, the tool can be implemented in a single week (two at the most); In cases where there is no significant qualitative work planned, a thorough exercise would involve three to four weeks of research.
	Cost	Dependent on scope of use of the tool.
Limitations	The tool does not provide solutions to the land-related issues young people face, but rather it helps identify the gaps where young people fail to be involved in the land sector.	

The Youth and Land Responsiveness Criteria tool has been designed to be flexible. It is simple enough to be used with limited facilitation or training skills, and is

adaptable to a variety of contexts. Box 2 explains the structure of the YLRC tool.

BOX 2: THE STRUCTURE OF THE YLRC

- Five main themes:
 - **Youth Recognition:** In this category of questions, we seek to know how youth are contextually seen and acknowledged. It is useful to remember that this first theme overarches the entire process of tool implementation. In all the other thematic aspects addressed, the recognition of youth needs to be positive.
 - **Land Information:** The series of questions in this thematic category looks at youth's access to information regarding land issues; the category also looks at the availability and ease of understanding of this information.
 - **Land Governance:** This category looks at the ways youth can participate in the land decision-making processes and the instances in which they can participate.
 - **Land Policies:** In this section, the land frameworks, policies and/or programmes are assessed to define their capacity to incorporate youth in their programmatic activities.
 - **Land Use and Access:** This set of questions investigates the different ways in which youth need to access and use land.
- A first key column of "Questions", under which all the above themes are subdivided. These questions are essentially Yes or No questions.
- A second column explains why the question is relevant from a youth perspective.
- A third key column is of "Probing Questions", which consists of a set of questions related to each single question in each category. These probing questions will help you to explore further the different aspects of land from the tool recipient's perspective.
- A fourth key column is of "Examples", which provides you with simple examples of what type of answers can be expected from either the first and/or the second column(s).

Table 2 presents the YLRC tool itself. Different sets of questions and criteria are usually interlinked, so go through the entire tool content before deciding which

sections of the tool are most appropriate and relevant for your project.

TABLE 2: YOUTH AND LAND RESPONSIVENESS CRITERIA

Assessment question	Why is this question relevant from a youth perspective	Probing questions	Some possible indicators
CRITERIA 1: YOUTH RECOGNITION			
Are youth recognized as a population category with particular/specific needs for land?	Recognizing youth as a specific population segment is a first step to acknowledging that they have particular needs that have to be addressed in a targeted way.	<p>What is the age range that defines “youth” in your context?</p> <p>How are youth recognized in your context?</p> <p>How do young people’s needs differ from adults’ needs?</p>	<p>Young people are those aged between 15 and 24 years of age.</p> <p>In employment (and other) policies.</p> <p>Young people need more temporary housing options than adults do because of mobility.</p> <p>More young women than young men demand the need for safer use of public spaces.</p>
Are the different conditions and transitional phases of youth acknowledged?	Acknowledging that youth is a transitional phase recognizes that at different stages of this phase there will be different needs	<p>What are the different “types” of youth that exist in your context?</p> <p>How do the needs of youth change within the “youth phase”?</p> <p>Do young women have the same needs as young men?</p> <p>Are young women and young men recognized in the same way?</p>	<p>Studying and unemployed; single parents; youth with special needs, etc.</p> <p>A girl of 15 will potentially be using land more for social interaction than will a girl of 24 who will increasingly be harnessing the income-generating opportunities from land activities.</p>

Assessment question	Why is this question relevant from a youth perspective	Probing questions	Some possible indicators
CRITERIA 2: LAND INFORMATION			
Are there designated spaces for youth to access information about land?	For young people to be effectively involved in the land sector and for the land sector to be responsive to youth, the availability of information regarding land is essential.	<p>How do young people access this information?</p> <p>Which type of information regarding land do youth have access to?</p>	<p>Young people refer to elders for information regarding the inheritance of land and to community leaders for participation in land governance.</p> <p>Young people can access information regarding tenure options in their community but cannot access information regarding tenure rights.</p>
Is it easy for young people to access information regarding land?	Having ease of access to information regarding land can facilitate youth participation and involvement in the land sector	<p>If yes, what makes it easy to access?</p> <p>If not easy, why? What would make the information more accessible to young people?</p>	<p>There are information points and structures, such as community centres, which youth know about, where information regarding land can be accessed.</p> <p>The format in which the information is presented needs to be more youth-friendly, for example using social media.</p>
Are there any barriers that young people face in accessing information regarding land?	Access to land information may be hindered by other barriers, which can be social, political, infrastructural etc.	Who has information about land?	Ministry of Land
Is the accessible information regarding land relevant to youth?	There are different types of information regarding land. While access to information is important, having access to the right kind of information is more useful.	<p>How relevant is the information to the concerns of the youth?</p> <p>Which information is necessary for young people to better understand land?</p> <p>If easy, why?</p> <p>If not easy, what would make the information easier to understand by young people?</p>	<p>Highly relevant because there are specific provisions made for youth on their use of public spaces.</p> <p>Information on different tenure options and how to access them.</p> <p>Land terms are explained in simple, non-jargon terminology.</p> <p>There is a lack of transparency regarding land processes and procedures, therefore the information is vague or incomplete.</p>
Is the information regarding land easily understood by young people?	Once accessible, the information should be understandable for it to be useful.		

Assessment question	Why is this question relevant from a youth perspective	Probing questions	Some possible indicators
CRITERIA 3: LAND GOVERNANCE AND PARTICIPATION			
Are there governance structures in place for young people to participate in the decision-making processes with regard to land issues?	<p>Governance structures have to acknowledge youth's needs and concerns by including young people in its decision-making processes.</p> <p>Formalized governance structures include councils, committees, executive boards, etc.</p> <p>Informal structures can be the family, a tribe, a social movement group, a local initiative, etc.</p>	Which governance structures are in place for young people to participate in the decision-making processes with regard to land issues?	Local councils have reserved a number of seats for youth in the decision-making processes.
Are there designated spaces or established procedures in those processes for young people to participate in?	Structures may be in place for youth to participate in and be involved, but they also need to be enabling for youth to participate and play a meaningful role in them.	How do young people participate and get involved in the decision-making processes in these structures?	Young people are involved in community meetings through consultation and representation.
Are there different levels of youth participation and involvement in those processes?	The levels of youth participation and involvement are important to determine how effectively their needs and concerns are taken into consideration.	What are the channels of participation and involvement? Do the youth have a consultative role and/or an implementing role?	Young people's inputs are taken into consideration in planning stages but not during implementation.

Assessment question	Why is this question relevant from a youth perspective	Probing questions	Some possible indicators
CRITERIA 4: INCLUSIVE LAND POLICIES			
Do the land policies (national and local) address youth needs?	It is important that land policies explicitly address youth needs. Practice has shown that if youth are put into another category and are not explicitly mentioned in a policy (land or other) they are likely to be missed out from the implementation.	What are the different groups/categories of people addressed in a land policy? How are they addressed?	Women, Indigenous People, youth, etc.
Does the National Youth Policy address land issues?	A youth policy should address all areas of youth development and act as an overarching policy for youth issues in all sectors.	What areas of development (sectors) are addressed in the youth policy? How are they addressed?	Land and tenure security issues mentioned in relation to health, education, employment, livelihoods, civic engagement, etc.
Are there initiatives/ programmes/frameworks in place to inform youth about their rights to land use and access?	These initiatives/ programmes/frameworks can be formalized or informal (e.g. community-based organizations, land-based projects, specialized institutions, schools, community meetings, etc.)	Is the information given relevant and helpful to young people? Are the initiatives active and are results monitored and successful?	Project X developed in partnership with Y informed young people on their rights to land.
Are there institutions and/or associations in place to identify and promote the needs of youth in relation to land?	The responsibility of identifying and promoting the needs is not solely at authority levels. Grassroots organizations, community-based organizations, specialized agencies, social movements can also push forward the land agenda for youth.	Which type of institutions and/or associations are these? How do these institutions identify and promote the needs of youth for land?	Student groups Through workshops, open discussions, etc.

Assessment question	Why is this question relevant from a youth perspective	Probing questions	Some possible indicators
CRITERIA 5: LAND USE AND ACCESS			
Is it easy for youth to access public spaces?	Youth are the primary users of public spaces for various reasons, including searching for identity, social gatherings, cultural expression and leisure activities.	Where do young people spend their leisure time? What are the specific space/land needs of youth for recreation?	At shopping malls, in parks, at the beach, etc. Youth require more open spaces to engage into sports activities
Are young people involved in the design and care of public spaces?		How can youth be involved in the design and care of public spaces?	Youth have responsibility to map out different groups that use a public site or amenity.
Is it easy for youth to access land for income-generating activities?	Youth access to land for livelihoods does not simply mean youth access to land for agriculture. Access to land can also be for entrepreneurship or entering the informal employment sector.	If Yes, how do youth access land for income generation activities? What facilitates this access? If No, why? For which income-generating activities do youth need access to land?	There are programmes in place to encourage youth to engage in various income-generating activities, including agriculture. There is not enough land or there are other social, cultural, political, economic barriers. Agriculture, home-based shops, physical space to develop craftsmanship such as blacksmith, carpentry, etc.
Are there different forms of tenure to encourage the use of land for income-generating activities?		Which forms of tenure are available for young people? How do different forms of tenure encourage the use of land for income-generating activities?	Young people can rent a space in a business centre under special lease agreements
Are there incentives or programmes (opportunities) in place to encourage youth-led production activities related to land?	These incentives/ programmes could be initiated by the public or private sector, various organizations including youth led organizations	Which types of incentives/ programmes would encourage youth to use land for income-generating activities?	Programmes ensuring tenure security or financial programmes to encourage use of land for income-generation activities

Assessment question	Why is this question relevant from a youth perspective	Probing questions	Some possible indicators
CRITERIA 5: LAND USE AND ACCESS			
Do youth have easy access to housing?	Access to housing includes access to rental accommodation, access to property market for purchase of housing and shared tenure options, among others.	What are the different "housing arrangements in which young people are most commonly involved? What are the barriers preventing youth to access housing and home ownership?	In the city, young people are increasingly sharing accommodation or living with a host.
Are there incentives to facilitate youth's access to housing?		How do young people finance their access to housing?	Working, parent's help, etc. Government subsidises the rent up to 60% for students under a specific monthly income; cooperative initiatives; loans, etc.
Is the access to housing equitable to all youth, including young men and women?		Are there any barriers preventing young women to access housing?	Cultural, legal and other barriers prevent young women from renting, purchasing, sharing accommodation outside the family.
Are existing tenure options adapted to the needs of different youths?		What is the most common tenure option among young people? Why? Which alternative tenure options could be encouraged to address the needs of youth?	House sharing, split costs therefore cheaper.

WHO CAN USE THE YOUTH AND LAND RESPONSIVENESS CRITERIA?

The Youth and Land Responsiveness Criteria can be used by a diverse range of organizations and individuals, such as:

- grassroots youth and youth-led organizations,
- community leaders and community-based organizations,
- governmental and non-governmental organizations,
- policymakers, land professionals and non-land specialists.

The main constituencies around this tool are the GLTN partners at global, regional and country levels. However, the tool is *flexible* and can serve any stakeholder undertaking research or implementing a programme/project around the land theme, with youth as the main focus or as a component. Meaningful youth inputs to projects for and by youth can have significant benefits for both the involved youth and the organization. Young people involved in the implementation of the YLRC tool expand their knowledge and understanding of land issues and are empowered to advance land issues. Organizations benefit from the youth's perspectives to consolidate their projects or programmes in a participatory manner.

HOW TO USE THE YOUTH AND LAND RESPONSIVENESS CRITERIA

- The Youth and Land Responsiveness Criteria can be used in a number of ways:
- To work with all the thematic categories, or you can choose to use specific sections which are more relevant to the focus of your project.
- Once you know which part of the tool you will be using, you can decide to
 - Use the first column of “Questions” to make a quick assessment of the situation, if you are already conversant with the inducing and non-inducing factors in your context;
 - Or use the third column of “Probing Questions” to explore in more depth the land aspect you are assessing, more particularly if you are not contextually aware or if the participants do not seem to grasp the land context;
 - Or you can use a combination of both the “Questions” and “Probing questions” to have a more detailed understanding of the contextual factors, existing challenges and opportunities, and alternatives to act on.

Whichever way you choose to use the tool, the analysis that follows is key to achieving results. It is important that the participants' inputs are concretized into actions to be taken.

BOX 3: PREPARATION FOR THE IMPLEMENTATION OF THE YOUTH AND LAND RESPONSIVENESS CRITERIA

Have a clear overview and knowledge of your logistics: Whether you are a seasoned project organizer or this is your first project adventure, make sure that you have a full overview and understanding of the workload that will be involved. Make a project organization checklist, which can be useful to review your organizational situation.

Follow a rational process design: Implementing the Youth and Land Responsiveness Criteria calls for participatory methods. Ideally, your project would include participants and stakeholders. The latter will be involved in your project at different levels and stages. Ensure that you have a coherent process design that will bring together interested parties in a sequence of activities and events, which will allow them to look at and discuss the different target issues of your project, and will allow them (and yourself) to develop action plans. A simplified approach to help you think about your overall process design for effective programming is available in Appendix B.

Prep your team: Integrating young people's input into the project development and implementation processes is not enough to ensure the efficiency and effectiveness of the project. It is important that your project team is adequately capacitated to work with youth and that they understand the scope of work and the results to be achieved. Participants in the project should feel comfortable around your team and your team should be able to communicate freely and be comfortable in the roles assigned to them.

Choose what works best in your context: The next section gives an overview of basic participatory methodologies to implement the Youth and Land Responsiveness Criteria. Feel free to mix and match or to adapt the different methods, and remember that these are not restrictive or exhaustive. You might have ideas of your own, and we encourage you to try them out. What matters is that you opt for those methods which are most suitable in your context and which most meet your needs. Get creative: adopt, adapt, customize!

The guide is also an awareness tool: The guide includes enough information to be used as an awareness and advocacy tool. You can use it as a document to inform people about youth challenges in the land sector, and data that you collect from the tool implementation can be used to further raise awareness on how youth can be involved in the land sector or how the land sector can be made more youth-responsive.

Think, investigate, analyse... and act: In the implementation of the Youth and Land Responsiveness Criteria, youth involvement is core. For this participation and contribution to be consequential and impactful, it is important that some form of action plan follows, incorporating the inputs and ideas from the youth, as well as those of other concerned stakeholders.



Youth led action research on land, Team for Nature and Wildlife, Nepal.
Photo © UN-Habitat.



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USING PARTICIPATORY METHODS TO IMPLEMENT THE YOUTH AND LAND RESPONSIVENESS CRITERIA

This section describes some of the participatory methods that have been used to implement the tool, illustrated with examples from the pilot cases. The methods listed below are indicative and are not exhaustive, and there are many more ways to encourage active participation by a number of stakeholders. You may choose to adopt one of the methods, adapt it or use your own innovative methodology.

INTERVIEWS

Interviews are one of the most valuable information-gathering techniques, enabling a structured means of obtaining information directly from the targeted participants. Conducting interviews requires methodology and organization; it can be a lengthy process, requiring adequate time and concrete “interview instruments”.

In using interviews to implement the Youth and Land Responsiveness Criteria, you can choose to work with the questions provided in the tool document or tailor-

make your interview instrument by using the evaluation matrix as your base document, adding other related topics and questions as needed.

Try involving youth at every stage of the interview. Develop informal relationships with targeted youth early in your process through informal / unstructured interviews or just by “hanging-out” with them (this will also contribute to your contextual understating and knowledge). Involve youth in the development of the interview instrument, as pre-testers, and as interviewers (provide them with training!)

MAPPING BEHAVIOURS

Behaviour mapping is a systematic observation technique for documenting the use of a specific space or location (Driskell, 2002). It is a useful way of identifying the physical characteristics of a place and how these positively or negatively shape its use, while also identifying the factors that may account for differences in use by age, gender or ethnic group, amongst other things. Mapping behaviours requires a long time frame and is conducted over a number of weeks, for each “user”, at various times of the day, and on different days of the week.

Mapping may seem intrusive in the lives of community members; make sure that the purpose of the mapping and how this information will be used is explained to the concerned parties. Allow youth to be involved in the mapping process; it will be a more fun-filled data-collection activity!

QUESTIONNAIRES AND SURVEYS

Questionnaires and surveys reach out to larger numbers of people to gather information on specific issues. Questionnaires are more encompassing than interviews and can provide a general overview of the relative importance of key areas of concern among the recipients of the questionnaire. While questionnaires are more useful at earlier stages of your process, surveys are more useful at a later stage, when more specific information is needed to provide feedback on identified issues. Surveys are more complex to implement because they require representative sample sizes of targeted recipients. Similar to the interview method, questionnaires and surveys require the development of question sets and include the basic steps required in the interview methodology. Both methods need large amounts of time to obtain required information, as well as the availability of a much larger team than an interview team.

Be clear about the purpose of the questionnaire or survey and how this information will be used. Allow youth to be involved in the design of the questionnaire or survey and the dissemination of the material. As well, allow youth to be the executing agents of the questionnaire or survey, this will enable them to interact with their peers and adults within the project area.

PILOT 1: SISI NI AMANI, NAIROBI - KENYA

In its action research project on youth and land, Sisi Ni Amani investigated how youth can have a positive impact on the use of public spaces in the informal settlements of Mathare and Korogocho.

The Youth and Land Responsiveness Criteria was used primarily in the baseline study which Sisi Ni Amani was conducting within the Mathare and Korogocho communities. Sisi Ni Amani focused on the categories that were most relevant to its action research, namely youth's access to land, youth's land literacy and youth and land governance. The YLRC was used as a specificity tool, highlighting and expanding the scope of the initial research questions.

The project team interviewed community members, including youth, on their use of public spaces, and used maps and pictures of the investigated areas in their interviews with the different stakeholders to map their behaviours in the designated areas. The graphic representation of the areas helped the youths and other interviewees to focus on the issue while being able to picture the area as a whole, hence revealing other related issues to the use of specific public spaces within the informal settlements.

Further to being used as a base document for interviews, the YLRC was used as an awareness-raising tool with the project members themselves and the communities at large. The tool further assisted the project team in programme planning; the diversity of questions within the tool allowed the project team to gain a more general overview of youth and land issues and to incorporate those into the action research, providing more depth to the overall project and its outcomes.

FOCUS GROUPS AND SMALL GROUP DISCUSSIONS

Focus groups and small-group discussions allow for the collection of key information from a group. Both are useful in understanding community/group ideas, attitudes and feelings towards specific issues in a localized manner. In both focus groups and group discussions, group dialogue can be engaged and group consensus can be built on activities, issues or courses of action to be taken. Facilitating or organizing group discussions requires preparation before and follow-up after.

A focus group, unlike an open, small-group discussion, brings together specific individuals in a facilitated

discussion about a particular topic. Focus group meetings are organized on a singular basis to gather specific insights on particular topics and not usually to build consensus.

Give clear explanations of the purpose of the discussion (focus or group) and how this helps in your project. Make sure the group members get to know each other enough to explore issues of concerns together. Youth leaders can be excellent facilitators, so involve them as much as possible. Focus on the participants' contributions and remember to be as objective as possible.

PILOT 2: INSTITUTO SINCRONICIDADE PARA A INTERAÇÃO SOCIAL, SÃO PAULO – BRAZIL

The *Instituto Sincronicidade para a Interação Social* (ISPIS) in São Paulo examined how young people could be involved in redesigning the public spaces in the city and at how youth are enabled to participate in the decision-making processes around land governance.

ISPIS used the Youth and Land Responsiveness Criteria as a reference to develop its research strategies and to promote dialogues on youth and land with different groups. Concretely, ISPIS used the evaluation matrix to assess the existing legal frameworks in São Paulo and to understand how laws were enabling youth participation in land governance.

Using its own participatory methodologies along with questionnaires and group discussions, ISPIS integrated the YLRC to promote dialogues within the community, and at different levels, on the issues young people face in the land sector. The tool was also used to guide the elaboration of the survey questions ISPIS used in its research, while the categorization within the YLRC provided a basis for data collection and categorization for ISPIS.

PILOT 3: YOUNG VOICES NETWORK, HARARE – ZIMBABWE

Young Voices Network (YVN) focused on the forced evictions youth were facing in Hatcliff Extension, an informal settlement in Harare, and the land policies and frameworks related to this YVN used the Youth and Land Responsiveness Criteria as a programme-planning tool by providing a set of issues to reflect and act upon in the land sector for youth. Initially focused on the land tenure and security issue for youth, with the Youth and Land Responsiveness Criteria, YVN was probed to look at the specific land issue youth were facing with a broader lens.

At community level, the tool was used as an empowerment and advocacy tool for the youth; through guided group discussions, the youth were invited to discuss and reflect on different land issues and to voice the different youth perspectives on land use, access and governance. YVN further tested the tool with policy-makers in a focus group discussion as a capacity-building tool to enhance the understanding of the policy-makers of working with young people and appreciating the diverse needs of this demographic.

WORKSHOP AND COMMUNITY EVENTS

These two activities have more or less the same purpose as the focus group and group discussion in that they help to gather large amounts of input. The difference is that the group size is much bigger and involves other stakeholders and the community at large. These are usually highly visible events to develop community awareness and to promote consensus-building.

¶ In projects where youth are a key component, it can be useful to have them lead the community events or workshop to increase their credibility with the community, but also to show that they are responsible for actions being taken. Community events are excellent opportunities to give youth a voice.

ACTING ON THE DATA

After implementing the Youth and Land Responsiveness Criteria tool, you will have comprehensive information that should give you a general idea of how responsive the land aspect you are investigating is to youth. Something concrete has to come out of it. You may decide to run a community project to inform youth about their rights to land, or you can pursue the original objective of the project within which the Youth and Land Responsiveness Criteria was set, or you may wish to take the issue to a more institutional level.

- To be of use, the information gathered through the implementation of the Youth and Land Responsiveness Criteria needs to be thoroughly analysed to define themes and patterns in the data that will help define key issues to be addressed.
- In analysing the data, explore the potential relationships between the different key issues as well in the different types of data. For example, is there a connection between the use of a certain area by youth and that area's physical characteristics?
- Include people with different perspectives and professional backgrounds in the analysis process.
- Results of your analysis should be summarized and made available to the participants, the community at large and the relevant stakeholders and decision-makers.
- Focus on the key findings
- Be creative in your presentation and illustrations.

->ACT ON THE DATA:

**MAKE PLANS,
TAKE ACTION,
BRING ABOUT CHANGE.**

03

WHAT ARE KEY LAND AND YOUTH ISSUES?

This section provides information on various potential youth and land issues that can be used for advocacy, awareness raising and capacity development of different land actors.

BOX 4: YOUTH, LAND AND HUMAN RIGHTS

- **Economic rights:** Land for livelihoods, work places, economic assets, income generation, accessing services and skills training;
- **Social rights:** Land for shelter and family life, education, recreation, open spaces, parks, health;
- **Cultural rights:** Land and public space for community events, religious practices, entertainment, and cultural/art events;
- **Civil and political rights:** Land allocated for youth projects, information, media and expression.

WHY YOUTH AND LAND?

Youth, aged between 15 to 24 years, represent significant proportion of the world's population. The 1.2 billion individuals in this age bracket constitute the highest number of youth ever to have existed (United Nations, 2010). Youth are a huge asset in development work as active change-makers with fresh and innovative perspectives. Recently, youth have engaged in a number of development sectors; they have demonstrated that they can actively contribute to "shaping social and economic development, challenging social norms and values, and building the foundation of the world's future" (United Nations, 2013). At international level, the weight of youth in policy-making cannot be ignored; at local levels, grassroots youth organizations are proactively involved in field-leading, game-changing projects and programmes, and they contribute in their own way and with their individual capacities to building a better community where youth is considered and integrated.

While youth's involvement is notable in a few areas of development work, in the land sector there is room for improvement. Young people's needs and concerns for land are just as important as those of adults. However, land matters are largely perceived to be of relevance only to adults and, for youth transitioning from childhood to adulthood, this poses a few challenges. Recent research by the GLTN and UN-Habitat has shown that youth are intricately involved and deeply affected by land issues: their links with land are associated with their search for identity, their social interaction, economic well-being, recreational activities, their cultural expression and political participation. Moreover, the needs of youth in relations to land today are different from those of previous generations and are influenced by changes around the world, including globalization, urbanization, migration, climate change and technological advancement, amongst other issues. "Youth" is most often defined as a specific age category, but it is also a dynamic transitional phase of life encompassing a range of changes in status within society, the economy and the political sphere. These changes have an impact on the choices and opportunities available for youth, no less so when it comes to land.

Today, 87 per cent of youth live in developing countries (United Nations, 2010). While the net number of youth globally will decrease in years to come, in many developing countries, youth, as a percentage of their populations, will increase. In these countries, land policies are frequently not sufficiently comprehensive and are sometimes contradictory. Therefore, development agendas and changes to national land policies need to take into account the needs and perspectives of the growing youth population in order to not only support this demographic, but also to derive the greatest possible benefit from its potential. In terms of land issues, young women are doubly affected and effective land policies must also understand and address their needs.

KEY YOUTH AND LAND ISSUES FOUND AT COUNTRY LEVEL

The youth-led action research on youth and land, commissioned within the “Youth and Land” project, targeted different themes related to youth access to land and identified issues and challenges that can be grouped around five thematic areas. This section gives an overview of the issues and a more in-depth presentation analysis can be found in another GLTN publication: An Issues Guide on Youth and Land for Policy Makers and Practitioners (listed in Appendix A).

Youth, land and tenure security

Land tenure is the relationship that exists between people and land and its resources. These relationships are determined by a number of rules, which define how and what access is granted to rights to use, control and transfer land. Land tenure is realized in many different ways, reflecting the existence and type of constitutional and legal frameworks, social norms, cultural values and, to some extent, individual preference.

Tenure security reflects the level of confidence that an individual, group or entity has that their right to land is respected. It usually refers to legal protection, but may also reflect social protection – meaning the degree to which the surrounding community supports and acknowledges this right to land. Secure land rights and greater equity in land provide a secure foundation for livelihoods, economic opportunities and, in rural areas, for household food production.

Tenure security further promotes environmental sustainability. Tenure insecurity, however, undermines farm productivity, food production and the sustainable use of natural resources, because people are less likely to invest in the productivity of land. People who fear eviction are unlikely to operate to their maximum potential, or to invest in improving their homes, farms, villages or neighbourhoods.

Forced evictions often have devastating economic, social and cultural consequences on the lives of those affected.

“As a result of forced evictions, people are often left homeless and destitute, without means of earning a livelihood and, in practice, with no effective access to legal or other remedies. Forced evictions intensify inequality, social conflict, segregation and invariably affect the poorest, most socially and economically vulnerable and marginalized sectors of society, especially women, children, minorities and indigenous peoples” (OHCHR).

Furthermore, the provision of essential services and infrastructure is undermined when local and central governments are unable to levy property taxes or service charges. Poor living conditions often accompany tenure insecurity and may negatively impact individual people’s health and that of the wider community.

The key challenge is that the conventional land administration systems are not able to provide tenure security for the majority, for the poor and marginalized communities, including youth, in developing countries. Thus, there is a particular role for youth to innovate around informal rights and rights that support their increasingly flexible lifestyles. Shared policy experiences from GLTN partners in different contexts demonstrate that policies supporting youth access to land tend to focus on accessing land ownership (for example, subsidies to buy land for housing), with far fewer examples of policies that support youth accessing land via leasehold. This is in direct contrast to increasing youth mobility, migration and unemployment rates that require more flexible methods for youth to access land. Youth have uniquely different perspectives on what tenure options they need. These do not necessarily fall into conventional models of land ownership as the most desirable forms of tenure.

Furthermore, they may need access to different forms of tenure at different points of their journey into adulthood.

In the context of a variety of land tenure needs, many governments have neither the legal frameworks nor the capacity to implement and maintain effective land administration systems of an adequate scale. Against this backdrop, the GLTN promotes the continuum of land rights concept, which encompasses a variety of tenure forms ranging from informal to highly formalized. In terms of the concept, there are a number of appropriate and legitimate forms of land rights, the most appropriate form depending on the particular time and context. The continuum approach provides an opportunity to develop land tools and systems that respond to a diversity of land needs and preferences, and thus presents a good opportunity for youth around the world to engage with their land tenure needs, aspirations and rights.

Land policy and land governance

Land policies provide the structure to support the land administration system. To be effective, land policies must be integrated into other governmental policies, including youth and other social policies. They also require strong enforcement and institutional support to ensure implementation at local scales. The main challenge in relation to youth is that land policies generally do not address the needs and rights of youth as a separate category with distinct needs compared with other groups in society. Whilst land policies are present in different forms in nearly all countries, youth policies have been established in only 122 countries worldwide. Only one youth policy - the Statute of Youth, Brazil - is known to mention land and, similarly, and it is estimated that less than 1 per cent of land policies specifically mention youth.



World Urban Forum 7, Sessions 2_Youth and Sustainable Development.
Photo © UN-Habitat/Camara Lucida.

There is also a serious disconnect between youth policies and the variety of land and land-related policies. Despite the many land challenges that youth face, they do not always associate these challenges with land challenges. There is therefore a significant disconnect between the needs of youth, their land awareness required to articulate their needs in “policy speak”, and the skills, experiences and networks required to influence policy frameworks.

A lack of policy awareness within the community, added to the lack of exposure of youth to land experiences, allows for corrupt and powerful actors to claim land that would otherwise be available to youth. Limited or no land documentation processes and insufficient information on accessing tenure disproportionately affect youth, not only because of their limited power and experience, but also because of the competing

and sometimes conflicting interests of gaining formal qualifications, formal employment, wealth creation and starting a family. As a result, youth are particularly vulnerable to external shocks to tenure security.

From a policy and governance perspective, there is a gap in understanding the unifying and participatory mechanisms used by youth to make their voices heard. Land-use planning institutions do not have the capacity to consult effectively with grassroots actors, including youth, which can aid corruption, challenge accountability and silence youth voices. Additionally, the land policies in place are often many and complex. In general, land-related policies may lack coherency and may even conflict within one jurisdiction. Policymakers and the private sector may thus be able to hide behind inconsistencies to justify inaction or corruption.



Youth led action research on land, Youth Without Borders Organisation for Development, Yemen.
Photo © UN-Habitat.



Youth led action research on land, Sisi ni Amani, Kenya.
Photo © UN-Habitat.

Degrees of participation may range from passive involvement to information provision, to consultation, and to self-mobilizing participation. The former demonstrate top-down governance approaches, the latter a method of partnership between communities and governments. Participation in the land sector is, unfortunately, often passive and government-led. For youth, good land governance is that which enables their full and representative participation and responds to their demonstrated needs. Even in countries where there has been participation in the development of land policy by its citizens, the youth have often not been represented. Within the conventional land institutions, youth rarely feel represented or that they have a space, since they are not identified as a specific target group. On the other hand, the institutions may not be effective in general, which impacts youth and other members of the community.

Youth, land and livelihoods

Livelihoods are linked closely with culture, shelter and freedom of expression. Youth access to land for livelihoods does not simply refer to economic gain or employment, or for agriculture – land challenges and opportunities across rural, urban and peri-urban areas, whilst varied, are all interlinked. Even though rural livelihoods are not simply based on agriculture, many rural areas in developing countries lack alternative forms of employment to augment incomes. This, in turn, impacts rural-urban migration flows. Therefore, pastoralism should be recognized as an important land use that needs attention.

Decision-making roles related to the use of land are particularly important to the land-related employment of youth. Land must be considered to be a key component of employment and livelihoods, and there is thus a need for youth to not only own or have access to land, but also to have the necessary skills, awareness, ability to invest, access to water and other natural resources. Land-use

policies must therefore be supported by strong agricultural policies and should address youth development.

In cities and regions where tenure security is rare, access to public space for livelihoods is particularly critical for youth, but requires clear government support to avoid challenges from powerful actors. Secure tenure, where available to youth, promotes productivity by allowing youth to invest in and improve sites – but it is not the only requirement. Access to and training in appropriate technologies, information on and access to financial services are all equally critical. Youth have the potential to create innovative solutions that further support employment and entrepreneurship through, for example, information and communication technology, but clear youth-responsive land policies are required. In addition, institutions that support and enforce policies that enable youth access to land are also essential.

Access to public space

There is no universal definition of public space and the use of public space varies in accordance with customs and the evolution of practices and use of the space in particular contexts. It is therefore of critical importance to contextualize the discussion. The global issue is that public space is needed in every country around the world. Youth have particular needs with regard to it, as the connections between public space and the characteristics of the transitional steps of youth are often closely linked. This does not mean, however, that segregating public space is recommended. While providing access to a variety of groups including youth, it should be, at the same time, a community asset that can provide inclusion, safety and accessibility for all.

However, public space is becoming an ever more critical resource in light of rapid and increasingly dense urbanization across the developing world. For youth, struggling to access private or leasehold land, public

space is particularly valuable due to the opportunities presented both for cultural and social development, as well as for innovation and entrepreneurship. At the same time, rapid urbanization and rising land prices are putting commercial land development pressure on urban public spaces in high-demand areas, which increases the exclusion of youth from such spaces. The increasing privatization of public space – often turned into shopping malls, theme parks, sports grounds and gated neighbourhoods – further restricts youth access.

YOUTH IS A
DIVERSE GROUP

Youth are not just a homogenous group, but rather comprise of different types with different needs for land. For example, an older adolescent who is a head of a household in a rural area may have different needs for land than an in-school adolescent in an urban area. It is therefore important to consider this diversity in policies, programmes and projects.

The relevance of the Youth and Land Responsiveness Criteria as a youth-responsive land tool lies in its strong ability to encompass and involve youth in its implementation. As such, youth who are involved in the implementation of the tool should be representative of the populations targeted by the project. It is essential to identify which youth group is targeted in the project area where the tool will be used. This includes considering important factors such as age, sex, special-needs groups, socio-economic levels and marital status, amongst other things.

The questions below will help you to consider demographic issues related to youth involvement and participation in the land sector. The questions will also assist you in self-testing assumptions made about incorporating youth into a project's processes and ensuring that youth are truly involved. It is useful to remember that there is no right answer to the questions below and, similarly, there is no one specific way of targeting youth diversity. It is important to keep in mind that the project in which the Youth and Land Responsiveness Criteria is being implemented needs to clearly identify its youth targets and beneficiaries, as well as the end goal of the assessment. The latter will influence the way in which the tool is being used.

AGE

Young people are most often defined by their age. However, this definition may vary from country to country, or the legal age definition does not match that of cultural norms. These aspects need to be considered



Youth and land project Brazil.
Photo © UN-Habitat.

when focusing on youth, because land issues tend to be seen as “adult” issues, yet the same land issues equally affect youth. Some of the questions to be asked before implementing the tool are:

- What is the age range of youth this project is targeting?
- Have you ensured that the youth represent the community you are working in (e.g. different ethnicities, economic backgrounds, etc.)?
- Which age range of youth is mostly affected by the issues your project seeks to tackle?
- How important to the project's sustainability is it to include a broad age range of youth? Why?
- Does it make sense to include representatives of your target audience in the project's processes (i.e. design, implementation, monitoring, etc.)?
- Does your organization/ institution have the capacities to work (manage and support) with both younger and older youth?

In most cases, working with younger youth requires parental consent and may require more structuring frameworks and support. Make sure your organization follows all required legal procedures to involve younger youths.

SEX AND GENDER

Organizations and institutions should aim to be gender-sensitive in their work with and for youth. As much as possible, equal numbers of young women and men should be involved, whether the project or programme targets only males or females. Moreover, depending on specific cultural contexts and the project's context, there may be a need to increase the number of participating young women or young men (for example, in cases of power imbalances). With land issues, patriarchy is usually a dominant issue and women, specifically young women, experience many obstacles to accessing, acquiring and using land. Questions to be asked are:

- Are young women and young men represented in equal numbers?
- Is your project/programme inclusive of different sexual and gender identities?
- Are the young men sensitive to the different roles young women can have, and vice-versa?
- Are the opinions and experiences of females and males given equal consideration and value?

SPECIAL NEEDS GROUPS

Within the youth demographic, there are different groups of youth with specific needs. This includes young pregnant girls and teenage mothers, orphans and at-risk young people, young people living with learning and physical disabilities, young people living with HIV/AIDS, child-soldiers, etc. Whatever their conditions, these youth are part of the bigger youth and land picture, and special attention to respond to their needs should be given. Questions to be asked are:

- Does your project consider and involve youth with special needs?
- How does your organization / institution encourage young people with special needs to participate in its processes?

- Is your organization/ institution structurally prepared to support the participation of young people with special needs?

SOCIO-ECONOMIC AND MARITAL STATUS

Young people are often defined by specific socio-economic categories, for example students or the unemployed. Yet young people today have a range of statuses with associated sets of new responsibilities. A young person of 18 can be a parent and a student, or a 21-year-old can be a secondary-school student. The possibilities are many and these different socio-economic statuses should be taken into account to make the land sector more responsive to youth's diversity.

- What are the different socio-economic realities that exist in your target population?
- Does your project/programme integrate the various needs of the different socio-economic statuses youth can have?
- Will young people with different educational levels be involved in the same way?
- Are provisions made to make the project/programme more accessible to young people with weak formal education?

Considering the above factors helps to ensure that all demographic categories of youth are considered and that the project is relevant to the broadest range of youth conditions.

As well as considering demographic categories, you can also look into how different youth can be engaged in the process of implementation of the tool; do the youth have a more structural role (e.g. in the organization's structure, in project coordination or in decision-making) or a programmatic role (planning and design of project, implementation, research) etc.?

05

WHAT TO DO NEXT?

The main needs identified for the GLTN and UN-Habitat “Youth and Land” project, and the related youth-led research recommended for further action to ensure that youth and land issues are adequately addressed and achieve tenure security for all, are:

- A need to further discuss, pilot and promote the Youth and Land Responsive Criteria;
- A need to further identify and promote youth-responsive good land governance across national, legislative and local council policy scales;
- A need to address the accessibility of land legislation and information (and in doing so, accept youth as a key, heterogeneous, stakeholder group);
- A need to identify implementation tools for youth to successfully bridge the gap between youth-responsive policies and youth-responsive actions on the ground;
- Further research is needed to both consolidate the learnings of the five youth-led action research projects undertaken by youth-led non-government organizations in country, and address the additional gaps that were not effectively targeted. A 2011 Scoping Study identified the significant lack of literature on youth and land, which is only beginning to be addressed through the work of GLTN partners. Core elements that were either neglected or less developed in the youth-led research include gendered aspects of youth access to land and indigenous youth perspectives.

In addition to these recommendations, the list needs to be developed further, made more detailed and added to as appropriate. The lessons from the next phase and the implementation at the country level should identify further activities.



Youth and land workshop Naivasha, Kenya 2014.
Photo © UN-Habitat.



Youth and land workshop Naivasha, Kenya 2014.
Photo © UN-Habitat.



Youth and land workshop Naivasha, Kenya 2014.
Photo © UN-Habitat.

06

ANNEXES

ANNEX A REFERENCES

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ANNEX B FURTHER READING

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Global Land Tool Network (2013). *What Land Means to Youth*. Accessed at: http://www.gltn.net/jdownloads/GLTN%20Documents/what_land_means_to_youth_english_2013.pdf

Global Land Tool Network (2015). *An Issues Guide on Youth and Land for Policy Makers and Practitioners*. Nairobi.

ANNEX C PROCESS DESIGN WORKSHEET AND PROCESS CHECKLIST

These simple tools can help you think through the process and plan your project effectively. The tools have been developed by David Driskell in collaboration with members of the Growing Up in Cities Project, to produce “*Creating Better Cities with Children and Youth – A Manual for Participation*”, published by UNESCO (2002).

Process Design Worksheet

To help you think through the process design of your project, for each phase consider the questions listed in the different columns. Consider making separate worksheets for each phase so that you can fit all the information required

	What? What are the goals for this phase? What will be produced or achieved?	Who? What groups or individuals need to be involved in this phase?	How? What methods will be used to involve participants in achieving their goals? Will other tasks need to be done in this phase (data collection, logistics, networking, etc.)? What staff, materials, funding or other resources will be needed?	When? When will the phase begin and end?
Getting Started				
Identifying Issues				
Planning for Change				
Taking Action				
Monitoring and Reflection				

Project checklist

To help you think through some of the issues to be considered as you start your project, review the questions in each section of the checklist; if you cannot answer “yes” to any of the questions, you need to pay special attention to that specific question.

		Yes?/No?
Project Coordinating Team	<ul style="list-style-type: none"> Does your organization already have a working group that can serve as a Project Coordinating Team? Does that group include representatives from all the groups that will be interested in and potentially affected by the project, including the different youth from the local area? Is the group of a workable size (less than 10) to effectively oversee the project start-up activities? 	
Goals, Opportunities and Constraints	<ul style="list-style-type: none"> Is there a clear and common understanding of pre-defined goals and expected outcomes for the project based on: <ol style="list-style-type: none"> the mission of the organization? the requirements of funding agencies? the personal goals and desires of key team members? Do the pre-defined goals for the project leave enough opportunity for youth participants to have a meaningful say in determining the project's direction and outcomes? Have the project's pre-defined goals and expected outcomes been communicated clearly to all participants? Has your organization or group evaluated the existing opportunities for the project that might contribute to its overall success and effectiveness? Is there a common understanding about the potential barriers and constraints on the project? 	
Youth Participants	<ul style="list-style-type: none"> Has the size of and composition of the participant group been defined, considering all the relevant factors of age, sex and gender, socio-economic status, availability, etc.? Have strategies been identified to make contact with potential youth participants and to encourage their involvement in the project? Do the youth participants represent “invisible” members of the community (disadvantaged groups or those rarely reached by development projects)? 	
Stakeholder Assessment	<ul style="list-style-type: none"> Have the adult and institutional stakeholders of the project (groups or individuals, other than youth participants, who will be interested in or potentially affected by the project) been identified, including those organizations and people whose support will be needed to implement the project and its recommendations? Have the interests, motivations and perspectives of each stakeholder been considered? Is there a workable strategy for contacting all the stakeholders, involving them in the process and keeping them informed about the project developments? Are the project stakeholders represented on the Project Coordinating Team? 	
Staffing	<ul style="list-style-type: none"> Have staffing resources been defined, taking into consideration the ability and willingness of staff to participate in a project such as this? Have strategies for supplementing staff resources been considered, such as hiring new staff, partnering with another organization, bringing in local professionals or finding outside volunteers? 	
Scheduling	<ul style="list-style-type: none"> Have realistic time commitments been defined for each team member, as well as the level of time commitment that can be expected from volunteers, youth participants and other stakeholders? Have other scheduling constraints been considered? Has a rough timeline been developed for the overall project, including time allocated to project start-up activities and a project start date? 	
Funding	<ul style="list-style-type: none"> Has a realistic budget been developed, including staffing, materials, equipment, office space, outside services and other project needs? Are there adequate financial resources to support project activities? If not, have potential sources of external funding been identified, and adequate time allocated for project fund-raising? Are there workable strategies for reducing project costs or increasing the project's attractiveness to potential funding agencies? 	

ANNEX D GLOSSARY OF TERMS

The following definitions were taken from various sources, including publications from UN Habitat/ GLTN (2011) *Monitoring Security of Tenure in Cities* and the FAO (2003) *Multilingual Thesaurus on Land Tenure*.

CONTINUUM OF TENURE RIGHTS

A continuum of tenure rights can be observed, especially in the context of developing countries where different sources of land access and use patterns may coexist. There is thus a diversity of tenure situations, ranging from the most informal types of possession and use to full ownership.

EVICTION

Removal against their will of individuals, families and/or communities from the homes and/or the land which they occupy, without the provision of, or access to, appropriate forms of legal or other protections.

FORMAL TENURE

Designate various forms of land holdings, occupancy status of the dwelling unit and related obligations (in terms of planning, construction and other form of development) that comply with government laws and regulations.

LAND ADMINISTRATION

The process of determining, recording and disseminating information about tenure, value and use of land when implementing land management policies (UNECE, 1996).

LAND GOVERNANCE

The rules, processes and structures through which decisions are made regarding access to and the use [and transfer] of land, the manner in which those decisions are implemented and the way that conflicting interests in land are managed.

LAND POLICY

Land policy is the set of intentions embodied in various policy instruments that are adopted by the state to organise land tenure and land use. Land policy will usually

be guided by a set of basic principles, some of which owe their origin to international agreements, others to specific national circumstances.

LAND TENURE

Relationship that exists between people, with respect to land and its resources. These relationships are formed according to a number of rules, which define how and what access is granted to rights to use, control and transfer land. Land tenure can be realized in many different ways, reflecting the existence and type of constitutional and legal frameworks, social norms, cultural values and, to some extent, individual preference.

LAND TENURE SYSTEM

The land tenure system in a given jurisdiction comprises the set of possible bases for land allocation, security of tenure, transactions of property and land, land use, the management and adjudication of disputes regarding rights and property boundaries. As such this range encompasses both rural and urban tenures and includes ownership, tenancy and other arrangements for the use of land.

TENURE SECURITY

Reflects the confidence an individual, group or entity has that their right to land will be respected. It usually refers to legal protection, but may also reflect social protection – meaning the degree to which the surrounding community supports and acknowledges this right to land. Secure land rights and greater equity in land provide a secure foundation for livelihoods, economic opportunities and, in rural areas, for household food production.

PUBLIC LAND

Public land is land in the custodianship of the state, municipality, or local authority, as opposed to private land.



ABOUT GLTN

THE GLOBAL LAND TOOL NETWORK

The main objective of the Global Land Tool Network (GLTN) is to contribute to poverty alleviation and the Millennium Development Goals through land reform, improved land management and security of tenure.

The Network has developed a global land partnership. Its members include international civil society organizations, international finance institutions, international research and training institutions, donors and professional bodies. It aims to take a more holistic approach to land issues and improve global land coordination in various ways. These include the establishment of a continuum of land rights, rather than a narrow focus on individual land titling, the improvement and development of pro-poor land management, as well as land tenure tools. The new approach also entails unblocking existing initiatives, helping strengthen existing land networks, assisting in the development of affordable gendered land tools useful to poverty stricken communities, and spreading knowledge on how to improve security of tenure.

The GLTN partners, in their quest to attain the goals of poverty alleviation, better land management and security of tenure through land reform, have identified and agreed on 18 key land tools to deal with poverty and land issues at the country level across all regions. The Network partners argue that the existing lack of these tools, as well as land governance problems, are the main cause of failed implementation at scale of land policies world wide.

The GLTN is a demand driven network where many individuals and groups have come together to address this global problem. For further information, and registration, visit the GLTN web site at www.gltn.net.

ABOUT THIS PUBLICATION

This publication is a practical guide to the Youth and Land Responsiveness Criteria, which is a tool that can be used to increase the incorporation of youth perspectives into land matters at both institutional and programme levels, through a participatory process. The criteria are presented in the form of a matrix with various probing questions about different issues that youth face with regard to land. It can be used to identify challenges, opportunities and key entry points on youth and land at global, regional and/or country levels. It can be used in following ways: a) as a diagnostic tool, b) an awareness and advocacy tool, and c) for designing new youth responsive land programmes/projects. The YLRC tool can be used by GLTN partners (www.gltn.net), as well as by youth engaged in community work, youth-led organizations, community leaders, project coordinators and managers, and policy-makers. This practical guide provides tips on how to use the tool to better understand youth and land issues.

The Youth and Land Responsiveness Criteria is about people. It is about getting youth and other stakeholders in the land sector to discuss with each other. The purpose of the tool is to assess land programmes and policies objectively to ensure that youth and land issues are equitably addressed in order to achieve tenure security for all. These issues include defining youth in the land sector, land literacy, participation in land governance and access to land as related to youth needs. The tool can be used to evaluate existing land tools in terms of their responsiveness to youth and to identify where and how they can be more responsive to youth's needs and concerns for land. It also provides strong opportunities to involve youth actively in the process and to get first-hand knowledge on the experiences of youth in relation to land issues.

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