

# The Netherlands Initiative for Capacity development in Higher Education (NICHE)

## Final Report

### Strengthening the regional EALAN network to build capacity in Land Administration and Land Governance in the Great Lakes Region NICHE – GLR-262

May 2020



## PREAMBLE

On December 15<sup>th</sup>, 2015, NUFFIC has given a grant for the project entitled strengthening the regional EALAN network to build capacity in Land Administration and Land Governance in the Great Lakes Region to the Eastern African Land Administration Network (EALAN) and the University of Twente (UT). In the Netherlands, there are three project-partners: Kadaster International, MDF. One project partner is from Kenya: Land Development and Governance Institute (LDGI). EALAN comprises of 13 members including:

1. Ardhi University – United Republic of Tanzania
2. Bahir Dar University – Ethiopia
3. INES-Ruhengeri – Rwanda
4. Makerere University – Uganda
5. Regional Centre for Mapping of Resources for Development – Kenya
6. Technical University of Kenya – Kenya
7. University of Burundi – Burundi
8. University of Juba – South Sudan
9. University of Rwanda – Rwanda
10. University of Nairobi – Kenya
11. University of Woldia – Ethiopia
12. Université Évangélique de Afrique - Democratic Republic of Congo.
13. ODA Bultum University – Ethiopia (joined EALAN in 2018)

The expected duration of the project is 48 months and the end date is January 14<sup>th</sup>, 2020. This Annual Progress Report 4 describes the project progress made during the fourth year of the project (15 January 2019 – 14 January 2020), and also reflects on the entire project period.

## Project data (Tia)

1.1.	Country	Eastern African Countries: 1. United Republic of Tanzania 2. Ethiopia 3. Rwanda 4. Uganda 5. Kenya 6. Burundi 7. South Sudan 8. Democratic Republic of Congo
1.2.	Project name/acronym	Strengthening the regional EALAN network to build capacity in Land Administration and Land Governance in the Great Lakes Region (SEALAN)
1.3.	Nuffic project number (code)	NICHE – GLR-262
1.4.	Implementing organisations	Lead requesting organisation: EALAN Lead provider: University of Twente, the Netherlands and Eastern Africa Land Administration Network, (EALAN) C/O INES-RUHENGERI , Rwanda
1.5.	Project period	Start: 15 January 2016 End: 14 January 2020
1.6.	Total project budget	EUR 998,910
	- NICHE contribution	EUR 998,910
	- Contribution from requesting organisation	In kind (salaries of the staff participating in the project activities and to give training in their institutions)
	- Other funding	-
1.7.	Reporting period	15 January 2019 – 14 January 2020 (reporting year), and January 2016 – 14 May 2020 (entire project period)
1.8.	Annual report number	4
1.9.	Previous annual report submitted on	Date: 14 May 2019

## List of abbreviations

ADLAND	Advancing collaborative research in responsible and smart land management in and for Africa
AfDB	African Development Bank
AGM	Annual General Meeting
ALPC	Africa Land Policy Centre. Previously Land Policy Initiative (LPI)
AUC	African Union Commission
BDU	Bahir Dar University
EALAN	Eastern African Land Administration Network
ECA	Economic Commission for Africa
FAO	Food and Agriculture Organization
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GLTN	Global Land Tool Network
INES	Institut d'Enseignement Supérieur de Ruhengeri
ITC	Faculty of Geo-Information and Earth Observation
Its4land	Innovations For Land Tenure
JKUAT	Jomo Kenyatta University of Agriculture and Technology
LMA	Labour Market Assessment
NELGA	Network of Excellence on Land Governance in Africa
PPP	Public Private Partnership
RCMRD	Regional Centre for Mapping of Resources for Development
SEALAN	Strengthening the regional EALAN network to build capacity in Land Administration and Land Governance in the Great Lakes Region
SIDA	Swedish International Development Cooperation Agency
SLGA	Strengthening Capacities for Land Governance in Africa
TUK	Technical University of Kenya
USAID	United States Agency for International Development
UAV	Unmanned Aerial Vehicle
UoN	University of Nairobi
UT	University of Twente
VU	Vrije Universiteit
VGGTs	Voluntary Guidelines on Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security
WP	Work Packages

## 1. External factors and risks

### 1a: Managing Risks and Assumptions

#### A. Risks anticipated in Output 1 and how it was managed

- i) EALAN continues to fund members participation to the Annual AGM: The SEALAN project and GIZ continued to be the major players in financing the EALAN Annual AGM. In fact, GIZ seems to be converting the EALAN AGM into a continental event, because it has funded staff and students from similar networks as EALAN to attend the EALAN AGM and conference in 2019. Meanwhile, individual member institutions also take their own initiative to send extra staff or students to the AGM, for example the Technical University of Kenya has consistently done this in the entire project period. Implications are that EALAN network is committed to send staff to the AGM, and this will continue post the SEALAN project.
- ii) Stationing competent secretariat at hosting institution until completion of the project to ensure effectiveness: *Mr Mr Jossam Potel from INES was elected at the 2019-2020 as the new secretary of the Network. This was even more advantageous for the final stages of the SEALAN project management – please see further explanation in section 2b i). With this, implications are that INES-Ruhengeri continues to be an effective office hosting the secretariat as it has proved to be during the project period, and this is hoped to continue post the SEALAN project*

*In the meantime, Prof Tatien Masharabu from the University of Burundi was elected as a new chairman of the network for the period 2019-2020. The former chairman, Prof Katcho Karume from the Université Évangélique d'Afrique (UEA) from Bukavu in the Democratic Republic of Congo as well as the members of the EALAN network promised to fully support the new chairman during his term. This is the first time in the history of the EALAN Network that Burundi holds the chairmanship of the network. Implications are that the tradition of annual rotation of the EALAN chair across the institutions and countries enables inclusiveness in the leadership process of the network.*

- iii) Project coordination: As in the last years, the coordination between EALAN and the University of Twente was done through emails, skype meetings, WhatsApp messages and face-to-face meetings during the SEALAN events. In the period 2019-2020 project communication improved very much. This was facilitated by good internet and telephone connectivity to Burundi and Rwanda, where the Chairman and Secretary of the Networks reside.

Another positive thing is that communication with contact persons from the University of Juba in South Sudan improved. No internet or telephone connection challenges were experienced, and therefore we did not suffer delays in project coordination as we reported in the previous year.

Further, the SEALAN Newsletter continues to be an effective way to communicate progress of the project to not only the consortium partners, but by publishing it on the EALAN website and circulating it to others interested in the EALAN network. Compared to the beginning of the project, 2019 and 2020 has experienced improved communication across the network.

- iv) Stakeholders are willing to engage in business with EALAN: GIZ continues to play a key role in working with the EALAN Network. The SEALAN project's alignment with the Network of Excellence on Land Governance in Africa (NELGA), which is supported by GIZ, combined with the EALAN's active contribution to the SEALAN project resulted to a mutual recognition of the gains that could be reached through collaboration. In fact, GIZ appears to have stabilized its collaboration relationship with the EALAN Network. For example, GIZ did the following at the AGM2019 in Zanzibar, Tanzania:

- Funded representatives from various parts of Africa to attend the EALAN annual AGM
- Funded students from a number of universities to attend the Annual AGM
- Partially funded the EALAN annual AGM
- Representatives from GIZ, NELGA and most importantly the chairperson of the African Land Policy Centre – ALPC (formally Africa Land Policy) – Dr Joan Kagwanja attended the EALAN annual AGM. This is a very significant move from the ALPC, which indicates interests or potential in the EALAN network in land governance.

This all shows that by the time the SEALAN project has come to end, stakeholders are indeed willing to engage with the EALAN. This was an important aspect in the tender document where EALAN network expressed the need to be linked with funding partners and thanks to the SEALAN project that this has been achieved.

Besides this, varied local and international partners attended the EALAN conference in 2019 – governments, academia, researchers, a variety of NGOs and others, implying the relevance of this forum. Over 120 individuals attended the Conference in 2019, the largest participation in the history of EALAN.

- v) Existence of sufficient and reliable e-infrastructure in the respective EALAN member institutions: The EALAN website <https://ealan-network.org/> is now fully under the management of INES in Rwanda and continues to be an important avenue to bring visibility and credibility of the network and its activities. Besides the EALAN internet, WhatsApp groups have been fully embraced by the EALAN network as an easier platform for communication and facilitation of collaboration. In fact, much of the project's progress in various activities have been solely facilitated through WhatsApp group communications rather than by email.

## **B. Risks anticipated in Output 2**

- i) Trained EALAN staff invest time to train colleagues at home countries and widen capacity to do needs assessments; Active learning; and on the three focal themes: As reported in year annual reports since 2016 to 2019, all EALAN member institutions have replicated the training in their own organisation – though to varied degrees. In 2019 to the end of the project, no replication of TMTs was reported, perhaps because EALAN staff focused very much on attaining the final work package 4 on Research and education. Much of the target in relation to replicating SEALAN trainings at home institutions was met though as our Achievement Annex (Annex 2) shows.
- ii) EALAN staff takes initiative to prepare for and execute the trainings: See A.i.
- iii) Staff retention: In During the project, there are several staff changes which influenced the project implementation:
- In 2016, The Director of the SEALAN project on the EALAN side, Dr. Daniel Ambaye from Bahir Dar University resigned from Bahir Dar University in Ethiopia. He was temporarily replaced by Justin Tata, the EALAN executive secretary and in 2017, EALAN selected a new Director i.e. Dr. John Bosco Kiema from RCMRD, who Directed the project till the end.
  - In 2017, Mireille Biraro from INES Ruhengeri (the initial project coordinator from EALAN side) also resigned to pursue her PhD studies. Her position was taken by Mr Jossam Potel who strongly coordinated the project to its end.
  - In the reporting year 2019-2020 staff retention at EALAN member institutions was not reported as an issue by any EALAN institution. This was good for focus on the implementation and on the finalization of the final project activities. Nonetheless,

## **C. Risks anticipated in Output 3**

- i) Trained EALAN staff invest time to train colleagues at home countries and widen capacity to do needs assessments; Active learning; and on the three focal themes: Replications of trainings to widen capacity at home institutions did not receive any updates in the reporting year May2019-January 2019 (B-i above).
- ii) Institutions are willing to adapt adjusted curricula: Three curricula were developed during SEALAN's project life, here are their progress:
1. **Université Évangélique de Afrique in Bukavu, DRC:** The curricula have been presented to the Higher Education Council of the country and is still awaiting approval. In the meantime, Prof Karume Katcho is already taking his own initiative to source for funds to support the implementation of the curricula through: I) building classrooms and ii) scholarships for staff to PhD and MSc level focusing on Land Administration or Land Governance. This will support sustainability of the curriculum. Unfortunately, the SEALAN project was not designed to go beyond curriculum development.
  2. **University of Burundi:** The curriculum was accepted by both the university and the ministry/Higher Education Council. In fact, enrolment of students took place in the end of 2019 and this first ever BSc in Land Administration in Burundi will be started in February 2020. Burundi is also planning to source for scholarships for its staff for PhD and MSc education, so that these could sustain the Land Administration or Land governance education in Burundi.
  3. **University of Juba, South Sudan:** No update has been issued to us since the submission of the LA curriculum to the University Curriculum **Committee**. However, the campus facilities to host the new program are still under construction.

### *Spinoffs Curricula*

In 2018-2019 Makerere University (Uganda) and Technical University of Kenya developed MSc degrees in Land Administration with support of GIZ. Both universities have the intention to lounge their MSc programs in the academic year of 2020.

## **D. Risks anticipated in output 4**

- i) Existence of high-level policy goodwill to adopt research based advise  
No risks are anticipated anymore especially after leaving the project with a strong partnership between GIZ and the ALPC. This partnership puts EALAN in a strong position and presents opportunities for EALAN to share the results of the SEALAN project output's 4 which may in turn influence policy. In January 2020, a

global champion in securing land rights – Landesa – contacted the EALAN network with the information that they want to attend the EALAN AGM2020. This means that the work of SEALAN is more and more being recognized, and high-level policy influencers are approaching and inquiring about EALAN, perhaps with intention to collaborate. This way we are proud of where this Nuffic's SEALAN project has gotten the EALAN network to.

- ii) Trained EALAN staff invest time to train colleagues at home countries and widen capacity on research skills; grant writing and advocacy. See B-i above.

### **1b. Unforeseen risks likely to have an impact on the achievements of the project objectives**

*Unlike the previous periods, no unforeseen risks were faced in the reporting period May 2019 and January 2020. The project activities ran as per the planning.*

### **1c. Relevance of project outcomes and viability of achieving outcomes**

**Outcomes stipulated in the approval proposal are:**

- i) Outcomes at the policy level: Regional and coordinated development and provision of education, training and research services in Land Governance, SGBV and Natural Resources Management, that contributes to the resolution of regional conflict dynamics and inclusive growth in the Great Lakes Region
- ii) Outcomes at the project level : At the end of the project, the Eastern African Land Administration Network will have the academic, professional and organizational capacity to develop, implement and maintain gender sensitive curricula, trainings and (comparative) research on:
  - a. Land administration,
  - b. Land governance and policies, and
  - c. Access to land for women and vulnerable groups in all member countries of the network that contribute to regional knowledge sharing and evidence-based policy development and respond to the demands of the labour market.

Similar to the previous annual reports, relevance of project outcomes at both policy and project levels remain applicable. There is potential to achieving these outcomes and EALAN institutions are making progress on this – at individual institution capacity per country, as well as collaboratively at regional level. Please refer to section 4 on “Contribution to achieving the outcomes of the NICHE programme in your country”. Meanwhile, in the reporting year 2019-2020 EALAN staff collaboratively and consistently worked together to the successful completion of the 4<sup>th</sup> work package on Research. Outcomes of the research work package has already resulted to policy briefs, conference papers and two books. Relevance of the project out comes is they are already being shared at several levels – country, EALAN as well as at continental level. More is reported in the next sections.

## **2. Project progress and achievements**

**2a. Point of Reference:** In writing this section, the work plan, logical framework and the achievement annex are used as the point of references

### **2b. Progress in Output in 2019**

- i) **Output 1. Secretariat and Network work package:** Upon the expiry of the three (3) year term of the former EALAN secretary Justin Tata, a new EALAN secretary was selected, he is Mr Jossam Potel who is currently the Head of Department of Land Administration and Management at INES in Rwanda. There are three advantages having Jossam. First, he is based at the host institution INES, second, he is the SEALAN project coordinator on the EALAN side and third, he is the secretary of the EALAN Network. This provides a good basis for continuation of the secretariat beyond the SEALAN project. Others that have been accomplished in the reporting year 2019-2020 are:
  - In the AGM 2019, new chair was chosen. Prof. Tatien Masharabu of the University of Burundi will serve as a new EALAN chair for the period of July 2019 until July 2020.
  - The website is operational and continuously being updated.
  - The rolling EALAN Strategic Plan was reviewed
  - The rolling EALAN Business Plan was reviewed
- ii) **Output 2: short courses work package: Staff/Student Exchange (crosscuts between work package 2 and work package 3 on Education):** EALAN staffs and students implemented the first ever staff and student exchange in the EALAN network, and thanks to the SEALAN project, this was achieved.



Figure 1: Staff and students from the University of Juba (South Sudan), Université Evangelique en Afrique (DRC), University of Woldia (Ethiopia), Bahir Dar University (Ethiopia) and University of Burundi (Burundi) visited INES Ruhengeri in Rwanda. Fr Fabien Hagenimana, the Rector of INES (centre) welcomed the team.



Figure 2: Students and staff from Makerere (Uganda), University of Nairobi (Kenya), RCMRD (Kenya) and Ardhi University (Tanzania) visited Technical University of Kenya.

Students evaluated the exchange program by showing their satisfactory level, the following was captured from the evaluations from Kenya and Rwanda, this is shown in Figure 3.

To quote the student impressions on “what the most exciting thing” they learnt, the students said:

- “how other countries manage their land”
- “I have learnt the history of the EALAN network”
- “..Networking and impressed by Land Administration Information System in Rwanda”
- “Interaction with people from other countries”
- “I have met people from different countries and shared more about our countries”
- “I was very excited because learnt about ...land registration”
- “I have gained friends from different countries”

On what they suggest to improve the exchange program, the students said:

- “Duration of one week was too short, increase the time of training”
- “Increase number of students to attend the exchange program”
- “Increase the time for exercises so that we can master everything related to each country”
- “Just proceed with the same mood”
- “Share topics or schedule before arrival of students”
- “I would love it if this training is also brought to the university of Juba”
- “EALAN [exchange program] should be [done] every year” and “across Africa”

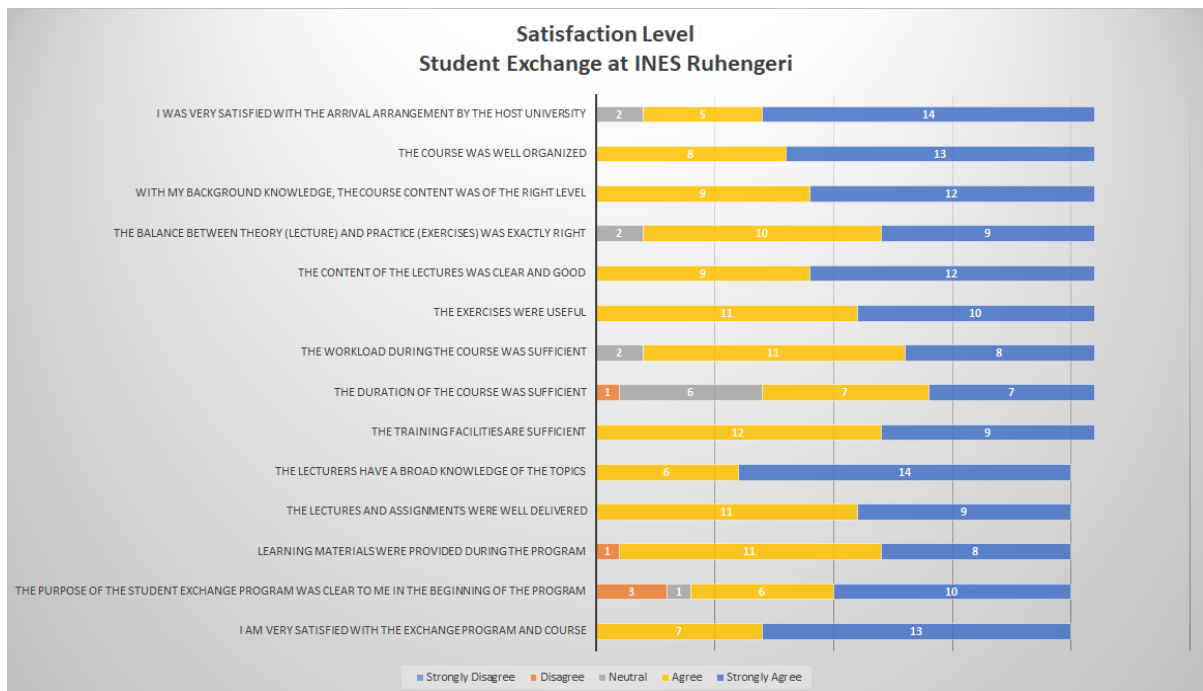


Figure 3: Students opinions on the exchange experience

Clearly positive results have been realized through the exchange program from the satisfactory level analysis, almost all results show that students either agree or strongly agree on the relevance of the exchange program and even suggest to maintain it as an annual event, increasing the number of participants as well as increasing the duration so that more can benefit. This suggestion will be taken up by the EALAN secretariat for future arrangements.

### iii) **Output 3: Education**

- Curricula development: Key to this is that the SEALAN project enabled development of curricula of universities that never had a land administration program. In fact, the university of Burundi is already having its first intake of students following the course Land Administration and Surveying as from January 2020.
- Staff & student exchange crosscuts between work package 2 and 3, see 2b-ii

### iv) **Output 4: Research**

In the reporting year 2019-2020, EALAN staff fully embraced completing the two researches they had embarked on in this project. Two researches were conducted: **Research on land governance arrangements in Eastern Africa** and **ii) Research on access to land by women in Eastern Africa**. Individual EALAN staff wrote a country paper on both of these topics. Each country paper was peer reviewed by another EALAN research staff. Thereafter, all the reports were compiled, results compared and a comparative report across the countries was developed. The comparative report was peer reviewed by international reviewers to enhance quality of research.

Results of the land governance study showed that the countries represented manifests diverse background of legitimate land governance arrangements due to varied historical backgrounds. This results to conflicting land governance actors and processes across the countries. Overall, the formal systems in most of the countries do not reach all citizens due to a variety of limitations. Consequently, aspects of custom and informal authority structures exist and seem to be used by most people for conflict resolution and other transactions related to land.

Findings of the research study on Land Governance arrangements in Eastern Africa resulted in:

- Eight (8) Country papers
- Eight policy briefs
- Presentation of paper at EALAN AGM 2019 in Zanzibar
- Presentation of paper at the 2019 Conference on Land Policy in Africa, Abidjan, organized by the Centre for Land Policy in Africa
- A book (in preparation) on the land governance arrangements in Africa – including the 8 country papers and an additional chapter with a collaborative comparative chapter (Achamyeleh et al., 2019) on the land governance arrangements in the EALAN countries.



Results of the study on Access to land for women show that across the Eastern Africa region, social and economic problems such as men being the de-facto family heads places women at a disadvantage in the decision-making processes. Land administration problems such as the conflict between statutory law and customary practices also affect the rights to land for women. Non-Governmental organizations and community-based organizations bring interventions to help alleviate women's problems in relation to access to land. Examples of interventions include awareness raising and women empowerment; use of alternative dispute mediation, arbitration and negotiation in support of women; providing free legal aid as well as projects that are specific in addressing women's access to land. Key outcomes of the interventions include Increased awareness of women about their rights as well as resolution of disputes on land.

Findings of the research study on Access to land for women in Eastern Africa resulted in:

- Eight (8) Country papers
- Eight policy briefs
- Presentation of paper at EALAN AGM 2019 in Zanzibar
- Presentation of paper at the 2019 Conference on Land Policy in Africa, Abidjan, organized by the Centre for Land Policy in Africa
- A book (in preparation) on the Access to land for women in Eastern Africa – which includes the 8 country papers and an additional chapter with a collaborative comparative chapter (Mwasumbi et al., 2019) on access to land for women in the EALAN countries.

Outcomes of this work package are already being used in various ways, for example, as teaching aid in short courses for land professionals (in the case of Uganda), in community trainings (as in the case of Uganda and Rwanda) as well as teaching aid at the universities (across the countries currently implementing Land Administration related curricula)

### **Research strategy Review**

Besides completing the Research projects described in the EALAN research strategy 2016-2020, EALAN staff met in October 2019 to review the Network's Research strategy, updating it according to how they want to collaboratively implement it in the next 4 years.

### **3. Deviations and possible adjustments**

The Covid-19 crisis presented us with some challenges: i) our partners in Rwanda (EALAN project management), where a total lockdown is currently on, are not able to reach their offices for the documents materials needed for auditing, and ii) auditors from the Netherlands side are not able to submit the audit report in time.

We took the initiative to contact Nuffic on if we could be given permission to submit the financial report later. On 3 April 2020 we received a response from Nuffic's Financial Officer, Arie van Dijk, allowing us to submit a Statement of Expenses (SoE) for now. As soon as the situation in Rwanda has improved, we will resume the audit activity and submit the audit report to NUFFIC.

In the financial statement, there several cost categories which have deviation of more than 20%. This deviation happened throughout the four years.

1. Output 1: the total expenses of cost category a and b has an increase of 25% (EUR 22.726) and 20% (EUR 2.400) respectively. This deviation is caused by the additional activity we had under this output in the second year. The midterm review and the new training on 5C was implemented in February 2017. This training was important to analyse organisational learning by EALAN network. The institutions are also advised to this within their organisation annually to assess the learning progress.
2. Output 2: there is an underspending under the cost category b (86% = EUR 4.800). This happens because the format of the activity was changed and this change happened in the first year of the project. Initially the project planned to hire an expert to establish a staff/student exchange model. EALAN officials decided to develop this model themselves because they are the first to know what the EALAN organisations need and have to offer. The staff/student exchange model has been developed in the second and third year of the project. In this activity EALAN officials were reimbursed for the travel and accommodation costs. The output of this work package was not compromised. The exchange activities were executed in 2019. This change has been considered an effective and efficient way to develop the staff/student exchange model since the main experts from the organisation are directly involved in the process thus their input was immediately integrated in the model. The details of this activity and a satisfaction evaluation of the student and staff can be found in 2.b. The cost category e (31% = EUR 22,025) spent less than expected. This is due to some savings in the training implementations. Most of the training venue charged less than estimated initially. The difference has been used to compensate output 1 as many of the Annual General Meetings are held in the summer period when the venue costs were higher than normal. Next to this, the savings have been used to support activity on staff and student exchange (travel and accommodation of the staff and students). Although the staff and student exchange is a cross cutting activity of output 2 and output 3, The costs for staff and student exchange are all declared in output 3.

3. Output 3: there are significant changes in the cost categories a, b, c, and e. These deviations were because the curricula peer review activity was implemented in another format. The initial plan was that the consortium partner(s) would travel to different universities in the region for the review. However, to make it more efficient, we decided to have the workshop in one place and invite all EALAN members to join the peer review workshop. We invited two persons per university to join the workshop. Next to this, from the 12 universities, only 3 universities whose curricula needs to be revised. The other 9 universities have already updated their curricula based on their national policies. For further explanation see chapter 1C. The deviation within the output is that SEALAN is only active in 3 curricula instead of 12. This was based on the country policy. Next to this, the deviation under cost category e is to support the implementation of the staff/student exchange in 2019 after the pilot (mentioned in point 2 this section).

Next to this there is also a change in cost category e. Staff and student exchange. The costs were paid with savings from several activities.

4. Output 4: the financial deviations in this output is basically due to the detailed planned of the initial lump sum amount of EUR 80.000 under the research work package. With the consultation with the EALAN partners, within this work package the project has held two research writeshops. In the first writeshop the research groups prepared the field work and the second writeshop they had time to write the collaborative study and policy briefs. The project also provided EUR 20,000 for the field work (cost category g year 3). This then divided to the 8 countries. Further, the research plan which was developed in the beginning of the project has been finalised and resulted in two published books (see 2.iv). To use the remaining project budget, it has been decided during a steering committee in July 2019 (in conjunction with AGM 2019) to use the contingency money to hold a workshop to develop a research review workshop. This second research plan was implemented in autumn 2019. The use of contingency budget of EUR 19,136 for the second write shop is reflected in the budget increase in cost category a, b and e.
5. Project Management B: deviation of 49% under cost category g is the audit costs. The audit costs higher than initially estimated.

#### **Use of contingency budget:**

Year 2: EUR 28.430 in year 2; this amount was used for the 5C training combined with the midterm review in 2017.  
Year 4: EUR 19,136 in year 4; for a research plan review to discuss the research collaboration after SEALAN project.

#### **4. Contribution to achieving the outcomes of the NICHE programme in your country**

i. The contributions which the project has made in achieving the overall objective and policy priorities of the NICHE programme in your country as described in the NICHE Country Programme (NCP). In the Annual report 1, 2 and 3 we indicated that the "SEALAN project takes place in eight countries. NICHE programme currently has no sole or distinct overall objective covering the eight countries as one entity, yet this SEALAN project sees the countries represented by EALAN as one entity - all equally participating and contributing. It is therefore difficult to describe the progress in achieving policy priorities for the EALAN member countries as one entity. However, NICHE has objectives for individual countries and the Great Lakes Region". This statement can be seen as being constant in relation to the context in which the SEALAN project is operating. Now completing its 4<sup>th</sup> year, there is progress both at regional level and at the various countries towards achieving the policy priorities of the SEALAN project. The basis for policy influence both at regional and national levels are through three main strategies i.e.:

1. Work Package 2 : Short courses for land professionals and
2. Work Package 3 : Curricula (Education),
3. Work Package 4 : Research.

The first years of the project i.e. year 1 and 2 focused on ToTs and thereafter, EALAN staff focused on implementing their project tasks using the above three strategies either collectively as a network or as individual institutes. Here is what has been reported by EALAN staff during the reporting period 2019-2020.

#### **a) Contribution at Regional Level**

- i) **Education in Land Administration:** Of the 13 EALAN member institutions, all of them (except RCMRD) now have a Curriculum in Land Administration at Bachelor level. Three Universities i.e. Makerere in Uganda, Technical University of Kenya and Bahir Dar in Ethiopia have MSc curricula, making it possible to follow postgraduate degrees locally. Moreover, Bahir Dar is the only university with a PhD program in the entire region - and hosts many students from the EALAN region. These education programs contribute to land governance through students as agents of change.
- ii) **Short courses for land professionals:** In the beginning of the project, three Training toolkits were delivered to EALAN staff i.e. on Land Governance, focusing on Alternative Dispute Resolution Mechanisms; on Access to land by Women and Vulnerable Groups, focussing on Internally Displaced Persons (IDPs) and on Fit for Purpose Land Administration, focusing on affordable and accessible land administration using participatory

methods (to enhance inclusiveness) in securing land rights. During the project period, Most EALAN staff reported using the Training toolkits as well as the outcomes of EALAN researches as teaching aid.

- iii) **Joint proposal development:** Before the AGM of 2019, all representatives of EALAN staff arrived a day earlier and dedicated it on brainstorming on project ideas as input for proposal development, which would be to be submitted to GIZ and LandAtScale Programs via the Netherlands Embassies. It is unclear what progress has been made so far on both initiatives. However, this shows interests on EALAN staff to continue working together on matters concerning land governance in the region and working together as a network.
- iv) **Development of knowledge:** NELGA and GIZ sponsored another knowledge generation forum, a writeshop in Moshi, Tanzania where EALAN staff were invited to contribute in writing a book on land governance. This however was cancelled until further notice due to the current corona crisis.
- v) **Dissemination of EALAN research outputs locally and internationally:** While each country represented in the EALAN network produced two policy briefs (one the topics of Access to land for Women and one on Land governance) based on their country context and recommendations, EALAN researches were also presented at the ALPC conference in Abidjan, Ivory Coast in November 2020. ALPC organizes the conference at continental level and invites partners from all over the world to share knowledge. Efforts by the EALAN network is therefore reaching outside the EALAN region. As a result, Landesa, an international NGO (ING) that promotes securing of land rights has approached EALAN with the intention to learn more of the Network. Landesa has expressed interests to attend the EALAN AGM 2020.

While at the regional level EALAN's activities concentrated on partnerships buildings, strengthening collaborations and disseminating of knowledge, at individual EALAN member institutions, more precise activities are happening that are impacting the society.

#### **Contributions in policy discussion in 2019: Women's land rights**

- **Burundi:** University of Burundi was invited by the government to contribute in the Multi-stakeholder dialogue in August 2019 on rights for Women and other VGs in the law & constitution. It was agreed that while the law exists, there is need to inform the Vulnerable groups about their rights.
- **South Sudan:** University of Juba held Short course on women's land at university, with staff from ministry of Housing, Land and Infrastructure.
- **Rwanda:** INES contribute in revising the National Land Policy; Land Law; Succession Law in Rwanda in 2019.
- **Rwanda:** INES is running a "LAND Clinic" once a week. This is an outreach program where community members can come to the university and get advice for free, on land matters that people want to understand. Advice includes topics like land transfer, inheritance, women's land rights, land disputes and more. In fact, the government of Rwanda recently visited INES to thank the staff and students for advising community members to go to the lands office with the correct documents, because this has speeded up the land processes in Rwanda. We have been informed that the land clinic nowadays attract people from all over Rwanda rather than the immediate communities around the university.
- **Uganda:** Makerere University used the results of EALAN's Access to land by women to train men on the problems women face as caused by discriminating cultural practices. After these trainings, men have accepted their wives to be included in land certificates as co-owners of land

#### **Collaboration with other NICHE projects**

In 2019 and 2020, SEALAN did not collaborate with other NICHE projects. We were also not approached by other NICHE projects for collaboration.

#### **Coherence of SEALAN with interventions supported by other donors**

The SEALAN work packages match one on one with the work packages of the NELGA initiative, as well as the Research work package of the ADLAND project being run by the Technical University of Munich in Germany. Collaboration with these partners has been intensive in all the four work packages, with tangible outcomes i.e. development of new MSc programs in Land Administration; supporting replications of trainings at SEALAN home institutions as well as short courses for land professional; partial funding of the AGM from 2017 to date; and organizing writeshops for production of papers and books on land governance. This collaboration will continue beyond the SEALAN project ends in January 2020.

### **5. Sustainability**

Sustainability can be categorized into four branches; that is Organizational sustainability, Financial Sustainability, Technical sustainability and Educational sustainability (Education and Research).

#### **Organisational sustainability**

According to the constitution of EALAN, the Secretariat continues coordinating the activities of the network such as research, networking, and education. Throughout the SEALAN project life, EALAN members have committed to the activities and the following have occurred to enhance the network sustainability:

- i) Maintain the Annual AGMs as a platform to share and learn and collaborate. In is this line that GIZ has agreed to finance some of activities for the coming AGMs and the conferences.
- ii) Maintain the use of the 'Network Thermometer to evaluate coherence and functioning of the network. As in the previous years, the Thermometer is distributed in March, annually. The data gathered is then integrated

and analysed, and results are presented at the AGM. The results provide a basis for EALAN staff to reflect on how they can improve the functioning of the network. This system works well for EALAN as aiding and opposing arguments by EALAN staff/instructions are usually discussed and settled with everyone present, during the AGM.

- iii) Maintain partnerships with the Dutch partners especially the ITC/University of Twente. ITC was a key partner in the implementation of the SEALAN Project and EALAN wishes to sustain this fruitful collaboration. So, a Memorandum of Understanding to fortify this relationship was signed between EALAN and ITC/University of Twente on January 15, 2020.
- iv) Further, the 5 C monitoring approach was suggested in the AGM of 2018 to monitor the network as one entity or in other words, as an organization. The outcomes of the 5C evaluation aim to provide feedback into designing network's future operations.

### **Financial sustainability**

The following initiatives support the Network's Financial Sustainability:

- i) members agreed to a subscription fees and registration of the network as a legal entity as commitment to organisational sustainability. The registration process is on-going in Rwanda.
- ii) EALAN members continue to developing joint project proposals for funding opportunities for EALAN staff to continue working together.
- iii) Also appears keen on continuing to work together with EALAN post the SEALAN project. For example, GIZ, through ADLAND, has continued to fund activities e.g. the April 2020 Writeshop in Moshi, Tanzania, one that got cancelled due to Corona crisis. With GIZ, financial sustainability looks secure and EALAN is keen to maintain the spirit of commitment to project activities, as has been throughout the SEALAN project life.

### **Technical sustainability**

Through SEALAN project, four types of equipment i.e. Laptops, Mobile mappers, Beamers and Tablets were purchased and distributed to EALAN member institutions in 2018. In December 2018, a training on using that equipment took place at RCMRD, Kenya. On sustainability of the software and hardware, it was agreed in the AGM of 2017 for that to be there responsibility of the individual EALAN institution. Till now all the equipment continue to be useful for EALAN staff and students.

### **Academic sustainability**

#### **a. At educational level**

- **Enhanced capacity to deliver:** TMTs aimed to enhance the capacity of EALAN staff to deliver. This is strengthened through the replication of SEALAN trainings at home institutions - throughout the region; the inclusion of SEALAN's thematic topics i.e. Land Administration; Land Governance and Conflict Resolution in the training toolkits and in the curricula; and importantly, the EALAN research books also country experiences and good practices for sharing and cross learning among EALAN member institutions and beyond.
- **Staff-student exchange:** A model for staff exchange as part of Output/Work Packages 2 (short courses for land professionals) and 3 (Education) was successfully implemented and proved to be an essential activity in the Network. NELGA, with funding support from GIZ has instituted a pool of funding to support staff exchange for land related topics across the network, and EALAN staff are already making use of this. On student exchange, EALAN member institutions are open to host the exchanges for interested students.

#### **b. At research level**

The research Work Package has been extremely well received by EALAN staff. By conducting the two-research projects i.e. on Land governance and on access to land for women, EALAN staff have been enthusiastic and committed in the research process – both individually and collaboratively. Collaboratively, the peer-review system of each other's research gave a feeling of responsibility towards each other and deadlines were met. This shows a degree of dedication to research, which points towards the EALAN network and the team spirit as an ingredient for sustainability of research at the Network level. At the individual EALAN institution level, perhaps self-motivation towards producing research will be the key ingredient for sustainability. Further, EALAN's partnership with the Technical University of Munich have resulted to a number of research outputs, which will soon be published, in a book on responsible land management. This form of dedication to research is continuing through the collaboration with ADLAND, a project of Munich University under the funding of GIZ.

### **6. Equal opportunities for women and men**

During SEALAN project, calls for participation in all activities was set at 50-50 gender representation. The female presentation continued to be less than 50%, due to fewer women employed at the universities. That is why throughout the project period (as we've reported also in 2019), all the trainings and workshops had a 30% female representation. Meanwhile, in the replication of SEALAN trainings across the region, 351 (31%) were female participants out of a total 1121 participants. Despite our efforts to reach our goal of 50% female representation at EALAN events, unfortunately attaining this target remained a challenge. We are optimistic though that universities will employ more women and make it possible for their increased representation in such project activities.

## **7. Labour market and entrepreneurship**

**Relating higher education to the demands of the labour market:** During SEALAN project, EALAN members were trained on labour market assessment (LMA). LMA was to identify needs of different stakeholders and knowledge gaps that needed to be addressed in the curricula of the different member institutions. Additionally, EALAN staff were also trained in conducting a curriculum needs assessment whose aim was to identify the needs of different stakeholders, the knowledge gaps that needed to be addressed, human resources needs that required trained manpower, availability of technology to run the educational program and employability and entrepreneurship capacity of the graduates in both the individual member countries and the entire East African Region. Subsequently the results of both the labour and curriculum needs assessments formed the guide for development/review of curricula on land administration in the member institutions.

On the prospects of graduates to find employment or to become self-employed on the new curricula in the network, the University of Burundi is the first one to lounge its Bachelor program in January 2020 – ahead of the University of Juba and the Université Évangélique de Afrique (UEA) from Bukavu in the Democratic Republic of Congo. We believe these new curricula also have a proper foundation to prepare students on the topic of entrepreneurship. On the other hand, land administration remains urgent in all countries in the EALAN region and we are optimistic the graduates will be needed in the land sector, for a long time.

On the financial side at the network level, we have observed that throughout the project, EALAN staff have actively sought funding proposals mostly at member institution level. At EALAN level, entrepreneurship is seen through joint proposal writing or collaboration across countries.

## **8. Holistic approach towards capacity development**

The final project evaluation conducted in October 2020 showed that the network is performing better compared to the outcomes of the mid-term review in 2018 – please refer to Annex 5 for details. We are confident to report that the SEALAN project has continued to experience many successes and has ended on a high note, leaving behind a strong and a more capable network, one which is already contributing to the society in various ways. The following conclusions were derived by the project evaluators:

- a) We observed that there was high optimism on the future of the network and confidence in carrying out the activities needed to further strengthen the network. Sustainability however is a certain matter of concern of the members as they need to come up with other (funding) alternatives to support at least the annual AGMs.
- b) Members were positive with the set-up, administrative arrangements and outcomes of the project and satisfied with the achievements on individual and institutional level as well as on the level of development the network has now reached.
- c) Promoting gender equality has been a challenge during the project duration, but efforts have been made to reduce the misbalance. Attention to women and vulnerable groups land rights has extensively been addressed and discussed but more has still to be done.
- d) The project created more sense of friendship and trust among members which will surely open doors for more collaboration among and in between themselves.
- e) The visibility of the network has increased and by now it becomes known by major players in the land sector. The network or members of the network now works together with some continental or international entities in different areas
- f) The network is already recognized as a well-functioning example for other African regions.
- g) The secretariat of the network receives permanent seat and this will contribute to more coordinated activity of the network
- h) The results of the 5C analysis of the network clearly shows an increase comparing the en-evaluation with the mid-term evaluation

## **9. Organisational learning**

A number of tools and measures have been in place to implement and integrate organisational learning among EALAN participants. They are:

- Annual AGM meetings are used as discussion forum for evaluations and reflection and as brainstorming for complex problems. In the AGM of 2019, students from EALAN network were for the first time allowed to participate in the AGM to learn more of the EALAN's internal matters.
- The Network Thermometer has been instrumental as a network monitoring and evaluation tool and deriving new lessons that led to self-reflection, adapting and strengthening the functioning of the network. The network thermometer will be instrumental also in the years to come.
- The EALAN website has opened up the network to the world, and activities and achievements of the network are shown here. Other enabling platforms are the Dropbox, the knowledge management system (Online library) and the WhatsApp groups that have been instrumental in speeding up communication amongst staff. Currently, we are also using Microsoft Teams which is very effective, and
- A strong secretariat as the one currently in place holds the responsibility to ensure organizational learning is maintained.

## 10. Other relevant information

In this section, you may cover additional issues related to the project. An important issue could be the results of PR and communication activities on this project. In the case of TEC recommendations, grant conditions, Nuffic comments on reports or monitoring visit matters, please mention them here.

- The kind of PR and communication that took place are mainly through: Twitter, YouTube, Facebook, local national newspapers as well as at local and international conferences. These continue to create visibility of the EALAN network
- Dr Monica Lengoiboni, the coordinator of the SEALAN project was invited to speak about "The Eastern Africa Land Administration Network's (EALAN) contribution to the global agenda in relation to land & access to land for women" at the 10<sup>th</sup> Anniversary of Nuffic conference held on 10<sup>th</sup> of October 2019 in Rotterdam
- EALAN's is also being mentioned through individual member institutions' contribution to society (mainly at local member institutions levels) e.g. when referring to EALAN Researches in community trainings or in classrooms.
- In the first years of the project regional stability challenged the implementation of EALAN activities. We had to be cautious about which country EALAN staff can visit or not due to inter-country conflicts. The year 2019 did not experience such challenges at the EALAN country levels and this made it possible for EALAN staff to focus on the activities of 2019 without challenges.
- The SEALAN AGM and conference of 2019 was the last one supported by Nuffic, and therefore we invited the ambassador of the Netherlands in Tanzania to the event, but unfortunately, he/she did not come.
- The working partnership between GIZ and EALAN, also with the Africa Land Policy to continue with all the "SEALAN's work packages" after the SEALAN project is an excellent circumstance. Thanks to the Nuffic support that this EALAN-GIZ-ALPC opportunity arose.

## 11. Final report

### a) *Description of Achievements and Relevance of Outputs*

This is the project's final report.

#### **Output 1. Secretariat and Network work package**

The Secretariat and Network work package concerns the management, coordination and assessment of the network activities during the network and of the SEALAN project. The relevance of this output is that it has strengthened the institutional structure of EALAN by establishing shared values and principles, collaboration and ensure cohesion of the network and improved performance of the network in general. The network has different organs which are Annual General Meeting (AGM), Chairmanship, Secretariat and Commissions. In addition, the network has guiding constitution (EALAN 2013) that provides means and style of collaboration between member institutions. The AGM is responsible for approving programs and strategic plans of the network, approving new membership applications and partnerships, approving cessation of membership and budget, elect network leaders, approve dissolution of the network, receive, discuss, and approve annual reports by the secretariat, and approve and amend constitution and bylaws. The network chairman is responsible for chairing the AGM meetings, liaising with the secretariat on planning and scheduling of the AGM, represent EALAN at policy level meetings or delegate and liaise with the executive secretary on the management of the Secretariat. All these structures have become clearer during the SEALAN project.

#### **Output 2. Short courses work package**

The goal of the short courses work package was to establish opportunities and enhance professionalism by offering innovative short-term and tailor-made trainings on the three focus themes (Land administration, land governance and conflict resolution and access to land for women and vulnerable groups) in the region (EALAN Project Proposal, 2015). Trainings were designed to meet the demands of the land administration and land governance professionals in public and private sector, NGOs, policy makers, university academic staff, community (various groups) and vulnerable groups by encompassing best practices across member countries. The processes involved analysis of content needs of land administration and governance; designing of short-term curricula; developing toolkits; implementing the trainings and evaluating the courses.

Almost all EALAN member institutions replicated the trainings in their home institutions. During the first and second year of the SEALAN project, EALAN member institutions had difficulty replicating the training due to lack of funds from their institutions. In the third year, the Network of Excellence on Land Governance in Africa (NELGA), sponsored by the German development agency (GIZ) supported each university to host a workshop in their organization by making funds available. The activities for the training replication also counted for the short courses for land professionals on land administration, land governance and conflict resolution and access to land for women and other vulnerable groups. With the resources EALAN institutions received from NELGA, joint workshops were organized for university staff and land professionals in their countries.

At country level, other partners are working with EALAN institutions. Most visible are FAO, USAID and GLTN, but there are many other organizations partnering with individual EALAN institutions that are not listed here. With these listed here, there is potential to extend to work with EALAN at the network & regional level. The EALAN secretariat is mandated by the EALAN member institutions to take the lead in networking in search of partnership with these funding bodies (EALAN Constitution 2013).

### **Output 3. Education work package**

The aim of the Education work package was to link curricula to the focus themes of the project and the labor market needs, as well as to strengthen collaboration and partnership between EALAN members. Three major activities were carried out under this work package i.e. i) labor market needs assessment for land administration curricula, ii) participatory peer review of the existing and new undergraduate and postgraduate curricula and iii) development of a collaboration plan for inter-university cooperation through staff and student exchange. Relevance of this output is that the following have been achieved:

- **Increased capacity:** There is capacity in conducting and incorporating the needs of the labor market in land administration in the curricula.
- **Participatory review of curricula:** The goal of the participatory approach was to enhance quality by bringing creative and innovative perspectives regarding the content of education and to accommodate vertical and cross disciplinary connections within curricula by including professionals from the various disciplines in the land administration sector review process.
- **New or Updated curricula in Land Administration across the region:** All member institutions conducted both the labor and curriculum needs assessments; out of which the undergraduate curricula for eight member institutions in five countries i.e. Ethiopia, Kenya, Rwanda, Tanzania and Uganda were revised to address three key areas i.e. Responsible land governance, access of land to women and other vulnerable groups and pro-poor land documentation.
- **Staff and student exchange guidelines, implementation:** To facilitate inter-university collaboration, Staff and Student Exchange Guidelines (EALAN, 2019) were developed. The objectives of the program were to enhance cooperation between EALAN member institutions, share knowledge, experience and resources among EALAN institutions and enhance the quality of education in EALAN member institutions.
- **Staff exchange implementation:** Through the facilitation of SEALAN, staff exchange was successfully carried out among EALAN members.

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### **Output 4. Research work package**

This work package aimed to develop and apply skills in undertaking collaborative research and its dissemination and to establish a sustainable research program amongst the EALAN member institutions. Activities here were undertaken with enthusiasm and policy briefs, conference papers, books have resulted from this work package. However, coordinating the same study across eight countries is not easy due to differences in cultural contexts, political challenges, socio-cultural problems and more. Innovations included partnering with Master's and PhD students within the region in undertaking these studies, thereby easing the work for the lead researchers. Of course, a high degree of commitment by EALAN staff and accountability to one another kept the pace of the research in line with the project timeline.

#### ***b) Assessment of project approach, comment on risks assumptions made at start***

The main collaboration strategy used in the project was the replication of Training of Trainers (ToT) at home institutions, which proved effective. This cut across all work packages. One person per member institution attended a ToT, and this person would replicate the training at home institution which helped expand capacity. However, at home institution, it was often difficult to organize trainings especially for the short courses for land professionals due to lack of funding from the SEALAN project to support it. Resources often came from external partners, lead of which is GIZ, and this enabled EALAN staff to achieve its targets. In the beginning we anticipated a number of risks per output, here below we present them and how they turned out.

**Risks and assumptions for output 1:** *EALAN continues to fund members participation to the Annual AGM: the SEALAN project accepted diverting partial funds from the equipment budget to support the AGM. Meanwhile EALAN have successfully sought partial funding for the AGM throughout the project life.*

- Competent secretariat is stationed at hosting institution until completion of the project to ensure effectiveness: there is a competent secretariat and we perceive a continuity of EALAN as a strong network, post the SEALAN project.
- Project coordination: although emails did not work well with coordinating the SEALAN project in the beginning, switching to Skype, phone calls and WhatsApp cleared this risk.
- Stakeholders are willing to engage in business with EALAN: With GIZ strongly partnering with EALAN, this is not a risk anymore.
- Existence of sufficient and reliable e-infrastructure in the respective EALAN member institutions: all countries except Ethiopia have experienced good internet connection. This means they are all able to access the e-platform where EALAN staff actively engage through e.g. WhatsApp, Twitter, Facebook, online library etc.

#### **Risks and assumptions for output 2:**

- Two risk assumptions are linked to the replications i.e. i) Trained EALAN staff invest time to train colleagues at home countries and widen capacity to do needs and assessments; Active learning; and on the three focal themes; and ii) EALAN staff take initiative to prepare for and execute the training. This was however solved when GIZ financially supported the replications across all member institutions.

- Staff retention: This turned out not as bad as we had anticipated, only in two institutions did staff move – Bahir Dar University and one most affected was the University of Juba in South Sudan. Fortunately, there were some EALAN staff from these institutions that stayed with the project from the beginning to the end and project activities were not affected.

### **Risks and assumptions for output 3**

- Trained EALAN staff invest time to train colleagues at home countries and widen capacity to do needs assessments: *See addressed under Risks and assumptions for output 2, bullet point 1.*
- Trained EALAN staff invest time to train colleagues at home countries and widen capacity to do needs assessments; Active learning; and on the three focal themes: *See addressed under Risks and assumptions for output 2, bullet point 1.*
- Institutions willing to adapt adjusted curricula activities: We have not received any information on whether institutions are unwilling to adapt adjusted curricula. But we are aware that besides curricula development and reviews, all institutions proposed using the materials from the SEALAN project on the 3 focal themes and other relevant materials in the classroom.

### **Risks and assumptions for output 4**

- Existence of high-level policy goodwill to adopt research based advice: While the EALAN staff have produced policy briefs and have engaged in policy discussion fora and conferences, ultimately, it is beyond the influence of EALAN, but the lobbyists and activists to push the agenda to influence policy change. The example from Makerere University using the results of EALAN study on Access to land for women as teaching aid at community land rights training sessions has resulted to men accepting their wives to be included in the land title documents as co-owners. This is positive.
- Trained EALAN staff invest time to train colleagues at home countries and widen capacity on research skills; grants writing; and advocacy: *See above, addressed under Risks and Assumptions 2 (bullet point 1).*
- Institutions willing to adapt adjusted curricula: *See addressed under Risks and Assumptions 3, bullet point 3.*

### **c) Description of changes in the project context**

The main changes during the project is the reduction of investment budget from EUR 200,000 to EUR 100,000. This is to accommodate more participants to join the AGMs. The other is under work package 3 on education, we planned to have peer review for all EALAN member universities. Nevertheless, most of the universities have updated their curricula based on the national policy. Therefore, in the project we only peer reviewed three universities; University of Juba, University of Burundi and Université Evangelique en Afrique. The peer review was assisted by the other EALAN member universities. Other than the two above, there were no changes in the project context and all work packages, including the timeline was implemented according to plan.

### **d) Analysis of bottlenecks**

The only bottleneck was financing the AGM, which the project did not consider in its budget at the beginning of the project. This was however solved when Nuffic accepted EALAN's request to divert some funds from the Equipment budget to finance the AGM. This had a positive influence on all aspects of the project.

### **e) Sustainability**

- Network and Secretariat output: measures include holding the Annual AGM, writing joint proposals and the secured partnership with NELGA and GIZ. An agreement was formally reached between GIZ and EALAN in the AGM of 2019 in Zanzibar.
- Use of SEALAN project materials as teaching aid and on conducting research ensures the sustainability of the three other outputs – short courses for land professionals, education and research
- In October 2019 the EALAN research strategy was revised to align it to the coming 4 years after the SEALAN project
- In January 2020, EALAN and ITC have signed an MoU to collaborate beyond SEALAN project (Annex 6)

### **f) Spin-offs/success stories**

GIZ, through NELGA created other networks similar to EALAN across the African continent [https://nelga.org/centres\\_of\\_excellence/universities\\_institutions/](https://nelga.org/centres_of_excellence/universities_institutions/). EALAN being the most advanced network, it is teaching the other networks how it functions, which is a major spinoff.

### **g) Formulation of lessons learned and recommendations for the post-project period.**

- Collaboration of academic institutions having similar curricula, can be effective and helps in knowledge and expertise sharing
- Land administration and governance awareness through lobbying and advocacy in EALAN region
- Protection and increasing awareness on protection of land rights for women and vulnerable groups
- Knowledge and experience on project design, coordination and Management
- Monitoring lessons learned showed that having an efficient monitoring system that allows assessing progress against each objectives and work packages improves results.



- Ownership: SEALAN project proved that ownership during the project implementation and feeling the responsibility could increase the project outputs.
- Sustainability: Capacity-building of stakeholders by providing technological solutions without a good understanding of the dynamics of local land administration increased local knowledge and the need for advocacy and lobby to change, increasing the knowledge for sustainability.



#### h) Inventory

- The inventory of equipment purchased and a document proofing the transfer of ownership is in the annex 4. SEALAN project has given the responsibility for equipment purchase to RCMRD. This is shown by the signed Letter of Agreement by EALAN and RCMRD (Annex 4a). RCMRD then distributed the equipment to each member organisation. The delivery notes are in annex 4b.
- The achievement annex and the worksheet 'End of project' is filled (annex 3).
- SEALAN project does not give degree training therefore we do not attach the list of alumni in this report.

### 12. Declaration from project parties

Declaration of satisfaction			
	Outputs	Opinion requesting organisation:	Comment lead provider:
Outcome 1	1.1	The progress is well noted	In line with project plan
	1.2	The progress is well noted	In line with project plan
	1.3	The progress is well noted	In line with project plan
	1.4	The progress is well noted	In line with project plan
	1.5	The progress is well noted	In line with project plan
	1.6	The progress is well noted	In line with project plan
	1.7	The progress is well noted	In line with project plan
	2.1	The progress is well noted	In line with project plan
	2.2	The progress is well noted	In line with project plan
	2.3	The progress is well noted	In line with project plan
	2.4	The progress is well noted	In line with project plan
	2.5	The progress is well noted	In line with project plan
	2.4	The progress is well noted	In line with project plan
	3.1	The progress is well noted	In line with project plan
	3.2	The progress is well noted	In line with project plan
	3.3	The progress is well noted	In line with project plan
	3.4	The progress is well noted	In line with project plan
	4.1	The progress is well noted	In line with project plan
	4.2	The progress is well noted	In line with project plan
	4.3	The progress is well noted	In line with project plan
4.5	The progress is well noted	In line with project plan	

### 13. Statement of approval

	For the requesting organisation:	For the lead provider:
Signature:		
Name:	Prof. J.B. Kyalo Kiema	Prof. mr. dr. ir. Jaap Zevenbergen
Position:	SEALAN Project Director	SEALAN Project Director
Date:	12 May 2020	12 May 2020
Place:	Nairobi, Kenya	Enschede, the Netherlands

### 14. Annexes

1. A logical framework indicating progress in achieving output(s) and outcome(s).
2. An Excel document containing quantitative information on project achievements (achievement annex).
3. A statement of expenditures, including (if applicable) a revised budget for the remaining project period.
4. In the case of a final report, a statement of transfer of ownership of all acquired investments in the project to the requesting organisation.
5. Final evaluation
6. MoU ITC - EALAN