



## Facilitator's Guide

### How to use these case studies for educational purposes

#### Introduction

Urban LandMark has produced a series of case studies that focus mostly on poor people and access to urban land. The case studies cover topics such as poor people's experiences in attempting to gain access to urban land, the existence and operation of informal urban land markets, the co-existence of varying forms of urban land use along a continuum from formal to informal, as well as mechanisms by which planners and legislators can improve access to urban land for poor people.

#### Structure and logic of the case studies

These case studies have been written in such a way that the participants should be led to draw their own conclusions about the topic through reading and discussing the case studies. It is intended that the lecturer or course facilitator should not provide 'content' beforehand, but that the materials should provide the learners with experiences that challenge their preconceptions and raise up issues for them that they might not have thought about before. These case studies are not merely technical or factual in nature, but also operate at the level of values and perceptions.

Course presenters or lecturers are requested to allow the materials to work in this way. The logic of the case studies is that they don't give answers (until close to the end), but instead pose questions and raise challenges.

The case studies all follow a very similar structure. They are printed on separate sheets so that the course facilitator or lecturer can hand out some sheets, while withholding others.

#### How to use the different case study sheets

You should hand out Sheet 1 first and go through it before handing out the next batch. Sheet 1 includes an introduction and background to the study. On the back of Sheet 1 are some questions under two main headings: 'Before you start', and 'After reading the examples'. The first questions should be used before your course participants read the case study and the second set should be used at times you think are appropriate during the readings or after they have read the case study. They can work through the questions on their own or in groups. This is for you to decide according to your context and needs.

Next, use Sheets 2, 3 and 4. In all cases these provide the case study 'content'. In some cases this material is anecdotal, or it may have a more narrative form. But they are just the story – no analysis or commentary. They leave the participant to think for themselves about the questions asked and issues raised.

Before you hand out Sheet 5 (and in some cases there is a Sheet 6 as well), ask your participants to discuss the follow up questions on the back of Sheet 1. Sheet 5 provides answers to the questions that were posed on the back of Sheet 1 and further discussion. It is only at this stage that the materials provide formal input. By this stage it is likely that the participants have gained their own new insights and have been challenged to think more deeply and with greater sensitivity about issues facing poor people in urban areas.

It is at this stage that you as the lecturer or course presenter should take the opportunity to use the material on Sheet 5 (and 6 if there is one) as well as your own material to formalise, extend, summarise key points, provide more theory and so on.



*We wish you good learning and a lot of fun as you lead your learners towards ideas and challenges they may not have encountered or thought about before.*