



Facilitator's Guide

How to use these case studies for educational purposes

Introduction

Urban LandMark has produced a third series of five case studies as part of our learning materials series. These case studies focus on poorer urban residents' access to and use of well-located urban land, and address issues such as

- how urban land is transacted and the mechanisms by which it is secured and regulated, in Angola
- how urban land is transacted and the mechanisms by which it is secured and regulated, in Mozambique
- the core issues obstructing progress towards financial sustainability of Southern African cities
- the key impact of retail centres on township economies, based on an existing booklet by the TTRI
- how South African authorities might create and capture value around transport nodes.

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' before hand, but that the material should provide learners with experiences that challenge their preconceptions and raise issues they might not have thought about before.

These case studies are not merely technical or factual in nature; they 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 do not give answers (until close to the end), but instead pose questions and raise challenges.

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



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.



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How to use the different case study sheets

You should hand out Sheet 1 first and work 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'.

This material has a narrative form and 'tells the story', without, at this stage, providing analysis or commentary. They leave participants to think for themselves about the questions asked and issues raised.

Before you hand out Sheet 5, ask your participants to discuss the follow-up questions on the back of Sheet 1.

Sheet 5 provides (some) answers to these questions, and further discussion. It is only at this stage that the material provides formal input, in the context of suggested recommendations around the issues or problems raised in the case study.

It is likely that by now the participants have gained their own new insights and have been challenged to think more deeply and with greater sensitivity about issues facing poorer 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 as well as your own material to summarise key points, provide additional theory, or extend the conversation by providing further relevant content.



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