



# HONDURAS, NICARAGUA, & COLOMBIA

## KNOWLEDGE EXCHANGE

### 1.1 IDENTIFY THE SUSTAINABLE DEVELOPMENT GOAL

The development goal in Honduras was to promote the sustainable development of indigenous communities while respecting their social and cultural vision.

### 1.2 DEFINE THE INSTITUTIONAL CHALLENGE(S)

- » Weak environment for change: Mistrust among stakeholders hindered effective dialogue and consensus building.
- » Inefficient policy instruments: Lack of coherence in land tenure and titling policies including contradictions in the legislation weakened the enforcement of indigenous land rights.

### 1.3 DETERMINE THE CHANGE OBJECTIVE(S)

#### Institutional Challenge

Lack of trust among stakeholders

Contradictory legal and regulatory framework

#### Change Objective

Foster dialogue among stakeholders to build coalitions and consensus for change.

Introduce consistent treatment of indigenous land rights in land tenure and titling policies.

### 2.1 IDENTIFY PARTICIPANT PROFILES

- » Representatives of public agencies in land titling and land regulatory framework and involved in the recognition and protection of indigenous rights.
- » Representatives of the Miskito community who would learn about other models; network internationally with other indigenous federations; participate directly in the drafting of policy affecting their rights; and build a working relationship with their government counterparts.

### 2.2 DETERMINE INTERMEDIATE OUTCOMES

- » **NEW KNOWLEDGE:** Baseline and follow-up surveys with Honduran stakeholders will reveal improved knowledge of legal frameworks stakeholder roles, consultation procedures, and governance of communal lands.
- » **ENHANCED SKILLS:** Representatives of key public agencies responsible for implementing land titling and land regulation will develop proficiency in the process of demarcation and titling of indigenous territories.
- » **IMPROVED CONSENSUS:** There is a greater agreement and trust between the Miskito people and the Honduran government (the deep seated distrust is dismantled) leading to drafting of the action plan to address contentious land issues.
- » **NEW AND IMPROVED ACTIONS:** Honduran government establishes clear procedures of demarcation and titling of Miskito communal lands.

### 2.3 IDENTIFY THE MOST APPROPRIATE KNOWLEDGE PROVIDERS

- » The Miskito communities, the Honduran Government, and the World Bank identified Nicaragua and Colombia as ideal knowledge providers because both countries had achieved substantial progress in the recognition of indigenous peoples' land and territorial rights and shared a common cultural and linguistic history with Honduras.
- » Nicaragua was one of the countries in Latin America with the most advanced legal framework for recognizing indigenous lands and territorial rights, and Colombia had given unprecedented recognition to the land rights of indigenous peoples.



## 3.1 SELECT THE PARTICIPANTS

Participants from Honduras included Miskito organizations and communities in the Department of “Gracias a Dios” as well as government agencies involved with policies concerning indigenous peoples land and territorial rights:

- » 10 indigenous leaders from various Miskito municipalities
- » 8 representatives from the Property Institute
- » 2 representatives of the National Agrarian Institute
- » Director of the Department of Social Development in the Ministry of Indigenous and Afro-Hondurans

## 3.2 VERIFY THE OBJECTIVE AND OUTCOMES

STILL VALID

## 3.3 ORGANIZE THE DESIGN AND DELIVERY TEAM

- » An anthropologist specialized in the Miskito culture
- » An expert facilitator specialized in the design and management of knowledge exchanges
- » Representatives of the main Miskito organization MASTA

## 3.4 ASSEMBLE THE KNOWLEDGE EXCHANGE

### A. CONSIDER THE OPERATING CONSTRAINTS & OPPORTUNITIES



Budget: US\$144,000



Participant Mix: Public and community







Timeframe: 2 years



































### 3.4 ASSEMBLE THE KNOWLEDGE EXCHANGE

#### B. BLEND AND SEQUENCE KNOWLEDGE EXCHANGE INSTRUMENT(S)

 COMMUNITY OF PRACTICE	 COMPETITION/ CHALLENGE	 CONFERENCE	 EXPERT VISIT	 KNOWLEDGE FAIR
 KNOWLEDGE JAM	 MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION	 STUDY TOUR	 TWINNING	 WORKSHOP
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#### C. SEQUENCE KNOWLEDGE EXCHANGE ACTIVITIES

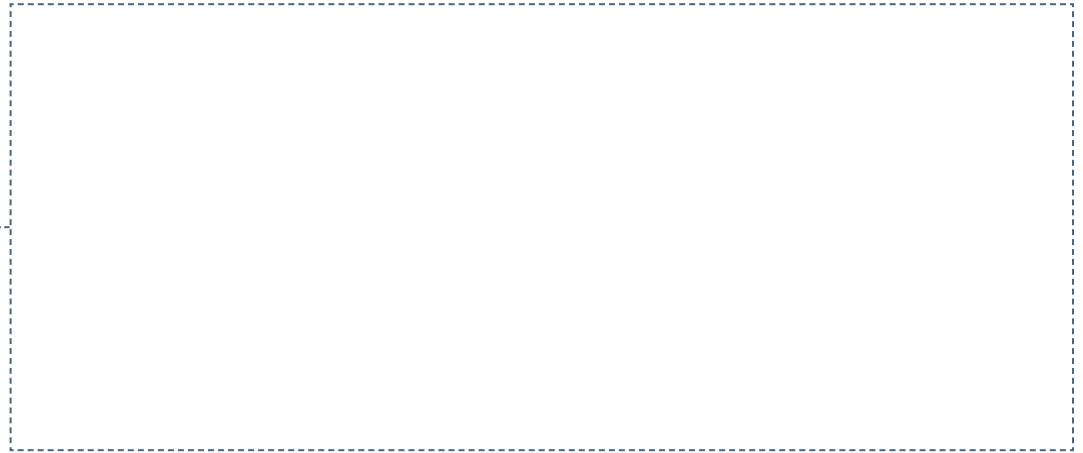
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|--|--|--|--|--|---|--|--|--|
| <br>ACTION PLANNING | <br>AFTER ACTION REVIEW | <br>ANECDOTE CIRCLE | <br>BRAINSTORMING     | <br>BOOK SPRINT       | <br>BUZZ SESSION     | <br>DEMONSTRATION     | <br>E-DISCUSSION    | <br>FIELD VISIT     |
| <br>FISHBOWL       | <br>FOCUS GROUPS       | <br>INTERVIEWS     | <br>KNOWLEDGE CAFÉ   | <br>LEARNING STATION | <br>LIGHTNING TALKS | <br>PANEL OF EXPERTS | <br>PEER ASSIST    | <br>POSTER SESSION |
| <br>PRESENTATIONS | <br>ROLE PLAY         | <br>SECONDMENT    | <br>SELF ASSESSMENT | <br>SIMULATION      | <br>STORYTELLING   | <br>SURVEY          | <br>SWOT ANALYSIS |  |

 Planning	
 Delivery	
 Follow Up	
 Planning	
 Delivery	
 Follow Up	

# 4. IMPLEMENT

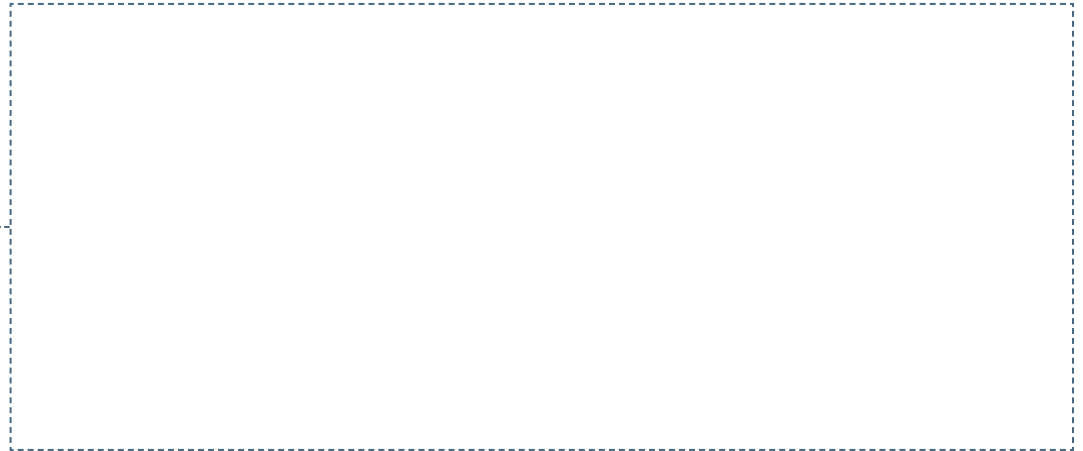
## STEP 4.1 GUIDE THE PARTICIPANTS ALONG THEIR LEARNING JOURNEY

How can you facilitate a genuine learning experience for participants and empower them to act?



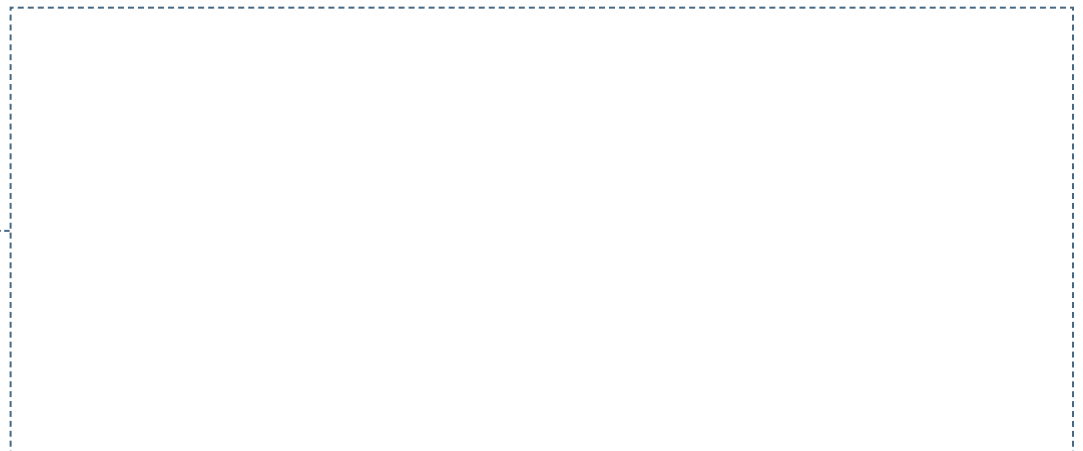
## STEP 4.2 ORCHESTRATE ENGAGEMENT AND BUILD RELATIONSHIPS

How can you ensure participant needs are being met?  
How can participants support one another and become collaborators for change?



## STEP 4.3 DOCUMENT IMPLEMENTATION AND TRACK RESULTS

How can you adjust to necessary changes in direction?  
How can you track these changes?  
How can you capture real-time evidence of results?



STEP 5: MEASURE & REPORT



# 5. MEASURE & REPORT RESULTS

## STEP 5.1 SYNTHESIZE IMPLEMENTATION DATA

What did you learn during the knowledge exchange process?

## STEP 5.2 MEASURE RESULTS

Did the exchange build the capacity, confidence and/or conviction of participants to act?

Did the exchange influence results at the institutional and systemic levels?

**Measure Achievement of Intermediate Outcomes**

**Assess Progress on the Change Objective**

**Assess Design and Implementation**

## STEP 5.3 REPORT RESULTS

**Identify the Audience and Define the Goals**

What results should you highlight for different audiences?

How can you disseminate results?

- |   |  |  |                                       |                                |
|---|--|--|---------------------------------------|--------------------------------|
| <input type="checkbox"/> Summary Report | <input type="checkbox"/> Memo          | <input type="checkbox"/> Presentation  | <input type="checkbox"/> Blog Posting | <input type="checkbox"/> Other |
| <input type="checkbox"/> Final Report   | <input type="checkbox"/> Briefing      | <input type="checkbox"/> Webinar       | <input type="checkbox"/> Email        |                                |
| <input type="checkbox"/> Results Story  | <input type="checkbox"/> Press Release | <input type="checkbox"/> Facebook Page | <input type="checkbox"/> Webpage      |                                |

END ONE JOURNEY...BEGIN THE NEXT

