

Towards an international curriculum on Responsible Land Administration

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FIG Geo-conference Cadastre 4.0

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OERC, Coimbra Portugal.

www.rmit.edu.au



Background

- ITC engaged by GLTN to assess the feasibility of the design and development of an undergraduate introductory module and a set of post-graduate modules in areas relevant to GLTN.

<p style="text-align: center;">INCEPTION REPORT</p> <p style="text-align: center;">PROJECT OUTPUT C- DEVELOPMENT OF A GLTN CURRICULUM ON LAND TOOLS FOR TENURE SECURITY</p>	<p style="text-align: center;">CONCEPT NOTE</p> <p style="text-align: center;">PROJECT OUTPUT C- DEVELOPMENT OF A GLTN CURRICULUM ON LAND TOOLS FOR TENURE SECURITY</p>
<p style="text-align: center;">TEACHING ESSENTIALS FOR RESPONSIBLE LAND ADMINISTRATION COURSE TITLE: RESPONSIBLE LAND ADMINISTRATION 101 (18.04.2016)</p> <p>Background</p> <p>In line with the Global Land Tool Network (GLTN) program which focuses on the improvement of global knowledge and awareness on land related policies, tools and pro-poor, gender appropriate approaches, the GLTN Secretariat engaged Faculty of Geo-Information Science and Earth Observation - ITC, University of Twente, to explore the feasibility of the design and development of an undergraduate introductory module and a set of post-graduate modules in areas relevant to the work of the GLTN.</p> <p>The general approach for exploring the feasibility of the an inventory of existing elements, to assess the needs in following aspects: students, content of teaching, teaching considered for the data collection were a literature review (conducted from the 27th of July 2015 to 18th of September 4th of December in Enschede, Netherlands).</p> <p>A targeted approach by region (English-speaking Africa) was preferred to a generic approach. In relation to their some associations of academic partners (FIO Commission academic partners (ITC and TU/e), drafted and propose GLTN.</p> <p>The material to be developed in the next phase, based on line course, but resource material that academic teacher one (or more) subjects within the programme they teach.</p> <p>Rationale for developing this course</p> <p>Although there is a lot of knowledge on land related to</p>	
<p style="text-align: center;">FINAL REPORT</p> <p style="text-align: center;">PROJECT OUTPUT C- DEVELOPMENT OF A GLTN CURRICULUM ON LAND TOOLS FOR TENURE SECURITY</p>	

Rationale

- GLTN Identified a need to consolidate knowledge on land tools in the form of university 'teaching essentials for responsible land administration'.
- Desire of multi-lateral agencies to establish twinning arrangements between North-South academic institutions.
- Unlike existing on-line training materials on land related issues, specifically aimed at the accredited academic learning approaches of land related programs.

Rationale

- Opportunity to link the essentials of responsible land administration explicitly to responsible governance.
 - Pro-poor.
 - Gender-responsive.
- Can bring together existing e-learning and training materials on land governance and land tools.

GLTN Strategic Objective 1



Key capacity developers (national and international level universities, training institutes and others) have moved from conventional technical training curricula to include also pro-poor, gendered, multidisciplinary approaches

- (GLTN/UN Habitat, 2014)

Objectives

1. strengthen the capacity of higher education and other relevant networks or institutions globally, including in developing countries.
2. provide quality undergraduate and post-graduate courses on the theme of pro-poor, gender responsive land tools for tenure security along the continuum of land rights

“Teaching Essentials for Responsible Land Administration Course Title: Responsible Land Administration 101”

- *“not an on-line course, but resource material that academic teachers can pick and choose to make a package fitting the needs of one (or more) subjects within the programme they teach”*
- Flexibility is key – this should not be seen as “standardisation” for mutual recognition, or as a “core syllabus”.
- About providing options for institutions to build capacity according to their needs.

“Teaching Essentials for Responsible Land Administration Course Title: Responsible Land Administration 101”

- Multi-stakeholder, multi-disciplinary, proactive, international focus, relevant and useable.
- based on international conventions and guidelines on human rights and land governance.
- illustrate local and regional diversity through case studies

“Teaching Essentials for Responsible Land Administration Course Title: Responsible Land Administration 101”

- Targeted at land-related programs (surveying, land administration, planning, land economics, real estate and land law, geography, etc).
- Undergraduate (2nd /3rd year) and postgraduate?
- GLTN and/or partners give endorsement?

Topical areas (following the GLTN themes)

0. Core values of responsible land administration
1. Access to land & tenure security
2. Land management & planning
3. Land administration & information
4. Land-based financing
5. Land policy & legislation



GLTN Research and Training Cluster Project 2

- “Stage 1- Production, validation and launching of a ‘Responsible Administration 101’ curriculum”
- Detailed Structure of Modules agreed upon through a peer review and multi-stakeholder process.
- Interrelationships with international eLearning determined (EALAN, NEGRA, VGGTs, IGUTP).
- Modules designed as per concept and validated by expert reference group.

Module 0 – Core Values of Responsible Land Administration

Module 1 – Access to land and tenure security

Module 2 – Land management and planning

Module 3 – Land administration & information

Module 4 – Land based financing

Module 5 - Land policy and legislation

RLA Curriculum -

12 ECTS - Approx 300 hours study load.

(Many programs 1400-1800 hours per year)

Modules 50 hours study load (15hrs teacher directed learning, 35hrs self study)

Lessons 10 hrs study load - 3hrs teacher directed learning)

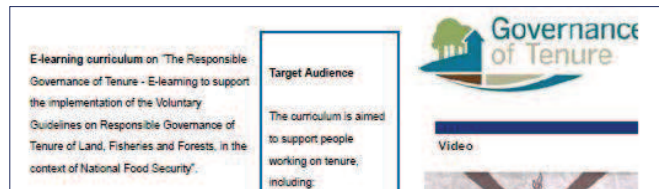
ECTS is the European Credit Transfer and Accumulation System. 1ECT = 25-30 hours of work. See

http://ec.europa.eu/dgs/education_culture/repository/education/tools/docs/ects-guide_en.pdf

Drawing on existing resources



- FAO e-learning materials.
- World Bank.
- LANDac.
- IGUTP.
- FIG/FAO climate change and DRM materials.
- Urban planning and corruption curriculum.
- Others.



Teaching materials (*Teaching Essentials...*)

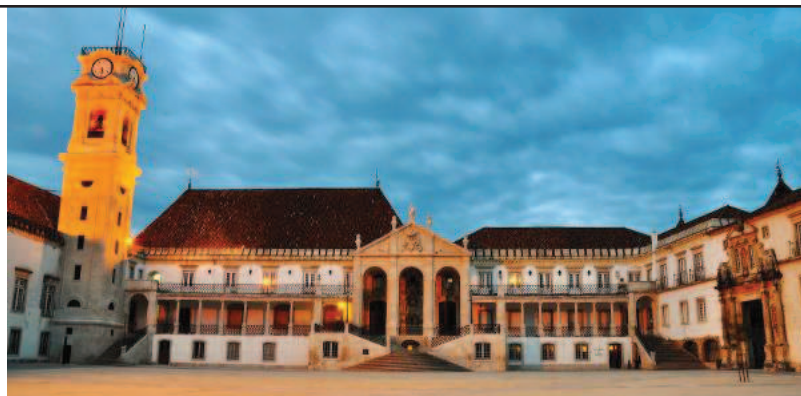
- Active learning approach.
- Reading materials & assignments.
- Base Powerpoint presentations for lecturing (which can be tailored).
- Short video lectures.
- Links to other online resources (videos with experts, landholders, implementers, etc).
- Interactive exercises / group discussion guides.
- Template for development of case studies.

Next Steps

- An expanded outline has been developed for discussion purposes.
- A 2-day EGM at the University of East London Oct 31/Nov 1.
- Revised expanded outline.
- Writing of text for each lesson.
- From this text - development of PPTs, and learning materials for each lesson.

Please let me know if you are interested

- Add your name, University, and email to the sheet passed around.
- Come and talk to me.
- Workshop at Commission 7 Annual Meeting on Thursday.



Thankyou for listening