Towards a Curriculum on Responsible Land Administration

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TS07G: Academic Forum on VGGTs

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SECURING LAND AND PROPERTY RIGHTS FOR ALL
Content

• Background to the project
• Rationale and aims
• What is a Responsible Land Administration Curriculum?
• Expert Group Meeting
• Structure of the Knowledge Base
• Modules
• Next steps
Background

• **General Objective:** to strengthen the capacity of higher education and other relevant networks or institutions globally, including in developing countries, to 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.

• Easy accessibility of the courses would provide a valuable opportunity to create and strengthen a pool of new experts in areas relevant to GLTN agenda, at global and local levels.

• ITC, University of Twente was engaged by GLTN to co-engage one or more partner universities, networks or institutions aim to explore the feasibility of the design.
This publication mapped out a structure and approach for a curriculum

Also, suggestions for implementation and challenges.
Why Responsible Land Administration?

• This publication maps out advances under the banner of RLA.
• The term “Responsible” aligns land administration to the changing needs of stakeholders and society.
• Also introduced in the VGGTs.
• Reflects an overall shift in governance.
### The VGGTs & Responsible Land Administration?

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<thead>
<tr>
<th>Principles of Responsible Land Administration</th>
<th>VGGTs</th>
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<td>Secure land rights for all</td>
<td>VGGT – non-discrimination / human dignity</td>
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<td>Non-discrimination</td>
<td>VGGT – non-discrimination / human dignity</td>
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<td>Equity and justice (ethical)</td>
<td>VGGT – Equity and justice</td>
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<td>Gender equality</td>
<td>VGGT – gender equality</td>
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<td>inclusive and participatory (inclusive)</td>
<td>VGGT – consultation and participation</td>
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<td>Accountability</td>
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<td>Affordable</td>
<td>VGGT – holistic and sustainable approach / Continuous improvement</td>
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<td>large scale/scalable</td>
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<td>sustainable</td>
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### 3B Principles of implementation

These principles of implementation are essential to contribute to responsible governance of tenure of land, fisheries and forests.

1. **Human dignity**: recognizing the inherent dignity and the equal and inalienable human rights of all individuals.

2. **Non-discrimination**: no one should be subject to discrimination under law and policies as well as in practice.

3. **Equity and justice**: recognizing that equality between individuals may require acknowledging differences between individuals, and taking positive action, including empowerment, in order to promote equitable tenure rights and access to land, fisheries and forests, for all women and men, youth and vulnerable and traditionally marginalized people, within the national context.

4. **Gender equality**: Ensure the equal right of women and men to the enjoyment of all human rights, while acknowledging differences between women and men and taking specific measures aimed at accelerating de facto equality when necessary. States should ensure that women and girls have equal tenure rights and access to land, fisheries and forests independent of their civil and marital status.

5. **Holistic and sustainable approach**: recognizing that natural resources and their uses are interconnected, and adopting an integrated and sustainable approach to their administration.

6. **Consultation and participation**: engaging with and seeking the support of those who, having legitimate tenure rights, could be affected by decisions, prior to decisions being taken, and responding to their contributions; taking into consideration existing power imbalances between different parties and ensuring active, free, effective, meaningful and informed participation of individuals and groups in associated decision-making processes.

7. **Rule of law**: adopting a rules-based approach through laws that are widely publicized in applicable languages, applicable to all, equally enforced and independently adjudicated, and that are consistent with their existing obligations under national and international law, and with due regard to voluntary commitments under applicable regional and international instruments.

8. **Transparency**: clearly defining and widely publicizing policies, laws and procedures in applicable languages, and widely publicizing decisions in applicable languages and in formats accessible to all.

9. **Accountability**: holding individuals, public agencies and non-state actors responsible for their actions and decisions according to the principles of the rule of law.

10. **Continuous improvement**: States should improve mechanisms for monitoring and analysis of tenure governance in order to develop evidence-based programmes and secure on-going improvements.
RLA framed by land policy, land law and custom.

The process shapes and defines land information management, land financing, and land-use planning.

These contribute to the functions of land administration.

Land tenure forms the foundation of the human-land relationship.
Phase 2: EGM at University of East London (Oct 31- Nov 1, 2016)

- Key resolutions:
- Focus on developing a “Structured Knowledge base“.
- Supporting a continuum of needs from a self-learner, to an academic responsible for an existing undergraduate or postgraduate program.
- Provide instructions to designers on how to use the material.
Updated Draft Curriculum Outline

1. Core values of responsible land administration
2. Access to land and tenure security
3. Participatory Land-Use Planning and Management
4. Responsible land administration and information in practice
5. Land-based financing
6. Land policy and regulatory frameworks
**RLA Curriculum**

- **Module 1 – Core Values of Responsible Land Administration**
- **Module 2 – Access to land and tenure security**
- **Module 3 – Land management and planning**
- **Module 4 – Land administration & information**
- **Module 5 – Land based financing**
- **Module 6 - Land policy and legislation**

**• 10-12 ECTS**
Approx 250 hours study load

-50-75 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)
- 150 hours self study

**• 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

_Facilitated by:_

RMIT UNIVERSITY  
UEL University of East London  
GLTN GLOBAL LAND TOOL NETWORK

UN-HABITAT  
FOR A BETTER URBAN FUTURE
GOALS FOR THE DEVELOPMENT OF THE KNOWLEDGE BASE INCLUDE:

Exposing students and teachers to the core values and tools making up responsible land administration

Involving local case studies in lessons where possible

Adaptive, flexible and responsive to diverse and changing needs - fit-for-purpose (FFP)

Preparing a range of learners with the knowledge of responsible land administration and the ability to positively contribute in a range of roles within the broad land sector

Empowering people to act as change agents and be champions and implementers of any needed reforms.
Structure of the knowledge base

Knowledge-Learning Continuum

Inputs:
- Existing Literature
- Case Studies
- Videos
- GLTN Tools
- VGs etc

Knowledge:
- Learning Objects

Structured Knowledge Base:
- Curriculum
- Course
- MOOC
- Workshop
- Learning Objects

Outputs:
- Learning Objects

Facilitated by:
- RMIT University
- UEL University of East London
- GLTN Global Land Tool Network
- UN-HABITAT for a Better Urban Future
A Knowledge Base to Support an E-learning Curriculum on Responsible Land Administration

**Module 1: Values**
- Lesson 1.1: Introduction to Land Administration
- Lesson 1.2: Principles of Responsible Land Administration
- Lesson 1.3: Responsible Governance of Tenure
- Lesson 1.4: Land tools to implement the core principles of Responsible Land Administration
- Lesson 1.5: Fit-for-purpose land administration
- Lesson 1.6: Recording of land tenure rights

**Module 2: Security**
- Lesson 2.1: Land tenure and access to land
- Lesson 2.2: Tenure security and continuum of land rights
- Lesson 2.3: Recognising the legitimate tenure rights in the policy and regulatory frameworks
- Lesson 2.4: Introduction to Land administration process
- Lesson 2.5: Recording of land tenure rights

**Module 3: Planning and management**
- Lesson 3.1: Introduction to land-use planning and management
- Lesson 3.2: Introduction to land-use planning
- Lesson 3.3: Geospatial tools for land-use planning and management
- Lesson 3.4: Land use planning for improved tenure security
- Lesson 3.5: Towards responsible land-use planning and management

**Module 4: Administration and information**
- Lesson 4.1: Principles, Challenges and Opportunities for land administration
- Lesson 4.2: Introduction to public administration and organisational concepts
- Lesson 4.3: Capacity building and monitoring change
- Lesson 4.4: Tools to improve land administration effectiveness
- Lesson 4.5: Information management principles

**Module 5: Financing**
- Lesson 5.1: Introduction to land-based financing
- Lesson 5.2: Valuation of land and its role in land-based financing
- Lesson 5.3: Land based financing tools and instruments
- Lesson 5.4: Urbanisation and land-based financing
- Lesson 5.5: Relations between financial resources and sustainable urban and rural development

**Module 6: Policy and regulatory frameworks**
- Lesson 6.1: Introduction to land policies and the regulatory framework
- Lesson 6.2: Principles and Drivers for land policy
- Lesson 6.3: Scope and components of land policy frameworks
- Lesson 6.4: National examples of developing land policies.
- Lesson 6.5: Evidence-based policy-making.
- Lesson 6.6: Interrelationships between land policies and responsible land administration and governance.
Module 1: Core Values of Responsible Land Administration

- Lesson 1.1: Introduction to Land Administration
  - Define responsible land administration
  - Categorize and different types of land administration systems

- Lesson 1.2: Principles of Responsible Land Administration
  - Values and principles of responsible land administration
  - Types of legitimate land tenure rights

- Lesson 1.3: Responsible Governance of Tenure
  - Importance of responsible governance of tenure
  - Key principles of the Voluntary Guidelines

- Lesson 1.4: Land tools to implement the core principles of Responsible Land Administration
  - Core values and principles of GLTN, the GLTN themes and the GLTN land tools
  - Define and Understand the fit-for-purpose (FFP) vision

- Lesson 1.5: Fit-for-purpose land administration
  - Outline the approaches to developing the (FFP) legal, institutional and spatial frameworks

- Lesson 1.6: Recording of land tenure rights
  - Understand the structure of all the Modules and how they fit together
Module 1: Core values of RLA

- Lesson 1.1 Intro to RLA
- Lesson 1.2 Fit-for-purpose Land Administration
- Lesson 1.3 Principles of RLA
- Lesson 1.4 Responsible Governance of Tenure
- Lesson 1.5 GLTN Core Values, principles and land tools

Lesson 2.1 Land tenure and access to land

Lesson 3.1 Introduction to land management

Lesson 4.1 Principles, challenges and opportunities for land administration

Lesson 5.1 Introduction to land-based financing

Lesson 6.1 Introduction to land policies
1. Core values of responsible land administration (David Mitchell, Siraj Sait, Jean Du Plessis, Agnes Mwasumbi)
2. Access to land and tenure security (Grenville Barnes)
3. Participatory Land-Use Planning and Management (Asad Mohammed)
4. Responsible land administration and information in practice (Jaap Zevenbergen and Dimo Todorovski)
5. Land-based financing (Siraj Sait)
6. Land policy and regulatory frameworks (Stig Enemark)
STRUCTURE OF THE KNOWLEDGE BASE

Knowledge-Learning Continuum

**INPUTS**
- Existing Literature
- Case Studies
- Videos
- GLTN Tools
- VGs etc

**Structured Knowledge Base**

**OUTPUTS**
- Curriculum
- Course
- MOOC
- Workshop
- Learning Objects

Learning Objects Learning Objects Learning Objects Learning Objects Learning Objects Learning Objects Learning Objects
TYPICAL LESSON

• Each Lesson 3 hours teacher-directed content, and 7 hours learner-directed content
• 3 Learning Steps.
• Each learning step 1 hour teacher-directed content.
LESSONS CONTAIN

• 3 or 4 recommended (key) reading
• Additional further reading.
• Some lessons may have Youtube videos
• The learning materials.
• Based on key learning questions.
Next steps

- Authors met at the World Bank Conference in Washington in March, and here in Helsinki.
- Modules first draft by end of July.
- Peer review will be undertaken by the project team at RMIT University, the University of East London and the GLTN Secretariat, and the module authors.
- Project ends late October 2017.
Thank you!