Towards an international curriculum on Responsible Land Administration

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FIG Geo-conference Cadastre 4.0
Tuesday October 25th, 2016
OERC, Coimbra Portugal.

Background

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

• 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.

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