FIG WORKING WEEK 2019
22–26 April, Hanoi, Vietnam

“Geospatial Information for a Smarter Life and Environmental Resilience”
Using Open Tenure Land Demarcation, participatory approach,

led by Makerere University to issue certificates of customary rights-
case study from Uganda

By Brian Makabayi
Introduction

- The Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (Voluntary Guidelines) represent the first global consensus on universally applicable standards for the recognition, recording and protection of tenure rights.

- FAO in close collaboration with partners, including Department for International Development (DFID), initiated the development of the Voluntary Guidelines and supported the process until they were endorsed in 2012.

- FAO has ever since played an important role in supporting the implementation of the Voluntary Guidelines to improve governance of tenure of land, fisheries and forests and their implementation at country level.
Introduction Cont’d

• As part of this programme, DFID is funded three project components in Uganda:
  - Component One, a VGGT Workshop series;
  - Component Two, a pilot to support community forest rights registration; and
  - Component Three, a pilot to support local authorities in Kasese in the issuance of customary certificates of ownership.

• FAO’s involvement with Makerere University was on components one and three.

• The engagement was at three times, 2015, 2016 and 2017
Guiding principles of responsible tenure governance

General Principles
1. Recognize and respect all legitimate tenure right holders.
2. Safeguard legitimate tenure rights against threats and infringement.
3. Promote and facilitate the enjoyment of legitimate tenure rights.
4. Provide access to justice to deal with infringement of legitimate tenure rights.
5. Prevent tenure disputes, violent conflicts and corruption.

Principles of implementation
1. Humanity
2. Non-discrimination
3. Equity and justice
4. Gender equality
5. Holistic and sustainable approach.
6. Consultation and participation
7. Rule of law
8. Transparency
9. Accountability
10. Continuous improvement
Makerere University

- The university is composed of nine colleges and schools offering programmes for about 36,000 undergraduate and 4,000 postgraduate students.
- The School of the Built Environment is one of the three schools under the College of Engineering Design Art and Technology.
- The School’s mandate is to conduct research, provide education and Outreach in the disciplines of built Environment.
- We run six undergraduate degree programs and 4 graduate programmes as shown below
  1. Bachelor of Science in Land Surveying and Geomatics – 4 year Programme
  2. Bachelor of Science in Urban and Regional Planning – 4 year Programme
  3. Bachelor of Architecture – 5 year Programme
  4. Bachelor of Science in Land Economics – 4 year Programme
  5. Bachelor of Science in Quantity Surveying – 4 year Programme
  6. Bachelor of Science in Construction Management – 3 year Programme
  7. Master of Science in Geo-Information Science and Technology – 2 year Programme
  8. Master of Science in Urban Design (and Postgraduate Diploma) - 2 year Programme
  9. Master of Science in Construction Management (and Postgraduate Diploma) - 2 year Programme
  10. Master of Architecture - 2 year Programme
• 29 sub counties were covered during the project implementation
Governance of Tenure – Open Source software for recording tenure rights

- Open source software offers the promise of improving transparency and reducing the cost of registering tenure rights by using flexible, affordable software tools to standardize and maintain administrative procedures.
- Open source software includes SOLA (Solutions for Open Land Administration) and Open tenure.
- SOLA is designed to be customized to fit a country’s laws and practices.

SOLA Open Tenure can be used to:
1. Demarcate the land and land use arrangements.
2. Increase recognition of customary land other natural resources.
3. Clarify tenure arrangements with communities.
4. Certify the holding of tenure rights.
Component Three, a pilot to support local authorities in Kasese in the issuance of customary certificates of ownership.

Outputs

• Train members of the local institutions (Area Land committee (ALC), District Land Board (DLB), District Land Office (DLO), Recorders) and other stakeholders to capture information on customary land rights that is consistent with VGGT principles and the local laws / regulations,

• Increase awareness on VGGTs and the need to secure land rights among the people of Kasese District,

• Develop local capacity, through hands on training to members of the land institution to use ICT in capturing and managing land records pertaining to CCOs,

• Actively participate and supervise fieldwork and monitor the quality of the data captured by the field teams during recording of customary rights for new beneficiaries, and

• Contribute to the planning and facilitation of the third VGGT National Workshop to disseminate the results and to create awareness among policy / decision makers about the outcomes of the project and support policy dialogue on the way forward.
Generic Workflow

1. Launch of the project through a VGGT workshop.
2. Sensitization through sensitization material (T-shirts, flyers and posters), radio talk shows and community meetings.
3. Training field teams, DLB and ALCs in partnership with the Ministry of Lands housing and urban development (MoLHUD).
4. Analyzing existing applications and call for new applications.
5. Field visits and mapping after expiry of the public notice date.
6. Backstopping and quality control in conjunction with MoLHUD.
7. Data checking, cleaning and validation by field supervisor.
8. Consideration of applicant files by the District Land Boards.
9. Upload approved applicant files data onto the community server.
10. Printing of CCOs by the parish chief (CCO recorders).
11. Issuance and registry into the CLIN, Registry and Abstract books.
Makerere receives equipment

- Tablets
- Projector, and
- Camera

Kasese receives equipment

- Tablets
- Projector, and
- Cameras
- Printers
- Computers
- Motorcycles
- Photo copiers

Makerere Students being trained

- Training BLD on the CCO database
• Training ALC

• Checking applications

• Uploading data

• Typing CCOs

• CCO issuance by Ministry of Lands Housing and Urban Development in presence of Minister, FAO representatives and Kasese District political leadership.
<table>
<thead>
<tr>
<th>Category</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2243</td>
</tr>
<tr>
<td>Female</td>
<td>339</td>
</tr>
<tr>
<td>Couples</td>
<td>1031</td>
</tr>
<tr>
<td>Joint Applications</td>
<td>595</td>
</tr>
<tr>
<td>Churches</td>
<td>445</td>
</tr>
<tr>
<td>Schools</td>
<td>22</td>
</tr>
<tr>
<td>Other Groups</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4706</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Land Disputes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>33</td>
</tr>
<tr>
<td>2016</td>
<td>39</td>
</tr>
<tr>
<td>2017</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

- 78 disputes were resolved through the project by closure in 2017.
- These were mainly boundary and ownership disputes

<table>
<thead>
<tr>
<th>Financial institution</th>
<th>No of Loans</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centenary bank</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Post bank</td>
<td>15</td>
<td>22%</td>
</tr>
<tr>
<td>Hoko fam</td>
<td>20</td>
<td>21%</td>
</tr>
<tr>
<td>Pride micro finance</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

- Even if male were mainly registered, registration of couples and females was evident as shown above
What are best practices on surveying and documenting different tenure rights (customary, statutory, communal, etc.) in the framework of the VGGT?

1. Recognition that a continuum of land rights exists and planning out surveying and documentation along the continuum.

2. Women’s and vulnerable group’s rights need to be given special attention.

3. Physical planning and valuation evaluated in light of natural resource use and management.

4. Support programs that make surveying and documentation accessible, affordable and transparent.
Opportunities at the Academic Institutions in VGGTs implementation.

1. Involvement of university students in the VGGT backed land tenure securing projects.
2. Adaption of VGGTs in the university curriculum on land administration related courses.
3. Student academic research on implementation of VGGTs and development of VGGT based tools.
4. Collaborations to publish and disseminate literature on VGGTs to the community.
5. Adoption in trainings.
Thank you