Workshop on International Curriculum on Responsible Land Administration

Assoc Prof David Mitchell
FIG Commission 7 Annual Meeting
Thursday October 25th, 2016
OERC, Coimbra Portugal.

Structure of this session

- Presentation
- Discussion
- Break out into 2 groups
  - Q1 What do YOU need from a responsible land administration curriculum?
  - Q2 What other curriculum or E-Learning activities exist?
  - Q3 Is the size of the curriculum appropriate?
  - Q4 Are the 6 Modules appropriate?
- Report Back
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 postgraduate 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?

Risks

- Most academic programs strongly anchored in their national context.
- Programs have different structures, obligations and requirements. No standard curriculum.
- Course materials could encourage different interpretations of the uses of GLTN and other tools.
- Tools could be used in the wrong context.
- Curriculum not updated and not sustainable.
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

**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
Module 0 - Core Values of Responsible Land Administration

2 ECTS
50 hours study load

- 15 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)
- 35 hours self study

Module 1 - Access to land and tenure security

2 ECTS
50 hours study load

- 15 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)
- 35 hours self study
Module 2 – Land management and planning

Lesson 2.1 Intro to land management and planning
Lesson 2.2 Introduction to land use planning
Lesson 2.3 Geospatial tools for land management
Lesson 2.4 Land use planning for improved tenure security
Lesson 2.5 Towards responsible land management

2 ECTS
50 hours study load
-15 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)
- 35 hours self study

Module 3 - Land administration and information

Lesson 3.1 Principles, challenges, opportunities for RLA
Lesson 3.2 Intro to public administration
Lesson 3.3 Capacity building
Lesson 3.4 Tools and methods to improve LAS effectiveness
Lesson 3.5 Information management principles

2 ECTS
50 hours study load
-15 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)
- 35 hours self study
Module 4 - Land based financing

2 ECTS
50 hours study load

- 15 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)
- 35 hours self study

Module 5 - Land policy and legislation

2 ECTS
50 hours study load

- 15 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)
- 35 hours self study
Flexibility through a nested design

Module 0: Core values of RLA

Lesson 0.1 Intro to RLA - 3hrs teacher directed learning, 10 hrs study load
Lesson 0.2 Fit-for-purpose Land Administration
Lesson 0.3 Principles of RLA
Lesson 0.4 Responsible Governance of Tenure
Lesson 0.5 GLTN Core Values, principles and land tools

Drawing on existing resources

- FAO e-learning materials.
- World Bank.
- LANDac.
- IGUTP.
- FIG climate change and DRM materials.
- Land law and corruption.
- Others.
What will teaching resource look like?

Pre-disaster phase of DRM is concerned with Disaster Risk Reduction (DRR). This phase involves activities to avoid (i.e. prevention activities) or limit (i.e. mitigation and preparedness activities) the adverse impacts of natural hazards.

In this lesson we will try to answer the following questions.

- How can we avoid a disaster?
- How can we limit the impacts of a natural hazard event?
- What can we do to be prepared when the event arrives?

In particular, we will focus on those activities that are key to ensure responsible governance of tenure.

To summarize, which of the following activities are more relevant in the preparedness stage?

1. Undertake cadastral mapping
2. Develop baseline information on legitimate tenure rights
3. Ensure that policy and legal frameworks recognize legitimate informal tenure rights
4. Develop land use master plans
5. Undertake hazard risk mapping and risk assessments
6. Ensure land records are safe from the impact of disasters

Please select the three most relevant activities. Then click "Check answer" to see the suggested answer.
A guide for teachers?

Break out into two groups and report back

• Q1 What do YOU need from a responsible land administration curriculum?
• Q2 What other relevant curriculum or E-Learning activities exist?
• Q3 Is the size of the curriculum appropriate?
• Q4 Are the 6 Modules appropriate?
Thankyou for listening