

Workshop on International Curriculum on Responsible Land Administration

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www.rmit.edu.au



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 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?

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

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

Module 0: Core values of Responsible Land Admin

Lesson 0.1 Intro to RLA

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

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

Lesson 1.1 Land tenure and access to land

Lesson 1.2 Tenure security and the continuum of land rights

Lesson 1.3 Recognising rights in the policy/legal frameworks

Lesson 1.4 Land administration processes

Lesson 1.5 Recording of land rights

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

Module 2 – Land management and planning

2 ECTS
50 hours study load

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

- 35 hours self study

Module 3 - Land admin. & 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

Module 3 - Land administration and information

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

Lesson 4.1 Intro to land-based financing

Lesson 4.2 Urbanisation and land-based financing

Lesson 4.3 Valuation and its role in LBF

Lesson 4.4 Financial resources and sustainable development

Lesson 4.5 LBF tools

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

Lesson 5.1 Intro to land policies and legislation

Lesson 5.2 The Land Management Paradigm

Lesson 5.3 Country context and land policies

Lesson 5.4 Drivers of land policy

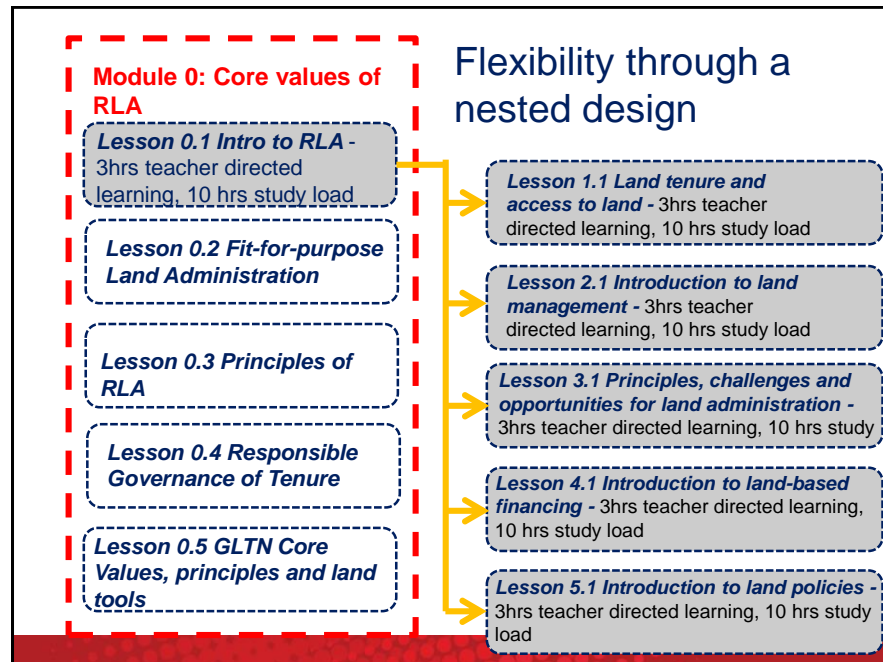
Lesson 5.5 Specific land management activities

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



Drawing on existing resources

- FAO e-learning materials.
- World Bank.
- LANDac.
- IGUTP.
- FIG climate change and DRM materials.
- Land law and corruption.
- Others.



E-learning curriculum on "The Responsible Governance of Tenure - E-learning to support the implementation of the Voluntary Guidelines on Responsible Governance of Tenure of Land, Fisheries and Forests, in the context of National Food Security".

Target Audience

The curriculum is aimed to support people working on tenure, including:



What will teaching resource look like?

INTRODUCTION TO RESPONSIBLE GOVERNANCE OF TENURE

2. Addressing tenure issues in the pre-disaster period

Responsible Governance of Tenure

INTRODUCTION

PRE-DISASTER prevention, mitigation, preparedness

The 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?

Prevention

Mitigation

Preparedness

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	Develop baseline information on legitimate tenure rights	Ensure that policy and legal frameworks recognize legitimate informal tenure rights
4	Develop land use master plans	Undertake hazard risk mapping and risk assessments	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?

Instructor's Guide
to the International Guidelines on Urban and Territorial Planning
Learning Materials
UN-Habitat Regional Metropolitan and Planning Unit
March 2016
Lee-Anne Ragan

5. Participant learning materials

The participant learning materials are the learning materials specifically for the participants (as opposed to the instructor's guide which is just for you, the instructor).

The participant learning materials consist of the participant workbook and additional, individual handouts. They both go hand in hand with the instructor manual and must be used together. (Please see the actual participant workbook for further details. The individual handouts are included in appendix six.)

The participant individual handouts (listed below) are meant to be handed out as the learning event progresses. They are **not included** in the participant workbook but rather included in the appendix.

- Participant learning summary 'book'
- Feedback sheet
- H.A.R.P.©
- Video release form
- Case studies

Box 8

Participant learning materials – key points:

Ensure you are familiar with the participant learning materials, including the participant workbook and the individual participant handouts

This concludes the section on participant learning materials. The next section of the learning materials covers the IG-UTP learning event roadmap and summary.

Break out into two groups and report back

- Q1 What do YOU need from a responsible land administration curriculum?
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- Q4 Are the 6 Modules appropriate?

Thankyou for listening