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# Towards a Curriculum on Responsible Land Administration

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## TS07G: Academic Forum on VGGTs

**FIG Working Week 2017,**

*Helsinki, Finland, Thursday June 1<sup>st</sup>*

*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



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# Teaching Essentials for Responsible Land Administration 101

- This publication mapped out a structure and approach for a curriculum
- Also, suggestions for implementation and challenges.

## TEACHING ESSENTIALS FOR RESPONSIBLE LAND ADMINISTRATION COURSE TITLE: RESPONSIBLE LAND ADMINISTRATION 101

(18.04.2016)

### Background

In line with the Global Land Tool Network (GLTN) program which focuses on the improvement of global knowledge and awareness on land related policies, tools and pro-poor, gender appropriate approaches, the GLTN Secretariat engaged Faculty of Geo-Information Sciences and Earth Observation – ITC, University of Twente, to explore the feasibility of the design and development of an undergraduate introductory module and a set of post-graduate modules in areas relevant to the work of the GLTN.

The general approach for exploring the feasibility of the design and to develop a curriculum for GLTN was to make an inventory of existing elements, to assess the needs and to define objectives and strategies in relation to the four following aspects: students, content of teaching, teaching approaches and teachers / institutions. The methods considered for the data collection were a literature review (realized from July 2015 to September 2015), a survey (conducted from the 27<sup>th</sup> of July 2015 to 18<sup>th</sup> of September 2015) and an expert consultation (held from the 1<sup>st</sup> to the 4<sup>th</sup> of December in Enschede, Netherlands).

A targeted approach by region (English-speaking Africa) and by discipline (e.g. land administration and geomatics) was preferred to a generic approach. In relation to their will and their capacity to contribute, representatives for some associations of academic partners (FIG Commission 2 and EALAN) and representatives for some GLTN academic partners (ITC and TUM), drafted and proposed for discussion the following outlines of curriculum for GLTN.

The material to be developed in the next phase, based on the course framework developed here, will not be 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 in.

### Rationale for developing this course

Although there is a lot of knowledge on land related issues and innovative tools (like those from GLTN), most of this knowledge is partly unknown and/or fragmented among university teachers, or it is hidden within broader land related curricula. To redress this, there is a need to consolidate this knowledge in the form of university 'teaching essentials for responsible land administration'. This is supported with the desire of multi-lateral agencies to establish twinning arrangements between North-South academic institutions. Unlike the current (on-line) training materials on land related issues from e.g. FAO and USAid, this is specifically aimed at fitting within the accredited academic learning approaches of undergraduate programs in land related topics.

In this way the Responsible Land Administration 101 course makes a valuable, but partial, contribution to the Strategic Objective 1 of the GLTN capacity development strategy: "Key capacity developers (national and





# 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.

## Advances in Responsible Land Administration



Edited by Jaap Zevenbergen  
Walter De Vries • Rohan Bennett

 CRC Press  
Taylor & Francis Group

# The VGGTs & Responsible Land Administration?

## 3B Principles of implementation

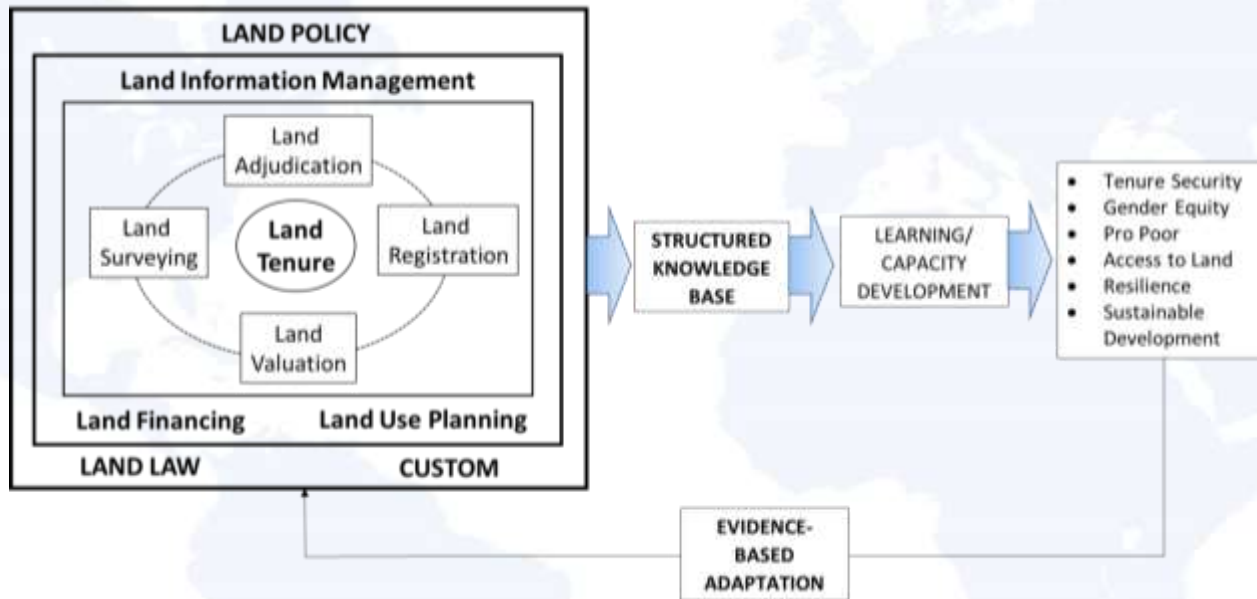
These principles of implementation are essential to contribute to responsible governance of tenure of land, fisheries and forests.

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.

Principles of Responsible Land Administration	VGGTs
Secure land rights for all	
Non-discrimination	VGGT – non-discrimination / human dignity
Equity and justice (ethical)	VGGT – Equity and justice
Gender equality	VGGT – gender equality
inclusive and participatory (inclusive)	VGGT – consultation and participation
Rule of law	VGGT – Rule of law
Transparency	VGGT - Transparency
Accountability	VGGT - Accountability
Affordable	
Systematic scale/scalable	large
sustainable	VGGT – holistic and sustainable approach / Continuous improvement

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# Conceptual Framework of RLA



- 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**

*A Knowledge Base to Support an E-learning Curriculum on Responsible Land Administration*

Draft Curriculum Outline (Version 6)

Version – 23/02/17

# ***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

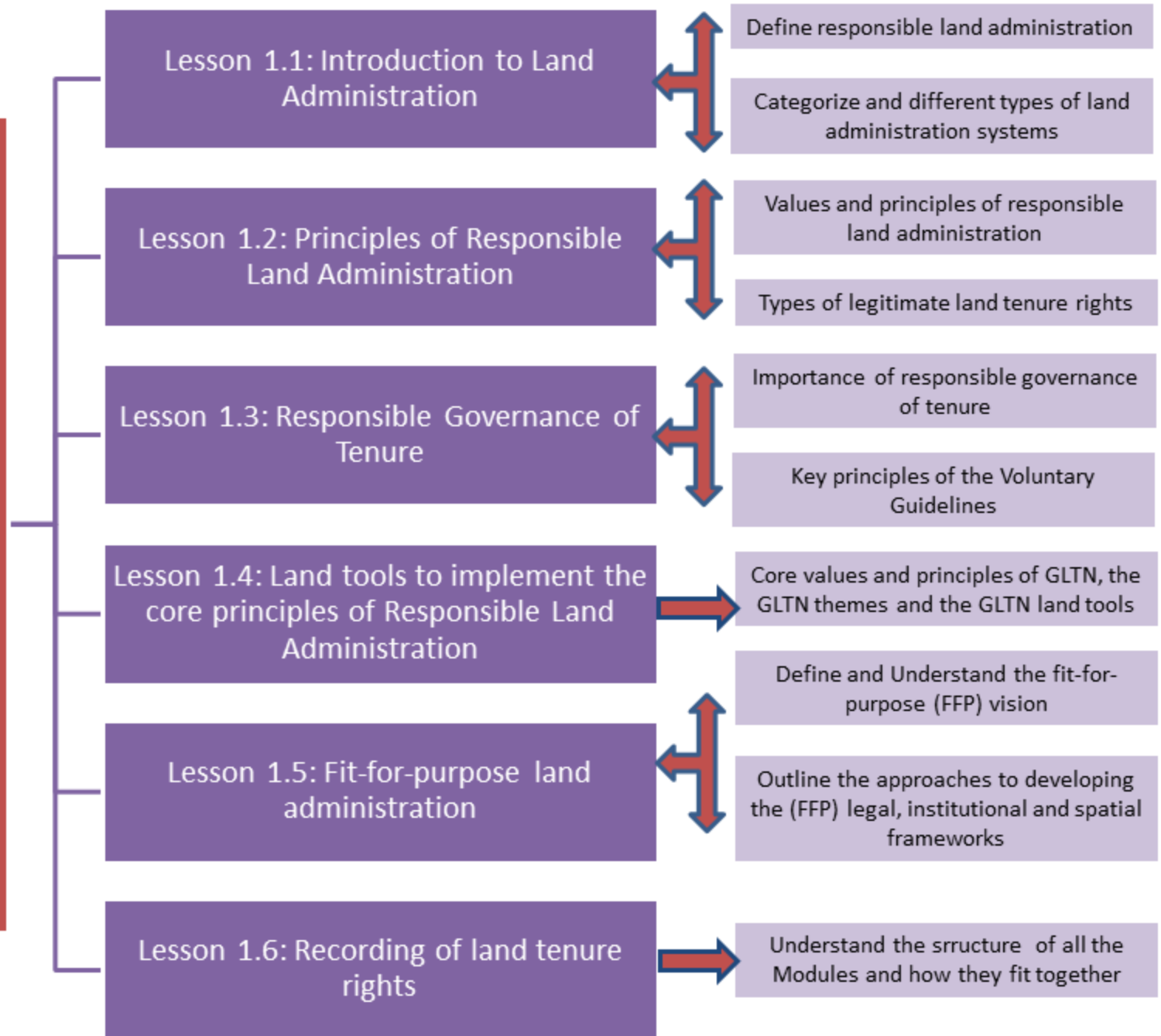
Approx 250 hours study load

-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](http://ec.europa.eu/dgs/education_culture/repository/education/tools/docs/ects-guide_en.pdf)

# Module 1: Core Values of Responsible Land Administration



## **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)

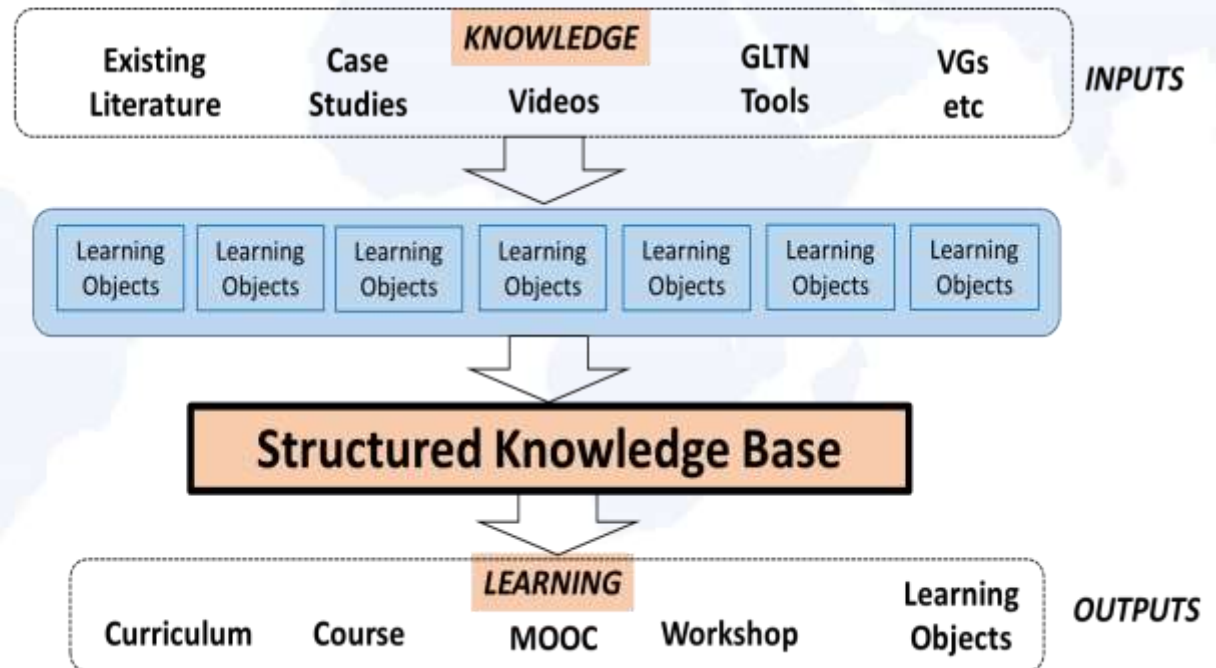
preparing a range of learners with the knowledge of responsible land administration and the ability to positively contribute in a range of roles within the broad land sector

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



# Structure of the knowledge base

## Knowledge-Learning Continuum





**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

**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 processes

**Lesson 2.5:**  
Recording of land tenure rights

**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

**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

**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

**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**

Values

**Module 2**

Security

**Module 3**

Planning and management

**Module 4**

Administration and information

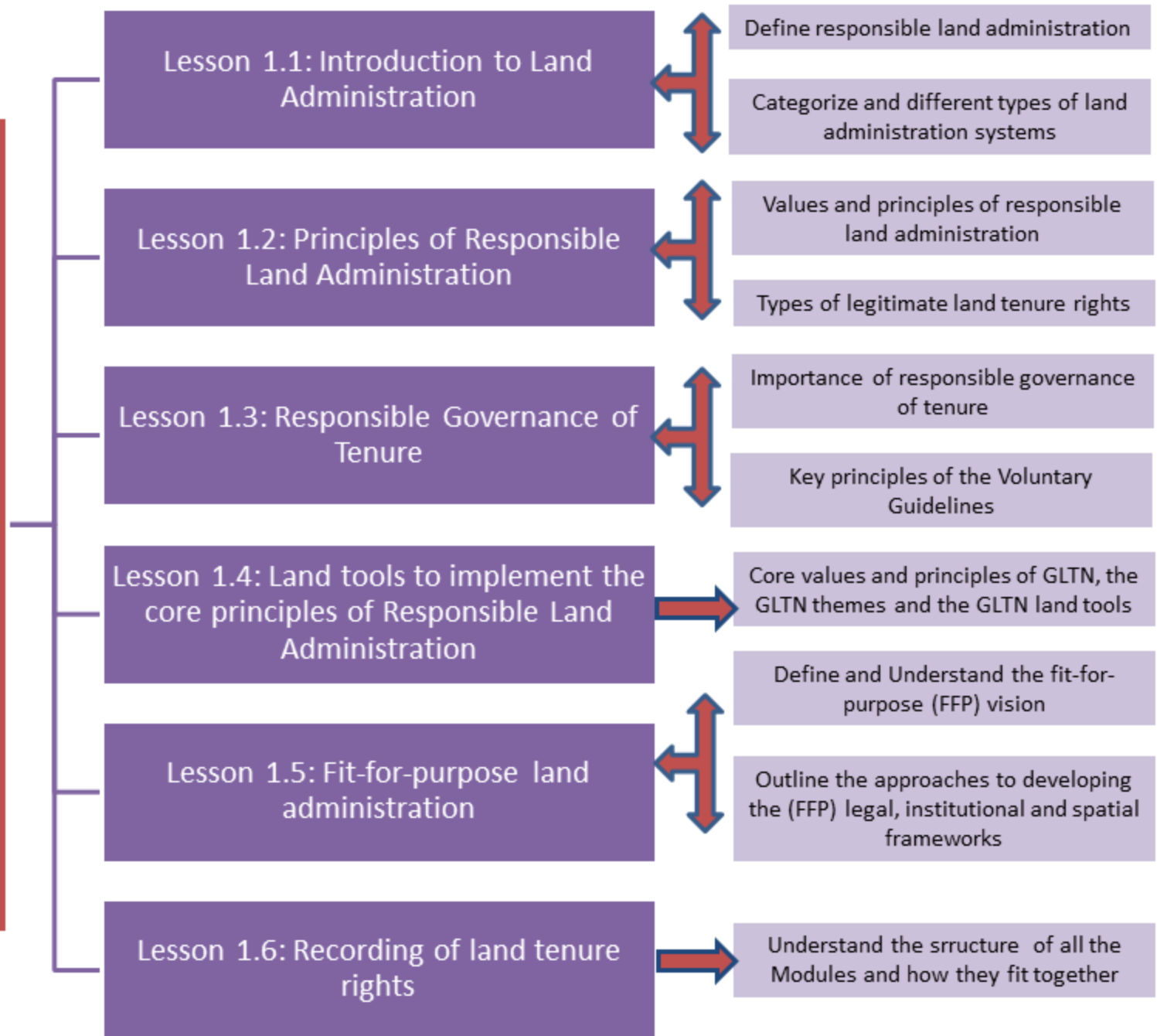
**Module 5**

Financing

**Module 6**

Policy and regulatory frameworks

# Module 1: Core Values of Responsible Land Administration



## 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*

## FLEXIBILITY THROUGH A NESTED DESIGN

*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*

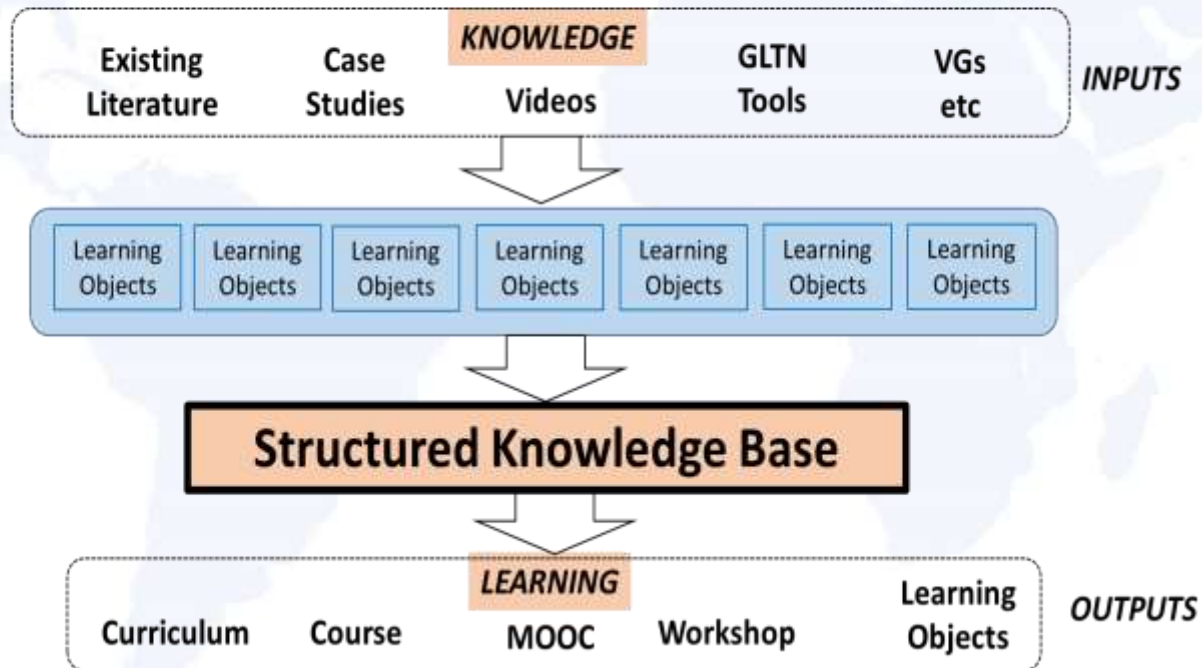


# Module Authors

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



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# TYPICAL LESSON

- Each Lesson 3 hours teacher-directed content, and 7 hours learner-directed content
- 3 Learning Steps.
- Each learning step 1 hours 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!***