

**Workshop on International Curriculum  
on Responsible Land Administration**

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**FIG Commission 7 Annual Meeting**

Thursday October 25th, 2016  
OERC, Coimbra Portugal.

[www.rmit.edu.au](http://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 (2<sup>nd</sup> /3<sup>rd</sup> 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**

**RLA Curriculum -**  
12 ECTS - Approx 300 hours study load.  
(Many programs 1400-1800 hours per year)

**Module 1 – Access to land and tenure security**

Modules 50 hours study load (15hrs teacher directed learning, 35hrs self study)

**Module 2 – Land management and planning**

**Module 3 – Land administration & information**

Lessons 10 hrs study load - 3hrs teacher directed learning)

**Module 4 – Land based financing**

ECTS is the European Credit Transfer and Accumulation System. 1ECT = 25-30 hours of work. See

**Module 5 - Land policy and legislation**

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

[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 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 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 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 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 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 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 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 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 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 5 - Land policy and legislation**

2 ECTS  
50 hours study load

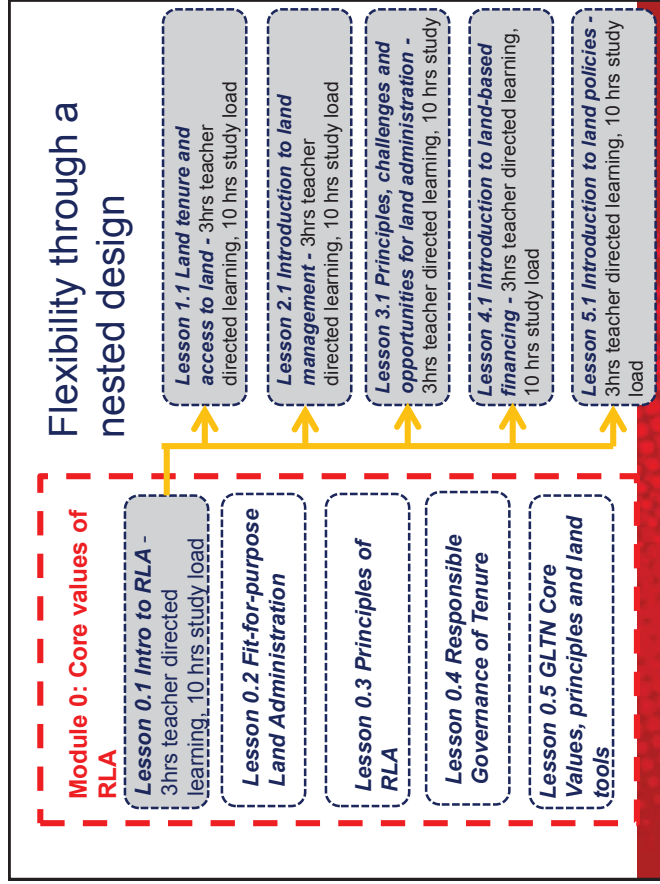
-15 hours teacher directed learning (lecture, audio-visual, tutorials, facilitated discussion)

- 35 hours self study

**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





(https://www.worldbank.org/learning/campus/)

## WORLD BANK GROUP Open Learning Campus

ACCELERATING SOLUTIONS THROUGH LEARNING

### Governance of Tenure

Video

**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

**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?

Prevention

How can we limit the impacts of a natural hazard event?

Illustration to be realized

Mitigation

What can we do to be prepared when the event arrives?

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  
UNU-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 & 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 IS-UTP learning event roadmap and summary.

## Break out into two groups and report back

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Thankyou for listening