ITC SURVEY OF USERS FOR TEACHING ESSENTIALS FOR RESPONSIBLE LAND ADMINISTRATION

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Expert Group Meeting on the Design of a Responsible Land Administration Curriculum
University of East London
31 October – 01 November, 2016
AGENDA

- Research phase
- Literature review
- On-line survey
- Results and analyses

- ITC Team
- Credit to Jean-François Beaupre, MSc
Research phase

- **Literature review** define the main themes and the topics for the Survey

- **Online survey** was created for data collection about the existing situation: (i) to whom the GLTN content is actually taught, (ii) what from the GLTN content is actually taught, (iii) how the GLTN content is actually taught, (iv) how the teaching is actually updated, (v) which institutions already use the GLTN content

- **Requirements for designing a curriculum** in regard of: 1) students, 2) content, 3) approaches and 4) teachers
Capacity development and the design of a curriculum for GLTN

- Concept of capacity development (CD)
  - Paris Declaration on Aid 2005, Accra Agenda for Action 2008
- The United Nations commitment to capacity development
  - The General Assembly of the UN adopted resolution on CD 2004
  - The General Assembly reaffirmed the importance of CD 2008
  - UN-Habitat/GLTN recognized the importance of CD in 2011
- The GLTN strategy for capacity development in 2014
- GLTN curriculum for undergraduate and graduate students
  (Universities as natural institutions for CD)
- Other initiatives
  - UN agencies (e.g. FAO and UNECA)
  - USAID and Transparency International

Research phase
Approach

Four key aspects for the work activities:

- the students,
- the content of teaching,
- the teaching approaches,
- the teachers / institutions

General approach for all these aspects is to follow the next steps:

- inventory of existing elements,
- to assess the needs,
- to define objectives and strategies
OVERALL APPROACH

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th></th>
<th>Teaching</th>
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<th>Teacher / Institution</th>
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<tr>
<td><strong>Inventory</strong></td>
<td>To whom the GLTN content is actually taught?</td>
<td>What from the GLTN content is actually taught?</td>
<td>How the GLTN content is actually taught?</td>
<td>Which institutions already use the GLTN content?</td>
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<tr>
<td><strong>Needs</strong></td>
<td>To whom the GLTN curriculum should be addressed?</td>
<td>What should be taught from the GLTN content?</td>
<td>How the GLTN content should be taught?</td>
<td>Which institutions wish to use the GLTN content?</td>
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<td><strong>Objectives and Strategies</strong></td>
<td>Defining target groups</td>
<td>Drafting a Curriculum</td>
<td>Defining teaching scenarios</td>
<td>Defining academic partners</td>
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Overall approach

Research phase
**OVERALL METHODOLOGY**

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<tbody>
<tr>
<td><strong>1. Inventory</strong></td>
<td>Survey</td>
<td>Literature review + Survey</td>
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<td><strong>2. Needs</strong></td>
<td>Expert consultation</td>
<td>Survey</td>
<td>Survey</td>
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<td>Survey + Expert consultation</td>
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<td><strong>3. Objectives and Strategies</strong></td>
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Overall methodology  
Research phase
ON-LINE SURVEY and SAMPLING

- An online questionnaire (see Annexe I – Questionnaire)
- SurveyMonkey website (27 July to 21 September 2015)
- The questionnaire was available in English
- The questionnaire was followed by complementary questions by email

SAMPLING

- Sampling was done as a snowball sampling (respondents identify other relevant academic institutions to also answer the survey)
- GLTN partners, FIG academics partners, many members of Association of Planning Schools
- Geomatics sectors (GLTN partners and FIG academics partners)
- The sector of law is represented by only one representative
- Many disciplines related to the land sector (like land valuation and land economics) are missing.
Geographic distribution of institutions contacted

- 509 persons – representing 468 institutions from 88 countries – were contacted (Figure 1). The exhaustive list of institutions contacted could be retrieved in the *Annexe II – Institutions contacted for the survey.*
66 persons – representing 61 institutions in 33 countries – answered to the questionnaire. The proportion of answer is 13%. 2 respondents are not identified. Consequently, information related to their location and sector are not compiled.
RESPONDENTS – REGION

- Europe: 26 (39%)
- Africa: 21 (32%)
- America: 10 (15%)
- Asia: 3 (5%)
- Oceania: 4 (6%)
- NA: 2 (3%)
RESPONDENTS – PER ACADEMIC SECTOR

- Geomatics: 29 (44%)
- Planning: 34 (52%)
- NA: 2 (3%)
- Law: 1 (1%)
1) Aspects for designing a curriculum - Students

- Inventory of existing elements
  - undergraduate programs mainly young students between 20 and 23
  - master programs by young students / small portion of mid-career prof.
  - majority of the students are national students
  - International students represent only small proportion and mostly come from neighbouring countries

- Assessment of the needs
  - GLTN gives recognition to cultural diversity, but is still anchored in defined formats and languages/Global coverage/Selected countries

- Objectives and strategies
  - “To whom the GLTN curriculum should be addressed”
2) Aspects for designing a curriculum – Content of Teaching

- Inventory of existing elements
- GLTN core values and principles/ themes/land tools/cross cutting issues

64% of the respondents refer to GLTN content and/or material 36% of the respondents do not.

By sector, the proportion of the respondents referring to GLTN content and/or material is 55% for the respondents related to the planning sector and 76% for those in the geomatics sector.
2) Aspects for designing a curriculum – Content of Teaching

- Assessment of the needs

Expected topics for a GLTN curriculum
2) Aspects for designing a curriculum – Content of Teaching

- Objectives and strategies
  - Different disciplines have different needs and expectations
  - This makes the possibility of designing a unique GLTN curriculum fitting all the needs virtually unworkable

- The possibility of designing different curricula or developing different modules in relation to different themes could be considered

- Attention: Different interpretations and uses of the GLTN tools exist and the risk of seeing GLTN teaching materials used in a wrong context or for wrong purposes is also a possibility.

- To the question of the sustainability of GLTN curricula?
3) Aspects for designing a curriculum – Teaching approaches

- Inventory of existing elements:
  - To make useful progress on an opportunity or problem in the real world
  - To provide opportunities, time and spaces for people to come together and begin to practice the discipline of learning collectively how to approach the challenges for which there are currently no answers
  - To create conditions in which we learn with and from each other in the pursuit of common goals

A set of tools and techniques were accordingly developed (see *Annexe III – Action learning* or *The GLTN capacity development strategy* for more details)
3) Aspects for designing a curriculum – Teaching approaches

- Assessment of the needs

Potential use of GLTN support for academic works

- 94% of the respondents answered that they may eventually use material provided by GLTN to support academic work - representing 94% for the planning sector and 97% for the geomatics sector.
3) Aspects for designing a curriculum – Teaching approaches

- Assessment of the needs

**Expected approaches and material**

- Course outlines/Rubrics/Slides/Models/Figures
- Lecture/Course/Training/Tutorials/Webinar/Seminar
- Exercises/Assignments
- Games/Quiz/Simulation
- Software/Electronic support/Blackboard
- Database/Archive/Repository
- E-learning
- Written documents
- Video/Podcast

Nb Respondents
4) Aspects for designing a curriculum – Teachers/Institutions

- Inventory of existing elements
  - Most academic programs are strongly anchored in their national context
  - Each country has its own history and faces different issues
  - Programs related to GLTN have different structures, obligations and requirements
  - Programs like geomatics, planning, law, social sciences, economy, public administration, etc. may combine different disciplines
  - There’s no “standard” program or curriculum
  - GLTN activities are cross-sectorial and academic departments generally cover only a part of all the aspects of GLTN
4) Aspects for designing a curriculum – Teachers/Institutions

- Assessment of the needs
  - 49 programs and universities expressed their will to contribute to the GLTN curriculum and constitute potential academic partners – list available in Concept Note document

- Objectives and strategies
  - A consultation would define the partners and their role
  - Which institutions are more likely to reach target groups?
  - Which institutions should produce the teaching materials?
  - Which institutions already teach and develop GLTN content?
  - Which institutions are willing to teach and develop GLTN content?
THANK YOU FOR YOUR ATTENTION

Dimo Todorovski