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

- Background
- Inception phase
- Research phase
- Concept Note
- Expert consultation phase
- Teaching essentials for responsible land administration
- Completion phase
- Recommendations
Background

- In line with the UN-Habitat, Global Land Tool Network (GLTN) project which focuses on the improvement of global knowledge and awareness on
  - land related policies
  - tools
    - pro-poor
    - gender
    - appropriate approaches

- A GLTN CURRICULUM ON LAND TOOLS FOR TENURE SECURITY - PROJECT OUTPUT C
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 postgraduate 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.
Inception phase June-July 2015

- The main input ITC and the Technical University of Munich (TUM) in consultation with GLTN secretariat.

Five key aspects are considered for the work activities:

✓ the students,
✓ the content of teaching,
✓ the teaching approaches,
✓ the updating of teaching, and
✓ the teachers / institutions

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

- inventory of existing elements,
- to assess the needs,
- a report for consultation, and
- to define objectives and strategies during an expert consultation.
Inception phase June-July 2015

Methodology for data collection and analysis:
1) to perform a literature review;
2) a survey and interviews; and
3) expert consultation

Table 1: Data collection and analysis

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<tr>
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<th>Student</th>
<th>Teaching</th>
<th>Teacher</th>
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<tbody>
<tr>
<td></td>
<td>Content</td>
<td>Approach</td>
<td>Update</td>
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<tr>
<td>Existing</td>
<td>Survey + Interviews</td>
<td>Literature + Survey + Interviews</td>
<td>Literature + Survey + Interviews</td>
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<tr>
<td>Wished</td>
<td>Expert consultation</td>
<td>Survey + Interviews + Expert Consultation</td>
<td>Expert consultation</td>
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List + Survey + Interviews
Expert consultation
Research phase

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

- **Online survey** was created for data collection about:
  1. to whom the GLTN content is actually taught
  2. what from the GLTN content is actually taught
  3. how the GLTN content is actually taught
  4. how the teaching is actually updated
  5. which institutions already use the GLTN content

- **Requirements for designing a curriculum** in regard of:
  1. students
  2. content
  3. approaches
  4. teachers
1. Introduction

2. Capacity development and the design of a curriculum for GLTN
   2.1. Concept of capacity development
   2.2. The United Nations commitment to capacity development
   2.3. The GLTN strategy for capacity development
   2.4. GLTN curriculum for undergraduate and graduate students
   2.5. Other initiatives

3. Approach
   3.1. General approach
   3.2. Methodology
   3.3. Literature review
   3.4. Survey
   3.5. Expert consultation

4. Aspects for designing a curriculum
   4.1. Students
   4.1.3. Objectives and strategies
   4.2. Content of teaching
   4.2.3. Objectives and strategies
   4.3. Teaching approaches
   4.4. Teachers/Institutions

5. Preliminary findings

(54 pp. comprehensive document)
**Expert consultation phase  October-December 2015**

- **Preparations for the expert consultation**
  Selection on the basis of: experience and expertise in the curriculum dev. and/or the work of GLTN and their will to participate to the development of the curriculum

- **Expert Consultation Meeting** from 1\textsuperscript{st} – 4\textsuperscript{th} December 2015
  ITC, Enschede, the Netherlands.

- 11 participants selected and invited, 8 participants joined ECM

- **GLTN** secretariat UN-Habitat, **EALAN Chair** from Ethiopia, **EALAN Executive secretary** from Kenya, **TUM** from Germany and **ITC** from the Netherlands
Expert consultation phase  October-December 2015

- Methodology:
  1) Presentations and
  2) Debate with aim to:
     - share experiences, information and insights, followed by a
     - group work drafting the GLTN curriculum and recommendations

- Aspects covered by the consultation were:
  - Rationale - Target Group
  - Modules - Certification
  - Teachers - Topic Areas
  - Overarching Philosophy - Teaching Materials
The team produced an undergraduate course concept under the heading: "Teaching Essentials for Responsible Land Administration".

Envisaged as a set of units that can be used separately or in combination, but at the same time forming a coherent whole as an undergraduate course.

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
Teaching essentials for responsible land administration
mid-December 2015 - end-February 2016

The Course Framework: Responsible Land Administration 101
covers the following six 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
Completion Phase March – April 2016

- The main input was from ITC in consultation with GLTN secretariat
- This phase was for collecting all the responses and integrating all relevant comments and recommendations into the GLTN curriculum document
- In total 8 responses - from 5 institutions
  - RMIT University, Melbourne, Australia
  - Association of African Planning Schools – AAPS
  - School of Forest Resources and Conservation, University of Florida, Florida, USA
  - Expert for curriculum development (developed a curriculum for AAPS and currently developing curriculum for Transparency International)
  - GLTN/UN-Habitat.
THANK YOU FOR YOUR ATTENTION

Dimo Todorovski