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Teaching and the Voluntary Guidelines

Prof.Dr. Jaap Zevenbergen
Professor Land
Administration and
Management, University of
Twente – ITC

Director UNU School for LA
Studies

Co-chair WG 7.2 FIG

with contribution from
Dr. Charisse Griffith-Charles
University of the West Indies



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Teaching

- real issue is of course the '**learning**' or capacity development
- FIG commission 2: Professional Education
- I focus on 'Academic Education' (other forms are as important)
- land professionals come from different (sub) disciplines
 - surveying, land economy, planning, land law, ..
- needs at least minimal understanding of other disciplines, or inter-discipline like 'land administration'
- academic cannot just be working in national context

VGGT

- VGGT represents a ‘way of thinking’
 - legitimate tenures, equitable access, sustainable development, enhancing environment (concept note)
- this way of thinking affects all types of land professionals and links to all ‘land disciplines’
- needs changes in (national) policies, tools available, way of implementing, monitoring & evaluation, attitude

Teaching and the VGGT

- With a need for general concepts and national context, VGGT fits with more generic academic approach
- Not only understand and work with the law/policy, but also be able to suggest improvements to them
- Understand societal consequences of disciplinary choices (technology, tenure system, valuation method)
- Not just implementers, but **CHANGE AGENTS**

Teaching and the VGGT

- VGGT based on -negotiated- world wide good practices (incl. regional consultations)
- Its structure (perhaps even a logical one) can be followed in a curriculum
- But tends to be normative and addressing the State, with many underlying notions partly implicit
- In academic education those should be made visible as well (show 'bad practices' and why ?)
- Link to global drivers, human rights, 'land grabs', ..
- Should not remain abstract, also practical: e.g. tools

VGGT in Education

- Workshop in London in 2012 to mainstream in educ.
- Workshop in Rome in 2012 for e-learning priorities
 - First one(s) online now:
<http://www.fao.org/nr/tenure/e-learning/en/>
- Examples of VGGT in curriculum:
 - UWI University of the West Indies
 - ITC University of Twente



The University of the West Indies at St. Augustine

Courses in which VGs incorporated:

- Cadastral Systems – undergrad and postgrad levels
- Introduction to Land Administration – undergrad and postgrad levels
- – Some students go on to be or are currently employed with the State and can apply the teachings to State policy



Cadastral Systems

- 3rd year Geomatics and Land Management (Valuation)
- synthesise the surveying knowledge into solutions for optimal development of the cadastre to serve its functions.
- cadastral history; legal and professional requirements of cadastral surveys (general and Trinidad and Tobago), incl. practical work and construction relations
- different types of boundaries and tenures (incl. informal)
- case studies in cadastral reform and reengineering, internationally and regionally



One Session's learning objectives

- To be able to analyse the link between cadastral systems and responsible governance of land resources
- To be able to describe the requirements for the cadastral system to support responsible governance of land resources
- To be able to recommend applicable reforms to the cadastral system so that land administration supports good governance of land resources

Typical Question

- Evaluate the cadastral system of Trinidad and Tobago for compliance to the Voluntary Guidelines on Responsible Governance of Tenure. Recommend actions that can be performed to bring the cadastral system into compliance with the guidelines.



Introduction to Land Administration

- concepts of land administration including the legislative provisions and policy concepts relating to land, its transfer and control.
- Land settlement in the Caribbean, including evolution of policy frameworks.
- State lands and their management,
- land policy formulation, information needs
- introduced with land administration and land management concepts in general

Introduction to Land Administration

Learning Objectives

To be able to :

- Define governance
- Define good/responsible governance
- Describe guidelines for responsible governance
- Evaluate land administration systems for responsible governance practices and principles



Typical Question

- There are several general principles of implementation stated in the Voluntary Guidelines on the Responsible Governance of Tenure as developed by the Food and Agriculture Organization of the United Nations (FAO). Some of these are human dignity, non-discrimination, equity and justice, gender equality, holistic and sustainable approach, and consultation and participation. Explain, with examples, how these principles, listed here, can be applied to governance of tenure on land.

Typical Question

- The Highway Reroute Group from the Mon Desir community in south Trinidad is protesting the development by the state of a road that would displace the inhabitants from the areas that they have long occupied. Analyse specifically what the particular suggestions for responsible governance in land administration in the ‘Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security’ are for this particular issue. Discuss how these guidelines could have been or should be applied and what are the particular difficulties, restrictions, or opportunities for their application in the Trinidad and Tobago context.

Example of Application

- Man on hunger strike protesting the acquisition of land for a road without consultation or environmental impact assessment. NGO person listening to his requests.



ITC MSc Geo-information science and EO – LA course

Most underlying notions already in the MSc programme before

Modules in which VGGT is specifically mentioned:

- Securing Land Tenure
 - legitimate tenures, recognize and record
- Land Policy and Management
 - policy setting and drivers of land market
 - basics of planning, valuation, consolidation
 - state land management
- Land Governance (advanced mod.)
 - transparency, etc.



Discussion for Curriculum

- Focus: national professional vs. academic
- VGGT as a base for academic
- Translation to national
 - Policy, implementation, attitude, m&e
 - Change Agents
 - Concrete tools
- Use FAO materials/best practices: technical guides (indigenous people, gender, ..) , e-learning module(s), ..
- What about the 'underlying notions' ?