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**XVI FIG Congress 2018**  
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# FIG Congress 2018



**EMBRACING OUR SMART WORLD WHERE THE CONTINENTS CONNECT:  
ENHANCING THE GEOSPATIAL MATURITY OF SOCIETIES**

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## The adoption and implementation of VGGTs in the curricula at Ardhi University - ARU (Tanzania)

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## Academic units at ARU

- School of Architecture, Construction Economics and Management (SACEM)
  - ✓ 5 undergrad prgms; 8 postgrad prgms
- School of Spatial Planning and Social Sciences (SSPSS)
  - ✓ 5 undergrad and 6 postgrad prgms
- School of Earth Sciences, Real Estate, Business Studies and Informatics (SERBI)
  - ✓ 1 diploma, 7 undergrad and 7 postgrad progms



## Academic units at ARU

- School of Environmental Science and Technology (SEST)
  - ✓ 3 undergrad, 9 postgrad progms
- Institute of Human Settlements Studies (IHSS)
  - ✓ 8 postgrad progms

## Adoption of VGGTs in the academic arena

- Effective on 13<sup>th</sup> Nov, 2017 - ARU signed the agreement (contract) with FAO.
- About 3 trainers had attended VGGT training organized by the Eastern Africa Land Administration Network (EALAN) and FIG in 2016.
- Total of 10 members of staff (land surveyors, urban planners, economist and land valuers) drawn from various academic units were trained and formed the Land Administration Unit to take off the project.
- Total of 33 members of staff (10 trainers and 23 other members of staff) have been trained on the VGGTs.



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## Members of the Land Administration Unit and Trainers at ARU



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## VGGTs in the current curricula

Major areas with weak governance of tenure - gaps in the current curricula

- Resource use conflicts
- Boundary conflicts (nature of conflicts)
- Limited stakeholder participation
- Weak enforcement of laws and policies
- Weak institutional coordination in common land resources
- Professional misconducts - corruption in resource admin & management
- Unclear Laws and Regulations - language
- Political interests (interference) in land governance



## 1. Barriers to improved presence of the VGGTs in the curricula

- Newness of the guidelines: no way VGGTs could be included in the current curricula.

*“...What are VGGTs....” – participants’ expectations*

- Lack of awareness on VGGTs among academic staff in different land related disciplines and academic units across the University

*“....the importance of VGGTs...how do they operate....how do they fit in the current policies, laws, regulations, guidelines...” - participants’ expectations*

- Resources

- Finance (to review the curricula)



## 2. Barriers to improved awareness of the VGGTs by academic institutions

- Poor turn ups of academic staff during awareness creation – VGGT training and academic teaching sessions ran parallel!
  - 23 out of 50 invited (46%) ARU academic staff attended the VGGTs workshops.
  - Similarly, only 2 academic staff from each academic institution attended trainings – teaching sessions begin and end almost at the same time for all public universities
  
- Limited time for awareness creation (Nov, 2017 to March 2018)
  - Only few public academic institutions (SUA, IRDP, IRA-UDSM, UDOM) have been reached; a maximum of 3-4 academic staff attended!!



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## Academic staff from ARU during a VGGT session



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## Barriers to improved awareness...

- Inadequate personnel to raise awareness on VGGTs.
  - ✓ Only ten (10) trainers at ARU have been fully trained and made available to upscale VGGT campaigns

## 3. The role of core curricula on responsible land administration in increasing adoption of the VGGTs

- Pinpoint areas related to governance of tenure in the current curricula
- Add topics, sub-topics in the current curricula – during minor reviews
- Formulate new theoretical courses and course contents that integrate VGGTs - during major reviews.
  - ✓ Current curricula have courses with little or a latent focus on VGGTs
- Formulate practical-oriented courses (Studio projects, dissertations) – during major reviews



## Short-term achievements of VGGT campaigns at ARU

In the on-going major curricula reviews:

- Proposals to formulate and incorporate few new courses
  - Land conflicts management (key concepts on tenure, mapping and analysis of land conflicts, instruments for managing land conflicts)
  
- Proposals to include new topics in the existing courses
  - Land surveying (geomatics)
  - Land management and valuation

## Way Forward

- Reach more academic institutions (more awareness campaigns) – a way to mainstream VGGTs in curricula review and development.

*“...the training was interesting but time was too short. Come again...” - participants*

- Incorporate VGGTs in curricula development – provoke academic institutions to formulate new courses or modify the existing ones that focus on VGGTs
- Development of research themes focusing on VGGTs

*“...more researches on VGGTs are needed. This will be interesting and valuable to curricula reviews and development. Are there research funds?...” - participants*



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