

TS05H: Land Administration Education Workshop

Summary

1. The importance of moving beyond polarised and silo mentality was stressed, highlighting the need to include the private sector, NGOs, Civil Society organisations, academia and government in land administration discussions.
2. Concern about how to capture the vast breadth, depth and content scope of land administration that challenges an integrating approach in one degree or programme. Therefore, some choices have to be made. Participants were quick to add content that should be covered but found it difficult to suggest areas to reduce content.
3. Concern about what content to introduce at what stage, e.g. undergraduate, Masters, PhD, etc.
4. Concern about at what stage to introduce integrative high-level conceptual issues about the structure of land administration to provide a window into where the various specialisations (e.g. law, planning, geomatics, urban governance, valuation) fit into the overall land administration architecture to sensitise students at an early stage to the inter-disciplinary nature of land administration.
5. Consensus that there should be accreditation of land administration educational programmes by professional or government bodies. It was even proposed that FIG could become an accreditation body.

Report from the chair

On Tuesday 21 May from 08h00 – 09h00, the joint Commission 2 and 7 Working Group on Land Administration Education held a workshop, the aim of which was to explore curriculum design ideas. This lively session included some 30 participants. Participants represented academia from universities offering surveying programmes at various levels, government employees, independent researchers, institution representatives, and private practitioners.

After a brief introduction and welcome by the chair, Associate Professor Simon Hull, Grazyna Wiejak-Roy explained how the workshop would run. Participants were split into three groups who rotated between three stations. At each station, the participants discussed two questions (listed below) and wrote down their ideas on a large piece of paper (see the results copied at the end of this report). They were also provided with Post-its to add comments on other groups' ideas. The discussion questions were:

Station 1	Station 2	Station 3
1. What is a land administration graduate expected to do in the workplace?	3. What are the desired core skills and technical competencies for land administration?	5. At what educational level should land administration programmes be taught?
2. What are the desired knowledge areas for land administration?	4. What are the gaps between graduate knowledge / skills and the needs of professionals in the workplace?	6. Should land administration programmes be professionally accredited and if so by whom and for what purpose?

Groups were given 10 minutes for discussion at each station before moving to the next station. After all three stations had been visited by all three groups, we spent some time in open discussion where participants were able to give feedback and reflect on the process.

Station 1: What does a land administration graduate need to know and do?

At station 1, participants discussed the first two questions listed above, as summarised in the heading. The importance of moving beyond polarised and silo mentality was stressed. This requires the inclusion of the private sector, NGOs, Civil Society organisations, academia and government. The following topics were discussed:

- Land tenure continuum

Recognition of a variety of different tenure types is essential. The pros, cons, and role of entitlement should be covered. In addition, students must be taught about the variety of other / 'informal' rights and tenure types, e.g. communal, customary. The importance of land tenure security needs to be stressed.

- Business and project management skills

There was a consensus that students need to learn business and project management skills. While these are not unique to land administration education, they are important for ensuring student success post graduation. Specifically, students should learn (possibly through case study) how to manage land administration projects.

- Data sourcing and assessment of data quality

Students need to know how to collect good quality, relevant data and how to assess the quality of data. Data management and analysis skills are also important.

- Land policy design

Land administrators should be closely involved in the design of land policies. Students must be well versed in the requirements of good land policies, taking modern concerns into account.

- Tools (e.g. GIS)

Students need to be taught how to use appropriate geospatial and other tools for feasibility of social, environmental and economic (e.g. market analysis) assessment.

- Valuation methods including soft and technical skills

Students should learn fundamentals and mechanics of valuation and cost-benefit analysis to help them understand the social and economic impact of changes to land.

- Land use planning

Land administration graduates should be well-versed in all aspects of land administration, including land use planning.

Station 2: Core skills, technical competencies, and gaps

Q3: Core skills and technical competencies

The groups acknowledged that land administration graduates need a mix of different skills, including the following:

- Financial accounting
- Project management – MBA-type skills
- Legal aspects:
 - Statutory
 - Customary
 - ‘Other’ – acknowledging the complexity of unequal systems and the need for contextualisation, sensitization and empathy
- Social (science) skills
- Land use policy
- Land development
- Land information management systems (including GIS and National Spatial Data Infrastructure)
- Conflict resolution: knowledge of land rights and adjudication
- Monitoring and evaluation
- Surveying and mapping skills
- Awareness of climate change and its impact on land rights
- The role of SDGs¹, and how land policy and governance can be used in relation to these
- Land registration aspects: formal and informal.

Considering the breadth of topics listed here, participants also asked what we should be teaching less of. No conclusions were reached, but it is an important consideration to take forward. Students and teachers should not be overwhelmed by content!

Q4: Gaps between graduate knowledge and skills and workplace needs

Participants identified the following gaps that land administration curriculum developers should fill:

- Social science skills, expertise and learning
- Sustainable development¹ and livelihood issues
- Technical focus should strike a balance between too little (i.e. no substance) / too much (i.e. overly detailed, technocratic)
- Legal framework, especially integrative aspects for rights adjudication and boundary disputes

¹ Chair’s note: SDGs reach maturity in 2030 – we need to start looking beyond these to e.g. the African Union Agenda 2063.

Station 3: Education level and accreditation issues

Q5: Education level

At undergraduate level, students should be taught why things are done a certain way, and to question existing approaches, processes, procedures. It was proposed that undergraduate curricula should focus on one aspect of land administration, e.g. survey, planning, valuation, complemented by coursework on generalised aspects of land administration designed to teach students how their specialisation fits into the broader picture.

At postgraduate level, the focus should be on conceptual and critical thinking, interdisciplinarity and practical application of land administration. The question to consider is how broad the curriculum should be – no consensus was reached on this.

Irrespective of the level, the core of the programmes should be harmonised to support mobility of graduates. There is an overall need for critical thinking that can be applied in daily practice.

There is scope for short courses and CPD programmes in addition to undergraduate, Honours, Masters and PhD.

Q6: Accreditation

All groups agreed that land administration programmes should be accredited. This could be by professional or government bodies. It was even proposed that FIG could become an accreditation body.

The motivation for accreditation was given as providing confidence and motivation for graduates, and to provide consistency and promote mobility for graduates from all (African) countries to move from one educational level to another.

One group discussed whether a Masters degree in land administration should be followed by requirements similar to becoming a licenced land surveyor (i.e. some years of in-service-training followed by a qualifying examination). The group decided that this was not a good idea.

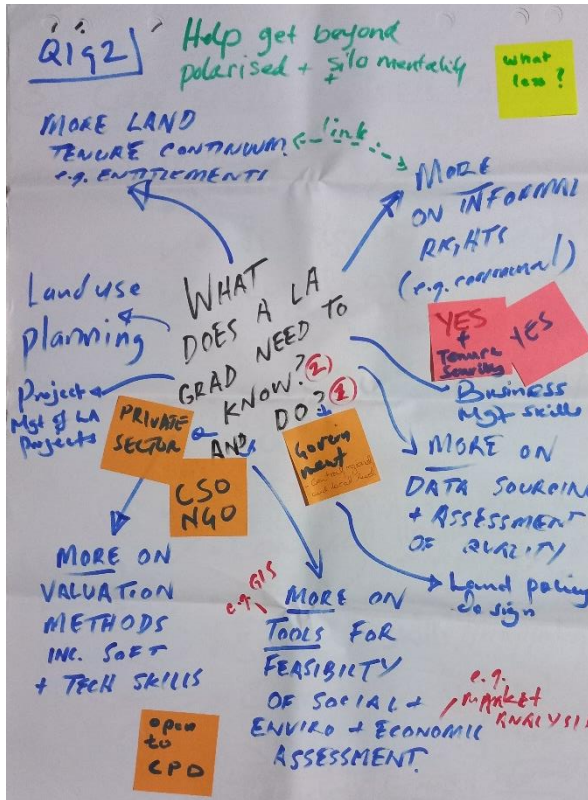
Reflection

Once the groups had visited all stations and discussed all questions, we came together for a time of reflection on the process and outcomes. Participants mentioned that, despite the diverse representation within each group and between groups, there were similar ideas being put forward. While business skills were highlighted as being important, it was also acknowledged that there is too much to cover, and we could end up with a 10-year programme if we try to do it all. Curriculum developers in land administration must make tough choices about what to teach at what level and how broad or deep to go. Integrative thinking that challenges the traditional siloed mentality was stressed as very important.

Land administration is evolving into a new professional field. We need to promote this and design curricula that are aligned with market needs. There was some debate about whether introducing conceptual, social and institutional aspects of land administration as an interdisciplinary understanding at post-graduate level is leaving it too late. By then students are set in their ways and it is very hard to teach, for example, the social science methodologies that are important for land administration. It may be an idea to introduce a foundational course at first, second, or third year

level that could be used by various disciplines, e.g. Geomatics, Law, Planning, Valuation, etc., so that each discipline has an understanding of where it fits into land administration as a whole.

It is unfortunate that we only had an hour allocated for the workshop. An extra hour would have been useful for extending and consolidating the discussion. Nonetheless, participants learned a lot and had their thinking challenged. Hopefully they will take these lessons back to their home institutions and countries. The charts produced at each station were filled with colourful and descriptive text. Participants enjoyed themselves and there was a great 'buzz' around the room. Thus, we conclude that the workshop was a success.



- ③ Core skills + Tech Comp.**
- Mix of skills MBA skill
 - ✓ Financial/accounting
 - ✓ Pr. Mgmt + Ops STRATEGIC + ops
 - ✓ Legal aspects (complexity of systems) NSDIS ≠ systems
 - ✓ Social (contextualize sensitization empathy) (contextualize sensitization)
 - ✓ LUP
 - ✓ LAND DEVELOPMENT
 - ✓ LITIS ADJUDICATION
 - ✓ RIGHTS + Negotiation / Mediation / Arbitration
 - ✓ Conflict
 - ✓ GIS MONITORING + EVALUATION
 - ✓ Survey skills / Mapping
- + Gender equality**
- Climate change** Land Policy + Gov.
- SDGs** Lays out legislative framework + (Informal)

- ④ GAP'S**
- SOCIAL SCIENCE expertise/learning
 - SOCIO... SOCIAL WHAT?
 - Social skills.
 - Sust. Dev.
 - LIVELIHOOD ISSUES
- SOMETIMES TOO LITTLE TECH FOCUS (i.e. no substance)**
- SOMETIMES TOO MUCH TECH FOCUS (i.e. CMS/MAS)**
- LEGAL FRAMEWORK** → (integrative aspects)
- e.g. rights adjudication
 - e.g. boundary dispute
- NO CLEAR POSITION!

- ⑤**
- Post Graduate WE THINK BOTH
- Undergraduate
- Conceptual Why & question why
- Interdisciplinary → How broad Good QUESTION
- should focus on one part e.g. survival planning + valuation
- Higher level accreditation classes out ability to practice L.A.
- CPDs
 - Bachelors, Honors, Masters
- ⑥** YES + AGREE !!
- By whom? NATIONAL Prof body Gov
- No for licencing (Professional licencing)
- Confidence of graduates
 - Motivation of graduates
- Why?** → Why not **FIG**? or **Global**
- AU Ed. program for all Afr. countries to be harmonized → mobility hon + Master's level

Figure 1 Outcomes of discussions at each station