

Guidance for guidelines: A review of land administration and governance curriculum development guidelines and their uptake

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SUMMARY

The need for sound land administration and governance has been highlighted as a necessity for attaining several of the Sustainable Development Goals. This, in turn, creates a need for education and training of suitably qualified professionals. Land administration curriculum designers have at their disposal several guidelines to support them in this endeavour. Among these, the most notable include the Teaching Essentials on Responsible Land Administration (TERLA), Guidelines for the Development of Curricula on Land Governance in Africa, and the recently released Land Administration Domain Model in the Classroom. Each of these educational guidelines has been developed by a different organisation (the Global Land Tools Network, the African Union, and the International Federation of Surveyors, respectively) for different audiences and purposes. Additionally, guidelines in support of improved land governance in general (not education-specific) have also been published, specifically the African Union's Framework and Guidelines on Land Policy in Africa. While having such an array of good quality guidelines is undoubtedly an asset, curriculum developers may experience the paradox of choice, whereby having too many choices leaves one overwhelmed, insecure, and unable to decide. We reflect on these curriculum development guidelines and provide recommendations for curriculum developers navigating through this myriad of ideas and approaches. We take a two-pronged approach: 1) Through a globally distributed online survey, we investigate the knowledge and uptake of the abovementioned guidelines by educators as well as their perceived usefulness. The uptake of TERLA was last assessed in 2021 – this project builds on and extends this work. 2) Through interviews with educators in land governance, we assess existing land administration and governance curricula at selected higher education institutions against existing guidelines. Drawing the two prongs together, our aim is to produce a comprehensive description of how guidelines are being used in support of land administration and governance curriculum development, with suggestions for improvements. Being a work in progress, this paper presents preliminary results only. The authors seek feedback

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from conference participants on matters related to higher education curriculum development for land administration and governance.

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