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Mainstreaming FAO Voluntary  
Guidelines on Responsible  
Governance of Land, Fisheries  
and Forests into Academia

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FIG Rome Congress May 2012 [rics.org](http://rics.org)

## Purpose of the Voluntary Guidelines

- Better governance of land, forestry and fisheries tenure is 1<sup>st</sup> step in governing rights to use land and other natural resources efficiently and enable the overarching goal of food security
- VG build on collaboration between FAO and public/ private organisations to develop global voluntary guidelines for reducing poverty and securing basic human rights
- Particular focus is to highlight rights of minorities, including improving women's access to land and addressing rights of indigenous groups and non-registered land users rights
- VG text finalised on 9<sup>th</sup> March 2012, after 15 consultation meetings, involving 1,000 + stakeholders from 130 countries



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## Content of the Voluntary Guidelines

The VG are structured into seven sections, ranging from general principles to quite specific guidelines

Main sections of the VG are as follows:

1. Preliminaries
2. General matters
3. Legal recognition and allocation of tenure rights and duties
4. Transfers and other changes to tenure rights and duties
5. Administration of tenure
6. Response to climate change and emergencies
7. Promotion, Implementation and Monitoring and Evaluation

## Scope of the Voluntary Guidelines

1. The guidelines are global in coverage
2. In alignment with other international legal protocols and mandates, such as Millennium Development Goals and the Declaration of Human Rights
3. Voluntary guidelines main focus on improving the governance of land, forestry and fisheries
4. Governance of these uses is also inevitably linked to the use of other land-related natural resources:
  - Water (irrigation, drainage and hydro-electric schemes)
  - Extractive industries (e.g. minerals).

## Mainstreaming Study

Mainstreaming study's specific goal is to embed fair land tenure principles in academic institutions teaching land, forestry and fisheries professionals.

Purpose of the mainstreaming study is to:

1. Recommend technical areas & levels of academic involvement
2. Ensure guidelines firmly embedded in academic programmes
3. Criteria for inclusion of academic institutions in database
  - Geographical/physical outreach – mixture of national/regional/global outreach
  - Language spread (English, French, Spanish, Arabic, Mandarin and Russian)
  - Coverage of natural resource base
  - Institutions scope of interests and training provided
  - Membership of: FIG, C.A.S.L.E. and RICS accreditation providers

## Expert Meeting in London

RICS hosted in March 2012 a 2-day roundtable workshop attended by leading academics and researchers from India, Brazil, Kenya, Trinidad, the Philippines, Netherlands, Eire and UK

Result of workshop intended to form basis for preparing a mainstreaming strategy

Expert meeting discussions fed into a draft concept note,

Voluntary guidelines present new problems – a multitude of stakeholders and complex legal and technical surveying/land administration professional education and training issues

Any mainstreaming proposal has to take these problems on board.

## Key Capacity Building Issues

2 main **stakeholder and target groups** need to be reached:

- Professionals involved in land, forestry or fisheries
- Policy makers and opinion formers – national to local levels

**Valuation:** A key issue implementation of the Voluntary Guidelines (VG) is the question of consistent valuation of assets - land and other natural resources

**RICS Red Book** rules were originally advisory, but are now mandatory for all chartered surveyors worldwide to adhere

**Ethics:** The VG impact on personal behaviour of stakeholders and ethics of the professionals involved - contained in RICS global professional and ethical standards

## Land Professionals

### Backgrounds of professionals and related academics?

- Surveyors/geodesists/spatial data managers/ cadastral surveyors
- Valuers/ real estate managers
- Accountants/ tax managers
- Civil and geodetic engineers
- Farm managers/ land agents/ agronomists/agricultural engineers
- Forestry surveyors and managers
- Fishery managers
- Town planners/ architects/ urbanists
- Lawyers/ land registrars/ notaries
- Retail and wholesale distribution managers
- Economists, anthropologists and social scientists.

## Key Decision Makers

The policy makers and opinion formers that could relate to and need to be involved with land issues include:

- National and local politicians
- National and local civil/public servants
- NGOs/ voluntary bodies/ civil society
- Fairtrade networks
- Business and financial leaders
- Religious and community leaders
- Local communities

## Workshop Ideas

Both professionals and policy makers/opinion formers need to be made aware of the VGs, principles behind them and their application

At core of VGs are the governance principles and not just about land, forestry and fisheries governance

Land forestry and fisheries governance has direct links to other areas of governance, including planning regulations, building codes, environmental controls and local land taxation.

A central issue is whether public servants can transfer “good” governance principles - such as transparency and accountability - between different areas of their work

## Fisheries Network

Implementing VGs will need to be specific targeting of organisations and networks that have already address rights of stakeholders  
Such as the work of the ICSF:

### **International Collective in Support of Fish Workers (ICSF)**

Individual members across 36 countries

ICFF undertakes training, lobbying and research

Publishes quarterly journal in English, Spanish and French

Uses video clip interviews for international advocacy

Marine tenure

## Regional and Special Needs

### **Geographical Spread**

A wide range of geographical, regional cultural and socio-economic conditions will need to be accommodated in implementing the VGs.

- Awareness of different stakeholders;
- Awareness of different land tenure legislation
- Varying implementation conditions and communities affected

### **Languages**

UN Language support – English, Spanish, French, Russian, Arabic, Chinese (Mandarin), plus Portuguese & selected local languages.

### **Gender and Women's Access to Land**

Interpret guidelines for local legal environment, including addressing gender, inheritance, and customary tenure systems and rights

## Knowledge Transfer

There is a wide range of possible approaches to deliver knowledge

Need to create a **living framework**/document to accommodate needs of different disciplines and align with academia structure (modules, assessment criteria, etc.).

Model will need to effectively bring the universities to the people

Use a mixed “**blended delivery**” - a mixture of on-line with face-to-face teaching methods is effective, stimulating interactivity and combined with traditional print material including:

- Role-play
- Student-to-student engagement
- Case studies of best practises

## Curriculum Design Factors

A first question is if the values encompassed in VGs are generic - does this also mean that a generic curriculum is possible?

Or is a standardised way of delivering VGs possible and desirable?

Central to the message in the VGs is **attitudes** - raising the pedagogic problem of how to teach and inculcate values

**Monitoring and evaluation:** It is necessary to test whether the delivery of training and advocacy material is effective

**Research agenda** should explore the gap between the VGs and what is currently happening, with a focus on gender

**Languages:** Lessons learned from other FAO projects is need to translate documents into local languages, not just official languages

**VG philosophy** should be embedded in **existing land administration and surveying courses** rather than creation of new curricula

## Course Options

**Short courses:** Executive short CPD courses for senior politicians and professionals can be an effective teaching method

**Case Studies:** Another effective means of tuition is case studies - can be used to lever principles and state the problem and to present tools to resolve the issues

**Workshops:** An important issue is how to get participants involved - workshops, including for train the trainers' are good vehicles for getting the buy-in of users – used in open university type courses

**UN agencies:** Cannot easily host material because of the issues of editorial control and the need for clearance for their publications

**On-line and open source delivery systems:** Can be very effective approach and needs to be thoroughly reviewed to form a main pillar of the mainstreaming programme

## Material Already Available

Globally university specialism in land tenure administration limited:

- Munich Technical University (Masters' course)
- ITC/Twente University (Masters course)
- Dublin Institute of Technology (Core module of undergraduate course and new specialised Masters' course)
- University of West Indies (Masters + Diploma in Land Administration – mid career and professional CPD)
- University of the Philippines LAM (Open university course)
- Salford UNIGIS (part time distance learning GIS course)

New curriculums need to be developed on basis of baseline using very focused participatory workshops involving academics and other stakeholders



## Formats for Delivery

There is a wide variety of different software being used in academic circles e.g. Blackboard

For distance learning E-learning combined with a on-line tutorial system and sequenced lessons is becoming a norm

But bandwidth can be an issue.

The use of open source software is also becoming common

But no technical support provided so must be supported in-house or outsourced to an external agency.

Other modes of videos and online meeting platforms offering virtual classrooms increasingly popular, including Webinar, Go-to-Meeting, Webex and WIZ-IQ

## Expert Meeting Conclusions

Key message was voluntary guidelines principles be fully embedded into academic courses of land professionals like sustainability

Best way of effectively teaching the voluntary guidelines through using case studies demonstrating both good and bad practice; and

Requirements of non-professional need to be addressed to raise awareness of VGs to have a better dialogue with land professionals

Open source platform offering VGs, E-learning material and other resources (FAO/other research material and case studies) most appropriate approach

- What training in good governance and ethics is already available
- What studies already available onto which to build a suitable platform?

## Implementing Platforms

Choice of appropriate implementing platform depend on:

- Independently operated
- Free open source access – subject to certain protocols - no cost
- Software in common use by academic/research organisations
- It should allow on-line academic assessments
- Provide a modular and blended learning approach - wide range of mixed media: Office, Skype, Podcast, video etc.
- Accommodate land professionals & non-professional audiences
- Downloadable onto USB/other storage - i-cloud, 3-G phones
- Facilitator with previous experience with platform's software

## Moodle Hub

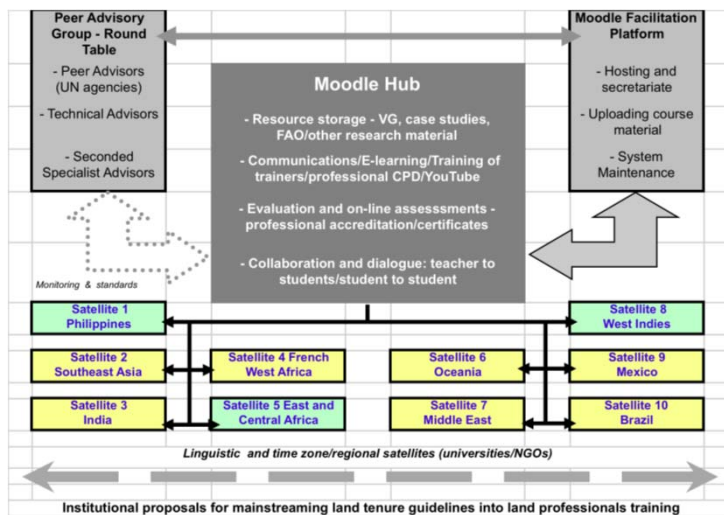
Of available software only one offers most advantages: **Moodle** (Modular-object oriented dynamic learning environment) that can be run on Mac and Windows systems

Platform would need a gatekeeper/facilitator to host and provide a secretariat to the hub

System would operate:

- Through the global level hub
- Through satellites that allow the professional and non-professional user to engage in a local language in a particular region or time zone.
- For example at University of the Philippines Open University Course and the University of the West Indies

## Mainstreaming Proposals Diagram



## Steering Group

### Formation of an Implementation Steering Group

To oversee the whole system a peer advisory group would need to be appointed, comprising three layers:

**Trustees:** FAO, UN Habitat/GLTN, other UN bodies and civil, society - acting as executive board, directing policy matters

**Technical advisors:** Forming with trustees a steering group from academia

**Seconded specialist advisors:** Commissioned to prepare specialist teaching papers and conferences

## Sharing Knowledge

One of the fundamental benefits of the Platform should be the sharing of research experience and training material.

External linkage to advisory group would need to go through the Facilitator/Gatekeeper.

Main basis for knowledge resources on platform input from FAO:

- Translation of VG and implementation guides into standard UN languages and other selected (local) languages
  - Translation of LT working papers, information guides and studies
  - Preparation of additional case studies/cartoon presentations
  - Overview of existing training and information guidelines material
  - Regionalisation of voluntary guides into local languages
- + UN Habitat GLTN/STDM material etc.

## Implementation

Essential first steps in establishing the Moodle Hub will be to:

Assemble peer advisory group through appointment of trustees and technical advisors – to review baseline data and design of Moodle Hub (Action: FAO).

Finalise and obtain agreement to the letters of agreement with partners (Action: FAO/ peer advisory group)

Undertake global baseline study of existing institutions and analyse data to use in project design (Action: Consultant/FAO):

- Purpose of their institution's course?
- What is being taught in support of the VG and is relevant to it?
- Who is being taught?
- Under what programmes?
- What their institution could contribute to the process?

## Next Steps and Follow-up

Prepare technical performance specification for Moodle Hub, for gatekeeper and operating procedures (Action: Peer advisory group)

Agree Moodle delivery provider - who has had direct experience with customising a Moodle model (Action: FAO/peer advisory group).

Initiate establishment of the main hub and 2-3 pilot satellites (Action: Moodle delivery provider/Peer advisory group/Partnering universities)



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