

A Structured Foundation for Teaching and Training Land Actors in Responsible Land Administration

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SUMMARY

Although there are considerable information and knowledge available on land administration, and the innovative land tools, approaches and practices that can be used for meeting the myriad of pressing land challenges facing many countries (and in doing so achieving the relevant SDGs), much of this information is unknown, and/or fragmented among university teachers, or it is hidden within broader land-related curricula. To help redress this situation, partners within the Global Land Tool Network's (GLTN) International Research and Training Institutions Cluster have produced a Responsible Land Administration Teaching Essentials structured knowledge base. The main aim of this resource is to provide a structured knowledge base to support the design and teaching of responsible land administration curricula at universities and training institutions. The GLTN partners involved in this work included the University of Twente, RMIT University, University of East London, University of Florida, University of West Indies, Aalborg University, Adhi University, the Technical University of Munich (TUM), and the Network of Excellence in Land Governance in Africa (NELGA) and UN-Habitat.

The structured knowledge base consists of six online modules, covering 1. Core values and principles of responsible land administration; 2. Land tenure security; 3. Participatory land use planning and management; 4. Responsible land administration and information in practice; 5. Land-based finance; and 6. Land policy and regulatory frameworks. The intention is for this resource to be flexibly utilised in a range of education, training and research activities at many levels. For specific use in academic teaching, each module is structured to support approximately 50 hours of study load (2 ECTS) at the 3rd-year university level, divided into 4 or 5 lessons, with each comprising approximately 3 hours of classroom teaching and approximately 7 hours of teacher-directed self- study.

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The purpose of this paper is to introduce the recently completed structured knowledge base. It describes the background, rationale and process of the project, and demonstrate how it can be used to help meet the massive land-related challenges facing many countries in both the developing and the developed world today – especially those captured in Sustainable Development Goals 1, 2, 5, 11 and 15.

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