

UNIVERSITY OF TWENTE.

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ADOPTION AND IMPLEMENTATION OF VGGTS IN THE CURRICULUM IN LAND ADMINISTRATION SPECIALIZATION FACULTY ITC UNIVERSITY OF TWENTE

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06-11 MAY 2018
EMBRACING OUR SMART WORLD
WHERE THE CONTINENTS CONNECT:
ENHANCING THE GEOSPATIAL
MATURITY OF SOCIETIES



10 MAY 2018, ISTANBUL, TURKEY

FACULTY OF GEO-INFORMATION SCIENCE AND EARTH OBSERVATION



AGENDA

- Introduction – Structure of Land Administration Specialization
- VGGT's in M8: Land policy and land management
- VGGT's in M10: Innovative approaches for land administration
- VGGT's in Advanced M13: Land governance
- Barriers to improve presence of VGGT's in curriculum and and by academic institutions
- Role of a core curriculum on RLA in increasing adoption of the VGGTs in the curricula



INTRODUCTION – STRUCTURE OF LA SPECIALIZATION

CORE modules: Block 1

Module 1-3 Geo-information Science and Earth Observation

COURSE modules: Block 2

Module 4 Database and geo-information modelling for LA

Module 5 Creating land information systems

Module 6 Cadastral data acquisition and 3D cadastre

Module 7 Securing land tenure

Module 8 Land policy and land management

Module 9 Organizing land administration

Module 10 Innovative approaches for land administration

COURSE Research modules: Block 3

Module 11 Research Skills

Advanced Modules (12 &) 13 Land Governance



VGGT'S IN M8: LAND POLICY AND LAND MANAGEMENT

Implemented through: student led reading discussions

Objective: to support deeper understanding and comprehension of theory; and analysis and application of theory and practice, especially in the areas of land acquisition and land markets.

Reading Paper 1

Land Acquisition

Voluntary Guidelines for Responsible Governance of Tenure (VGGT) – Part 4, Section 16

Guide to discussions – Land Acquisition

1. summarizing the main points of the article,
2. raising 3 questions of interest to be further discussed in the group. Each student is expected to bring 3 questions relating to the reading assignment at hand,
3. providing real-life 2-3 examples and unusual insights from the readings (or also from media) that change/challenge the way we think about a situation/problem.



Barriers to improved presence of VGGT in curricula

- Time – little time to impart all in the VGGT
- Teacher understanding of the VGGTs...might teachers need a training on them?
- Delivery methods: finding the most effective way of teaching VGGTs

VGGT'S IN M10: INNOVATIVE APPROACHES FOR LAND ADMINISTRATION

Implemented through: Class assignment

Objective: using STDM compliant & innovative tools for tenure recordation to create a low cost cadaster (in this case Open Tenure)

Barriers to improved presence of VGGT in curricula

- Access to software
- Teacher understanding of the software & principles behind it

5. FINAL ASSIGNMENT

5.1 CREATE A LOW COST CADASTRE

The final assignment is an individual assignment.

Three tools are used, report on each of them. The exercise requires that you-

- Use satellite or aerial imagery to acquire tenure information. Consider acquisition etc. and justify the use of images and the data you use.
- Use the tenure recordation tools.
 - Tools are: STDM
 - Use the social tenurial system.
 - Describe the system
 - Describe the tenure recordation process
- Produce a land certificate that shows the use of the THREE tools.
 - STDM
 - Open Tenure, and
 - Cadasta

Screen dumps and land certificates of the following tools are expected:

- STDM
- Open Tenure, and
- Cadasta

OPEN TENURE
User Training

FLOSSOLA Open Source Software Community



VGGT'S IN ADVANCED M13: LAND GOVERNANCE

Implemented through: lecture on VGGTs from FAO (in person or on-line)

This is on higher national/international land governance level

Objective: understand and learn about various international initiatives and tools for promoting good land governance (1st learning outcome of this module)

✓ Dev. Process, Content, Overview



Barriers of VGGT in curricula

- How mandatory is Voluntary?
- Students are fresh BSc or at the beginning of their carriers





WHAT ARE THE BARRIERS TO IMPROVED PRESENCE OF THE VGGTS IN THE CURRICULA?

- Bachelor's curricula's (in geodesy, land surveying etc.) are with focus on local/country level circumstances
- FAO VGGT's country contact points perhaps more closer to Ministries than Academia?
- International BSc curricula's have some emphases
- Better VGGT's promotion on BSc education level?



WHAT ARE THE BARRIERS TO IMPROVED AWARENESS OF THE VGGTS BY ACADEMIC INSTITUTIONS?

- International Postgraduate and Masters Programme's would benefit more from similar experiences like ITC link to FAO and FIG Academic Forum
- PhD research becoming more strict and more focused on ISI journals with high impact factor
- Increase visually VGGT's in higher education (both local and International?)



ROLE OF A CORE CURRICULUM ON RLA IN INCREASING ADOPTION OF THE VGGTS IN THE CURRICULA

- Definitely beneficial and VGGT's adequately spread over 6 modules
- Potential risk: practical usability of on-line RLA curricula



THANK YOU FOR YOUR ATTENTION

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