

Toolkit supporting
implementation of the

Guidelines on the Development of Curricula on Land Governance in Africa





Who?

Who is this Toolkit designed for?

This toolkit is designed for institutions and people interested in the review or development of curricula on land issues:

- Universities and institutions of higher learning in Africa,
- Government, private sector traditional institutions,
- Civil society organisations
- Learning and research institutes and community networks.



What?

What is included in this Toolkit? The downloadable package offers practical guidance and examples you can re-use and contextualise:

- A summary of the 26 Guidelines, organised into thematic areas,
- Examples from African countries and university institutions with practical tips on how they approached Curriculum development and review.



Where?

Where will the Guidelines used? Currently in use by 20 African countries with the aim to expand to all countries in Africa:

- The guidelines are used to create short courses, bachelor, masters and PhD programmes,
- This toolkit provides insights from East, Southern, Central and North Africa.



Why?

Why were the Guidelines developed?

The Guidelines contribute to land governance in Africa by developing curricula tailored to Africa's unique challenges and to pay attention to the need of various land actors to:

- Support the implementation of the AU Declaration on Land Issues,
- To better manage Large Scale Land Based Investments,
- Provide policy direction
- Guide strategies in training and research.

History of the Guidelines

Regional Assessments

Assessments in all five regions of Africa have been conducted on key land issues and challenges. Identified gaps in human and technical capacity hindering land policy development and implementation.

2007 -2011

Engagement with Land Governance Industry

Engaged key actors in Africa's land governance industry, including government, traditional authorities, private sector, civil society, and educational institutions. The urgent need to increase and diversify land governance professionals has been acknowledged.

2013 - 2016

Development of Curricula Guidelines

Formed the final guidelines for curricula on land governance. Subjected guidelines to external review by experts and stakeholders.

2017

2012 -2016

Collaboration

African Land Policy Institute (now the African Land Policy Centre) collaborated with RECs governments, and stakeholders to assess industry needs and capacity gaps in the land sector. Identified core areas for capacity development, intervention entry points, and key actors.

2016

Draft Guidelines Writeshop

A select team of African experts drawn mainly from universities and institutions of higher learning drafted the first version of the guidelines.

2017

Endorsement by AU

Guidelines were presented to the Specialized Technical Committee (STC) of the African Union and were endorsed for implementation.

Read Full Guidelines:
nelga.uneca.org

Framework and Guidelines on Land Policy

Recognise that land issues in Africa are unique and complex.

Acknowledge the evolution of land tenure pluralism in Africa.

Underscore the centrality of land to the continent's socio-economic development.

Secure land rights for women.

Ensure equitable access and /or ownership of land and property rights for all.

While taking into account local contexts, conform to continental and global principles commitments and standards.

Consider current and emerging issues related to land and land resources.

Recognise the need for land professionals to have multiple skills.

Appreciate the opportunities that come with urbanization.

Understand the basis and nature of land conflicts.

Take into consideration the principles of good land governance.

Recognise that much of the land and natural resources is used as a common resource.



How to use this Toolkit

- Evolution of Land Governance in Africa
- Industry and Programs
- Land Governance in Rural Areas
- Urban and Peri-Urban Areas
- Women's Land Rights
- Environment and Climate Change
- Conflicts and Land Governance
- Land tenure and property rights
- Research and Innovation
- Operationalizing the Guidelines



Each coloured section describes a core theme related to land governance and related guidelines. Consider the checklists of Learning Objectives provided and how each point could be included in the curriculum. Refer to the full Guidelines for a deeper explanation.

After discussing the evolution of land governance in Africa, the Guidelines delve into the programs available in training institutions and the extent to which they meet or do not meet the needs of industry. Other themes discuss how land is governed in rural, urban and peri-urban areas; how gender determines tenure rights and the effects of environment and climate change on land. The guidelines cover land tenure and property rights, research and innovation as well as how the guidelines will be operationalized at different levels.

After going through each theme, be inspired by examples of implementation of curricula review in recent projects.

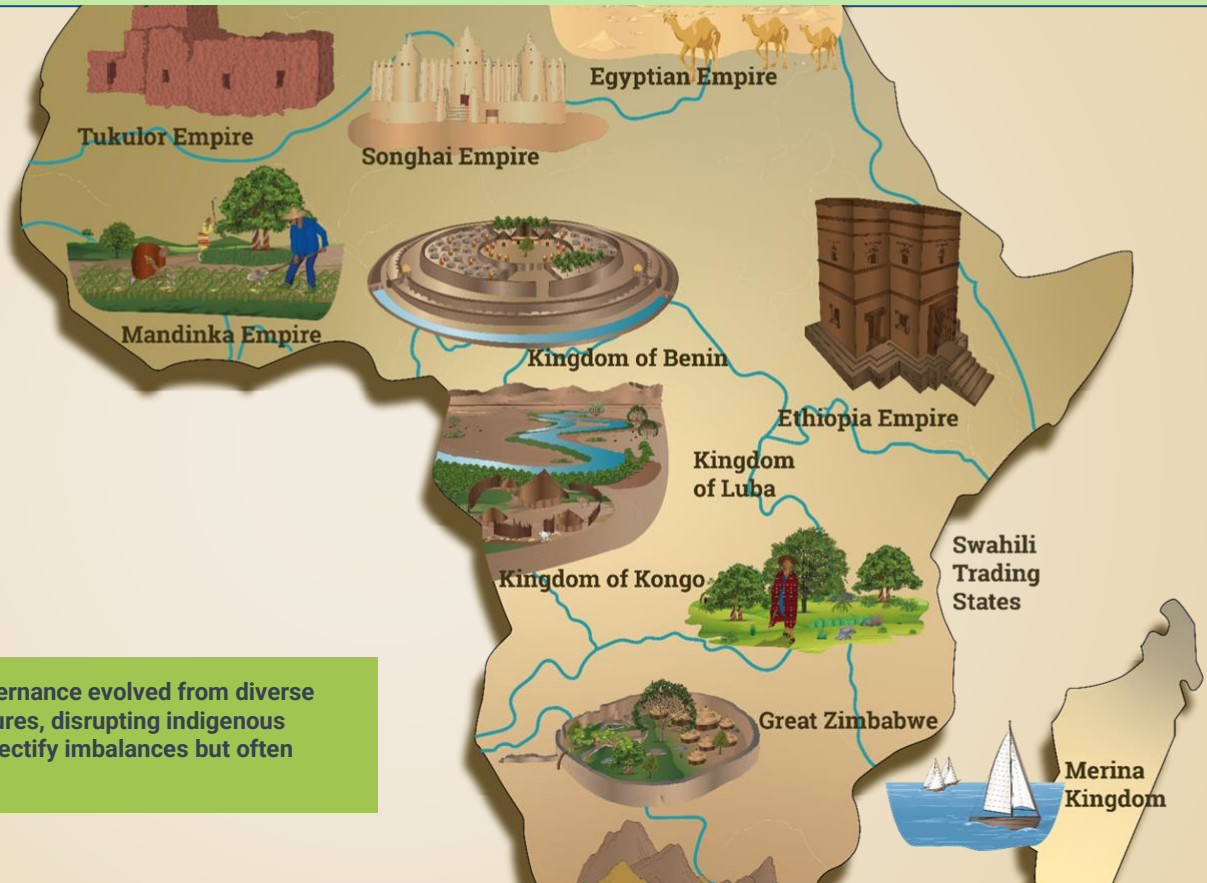
Toolkit Resources:

Read the full guidelines at nelga.uneca.org



The toolkit contains ten thematic sections with 26 guidelines. Use the checklists next to each of the guidelines to guide the review of curricula on land governance in your institution. Look in the Toolkit Folder for reports and examples.

Evolution of Land Governance in Africa

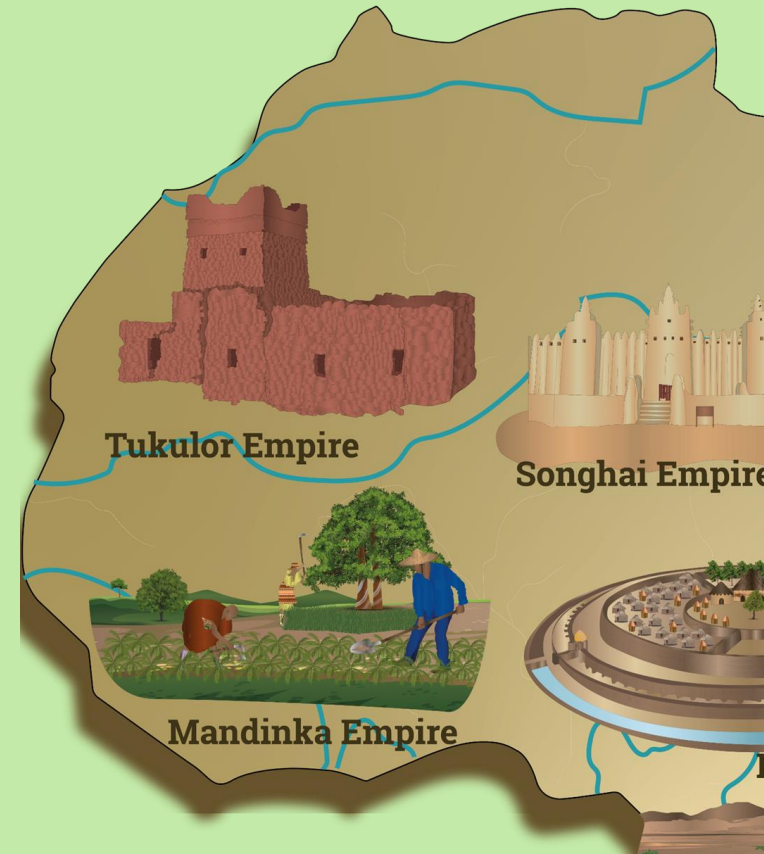


The first theme addresses how African land governance evolved from diverse pre-colonial systems to complex colonial structures, disrupting indigenous practices. Post-independence efforts aimed to rectify imbalances but often reinforced inequalities.

Evolution of Land Governance

Pre-colonial context

- ✓ Recognize the complex and layered customary land tenure systems before colonialism, influenced by social, political, and economic formations.
- ✓ Understand how centralized and communal societies organized land control, leading to the emergence of social classes.
- ✓ Note the role of rulers in feudal states who assigned land to elites for revenue generation.
- ✓ Acknowledge the exchange system where labourers and peasants accessed land.
- ✓ Learn about decision-making related to land by family members, village councils, and earth priests in non-centralized communities.
- ✓ Understand the role of earth priests as interceders with gods, conferring property rights and resolving disputes.
- ✓ Observe the evolution and contestation of earth priests' powers with increasing migrations and population growth.
- ✓ Recognize the communal land ownership and access among pastoralist communities.
- ✓ Learn how the spread of Islam introduced new land tenure processes, interacting with local customs and shaping land management.
- ✓ Understand the dualism of tenure introduced by Islamic regimes, especially in Northern, Western, and Eastern Africa, with land subjected to various charges and taxes.



Guideline 1: The curricula ought to take cognizance of the evolution of land governance, emergence of land tenure pluralism and how that relates to contemporary realities.

Evolution of Land Governance in Africa

Colonial Context

- ✓ Recognize the diversity of colonial influences in Africa, including British, French, Belgian, Portuguese, and Spanish.
- ✓ Analyze the impact of colonial laws on existing customary and religious practices, leading to a pluralistic land tenure system.
- ✓ Acknowledge three distinct colonial land frontiers: settler colonies, concessionary colonies, and zones of peasant production.
- ✓ Learn about colonial land control through agreements, conquests, and appropriation, often involving violent resistance.
- ✓ Comprehend how land was appropriated and allocated to settlers for agricultural development, especially in areas with non-centralized political structures.
- ✓ Recognize the dominance of peasant proprietor farming in West Africa, transformed through indirect rule for export crop production.
- ✓ Study the concessionaire system in areas with potential for investment in agriculture, forestry, and mining, leading to exploitation by chartered companies.
- ✓ Understand the colonial administration's approach to land titling, reserving it for Europeans and imposing customary user rights on Africans.

Post-Independence Context

- ✓ Understand the diversity of post-independence land tenure systems influenced by ideological paths, including free market economies and socialist models.
- ✓ Understand how colonization created complexities in land management, allocation, control, and access.
- ✓ Recognize states with legal systems influenced by Islamic law, emphasizing family unit rights.
- ✓ Acknowledge the adoption of pluralist land tenure systems – customary, religious, and statutory – in most African countries post-independence.
- ✓ Note that former colonial laws often discriminated against women, particularly in land rights and inheritance.
- ✓ Focus on securing community land rights to protect from appropriation by state agencies, elites, and foreign investors.
- ✓ Emphasize the need for reform in land governance curricula to reflect post-independence realities, including the harmonization of customary and statutory systems.
- ✓ Identify post-independence issues like social conflicts, land speculation, and land grabbing due to population growth and urbanization.

Industry and Programs



This theme outlines the key elements for identifying the needs and gaps in the land governance industry, focusing on curriculum development, capacity building, and ongoing adaptation to changing requirements.

Industry and Programs

Step 1: Identify Needs and Gaps

- ✓ Evaluate current curricula focusing on technical skills in surveying, valuation, land administration, and planning.
- ✓ Assess if the programs are developing diverse skills in planning, surveying, land management, law, and social sciences.
- ✓ Focus on responsive policies, technology, service efficiency, human rights, equity, institutional accountability, and sustainable land management.
- ✓ Identify Open Education Resources on relevant topics like GIS, land law, land tenure, valuation, facility management, and spatial planning.

Step 2: Plan for Incremental Improvements

- ✓ Consider broader thematic programmes within disciplines like law, geography, sociology, and agriculture.
- ✓ Address the complexity and challenges in land governance not covered in current curricula.
- ✓ Incorporate innovative approaches, methodologies, and inputs from social sciences.
- ✓ Enhance understanding of land policies, laws, traditional land management, adaptability to technology, and sustainable land management.

Step 3: Ongoing Review

- ✓ The new curricula will be taken through the required validation and/or approval processes at Member State level,
- ✓ Develop short courses for lecturers and practitioners to keep up with technological advancements.
- ✓ Collaborate with industry for research areas in higher education and identification of relevant short courses.
- ✓ Regularly review the curriculum to ensure it remains dynamic and responsive.
- ✓ Balance review intervals to allow for lesson learning and to account for technological and contextual developments.

Guideline 2: For good results, curriculum review should be preceded by an assessment of the prevailing needs of the industry. The assessment should be undertaken as a collaborative effort between universities and industry. A clear research agenda on land governance ought to be developed in universities.

Land Governance in Rural Areas



This theme focuses on marginalised groups, agriculture, large-scale investments, youth, pastoral systems, and the impacts of urbanisation and commercialisation.

Land Governance in Rural Areas

- ✓ Recognize Africa's ecological diversity and its implications for land tenure systems.
- ✓ Understand the impact of demographic changes, urbanization, and agriculture commercialization on land tenure.
- ✓ Address the need for harmonizing customary and statutory land management systems.
- ✓ Focus on securing land and natural resource tenure for marginalized groups including women, disabled persons, indigenous peoples, and pastoralists.
- ✓ Legally recognize collective rights and tenure over land and natural resources.
- ✓ Ensure customary law is compatible with constitutional and statutory safeguards, especially for women's land rights.
- ✓ Acknowledge agriculture as crucial for socioeconomic development, food security, and livelihoods.
- ✓ Address rural poverty and technological, infrastructure, and market access challenges.



Guideline 3: The curriculum on land governance in the rural sector needs to ensure land professionals have a deep understanding of the types of land tenure arrangements required to incentivise greater on-farm investments; how property rights affect vulnerable groups' ability to participate in and benefit from agricultural development projects; the type of complementary programming necessary to incentivise climate-smart agriculture practices; as well as linkages between secure property rights and agricultural production.

Guideline 4: Curricula on land governance ought to pay attention to the promotion and understanding of the legitimacy of marginalised groups and indigenous land rights in Africa, viewed through the prism of human rights, and how they relate to spirituality, cultural identity and food security.

Land Governance in Rural Areas

- ✓ Train professionals in mapping and zoning of agricultural land and rural land use planning.
- ✓ Understand the potential of responsible large scale agricultural investments.
- ✓ Promote the application of principles for responsible and inclusive investments.
- ✓ Develop skills for informed negotiations, contract preparations, and assessment of large-scale investments.
- ✓ Address the challenge of youth land access for employment opportunities.
- ✓ Identify knowledge gaps in youth land access, tenure security, and incentives for agricultural engagement.
- ✓ Develop policies to enable youth to acquire secure land tenure.



Guideline 5: Research to generate data and options for viable investment models in order to yield equitable outcomes needs to be integrated into land governance curricula. In addition, curricula ought to guide the training and skills development in the area of participatory land use planning and community development to ensure national food security and rural livelihoods as an integral part of responsible agricultural investments.



Land Governance in Rural Areas

- ✓ Recognize the contribution of pastoralists to economies and ecosystem conservation.
- ✓ Understand the dynamics of pastoralism and the implications of land use changes on their livelihoods.
- ✓ Promote policies that secure land rights for pastoral communities.
- ✓ Understand the implications of urbanization on land tenure systems.
- ✓ Address the emergence of informal land markets and land use changes from agricultural to residential/commercial.
- ✓ Ensure land governance curricula covers land tenure arrangements, women's and vulnerable groups' rights, and climatesmart agriculture practices.

Guideline 6: It is essential that curricula on land governance ensures students and land professionals have an in depth understanding of the dynamics of pastoralism and the prevailing ecology, including the implications of changes in land use on access to pasture and water and ultimately their livelihood.

Urban and Peri-Urban Areas

This theme outlines the key considerations for addressing the challenges and opportunities of rapid urbanisation, peri-urban dynamics, informal settlements, land use planning, and financing urban development in African contexts.



Urban and Peri-Urban Areas

- ✓ Acknowledge the prevalence of informal settlements and slums in African cities.
- ✓ Address the challenges in slums, including tenure security, poor living conditions, and limited access to services.
- ✓ Incorporate curriculum elements that reflect the realities of urban and peri-Urban life in Africa.
- ✓ Emphasize the importance of land use planning for sustainable and equitable urban development.
- ✓ Recognize the need for comprehensive urban and peri urban land use plans.



Guideline 7: The curriculum should expose learners to programs that acquaint them with the realities of urban and peri-urban settings in Africa and therefore stimulate innovative solutions (tenure security for land and housing rights, and access to services such as water and electricity)



Urban and Peri-Urban Areas

- ✓ Ensure graduates understand various urban planning strategies for equitable land use.
- ✓ Explore land as a financing tool for sustainable city development.
- ✓ Ensure graduates understand various urban planning strategies for equitable land use.
- ✓ Explore land as a financing tool for sustainable city development.
- ✓ Educate on land-based financing options, such as land value sharing and property taxation.
- ✓ Discuss public private partnerships as a method for promoting sustainable housing and urban development.

Guideline 8: It is important that curricula in land governance address the different ways of financing urban development in a sustainable manner. Learners ought to be given the skills which are needed by public officers and government officials in order to apply innovative approaches involving wide ranging stakeholders in urban development Projects.

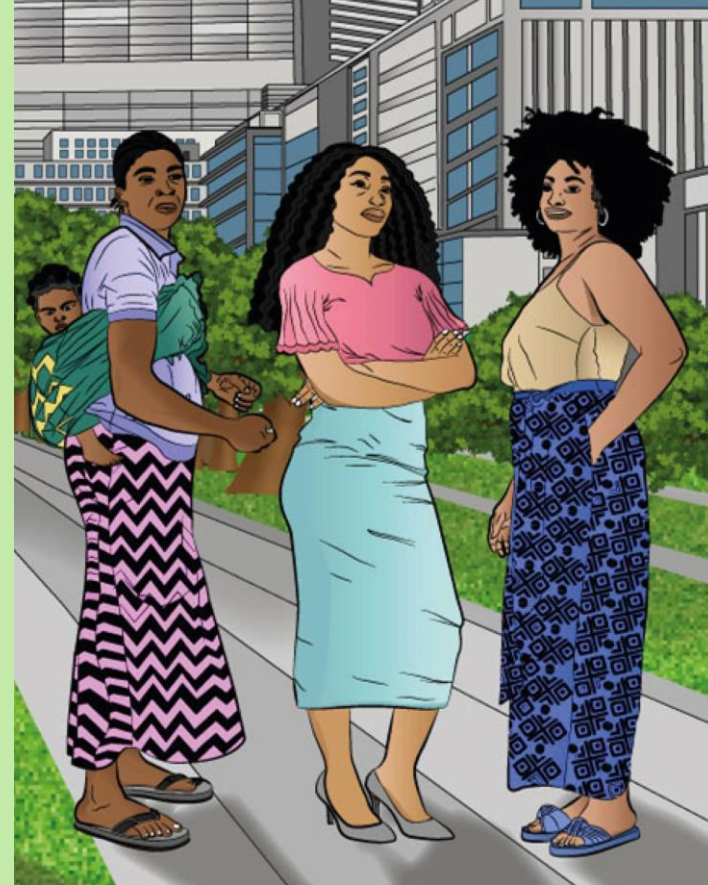
Women's Land Rights



Curricula should acknowledge women's contributions, ensuring equitable development benefits for all and exploring best practices for strengthening women's land rights. Curricula should explore promising practices related to women's land rights, reflecting the diversity of the African continent and practices favorable to women.

Women's Land Rights

- ✓ Recognize gender as a key determinant of tenure security.
- ✓ Understand gender-based power dynamics in land governance systems.
- ✓ Develop a gender responsive approach in land governance training and research.
- ✓ Focus on women's land rights in curricula development.
- ✓ Acknowledge women's critical role in socioeconomic development and agriculture.
- ✓ Address challenges faced by women regarding land rights and their impact on agricultural productivity.
- ✓ Aim for gender equity in land rights for agricultural transformation and economic growth.



Guideline 9: Curricula on land governance in Africa should acknowledge women's contributions and ensure that all people, regardless of sex, benefit from, and are empowered by, development policies and practices.

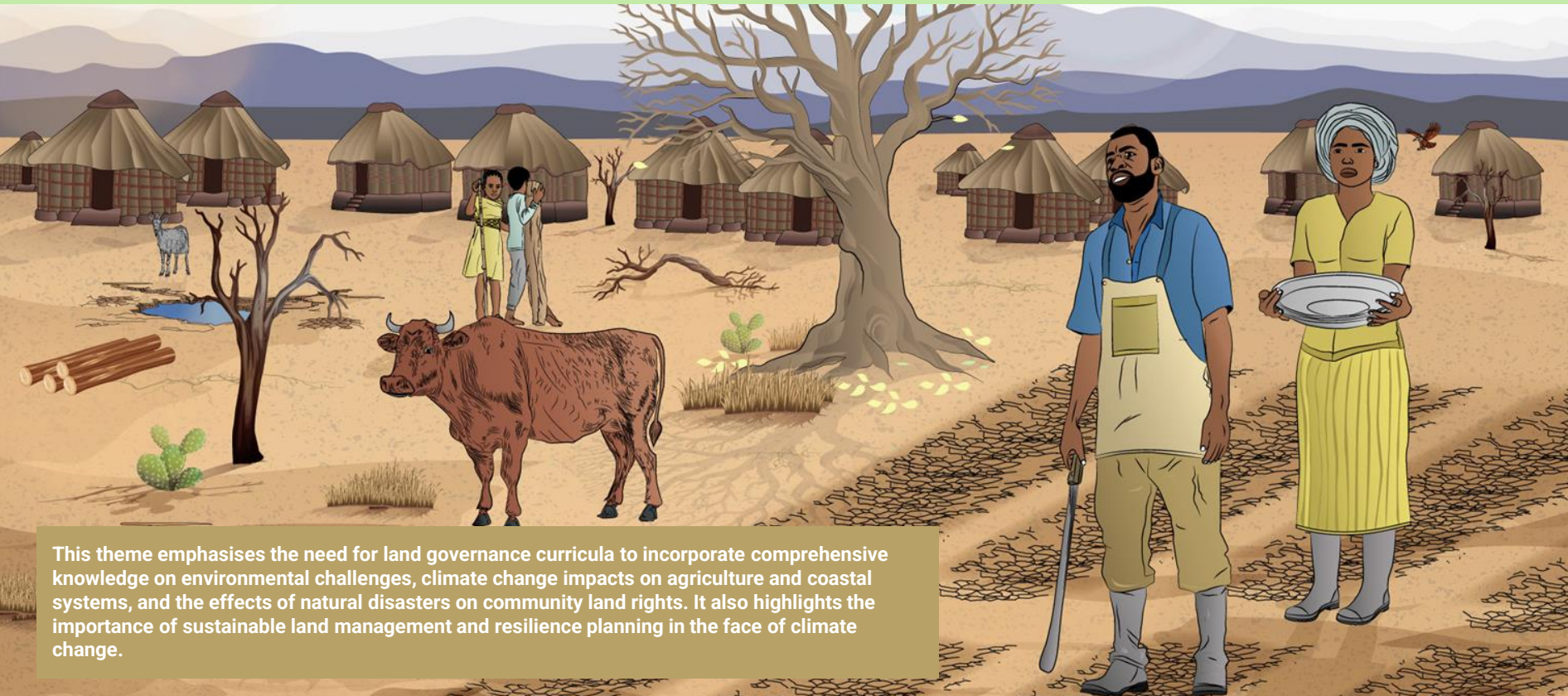


Women's Land Rights

- ✓ Consider the impact of land scarcity and demand on women's land relationships
- ✓ Analyze the intersection of formal laws, customary laws, and socioeconomic factors affecting women's land rights.
- ✓ Address political, legal, cultural, and socioeconomic constraints specific to women
- ✓ Harmonize inconsistencies across legal frameworks to strengthen women's land rights.
- ✓ Focus on women's rights within marital contexts and inheritance practices.
- ✓ Recognize the diversity among women and tailor approaches accordingly.
- ✓ Ensure women's representation and participation in land governance processes.
- ✓ Curriculum should encourage innovative solutions for strengthening women's land rights.

Guideline 10: Curricula should expand the set of options, approaches and potential solutions for strengthening women's rights to land by exploring promising practices related to women's land rights. These best practices should reflect the diversity of the African continent by including practices from specific traditional systems which are favourable to women.

Environment and Climate Change



This theme emphasises the need for land governance curricula to incorporate comprehensive knowledge on environmental challenges, climate change impacts on agriculture and coastal systems, and the effects of natural disasters on community land rights. It also highlights the importance of sustainable land management and resilience planning in the face of climate change.

Environment and Climate Change

- ✓ Recognize the dependency of human livelihoods on the environment.
- ✓ Understand the correlation between tenure security and economic development.
- ✓ Integrate environmental management and sustainable use principles into curricula.
- ✓ Focus on climate change knowledge related to land management in agriculture.
- ✓ Incorporate adaptation efforts and agroecological conservation actions in curricula.
- ✓ Emphasize policies for reducing greenhouse gas emissions from agricultural systems.



Guideline 11: Curricula on land governance need to incorporate knowledge on environmental challenges that led to resource degradation or depletion due to poor land governance and actions for restoring the integrity of natural resources and environmental management that are supported by governance and sustainable use principles. In addition, curricula ought to improve the knowledge (administrative, legal, planning and management, and behavioural) of both traditional and formal entities charged with the management and governance of natural resources under various land tenure regimes.



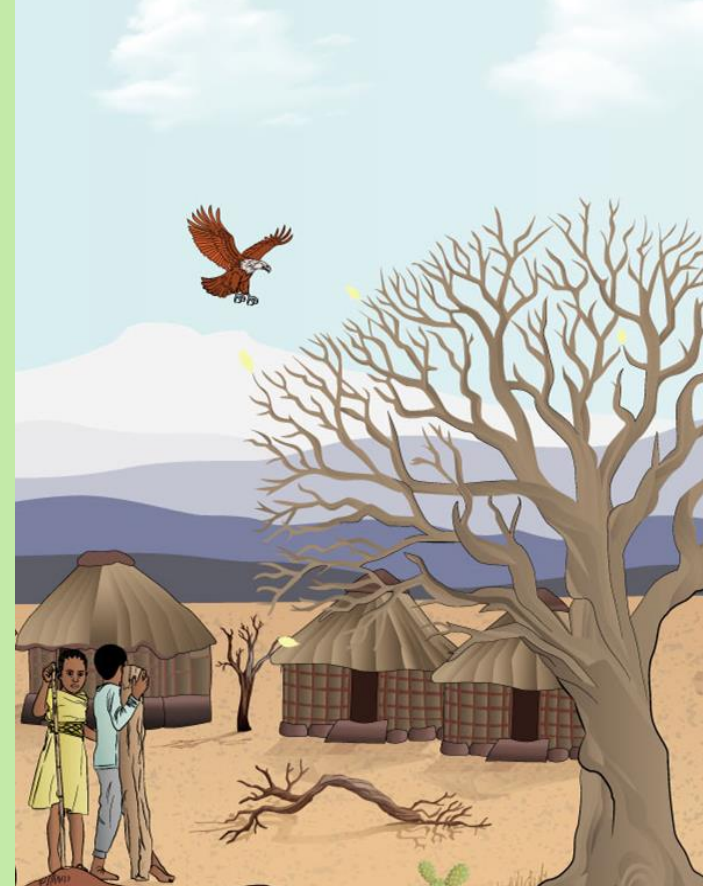
Environment and Climate Change

- ✓ Understand the intense impacts of climate change on low lying coastal areas and islands.
- ✓ Integrate nature-based strategies for developing coastal and island resiliency plans.
- ✓ Prepare professionals to protect communities from climate change impacts.
- ✓ Acknowledge the increase in severe weather events due to climate change.
- ✓ Address the impact of natural disasters on community land rights and migration.
- ✓ Focus on mitigating measures and community resilience in disaster prone areas.

Guideline 12: Curricula on land governance in Africa need to focus on climate change knowledge in relation to land management practices that support adaptation efforts in agriculture, agroecological conservation actions and on policies that support the reduction of greenhouse gas emissions from agriculture systems.

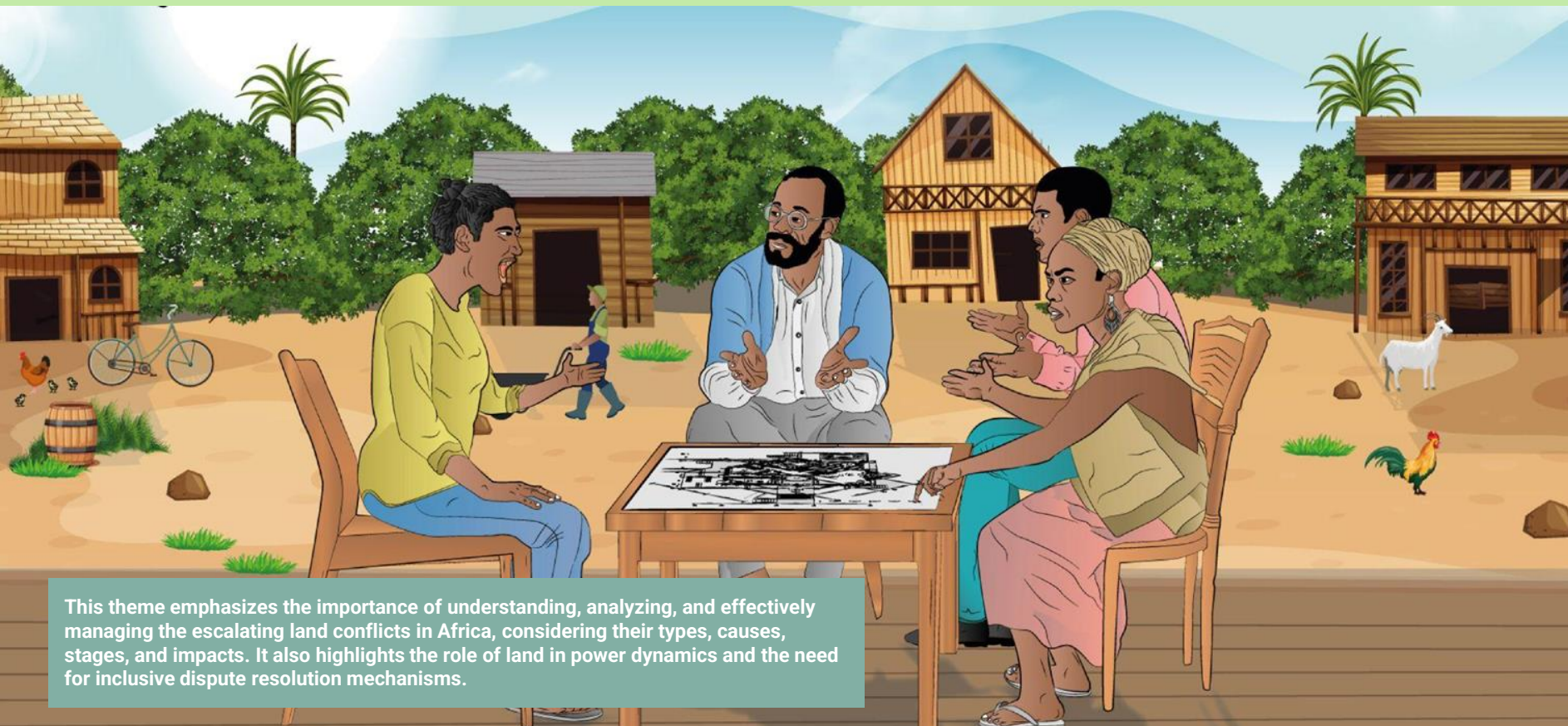
Environment and Climate Change

- ✓ Emphasize climate financing eligibility through environmental and natural resource management standards.
- ✓ Combine tenure and land regulatory interventions for conservation and sustainable utilization.
- ✓ Educate on mapping, demarcation, and delimitation of lands vulnerable to climate change.
- ✓ Prepare land professionals to understand the value of such activities in industry contexts.



Guideline 13: In order to serve the industry better, land professionals need to understand the value add of mapping, demarcation and delimitation of lands that are vulnerable to the effects of climate change that flood, displace population and lead to loss of land for communities.

Conflicts and Land Governance



This theme emphasizes the importance of understanding, analyzing, and effectively managing the escalating land conflicts in Africa, considering their types, causes, stages, and impacts. It also highlights the role of land in power dynamics and the need for inclusive dispute resolution mechanisms.

Conflicts and Land Governance

- ✓ Recognize the increase in land and natural resource conflicts across Africa.
- ✓ Understand the roles of colonial legacy, private ownership, and diminishing land availability in these conflicts.
- ✓ Prepare land professionals to manage and resolve conflicts effectively.
- ✓ Identify different types of land conflicts, including ownership, private property, common property, and state land conflicts.
- ✓ Prepare land professionals to analyze and manage various conflict types.
- ✓ Understand the political, economic, sociocultural, and other causes of land conflicts.
- ✓ Recognize the triggers of land conflicts, such as increased pressure on land, climate impacts, and legal pluralism..



Guideline 14: Curricula ought to prepare land professionals so that they are able to analyse the nature of conflicts in their areas of operation and be able to come up with a proper typology for land Management.

Conflicts and Land Governance

- ✓ Educate on the various phases of land conflicts, including pre conflict, confrontation, crisis, outcome, and post conflict stages.
- ✓ Prepare land professionals to identify and intervene appropriately in different conflict stages.
- ✓ Acknowledge the social and economic impact of violent conflicts on communities.
- ✓ Focus on the effect of conflicts on women and children, and on displaced populations.
- ✓ Understand how access to land is linked to political power and influence.
- ✓ Educate on the misuse of political power in land governance.
- ✓ Emphasize inclusive land policies that reduce conflicts.



Guideline 15: Curricula on land governance ought to emphasize the effects of conflicts on communities; the social and economic wellbeing of the people and how it undermines development; and should extract lessons from best practices.

Guideline 16: Curricula ought to include learning about land policies that are inclusive and take into account the various interests over land that would contribute to the reduction of land-based conflicts. This should go hand in hand with prioritization of investment in land management in national and subnational development plans.

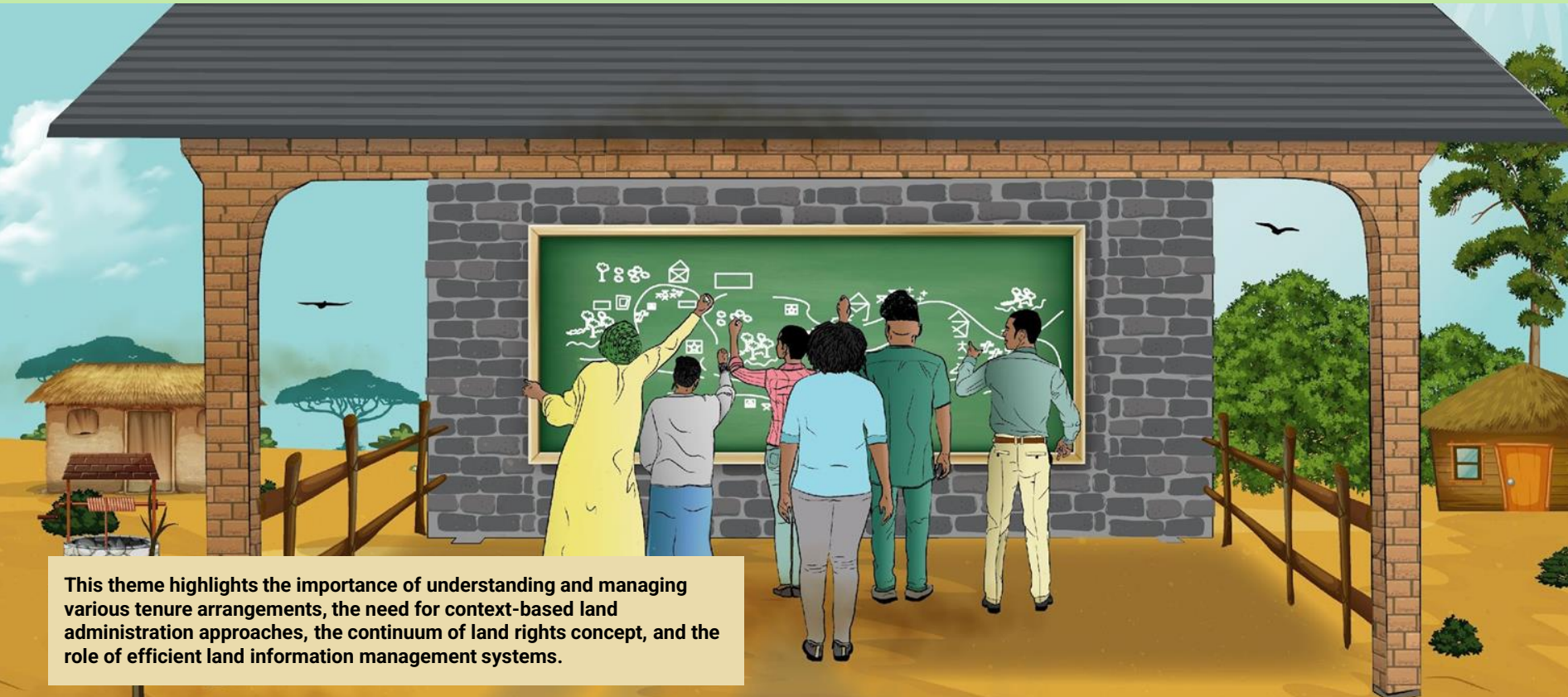
Conflicts and Land Governance



- ✓ Prioritize investment in land management to prevent conflicts.
- ✓ Recognize the effectiveness of traditional and alternative dispute resolution in land conflicts.
- ✓ Ensure these mechanisms are inclusive and responsive to all community members, including women.
- ✓ Equip students with knowledge on the historical changes in Africa and the relationship between land, power, and ethnic polarization.
- ✓ Teach skills to manage the complexities of African land tenure systems and power dynamics.

Guideline 17: When land professionals are familiar with the various triggers of land based conflicts and how land disputes can be resolved, and in particular how alternative systems of land dispute resolution can be made part of the national conflict resolution regime, they are able to perform their duties more effectively.

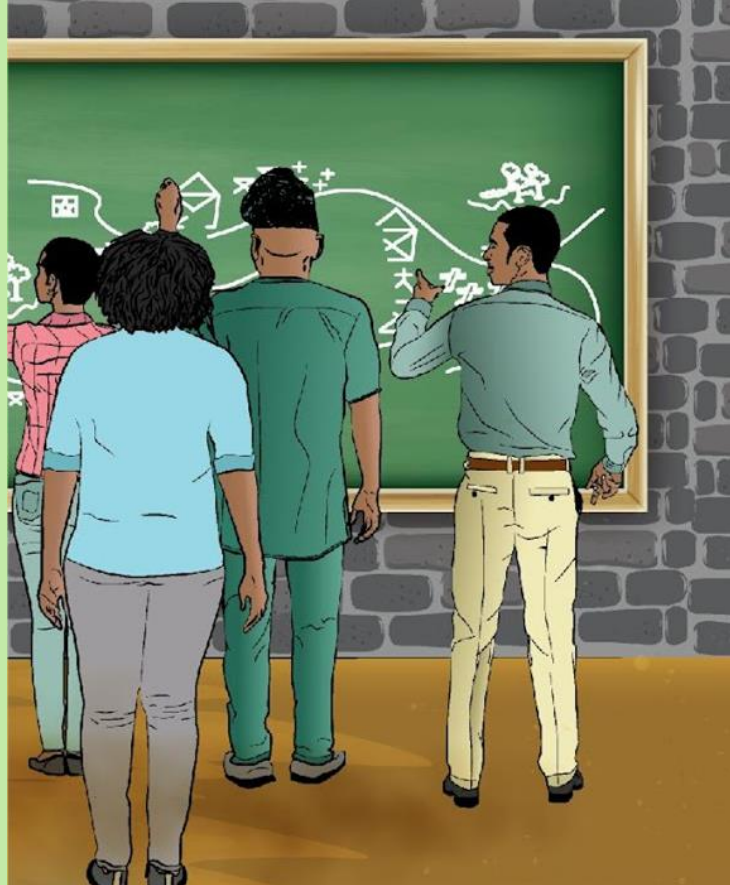
Land Tenure and Property Rights



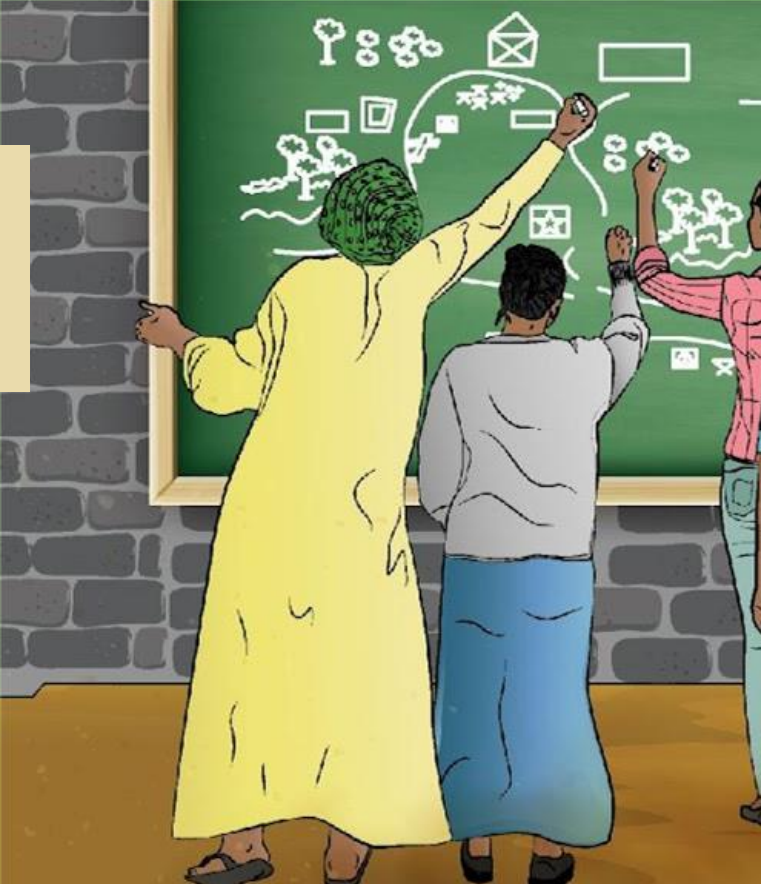
This theme highlights the importance of understanding and managing various tenure arrangements, the need for context-based land administration approaches, the continuum of land rights concept, and the role of efficient land information management systems.

Land Tenure and Property Rights

- ✓ Recognize the challenge of providing secure land rights in urban, periurban, and productive rural areas.
- ✓ Understand the correlation between tenure security and economic development.
- ✓ Recognize various forms of tenure beyond formal land rights, including long term rentals and community titles.
- ✓ Educate on the importance of perceived tenure security and enforcement of land laws.
- ✓ Acknowledge that good land administration is essential for good governance.
- ✓ Understand that many African countries use outdated land registration systems.



Guideline 18: Positive urbanization occurs when people feel secure. It is necessary for land professionals to recognize and understand all forms of legitimate tenure arrangements, such as formal rights, customary tenure and informal tenure.



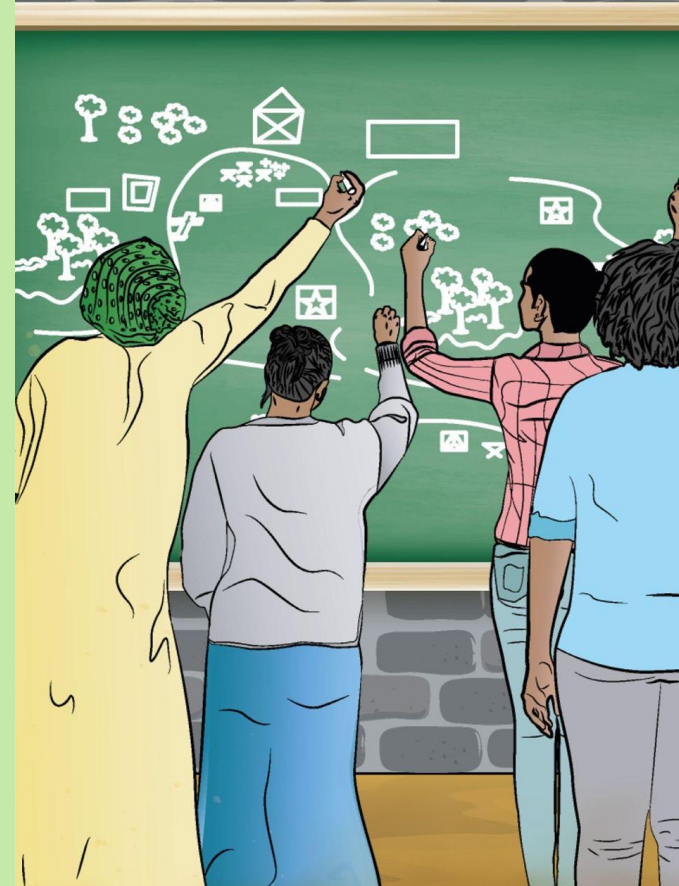
Land Tenure and Property Rights

- ✓ Consider context-based approaches in land administration for diverse tenure types.
- ✓ Educate on the importance of perceived tenure security and enforcement of land laws.
- ✓ Acknowledge that good land administration is essential for good governance.
- ✓ Understand that many African countries use outdated land registration systems.
- ✓ Consider context-based approaches in land administration for diverse tenure types.
- ✓ Focus on quick and participatory solutions that are affordable and flexible.
- ✓ Educate on the continuum concept of land rights, from formal to informal rights.
- ✓ Understand that “registered freehold” is not the only legitimate form of land rights.

Guideline 19: Context based land administration approaches can be implemented for individual land tenure regularization, customary tenure registration and informal settlement land recording. Curricula on land governance ought to pay particular attention to the uniqueness of contexts and the importance of adopting appropriate land administration approaches

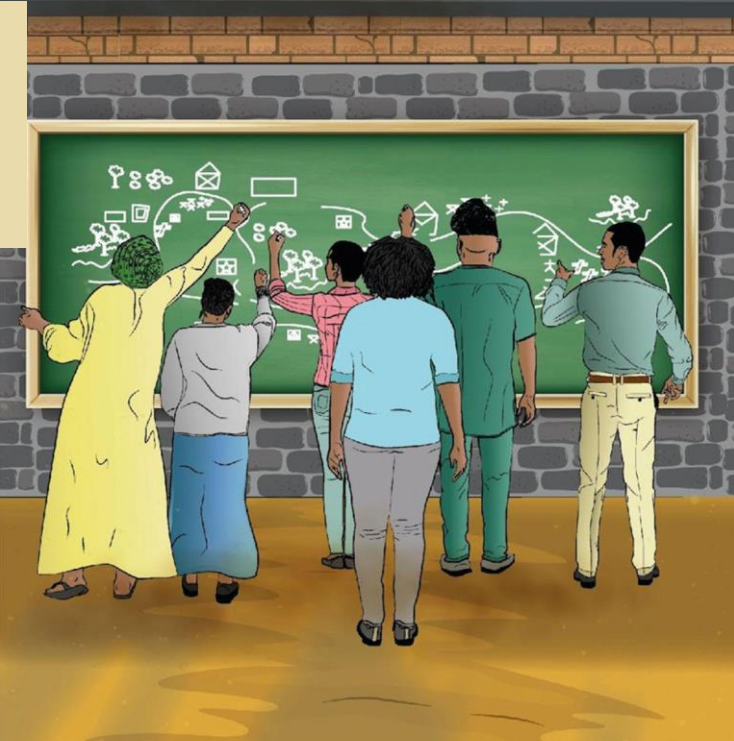
Land Tenure and Property Rights

- ✓ Understand that “registered freehold” is not the only legitimate form of land rights.
- ✓ Recognize the variety of appropriate land tenure forms depending on the situation.
- ✓ Emphasize the importance of efficient land information management.
- ✓ Advocate for modernization and computerization of land information systems.
- ✓ Encourage innovative design and implementation of contextually suitable LIMS.
- ✓ Ensure students are equipped to improve land information systems for efficiency, affordability, and accessibility.
- ✓ Ensure land professionals recognize all forms of legitimate tenure arrangements.
- ✓ Prepare students to serve communities effectively with an understanding of diverse land rights



Guideline 20: The concept of the continuum of land rights supports a flexible way of looking at land tenure rights and it allows the recordation of all types of people to land relations. When learners appreciate this flexibility of land tenure rights they are better prepared to serve communities.

Land Tenure and Property Rights



- ✓ Understand that “registered freehold” is not the only legitimate form of land rights.
- ✓ Recognize the variety of appropriate land tenure forms depending on the situation.
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- ✓ Ensure students are equipped to improve land information systems for efficiency, affordability, and accessibility.
- ✓ Ensure land professionals recognize all forms of legitimate tenure arrangements.
- ✓ Prepare students to serve communities effectively with an understanding of diverse land rights.

Guideline 21: Curricula on land governance ought to include training on the development of affordable and accessible Land Information Management Systems (LIMS) responsive to Africa’s unique circumstances.

Research and Innovation



This theme outlines the key areas and principles for developing a robust research and innovation framework in the context of land governance in Africa

Research and Innovation

- ✔ Integrate innovation in land governance curriculum development.
- ✔ Adopt new multidisciplinary approaches and tools.
- ✔ Continuously monitor and improve new approaches.
- ✔ Build more capacity for land governance research in Africa.

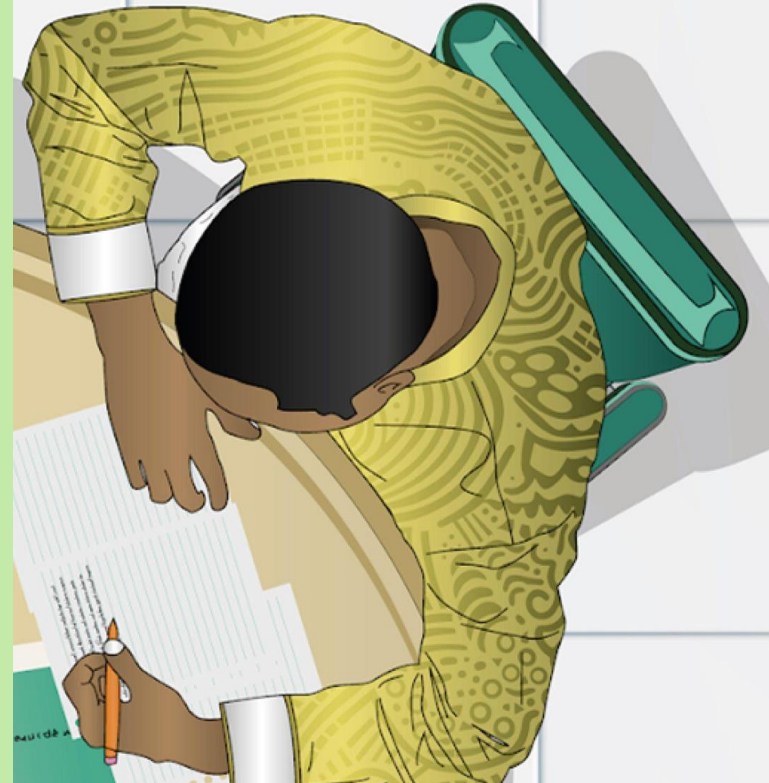


Guideline 22: Research and innovation on land aimed at improved understanding, problem solving and the promotion of responsible and effective land governance, should be recognised and incorporated in curricula

Guideline 23: Governments, land training institutions and universities and Africa's development partners ought to prioritize and invest substantially in land research and innovation programmes.

Research and Innovation

- ✓ Implement diverse research modules in curricula.
- ✓ Establish dedicated land research programs and centers.
- ✓ Direct funding towards these centers and institutions.
- ✓ Encourage multilateral and bilateral partners to support this capacity building.



Guideline 24: While research specialization has an important place to achieve deeper understanding of particular focus areas, adopting a coordinated, multidisciplinary approach, within an agreed research and innovation agenda on land, would be vital for curricula that bolster effective and sustainable land governance.

Research and Innovation

- ✓ Aim for high quality research to enhance land governance curricula.
- ✓ Increase the global contribution of African scholars in land research.
- ✓ Address the lack of investment in research facilities and funding.
- ✓ Focus on nuanced research in land governance, including gender dimensions.
- ✓ Encourage internalization of research outputs for policy action.
- ✓ Use interdisciplinary approaches for in depth land research.
- ✓ Conduct practical research reflecting stakeholders' perspectives.
- ✓ Develop quality research to inform mid career professional training.
- ✓ Investigate land governance systems, problems, and good practices.

Guideline 25: Learning institutions ought to embrace, build upon and intensify these approaches and through research and innovation, come up with new ones so that they are successfully implemented, at scale, in local contexts.

Guideline 26: Priority funding will need to be directed to centres and universities and training institutions committed to land governance research. Africa's multilateral and bilateral partners are also encouraged to pay special attention to this capacity gap in their resource mobilization plans.

Operationalizing the Guidelines



Many actors are involved in ensuring the guidelines can be adopted at local, national and regional levels, we all play a part. Read examples from countries that have benefitted from the Curriculum Review guidelines.

Operationalizing the Guidelines

Regional Institutions

- ✓ Track the guidelines' performance in advancing land governance in Africa.
- ✓ Involve African universities, ALPC, and development partners in this process.
- ✓ Ensure the guidelines are validated and approved at the member state level.
- ✓ It is the role of the African Union to provide oversight on the guidelines' implementation and use feedback for further policy guidance.
- ✓ It is the responsibility of Regional Economic Communities (RECs) to disseminate and sensitize member states about the guidelines.
- ✓ Establish platforms for sharing lessons and collaboration.
- ✓ The African Land Policy Centre and NELGA will Sensitize regional and national actors through strategic forums.
- ✓ Use regional institutions for training trainers.



Operationalizing the Guidelines

National Institutions

- ✓ Enable African institutions to manage land governance changes and reforms.
- ✓ Continuously monitor and evaluate the guidelines' implementation.
- ✓ Gain support from various institutions for training land professionals.
- ✓ Get feedback on graduates' performance from these sectors.
- ✓ Resourcing, Sensitization, Curricula Development and Application.
- ✓ Provide political support, financial resources, and sensitization.
- ✓ Play a central role in implementing guidelines at different levels.
- ✓ Develop a comprehensive information and sensitization program.
- ✓ Target institutions for guideline dissemination.
- ✓ Utilize websites and social media for guideline promotion.



Operationalizing the Guidelines

Universities and local institutions

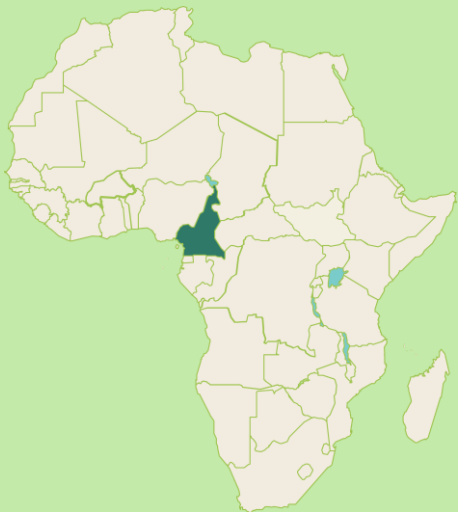
- ✓ Establish committees for curriculum development based on the guidelines.
- ✓ Establish a well-coordinated system for supporting the implementation of the Land Governance Curricula Guidelines.
- ✓ Continuously monitor and evaluate the guidelines' implementation.
- ✓ Utilize the Framework and Guidelines on Land Policy to train personnel for land reforms.
- ✓ Establish Pilots for testing the guidelines on new and existing curricula.
- ✓ Sensitize and resource approval bodies in universities.
- ✓ Collaborate with government, private sector, civil society, and traditional authorities.



Best-Practices from Some Countries

Cameroon

In April 2022, a workshop was held in Yaoundé to revise the curricula of the Professional Master's degree in cartography, geographic information systems and remote sensing applied to sustainable land management. It was recognized that the degree, while initially generalist, needed specialization to address Central Africa's unmet demands in land governance. This need was underscored by a greater regional and African Union interest in securing land rights for economic development.



TIP

Our Curricula in Land Governance needs to align the degree with practical needs, making it more specialized and closely linked to land governance issues, reflecting a shift from a purely technical perspective to one incorporating strong social, legal, and cultural dimensions.

Presentations and discussions during the workshop underscored the necessity of restructuring the curriculum to better address practical skills and competencies required in the job market, especially concerning land governance. There was an emphasis on making the program less theoretical and more practical, with a focus on interdisciplinary learning that combines geography, law, sociology, and technology.

The workshop highlighted the importance of addressing the real-world applicability of geomatics tools to land issues, such as land tenure, rights, and conflict prevention. The participants advocated for integrating land governance themes across the curriculum, emphasizing the importance of field data collection, participatory mapping, and the socio-anthropological aspects of land use.

Toolkit Resources:

Read the full guidelines at nelga.uneca.org

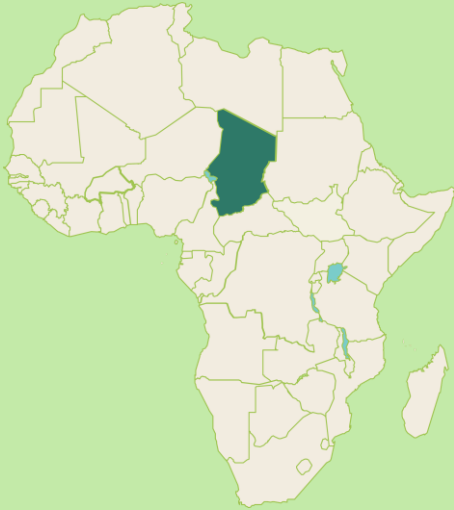


Chad

The Guidelines for Curriculum Development in Land Governance in Africa are designed to support the implementation of the AU Declaration on Land Governance Issues and Challenges in Africa, in particular the call to Member States to "Build sufficient human, financial and technical capacity to support the development of land governance policies and their implementation". As a result, we have revisited our training offer in Land Management which has existed at our university for several years. The emphasis is now on the following guidelines:

- Evolution of land governance - Guideline 1
- Land governance in rural areas - Guideline 3
- Urban and peri-urban areas - Guideline 7
- Women's land rights - Guideline 9
- Environment, climate change and land assets - Guideline 11
- Curricula on land governance in Africa should focus on knowledge of climate change in relation to land management practices - Guideline 12

In line with these guidelines, the content of our training curricula has been strengthened.



TIP

Knowledge of governance is condition for any development. The training of local officials is essential to give impetus to the guidelines in the university environment, so that they can be put into practice in the field.



Democratic Republic of Congo

The University of Kinshasa, through the Geosciences (Geomatics) department, set up a professional master's curriculum in land management at a workshop in October 2023.

The Geosciences Department of the Faculty of Science and Technology at the University of Kinshasa organizes 3 courses in Geomatics :

- Regional and urban planning
- Climatology, climate change and water resource management
- Applied geomatics

In all these courses, only in the Regional and urban planning course do we find two courses dealing with land issues « Land legislation and land management». and yet, given the vital importance of land issues, this should be a top priority.

The geomatics program will train students in the use of geomatics tools applied to land use planning, urbanization, cartography, spatial analysis, climate change and geomorphology. It will have a strong focus on technical knowledge of cartography and remote sensing with spatial data management for improved decision-making.



TIP

Referring to the training titles in connection with African Union guidelines, it is imperative to think of a training curricula that will highlight land governance stakeholders and practitioners to avoid conflicts and ensure sustainable land management.

Toolkit Resources:

Read the full guidelines at nelga.uneca.org



Ethiopia

Woldia university conducted a needs assessment for the opening of MA Degree in Real estate and Land valuation.

Ethiopia is one of the developing countries with strong urbanization, fast infrastructural development and real estate market. However, this development has not been supported by proper land and real estate valuation processes and this has been one of the main reasons for lack of good governance in the country.



Among different factors behind this improper land and real estate valuation, lack of well-trained professionals is the main which is considered as an indispensable tool of a government to influence development.

One of the main goals of MA program is to make the program relevant and achieve the desired goals, and to make sure that the graduates from this program will be competent, skillful and knowledgeable so they can exert remarkable impact in policy-making regarding real estate and land valuation.

TIP

A needs assessment study is a powerful tool for clarifying and validating needs of the stakeholders and concerned body's in real estate and land valuation and will be necessary for making sound educational decisions.



Gambia

To proffer solutions for the long term, the Faculty of Engineering and Architecture, and specifically, the Department of Planning and Design, shall be obliged to design 3-month, 6-month, 2-year graded curricula to obtain a certificate /Post Graduate Diploma (PGD) in Land Management and Land Administration in The Gambia. Currently, in the University of The Gambia, no such education is being offered apart from the planning and design program. Consequently, the country lacks such human resources.



The focus is to serve a broad base participation, drawing from the Village development committees, Local area councils, right up to the highest level of Central Government with a view to supporting government's decentralization process with particular attention to the inclusion of women in the decision-making processes.

TIP

You may also consider a multi-disciplinary approach and look for other units of study from the Social Sciences / Humanities areas.

Toolkit Resources:

Read the full guidelines at nelga.uneca.org



Guinea

In January 2021, with the technical and financial support of DAAD/GIZ, a regional workshop on « *land governance in Guinea* » was held in Kindia (Republic of Guinea) with the NELGA Network in Francophone West Africa. The workshop was attended by sub-regional experts from the NELGA Network in Francophone West Africa and a variety of national stakeholders from various sectors, including local academics. The workshop's discussions and exchanges led to a number of major outcomes, including :

Enriching presentations, to fuel reflection and to inform the review and validation of the projects, were made on the following themes:

- Reformulation of the Master's title from « Master in Land Governance » to « Master in Land Governance, Urbanization, Mining and Agriculture » (MaGoF/UEMA);
- Review/formulation of the Master's curricula through the definition of teaching units and their content elements;
- Validation of the revised curricula;
- Drawing up a directory of potential national and sub-regional human resources ;
- Renewal of the Ministry of Higher Education and Scientific Research commitment to support all the university's innovative scientific development initiatives, such as this Master's project ;
- The commitment of the experts present from the NELGA Network, on behalf of the Coordinator of this network, to support the University of Kindia through their contribution to the running of this Master's program.



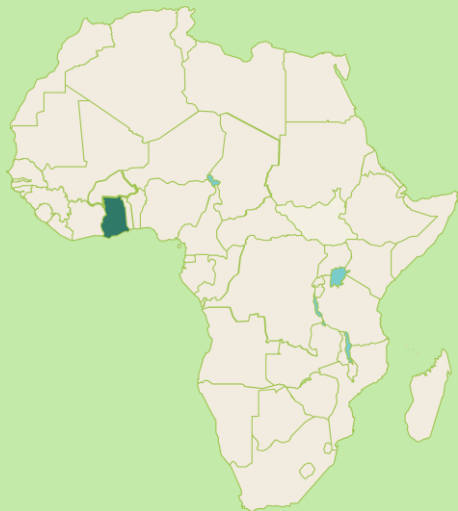
TIP

Once all the amendments and corrections have been incorporated into the Curriculum project document, the higher education authorities should seek to obtain the recognition order and authorization to open the curriculum from the Ministry of Higher Education and Scientific Research.



Ghana

The 2020 a project commenced on develop the Curriculum for a PhD in Land Management and Governance. The African Land Policy Centre (ALPC) guidelines on curriculum development were reviewed and the key requirements were incorporated in the first draft of the curriculum. Subsequently, there was a presentation on the guidelines during a validation workshop and changes were made to the draft curriculum to better reflect the guidelines.



TIP

Be prepared for multiple approval points and allow sufficient time is for adjustments and review before a launch date can be scheduled.

The team wondered if there would be national-level interest in applying to complete this course. From survey results, it appears the determining factor as to where staff would elect to study is the availability of funds. This means that if the opportunities exist in Ghana where financial outlays may not be overbearing, staff would be very willing to undertake their studies in the country. The strict approval processes offer the course credibility.

The approval process was thorough. The first layer involved seeking approval from different Boards within the University while the second layer was obtaining the approval of the National Council on Tertiary Education (NCTE) and the National Accreditation Board (NAB).

Toolkit Resources:

Read the full guidelines at nelga.uneca.org



Kenya

The envisaged outcome of the workshop was to have eight validated programmes ready for submission to the University Senate with the recommendation of the University's department of academic quality assurance. The validation consisted of the following two phases:

1. Review of programmes by working groups
2. Presentation of finding by team leaders of the working groups, resolution of outstanding issues and pronouncement of final conclusion.

TIP

The working group requires enthusiastic participation by various experts and partners who attend and actively participate in the curricula validation workshop. They made the validation workshop successful.

Working groups were formed, with membership drawn from varied expertise, and were tasked with the review of programmes in:

1. BSc in Land Resource Planning and Management
2. MSc in Land Resource Planning and Management
3. MSc in Soil Science
4. PhD in Land Resource Planning and Management
5. BSc in Land Governance and Administration
6. MSc in Land Governance and Management,
7. Short course in Land Acquisition, Compensation and Settlement
8. Short course in Land Governance

The identified outstanding issues were addressed by adjusting the course structure of the programmes appropriately. Existing units were renamed to give them relevance and adequacy and new ones were introduced and described to address areas not covered by the programmes.



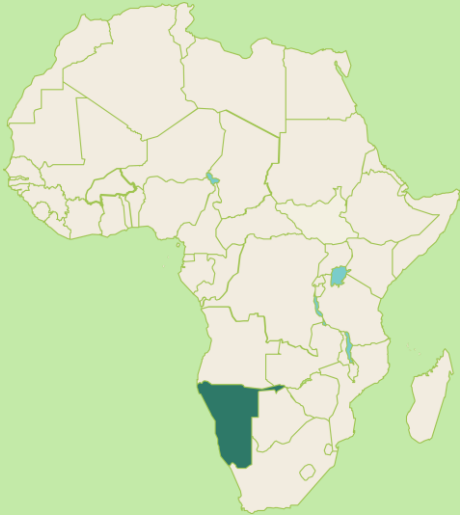
Namibia

Revising the Master of Spatial Science (MSS) programme at the Namibia University of Science and Technology (NUST) in 2022 was due to the emergence of African Union's Guidelines on the Development of Curricula on Land Governance in Africa (GDC-LGA), structural changes at the university, and the need to incorporate experiences of having run the programme since 2016.

Changes made included the incorporation of new land governance specialisations (a weakness of the old curriculum) to include Land Administration,

Valuation, Property Management, Architecture, Geomatics, Geoinformation Technology, Urban and Regional Planning, Regional and Rural Development, Development Planning and Policy, Quantity Surveying and Natural Resources Management. By incorporating these specialisations, the programme aligned with the essential curricula needs identified in the GDC-LGA, which also reflects the needs of Namibia.

Generalist land professionals (e.g., land governance and land policy graduates or professionals) have broad expertise in multiple areas and maybe enough experience in each area of key land disciplines to provide trustworthy guidance and counsel to governments and private sector clients.



TIP

In reviewing or revising a curriculum to be GDC-LGA compliant, what is important is content adaptation rather than holistic adoption.

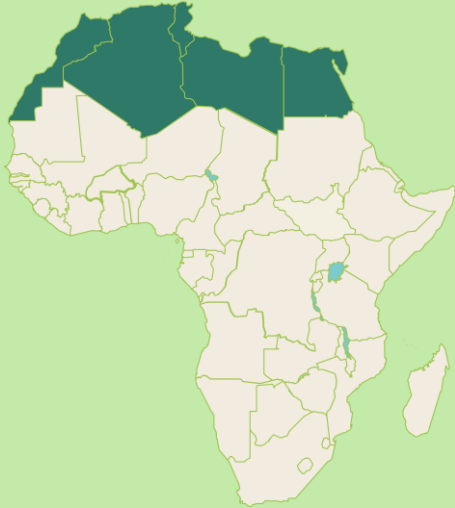
Toolkit Resources:

Read the full guidelines at nelga.uneca.org



North Africa

Aware of the importance and the role of land governance in various sectoral strategies, IAV Hassan II through NELGA has the privilege to work and gather eminent experts, researchers, and actors from different economic sectors to launch a specialized Master's degree in Geospatial Sciences and Land Governance. This Masters will allow future generations to measure the needs, find appropriate solutions and scientifically and rationally think land governance.



The idea behind the implementation of this Master is the preparation of the necessary skills between engineering and legislation to meet a global need for action at the strategic public policy levels. At the end of the Master, the graduate students will be able to:

- accompany public policies in monitoring and evaluating land management tools,
- ensure the technical advice for various stakeholders in land governance,
- prepare intermediary advisors between decision-makers and technicians,
- implement a coherent understanding of land paradigms in Africa and North Africa.

TIP

Collaborate across borders and across disciplines. Given the importance of the multidimensional approach, the faculty members will be able to integrate new teaching and research processes, and develop skills within an open environment.



Tanzania



Graduates of the Tanzanian Bsc Urban and Regional Planning (URP) program are expected to be skilled in various areas, including understanding and applying planning theories, principles, and sustainability concepts to the design and management of human settlements. They should be capable of assessing environmental impacts of projects, collaborating with communities and professionals to address planning issues, and managing land use to promote sustainable growth and resolve conflicts.

Additionally, they should be adept at using information systems and Computer-aided design (CAD) software for development purposes, conducting research to innovate in the field, and employing interpersonal skills to mobilize and coordinate resources for spatial development projects.

TIP

It is important to be aware of international requirements. The University Qualification Framework (TCU-UQF, 2012) provides for mechanisms to transfer credit from one institution to another. This includes institutions within and outside Tanzania.

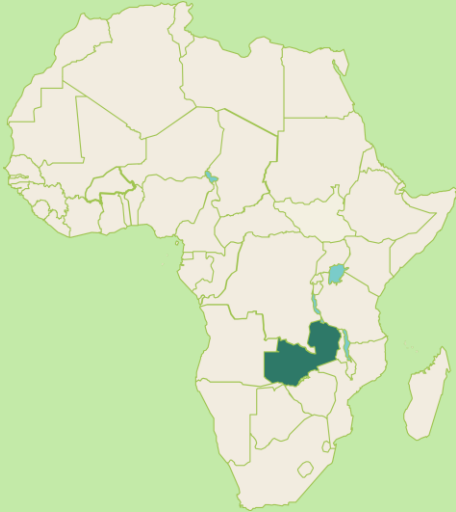
Toolkit Resources:

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Zambia

Zambia conducted a review workshop to develop a specialised post graduate program in Land Governance and Property Rights in Africa. They conducted a thorough analysis to better understand the diverse and specialized needs of the industry driven by socioeconomic, political, technological, and environmental context.



The first step was to recognize and partner with the various stakeholders in the land governance industry, including governments, private sector, traditional authorities, CSOs, development partners and universities.

Successful curriculum review calls for the goodwill and support to provide feedback on the performance of the graduates once in industry. Course objectives should state what students should do during the program and not what they are expected to do once they complete the course. The objectives should be measurable while the course content is being delivered.

TIP

People trained should be both knowledgeable and useful in society. The competencies that people develop must be relevant in society.



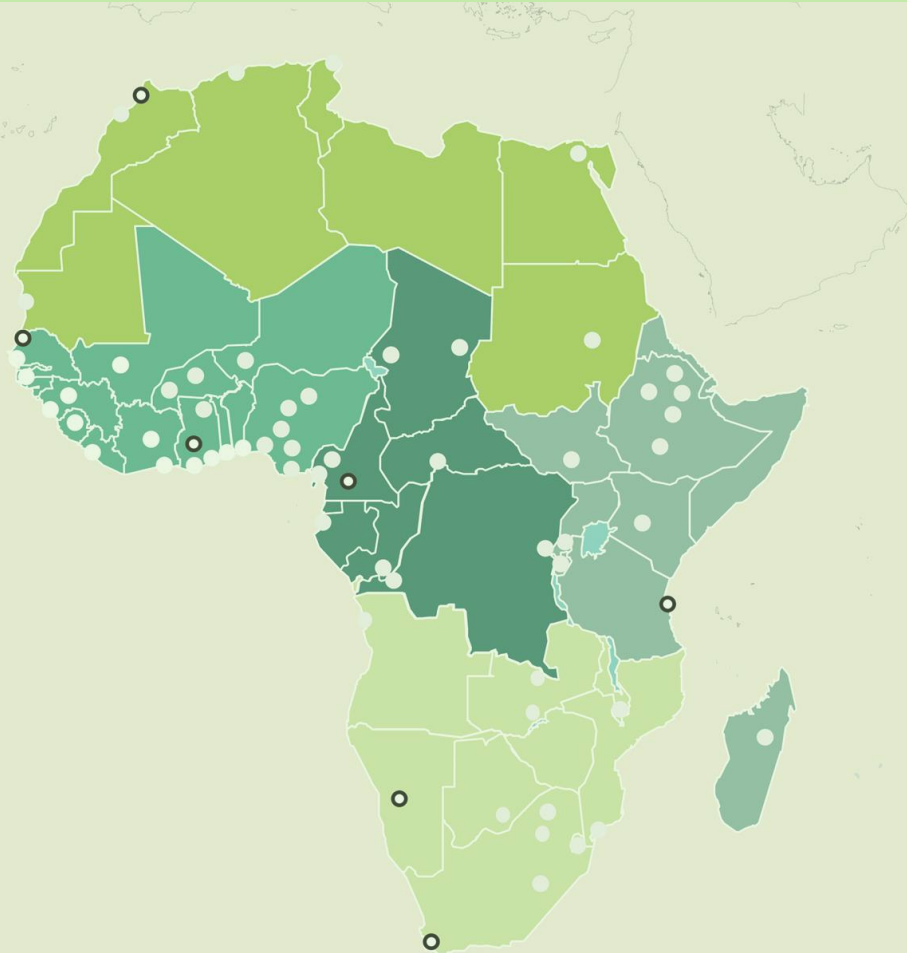
Self Assessment Matrix

Activity Instructions: <i>Review your current Training Programmes in Land Governance and assess which topics are relevant and the current maturity level by ticking one of the boxes in each row..</i>	Not Relevant	Ideation Stage We are aware of the concept and appreciate the value and need	Work In progress We have begun the process to implement this within the next 12 - 24 months	Mature We have fully embedded this aspect into our Curriculum and are monitoring the success
We train students on using and developing accessible land information systems suited to Africa's context.				
We teach how land governance and tenure pluralism have evolved and relate to current realities.				
We focus on understanding rural land tenure, incentivizing investments, and ensuring property rights for vulnerable groups.				
Our programme includes Women's Land Rights. We emphasize women's contributions and ensure inclusive benefits from development policies.				
We integrate environmental challenges, sustainable resource management, and climate change knowledge into curricula.				
We prepare professionals to analyze and manage land conflicts and understand their impact on communities.				

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