



Food and Agriculture Organization  
of the United Nations

## FIG Academic Members Forum 2014 FIG Congress, Kuala Lumpur, Malaysia

### Report

#### **Academic responsibilities and the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (VGGT)**

##### Introduction

The Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security, promote secure tenure rights and equitable access to land, fisheries and forests as a means of eradicating hunger and poverty, supporting sustainable development and enhancing the environment. The Committee on World Food Security officially endorsed the Guidelines on 11 May 2012. Since then implementation has been encouraged by G20, Rio+ 20, United Nations General Assembly and Francophone Assembly of Parliamentarians (<http://www.fao.org/nr/tenure/voluntary-guidelines/en/>).

The FIG Academic Member's Forum at the 2014 FIG Congress in Kuala Lumpur, Malaysia, was dedicated to the VGGT's. Two sessions were organised to consider and discuss the academic responsibilities and the integration of the VG's in education and curriculum development, continuous professional development, research and partnerships.

##### FIG and the VGGT

FIG embraces the Voluntary Guidelines and thus its membership has a responsibility to support the implementation, monitoring and evaluation of the Voluntary Guidelines on the Responsible Governance of Tenure of Land Fisheries and Forests. Many states now are involved in processes and programs on how to implement the guidelines. Academic education and training are crucial at this stage. Knowledge building, skills training and proper attitude development of surveyors and other land professionals in support of responsible governance of tenure of land, fisheries and forests are required.

##### The Academic Members Forum

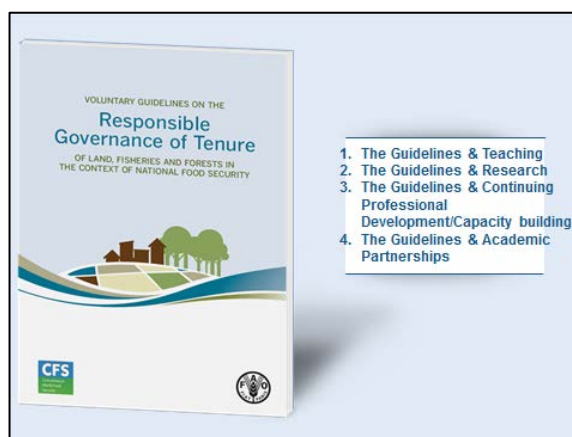
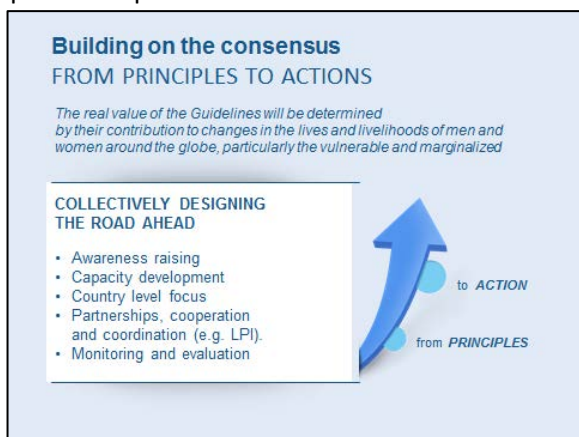
The Academic Members Forum is considered the platform at the 2014 FIG Congress for FIG Academic Members and other academicians to discuss and prepare actions on how the Voluntary Guidelines can be implanted in education and curriculum development, and in research and knowledge sharing. The academic forum consisted of two sessions: one with plenary presentations by FAO and invited key speakers on the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security; and a second session with break out groups with peer-to-peer interaction, and a final feedback session. Both sessions were organised around the four core areas of academic practice: teaching, research, continuing professional development and partnership building. The outcome of the FIG Academic Forum resulted in the identification of a number of key issues, a series of statements and a recommendation for the way forward in implementing the VGGT's.

## Summary of presentations

### *Building on consensus. From principles to action.*

*Tea Dabrundashvili, Land Tenure Officer, FAO, Rome*

The Committee on World Food Security officially endorsed the Guidelines on 11 May 2012. Since then implementation has been encouraged, among others, by FAO's program 'Building on consensus. From principles to actions'. By collectively designing the road ahead, the principles of the VGGT's should be put in practice through awareness raising, capacity development, country level focus, partnership and cooperation, and monitoring and evaluation. The FIG, next to LPI, the World Bank, IFAD, UN Habitat and others, is a partner for FAO in this endeavour. And, the FIG Academic Members Forum, representing universities and academia, has its particular role to play and were therefore invited to discuss their academic responsibilities with respect to VGGT's in teaching, research, continuous professional development and academic partnerships.



### *Teaching and the voluntary guidelines.*

*Prof. Dr. Jaap Zevenbergen, ITC- University of Twente, The Netherlands, with a contribution from Dr. Charisse Griffith-Charles, University of the West Indies*

#### *Academic education in the VGGT's*

The presentation focussed on 'academic education', although other forms are considered as important, of the national professional and the academic/researcher.

VGGT represents a 'way of thinking'. What is needed to implement the VGGT's are changes in (national) policies, tools available, new way of implementing, monitoring & evaluation, attitude change of actors involved. Land professionals should not only understand and work with the law/policy, but also be able to suggest improvements to them. They should understand societal consequences of disciplinary choices (such as in technology, tenure system, valuation method). Academic education should aim at educating change agents.

Implementation of the VGGT's affects all types of land professionals. Land professionals come from different (sub) disciplines, such as surveying, land economy, planning, land law, and need at least minimal understanding of other disciplines, or inter-discipline like 'land administration'.

The VGGT's tends to be normative and addressing the State, with many underlying notions, partly implicit. In academic education those underlying notions should be made visible and discussed. Further, academic education should make the link to global drivers, human rights, 'land grabs', etc.

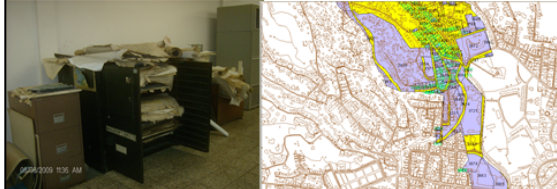
Another role for academic education is to translate the VGGT's in practical tools for its implementation and adaptation to national level.

### *The VGGT's as learning instrument*

The voluntary guidelines fit with an academic approach, as they are based on -negotiated- worldwide good practices (incl. regional consultations). The document, with its logical structure, could be followed in designing a curriculum. The technical guides, video on you tube and online e-learning program offer good starting points for developing education programs and exercises.

### *Some examples from academic practice*

Examples of VGGT in university curricula: UWI University of the West Indies, and ITC University of Twente, The Netherlands. The following are two examples of exercises devoted to VGGT's and used in the programs by the University of the West Indies at St. Augustine (provided by Charisse Griffith-Charles):

<p><b>Typical Question</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate the cadastral system of Trinidad and Tobago for compliance to the Voluntary Guidelines on Responsible Governance of Tenure. Recommend actions that can be performed to bring the cadastral system into compliance with the guidelines.</li> </ul> 	<p><b>Exercise</b></p> <p>The Highway Reroute Group from the Mon Desir community in south Trinidad is protesting the development by the state of a road that would displace the inhabitants from the areas that they have long occupied. Analyse specifically what the particular suggestions for responsible governance in land administration in the 'Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security' are for this particular issue. Discuss how these guidelines could have been or should be applied and what are the particular difficulties, restrictions, or opportunities for their application in the Trinidad and Tobago context.</p>
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University offering programs based on the notions of the VGGT's or with part of its curriculum devoted to it, should support other universities, Polytechnic education and vocational training institutions and CPD.

## Research and the Voluntary Guidelines

Dr David Mitchell, RMIT University, Melbourne

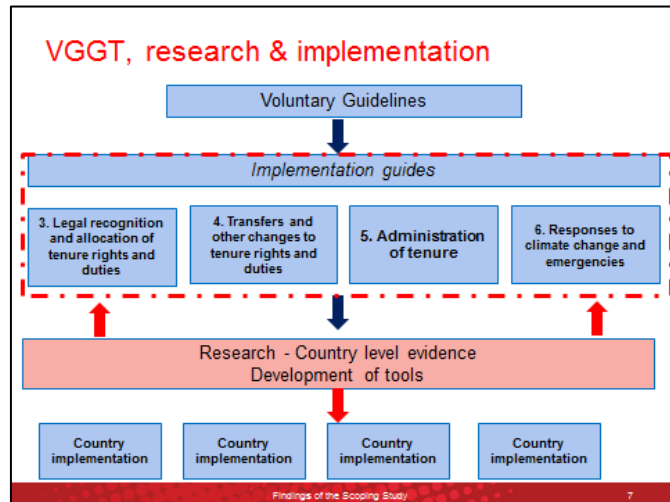
The presenter started with highlighting the advantages of research by academic institutions for the VGGT's and in particular the analytical and independent nature of academic research.

Research could support the implementation of the VGGT's in several ways: in-depth context specific studies and research at country level, test assumptions and dogmas, provide evidence to inform development on the ground and that allows for evidence-based decision making and applied research to inform tool development.

Academic research supports all (5) pillars of the implementation of the VGGT's in 'collectively designing the road ahead'.

Some initial thoughts on research priorities:

- Support tool development:
  - Rural tenure insecurity of smallholders & pastoralists.
  - Women's tenure rights and access to land.
  - Links between climate change and tenure security.
- Monitoring of implementation at country level
  - Has formally recording tenure rights improved tenure security for the vulnerable?



## Continuing Professional Development and the Voluntary Guidelines. The RICS Perspective?

Gary Strong, Director of Practice Standards & Technical Guidance, RICS, UK

The speaker presented the outputs-based approach to Continuing Professional Development measurement. In this approach the distinction between CPD inputs, outputs, outcomes and impacts is important:

- Inputs are whatever is produced by way of input material be it an event, seminar, workshop, etc
- Outputs are whatever is produced which may be used for audit or assessment of individual or supplier (this includes evidence of outcomes and of impacts).
- Outcomes are the results of CPD activities, identifiable as effects on: knowledge, skills, attitudes or behaviour of the professional; the conditions of practice; Stakeholders such as employers, clients or stakeholders and the general public.
- Impacts are the developed or long term consequences of CPD activities on: individual professional's career; Individual's personal life; Practice or workplace; Employer, clients or stakeholders and the general public.

Members are responsible for their own CPD. The CPD should be relevant to their professional practice and should consist of 20 hours per year, with 10 hours minimum formal CPD. Recording is online by each member; with RICS doing regulation checks.

The issue is: how to bring the VGGT's within RICS as part of CPD. The voluntary guidelines are basically known outside the UK. Within the framework of CPD a program need to be developed for the VGGT's and the professional practice. What knowledge, skills and attitude are required for professionals? And, how to offer a proper CPD program on VGGT? There is an issue of concern about delivery of CPD on VGGT for professional bodies whose members are not interested.

### *Academic partnerships and the Voluntary Guidelines. Some thoughts.*

*Chryssy Potsiou, FIG Vice President*

The main concept, in terms of partnerships, was that we will do research and training on the topic but in order to ensure implementation we do need to establish partnerships among the various stakeholders such as

- (a) partnerships among universities and/or research centers
- (b) partnerships between universities and governmental agencies
- (c) partnerships between universities and the private sector
- (d) partnerships between universities and the professional associations
- (e) and multiple sector partnerships

What could be the role of FIG? FIG could look at already existing partnerships and strengthening these. If not existing, what could be a logical consortium or group of universities to work together? Should we think of a regional focus? How to bring them together? What are the VGGT themes these partners will work on? FAO experts are working on guidelines on how to develop such partnerships.

## Statement FIG Academic Members Forum 2014

The FIG Academic Members Forum met on under the chairmanship of Ms Liza Groenendijk on Wednesday 18 June 2014 during the 25th Congress to discuss “Academic responsibilities and the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (VGGT)”. The session was attended by 19 representatives of academic members from 15 countries. Richard Grover facilitated the final discussion and the formulation of the statement report.

The discussion of the VGGT identified a number of key issues including:

- Academic bodies have a responsibility to educate people in VGGT and to disseminate them.
- Schools and colleges as well as universities have an important contribution to make in promoting the VGGT.
- Academic bodies can use the VGGT in their roles of developing capacity and acting as change agents.
- Dissemination can, and ought to be, through a variety of different media and methods of delivery, including e-learning, workshops and summer schools.
- The VGGT provide a curriculum that can be followed.
- The VGGT are written in normative language and are mainly addressed to states so that education has to expose the implicit ideas behind them as these must form an important aspect of any curriculum.
- The VGGT ought to be embodied within courses.
- Courses that embody VGGT need to balance educational demands against the practical needs of vocational courses.
- There is a responsibility to undertake research into VGGT and their implications at all levels – undergraduate, masters, doctoral, and by staff.
- There is scope for academic partnerships to develop work on the VGGT, including regional and thematic networks, and through twinning.
- Universities have a duty to examine the VGGT in their research, including testing the validity of the propositions and the consequences of adopting them, including the impact on lives and livelihoods.
- It would be useful to discover how knowledgeable about VGGT different groups are, as has been done with sustainability, to help promotion of the VGGT to be better targeted.

### **The Academic Members Forum:**

**Noted** that a number of academic bodies have incorporated VGGT into their academic programmes but that more could be done in this respect and that some institutions would benefit from support and guidance in doing this.

**Agreed** that the academic bodies that have a role to play in advocating and implementing the VGGT include those professional bodies which set educational standards for their members, undertake examinations, or who commission research.

**Recognised** that whilst the academic members of FIG have a special responsibility in promoting the VGGT, there is important educational work on them that needs to be done by the Commissions and those academic bodies offering programmes in surveying, real estate management and valuation, agriculture and forestry, law, environmental studies, and planning, who are not academic members of FIG.

**Agreed** that the VGGT should be mainstreamed into academic programmes at all levels, including first degrees, postgraduate taught programmes, postgraduate research programmes, continuing professional development, technician qualifications, primary and secondary education, and non-award-bearing programmes and that educational bodies at all levels should be made aware of the role that they can play in the implementation of the VGGT and be supported in this.

**Agreed** that academic bodies should be concerned with learning and research connected to the VGGT and recognise their role as change agents and as builders of capacity at an individual and institutional level, whilst noting the significant challenge this represents.

**Agreed** that the VGGT represent a way of thinking whose philosophy it is academically valid to explore and to study the societal consequences of implementing them.

**Noted** that there are significant pedagogic issues to explore in the VGGT, particularly in making explicit what is implicit in them, and in striking a balance between national and professional needs and academic education.

**Recognised** that the delivery of educational programmes incorporating the VGGT would benefit from using a variety of modes and media in their delivery.

The Academic Members of FIG request the support and approval of Council to work with Commission 2 to explore with FAO how they might best work together to develop appropriate curricula, research, and knowledge sharing to promote the VGGT that would assist all Commissions and Members of FIG and the wider academic and community.

## Participants FIG Academic Member Forum 2014

<b>Name</b>	<b>Country</b>	<b>Organisation</b>
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David Mitchell	Australia	RMIT
Emmanuel Tembo	Botswana	University of Botswana
Fahria Masum	Germany	Technische Universität Munchen, TUM
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Liza Groenendijk	Netherlands	FIG Commission 2
Madan Mohan	India	JMI Central University, New Delhi
Mohammed Abdur Razzak	Bangladesh	Government of Bangladesh Himalayan College of Geomatic Engineering and Land Resources Management
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Richard Grover	UK	Brookes University
Shital Dhakal	Nepal	Boise State University
Steven Frank	USA	FIG Commission 2
Stig Enemark	Denmark	Aalborg University
Tea Dabrundashvili	Georgia	FAO
Vasily Nilipovskiy	Russia	State University of land use planning



## Main resources

### The guidelines

FAO (2012). Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security. Rome, FAO. <http://www.fao.org/docrep/016/i2801e/i2801e.pdf>

### The technical supporting guides

FAO (2013). Governing land for women and men. Governance of tenure technical guide 1. <http://www.fao.org/docrep/017/i3114e/i3114e.pdf>

FAO (2014). Improving governance of forest tenure. Governance of tenure technical guide 2. <http://www.fao.org/docrep/018/i3249e/i3249e.pdf>

FAO (2014). Respecting free, prior and informed consent. Governance of tenure technical guide 3. Rome. <http://www.fao.org/docrep/019/i3496e/i3496e.pdf>

FAO (2013). Implementing improved tenure governance in fisheries. A technical guide to support the implementation of the voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security- Preliminary version. FAO. <http://www.fao.org/docrep/018/i3420e/i3420e.pdf>

### E-learning curriculum

Introduction to the Responsible Governance of Tenure. <http://www.fao.org/nr/tenure/e-learning/en/>

### Newsletter

Newsletter Voluntary Guidelines on Tenure Governance Initiatives  
<http://www.fao.org/nr/tenure/whats-new/march-2014-news-flash/en/>

### You Tube

Responsible Governance of Tenure. <https://www.youtube.com/watch?v=dLqbi8xu3gw&feature=youtu.be>