



FIG Working Week 2024

19-24 May

Accra, Ghana

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GOOD PRACTICES ON LAND GOVERNANCE CURRICULA DEVELOPMENT

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Graduates transition into the Labour Market

The relationship between higher education, employability and the world of work in general is complicated by differing expectations of the key stakeholders

- Students expectations of higher education as a gateway to absorption into the labour market
- employers have their own requirements from graduates and
- companies' requirements in terms of abilities
- Consumers of services as well as the trainers

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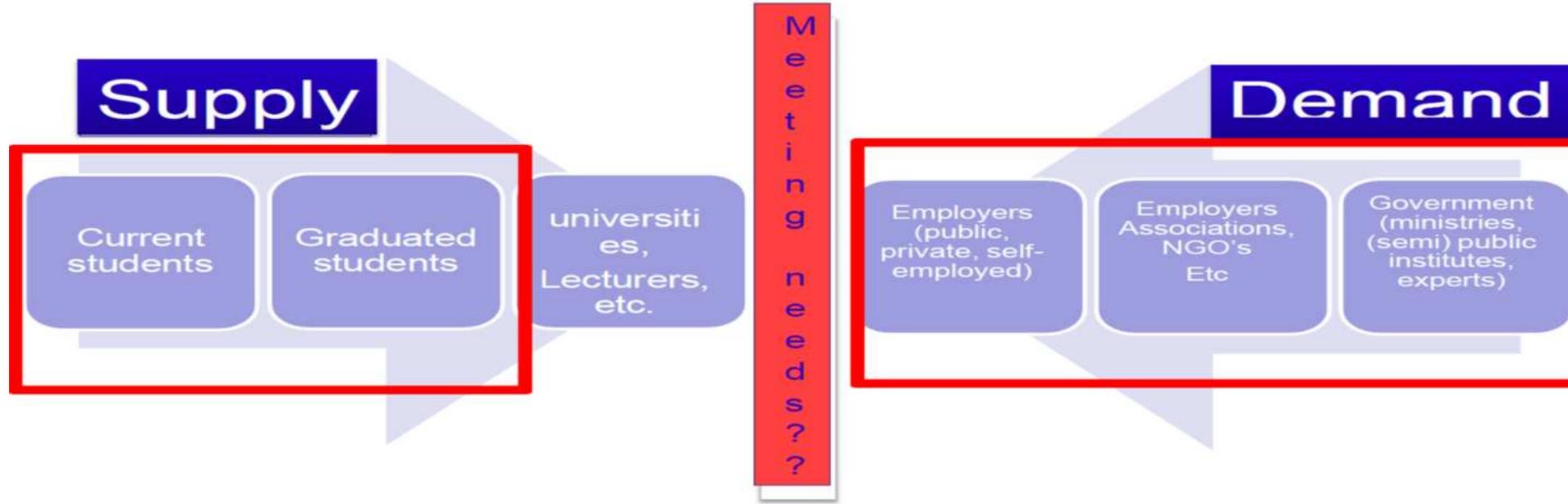
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Graduates transition into the Labour Market

- Due to massive expansion of primary, secondary and university enrollment coupled with limited expansion of the infrastructure and number of teaching staff, the quality of education is compromised (World Bank, 2014)
- This quality challenge is more evident in the transition of graduates to the labour market

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- Graduate unemployment rates are high in many African countries
- With between 11-12 million youth enter the workforce in Africa each year



BUT

- only **3 million formal jobs** are created annually (World Bank, 2014);
- The remaining 75% have to find ways of sustaining themselves, resulting into many youth without meaningful occupation





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Emergence of Hustlers!!!!





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Emergence of *Hustlers*!!!!



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Graduates transition into the Labour Market

- Some graduates have opted for entrepreneurship instead of applying for jobs
- Freelancing
- Employed in a field not related to specialization
- Short term engagement on projects in any field/studied field
- Start ups in area of specialization
- Start ups in field not related to specialization

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Graduates transition into the Labour Market

Graduates in land governance are no exception!!



For example in Tanzania

- Average number of graduates (LG) increased from 60 in 2006 to – 500 annually in 2020/21 while the market can absorb appr. 200 graduates annually
- The LMS (2013) results indicated that a total of 2,060 students graduated from Ardhi University during 2006-2011; and only 1300 of these were employed



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Graduates transition into the Labour Market

- Efforts to address graduate employment challenge have been made by various institutions.
- At the AU - the Framework and Guidelines (F&G) on Land Policy in Africa identified a lack of capacity to manage change and technological know-how required to manage contemporary land reform programs as one challenge in LG in Africa (AUC-ECA-AfDB Consortium 2010)
- ALPC commissioned two studies: ***Curricula Needs Assessment and Industry Needs for Land Professionals in Africa*** resulting into development of ***Guidelines for the Development of Curricula on Land Governance in Africa*** support building adequate human, financial, technical capacities to support land policy development and implementation

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Graduates transition into the Labour Market

The Guidelines are meant to

- Bring out the specificities, issues and challenges that should underpin training and research curricula on land governance; they address 8 themes as detailed in the s
- provide guidance on how curricula development on land governance could address 8 themes identified to be needed in promoting land governance in Africa

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Structure of the Guidelines

Chapter		Corresponding Guideline/s
1.	Introduction	
2.	Evolution of Land Governance in Africa	Guideline 1
3.	Industry and Programs	Guideline 2
4.	Land Governance in Rural Areas	Guidelines 3,4,5,6
5.	Urban and Peri-Urban Areas	Guidelines 7,8
6.	Women's Land Rights	Guidelines 9,10
7.	Environment and Climate Change	Guidelines 11,12,13
8.	Conflicts and Land Governance	Guidelines 14,15,16,17
9.	Land Tenure and Property Rights	Guidelines 18,19,20
10.	Research and Innovation	Guidelines 22,23,24,25,26
11.	Operationalizing the Guidelines	



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1. Apply the AU Guidelines considering University's position
 - Identify and involve all key stakeholders – *students, staff, employers, consumers of services, government, private sector, civil society, development partners, parliamentary committees on land, line ministries, professional bodies, other universities and etc.* at the inception and validation
 - Determine industry demands through surveys

For existing courses

- Review
- Identify gaps and;
- close gaps with appropriate skill sets
- Consider gaps identifies in the ALPC Studies

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For new courses

- Take note of highlighted skill sets (in ALPC Studies)
- Incorporate as befits during curricula design

2. Adopt the Competence Based Teaching and learning mode- which emphasizes what learners are expected to do rather than to know
3. Include industrial placement in curriculum
4. Validate (peer & industry)
5. Obtain necessary approvals
6. Undertake periodic reviews

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Need to Mainstream and consider items identified in the Guidelines as well as gaps established in the studies and LG industry needs

- ❑ Innovation;
- ❑ adaptability to technology;
- ❑ inclusion;
- ❑ conservation;
- ❑ sustainable land management and,
- ❑ flexibility with jurisdiction

in the teaching of land governance courses

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GOOD PRACTICES ON LAND GOVERNANCE CURRICULA DEVELOPMENT IN AFRICA

How do good practices in curriculum development they ensure labor market integration of graduates?

- Good practices addresses the observed gaps and needs from the market! Hence graduates from such programs are likely to meet the requirements of the employers and be capable to deliver.

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Conclusion

There are quite a number of issues that the graduate employability debate is missing out

- If the identified gaps were addressed in the curriculum are graduates likely to be employable?
- If the employers demands are fulfilled would they employ graduates? To what extent?
- If all the pitfalls were to be sorted out is the labour market likely to absorb all the graduates in their respective areas of specialization?

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Conclusion

- Accept that there are limited employment opportunities – focus should be on what next with the large number of graduates? What should the G curricula in LG include to address this?
- It important to note that graduate employability challenge be looked at by using a different lens!! Are we saying that all graduates should be employed? What about other activities that they are engaged in?
- Probably the focus should be on empowering graduates to be able to engage in different economic activities not necessarily be employed. How can this be achieved?

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