

MASTERCLASS CURRICULUM

Open Land Data in the Fight against Corruption

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1. Introduction

The curriculum “**Open in Practice: Using Open Data, Knowledge Sharing and Information Management Systems in the Fight Against Land Corruption**” is being developed to increase land professionals understanding of concepts relating to Corruption and Open Data, and identify how open land data can contribute to addressing the lack of transparency, poor accountability, and increase the participation of civil society actors in land administration, land-based investments & land policy related information.

The main objective for this curriculum is:

“to be used in the context of different institutions and actors in the land governance and corruption sectors and raise awareness on the different ways open data can be an effective anti-corruption tool, and on the importance of context and the associated possibilities and limitations of using open data within these contexts”.

The curriculum is aimed at 3 main target audience groups: 1) policy makers, administrators and project managers, 2) researchers, and 3) infomediaries, which includes journalists, communication officers and (data) repository managers. Within these groups, the curriculum specifically targets those active in the land sector, but may also be useful for professionals working on (land) corruption or Open Data.

More specifically, by the end of the curriculum, the learners will be able to:

- Understand the meaning of and principles behind Open Data;
- Understand the meaning of and principles behind corruption;
- Understand land corruption and the differences with ‘general’ corruption;
- Recognize the potential of Open Data in the Fight Against Corruption;
- Be aware of the potential (corruption) risks of opening land data;
- Understand the differences of the land sector compared to other sectors where open data has been successfully used as an anti-corruption tool;
- Understand the challenges and opportunities in the various stages of the data lifecycle;
- Recognize challenges in certain contexts to open land data and identify pragmatic solutions that balance the need to protect against corrupt practices, and opening data for increased transparency and accountability.

2. Background

This curriculum is developed as part of a collaboration between the Anti-Corruption & Integrity Sector Programme implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Land Portal Foundation aimed to explore possibilities of open

land data being an effective anti-corruption tool. The curriculum was preceded by an [online discussion on this topic](#), organized from September 9-29th, 2019, on the Land Portal in collaboration with the Cadasta Foundation. The outcome of this online discussion is summarized in an [online discussion report](#).

This curriculum builds on the outcomes of this online discussion and will specifically focus on dismantling the importance of context, possibilities and limitations of using open land data as an anti-corruption tool. The curriculum will be structured as a 2-hour, face-to-face masterclass.

3. Curriculum Design

The design of this curriculum is a result of a consultative process between GIZ and the Land Portal Foundation. The structure is strongly based on the Land Portal's approach to developing a holistic, inclusive and pragmatic view of the entire land data ecosystem.

The curriculum content will be learner-centered, engaging and rich in interactive elements, with examples and case-based scenarios. Key concepts will be transferred in quick and concise expert briefings. Examples and case-based scenarios will cover key dilemmas as identified in the online discussion, and focused on discussion, engagement and action-oriented outcomes.

The curriculum will have a strong impact evaluation component, to measure participant's potential increase in understanding of key concepts as well as measure (potential) further action or behavior-change based on curriculum-content.

4. Target audience

The learning goals are linked to the target audiences, as follows:

Policy Makers

Policy makers include both administrators and project managers. Policy makers identify needs and priorities in-country/region, collaboration across ministries and sectors, draft or revise policies coherent with national and global development agendas in-line with meeting commitments and goals.

Learning goals of policy makers are as follows:

- Understand challenges in shaping and formulating (institutional) data-sharing policies for increased transparency;
- Understand how to make policy decisions transparent and evidence-based.

Researchers

Researchers communicate their research, collaborate with others - where appropriate - and transfer and exploit knowledge for the benefit of the society as a whole. Researchers produce research as well preparing, writing and submitting research proposals; reviewing gathered research and analyzing various sets of data; interpreting data.

Learning goals of researchers are as follows:

- Understanding risks and challenges in collecting sensitive data that may be prone to corruption;
- Understanding risks and challenges in publishing sensitive data that may be prone to corruption;
- Identify ways to collect and publish sensitive data in a way that reduces the corruption-related risks for data subjects.

Infomediaries

Infomediaries is a broad term that has been used to encapsulate a number of roles of actors playing an intermediary role when it comes to data/information: between the data collectors/publishers and the ultimate data consumers. What joins them is that they all want to take either data, information or knowledge and help their users increase their understanding of a particular issue. Examples of Infomediaries are Journalists, Communication Officers, Librarians and ICT workers.

Learning goals of infomediaries are as follows:

- Understanding the risks and challenges of using, interpreting and sharing sensitive data that may be prone to corruption;
- Understanding their role in the land data ecosystem to interpret and use data to uncover corruption issues & how to do that responsibly.

5. Structure of Curriculum

In order to assist facilitators in preparing the masterclass, this curriculum outline provides guidance, learning objectives and outcomes on each aspect of the masterclass.

Part 1: Welcome & Introduction

Engaging and interactive learning is most likely to happen in an environment where people feel included and there is a low threshold for participation. To establish such an atmosphere, proper time needs to be taken to know the people in the room and allow all participants to introduce themselves.

Learning outcomes

At the end of this first part, participants will know:

- Facilitators & organizers
- Background of the other participants
- Goals for the Masterclass.

Time

This part will take 10 minutes.

Practical notes

- Participants will also be asked to fill in a “pre-masterclass survey” to establish a baseline for evaluation of learning of the masterclass.
- At the discretion of the facilitator, Part 1 and Part 2 may be merged.

Useful resources

[Pre-masterclass survey](#)

Part 2: Setting the Scene - Corruption & the Land Data Ecosystem

The second part of the curriculum is intended to set the scene of the topics, to familiarize the participants with key concepts of the masterclass, but also to make them feel that the data ecosystem is not an abstract thing for data scientists, but it is something they are a part of, contribute to and bring value from their own unique perspective.

Learning outcomes

At the end of this second part, participants will know:

- The basics of open data and its role in the fight against corruption in other sectors
- The fundamentals of corruption and land corruption
- Understand the differences of the land sector compared to other sectors where open data has been successfully used as an anti-corruption tool;
- The concept of the land data ecosystem and the participant’s own role in it.

Time

This part will take 20 minutes.

Practical notes

- To ensure this part remains interactive, it is recommended to start with a ‘warm up’ quiz through which participants will gain an understanding of the key concepts, as well as feel the ecosystem is something they are a part of.
- Expert briefings to explain key concepts should be short and to-the-point. Long Powerpoint presentations should be avoided.
- At the discretion of the facilitator, Part 1 and Part 2 may be merged.

Useful resources

[Warm up quiz](#)
[Land Corruption introduction video](#)
[Open Data basic presentation](#)

Part 3: Data Cycle World Cafe

The third part of the curriculum is designed as a World Cafe, with four stations through which the participants will rotate in subgroups. The stations are mirrored after four stages of the data lifecycle,

namely 1) Data Collection & Analysis, 2) Data Management, 3) Data Dissemination, and 4) Data Use, Feedback & Impact. Based on concrete cases at each station, the participants will discuss key dilemma's of corruption at each stage of the data cycle.

Learning outcomes

At the end of this third part, participants will know:

- The various stages of the data cycle and how they intertwine
- The challenges and dilemmas relating to each stage when it comes to opening data to combat corruption vs. enabling corruption
- The possibilities to find compromises and pragmatic solutions in each stage that find a balance between more transparency and not enabling corruption.

Time

This part will take 40 minutes.

Practical notes

- To quickly divide the group into subgroups for the World Cafe exercise, the facilitator may either number all participants from 1-4 and assign them to a subgroup that way, or - in case name tags are used - masterclass organizers may assign numbers to participants on the back of their badges. In the latter way, the organizers can ensure diverse subgroups, but this may not always be possible if the masterclass is open to a wider audience.
- Each World Cafe station will be assigned a 'station owner' to guide the discussions and answer any questions from the participants. The station owner will write down key questions, thoughts and conclusions and report back to the plenary group once all groups have gone through each station.
- Each World Cafe station will need a flip chart with four separate papers to note key questions, thoughts and conclusions from each group. In the interest of time, a new group might build upon inputs of a previous group and either challenge those inputs or highlight different aspects.
- Each World Cafe station will have (a) case(s) to draw from and guide the discussions. This will be available to the station owner.

Useful resources

[Data station cases](#)

Part 4: Conclusions & Closing

During the fourth and final part of the curriculum, the main discussion and conclusions from the various parts of the masterclass will be summarized and discussed in a plenary setting.

Learning outcomes

At the end of this fourth part, participants will know:

- The challenges and dilemmas when it comes to opening data to combat corruption vs. enabling corruption for each of the different steps of a data life cycle.
- The possibilities to find compromises and pragmatic solutions that find a balance between more transparency and not enabling corruption

Time

This part will take 20 minutes.

Practical notes

- Each World Cafe station owner will be asked to summarize the main discussions and common threads in the station visits, and highlight actions points/ solutions where possible.
- Participants will be asked to fill in a “post-masterclass survey” to finalize the evaluation of the learning of the masterclass.

Useful resources

[Post-masterclass survey](#)