

A New Initiative for Land Administration and Management Education in the Philippines

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Key words: Land administration and management, education, Philippines

SUMMARY

The Land Administration and Management Program (LAMP, or the 'Program') is a 15-20 year reform plan to improve land administration in the Philippines. It is a strategic initiative of the Government of the Philippines, with funding support from the World Bank and technical assistance from AusAID. Its fundamental goals are to support an efficient land market and alleviate the present low level of the system of formal land registration and lack of tenure security. Capacity building is one of the five core components of the Program and will address the need for appropriate education and professional development for the land administration and management sector. This paper describes the national strategy developed for this purpose in 2008 and the new educational programs designed in 2009 for implementation at local educational institutions in 2010.

SUMMARY

Le Programme d'Administration de Terrain (LAMP, ou 'le Programme') est un plan d'une réforme de 15-20 année d'améliorer l'administration de terrain dans le Philippines. C'est une initiative stratégique du Gouvernement du Philippines, avec le financement du soutien de la Banque Mondiale et de l'assistance technique d'AusAID. Ses buts fondamentaux sont de soutenir un marché de terrain efficace et soulager le présent niveau bas du système d'enregistrement de terrain formel et de manque de sécurité de bail. Le bâtiment de capacité est une des cinq composantes de base du Programme et adressera le besoin pour l'éducation appropriée et le développement professionnel pour l'administration de terrain et le secteur d'administration. Ce papier décrit la stratégie nationale développée pour ce but en 2008 et les nouveaux programmes éducatifs conçus en 2009 à l'implémentation aux institutions éducatives locales en 2010.

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1. INTRODUCTION

The Land Administration and Management Program (LAMP, or the ‘Program’) is a 15-20 year reform plan to improve land administration in the Philippines. It is a strategic initiative by the Government of the Philippines (GOP) that aims to support an efficient land market and alleviate the present low level of confidence in the system of formal land registration and the lack of tenure security. The overall goal of the Program is to alleviate poverty and enhance economic growth by improving land tenure security and fostering development of efficient land markets in rural and urban areas. This will occur through the development of an efficient system of land titling and administration, and a uniform valuation system based on clear, coherent and consistent policies and laws, supported by appropriate institutional structures.

The Program is multi-donor funded with a loan from the World Bank of US\$19 million and a grant for technical assistance of A\$34 Million from AusAID. The GOP will contribute equivalent to US\$2.28 Million and the technical assistance is being implemented under contract by Land Equity International Pty Ltd (LEI, 2010). The Department of Environment and Natural Resources (DENR) is the Government’s lead agency and the Program is comprised of the following five core components:

- Development of policies, a regulatory framework and reform of the institutional structure for Land Administration and Management (LAM);
- Institutional development and capacity building in the sector;
- Issuance of titles and other forms of secure property rights in urban and rural areas through One-Stop-Shops (OSS) that offer improved service delivery;
- Strengthening of property valuation system through the establishment of an efficient, fair, equitable and uniform valuation that meets international standards; and
- Project management.

This paper focusses on Component 2, which has as its objectives to develop transparent, gender responsive and service-oriented institutional and human resource management and development arrangements for land administration, as well as developing institutional capacity to: (a) implement and manage LAM at the national, regional, provincial and municipal levels; and (b) lay the foundation through education and training for the future expansion of tenure security and land valuation and appraisal activities. While technical and vocational education and training are dealt with separately in the Program, this paper will focus on the national strategies and recommendations proposed in 2008 for LAM postgraduate education and continuing professional development in the Philippines, and then discuss the design and implementation of the educational programmes aligned with those

national strategies.

2. NATIONAL STRATEGIES AND RECOMMENDATIONS

A key part of the capacity building component in the Program requires the development of an overall strategy to guide both the long-term delivery of formal LAM education in the Philippines and also Continuing Professional Development and Education (CPD/E) initiatives. It should be noted here that the acronyms LAM (Land Administration and Management) and LA (Land Administration) will be interchanged in this section of the paper. However, with some educational institutions there may be some internal “political” issues arising from the term “Management” and it may be prudent to refer simply to “Land Administration” in certain instances and documents.

Internationally, the occupational field of LAM remains a paradox of perceptions. Some believe it is an extension of land surveying, with a few additional skills, perhaps! Others consider it a stand-alone profession with core proficiencies for devising and implementing good land policy. And, there are others in-between! Formal LAM education attracts similar diverse perceptions. Some might argue that simply adding a few subjects to a land surveying (geomatics, geodetic engineering) degree will suffice. Others believe that sound land administration education requires a careful blend of theory and experience in key professional and socio-legal subjects (professional ethics, land management, conflict resolution, land law, land tenure and land policy) with necessary technical understanding (for example, in land and spatial information systems, cadastral surveying, land registration systems). The authors agree with this latter view.

The various recommended land administration (tenure security) education strategies that follow are based on the requirement to prepare and enable future Filipino land administrators to be provided with the proper mix of LAM competencies and skills. The land administration education strategies and recommendations are based on certain premises.

First, that land administration education must be aligned with national goals, especially land policy. This is a tacit acknowledgement that land administration itself (and the accompanying education) really is an integrated set of cross-sectoral and multi-disciplinary activities. Equally, the past only provides an imperfect and limited guide to the future in terms of LA (tenure security) occupational needs. This further suggests that the creation of strong linkages and a collective commitment between LA educational providers, industry and other external stakeholders is essential. Finally, quality, performance, effectiveness, efficiency and transparency in the development and delivery of LA education are all vital requirements. Accordingly, six key strategic courses of action were identified.

2.1 Strategy One: Coordinated Delivery of LAM Formal Education Programmes

In consultation with other interested parties, planning and implementation of enhanced LAM education programmes at post-graduate and continuing professional development and education (CPD/E) levels should commence as soon as possible. This needs to be preceded

by an accurate determination of the likely (and necessary) demand for qualification-oriented LAM courses at different levels: certification; certificates; post-graduate diplomas; Masters and PhD degrees (whilst also acknowledging the important Philippines ladderization principles). The Program itself has the capability to provide tangible support for the provision of short courses in LAM (in-house and external) from qualified individual suppliers and consortia. Active promotion of certification in carefully selected LAM subjects could also assist as a start. Early delivery could include, with donor permission, the secondment of qualified Technical Advisers (TAs) part-time to provide high-level advice/support in teaching/instructing selected courses.

The development of a dedicated full-time Masters degree programme in LAM, in at least one reputable university, appears to be a *sine qua non* for the Philippines. There is also a need to support part-time distance-taught programmes, possibly at Masters level, for certain professionals because many of them could be mid-career professionals, and holding down jobs. This is also predicated on building a strong academic Philippines cadre of teaching expertise in LAM which includes advanced overseas LAM study. The Program should also consider setting up a dedicated annual meeting of Philippines LAM educational providers sponsored through the Program, and there is merit in nurturing a LAM (tenure security) education/training network in the Philippines and with South-East Asian countries—that is, a regional workshop to share experiences and progress.

2.2 Strategy Two: Strategic Choice of Philippine LAM Deliverers at Tertiary Level

The careful and transparent selection of suitable Philippines deliverers of LAM education at post-graduate tertiary level, and perhaps at lower levels for CPD/E, lies at the heart of this second strategy and needs immediate action. Based on the perceived calibre, standing, and location of the available institutions, the Program should enter into early negotiations to select at least one first-choice lead institution to provide tertiary-level LAM formal education at Masters level.

Wherever possible, existing courses should be used so as to reduce costly additional course preparation and delivery. Various options include using existing MBA-type programmes in public policy or public administration as a sound basis for LAM postgraduate education. These would be specifically aimed at those practising professionals who have already had exposure to, and experience in, LAM applications. Clearly, such programmes would need fine-tuning and modifications to the existing detailed curricula to properly incorporate the wider land administration subject areas.

If appropriate, consideration may need to be given to using various Philippines campuses to replicate such a devised LAM Masters course perhaps under consortium arrangements or by sub-contracting. Selected courses from the Masters programme could also be used as CPD/E courses or for certificates. At undergraduate level, there is an option to rework current models (for example, in land surveying, planning or geography) by stripping out parts of the measurement science components and replacing them with “purer” land administration subjects as a medium-term solution.

2.3 Strategy Three: Strategic Choice of International LAM Educational Deliverers (Twinning) at Tertiary (perhaps other) Levels

The Program is mandated to seek and appoint one or more suitable international academic “twins” to support the Philippines in preparing and delivering LAM educational initiatives. At the Philippines end it is important to explain what the twinning process entails in terms of mutual responsibilities and required outcomes. Workshops are recommended here. For the potential overseas twin(s), there are specific Program selection criteria set out that include open and transparent selection processes via tender following short-listing of twinning candidates. Implementation involves supporting the selected Philippines LAM-education providers by: developing learning materials; preparing for pilot courses; piloting and evaluating courses; and mainstreaming courses.

The suggested strategy is to: (a) search for well-established and accredited programmes currently offering LAM education to local and international students (where possible); (b) seek out well-qualified individuals in LAM internationally; (c) look for impressive faculty including the possibility of adjunct professors with world-class reputations and experience in LAM; (d) make a preliminary assessment to prepare a ‘long-list’; (e) prepare and distribute an information pack and request tenders for twinning input; and, (f) ensure all processes are open and transparent; and (g) shortlist and select using a balanced committee approach with Philippines stakeholders, donors and management team.

If possible, it would be desirable to look for a world spread of international twins, for example Northern-Hemisphere/Southern Hemisphere or European/North American/Pacific Rim. It would also be helpful to look for LAM presence and experience in Asia and also for existing tangible backing and assistance by reputable (private-sector and public-sector) organizations in the countries concerned—including proven support of similar LAM educational programmes.

2.4 Strategy Four: Meeting LAM Educational Needs

The range of possible course content and general areas of curriculum identified in existing LAM courses on the international stage included:

- Resource Management Policies Courses
- Land Policy Courses
- Land Administration and Management Courses
- Land Management Programmes Courses
- Land Reform Programmes Courses
- Land Measurement Courses
- Professional Skills Courses

Clearly, the academic level of the particular course, and the content that can be covered, depends on course purpose—for example, first exposure or updating of existing

practitioners— and the time available. The following interventions are recommended:

- (a) Start by facilitating the expansion of basic LAM skills and procedural training through short-courses and workplace modules which can be stand-alone courses, in-house courses or CPD/E courses.
- (b) Design a LAM curriculum with integration of socio-legal aspects of LAM (land law, land distribution, management, policy analysis) with the traditional technical GE (surveying, spatial information technology) curriculum.
- (c) Prepare an overall LAM curriculum consisting of at least 60% “pure” LAM subjects supported by professional and administration/management subjects (20%) and geo-spatial data (20%). (Percentages are approximate and could vary with audiences.)
- (d) LAM practitioners are likely to be cross-sectoral and multi-disciplinary (primary degrees across many sectors) and they need a suitable professional “home”. Encouragement to obtain professional registration recognition of LAM and even licensure would assist.
- (e) Substantial effort is required to build public awareness regarding LAMP and its mission as a critical part of national and regional capacity-building. One way forward here is to send a carefully selected group to study selected LAM jurisdictions looking at both private and public sector LAM activities.
- (f) Grouping LAM professionals in a single agency to perform public-sector LAM functions. This would also assist in developing clearer career paths for LAM professionals. Consideration should be given to establishing a dedicated Land Administration Training Centre co-located with an agency, for example within DENR or even with a new LAM Research Centre.
- (g) There is an international shortage of qualified and experienced land administration academics and trainers. The program project should seriously consider formal upskilling of a carefully selected academic and practitioner cadre who are sent overseas for higher level tertiary education with the prescription and bonded requirement that they become “trainers” on return.
- (h) The land administration curriculum should make extensive use of international comparative models, cross-country comparisons and evaluations including formative case studies, of both the “good” and the “bad” experiences!
- (i) In land administration curriculum preparation (certification, undergraduate, postgraduate and CPD/E), separate out key subjects and topics in both the technical and non-technical areas. Mandatory LAM topics should include: land policy; land tenure and land law; cadastres and land registration systems; professional skills, including management and ethics. These subjects should be covered in depth with a careful mix of theory and best practice. Core LAM subjects should be covered to a high level of knowledge and

understanding together with application of that knowledge/understanding. Here typical subjects would include: spatial data-gathering; geo-spatial systems; conflict avoidance management and dispute resolution over land; environmental awareness; sound written, verbal and graphic communication; and project management. Optional LAM competencies are supportive, elective and more generalist, typically including: negotiating skills; accounting principles; insurance and risk management.

2.5 Strategy Five: Research into Land Administration and Management

The link between research activity and teaching at degree level is critical to the achievement of LAM excellence. It ensures new knowledge is incorporated into the scholarship activities of teachers. Properly targeted, applied research can also materially assist to meet the goals and objectives of projects through greater economy, efficiency and effectiveness. The Program should take a pro-active stance in identifying potential research topics, for example at regional or OSS offices, and publicising them to prospective researchers. In allocating funds for research purposes, it is essential to ensure that the quality research outputs are delivered on time and on budget. Good research outcomes funded by the program should be celebrated and publicized. Greater connectivity with the end-users of research should be actively encouraged. Researchers should be actively encouraged and supported to present their research work to wider audiences, for example through peer-reviewed conference or journal articles.

2.6 Strategy Six: CPD/E Definition and Discussion

Most professional skills are learned via a four-part process which starts with a formal, usually accredited, package of tertiary education. A period of practical experience then follows which may take some years. Phase 3 means the demonstration of capacity to accept professional responsibility and, in Phase 4, ongoing training and experience to ensure competence is maintained. Few professionals set out to be or become incompetent or negligent, however it does happen when time passes and skills atrophy in a fast-changing environment. Successful modern professionals recognise that the management dimensions of surveying have expanded considerably. So too, have client expectations. Practical strategies and future interventions envisaged for Philippines LAM CPD/E comprise are:

- (a) Clear articulation of the inter-twined relationships between CPD and CPE and careful review of the existing related CPD/E structures of core and ancillary professions/occupations in terms of CPD/E regulation, demand and supply.
- (b) Identification and assessment of the various change factors impacting on the LAM sector in the Philippines including the macro- and micro-forces of change.
- (c) Through a workshop process, analyse the needs of the constituencies which have a core interest in LAM including the provision and consumption of LAM CPD/E.
- (d) Review the parameters of Philippines professional behaviour with particular emphasis on

the ethical requirement for professionals to maintain and enhance their technical, administrative and professional/managerial skills. This includes the purpose, role and application of professional discipline through Codes of Conduct, Regulation and Rules.

- (e) Identify quantify and rank the range of LAM technical, administrative and managerial/professional skills which are required and then set these against needs parameters.
- (f) Undertake the necessary research to identify what is the true demand for LAM CPD/E and in which subject areas. Identify the gaps which exist between current educational offerings (CPD/E) in LAM and those needed to provide a coherent and coordinated professional CPD/E programme.
- (g) Facilitate a CPD/E coordinating committee which has a mandate to prepare an ongoing (and rolling) programme of CPD/E subjects and topics to meet LAM industry needs while avoiding duplication. The committee should also be mandated to have a funded programme of marketing the various CPD/E offering to all interested LAM personnel.

2.7 Progress to Date

Of course, there is little point in preparing strategies and recommendations if they are not implemented, and in this regard LAMP and the GOP is progressing very well with their adoption and introduction. To date, two local universities have been selected and formally agreed to conduct new degree and non-degree LAM postgraduate education programmes through ladderized arrangements, together with a range of CPD/E activities. To provide ongoing advice on the range of CPD/E events needed, an inter-agency Technical Working Group has been established, and a Center for Land Administration and Management of the Philippines (CLAMP) has also been created to mainstream LAM technology transfer and training. The international collaborating (twinning) institutions have been selected and courseware development is well advanced for introduction in 2010 initially as CPD/E offerings with Program and GOP support. The Program has also established an Innovation Support Fund (ISF) to promote land administration and management reform and improved delivery of land related services in provincial and local government—with 16 projects now well underway and important lessons emerging from the use of the land systems and land information at the local level.

3. CURRICULUM DESIGN AND IMPLEMENTATION

Following development of the national strategies for LAM education and professional development in late 2008, the next stage was to prepare the following (LAMP2, 2009):

- a draft curriculum for LAM postgraduate study and continuing professional development and education in the Philippines;
- the formal arrangements with the local universities to be involved and how they will implement the curriculum;

- the Terms of Reference for the selection of an international collaborating (twinning) institution in LAM education; and
- an implementation plan for LAM formal education and continuing professional development.

3.1 Suggested Curriculum

The suggested curriculum for postgraduate LAM education would include new courses developed and taught in the following areas:

- Land Administration and Management
- Land Tenure, Law and Policy
- Land Economics and Valuation
- Technologies for Geodata Collection, Analysis and Interpretation
- Land Resource Management, Access and Benefit Sharing
- Land Conflict Management
- Urban and Rural Land Use Planning
- Special Problems in Land Administration and Management

with their recommended content given below:

Land Administration and Management

Content: the connection between good land administration and land management; land administration and management: definitions and history; why good governance matters for land administrators; land rights, restrictions and responsibilities, defining land units; the need for land information; cadastre and land registration: concepts, history, benefits; different types of cadastral and land registration systems; the need for management and security of land records; cadastral surveying methods, boundary options; geo-information and land information systems; land information management: policy, organization and systems issues; spatial data infrastructures; cultural, ecological, economic and social aspects of land management; land delimitation, adjudication, land consolidation, readjustment; land use classification and inventory; land regularization issues in riparian, marine and coastal resources; capacity building and human resources development; role of Non-Government Organizations (NGOs); cadastre and land administration reforms; proposed Philippines Land Administration Reform Act; international trends.

Land Tenure, Law and Policy

Content: understanding people to land relationships; building land markets and complex commodities; objectives, principles and strategies of a comprehensive land policy; property regimes in land and land tenure systems; the relationship between land tenure and land development; land tenure systems in both developed and developing countries; land tenure in post-industrial societies: whose land is it anyway?; pro-poor land policies and reforms; policy mechanisms for managing land tenure; agricultural land use policy in the Philippines; the changing rural sociology in the Philippines; international and historical perspectives on rural savings societies and land tenure reform; international

competition for land resources; management of state lands, urbanisation and rural-urban transition problems; land law of the Philippines (including): Civil Code of the Philippines, Public Land Act 1936 (as amended); Indigenous Peoples' Rights Act 1997; Forestry Reform Code; 1975; Philippines Mining Act 1995; National Integrated Protected Area System Act 1992; international trends

Land Economics and Valuation

Content: evolutionary and functional nature of human settlement; land as both a natural resource and a universal economic good; economy of material resources, land and real estate markets; economic terms, concepts and fundamental theories; economic models, concepts of demand and supply, resource scarcity and use; environmental economics of sustainable land use; property tax and national tax systems; property tax and economies in transition; paying for it: applying land taxation policy in democratic societies; compulsory acquisition and purchase; land valuation/appraisal concepts, definitions, methods, standards; analysis of property data, sales, rentals, cost data; alternative credit mechanisms; urban and rural land valuation methods, factors affecting valuation and land prices; property rights, compulsory purchase and acquisition; introduction to Computer Assisted Mass Appraisal (CAMA); international trends

Technologies for Geodata Collection, Analysis and Interpretation

Content: GIS: history and definition; application areas; modelling the real world; data manipulation; spatial analysis; data visualization; system management; future of GIS; emerging trends. GPS: what is GPS; history, how GPS works; equipment; signal accuracy; sources of error; satellite distribution; differential correction sources; different techniques for GPS use; applications; other satellite positioning systems (GNSS); emerging trends. Remote Sensing: history; systems; overview of remote sensing of the environment; application areas; digital image processing; field techniques; analysis techniques; remote sensing GIS integration; emerging trends.

Land Conflict Management

Content: the context of land conflict; land and social capital; political, institutional, social and economic reasons for land conflict; stakeholders and power relations; conflict analysis and mapping; options for conflict resolution; non-consensual/Formal resolution, Consensual/Informal resolution; arbitration, adjudication, community action, community consultation; negotiation, conciliation, facilitation; Best Alternative To a Negotiated Agreement (BATNA) method; the mediation process; pre- and post-mediation procedures; the mediator and the mediation table; managing a mediation; Philippine case studies; international trends.

Urban and Rural Land Use Planning

Content: land development and the need for planning; urban and rural land policy and development issues; nature and scope of planning, types of planning, planning theory; introduction to planning and zoning: smart growth, ethics and planning resources; roles and responsibilities—master plans and the planning process; roles and responsibilities—zoning, site plans and zoning appeals processes; legal foundations of planning and

zoning: cases, statutes and other planning authorities; plan implementation and development control: subdividing land, zoning controls and non-regulatory techniques; best practices for innovative planning and zoning: causes of sprawl, traditional design and conservation design; planning for sustainable development; integrating slums into city planning approaches; the art of community planning: participation, effective meetings and managing conflict; international trends

Special Problems in Land Administration and Management

Content: climate change and land management; coastal/marine administration and cadastre; land and water—the rights interface; bioenergy and land tenure ; social inclusion principles and practice in development aid programs; improving gender equity in access to land; indigenous peoples and land rights; informal settlements and land rights; formalizing land tenure; good governance and corruption: cost and effects; land tenure and economies in transition; rural land administration after violent conflicts; refugees, resettlers and land; re-establishing land titles and land registries after violent conflicts; public-private partnerships in land administration and management projects; international trends in land administration and management.

It was also recommended that additional core content in a postgraduate LAM programme should include courses in Research Methods, a Graduate Seminar and a minor Research Project or Masters Thesis. Elective subjects should also be available to complement the above courses and the following examples have been suggested by one of the institutions involved in delivering the new LAM education programmes:

- Sociology of Agriculture;
- Demography;
- Political Economy;
- Collective Behaviour and Grassroots Organizing;
- Technology and Society;
- Gender, Work and Food in Rural Societies;
- Poverty, Peace and the Peasantry;
- Social Program Planning, Monitoring and Evaluation;
- General Surveying;
- Cartography;
- Law of Natural Resources;

3.2 The Local Tertiary Institutions

The two local partner universities selected for delivery of postgraduate LAM education and professional development programmes are Visayas State University (VSU) in Leyte in the Southern Philippines, and the University of the Philippines–School of Urban and Regional Planning (UP-SURP) in Manila.

VSU has as its vision to serve as a center of excellence in education and research in agriculture and allied topics in the Visayas (its regional base). Its mission is to attain the

highest quality of human capital and scientific knowledge for the sustained growth and development of agriculture, fisheries, forestry and agro-industries. At present, the VSU System has ten colleges, three institutes and one school, plus an open university. In 2000 it was identified by the national Commission on Higher Education (CHED) as a Center of Excellence in Agriculture, Agricultural Engineering and Forestry. VSU had previously been associated with the Program and as a result introduced a Bachelor of Science program in Geodetic and Geomatics Engineering in 2003-2004 which is now producing high quality graduates.

Similarly, UP-SURP is part of the main UP campus at Diliman in Manila which is seen as the leading institution in the national tertiary system. UP-SURP has a vision of becoming a globally competitive learning and research institution in the fields of urban, rural, and regional planning within an archipelagic and tropical environment comprised of landscapes and seascapes in a developing economy. It aims to be a center for learning and research in the development of innovative theories, tools, and sustainable practices in urban, rural and regional planning adapted to developing countries (UP-SURP, 2010).

Importantly, both institutions have a strong land-related focus and are extremely motivated towards developing the new LAM education and professional development activities—they are to be commended on their initiative and enthusiasm in playing a critical role in the Program. Formal Memoranda of Understanding were signed in 2009.

3.3 The International Collaborating (Twinning) Institution

The next step was to develop Terms of Reference for selection of an international collaborating (twinning) institution that would:

- plan and conduct a 4-week immersion visit for selected VSU, UP-SURP and GOP personnel;
- work together with the visitors on development and finalisation of the necessary courseware;
- enhancing the visitors' professional development through joint discussions, attending seminars, directly observing LAM education being delivered and visiting relevant professional societies and industry agencies.

The international collaborating institution would also be required to deliver specific LAM educational courseware and learning materials for defined courses and their associated short-form CPD/E offerings in the form of PowerPoint lecture slides, practical assessment tasks, sample exam questions and other relevant teaching activities. VSU and UP-SURP academic staff would then undertake any required localization of the material such as the inclusion of Philippine case studies and examples. Finally, the collaborating institution would provide follow-up guidance and advice on the localization process, prior to a 2-week visit to the Philippines to perform quality assurance checks on the completed teaching packages.

The successful international collaborating institutions, as a result of a combined bid, were ITC

in the Netherlands and the Technical University of Munich in Germany, which both have world-class LAM education programs. The four-week immersion visit took place in late 2009 with 10 Philippine personnel spending two weeks first at ITC and then at TU Munich. Detailed course syllabii have now been finalised and course localisation is underway in the Philippines. Modifications were made to the original suggested course outlines as a result of these discussions.

3.4 Implementation

In terms of implementation of the new LAM educational material, VSU will create several new non-degree and degree LAM programmes at the postgraduate level. These will be delivered in a 'ladderized' scheme such that after successful completion of the first year, a Diploma in Land Administration and Management (DLAM) will be granted leading to a Master in Land Administration and Management (MLAM) after passing all the requirements in the second year plus a special project, or else a Master of Science in Land Administration and Management (MSLAM) after passing all the requirements in the second year plus a thesis (which would enable a student to then undertake a doctorate). There will be seven new core LAM courses taught in these programs (see section 3.1) and VSU academic staff have already been designated to develop the curriculum and teach these courses. These core courses will then be 'stripped down' into 3-day introductory courses which will be used for offering standalone LAM-related professional development modules that are expected to be offered for the first time in 2010.

UP-SURP also offers a ladderized postgraduate programme (from Diploma through to Doctorate) in Urban and Regional Planning, with four specialized fields: Estate Planning; Public Works Planning; Transportation Planning; and Environment and Natural Resource Planning. They will collaborate with LAMP on LAM education by enhancing some of their existing core and elective courses in the current Diploma/Master of Arts in Urban and Regional Planning (Environment and Natural Resource Planning Specialization) program by injecting land administration and management topics, theories, principles and examples where applicable. In addition they will develop and teach a new course (Special Problems in LAM) that critically examines a wide range of key emerging issues in LAM from an environmental planning perspective.

UP-SURP will also develop and teach LAM-related continuing professional development modules for external clients focused on the following areas: Land Administration and Management; Land Use Planning and Development; Land Policy Analysis and Planning; Land Economics. In this way, UP-SURP will use this initial foray into LAM education as a means to gauge interest in the sector for a possible separate specialisation in LAM in their Diploma/Master of Arts in Urban and Regional Planning.

Both universities have the option of teaching their courses over either a full semester or as intensive blocks of a few weeks duration, thereby reducing costs to students and their employers. Students might also take these intensive block courses without needing to enrol in a formal degree program, yet still retain the option of using the completed courses as credits if

they later choose to enter a diploma or masters program. It is also considered that the creation of a range of 3-day introductory CPE/D short courses is expected to be attractive to geodetic engineers, planners, valuers, lawyers and a wide variety of other land-related professionals working in municipal and national government who do not wish to undertake formal postgraduate study.

Finally, to support the new VSU and UP-SURP LAM educational programs, critically important teaching equipment, hardware, software, library texts and teaching laboratories/seminar facilities have been identified for procurement as part of the LAMP2 project—which will also include development of marketing and promotion plan plus associated materials; and provision of initial scholarships and startup CPE/D support funding. This is in addition to ongoing work relating to mechanisms for supporting student enrolments in the new LAM programs through scholarships.

4. CONCLUSION

Capacity building is one of the critical components of the Land Administration and Management Program (LAMP) in the Philippines. Funded by the World Bank, AusAID and the Government of the Philippines, the Program is addressing the need for both technical and vocational training in land administration and management, as well as the delivery of postgraduate education and professional development and education programmes. This paper focuses on the latter and describes the national strategies and recommendations that are being implemented, together with the new curricula and educational programmes being designed for implementation at local educational institutions commencing in 2010.

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BIOGRAPHICAL NOTES

Dr Gary Hunter spent the first 17 years of his professional career engaged in topographic, engineering and cadastral surveys for the Australian Army and State and local government agencies in Victoria, Australia. For the next 21 years he was an academic staff member in the Department of Geomatics at the University of Melbourne teaching cadastral surveying, land development, land law and GIS. He was inducted into the North American URISA GIS Hall of Fame in 2006. After retiring from academia in 2009 and taking an honorary position at the university, he is now engaged in local and international consulting work.

Dr Chris Hoogsteden's professional career combines more than 35 years experience lecturing in surveying, cadastral systems and land administration systems with international consulting experience on five continents consulting on professional education, land administration, land tenure reform, cadastre, economics of mapping and spatial systems for international and national agencies.

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