

11 – 16 April 2010

TS 3G - Surveying Education Curricula I

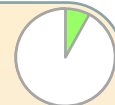
A New Initiative for Land Administration and Management Education in the Philippines

Gary Hunter (Australia) & Chris Hoogsteden (New Zealand)

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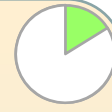
Presentation Outline



Progress

1. Introduction
2. National Strategies and Recommendations
3. Curriculum Design and Implementation
4. Progress to Date

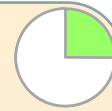
Introduction



Progress

- ❑ LAMP: 15-20 year reform plan
- ❑ Strategic initiative of GOP – DENR as lead agency
- ❑ Funding from GOP, WB, AusAID – with technical assistance Land Equity International Pty Ltd
- ❑ Alleviate poverty and enhance economic growth by improving land tenure security and development of efficient land markets in rural and urban areas
- ❑ Hence, need for good land administration and management

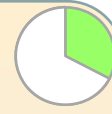
Five Core Components



Progress

- ❑ Developing policies, regulatory framework and reform of the institutional structure for LAM
- ❑ Issuance of titles and other property rights
- ❑ Strengthening of property valuation system
- ❑ Project management
- ❑ Institutional development and capacity building

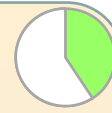
National Strategies and Recommendations



Progress

- ❑ Used to guide long-term delivery of formal LAM education and CPD/E in the Philippines
- ❑ Premise 1—LAM education must be aligned with national goals, especially land policy
- ❑ Premise 2— requires strong links and commitment between LAM educational providers, industry and other external stakeholders
- ❑ Premise 3—quality, performance, effectiveness, efficiency and transparency are vital in development and delivery of LAM education

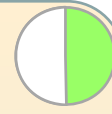
Six Strategies



Progress

1. Coordinated delivery of LAM formal education programmes—needs a range of CPE/D, certificate, diploma, Masters and PhD qualifications plus a cadre of teaching expertise
2. Choice of Philippine LAM deliverers at tertiary level—requires at least two universities to lead formal education component through flexible delivery modes
3. Choice of international LAM educational deliverers (Twinning) at tertiary level—looking for world-class institutions to assist the local universities

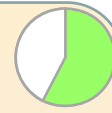
Six Strategies (cont.)



Progress

4. Meeting LAM educational needs—requires a well-defined range of courses relevant to Philippines needs catering for all LAM professionals
5. Research into Land Administration and Management—there must be a strong link between LAM education and properly targeted research activity
6. CPD/E definition and discussion—needs a wide range of activities in terms of content, location, duration and delivery mechanism

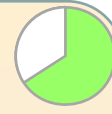
Curriculum Design (Core)



Progress

- Land Tenure, Law and Policy
- Land Administration and Management
- Land Resource Management, Access and Benefit Sharing
- Land Economics and Valuation
- Urban and Rural Land Use Planning
- Land Conflict Management
- Technologies for Geodata Collection, Analysis and Interpretation (GPS, GIS, RS)

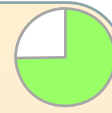
E.g. Special Problems in LAM



Progress

- 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 LAM projects
- International trends in land administration and management.

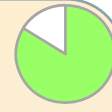
Implementation



Progress

- Two local universities—VSU (Leyte) and UP-SURP (Manila)—www.lamvsu.com
- Both will adopt LAM studies as part of a ladderised approach—VSU as a suite of new postgraduate programs, UP-SURP as part of existing programs
- International collaborative institutions chosen—ITC and TU Munich
- Immersion visit in November 2009 and curriculum development underway

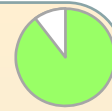
Progress to Date



Progress

- Two local universities selected for delivery of formal education programmes and CPE/D activities
- Inter-agency Technical Working Group has been established for CPE/D guidance
- Curriculum and programmes have been designed
- Programme approval underway at both universities
- International twinning institutions chosen and curriculum development in progress

Progress to Date (cont.)



Progress

- CLAMP created to mainstream LAM technology transfer and training
- Innovation Support Fund working with 16 projects
- Procurement underway for new teaching equipment, library holdings and teaching laboratories/seminar rooms
- Marketing and promotion material being developed
- Provision of initial scholarships and startup CPE/D support funding

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Thank You

Any Questions?

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