

Commission 2 – Professional Education

FIG Commission 2 (Professional Education) Newsletter

Dear FIG Commission 2 friends,

On behalf of the Commission 2 chairs and members of the working groups I share the first newsletter since the 2019 Hanoi Working Week. Below is an update of activities and actions so far in this term as well as upcoming activities. Feel free to contact me to discuss any of these.

Hope to see you in Amsterdam in May 2020 for the next FIG Working Week.

Kind Regards,

*David Mitchell
Commission 2 Chair*

Contents

FIG Commission 2 (Professional Education) Newsletter.....	1
Call for papers for the 2020 Working Week in Amsterdam.....	2
Report on Commission 2 at the 2019 Working Week in Hanoi.....	2
Working groups update.....	3
WG 2.1 Developing academic networks for knowledge sharing	3
WG 2.2 Innovative learning and teaching / "Curriculum on the Move"	4
WG 2.3 Joint Commission 1 and 2/YSN working group - Learning styles in surveying education.....	4
Appendix: Report on the 2019 UNFAO/FIG Academic Forum.....	5

Commission 2 – Professional Education

Call for papers for the 2020 Working Week in Amsterdam

The Call for Papers for the 2020 Working Week in Amsterdam has been released and we invite you to submit:

- The opportunity to submit an abstract and full paper for peer review closed on 1 October 2019. However, contact me if you have a full paper ready for peer review to discuss options.
- **an abstract for non-peer-review by: 1 November 2019 (full paper 7 February 2020).**

Commission 2 promotes professional surveying education to support the three themes of this Working Week. We are looking for papers that highlight practices of continuous review in education, innovative teaching approaches and lifelong learning solutions. Sessions include:

1. Enhancing Surveying Academic Networks
2. Innovation in Surveying Pedagogy and Curriculum
3. Innovation in training.

Report on Commission 2 at the 2019 Working Week in Hanoi

A key Commission 2 message in this Working Week was that *Effective professional education builds the knowledge needed to achieve the SDG targets*. Our efforts to support this include:

1. **A New Strategic Alignment with UN-GGIM Academic Network** – on shared Research, Teaching, Training, and Learning activities. UN-GGIM members are nations and so this allows us to enhance engagement between our academic institutions and national surveying agencies. More information on this later in the year.
2. **Working Group 2.1 Developing Academic Networks** (Dimo Todorovski). WG2.1 and the FIG Capacity Development Networks, working together to support regional knowledge sharing by strengthening academic networks to share knowledge and experiences. Working with other Commissions and Organisations (FAO, GLTN, UN-GGIM). Bringing the best of FIG events and knowledge to regional networks!

Commission 2 – Professional Education

3. **Promoting Innovative learning and teaching.** Working Group WG2.2
Innovative Learning and Teaching - presentations on the best examples in curriculum development, core competencies, teaching methods, and the use of technologies.
4. **Understanding different student learning styles and strategies.** Young Surveyors Network / WG2.3 Learning styles in surveying education – GLOBAL questionnaire to Young Surveyors & students. This acknowledges that the approach to learning of Millennial's and Generation Z is really quite different to previous generations. Results will inform all our efforts in education and training.

Commission 2 activities and sessions in Hanoi:

- *FAO/FIG Academic Forum* is a joint session organized in cooperation with FAO Tenure staff to address the experiences related to the implementation of the Voluntary Guidelines' and Solutions for Open Land Administration (SOLA) - Open Tenure (OT). The academic forum focuses on the role of the academic sector in the implementation and dissemination of the VGGTs. (See Report on the Academic Forum in the Appendix).
- *TS04B: Enhancing Surveying Academic Networks* – high level of interest.
- *TS05B: Innovation in Surveying Pedagogy and Curriculum* – really nice presentations on innovative teaching.
- *TS06B: Professional Development Experiences and Pathways* – exploring the big issues facing our professionals.

Commission 2 meeting – great discussion on our teaching experiences.

Joint Commission 1 and 2 dinner – About 20 people joined us at Wild Lotus restaurant for a really enjoyable and social dinner.

Lots of sessions and workshops planned for Amsterdam!

Working groups update

WG 2.1 Developing academic networks for knowledge sharing

Working Group 2.1 aims to share knowledge and good practices in surveying curricula and programs across educational institutions and across countries – especially through existing and newly created academic networks.

Commission 2 – Professional Education

Current activities and future plans

- New activity of Latin American Land Administration Network (LALAN) is planned for the beginning of 2020 with funding from School for Land Administration Studies -SLAS (joint initiative of the Netherlands Kadaster and Faculty ITC).
- Possible attendance/contribution by Commission 2 to the ISPRS, NICS, NSPRS International Workshop on 'Capacity building and Education Outreach in Advanced Geospatial Technologies and Land Management' in Nepal from 10 December. Commission 2 is keen to support this workshop.
- Planning for a session organized and chaired by FIG Comm 2 WG 2.2 within FIG WW 2020.

WG 2.2 Innovative learning and teaching / "Curriculum on the Move"

Working groups 2.2 is a continuation of very important previous Commission 2 activities and is interested in innovation in teaching and learning.

Current activities and future plans

- one session organized and chaired by FIG Comm 2 WG 2.2 within FIG WW 2019.
- We made an unsuccessful Grant Application to GLTN and Arab Urban Development Institute “Implementation of The Activities Under the Arab Region Programme on Good Land Governance in Support to Inclusive Development, Peace And Stability: AOC 4: Capacity And Knowledge Development”. Outcome in August/September. However, we will continue to look for opportunities to develop capacity in academic and training institutions.
- Planning for a session organized and chaired by FIG Comm 2 WG 2.2 within FIG WW 2020.

WG 2.3 Joint Commission 1 and 2/YSN working group - Learning styles in surveying education

This working group major activity is a global questionnaire on surveying student learning preferences and approaches. The focus is on Millennials and Generation Z and includes the use of digital learning tools.

Commission 2 – Professional Education

Current activities and future plans

- initial literature review completed.
- draft questionnaire developed and Ethics approval almost ready for submission to RMIT University and University of South Pacific.
- We hope to have the questionnaire sent out through FIG networks by November, and results by the end of the year.
- This will allow preliminary findings to be presented in Amsterdam in 2020. A non-peer reviewed paper will be prepared for 2020 FIG Working Week in Amsterdam. There will also be a YSN workshop to discuss the preliminary results.

Appendix: Report on the 2019 UNFAO/FIG Academic Forum

The FAO/FIG Academic Forum is a joint session organized in cooperation with FAO Tenure staff to address the *experiences related to the implementation of the Voluntary Guidelines*' and specific aspects of Solutions for Open Land Administration (SOLA) - Open Tenure (OT). It is the platform within the 42nd FIG General Assembly where the Academic Members of FIG and other academics gather to discuss about academic responsibilities and prepare actions.

The academic forum focuses on the role of the academic sector in the implementation and dissemination of the VGGTs. A “strengthened role of surveyors” is a connecting entry point to address and discuss the role of academia, especially in mainstreaming the modern data capturing tools (Open Tenure) and fit-for-purpose ICT systems in support of Land Administration (SOLA), developed under the FAO VGGT programme, and targeting both university curricula and continuous professional development courses. Thus surveying students and graduates will be informed about available tools and how to use these tools, they will learn and get experiences.

The Forum included case studies from Uganda and Tanzania demonstrating approaches to documenting different types of tenure rights in the framework of the VGGT. Including participatory approaches to Open Tenure Land Demarcation to issue certificates of customary rights. To recognize, safeguard, promote and give access to

Commission 2 – Professional Education

tenure rights and prevent disputes, Makerere University trained communities on land rights, adjudication and demarcation using SOLA Open Tenure free software. There was also a presentation from the University of Twente on their project on adjudication of land and providing insights on land adjudication in fit-for-purpose land administration.

This case studies demonstrated a good practice on surveying and documentation of different tenure rights in the framework of the VGGT. It was recognized that (i) the continuum of land rights exists and should be worked along, (ii) women and vulnerable group's rights should be given special attention, (iii) physical planning and valuation should be co-opted and programs that make surveying and documentation accessible, and (iv) affordable and transparent should be supported. Universities should participate in dissemination, training, curriculum review and implementation projects as a practice to further popularize VGGTs. Other opportunities for surveying education include:

- Adoption of VGGT resources in the curriculum.
- Training and involving students and para-professionals in the projects.
- Developing partnerships between academia, multi-lateral organisations and government to implement the VGGTs.
- Research into how the VGGTs can be applied in practice, and the safeguards and standards needed.
- Publishing good examples and case studies.

While the session was informed by several framing questions, the discussion focused on approaches to documenting different tenure rights.

Opportunities for further dialogue in the Academic Forum in Amsterdam include on possible ways and opportunities to strengthen university curricula and continuous professional development courses in informing surveyors in their role related to VGGT principles compliance that may help to improve surveying standards and methodologies as part of the process to regularize tenure rights, in different context, particularly in contexts of customary tenure. In addition, it will help to identify good practices and lessons learnt for the use of such approaches.