

Guidelines to Enhance the Representation of Under-represented Groups in Surveying

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Key words: Education, Land Management, Professional Practice, Spatial Planning, Under-represented Groups

SUMMARY

The guidelines have emerged from the work of the FIG Task Force on Under-represented Groups (1996-2002) and continuing work of the Joint Commission Working Group 1.5 on Under-represented Groups in Surveying. They are a result of consultations and the efforts of a number of experts and contributors: Clarissa Augustinus, Clara H. Greed, Boo Lilje, Tommy Österberg, Dory Reeves, Siraj Sait, Jennifer Whittal, Wendy J. Woodbury Straight and Gabriele Dasse. These guidelines are aimed at enhancing the opportunities for under-represented groups in FIG with particular focus on gender, youth and minorities.

FIG recognises that markets for surveyors' services are constantly changing and so too are the demands on its practices. Initiatives such as equal opportunities, recognition of diversity, gender mainstreaming and encouraging youth have been evident in the reform of other professional bodies and international organisations across the world. FIG too has been conscious of the need to continually embrace pluralism and inclusivity.

ZUSAMMENFASSUNG

Die Leitlinien gehen aus der Arbeit der FIG Task Force (1996-2002) und anschließend der kommissionsübergreifenden FIG Arbeitsgruppe (seit 2003) „Unterrepräsentierte Gruppen im Vermessungswesen“ hervor. Sie sind das Ergebnis von Beratungen und den Aktivitäten einer Reihe von Experten und Beitragenden: Clarissa Augustinus, Clara H. Greed, Boo Lilje, Tommy Österberg, Dory Reeves, Siraj Sait, Jennifer Whittal, Wendy J. Woodbury Straight and Gabriele Dasse. Die Leitlinien zielen darauf ab, die Möglichkeiten für unterrepräsentierte Gruppen in der FIG zu verbessern mit dem Fokus auf Geschlecht, Alter und Minoritäten.

Die FIG erkennt an, dass sich die Märkte für Arbeitsmöglichkeiten im Bereich der Vermessung kontinuierlich ändern und somit auch die Anforderungen an die Berufspraxis. Initiativen wie Gleichstellung, das Erkennen von Unterschieden, Gender Mainstreaming und die Förderung Studierender und des Berufsnachwuchses wurden in anderen Berufsverbänden und internationalen Organisationen weltweit eingeführt. Die FIG ist sich bewusst, dass Vielfältigkeit und Inklusivität notwendig sind.

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1. INTRODUCTION

The guidelines are comprised of five sections. The first section provides the introduction and a statement as to why FIG is committed to enhance the participation of under represented groups in its activities. The second section identifies FIG's interest in gender participation and its policy responses. The third section deals with the under-representation of youth/students and minorities in FIG. In the fourth section, good practices and case studies from around the world are provided. In the final section, recommendations of the Task Force are outlined.

They do not specifically deal substantive issues relating to access to land or rights for these groups which are dealt with elsewhere but are more concerned about strengthening the role and participation of these groups within FIG and in its activities.

Because the guidelines will be printed this paper reports on chapter 4 Case Studies and Good Practices and chapter 5 Recommendations.

2. CASE STUDIES AND GOOD PRACTICES

FIG has undertaken several initiatives, such as the quarterly newsletter promoting the participation and perspectives of women, youth and minorities, demonstrating its increasing commitment to diversity in representation and plurality in perspective. However, it can learn from case studies from surveying organisations around the world which provide good practices in this respect. In this section, examples of good practice from professional associations, public institutions and universities from a number of countries across the globe are showcased. It is not intended to be a representative sample, but rather a collection of experiences from countries in which FIG representation has been easy to obtain.

2.1 Case Studies and Good Practices in Associations

2.1.1 The American Congress on Surveying and Mapping (ACSM)

ACSM Student Chapters have been encouraged by the association at colleges and universities to support young people and new entrants to the surveying and mapping professions. Students also receive discounted membership fees, and discounted registration fees for conferences.

ACSM offers several college and university scholarships in a variety of areas. In the recent past, some scholarships have been designed by ACSM's Forum for Women in Surveying and specifically targeted to women students. To assist employers in finding well qualified candidates at the entry level, ACSM offers a career fair, which notifies students about job openings.

ACSM's Forum for Women in Surveying produced advertising guidelines for professional and technical publications to help eliminate discriminatory advertising in trade journals and exhibits. The Forum has also produced guidelines for professional and technical writing to help eliminate gender bias in technical and professional publications.

2.1.2 The UK Institution of Civil Engineers (ICE)

ICE has created an Equal Opportunities Committee (ICEFLOE) to promote differing backgrounds, skills, and abilities in the association. ICEFLOE has produced fact sheets and articles about flexible working, age discrimination, ethnic minorities, disabilities, and bullying.

To increase awareness of equal opportunities, ICEFLOE has (1) conducted a photo exhibition about real people in real careers, (2) arranged publicity about engineering and construction careers in women's magazines, (3) participated in an employers' forum on age discrimination, (4) sponsored radio coverage about engineering careers, (5) reviewed disability access in key locations, (6) held on-line debates, (7) provided speakers for schools, and (8) held workshops and receptions.

ICEFLOE prepared a Diversity Monitoring Form for active members of the association to help reduce obstacles to equal opportunities. ICEFLOE also monitors ICE practices and policies. In order to research the need for equal opportunities and to reduce obstacles to equal opportunities, ICEFLOE has prepared a Skills Shortage Questionnaire. To support and encourage members of the association, ICEFLOE has provided personal responses to members' inquiries, and sponsored awards for diversity awareness and enhancement.

ICEFLOE has also collaborated with several other engineering and physics organizations, and with societies of non-English speaking engineers, and with engineers of various cultures.

2.1.3 The American Society of Civil Engineers (ASCE)

ASCE seeks to promote the understanding and appreciation of diversity, particularly through its Committee on Diversity. The Committee was created to promote the proactive inclusion of various backgrounds, skills, and experiences to enhance opportunities within the profession. The ASCE committee has prepared links to diversify resources, programs, and tips. Included are tips for women and people of colour to engage others in diversity awareness.

The committee has prepared lists of leadership skills, and links to e-mentoring programs. As part of its outreach initiative, the ASCE committee has promoted the spread of diversity awareness to accreditation organizations for university and college programs in engineering and technology.

2.1.4 German Association of Surveying (DVW), Society for Geodesy, Geoinformation and Management

To support women in the surveying profession and within the association, DVW established a Working Group "Women in DVW" in 1989. After seventeen years of work the Working Group now has a broad acceptance and is supported financially by DVW. The Working Group is linked to German Commission 1 "Profession".

"Women in DVW" built up a women's network in the field of the surveying profession and organises several activities during the annual INTERGEO, the German national congress and international trade fair, to promote and support women: "Women in DVW" is represented at the DVW booth in the exhibition area during the INTERGEO, which offers a good opportunity to get in contact with female and male colleagues. During several congresses "Women in DVW" arranged panel discussions and presentations with female aspects, for example "How to establish an Enterprise" or "Reform of the Curriculum at Universities." The network built up a database for mentoring. An annual weekend-workshop of "Women in DVW" was created to increase the network and to prepare all activities.

DVW determined guidelines in 2005 to support students and young professionals in preparation for governmental services. Within the frame of financial resources, DVW finances entire or partially for example the participation at seminars and congresses or for semesters or diploma thesis in foreign countries. Students fees for congresses and seminars as well as membership fees are subsidised.

2.2 Case Studies and Good Practises at Universities

2.2.1 Affirmative Action - South African case study

At the University of Cape Town in South Africa (UCT), a number of measures have been adopted to counter the imbalances perpetuated by apartheid and previous colonial systems which have led to various groups being underrepresented in the profession, including Black people who are in the majority in South Africa. One of the approaches is affirmative action as seen in the South African experience. Persons from underrepresented groups are actively "recruited, trained and developed to compete equally and contribute to the development of the company". The process of implementation of affirmative action should be completed within a specified time period and should not be continued indefinitely.

Proactive approaches and resources are needed to address problems faced in affirmative recruitment. Affirmative recruitment in the survey industry is hampered by poor skills/academic base of school-leavers – racially skewed in favour of the white population group due to historic apartheid education discrimination. There is a great shortage of persons from underrepresented groups who are suitably qualified for professional positions. Recruitment and retention of such persons is thus a great problem and lack of commitment to an employer results, often with the non-white/female surveyor job-swapping frequently chasing after the highest salary.

A highly successful support programme has been running for many years for students from educationally disadvantaged backgrounds. This programme adds another year to the degree programme (which is usually 4 years) and is based on high contact levels with students, assistance and mentoring with all aspects of the transition to University, and additional academic tutoring. Some students from rural areas have never ridden a bicycle, seen or used an elevator, and may never have ridden in a passenger car. There are many challenges in teaching highly technical subjects to those who have potential, but have had very little exposure to technology. Some of the students from this programme have gone on to be among the top performers in the Faculty.

Bursaries and other forms of financial assistance are in most cases directed at Previously Disadvantaged Individuals (PDI's), including women. There is currently an active sponsorship programme offered by the Department of Land Affairs directed at such persons. This is going some way to alleviating the shortages of staff in the government service, and in the Profession. Non-governmental surveying organisations also have bursaries particularly geared at levelling the playing fields in terms of race and gender.

Tertiary surveying/geomatics institutions in South Africa face the same equity targets of race and gender as government departments and industry. However, there is an additional incentive to employ black and female lecturers due to the importance of mentorship in an educational environment. In some cases such a candidate from another country will obtain a position over a local candidate due to their race and gender profile. This is unlike other institutions where affirmative action should be directed at those who have suffered due to government policies of the past. The importance of mentorship cannot be under-stressed; it is of importance to female and black students to be able to identify with similar individuals within their institution who can encourage them to be successful in their studies. Such mentorship programmes as suggested elsewhere in this document should also take into account ethnic and gender similarities between mentors and students. It is more difficult for an immature student to identify with successful people across gender and race barriers than it is for more mature and experienced individuals to do so.

Language in the BSc Geomatics programme at UCT has been transformed to be gender inclusive. In many cases the wording of notes has been changed to the extent of reformulating sentences instead of simply replacing "his" with "his/hers", which can also highlight gender difference. An example is "the land surveyor uses his theodolite to measure angles" is replaced with "The land surveyor uses a theodolite to measure angles" which is inclusive and does not contain gendered (even if inclusive) language. Another aspect of language and diversity is the simplification of spoken and written English in the programme. Lecturers often use simple terminology and explain concepts using more than one method in order to communicate effectively with students. With 12 official languages in South Africa, many students from other African countries, and some from French speaking countries, English first language speakers are in the minority. In some cases, students have been provided with dictionaries on request for examinations. Staff members are also on hand during examinations to assist with the interpretation of a question in cases where the student is unsure.

The programme at the University of Cape Town, as well as the local branch of the Institute, has endeavoured over the past years to be as inclusive as possible in social functions. Such issues as finding sponsorship for alcoholic as well as non-alcoholic drinks at functions, catering for different food preparation requirements such as Halaal, and making sure that activities include women on an equal footing to men, are areas which have improved. Activities such as golf days disadvantage women and non-white people as this sport in South Africa is dominated by white males. Increasingly, organisations involved with Geomatics are becoming conscientized to such issues.

Implementing Affirmative Action

Affirmative action appointment is often conducted using the following criteria: if two candidates are equally qualified and experienced, the “previously disadvantaged” candidate is appointed. Affirmative Action can be implemented where there are enough recruits who represent the demographics of the society at the job entry level. This in turn relies on a high enough standard of secondary education to allow acceptance of all groups to tertiary institutions; an appealing industry/work which attracts students and financial resources to implement training programmes, both on-the-job and through courses.

Application of affirmative action must be thought of as an across-the-board policy, rather than one exclusively for top level management. As a result, active recruitment of underrepresented groups, particularly in the support services (secretarial, labour etc.) should be followed. Employers should identify whether a disabled person, woman, or black person could fill a position and recruit such persons actively throughout the employment ranks.

In implementing Affirmative Action, impact on all applicants must be considered. The evaluation of qualification and particularly experience is subjective, and the identification of the “best person” for the job often relies on many factors other than the job-specific merit of the person: cultural, personality, and gender fit as well as the old school tie network, nepotism etc. When a person of a previously disadvantaged group is appointed over a white or male, or both, there is often an assumption that the appointment was entirely affirmative and that merit was ignored. This promotes negativity towards affirmative action from both parties:

- appointed person: feeling of patronisation and lack of appreciation/recognition for skills and experience.
- non-appointed person: resentment that merit alone is not enough – feeling of powerlessness to improve ones situation.

2.2.2 Addressing Gender Imbalance through Equal Opportunity Policy - Australia

In 1997, the School of Spatial Sciences, Curtin University, Perth, Australia was awarded the Equal Opportunity prize for its initiatives to address gender imbalance amongst its staff and students by two ground-breaking appointments of female staff. The present female male ratio of the School's staff is higher than that typically found within the surveying and mapping industry. In addition, equal employment opportunity initiatives aimed at increasing diversity have meant that of the 13 full-time academic staff members employed by the School in 1996,

the countries represented included Argentina, Australia, China, Greece, the United Kingdom and the United States of America. The School of Spatial Sciences has taken the initiative of advertising vacant positions as widely as possible. (Graham D Lodwick, Australia, NEWSLETTER 1/98)

To address the inadequate gender ratio in its courses, the School produced a promotional video "Make your Mark". The translation of the School video by means of dubbing into languages other than English is another possibility. The video represents a significant milestone in attempts to improve the number of females in non-traditional areas of study. In the surveying industry, this is the first video specifically targeted towards this objective and was funded by a Curtin University Equity and Access grant and serves to internationally recruit the best persons available while adhering to Equal Employment Opportunities (EEO) guidelines. The School also rewards the efforts of EEO target groups and conducts an annual prize giving ceremony awarding prizes for special achievement.

2.2.3 Encouraging Girls and Young Women to Choose a Technical Career – German Case Study

This is a project, founded by the equal opportunity officers of four universities of applied sciences (FH) in the Northwest of Lower Saxony, Germany, in 1993: FH Oldenburg, FH Osnabrück, FH Ostfriesland and FH Wilhelmshaven. It is funded by the Ministry of Science and Culture in Lower Saxony. The project organises one week Summer Schools for girls ages 16 and up to encounter natural sciences and engineering. The concept is to offer hands on experiences as well as lectures, guided tours and panel discussions with positive role models: female students and practitioners. In some Summer Schools Job Shadowing or Worksite Tours are also made possible for the "practice students". In addition special 2-3 day courses on selected subjects are organised during spring and fall vacations, e.g. geoinformatics, physics, mathematics and environmental engineering (especially active in developing this module.

FH Oldenburg (together with Carl von Ossietzky University Oldenburg) offers Open Houses at the university of applied sciences especially for young women (especially active in developing this module: FH Wilhelmshaven) offers career guidance classes for groups of schoolgirls, that are being held at the schools(11th through 13th grade), providing insights into professional life in science and engineering (especially active in developing this module: FH Osnabrück) founded women's networks of professionals in multiple fields of engineering and business (especially active in developing this module: FH Oldenburg) offers further education for female engineers, who readmit the workplace after a family break (especially active in developing this module: FH Ostfriesland) started a collection in the field of literature regarding women and technology. In cooperation with the library of University of Applied Science in Oldenburg "Women – University – Technologies" was founded. In addition to providing books, every semester two lectures are held dealing with women studies in engineering (e.g. a study on the development of the typewriter from a users point of view), or on the status of women in science and technology (e.g. questioning the unwritten rule, that

part-time work in the field of engineering is impossible to organise). (Dr. Renate Kosuch, NEWSLETTER 1/99)

2.3 Case Studies and Good Practises in Profession

2.3.1 Mainstreaming in the EU and Northern Ireland

In the EU, the mainstreaming approach is seen as central to implementing equality of opportunity. This means building equality in to every aspect and phase of policy development and implementation as well as the way we work with each other. When the public sector duty to promote gender equality becomes statutory in the UK in 2007 and all public authorities are required to produce gender equality schemes, setting out what outcomes they aim to achieve to promote equality, mainstreaming will have the teeth it needs. It will affect all aspects of planning and regeneration throughout the United Kingdom. It should mean that sustainable development is understood in a much more rounded way since it works at an economic, environmental and social level. At present, most of the debates about sustainability make no explicit reference to diversity and equality.

Northern Ireland has arguably the most advanced mainstreaming processes in existence, dating back to the 1994 PAFT schemes. Mainstreaming provides a robust mechanism for complying with the anti-discrimination and promotional elements of equality legislation around nine grounds, including equality between women and men. It ensures that equality is built in to every aspect and stage of the policy and delivery processes. Experience shows that without systematic audits, policies may unintentionally reinforce inequalities and miss opportunities to do more to promote equality and good relations. Unless equality and diversity issues are explicitly set out in the policy documents which form the basis of future decisions, officials and politicians will fail to make the progress they can towards a just, fair and equal society.

The auditing and monitoring of progress is a crucial part of the process. It holds public authorities to account; aids in the sharing of best practice and demonstrates where changes may need to be made to primary legislation or guidance. To date, the development of mainstreaming to meet Section 75 duties has led to more of a focus on process. This is not only the case for Northern Ireland. Equality bodies are now looking for much more emphasis on outcomes. To date, the development of mainstreaming to meet Section 75 duties has led to more of a focus on process. This is not only the case for Northern Ireland. Equality bodies are now looking for much more emphasis on outcomes.

Many countries have benefited from the lessons learnt from the implementation of Section 75 of the Northern Ireland Act including world class cities such as the Greater London Authority. Whilst there are those who argue that legislation ensures only minimum standards of practice and behaviour and that minimum standards tend to prevent best results from being achieved, it is important to remember that legislation is designed to ensure that there is a consistency of response across the public authorities.

How to Mainstream diversity and equality

Mainstreaming diversity and equality means:

- planning which takes into account the needs of different groups of people.
- planning which takes a rights based and a duty to promote approach.
- planning which engages people in a participatory way as equals rather than passive target groups simply to be consulted.
- planning which takes the social dimension of sustainable development as seriously as the environmental and economic dimensions.

A plan must play its part in ensuring that all sections of the community have equal opportunity to access and participate in the environment as well as the economic, political and social life of a community. A plan must acknowledge and value differences within and between communities.

Mainstreaming diversity and equality poses challenges to everyone involved in planning; practitioners, policy makers, politicians, teachers and community members. To be successful, mainstreaming relies on a commitment and leadership on the part of professionals at all levels.

3. RECOMMENDATIONS

The recognition of the importance of actively seeking greater participation and perspectives of women, students and cultural, linguistic minorities and those from under represented countries requires a review of existing FIG policies and action plans. Among the areas of focus should be gathering further information on representation at all levels (including working weeks and congresses) and their causes, encouraging fair competition for minority groups, gender mainstreaming, resources for supporting pluralism, moving towards a multicultural and gender balanced council, and dissemination of information in a manner that reaches a wider range of potential FIG participants.

During the past several years the Task Force and the Working Group have prepared a number of recommendations. Several of these recommendations were/are already implemented. The following is an overview of those recommendations.

3.1.1 Hosts of Congresses, Working Weeks and Regional Conferences

- An evaluation of the participants concerning gender, age and Commissions is necessary to get more information about the participants of Congresses, Working Weeks and Regional Conferences and to implement targeted activities.
- There is greater potential for local survey students to participate when an event takes place in their home country. A low fee for students should be fixed to facilitate the attendance of students.

- The organisers enable the attendance of 20 students to assist.
- Organisers provide meeting points with tea and coffee or lunch to facilitate the contact of participants.
- The organisation of a student's session will offer the opportunity to talk about experiences, differences between their educations and the possibilities to exchange studies.
- Organisers enable Commission meetings or workshops during a Congress or Working Week for presentation of papers for under represented groups. This should be followed up by discussions in the main Commission meetings, including sessions dedicated to the issues.
- Participation in the Task Forces or Joint Commission Working Groups meetings should be encouraged from a wider range of Commission participants, particularly those involved in core commission and management activities.
- Commission meetings or workshops are part of the Congress or Working Week. They are announced in the program as open meetings for all Congress participants. Only one registration fee for the Congress and the General Assembly facilitates the attendance of Commission delegates to the General Assembly.
- Hosts of Congresses, Working Weeks or Regional Conferences could possibly implement a symposium (Cadastre Day, Hydrographic Day, ...) with simultaneous translation to facilitate the attendance of national participants when it is not possible to have a simultaneous translation for the whole event.
- Speakers have the possibility to present their papers in their own language, but in this case slides have to be translated into English, and a colleague provides the translation into English, along with the oral presentation.

3.1.2 Member Associations

- Member associations play an important role to enhance the situation of under-represented groups in FIG. They may influence who will participate at Congresses, Working Weeks and Regional or National Conferences. Delegations should be balanced based on gender and culture.
- The attendance of young professionals and students should be supported and sponsored. Member associations should be interested so that a surveyor of the future has a breadth of approach to his/her future profession.
- Member associations should encourage the participation of under represented groups in the profession by directing funding to such persons to enable them to study surveying.

3.1.3 Academic Members

- Another way for students to take part in FIG is through universities. The Universities could arrange suitable contests to find interested students, and sponsor their participation at the Working Week. To sponsor a student is a great chance for both the University and for the specific student. The student becomes an ambassador for the university, which leads to advertisement.

3.1.4 Commissions

- • FIG's technical work is led by the Commissions. For national delegates as well as for corresponding members, Commissions could be a platform for an exchange of experiences and knowledge. Commissions give information with topical homepages and newsletters and facilitate the attendance of Commission meetings.

- To improve the co-operation between the Universities and FIG, Commission 2 - Professional Education - establishes a Working Group for students. It is important to implement a forum to maintain regularity in the work because students are involved for a limited time. The Working Group could be the link between FIG and the worldwide students.

- Another way of helping students to be part of FIG is if experienced members stand by students and become some kind of mentor. This mentorship would lead to pleasure for both the mentor and the student since they both can inspire each other. The student will come with new ideas from an educational perspective while the Surveyor inspires the student with knowledge and experience. The mentor and the student could have their contact during the year via e-mail for example and then meet during Congresses or the Working Weeks.

3.1.5 General Assembly

- The General Assembly should implement gender mainstreaming to mobilise all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situation of men and women (gender perspective).

- The Task Force recommended the organisation of Regional Conferences to facilitate the attendance of young surveyors and students and continue. The practice of Regional Conferences should be continued.

- The General Assembly elects the Council members and Chairpersons. FIG Nomination Review Committees should assist the General Assembly. Besides a regional and cultural balance gender should also be taken into account. At least one woman should be nominated in each commission.

- For each official position within FIG a check should be performed before any candidacy is accepted, to verify that the candidate is able to speak English with the following feature: slowly, with a systematic accentuation of all syllables, carefully avoiding uncommon words.

- Students seldom have the possibility to finance their participation in Congresses and Working Weeks. Some kind of sponsoring is necessary for the students to be able to join the meetings. One way to make this happen is that FIG supplies students with Scholarships.

3.1.6 Council

- One of the Vice-President's main topics is gender and youth policies. He or she will supervise the implementation of these guidelines in FIG.

4. ACKNOWLEDGEMENTS

I would like to express my thanks to all involved in FIG and other national and international organisations who supported the Task Force and the Joint Commission Working Group on Under-represented Groups in Surveying during the last nine years. By working together, pooling resources and sharing ideas we achieved a vital network, published 30 Newsletter up to know and organized several sessions during FIG Working Weeks and Congresses. One result of this wonderful cooperation are the Guidelines to Enhance the Representation of Under-represented Groups in Surveying. Special thanks to Clarissa Augustinus, Clara H. Greed, Boo Lilje, Tommy Österberg, Dory Reeves, Siraj Sait, Jennifer Whittal and Wendy J. Woodbury Straight for their excellent contributions.

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BIOGRAPHICAL NOTES

Gabriele Dasse (46), has been chair of the FIG Joint Commission Working Group on "Under-represented Groups in Surveying" since 2002 and was chair of the FIG Task Force on "Under-represented Groups in Surveying" from 1998 until 2002. She studied surveying in Germany at the University of Applied Science in Hamburg with the main emphasis on Photogrammetry. After practising one year in a private company she started working for the Department for Geoinformation and Surveying in Hamburg. Since 2002 she has been working for the authority of Civil Engineering and Transport in Hamburg.

From 1991 to 1996 she held the office as equal right representative for this authority of 1600 employees with a share of 25 % women. As one result of her activities Gabriele was nominated by the Green Party and elected as member of the Hamburg Parliament from 1993 to 1997. She was the speaker of women's affairs of the parliamentary party.

Since 1990 Gabriele Dasse has been member of the working group "Women in Surveying" in the German association DVW (member of FIG) and was speaker of this group from 1995 until 2003. Gabriele Dasse was member of Commission 1 - Professional Practice, Organisation and Legal Basis - of DVW from 1998 until 2002 and has been Chair of the new structured Commission 1 - Profession - of DVW since 2003 (tasks of Commission 1 and 2 in FIG).

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