

POLICY REFORM AND ADMINISTRATION

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Training and educating land professionals:
the value of institutional partnerships

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A snapshot

Training and educating land professionals: the value of institutional partnerships

For land administration to be effective it requires professionals in areas such as surveying, cartography, land use planning, and valuation. To improve land administration in the Pacific island countries, emphasis needs to be placed on educating and training land professionals. Currently, there are tertiary programs available in the region's universities, but they have limited resources and are not linked to the respective international fields of expertise. A donor-funded project in Laos addressed similar problems by establishing a partnership between a Lao tertiary institution and an Australian tertiary institution. The results have been very good and the project has proved a very cost-effective way of improving education and training outcomes.

The Lao project provides some important lessons.

- » Substantial benefits can flow from establishing partnerships with tertiary institutions in other countries to improve the quality of education for land professionals.
- » A partnership arrangement is a cost-effective and sustainable way of raising the quality of courses.
- » Engaging with governments and professional associations when developing courses for land professionals benefits both public and private sectors.
- » Education institutions need adequate resources to develop and maintain professional links, courses and standards.

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Introduction

Donor programs to assist developing countries to improve their land administration and tenure systems often include education and training components to build the capacity and skills of professionals and officials in the those countries. The education and training may involve supporting students while they study at institutions in the donor country or, where courses are available, in the recipient country.

Evidence suggests that building the capacity of institutions in developing countries to educate their own students can lead to more sustainable results in the longer term. In the Pacific, this might also mean building up the relationships between the smaller countries and the education institutions in Papua New Guinea and Fiji—and possibly Australia and New Zealand—that have the potential to serve the region.

A major project supported by AusAID and the World Bank provides an example of how an education institution in Laos was strengthened to serve the needs of the land sector. The Lao–Australia Property Rights and Land Titling Project focused on building capacity within the tertiary education sector in Laos. It provides useful lessons on how local institutions in developing countries can establish partnerships with institutions in a donor country to increase their capacity in a sustainable way.

Overview of existing capacity in the Pacific

There is strong anecdotal evidence of severe shortages of land professionals in Pacific island countries in such areas as surveying, planning and valuation. And the demand for land professionals will increase as many of these countries realise that their land administration, land management and tenure systems need to be more effective if they are to meet their social and economic development needs.

According to the report of the Papua New Guinea National Land Development Taskforce, there is an urgent need to train more physical planners. The country's education institutions do not offer degrees in this field, so there is little prospect of the situation improving soon. Government officials in Fiji have been concerned that there are not enough professionals in government with technical qualifications in land administration or surveying. There are large numbers of professional surveyor positions vacant, but without a surveying degree at the University of the South Pacific these are unlikely to be filled. The university offers only a diploma course in this field. Solomon Islands, Vanuatu—indeed most countries in the region—lack professional expertise in land administration and the impact is clearly visible in each country's land administration structures.

Most Pacific island countries have little if any capacity of their own to train land professionals. Tertiary education in the required fields is available in the region at the University of the South Pacific, based in Fiji, and at the University of Technology in Papua New Guinea (see Appendix A for more details). Courses in urban and rural planning, in applying data from specialised remote sensing and geographic information systems and in more general spatial sciences are provided through the University of Papua New Guinea. These institutions have difficulty meeting the education and training needs in land-related areas for their host countries, let alone for the region.

The quality of the land-related courses provided by the three universities is mostly of an acceptable level although, as already noted, no degree-level qualifications in surveying are offered at the University of the South Pacific. The courses generally meet the requirements of the government and private sectors. But the lack of financial resources is having an impact on their ability to deliver courses effectively. Student numbers are high but limited survey equipment and library and computer facilities mean lecturers cannot provide high-quality course content and practical classes. The lack of lecturers also means that lecturers struggle to undertake research or other professional development activities. This makes it difficult for lecturing staff to keep abreast of the developments in land administration.

Institutional partnership—the case of Laos

In the early 1990s the Government of the Lao People's Democratic Republic decided to implement the Lao Land Titling Project—subsequently called the Lao–Australia Property Rights and Land Titling Project. The broad aims of the project were to encourage the efficient use of land and improve economic and social development. One challenge in implementing the project was the lack of national expertise in land administration and related areas that were needed to support the project's development and implementation. These skills included surveying, dispute resolution (resolving competing claims over a boundary or over access), land registration, and community education.

During the project's design phase, education and training were seen as key factors in ensuring the long-term sustainability of project activities. However, potential trainees lacked the foundation knowledge and skills needed for the project's training and the Lao education system did not have the capacity to provide those skills or subsequent technical and professional expertise.

After examining several possibilities, it was decided to develop an in-country course in surveying and land administration through the Lao Polytechnic School. The course would provide an internationally recognised professional qualification and meet national needs for a skilled workforce to operate a modern land registration and administration system.

It was proposed that the course would be developed through a partnership with a foreign tertiary institution, with the course's modules delivered by visiting lecturers who worked with a full-time national education adviser and full-time translator. Staff from the Polytechnic School would also assist. The Australian Government agreed to provide funds to establish and run the course in Laos, including funds for providing technical assistance, refurbishing lecture rooms and providing lecturing facilities.

COURSE DELIVERY AND ACCREDITATION

An open tendering process was run for the delivery and accreditation of the course. The Western Australian Central Technical and Further Education College won the tender. Technical and further education (TAFE) colleges are an education stream in Australia that sits between high school and university. These colleges focus mainly on vocational, technical and trade training. A requirement of the course in Laos was that students must graduate at a level equivalent to an Australian TAFE Certificate IV, an award level for technical and trade courses in Australia, or to a diploma, which is the basic award level provided by Australian universities.

The course was designed initially to upgrade the skills of 23 government officials and three Polytechnic School staff. It was originally designed to have 11 modules but three of them were removed because lecturing staff at the Polytechnic School lacked the qualifications to teach them.

The modules offered initially were:

- » Module 1: Land Valuation
- » Module 2: Surveying, Maths and Survey Computations 1
- » Module 3: Surveying, Maths and Survey Computations 2
- » Module 4: Surveying, Maths and Survey Computations 3
- » Module 5: Total Stations and GPS
- » Module 6: Land Administration and Registration
- » Module 7: Cadastral Surveying and Mapping
- » Module 8: Survey Project Management.

A set of comprehensive lecture notes was developed for each module, in English and Lao languages. Each student received a copy of the notes at the beginning of the module and many copies were included in the Polytechnic School library as reference material.

All 26 students who began the two-year course graduated. Following the completion of modules 1–8, the Western Australian college obtained Australian accreditation for the course, with certificates of accreditation being issued for Certificate II, Certificate III and Certificate IV in surveying and land administration.

An objective of the course was to ‘train the trainers’ so that lecturing staff at the Polytechnic School would have the qualifications needed to teach the modules at levels equivalent to Australian Certificate IV and Diploma. So during the first two years the course also focused on upgrading the skills of the lecturers. AusAID then provided funding for the remaining three modules of the course’s original design:

- » Module 9: Land Adjudication
- » Module 10: Customer Relations and Service/Gender and Development
- » Module 11: Control Surveys.

The Western Australian college developed the curriculum so that a number of the subjects had a specific project-related focus. For example, customer relations and service and dispute resolution skills were seen as high priorities within the project and whole modules were developed around them. It is doubtful whether this would have been possible if the course had been developed around existing subject material and without the partnership support provided by the land project for developing course materials.

COST AND SUSTAINABILITY

The cost of setting up and presenting the first 8 modules over two years was about A\$0.5 million. With 26 students educated, this amounted to just A\$20 000 a student. This is substantially less than the cost of providing alternative education arrangements such as scholarships. These typically range from A\$50 000 to A\$100 000 a year per student. Moreover, unlike scholarship programs, this project built sustainable capacity in the local tertiary institution. The low cost of the project makes it a particularly attractive model for Pacific island countries to follow.

The course was designed to ensure that the Polytechnic School would be able to operate and maintain the courses in surveying and land administration at an acceptable standard once the partnership with the Western Australian TAFE college finished. So, while the lecturers of the Polytechnic School undertook the course, at least one was selected to assist in presenting each module of the course. This approach proved extremely successful and led to the development and approval of the High Diploma in Surveying and Land Administration at the school, which is now providing graduates to the land titling project, government agencies and the private sector.

Early efforts to publicise the course through radio and newspapers and inform potential students of the course proved very successful. The Lao Government has seen the success of the courses as an opportunity to generate revenue and now runs two streams—one fee paying and the other the normal annual tertiary institution intake. This has resulted in large increases in student numbers. With only 11 full-time and 4 part-time lecturers, the increase in student numbers has been well beyond the capacity of the school to manage. This issue will have to be addressed if the course is to remain sustainable.

The Lao approach to the education and training of land professionals has succeeded in developing a significant level of financial sustainability, mainly through fee-paying students. Despite the introduction of fees, student numbers have increased substantially.

The Polytechnic School continues to receive donor funding, but funding responsibility is gradually being transferred to the Lao Government. There are issues to be addressed in how to obtain a balance between cost recovery and course quality and how donors can develop an appropriate exit strategy.

STUDENT INTAKE AND NUMBERS IN THE HIGH DIPLOMA IN SURVEYING AND MAPPING AT THE LAO POLYTECHNIC SCHOOL

Year	Intake numbers			Total numbers enrolled		
	Male	Female	Total	Male	Female	Total
2002–03	23	9	32	23	9	32
2003–04	56	33	89	79	42	121
2004–05	89	57	146	168	99	267
2005–06	52	10	62	187	100	287

Source: 'Education status report', Lao–Australia Property Rights and Land Titling Project report, Canberra, 2005.

The continuing partnership

The partnership between the Western Australian TAFE college and the Polytechnic School was initially purely a business relationship based on the contractual requirements and funding provided through the aid project. However, as the education support evolved, a strong academic and professional relationship developed between the staff of the college and the Polytechnic School.

After the college had completed the contract to develop the course, additional technical support was provided through the land project to improve the management and administration of the Polytechnic School. This support, which covered curriculum development, lecturer training, course scheduling and education management, was terminated when the school achieved an acceptable level of sustainability.

But a strong professional relationship continued between the two institutions, with support and communication at a distance. In June 2006 the Western Australian college donated more than 100 second-hand computers and 20 printers to the Polytechnic School, which enabled the school to establish two computer laboratories. Its remaining obsolete computer equipment was made available to other AusAID-funded projects.

The success of the Lao approach

Building the capacity of tertiary institutions to educate and train land professionals and ensuring the institutions can maintain the skills and financial resources needed is a major challenge. The Lao model of partnering with a foreign tertiary institution has been particularly successful. That model:

- » is low cost and sustainable
- » is an efficient and sustainable way to transfer knowledge to lecturers and build capacity in the tertiary education system
- » substantially raises the institution's capacity to develop new courses
- » enables the introduction of affirmative action in relation to gender (the top students were females)
- » builds cooperation between tertiary institutions.

The success of the Lao project was contingent on the success of the partnership arrangement. A strategy of building capacity by, for example, employing individual consultants could not have achieved many of the project's positive outcomes. Some of the factors that formed the basis of the successful partnership included:

- » excellent cooperation between the institutions, with the establishment of close links, including personal links
- » a willingness of the Polytechnic School to accept capacity-building measures and changes in curriculums
- » the willingness and commitment of lecturers to participate in the capacity-building process
- » a strong commitment from the partner institution
- » the availability of follow-up support with the partner institution when required
- » sufficient funding to facilitate the partnership.

Lessons

ESTABLISH PARTNERSHIPS WITH TERTIARY INSTITUTIONS

LESSON 1

The tertiary institutions of the Pacific should establish partnerships or twinning arrangements with tertiary institutions elsewhere that can provide high-quality education in land administration and land management.

LESSON 2

Funds made available to train and educate land professionals (whether donor funds or government funds) can be effectively spent through a partnership with a tertiary institution.

Land courses at the universities in the Pacific region have few resources, inadequate facilities, and poor access to international developments in methods and technology. By partnering with the Western Australian Central Technical and Further Education College, the Lao Polytechnic School overcame many of these hurdles. In particular, the partnership helped the school access the latest methods, technology and literature, and has allowed the school to present courses at a significantly raised standard. In addition, the partnership provided a very cost-effective and sustainable basis for building the skills of land professionals in Laos.

BUILD IN FINANCIAL SUSTAINABILITY

LESSON 3

The financial sustainability of a capacity-building program through an institutional partnership requires a plan for ongoing funding and an exit plan for donors.

LESSON 4

The introduction of student fees to help fund land courses (and possibly other vocational courses) is a feasible strategy when the standard of the course is good and this is publicised.

The capacity-building program and partnership arrangement between the Western Australian college and the Lao Polytechnic School were funded by donors. To maintain the higher standards achieved and the partnership arrangements, resources need to be maintained at a higher level. Donors need an exit strategy, which means that funding responsibilities over the medium term need to be taken over by the local authorities. In Laos some of the funding has been gained by imposing student fees. Despite the fees, the higher education standards on offer and appropriate publicity have ensured student numbers have increased. But the higher student numbers have, in turn, raised pressures on resources.

CUSTOMISE EDUCATION MATERIAL

LESSON

5

Course development needs to be context-relevant so that graduates are well prepared for the circumstances in their countries.

In the Pacific there are many unique issues that are not well addressed by tertiary institutions, which tend to continue to focus on technical subjects. These issues relate to understanding customary rights and land practices. The Lao project allowed for the development of a curriculum that was context-specific, rather than simply transposing a curriculum from the partner institution. The result was that much of the course material was unique to the Polytechnic School, better preparing graduates for the circumstances in Laos.

BUILD LINKS BETWEEN EDUCATION INSTITUTIONS AND GOVERNMENT AND PRIVATE SECTORS

LESSON

6

Education institutions need to have the resources to forge closer ties to the government and private sectors that need their education services.

The Lao Polytechnic School and the Lao government land agencies benefited immensely from the close links forged by the land project. Such links mean that the education provider can better meet the needs of the government and private sectors. In the Pacific, it is difficult for most countries (except Fiji and Papua New Guinea) to forge such links because they do not have education institutions that can deliver such courses. Most countries are unlikely to develop that capacity for many years.

Appendix A: Training and education— overview of existing capacity in the Pacific

In the Pacific, tertiary education for land professionals is available in three places:

- » University of the South Pacific based in Fiji
- » University of Technology (UniTech) in Lae, Papua New Guinea
- » University of Papua New Guinea in Port Moresby, Papua New Guinea.

There are other institutions and development assistance arrangements that could possibly support an education and training program for land professionals in the future, including:

- » Vanuatu Technical College
- » Solomon Islands College of Higher Education
- » National University of Samoa
- » Australian Development Scholarship
- » Australia–Pacific Technical College.

UNIVERSITY OF TECHNOLOGY (UNITECH)—DEPARTMENT OF SURVEYING AND LAND STUDIES

At UniTech the Department of Surveying and Land Studies has been producing land professional graduates for more than 25 years and many graduates now occupy senior positions in government and the private sector in Papua New Guinea and elsewhere in the Pacific region. The department offers courses that broadly cover the collection, collation, analysis, interpretation and application of spatial and economic data associated with land. The use of technology is emphasised, as is the role of the professional in the economic development of a country.

The department offers programs in three discrete disciplines:

1 Surveying

- four-year degree course leading to a Bachelor of Surveying
- two-year diploma course leading to a Diploma in Surveying

2 Cartography

- four-year degree course leading to a Bachelor in Cartography
- two-year diploma course leading to a Diploma in Cartography

3 Land Studies

- four-year degree course, including one semester of industrial training, leading to a Bachelor of Land Studies
- one-year diploma course leading to a Diploma of Land Administration
- one-semester course leading to a Certificate in Land Administration.

The **surveying program** focuses on the technical aspects of surveying and spatial measurement assessment as well as techniques associated with land, engineering, mining and hydrographic surveying, with land administration, and with property management.

The **cartography program** focuses on preparing, analysing and using digital and paper maps and plans as well as applying digital data, including digital mapping, desktop publishing, geographic information systems, and remote sensing (the collection of geographic information by remote means, such as aircraft, ships or buoys).

The **land studies program** focuses on land issues such as property development, estate and plantation management, and valuation.

Students are encouraged to develop broad skills by taking subjects in one of the other disciplines or one of the common subjects available during the first year. Postgraduate studies are also available, although few have taken advantage of the opportunity in recent times. All courses offered are accredited by the appropriate professional association.

The Department of Surveying and Land Studies has 14 academic staff (two of them females) and a Head of Department. The Head of School was recently appointed, the department having been without a permanent head for a number of years.

Each year around 80 new students are accepted for the three programs and at any point approximately 300 students are enrolled. There is an equal mix of male and female students in the diploma and degree courses for land studies but only a small number of females in surveying and cartography courses. The number of students from countries other than Papua New Guinea undertaking any of the courses on offer is minimal, with only two students from Solomon Islands and one from Nauru currently enrolled. This has not always been the case. During the 1980s and 1990s there were large numbers of students from other Pacific countries. The reduction in numbers is a direct result of reduced funding at the university to sponsor students and due to reduced support from donor agencies in providing scholarships.

Surveying and other land administration subjects are also taught to students in the departments of engineering and architecture. With this added responsibility, the small team of academic staff has a heavy workload. The Head of Department believes the number of academic staff needs to be increased by approximately five to enable the department to deliver its programs effectively and to enable lecturers to participate in research and other professional development activities. At present this is not possible.

Departmental facilities can be described as basic. The library has few current publications and there are not enough funds to subscribe to professional journals. The department has only small quantities of survey equipment—such as levels, total station theodolites and global positioning system (GPS) equipment—far less than required for students to receive adequate practical training. Access to computers is limited, which restricts the

assignments that can be undertaken by students and the way assignments are presented. The department also has limited copies of survey software, which restricts the level of technical training on offer.

A Melanesian Land Studies Centre has been established within the Department of Surveying and Land Studies. Some activities have been undertaken but the centre is now 'on hold' due to a lack of funding. Until 1998, UniTech also trained government land officers and other officials in land administration. This is now the responsibility of the Institute of Public Administration, which provides this training on an ad hoc basis—only when it has a trainer with appropriate land-based experience.

In 2006 the department began a review of its curriculum, as part of the university's regular review process and in recognition of the need to bring courses and subjects into line with modern developments. The curriculum review involves widespread industry consultation with the public and private sectors and with professional associations in surveying, spatial information and valuation. It addresses issues in Papua New Guinea relating to licensing surveyors, including the extended time taken for graduates to become licensed, which has caused a decline in the number of licensed surveyors. Following an approach by the Association of Surveyors, it was proposed to develop a one-year postgraduate course for surveying, which will enable surveyors to get their licences as soon as they graduate. This is similar to the model adopted by the University of Queensland.

UNIVERSITY OF PAPUA NEW GUINEA

The University of Papua New Guinea is well recognised in the Pacific. It focuses on business administration, humanities and social sciences, medicine and health sciences, natural and physical sciences, and law. Through the School of Natural and Physical Sciences the university provides several courses in environmental science and geography, which cover a range of environmental subjects and focus strongly on spatial subjects. Spatial subjects include human and physical geography, geographic information systems, remote sensing and urban and rural planning. These subjects along with some legal courses offered through the Law School are vitally important for land administration.

Under the current land reform process in Papua New Guinea, there is a planned initiative to reform and upgrade the land dispute settlement process. The university will therefore need to look to its Law School to upgrade its delivery of relevant land-related legal courses and training.

UNIVERSITY OF THE SOUTH PACIFIC—DEPARTMENT OF LAND MANAGEMENT

The limited capacity of individual Pacific island nations to educate and train land professionals, the potentially small student numbers, the geographic spread of the nations and the need to ensure appropriate capacity and sustainability in the education system for land administration, all constitute considerable challenges.

The University of the South Pacific is tasked to meet these challenges and has 14 campuses, located in Fiji (3), Vanuatu, Samoa, Solomon Islands, Tonga, the Cook Islands, Tuvalu, Kiribati, Nauru, the Marshall Islands, Tokelau and Niue.

The university's Department of Land Management is in the Faculty of Islands and Oceans based on the Suva campus and delivers courses related to land administration and land management. These courses have evolved, the most significant change being made in 2005 when the then Bachelor of Arts in Land Management was divided into four discrete but complementary disciplines:

1 Geomatics

- Certificate in Geomatics
- Diploma in Geomatics

2 Land Use Planning

- Certificate in Land Use Planning
- Diploma in Land use Planning
- Bachelor of Arts in Land Management (Land Use Planning)

3 Real Estate

- Certificate in Real Estate
- Diploma in Real Estate
- Bachelor of Arts in Land Management (Real Estate)
- Postgraduate Diploma in Real Estate

4 Land Management

- Master of Arts in Land Management
- Doctor of Philosophy in Land Management.

Geomatics combines the surveying technologies of remote sensing, geographic information systems and global positioning systems, to provide spatial, positioning and mapping information for professionals working in the built and natural environment. At this point the department does not offer a Bachelor of Arts in Land Management (Geomatics).

Land use planning incorporates land tenure, land use, planning principles, development control, planning law, property development, and land economics—all of which cover the optimal use of land as a communal resource.

Real estate incorporates property acquisition, appraisal, development, management, investment, agency (sales and lettings), economics and law.

The Department of Land Management has five lecturers (one a female who is also acting head), with the head of the department giving all lectures in geomatics. Student numbers have progressively increased and now as many as 130 students are enrolled. This is more than double the student numbers prior to the changes in 2005.

The workload for all lecturers is heavy and they find it difficult to participate in professional development and to devote sufficient time to developing distance and flexible learning (DFL) materials. The department cannot therefore expand the number of courses it offers.

In addition, the Department of Land Management has limited survey equipment and computer facilities for practical training and is often forced to borrow equipment from government departments in Suva. It faces a unique set of issues in providing practical training in its distance education program.

UNIVERSITY OF THE SOUTH PACIFIC—DISTANCE AND FLEXIBLE LEARNING

In 1970 the University of the South Pacific began offering courses through distance education. This has been extensively supported and has evolved to include more than 350 courses covering a significant number of subjects, which are now available through DFL. These courses are offered to students at each of the university's 14 campuses. The DFL approach has a number of cost advantages, enables education to be provided to students in smaller countries and enables students to remain in their home country while studying.

Even though its resources are limited, the Department of Land Management has attempted to adopt the university's strategy for distance and flexible learning and has developed most first-year subjects and many second-year subjects so that they can be presented through the DFL program. While the department proactively supports DFL it is restricted in developing more course material by the limited number of staff and the time they have available.

The university's overall concept and approach for delivering DFL is a cost-effective way of providing education to people living in the geographically dispersed Pacific island nations. However, there are important constraints to this form of education. For example, delivering quality regional education and training programs requires adequate resources, lecturers and finance, and sufficient resources are not always available. The lack of facilities such as computers, internet access and tutors and equipment for practical training at its satellite campuses is an impediment to the successful delivery of land programs through DFL.

The Department of Land Management has attempted to address this by working through the surveyors general or heads of land departments in relevant countries. In most cases the department relies on the 'good will' of relevant agencies to provide survey equipment and government staff to support student training. In most Pacific island countries professionals are prepared to support this aspect of education and training, but there are no formal arrangements. An alternative approach, although expensive, may be to engage mobile tutors.

Appendix B: People consulted during research

FIJI

- » Mele Rakai, Head of Department of Land Management, University of South Pacific
- » Sevanaia Dakaica, Lecturer, Planning, University of South Pacific
- » Abdul Hassan, Lecturer, Valuation, University of South Pacific
- » Ken Chambers, Lecturer, Law, University of South Pacific
- » Paula Raqekai, Lecturer, Valuation, University of South Pacific
- » Eroni Bakikawai, graduate student, University of South Pacific
- » Koroata OBrien, Communication Assistant, University of South Pacific
- » Silvia Dewiyanti, Instructional Designer, University of South Pacific
- » Nimillote Naivalumaira, Executive Officer, Native Land Trust Board
- » Kemueli Masikerei, Acting Deputy Permanent Secretary, Ministry of Lands and Mineral Resources
- » Luke Rokomokoti, Acting Director of Lands and Surveyor General, Department of Lands and Surveys
- » Paserio Samisoni, Principal Surveyor, Control, Department of Lands and Surveys
- » Eparaman Ravaga, Manager, Central/Eastern Region, Native Land Trust Board
- » Silika Tuivoalavao, Spatial Information Coordinator, Native Land Trust Board
- » Padric Harm, Program Manager (Education), AusAID

PAPUA NEW GUINEA

- » Dilip Pal, Head of Department of Surveying and Land Studies, PNG University of Technology
- » Wycliffe Antonio, Deputy Head, Department of Surveying and Land Studies, PNG University of Technology
- » Jacob Sinne, Lecturer, Department of Surveying and Land Studies, PNG University of Technology
- » Flora Kwapena, Lecturer, Department of Surveying and Land Studies, PNG University of Technology
- » Jones Taugaloidi, Senior Technical Instructor, Department of Surveying and Land Studies, PNG University of Technology
- » Andrew Pal, Senior Technical Instructor, Department of Surveying and Land Studies, PNG University of Technology

- » Zebedee Sombo, Senior Technical Instructor, Department of Surveying and Land Studies, PNG University of Technology
- » Greg Kasen, Senior Technical Instructor, Department of Surveying and Land Studies, PNG University of Technology
- » Oswald Topiavu Tolopa, Director, Policy Division, Department of Lands and Physical Planning
- » Chris Mek Kabauru, Valuer General, Department of Lands and Physical Planning

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