

Land Administration and Management in South East Asia – Considering the Role of Higher Education

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Introduction

- World Bank report noted deficiencies in higher education in developing countries.
- International development focus is on primary rather than higher education.
- As a result there is very limited capacity in many higher education institutions.
- Significant advances in developed countries means that the gap in the quality of higher education in nations is widening.

Findings of the Task Force on Higher Education and Society

- Few academic staff with graduate-level training.
- The use of outmoded teaching methods.
- Faculty pay is very low in comparison to government and industry.
- Overcrowded classrooms, poor facilities, few student services.

Higher Education in Developing Countries
Peril and Promise



THE TASK FORCE ON HIGHER EDUCATION AND SOCIETY

Findings of the Task Force on Higher Education and Society

- Many of these issues result from limitations in resources available to higher education institutions.
- In many of the countries the higher education institutions are heavily reliant on central government funding.
- “Higher education is no longer a luxury: it is essential to national social and economic development”.

The role of land administration and management projects

- The Thailand Land Titling Project successfully built capacity in education.
- Land Administration projects in Indonesia, Laos, Cambodia, & the Philippines include a sub-component on education and training.
- World Bank focus on building land sector capacity in government and industry, and to build capacity in the land education sector.
- Projects provide significant funding and an opportunity for capacity development.

Land education in Indonesia

- The approach taken was to choose 3 Universities with existing expertise to develop Masters courses in land administration, land information systems, and agrarian studies.
- ITB, GUM and IPB all had reasonable levels of capacity, although the facilities at ITB are more basic.
- Under LMPDP three agencies are involved and coordinating with three Universities is challenging.
- The level of financial support is generally higher than in Laos or Cambodia.

Polytechnic College



- Incoming students have limited background in mathematics and this hampers teaching.
- The staff lack expertise in land adjudication and land registration and the LTP II project has provided equipment and teaching.
- Academic staff receive lower pay than government and industry, but undertake consulting work. The level of qualifications is low.
- The Polytechnic College is working towards financial sustainability but remains a long-term goal.

Land education in Indonesia

- In 2007, 45 students enrolled in the 3 programs.
- The level of capability of students entering the Masters vary so a matriculation program was developed.
- There is a shortage of specialised equipment and heavy reliance on LMPDP.
- Gaps in faculty expertise means that LMPDP staff are required to provide teaching.
- Continual development in staff qualifications needed.

The Polytechnic College in Lao PDR

- Polytechnic College chosen to develop land administration capacity under LTP II.
- However, the School capacity was very low so an In-Country-Course was developed.
- The qualification was recognised in 2003 and students awarded a Higher Diploma in Surveying and Land Administration (HDSL A).
- There are now proposals to introduce a Valuation Diploma and a Degree in HDSL A.
- New buildings have been completed and staff trained overseas under LTP II.

Royal University of Agriculture (RUA), Cambodia

- New land administration faculty established at RUA, under 3 Ministries, offering Diploma & Bachelor degrees.
- World Bank & GTZ support curriculum development, a professor exchange program, new buildings, and equipment.
- In 2006 the first batch of 74 students graduated and there is a significant demand building up.



Royal University of Agriculture, Challenges

- The quality of infrastructure is poor with the degree run from an converted dormitory until the new building is finished.
- In 2007 there was no surveying equipment on campus and only 2 computers.
- The level of staff pay is low, and limited qualifications mean the courses rely heavily on LMAP for teaching staff and equipment.
- A Ministry of Education unified curriculum for all first years at University also hampers curriculum development.

Specific challenges for land administration higher education

- The case study issues are broadly consistent with the World Bank report and include:
 - Lack of qualifications of academic staff.
 - Very low faculty pay.
 - Poor infrastructure and equipment.
 - Lower standard of secondary education than developing countries.
- In general the level of capacity of the education institutions is very low, with a heavy reliance on outside funding.

Objectives for land administration education in SE Asia

- Higher education is an important aspect of land reform. Graduates need to understand land policies and regulations.
- Support through donor-funded land administration projects provides an opportunity to build capacity in higher education and the land sector in general.
- Capacity development is complex, and an ongoing process that must be in accordance with national priorities.

Desirable features of higher education (Task Force on Higher Education & Society)

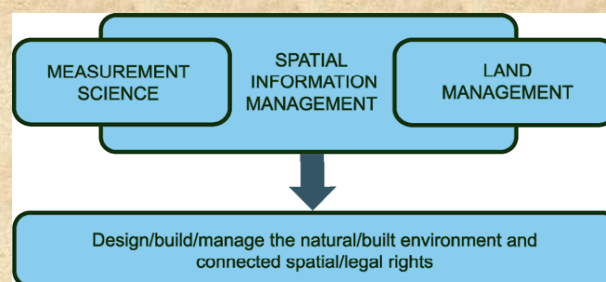
- Adequate and stable long-term funding.
- Competition for faculty, students and resources.
- Flexibility to adapt quickly to varying levels of enrolment and changes to fields of study.
- Immunity from political manipulation.
- Well-defined links to secondary education.
- A supportive statutory framework.

How FIG can assist

- FIG can play a supporting role in the capacity building needed in three ways:
 - Professional development –providing a forum for discussion and exchange of experiences.
 - Institutional development – FIG provides support in developing basic capacity to member countries through providing guidance & guidelines.
 - Global development – Cooperation with international NGO's such as the United Nations agencies & World Bank allows FIG to provide a forum for global development. This cooperation provides for joint efforts in addressing the issues facing developing countries.

The FIG Profile of Surveying Education in the future

(Source
Enemark 2007)



- A profile of future surveying education has been promoted by FIG since 2000.
- This combines the technical aspects of surveying with the judicial or managerial disciplines associated with land management.

Conclusions

- Land administration higher education in SE Asia faces many of the challenges of higher education in general.
- Education institutions are very dependant on central government and donor support.
- Ways forward include:
 - Improving education infrastructure (including ICT and Internet).
 - Development of new curricula and programs.
 - Development of long-term, well-trained staff.
 - Increasing access to disadvantaged people.
 - Conducting more science and education research.

Conclusions

- Significant capacity building of education institutions is central to improved sustainability.
- Further discussion is needed on desirable features of land administration and management higher education in developing countries.
- More effective governance mechanisms and long-term funding models are also needed to help bridge the gaps with developed countries.