Education Strengthening Study
Palestinian National Authority Land Administration Project

Ministry of Planning June 2007

DRAFT REPORT

Land Equity International
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Appendices
1 Executive Summary

As part of the World Bank funded Land Administration Project (LAP), Component 4: Institutional Development, included a study of the “strengthening of educational programs in land administration/management and surveying”. This document reports on the findings of this study which investigated the existing capacity of educational programs in land administration and related areas and the possible options for strengthening this capacity. The study was conducted through combination of formal visits, questionnaires to academic institutions and information sourced from other LAP studies.

The aim of the study was to identify any potential gaps that may exist in educational programs required to support land administration reform and recommend strategies to bridge these gaps. Due to the existing security situation and time constraints it was not possible to visit all university programs relating to land administration nor did the study attempt to undertake a detailed assessment of the curricula or the quality of programs.

Previous LAP study reports have identified that additional institutional and human resource development is required to support government and the private sector reforms in land administration. In particular, formal education and training will be required to support land administration activities such as:

- Land surveying for mapping settlements and individual land parcels/dwellings;
- Property valuation or assessment skills to support appraisal of properties and/or buildings as the basis for revenue generation through land or property taxation;
- Land registration and tenure management to support private and public land administration; and
- A range of related land administration activities including land planning, records management and information management.

Land surveying programs are offered at a number of Palestinian institutions including Ramallah Men’s Technical College (RMTC), Palestine Polytechnic University and at institutions in Gaza. From the information provided by these institutions the programs appear to be technically sound and well managed. However, it was evident from the visits that some of these programs require additional staff and shortfalls exist in some basic equipment. It was not possible to assess if the number of graduates from these programs was adequate to meet the existing demand within Palestine, as the current political and economic conditions do not reflect a fully functioning land sector. It is anticipated that increased demand brought about by land administration reforms and formal land administration activities will necessitate some expansion of these programs and hence additional resourcing of staff and equipment.

Currently there are no tertiary programs for property valuation or assessment in Palestine. It is therefore suggested that at least one program to support property valuation/economics be established. This program could be based on an existing course in business administration or economics with new subjects developed in property
valuation to meet the requirements of a new property valuation code. The courses should be modelled on existing international best practice in property valuation.

In the broader area of land administration and land management, gaps in capacity might be best addressed through a multi-faceted strategy. Firstly, many fundamental land administration tasks can be adequately performed by a range of graduates from existing colleges and universities. For example, graduates from business administration, computing, engineering, surveying, public administration and management are capable of undertaking many of the operational tasks associated with land administration.

A number of short and long term strategies could be employed to address these gaps across land administration and land management. These may include:

- Scholarships to enable existing government staff to undertake training in property valuation, land administration and related programs;
- Scholarships or exchange programs for higher education staff to upgrade skills in priority areas;
- The offering of short courses in specific areas such as GIS, GPS, records management or property assessment to build awareness and upgrade skills across government and the private sector;
- International twinning arrangements to allow students to complete their degree jointly between a Palestinian higher education institution and regional or international universities. This could also involve a staff development program which would lead to the progressive building of the capacity of local institutions;
- Upgrade of the existing programs by local academic staff with assistance from international advisors as required. Some programs could be constructed through a mixture of courses that already exist across other university faculties and supplemented with a smaller number of new courses which must be developed; and
- Combinations of all of the above.

However, to undertake significant reform in land administration it will be critical to have well educated and qualified staff to solve complex land tenure and management issues by drawing on knowledge of international best practice. Building this capacity may be best addressed through a postgraduate program such as a M.Sc. offered jointly through an international institution experienced in international land administration and land management.

Recommendations

1. Education strengthening and capacity building is critical to supporting comprehensive land administration reform. Importantly, educational capacity building and strengthening activities should be commenced in parallel to other policy and institutional developments in order to maximise their impacts on the reform process.
2. Appropriately skilled and qualified staff should be appointed across key areas of land administration during the implementation of reforms. It is recommended that
a group of between 5-10 existing staff with appropriate undergraduate qualifications be selected to upgrade their qualifications in land administration, land valuation, surveying and business/public administration. These could be completed through coursework masters programs available at international institutions or in the case of business/public administration, through a local institution.

3. A twinning program in land administration and land planning should be initiated through a local university and an international institution. It is suggested the draft program structure presented in section 5 be further refined by a local university and then formal academic approvals pursued to activate the program. It is recommended that master programs currently available at Birzeit University and Technical University Munich would provide the best fit for this collaboration. The new program should allow entry to a broad range of possible land administration professionals.

4. To increase and improve the capacity of the government and the private sector a series of short courses should be initiated through universities in the West Bank and Gaza. These short courses could encompass topics such as GIS, GPS for mapping, land valuation or electronic surveying. As well as providing technical training these courses would also assist in increasing the awareness across the business and government sectors.

5. A program in property valuation/economics should be established at either a B.Sc. or Master level at a Palestinian institution. For the B.Sc. program it would be possible to develop a specialisation in property economics or land valuation as part of an existing degree in business administration. Alternatively, a Master program could be developed as a standalone program or a specialisation within an existing masters program. Some suggested structures are provided in section 5. An-Najah University, the Islamic University Gaza or Birzeit University all appear to have the capacity to develop and mount such a program with the appropriate international assistance.

6. The existing land surveying programs investigated appear to be of appropriate standing and quality. However, these programs may need to upgrade their capacity if a greater number of graduates are required as a result of the proposed land administration reforms. Additional resources, particularly staffing and basic survey equipment will be required to support these institutions.

7. Due to the high loss of technical graduates to the Gulf States, particularly in surveying, it is recommended that a retention strategy be developed to attract and then retain staff within government agencies. It is suggested that scholarship programs could be implemented to attract students, cover their university fees and also provide guaranteed employment on completion to assist with the retention of graduates in Palestine.

8. In order to continue the momentum that has been generated by the LAP, it is recommended that some initial funding could be allocated to:
   - document and gain university approval for a masters program or specialisation in the area of land administration and management which may be based on an existing university program;
• document and gain university approval for a B. Sc. or masters program or specialisation in the area of property valuation/economics which may be based on an existing program in Business Administration; and
• develop and conduct a series of short courses in the areas of GIS, GPS technology and land administration to improve the skills and increase the awareness for both government and private sector personnel.
2 Introduction

As part of the World Bank funded Land Administration Project (LAP), Component 4: Institutional Development, included a study of the “strengthening of educational programs in land administration/management and surveying”. This document reports on the findings of this study which investigated the existing capacity of educational programs in land administration and related areas and the possible options for strengthening this capacity. The study was conducted through combination of formal visits, questionnaires to academic institutions and information sourced from other LAP studies.

The aim of the study was to identify any potential gaps that may exist in educational programs required to support land administration reform and recommend strategies to bridge these gaps. Due to the existing security situation and time constraints it was not possible to visit all university programs relating to land administration nor did it attempt to undertake a detailed assessment of the curricula or the quality of programs.

This report includes:

- An initial assessment of some of the existing educational programs in surveying and land administration being delivered by Palestinian higher educational institutions;
- A summary of regional and international universities that may be suitably qualified to support the upgrade of specific educational capacities at these local institutions;
- A suggested range of strategies for strengthening the capacity of educational programs to support land administration;
- Options for proposed programs in land administration including criteria for assessing the suitable international and local institutions and programs; and
- Indicative resourcing for these strategies, including a number of possible short term actions to continue progress under the Land Administration Project.

3 Assessment of Existing Education Programs

3.1 Methodology

In order to undertake the assessment of existing Education programs in land administration related areas a questionnaire was prepared and distributed to the relevant higher education institutions in Palestine. In particular, higher education institutions that offered dedicated programs in areas such as surveying, GIS and land planning were targeted.
The questionnaire was structured in three parts.

**Part 1**: Examined the institution (academy and university) overall including approximate budget, total staff, total students, number of faculties and departments.

**Part 2**: Examined the key programs that related to land surveying or land administration management.

**Part 3**: Examined the academic structure and capacity of each of these programs.

A copy of the Questionnaire is contained in Appendix 1.

Copies of the questionnaire were sent to university departments prior to the arrival of the consultant so that data from the institutions could be consolidated upon arrival and additional information collected on site visits where required.

### 3.2 Summary of Relevant Higher Education Programs

Responses to the questionnaire were received from seven academic institutions, namely

1. An-Najah National University
2. Polytechnic Hebron
3. Birzeit University (BZU)
4. Ramallah Men’s Training Centre (RMTC)
5. Islamic University of Gaza
6. Palestine University Gaza
7. Gaza Training Centre

Visits were also made to a number of the institutions to discuss further course details and possible strategies to build capacity. Due to the on-going instability in Gaza, no site visits were made to the institutions in the Gaza area.

### 3.3 Summary of Institutions

The details of four institutions in the West Bank and the three institutions in Gaza which responded to the questionnaire are shown in Tables 1 and 2 respectively.
Table 1: Summary of Education Institutions Offering Land Administration Programs on the
West Bank

<table>
<thead>
<tr>
<th>Institution</th>
<th>An-Najah National University</th>
<th>Palestine Polytechnic University Hebron</th>
<th>Birzeit University</th>
<th>Ramallah Men’s Training Centre (RMTC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulltime Academic Staff</td>
<td>562</td>
<td>200</td>
<td>250</td>
<td>40</td>
</tr>
<tr>
<td>Fulltime Administrative Staff</td>
<td>466</td>
<td>70</td>
<td>400</td>
<td>25</td>
</tr>
<tr>
<td>Total Enrolled Students</td>
<td>15000</td>
<td>4150</td>
<td>7500</td>
<td>600</td>
</tr>
<tr>
<td>Graduates in 2006</td>
<td>2220</td>
<td>713</td>
<td>1550</td>
<td>180</td>
</tr>
<tr>
<td>Annual Budget</td>
<td>US$20 million</td>
<td>US$13.4 million</td>
<td>US$25 million</td>
<td>US$1.5 million</td>
</tr>
</tbody>
</table>

Table 2: Summary of Education Institutions Offering Land Administration Programs in Gaza

<table>
<thead>
<tr>
<th>Institution</th>
<th>Gaza Training Centre</th>
<th>Palestine University Gaza</th>
<th>Islamic University of Gaza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Established</td>
<td>1988</td>
<td>2003</td>
<td>1978</td>
</tr>
<tr>
<td>Fulltime Academic Staff</td>
<td>115</td>
<td>200</td>
<td>648</td>
</tr>
<tr>
<td>Fulltime Administrative Staff</td>
<td>117</td>
<td>70</td>
<td>361</td>
</tr>
<tr>
<td>Total Enrolled Students</td>
<td>4500</td>
<td>4150</td>
<td>20,100</td>
</tr>
</tbody>
</table>
The programs available at the seven institutions include 2yr undergraduate technical programs in surveying, 5yr B.Sc. Degrees and MSc programs. Each of the reported programs in areas related to land administration are summarised in Table 3. It should be noted that this list is not exhaustive and other relevant programs may exist at these and other institutions. It is also important to mention that a diverse range of educational qualifications and skills is required to support and build effective land administration systems. These programs include law, engineering, information technology, economics, policy and public administration, business, social science and planning.

Table 3: Summary of Programs Relevant to Land Administration in Palestine

<table>
<thead>
<tr>
<th>University/Program</th>
<th>Comments and Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palestine Polytechnic University</td>
<td></td>
</tr>
<tr>
<td>1. Bachelor of Surveying and Geomatics Engineering</td>
<td><strong>Course Length:</strong> 5yrs (170 credit hours) <strong>Staffing:</strong> 8 academic (5 in surveying) and 7 technical/support <strong>Graduates in 2006:</strong> 20 <strong>Program Focus:</strong> Surveying/Geomatics <strong>Comments:</strong> The program has a good range of courses ranging from foundation studies in mathematics, surveying processes, computations, geodesy, photogrammetry and remote sensing and GIS. It appears to have very good laboratory facilities for photogrammetry, remote sensing and GIS. Few traditional surveying facilities appear to be present. The qualifications of staff appear to be appropriate for this program. It identifies that 82 of 170 credit hours are surveying/geomatics courses. This program is comparable to other professional degree programs in Geomatics in other countries. It has limited exposure to land administration or land valuation and has a highly technical focus. Graduates should be able to work across all areas of geomatics in private sector and/or government.</td>
</tr>
</tbody>
</table>
| Ramallah Men’s Training Centre | Course Length: 2yrs  
Staffing: 11 instructors and 3 support staff (two specifically in surveying)  
Graduates in 2006: 15-20  
Program Focus: Land Surveying  
Comments: The program provides a sound technical level education for land surveyors to undertake basic land surveying activities including engineering and property surveys. It does not currently provide any specific courses on land administration apart from basic land law. It may be possible to extend the program to encompass a further year of training which may incorporate areas to support land administration functions including property valuation. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Diploma of Land Surveying</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| An-Najah National University | Course Length: Diploma (2yrs), B.Sc. (5yrs), and M.Sc. (1.5-2yrs)  
Staffing: 22 academic and 5 support staff  
Graduates in 2006: 8 from B.Sc.  
Program Focus: Planning/Geography  
Comments: From staff profile it appears the major focus is in planning and geography with a lesser focus on surveying or geomatics. It would be expected that the graduates from the M.Sc. programs would be well equipped to assist the region in local and regional planning and policy issues and could also contribute to linked activities in land administration and management. The B. Sc program is producing a relatively limited number of graduates and perhaps this is why the 2yr diploma was suspended. The department has a number of existing linkages with mainly European and UK universities in planning and architecture. Some specialisations and additions of land administration and land management may be possible within the M.Sc. programs. |
|---|---|
| 1. Diploma in Surveying and Photogrammetry (2yrs) (Suspended)  
2. B.Sc. in Civil Engineering (5yrs)  
3. Master in Geography  
4. M.Sc. in Urban and Regional Planning (2yrs)  
5. M.Sc. In Urbanism (1.5 yrs) |  |
| Birzeit University | Course Length: 2yrs  
Staffing: 13 academic and 5 technical/support  
Graduates in 2006: 15  
Program Focus: Urban Planning and Design  
Comments: The two M.Sc. programs offered provide graduates that would be well qualified to work across many areas of regional and municipal government and the private sector. The academic staff appear to be well qualified and the university appears to be well resourced. Possible contributions to land administration and management may be provided through development of specialised courses in these areas or possible twinning arrangements with international institutions. Strong linkages already appear to have been formed with some |
| **Islamic University of Gaza** | Course Length: 4yrs  
Staffing: 10 academic and 5 technical/support  
Graduates in 2006: 15  
Program Focus: Geography  
Comments: The program is orientated towards general knowledge graduates in Arts with some specialisation in geography, GIS and cartography. It has been stated that a B.Sc. program in GIS has been submitted for approval which presumably has more detailed subjects in GIS, mapping and remote sensing. Graduates from these programs should have a good general skill base in areas of cartography and mapping. The Bachelor of Engineering degrees offer a few surveying and planning courses. These graduates are unlikely to move into land administration or land management but may have linkages with infrastructure development, planning and project development. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1. B.A. Geography</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. B.Sc. in GIS (submitted for approval)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. B. Engineering (Civil) and (Architecture) 5yrs</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Gaza Training Centre**    | Course Length: 2yrs  
Staffing: 12 academic and 2 technical/support  
Graduates in 2006: 8  
Program Focus: Surveying/GIS  
Comments: From the information provided it appears that the training centre produces a small number of graduates in both surveying and GIS. The staff appear to be appropriately qualified, although the resources and equipment detailed are limited. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1. Diploma in Surveying</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Diploma in GIS</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Palestine University (Gaza)** | Course Length: 2yrs  
Staffing: 5 academic and 2 technical/support  
Graduates in 2006: none as yet  
Program Focus: Surveying, Geodesy  
Comments: The program appears to provide a satisfactory diploma level qualification in land surveying and should support both the government agencies and the private sector. |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Diploma in Surveying</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 3.4 Initial Assessment of Local Educational Capacity to Support Land Administration Activities

The existing programs investigated provide a good building block from which to build further capacity in land surveying, property valuation and land administration/management. Due to the existing security situation it was not possible to visit all of universities, so these findings have been based on the information returned in the questionnaire.
From some of the initial studies is evident that additional institutional and human resource development will be required to support government and the private sector reforms in land administration. The educational skills required will most likely include:

- Field surveying for mapping settlements and individual land parcels/dwellings;
- Property valuation or assessment skills to support appraisal of properties and/or buildings as the basis for revenue generation through land or property taxation;
- Land registration and tenure management to support private and public land administration; and
- A range of related land administration activities including land planning, records management and information management.

The existing land surveying programs at the Ramallah Men’s Technical College (RMTC), Palestine Polytechnic University and at the Gaza institutions generally appear to technically sound and well managed. However, it was evident from the visits that some of these programs require additional staff and shortfalls exist in some basic equipment. It was not possible to assess if the number of graduates from these programs was adequate to meet the existing demand within Palestine, as the current political and economic conditions do not reflect a fully functioning land sector. However, it is anticipated that increased demand brought about by land administration reforms and formal land administration activities will necessitate some expansion of these programs and hence additional resourcing of staff and equipment.

Currently there are no tertiary programs for property valuation or assessment in Palestine. It is therefore suggested that at least one program to support property valuation/economics be established. This program could be based on an existing course in business administration or economics with new subjects developed in property valuation to meet the requirements of a new property valuation code. The courses should be modelled on existing international best practice in property valuation\(^1\).

As in many other countries specialised land administration programs do not exist. However, in the complex land management environment that exists in Palestine it is recommended that specialised training in land registration, land tenure management, dispute processes, land law and records management is critical.

The resourcing of education institutions in Palestine varies from institution to institution depending on its location and sources of funding. Most institutions rely on student fees and regular funding from the Ministry of Education. However, development of university infrastructure and equipment often requires donor contributions which cannot be relied upon and are often sporadic. Most institutions indicated that they had some difficulty in attracting and retaining staff.

\(^1\) The International Valuation Standards Committee (IVSC) has developed International Valuation Standards 2007 that detail valuation methods and principles. See www.ivsc.org
Estimates from the Institutional/Registration Adviser for the Land Administration Project indicate that 370 additional staff will be required in the land administration sector of government. A large number of these staff will be required in the land surveying and registration areas. Additionally it is estimated that perhaps 100-150 staff would be required at municipal and agency level to support the formal property valuation processes. Information technology graduates will also be necessary to automate and computerise the land registration system as well as business and law graduates to support other land administration activities.

4 Regional and International Universities in Surveying, Land Administration and Land Planning

From the initial assessment of current universities in Palestine, it is believed that the existing programs in surveying and GIS should be capable of meeting the current demand for land surveying and mapping. Land administration reform will place additional strain on these institutions and additional resources will be required to support these programs. Significant shortfalls exist in formal education and training in property valuation or appraisal and specialised training in land administration. This section outlines regional or international universities who may have the capacity and experience to partner or twin with a Palestinian institution in order to build the local expertise in these areas of education.

4.1 Land Administration Programs

Land administration practice and knowledge can most commonly be found in countries such as Germany, Norway, Denmark, Sweden, Canada, Netherlands and Australia. There are limited programs which offer standalone qualifications in land administration, even in these countries. From the searches across internet and known professional bodies such as FIG, two possible programs in land administration and land planning were identified.

4.1.1 Master of Science – Land Management and Land Tenure, Technical University Munich, Germany

Overview

This program is a three semester program. In the first and second semesters students undertake classes at Technical University of Munich. During the first semester students are introduced to the basic elements of land management and land tenure. In the second semester students are trained in methods and instruments needed for sustainable land management. The third semester is dedicated to the Master’s Thesis. The program also includes two periods of internship – one in Germany and one in a foreign country (or the student’s home country).
Content

The course topics include global land administration, project management, land tenure and law, land management, rural and urban development, conflict management, land policy, research skills, environmental risks, remote sensing, land economics and geographic visualisation.

Admission Requirements

Bachelors Degree in Science, Technology, Business or similar

International Co-operation

The M.Sc. program was commenced in 2001 and has over 60 graduates from many developing and emerging countries. Some discussions have already taken place with Birzeit University on possible twinning arrangements, so the lines of communication are already open.

4.1.2 Master of Science – Geo-information Management/Land Administration, ITC Enschede, Netherlands

Overview

The program is offered as a post-graduate diploma (two semesters) or a M.Sc. (additional semester). Documentation available on the internet states that students completing the course will be able to:

- analyse from an academic perspective land administration components and land administration systems to serve society;
- understand the concepts of land policy and policy instruments regarding access to land, tenure security, land markets, land reform, land use planning and land taxation;
- formulate institutional, operational and technological requirements for operating land administration procedures in a transitional environment;
- specify and operate (geo-)information technology relevant to the functioning of land administration systems (data acquisition, data storage and manipulation via database systems, (re)design of information architecture, dissemination and web technology, service provision, quality management, and business administration) ([http://www.itc.nl/education/fields/landadministration.aspx](http://www.itc.nl/education/fields/landadministration.aspx))

Content

The content of the course appears to be more heavily biased towards information management than land administration process or policy. Some of the courses detailed in the program may be already available within programs offered in local universities. Details of the programs can be found at [http://www.itc.nl/education/courses/modules.aspx](http://www.itc.nl/education/courses/modules.aspx)
Admission Requirements

Applicants for Degree, Postgraduate diploma and certificate programmes should have a BSc degree or equivalent from a recognised university in a discipline related to the program and/or specialisation, preferably combined with working experience in a relevant field.

International Co-operation

ITC has extensive experience in training students from all parts of the world and their training programs are highly regarded. In addition ITC has a partnership program to assist in building the capacity of education institutions throughout the world. See (http://www.itc.nl/itc_worldwide/projectpartners.asp)

4.2 International Property Valuation Programs

Land and property valuation education varies widely at an international level. This is currently being addressed by professional organisations such as the Royal Institute of Chartered Surveyors (RICS) which working towards international accreditation procedures for valuers and assessors in the property market. Regulatory valuation and practices are well established in many countries including Australia, Canada, USA, UK and a number of European countries. Unlike land surveying or geomatics which mostly have well defined and individual academic programs, land valuation programs tend to be integrated into business or economics programs. The valuation specialisations in these programs often comprise of a major or minor study at undergraduate level or a graduate diploma or coursework masters degree at the graduate level. Some examples of relevant programs are presented in Table 4.

<table>
<thead>
<tr>
<th>Country/University</th>
<th>Program Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Program: Graduate Diploma in Property</td>
</tr>
<tr>
<td>University of South Australia</td>
<td>Level and Length: Graduate 1yr</td>
</tr>
<tr>
<td></td>
<td>Admission: Suitable undergraduate degree e.g. Business</td>
</tr>
<tr>
<td></td>
<td>Overview: The program has a variety of courses to choose from providing a degree of flexibility.</td>
</tr>
<tr>
<td></td>
<td>International Linkages: Unknown</td>
</tr>
<tr>
<td>Australia</td>
<td>Program: Bachelor of Business (Property)</td>
</tr>
<tr>
<td>University of South Australia</td>
<td>Level and Length: Undergraduate (3yr)</td>
</tr>
<tr>
<td></td>
<td>Admission: Appropriate high school qualification</td>
</tr>
</tbody>
</table>

2 The Australian Property Institute accredits a variety of programs in business and related degrees. It has a number of alternate pathways which allow full membership and certification. See the API’s website for more details see [http://www.propertyinstitute.com.au/](http://www.propertyinstitute.com.au/)
<table>
<thead>
<tr>
<th>Country</th>
<th>University/Institute</th>
<th>Program</th>
<th>Level and Length</th>
<th>Admission</th>
<th>Overview</th>
<th>International Linkages</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia,</td>
<td>Queensland Institute of Technology</td>
<td>Bachelor of Property Economics</td>
<td>Undergraduate (4yr)</td>
<td>Appropriate high school qualification</td>
<td>A structured undergraduate degree based on a business program with specialisations in valuation methods, practice and law.</td>
<td>Unknown</td>
<td><a href="http://www.unisanet.unisa.edu.au/programs/program.asp?Program=DBPY">http://www.unisanet.unisa.edu.au/programs/program.asp?Program=DBPY</a></td>
</tr>
<tr>
<td>Australia,</td>
<td>Central Queensland University</td>
<td>Bachelor of Property</td>
<td>Undergraduate (3yr)</td>
<td>Appropriate high school qualification</td>
<td>A structured undergraduate degree based on a business program with specialised courses in valuation methods, practice and law.</td>
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<td><a href="http://www.courses.qut.edu.au">http://www.courses.qut.edu.au</a></td>
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<tr>
<td>Australia,</td>
<td>Curtin University</td>
<td>Bachelor of Business (Property)</td>
<td>Undergraduate (3yr)</td>
<td>Appropriate high school qualification</td>
<td>A structured undergraduate degree based on a business program with a major in property with a major in valuation methods, practice and law. Enables registration as Certified Property Valuer</td>
<td>Unknown</td>
<td><a href="http://handbook.curtin.edu.au/courses/23/230014.html">http://handbook.curtin.edu.au/courses/23/230014.html</a></td>
</tr>
<tr>
<td>Canada,</td>
<td>University of British Columbia</td>
<td>Bachelor of Business in Real Estate</td>
<td>Undergraduate (4yr)</td>
<td>Appropriate high school qualification or approved diploma</td>
<td>A structured undergraduate degree based on a business program with approximately one third based of the course devoted to real estate and property courses.</td>
<td>Unknown</td>
<td><a href="http://www.sauder.ubc.ca/re_creditprogram/programs/bbre/index.cfm">http://www.sauder.ubc.ca/re_creditprogram/programs/bbre/index.cfm</a></td>
</tr>
<tr>
<td>United Kingdom,</td>
<td>University of West England</td>
<td>Bachelor of Science (Property)</td>
<td>Undergraduate (3yr)</td>
<td>Appropriate high school qualification or approved diploma</td>
<td>A structured undergraduate degree based on a science/business program with approximately one third based of the course devoted to real estate and property courses.</td>
<td>Unknown</td>
<td><a href="http://info.uwe.ac.uk/courses">http://info.uwe.ac.uk/courses</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Level and Length</th>
<th>Admission</th>
<th>Overview</th>
<th>International Linkages</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom,</td>
<td>Bachelor of Business (Property)</td>
<td>Undergraduate (4yr)</td>
<td>Appropriate high school qualification</td>
<td>A structured undergraduate degree based on a business program with specialisations in valuation methods, practice and law.</td>
<td>Unknown</td>
<td><a href="http://info.uwe.ac.uk/courses">http://info.uwe.ac.uk/courses</a></td>
</tr>
</tbody>
</table>


5 Selection Strategies for Identifying Suitable Academic Programs and Partners

It has previously been identified that additional educational capacity needs to be developed in Palestine to strengthen existing land administration operations but also to build additional expertise across a number of important areas. Given that a number of institutions and their various programs may be candidates to participate in these activities it is important that a transparent and equitable process is available for evaluating the suitability of both institutions and programs.

It is recommended that the assessment strategy may include two components:

1. Firstly, the evaluation of an existing local institution to establish and sustain a new undergraduate or postgraduate program to support land administration activities; and
2. Secondly, the evaluation of an international institution to work with a Palestinian university to establish a joint program, if required, and to transfer knowledge to enable the program to be sustained.

The strategy for selection of local universities to participate in the proposed institutional strengthening programs may encompass the following criteria:

- Quality and suitability of the existing programs
- Experience and qualifications of staff
- Current resources – staff and equipment to support any proposed programs
- Capacity and will to implement
- Existing international linkages

The selection strategy for suitable international universities to partner the local university may cover the following criteria:

- Quality and suitability of existing international program
- Experience in offering the program to international students
- Resourcing of the program
- Flexibility to adapt or fit with Palestinian institutions
- Fees and cost

<table>
<thead>
<tr>
<th>Aberdeen</th>
<th>Admission: Appropriate high school qualification or approved diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overview: A structured undergraduate degree based on a science/business program with approximately one third based of the course devoted to real estate and property courses.</td>
</tr>
<tr>
<td></td>
<td>International Linkages: Unknown</td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://www.abdn.ac.uk/business/ugrad.shtml">http://www.abdn.ac.uk/business/ugrad.shtml</a></td>
</tr>
</tbody>
</table>
These criteria have been used as the basis for some of the recommendations for program development and collaboration with international institutions.

6 Proposed Educational Program Development to Support Land Administration

The development of an effective and efficient land administration system in Palestine requires revision of policies relating to land, institutional development and importantly education and training to support both private and government sectors. The review of relevant higher education programs which support land administration activities identified that Palestine already has a maturing and capable higher education system. This will provide an excellent basis for providing formal education programs and training through continuing education.

Land administration systems require government personnel to be well educated and skilled across a number of areas including high level land policy, land management, land surveying, land law, land valuation and assessment, land and business economics, land registration, records management and information management. The government sector must be qualified to both lead land administration reform and to implement and operationalise these reforms. The private sector companies and the public in general, will also need to be educated in the new formal process and corresponding technical and professional training will be required for personnel operating in this sector.

Three specific areas of educational program development and support have been identified, namely:

1. Higher level land administration and planning education at MSc level
2. Degree level programs in property economics/valuation
3. Strengthening of existing land surveying programs to support an accelerated mapping and land registration process

6.1 Proposed Master Program in Land Planning/Land Administration

6.1.1 Aim of Program

The aim of such a program is to provide high level skills and support for the government agencies that are charged with implementing and managing land administration activities. The curriculum of the program would include topics such as land planning, land policy, land economics, GIS, land administration and tenure, project management and public administration. Graduates would take a lead role in developing and refining policy to support land administration, develop processes and procedures to support an efficient land administration system, and manage the operation of land administration activities within key government agencies.
6.1.2 Strategy for Development of the Program

It is expected that the number of staff required to be trained at such a level would be relatively small, perhaps a maximum of 10 people per year who will progressively assume relatively high level positions within the MoP, PLA and related agencies. Staff selected to participate in these programs should already hold an appropriate undergraduate qualification and preferably be at a middle or senior level of management within the agency. A master level program is therefore perhaps the most suitable. A number of options are available to develop such a program including developing a new program specifically in land administration, developing a specialisation for land administration within an existing program, or developing a joint program through or with an international university that specialises in land administration.

As the sustainability of such a program is critical, it is suggested that the capacity be developed for the education program to be offered by a Palestinian institution from the outset, with international assistance to support the early stages of program development and operation. To facilitate the more timely development of the program, an appropriate strategy would be to incorporate the required courses in land administration as a specialisation within an existing program. This will reduce the development and approval timeframes and enable the utilisation of local courses where appropriate.

It would be expected that after a period of five years, through the transfer of staff and skills, that the program could be offered wholly at a Palestinian university.

6.1.3 Proposed Program Structure

Two program structures are provided as options for the development of the program. Importantly, it should be recognised that the programs proposed are suggestions only, and that the university which implements such a program will have ultimate discretion to design the program that fits their staffing, resources and operations.

A proposed program structure for a Master in Urban Planning and Design (Land Administration Specialisation) is shown in Figure 1.
Master Program in Urban Planning and Design  
(Land Administration Specialisation)

<table>
<thead>
<tr>
<th>Core (12-15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Regional and Urban Planning</td>
</tr>
<tr>
<td>Urban and Regional Economics</td>
</tr>
<tr>
<td>Planning Theory and Policy</td>
</tr>
<tr>
<td>Urban and Regional Economics</td>
</tr>
<tr>
<td>Analysis and Decision Making Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialisation in Land Administration and Land Management (15-18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land Tenure and Law*</td>
</tr>
<tr>
<td>Land Economics*</td>
</tr>
<tr>
<td>Land Administration*</td>
</tr>
<tr>
<td>Land Management*</td>
</tr>
<tr>
<td>Land Policy*</td>
</tr>
<tr>
<td>Project Planning and Management</td>
</tr>
<tr>
<td>GIS</td>
</tr>
<tr>
<td>Organisational Behaviour</td>
</tr>
<tr>
<td>Research Skills and Preparation</td>
</tr>
<tr>
<td>Sustainable Development</td>
</tr>
<tr>
<td>Public Administration</td>
</tr>
<tr>
<td>Internship (period in land administration agency)*</td>
</tr>
</tbody>
</table>

* indicates taken at international university

| Masters Thesis and Seminar (6 credits)                                  |

**Figure 1: Possible Program Structure for Master Program Specialising in Land Administration**

The program follows a similar structure to the existing M.Sc in Urban Planning and Design at Birzeit University and incorporates the appropriate land administration courses. As noted in the structure, the core of 12-15 credits will be undertaken as a requirement for the M.Sc. in Urban Planning and Design. This would equate to perhaps 4-6 courses where each course is worth 2-3 credit hours. Another 15-18 credits (6-7 courses) will be taken from a selection of courses both locally and internationally. These courses will include a range of land administration topics such as land tenure, land management, land law, land administration and policy, public administration and GIS. It is expected students will spend 6-9 mths abroad to study most of these credits and could also undertake an internship and commence their thesis. The thesis work should investigate land administration issues in Palestine and be completed back in Palestine.

This option may be the easiest to implement and provide some initial sustainability as it would be part of an existing program. It may also have fewer resource issues.

A second design is shown below in Figure 2. This program structure would require the development of a new program and as such could provide greater flexibility in design.
Master Program in Land Administration and Land Planning

![Course List](image)

Figure 2: Possible Program Structure for Masters in Land Administration and Land Planning (standalone)

This program structure also draws heavily on existing offerings within the existing program, but would also utilise courses offered by other faculties at the university. The operation and requirements for international studies would be similar to the specialisation option already discussed and include 6-9 mths at an international university.

6.1.4 Resources

The development of either option will require a number of new resources. Initially, the focus will be on the program development, initiation and then exchange of students and staff. The resourcing for this program will need to consider costs for student and staff travel, accommodation and tuition. At least one new staff member will be required at the local university and resources must be assigned to allow the development of the teaching materials. Additional texts will be required for the university library and some minor equipment such as computers and software may be necessary. The first three years of the development and operation of the program are most likely to be the most resource intensive with the expectation that after five years the full program could be offered locally.

6.2 Property Valuation or Property Economics Programs
6.2.1 Aim of the Program

The aim of a property valuation or property economics program is to produce high quality graduates who can utilise international best practice in property valuation to support property transactions in a formal land market. Graduates from such a program would be qualified to work in both the government and private sectors. In the government sector they would assist in developing standards for the valuation or assessment of both private and state lands in support of the land administration functions such as land disposal, taxation, compensation and rental. In the private sector graduates may undertake property valuations for financial institutions and developers, and support the formal transactions in the land market.

6.2.2 Strategy for Development of the Program

In most countries property assessors or valuers undertake formal qualifications at either a diploma or preferably a degree level. In the United Kingdom and Australia, the necessary skills in property valuation or property economics are now incorporated into degrees in Business or Property Economics. Most of these programs have been developed as a specialisation in a business degree and may perhaps comprise of approximately 25-30% of the program. Valuation qualifications are also increasing being considered as a second or postgraduate degree option, e.g. a post graduate diploma or masters degree specialisation.

Therefore, two possible strategies exist for the development of educational programs in land or property valuation. The first strategy would be to establish a new major in an existing undergraduate business degree which would consist of approximately two semesters of courses in land valuation and property economics. The introduction of a major or specialisation within an existing business administration degree would generally be easier to achieve than the creation of a separate degree program. Students would choose the major in land and property economics in the second year of their program. Completion of the degree with this major would qualify them to undertake property assessments/valuation in line with the regulatory system developed by the Palestinian National Authority.

A second strategy could be to develop a masters program with a similar structure to that proposed for the major in land administration. Both programs could be developed progressively over a five year period to enable staff to be trained and initial exchange programs with an international university. Importantly, both strategies will rely on the development of an institutional policy framework which supports land and property valuation as the basis for taxation and economic development.

6.2.3 Proposed Program Structure

Option 1 Undergraduate Program

The undergraduate program would be structured in a similar format to a Bachelor of Science – Business Administration which currently take four years or around 120-130 credits hours.
Perhaps the most expedient process to establish this program would be to put forward a major or specialisation in land valuation or property economics which may consist of between 10-12 subjects or the equivalent of 33 credit hours. A possible structure for the program is illustrated in Figure 3. The contents and list of possible subjects is based on the B.Sc. in Business Administration at An-Najah University, but a similar arrangement could be implemented at other universities.
# B. Sc. in Business Administration (Property Economics)

<table>
<thead>
<tr>
<th>Faculty or College Requirements (approx 30 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Computing</td>
</tr>
<tr>
<td>Political Science</td>
</tr>
<tr>
<td>Law</td>
</tr>
<tr>
<td>Plus other appropriate subjects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departmental Requirement (approx 50 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Study</td>
</tr>
<tr>
<td>Research Methods</td>
</tr>
<tr>
<td>Local Economies</td>
</tr>
<tr>
<td>Financial Management</td>
</tr>
<tr>
<td>Organisational Behaviour and Theory</td>
</tr>
<tr>
<td>Human resource Management</td>
</tr>
<tr>
<td>Strategic Planning</td>
</tr>
<tr>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>Business or Commercial Law</td>
</tr>
<tr>
<td>Business Communication</td>
</tr>
<tr>
<td>Plus other pertinent subjects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialisation in Property Economics (approx 35 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Law</td>
</tr>
<tr>
<td>Introduction to Valuation</td>
</tr>
<tr>
<td>Property Investment</td>
</tr>
<tr>
<td>Real Estate Practices</td>
</tr>
<tr>
<td>Construction Practices</td>
</tr>
<tr>
<td>Property Management</td>
</tr>
<tr>
<td>Land Administration</td>
</tr>
<tr>
<td>Discounted Cash Flow</td>
</tr>
<tr>
<td>Rural Valuation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (10-15 credits)</th>
</tr>
</thead>
</table>

---

**Figure 3: Possible program structure for B. Sc. in Business Administration (Property Economics)**
**Option 2 Masters Program in Property Economics**

The second approach would be to establish a dedicated masters program in property economics. This would operate on the basis that students entering the program would have an existing B.Sc. in Business Administration or relevant discipline. Some of the subjects in the program such as property law, construction practices, research methods etc would already exist in other programs across the university. However, a capacity to develop and teach in the area of land valuation or property economics would need to be developed.

In the first instance staff and students could be required to travel to an international university to gain the appropriate expertise or complete a period of study – perhaps up to 12 months.

The postgraduate program could be structured as shown in Figure 4

**Figure 4: Possible program structure for Master in Property Economics**

<table>
<thead>
<tr>
<th>Core (12-15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Behaviour</td>
</tr>
<tr>
<td>Research Skills and Preparation</td>
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<tr>
<td>Sustainable Development</td>
</tr>
<tr>
<td>Public Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialisation in Property Economics (15-18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Law</td>
</tr>
<tr>
<td>Introduction to Valuation*</td>
</tr>
<tr>
<td>Property Investment*</td>
</tr>
<tr>
<td>Real Estate Practices*</td>
</tr>
<tr>
<td>Construction Practices</td>
</tr>
<tr>
<td>Property Management*</td>
</tr>
<tr>
<td>Land Administration</td>
</tr>
<tr>
<td>Discounted Cash Flow*</td>
</tr>
<tr>
<td>Rural Valuation*</td>
</tr>
</tbody>
</table>

* indicates taken at international university

| Masters Thesis and Seminar (6 credits) |

---

**6.2.4 Resources**

The development of the undergraduate program will require a number of new resources. Initially, the focus will be on program development, initiation and then exchange of students and staff. The resourcing for program would most likely require at least two
new academic staff and perhaps some additional tutorial or technical assistance. These staff will need to complete a masters program at an international university that specialises in property valuation. Upon completion of this qualification they will need to develop courses and curricula suitable for local valuation needs. Additional texts will be required for the university library and some minor equipment such as computers and software may be necessary.

6.3 Land Surveying Programs

The Land Surveying programs currently offered at a number of institutions in the West Bank and Gaza appear to be of acceptable academic standing, however resourcing of these programs is problematic, particularly with respect to staffing. The other major issue of concern is the lack of career opportunity that exists for graduates of these programs and the difficulty in competing with the salaries offered in the Gulf States. University staff reported that approximately 50-60% of graduates are immediately taking up employment in Gulf States upon graduation rather than staying in Palestine.

6.3.1 Strategies for Strengthening Existing Programs

Within the West Bank, the Palestine Polytechnic University and Ramallah Men’s Training Centre provide appropriate technical education and training in land surveying and GIS. Although these programs are operating satisfactorily, it is suggested that efforts should be directed towards strengthening the staffing and resources to enable a greater number of students to enrol and complete these programs. Although security restrictions did not allow any visits to Gaza, it is presumed that programs in Gaza would be of a similar quality, although resourcing issues may be more problematic.

Suitable strategies to build the capacity of these programs include:

- Employment of 1-2 additional staff at each institution
- Development of scholarship programs to allow academic staff to upgrade their qualifications to masters and PhD levels
- Exchange of staff to international institutions to update skills
- Procurement of basic surveying and mapping equipment
- Procurement of additional texts for the universities libraries
- Introduction of student scholarships to retain students in Palestine to work in government agencies and municipalities

6.3.2 Resources

Resourcing of the capacity building across these institutions would include additional staff at each institution and procurement of extra sets of basic surveying equipment such as total stations, levels and computers. Allowance should be made for the upgrading the qualifications of some staff and a scholarship program to attract students and then retain graduates.
7 Conclusions and Recommendations

The existing educational programs were investigated by a combination of formal visits, a questionnaire, publicly available information and outcomes of existing project studies. Due to the existing security situation and time constraints it was not possible to visit all university programs. The findings and recommendations in this report have therefore been formulated on the information that was available during the time of the studies. As identified by various LAP study reports, additional institutional and human resource development is required to support government and the private sector reforms in land administration.

The existing land surveying programs at the Ramallah Men’s Technical College (RMTC), Palestine Polytechnic University and at the Gaza institutions generally appear to technically sound and well managed. However, it was evident that some of these programs are under staffed and shortfalls exist in some basic equipment. It was not possible to assess if the number of graduates from these programs was adequate as current demand within the local sector appears to be heavily impacted by the prevailing economic and political situation. An increased demand brought about by land administration reforms and increased formal land administration activities will necessitate some additional resourcing of staff and equipment for these programs.

Currently there are no tertiary programs for property valuation or assessment in Palestine. It is therefore suggested that at least one program to support property valuation/economics be established. This program could be based on an existing course in business administration or economics with new subjects developed in property valuation which meet the requirements of a new property valuation code. The program should be modelled on existing international best practices in property valuation.

In the broader area of land administration and land management, gaps in capacity might be best addressed through a multi-faceted strategy. Firstly, many fundamental land administration tasks can be adequately performed by a range of graduates from existing colleges and universities. For example, graduates from business administration, computing, engineering, surveying, public administration and management are capable of undertaking many of the operational tasks associated with land administration.

A number of short and long term strategies could be employed to address these gaps across land administration and land management. These may include:

- Scholarships to enable existing government staff to undertake training in property valuation, land administration and related programs;
- Scholarships or exchange programs for higher education staff to upgrade skills in priority areas;
- The offering of short courses in specific areas such as GIS, GPS, records management or property assessment to build awareness and upgrade skills across government and the private sector;
- International twinning arrangements to allow students to complete their degree jointly between a Palestinian higher education institution and regional or international universities. This could also involve a staff development program which would lead to the progressive building of the capacity of local institutions;
- Upgrade of the existing programs by local academic staff with assistance from international advisors as required. Some programs could be constructed through a mixture of courses that already exist across other university faculties and supplemented with a smaller number of new courses which must be developed; and
- Combinations of all of the above.

However, to undertake significant reform in land administration it will be critical to have well educated and qualified staff to solve complex land tenure and management issues by drawing on knowledge of international best practice. Building this capacity may be best addressed through a postgraduate program such as a M.Sc. offered jointly through an international institution experienced in international land administration and land management.

**Recommendations**

1. Education strengthening and capacity building is critical to supporting comprehensive land administration reform. Importantly, educational capacity building and strengthening activities should be commenced in parallel to other policy and institutional developments in order to maximise their impacts on the reform process.
2. Appropriately skilled and qualified staff should be appointed across key areas of land administration during the implementation of reforms. It is recommended that a group of between 5-10 existing staff with appropriate undergraduate qualifications be selected to upgrade their qualifications in land administration, land valuation, surveying and business/public administration (i.e. 1-2 staff per area). These could be completed through coursework masters programs available at international institutions or in the case of business/public administration, through a local institution.
3. A twinning program in land administration and land planning should be initiated through a local university and an international institution. It is suggested the draft program structure presented in section 5 be further refined by a local university and then formal academic approvals pursued to activate the program. It is recommended that master programs currently available at Birzeit University and Technical University Munich would provide the best fit for this collaboration. The new program should allow entry to a broad range of possible land administration professionals.
4. To increase and improve the capacity of the government and the private sector a series of short courses should be initiated through universities in the West Bank and Gaza. These short courses could encompass topics such as GIS, GPS for mapping, land valuation or electronic surveying. As well as providing technical training these courses would also assist in increasing the awareness across the business and government sectors.
5. A program in property valuation/economics should be established at either a B.Sc. or Master level at a Palestinian institution. For the B.Sc. program it would be possible to develop a specialisation in property economics or land valuation as part of an existing degree in business administration. Alternatively, a Master program could be developed as a standalone program or a specialisation within an existing masters program. Some suggested structures are provided in section 5. An-Najah University, the Islamic University Gaza or Birzeit University all appear to have the capacity to develop and mount such a program with the appropriate international assistance.

6. The existing land surveying programs investigated appear to be of appropriate standing and quality. However, these programs may need to upgrade their capacity if a greater number of graduates are required as a result of the proposed land administration reforms. Additional resources, particularly staffing and basic survey equipment will be required to support these institutions.

7. Due to the high loss of technical graduates to the Gulf States, particularly in surveying, it is recommended that a retention strategy be developed to attract and then retain staff within government agencies. It is suggested that scholarship programs could be implemented to attract students, cover their university fees and also provide guaranteed employment on completion to assist with the retention of graduates in Palestine.

8. In order to continue the momentum that has been generated by the LAP, it is recommended that some initial funding could be allocated to:
   - document and gain university approval for a masters program or specialisation in the area of land administration and management which may be based on an existing university program;
   - document and gain university approval for a B. Sc. or masters program or specialisation in the area of property valuation/economics which may be based on an existing program in Business Administration; and
   - develop and conduct a series of short courses in the areas of GIS, GPS technology and land administration to improve the skills and increase the awareness for both government and private sector personnel.
Appendix A

Questionnaire to Local Universities and Colleges
PALESTINIAN NATIONAL AUTHORITY

Ministry of Planning

LAND ADMINISTRATION PROJECT

Assessment of Existing Local Educational Programs in Surveying and Land Administration

June 2007
Purpose of Questionnaire

This questionnaire is designed to provide an initial assessment of the capacity of Palestinian educational institutions to support the institutional strengthening of land administration capacity of both the public and private sector in Palestine. It will assist the PLA and MOP in determining the range of current and planned programs in:

1. Land surveying – academy courses (under graduated program),
2. Land administration – post graduated studies (Master Level).

From these responses, possible options can then be examined to meet future demands for land surveying and land administration management skills.

Structure

The questionnaire is structured in three parts.

Part 1:
Examines the institution (academy and university) overall including approximate budget, total staff, total students, number of faculties and departments etc.

Part 2:
Will examine the key programs that relate to land surveying or land administration management.

Part 3:
Examines the academic structure and capacity of each of these programs
PART 1: Institution Details

Name and address of Academic Institution: .................................................................................
........................................................................................................................................
........................................................................................................................................

Year Established: ....................................................................................................................

Number of Full-time Academic Staff: ......................................................................................

Number of Full-time Administrative Staff: ..............................................................................

Total Number of Enrolled Students: ...........................................................................................

List the Academic Faculties across the University: ..............................................................
........................................................................................................................................
........................................................................................................................................

Number of Graduates from the University in 2006: ............................................................

Approximate Overall University Budget: ..................................................................................
PART 2: Specific Teaching Programs (Courses)

Name of Program or Course (example:\(3\): LS, LA, LM, UP, TP, NT, GIS, etc): .................

Name of Faculty or Department: ............................................................................................

Number of Academic Staff Teaching in the Program: ...........................................................

Number of Technical or Support Staff in Program: .................................................................

Qualifications of Academic Staff: Please complete the table below:

List the qualifications of each staff member both academic and professional

<table>
<thead>
<tr>
<th>Academic Staff Member</th>
<th>Highest Qualification</th>
<th>Years of Teaching Experience</th>
<th>Years of Professional Experience</th>
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How many students are currently enrolled in this program?

*List the number of enrolments for each year of the program.*

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<th>Year</th>
<th>Enrolments</th>
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What is the entrance level for students entering this program?

How many students graduated from this program in 2006? .................................

What resources and equipment are provided for teaching the students in this program e.g. computing resources, land surveying equipment, Library, etc?

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PART 3: Program (Course) Structure

Please provide a list of structure of the program showing the:

1. Number of subjects: 

2. Subject name: and

3. Level in the overall program:

Please provide, with details, the curricula of your program in land related educational programs.

Are there any plans for future courses in LS, LA, or LM? Yes □ No □

If yes, please provide us with details:

Do you have any existing international partnerships or twinning arrangements? Yes □ No □

If yes, please provide us with details:

If No, do you have any future plans to establish such partnership? Yes □ No □

If yes, with whom and how?

Please write (max. 2 pages) a concept paper on your vision about the contents of such a program and what do you think about this program?

“Thank you for your cooperation”
DRAFT MEMORANDUM OF UNDERSTANDING

PARTNERSHIP PROGRAM

PALESTINE UNIVERSITY [PI]
INTERNATIONAL UNIVERSITY [IU]

This memorandum of understanding (MOU) summarizes agreements between [Insert name of PU] and [Insert name of IU] to cooperatively promote successful undergraduate or postgraduate educational experiences for students who attend both institutions. We are entering into this Partnership Program (PP) to better serve students and to mutually benefit our institutions. The following understandings will guide this effort, until modified or amended.

1. Purpose and goals

Through the Partnership Program, PU and IU will cooperate to promote successful undergraduate/postgraduate educational experiences for students who wish to attend both institutions.

The goals of this partnership are to:
- Enable students to be jointly admitted and enrol concurrently at both institutions.
- Improve student access, success, and degree completion.
- Expand student options for professional experience and curriculum.
- Improve academic program articulation.
- Use resources at both institutions more efficiently and effectively.

2. Recruitment and Admissions

A. Recruitment of students will be the responsibility of both institutions.
B. Students will be admitted through a joint admission process where appropriate as would apply to students seeking admission directly to each university. The only exception is that students will be considered for advanced standing based on the arrangements for particular degree programs.
C. Students enrolled in the program will be required as a condition of admission to authorise joint access to their student records for both institutions.

3. Tuition and Fees

A. Tuition and fees will be based on the courses for which students register. Withdrawals and refunds will be handled by the institution that received the tuition and fees in accordance with its policies.
B. For students enrolled in the program and taking classes at both institutions, students will pay tuition and fees for each institution according to each institution’s policies.
C. Tuition will be assessed at resident or non-resident rates depending upon the residency classification of the student.

4. Program Articulation and Advising

A. The management of the Partnership Program and resulting articulation agreements between the two institutions will be coordinated through the relevant Faculty or department.
B. Academic advice will be the joint responsibility of the two institutions, which will jointly select and train academic advisors.
C. Issues relating to articulation, class content, or other curricular matters will be resolved by the Program Coordinator or their designees at each institution.

5. Registration and Student Records

A. Students will register for courses through the regular registration processes at each institution.
B. The Registrar’s Office at each institution will be responsible for maintaining student records for PP students for coursework taken at the respective institutions.
C. PP students will be coded and tracked in the Student Information Systems at both institutions. Information will be shared on a read only basis between the institutions for these students.
D. The institutions will share student records via electronic data interchange.

6. Financial Aid and Scholarships

A. Financial aid will be available for qualified PP students.
B. [PU] and [IU] will enter into an institutional financial aid consortium agreement.
C. Student data for financial aid will be shared between institutions as necessary. Compliance information and end-of-semester information will be shared between Financial Offices at each institution.
D. PP students may be eligible to receive scholarships, subject to application and selection policies. Some scholarships may have credit hour or other restrictions.

7. Student Grievances and Conduct

A. [PU] agrees that no complaint or grievance by a student solely against or solely involving [IU] and/or its administration, faculty, staff, services or facilities will be addressed through [PU] grievance procedures and all such complaints or grievances shall be referred to the appropriate [IU] institutional process or grievance procedures. [IU] agrees that students will not be allowed to use [IU] grievance procedures to pursue complaints solely involving [PU].
B. Students participating in the PP shall comply with the conduct standards at both institutions. [PU] and [IU] may each intervene in cases of misconduct, particularly when cases involve health and safety. Students found in violation of conduct codes may receive sanctions from each institution. [PU] and [IU] reserve the option to decide that only one institution will process a case of
misconduct. [PU] and [IU] will create a process for reporting to the other when the institution has undertaken student conduct actions.

8. Marketing

Promotional plans and materials will be subject to approval by each institution.

9. Terms and Termination

A. This agreement shall not create any rights in any third parties, specifically any students participating in the program. The only parties to this agreement are [IU] and [PU].
B. Amendments to this agreement must be in writing and approved by the designated representative of each institution.
C. Either party may terminate this agreement for cause by giving written notice to the designated representative at least 90 days prior to the commencement of a new academic term.

10. Signatures

______________________________  _____________________________
President                        President
Palestine University             International University

______________________________  _____________________________
Date                               Date