

Respondent information

What are the objectives/expectations for this consultation?

FAO and FIG joined forces again during the FIG Working Week, in Christchurch, New Zealand, May, 2016. The session of the Academic Members Forum was dedicated to the Voluntary Guideline on the Responsible Governance of Tenure (VGGT) with the intention to make a further step in the implementation of the VGGT in our surveying education, research and practice. During the event in Christchurch the FIG Academic Members Forum decided to form a working group with the aim of exploring the VGGT from a surveying perspective. The aim of the consultation is to make an inventory of the awareness and recognition of the VGGT in the survey profession.

We kindly request you to complete this survey. The results will be presented and discussed during the upcoming FIG working week 2017 in Helsinki.

1. Please provide the following information about yourself:

Name	<input type="text"/>
Country	<input type="text"/>
Province / State	<input type="text"/>
Name of organization you work for	<input type="text"/>
e-mail (optional)	<input type="text"/>

2. What is your age?

- Under 21
- 21-35 years
- 36-50 years
- 51-65 years
- above 65

3. What type of organization you work for?

- University - BSc and/or Higher National Diploma
- University - MSc
- Polytechnic certificate or vocational training
- Private sector
- Professional organization
- Non-government organization
- National Government
- Regional Government
- State Government

4. What is your role in this organization?

5. Are you a registered/ licensed surveyor?

- Yes
- No

6. How long have you been in service in your current role?

- <1 year
- 1-5 years
- 5-15 years
- 15-35 years
- >35 years

Education level and membership details

This page deals with the educational background.

7. Do you have a degree / diploma in surveying or geodesy?

- Yes
- No, but other (please specify)

8. What is your highest level of qualification?

- Certificate
- Diploma
- Bachelors Degree
- Masters degree
- PhD
- Other (please specify)

9. Are you a member of any association of surveyors

Yes

No

10. Do you consider yourself an active member?

- Yes
- No

11. Do you receive regular information from your survey association?

- Yes
- No

12. In what form(s) do you receive this information?

- Magazine
- E-Mail
- Newsletter
- e-newsletter
- Website
- Minutes
- Facebook

Other (please specify)

13. Do you read the information received?

- Always
- Most times
- Sometimes
- Never

14. Do you prefer digital texts or paper-based texts to receive information?

- Digital
- Paper based
- Both digital and paper based

Awareness and knowledge

Questions on the knowledge about VGGT

15. Have you heard of Voluntary Guideline on the Responsible Governance of Tenure (VGGT)?

Yes

No

16. What do you understand about the VGGT?

17. When did you first hear about the VGGT?

Very recently

Recently

A few years ago

Never heard of it

18. Have you ever been using or prompting the principles of VGGT?

Yes

No

19. How have you been using the VGGT? Please state the name for reference purposes.

Workshops / Training

Conference / papers

Working group

Discusion forum

Teaching and learning

Meetings

Other - please specify

20. Have you ever attended a meeting or event dedicated to the VGGT?

Yes

No

21. Where and when did you attend this meeting?

Where?

When?

22. The VGGT covers five aspects as a reference to improve the governance of tenure.

Which aspect or section of the VGGT do you consider most crucial and/ significant for your professional work, and why?

	Most crucial / significant	Crucial / significant	Neutral	Not so significant	Least significant
1. Guiding principles of responsible tenure governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Legal recognition and allocation of tenure rights and duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Transfers and other changes to tenure rights and duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Administration of tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Responses to climate change and emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain why

Professional practice

More details about current practices

23. What is the most frequent activity / task in your daily work? Please tick the answer(s) most relevant to you

<input type="checkbox"/>	<input type="checkbox"/>	The determination of the size and shape of the earth and the measurement of all data needed to define the size, position, shape and contour of any part of the earth and monitoring any change therein.
<input type="checkbox"/>	<input type="checkbox"/>	The positioning of objects in space and time as well as the positioning and monitoring of physical features, structures and engineering works on, above or below the surface of the earth.
<input type="checkbox"/>	<input type="checkbox"/>	The development, testing and calibration of sensors, instruments and systems for the above-mentioned purposes and for other surveying purposes.
<input type="checkbox"/>	<input type="checkbox"/>	The acquisition and use of spatial information from close range, aerial and satellite imagery and the automation of these processes.
<input type="checkbox"/>	<input type="checkbox"/>	The determination of the position of the boundaries of public or private land, including national and international boundaries, and the registration of those lands with the appropriate authorities.
<input type="checkbox"/>	<input type="checkbox"/>	The design, establishment and administration of geographic information systems (GIS) and the collection, storage, analysis, management, display and dissemination of data.
<input type="checkbox"/>	<input type="checkbox"/>	The analysis, interpretation and integration of spatial objects and phenomena in GIS, including the visualisation and communication of such data in maps, models and mobile digital devices.
<input type="checkbox"/>	<input type="checkbox"/>	The study of the natural and social environment, the measurement of land and marine resources and the use of such data in the planning of development in urban, rural and regional areas.
<input type="checkbox"/>	<input type="checkbox"/>	The planning, development and redevelopment of property, whether urban or rural and whether land or buildings.
<input type="checkbox"/>	<input type="checkbox"/>	The assessment of value and the management of property, whether urban or rural and whether land or buildings.
<input type="checkbox"/>	<input type="checkbox"/>	The planning, measurement and management of construction works, including the estimation of costs.

24. Are the VGGT in accordance with your national legal system?

- Yes
- No

25. Is VGGT part of your legal framework?

Yes

No

26. Should it be part of your legal framework?

Yes

No

27. Are surveyors in a good position to support the implementation of the VGGT?

Yes

No

28. Please indicate how strong you agree with each of the following statements

	Strongly disagree		Neutral		Strongly agree
VGGT is useful to the role of surveyors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The VGGT should be part of professional education of all surveyors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VGGT has provided positive impact to the professional surveying community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The knowledge of VGGT is widely disseminated within the surveying community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VGGT in professional education

Assessing the degree to which VGGT is already or should be in curricula.

29. Have the VGGT been part of your professional education as a surveyor?

- Yes
 No

30. At what level has the VGGT been part of your professional education? (multiple answers possible)

- Vocational
 Undergraduate
 Graduate
 Post graduate
 PhD
 Continuous professional development

31. Which aspect(s) of the VGGT need to be part of the surveying curriculum?(multiple answers possible)

- Guiding principles of responsible tenure governance
 Legal recognition and allocation of tenure rights and duties
 Transfers and other changes to tenure rights and duties
 Administration of tenure
 Responses to climate change and emergencies

32. What is in your view the best educational level(s) to teach the VGGT?

- Vocational
 Undergraduate
 Graduate
 Post graduate
 PhD
 Continuous professional development

33. In your country what type of assistance is needed for capacity development to enable surveyors to incorporate VGGT into the education system?

34. Do you have recommendations on how the VGGT can be improved to have a global impact?

35. Do you have any other or additional comments which could be of help?

Thank you

Thank you for taking the time to share your ideas and make your views heard!