

Masters Programme in Land Management

**Swedish support channelled through The Royal Institute
of Technology (KTH) to participants from Central and
Eastern Europe**

Jim Widmark

**Department for Central and
Eastern Europe**

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Sida Evaluation 99/6

**Department for Central and
Eastern Europe**

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EVALUATION OF KTH's LAND MANAGEMENT PROGRAMME

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EVALUATION OF KTH's LAND MANAGEMENT PROGRAMME

EXECUTIVE SUMMARY

Sweden has supported activities related to the land reform process in Central and Eastern Europe since 1990. The main objective has been to support the transformation towards democracy and market economy. Most of the support has been in the form of transfer of Swedish know-how and expertise.

The Royal Institute of Technology (KTH) and Swedesurvey AB have been contracted by Sida to deliver a postgraduate, English-speaking programme in English titled “Master of Science in Land Management” (LM). This programme is a part of the Swedish support to countries in transition. Lectures at KTH in Stockholm is the main component. The purpose of the LM programme is to give selected groups an opportunity of studying real estate disciplines in a setting with a long tradition of instruction in these subjects. The programme started in 1996 and is still running. So far approximately MSEK 30 has been allocated to the programme.

Sida has commissioned an evaluation of the LM programme. The purpose is to assess the relevance, impact and effects of this specific educational project, for the development of sustainable and efficient systems for real estate transactions and the creation of property units for private use in the countries concerned. The evaluation should also review the question of cost-effectiveness of the project for and the relevance of possible further support.

The former Director General of National Land Survey of Sweden, Jim Widmark, currently acting as Senior Adviser in Land Management, conducted the evaluation.

In summary the LM programme has made a significant contribution to the creation of a knowledgeable group of academics at universities and at administrative agencies involved in the land reforms. The recruiting, the teaching approaches used and the facilities made available to students enable the programme to be considered very good.

There are, however, some issues identified as part of the evaluation which deserve some attention and where action is needed with a view to improving the LM programme further. It is believed that the suggested measures will be helpful in improving the effectiveness of the programme and further secure its long-term viability, also providing an added-value to the training of overseas experts in Sweden.

Future and widened Sida support of the LM programme is strongly recommended. It would also be reasonable to support some key universities in reforming their educational programme.

The findings, conclusions and recommendations are outlined in this report.

1.PROGRAMME CONTEXT

1.1 THE DEVELOPMENT CONTEXT OF THE PROJECT

Extensive work is now being carried out in a number of Eastern and Central European countries for the purpose of creating property units for private use. Secure and efficient systems of land tenure, mortgaging and other real estate transactions call for land areas to be defined - charted - and registered. Mapping material and descriptions of properties need to be archived. This applies both to the creation of new property units and the modification of pre-existing ones. Legally secure property registers demand simple and clearly defined working methods. This is to secure the identification of properties and to clearly describe the legal content of property units, as well as indicating ownership and encumbrances in the form of mortgages, beneficial interests etc.

To run the land reform process and to serve a sustainable real estate market in a proper way there is a great need of managers and experts educated in land management. However, they do not exist because the training at universities has not yet been reformed enough to provide the society with the professionals needed. The need is enormous from a Swedish point of view. In Sweden c.150 surveyors with different specialisations graduate every year. Transferred to equivalent under Russian and Ukrainian conditions that would be 2 250 respectively 750 graduating surveyors per year even without taking the accumulated need into consideration. It is in this context the LM programme should be seen.

1.2 THE PROJECT HISTORY

Early 1995 KTH made a proposal to Sida to start up Master studies in Land Management in Sweden with participants from Eastern and Central Europe. Sida supported the idea and the programme "Master of Science in Land Management" (LM) was born. The LM programme was originally planned as three courses with 30 students per course. The programme has since then been prolonged with another course starting in January 1999. However, the Sida financial decisions have been taken course by course and thus spread over the years. The first students were in place at KTH in January 1996 followed by new groups in 1997 and 1998. There will also be a group in 1999.

1.3 DESCRIPTION OF THE PROJECT

Purpose

The purpose of the LM programme is to give selected groups an opportunity of studying real estate disciplines in a setting with a long tradition of instruction in these subjects. The students completing this programme could then disseminate the knowledge thus acquired in their own countries, through teaching or practical field work.

Organisation of the studies

The LM programme is an 18-month study programme. The studies are divided into three terms of which two concentrate on teaching lectures and the third on thesis work.

The course structure has changed slightly over the years, now with the following as a base at present:

- Urban Land Management
- Elementary Law
- Real Estate Law
- Economics
- Real Estate Valuation
- Real Estate Planning and Development
- Land Information Systems
- Degree project
- English
- Swedish (not included in the regular course).

Teachers from the home countries are invited to come to Sweden to follow students' work and to gain direct insight into their studies.

Student selection

The selection of students should be done in co-operation between KTH, Swedesurvey and home universities. The academic institutions chosen ought preferably to be connected with Swedesurvey's ongoing projects.

The students taking part in the training must have academic degrees from the home country, preferably in the field of surveying. In addition, they ought to have worked for a few years as surveyors or as teachers/researchers. Only in exceptional cases will students over the age of 35 be accepted. A good knowledge of English is essential.

Budget

The training is being financed by Sida. Budget items include development costs, tuition costs, the cost of facilities, administrative overheads and scholarships and insurance for students, as well as visits by teachers to Sweden. The financial support from Sida for the Master's programme is listed below.

Phase I, 1995:	SEK	8 170 000
“ “ II, 1996:	“ “	7 100 000
“ “ III, 1997:	“ “	7 100 000
“ “ IV, 1998:	“ “	7 080 000
Total:	SEK	29 450 000

Responsibility

The studies should be planned and conducted jointly by KTH and Swedesurvey and take place at KTH.

KTH is responsible for the training, in consultation with Swedesurvey, and for the awarding the issue of course matriculation certificate (diploma), as well as for the disbursement of students grants and the payment of insurance premiums. The same applies with regard to the procurement of student accommodation. KTH provides students counselling. Degree project reports are printed by KTH.

The students defray their own living costs in Sweden and the cost of set literature, out of their student grant.

Swedesurvey, acting in consultation with KTH, is supporting with practical work relating to the selection of universities and students. This selection is made during recruitment visits, with KTH personnel taking part. Sometimes, when the selection process is strait forward and easy, it is made solely either by Swedesurvey or KTH.

Separate contracts have also been signed between Sida and KTH respectively Swedesurvey. At KTH, the Department of Real Estate and Construction Management, is in charge.

Training contracts have also been signed between the educational establishments in Eastern and Central Europe, Swedesurvey's contract partners, Swedesurvey and KTH, so as to ensure, where possible, that participants in the programme will serve for a number of years at their home universities. In addition, teachers are required to visit Sweden and to act as local tutors for degree project work.

Expected outputs and effect

30 students per year for four years, all together 120 students, will be educated in real estate disciplines. The students will take examinations for diplomas in Master of Science in Land Management.

In the long run, an improved academic training will help to speed up the ongoing land reform process in countries concerned. As the students will preferably be selected from institutions located in connection to Swedesurvey's ongoing projects, they will, after having finished the LM programme, become a very valuable input to these projects and guarantee their long-term endurance.

The connection to existing institutions opens for further spreading of knowledge as the teachers at those institutions will act as local supervisors to the students in their thesis work and the thesis to be spread to the educational institutions. It is supposed that several of the graduate students will be engaged as lecturers and develop the real estate disciplines at their respective institutions.

2. THE EVALUATION; METHODOLOGY

2.1 PURPOSE, SCOPE AND FOCUS

In the Terms of Reference for the evaluation, included in Appendix A, the purpose, scope and method of work are outlined. Here follows an extract.

The purpose of the evaluation is to assess the relevance, impact and effects of this specific educational project, for the development of sustainable and efficient systems for real estate transaction and the creation of property units for private use in the countries concerned. The evaluation should also review the question of cost-effectiveness of the project and the needs for and relevance of possible further support.

List of projects to be evaluated

- Master of Science in Land Management, Phase I, Dec.no:164-94/95
- -”- -”- Phase II, Dec.no: 80-96
- -”- -”- Phase III, Dec.no: 261-97.

Limitations of the study

Phase III is still ongoing, therefore a thorough evaluation of that part of the programme can not be carried out. However, interviews with students and teachers, from Phase III, is still of interest, for the overall impression of the programme. Phase IV will begin in 1999, so it is excluded from the evaluation.

2.2 METHOD OF WORK

To collect the required material, the Consultant has reviewed relevant policy and project related documentation at Sida, KTH and Swedesurvey AB.

To answer the questions listed in the Terms of Reference for the evaluation, the Consultant has interviewed the people in charge of planning and teaching at KTH, co-ordinators and a sample of the students concerned (both those present in Sweden and former students in their home countries) and representatives for Swedesurvey AB. The evaluation has also included visits to the institutions and universities responsible in three selected countries; Russia, Ukraine and Estonia. Those visits were organised as seminars.

The basic questions have been asked through four standardised questionnaires; one for the staff, one for the students in courses 1996 and 1997, one for the students in course 1998 and one for the institutions in the countries concerned. The questionnaires have been distributed and collected through the co-ordinators in each country and Anders Graad at the LM programme Administration at KTH. They have also administrated the mini seminars.

The outcome of questionnaires and seminars has been summarised and is included as Appendixes C, D and E.

This report was then prepared by the Consultant and submitted to KTH, Swedesurvey and Sida for review and approval.

3. FINDINGS

3.1. PROJECT MANAGEMENT

3.1.1 Responsibility

KTH is responsible for the LM programme in joint deliberation with Swedesurvey AB. The budget is divided between the two parties and each of them is separately reporting to Sida. In fact, the two parties do not report to Sida at the same time and nor with harmonised ambitions. This could result in a weak project management and put Sida in a project manager position. To avoid this and to strengthen the links between the two parties, it should be

considered to give KTH full responsibility for the project with Swedesurvey AB as consulting partner (subcontractor). In a subcontract the two parties should agree on a frame for Swedesurvey's input. The invoices from Swedesurvey should still be addressed to Sida but in the future be approved by KTH.

It is recommended that KTH be given full responsibility for the project with Swedesurvey AB as consulting partner (subcontractor).

3.1.2 Co-operation between KTH and Swedesurvey

The co-operation between KTH and Swedesurvey is sometimes partly good, sometimes partly less good.

The contacts Swedesurvey has provided KTH with have been absolutely essential for KTH to get an initial first contact with administrations and universities in countries in transition. Consequently, Swedesurvey plays a very important role when new countries are introduced in the programme. Swedesurvey has on demand put competent teachers in the course. The study visit to Gävle in the spring term is well arranged.

KTH receives several delegations through Swedesurvey from various countries to which KTH describe their education and the Swedish legislation and also the market of real estate. The Russian minister responsible for university education has also visited KTH. Vice ministers, director-generals, rectors, deans, heads of departments are frequent visitors.

The KTH's contacts with Swedesurvey regarding every day questions, requests for information and assistance to former students to be involved in Swedesurvey activities etc., are not so good.

Swedesurvey has on the other hand not participated in KTH's Programme planning. However, Swedesurvey has many years experience of educational planning for managers and experts and education of staff from transition countries in land management.

The communication and co-operation between KTH and Swedesurvey should be strengthened. A possibility for KTH to attend meetings with Swedesurvey officers responsible for different eastern projects and a possibility for Swedesurvey to participate in the co-ordinator meetings at KTH could be a first step. In this way, both parties will have a better insight into what's going on which can lead to an even higher cost-effective project management.

It is recommended that the communication and co-operation between KTH and Swedesurvey should be strengthened.

3.1.3 Long-term planning

At the first decision about the LM programme in 1995, Sida stated its will to support the project for three years. However, for administrative reasons money has only been assigned on a yearly basis. This is also the case for 1999. This situation means that KTH must always be prepared to reorganise the internal staff in case funds should be reduced. The short planning horizon also makes the working conditions for the staff involved in the general administration really difficult.

A long-term contract with Sida should give possibilities to concentrate on teaching, plan the courses and "invest" in upgrading of the knowledge of the teaching staff in a much more

systematic and better way than can be done at present. As Sida is depending on the governmental budget process, a long-term contract has to be a combination of stating the will to support during a certain period and the allocation of money for adequate budget periods.

It is recommend that future contracts between KTH and Sida should be on a long-term basis (5 or at least 3 years).

3.1.4 Administrative routines

Reports to Sida

The support from Sida for the LM programme is listed below (SEK).

<u>Course</u>	<u>Total</u>		<u>KTH</u>		<u>Swedesurvey AB</u>	
	<u>Budget</u>	<u>Reserve</u>	<u>Budget</u>	<u>Outcome</u>	<u>Budget</u>	<u>Outcome</u>
1996	8 170 000	--	7 300 000	?	870 000	687 479
1997	7 100 000	170 000	6 370 000	?	560 000	402 946
1998	7 100 000	170 000	6 370 000		560 000	
Total:	22 370 000					

The reporting from KTH to Sida is done regularly for each 6 months period. However, these reports have not yet included financial outcomes. The reason for that is to be found in the contracts between Sida and KTH, saying that a statement of accounts and a final report should be presented to Sida after the completion of the study. Some theses work still remains to be presented by students from course 1996 and several from course 1997. If this continues, money made available by Sida in 1995 will not be reported back until 1999 or 2000. That is not satisfactory. It ought to be done once a year showing the actual financial outcome and also include a forecast for the rest of the study.

The reporting from Swedesurvey to Sida has been late but includes both a final report and a statement of accounts for the 1996 and 1997 courses.

It is recommended that Sida strengthens the rules for financial reporting.

Internal routines at KTH

All staff involved at KTH, the Project Manager, the Director of Studies and the administrative staff, are overloaded with work. The management is run more by enthusiasm than supported by sustainable administrative routines.

The administrative routines at KTH need to be reorganised and strengthened. Regular administrative staff meetings are recommended. To support the Project manager, it is recommended that interim reports be introduced presenting the financial outcome and position of extra administrative costs that KTH gets above ordinary course refurbishment. The reports can be put forward every four-month period including corresponding forecasts to the end of the year. The basis for the reports should be a yearly budget including the subcontracted input from Swedesurvey. Ordinary course costs should on the other hand be treated together with and as ordinary funds from the Swedish government.

The Director of Studies ought to be supported by a Program Group (PG). The PG should be composed of the Director of Studies, all Lecturers responsible for courses and when

appropriate a representative of Swedesurvey. The PG should co-ordinate course development and its members should work in the execution of the various academic tasks such as teaching, supervision of student work, supervision of theses, study visits, practice, etc. Here records of evaluations performed by students over the past years provide a base. The PG should meet regularly and records of meetings and discussion points be kept. The Project Manager should still take decisions associated with overall responsibility of the administrative and financial aspects of the programme.

It is recommended that the administrative routines at KTH be reorganised and strengthened.

3. 2 RECRUITMENT

The Recruitment is a co-operation between Swedesurvey, KTH and co-ordinators in the countries concerned. However, the final decision is a responsibility for KTH.

The most common ways for the students to get information about the LM programme have been through home-office, university or via colleagues and friends. 93 % of the students and 98 % of the institutions are satisfied with the selection process. Some problems occurred the first year when some selections were not completed until December, one month before the start.

The general levels of admission over the past three years have been as follows:

Students \Country	BY	EE	LV	LT	MD	RU	UA	Σ
1996	1	5	5	5	-	10	4	30
1997	2	4	5	4	-	10	5	30
1998	1	3	4	4	2	10	7	31
Σ students	4	12	14	13	2	30	16	91

Sex/Year	1996	1997	1998	Σ	%
Female	14	20	15	49	54
Male	16	10	16	42	46
Σ				91	100

The number of applicants are growing. The success in attracting students is partly due to the popularity of themes dealt with by the LM programme, the attractiveness of Sweden as a study destination and due to the fact that more transition countries are included with time.

To facilitate the selection of students, this is made jointly by KTH, Swedesurvey and local co-ordinators. The process has been changed and improved in the light of experiences from the first selection. The contacts and support from Swedesurvey are of a great value during the initial phase. Since KTH got to know the co-ordinators, KTH handles the selection process on its own in most countries. However, in Russia, which is a prime country for Swedesurvey, all the selections have been made in co-operation with staff from Swedesurvey.

The next cost-effective step could be to delegate all the pre-selection work to co-ordinators, following the Programme Management's instructions. The critical English knowledge could be secured through professional tests. A certificate of the students' proficiency in English should be added to the formal application.

However, the ongoing changes and the above presented next step will weaken the links between the universities, KTH and Swedesurvey's projects in the countries concerned. The recruitment trips give possibilities for the teachers to get knowledge about the participating countries. Therefore, I recommend KTH together with Swedesurvey to continue to participate in the selection process and also use the journeys for collection of information relevant for the programme.

The selection is found to be in line with the LM programme's objectives as referring to country, sex and institutional background.

It is recommended that KTH and Swedesurvey continue and tighten the co-operation in the selection process.

3.2.1 Best choice

Are the students selected for the programme the best qualified and most suitable for the purpose of organising secure and efficient systems for creation of property units for private use in countries concerned?

100 % of the institutions say yes.

The students must have academic degrees from the home country, preferably in the field of surveying. In addition, they ought to have worked for a few years as surveyors or as teachers/researchers and be 23 - 35 years old. Only in exceptional cases will students over the age of 35 be accepted. A good knowledge in English is essential.

If students between 35-40 years old also had had the opportunity to participate in the training, it would have greatly accelerated the process in their home countries. In this way the quality of the participants and their experience of developments in recent years could have been put to good use and developed by their taking part in the training. It is a sad fact that well qualified and people with clear goals have been unable to take part in the training.

It is recommended that more exceptions in respect to age be made according to reality.

Students should be selected in consultation with home universities, with a view to eventually strengthening teacher competence at the latter. The academic institutions chosen ought to be connected with Swedesurvey's ongoing projects, so as to strengthen Swedesurvey's inputs and guarantee their long-term endurance.

This has normally not been a problem. However, in Russia most students have been recruited from Moscow. The desire that the students would come from the Northwest regions has not yet been fulfilled. There are two reasons. People in North West Russia are needed in running joint Russian-Swedish projects and their English is not very good. How to change this situation is dealt with below.

It is recommended that more efforts be put into recruiting students from the Northwest part of Russia.

3.2.2 Background education

Do the students have relevant and sufficient background education and knowledge of English, to be able to follow and actively participate in the courses given?

More or less all of the students have relevant background education and most of the students have sufficient knowledge of English to be able to follow and actively participate in the courses given. However, 11 % of the students consider that they did not.

Course 1 (1996): There were big problems with some of the Russian students, but also some of the Baltic students had insufficient knowledge of English.

Course 2 (1997): The level of English was substantially better due to interviews with the applicants before selection. Problems with some of the Russian and Lithuanian students remained.

Course 3 (1998): No real problems compared to the previous courses, but some of the students still have difficulties with English.

Russia

Not all candidates in the first two groups were the most suitable. Weak knowledge of English has influenced on the study result. Especially writing theses has proven to be problematic. From the third group the quality of the students improved significantly, due to the fact that local agents from the Russian Federal Cadastre Centre and from Swedesurvey put a lot of effort into finding skilful candidates for the tests. Still the knowledge of English is a great problem.

If students from the Swedesurvey project partners could be chosen in two stages, a preliminary and a final, this would greatly improve the authorities' possibilities to nominate candidates.

Example: The authorities in Murmansk are prepared to invest in English lessons for a student if they are promised in advance that a student, with the right qualifications, would be accepted later. Other oblasts in Russia, where Swedesurvey has projects, also have problems in nominating students because of insufficient English. This situation can also be foreseen in other countries in transition.

It is recommended that more emphasis be put on candidates' command of English.

It is recommended that students be nominated in two stages when weak knowledge of English might otherwise prevent recruitment in line with the objectives.

3.2.3 Other groups?

Should the participants also be chosen from other groups of the society in the future?

The Programme recruitment base is gradually moving from the Baltic area to other former Soviet Union Republics. In these new states, the selection should, in principal, follow the same criteria as earlier, because the universities and the administrations have the main responsibility to spread knowledge and understanding about real estate issues. The body inside the universities and administrations has to be sufficient in order to offer co-operation between former students in the future. KTH has practised this approach for the fourth group, i.e. KTH has eliminated good candidates who work for non-priority organisations and in private companies. For example, in this selection very good candidates from tax offices etc. were not selected.

The criteria that the students must have academic degrees, preferably in the surveying field, gives a restriction not quite in line with the overall objectives of the Programme. The education systems in transition countries produce no land managers like the Swedish cadastre

surveyor. Their surveyors are more specialists in surveying and mapping. Other specialists in law and economy are complementary members of staff at land reform authorities. That is probably the reason why 70 % of the institutions consider that in the future the participants also should be chosen from other groups of the society.

It is recommended that even other specialists than surveyors be considered for selection.

3.3 INFRA-STRUCTURE/ LOGISTICS

3.3.1 Course structure and time-table

The LM programme aims to develop of a cadre of professionals able to organise secure and efficient systems for the creation of property units for private use in transition countries.

Course structure

The LM programme consists of one year of studies in Sweden (January-May and September-December) and a thesis work, where the main part will be performed in the home country, to be finalised in Sweden (two months).

The courses consists of lectures, exercises, seminars and study visits. The combination varies for the different courses. Lectures are mostly not compulsory, but at exercises, seminars and study visits presence and participation is compulsory (unless the detailed course schedule states otherwise). Some of the study visits will be in the Stockholm area, in other Swedish cities or in another Nordic country. Part of the study credits may be assigned to participating of compulsory contents. Absence from a compulsory part will lead to some sort of additional work (for example writing a paper), in order to complete the course.

The teaching component of the programme is divided into two terms. The first term is from mid-January to late May. It ends up with a study trip. The second term encompasses lectures from early September to mid-December. Exams are usually held at the end of each course with possibility for re-examination once during the first term and in the beginning and end of the second term. One major break take place between the first and second term. There is also a break which coincides with the Easter break.

Below an overview-block-schedule for the whole program is presented.

Spring term:

Urban Land Management I		Economics		Real Estate Planning and Development, basic course	
English	Elementary Law		Real Estate Law		Investment Theory

Autumn term:

Land Information Systems			Real Estate Planning and Development, continuation course		
Urban Land Management II			Real Estate Valuation		

Through the evaluation process, Swedesurvey and KTH have discussed alternatives to existing course structure in order to meet the students interest in field work and practice. This discussion will continue.

Both students and staff have put forward proposals to involve the LM students in/with the Swedish students. The background is the isolation from the Swedish society that many LM students feel. This problem could be dealt with by mixing students in some courses or part of courses and/or by introducing mentorship.

It is recommended that a systematic revision of the LM programme be made to make use of all good experience of the ongoing LM programme without changing the main profile.

It is recommended that mixing LM students with Swedish students in some courses or part of courses as a complement to mentorship be discussed.

Time-table

Some members of the staff have recommended to make the programme autumn - spring instead of spring - autumn. The autumn-term is much too hectic today with both courses, re-examinations and thesis preparations (especially for the weaker students). As especially April is not a hectic period in terms of student workload, the students will have time to prepare their thesis work.

It is recommended that it be discussed making the programme autumn - spring instead of spring - autumn.

From a time-table perspective, the 5 weeks given to each 5 credits cannot be described as inappropriate, since courses are well planned and details on schedules are given. However, in some cases the amount of information provided is unreasonably and way beyond the students'

ability to handle it. This has been outlined by students in previous evaluations, so there is a need to address the problem as soon as possible.

It is recommended that the course Elementary Law together with Real Estate Law be reviewed.

Students and teachers would like to have the re-examination scheduled well in advance so they can plan their work better. Preferably the re-examination should be planned already when the new batch begins its studies.

It is recommended that re-examination be scheduled well in advance.

3.3.2 Subjects included

The courses to be studied are:

- Urban Land Management.
- Elementary Law.
- Real Estate Law
- Economics.
- Real Estate Valuation.
- Real Estate Planning and Development.
- Land Information Systems.
- English
- Swedish (not included in the regular course)

The content of the courses for the year 1998 can be seen in Appendix B.

Are the subjects included in the programme today the most relevant for the purpose of organising secure and efficient systems for creation of property units for private use, in the country concerned?

The subjects that are included in the course are considered relevant. However, some students would like the possibility to study some subjects in more depth. Many students also ask for more field work or a possibility to practise in Sweden. Some students want more “technical” courses, others more courses in economics. This is an equation with too many wished to be solved in a proper way within a given time frame and budget.

In depth studies

KTH's course for Swedish surveyor students runs for 4.5 years with a basic course followed by specialisation. This could be considered for the LM course too. However, LM students only stay for 1.5 year. Most of that time is needed to learn basic knowledge in land management. A specialisation will also increase the cost per student unless the number of students is not increased to 50-60. So many students will make it necessary to divide the students in two groups to suit available supporting facilities. Two LM groups will also make some negative impact on KTH's course for Swedish surveyors. To meet the special interests from lawyers and economists a Master of Science in Real Estate Law respectively Real Estate Economics would be needed.

Fieldwork

The importance of fieldwork is widely acknowledged. However, there are courses where such provisions do not exist or are very limited, despite the fact that fieldwork (here meaning

excursions, field visits or data collection out of KTH) could be helpful in the understanding of some of the issues taught at certain courses and in showing students real examples as a complement to classroom discussions. Due to the nature of the LM programme, it would be advantageous if each single course could have a field component attached to it, although the nature of such fieldwork should be in line with a course's aims. This ought to be considered by lecturer responsible for each course as well as in the ongoing discussions between KTH and Swedesurvey about the LM course structure.

Practice

Many students want to practice in Sweden. This can hardly be done within the ordinary LM programme while in that case the LM programme would hardly meet the requirements as an international Master programme, i.e. an advanced theoretical programme. It should also be noted that KTH constantly reduces the element of practical experience for the Swedish students as well.

To meet the students' wishes, Swedesurvey has experimented with arranging short-term practice on a voluntary basis for some LM students during the summer holidays. The students have appreciated the initiative and wish other students could have the same opportunity. However, this cannot be organised without additional funds. Even this question ought to be discussed between KTH and Swedesurvey.

It is recommended that the possibility of offering voluntary practice during the summer be examined.

“Technical” courses

The purpose of the LM programme is to focus on the importance of subjects other than “technical” as most students are technical surveyors. Law and economics have a higher priority. “Technical” matters shall not hide these more important subjects.

3.3.3 The recognition of the Masters degree in other countries

The Swedish Masters degree (diploma) is not formally recognised in transition countries. To change this, bilateral governmental negotiations are needed. The KTH main administration supported by the LM Project Manager ought to act for formal recognition of the Masters degree (incl. LM). However, many students do not bother as it is enough merit to have the degree in ones CV.

It is recommended that further initiatives for formal recognition of the LM Masters degree in the countries concerned be taken.

3.3.4 Practical arrangements for students

Personal support/counselling

From the moment of arrival at Arlanda Airport, overseas students are met by either LM staff or by Swedish students to help them with their first hours in Sweden. This is a positive development since there are many questions to be asked and clarifications needed to help them to find their way around in their first moments.

Accommodation

There are three main types of accommodation available for students. Type number one is the accommodation available at KTH's Halls of Residence, which are close to the main Campus (e.g. Lappis and Forum) and thus offer better access to the facilities and amenities. Type two includes the accommodation at Alby, which is nearly one hour away by train, where students are housed in apartments. The third type includes private accommodation which some students are able to rent themselves, usually at a higher price.

Despite the fact that a fairly wide sense of satisfaction exists in relation to types 1 and 3, attention should be drawn to the fact that type 2 has been widely criticised. The students living in Alby are very unhappy with the fact that they are so far away from KTH and far away from social life, a problem particularly acute in the winter months. The negative effect of this problem in students' performance should not be underestimated and a solution for this particular item needs to be found.

It is recommended that the accommodation problem be dealt with as a matter of urgency.

Disbursement of scholarship

The students are awarded a monthly allowance of around 7 300 SEK for the duration of the teaching component of the course (i.e. 9 months) and the thesis work in Sweden (i.e. 2 months). After deduction for insurance and literature the students can spend 6 600 SEK on accommodation, meals, leisure etc. 17 000 SEK is available for three flights to and from Stockholm.

Most students are satisfied with the disbursement of scholarship.

Literature

KTH supplies the students with all literature, but it is not free of charge. To cover the expenses KTH reduces the Sida-scholarship with an amount by SEK 500 per month. The literature is handed out at the beginning of respective course.

Most students are satisfied with this arrangement.

3.3.5 Office structure and services

The programme is largely managed in a de-centralised manner. The general administration of the LM programme commits 4 persons at the Division of Real Estate Planning and Land Law, namely:

- Hans Mattsson (Project Manager)
- Leif Eidenstedt (Director of Studies)
- Anders Graad (Programme Administrator, 100 %)
- Anna Kuling (Assisting Programme Administrator, 50 %)

The Department of Real Estate and Construction Management support in:

- the payment of bills

The input from central Faculty / KTH's services is limited to:

- the registration of students
- the issuing of certificates

The up-keep of results of exams is done by the divisions involved.

The duties of LM's administrative staff entail:

- course advertisement, student recruitment, general co-ordination and organisation of time-tables;
- student support, provision of general information on accommodation;
- administration of funds (i.e. book-keeping);
- programme evaluation

The dedication of the members of the team, as well as the hard work involved in smoothly running such a complex operation is highly praised by the students.

3. 4 Teaching components of the programme

3.4.1 Course information, teaching and learning strategy

Bearing in mind that the teaching and learning strategy to be used needs to vary from course to course and that it is indeed influenced by the nature of the themes being, the current approach used is largely seen as appropriate. The areas where some fine tuning may be useful are listed elsewhere in this report. However, it would be helpful if all teaching staff could submit a standard set of information which could be amassed together as part of a course folder or similar.

3.4.2 Quality and effectiveness in teaching and learning

The syllabuses and schedules examined leave no doubt that most of the courses are well planned and structurally sound, providing actual and relevant information and bearing the interests of the students in mind. The methods of delivery bear links with the nature of the courses, some being more inclined to be based on lectures, whilst some are more inclined towards discussions and group work. The opinion of students in relation to teaching can be found in Appendix D.

Flexible teaching

Most staff teaching at the courses are flexible enough to cater for adaptations, although it has to be acknowledged the fact that teaching a diverse audience such as LM students, with so many different backgrounds is not easy. It does require a certain degree of flexibility on the part of the lecturers, since the need to cater for students' needs has to be balanced with the need to ensure the highest quality possible of the teaching contents. A natural danger that exists in such circumstances when one is not sure about students' skills is that the standards are usually lowered and this should be avoided.

Overall, the teaching approaches used on most courses are diverse, combining conventional lectures with seminars, discussions, field work and study visits. Chances are often offered to students to provide their own input, on the basis of their personal experience and background. One of the approaches used at LM, namely group work, is indeed one of the most appreciated aspects of the programme and students do value it, since it also gives an opportunity to share ideas and, along the way, address the imbalances in backgrounds.

Study result

Students 1996

From start 30 student. One left during autumn 1996. 26 students have finished all course examinations. 21 students have finished their thesis work. 20 students have applied for diploma. Prognosis: Additional 4 - 6 students will fulfil their thesis work, while 2-4 will not.

Students 1997

From start 30 student. No one has left. 20 students have finished all course examinations. No student has yet finished the thesis work. So far no diploma.

8 students from 1996 have not yet fulfilled their thesis work and none of the students from 1997. However, following Swedish norms, there is no time limit for concluding one's course examinations or thesis work.

The study result could be better and the best way. The main possibilities to improve the study result this would be to put more emphasis on candidates' command of English and the scheduling of thesis work. Ideas about English knowledge are dealt with under the recruitment sector.

Thesis work

The original idea was that the thesis work should mainly be supervised at home. In reality, this is normally not the case. Lack of time, experience of acting as supervisor and weak knowledge of English are the main reasons. At present Swedish lecturers do most of the supervising. However, no time has been allocated for this in schedules.

At present the final date to select thesis work is November 16 and the appointment of a supervisor follows. A month later the students leave Sweden. Back home they are also back to business. For the students best and for the Programme management a new approach is needed. However, some students have made the choice earlier and also learnt to know and discuss the subject with the supervisor.

Let the student present a thesis proposal already at the beginning of the first term. Give guidance on the preparation and submission of thesis, possibly through a two-hours seminar where students' questions may be answered. Help the students to finally decide subject for the thesis work during the spring and appoint supervisor before the summer break.

An alternative way is to consider two different degrees. One degree just for the courses (diploma) and one for those students who also write thesis (masters). By that, even students, who are not so good in English, could have a degree. Because of their usefulness in their home country it also appears that many students (perhaps the main part) are overloaded with work when they return, so they have no time to complete their thesis of 60 pages. If the proposal with two different degrees is accepted, approximately 50 % will write their thesis (those

students aiming for PhD-degree). However, first a new approach to thesis work should be tried and evaluated.

It is recommended that KTH should take a greater responsibility for the thesis work and ought also to be funded for this at least to the same extension as for Swedish students.

3.4.3 Supporting facilities

Adequacy of library facilities

The use of library facilities does not seem to be a matter of major concern to most LM students, due to the fact that they are handed over a rather complete set of books and other literature. There is little need for students to seek other sources of references, until they reach the thesis stage, when extra sources of materials need to be consulted.

The library provisions to date include: the library of the Division of Real Estate Planning and Land Law, the library of the Division of Building and Real Estate Valuation, the KTH's main library and the library of University of Stockholm. Other facilities are also available in Stockholm. To fully achieve this however, it is important that students are made aware that the facilities of other libraries are available for them to use.

It is recommended that the students be made aware of the library facilities available.

Documentation

At an early stage, it is difficult for students, co-ordinators and staff to get a clear overview of the whole LM programme (course contents, time-tables etc.). A better documented Programme, e.g. in a Programme brochure and a hand-book, would help a lot.

Collect available information, deepen and structure it to a one-stop document (hand-book), containing information on: the structure and aims of the Programme; the general curricula (the latest one); an overview of the syllabuses in the respective semesters; teaching approaches; learning outputs; evaluation methods used and list of staff with their qualifications. Such a document (e.g. a single, spiral-bound file) could help in providing a full and unambiguous picture of what is on offer, by whom and the approaches students would expect as part of the teaching.

In addition, one could consider one single format (standard) for course presentation and thus provide course information on a single, unified way. Provided the original information is available on a diskette, one person with secretarial skills could do that in a couple of weeks. This would help in providing a sense of cohesion (corporate identity) and perhaps in enabling individual courses to be marketed separately should so be wished. The investment in terms of resources and staff time to prepare a standard structure would be worthy, since it may only be done once and simply be up-dated as and when changes take place. Although a quality, printed version would be preferable, to save costs such a guide may be photocopied or made available electronically to students.

It is recommended that the LM programme, e.g. in a Programme brochure and a hand-book, be better documented.

IT equipment

The computing equipment available to LM students is very good. Students have access to computer rooms, where not only there are hardware in sufficient quantities (e.g. computers and printers), but also the latest available software. Moreover, communication facilities such as Internet connections and e-mail are widely available, which is particularly useful for overseas students who want to keep themselves informed of developments at home. At certain times there is a need for students to wait for some minutes before a machine is available, but this is acceptable.

Space for lecture, group work and individual studies

The quality of the classrooms is very good and the lecture space available is appropriate. Some rooms are available for individual studies. Students do not have a common room but libraries and unoccupied classrooms can be used.

Provisions for recreation

The KTH offers a wide range of recreational facilities and sports. In addition, the Students' Union also offers a rich cultural programme, which includes both Swedish and international activities. Although language constraints may in principle prevent non-Swedish students from attending activities held in Swedish, they ought to be made aware of facilities available in recreation and sports. Especially as the LM students feel isolated from the Swedish society.

It is recommended that the students be made aware of available facilities for recreation and sports.

3.4.4 Monitoring and evaluation of progress

To date, evaluation is performed under two mechanisms:

- a) the course evaluation, performed by the teaching staff and where they try to get a feed-back from students in relation to their own courses;
- b) the evaluation performed by the Masters Programme Secretariat, for the whole Programme, at the end of the year.

The evaluation mechanisms in place have potential to work fairly well, and various problems identified through them in the past have been dealt with. However, there is a need for improvements where more emphasise should be put on evaluation including a higher level of communication between involved parties.

More consultation between Course Responsible Lecturers should take place, so that staff can agree on the final programmes, prior to courses being finalised. A meeting where staff, for example, present an overhead showing the structure of their courses and the themes to be tackled, could suffice in preventing overlapping and double-efforts.

Although the current system presents the advantage of obtaining students' views from two angles, it would be desirable that, over and above the evaluation taking place, some sort of "monitoring" of progresses be introduced. Monitoring differs from evaluation in the sense that it takes place along a project, as opposed to at its end. It can take the format of, for example, monthly checks to assess whether individual courses (and by default the programme

on its various phases) is performing well, including gathering the opinion of students who could be invited to fill in a "monthly checklist". This quality control mechanism may generate some extra work but, since it gives a wider scope for students' feed back, it shall act as an extra assurance that possible problems are timely identified and duly sorted out.

Moreover, it would be advisable that the overall Programme be thoroughly assessed at regular intervals (e.g. every two to three years), thus providing an extra quality assurance mechanism and a periodical feed-back to staff and donors.

It is recommended that more emphasise be put on evaluation including a higher level of communication between involved parties.

It is recommended that the overall LM programme be thoroughly assessed at regular intervals (e.g. every two to three years), thus providing an extra quality assurance mechanism and a periodical feed back to staff and donors.

3.5 Staff elements

Since it was not possible to speak to all staff, a questionnaire survey, combined with a seminar, was held. The questionnaire has been answered by 12 of 17 invited staff. Six of the staff took part in the seminar. The outcomes are summarised in Appendix C.

3.5.1 Academic and support staff

Lecturing

The Master's programme draws from the expertise of c. 20 KTH and guest staff, mostly from the Department of Real Estate and Construction Management. Members of the academic staff involved in the LM programme come from a variety of backgrounds and bring in relevant experience from various sectors. Six are teaching with MSc exam as a base, mostly in combination with considerable practical experience, one is under MSc graduation, two carry on PhD studies and eight are docents or professors.

Each course has a lecturer responsible for the content (Course Responsible Lecturer), while several lecturers can be teaching within the same course. The following table shows the teaching load 1998 among answering lecturers during the time their course take place.

Hours/week	Lecturer
< 5	3
5 - 8	2
8 - 12	1
> 12	4

Most staff are also involved in supervision of theses.

Continuing professional development

PhD students are frequently attending **courses** as a natural part of their studies. Other lecturers by exception.

Most staff have attended three events (**seminars or conferences**) over the past three years. Others have however not done so, for various reasons, but should be given the chance to change that. Attendance to some key events should be a regular component of the work.

It would be fair that all lecturers have some basic knowledge about each country represented in the LM programme. However, students consider that it is not the case. Some seminars on that subject could be organised with additional lecturers from Swedesurvey and from the coordinators. Whenever possible, staff should attend events in countries where the LM students come from. Such a first-hand contact may positively reflect on their teaching

Some Professors and PhD students have achieved a remarkable degree of success with **publications**. This line of thinking should be extended to other lecturers who have not done so.

Various members of staff are involved with **research** projects, although time once again prevents more efforts from being made on that front. Nonetheless, staff should try to adjust their time so that some time for research remains, of which can be fed into publications. It would not be unreasonable to expect that some Master thesis be more closely connected with a member of staff's research interests, as well as joint research initiatives in areas of land management so as to yield the maximum benefits for both staff and students.

Several of the LM staff have undertaken **field visits** to sites in Sweden, Europe and, in some cases, to transition and/or developing countries. This is good as such visits provide first-hand experience and often data, which can then be fed into teaching.

Work experience in developing or transition countries is an area where the majority of staff have not had the opportunity to be active. Since the LM programme is targeted to students from transition countries, it would be useful if short visits or missions to countries concerned could be organised. Visits to Swedesurvey's field projects should be included.

It is recommended that all LM lecturers should have some basic knowledge about each country represented in the LM programme.

Support staff

The support staff working at the LM programme seem to be coping very well with the demanding schedule and have the administrative and logistical components of the programme well under control. However, the workload is great and they feel sometimes overwhelmed.

It is recommended that the work situation for support staff be reviewed.

3.5.2 Ratio academic staff - student

The LM programme has 30 students. Since there are c. 20 members of staff teaching in the programme, one could say that the -formal- ratio is of 1,5 students per member of academic staff, which is a high standard. However, the proportion of staff actually involved in the guidance of students in thesis work is more normal. 12 of the staff supervise c. 60 thesis writing students. That makes the -formal- ratio to 5 students per academic staff member.

3.5.3 Staff qualification and academic development strategy

The qualification of the staff teaching at the LM programme is seen as satisfactory. Most staff have doctoral qualifications or are working towards them. Students see staff as being in most cases readily available. No problems in relation to staff have been seen.

As can be inferred to from the responses given from the staff, the continuous qualification of staff in respect of academic output should be pursued. For that reason it is good that an academic development strategy for the LM staff is in place. However, lack of planned time to fully bring it through is a problem.

In terms of further development strategy, the LM programme should consider a closer collaboration with Swedesurvey. The company could play an active role in terms of marketing the Masters research projects, seeking additional funding for them and providing an added-value by attracting projects more closely-related to the implementation of government policies or pursuing ideas based on a problem-solving approach. Such an approach would enable theses to be more practical and to catalyse some real developments which candidates could later on pursue in their own countries.

It is recommended that more time be reserved to bring the academic development strategy into reality.

3.5.4 Involvement of local practitioners

There rate of involvement of local people and local organisations does vary from course to course, some drawing more from this possibility than others. Usually, inputs from local practitioners take place thanks to the co-operation with Swedesurvey and the contacts some staff have. Despite this, closer links with local organisations (e.g. government and municipal bureaux, research institutes, consultant firms, etc.) could be advantageous to the LM programme in many ways. For example: by drawing from their expertise in invited (guest) lectures; by linking-up with such organisations in the undertaking of research projects, especially as part of theses; by accessing their data, information and experience in the context, of, for example, study visits.

It is recommended that closer links with local organisations (e.g. government and municipal bureaux, research institutes, consultant firms, etc.) be developed.

3.6 Student elements

Since it was not possible to speak to all students, a questionnaire survey, combined with seminars, was held. The questionnaire was answered by 84 % of all possible students from LM courses started in 1996, 1997 and 1998. In all 43 students took part in seminars held in Moscow, Kiev, Tallinn and at KTH. The outcomes are summarised in Appendix D.

3.6.1 Preparation prior to studies abroad

67% of the LM students and 95 % of the institutions consider that the students were given the possibility to prepare prior to studies abroad. The different opinions between students and institutions probably reflect that many students were too overloaded with work to be able to prepare on work time though they were allowed to do so.

Some students from 1996 were selected as late as in December 1995 and the LM programme started next month. Many things had to be finished before leaving for Sweden. There was no time to take time out. Students from 1997 and 1998 are more satisfied.

Some preparations were done at universities, especially by students employed there. Former students nowadays give information to new students. Compendiums and other course literature are also available.

One country gives every student the possibility to prepare for 2-3 months prior to the studies abroad.

It is recommended that the need of preparations prior studies abroad be stressed, especially the institutions should become aware of this.

3.6.2 Rate of course facilities and components

The students were asked to rate the facilities available (1. poor - 2. reasonable- 3. good - 4. very good) with the following outcome:

Facility

• teaching facilities	3.5
• computing facilities	3.6
• library facilities .	3.2
• leisure/social activities	2.9
• accommodation	2.8
• personal support/counselling	3.3
• support with course work/tutoring	3.2
• disbursement of scholarship	3.6
• fieldwork	2.9
• study visits	3.6

Component

• teaching	3.3
• relation (lecture/exercise/seminar/ project works/study trips)	3.4
• support with thesis work	3.0

Most facilities and components are rated between good and very good and need normally no further comments. Some comments are done below, other elsewhere in this report.

3.6.3 Consultation procedures for student opinion.

Course evaluations are carried out after each course. Most students are satisfied with the process. Students also feel free to talk to the lecturers about the ways courses are run. The students hope that lecturers, lecturers responsible for courses and Director of Studies will read them and let their opinions influence coming courses. Some doubt whether this works.

It is recommended that a mechanism be establish whereby negative or critical remarks on a course are logged in, so that one can see whether the points made have merits and if so, ensure that these are addressed.

3.6.4 Student support

Support with course work/tutoring

Students do have advice related to the execution of their work such as project and thesis supervision. Unfortunately the LM programme has no provisions for the day-to-day monitoring of progresses from the students' side.

Should a candidate experience any problems related to accommodation, stress or personal difficulties in following some courses -as well as other problems known to happen and to have a negative impact on their performance- these are likely to be dealt with by the Secretariat staff, or in some cases they are not likely to be timely identified. *A special praise should be made to the Secretariat, who works very hard in trying to meet so many needs and so many demands.*

It is recommended, in order to move forward in relation to student support, that one member of staff be allocated to 3 to 4 students, to whom he/she may act as a first contact point in case students experience difficulties or need advice related to the LM programme as a whole.

The member of staff can select himself/herself the students he/she wishes to work with, as early as the day these arrive at KTH. As a guidance, female candidates should have a female mentor. This can be tried for one year, to see whether it works out. If not, alternative arrangements may be made.

Introduction to the Swedish society

Students living in Alby do not have a good opportunity being introduced into Swedish social life. On the other side, the few students who live in student rooms among Swedish students feel integrated.

It is recommended, in order to move forward in relation to the Swedish society, that mentors be appointed among the Swedish students to support students during the whole year.

3.7 Overall impressions

3.7.1 Project relevance

Relevance in relation to recipient country priorities

Countries under transition in Central and Eastern Europe have appealed to the international community for support in carrying out their transition projects. Gradually, the international community has become conscious of the difficulties involved in developing the society and economy of the transition countries.

International managers, investors and economists in the West have realised that a well working land administration infrastructure is important for successful transition from a centrally planned economy to a market economy. That has helped to raise the understanding among the key politicians and their advisers who are responsible for international support. Without their engagement the economic base for stronger actions will be too lean.

International support is nowadays offered in considerable quantities, bilateral and multilateral. Bilateral support is based on country to country agreements. Multilateral support is offered through the EU and its Phare and Tacis programs, the European Bank for Reconstruction and Development (EBRD), The World Bank (WB), etc. Even the United Nations Economic Commission for Europe (UNECE) has decided to support land administration in transition countries.

It is in this context the LM programme should be seen.

The main objective for the LM programme is highly relevant in relation to recipient countries priorities.

The LM programme is right in time.

Relevance in relation to Sida's priorities

The overall objective of Swedish co-operation with Central and Eastern Europe is to support the transformation towards democracy and market economy.

The Swedish Parliament has defined four goals for Sweden's assistance and co-operation with Eastern and Central Europe. Co-operation should:

- promote common security
- deepen the culture of democracy
- support social sustainable economic transaction
- support environmental sustainable development.

Moreover, Swedish programmes of development co-operation shall be permeated by a perspective of equality between women and men.

The purpose of setting up the LM programme in Sweden is to give selected groups an opportunity of studying real estate discipline in a setting with a long tradition of instruction in these subjects. As such the project is of strategic importance, well- defined with strong emphasis on transfer of know-how and development of competence and institutions. It also supports the strengthening of the national competence. Without doubt, the relevance is there.

The main objective for the LM programme is highly relevant in relation to Sida's over all objectives

3.7.2 Efficiency

Achievement of results

It is expected that 30 students per year will be educated in real estate disciplines and examined with diplomas in Master of Science in Land Management. Up to now, all students, except for one, have fulfilled the lecturing part of the LM program. 46 of 60 students have finished all course examinations, 21 have finished their thesis work and 20 have applied for diploma. Following Swedish norms, with no time limit for concluding one's examinations or thesis work, the result looks promising.

The project shows efficiency in achievement of result.

Results in relation to resource-use

The main components in the LM programme budgets are as follow:

Component	1996	<u>Course</u>	
		1997	1998
Course development (KTH)	0.9		
Course development (Swedesurvey)	0.3		
Training (KTH)	1.9	2.2	2.0
Scholarships (KTH)	2.4	2.4	2.4
Students' travels (KTH)	0.3	0.3	0.3
Recruitment (KTH)	0.2	0.2	0.2
Recruitment (Swedesurvey)	0.6	0.6	0.6
Co-ordinators (KTH)	0.4	0.4	0.4
Administrative costs (KTH)	1.0	1.0	1.0
Reserve (Sida)		0.2	0.2
Total	8.2	7.1	7.1

The analysis of the cost-effectiveness has to be based on the budget figures as there are no final outcome figures yet available. The reason for that is described under Section "Administrative routines".

The total budget for the three courses in 1996, 1997 and 1998 is 22.4 MSEK. The number of students is 90. That gives a medium cost per student as c. 249 000 SEK, which seems low. The training cost for LM students is the same as for Swedish students. The scholarships are at the same level as what Swedish students can dispose in scholarships and loans. Both costs are reasonable. The other costs (development, students' travels, recruitment, co-ordinators and administration) are more flexible and depending on ambitions.

Feedback from students and staff indicates that the LM programme is being run on a too tight budget. That means that there is little room for social commitments for the students, the administrative staff is overloaded by work, administrative routines and course information ought to be developed etc. A possible measure to address the present constraint would be the preparation of a business plan for the flexible costs, covering a period of three to five years, outlining the approximate costs, also allocating funds for unforeseen events which are not uncommon in courses involving so many overseas delegates. This would enable periodic reviews to be carried out which could, among other things, look at the extent to which present aims are being reached and enable timely changes of approaches if such changes should prove necessary. It would on the other hand be required that Sida pre-agreed on a long-term basis (i.e. three or five years).

The project shows good results in relation to resource-use.

It is recommended that the budget for the LM programme be reviewed and strengthened.

3.7.3 Effectiveness

The evidences gathered in the evaluation of the LM programme give reason for optimism, since the courses are sound and the programme as a whole is well administered, thus offering value-for-money for what Sida invests on it. It can thus be rated as very good. Provided the

problems outlined are dealt with, the level of effectiveness of the programme is likely to increase and its rating among beneficiaries shall certainly improve.

Usefulness and satisfaction

Students

Most LM students see the LM programme as being "very relevant" or of "great relevance" to their present or future work. Only one student stated the programme not to be relevant. The Programme has improved their job prospects and it has provided them with various skills which are now being used back home. The relevance becomes more and more obvious as time goes by.

There also is a widely perceived level of satisfaction with the course. 85 % of the students are "well satisfied" or "very satisfied indeed". No one is disappointed. If accommodation and the social component are dealt with in a more successful way, the number of students who are satisfied with the LM programme will increase to the upper grades (i.e. well satisfied and very satisfied indeed).

Institutions

80 % of the institutions consider that the students' examination is very relevant or of great relevance to the institutions need. Only 2 % say not relevant. A closer co-operation between KTH and Swedesurvey during the recruitment process will surely increase the upper grades.

The project has been successful in achieving its objectives.

3.7.4 Impacts and sustainability

Expected outputs

It is expected that in sight an improved academic training will help to speed up the ongoing land reform process in countries concerned.

It is expected that the students preferably will be selected in connection to Swedesurvey's ongoing projects and back home again, become a very valuable input to these projects and guarantee their long-term endurance.

It is expected that the connection between the LM students and involved institutions will open for further spreading of knowledge.

What happens to the students after completing their education?

About 90 % of the LM students either did or planned to go back from where they left. Some have changed employer, from university to authority or reverse. 50 % of the students have signed a contract with the home institution, pledging the student to stay there for some years after the examination. In many cases the student and the employer have signed a binding contract. In other cases the law does not allow such contracts.

When signing the application form, all students undertake to fulfil their duties to the organisation that recommended them for three years (e.g. teaching, research, development activities). This signing is not legally binding but. It is more like an agreement of “good will”.

Does the society benefit from the outcome of the Master’s programme or does it become an exclusive scholarship for the individual student?

In general

Both society and students benefit. After completing their education in Sweden, most students are guaranteed the possibility to apply the acquired knowledge at their place of work, either within land management authorities or at universities.

The knowledge of students is of great importance for the country, for agencies that in their work are related to real property issues and, for Ministries and Departments interested in cadastre information. However, the number of students must be high enough to have a sustainable impact. 80 % of the institutions consider that the students examination will be “very relevant” or “of great relevance” for them.

Many students are or will become specialists or senior managers at cadastral bodies. In these positions they will give the colleagues opportunity to learn much about international advanced experience, bring useful information and materials as well as practical experience at LM matters.

Many students are employed at universities as teachers or at main institutions in retraining of specialists and share yielded knowledge to a large degree of other students.

About 20 students of the first 60 will probably take a PhD-degree (or equivalent) and/or work inside the university sector. The LM programme will have a great effect in the long run if it will continue in this way. KTH will also support some of the students, since KTH is getting funds from the Swedish Institute. Within the co-operation with Eastern and Central Europe KTH will educate 12 students for PhD-courses next spring and give them relevant courses. The idea is that they will return for another two periods of three months in the years of 2000 and 2001. If the PhD-courses turn out well, six more students will be selected from the third and fourth rounds of the LM programme. A lot of future professors?

Country by country

A draft presentation of the benefits country by country follows. The quality can not be guaranteed.

Estonia: The students are working at both regional and local levels. Seven of nine students have changed their titles since returned, which indicates successful carriers. According to the new rector at Tartu University of Agriculture, he is developing a new course in Land Management and Real Estate. The Real Estate programme will begin next autumn or autumn 2000 if the ministry responsible will accept it. The intention is that students who have been in Sweden will work as teachers (probably part-time).

Latvia: The students are working in the administration. All students have got more responsibility. It is also of interest to note that one student is deputising his manager who is now studying the LM programme in Stockholm.

Lithuania: All students, except one, have changed their titles, which indicates that they are well needed. 3-4 students are working at the University of Agriculture and one at Vilnius Technical University.

Belarus: Two of the students are developing a master programme in real estate issues for their home university. They will be given a special responsibility for the programme if it is realised. The new study plans will be developed in co-operation with KTH. One of the students is still in Sweden.

Ukraine: All of the students have changed their titles which is an indication of successful careers. A couple of them are working in different international programmes as co-ordinators. One of them is a licentiate at KTH. One of the students has moved from the administration to the university after her stay in Sweden.

Russia: The situation is unclear. One third of the students have been successful in their careers (some have important positions as advisers in ministries in Moscow), one third seem to have kept their original jobs and for one third of the students the present work situation is unclear. Two or three of the students seem to have got nothing out from their studies in Sweden, at least in the short run, though they were among the best Russian students. It is not obvious if local managers are preventing them. Considering Russia is a big country and also a former great power, perhaps it has been difficult for civil servants to realise the importance of educating people abroad. (It is easier for the new states to understand the advantages of winning new knowledge and that is perhaps the reason why the candidates have been chosen more carefully and been better used). However, the awareness of the importance of new knowledge seems to be increasing within the central administration in Russia, since they want to send several skilful candidates from their own organisation.

What kind of connection exists between the LM programme and the different land reform projects, which are implemented by Swedesurvey ?

Most students belong to a given institution. It is notable that 96 % of these institutions are involved in the development of sustainable and efficient systems for real estate transaction and the creation of property units for private use in the countries concerned.

Those students working at universities are teaching and taking their PhD-degree. They are normally not directly involved in field projects. However, their influence will probably be great in the long run, concerning the general standard of attainment at the universities.

Those students working in administrations are in contact with Swedesurvey, if Swedesurvey have such a programme in the particular country. If so, the contacts are mostly at a Ministry level or at the National Land Survey's central or regional organisation levels.

The project is very much supporting a sustainable economic transition.

3.8 The future

Would a continuation of the Master's programme be fruitful for the development of land reform projects, which are implemented by Swedesurvey in the countries concerned? If yes, how many from each country concerned specified for a five years period starting 2000 ?

There is a massive support to continue the LM programme. All 45 institutions responding, KTH and Swedesurvey say yes.

It is without doubt that the more students KTH educates the more the influence of their home countries will grow. The students will really represent a large group with similar qualifications and together they will have a great influence on the development. Those who work in administrations will be open-minded for new impulses from other countries, not at least from Sweden and the Nordic countries. Those who get into universities will also have useful contacts with the West, which they will need as capable teachers. The fact that KTH has the opportunity to have a number of PhD-students in 1999, will increase their contacts in the West.

When it comes to the number of participants per country for a five years period starting 2000, there is a rather good harmony between the institutions, co-ordinators, KTH and Swedesurvey if the needs from eventually incoming countries are excluded. Six countries were involved in the courses which started in 1996 and 1997. In 1998 Moldova was added and in 1999 Armenia and Uzbekistan will be added. That makes 10 countries in all. However, Swedesurvey would like the LM programme to be open for all transition countries where Swedesurvey will run land reform projects, in all 17 countries. The proposals are summarised below.

Country	Places per year
Belarus	1-5
Estonia	1-5
Latvia	1-3
Lithuania	1-5
Moldova	1-5
Russia	5-15
Ukraine	3-8
Other countries	1-6
Total	30-50

Most institutions take the 30 places on the LM programme as being more or less static. Swedesurvey recommends 35 places per year, while Russia recommends 50. KTH sees a possibility to increase the number of students each year to 40, but is of the opinion that around 30 students is the optimum group (making a total of 150 in five years). That would also open up for some changes in the course programme to meet the interest from students of some personal choices of subjects. Even with 30 places such an increase of countries will mean a reduction of students from the Baltic States, Ukraine and Russia. As the needs are still great in these countries, Swedesurvey proposes to compensate for this by Swedish experts lecturing at their universities. However, as quality is more important than quantity the capacity of KTH has to be analysed before a decision is made.

In addition to this, there is a growing demand for co-operation between KTH and the universities in some of the countries for development of real estate and land management programs on master level. The students that come back from Sweden make this clear for the faculties. At the same time, the members of the faculties are unsure about what to change and how to develop the new subjects related to real estate. To meet those needs Professor Hans Mattsson, KTH has proposed to Sida (1998-01-12) that support be given to the universities in the transition countries to revise their education programmes.

One possibility to start such a co-operation is to engage KTH together with Swedesurvey for support to the universities. It ought to start in 1999 with Belarus, Estonia and Ukraine because they have already started to rearrange their study programmes and are using and will use former KTH students as teachers. Later on the co-operation can continue with universities in the other countries.

A possible method to arrange such a co-operation is to invite key teachers to Swedesurvey for a one or two weeks ordinary course where Swedesurvey will show the importance of land management and administration and also tell them how important it is with an academic education within this field. After this KTH can arrange seminars in each country dealing with programme development including market research for such programmes. When a new programme starts to develop, it is time to have one or to seminars at KTH.

This is a rough proposal for a working technique based on a dialogue between KTH and Swedesurvey, but it has to be discussed with people from the universities before it is possible to start these new activities.

The concept with Master of Science in Land Management, co-operation around new study programmes and the Swedish Institute supported sandwich programme for doctoral students will be strongly in favour of development of property related studies at the universities and also for fruitful development of land reforms, including the projects implemented by Swedesurvey in the countries concerned.

Both more students at the LM programme and support to new study programmes call for more resources. However, support to new study programmes should be given priority as that will secure sustainability to investments already made through the LM programme.

It is strongly recommended that the LM programme be prolonged for the 5 year period 2000-2004 and that support to universities in the countries concerned be included in the programme.

4. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations can be made from the evaluation in respect of each of the analysed components

4.1 The main objectives

- *The main objective for the LM programme is highly relevant in relation to recipient countries priorities.*
- *The main objective for the LM programme is highly relevant in relation to Sida's over all objectives.*
- *The LM programme is right in time.*
- *The project shows efficiency in achievement of result.*
- *The project shows good results in relation to resource-use.*
- *The project has been successful in achieving its objectives.*
- *The project is very much supporting a sustainable economic transition.*

4.2 Project management

- *It is recommended that KTH be given full responsibility for the project with Swedesurvey AB as consulting partner (subcontractor).*
- *It is recommended that the communication and co-operation between KTH and Swedesurvey should be strengthened.*
- *It is recommended that future contracts between KTH and Sida should be on a long-term basis (5 or at least 3 years).*
- *It is recommended that Sida strengthens the rules for financial reporting.*
- *It is recommended that the administrative routines at KTH be reorganised and strengthened.*
- *It is recommended that the budget for the LM programme be reviewed and strengthened.*

4.3 Recruitment

- *It is recommended that KTH and Swedesurvey continue and tighten the co-operation in the selection process.*
- *It is recommended that more exceptions in respect to age be made according to reality.*
- *It is recommended that more efforts be put into recruiting students from the Northwest part of Russia.*
- *It is recommended that more emphasis be put on candidates' command of English.*
- *It is recommended that students be nominated in two stages when weak knowledge of English might otherwise prevent recruitment in line with the objectives.*
- *It is recommended that even other specialists than surveyors be considered for selection.*

4.4 Infra-structure/ Logistics

- *It is recommended that a systematic revision of the LM programme be made to make use of all good experience of the ongoing LM programme without changing the main profile.*
- *It is recommended that mixing LM students with Swedish students in some courses or part of courses as a complement to mentorship be discussed.*
- *It is recommended that it be discussed making the programme autumn - spring instead of spring - autumn.*
- *It is recommended that the course Elementary Law together with Real Estate Law be reviewed.*
- *It is recommended that re-examination be scheduled well in advance.*
- *It is recommended that the possibility of offering voluntary practice during the summer be examined.*
- *It is recommended that further initiatives for formal recognition of the LM Masters degree in the countries concerned be taken.*
- *It is recommended that the accommodation problem be dealt with as a matter of urgency.*

4.5 Teaching components

- *It is recommended that KTH should take a greater responsibility for the thesis work and ought also to be funded for this at least to the same extension as for Swedish students.*
- *It is recommended that the students be made aware of the library facilities available.*
- *It is recommended that the LM programme, e.g. in a Programme brochure and a hand-book, be better documented.*
- *It is recommended that the students be made aware of available facilities for recreation and sports.*
- *It is recommended that more emphasise be put on evaluation including a higher level of communication between involved parties.*
- *It is recommended that the overall LM programme be thoroughly assessed at regular intervals (e.g. every two to three years), thus providing an extra quality assurance mechanism and a periodical feed back to staff and donors.*

4.6 Staff elements

- *It is recommended that all LM lecturers should have some basic knowledge about each country represented in the LM programme.*
- *It is recommended that the work situation for support staff be reviewed.*
- *It is recommended that more time be reserved to bring the academic development strategy into reality.*
- *It is recommended that closer links with local organisations (e.g. government and municipal bureaux, research institutes, consultant firms, etc.) be developed.*

4.7 Student elements

- *It is recommended that the need of preparations prior studies abroad be stressed, especially the institutions should become aware of this.*
- *It is recommended that a mechanism be establish whereby negative or critical remarks on a course are logged in, so that one can see whether the points made have merits and if so, ensure that these are addressed.*
- *It is recommended, in order to move forward in relation to student support, that one member of staff be allocated to 3 to 4 students, to whom he/she may act as a first contact point in case students experience difficulties or need advice related to the LM programme as a whole.*
- *It is recommended, in order to move forward in relation to the Swedish society, that mentors be appointed among the Swedish students to support students during the whole year.*

4.8 The future

- *It is strongly recommended that the LM programme be prolonged for the 5 year period 2000-2004 and that support to universities in the countries concerned be included in the programme.*

REFERENCES

Evaluation at KTH's Environmental Engineering and Sustainable Infrastructure programme. Report by Prof. Dr. Walter Leal Filho, Stockholm 31.3.1998

Evaluation of Swedesurvey's projects in Russia and Ukraine. Report by WaterMark Industries Inc., 11.3.98

APPENDIX A

TERMS OF REFERENCE FOR THE EVALUATION

Evaluation of BITS/Sida's support to the education program: "Master of Science in Land Management" 1995 - 1998, carried out by the Royal Institute of Technology (KTH) in co-operation with Swedesurvey AB.

1 BACKGROUND

The main objective of the ongoing co-operation between Sweden and Central and Eastern Europe is to support the transformation towards democracy and market economy.

Extensive work is now being carried out in a number of Eastern and Central European countries for the purpose of creating property units for private use. Secure and efficient systems of land tenure, mortgaging and other real estate transactions call for land areas to be defined and registered. Mapping material and descriptions of properties need to be archived. This applies both to the creation of new property units and the modification of pre-existing ones. Legally secure property registers demand simple and clearly defined working methods. This to secure the identification of properties and to clearly describe the legal content of property units, as well as indicating ownership and encumbrances in the form of mortgages, beneficial interests etc.

The purpose of setting up the "Master of Science in Land Management" in Sweden is to give selected groups an opportunity of studying real estate discipline in a setting with a long tradition of instruction in these subjects. The students participating in the programme, must have completed a thorough academic surveyor training in their home countries, with special emphasis on land mapping activities. All studies in Sweden can then concentrate on real estate planning and development, real estate law, real economics and real estate information. The course structure have changed slightly over the years, with the following as a base:

- Social organisation
- Basic legal course
- Real estate law
- Real estate economics
- Real estate planning and development
- Real estate information
- Degree project
- English
- Swedish n(not included in the regular course).

The support from BITS/Sida for the Master's programme, which started in 1995, is listed below.

Phase I, 1995:	SEK 8 170 000
“ “ II, 1996:	“ “ 7 100 000
“ “ III, 1997:	“ “ 7 100 000
“ “ IV, 1998:	“ “ 7 080 000
Total:	SEK 29 450 000

3 SCOPE OF WORK

* -”- -”- Phase III, Dec.no: 261-97.

Phase III is still ongoing, why a thorough evaluation can not be carried out of that part of the programme. However, interviews with students and teachers, from Phase III, is still of interest, for the overall impression of the programme. Phase IV is to begin in 1999, why that Phase is excluded from the evaluation.

4 METHOD OF WORK AND REPORTING

To collect the required material, the Consultant will review relevant policy and project related documentation at Sida, KTH and Swedesurvey AB. To answer the questions listed above, the Consultant will have to interview the people in charge of planning and teaching at KTH, a sample of students concerned (both those present in Sweden and former students in their home countries) and representatives for Swedesurvey AB. The questions should preferably be asked in a standardised questionnaire.

The evaluation should include visits to responsible institutions and Universities in three selected countries; Russia, Ukraine and Estonia. Since background education and knowledge of English is essential for the students' capability to carry out the Master's programme, the selection procedure is of great interest.

The question of possible preparation prior to studies abroad should also be brought up.

A draft report should be presented to Sida by November 15, 1998. Any comments on the draft, from Sida or KTH, should be given to the Consultant, before December 15. The report should be written in English and be outlined in accordance with Sida Evaluation Report - A Standardised Format (Annex A) with a comprehensive Newsletter Summary in accordance with the enclosed guidelines (Annex B). Furthermore, the Sida Evaluation Data Worksheet (Annex C) should be filled in and returned to Sida. After having received comments from KTH and Sida the final report should be presented in two copies as well as in a diskette version.

5 UNDERTAKINGS

The Consultant will be responsible for practical arrangements in conjunction with the missions to the countries concerned.

6 CONSULTANTS

For the task, the following team will be required: one or two persons with experience of land management techniques, education and development co-operation.

7 TIME PERIOD

The evaluation should be carried out during the autumn of 1998, for a maximum of 5 weeks. A draft report should be presented to Sida by November 15, 1998, and a final report by December 31, 1998.

APPENDIX B

DRAFT CONTENT OF COURSES

Courses

English

The programme begins with a short course in English. The purpose is to get started with the use of English language, mainly through conversation.

Urban Land Management (5 credits)

This course will be held in two parts, 2 respective 3 credits:

Constitutions of Western Europe. The technique of legislation and regulation. Public administration. Economy and enterprise, with special emphasis on the role of credit institutes. Social institutions and how they are financed. The structure of the planning system and methods of land policy control. Land policy against the background of sectorial policy, with special reference to policies on the environment, agriculture, forestry and housing. The importance of infrastructure. The function of the property unit as a unit of production etc. and as security in the financial system. Central locality theory and property values. Causes of fluctuations in real estate prices. Players in the market. (This course is designed on a general level but part 1 has to a great extent Sweden as background example.)

Real Estate Planning and Development (10 credits)

This topic is divided in two parts: Basic course (5 credits) and Continuation course (5 credits). The contents are following:

The importance of property formation for social development. Background causes of the changeability of property formation. Problems of private land partition. The importance of property boundaries and the necessity of penal sanctions for the protection of property ownership/use. Basic concepts and regulatory systems in property formation. Principles for the design of different types of property unit. The importance of legislation relating to planning, nature conservation, heritage conservation etc. Practical executory technique, including techniques for dealing with real parties in interest. The importance of coercion and voluntary participation in cadastral procedures. Questions of economic distribution in cadastral procedures involving several property owners. Principles of compensation between property owners in connection with property formation. The necessity and economic advantages of joint property units, with special reference to the importance of forming joint facilities for road and water purposes. Principles for the administration of joint property units. Principles for the management of land and joint facilities for freehold homes. Techniques of reconciling different interests in cadastral procedures. Differences between urban and rural property formation. The necessity of reserving land for communal purposes.

Elementary law (3 credits)

The function of law in market economies. The importance of legal safeguards. General survey of the various components of law and their interrelationship. This general survey will include aspects of administrative, criminal and civil law. The last mentioned includes the law of associations, contract law, the law of damages, family law, bankruptcy and insolvency. Procedural law.

Real estate law (5 credits)

The real estate concept. Purchase, exchange, gift and inheritance. Easements, leasehold, tenancy, site leasehold and other beneficial interests. The concept of usage. Mortgage title. Registration of title-deeds, mortgage and title registration. Limits to the right to acquire property and to the right of assigning property-related rights. Restrictions on use. Bankruptcy and priority claims. Co-ownership. Owner-occupied flats and tenant-owner title. Courses of and methods for permit award procedures in connection with changes of land use. Reasons for public intervention in property ownership. Expropriation and other compulsory acquisition, and the importance of such instruments for social development.

Economics (5 credits)

This topic will be divided into two parts, Economics (2 credits) and Investment Analysis (3 credits). Basic economic analysis, with special emphasis on investment theory. Interest theory, nominal and real investment calculations, investment assessments, depreciation concepts, profitability and efficiency assessments. Micro theory. Real estate market and price-formation process.

Land Information Systems (6 credits)

The function of real estate registers. Various forms of ownership and rights of user and their registration. Property data accounting, administration and updating methods. The importance of public registers. Automotive register management. Legal safeguards. International comparison of systems. Practical management of real estate information systems (Autoka, Intergraph or suchlike).

Real Estate Valuation (6 credits)

Property valuation, with value theories and value concepts. Calculation of local price, yield values and replacement values. Property tax assessment, property taxation and property finance. Estimation of values for part of a property and for individual rights in properties. Principles for the determination of encroachment compensation in connection with public intervention.

Study trip

Study trips in Sweden and/or to a neighbour country will take place during the programme. They vary in duration from one day up to a week.

Summer homework

Be prepared to do some homework studies during the summer holiday.

Thesis work

The thesis work (20 credits) will be performed in the home country. In the end of the autumn term the student will present a synopsis of the thesis and then the supervisor (and examiner) at KTH will be decided, with respect to the subject of the choice. For support the student will need a local supervisor, who the student should contact during the summer. When the thesis is almost finished the student will return to KTH for the final work and presentation. The time-schedule for the thesis work is individual and depending on the student's situation. If the thesis is performed parallel to a full-time employment the student may not be able to finish it in one year, naturally.

**FINAL REPORT
12 December 1998**

EVALUATION OF KTH's LAND MANAGEMENT PROGRAMME

**SUMMARY OF THE OUTCOME OF
QUESTIONNAIRES AND SEMINARS
WITH STAFF**

Jim Widmark

Senior Adviser Land Management

EVALUATION OF KTH's LAND MANAGEMENT PROGRAMME

SUMMARY OF THE OUTCOME OF QUESTIONNAIRES AND SEMINARS WITH STAFF

Introduction

This summary is based on questionnaires and a seminar with staff now involved in the LM programme. 12 of 17 invited staff members have answered the questionnaire and six took part in the seminar. The comments are taken more or less right up and down from questionnaires and seminar minutes.

Input to the programme 1998

Following staff members are engaged in the Programme 1998.

Name	Title	Lecture, exercises, field work	General Admini- stration	Super- vision	ment	Recruit- celling
Anders Graad	MSc	X	X		X	X
Anna Kuling	MSc student		X			X
Andy Thornley	Reader	X				
Anders Victorin	Professor	X		X		
Barbro Julstad	Senior Lecturer			X		
Bo Söderberg	MSc	X				
Carl-William Åström	Lecturer	X				
Erik Persson	Associate Professor	X		X		
Erik Stubkjaer	Professor	X				
Erik Ullholm	MSc student	X				X
Eva Liedholm Johnson	Lecturer	X	X		X	XX
Fredrik Zetterquist	MSc, PhD student	X				
Gerhard Larsson	Professor	X				
Hans Lind	Docent	X		X		
Hans Mattsson	Professor	X	X	X	X	X
Håkan Bejrum	Docent			X		
Kurt Psilander	Senior Lecturer			X		
Leif Eidenstedt	Lecturer	X	X	X	X	X
Niklas Karlsson	Lecturer	X				
Stellan Lundström	Professor			X		
Svante Mandell	MSc, PhD student	X		X		
Thomas Kalbro	Professor	X		X	X	
Guest staff		X				

Lecturing etc.: Six members of the staff are teaching with MSc exam as a base, mostly in combination with considerable practical experience, one is under MSc graduation, two carry on PhD studies and eight are docents or professors.

The general administration of the LM Programme commits 4 persons. Hans Mattsson is manager and Leif Eidenstedt deputy manager with Anders Graad (100 %) and Anna Kuling (50 %) as working staff members.

The recruitment is a co-operation between Swedesurvey AB, KTH and co-ordinators in countries concerned. From KTH participate Hans Mattsson, Leif Eidenstedt, Anders Graad and Eva Liedholm Johnson.

Subject taught 1998

Name	Urban Land Management	Elementary Law	Economics	Real Estate Law	Real Estate Valuation	Real Estate Planning & Development	Land Information
Anders Graad	A					A	A
Andy Thornley	T						
Anders Victorin		R		R,T			
Carl-William Åström			T				
Erik Persson					R,T		
Erik Stubkjaer							T
Erik Ullholm		T,A					
Eva Liedholm Johnson							R,T
Fredrik Zetterquist							T
Gerhard Larsson	T					T	T
Hans Lind			T				
Hans Mattsson	R,T					T	T
Håkan Bejrum			R				
Leif Eidenstedt						R,T	
Niklas Karlsson						T	
Svante Mandell			A		A		
Thomas Kalbro	R,T					T	T
Guest staff		T		T	A	T	

T= teaching

A= assisting

R= Course Responsible Lecturer

Teaching load 1998

The following table shows the teaching load 1998 among answering lecturers during the time their course is running.

Hours/week	Lecturer
< 5	3
5 - 8	2
8 - 12	1
> 12	4

Attendance to training programmes (courses) in the past three years

PhD students are frequent attending courses as a natural part of their studies. Other lecturers by exception.

Attendance to Seminars, Conferences or similar events in the past three years

Most staff have attended at least three event over the past three years. Others have however not done so, for various reasons.

Academic publications produced in the past three years

Some Professors and Doctor students have achieved a remarkable degree of success with publications. Other lecturers have however not done so.

Research projects in the past three years

Various members of staff are involved with research projects, although time once again prevents more efforts from being made on that front.

Field trips

Several of the LM staff have undertaken field visits to sites in Sweden, Europe and, in some cases, to transition and/or developing countries.

Work experience in developing or countries in transition

This is an area where the majority of staff have not had the opportunity to be active. Only one answering lecturer have international work experience of some extent; Fredrik Zetterquist 3 years in transition countries.

Do the students have relevant and sufficient background education and knowledge of English, to be able to follow and actively participate in the courses given?

Comments

Background education

More or less all of the students have relevant background. The general problem is that the group is so heterogeneous, both in terms of language skills and ability to understand the technical content. In comparison with the Swedish programmes, this group is definitely more heterogeneous.

English knowledge

The present students have enough knowledge in English to participate in the education. Earlier, in the first two groups, students from especially Russia did not reach full standard. However, the very few exceptions (when the knowledge was poor) were terribly difficult to handle. The students are clever and well educated, but if they do not speak English well they are not able to discuss the contents of the course and thus get a deeper understanding of the topic. Our teaching system demands a high degree of participation from the students. Not passive reading of lecture notes.

The students ability to express themselves in their thesis work still seems to be too limited in some cases.

Overall impressions on the programme: strong and weak points

General comments

- I think the programme has a very big potential, i.e. if everything has been properly done at KTH, the result of the programme should have been remarkably. A lot of things work very good, however there are some missing.
- I can only judge and evaluate the course contents and the lecturer performances according to comments and written evaluations from the students. They seem to be satisfied with the course content and teachers in general. However, comments from the students indicate that a few teachers conducting the lectures have a bullying attitude. If this is the truth, it is alarming since we are not only disseminating knowledge but also ambassadors for our country.
- Some students are very strong and some are quite weak. It is probably difficult to improve the situation as the students have to be selected during a very hectic process (interviews etc.)

Strong points

- The Department of Real Estate and Construction Management at KTH consists of sections with specialities, perfectly designed for the LM-programme. E.g. big knowledge and capacities within the areas of Land Management, Property Formation, Land laws, Real Estate Valuation and Real Estate Economics.
- Most of the students is very ambitious and want to learn a lot.
- The Programme administration provide the students with a lot more service then other MSc-Programme administration at KTH.
- The students commitment and their expected achievements in the future.
- The contact with the students is good and positive in many ways, even with older students.
- The staff makes a good team.
- In each course we look at the real estate unit from different perspectives.
- A mixture of students from different countries with different background.
- The students are in general very ambitious and interested.
- The point of the Land Management programme seems to be that students are learning alternative ways of approaching problems and they can explain difficulties in a new way. Many of the former students say that this is the most important consequence of the programme. Own critical reflections and alternative presentations are characteristic for the students when they return. Another thing that indicates the high quality of the programme is that some students have become advisers to vice ministers in Russia.

- The students can, in the long run, develop international networks with each other and also with the world around. Networks seem to be more important in the future and also for issues in land management.
- A mixture of students from different countries with different background and experience creates good possibilities for discussions and exchange of experiences. Most of the students are very ambitious and interested.
- The flexibility regarding the course included and its content which is quite unique in comparison to other MSc programmes at KTH. It is possible to actually tailor-make the programme depending on the needs of the countries/students.
- The LM Programme at KTH open for future organisation of LM Programme at Universities in involved countries.

Weak points

- The co-ordination between the Swedish MSc Programme and the LM Programme isn't good.
- The working conditions for the staff involved in the general administration isn't good. The planning horizon is too short.
- Lack of organisational structure of the LM-programme at KTH, harden the work for others involved.
- Decision from Sida for only one year each time.
- Evaluation of each separate course (contents, standard of teachers etc.) have not been done in a proper way.
- To involve the LM-students in/with the Swedish students.
- The accommodations for the LM-students.
- Each year a few of the students consider the Programme as a one-year leisure trip to Sweden.
- The organisation of the programme management. Poor programme planning and continuous evaluation.
- The group is so heterogeneous. We have problems to motivate some of the students.
- The thesis work have created some problems.
- The limited ability for the students to write their thesis. It is very difficult for us to have enough time for supervision. The students are not used to work on their own with responsibility. It is probably a mirror of the kind of education system they had earlier in their home countries.
- The Baltic students are mixed with students from other countries. The Baltic students have a quite different level of attainment, as a result of the restitution. The strength is that they show other students the way forward with a special self-confidence.
- In a way the same as the strong ones. The composition of students makes it difficult to find the proper level in the courses as well as the best mixture of practice and theory. Some of the students (mostly Russian) have had a low motivation. The tensions between different nationalities, which were evident in the first course, seems to have diminished.
- Thesis works have created big problems. The main reasons for this are inadequate knowledge of English, not functioning local supervisors (here too the lack of English knowledge is an important factor combined with ignorance of what a thesis work is) and inexperience in writing (semi-) scientific reports of this kind

Suggestions of possible improvements

- A long term contract (e.g. 5 years) with Sida, gives intentions to re-organise not only the courses but also the organisational structure.
- Lock over and re-organise our co-ordinator in each specific country. Make a work-plan where the inputs from their makes clear.
- Setting-up of a web site from where detailed course information is available and where application forms can be downloaded
- Earlier and better organise of the students.
- More well-organised organisation and stating of rules (for the students).
- Development of a work-plan and study hand book.
- Probably, it's a better alternative to start in beginning of September (instead of January)
- Better co-ordination with Swedesurvey.
- Higher level of communication between involved parties.
- Emphasise planning and evaluation.
- A tough evaluation of the language knowledge. This should be carried out individually by someone with English as their mother tongue.
- All the Swedish teachers should go through a programme in English.
- The co-ordination between different courses could be developed through exchange of experience between teachers.
- All involved teachers should have a rather good knowledge about the countries involved. Today that isn't the case.
- A good idea could be to prepare the students before coming to the KTH. A hand-book for the students would be a good thing.
- Make the programme autumn - spring instead of spring - autumn. This would give much more better possibility for re-examination.
- The tests for the English have to be strengthened. (I recently had an examination of two students in Moscow and it came to my knowledge that the students are allowed to use dictionaries for the written test! Sitting with the Oxford Russian-English dictionary, there are not very much to evaluate from that test).
- The students' English knowledge has to be better in order to let accept them as course participants. To my opinion and experience of three years lecturing in this course programme, about 6 of the students each year can't adopt sufficient information of the course content.
- There are students, fortunately few of them, showing little interest in learning. They tend to be in Sweden mostly for other reasons. I think that the course managers in Sweden have to take the problem under serious consideration. Send the students back if they show little interest! I know other students that are very upset about the fact that some students have graduated even if they did not care about the studies. The course managers have to act much stronger in these matters, be especially observant at the early stage of the course.
- Living conditions for the students: I know that the responsible for the courses at KTH have made strong efforts to let the students live in dormitories close to the city and together with Swedish and other students. As it is now the students are almost exclusively living in a suburb, Alby, with one hour travel to KTH. They are living in apartments two by two and the standard is very good. I have visited them twice. The area is very segregated with almost only immigrants living in this area. Of course, this is also a part of Sweden. But when I here that the students are afraid of going out after dark I get depressed. And when they said they have not been invited to any Swedish family something has to be done.

What picture of Sweden and Swedes will they bring home? Isn't there something that can be done in these matters?

- We have to consider two different degrees. One degree just for the courses (diploma) and one for those students who also write thesis (masters). By that, even students, who are not so good in English, could have a degree. Because of their usefulness in their home country it also appears that many students (perhaps the main part) are overloaded with work when they return, so they have no time to complete their thesis of 60 pages. If the proposal with two different degrees will be accepted, my guess is that approximately 50 % will write their thesis (those students aiming for PhD-degree).
- The co-operation with Swedesurvey must be developed, e.g. possibility for KTH to attend meetings with Swedesurvey officers responsible for different eastern projects. By that, we will have a better insight into what's going on as well as we can promote our students, in order for Swedesurvey to make best use of them in their work. The Swedesurvey staff is positive to this kind of expansion of contacts.
- Practice - KTH can not take the responsibility for practical fieldwork without additional funds, because our net of contacts is not built for this purpose. KTH constantly reduces the element of practical experience for the Swedish students as well. I suggest that Swedesurvey is given the responsibility for summer practice experience for students who are interested (like they did last summer).
- Now, when we have a good experience of the Land Management programme, we would also need to do a systematic revision of the whole programme. When visiting each country, we also might interview former students about their proposals for changes, now when they have got some distance to the education (they are always willing to help when we ask them).
- The result of this would be complementary with new compendiums, new literature and new lectures and practice. A higher rate of teachers from other countries would probably also build up the programme. At the moment, we have 2 week-assistance from Denmark (Aalborg University) and England (London School of Economics) and this year we also try a shorter assistance from Holland. In the long run, we would like to use the teacher from Holland a bit more.
- There are some problems with administrative routines. The process with tickets for the students takes disproportionately much time. Other routines have to be discussed.
- The accommodation is not solved in a satisfactory way. We are working hard with this issue but it is mainly a problem which we cannot influence ourselves. However, this creates a lot of problems for us and generates discontent among the students.
- The supervising of thesis works has caused much more work than expected. One solution could be that only those genuinely interested in a formal Master exam should write a thesis work and this should be optional. Another thing could be that the supervisors visited the countries regularly to discuss with the students (this is proposed in the agreement with participating countries, appendix A, but not financed). This demands probably a distribution of thesis works to the supervisors depending on countries more than on topics.
- It should be discussed if not the students should follow the ordinary study-period autumn-spring. This would among other things give much better possibilities for re-examinations and facilitate the solving of the accommodation problem. There are arguments also for the present order, but in my opinion the negative aspects dominates.
- It is important to get a decision that the programme will continue for a certain period (5 or at least 3 years) because this should give possibilities to plan the courses and "invest" in upgrading of the knowledge of the teaching staff in a much more systematic and better way than can be done now.

- Prepare a handbook for the students so that they know exactly what they can expect. That would really reduce the time spent by the secretariat/administration discussing with students about practical matters and regarding what they are entitled to. This would assist teachers (e.g. thesis supervisors) to know what is expected of them and, to some extent, ensure that students receive the same supervising assistance and that all thesis reports follow some specified standard/level.
- Make the programme autumn-spring instead of spring autumn. As especially April is not a hectic period in terms of student workload, the students will have time to prepare their thesis work. On the other hand, the autumn-term is much too hectic today with both courses, re-examinations and thesis preparations (especially for the weaker students).
- Schedule re-examination long in advance (incl. 1-10 September) so that students (and teachers) can plan their work better. Preferably they should be planned already when the new batch begin their studies.

**FINAL REPORT
12 December 1998**

**EVALUATION OF KTH's
LAND MANAGEMENT PROGRAMME**

**SUMMARY OF THE OUTCOME OF
QUESTIONNAIRES AND SEMINARS
WITH STUDENTS**

Jim Widmark

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EVALUATION OF KTH's LAND MANAGEMENT PROGRAMME

SUMMARY OF THE OUTCOME OF QUESTIONNAIRES AND SEMINARS WITH STUDENTS

Introduction

This summary is based on questionnaires and seminars with students from LM courses started in 1996, 1997 and 1998. The questionnaire has been answered by 84 % of all possible students.

In all 43 students have taken part in seminars hold in Moscow, Kiev, Tallinn and at KTH. The comments are taken more or less right up and down from questionnaires and seminar minutes.

The students are listed in **Annex 1**.

Questionnaires

Answers/Country	BY	EE	LV	LT	MD	RU	UA	Σ
Questionnaires	4	12	14	13	2	30	16	91
Answers	4	10	14	11	2	20	15	76
% answers	100	83	100	85	100	67	94	84

Seminars

Participants/Country	BY	EE	LV	LT	MD	RU	UA	Σ
Students 1996-97		5				6	4	15
Students 1998	1	3	4	3	2	9	6	28
Σ participating students								43

Status of Students 1996-98

Students \Country	BY	EE	LV	LT	MD	RU	UA	Σ
1996	1	5	5	5	-	10	4	30
1997	2	4	5	4	-	10	5	30
1998	1	3	4	4	2	10	7	31
Σ students	4	12	14	13	2	30	16	91

Sex/Year	1996	1997	1998	Σ	%
Female	14	20	15	49	54
Male	16	10	16	42	46
Σ				91	100

Study result

Students 1996

From start 30 student. One left during autumn 1996.

Course examination

26 students have cleared off all course examinations.

For remaining 3 students the status is as follow:

- 2 student has 3 remaining examinations
- 1 student has 1 remaining examination

Thesis work

21 students have cleared off their thesis work.

Prognosis: Additional 4 - 6 students will fulfil their thesis work, while 2-4 will not.

Diploma

20 students have applied for diploma.

Students 1997

From start 30 student. No one has left.

Course examination

20 students have cleared off all course examinations.

For remaining 10 students the status is as follow:

- 1 student has 6 remaining examinations
- 1 student has 4 remaining examinations
- 4 students have 3 remaining examinations
- 1 student has 2 remaining examinations
- 3 students have 1 remaining examinations

Thesis work

No student has yet finished the thesis work.

Diploma

So far no diploma.

Noting

Following Swedish norms, there is no time limit for concluding one's course examinations or thesis work.

Source of information on the programme

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• Swedish Embassy								0	0
• Advertisement		2				1		3	3
• Office		1	7	4	2	9	9	32	37
• Recruitment session			1				1	2	2
• via colleagues/friends	1	7	3	3		4	5	23	27
• University	3	2	8	4		5		22	26
• Others						1	3	4	5
Σ								86	100

Have the selection process been satisfactorily planned and implemented?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	4	8	12	11	2	17	13	67	93
• no		1	2				2	5	7
Σ	4	10	14	11	2	17	15	72	100

Comments

EE: The marketing of the LM-programme has been too weak. The reason could have been unclear deal of responsibility between co-ordinators. No English tests were done 1996-97. More information should be given about the LM programme during the interview (1997). I was selected though I came direct from U. The lack of practical experience was a problem during the programme (1996).

LV: Lack of information (1996). 1997 was the first year for persons from departments of regions.

LT: Interesting and relevant.

RU: Advertising could be better. The process was fair. Lack of English knowledge among students make it more difficult to recruit from North West Russia.

UA: Quite good. The first selection in 1995 was not good organised according to timing of its realisation but procedure was implemented well.

How would you rate (1. poor - 2. reasonable- 3. good - 4. very good) the following components?

Component/Country	BY	EE	LV	LT	MD	RU	UA	Σ
• teaching facilities	3.8	3.3	3.1	3.5	3.5	3.6	3.8	3.5
• computing facilities	4.0	3.1	3.6	3.4	3.5	3.7	3.7	3.6
• library facilities .	3.3	3.5	2.6	3.0	3.0	3.4	3.5	3.2
• leisure/social activities	3.0	3.2	2.6	3.1	2.0	3.1	2.8	2.9
• accommodation	3.0	3.2	2.5	3.4	2.0	2.5	2.7	2.8
• personal support/counselling	4.0	3.0	3.0	3.6	2.5	3.3	3.3	3.3
• support with course work/tutoring	3.5	3.1	3.1	3.3	3.0	3.2	3.4	3.2
• disbursement of scholarship	4.0	3.7	3.2	3.6	3.5	3.5	3.7	3.6
• fieldwork	2.8	3.2	2.6	3.0	3.0	2.9	2.9	2.9
• study visits	4.0	3.8	3.6	3.7	3.5	3.4	3.5	3.6

Comments

Students 1998: Social life/accommodation - At arrival to Sweden, it was nice to be met at Arlanda by a Swedish student. Living in Alby never give us a chance being introduced into Swedish social life. A few of us live in student rooms among Swedish students and we feel integrated. The main introduction into KTH studies was given not until October when the Swedish students started their study year.

Field work - We have in total three field works. Depending of our background the field works are to detailed or to simple

Study visits - Well balanced and interesting.

EE: Our accommodation was not in Alby (1996). My accommodation isn't in Alby (1998). Direct good contacts with teachers and very good contact with Anders Graad.

LV: Living too far from KTH. Accommodation in Lappis (3), Alby (2). The worse point - living in Alby. I have not used library facilities yet (1998). Could be more fieldwork.

RU: 6 500 SEK/month as a scholarship is hardly enough to cover students expenses in Sweden.

Accommodation of 1996 was very good (students rooms). 1997 - worse(Alby).

Accommodation too far from KTH. Alby is not the best place for students.

Not satisfied with field works and study visits - too cold and too simple accommodations.

KTH's library is too poor when it comes to economics literature.

UA: Accommodation was very good for my course (1996). But for the time of thesis presentation location and area of flats was not good. The standard of flats was OK for all the time. The distance to and the environment in Alby was far from good.

How would you rate (1. poor - 2. reasonable- 3. good - 4. very good) the following components?

Component/Country	BY	EE	LV	LT	MD	RU	UA	Σ
• teaching	3.8	3.1	2.9	2.9	3.0	3.6	3.5	3.3
• relation (lecture/exercise/seminar/ project works/study trips)	3.3	3.2	3.4	3.5	3.0	3.2	3.6	3.4
• support with thesis work	3.5	2.6	2.5	3.3	3.0	3.3	3.4	3.0

Comments

Students 1998: Teaching - All lecturer speak acceptable English. The lecturer should know more about the situation in our countries.

Thesis work - We don't need to decide subject for thesis work until November 16.

Appointment of supervisor will then be even later, maybe after leaving Sweden. That gives a week relation to the supervisor.

EE: Balance - Theory is more important then practice. Keep the balance.

Support - We had no need of frequent contacts with our supervisor at KTH because our thesis works were related to the ongoing restitution in EE. Sometimes the supervisor used too long time to give feed back on draft thesis works - both Swedish and domestic ones.

LV: Teaching - It is difficult to rate all lectures within one mark, because some of them were very good, but some - waste of time. Balance - Could be more practice.

RU: Thesis work - During 2 months my professor Hans Mattsson helped me very seriously with my thesis work.

UA: Teaching - All the study communication with teachers was very good and friendly.

Balance - It was not enough practical work.

Support - Thesis support was very nice not only from supervisor's side, but from all other teachers as well - that is very kind of them. I am especially thankful to my supervisor Eva Leidholm Johnson for her valuable advice and every day support in my thesis work.

Are there mechanisms in place for consultation with you on how the course is run?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	4	7	11	7	2	13	13	57	85
• no		1	2	3		3	1	10	15
Σ									100

Comments

Course evaluations were carried out after each course. We hope that both lecturer, course responsible lecturer and programme manager will read them and let our opinions influence coming courses.

Did you have relevant and sufficient background education and knowledge of English, to be able to follow and actively participate in the courses given?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	4	8	12	10	2	16	14	66	89
• no		2	2	1		2	1	8	11
Σ								74	100

Comments

Students 1998: English course - It should be included in the Programme coming years. To divide the students in groups depending of knowledge is OK.

EE: No problems in understanding but my experience in practical speak was quit so weak. Not enough knowledge about vocabulary concerning economy.

LV: When courses started my English was very poor. After some months I could follow and participate in courses.

RU: Difficulty was only in English, because I've been studying it only for two years.

UA: My English doesn't allow me to participate in an active way.

Were you given possibility to preparation prior to studies abroad?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	3	4	8	9	1	7	10	42	67
• no	1	4	5	2	1	4	4	21	33
Σ								64	100

Comments

BY: Through special courses of English and Information about Sweden.

EE: We (1996) were selected in December 1995 and the Programme started next month. Many things had to be finished before leaving to Sweden. There was no possibility to take time out.

We had enough time to prepare ourselves (1997).

LV: Some preparation at the University.

It was enough time to improve English.

I studied English in the University. Before I went to KTH I received by post a very useful book about Sweden from KTH, which I had to read through before studies at KTH.

Only theoretical courses of English, not in practice.

LT: Notice in advance allowed me to improve English language skills and prepare for other studies.

RU: I hadn't enough time.

UA: As for me (1996) there were lack of information regarding this programme.

Some information and materials were distributed (compendium and some glossaries).

In school, university and with repetition.

I exercised that preparation by my self.

Yes, more than half a year in advance.

Area of major work at home

Major work/Country	BY	EE	LV	LT	MD	RU	UA	Σ
• administration	1	3	6	1	1	5	2	19
• surveying and mapping	2	2	7	1		2	6	20
• urban planning	1	2	4			2	1	10
• rural planning		2	4	2		2	1	11
• real estate planning		1	3	1	1	3	1	10
• real estate economics			3			4		7
• real estate valuation			8	4	1	7	1	21
• land information management	1	4	5	3	1	6	6	26
• teaching			4	4		7	8	23
• geography						2	2	4
• research	3		2	3		5	6	19
• geology						1	1	2
• real estate market		1						1
• technical interpretation							1	1
• land law						1		1

How useful is or will the programme be in relation to your work?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• not relevant						1		1	1
• bears some relevance	1	2	4	2	1	2	1	13	17
• very relevant	2	8	7	5	1	11	7	41	54
• of great relevance and close to my activities/ reality	1		3	4		6	7	21	28
Σ								76	100

Comments

EE: The relevance becomes more and more obvious as time goes by.

LV: I hope that in future it will be less administration and more real estate economics and valuation in my job.

This programme would have had great relevance for me three years ago. Now I have read a lot of and many things were known already.

RU: Good opportunity for gathering information and get some advice during my research work at postgraduate course.

UA: The course is very helpful for training courses for Ukrainian experts, for the interpretation - due to knowledge of terms and area.

Are the subjects included relevant for the purpose of organising secure and efficient systems for the creation of property units for private use in your country?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	4	9	14	11	2	16	15	71	100

Comments

BY: In this programme we were shown the ways to solve the problems which Belarus is just starting to face. Belarus doesn't have enough expertise in real estate valuation and real estate economy.

LV: We have created the systems, but we have to improve. Useful and interesting subjects.

LT: Such system is already organised in my country. We need practice.

MD: The subjects show us where should we come and not how.

RU: Yes, as we see systems for the creation of property units.

UA: Creation of efficient registration system claims knowledge in a wide spectra of activities - starting with law and economics and finishing with technical skills. Above mentioned courses in different volume were present at the course. We studied all sides of experience of Sweden and other countries in this sphere. Most valuable to be able to compare solutions in different countries. My experience from the LM programme is of great importance for my management of a regional office.

On your opinion the best or most relevant course

Course/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• Urban Land Management (5c)		1			1	3		5	5
• Elementary Law (3c)									0
• Real Estate Law (5c)		1	1	2		3	5	12	12
• Economics (5c)	1	2	6	2	1	4		16	16
• Real Estate Valuation (6c)		2	7	8		8	3	28	27
• Real Estate Planning and Developm. (10c)	2	2	4	2		3	7	20	20
• Land Information Systems (6c)	2	1	3	3		3	9	21	20
Σ								102	100

Comments

Students 1998: Elementary Law - Too much during short time. Too much literature and too many difficult words. The structure of the course is diffuse. The practical input was good. The lecturers were too many, good specialists but not always good in teaching.

BY: Installation of the LIS in Belarus which has to provide secure and ownership on land is being carried out now.

EE: Real Estate Economy and Valuation are subjects lacking at all in our universities.

LV: Investment Analyses of great interest.

RU: Most of them. Investment Analyses of great interest.

UA: All courses were relevant for me.

On your opinion the least relevant course

Course/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• Urban Land Management (5c)					1		4	5	14
• Elementary Law (3c)	1	1	3	8	1	6	4	24	66
• Real Estate Law (5c)			1	1				2	5
• Economics (5c)	1		1					2	5
• Real Estate Valuation (6c)								0	0
• Real Estate Planning and Developm. (10c)		2						2	5
• Land Information Systems (6c)			1	1				2	5
Σ								37	100

Comments

BY: All of them are relevant. All courses are selected very well. I'm using most of the knowledge received at KTH in my activity.

EE: I don't see those kind of courses. All courses were useful for a student's own interest. One planning course was excessive. Planning is a subject very much related to local conditions (e.g. legislation). We came too deep into details. Elementary law - too much during short time.

LV: All courses had some relevance.

Investment Analyses - no good literature and teaching.

Legal Theory - not necessary to spent so much time.

LT: International law is not so relevant.

RU: All courses are pretty relevant.

Elementary Law - the course was too deep.

Elementary law - useless as well known for me as a layer.

UA: For both points - hard to say, because representatives of very different tasks were present at the course. Something that was not very interesting for some of us was of crucial importance for others.

There isn't such course.

Is there any course or component missing?

No missing/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
	4	10	11	8	2	16	9	60	79

Suggestions

LV: Add Administrative-Regional Planning (comprehensive), Land Policy, Stuff Management. It would be preferable to include in courses more economic subjects (or more hours for economics and related subjects). Possibility to practise in a property formation office in Sweden.

LT: There are so many components, which we need, but we have only one year (not full). More practical work.

RU: Ecology law. Field practice. Marketing as a certain course.

UA: Technical issues of LIS introduction (GPS technology, modern survey methods, etc.). More practical work. Add Real estate management and Real property data management.

Overall impressions on the programme

No comments/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
	2	4	4	2	2	9	4	27	36

Strong points

In general: Very good and useful

Students 1998: Some of us got the possibility to practice at Swedish institutions during two weeks last summer. That was stimulating and gave more social contact with Swedes.

BY: The programme is designed in a very good way and its strong point is that students have to fulfil a lot of individual tasks, which is not usual for our home country.

EE: Many different courses. Professionals and experts are leading the courses. Relation of lectures, exercises, seminars, project work, study trips.

LV: The programme is quite well balanced between theory and practice and between subjects. Some lectures were very good. Very interesting study visits. Access to computers, library information.

LT: Good organisation of program, workshops etc.

Good teachers, useful literature. Good relationships between teachers and students. Lectures were well combined with practice. I'm happy about the courses - very good possibility to improve your knowledge and to be happy student at all.

RU: All teachers are very good professionals. Different tutors give different points of view in one subject. Of great importance for transition economy. Actual experience and practice all over the world. Good provision by literature. Excellent computing facilities. Possibility to discuss and share experience of many transition countries.

UA: Content and organisation of the programme (lectures, seminars, study visits, etc.). Provision by relevant literature. The best impression was after law lecturing. Especially possibility to listen to the practising lawyer.

Weak points

Students 1998: Some compendiums have really bad printing quality.

EE: Too many overlaps. Some subjects were not very attractive for Baltic students because own legislation don't differ very much. Absence of possibility to chose between subjects to study. Why only Eastern groups? Sometimes some Swedish students among us do more then many lessons by Swedish experts. Too Sweden oriented. Maybe too much of Swedish law. Sometimes it fills a lack of knowledge of local conditions in transition countries

LV: Too many overlaps. Too big difference in status between countries in our group. Too much compulsory during courses. Teachers not always understand that we have different situations and need a little different approach. Every day we heard about: What does it mean - land, land management and so on.

We are separate from Swedish people life and Swedish students. We have a lot of lecturers, literature and work, but we have a free time also!

LT: No contacts with students from Sweden.

Some courses (International law, Legal theory, Contract law) were not necessary.

Some lectures are too theoretical (e.g. Elementary Law, Real Estate Planning and Development).

We were missing special literature in Investment Theory.

RU: Accommodation in Alby.

Level of knowledge of English for some teachers.

Some lectures are overlapping. Study visits must have more information about practice.

I would prefer to borrow books from the library instead of buying.

UA: Sometimes overlapping of such courses as LIS, Real Estate Planning and Development.

Too much attention to seminars. Not enough practical exercises. GIS - too short.

Suggestions of possible improvements

No suggestions/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
	1	6	8	8	1	9	5	38	50

Suggestions

Students 1998: Social life - Appoint a mentor among the Swedish students to support 1-3 of us during the whole year. Try to mix LM students with Swedish in some courses. Practice - Open up for voluntary practice during the summer break. The offer should come early spring and so the economic conditions.

Thesis work - Help us to decide subject for the thesis work during the spring and appoint supervisor before the summer break,

BY: To provide more literature for all disciplines.

There's lack of specialists in Land Management in Belarus and we'd like more students from Belarus to have an opportunity to take this programme.

EE: It is impossible to make a totally universal program! Students had different qualification and it was difficult for personnel to satisfy all students' needs.

English course - We didn't learn the specific LM terms during the English course. I think it would be better to drop the English course. Instead, prolong the Real Estate Planning and Development course and spend extra time explaining the new and specific LM terms.

It might be interesting to have some study visits in spring term before Eastern holiday.

Some subjects should be given in spring term in order to get detailed information in the beginning of the programme.

In exercises - discussions in groups give more data and practical information about the subject.

In project work - experiences of students' should be considered. More involving in practical work/exercises. The task to make projects by students' groups must consider the opportunity whether it is able to implement them or not.

To have an opportunity for summer practice or do some hours in municipality, farm or surveying institution for those who are interested.

Social life - Ask one Swedish student to be mentor to 2-3 students in the LM programme.

Study visits - Should be long enough to really become job oriented - not only coffee drinking.

Practice - Open up for those students who would like - no obligation.

Literature - Send some literature in advance.

LV: Taking part during the first session of recruitment, provided by local responsible bodies.

Every discipline must be concentrated and involve only essential points.

Real Estate courses could be longer. To decrease a little Real Estate Planning and

Development lessons and to increase instead of that Real Estate Valuation.

Seminars, where answers on questions can be found in course literature.

Some course of studies together with Swedish students.

LT: In stead of thesis work, let us practice.

Elementary law - not very important.

More lectures and fieldwork in Real Estate Valuation.

More interesting literature for seminars.

Organise more useful study visits and interesting study trips.

Give more concretion to lectures, especially in Elementary Law and Real Estate Planning and Development.

MD: It would be very helpful to start with a very strong English course.

It would be nice to mix groups with students from other countries and Swedish students to.

RU: Offer a one month preparation course just before leaving for KTH.

The programme should be developed even more. More deep knowledge on the main subjects.

Prolong. Add more practise. It would be good to increase hours for group work.

Divide all courses on several groups by their scientific interests and build the programme accordingly. The most important courses should be split up in shorter ones over time to make it possible to go deeper, step by step.

English course - Include all new and special terms in the lecturing. Produce a lexicon for special LM terms. Mix the students in groups, independent of English knowledge.

Pay more attention to accommodation arrangement. It isn't easy for foreign students to take care of themselves on this matter.

UA: It would be good to include some kind of relevant practice. One month practical work in a Swedish cadastral office or other relevant place would improve results of study.

It could be relevant to introduce more practical lessons on real property data formation and management.

Provide a possibility of taking additional courses according to someone's interest. A little bit more computer exercise. More relevance to world experience.

Better co-ordination of lecturing material by different teachers.

Level of satisfaction

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• disappointed								0	0
• satisfied			5	3		2	1	11	15
• well satisfied	3	10	7	7	2	11	11	51	69
• very satisfied indeed	1		2	1		5	3	12	16
Σ								74	100

Did you or do you plan to go back to your home institution after the examination?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	2	10	14	11	2	16	12	67	89
• no	2	1				2	3	8	11
Σ								75	100

Comments

BY: Personal reasons.

EE: I went to KTH directly from the University and then to the Estonian National Land Board

I have no work place. It depends on possibilities of choosing something else.

LV: Afterwards I got better job and salary at my old institution.

RU: One student didn't fulfil the LM programme.

UA: I went from one employer to an other.

Have you signed a contract with your home institution, pledging you to stay there for some years after the examination?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes								37	50
• no limits				2	1	1		4	
• 1 year						1		1	
• 2 year	1							1	
• 3 years	2	5	14	1	1	3	3	29	
• 5 years						1	1	2	
• no	1	5		8		12	11	37	50
Σ								74	100

Comments

EE: In the application was a requirement on 3 years.

LT: The contracts are not legally binding. It is more like an agreement of "good will".

UA: Mostly oral agreements. My participation was managed as a business trip.

Annex 1**Student-list****1996 BY**

Alexey Melnikov (M) 721104 Novopolotsk, Belarus
 Education: Polotsk State University, Geodesist Engineer
 Work, before LM: Belarussian Mapping-Geodesy Enterprice (Minsk, technician-geodesist
 Work, after LM: In Sweden

1997 BY

Bouilov, Serguei (M) 731001 Novopolotsk, Belarus
 Education: Polotsk State University, Geodesist Engineer
 Work, before LM: Belarussian Cartographic and Geodetic Association (Minsk), operator of mapping
 Work, after LM: Polotsk State University, junior researcher

Vaskovitch, Marina (K) 651114 Novopolotsk, Belarus
 Education: The Belarussian State University, Geographic Engineer
 Work, before LM: Polotsk State University, junior research scientist
 Work, after LM: Polotsk State University, researcher

1998 BY

Alexey Lemeshev (M) 740530 Minsk, Belarus
 Education: Polotsk State University
 Work, before LM: Belarussian Mapping-Geodesy Enterprice (Minsk)

1996 EE

Ilmar Aasmäe (M) 681215 Tartu, Estonia
 Education: Estonian Agricultural University, Land Management Engineer
 Work, before LM: Estonian National Land Survey (regional level), engineer
 Work, after LM: Estonian National Land Board, department technical inspection, specialist

Veronika Ilspan (K) 690802 Tallinn, Estonia
 Education: Estonian Agricultural University, Land Management Engineer
 Work, before LM: Kinnisvara Ekspert Ltd, expert
 Work, after LM: Kinnisvara Ekspert Ltd, specialist

Tiit Kruusmann (M) 651214 Paide, Estonia
 Education: Estonian Agricultural University, Land Management Engineer
 Work, before LM: Järva Land Cadastre, specialist
 Work, after LM: Järva Land Cadastre, head

Tõnu Kägo (M) 710903 Pärnu, Estonia
 Education: Estonian Agricultural University, Land Surveying Engineer
 Work, before LM: Estonian Agricultural University
 Work, after LM: Estonian National Land Survey (Pärnu Land Cadastre), chief specialist

Artur Villemsoo (M)	670415	Tallinn, Estonia
Education:	Estonian Agricultural University, Land Management Engineer	
Work, before LM:	Estonian National Land Survey (regional level), specialist	
Work, after LM:	Centre of Development of Estonian National Land Board, project manager	

1997 EE

Kass, Anne (K)	660404	Tallinn, Estonia
Education:	Estonian Agricultural University, Land Surveying Engineer	
Work, before LM:	Tallinn Town Government, district magistrate	
Work, after LM:	Tallinn Municipal Property Board, head of land management department	

Lind, Mai (K)	680501	Tartu, Estonia
Education:	Estonian Agricultural University, Land Management Engineer	
Work, before LM:	Valga Land Surveying Bureau, land surveyor	
Work, after LM:	Valga Land Surveying Bureau, land surveyor	

Metsanurk, Marje (K)	670505	Tartu, Estonia
Education:	Estonian Agricultural University, Land Management Engineer	
Work, before LM:	Kambja Community, land surveyor	
Work, after LM:	TKM Kinnisvarad Ltd (in Tallinn), project manager	

Mugu, Evelin (K)	740208	Tartu, Estonia
Education:	Estonian Agricultural University, Land Surveying Engineer	
Work, before LM:	Elva Town Government, district magistrate	
Work, after LM:	Elva Town Government, land adviser	

1998 EE

Aly Kirilova (K)	730207	Tartu, Estonia
Education:	Estonian Agricultural University, Land Management Engineer	
Work, before LM:	Favora land measuring joint-stock company, secretary	

Priit Kuus (M)	740416	Tartu, Estonia
Education:	Estonian Agricultural University, Land Surveying Engineer	
Work, before LM:	AS Märja, land manager	

Mati Metsanurk (M)	620127	Kuressaare, Estonia
Education:	Estonian Agricultural University, Land Use Planning Engineer	
Work, before LM:	Kompleks joint-stock company, consultant	

1996 LV

Aigars Andersons (M)	660905	Balvi, Latvia
Education:	Latvian Agricultural University, Land Use Engineer	
Work, before LM:	State Land Service (Balvi Regional Office), deputy head	
Work, after LM:	State Land Service (Balvi Regional Office), deputy head of district department	

690305	Riga, Latvia
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Agris Balodis (M)
 Education: Latvian Agricultural University, Land Use Engineer
 Work, before LM: Latvian Agricultural University, specialist
 Work, after LM: State Land Service (Riga Region Office, deputy head of district division)

Vineta Ozolina (K)	700119	Riga, Latvia
Education:	Riga Technical University, Geodesist Engineer	
Work, before LM:	State Land Service (Jurmala District Office, head of cadastral department	
Work, after LM:	State Land Service (Jurmala District Office, deputy manager	

Santa Selga (K)	730809	Sigulda, Latvia
Education:	Latvian Agricultural University, Land Use Engineer	
Work, before LM:	State Land Service (Insucalns Munipal Office, specialist	
Work, after LM:	State Land Service (Jurmala District Office, specialist	

Janis Vanags (M)	700323	Riga, Latvia
Education:	Latvian Agricultural University, Land Use Engineer	
Work, before LM:	State Land Service (Land Cadastre Centre of Latvia, Riga, leading specialist)	
Work, after LM:	Latvian Agricultural University, postgraduate student, teacher	

1997 LV

Bramane, Ineta (K)	741111	Bauska, Latvia
Education:	Latvian Agricultural University, Land Use Engineer	
Work, before LM:	State Land Service (Bauska Municipal Office), land surveyor	
Work, after LM:	State Land Service (Bauska Municipal Office), land surveyor	

Giluce, Dina (K)	680130	Riga, Latvia
Education:	Vilnius University, Hydrogeologist	
Work, before LM:	State Land Service (National Surveying Centre, Riga.) chief of the GIS Lab.	
Work, after LM:	State Land Service (National Surveying Centre, Riga), chief of the GIS Lab.	

Petkune, Sanita (K) 710322 Jelgava, Latvia
 Education: Latvian Agricultural University, Land Use Engineer
 Work, before LM: Latvian Agricultural University, postgraduate student
 Work, after LM: Latvian Agricultural University, main specialist of real estate formation service

Sarsune, Vita (K)	691009	Riga, Latvia
Education:	Moscow State University, Soil Scientist	
Work, before LM:	State Land Service (Real Estate Valuation Centre, Riga), chief expert	
Work, after LM:	State Land Service (Real Estate Valuation Centre, Riga), deputy head of rural land valuation	

Zviedre, Sandra (K) 690709
 Education: Latvian Agricultural University
 Work, before LM: State Land Service (Land Cadastre Centre, Riga)
 Work, after LM: State Land Service (Land Cadastre Centre, Riga)

1998 LV

Armands Auzins (M) 690807 Tukums, Latvia
Education: Riga Technical University

710712 Tukums, Latvia

Iluta Deneskane (K)

Education: Latvian Agricultural University

Work, before LM: State Land Service (Tukums Regional Office), head of cadastral department

Edvins Kapostins (M) 651006 Riga, Latvia

Education: Latvian Agricultural University

Work, before LM: State Land Service (Riga Regional Office), manager of the region office

Valdis Vanags (M)	711107	Riga, Latvia
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Education: Riga Technical University

Work, before LM: State Land Service (Land Cadastre Centre, Riga) expert in photogrammetry

1996 LT

Audrius Aleknavicius (M)	730731	Birstonas, Lithuania
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Education: Lithuanian Agricultural University, Land Management Engineer

Work, before LM: Lithuanian Agricultural University, student

Work, before LM: Lithuanian Agricultural University, student
Work, after LM: Lithuanian Agricultural University, postgraduate student

Darius Galeckas (M)	710603	Kaunas, Lithuania
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Education: Lithuanian Agricultural University, Land Management Engineer

Work, before LM: State Land Survey (Kaunas Regional Group), specialist

Work, before LM: State Land Survey (Kaunas Regional Group), specialist
Work, after LM: Lithuanian Ministry of Agriculture Department of Land Survey and Law, specialist

Egle Petrulyte (K)	700609	Vilnius, Lithuania
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Education: Vilnius Technical University, Geodesist Engineer

Work, before LM: Vilnius Technical University, assistant

Work, before LM: Vilnius Technical University, assistant
Work, after LM: Vilnius Technical University, senior assistant

Asta Simanaviciute (K)	700501	Alytus, Lithuania
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Education: Lithuanian Agricultural University, Land Management Engineer

Work, before LM: State Land Survey (Alytus County Office), specialist

Work, before LM:	State Land Survey (Frydas County Office), s
Work, after LM:	Swedesurvey (Uzbekistan Project), surveyor

Vilma Zamblauskaite (K)	700721	Alytus, Lithuania
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Education: Lithuanian Agricultural University, Land Management Engineer

Work, before LM: State Land Survey (Vilnius Institute), surveyor

Work, after LM: State Land Survey (Vilnius Institute), chief of market analysis group

1997 LT

Kairaitiene, Rita (K)	611127	Panevezys, Lithuania
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Education: Lithuanian Agricultural University, Surveying Engineer

Work, before LM: State Land Survey (Panevezys Regional Group), specialist

Work, after LM: State Land Survey (Panevezys Regional Group), surveyor

Kalantaite, Ausra (K)	710104	Vilnius, Lithuania
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Education: Vilnius Technical University, Geodesist Engineer

Work, before LM: Vilnius Technical University, assistant

Work, after LM: Lithuanian State Geodesy and Cartography, chief specialist of GIS

671011 Kaunas, Lithuania

Lankelis, Laimonas (M) 720215 Panevezys, Lithuania
 Education: Lithuanian Agricultural University, Land Management Engineer
 Work, before LM: Lithuanian Agricultural University, assistant
 Work, after LM: Lithuanian Agricultural University, teacher

Uzusienis, Darius (M) 720215 Panevezys, Lithuania
 Education: Lithuanian Agricultural University, Surveying Engineer
 Work, before LM: State Land Survey (Panevezys Regional Group), specialist
 Work, after LM: State Land Survey (Panevezys Regional Group), surveyor

1998 LT

Marius Aleknavicius (M) 711224 Birstonas, Lithuania
 Education: Vilnius University (Vytautas Magnus), Computer Engineer
 Work, before LM: State Land Survey (Vilnius Institute), specialist real estate valuation

Ruta Cypaite (K) 730123 Kaunas, Lithuania
 Education: Lithuanian Agricultural University, Land Management Engineer
 Work, before LM: Lithuanian Agricultural University, assistant

Zydrune Jucinskaite (K) 710712 Kaunas, Lithuania
 Education: Lithuanian Agricultural University, Land Management Engineer
 Work, before LM: Lithuanian Agricultural University, assistant

Rasa Sabaliauskiene (K) 650205 Kaunas, Lithuania
 Education: Lithuanian Agricultural University, Land Management Engineer
 Work, before LM: Lithuanian Agricultural University, teacher of geodesy and photogrammetry

1998 MD

Victor Manic (M) 740531 Chisinau, Moldova
 Education: The Technical University of Moldova,
 Work, before LM: Land Management Department of Chisinau Municipality, main specialist computer department

Angela Slonovschi (K) 730519 Chisinau, Moldova
 Education: Academy of Economics of Moldova
 Work, before LM: Ministry of Finance, chief of external financial relations division

1996 RU

Alina Arkhipova (K) 710203 Omsk, Russia
 Education: Omsk Agriculture Institute, Land Use Engineer
 Work, before LM: Federal Cadastre Centre (Omsk)
 Work, after LM: Federal Cadastre Centre (Omsk), specialist of 2nd category

Alexander Avchkimovich (M) 670620 Novgorod, Russia
 Education: Belarussian Agricultural Academy, Land Engineer
 Work, before LM: Land Committee (Novgorod), expert
 Work, after LM: Land Committee (Novgorod), chairman

700412 Ul'yanovsk, Russia

George Babiev (M)

Education: Moscow State University (branch in Ul'yanovsk), Jurisprudence
 Work, before LM: Russian Scientific Research Centre "Zemlya" (Ul'yanovsk), lawyer
 Work, after LM: Juridical Department (Ul'yanovsk), deputy head

Andrey Davletshin (M)

620703

Voronezh, Russia

Education: Moscow State University of Geodesy and Cartography, Geodist Engineer
 Work, before LM: The Committee of Land Resources of the Voronezh Region, chief specialist
 Work, after LM: ?

Olga Dugina (K)

681214

Ivanovo, Russia

Education: Moscow State University of Land Use Planning, Land Management Engineer
 Work, before LM: Ivanovo Land Management Enterprise, land management engineer
 Work, after LM: Private Construction Company

Konstantin Gladkiy (M)

740815

Novosibirsk, Russia

Education: Siberian Geodetic Academy (Novosibirsk), Diplom-Engineer
 Work, before LM: Novosibirsk Subsidiary of RosNIC "Zemlya", engineer
 Work, after LM: Novosibirsk, engineer of 3rd category

Ioulia Khlystoun (K)

720525

Moscow, Russia

Education: Moscow State University of Geodesy and Cartography, Natural Resources Engineer
 Work, before LM: The Committee of the Russian Fed. on Land Resources and Land Management, engineer
 Work, after LM: Moscow State University of Geodesy and Cartography, research engineer

Viatcheslav Sokolov (M)

721126

St. Petersburg, Russia

Education: St. Petersburg State Agricultural University, Land Organisation Engineer
 Work, before LM: St. Petersburg State Agricultural University, adviser
 Work, after LM: St. Petersburg State Agricultural University, post graduate student

Yulia Volkova (K)

720730

Moscow, Russia

Education: Moscow State University of Land Use Planning, Land Management Engineer
 Work, before LM: Moscow State University of Land Use Planning, scientific-researcher
 Work, after LM: Moscow State University of Land Use Planning, postgraduate studies

1997 RU

Ageeva, Oxana (K)

740808

Moscow, Russia

Education: Moscow State University of Geodesy and Cartography, Cartographer-Engineer
 Work, before LM: Moscow State University of Geodesy and Cartography, teacher
 Work, after LM: ?

Frolov, Nikolay (M)

720118

Novgorod, Russia

Education: Novgorod State University, Radio Engineer
 Work, before LM: International Center "Sevzapzemkadastre" (Novgorod), teacher
 Work, after LM: ?

Makarova, Ioulia (K)

720730

Moscow, Russia

Education: Moscow State University of Land Use Planning, Land Use Engineer
 Work, before LM: Moscow State University of Land Use Planning, teacher
 Work, after LM: Moscow State University of Land Use Planning, teacher

720629

Moscow, Russia

- Petrov, Andrey (M) 631115 Kaliningrad, Russia
 Education: Moscow State University of Land Use Planning, Land Use Engineer
 Work, before LM: Land Cadastre Center Ltd, engineer
 Work, after LM: Moscow State University of Land Use Planning, post graduate studies
- Pitchouguina, Elena (K) 631115 Kaliningrad, Russia
 Education: Kaliningrad State University, Mathematic Teacher
 Work, before LM: The Land Department of Kaliningrad Region, main specialist
 Work, after LM: The Land Department of Kaliningrad Region, chief expert
- Prislonov, Denis (M) 740717 Moscow, Russia
 Education: Moscow State University, Geographer
 Work, before LM: Federal Cadastral Centre (Moscow), specialist of the 1st category
 Work, after LM: The Department of Land Registration (Moscow), main specialist
- Radchevskaya, Natalya (K) 721001 Krasnodar, Russia
 Education: Kuban State University, Biologist
 Work, before LM: Kuban Agricultural University, teacher
 Work, after LM: ?
- Romanov, Vasily (M) 630211 Nizhny-Novgorod, Russia
 Education: Nizhny-Novgorod Civil Engineering Academy, Civil Engineer
 Work, before LM: City Land Committee of Nizhny-Novgorod, deputy chairman
 Work, after LM: City Land Committee of Nizhny-Novgorod, deputy chairman
- Shleeva, Olga (K) 641208 Novgorod, Russia
 Education: Novgorod Pedagogical Institute, Teacher
 Work, before LM: Novgorod's Land Committee, interpreter
 Work, after LM: ?
- Skufinsky, Oleg (M) 741122 Voronezh, Russia
 Education: Voronezh State Agricultural University, Land Use Engineer
 Work, before LM: Voronezh State Agricultural University, scientific researcher
 Work, after LM: Ministry of land policy, construction and facilities, chief specialist and post graduate studies

1998 RU

- Veronika Basmanova (K) 680204 Moscow, Russia
 Education: Moscow Institute of Electronic Mechanical Engineering, Engineer
 Work, before LM: Land Reform Implementation Support (LARIS) project, expert
- Svetlana Bondartchouk (K) 731226 Moscow, Russia
 Education: Moscow State University of Land Use Planning, Land Management Engineer
 Work, before LM: Federal Cadastral Centre "Zemlya, engineer
- Roman Chinkarev (M) 740928 Yoshkar-Ola, Russia
 Education: Mari State University, Specialist of Economics of Land Management
 Work, before LM: State Committee of Land Resources (Mari-El), leading specialist and post graduate studies
- Anna Kartavykh (K) 750428 Moscow, Russia
 Education: Moscow State University of Land Use Planning, Land Law Engineer
 Work, before LM: Agroinvest Ltd, Lawyer

- Janna Malinovskaia (K) 750504 St. Petersburg, Russia
 Education: St. Petersburg University of Economics and Finance, Economist
 Work, before LM: ITT Sheraton Nevskij Palace Hotel, hospitality business
- Julia Moshchil (K) 750206 Moscow, Russia
 Education: Moscow State University of Geodesy and Cartography, Geodesist Engineer
 Work, before LM: Abrosimov Ltd, engineer in astrogeodesy
- Natalia Ridzeleva (K) 750414 Voronezh, Russia
 Education: Voronezh State University, Geographer
 Work, before LM: Voronezh State University, project leader
- Sergey Tsymbal (M) 750606 Taganrog, Russia
 Education: Taganrog State Radio-Engineering University, Computing Engineer
 Work, before LM: South Russian Cadastre Centre “Zemlya”, engineer of automatic systems managing
- Irina Zavadsкая (K) 720213 Moscow, Russia
 Education: Moscow State University of Land Use Planning, Land Use Engineer
 Work, before LM: Moscow State University of Land Use Planning, teacher
- Maxim Zhukov (M) 750521 Orenburg, Russia
 Education: Orenburg State Agricultural University, Jurisprudence
 Work, before LM: State Cadastral Centre “Zemlya” (Orenburg), lawyer

1996 UA

- Lyubov Babiy (K) 700707 Lviv, Ukraine
 Education: “Lvivska Polytechnika” University, Photogrammetrist Engineer
 Work, before LM: “Lvivska Polytechnika” University, postgraduate student
 Work, after LM: “Lvivska Polytechnika” University, manager and teacher of Tacis centre in Lviv
- Katherine Mashkevich (K) 711006 Kiev, Ukraine
 Education: Kiev State University of Construction and Architecture, Engineer
 Work, before LM: Kievgeoinformatica, project administrator
 Work, after LM: Kievgeoinformatica, project administrator
- Elena Mitrofanova (K) 650111 Donetsk, Ukraine
 Education: Donetsk State Politechnical University, Geodesist Engineer
 Work, before LM: Donetsk State Politechnical University, postgraduate student
 Work, after LM: Donetsk State Politechnical University, assistant professor of Geodesy Department
- Irena Vlassenko (K) 730113 Kiev, Ukraine
 Education: Kiev State University of Taras Shevchenko, Geographer
 Work, before LM: The Main Administration of GC&C, expert assistant
 Work, after LM: Kungliga Tekniska Högskolan, postgraduate student

1997 UA

- Djejora, Svetlana (K) 710201 Kiev, Ukraine
 Education: Kiev State University of Taras Shevchenko, Geographer
 Work, before LM: Kiev Topographic Technical School, teacher
 Work, after LM: General Administration of Geodesy, Cartography and Cadastre (Kiev)
- Kordas, Olga (K) 701124 Kiev, Ukraine
 Education: Kiev State University of Taras Shevchenko, Mathematician
 Work, before LM: State Committee on Land Resources of Ukraine, head of department
 Work, after LM: Kiev State Tech. Univ. of Constr. And Archit., lecturer
- Onishchuk, Yuriy (M) 710901 Chernivtsi, Ukraine
 Education: Chernivtsi State University, Geographer
 Work, before LM: Chernivtsi State University, postgraduate student
 Work, after LM: Land Registration Authority (Chernivtsy), deputy manager, postgraduate student
- Polyakov, Maksym (M) 681224 Kiev, Ukraine
 Education: Ukrainian Agricultural Academy, Engineer of Forestry
 Work, before LM: Association "Ukrderzhlisproject", senior engineer
 Work, after LM: 50% Association "Ukrderzhlisproject", senior engineer
 50% National Agr. University, Forestry faculty, teacher
- Trofimenko, Elena (K) 680215 Donetsk, Ukraine
 Education: Moscow State University of Geodesy and Cartography, Air survey Engineer
 Work, before LM: Donetsk Cadastral Centre, geodesy engineer
 Work, after LM: Donetsk Cadastral Centre, deputy director

1998 UA

- Oksana Dehtiar (K) 670120 Kiev, Ukraine
 Education: Kiev State University of Taras Shevchenko, Geographer
 Work, before LM: The Main Administration of GC&C, clerk office chief
- Sergiy Grykshtas (M) 731215 Kiev, Ukraine
 Education: Ukrainian Agricultural Academy, Engineer of Forestry
 Work, before LM: Ukrainian Agricultural Academy, postgraduate student
- Mark Kryvobokov (M) 750710 Donetsk, Ukraine
 Education: Donetsk State Technical University, Geodesist Engineer
 Work, before LM: Donetsk City's Geodetic Centre, technician
- Sergiy Kyrylyuk (M) 751031 Kiev, Ukraine
 Education: Ukrainian Agricultural University, Engineer of Forestry
 Work, before LM: Forestry Ltd, leading engineer
- Vladyslav Omelchenko (M) 691110 Kherson, Ukraine
 Education: Odessa State University, Geographer
 Work, before LM: Ukrainian Aerogeodetic Agency (Kherson), geodesist engineer
- Natalya Smagina (K) 661206 Donetsk, Ukraine
 Education: Donetsk State Technical University, Geodesist Engineer
 Work, before LM: Donetsk State Technical University, teacher

Volodymyr Tyshkovets (M) 640526 Kharkov, Ukraine
Education: Kharkiv State Agricultural University, Land Organisator Engineer
Work, before LM: Scientifical Forestry Enterprise (Kharkiv), senior scientifical worker

**FINAL REPORT
12 December 1998**

EVALUATION OF KTH's LAND MANAGEMENT PROGRAMME

**SUMMARY OF THE OUTCOME OF
QUESTIONNAIRES AND SEMINARS
WITH INSTITUTIONS**

Jim Widmark

Senior Adviser Land Management

EVALUATION OF KTH's LAND MANAGEMENT PROGRAMME

SUMMARY OF THE OUTCOME OF QUESTIONNAIRES AND SEMINARS WITH INSTITUTIONS

Introduction

This summary is based on questionnaires and seminars with co-ordinators and institutions involved in the LM programme started in 1996, 1997 and 1998. Seminars have been hold in Moscow, Kiev, Tallinn and at KTH. The comments are taken more or less right up and down from questionnaires and seminar minutes. Interviewed institutions are listed in **Annex 1**.

Abbreviations

C	Co-ordinator
U	University
A	Authority
P	Private company
+	More then one institution has given nearly the same answer.

Response

Questionnaires/Country		BY	EE	LV	LT	MD	RU	UA	Σ
Institutions	3	6	11	6		12	8	46	
Co-ordinators					1			1	
Seminars									
Institutions		1				6	2	9	
Co-ordinators	1	2	1	1		2	1	8	
Σ	4	10	12	7	1	20	11	65	

Are your institution involved in the development of sustainable and efficient systems for real estate transaction and the creation of property units for private use in your country?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	3	6	10	6	1	12	7	45	96
• no			1				1	2	4
Σ								47	100

Comments

BY

U: Our U is the only U in Belarus training specialists in geodesy and cadastral studies. It works in close contacts with the state committees carrying out the Land Reform.

U: We participate in the creation of state privatisation programmes.

A: We are developing the cadastral system of the country, determine the state policy in the area of land relations.

EE

C: My U is involved in the valuation of real estate in Estonia. Our representative is the chairman of the commission of licenses of land valuation of the Republic of Estonia and member of the council of attesting real estate surveyors. A representative of the U is also a member of the land reform commission of the Republic of Estonia. The U holds the leading position among Estonian universities in studies on real estate.

A: We deal with transactions, but mostly involved in municipalization.

A: Land Cadastre - in broad perspective.

A: We are strictly connected with land privatisation.

P: Main field of activity in this respect: development of sales register, supervision of land readjustment projects, consulting in land valuation. All those projects are in co-operation with National Land Board and we are involved in process as experts.

LV

U+: Yes and no.

A: Involved in land reform

A: Real estate valuation

A: Very close.

A: Land formation and administration system

LT

U: Studies and continuous training

U: By training students in specialities of Real Estate Cadastre and Geodesy and Cartography.

A: Responsible for building up land management policy and systematic management of the land reform.

A: Preparation data of land reform for real estate transactions.

MD

C: The National Agency for Cadastre, Land Resources and Geodesy (A) carries responsibility of Real Estate and Property Registration in Moldova. In order to pursue these objectives a First Cadastre Project Implementation Office has been established by us. The project is scheduled to be implemented over a period of five years. Swedesurvey AB operates as a consulting company under the Project.

UA

U: As educational establishment our U provides study programmes for the students who will be involved in LM in the nearest future.

U: Our students are after graduation working at U in sphere of LM. As scientific research we are doing some practical surveying works on land investigation and privatisation.

U: Our U prepares students who will deal with development of cadastral systems based on private property.

A: Our organisation realises cadastral measurements and prepares information for the issuing state certificates to private and collective ownership to the land.

A: No, but it is involved in creation (delimitation) none private property (holding) units in forest sector.

Have the selection process been satisfactorily planned and implemented?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	3	8	11	6	1	12	7	46	98
• no							1	1	2
Σ								47	100

Comments

BY

U: It was very well organised.

EE

C: Hitherto the choosing of students has not been most objective but we have improved the system. We have also discussed possible subjects for MSc and PhD theses and their necessity for Estonia. At present it may be said that the process of choosing students is satisfactorily planned.

Number of candidates was limited.

LV

A: Selection for knowledge and age.

LT

U: The teaching process was improved according to the needs of society.

U: It's a pity that our candidates haven't been selected.

A: Young specialists graduated from U are selected.

MD

C: The process of selection of students has been carried out by A in the following manner:

1. Invitation letters for participation have been sent to interested institutions (the Agrarian University, Technical University, Municipality of Chisinau, Academy of Economic Studies, "INGEOCAD" institute. The letters had attached to them a set of principal requirements that had to be satisfied, and namely (teaching is to be done in Romanian and English, sound knowledge of land related legislation including property registration, real estate valuation).
2. We have established an evaluation committee, to whom the participants offers, filled out in accordance with the standardised form, are submitted. The evaluation committee examines the offers, selects the most appropriate candidates and recommends them to KTH.

This selection procedure is rather efficient because the committee has the possibility to carefully examine the offers, hold interviews with the candidates, check compliance with the requirements, gain understanding of the level of expertise of the candidates and make recommendations as to where the post training skills and knowledge can be applied in the future.

UA

U: It was well organised, but the first year it was not so easy to find proper candidates for so short time we had got information about courses

A: Lack of funds.

Are the students selected for the Master's programme the best qualified and most suitable?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	3	4	11	6	1	12	8	47	100

Comments

BY

A: The two students of the year 1997 have benefited from participation in the programme and they are now really helpful in many aspects of our work.

EE

C: This year and also during next years we attempt to send to Sweden our best students, especially concerning PhD studies.

A: Speciality and knowledge of language limits the number of candidates.

LV

A: Wasn't other

LT

U: Students were selected according to their level of knowledge.

A: The section would be better if more students know English good.

A: The knowledge of the English language is an indispensable condition.

MD

C: In 1997-98 two Moldovan students are undergoing training in Stockholm. They are both specialists with a good proficiency in English. Prior studying abroad they were employed in responsible positions at Municipality of Chrisnau and the Ministry of Finance, where they proved to be capable, responsible and highly skilled specialists.

RU

C: Up to now most students have been recruited from Moscow. The reasons are two. People in North West Russia are needed in running joint Russian-Swedish projects and that they are not so good in English. That will change in the near future. It would help if those regions one year in advance knew that places at KTH were reserved for some of their students.

Should in the future the participants also be chosen from other groups of the society?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	3	4	8	5	1	5	5	31	70
• no		1	3	1		6	2	13	30
Σ								44	100

Comments

BY

U: Regretfully, people who could benefit from the participation in the programme and whose participation would be most useful for the country usually don't know English.

EE

C: Candidates might also be graduates of the faculties of economy of different universities, especially those who have for some time worked as land managers or real estate planners.

A: Yes, it gives experiences.

A: More experienced students.

P: It seems that education for surveyors in Estonia and in Sweden is quite different. I think that in our country it is technology-oriented, in Sweden much more economy-oriented. I think that it is possible to find good people having some other kind of background. It seems that differences between private and public sector and schools are not very clear today (orders from public sector, private schools, working in two different posts at the same time, etc.). So, I think that some other educational background and posts outside of public sector have to be accepted.

LV

A: Persons responsible for territorial development

A: Actual need for specialists

A: No, only from State Land Service and universities.

A: Yes, by announcing a competition.

LT

U: From Land Survey institutions and other Land Management establishment.

U: Possible, yes.

A: The students who had relations with real estate formation and registration were selected from all groups of society.

A: The participants should be chosen from state institutions of land cadastre and land survey or from students.

MD

C: At present Moldova needs highly specialists to work in the following areas: property registration, real estate valuation, surveying, photogrammetry and property taxation. The demand for such specialists is certain to grow in the future. In order to train such specialists the Technical and Agrarian Universities require appropriate training programmes and lectures. Unfortunately a number of candidates who participated in the selection contest 1997-98 training course could not be selected for training abroad. For the above mentioned reason it would be a welcome development if more students from the interested Universities, Cadastre Offices and other agencies involved could participate in the selection contest, programmed for 1999, and subsequently be selected for training abroad.

UA

U: To our mind participants could be chosen from the different organisations dealing with educational, scientific and practical issues of LM.

U+A: It would be architectures, economists and layers also.

Were the students given possibility to preparation prior to studies abroad?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	3	5	10	6	1	11	5	41	95
• no						1	1	2	5
Σ								43	100

Comments

BY

U: The U organised the language preparation course and provided the candidates with the information about Sweden, KTH and LM programme.

A: English tuition was organised for the candidates, they were given information about the programme.

EE

C: Before travelling abroad we have discussed possible subjects of thesis. Students have had enough time (ca 6 months) to prepare themselves for studies abroad.

A: Yes, some English studies.

LT

A: Not so much.

A: Yes, from university or self-education.

LT

U: At companies outside universities.

A: They had the possibility, but insufficient.

A: Preparation is done after work.

MD

C: Every student is given the possibility to prepare for 2-3 months prior to the studies. A lot of materials dealing with the land registration, cadastre, all the programmes and regulations in the domain of real estate registration developed by A is made available to them. Also all the English information dealing with cadastre (experience of foreign countries) is being provided.

UA:

U: It was a shortage of information concerning this Program at the beginning (1996). But the next year Program took into account these issues. There were a lot of materials to be useful for preparation to studies abroad (compendiums and other related materials).

What happens to the students after completed education? Does the society benefit from the outcome of the Master's programme or does it become an exclusive scholarship for the individual student?

Comments

BY

U: We are sure that the society will benefit from the LM programme. The students already get offers of jobs outside the U in cadastral agencies of different levels.

U: The society will certainly benefit from this programme if the numbers of students are high enough.

A: They get involved into training of students and retraining of specialists and act as consultants for the cadastral bodies.

EE

U: Hitherto we have not used the materials of the MSc theses very much, but it will change.

A: We got a good specialist who has a good education and a little experience.

A: It was necessary for the society.

A: The benefit is higher then expressed through the comments.

A: Both statements are right.

LV

U: Some students will be employed by Riga Technical University. It will do good for society.

A: They will work as senior managers for State Land Service of Latvia.

A: We feel this benefit, but I am not sure about society.

A: The students should become managers in the field of LM.

A: Students has obtained new points of view that differ from post-soviet thinking.

A: Yes, knowledge + practical experience, to advance to top.

A: Students will get more knowledge of Swedish legislation, economics, investment, real estate planning and management. They could evaluate situation in our state. They will implement knowledge for development of cadastral and LM systems of Latvia.

LT:

U: All students are working in Land Management Department and State Land Survey Institute. It is a significant support to Lithuanian surveyors.

U: Students are employed at U as teachers or the main institutions of Real Estate Management.

A: They work in state governed institutions or private firms, and have possibility to use acquired knowledge.

A: Students have benefit.

A: Both society and students benefit.

A: The students have possibility to apply knowledge into practice work.

MD

C: After completed education in Sweden, every students is guaranteed the possibility to apply the acquired knowledge at his place of work, either within A and its affiliated entities or at the Technical and Agrarian Universities. One of the students shall work upon completion within the First Cadastre Project Implementation Office. One student will work at the Land Management Department of the Chrisinau Municipality. Both shall teach students at the mentioned universities.

RU

C+U+A: The Russian society benefits from the outcome of the LM Programme.

A: The perspective is rather poor for hard financial situation.

UA

U: We suppose actually society benefits from the outcome of the Master's program. It gives us opportunity to learn much about international advanced experience, provide us useful information and materials as well as practical experience at LM matters. It also provides us brilliant opportunity to communicate with other students and scientists.

U: One student now is a teacher at U and have possibility to spread her knowledge to the students.

U: Our post-graduate students will in future work as lectures and share yielded knowledge to big amount of other students.

A: In our case there is a possibility to apply knowledge received in Sweden for activity conducted by our organisation. In particular LIS and valuation (our organisation deals with forest cadastre where valuation is needed).

A: After getting education in the Master's program employees have a better knowledge of international approaches to the development of Title registration system - some juridical and technical knowledge as well. Also a big achievement is the possibility to educate other people in legal, procedural and other land-related issues.

A: They are engaged in LIS and their monitoring through geodetic mapping technology.

Have the students signed a contract with your institution, pledging the student to stay there for some years after the examination?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes								25	54
• no limits			1					1	
• 1 year								-	
• 3 years	1	1	10	1	1	8		32	
• 5 years	2							2	
• no		3		5		3	8	21	46
Σ								46	100

Comments

EE

C: We have not concluded any written contract (before 1998) but we have oral agreements with many people, that will lecture 10-20 hours on their area of study. This year we concluded contracts between three students who will start their studies in Sweden on January, 1999.

A: No contract was signed because we had no expenses.

A: There are legal restrictions.

P: No, but our company has some agreements with schools and universities. It means that employees of our company have lectures in the schools.

MD

C: Every student signs a contract with the management of A whereby the student commits himself to work after examinations within A or its subordinated structures for a period of 3 years and teach a training course at the two named universities. The management guarantees the student a work place.

RU

U: We don't sign contracts. Instead we offer post-graduate studies.

A: The students of 1996-97 signed contracts partly. The students of 1998-99 have signed contracts for 3 years period.

A: Yes, in accordance with the Swedish party request.

UA

U: It was an oral agreement that after finishing of Master's Programme person has to work in U as teacher.

U: No, post-graduate student become able to sign a contract with U only after achievement of Candidate of Science degree.

How useful is or will the students examination be in relation to the need of your institution?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• not relevant							1	1	2
• bears some relevance			2	3		4		9	20
• very relevant	1	4	9			2	7	23	51
• of great relevance and close to my activities/ reality	2	2		3	1	4		12	27
Σ								45	100

Comments

MD:

C: Of great relevance. During the implementation of the First Cadastre Project in Moldova, there is a shortage of highly skilled specialists in the field of real estate registration, real estate market creation, development of a Fiscal Cadastre. The knowledge of students are of great importance for the country, for Agencies that in their work are related to real property issues, for Ministries and Departments interested in cadastre information from the national real estate registry.

UA:

U: Examination is very useful indeed as provides students actually new knowledge and outlook at LM problems. Furthermore the knowledge and experience received during this programme are successfully used in study courses at our U.

U: There are two new specialities that have been established during last several years that need lectures in a field of LM: "Management of environmental activity" and "Surveying and Cadastre". Thus, this studying programme is very useful to the needs of our U.

What kind of connection exists between your institution and the different land reform projects, which are implemented by Swedesurvey in your country?

Comments

BY

U: None

A: Our student is a participant of the educational programme carried out by Swedesurvey AB for retraining of cadastral authorities specialists.

EE

C: The majority of Estonian leading land reform specialists have gone through further training at the Swedish Land Board. We have also used the assistance of Swedish consultants at several land management works.

A: Estonian National Land Board has some contracts.

P: I am not so well informed, but I think that some kind of connection we have via educational projects (courses). I do not know anything about joint-projects (beside of courses) in the field of valuation and sales register.

LV

U: Does not exist.

U: Project of ortophoto maps production.

A: There is no connection.

A: Indirect connection to “Land Administration in Latvia”. User of result of project “National Mapping Programme”.

A: Swedesurvey AB assists in development of real estate mass assessment.

A: Regular training courses for specialists.

A: One project and a big part of cadastre is based on Swedish experience.

A: Project of ortophoto maps production.

LT

U: No connection

U: Teachers of our Department were involved in the project “Ortophoto mapping of Lithuania”.

A: National Service of Geodesy and Cartography, Department of Land Management and Law, and Swedesurvey AB have a three part treaty. This treaty consist of three parts: LIS, ortophoto production and aerial photography.

A: Our Institute does the work of land reform in 46 % territory of Lithuania. Institute uses the ortophoto maps made by Swedesurvey AB only.

MD

C: There exists a direct connection. In the period 1998-2003 Swedesurvey AB is operating as a consulting company under the First Cadastre Project in Moldova.

RU

C: The connection is very close, particularly with the projects implemented in the North West part of Russia on the basis of the agreement signed with Swedesurvey AB in 1993.

A: The Federal Cadastre Centre “Zemlaya” is directly engaged in Russian-Swedish projects on land cadastre and LIS implementation in the North West part of Russia.

A: Participation in international projects LARIS, TACIS, HERMES.

UA

U: We have a close connection to LM-KTH programme and have participated in it from 1995. Representatives of our U participate in selection process each year. As a result three of our students were selected and have been studied at LM-KTH 1996-97-98.

U: At our department we are working with TACIS project “Development of land registration in Ukraine”. There is a Training Centre of this project here.

U: Unfortunately, there is only one student studying at LM-KTH. But we hope to diverse that relations during the nearest future, partly within the ongoing pilot-project in Chernivtsi.

A: Our A and Swedesurvey AB are counterparts in realisation of the Joint Swedish-Ukrainian pilot-project on support of development of Title registration system in Ukraine. Pilot project is realising with financial support of SIDA. Also our A realises a consulting, technical and lecturing support within the project to the training centre in Kiev Technical U, where the knowledge acquired during the MS course is very important.

A: No connection, but there is close connection within a project in the forest sector financed by Sida.

A: Yes, through TACIS project.

Overall impressions on the Master's programme: strong and weak points

Comments

BY

U: The programme is very well designed and the students are satisfied with the curricula and forms of studies.

U: The programme should be widened.

A: The strong point is that the students who have taken part in it, become really high-qualified in the area of Land Information Management and possess knowledge and skills that Belarusian specialists are totally lacking.

EE

C: The MSc programmes are very demanding in the theoretical part. Concerning the practical part, our requirements are more demanding. I consider that MSc thesis, that is possible to defend in Sweden, are not possible to defend in Estonia. Before defending the thesis our students must have published 1-2 articles in our university transactions. Two students are not allowed to write one paper.

A: Weaknesses are more related to personal matters, not due to the Master's programme or education.

P: I do not speak about strong points. It does not mean that it does not have those. Maybe the program is a little bit too oriented to planning and planning legislation. At the same time it is very important from point of view of land reform. It should be more based on economy and finance. But I am ready to accept that it is my personal opinion based on personal interests.

LV

U: Strong - foreign experience, contacts, English.

U: The programme is of high quality.

A: Very good economics programme.

A: Strong - management. Weak - valuation.

A: Strong - financing of education. Weak - lack of information about study flow for direct employees.

A: Programme include complete volume of issue. Such kind of programme would be necessary for other specialists too.

LT

U: Level is sufficient high

U: Only good impression.

A: Students get the possibility to learn about other countries experiences in the sphere of land management.

A: Good and necessary programme.

A: Strong point - Land Information System and substation of Real Estate Valuation.

MD

C: The programme is very diverse and comprehensive which contains all the aspects that deal with the management of real estate, information systems, property valuation, etc.

It is very positive that at the end of the first quarter of 1998 training, a well organised visit to the south of Sweden has taken place. This visit gave the students the possibility to see the operation of the Cadastre Offices in Sweden, made them acquainted with the University from Alnarp and the Surveyors' Association from Copenhagen. During the visit the students could see first hand the areas where they can apply their knowledge upon graduation.

RU

C+A+U: The LM Programme has been very successful and should be prolonged.

A: The possibility to prepare thesis work in Sweden using materials characterising the situation in Russia.

A: Absolutely positive using advanced methods and technologies.

A++: Strengthen connection with practice.

UA

U: We would like to mention the good choice of courses to be given during this Programme, especially at Juridical and Economic issues. As week point we could mention a less attention to be paid for technical issues of LIS introduction (GPS technology, data format and content, interchange and compatibility of data).

U: Overall impression is positive, but it is much more theoretical and descriptive studying than practical.

U: Strong points - high organisational, methodological and technological level. Week points - some isolation from Ukrainian educational system.

Suggestions of possible improvements

BY

U: Include Belarus into the programme. It would be good to widen participation of the representatives of Belarus in this programme.

EE

C: The MSc thesis must be done through the close collaboration of Swedish and Estonian supervisors. It's good if students could start writing the papers at the beginning of their studies in Sweden.

A: To give opportunity to specialise according students will.

LV

U: Give more attention to geodesy and geoinformation (GIS)

A: Maybe, involve analyses of our land reform direction in study process.

A: Using GIS solutions in LM.

A: Possibilities for detailed valuation studies.

A: Strengthen the national co-ordinating function - closer contacts with districts departments during studies (exchange of information).

LT

U: To introduce the subjects of GIS.

A: More fieldwork (land measurement and land valuation work).

A: It would be good if more attention would be allotted for territorial planning and for justification of land consolidation projects.

MD

C: The LM programme is a comprehensive and diverse training programme which is beneficial for the students of Moldova given the fact that the system of registration to be implemented in Moldova is similar to the system operational in Sweden. We are hopeful that the skills and knowledge acquired by the Moldovian students during their stay in Sweden will be useful and of high relevance for the implementation of Cadastre in Moldova.

RU

U: Open up for specialists in transition countries to influence the LM Programme. Invite also those specialists to give speeches.

A: The strengthening of the Programme by Swedish language study.

A: More international practice and comparison.

A: Strengthen the LM Programme in the part concerning Land Register, Real Property Register and Land Assessment.

UA

U: It should include more practical subjects to study.

Would a continuation of the Master's programme be fruitful for the development of land management in your country?

Alternative/Country	BY	EE	LV	LT	MD	RU	UA	Σ	%
• yes	3	5	11	6	1	11	8	45	100

If yes, how many students should participate from your country? Specify for a five years period starting 2000.

Places per year/Country	BY	EE	LV	LT	MD	RU	UA
1-3			4+C				
3-5		3+C	3	5+C			
5-8	3+C				C		C
8-15			1			4+C	1
15-25						2	
50-						1	

Comments**BY**

C: 5 students per year.

U: It would be useful to send at least one representative from the main bodies involved in the land reform.

EE

C: 3-5 students per year. The continuation of the MSc programme is extremely important for our country. The most serious land management works are still to be done in Estonia.

A: It isn't easy to give the employees free, because they are needed at the institutions.

A: Not more than 5 students per year.

P: I know that there has been problems to find good people from Estonia. I think that 5 persons per year is too much for Estonia.

LT

C: About 4 students per year.

A: 2 from U and 2-3 from cadastral and land management institutions.

MD

C: For Moldova it would be nice to have at least five students trained under these training courses on an annual basis, because Moldova is just making the first in this area and there is no local institution with well trained teachers. So this gift kindly granted to us is very much use for our country, and we believe that it will contribute to the solution of problems and achievement of objectives which are pursued by the Republic of Moldova.

RU

C: 10-15 students per year. There is 89 regions in Russia. Each region needs specialists in LM. The need will be covered after two lines - more teachers in LM at the universities and more teaching of field workers.

Moscow is the main city for higher education. Let us strengthen the methodological competence in Moscow universities. That will speed up the reorientation process and give positive input to other universities all over Russia, including the North West part, where many joint Russian-Swedish projects are running.

In parallel we need to establish Training Centres (TC), like we have done in Novgorod, where field workers and former military officers are trained in LM subjects. Those TC's should be seen as complements to universities.

Support Russia in this heavy process, that will take at least 7 years. The quota for Russian should increase from 10 to 20 per year. In parallel, increase the number of students at KTH from 30 to 50 per year, as the number of countries, who benefit the LM Programme, has increased from 6 to 10. Otherwise the result will decrease.

The LM Programme should be broadened and also include co-operation in research and development.

UA

C: 5-7 students per year.

U: It's difficult for us to judge in the whole country aspect. As for our U 3 participants starting 2000 will be acceptable for us.

U: It's difficult to say about whole country, but from Western regions it should be at least 3 participants per year.

U: It would be reasonable to have one group of students exclusively consisting of Ukrainian representatives.

A: For such country, as Ukraine, 5 participants in this course seems to be to little. More efficient could be training of 8-10 people each year.

A: As many as possible.

Annex 1**Institutions****BY**

Polotsk State University

The Belarussian State University

State Committee on Land Resources, Geodesy and cartography

EE

Estonian Agricultural University

Centre of Development of Estonian National Land Board

Elva City Council

Tallinn City Government

Pärnu Land Cadastre

AS KinnisvaraEkspert

LV

Latvian University of Agriculture

Riga Technical University

State Land Service (National Surveying Centre, Riga)

State Land Service (Land Cadastre Centre, Riga)

State Land Service (Real Estate Valuation Centre, Riga)

State Land Service (Municipality of Incukalna of Riga's District)

State Land Service (Jurmala Department)

State Land Service (Riga District Division)

State Land Service (Balvi District Department)

State Land Service (Bauska District)

State Land Service (Tukuma Regional Department)

LT

Lithuanian University of Agriculture, Department of Land Management

Vilnius Technical University, Department of Geodesy and Cadastre

National Service of Geodesy and Cartography

National Land Survey, Department of Land Management and Law

State Land Survey Institute of Lithuania

Land Survey Institute (Kaunas Regional Group)

MD

National Agency for Cadastre, Land Resources and Geodesy

RU

State University of Land Use Planning and organising

Moscow State University of Geodesy and Cartography

St. Petersburg State Agricultural University

Agrarian University of Voronezh City

State Land Committee of Mari-El Republic

The State Land Committee of the Russian Federation.

Federal Cadastral Centre “Zemlya”

City Land Committee of Nizhny-Novgorod

Novosibirsk Affiliate of the Federal Cadastre Centre “Zemlya”

State Land Committee of Novgorod Region

Siberian Affiliate of the Federal Cadastre Centre “Zemlya” (Omsk)

South Russian Affiliate of the Federal Cadastre Centre “Zemlya”

UA

Donetsk State Politechnical University

Lvivska Polytechnika University

Kiev State Technical University of Construction and Architecture

Chernivtsi State University

The Main Administration of Geodesy, Cartography and Cadastre

Association “Ukrderzhgisproject”,

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