

Surveying the Future – Contribution to Economic, Environmental and Social Development

Development of Curriculum for the Land Management and Land Tenure Programs in Cambodia

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CAMBODIA



- **Population: 12 million**
 - Annual growth 2,5%
- **Total area: 181 035 sq-km**
- **Capital: Phnom Penh**
 - 21 provinces and 3 municipalities
 - 185 districts
 - 1.621 communes

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Introduction

- 1975 – 1979 during the Khmer Rouge destroyed the infrastructure and killed most of the educated people.
- In 1998, the Khmer Rouge finally gave up all resistance, and the legitimate government gained control of all the territory for the first time over thirty years.
- Even there are progress made, still the reconstruction of the society is very much an on-going process.

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Professionals and Education

The need for professionals in land management, land administration and surveying.

- A large number of land specialists are needed for the implementation of Land Management and Administration Project (LMAP).
- Other project components provides support to improve land administration and management, urban and rural planning in Cambodia

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Professionals and education

- Many new tasks are introduced and especially decentralization of responsibilities to provincial and district level will lead to a higher need of academic professionals in all levels
- **Other activities in Land Sector**
 - GIS/Mapping required for forestry, protected areas, state land management, infrastructure and agricultural development
 - Works implemented by the Mekong River Commission

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Land Management and Land Administration Project (LMAP)

- First phase of LMAP 5 years (2002 - 2007)
- Multi Donors Project (WB, Germany, Finland, Cambodia)
- Total budget \$33.9 million


The LMAP has 5 Components:

1. Development of land policy and regulatory framework
2. Institutional development
3. Land titling program and development of a land registration system
4. Strengthening mechanisms for dispute resolution
5. Land management

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Staffing and Qualifications

Human resources before LMAP

- Total number of academic land surveyors that are active within the cadastre is about 220.
 - Only about 15 of them has a Master's Degree obtained from the University of former Soviet Union during the 1990's.
- Land Title Department (LTD) organized special in-house intensive training courses during the 1989 – 1990 for about 100 employees in Provincial level.


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Staffing and Qualifications

- The Prek Leap Agriculture College (PLAC) was introduced 1992 and has provided a diploma on cadastre about 200 students during the 1992 – 97.
 - From 400 technical staff who were directly involved land titling and registration less than 50 % have attended to internal training from LTD or have graduated at the PLAC.
- The LTD together with the Cambodian Cadastral Project (CCP) implemented by the FINNMAP International and the Land Management Project (LMP) implemented by the GTZ provided short-term training during 1997 - 2000.

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Staffing and Qualifications

Main issues related to human resources (1999) were:

- Situation in provinces varied from desperate to adequate, being worst in poor areas,
- Even with trained personnel there was lack of proper culture for quality assurance,
- While administrative rules and regulations are well followed, the technical execution was often poor.

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Staffing and Qualifications

Education levels in some of the Provinces 1999. (Törhönen & Suon, 1999)

Province	Ta keo	K. Speu	Sih. Ville	Kampot
M. Sc.	0	0	0	0
B. Sc.	7	6	3	3
Technician	0	7	0	2

Province	Kep	Prey Veng	Svay Rieng	Kandal	Siem Reap	Total
M. Sc.	0	0	0	0	0	0
B. Sc.	1	2	1	9	8	40
Technician	4	3	0	34	0	50

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Staffing and Qualifications

Rapid changes with human resources

In mid 2003, approximately 1.000 staff were working with the MLMUPC and the LMAP.

- In March 2004, there were 1.969 staff in the MLMUPC working in the provinces and at the central level.
- In August 2004, there were 600 people working in land registration teams in eleven target provinces.
- In the central level at the General Department of Cadastre and Gartography (GDCG) there are about 200 employees


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Staffing and Qualifications

- The situation is still today that despite all the training provided to provincial staff during 1992 – 2003 most of them are lacking basic knowledge with computers, practical experience of using modern equipment, and have poor understanding of the technology and theory.
- Only comprehensive educational program can support long term development of sustainable land management and administration.


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Faculty of Land Management and Land Administration

- The Ministry of Land Management, Urban Planning and Construction together with the Royal University of Agriculture (RUA) decided:
 - to set up a Bachelor program (4 years)
 - and a short-term education (2 years) to obtain a Diploma.
- The MLMUPC and the RUA signed agreement on December 2003 to establish the Faculty of **Land Management and Land Administration** in the RUA in Phnom Penh under the support of the LMAP

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Faculty of Land Management and Land Administration

The initiative is financially supported by the loan from the WB and technical assistance from the Government of Germany. Implementation is carried out with the RUA and the LMAP under Component 2, and it will provide support to four main areas including:

- Long-term institutional development of the Ministry,
- Project management to implement the project,
- Establishment of a land management and administration education program in an established university,
- Development of the private surveying industry.

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Objectives of LMAF


Main Objective

- To provide a solution for a long term education on Land Issue in Cambodia.
- To produce human resources in land management and administration that meets the needs of the socio-economic development of Cambodia and to promote the formulation of special joint projects.

Development

- Education program is supported by the GTZ, in forms of technical assistance to develop curriculum, provide basic teaching material and equipment.
- In addition, the German Government is providing one international expert through Integrated Expert Program (CIM)

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Objectives of LMAF

Objective of the program

- To qualify students by providing them a basic understanding in land issues in general and to give them specialized training in land management or land administration to improve their career and provide Cambodia more urgently needed technical staff.
- To educate students to obtain the technical and scientific qualification, morality and practical ability in land management and administration to respond to the requirements of a sustainable development.


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Objectives of LMAF

- To review some international recognized curricula on land management, land administration, surveying, land economic and land resources with different educational level.
- Draft an ideal curriculum for a diploma and a bachelor program.
- Adapt the ideal curriculum to the situation in Cambodia and develop a draft curriculum for a diploma and a bachelor program.
- Define selection and training requirement for academic staff.

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Development of LMAF

Development:

- Structure of the faculty,
- Draft curriculum for a Diploma and a Bachelor program,
- Draft course descriptions including main topics,
- Create a concept for the capacity building of academic staff in the RUA and the MLMUPC.
- Five Cambodian project staff have been supported to undertake scholarships for the Master program in Munich.

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The structure of the Faculty

There are five departments

1-Land Policy	2-Land Administration	3-Geomatics	4-Surveying and Mapping	5-Land Management
<ul style="list-style-type: none"> -Land Law/Land Rights -Land Policy -Legal Frame -Natural Resource Rights -Land Economics -Economic/Social Issues of Land -Public Administration 	<ul style="list-style-type: none"> -Cadastré -Land Registration -Land Valuation -Land Market -Real Estate Market -Real Estate Valuation -Land Conflict Reconciliation 	<ul style="list-style-type: none"> -Geographical Information System -Land Information System -Information and Communication Technology -Geo-data Acquisition/Applications 	<ul style="list-style-type: none"> -Geodesy -GPS -Cartography -Photogrammetry -Remote Sensing -Map Production -Web-based Cartography -Cadastral Mapping 	<ul style="list-style-type: none"> -Planning Theory -Land Use Planning -Urban Planning -Regional Planning -Rural Development -Land Development -Land Consolidation -Land Readjustment -Urban Environment Management -Environment Impact Assessment -Natural Resources Management -Geography

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Curriculum

Students receives courses on:

- Ecological, economic and social aspect of land management,
- Legal aspect such as land rights, land law and land policy,
- Technical methods needed for surveying, land administration and land information management,
- Financial issues related to land such as land taxation,
- Land management such as urban and rural land use planning,
- Conflict management to deal with land disputes.

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Who are the students ?

- After graduation from primary education and passing the RUA entry exam,
- Persons who have at least three years of practical experience with the MLMUPC.
- Studies takes four years (B.Sc)
- A study year is divided to two semester with both 16 weeks of duration.
- The whole program is divided to three phases:
 - Two semester for general education,
 - Five semester for specialized education,
 - One semester for research and thesis writing.

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CURRICULUM FOR A BACHELOR PROGRAM

Knowledge	Credits	Percentage
▪ General Education Courses	43	28 %
▪ Specialized Education Courses	103	67 %
▪ Student Thesis	8	5 %
TOTAL	154	100 %

Table 1: Credit courses, Bachelor Program

CURRICULUM FOR A DIPLOMA PROGRAM

Knowledge	Credits	Percentage
▪ Basic Introduce Courses	27	52 %
▪ Specialized Education Course	14	27%
▪ Field Exercice	1	
▪ Undergraduate Seminar	1	
▪ Language	3	6 %
▪ Student's specialized report	8	15 %
TOTAL	54	100 %

Table 2: Credit courses, Diploma Program

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CURRICULUM

Groups of Knowledge	Credits	Percentage
▪ Social Sciences	2	4.5 %
▪ Natural Sciences	29	68%
▪ Economic Sciences	6	14 %
▪ Languages	4	9 %
▪ Computer Science	2	4.5 %
TOTAL	43	100 %

Table 3: General Education Courses, Bachelor Program

Knowledge	Credits	Percentage
▪ Compulsory Courses	88	85.5 %
▪ Elective Courses	12	11.5 %
▪ Field Work and Undergraduate Seminar	3	3 %
TOTAL	103	100 %

Table 4: Specialized Education Course, Bachelor Program

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