

Land Administration in Eastern Africa: Quest for Identity

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Abstract

This paper looks at Valuation as an important component of land administration that has outgrown the land sector gradually becoming an independent professional discipline much to the chagrin of its hosts – the land administration. Valuation as a profession originated in the actual sale transactions in medieval Europe where buyers relied on experienced interventionists in the land/real estate market to advise on the size and buying price of real properties. Its eventual introduction to university curriculum has been diverse amongst different regions and at varying momentum. At professional level, within Africa, valuation profession is organised either within the Built Environment Disciplines such as Quantity Surveying/Building Economists and Geomatics/land surveying while in others with Land Administration/Property Management or on its own under the general theme of Real Estate.

The main argument in the paper dwells on the readiness of the old established valuation schools within the Eastern Africa region to embrace the growing needs for a hybrid discipline of land administration. The paper observes spectacular developments that have taken place within the land administration sector and advance arguments towards cementing these arguing a case for universities to devise academic education that paves way for the growth and expansion of land administration which ought to be seen as an all-encompassing

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1. Introduction

This paper is an intrigue on the emerging land administration as a hybrid theme that will have to compete with the dominant land management/valuation training paradigm in Eastern Africa. The paper details at length the evolution and growth of the valuation profession that is in view of the author a precursor to the stagnation of the land administration training in some parts of the region. Over the last three decades, valuation profession that hitherto was confined to the western and particularly true in the English speaking countries, has expanded and established itself in almost all countries. Within the Eastern Africa, Burundi, Rwanda and Ethiopia are introducing the valuation profession at the same time as they are struggling to implement a land administration curriculum stemming from their alliance within the network of Land Administration in Eastern Africa.

Valuation profession has been a valuable tool and a necessary ally of market-oriented economies in recent years but historically as an important component of land management (Enemark et al,2010). On the other hand, in countries such as Tanzania, Valuation has never been considered as a standalone profession. It has been considered as part of land management to the extent that its awards are grounded in degrees in Land Management and Valuation (ARU, 2007), in Land Economy Surveying (NCPS, 1977), in Land Economics (UoN, 2001) in Estate Management and Valuation. In all cases, the graduate from any of the programs is considered competent to work in land offices as a Valuer, Land Administration Officer or Estate/Housing Manager. Valuation training in its present sense is entrenched in land management functions. Land management is about land policies, land rights, property economics, land-use control, regulation, implementation, and development. Land management, this way,

encompasses all those activities associated with management of land as an asset and a resource to achieve sustainable development. Although valuation has not existed as a stand alone taught discipline around the region and apparently in most other countries around the globe, it is nevertheless true to argue that valuation services have in practice been the main harbinger of land administration and valuation is construed as a practice in its own right. As a result, the Valuer's role has been prominent in the land sector.

2 Valuation Discipline as a Profession and an educational Program

Valuation professionals enter the discipline from different backgrounds, mainly from real estate in the English Commonwealth countries while in the USA and as a whole, are more likely to enter the discipline from a business /finance background such as accounting, economics or commerce (Schulte, 2005). These different backgrounds have steered the profession in almost two different directions muddling up its growth as one singular discipline. Partly because of the unique position that real estate tends to occupy in an economy and partly due to the influence of the powerful real estate professional institutes such as the Royal Institution of Chartered Surveyors, the Appraisal Institute of the USA, valuation is increasingly being recognized as grounded in real estate and entry into the profession is gradually being unified across many countries. Its ties to the land sector and in particular the agricultural and rural land are becoming loose over the years as observed by Galal et al (2001) who argued that lay people are more likely to consider real estate issues as those dealing with urban real estate but which may not include agricultural land.

Valuation profession has undergone a number of changes over the last four decades characterized by its desire for integration, consolidation and unification. Vandell (2007) observes valuation trying to align itself with the socio-economic changes not just within the national borders but across the borders as well, while consolidating itself in a two-pronged fronts- the professional and academic training. Through the Royal Institution of Chartered Surveyors (RICS) which was set up in 1863, the UK-styled valuation profession was

replicated in all its colonies in America, Asia, Australia and Africa.

Valuation profession in Eastern Africa was introduced by the British colonial government in the then Tanganyika and Kenya as means of enabling the government to raise revenue through land taxation. Hicks (1961) observed the setting up of local government by the Colonial Government in East Africa required another complimentary system of land taxation to support the new structures. The Local Government Rating Ordinance that was passed in 1928 in Kenya empowered municipal councils to tax land. By 1950, A valuation organization was subsequently set up in the land Department in 1950 to help the local authorities to prepare valuation rolls as observed by Syagga (1999) and Nzioki et al (2006). At about the same time valuation education was introduced in Kenya.

In terms of academic training programs, valuation courses have faced competition from the new emerging areas of property studies such as property investment, development, property management, facilities management and marketing as well as real estate. Despite general recognition of valuation and its important roles in the financial world, valuation as a discipline has been continuously dwarfed by both endogenous and exogenous growth factors within itself. The most warring of all the factors is the lack of uniform knowledge of what the valuation discipline entails, the growth of the allied disciplines and its positing in land sector.

In the late 1960s, leading academicians at the Cambridge University hatched a varied valuation teaching program that they referred to as 'Land Economy Surveying' under the auspices of the Commonwealth Association of Surveying and Land Economy (CASLE) founded in 1969.

CASLE formulated and enforced education standards in the fields of Land Surveying, Land Economy and Quantity Surveying. During 1970s and 1980s, CASLE ran an accreditation program that was very popular amongst its member states in over 40 countries. The major difference in terms of education curriculum of the two systems, the RICS and CASLE was in the latter; the curriculum was much broader and included detailed coverage of management of natural resources. CASLE marketed its brand of education in non-UK countries and mostly Africa. Four universities embraced the CASLE module, the University of

Nairobi which introduced BA degree in Land Economics, Kwame Nkrumah University, BSc Land Economy and the then Ardhi Institute in Tanzania, changed its awards from Estate Management and Valuation(EMV) to Land Economics during 1978-1981 and later to the present BSc Land Management and Valuation. Copperbelt University in Ndola Zambia introduced BSc Land Economy Surveying in 1984. CASLE's version closely aligned the valuation profession to the land sector with graduates from the valuation programme taking up positions in land administration both at local and central government levels. As a result, it would be seen later the traditional universities in Africa that took up the CASLE version have been hesitant to set up newcomers Bachelors Degree programmes in Land Administration lest the traditional programmes suffer.

3 Survival of Valuation as a Discipline

Faced with globalization and advances in technology, an agenda for internationalization of the valuation profession was floated in mid 1990's and is being vigorously pursued by different professional institutions around the globe and in particular the International Valuation Standards Council³⁹ (IVSC), the Royal Institution of Chartered Surveyors (RICS), the World Association of Valuation Organizations (WAVO) and regional groupings such as the European Group of Valuation Associations(TeGOVA), Asean Group of Valuers(ASEAN)etc. However, as a relatively young and mostly knowledge based profession, the valuation profession was more of experience-based skills accumulation with little industry-based education programs. Consequently, the profession has not registered as much industry-promoted research or industry-supported education programs for its advancement. Amidst this background, the business environment in which it operates has undergone substantial changes over the years, greatly undermining the very survival of the profession itself.

In terms of education, Schulte (2005) observed valuation training is very different throughout the world. In agreement with Baxter, the type of training required for valuation is based in three

different background areas when compared against groups of nations:

- a) Surveying or Built-environment approach which is typical of the UK and all its past colonial states, the commonwealth. However, there has been unprecedented growth and development of property finance and investment mainly as offshoot of economics, econometrics and finance disciplines (Baxter, 2007), that has greatly reduced the eminence of valuation as academic program.
- b) Investment and finance approach, where basically valuation education is offered in business or economics faculties, which has been typical of the North American nations (USA and Canada) and continental Europe. Even then, the valuation education is offered in certain regions notably in the USA by Professional bodies while generalized education at bachelors and masters level is offered by public sector such as universities (Baxter, op cit).
- c) Interdisciplinary approach, which combines real estate/surveying approaches with the investment and finance approaches. This is a recent development and most practiced in Europe where the influence of the Royal Institution of Chartered Surveyors (RICS) has continued to be paramount.

Baxter (2007) observes quite rightly that given the different approaches adopted by different regional groupings, the dilemma of where the valuation discipline fits in university education program remains unsolved. He actually wonders whether valuation education should be offered in a standalone school such as Real Estate or should it be offered within a Business School, Construction/Built Environment School or Agricultural and landed interest School. It could also be argued whether valuation should indeed be a separate school with specializations in the various scores of valuation advice requirements. In India, the practice has been to offer post graduate valuation education to engineering graduates. Specialized training in the various types of assets that may require valuation such as Plant and Machinery, Farmland is offered as separate degree programs⁴⁰.

³⁹ Previously International Valuation Standards Committee until it was restructured in 2009

⁴⁰ Kirit Budhibhatti published books on Plant and Machinery Valuation and setting up Degree programs in these areas in different states of India.

In most countries in Europe and Americas, licensing and registration of valuers has not required a minimum entry level of a university degree (Bachelor's). Indeed in Australia, a decision made in 1970's to fix a minimum entry level by early 1990's has been fiercely contended and deferred. In the USA and some of the European countries, registration of valuers is consequent upon attending prescribed courses on top of a general bachelor's degree. What this suggests is lack of agreement on what constitutes the body of knowledge required for property valuation in these countries. In the British Commonwealth, a long tradition of minimum bachelors' degree in real estate has been established, but with proliferation of other related programs such as property development, investment, property management, facilities management, real estate and finance, valuation as an academic discipline has been dwarfed.

4 Valuation Hegemony in Eastern Africa

In the context of East Africa, the oldest universities offering valuation courses were the University of Nairobi in Kenya and Ardhi Institute (now Ardhi University) in Tanzania. In both cases the program goes with different names, Bachelors of Arts in Land Economics in the case of the Nairobi program and Bachelor of Science in the case of Ardhi. But whereas for over 30 years, these were the only programs producing valuers recognized by the Commonwealth Association of Surveyors and Land Economy, today the Ardhi program has been split to form two other related course programs, BSc in Real Estate (Finance and Investment) and BSc in Property/Facilities Management. The Nairobi program which was founded within quantity surveying department in 1961 lost its shared taught-subjects with the BA in Building Economics in a restructuring program in 2005 that saw two other new programs in Construction Management and Quantity Surveying. Indeed, there has been a general trend over the years for training programs in valuation to either narrow down or widen the scope in many cases in response to market needs.

In practice, however, valuation as a discipline is well entrenched in the economies of the Eastern Africa countries in two major areas, mortgage transactions and in financial reporting procedures. In Tanzania for example, according to a register

kept by the Chief Government Valuer, there has been a steady increase of valuations submissions⁴¹ for approval during the last three years as summed up under Figure 1. A majority of these valuations is however from the private sector and mainly from financial institutions for mortgage purposes. The Government sector valuations relate to land transfer cases for taxation purposes.

It could also be asserted that given the requirement for companies both in the private and public sectors to report their assets on fair value accounting, valuation services for financial reporting purposes have been on increase throughout the region. The inference from the above is the continuously expanding arena for the valuation discipline away from the land-sector in the region. Despite the externally induced hegemony of the valuation discipline over the allied traditional areas and its continued distancing from the land sector towards finance and business sector, training institutions have oblivious to the changes retained valuation programs within the context of land management or real estate.

The implication is the continued strangling of the Valuation Profession that is striving to serve the emerging needs in the business sector and dwarfing of the emerging needs of a new land administration discipline in the countries.

5 Major challenges facing the valuation profession

There is a lot of debate as hinted before as to the future of the valuation profession. Primarily because of the origins of the valuation, its infancy hence less grounded in research and loose industry-academia linkages, the valuation profession has been confined to practitioners mostly in the public service and in a few consulting firms around the globe. Elliot P (2005) sees the future of the profession in the hands of the practitioners more than in the hands of universities, which is probably the most correct observation. University valuation programs around the globe are limited to undergraduate level and even then most of the programs are a concoction of the allied disciplines such as real

⁴¹ All mortgage valuations have to be approved by the Chief Government Valuer in the Ministry of Lands. Land valuation for taxations purposes can only be carried out by Government Valuers in the Ministry of Lands and in Municipalities.

estate, land administration/management, finance/land economics, business, investment/taxation etc. It is not considered as singular program that could stand on its own. Baxter (2007) shares the same view and even adds that the major threat of the valuation profession is the development of these related fields as offshoots of economics which:

*‘...has largely supplanted valuation studies as the mainstream content within many academic programs...leading to more rounded property professionals, with ability to move in several career directions, which by necessity dilutes the thrust of key valuation study...’*p446.

On the other hand, Valuation profession shrouding in the land sector as it has always been the case within the Eastern Africa regions has not addressed the sociological needs of the clients that it has been serving. In land acquisition projects, the main area of complaints is on low compensation which results from the work of Valuers. In interviews with a group of displaced people at Madimba in Mtwara⁴² during January 2013, it was evident that the landowners had matters to sort out with the Valuers. There were accusations that the Valuers were not appreciative of the economic difficulties that the communities were being subjected to through the land acquisition processes. These views were echoed in a forum organized by a coalition of non-government organizations, the Land Alliance and Hakiardhi Tanzania who accurately or not blamed the Valuers for low compensation and inability to communicate with the affected persons (Komu, 2013).

Within the government land sector, the Valuer is seen by his colleagues as the ‘technologist’ whose main occupation is to compute valuation figures as required by the respective district/municipal land officer. Incidentally, the municipal district land officer and valuer are likely to be from same academic discipline. It is intriguing therefore to establish whether the onset of land administration as a hybrid discipline will have to address the training needs of a caliber of valuer that the land sector may seem not to have on one hand and on the other, what would be the relationship of the

emerging academic disciplines with those in established universities around the region.

6. The Land Administration Curriculum Agenda

To develop an understanding of what land administration entails within the Eastern Africa Region, it was imperative to look at three main areas of practices namely, teaching of land administration topics, research and advocacy activities in the areas of land administration and, publications on land administration topics within the region. Although the initial plan leaned towards carrying out interviews as the main source of information for this paper, it was later discarded and only used in three occasions and even then as a result of interactive discussions on land tenure reforms with seminar or workshop participants in Tanzania and Rwanda. It had been established that perceptions of land administration varied a lot amongst the potential respondent population, which would not in itself help draw up conclusions on the way forward on land administration in Eastern Africa. The reigning views of training institutions and individuals working in research and education as well as land-related alliances were considered to have significant impacts on the future of land administration as discussed later in this paper.

In terms of conceptual understanding, the best definition that is being considered for this paper is that drawn from a Joint Workshop of UN-Habitat, FAO and World Bank in 2001 which is:

“...the process of determining, recording and disseminating information about ownership, value and use of land when implementing land management policies...”

The main tenements of land administration are the conferring of recognized bundle of rights within a clearly defined portion of land to a person. A detailed examination indicates a number of activities requiring different skills are involved. Enermark et al (2011) construes these in a form of land administration system whose main components are land registration, valuation, land use control and land development. In essence, these components have been the reason d’être of the four key land sector professions namely land surveying (cadastre for purpose of land registration), valuation, urban and regional

⁴² Madimba is one of locations where land was required for the proposed Construction of Mnazi Bay to Dar es Salaam Natural Gas Pipeline Project by the Government of Tanzania.

planning and land management. These professions have established themselves invariably oblivious of the inter-discipline dependencies and in some countries quite independent of each other. Silayo (2005) attributes this to historical reasons observing the current technical and professional cadres are a product of varied training philosophies from a wide range of training institutions around the globe. He concedes for example, land surveyors were trained at the then University College of Nairobi or overseas mainly Canada, Russia, Poland, Nigeria etc, while Valuers and Land Officers trained mainly in the UK up to late 1970s but in the latter years, a large bulk of actors in land administration has been trained locally in Tanzania.

At practical level, land administration system has not featured as an important input in physical development projects. Consequently as observed by Bennett et al (2012), implementation of infrastructure projects has been slowed down when individuals whose land rights had not been considered in the project planning raise objection to the project on one hand or on the other when a need to involve land administration professional such as valuers in compensation assessment was recognized much later during the implementation of the project. The significance of land administration system to a society is embedded in the man-to-land relationship that manifests itself in all aspects of life so much so that Bennett et al (2012) considers land administration as a critical public good that must be fully recognized in any economic venture.

7 Towards a Uniform Land Administration Academic Education

Training philosophies for the disciplines involved in land administration within the region have been shaped by the kind of programmes and projects that the governments pursued over time and whether internally or externally funded. These programmes can be broadly categorized into four-key areas i.e: those founded in:

1. Food security-solving strategies,
2. Land rights and conflicts-resolving efforts,
3. Poverty-eradication paradigms, or
4. Orderly urban development.

Each of these has provided a unique context into which legislation, practice, academia and research

have addressed land-related problems and defined the actors.

Efforts by universities in Eastern Africa to hatch academic and research programs that seek to resolve the land problem have not been able to address all the pertinent levels of the land administration problems (Komu et al, 2009). In some universities land administration programs are found in Law Schools, while in others, Schools of Built-environment or Earth Sciences and Real Estate Schools in English-influenced countries. It is also possible to find tracks of land administration in some agricultural and economic planning schools. It is observed that there has not been a universal set of subjects that would go in the training of land administrator. The adoption of UN-Habitat agenda and specifically its advocacy instrument, the Global Campaigns for Secure Tenure and subsequent set up of Academic programmes in Land Administration at the United Nations University(UNU) has laid ground for re-thinking of whither land administration training worldwide. The advent of the International Institute for Geo-Information Science and Earth Observation (ITC) of The Netherlands to Eastern Africa as an associate institution in charge of the Land Administration Capacity Building Programme at UNU has built mutual academic partnerships amongst training institutions within the region. A new form of Land Administration Networks has been set up with ITC taking initiatives to share its long history of teaching in land administration (Groenendijk et al, 2012). These initiatives were realized in two major forms:

1. Collaborative action involving the UN Habitat-GLTN, ITC and UNU that identified transparency as one of the key problem areas that needed intervention to facilitate an efficient land administration system. As a result a training programme in Transparency in Land Administration under the theme 'Land Governance: Building Trust' was developed. This programme was preceded by 3-day Expert Group Meetings (EGM) on 'Transparency in Land Administration: A Capacity Building Agenda for Africa' which was held in Nairobi from 29-31 January 2007. The EGM which comprised of delegates from Sub-Saharan Africa appreciated the lack of existing training programmes in the areas of land, governance, training and capacity building within Africa. It

adopted an overall framework with guidelines intended to enhance capacity in the areas of transparency in land administration through implementing a curriculum. The curriculum was developed for four regions in Africa: (1) Eastern Africa (incl. Rwanda and Burundi), (2) Southern Africa (incl. Mozambique and Angola), (3) Western Africa (Francophone) (incl. Madagascar) and (4) Western Africa (Anglophone). Four partner institutions were identified and engaged as focal points in organizing the first set of courses in the above regions, namely: ARU (Tanzania), Polytechnic of Namibia (Namibia), ENDA (Senegal) and KNUST (Ghana). These efforts are the foundation pads for the new land administration training paradigm not only in Eastern Africa but also in the other sub-Saharan regions.

2. Formation of a regional network of universities in Eastern Africa offering academic education in Land Administration, the Eastern Africa Land Administration Academic Network (EALAN) during 2010. Initially, under the auspices of the ITC, the network included the Universities of Tanzania (Ardhi University), Uganda (Makerere), Kenya (Jomo Kenyatta, formerly Kenya Polytechnic University College) and Rwanda (National University of Rwanda). INES University of Ruhengeri in Rwanda and Woldia University in Ethiopia joined the Network later while South Sudan was seeking membership to the network (EALAN,2013).

The success of the ITC initiatives within Sub-Saharan Africa is owed to the presence of several highly trained alumni of the ITC in almost all the countries within the Sub-Saharan Africa but more so due to the fact that land administration has been the most topical agenda in the region. During 2006-10, a parallel initiative funded by the Swedish International Development Agency (SIDA) had put into the market graduates with Masters Degree in Land Management from the Royal Institute of Technology (KTH) in Sweden. KTH through SIDA was supporting development of Bachelors Degree Curricula in Land Administration in four universities within the region i.e Bahir Dar University (Ethiopia), Kenya Polytechnic University College (Kenya), Ardhi University (Tanzania) and Makerere University (Uganda).

While the first initiatives focused on the needs of the industry, the second initiative addressed the academic education in land administration. By 2012, fertile grounds for the development of new degree programmes in land administration within the Eastern Africa countries had been set up. Silayo (2005) and Komu et al (2009) observed land administration functions in the region were being implemented in a fragmented way through individual disciplines, namely Land Surveying, Valuation, Land Information Management, Land Registration, Land Use Planning and Land Delivery systems but in uncoordinated manner (Fig 2). The persons tasked to head land administration and management units, are rarely conversant with the rigors or requirements of the other key disciplines for them to succeed. Owing to this shortfall in execution of land administration functions, activities tend to be discharged in compartmentalized fashion. To address this anomaly, Silayo (2009) argued that it was expedient to train at postgraduate levels, a hybrid cadre of professionals who would receive and develop composite education and knowledge to enable them to capture and comprehend in a holistic way, the functions of land administration.

8. Other Efforts towards Improving Land Administration in Eastern Africa

It is tempting to consider land administration as a new discipline in Eastern Africa. But as argued above, the four most common processes involved in land administration, the land tenure, use, value and development have featured in all civic and professional histories of the countries for several decades. However what is clearly alien to the region is the links for these four processes that seek to take cognizance of the complex relationships arising from high urbanization rates, changing land holding systems, redefining of rights, restrictions and responsibilities of land owners, information technology changes and governance requirements.

Land conflicts, disputes and denial of access to land resources for the poor are issues that are a result of the socio-economic changes in the region and that have called for land policy reviews. In 2006, the Economic Commission for Africa (ECA), the African Union (AU) and the African Development Bank (AfDB) jointly developed a Framework and Guidelines on Land Policy which was endorsed by Joint Conference of Ministers of

Agriculture, Land and Livestock held in April 2009 in Addis Ababa, Ethiopia. In July 2009, the 13th Ordinary Session of the African Union Assembly of Heads of State and Government held in July 2009, Sirte, Libya, adopted the “Declaration on Land Issues and Challenges in Africa” urging the effective implementation of the Framework and Guidelines on Land Policy in Africa (AUC-ECA-AfDB Consortium, 2010).

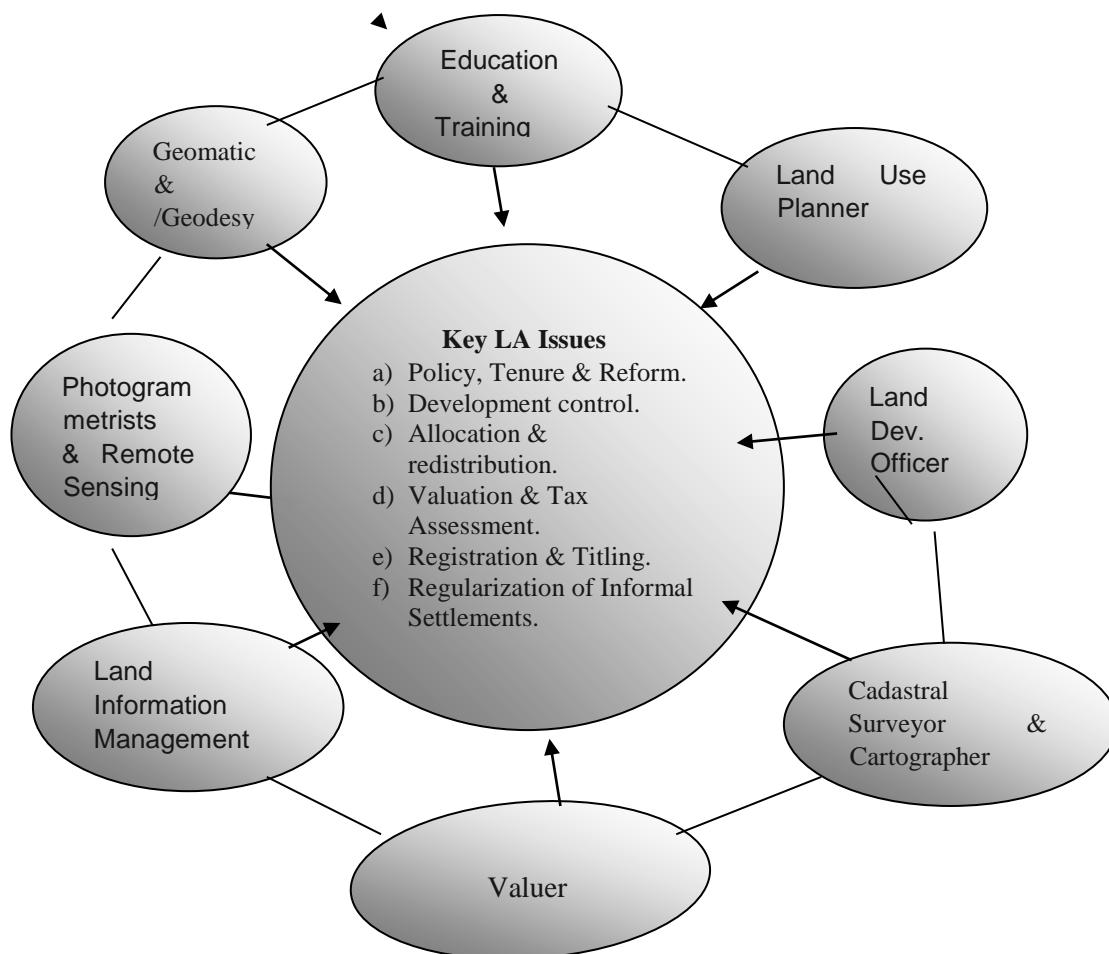
The Land Policy Initiative (LPI) has re-engineered debates in land administration which is central to our understanding of what would constitute land administration academic education. Kironde (2011) for example highlighted that most Eastern African countries have legal pluralism with multiple sources of property rights broadly categorized as customary and modern tenure. Conflicts over land and natural resources have been around the use and control of arable land, range land, water, forests and minerals. Land conflicts are a result of increased pressure on land and natural resources from both human and animal population; impacts of extreme weather events; land and natural resources degradation;

different land uses; and poor land governance systems. He also highlighted the recent concern from the growing commercial pressure over land including large scale land acquisition by both internal and external investors. These will appear as the alien issues that a land administration model will need to take onboard.

9 Land Administration – Identity Crisis?

In the following paragraphs, attention is made to what is considered the occupational role of land administration and whether the universities within the region are delivering education to meet the market needs for land administration. The various initiatives that have been put in place are a manifestation of strenuous efforts towards improving land administration in Eastern Africa. However, as Van den Molen(2002) recounts “...Better start ‘quick and dirty’ and develop successfully to ‘sophisticated’ over years, than start ‘sophisticated’ and fail...”(den Molen,2002), these efforts need to be successively improved upon.

Figure 2: Interlinks of Disciplines involved in Land



Source: Silayo E (2005), modified

There are four key issues that need to be addressed in developing land administration academy:

1) Advancement in the Individual Disciplines within Land Administration

While land administration had humble growth in all countries from implementation of land management policies, the activities that constituted land administration have assumed higher profiles within their own rights and spilled over to non-land sectors and in several cases unguided. This is mainly true of land valuation whose narration has been given in the first part of the paper in great detail. Land use planning and registration which have been the prerogative of the Urban Planner and Land Surveyor have also expanded over the years beyond the land sector and towards a more profitable service market usually in the private sector.

2) Attitude to Change in Old Schools

Until quite recently, the Eastern Africa did not have dedicated academic education in land administration. The setting up of Bachelors Degree programmes at four Universities (Makerere, Jomo Kenyatta, INES- Ruhengeri and National University of Rwanda and Wolfi, Ethiopia) during 2011-2013, is an indication of the readiness of new Schools to accept introduction of specialized land administration programme. The old schools such as the University of Nairobi and Ardhi University have not introduced the programme despite being members of the Eastern African Land Administration Network.

The University of Nairobi in responding to the economic changes, it considered curriculum review of its 1967 Bachelors Degree in Land Economics, overhauling and renaming it Bachelor of Real Estate degree with two options in Valuation and Property Management option and the Land and Housing Administration option (Nzioki et al, 2009). From their perspective, land administration as had hitherto been was the prerogative of the Bachelors Programme in

Land Economics and to accommodate the new thinking in land administration, the Land Surveying programme was not made part of the programme. It is interesting to however note the introduced changes included new courses in the areas of Land Information Management Information System and Geographical Information System but with the objective of improving students' prowess in mustering valuation skills. However, recognizing the current academic education at the University of Nairobi was deficient in Land Administration; Nzioki et al (2009) recommended the current Bachelor of Surveying programme to be changed to Bachelor of Surveying and Land Administration.

Ardhi University is yet to consider the proposal for setting a Bachelor Degree Programme in Land Administration. The initial hesitation was on the whereabouts of the current Bachelors Programme in Land Management and Valuation (LMV). A University-level Curriculum Review scheduled in 2012 was to consider training needs in land administration from results of tracer-study. Unlike the case of University of Nairobi, the programme that was considered appropriate for taking on land administration was the LMV programme which essentially is a valuation course. This was despite the fact that a Land Administration Unit has been in place for the last 3 years as a joint effort of three Schools with specialization in Land Surveying (SGST), Land Management and Valuation (SRES), Urban and Regional Planning (SURP) and Institute of Human Settlement Studies (IHSS).

3) Market-oriented approaches:

Universities set up training programmes that are induced by the market. While this has been the practice all around, what is evident though is the fact that Universities commission trace studies in the areas currently taught in their universities and rarely do they venture into new skills areas. As a result, what has been observed in the Eastern Africa region, land administration whether perceived as a hybrid education necessary at post-graduate level or a basic undergraduate programme, is likely to be a candidate for new universities that have in

recent times been mushrooming in the region. Most land administration offices at least in Tanzania have in recent years been recruiting land administration staff but with the condition that they have to demonstrate a high level of skills in information technology.

4) Influence of civil society organizations:

Lobbying groups mainly in legal and human rights areas have taken the land issue as an important agenda, informing the communities of their rights and obligations. These have greatly influenced the perceived occupational role of land administration which can now only be looked in the context of how it promotes the livelihoods of the community it serves and respects the resulting relationships. As observed by Cotula et al (2003) civic organizations are widespread in the region and have important roles to play in influencing land policies.

In all the above cases, what is inferred is the identity crisis that land administration is undergoing. Valuation which had been so closely associated with land administration in the English-inspired education system is undergoing massive change while divorcing itself from land administration. Within the Eastern Africa region, Land Administration is still perceived from the mundane functions of allocating land, enforcing development condition, managing transfers and collecting dues from it. It is considered the exit point in the land delivery system whose required skills are those of clerical staff to handle the paper works. In the wake of the current global business environment, land administration provides the basic ingredients towards sustainable economic growth of a country vis a vis reduced conflicts and disputes, accessibility to natural resources for enhanced food productions and release of wealth. Land Administration hinges on the provisions of land policy framework and the land information management infrastructure that is in place. Universities have an important role to play to steer academic education in the areas of land administration towards a holistic approach, which coordinates the efforts of all actors at any level of functions.

10 Conclusions

Current development in the global economy dictates no other way than unification of standards in various disciplines and inputting to one another. Individual disciplines within the wide spectrum of land administration will naturally grow and venturing into new skill areas. With growing interdisciplinary specialisations, the need for a unifying discipline that coordinates the teams to ensure not only good governance in land-human relations but in the competence levels is crucial. Land Administration within the Eastern African region is already beset with the historical legacy arising from the existence of its components such as land valuation and land surveying which have assumed a higher profile and oblivious of the need to work together are pursuing their own development paths. The initiative by the ITC and resulting academic partnership are affirmative actions that require support by national governments in the region.

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