

DEVELOPMENT OF EDUCATION IN LAND ADMINISTRATION IN TANZANIA

By

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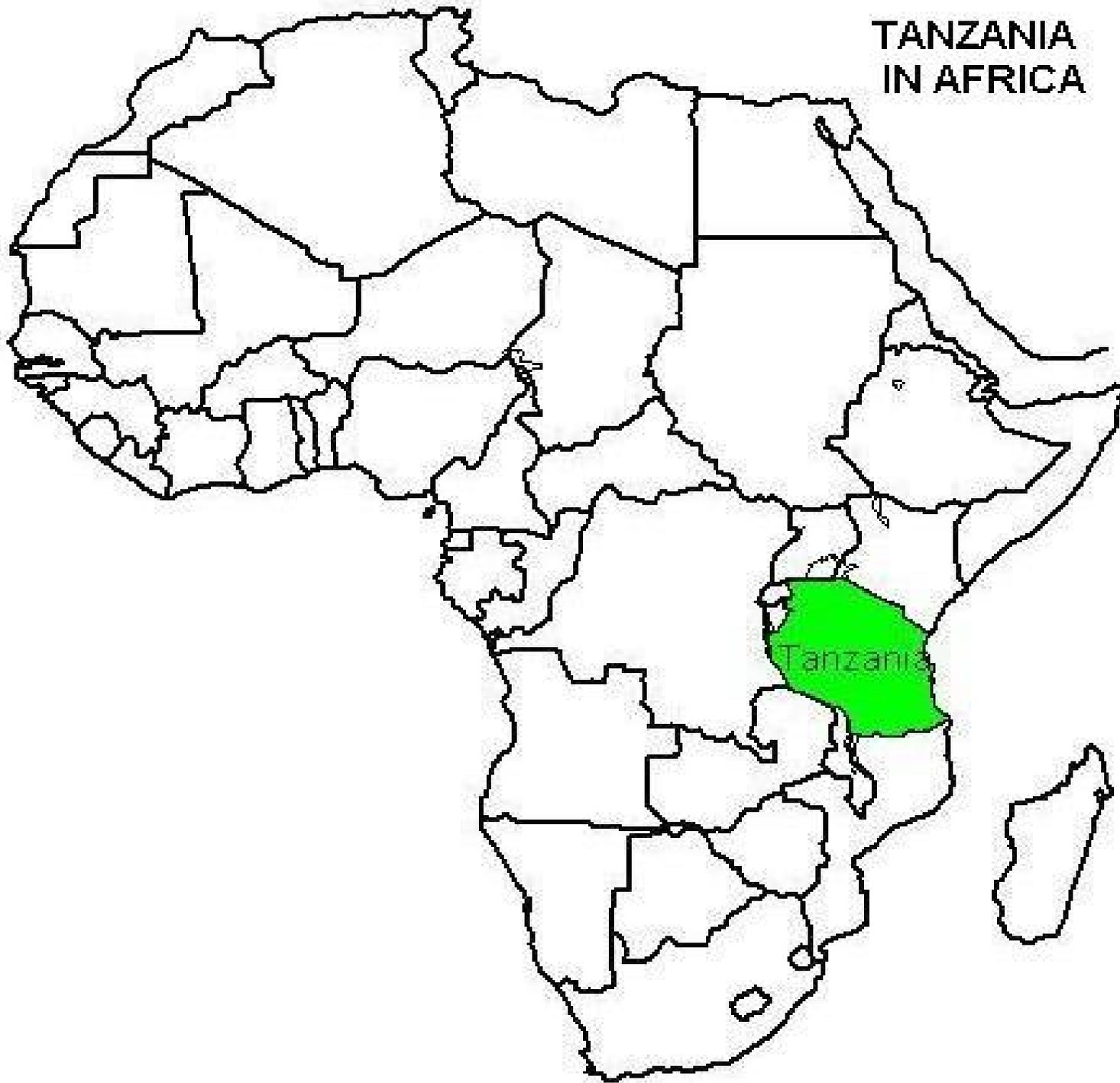
Contents

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- Land Administration and related linkage disciplines.
- Land Administration (LA) during colonial days.
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About Tanzania

- Tanganyika and Zanzibar became independent in 1961 and 1963 respectively.
- In April 1964, Tanganyika united with the Isles of Zanzibar to form the present United Republic of Tanzania.
- The land of Tanzania covers 945,000 km²
- The population is about 34.6 million.
- Land Administrative issues are not a Union matter.
- This presentation focuses on Land Administration in the Mainland only.
- The geographical location of Tanzania.

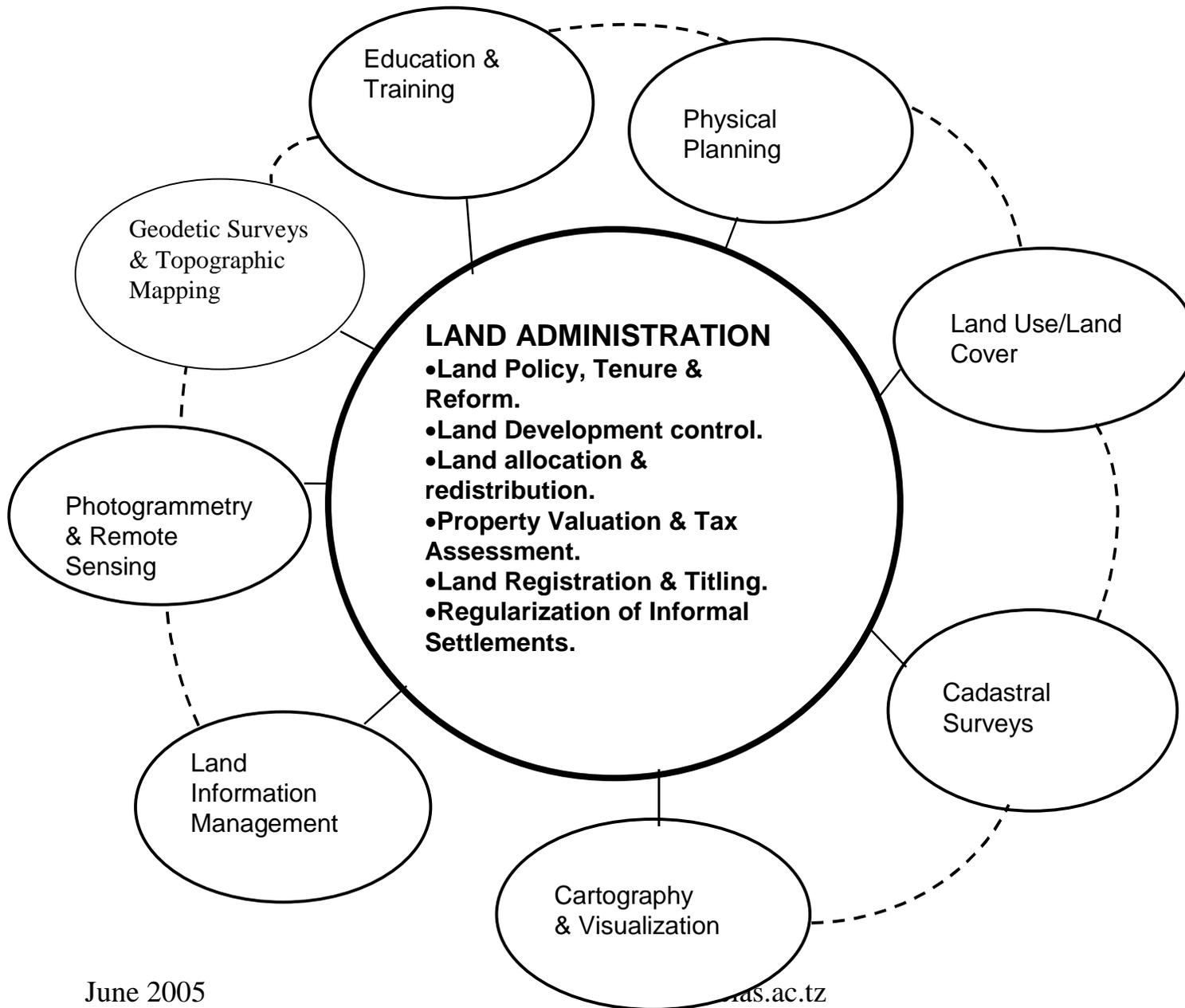
TANZANIA
IN AFRICA



Linkages of Land Administration

- Land Administration is linked to several service disciplines as summarized on the next slide.

INTER LINKAGE BETWEEN DISCIPLINES INVOLVED IN LAND ADMINISTRATION



What Education and Training Offers to Land Administration

- Develops art, science and technology of Land Administration (LA).
- Develops, innovates, and improves efficiency of delivery of the service disciplines and LA itself.
- Enable beneficiaries of the LA system to know their Rights and Responsibilities in relation to land laws, institutional framework and promotes sustainable environmental management.
- Establishes resource centres.
- Is a tool for social justice and good governance.

Development of Professional Education

- Development of education begins with the establishment of government/industry departments and units. Therefore development of education in Land Administration in Tanzania began with the establishment of government departments dealing with land matters.
- Demand for regulating land use and development.

The German Colonial Era

- The German administration in Tanzania (then German East Africa) lasted from 1885 to 1914.
- In 1893 the department of Surveying and Agriculture was set up.

- The main functions of the Department were:
 - Topographic mapping (1:300,000 scale map series covering whole country).
 - Control (triangulation) surveys.
 - Engineering Surveys (notably construction of railway lines).
 - Cadastral surveys (mainly of large estates, European settlements and large urban centres). Records available do not indicate there was Town Planning as urban plots were quite irregular.

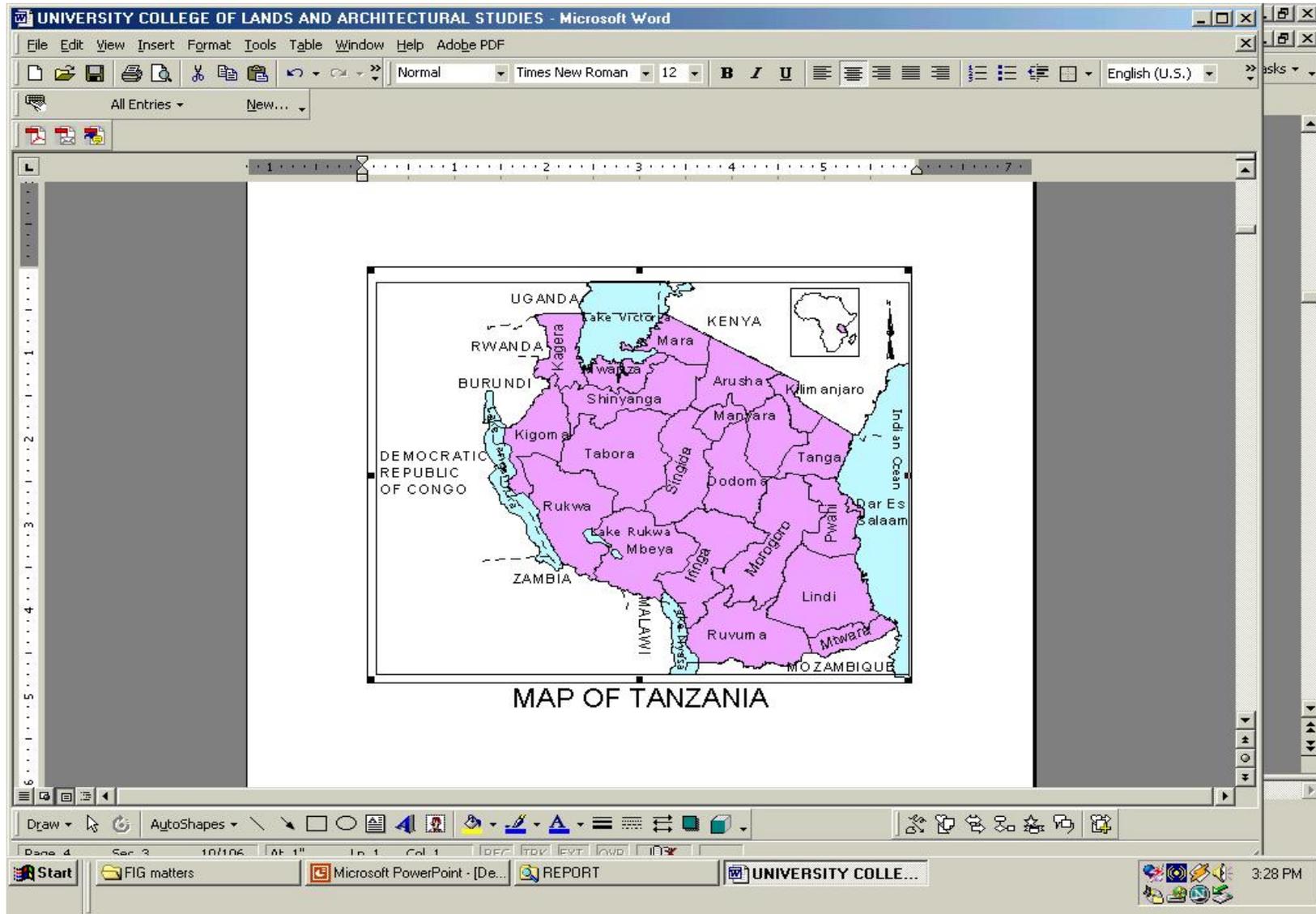
The British Colonial Era

- The British rule in Tanzania (then Tanganyika) lasted from 1919 to 1961.
- In 1920, the department of Lands and Survey was formed.
- The first task of the department was to resurvey the so-called “ex-enemy” Property which to-date are given E.P. lot numbers.
- A new system of “Planned Township” surveys was introduced. This was also the introduction of Town Planning.

The British Colonial Era contd.

- The Lands and Survey Department surveyed estates, trading centres, mining claims and in 1932 started the famous geodetic triangulation of the 30th Meridian arc along the eastern side of Lake Tanganyika.
- The triangulation network constitutes the framework for all surveying, mapping and land administration activities in Tanzania
- The department also established an air survey unit in 1928.

Map of Tanzania



Education and Training During Colonial Era

- During the colonial period all surveys were done by European surveyors. Africans served as porters and labourers.
- Efforts to train local staff were often frustrated by:
 - Financial problems,
 - Lack of local people with basic education needed for survey training.
- From the colonial days to date, there has ever been the need of local experts to man the various activities of the wider Land Administration functions.

The First Ever Training of Local Survey Assistants

- In 1936 the first experiment was taken to train primary school leavers as Survey Assistants. This programme lasted for only two years and was discontinued because the school leavers could not cope with the course.
- In 1951-1953 unsuccessful attempts were resumed to train school leavers as draftsmen and survey assistants.

Launching of a Centre for Training Survey Assistants

- A Survey Training Centre (STC) for draftsmen and Survey Assistants was successfully launched in 1957.
- This centre grew gradually to offer university level education in Land Administration in 1996.

Trained Local LA Staff at Independence

- At the time of independence in 1961 there were no trained local professional staff in the core departments of the Ministry for land development, namely:
 - The Land Division,
 - Town Planning Division, or
 - Surveys and Mapping Division.

Shortage of Staff

- Exodus of expatriate staff:
 - Many expatriate staff in the lands sectors (Land Administration, Town Planning, and Surveys and Mapping) took advantage of the retirement opportunities offered and left service at the time of independence.
 - There were 27 expatriate land surveyors in 1961, in 1964 there were only 12 remaining.
 - In the valuation office almost the entire staff left.
- Invigorated training programmes were therefore drawn to train as many staff as possible within and outside the country.

Places for Training

- Survey Assistants, draftsmen, were trained at the STC and photogrammetric operators at Delft/ITC in The Netherlands.
- Land Surveyors were trained at the University College Nairobi and overseas.
- Graduate Valuers and Land Officers were trained in the UK.
- From the 1970s , land sector staff were also trained in Australia, Canada, USA, Japan, Sweden, Russia, Poland and Nigeria.
- A large bulk has recently been trained locally in Tanzania.

Staff Position After Ten Years of Independence

- Up to 1971:
 - The Land Division had trained five graduate valuation surveyors and 230 Land Assistants. Most of the Land Assistants were secondary school leavers turned clerks who were given specialized training in land administration matters through on job training, at STC or outside the country.
 - Town Planning had trained six graduate Town Planners. It used draftsmen as assistants.
 - Surveys and Mapping Division had trained 20 graduate surveyors at the University of Nairobi.

Upgrading of the STC

- Following decentralization of Central Government activities to the Regions in 1972, demand for many and better trained personnel in Surveying, Town Planning and Land Administration was seriously felt.
- The STC was therefore renamed as Ardhi Institute and conducted mid-career training in the three disciplines: Planning, Surveying and Estate Management.

Advanced Diploma Courses at Ardhi Institute, Dar es Salaam

- In 1975, the courses at Ardhi Institute were elevated so that 3-years Advanced Diploma programmes, which were rated as being degree equivalent, were taught in six disciplines that included Town Planning, Land Surveying, and Land Management and Valuation.

Certificate Courses

- While Ardhi Institute Dar es Salaam was offering Advanced Diploma Courses in the areas encompassing land administration, there were, in the country, two other institutions conducting certificate and ordinary diploma level courses in the same disciplines.
- These were courses in Cartography, and Land Management (certificate and diploma at Tabora), and Land Surveying (certificate and diploma at Morogoro).

STATISTICS OF ADVANCED DIPLOMA GRADUATES OF ARDHI INSTITUTE, 1975 – 1995, IN LAND ADMINISTRATION DISCIPLINES

Year	Discipline			Total
	LMV	LS	URP	
1975-1980	105	58	98	261
1981-1985	126	83	97	306
1986-1990	105	89	76	270
1991-1995	92	67	72	231
Total	428	297	343	1,068

Ardhi Institute Becomes a University College (UCLAS)

- In 1996, the former Ardhi Institute Dar es Salaam became a constituent college of the University of Dar es Salaam and was renamed as “The University College of Lands and Architectural Studies (UCLAS)”.
- The College has six departments allocated into two Faculties, namely Faculty of Lands and Environmental Engineering (FLEE), and Faculty of Architecture and Planning (FAP).

STATISTICS OF UCLAS GRADUATES 1996 – 2004, IN LAND ADMINISTRATION DISCIPLINES

Year	Discipline			Total	Remarks
	LMV	LS	URP		
1996-1999	56	39	43	138	Ongoing Diploma Students
2000-2004	133	114	108	355	BSc. graduates

The first BSc. output was got in the year 2000.

The Future of UCLAS

- As a Constituent College, UCLAS looks forward to becoming a full fledged university in the near future.
- The existing departments are putting up proposals for transformation into faculties.
 - Every department is currently developing new programmes covering undergraduate and postgraduate studies.

Students Admission at UCLAS

- Admission is mainly Form Six Secondary School leavers. Equivalent qualifications are also admissible.
- Minimum Entrance Requirements:
 - Two Principal Passes in the Advanced Certificate of Secondary Education Examination or equivalent, in appropriate subjects, with at least 5 points, or
 - An appropriate equivalent Diploma/Certificate of not less than second class/credit level.

Mode of Training at UCLAS

- The curriculum at UCLAS is:
 - Semester based. A semester lasts for 15 weeks and each semester has a main theme.
 - Project oriented teaching for undergraduate students. This combines lectures with seminars, tutorials, field practical exercises and research work.
 - A full semester dedicated to individual project work that culminates into a dissertation.
 - Courses last for FOUR years.
 - Eight weeks are allocated for Industrial Training at end of academic year I, II, and III.

Mode of Training at UCLAS contd.

- Theoretical subjects are organized to relate to a specific project/theme in a semester, the principal objective being to train students who will later be able to become self-employed.
- Projects are intended to enable students to learn through merging of theory and practice so as to draw students closer to reality.
- Multidisciplinary approach is included in the curriculum to enable students to learn about group work cooperation in solving real life problems.

Mode of Training at UCLAS contd.

- The dissertation is meant to develop research capability.
- The project based training has had some impacts:
 - Students have acquired practical skills required by the labour market.
 - Students contribute in national development projects during the 8 weeks of Industrial Training.
 - Students acquire entrepreneurial skills at an early stage.

Assessment

- Teaching effectiveness is examined through:
 - Semester group work,
 - Individual assignments,
 - Semester group work, and
 - End of semester examination.
- Assessment of the undergraduate programmes is divided into 2 parts:
 - Continuous assessment, carrying 30% of the final score.
 - Written examination, carrying 70% of the final score.

The Land Administration Courses at UCLAS

- In this case we will look in detail, undergraduate courses for:
 - Land Management and Valuation (LMV) Department.
 - Geomatics (Gm) Department and
 - Urban and Regional Planning (URP) Department.

LA Courses in LMV

- Objectives and scope of coverage:
 - To prepare graduates for a professional career in the management of, use, and development of real property.
 - The programme covers: principles and practice of planning, allocation and use of land resource, maintenance and repair of landed property, property valuation, land law and taxation, land administration, reform and policy.

LA Related Courses in Gm

- Objectives and scope of coverage:
 - To prepare graduates for a professional career in the field of Germanics, notably: acquisition, processing, analysis, display and management of spatial data.
 - The areas covered include: photogrammetry, remote sensing, engineering surveying, geographic information systems, cartography and geo-visualization, geodesy, hydrography, cadastral surveying, mining surveying, computer programming, land law, and settlement planning and environmental studies.

LA Related Courses in URP

- Objectives and scope of coverage:
 - To train students to be able to prepare development plans for urban and rural areas, to implement and control such plans, to regularize unplanned settlements, and to do environmental planning management for sustainability of human settlements.
 - The programme covers; Urban and rural planning theory, urban design, Project planning and management, Regional Development planning, Strategic planning.

Curriculum Review & Development

- To address current issues and problems adequately the curriculum is reviewed periodically.
 - Periodic academic audits done to assess strengths, weaknesses, relevance and quality of teaching.
 - Respective departments review and update their curriculums every 5 years, taking into account recommendations of:
 - External Examiners.
 - Feedback from stakeholders consultative meetings.
 - Periodic Tracer Study findings.
 - Evaluation by students.
- New programmes (Diploma, BSc. And PG) are also being developed.

Staff Training

- Since the former Ardhi Institute was upgraded a university the number of PhD holders among the teaching staff has risen from 3 in 1996 to 37 in 2005; 13 of whom are in the LA sector/related disciplines.

Research Agenda

- Each of the LA discipline or related departments have own Research Agenda.
- Academic staff, students are encouraged to do research within the Research Agenda framework. Every year there are students (BSc. And MSC.) who do dissertations on LA areas.
- Research Agenda areas relevant to the LA include:

Research Agenda Vs LA

- These include:
 - Land Policy, land development and management.
 - Land tenure and land administration.
 - Land access and delivery.
 - Valuation in emerging property market.
 - Real Estate Investment.
 - Land Management.
 - Geodetic datum definition.
 - Cadastre and cadastral databases.

Research Agenda Vs LA contd.

- Mapping for management of resources.
- Land parceling, registration and administration.
- Upgrading and regularization of urban informal settlements.
- Land servicing and infrastructure provision.
- Urbanization and environment.
- Urban management and governance.
- Poverty reduction, decentralization and urban development.

Continuing Professional Education

- The staff involved in land administration have been receiving follow-up training and retraining within and outside the country to improve efficiency at work.
- Short term courses are organized at Tabora Ardhi Institute, ITC and UCLAS.
- Long term refresher courses have been organized by ITC in Holland and in elsewhere.

Emerging Threats

- The teaching and learning at the academic institution training staff for Land Administration is mainly undermined by:
 - Insufficient or lack of relevant books, journals and other related publications.
 - Inadequate research and training equipment, notably; computers, field survey equipment such as Total Station, GPS, software, etc.
 - Inadequate access to the Internet and facilities.
 - Inadequate staff (many are on PhD studies), teaching space and materials.

Emerging Threats

- Old teaching equipment and books.
- Inadequate space to match increasing student enrolment.
- Inadequate library facilities.
- Inadequate teaching materials.
- Inadequate funds for research.

THANK YOU FOR YOUR ATTENTION