

CAPACITY BUILDING FOR SECURE TENURE: THE ROLE OF THE UNIVERSITY COLLEGE OF LANDS AND ARCHITECTURAL STUDIES (UCLAS), DAR ES SALAAM, TANZANIA

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Key Words

Capacity building, training, research, consultancy

Summary

The University College of Lands and Architectural Studies (UCLAS), formerly known as Ardhi Institute is a Constituent College of the University of Dar es Salaam. It is a unique institution in the country in the sense that it has a long tradition of training, research and consulting, and offers a comprehensive range of long and short courses in human settlements development and management. The main contribution of UCLAS to the goal of secure tenure for all has been in the areas of training the requisite manpower. This is witnessed by the fact that the student enrolment has grown from 388 in 1994/95, to 933 in 2003/04.

Relevant courses offered and related to human settlements include urban and rural planning, land management and valuation and land surveying. The course curricula have been reviewed to reflect new developments globally but also locally. Research themes have been developed and research undertaken with a special focus on access to land and shelter by low-income households who continue to flock into urban areas. In the city of Dar es Salaam possibly over 80% of all residents live in unplanned/informal areas.

Consultancy has also been undertaken and this has included what we might call community consultancy where UCLAS has worked with various communities to regularise their settlements and therefore help to develop new standards and procedures that are suited to the situation in Tanzania.

UCLAS is also a focal point of collaboration with key institutions, related to the human habitat, including the UN-HABITAT. UCLAS can also boast of having been involved in the development of numerous national policies and laws related to human settlements, and is a pivotal point in supporting the formation and development of land-based professional bodies.

While the intake at UCLAS can still be increased within the current infrastructure, there is need to address the question of staff who are inadequate and who have an advanced age profile. Likewise, while there has been advances in reviewing curricula, there is still room to improve especially in areas of developing standards, norms and procedures which are applicable to the situation of rapid urban development amidst increasing urban poverty.

Introduction

Security of tenure is on top the development agenda of the Government of Tanzania. This is reflected in the National Land Policy 1995, the Land Act 1999, the Village Land Act 1999, the Human Settlements Development Policy of 2000 and in various Policy statements and development undertakings. Recently for example the government has embarked on identifying property owners in one of the largest unplanned areas in the country, Manzese in Dar es Salaam, with the view of issuing owners with residential licences, which can in future be converted into full titles.

Capacity building is important in the realisation of secure tenure. A training institution like UCLAS will produce the manpower required to man the human settlements sector. This manpower must be adequately trained, with skills that are appropriate to the situation in which they are going to serve.

Capacity building can therefore be taken to include training, curriculum development, and conducting and disseminating relevant research and undertaking relevant consultancy. It also includes training the communities in appropriate approaches to dealing with their settlements.

Among areas where expertise is required for secure tenure include urban planning, land management and valuation, and land surveying. Besides, there must be continuing education programmes so as to equip those people in the field with new ideas and concepts. Information and Communication technology has now become a necessary tool in dealing with land matters, lowering the cost of transaction and providing a potential for reaching more people and attaining higher quality outputs.

UCLAS has a reputation of being a unique centre of training in Tanzania, having a comprehensive range of courses and programmes that are closely related to the study and development of human settlements

A Brief History of UCLAS

The story of UCLAS goes back to 1956 when the colonial government established a Survey Training Centre (STC) at a location in Mgulani Dar es Salaam. The STC was charged with the duty of training technician land surveyors since these were considered important to help map the country. The award given was a certificate. The STC and its successor the Ardhi Institute were under the Ministry responsible for Lands.

The STC was later on in 1958, moved to a location, which had the highest point in Dar es Salaam and therefore known as the Observation Hill. In 1972, following the government policy of Decentralisation, the STC was expanded and renamed Ardhi* Institute in order to produce the manpower required for the expanded Lands Sector. The courses offered were expanded. The Technician course in land surveying was discontinued and replaced with a two year Diploma Course in Land Surveying as well as a two-year Diploma course

* Swahili for "Land"

in Estate Management and Valuation. A three-year course in Town Planning was started at the same time. All were considered to be at sub-professional level, but adequate for the then needs of Tanzania.

In 1974 Ardhi Institute was transformed, by an Act of Parliament, into a parastatal organisation under the auspices of the Ministry responsible for Lands. Subsequently, all the three Diploma courses established in 1972 were upgraded in 1975 to three years offering Advanced Diplomas and were considered to be of a professional level recognised by many professional bodies within and without the country.

Ardhi Institute expanded its teaching activities when three year courses leading to advanced professional diplomas were established in Building Design (later renamed Architecture), Building Economics (Quantity Surveying) and Public Health Engineering (later Environmental Engineering) in 1976, 1978 and 1981 respectively. In 1976, the two-year certificate course in Land Surveying which had been discontinued was re-established at a site in Morogoro.

In 1979 the Centre for Housing Studies (CHS) was established as a joint project between the Governments of Tanzania and the Netherlands. It was semi-autonomous and was tasked with conducting short courses and carrying out research in housing, planning and building. The CHS has now grown into the Institute of Human Settlements Studies

Thus by 1980, Ardhi Institute was offering all courses related to the Human Settlements. Previous to that professional courses in these fields were mainly offered in the UK, Ghana and Kenya. Ardhi Institute in fact became a regional centre, training students from Uganda, Zambia, Botswana, the Gambia, Sierra Leone, and South Africa. It also forged academic exchange programmes with the University of Delft and the Institute for Housing Studies both in the Netherlands, the School of Architecture in Copenhagen Denmark, and Departments of Surveying of the Universities of Zimbabwe and Lagos.

From Ardhi Institute to UCLAS

During the 1980s, Ardhi Institute contemplated its future, which was seen as an inevitable transformation into a University. Among the various options considered and later adopted to attain this goal was the conversion of the Institute into a University College of the University of Dar es Salaam, as an interim measure during which, Ardhi Institute would be nurtured so as to become a fully-fledged University standing on its own.

Thus currently UCLAS is one of the higher learning Institutions in Tanzania. It is a pioneer in the studies and practice pertaining to Land, Human Settlements, the Environment, and other land related issues.

UCLAS come into being in July 1996 after the transformation of the former Ardhi Institute into a Constituent College of the University of Dar es Salaam. Two legal

instruments namely GN 148 of June 29th 1996 and the University of Dar es Salaam (UDSM) Act No. 12 of 1970 are the basis for establishment of UCLAS.

In achieving University College status, UCLAS moved away from being directly under the Ministry of Lands, to the Ministry responsible for Higher Education. In looking at the evolution of teaching institutions, there was a time when each sector ministry also had its own training institution. This situation still exists to some extent, but, by moving away from the ministry of Lands, UCLAS was now poised to offer a wider range of courses, including postgraduate courses and short, continuing education courses.

Mission and Vision of UCLAS

The Mission of the University College of Lands and Architectural Studies (UCLAS) is integrated teaching, research, and offering public services in Land Development Management, Environmental Management, and Human Settlements Management. Its Vision is to become a Centre of Excellence in Land Development Management, Environmental Management and Human Settlements Management.

Objectives and Core Functions of UCLAS

The basic objectives of UCLAS are:

- To endeavour to be a nucleus of information dissemination in land development Management, environmental management and Human Settlements Development in the Region;
- To provide the labour market with highly competent professionals in Land Development Management and Human Settlements Development, able to contribute effectively to the development of modern and prosperous society;
- To serve as a centre of excellence in Land Development Management, Environmental Management, Human Settlements Development, and in the related fields in terms of quality and relevant knowledge creation, skills development, advisory and public service, effective entrepreneurship and formation of a responsible attitude for the betterment of the society and example of a good management.
- To participate fully and spearhead national transformations in Land Development Management, Environmental Management and Human Settlements Development.

The main functions of UCLAS are:

- To provide facilities for study and training in the principles, procedures and techniques of land development management, human settlements, and such other related discipline as the college may from time to time decide

- To conduct quality and practice-oriented programs in the disciplines specified above at the undergraduate and postgraduate degree levels and where the need arises, conduct courses at the certificate and diploma levels
- To engage in applied research in the disciplines specified above and use the results to improve teaching, learning and the provision of public services
- To routinely evaluate and adjust the quality of training so as to remain relevant to the needs of the community, the country and the region
- To provide public and advisory services
- To ensure an effective and efficient legal and institutional framework and to develop and maintain a supportive organizational culture
- To engage in income generation activities that are within the mission of the college
- To provide effective and efficient human Resources management functions at the college
- To employ modern library, technology and management techniques in the provision of training, research and public and advisory services
- To promote gender balance and mainstreaming at the college and in the society

In consonance with the focus of the University of Dar es Salaam, the core activities of UCLAS are:

- Teaching
- Carrying out Research, and,
- Undertaking consultancy services.

In fulfilling these core functions, UCLAS is contributing to, among others, the goal of ensuring secure tenure especially for low-income households.

Major Academic Activities at UCLAS

The main academic activities at UCLAS are presently organized into two faculties namely; the Faculty of Architecture and Planning (FAP) and the Faculty of Lands and Environmental Engineering (FLEE), both offering a total of six degree programs.

Faculty of Architecture and Planning (FAP)

FAP came into existence in 1996 when Ardhi Institute was transformed to a University College. Presently the faculty offers degrees in three programs namely;

Bachelor of Architecture (B Arch),
Bachelor of Science in Building Economics (B.Sc. BE), and,
Bachelor of Science in Urban and Regional Planning (B.Sc. URP).

In order to produce high quality graduates with hands on the real problems confronting the society, all the three undergraduate course programmes offer practical-oriented training courses. For instance planning and design studio constitute core practical training course for Architecture and Urban and Regional Planning Departments. Measurement, costing and documentation of design/planning of studio work constitutes core practical training course for the Building Economics Department.

The overall mission of the Faculty is to train high quality professionals in the field of Architecture, Quantity Surveying (Building Economics) and Urban and Regional Planning, and provide leadership in these professions. Besides, it is the duty of the Faculty to contribute to the advancement of knowledge and skills in the aforementioned fields so as to promote socio-economic, technological, cultural and physical well being of the Tanzanians in particular and the sub-Saharan Region in general.

Faculty of Lands and Environmental Engineering (FLEE)

Like FAP, FLEE came into existence in 1996 after the transformation of Ardhi Institute into a Constituent College of the University of Dar es Salaam. The degree programmes that are offered at the FLEE are;

- Bachelor of Science in Environmental Engineering (BSc EE),
- Bachelor of Science in Land Management and Valuation (BSc LMV), and
- Bachelor of Science in Geomatics (BSc Geom).

Also the faculty developed postgraduate programmes in 2002, which began to run since September 2003

Institute for Human Settlements Studies and the Centre for Continuing Education

Beside the two faculties, UCLAS has an Institute of Human Settlements Studies (IHSS) whose main function is to carry out training, applied research, consultancy documentation and information dissemination in the fields of housing and human settlements, with a special emphasis on the needs of low-income households. The main goal of the Institute is to contribute to the improvement of human settlements, living conditions and quality of all people in rural and urban areas.

The Centre for Continuing Education (CEE) was created in 1996. It co-ordinates initiatives by individual members of the academic staff in the faculties and institute to conduct continuing education programmes. The programmes include short courses, seminars and workshops in various areas related to the human settlements.

The Centre for Information and Communication Technology (CICT)

This Centre was also established in 1996 and conducts mainly short term courses in computer applications mainly inland based software such as Geographical Information Systems. It attempts to marry improvements in technology with the experience that professionals have in the field and how their approach to discharging their duties can be changed and generally improved to attain higher efficiency levels, and a greater outreach.

CICT, on its own, or in collaboration with institutions such as the ITC of the Netherlands has run several short courses, all geared towards using technology to improve the management of human settlements, and therefore contribute to secure tenure.

Capacity Building for Secure Tenure

Capacity building for secure tenure at UCLAS has mainly been in the areas of training (student enrolment) and curriculum development, but also in research, consultancy, especially community-based consultancy, shaping public policy and laws, and support for professional bodies.

Students enrolment profile

In the last five years the undergraduate students enrolment grew by about 58% (from 592 students in 1999/2000 to 933 students in 2003/04) as indicated in Table 1. Both Faculties have experienced notable growth. Increments in enrolment were largely attributed to increased intake in almost all programs. Table 1 shown total enrolment for 10 years from 1994/95. While in that year, 388 students were enrolled, the number had more than doubled to 933 in 2003/04.

In terms of gender balance in the admission of undergraduate students at UCLAS, Table 1 further shows that the average proportion of female students enrolled in the faculty of Architecture and Planning (FAP) increased from 7% in 1999/2000 to 11% in 2003/04 and 10% in 2003/04 while in the Faculty of Lands and Environmental Engineering (FLEE) female students' admission increased from 14% in 1999/2000 to about 18% in 2003/04. The question of improving the gender balance in intake and output at UCLAS is not only aimed at complying with national and international drive to improve the status of women, but also it is a realisation that the role of women in human settlements is crucial.

The increase in student intake is part of both the University's Institutional Transformation Programme as well as that of UCLAS's Strategic Plan. It is aimed at training the manpower required to man the lands sector, to increase the proportion of students who complete Form VI and are admitted into Institutions of Higher Learning and to use the existing manpower and infrastructure within the University more efficiently.

Table 1: UCLAS undergraduate students enrolment 1994/95 – 2003/04

Faculty	Gender	1994/95	1995/96	1996/97	1997/98	1998/99
FAP	F	36	39	40	24	24
	M	173	179	173	185	251
	Total	209	218	213	209	275
% females		17.2	17.9	18.8	11.5	8.7
FLEE	F	36	29	28	23	36
	M	143	157	150	144	206
	Total	179	186	178	167	242
% females		20.1	15.6	15.7	13.8	14.9
Total intake		388	404	391	376	517

Faculty	Gender	1999/2000	2000/01	2001/02	2002/03	2003/04
FAP	F	19	32	36	53	48
	M	256	306	362	411	431
	Total	275	338	398	464	479
% of females		7	9	9	11	10
FLEE	F	44	45	64	74	81
	M	273	288	304	341	373
	Total	317	333	368	415	454
% of females		13.9	13.5	17.4	17.8	17.8
Total intake		592	671	766	879	933

In order to ensure that UCLAS produces what the market wants, there is the practice of carrying out Tracer Studies, and adjusting the course content in minor or major curriculum reviews.

Curriculum review within the UDSM and UCLAS

Curriculum review is a philosophy of continuous improvement of academic programs. It provides a systematic procedure to study existing curriculum areas and programs relative to internal and external standards. As such, systematic evaluation and review of curriculum promotes the identification of program needs and development of proposals for program improvement.

In pursuance of recommendation of the Academic Audit, and in line with the objectives of the University of Dar es Salaam Institutional Transformation programs (ITP) as spelt out in University's Strategic Plan, all faculties and teaching institutes of the University are obliged to conduct regular reviews of their curricula. Such regular programs/curriculum reviews at the University of Dar es Salaam are normally carried out at least once in every five years. The Bachelor Degree Programs at UCLAS were last reviewed in 2001 in a major curriculum review exercise. Preparation for a major review of UCLAS courses must begin now.

The need for curriculum review

The need for regular review of the academic programs, which this proposal addresses, is in line with National Higher Education Policy (1995), which calls for measures to address the changing need of higher education in Tanzania. The policy advocates among others, the expansion of enrolment at all levels of education, liberalization of higher education, need for specialized skills, need to keep pace with new and emerging areas of technology as well as the need for greater entrepreneurship and competitive of financing of education based on actual costs.

Thus regular review of the curricula is as a way of monitoring the academic programs and ensuring the efficiency, effectiveness and relevance of the programs not only to the college and clients but also to the end users of the graduates. Reasons for conducting curriculum review include the following:

- Review existing programs and new program proposals in light of the University's mission statement
- Review any academic matters such as degree and graduation requirements, Standards of scholastic achievement, rules and regulations governing faculty-student relations
- Review existing courses and new courses having significant consequences that cross college lines
- To identify program omissions and duplications
- To assess the extent to which a program does what it purports to do
- To determine the extent that a program meets the needs of students
- To guide staff development
- To provide guidance for the selection of instructional materials based on research and best practice
- To identify areas where curriculum areas can be integrated

One result of such undertakings has been the introduction or improvement in ICT-based courses as well as the inclusion of programmes to teach graduates to acquire entrepreneurial skills.

The programmes that are most relevant to security of land tenure are: Urban and Rural Planning, Land Management and Valuation and Land Surveying (now renamed Geomatics). Curricula review in these courses has aimed at introducing studies that critically evaluate the existing standards, procedures and regulations since most of these were developed during the colonial era, or still reflect situations that do not exist in

Tanzania. Also community participation, decentralisation and good governance are now an integral and emphasised component of these courses.

For example with high rates of urbanisation, most of those who acquire and develop land especially among low-income households, do so from the informal sector. This land is neither planned nor surveyed. Official figures point to 70% percent of residents of the capital city Dar es Salaam living in informal areas. In reality the proportion is more than 80% (Kironde, 2004). Conventional approaches to planning, surveying and registering land in such areas cannot apply. Thus UCLAS students are being introduced to new approaches that are based on reduced standards, and community participation and good governance.

We can therefore argue that one area where UCLAS has contributed to the goal of attaining secure tenure is in the area of training the required manpower, and training this manpower to acquire appropriate skills and concepts that can be applied successfully to the situation obtaining in Tanzania.

During the course of their training students undertake semester projects which are aimed at addressing a burning issue within society. They also undertake Industrial Training, which places them at places of work where they are able to compare their academic training with the problems and procedures as they are in the real world.

Research and Publication activities at UCLAS

UCLAS research activities cover a broad spectrum related to the disciplines taught at the College. The various academic units have developed their research agendas and already some 20 research themes have been approved. Among these are research topics related to: Land, Mapping, Shelter provision, regularisation and land tenure, and community participation. Various research undertakings are going on, carried out by UCLAS staff on their own, or in collaboration with other institutions.

Key research reports that have been written include:

- Informal Land Management in Tanzania (Kombe and Kreibich, 2000)
- Urban Expansion and Land Tenure in peri-urban areas (Mushi, 2000)
- Regulatory Guidelines for affordable shelter: the Case of Dar es Salaam (Kironde 2004)
- Many Plans but no Planning: Whatever happened to Planning for Informal Settlements in Tanzania (Nnkya 2002)

These reports have on the whole been geared towards addressing constraints towards affordable shelter and secure tenure for low-income households. The reports have generally advised governments to take the necessary action to address these constraints. Success has been varied. UCLAS can therefore be said to contributing to this goal through its research agenda and research activities.

Consultancy

UCLAS has participated in numerous consultancy undertakings as part of its core functions. Some of these undertakings have been specifically focused on the issue of secure tenure. In the city of Mwanza, UCLAS has worked with members of two communities (Ibungilo and Isamilo) to prepare a regularisation plan for their otherwise unplanned areas. The plans have been approved by the Ministry of Lands although implementation has possibly stalled as a result of the withdrawal of donor funds.

In Dar es Salaam, UCLAS has worked with the residents of Hanna Nassif to prepared a land-use layout and infrastructure plan for this area, which was being badly affected by flooding. The whole project involved close collaboration with a number of development partners. The experience gained has yielded spin offs and a major World Bank funded Community Infrastructure Upgrading Programme is to take place in Dar es Salaam soon. UCLAS was closely involved in the preparation of this project. Regularisation of unplanned areas increases security of tenure and the experience gained is translated into the development of alternative standards for planning. These, in turn are passed on to the students, who are a new generation of land professionals.

Two other examples are worth mentioning. These are the regularisation of Makongo and Ubungo Maziwa areas in Dar es Salaam. Both of these are unplanned areas and the residents have been desirous to get the areas regularised so that they could get tenure. The Makongo case has been going on since 1991. The Ubungo case has been approved by the Ministry of Lands and will set an example that can be followed by other residents of unplanned areas to improve their tenurial status.

Shaping Policy and Laws

UCLAS is lucky in the sense that the College has been entrusted with formulating or effectively participating in a number of policy issues and legislation related to secure tenure. These include the National Land Policy (Tanzania 1995), the National Human Development Policy (Tanzania 2000), the National Housing Programme, The Land and Village Land Acts both of 1999 and many others.

Currently, the Government is contemplating reviewing the Town and Country Planning Ordinance of 1956 and UCLAS has been part and parcel of formulating the proposed new Act. Among the ideas that have been accepted and that have a bearing on increasing secure tenure include the following:.

- Decentralisation of many land management powers from the Ministry of Lands
- Acceptance of flexible planning standards developed and approved at local or regional level.
- Allowing landowners to prepare their own land use plans and to have these plans approved by the planning authorities. It is proposed to give landowners powers to

have their plans supersede those of planning authorities. If and when such changes are accepted, there will be the need to build the capacity of landowners in the preparation of land use schemes that can get the approval of the public authorities.

- A more active role for CBOs, and NGOs.

If the proposed changes are eventually adopted in the new Town and Country Planning Act, this will be a big boost for the improving security of tenure and for land use programmes aimed at reaching poor households.

Professional Bodies

UCLAS has been very instrumental in the creation and running of many Professional bodies related to property and land tenure. Key officials of such bodies have come from UCLAS. There has been a general drive at UCLAS to ensure that professions related to land exist and operate, despite the difficult conditions existing in Tanzania. Such professional bodies include: The National Council for Professional Surveyors (NCPS), the Tanzania Institution of Valuers and Estate Agents (TIVEA), the Institution of Surveyors of Tanzania (IST) and the Town Planning Association of Tanzania (TPAT).

As of December 2003, the National Council for Professional Surveyors had registered 232 professional surveyors in its various categories as shown in Table 2.

Table 2: Surveyors Registered by the NCPS, as of 31st December 2004

Category of surveyors	Status of Registration			Total
	FRS	PRS	TRS	
Valuers	64	46	2	112
Land Surveyors	96	23	1	120
Total	160	69	3	232

Source: National Council for Professional Surveyors

FRS= Fully Registered Surveyors, PRS= Provisionally Registered Surveyors

TRS= Temporarily Registered Surveyors

A point to note is that over 95% of the registered surveyors have been trained at UCLAS.

Problems

UCLAS has increased its intake several fold over the past few years. This intake can still be increased since the current infrastructure, such as the new building shown below, can support more students. A problem that is being felt now is the lack of teachers, the age profile of whom is also cause for concern since many will retire in the next seven or so years and there have not been made adequate succession arrangements.



A recently completed teaching block at UCLAS

Despite some recent changes, the course content is yet to truly reflect the situation existing in the human settlements sector in Tanzania. There is for example the need to evolve planning and land surveying standards that are applicable to unplanned areas coming up under a rapid wave of urbanisation. As has been pointed out by Silayo (2002), there is need to revise the current land surveying standards to reflect the current situation in Tanzania. Many a times, professionals feel that they should maintain the standards that they know of. Although Tanzania is embarking on a house registration exercise in unplanned areas, this needs to go hand in hand with evolving standards that will allow the tenure in these areas to be secure.

With UCLAS poised to be a fully-fledged University in the near future questions have been raised that the courses offered will be more and more of an academic nature. It has been pointed out that the abandonment of Certificate and Diploma courses for degree courses is robbing the country of the medium-cadres manpower, which is essential for dealing with problems of human settlements in the country. Fortunately, a two-year certificate course is still being offered at Morogoro, under the auspices of the Ministry of Lands. Courses in Cartography are being offered at Tabora against under the ministry of Lands. UCLAS has to be careful not to go too far into academics and forget the hands-on approach, which is so crucial in our burgeoning informal settlements. Partly to remedy this, UCLAS is strengthening its Continuing Education Programme.

Conclusion

Increasing security of tenure, particularly for low-income households is at the heard to the Government of Tanzania. There are clear efforts undertaken by the government and other public institutions pointing to that direction. The Government believes that this is a necessary part of its drive to deal with poverty.

UCLAS is playing a crucial role as a trainer. Almost all professionals in the land sector have been trained at UCLAS. Research and Consultancy at UCLAS is also playing a crucial role in supporting security of tenure. UCLAS is also a focal point of various national and international institutions including the UN-HABITAT to push forward various policies and development programmes related to better human settlements characterised, among others, by security of tenure. There is nevertheless a need for UCLAS to forge closer links with national institutions dealing with human settlements such as the Ministry of Lands, Ministry for Local Government, the various Local government Authorities, and the national programme for poverty eradication.

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