

# **Education And Training In Valuation, Land Management And Housing In Kenya**

**Nicky Nzioki, Catherine Kariuki and Jennifer Murigu**

**Department of Real Estate and Construction Management, University of Nairobi, Kenya**

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## **ABSTRACT**

The paper provides background material on education and training in valuation, land management and housing in Kenya and establishes the views of those involved, whether as providers or consumers.

The methodology employed in the study will be directed by a desire to understand what various courses are available to individuals wishing to pursue studies in valuation, land management and housing in Kenya and the extent to which the curricula of the study options are meeting the needs of the relevant professional practice. The views of the institutions providing the various study options as experts in valuation, land administration and housing professional education in a Kenya context will be considered. The study will take an in-depth look at the training and course contents of the existing undergraduate and postgraduate degree programmes, including the continuous professional development required in the professional practice.

The results of the study are envisaged to enhance the training of competent and qualified personnel to take up careers and employment in related cadres of jobs in both the public and private sector.

## **INTRODUCTION**

In Kenya, the main degree-training programme in real estate is the Bachelor of Arts in Land Economics offered in the University of Nairobi. Land Economics is the study of the use, development and management of land and other related natural resources. It is concerned with the management and development of land and property in an economical and sustainable manner and involves a range of disciplines, which form the basis of professional specialisms. It covers advice on policies relating to landownership, land use and land reform and related aspects of

national development programmes, land use planning, land transactions, project implementation, including advice on the sourcing of development finance.

## **HISTORICAL BACKGROUND**

The land economics programme at the university of Nairobi is one of the oldest on the African continent. The Royal Technical college of East Africa (RTCEA), the predecessor of the present University of Nairobi, was founded in 1956 with six departments, namely: Architecture and Art, Arts, Commerce, Domestic Science, Engineering and Science. The land economics was then in one of the programmes in the Department of Commerce alongside Economics, Accounting and Banking. The programme then prepared students for the professional examinations of the Royal Institution of Chartered Surveyors (RICS) of Britain in the areas of Valuation, surveying, quantity surveying and land surveying.

Shortly after its establishment, the College was reorganized into faculties. In this rearrangement, Surveying was now established as an extra-faculty Department. In 1960, the Department of Surveying split into two: quantity surveying and Land surveying. Quantity surveying moved over to the faculty of Architecture and Art while land surveying joined the Faculty of engineering as the Department Land Surveying. The Department of Quantity Surveying soon afterwards became the Department of Land Development and even much later, split further into two departments of land Development and Department of Building Economics and Management in the Faculty of Architecture, Design and Development. In the recent restructuring of the University, the two departments have been brought together as the Department of Real Estate and Construction Management in the School of Built Environment (Aduol, 2006)

## **VALUATION, LAND ADMINISTRATION AND HOUSING: DEFINITIONS, ORIGINS AND SCOPE**

### **Valuation**

The Royal Institution of Chartered Surveyors (RICS) in the UK has defined surveying as “the Art of determining the Value of all descriptions of landed, mineral and house property and of the various interests therein; the practice of managing and developing estates; the science of measuring and delineating the physical features of the Earth and of measuring artificer’s work” (Aduol, 2006, 7)

Britton et al (1980) defines Valuation as an art or science of estimating the value of a particular interest in property for a specific purpose at a particular moment in time taking into account all features of the property and also considering all other market factors.

Valuation principles became routine in countries colonized by the English. The same needs for valuation such as Taxation of Land and compulsory acquisition became imminent in the colonies. In East Africa, for instance, the English set up a system of local government in each country and the local authorities had to rely on land taxation as a major source of revenue (Hicks, 1961). In Kenya, Local Government Rating Ordinance was passed in 1928, giving municipal councils power to tax land. A valuation organization was subsequently set up in the land Department in 1950 to help the local authorities to prepare the valuation rolls, Syagga P.M.( 1999),

### **Land Administration**

This is a process of determining, recording and disseminating information about the ownership, value and use of land when implementing land management policies. Included in land administration is land registration, which according to same source is the process of recording rights in land either in the form of registration of deeds or the registration of title to land (FIG, 1999). Davies et al (2001) defines of land administration as “the framework (regulatory, spatial, institutional, stakeholders, systems and processes) that encompass the determination, allocation, administration and access to information concerning land use, rights, interests and restrictions. It includes development approval and land use conditions, title creation, restrictions and interests creation.” Land Management is the activities associated with the management of land as a resource from both an environmental and economic perspective towards sustainable development (FIG, 1999). It has also been defined by Larson (1997) as a comprehensive expression of activities aiming to fulfill established goals for the use of land. The main aim is the monitoring, administrative and controlling nature and also the developing of land by making substantial investment in land and/or changing existing usage.

### **Housing**

Housing practice is said to work closely with tenants service departments which deal with rent issues and tenancy agreements. It is difficult to draw the line between what is purely housing and what are purely social services now (Furbery, Reid and Cole, 2001). The unusually large predominantly municipal housing sector in Kenya has provided the context for large grouping of housing managers that has claimed professional status. Housing management has often been identified with the generalist, routine and relatively low-level tasks of allocation, rent collection, arrears and repairs (Laffin, 1986: 107 – 108).

## **THE STATE OF EDUCATION, TRAINING AND RESEARCH IN REAL ESTATE IN KENYA**

There has been many papers written on education, training and research in real estate in Kenya. Nzioki (2002) examines the rationale for an increased use of information technology in land

management as well as capacity building and training in land information management. He recommends the integration of information management systems in urban land management in the Eastern African region as one of the approaches to address the existing problems.

Kariuki and Nzioki (2003) examine the characteristics of real estate training in Kenya and recommend a more comprehensive education and training programme which will equip the real estate professional with the skills necessary to implement appropriate real estate practice in a rapidly growing African country. Suggestions include the revision of the current curriculum, the need to mount regular professional development courses and seminars.

Schulte (2003) describes and analyses the three different concepts of real estate education and research. These can be differentiated into the interdisciplinary Approach, the Surveying Approach, the Investment and Finance Approach. Many institutions in Africa seem to have adopted an approach to real estate education that caters the needs of their individual economies. For all countries there exists a need to catch up in real estate lecturing and research. The institutionalization of real estate education should not only be oriented towards imparting of knowledge and the gaining of knowledge, but also pursue the aim of creating a profession throughout the world in which professional competence and professional ethics are closely interlinked. Olima (2006) highlights the challenges of real estate education and training in Kenya. He calls for a more comprehensive programme which will re-engineer and re-professionalize real estate education and training particularly on the development and expansion of academic programmes. Schulte (2006) describes the reasons for an internationalization of real estate education and tries to uncover the status quo and the latest development in the internationalization of real estate education.

## **SOURCES OF DATA**

For the paper to provide an assessment of education and training, the methodology employed in the study was directed by a desire to understand the various courses available to individuals wishing to pursue studies in valuation, land administration land management and housing in Kenya. It was also further guided by the extent to which the curricula of the study options meet the needs of the relevant professional practice in Kenya. A variety of data was collected through the review of the outcomes of various consultation meetings, seminars, conferences and departmental curriculum retreats organised by the department of real estate and construction management in the school of the built environment in the university of Nairobi since 2000. The participants in such fora were drawn from and not limited to professional institutions dealing with real estate in Africa; relevant ministries of the Kenya government with specific mandate on valuation and property management, land administration & land management; international academic organizations/institutions from Europe, Africa and Asia; private sector firms, academicians drawn from relevant academic disciplines and specializations within the university

of Nairobi; and academic faculty members within the various departments of the school of the built environment of the College of Architecture and Engineering, University of Nairobi.

## **CONFERENCE & SEMINAR TO REVIEW CURRICULUM**

The Regional Conference on Urban Land Management Practice - Eastern African Context, held in Nairobi in February 2000 was of particular significance to the region as it was based on the theme of the relationship between Land Ownership and Land Use in Emerging Land Markets in East Africa. The Conference topics included the state of the art of urban land management practice, the function of land use planning in urban land management, the relationship between the public and private sectors, the handicaps and potentials of land management, the systems in achieving sustainable urban development, and training, research and development in urban land management (Kreibich V , Olima , W. H. A. 2002). The bulk of the topics were all directly related to the courses covered in the Bachelor Arts in Land Economics curriculum. This Conference set the momentum for the Department to embark on a process to evaluate and review the curriculum of education and training in valuation, land management and housing of the degree courses offered to candidates who eventually graduate with a degree of the Bachelor Arts in Land Economics.

In March 2003, a Curriculum Review Workshop was organized to facilitate the Department come up with a curriculum that responds to the needs of the market and prepare the students in the Department to respond to the evolving market dynamics in a liberalized globalising world. The workshop participants were drawn from the members of staff in the Departments of Land Development, Building Economics and Architecture, within the Faculty of Architecture, design and Development in the University of Nairobi, representatives from the following professional institutions including the Institution of Surveyors of Kenya (ISK), Association of Professional Societies of East Africa (APSEA), Association of Local Government Authorities of Kenya (ALGAK), African Real Estate Society (AFRES), The Tanzania Institution of Surveyors and Estate Agents (TIVEA), Royal Institute of Chartered Surveyors (RICS) in the UK, Commonwealth Association of Surveying and Land Economy (CASLE); representatives from the following international academic organizations/institutions -University College of Lands and Architectural Studies, Tanzania (UCLAS), University of South Africa (UNISA), Department of Real Estate, National University of Singapore and the European School of Business in Germany. The purpose of the workshop was to discuss the appropriateness of the proposed name of the new degree programme, the relevance of the proposed courses, the proposed course units and their contents. The overall outcome of the workshop was to that the department must make the proposed course be strong and with obvious evidence of business perspective through introduction of specialisations as electives from either the third or the fourth year. The areas of specialisations suggested were real estate investment and finance, risk analysis property taxation, real estate development, facilities management, valuation and mortgage securitization. It also raised the concern of what exactly the entire proposed course was geared to produce---real state

professionals, real estate developers, estate agents, and valuers ----and for whom was the review of the course being packaged and targeted? A detailed course outline for the entire four-year course duration was also suggested with major emphasis on valuation, facilities management, risk analysis, land information systems, financial management and real estate finance.

## **PROFESSIONAL INSTITUTIONS**

Main sources of information for the research was the submissions and concerns raised by professional institutions dealing with real estate. These institutions include the Institutional Surveyors of Kenya (ISK), Association of Professional Societies of East Africa (APSEA), Association of Local Government Authorities of Kenya (ALGAK), African Real Estate Society (AFRES) and The Tanzania Institution of Surveyors and Estate Agents (TIVEA), Royal Institute of Chartered Surveyors (RICS) in the UK, Commonwealth Association of Surveying and Land Economy (CASLE). The ISK operates with four chapters that are formed within the institution to represent each of the sections of the institution, namely land surveyors, valuation and estate management surveyors, building surveyors and land management surveyors. In summary these professional bodies stressed on the relevance of the course to reflect changing economic and international professional standards, limit the course to a more focused scope, more emphasis to be on the core subjects of the curriculum, and incorporate industrial attachment to general practice experience in a surveyor's office, an estate department of local authority or public department in as a prerequisite to proceed to the final year class. The introduction of facilities management as core course and environmental audits was highly recommended. It was stressed that the proposed new course should embrace the modern trends of information communication technology, including advanced LIS & GPS applications. Professional practice and ethics in addition to exposure to dispute resolutions and conflict management in the surveying profession were identified as relevant new areas of study.

## **GOVERNMENT OF KENYA**

The Government of Kenya Ministries charged with the functions where the skills of surveyors are utilized include the Ministry of Lands and Settlement, Ministry of Housing and the Ministry of the Local Government. The submissions from the relevant ministries on the proposals to review real estate teaching curriculum in March 2006 highlighted the inclusion in the curriculum subjects in land taxation, dispute resolution in land issues, environmental land management impact assessment and land information systems which they identified as critical areas for sustainable rural and urban land management. The aspect of professional ethics and practice was welcomed as training graduates as the custodians of the land resource who should once in practice, be people of unquestionable character, high integrity and impeccable ethical standards.

## **THE PRIVATE SECTOR**

Submissions were also solicited from mortgage providers such as the Housing Finance, Kenya Building Society, Kenya Commercial Bank group through mortgage lending subsidiary, The Savings & Loans, The East African Building Society, Savings and Credit Cooperative Societies (SACCOS), practicing valuation and property management firms including licensed estate agency firms in Kenya. The bulk of their comments on education and training in valuation, land management and housing in Kenya was emphasis on entrepreneurial skills, risk management, investment portfolio management, real estate investment analysis and finance. Training in professional practice and ethics in valuation and real estate management was identified as a priority by valuation and property management professional firms

## **CURRICULUM REVIEW RETREAT BY THE DEPARTMENT OF REAL ESTATE AND CONSTRUCTION MANAGEMENT**

The Department of Real Estate and Construction Management organized a retreat to review the curriculum of the current Bachelor of Arts in Land Economics syllabus in February 2006 in Nairobi. In addition to the academic members of staff from the department, other participants attending the retreat were drawn from the Institutional Surveyors of Kenya (ISK), Association of Professional Societies of East Africa (APSEA), Association of Local Government Authorities of Kenya (ALGAK), Royal Institute of Chartered Surveyors (RICS) Kenya Chapter, and the Commonwealth Association of Surveying and Land Economy (CASLE). The summary of the main suggestions indicate that there was a need to identify the challenges facing the profession of valuation surveying, land management, land administration and housing management in Kenya and the need to come with new degrees in land management, real estate economics and facilities management. The main outcome was to develop a degree course with options to allow a graduate to develop a career in a particular specialization and take cognizance of the recent developments in the real estate industry that have created demand and the need for the department to expand the body of knowledge

## **THE NEED FOR CURRICULUM REVIEW IN THE DEPARTMENT OF REAL ESTATE AND CONSTRUCTION MANAGEMENT**

The proposed degree programme in Bachelor of Real Estate Studies is intended to replace the current degree course in B.A (Land Economics), which has been offered since 1967 in the Department of Land Development. It was last revised during the introduction of 8-4-4 system of education in 1992. It is generally accepted, however, that curriculum review should be undertaken every three (3) to five (5) years. A revision is therefore overdue. The proposed revision will help to refocus the course on the current state of the real estate profession and strengthen its role in the real estate industry and in the economy as a whole.

The real property discipline today is subjected to extraordinary forces that have redefined its attributes and introduced new expectations in property development and land and housing administration. The proposed curriculum was developed in consultation with various stakeholders in the real estate industry. It has embraced new concepts and practices in the industry as well as introducing new courses, which are incidental to the practice. To improve on its utility, the programme has been developed to offer the bachelor of real estate degree with two options namely the valuation and property management option and the land and housing administration option.

The course programme will provide students with a comprehensive understanding of real estate business and investment, development and investment appraisal, and housing management and land administration. The curriculum is a response to the changing trends in the real estate industry and allows for a considerable degree of flexibility and integration, with courses that are common to several academic disciplines in the social and physical sciences, humanities, land surveying and engineering. All registered students will register for common courses in the first three years of the programme. Thereafter students will be expected to register for the option of their choice at the beginning of the fourth year.

The courses offered in first three years of the degree programme are aimed at laying broad knowledge-base and foundation on legal, economic, social and environmental aspects of real estate and especially in building systems and housing technology, architectural and construction process; estate development and finance, local government infrastructure, local government finance, land use planning, land management, asset valuations, property and project management theory and practice, and investment process including carrying out of both environmental impact assessments and audits.

The valuation and property management option is envisaged to equip graduates to acquire skills in information communication technology for use in computer-aided valuations and investment appraisals, and the application of both land information systems (LIS) and geographical information systems (GIS) in mass valuations and in undertaking financial analysis of property developments; appreciation of commercial business values within the context of property development and to understand the legal framework within which the property investment, development, facilities management and valuation processes occur.

The land and housing administration option will equip students with a comprehensive understanding of concepts and application of land management skills and knowledge, land policy framework, comparative land policy studies, housing policy studies, land use management and the dynamics and operation of land and housing markets. It introduces students to courses in housing feasibility analysis as well the role of gender in land management and housing studies. In the final year, the students in both options are taught courses in professional practice and ethics and dispute resolution.

## **COURSE OBJECTIVES**

The main objectives of the course are: (a) to provide students with valuation and real estate management concepts, skills and values necessary to successfully enter the employment market in valuation, real estate business, property management and land management and landed professions, (b) to provide students with sound theoretical knowledge and practical skills to enable them to think analytically and conceptually in finding solutions to problems in the property market and land administration, (c) to equip students with specialized skills and techniques which enable them to interact with other professionals in the real estate industry; and provide independent, objective, accurate and reliable investment analysis and assessments as well as manage built assets and the environment to the benefit of owners, occupiers and the society (d) to produce graduates who will help to improve the efficiency of the property investment market, property valuation, land administration, and estate management. The Bachelor of Real Estate degree programme prepares undergraduate students for careers in real estate industry both in the public and private sectors of the economy.

## **JUSTIFICATION FOR THE CHANGE OF DEGREE FROM BACHELOR OF ARTS IN LAND ECONOMICS TO THE BACHELOR OF REAL ESTATE STUDIES**

Urban growth in the developing countries, and particularly in Kenya calls for the development and provision of shelter, infrastructure facilities, and proper management of the built environment. In particular, the urban population dynamics and the urbanization process requires a deeper understanding of the property industry in relation to other built-environment related professions and the wider business environment. The proposed change of name in the revised curriculum has been dictated by among others: (a) the need to reflect/emphasise the professions for which the students are trained for ease of identity with the general professional practice as represented by the relevant chapters of the Institution of Surveyors of Kenya (ISK) and property surveying professions, (b) the trend of similar courses worldwide using the term real estate to describe their programmes, for example, Real Estate and Development at Atlantic University in Florida, Property Studies in the Universities of Cape Town and Witwatersrand, in South Africa, and Real Estate in University of Western Sydney in Australia, (c) valuation and investment appraisal, and land and housing administration are emerging as distinct areas of professional specialization. Furthermore, the current government national land policy and housing bill recognize the need to train more land managers and housing managers to be deployed in the various government ministries and local authorities, and the ease of name recognition by potential consumers in the market necessitates the introduction of the Bachelor of Real Estate Studies with the two options.

## RECOMMENDATIONS

To keep abreast of the new and emerging issues in the education and training in valuation and property management and housing and land administration including land management there is need to institute regular continuous professional development courses and seminars within the Department and in conjunction with the professional organizations like the ISK. It now is the right moment to propose process of institutionalizing research in the Department and creation of specific research Chairs in one or two thematic areas for example a Chair of Valuation and another Chair of Investment and Property Management. This will go along way to enhance and significantly improve the research capability of the Department as a whole. This will also create a further opportunity for lecturers to embark on specific aspect of real estate related research in their particular subject would ultimately will be useful in enhancing learning at the University.

The mode of delivery must be changed to adapt to problem-based learning, the case study method or the outcome-based method among others. Professionals must be educated to think spontaneously in a deductive, analytical, intuitive and competent way about the whole range of human relationships in the world they live in and be able to make right judgments and to see things with the right reason (Syagga; 2002).

Embracing the principles of sustainable development in education for sustainable development (ESD) is of paramount importance for improving learning in the Department. This requires a clear understanding of the fundamental concepts of sustainability. ESD prepares people of all walks of life to plan for, cope with and find solutions for issues that threaten the sustainability of our planet. Understanding and addressing these global issues of sustainability that affect individual nations and communities are at the heart of ESD (UNESCO 2005).

In reorienting education towards sustainable development, valuation and surveying professionals in university institutions will be challenged not only to live according to sustainability principles. They will also be challenges to integrate into their professional practice, processes and procedures that will nurture the values and ethical principles they possess.

## CONCLUSION

It is also critical for the University of Nairobi, through the Department, to participate in efforts to develop a common understanding on mainstreaming environment and sustainability , and building of partnerships for the enhancement of the role of African unviersities in the United Nations Decade of Education for sustainable Development (UN DESD)<sup>1</sup>.

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<sup>1</sup> The overall goal of the UNDESD is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This education effort will encourage change in behaviour that will create a more susustainable future in terms of

To play its role as a research and a professional training institution, and to enhance the training of competent and qualified personnel to take up careers and employment in related cadres of valuation and property management, land housing administration jobs in both the public and private sector, the Department needs to embark without delay on a process of mounting the proposed curriculum in the next University admissions and research programmes through the setting up and establishing a Land Policy Research Centre to promote continuous professional development (CPD).

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## **CONTACT**

Mr. Nicky Nzioki  
Senior Lecturer  
Department of Real Estate and  
Construction Management  
University of Nairobi  
P.O.Box 48974  
Nairobi  
00100  
Nairobi  
Kenya  
Tel.: +2 54 202 734189  
Fax: + 254 202 734956  
Email: nmnzioki@uonbi.ac.ke