KNOWLEDGE EXCHANGE FOR ACADEMIC EDUCATION IN LAND MANAGEMENT: Opportunities and Limits

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● Aim of presentation

● Projects for knowledge transfer in land management at BOKU IVFL/IRUB

● Review in terms of thematic, methodological & administrative aspects

● Opportunities & limits of knowledge transfer projects

● Recommendations
Introduction

- Knowledge exchange and staff mobility are important issues for academic education and training at European and international level.
- European Union has several programs to support academic partnership, staff and student mobility as well as capacity building.
- BOKU has long experience with educational projects:
  - EU funding: SOKRATES, TEMPUS, ERASMUS, …
  - National funding: APPEAR, …
- BOKU IVFL and BOKU IRUB are focused on land management projects.
- Currently IVFL and IRUB are involved in total six educational projects – three of them are joint projects.
Aim of Presentation

● Introduce the current three joint educational projects

● Share project experiences gained during the last years with the EALD community

● Discuss opportunities and limits of educational projects against the land management background

● Submit recommendations for cooperation in educational projects
• **Project title:** Sustainable Land Management Network

• **Acronym:** SULANET

• **Project duration:** 09.2015 - 08.2018

• **Partners:** BOKU (Austria), SUA (Slovakia), Uni Foggia (Italy), Uni Bialystok (Poland), UCO (Spain), UARD (Bulgaria)

• **Objectives:**
  - to create a virtual research and educational network
  - to promote research and teaching in the field of sustainable European land management
  - to strengthen the effectiveness of land-use governance in the EU
  - to ensure multidisciplinary synergy and excellence in teaching and research activities in the field of EU land management
- **Project title:** Enhancing Competencies of Central Asian Universities in Agricultural Policy focused on Environmental Protection and Land Management

- **Acronym:** ECAP

- **Project duration:** 11.2015 - 02.2018

- **Partners:** BOKU (Austria), SUA (Slovakia), CULS (Czech Republic), KazNAU, KSU (Kazakhstan), SamDU, KarSU (Uzbekistan)

- **Objectives:**
  - to develop curricula to improve the quality of education in Central Asian countries in the field of environmental protection and land management;
  - to increase the awareness of students and teachers from Central Asia on legal tools supporting environmental friendly agricultural practices;
  - to create a partnership of European and Central Asian higher education institutions
EduLAND2

Project Figures

- **Project title:** Implementation of Academic Land Administration Education in Ethiopia for Supporting Sustainable Development
- **Acronym:** EduLAND2
- **Project duration:** 03.2016 - 02.2020
- **Partners:** BOKU, TUW (Austria), DMU, BDU (Ethiopia)
- **Objectives:**
  - to increase the number of land administration professionals in Ethiopia
  - to identify possibilities for acquisition, storage and modelling of information about land by using remote sensing and GIS technologies
  - to deliver demand-driven community services in the area of land administration in Ethiopia
  - to promote gender mainstreaming on land rights in Ethiopia & Austria
  - to launch long-term cooperation between all partner institutions
Review – Thematic Aspects

- Different understanding of land management:
  - ECAP – Environmental and agricultural policy & land use monitoring
  - EduLAND2: Cadastre & land reform
  - SULANET: Agricultural economics & land use

- Different focus of land management activities:
  - ECAP – Environmental management related to agricultural issues & tools of land use monitoring
  - EduLAND2: Cadastral surveying & land consolidation
  - SULANET: cultivation, agro-economics & land take
Review – Methodological Aspects

● Characteristics of knowledge management:
  ▪ ECAP: Knowledge transfer; capacity building
  ▪ EduLAND2: Capacity building, knowledge exchange, knowledge creation
  ▪ SULANET: Knowledge exchange in networks

● Activities for knowledge management:
  ▪ ECAP: Trainings for CA university teachers, expert data base, creation of curriculum development documents
  ▪ EduLand2: Curriculum development, teaching visits, excursions, joint research studies, PhD scholarships, workshops, staff exchange
  ▪ SULANET: Summer schools, workshops (national and international), joint comparative studies based on available statistical data
Review – Administrative Aspects

- **Different roles:**
  - ECAP & SULANET: project partner
  - EduLAND2: project coordinator

- **Budget:**
  - ECAP & SULANET: In-kind contributions required
  - EduLAND2: full funding of costs

- **Organisation and Procedure:**
  - ECAP & SULANET: Last minute-decision for participation
  - ECAP: work-arounds sometimes necessary to fulfil budget guidelines (e.g. money transfer of daily allowances to project members in CA); VISA-procedures require long-term planning;
  - ECAP & SULANET & EduLAND2: time-consuming documentation of projects
Opportunities

- Knowledge gain for all project members
- Friendship between project members
- Cultural exchange between partner countries
- Teaching experience in English language
- Capacity building in partner countries, however, intensity of knowledge exchange depends on number of persons involved and on quality of contacts
- Opportunity to influence education in environmental and land management in countries outside the European Union
- Awareness raising for land management issues and activities
Opportunities

- Increase of critical mass for activities in land management
- Attainment of international experience, especially for young researchers
- Contributions to performance of researcher/teacher – institute – university
- Extended network as a basis for follow up research activities
Limits

- No cash-cow projects
- Additional workload for senior lecturers/scientists
- Limited possibilities to involve young researchers
- Not all project members are interested in the project
  - Not experts on the topic
  - Main interest: sight seeing and shopping
- Heterogeneity of project partners
- Language barriers
- Limited interest of national stakeholders in international land management networks
- Data compilation rather than research
Limits

- Limited research outputs
- Continuity of cooperation not guaranteed
- Long-term implementation of curricula developed in projects is questionable
- Review focus of donors mainly on administrative and not on scientific criteria
- Considerable gap between ambitious project objectives and project implementation (tendency to fulfil minimum project requirements)
Recommendations for Educational Projects

- Take enough time for project proposal (joint discussions on contents and budget) – APPEAR: preparatory funding
- Establish close contacts between all project partners
- Build consortium with partners with complementary competences
- Take extended time for workshops (with defined outcomes) to increase the transnational value-add
- Include activities to support mutual learning and understanding of each other’s culture
- Include joint research studies and preparation of a follow-up project proposal into the project
- Keep university management and local stakeholders informed about project progress
Discussion

Results of the paper are based on the research tasks of

- EU Jean Monnet Networks project no. 564651-EPP-1-2015-1-SK- EPPJMO-NETWORK “Sustainable Land Management Network“


- Appear project no. 113 “Implementation of Academic Land Administration Education in Ethiopia for Supporting Sustainable Development” (funded by Austrian Development Cooperation)