Latin America Land Administration Network (LALAN), Covid19 and SDG 4

Monday, 21 June at 10:30—12:00 CEST
November 2018 Workshop LALA LADM+ (ESPE, ITC, Kadaster)

Representatives from Guatemala (5), Colombia (3), Brazil (2), Suriname (1), Peru (3), Bolivia (1) and Ecuador (40-60 in different time periods); Europe Spain (1) the Netherlands (4)

Activities proposed for coming period:
- Articulation of the LALAN (statement)
- Network and Secretariat (management, activities)
- Short courses (train the trainers approach)
- Education and knowledge training and sharing (improve curriculum)
Initial situation with Covid19 arrival

Advanced use of IT technologies by many people and organizations (not all) was adopted to work from home fast, having a significant effect on the work, education, and networks.

Implementation of SDGs came under question.

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The objective LALAN:

Perform activities that can support capacity development and sharing knowledge in both fit-for-purpose and responsible land administration

Within the Latin America Land Administration Network of education and research institutions.
Lessons learned LALAN Covid19 and SDG 4

**LALAN planned activities** (workshop on sharing experience and knowledge of developing curriculums in the domain land administration) **postponed for better times** (when traveling and meetings would come to normal again)

**SDG 4 Goals** (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) **came under question**

**Distance learning and Homeschooling** (Internet as a didactic resource has not been enough to consolidate the participation of the members of the network) **many long-term educational changes will continue after COVID-19:**

- increasing the student-teacher ratio
- extensive use of the Internet as teaching resource
- difficulty of sharing time (attention to activities)
- avoided field work
Lessons learned LALAN Covid19 and SDG 4

**SDG 4.3, SDG 4.4 and SDG 4.5:**

*equal access* for all women and men to affordable and quality technical, vocational and tertiary *education has improved*???

*increase or decrease in the number of students*???? technical skills for suitable employment

*gender disparities in education* and guarantee equal access to a high level of education for vulnerable people, including indigenous peoples????

**SDG 4, SDG 7, SDG B and SDG C:**

*lack of certainty* to ensure that all students acquire the *knowledge and skills* necessary through education for sustainable development and sustainable lifestyles

The **tendency to increase the number of infections** by COVID-19 has not been controlled.
Conclusions

The three main characteristics of risk knowledge in considering the COVID-19 a biohazard are in high level of:

Rein and Klinke in Fra Paleo (2015)

**Complexity:** difficulty in identifying and quantifying causal links between a multitude of potential candidates and specific adverse effects

**Scientific uncertainty:** limited knowledge about the origins and development of the pandemic

**Socio-political ambiguity of the perception** manifested in the student survey.

*Causes for the lack of integration of the LALAN network*
Thank you for your attention

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