



Towards a Research Proposal

*COVID-19, planning and policy implications for Land Governance in
Southern Africa*

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COVID-19, planning and policy implications for Land Governance in Southern Africa



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Presentation Structure

1. How is COVID-19 playing out in respect of land governance in Southern Africa?
2. Emerging land administration and governance conversations in Southern Africa?
3. Scope for exploring alternative research approaches instead of contact-based data
4. Lessons learnt for curricula re-examination and modernization post COVID -19

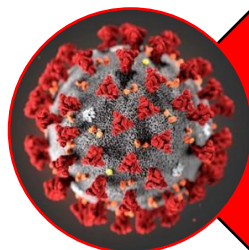
COVID-19, planning and policy implications for Land Governance in Southern Africa



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How is COVID-19 playing out in respect of land governance in Southern Africa?



Research Problem:

COVID-19 policy, planning and administrative implications for land governance in Southern Africa.



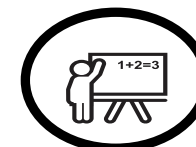
Research Themes:

Teaching and learning; emerging spatial planning, land use, management and administration



Approach:

Case studies (NUST-NELGA partners in Southern Africa).



Education



Health and Social Development



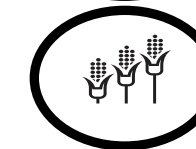
Housing



Household access to services and facilities



Food security

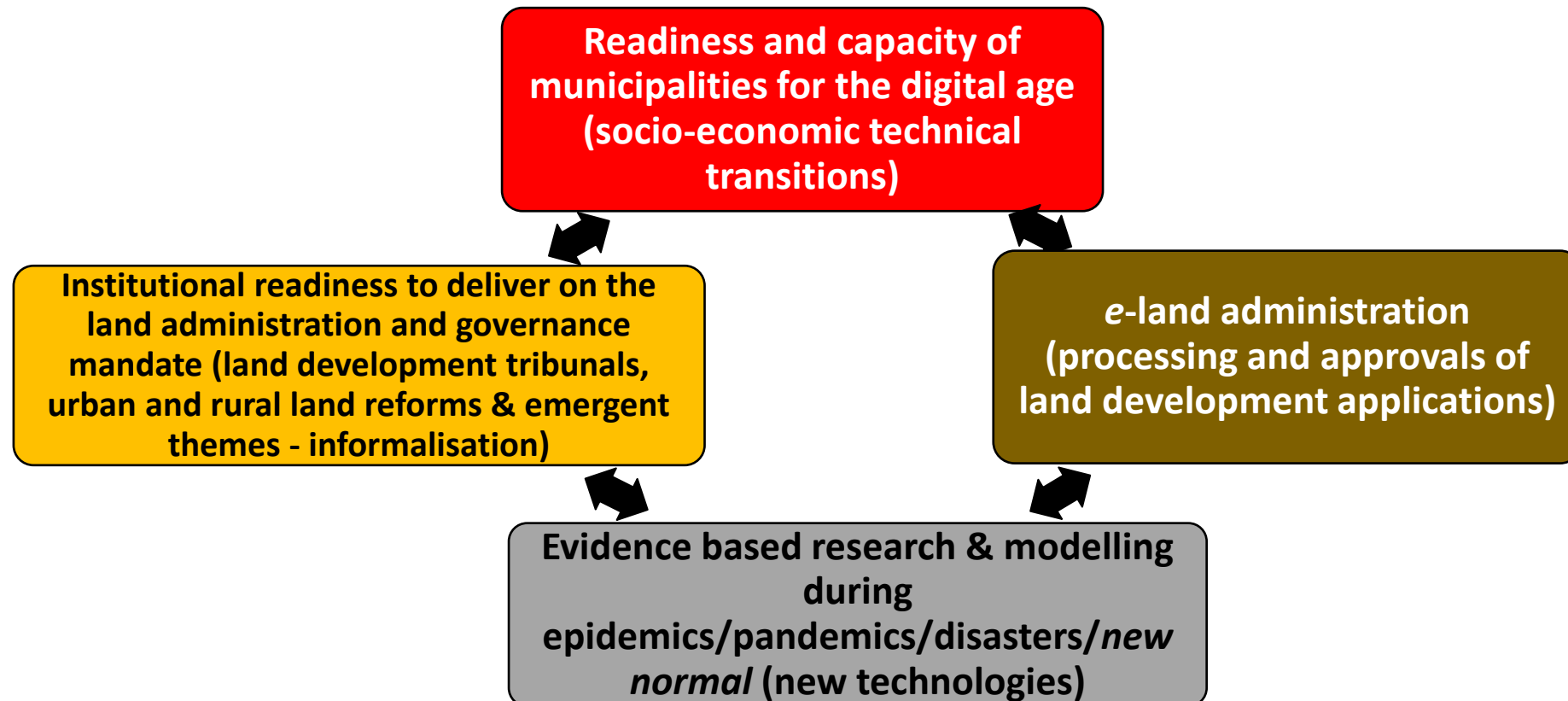


Agriculture

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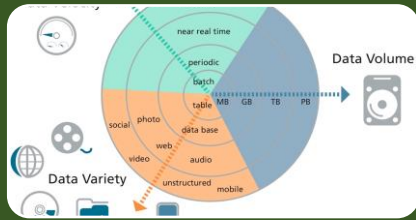


Emerging land administration and governance conversations in Southern Africa?



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Scope for exploring alternative research approaches instead of contact-based data



Big data, open data and analytics



Re-inventing teaching and learning pedagogies – scope for virtual reality simulation libraries and teaching and learning aids



Complex thinking and systems within the 4th Industrial Revolution Era and implications for land administration and governance systems (in)efficiencies

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Lessons learnt for curricula re-examination and modernization post COVID -19

Drivers

- What should constitute the key drivers for current review post COVID-19
- Should it be globalisation, climate change, sustainable development goals, New Urban Agenda et cetera?

Skills

- The skills for the 4th industrial revolution and also as aggravated by COVID-19 in respect of unemployment – what additional drivers do we need to consider – is it entrepreneurship, decolonization, localisation et cetera?

Pedagogies

- What teaching and learning pedagogies require shifts and changes and why and how?
- Are Higher Education institutions ready for the change?

Socioeconomic technical transitions

- What are the socio-economic-technical transitions necessary to support curriculum re-invention?
- How ready and prepared are we as teaching, research institutes, industry and communities for the post-COVID health, pandemics and climate change world, among other themes.

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