

The Role of Higher Education on Land Consolidation Programme

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Our Aim

- ✦ Create a curriculum that will equip successful students to take informed decisions in assisting overall rural development in their country...
- ...emphasis on **land consolidation activities and rural development** rather than planning

3 Main Learning Outcomes

- ✦ **Understanding rural realities** in the context of overall economic changes at national and international levels- in the context of existing institutions and resources.
- ✦ **Ability to analyse** what needs to be done to resolve problems on land consolidation (problem analysis).
- ✦ **Understanding** the weaknesses and strengths of existing planning and implementing agencies working on LC activities

- ✦ **To achieve these learning outcomes what should the programme content be?**

Definition of Rural Development

- ✦ **Implies expansion of economic activities, increase in productivity, improved infrastructure, more diverse livelihood opportunities and options and an overall improvement in social and economic well being of the population.**

Holistic Approach to Problem

- ✦ Identifying and locating problems in relation to national problems and advantages; understanding links between different actors and disciplines working in LC activities.
- ✦ Understand the dynamics of the national strategy on rural development; and the process of LC activities; implications of financial Institutions, etc.

Justifications

- ✦ **The role of higher education on rural development and land consolidation programme is highly recommended in a country in transition:**
 - ▣ **HE is essential for economic development, but extremely expensive, therefore it is crucial to prevent waste;**
 - ▣ **The environment of HE is changing rapidly (globalization, scientific and technical progress, Bologna process):**
(consequences: increased competition and need to cooperate)

The greatest weakness (source of waste) of HE systems are:

- ✦ A lack of specialization between institutions regarding the type of teaching and learning, (many “academic” (research based) or vocational (“professions” based)
- ✦ The size of institutions and subunits thereof (faculties, departments) are too small (too many programs with no critical mass, therefore higher unit costs and lower quality)

The greatest weakness (source of waste) of HE system are:

- Separation between research and teaching process
- A lack of permeability between institutions of:
 - ▣ the same type
 - ▣ different types

Therefore, considering the ambition of the involvement of higher education institutions on rural development and land consolidations activities:

- to be all alike and
- their resistance to change

A period of crisis (financial or other) or of transition (like in Albania) is an ideal opportunity to re-establish and fix the architecture of the education system

Scope

- Preferable to consider tertiary education (all institutions after secondary education) than higher education

The plan should fix:

- ▣ The structure of the system and therefore define its different components and their functions (missions) on rural development and land consolidation activities
- ▣ The coordination between the different components on land consolidation
- ▣ The governance of the system (and of its components) on land consolidation

Structure and components

- It seems reasonable to envisage three types of tertiary education systems on land consolidations activities:
- **Research universities**
 - **Have to train 'brains'; graduates should:**
 - **Master the methodology and other issues related to LC activities**
 - **Be train to confront ideas on rural development**
 - **Be creative and critical**
 - **Be able to work independently**
 - **Have to train "professional" in different disciplines related to land consolidation (land management, geodesy, land planning, GIS, etc)**
 - **Should cover the main scientific disciplines, encourage interdisciplinary approaches** (Land use planning, environment protection, natural resource management, regional development, conflict resolution, legal aspects),etc.

Vocational higher education Institutions:

- **Should train students to practice a specific profession broadly defined; implies a good balance between theory, methodology and practice in land consolidation activities**
- **Should offer professional BAs and MAs (in specific disciplines related to LC activities)**
- **Cover mainly the following groups of disciplines related to LC activities like: land planning, land management, GIS, topography, conflict resolution, EU policies, etc.**
- **Should be applied research and development**
- **Size can be smaller than research universities and they can be located in different regions to contribute to the development of the local communities**

Short Vocational program Institutions:

- ✦ **Should train students to practice a specific profession implies some theory and methodology and a lot of practice on Land Consolidation activities**
- ✦ **Should offer profession specific certificates for a short time period**
- ✦ ***Cover mainly the following groups of disciplines:***
 - ▣ **Technical disciplines**
 - ▣ **Professions in different activities in LC**

Coordination

- ✦ **The fact that there are 1, 2 or three different systems is irrelevant; what is counting is:**
- ✦ **The effective division of labor between the different institutions: the missions and functions of each institutions should be clear and respected;**
- ✦ **To secure that good research is done within universities**
- ✦ **To make sure that all capable scientists are involved in the land consolidation programs**

Conclusions

Conceiving a master plan for the involvement of education system on LC activities....

- **Is a complex task;**
- **Require a lot of expertise (international);**
- **Should be done by a committee composed mainly from experts who should have a clear vision and mandate about the objectives;**
- **All institutions and their stakeholders should be consulted;**
- **Requires a strong political will to impose one coherent solution.**

Thank YOU

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