

Intercultural School of Geography for Life: Community Capacity Building Project Multipurpose Cadaster

Diana María LÓPEZ CARDONA, Johan Andrés AVENDAÑO ARIAS, and Luisa Cristina BURBANO GUZMÁN, Colombia

Key words: Geography for Life; Multipurpose Cadaster; Differential Approach; Interculturality.

SUMMARY:

The need to involve communities in land use planning processes is a purpose and commitment of the Colombian Government and is part of what is established in the Peace Agreement (2016) referred to the Comprehensive Rural Reform, in the framework of the restitution of victims' rights and reparation to Colombian society as a whole in the search for paths towards social and environmental justice. This is how the need to strengthen relations between the communities and the Colombian State is contemplated, strengthening the technical, technological and social capacities that allow the achievement of the goals contemplated in the National Development Plan "Colombia World Power of Life" (2022-2026), as well as in the strategic objectives of IGAC as "the highest authority in regulation, production and articulation with high quality standards, of geographic, cadastral and agrological information of the country, contributing with its development, for decision making and definition of public policies". The IGAC understands and assumes the task of involving territorial communities in the knowledge management processes and in particular those required by the Multipurpose Cadaster (CM) in a direct way, to legitimize and consolidate a cadastral operation that allows raising awareness of the need and sustainability of the CM in the future. For this reason, the IGAC has decided to establish the "Intercultural School of Geography for Life", a program whose main objective is to strengthen the management of geographic, geodetic, agrological and cadastral knowledge, which addresses the differential, intercultural and intersectional approach, as part of its strategic plan. This proposal began with the creation and implementation of a capacity building process for the participation of communities in the Multipurpose Cadaster, which has allowed a better approach to the cadaster processes, since it makes it possible to understand the territory, not only in relation to its physical, legal and economic aspects, but also from the symbolic and cultural constructions that those who build it develop around it. Likewise, it starts from recognizing the knowledge produced by the communities in their social and ethnic diversity, since they are affirmed as producers and managers of knowledge for the benefit of territorial planning around water, one of the purposes of the government plan and all that derives from it. The real participation of the communities is therefore a necessity to start the cadastral process, understood not only as a technical issue, but also as a social and cultural issue. We are currently developing a capacity building process in the municipalities prioritized for the implementation of the multipurpose cadastral operation, training community promoters and field assistants with

an ethnic, peasant and gender focus, who will be able to participate in the operation when it reaches their territories.

RESUMEN:

La necesidad de involucrar a las comunidades en los procesos de ordenamiento territorial es un propósito y compromiso del Gobierno colombiano y hace parte de lo establecido en el Acuerdo de Paz (2016) referido a la Reforma Rural Integral, en el marco de la restitución de los derechos de las víctimas y la reparación a la sociedad colombiana en su conjunto en la búsqueda de caminos hacia la justicia social y ambiental. Es así como se contempla la necesidad de fortalecer las relaciones entre las comunidades y el Estado colombiano, fortaleciendo las capacidades técnicas, tecnológicas y sociales que permitan el logro de las metas contempladas en el Plan Nacional de Desarrollo “Colombia Mundo Poder de Vida” (2022-2026), así como en los objetivos estratégicos del IGAC como “la máxima autoridad en regulación, producción y articulación con altos estándares de calidad, de la información geográfica, catastral y agrológica del país, contribuyendo con su desarrollo, para la toma de decisiones y definición de políticas públicas”. El IGAC entiende y asume la tarea de involucrar a las comunidades territoriales en los procesos de gestión del conocimiento y en particular los que requiere el Catastro Multipropósito (CM) de manera directa, para legitimar y consolidar una operación catastral que permita crear conciencia sobre la necesidad y sostenibilidad del CM en el futuro. Por esta razón, el IGAC ha decidido establecer la “Escuela Intercultural de Geografía para la Vida”, un programa cuyo objetivo principal es fortalecer la gestión del conocimiento geográfico, geodésico, agrológico y catastral, que aborde el enfoque diferencial, intercultural e interseccional, como parte de su plan estratégico. Esta propuesta se inició con la creación e implementación de un proceso de fortalecimiento de capacidades para la participación de las comunidades en el Catastro Multipropósito, que ha permitido un mejor acercamiento a los procesos catastrales, ya que posibilita la comprensión del territorio, no sólo en relación con sus aspectos físicos, jurídicos y económicos, sino también desde las construcciones simbólicas y culturales que quienes lo construyen desarrollan en torno a él. Así mismo, parte de reconocer el conocimiento producido por las comunidades en su diversidad social y étnica, pues se afirman como productoras y gestoras de conocimiento en beneficio del ordenamiento territorial en torno al agua, uno de los propósitos del plan de gobierno y todo lo que de él se deriva. Por lo tanto, la participación real de las comunidades es una necesidad para iniciar el proceso catastral, entendido no sólo como un asunto técnico, sino también como un asunto social y cultural. Actualmente estamos desarrollando un proceso de fortalecimiento de capacidades en los municipios priorizados para la implementación de la operación catastral multipropósito, formando promotores comunitarios y auxiliares de campo con enfoque étnico, campesino y de género, que podrán participar en la operación cuando ésta llegue a sus territorios.

Intercultural School of Geography for Life: Community Capacity Building Project Multipurpose Cadaster

Diana María LÓPEZ CARDONA, Johan Andrés AVENDAÑO ARIAS, and Luisa Cristina BURBANO GUZMÁN, Colombia

1. INTRODUCTION:

In the year 2022, the government of Colombia, headed by Gustavo Petro, is committed to updating the cadaster in the country, as part of the repayment of a debt acquired from the peace agreement signed between the Colombian state and the FARC-EP guerrillas in 2016. This is how the goal of updating 70% of the national territory was included in the National Development Plan. From that moment on, the IGAC as the country's cadastral manager, assumes the responsibility of this update, with the commitment to generate spaces for the participation of communities with a differential approach, to involve indigenous, Afro-Colombian, black, raizal and palenquero populations, as well as peasant communities (IGAC, 2023).

Thus, the proposal to strengthen capacities developed from an alliance with the German Agency for International Cooperation (GIZ), to develop a training process for a rural community to be certified as Community Promoters and Field Assistants, profiles that will then be linked to the process of cadastral operation. From this pilot, the proposal for the Intercultural School of Geography for Life program was created, which in addition to the capacity building project, develops other projects (GIZ, 2024).



Figure 1. Program: Intercultural School (PIS) of Geography for Life.

2. OBJECTIVES:

2.1 General Objective:

- Strengthen strategic knowledge management processes, contemplated in the Program of the Intercultural School (PIS) value chain, a Geography for Life, strengthening ties and empowering the governance of ethnic and rural communities, as strategic allies of a permanent management of the Multipurpose Cadaster.

2.2 Specific Objectives:

- Raise awareness, generate spaces for participation and strengthen capacities in the communities, with an ethnic, peasant and gender approach for the Multipurpose Cadaster within the framework of the Cadastral Operation.
- Train community participants as community promoters and field assistants, as a contribution to capacity building and social strengthening of the Multipurpose Cadaster.
- Strengthen the capacities of national social organizations to qualify their participation in the operation of the Multipurpose Cadaster.
- To train trainers who carry out capacity building processes based on transdisciplinary and collective work.
- Articulate the School's projects with strategic partners, such as communities, social organizations, universities, international cooperation and national and regional entities to strengthen the processes, give sustainability to the projects and generate institutional and community ties.
- Conduct Geography for Life workshops throughout the national territory, aimed at communities and especially at students in their final years of high school so that they can appropriate geographic knowledge.
- Contribute to the research that is being carried out in the DPI based on the school's experience and related topics.
- Disseminate all the products derived from the projects.

3. DEVELOPMENT OF THE PROPOSAL:

Awareness raising, participation and capacity building processes were carried out on topics related to social issues specific to each territory, the history of the struggle for land and the rights that have been achieved through the work of social organizations, geographic issues related to social mapping and the mapping required for measurement and data collection

processes, legal issues related to current regulations on Multipurpose Cadaster issues and specific cadaster issues related to technical processes. This training proposal is carried out in a dialogic manner, that is, in a process of collective creation with a group of professionals with extensive experience in community processes and specialized technical training, from a concept of permanent dialogue and with the perspective of producing knowledge between the communities and the IGAC (IGAC, 2023). The proposal was made through modules with thematic axes that develop theoretical/practical exercises, which in turn are articulated with each other through increasing levels of epistemic complexity.

Each proposed module has a purpose in itself, which means that the participant can take as many modules as he/she wishes. Each module is built on the basis of specific objectives and indicators, however, these will be revised and enriched according to the respective community and the territory where it is developed. The training team engages in dialogue and proposes pertinent methodologies and didactics, situated to advance the training process with a differential approach (IGAC, 2023). Four training modules were implemented through 4 sessions where each of the topics were deepened, with an initial module of launching or social dialogue where the proposal is proposed and participated in by the municipal authorities, the Community Action Boards and the social organizations of the territory. These modules for promoters and assistants were based on simulations derived from examples close to reality, with on-site work to carry out field exercises. The participants voluntarily expressed their interest in continuing, advancing to the next module and so on.

Modules	Objectives	Competences	Thematic	Sessions	Hours	Scope
Community - Citizenship. The cadastral operation with a multipurpose approach and the benefits for citizens and the municipality	To provide the community with the general conceptual bases of the cadastral operation with a multipurpose, gender and differential approach, as well as to reflect on the importance of this type of cadaster for the transformation of social conflicts and their expressions in their municipalities.	Ability to recognize the importance of the Multipurpose Cadaster in the framework of the implementation of the Final Agreement for the Termination of the Conflict and the Construction of a Stable and Lasting Peace and as a public policy of the Colombian State. Ability to identify the general components of a multipurpose cadaster operation with an intercultural approach.	Social approach to the CM. Workshop on conflicts and conflict resolution regarding land and territory. Peace agreement and legal framework of the CM. Map of actors. Recognition of the basic concepts of Cadaster and Multipurpose Cadaster. Basic geographic and cartographic concepts. Participation, intercultural approach, gender approach and sensitivity to conflicts. What comprises the cadastral operation from a multipurpose perspective?	1	8	With this module, citizens, members of social organizations and communities with a differential approach are informed about what the CM is and what the CO consists of, as well as recognizing the IGAC and the entities that are part of the cadastral process, so that when the operation arrives, the community understands what is going to be done and contributes to the process according to the operator's guidelines.

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

FIG Working Week 2024

Your World, Our World: Resilient Environment and Sustainable Resource Management for all
Accra, Ghana, 19–24 May 2024

<p>Community developer, Cartographic concepts of the cadastral operation. Differential Approach without harm</p>	<p>To provide conceptual bases for community land survey work and tools for the facilitation, identification and analysis of conflict-sensitive contexts with a gender perspective. To provide tools and techniques for the capture of land information, an adequate land survey and to recognize the importance of including the intercultural and gender approaches in a multipurpose cadastral operation, in the recognition of their land rights.</p>	<p>Ability to identify the cartographic concepts necessary in a cadastral operation with a multipurpose approach. Ability to achieve an approximation to the fundamentals of cadastral. Ability to recognize the spatial unit in the framework of a cadastral operation with a multipurpose approach. Ability to identify actions to promote the equitable participation of women and youth in the CM (social safeguards). Ability to identify territorial and environmental conflicts, the actors involved and their frequency, and the importance of the CM in their transformation.</p>	<p>Various forms of collective territorial rights. Territorial conflicts/territorial overlaps or uses of territories. Peasant, indigenous, Afro, Raizal, Palenquero, and Rom approaches and their inclusion in the Multipurpose Cadaster. Gender approach in the CM. Cartographic bases and types. Spatial cartographic concepts. Interpretation of plans and maps. Approach to property identification. Methodology for topographic studies, and postprocessing.</p>	<p>2</p>	<p>16</p>	<p>Multiply what has been learned in the community and its organizations. Liaison between the community and the cadastral operator. The CM promoter is a person with capacities to motivate community participation in the CM and to elaborate social mapping.</p>
<p>Field assistants, Cartographic tools for cadastral operations and social dialogue</p>	<p>To disseminate cartographic tools for the operation and for social dialogue that allow for an assertive and conflict-sensitive land survey</p>	<p>Ability to identify the main cartographic inputs used in the framework of a cadastral operation with a multipurpose approach. Ability to recognize the methods of capturing spatial information and their use in the framework of a cadastral operation with a multipurpose approach. Ability to recognize a property form and its main components. Ability to draw up stakeholder maps and recognize tensions and factors that unite the community in relation to a CMO.</p>	<p>Cartography. Spatial data collection. Stakeholder identification for a cadastral operation. Conflict sensitivity and action without harm. Stakeholder mapping, review and reinforcement. Dynamics of community dialogue Territorial and cultural diversity. Environmental rights and protection of territories. Introduce the different methods for information gathering, with emphasis on collaborative, declarative, direct and indirect methods. Location of the property, absolute and relative. Identification of the property. Property number, real estate registration and address. Identification of documents and appraisal. Types of mutation and definition.</p>	<p>2</p>	<p>16</p>	<p>They accompany part of the cadastral process (the one defined within the CO), they have at their disposal their experience and knowledge for the collection of data with a differential approach for the CM. The field assistants strengthen their capacity to recognize the main inputs that allow linking the subjects with the spatial unit in the framework of a cadastral operation.</p>

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

FIG Working Week 2024

Your World, Our World: Resilient Environment and Sustainable Resource Management for all
Accra, Ghana, 19–24 May 2024

During 2023, we conducted 13 capacity building schools with communities in different parts of the country based on experiential learning, real participation through dialogue of knowledge, dialogic forms of knowledge production, where expert knowledge was put in dialogue with the knowledge of the communities, ethnic groups and peasant participants. The knowledge and skills learned during the theoretical training were deepened through practice by means of simulation exercises for the execution of the actions identified and planned in the training, corresponding to a CMO activity (IGAC, 2023).

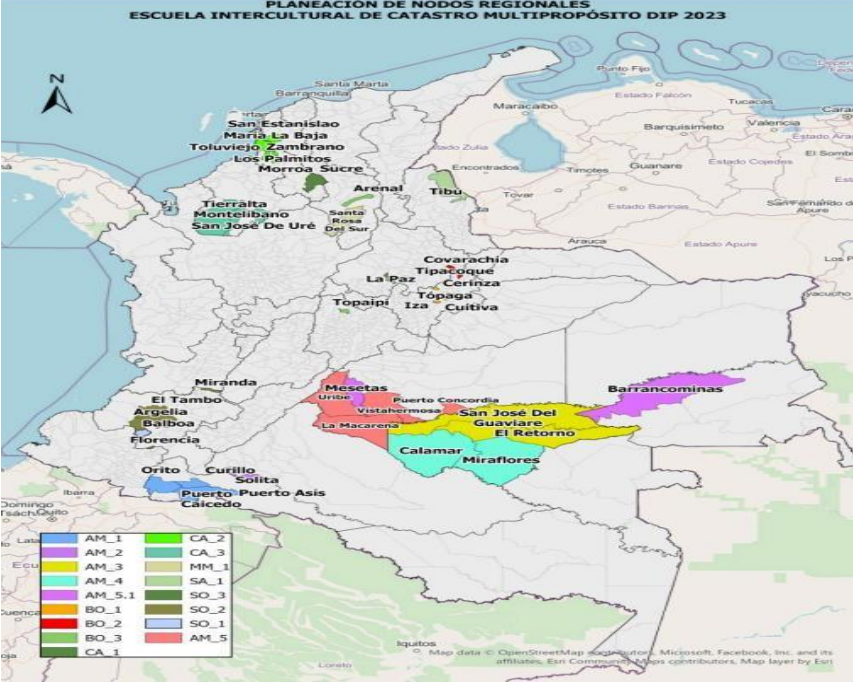


Figure 2. Planning of regional nodes: Intercultural School (PIS) of Geography for Life.



Figure 3. Lessons and Dialogues: Intercultural School (PIS) of Geography for Life.

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
 Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

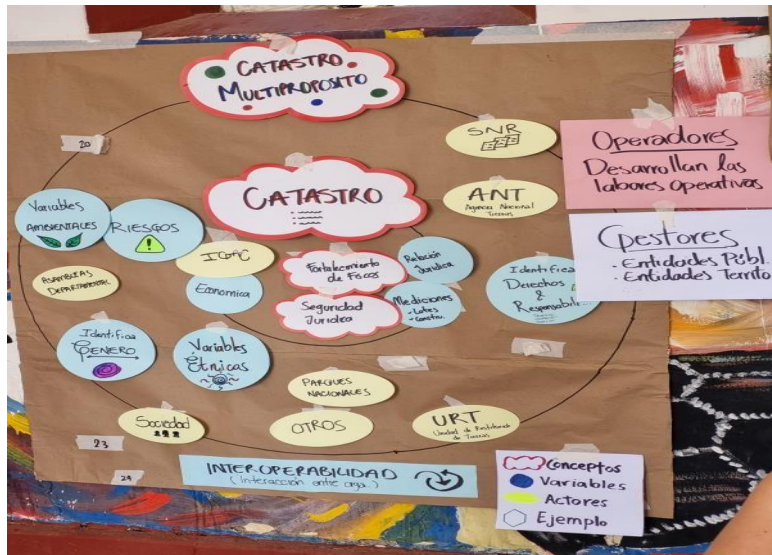


Figure 3. Lessons and Dialogues: Intercultural School of Geography for Life.

It is worth highlighting the importance of the synergy that can be produced between technical and social knowledge, according to each level and its complexities. In the specific case of this project, we co-constructed the first level, which corresponds to awareness/participation and initiation of basic training in Multipurpose Cadaster (IGAC, 2023).

4. SENSITIZATION AND APPROPRIATION OF THE CM BY THE CITIZENRY:

4.1. Methodology:

Any participatory process that legitimizes knowledge and produces knowledge deserves to be recorded and socialized. In the particular case of this program, the intentional recording of the experience is relevant to analyze the impact produced, to recognize the methodological and implementation challenges and to leave installed capacities for new implementations or for new training projects. In this sense, the systematization of experiences as a methodology of reflection/action/reflection is the most relevant, since it sustains the link that is developed with the communities and allows analyzing each moment of the process, giving rise to the polyphony of voices that intervene and interact. The systematization of experiences is framed in this project as a technique of collection, registration and intentional analysis of the experience, in such a way that the production and socialization of the knowledge produced in each of its phases is guaranteed (IGAC, 2023).

In principle, two types of systematization are considered that will be complementary, the written and the audiovisual, in charge of documenting the whole process, from which different types of products will be produced and socialized both with the communities and with society in general. This production is also a contribution to other multipurpose cadaster exercises with a differential approach in the country. The team of trainers collected and analyzed information at all stages of the process, which makes it easier to contribute to a research process on the contributions made to the declarative and collaborative methods in the multipurpose cadastral updating exercise. The main and secondary questions

were defined, as well as the categories for information analysis: Main question: How to build a situated training process for community participation in multipurpose cadaster with an intercultural approach?

4.2. Secondary Questions:

- What are the main tensions, challenges and opportunities in community participation for multipurpose cadaster with an intercultural approach?
- What tools, devices, strategies and methodologies effectively promote the active participation of communities in the multipurpose cadaster, and how can they be integrated into a process of situated training?
- What is the impact of the intercultural approach in the multipurpose cadaster?
- How does effective collaboration between authorities and local communities influence multipurpose cadaster?

4.3. Categories of Analysis:

- **Community Participation:** related to the degree of involvement of the communities in the multipurpose cadaster process with an intercultural approach.
- **Tensions, Challenges and Opportunities:** identify and analyze the difficulties, conflicts and possibilities that arise in the context of community participation in the intercultural multipurpose cadaster.
- **Tools, Devices, Strategies and Methodologies:** variables related to the instruments, technologies, approaches and methods used to promote, guarantee and link the enhanced participation of communities in the multipurpose cadaster.
- **Situated Training:** refers to the education and training process specifically designed for community participation in the multipurpose cadaster with an intercultural approach. Each territory.
- **Intercultural Approach:** incorporation of an intercultural approach in the multipurpose cadaster process and relations between authorities and local communities.
- **Note:** Some of the results of the systematization can be seen in the reports presented by the trainers in relation to the map of actors and the matrix of conflicts:



Figure 4. Stakeholder Map: Intercultural School of Geography for Life.

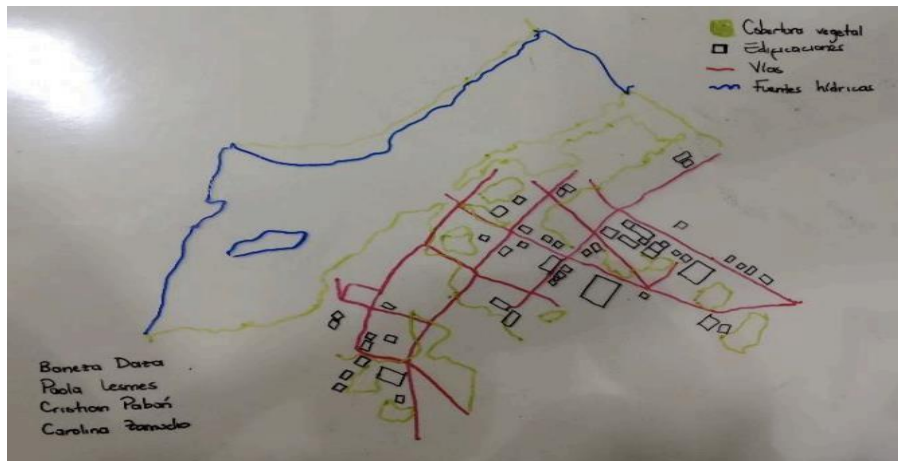


Figure 5. Cartographic Rectification: Intercultural School of Geography for Life.



Figure 6. Participatory Mapping: Intercultural School of Geography for Life.

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
 Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

FIG Working Week 2024

Your World, Our World: Resilient Environment and Sustainable Resource Management for all
 Accra, Ghana, 19–24 May 2024

4.4. Scope:

Informed participation of citizens in Multipurpose Cadaster issues and with more qualified levels of relationship between communities and Cadastral Operators. Strengthening of technical capacities in the communities as community promoters and ethnic and peasant field assistants to support the cadastral operation. Curricular proposal for training modules for Community Promoters and Field Assistants, with specific orientations for the training of communities with a differential indigenous, afro, black, raizal and peasant approach, with special attention to the gender approach and for environmental governance. Team of professionals from various disciplines, trained to implement ongoing projects. Specialized capacity building for national social organizations to participate more directly in the cadastral operation.

5. CONCLUSIONS (Achievements/Indicators):

Consolidated team of trainers with an ethnic approach to be implemented from the regional nodes strategy of the IGAC's Intercultural School of Geography for Life and in other training strategies to be developed. 37 municipalities, 1183 people participated in the training and 611 were certified as promoters and field assistants, 47% of whom are women. Currently, people are being hired to participate in the cadastral operation in their municipalities through IGAC as operator (IGAC, 2023).



Figure 7. Implementation of the Schools: Intercultural School of Geography for Life.

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

FIG Working Week 2024

Your World, Our World: Resilient Environment and Sustainable Resource Management for all

Accra, Ghana, 19–24 May 2024

REFERENCES:

- GIZ. (2024). Local GIZ staff in Colombia. German Agency for International Cooperation (GIZ). <https://www.giz.de/en/html/index.html>
- IGAC. (2023). Intercultural School Presentation. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://escuelaintercultural.igac.gov.co/>
- IGAC. (2023). Our Modules. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://escuelaintercultural.igac.gov.co/>
- IGAC. (2023). Our Modules. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://escuelaintercultural.igac.gov.co/>
- IGAC. (2023). Our Modules. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://escuelaintercultural.igac.gov.co/>
- IGAC. (2023). The intercultural geography for life school arrived in guaviare to train its inhabitants on multipurpose cadastre. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://www.igac.gov.co/index.php/noticias/la-escuela-intercultural-geografia-para-la-vida-llego-al-guaviare-para-capacitar-sus-habitantes-sobre-catastro-multiproposito>
- IGAC. (2023). What is the Intercultural School Geography for Life - Multipurpose Cadastre?. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://www.igac.gov.co/index.php/noticias/la-escuela-intercultural-geografia-para-la-vida-llego-al-guaviare-para-capacitar-sus-habitantes-sobre-catastro-multiproposito>
- IGAC. (2023). More than 150 leaders trained in multipurpose cadastre: igac is in Montes de María. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://www.igac.gov.co/index.php/noticias/mas-de-150-lideres-y-lideresas-capacitados-en-catastro-multiproposito-el-igac-esta-en-montes-de-maria>
- IGAC. (2023). Capacity building for community participation. Intercultural School of Geography for Life. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://escuelaintercultural.igac.gov.co/>
- IGAC. (2023). Chocó mission successfully completed: boundaries and intercultural schools for multipurpose cadastre, the central themes. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://escuelaintercultural.igac.gov.co/>
- IGAC. (2023). IGAC's multipurpose land registry intercultural schools begin. Directorate of Research and Perspective (DRP). Institute of Geography Agustín Codazzi (IGAC). <https://www.igac.gov.co/index.php/noticias/inician-las-escuelas-interculturales-del-catastro-multiproposito-del-igac>

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

FIG Working Week 2024

Your World, Our World: Resilient Environment and Sustainable Resource Management for all
Accra, Ghana, 19–24 May 2024

BIOGRAPHICAL NOTES:

Ph.D. Diana María López Cardona

Doctor in Education from the Universidad de Buenos Aires (UBA), Argentina, and philosopher from Universidad Nacional de Colombia (UNAL), with more than 20 years of experience in education and research in the field of epistemology and pedagogy. Member of the Institute of Latin American and Caribbean Studies of the UBA, Argentina. Senior researcher, pedagogical advisor to organizations, trainer of trainers, author of book chapters and articles.

Ph.D. Johan Andrés Avendaño Arias

Geographer of the Universidad Nacional de Colombia (UNAL), Cadastral Engineer and Geodesist of the Universidad Distrital Francisco José de Caldas (UDFJC), Specialist in Public Policy Analysis. Master's degree in Territory, Space, and Society, and Ph.D. in Geography, Development, Territory, and Society from the École des Hautes Études en Sciences Sociales (EHESS) of France. University lecturer and researcher, with extensive experience as a consultant and analyst in areas such as public policy, cadaster, planning, poverty, and territorial management. Current Director of the Directorate of Research and Perspective of the IGAC.

Luisa Cristina Burbano Guzmán

Director of Cadastral Management of the IGAC. Cadastral Engineer and Geodesist, PhD in Peripheries, Sustainability and Urban Vitality and Master in Urban Planning from the Polytechnic University of Madrid, specialist in Planning and Administration of Regional Development and specialist in Information Systems.

CONTACTS:

Diana María López Cardona

Institute of Geography Agustín Codazzi (IGAC)
Carrera 30 # 48-51
Bogotá DC., Colombia
Tel. +54 91134088452
Email: diana.lopez@igac.gov.co
Website: <https://www.igac.gov.co>

Luisa Cristina Burbano Guzmán

Institute of Geography Agustín Codazzi (IGAC)
Carrera 30 # 48-51
Bogotá DC., Colombia
Tel. +57 601 653 18 88
Email: luisa.burbano@igac.gov.co
Website: <https://www.igac.gov.co>

Johan Andres Avendaño Arias

Institute of Geography Agustín Codazzi (IGAC)

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

FIG Working Week 2024

Your World, Our World: Resilient Environment and Sustainable Resource Management for all
Accra, Ghana, 19–24 May 2024

Carrera 30 # 48-51
Bogotá DC., Colombia
Tel. +57 312 3677415
Email: johan.avendano@igac.gov.co
Website: <https://www.igac.gov.co>

Intercultural School of Geography for Life Community Capacity Building Project for Multipurpose Cadaster (12543)
Diana María López Cardona and Johan Andrés Avendaño Arias (Colombia)

FIG Working Week 2024
Your World, Our World: Resilient Environment and Sustainable Resource Management for all
Accra, Ghana, 19–24 May 2024