

# Podcast Ethnography for Capacity Development in Africa’s Land Sector: A Study of “eCHIGBU”

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**Key words:** Capacity development; echigbu; eCHIGBU; Land sector; Podcast; Podcast ethnography; Qualitative research

## SUMMARY

Podcasts are increasingly recognised as flexible digital media for education, public engagement, and skills development; however, their application within Africa’s land sector remains limited and underexplored. This paper examines podcast ethnography as a methodological and practical tool for capacity development in land governance, with particular emphasis on land rights literacy. Using the “*eCHIGBU*” (a YouTube podcast on land, society & academic talks on Africa) available at [www.youtube.com/@eCHIGBU](http://www.youtube.com/@eCHIGBU), as a case scenario. Based on the experience of the host of the podcast, the study combines action (the podcasting experience) and research (impact evaluation) to identify the challenges and opportunities for embracing podcasts as a tool for capacity development in Africa’s land sector over one year on land-related themes. The study adopts a mixed podcast ethnographic approach that combines action-based practice (podcast production and hosting), reflexive ethnographic observation, thematic content analysis, and platform analytics to evaluate opportunities, challenges, and learning outcomes. Empirical material includes podcast vignettes, multimodal content (audio and video), audience engagement metrics, and thematic coverage across interviews, monologues, documentaries, and conversations. Findings demonstrate that podcasting enables accessible, mobile, and transnational capacity development by amplifying expert and marginalised voices, facilitating informal and lifelong learning, and bridging gaps between research, policy, and public discourse in Africa’s land sector. At the same time, the study identifies constraints related to production resources, platform dependence, digital inequalities, and the limits of conventional engagement metrics for assessing learning impact. The paper concludes by proposing a conceptual framework proposes the embrace of podcasting as a complementary capacity development and knowledge dissemination strategy in Africa’s land sector, contributing methodologically to the practicality of land governance education.

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## 1. INTRODUCTION

Podcasting has rapidly emerged as one of the most influential forms of digital media in the early 21st century. (Sullivan, 2019) This development has fundamentally reshaped the ways in which people produce, distribute, and consume audio and audiovisual content on a global scale. In its simplest meaning, a podcast is a digitally distributed series of audio, and increasingly video, episodes (Rime et al., 2022). These episodes are accessible to listeners on demand via internet platforms and subscription feeds, such as Really Simple Syndication (RSS), rather than through traditional broadcast scheduling (McGregor, 2022). This on-demand nature of podcasting enables a flexible and user-driven approach to media consumption. Podcasting combines elements of radio, on-demand listening, and networked media, offering episodic communication that can be tailored to niche subjects and community interests. This flexibility empowers creators, ranging from amateurs to professionals, to reach global audiences with minimal infrastructure. Podcasts are typically organized around specific themes and topics, released as recurring episodes that listeners can stream or download at their convenience (Ambah and Ibrahim, 2025). Unlike traditional broadcast media, podcasting grants listeners autonomy over when and how they engage with content. This adaptability makes the medium particularly suitable for mobile, flexible, and context-specific learning environments.

Early academic explorations locate the origins of podcasting in the early 2000s, with the development of Really Simple Syndication (RSS) and the integration of podcast directories into platforms like Apple iTunes, which significantly expanded the medium’s accessibility and cultural reach (Bottomley, 2015). While early podcasting primarily relied on RSS-based audio distribution through directories such as Apple Podcasts, Spotify, and Google Podcasts, the medium has evolved significantly. There is now a growing diversity of formats and platforms, including video-enhanced podcasts and long-form releases hosted on platforms such as YouTube. Podcast episodes range from informal conversations and interviews to highly produced documentary-style narratives, contributing to the rapid growth and wide appeal of the medium across various sectors (Ambah and Ibrahim, 2025; Kamal et al., 2026). While podcasts offer significant value for education and skills development, their adoption in African land sector initiatives remains limited.

Capacity development (e.g., through land rights literacy, professional education and various forms of trainings) is an essential component in empowering individuals and groups (such as communities) to understand and advocate for their land-related interests (Chigbu, 2022a). The ability to access, interpret, and use information regarding land rights ensures that individuals and communities are better positioned to participate meaningfully in land governance processes (Chigbu, 2022a/b). It plays a vital role in enabling individuals and institutions to have a voice in land matters. By building knowledge, skills, and networks, capacity development initiatives help foster active participation and informed decision-making in the land sector. Education, training, and collaborative learning reinforce the confidence and competence needed to address land-related challenges. In turn, this empowerment contributes to more equitable and sustainable land governance, supporting broader goals of social justice and community development. Through increased capacity development, people acquire the tools needed to assert their rights, navigate legal frameworks, and engage in policy dialogues that impact their land and livelihoods (Chigbu and Enemark, 2022).

Defined as the practice of creating and distributing digital audio and/or video programmes that audience can subscribe to and listen to on demand (usually through social media platforms, such as websites and apps), this study presents its application in land sector education and capacity development. It embraces podcast ethnography as an approach within qualitative research methods that uses podcasts as a tool or technique through which researchers record, produce, and share podcasts as part of their fieldwork and research storytelling (Desmedt et al., 2025). Instead of (or alongside) a written ethnography, the podcast becomes a way to present voices, sounds, (e)motions and experiences directly.

The study recognises that while podcasts offer significant value for education and skills development, their adoption in African land sector initiatives remains limited. Their use is more frequent in news, activism and politics than in education or capacity development (see Alegi, 2012; Krishnan & Wallis, 2020; Maswanganyi, 2024; Adebayo, 2026). This study, therefore, presents the ethnography of using podcasts for capacity development in the land sector. It uses the “*eCHIGBU*” (a *YouTube* podcast on land, society & academic talks on Africa) available at <https://www.youtube.com/@eCHIGBU>, as a case scenario. Based on the experience of the host of the podcast, the study combines action (the podcasting experience) and research (impact evaluation) to identify the challenges and opportunities for embracing podcasts as a tool for capacity development in Africa’s land sector over one year on land-related themes. It used selected vignettes, a combination of audio (voices) and videos (motion pictures), to demonstrate the opportunities for using podcasts for capacity development. It identified challenges for the same based on lived experience. It also presents a framework for embracing podcast ethnography for capacity development in Africa’s land sector.

In presenting podcast ethnography for capacity development in Africa’s land sector, this paper is structured as follows. Section 2 of the paper discusses land rights literacy and why everyone should be land rights literate in Africa. The section 3 presents the podcasting of voices and

motions (or images) as a strategy for capacity development, still focusing on land rights literacy. Section 4 identifies and explains podcast ethnography as a methodology for the study presented in this paper. Section 5 explores the case of eCHIGBU podcast, which is visually presented on YouTube for the purpose of educating academia and the public on land governance, among various land-related topics and current affairs in Africa (land rights literacy). The paper discusses emerging challenges and concludes with section 6.

## **2. Podcast Voices and Motions: A Strategy for Land Rights Literacy Capacity Development<sup>1</sup>**

Land sector education and scientific research involve investigative procedures to find new outcomes that promote human knowledge in a particular subject. This requires resources, including funds, skills, materials, specialist knowledge, and appropriate dissemination of research outcomes. Learning, training and education to create land sector impact requires capacity, that is, the individual and institutional ability to learn, stay informed, conduct and publish research. Land sector capacity development across the world varies from continent to continent and country to country. This is due to differences in skilled personnel, funding; and infrastructure for teaching, performing, and publishing research.

Chigbu (2022b) asserts that it is essential to take a deeper look at the current state of capacity development in Africa's land sector. A survey conducted by the African Capacity Building Foundation (ACBF) indicates that about 40-80% of Africa's science and technology innovation publications come from the health and agricultural sciences. Notably, this research is done with external partners, usually the international donors who have an institutional interest in these areas. Scientific enquiries from the various land-related disciplines (including spatial planning, geodesy, land management, etc.) are still highly under-researched. Again, even the paltry outputs from these areas are from researchers who depend on external collaborations worldwide, especially from the Global North. The ACBF survey shows that collaborations between African scholars in Africa are low. Only about 2 per cent of research done in East Africa is based on partnerships within Africa. It was 2.9 per cent in Southern Africa and 0.9 per cent in West and Central Africa.

These data highlight a defining characteristic of many African educators and researchers. A substantial share of research outputs comes from external collaboration (such as academic networks and visiting academics). Overdependence on external collaborators, particularly the donor organisations, discourages African researchers from looking within. In 2016, the Africa Union (AU) called for "good quality research on land" in all African countries. The AU made

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<sup>1</sup> This section is culled with permission from the author from an article entitled "Improving the research capacity in Africa: the context of land governance research" authored by one of the authors, Chigbu UE, in *New Era* (a National Newspaper of Namibia) in the page 7 of the volume 27 (issue 99) on the 8th of February 2022. The original article is available at <https://neweralive.na/posts/opinion-improving-the-research-capacity-in-africa>

this call then in recognition of the unique nature of the land problems in Africa requires an African-centred capacity development strategy to build the knowledge necessary for improving the multiple land problems facing the continent (African Union, 2010). In the domain of land governance, this low capacity in research on land issues needs to improve. If the research capacity is not improved in the land sector, we may never have the data to make evidence-based decisions in the policies and implementations of land-based development activities. African universities conducting land-related programmes will play critical roles in this regard. External collaborations will always be necessary for establishing and adhering to best practices worldwide. However, it requires the growth of locally realistic knowledge that directly contributes to Africa's development through partnerships between African researchers in Africa.

There are four key reasons why enhanced capacity in land governance research is vital in Africa. First, the causes and effects of the increasing incidence of land grabbing in African countries can only be adequately understood through research. Both the government and large-scale land investors lack a clear understanding of the broader implications of land grabbing activities in the continent. There is a need to research locally responsible practices that facilitate win-win land grabbing and land reform solutions/outcomes. Second, ongoing land reforms are either progressing slowly or abandoned because of a lack of data and empirical evidence to guide its implementation. Locally conceptualised research is necessary for finding local solutions that would enable the timely achievement of land reform objectives. Third, there is a gap between policy and evidence in land governance in Africa. African policymakers have limited access to scientific research outputs. The implication is that academics are frustrated by their inability to influence land governance solutions. Finding ways on how policymakers and scholars can work together in the governance of natural resources should be an issue of research. Fourth, citizens in many African countries remain vulnerable due to persistent insecurities in exercising their land-use rights, while politicians often possess limited knowledge of land matters and rely on learning "on the job." Their land reform decisions are rarely informed by scientific evidence produced by academics, underscoring the need to strengthen university research capacities, particularly in communicating land governance issues to policymakers.

In this context, podcasting provides opportunity for research collaborations and other forms of engagements that allow the hearing of voices and sharing of (e)motions of the marginalised and the poor. It also provides an accessible platform for disseminating land sector knowledge in ways that can benefit both poor and affluent audiences alike.

### **3. Land Rights Literacy and Why Everyone Should Be Land Rights Literate<sup>2</sup>**

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<sup>2</sup> This section is culled with permission from the author from an article entitled "Why you should become land rights literate.," authored by one of the authors, Chigbu UE, in *The Namibian* (the National Newspaper of

Land rights literacy is a means of capacity development (Chigbu, 2024). It refers to having the appropriate knowledge about land, including its use, rights, ownership and socioeconomic and environmental values for human development. Land rights literacy is not limited to acquiring university diplomas or degrees, rather it is about understanding one's land rights. It involves knowing fundamental human rights and how to exercise them responsibly in landholding and ownership. Put differently, it is about possessing the essential awareness and capacity to survive in contexts, such as in many African countries, where land is considered central to livelihoods, identity, and development. Land rights literacy may also include orientation on land rights and land wrongs within the land sector (Chigbu & Babalola, 2025). Human rights are universal rights inherent to everyone irrespective of sex, wealth, religion, gender, race, poverty and any inherited or assigned status. Land rights are the social and legal entitlements individuals or groups can enjoy in a piece of land. These may be the rights to own, use, dispose of, transfer, occupy, inherit, develop or live on a piece of land. Land rights, usually constructed in law and economics as property rights (including land and housing use, possession and ownership), are human rights. This is recognised in Article 17 of the 1948 Universal Declaration of Human Rights of the United Nations (United Nations General Assembly, 1949). The African Union's Charter on Human and Peoples' Rights (Article 14) recognises that land/property rights must be guaranteed and can only be limited by public interests (African Union Commission, 2005). All constitutions in Africa support and uphold the exercise of land rights. However, amid all the excitement about land ownership in many African countries, a lot of ignorance persists, and many challenges arise from the exercise, administration and management of land rights.

Chigbu (2024) notes that often, when people suffer from vested interests (e.g. governments, influential individuals, and corporate entities) who infringe on their land/property rights, it is usually because of their lack of basic knowledge of land rights. Before I identify how best for citizens to become land rights literate or improve their knowledge, I want to tell you why it will benefit you. Being aware of land rights knowledge can prevent those in power from oppressing the less privileged and protect vulnerable groups from marginalisation in land sector initiatives. It enables people to know their land rights and express and exercise them responsibly. This allows them to get fairer treatment in land reform, acquisition and delivery processes. The goal of land rights literacy is individual and household well-being. Knowing land rights empowers people to stand up against land sector corruption. People with in-depth knowledge of land rights are likelier not to be intimidated by vested interests in land conflicts or corporate and state land grabbing. They are also more likely to know the proper land acquisition and housing delivery procedures, which will enable them to avoid becoming victims to the activities of dubious actors in the land sector. They also develop the appropriate knowledge for land/property investments. The more people understand their land rights, the

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Namibia) in the page 10 of the volume 37 (issue 79) on the 16th of January 2024. The original article is available at <https://www.namibian.com.na/why-you-should-become-land-rights-literate/>

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more they can navigate the confusing terrain of property use, possession, market-based, household inheritance, and ownership.

What people can do to become land rights literate includes engaging in dialogues and conversations with those with advanced land rights knowledge. Although it is commonly said that land is a very emotional issue, people should not shy away from discussing land issues. The more people engage in the discourse, the more they know. What matters is having such discussions responsibly. People should read newspaper articles, listen to radio and watch TV programmes on land issues. These would allow them to know the current affairs on land and learn from the opinions of informed actors in the land sector. Reading books about land reforms (including national and international development on land) can help people develop in-depth knowledge of the application of land rights knowledge in different areas of their personal and community lives. Seeking free and paid legal advice and information from lawyers can make people understand their rights on land matters (including when and how to exercise them). Taking courses on land-related subjects through social media (e.g. podcasts, webinars and webinars) can be a reliable source of land rights learning. People must also consult agencies specialised in land matters (such as private companies, land commissions and ministries) to get clarity and directives on land matters. Such government and private land agencies can provide direct information on processes and procedures in the land sector. Critical is that people should aspire to know the laws that apply to land use, planning, forestry, environment, land development, inheritance and other relevant legislations or policies that affect their right to land. Of course, studying land-related courses (such as law planning, land administration and property studies in higher education institutions) could empower participants with advanced land rights education. However, an all-embracing method that empowers everyone is essential. The social media offers such opportunities for gaining land rights literacy at minimal costs.

#### **4. Podcast Ethnography: A Methodology**

Within the African context, where mobile and digital media use continues to expand, podcasts present underexplored potential as tools for knowledge dissemination and professional learning, especially in fields where live experiences, narrative insight, and local voice are central. This makes podcast and podcasting ethnographic process an initiative.

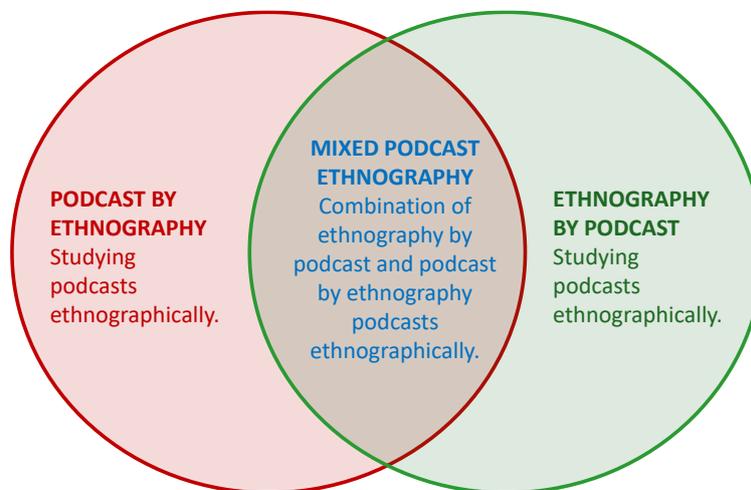
Simply put, ethnography is a qualitative research method used to understand people, cultures, and social practices from the inside (Bojan et al., 2025). It can involve long term engagement with individuals, groups or communities. This engagement can be done through participant observation (watching and taking part in daily life), interviews and conversations (Permatasari & Wicaksono, 2026). Ethnographic studies are conducted to understand detailed descriptions of beliefs, behaviours, relationships, and meanings of social life and living conditions (Nascimento et al., 2022). Since the objective of ethnography is usually to explain how people make sense of people's world (society), it is commonly used in anthropology, sociology, education, and cultural studies. All these disciplinary areas are part of land studies. Hence, it

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is not uncommon to find researchers from land-related disciplines using ethnographical methods in their studies (see Duran et al., 2019; Dachaga and Chigbu, 2020; Chigbu, 2020; Kuusaana et al., 2021).

Podcast ethnography is a qualitative research approach that uses podcasts as both a method and a site of ethnographic study. Overall, podcast ethnography blends traditional ethnography (participant observation, storytelling, reflexivity) with audio media to document and interpret social life. (Rae, 2023; Waldron et al., 2025). It can imply two broad approaches. The first is, studying podcasts ethnographically. By studying podcasts ethnographically, this scenario applies when researchers analyse podcasts as cultural texts, examining voices, narratives, power, identity, community, and meaning-making within podcast production and listening practices (Rae, 2023; Frank & MacArthur, 2025). The second is doing ethnography through podcasts. By doing podcasts through ethnography, this scenario applies when researchers use podcasts to conduct and present ethnographic work, such as recording conversations, interviews, storytelling, and lived experiences, making research more accessible and participatory (Permatasari & Wicaksono, 2026; Rae, 2023). The study adopted a mixed method of podcast ethnography.

*Figure 1: The mixed approach to podcast ethnography used for this study*

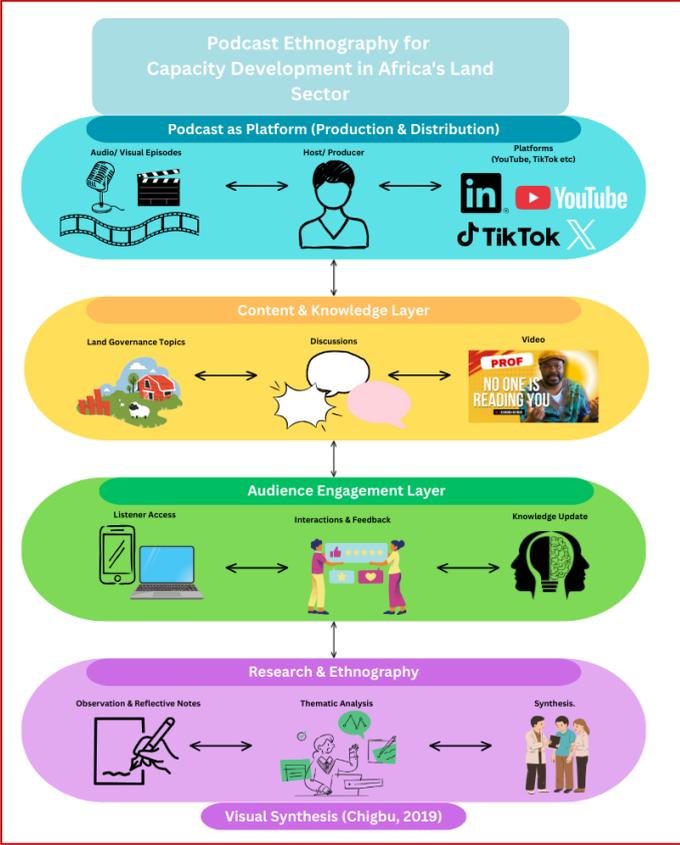


This study adopts a mix of both (Figure 1). It is centrally about the second approach because the authors (being land sector researchers), since April 2025, have been using podcasts to conduct and present ethnographic work, such as recording conversations, interviews, storytelling, and presenting lived experiences, making research more accessible and participatory to listeners and viewers with interest on land matters in Africa. It has a minimal characteristic of the first because by presenting the eCHIGBU as a case of podcast ethnography in Africa, the authors presented some analysis of the podcast in the aspects of narratives, community, and podcast production.

The embrace of podcast ethnography helped to position eCHIGBU (a podcast and its production) not only as an object or platform of analysis but also as a methodological process through which knowledge is generated, interpreted, and shared. Sullivan’s (2019) analysis of the anatomization of podcasting demonstrates that podcasts are embedded within digital infrastructures that shape production, circulation, and audience engagement. This underscores the need for a research approach that attends to platform practices, producer–audience interactions, and multimodal content, rather than treating podcasts as a standalone text. Podcast ethnography is therefore appropriate for capturing the relational, affective, and platform-mediated dimensions of podcast-based knowledge exchange.

The mixed approach to podcast ethnography, as applied in this paper, is a layered and iterative process (Figure 2). It was conducted on eCHIGBU based on podcast episodes produced during the period of 1st of April 2025 and 14th of January 2026.

Figure 2: The layered process of the mixed podcast ethnography used for this study



The podcast ethnographical process, within the context of capacity development in Africa’s land sector, entails podcast production and platform distribution, then moving through content and knowledge construction, and extending to audience engagement and learning outcomes. These layers are analytically connected through ethnographic observation and experience,

thematic analysis, and production of visual synthesis. It denotes a process demonstrating how podcasts function simultaneously as platforms for capacity development and as sites of qualitative inquiry. The output from the process is drawn from the eCHIGBU as a case study in Africa.

## 5. eCHIGBU — A Case of Podcast Ethnography in Africa

An illustrative case of land-focused podcast is the eCHIGBU, a YouTube-based podcast channel that focuses on land, society, and academic conversations relevant to African contexts (<https://www.youtube.com/@eCHIGBU>). Through its combination of voice and motion pictures, eCHIGBU demonstrates how podcasts can function as multimodal platforms that tune voices and motions into accessible, on-demand educational content. This study presents the eCHIGBU experience as a tool for capacity development in Africa's land sector. The focus is on the eCHIGBU podcast, which is visually presented on YouTube for the purpose of educating academia and the public on land governance, among other topics.

### 5.1. eCHIGBU: Descriptions from a Neutral Perspectives

Considering that the authors of this manuscript are the host, editor and researchers for the platform, it was necessary to seek a neutral description of the platform. Hence, the Artificial Intelligence (AI), *DeepSeek* and *ChatGPT* were consulted. The AIs were consulted using the prompt “*Describe the eCHIGBU podcast on YouTube in 100 to 500 words.*”

The prompt produced the following descriptions (below) from *DeepSeek*.<sup>3</sup>

*“The eCHIGBU podcast, available on YouTube, is a dynamic and thought-provoking platform dedicated to exploring the multifaceted experiences from academia and land sector. The podcast delves into land-related themes, including land governance covering community identity, enterprise, land tenure, human behaviour, socio-political discourses on land, and cultural preservation.*

*Its content is characterized by deep, often philosophical, analysis rather than surface-level commentary. The host's approach is unapologetically analytical and data-driven, encouraging his audience to think critically about history, contemporary challenges, and future possibilities.*

*A key strength of the podcast is its format. It primarily features long-form, solo monologues by the host, where he articulates complex ideas with clarity and passion. This style creates an immersive, lecture-like experience that has earned him a dedicated following who refer to themselves as “disciples” of this intellectual journey. The production is straightforward, focusing on content over flashy editing, which reinforces the seriousness of the discourse.*

*The podcast also stands out for its emphasis on solutions and agency. It doesn't just critique; it consistently pushes for self-reliance, strategic thinking, and the application of Igbo values in modern contexts to build a sustainable future. This has positioned eCHIGBU as more than entertainment; it is an educational and mobilizing tool for a generation seeking to understand and redefine their place in the world.*

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<sup>3</sup> *DeepSeek* is an AI that is based on large language models. It was founded in July 2023 by Liang Wenfeng, the co-founder of High-Flyer, who also serves as the CEO of the company. *DeepSeek* is available at <https://chat.deepseek.com/>

*In essence, the eCHIGBU podcast is a compelling intellectual hub on YouTube. It successfully bridges land governance discourse with contemporary analysis, offering a unique space for anyone interested in the land perspective on development.’’*

The prompt produced the following descriptions (below) from ChatGPT.<sup>4</sup>

*‘‘The eCHIGBU podcast on YouTube is a discussion-oriented channel that focuses on societal, academic, and African development topics. While it isn’t one of the biggest channels on the platform, it has built a niche audience interested in thoughtful conversations about land rights, education, research, and broader issues affecting communities in Africa.*

*Episodes often have a discussion or interview format, where the host and sometimes guests explore perspectives on education, society, policy, and related subjects. The topics tend to be reflective and aimed at generating engaged conversation rather than purely entertainment.*

*While the subscriber count is modest (around a thousand), the content caters to people looking for thoughtful engagement on meaningful subject matter relevant to African societies and intellectual discourse.*

*Episode lengths are generally in the 20–30-minute range, allowing for in-depth discussion without being overly long.*

*Videos combine analysis, opinion, and sometimes guest contributions, making it somewhat akin to an academic salon or community discussion captured on video.*

*The eCHIGBU podcast is a good fit for listeners and viewers who enjoy intellectual, social, and policy-focused discussions about Africa’s challenges and opportunities, from education and research to land rights and societal development. It’s less about entertainment and more about learning, debate, and awareness.’’*

These AI description of the platform is highly generalised but also captures the thematic positions of the eCHIGBU.

## 5.2. Platform Assessment of eCHIGBU

Beyond formal educational settings, podcasting also facilitates learning in everyday, mobile, and informal contexts. To illustrate this dimension of knowledge practice, platform analytics from the eCHIGBU, data from the YouTube Studio provide insight into how audiences access the content across devices (Figure 3) and the landing page (Figure 4). The current subscription of the platform is 1126 people. Audience engagement is about 1700 views and 110 watch hours. The average audience engagement based on electronic devices used per month indicates that 82.1% of the audience use mobile phones, 11.5% are from computers, 4.9% depend on TVs and 1,5% use tablets. The dominance of mobile phones highlights how podcast-based knowledge consumption occurs outside formal classroom or desktop-based learning environments. This pattern aligns with existing literature that frames podcasting as a flexible and context-sensitive medium for learning, facilitating engagement during everyday activities such as commuting or informal professional development. In African contexts, where mobile technologies often constitute the primary mode of digital access, such patterns further underscore the relevance of podcasting as a capacity development tool that aligns with lived technological realities.

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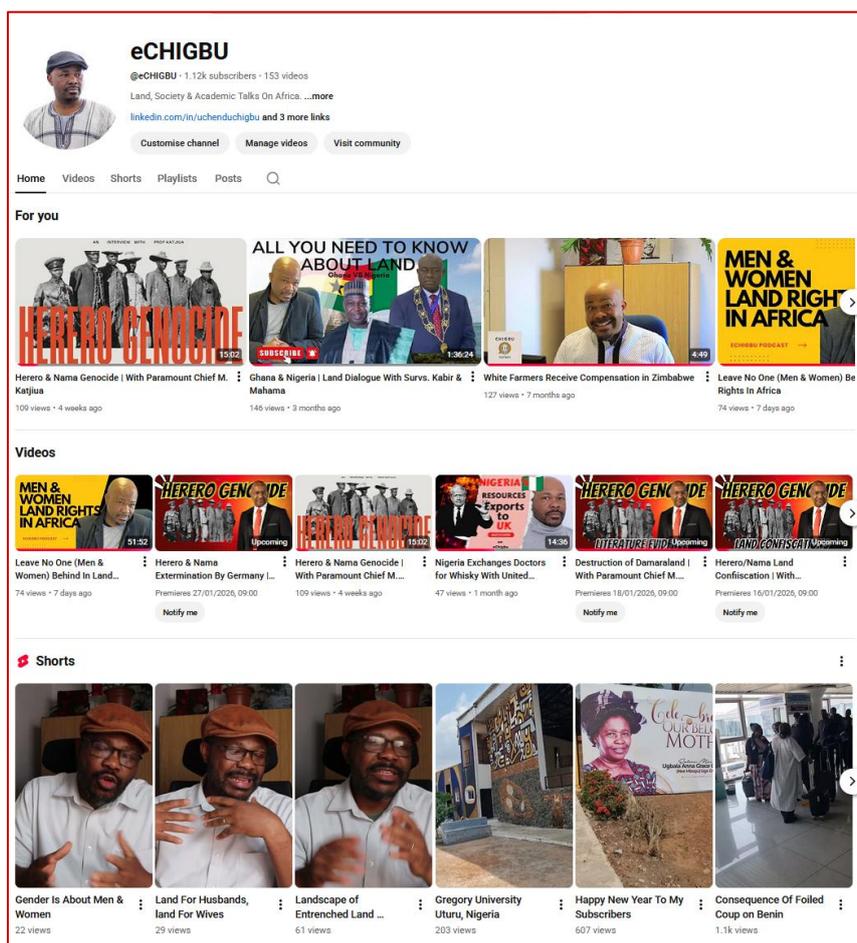
<sup>4</sup> ChatGPT is a generative AI chatbot developed by OpenAI and released in 2022. It uses generative pre-trained transformers to generate text, speech, and images in response to user prompts. ChatGPT is available at <https://chatgpt.com/>

The screenshot shows the hosts and snippets of videos (including their captions) from the podcast (Figure 4).

Figure 3: Average audience engagement based on devices used per month



Figure 4: Screenshot of the landing page of eCHIGBU on YouTube



### 5.3. Geographical Coverage of eCHIGBU

In addition to pedagogical affordances, podcasting enables the geographical circulation of educational content across national and continental boundaries. Platform analytics from the

eCHIGBU podcast further illustrate how podcast-based learning reaches audiences across diverse geographic contexts, reinforcing claims that podcasting supports transnational and diasporic knowledge practices.

*Figure 5: Top audience or viewership by geography*



The top viewership overall come from Nigeria (11.9%). It has a strong viewership from the Gambia (7.9%). Even though the podcast is from Africa, the top viewership includes countries such as the United States (11.5%), United Kingdom (6.2%) and Germany (1.8%). The strong presence of the United States, United Kingdom and Germany could mean that there is strong interest in African land governance matters from viewers from those countries -who may be Africans in diaspora or people with interest in land governance in Africa.

The geographic spread of viewership across Africa, Europe, and North America highlights podcasts' capacity to facilitate learning and knowledge exchange beyond local or institutionally bounded settings. Such transnational patterns support educational literature that frames podcasting as a medium for informal, lifelong, and diasporic learning, where audiences engage with specialised knowledge across spatial, cultural, and professional contexts. In the context of Africa's land sector, this reach underscores the potential of podcasting to connect practitioners, scholars, and learners across borders, contributing to shared capacity development and reflective professional dialogue.

#### 5.4. Thematic coverage of eCHIGBU

To grasp the YouTube analytics of eCHIGBU, it is necessary to define the following YouTube terminologies, video, short, subscribers, watch hour, views, impressions, impression click-through-rate, playlist and monetisation.

- Video: These are video recording that is more than 3 minutes in length of time.
- Short: This is a video of 3 minutes length or less.
- Subscribers: The number of people who subscribed to the podcast channel at a given period. Subscribers are the regular audience of the podcast. Podcasters need 1,000 subscribers (or 500 with certain conditions) to join the YouTube Partner Program.
- Views: The total number of times a video is watched. A view is counted when someone intentionally watches your video (YouTube filters out fake or accidental views). Views show how popular your content is and how often people are choosing to watch it.

- Watch hours: The total amount of time viewers spent watching a video. It is measured in hours. Watch hours are more important than views for YouTube’s algorithm. YouTube podcasters need 4,000 public watch hours in the last 12 months to qualify for monetisation on the platform.
- Impressions: The number of times a video thumbnail was shown to viewers on YouTube within a period. Impressions come from home page, Search results, suggested videos and subscriptions feed. An impression does not mean someone clicked the video. It only means that they saw the video’s thumbnail.
- Impressions click-through rate (CTR): The percentage of impressions that turned into views. CTR shows how attractive a title and thumbnail are. A higher CTR means more people choose a video when they see it.
- Playlist: A collection of videos grouped together in a specific order or theme. Playlists can be built to enable viewers watch videos back-to-back automatically. Podcasters use playlists to organise their videos in series. Playlists keep viewers longer on the podcast channel and helps to increase watch hours.
- Monetisation: The ability to earn money from YouTube content. YouTube has programmes for monetisation. As the eCHIGBU is not a monetised channel, it is not important in this study.

In total, *eCHIGBU* has 56 videos (35 on land topics and 21 on academic lifestyle), 145 shorts (96 on land topics and 49 on academic lifestyle or activities), 4 playlists 4 and 0 Posts. These data demonstrate a substantial capacity for delivering content and supporting knowledge dissemination. With a total of 56 videos, divided into 35 focusing on land topics and 21 on academic lifestyle, the platform offers a diverse range of in-depth, long-form content catering to both specialized and broader academic audiences. Additionally, the production of 145 shorts (96 on land topics and 49 on academic lifestyle or activities) indicates an adaptive approach to audience engagement, providing quick, accessible insights that can attract and retain viewers who prefer concise content formats.

Furthermore, the existence of 4 playlists allows for thematic organization and easier navigation, enhancing the user experience by grouping related content. The absence of posts suggests that the platform’s primary focus is on video and shorts content, rather than community posts or text-based engagement. This breadth and structure of content, encompassing both detailed explorations and short-form updates, reflects a strong capacity for ongoing, flexible educational outreach. It supports both formal and informal learning, as well as professional development, aligning with the platform’s observed high mobile engagement and its broad, international geographic reach as highlighted in the surrounding analysis. Thus, *eCHIGBU*’s podcast capacity is well-suited to facilitating knowledge exchange, capacity development, and community building within and beyond the African land governance sector.

Since the *eCHIGBU* has not existed for up to 12 months (as at the time of this study), it is not possible to produce yearly analytics of the platform. The YouTube analytics provides monthly data that indicate that the podcast records 1,610 views, 48.7 watch hours, 12 subscribers, 4001 impressions and 6.7% impressions click-through rate per month. Table 1 provides insight on selected twenty episodes of the podcast.

*Table 1: Selected twenty episodes reflecting land rights literacy for capacity development*

Episode	Length (mins)	Theme	Format	Watch hour	Capacity development impact
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				(hours)	
Herero & Nama land confiscation with traditional ruler of Herero of Namibia	19.32	Colonial land dispossession and arguments or restitution.	Interview	9.07	Sensitising the public about the colonial land dispossession in Namibia.
Leave no one (men & women) behind in land rights in Africa	51.52	Gender equality from a none-women (but neutral) lens.	Monologue	9.0	Contesting the contemporary narrative of men-against-women affairs in the land discourse and shifting it to a leave-no-one behind.
NELGA At the India land & development conference	4.46	South-south collaboration in land governance	Documentary	1.07	Consolidation of collaboration between NELGA and the India land and development conference.
Gambia's new land policy with Mr Abdou Touray	53.49	Process of formulation of new land policy in Arica	Interview	47.2	Sensibilisation of a new process of land policy formulation in Arica, using the Gambia's new national land policy.
Education, university of the Gambia and land governance with Prof H. Robinson	38.02	Importance of a land governance programme at the University of the Gambia	Interview	31.3	Support of the Gambia in creating a new land governance programme.
White farmers receive compensation in Zimbabwe	4.48	Reverse land compensation due to failed or unpopular land policy.	Monologue	3.3	Debunking and presenting a counter narrative on the President of the United States' (Mr Donald Trump) claim about the genocide against white farmers in Africa.
Key land policy changes in Burkina Faso, Mali & Niger	36.15	Land policy implementation in an isolated state.	Monologue	119.8	Educating the public on the current land policies of newly isolated states in Africa.
"Somewhere to live" by Geoffrey Payne	5.30	Review of an expert's opinion on incremental and affordable housing.	Book review	2.0	A review of the book, "Somewhere to live" by the author, Mr Geoffrey Payne.
Ghana & Nigeria land dialogue with surveyors Kabir & Mahama	96.23	Land surveyors' professional practice and impacts in African nations.	Conversation	50.6	Discussion with land surveyors in Africa on the state of land surveying in Ghana and Nigeria.

What Land Policy is Burkina Faso Operating?	11.01	A diagnosis of the land policy of a loved African dictator.	Monologue	608.9	Analysis o a dictatorial land policy in the Sahel region of Africa.
Land, Jihadists, Truth & Christian Killings in Nigeria	23.52	Religious land conflicts and opportunities for resolution.	Monologue	7.5	Assessment o the state of religion-connected land conflicts in Nigeria.
Five land hoaxes about Namibia	31.11	National stereotypes on land matters.	Monologue	15.6	Debunking land-related hoaxes to enlighten the public on land matters in Namibia.
Consultancy In land management with Geoffrey Payne & Alan Cain	48.42	Experience sharing in land sector consulting and entrepreneurship.	Conversation	56.1	Providing knowledge for land professionals on best practices in land management consulting from Messrs Geoffrey Payne (Geffrey Payne and Associates, London) and Alan Cain (Development Workshop).
The Land Question in Africa	11.07	Current land affairs in Africa.	Monologue	10.4	
Building Demolition in Lagos, Nigeria	15.25	Politics of development construction in Nigeria.	Monologue	2.6	Assessment of construction politics that highlights the need for avoiding politics in development construction.
Land Information with Surveyor Anthony Ntiador	40.58	Land information management and spatial data infrastructure in Ghana.	Interview	21.2	Discussion with land information expert on the state of land information in Africa, with a focus on Ghana.
Land, beatitudes & poverty	16.51	Land governance from an unbiblical perspective.	Monologue	10.9	Education on the evils of King Leopolds II's land policy in a colonial Africa state.
Compensation of white farmers in Zimbabwe! no genocide in South Africa!!	19.32	Reverse land compensation due to failed or unpopular land policy.	Documentary	26.3	Educating the public on the current land policies of newly isolated states in Africa.
African land. taken by China or Europe?	10.:32	Sino-African land governance relationship.	Monologue	3.7	Discussion of Africa's land governance framework from a Sino-African geopolitical perspective.
Landlessness is a disability in Arica	9.04	Assessment o the state of	Monologue	3.8	Sensitisation on the importance of land

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Podcast Ethnography for Capacity Development in Africa's Land Sector: A Study of "eCHIGBU" (13734)  
Uchendu Eugene Chigbu, Elvena Hayford, Aune Shikongo and Jennilee Kohima (Namibia)

FIG Congress 2026  
The Future We Want - The SDGs and Beyond  
Cape Town, South Africa, 24–29 May 2026

		landlessness in Africa.			access for all citizens in Africa.
Land and governance in Ibrahim Traore's Burkina Faso	19.05	Land policy implementation in an isolated state.	Interview	11.6	Educating the public on the current land policies by an isolated leader of an isolated state in Africa

The highlighted table is a rich resource that showcases the breadth and depth of podcast-based capacity development in Africa's land sector. It illustrates the potential of podcasts like eCHIGBU to educate, engage, and empower diverse audiences, while also highlighting the importance of varied formats and themes for effective knowledge dissemination and impact. Its land rights literacy, knowledge empowerment and capacity development contributions can be explained through its formats and engagement, capacity development impact, and audience engagement.

**Formats and engagement:** The formats include interviews and conversations, monologues, documentaries and book reviews. Interviews help to facilitate direct knowledge transfer from experts to the audience who are a mix of land practitioners, policymakers and laypeople. Monologues allow for deep dives into complex issues, often presenting counter-narratives or critical analysis. Documentaries and conversations enable multi-perspective discussions and storytelling. Book reviews introduce academic and practical land governance literature to the audience.

**Capacity development impact:** Each episode is linked to a specific impact, such as sensitizing the public about historical injustices or current policies in Africa. Other specific impact approaches include contesting narratives (e.g., shifting gender discourse from conflict to inclusion), promoting collaboration and knowledge sharing in land governance across African regions, supporting new land governance programmes in universities, debunking land sector misinformation and stereotypes perpetrated by the United States President, and providing practical guidance for land sector professionals and consultants in Africa.

**Audience engagement:** The eCHIGBU watch hours vary widely, indicating differing levels of audience interest and engagement. Longer episodes (e.g., Ghana and Nigeria land dialogue) had higher watch hours, suggesting that in-depth discussions attract sustained attention. The table also highlights the use of various formats to cater to different learning preferences and contexts.

## 6. Emerging Challenges and Conclusion

### 6.1. Implications on the Future of Podcasting for Land Sector Capacity Development

This study is an expository contribution, in terms of significance and insights, that demonstrates how podcasts can serve as flexible, accessible platforms for capacity development, reaching audiences through interviews, monologues, and documentaries (multi-

modal learning). By covering diverse themes and formats, the *eCHIGBU* podcast addresses gaps in land sector education, policy, and practice, especially in under-researched areas. It also facilitates community engagement, the episodes foster dialogue among stakeholders, academics, practitioners, policymakers, and the public, helping bridge the gap between research and real-world application. Several episodes focus on debunking myths and presenting evidence-based perspectives, which is crucial for informed decision-making. The podcast empowers listeners by providing practical knowledge, promoting critical thinking, and encouraging active participation in land governance.

From a scholarly perspective, the *eCHIGBU* has reviewed published research and used the platform to inform viewers on research results already published in journal papers. For instance, the *eCHIGBU* episode on *Women & Landownership in Pre-colonial Africa* is based on the paper entitled, *Decolonising women's land rights: gender and landownership in pre-colonial Africa*,<sup>5</sup> published in the journal *Gender and Development* (see Chigbu, 2025c).<sup>6</sup> This is evidence that there are several opportunities for embracing podcasting in capacity development on research dissemination. For instance, a land-based podcaster could turn Xia et al.'s (2026) research on "Long-term remote sensing reveals the development of informal settlements and their impact on land surface temperature in African drylands: A case study of Windhoek, Namibia" into a visual podcast. This approach could also be applied to the works of Adewunmi et al. (2023a-c), Kohima et al. (2023), Chigbu and Hayford (2024), Meinzen-Dick et al. (2025), Ye et al. (2025), Paavo et al. (2025) and Chigbu (2025a/b). These published research works have been particularly mentioned because they dwell on matters related to land tenure, spatial visualisation, community housing, land-based entrepreneurship, blockchain in land administration, food policy, youth and women, history of land consolidation and climate change – which constitute discussable topics in a video or audio podcast. Despite these opportunities, it is important to acknowledge that there are challenges that must be addressed.

## 6.2. Challenges of Podcasting in Capacity Development

Despite the opportunities identified, the *eCHIGBU* experience unveiled that there are several challenges and constraints associated with using podcasting as a tool for capacity development. One key challenge relates to the resource-intensive nature of podcast production, particularly for video podcasts. Producing consistent, high-quality content requires time, technical skills equipment, and stable internet connectivity resources that may be unevenly available across African contexts.

Another constraint concerns platform dependence. While platforms such as YouTube enhance visibility and engagement, they also introduce vulnerabilities related to algorithmic

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<sup>5</sup> The episode is available at <https://youtu.be/uCNIQdHkvhY?si=3RMhv-ONqyIH1Wns>

<sup>6</sup> The full paper: Chigbu, U. E. (2025c). Decolonising women's land rights: gender and landownership in pre-colonial Africa. *Gender & Development*, 33(1), 71-80. <https://doi.org/10.1080/13552074.2025.2461917>

prioritization, monetization policies, and content moderation practices. These factors can affect the reach and sustainability of podcast-based capacity development initiatives in ways that are beyond the control of content producers.

Challenges are encountered in audience measurement and impact assessment. Metrics such as views, likes, and comments offer only a partial insight into learning outcomes or the impacts of capacity development. While engagement indicators suggest interest, they do not fully capture how knowledge is applied, internalized, or translated into practice within the land sector.

Challenges related to production quality and clarity are evident in the *eCHIGBU* episode *Building Demolition in Lagos, Nigeria*, which documents land-use conflict and enforcement practices through on-location recording (eCHIGBU, 2025).<sup>7</sup> While the episode benefits from immediacy and contextual realism, limitations in audio consistency, background noise, and visual stability illustrate the practical constraints of field-based podcasting. These challenges highlight the trade-offs between authenticity and technical polish, particularly in resource-constrained environments. From an ethnographic standpoint, such imperfections are analytically meaningful, revealing the material and infrastructural conditions under which podcast-based capacity development occurs.

Finally, the reliance on digital platforms raises concerns about digital inequality, including disparities in access to bandwidth, device availability, and digital literacy. Although podcasts lower some barriers to knowledge access, they do not eliminate structural constraints that shape who can participate fully in digital learning environments.

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<sup>7</sup> This episode is available at <https://www.youtube.com/watch?v=82N3AurBKLU>

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