

Approach to institutionalization of lowland development in education at different levels based on past experiences, successes and failures

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DREAM Learning Events

Content

- Introduction to IHE
- IHE approach to institutionalization
- Examples from the Region
- Lessons' learnt
- Innovation and way forward

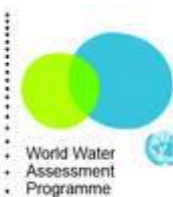


IHE Delft and the UN

IHE Delft is a member of both the **UN Water** and the **UNESCO Water** family.
IHE Delft is the only education institute within UNESCO focused on water.

The Institute works closely with other UNESCO water related organizations, particularly International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP). We also work with the World Meteorological Organization (WMO), the Food and Agriculture Organization (FAO) and several other UN organizations.

IHE Delft is **leading an initiative with UNESCO IHP to establish an education indicator for SDG6.**



Partnerships with institutions and individuals

Operating from a water perspective, IHE Delft focuses on regional challenges, such as droughts, floods and deteriorating water quality, and global challenges, such as climate change, ecosystem degradation, land loss, urbanization, sanitation, poverty, hunger, and migration. We embrace clear, integrated approaches and holistic solutions.

- Institutional partnerships working with our partners towards co-creation of knowledge and its applications.
- Individual partnerships for lifelong learning, enabling staff, students and alumni to engage better in a mutual exchange of knowledge and skills, across generations.

To increase our impact on the water sector, we will enhance our flexibility by offering tailored, high-quality education and research in Delft and overseas, through strong partnerships especially in the Global South.

IHE in the region

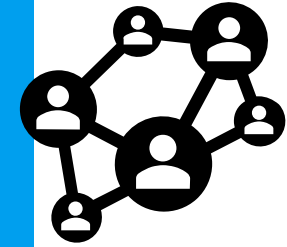
- IHE Delft, is been present in the region for several decades and has a network of >900 Alumni in Ethiopia alone
- A similar approach to this GLZ project was developed during the A4Labs project (<https://a4labs.un-ihe.org/>) with case studies in Ethiopia
- Another very successful presence in the region has been the GroundTruth (<https://gt20.eu/>) citizen science project with input from individual citizens and civil organizations
- We have conducted large (>2 M Eur) collaborative projects combining research and capacity building in partnership with civil society in the Region. Examples: WaPOR with FAO, and IWMI and MoA of Ethiopia

IHE approach to institutionalization in the region

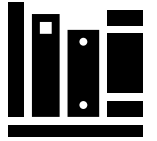
Three Specific objectives

- 1) Establishing a network of Educational/Academic Institution and Development Partners for Institutionalization of the DVRPU Approach
- 2) Developing knowledge multipliers, course modules and exchange opportunities for the institutionalization and training of the DVRPU Approach.
- 3) Dissemination of knowledge content and materials are through appropriate channels and processes

Establishing A network of Educational/Academic Institution and Development Partners



The **revision of the DVRPU** approach will form the **basis for discussion** with the educational institutions and partners at the Ethiopian Ministry of Agriculture (MoA), the Ministry of Education (MoE).



The **DREAM conference** events **create links** among the stakeholders and create awareness and understanding of the DVRPU course modules that will be developed.



WG during DREAM II in September 2021 to elaborate on the methods and materials for developing curricula for training and education.

Development of Knowledge multipliers, course modules and exchange opportunities

Training needs assessment

Development of curricula for a suite of courses, for these four main target groups:

1. BSc & Master students at partner Universities: more **academic** curricula.
2. Students at TVETs': **vocational** training modules in technical skills.
3. Policy makers and senior professionals: **tailor-made short courses**.
4. Professionals: **continued professional learning** courses.



The DVRPU approach is a 'living concept' which needs constant input from lessons learned and experience in the field. Therefore, joint learning cycles in the field will feed in to the continuous refinement of the approach.



Knowledge Content and Materials are Disseminated through Appropriate Channels and Processes



- **Rolling out of the curriculum** plans and delivering the courses.



- Development of **policy briefs** and **design manuals** to ensure that lessons learned reach the right government institutions, civil society and NGOs → these will be incorporated in rural development programmes and projects.

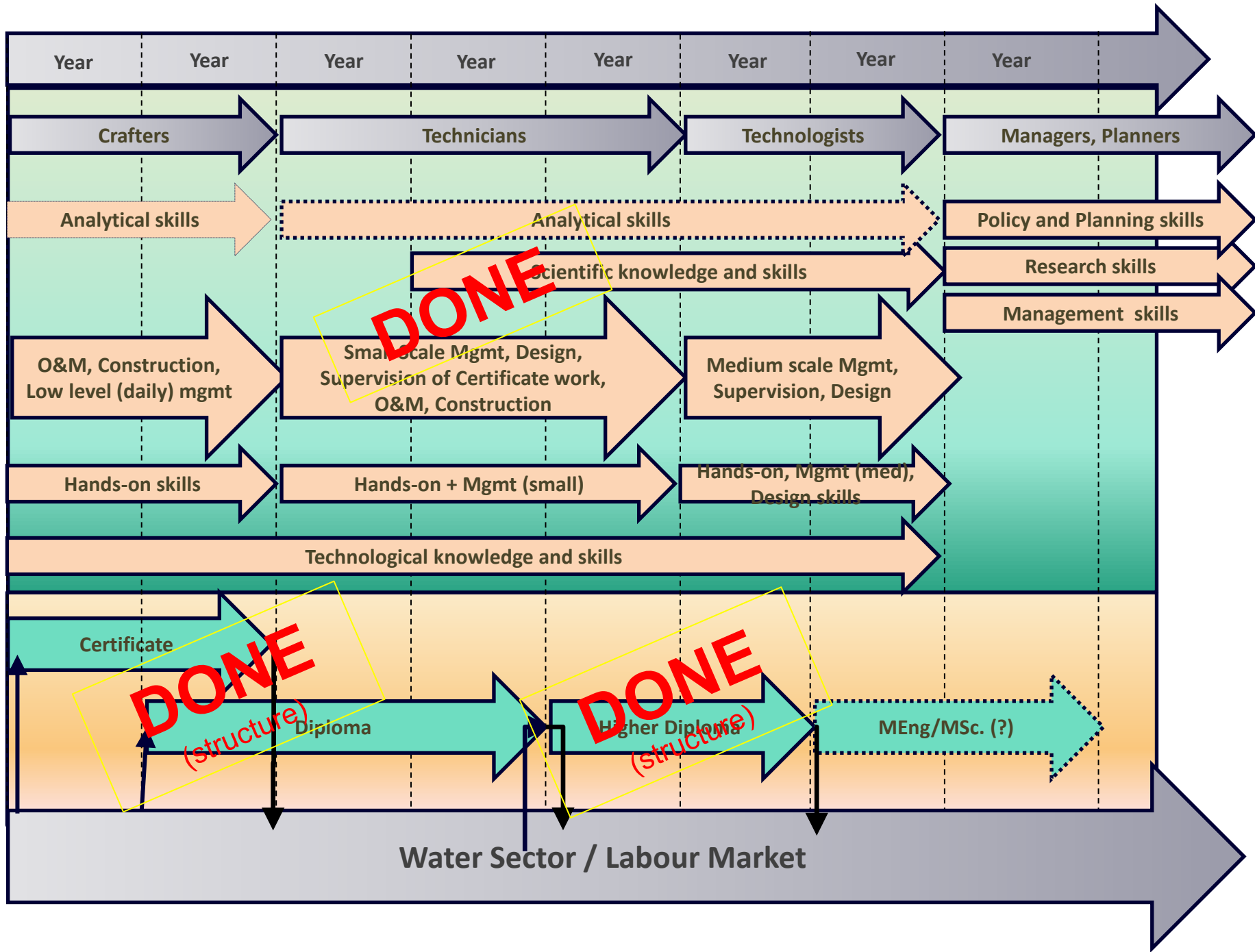


- **Dissemination** in all the languages of the project (Amharic, Afar, Somali, English), with documentation of supporting materials



Kenya – Two technical universities





Active Learning

Learning takes place through the **active behaviour of the student**: it is what she/he does that she/he learns, **not what the teacher does**.

(Tyler, 1949: 63)



Cone of Learning

After 2 weeks
we tend to remember

Nature of Involvement

Active Learning

Laboratory

Exercise based on real-world case

Explaining to peers

90% of what we
say and do

Doing the Real Thing

Simulating the Real
Experience

Doing a Dramatic
Presentation

70% of what
we say

Giving a Talk

Participating in a
Discussion

Demonstration done by the instructor

Demonstration done by the instructor

Passive

"modern" power-point and youtube teaching

Traditional blackboard teaching

50% of what
we hear and say

Seeing it Done
on Location

Watching a Demonstration

Looking at an Exhibit
Watching a
Demonstration

Watching a Movie

30% of what we see

Looking at Pictures

20% of what we hear

Hearing Words

10% of what we read

Reading

Passive Learning

Lessons' learnt

- Top-down vs Bottom-up
- Staff:
 - Availability
 - Mobility
 - Commitment
- Managerial Structure and Flexibility

Innovation and way forward

- Opportunities due to Covid19:
 - reaching out more people (online)
 - reducing travel costs (economic & environmental)
 - develop new educational models and materials

