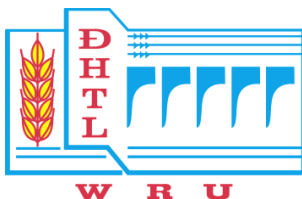


UNESCO–IHE Global Partnership for Water Education and Research

A Vision Statement on Strengthening Collaboration in Water Education, Research and Capacity Development



UNESCO-IHE
Institute for Water Education



UNESCO–IHE Global Partnership for Water Education and Research

A Vision Statement on Strengthening Collaboration in Water Education, Research and Capacity Development

PREAMBLE

1. Recognizing the pressing global water education and knowledge needs in order to meet the Millennium Development Goals and other development initiatives, as well as those of the new challenges posed by global changes, particularly in developing countries and countries in transition, several members of the UNESCO-IHE Global Partnership for Water Education and Research gathered in Delft, The Netherlands, from 29 June to 2 July 2010 for a consultation with a view towards strengthening their collaboration in water education, knowledge and capacity development for the benefit of societies and ecosystems;
2. Also realizing that sustainable water management, water services management and water governance are critical to the equitable utilization of natural resources for the social, environmental and economic benefits for present and future generations;
3. We, the undersigned representatives of 19 universities, research institutes and international entities from all over the world, reflecting upon our long-standing cooperation (ref. Appendix I), hereby present our joint vision and mission with the objective of strengthening the global collaboration in education, research and capacity development for water and environment in the widest sense.

CONSIDERATIONS

4. We are concerned about the state of affairs in the water sector both with respect to resources management and service delivery, as well as the overall capability to respond to future challenges.
5. We recognize that the 21st century witnesses an ever more intensive inter-connectedness amongst people, features and processes, while knowledge is inexorably driving the world economy and is the key factor in capacity development and responding to the challenges of global changes, including climate change.
6. We note the urgent need for increased and more effective knowledge and capacity development in the water sector.
7. We appreciate the results of current analyses showing the linkages among the stakeholders in the water sector. The sector requires professionals and scientists with a broad range of competencies as well as organisations and institutions, local and regional networks, an informed and supportive civil society and an enabling environment. Therefore, cognitive, technical, managerial, governance and learning competencies are required, for which both explicit and tacit knowledge is needed.

8. We recognize our shared responsibility to provide an appropriate education for future water leaders on all levels.
9. We, therefore, also recognize the increasing need for effective, trans-disciplinary, gender sensitive and cross-cultural education, training and research programmes in the water sector, which
 - a. Provide educational institutions and their students access to the pool of global knowledge, expertise, best practices and the required techniques to fully acquire and apply that knowledge;
 - b. Offer education, training and research opportunities to both young graduates and practicing professionals in a life-long learning context;
 - c. Promote public awareness on water related issues in the local setting;
 - d. Address the multitude of competencies required for both individual professionals and sector organisations for a well-functioning water sector.

JOINT VISION and MISSION

10. We envision a world in which people manage their water and environmental resources in a sustainable and equitable manner and in which all sectors of society, in particular the vulnerable, can enjoy the benefits of basic water services and access to education.
11. We are dedicated to:
 - a. Develop human resources, capable institutions and local ownership for the sustainable management of water and environmental resources as well as for the effective delivery of water services; and
 - b. Strengthen the community of water practicing professionals and scientists in order to establish appropriate water policies for the sustainable and equitable development and management of water resources and water services, in the broadest sense.
12. We will promote innovation in education, training and research for science-based policies and programmes in the field of water and environment.
13. We will pursue maximum impact of our water-related educational programmes at all levels and scales by:
 - a. Jointly developing and delivering high quality, demand driven learning programmes targeting both under-graduate and post-graduate students as well as practising professionals and scientists (continuous professional development);
 - b. Being innovative, self-learning, and internationally connected institutions;
 - c. Being connected and committed to represent this global partnership of water education and research institutes in order to form learning alliances whenever and wherever required; and
 - d. Using available means to increase public awareness of water-related issues.

COLLABORATION IN CAPACITY DEVELOPMENT PROGRAMMES

14. In order to meet the challenges outlined in this vision, we are committed to establish bi-lateral and multi-lateral collaborations in developing and delivering effective education and training programmes with a view towards:

- a. Enabling students to follow international pathways of learning at different educational institutes (e.g. sandwich modality), facilitated by mutual recognition and a transfer of credits system, possibly leading to joint and/or double degrees and other awards;
 - b. Enhancing the relevance and credibility of water education programmes by appropriately incorporating local contexts, such as local experiences and practices; and
 - c. Developing globally connected educational institutes, with an increased mobility of students and research staff.
15. We confirm that our institutions intend to collaborate in developing programmes and facilities and promote opportunities for life-long learning by:
- a. Shaping and offering educational programmes for access in a life-long learning context; and
 - b. Developing learning materials that will serve both degree programmes as well as professional training and education.
16. We agree to move forward in a coordinated fashion in designing educational programmes that will be characterized by the following core values:
- a. Learner centred programmes with respect to the composition of the training and study programmes;
 - b. Blended learning in a range of pedagogical approaches including lectures, exercises, problem-based assignments, e-learning and self-learning, teamwork and a dedicated research duration;
 - c. Multi-disciplinary curriculum, allowing a student to major in a core discipline but offering the knowledge and cognitive competence skills in complementary fields;
 - d. Broad competence-based development, allowing the student to develop the required skills in personal, functional and value related competencies;
 - e. Education programmes combined with research programmes and project-based experience built up for continuous feedback and development of new educational material.
17. We agree that our different educational programmes will refer to each other, be based on globally recognized and validated standards of good practices, which serve as the trademark for the combined bilateral and/or multi-lateral programmes under the shared objectives of the UNESCO-IHE Global Partnership for Water Education and Research.

AGREEMENT ON THE PRINCIPLES OF COLLABORATION

18. We agree that our collaboration as outlined in this vision statement will be based on:
- a. Mutual recognition of each others' strengths, procedures, interests and ambitions based on respect, trust and equality;
 - b. Shared responsibilities and contributions in establishing, marketing and seeking finance of joint programmes;
 - c. An inclusive approach to further strengthen the partnership with like-minded universities and research institutes; and
 - d. Commitment and adherence to the highest professional and ethical standards in conducting research collaboration.

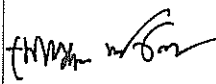
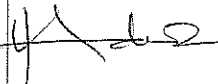
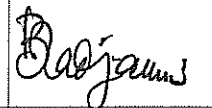

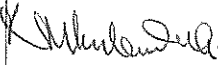
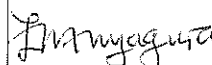
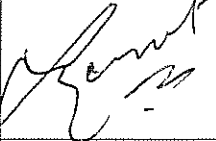
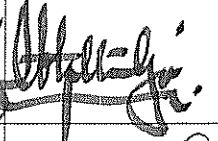

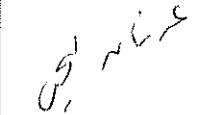
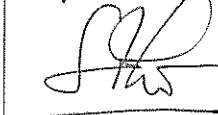
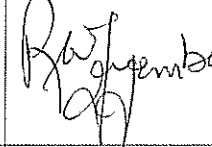
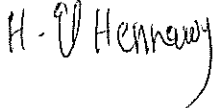


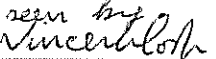


19. We agree that our respective institutions will facilitate:
- a. Student mobility and accessibility to participating institutions;
 - b. The exchange of staff for lecturing and student guidance;
 - c. The involvement of guest-lectures and external examiners;
 - d. The collaboration between individual staff members;
 - e. The joint development and sharing of educational materials, respecting the national and international laws on copyrights;
 - f. Sharing of information material, including access to library and information resources;
 - g. Access to each others research facilities; and
 - h. Joint publications that will acknowledge efforts and contributions of the collaborating institutes and staff.
20. We also agree that our institutions will, to the extent possible:
- a. Facilitate the awarding of credits for distance learning courses under agreed monitoring conditions;
 - b. Facilitate the setting up of a common and shared virtual learning environment to maximize the opportunities for collaboration;
 - c. Facilitate the representation in the respective educational programme committees and collaboration between education bureaus in accordance with the bilateral agreements;
 - d. Ease and simplify administrative arrangements under conditions and requirements of partner institutions for the awarding of their degrees; and
 - e. Maintain a quality assurance practice that will fulfil the requirements of partner institutes for the awarding of their degrees, practicing transparency and accountability.

Signed,

Delft, 2 July 2010

Addis Ababa University, Ethiopia
 Ain Shams University, Egypt
 Asian Institute of Technology, Thailand
 Bangladesh University of Engineering and Technology, Bangladesh
 Birzeit University, Palestine
 Dundee University, School of Natural Resources, Law, Policy and Management, Scotland
 Egerton University, Kenya
 Hohai University, China
 Kwame Nkrumah University of Science and Technology, Ghana
 Mondsee Institute of Limnology, Austria
 The University of the West Indies, St. Augustine Campus
 UNESCO-IHE Institute for Water Education, The Netherlands
 Universidad del Valle, Colombia
 Universitas Sriwijaya, Indonesia
 University of Dar es Salaam, Tanzania
 Universidade de Sao Paulo, Engineering School of São Carlos, Brazil
 University of Zimbabwe, Zimbabwe
 Water Resources University, Vietnam
 WaterNet Trust, Southern Africa

Signed on behalf of the following institutions at Delft, July 2, 2010

<p>Bangladesh University of Engineering and Technology, Bangladesh</p> <p>Prof. A.M.M. Safiullah, Vice-Chancellor</p>		<p>Kwame Nkrumah University of Science and Technology, Ghana</p> <p>Prof. Kwasi Kwafo Adarkwa, Vice-Chancellor</p>		<p>Universitas Sriwijaya, Indonesia</p> <p>Prof. Badia Perizade, Rector</p>	
<p>UNESCO-IHE Institute for Water Education, The Netherlands</p> <p>Prof. András Szöllösi-Nagy, Rector</p>		<p>University of Dar es Salaam, Tanzania</p> <p>Prof. Rwekaza S. Mukandala, Vice-Chancellor</p>		<p>University of Zimbabwe, Zimbabwe</p> <p>Prof. Levi Martin Nyagura, Vice-Chancellor</p>	
<p>Asian Institute of Technology, Thailand</p> <p>Prof. Sudip K. Rakshit, Vice-President for Research</p>		<p>Egerton University, Kenya</p> <p>Prof. Jude Mathooko, Deputy Vice-Chancellor Research & Extension</p>		<p>Universidad del Valle, Colombia</p> <p>Prof. Edgar Quiroga Rubiano, Dean Engineering Faculty</p>	
<p>Birzeit University, Palestine</p> <p>Prof. Adnan Yahya, Vice-President, Academic Affairs</p>		<p>Water Resources University, Vietnam</p> <p>Prof. Le Dinh Thanh, Vice-Rector</p>		<p>WaterNet Trust, Southern Africa</p> <p>Eng. Wilson Nyemba, Chairman, WaterNet Management Board</p>	
<p>Ain Shams University, Egypt</p> <p>Prof. Hadia El Hennawy, Dean Engineering Faculty</p>		<p>Universidade de Sao Paulo, Engineering School of São Carlos, Brazil</p> <p>Pof. Eduardo Cleto Pires, Dean Representative</p>		<p>Addis Ababa University, Ethiopia</p> <p>Dr. Bayou Chane Tegegne, Dean, Faculty of Technology</p>	
<p>The University of the West Indies, St. Augustine Campus</p> <p>Prof. Clement Sankat, Principal</p>		<p>Hohai University, China</p> <p>Prof. Yiqing Guan, Vice-Director International Office</p>		<p>Dundee University, School of Natural Resources, Law, Policy and Management, Scotland</p> <p>Prof. Patricia Wouters, Director</p>	
<p>Mondsee Institute of Limnology, Austria</p> <p>Mr. Gerold Winkler IPGL Manager</p>					

APPENDIX 1

The UNESCO-IHE Global Partnership for Water Education and Research

The UNESCO-IHE Global Partnership for Water Education and Research is a global coalition of knowledge centres with the mission to build capacity for the sustainable management of water and environmental resources and delivery of water and sanitation services.

The Partnership was founded in 2002 and operates in the context of the new UNESCO-IHE Institute for Water Education, as an important mechanism for the institute to fulfil its functions as given in its statutes: i) an international standard setting function for postgraduate water programs and continuing professional training, ii) a capacity building function, iii) an education, training and research function, iv) a function to set up and manage networks of educational and water institutions world-wide, v) a “policy forum” function for UNESCO Member States, vi) an advisory function on water education.

The partnership adheres to an inclusive membership policy, implicitly rewarding active members.

Members of the partnership are collaborating in different teams with amongst others the following results:

- Four staff training courses in innovative student-centred learning methodologies, involving staff from 17 member institutes;
- Twenty-five educational modules with lecturing material in an on-line learning structure, involving staff from 15 member institutes;
- Twenty two research projects involving more than fifty member institutes addressing the following themes (1) Water Supply and Sanitation – their integrated management, (2) Aquatic Ecosystems and Land Use - sustainable management, (3) River Basin Management - water allocation and decision processes, and (4) Climate Change - mitigation and adaptation with support of the UNESCO-IHE Partnership Research Fund;
- Recently the following joint educational programmes were established:
 - Masters programmes in Hydro-informatics, Hydrology and Coastal Engineering with Hohai University, Nanjing, China and UNESCO-IHE, The Netherlands;
 - Masters programme in Land and Water Development with Universitas SriWijaya, Palembang, Indonesia and UNESCO-IHE, The Netherlands;
 - Specialisation in Water Conflict Management with the UNESCO Centre for Water Law, Policy and Science, University of Dundee, United Kingdom; the UNESCO Programme Potential Conflict to Cooperation Potential (PCCP), and UNESCO-IHE, The Netherlands;
 - Masters programme in Limnology and Wetland Ecosystems with Egerton University, Njoro, Kenya and UNESCO-IHE, The Netherlands;
 - Masters programme in Urban Water Engineering and Management with the Asian Institute of Technology, Bangkok, Thailand, The Netherlands.
- Currently consultations take place for collaboration in the following programmes:
 - Masters programme in Water Supply and Environmental Sanitation with the Kwame Nkrumah University, Kumasi, Ghana;
 - Masters programme in Sanitary and Environmental Engineering with Universidad del Valle, Cali, Colombia;
 - Masters programme in Hydro-informatics with Universidad del Valle, Cali, Colombia
 - Masters programme in Land and Water Development with the Asian Institute of Technology, Bangkok, Thailand.