DGIS IHE Delft Programmatic Cooperation 2016-2023 - DUPC2

DUPC2 2021 Call for proposals for IHE partners: eLearning development

January 2021

This call falls under a project led by Dr. Hans van der Kwast, Senior Lecturer at IHE Delft and the ‘eLearning and partners’ coordinator under DUPC2.

Goals:
1) Strengthen the capacity of our partners in developing and delivering online and blended learning on water and development topics fitting under DUPC.
2) Strengthened partners’ capacity to develop and implement new credited online and blended products.
3) Support to eLearning and Teaching Lab facilities at selected partners’ institutes.
4) Delivery of a joint sustainable education product (OpenCourseWare licensed CC BY-NC)
5) Build a professional Community of Practice on eLearning

Budget range: €20,000 – €50,000
Duration: max. 12 months
Deadline: Friday 12 March 2021, 17.00 CET

Who can submit? Partners in DUPC2 focus countries and regions (see page 3 and 4) who have an educational collaboration with IHE Delft and have an existing functioning education platform in place to host the developed eLearning product(s).

Preference given to:
• Proposals lead by a staff member under 35 years and/or who is female.
WHAT WE ARE LOOKING FOR

Background and objective
IHE Delft works with partners in low and middle income countries\(^1\) to help tackle their water and development challenges. Bringing together knowledge and experiences from different perspectives helps to find local solutions and strengthen local capacities. DUPC2 is a key programme for IHE Delft to support these partnership activities\(^2\).

Education is one of the five components of the DUPC2 programmes through which the programmes tries to achieve its goal. Through this component the programme funds development of and support to educational products by IHE Delft and partners. This call aims to fund 4-6 activities which will be led and coordinated by partner organisations from DUPC focus countries or regions and which support partners in their online educational development.

E Learning product development
Activities selected through this call will need to deliver an educational product (complete course/module/training) at the end of the project. The support provided is financial, but also includes support in de process, didactics, development of the materials, etc. (level of support depending on the needs of the partner).

The product(s) developed under these activities should be made in partnership and should also be made available as OpenCourseWare with the Creative Commons license (CC BY-NC). This means that all partners involved in the development of the product(s) should be allowed to use the materials commercially and non-commercially. Others should be allowed to reuse the material as well, but not for commercial goals.

Part of the development process are two online workshops (one at the start of the activity and one at the end) and active participation in the DUPC2 eLearning partnership webinars to share plans, experiences, challenges and tips. By doing this we are building a Community of Practice for professionals interested in eLearning, building on the existing platform ‘eLearning Knowledge Platform for Partners’ (https://ocw.un-ihe.org/course/view.php?id=84). Staff of selected proposals will become members of the Community of Practice.

The first workshop is in the form of an online self-paced training (including a certificate at the end) with two live sessions and peer learning exercises and will take place from 5 – 11 April 2021. The training will costs maximum 16 hours to complete and will take place after the proposal has been approved. The training needs to be completed before submitting an updated proposal, after which, if approved, a grant will be awarded. Time invested to follow this training can be included in the proposal as co-funding.

After acceptance of the proposal, applicants are asked to follow the online training and submit an updated proposal including updated learning objectives, a detailed work plan, a budget and letter(s) of support (showing the partnerships and providing historical examples of collaboration).

The selected proposals will fall under existing DUPC2 funds kept under the project led by Dr. Hans van der Kwast.

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\(^1\) We use the OECD DAC list to define low and middle income countries http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/daclist.htm.

\(^2\) DUPC2 is the programmatic cooperation between the Directorate-General for International Cooperation (DGIS) of the Dutch Ministry of Foreign Affairs and IHE Delft Institute for Water Education. More information can be found here: www.un-ihe.org/dupc.
Who can submit?
This Call is open for partners in DUPC2 focus countries and regions (see page 3 and 4) who have an educational collaboration with IHE Delft and have an existing functioning education platform in place to host the developed eLearning product(s). 50% of the project team needs to be under 35 and/or female. An IHE Delft contact person needs to be included (and is considered part of the team).

The activities selected through this call will be led and coordinated by a partner organisation. IHE Delft staff can support in additional online course development (other than the workshops mentioned under the section ‘ELearning product development’) through trainings (including didactics, ICT skills, business model, etc.) and provide expertise on the contents of the course materials.

DUPC2 encourages the participation of early career staff members and female staff, and application led by an early career staff (<35 year) or female staff will be prioritised.

PROJECT SPECIFICS

Budget
Each project has a budget between €20,000 and €50,000 Euro. A total budget of €200,000 Euro is available for this Call.

Co-funding of the activity (cash, in-kind) by the receiving partner organisation of 10% is obliged. Time investment to participate in the first workshop (max 16 h) and the other planned webinars and final workshop (max 10h) can be included as co-funding.

Eligible and non-eligible costs
Eligible costs include staff time, equipment (hardware and software to facilitate eLearning) and consumables. Staff time to implement the course in the form of a pilot is also eligible. IHE Delft staff can be included to provide support (for example: content input, review, didactical advice).

Non-eligible costs include MSc and PhD fellowships, however out of pocket costs for MSc or PhD field research are eligible, as long as this is part of the eLearning development and it is clear that students are actively involved in the Community of Practice. Costs for interns/assistants contributing to the project can also be included.

The total budget for project partners from high-income countries, including IHE Delft, and international partners is limited to a maximum of 40% of the total project budget.

The full DUPC2 budgeting guidelines can be found on the website. In case of discrepancies between this Call and the guidelines the Call is leading.

Duration
The proposed educational development or/and support project should have a maximum duration of one year and is expected to start mid-2021.

Thematic areas
Projects under this call should address one or more of the following DUPC2 themes:

- Efficient water management, particularly in the agricultural sector
- Improved catchment area management and safe deltas

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- Access to clean drinking water and basic sanitation
- Gender and inclusiveness in relation to water and development
- Climate change adaptation in relation to water and development
- Water diplomacy

A description of the themes and development challenges the projects need to address is presented in Appendix 1.

**DUPC focus countries and regions**

Partners responding to this call will come from at least one of the following DUPC focus countries and regions:

- Middle East (*eligible:* Jordan, Lebanon, Iraq, Palestine)
- North-African region and Nile river basin, including the Eastern Nile
- Sahel (*eligible:* Burkina Faso, Mali, Niger and Nigeria)
- Mozambique and the Zambezi river basin
- Asian deltas, including the Mekong delta, Ganges-Brahmaputra delta, Irrawaddy delta and Ciliwung delta
- Colombia, in particular the Magdalena river basin

Teaming up with partners from other low and middle income countries (OECD list) is possible, preferably in one region.

**Proposal template**

Please submit your proposal using the proposal template. You can find the template on the [DUPC2 website](#) under the news item ‘DUPC2 2021 Call for proposals for IHE partners: eLearning development’ in the ‘News and Events’ section.

**SELECTION CRITERIA**

**Eligibility criteria**

- Does the proposal address one or more DUPC themes?
- Does the lead partner come from a DUPC country and region?
- Is half of the team below 35 years old or/and female?
- Does (one of) the partner(s) have an educational collaboration with IHE Delft?
- Is a cofounding of 10% mentioned?
- Is minimal 60% of the budget budgeted for partners in low and middle income countries?
- Is there an existing functioning education platform to host the eLearning product(s)?
- Is an IHE Delft contact person included?

The following criteria will be used to consider requests for funding of activities:

- Is a clear product mentioned?
- Is it clearly shown how this product is a common educational product (between IHE Delft and partner)?
- Is it clearly shown how (parts of) the product will be (re)used in the future by all partners involved?
- Is there a mandate or (link to the) strategy of the institute regarding eLearning development?
- Does the proposed activity enhance the educational offerings of the partner organisation?
- Is the need for the product/activity clearly specified?
- Is the target audience for the end product clearly specified?
• Are the activities of the project to reach its objective and target audiences clearly specified? Are deliverables clearly defined?
• Is there an (initial) proposed lesson plan for the course?
• How can the sustainability of the developed product be guaranteed? Is there an operational infrastructure for eLearning and is there knowledge and human resources to maintain the product beyond the project duration?
• Will/can all products be made available to DUPC2 and the general public free of charge?
• Is the proposal led by a staff member under 35 year or/and female (preferred)?

For updated proposal (after approval of the proposal):
• Is the ‘Proposed lesson plan for the course’ section in the proposal sufficiently updated according to the outcomes of the training?
• Is there a concrete work plan? Is it realistic?
• Is there a clear and complete budget?
• Are there letter(s) of support included (showing the partnerships and providing historical examples of collaboration)?

CALL SCHEDULE

The schedule for this Call is as follows:

• Monday 25 January 2021: Call advertised
• Friday 12 March 2021: Deadline for receipt of proposal
• Friday 26 March 2021: Announcement of selected proposals
• Monday 5 till 11 April 2021: Self-paced training ‘Development of an online course’
• Friday 30 April 2021: Deadline to submit updated proposal
• Friday 14 May 2021 Announcement final results

The proposals will be selected by Dr. Hans van der Kwast (DUPC eLearning for partners coordinator), and a representative of the DUPC management.

Selected project ideas are requested to submit an updated proposal including updated learning objective, a detailed work plan, budget and letter(s) of support (showing the partnerships and providing historical examples of collaboration)

Feedback on unsuccessful bids will be communicated in the weeks following the award announcement.

All proposals should be submitted via email to the DUPC Committee (dupc_project@un-ihe.org) before 12 March 2021, 17:00 CE(S)T.

ADDITIONAL INFORMATION

Information
• You can find the template for this Call here and on The Source (IHE internal).
• Other information and templates on the DUPC2 website and The Source (IHE internal)
• Comments and questions to dupc_project@un-ihe.org

Background documents
ELearning Knowledge Platform for Partners: https://ocw.un-ihe.org/course/view.php?id=84
Appendix 1: DUPC Themes

- Efficient water management, particularly in the agricultural sector
- Improved catchment area management and safe deltas
- Access to clean drinking water and basic sanitation
- Gender and inclusiveness in relation to water and development
- Climate change adaptation in relation to water and development
- Water diplomacy

The main goal of the theme 'Efficient water management, particularly in the agricultural sector' is reducing the knowledge gap to management of land and water resources for food and energy security in a sustainable and equitable way. This requires synergies with natural ecosystems, compatible with the respective socio-economic context. Challenges relate to amongst others improving water productivity taking into account values beyond crop production, best ways to revitalize large-scale irrigation systems as well as support small-scale farmer-led irrigation development, and water storage that are at the same time affordable and accessible and environmentally friendly. The challenges strongly link to understanding and analysing the complexities of the inter-relations among agricultural water management technologies, the management and governance mechanisms and the ecosystem to develop a sustainable and profitable agricultural sector. Also information and the generation of knowledge related to the dynamics of water in the real world, through the integration of information and communication technologies for data acquisition, modelling, forecasting, optimization and decision support are challenges to be addressed.

Central to the 'Improved catchment area management and safe deltas' theme is the evolution of both the social and natural dimensions of socio-ecological systems in deltas with a long history of civilization and socio-economic development, and that are currently densely populated. Water availability and equitable allocation between users is one of the challenges, and the promoting of cooperation to prevent conflict over shared waters. Environmental concerns are part of this, and the interaction with the social and economic systems. Water-related hazards like floods, droughts, pollution and related issues, are expected to increase in frequency and intensity almost everywhere around the globe due to economic development, population growth and effects of climate variability and change and sea level rise. Drought forms the other extreme of managing water resources, and although less clear to identify than flood hazard has widespread social, economic and environmental impacts to communities across the world. New approaches in the analysis and assessment of flood management, water resources availability and exploitation, river structure planning, hydropower potential are asked for. For instance, more holistic flood risk management that considers not only the hazard posed, but also the consequence of floods. Like the first theme, this theme requires a good understanding of the management and governance dimensions, as well as the support from information and communication technologies for data acquisition, modelling, forecasting, optimization and decision support.

The theme 'Access to drinking water and basic sanitation' aims at increasing access to safe, sufficient and affordable water for people to meet needs for drinking, sanitation and hygiene. Research in this theme addresses the entire water supply and sanitation chain, mainly within an urban and peri-urban context, including centralized and decentralized approaches, advanced and low-cost technologies, and engineered and natural systems. It focuses on knowledge and innovation to both help meet basic needs and support the development of water supply, wastewatter treatment, and resource recovery systems that enable economic development. Besides technical, technological and engineering aspects of water supply, sanitation, and hygiene (WASH), the theme also addresses societal, economic and institutional aspects in cooperation with water management and governance researchers, recognizing that technical solutions alone do not guarantee sustainable provision of WASH services. Proposals
should contribute as much as possible to local practices and are expected to include local knowledge transfer and gender approach.

‘Gender/inclusiveness’ hierarchies deeply shape processes of water governance, and co-determine the allocation of water and water services, the distribution of the risks of climate hazards and floods, as well as the distribution of the benefits of water interventions. This cross-cutting theme sets out to make these linkages visible. Gender and diversity (inclusiveness) are an integral part of the broader water governance agendas. The theme forms an explicit part of broader attempts to better understand the social impacts of water interventions or water-related disasters, as part of the development of strategic knowledge about what works for whom. It includes efforts to improve the inclusiveness of water decision making processes and water education, as well as the development of strategies to empower those with least voice in water and strengthen the water security of those with least rights and powers.

Climate change. Reducing the vulnerability of stakeholder groups, particularly the poor, to climate change is a main challenge. To reduce vulnerability from droughts and floods appropriate local adaptation measures will need to be understood and their application assessed in different contexts. Solutions often are of a nontechnical nature or have an international dimension. The theme therefore also strongly relates to governance. The development and application of innovative tools and models is needed to better understand climate change and to support the identification of adequate measures.

Water diplomacy aims to facilitate cooperation on shared water resources between states and prevent and/or resolve conflicts they may have. Various tools are available that can be applied at different levels, ranging from official negotiations or third party mediation to more technical measures like fact finding missions and joint monitoring used as trust building activities. Water diplomacy has the potential to promote wider cooperation and conflict prevention and contribute to regional security and stability. It can be successful when the involved parties perceive that despite competing and conflicting interests in water, non-collaboration results in a worse outcome. Water diplomacy is associated with water governance that analyses and seeks to improve legal and institutional arrangements and decision making processes that govern access, use and disposal of water and the interaction between competing and collaborating users and sectors at local, watershed and basin levels. For water diplomacy and water governance, spatially explicit information about current and future availability and use of water resources can be important, as well as a thorough understanding of the linkages with related sectors, such as food, energy, transport and trade.