"PRINCIPLES OF WORK IN GGIS AND GGRETA IMS SYSTEM ON AN EXAMPLE OF PRETASHKENT TBA".

UNESCO IHP and Kazakh National Technical University after Satpayev (KazNTU)

Almaty, Kazakhstan. 14th October, 2015

Place of meeting

Kazakh National Technical University after K.I.Satpayev (KazNTU), Almaty, Kazakhstan.

Audience

Main audience are 2nd year students on specialization "Hydrogeology and engeneering geology".Presentation made by Valentina Salybekova.

Presentation objectives

Presentation gives a brief overview of how IMS used, some of the theory behind how it operates, as well as a discussion of various applications aimed on expanding and deepening knowledge on GGIS principle and objectives, acknowledge students with an IMS interface opportunities and main functions.

Studies have shown the effectiveness of using GGIS. For example, studied the geographic distribution of peoples density and water supply for the area. GIS data revealed areas of settlements among polygons of water supply.

When students are given access to user-friendly and acesseble data, they are better able to use the information to make evidence-based decisions for future study and waor in sphere of water resources management.

Benefits from the presentation, reaction and insigts

Students at Kazakh National Univercity decided to test the benefits of using GGIS IMS in water management projects they were assigned and improve their GIS skills. The assignment was given to several groups to find (the largest aquifer, the aqifer that shared with more than 2 countries etc). Much of the information gathered was new students, and they were surprised at the number of aquifers and

their pecularities worldwide. Even the chief of the department of "Hydrogeology and engeneering geology" was pleased to discover that he had a clearer understanding of target aquifers and boundaries after studying the maps.

The students also benefited from this case study. They gained experience in groundwater assessment—using GIS as a main data collection tool—and a basic understanding of GIS and its purpose in public hydrogeological assessments. They learned basics how to collect spatial data; report them,; and add GIS data collection and analysis to their academic skillset. Additionally, the students left behind a rich set of hydrogeological data upon which future specialists could make their own assessment on hydrogeology around the world and on Pretashkent TBA in particulal. Slides of the presentation shown on Appendix 8 and presentation materials shown below.

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Swiss Agency for Development and Cooperation SDC

United Nations Educational, Scientific and Cultural Organization

International Hydrological Programme

UNESCO-IHE Institute for Water Education

igrac International Groundwater Resources Assessment Centre