

# Lielupe modelling process outline

Janez Sušnik (IHE Delft)







- Conceptual mapping
- Aim to develop a high-level qualitative understanding of the main system connections

   the 'map' of the nexus
- Map out how different system sectors relate to each other
- Define system boundaries
- Define main areas of interest
- Define policy entry points

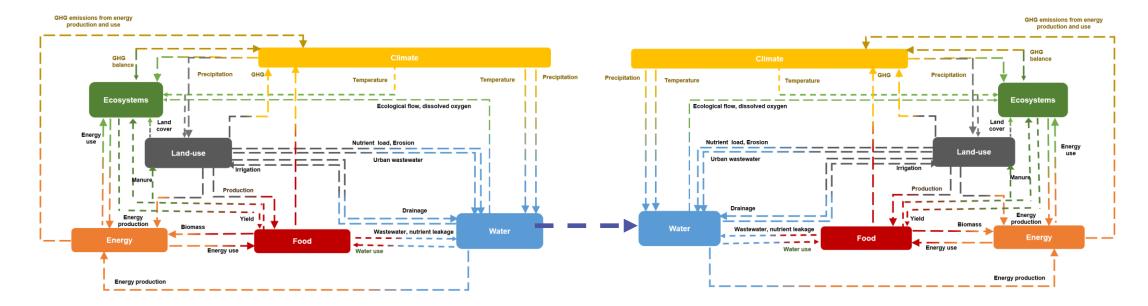






#### **LITHUANIA**

#### **LATVIA**



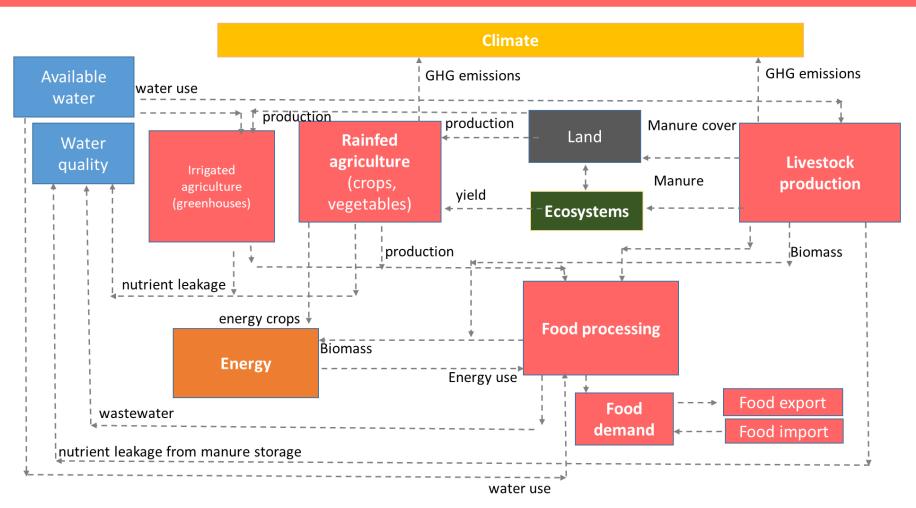




DELFT Institute for

United Nations - Institute for - Water Education - Cultural Organization - University - University - University - United Nations - United Nati

Food







### **Conceptual maps to models**



- Quantitative model development
- 'Translate' the conceptual models into a quantitative framework
- Data, relationships within/between sectors worked out with stakeholders and with partners in NEXOGENESIS
- Include a water-energy-food-ecosystems index (in development)
- Use 'system dynamics modelling' (SDM)





## **Conceptual maps to models**



DELFT
Institute for
Water Education

. of UNESCO

United Nations
Educational, Scientific and
Cultural Organization

United Nations
Water Education
under the auspices

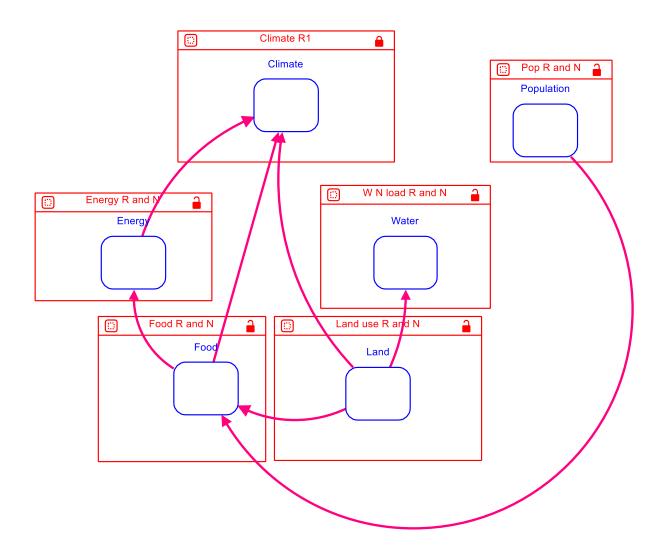
R1 = Pieriga

R2 = Vidzeme

R3 = Kurzeme

R4 = Zemgale

R5 = Latgale





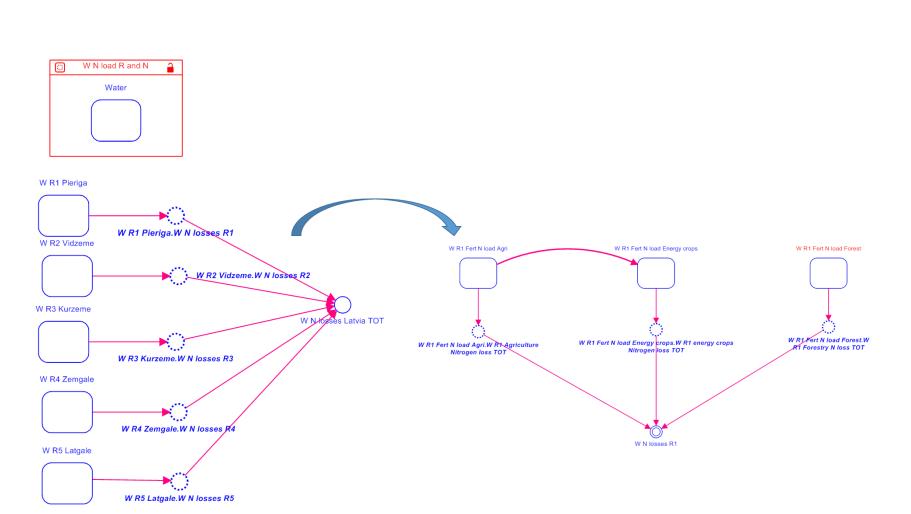
## **Conceptual maps to models**

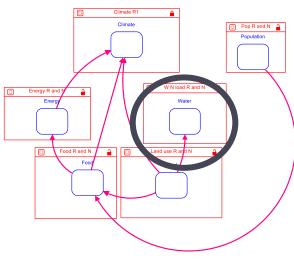




United Nations Educational, Scientific and . Water Education Cultural Organization . under the auspices

Institute for . of UNESCO

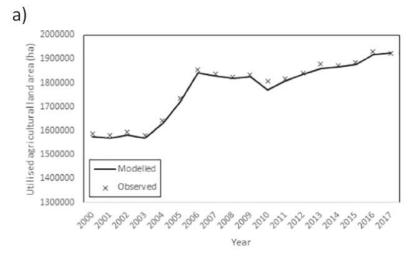


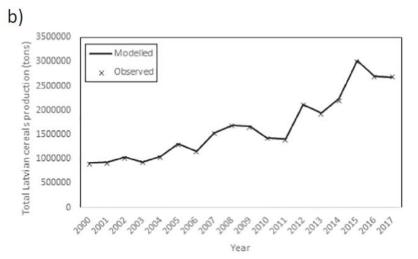


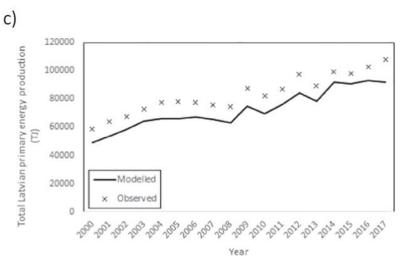


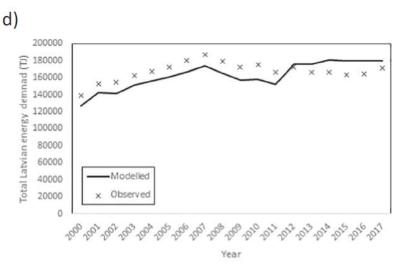


United Nations
Educational, Scientific and
Cultural Organization
CURSCO
Institute for
Water Education
under the auspices
of UNESCO







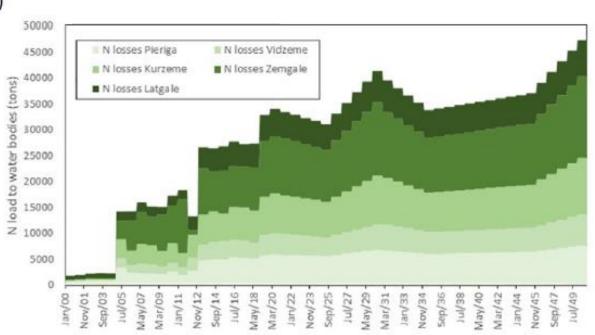




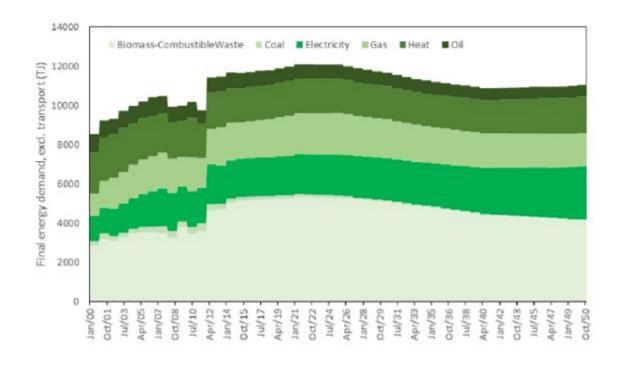


United Nations institute for water Education under the auspices of UNESCO













- Assess policy implications
- Machine learning to help choose best solution(s)
- Feedback to stakeholders

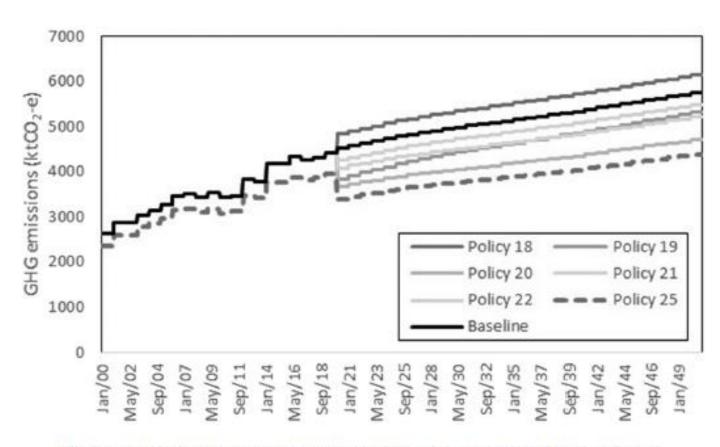


Fig. 12. Impact of policies 18-22 and 25 on total Latvian GHG emissions, See Table 2 for policy definitions.







- Improved land management → beneficial across sectors (synergy; win-win)
- Land substitution → depends on what is substituted. Energy crops reduce GHG emissions but take land for food and forests (ecosystems)
- Trade-offs → forests for ecosystem services (GHG seq.) and economy OR land for food/energy crops
- Trade-offs → land for food/energy crops → increased N loads; impact to forestry; food security vs 'green' economy





United Nations Educational, Scientific and · Water Education Cultural Organization • under the auspices

Institute for . of UNESCO





United Nations Educational, Scientific and · Water Education Cultural Organization • under the auspices

Institute for . of UNESCO