River Basin Management Cycle Training Series

Module 4 & 5 – Training of Trainers

August/September 2020

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Background of the RBM Cycle training and the ToT

GIZ Support Ganga Rejuvenation programme

To be revised by GIZ and AHT!!

- funded by EU & BMZ

- Objective:

  Decision-makers and stakeholders **apply** increasingly **river basin management approaches and instruments** (based on EU experiences) to manage River Ganga.

- Duration: 2018 – 2020, second phase until 2023

- Support of River Basin Management Cycle training for decision-makers, senior officials and technical officers from Dehradun and Lucknow, Nov 2019- 2020 (sub-contract by AHT Group & TERI)

1. Introduction to the ToT course

Structure, case studies, target groups, didactics

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Introduction round & expectations

- Introduction of participants
  - including possibly planned RBM Cycle training

- Expectations with regard to ToT

Schedule of ToT for RBM India

Schedule to be inserted by AHT once confirmed

The River Basin Planning and Management Cycle

„**Inner cycle**"
Technical/
operational level"

„**Outer cycle**"
Planning and
decision making
level

Review
Effectiveness of
RBM Plan

Development
River Basin
Management Plans
for entire River Basins
/ Sub-Basins
(National / Inter-State)

Clear Governance and Coordination Structure

Manage, Implement
Review, Revise

RIVER BASIN
PLANNING AND
MANAGEMENT
CYCLE

Repeated e.g.
every six year

Basin Characterisation
(sub-basins, Key Water
Management Issues,
Pressure /
Impact Analysis)

Adoption and
implementation
of PoM as part
of RBM Plan
to achieve
RBM Aims

Assessment of Water Quality

Design/ Adaptation of Monitoring Networks and Programmes

Definition of
River Basin
Management (RBM)
Aims / Objectives
and of timeline for
achievement

Development of
Programme of
Measures (POM)
to achieve
RBM Aims

The objective of the RBM Cycle training

The **objective of the RBM cycle training** is to familiarize Indian water professionals, especially from the public sector, with the RBM process. India has embarked on RBM, with basin authorities and basin plans that are being established or published to various degrees. The country has a water administration at central, state and district level. The majority of the professionals working there are not familiar with RBM. The trainings aim to improve the understanding of RBM in the Indian water administration. An important side effect is that through the trainings, officials can exchange their experiences and form professional networks.

Maybe add a photo from a training?

Outline of the RBM Cycle Training

Unit	Topic
1	**Introduction to River Basin Management**
2	**Clear Governance and Coordination Structure**
	Governance (legal aspects and framework)
	Basin Coordination Structures (basin institutions and stakeholder engagement)
3	**Basin Characterisation**
	DPSIR Assessment
4	**Determining Basin Vision and Objectives**
5	**Design/ Adaptation of Monitoring Networks and Programmes**
6	**Assessment of Water Quality and Quantity**
7	**Implementation of RBM**
	River Basin Plans and Programme of Measures (PoM), Financing and Review of PoM
8	**Solutions through Exchange, Information Flow and Cooperation**

Case studies for River Basin Management

India	Europe and Germany
India	**Europe and Germany**
• Ganga River Basin	• Danube River Basin
• Tapi River Basin	• Elbe River Basin
• Damodar River Basin	• Rhine River Basin
• Pamba River Basin	

Maybe add
some photos?

Target groups for the RBM Cycle course and their interests and needs

Target Groups	Interest and needs
Decision makers on the national and state level (e.g. Ministry of Jal Shakti, State Governments, Heads of NMCG and SMCGs)	• Governance (legal framework, coordination structures and stakeholder engagement) • Basin vision and objectives • Implementation of RBM plans (including financing options)
Senior officials Officers responsible for steering the implementation at the government offices and implementation agencies on the state, district and municipal level (e.g. departments of the state and municipal bodies, water authorities like Jal Nigam);	• Governance (coordination structures) • Basin characterisation (DPSIR approach and basin monitoring) • Implementation of RBM plans (developing and implementing the PoM and review of basin plans)
Officials at technical level, responsible for the technical implementation on the national, state, district and municipal level	• Basin characterisation (with emphasis on their role int the RBM planning process) • Implementation of RBM plans (developing and implementing the PoM and review of basin plans)

Topics tailored to target groups

Unit	Topic and content	Target Group		
		I	II	III
1	**Introduction to the RBM Cycle**	Main focus	Main focus	Main focus
2	**Clear Governance and Coordination Structure**			
	Governance (legal aspects and framework)	Main focus	Level of detail	Mentioned
	Basin Coordination Structures (institutions, stakeholder engagement)	Main focus	Level of detail	Mentioned
3	**Basin Characterisation**			
	DPSIR Assessment	Mentioned	Main focus	Main focus
4	**Determining Basin Vision and Objectives**	Main focus	Main focus	Mentioned
5	**Design/ Adaptation of Monitoring Networks and Programmes**	Mentioned	Level of detail	Main focus
6	**Assessment of Water Quality and Quantity**	Mentioned	Level of detail	Main focus
7	**Implementation of RBM**			
	RBMP and PoM	Level of detail	Main focus	Main focus
	Financing and Review of PoM	Main focus	Main focus	Level of detail

Legend:
- Main focus
- Level of detail driven by participants' interest
- Mentioned without any detail

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Being familiar with the topics of the RBM cycle

- How familiar are you with the topics of the RBM cycle?

- What could be approaches to secure the adequate level of expertise in the trainings?

- Do you have specific questions on aspects of the RBM cycle – including European and Indian experiences?

Information for trainers

Material available on the E-learning platform

- The information for trainers: Word file on **Training concept**, Pptx slides of TM 4&5

- A set of pptx slides related to the **topics of the RBM Cycle**

- A set of **case studies of RBM** from Europe and India

- A set of **interactive exercises** and elements to be integrated into the trainings

- The adapted powerpoint slides for the trainings TM1, 2 and 3 (2019-2020)

- The documentation of the trainings TM1, 2 and 3 (2019-2020)

Your role as a trainer for professionals

- What is your **role as trainer** for professionals on RBM cycle?

- How can the training and you as trainer **motivate** your participants?

- Which **didactical approaches** do you think are suitable or even important for a professional training?

Roles of trainers

1. Trainers have to present.

- Very good presentation skills (contact with audience, clear, clear slides, clear presentation and structure of content, good understanding of background, etc.)

2. Trainers have to integrate the participants and interact with them.

- Enter into dialogue and interact with participants, request feed-back, be (always) accessible for questions („open door policy"), secure a good learning atmosphere (room, noise, material, etc.)

3. Trainers are moderators.

- Trainer is a moderator- especially with regard to professionals who often know better than the trainer. Support exchange of experiences, structure ideas and discussions, organize learning as a process. Be neutral, moderate the exchange of positions and mediate potential conflicts.

4. Trainers are role models and leaders.

- Trainer is a leader- the behaviour of the trainer will serve as example for participants´ own behaviour. Trainers have to guide the participants - and clearly „announce" tasks, agendas, schedules, etc.

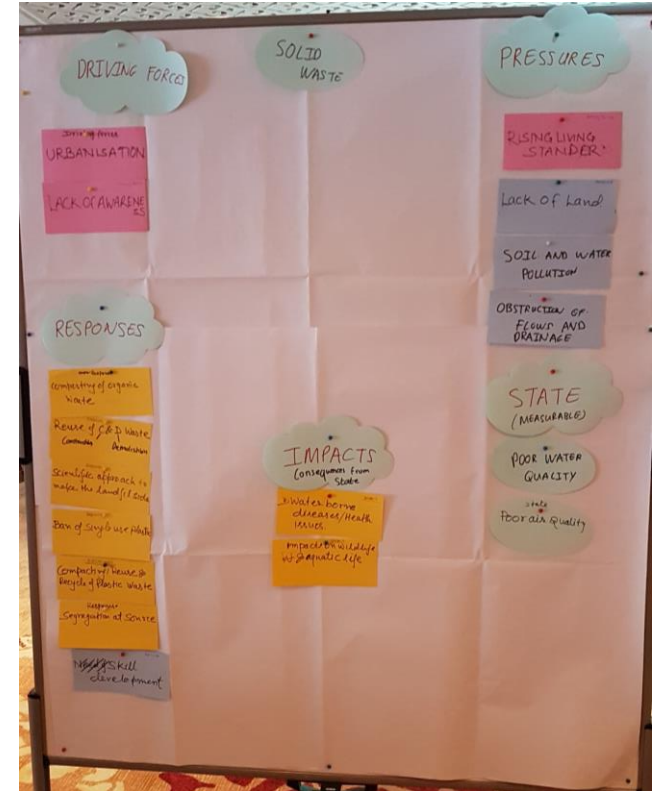# Didactical approach: Training for professionals

Interactive and problem-oriented learning through group work

- Professionals contribute and **exchange** their **experiences**, building a network for future cooperation

- **Learning level adapted** to knowledge and competence of group

- **Mix of didactical methods**: pptx, videos, pinboard, action-learning sets

- **Problem-oriented learning**: group work on **a sub-basin** throughout the training and apply the RBM cycle

- **Flipped classroom**: professionals are given time to study and work on the RBM cycle in their working context

- **E-learning platform**: documentation of powerpoints, videos, announcements to participants, discussion forum, literature, documentation including results of group work

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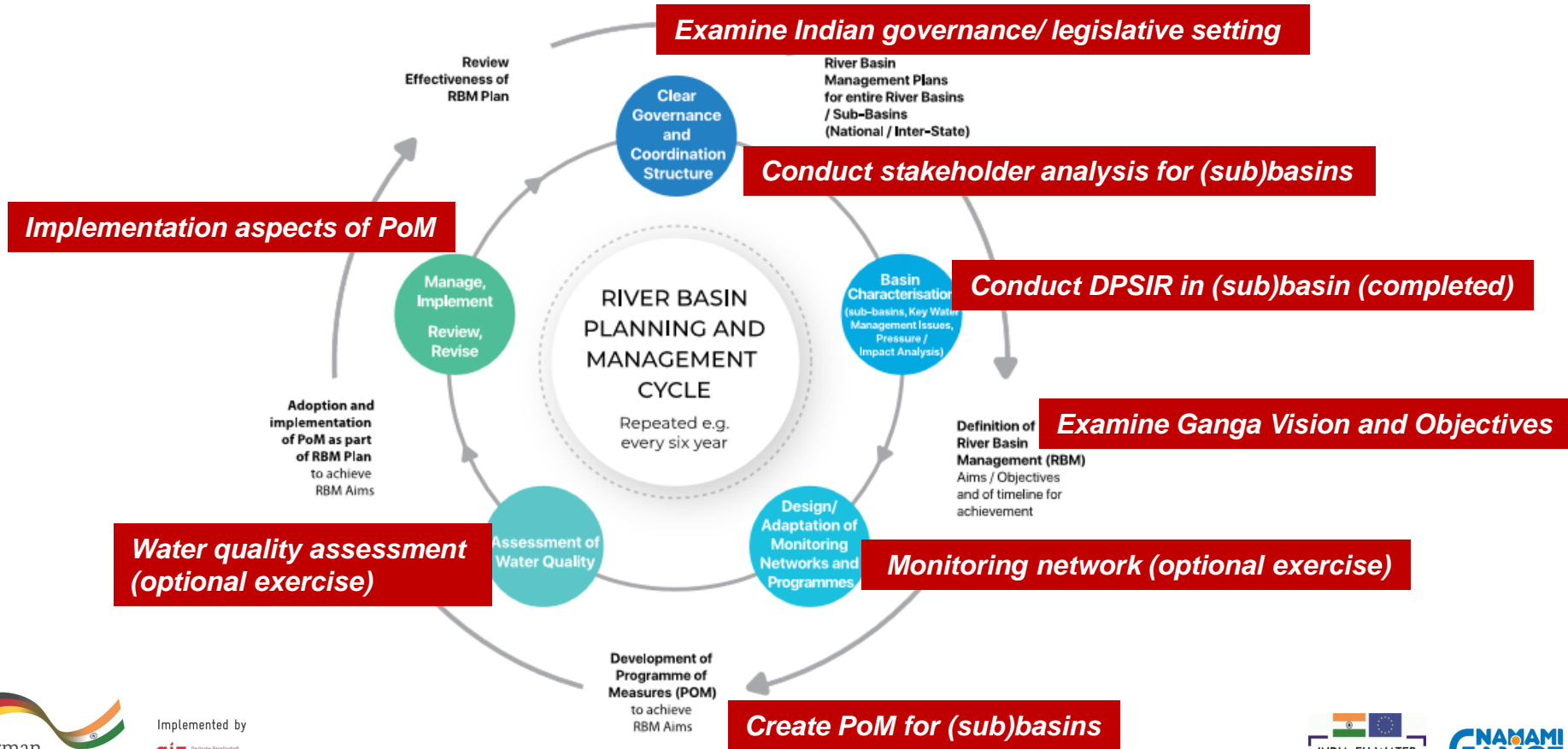
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Didactical Approach: RBM cycle to work through

To achieve the objective of this training programme:

- **Working groups** of up to 5 people will be established

- Each working group chooses **one (sub)basin** in India **to work on throughout the training** programme

- Trainers will assist the working groups in **implementing steps of the RBM Cycle** and in case of questions → *Trainers will present comparable examples from the EU*

Problem-oriented learning along the RBM Cycle

- Examine Indian governance/ legislative setting
- Conduct stakeholder analysis for (sub)basins
- Conduct DPSIR in (sub)basin (completed)
- Examine Ganga Vision and Objectives
- Monitoring network (optional exercise)
- Create PoM for (sub)basins
- Water quality assessment (optional exercise)
- Implementation aspects of PoM

Problem- oriented learning

- How familiar are you with the didactical approach of "*problem-oriented learning*"?
  (What are relations to the "flipped classroom" approach?)

- How did you experience the *PoL- elements* in the *RBM cycle training* with regard to
  - motivation,
  - relevance of the content,
  - increased competences of the participants,
  - other intended outcomes of the training?

- Do you think the *PoL – approach* of the *RBM cycle training* is applicable for your intended trainings?

Table of interactive elements

Name	Explanation	Didactic goal	RBM Cycle Training
Circle in the air	Participants draw a circle in the air with a pen and lower the circle	Understand the different views from different perspectives	coordination structures: involving different stakeholders
Avalanche	Participants lower a ring or a stick together without loosing contact	Understand the challenge of coordination in team work to reach a set objective	Objectives and goals to be reached by all stakeholders
RBM role play	Participants set up a master plan for green province in different roles	Understand inter-sector coordination requirements, priority setting, financing needs, roles of new technologies in RBM	Create PoM
1,2,3 Go	Participants follow a leader giving commands	Reflect on action versus listening and reflection	Implementing basin plans
Arms crossed	Participants cross their arms in different ways	Understanding challenges of behaviour change	Implementing basin plans

Interactive elements along the RBM Cycle

*** Circle in the Air**

*** 1,2,3, Go!**

(* Arms crossed)

Review Effectiveness of RBM Plan

Development River Basin Management Plans for entire River Basins / Sub-Basins (National / Inter-State)

Clear Governance and Coordination Structure

Manage, Implement Review, Revise

Basin Characterisation (sub-basins, Key Water Management Issues, Pressure / Impact Analysis)

RIVER BASIN PLANNING AND MANAGEMENT CYCLE Repeated e.g. every six year

Adoption and implementation of PoM as part of RBM Plan to achieve RBM Aims

Definition of River Basin Management (RBM) Aims / Objectives and of timeline for achievement

Assessment of Water Quality

Design/ Adaptation of Monitoring Networks and Programmes

Development of Programme of Measures (POM) to achieve RBM Aims

RBM Role Play

*** Avalanche**

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Interactive elements

- Which *interactive elements* have you participated in? What (if any) is/are the added benefit/s?

- Do you think you can apply them in one of your trainings?

- Which *interactive elements* do you want to get to know? (descriptions in Moodle, try yourself)
- Which others do you know and would like to add?

- Let´s try two of them:
  Circle in the Air; and Conceptual Drawings
  (see description of those exercises in Moodle!)

E-learning platform: Training for RBM Cycle

- Access directly via http://78.46.247.119

- Workspace for participants (TGI, II, III)

- Workspace for trainers

Preparation and conduction of trainings - Essentials

- What are essentials to deliver a training of high quality?

- How can you make sure that your trainings will reach a high quality?

- Can you prepare a training schedule for the last Webinar for TM3?
        including: learning outcomes, schedule, content, logistics,
        trainers/ presenters, group work/ discussions; feed-back.

Checklist for preparing a training

○ Learning outcomes / objectives of the training defined?

○ Content clear? Expectations and evaluation included?

○ Trainer/s/´s competence valid / secured (right trainer for the target group)

○ Didactic elements integrated and clear? (PoL; interactive elements; excursions, guest speakers,..)

○ Schedule clarified? (Trainer´s schedule can be helpful)

○ Logistics and tools organized? (including e-learning platform, material such as beamer, pinboard, films, internet connections, software, etc.)

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E-learning platform: Training for RBM Cycle

- ▪ Folders with the training material (PowerPoint slides / Pdf-slides/ Videos)
    - ○ By content (Topics of RBM Cycle)
    - ○ By training module (TM1,2,3)

- ▪ RBM Case studies India, Europe

- ▪ Literature for self-study

- ▪ Participants inscription/ contact by announcement

- ▪ Discussion forum

- ▪ Optional: tests, chats, calendar, …

Screenshot to be added

Evaluation of training

- Evaluation always done at the end, based on expectations

- Feed-back rules

- Evaluation forms to be provided in ToT Folder on e-learning platform

Evaluation results/ form to be added

Continued engagement pre and post webinar

1.   For queries and related engagements contact GIZ colleagues:

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2.   **E-Learning platform - http://78.46.247.119/**

(Temporarily hosted on AHT servers and will be transferred to the servers of training institutes.)

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