Integrated Water Resources Management

Workplace-based Professional Training Course

Designed by Stockholm International Water Institute for the Rift Valley Lakes Basin Development Office, Ethiopia

SIWI

Contents

Acronyms and abbreviations

ACCRA   Attention, Context, Commitment, Reflection and Action

EWLG   Ethiopia Water and Landscape Governance Programme

IWRM   Integrated water resources management

RVLBDO Rift Valley Lakes Basin Development Office

SDG   Sustainable Development Goal

SIWI   Stockholm International Water Institute

SMART   specific, measurable, achievable, realistic and time bound

Background

Sustainable and equitable development of water resources is vital to support economic growth and reduce poverty in Ethiopia. However, the country's lakes, rivers and aquifers are coming under increasing pressure due to population growth and other socio-economic demands. The Rift Valley Lakes Basin, located in the central-southern part of Ethiopia, is a particularly valuable resource with a high risk of water insecurity. This need led to the establishment of the Rift Valley Lakes Basin Development Office (RVLBDO), which is charged with ensuring that water resources in the rift valley basin are managed properly and used sustainably.

RVLBDO is relatively new office that is facing extensive and complex water resource management challenges, including deteriorating water quality, lake sedimentation, and degradation of wetlands and other important ecosystems. The factors contributing to these water problems include overgrazing by growing numbers of livestock, unsustainable land management practices causing soil erosion and degradation of ecosystems, and chemical pollution from industry and agriculture. Additional pressures are being exerted by population growth, agricultural expansion, rapid urbanization and developing industry.

It is the responsibility of RVLBDO to implement integrated water resources management (IWRM). Accelerated implementation of IWRM at basin level will contribute to Ethiopia's achievement of Sustainable Development Goal (SDG) Target 6.5 (by 2030, implement IWRM at all levels). The impact of IWRM on water security and governance will also improve access to water and sanitation in the country, so contributing to the water SDG. To build the capacity of RVLBDO in adopting a more integrated approach to water resources management, the Ethiopia Water and Landscape Governance (EWLG) programme of the Stockholm International Water Institute (SIWI) is providing various types of capacity-building support, including this IWRM training programme. The Workplace-based Professional Training on IWRM targets RVLBDO staff at management and operational levels, as well as professional stakeholders from relevant national government institutions.

IWRM is an internationally recognized approach that promotes holistic management of water and land resources at different scales, from basin to national and transboundary levels. The Global Water Partnership defines integrated water resources management as a process that:

> *promotes the coordinated development and management of water, land and related resources, in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems.*

This training programme seeks to improve participants' knowledge of IWRM as both a philosophy and a practice for achieving sustainable management of water resources. Professionals responsible for basin management planning need to understand all aspects of IWRM, and this will help them accelerate implementation of the water resources management interventions described in the Rift Valley Lakes Basin management plan. This training course will help water practitioners and managers to critically analyse, formulate and implement water resources management projects. It will also help them learn about the basic science and practices regarding the IWRM approach.

What is covered in the course?

Introduction

The concept of training can be defined in different ways. Primarily, it is defined as "the 'process' whereby learning opportunities are provided for those who wish to or are nominated to learn specific knowledge, attitudes and/or application of the acquired knowledge/skills". While this definition focuses on the target groups and training contents, it does not include the methods and learning outcomes of the training components.

The term training can also be defined as the "systematic analytic-based designing of methods and activities so as to enable an individual or group to learn predetermined knowledge and/or process against predetermined objectives and apply it to a required standard". This more comprehensive explanation can be used as a working definition or pedagogic approach for this IWRM professional training programme.

The IWRM professional training programme is subdivided into two manuals. The first manual focuses on the basic principles and practices of IWRM. It covers three important aspects of IWRM, aiming to bring trainees to the same level of understanding. The second manual highlights guidelines on the practical implementation of IWRM through looking at lessons and experiences. The learning objectives are designed to be SMART (i.e. specific, measurable, achievable, realistic and time bound).

The course duration is 30 days (240 hours) spread over four months and encompassing a range of learning activities. These include face-to-face contact sessions (64 hours), self-study sessions (88 hours) and workplace-based project assignment sessions (88 hours). Each training programme can accommodate a maximum of 40 trainees (with a minimum of 20). The content, learning outcomes, assessment criteria, target groups, mode of delivery, learning activities, course team and trainees' expectations have all been considered when designing the course structure and delivery. Most activities and discussions revolve around water issues in the context of the participants' local sub-basins, with the Lake Hawassa basin used as an additional example to illustrate and extrapolate the effects of interventions.

Learning through field work.

Photo: Cryton Zazu

MANUAL 1: Principles and Practices of IWRM

Chapter 1: Water resources status and threats

Chapter 1 describes general and up-to-date scientific understanding on assessing the status of water resources and water users in a given basin. It presents key issues relating to water demand, population growth and economic development. The topic of water quality is another important component. With the world facing a climate crisis, the issue of environmental sustainability is a vital point to be introduced at the beginning of the course. The chapter also provides relevant background information on the global and Ethiopia context, as well as suggested reading materials for further study.

<u>Total time</u>: 24 hours: contact session (8h), self-study session (8h) and workplace-based project assignment (8h).

After completing Chapter 1, trainees will:
- appreciate the natural state of water resources and the threats on these resources
- understand the need for integration of different actors in water resources management.

Method of assessment:
1. Presentations and interactive discussion on the water cycle and water resources in the context of the participants' local sub-basin.
2. Group exercises followed by presentations on the principal water issues in their local sub-basin.

Chapter 2: Definition of IWRM

Chapter 2 focuses on the definition of IWRM. This includes describing the background concepts, the history and the different institutes that have adopted and promoted the idea. The chapter discusses the undeniable integration of natural and human systems and how the biophysical world and the social, cultural and economic aspects of humans interact with each other in the context of water management. This chapter also illustrates why sustainable use of water resources and conservation of ecosystems is important. It discusses the need for multi-stakeholder participation, given that involvement and participation of different sectors is necessary to materialize the concept of IWRM, and how cooperation is crucial in the management and use of shared water resources in the Rift Valley Lakes Basin.

<u>Total time</u>: 28 hours: contact session (8h), self-study session (10h) and workplace-based project assignment (10h).

After completing Chapter 2, trainees will:
- be able to describe the history and concept of IWRM from global to local contexts
- be able to explain the need for integration between natural and social systems in water resources management
- have a good insight into aspects of stakeholder engagement in water resources management and be able to apply it in their local basin.

Method of assessment:
1. Presentations and interactive discussion on the concept of IWRM and its history.
2. Group exercises followed by presentations, using their local sub-basin context, on the integration of natural and social systems, including how to engage stakeholders.

Chapter 3: Key principles of IWRM

The key principles of IWRM comprise important concepts that trainees will need to understand fully when designing IWRM plans for their respective basins.

Principle 1: Water is a finite and vulnerable resource. This highlights the limited availability of freshwater and its vulnerability to natural and anthropogenic pressures.

Principle 2: Water resources management and development should be participatory. A consultative approach must be used with relevant stakeholders, which include institutions, water users, planners and policy-makers at different levels. In Ethiopia this includes local, regional and federal actors.

Principle 3: Women play a central role in the use, management and protection of water resources. This highlights the importance of women's participation and benefit-sharing in water resources management.

Principle 4: Water has an economic, social, cultural and ecological value. This highlights the value of water for societies, economies and the environment.

<u>Total time</u>: 36 hours: contact session (8h), self-study session (14h) and workplace-based project assignment (14h).

After completing Chapter 3, trainees will:
- confidently grasp the four key principles and describe their relevance in applying IWRM to basin planning
- promote gender mainstreaming in their respective basins
- appreciate the different values of water and apply their knowledge in basin planning and water resources management.

Method of assessment:
1. Presentations and interactive discussion on the key principles of IWRM and their importance.

2. Group exercises to identify the key principles of IWRM and their importance in the context of the Rift Valley basin, followed by plenary presentations.

Chapter 4: Case studies

Two aspects of IWRM are presented in Chapter 4, one case study illustrating successful IWRM implementation, and the second a failed attempt. Both will help the trainees understand the factors that are necessary for successful implementation of IWRM and assist them in identifying the type of water governance that is relevant to their area.

<u>Total time</u>: 32 hours: contact session (8h), self-study session (12h) and workplace-based project assignment (12h).

After completing Chapter 4, trainees will be able to:
- appreciate the factors contributing to the successful introduction of IWRM
- identify factors contributing to unsuccessful introduction of IWRM
- design a successful IWRM water governance project.

Method of assessment:
1. Field trip and exercise to research the state of water governance in their local basin context, with a full report and presentation.

2. Group exercise to identify aspects that will contribute towards successful implementation of IWRM in the Rift Valley Lakes Basin.

MANUAL 2: Guidelines on Approaches for the Practical Implementation of IWRM

Chapter 1: Stakeholder identification in shared water resources

Chapter 1 of the second manual identifies the different stakeholders that need to take part in shared water resources management. These include institutions, water users, managers, policy-makers, and governmental and non-governmental organizations. The chapter also describes their roles and responsibilities, together with the water rights of different water users. Participation and collaboration among stakeholders is vital to the success of IWRM. This chapter discusses the existing power and knowledge relationships among stakeholders in the Lake Hawassa basin context, and the implications on stakeholder access to water resources, participation and collaboration.

<u>Total time</u>: 26 hours: contact session (8h), self-study session (9h) and workplace-based project assignment (9h).

After completing Chapter 1, trainees will:
- be able to identify the relevant stakeholders, and their power and knowledge relationships, in their local basin
- know about water rights and its use in IWRM, and how to find out if this concept is being applied in their local basin
- appreciate the need for equal participation of stakeholders in IWRM, and be able to suggest how to improve participation and collaboration among stakeholders.

Method of assessment:
1. Field trip and stakeholder interviews to determine key power and knowledge relationships in their basin, with an accompanying report and presentation.
2. Group exercise to suggest aspects of improvement in stakeholder participation and collaboration for the successful implementation of IWRM in the Rift Valley sub-basins.

Chapter 2: Stakeholder awareness, mobilization, participation and conflict management

This chapter outlines how to communicate with stakeholders and increase their awareness of IWRM and the current status of their basin, how they might protect their water resources, and how they might collaborate on implementing improved water management options. The chapter also discusses stakeholder mobilization, including how to promote and enhance stakeholder participation, as well as managing and resolving conflict.

<u>Total time</u>: 32 hours: contact session (8h), self-study session (12h) and workplace-based project assignment (12h).

After completing Chapter 2, trainees will be able to:
- confidently state the level of IWRM awareness in their basin and identify the gaps in communication with stakeholders
- identify possible methodologies to mobilize stakeholders in their basin to promote IWRM
- appreciate the potential sources of conflict in their area and identify suitable methods of conflict resolution.

Method of assessment:
1. Presentations on stakeholder analysis in the Rift Valley sub-basins and possible approaches to mobilizing different stakeholders.
2. Group discussion and debate, with participants adopting the roles of different water users competing for the same resources and one acting as a conflict resolution mediator.
3. Field visits where trainees identify methods of stakeholder participation used in their basins and presentations on the methods of improvement they propose.

Chapter 3: Sustainability of water resources and ecological systems

Chapter 3 looks at the ecological aspects of IWRM and how to protect water quality and quantity for ecological sustainability. This is related to human activities in the basin and helps participants devise ways to ensure availability of freshwater for humans and the environment. It therefore includes information on how to analyse relevant socio-economic activities.

After completing Chapter 3, trainees will:

- appreciate the need to balance ecological sustainability with developing water resources for human use

- be able to identify human activities that can affect water quantity and quality

- devise strategies to minimize the negative impacts of human activities on water resources.

Total time: 32 hours: contact session (8h), self-study session (12h) and workplace-based project assignment (12h).

Method of assessment:

1. Field trip and assessment on which human activities in their basin affect water quality and quantity, with report presented for assessment.

2. Group debate on potential strategies to minimize the negative impacts of human activities on water quality and quantity in their basin.

Chapter 4: Participatory water governance in IWRM

Chapter 4 is the final chapter in the second manual. It covers water governance aspects of IWRM, emphasizing the need to adopt a participatory approach. Topics include the equal participation of stakeholders, the legal framework and policies required for IWRM implementation, the need for cross-sector dialogue and collaboration, and the need to establish institutional roles and responsibilities. How to deal with water allocation is also discussed, with information on water demand

assessment and relevant economic instruments, such as tariffs. Effective water governance also requires monitoring and evaluation, and this is covered along with potential assessment methodologies.

Total time: 30 hours: contact session (8h), self-study session (11h) and workplace-based project assignment (11h).

After completing Chapter 4, trainees will be able to:

- create an enabling environment to enhance stakeholder participation

- combine water-related policy and legislation and integrate with IWRM planning and implementation

- initiate inter- and cross-sector dialogue and collaboration to enhance IWRM implementation

- conduct water demand assessment

- adapt monitoring and evaluation instruments to assess the efficacy of IWRM implementation.

Method of assessment:

1. Conduct a review of policy and legislation documents available for the local basin and devise a method to integrate these with IWRM implementation. Information to be presented as a written report or a presentation to the group.

2. Assess the institutional roles and responsibilities of various stakeholders in the basin and provide a presentation on how they relate to IWRM.

3. Hold a debate on the kind of economic instruments available for the implementation of IWRM in their basin and devise methods to improve these instruments.

4. Give a presentation on a potential monitoring and evaluation system for their basin based on the local context.

Who is the course designed for and what approach does it take?

Goals and beneficiaries

Most working contexts are constantly changing and thus organizations need to ensure their staff acquire the necessary knowledge and skills to keep up to date through a continuous programme of training and professional development. In addition to supporting the organization's efficiency, employee capacity-building provides job satisfaction and supports staff retention.

The training is designed for RVLBDO staff at management and operational levels, as well as professional stakeholders from relevant national government institutions. It provides a solid background to IWRM, and any person with an education certificate, diploma or higher level qualification can participate. Its goal is to improve understanding of IWRM among officials working in the water sector, i.e. what is IWRM, why is it a good approach to the management of water resources, and how can it be implemented more fully in Ethiopia?

The IWRM professional training has potential benefits for individual staff members, organizations, functions and societies.

- The IWRM professional training will improve the levels of knowledge and skills of RVLBDO employees.

- The IWRM professional training will contribute to improved staff effectiveness, thus contributing directly to meeting the objectives of RVLBDO.

- The IWRM professional training will improve the way RVLBDO functions in a broad sense, including through enhanced employee engagement.

- By engaging in IWRM professional training, RVLBDO demonstrates its commitment to promoting more sustainable water resources management through an ethically and socially responsible approach in line with the needs and challenges of local communities.

Learning through group work.

Photo: Cryton Zazu

Adult learning

This professional training course applies adult learning methods, an effective training approach. The basic premise is that the trainee, not the trainer, is responsible for the learning. The trainer, however, must create an environment in which the participants want to learn because they see the value in learning, feel safe in asking questions and participating, and feel respected both personally and professionally.

Adults generally respond well to a variety of teaching methods, especially 'hands-on' practical experience, which promotes retention. As adults are self-motivated, it is generally unproductive to be overly formal in the training delivery method, and a strict system of grades is unnecessary. Instead, adults prefer to receive on-going feedback regarding their progress and performance.

The IWRM training adopts 'off-the-job' training through trainer-trainee contact sessions, and on-the-job, workplace-based training through self-study and project assignment sessions.

Off-the-job training (through contact sessions) takes the trainees away from the actual place of work to a training or seminar room. It is easier to control, with errors having no impact on operational efficiency, and minimizes potential for outside influences interfering with the training. Course methods include lectures, informal talks, discussions, analysis of case studies, brainstorming, buzz groups, and question-and-answer sessions (see Table 1).

Method	How does it work?	When should it be used?
Lecture	One person conveys information to a group of trainees by talking to them, with or without visual aids. There is no participation by the trainees and little feedback to the lecturer.	In IWRM training, where discussion is not practical or when the trainer is giving new information to trainees who have no relevant experience.
Informal talk	Similar to lecture, but less formal, involving feedback and allowing for participation by the trainees.	In groups where there is ample time for questions and feedback. Where material being presented is not entirely outside the experience of the trainees.
Discussion	A planned conversation (exchange of ideas or viewpoints) on a selected topic guided by a trained discussion leader.	When the ideas and experiences of the group will help them discover the point they are learning about. An experienced and professional trainer is required to keep the discussion on track.
Case study	A realistic situation or a series of actual events is presented to the trainees, either orally or by giving them a handout to analyse and discuss.	When real-life situations communicate the point most effectively. When multiple points of view will help trainees understand the concepts better.
Brainstorming	Group members suggest possible solutions to a problem in a rapid-fire order, either orally or by writing on cards. All ideas are considered, with criticism and editing not allowed.	When learning topics involve pulling together the ideas of the whole group, e.g. planning projects and analyses.
Buzz groups	A way to promote the quick exchange of ideas on a single topic in a short period of time. Ideas are presented back to the larger group for discussion.	When the groups are too large for general discussion or brainstorming, or the experiences of the trainees can lead them to discover solutions for themselves.
Question and answer	An opportunity for an IWRM professional trainer to impart specific knowledge about a topic in direct response to questions from the trainees.	Near the end of the training session, or when an expert is available.

Table 1: Training methods used in IWRM contact sessions.

In workplace-based training, knowledgeable, experienced and skilled professionals, (e.g. managers, supervisors and professors) give training to those with relatively less knowledge. It takes places in a real situation at the work bench or office. Training techniques include coaching, sitting with an expert, selling/telling, mentoring, supervised practice, job instruction and job rotation (see Table 2).

Method	How does it work?	When should it be used?
Coaching	Can be used to develop skills that may be lacking among inexperienced employees; may also be used to correct poor performance. Coaches are experts within the organization or outside consultants.	When one-to-one interaction is necessary. It helps identify weakness and focuses on the area that needs improvement. It can be done on the phone or through meetings, emails, conversations.
Sitting with an expert	This means watching an experienced expert at work. The proficient expert can make difficult things looks easy.	This method is inexpensive but success depends on the availability of a competent expert or trainer and the potential of the trainee.
Selling/telling	This is essentially a verbal explanation or 'how to'. Back-up illustrations or a training manual can be used for more complex tasks.	This is a useful method for providing trainees with procedural knowledge.
Mentoring	An ongoing relationship is developed between a senior and a junior employee. Executive mentoring is generally performed by someone inside the organization.	In addition to practical skills, mentoring provides guidance on attaining the vision and mission of an organization.
Supervised practice	This gives the trainee space to learn but with some supervision from the trainer. It is based on practical lessons and instructions, action from the trainee and more informal 'walk-about' supervision from the trainer.	This builds speed and confidence progressively, and relies on the supervisor adopting the role of trainer rather than manager to encourage the development of the trainee.
Job instruction	This focuses on developing knowledge (factual and procedural), skills and attitudes.	This is most appropriate in a one-to-one situation or where a group is undertaking the same job. It adopts a step-by-step method, with every action listed and arranged logically. It reinforces specific learning points.
Job rotation	This allows employees to broaden their knowledge, skills and experiences by working in different departments, business units, functions and countries.	Most useful to identify the knowledge, skills and attitudes required, and to assess employees who have the potential to fill the position.

Table 2: Training methods used in IWRM workplace-based sessions.

Active learning

Active learning is not a new concept. It derives from two basic assumptions: firstly, that learning by nature is an active endeavour; and secondly, that different people learn in different ways. Effective active learning requires well-designed activities based on problem-based learning, where trainees are given a problem or case scenario. The trainees are required to formulate answers, analyse evidence, connect practical evidence to the pre-existing theories, derive conclusions and reflect on their own learning.

The following list of activities describes different approaches; some are for individuals, some for groups, and some might progress from individual to group activity. The most important thing is that trainers are innovative and creative.

- **Effective questioning**:
  Something as simple as asking good questions can be an effective way to facilitate active learning. Guidelines include remembering to pause after asking a question and waiting for a response. Only one question should be asked at a time, with trainees given a minute or two to write their responses before sharing with the group. Gather a few responses before giving the answer to let other trainees respond or build on their responses.

- **Collaborative learning**:
  Trainees can be asked to form small discussion groups with some or all groups being asked to report back to the whole group.

- **Think-pair-share**:
  During a lecture, trainees can be asked a key question. Firstly, they sit quietly and write some notes on their own, then they gather in pairs to discuss the question with another trainee. Lastly, some or all pairs share their thoughts with the whole group.

- **Debates**:
  Well-structured debates can raise many issues and help trainees learn about critical thinking and presentation skills in addition to the course material.

- **Minute papers**:
  This is a classic formative evaluation process where trainees are asked at the end of a training module to summarize the key points in writing in one minute.

- **Reflection papers**:
  Asking trainees to develop a reflection paper based on background reading or an assignment can help them to understand their own learning process better.

- **Peer lecture**:
  A trainee or small group of trainees can be asked to read and synthesize material and give a talk or lecture to their peers out of the training room.

- **Trainee-led review sessions**: After devising appropriate review questions, each trainee asks at least one question related to the training manual and tries to answer a question raised by another trainee.

Taking part in the course

The IWRM training course emphasizes mutual learning, with participants learning with and from others. It involves collaboration on tasks and peer feedback, with trainees expected to cooperate with the other participants to enrich the overall training experience. Trainees will take part in the course through both off- and on-the-job training sessions, as well as through email and other communication tools.

Trainees are expected to be active participants, contributing to a positive atmosphere by questioning, sharing knowledge and helping others. They are encouraged to share their knowledge and provide examples from their own practical experiences. It is important to keep on track with deadlines in order to keep pace with, and learn from, colleagues attending the course. All communications (with trainers, trainees and the administration team) should follow agreed communication and collaboration guidelines.

The course is based mainly on self-assessment, with trainees expected to assess themselves in most of the assignments and group exercises. Self-assessment is an appropriate technique to use in a professional training course, since participants are experienced professionals and responsible for their own learning and professional development. Trainees are awarded their certificates of completion if they score more than 70% on the workplace-based project assignments and attend at least 90% of the face-to-face contact sessions.

Assessment

Trainers and trainees will invest significant time and effort in the IWRM training course, so it is important to have a clear assessment framework. All trainees are expected to complete their pre-course assessments and to develop a portfolio of evidence capturing all exercises and project tasks completed during the course. One of the assignments included in the course is a change project, in which trainees reflect on what was learned, assess the relevance to their workplace, and describe the impact of the learning on their work practices.

In addition, it is important to note that this IWRM professional training follows the Attention, Context, Commitment, Reflection and Action (ACCRA) quality assurance cycle. The course team, including the trainer, will be responsible for managing the relevance and quality of the IWRM professional training course in collaboration with the target beneficiaries. The suggested quality assurance criteria include the following:

- training objectives and plans
- course structure and management, facilitation and resources
- trainee commitment and trainer performance
- institutional environment and administrative support.

Learning support tools and materials

Different educational resources will be provided, depending on trainees' levels of knowledge and skills. For all participants, the resources include the two mandatory training manuals and a series of contact sessions with different facilitators. Additional reading, case studies and field activities will be included.

The course team will provide the training schedule and manuals, assign the professional trainers, make important announcements via email, and monitor and answer questions on a regular basis. There will be a private Facebook group to encourage feedback and stimulate lively interaction among the participants. This may be used to ask questions and to discuss and share information on the course concept, problem-solving approaches, interesting references and anything else related to the training course. Users are asked to observe appropriate online etiquette, as outlined in the communication and collaboration guidelines. The team will try to answer queries promptly, but patience is requested, particularly during busy periods.

Annex 1: Pre-training evaluation form

Please complete this open-ended questionnaire to help us improve our activities in the future.
Your responses, no matter how positive or negative, are valuable. To keep them anonymous, please do not write your name on the form.

1. *Do you think the training has relevance to your current job description in the organization? Explain*

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2. *What did you expect to gain or learn from this training course?*

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3. *What teaching and learning methods did you like the most and why?*

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4. *If you have any other additional expectations, please write them below.*

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Annex 2: Post-training evaluation form

Please complete this structured and open-ended questionnaire to help us improve our activities in the future. Your responses, no matter how positive or negative, are valuable. To keep them anonymous, please do not write your name on the form. Use a 'V 'mark in the appropriate column, using the following key:

0 – no opinion; **1** – lowest priority; **2** – low priority; **3** – high priority; **4** – highest priority.

Evaluation item	0	1	2	3	4
1. *Relevance of this training to your professional assignment*					
2. *Extent to which you have acquired information that is new to you*					
3. *Usefulness of the information you have obtained*					
4. *Focus of this training on what you specifically needed to learn*					
5. *To what extent were you able to achieve the training objectives*					
6. *Explanation of issues/manner of presentation*					
7. *Opportunity for discussion and participation*					
8. *Clarity of activities and questions*					
9. *How likely are you to use the information from this training for your assignment*					

10. *What was the most valuable part of the training course for you and why?*

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11. *What was the least valuable part of the training course for you and why?*

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12. *To what extent did the training course meet your expectations?*

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13. *What other topics or areas should be included in this training course for future participants?*

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14. *How has this IWRM training course changed your approaches to your work practices?*
Please give concrete examples.

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