SESSION CARDS

Community Engagement in Small Scale Irrigation, River Diversion, and Reservoir Systems Training Curriculum
MODULE 1
Session 1

Course Introduction
(2-3H)

Session summary
Trainees will discuss their experience and interests related to community engagement in water resources development. They will form 5 working groups and learn about the course schedule and approach. They will complete any administrative requirements.

Learning objectives

- To better understand each other’s backgrounds and skills
- To learn about examples of communities working together
- To gain a common understanding of the training approach and schedule
- To form small collaborative groups
- To complete any necessary paperwork and be prepared to travel to the field

Time
2-3 hours
(depends on time for any welcoming remarks, ceremony, etc. and time allocated for discussion)
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Trainee leadership groups are formed and briefed in this session

Materials and equipment

- Sticky labels / nametags
- Pens & paper for participants
- Large sheets of paper / flipchart
- Colored markers
- Flipchart stand/easel or means of fixing paper to the wall (if available)
- Course schedule
- Participant workbooks
- Forms needed for reimbursement and other administrative formalities
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| 30 mins | Group introductions          | Give out name badges / labels  
Introductions round: each person introduces themselves: Include agency represented, previous experience in community engagement and what they hope to do as a result of the course  
Agree 'how we are going to work together' (establish 'ground rules') | Nametags / labels  |
| 15 mins | Pair interviews              | Pair all participants including trainers with someone they don't know  
Interview one another (5 min each) about previous personal or professional experience in which local stakeholders led the planning, implementation, and management of a local service improvement (water or non-water)  
Discuss useful principles, lessons, and techniques for promoting community engagement |                    |
| 30 mins | Plenary                     | Feedback round: One person from each pair presents 1-2 lessons  
Plenary discussion  
Trainer records key points | Flipchart, markers |
| 30 mins | BREAK                      | May include welcoming remarks from a local dignitary or senior official |                    |
| 30 mins | Course overview             | Present a brief overview of the course  
Allow time for Q&A & discussion | Powerpoint if using |
| 15 mins | Course materials            | Give out participant workbooks and briefly introduce contents  
Invite trainees to make notes, drawings and diagrams in the workbooks at any time during the course  
Explain they will keep the workbook as a resource / reference after the course | Workbooks          |
| 15 mins | Create work / leadership groups | Divide trainees into five mixed groups according to skills, agency, etc.  
Explain that as part of training, groups will work to complete tasks, and each group will take turns to help facilitate (moderating discussions, taking notes, timekeeping)  
Allocate groups to modules; Module One group decide on roles for chair, timekeeper, and recorder for next session |                    |
| 15 mins | Formalities                 | Explain any logistics and complete administrative formalities |                    |
|         | CLOSE                       |                                                                         |                    |
MODULE 1
Session 2

Participatory Methods
(2H)

Session summary
Trainees will discuss previous experience with participatory methods, learn about techniques, plan which methods to use, and practice interviewing skills

Learning objectives
- To identify existing experience of participatory methods
- To review participatory techniques and identify what methods to apply
- To practice and develop interview skills

Time
2 hours
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants' learning needs.

Trainee Leadership Group roles
Group 1 act as chair, note-taker, timekeeper

Materials and equipment
- Flipcharts
- Colored markers
- Post-it notes
- Flipchart stands (easels)

Participatory Methods resources in the participant workbooks:
- Overview of participatory methods
- Case study materials
- Questions for appreciative interviews
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<tbody>
<tr>
<td>10 mins</td>
<td>Previous experience assessment</td>
<td>Ask trainees about their experience to date with participatory rapid appraisal (PRA) and other participatory methods</td>
<td></td>
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<tr>
<td>15 mins</td>
<td>Overview of participatory methods</td>
<td>Summarize relevant methods, highlighting examples in the case study and later in the course</td>
<td>Powerpoint if using Participant Workbook Modules 2 &amp; 3</td>
</tr>
<tr>
<td>20 mins</td>
<td>Breakout groups</td>
<td>In the groups created in the previous session, discuss the methods most relevant to the issues they are working on in current work</td>
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<tr>
<td>15 mins</td>
<td>Plenary</td>
<td>Each group briefly summarizes methods they think will be useful, and raises any comments or questions about methods</td>
<td></td>
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<tr>
<td>15 mins</td>
<td>Response</td>
<td>Trainer/s respond to comments and questions * note any need for additional support to apply participatory methods *</td>
<td></td>
</tr>
<tr>
<td>15 mins</td>
<td>Introduction to Appreciative Inquiry</td>
<td>Explain key concepts of appreciative inquiry, building on positive experiences that people feel good about Introduce questions to be used for appreciative interviews</td>
<td>Workbook Module 2</td>
</tr>
<tr>
<td>20 mins</td>
<td>Practice pairs (fishbowl)</td>
<td>A pair of trainees practices an appreciative interview, using the form in the workbook Other trainees sit around them in a circle observing (fishbowl technique) Invites comments on interviewing techniques</td>
<td></td>
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</tbody>
</table>

CLOSE

AFTER THE SESSION: Trainers should discuss if any trainees need additional support to apply participatory methods and modify future modules’ content accordingly.
Session summary
Trainees will role-play a simulation exercise on water resources improvement issues and opportunities, using a case-study example to preview the content of Modules 2, 3 and 4

Learning objectives
- To understand and appreciate challenges involved in the participatory design of water resources improvements
- To become familiar with the tools they will be using and creating later in the course
- To be able to summarize their analyses and recommendations
- To be able to summarize key points for a system improvement plan
- To gain insights into the possible perspectives of different stakeholders

Time
2 hours
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Group 1 act as chair, note-taker, timekeeper

Materials and equipment
- Role cards

Case study resources in the participant workbook:
- Introductory description of the case study
- Role Descriptions
- Sketch map
- Prioritized list of problems, opportunities, and proposed improvements
- Community livelihood calendar
- Social network map
- Rules
### Module 1 Session 3 Case Study

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<tr>
<td>10 mins</td>
<td>Introduction</td>
<td>Introduce case study exercise Explain objectives: • To understand the challenges involved in participatory design of water resources improvements • To familiarize with tools and practice using them to create the case for support for a community Introduce the case study materials in the participant workbook Explain that the exercise is a role-playing exercise divided into community member and project implementer roles</td>
<td>Case study materials</td>
</tr>
<tr>
<td>15 mins</td>
<td>Roles</td>
<td>Allocate roles (random or assigned) and distribute role cards Give time for participants to consider the role they are to play</td>
<td>Role cards</td>
</tr>
<tr>
<td>15 mins</td>
<td>Group preparation</td>
<td>Divide into 2 groups – community members and project implementers Community members group reviews case study materials to familiarize with the local situation Project implementers discuss appropriate methods &amp; approaches to working with the community</td>
<td>Participant workbook</td>
</tr>
<tr>
<td>45 mins</td>
<td>Dialogue role</td>
<td>Project implementers open dialogue with community members Divide into 2 or more groups to discuss the project with the goal of understanding 1. Irrigated agriculture system 2. Development history of irrigation infrastructure 3. Rules-in-use 4. Market opportunities (30 min) Community members discuss with project implementers what they would need to do to get support from the district program (15 min)</td>
<td></td>
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<tr>
<td>15 mins</td>
<td>Plenary 1</td>
<td>List summary of key information and local knowledge useful in preparing an application for assistance from the district support program</td>
<td></td>
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<tr>
<td>30 mins</td>
<td>Plenary 2</td>
<td>Summarize analysis and recommendations for the case study Allow time for discussion</td>
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MODULE 1
Session 4

Check-in
(30 min)

Session summary
All participants will review how they feel about the activities during the module and discuss any comments or suggestions for changes to the next module.

Session objectives
- To allow trainees to give feedback that helps adjust the course to their needs
- To identify problems and suggestions
- To engage trainees in adapting the course to their needs and managing the flow of activities during training

Time
30 minutes
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Participants
All trainees and trainers. This session will be led by Trainee Leadership Group 1

Materials and equipment
- Flipchart
- Markers
### Module 1 Session 4

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<tr>
<td>15 mins</td>
<td>Feedback</td>
<td>Ask each person in turn to briefly mention one thing they feel went well about the first module, and one thing that they feel didn’t go well or could be improved. Make brief notes on flipchart summarizing likes and suggestions.</td>
<td></td>
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<tr>
<td>15 mins</td>
<td>Response</td>
<td>Ask questions to clarify any points that are unclear, summarize common concerns, and discuss what might be done to make the training go well tomorrow.</td>
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MODULE 1
Participatory Methods

Learning outcomes for Module 1

Session 1 – Course Introduction
No specific learning outcomes

Session 2 – Participatory Methods
Participants will be able to:
- objectively review participatory methods and techniques, and identify which methods to apply in communities
- interview local stakeholders proficiently using appreciative techniques

Session 3 – Case Study
Participants will be able to:
- describe the challenges associated with the participatory design of water resources improvement
- recognise different stakeholder perspectives
- identify appropriate tools and use them confidently
- summarise their analysis and recommendations and explain the key points for a system improvement plan

Session 4 – Check-in
No specific learning outcomes
MODULE 2
Session 1

District Authority Briefing
(1H)

Session summary
Trainees and facilitators will make a courtesy visit to local authorities to demonstrate that local protocols are being followed, ensure that the authorities are aware of the activities and to gain input from their experience, suggestions and ideas

Learning objectives
- To walkthrough the process of meeting and interacting with local authorities and gaining their understanding and support of a project
- To identify any needs/opportunities for coordination have been identified
- To gain relevant contacts
- To learn about local authorities’ experience and ideas concerning community engagement in small scale water resources development

Time
~1 hour plus time to travel to district office
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Facilitator will lead the visit and Group 2 act as note-taker and timekeeper

Materials and equipment
- Project Brochure or brief (one-page) description of the program
NOTE: The meeting appointment should be agreed well in advance of the course dates and formally confirmed shortly beforehand

Meeting prompts
● Express thanks for the opportunity to meet
● Explain the purpose of meeting: to describe the program and learn about relevant local experience and ideas
● Offer to give a short description of the program
● Distribute the brief or brochure about the program
● Be ready to respond to questions or engage in a more free-form discussion
● Ask about local accomplishments in improving small-scale irrigation systems
● Ask for ideas about how to work better with farmers
● Confirm the appropriate contact(s) for future activities
● Re-iterate thanks for meeting
Module 2
Session 2

Community Introduction
(1H)

Session summary
Trainees and trainers will explain the training program to the community and prepare for trainees and community members to participate together in the system walkthrough and later discussions.

Learning objectives
- To be able to set up an informative community introduction session
- To prepare for the walkthrough with a participatory approach
- To introduce a diverse range of community members in the task groups

Time
~1 hour
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Group 2 act as chair, note-taker and timekeeper
Group 2 brief trainees on welcome activities

Materials and equipment
- Brochure or brief (one-page) description of the program
NOTE: The meeting appointment should be agreed well in advance of the course dates and formally confirmed shortly beforehand. Meet community leaders on arrival at the site to reconfirm time and location as agreed and scheduled during preparatory visit.

Meeting preparation
- Trainers and trainees should go to the meeting location at least a half an hour in advance
- If necessary, arrange seating, preferably in a large circle
- Brief trainees to welcome people as they arrive and engage them in conversation around local agriculture and other aspects of village life, e.g. how farming has been this year, weather, and local events

Meeting prompts
- Consult with village leaders to decide when to formally begin the meeting
- Local leader formally opens meeting
- Briefly explain activities planned for the residential modules
- Emphasize that the scope includes considering potential changes in irrigated agriculture, crop marketing, domestic and other water use, and rules affecting water management, as well as possible infrastructure improvements
- Make very clear that the activities carried out on-site should contribute to developing a better proposal for improvements, which the community can then pursue further, but that there is no guarantee of future funding
- Divide community participants into 5 smaller groups for additional discussion of the system walkthrough and other activities. Combine each community participant group with a trainee group to form task groups. There should be as many or more community participants as trainees in each task group
- Each task group selects a moderator, note-taker, timekeeper, and reporter
- Discuss the plans for the walkthrough and other activities
- Ask for questions and suggestions from community members concerning the walkthrough and other activities
- In plenary, the reporter for each task group summarizes key points from their group
- Clarification and further discussion if necessary
Session summary
All participants will walk around the water system and discuss the current situation and potential improvements. They will gain a common perspective of the past accomplishments and current challenges and opportunities the water users face and a broad understanding of the system including major water source(s) and uses, potential expansion areas and locations with special opportunities or problems, such as orchards, gardens, high-value crops, livestock watering, etc., and areas prone to flooding, water shortage, salinity, etc.

Learning objectives
- To gain an initial common understanding about ownership, water rights and allocation, rules in use and roles of the users, particularly as these relate to potential changes
- To be able to carry out discussions in the field evaluating current and future water use with community water users fully integrated into the task groups
- To understand ‘location-specific needs’ from the point of view of the user community and those providing technical advice
- To develop concepts for cost-effective designs that improve water service delivery in response to opportunities and bottlenecks identified by water users
- To collect enough information to support the development of feasible options for possible system improvements

Time
3-6+ hours, depending on the distance from the stream diversion to the command area and the size of the system, including coverage of the major water source(s) and uses. Allow time for travel to and from site, and plenty of time for discussions in the field. The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Group 2 act as note-taker for all whole-group discussions

Participants
All trainers, trainees and community participants in their task groups allocated in session 2
Materials and equipment

- Footwear suitable for walking along paths, canals, and field bunds, including possible muddy or flooded areas
- Hats
- Umbrellas or water proof clothes / ponchos if rain is likely
- 30 meter measuring tape
- Calculator
- GPS and camera, including cellphone GPS and cameras (if available)

System Walkthrough resources in the participant workbook:
- Topographic map
- Area map
- Sketch paper / grid paper
- Current unit cost rates for works materials

Key outputs from the System Walkthrough

By the end of the walkthrough task groups will have achieved the following goals:

- Stakeholder ownership of the concepts for potential improvements
- A list of potential improvements in the system
- Identification of key locations for potential improvements
- Notes on implications including changes in domestic use, cropping, marketing, etc.
- Overview of the system governance as a basis for further probing into changes that may be desirable for better system operation and maintenance
- Shared understanding of the interest in - and feasibility of - improving water services
- Initial discussion of how water will be allocated and maintenance work and costs shared
NOTE: The route for the walkthrough should be identified and agreed with community leaders during the preparatory visit

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<tr>
<td>10 mins</td>
<td>Briefing</td>
<td>Explain route and procedure for walkthrough Remind participants of scope of project: Possible changes for • irrigated agriculture • crop marketing • domestic and other water use • rules affecting water management Possible infrastructure improvements Remind participants to stop and discuss at any locations of potential change or improvement Remind trainees to use the discussion topic prompts to ensure that all relevant areas of discussion are covered and information is gained Remind participants to take measurements, draw sketches and diagrams for any changes</td>
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<td>Travel</td>
<td>Go to main water source by most direct route Follow onward route covering major water uses At appropriate points call the groups together to share and summarize information from all participants. Clarify and discuss as necessary</td>
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<td>Walkthrough prompts</td>
<td>At the main water source, prompt discussion on the following topics: • Upstream and downstream water uses • Customary or formal water rights • Quantity of water the community is allowed to divert into the system • Flows and seasonal variation • Water use requirements &amp; seasonal variation • Impact of potential expansion • Impact of upstream land-use • Water quality variation &amp; impact</td>
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<td>Whole-group plenary prompts</td>
<td>During plenary discussions, prompt a systematic review of improvements suggested Checklist: • Implications for changes in • Operations • Rules • Infrastructure • Maintenance • Alternative solutions • Design / materials • Tradeoffs between investment &amp;</td>
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| Community Participant groups | At the end of the walkthrough, ask community participants to divide into groups to discuss major aspects of possible improvements in detail. Topics may include:  
- Cropping patterns and marketing  
- Changes in infrastructure and water service delivery for crops  
- Expected impacts and ways of enhancing them  
- Management rules related to decision making  
- Sharing benefits and costs  
- Monitoring  
- Enforcement  
Discussions can take place in the field or in a central location / meeting area. |
| Trainee groups | Return to community for appreciative interview briefing |
| CLOSE | |
MODULE 2
Session 4

Community Interviews
(3H)

Session summary
Trainees will undertake interviews with members of the community to learn about local conditions and any previous successful collective action, whether water or non-water. They will gather stories, identify the local capacity for working together in irrigation and other activities, and discover their aspirations for the future.

Learning objectives
● To be able to carry out appreciative interviews successfully
● To document stories about successful local collective action for irrigation and other activities
● To identify common themes in what people feel is successful collective action and what they would like to enhance
● To assess the local capacity for collective action, as demonstrated by examples given in interviews

Time
~3 hours.
Allow approx. 30 minutes per interview. The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants' learning needs.

Trainee Leadership Group roles
Group 2 ensure the group reassembles after interviews and act as chair, note-taker and timekeeper for plenary.

Materials and equipment
● Question guide in participant workbook
● Pen/pencil
## Module 2 Session 4
### Community Interviews

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| 15 mins    | Briefing               | Explain purpose of interviews  
Remind trainees of interview technique:  
- Appreciative  
- Encourage people to talk about their lives and livelihoods first  
- Discuss questions in the interview guide  
Briefly review range of stakeholders e.g. poor farmers in potential expansion area, women heads of households, local traders, irrigation leaders, head-end/tail-end, smallholder, larger landowner, different type of water user  
Remind trainees they should each carry out at least two interviews: one woman and one man, and with different kinds of stakeholders  
Interviews should last approx. 30 minutes |           |
| 15 mins    | Pairing and logistics  | Divide trainees into pairs, with someone from a different task team  
Assign / trainees choose specific kinds of stakeholders to interview  
Agree return time at end of exercise |           |
| 2 hours    |                         | INTERVIEWS                                                                                                                                |           |
| 15 mins    | INTERVIEWS             | Re-assemble group for plenary discussion  
Using rounds, take turns for trainees to share stories from the interviews  
In plenary, identify and record common themes |           |
| 30 mins    | INTERVIEWS             |                                                                                                                                          |           |

CLOSE
MODULE 2
Session 5

Check-in
(15 min)

Session summary
All participants will review how they feel about the activities during the module and discuss any comments or suggestions for changes to the next module.

Session objectives
- To allow trainees to give feedback that helps adjust the course to their needs
- To identify problems and suggestions
- To engage trainees in adapting the course to their needs and managing the flow of activities during training

Time
30 minutes
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Participants
All trainees and trainers. This session will be led by Trainee Leadership Group 2

Materials and equipment
- Flipchart
- Markers
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<tr>
<td>15 mins</td>
<td>Feedback</td>
<td>Ask each person in turn to briefly mention one thing they feel went well about the first module, and one thing that they feel didn’t go well or could be improved. Make brief notes on flipchart summarizing likes and suggestions.</td>
<td></td>
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<tr>
<td>15 mins</td>
<td>Response</td>
<td>Ask questions to clarify any points that are unclear, summarize common concerns, and discuss what might be done to make the training go well tomorrow.</td>
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MODULE 2
Water System Walkthrough

Learning outcomes for Module 2

Session 1 – District Authority Briefing
No specific learning outcomes

Session 2 – Community Introduction
Participants will be able to:
- prepare and facilitate a community introduction session
- prepare for a system walkthrough
- organise and brief small task groups

Session 3 – System Walkthrough
Participants will be able to:
- recognise and debate issues such as current and future water use with community water users and task groups
- describe ‘location specific needs’ from a users’ perspective and from the perspective of those providing technical advice
- summarise and explain issues such as ownership, water rights and allocation, rules in use and roles of users
- identify and gather appropriate information to support the development of options for improving water systems
- produce concepts or give examples of cost-effective designs to improve water service delivery

Session 4 – Community Interviews
Participants will be able to:
- use appreciative interview techniques to assess the local capacity for collective action, and gather specific stories about ‘local collective action for irrigation’ from community stakeholders
- document stories about local collective action for irrigation and other activities
- identify and summarise the common themes relating to successful collective action

Session 5 – Check-in
No specific learning outcomes
SESSION 3
Session 1

Participation in the Project Cycle
(1.5H)

Session summary
Trainees will identify the steps required to plan and implement a project. They will identify opportunities for improving community participation.

Learning objectives
- To be able to describe in sequence the steps involved in planning and implementation of a project
- To be able to work in a group to develop a comprehensive activity sequence from initial proposal stage to ongoing maintenance stage
- To be able to identify opportunities for improving community engagement for each of those steps

Time
~1.5 hours
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Group 3 act as chair, note-taker and timekeeper

Participants
Trainees. If conducted in a location in the community, then open to whoever wants to observe or take part

Materials and equipment
- Large index cards or A5 sheets of paper
- Small colored cards
- Colored markers
- Tape or temporary adhesive
## Module 3 Session 1  Participation in the Project Cycle

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<tr>
<td>10 mins</td>
<td>Introduction</td>
<td>Explain purpose of session: To systematically review the implementation process To use &amp; reflect on experiences from Module 2 To discuss opportunities for improving community engagement Trainers should ensure that the session emphasizes practical ways of dealing with participation under real conditions, e.g. dealing with budget delays and uncertainty, targets, deadlines, approvals, staff constraints, stakeholder concerns</td>
<td>Powerpoint if using</td>
</tr>
<tr>
<td>15 mins</td>
<td>Major phases</td>
<td>In plenary, identify major phases in a project/program cycle Write on cards or sheets of paper. Participants lay out cards or post on a wall in sequence from initial proposal to continuing operation and maintenance</td>
<td>Large index cards/paper Tape / tack</td>
</tr>
<tr>
<td>35 mins</td>
<td>Detailed stages</td>
<td>Working in task groups, pairs or individually, participants add detail (either using more cards or adding steps to the sequence) For each step added, discuss how participation currently works and how it could be improved</td>
<td></td>
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<tr>
<td>20 mins</td>
<td>Opportunities for engagement</td>
<td>Each participant identifies one specific activity in which there is now some form of effective community engagement, and one suggestion about how community engagement might be improved in a specific activity Add these into the sequence using different color pens or different color cards</td>
<td>Colored card &amp;/ Colored markers</td>
</tr>
<tr>
<td>10 mins</td>
<td>Conclusion</td>
<td>Invite final comments in a round or similar format</td>
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Session summary
Task teams will discuss and analyze factors that affect the potential for improving irrigation and other water uses, and cooperatively consider the options for improvement.

Learning objectives
- To be able to analyze factors that affect water resources development
- To be able to work with a community to identify options, constraints and priorities

Time
~2-4 hours (with groups working in parallel): adapt time allowed to suit the group.

Trainee Leadership Group tasks
Group 3 act as chair, note-taker and timekeeper
Welcome community participants and ensure they are reunited with their trainee group

Participants
All trainees and community participants

Materials and equipment
- Large sheets of paper / flipcharts
- Small colored cards
- Colored markers
- Tape or temporary adhesive

Analysis and design resources in the participant workbook:
- Group task briefs
- Secondary data on village population, by gender, agricultural production, etc.

Key outputs from the Analysis & Design Discussions
- Sketch map
- Livelihood calendar
- Organization chart
- Recommendations for changes in rules
- Concept drawings
- Value chain chart
- Initial impact analysis & recommendations
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| 10 mins | Briefing         | Welcome community participants  
 |         |                  | Introduce this session as a continuation of work done during and after the walkthrough  
 |         |                  | Aim is to analyze issues in more depth and develop specific action points in response                                                                                                               |                               |
| 50 mins | Visual tool      | Each task group should create a visual tool relevant to their group topic. (Some groups may have more than one topic.)  
 |         |                  | The tasks are summarized below and described in more detail in the participant workbook. They match the tools generated by the trainers for the case study in Module 1                                               | Participant workbook  
 |         |                  | Large paper, colored markers                                                                                                         |
| 40 mins | Change proposals | Task groups identify the three to seven most important changes needed in relation to their topic  
 |         |                  | Groups record changes e.g. one per card, and discuss how the changes should be clustered and ranked by importance  
 |         |                  | Add considerations of benefits and costs, and any changes that might be needed in governance arrangements to support and enable the improvements  
 |         |                  | Add the proposed changes to the tool                                                                                                  | Colored cards or markers    |
| 20 mins | Group reflection | Trainee members of the groups use appreciative round or similar tool to ensure that all participants have had the opportunity to input                                                                    |                               |

CLOSE

Group tasks:
Detailed instructions for participants are found in the participant workbook
- Prepare a simple sketch map of the system showing the locations of possible improvements
- Discuss possible changes in infrastructure (and related water allocation and distribution) in more depth
- Prepare a livelihood calendar showing the current cropping patterns and potential changes in the agricultural cycle for the type and timing of irrigated crops and other water uses
- Discuss the current inputs needed to produce, use and sell crops. Identify which links would be most beneficial for farmers if improved. Prepare a value chain chart with four sections showing suppliers/sources, inputs, major crops, buyers and users
- Discuss the individuals and organizations with major roles related to irrigation and water management. Prepare an organization chart, showing the structure of local water management and links to related organizations
- Initial impact analysis of water use
- Review of water governance
MODULE 3
Session 3

Check-in
(15 min)

Session summary
All trainees will review how they feel about the activities during the module and discuss any comments or suggestions for changes to the next module.

Session objectives
- To allow trainees to give feedback that helps adjust the course to their needs
- To identify problems and suggestions
- To engage trainees in adapting the course to their needs and managing the flow of activities during training

Time
30 minutes
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Participants
All trainees and trainers. This session will be led by Trainee Leadership Group 3

Materials and equipment
- Flipchart
- Markers
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Feedback</td>
<td>Ask each person in turn to briefly mention one thing they feel went well about the first module, and one thing that they feel didn’t go well or could be improved. Make brief notes on flipchart summarizing likes and suggestions.</td>
<td></td>
</tr>
<tr>
<td>15 mins</td>
<td>Response</td>
<td>Ask questions to clarify any points that are unclear, summarize common concerns, and discuss what might be done to make the training go well tomorrow.</td>
<td></td>
</tr>
</tbody>
</table>

CLOSE
MODULE 3
Planning and Process Tools

Learning outcomes for Module 3

Session 1 – Participation in the Project Cycle
Participants will be able to:
• describe in sequence the steps involved in planning and implementing a project
• collaboratively develop a comprehensive sequence of activities, from initial proposal stage through to implementation and ongoing maintenance
• evaluate the level of community participation in each step
• recognise opportunities for improving community participation at each step

Session 2 – Analysis and Design Discussions
Participants will be able to:
• recognise, describe and analyse factors that affect water resources development
• work collaboratively with community stakeholders to develop and prioritise options, and identify constraints
• use cost-benefit analysis to evaluate options for improvements

Session 3 – Check-in
No specific learning outcomes
Session summary
Trainees will present the results of their task-team work in Module 3. They will discuss the links and dependencies between the various proposed changes.

Learning objectives
- To be able to present the results of collaborative work to a group
- To be able to work cooperatively with different group members to evaluate a range of ideas for improvements
- To be able to integrate changes into a proposal, modifying the original proposals as necessary

Time
2 hours
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Group 4 act as chair, note-taker and timekeeper
Group 4 manage formation of cross-cutting groups for discussion

Participants
Trainees. Community members are welcome to observe and to participate if they choose

Materials and equipment
- Large sheets of paper
- Easels / flipchart stands
- Markers
- Tape
- Outputs from the Analysis and Design Discussions

Key outputs from Design Integration
- List of action points for system improvement, grouped according to where the planned changes will occur (irrigation, cropping patterns, marketing, rules, infrastructure, maintenance and other aspects of the system)
## Module 4 Session 1
### Design Integration

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
<th>Equipment</th>
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</thead>
<tbody>
<tr>
<td>35 mins</td>
<td>Group Feedback</td>
<td>Based on the previous Module's activities, task teams present the main changes proposed, including cropping patterns, marketing, infrastructure, maintenance, rules and their monitoring and enforcement, infrastructure (5 min per output)</td>
<td>Presentation outputs</td>
</tr>
<tr>
<td>10 mins</td>
<td>Group integration</td>
<td>Participants reorganize into three cross-cutting groups, each with one person from each task team</td>
<td></td>
</tr>
<tr>
<td>30 mins</td>
<td>Integrated group discussion</td>
<td>Groups discuss proposed changes, particularly linkages between different changes, constraints and opportunities, and suggest modifications to proposed changes. Each group prepares a one-page summary of their recommendations for the major proposed changes (30 min)</td>
<td>Large paper Colored markers</td>
</tr>
<tr>
<td>30 mins</td>
<td>Plenary</td>
<td>Integrated groups present back to whole group (5 min per group) Discuss results. Identify points of agreement (common ground) and points on which there is not yet agreement, and which may need additional study or discussion</td>
<td></td>
</tr>
<tr>
<td>15 mins</td>
<td>Integrated group discussion</td>
<td>Return to cross-cutting groups and prepare specific action points for ● Overall planning ● Construction ● Operation and maintenance</td>
<td></td>
</tr>
</tbody>
</table>

CLOSE
Session summary

Trainee and community participant task teams will present the draft ideas for system improvement to the wider community and stakeholder group. They will lead a discussion of key points to create a memorandum of agreement for system improvement.

Learning objectives

- To be able to present the results of collaborative work to a community
- To be able to agree a shared understanding of proposed improvements
- To identify points of agreement about responsibilities, and points needing further discussion
- To be able to agree an action plan for a community

Time

~3 hours

The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles

Group 4 act as chair, note-taker and timekeeper
Group 4 manage formation of discussion clusters

Participants

All trainers, trainees, community participants and stakeholders

Materials and equipment

- Draft action points for proposed improvements
- Presentation outputs (tools) i.e. design sketches, system sketch map, calendar, etc. prepared in Module 3
- Paper (A4 or A5 or large cards/post-its)
- Pens/pencils for notes and comments
- Markers
- Large sheets of paper
- Tape
- Flipchart stands / easels
Module 4 Session 2 Community Consultation on Improvement Proposal

Meeting preparation
- Trainers and trainees should go to the meeting location at least a half an hour in advance
- If necessary, arrange seating
- Trainees post draft action plan, design sketches, charts, maps and other materials on walls, including large sheets of paper summarizing results of earlier discussions
- Have available cards or sheets of paper for people to write comments with their questions and suggestions, one per sheet, and post on wall
- Brief trainees to welcome people as they arrive and engage them in conversation on purpose and progress of the course

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Introduction</td>
<td>To begin the formal meeting, explain the proposed meeting process, including role of meeting chair/moderator. Check for acceptability and suggestions related to process, make adjustments if necessary</td>
<td></td>
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<tr>
<td>10 mins</td>
<td>Local Leader Presentation</td>
<td>Local leader(s) summarize highlights of previous sessions about local accomplishments, and aspirations, and proposed changes in infrastructure, operation and maintenance</td>
<td></td>
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<tr>
<td>25 mins</td>
<td>Task Team Presentations</td>
<td>Representatives of task teams present key points, priority improvements, and options that may depend on further technical analysis and budget availability. Where possible, invite community members of teams to lead &amp;/or contribute to presentations 25 minutes</td>
<td>Presentation outputs &amp; draft action points</td>
</tr>
<tr>
<td>40 mins</td>
<td>Cluster Discussions</td>
<td>Divide all participants into small groups of 6-10 people Each group selects a moderator, recorder, reporter and timekeeper Group discussions: Ideas about the project, summarizing key points on separate sheets of paper (20 min) Proposed action points for next steps the community could take, and who would be responsible for different activities (10 min)</td>
<td>Large paper Markers</td>
</tr>
<tr>
<td>30 mins</td>
<td>Plenary, Q&amp;A</td>
<td>Groups present their comments in plenary session (3 min per group) Presenters respond to specific comments, including acknowledgement of points that may require further attention Trainers facilitate question and answer and general discussion</td>
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<tr>
<td>55 mins</td>
<td>Conclusions</td>
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<tr>
<td>Leader(s) present summaries:</td>
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<tr>
<td>● Points on which there appears to be consensus</td>
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<tr>
<td>● Points on which further attention is needed (due to technical or financial issues, lack of consensus, or other reasons)</td>
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<tr>
<td>● Draft action plan for next steps that the community can take</td>
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<tr>
<td>Trainers facilitate limited discussion of specific points (in plenary or breakout groups), with cutoff time to limit discussion if resolution/consensus seems unlikely to be reached quickly</td>
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<td></td>
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<tr>
<td>Leader(s) present summaries:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>● Points of agreement</td>
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<td></td>
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<tr>
<td>● Points for further attention</td>
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<tr>
<td>● Actions and responsibilities for next steps</td>
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</tbody>
</table>

CLOSE
MODULE 4
Session 3

Check-in
(15 min)

Session summary
All trainees will review how they feel about the activities during the module and discuss any comments or suggestions for changes to the next module.

Session objectives
- To allow trainees to give feedback that helps adjust the course to their needs
- To identify problems and suggestions
- To engage trainees in adapting the course to their needs and managing the flow of activities during training

Time
30 minutes
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Participants
All trainees and trainers. This session will be led by Trainee Leadership Group 4

Materials and equipment
- Flipchart
- Markers
## Module 4 Session 3  
### Check-in

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>15 mins</td>
<td>Feedback</td>
<td>Ask each person in turn to briefly mention one thing they feel went well about the first module, and one thing that they feel didn’t go well or could be improved. Make brief notes on flipchart summarizing likes and suggestions</td>
<td></td>
</tr>
<tr>
<td>15 mins</td>
<td>Response</td>
<td>Ask questions to clarify any points that are unclear, summarize common concerns, and discuss what might be done to make the training go well tomorrow</td>
<td></td>
</tr>
</tbody>
</table>

CLOSE
Session 1 – Design Integration
Participants will be able to:
● clearly and concisely present the results of collaborative work to a group of colleagues
● work collaboratively with different group members in order to evaluate a range of changes or options for improvements
● accurately integrate agreed changes into a new proposal
● modify an original proposal by accurately integrating agreed changes

Session 2 – Community Consultation on Improvement Proposal
Participants will be able to:
● clearly and concisely present the results of collaborative work to a local community
● debate proposed improvements with a local community and wider stakeholder group
● facilitate (or broker) a shared understanding of the proposed improvements
● recognise and record points of agreement (for example about responsibilities), and points needing further discussion and debate
● facilitate (or broker) the development of an agreed action plan for a community

Session 3 – Check-in
No specific learning outcomes
Session summary
The trainees will identify specific ways in which community engagement can be improved in development of small-scale reservoir and canal systems, using their ideas and experiences from the course and previously.

Learning objectives
- To be able to identify activities where there is potential for improving community engagement and success in water resources development
- To reflect on their own previous experience and what they have learned from the course
- To make specific recommendations about practical ways to improve community engagement and success in development of small-scale reservoir and canal systems

Time
~ 2 hours
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Trainee Leadership Group roles
Group 5 act as chair, note-taker and timekeeper

Participants
Trainees and trainers and others present, which may include community members, program managers, local leaders, etc., depending on where and when the session takes place

Materials and equipment
- Flow chart or timeline (Gantt Chart) showing key implementation activities (prepared or modified by participants as best suits the group)
- Colored markers
## Module 5 Session 1
### Planning for Participation

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
<th>Equipment</th>
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</thead>
</table>
| 45 mins| Small group task               | In small groups, review the series of activities involved in implementation of water resources development. Use material from Module 3 Session 1 Participation in the Project Cycle for reference. Prepare (or modify draft) timeline / flow chart to ensure it includes all major activities by the community and by any other organizations, at the following stages:  
  - Early steps  
  - Continuing operation  
  - Maintenance  
  - Monitoring  
  - Evaluation | All previous presentation outputs  
Gantt chart |
| 15 mins| Integrating engagement         | In small groups, highlight the steps where there are opportunities to improve community engagement and success in system development.                                                                                       |                                               |
| 15 mins| Improvement recommendations     | In small groups, identify and summarize specific recommendations for how participation and success in system development could be improved.                                                                                                             |                                               |
| 45 mins| Reporting & discussion         | Groups report their main recommendations to the whole group. Discuss in plenary.                                                                                                                                                           |                                               |

CLOSE
Module 5
Session 2

Training Evaluation
(30min – 1H)

Session summary
Trainees will provide feedback on what they liked and didn’t like and offer suggestions for improvement.

Learning objectives
- To experience an appreciative and reflective feedback session
- To be able to evaluate the course and identify problems and successes
- To be able to engage a group in offering constructive suggestions for change

Time
30-60+ minutes, depending on time for discussion
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Participants
All trainees and trainers. This session will be led by Trainee Leadership Group 5

Materials and equipment
- Pens/pencils
- Cards
- Large sheets of paper
- Markers
- Tape
- Easels, if breakout groups will be used

Key outputs from Training Evaluation
- Written evaluations from individual participants
- Group recommendations for the course: what to keep and what to change
- Two-column summary of comments and ways to respond
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Individual reflection</td>
<td>Participants each summarise reflection on the training under the headings:</td>
<td>Cards, pens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What did you like best?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>What did you like least?</td>
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<td></td>
<td></td>
<td>Suggestions for the future</td>
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<tr>
<td>30 mins</td>
<td>Group discussion</td>
<td>Discuss views, especially suggestions</td>
<td>Large paper</td>
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<td>Either in breakout groups first then moving to plenary, or as a whole group</td>
<td>Markers</td>
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<tr>
<td></td>
<td></td>
<td>As a whole group, work methodically through the modules and sessions to identify what worked well and what could be improved</td>
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<td></td>
<td>Summarize as a whole group in two-column format under the headings:</td>
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<tr>
<td></td>
<td></td>
<td>What to keep</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What to change</td>
<td></td>
</tr>
<tr>
<td>30 mins</td>
<td>Trainer response</td>
<td>Summarize and appreciate all feedback and emphasize constructive ways to respond</td>
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<td>If any points need clarifying or discussing, use an appreciative approach to cover them briefly</td>
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<td></td>
<td>Remind the group that the goal of the activity is to listen to their feedback</td>
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<td></td>
<td>Thank the group for their ideas</td>
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<td>Explain that feedback will be considered in planning future training</td>
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<td>Provide contact details so further comments can be made</td>
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</table>

**CLOSE**

**AFTER THE SESSION:** Trainers should prepare a summary of key points from the feedback and discuss ways of responding. This could be done using a two-column format.
Follow-up and Closing Ceremony

(2H)

Session summary
Trainees will identify practical actions they could take to improve community engagement. They will make recommendations for improving community engagement in projects and programs. Trainees will receive course materials and completion certificates.

Learning objectives
- To be able to identify specific follow-up actions to be implemented in their own work
- To be able to make wider recommendations on how projects and programs can improve participation

Time
~2 hours
The session plan and approximate timings are suggestions only, and should be revised to suit the context and the participants’ learning needs.

Materials and equipment
- Large index cards or equivalent
- Markers
- Large sheets of paper
- Course completion certificates
- USB flashdrive with course materials and supporting documents (if not previously distributed)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Individual reflection</td>
<td>Participants each write at least three things they could do in their own work to improve community engagement Stick the cards onto a wall</td>
<td>Cards, pens</td>
</tr>
<tr>
<td>30 mins</td>
<td>Group reflection</td>
<td>In their groups, identify three recommendations for improving participation in projects and programs. Recommendations may be small and specific, or larger changes in policies, budgets, staffing, schedules, etc. Groups present their recommendations</td>
<td>Large paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Markers</td>
</tr>
<tr>
<td></td>
<td>CLOSING CEREMONY</td>
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<tr>
<td>10 mins</td>
<td>Sponsors reflection</td>
<td>Representative of sponsoring organization offers concluding remarks</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Participants summary</td>
<td>Representative(s) of participants offer concluding remarks</td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td>Awards</td>
<td>Call participants names one-by-one. Participants take down their card and read aloud their personal improvement objectives for better community engagement Present course completion certificates</td>
<td>Certificates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Additional course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>materials</td>
</tr>
<tr>
<td>10 mins</td>
<td>Thanks</td>
<td>Vote of thanks to those who contributed to course preparation and implementation</td>
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<td>CLOSE</td>
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</tr>
</tbody>
</table>
MODULE 5
Collaboration and Consolidation

Learning outcomes for Module 5

Session 1 – Planning for Participation
Participants will be able to:
● identify opportunities - and suggest activities - for improving community engagement in water resources development
● critically reflect on their own experience and give examples of what they have learned from the course
● identify and outline practical ways in which community engagement in the development of small-scale reservoir and canal systems can be improved, and offer specific recommendations that will increase the likelihood success

Session 2 – Training Evaluation
Participants will be able to:
● design and facilitate an appreciative and reflective feedback session
● evaluate a training course, and objectively describe what worked well and what could be improved
● elicit constructive suggestions for change from a group of workshop participants

Session 3 – Follow-up and Closing Ceremony
Participants will be able to:
● identify, describe and prioritise specific follow up actions to be implemented in their own work
● offer specific recommendations on how participation in projects and programs could be improved