D.T1.3.3
METHODOLOGY OF THE CORE MASTER TRAINING

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Summary

Foreword and Context

The present document has been produced in the context of Interreg Central Europe project CWC, as Deliverable D.T1.3.3 of Work Package T1 "Common methodology for FUA-level stakeholder involvement and co-creation processes", led by project partner Poliedra.

The deliverable contains the Methodology of the core Master Training (MT), consisting of 2 training modules (TMs), to serve as a hands-on, interactive train-the-trainers session resulting in experiential learning, prepared by Poliedra.

The MT is addressed to Project Partners, Associated Partners and Stakeholder Advisory Panel members.

The MT constitutes the model for the 1-day long local competence building workshops that will be organised in the five participating functional urban areas (1 in each) in national language for the stakeholder group members.

Overview of the core Master Training (MT)

The MT is subdivided into two modules.

The first module of the training (half day) is focused on creating a shared knowledge base and a shared language on circular urban water management areas of intervention:

- Water Governance,

- Water efficiency & losses reduction,

- Rainwater management,

- Greywater recycling.

The second module of the training (one day) is mainly devoted to a Group game on case studies, exploring structured involvement of stakeholders for the building of a shared vision and the identification of strategies of intervention for circular water management in a city. The emergence of collective intelligence is favoured through facilitation and the use of appreciative gaze.

The aim of the game is to give participants the experience of a smart water governance process and of how to build it. The active and participatory approach is a key component of the game; participants, their knowledge, experiences and ideals are the protagonists of the learning process.

Facilitators were present for the entire duration of the MT, managing its interactive parts; their work was particularly important in the second module of the training. They eased the dialogues, encouraged participants to think productively, express themselves and find solutions.

1. FIRST MODULE

We report here the programme of the first module, with an overall duration of 4 hours, and we describe its main activities and their purposes.

First Module Programme

1. Introduction to the MT and presentation of the CWC goals
2. Group work on the CWC goals
3. Lectures on:
   - o Water Governance
   - o Water efficiency & Water loss reduction
   - o Rainwater management
   - o Grey water recycling
4. Group work about circular water techniques and their aims

First Module Activities

1. Introduction to the MT and presentation of the CWC goals

The introduction (presentation https://drive.google.com/open?id=1GU1hjLI-ZPaRGnr4N_n6fp3hnyjKw4Lc) is needed to set the working context and framework, and to orient participants through the MT. It is composed of:

- Short presentation of the reasons of the CWC project and of the MT, in order to set the working context and framework.
- Short presentation of the CWC goals,
- Short presentation of the programme of the MT, to orient participants through the MT

2. Group work on the CWC goals

Before starting the actual group work, and unless the group is already well acquainted, it is advisable to have an ice-breaking session, in order to:
- Create cohesion and improve the atmosphere
- Increase participation and productivity
- Gain knowledge about the participants' profiles

At the MT in Milano, in the opening phase, given that participants had already had the opportunity to meet and do some ice-breaking, we decided to use some opening time to support the group's sense of self-awareness. We did a "3-d mapping" of participants asking them to move in space and stand in groups based on where they came from, after which we asked them to share some information on their home town with the whole group. After this, we asked for roles (technical expert, policy, ngo,

...) asking for people to step forward and say something about their roles. The main aim of this was to allow for the group's diversity to show up, be named and recognized.

After this, participants in small groups of 7-8 people, possibly of different countries, discussed about the CWC goals more significant in their own context, as a means of becoming familiar with the CWC goals, starting to create a cooperative working environment and gaining knowledge about circular water management in the different contexts of the participants.

3. **Lectures on: Water Governance, Water efficiency & Water loss reduction, Rainwater management, Grey water recycling**

Presentations about water management areas of intervention: Water Governance (https://drive.google.com/open?id=1xk0z-2KL0riXhaW1mfEK7ZlKvULeLnlR), Water efficiency & losses reduction, Rainwater management, Greywater recycling (https://drive.google.com/open?id=1wV4kE4LLni2VH1UyQgWIsZPRP0QhEzP5).

The participants to the MT had different backgrounds, different fields of expertise, and different levels of technical knowledge. This is often the case in stakeholder groups, and makes it necessary to create a shared knowledge base and a shared language in order to make cooperation possible. The presentations giving technical information on circular urban water management were therefore conceived with this aim.

4. **Group work about circular water techniques and their aims**

Each CWC goal is written on a poster and placed in a separate place in the room. People aggregate spontaneously around each goal, according to their interest.

Each group discusses about the most appropriate interventions allowing to achieve the goal, considering all the 4 areas of intervention presented before through the lectures (Water Governance, Water efficiency & losses reduction, Rainwater management and Greywater recycling).

The aim is that participants become familiar with the interventions previously shown and their purposes, and begin to think how to achieve the goals. Furthermore, participants continue to get to know each other. This final activity allows an exchange of knowledge, opinions and ideas among technological experts, public administrators, researchers, private and public-sector representatives.

2. SECOND MODULE

We report here the programme of the second module, with an overall duration of a whole day, and we describe its activities and their purposes. The main activity of the Second Module was the MT Game.

Second Module Programme

1. MT Game:
   - o   Introduction
   - o   Group Work
   - o   Presentation of the results of the Group Work
2. Brain storming: smart water governance
3. Methodological recapitulation
4. Core Master training Assessment

Second Module Activities

1. **MT Game**

An **introduction** (https://drive.google.com/open?id=1kHsnoDpRINHvQqE_qlavQl-GQ_NRVy3P) explains the MT game, a group work whose output is an Action Plan for urban water management co-created by participants. In order to allow the active involvement of everyone, we divided participants in four groups of 10-12 people, each group working independently on a case.

Since participants of the MT are from different towns and countries, we decided to work on imaginary cities, the City of Agua and the City of Voda, having two groups working on the same city. In the 1-day long local competence building workshops that will be organised in the five CWC FUAs in national language, it could be more useful to work on the local FUA rather than on an imaginary city.

As the CWC FUAs are characterised by a Status Quo Assessment and a Public Perception Survey (with real data), the City of Agua and the City of Voda are characterised by a Status Quo Assessment and a Public Perception Survey created ad hoc with realistic data.

The MT game develops with **group work** through the following steps:

- Groups formation: 2 cities (Agua and Voda), 4 groups; we tried to have heterogeneous groups, in which different competencies and different countries were represented.

- Components of each group individually read the "description" of their imaginary city, defined by Poliedra through a Status Quo assessment and the results of a Public Perception survey, comparing it to their own "real" place of stay. In this way each participant gets acquainted with the city, and activates his/her knowledge and resources to understand the context. This favours the fact that no one is left behind in the following group work. Finally, linking the imaginary city with the real city helps participants to bring back home solutions and ideas.

- Each group analyses its local context with reference to a SOAR (strengths, opportunities, aspirations, results/response) analysis. SOAR analysis is intentionally used instead of the more

common SWOT (strengths, weaknesses, opportunities, threats) in order to do a visioning process that focuses on what is desired and find out how to make it real enhancing what is possible and currently done well, rather than concentrating on perceived threats and/or weaknesses. Furthermore, the context is studied with a positive attitude (appreciative gaze) from a perspective that privileges the inclusive thinking: *"Yes and…"* instead of the exclusive one: *"No but…"*, thus encouraging the emergence of collective intelligence.

Focusing on S, O, and A of the SOAR analysis, the group develops a vision which makes the CWC goals specific to the context (definition of specific objectives), and defines priorities among the objectives. Of the two groups working on the same city, one refers to a 3-5 years timeframe, the other to a 25 years timeframe.

- Each group draws up an Action Plan that can lead to the "materialization" of the objectives, this time focusing on the R (results/response) of the SOAR analysis. Each group is asked to consider the 4 CWC areas of intervention: governance, water efficiency & water loss reduction, rainwater management, grey water recycling. Are them all useful to reach the objectives? Which actions can be selected or created? How to combine them?

  A SMART approach, i.e. Specific to the context, Measurable, Achievable, Realistic, Time bound, is used to guarantee the feasibility of the Action Plans.

  The goal of this step is to learn the process of how to give practical fulfilment to general ideas about Circular Water Management, learning how to select or create new actions to reach objectives and reach the vision.

The groups then **present the results** of their work, so that for each of the imaginary cities both a short term (3-5 years) Action Plan and a long term (25 years) one are envisaged.

2. **Brain storming: smart water governance**

We took the opportunity to have created a good cooperative working environment to engage in a process of definition of "smart water governance". In fact, although the idea of smart water governance is central to CWC project, a definition of it is missing.

We created a circle with all the participants and used a brainstorming technique to let collective intelligence emerge and define the important characteristics of smart water governance. Everyone is

invited to contribute making suggestions about his/her views; and a facilitator produces in real time a graphic rendering with the most important words or concepts.

3. Methodological recapitulation

In order to fix the MT process for the participants, and particularly because competence building WSs will have to be organised in the FUAs, the steps of the MT and their goals were summarised through a presentation (https://drive.google.com/open?id=1vqqyvk_q1fPdssVAaLgHGOaL5h-0VTtp).

4. Core Master training Assessment

In order to have participants assess the MT, we built a target with four quadrants: contents, personal learning, practical organization, and insights & food for thoughts. People were invited to put a stick in each quadrant representing their opinion on the 4 different aspects, the closer to the centre the higher the satisfaction. We also asked for some voices for each quadrant assessment.