



Welang River Basin Flood Management and Master Plan

Final Report-Appendix V Capacity building

Netherlands Enterprise Agency-Partners for Water
Water Resource Department of East Java Provincial Government

1 December 2021

Project	Capacity Building - River Basin Management Academy
Client	Water Resources Department of East Java Provincial Government

Document	Lessons learned on capacity building
Status	Concept
Date	1 December 2021

Project code	
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1.1 The set-up of the River Basin Management Academy

Task E of the RVO project focussed on capacity building for the taskforce of the Water Resource Agency of East Java Government (DPU-EJP). DPU-EJP aimed to have a continued, almost weekly capacity building trajectory throughout the project and develop a complete Integrated River Basin Management (IRBM) training program, that can potentially be repeated in the coming years for new employees of DPU-EJP to provide opportunities for life-long learning as per the Sustainable Development Goals 4 agenda. Because the budget and time allocated for capacity building within the RVO project could not support this higher ambition, DPU-EJP applied at Nuffic for additional training capacity in the form of a Tailor-Made Training (TMT), which was awarded Mid-March 2021. When writing this evaluation, the TMT will continue and end in March 2022. At first, a provisional training set-up was made for task E, but once the TMT was awarded, one integral capacity building program was developed: the Welang River Basin Management Academy. The taskforce of DPU-EJP had formulated their knowledge and skills topics they would like to see addressed in the training:

1. Stakeholder engagement
2. Infrastructure planning
3. Nature-based solutions
4. Policy
5. Interdisciplinary and adaptive management
6. Community education and communication

As can be seen in the scheme in Appendix I, we developed 6 blocks that together form a full range of topics related to various stages in IRBM and also address the topics mentioned by DPU-EJP: block 1-Systems thinking and system analysis, block 2-Planning for the future, block 3-Participatory planning, block 4-Circular and ecosystem-based planning and block 5-River basin governance. The final block 6 will focus on collaboration and application of lessons learned in practice and take place from December 2021 until March 2022. Participants will work in small teams of 2 or 3 people on an actual flood proofing project in the Welang River basin, propose a nature based solution, and actively use their newly gained knowledge and further develop their collaboration and communication skills (learning by doing). They will look into policies, landownership, projections for the area, make a rough cost estimation and suggest funding, as well as describe how local stakeholders can be included in the design, implementation and monitoring of their project. In the scheme the topics that were funded by the RVO project are highlighted with light blue. To distinguish between the RVO capacity building part and the TMT part two perspectives for the River Basin Management Academy were formulated:

- Generalists with technical knowledge who can form the binding factor in (international) interdisciplinary teams and approaches (RVO)
- Specialists in the content who can think and work in an integrated manner (TMT)

Participants who have attended >70% of the Welang River Basin Management Academy online lecture sessions will receive a certificate of participation for block1-5. Participants who additionally join block 6, the application of IRBM in practice, will receive a full certificate of participation.

1.2 Delivery of the IRBM blocks

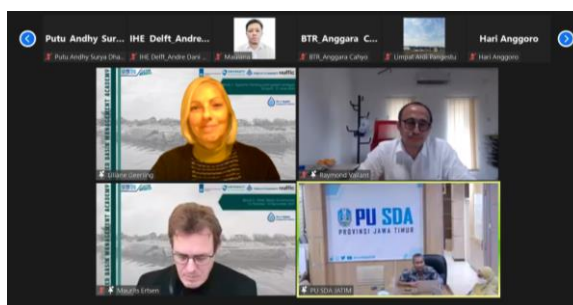
A fixed day in every week was reserved for the Taskforce of DPU-EJP to participate in the online training sessions (Thursdays 14:00-16:00 hrs. local Surabaya time). The training itself was offered via Zoom and supported by Google classroom, which served as online community platform for sharing of information, announcements, feedback on assignments, to have access to the curriculum materials, like presentations, background articles, etc. Each training was recorded and also stored on the Google classroom, so participants could watch it later, when they were not able to follow it on the designated time. With the recordings DPU-EJP can also repeat the training for new employees in the coming years.

Next to the DPU-EJP Taskforce members, participants from others layers of government and cities in the Welang area participated in the training. To reach this bigger audience, each presentation had to be translated beforehand in Bahasa, because not all participants' level of English was on the level to follow all topics that were discussed. TWA took care of this and TWA assisted also during every training in translation for Q&A. This translation task was nor foreseen in the budget of the RVO project and neither in the TMT budget (a sufficient level of English was promised by DPU- EJP beforehand), but reaching a larger audience (2 times higher, and sometimes even 3) made us decide to support translation and use budget from the TMT

for this task and offer less training sessions, but with a higher outreach. On average we had >20 participants per training session. Below an overview of the organisations that joined:

- Taskforce DPU – EJP
- UPT PSDA Pasuruan
- UPT PSDA Madura
- UPT PSDA Bojonegoro
- UPT PSDA Bondowoso
- UPT PSDA Kediri
- UPT PSDA Lumajang
- Interning students from Brawijaya university in the EJP office

UPT (Unit Pelaksanaan Teknis or Technical Implementation Unit) is a unit under DPU-EJP. These units help DPU-EJP in technical implementations, site visits, site investigation, daily operations, emergency repair, etc. For the 'identity' and recognition of the River Basin Management Academy a format was developed for presentations, background during lectures, etc.



1.3 Evaluation of the training by participants

During the first training sessions participants had to get accustomed to the online situation, but by making the training as interactive as possible, e.g. by working on small tasks during each training, using break-out rooms, having small discussions, adding quizzes, etc. participants became more active and involved in knowledge dissemination and giving or asking feedback. At the same time, the online situation seemed to make the training less 'obligatory', and some participants were busy with other tasks during the training, came late, left earlier or only followed the online lectures but did not work on the assignments. Some were even following the training, while driving their car, which can be multi interpretable (they still want to follow, even though they have to do another task at the same time or they definitely want to reach the 70% attendance rate for a diploma, we didn't ask this question, so we don't know).

Because we organised the curriculum in a flexible and agile manner and organised regular talks with the DPU-EJP Taskforce to ask if their training needs were in line with the offered program, we could match the training when possible with the ongoing activities for the Welang river basin Masterplan, as well as with the selection and preparation of the priority projects for the Welang river basin. Next to that, we asked participants to fill in an evaluation form after block 1, after block 1-3, and after block 4-5 (only the last 2 lectures of block 5 needed to be executed when this evaluation was written). In Appendix II the outcome of these evaluations can be found. The most often mentioned topics by participants were:

- Language barrier: some respondents found the course challenging to follow due to the language barrier. We have tried to solve that issue in block 1 already by offering translation of all training materials, translation during the live session and offering some of the training directly in Bahasa.
- Time availability: in every evaluation respondents mentioned that it was challenging to find enough time to follow the whole course, including the assignments. The taskforce of DPU-EJP officially had time-off for the training each week, but also they said that sometimes they had other priorities from the office. We tried to solve that by recording every lecture.
- No knowledge on the Welang river basin: many of the taskforce members mentioned that they would have loved to visit the Welang area themselves, so they could understand the system flaws better. Only some UPT participants knew the Welang area. Due to COVID-19 restrictions we couldn't organise any field training or visit. That would have contributed to a better understanding of some of the topics discussed.
- Seniority: some respondents felt shy to answer questions when senior staff was present. Per the suggestions from EJP, we tried to throw the question and let the senior rank civil servants to the

first comment or respond to the question during training. In some lectures, this triggered the other participant to voice their opinions, especially when the seniors passed the question to their staff.

1.4 Output of the training

The main output of the capacity building task was to train the taskforce of DPU-EJP on IRBM. "At the individual level, capacity building refers to the process of changing attitudes and behaviours-imparting knowledge and developing skills while maximizing the benefits of participation, knowledge exchange and ownership" (UNDP). All taskforce members reached the >70% participation, although not always with full attention. Next to that, a group outside of the taskforce often >10 joined as well. As discussed in paragraph 1.2, to reach this bigger audience translation of classroom materials and during each training had to be executed, which was not foreseen in the budget. But we trained twice as many participants as foreseen at the start.

Capacity building is a two-way process in which knowledge and experience is exchanged. We set-up the River Basin Management Academy in an interactive and adaptive manner, addressing most of the topics that taskforce members indicated as interesting for IRBM in the various training blocks, but also by linking the training as much as possible to the development of the River Basin Masterplan for the Welang basin. Unfortunately, many of the taskforce members had never visited, nor worked on the Welang basin before, which made the practical link to the Masterplan developments less insightful, as hoped beforehand. Some of topics that taskforce members requested at the start to address in the training are too complex and ask too much time to deal with in an elaborate manner in the River Basin Management Academy, like the modelling of the basin. Two training sessions were spent on this topic, but we could not provide a full modelling course, and if participants would like to work more with modern modelling programs, a software package should be chosen and bought first by DPU-EJP, otherwise in-depth training will not be effective, if it cannot be applied in the daily working routine afterwards.

Due to the COVID-19 situation which was present during the whole training period we also had to deliver the block on stakeholder engagement fully online, which originally would have been nice to execute partly in the field. Also in the evaluation some participants indicated that some field visits and/or trainings would have been of added value and also offer more variation.

In the talks we had with taskforce members and also from the evaluation surveys it seemed that the technical topics were valued higher than the socio-economic topics. The block 4 in which Building with Nature (BwN) was offered was appreciated a lot and some participants worked actively on a BwN solution and presented this to the group.

The 2 hours per week in joining the classes were spent by almost all of the participants, but the additional 2 hours, needed to work on an assignment not. Less than half of the participants executed the tasks that accompanied the training sessions, so the ownership of their own learning process could be improved. Therefore, we decided to spend the last three months of the TMT (December 2021-March 2022) on weekly workshops, instead of more lectures with new topics. We also aim that with this task that the capacity building in the institutional level will improve as well. The participants of the River Basin Management Academy must develop in a small team of 2-3 persons a flood-proofing solution for the Welang river basin. The priority projects as suggested in the Welang River basin Masterplan will serve as input and example for the teams. They will have to communicate with different departments, with international partners, with local stakeholders etc. which is the best way to practice the collaboration and communication skills, so they will learn by doing. They will need to look into policies, landownership, projections for the area, propose a design based on/including NBS, make a rough cost estimation and suggest funding as well as how local stakeholders could be included in the monitoring once the project is implemented. In March they will present their solutions for an international jury. HZUAS and TWA will be available every two weeks for feedback on their progress. We hope that participants will become more active in applying the newly gained knowledge and skills in a real project, which could eventually be proposed for funding to the Indonesian government.

APPENDIX I TRAINING OVERVIEW

Overview of training scheme combined RVO and TMT

	Planning	Teaching Staff	RVO/TMT	Lecture (excluding preparation)	Practical
BLOCK 1- SYSTEMS THINKING AND SYSTEM ANALYSIS					
Lecture 1: A general introduction to systems thinking	22 April	Liliane HZ	RVO	2 hours	4
Lecture 2: Layer analysis	29 April	Liliane, HZ	RVO	2 hours	2
Lecture 3: Ecosystem services analysis	6 May	Liliane, HZ	RVO	2 hours	2
Lecture 4: Recap lecture	20 May	Liliane, HZ	RVO	2 hours	2
Lecture 5: Hydrological analysis I - IWRM	27 May	Herman, W+B	RVO	2 hours	2
Lecture 6: Hydrological analysis II -	3 June	Bastien, Deltares + ITS	RVO	2 hours	2
Lecture 7: Hydrological analysis III -	10 June	Bastien, Deltares + ITS	RVO	2 hours	4
Lecture 8: Socio-economic and Institutional analysis	17 June	Susan Lusiana, Wetlands	RVO	2 hours	2
Lecture 9: Vulnerabilities, Risks & Resilience	24 June	Liliane, HZ	RVO	2 hours	2
				18 hours	22 hours
BLOCK 2 – PLANNING FOR THE FUTURE					
Lecture 1 - Climate change - Climate scenarios	8 July	Liliane, HZ	TMT	2 hours	2
Lecture 2 – Mitigation, Adaptation & synergies	15 July	Liliane, HZ	TMT	2 hours	2
Lecture 3 – Strategic planning	30 Sept	Liliane, HZ	TMT	2 hours	2
Lecture 4 - Scenario planning & dealing with uncertainties	8 Oct	Liliane, HZ	TMT	2 hours	2
				8 hours	8 hours
BLOCK 3 – STAKEHOLDER ENGAGEMENT					
Lecture 1 - Stakeholder engagement	22 July	Gregor and Keylin /TWA	TMT	2 hours	2
Lecture 2 - Stakeholder mapping and analysis	29 July	Rangga and Keylin/TWA	TMT	2 hours	2
Lecture 3 - Stakeholder engagement strategies	5 August	Swan Yee Tun Lwin (Doh Eain) Cut Endah (Danone-AQUA) Eko Budi Priyanto (Wetlands International Indonesia)	TMT	2 hours	2

	Planning	Teaching Staff	RVO/TMT	Lecture (excluding preparation)	Practical
Lecture 4 - Planning & Implementing Stakeholder Engagement in Practice	12 August	Gregor, TWA	TMT	2 hours	2
				8 hours	8 hours
BLOCK 4 – CIRCULAR AND ECOSYSTEM-BASED PLANNING					
Lecture 1 - Building with nature – basic design principles	19 August	Tom Wilms, W+B	TMT	2 hours	2
Lecture 2 - Building with nature in river basin management	26 August	Tom Wilms, W+B	TMT	2 hours	2
Lecture 3 - Building with nature in Welang applied	2 Sept	Michel, W+B	TMT	2 hours	4
Lecture 4 - Circular planning and metabolism approaches	9 Sept	Liliane, HZ	TMT	2 hours	2
Lecture 5 – BWN + circularity applied in East Java context (workshop)	16 Sept	Liliane, HZ /Tom W+B	TMT	2 hours	2
Lecture 6- Check dams	23 Sept	Mikita Statiev W+B	TMT	2 hours	3
				12 hours	15 hours
BLOCK 5 – RIVER BASIN GOVERNANCE					
Lecture 1 - Institutional alignment I	14 Oct	Ibu Henni Hendarti, Deltares	TMT	2 hours	2
Lecture 1 - Institutional alignment II	21 Oct	Susan Lusiana, Wetlands International	RVO	2 hours	2
IRBM policies and EIA I	28 Oct	Pak Rudi, ITS	RVO	2 hours	2
IRBM policies and EIA II	4 Nov	Pak Rudi, ITS	RVO	2 hours	2
Investment plan & PPP	9 Dec	Louis Braam/Rebel Group	TMT	2 hours	2
Irrigation history East Java (including governance)	2 Dec	Maurits Ertsen/CITG-TU Delft	TMT	2 hours	2
				12 hours	12
BLOCK 6 –IRBM IN PRACTICE -WELANG RIVER BASIN ASSIGNMENT					
In block 6 (December 2021-March 2022) the Taskforce of DPU-EJP and other River Basin Management Academy participants communally work in small groups of 2 or 3 people on an actual flood proofing project in the Welang River basin, propose a design based on/including NBS and actively use their newly gained knowledge and further develop their collaboration and communication skills (learning by doing). They will need to look into policies, landownership, projections for the area, make a rough cost estimation and suggest funding, as well as how local stakeholders could be included in the design, implementation and monitoring of the project. We will use the time on Thursday afternoon every other week for coaching the teams. They can ask questions, discuss with other teams their progress is, hurdles they encounter, etc. Participants present together their project proposal in the first week of March 2022.			TMT	24	48

APPENDIX II FEEDBACK FROM PARTICIPANTS

1. PARTICIPATION

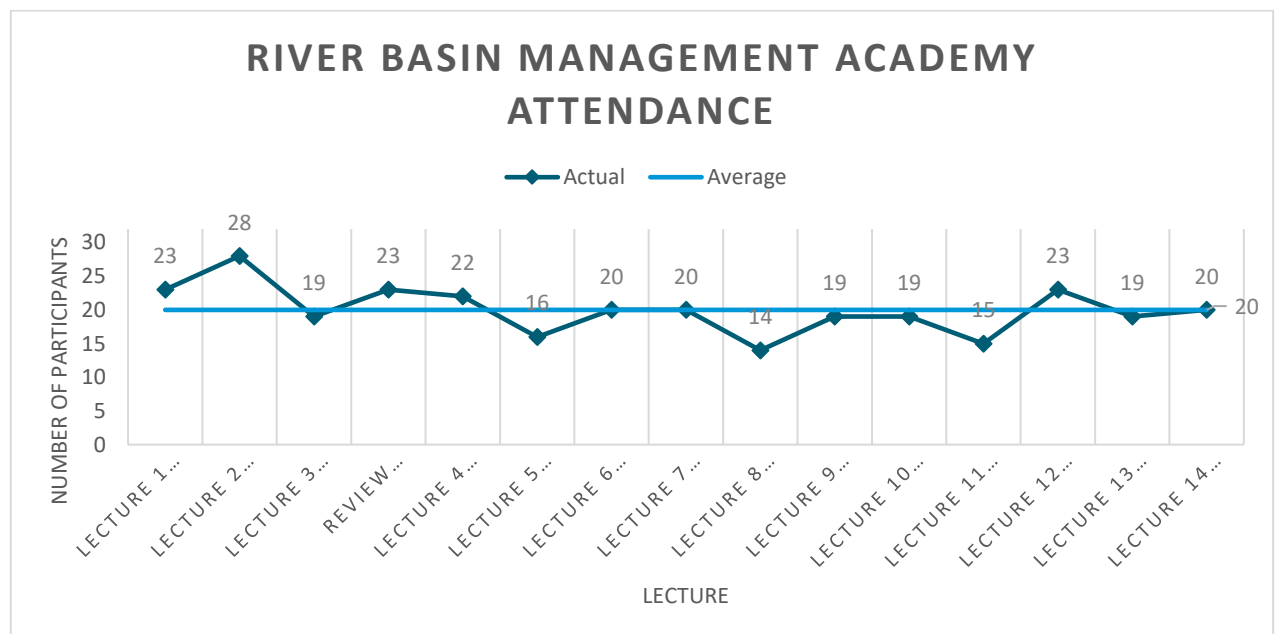
Although the course was planned to focus on the Task Force team involved in the Welang Masterplan, as requested by the Water Resources Agency of East Java Province (WRA-EJP), we openly invited those who wanted to join the lectures as well. In total between 18-32 participants have been joining the training sessions from the following institutions:

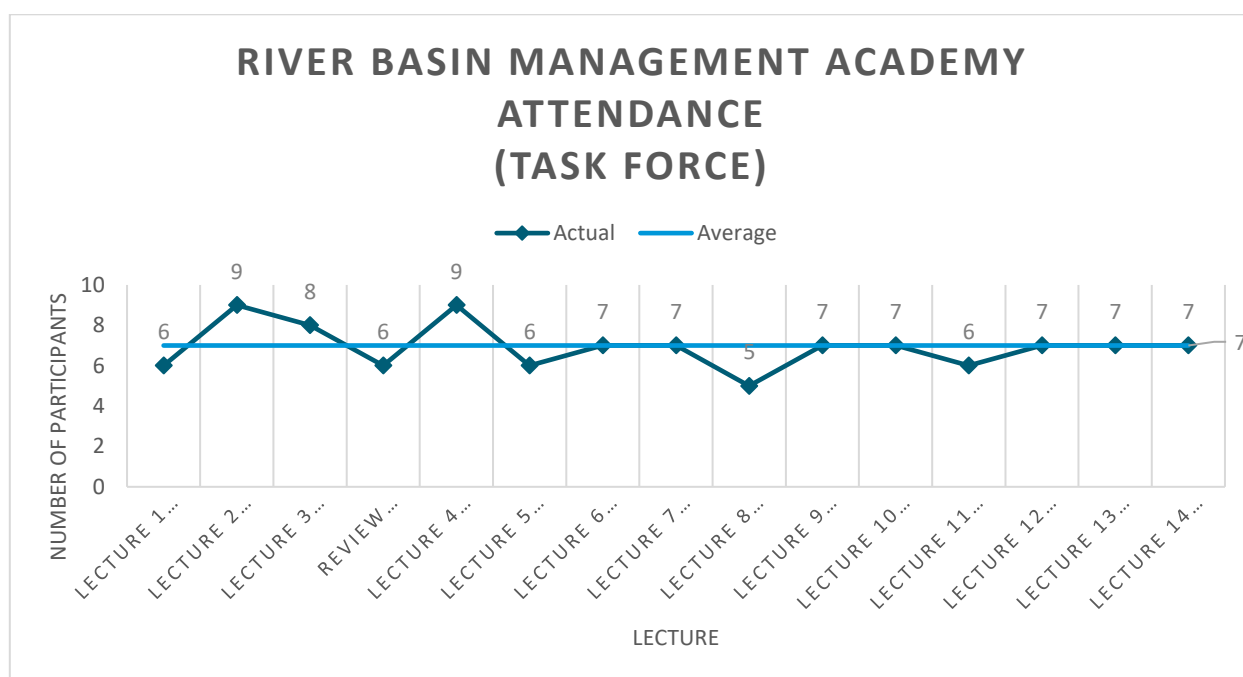
- Water Resources Agency – EJP.
- UPT PSDA Pasuruan.
- UPT PSDA Madura.
- UPT PSDA Bojonegoro.
- UPT PSDA Bondowoso.
- UPT PSDA Kediri.
- UPT PSDA Lumajang.

UPT (Unit Pelaksanaan Teknis or Technical Implementation Unit) is a unit under WRA-EJP. These units help WRA-EJP in technical implementations, site visits, site investigation, daily operations, emergency repair, etc.

Out of the fourteen lectures held until Block 3, the number of attendances fluctuated. However, the overall average attendance until Block 3 is only between 19-20 participants in each lecture.

Only the open lecture (for Hari Bakti) in block 5 on 2 December with the topic of irrigation past and present, which was also announced on LinkedIn etc. was attended by over 125 people. Shown below is the number of attendances in each lecture.





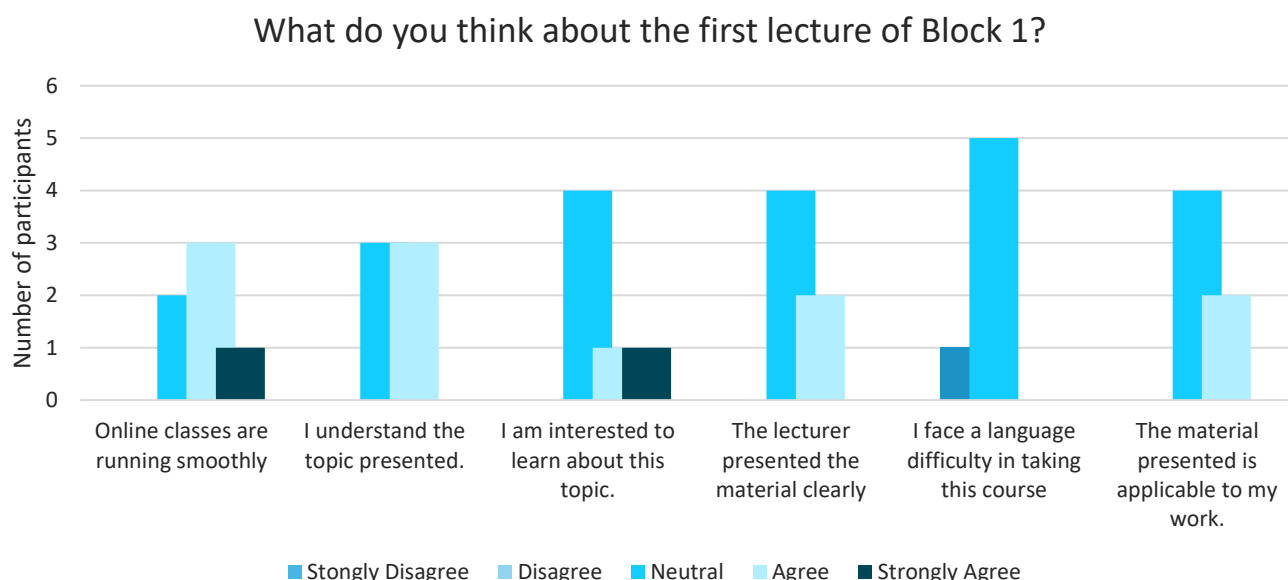
Number of Attendances Each Lecture

2. COURSE FEEDBACK

During the end of Block 1, Block 3, and Block 5 we sent out Google Forms to receive feedback from the participants. Several other inputs were derived from asking personally through chat or call as well.

2.1. Google Form – First Lecture of Block 1

Total respondents: 6.



Feedback First Lecture - Block 1

LANGUAGE BARRIER

This form of feedback also contained the question of the language barrier. Two out of six respondents found the need for a translator. At the same time, the rest of the group said that they could understand the material well, especially with the help of the moderator and the translated material.

APPLICATION OF THE TOPIC

During the first lecture of Block 1 titled "Systemic Risk & Systems Thinking," most respondents agreed that the topic was relevant and applicable to their job.

TOPIC SUGGESTIONS

Below are the respondent's suggestions related to the topic for the coming lectures of RBMA:

1. Sharing sessions from other participants' work areas.
Conducted in Block 3, Lecture 2.
2. How to develop a proper system of thinking.
Conducted in Block 1, Lecture 1.
3. Water resources management/management concept.
Been conducted throughout the program.
4. Water balance/watershed-based allocation.
5. Technical/non-technical concepts of flood handling and control.
Been conducted throughout the lectures.
6. New technologies in water resources management (buildings, equipment, monitoring, and others).
7. Water resources modeling
Conducted in Block 1, lecture 6 and 7.
8. How to arrange an effective and efficient meeting/coordination in a cross-sectoral setting.
Addressed in lecture 2 block 5.

OTHER SUGGESTIONS

Below are the respondent's suggestions for RBMA:

- Hold a pre-test and post-test to ensure the participants fully understand the material.
- Create a Google Drive account for the participants to share their weekly assignments.

We have done this through Google Classroom. (link: <https://classroom.google.com/u/2/w/MzUyMDQzMjQxMjE4/t/all>, class code: 6gnnodr)

The screenshot shows a Google Classroom interface. At the top, there are tabs for 'Kelas Tugas', 'Forum', 'Tugas kelas', 'Anggota', and 'Nilai'. Below the tabs, there is a sidebar on the left with a list of topics: 'Semua topik', 'Block 4 - Circular & Ecosystem-Based Planning', 'Block 3 - Stakeholder Engagement', 'Block 2 - Planning f...', 'Block 1 - Systems T...', and 'Summary'. The main content area displays two blocks of assignments. The first block is 'Block 4 - Circular & Ecosystem-Based Planning' and the second is 'Block 3 - Stakeholder Engagement'. Each block contains a list of assignments with icons for documents, folders, and images, along with their titles and due dates. At the bottom, there is a link to 'Google Classroom RBMA'.

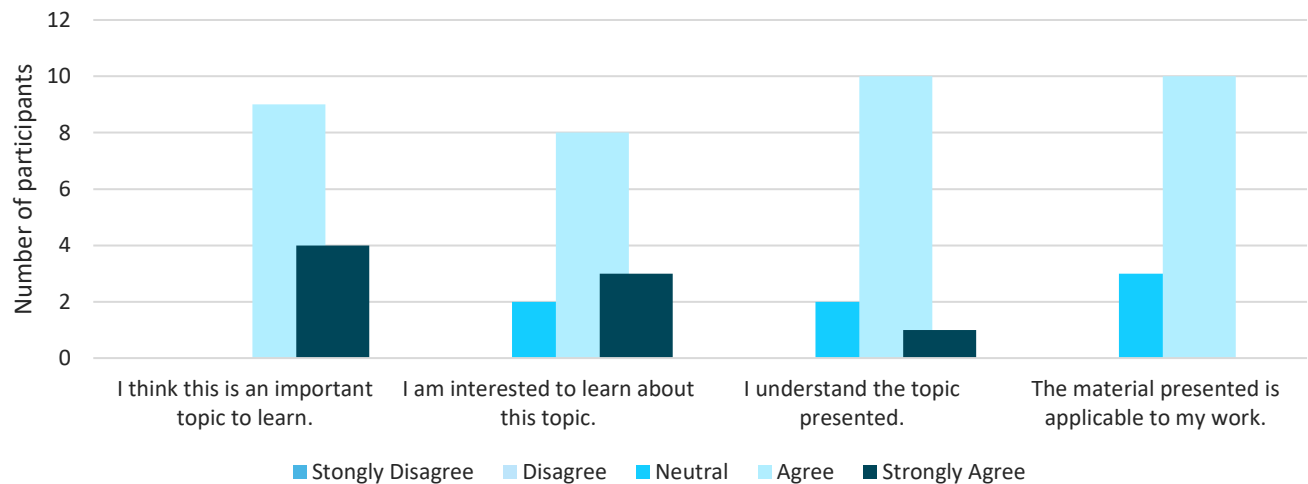
Block	Assignment Title	Due Date
Block 4 - Circular & Ecosystem-Based Planning	Materi Kelas 1	Diedit 20 Agu
	Tugas Kelas 1	Tenggat: 23.59
	Virtual Background - Block 4	Diposting tanggal 18 Agu
Block 3 - Stakeholder Engagement	Materi Kelas 1	Diedit 21 Jul
	Tugas Kelas 1	Tenggat: 28 Jul 23.59
	Materi Kelas 2	Diedit 30 Jul

- If possible, try a study tour to Welang River.
- The material should focus on water resources, both concept and the actual implementation.
- Use the Indonesian language, so there is no need for a translator.

2.2. Google Form – Block 3

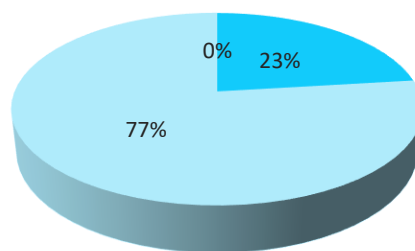
Total respondents: 13.

What do you think about the Block 3 - Stakeholder Engagement lecture topic as a whole?



Feedback - Block 3

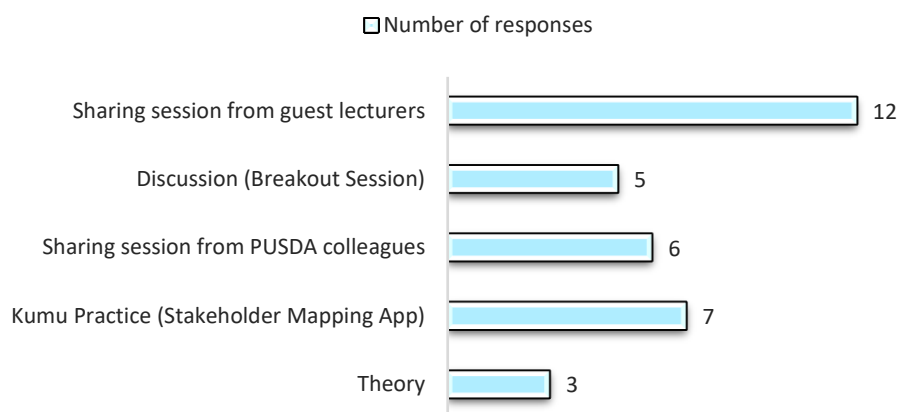
The class that participants are most interested in during Block 3



- Lecture 1: Stakeholder Engagement Introduction and Fundamentals
- Lecture 2: Stakeholder Mapping and Analysis
- Lecture 3: Stakeholder Engagement Strategy

Feedback - Block 3 (2)

The class that participants are most interested in during Block 3



Feedback - Block 3 (3)

In Block 3 Lecture 3, three guest speakers from Doh Eain (Myanmar), Danone-AQUA (Indonesia), and Wetlands International Indonesia were invited to share their experience in doing stakeholder engagement through their projects. More active engagement was noticed when the participants were familiar with the location and/or language.

TOPIC SUGGESTIONS

Below are the respondent's suggestions related to the topic for the coming lectures of RBMA:

- River operation and maintenance.
- Spatial-based map planning.
- Water balance.
- Bioengineering in dealing with floods, landslides, and droughts.

This will be conducted in Block 4.

OTHER SUGGESTIONS

Below are the respondent's suggestions for RBMA:

- Add an ice-breaking session if the lecture was held offline.
- The participants to turn on their cameras to increase the lecture participation.

This has already been encouraged in each lecture with not much improvement

- More Indonesian-speaking lecturers.

This has already been accommodated, more active participation was noticed. However, Indonesian-speaking international lecturers/speakers received low participation.

- If possible, try a study tour to the Welang River.
- Involve other government organizations.

2.3. Feedback One on One – Block 1-3

To better understand the participants' opinions on the RBMA, at the end of Block 3, six feedback samples were collected via personal chat. According to the respondents, the courses have been running well and provided them with new knowledge. However, some respondents expressed the struggles they encountered during the lectures:

Language barrier

One out of six respondents found the course challenging to follow due to the language barrier. The respondent suggested involving more Indonesian-speaking lecturers for the coming lectures.

Time availability

Five out of six respondents said that it was challenging to find the time to follow the whole course, including doing the assignments. Three respondents said it was challenging to attend the lecture during the working hours due to other meetings/field visits, while two others said they also had other priorities from the office. The respondents also shared their opinions about their favorite topic and preferred method throughout the program:

- Two out of six respondents were interested in the Building with Nature topic. Two other respondents were interested in Stakeholder Engagement and Hydrological Analysis. Two others did not mention specifically their favorite topic.
- In terms of material delivery method, three respondents were interested in software/application learning, and one respondent said it was effective to learn from the theory. Sharing sessions with WRA-EJP network/colleagues was also preferred by two respondents since it allowed them to know more about challenges in other areas. In addition, one respondent suggested learning about the data collection process and analysis together during the lecture.

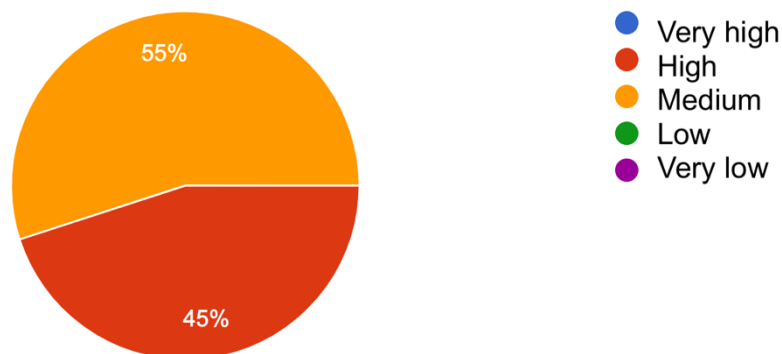
Most of the respondents said they would try to follow the coming lectures as planned in the curriculum. They also addressed their hope that the forthcoming lectures could apply to their work. One respondent suggested running a program together, such as a flood early warning system, so that the theory can be directly applied.

2.4 Responses for Feedback RMBA: Block 4 – 5

Total respondents: 20.

ANSWERS

1. How would you rate your own effort for block 4?

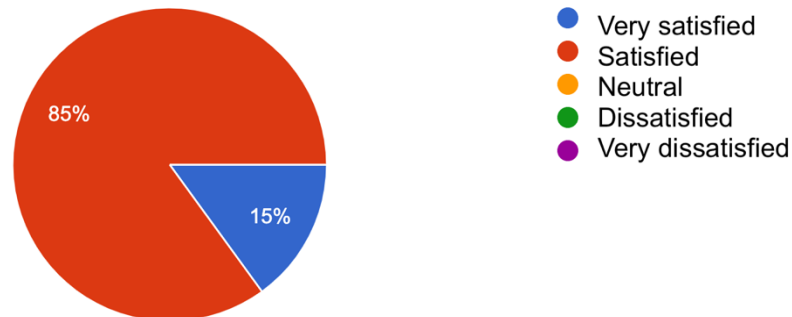


- If you scored your effort for this module low or very low, was there a specific reason? (Total of 3 answers, see below)

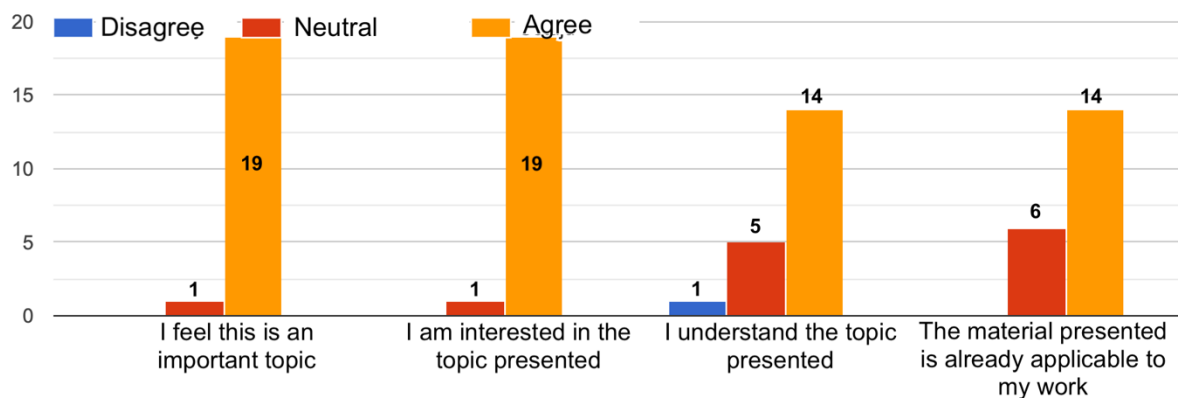
No.	Responses
1.	Join almost every class although being not very active.
2.	Constrained with field visits and other meetings.
3.	The desire to learn is very high, but sometimes distracted by official duties.

Comment from TWA/HZUAS: Most of the participants felt they had put in enough effort during Block 4. However, some of them faced time constraints with other official duties, making it difficult to focus on this course. In our own perspective, it was hard to determine whether the participants were actively listening since most of them (if not all) preferred to turn off their microphone and camera. At some cases, there was no response if we called them or mentioned their name to ask a direct question.

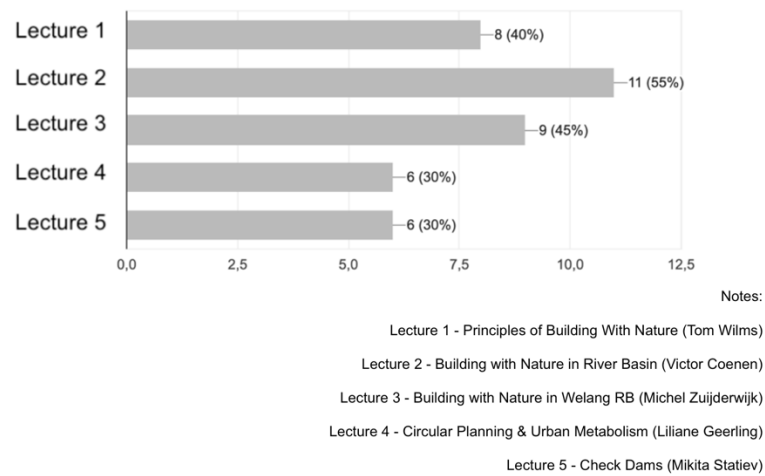
2. How satisfied are you with block 4 in general?



3. In Block 4, you have learned about Building with Nature with the topic Circular & Ecosystem-Based Planning, what do you think about this?



4. There are 5 classes that have been held during Block 4, what topics are you most interested in? (You can pick more than 1)



Comment from TWA/HZUAS: The participants were interested in different topics. However, “Building with Nature in River Basin” and “Building with Nature in Welang River Basin” is the top two vote. These two topics may capture the attention of the participants the most since these lectures showcased actual data and findings in the field. From previous lectures, it appears that participants usually like more technical/engineering topics.

5. In Block 4, you were asked to make a presentation about the BwN concept in the watershed where you work. Did the assignment help you to understand the material better? Were there any problems during the work? Please share the takeaway key / memorable thing in this assignment. (Total of 17 answers, see summary below)

No.	Responses
1.	Time.
2.	Identifying of the roles involved in each of the BwN concept flow.
3.	There is a step by step procedure.
4.	Yes, the lecture gave new knowledges and insights.
5.	Problems: find sampling locations that have their own diversity/uniqueness Memorable things: 3 out of 5 participants who presented were from Bondowoso.
6.	It is true, that by rewriting it will make us understand the material better, including building with nature. Incidentally in our area, in Bondowoso there is a BwN using bamboo tree planting. And this made us think about how this practice could be implemented more broadly for the purpose of a more sustainable earth.
7.	With this assignment, I have a better understanding of the BwN concept and how to apply it to my work area. The obstacle I faced was that I don't understand the problems that occur in

	my work area since I didn't go directly to the field, so the alternative solutions chosen could be not the accurate.
8.	In my opinion, the task was quite challenging, because honestly, as long as I attended online workshops, there were rarely assignments to make presentations. By making presentations, we will become more aware of what has been conveyed by the speakers.
9.	Yes, BwN was the material I was most looking forward to. Thankfully, there were no obstacles because this BwN is interesting, implementable and participatory.

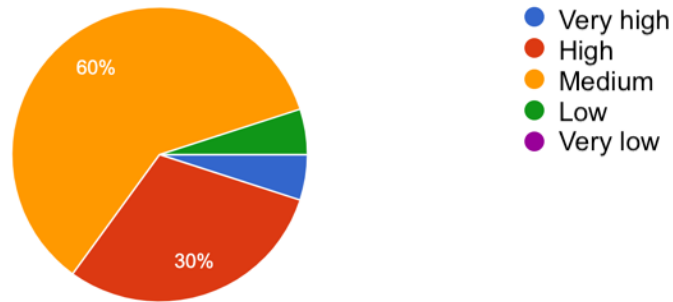
Comment from TWA/HZUAS: *the participants who took part in the assignment felt the task helped them understand the topic better. Unfortunately, in practice, a number of participants did not hand in their assignment, which only leaves this question with an "-" or unanswered.*

6. In Block 4, you were asked to take a quiz. Did you understand the material given better by taking the quiz? Were there any problems while doing the quiz? Please share the takeaway key / memorable thing in this quiz. (Total of 18 answers, see summary below)

No.	Responses
1.	I understand a little better.
3.	The quiz is in accordance with the material presented, taking the quiz made me more enthusiastic about studying the material on PPT.
4.	Yes.
5.	Didn't really understand because of the language barrier.
6.	Quizzes are very helpful to re-learn the material that has been taught.
7.	With this quiz, I have a better understanding of the material. There are no material constraints because everything is already in the presenter's presentation.
8.	I did the quiz, but I forgot what input I entered in the quiz.
9.	I forgot if I did the quiz to the end.

Comment from TWA/HZUAS: *15 participants did the quiz, the score was 5 below average and 10 just above average. The language seemed indeed a barrier. The questions with a picture or drawing scored better.*

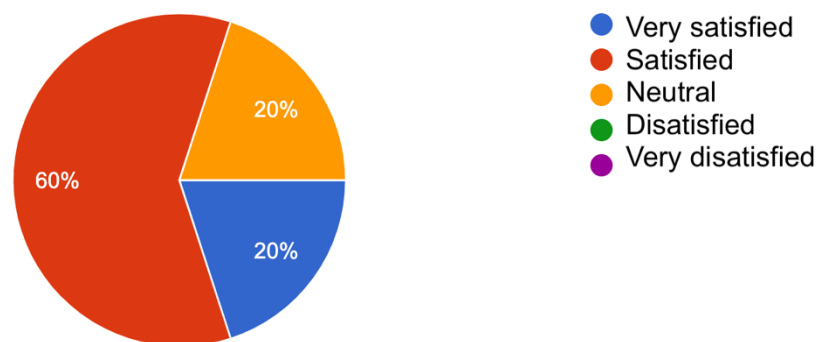
7. How would you rate your own effort for block 5?



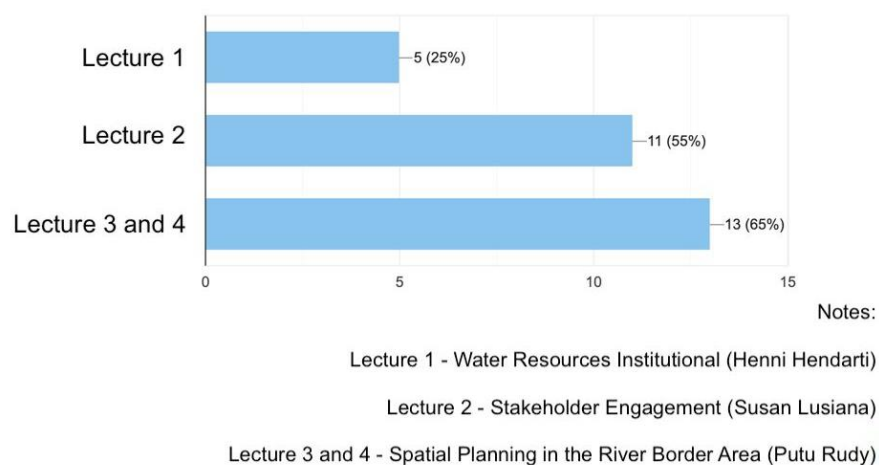
8. If you scored your effort for this module low or very low, was there a specific reason? (Total of 2 answers, see summary below)

No.	Responses
1.	Time constraint.

9. How satisfied are you with block 5 in general?



10. Currently RBMA TMT Welang is running on Block 5, what discussion are you most interested in so far?



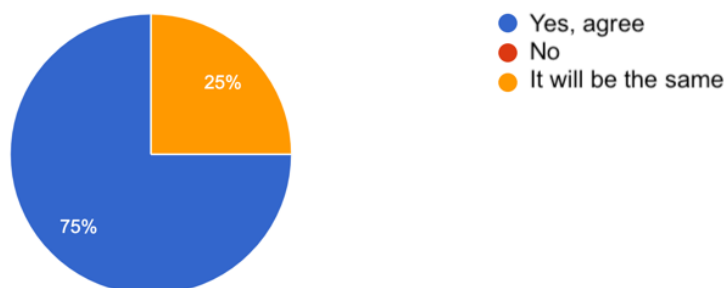
Comment from TWA/HZUAS: This is common, usually they picked the latest classes as they were still fresh.

11. In Block 5, you were asked to take a quiz. Did you understand the material given better by taking the quiz? Were there any problems while doing the quiz? Please share the takeaway key / memorable thing in this quiz. (Total of 18 answers, see summary below)

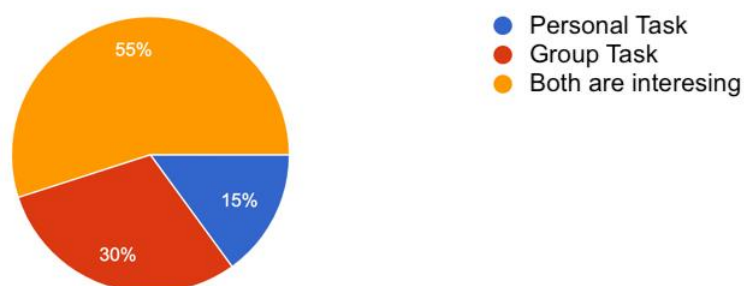
No.	Responses
1.	I understand a little better.
2.	Quiz material helped us to deepen the material.
3.	Yes.
4.	I didn't take the class and didn't have time to do the quiz.
5.	It was good to make us understand in brief about the material.
6.	Quizzes are very helpful to re-learn the material that has been taught.
7.	I did the quiz, but I forgot what input I entered in the quiz
8.	I forgot... I'll check again later if I've submitted....

Comment from TWA/HZUAS: Based on this, the participants mostly agreed that quizzes did help them in understanding the topic, but during the quiz submission, we encountered less than half of participants submitting their answers (10 of them submitted the quiz).

12. Do you feel that the class will be more interesting if it is carried out offline?



13. Which one is more interesting for you?



14. Please give other inputs regarding River Basin Management Academy classes (both in terms of technical, implementation, class topics, use of bilingual language, conducive learning atmosphere, etc.) (Total of 14 answers, see summary below)

No.	Responses
1.	Language barrier.
2.	Additional applicable materials and software that can be used in the field.
3.	Personal task gives space to explore my understanding. While group task is more difficult because of cooperation constraints.
4.	The class topics are interesting enough, but when they are carried out continuously, they may tend to be monotonous, field trips may be conducted if possible, and there should be time lags in each topic/block change.
5.	It's good, but sometimes class time clashes with office work.
6.	There is a need for follow-up on material exposure in accordance with a review of conditions in the field 1. Presentation sessions from participants so that it can be maintained for the next block 2. Conduct more of sharing sessions on actions that have been carried out and the outcomes of them.
7.	Need topic on how to predict flooding when it happens.
8.	Maybe because it's online, the class is less effective.
9.	More examples of real cases, especially for overseas. For example, what is the problem and how to solve it.
10.	The class is already very good.
11.	I hope that in the future other participants can be active in providing input/suggestions/discussions, because I see that they are only certain people who actively provide input/questions, besides that there are indeed busy participants in doing their routine tasks.
12.	Occasionally, if possible there should be an offline class, one day when the participants are not distracted by their routine tasks.

Comment from TWA/HZUAS: the participants also noticed the lack of participation. Many expressed their difficulty in making the time to join the course (this needs understanding from both sides, we have recordings available and the schedules are fixed, from their sides sometimes the boss' requests were making them to skip the class). Although some participants said the program was running very well, some still suggested adjusting the methods and giving materials that utilise to their work (a misunderstanding that these lectures acted as technical guidance alone, not to increase their capacity and looking at project from a wider view).

15. How many of the other participants of the River Basin Management Academy do you know?

