



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

# TRAINING MANUAL

## Participatory River Assessment and Management Concept



Training duration: 1.5 days

Target group: WRCC, WRCG

Version: (07.02.2024)

## TABLE OF CONTENT

|     |   |    |
|-----|---|----|
| 1.  | Introduction & Expectations.....                                    | 1  |
| 2.  | Setting Group Norms .....   | 2  |
| 3.  | Participatory River Mapping .....                                   | 3  |
| 4.  | River and Village Timeline.....                                     | 5  |
| 5.  | Village Regulations on River Usage .....                            | 7  |
| 6.  | Signs of Degradation (biological, physical and morphological) ..... | 8  |
| 7.  | External Threats and Mitigation.....                                | 9  |
| 8.  | Village River Management Plan .....                                 | 10 |
| 9.  | Participatory Monitoring.....                                       | 12 |
| 10. | Follow-up Action Plan .....   | 14 |
| 11. | Evaluation & Closure.....   | 15 |
| 12. | Inter-village Memorandum of Understanding.....                      | 16 |

All rights are reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher at the address below.

Address: Manipur Forest Department Sanjenthong, Imphal - 795 001 Manipur  
Phone: 03852 450 165  
Fax: 03852 452 504  
Email: [pccf-mn@nic.in](mailto:pccf-mn@nic.in)

## LIST OF HANDOUTS

- Handout 1:** River Field Survey Form
- Handout 2:** Monitoring Diary
- Handout 3:** Village Training Course Evaluation (English and Tangkhul)

## LIST OF POSTERS

- Poster 1:** Village River Management Plan
- Poster 2:** Participatory Monitoring Table
- Poster 3:** Inter-village Meeting Agenda

## TRAINER BACK-UP

- Back-up 1:** Village River Management Plan
- Back-up 2:** Inter-village Memorandum of Understanding format
- Back-up 3:** Guiding Questions Memorandum of Understanding

## Abbreviations

|        |   |
|--------|---|
| CF     | Community Forestry  |
| COSFOM | Community Based Sustainable Forest Management for Water Resource Conservation |
| NGO    | Non-Government Organisation   |
| ph     | Potential of Hydrogen. A measure of how acidic or basic a solution is         |
| PLUP   | Participatory Land Use Planning   |
| PRA    | Participatory Rural Appraisal   |
| SHG    | Self Help Group   |
| WRCC   | Water Resources Conservation Committee  |
| WRCG   | Water Resources Conservation Group  |

## Introduction to the training manual

This training approach is divided into three key activities, (A) **participatory river management planning**, (B) **inter-village Memorandum of Understanding**, and (C) **River field survey**.

## Preparation of mapping information

Based on the field survey results, the respective training village and the river section under their management are defined and converted into a printable map by PMU specialists. A buffer around the village area should be allowed to make sure that the entire environment effecting the respective river section is presented on the map.

The size of the map should depend on the river section but should be around 1:5.000 scale to ensure that sufficient level of details will be available on the map. In case the village is too far away from the river, only the river section will be presented on the map and only the direction towards the village will be indicated by a symbol.

Printing should be done on acrylic canvas (flex) to ensure that the map can be used during the entire period of the project and will withstand rain and sun during field visits.

## B. Participatory planning meeting

The training exercise as described along 12 session plans is scheduled for one day. In case discussions with participants will exceed the actual training time, the meeting should be extended to the next morning. The facilitator should not rush participants but allow sufficient time for a full consent on each topic before proceeding to the next.

This training manual is structured along a **training agenda** which details time requirements, process and expected outcomes.

For each of the training topics a detailed **session plan** is prepared to provide step by step guidance for the trainer including prepared formats for posters and several handouts for participants.

A number of sessions have some trainer's notes which are designed to assist the trainer in preparing and conducting each session by providing some reminders and points to note.

The intention of the session plan structure is to provide a flexible approach which can be adopted in accordance with the real needs and contents of the specific implementation area, assignment or field of work. This means that sometimes sessions could be repeated, changed or connected with other steps.

The optimal number of participants should be around 10-15 participants only to ensure an active participation.

The training manual is designed for NGOs/CSOs working with one village community to enable them to independently implement their village river management plan and to ensure that FPIC procedures are adhered to.

The training is designed as interactive training, and participants are actively engaged in all exercises. If people do not develop a self-interest in river management and a sense of ownership in the decision-making process, implementation will be half-hearted, probably misunderstood and will more likely fail.

As all outcomes described in this manual are only produced by a small group of villagers (up to 15 key participants) but are impacting the entire village community, it is compulsory to have a plenary village meeting after completion of each training module. During a village meeting the outcomes are presented to the community, discussed and agreed upon by majority vote.

## **D. Inter-village Memorandum of Understanding**

Often rivers are forming traditional village boundaries and are therefore jointly managed by two or more villages. In order to ensure a consistent and effective management all river users for a respective river section (falling inside their village boundaries) have to jointly work together towards an improved river protection/rehabilitation. The number of participating villages is therefore identified during the participatory mapping exercise.

Once individual villages for a common river section have drawn up their village river management plans, an inter-village stakeholder meeting is conducted to discuss about a joint strategy for managing the river section under their common user rights.

Results of the stakeholder meeting are to be documented in form of an inter-village MoU.

A half day meeting is facilitated with around 6-8 representatives from each village.

## **A. River field survey**

After the actual training course, a key group of one project technician and 2-3 key villagers with good local knowledge on the village environment are conducting a brief transect walk along the respective river section where infrastructure measures were proposed during the river mapping survey.

During the transect walk the River Field Survey Form ([see Handout 1](#)) will be completed. The completed river survey form will later become part of the project impact monitoring system.

## Training agenda

| Day 1                                 | Duration | Objectives   |
|---------------------------------------|----------|--|
| 1. Introduction & Expectations        | 20 min   | Participants have a broad overview about the meeting topic and the main exercises<br>Participants expressed their expectations |
| 2. Setting group norms                | 10 min   | Set of group norms agreed for training   |
| 3. Participatory River Mapping        | 60 min   | River section to be incorporated into the Village River Management Plan mapped<br>Village usage identified and mapped          |
| 4. River and Village Timeline         | 30 min   | Understanding changes and linkages over time   |
| 5. Village regulations on River Usage | 30 min   | Village regulations described & analysed regarding environmental impact  |
| <b>Lunch</b>                          |          |  |
| 6. Signs of Degradation               | 30 min   | Traditional impact monitoring indicators obtained  |
| 7. External Threats and Mitigation    | 30 min   | Mapping of external threats; potential Project mitigation measures described   |
| 8. Village River Management Plan      | 45 min   | Village plan developed   |
| 9. Participatory Monitoring           | 30 min   | Internal monitoring concept developed  |
| 10. Follow-up Action Plan             | 20 min   | Six months plan described  |
| 11. Evaluation and Closure            | 15 min   | Reflect on whether their expectations met<br>Completed training evaluation   |

| Day 2                 | Duration | Objectives                       |
|-----------------------|----------|----------------------------------|
| 12. Inter-village MoU | ½ day    | Elaboration of Inter-village MoU |

## 1. Introduction & Expectations

|                   |   |
|-------------------|---|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"><li>□ have a broad overview about the meeting topic and the main exercises</li><li>□ expressed their expectations</li></ul>  |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"><li>□ Participants will have a clearer understanding of the meeting topic and have agreed on group norms</li><li>□ The organiser will have a clearer understanding of the participants needs and level of understanding</li></ul> |
| <b>LOCATION</b>   | <ul style="list-style-type: none"><li>□ Indoor</li></ul>  |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"><li>□ A0 posters and markers</li><li>□ A0 poster of the meeting agenda</li></ul>  |
| <b>TIME</b>       | <ul style="list-style-type: none"><li>□ 30 min</li></ul>  |

### ORGANISER'S NOTES

The participants' introductions have been put towards the end of the introductory session. This is so that they will have a better idea of the meeting topic and are better able to give their expectations.

Ensure that participants' expectations are given for **this training only** i.e., not for the COSFOM project as a whole.

### STEPS

|   |   |
|---|---|
| <b>Introduction to the training</b>                 | <ol style="list-style-type: none"><li>(1) Welcome participants. Give a brief summary of the topic to be covered - but don't go into too many details at this stage.</li><li>(2) Hang the A0 poster with the agenda in a prominent place.</li><li>(3) Tell participants how long the meeting will take place and get them to agree on ground rules – starting and finishing times; arrangements for lunch and any other rules which you feel might be necessary.</li><li>(4) Finally, explain that you would like all the participants to be actively involved in the activities for each session.</li></ol>   |
| <b>Introduction &amp; Participants expectations</b> | <ol style="list-style-type: none"><li>(5) After giving this overview and explanation you now need to see how much the participants have understood and whether they feel it is relevant to their situation. This is done by asking for participants expectations.</li><li>(6) Ask each participant to introduce themselves (their name and position in the WRCC or SHG). Also ask each participant what their expectation is for this training. Ask someone (secretary) to write these expectations on an A0 poster. There is no need to write anyone's name on the paper.</li><li>(7) It is not necessary to write everything down e.g., if there are duplicate expectations, but make sure that all important expectations are recorded.</li><li>(8) Project staff should introduce themselves and give their own expectations.</li></ol> |

## 2. Setting Group Norms

|                   |  |
|-------------------|--|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ contributed and agreed on group norms during the course of the training</li> </ul>                                 |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ Agreed group norms (attendance, start/finish time, breaks etc.)</li> <li>□ An A0 flipchart of participants' expectations</li> </ul> |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor</li> </ul>   |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ A0 Flipchart, markers</li> </ul>  |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 10 min</li> </ul>   |

### ORGANISER'S NOTES

A sense of ownership over the norms is crucial. If participants see them as rules forced upon them, the exercise will be counterproductive. Therefore, it is important that participants themselves formulate their own norms and reach a common agreement.

### STEPS

- Welcome**
- (1) Prepare in advance a flipchart with suggested norms (see suggestion at the end of this session). Explain that if we want to work together effectively we have to agree on some rules and norms.
  - (2) Show that you prepared already one draft and ask the group if they consider it as appropriate. Then ask the group for a couple of minutes to add some more they consider as important.
  - (3) Explain that we will refer back to these norms in order to remind each other and will adjust them if needed.
  - (4) Post the norms in a prominent place for all to see and refer to during the entire training.
  - (5) Point out that respecting the norms is everyone's responsibility.

#### Suggested group norms:

- ☒ Start and finish on schedule
- ☒ Any question is a good question
- ☒ Everyone should have the chance to participate
- ☒ We help each other to learn
- ☒ Share responsibilities for group task
- ☒ Everyone can ask questions at any time



### 3. Participatory River Mapping

|                   |  |
|-------------------|--|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ identified river sections that they are managing as part of their village area and mapped their river section(s)</li> </ul>  |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ River section under village management identified and mapped</li> </ul>   |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor (brief field survey if required)</li> </ul>  |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ Google map printout A4 paper (~1:5.000)</li> <li>□ Transparency and whiteboard markers, cleaning alcohol, permanent CD markers, clips, A0 flipchart, masking tape</li> <li>□ PRA and PLUP maps</li> </ul> |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 60 min</li> </ul>   |

#### ORGANISER'S NOTES

A google map printout of the river section including the village settlement and the river has to be prepared beforehand. The scale of the map should be around 1:5;000 and should allow to identify smaller landscape features to be identified during the upcoming planning sessions.

Existing mapping information from PLUP or PRA is also used for this exercise.

The mapping exercise could also be followed by a short walk along the river to confirm the discussed river features.

Village facilitators familiar with the village location should be involved in the map design.

#### STEPS

- |                               |  |
|-------------------------------|--|
| <b>Introduction</b>           | (1) Introduce the session by explaining that during this training we want to learn about the river and the way the village is using the river.   |
| <b>Mapping river features</b> | (2) Place the map on the ground and ask them to correctly orientate the map so that it is easier to understand i.e., so that north on the map really faces north.<br>(3) Explain how the map has been developed (e.g., PLUP, PRA, or satellite image from google) and recall the features of the map.<br>(4) Put the transparency over the map and use clips to temporarily hold it in place. Using a whiteboard marker (which can be erased) show participants how they can draw on the overlay to delineate a boundary. Show them that it doesn't matter if they make a mistake because the lines can be easily erased.<br>(5) Then ask participants to start drawing lines along the village boundary and river which are easily recognised. Don't rush them and let them work out where the boundaries are.<br>(6) See if there are any inconsistencies e.g. lines which don't join up. Ask questions about what they have drawn and write additional information next to the river on the transparency.<br>(7) While making the map, promote group discussion on the characteristics of each river section to share individual perceptions and to reach a |

- consensus on each area. Involve at least 6 or 7 people in making the map, including women.
- River section under village management**
- (8) Once a general understanding on the mapping features has been reached, facilitate a discussion on what section of the river is falling under the village boundary.
  - (9) Ask for road systems or pathways to reach the river from the village and means used for the travel (e.g., walking, bike, truck). Try to use drawings/symbols as much as possible to mark certain map features.
  - (10) Once a final agreement on the river section under village management is reached replace the lines with a permanent marker.
- River entry points / infrastructure**
- (11) Ask participants to identify where they normally access their river system.
  - (12) Mark the way from the village to the river as detailed as possible with white board marker on the transparency.
  - (13) Identify what activities are happening at each entry point (washing cloth, fishing, sand mining, stone extraction etc.)
  - (14) Discuss whether any infrastructure has been put in place as well.
- Dependency**
- (15) Discuss for each identified activity the level of dependency of the village (e.g., drinking water, irrigation etc.)
  - (16) Conduct a ranking for (i) low, (ii) medium, (iii) high.
- Impact assessment**
- (17) Finally discuss what impacts these activities might have on the river and ask whether at present the river is showing any signs of degradation due to the applied management.

#### Mapping features to be considered:

- ☒ Village boundary
- ☒ River location
- ☒ Local names for landscape features
- ☒ Roads and means of transport (walking, bike, truck...)
- ☒ Activities / usage
- ☒ Infrastructure
- ☒ Degradation

## 4. River and Village Timeline

|                   |  |
|-------------------|--|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ get a better understanding about how the river reached its present condition</li> </ul>  |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ timeline drawn on an A0 poster showing events which have affected the river and the village</li> <li>□ clearer understanding about past changes to their river ecosystem and impacts on their village life</li> </ul> |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor</li> </ul>   |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ A0 Poster, markers, masking tape, metacards or post it stickers</li> <li>□ Participatory mapping information (<a href="#">Session 3</a>)</li> </ul>   |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 45 min</li> </ul>   |

### ORGANISER'S NOTES

This exercise allows the facilitator to follow a logical sequence during planning from past to present and to the future river management and is intended to provide the foundation for the river management plan to be developed during later sessions.

Ensure that elderly people are participating in the session who have the village memory on the past situation around 20-30 years back.

The following characteristics should be discussed:

|  |   |
|--|---|
| <input checked="" type="checkbox"/> River width and size             | <input checked="" type="checkbox"/> Riverbed type, bigger stones or sandy       |
| <input checked="" type="checkbox"/> Seasonality and flood behaviour  | <input checked="" type="checkbox"/> Type of vegetation inside and at riverbanks |
| <input checked="" type="checkbox"/> Maximum and minimum flow levels, | <input checked="" type="checkbox"/> Type of fish or reptiles                    |
| <input checked="" type="checkbox"/> Number of dry months             | <input checked="" type="checkbox"/> River form curved or straight               |

### STEPS

|   |   |
|---|---|
| <b>Draw the timeline</b>                | (1) Start by explaining that the purpose of the exercise is to look into the past and see what has changed in the village and in the river.<br><br>(2) First get participants to draw a rough circle on the bottom left side of the A0 poster. Draw another circle in the top right side of the paper. Join these 2 circles with a thick arrow pointing from the bottom left to the top right.<br><br>(3) Explain that the bottom circle represents the river in the past (say 30 years ago) and the top circle represents the river at the present time. |
| <b>Past and Present river condition</b> | (4) Ask participants to write on post-its words or phrases which describe the condition and situation of their river as it was 30 years ago. Stick these in the bottom circle. Then ask them to write words or phrases which describe the present situation of their river and put these in the top circle.   |

**Village events**

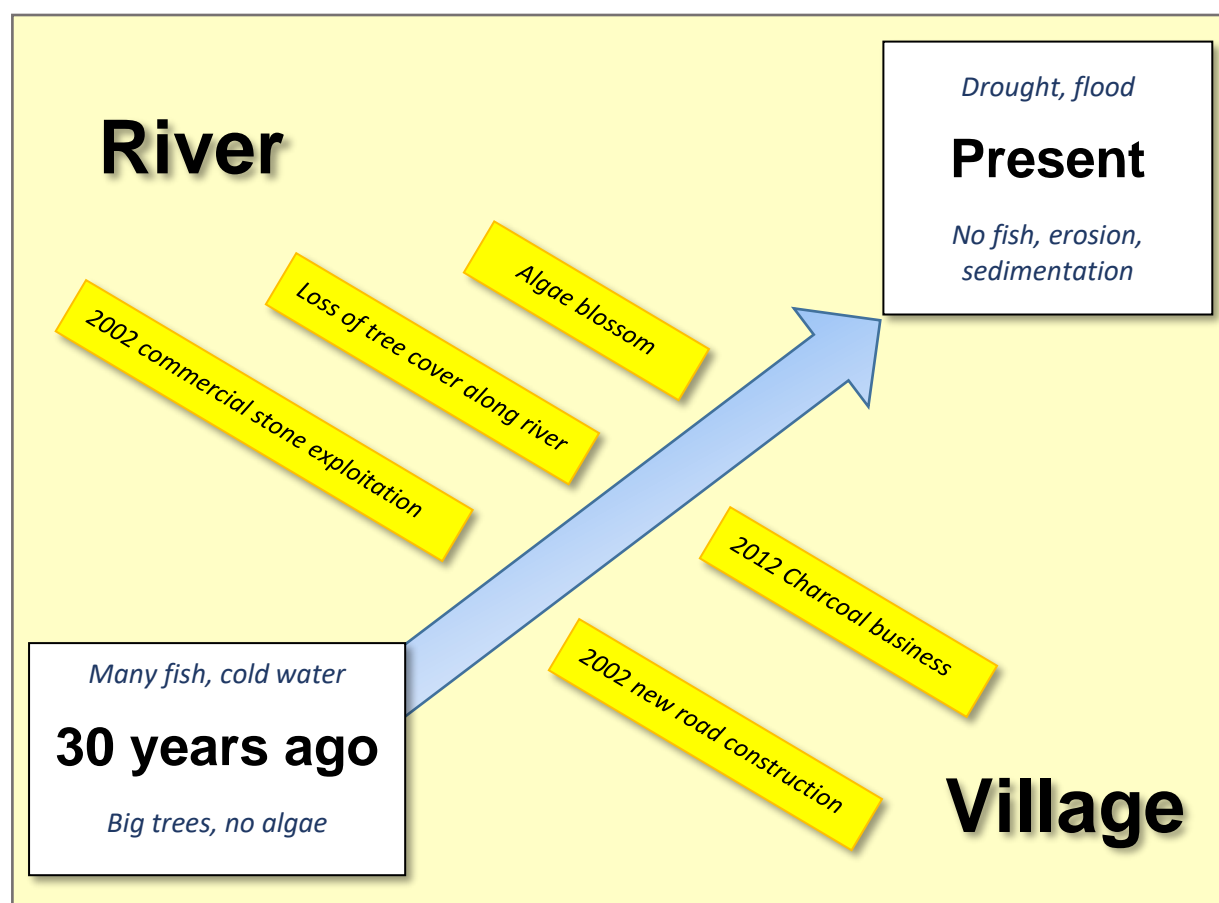
- (5) Explain that 30 years have passed from the past situation to the present. Many events have taken place in the village during this period. Ask them to write on more post-its or cards some of the main events which have affected the village during this period. If possible they could also try to write the dates. Stick these below the line in an area marked village. Move them around until they are in sequence.

**River events**

- (6) Write more events or situations on post-its or cards which were affecting the river during this period. Again, write dates if known. Put them in sequence above the timeline.

**Conclusions**

- (7) Explain that we developed a timeline showing the history of the river and the village and how they affected each other. Complete the exercise by asking more about some events e.g., whether there was any connections between events in the village, and what was happening to the river at the same time.
- (8) Try to help participants to better understand some of the causes of the problems or situations which have led to river degradation and its current status. By doing this, participants will have a better vision of a healthy good river ecosystem and a better idea of what needs to be done to reach that vision.
- (9) Conclude that we come back to this information when we work on the village river management plan.



## 5. Village Regulations on River Usage

|                   |   |
|-------------------|---|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ reveal any village regulations on sustainable river management and protection that could be entered into the management plan</li> </ul>             |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ Set of regulations</li> </ul>  |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor</li> </ul>  |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ A0 Flipchart, markers, masking tape</li> <li>□ River and Village timeline poster</li> <li>□ Participatory mapping information (<a href="#">Session 3</a>)</li> </ul> |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 30 min</li> </ul>  |

### ORGANISER'S NOTES

Make sure that the timeline as developed during session 5 is placed on a prominent place for all to see during this session.

### STEPS

- |                            |   |
|----------------------------|---|
| <b>Introduction</b>        | (1) Refer back to the timeline and reflect on the fact that the river ecosystem has significantly degraded during the last 30 years.<br>(2) Invite participants to brainstorm on traditional village regulations that were applied before or are still in use to ensure that the river ecosystem services were well maintained. |
| <b>Village regulations</b> | (3) Note down all points mentioned and group them under different fields of activities that might come up like irrigation, fishing, drinking water etc.   |
| <b>Current potential</b>   | (4) Once the list is complete invite participants to identify the ones that are still applied today or could be revived with the help of the project.<br>(5) Identify any limitations that might hamper their application within the present socio-economic context of the village.   |
| <b>Wrap-up</b>             | (6) Highlight the regulations that have been identified as relevant and applicable to be included in the village river management plan (see <a href="#">session 8</a> ).  |

## 6. Signs of Degradation (biological, physical and morphological)

|                   |   |
|-------------------|---|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ identify locally used indicators for measuring the current quality and health of a river ecosystem</li> </ul>   |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ Set of indicators to be used for participatory river quality monitoring</li> </ul>   |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor</li> </ul>  |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ A0 Flipchart, markers and masking tape</li> <li>□ Village River timeline poster</li> <li>□ Participatory mapping information (<a href="#">Session 3</a>)</li> <li>□ Completed River Field Survey Form (<a href="#">Handout 1</a>)</li> </ul> |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 30 min</li> </ul>  |

### ORGANISER'S NOTES

Local knowledge is important to ensure (i) a sense of ownership over the monitoring concept and (ii) to incorporate long-term learning by doing experiences into the technical concept.

### STEPS

|                       |   |
|-----------------------|---|
| <b>Introduction</b>   | (1) Refer back to the village and river timeline and review existing indicators as already presented on the poster.<br>(2) Add an A0 flipchart and collect ideas under (i) biological (ii) physical (iii) morphological (explain what is meant by each category).   |
| <b>Indicators</b>     | (3) Ask if they could think of a system or indicators on how to describe the health/quality/natural status of a river.<br>(4) For each indicator discuss if that indicator could be measured by the village and what kind of equipment or training would be needed. |
| <b>Biological</b>     | (5) Ask if they know any indicator species for a natural river or a disturbed river. Note results on a flipchart.   |
| <b>Physical</b>       | (6) Introduce physical indicators like water colour, temperature...   |
| <b>Morpho-logical</b> | (7) Brainstorm on morphological signs like erosion, sedimentation, floods etc.<br>(8) Once the list is complete ask one participant to volunteer and present the developed table to the group.  |
| <b>Wrap-up</b>        | (9) Wrap-up the session by explaining that this information will be used for the participatory monitoring of the village river management plan in <a href="#">session 10</a> .  |

## 7. External Threats and Mitigation

|                   |  |
|-------------------|--|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ have identified external threats, impacts and possible mitigation measures to be applied in the village river management plan</li> </ul> |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ List of mitigation activities</li> </ul>  |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor</li> </ul>   |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ A0 flipchart, markers, masking tape</li> <li>□ Village and river timeline</li> <li>□ Participatory mapping information (<b>Session 3</b>)</li> </ul>      |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 30 min</li> </ul>   |

### ORGANISER'S NOTES

External threats might be a very sensitive topic and the session has to be handled carefully.

The focus should be on a harmonization or mitigation of the threats and not on blaming a certain group of people.

In some cases, mitigation measures might require support from higher level or might have no possible mitigation at the moment. This has to be noted down as a result as well.

### STEPS

- |                     |  |
|---------------------|--|
| <b>introduction</b> | <ol style="list-style-type: none"> <li>(1) Refer back to the village and river timeline and highlight the negative impacts and events that have happened from <u>outside</u> the community.</li> <li>(2) Ask whether these threats are still ongoing or whether they have been solved already and add new ones if needed.</li> <li>(3) List ongoing and/or unsolved threats on an A0 flipchart and discuss for each threat the benefits that the community is receiving (e.g, daily wages for sand mining, and the potential loss for the community in terms of erosion etc.)</li> <li>(4) Brainstorm with the community which of these external threats should be dealt with first and which might be less severe or might require no interventions.</li> <li>(5) Discuss on detailed actions for each threat that is going to be dealt with.</li> <li>(6) Highlight that the project can facilitate any communication with higher levels if that support is needed.</li> </ol> |
| <b>Wrap-up</b>      | <ol style="list-style-type: none"> <li>(7) Invite one participant to volunteer and explain in his/her words the main outcomes of the session.</li> </ol>   |

## 8. Village River Management Plan

|                   |   |
|-------------------|---|
| <b>OBJECTIVES</b> | Participants ...<br><input type="checkbox"/> have identified how they want to protect and/or restore their river section  |
| <b>OUTPUT</b>     | <input type="checkbox"/> Village River Management Plan  |
| <b>LOCATION</b>   | <input type="checkbox"/> Indoor   |
| <b>MATERIALS</b>  | <input type="checkbox"/> A0 Flipchart, markers, masking tape<br><input type="checkbox"/> All previous planning documents ( <b>Sessions 3-7</b> )<br><input type="checkbox"/> Village River Management Plan ( <b>Trainer back-up 1</b> )<br><input type="checkbox"/> A0 size Village River Management Plan ( <b>Poster 1</b> ) |
| <b>TIME</b>       | <input type="checkbox"/> 45 min   |

### ORGANISER'S NOTES

Trainer back-up 1 is provided which is providing guiding questions for the elaboration of the Village River Management Plan and should be kept by the trainer as print out for him/herself.

For participants the session is guided along the empty Village River Management Plan (**Poster 1**) which will be developed during the actual session as hand-written document.

### STEPS

- |                         |  |
|-------------------------|--|
| <b>Introduction</b>     | (1) Introduce the session by explaining that we now want to put together all the collected information into one plan for the village. The plan will detail how we want to protect and restore the river back to its natural condition like shown in the timeline.<br><br>(2) Put up an empty A0 flipchart (2 flipcharts could be connected to create a larger poster).   |
| <b>Prepare the plan</b> | (3) Start writing down the header "Description" and complete the information as required in the trainer back-up<br><br>(4) Continue with "long-term vision". Explain that we have to have a clear picture on how we want the river to look like in around 10 years and how we as a community expect to benefit from the river. Brainstorm on a few key sentences to describe the long-term vision. The long-term vision should describe river morphology as well as biology.<br><br>(5) Continue with "topics". Explain that we want to discuss 3 main field of activities in the plan. "how to use", "how to protect" and how to "restore". Briefly explain each topic and start writing down the heading "how to use".<br><br>(6) Continue writing the headings "Activities", "Desired results/indicators" and "responsible/Support".<br><br>(7) Start with "Activities" and refer back to traditional village regulations and discuss which ones are still relevant for today and add new ones if required.<br><br>(8) Continue with "Desired results/indicators" and "responsible/Support" with help of the trainer back-up. |



- (9) Continue with “how to protect” and “how to restore” in a similar way until the plan is completed.
- (10) After each cell is completed allow enough time for participants to raise questions. Only once a joint consent is reached proceed to the next cell.
- (11) Invite one participant to volunteer and explain in his/her words the main outcomes of the session.

**Wrap-up**

## 9. Participatory Monitoring

|                   |  |
|-------------------|--|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ have identified a concept for monitoring of main activities as described in the village river management plan</li> </ul>   |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ monitoring concept identified and responsible people/groups identified for implementation</li> </ul>  |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor</li> </ul>   |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ A0 Flipchart</li> <li>□ Village river management plan</li> <li>□ Participatory mapping information (<a href="#">Session 3</a>)</li> <li>□ A0 Flipcharts on indicators (<a href="#">Session 6</a>)</li> <li>□ A0 Flipchart on threats and mitigation measures (<a href="#">Session 7</a>)</li> <li>□ Monitoring table format (<a href="#">Poster 2</a>)</li> </ul> |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 30 min</li> </ul>   |

### ORGANISER'S NOTES

The facilitator should guide the village towards a simple but relevant participatory monitoring that can be sustained after the project with available resources and capacities.

The overall project monitoring will be conducted at two levels (i) a random monitoring following the project baseline at the end of the project period and (ii) regular village-based monitoring under guidance of Field Support Units.

### STEPS

- |                     |  |
|---------------------|--|
| <b>Introduction</b> | (1) Refer back on the results from the previous sessions and highlight that the village river management plan will be the guiding document for the village community to engage in their river protection and rehabilitation.<br><br>(2) Highlight that in order to see whether implementation is happening as planned and whether we are really achieving the desired impact, we have to monitor our work.   |
| <b>Design</b>       | (3) Refer back to the identified indicators in the village river management plan and brainstorm on how these activities could be measured.<br>(4) For each indicator/activity clarify the following questions on <b>how?</b> , <b>how often?</b> , <b>by whom?</b> , with what <b>support?</b> monitoring will happen.<br>(5) Refer back to the signs of degradation and see how these could be monitored.<br>(6) The plan should also mention how the river management plan will be disseminated to all concerned households.<br>(7) Monitoring should always specify where monitoring will be conducted.<br>(8) Monitoring efforts should be kept socially acceptable and should not be more than once a month, while other indicators might only be monitored seasonally or annually.<br>(9) Write all information on a A0 flipchart following the structure as described in <a href="#">poster 2</a> . |

**Monitoring  
diary**

- (10) Actual monitoring has to be documented in form of a simple diary. Any notebook can be used, with all information handwritten by the person monitoring.
- (11) A simple format as example is provided (**Handout 2**).
- (12) Ensure that for each indicator as described in the participatory monitoring table, a single table is provided in the diary.

**Wrap-up**

- (13) Invite one participant to volunteer and explain in his/her words the main outcomes of the session.

## 10. Follow-up Action Plan

|                   |  |
|-------------------|--|
| <b>OBJECTIVES</b> | Participants ... <ul style="list-style-type: none"> <li>□ identified key activities to be conducted in the first six months after the training</li> </ul>  |
| <b>OUTPUT</b>     | <ul style="list-style-type: none"> <li>□ Activity plan for six months</li> </ul>   |
| <b>LOCATION</b>   | <ul style="list-style-type: none"> <li>□ Indoor</li> </ul>   |
| <b>MATERIALS</b>  | <ul style="list-style-type: none"> <li>□ A0 flipchart, markers, masking tape</li> <li>□ Village river management plan</li> <li>□ Village River Management Plan (<a href="#">Session 8</a>)</li> <li>□ Participatory Monitoring Plan (<a href="#">Session 9</a>)</li> </ul> |
| <b>TIME</b>       | <ul style="list-style-type: none"> <li>□ 20 min</li> </ul>   |

### ORGANISER'S NOTES

It is crucial to ensure that some activities are commencing right after the training course to ensure that participants awareness is kept alive.

A simple plan with a few key activities is sufficient, as the main activities are already described in the village management plan.

The action plan should focus on the coordination with, and support provided by the respective NGO as follow-up of the plan development.

### STEPS

- Introduction**
- (1) Introduce the session that the first few months will be crucial to set-up the required structures in the village to commence with their plan.
  - (2) Put up an A0 flipchart and collect ideas of key activities to be taken up in the coming six months. This could also include training request or purchase of monitoring tools etc. No special format is required.
  - (3) Always refer back to the Village river management plan and make sure that the action plan is directly linked to it.
  - (4) Ensure that all involved people in the action plan have clear communication channels (phone, whatsapp, notice board etc.)
  - (5) The assigned people for monitoring of indicators should be accompanied by the NGO field staff at least during their first measurement. This should be clearly stated in the action plan.
- Hand over**
- (6) Hand over the action plan to the WRCC.

| Sixth months follow-up action plan |         |
|------------------------------------|---------|
| Village                            | Project |
| ...                                | ...     |

## 11. Evaluation & Closure

|                   |   |
|-------------------|---|
| <b>OBJECTIVES</b> | At the end of the training day participants will... <ul style="list-style-type: none"> <li>□ reflect whether their expectations have been met</li> <li>□ have identified improvements which could be made for the next meeting</li> </ul> |
|-------------------|---|

|               |  |
|---------------|--|
| <b>OUTPUT</b> | □ Any particular points raised by participants |
|---------------|--|

|                 |          |
|-----------------|----------|
| <b>LOCATION</b> | □ Indoor |
|-----------------|----------|

|                  |  |
|------------------|--|
| <b>MATERIALS</b> | <ul style="list-style-type: none"> <li>□ Training course evaluation form (<b>Handout 3</b>)</li> <li>□ Pens</li> </ul> |
|------------------|--|

|             |          |
|-------------|----------|
| <b>TIME</b> | □ 30 min |
|-------------|----------|

### ORGANISER'S NOTES

...

### STEPS

- Evaluation**
- (1) Tell participants that this is the last part of the meeting. Ask them to give their comments and tell them that these will be used to improve future meetings.
  - (2) Distribute the evaluation forms. Emphasise that nobody should write their name on the form as we want to keep it anonymous.
  - (3) Allow 15 min. to complete the forms.
  - (4) Collect back all forms.

- Thank participants**
- (5) Finally, thank participants for their involvement in the meeting and perhaps say a few words to describe what you think has been most successful during this meeting and give an outlook for the future.

## 12. Inter-village Memorandum of Understanding

### OBJECTIVES

- At the end of the meeting village representatives will...
- have exchanged their village river management plans
  - have identified areas for cooperation
  - set-up their SPO
  - signed MoU

### OUTPUT

- Inter-village MoU signed

### LOCATION

- Indoor

### MATERIALS

- Participatory mapping information (**Session 3**)
- Village river management plans from all respective villages (**Session 8**)
- Inter-village Memorandum of Understanding format (**Trainer back-up**)
- A0 flipcharts, markers, post-it stickers, A4 paper

### TIME

- ½ day

### ORGANISER'S NOTES

This session is of crucial importance to ensure that all underlying conflicts that might even exist prior to the project are resolved to ensure a strong and lasting inter-village cooperation.

Sufficient time has to be allocated to allow for a full understanding of all pros and cons involved in the proposed inter-village cooperation.

Once a draft MoU has been drafted, all villages should be given five more working days to independently review the draft with their own community and provide additional comments if required before signing the MoU.

A draft meeting agenda is provided as **Poster 3** but should be adjusted to the specific context in each inter-village meeting.

No specific format is required for the MoU and the document should be developed in a hand-written form with full participation of village representatives instead providing a printout of a softcopy prepared by the NGO.

The MoU should be short and concise with all required information on the actual cooperation to be described in an annex.

One section should clearly describe inter-village sanctions in case of non-compliance to be enforced by the village authority.

Documentation of the **process** (how the MoU was elaborated) is equally important as the documentation of the **outcome**, in this case the actual MoU itself. The process should be documented as well (not following any specific format) with signatures provided by all involved parties (see FPIC guideline for further details).

**STEPS**

- |  |  |
|--|--|
| <b>Introduction</b><br><b>Expectations</b><br><b>Group norms</b> | (1) Present the meeting agenda and explain main points, group norms, logistics and the expected outcomes for each step.<br>(2) Invite participants to add or change the steps following their requirements.<br>(3) Allow time for each participant to introduce themselves and to share their expectations of the meeting.<br>(4) Note down expectations on an A0 flipchart.   |
| <b>Assign recorder</b>   | (5) Assign one DPMU/NGO staff to record the main process and main points raised during the meeting including the draft inter-village MoU   |
| <b>Mapping information</b>                                       | (6) Introduce this activity by referring back to the participatory mapping during the village trainings.   |
| <b>Legal status of village boundaries</b>                        | (7) Emphasise that the village boundaries are used for project management and will have no effect on any legal boundaries or mapping information from the State Government.<br>(8) Highlight that in this meeting we want to discuss on an inter-village cooperation to ensure that both sides of the river(s) will be managed in a consistent way by two or more villages.<br>(9) Invite one volunteer from each village to present the developed mapping information (see <a href="#">Session 3</a> )<br>(10) Allow sufficient time for discussion.<br>(11) In case conflicts are identified at this stage note them on an A0 flipchart and mark them on the map. Explain that we will address these points later. |
| <b>River Management Plans</b>                                    | (12) Continue by inviting one volunteer from each village to present their river management plan (flipcharts developed during <a href="#">Session 8</a> )<br>(13) Allow sufficient time for discussions.<br>(14) Highlight areas of cooperation and areas of conflicts with different colours in each plan.  |
| <b>Harmonization</b>   | (15) Guide a discussion on areas where both villages agree to join forces on improved river management. Note activities on an A0 flipchart by using the same format as for the individual village plan.<br>(16) For conflicts that cannot be solved during this meeting note them down as conflicts on a separate A0 Flipchart.  |
| <b>Conclusion</b>  | (17) Conclude activities that will be conducted from all village river management plans.   |
| <b>Special Purpose Association</b>                               | (18) Explain that we have agreed on the activities to be conducted and now have to look how the inter-village cooperation can be managed by a so-called Special Purpose Association (SPA).<br>(19) Invite participants to discuss on the design and set-up of their SPA.<br>(20) The following details should be clarified: <ul style="list-style-type: none"> <li>a) <i>Assigned members and their functions</i></li> <li>b) <i>Authority (e.g. apply inter-village sanctions) and Responsibilities</i></li> <li>c) <i>Where and how often to meet</i></li> <li>d) <i>How to communicate and disseminate information</i></li> </ul>   |

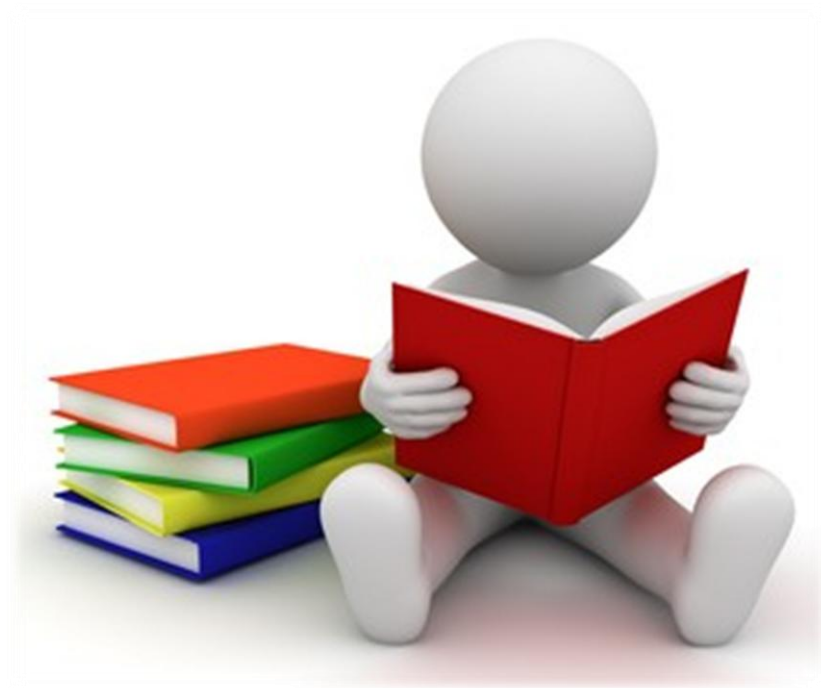
- Inter-village MoU** (21) Highlight that today we only want to write a DRAFT inter-village MoU.
- (22) Each village will take home one copy of the draft inter-village MoU and has 2 weeks to discuss the developed ideas with their community.
- (23) If after 2 weeks no comments have been received, the inter-village MoU is considered as agreed and binding for all parties.
- Write MoU** (24) Write the 1<sup>st</sup> heading on a Flipchart and
- “Objectives and Vision of SPA”**
- (25) Guide a discussion to define one or two sentences to describe the overall vision of river protection and restoration facilitated by a SPA.
- SPA role** (26) Continue with the **“Role of SPA”**
- (27) Guide the discussion along *“Authorities”* and *“Responsibilities”* that the SPA will have.
- (28) Discuss on how inter-village conflicts could be solved.
- VA/WRCC role** (29) Continue defining the **“Role of VA and WRCC”**
- (30) Think about “monitoring”, “decision-making on project investment”, “dealing with conflicts inside villages” etc.
- WRCG role** (31) Finally defined the **“Role of Village Households”** (WRCG)
- (32) Focus on their rights and authorities.
- Write MoU** (33) Invite one recorder for each village and copy the developed chapters into the MoU format.
- Handover** (34) Hand out a copy of the draft inter-village MoU to each participating village and agree on the deadline for final comments.
- (35) One copy of the MoU is to be kept by each respective WRCC.



**Handouts**

**Posters**

**Trainer back-up**



# River Field Survey Form

**H**andout

|  |  |   |      |          |  |
|--|--|---|------|----------|--|
| Village name   |  | River   |      | Location |  |
| Sub-watershed  |  | Date  |      | Recorder |  |
| GPS  | Long:  |   | Lat: |          |  |
| <b>Section length</b> (to be defined during village meeting)   |  |   |      |          |  |
| <input type="checkbox"/> < 500 m <input type="checkbox"/> > 500 m <input type="checkbox"/> .....   |  |   |      |          |  |
| <b>Channel width</b>   |  |   |      |          |  |
| <input type="checkbox"/> < 5 m <input type="checkbox"/> 5-10 m <input type="checkbox"/> 10-80 m <input type="checkbox"/> > 80 m  |  |   |      |          |  |
| <b>Morphological types</b>   |  |   |      |          |  |
| <b>Single thread</b>   |  | <p>The diagrams illustrate various river channel types. Under 'Single-thread', there is a straight 'Confined' channel and a winding 'Meandering' channel. Under 'Transitional', there is a 'Wandering' channel with oxbow lakes. Under 'Multi-thread', there are 'Braided' channels with multiple interconnecting channels and 'Anabranching' channels with multiple channels that eventually rejoin.</p> |      |          |  |
| <input type="checkbox"/> Confined single thread<br><input type="checkbox"/> Meandering   |  |   |      |          |  |
| <b>Transitional</b>  |  |   |      |          |  |
| <input type="checkbox"/> Wandering   |  |   |      |          |  |
| <b>Multi-thread</b>  |  |   |      |          |  |
| <input type="checkbox"/> Braided<br><input type="checkbox"/> Anabranching  |  |   |      |          |  |
| <b>Any barriers obstructing the flow of the water?</b> (Riparian corridor continuity)  |  |   |      |          |  |
| Longitudinal   | <input type="checkbox"/> poor <input type="checkbox"/> intermediate <input type="checkbox"/> good<br><i>no./type (high, medium, low) river blocking/spanning structures, e.g. dams, bridges</i><br>Describe structure: |   |      |          |  |
| <b>What material is the floor of the river made of?</b> (Bed substrate)  |  |   |      |          |  |
| <input type="checkbox"/> bedrock <input type="checkbox"/> boulders <input type="checkbox"/> cobbles <input type="checkbox"/> gravel <input type="checkbox"/> sand and silt <input type="checkbox"/> clay |  |   |      |          |  |
| <b>Eroding banks</b>   |  |   |      |          |  |
| <input type="checkbox"/> none <input type="checkbox"/> one side <input type="checkbox"/> both sides <input type="checkbox"/> < 10% <input type="checkbox"/> < 50 % <input type="checkbox"/> > 50 %       |  |   |      |          |  |
| Total length   | meter  |   |      |          |  |
| <b>Water chemistry</b>   |  |   |      |          |  |
| Ph   |  | Buffering capacity  |      |          |  |
| Hardness   |  | Dissolved oxygen  |      |          |  |
| Salinity   |  | Notes   |      |          |  |

|   |  |                |
|---|--|----------------|
| <b>Seasonal variability</b>   |  |                |
| No. months without water  |  |                |
| <b>Pollutants</b>   |  |                |
| Point sources ( <i>toilets, livestock, stone/sand extraction, waste dump ...</i> )                                |  |                |
| Non-point sources ( <i>mining, erosion...</i> )   |  |                |
| <b>Land cover types</b>   |  |                |
| % artificial surfaces (rapid runoff)  |  |                |
| % agricultural areas (intermediate runoff)  |  |                |
| % semi/natural forest areas (delayed runoff)  |  |                |
| <b>Natural/artificial</b>   |  |                |
| % riverbed/banks artificially reinforced  | <input type="checkbox"/> None <input type="checkbox"/> < 10% <input type="checkbox"/> < 50 % <input type="checkbox"/> > 50 %     |                |
| <b>Riverbank vegetation cover</b> ( <i>for semi/natural shrub/forest areas</i> )                                  |  |                |
| Riverbank vegetation width  | Min (m): 100 m   | Max (m): 150 m |
| Succession stage  | <input type="checkbox"/> grass <input type="checkbox"/> shrub <input type="checkbox"/> few trees <input type="checkbox"/> forest |                |
| Invasive species  | <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> .....  |                |
| <b>Aquatic plants</b>   |  |                |
| Extent (% riverbed)   |  |                |
| Species name  |  |                |
| <b>Benthic macroinvertebrates*</b> ( <i>stoneflies, beetles, snails, worms, clams, mussels, crayfish</i> )        |  |                |
| <input type="checkbox"/> absent <input type="checkbox"/> occasional <input type="checkbox"/> abundant<br>Species: |  |                |
| <b>Fish, reptiles</b>   |  |                |
| <input type="checkbox"/> absent <input type="checkbox"/> occasional <input type="checkbox"/> abundant<br>Species: |  |                |
| <b>Insects</b>  |  |                |
| <input type="checkbox"/> absent <input type="checkbox"/> occasional <input type="checkbox"/> abundant<br>Species: |  |                |
| <b>Large wood and organic debris</b>  |  |                |
| Abundance of large wood in river  | <input type="checkbox"/> absent <input type="checkbox"/> occasional <input type="checkbox"/> abundant                            |                |

\*meaning "bottom-dwelling " small animals living in the water, and larval stages of insects

**Monitoring Diary** \_\_\_\_\_ **Village**

**Indicator 1:** (description copied from participatory monitoring summary)

| <i>Date</i> | <i>Recorder</i> | <i>Results</i> |
|-------------|-----------------|----------------|
| ...         | ...             | ...            |
| ...         | ...             | ...            |
| ...         | ...             | ...            |

**Indicator 2:** (description copied from participatory monitoring summary)

| <i>Date</i> | <i>Recorder</i> | <i>Results</i> |
|-------------|-----------------|----------------|
| ...         | ...             | ...            |
| ...         | ...             | ...            |
| ...         | ...             | ...            |

# Village training course evaluation

**H**andout

1. Did this training provide **enough information** and was it **effective**?

|   |                |
|---|----------------|
| <input checked="" type="checkbox"/> Marking         | Please explain |
| <input type="checkbox"/> All information provided   |                |
| <input type="checkbox"/> Sufficient information     |                |
| <input type="checkbox"/> Some issues remain unclear |                |
| <input type="checkbox"/> Important topics left out  |                |
| <input type="checkbox"/> Not useful at all          |                |

2. Was the training **time** used **efficiently**?

|  |                |
|--|----------------|
| <input checked="" type="checkbox"/> Marking    | Please explain |
| <input type="checkbox"/> Effective use of time |                |
| <input type="checkbox"/> Too long              |                |
| <input type="checkbox"/> Not well structured   |                |
| <input type="checkbox"/> Waste of time         |                |


3. Are provided **handouts** and **training material** useful?

|  |                |
|--|----------------|
| <input checked="" type="checkbox"/> Marking  | Please explain |
| <input type="checkbox"/> Very useful         |                |
| <input type="checkbox"/> Too long            |                |
| <input type="checkbox"/> Lack information    |                |
| <input type="checkbox"/> Did not receive any |                |

4. **Training methods:** Were applied training methods participatory, practical, and interactive?

|   |                |
|---|----------------|
| <input checked="" type="checkbox"/> Marking                     | Please explain |
| <input type="checkbox"/> I was fully involved in all activities |                |
| <input type="checkbox"/> Did practical exercises                |                |
| <input type="checkbox"/> Some discussions only                  |                |
| <input type="checkbox"/> Trainer makes most decisions           |                |
| <input type="checkbox"/> No interaction                         |                |

5. How good was the **trainer's technical knowledge** and **attitude**?

|   |                |
|---|----------------|
| Please select one smiley  | Please explain |
|  |                |

6. What do you suggest for **improving the training**?

|  |
|--|
|  |
|--|

|       |           |                 |            |
|-------|-----------|-----------------|------------|
| Date: | Location: | Training topic: | Organizer: |
|-------|-----------|-----------------|------------|

## Khanaoli training khamiwui kaphā kashi theikakhui (Tangkhu)

### 7. Training khami hi eina nathumna theikhangai samphanglā kala ngachonlā?

| <input checked="" type="checkbox"/> Khetsanglu              | Meikhai milu |
|---|--------------|
| <input type="checkbox"/> Theikhangai katongkha samphanga    |              |
| <input type="checkbox"/> Theikhangai chāda samphanga        |              |
| <input type="checkbox"/> Maram kaikha mashengmana           |              |
| <input type="checkbox"/> Kankhanā tuikui kaikha chiho haowa |              |
| <input type="checkbox"/> Tarkar masālāk mana                |              |

### 8. Training ātam chālāk eina singlā?

| <input checked="" type="checkbox"/> Khetsanglu  | Meikhai milu |
|---|--------------|
| <input type="checkbox"/> Ātam chālāk eina singa |              |
| <input type="checkbox"/> Ātam sāngna kahai      |              |
| <input type="checkbox"/> Ātam mathāda makasem   |              |
| <input type="checkbox"/> Ātam shikhaman         |              |


### 9. Trainingli shikachin lairik kala otyur bing chi kanāla?

| <input checked="" type="checkbox"/> Khetsanglu | Meikhai milu |
|--|--------------|
| <input type="checkbox"/> Tarkār sālāka         |              |
| <input type="checkbox"/> Sāngnā kahai          |              |
| <input type="checkbox"/> Theikhangayi khavāt   |              |
| <input type="checkbox"/> Khikha masamkaphang   |              |

### 10. Training maong: Training kasa hili yarui katongkha ngasan-ngayei sāngarumlā?

| <input checked="" type="checkbox"/> Khetsanglu                    | Meikhai milu |
|---|--------------|
| <input type="checkbox"/> Ila otsak saikoralī zanga                |              |
| <input type="checkbox"/> Otsak eina ngarumda ngasan-ngayei sāya   |              |
| <input type="checkbox"/> Ngasan-ngayei kateokha mānga             |              |
| <input type="checkbox"/> Tamchitheime pāna tuitak kachunga khuiya |              |
| <input type="checkbox"/> Ngasan-ngayei makhalei                   |              |

### 11. Tamkachitheipā china kayākha mathāda tamchitheī khala??

| Ningai ākha kapang khuimilu   | Meikhai milu |
|---|--------------|
|  |              |

### 12. Training hi mathāsang khavai nana khi hangsangai khala??

|  |
|--|
|  |
|--|

|           |       |                  |                        |
|-----------|-------|------------------|------------------------|
| Zimiksho: | Āpam: | Training tuikui: | Ngaran-ngayei sākhome: |
|           |       |                  |                        |

# Village River Management Plan

**P**oster

|                            |               |                                |                |
|----------------------------|---------------|--------------------------------|----------------|
| <b>Description</b>         |               |                                |                |
| <b>Long-term vision</b>    |               |                                |                |
| <b>Description / Topic</b> | <b>Where?</b> | <b>Who will do? / Support?</b> | <b>Remarks</b> |
| How to use...              |               |                                |                |
| How to protect...          |               |                                |                |
| How to restore...          |               |                                |                |

# Participatory Monitoring Table



| Indicator | Method | Period | Responsible | Support |
|-----------|--------|--------|-------------|---------|
|           |        |        |             |         |
|           |        |        |             |         |
|           |        |        |             |         |
|           |        |        |             |         |
|           |        |        |             |         |
|           |        |        |             |         |
|           |        |        |             |         |



# Inter-village Meeting Agenda

**P**oster

| Time   | Topic   | Activities   | Outcome  |
|--------|---|--|--|
| 30 min | <ul style="list-style-type: none"> <li>Introduction</li> <li>Expectations of participants</li> <li>Setting group norms</li> <li>Assign recorder (DPMU/NGO)</li> </ul> | <ul style="list-style-type: none"> <li>Facilitator introduce agenda &amp; meeting objectives</li> <li>Participants express expectations and wishes</li> <li>Agreement on how to work together</li> </ul> | <ul style="list-style-type: none"> <li>Meeting agenda</li> <li>Poster on expectations</li> <li>Poster on group norms</li> </ul>                    |
| 45 min | <ul style="list-style-type: none"> <li>Share participatory mapping information</li> </ul>   | <ul style="list-style-type: none"> <li>Village representatives introduce mapping information to remaining representatives</li> <li>Questions and answers</li> </ul>                                      | <ul style="list-style-type: none"> <li>Common understanding of mapping information and river characteristics</li> </ul>                            |
| 45 min | <ul style="list-style-type: none"> <li>Share village river management plans</li> </ul>  | <ul style="list-style-type: none"> <li>Village representatives introduce individual river management plans</li> <li>Questions and answers</li> </ul>   | <ul style="list-style-type: none"> <li>Common understanding of proposed river management activities</li> </ul>                                     |
| 30 min | <ul style="list-style-type: none"> <li>Harmonization of village activities</li> </ul>   | <ul style="list-style-type: none"> <li>Identification and solving of potential conflicts</li> <li>Agreement on common management activities</li> </ul>   | <ul style="list-style-type: none"> <li>Common activities and way of cooperation described</li> </ul>   |
| 30 min | <ul style="list-style-type: none"> <li>Special Purpose Association</li> </ul>   | <ul style="list-style-type: none"> <li>Design and set-up Special Purpose Association</li> </ul>  | <ul style="list-style-type: none"> <li>Structure, Members</li> <li>Authority, Responsibilities</li> <li>Meeting schedule, dissemination</li> </ul> |
| 45 min | <ul style="list-style-type: none"> <li>inter-village MoU</li> </ul>   | <ul style="list-style-type: none"> <li>Drafting of inter-village Memorandum of Understanding</li> </ul>  | <ul style="list-style-type: none"> <li>Draft inter-village MoU</li> </ul>  |

# Village River Management Plan (Trainer Back-up)

**B**ack-up

| <b>Description</b>   | <i>Name of the village, the river, the description of the section under management, date of elaboration</i> |   |         |
|--|---|---|---------|
| <b>Long-term vision</b>  | <i>What we want to achieve? What benefits will it bring to the community? How long will it take?...</i>     |   |         |
| Description / Topic  | Where?  | Who will do? / Support?   | Remarks |
| <b>How to use...</b><br>(usage water, irrigation, livestock, fishing...)<br><input checked="" type="checkbox"/> <i>Where, when, how, how often...</i><br><input checked="" type="checkbox"/> <i>What benefits do we expect?</i><br><input checked="" type="checkbox"/> <i>How to ensure that no harm is done to the river system?</i>  | <input checked="" type="checkbox"/> <i>Local names as described on the river map</i>                        | <input checked="" type="checkbox"/> <i>Who will monitor?</i><br><input checked="" type="checkbox"/> <i>How often to monitor?</i><br><input checked="" type="checkbox"/> <i>Who will support?</i><br><input checked="" type="checkbox"/> <i>Any equipment needed?</i><br><input checked="" type="checkbox"/> <i>Any financial support needed?</i><br><input checked="" type="checkbox"/> <i>What can the project do?</i>   |         |
| <b>How to protect...</b><br>(reduce degradation, mitigate external threats, sand mining, erosion, pollution...)<br><b>Village regulations (Session 5)</b><br><input checked="" type="checkbox"/> <i>What regulations still applicable today?</i><br><input checked="" type="checkbox"/> <i>What new regulations do we need?</i><br><input checked="" type="checkbox"/> <i>What is allowed what is forbidden?</i><br><input checked="" type="checkbox"/> <i>Is it socially acceptable?</i><br><i>Who benefits and who is losing out?</i><br><b>Signs of degradation (Session 6)</b><br><input checked="" type="checkbox"/> <i>What problems are we facing?</i><br><input checked="" type="checkbox"/> <i>What are underlying reasons?</i><br><input checked="" type="checkbox"/> <i>What immediate action can be taken?</i> | <input checked="" type="checkbox"/> <i>Local names as described on the river map</i>                        | <input checked="" type="checkbox"/> <i>What can be done by the community?</i><br><input checked="" type="checkbox"/> <i>Do we need some specialised people (warden)?</i><br><input checked="" type="checkbox"/> <i>How could they be financed?</i><br><input checked="" type="checkbox"/> <i>What support can the FD provide?</i><br><input checked="" type="checkbox"/> <i>Is the problem too big for the village to handle?</i><br><input checked="" type="checkbox"/> <i>Need for external support?</i><br><input checked="" type="checkbox"/> <i>Need to cooperate with other villages?</i> |         |

|  |  |   |  |
|--|--|---|--|
| <p><b>External threats &amp; Mitigation (Session 7)</b></p> <ul style="list-style-type: none"> <li>✓ <i>Would this cause severe conflicts?</i></li> <li>✓ <i>What is socially acceptable?</i></li> <li>✓ <i>Is an inter-village cooperation needed?</i></li> <li>✓ <i>How can we ensure compliance?</i></li> <li>✓ <i>What short-term and long-term benefits we expect?</i></li> <li>✓ <i>How to mitigate conflicts?</i></li> <li>✓ <i>How to enforce in case of non-compliance?</i></li> <li>✓ <i>How to disseminate regulations? (meetings, signboards, school education...)</i></li> </ul>  |  |   |  |
| <p><b>How to restore...</b></p> <p>(riparian plantation, torrent control infrastructure...)</p> <p><b>River and Village Timeline (Session 4)</b></p> <ul style="list-style-type: none"> <li>✓ <i>What has to change inside the village?</i></li> </ul> <p><b>Signs of degradation (Session 6)</b></p> <ul style="list-style-type: none"> <li>✓ <i>What are most critical issues (ranking)?</i></li> <li>✓ <i>Which issues can the village tackle alone?</i></li> <li>✓ <i>What activities need external support? Who could provide such support?</i></li> </ul> <p><b>River map (Session 3)</b></p> <ul style="list-style-type: none"> <li>✓ <i>What are critical sites?</i></li> <li>✓ <i>What aspects to be improved?</i></li> <li>✓ <i>What type of infrastructure is required?</i></li> <li>✓ <i>What impact do we expect?</i></li> <li>✓ <i>Who will build required infrastructure?</i></li> <li>✓ <i>What signs in the river, riparian vegetation, agricultural fields, village area do we want to see?</i></li> </ul> | <ul style="list-style-type: none"> <li>✓ <i>Local names as described on the river map</i></li> </ul> | <p>How to do these interventions?</p> <ul style="list-style-type: none"> <li>✓ <i>What financial support is available from the project side?</i></li> <li>✓ <i>What technical advice can be provided by the Project?</i></li> </ul> |  |

## Inter-village Memorandum of Understanding on River Management and Restoration

Between

Water Resources Conservation Group (WRCG) **Teinem** village,

and

Water Resources Conservation Group (WRCG) **Lamlang** Village,

and

Water Resources Conservation Group (WRCG) **Phalee** Village.

This Memorandum of Understanding (MoU) is made on \_\_\_\_/\_\_\_\_/\_\_\_\_

Whereas,

**a.** The above mentioned WRCGS are supported by the Community based Sustainable Forest Management for Water Resources Conservation in Manipur (COSFOM) project by the Government of India and the Federal Government of Germany.

**b.** The three WRCGs of neighbouring villages herewith agree to work together to restore and protect the riparian areas of a stream or a spring recharge area jointly managed by the village communities.

**c.** The mentioned Parties in this MOU agree to act in good faith and in a spirit of mutual understanding to jointly achieve the goals set under the Project and resolve any differences amicably.

**d.** The WRCG of **Teinem** village, WRCG of **Lamlang** village, and WRCC of **Phalee** village within COSFOM Project hereby agree as follows:



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

### 1. Kong khangak, mathasanglui khangasak kala yangkasangli SPA wui Atazan kala Ningrin.

Thoubal Kong kala Teinem, Lamlang, Phalee khā bingwui eina longsangda khalei kongra bing khangak kala mathasang khangasak.

Teinem, Lamlang kala Phalee khābing hina COSFOM project wui lansin kala ayur ngatei ngateida khakatom khara chili mathalak eina otsak rum laga project hiwui eina yarui wuivang chungmei thuida katong samphang khavai sara.

Thoubal river rangeli zangda khalei khā 12 (tharada khani) na tuitak takahai chili project wui ot kasa hi ngasun dalei kachi yangsang mira.

#### **1. Objectives and Vision of the Special Purpose Association on River Protection, Restoration and Management**

*Protect and restore the Thoubal river system and its contributors along the village area of Teinem, Lamlang and Phalee village.*

*Ensure good coordination among Teinem Lamlang and Phalee village on the use of COSFOM project finance and technical support to maximise the benefits for its people.*

*Harmonise project work within the framework of the participating 12 villages of the "Thoubal river range" agreement.*

### 2. SPA wui phungvābing kala athum wui raneyi.

SPA li Teinem, Lamlang, kala Phalee wui eina minganing kathumship leira.

SPA members bing hi leida khalei VA maningkha WRCC wui eina kapang khuira.

Kumkhali meeting khani shida saphalungra. Kala tarkar kasa athishurda meeting ngahotra. Meetingli tuitak takahai bing chi kapi haira.

SPA members bingna meeting sakhavai apam ngasan khuira.

Members kathum chiwui eina Convenor akha, Secretary akhada kapang kara.

#### **2. Structure and operation of Special Purpose Association (SPA)**

*The SPA consists of three (3) representatives each from Teinem, Lamlang and Phalee village.*

*SPA members are selected from the existing Village Authority/WRCC.*

*Semi-annual meetings are organised, while irregular meetings will be organised based on the actual situation. Meeting outcomes are documented in form of Minutes of Meetings.*



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

*Meeting locations will be decided by the SPA members.*

*Among the three (3) members, one (1) convener, one (1) secretary will be appointed.*

### 3. SPA bingwui otngarut

SPA wui kashok kazang kachicha shi kha VA na yangsangmira.

Khābingna kongli project ot kasa chili macha khangarok khalei tharan SPA na yangsang mira.

Teinem, Lamlang, kala Phalee wui kongbing li ot kasawui ungkashung maungkashung chi SPA na yangsang mira.

Teinem, Lamlang kala Phalee wui konglei kongra wui matangli shorkarli khararchan kala ngasan khangarokli yangsang mira.

### 3. Role of Special Purpose Association (SPA)

*The SPA is governed by the respective Village Authorities.*

*The SPA is coordinating work taken up by more than one village and solving inter-village conflicts on river management.*

*The SPA will monitor the overall project success for the entire river section under management of Teinem, Lamlang and Phalee village.*

*Communicate and negotiate with government authorities and projects that affect the entire river section under Teinem, Lamlang and Phalee villages.*

### 4. VA kala WRCC wui ot ngarut

Khāli project wui ot kasali WRCC na yangsang mira.

Project wui lānsin kala kashok kazang saikora hi WRCC na yangsang mira.

VA na semkhai shiyan-chikan khamayonli yangsang mira.

Shiyan-Chikan kala mipha ngachei khavai VA na SPA li popaira.

Kongwui maran sada kha alungli kala ayar wui mili macha khangarok kashok tharan WRCC na yangsang mira.

### 4. Role of the Village Authority and Water Resources and Conservation Committee (WRCC)

*WRCC has the responsibility to monitor the COSFOM project implementation for their respective village.*



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

*WRCC is responsible for the correct use and reporting of project finance within their village.*

*Enforcement of rules and regulations as defined by the Village Authority*

*The Village Authority can request the SPA for amendment / changes of regulations and members.*

*Solve conflicts within and between villages, and outsiders regarding river protection and management.*

### **5. Kha li khalei shimplak bingwui ot ngarut.**

Project wui eina kongli khi ot singkara kachihi kha wui kazip li tuitak tara.

Project wui eina samkaphang lansin kala ayur khangatei eina khakatom kha mipha saikorali samphang dalei kachi yangsangra.

Kha wui mipha saikorana kong khangak li kala shiyan chikan khamayonli sharuk khuidalei kachi yangsangra.

Kongwui shiyan-chikan mamayon mada shongran kakhui wui tangkhai (50%) hangkhami pali mira.

### **5. Role of Village Households**

*Decision-making on project supported river infrastructure to be decided during plenary village meetings.*

*Village members are benefiting from project financial and technical support.*

*All village members are participating in river protection and are following the existing village regulations.*

*Households reporting river protection violations will be rewarded with 50% of the applied fine.*

**e.** The following documents are part of this MoU and are supporting the implementation of planned activities:

- i. WRCCs by-laws
- ii. Village Micro Plans, including:
  - Participatory Land Use Plan (PLUP)
  - Riparian and stream management plan
  - Livelihood Improvement Plan



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

- iii. Village Sustainable Forest Management Plan
- iv. Any other document agreed by all parties.

### Appendix

Attached as part of this MoU are:

- i. Village River Management Plans of Teinem, Lamlang and Phalee village
- ii. River management maps of Teinem, Lamlang and Phalee village

IN WITNESS WHEREOF the Parties herein have caused this MOU to be signed in their respective names as of the day and year first above written.

For and on behalf of Teinem, Lamlang and Phalee WRCGs

Signatures:

Witnesses:

Signatures:

Witnesses:

Signatures:

Witnesses:





## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

### Guiding Questions MoU (Trainer Back-up)

**B**ack-up

The guiding questions below are providing a structure and help to facilitate the discussion during the inter-village MoU elaboration. Each inter-village meeting will be different and the use of guiding questions should be used in a flexible way. Adjustments to the specific situation are encouraged.

Ensure that the MoU is written in a simple language to ensure that participants will understand the content and can create a sense of ownership.

A handwritten form is encouraged with one village participant being the recorder. No prepared print out by Project staff/NGO is accepted by the Project management.

**Originals of the signed MoU stay with the respective WRCC !**

#### 1. What do we want to achieve from this village cooperation?

- ☒ Refer back to the timelines (session 4) and the long-term visions as mentioned in the village river management plans (session 8).
- ☒ Ask participants of the benefits when working together, and what would happen if only one side of the river – by one village – would be protected.
- ☒ Try to formulate 2-3 sentences that summarise the main ideas.

#### 2. What activities will be promoted and how?

- ☒ There is no need to repeat all activities as mentioned in the village river management plans of participating villages. The focus is on what activities will be needed to make the villages work together effectively.
- ☒ Ask on how the information can effectively be disseminated to all households.
- ☒ What kind of intervillage meetings/cooperation will be required, how often will they take place and what support from the project would be needed.
- ☒ Check whether some kind of infrastructure measures (torrent control) can be jointly implemented.
- ☒ Ask whether to assign some inter-village working/patrol groups.
- ☒ Summarise the main ideas in few key sentences, use simple language.

#### 3. What are authorities of WRCC members?

- ☒ Introduce the question by explaining:  
**Authority** is the power to give instructions and to make decisions (“to tell people what they have to do”). It usually includes penalties and sanctions to ensure compliance. Authority may be within an individual (such as a village head) or in an organisation (such as the WRCC).
- ☒ Explain that mechanisms for settling disputes will be discussed later (article 7).



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

- ✓ *Ask who would be the organisation/person to facilitate decisions on behalf of the village.*
- ✓ *How could decision-making be facilitated across two or more participating villages.*
- ✓ *What are main topics that have to be enforced? Try not to end up with a long list of activities but rather to come up with main principles/topics only.*

### 4. What are responsibilities of WRCC members?

- ✓ *Introduce the question by explaining:*  
**Responsibilities** are obligations or duties to be carried out by an individual or group ("things that people being told to do and that they have to follow")
- ✓ *Try to collect main duties of the WRCC with regard to serve their village communities.*

### 5. What are authorities of village members?

- ✓ *Explain that also village members have authorities in certain aspects to ensure that benefits are equally shared and that the WRCC cannot work against them.*
- ✓ *Make sure you are not conflicting with, nor repeating the existing WRCC by laws, but focus only on the topic of river management.*
- ✓ *Spell out a brief concept for grievance redress, meaning how a household could file a complaint and who could be the recipient and how they would get help.*

### 6. What are responsibilities of village members?

- ✓ *Try to summarise how each household will participate and contribute to achieving the activities in the river management plans. Again, do not repeat all activities in the river management plan but summarize main fields of participation.*

### 7. How to settle disputes between villages and outsiders?

- ✓ *Explain that sometimes problem occur from outsiders that are not part of the signatories to the MoU. (e.g. sand extraction by a commercial company from the village river).*
- ✓ *Discuss how they would deal with such situations and what support the project could provide in such a case.*



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

### List of related training documents

- Training of Trainers manual on Communication and Facilitation skills cum Reflection on FPIC procedures
- Training of Trainers manual on Reflection on village training provision cum Reflection on ESMF procedures
- Participatory River Assessment and Management Concept
- Sustainable Forest Management
- Elaboration of Community-based Forest Management Plan
- Elaboration of Community-based Forest Management byelaws

Address: Manipur Forest Department Sanjenthong, Imphal - 795 001 Manipur

Phone: 03852 450 165

Fax: 03852 452 504

Email: [pccf-mn@nic.inagement](mailto:pccf-mn@nic.inagement)