



NeWater

WORKPACKAGE 6.3 TRAINING & EDUCATION IN ADAPTIVE WATER MANAGEMENT

**D 6.3.1 Report on Summer School Series and
Curriculum Development**

**Report of the NeWater project -
New Approaches to Adaptive Water Management under Uncertainty**

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Preamble

The purpose of this report is to inform about progress on Work Package 6.3 Training and Education in Adaptive Water Management, and specifically the tasks of preparing a summer school series and an online university curriculum, both covering the topics of adaptive river basin management. The summer school series is aimed primarily at NeWater PhD and postdoctoral researchers, and the curriculum is directed at Master's level students, but may also be useful to PhD students.

The NeWater Project has assembled a group of enthusiastic people with different scientific and practical background. In and of itself, the project presents a major challenge and a practical lesson in social learning in order to promote and guide the research process to profit from the diversity of knowledge and experiences. We welcome feedback and suggestions from anyone reading this report since it defines the basic structure of what we intend to do in the project.

All teams involved are grateful for the support of the European Commission in providing funds for this research and to the national organisations contributing to the project.

Claudia Pahl-Wostl

Coordinator of WB6
NeWater project
November 2005

Executive Summary

Overview

This is a report of *Work Block 6, Work package 6.3 on Training and Education in Adaptive Water Management* of the NeWater Project. The purpose is to provide a summary of progress-to-date on this work, and specifically the tasks of preparing a summer school series and an online university curriculum, both covering the topics of adaptive river basin management. The former is intended primarily for NeWater PhD and postdoctoral researchers, whereas the latter is directed at Master's level students and, where useful, also at PhD students.

In these activities, specific emphasis is given to interdisciplinary approaches to support the overall ambition of the project. The project is thus training a generation of young researchers in a unique arena that integrates theory and practice from leading-edge researchers and practitioners around the world. NeWater scientists and practitioners will bring the latest ideas from a wide range of disciplines, organizations, and locations.

Contents of report

The report provides a description of the activities that are planned for and have so far taken place to meet the objectives of the work package. In section 1, the Summer school series and complementary PhD training exchanges are described including a description of the planning and activities that have taken place in the first few months since work on these tasks was initiated, and the resources that are available for these activities. In section 2, we provide an outline of the activities planned for the development of an online university level teaching curriculum in adaptive management. Also included is a description of available resources and a schedule with milestones. Work package 3 deliverables are listed in section 3.

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1 Summer School Series and PhD Exchanges (Task 6.3.1)

1.1. Objectives

A training programme for young researchers involved in the project is being developed including the organization of **summer school series** and **PhD training exchanges**. The specific intention of the **summer school series**, which begins in 2006, is to train NeWater PhD students and postdoctoral researchers in concepts and state-of-the art approaches and methods related to adaptive management and integrated water resources management, using the expertise and research results available in the NeWater project and the complementary Global Water System Project. The summer school series is oriented specifically at NeWater PhD and post-doctoral researchers (as space permits other young scientists carrying out related research will also participate). The series is co-hosted by Institute of Environmental Systems Research, University of Osnabrueck and the Global Water Systems Project (GWSP). The summer school programmes will also provide valuable teaching material for the curriculum on adaptive management to be developed in task 6.3.2.

PhD training exchanges and post-doctoral are intended to provide PhD and post-doctoral researchers with an opportunity to work with partner institutes carrying out related or complementary research for a period of time ranging from days to months. Emphasis is placed on nurturing academic-government-NGO collaborations such that students can witness and participate in current experimental applications of adaptive management in a range of different ecological and socio-political contexts. Young researchers are provided with formal and informal training opportunities, and thereby gain a better understanding of concepts, approaches, and/or methods being used by the partner institute, and at the same time provide the host institute with the perspectives, insights and approaches used in the home institute. Although the researcher's work with the home institute continues, research taking place at both organizations could be stimulated by such an exchange.

1.2. Planning to Date

Summer School Series

The summer school series has been developed with the following events in mind:

- The first summer school on “Adaptive River Basin Management” will take place Weds. 27 Sept – Sat. 07 Oct. 2006 in Peyresq, France.
- The summer school planned for 2007 will focus on “Managing Transitions in River Basins.”
- The final summer school in 2008 will present the results of the NeWater project primarily to young researchers outside the two projects.

Planning of the 2006 event is advancing well. A draft programme has been developed (see Appendix 1), instructors have been invited and the prospective participants from the NeWater project have been notified of this opportunity. The topics to be covered in the 2005 summer school include the following:

Part I: Introduction

1) Water Management Regimes

- Introduction to basic concepts of IWRM & Adaptive Management



- Definition of a Water Management Regime
- Introduction to Resilience and Adaptive Capacity
- Performance Indicators of Adaptive Management
- 2) Role of uncertainties in water management**
- Concepts of uncertainty, uncertainty analysis
- Increased uncertainties due to climate (global) change

Part II: Methods for Adaptive Management

- Vulnerability assessment and its role in water management
- Introduction into basic concepts and methods, role of poverty and social disruption
- Introduction to basic concepts of governance and governance regimes
- Role of participation, social learning, methods for stakeholder participation
- Group model building
- Information gathering and monitoring systems
- Integrating Economics into IWRM
- Introduction to Transitions Management

Part III: Final results from Group Exercises

- Presentations by working groups

At the mid-point of the summer school, a field trip will be organized with involvement a practitioner from the region. In all cases, examples from NeWater case studies will illustrate approaches and areas of application.

Planning for the 2007 Summer school will begin in Sept. 2006. Both the 2006 and 2007 summer schools will be led by USF in association with the GWSP. The 2008 summer school will be led by GWSP with support from USF.

1.3 PhD/Postdoc Exchanges

At least 25 NeWater PhD and postdoctoral researchers have met at the General Assembly in November 2005. There is significant interest among researchers for training exchanges. Several institutes have also indicated their interest. The following progress has been made:

- i) Database of all PhD and Postdoctoral researchers associated with NeWater has been prepared and disseminated
- ii) A preliminary list of training topics has been identified and institutes offering training has been compiled. A more comprehensive list is currently being compiled based on evolving needs of researchers
- iii) Potential sources of funding have been identified and will be pursued.

1.4 Resources

A range of resources are available for the development of the summer school programme:

- Expertise, literature and results from various NeWater work packages
- Expertise in the Global Water System Project

The budget for the Work package is not sufficient to run summer schools, create an online curriculum and finance the training activities of the NeWater junior researchers. Funding organizations/initiatives which may be available for the PhD exchanges include:



- Marie Curie Fellowships can be applied for (for exchanges of 3 months +)
- European Science Foundation
- UNESCO – supporting young researchers from Balkan countries

These will be pursued in the months ahead.

2. Development of University Curriculum – Adaptive River Basin Management (Task 6.3.2)

2.1 General description

A curriculum on adaptive river basin management will be developed for teaching at universities at the Masters and PhD levels. It will be published as an interactive programme on the internet that can be downloaded by interested instructors. The programme will build on the teaching material prepared for the NeWater summer schools and curricula developed for master's programmes at the University of Osnabrueck and other universities involved in NeWater. Researchers from the NeWater project and the Global Water Systems Project (GWSP) will be involved in the development of this course as required by the topical areas to be addressed. The first course is planned for September 2007 as part of the development of a joint teaching programme between Osnabrück and Wageningen University. A complementary training course on teaching adaptive water and resources management (i.e. train the trainer) will be organized.

2.2 Development and Contents

The online curriculum will be developed based on the following criteria:

- The curriculum will include concepts, course materials, exercises, scripts for instructors.
- Modules will be individually downloadable.
- Complementary to the curriculum will be a training course on **how to teach** adaptive management.
- Content expertise and technical support will be provided by GWSP.
- The modules developed will be tested on academics with some experience in teaching adaptive management as well as students of related fields with experience in learning via online curricula.

The content of the course will include concepts, approaches and methods:

- Introduction into basic concepts of IWRM and Adaptive Management
- Vulnerability assessment and its role in water management
- Risk assessment
- Role of uncertainties in water management: uncertainty assessment & management
- Governance regimes and participatory approaches: Introduction to basic concepts, role of participation, social learning, methods for stakeholder participation
- Methods for adaptive management: using examples from NeWater case studies to illustrate approaches and areas of application such as
 - Information gathering and monitoring systems
 - Model-building
 - Using integrated models....

Additional topics will be added as planning continues.



Course materials to be drawn from the following sources:

U. Osnabrueck MSc Integrated Assessment and Systems Science courses: Introduction to Integrated Assessment, Group Model-building, Integrated modelling, Knowledge engineering, Complex systems, Adaptive Resource Management, Environmental Risk analysis, Actor systems

Wageningen U. -UVA Professional Masters in Water and Climate programme

Modules are currently under development

U. Twente courses:

- Systems analysis of water management
- Quantitative policy support
- River basin management and coastal zone management

Global Water System Project (GWSP) will provide input to contents based on related expertise.

Other Newater Academic Institutes

Other NeWater work packages: especially WB1 Adaptive management and WB4 Tools

Newater and TIAS Summer School Materials: Presentations, literature lists, exercises

Training: Seecon to provide training for course in how to teach adaptive management.

GWP regions: Representatives of these regions to be contacted through GEUS

2.3 Available Resources

Technical requirements and resources

An overall plan will be developed for the structure of the curriculum. A suitable platform and interface need to be developed. The modules need to be structured for an online environment. The programme needs to be installed and maintained in a fully serviced and secure environment. GWSP will assist in the development of online features.

Some additional resources include:

www.moodle.com: a course management system designed to help educators who want to create online courses. The software is used by universities, schools, companies and independent teachers. Moodle is open source and free to use. Moodle partners also provide commercial services including hosting, remote support contracts, custom code development and consulting

<http://www.curriculumonline.gov.uk>: geared for schools, website provides multimedia resources to support teaching and learning. Some additional ideas may be obtained from this.

Funding

In a next phase of planning a budget will be developed. A question to be addressed is whether or not a fee should be charged to those wishing to download the curriculum, if so, how much? To address, we will look at similar downloadable curricula. Our initial inclination is to make the curriculum available free of charge to ensure wider uptake. If we do not charge, we must consider how much can be invested from existing Newater and GWSP funds.



2.4 Schedule and milestones

Detailed plan for curriculum and technical development	15 March 2006
Preliminary structure including outline of contents	30 April 2006
Identification of technical requirements/specifications	30 April 2006
2nd draft of contents refined based on input from project experts	30 June 2006
Begin developing modules	April 2006
3rd draft of contents based on input	30 September 2006
Initiate online development	01 October 2006
Initiate review of module contents	01 October 2006
Begin programme promotion	30 October 2006
Initial testing of online system (with instructors)	01 December 2006
Workshops on teaching online	April – June 2007
Launch site	30 June 2007

3. Work Package Deliverables

- D6.3.1 Report on curriculum development and summer school development Due: Month 9
- D 6.3.2 Teaching programme for first project summer school: Month 18
- D 6.3.3 Online-curriculum on adaptive management and report on workshop on teaching in adaptive water management: Month 33

WP 6.3 Lead

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Annex I: Summer School 2006 Draft Programme

“Adaptive Management in the context of Integrated Water Resources Management”

Led by

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in co-operation with

Dr. Eric Craswell
Global Water System Project, International Project Office

1. Dates and Location

The Summer School on Adaptive Management in the Context of Integrated Water Resources Management” will take place Weds. 27 Sept – Sat. 07 Oct. 2005 in Peyresq, France (<http://www.peiresc.org/Bienvenue/Bienvenue.html>). Instruction will take place over eight days with a two-day break during the weekend. The course will be given in English.

2. Hosts and Audience

The summer school series is a joint initiative of the the EU-funded NeWater project (*New Approaches to Adaptive Water Management*) and the Global Water System Project (GWSP), a subcontractor to NeWater. The GWSP and seeks to investigate how humans are changing the global water cycle and social feedbacks arising from these changes. Prof. Dr. Claudia Pahl-Wostl, co-ordinator of the NeWater project based at the Institute of Environmental Systems Research, University of Osnabrück and Dr. Eric Craswell, Executive Officer of the Global Water System Project based at ZEF, Centre for Development Research at the University of Bonn, are lead co-hosts of the Summer School.

The 2006 summer school is being organised by Caroline van Bers, Institute of Environmental Systems Research, who is responsible for the training and education component of the NeWater project.

The summer school series is one component of the NeWater training programme to be initiated in 2006 for PhD students and postdoctoral researchers involved in these two projects, NeWater and GWSP. Although priority is given to young researchers involved in these two projects, it will be open to other young scientists carrying out related research as space permits (to a maximum of 30 participants).

Other co-sponsors to be invited: Alarm Project on Biodiversity, UFZ and AVEC, PIK

3. Aims and Objectives of the summer school

The programme for the summer school to take place over ten days in September-October 2006 will draw on scientific expertise as well as results, reports, methods developed in the



NeWater project and the GWSP. The summer school is intended facilitate an understanding of the following:

- What is adaptive management and how can adaptation in resource management take place?
- What is Integrated Water Resources Management (IWRM) and how is it practiced?
- What is the role of Adaptive Management in IWRM?
- How can we make a transition to adaptive management in IWRM?
- What are the potential performance indicators for adaptive management in the context of IWRM?

The questions will be addressed with extensive reference to current water management case studies drawn primarily from the two projects.

4. Background on Adaptive Management in IWRM

NeWater is based on the hypothesis that IWRM cannot be realized unless current water management regimes undergo a transition towards more adaptive water management.

Adaptive management can more generally be defined as a systematic process for continually improving management policies and practices by learning from the outcomes of implemented management strategies. The most effective form of adaptive management employs management programs that are designed to experimentally compare selected policies or practices, by evaluating alternative hypotheses about the system being managed. In the approach promoted in NeWater, adaptive management has yet another target: to *increase the adaptive capacity of the (water) system*. “Adaptive management is learning to manage by managing to learn” where learning encompasses a wide range of processes. (Pahl-Wostl et al – NeWater Paper submitted to *Water Policy*)

Integrated environmental resources management may be defined as a purposeful activity with the goal to maintain and improve the state of an environmental resource affected by human activities. The Global Water Partnership (GWP) defines IWRM as ‘a process which promotes the co-ordinated development and management of water, land and related resources in order to maximise the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems.’ (GWP-TEC, 2000).

More background on the above descriptions can be found in the following references:

NW internal paper: The relationship between IWRM and Adaptive Management, Pahl-Wostl and Sendzimir

GWP-TEC (Global Water Partnership - Technical Advisory Committee), 2000, Integrated Water Resources Management. TAC Background Papers No. 4. (GWP, Stockholm, Sweden)

GWP-TEC (Global Water Partnership - Technical Advisory Committee), 2004, Integrated Water Resources Management (IWRM) and Water Efficiency Plans by 2005. Why, What and How? TEC Background Papers No. 10. (GWP, Stockholm, Sweden)

5. Session Leaders

Instructors will be drawn from individuals involved in the two projects with extensive experience in Integrated Water Resources Management with specific attention to adaptive management. They will be assisted by knowledgeable young academics who have some experience in the topic area and are involved in the two projects. The proposed instructors are listed below. Final confirmations from others are expected by December.

Dr. Marcela Brugnach, Institute of Environmental Systems Research, University of Osnabrück



Dr. Paul Jeffrey, School of Water Sciences, Cranfield University

Dr. Erik Mostert, Centre for Research on River Basin Administration, Analysis and Management

Prof. Claudia Pahl-Wostl, Institute of Environmental Systems Research, University of Osnabrück (and co-ordinator of the NeWater project).

Matt Hare, Seecon GbmH

Richard Klein, Potsdam Institute for Climate Impact Research

Dr. María Máñez, Institute of Environmental Systems Research, University of Osnabrück

Dr. Dagmar Ridder, Institute of Environmental Systems Research, University of Osnabrück

Dr. Jan Sendzimir, International Institute for Applied Systems Analysis, Austria

6. Approach and Programme

6.1 General Approach

The 10-day long summer school will comprise lectures and exercise sessions plus one field trip. The agenda has been structured around the following guidelines:

- Participants arrive by Tuesday evening or Wednesday morning.
- Sessions run over nine days: Weds. – Sat. afternoon (with the first Sat. and Sunday free.) 9.00 – 18.00 with two hours for lunch to allow sufficient informal discussion time.
- One-day introductory session is necessary for setting the context and defining terms.
- Instructors will present individual topics in lecture sessions.
- Working sessions will follow the lectures in order to carry out practical exercises in which the concepts, methods and tools are applied to specific resource management issues.
- The participants will be divided into groups for the working sessions that will be led by the lecturers themselves with support from knowledgeable assistants if possible.
- There will be a one day excursion to demonstrate first-hand adaptive management/IWRM in action
- Open, informal discussion sessions and/or social time in the evening and on the weekend.

6.2 Programme

The draft schedule of sessions is provided in the Table 1 below. These sessions will be led by instructors (listed in the next section) with the relevant research and practical experience. As indicated above, not all proposed session leaders have confirmed their participation.

Table 1: Draft Programme

Weds. 27 Sep	Participants arrive <i>Afternoon and evening activities as warm-up</i>
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Thurs. 28 Sep	<p>PART I: INTRODUCTION</p> <p>Water Management Regimes – (quite intense conceptual foundations)</p> <p>Introduction to basic concepts of IWRM & Adaptive Management (C. Pahl-Wostl/P. Jeffrey)</p> <p>Definition of a Water Management Regime (Claudia Pahl-Wostl)</p> <p>Introduction to Resilience and Adaptive Capacity (Jan Sendzimir)</p> <p>Performance Indicators of Adaptive Management (Paul Jeffrey)</p>
Fri. 29 Sep	<p>Role of uncertainties in water management</p> <p>Concepts of uncertainty, uncertainty analysis</p> <p>Increased uncertainties due to climate (global) change</p> <p>Examples from case studies</p> <p>Lecturers: Marcela Brugnach, Claudia Pahl-Wostl</p>
Sat. 30 Sep	Free
Sun 01 Oct.	Free
Mon. 02 Oct	<p>PART II: METHODS FOR ADAPTIVE MANAGEMENT</p> <p>Vulnerability assessment and its role in water management</p> <p>Introduction into basic concepts and methods, role of poverty and social disruption</p> <p>Lecturers: Richard Klein, Dagmar Ridder</p>
Tues. 03 Oct Morning Afternoon	<p>Governance regimes and participatory approaches</p> <p>Introduction to basic concepts of governance and governance regimes (Erik Mostert)</p> <p>Role of participation, social learning, methods for stakeholder participation (Matt Hare)</p>
Weds. 04 Oct	<p>Field trip</p> <p>Practitioners Perspective on Adaptive Management</p>
Thurs 05 Oct Morning Afternoon	<p>Group model building (Claudia Pahl-Wostl, Matt Hare)</p> <p>Information gathering and monitoring systems (tba)</p>
Fri 06 Oct Morning Afternoon	<p>Integrating Economics into IWRM (María Máñez)</p> <p>Introduction to Transitions Management (Claudia Pahl-Wostl, Rutger van der Brugge)</p> <p>(with examples from HarmoniCOP, DRIFT)</p>
Sat 07 Oct 09:00 13.15 14.15	<p>PART 3: FINAL RESULTS FROM PRACTICAL EXERCISE</p> <p>Presentations by working groups</p> <p>Discussion including potential questions directly related to projects of the participants</p> <p>Wrap-up: What have we learned? What can we do with this? What are the limitations and areas that require further development? (Claudia Pahl-Wostl)</p> <p>Close</p>

In all cases, examples from NeWater case studies will illustrate approaches and areas of application. Specific attention will be given to the basin studies in developing countries: Nile, Orange and Amu Darya



6.3 Content of Sessions

Session leaders will be provided with a detailed list of criteria for developing their individual programmes including the following:

1. consider the diverse backgrounds and differing skill levels of the participants;
2. assign specific reading materials to participants at least one month in advance;
3. include a presentation on the “state-of-the-art” with discussion of innovations and critiques; use a diversity of research available on particular topics;
4. include conceptual, comparative and critical information of available approaches and methods.
5. make ample reference to relevant and recent environmental IA case studies, and to the European and international policy/legal/institutional/economic context;
6. keep sessions short: 45 mins followed by break, discussion or practical work
7. use a dynamic, lively and interactive teaching approach that engages the participants in the topics being taught;
8. use practical exercises such as games and role-playing, that clearly demonstrate the application of the tools and methods;
9. encourage participants to present their insights based on their own particular studies/research;
10. allow ample time for open, in-depth and informal discussions during and at the end of the session to discuss fundamental issues and common challenge, as well as outcomes; and
11. allow sufficient time for working group sessions.

6.4 Working group sessions

Participants will be divided among four – five working groups for to carry out relevant exercises. In order for participants to develop a deeper understanding of the concepts and tools taught, they will undertake group exercises with reference to one or several of the water management case studies from the NeWater project. In these group exercises, participants can progressively apply the concepts/approaches they learn in the lectures to complex resource management issues in the case studies. (participants may also be grouped by theme according to interests)

Each group will assign a rapporteur who will report back the results of the working group session. All results should be well documented (a laptop will be provided to each group). On Oct. 07, the groups will present a summary of their results from the exercise sessions including an exploration of cross-cutting themes, important insights and links to the work of individual participants.

7. Participation in the Summer School

7.1 Admissions Procedure and Selection of Participants

All PhD candidates and post-doctoral researchers involved in the two projects may participate in the summer school. Applications can be downloaded from the NeWater and GWSP websites or requested by mail. Applicants must include information about their academic background and current research activities. Applicants who are not members of one of the two projects will also be asked for a statement of interest as it relates to the theme of the summer school as well as evidence of English proficiency. Space permitting, individuals who are not members of one of one of the two projects will be selected on the



basis of relevant education, research and their statement of interest reflecting their motivation related to the topic. A letter of reference will also be requested. Participants from outside the two projects will be selected by a committee of three instructors from the coordinating institutes. It is anticipated that the majority will be from EU countries. However, GWSP will actively seek participation from its researchers, especially in developing countries, and will reimburse the travel expenses for five participants from these countries.

7.2 Preparation and Supervision of Participants

Participants will receive all necessary information, including more detailed information on the contents of the programme, upon formal registration well in advance of the start of the summer school. They will also receive several key readings to be reviewed before arrival. In this way, less time needs to be spent on the introduction to concepts and methods and more attention can be given to practical elements. Participants will also be asked to comment on the proposed programme and to rank their own understanding of the concepts in advance so that session leaders can tailor their session to the needs of the participants.

General guidance and direction will be provided by the Summer School organisers. During the individual sessions, participants will be under the supervision of the session leader(s) for each topic. Session leaders will report to organisers at the end of each day and will flag any issues or concerns regarding level of instruction and comprehension among the participants so that any necessary adjustments can be made. In addition, the schedule includes enough time for informal discussions so that participants have the opportunity to discuss insights and outcomes, and as well as sharing information with each other and with session leaders about their own activities as they relate to the content of the course.

8. Evaluation of Summer School and Follow-up with Participants

The success of the summer school will be determined by detailed evaluations completed by participants and instructors at the end of the programme. Success will also be measured by a subsequent follow-up with participants to determine the value of the learning experience six months after the event.

Evaluations handed out to participants at the end of the event will be used to assess:

- The scope of the programme – topics and their application including relevance to the academic/research activities of the participants
- Sufficient level of detail in the programme
- New concepts, methods and tools learned
- Structure/design of the programme
- The level of instruction and the teaching methods for lectures and practical sessions
- Quality of the organisation and the seminar facilities
- Recommendations for future events of this nature

Session leaders will be asked to evaluate and if needed, make suggestions for improvement with respect to the following:

- The calibre of the participants in terms of their ability to comprehend and actively participate
- The structure/design of the programme for the purposes of instruction
- Content of the programme
- Facilities and organisation

The results of this evaluation process plus other relevant results from the Summer School will be included in a final report. A subsequent follow-up with participants six months after the event will be used to assess the value of programme to the academic and/or research



activities of the participant. Results from the evaluation of the previous summer school suggest that it would be highly worthwhile holding an annual summer school.

9. Publication of results

A final report of the summer school will, of course, be distributed to participants and session leaders. The report which will include presentations, discussion summaries, results of working groups and relevant literature will also be made available to all members of the two projects involved. It will be downloadable from the two project websites.

It is expected that some of the material presented and results will also be incorporated in training/education curricula of related academic programmes at other institutes and universities.

10. Budget

i) Summer school 2006: Adaptive Water Management	
Organisation	
Misc. costs for printing, telephone, supplies etc.	650
Laptop rental (excludes deposit €2500)	1500
Student assistant	1500
GWSP Staff (organisation and promotion)	5000
Travel	
Pre-event trips for organisational meetings	200
2 Organisers (€350 pp)	700
10 Instructors (€400 pp)	4000
Participants from developing countries	7500
extra shuttle service for arrivals and departures	300
Coach rental for one day excursion	400
Accommodation/meals	
30 participants @ €45 per day for 10 days	13500
3 organisers @ €55 per day for 10 days	1650
8 lecturers @ €55 for 2 days each	880
lunch for 35 during excursion	500
Subtotal Expenses	38280

11. Organiser Contact Information

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Annex II: Contributors to the report

This report is the result of several months of work by the work package 6.3. lead and the work block team co-ordinator. It has been written by Caroline van Bers and edited by Claudia Pahl-Wostl from the Institute of Environmental Systems Research.

