

# Monitoring, Evaluation and Learning Plan

**SaciWATERs Cap-Net Regional Network for Capacity Building in  
Sustainable Water Management**

**October 2018**



## **Outcome Evaluation Report**

**Reporting period 1<sup>st</sup> January – 31<sup>st</sup> December 2017**

**Dr. Sreenita Mondal, Research Fellow and**

**Dr. Aditya Bastola, SCaN Coordinator**

**Submitted to**



*Empowered lives.  
Resilient nations.*

## Contents

1	INTRODUCTION .....	5
1.1.	About SaciWATERs Cap-Net Network (SCaN) .....	5
1.1.1	Vision .....	6
1.1.2	Objectives .....	6
1.1.3	SCaN activities .....	6
1.1.4	SCaN Future Plan .....	7
1.1.5	Strategy.....	7
2	LIST OF ACTIVITIES OF THE MONITORING PERIOD AND MAIN PARTNERS INVOLVED.....	9
3	EVALUATION TOOLS AND METHODOLOGIES.....	10
4	RESULTS OF COURSE OUTCOMES MONITORING .....	11
4.1	Capacity Building Training Programme ‘to strengthen the CSO’s engaged with the Sanitation and Water for All (SWA) partnership in South Asia’ .....	11
4.1.1	Training Background.....	11
4.1.2	Learning Objectives .....	12
4.1.3	Training Materials.....	12
4.1.4	Training Participants.....	12
4.1.5	Training Method .....	12
4.1.6	Analysis of the Feedback .....	13
Table 1: Participant Profile: Capacity Building Training Programme ‘to strengthen the CSO’s engaged with the Sanitation and Water for All (SWA) partnership in South Asia’. 13		
4.2	Brahmaputra River Symposium: Knowledge beyond Boundaries .....	17
4.2.1	Training Background.....	17
4.2.2	Learning Objectives .....	18
4.2.3	Training Methods .....	18
4.2.4	Training Participants.....	18
4.2.5	Training Analysis.....	18
5	CONCLUSION .....	23
Annexure I .....		24
Annexure 2 .....		28

Figure 1: SCaN Focus Area 2015-2018 .....	8
Figure 2: Participant Profile.....	13
Figure 3: Professional profile of the respondents to evaluate training on Brahmaputra Symposium.....	19
Table 1: Participant Profile .....	13
Table 2: Gender-wise distribution of the respondent on relevance of training to their area of work and to meet their expectations/objective .....	14
Table 3: Gender-wise distribution of respondents on sufficiency of training information/content to improve their present work performance.....	14
Table 4: Ways in which respondents have used the knowledge gained from training programme to improve their work.....	15
Table 5: Ways and with whom respondents have shared/ spread the knowledge with and beyond their institute/organization .....	15
Table 6: Gender-wise distribution of the respondents on identification of positive or any specific changes in WRM contributed by the knowledge gained from the training programme .....	16
Table 7: The positive or specific changes in WRM contributed by the knowledge gained from the training programme .....	16
Table 8: Additional comment/suggestions of the respondents regarding the training .....	16
Table 9: Profile of the respondents to evaluate training on Water Rights, Equity, and Gender .....	19
Table 11: Gender-wise distribution of the respondent on relevance of training to their area of work and to meet their expectations/objective .....	19
Table 12: Gender-wise distribution of respondents on sufficiency of training information/content to improve their present work performance.....	20
Table 13: Ways in which the respondents are using the materials from the workshop to improve their work .....	20
Table 14: Ways and with whom respondents have shared/ spread the knowledge with and beyond their institute/ organization .....	21
Table 15: Gender-wise distribution of the respondents on identification of positive or any specific changes in WRM contributed by the knowledge gained from the training programme .....	21
Table 16: Positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme.....	22
Table 17: Additional comment/suggestions regarding the training.....	22

## **ABBREVIATION**

MELP	Monitoring, Evaluation and Learning
SCaN	SaciWATERs Cap-Net Network
IWRM	Integrated Water Resource Management
WOGP	Water and Ocean Governance Programme
CBA	Capacity Building Activities
CSO	Civil Society Organization
WASH	Water Sanitation and Hygiene
SWA	Sanitation and Water for All
SACOSAN	South Asian Conference on Sanitation
SDG	Sustainable Development Goal
SAARC	South Asian Association for Regional Cooperation
SSWM	Sustainable Sanitation and Water Management
TOR	Terms of References
TOT	Training of Trainers
CEJ	Centre for Environment Justice
FANSA	Freshwater Action Network
WSSCC	Water Supply and Sanitation Collaborative Council
DSK	Dushtha Shsthya Kendra

## 1 INTRODUCTION

Monitoring and Evaluation is an integral part of project management cycle specifically intended to provide feedback on how the implementation of a program/project is progressing. Evaluation of training is one of the main components of a training programme. Training evaluation is a continual and systematic process of assessing the value or potential value of a training program, course, activity or event. To improve the leanings from the capacity building activities (training programmes) and ensure appropriate and adequate monitoring, Cap-Net, which is a Network of Networks spread across 23 countries for training and capacity building in ‘Sustainable Water Resource Management’ initiated Monitoring, Evaluation and Learning (MELP) activity in the year 2014. As a response to this initiative, SCaN, the South Asia Regional Network of Cap-Net hosted at SaciWATERs, Hyderabad undertook evaluation of its training programs organized during 2015-2017.

The objectives of this evaluation are to:

- Summarize the results in terms of; the number of people trained, country, subject etc.
- Evaluate, analyze and describe the main outcomes of the network’s select activities in the period and the prospect for further impact.
- Describe the opportunities and challenges that were faced while conducting the activities so that lessons can be learnt for the future.

Out of the seven training programs conducted by SCaN with other network partners during the year 2015 to 2017, two training (capacity building) activities were selected for evaluation after a time lag of one to three years. The reasons are:

1. To understand the long-term impact of the training activities
2. To understand the change processes of those trainings that were considered to bring about significant change in work culture – across varied time period
3. To understand the opportunities and challenges over a period more than one year.

Essentially, questionnaire feedbacks were collected through an online survey and e-mail communications from the participants.

### 1.1. About SaciWATERs Cap-Net Network (SCaN)

SCaN comprises of autonomous regional and national institutions and individuals committed to building capacity of water professionals across South Asia. Established in 2009, SCaN has successfully initiated activities in collaboration with various national, regional and international organizations. Through its capacity building activities it has been able to reach a diverse group of stakeholders such as academics, researchers, policymakers, donors and implementers. Realizing the enormous demand

for capacity building in the water sector across the region, SCaN plans to expand its activities manifold to further reach many more institutions and individuals.

Over the years SCaN network has built strong network with the country level partners across South Asia. These partners further have their individual network partners who work very closely with the local communities. These network partners include stakeholders such as local governments, non-governmental organizations, academic institutions, think-tanks, and community based organizations. These stakeholders consult and discuss issues with each other at different levels at various forums including SCaN. These forums bring back local specific issues to the regional SCaN network – facilitating SCaN to develop appropriate strategies that could direct a positive change for the communities.

The SCaN aims to provide platform to academics, researchers, and professionals from government, non-government, public and private for working in together towards strengthening the human and institutional capacity in Integrated Water Resource Management (IWRM) in South Asia. SaciWATERs hosts the network and acts as its legal, administrative and financial umbrella. SaciWATERs facilitates these programs by providing financial as well as human resources to conduct capacity building/training programmes.

#### 1.1.1 Vision

To strengthen the human and institutional capacity by adopting an integrated approach within water sector in South Asia region through education & training; research; knowledge development; advocacy; and networking.

#### 1.1.2 Objectives

- Facilitate network members to conduct capacity building programs in IWRM through partnerships;
- Provide network members a platform for sharing skills, expertise and resources to strengthen and enhance their efforts and impacts in IWRM;
- Expand multidisciplinary knowledge base in IWRM and its reach in the water sector.

#### 1.1.3 SCaN activities

SCaN has involved through:

- Capacity building of professionals, community members, government officials, representatives of decentralized institutions on issues of gender, governance,

sustainable water resource management, and climate change in the framework of IWRM,

- Development of training modules/manuals for education and capacity building on IWRM,
- Support educational training programs and fellowships for young professionals to promote interdisciplinary approach on water discourses,
- Promotion of networks and institutional strengthening through engagement of private and public sectors in South Asia.

#### 1.1.4 SCaN Future Plan

- SCaN to evolve as a strong network for capacity building, education, research, advocacy and knowledge mobilization center in South Asia that focuses on water sector.
- SCaN functions as an independent body within SasiWATERS and over the years plans to attain financial sustainability.
- Promote greater participation of network members in planning SCaN activities.
- Develop strong partnerships with South Asian Government Institutions for capacity building, knowledge sharing on issues of gender, governance, agriculture, trans-boundary water management, and climate change in the framework of IWRM.
- Create platforms of researchers and practitioners for knowledge mobilization more at South Asia level.

#### 1.1.5 Strategy

Cap-Net in 2013 aligned its vision and mission with the UNDP strategic Plan (2013-2018) that emphasizes support to capacity building which will lead to enhancing national and local capacities for human development. The strategy for 2013-2018 is further aligned to the overarching strategy of the UNDP's Water and Ocean Governance Programme (WOGP) that envisages a world in which management, development and use of water and ocean resources is sustained and where there is accelerated effort to universal access to safe household water supply and improved sanitation. The UNDP WOGP programmes are addressed by Cap-Net, with limited focus on ocean resources but looking at coastal zone management as a new thematic area.

In line with Cap-Net's strategic plan, SCaN in South Asia is faced with different challenges in water resource management across the diverse geographical regions from the Alpine climate in the mountains, vast Gangetic plains to the Deltas, semi-arid and the coastal zones. SCaN with its vision to strengthen human and institutional capacity in IWRM across South Asia has identified the broad key focus areas applicable in these diverse geographical regions:

- Groundwater management
- Trans-boundary river management
- Safe Drinking Water
- Sustainable sanitation, health and water management
- Agriculture
- Climate Change Adaptation and Resilience Building
- Gender
- Coastal Management
- Himalayan Water Management

To address the focus areas, SCaN with its vision has identified three goals that align with Cap-Net until 2018:

- **Capacity building:** To develop capacity of institutions and individuals to manage, and use water, and to adapt to the increasing climate variability within a context that addresses, human rights, gender equity, and sustainable livelihoods
- **Strengthening partnerships:** To improve water management practices by:
  - (a) Using effective networks of capacity developers to impact on the ground, and
  - (b) Developing partnerships with international agencies to improve their outreach and collaboration on capacity development.
- **Knowledge management:** To develop and implement knowledge management systems in response (innovative capacity development), that ensure access to the best of international and local knowledge for all, measure the effectiveness of capacity development services, and review indicators and monitoring systems (Figure 1).

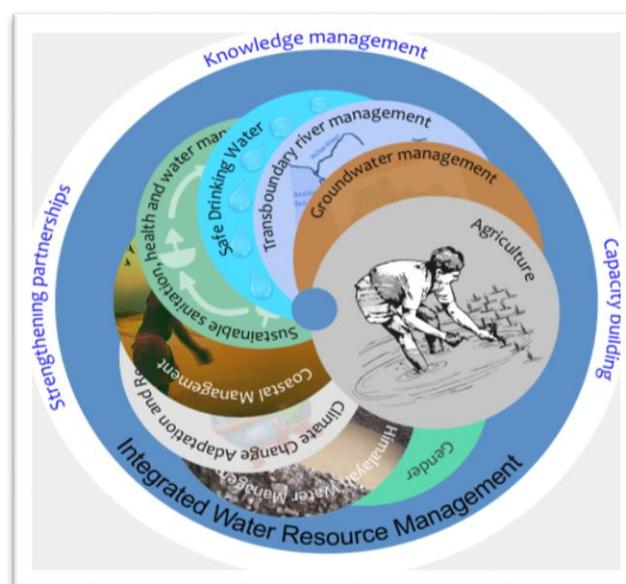


Figure 1: SCaN Focus Area 2015-2018

## 2 LIST OF ACTIVITIES OF THE MONITORING PERIOD AND MAIN PARTNERS INVOLVED

Sl.No.	Activity	Date	Venue	Partners	Countries Covered	Participants			Outcome Reporting (Y/N)
						Male	Female	Total	
1.	Capacity Building Training Programme 'to strengthen the CSO's engaged with the Sanitation and Water for All (SWA) partnership in South Asia'	25 - 27 November 2015	Colombo, Sri Lanka	Centre for Environment Justice (CEJ), FANSA, UNDP Cap-Net, SCan, UNICEF, WaterAid, End Water Poverty, Sanitation and Water for All, and WSSCC	Afghanistan, Bangladesh, India, Maldives, Nepal, Pakistan, Sri Lanka	32	7	39	Y
2.	Brahmaputra River Symposium: Knowledge beyond Boundaries	25 – 26 September 2017	New Delhi, India	Partners: SaciWATERS, TERI, IIT Guwahati, World Bank Group.  Donors: Australian Aid, UKaid, Norwegian Ministry of Foreign Affairs.  Supporting Organizations: The Asia Foundation, UNDP Cap-Net.	Bangladesh, Bhutan, China, and India	95	44	139	Y

### 3 EVALUATION TOOLS AND METHODOLOGIES

The training evaluation process has the potential to provide useful information to multiple stakeholder groups. By designing an effective training evaluation process, an organization can obtain the information needed to improve both training program delivery and business performance, creating opportunities for continuous organizational improvement. Evaluation of training means measuring the effectiveness of a training program. Evaluation helps in defining the learning outcomes more sharply, remove unnecessary training content, and ensure that the training method meets the training needs of the learners and consequently of the business. This effectiveness is as much about short-term retention as about the long- term retention and application by learners. The purpose of this Evaluation is to assess the effectiveness of the training events carried out for participants.

During 2015 to 2017, seven capacity building activities (CBA) were organized by SCan. These activities led to expansion of networking and knowledge development activities. These CBA were largely of regional focus on Civil Society Organization's (CSO) engagement with WASH, interdisciplinary research methods, and water rights, equity and gender, integrated ground water management, and training of Swachhata Doot under the Swachha Bharat Abhyan (National Sanitation Program) of Government of India.

Among them two activities have been selected for evaluation to understand the training outcomes and impacts that has benefitted the participants professionally and individually. In addition, the evaluation is also carried out with the intent to identify the aspects of designing need-based trainings where further emphasis is needed in future. These two capacity building activities are:

- 1. Training Programme 'to strengthen the CSO's engaged with the Sanitation and Water for All (SWA) partnership in South Asia'**
- 2. Brahmaputra River Symposium: Knowledge beyond Boundaries**

Both the CBA and symposium were evaluated through survey method in which evaluation tool, i.e., questionnaire (Annexures 1 and 2) was modified to suit the context of each CBA and symposium. For the convenience of the participants to respond to the survey, the questionnaire was designed as a Google Form and was shared with all the participants through e-mail. It is important to mention here that the response rate was quite low for both the activities. Even after three rounds of follow-ups that were carried out over three weeks, the feedback from participants on the CBA was really poor<sup>1</sup>.

The CBA were evaluated in the month of September 2018.

---

<sup>1</sup> The response rate for the Training Programme 'to strengthen the CSO's engaged with the Sanitation and Water for All (SWA) partnership in South Asia' was 6 out of 39, while for 'Brahmaputra River Symposium: Knowledge beyond Boundaries' it was only 5 out of 139 participants.

## 4 RESULTS OF COURSE OUTCOMES MONITORING

### 4.1 Capacity Building Training Programme 'to strengthen the CSO's engaged with the Sanitation and Water for All (SWA) partnership in South Asia'

#### 4.1.1 Training Background

Access to adequate water supply and sanitation is not only a fundamental need but also a human right. Although the South Asian situation for improved water and sanitation has improved significantly from 1990 to 2000, one billion people in South Asia still do not have access to basic sanitation and nearly 700 million people defecate in the open every day. Lack of adequate water supply and sanitation has increased the possibilities of deaths and illnesses, especially among children, the poor, the elderly and the marginalized women and men.

In densely populated urban and peri-urban areas, poor sanitation leads to squalid living conditions and environmental pollutions. Lack of water supply and sanitation infrastructure and services affect the poor most of all, as they depend heavily on these resources for livelihoods. There are growing evidences that the absence of minimal facilities for safe wastewater disposal contributes to the degradation of groundwater, rivers and coastal resources.

Studies reveal that improved water supply and sanitation can positively influence health, education, social, economic and environmental outcomes. Governments of South Asian nations have carried out efforts to improve sanitation coverage but achievements vary from nation to nation. In fact, they experiences systematic challenges to achieve improved sanitation that is coupled with growing pressure on water through increasing populations, intensive farming, political tensions, environmental degradation and changing climatic conditions. Some South Asian nations have made impressive strides to achieve their sanitation targets, but most nations still lag behind due to sector political challenges – the political resonance of services that largely get defined by constituencies.

To address the seemingly inherent political challenges, it is significant to build capacity of South Asian Conference on Sanitation (SACOSAN). This could be channeled through collaboration with the Sanitation and Water for All (SWA) partnership. It is also vital to reflect on Millennium Development Goals and Sustainable Development Goals (SDGs) with Civil Society Organisations (CSOs) to address mechanisms for reconciliation within the CSO's strategic frameworks, because following UN Sustainable Summit 2015, the approach of water supply and sanitation services as human rights require strategic revamps for collective action in South Asia which are country and region specific. This requires SWA South Asia to work with SACOSAN for a common set of commitments and strive for collaboration and continuous.

#### 4.1.2 Learning Objectives

Learning objectives were determined on the basis of specific needs of target groups and complied with the objectives of the training. With this background the sanitation capacity building training was conducted to achieve following objectives:

- I. To develop a shared understanding by reviewing the current functioning and commitments to strengthen the SWA partnership, SACOSAN, and SDGs and their contribution to achieving water, sanitation and hygiene for all amongst those CSOs , and Water, Sanitation, and Hygiene (WASH) sector partners of SWA,
- II. To build the capacities of CSO partners on policy analysis, budget tracking, and advocacy, and improve collaboration and networking with other CSOs at national and regional levels,
- III. To identify methods and opportunities through developing action plans for SWA, SACOSAN, and SDGs in each South Asian country,
- IV. To develop capacities to monitor progress of commitments made by South Asian governments at HLMs and platforms such as SACOSAN, SAARC, and the SDGs,
- V. To develop capacities for understanding water and sanitation from a holistic approach though use of the Sustainable Sanitation and Water Management (SSWM) toolbox,
- VI. To work towards a common framework of indicators for WASH in the South Asian region.

#### 4.1.3 Training Materials

As the resource persons from various CSOs were conducting the sessions during the training program, the training material was compiled from these organizations, to prepare the training module. As per the agreed ToR training materials was prepared and distributed among the participants.

#### 4.1.4 Training Participants

The training program brought together around 39 practitioners and leaders in the WASH sector from more than 20 CSOs of the member countries of SAARC<sup>2</sup> who have influential roles to achieve the water and sanitation goals.

The participating CSOs were - UNICEF [Afghanistan]; Dushtha Shsthya Kendra (DSK), Practical Action, VERC, WSSCC [Bangladesh]; CPR, FANSA, NACDOR, SaciWATERs, SOPPECOM, UTTHAN, Water Aid, WSSCC [India]; Water Care [Maldives]; Biogas Support Partnership, ENPHO, NGO Forum for Urban Water and Sanitation, WSSCC[Nepal]; FANSA, Water Aid, WSSCC [Pakistan]; SACOSAN, Net Water, Future in our Hands, OECRP, Centre for Environmental Justice, [Sri Lanka]; WSSCC [Switzerland]; Water Aid [ UK].

#### 4.1.5 Training Method

For the capacity building of CSOs, country wise focus group discussions (FGDs) were conducted at the end of each session of the three day training program. This was considered to be important to understand the characteristics of the sector and challenges faced. Through group work, country-wise sharing was synthesized and common issues were identified.

---

<sup>2</sup> SAARC countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka

#### 4.1.6 Analysis of the Feedback

##### **Participants' profile**

On the basis of the completed questionnaires the participants' profile was determined. The profiles of the selected participants did, however, demonstrate a wide variance in the depth and diversity of experience.

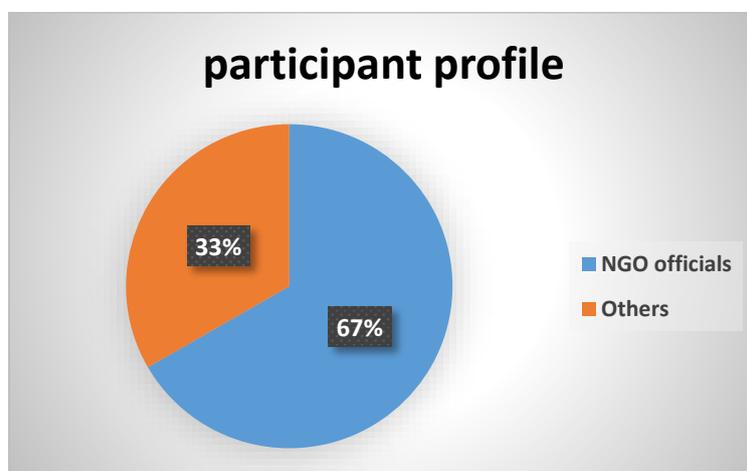
Out of the 39 participants of the training program, 06 participants responded to the survey on evaluation of the training program i.e. approximately 21%. All the 06 responses have come from the male participants.

**Table 1: Participant Profile: Capacity Building Training Programme 'to strengthen the CSO's engaged with the Sanitation and Water for All (SWA) partnership in South Asia'**

Gender	Respondents profile						
	Bangladesh	India	Nepal	Pakistan	Sri Lanka	United Kingdom	All
Male	0	2	0	2	2	0	06 (100%)
Female	0	0	0	0	0	0	00(00%)
All	0	2	0	2	2	0	06 (100%)

*Note: Figures in parenthesis are percentage*

##### **Professional profile of the respondents**



**Figure 2: Participant Profile**

Around 67% of the respondents (i.e., 4 out of 6) were NGO officials, other respondents were academic/researcher, consultant, and from river basin organization/water manager (**Error! Reference source not found.**).

##### **Participant's Reaction**

As the name suggests, this section focuses on the reaction of the participants about the training captured in the evaluation process. It assesses learners' satisfaction with the training. Evaluation was conducted using evaluation questionnaires.

Interestingly, all the respondents expressed that they either found the training either **highly relevant** or **relevant** to their area of work and to meet their expectations/objectives (Table 2). Approximately, 50% of the respondents (i.e. 3 of 6) found the training **highly relevant** to their area of work. Around 33.3% (i.e., 2 of 6) felt it was **highly relevant** to meet their expectations/objectives.

**Table 2: Gender-wise distribution of the respondent on relevance of training to their area of work and to meet their expectations/objective**

	Relevance of training to the area of work			Relevance of training to meet their expectations/ objective		
	High Relevance	Relevant	Not Relevant	High Relevance	Relevant	Not Relevant
<b>No. of participants</b>	3 (50 %)	3 (50%)	0 (0%)	2 (33.3%)	4 (66.7%)	0(0%)
<i>Note: Figures in parenthesis are percentage</i>						

In addition to that participants have also provided the reasons for considering the training programme relevant to their area of work. One of the participants has stated that ‘I had learned its connectivity with post 2015 development agenda’. On the other hand, another participant believes that the training programme was well-structured but there were no follow up after that.

Around 84% respondents (5 of 6) felt that the training information/content was either sufficient or highly sufficient to improve their present work performance. Out of which 60%, i.e. 3 of 5 perceived it to be sufficient while 40% felt that it was highly sufficient (Table 3).

**Table 3: Gender-wise distribution of respondents on sufficiency of training information/content to improve their present work performance**

Gender	Training information/content sufficient to improve their present work performance		
	Highly Sufficient	Sufficient	Not Sufficient
<b>No. of participants</b>	2 (33.3%)	3 (50%)	1 (16.6%)
<i>Note: Figures in parenthesis are percentage</i>			

The respondent who did not find the training information/content sufficient provided the reason that, “need networks and associations to deliver”.

### **Knowledge Transfer**

Further, all the respondents have expressed that they have used the knowledge from the capacity building training on WASH to improve their work. The most prominent ways in which they have used the knowledge to improve their work particularly they have given orientation to the Staff and legislatures for management of WASH projects with the participation of local community in subsequent workshops, and training programs on WASH (Table 4).

**Table 4: Ways in which respondents have used the knowledge gained from training programme to improve their work**

<b>Respondents</b>	<b>Ways in which the respondents have used the knowledge gained from the training programme to improve their work in the light of accelerating WASH progress in South Asia</b>
<b>1.</b>	Orientation given to the Staff for management of WASH projects with the participation of local community include and ensure the participation of public participant and contribution at planning and execution level.
<b>2.</b>	Provided training to legislatures

### ***Organizational Impact***

It is interesting to note that all the respondents have shared or spread the knowledge gained from the training within or beyond their institute/organization. Primarily key learning and the contents of the training were shared by the respondents with their colleagues which include field and project staff, water professionals, senior management etc. in periodic (weekly) staff meetings even at the district and provincial level, their partner organizations, state governments, and communities. Some of the respondents have done this through young water professionals program, community water supply programs, capacity development program, events organized by FANSA, and on SACOSAN (Table 5).

**Table 5: Ways and with whom respondents have shared/ spread the knowledge with and beyond their institute/organization**

<b>Respondents</b>	<b>Ways in which respondents have shared/spread and to whom you have shared/spread the knowledge</b>
<b>1.</b>	Orientation conducted with staff throughout and disseminated the information and knowledge among the staff for accelerating the WASH progress at intervention level.
<b>2.</b>	yes to policy makers and legislatures

Around 83.4% of the respondents (5 of 6) have identified positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme (Participant Learning Table 6). They expressed that the changes they have identified are – emphasis on the inclusive approach to WASH by integrating marginalized, disabled, women and children; knowledge building on emerging aspects of WASH by the participant and their organization, involvement of professional in the implementation of WASH targets of the SDGs through follow-ups and

review progress to make it effective; and strengthening the collaboration among CSOs in terms of their vision and action (Table 7).

### **Participant Learning**

**Table 6: Gender-wise distribution of the respondents on identification of positive or any specific changes in WRM contributed by the knowledge gained from the training programme**

Gender	Have identified positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme	
	Have identified	Have not identified
No. of participants	5 (83.3%)	1 (16.7%)
<i>Note: Figures in parenthesis are percentage</i>		

**Table 7: The positive or specific changes in WRM contributed by the knowledge gained from the training programme**

Respondent	Positive or any specific changes in WRM which were contributed by the knowledge that they gained from the training programme
1.	Case studies and experience sharing among south Asia countries.
2.	We became part of safe drinking water project in Punjab
3.	TOT for the village WASH youth leaders./ Sharing the training materials for group discussion and informal awareness activities./Held the WASH Village leaders meetings and Progress meeting/ develop the WASH exhibition System

The one respondent who did not identify positive or any changes in WRM which were contributed by the knowledge that they gained from the training programme have not expressed any particular reasons for not identifying positive or any specific changes in WRM contributed by knowledge gained from the training programme.

The respondents provided additional comments and suggestions regarding the training such as encouraging participation of concerned government officials to increase ownership of such training program; conducting webinars; and continue the process of follow-up to evaluate the outcome and impact of the training. The respondents appreciated the organization of the training program with a balanced approach to enrich the knowledge of the participants, and strengthen the network and continuous engagement with the participant through this evaluation (Table 8).

**Table 8: Additional comment/suggestions of the respondents regarding the training**

Respondents	Additional comments/suggestions regarding the training
-------------	--

1. I suggest the constants of training should be prepared with consultation of lead CSOs representatives means to take on board all sector players.
  2. Please try to take feedback at least in the same year. its almost four years now for this training I guess
- 

## 4.2 Brahmaputra River Symposium: Knowledge beyond Boundaries

### 4.2.1 Training Background

The Brahmaputra River Basin originates in the Himalayan Mountain Range (Tibet) and links China (Yarlung Tsangpo), India (Brahmaputra and Siang), Bhutan (through tributaries) and Bangladesh (Jamuna) as it flows into Bay of Bengal. Water resources management is a significant challenge due to the complex topography and hydrological conditions, in addition to the fact that the basin cuts through multiple countries and States within those countries. The significant potential for hydropower development, irrigation expansion, improved livelihoods and inland water navigation have yet to be fully tapped. Risks of flooding, erosion and sedimentation are high in certain parts of the basin, routinely devastating assets and lives. The rich ecosystems of the basin are increasingly under threat. Flood management, erosion control, hydropower, navigation, ecological integrity, etc. are issues of high importance to all countries sharing the basin, but there is a need to better understand the system in order to improve its management for economic development. Although researchers, water practitioners and managers, etc. have conducted substantial analysis to understand the dynamics and potential of this mighty river, there remain significant knowledge gaps on the system and sustainable approaches to make most productive use of rich water resources while reigning in destructive forces. Strengthening the evidence base and enhancing the shared understanding of the system would foster more strategic and cooperative planning across administrative and sectoral boundaries, as well as multiple disciplines. This, in addition to strengthening the interface between science and policy, would lead to more informed decision-making for improved policy formulation and river basin management.

The “Brahmaputra River Symposium: Knowledge beyond Borders” aims to deliberate on and identify solutions to optimize the economic potential of the Brahmaputra Basin and facilitate the achievement of SDGs. The Symposium will bring together expertise on the Brahmaputra and other great river basins of the world, such as the Nile River Basin, Mekong River Basin, Rhine Basin, and Murray-Darling, among others, in order to learn from experience in applying real world solutions to cooperatively manage complex river systems. The Brahmaputra Symposium intends to serve as a platform for various stakeholders, such as river basin

managers, policy-makers, scientists, academics, CSOs and community organizations to share information, knowledge and experience that will strengthen the quality of policy-relevant research and help to bridge the gap between science and policy for informed decision-making. The Symposium, is being jointly organized by, SaciWATERS<sup>3</sup>, IIT-Guwahati<sup>4</sup> and TERI<sup>5</sup>.

#### 4.2.2 Learning Objectives

The main Objectives were:

- To bring together national and international expertise in order to share knowledge and experience on the key challenges and opportunities for integrated river basin management, within the Brahmaputra Basin and beyond.
- To understand and assess the knowledge landscape on the Brahmaputra Basin and its interface with policy in order to identify key knowledge gaps and ways to strengthen the science-policy interface.
- To increase the interaction of members of the water resources community – water users, water managers, research and academic community, policy-makers, etc.

#### 4.2.3 Training Methods

In Brahmaputra symposium imparted knowledge through *presentations* on the the challenges and opportunities within the Brahmaputra Basin. They also looked at the experiences and best practices from the Mekong, Murray-Darling, Rhine, and Yangtze River Basins.

#### 4.2.4 Training Participants

The symposium was attended by experts from diverse areas of the basins (Bangladesh, Bhutan, China, and India) as well as international river basins (Mekong, Murray-Darling, Nile, Rhine, and the Yangtze). Representatives from the Union ministry of water resources, river development and Ganga rejuvenation and the department of environment, forest and climate change were also present.

#### 4.2.5 Training Analysis

##### **Participants' profile**

---

<sup>3</sup> SaciWATERS or South Asia Consortium for Interdisciplinary Water Resources Studies, is a policy research institute based in Hyderabad. It works extensively on the themes of research, education, capacity building, knowledge mobilization, and advocacy.

<sup>4</sup> IIT Guwahati or Indian Institute of Technology Guwahati, is a public institution established by the Government of India, located in Assam. At present the Institute has eleven departments and five inter-disciplinary academic centers covering all the major engineering, science and humanities disciplines.

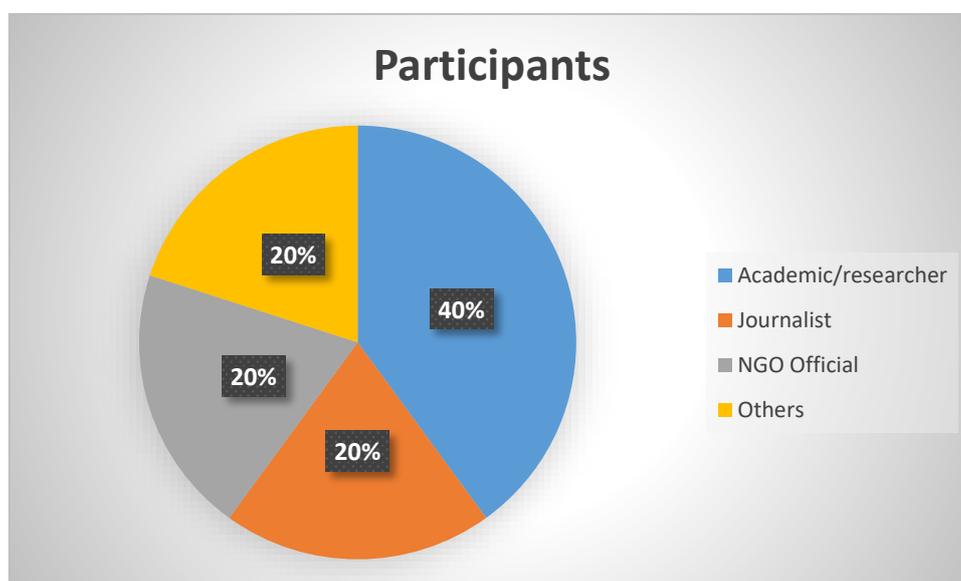
<sup>5</sup> TERI or The Energy and Resources Institute (Delhi), is a think tank dedicated to conducting research for sustainable development of India and the Global South. The key focus is on promoting clean energy, water management, pollution management, sustainable agriculture and climate resilience.

Among the 139 participants of the training programme, only 5 responded to the evaluation survey. Around 60% of the respondents (3 of 5) were male (**Error! Reference source not found.9**). Two of the five respondents were from Bangladesh.

**Table 9: Profile of the respondents to evaluate training on Water Rights, Equity, and Gender**

Gender	Respondents profile		
	India	Bangladesh	All
Male	1	2	3(60%)
Female	2	0	2(40%)
All	3	2	5 (100%)

*Note: Figures in parenthesis are percentage*



**Figure 3: Professional profile of the respondents to evaluate training on Brahmaputra Symposium**

2 of the respondents were researchers while others were journalist and NGO official (**Error! Reference source not found.**).

### ***Participant Reaction***

Among the five respondents, 40% felt that the training was **highly relevant** to the area of their work, and to meet their expectations/objective, while the remaining 60% respondents felt that the training was **relevant** to their area of work and to meet their expectations/objective (Table 1011). It is interesting to note that the none of the respondent felt that the training was not relevant. Table 11 shows the responses gender-wise.

**Table 10: Gender-wise distribution of the respondent on relevance of training to their area of work and to meet their expectations/objective**

Gender	Relevance of training to the area of work	Relevance of training to meet their expectations/ objective

	Highly Relevant	Relevant	Not Relevant	Highly Relevant	Relevant	Not Relevant
Male	2	1	0	2	1	0
Female	0	2	0	1	1	0
All	2	3	0	3	2	0
<i>Note: Figures in parenthesis are percentage</i>						

Among five respondents, four respondents found the training information/content *sufficient* to improve their present work and remaining one found it to be *not sufficient* (Table 1112). The table shows the responses gender-wise.

The respondents also expressed that even though the training material/content was sufficient, inclusion of the following would be useful:

- a. More work needs to be done to recapture info and data on how the shared river was used historically, until mid-sixties, for human and cargo transportation and other economic activities linked to the river. What has been lost by abandoning the river? What is the cost in economic and social development terms?
- b. On the other hand, another participant believes that not all issues were equally addressed. The downstream most basin country (Bangladesh) has some typical chronic problems which the upstream country should take into consideration was not thoroughly discussed.

On the other hand, participant who has found the training material to be insufficient have not mentioned any particular reason.

**Table 11: Gender-wise distribution of respondents on sufficiency of training information/content to improve their present work performance**

Gender	Training information/content sufficient to improve their present work performance		
	Highly Sufficient	Sufficient	Not Sufficient
Male	0	3	0
Female	0	1	1
All	0	4	1
<i>Note: Figures in parenthesis are percentage</i>			

Three out of five respondents have used the materials from the symposium to improve their work. The respondents have used the knowledge from the workshop to improve their work particularly in the light of personal and institutional engagements on trans-boundary river

cooperation (Table 13). On the other hand, one of the participants have mentioned that he did not take further research and/or studies in this respect

**Table 12: Ways in which the respondents are using the materials from the workshop to improve their work**

<b>Respondents</b>	<b>Ways in which the respondents are using the materials from the workshop to improve their work</b>
<b>1</b>	In personal and institutional engagements on trans-boundary river cooperation

### *Knowledge Transfer*

Four out of the five respondents also expressed that they have shared or spread the knowledge gained from the workshop within or beyond your institute/organization. Largely they have shared the knowledge in the following areas (Table 13).

**Table 13: Ways and with whom respondents have shared/ spread the knowledge with and beyond their institute/ organization**

<b>Respondents</b>	<b>Ways in which the participants have shared/spread and to whom you have shared/spread the knowledge</b>
<b>1.</b>	We have introduced a River talk series inviting River experts discuss the reasons for floods & how we can counter. A fruitful series indeed!
<b>2.</b>	In personal and institutional engagements on trans-boundary river cooperation.
<b>3.</b>	Within our institute

Interestingly, 80% of the respondents, i.e., 4 of 5 have identified positive or any specific changes in water resource management that were contributed by the knowledge that they have gained from the symposium (Table 14). For instance, India and Bangladesh at least have embarked on ambitious river connectivity projects, initially within their own national confines -- but their logical extensions would be cross-border. There has been broadening of horizon through the knowledge sharing for a sustainable future. The respondent who could not see any changes in WRM which were contributed by the knowledge gained from the training program indicated that more inclusive dialogues are required and also the opportunity to share the ideas was not there.

**Table 14: Gender-wise distribution of the respondents on identification of positive or any specific changes in WRM contributed by the knowledge gained from the training programme**

<b>Gender</b>	<b>Have identified positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme</b>		
	<b>Have identified</b>	<b>Have not identified</b>	<b>No response</b>

<b>Male</b>	4(80)	1(100)	0
<b>Female</b>	1(20)	0	0
<b>All</b>	<b>5 (100)</b>	<b>1(100)</b>	<b>0</b>
<i>Note: Figures in parenthesis are percentage</i>			

**Table 15: Positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme**

<b>Respondents</b>	<b>Positive or any specific changes in WRM which were contributed by the knowledge that they gained from the training programme</b>
<b>1</b>	India and BD at least have embarked on ambitious river connectivity projects, initially within their own national confines -- but their logical extensions would be cross-border
<b>2</b>	Need for more inclusive dialogues.
<b>3</b>	Opportunity to share the ideas was not there.

Some of the additional suggestions that came through this evaluation exercise were that such kind of symposium should be organized more often. On the other hand participants have also suggested that this should have been more inclusive, with opportunity for grassroots organizations to speak and present their perspective. Future training programme on water may be taken abroad to understand how similar issues are dealt with in other nations (Table 1617).

**Table 16: Additional comment/suggestions regarding the training**

<b>Respondents</b>	<b>Additional comments/suggestions regarding the training</b>
<b>1.</b>	You should organize more of this kind of symposium with relevant topics.
<b>2.</b>	Continue the dialogue. To achieve a modicum of reasonable success, sustained active interest must be stoked. Nothing succeeds like success, in building further upon even small initial gains, through steady accretion.
<b>3.</b>	Should have been more inclusive, with opportunity for grassroots organizations to speak and present their perspective.
<b>4.</b>	The Symposium being an International one helped the participants including myself to learn some international trans-boundary river experiences and best practices.

The four major recommendations, which emerged from the symposium are:

1. Common knowledge base: Need for reliable and comprehensive common knowledge base for the Brahmaputra Basin;
2. Institutions and policies: Need for structural reforms and capacity building of the existing institutions to manage the river system effectively;
3. Integrating Investments: Integrated investment in the Brahmaputra Basin to mitigate risks and make more productive use of water resources and enhancing cooperation between the riparian countries and states by promoting inland navigation; and
4. Dialogue: A sustained multilateral and multi-stakeholder dialogue in order to build trust and confidence among the riparian nations.

## 5 CONCLUSION

The Monitoring, Evaluation and Learning Plan (MELP) exercise provided an opportunity to understand how capacity building development activities have an impact on individuals, institutions and policy for sustainable water resources management. The evaluation of the training programs was carried out through a survey using the evaluation tool. However, it is found that that the longer the gap in monitoring the training activities, lesser is the probability of participants to respond to feedback/evaluation inputs. Shorter the M&E period, higher is the probability of response rate.

The feedbacks from the respondents reflect that largely the participants found the training relevant to their area of work and to meet their expectations/objectives. They expressed that the training information/content sufficient to improve their present work performance. They have shared and spread the knowledge with and beyond their institute/ organization to enhance the impact of the training program. The respondents have identified positive changes in water resources management which were contributed by the knowledge that they gained from the training programme.

There is a need for continued participation of women in training program to strike a gender balance both in participation and perspective. The targeted approach to conduct the training program has been effective; however, participation of government officials in such training programs would be crucial to enhance ownership. It would ensure dissemination of information and knowledge to wider section of the population.

Continual emphasis on Capacity Development Activities is important for awareness generation, knowledge sharing to bring about a paradigm shift towards interdisciplinary research, and well-informed policy decisions and implementation for sustainable water resources management. Through this evaluation exercise the Networks could identify these issues as their focus area for designing future training programs. It is important to mention here that the inclusion of gender in training program is crucial, but reporting M/F participants, their opinion and suggestions, Monitoring and Evaluation could also be gender inclusive to capture these nuances from participants, how would opinions differ based on identity.

## Annexure I

# Evaluation of 'Capacity Building Training to strengthen the CSO's engaged with the Sanitation and Water for All partnership (SWA) in South Asia'

Dear Participant,

You participated in the Capacity Building Training to strengthen the CSO's engaged with the Sanitation and Water for All partnership (SWA) in South Asia during 25 – 27 November 2015 in Colombo, Sri Lanka which was organised by Centre for Environment Justice (CEJ) and FANSA with the support of UNDP Cap-Net, SCaN, UNICEF, WaterAid, End Water Poverty, Sanitation and Water for All, and WSSCC.

Could you please take a few minutes to answer the following questions? This will help us to improve our work. This survey will gather information about use of knowledge gained from the Capacity Development Activities (CDAs) and how are they applicable in your day-to-day work and if any level of change is observed. Through this information it will assist SCaN and Cap-Net to assess outcomes and impacts of the training and accordingly develop strategic plans in the future.

More importantly, this survey will assist SCaN and Cap-Net to understand the effectiveness of the CDA. **The information provided by you will be strictly used for research purpose only and will be kept confidential.** Responding to the survey will take about **twenty minutes** and may need repeated visit, if required.

Participation in the survey is voluntary and there are no direct benefits of the evaluation as an individual. You may choose to withdraw at any time you want and not to answer any specific question. Your withdrawal will not affect your relationship with any of the organisers or your institute or supporter and there will be no loss of benefit to which you are otherwise entitled. However, collecting this information is important for us to understand outcomes and impacts of the trainings. Without this data it will be difficult for us to understand your training needs effectively. We would like to invite you to respond to the survey by **3 September 2018** and appreciate your participation.

If you have any questions about the survey please feel free to call us or speak to the concerned field supervisor.

Call us at:

SaciWATERS

B – 87, 3<sup>rd</sup> Avenue, Sainikpuri, Secunderabad, 500094

Phone: +91-40-27116721; Email: [scan@saciwaters.org](mailto:scan@saciwaters.org)

**A. TRAINING INFORMATION**

1. Was the training relevant to the area of your work?

Highly relevant(5)	Relevant (3)	Not relevant (1)	Comments (reasons, in case not relevant)

2. Was the training relevant enough to meet your expectation/objectives?

Highly relevant (5)	Relevant (3)	Not relevant (1)	Comments (reasons for case not relevant)

3. Was the training information/content sufficient to improve your present work performance?

Highly sufficient (5)	Sufficient (3)	Not sufficient (1)	Comments (reasons for case not sufficient)

4. Have you used the knowledge from the capacity building training on WASH to improve your work?

Yes (1)	No (0)

4.1. If YES, please explain how you have used the knowledge to improve your work particularly in the light of accelerating WASH progress in South Asia.

4.2. If NO, please mention the limitations.

5. Have you shared or spread the knowledge gained from the training within or beyond your institute/organization?

Yes (1)	No (0)

5.1. If YES, please explain how you have shared/spread and to whom you have shared/spread the knowledge.

5.1.a. Explain how you have shared/spread the knowledge

5.1.b. To whom

5.2. If NO, please mention the limitations.

6. Have you identified positive or any specific changes in WASH situation in South Asia that were contributed by the knowledge that you gained from the training?

Yes (1)	No(0)

6.1. If YES, what change was that? (Please elaborate on this)

6.2. If NO, why not?

**B. PERSONAL INFORMATION**

7. Gender

Male (1)	Female (2)	Third Gender (3)

8. Type of Profession

Response code	Type of Profession	Please tick (✓) the response
<b>1</b>	River basin organization/water manager	
<b>2</b>	Academic/researcher	
<b>3</b>	Policymaker/executive level officer (Government)	
<b>4</b>	Technical/Social Government Officer	
<b>5</b>	NGO Official	
<b>6</b>	Journalist	

<b>7</b>	Local Institution Representative	
<b>8</b>	Community Member	
<b>9</b>	Others, please specify (.....)	

9. Institution

Response code	Institution	Please tick (✓) the response
<b>1</b>	Private Sector	
<b>2</b>	Government	
<b>3</b>	Academic	
<b>4</b>	Non-Profit Organisation (NGOs)	
<b>5</b>	Political Party	
<b>6</b>	Decentralized Institutions	
<b>7</b>	Others, please specify (.....)	

10. Country

Response code	Country	Please tick (✓) the response
<b>1</b>	Afghanistan	
<b>2</b>	Bangladesh	
<b>3</b>	Bhutan	
<b>4</b>	India	
<b>5</b>	Maldives	
<b>6</b>	Nepal	
<b>7</b>	Pakistan	
<b>8</b>	Sri Lanka	
<b>9</b>	Others, please specify (.....)	

11. Any other comments/suggestions in regard to the training

## Annexure 2

# Evaluation of ‘Brahmaputra River Symposium: Knowledge beyond Boundaries’

Dear Participant,

You participated in the **Brahmaputra River Symposium: Knowledge Beyond Boundaries** to identify solutions to optimize the economic potential of the Brahmaputra Basin and facilitate the achievement of SDGs during 25-26 September, 2017 in New Delhi, India which was jointly organized by UNDP Cap-Net, SCaN SaciWATERS, IIT-Guwahati and TERI.

Could you please take a few minutes to answer the following questions? This will help us to improve our work. This survey will gather information about use of knowledge gained from the Capacity Development Activities (CDAs)/Symposium and how they are applicable in your day-to-day work and if any level of change is observed. Through this information it will assist SCaN and Cap-Net to assess outcomes and impacts of the training and accordingly develop strategic plans in the future.

More importantly, this survey will assist SCaN and Cap-Net to understand the effectiveness of the Capacity Development Activities (CDAs). **The information provided by you will be strictly used for research purpose only and will be kept confidential.** Responding to the survey will take about **twenty minutes** and may need repeated visit, if required.

Participation in the survey is voluntary and there are no direct benefits of the evaluation as an individual. You may choose to withdraw at any time you want and not to answer any specific question. Your withdrawal will not affect your relationship with any of the organisers or your institute or supporter and there will be no loss of benefit to which you are otherwise entitled. However, collecting this information is important for us to understand outcomes and impacts of the trainings. Without this data it will be difficult for us to understand your training needs effectively. We would like to invite you to respond to the survey by **20 September 2018** and appreciate your participation.

If you have any questions about the survey please feel free to call us or speak to the concerned field supervisor.

Call us at:

SaciWATERS

B – 87, 3<sup>rd</sup> Avenue, Sainikpuri, Secunderabad, 500094

**A. TRAINING INFORMATION**

1. Was the overall symposium relevant to the area of your work?

Highly relevant(5)	Relevant (3)	Not relevant (1)	Comments (reasons, in case not relevant)

2. Was the symposium relevant enough to meet your expectation/objectives?

Highly relevant (5)	Relevant (3)	Not relevant (1)	Comments (reasons for case not relevant)

3. Was the content of the symposium sufficient to improve your present work performance?

Highly sufficient (5)	Sufficient (3)	Not sufficient (1)	Comments (reasons for case not sufficient)

4. Have you used the materials since you participated in the symposium?

Yes (1)	No (0)

4.1. If YES, explain what materials you have used for what purpose. If NO, please try to explain why not? If NO, please mention the limitations.

5. Have you identified any specific actions or positive changes in water resource management that contributed by the knowledge that you gained and shared from the course?

Yes (1)	No (0)

5.1. If YES, Please explain those actions and changes you have observed. If NO, why not?

6. Have you shared or spread the knowledge gained from the symposium within or beyond of your organization?

Yes (1)	No(0)

6.1. If YES, please explain how have you shared/spread and to whom have you shared/spread the knowledge? If NO, please mention the limitations.

7. Do you have any recommendation or other comments on the symposium?

## **B. PERSONAL INFORMATION**

12. Gender

Male (1)	Female (2)	Third Gender (3)

13. Type of Profession

Response code	Type of Profession	Please tick (✓) the response
1	River basin organization/water manager	
2	Academic/researcher	
3	Policymaker/executive level officer (Government)	
4	Technical/Social Government Officer	
5	NGO Official	
6	Journalist	
7	Local Institution Representative	
8	Community Member	

<b>9</b>	Others, please specify (.....)	
----------	--------------------------------	--

14. Institution

Response code	Institution	Please tick (✓) the response
<b>1</b>	Private Sector	
<b>2</b>	Government	
<b>3</b>	Academic	
<b>4</b>	Non-Profit Organisation (NGOs)	
<b>5</b>	Political Party	
<b>6</b>	Decentralized Institutions	
<b>7</b>	Others, please specify (.....)	

15. Country

Response code	Country	Please tick (✓) the response
<b>1</b>	Afghanistan	
<b>2</b>	Bangladesh	
<b>3</b>	Bhutan	
<b>4</b>	India	
<b>5</b>	Maldives	
<b>6</b>	Nepal	
<b>7</b>	Pakistan	
<b>8</b>	Sri Lanka	
<b>9</b>	Others, please specify (.....)	

16. Name of the Institute .....