

# Monitoring, Evaluation and Learning Plan

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

**November 2019**



## **Outcome Evaluation Report**

**Reporting period 1<sup>st</sup> January – 31<sup>st</sup> December 2018**

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

**Submitted to**



*Empowered lives.  
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**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
SDG	Sustainable Development Goal
SSWM	Sustainable Sanitation and Water Management
TOR	Terms of References
TOT	Training of Trainers

## 1 INTRODUCTION

Monitoring and Evaluation is an integral part of the 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 the evaluation of its training programs organized during 2018.

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.

In 2018, two training programs were conducted by SCaN with other network partners. Those two training (capacity building) activities were selected for evaluation after a time lag of six to nine months. Expected outcomes are:

1. The clear understanding of the long-term impact of the training activities
2. Conceptual understanding of the change processes of those training that were considered to bring about significant change in sustainable water management – across a varied time period
3. Understanding the opportunities and challenges in the long term

Essentially, the case study method and questionnaire feedbacks were collected through an online survey, e-mail communications and personal interview 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 a 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 the 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 the water sector in the 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 an interdisciplinary approach on water discourses,
- Promotion of networks and institutional strengthening through the 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 the water sector.
- SCaN functions as an independent body within SasiWATERS and over the years, it 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 was 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 are 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 the 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).

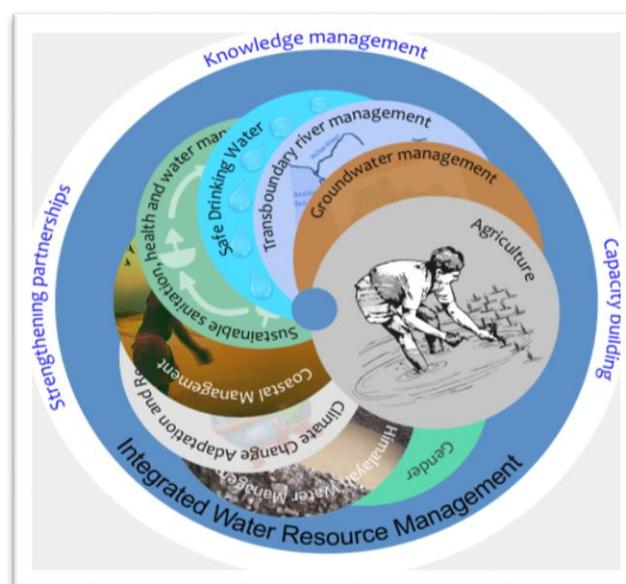


Figure 1: ScaN Focus Area

## 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.	1 <sup>st</sup> SAWA Regional Workshop	August 24 to September 5, 2018	Kathmandu, Nepal	Nepal Engineering College, Bangladesh University of Engineering and Technology, Post Graduate Institute of Agriculture, Centre for Water Resources, Anna University, SaciWATERS, IDRC, UNDP Cap-Net, SCaN	India, Bangladesh, Nepal, Sri Lanka	02	13	15	Y
2.	Capacity building of ward members on water and sanitation in Kendrapara, district, Odisha	October 15 to October 25, 2018	Kendrapara, Orissa, India	IRDP, UNDP Cap-Net, SCaN, SaciWATERS.	India	153	57	210	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 participants (learners) and consequently of the program. 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 2018, two capacity-building activities (CBA) were organized by SaciWATERs Cap-Net Network (SCaN). These activities led to expansion of networking and knowledge development activities. These CBA were essentially of regional focus on Civil Society Organization's (CSO) engagement with WASH and training of Swachhata Doot under the Swachha Bharat Abhiyan (National Sanitation Program) of Government of India and also academic institutes involved in interdisciplinary research methods in the area of climate change and integrated water resource management, equity and gender, etc.

Both the activities have been selected for evaluation to understand the training outcomes and impacts that have 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 training where the further emphasis is needed in future. These two capacity-building activities are:

1. 1<sup>st</sup> SAWA Regional Workshop on leadership and research methods for interdisciplinary water research
2. Capacity building of ward members on water and sanitation in Kendrapara, district, Odisha

Both the CBAs were evaluated through survey method in which evaluation tool, i.e., questionnaire (Annexures 1 and 2) was modified to suit the context of each CBAs. For the 1st SAWA regional workshop 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. On the other hand, for the capacity building activity of ward members on water and sanitation in Kendrapara, district, Odisha Interviews were conducted with the selected participants (random sampling method) using questionnaires designed for each target group. As the participants were from the grassroots level and only understand the native language (Odiya), IRDP helped to conduct the survey.

The CBAs were evaluated in the month of October 2019.

## 4 RESULTS OF COURSE OUTCOMES MONITORING

### 4.1 LEADERSHIP AND RESEARCH METHODS FOR INTERDISCIPLINARY WATER RESEARCH

#### 4.1.1 Training Background

The workshop was conceptualized under the ‘South Asian Water Leadership Program on Climate Change’, a fellowship project funded by International Development Research Centre (IDRC) Canada. The aim of the program was to increase the number of women occupying leadership roles in the water sector fostering an interdisciplinary approach linking climate change and water insecurity by awarding fellowships to 36 women enrolled in master’s-level Integrated Water Resources Management (IWRM) programs in Bangladesh, India, Nepal and Sri Lanka.

This project continues as part of an earlier project coordinated by SaciWATERs namely the South Asia Water (SAWA) Fellowship Project also funded by IDRC. The project is implemented by SaciWATERs and its four partner institutions, namely:

- Institute of Water and Flood Management (IWFM) of the Bangladesh University of Engineering and Technology (BUET), Dhaka, Bangladesh
- Centre for Water Resources (CWR), Anna University, Chennai, India
- Centre for Post Graduate Studies, Nepal Engineering College (nec), Kathmandu, Nepal.
- Post Graduate Institute of Agriculture (PGIA), University of Peradeniya, Peradeniya, Sri Lanka

A key feature of this program was intensive trainings in the application of research methods for interdisciplinary water research. The trainings include classroom learning, practical exercises and fieldwork. The first workshop for the 1<sup>st</sup> batch of awardees of the program was held in Nepal.

#### 4.1.2 Learning Objectives

The major objective was:

- To impart training to the awardees of the SAWA Fellowship in the areas of leadership building, climate change, gender, theoretical and methodological frameworks for interdisciplinary water research.

#### 4.1.3 Training Materials

Study materials were collected from various academic sources and from the resource persons to impart training on ‘interdisciplinary research methods’ through lectures by the resource persons. As per the agreed ToR training material was prepared and distributed among the participants.

#### 4.1.4 Training Participants

Around 15 participants were trained through the programme. These participants were representing the fellows selected as the first batch of South Asia Water (SAWA) leaderships from each of the four partner institutes. Among the participants, 3 fellows each from India,

Nepal and Sri Lanka and 2 fellows from Bangladesh were in attendance. In addition, there were 4 participants from the host institution (Nepal Engineering College). All participants were pursuing Masters Degree in IWRM. Most of the participants had academic training in Civil Engineering and few of them had it in Agriculture.

#### 4.1.5 Training Method

The training was conducted over a period of thirteen (13) days with multiple sessions on each day.

- The *classroom sessions* were interactive during which participants were encouraged to actively participate in the discussions. The participants were organized into groups for *group exercises*.
- There was a three days *fieldwork session* for the participants. The fieldwork was directed at two ends. One wherein they apply research methods that they have learnt to answer the question on “what are the differences in access and use of water and adaptations to water scarcity and excesses within different sections of the community, grouped by gender, class, caste and ethnicity? What are the intersectionalities that exist between these social axes with respect to water access and use? “ Secondly the students could pick varied views from the community and will use their mediation skills with different sections of the community to come up with the best common solution with justice and equity as guiding principles.
- The fieldwork was followed by a two-day *write-shop session* wherein the students were asked to write the methods that they had employed in answering the question, and elaborating on the findings and the best possible solutions.

#### 4.1.6 Training Analysis

- ***Participants’ profile (Profession Category)***

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 15 participants of the training program, 13 participants responded to the survey on the evaluation of the training program i.e. approximately 87%. Out of 13 responses, 11 responses have come from the female participants and 02 have come from the male participants.

**Table 1: Profile of the respondents to evaluate the training programme on ‘Interdisciplinary Research Methods’ for SAWA fellows**

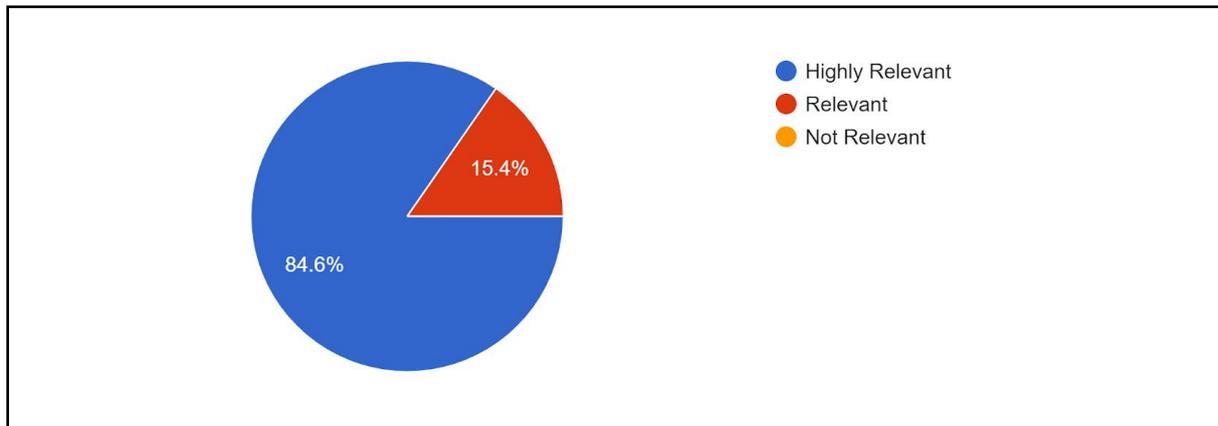
Gender	Bangladesh	India	Nepal	Sri Lanka	All
Male	01	00	01	00	02 (15%)
Female	02	03	03	03	11 (85%)
All	03	03	04	03	13 (100%)

Out of 13 respondents, 71.4% (10 respondents) are the post-graduation students with specialization in IWRM, while rest of them are professors.

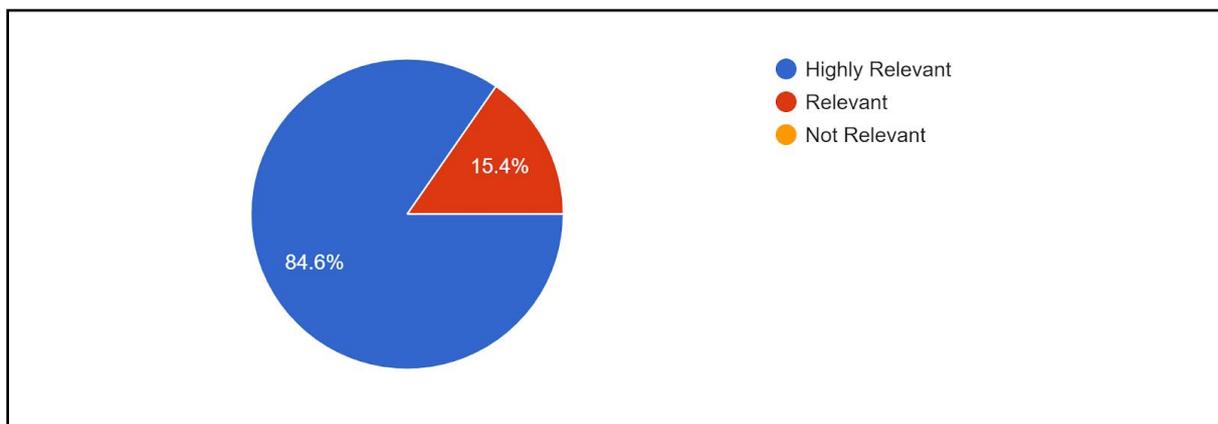
- ***Participant’s Reaction***

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.

Figure 2: Response to the question 'Was the training relevant to the area of your work?'



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 (Figure 3: Response to the question 'did the training meet participant's expectation/objectives?')

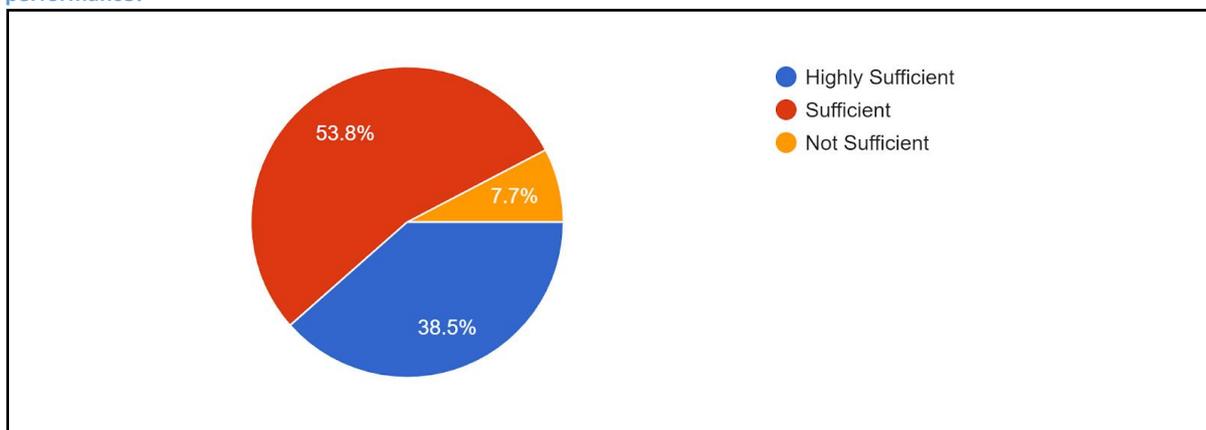


While 84.6% of the respondents felt that the training was highly **relevant** to their area of work (10 of 13 respondents), the other three respondents found the training **relevant** to meet their expectations/ objective. The participants have also explained how the training program has met the expectation/ objective of participating in the training program. One of the participants has mentioned that "Based on the workshop and fieldwork done during the time helped my team to develop the research paper which is in the process of publication." Some of the participants feel that the training has met their expectations in the following way:

Respondents	
1	I could improve my knowledge on interdisciplinary research methodologies
2	Because before this training I have not attended such training. So I have not much idea that it would be so effective.
3	It makes me do my work in a holistic way
4	The training was tried to give a real idea of IWRM

5	I learnt practically how to integrate gender issues in water-related works.
6	The training provided to bring both technical and social findings together and to improve scientific writing was too helpful.

Figure 4: Response to the question ‘was the training information/content sufficient to improve the participant’s work performance?’

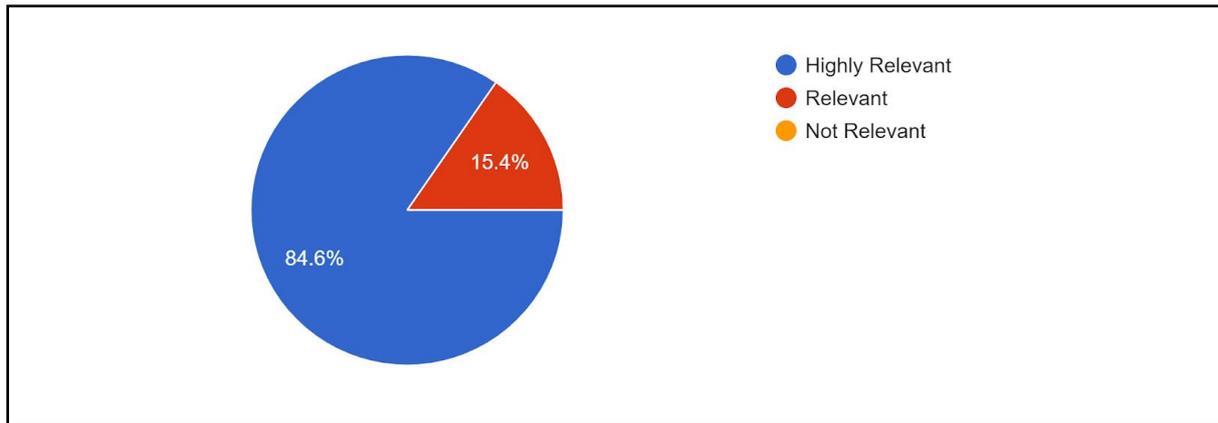


). Approximately, 84.6% of the respondents (i.e. 10 of 13) found the training **highly relevant** to their area of work. Around 15.4% (i.e., 3 of 13) felt it was **relevant** to meet their expectations/objectives.

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 ‘this training really helped me to build my confidence level along with the shared knowledge for research works and methods which is playing important role for my thesis. Eventually, I got a chance to share the knowledge and experiences with other nation’s participants also’. Other participants find the training **highly relevant/relevant** because of the following reasons:

Respondents	
1	It was relevant to improve the knowledge of interdisciplinary aspects
2	yes highly relevant because I learn the way of conducting research related to climate change, water, gender.
3	The training was useful and helps me to do my project interdisciplinary
4	It was relevant as it covered the aspects of IWRM
5	The training was relevant to the type of courses that I teach and the type of research that I carry out.
6	This workshop gave me the insight to incorporate interdisciplinary techniques in my work.
7	more knowledge on research gained which is helping to institutionalize the IWRM concept in delivering the lecture and doing/supervising research

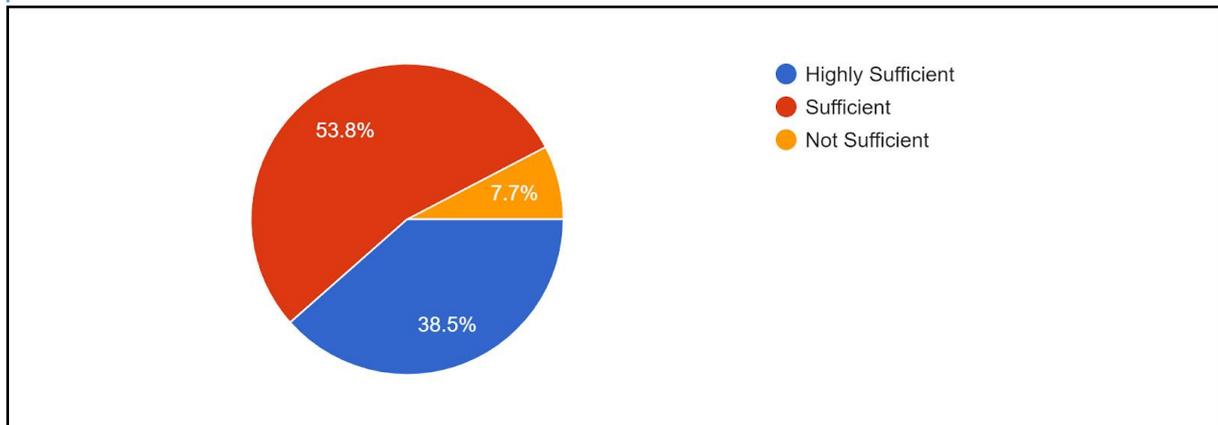
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3	It makes me do my work in a holistic way
4	The training was tried to give a real idea of IWRM
5	I learnt practically how to integrate gender issues in water-related works.
6	The training provided to bring both technical and social findings together and to improve scientific writing was too helpful.

Figure 4: Response to the question 'was the training information/content sufficient to improve the participant's work performance?'



Around 53.8% respondents felt that the training information/content was sufficient to improve their present work performance. While 38.5% felt that the training was highly sufficient to

improve their work performance. The participants have expressed the reasons for their satisfaction with the training program in the following manner:

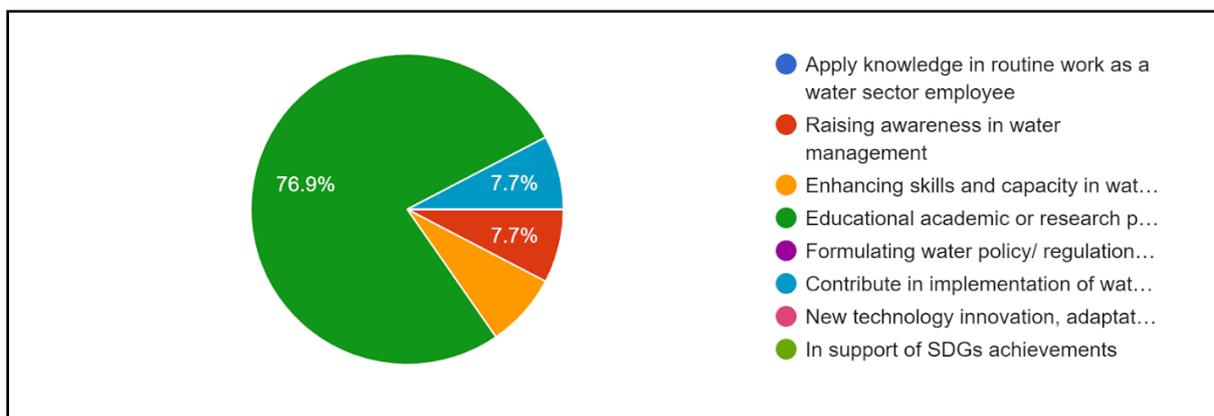
Respondents	was the training information/content sufficient to improve the participant’s work performance?
1	Within that small period of time, we could learn a lot.
2	This training really helped me to build my confidence level along with the shared knowledge for research works and methods which is playing important role for my thesis.
3	The information makes me to look into in all dimensions of water, gender and climate
4	Field research was really helped in this aspect.
5	Yes, the training improved my vision and helped me to improve the quality of my research work.

On the other hand, only 1 respondent felt that the training program was not sufficient. The respondent who did not find the training information/content sufficient provided the reason that “the training highly focused on gender and especially on climate change. Highly tilted to climate change, some emphasize should also be given to economics and conflicts also and transboundary water issues.”.

### ***Knowledge Transfer***

It is important to emphasize here that all the respondents (100%) have expressed that they have used the knowledge from the training on ‘interdisciplinary research methods in IWRM’ to improve your research work. The training program helped the respondents in making their research interdisciplinary by training them in sampling methods, designing questionnaire survey, using PRA tools, integrating gender dimension to the research on IWRM.

Figure 5: Response to the question ‘how the participants have used the knowledge to improve their work performance?’

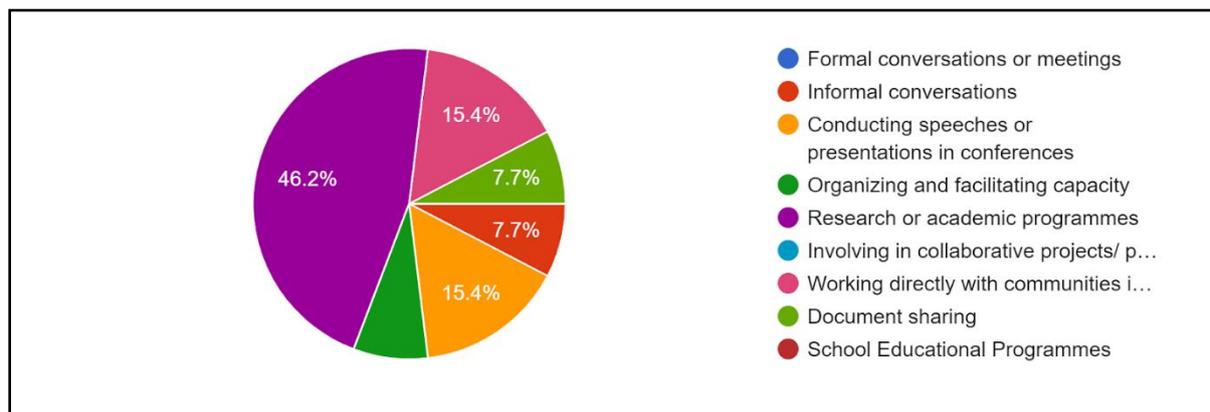


79.6% participants have explained that they have used the gained knowledge for educational/academic or research purposes. While others have used it for raising awareness in water management, or, enhancing the skills and capacity in water management, or, contributing in implementation of water management.

### ***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.

Figure 6: Response to the question ' Methods or actions use for sharing/spreading the knowledge gained'



The prominent ways in which the respondents have shared or spread the knowledge with and beyond their institute /organization is through discussion with peers during course work and field visits. Through these interactions the respondents made their peers and undergraduate students aware about the starting point of interdisciplinary research, sequential arrangement of various components of research, and various research methods. Some of the respondents also discussed the relevance of gender as a cross-cutting issue through talk programs and presentations in and beyond their institutes.

### Participant Learning

Around 76.9% of the respondents have identified positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme. Country-wise responses are presented in the table below:

Table 2: The positive or specific changes in WRM contributed by the knowledge gained from the training programme

Country	Yes	NO	Positive or any specific changes in WRM which were contributed by the knowledge that they gained from the training programme
<b>Sri Lanka</b>	2	1	<ol style="list-style-type: none"> <li>1. Water resources management should be incorporated with the gender aspects</li> <li>2. Consideration of interdisciplinary approach and gendered perspectives in water resources management</li> </ol>
<b>Nepal</b>	2	2	<ol style="list-style-type: none"> <li>1. As a masters student, research is an important part of the study. The SAWA regional Workshop on "leadership and Research Methods for Interdisciplinary Water Research" proved to be very helpful for my research career in the field of Water Resource Management.</li> <li>2. The graduates are praised for their knowledge and skills, they stand out from the graduates from other universities</li> </ol>
<b>Bangladesh</b>	3	0	<ol style="list-style-type: none"> <li>1. The most important aspect of the training is the fieldwork. It helped me to look into community people's needs and their expectations regarding water management. And another positive change that can be mentioned is, the knowledge on interdisciplinary research techniques. It's easier now to understand different perspectives of water management.</li> <li>2. It helped me to understand the field situation and organized me how to collect primary data</li> <li>3. Teaching method, implementing research and conceptualizing research question are now looked at differently than before.</li> </ol>
<b>India</b>	3	0	<ol style="list-style-type: none"> <li>1. In the thesis work also I see that the methods are used to get a more implementable solution.</li> </ol>

			<ol style="list-style-type: none"> <li>2. Makes Me to understand the value of water</li> <li>3. As a team, we had spread awareness about need for water resources management, among school students during the course. I personally had influenced people and discussed regarding the ways to improve water resources management (informal conversation).</li> </ol>
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02 respondents have shared the importance of incorporating gender issues in IWRM. While respondents from Bangladesh have emphasized on the fieldwork aspect. On the other hand, participants from India have shared the fact that it helped them to spread awareness about the need for water resources management, among school students during the course.

The two respondents who could not identify positive or any changes in WRM which were contributed by the knowledge that they gained from the training programme that ‘it is too early to see the changes.’ However, they are hopeful with the fact that Maybe in the future they will be able to identify changes especially covering the gendered roles in water resource management.

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 3).

**Table 3: Additional comment/suggestions of the respondents regarding the training**

Respondents	Additional comments
1	This training helped me to improve my knowledge of the subject area a lot.
2	I am privileged to attend that training. Within the limited time I have got knowledge beyond my expectation.
3	more focus on fieldwork should be provided
4	It was really active and well-covered training in background knowledge sharing. Fieldworks were well confined to interdisciplinary research work.
5	Great learning from experts in a short period. Practical learning (through field visit) was easier to understand. It also improved my network.
6	Reduced in house lecture, increase practical learning, knowledge on the global scenario on water management. Lecture sessions are more locally centred.

### *Suggestions for future improvement*

**Table 4: Suggestions for future improvement**

Respondents	What aspects of the training could be improved?
1	The training was very informative and useful for me. There were both theoretical and field work sessions. I would like to suggest to increase the number of the days for the field work because the schedule was very tight and we had to work until midnight to complete the task.
2	If it's possible to increase the duration of fieldwork, then it would help more effectively for further research.
3	Adding a session on experience sharing by the local water managers, who are women.
4	The time management have to be improved since it was difficult to conduct the field works as well as its compilation within the 15 days training.

5	activity based learning and leadership related aspects should be improved.
7	by increasing field work duration
8	Further can add introduction section for tools used in interdisciplinary research works
9	Giving an equal weightage to technical learning will be more helpful.
10	Distribution of number of days for inhouse and practical session, more specific on research tools.

## 4.2 CAPACITY BUILDING OF WRD MEMBERS ON WATER AND SANITATION IN KENDRAPARA DISTRICT, ODISHA

### 4.2.1 Training Background

The rural sanitation coverage in the country was as low as 1% at the beginning of the 1980s. With the launch of Central Rural Sanitation Programme (CRSP) in the year 1986 and the introduction of the Total Sanitation Campaign in 1999, the coverage rose to 22% as per 2001 census. According to the Census 2011, about 72.2% of the Indian population in 16.78 crore households stay in around 638,000 villages. Out of this, only 5.48 crore households (32.7%) had access to toilets which means that 67.3% of the rural households in the country still did not have access to sanitation facilities. Later as per the Baseline Survey, 2012- 2013, carried out by the Ministry of Drinking Water through the States, 40.35% rural households have been found to have access to toilets. The entire template on sanitation underwent a massive change with the address of the Prime Minister to the Nation on Independence Day of 2014 when he called upon from the remnant of the historic Red Fort for Swachh Bharat by the year 2019. With this clarion call WASH, especially issue of sanitation hot unprecedented importance in the corridors of power as well as among the corporate sector.

The Swacha Bharat Abhijan or the Clean India Campaign is an ambitious programme of the Government of India addressing sanitation that aims to revamp the Total Sanitation Campaign (TSC) to make India Open Defecation Free by 2022. SBA(R) envisages an integrated approach to Water, Sanitation and Hygiene (WASH). With SBA, the roles of District level Sanitation coordinators, who were an integral part of TSC, have undergone a major shift. Now the ward members, they are the catalysts of the programme at the district level, facilitating Gram Panchayats to achieve the Nirmal Gram (100% Open Defecation Free-ODF) status. To achieve the ODF status in Odisha, ward members should spearhead the activities of SBA by planning, coordinating, monitoring, and executing the annual implementation plan for sanitation in their respective districts.

The 73rd constitutional amendment regarding Panchayati Raj has increased the number of elected representatives including the first time elected representatives. The local body leaders are also to perform a variety of functions as per the requirements of constitutional amendment. Moreover, they have to perform their role and functions in close contact with people in a transparent way. New exceptions of mass, ambivalent attitude of the bureaucracy and the reluctance of the state leaders to part with power demand extra ordinary talents and leadership qualities from the local body leaders to perform their duties. The local body

leaders are expected to have more development orientation rather than political orientation. Thus need for their capacity building is highly essential. Unless the local body leaders are equipped in terms of their capacity to manage the institutions, the local bodies will be treated only as implementing agencies of the programmes and schemes of the government. Hence capacity building is need of the hour.

There is a need for a dedicated, trained and properly incentivized sanitation work force at the GP level. This has been brought out by many Monitoring and Evaluation and Research studies carried out in the country. These ward members, need to carry out the multiple formalities and communication that needs to be completed in the course of triggering of demand and subsequent toilet construction. Identification of a beneficiary, assisting in the IEC, maintaining records and tracking progress are essential activities that are needed to be carried out at the GP level. The GP/VWSC can engage ward members to carry out and be responsible for all such sanitation related activities in the GP. These ward members should preferably be from the target GPs. The state may decide to assign this function to CBOs/NGOs/SHGs/ etc.. Capacity building of ward members is essential for WASH.

#### 4.2.2 The relevance of Stakeholders for attaining Capacity Building programme :

WASH, more importantly sanitation never received so much attention at the highest level. With the personal intervention by the Prime Minister now sanitation has become the talk in the power corridor. Suddenly, there is a scout for ‘talent’ in the WASH sector who can contribute to achieve the target. But it is obvious that govt. efforts alone cannot be sufficient to achieve the target. Every stakeholders including the govt. , non-govt. sector and corporate bodies have shown active interest to work in this sector.

#### 4.2.3 Learning Objectives

The main Objectives were:

1. Roles and responsibilities ward members on Water and Sanitation
2. Building Awareness among villagers and motivate through Inter Personal Communication
3. cost effective and appropriate technologies for ecologically safe and sustainable sanitation
4. community managed environmental sanitation systems focusing on solid & liquid waste management

#### 4.2.4 Training Methods

The following methods were adopted during the training programme.

- Classroom lecture-cum-interaction
- Group Discussion cum Practical exercises
- Case Study
- Exposure visit
- Audio-Visual Show

#### **Resource Person for the training programme:**

The following are the resources persons engaged during the training programme:

1. Ranjan Kumar Mallick, President, IRDP
2. Saroj Satpathy, EE , RWSS
3. Mr Nirakar Maharana, Master Trainer, PRI Department, Kendrapara
4. Bebek swain, NYK, Coordinator, Kendrapara
5. Anil Lenka, Project coordinator, RWSS, RWSS, kendrapara
6. Suchismita Rath, Block Coordinator, RWSS, Kendrapara
7. Susanta Kumar Mallick, cluster Coordinator, RWSS, kendrapara

#### 4.2.5 Training Participants

**Training Material preparation:** Study materials were collected from various sources. Panchayati Raj, State Water and Sanitation Mission, UNICEF, Water AID, Rural Development, Agriculture and other departments and compiled for final training module was developed.

#### Training Plan: Training Plan/schedule

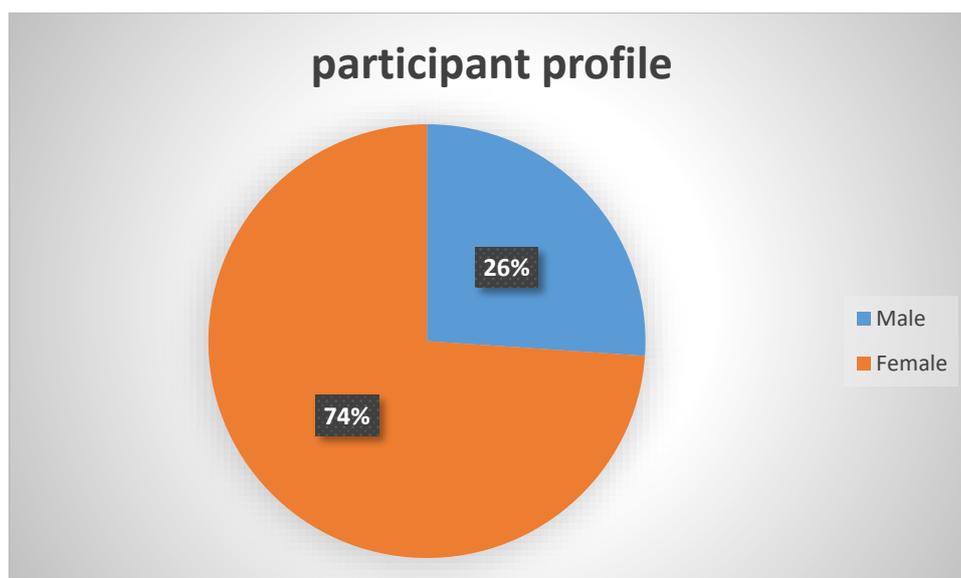
Sl No	Block Name	GP and village Name	Time	No of Participants	Schedule Training Date	Location of Training Programme(venue)
1	Derabish	Gualsingh, Chhana Chunia Village	10 AM to 5 PM	30	15th and 16 <sup>th</sup> October 2018	Village level
2	Derabish	Kursiapal , Maliksahi Village	10 AM to 5 PM	30	17th and 18 <sup>th</sup> October 2018	Village level
3	Derabish	Gualsingh, Mirzapatna Village	10 AM to 5 PM	30	19th and 20 <sup>th</sup> October 2018	Village level
4	Derabish	Gualsingh, Bhatabaga village	10 AM to 5 PM	30	21st and 22 <sup>nd</sup> October 2018	Village level
5	Derabish	Kusiapal GP, Haladia Village	10 AM to 5 PM	30	22 <sup>nd</sup> and 23 <sup>rd</sup> October 2018	Village level

#### 4.2.6 Training Analysis

The main purpose of evaluating a training program is to gain knowledge about whether it has achieved or failed its objectives. Analysing the training event by using appropriate evaluation tools can improve the outcome of future trainings to a considerable extend. Even if the evaluation process of training is essential, it must always be incorporated within the available framework of time and cost. Defining the appropriate questions is the key starting point of the evaluation. On the whole, participant evaluations were positive. Please see the following graphical analysis of participant's response.

#### **Participants' profile**

Among the 210 participants of the training programme, around 46 responded to the evaluation survey. Around 26% of the respondents (12 of 46) were male. All the respondents belong to the local community.



### ***Participant Reaction***

Among the 12 male respondents, 67% felt that the training was **highly relevant** to the area of their work, and to meet their expectations/objective, while the remaining 33% respondents felt that the training was **relevant** to their area of work and to meet their expectations/objective (Table 5). On the other hand, among the 34 female respondents, around 80 per cent felt that the training was highly relevant to the area of the work. It is interesting to note that none of the respondents felt that the training was not relevant. The female participants essentially felt it relevant based on the fact that the women participants are getting access to information regarding sanitation and water from such kind of capacity building activities. Table 11 shows the responses gender-wise.

**Table 5: Gender-wise distribution of the respondent on the relevance of training to their area of work and to meet their expectations/objective**

Gender	The relevance of training to the area of work			The relevance of training to meet their expectations/ objective		
	Highly Relevant	Relevant	Not Relevant	Highly Relevant	Relevant	Not Relevant
Male	8	04	0	04	08	0
Female	28	06	0	21	13	0
<b>All</b>	<b>36</b>	<b>10</b>	<b>0</b>	<b>25</b>	<b>21</b>	<b>0</b>

*Note: Figures in parenthesis are percentage*

Figure 7: Gender-wise distribution of the respondent on relevance of training to their area of work and to meet their expectations/objective



Among five respondents, four respondents found the training information/content *sufficient* to improve their present work and the remaining three(03) female participants found it to be *not sufficient* (Table 6). The table shows the responses gender-wise.

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

- a. More field-based activities are required for these kinds of capacity development activities.
- b. On the other hand, another participant believes that not all issues were equally addressed. The technical part of the training programme was not fully sufficient for the participants to internalize.

On the other hand, participants who have found the training material to be insufficient have not mentioned any particular reason behind their thoughts.

Table 6: Gender-wise distribution of respondents on the 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	03	09	00
Female	12	19	03
All	15	28	03

Note: Figures in parenthesis are percentage

Few respondents have used the information 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 obtaining optimum benefits from water and sanitation services, to get the awareness of key health messages and behave in a health-promoting way in the home and village environment. Visual indicators of effective use include the cleanliness of water and sanitation facilities and their surroundings and the presence of cleansing materials, within homes, safe storage of drinking water, and protection of food and water from flies and animals are positive

indicators. Equally important are the perceptions of community members (male, female and children) about the use of facilities and the need for hygienic behaviour.

### ***Knowledge Transfer***

A number of participants have also expressed that they have shared or spread the knowledge gained from the workshop within or beyond their institute/organization. Largely they have shared the knowledge with the village communities, especially among the women as they have a special role in terms of sanitation and hygiene. The most prominent ways in which they have used the knowledge to improve their work particularly they have given orientation to the communities for management of WASH projects with the participation of local community in subsequent workshops, and training programs on WASH.

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 7: Additional comment/suggestions regarding the training**

<b>Respondents</b>	<b>Additional comments/suggestions regarding the training</b>
1.	You should organize more often this kind of training program
2.	Continue the training program.
3.	The time duration of the training program should be more

On the other hand, few participants have mentioned that they did not get the chance to use the knowledge gathered from the workshop.

The few recommendations, which emerged from the evaluation survey are:

Accessibility of training courses for women may require special timing and other arrangements. A gender count on trainees can indicate whether women are being given the scope to influence management decisions. It did though emphasize the critical importance of gender issues and socio-cultural factors in the data collection and subsequent analysis. As well as ensuring that progress indicators reflect the importance of women in decision making and management, participatory evaluation seeks to involve both men and women in the collection and analysis of data and the resulting corrective actions to improve performance. It follows that all sections of the community should also be involved in the initial determination of indicators to be monitored, on a project-by-project basis

#### **4.2.7 Success Story**

### **Integration of women in water and sanitation programmes**

Mrs Srabani Ojha, House Wife, Gualsingh  
Panchayat Block- Derabish,  
District-Kendrapara  
Age- 28, Sex-Female

Initially, she was reluctant to own demand-responsive process mechanism of Swacha Bharat Abhiyan. The interpretation was the process shall deprive the people of basic rights to development in a welfare state.

Training Programme by IRDP with support from SCan (UNDP Cap-net) at Grampanchayat level helped her to understand and motivate her to know the importance of Toilet at Household level. Later GP sarapancha helped her to give subsidy money for construction of Toilet from Government Scheme. The panchayat decided to introduce the process-driven project through PRI and VWSC member's federal mechanism, responsible for construction, supply, demand generation, collection and use of IHL. VWSC was funded through District water and sanitation Mission assistance in target driver phasing of allotments.

The process was further strengthened by Gram Sabha decision to intensify the campaign. A consensus was evolved to include women with mass participation. It was apparent to PRI understanding that mass participation should be organized. Thus a Nirmal Gram co-ordination committee was formed including all Self Help Groups which are total eighty in numbers, through respective Anganwadi workers.

A mixed response, confirmed affirmation of fifty groups, while others choose to remain aloof, for they were by now already had the structural provision. The response was provisioned with a frequent orientation to translate the initiatives into a registered body, responsible to drive the demand-responsive mechanism. The women were lured by decision to provide water supply with Nirmal Gram Puraskar Incentives.

The entire process mechanism was, strengthened by frequent Training programme/orientation by Saciwatre and IRDP at multilevel of intervention, mass awareness events monitoring of progress, not only physical but proper alignment of Hardware and Software, matching the end user's prospect resulting in the achievement of NGP. In the gender approach, the roles of men and women are considered together, with men's involvement in family welfare stimulated as well as women's involvement in technological and management aspects.

In conclusion, it can be said that the training was indeed able to meet the expectations of participants and meet the goals as described by SaciWATERs and CapNet. 210 ward members were trained on water and sanitation in Kendrapara district of Odisha under WASH. Trained participants who understand the Importance of Sanitation including women, men, schedule caste, youth leaders Of Kendrapara District.

## 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 the respondent to feedback/evaluation inputs. Shorter the M&E period, higher is the probability of response rate. However, it is found that it was slightly difficult to collect the feedback on the workshop from the grassroots level people. However, illiteracy cannot be a barrier to the process of evaluation. IRDP took the voting method to receive feedback from the participants.

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, the participation of community-level people 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 Male/Female 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.

