Monitoring, Evaluation and Learning Plan

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

August 2016

SCaN

SaciWATERs - CapNet Network

Outcome Evaluation Report

Reporting period 1st January – 31st December 2015

Dr. Aditya Bastola, SCaN Coordinator

Submitted to

Cap-Net

UNDP

Empowered lives.
Resilient nations.

Table of Contents

List of Tables

List of Figures

1. INTRODUCTION

To improve the leanings from the capacity building activities 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 the year 2015.

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 five training programs conducted by SCaN with other network partners during the year (Jan - Dec) 2016, four training activities were selected for evaluation after a time lag of six to eight months. Case Study Method and 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 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.

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.

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.

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.

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 SaciWATERs 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, transboundary water management, and climate change in the framework of IWRM.
- Create platforms of researchers and practitioners for knowledge mobilization more at South Asia level.

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
- Transboundary 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:
- Using effective networks of capacity developers to impact on the ground, and
- 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).

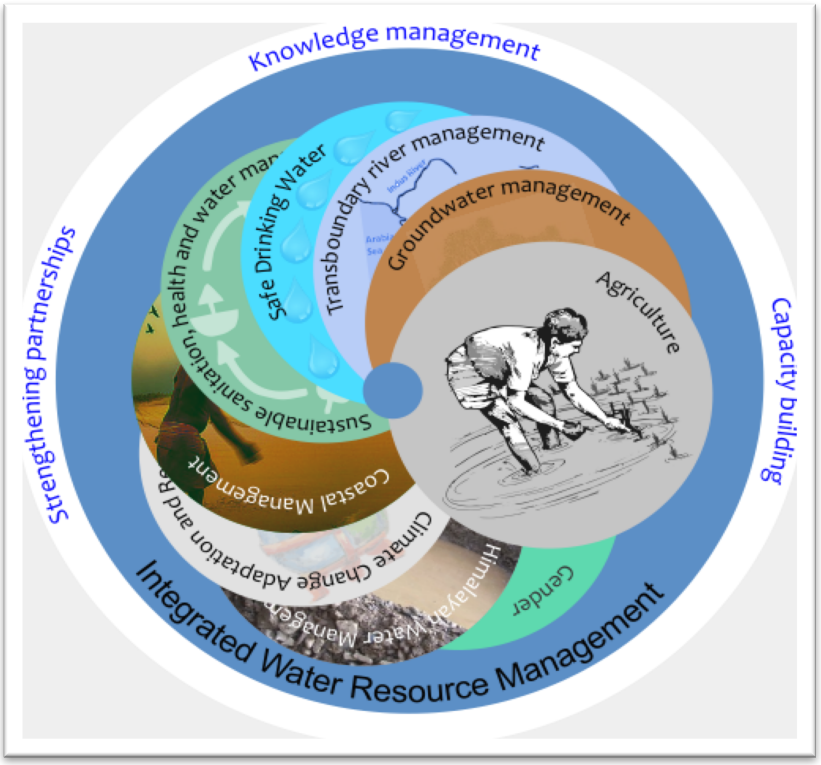

Figure 1: SCaN Focus Area 2015-2018

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

S.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.	Training Programme on 'Interdisciplinary Research Methods' for SAWAS fellows	28 November - 03 December 2015	Kandy, Sri Lanka	Postgraduate Institute of Agriculture (PGIA), South Asia Consortium for Interdisciplinary Water Resources Studies(SaciWATERs), International Development Research Centre (IDRC), Canada and UNDP Cap-Net	Bangladesh, India, Nepal, Sri Lanka	5	22	27	Y
3.	Workshop on 'Water Rights, Equity and Gender'	16-17 December 2015	Bagdogra, West Bengal, India	SaciWATERs, WLE-CGIAR, and UNDP Cap-Net	Bangladesh, India, Nepal,	15	5	20	Y
4.	Swachhata Doots under Swacha Bharat Abhyan	29th October – 10th November	Kendrapada, Odisha, India	IRDP	India	163	67	230	Case Study

3. EVALUATION TOOLS AND METHODOLOGIES

During 2015, five 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 CSO's 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 three activities were selected for evaluation and one as a case study of the CBA of 2015 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 four 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. Training Programme on 'Interdisciplinary Research Methods' for SAWAS fellows
3. Workshop on 'Water Rights, Equity and Gender'
4. Capacity Building of Swachhata Doots under Swachha Baharat Abhyan in Kendrapada, Odisha, India.

These four CBA were evaluated through survey method and case study method in which evaluation tool, i.e., questionnaire (Annexures 1-3) was modified to suit the context of each CBA. 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. As the response rate was low initially, three rounds of follow-ups were carried out over two weeks to receive significant feedback from participants on the CBA.

The CBA were evaluated in the month of August 2016.

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'

A. 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.

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.

B. 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.

C. 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[1] who have influential roles to achieve the water and sanitation goals.

The participating CSO are - 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].

[1] SAARC countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka

D. Training Method

For the capacity building of CSO, country 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.

E. Analysis of the Feedback

From 39 participants in the training program, 11 responded to the survey on evaluation of the training program, i.e. approximately 28%. Among the 11 respondents, 2 (18%) were female and 9 (82%) were male (Table 1).

Table 1: Profile of the respondents to evaluate training on strengthening CSO's engaged with SWA

Gender	Respondents profile						
	Bangladesh	**India**	**Nepal**	**Pakistan**	**Sri Lanka**	**United Kingdom**	**All**
Male	1	1	1	4	1	1	9 (82%)
Female	0	0	1	0	1	0	2(18%)
All	**1**	**1**	**2**	**4**	**2**	**1**	**11 (100%)**
Note: Figures in parenthesis are percentage							

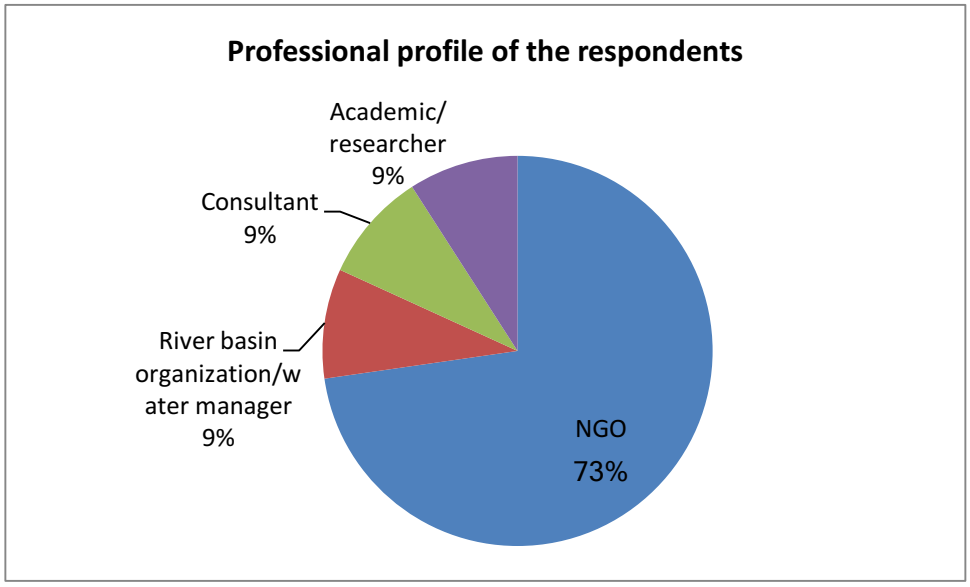

Figure 2: Professional profile of the respondents

Around 73% of the respondents (i.e., 8 of 11) were NGO officials, other respondents were academic/researcher, consultant, and from river basin organization/water manager (

Figure 2).

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, 73% of the respondents (i.e. 8 of 11) found the training ***highly relevant*** to their area of work. Around 45% (i.e., 5 of 11) 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

Gender	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
Male	7 (88)	2 (67)	0	5 (100)	4 (67)	0
Female	1(12)	1(33)	0	0	2 (33)	0
All	**8 (100)**	**3 (100)**	**0**	**5 (100)**	**6(100)**	**0**
Note: Figures in parenthesis are percentage						

Around 81% respondents (10 of 11) felt that the training information/content was either sufficient or highly sufficient to improve their present work performance. Out of which 80%, i.e. 8 of 10 perceived it to be sufficient while 20% 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**
Male	2(100)	6 (75)	1(100)
Female	0	2 (25)	0
All	**2(100)**	**8(100)**	**1(100)**
Note: Figures in parenthesis are percentage			

The respondent who did not find the training information/content sufficient provided the reason that, "(to) some extent the data presented by different presenter during the sessions were not valid and sufficient".

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 in the light of accelerating WASH progress in South Asia are strengthening interventions at grassroots level as they were introduced to modern WASH techniques, knowledge management, building networks and strengthening collaboration across South Asia through sharing the knowledge gained 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

Respondents	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
1.	I have organized a couple of WASH advocacy strategy workshop and meeting in Nepal. I invited CSO representatives in those events for their contribution. I have also referred CSO representations in other regional workshop and seminars.
2.	As we are working in the WASH sector since long, the new knowledge give us the opportunity to strengthen our intervention at grassroots level.
3.	1. Explore data and information among local Stakeholder and CSOs. 2. Knowledge/ experience sharing.

	3. Use modern WASH Techniques during implementation of WASH programs
4.	Awareness on different community related challenges
5.	Attending and contributing to South Asian Conference held in Dhaka. Attending and contributing to WASH coordination meeting held in Sri Lanka
6.	The training is mostly to encourage CSOs and knowledge management in resolving technical issues in addition role of SWA was taken up
7.	I was able to use the information to tailor my support to FANSA to deliver their regional advocacy on WASH
8.	I have shared the knowledge gained in various advocacy forums such as WASH workshops and meetings, Main program of ENPHO is all about WASH major programs are Community based water sanitation and hygiene, disaster preparedness responses, energy and climate and safe water etc.
9.	In influencing subsequent SACOSAN
10.	This knowledge helped me, as FANSA country convener, making collaborative WASH movement successful.
11.	I am using information in our training in India

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

Respondents	Ways in which respondents have shared/spread and to whom you have shared/spread the knowledge
1.	I organized a staff meeting of my NGO-CODEF Nepal (www.codefnepal.org) and shared the key learning and contents of the training with my NGO staff- senior management, professionals and project staff.
2.	By organizing small informal sessions on weekly meeting days, share notes and material with Sr. management and field offices colleagues
3.	During district and provincial level events the information / presentations were shared
4.	Through young water professionals programs and community water supply programs
5.	Involving Capacity Development program of Sector Institutions in Sri Lanka.
6.	This was workshop organized for the Regional CSO before SACOSAN VI
7.	During time meeting and in house social media
8.	I have made presentation on key learning and knowledge gained to the board members and senior staffs at my organization, briefing about the workshop.
9.	Using the platform of weekly meeting

10.	Through the events organised by FANSA – Pakistan
11.	My sharing with State governments and our partners

Around 73% of the respondents (8 of 11) have identified positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme (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).

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**
Male	8 (100)	1 (33)
Female	0	2 (67)
All	**8 (100)**	**3 (100)**
Note: Figures in parenthesis are percentage		

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.	The SACOSAN declaration emphasized the needs of the marginalized, disabled, women and children in the WASH sector.
2.	For 1st time I learn about Fecal Sludge Management (FSM), a very new thing for me and even when I share with my colleagues for them as well.
3.	Sector Professional are more involved with follow-up and review progress achieved in implementing WASH targets of the SDGs
4.	Provided opportunity for CSOs to participate in SACOSAN VI and share their experience
5.	I think the training helped FANSA to contribute effectively during the last SACOSAN Conference
6.	More strong CSOs joint voice and action
7.	Issue to reach out to marginalized people was very important

The three respondents who did not identify positive or any changes in WRM which were contributed by the knowledge that they gained from the training programme expressed that regular meetings are needed to continue spreading awareness to see gradual changes in WASH situation in South Asia (Table 8).

Table 8: Reasons for not identifying positive or any specific changes in WRM contributed by knowledge gained from the training programme

Respondents	Reasons for not identifying positive or any specific changes in WRM which were contributed by the knowledge that they gained from the training programme
1.	The WATSAN committee in Sri Lanka is not meeting regularly enough to spread this awareness
2.	It is too early to see changes in the WASH situation. Nevertheless, I expect to witness gradual changes in WASH situation in the coming days.
3.	It is difficult to attribute one event with overall improvement of situation in South Asia

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 9).

Table 9: Additional comment/suggestions of the respondents regarding the training

Respondents	Additional comments/suggestions regarding the training
1.	Training venue is very attractive and suitable for residential training, balance in all session; presenters are knowledgeable and command on subject.
2.	Coordination and communication among all trainers and presenters ensures standard training materials and information. Relevant public/govt. Officials participation may increase more ownership of such kind of training/event.
3.	How about conducting webinars
4.	I am impressed that you have followed up with this evaluation.
5.	The training was very fruitful to enhance my knowledge in the WASH sector and also useful for networking.

4.2. Training Programme on 'Interdisciplinary Research Methods' for SAWA fellows

A. Training Background

South Asia's agricultural economies are vulnerable to extreme environmental events. Better management of water and other natural resources is fundamental to the development of the region. Climate variability and change, food insecurity, population growth and urbanization have intensified environmental disasters in the recent past. Poor land and water resource allocation, utilization and pollution have robbed the poor, particularly women, of livelihood and dignity. Such broad, yet closely linked issues can only be effectively tackled through a holistic interdisciplinary approach. The IDRC-SAWA fellowships seek to address these issues, by providing the opportunity to train a generation of water professionals to tackle water issues using multi-disciplinary approaches that are sensitive to women, the poor, environment and sustainability.

This project continues as part of an earlier project coordinated by SaciWATERs namely the Crossing Boundaries project. This project is funded by the International Development Research Centre (IDRC) and 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
- Center for Water Resources (CWR), Anna University, Chennai, India
- Center for Post Graduate Studies, Nepal Engineering College (NEC), Kathmandu, Nepal.
- Post Graduate Institute of Agriculture (PGIA), University of Peradeniya, Peradeniya, Sri Lanka.

With this background the main objective of this training programme was to build capacity of the SAWAS Fellows towards research methods used in social research. As the students of the partner institutes are trained, through their curriculum, in technical aspects of water resource management, this training aimed to orient them mainly to social inclusion in their decision making. The specific objectives of the training were:

I. To create a new generation of interdisciplinary water professionals in South Asia trained to deal with issues of climate change adaptation, water and food security, in order to do this, this project has instituted the IDRC-SAWA fellowships.

II. To generate action-oriented research in the aforementioned fields through Master's degrees in Integrated Water Resource Management (IWRM) in Bangladesh, India, Nepal and Sri Lanka.

III. To address gender imbalance by awarding 80 percent of the fellowships to women; the

rest of the fellowships will be awarded to men from lower socio-economic groups. This is important because it has been noted that women and girls are often the primary users, providers and managers of water in rural and urban households, thus being the most affected by planning and policy in water resources. It has often been seen that women's voices are not taken into consideration when forming policy. Additionally, it is seen that women are underrepresented in the field of water resources engineering and policy making.

IV. To share knowledge and ideas about water issues in the South Asian context, through meetings and exchanges between fellows. This is especially important as it fosters the spirit of regional and trans-boundary cooperation in the fellows, which would hopefully lead to larger regional cooperation in future. Such interdisciplinary, regional and trans-boundary co-operation is essential for IWRM approaches.

V. To support free access to the journal "South Asian Water Studies" and encourages young water professionals to publish peer reviewed journal articles.

B. Training Materials

Study materials were collected from various academic sources 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.

C. Training Participants

Around 27 participants were trained through the programme. These participants were representing the fellows selected as the third batch of South Asia Water (SAWA) fellowships from each of the four partner institutes. Among the participants, 5 fellows each from Sri Lanka and Bangladesh, 4 fellows each from India and Nepal were in attendance. In addition, there were 5 participants from the host institution. 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.

D. Training Method

The training was conducted over a period of six 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***. The training programme had a component of ***field exposure*** to understand the irrigation system and to gain insight of ground reality in Dambulla, Sri Lanka.

E. Analysis of the Feedback

From 27 participants in the training program, 17 responded to the survey on evaluation of the training program, i.e. approximately 63%. Among the 17 respondents, 13 (76%) were female and 4 (24%) were male (Table 10).

Table 10: Profile of the respondents to evaluate training programme on 'Interdisciplinary Research Methods' for SAWA fellows

Gender	Respondents profile				
	Bangladesh	**India**	**Nepal**	**Sri Lanka**	**All**
Male	1	0	1	2	4(24)
Female	4	2	3	4	13 (76)
All	**5**	**2**	**4**	**6**	**17(100)**
Note: Figures in parenthesis are percentage					

It is interesting to note that the respondents found the training either ***relevant*** or ***highly relevant*** to their area of work and in terms of meeting their expectations/objectives. Eleven of thirteen female respondents (85%) felt that the training was ***highly relevant*** to their area of work, and seven female respondents also felt it was ***highly relevant*** to meet their expectations/objectives. While 75% of male respondents felt that the training was ***relevant*** to their area of work (3 of 4 respondents), all the male respondents found the training ***relevant*** to meet their expectations/ objective (Table 11).

Table 11: Gender –wise distribution of respondents on relevance of training to the area of work and in terms of meeting their expectations/ objectives

Gender	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**
Male	1 (8)	3 (60)	0	0	4 (40)	0
Female	11(92)	2 (40)	0	7 (100)	6 (60)	0
All	**12 (100)**	**5 (100)**	**0**	**7 (100)**	**10(100)**	**0**
Note: Figures in parenthesis are percentage						

Largely, the respondents found the training information/content sufficient to improve their present work performance, i.e., 13 of 17 respondents (76%) (Table 12). Three of the female respondents felt that the information/content was highly sufficient to improve their work performance. Only one of the respondents did not find it sufficient, primarily because he felt that during the training program more information was shared in short time.

Table 12: 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(23)	1(100)
Female	3(100)	10 (77)	0
All	**3(100)**	**13(100)**	**1(100)**

Note: Figures in parenthesis are percentage

It is important to emphasize here that all the respondents 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 (Table 13).

Table 13: Ways in which respondents have used the knowledge gained from training programme to improve their research work

Respondent	How have the respondents used the knowledge gained from the training programme to improve their research work particularly in the context of research methods used
1.	I am yet to start my research work. But as a SAWA fellow I will be doing an interdisciplinary research. I am certain that the knowledge I gathered from the training will help me a lot.
2.	In the use of PRA tools it has helped a lot.
3.	Being a student from engineering background, the training tremendously helped me to get an insight into social research and how it can be integrated to technical research and make it an encompassing interdisciplinary domain of knowledge.
4.	Especially the lesson that I learnt related to sampling, Questionnaire survey, Gender was very helpful for me and I have used those things for my research works.
5.	My research is basically technical one; runoff modeling, quantifying water resources and water allocation. However, I have planned to include participatory approach in decision

	making process including gender in allocating water resources among different water users along with technical aspects.
6.	The research methods could be adopted in such a way that the research sounds more of participatory approach.
7.	This training helped in understanding various research methods like the PRA tools which are helpful in the research work.
8.	The knowledge on gender was incorporated to a mini research, but not for my main study.
9.	We are at the stage for proposal development at present; the training helped me to choose between the research methods and analyze their strength, weakness/ limitations and also it has helped me to critically analyze to integrate different disciplines for my research question.
10.	In research question setting and methods used
11.	We have just started our research, yet haven't got a chance to apply interdisciplinary approach. But as it is an excellent method, it solves problem by the collaboration of different stakeholders and it ultimately leads to a perfect solution, so I am eagerly waiting to apply it in my thesis.
12.	With the knowledge of interdisciplinary research approach, I have tried to address those components of research which otherwise would have remain hidden despite of their crucial role in the research
13.	I have used the knowledge in field studies related to our coursework by designing the methodology with the knowledge from the training.
14.	Allocation of available water resources among competing users is a challenging task in IWRM. This workshop was helpful to know what the methods are or strategies are being used in water allocation along with relevant case studies and what are the essential components should be considered before planning. My research is basically related to assessment of water resources and developing water allocation strategies. This training program was also helpful to design my research methodology.
15.	In my research methodology, there is a questionnaire survey, the knowledge was important for selecting sample size and preparation of questions
16.	I had a course named "Interdisciplinary Field Research Methodology in Water Resources Management ". In that course we had a field visit and I was able to apply the knowledge of interdisciplinary. Working in a group constituting different discipline was a difficult task for me but the training helped me to work in such a group. Our research ended successfully because of this training.
17.	This helped me in succeeding in qualitative data gathering and analysis.

Keeping with the objective of capacity building activities, 71% (12 of 17) of respondents have spread the knowledge gained from training within or beyond the institute and organization with which they are associated (Table 14).

Table 14: Gender-wise distribution of respondents sharing/spreading the knowledge gained from the training within or beyond their institute/organization

Gender	Have you shared or spread the knowledge gained from the training within or beyond their institute/organization	
	Have shared/spread	Have not shared/spread
Male	4(33)	0
Female	8(67)	5 (100)
All	**12(100)**	**5 (100)**
Note: Figures in parenthesis are percentage		

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.

Table 15: Ways in which the respondents shared/ spread the knowledge with and beyond their institute/organization

Respondent	Ways in which respondents have shared/spread the knowledge with and beyond their institute/organization
1.	I had to go on a field visit for a course work. There my group mates and I used PRA tools effectively. They came to know about many new things from me which I learnt from training.
2.	About the preliminary knowledge of how to start a research and the sequence in which way the research must be carried out.
3.	Many of my engineering friends did not have the "sense of respect" for the social research and almost no idea what an interdisciplinary view is. I talked to them about this.
4.	I have conducted a discussion for undergraduate students related to sampling
5.	They contacted me personally to get an idea of developing their research methodologies.
6.	Sharing few methodologies
7.	I was pleased to share my experiences and knowledge with my friends of other institute regarding the water management techniques of Sri Lanka, water issues of India etc. that helps us to learn from their problems in future.
8.	Presentation
9.	The knowledge gained from the training especially regarding the incorporation of gender issues in research and how cross-cutting issue that has to be considered was shared among the colleague at work through the means of talk program
10.	I have shared the gained knowledge among the fellow classmates during field studies related to our coursework.
11.	In this training program, I acquired knowledge on various aspects, including preparation of research

	methodology, statistical analysis, flood management, water resources management, thesis writing, field survey and data collection, etc. Even though some of them are not relevant to my present work, I shared this knowledge with my colleagues, undergraduate students. Some of them personally contacted me and in many cases we are having very interactive discussion on planning our research works.
12.	I shared my view among my friends who have not any idea dealing with different disciplinary people. They appreciated the learning I gathered and they assured that they will be able to apply this type of knowledge.

The respondents who have not been able to share or spread the knowledge gained through the training programme cite the lack of opportunity as a limitation in doing so.

Interestingly, 88% (15 of 17) 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 (Table 16).

Table 16: Gender-wise distribution of respondents on identifying positive or any specific changes in WRM which were contributed by the knowledge that they 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 response**
Male	2 (13)	1(100)	1(100)
Female	13 (87)	0	0
All	**15 (100)**	**1 (100)**	**1(100)**
Note: Figures in parenthesis are percentage			

The changes which they have identified are largely- growing realization of resources scarcity, a need for enhancing efficiency and integrated management of water resources by involving women in decision-making and to resolve conflicts (Table 17). The respondent who could not identify any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme perceived that although the training was on social research part and engineering part it was not integrated.

Table 17: Positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme

Respondents	**Positive or any specific changes in water resources management which were contributed by knowledge gained from the training programme**
1.	The integrated management has attained its importance.
2.	Farmers have, particularly in the areas of water scarcity, adopted sprinkler irrigation method

	instead of surface irrigation method in order to increase water use efficiency. This is a remarkable change we could observe in some areas and is spreading gradually to other areas as well.
3.	To be more careful in knowing the resources around us and effectively using it
4.	From this training, it was much clear that when we conduct any research in our field we should integrate our area of research be it legal with social issues or social with economic issues and so on.
5.	During this course we had a session on IWRM which was very helpful that provided insights on hydraulic mission era and other paradigms and it has let me know where our country stand at the moment. This has helped me to understand that we must learn from developed country that will help to analyze and solve for better water management problem in my professional career in near future.
6.	In Bangladesh, many projects done based on only technical knowledge has fallen apart. But after adopting interdisciplinary approach, projects are now running successfully.
7.	The change that I have observed is the awareness or the conscience on me, as being women and my role and rights for the decision making in water management.
8.	I have noticed participation of women in water resources management through WUA during field studies which is a positive change.
9.	Gender is very important factor and it should be considered in water resource management.
10.	Sectoral conflicts have been started to be resolved in Bangladesh.
11.	Gender participation in water management

The respondents provided several useful additional comments/suggestions with respect to the structure and organization of the training program. Primarily the respondents found the training to be informative and helpful for their research and felt that it was organized very well. However, some respondents expressed enhanced emphasis on the following aspects would be beneficial in the future - (a) research methodology in WRM at river basin scale, (b) questionnaire design and data analysis, (c) practical application of the research methods discussed through enhanced focus on field visits, and (d) more time allocation for interactive sessions to facilitate learning (Table 18) .

Table 18: Additional comments/ suggestions regarding the training

Respondents	Additional comments/suggestions regarding the training
1.	The training was informative and helpful for our research
2.	Training was great but a little rigorous. Could have been allowed a little more free time.
3.	Need to include more interactive sessions and some extent of technical studies which would be needed in developing research methodology in water resources management at river basin scale.
4.	The training should be more focused on field activities rather than on theoretical knowledge disseminated in classrooms. For example, in our 5 day training course it was only 1 day assigned for field visit which should have been extended so that we could practically apply all the methods of research we studied.
5.	It is better to have a session on "Questionnaire preparation and analysis of data gained from the questionnaire". Because most of us are from technical backgrounds. According to my perception, a session on software (SPSS) is not necessary. It wastes much of resources.
6.	Regional training was very fruitful for me and I would also like to appreciate for organizing it so

	well. I look forward for more training in future.
7.	This training was very fruitful in different sense, however the time limitation was something that has to be considered since, there were number of pertinent issues and the information given was difficult to grab at the limited time.
8.	The training was really useful regarding our field of study. Future initiatives like this should be taken into consideration.
9.	Overall training program was excellent and useful one. However, It could be even better if this training program was included some extent of technical aspects in water resources management.
10.	Training session was excellent.

4.3. Water Rights, Equity, and Gender

A. Training Background

The capacity building workshop on water rights, equity and gender was organized as a part of the ongoing Consortium Group for International Agricultural Research (CGIAR) funded research project titled *Poverty squares and gender circles: unraveling agriculture gaps, challenges and opportunities in Eastern Gangetic Basin- India, Nepal and Bangladesh*. The project falls under the theme of Water, Land and Ecosystems (WLE). The capacity building workshop was aimed at bridging gender "know-do" gaps in situations of increasing uncertainty in agriculture with specific focus on sustainable water management.

Two projects funded and/or implemented by government or development agencies from each country were selected as case study for carrying out the research. The findings of case studies from Bangladesh, India and Nepal indicate that there are gender inequities in the ways water users and managers are perceived which has implications for sustainable water management.

Considering this, a need was felt to build capacities of the people involved in the implementation of the projects for sustainable water management practices. The workshop aimed at building capacities of key decision makers in the case study projects, grassroots level practitioners, staff of identified government departments and other institutions closely linked with irrigation and agriculture in the respective field sites in the research areas of India, Nepal and Bangladesh. Such capacity development was done through sharing of knowledge about gender, water rights and equity and also through the sharing of field level experiences of the grassroot practitioners.

B. Training Materials

Training materials were collected from the reports on CGIAR research project '*Poverty squares and gender circles: unraveling agriculture gaps, challenges and opportunities in Eastern Gangetic Basin- India, Nepal and Bangladesh'*. As per the agreed ToR training material was prepared and distributed among the participants.

C. Training Participants

A total of 20 participants attended the workshop from India, Nepal and Bangladesh. The participants were the key decision makers in the case study projects, staff of identified government departments and other institutions closely linked with irrigation and agriculture in the respective field sites in the research areas of India, Nepal and Bangladesh.

D. Training Method

Training on gender, water rights, and equity was imparted through ***presentations*** on the historical background, varied perceptions of gender and its transition from Women in/and Development (WID, WAD) to Gender and Development (GAD). The workshop had an important element of ***country level reflections*** on emerging core problems of the field sites in Bangladesh, India, and Nepal. The workshop gave space to the participants through ***group work*** to highlight the major challenges faced by them in doing and implementing gender in projects related to water and agriculture, and share knowledge on gender, water rights and equity.

E. Analysis of the Feedback

Among the 20 participants of the training programme, 6 responded to the evaluation survey, i.e. 30% of the participants. Around 83% of the respondents (5 of 6) were male (Table 19). Four of the six respondents were from Bangladesh.

Table 19: Profile of the respondents to evaluate training on Water Rights, Equity, and Gender

Gender	Respondents profile			
	Bangladesh	**Nepal**	**The Netherlands**	**All**
Male	3	1	1	5(83%)
Female	1	0	0	1(17%)
All	**4**	**1**	**1**	**6 (100%)**
Note: Figures in parenthesis are percentage				

67% of the respondents were policymakers/ executive level officers while 33% were researchers (

Figure 3).

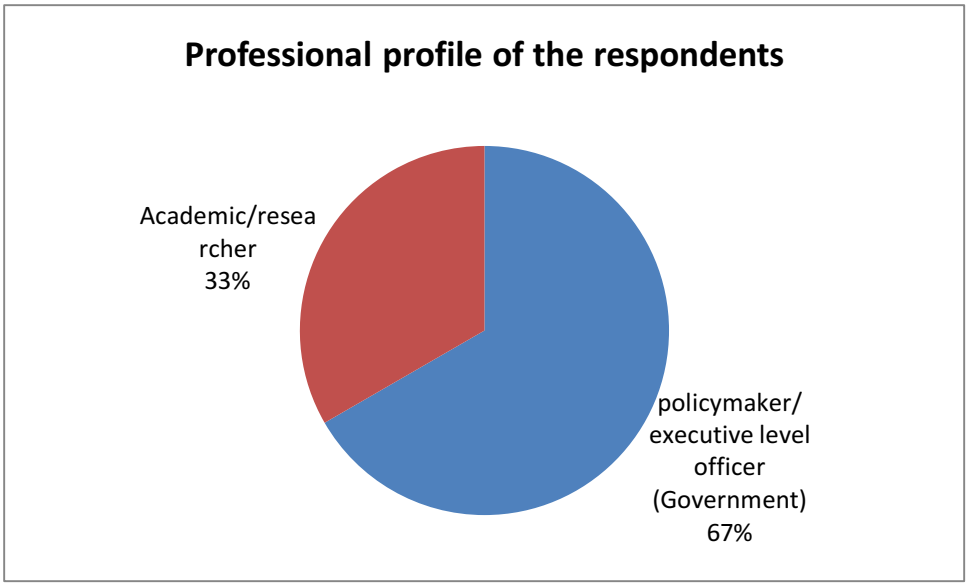

Figure 3: Professional profile of the respondents to evaluate training on Rights, Water Equity, and Gender

Among the six respondents, 50% felt that the training was ***highly relevant*** to the area of their work, and to meet their expectations/objective, while the remaining 50% respondents felt that the training was ***relevant*** to their area of work and to meet their expectations/objective (Table 20). It is interesting to note that the none of the respondent felt that the training was not relevant. Table 20 shows the responses gender-wise.

Table 20: 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(67)	3 (100)	0	2(67)	3 (100)	0
Female	1(33)	0	0	1(33)	0	0
All	**3 (100)**	**3(100)**	**0**	**3 (100)**	**3(100)**	**0**
Note: Figures in parenthesis are percentage						

Among six respondents, three respondents found the training information/content ***highly sufficient*** to improve their present work and remaining three found it to be ***sufficient*** (Table 21).The table shows the responses gender-wise.

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

a. Introduction to climate change, causes and effects of climate change
b. The recommendations to redress the situation caused by climate change e.g. enlistment of resilient technologies
c. Adaptation means of agriculture, livestock, fisheries and the livelihood patterns of human beings

Table 21: 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	2(67)	3 (100)	0
Female	1(33)	0	0
All	**3 (100)**	**3(100)**	**0**
Note: Figures in parenthesis are percentage			

All the six respondents have used the knowledge from the workshop on 'Water Rights, Equity and Gender' to improve their work. The respondents have used the knowledge from the workshop to improve their work particularly in the light of bridging gender "know-do" gaps in situations of increasing uncertainty in agriculture with the focus on sustainable water management in several ways. For instance, sharing the knowledge gained through the training program in other training sessions involving their own organization, other government departments, NGOs; in implementing the gender balance among participants of capacity

development activities by ensuring attendance of at least 30% female participants; by using the knowledge to influence policy decisions, integration in classroom teaching and research and enhancing the knowledge and awareness in the network (Table 22).

Table 22: Ways in which the respondents are using the knowledge from the workshop to improve their work

Respondents	Ways in which the respondents are using the knowledge from the workshop to improve their work
1	Yes, I have used the learned ideas and knowledge in my field of work. I have discussed the things in different forums, in training sessions arranged by my department and/or by other allied departments or NGOs. We ensure the attendance of the female farmers at least 30% mandatory in our departmental training. We are giving training on efficient use of water; we are changing cropping patterns by the crops that require less water. We are utilizing the sandbars of the Tista river with Sandbar crop technologies where we are growing gourds, sweet gourds, squash, tomato, onions, garlic, chilli etc., and in many of the cases women are involved. We are creating awareness about climate change and future scarcity of water. We are disseminating the technologies that address the loss caused by effect of climate change; for example, we give samplings of crops if any flash floods occurs, if drought occurs we help farmers to give supplementary irrigation.
2	Now I am working at Ministry of Irrigation. I am working to include these things in policy level.
3	Giving more scope in training and aquaculture field for female with male participants.
4	I was the trainer for this workshop; I use the knowledge in my network.
5	By training & Motivational work
6	By incorporating the issues in classroom and research.

All the 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 importance of themes dealt within the training programme like gender equity with their colleagues in the Government department and University, field officials, farmers, and students (Table 23).

Table 23: Ways and with whom respondents have shared/ spread the knowledge with and beyond their institute/ organization

Respondents	Ways in which the participants have shared/spread and to whom you have shared/spread the knowledge
1.	I have already exchanged my ideas and knowledge that I gathered from the training through participating in training arranged by my department or by other organization where I am called upon as a resource speaker. All my discussions fairly take the matter of climate change atop. Issue of Gender equity is also emphasized almost all the training courses.

2.	I shared its importance with my colleagues
3.	Field level training and other officials training as a master trainer, with farmers and officers.
4.	I have shared it within the network in which I operate. With my employer - Wageningen University
5.	Amongst our friend level who are engaging under BMDA. Individually by discussion, our friend level who are engaging under BMDA
6.	Through presentation, To University teachers, researchers from other institutions, policy level stakeholders

Interestingly, 83% of the respondents, i.e., 5 of 6 have identified positive or any specific changes in water resource management that were contributed by the knowledge that they have gained from the workshop (Table 24). For instance, there have been gradual changes in water savings strategies of farmers with the emerging science and technology through changes in crops based on water-intensity of producing these crops. There has been broadening of horizon through the knowledge sharing for a sustainable future. Positive change has been seen in the perspective on engaging women in WRM, however, socio-cultural constraint still limit it (Table 25). The respondent who could not see any changes in WRM which were contributed by the knowledge gained from the training program indicated that the time period of one is too short to see any significant changes.

Table 24: 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 response**
Male	4(80)	1(100)	0
Female	1(20)	0	0
All	**5 (100)**	**1(100)**	**0**
Note: Figures in parenthesis are percentage			

Table 25: Positive or any specific changes in water resources management which were contributed by the knowledge that they gained from the training programme

Respondents	**Positive or any specific changes in WRM which were contributed by the knowledge that they gained from the training programme**
1	Yes. A gradual change is evidently seen. Farmers are not using excessive water that previously overflew. Now they are giving controlled irrigation. Another thing is that farmers are very gradually going to change the crop that requires high water. Rather they are going to crops that require less water.
2	Sharing the things makes our vision broader. Helps to know our limitations and think better for the

	future.
3	Positive changes in behavior to women in water resources management and participation of women are increasing day by day.
4	Social life & livelihood pattern has been changed due to modern science and technology after transforming my gathered knowledge from capacity building workshop.
5	Due to existing socio-cultural constraints, resource management cannot address gender dimensions

Some of the additional suggestions that came through this evaluation exercise were that more experts and case specific events could be integrated into the future training programmes. The length of the training should be increased to enhance the impact of the training programme. Future training programme on water may be taken abroad to understand how similar issues are dealt with in other nations (Table 26).

Table 26: Additional comment/suggestions regarding the training

Respondents	Additional comments/suggestions regarding the training
1.	More experts, case specific events should be presented.
2.	Length of training should be increase
3.	Training program abroad may be taken regarding water issue.

5. IMPACT OF CAPACITY DEVELOPMENT ACTIVITIES: CASE STUDY

RAGS TO RICHES: True Story of a Village Mason

Swachha Bharat Mission (SBM) is aimed at improving sanitary condition in villages. In addition, it is leading to employment generation for the rural poor. Several masons have benefitted from it as they have shaped this opportunity into successful venture. Paramananda Mallick of Bishnupur village Pattamundai block in Kendrapara district, Odisha state of India gives credit to the SBM for increase in his earning in a short period of time.

Parmananda had a very tough childhood as he worked as a bonded labour for three quintals of rice per year (which was valued at about Rs. 375/-). This contributed to sustenance of his family. At the age of sixteen he was liberated from bondage.

As a participant of a training programme on sanitation organized by the Institute for Rural Development and Planning (IRDP), UNDP Cap-Net, SaciWATERs, he was motivated to join a local mason as a helper for three months. His dedication, hard work and enthusiasm to learn led him to carry out independent masonry tasks. He developed keen interest in RCC works, and with the new skill acquired through the training programme in construction of various parts of latrine, he started producing RCC *zafri and jally* which had a demand in the market.

Implementation of SBM in Kendrapara required not only the large number of parts to build latrines but also skilled manpower. Paramananda's Mart Centre provided both the parts and the skilled manpower to successfully implement SBM. This is because it was supplying the parts to the NGOs working for SBM and was carrying out skill development of the local youth. With the continued implementation of SBM, Paramananda is earning a profit of approximately INR 2, 00,000 (two lakh rupees) in a year. These returns are appreciable considering low level of education attained, and small capital available with Paramananda to invest.

While he was using the knowledge and skills acquired from the training program to earn his livelihood, he also trained a lot of youngsters from the district to help them in earning a livelihood for themselves working as masons. His expertise is well-known not only in his village but also in other villages. Inspired by his success many Rural Sanitary Production Centers have been set-up in the locality which can be described as a radiation effect. Paramananda emphasized on receiving continuous support of his wife in managing the financial matters.

Establishment of the Rural Sanitary Product Center has not only secured Parmananda's livelihood but has also made him capable to fulfill fundamental needs of his family such as food, healthcare and education for his children to secure their future. Further, the Rural Sanitary Mart Centre has not only provided him with a decent livelihood but also gave him an opportunity to serve the community in a meaningful way.

Figure 4: The rings made by masons to construct pit latrines made by Parmananda's Rural Sanitary Product Center

Figure 5: Various masonry products

6. LESSONS LEARNED

After evaluating the three capacity building trainings programs in 2015 and a case study conducted in 2014, some of the key lessons which emerged are:

- The impact of the capacity building training program is not only restricted to the participants as there are ripple effect due to sharing and spreading of the knowledge and training acquired from the training programs with and beyond the organizations/ institutes to which the participants belong to. The key learning is that regular meetings are needed to continue spreading awareness to see significant changes in water resources management in South Asia.

- Through the evaluation of the training programs, a positive move towards bringing in gender dimension both in terms of participation and perspective was made. However, it needs to be emphasized upon in the future to achieve gender balance.

- The response to the evaluation survey was elicited through several follow ups. For effective communication strategy with the participants, the Network needs to be in continuous communication with them to share newsletter, upcoming events, and relevant publications.

6.1. Recommendations/Suggestions

The feedbacks of the training suggest:

- There needs to be more emphasis on climate change impacts and challenges for water resources management, interdisciplinary research methods, and continued focus on gender dimension of water resources management.

- Bringing together academia, government, and CSO is important for increasing ownership of future training programs. This would further strengthen the network and its balanced approach in future.

- There can be enhanced learning through bringing in more resource persons into the future training programs. Their integration can be facilitated through conducting webinars.

- Planning more time for interactions among the resource persons and the participants, and longer field visits for practical application would facilitate learning of participants. This would bring in a realistic approach to influencing policy decisions based on scientific knowledge, i.e., both natural and social sciences.

7. 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.

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.

SCaN Outcome Evaluation of Capacity Development Activities

(Tool 3 – Form A modified)

Annexure 1

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 **19 August 2016** 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, 3rd Avenue, Sainikpuri, Secunderabad, 500094
Phone: +91-40-27116721; Email: 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
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	

9	Others, please specify (…….)	

9. Institution

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

10. Country

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

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

12. Name of the Participant: _____
13. Address: _____
14. Date: _____
15. Time: _____

Thank you for your participation.

Annexure 2

Evaluation of "Regional Training for South Asia Water Studies (SAWAS) Fellows on Interdisciplinary Research Methods"

Dear Participant,

You participated in the course **"Regional Training for South Asia Water Studies (SAWAS) Fellows on Interdisciplinary Research Methods"** during 28 Nov-03 Dec 2015 in Kandy, Sri Lanka which was organised by Postgraduate Institute of Agriculture (PGIA) and the South Asia Consortium for Interdisciplinary Water Resources Studies(SaciWATERs) with the support of International Development Research Centre (IDRC), Canada and UNDP Cap-Net.

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 **19 August 2016** 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, 3rd Avenue, Sainikpuri, Secunderabad, 500094
Phone: +91-40-27116721; Email: scan@saciwaters.org

C. 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)

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

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

6. 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)

7. Have you used the knowledge from the training on 'interdisciplinary research methods in integrated water resources management' to improve your research work?

Yes **(1)**	No **(0)**

15.1. If YES, please explain how you have used the knowledge to improve your research work particularly in the context of research methods used.

15.2. If NO, please mention the limitations.

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

Yes **(1)**	No **(0)**

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

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

16.1.b. To whom

16.2. If NO, please mention the limitations.

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

Yes **(1)**	No **(0)**

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

17.2. If NO, why not?

D. PERSONAL INFORMATION

18. Gender

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

19. 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	
9	Others, please specify (…….)	

20. Institution

Response code	Institution	Please tick (✓) the response
1	Private Sector	
2	Government	
3	Academic	
4	Non-Profit Organisation (NGOs)	
5	Political Party	

6	Decentralized Institutions	
7	Others, please specify (……..)	

21. Country

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

22. Any other comments/suggestions in regard to the training
23. Name of the Participant: _____
24. Address: _____
25. Date: _____
26. Time: _____

Thank you for your participation.

Annexure 3

Evaluation of Capacity Building Workshop on "Water Rights, Equity and Gender"

Dear Participant,

You participated in the Capacity Building Workshop on "**Water Rights, Equity and Gender"** during 16 – 17 December 2015 in Bagdogra, India which was organised by SaciWATERs, WLE-CGIAR, and UNDP Cap-Net with the financial support of CGIAR and UNDP Cap-Net.

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 **19 August 2016** 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, 3rd Avenue, Sainikpuri, Secunderabad, 500094
Phone: +91-40-27116721
Email: scan@saciwaters.org

E. 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 workshop on 'Water Rights, Equity and Gender' to improve your work?

Yes **(1)**	No **(0)**

26.1. If YES, please explain how you have used the knowledge to improve your work particularly in the light of bridging gender "know-do" gaps in situations of increasing uncertainty in agriculture with the focus on sustainable water management.

26.2. If NO, please mention the limitations.

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

Yes **(1)**	No **(0)**

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

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

27.1.b. To whom

27.2. If NO, please mention the limitations.

28. Have you identified positive or any specific changes in water resource management that were contributed by the knowledge that you gained from the workshop?

Yes **(1)**	No **(0)**

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

28.2. If NO, why not?

F. PERSONAL INFORMATION

29. Gender

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

30. 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	
9	Others, please specify (…….)	

31. Institution

Response code	Institution	Please tick (✓) the response
1	Private Sector	
2	Government	

3	Academic	
4	Non-Profit Organisation (NGOs)	
5	Political Party	
6	Decentralized Institutions	
7	Others, please specify (……..)	

32. Country

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

33. Any other comments/suggestions in regard to the training
34. Name of the Participant: _____
35. Address: _____
36. Date: _____
37. Time: _____

Thank you for your participation.