



Plan India

Final Report

*Evaluation /Assessment of capacity building programs conducted
by WASH Institute*



Submitted By



PriMove Infrastructure Development Consultants Pvt. Ltd.

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List of Abbreviations

CCDU	Communication and Capacity Development Unit
CRSP	Central Rural Sanitation Program
CSP	Country Strategy Policy
ECOSAN	Ecological Sanitation
FGD	Focus group Discussions
GDP	Gross Domestic Product
GO	Government Organization
GP	Gram Panchayat
HRD-	Human Resource Development
IEC	Information, Education, Communication
INGOs	International non Government Organizations
KRCs	key Resource Centers
NBA	Nirmal Bharat Abhiyan
NGO	Non Government Organization
NGP	Nirmal Gram Puraskar
NKRC	National Key Resource Centre
NRDWP	National Rural Drinking Water Program
O&M	Operation and Maintenance
ODF	Open Defecation Free
PHED	Public Health Engineering Department
PRI	Panchayat Raj Institutions
SHG	Self Help Groups
SLWM	Solid Liquid Waste Management
SWOT	Strengths, weaknesses, opportunities, threats
SWSM	State Water and Sanitation Mission
TNA	Training Needs Assessment
TSC	Total Sanitation Campaign
TWAD	Tamil Nadu Water Supply and Drainage Board
UNICEF	United Nation Children's Fund

VWSC	Village Water Sanitation Committee
WASH	Water Sanitation and Hygiene
WASHi	Water Sanitation and Hygiene Institute
WATSAN	Water, sanitation

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Executive Summary

Water, Sanitation and Hygiene Institute (WASHi) has been providing training in water supply, water quality, sanitation and hygiene promotion for government and non government representatives with a view to build capacities for responding to the huge demand, and also to generate cascading effect.

Plan India has been providing operational, financial and technical support to WASH institute since 2008. State-of-the-art training courses to enhance knowledge, skills and attitudes of mid-level professionals, combining social and engineering aspects to produce sustainable solutions is the key consideration behind the support.

1. About the evaluation

This evaluation is commissioned by Plan India to measure efficacy of the training provided by WASHi, through 360 degree feedback in the current sector context.

The specific objectives of the evaluation are:

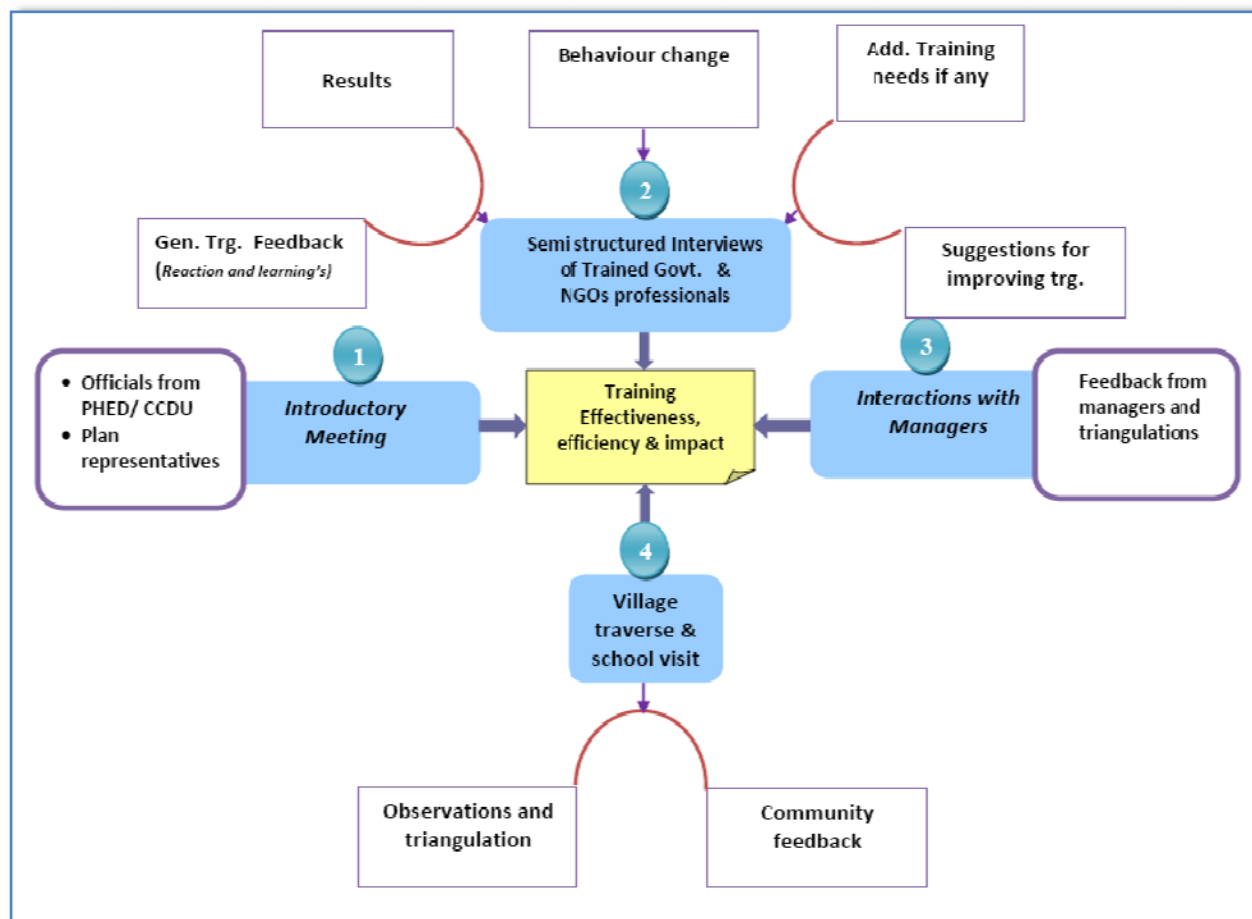
- To assess the relevance, effectiveness, efficiency and outcomes/impact of the training programmes conducted by WASHi in terms of knowledge gained and professional application.
- To suggest recommendations towards improvement of the training program based on the key findings and learning from the evaluation.

2. Approach & methodology

The evaluation is guided by the Kirkpatrick training evaluation framework for evaluation at four levels: reaction, learning, behaviour and result/impact. The evaluation looks at the entire training cycle - from training needs assessment to course evaluations. The process of evaluation addresses content-related issues on one hand and training science-related issues on the other. The evaluation of training is in reference with the learning objectives.

To reflect a fuller picture of the impact and application of knowledge/skills imparted through trainings, various tools were designed - Meta-data analysis and review of reports, semi structured interviews, electronic feedback, interactions with line managers, focus group discussions, field Visits, interactions with training managers and resource persons and case studies.

A sample size of around 10% of the total participants from each state was selected which sufficiently represented all the training courses. A process map depicting the assessment process is presented below.



Process map-Assessment process in the state

3. Key findings

A. Participant profile

Total 168 training participants were interviewed for training feedback out of which, 53% were government staff and 47 % were NGO representative. Majority Govt. participants were state or district level functionaries and a few were from block or village level. Majority NGO participants were PLAN PU staff (most were project coordinators, community development experts) and few were PRI/VWSC members. Of the total sample respondents, 76 % were male and 24% were female.

B. Training details

Most of the Govt. respondents participated in trainings on Better Water Quality for Better Health, Sanitation, Water Security Plan & PRA tools and Ecological Sanitation. About 70% NGO respondents participated in training on Integrated WATSAN, Ecological Sanitation and Community based Water Security Plan & PRA tools. More than 75% respondents attended training courses after 2010.

C. Training course relevance and content

More than 95% respondents reported that the contents of trainings were mainly related to water supply and sanitation sector. More than 90% respondents rated the training courses as good and excellent. The participants specifically appreciated sessions on Ecosan concept and Technology, Water quality-issues and mitigation measures, Water sample collection and quality test, Construction and management of latrines, Sanitation-key issues & technical options, Participatory approach and PRA etc. The least appreciated session was overview of water sector, water act & policy and Hygienic practices.

D. Effectiveness of training course

More than 92% respondents said that subject delivery by resource persons was from good to excellent. Almost all respondents were satisfied with the training methodologies adopted by the resource persons, training material received during the training, training environment, training venue, training management and lodging and boarding facility.

Almost all respondents rated that the increment in knowledge level, skill up-gradation and change in attitude due to training input was good to excellent. More than 80% sample respondents have applied the gained knowledge and skills at workplace.

E. Training result / impact

Almost all respondents reported that the change in self confidence level was from good to excellent. Many respondents reported that their decision making process enhanced, mistakes in work were minimized and the quality of their work improved.

The training impact at field level was comparatively better in case of NGOs and Plan PU staff (Non KRC program). The impact was in terms of enhanced capacity of frontline workers and community on WASH aspects, communities mobilized for constructing latrines, communities adopted appropriate hygienic practices, support for establishment of WATSAN facilities in schools, improved quality of latrine construction and initiation of water security planning and execution. In case of NGOs, organization of demand-based courses, post training follow-up, on the job support from management, availability of resources etc. are the key contributing factors to better results.

Some key impacts observed regarding government officials are- enhanced capacity of frontline workers and community on WASH aspects, frontline workers and community members trained for handling water quality issues and mobilized community for latrine construction.

The impact on government officials on the field is lower than that of NGO staff, reasons being no follow up of trainings, non-availability of resource, no direct link in job responsibility & training content, due to transfers etc.

F. Respondents suggestions for improving future courses

- The training should be in local language instead of English.
- The training should incorporate more practical sessions and hence it should be organized on site where such practical sessions could be conducted and practice sessions for participants could be possible.
- The training should address local/state specific issues in WATSAN sector.
- Training should have practical session on chlorination of hand pump/pipe water supply schemes, water security planning etc.
- Separate sessions on solid and liquid waste management, bark technology of arsenic testing, designing and management of pipe water supply schemes etc.
- Such training courses should be organized for front line workers, VWSC and PRI members

G. Capacity Building Needs of Respondents

- Operation and maintenance of water supply facilities.
- Training on Open defecation free villages (implementation of NBA).
- Community mobilization for creating demand for sanitation aspects.
- Water quality- Management of Iron, Fluoride and Arsenic problems in drinking water.
- Design and implementation of underground drainage and sewerage systems (ref. Pondicherry)
- Training on solid& liquid waste management.
- Construction and management of WATSAN facility in schools.
- Role and responsibility of PRI /VWSC members and Jalsahiyyas (Ref. Jharkhand)

H. Review of training modules, manuals and reports

Considering types of training and its contents, it feels that the duration of proposed trainings is optimum. It was observed that the resource material is in English and is comprehensive. However, the training modules are not complete in all respects. The present modules contain only the schedule of the trainings. Also, there has been no formal TNA exercise conducted so far in the states. The TNA conducted at the beginning of the KRC formation process is outdated and has not been subsequently updated to include present day needs.

The proportion of demo and/or practical sessions related to some sub-topics is observed to be inadequate in some trainings e.g. planning and designing of water security plans, chlorination, designing of sewerage systems etc. The trainings have not considered training science aspects like training designing, session planning, facilitation skills etc. Also, the training reports are not of good quality and not professionally written. E.g. reports are not available for all training course.

I. Feedback on training courses

It was observed that most of the present training modules are not aligned with ongoing Govt. programs. Also, there is no mechanism for post training follow up and feedback is found to be developed & executed in any of the states. The resource material is largely in English. Similarly, the training faculty is experienced and resourceful, but delivery is not done in local language.

4. Recommendations

A. Impact

- WASHi in close consultations with states should **adopt cascading approach** and **facilitate training in ToT mode**.
- KRCs should develop a **post training assessment/evaluation system** in consultation with the state. The state can own it up and implement the same. Initial rolling out support may be extended by the KRC. **IT solutions may also be considered** for the follow up.

B. Relevance

- Region-specific training modules should be developed considering local issues of WASH sector.
- The training modules should be modified from time to time to include information on on--going government programs.
- The training faculty should be also be conversant with ongoing government schemes and programs.

C. Effectiveness

- WASHi should develop resource material in local languages. More specific resource material will also be helpful.
- Similarly, content delivery in local language would help to make the trainings more effective.

D. Current training needs

- Sessions on the O & M of WATSAN facilities, SLWM, Mgt of WQ especially Fe, F & As., construction and management of water supply facilities, Design and implementation of underground drainage and sewerage systems etc. should be incorporated in the relevant trainings, with appropriate field exposure/ demonstrations/ practical's sessions.
- If required, separate training courses may also be designed after detailed state specific TNA.

E. Training Modules: Content, Delivery and Reporting

- The TNA should be updated at both the national and state levels, more importantly at the state level with different stakeholders in order to find out their contextually realistic training needs. The training modules and necessary material should be developed accordingly.
- WASHi should incorporate training science aspect in the present training modules.
- All training modules should be further worked upon to include key learning objectives, session plans with key learning points, suggested delivery methodology, expt. outcomes etc.

- Standardized formats for 'pre and post training tests' and 'training feedback' should be developed and implemented for each course. In addition separate templates should be developed for analyzing the data collected in the above formats.
- Similarly a separate training 'report template' for all types of training reports should be developed and used.

F. Coordination between Ministry, States and KRCs

- The annual action plans of national KRCs should be prepared in close consultation with the concerned state level functionaries. A process template for planning and monitoring may be evolved jointly by government and KRC stakeholders for wider application. The responsibility of facilitating planning process should be given to a specific KRC for specific states. In delivery more than one KRC can be involved depending on the need of the state and KRC competency.
- States to coordinate with KRCs and decide on the suitability of nominated staff to maximize benefits from the training inputs.
- Regular cross learning and knowledge sharing events with all KRCs can be helpful

1.Introduction

The basic information on the background to the assignment and report structure is presented in this chapter.

1.1 Background

WASH sector in India has been refined consistently to respond to the challenges of coverage and sustainability. Post 1999/2000 the sector has adopted demand-led community-driven approach for rural water supply and sanitation. This paradigm shift and refinements have led to changes in business processes. Building capacities of communities to participate and govern WASH programs; and of government and NGO facilitators to facilitate the processes effectively to enable communities to make informed choices; have emerged at the forefront of the sector activities. These need multiple capacity building nodes to respond to the huge demand, and generate cascading effect.

Plan India has contributed to the effort of capacity building in the sector directly by promoting and supporting WASH institute since 2008 besides its other initiatives.

The Ministry of Drinking Water and Sanitation, Government of India, has appointed 24 key Resource Centres (KRCs) across India. The purpose of a Key Resource Centre is to ensure that sector professionals are sensitized for change in role, responsibility and attitude through need-based in-service training/exposure utilizing services of specialists/experts. WASH institute (supported by Plan India) is one of the leading national level KRCs.

WASH institute has been providing training in water supply, water quality, sanitation and hygiene promotion through customized training courses and also conducting formal courses with a university.

The participants benefitting from WASHi training courses are diverse and include government staff - both engineers and development officers, NGO staff - predominantly sociologists and PRI representatives. State-of-the-art training courses to enhance knowledge, skills and attitudes of mid-level professionals, combining social and engineering aspects to produce sustainable solutions is the key consideration behind Plan India promoting WASHi. WASH institute has provided training to about 1500 participants during the period between 2008 till 2013.

Plan India decided to undertake an evaluation on the efficacy of the training provided by WASHi, through 360 degree feedback in the current sector context and gather recommendations on further improving the training and sustainability of WASHi as an institution looking at both internal processes and external operational context.

To achieve this, Plan India hired services of PriMove Infrastructure Development Consultants Pvt. Ltd., Pune for assessing capacity building programs conducted by WASH Institute. PriMove commenced work in the month of May 2014.

This report presents the findings, conclusions and recommendations by PriMove.

1.2 Report structure

The report starts with the assignment background and scope of work. Further on, the report elaborates methodology adopted for carrying out the work and an overview of WASH sector. The report goes on to present key information about WASHi and findings of the evaluation exercise. The SWOT analysis of WASHi as an organization and subsequent recommendations towards improvement of the training program & strengthening WASHi are presented in last section of the report.

Broadly the report is organized into nine different chapters. A snapshot of each chapter is presented below:

Chapter No	Title of the Chapter	Description
1	Background	The basic information on the background to the assignment and report structure is presented in this chapter.
2	Objectives and scope of work	This chapter gives brief information about the assignment objectives and the scope of work.
3	Approach and Methodology	The approach and methodology adopted for completing the assignment are detailed out in this chapter.
4	Overview of WASH sector in India	The chapter gives a snapshot on the overview of WASH sector in India currently.
5	About WASHi	Key information about WASH Institute is presented in this chapter.
6	Key observation and findings	Key findings on various variables like training relevance, effectiveness, impact, challenges, training need etc. are discussed in this chapter.
7	WASHi SWOT analysis	The SWOT analysis of WASHi is presented in this chapter
8	Conclusions and Recommendations	This chapter brings forth the conclusions emerging from the evaluation exercise and presents recommendations towards improvement of the training program as well as strengthening WASHi.
9	Annexure	This chapter contains various appendices which include field visit details, , case studies, study tools etc.

2.Objectives and scope of work

This chapter gives brief information about the assignment objectives and the scope of work.

2.1 Assignment objectives

The primary aim of the assignment was to evaluate the relevance, effectiveness, efficiency and impact of the training courses conducted by WASHi; and informed by the external sector needs. The specific objectives of the assignment were:

- To assess the relevance, effectiveness, efficiency and outcomes/impact of the training programmes of WASHi for the participants in terms of knowledge gained and applied in their profession.
- To suggest recommendations towards improvement of the training program based on the key findings and learning from the assessment.

2.2 Scope of work

The TOR lists the scope of the assignment as follows:

- To review training modules, training reports and other documentation related to training programmes for understanding the purpose, objectives, design, approach, methodology, participants' profile etc. of the training courses.
- To design evaluation framework along with data collection tools for understanding training, training impact, mapping current challenges & additional training needs etc.
- To conduct fieldwork in representative states for mapping training impact and identifying challenges, training needs etc.
- Identify and develop case studies (minimum ten) showcasing training impact.
- To analyze collected data and prepare evaluation report.

3.Approach and Methodology

The approach and methodology adopted for completing the assignment are detailed out in this chapter.

3.1 Approach

The training evaluation was guided by the Kirkpatrick training evaluation framework which is widely used and is generally well-accepted. This model proposes four levels of evaluation: reaction, learning, behaviour and result/impact.

Reactions and learning are generally expected to be measured during and immediately after training. Reaction level evaluates the appropriateness of training methods, facilitation skills of resource persons, conduciveness of the training environment, standard and quality of the content etc.

The learning level focuses on enhancement in knowledge and skills and influence on attitudes. In this current evaluation, the training programmes are past both these levels. It is therefore proposed to review the available documents related to training like pre and post tests, and feedback forms received from participants. Furthermore, interaction with resource persons and training managers will also aid the assessment of this level.

The third and fourth levels i.e. behaviour change and result/impact, require field observations, and engagement with participants, their line managers and beneficiary groups. The field study covers these levels of evaluation.

The evaluation looks at the entire training cycle - training needs assessment, setting of learning objectives, design of training modules, selection of training methods and tools, allocation of resource persons, quality of training material, learning aids, delivery process and course evaluations.

As mentioned in the TOR, these are training courses for professionals and field practitioners working in the WASH sector. Integration of adult learning methods in the process is therefore vital.

The process of evaluation on one hand addresses content-related issues and on the other hand training science-related issues. The evaluation of training is in reference with the learning objectives. The understanding of the content is vital for effective evaluation. Quick review of the training information from a content-perspective will help understand the typology of training for both GO and NGO participants and its volume in overall training provided by the institute.

Table 3.1 Typology-wise training details (Participants-Government Engineers & officers)

No	Training Typology	No. of Trainings	GO Participants
1	Better Water Quality for Better Health	5	154
2	Construction and Maintenance of Iron Removal Plant	1	38
3	Community Water Security Plan	2	61
4	Sanitation Training	9	287

5	Community Based Water Security Plan & PRA Tools	6	192
6	Water Quality Monitoring and Management	2	49
7	Water Supply and Management	1	37
8	Hand pump Mechanic and Maintenance	1	34
	Total	27	852

Table 3.2- Typology-wise training details (Participants-NGOs representatives)

	Training Typology	No. of trainings	NGO Participants
A	Eco San		
1	Orientation and Skill training on ECOSAN (5 days)	1	23
2	Training on Ecological Sanitation (2 days)	2	46
3	Training on Construction of ECOSAN Toilet for Masons (3days)	1	23
4	Training on Ecological Sanitation (3 days) for CCDU, (PHED Engineers)	3	69
5	Training on Ecological Sanitation (3 days)	2	50
6	Training on Concepts of Ecological Sanitation (1 day)	1	23
7	Training on Ecological Sanitation (6 days)	1	23
	Total for Ecosan	11	257
B	Integrated watsan		
1	Integrated Training on WATSAN	1	23
2	Training on Integrated Water and Environmental Sanitation (5 days)	1	23
3	Training on Integrated Water Supply, Sanitation and Hygiene (5 days) 3/5	1	23
4	Training on Integrated Water sanitation and Hygiene (4days)	1	23
5	Training on water sanitation and hygiene for the SHG/Student Leaders	1	23
6	Training on Integrated water, Sanitation and Hygiene training for NGO	1	23
7	Training on Integrated Water, Sanitation and Hygiene (6/4)	4	92
8	Awareness Training on Basic concepts of Water and Sanitation for SHG Women Leaders	1	23
	Total for WATSAN	11	253
C	School WASH		
1	Training on WASH in Schools for Plan - PU Staffs (5 days)	1	23
2	Training on School Water and Environmental Sanitation (3 days)	1	23
	Total for school wash	2	46
D	Other		

1	Training on Urban Water Sanitation and Hygiene	1	23
2	Training on Hygiene promotion	1	23
3	Training on Water and Sanitation Interventions in Emergencies	1	23
4	ToT Training on WATSAN	1	23
	Total	28	648

(Note: As per TOR total Ngo participants are 646 and the number of trainings are 28, therefore number of participants per training are considered as 23 on an average)

For government participants WASHi has developed 8 modules out of which three modules namely water quality, sanitation and community based water security plans and PRA tools have catered to around 75 % of the total participants.

For NGO partners, trainings on EcoSan have covered around 30% participants, integrated watsan have covered around 46%, reaching a total of more than 76%. 12 out of 27 trainings of NGOs have been commissioned by PLAN and Water for People has commissioned 3 trainings. Together they constitute more than 50 % of the training courses delivered.

Geographically Jharkhand, Uttar Pradesh, Bihar and Rajasthan have had a major share in terms of overall training participants from the government agencies, while NGOs from Tamil Nadu have sent maximum number of participants for the training courses.

These factors have influenced the sampling strategy. PriMove's approach is informed by the following key considerations:

- Adoption of participatory approach
- Equal emphasis on content and process
- Specific reference to the learning objectives
- Striving for 360 degree feedback
- Consideration of the bigger picture of the sector

3.2 Methodology

The following section describes in brief the research tools and the sample selection method.

3.2.1 Research tools

As per the Kirkpatrick training evaluation framework, the analysis of behaviour change and results required various research tools. It is expected that these tools reflect a fuller picture of the impact and application of knowledge/skills imparted through training. The research tools for the study were-

- Meta-data analysis and review of reports** - Analysis of the meta-data and the training modules, training reports, and other documentation of training programmes was done to understand the

approach, purpose, design, methodology and participants' profile of the training courses. It also contributed towards enhancing understanding of the current capacity building needs of the sector.

- b. Semi structured interviews-** Semi structured interviews were used for obtaining qualitative and quantitative information from the trained beneficiaries regarding the relevance and effectiveness of the training courses, future training needs and suggestions for improvements. A questionnaire was developed which contained both multi-optional and open-ended questions. These interviews were conducted with sample participants selected through the sampling strategy.
- c. Electronic feedback-** In states where the number of participants was less, quantitative and qualitative information was gathered through electronic feedback. A short, focused questionnaire was developed for this purpose.
- d. Interactions with line managers-** Interactions were also held with the line managers of the participants from the respective government departments / organizations for getting feedback on improved skills/knowledge/behaviour of the participants, triangulating training impact & additional training needs etc.
- e. Focus Group Discussions-** Getting feedback from beneficiary communities on the ground-level performance of the participants was an important element of impact assessment. Focus group discussions with project beneficiaries were organised. These discussions also contributed to enhancing understanding of the community building needs at community level. A checklist for community level interactions was developed for facilitation.
- f. Field Visits-**Field visits were necessary to judge the implications of training on the community level WASH management practices. During visits, WASH facilities in the project villages and schools were assessed through discussions with villagers, village transverse, and interactions with village functionaries and school management. This tool helped to understand and obtain community feedback about the impact of training.
- g. Interactions with training managers and resource persons-** One of the objectives of the study was to review the training approach and methodology, including the training modules, content processes and documentation. For this purpose, interactions were carried out with training managers and resource persons, during which training approach, training modules, training methodology and reactions & leaning of participants were discussed.
- h. Case Studies -** Special efforts were made during the field visits to identify case studies which have shown significant knowledge improvement, its application into practice at the field level, further dissemination of knowledge to other stakeholders, improvement in community level WASH management as an outcome of training, etc. At least one case study from each state was selected and documented.

3.2.2 Sample selection

A sample group of around 10% of the total participants from each state was selected for semi-structured interviews and electronic feedback.

Bihar, Odisha, UP, Jharkhand, Rajasthan and Tamilnadu states have sent high number of participants for training. It was proposed that participants from these states be selected for semi-structured interviews. The total no. of sample participants selected for semi-structured interviews was 145.

Electronic feedback was proposed in the states where the total number of participants was less. These states were – Chhattisgarh, West Bengal, Tripura and Meghalaya. The total no. of sample participants selected for electronic feedback was 17.

The sample participants were selected such that all training courses conducted by WASHi were sufficiently reflected. This selection was done during the development of draft study tools, and was based on meta-data and documentation of the trainings.

The following table presented the state-wise number of NGO and GO sample participants.

No.	Research tool	State	Sample participants (10%)		
			GO	NGO/ INGO	Total
1	Semi structured interviews	Bihar	17	9	26
		Orissa	8	8	16
		Uttar Pradesh	21	8	29
		Jharkhand	28	6	34
		Rajasthan	10	6	16
		Tamilnadu	01	23	24
		Sub-Total	85	60	145
2	Electronic feedback	Pondicherry	3	2	5
		Chhattisgarh	3	0	3
		West Bengal	0	3	3
		Tripura	3	0	3
		Meghalaya	0	3	3
		Sub-Total	9	8	17
		Total	94	68	162

3.3 Key activities

The following activities were proposed for evaluation/ assessment of capacity building activities conducted by WASH institute.

3.3.1 Briefing meeting with client and WASHi

Initially, a briefing meeting was held with the client and officers of WASH institute. The primary purpose of this meeting was to arrive at a common understanding about the methodology, work plan and deliverables. Documents, training modules and reports of the trainings were also collected from WASH institute after this meeting. A meeting with Plan officials in Delhi office was held. Also initial visit of 3 days and meetings in WASHi, Kodaikanal was held during 2nd and 5th June 2014.

3.3.2 Desk review

The evaluation of the training courses was with reference to the learning objectives of the training. The modules and manual and the training reports were reviewed in the first phase. The participants' profiles selected for the training courses were studied and analyzed. Evaluation tools were developed for each typology of training. The tools were also informed by the current sector status, especially the delivery processes of major water sanitation programs.

The desk review also looked at the national study on evaluation of watsan capacities supported by Plan, various guidelines issued by GOI like NBA, NRDWP, available reports of capacity building, manuals prepared by agencies like Plan, UNICEF; bottleneck analysis along with the reports produced by WASHi to appreciate the current sector status.

Review of training modules developed by WASHi was undertaken. A study of the training reports was also carried out. In this process the team also interacted with training managers and resource persons. A sample checklist developed for these interactions is enclosed in chapter no 9.

The documents reviewed are presented in following table.

No	Documents	No	Documents
1	Training schedule, resource material, Training reports produced by WASHi,	4	Rural sanitation and hygiene strategy 2012-22
2	Capacity needs assessment reports including report produced by Plan and WASHi,	6	NRDWP, NBA, NGP, KRCrelated guidelines
3	Final combined working group report-rural domestic water and sanitation	7	KRC guideline
4	Strategic plan 2011-22 (water & sanitation)	8	Plans manual for VWSS and ODF

3.3.3 Development of draft study tools

The study tools discussed in the previous section were developed for information gathering from various informants. Specific methodology, checklists, questionnaires, guidelines, etc. for every study tool was developed for practical implementation. All these supportive tools were presented beforehand to the client for discussion and finalization in the initial workshop.

The list of research tools used is presented below.

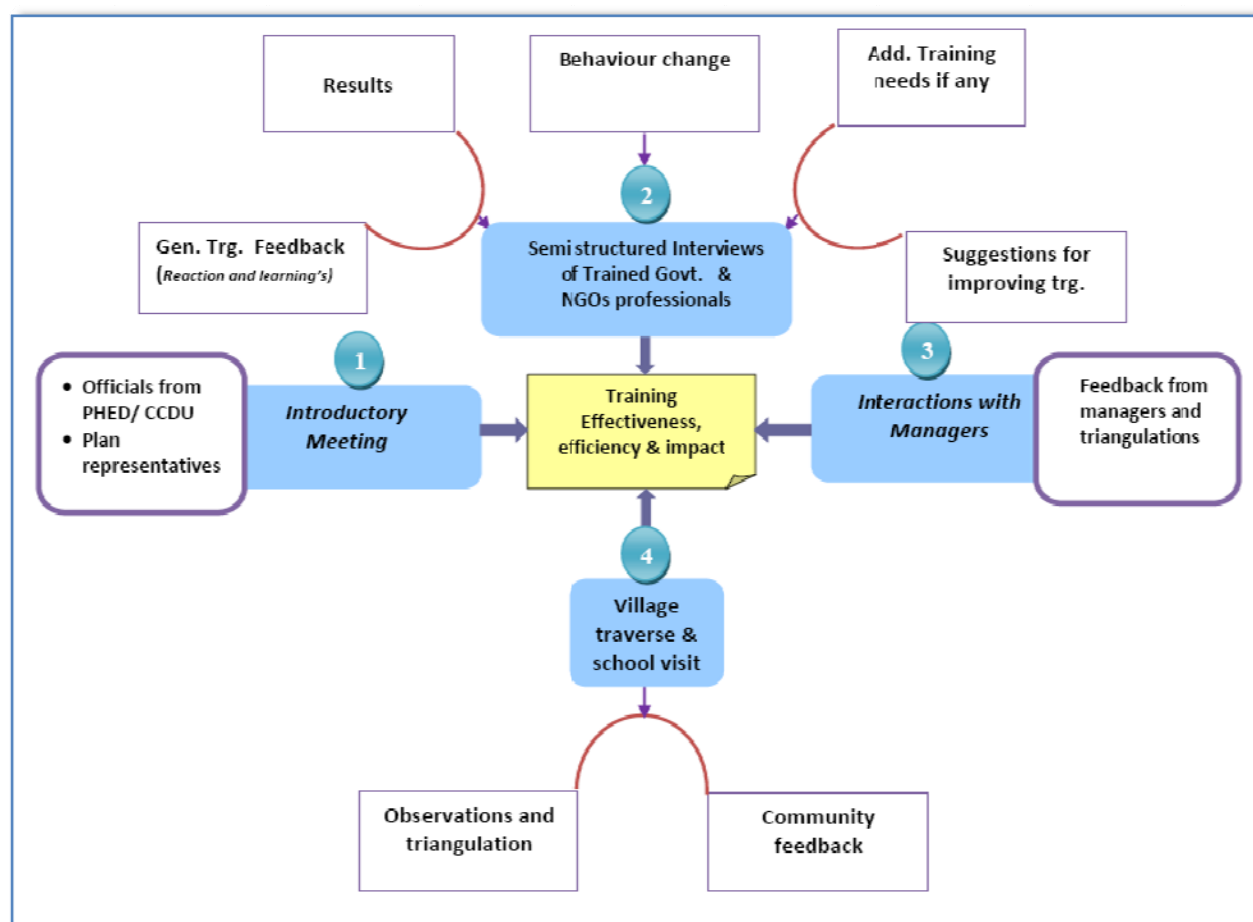
Sr. No	Study Tool	Sr. No	Study Tool
1	Meta-data analysis and review of reports	5	Focus group discussion
2	Semi-structured interview	6	Village visits- Interaction, school visit and village traverse

3	Electronic feedback of trained participant	7	Interaction with training managers & resource person
4	Interaction with line managers		

Based on the data of training participants, a draft list of sample respondents was prepared in consultation with Plan India and WASHi. The sample respondents represented every state and every type of training program conducted by WASHi. Such list was developed after the first visit to WASHi. The study tools formats / checklist are presented in Annex- 9.0 (Ref. Section 9.7).

3.3.4 Data collection:

Necessary data was collected through the finalized study tools. The data collection process in each state was as follows-



Process map-Assessment process in the representative state

The process was initiated through introductory meetings with officials from PHED/ CCDU and PLAN state representatives. The purpose of the meeting was to understand coordination process between State and NKRC and overall feedback on facilitated trainings. Also the state-specific training needs were discussed with them. Then the actual information gathering was done through semi-structured interviews with the selected trained beneficiaries from government and NGOs/ INGOs. Training feedback and information regarding reactions, learning's, impact /results; behaviour change, additional training needs and suggestions for improvements were gathered. After these interviews, interactions were held with the line managers from the respective government department/institutions/organization for getting training feedback, improvement in skills/knowledge/attitude of participants, triangulating training impact & additional training needs etc.

Thereafter, field visits to two selected villages from each state were organized to assess training impact. At the village level, the process was initiated through discussion with the village level functionaries. Later, a village traverse was organized during which the WASH facilities in the village and in schools were assessed. Then, discussions were held with villagers and with school management, to get feedback about the training impact.

Two teams were deployed for data collection. The data and information collected through the survey was consolidated. The Plan India and WASHi teams were kept updated about the progress of the field work.

3.3.5 Data Analysis and reporting

The field data and the training documents were analyzed to determine the impact of training and arrive at recommendations for further improvement of the courses. The data was analyzed to study the enhancement in knowledge of the participants, the on-field application of knowledge, efforts taken to spread the knowledge to other stakeholders and improvement in field level performance.

The data was further analyzed to identify the strengths, gaps and challenges of the training programmes conducted by WASHi, additional training needs, and recommendations for further strengthening the training programs of WASHi.

Inputs from initial work and the interactions with sector stakeholders in the states during the interviews along with literature review lead to an understanding of opportunities and threats in the external environment. The internal process reviews and interviews lead to the strengths and weaknesses of the institute. The SWOT analysis was lead to the suggestions for the future course of action for WASHi.

On the basis of interviews, FGDs and the document reviews, case studies were selected and documented.

4. Overview of WASH sector in India

The chapter gives a snapshot on the overview of WASH sector in India currently.

While India is developing rapidly with a high rate of growth, its social sector still lags behind considerably. This paradox gets highlighted when one reviews the status of rural water supply and sanitation provision in the country. Almost half the open defecation in the world happens in India, 17% habitations are not covered with water supply, at least one of every 10 deaths in the country are due to poor sanitation and hygiene. The various economic impacts of poor sanitation amounts to almost 6.4% of the country's GDP¹.

4.1 Policy framework

The government of India has been making concentrated efforts to improve water supply and sanitation coverage, especially in rural areas for the last 30 years. In 1986, the Rural Development Department initiated India's first national program on rural sanitation, the Central Rural Sanitation Program (CRSP). This was a supply driven program which focused on hardware subsidies. The government launched Total Sanitation Campaign (TSC) in 1999 which introduced the concept of a "demand-driven, community-led approach to total sanitation". The TSC was supported by Nirmal Gram Puraskars (NGPs) in 2003 which incentivized achievements and efforts to make GPs open defecation free (ODF). TSC was further rechristened as Nirmal Bharat Abhiyan to accelerate the pace of sanitation coverage in the country.

Many schemes for better rural water supply coverage like Accelerated Rural Water Supply Program, Swajaldhara, etc. were implemented in the initial stages. The National Rural Drinking Water Programme (NRDWP) was launched in April 2009. This program provides grants for construction and O&M of rural water supply schemes with special focus on water-stressed and water quality affected areas, rainwater harvesting and groundwater recharge measures.

The Rural Sanitation and Hygiene Strategy envisioned a Nirmal Bharat by 2022 with totally sanitized environment, improved hygiene practices and solid& liquid waste management. The strategy provided a framework to achieve these goals in a time-bound manner. The goals have been recently preponed to 2019 under Swachha Bharat Abhiyan. The aim of Swachha Bharat Abhiyan is to provide every rural household with sanitation facilities including toilets, solid and liquid waste disposal systems, village cleanliness, etc. The strategic plan for "Ensuring Drinking Water Security in Rural India" aims at providing access to 70 lpcd continuous uninterrupted water supply to every rural person and 90% of rural households provided with piped water supply. The 12th Five Year Plan considers health as a priority subject and allocates resources for water supply and sanitation goals.

¹ Economic Impacts of Inadequate Sanitation in India, Water and Sanitation Program (WSP), 2011

The Department of Drinking Water Sanitation, Government of India has appointed 24 key Resource Centres (KRCs) to train, impart knowledge, build capacities, and create awareness among different stakeholders.

4.2 Present scenario

Despite government efforts, the water supply and sanitation sector shows sluggish progress. Better water supply and sanitation facilities lead to improved health by lowering the incidences of water and air borne diseases, reducing under-nutrition and increasing life expectancy. This leads to reduction in health investment and improved productivity of the people. Better sanitation and water facilities also result in dignity and privacy for women, better attendance of girls in schools, and better standards of living.

As per the NBA baseline survey, only 40.35% rural households have access to toilets and every day 59.70 crore Indian citizens practice open defecation. There are wide interstate variations and the percentage of sanitation coverage is low in Bihar, Jharkhand, Orissa, Chhattisgarh, Rajasthan, Puducherry, Manipur and Meghalaya. Sikkim and Kerala have become completely Nirmal but the other states have a long way to go. Also the low wealth quintiles and SC/ST families have very low sanitation coverage. As per the IMIS data on 1/4/2011, 87.76% of population of the country is covered with protected drinking water sources. However, nearly 57% in rural population travel up to 0.5 km. for water. About 7.27% of habitations have chemically contaminated sources. The target for government of India is to cover each household by piped water connection at home.

Various other agencies including Unicef, the world bank, other bilateral and multilateral agencies, national, international and local NGOs are contributing to water and sanitation sector in India. Unicef has been actively working with national government and also state governments to provide support in soft areas mainly BCC, IEC, Capacity building etc They have contributed to development of Sanitation and Hygiene advocacy and communications strategy at country level and state level in some of the states. The international and national agencies are also working in rural areas to create best practices and support government efforts through soft support. Some agencies have created their own models through independent funding sources.

Both sanitation and water status have serious ramifications on the way the sector capacity needs to be augmented.

4.3 Issues

Water supply and sanitation have been accepted as priority subjects and concentrated efforts are being taken for acceleration of growth and coverage in these sectors. However, some issues need to be addressed to be able to achieve the national targets.

Apart from coverage usage and maintenance of constructed toilets is a major issue. Defunct toilets and slip back habitations pose a great challenge and policy decision is required for this. The challenge is to

change the mindset of the people through behaviour change communication. Technical appropriateness of the toilet also needs to be monitored for effective management of waste in various socio-climatic zones. The supply chain needs to be strengthened to be able to respond to the demand generated. Sanitation material skilled masons and required technical information need to be made available near the construction site. Environmental disposal of solid and liquid waste is necessary for reducing harmful impacts on health.

The most critical challenge of water supply sector is deteriorating source sustainability resulting into over extraction of ground water. Deepening of sources also leads to increasing contamination due to natural factors. Human induced chemical contaminants and bacterial contaminants deteriorate the quality of drinking water. Drinking water from contaminated sources may result into water borne diseases and even child and maternal mortality. Operation and maintenance of structures and systems is required for sustainability.

There are many issues in implementation of policies/ programs. The water supply and sanitation programs are expected to be implemented in convergence with other schemes/ programs. Pre defined processes at block, district and state level are required for effective convergence. Capacities of the government functionaries need to be enhanced for enabling them to run the programs efficiently. With the target of physical and financial progress, the focus on activity based planning and monitoring also gets reduced and ultimately adversely affects the performance. Community participation in planning, implementation and monitoring is also necessary and definite processes need to be set up. Improved data collection procedures, dedicated and capable workforce, requirement for detailed operational guidelines, etc. are some of the other issues which need to be addressed.

The new government has given highest priority to the sanitation and water issue. The early trends are also showing the possibility of having additional resources for the mission of Swachh Bharat. The political will and additional resources will have to be properly channelized through a government delivery mechanism, which has a capacity constraint. These are systemic constraints, which have been bottlenecks. The process of capacity augmentation needs to be systemic and not stand alone.

Thus, the capacity augmentation efforts on one hand will have to strengthen demand generation for sanitation and higher service levels for water and on the other hand simultaneously work for increasing systemic capacity to respond to the demand. The specific state contexts will lead to focusing the interventions, e.g. more developed states with higher current demand will have to focus on the delivery capacity and less developed states with low demand will have to start from demand generation. The stakeholders involved will have to develop contextualized approach and interventions.

4.4 Plan India's focus areas

Plan India is an NGO working to improve the lives of disadvantaged children, their families and communities through a child centric approach. Plan's Country Strategy Policy (CSP) III recognizes WASH in its seven country goals to ensure all children and youth, especially girls and women, realize their right

to safe, reliable and potable drinking water, sanitation and hygiene, and to live in a clean environment. To ensure this, Plan's National Program on Drinking Water and Clean Environment focuses on two core interventions (i) School Children-led total sanitation approach at school and in its catchment and (ii) Facilitating children and community to ensure safe drinking water.

Plan India has been selected as a National KRC and Water and Sanitation Institute (WASHi) conducts capacity building activities on behalf of Plan India.

4.4.1 Objectives and role of KRCs

The National KRCs are key institutions engaged across more than one state in capacity building, re-orientation of different stakeholders, disseminating knowledge and information, documenting best practices, etc. to achieve the sectoral goal of drinking water security and sanitation provision in rural areas.

4.4.2 Functions of KRC

- Provide induction training, in-service-training, orientation and capacity development on various issues and challenges;
- Build capacity of different stakeholders regarding appropriate and cost-effective technologies and implementation mechanisms that promote community participation and source sustainability;
- Provide knowledge support to the stakeholders on the latest innovations, tools and best practices that promote effective and efficient delivery of services and monitoring;
- Provide technical guidance to State CCDU's in developing training and communication plans;
- Increase awareness and understanding of various stakeholders.
- Designing training modules and materials based on TNA results and in consultation with states for ensuring effective implementation of the programmes.
- Updating training content periodically based on feedback obtained from trainees and new development in the sector.

Government of India have launched reforms in the water supply and sanitation sector. As part of the reforms initiative, demand responsive, community centred programmes NRDWP and NBA, now Swaccha Bharat Abhiyan. These reforms demand paradigm shift in the role of government functionaries from doer to facilitator. The performance of the functionaries in the changed role does need considerable capacity building. NKRCs have been identified as instruments of capacity building of GO and NGO functionaries.

The government has given a highest priority to this sector and is proactively seeking partnerships. Agencies like Plan India and WASHi are interestingly poised to contribute to the sector. Aligning with the public programs and deploying the resources to enhance the performance of these programs is

strategically important. In this context looking back at what it has done and identifying ways to sustainably perform the role and contributing to the sector is the overarching motif of the assignment. Following sections will present the information about WASHi, what and how they have done, what are emerging needs and challenges in the sector and the recommendations.

5.About WASH Institute

The Key information about WASH Institute is presented in this chapter.

5.1 Background

WASH Institute (WASHi) is a non-profit training and development organization engaged in providing practical solutions for a wide range of water, sanitation, hygiene and environmental issues in India and the neighboring countries. A full time secretariat for the institute was incorporated as a Trust in June 2008 and established in Kodaikanal, India. Various national and international non government agencies contributed to the evolution of WASHi along with constructive support of key stakeholders from MDWS, GOI.

The core activity of WASH Institute is organizing training programs for water, sanitation, hygiene and environmental professionals and functionaries. The Institute conducts various non-formal training courses both on short and long-term basis. WASH Institute also conducts formal (academic) courses on water and sanitation, in affiliation with Madurai Kamaraj University. The campus based formal courses are recognized by Madurai Kamaraj University (MKU), Madurai, and Tamil Nadu. Currently the institute is conducting one year Post Graduate Diploma in Environmental Sanitation Science and One year Certificate course on Capacity Building for Health Workers.

WASHi has developed guidebooks for the sector - a directory of WASH experts, Evaluation of existing capacity in WATSAN sector, Water quality monitoring, toilet construction including Ecosan toilets, WASH intervention in Emergency relief. Also the institute had developed IEC materials in the form of posters and animation films on WASH issues. The institute is started taking up the projects in WASH sector with agencies like Population Science Institute, Global Sanitation fund etc.

WASH Institute (WASHi) was identified and selected as a KRC in 2008 and has been functioning as such since then. The Governing Council & Advisory Committee of WASH Institute includes organizations such as UNICEF, IRC, WEDC, SIWI, SEI, PLAN, WATERAID, WATER FOR PEOPLE, etc

The states WASHi focuses on for its training activities as a KRC are mainly Jharkhand, Bihar, UP, Rajasthan, Chhattisgarh, Tamilnadu and Odisha.

5.2 WASHi's Vision

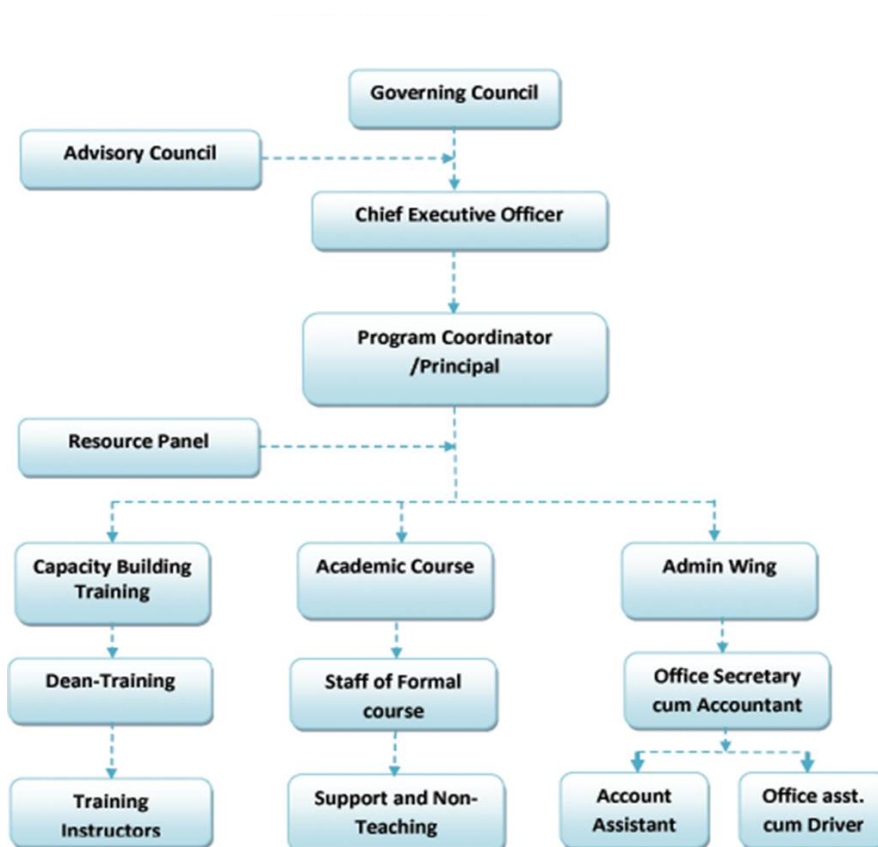
"A World in which all the communities have access to safe, protected and sustainable drinking water and sanitation services and are following improved hygiene practices"

5.3 WASHi's Mission

- Providing practical solutions to water, sanitation, hygiene and environmental issues across South Asia.
- Bridging the Knowledge gap between the community and service providers.
- Promoting appropriate and cost effective solutions in WASH.
- Advocate effective policies and strategies for wider replication.

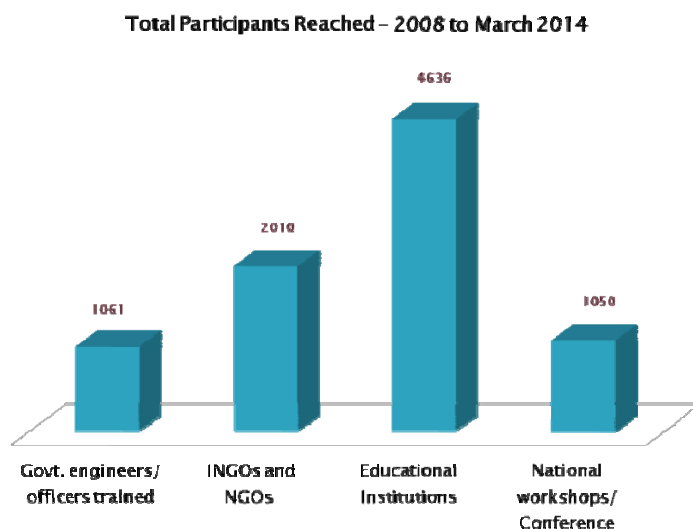
5.4 WASHi Organogram

WASHi has 12 trustees, 8 staff and around 100 resource persons. There are two offices – one in Kodaikanal and Patna each. In Kodaikanal there are 2 program staff (principal and coordinator), 1 admin account head, 1 account assistant, 1 driver, 1 computer operator on part time basis. The Patna office has a staff of 6 persons.



5.5 WASHi – Training courses offered/conducted

During the period of 2008-13, the Institute addressed the huge gap of capacity deficit in water & sanitation sector in India through systematic, need based quality training and capacity building services. The primary & secondary stakeholders from Government, INGOs, NGOs, and CBO's across India and South East Asia are targeted.



The total number of participants reached out to through training courses is presented in the adjoining graph.

These numbers also include the participants from PLAN partner organizations in India. It also includes the participants who attended the awareness programs where WASHi had provided resource persons but were not organised by them. The numbers of conference participants are also included in this figure. As

mentioned in earlier sections the total number of participants trained through trainings fully organised by WASHi are around 1500.

5.6 WASHi's formal courses and publications

► Formal Courses

- PG Diploma in "Environmental Sanitation Science" affiliated to MKU
- Certificate course on "Health Workers" (MKU)

► Publications

- Blue Book – WASH Directory
- WATSAN Sector Study Report – By AC-Neilson
- Guidebooks Leach pit toilet, ECOSAN, water quality, WASH in Emergency and Solid and Liquid waste management
- Cartoon films on MHM, Fecal oral route, WASH in Emergency
- 42 Case study / best practices on Sanitation – National Workshop, 2010.
- Training Manual for ASHA and Health Workers, Toilet technology, Sanitation marketing and Sanitation Management

6.Key Findings and Observations

The Key findings and observations on various variables like training relevance, effectiveness, impact, challenges, training need etc. are discussed in this chapter.

PriMove was expected to interact with around 10 % of the total trained participants from ten states and one Union Territory for assessing capacity building programs facilitated by WASH Institute. The field visit profile and map showing targeted states is presented in annexure-9.0 (Ref. Section 9.1.) 168 respondents from nine states and one union Territory were contacted for assessing training courses. Besides the feedback from participants, interactions were organized with 19 national and state level officials to understand the coordination process between the State and NKRC in detail. Overall feedback from these state level officials was also obtained on the trainings.

In addition, PriMove conducted in-depth review of WASHi training modules, manuals and reports.

The data / information received/generated from all above exercises is analyzed and presented in the following sections:

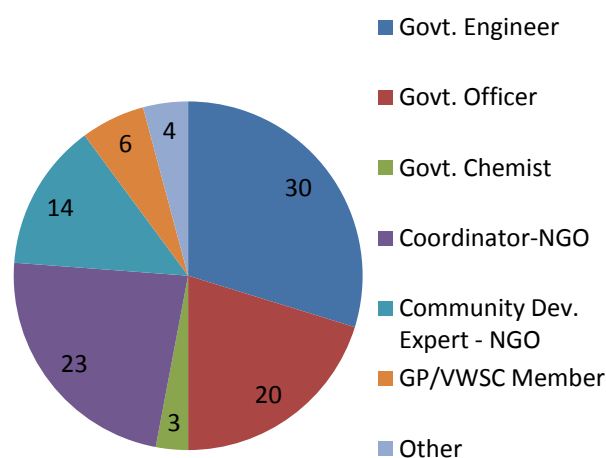
- **Assessment by trained participants**
- **Consultation with state level officials**
- **Review of training modules& manuals prepared by WASHi**
- **Review of completed training courses' reports**
- **Consultation with national level officials**

6.1 Assessment by WASHi trained participants

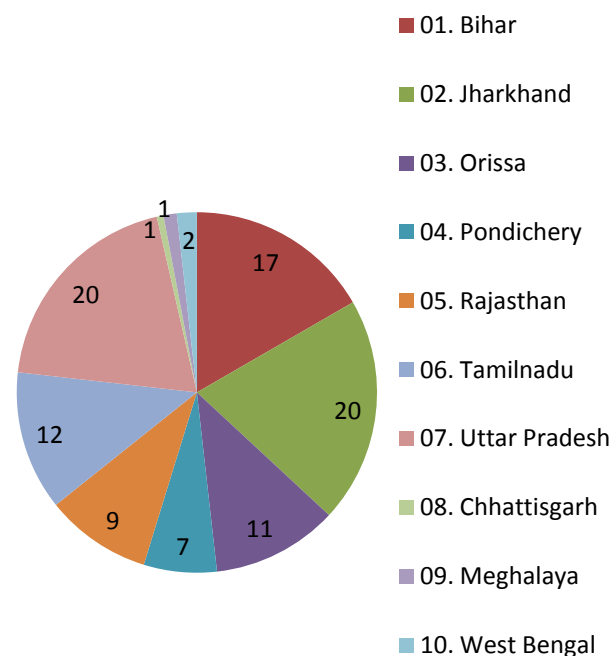
6.1.1 Profile of the respondents

- Total 168 training participants were interviewed for training feedback out of which, 53% were government staff and 47 % were NGO staff. Majority GO participants were state or district level functionaries and a few were from block or village level. Majority NGO participants were PLAN PU staff (most were project coordinators, community development experts) and few were PRI/VWSC members
- About 96 % were covered through semi-structured interviews and 4% were covered electronically (Chattisgarh, Meghalays & W. Bengal).
- Of the total 168 sample respondents, 127 (75.60 %) were male and 41(24.40%) were female.

Distribution of respondents according to their current designation (disciplines)-%



Statewise distribution of respondents (%)



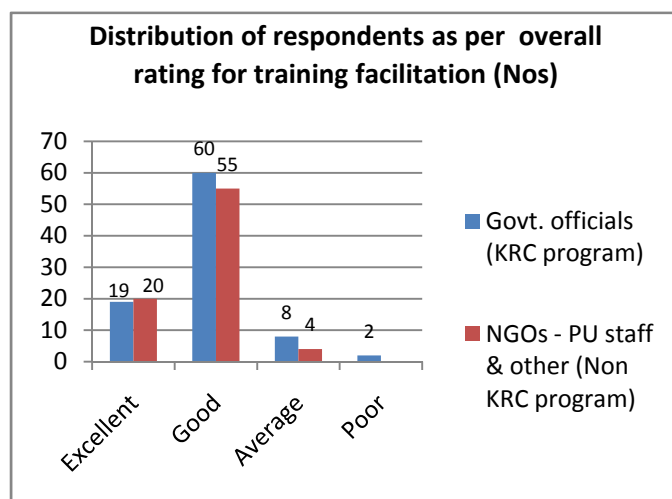
6.1.2 Profile of trainings

- Most of the GO respondents participated in trainings on Better Water Quality for Better Health, Sanitation, Community based Water Security Plan & PRA tools and Ecological Sanitation. About 70% NGO respondents participated in training on Integrated WATSAN, Ecological Sanitation and Community based Water Security Plan & PRA tools.
- More than 75% respondents attended training courses after 2010.
- About 90 % have participated in training courses of 3 to 5 days duration, which is considered to be an ideal duration for ToT type training.

6.1.3 Content of Training Courses

A. Most and least liked training topics

The participants specifically appreciated sessions on Ecosan concept and Technology, Water quality-issues and mitigation measures, Water sample collection and quality test, Construction and management of latrines, Sanitation-key issues & technical options, Participatory approach and PRA. The least appreciated session was overview of water sector-water act, policy and Hygienic practices



B. Overall rating to training courses

115 (68.45%) have reported that overall the training was very good, and 39 (23.21%) respondents reported it to be excellent. Only 12 (7.15%) and 2 (1.19%) respondents reported that it was average and poor respectively. No respondent believed it to be very poor. Thus more than 90% respondents rated the training courses as good and excellent.

C. Training relevance

161 (95.83%) reported that the contents of trainings were mainly related to water supply and sanitation sector. Only 7 (4.17%) respondents said that it was irrelevant to sector in which they were working. Thus altogether, the contents of trainings organized so far occurred to be relevant with the functions being performed by the interviewed participants.

6.1.4 Effectiveness of Training Courses

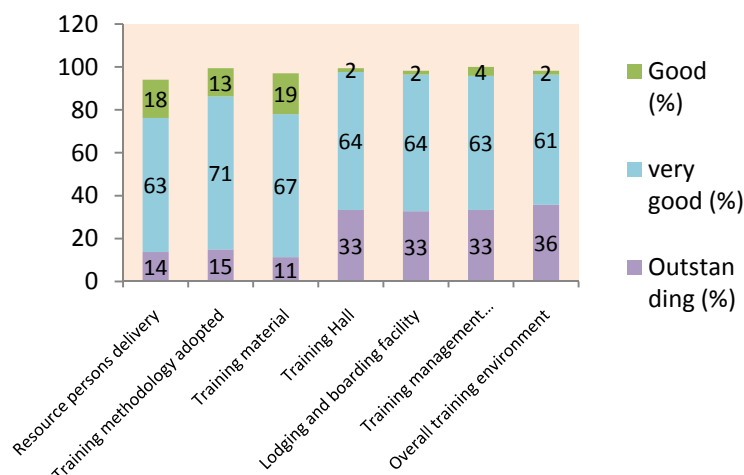
The respondents' reactions towards training courses (resource person delivery, training methodologies, training methodologies, training hall etc) and learning from the courses (knowledge gained, skills developed / upgraded, confidence gained/improved etc.) were also mapped during the assessment exercise. The assessment key output tables are presented in annexure-9.0 (Ref 9.5.). A snapshot on the same is presented below.

A. Reactions to the training course

• Resource person delivery

23 (13.69%) reported that the delivery of resource persons was excellent whereas 105 (62.50%) reported that it was very good. 30 (17.86%) respondents feel it was good and 8 (4.76%) stated that it was satisfactory. Only 2 (1.19%) respondents said the delivery of resource persons was poor. **Thus, on an average more than 155 (92.26%) respondents said that the delivery of resource persons was from good to excellent.**

Distribution of total respondents according to rating reported for facilitated training course (%)



• Training methodologies

25 (14.88%) reported that the training methodologies used were excellent, 120 (71.43%) reported that they were very good and 22 (13.10%) reported it as good. Only 1 (0.60%) respondent stated that training methodologies was satisfactory. No respondent felt that the training methodologies used in the training were poor. **Thus almost all respondents were satisfied with the training methodologies adopted by the resource persons for facilitating their sessions.**

• Training materials

19 (11.31%) reported that the training material was excellent quality, 112(66.67%) reported that it was very good, 32 (19.05%) told that it was good and only 1 respondent each stated that the training material was satisfactory and poor respectively. 1 respondent did not comment on the quality of training material. **Thus almost 163 (97.02%) respondents reported that training material received during the training was of good to excellent quality.**

• Training venue - hall and lodging &boarding facility

56 (33.33%) reported that the training hall was excellent, 108 (64.29%) felt that it was very good, and 3 (1.79%) said it was good. No respondent rated the training hall below satisfactory or poor. Only 1 (0.60%) respondent did not comment on the training hall. **Thus almost all 167 (99%) respondents**

reported that training hall in which the trainings were held was good or excellent for training and learning purposes.

With respect to lodging and boarding facility, majority of the respondents reported **that the lodging and boarding arrangements provided during training period were of good to excellent quality (98.21%)**. Only 2 (1.19%) and 1 (0.60%) respondents reported that the training logistic was satisfactory and poor respectively.

- **Training event management**

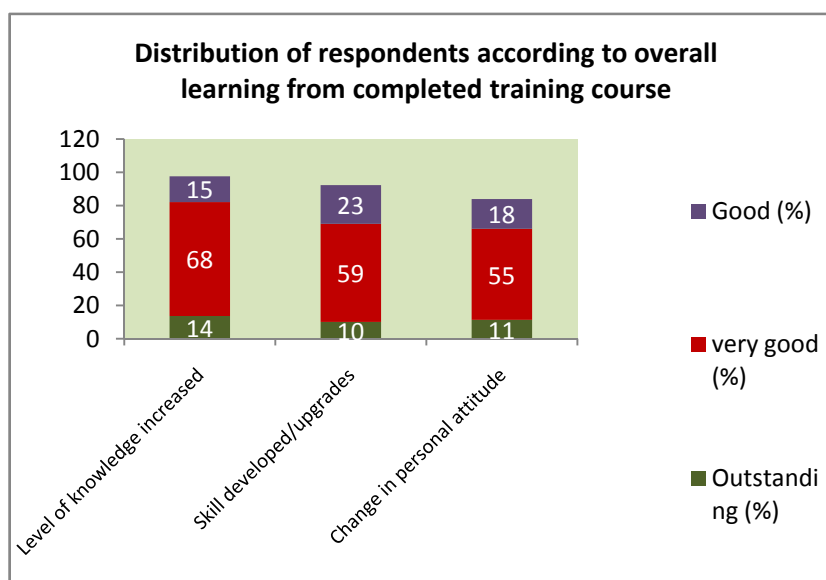
This section deals with time and resource management and administration facilities provided during the training period. 56 (33.33%) reported that the management was excellent, 105 (62.50%) reported that it was very good and 7 (4.17%) told that it was good. No respondent rated it as satisfactory or poor. **Thus all 168 (100%) respondents reported that the training management was good to excellent.**

- **Training environment**

60 (35.71%) reported that the training environment was excellent, 102 (60.71%) reported that it was very good, 3 (1.79%) rated it as good. Only 2 (1.19%) respondents reported that it was satisfactory. Not a single respondent felt that the training environment was poor. Only 1 (0.60%) respondent did not comment on it. **Thus almost 165 (98.21%) respondents reported that the training environment was of good to excellent quality.**

B. Learning from the training courses

Since training courses are expected to bring about change/improvement in knowledge, attitude and skills of the participants, respondents were asked about how the training courses helped them in enhancing their knowledge levels, strengthening their skills, and changing their attitude positively and thus increasing their confidence levels. The analysis of the responses on the above points is presented below.



- **Improvement at Knowledge level**

23 (13.69%) reported that after receiving training their knowledge level has increased excellently. Whereas 115 (68.45%) and 26 (15.48%) reported that there was respectively very good and good increase in knowledge levels. Only each of 2 (1.19%) respondents reported that the increment in knowledge level was satisfactory and poor respectively. **Thus total 164 (97.61 %) respondents rated that the increment in knowledge level was good to excellent.**

- **Skill development / up gradation**

17 (10.12%) reported that their skills developed / up-graded 'excellently'. 99 (58.93%) and 39 (23.21%) reported that their skills were developed /up-graded 'very good' and 'good' respectively. Only 4 (2.38%) and 2 (1.19%) respondents reported that skill development /up-gradation was satisfactory and poor respectively. 7 (4.17%) respondent did not comment on it. **Thus 155 (92.26%) respondents reported that the skill up-gradation due to training was good to excellent.**

- **Change in attitude**

19 (11.31%) reported that there was excellent change in attitude following the training imparted to them. 92 (54.76%) and 30 (17.86%) reported that the change in attitude due to training input was very good and good respectively. 2 each of 4 (2.38%) respondents reported that the change in attitude due to training was satisfactory and poor. 19 (11.31%) respondents did not comment on it. **Thus 141 (83.92 %) respondents reported that the change in attitude due to training input was good to excellent.**

B.1- Feedback from line Managers

PriMove team also interacted with line managers of trained participants during the evaluation. The objective of the interaction was to obtain overall feedback of the training and triangulation of information received. The summary of key points is presented below.

Change in Knowledge, Skills and attitude

- The majority of the line managers (94%) stated that the increment in knowledge level of their staff was very good. **This means all trainings organized by WASHi have succeeded in raising knowledge level of the participated staff of both Government and NGOs.**
- About 88% line managers reported good to excellent level of skill enhancement in their staff members.

- All the line managers reported that the change in their staff members' attitude due to training input was good to excellent.

Thus the trainings held by WASHi were significant in term of raising knowledge, skill and changing attitude of staff.

C. Application of gained knowledge and skill

135 (80.36%) reported that they have used/applied knowledge or skills during performing their duties. Only 26 (15.48%) told that they have not it utilized due to certain reasons. 7 (4.17%) respondents did not comment on it. Thus it is seen that more than 80% sample respondents have applied the gained knowledge and skills positively and improved their performance.

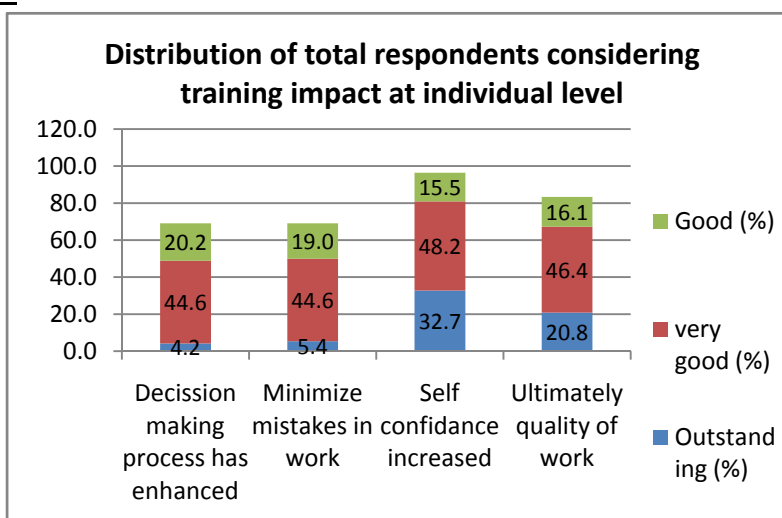
6.1.5 Training result/ impact

The respondents were asked about impact of training on their individual performance and at beneficiary level. The brief information about impact of training at respondent (individual) level and field level is summarized and mentioned below.

A. Impact on individual performance

- **Decision making ability**

7 (4.17%) reported that their decision-making got enhanced excellently due to training inputs. 75 (44.64%) and 34 (20.24%) reported that the improvement in decision making was very good and good respectively. Only 3 (1.79%) respondents reported that this change was satisfactory. 49 (29.17%) respondents did not comment on it. **Thus 116 (69.04 %) respondents reported that their decision making process has enhanced and they rated it between good to excellent.**



- **Minimization of mistakes**

9 (5.36%) rated the minimization of mistakes in their work as excellent following trainings inputs. 75 (44.64%) and 32 (19.05%) reported that there was very good and good impact respectively, of training on minimizing mistakes in their work. Only 3 (1.79%) respondents rated the minimizing of mistakes as satisfactory. 49 (29.17%) respondents did not comment on it. **Thus 119 (more than 70%) respondents reported that mistakes in their work were minimized following the inputs provided through trainings.**

- **Self confidence**

55 (32.74%) reported that self confidence level increased excellently due to the training inputs. Whereas 81 (48.21%) and 26 (15.48%) reported that the change in self confidence level was very good and good respectively. Only each of 5 (2.98%) and 1 (0.60%) respondents reported that the change in self confidence level was satisfactory and poor respectively. **Thus 162 (96.42 %) respondents reported that the change in self confidence level was from good to excellent.**

- **Overall improvement in quality of work**

35 (20.83%) reported that the quality of their work improved excellently due to the training inputs. 78 (46.43%) and 27 (16.07%) reported that the improvement in quality of work was very good and good respectively. Only 3 and 1 respondents reported that the improvement in quality of work was satisfactory and poor respectively. 24 (14.29%) respondents did not comment on it. **Thus 140 (83.33 %) respondents reported that the quality of their work improved good to excellent.** A snapshot of training impact at respondent's level is presented below.

B. Training impact observed at beneficiary level

During the interview the respondents were also encouraged to indicate training impact made at field level as a result of training. Out of 168 sample respondents maximum i.e. 108 (64.29%) respondents reported positive impact whereas 60 (35.71%) respondents did not comment on it. The impact at field level reported from these respondents is presented below:

NGOs - PU staff & other (Non KRC program):

The training impact at field level is comparatively better observed in case of NGOs and Plan PU staff (Non KRC program). In case of NGOs, organization of demand-based courses, post training follow-up, on the job support from management, availability of resources etc. are the key contributing factors to better results. The type of impact observed at field level is presented below.

- Built capacity of frontline workers and community on WASH aspects
- Communities mobilized for constructing latrines.
- Communities have adopted appropriate hygienic practices.
- Extend support for establishment of WATSAN facilities in schools
- Improved quality of latrine construction
- Water security planning and execution started

Govt. officials (KRC program):

In case of government official the impact on the field is lower than NGO staff due to factors such as no follow up of trainings and non-availability of resource. no direct link in job responsibility and training content due to transfers etc, Some of the key impacts observed at field level are

- Built capacity of frontline workers and community on WASH aspects
- Frontline workers and community members trained for handling water quality issues.
- Mobilized community for latrine construction.

The case studies on training impact are presented in annexure 9.0 (Ref. section 9.2)

6.1.6 Suggestions for improving future training courses

The key suggestions received from respondents for improving future training courses are presented below (Note: the percentages in brackets indicate the percentage of respondents who have made the same suggestion).

1. The training should be in local language instead of English (17.11%).
2. The training should incorporate more practical sessions and hence it should be organized on site where such practical sessions could be conducted and practice sessions for participants could be possible. (17.11%).
3. The training should address local/state specific issues in WATSAN sector (10%).
4. Training should have practical session on chlorination of hand pump/pipe water supply schemes, water security planning etc (5%).
5. Separate sessions on solid and liquid waste management, bark technology of arsenic testing, designing and management of pipe water supply schemes etc. (7%)
6. Such training courses should be organized for front line workers, VWSC and PRI members (6%)

6.1.7 Capacity Building Needs of Respondents

Although the respondents had indicated positive impacts of the training delivered in the last four-five years they (approx. 150 respondents)have also suggested future training needs. Areas in which the participants needed training (capacity building) inputs are- (figures in brackets indicate the percentage of respondents reporting the same training needs).

1. Operation and maintenance of water supply facilities (22.15%)
2. Training on Open defecation free villages (implementation of NBA) (20.13%)
3. Community mobilization for creating demand for sanitation aspects (15.44%)
4. Water quality- Management of Iron, Fluoride and Arsenic problems in drinking water (16.11%)
5. Design and implementation of underground drainage and sewerage systems (5.37%) (ref. Pondicherry)
6. Training on solid& liquid waste management (6.71%)
7. Construction and management of WATSAN facility in schools (6.04%)
8. Role and responsibility of PRI /VWSC members and Jalsahya (6.04%) (Ref. Jharkhand)

6.2 Consultation with State level Officials

The officials from different states shared various points about role of NKRC and expectations of states from NKRC. The state wise meeting details enclosed in annexure-9.0 (Ref. section 9.3.) The summary of key points is presented below.

6.2.1 Coordination on training decisions

Basically the Ministry of Drinking Water Supply and Sanitation and NKRC decide on topics²that participants should be trained on. The state level officials do not have any role to play in this process. It is learnt that sometimes representatives of NKRC informally discuss with state level officials to decide upon training topics. The annual action plans, thus prepared as such, get sanctioned by the ministry and accordingly the list of training courses and expected target groups is communicated to the states. The state officials in consultation with district level officials finalize the list of participants. As regards WASHi, one of their representatives coordinates with state officials and obtains the primary list of participants. Thereafter WASHi conducts the training course(s).

6.2.2 Feedback on training courses

- The training courses organized by WASHi are very generic and informative only. There is not much emphasis laid on technical aspects like design of water supply facilities, SLWM measures, O&M of water supply facilities, sewerage systems etc., especially when such trainings are organized for engineers from PHED/TWAD board.
- WASHi has developed resource material for training and shares it with participants during training. However the material is largely in English. Similarly, the training faculty is experienced and resourceful, but delivery is not done in local language.
- The training provided is generic, as mentioned above, and is not adapted to the needs and requirements of diverse groups within the same batch of participants. Engineers, chemists, block/district coordinators etc. are given the same training.
- Most of the present training modules are not aligned with ongoing Government programs-NBA & NRDWP. Sometimes, the resource persons though are experienced, resourceful, and have wide exposure; they are not fully conversant with ongoing government WATSAN schemes and programmes.
- No mechanism for post training feedback is found to be developed and executed in any of the states.

² A sector learning needs assessment was conducted in 2009

6.2.3 Current WASH challenges in states

A. Water supply

- O & M of mini-water supply scheme.
- Water quality-Iron, arsenic, fluoride, content.
- Tariff recovery-low percentage of water facilities
- Capability of VWSC, self employed mechanics with ref. to managing PWSS and HP.
- Poor response for private tap connection (Orissa).
- O & M of Mega water supply schemes

B. Sanitation

- Convergence of NBA & MGNREGS
- Operationalization of SLWM component.
- Demand generation for latrine construction
- Substantial proportion of defunct toilets
- Enhancing use of constructed latrines

6.3 Review of Training Modules and Manuals

6.3.1 Review of Course Schedule / Module and resource materials.

The key findings resulting from the review are presented below.

- A typical course schedule of a training course conducted by WASHi mentions the title of training course, type of participants, duration, broad level sub-contents, training methodologies etc. but it does not include the overall training objectives (documented training objectives).
- However, no complete training module of any training course being organized so far was made available for review.
- Considering types of training and its contents, it feels that the duration of proposed trainings is optimum.
- As mentioned previously in this report, all groups of stakeholders (with different profile and responsibilities) are being provided the same type of training. Also the same modules are replicated in different states, without addressing or considering state specific contextual issues.
- The curriculum of the training courses emphasizes more on academic or theoretical aspects of WASH sector. It does not include field level processes or managerial aspects of field applications in different ongoing Government programmes like NBA, NRDWP, MGNREGS-SLWM etc.
- The schedules of different training courses consist of lectures, exposure visits, use of various methods/media like group discussions, videos shows, simulation exercises, power point presentations etc. This would have helped make the sessions interesting. In case of water sampling and water quality testing sessions, demonstrations are observed to be well planned.
- It is observed that the resource material is in English and is also very detailed.
- CDs, videos etc. related to the concerned topics/sub-topics are compiled at WASHi and distributed among participants during training. This material would help participants in post training utilization.

6.4 Review of Training Reports

Out of 55 training courses conducted by WASHi during 2008 to March 2014, only 39 reports were made available for this review. Of this 27 reports were of training courses organized under KRC programme whereas 12 reports were of training courses organized for plan PU staff and other NGOs (WFP, Hand in Hand etc.) staff. The main findings of this review exercise are presented below.

6.4.1 Training courses organized under KRC programme

Learning from the training

The review of 'learning section' from training reports³ was carried out in order to assess the enhancement in knowledge levels of participants after training inputs. The key findings of the review exercise are listed below.

The data indicates that a 33.46% average increase in knowledge level of participants from 39.95% (before training) to 73.41% (after training). The highest average knowledge gain, 55% is in water supply and management training, followed by hand pump mechanic and maintenance training (45%). The least average knowledge gain, 15% occurred in water quality monitoring and management training.

6.4.2 Trainings Organized for Plan PU staff and NGOs

WASHi has conducted 28 training courses for PLAN PU staff and other NGOs⁴ (WFP, H & H etc).

The reports consist of generic information about title of training course, name of organization for which the training was organized, training venue, duration, brief information about training processes, photographs etc. However, none of the reports include information on increment in knowledge level (analysis of pre and post tests), feedback of participants on various training components such as course contents, resource persons, training methodology, training accommodation, training communication etc.

6.4.3 Other Findings from reports

1. Out of total 55 trainings completed by WASHi so far the reports of only 39 were made available. it is presumed that reports of remaining training courses are not available with WASHi.
2. The reports submitted show that out of 39 reports only 15 reports consist of data regarding knowledge level assessment. This leads to the assumption that in case of remaining training

³Out of the 27 training reports provided for review, only 15 reports contained the section on "learning from the training course".

⁴12 training course reports were made available for review.

courses, either pre or post training tests were not conducted or analysis of pre-post questionnaire was not done so far.

3. The reports submitted shows that out of 39 reports only 5 reports consist of data regarding participants' feedback on various training components such as resource person's delivery, course content, training material, group work, training communication, accommodation etc. This leads to the belief that in case of remaining training courses either formal feedback forms were not filled in at the end of training or analysis of feedback forms were not done so far.

6.5 Consultation with national level officials

PriMove team carried out consultation with national level officials in New Delhi to understand the concept and current style of functioning of the KRCs in more detail. While the list of officials contacted and interviewed along with details can be found in the annexure-9.0 (Ref. section 9.4), the key findings and observations from these interactions are as follows:

Following the training learning needs assessment carried in 2009, lot of deliberation took place resulting in development of concept of KRCs. A workshop was organized in 2013 to look at how this system was working out. It was found that the KRC programme was not achieving the expected outcomes.

There are deeper issues between states and the KRCs largely because of coordination and mutual support. Many KRCs complain about non-cooperation from the states while the states have expressed that they are not consulted on the content of the courses and as such these training courses do not address their local contextual issues. Typically, proposals (annual action plans) are sought from KRCs in January, received and reviewed in February and sanctioned in March. States do not have any say in this process. On the other hand the ministry affirms that they have requested states to present their training requirements (content-wise) so that they could be forwarded to the KRCs, but states have not forwarded their requirements to the ministry. Incidentally, some state PHE engineers do not find training necessary for their capacity building needs.

There are issues of accountability from both the KRC and ministry sides. Presently UNICEF is conducting a study on KRC operations.

7.WASHi SWOT analysis

The SWOT analysis of WASHi is presented in this chapter.

This section looks at the current SWOT analysis of WASHi. It is based on in depth interviews with key stakeholders and subsequent field level interviews and interaction. This section has also contributed to some of the recommendations.

7.1 SWOT analysis

Positive Factors	Negative Factors
STRENGTHS <ul style="list-style-type: none"> • Recognition as major sector player • Satisfactorily working for government and NGOs • Well experienced, committed and qualified people on board (on both the governance council and the advisory council) • Strong strategizing at programme levels e.g. creation of resource panels, identifying like-minded people for the panel • Strong linkage/Good relations with donors, academic institutions, government, INGOs and NGOs. • Multiple portfolios - catering to multiple types of needs through formal and non-formal courses. • Consistent funding support from Plan. • Some of the trustees are supporting operations voluntarily Well established finance and HR policies. • Lean structure (organogram), only 7 full-time staff • Being based in Kodaikanal is advantageous as in some cases this becomes a preferred location of participants • Formal courses being affiliated with the university opens avenues and gives different 	WEAKNESSES <ul style="list-style-type: none"> • Absence of full time paid senior level positions like CEO, head of operations and head of strategy and monitoring • Too much dependence on external resource persons • Coordination between Kodaikanal and Patna offices • Not self-sufficient financially – no reasonable surplus or corpus. • High costs of boarding and lodging of participants, especially for courses conducted outside of Kodaikanal • Not expanded so much in terms of geography. • Remote management of the institute • No internal process or proactive efforts to find new opportunities
	Negative Factors
	THREATS <ul style="list-style-type: none"> • Reliance on honorary positions at the senior management level • Maximum reliance on external resource persons • Dependence on single agency support • Lack of systematic diversification of portfolios and clients

recognition	
Positive Factors	
OPPORTUNITIES <ul style="list-style-type: none"> • Not many players in the sector and significant demand for services in the sector • Possibility of building own financial strength. • Establishing formal education courses and getting government approval for them 	

7.2 Major operational challenges

- Getting participants for courses in spite of the government departments nominating people to attend the courses (some just don't show up).
- In some places getting Hindi speaking resource persons is a challenge.
- Logistical arrangements in a new location.
- Lack of interest in state government department heads.
- Stakeholder trainees are of different cadres and different levels too. Level of understanding is thus different.
- Trained people may get transferred to posts where they may not use the learning at all.
- Availability of resource persons (dates) do not match sometimes as they are independent.
- Training sometimes not seen as a priority by government. Funds remain unspent at district level.
- Different states have different departments to deal with water, sanitation and hygiene, and there's no uniformity.
- Training requirements of states keep changing at times, and WASHi is not allowed by the central ministry to change topics based on requests from states.
- Communication gap between the central and state governments delays the process. State governments do not easily give dates.

7.3 Suggestions for improvement

- For government engineers include topics of GPRS, water quality and inclusion of technological advances in the courses.
- Follow up training with the same participants.
- Mechanism to keep in contact with participants.
- Instead of state-wise training, opt for region-wise training within the state itself, so perhaps clubbing 2-3 districts together.

7.4 Constraints and limitations

- Not all resource persons are made /allowed to contribute to module design.
- Updation of modules is not done on a regular basis.
- Proper feedback at the end of course from participants is not being collected.
- Documentation.
- Capturing new ideas based on actual field experiences/gaps.

The information generated through this exercise is used to sufficiently inform the conclusions and recommendations thereof in the following chapter.

8. Conclusions and Key Recommendations

This chapter brings forth the conclusions emerging from the evaluation exercise and presents recommendations towards improvement of the training program as well as strengthening WASHi.

8.1 Impact

1. The overall feedback by respondents towards the training courses in general has been very encouraging. These training courses have brought about a positive change in the knowledge, skills and attitudes of the participants. This is reflected at the field level too. The general impact has been positive.
2. KRCs are currently catering to the training needs of the senior and mid level government functionaries.

Recommendation: WASHi in close consultations with states should adopt cascading approach and facilitate training in ToT mode.

3. There is no mechanism for post training assessment/evaluation of the participants in the states. A post training follow-up workshop (one day / two days) and/or subsequent mechanism for post training tracking is necessary.

Recommendation: KRCs should develop a post training assessment/evaluation system in consultation with the state. The state can own it up and implement the same. Initial rolling out support may be extended by the KRC. IT solutions may also be considered for the follow up.

8.2 Relevance

4. The contents of training courses are closely associated with the WASH sector. However, looking into the processes followed in the development of the content of these training courses and obtaining feedback on the same from various sources, it can be concluded that the courses are generic. There is not much emphasis laid on detailed technical aspects like design of water supply facilities, SLWM measures, O&M of water supply facilities, sewerage systems etc. The expectations of specific target groups like engineers remain unfulfilled and this is an emerging need in most states.

Recommendation: The course content should not remain generic beyond a point and should be modified to adapt to the contextual learning needs and also those of the specific participant groups e.g. a special training course on water quality should be designed and delivered for chemists. Also region-specific training modules should be developed considering local issues of WASH sector. e.g. some districts of UP have a particular issue in water quality (Iron). So a separate module on 'Iron Removal' should be delivered to chemists from such region/districts only.

5. The training modules are not fully aligned with ongoing government interventions, state's targets, available resources in the state, and central programs like NBA & NRDWP. Topics on convergence of government schemes, solid and liquid waste management practices etc. are not sufficiently addressed in training modules so far.

Recommendation: The training modules should be modified from time to time to include information on on-going government programs in the states such that following training, participants would have gained a better understanding of these programs and they should be sufficiently capacitated to align their functions to fulfill the objectives of these programmes. To ensure this, the training faculty should be not only be experienced, resourceful, and having wide exposure, but should also be conversant with ongoing government schemes and programs. KRC should undertake TNA for the staff of NGOs involved in this project and develop relevant training modules for them. The trainings should be aligned with the project cycle of flagship programs to lead to improvement of the performance of these programs in the field.

8.3 Effectiveness

6. The training courses have been very effective at the level of knowledge and skills. The facilitation skills and professionalism of the resource persons are superlative. The use of various training methodologies by the resource persons for facilitating their respective sessions is also effective. The training material provided by WASHi during the training courses is comprehensive.

The facilities at the training venues have been very good for training and learning purposes.

Recommendation: WASHi should develop resource material in local languages. Similarly, content delivery in local language would help to make the trainings more effective. More specific resource material will also be helpful.

7. The duration of the training courses has been optimum to the requirements of the training content.

Recommendation: While this is not a reflection on the duration of the courses in general, it is recommended that the duration of the training courses be not kept more than 3-4 days. This would help attract more participants and government officials would find it easier to relieve their staff for training if it is no more than 3-4 days duration.

8.4 Current training needs

8. Although the respondents had indicated positive impacts of the training delivered in the last four-five years they have also suggested future training needs. Areas in which the participants needed training (capacity building) inputs are-
 - Operation and maintenance of water supply facilities
 - Construction and management of WATSAN facility in schools
 - Water quality - Management of Iron, Fluoride and Arsenic problems
 - Training on Open defecation elimination for implementation of NBA
 - Community mobilization for creating demand for sanitation
 - Design and implementation of underground drainage and sewerage systems
 - Solid & liquid waste management
 - Role and responsibility of PRI /VWSC members and Jalsahiya regarding WATSAN

Recommendation: Sessions on the above should be incorporated in the relevant trainings, with appropriate field exposure/ demonstrations/ practicals. If required, separate training courses may also be designed after detailed state specific TNA.

8.5 Training Modules: Content, Delivery and Reporting

9. The Training Needs Assessment conducted at the beginning of the KRC formation process is outdated and has not been subsequently updated to include present day needs. Also, there has been no formal training needs assessment (TNA) exercise conducted so far in the states.

Recommendation: The TNA should be updated at both the national and state levels, more importantly at the state level with different stakeholders in order to find out their contextually realistic training needs. The training modules and necessary material should be developed accordingly.

10. The proportion of demo and/or practical sessions related to some sub-topics is observed to be inadequate in some trainings e.g. planning and designing of water security plans, chlorination, designing of sewerage systems etc. The trainings have not considered training science aspects like training designing, session planning, facilitation skills, etc

Recommendation: These topics need more practical sessions in order to enhance skills of the participants in this regard. WASHi should incorporate training science aspect in the present training modules. This will help to strengthen the training delivery skills of the participants and avoid knowledge loss during cascading mode. It is also necessary for ensuring the cascading effect.

11. The training modules are not complete in all respects. The present modules contain only the schedule of the trainings.

Recommendation: All training modules should be further worked upon to include key learning objectives, session plans with key learning points, suggested delivery methodology, expected outcomes and resources required etc. This will support different resource persons to deliver their sessions accordingly. Considering the scale and operational mechanism of WASHi trainings, this will help in standardization of the courses and quality assurance. This is also crucial for ToT type of trainings.

Secondly, the course modules should be revised and contextualized to reflect current context needs. New research, products, initiatives etc. should be included in the content from time to time.

12. The training reports are not of good quality and not professionally written. E.g. reports are not available for all training course (leading to assume that they do not exist), the reports for the KRC courses being more detailed than the ones for the training courses conducted for PLAN PUs and other NGOs. Some reports were found to be just 2-3 pages long, consisting of only name of training, venue, target group, training process in 1-2 paragraphs, photographs etc.

Recommendation: Standardized formats for 'pre and post training tests' and 'training feedback' should be developed and implemented for each course. In addition separate templates should be developed for analyzing the data collected in the above formats. Similarly a separate training 'report template' for all types of training reports should be developed and used.

8.6 Coordination between Ministry, States and KRCs

13. There is not enough coordination between states and ministry (and thus with KRCs). The requirements of the states are not formally incorporated in the annual plans of the KRCs. The communication and coordination between state level officials and national KRCs needs to be improved and enhanced across all the phases of training such as training needs assessment, developing training modules, preparing annual action plan, implementation of training plan, post training follow up etc.

Recommendation: The annual action plans of national KRCs should be prepared in close consultation with the concerned state level functionaries. A process template for planning and monitoring may be evolved jointly by government and KRC stakeholders for wider application. The responsibility of facilitating planning process should be given to a specific KRC for specific states. In delivery more than one KRC can be involved depending on the need of the state and KRC competency. Regular cross learning and knowledge sharing events with all KRCs can be helpful.

14. Selection of participants is issues as on many occasions key persons are not nominated for participation in the training courses and irrelevant/unconcerned staff are nominated for training.

Recommendation: States to coordinate with KRCs and decide on the suitability of nominated staff to maximize benefits from the training inputs.

9. Annexure

This chapter contains various appendices which include field visit details,, case studies, study tools etc.

9.1 Field visit details and Map showing states identified for assessing trainings

9.1.1 Field visit details

Team	Sr. No	State	Visit date (duration)	Field visit details		Participant covered
				Place of visit	Date of visit	
Team A	1	Bihar	11 th August to 18 th August 2014	Patana & Hajipur / Vaishali	11 th to 12 th August	28
				Biharsharif or Gaya	13 th August	
				Muzaffarpur	14 th August	
				Ara and Boxer	16 th to 18 th August	
	2	Up	19 th to 25 th August 2014	Lakhonow	19 th to 21 st August	33
				Raiberali	22 nd to 23 rd August	
				Agra	25 th August	
	3	Tamilnadu and Pondicherry	12 th to 18 th September 2014	Tiruchirapalli	12 th to 14 th September	32
				Villupuram	15 th to 16 th September	
				Pondicherry	17 th to 18 th September	
Team B	1	Orissa	11 th August to 17 th August 2014	Bhubaneshwar	11 th to 12 th August	19
				Puri	13 th to 14 August	
				Mayurbhanj	16 th to 17 th August	
	2	Jharkhand	19 th August to 25 th August 2014	Ranchi	19 th to 21 st August	34
				Khunti / Lohardaga	22 nd to 23 rd August	
				Hazaribag & Ramghad	24 th to 25 th August	
	3	Rajasthan	8 th to 12 th September 2014	Jaipur	8 th to 9 th September	16
				Dousa or Sawai Modhopur	10 th to 11 th September	
				Bikaner	12th September	

9.1.2 Map showing states covered for assessing training impact

9.2



9.2 Case studies

1.0 Rameshwari Devi successfully motivated construction of more than 20 pit toilets in Rambag village

(Village-Rambag, Taluka- Lunkarnsar Dist-Bikaner)



Rameshwari Devi, Cluster Coordinator, Urmul Setu

‘Dhamaka or Borehole toilets’ are most common in North Rajasthan, especially in Sri Gangasagar, Charu, Hanumangarh areas of Bikaner districts etc.

The Dhamaka toilet is a 30-35 feet deep hole in the ground having diameter of 60-75 cm and covered with a stone slab. The slab has a circular hole about 6-8 inches diameter or squatting pan. The noise (Dhamaka) occurs when human excreta and water hit the bottom of the pit, which is why it is called dhamaka/ dhamakedar toilet.

Once the hole gets filled up, either emptying or construction of a new toilet are the only other options. Also, both these options are very costly. Due to these reasons, people were hesitant to construct toilets in this region. Also, as per the villagers, biological & chemical contamination of ground water, foul smells etc. are the major ill-effects of these toilets.

This was the major obstacle in promoting toilet construction in **Urmul Setu Sansthan’s** work area- Baiju and Lunkarnsar blocks, Bikaner district). The organization, which works for health, livelihood strengthening, education, water and sanitation, sent a few of its members for ‘Integrated WATSAN’ training organized by Plan India, in collaboration with WASH Institute, Kodaikanal. The purpose of the training was to build capacities of the participants regarding sanitation and to effectively implement the Plan India supported projects.

Through various presentations, the training focused on communicating linkages between water sanitation and health and careful implementation of these components at village level. Various types of toilets and their benefits were discussed during the training. The Urmul members appreciated the technical session on types of toilets. Rameshwari Devi, working with Urmul, learnt about two-pit toilets in depth. She also decided to promote this type of toilet construction in her project area, by constructing few on pilot basis. She first built a two pit toilet in her house. Considering benefits and learning’s from same then she decided to promote the toilet in Village Rambaug (Block Lunaksar, District Bikaner).

Though the toilet coverage in the village was 20-30%, all toilets were of Dhamaka types. Rameshwari Devi first made the villagers aware of the possible ill effects of Dhamaka toilets and gave information about two pit toilets. She described the benefits and her own experiences with the villagers during SHG

meetings, youth group meetings, Gramsabhas, etc. and appealed the villagers to come forward for construction of two pit toilets.

Two villagers agreed to construct two pit toilets initially. Rameshwari Devi and her colleagues at Urmul provided technical support during the construction of these toilets. The toilets are being used regularly by the two families. Rameshwari Devi has never looked back since then. She demonstrated the benefits of two pit toilets through experiences of these families. More than 20 families have successfully constructed two pit toilets in last 6-8 months, and all of them are in use.

Rameshwari Devi proudly says that in a 'dhamaka toilet' predominant area, success of two pit toilets was difficult, but it became possible only because of the training provided by Plan India (conducted by WASH Institute). She is certain that the other villagers will understand the importance of two pit toilets and will soon opt for them. She states that the information and skills regarding two pit toilets provided during the training boosted her confidence.

2.0 Training triggers development of kitchen gardens



Urmul Setu Sansthan is an NGO, working for health, livelihood strengthening, education; water and sanitation in Lunakarsar block (District Bikaner, North Rajasthan). It runs a residential school and junior college for girls in Lunakarsar with support from Plan India.

The total number of residents is approximately 140 which includes students (130 Nos.) and teaching /non teaching staff (10 Nos). The school, being a residential school, provides breakfast and meals to the students

and staff. A Ground Storage Reservoir (GSR) with taps is constructed near the dining hall for storing water and the GSR is filled through Mini Scheme Sump as per requirement.

Every day, approximately 800-1000 litres water per day basis is required for 140 persons for washing hands before and after meals and for washing utensils. Earlier, the waste water used to get logged outside the dining hall, which led to foul smell and unhygienic environment around the kitchen and dining hall.



Mr. Narsaram Gunpal, co-ordinator in Urmul, participated in the Integrated WATSAN training sponsored by Plan India organized by WASH institute, Kodaikanal. Detail information regarding management of water supply and sanitation facilities and various options for waste water management was provided during the training. Narsaram was impressed by the waste water management practices applicable at village level, especially the option of kitchen gardens.

Narsaram decided to develop a kitchen garden outside the dining area in the residential school. Now, the waste water from the washing area is diverted to the kitchen garden. On 30-40% area, perennial crops (Aloe Vera, 2-3 horticulture plants) are planted and rest of the area is covered with seasonal vegetables (cluster beans, bottle gourd, ridge gourd etc). This is how the waste water from the washing



area is being utilized for kitchen garden. The vegetables and other produce are also used in the kitchen. This has set an 'ideal practice' for waste water management at institutional level.

Narsaram proudly says that the information and skills provided during the training were helpful in effective waste water management in the school.

Narsaram did not stop at this. He decided to share this experience with the villagers. During every training, every program and village visits, he talks about how kitchen garden is the most appropriate waste water management option. He also demonstrates the kitchen garden he developed in the school. These efforts have paid and more than 80 families in Lunkaransar area have developed their own kitchen gardens.

3.0 Muhana GP implements safe water supply measures

Muhana (Block -Sanganer and District -Jaipur) is a progressive village, situated 30 kms away from Jaipur. The population of the village is approximately 10,000 and water is supplied through PWS scheme. The PWS scheme is operated and maintained by Village level Water and Sanitation committee (VWSC), set up in the village in 2004 under Rajasthan Society Registration Act, 1958.

There are 8 major bore wells in the village, and the water from these is stored in the ESR having capacity of 4,50,000 litres. The water is supplied through 700 private connections. The rest of the families are served through 25 GSRs of approximately 10,000 litres capacity each.

Till 2012, the O&M activities like cleaning the tanks and pipelines, timely repairing of pipeline, collection of water tax, etc. were not done efficiently. However, Mr. Laxman Kumar Sharma, manager cum clerk, VWSC, Muhana says that in 2013 the committee took a few firm decisions



and strict actions regarding maintenance of the water supply system. He proudly says that this was possible only because of the training on community based water security plan and PRA organized in Jaipur. Three villagers- Manager, VWSC; adhyaksha, VWSC and water person- attended this training which was sponsored by Plan India and conducted by WASHi, Kodaikanal.



Mr. Laxman Kumar Sharma, Manager VWSC, Muhana and Mr. Jagdish Yogi, water person state that the session on 'measures and activities for safe and secure water supply' was very interesting and inspiring. After returning from the training, Laxman Kumar Sharma organized a meeting of water persons (6 no.) and PRI members and decided to implement the following O&M activities immediately-

1. Washing all water tanks along with pipe line every 3-4 months by using KMNO_4 (Potassium Permanganate)
2. IEC of the villagers for saving water and stop its wastage
3. Immediate repairing of pipeline after leaking in pipeline
4. Following up for water tax collection

Mr. Sharma further states that they now clean all water tanks with KMNO_4 , every 3-4 months, make home visits for creating awareness regarding water saving and taking special efforts to collect water tax (Rs. 100 per family per month) every month. He adds that this was not done meticulously earlier and only because of the training that such care for O&M is being taken by the committee. He proudly says

that the training has provided them a definite direction and inspiration to properly operate and maintain the water supply systems.

He also communicates the experience with the villagers visiting Muhana during study tours. He emphasizes washing the tanks and pipelines regularly and creating awareness regarding saving water and using it optimally.

4.0 WASHi Training material helps community mobilization



Nav Bharat Jagriti Kendra is a leading organization which works in the field of health, education, agriculture, livelihood strengthening, water and sanitation, etc. It works with support from Plan India, in Ranchi district, Jharkhand.

Plan India, with support from WASHi, Kodaikanal, organized training for the members on Integrated WATSAN under the 'WASH in school' program. Mr. Ranjan Kumar and Mr. Ashok Kumar from NBJK participated in the training. They learnt about the scope and needs of the WASH

sector and their knowledge based was broadened.

After the training, these two members from NBJK decided to concentrate on Household toilet construction in their operational areas. They realized that the region was lagging behind in terms of sanitation.

In Hazaribaug Area where NBJK works, the villagers were not inclined to build toilets. The toilets which were available were technically inappropriate. NBJK members realized this only after understanding the technicalities of toilet construction during the training.

They first organized trainings for their colleagues at NBJK on WASH management built their capacities and then started IEC in the villages. Initially, the response was poor, but then it gradually gained momentum. They organized meetings, home visits, Gramsabhas, to spread sanitation messages among the villagers. The films / clips and PPT (films like F-diagram, cat film, wash man, save water etc.) shared by WASHi during the training proved to be effective for community mobilization. The resource material was also useful for developing simple communication / training material for the villagers and NBJK members in local language.

The villagers became motivated and developed faith in NBJK members. They showed willingness to construct leach pit type toilets. The schools also built toilets, water supply facilities and the students developed hand washing habits.

The NBJK members say that the training helped them in gaining understanding of WASH sector, sector needs and mobilizing the community for sanitary habits. They added that the resource material and films shared during the training were very useful for spreading sanitation messages effectively.

5.0 Latrine construction movement initiated

The organization 'Real Education and Action for Liberation (REAL)' is working for development of children, women, agriculture, health, water supply and sanitation etc since 1989 in more than 100 villages from Vellupuram district of Tamilnadu and Puducherry. The mission of this organization is enlightenment, enrichment and empowerment of rural communities working together for their self reliance. Water supply and Sanitation is a core area of the organization, in which it has been working since 1995. The key activities of this organization under its sanitation programme are community awareness, promotion for latrine construction, providing supply chain for latrine construction, enhancing usage of latrines etc. The organization has followed SHG federation approach for implementing rural development projects including sanitation project in its working area.

Village Indiranagar is situated on Puducherry - Chennai Eastern Coastal Road and is approximately 8-10 km away from Puducherry. The village constitutes total 749 households. The organization has constituted 15 self help groups in the village which are functional since past 3-4 years. A federation of these 15 SHGs has been made and 2 members of each SHG participate in monthly meetings of the federation. The organization has used these monthly meetings as a platform for motivating the members for latrine construction.

About 4 years ago, the villagers used to go for defecation in the coconut gardens located on the peripheral part of village. The villagers suffered from the ill effects of open defecation. The adolescent girls avoided going for defecation during day time and preferred late evenings. These girls had to face many difficulties. The women organized in SHG federation raised this issue in meetings and the organization started their intervention in this direction.

Mrs. Latha, cluster coordinator of the organization participated in 'training on sanitation' organized by WASH Institute. She was given the responsibility of the entire cluster comprising about 10 to 12 villages



nearby Puduicherry. Indiranagar is one of the villages from this cluster. On completion of her training in 2010 she organized primary meetings of villagers and explained the importance of sanitation and significance of latrine construction. Continuous facilitation inputs and follow-up motivated and encouraged the community for building their own latrines. Presently, out of 749 households from Indiranagar about 500 have constructed latrines on their own. All the families have adopted leach pit type latrine and not septic tank model, because they feel leach pit latrine model is economic. The cost of constructed

latrine ranges from Rs 15000/- to Rs 20000/- depending upon economic condition of family. They did

not approach any of Government aid since this area is considered to be semi-urban area and they were sure that the government would not provide them any kind of financial support. All the 500 families (100%) are using latrines and handling the responsibility of operation and maintenance.

Mrs. Latha provided valuable inputs during completion of this task. She told that about 250 families had not yet constructed latrines. The major issues are financial constraints and availability of space. The poor families have approached REAL for financial support and the organization is presently actively considering this proposal. For the time being the organization has provided them the option of cost effective temporary toilets. The families with space constraints have requested the village Panchayat to provide them community place for construction of community latrine units.

The organization has approached the concerned Government authorities for space availability for the needy families. They have planned to scale up this experience in other 50 villages from their working area. They have also emphasized on school sanitation and constructed sanitation block in about 20 schools.



6.0 Village level water security planning

Water safety and security is one the most important aspects of rural WASH sector. The village level community needs to be motivated regarding water management in order to make them self reliant with their available water resources. The organization DHARAM GRAMIN UTHAN SANSTHA, Agra emphasizes water safety and security by promoting village level community for adopting certain water management practices. The organization is implementing a 'Water Security Pilot Project' supported by WSP, World Bank in 42 villages from Baroli-Ahir block of Agra district. The main component of this project is to make village level communities aware about water security measures. The organization has constituted village level water supply and sanitation (WATSAN) committees in each of these 42 selected villages and is implementing the proposed project interventions through these WATSAN committees. Mr. Nitesh Gupta, a community mobilizer of organization had participated in training on water security organized by WASH Institute. Following this training he provided necessary inputs to village level committees by organizing formal trainings for the committee members.

Out of 42 selected villages for the pilot project village, Rajrai is located on Agra to Shamshabad road about 10 km from Agra. The village has constituted a 12 members WATSAN committee which is functional since last two years. The village has 4 Temporary Tap Stand Posts (TTSP) which have sweet (potable) water. The other drinking water resources (open wells or bore wells) have salty water. Thus the whole village has only these 4 (sweet water) sources to fulfill their daily drinking water requirement. The limited drinking water sources and exhaustive use of available water by few households was creating problems in the village.

The organization organized 3 day training on water budgeting for members of WATSAN committee. The training helped them in motivating village level key functionaries on water security planning including water budgeting of village and water management practices.



They understood the conceptual aspects of water security, estimation of water requirements etc. The WATSAN committee of Rajrai village motivated all the villagers and prepared water budget of their village in consultation with the organization. They have

worked out their water requirements especially for domestic, animal and agriculture needs. They also set up a rain gauge in their village and a committee member regularly maintains the record of rainfall. They have worked out discharge capacities of each electric submersible motor installed on 4 Temporary Tap Stand Posts (TTSP) in the village. The organization has provided a stop watch to the WATSAN committee. The WATSAN committee on considering the discharge of motor pump and the water requirement of dependent households finalized the time duration (of motor pump) for abstraction quantity of water from the bore well. This quantity of water is stored in a small storage tank built at each stand post and the dependent households take water from it.

Similarly, the WATSAN also motivated farmers for using optimum quantity of water for irrigating different crops. They provided information to farmers on number of irrigations and tentative crop growth stages for applying these irrigations to major crops grown in the village. e.g.

Sr no	Crop	Season	No. of Irrigations
1	Potato	Rabi	4
2	Bajara	Kharip	0
3	Chilli	Kharip-Rabi	3-4
4	Wheat	Rabi	4

The farmers follow this irrigation schedule and provide optimum quantity of water in each of the irrigation cycles.

The project interventions helped the community from Rajrai to understand the concept of economic use of available water sources and thus all the households are now getting optimum water to fulfill their needs.

The organization has delivered training on water budgeting to almost all 42 VWSCs constituted in project villages selected under Water Security Pilot Project. They have also installed rain gauges in 14 villages and plan to set up the same in remaining villages soon. The VWSCs from other villages also started similar project interventions in their villages.

7.0 Trainees become WASH man/ resource persons

Mr. Ganesh Parida and Mr. Rajesh Kumar Singh work with CYSD, Bhubaneswar and District Project Management Unit (DPMU), Ranchi respectively. Both these experts believe that Plan India and WASHi Kodaikanal have contributed a lot in their success. They admit that they understood the technicalities in WASH sector and their facilitation methods/ processes during the training organized by Plan India and WASHi.

Mr. Ganesh Parida works in CYSD organization and participated in two training courses organized by WASH Institute, Kodaikanal -‘WASH in schools’ and ‘Integrated WATSAN’. He used the knowledge and skills in villages from Thakurmuda and Keonjhar area. His work included setting up water supply and sanitation facilities in schools, IEC for toilet construction, encouraging villagers for private tap connections, promotion of personal hygiene and sanitary habits, demonstrations, study tours, etc.



He says that the WASHi trainings and training material helped in effective implementation of the above works. Today he is famous in the state as the ‘WASH-man’ and he thinks that the trainings by WASHi contributed a lot in this success.

Mr. Ganesh Parida states that the trainings organized by WASHi were not only informative classroom sessions but were a tool for providing information to people in a simple but effective way. This helped in efficient implementation of the grass root level activities. Being a resource person, this also helped him in imparting knowledge during training sessions. He believes that the trainings provided a direction to his work and helped him in becoming a good resource person.



Mr. Rajesh Kumar Singh participated in the training on ‘Water Quality Control and Management’. On the basis of this training and with the help of the training material, he conducted 13 block level trainings for block level officials, Jal Sahiyas, PRI officials, etc. During these trainings, almost 450 participants were trained in ‘Water Quality Control and Management’. For effective facilitation during trainings, he translated the resource materials provided by WASHi and developed a booklet which was appropriate for use at local level.

These trainings conducted by Mr. Rajesh Kumar Singh were more participatory than the usually lecture based government trainings. He also prepared a plan for future activities by the end of trainings which resulted into effective implementation of water quality management by Jalsahiyas in Ranchi in 2012.

8.0 Waterless and odourless urinal

Systematic Agro-Based Research Institute (SABRI), Nalanda, Bihar is working in water supply and sanitation, agriculture, livelihoods development etc. sectors of rural development.

Water Supply and Sanitation is core area of its functioning and it is engaged in mobilizing community for construction of latrines and subsequently for making villages open defecation free.

The Chairman of organization, Mr. Sanjeev Kumar participated in training on Sanitation organized by WASH Institute in which he learnt about the concept, design and construction details of waterless and odourless urinal. He was quite fascinated by these inputs from training and he planned to set up a demonstration of waterless and odourless urinal. He approached to block level officer of Bind block of Bihar Sherif district and narrated about the concept of waterless and odourless urinal. He further encouraged the respective officials for setting up a demo model in the office premises. He also contacted WASH Institute, Bihar for necessary technical support for setting up this unit. Both of institutions (BDO office and WASHi) responded positively to this idea.



Bind, one of the block head quarters of Nalanda district of Bihar state is located about 110 km away from state capital Patna and around 30 km from district head quarter Bihar Sherif of Nalanda district. The concerned BDO office comprises of around 150 staff which normally used the open area around the office for urinating. This used to create foul odour in the office premises. One of the staff from the office told that the foul odour was making it difficult to breathe in the office rooms. This situation forced them to respond to the organization's proposal of setting up waterless and odourless urinal in the premises. The organization prepared the necessary proposal and sent it to

one of the funding agencies (Stockholm). On approval of this proposal the implementation was done by SABRI.

The unit comprises of 4 urinals set up with specially designed waterless and odourless traps to each urinal and the urine is collected in underground tank of 34"x36" diameter constructed behind the unit. The approximate capacity of this tank is reported to be 500 litres which normally filled up in 15 days.

Now all the staff and visitors use this urinal regularly. The tank of urinal fills once in a fortnight and thus is emptied after every 15 days. The urine is transported to the nearby fields for its application to agricultural crops, especially vegetable crops. At broad level the N:P:K content of urine is said to be 3:1:0.8. The collected urine is applied to 0.5 acre plot comprises vegetable crops like brinjal, tomato, lady finger, cabbage, cauliflower, chilli etc. This plot is being developed as a kitchen garden with production of different vegetables for house hold level consumption. While application of urine it is diluted with water. During early seedling stage of crop growth proportion of urine and water is maintained is approximately 40:60 respectively and is further diluted to 45:55 after 2 weeks stage and subsequently 50:50 at 4 weeks crop stage. The results show that the crop yield increased by 10 to 15% due to application of urine and also reduced the cost of inorganic fertilizers. In addition the size, colour, taste and attractiveness of fruity vegetables also improved significantly. The Krishi Vignyan Kendra (KVK), Harnout, Nalanda provides necessary technical support in planning of urine doses to different crops.

Tentatively it is estimated that a 5 member family needs 365 kg vegetables annually which requires only 1.20 sq meter area for production of required quantity of vegetables. The urine production of 5 member family is estimated to be around 2000 litre annually which fulfils annual urine requirement of above size vegetable plot.

Now the office premises does not have any odour and staff in the office is happy with results achieved due to proposed urinal. The organization is promoting the Grampanchayat officials of Bind block headquarters for construction of such waterless and odourless urinals at public places in the town.

9.0 24X7 Water supply in Godhinari village

(Block- Saharapada, district - Kendushar, Orissa)

Godhinari is an important revenue village in Digaposhi Gram Panchayat. Total 58 families stay in the village, mostly tribal's. Agriculture is the main occupation and around 30% families do cattle rearing or goat rearing as subsidiary businesses.

Water supply and sanitation condition in the village was very poor before 2010. All families were dependent on hand pumps for drinking water. In summer, when the water source dried up, the families had to travel long distances to fetch water. Besides, over 90% families engaged in open defecation and water borne diseases prevailed.

From 2010 CYSD, with support from Plan India started working for water supply and sanitation in the village. Initially, they motivated the villagers for construction and use of toilets. They also proactively set up water supply scheme in the village with Orissa Water Supply and Sanitation Department, local self government and Gram Vikas. By 2011, all 58 families in the village had toilets and initially around 42 had water supply connections. However, sustainable use and maintenance of the facilities posed big challenge.



Meanwhile, Plan India advised the CYSD team to participate in the 'Integrated WATSAN' training organized by WASH institute, Kodaikanal. The training included detailed sessions on linkages between water, sanitation and health, role of the VWSC in management of water supply sanitation facilities, sustainable use and effective implementation, etc. CYSD participants Ganesh Parida, Shivba Prasad Patnaik, Dambarudhar Sundavay, Ashok Kumar Puan, Maheshwar Chattoji, etc. were motivated by the training and decided to implement the knowledge in their work area.

Mr Shivba Prasad Patnaik, Dambarudhar Sundavay stated during interview that through 'Integrated WATSAN' training, the participants understood that only creation of water supply and sanitation facilities is not enough. Operation and Proper maintenance of the facilities by the local committee and efforts for their sustainable use are equally important.

After returning, they first organized a meeting of the VWSC members. The role of VWSC in sustainable use of created water supply and sanitation facilities and their effective O & M was explained to the participants. Besides, a campaign was implemented by the VWSC for increasing the number of private tap connections, sustainable use of toilets and water supply facilities.

This led to community action for using toilets, payment of Rs 40/- per month as water tax. The water tax payment is done regularly for last 2 years and as on date, fund of Rs. 40,000/- is balance with the committee. Today, all 58 families get regular and continuous water supply (through 24 X 7 systems) through private tap connections. Besides now all families use toilets.

Piped water supply scheme- The Piped water supply scheme was developed to cover all the houses in the Godhenari village. The scheme was completed by villagers in consultation with Jr. Engr. RWSS, CYSD and Gramvikas. The Source is a bore well situated in Godhenali gaothan. The water is lifted with submersible pump to ESR at a distance of approximately 3 m from the source. Water from ESR is currently supplied through 58 private connections with no public stand post.

Today, all 58 families pay Rs, 40/- per month as water tax to the VWSC. The operation and maintenance of the water supply structures is done through this fund. The water person in the village mentioned that he is regularly paid Rs 500/- per month as an honorarium.

Sanitation: All the households in the village have toilet facility. CYSD, Gramvikas and RWSS / TSC support for construction of toilets. Majority of HHs constructed Soak pit type of toilets along with bathroom. The villagers stated that the average cost of construction of toilet is around Rs. 12000/- to 13000/-

The villagers state that this was possible only because of rigorous efforts by CYSD and Plan India. CYSD members mentioned that the training on Integrated WATSAN trigger them for establishing community based O & M system for WATSAN facilities.

9.3 Consultation with state level officials in WATSAN sector.

1.0 Meeting with the key officials in WATSAN sector - Orissa state (Date- 12th August 2014)

Background: PriMove team in consultation with representative from WASHi conducted meetings with state level key officers of Orissa State Water & Sanitation Mission (OSWSM). The purpose of the meeting was to understand coordination process between State and NKRC and overall feedback on facilitated trainings for Orissa State. The list of officers participated in the meeting is presented below.

Officials contacted:

- Mr. Janmejy Sethi, CE, NRDWP-RWS&S-II
- Mrs. Shikha Nayak-State Consultant-HRD
- Mrs. Tuhina Roy-State consultant –IEC
- Mr. SaratSahu, Asst. Engg., CE office-RWS&S-II
- Mr. Tushar Ray, State Manager, PLAN, India, Orissa

The key points on agenda were introduction of Primove team members, briefing about the assignment, coordination process between state and KRC, usefulness of NKRC, selection of participants for trainings organized by KRC, feedback on training, current challenges in the sectors and suggestions, if any etc.

The main findings of the discussion are presented below.

A. General information shared by state officials

- Hp is the leading water supply facility in Orissa state. Govt. Of Orissa installed about 3.5 Lakh (s) HP in 6232 GPs.
- Pipe water coverage is very low (least coverage of tap connection) and which also affect on sanitation coverage.
- Now, Orissa state government decided to develop surface water schemes (called mega water supply scheme). One mega water supply scheme covers about 70 to 80 % block area. At this stage about 80% district prepared DPR for developing mega scheme and submitted to state for approval.
- Out of 6232 GPs 890 GPs are already become ODF. State targeted for making other 50 GPs ODF in year 2014-15.
- State decided to trained VWSC, BRCs, PRI members etc on WATSAN.

B. Coordination process& usefulness

- WASHi (NKRC) finalized training topic in consultation with Ministry. Involvement of State officials in this process is missing. At present there is no formal mechanism or system for involving state in training topic finalization process.
- Presently WASHi (as NKRCs) through Ministry ask state to organize training on particular topic. Ministry communicate training topic along with proposed target group to state and ask to extend support for completing the CB activity. Accordingly state ask district to select participants. NKRC took necessary follow-up with state officials for organizing events.
- In a nut shell state role in NKRC supported trainings includes finalization of participants, communication, extend support to NKRC for mobilizing resources and in organizing logistic arrangement for CB event etc.
- Usefulness- The trainings organized by NKRC were overall informative and skill delivering. Some trainings like better water quality for better health, Integrated WATSAN etc updated knowledge base of participants. Whereas the trainings consisting details on Ecosan, water security were delivered new concept and skills for designing of ECOSAN latrines and water security plans etc.

C. Feedback on completed training.

- Training covers general / generic topics. Major trainings are of refresher type Very few trainings are focused on technological aspects e.g. Ecosan, water security etc)
- Trainings help updating knowledge base of participants in WASH.
- In case of some trainings it is observed that the models or interventions promoted through trainings do not match with models or interventions followed by state Government. Therefore it becomes difficult for Government officers to promote such models in his working area. e.g. the ECOSAN model of latrine.
- Trainings are not align with interventions implemented under ongoing Government programs- NBA & NRDWP.
- Topics like O & M of WSS / HP, convergence of govt. Schemes for watsan, operationalization of SLWM component etc are not addressed in existing training modules.
- No mechanism for getting post training feedback (workshop, any mechanism)
- Focus on sanitation component is very limited (one or two trg. in sanitation). More focus on water supply related trainings. (Ref. WSSO NBA staff). State wants to do more trg. for increasing sanitation coverage.
- Training. action plan not linked with ongoing program interventions implemented at field level and therefore these plans could not be able to implement at village level due to lack of funding resources.
- Post training feedback / follow-up is totally missing.

D. Current challenges

D1-Water supply

- O & M of mini-water supply scheme.
- Water quality-Iron content.
- Tariff recovery-low percentage (expected Rs 42/month-mini-water supply scheme).
- Capability of VWSC , Self Employed Mechanics with ref. to managing PWSS & HP.
- No response for pvt. Connection (people in Orissa prefer public connection i.e. stand post).
- O & M Mega water supply scheme (will be a future challenge considering current situation).

D-2 Sanitation-

- Defunct toilet (Govt. Extend financial support like Rs-500, 1200, 2200.....but now most of the toilets are defunct).
- Convergence of NBA & NRDWP.
- Operationalization of SLWM component.
- Demand generation (still peoples feel that toilet is not a prior need).

E. Suggestion/Feedback

- Resource material should be refined accordingly and should be in local language.
- NKRC should involve state team in finalizing training topic along with proposed target group-formal workshop will be useful.
- NKRC try to align trg. Action plan with current interventions, state target, resource available in the state, further post training follow-up workshop (one day / two days) will be useful for tracking progress.
- NKRC should workout CB plan in consultation with state and try to extend post trg. support to state for executing training action plan.

2.0 Meeting with the State WATSAN officers -Jharkhand state (Date- 19th and 20th August 2014)

Background : PriMove team in consultation with representative from WASHi organized meetings with officials from State Project Management Unit, Jharkhand. The purpose of the meeting was to know coordination process between State and National KRC and overall feedback on completed trainings. The list of officers participated in the meeting is presented below.

Officials contacted:

- Mr. Ramesh Kumar, CE, SPMU-Jharkhand (short meeting)
- Mr. Manoj K Choudhary, Dy. Director-II, SPMU-Jharkhand
- Isha Kumari, State Consultant-HRD

- Mrs. Mani Barla, State consultant –IEC,
- Mr. Arghya Mukherjee, State Manager, PLAN, India, Jharkhand

The key points on agenda were introduction of Primove team members, briefing about the assignment, coordination process between state and KRC, usefulness of NKRC, selection of participants for trainings organized by KRC, feedback on training, current challenges in the sectors and suggestions, if any etc.

The main findings of the discussion are presented below.

A. Coordination process & usefulness

- Ministry and NKRC decides training topic. The Involvement of state is missing in this process.
- At this stage there is no formal system exist for involving states in finalizing training topics under NKRC program.
- Ministry issue letter to state regarding organization of training under KRC scheme. Ministry communicate training topic along with expected target group. On behalf of ministry NKRC i.e. WASHi took further follow for organizing training.
- State role in KRC program includes identification and selection participants, communication, extend logistic support for organizing CB event etc.
- Training on water quality and integrated WATSAN will be useful. Other helps for updating knowledge / refresher type events.
- Trg. action plan not linked with interventions proposed under ongoing program (NBA & NRDPWP). Also not linked with resource available under same program and therefore post training impact is not reported
- Absence of post training feedback / follow-up system.

B. Feedback on completed trg.

- The trainings are relevant and useful. Most of the trainings support for building sector knowledge base or updating knowledge in WASH.
- Almost all the trainings are not align with ongoing govt. schemes in WATSAN and therefore less impact reported in the field.
- NKRC should develop all material in Hindi instead of English language. (simple language)
- Resource persons should talk in Hindi instead of English.
- WASHi trainings are based on general topics. Addressing state specific cases / challenges in trainings will be useful. (ex-Role of PRI and VWSC in WATSAN)
- Also training not address local issues / challenges (ex. O & M of water facility, ODF, convergence of NBA and MGNREGA etc.
- Capacity building of VWSC and BRCs for effective functioning is our prime need but NKRCs trainings does not address same.
- In case of some trainings the input provided through training not linked with field activity (Ecosan-technology-not financially supported by GOJ/ GoI) and therefore get problem in scaling up.

- Trainings are not align with ongoing Government program (NRDWP, NBA- state targets, local issues, key task and interventions at state, district , block and village level etc.)
- Subject like O & M of WSS / HP, convergence of schemes, ODF-saturation approach etc. not addressed.
- NKRC should issue Training module copy along with reference materials to state personals. This is helps in scaling up (ex. Water security, integrated watsan etc).
- Trg. action not linked with ongoing interventions /task under NBA or NRDWP and therefore impact is not reported.

D. Current challenges

Water supply

- Capability of PRI / VWSC members for managing WATSAN facility (new PRI / VWSC members-in Jharkhand state PRI election was completed in year 2010 after 30 years)
- GP / revenue village Poor performance in water tax recovery (expected Rs 62/month-mini-water supply scheme)
- O & M of mini-water supply scheme
- Water quality-Iron content, arsenic, Fluoride
- No response for pvt. Connection (people in Orissa prefer public connection i.e. stand post)

Sanitation-

- Capability of PRI and VWSC members for rolling out NBA at village level.
- Convergence of NBA & NRDWP
- Defunct toilet (Govt. Extend financial support for latrine construction -Rs-500, 1200, 2200.....at this stage most of the toilets are defunct)
- Community mobilization for constructing toilet – still people feel that toilet is not a prior need)

E. Suggestion/Feedback

Strengthening CB work

- NKRC should finalized training topics in consultation with state (trg. Addressing local challenges).
- WASHi-NKRC should develop all trainings materials in Hindi.
- All resource persons should talk in Hindi.
- Training should align with ongoing govt. program
- Training action plan should linked with state watsan annual target, resources available under NBA and NRDWP.

Strengthening NKRC engagement

- One KRC should target maximum two states.
- Trainings addressing local challenges should be organized on priority basis.
- All trainings should be linked with government ongoing program, state targets, resource available etc.

- Organization of sector wise two to three key trainings in each state (TOT mode) followed by hand holding support or refresher type of courses / cross learning's workshop could be the best strategy for NKRC program.

3.0 Meeting with Tamilnadu Water supply and Drainage Board, Tamilnadu Venue- Chennai (Date- 10th September 2014)

Background : PriMove team along with a representative of WASH Institute organized meetings with officials from Tamilnadu Water Supply and Drainage Board, Chennai. The purpose of the meeting was to know coordination process between State and National KRC and overall feedback on completed trainings. The list of officers contacted for meeting is presented below.

Officials contacted:

- Mr. C Vijayraj Kumar, Managing Director, TWAD Board, Tamilnadu
- Mr. Ambalagan, Head Training Department, TWAD Board, Tamilnadu

The key points of agenda of these meetings were introduction of Primove team members, briefing about the assignment, understand coordination process between state and KRC, assess usefulness of NKRC, know selection of participants for trainings organized by KRC, feedback on training, know current challenges in the sectors and collect their suggestions, if any etc.

The main findings of the discussion are presented below.

A. General Information shared by State Officials:

The Tamilnadu Water Supply and Drainage (TWAD) Board, Government of Tamilnadu has set up a separate training department which caters trainings to staff like Engineers, Chemist, block/district Coordinators etc appointed in 31 districts. In addition it also provides capacity building support to PRI representatives from the districts, Panchayats and GPs by catering them necessary trainings.

The TWAD board from this year started celebrating "Water Quality Week" in which water quality issues are addressed at village and block level. Also water testing kits are provided to GPs with reasonable rate. First 2 days district level rallies are arranged which is followed by 2 days rallies at block level and then remaining 2-3 days staff organizes IEC events at GP level during this 'water quality week'.

They identify key village functionaries and even teachers and train them for drawing water samples. About 5 Lakhs water samples are collected this year. After analyzing these samples a village wise data base is prepared in the form of report which is going to be published in next few days by Hon. Chief Minister. Perhaps, Tamilnadu is only the state who has prepared such village wise data base regarding water quality.

B. Coordination and Effectiveness

- Basically Ministry and NKRC decides training topic without conducting any formal training need assessment exercise in the state. Sometimes representative of KNRC informally discuss with some of the state level lower officials or district level officials and decides training topics. But higher level state officials reported that they never been contacted by WASHi for this purpose.

The annual action plan gets sanctioned from the ministry and accordingly trainings were communicated to state.

- Ministry issue letter to state about training of NKRC along with topics and expected target group. One of representatives from WASHi coordinates with lower level state officials and ensure list of participants.
- The state officials in consultation with district level officials finalize the list of participants and convey them about details of training.
- WASH Institute works as national KRC for the state but its functioning seems to be in isolation. It is seen that WASH Institute should develop more rapport with state level functionaries and should prepare their training plans in consultation with state functionaries.
- The training modules developed by WASH Institute should be supplementary to the modules developed by state training department. There should be close association with state training department while preparing annual action plan of WASH Institute.
- Needs to develop special training modules on water supply in emergencies, O and M of water supply systems, water quality testing and monitoring etc.
- WASH Institute should play proactive role in developing IEC material, training manuals, audio-visual aids etc. which will also support to state training department.
- The proposed training modules should be aligned with ongoing Government programmes
- The logistic arrangements required for organizing training are arranged by WASHi representatives. Generally the trainings are organized at Kodaikanal. Some trainings were held at Trichi in hotel. Overall the officials reported good remarks about logistic facilities provided during training.
- The action plan of training does not align with project phases of ongoing Government programme like NRDWP. There should be certain timeline of trainings considering project cycle. This will help participants to apply their knowledge and skills in the field.
- There is no any system either at WASHi or state Government level for getting post training feedback .

C. Feedback on completed trainings

- The training completed so far seems to be relevant with water and sanitation sector and were informative. The trainings helped to update knowledge level of participated officials. The trainings like water quality or WATSAN delivered new concepts and relevant skills of designing or handling of respective aspects.
- The trainings organized by WASHi were of generic type and informative only. it should have emphasized on technical aspects for engineers from TWAD board like designing of water supply facilities, sewerage systems etc. This would have supported the staff to enhance their skill in respective functioning.
- The WASHi has developed resource material for concerned trainings and circulated it during training. However it should be in local language, easy and precise.
- The participated faculty was experienced and resourceful. However their delivery in local language would have resulted better.
- The trainings should also emphasize on operation and maintenance of water facilities and sewerage systems.

D. Current challenges

- Promotion of village level institutions for operation and maintenance of water facilities

- Promotion of community on hygienic practices during handling water at domestic level.
- Water quality aspects
- Designing of sewerage systems and its O and M.

E. Suggestion/Feedback

- Since the TWAD board has inadequate manpower the WASH Institute should develop network of good NGOs which will support TWAD Board in undertaking some GP level functions
- The WASHi should provide necessary support to State training wing in preparation of IEC material and training manuals in easy and local language.
- Capacity building of Panachyat level functionaries should be prioritized by WASHi.
- The WASHi should conduct training need assessment exercise in consultation with state officials
- Trainings should incorporate some sessions addressing local challenges and remedies.
- The trainings should be linked with ongoing Government programs so as support the state to achieve state's targets.

4.0 Meeting with Water and Sanitation Support organization, Uttar Pradesh

Venue- Lakhanou (Date- 19th August 2014)

Background: PriMove team along with a representative of WASH Institute organized meetings with officials from Water and Sanitation Support Organization, Lakhanou. The purpose of the meeting was to know coordination process between State and National KRC and overall feedback on completed trainings. The list of officers contacted for meeting is presented below.

Officials contacted:

- Mrs.RachanaSarkar, General Manager, IEC/BCC, Uttar Pradesh
- Mr. A.B. Shukla, Director, WSSO, Uttar Pradesh
- Mr. B.B. Singh, Capacity Building Expert, WSSO, Uttar Pradesh

The key points of agenda of these meetings were introduction of Primove team members, briefing about the assignment, understand coordination process between state and KRC, assess usefulness of NKRC, know selection of participants for trainings organized by KRC, feedback on training, know current challenges in the sectors and collect their suggestions, if any etc.

The main findings of the discussion are presented below.

D. General Information shared by State Officials:

- The state has three different agencies for handling WASH component. They have WSSO for awareness and motivation, Jalnigam for execution of water supply facilities, and the PRI department looks after execution of sanitation activities.
- The two districts viz. Zanshi and Agra have been selected under World Bank supported pilot project of water security in which 2 non-Government organization are working in two different blocks.
- **Coordination and Effectiveness**
- Basically Ministry and NKRC decides training topic without conducting any formal training need assessment exercise in the state. Sometimes representative of KNRC informally discuss with

some of the state level lower officials or district level officials and decides training topics. But higher level state officials reported that they never been contacted by WASHi for this purpose. The annual action plan gets sanctioned from the ministry and accordingly trainings were communicated to state.

- Ministry issue letter to state about training of NKRC along with topics and expected target group. One of representatives from WASHi coordinates with lower level state officials and ensure list of participants.
- The state officials in consultation with district level officials finalize the list of participants and convey them about details of training.
- The WASH Institute as National Level KRC has designed certain training modules and organizing trainings for different stakeholders in the state. There seems to be no or very little involvement of state level officials in finalizing the training topics and its modules.
- The training needs assessment (TNA) exercise has not been conducted so far in the state. But state desires that it is necessary to have such exercise with different stakeholders in order to find out their exact training needs. The training modules and necessary material need to be developed accordingly.
- The training module should be prepared considering type of training, type of stakeholders, training objectives, broad level sub-content etc. The training material should be in accordance with the module. No general training modules should be delivered to typology of staff.
- The annual action plan of national KRC should be prepared in close consultation with the state level functionaries.
- WASH Institute should organize trainings for different stakeholders regularly. There seems a long gap in trainings, since last two years.
- Special training module for Junior/Assistant Engineer is necessary for building their capacities. Similarly special 2-3 days training module on Health and Hygiene is necessary for CMOs and BHOs.
- The communication and coordination between state level officials and national KRC needs to be enhanced for conducting training needs assessment, developing training modules, preparing annual action plan, implementation of training plan etc.
- Two blocks from Zanshi and Agra districts are selected for implementing world bank supported pilot project where capacity building inputs are also significant. KRC should undertake TNA for the staff of NGOs involved in this project and develop relevant training modules for them.
- Special training modules for building the capacities of respective staff in carrying out IEC campaign are required. it mainly comprises of communication skills, soft skills, PRA tools, motivational tools etc.
- Hand Pump mechanic training is essential for Grampanchayat level functionaries from at least 6 to 7 districts of the state. Top priority of this training is observed to be in Bundelkhand. Total 173 persons have been appointed in DWSM and BRC and capacity building programme for this personnel is essential for the state.

E. Feedback on completed trainings

- The training completed so far seems to be relevant with water and sanitation sector and were informative. The trainings helped to update knowledge level of participated officials. The trainings like water quality or WATSAN delivered new concepts and relevant skills of designing or handling of respective aspects.

- The trainings organized by WASHi were of generic type and informative only. it should have emphasized on technical aspects for engineers from TWAD board like designing of water supply facilities, sewerage systems etc. This would have supported the staff to enhance their skill in respective functioning.
- The WASHi has developed resource material for concerned trainings and circulated it during training. However it should be in local language, easy and precise.
- The participated faculty was experienced and resourceful. However their delivery in local language would have resulted better.
- The staffs of different qualifications, designations and job responsibilities (e.g. engineers, chemist, block/district coordinators etc) were provided training on a particular topic. There should be separate trainings and its contents considering their posts and job responsibilities. e.g. a special training on water quality is to be developed only for chemists. Sometimes region specific training modules also need to be developed. e.g. some districts of UP have particular issue of water quality then considering this issues a separate training module will be required for chemists from this region.
- Operation and Maintenance of Fluoride Removal Unit (FRU) or Arsenic Removal Unit (ARU) is necessary. Similarly the Government has set up solar system for pumping drinking water during load shading time. So training on O and M of Solar System is also crucial for block and district level functionaries so that they will further train GP level functionaries.
- The resource persons from outside states should be invited for delivering academic or informative topics where as local resource persons will be vital for delivering lectures on local issues/situation and its remedies etc. The invited faculty should be experienced, resourceful, and have wide exposure.
- Normally the training modules should be of 3-4 days duration instead of 6-7 days. The KRCs should cater trainings to block and GP level functionaries. In that case KRC should prepare separate training modules for block and GP level functionaries.
- Logistic arrangements during trainings organized by WASH Institute are observed to be fine.

D. Current challenges

- Enhance use of latrines in rural area
- Operation and maintenance of water supply schemes
- Water quality issues
- Solid and liquid waste management

E. Suggestion/Feedback

- Now all the block/district level staff is in place in the state and post training follow up mechanism can be developed by involving block/district level staff. KRC in consultation with this staff can develop mechanism for post training follow up.
- The support of national level KRC in preparing training manuals and IEC material is most important
- There should be one national KRC for a state which will take care of capacity building component of respective state.
- Capacity building of Panachyat level functionaries should be prioritized by WASHi.
- WASHi should conduct training need assessment regularly in consultation with state officials.

9.4 Consultation with Ministry level officials in WATSAN sector

A. Interaction with Mrs. Sandya Singh, Director, DDWS (State/ M &E)

Participants: Mrs. Sandya Singh Director DDWS(Stats/ M&E),Mr. Srinivasan, Plan India, Ajit Phadnis & N. Kulkarni, PriMove, Pune

Ajit Phadnis briefed about the assignment

Key points

- Many KRCs complain about state non cooperation but WASHi has not complained
- Course material need to be revised and contextualized – not happened so far
- Trainings are on general topics no innovation/ new case studies are incorporated and field visits are also essential
- Post training follow up of participants is required
- Following TNA in 2009 and workshop lot of deliberations took place resulting in development of concept of KRC
- 2013 workshop pointed out that KRC program is not coming up as expected
- Unicef and ministry is planning to implement it in model states (Unicef is actually doing a study on KRC operations)
- Ministry is in a process to create public ledger account for sanitation using CSR funds. It can be used for things beyond guidelines
- KRC process: Jan proposals (annual action plans) are called from KRCs, Feb/ March they are received and reviewed, sanctions are given in March. Thus the concept of calendar is implemented.
- There are issues of accountability from both KRC and ministry sides
- States complain that trainings are not as per their requirements and KRCs complain that states are not cooperating
- Ministry tried to facilitate by requesting states for training requirement and pass it on to the KRCs but not received response from states
- State PHE engineers feel that training is not that essential and WASSO/CCDU finding it difficult to push CB agenda

B. Dr Sujoy Mujumdar, Director sanitation (Date-8th July 2014)

Ajit Phadnis briefed about assignment

Key points

- KRC functioning is not satisfactory
- No feedback system, follow up of trainings is important, trainings should lead to further action
- How to make training a serious proposition?
- Course contents need to be scrutinized and module need to be revised to reflect current context
- Their inputs are at least one year old and are not updated
- Resource person quality also needs to be checked
- Policy level perspective is missing in resource persons; regular interaction with ministry is required
- TNA/ identification of trainings – Ministry is also not giving them correct directions
- Selection of participants is also an issue, many times key persons are not send for the trainings, irrelevant staff is given to KRCs for training
- Course contents should address the field requirements and current policy framework
- Issues like SLWM are not addressed adequately and also there are new technological developments e.g. schools which are not covered. New research, products, initiatives should be covered in content of KRC trainings
- KRCs should have a good network and try to use internet solutions, as they are professional bodies and impact is expected
- Plan / Primove to make ppt on the study for ministry, specific issues like how to increase efficiency and effectiveness of KRCs, what needs to be done for better coordination with ministry and states should come out
- TISS has one year course, extend it to 18 months hoping good things will come out of that
- KRC- TISS waiting for the proposal
- You should also talk to states, in charge of engineering departments, secretaries
- Jharkhand: Sudhir Prasad, Bihar- Anshli Arya (secretary), Orrisa – Mr. Venigopal secretary
- Requirements of states are not asked for by ministry , TNA reports needs to be scrutinized by KRC and ministry together
- KRCs is in infant stage, the report should not be fault finding mission but come up with constructive suggestions
- When/ who should be send for what training is important for both states and KRCs for effectiveness

9.5 Data analysis-Key output tables

Table1.0 Summary of sample respondents

Sr. No.	Research tool	State/UT	Respondents (Nos)		
			Govt. officials (KRC program)	NGOs - PU staff & other (Non KRC program)	Grand Total
1	Semi structured interviews	01. Bihar	15	13	28
2		02. Jharkhand	19	15	34
3		03. Orissa	11	8	19
4		04. Pondicherry	7	4	11
5		05. Rajasthan	9	7	16
6		06. Tamilnadu	12	9	21
7		07. Uttar Pradesh	15	18	33
	Sub Total A		88	74	162
8	Electronic feedback	08. Chhattisgarh	1		1
9		09. Meghalaya		2	2
10		10. West Bengal		3	3
	Sub Total B		1	5	6
	Grand Total		89	79	168

Table 2.0 Distribution of respondents according to their current designation (disciplines)

Sr. No.	Designation	Respondents (Nos)		Total respondents (nos)
		Govt. officials (KRC program)	NGOs - PU staff & other (Non KRC program)	
1	Govt. Engineers	50		50
2	Govt. Officers	34		34
3	Govt. Chemists	5		5
4	Coordinators-NGO		39	39
5	Community Dev. Experts – NGO		23	23
6	GP/VWSC Members		10	10
7	Others		7	7
	Grand Total	89	79	168

Table 3.0 Distribution of Respondents according to Training Typology

Sr. No.	Training typology	Respondents (Nos)		Total respondents (Nos)
		Govt. officials (KRC program)	NGOs - PU staff & other (Non KRC program)	
1	Better water quality for better health	26		26
2	Community based water security plan & PRA tools	14	9	23
3	Community Water security plan	4	3	7
4	Construction and maintenance of Iron removal plant	2		2
5	Hand pump mechanic & maintenance		9	9
6	Integrated WATSAN	1	38	39
7	Sanitation Training (SS.ES.SS)	23	4	27
8	Training on Ecological Sanitation	13	11	24
9	Training on school water & environmental sanitation		1	1
10	Water Quality monitoring & management	6	3	9
11	Water supply & management		1	1
	Grand Total	89	79	168

Table 4.0 Distribution of respondents according to year in which they participated in training

Sr. No.	Year of attended trainings	Respondents (Nos)		Total respondents (Nos)
		Govt. officials (KRC program)	NGOs - PU staff & other (Non KRC program)	
1	2009	8	4	12
2	2010		4	4
3	2011	31	15	46
4	2012	43	38	81
5	NR	7	18	25
	Grand Total	89	79	168

Table 5.0 Distribution of respondents according to training duration (days)

Sr. No.	Training duration (days)	Respondents (Nos)		Total respondents (Nos)
		Govt. officials (KRC program)	NGOs - PU staff & other (Non KRC program)	
1	2 days		6	6
2	3 days	64	36	100
3	4 days	19	16	35
4	5 days	6	11	17
5	6 days		10	10
	Grand Total	89	79	168

Table 6.0 Distribution of respondents known to training objectives

Sr. No.	Particulars	Respondents (Nos)		Total respondents (Nos)
		Govt. officials (KRC program)	NGOs - PU staff & other (Non KRC program)	
1	Yes	39	30	69
2	No	50	49	99
	Grand Total	89	79	168

Table 7.0 Distribution of respondents according to overall rating to attended training courses

Sr. No.	Training typology	Respondents (Nos)		Total respondents (Nos)
		Govt. officials (KRC program)	NGOs - PU staff & other (Non KRC program)	
1	Excellent	19	20	39
2	Good	60	55	115
3	Average	8	4	12
4	Poor	2		2
5	Very poor			
6	Not able to tell			
	Grand Total	89	79	168

Table 8.0 Distribution of total respondents according to the ratings provided for all training

Sr. No.	Parameter	Total respondents (Nos.)						
		1	2	3	4	5	6	Total
1	Resource persons delivery	23	105	30	8	2	0	168
2	Training methodology adopted	25	120	22	1	0	0	168
3	Training material	19	112	32	2	2	1	168
4	Training Hall	56	108	3	0	0	1	168
5	Lodging and boarding facility	55	107	3	2	1	0	168
6	Training management (time, resource, admin facility)	56	105	7	0	0	0	168
7	Overall training environment	60	102	3	2	0	1	168

(1- Outstanding, 2- very good, 3- Good, 4- Satisfactory, 5- Poor, 6- Not remembered/Not able to tell)

Table 9.0 Distribution of respondents according to overall change in knowledge, skills and attitude

Sr. No.	Parameter	Total Respondents (Nos)						
		1	2	3	4	5	6	Total
1	Level of knowledge increased	23	115	26	2	2	0	168
2	Skill developed/upgrades	17	99	39	4	2	7	168
3	Change in personal attitude	19	92	30	4	4	19	168

(1- Yes excellent, 2- Yes very good, 3- Yes good, 4- Yes satisfactory, 5- No/ poor, 6- Not able to tell)

Table 10.0 Distribution of respondents considering training impact at individual level

Sr. No.	Parameter	Total Respondents (Nos)						
		1	2	3	4	5	6	Total
1	Decision making process has enhanced	7	75	34	3	0	49	168
2	Minimize mistakes in work	9	75	32	3	0	49	168
3	Self confidence increased	55	81	26	5	1	0	168
4	Ultimately quality of work	35	78	27	3	1	24	168

(1- Outstanding, 2- very good, 3- Good, 4- Satisfactory, 5- Poor, 6- Not remember/Not able to tell)

Table 11.0 Table presenting basic information about the training courses conducted under KRC program

No	Training general information			Trg. Duration (days)	Total no of participants	Pre & post test conducted
	Name of Training	No of trainings	Training report Received (Nos)			
A	Better Water Quality for Better Health	5	5	3	161	4
B	Community Water Security Plan	2	2	3 & 4	61	0
C	Construction and Maintenance of Iron Removal Plant	1	1	5	34	0
D	Community Based Water Security Plan & PRA Tools	6	6	3 & 4	194	4
E	Hand pump Mechanic and Maintenance	1	1	3	34	1
F	Water Quality Monitoring and Management	2	2	3	49	1
G	Water Supply and Management	1	1	3	37	1
H	Sanitation Training (Sustainable sanitation)	9	9	3	282	4
	Gross Total	27	27	05-Mar	852	15

Table 12.0 Table typology wise details of learning

No	Name of Training	Total no of trainings	Pre & post test conducted	Av. Knowledge level %		
				Av. Pre Training knowledge level	Av. Post Training Knowledge level	Knowledge level raise
1	Better Water Quality for Better Health	5	4	43.5	71	27.5
2	Community Water Security Plan	2	0			
3	Construction and Maintenance of Iron Removal Plant	1	0			
4	Community Based Water Security Plan & PRA Tools	6	4	38.75	74	35.25
5	Hand pump Mechanic and Maintenance	1	1	35	80	45
6	Water Quality Monitoring and Management	2	1	48	63	15
7	Water Supply and Management	1	1	30	85	55
8	Sanitation Training (Sustainable sanitation)	9	4	44.5	67.5	23
	Gross Total	27	15	39.95	73.41	33.46

9.6 Review of key documents

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SECTION 1: SUMMARY OF TARGETS DEFINED IN VARIOUS DOCUMENTS**Water supply:****Aspiration:**

All rural households have access to piped water supply in adequate quantity with a metered tap connection providing safe drinking water, throughout the year, that meets prevalent national drinking water standards, leading to healthy and well nourished children and adults and improved livelihoods and education. Continuous uninterrupted water supply is an aspiration and efforts should be made to cover increasing numbers of habitations with 24x7 water supply.

By 2022, every rural person in the country will have access to 70 lpcd within their household premises or at a horizontal or vertical distance of not more than 50 meters.

Sr. No.	Component	2017 (As per the strategic plan)	2022 (As per the strategic plan)	Targets as per 12 th FYP (2012-17)
1	% of rural households provided with piped water supply	55%	90%	50%
2	% of rural households have piped water supply with a household Connection	35%	80%	35%
3	% of rural households using public taps	less than 20%	less than 10%	
4	% of rural households using hand pumps or other safe and adequate private water sources	less than 45%	less than 10%	
5	Rural drinking water sources and systems managed by local community	60%	100%	
6	Supply of safe piped drinking water at per capita rate		70 lpcd	55 lpcd

Revised standards of services (as per the strategic plan):

1. PWSS (private connections + public taps) - designed for 55 lpcd.
2. Piped water supply with all metered, household connections- designed for 70 lpcd or more
3. Hand pumps - designed for 40 lpcd

Sanitation

The three specific goals of the ‘Rural Sanitation and Hygiene Strategy’ are defined as follows:

Goal 1: Creation of Totally Sanitized Environments - The end of open defecation and achievement of a clean environment where human faecal waste is safely contained.

Goal 2: Adoption of Improved Hygiene Behavior - All people in the rural areas, especially children and caregivers, adopt safe hygiene practices during all times.

Goal 3: Management of Solid and Liquid Waste - Effective management of solid and liquid waste such that the village environment is kept clean at all times.

No.	Year	Target as per the ‘Rural Sanitation and Hygiene Strategy’	12 th FYP target
1	2015	Access to safe sanitation by all rural households through individual or community toilets	----
		Access to safe sanitation facilities at all government buildings in rural areas	
2	2017	Usage of safe sanitation facilities by all the population in rural areas	50 per cent of the Gram Panchayats attain Nirmal Gram status
		Access to safe sanitation at public places e.g. markets, bus stand, religious/tourist sites in rural India	
		Operation and maintenance of facilities including emptying of pits/tanks and re-use or safe disposal of waste and maintenance of institutional toilets	
3	2020	Hand-washing at critical times	----
4	2022	Hygienic handling of drinking water and food	----
		Management of all solid waste generated in the village – biodegradable and non biodegradable	
		Management of all grey water generated in the village	
		General cleanliness of the village	

SECTION 2: DOCUMENTS REVIEW

1. KRC GUIDELINES

BRIEF NOTE ON CONTENT

This document describes the need, objectives, functions, selection process, annual action plan, funding, personnel, functioning methodology and cost norms for Key Resource Centres (KRCs).

Functions of KRCs:

- Provide induction training, in-service-training, orientation and capacity development on various issues and challenges in terms of leadership, managerial, administrative, technical, socio-economic, attitudinal, financial, contractual and legal issues etc. to the staff and member of State Water and Sanitation Mission (SWSM), Panchayati Raj Institutions (PRIs), Public Health Engineering Department (PHED) and Communication and Capacity Development Unit (CCDU), NGOs, Community Based Organization, master Trainers etc.
- Build capacity of different stakeholders regarding appropriate and cost effective technologies and implementation mechanisms that promote community participation and source sustainability;
- Provide knowledge support to the stakeholders on the latest innovations, tools and best practices that promote effective and efficient delivery of services and monitoring;
- Provide technical guidance to State CCDU's in developing training and communication plans;
- Increasing awareness and understanding of the NRDWP by capacity building of District Water and Sanitation Mission members (DWSM), Village Water Health and Sanitation Committee (VWHSC) members, representatives of Panchayati Raj Institutions (PRIs), Non Government organizations, Self Help Groups, School functionaries, health workers and other stakeholders.
- Designing training modules and materials based on TNA results and in consultation with States for ensuring effective implementation of the programmes.
- Updating training content periodically based on feedback obtained from trainees and new development in the sector

Annual Action Plan Approval procedure

- Each National KRC will prepare and submit an Annual Action Plan in March of the preceding year
- Examined and approved by the Department of Drinking Water Supply
- Necessary funds will be released in two instalments
- KRCs required to upload the Training calendar on the DDWS website
-

Functioning methodology

- On receipt of nominations from States, KRC should intimate participants about details of training along with an outline of course contents
- KRC must ensure that the training materials are of standardized and high quality
- On the first day of the training the expectations of the trainees and on the last day, feedback forms are to be obtained.
- More thrust should be given on interactive and participatory approach, experience sharing, peer learning and techniques like brainstorming sessions
- The training programme content should be updated every year/six months based on feedback received from the trainees and new development.
- A periodical evaluation of the training programme, its strengths, and weaknesses should be undertaken by the outside resource agency/ personnel.

KRC activities which get funded by the government

- Non-residential training programmes- Rs. 2,000 per trainee
 - Residential training programmes- Rs. 3500 per trainee
- } KRC entitled to get 10% of the total cost as institutional fee
- professional fees of resource persons
 - In-country visits by resource persons for extending technical guidance
 - Development of training modules
 - Organizing workshops/seminars/consultations etc.
 - Involvement of external resource persons/ experts
 - Documentation of case studies, best practices, evaluation studies and other documents

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

The role of KRCs is to train, impart knowledge, build capacities, create awareness and understanding, designing training modules and updating training content periodically. They are expected to update training programme content every year/six months and also conduct periodical evaluation of the training programmes. The strengths and weaknesses of WASHi need to be assessed on this backdrop.

2. DRAFT GUIDELINES FOR DEVELOPING STATE POLICIES ON SOLID AND LIQUID WASTE MANAGEMENT (SLWM) IN RURAL AREAS

BRIEF NOTE ON CONTENT:

This document aims at providing support for the development of policy by states and guidance on implementation of SLWM by Gram Panchayats (GPs). This policy does not prescribe what should be in the state's policy. It raises the issues and challenges that may need to be addressed for the state to formulate its own policy and provides suggestions on how to do this.

Each state has a set of unique legal, institutional, economic, social, demographic, physical, and environmental conditions that are likely to influence its solid waste and wastewater policies. A state specific assessment is an essential step in developing policy

The efforts undertaken by states at the local level are part of an overarching national goal given by the vision of the NBA guidelines. This document is prepared to support the states to set their own policies, in order to achieve the national objectives.

The document provides guidance on properly defining the terms, the key principles of the policy, listing roles and responsibilities, identifying and developing technologies adapted to their local environment and conditions and financing.

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

The training program to government officials (DWSM and CCDU members) can include a session on how to prepare the state policy for achieving national goals.

Draft Guidelines for developing State Policies on Solid and Liquid Waste Management (SLWM) in Rural Areas, issued by Government of India, Ministry of Drinking Water and Sanitation, NBA division, dated 8th December 2013.

3. RURAL SANITATION AND HYGIENE STRATEGY, 2012 – 2022 4TH JULY 2011

BRIEF NOTE ON CONTENT:

This document presents the Rural Sanitation and Hygiene Strategy of the Department of Drinking Water and Sanitation for the period 2012 to 2022. The purpose of the Strategy is to provide a framework to realize the vision of Nirmal Bharat, an environment that is clean, healthy and contributes to the economic and social wellbeing of all rural citizens.

As per the strategy, a phased approach to achievement of goals will be followed through focused implementation. Therefore, the first issue to be addressed is the achievement of ODF

followed by ODF+ activities such as improved hygiene and management of solid and liquid wastes.



The implementation measures of the strategy are-

1. **Communication Strategy** –The National Nirmal Bharat Communication Campaign will be rolled out as part of the implementation of the strategy. The campaign will be developed in three phases. The first phase (2012-2015) will be focusing on sensitization and awareness raising and importance of benefits of improved sanitation, including elimination of open defecation, critical hygiene practices as well as safe disposal of solid and liquid waste. The second phase (2014-18) will be specifically addressing needed change of social norms. The third Phase (2017-22) will address the up-scaling of advanced sanitation practices as well sustained private and public hygiene behaviour.
2. **Incentives-** The existing policy of Government of India incentivizes both, individuals below poverty line and community as a whole under its reward scheme called Nirmal Gram Puraskar (NGP). Weaker communities among APL like SC/STs and Minorities shall also be incentivized in order to accelerate the rural sanitation coverage.
3. **Institutional Sanitation Facilities**
4. **Solid and Liquid Waste Management**
5. **Provisions for sustainability**
6. **Adoption of improved hygiene practices**
7. **Impact Assessment**
8. **Monitoring Sanitation**

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

This document outlines the sanitation and hygiene strategy till 2022. The capacity building programs conducted by WASHi will need to be aligned and updated as per the phased approach of the strategy.

Rural Sanitation and Hygiene Strategy, 2012 – 2022, Department of Drinking Water and Sanitation, Ministry of Rural Development, Government of India, Dated 4th July 2011

4. “ENSURING DRINKING WATER SECURITY IN RURAL INDIA” STRATEGIC PLAN – 2011- 2022

BRIEF NOTE ON CONTENT:

This document has been prepared to help operationalise the NRDWP by setting out a Strategic Plan in terms of aspirations, goals, objectives and strategic initiatives for the sector for the period 2011-2022.

The document first states the aspiration, goals and timeline to achieve the goals (Pl. refer Section 1 of this document).

Later, an overview of the current status and challenges is provided. The Strategy and Implementation Plans for different objectives are presented in the next section. Five strategic objectives have been identified to achieve its overall objective of providing improved, sustainable drinking water services in rural communities –

1. Participatory Planning, Implementation of Schemes and Source Sustainability

- a. Participatory Integrated Water Resource Management at village, district and State levels including Conjunctive Use of rainwater, groundwater and surface water and provision of Bulk Water Supply as needed
- b. Water security planning and implementation by ensuring cost-effective, optimal scheme design to reduce O&M requirements
- c. Water Source Sustainability measures including Sustainability Plans implemented at block, watershed and village level including Water Harvesting and Groundwater Recharge measures

2. Water quality Management

- a. Source Protection with Water Safety Plan implemented at village level to prevent contamination before it happens
- b. Monitoring, Surveillance and Testing through Water Quality Testing including field test kits and district and sub-divisional water quality testing laboratories
- c. Treatment of water from contaminated sources with cost-effective, appropriate technologies, safe distribution and household hygiene
- d. Legal, Institutional and Regulatory measures to make water quality standards mandatory and enforceable in a phased manner

3. Sustainable Service Delivery (Operation and maintenance)

- a. Operation and Maintenance measures implemented at village level to ensure skills and finance for operation and maintenance, replacement, expansion and modernization.
- b. Incentivize States to take measures for decentralizing functions, funds, functionaries using a Management Devolution Index
- c. Focus on metering, bulk and individual, to reduce Unaccounted for Water

- d. Service agreements for hand pump mechanics and piped water supply operators

4. Strengthen Decentralized Governance

- a. Institutional Roles and Responsibilities to support water security planning and implementation (source sustainability, water quality and O&M)
- b. Convergence of different development programmes
- c. 'Results Based Financing' of drinking water security plans
- d. Oversight and Regulation including value for money and monitoring of progress and performance

5. Professional Capacity Building

- a. Training to capacitate new roles and responsibilities
- b. Technical support
- c. Outsourcing including hand pump mechanics and piped water supply operators

The Implementation Plan under each strategic objective is also presented in detail. The implementation plan provides options from which each State can formulate its own Implementation Plan depending on its needs, capacity and resources, and establish a timeframe for achieving transformation. The learning agenda, resources required and key performance indicators to monitor progress against the strategy and implementation plans.

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

The implementation plan for Professional capacity building (fifth strategic objective), which is expected from the KRCs, is detailed in the guidelines. (Chapter 12, page 48). This needs to be studied before designing trainings and also for WASHi training assessment.

During the WASHi trainings, the implementation plans of other strategic objectives mentioned in the document also need to be addressed.

"Ensuring Drinking Water Security In Rural India", Strategic Plan – 2011- 2022, Department of Drinking Water and Sanitation, Ministry of Rural Development, Government of India.

5. TWELFTH FIVE YEAR PLAN (2012–2017) ECONOMIC SECTORS

BRIEF NOTE ON CONTENT:

The ‘rural drinking water and sanitation’ section under rural development first takes an overview of NRDWP and TSC in previous FYP, and also lists the challenges. Then, based on the analysis, the provisions/ policy changes under the 12th FYP are elaborated.

These provisions talk about both- setting the interim targets (up to 2017) in line with the strategic plans, and modifying/ introducing the ways to achieve the targets. The 12th FYP targets are mentioned in Section 1 of this document.

Convergence between drinking water supply and sanitation is strongly targeted in the document. Priority is given to taking up villages covered with piped water supply to get open defecation free (ODF) status on priority and vice versa. NBA will give priority to coverage of areas with functional piped water supply systems (PWSS), followed by areas with ongoing PWSS that are nearest to completion. Next, new PWSS will be taken up in GPs of districts where IHHL coverage has reached higher milestones of coverage in a descending order. In all such new and ongoing PWSS, NBA should be implemented simultaneously with the planning and execution of PWSS to ensure that behavioural change for usage of toilets is generated. Care will be taken that PWSS are planned and executed covering entire habitations on a saturation basis, so that health and other impacts of safe water and sanitation are clearly discernable.

Also, Operation and maintenance of structures is also focused in plan provisions. In order to ensure smooth O&M of toilets, a massive training campaign will be launched in convergence with the National Rural Livelihoods Mission. There are specific provision for capacity building and IEC under the plan.

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

The 12th five year plan describes the policy changes based on the strategic objectives, in the two flagship programs – NRDWP and TSC (Now NBA). The rationale for these changes and the key components implementation policy need to be studied before assessing the training modules and training delivery methods. The modules need to be updated based on the policy changes. Also, the training methodology should be such that the rationale behind these policy changes also needs to be clearly conveyed to the participants. (As the participants are further going to design the state and district level plans in line with the policies).

Twelfth Five Year Plan, (2012–2017), Economic Sectors, Planning Commission, Government of India

6. NIRMAL BHARAT ABHIYAN GUIDELINES

BRIEF NOTE ON CONTENT:

The document provides guidelines on implementation of 'Nirmal Bharat Abhiyan'. The guideline first describes about the strategy, components, selection procedure, roles of various stakeholders, funding, inspection, evaluation, research, etc.

This abhiyan is people oriented and is based on people's participation. While implementing demand based execution, importance is given to awareness regarding sanitation in school children and environmental education for individual level sanitation practices. Under the scheme, a habitation / village / GP will be considered as one entity.

The program provides incentives to all BPL households and APL households restricted to SCs/ STs, small and marginal farmers, landless labourers with homestead, physically handicapped and women headed households. The incentive amount is Rs. 4600 (Rs. 5200 for difficult and hilly areas). Minimum beneficiary share is Rs. 900 in cash or labour.

Components of NBA

Following are the components for which funding is provided under the scheme.

1. Start Up Activities
2. Information, Education, Communication
3. Capacity Building
4. Construction of Individual Toilets
5. Rural Sanitary Marts (RSM) and Production Centres
6. Provision of revolving fund
7. Community Sanitary Complex
8. Institutional toilets
9. SLWM
10. Operation and maintenance of sanitation facilities
11. Administrative expenses

Criteria for selection of GPs

Based on the saturation approach, the GPs will be selected based on the following criteria:

- The enlisting of GPs should be made in such a manner that all the GPs in a block/ district are covered progressively so as to make the state 'Nirmal'. Projects will be prioritized in

identified GPs which are ahead in implementation of ODF (targeted for Nirmal Status and those that have already been awarded NGP).

- The GPs and the habitations there under will have comprehensive sanitation and water coverage and priority will be given to the GPs with PWSS.
- The GPS where schools and anganwadis have water supply facilities.

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

NBA will be implemented with a district as a project. Therefore, the district level stakeholders need to thoroughly understand the guidelines. It has to be a part of the module and needs to be updated with every change in the implementation process.

Guidelines, Nirmal Bharat Abhiyan, Government of India, Ministry of Drinking Water and Sanitation

7. GUIDELINES FOR NIRMAL GRAM PURASKAR

BRIEF NOTE ON CONTENT:

The document provides guidelines for Nirmal Gram Puraskars (NGPs). Government has launched an award based incentive scheme for fully sanitized and open defecation free GPs, blocks, districts and states called Nirmal Gram Puraskars (NGPs) in 2003. For any GP to receive NGP, every family should have and use toilets. It should be ensured that no villager defecates in open. Even a baby's excreta are thrown in the toilet. There should be an operative toilet in the Gram Panchayat. Availability and usage of water near the Anganwadi and school toilets. The village surroundings, schools, anganwadis and community / public places should be clean and beautiful. There should be a proper management process of the solid and liquid waste management. Open area should be used for kitchen gardens and horticulture. Such a village is called open defecation free village.

Award Money is offered only to PRIs while officials and Organisations are given citations and mementos in recognition of their efforts. Award Money to GPs is offered based on population criterion, which is given in the table below.

Criteria/Amount	Gram Panchayat				
	Less than 1000	1000 to 1999	2000 to 4999	5000 to 9999	10000 & above
Award Money (Lakh Rs.)	1.0	2.0	4.0	8.0	10.0

Additional Award Money for bonus points for HH Level water connections from NRDWP-

Criteria/Amount	Gram Panchayat				
	Less than 1000	1000 to 1999	2000 to 4999	5000 to 9999	10000 and above
Award Money (Rs. In Lakh)	0.5	1.0	2.0	4.0	5.0

Out of the total award money, 25% will be released in cash on declaration of award and 75 % of the award money to be kept as a fixed deposit for two years in the GPs name. The Gram Panchayat can utilize the interest derived from the fixed deposit for sustaining the Nirmal status. The District must verify the sustainability of Nirmal Gram status and provide a certificate to the state to the effect that the Gram Panchayat has maintained the Nirmal Gram status at the end of two years for releasing the fixed deposit.

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

NGPs can be used for encouraging organizations to play a catalytic role in social mobilization thereby increasing the efficiency of NBA implementation. Therefore, orientation on NGP needs to be a part of the training. The award amount and fund release has been recently modified, which also needs to be considered while preparing the modules.

Guidelines, Nirmal Gram Puraskar, Nirmal Bharat Abhiyan, Government of India, Ministry of Drinking Water and Sanitation.

8. NATIONAL RURAL DRINKING WATER PROGRAM (NRDWP) GUIDELINES

BRIEF NOTE ON CONTENT:

The document provides guidelines on implementation of National Rural Drinking Water Program (NRDWP). The guideline first describes about the national policy framework, vision and objectives, program provisions and components, support activities, delivery mechanism, planning, fund release and monitoring, etc.

The target of the programme is to cover all uncovered, quality affected and other habitations and households, schools with safe and adequate drinking water supply. Seven components regarding water supply are being covered under the program-

1. Coverage – (45% Funds allocation)

For providing safe and adequate drinking water supply to unserved, partially served and slipped back habitations.

2. NRDWP quality – (20% Funds allocation)

Provide potable drinking water to water QUALITY affected habitations.

3. Sustainability– (10% Funds allocation)

- To encourage States to achieve drinking water security at the local level.
- Sustainability funds shall be utilized for improving the source and system sustainability by augmenting drinking water resources.
- Ground water recharge through check dams, percolation tanks, etc., surface water impounding like ponds, Ooraries, etc., improvement of traditional water bodies, conversion of defunct bore wells into point source recharging systems can be taken up under this component.

4. Operation & Maintenance (O&M) – (15% Funds allocation)

For expenditure on running, repair and replacement costs of drinking water supply projects

5. NRDWP (Natural calamity): (2% Funds allocation)

2% of the NRDWP funds will be retained by DDWS and used for providing assistance to States/UTs to mitigate drinking water problems in the rural areas in the wake of natural calamities

6. Water quality monitoring & surveillance programme (3% Funds allocation)

Water Quality Monitoring & Surveillance which inter alia include establishment of new district and sub-divisional laboratories, up gradation of existing laboratories, procurement of field test kits / refills, etc

7. NRDWP – (support funds- 5% Funds allocation)- for soft support activities**LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:**

The 12th Five Year plan focuses on piped water supply, increasing household tap connections and raising drinking water supply norms from 40 lpcd to 55 lpcd has to be incorporated. These changes have resulted in a modified implementing methodology of NRDWP. These changes need to be addressed during the trainings and the government functionaries need to be oriented regarding planning and implementation of the program accordingly.

National Rural Drinking Water Programme, Movement towards ensuring people's Drinking Water Security in Rural India, Guidelines – 2013, Ministry of Drinking Water & Sanitation, Government of India

9. PLAN INDIA- NATIONAL PROGRAM OUTLINE ON WATER & CLEAN ENVIRONMENT

BRIEF NOTE ON CONTENT:

Plan's Country Strategy Policy (CSP) III recognizes WASH in its seven country goals to ensure all children and youth, especially girls and women, realize their right to safe, reliable and potable drinking water, sanitation and hygiene, and to live in a clean environment. To ensure this, Plan's National Program on Drinking Water and Clean Environment focuses on two core interventions (i) School Children-led total sanitation approach at school and in its catchment and (ii) Facilitating children and community to ensure safe drinking water.

Program Objectives

1. **Facilitate the availability of water and sanitation facilities in preschool, primary and secondary schools for all girls and boys.**
 - 1.1 Recognize children as change agents
 - 1.2 Construction and up-gradation of school water and sanitary facilities with stakeholder involvement
 - 1.3 Up scaling of School WASH in the entire block
 - 1.4 Exploring cost effective community based urban sanitation model (Urban Areas Only)
2. **Support all families to improve their hygienic practices including disposal of human and other waste**
 - 2.1 Reduce the incidence of Open Defecation in Plan program areas.
 - 2.2 Reduce the incidence of water and sanitation related diseases
3. **Enable children and communities access safe drinking water supply by making them aware about government schemes, policies and provisions**
 - 3.1 Creating an enabling environment to access safe drinking water
 - 3.2 Enhancement of knowledge towards effective water management

The document also talks about the process of appraisal, analysis and solution mapping along with the communities.

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

Need to ensure that the modules/ training methods are in sync with the above strategy/ objectives.

10. EVALUATION OF EXISTING CAPACITIES IN WATSAN SECTOR

By Plan India and WASHi

BRIEF NOTE ON CONTENT:

This study aims at analyzing the gaps in the different capacity building initiatives currently taken up at various levels and the need for capacity building in the sector. This study was done as a pre-study to identify the sector needs before taking a step towards developing a cadre of trained water and sanitation professionals.

The document mainly focuses on human resource skills development. It first considers the demand for human resources. This section mainly analyses the Recruitment and selection procedures (recruitment policy, selection criteria, etc.) and Post HRD measures – training and capacity building (knowledge, experience and skill sets, exposure, etc.) The supply side (colleges, universities, educational institutions, etc.) is also studied. The course syllabus, standardization, placements structure, etc. are studied in deep. Specific issues regarding the above are identified and recommendations are listed.

LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

This study was done before the capacity building efforts were initiated by Plan India and WASHi. 'Need for a training institute was a major issue which was identified during the study. Based on the findings of the study, the capacity building programs were designed.

11. MANUAL FOR VILLAGE WATER SAFETY AND SECURITY

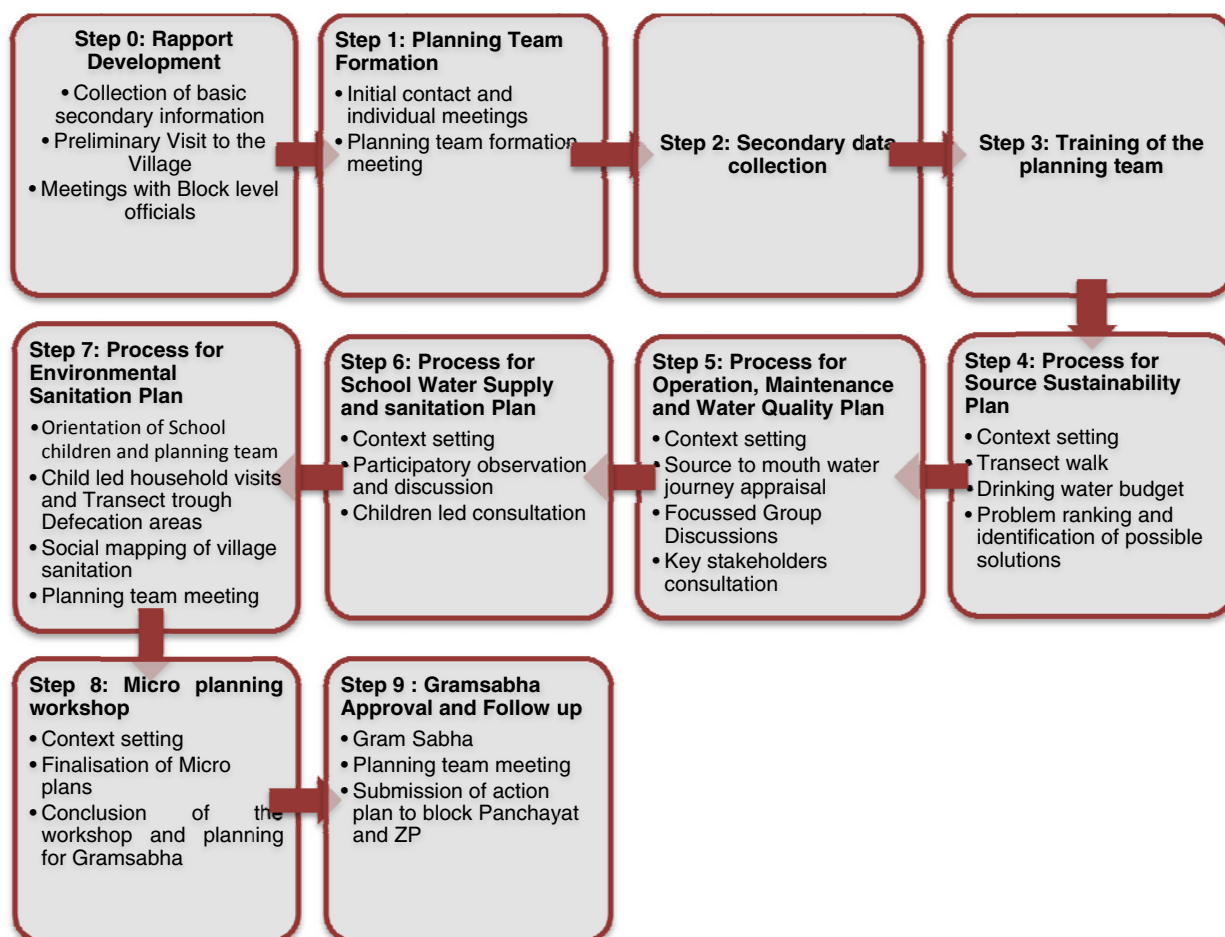
By Plan India and PriMove

BRIEF NOTE ON CONTENT:

Sustainable village water safety, security including environmental sanitation needs an urgent attention. It can be achieved only when the villagers themselves prepare and implement their 'Village Water Safety and Security Plan' which identifies the issues regarding present water supply, sanitation facilities and use, appropriate solutions to these issues and chalks out clear responsibilities, timelines and funding sources for the proposed activities to deal with the issues. In this context A process for community led VWSS is jointly developed by PriMove and Plan, and a process module has already been prepared for Plan India. The primary purpose of this manual is to orient the operational staff of Plan India partners regarding practical tools and guidance on participatory CCWSS micro planning in a time bound manner.

The manual presents detail guidance regarding the nine steps, through which four sub plans are generated- the Source Sustainability plan, Operation, Maintenance and Water quality plan,

School Water Supply and Sanitation Plan and the environmental sanitation plan These four plans are consolidated to generate the Village Water Safety Security Plan. The nine steps are-



LEARNING (RELEVANCE) FOR ASSIGNMENT WORK:

The participatory process plans WATSAN activities at village level, which are then consolidated in block and district level plans. This process is a tool for both participatory planning and monitoring. It is a process through which the capacities of the stakeholders are developed and the village community gets triggered for better water and sanitation facilities. Reference to this document is required while delivering trainings on participatory processes and social mobilization.

ANNEXURE 1: STRATEGIES FOR RURAL DRINKING WATER SUPPLY AND SANITATION IN 12TH FYP

WATER SUPPLY

- 50 % of rural population in the country will have access to 40 lpcd piped water supply within 100 metres radius from their households
- 35 % of rural population will have individual household connections
- While the ultimate goal is to provide households with safe piped drinking water supply at the rate of 70 lpcd, as an interim measure the goal has been kept at 55 lpcd for the Twelfth Plan.
- Convergence between drinking water supply and sanitation will be strengthened taking up villages covered with PWSS to get ODF status on priority and vice versa.
- A part of NRDWP outlay will be set apart for integrated Habitat Improvement Projects to provide housing, water and sanitation facilities in rural areas at par with urban areas.
- Allocation for O&M has been increased to 15% from 10% at present
- Participation of the beneficiaries, especially women and capacity building of VWSC members is crucial
- The subsidiarity principle will be followed and decisions made at the lowest level possible for effective implementation.
- The Ministry of Drinking Water and Sanitation has devised a Management Devolution Index (MDI) to track and incentivize more substantive devolution of functions, funds and functionaries to the GPs. While allocating resources across States, 10 per cent weight is given to the population of GPs to whom drinking water supply schemes have been devolved weighted by the MDI for the State.
- All new drinking water supply schemes will be designed, estimated and implemented to take into account life cycle costs and not just per capita capital costs.
- All Government schools and anganwadis will be provided with water supply for drinking and for toilets as per relevant quantity norms by convergence of NRDWP for existing schools and SSA for new schools set up under SSA. For private schools, supply of water will be ensured by enforcement of the provisions of the Right to Education Act by the Education Department.
- All community toilets built with public funds and maintained for public use will be provided with running water supply under NRDWP.
- Solar powered pumps will be provided for implementation in remote, small habitations and those with irregular power supply, especially in IAP districts, by converging subsidy available under Ministry of New and Renewable Energy.
- Waste water treatment and recycling will be an integral part of every water supply plan or project. Management of liquid and solid waste will be promoted together with recycling and reuse of grey water for agriculture and groundwater recharge and pollution control. This will be done on priority in NGP villages.

- A holistic aquifer and surface water management approach with active community and PRI participation will converge in a District Water Vision that includes monitoring and recording of groundwater levels and rainfall at sub-block level and Aquifer Management Plans to protect and recharge drinking water sources.
- Care will be taken to ensure that minimum distance is maintained between the toilet systems and water sources, to alleviate the problem of nitrate contamination.
- Mining activity should only be carried out at a safe distance from major drinking water sources to protect the quality and sustainability of the source.
- A progressive tariff with different pricing tiers for different uses and different classes of consumers can be considered at various administrative levels, that is, the Gram Panchayat, district and State as appropriate. Incentives may be provided to the GPs for collecting user charges from the beneficiaries. A minimum collection of 50 per cent of O&M cost (including electricity charges) through user charges will be the target.
- Given the growing importance of water quality issues, dedicated funding will be provided to States with quality affected habitations, over and above the normal NRDWP allocation to the State. Within this dedicated funding highest priority will be given to arsenic and fluoride affected habitations. Part of the funding would also be made available to tackle bacteriological contamination in the priority districts with high incidence of JE/AES cases as identified by the Ministry of Health and Family Welfare.

SANITATION

- The goal of the Twelfth Plan will be that 50 per cent of the Gram Panchayats attain Nirmal Gram status by the year 2017.
- The APL–BPL distinction and the focus on individual toilets are to be replaced by a habitation saturation approach. Rechristened the Nirmal Bharat Abhiyan (NBA), the programme will cover SC, ST, physically handicapped, small and marginal farmers and woman-headed households in each habitation.
- The idea is not to sacrifice quality and sustainability of outcomes in the mad rush to attain targets, even if this means moving somewhat slower in reaching universal coverage.
- Through a convergence with MGNREGA, the unit cost of individual household latrines will rise to `10,000.
- Toilet designs will be fine-tuned in accordance with local social and ecological considerations.
- There will be a specific provision for capacity building at a rate not exceeding 2 per cent of district project outlay.
- In order to focus more centrally on sustainability of outcomes, the programme shall be taken up in a phased manner wherein GPs shall be identified, based on defined criteria of conjoint approach to sanitation and water supply, for achievement of NGP status. This would progressively lead to Nirmal blocks, Nirmal districts and eventually Nirmal States. The pattern of fund release will be tweaked with flexibility to the districts to prioritize funding to GPs identified for Nirmal Grams. Thus, Nirmal Grams with full access and usage of toilets, water availability and systems of waste disposal and drainage, shall be the outcome of NBA.

- A new strategy will be devised to facilitate convergence between drinking water and sanitation projects. NBA will give priority to coverage of areas with functional piped water supply systems (PWSS), followed by areas with ongoing PWSS that are nearest to completion. Next, new PWSS will be taken up in GPs of districts where IHHL coverage has reached higher milestones of coverage in a descending order. In all such new and ongoing PWSS, NBA should be implemented simultaneously with the planning and execution of PWSS to ensure that behavioural change for usage of toilets is generated. Care will be taken that PWSS are planned and executed covering entire habitations on a saturation basis, so that health and other impacts of safe water and sanitation are clearly discernable.
- Running water availability must also be ensured in all Government school toilets, Anganwadi toilets and Community Sanitary Complexes under NRDWP.
- Child-friendly toilets will be developed in anganwadis and schools. This will be accompanied by capacity building of school teachers, ASHA and Anganwadi workers and ANMs among others on hygiene and sanitation. Sanitation will be made a part of the school curriculum so that safe sanitation practices are ingrained in the minds of children who would be the torch bearers of sanitation in their households and the community.
- In order to ensure smooth O&M of toilets, a massive training campaign will be launched in convergence with the National Rural Livelihoods Mission in skills such as masonry work, brick-making, toilet pan making and plumbing. 'Nirmiti Kendras' will be set up for development and manufacture of cost-effective construction materials. The existing Production Centres and Rural Sanitary Marts will also be revitalized and appropriate SHGs entrusted with this task.
- Effective hand-holding with adequate IEC must continue for a period of time even after construction to ensure sustainability of outcomes. Comprehensive region-specific communication and information strategy will be deployed for demand generation and sustainability. Office bearers and members of GPs, VWSCs, BRCs, SHGs, Swachhata doots, women and youth groups, school committees, and so on will be involved in dissemination of information and effective communication. NGOs and CBOs of repute may be engaged for maximum results for individual contact, motivation and implementation. Key Resource Centres must also be identified within State/district for training of State/district level functionaries in IEC.
- NBA will be implemented at the GP level through VWSCs who could receive technical support from NGOs/CBOs identified by the District authorities. The VWSC must be mandatorily made a Standing Committee of the GP to ensure community participation in planning, construction, operation and management with the GP providing overall guidance to the VWSCs. A sense of ownership will be created through owner-driven construction through self labour and hiring of skilled labour.
- Solid and liquid waste management will be taken up in Nirmal Grams on a priority basis for which an assistance of Rs.5,00,000 will be additionally available per 1,000 people from the redesigned MGNREGA 2.0.

9.7 Study tools

Evaluation of capacity building programs conducted by WASH Institute

Questionnaires, checklists & templates for facilitating study tools

1. **Template for reviewing WATSAN documents**(Relevant document-WATSAN strategic plan doc. 12th five year plan-WATSAN component, NBA & NRDWP guideline, and other reports).
2. **Template for reviewing training courses (modules, schedules & ref. materials) & Training reports.**
3. **Questionnaire for facilitating semi-structure interview.**
4. **Checklist for facilitating interaction with Line managers** (immediate manager of trained participant).
5. **Checklist for facilitating village /school visit**
6. **Template for best practice documentation**

1.0 Template for reviewing relevant WASH documents (strategic doc., guidelines & other reports etc.)

- Name of the document :
- Brief note on content :
- Learning (relevance) for assignment work :

2.0 Template for reviewing training module, schedule & Ref. material & training reports.

2.1 Template- Review of training module/course

Purpose:

- To understand course learning objective, course output (immediate result) and outcome (mid-term result) and impact (long term result)
- To review appropriateness of contents, duration, teaching method, material at broader level. And to identify scope for module improvement.

Template for module review

Sr. No	Particular	Description
1	Name of the training course	
2	Purpose	
3	Target Group (Eligibility criteria specific if any)	
4	Learning objectives	
5	Training duration (days)	
6	Broad content (Theory & Practical)	Theory session Practical session
7	Appropriateness of content, duration and material	
8	Teaching Methodology	
9	Course output and outcome/ impact	
10	Scope for improvement	
11	Overall comments	Relevance Organization of topic / session (flow)

2.2 Template- Review of training reports

Purpose:

- To map how participants reacted to the training course.
- To compile participants learning's from the course

Template for reviewing

Sr. No	Particular	Description
A	General information	
1	Training course name	
2	Duration (days)	
B	Mapping participants reactions /feedback	
1	About training delivery / facilitation	
2	Resource materials	
3	Training Environment & facilities	
4	Course Relevance	
5	Suggestions for improving trg. quality	
B	Mapping course learning's	
1	Knowledge level (before & after)	
2	Participants comments - Change in Knowledge	
3	Participants comments -Change in knowledge /enhance skills	
4	Participants comments -behavioral change	

3.0 Questionnaire for facilitating semi structure interview

Section A - General information

1.0 Personal information of the trained participant

No	Particular	Description
1.1	Name	
1.2	Designation	Current:
1.3	Organization / Agency	
1.4	Address	1.5 State:
1.6	Contact details	1.6.1 Phone no.:

2.0 About the attended training

No	Particular	Description
2.1	Name of the Trg. course	
2.2	Year of attended training	2.3 Duration:days
2.4	Venue/ place	
2.5	What were the training objectives?	1.0
2.6	What did you learn from the training course (Broad content / topic / key Learnings)	1.0 2.0 3.0 4.0

2.7	What did you like the most in the Trg. course	
2.8	What did you like the least in the Trg. course	
2.9	How do you rate the training overall(The number indicate 1-Excellent, 2-Good, 3-Average, 4-Poor, 5-Very poor. 6-not able to tell).	<input type="text"/>

Section B - Training Effectiveness

1.0 General reactions to the training course (please assign rating on a scale of 1 to 6. The number indicate -1-outstanding, 2-very good, 3-good, 4-satisfactory, 5-poor, 6-Not remember/ not able to tell).

No	Parameter	Reaction to Trg. course (rate)	Specific comments if any
1.1	Training designed & conducted was as per laid down objective		
1.2	Resource person delivery		
1.3	Training methodology adopted		
1.4	Training material (hard & soft copy) provided		
1.5	Training hall		
1.6	Lodging & boarding facility		
1.7	Training management (time, resource, administrative facilities)		
1.8	Overall Training environment		

2.0 Overall Learning's from the training course (please assign rating on a scale of 1 to 6. The number indicate-1-Yes excellent, 2-Yes very good, 3-Yes good, 4-yes satisfactory, 5-No, 6-Not able to tell).

No	Parameter	LearningsfromTrg. Course (rate)	If yes then specify
2.1	Level of knowledge increased		Broad topic in which your knowledge enhanced 1. 2. 3.
2.2	Skill developed/ upgraded		Areas of skill developed / upgraded due to trg. course 1. 2.
2.3	Change in your personal attitude		Type of change in attitude: 1. 2.
2.4	Increase in confidence level		Examples 1. 2.

3.0 Behavioural change& other

3.1 Whether training was relevant with your routine work / job environment ?(Assign no-1-Yes, 2-No & 3 Not known /not able to tell)

3.2 If yes, have you applied anything from the attended trainings (knowledge, skill etc) in your job environment? (Assign on a scale of 1 to 3. The number indicate 1-Yes 2-No, 3-Not able to tell).

- If yes, please try to provide one or more concrete example (s)

1.-----

2.

3.

- If no, the reason for the same in your opinion

1.

2.

3.3 Please share your comment on following parameter related to your work, i.e. effect of training (Assign no. The number indicate 1-outstanding, 2-very good, 3-good, 4-satisfactory, 5-poor, 6-Not remember/ not able to tell).

No	Parameter	comment (rate)	Specific comments if any
3.3.1	Decision making process enhanced		
3.3.2	Minimization of mistakes (nos.) in your work		
3.3.3	Self-confidence increased		
3.3.4	Ultimately quality of work your are doing is improved		

Section C- Impact / Result

1. What occurred as a direct result of training?

.....

.....What

real difference was made to the beneficiaries as a result of the training?

2. Can you provide any example or case study to support your answer?

Section D- Other

1. What could be your possible 3 key suggestions on how this training could be improved?

- 1.-----
- 2.-----
- 3.-----

2. Are there any current specific training needs?

- 1.-----
- 2.-----
- 3.-----

----- signature :-----

----- signature :-----

-----Place :-----

Date

4.0 Checklist for facilitating interactions with Line Managers

- Introduction
- Criteria followed for sending appropriate participants for WASH institute training
- In-house process for getting immediate feedback from participant after training - formal/informal.
- Process / mechanism for sharing of gained knowledge/skills with staff members.
- Any change reported in doing tasks or responsibilities of trained staff (considering training) after training. **Yes****No**.....If yes then
 - **Change reported trained participants on following parameter?** (Please assign rating on a scale of 1 to 6. The number indicate **1**-Yes excellent, **2**-Yes very good, **3**-Yes good, **4**-yes satisfactory, **5**-No, **6**-Not able to tell).

No	Parameter	comment (rate)	Specific comments if any
1	knowledge level increased		
2	Skill developed/ upgraded		
3	Change in your personal attitude		
4	confidence level increased		

- **Qualitative change reported in performing her/ his earlier or new tasks** after attending the training course (**1**-outstanding, **2**-very good, **3**-good, **4**-satisfactory, **5**-poor, **6**-Not remember/ not able to tell).

No	Parameter	comment (rate)	Specific comments if any
1	Participant make better decision at work place		
2	Participant make fewer mistake at work		

3	Increased confidence level		
4	quality of work done by participant has improved		
5	Other if any.....		

- Scope provided to her/him for applying gained knowledge or skills
- Any field level positive results due to training inputs
- Any case study / example which shows certain change in his delivery or other things
- Any new decision/method /pattern/system/mechanism were developed for completing specific tasks due to above positive results
- Any change in delivery of other colleagues
- How does this training, provided to concerned staff helped line manager in minimizing his difficulties
- Current challenges in WASH sector
- Current CB needs for staff and strengthening team
- Any suggestions for improving role / work of national level KRCs.

5.0 Checklist for facilitating FGD with villagers or school management & village visit

A. FGD

- Introduction
- Brief information about the village or school
- Current WATSAN facilities and their performance (at village or school level)
- Key interventions / efforts undertook by trained participants for improving WASH facilities in the village or school. When were these interventions implemented?
- Situation before interventions made.
- Impact reported after implementation of interventions
- Challenges faced during execution.
- Feedback about role, skills, attitude of the trained participant
- Scaling up status.
- Current challenges at GP level (related to WATSAN sector)
- CB needs at GP level with effective tool for CB

B. Village level field visit

After FGDs, village traverse will be conducted considering work done by participants. The purpose of the visit is to judge the Trg. impact, community feedback and triangulation.

Options for field visit: *(the options will be selected considering training imparted and work done by participants work)*

- Visit to village level water supply facilities & interactions *(WATSAN facilities management practices & check performance).*
- Visit to village level sanitation facilities & interaction *(sanitation facilities mgt. and its performance)*
- Family level interaction & assessment (2-3 families) to assess WASH mgt. practices at HH level.
- School visit & interactions with children's / teachers (assess WASH management practices).

6.0 Template for Case studies Documentation

Title:.....

Sr. No	Particular	Description
1	Background	
2	Before project (situation)	
3	Details of training undergone	
4	Intervention description	
5	Impact	
6	Scaling up potential and link with the public programs	
7	Relevant photograph	
8	Contact details	Name of the trained participants: Contact detail: <ul style="list-style-type: none"> • phone no : • Email ID :

9.8 Photograph



Introductory meeting at WASHi, Kodaikanal.



Discussion with resource persons & training managers at WASHi, Kodaikanal



During selecting trained participants for interviews at WASHi



Interaction with resource person (Mr. Nitesh Priyadarshani, Geologist, Jharkhand)



Interview with Mr. Sanjiv Kumar, Head, SABRI-Nalanda, Bihar



Interaction with Mr. Arghya Mukherjee, State manager, Plan India, Jharkhand



Interview with village level volunteer of Hand in Hand organization, Tamilnadu.



Interaction with Mr. B. B. Singh, Capacity building expert WSSO, Utter Pradesh.



**Kitchen garden developed at Urmul Setu office, Lunkarnsar
Bikaner district, Rajasthan**



**Latrine construction, Binzarwali village, Lunkaransar block of
Bikaner district, Rajasthan**



**Waterless and odorless urinal at BDO office, Bind , Bihar
Sheriff district. Bihar**



**Raingauge installed under Water Security Program,
Nagalanathu of Agra district, UP**



Kitchen garden developed at HH level, Bizarwali, Lunkarnsar



VWSC managed Mini-water supply scheme, Godhinali village, GP- Digaposhi,



PriMove Infrastructure Development Consultants Pvt. Ltd.

C-3,304 B, Saudamini Complex, Bhusari Colony,
Paud Road, Kothrud, Pune -411038.
Maharashtra
INDIA

info@primoveindia.com
www.primoveindia.com