



COMMUNITY-LED ACCELERATED WaSH (COWASH) PROJECT



Training Impact Research



FINAL REPORT



Lisan Management Consultancy PLC

September 26, 2014

TABLE OF CONTENTS

Page

TABLE OF CONTENTS.....	i
ACKNOWLEDGEMENT.....	iv
ACRONYMS	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
EXECUTIVE SUMMARY	x
2 INTRODUCTION.....	1
1.1 BACKGROUND.....	1
1.2 Objectives of the Training Impact Research	2
1.3 Scope of the Assignment	2
3 DEFINITION OF KEY TERMINOLOGIES.....	4
4 LIMITATIONS OF THE TRAINING IMPACT RESEARCH WORKS	7
4. LITERATURE REVIEW	8
4.1. Capacity Building Concepts and Processes.....	8
4.1.1 Significance of Capacity Building	8
4.1.2 Factor s for Ensuring Service Sustainability	9
4.1.3 Processes of Capacity Building.....	13
4.1.4 Capacity Building and Service Providers	14
4.1.5 Training and Capacity Building.....	14
4.2 Rural Water Supply Capacity Gaps and Approaches to fill the Gap.....	19
4.2.1 RWS Capacity Gaps in Ethiopia	19
4.2.2 Measures taken to fill the Capacity Gaps	20
4.2.3 Approaches to overcome capacity limitation in Ethiopia	26
4.3 Review of Further CMP Documents	38
4.3.1 Review on “Training Impact Assessment Report of 2004 EFY”	38
4.3.2 Review on COWASH Revised Project Documents Related to Training Indicators	40
5. DESCRIPTION OF THE RESEARCH AREAS	41

5.1 Amhara National Regional State	42
5.2 Tigray National Regional State	44
6 DATA COLLECTION METHODOLOGY	46
6.1 Secondary Data:	46
6.2 Primary Data:.....	47
6.2.1 Individual Interview	48
6.2.2 Focus Group Discussion (FGD)	54
6.2.3 Physical Observations	55
6.3 Data Entry and Analysis	55
7. RESEARCH FINDINGS	56
7.1 Background to the Research Findings.....	56
7.2 Respondents Impression on CMP Capacity Building Training Programs	58
7.2.1 Organization of Training Events	59
7.2.2 Selection of Trainees, Trainers and Training Venues.....	61
7.2.3 Training Durations and Training Methodology	62
7.2.4 Evaluation of Training Events.....	63
7.2.5 Impact of CMP Trainings	64
7.2.6 Feedbacks on Training Effects.....	64
7.2.7 Effectiveness of CMP trainings offered in Improving Performance of CMP Stakeholders	65
7.2.8 Comparative Assessment of COWASH Training System with Other related Trainings	66
7.2.9 Cascading Training Events – Need for Repositioning?	68
7.2.10 Relevance and Adequacy of Training Manuals	69
7.2 Delivery of CMP Trainings	70
7.3.1 Stakeholders who have Received CMP Trainings	70
7.3.2. CMP Trainings Disaggregated by Type of Trainings and Trainees	71
7.4 Effectiveness of CMP Trainings	75
7.4.1 Acquisition of Skill & Knowledge	77
7.4.2 Stakeholders’ Knowledge of CMP Roles and Responsibilities	82
7.5 Impacts of CMP Trainings on Job Performances’ of Stakeholders	84
7.5.1 Regional and Zone Level Experts	84
7.5.2 Woreda Technical Experts	85

7.5.3 Woreda WASH Teams	86
7.5.4 Kebele WASH Teams	88
7.5.5 Water Supply, Sanitation and Hygiene Committees (WASHCOs)	89
8 CONSULTANTS'OBSERVATIONS& REFLECTIONS.....	92
8.2 Reflection on CMP Training Programs Execution	92
8.3 Reflections on Effectiveness and Impacts of CMP Trainings	94
8.2.1 Woreda WASH Teams, Kebele WASH Teams, Technical Experts	94
8.2.2 Water Supply, Sanitation and Hygiene Committees (WASHCOs)	95
8.2.3 Impacts of the CMP Training Programs	97
9.CONCLUSIONS AND RECOMMENDATIONS.....	101
9.1 Conclusions.....	101
9.2 Recommendations.....	103
9.2.1 CMP Training Organizations:.....	103
9.2.2 Measures for the Long Run.....	105
10 ANNEXES	107
ANNEX 1:	107
ANNEX 2	109
Annex – 3	110
11. References	112

ACKNOWLEDGEMENT

The research undertaking has involved many persons and organizations. We would like to express our deep whole-hearted indebtedness to Mr. Arto Suominen and to all COWASH FTAT specialists for supplying valuable data and for their critical and constructive comments and suggestions given on the draft research report.

We are also thankful to the Regional Support Units (RSUs) of the two regions, Amhara and Tigray regions, for their unreserved cooperation in availing appropriate data and information at their disposal and for the support they provided during the selection of sample Zones and Woredas. They have also assisted in organizing focused group discussions and conducting of individual interviews at regional levels.

Our gratitude also goes to the following Woredas' Water Office Heads and Woreda CMP Supervisors who devoted their time and energy to support in the selection of sample Kebeles and WASHCOs. They have also supported in conducting individual interviews and organizing focused group discussions in their respective Woredas without which this research would have not been completed as scheduled. Thus, our thanks go to:-

- ✓ Tahetay Maichew Woreda Water, Mine and Energy office head and CMP Supervisor,
- ✓ Naeder Adet Woreda Water, Mine and Energy Office head and CMP supervisor,
- ✓ Farta Woreda Water Resources Development office head and CMP Supervisor,
- ✓ Estie Woreda Water Resources Development office head and CMP Supervisor,
- ✓ Sinan Woreda Water Resources Development office head and CMP Supervisor,
- ✓ Dejen Woreda Water Resources Development office head and CMP Supervisor,

We would also like to take this opportunity to express our thanks to all WWT, KWT and WASHCO members in all the target Woredas, Kebeles and Communities for their time and deep involvements in the discussions conducted and for their comments and suggestions given to enrich the findings.

Our last but not least thankfulness goes to all participants of the August 14, 2014 workshop held at Desalegn Hotel for their feedbacks and comments given to improve the Report.

Lisa Management Consultancy PLC

ACRONYMS

ACSI	Amhara Credit and Saving Institution
ADF	African Development Fund
ANRS	Amhara National Regional State
ARWSSP	Amhara Region Water Supply and Sanitation Program
BoFED	Bureau of Finance & Economic Development
CDF	Community Development Fund
CLTSH	Community - Led Total Sanitation & Hygiene
CMP	Community Managed Projects
COWASH	Community-Led Accelerated WaSH (in Ethiopia)
CSA	Central Statistics Authority
DCSE	Dedebit Credit and Savings Enterprise
EWRMP	Ethiopia Water Resources Management Policy
EWSS	Ethiopia Water Sector Strategy
EWTI	Ethiopian Water Technology Institute
EWTTC	Ethiopian Water Technology Training Centre
FINNIDA	Finnish International Development Agency
FGD	Focused Group Discussion
FTAT	Federal Technical Assistance Team
GoE	Government of Ethiopia
GoF	Government of Finland
GTP	Growth and Transformation Plan
HDW	Hand Dug Well
II	Individual Interview
JICA	Japan International Cooperation Agency

KWT	Kebele WaSH Team
MDG	Millennium Development Goal
M&E	Monitoring and Evaluation
MFA	Ministry for Foreign Affairs (of Finland)
MFIs	Micro Finance Institutions
MIS	Management Information System
MoE	Ministry of Education
MoFED	Ministry of Finance & Economic Development
MoH	Ministry of Health
MoWR	Ministry of Water Resources
MoWIE	Ministry of Water, Irrigation and Energy
NGO	Non - Governmental Organization
O&M	Operation and Maintenance
OWNP	One WaSH National Program
PSU	Project Support Unit
RSU	Regional Support Unit
RWSEP	Rural Water Supply and Environmental Programme
SPD	Spring Development
ToT	Training of Trainers
UAP	Universal Access Plan
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
WaSH	Water Supply, Sanitation and Hygiene
WASHCO	Water Supply, Sanitation and Hygiene Committee
WAT	Woreda Appraisal Team
WATSANCO	Water and Sanitation Committee

WB	World Bank
WIF	WaSH Implementation Framework
WMP	Woreda Managed Projects
WVO	Woreda Water Office
WSDP	Water Supply Development Program
WSS	Water Supply System
WVO	Woreda Water Office
WWT	Woreda WaSH Team
ZWT	Zonal WaSH Team

LIST OF TABLES

- Table 1: Selected Trainings on which Training Impact Research is to be Undertaken, May 2014 (Page 7)
- Table 2: Trainings Provided by COWASH Project at different Levels, 2014 (Page 36)
- Table 3: Community level Capacity Building by Phases, July 2014.
- Table 4: Population Size by Sex, Area and Density by Region, July 2013
- Table.5: Woredas where CMP trainings were conducted in the year 2005 EFY
- Table 6: Number of target population for the training impact research (per level/ type) (2005 EFY) (Page 49)
- Table 7: Sample Individual Interviewed at different level for the TIR works (P 51)
- Table 8: Number of Training Participants involved in the Training Impact Research, June 2014. (Page 52)
- Table 9: No. of Sample WASHCOs Surveyed by Region, Zone, Woreda and Kebele, June 2014. (p 53)
- Table 10: Woreda CMP Plans versus Accomplishments, July 2014. (Page 64)

LIST OF FIGURES

Graph 1: Capacity required for sustainability of a service level/ technology choice

Graph 2: CMP Trainings Received in 2005 EFY

Graph 3: Regional and Zonal Experts by Type of Trainings attended.

Graph 4: Trainings Attended by Woreda Technical Experts.

Graph 5: Skills and Knowledge Acquisition by Respondents.

Graph 6: Regional and Zonal Level Training Evaluation

Graph 7: Skills and knowledge Acquisitions by WASHCOS

Graph 8: Knowledge of Roles & Responsibilities in CMP.

Graph 9: WASHCO Membership by Sex

EXECUTIVE SUMMARY

COWASH project has been providing various capacity building trainings to relevant stakeholders working in the implementation of Community Managed Project (CMP) in selected regions and Woredas of Ethiopia. The training programs have been conducted for several years. In the year 2005EFY alone COWASH has conducted different CMP trainings to its stakeholders in Amhara and Tigray regions. The objective of this research is thus to find out the impact and effectiveness of the CMP trainings conducted in 2005 EFY, in Amhara and Tigray regions, on the delivery of the project outputs.

In this research both qualitative and quantitative data collection and data analysis methodologies were employed. A Multi stage random sampling and purposive sampling methods were used to select sample Zones, Woredas, Kebeles, Water Supply, sanitation and Hygiene Committees (WASHCOs) and to select individual trainees for interviews for the research work.

Accordingly, 3 Zones (2 in Amhara & 1 in Tigray) and 6 Woredas (4 in Amhara & 2 in Tigray) 16 sample Kebeles and 33 sample WASHCOs were covered by the research.

Primary data were collected mainly through conducting individual interviews and holding focused group discussions with local authorities, trainees and trainers in the two Regions and in the sample Zones, Woredas, Kebeles and WASHCOs. The consultant has prepared and used comprehensive data collection questionnaires and checklists for these purposes. Secondary data were also obtained through a detailed literature surveys.

In order to get a comprehensive picture of the situation, the research team has tried to interview a wide range of experts and representatives of institutions. Individual interviews were conducted with specialists and technical experts at regional, zonal and woreda levels and with Woreda WaSH Team (WWT) and Kebele WaSH Team (KWT) members. 11 regional and zonal experts, 18 Woreda Experts, 16 Woreda WaSH team members and 22 Kebele WASH Team members, who have received CMP training in 2005 EFY and actively participated in CMP implementation, were individually interviewed. During sample selection for individual interviews, experience,

key positions in CMP implementation, critical sector offices (Water, Health, Education and Finance) were considered. In addition focused group discussions were held with RSU of the two regions, 6 Woreda WWTs and 33 WASHCOs, where 11, 43, and 147 members of RSU, WWT and WASHCO took part in the study respectively.

The study team, in addition to the individual interview and group discussions held, has utilized site visits and observed WASH activities undertaken in the rural settings. The conditions and the current status of water supply facilities constructed and their management situations at community level were among the major observations made by the consultants.

The major findings of the research are the followings: -

1. Zonal WASH experts, Woreda WASH Teams, and Woreda technical experts have received CMP trainings that they need to work effectively in their areas of responsibilities. Hence,
 - ❖ Technical experts at regional, zonal and woreda levels that are targeted by the research were found to have developed the required skill and knowledge to provide CMP trainings to those involved in CMP implementation including WASHCOs at community level;
 - ❖ Technical experts at woreda level have all the skills they need to provide supportive supervision in promotion, preparation of project applications, appraisal, site selection, construction supervision, contract administration, procurement, finance, and related others
 - ❖ The trainings have improved the project management, implementation and supervision capacities of the Woreda WaSH teams and Kebele WaSH teams and that of WASHCOS which are manifested in better annual plan accomplishments and improved quality of schemes constructed.
 - ❖ The CMP trainings have significantly improved the communities' capacity for project planning and implementation, and fast fund utilization rates.
 - ❖ The trainings have improved participation of user communities throughout the project life from inception to completion and hence community sense of ownership is very high and hence project is more sustainable. WASHCOs have also been able to discharge

their responsibilities without much difficulty and provide good leadership to the water points constructed;

- ❖ The training also has enabled WASHCOs to manage their own schemes properly and to distribute water to their members evenly and regularly.
2. Awareness is created at community level on water supply, sanitation and hygiene which is found to be a good leverage to improving the health, environment, social and economic development of the communities and through it the country at large.
 3. The private sector (artisans and caretakers and pump attendants) also have benefited from the trainings and are playing important role in construction and maintenances of schemes.
 4. The numerous manuals developed by the project have also played significant role in the project implementation, financial management and procurement and in the projects overall managements.
 5. The trainings that are cascaded through ToT arrangements are found to be good because it has made it possible to build both institutional capacity of the government as well as that of the communities and the private sector. It is also relatively cheaper method because it uses government staffs and shares facilities.
 6. It was possible to learn that CMP approach less bureaucratic, fast in fund release for procurements and other project activities and hence reduced the time needed for construction. As a result accomplishments of annual plans have been good where in most Woredas more number of water schemes were constructed than what were originally planned;
 7. Community contributions (in labour, material and money) both for scheme construction and operation and maintenance play an important role to keep schemes on sustainable basis. It has also reduced investments needed significantly and transferred responsibilities of operation and maintenance fully to the community. Hence, not only O&M but investment cost sharing, in rural water supply, is well introduced in the project areas.
 8. The demand for training has been on the increase as more and more communities are attracted by the performances of the project in terms of access to safe and clean water supply which was made possible to a large number of rural communities.

There are, however, problems detected by the research. The major ones are the followings:-

A. As regards overall organization of CMP Trainings:

- i) The decision to fix the number of training participants seems to be left to the discretion of individual trainers at Zonal or Woreda level. It appeared that RSUs are not in firm control over the fixation of training participants;
- ii) Variations have been observed in the length of training for same level and type of CMP trainings from woreda to woreda OR, there observed tendencies to downsize training duration to save funds to finance other trainings that the training plan does not include in the initial plan;
- iii) There were complaints over selection of trainees at woreda level where same individuals have been sent for same training repeatedly;
- iv) Training methodology skill seems to be non-existent among trainers below the RSU specialists.
- v) The training manuals in use during trainings are not available with WASHCOs in most Woredas if not in all in both regions. Trainees could read these manuals individually or in joint after training when they get back home. It doesn't make sense why these manuals are available only with Woreda Water Offices. One issue raised during interview with Woreda CMP Supervisors was the issue of availability of manuals and other relevant formats.

B. As regards Issues related to CMP Implementations:

- i) There is high turnover among woreda technical experts and other experts working at the different sector offices at woreda level. For instance the number of WWTs who have not taken CMP trainings is on the increase. Given their decisive role in CMP implementation at Woreda level, this situation is critical for CMP implementation.
- ii) Woreda CMP supervisor who can be considered the brain behind woreda level CMP implementation is very much overloaded with the regular office (Water Office) duties and also with CMP responsibilities and with no incentives whatsoever;
- iii) Kebeles covered by the research in Amhara region seem to have been facing serious problems of financial resources that they have reached a situation where they cannot

carryout review meetings and unable to supervise and provides adequate support to WASHCOs around. Beside there are also staff turnovers.

- iv) The absence of water extension workers, because of government structure, at kebele level in Amhara, kebeles intervention in the area of water is almost non-existent. Hence it was found out that the expected integration of WASH sectors at community level faces difficulties.
- v) Most WASHCO members appear to be confused over the question “What next?” once trainings were given and water points are in place.
- vi) Shortage of logistic resources especially shortages of motor Bikes compared to the number of WASHCOs to be served have limited the mobility of technical experts for supervision and support services among the user communities

The followings are the major recommendation made by the consultants:-

- a. The RSUs need to take firm decisions, after deliberating with all concerned and relevant bodies that training duration, size of training participants, training plans and other essential training components need to be adhered to once agreed upon by all parties. If there is any change to be made due to circumstances beyond control at zonal or woreda level, RSUs need to be informed prior to any action is taken.
- b. Actions that are taken by federal COWASH project office to organize “Communication and Training Methodology” Course to Federal Technical Assistant Team and RSU specialists in August 2013 is very commendable. This good beginning need to continue for others engaged in providing CMP trainings across the system. The easiest way to do it would be to arrange and follow a ToT model that are cascaded to an appropriate level;
- c. Inventory on availability of adequate resources for training and supportive supervision including effectiveness of same resources for the intended purposes need to be taken on a regular interval, preferably on annual basis. The best timing would be when annual plans are prepared. Hence shortages or absence or inappropriateness of training resources need not be raised once implementation begins.

- d. In any training program execution that depends very much on TOT situation as in COWASH, close supervision and follow-up of training program implementation is very indispensable by responsible bodies.
- e. Copies of training manuals that COWASH prepares to guide and enhance skill and knowledge transfer during training program execution and afterwards, should be provided to WASHCOs for their use.
- f. CMP trainings need to continue to be provided to WASHCOs with a focus on sustainability and creating conducive atmosphere for enhanced participation of rural communities in WASH services.
- g. The manpower structure at kebele level in Amhara region need to be instated to accommodate the employment of water extension workers so that adequate synergy is created among WASH partners at community level.
- h. The training durations have to be carefully revised to allow more time for practical demonstrations and to make it participatory;
- i. Incentives must be put in place for trainers. This is one way to improve training quality, outcome and the coordination between different sector offices.

1 INTRODUCTION

1.1 BACKGROUND

COWASH project has been providing various capacity building trainings to relevant stakeholders working in the implementation of CMP in rural areas of selected regions and Woredas of Ethiopia. The training programs have been conducted for several years. The CMP trainings follow cascading approach where trainings are cascading from federal to woreda and community levels in succession through ToT arrangements in areas where training is thought to be organized. Training manuals were prepared and used extensively during the training programs. Federal COWASH staffs i.e. members of the Technical Assistant Team (TAT), Regional Support Unit (the regional training hub), Zonal and Woreda technical experts stand in a continuum trying to make CMP trainings effective. Zonal WASH team, Woreda WASH team, Kebele WASH team and WASHCOs get the capacity building trainings to help implementation of COWASH project.

The main purpose of this research is to find out how the different trainees, from region down to the community level, who participated in the different trainings have been performing on their CMP duties, and to examine if they do have the skills and knowledge required to discharge their responsibilities effectively. There are six different training programs selected to be covered by the research process.

The consultants, as much as conditions allow, have made the research to be participatory where almost most of the stakeholders have participated individually or in group successfully. In the field survey which were undertaken in Amhara and Tigray regions in three Zones and Six Woredas, the Regional Support Units (RSUs) Specialists, Zonal advisors with RSU, Zonal Experts, Woreda Technical Experts, Woreda WASH Team, Kebele WASH Team and WASHCOs are covered by the focus group discussions and individual interviews. The survey

has been executed smoothly and all the needed data were collected, analyzed and finally this report is made possible.

1.2 OBJECTIVES OF THE TRAINING IMPACT RESEARCH

The **General Objective** of the assignment is "to conduct research on the impact and effectiveness of the CMP trainings conducted in 2005 EFY in Amhara and Tigray regions by COWASH Project on the delivery of the project outputs."

The **Specific Objectives** of the research are put down below:

- i) To study on the methodology of the CMP training organized and offered to the different CMP stakeholders at Regional, Zonal, Woreda and Community levels in the target regions;
- ii) Review of COWASH Capacity Building Strategy and Training Impact Assessment Report of 2004 EFY Trainings Produced by COWASH
- iii) Evaluate the effectiveness of CMP trainings offered to relevant CMP stakeholders in 2005 EFY in terms of relevance and adequacy of Skill and Knowledge acquired;
- iv) Undertake Research on “Training Impacts” on the delivery of Project Outputs.

1.3 SCOPE OF THE ASSIGNMENT

COWASH has conducted different trainings in Amhara and Tigray regions in 2005 EFY. But, the CMP training areas covered by the current research works are only those listed in table 1 below.

Table 1: Selected Trainings on which Training Impact Research is to be Undertaken, May 2014

Region level	Woreda level
CMP Management ToT Training	Kebele WaSH Team Training
CMP Appraisal Training	CMP Appraisal Training
WASHCO-CMP management ToT training	WASHCO CMP management training

Source: - TOR Training Impact Research Final.

Prior to the research work, the Consultants have gone through the CMP training materials and manuals relevant to the pre-selected training occasions, plans and reports related to the assignments. Reviews were also made on the training impact assessment accomplished by Capacity Building Specialist of COWASH and all the other relevant documents of the project – especially the work plans and progress reports concerning the EFY 2004 and 2005. Moreover, the researchers have discussed with the COWASH TA Team members to find out the details and other effects of the selected training occasions such as timing, possible changes concerning the implementation plans, cascading of the trainings, management models carried out in the implementation of COWASH, selection of the trainees and some other possible matters maybe affecting training impacts and research results.

After the careful desk research, the researchers have gone out for the field works in the two selected regions and woredas. The idea is to find out how the trainees who participated in the selected training occasions have been performing on their duties and are performing since took the trainings. Surveys were made on whether or not they can clearly describe their CMP duties in WaSH development and are they having the skills and knowledge required. What are the existing situations around the constructed water points and what do users of the services say about the project. The researchers have also made personal observations on a lot of issues of significance to the research.

The scope of the assignment does also include presentation of the findings to workshop participants who are invited by the COWASH Project before final report is submitted.

2 DEFINITION OF KEY TERMINOLOGIES

- A. Training** is defined as a “planned process to modify attitude, knowledge or skill behavior through a learning experience to achieve effective performance in any activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy current and future manpower needs of an organization’, (Manpower Services Commission (MSC), U.K., 1981: 62).

Training attempts to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way. ‘Training is characterized as an instructor-led, content-based intervention leading to desired changes in behavior.

- B.** Education is defined as ‘Activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than knowledge and skill relating to only a limited field of activity.’ (Manpower Services Commission (MSC), U.K., 1981: 62).
- C. Capacity** refers to the organizational and technical abilities that enable organizations, groups and individuals at any level to carry out functions and achieve their development objectives over time. (UNDP, 2008-2013)
- D. Capacity Building:** There are different but related definitions of capacity building. In the WaSH Implementation Framework(WIF) Capacity development is defined as "A set of planned and linked activities, strategies, approaches, and methods designed to improve the performance of individuals, organizations and systems by creating the conditions through which change and improvement can take place."/ National WaSH Implementation Framework, April, 2011, p106/

According to Len Abrams an authority in the area of capacity building/development , "Capacity building is the process whereby a community equips itself to undertake the necessary functions of governance and service provision in a sustainable fashion. The "community" may be a local government, a village level committee or even a central government department. Capacity building is not only confined to officials and technicians

but must also include the general awareness of the local population regarding their services and development in general./Len Abrams, paper delivered at the 2nd UNDP Symposium, Delft, Netherlands/.

Another writer on capacity building, Ann Philbin, defined Community Capacity Building as the "process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world." (Ann Philbin, *Capacity Building in Social Justice Organizations*, Ford Foundation, 1996).

The United Nations Development Program (UNDP) views capacity building as both a means and an end for sustainable human development. It is the foundation on which a country and its people can tackle, by their own will and their own efforts, the development challenges for a better future. In essence 'capacity building should empower people to realize their potential and utilize their capabilities, and assure ownership, and sustainability of the development process.' /Thomas J. Hopkins, 8, August, 1994, p 4/. According to UNDP "capacity building is not just a matter of providing people -with the skills and know-how to accomplish tasks and solve problems; it also means providing the environment in which individuals can exercise their capabilities. Also, these skills and know how need to be mobilized and applied, involving factors such as the motivation and efforts of individuals to improve their livelihood and the mobilization of people to reach common goals that are mutually beneficial to a society." /ibid/

Or it is defined as “the process through which individuals, organizations, and societies obtain, strengthen, and maintain the capabilities to set and achieve their own development objectives over time.” UNDP.

Capacity building is an ongoing process through which individuals, groups, organizations and societies enhance their ability to identify and meet development challenges. (Catholic Relief Service)

E. Impact simply refers to influence or effect of one person, thing, or action, on another. The impact can be strong or bad as the case may be.

F. Training impact is the impact of trainings offered on performances and organizational goals. Impact can be seen in terms of the significance of value added to an organization that accrues to training offered.

Training impact is the impact of trainings provided on performances and organizational outputs. Thus, in CMP training impacts are revealed by improvements brought in by:-

- ❖ Project management and decision making efficiency,
- ❖ Financial management and procurement efficiency,
- ❖ Trainers skills and knowledge of the content of the training manuals and training methodology,
- ❖ Schemes selection, appraisal, implementation and supervision skills,
- ❖ Schemes operation and maintenance efficiency,
- ❖ Participation of the beneficiary community in the project planning, implementation, supervision operation and maintenance etc.

3 LIMITATIONS OF THE TRAINING IMPACT RESEARCH WORKS

The following constitute the main limitations of the study.

- i) The scope of training impact research has been limited to a specific year (2005 EFY) selected training modules offered within the specified year and to the attendant trainees. Hence the difficulty of isolating impacts, to relate it to only the specified number of modules and time period.
- ii) This research is essentially dealing with analyzing the impacts of training on the performances of trainees on actual job situation wherever and at what level or positions that they are assigned. However, it is not only the skills and knowledge acquired through trainings that impacts performances. There are host of factors that do influence impact other than training. These other factors include as on-the-job motivations, working facilities and environment, and similar others. The strong positive impacts on performances emanating from a well-organized, delivered and quality training events can be neutralized where and when these “other factors” are not properly accounted for in the research process. Or it is hard to attribute failures to training alone in the presence of other factors that could contribute to it.
- iii) Research works in the area of training impact was hard to find by Lisan Consultants, which has limited the study from including the experiences of other projects/ countries. What has been widely reviewed in this respect is “Training Impact Assessment”.
- iv) All the data in the study were self-reported. In any such study, researchers have to assume that people told the truth as best they knew it. In some cases they may have wanted to present themselves in the best possible light. In some cases they may have wanted to obscure personal information.

4. LITERATURE REVIEW

4.1. CAPACITY BUILDING CONCEPTS AND PROCESSES

4.1.1 Significance of Capacity Building

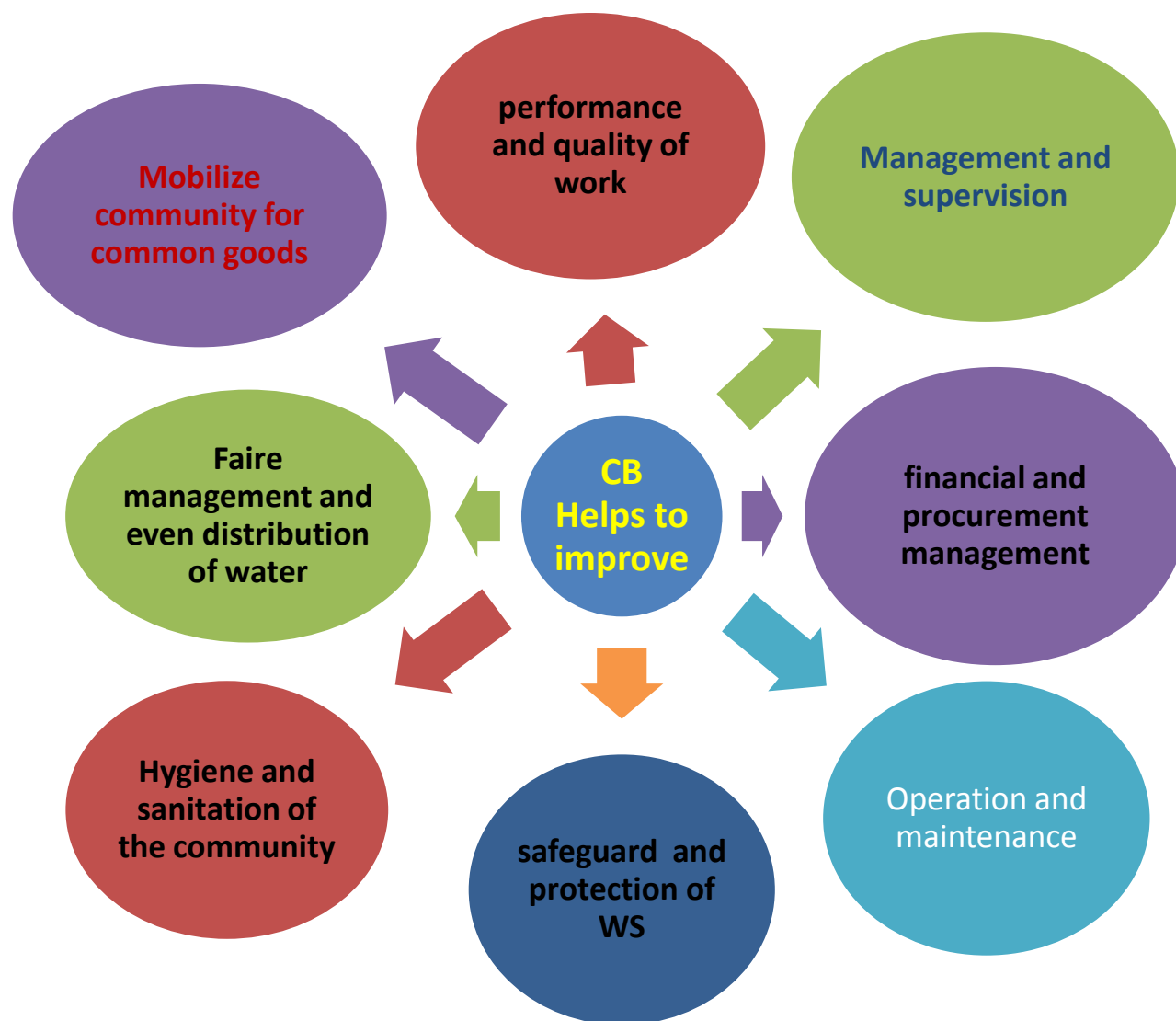
Given the definitions of the concept “Capacity Building” in Section 2 above, its importance is beyond doubt. Without adequate and appropriate capacity at different levels of government and at local level services will not be sustainable. In other words, the skills and knowledge of local people need to be improved to ensure proper functioning of government, particularly at local level and efficient delivery of services on sustainable basis. Local services are sustainable only if owned and operated at an appropriately local level. Len Abrams confirmed that "Experience throughout the world indicates that where local people are not responsible for local services, sustainability of development is not achievable. Thus, building the capacity of the local user communities is vital for all development efforts by all parties.

The Ethiopian Water Sector Development Program (WSDP) document also has confirmed that sustainability would not be attained without the participation of the beneficiaries. It describes *"Community participation in the implementation of WSDP will be critical for the sustainability of investments made in the sector. After all, they are the primary beneficiaries. They will have to lead and monitor water governance at local levels."/*WSDP,2002, P. 106/. Moreover, communities take better care of services that they selected and contributed to the capital costs and have responsibility for their O&M. Hence, sustainability will be assured by the participatory nature of the programme to be implemented.

According to African Development Fund, technical sustainability in water supply schemes will be ensured through the use of simple technologies for which the relevant technical expertise exists and by training community representatives and local service providers in operation and maintenance of the selected technology option, and ensuring that spare parts are easily available to local communities. Financial sustainability, on the other, will also be assured by ensuring that

the least cost options are selected for the sub-projects and making the beneficiary communities fully responsible for the operation and maintenance costs as well as the management of the services. / ADF, Appraisal report, June 2005, p 37/

Improvements will not also come without capacity building. The followings chart shows the areas where capacity building helps to bring improvements: -



4.1.2 Factor s for Ensuring Service Sustainability

In order for water supply and sanitation projects to be sustainable, a number of factors must be put in place over time. The requirements for a given level of service i.e. a given technology

choice (HDW, Spring, Shallow Well..) will pre-determine what capacity is required of those responsible for ensuring its sustainability at the local level.

The factors which determine whether the chosen service level will be sustainable or not will also provide the pointers to the areas where capacity needs to be established and maintained. Thus, generally, although the factors required for sustainability will vary depending on the level of service, all systems will need capacity building in certain general categories. Len proposed three groups of capacity categories and how they could be improved as follows: -

Category one includes those **factors** where the residual capacity of a given local government structure or community **can be raised through training and skills development**. This can be achieved through course work and participative learning techniques. These are:-

- a. Technical skills to maintain and make repairs and operate the system such as running pumps and treatment works.
- b. Administrative skills to collect revenue, run bank accounts, keep books and make payments for services, parts, salaries etc.
- c. Governance skills for problem definition, planning, leadership and informed decision making.
- d. The ability to build consensus and resolve conflicts within the community and between leaders.

Category two includes **factors which require awareness creation** at local level through mass participation methods. This are: -

- e. Public awareness in order to ensure the full benefit of the service through such activities as hygiene and health education.
- f. Awareness of civil responsibility to ensure proper accountable governance and to ensure public support of the service which is essential to establishing the willingness to pay for services.

The last category consists of **factors which are not able to be influenced directly through training or awareness interventions**, but which are critical to sustainability. There are a

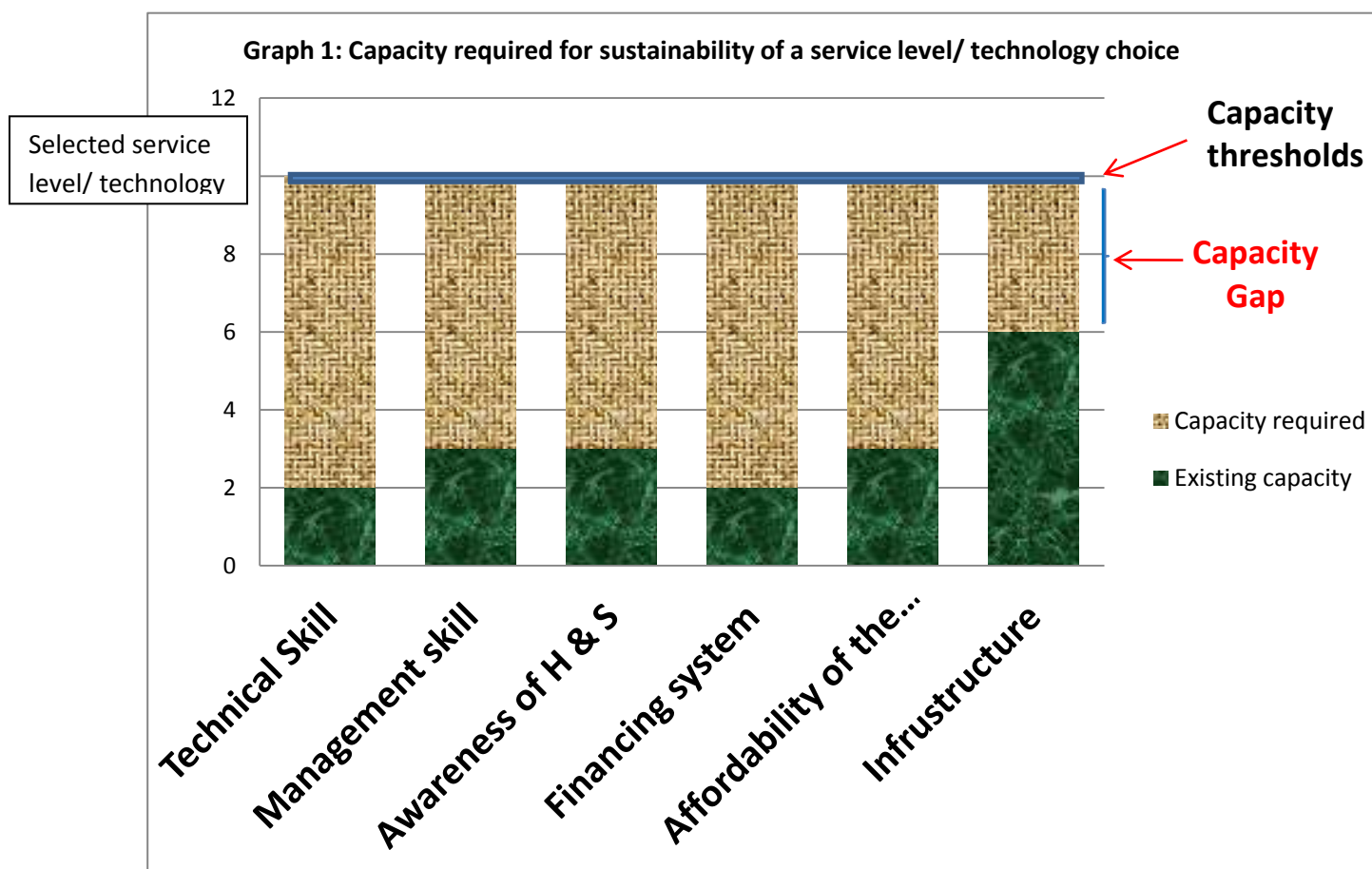
number of other initiatives underway to support Local Government and to build capacity. These initiatives may provide the support infrastructure. Local economic factors may be influenced through income generating projects and the like, and are usually the main limiting factors in service level decisions. These factors illustrate that water supply and sanitation development cannot be undertaken in isolation from other development issues in communities. These includes: -

- g. Revenue flow to cover the recurring cost of maintenance, operating expenses, salaries and the repayment of loans if applicable. Revenue should ultimately come from community payments for services if sustainability is to be ensured, but may need to come from subsidies, cross-subsidization or inter-governmental transfers initially.
- h. The "wealth" of the community in order to ensure that there is sufficient household income to pay for the service on a continued basis. This determines the "affordability" of the community.
- i. Support infrastructure consisting of such things as office accommodation, transport, communications, electricity, copying facilities and all of the other resources which are often taken for granted but are not present in many parts of the country.

Therefore, for a given service to be sustainable in a given location, the requirements of each of these categories can, to a large degree, be pre-determined. These represent the thresholds which are required in order for the service to be sustainable. Obviously, in any particular community a certain level of capacity will exist in each of the above categories. But where this capacity is less than the threshold capacity required for sustainability, **capacity building will need to be undertaken to ensure that the threshold is reached.** The threshold in all categories must be achieved in order to ensure sustainability. For example, if all other thresholds are reached but community acceptance is lacking, revenue will be difficult to collect which may result in the failure of the scheme.

Community capacity building strengthens the innate skills, competencies and abilities of people and communities so that they can overcome their problems. Thus, since people will also bring their own perspectives and creativity to the process the results of any capacity building programme will always be more than the sum of the parts.

Note also that the capacity required for sustainability is determined not only by the level of service chosen by the community but more importantly by the technology choice made to provide that level of service. For example, if a community chooses a household connection level of service this could be achieved through a number of alternative technology options. The service could be provided by developing boreholes or by the construction of a gravity fed system etc. Each of these technology options would provide the same level of service to the community but each would require different skills and "capacities" in the community or local administration. Therefore, the amount of capacity building required for a given category will depend on two factors viz. the level of capacity already within the community, and the level of service and the technology chosen. The following chart shows service level existing capacity and capacity gaps in a water service level



Thus, during capacity gap assessment attention need to be given to the type of technology/service level to be used by the community and the existing capacity among the beneficiary community.

Operation and maintenance is also one major factor for sustainability of rural water supplies. But operation and maintenance, up until now, has been seen largely from only a technical perspective. However, any failure of a system is ultimately the result of institutional and economic factors, and not only of technical factors. Any system will need maintenance and will break down physically from time to time but failure of a system results from inadequate finance, poor administration, lack of community support illustrated through the lack of payment for services, lack of adequately trained technical staff etc. If, for example, the administrative skills have fallen below the required threshold for a given level of service in time, this will cause failure of the scheme. For example if the person responsible for administration in a village ceases to function for any reason, the collection of revenue will fail, there will not be sufficient funds available to pay the technical staff or to purchase spare parts and physical failure will result causing a decrease in public support and reluctance to pay for poor services etc.

Thus, it is essential that the capacity of the community remains at the threshold levels during the life-span of the infrastructure. But, mostly whilst some attention is paid to the technical aspects of operation and maintenance, there is little emphasis being placed on maintaining institutional capacity. **The capacities of communities need also to be periodically assessed** and capacity should be built to the required level.

4.1.3 Processes of Capacity Building

Capacity building has its own process to follow to be effective. It requires a systematic and programmatic approach to be successful. It involves the following systematic steps:-

- a. Engaging stakeholders on capacity development.
- b. Assess capacity needs and assets.
- c. Planning and costing capacity building interventions.
- d. Implement a capacity development Plan.
- e. Monitor and evaluate the CB plan

4.1.4 Capacity Building and Service Providers

As indicated above, with a tool to enable the proper planning of capacity building and training, it is also possible to identify the resources necessary to carry out the work. In any given area, the skills needed to undertake all of the different facets of capacity building and training are unlikely to exist in any single organisation. But in capacity building a wide variety of skills are needed. These range from social evaluation skills required to work with communities to identify their existing capacity, to technical training. Thus, it would be necessary to assess what service providers are available to undertake the various functions needed to bring the different facets of capacity in communities up to the desired thresholds. It will also be possible to identify the "gaps" where no appropriate organisation exists to deliver the required service. Different organisations could then be contracted, according to their specialties, to undertake different elements of the capacity building and training programme in an area, some to do technical training, others to Management, financial and procurement, Sanitation and hygiene in community awareness creation and in social evaluations. However, all capacity building trainings must be given by a professional educated/trained in the area of the training to be provided. It is completely wrong to let engineer to train management or finance and vice versa i.e. finance or management experts to teach operation & maintenance or sanitation.

4.1.5 Training and Capacity Building

One of the major components of capacity building is the human resource development which includes new staff employment and upgrading the existing manpower through trainings. It also includes the building of capacities of the beneficiary communities especially for quick implementation and sustainability of water supply and sanitation services. As shown above community capacity building is much more than training and includes the following: -

- Human resource development, the process of equipping individuals with understanding, skills and access to information, knowledge and training that enables them to perform effectively, and
- Organizational development, the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).

However, training at different levels plays an important role for any social, economic etc development and for sustainability of the developments. Thus, before indulging in to the subject matter it is worthwhile to define what training is about and its differences with education.

A. Training Techniques

Training programmes usually make use of diverse training techniques. Their choice depends on the contents, audience of the specific course, and aims to be achieved by this training. It was unanimously agreed that the greatest impact could be achieved through the combination of theory and practice, face-to-face training and providing trainees with background and supporting materials and documentation in printed and soft copies. Formal training activities could be complimented with visits.

The face-to-face training delivered consisted of lectures and practical exercises (in groups and individual tasks). These techniques work well in the context of more general courses. Lectures are useful in delivering the key points to the overall group, whilst the exercises provided the true ‘hands on’ element of the course.

Practical exercises and practical tasks allow participants to think about the subjects for themselves and if followed by discussion to learn how representatives of other professional backgrounds might deal with particular issues.

On-line training tools could be used to supplement and enhance face-to-face training possibilities depending on the training type and availability of facilities. Trainings could be organized as pre and post construction etc depending on needs. It could offer post-event support documentation and publicly accessible complete tutorials. Effective online tutorials could be a key secondary training method for some practical courses.

Training programs are supported with training materials that include:

- i. **Trainers’ Guides** – training manuals used by trainers to train specific target groups. Each trainer’s guide consists of a series of “training modules” – descriptions of how to facilitate each session – objectives, timing, learning tasks, questions to be asked, key points, etc.

- ii. **Operational Manuals** – a reinforcing how-to-do-it guide for the use of participants on-the-job after completing their training.
- iii. **Operational Instruments** – forms, formats, templates, checklists etc that participants will use for planning, budgeting, reporting etc.
- iv. **Participatory Learning Tools** – pictures and other materials used in community level discussion/planning on WASH issues (e.g. PHAST tools and sanitation ladders, three pile sorting, transmission routes and barriers, household behavior change monitoring tools, etc) /WIF, P 121/

In addition allocating sufficient training time and selecting appropriate techniques for trainees are very important for a training to attain its goals.

B. Evaluation of Training Courses

In order to evaluate an ongoing quality and impact of training courses over the entirety of the project, it is necessary to develop evaluation methodology and prepare evaluation tools that enable to analyse both the short-term and long-term data collected on the effectiveness and overall impact of a training programme(s). The data collection instruments include:-

- i) Feedback form – for completion by each participant at the end of an event;
- ii) Event report – providing details on the daily event for the purpose of the follow up;
- iii) Feedback report – a short report on the event summarizing the feedback form results and identifying its successes and gaps;
- iv) Course completion form – this form was completed after each course in order to record statistical information such as number of attendees, gender, origins, summary of evaluation etc;
- v) Evaluation report – a short report to evaluate the success and effectiveness of the event.

The impact of training program should be assessed after some time to check the strengths and weaknesses of the program so that one can design training program in the best way possible in the future.

C. Training Evaluation and Impact Assessment

i) Evaluation Methodology

An evaluation process should be developed to enable the gathering of both short-term and long-term data to assess the impact of the training programmes over the life of the project. The evaluation procedure consists of two stages: -

- ❖ Distribution of feedback forms to capture the immediate impression of the course's overall success or failure from both the trainers and participants' perspectives. The evaluation form should be designed to determine the effectiveness of the following:
 - organization of event;
 - Structure of event;
 - Content of event;
 - Speakers;
 - Learning and teaching methodologies;
 - Supporting material and documentation (including online training if any);
 - Communication channels and promotion of event.

The feedback form used for training events need to be developed in advance for use by the project. Therefore, the opportunity exists to compare results across projects and over time to enable to maximize the efforts and experiences in the provision of training.

- ❖ Follow-up communication with selected participants using a detailed questionnaire 3-4 months after the training event. The evaluation form should focus on the participants' overall satisfaction with the content and delivery of the training. The follow-up survey focuses on how participants have applied any of the knowledge they acquired during the course in their everyday work and how this has benefited their institutions. The questionnaire must also attempts to identify any additional training needs that participants might have.

Based on the analysis of returned evaluation forms and questionnaires, the evaluators will produce periodic summaries and reports outlining the impact of the training programmes to date and identifying areas where improvement is needed and if any additional training courses should be developed to better meet participants' needs.

ii) Capacity building impact evaluation

A long-term developmental impact of capacity building will also result from community participation in the planning, implementation, management and monitoring of water supply services including operations and maintenance. This will have an important dual effect of enhancing ownership of the facilities and sustainability, and due to the built capacity, enhanced knowledge & information, as well as travel time saved, the communities will engage in other developmental activities (positive externality or spillover effect). In other words, the Water Committees could serve as Community Development Agents who can play an active and lead role on interventions in other sectors. The Programme would also open up new opportunities for development of natural resources and creation of job opportunities that benefit central, regional and local Governments.

Finally, the involvement of the private sector as the market for water supply services, local capacities and skills are needed to be built to enhance the sustainability of the programme interventions. Most notably this will be achieved as the private sector encompasses a range of individuals and companies from the village blacksmith to international companies manufacturing pumps and diesel generators, and national experts and contractors. While creating new opportunities for the private sector, the closer proximity of such services to rural areas will enhance efficiency and effectiveness of the delivery of local developmental services. /ADF, Appraisal report, p. 39/

4.2 RURAL WATER SUPPLY CAPACITY GAPS AND APPROACHES TO FILL THE GAP

4.2.1 RWS Capacity Gaps in Ethiopia

Ethiopia has a decentralised local government structure consisting of federal level ministries, nine Regional Administrations, two town administrative areas (Addis Ababa and Dire Dawa), and about five hundred fifty Woreda (district) level administrations. The Woredas are further sub divided into a number of Kebeles (villages), which is the lowest level of administration at the community level. Most of the federal ministries structures stretch from federal to Woreda level, while some like education, agriculture, health and public administration goes down to Kebele level.

The main players responsible for rural water supply and sanitation in Ethiopia are the Ministry of Water Resources, Ministry of Health, the Regional Water Bureaus, Regional Health Bureaus, Woreda Water Desks, and Woreda Health Desks, private sector in the form of contractors and consultants, equipment and spare parts suppliers, and water vendors, artisans, communities with support from NGOs and donors. /ADF, June, 2005, p. 10/

Though significant efforts have been made and improvements are achieved in the areas of capacity building, still major capacity constraints exist at all levels of government structures. The capacity gap is more pronounced in the four emerging regional states (Afar, Somali, Gambella and Benshangul Gumuz) and at the lower administrative levels (Woredas and Kebeles). Most of these government institutions are weak, afflicted with insufficient and inadequate equipment, staff/skills shortages, poorly motivated staff and a general lack of funds though most of the physical activities are done there. Furthermore, many government structures have lost and are still losing many of their experienced professional staff to the private sector, donor agencies and NGOs, due to low salaries and benefits which also have reduced its ability to attract new competent professional staff. Thus, there is high need for major human resources capacity building at all levels to enable these government institutions to effectively discharge their responsibilities. Furthermore, the capacity of rural communities in planning, operation and

maintenance of the services, and financial management needs significant strengthening./ADF, June, 2005, p. 13/

4.2.2 Measures taken to fill the Capacity Gaps

A. Water Resources Management Policy

Cognizant of the seriousness of the capacity gap especially in the water sector, the Ministry of Water Resources, issued "Ethiopian Water Resources Management Policy" in 1999 where strong emphasis was provided to build the capacity of water sector stakeholders at all level to enable them put in to practice the water resources management police. " The policy describes, *"build and strengthen the necessary capacity in terms of Institutions, Legislation, Facilities, Human Resources, Finance, Information systems, Research and studies, and the like for better and more efficient management of water resources including capacity building at the decentralized and lowest level. /"* Ethiopian Water Resources Management police, 2000, P 12/

The policy document, particularly in its water supply and sanitation section, illustrates the following:-

- ✓ Build technical capacity in terms of water source investigation, design, engineering, water quality control, operation and maintenance, construction technology and facilities.
- ✓ Develop streamlined and coherent legislation and regulatory framework for improving water supply as well as to control pollution, degradation and depletion of water sources.
- ✓ Promote objective oriented training with special emphasis on trades-level training, community participation, administration and finance, and operation and maintenance.
- ✓ Assist in the establishment and strengthening of water users associations.
- ✓ Equip water supply organizations with the necessary facilities. /*Ethiopian Water Resources Management Policy/PP29-30/*

B. Water Sector Strategy

To transform the policy into action, the "Ethiopian Water Sector Strategy" was issued followed by the Water Sector Development Program (2002-2016).The strategy also describes, among others, develop and implement capacity building programs at all levels (federal, regional, zonal,

Woreda, private sector and grass root level) on the relevant areas of water resources management. The following actions form the main elements of the capacity building strategy:-

- ✓ Assess technical capacity gaps; develop and implement training programs to bridge these gaps. Strengthen technical capacities of all stakeholders (public institutions, private sector, local communities etc.) in subjects such as: resource evaluation, resource management, resource monitoring, water management analysis, planning and design of schemes, O&M of schemes, contracts administration, financial management, information management, and monitoring systems etc.
- ✓ Provide means for high level professional and sub-professional manpower training locally and abroad, and encourage training of community promoters.
- ✓ Enhance skilled and craftsman manpower training in all fields of water resources.
- ✓ Strengthen higher institutions like Addis Ababa University, Arba Minch Water
- ✓ Technology Institute and other universities and colleges in carrying out more training in various fields of water resources.
- ✓ Promote and encourage on-the-job training; training-by-rotation; short-term training and study tours; workshops and seminars, etc in different fields of water resources.
- ✓ Attract and retain able and experienced professionals and sub-professionals by providing incentives and conducive working environment.
- ✓ Provide essential equipment, instruments, tools, and other required facilities for water schemes, as well as equip laboratory facilities with precision instruments.
- ✓ Establish a training centre in the water sector / The Ethiopian Water Sector Strategy, 2001, p. 7)

Regarding water supply and sanitation capacity building the strategy document says:-

- ✓ Develop and implement a comprehensive and well-coordinated training plan to strengthen the technical capacities of national professionals, both in formal and informal sectors, to enable them to deal with different aspects of WSS systems. The training plan should support the mandates of the institution, and be in conformity with needs of the staff.

- ✓ Develop suitable training programs to meet the capacity building needs emerging from continuously evolving role of government and communities in the regulation, facilitation, co-ordination, supervision and monitoring of WSS services.
- ✓ Promote objective oriented training with special emphasis on trades-level training.
- ✓ Training programs should define purpose, type and level of training and should answer who is to be trained, who are the trainers, when, who provides the funds, where is the training to be conducted, etc.
- ✓ Strengthen the capacity of water users associations (water committees/water councils) so that they may make independent informed choices, and remain and serve as a focal point in the WSS management structure which can ensure autonomous decentralized management of the WSS systems.
- ✓ Establish viable public information management systems (including conventional, electronic and internet-based systems) that could be used to access and disseminate the technical information, documentation, and analysis of data on various aspects of WSS systems./ The Ethiopian Water Sector Strategy, 2001, PP 20- 21/

C. The Water Sector Development Program

Following the policy and the water sector strategy Water Sector Development Program (2002-2016) was prepared by the MOWR to implement the policy and strategy. The water sector development program has delineated the following issues and constraints related to capacity gap:

-

- ✓ **Institutional instability.** Water-sector institutions frequently undergo restructuring and reorganization, creating uncertainty and complicating the task of institutional capacity building.
- ✓ **Management problems.** Such problems are typically caused by inefficient organizational structure, understaffing, and under equipping; lack of organizational units at the lowest levels like woreda and zones that could cater to local needs; absence of career paths for staff; low salaries and lack of staff motivation; and inability of the Government to retain trained and experienced staff. /P100/

- ✓ **Lack of institutional coordination.** Major stakeholders in water-sector activities include the MoWR, regional water bureaus, non-governmental organizations (NGOs), local communities, and the private sector. However, no structural and coordinated linkages exist among them, even between the two key institutions: the MoWR and the water bureaus. Poor institutional coordination often defeats the efforts to achieve sectoral goals.
- ✓ **Problems of capacity.** Shortage of skilled manpower is the critical issue facing all institutions. Every regional government has identified this constraint as the most limiting in the fulfillment of its 5-year plan. Moreover, inadequate office and equipment facilities, including insufficient vehicles, further compound the nature of the problem.
- ✓ **Limited funds/budget.** Water-sector development projects require a high level of investment. Lack of sufficient funding has imposed limits on the quantity and quality of outputs and services of the sector. Moreover, lack of effective cost-recovery mechanisms often inhibits institutions from sustaining themselves and fulfilling their mandates.
- ✓ **Lack of an integrated management information system (MIS).** Water-sector institutions generate and utilize a wide range of data. Nevertheless, the sector lacks a centralized and integrated MIS. There are no standard procedures for the gathering and storing of data and information, as well as deficiencies in regional institutions at all levels in regards to maintaining proper data and information records.
- ✓ **Weaknesses in O&M systems.** Considerable drawbacks exist in managing, operating, and maintaining facilities, especially in rural areas. Several water supply and sanitation services are not functioning in almost every region. Operations and maintenance usually have a “low profile” and are underfunded and under equipped, in comparison with design and construction functions.
- ✓ **Absence of equipment standardization.** Several NGOs help rural communities in constructing and developing water supply and irrigation schemes, installing various types of pumps and generators. When equipment items begin to fail, the communities often face difficulty in finding replacements or spare parts. Standardizing equipment specifications should therefore be on the development agenda of the water sector.
- ✓ **Low community participation.** Sectoral assessments indicate a low level of community participation in project identification, construction, and O&M of schemes. Participatory

and consultative approaches with stakeholders are key to effective and responsive development activities.

- ✓ **Policy and legislative issues.** Enabling legislation appears to be missing from such issues as formation of water users' associations (WUAs); cost recovery; O&M, and administration of schemes; and water-use rights of downstream and upstream consumers. Mandates and responsibilities are not clearly delineated between Federal Government agencies and Regional bureaus regarding water-quality management, the collection and analysis of hydrological data and other similar functions./ Water Sector Development Program,2002, p 101/

The water sector development plan, has also viewed capacity building as a parallel activity to the other WSDP interventions and in the short-term the plan has given much more focused attention to strengthen the following capacities:-

- a) **Human resource development:** Training programs to develop the human resources for the water sector will be implemented throughout the 15-year WSDP period abroad as well as in the country. Trained manpower will help to improve the quality of decision-making, technical performance, and efficiency in planning and operations at Federal, Regional, and local levels. Local training centers could play an important role in fulfilling the planned target for the most common types of training required. Overseas training will cover subject areas that are not offered in the local training institutions.
- b) **Financial capacity:** Water-sector projects by nature require large investments. Lack of adequate funding and budget constraints have posed barriers to sectoral development. To improve the financial capacity of the sector, mechanisms will have to be established to generate funds for small scale development. Establishment of a revolving fund and levying water use charges are some of the options. Capacity to generate funds for program use will enhance the overall sustainability of WSDP investments.
- c) **Operations and maintenance:** Under centralized governmental management, operations and maintenance activities are usually inadequately performed. As recommended earlier in this chapter, communities and private-sector firms can assume greater responsibilities regarding operations and maintenance functions, with support from Regional

Government in the form of incentives and measures to facilitate the necessary conditions and enabling environment.

- d) **Standardization of equipment:** Many NGOs launch rural water-supply schemes and furnish the pumps and other equipment. When breakdowns occur, spare parts are usually difficult to obtain. To avoid that and other problems associated with the range of equipment used in different projects, standards for the types and accessories of pumps to be used countrywide will be promoted. The regions should provide advice about local conditions to the central bodies responsible for setting the standards and putting the established standards into practice.
- e) **Equipment and facilities:** Most regional water bureaus must upgrade their equipment and facilities in order to discharge their responsibilities. The program elements in greatest need of upgrading are labs for water-quality testing, vehicles, generators, pumps, and tools for operations and maintenance./ p 106-107/

The program also has envisaged, in addition to the public institutions, many other stakeholders would be part of the WSDP implementation. Notable ones according to WSDP are: women, NGOs, private sector, local communities and water user associations. Each of them, in their own capacity, is expected to play different roles.

Other development plans and programs like Universal Access Plan (UAP), Growth and Transformation Plan (GTP), WaSH Implementation framework (WIF) and One WaSH National program (OWNP) have also given high emphasis to the need for capacity building and pointed out different modalities and cooperation needed in capacity building with particular emphasis to rural water supply and sanitation sector.

The needs and types of capacity building differ with different stakeholders. Regional Bureau staffs need capacity building to take up their primary roles in program management, coordination and facilitation, program monitoring and evaluation, and provision of assistance in training for the rest of the sector. Woredas need capacity building to plan, manage, coordinate and supervise, program monitoring and evaluation skills, coordination of training within the Woredas to establish and maintain effective water and sanitation programs. Water

and sanitation committees (WASHCOs) need training and follow-up support in order to plan and maintain sustainable service delivery. Various stakeholders in the private sector do need training to site selection, construction, operation and maintenance, business plan preparation, projects study and design methodologies and techniques to effectively serve the community.

/ARWSSP, P15-16/

4.2.3 Approaches to overcome capacity limitation in Ethiopia

Following the policy, strategy and program documents issued many capacity building activities were conducted by the government and by many international and local NGOs. The MoWIE MoH, Ministry of Education (MoE) have made much efforts to strengthen and build the capacities of the federal, regional and woreda water supply and sanitation implementers, supported by federal and regional governments which brought significant improvements in the water supply and sanitation implementations and managements.

To fill capacity constraints in the country a number of donors and NGOs have also involved and played important roles in building capacity of the central and local government institutions as well as communities. These include Development Cooperation Ireland, UNDP, the World Bank and FINIDA, while JICA has been involved in capacity building in water supply through the Groundwater Development and Water Supply Training project which later on evolved as Ethiopian Water Technology Training Centre (EWTTC) and now it is named as Ethiopian Water Technology Institute (EWTI).

The approaches followed in the capacity development of rural water supply by the partners were different. The One WaSH National Program has defined the following four major implementation modalities where planning and implementation process vary in the area of rural water supply of Ethiopia.

A. Major features of the implementation Modalities

I. Woreda Managed Project (WMP) Modality

Most of the rural water supply projects in Ethiopia are implemented with the government budget which includes loans and assistance and regional managed projects on behalf of Woreda WaSH Team (WWT) where Woreda is at the center stage of the approach. Hence this approach is known by Woreda Managed Project (WMP). The distinguishing feature of WMP is that the WWT retains responsibility for administering the funds that are allocated to Kebele (community) through Grant Agreement for capital expenditures on water supply or sanitation. Although Kebele Administration and WASHCOs are directly involved in project planning, implementation, monitoring and signing-off the project, the WWT is the Project Manager and as such is responsible over contracting, procurement, quality control and handover to the community. Construction of WaSH facilities is supervised by relevant experts from relevant offices (from water for water projects, from health for sanitation projects etc) to monitor cost and ensure quality and sustainability. /OWNP, August, 2013, P.47/

Generally the beneficiary communities are required to make a cash contribution based on a percentage (5%) of the total cost of building the new or rehabilitated water supply scheme. The percentage may vary from woreda to woreda, and possibly from community to community, depending upon a variety of factors like total investment cost, number of beneficiaries, type of water sources etc, hence some communities will be able to pay a higher percentage than others. The actual amount of cash contribution will be negotiated and included in the Project Agreement signed by WATSANCO with the WWT. Payment of cash contribution fee is an indicator that the community is committed and able to raise funds to keep the new facilities working.

In addition, the community will also be expected to contribute some of the labour and local materials required for construction. Once the facilities have been built, the community will be responsible for operating and maintaining them. During pre-construction phase the only funds that need to be raised are the commitment fees while the maintenance fees will be raised in the

final phase.

II. Community Managed Project (CMP) Modality

The CMP is a rural WASH implementation modality, by which the communities themselves are supported to initiate, plan, implement and manage their priority water and sanitation projects using funds that are transferred to and managed by the community i.e. the community is the project manager. The CMP approach makes communities responsible for developing, managing and operating water schemes. Funds for physical construction are transferred to a special CMP account through a financial intermediary (e.g. micro-finance institution) with WWT authorization, are withdrawn by community signatories for approved expenditures on water point construction/upgrading. The WASHCO is directly responsible for contracting, procurement, quality control and financial accountability but not the Kebele and Woreda Administrations. WASHCO is accountable to the community and to the Kebele and Woreda Administration. There is no handing over of scheme to communities, since the user community owns the project from the beginning.

Another important feature of CMP is the focus on development of water supplies using low-cost technologies such as hand-dug wells and springs. Such technologies are well-suited to the hydrological conditions in many parts of Ethiopia, and the less complex nature of the material and labor procurement processes lend themselves well to community management. The roles of Government, Woreda and Kebele administrations are limited to administration, facilitation and training, supporting capacity building of communities, monitoring and management of the woreda water supply program instead of managing large numbers of small individual projects. /OWNP, August, 2013, P.47/

Community contribution plays significant roles in CMP. Contributions are in cash, materials and in labour. Moreover, before communities' applications are processed through the Woreda Water Development Office, the beneficiary communities are required to make up-front contribution for O& M of their schemes which is saved in Micro Finance Institutions. In the sample woredas the Lisan Management Consultants have surveyed the upfront contribution ranges between Birr 1000 - 1500 Birr. Community contributes all in labor needed for the construction of their

schemes. Community supplies all locally available materials needed for the scheme construction (Sand, stones, trees etc). As a result investment required from the government/donors is relatively low. The modes of services financed by are HDW and Spring,

According to OWNPN, CMP is widely recognized in Ethiopia as one of the best approach for community engagement in WaSH and delivering effectively sustainable systems at low cost. Therefore CMP is seen as an opportunity to accelerate the rural water supply implementation to achieve Growth and Transformation Plan targets.

III. NGOs Modality

NGOs play significant roles in rural water supply and sanitation in Ethiopia. They are major stakeholders in the National WaSH Program as donors, implementers and capacity builders. NGOs funding and project management arrangements with communities vary considerably. In some instances, supporting NGO administers external resources on behalf of the community (as in WMPs), in other instances, they make external resources available to the community directly or through micro-finance institutions to user-group project management,). Modes of services financed by most NGOs are HDW, spring and Shallow Well.

NGOs have flexibility and are able to pioneer other possibilities for increasing community initiative, ownership and accountability. NGO projects will follow procedures agreed between the NGO, its partners, Government of Ethiopia and the Region or Woreda where activities are located, but in any case should comply with policies on cost-sharing, community contributions, reporting and monitoring indicators. /OWNPN, August, 2013, P.48/

IV Self Supply Modality

One of the modalities recently recognized by the Ethiopian government, donors and implementing partners to accelerate the Growth and Transformation Plan (GTP) and to meet the Universal Access Plan (UAP) goals in rural water supply is the Self Supply modality. It is a low-cost water supply system whereby small group of households or individual households play the major role in the provision of their own water supply through their own resources for domestic and/or agricultural use with little or no subsidy from the government.

Self-Supply uses manual well digging mechanisms and has numerous advantages like fast completion rate, cheap drilling cost, easy mobilization of drilling tools, non-need of large diameter concrete lining, less requirement of human power, longer service life, etc. It is particularly relevant in small or remote communities, and where there is easy access to groundwater or plentiful rainwater. Thus, self supply requires initial assessment and identifying the resources available and appropriate technologies suitable to a locality to implement. These technologies could be a dug well, a manually drilled well, a spring on spot, a gravity spring with small pipe system, a roof water harvesting system, etc.. The assessment will be made by deploying experienced professional /consultant team consisting of experienced hydro-geologist, who do mapping of available water resources.

Self-supply involves households taking the lead in their own development and investing in the construction, upgrading and maintenance of their own water sources, lifting and treatment devices and storage facilities. /p. Self-Supply Guideline, p 12/. It is achieved by many households and small groups by directly constructing or paying for the construction of wells and rainwater harvesting facilities. To enable and encourage them to make more investments, they are required to be assisted in technology and technical advice, micro-credit and savings mechanisms, and the like.

Households and community groups that will upgrade traditional dug wells or drill new wells to an acceptable standard will get technical and/or financial assistance(s). According to the manual for accelerating self-supply program regarding assistances provided MoWIE and its partners are pursuing the following two approaches: -

The *first approach* is household-led investment which builds upon the widespread existing development of family wells through own investment and without subsidy.

The *second approach* is ‘group-led investment’ and aims to develop a model for partially-subsidized community managed supplies which are better suited to rural areas with scattered populations than conventional community developed water supply systems. The idea is to provide a 50% subsidy to a group of households (around 10 households) that want to invest in a jointly-owned source. / Manual for accelerating self help program, January, 2014 PP 20-21/. It

means households that will upgrade wells for own use will get only technical support while household groups that are willing to upgrade their well(s) to accepted standard and allow community members to use the well(s) will get technical support and financial subsidy of up to 50% of the investment costs.

B. Capacity Building by Implementation Modalities

Approaches and methods of capacity building also vary between the rural water supply modalities. The brief description of capacity building needs and implementation are presented as follows while tabular comparison is made in the table that follows.

I. Capacity Building under Woreda Managed Projects Modality

WMP uses Government staffs or Consultants (WSGs,) CFT for capacity buildings. They use cascading method of training (TOT training from federal to Woreda). Capacity building fund flows through government finance channels, but not fast, not flexible and sometimes transferred and used for physical works and difficult to get it when needed. Rural capacity building includes both the community and the private sector (WSG, CFT and Artisan).

In WMPs Community Facilitation Team CFT) will train WATSAN Committee members in management skills. Training consists of short, participatory workshops and “on-the-job” advice provided by the CFTs. Three workshops will be organized, each held at different phases. The first workshop will be organized for a single WATSANCO. The other two workshops will be organized for a number of WATSANCOs from the same area/community.

The training agenda will include:

- Tasks and organization of WATSANCO
- Technical options, site selection and construction
- Fund raising and management
- Pump maintenance
- Hygiene and sanitation
- How to run effective meetings

- How to solve conflicts
- Gender awareness
- Records Keeping – minutes of meetings, financial records
- Monitoring, evaluation, and reporting
- Action planning

Due to budget constraints and downsizing the role of capacity building in projects implementation, management and sustainability and also due to shortages of trained and experienced manpower in the area of capacity building projects they were obstructed and transferred to communities without major prior capacity buildings efforts such as training in operation and maintenance, scheme management etc. What adds to this stance were that beneficiary communities have not been participating in project implementation and where due to absence of community contributions to the project, sense of ownership have not been created and hence it was believed that projects would be bound to fail and become unsustainable in the long run.

II. Capacity Building under CMP Modality

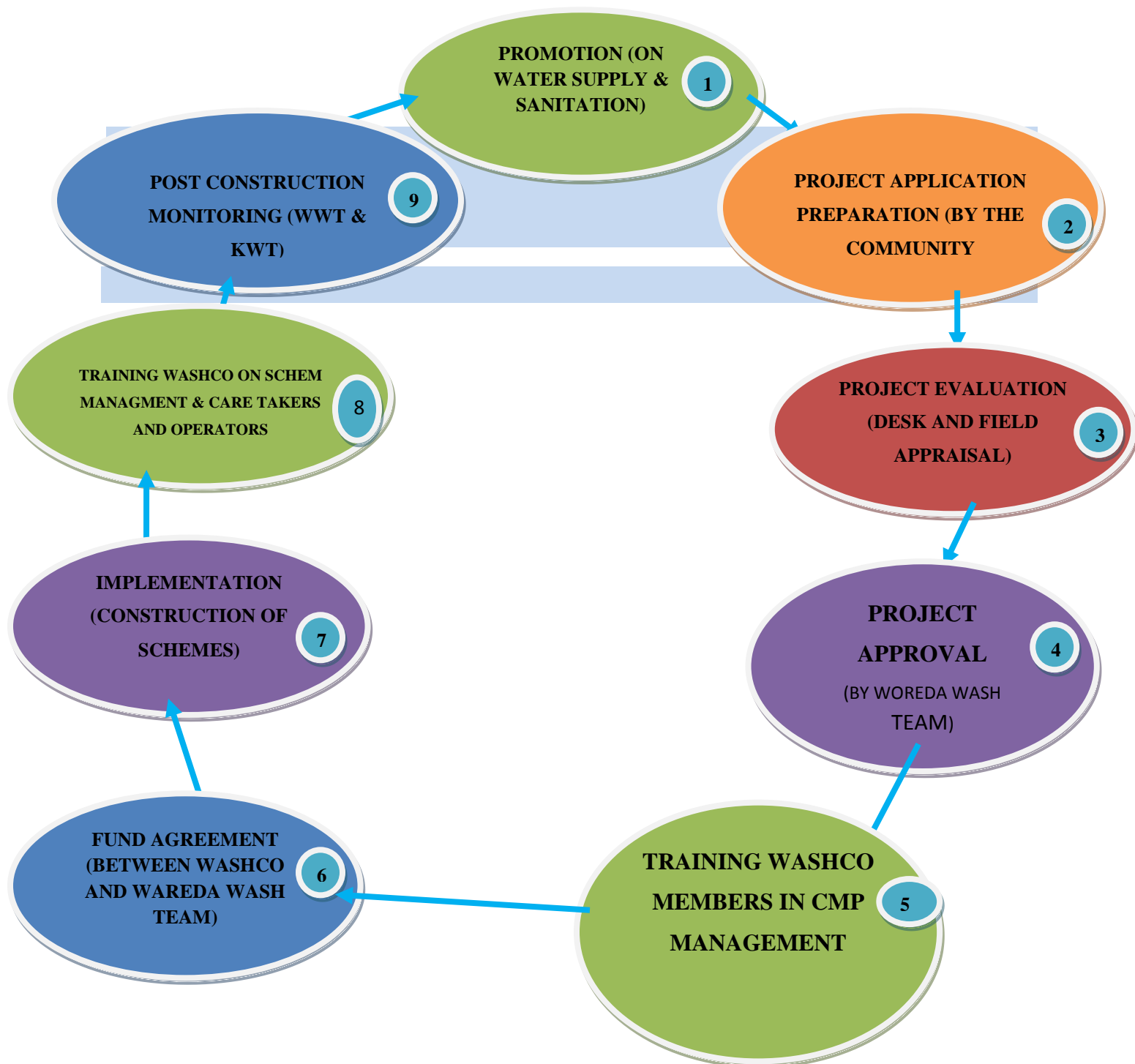
The CMP follows cascaded training model where members of the FTAT train regional experts, regional experts train zones and zones train woredas and Woreda Experts train Kebele Wash Team and WASHCOs and Care Takers and Operators. This is the case in Amhara region. In Tigray, as the role of zones in training is almost negligible, it is the regional experts who train woredas and the rest follow same path. CMP mainly uses government staffs for capacity building, by providing prior TOT trainings to them. CMP builds the capacity of the project implementers, the user communities and the private sector (Artisans, Caretakers and Operators). CMP capacity building funds reach the community through Woreda finance. In CMP the flow of capacity building fund is fast but not flexible and uses government rules and regulation. The major trainings and trainees are as shown in table 2 below. CMP provides multi phase trainings for community in the project cycle shown below.

Table 2: Trainings Provided by COWASH Project at Different Levels, 2014

S/ N	Level of training	Modules / Types of training	Beneficiaries
1	Regional	1.1 CMP Management TOT	Zonal Department heads
		1.2 CMP Management and CMP Promotion, Application, Appraisal, M&E, WASHCO... TOT	Zonal Experts
		1.3 Financial Management	Zonal Finance Experts
		1.4 CLTSH TOT	Zonal Health Department Experts
		1.5 Operation and Maintenance TOT	Zonal Water Resources Department Technical Experts
2	Zonal	2.1 WWT CMP Management	Woreda WASH Team Members
		2.2 CMP management, CMP promotion, Application, Appraisal, M&E, WASHCO... TOT	Woreda Water Office Experts and Health Office Technical Experts
		2.3 Financial Management	Woreda Finance Office Experts
		2.4 CLTSH TOT	Woreda Health Office Experts
		2.5 Operation and Maintenance TOT	Woreda Water Resources office Technical Experts
		2.6 ToT in Water Safety Planning	Woreda Water Office Experts and Health Office Technical Experts
3	Woreda	3.1 Training of Kebele WASH actors in CMP Promotion, Application Preparation and M&E	Kebele WASH Teams
		3.2 WASHCO CMP Management	WASHCO members
		3.3 Training of WASHCOs members in O&M Management of Water Points and Environmental Sanitation & Hygiene and Gender	WASHCO members
		3.4 CLTSH	WASHCO members
		3.5 Operation and Maintenance	Care takers and O&M workers
		3.6. Artisans for construction of HDWs & SPDs including Pump Installation	Artisans

Source: Compiled from different CMP Documents

SCHEMATIC DIAGRAM: CMP PROJECT CYCLE



III. Capacity Building under NGO Modality

- Most NGOs have capacity building component in their budget of which training is the major part.
- The NGOs use their own trained and experienced staffs, government staffs or hired consultants to conduct the TOT trainings.
- They provide TOT training to government staffs and use them to train the community and private sector (Artisans and operators)
- Funds of some NGOs flow through government finance office while other directly pay the capacity building costs.
- Fund flow is fast and flexible when directly managed by the NGOs

IV. Capacity Building in Self Supply

Due to its unique nature (household/community level investment decision) heavy promotional works and capacity building of the private sector are vital. These include:

- ✓ **Capacity building of the private sector service suppliers** such as : -
 - Well-digging,
 - Lining and head works construction by artisans and masons;
 - Manufacturers and suppliers of rope pumps and other lifting devices; etc
- ✓ **Training Micro Enterprises and Private Operators engaged in Self Supply** on:-
 - Manual well drilling technology,
 - Hand dug well construction,
 - Spring capping,
 - Concrete ring manufacturing,
 - Well lining and well head construction,
 - Roof catchment construction,
 - Rope and Washer pump and hand pump installation and maintenance.
- ✓ **Intensive technical training on:**
 - Site selection,

- Manual well drilling,
- Installation of well casings and
- Installation of water lifting devices etc.
- Under Self Supply trainings are provided by using government professional technical staffs or government/private institutions (TVETES...)
- Funds for self-supply capacity building come from government or partners working on self supply.
- CB Funds are managed by WWT or by the partners as per the agreement,
- Fund flow and flexibility varies by the implementing modality (WMP, CMP, NGO)

In all modalities listed above the beneficiary communities, through Water Sanitation and Hygiene Committees (WASHCOs), are managers of the schemes' operation and maintenances in the final analysis. But in most instances due to different reasons it seems sufficient trainings before and after scheme constructions are not provided to WASHCOs which will assume full responsibility of the schemes after handovers. Thus, transferring the completed water supply and sanitation projects without creating appropriate and trained WASHCOs and O&M care takers is inappropriate and unsustainable modality. Thus, it is better if others learn from the experiences of COWASH (CPM) on community participation and building the capacity of the community for sustainable water supply in the rural areas.

The experience of the above different implementation modalities shows that community level water supply could be more sustainable if the four phases of trainings listed in the table below are provided. However, the proposed training durations and contents are optional and could be adjusted with the objective for delivering trainings and scheme construction etc.

Table 3: Community level Capacity Building by Phases, July 2014.

[illegible]

Phases	Types of Trainings	Number of
	4.2 Care takers and Operators Training and Experience Sharing on: <ul style="list-style-type: none"> • Water Schemes Operation and Maintenance, • Water Schemes Rehabilitation & Construction • Water Quality Management etc. 	2 days
	4.3 Artisans Training and Experience Sharing on: <ul style="list-style-type: none"> • Water Schemes Construction • Institutional Latrines Construction • Water Schemes and Institutional Latrines Design and Drawings Readings 	3 days

The detail survey results on the capacity building efforts of CMP and additional proposals on how to better implement capacity building at community will be presented in the appropriate sections in this paper.

4.3 REVIEW OF FURTHER CMP DOCUMENTS

4.3.1 Review on “Training Impact Assessment Report of 2004 EFY”.

Generally, the assessment and the findings of the assessment and recommendations made are good. But we have the following comments on the contents and structure of the report for future endeavor.

- I. As we can see from the whole report it seems it is more of training program assessment than training impact. Thus, better to recall the topic “Assessment of the 2004 EFY training program in SNNP and Tigray and its impacts”.
- II. The training indicators which were indicated in the section under methodology of the Report to have been worked out first before the field survey were not spelt out in any part of the Report afterwards. This could have assisted in the process of reviewing the Report easily.
- III. The structure of the report seems to have been in need of revision. Breaking such brief report of less than 25 pages into 10 chapters is unnecessary. It is better if the Report is reorganized into four or five chapters considering the most basic ones while putting the rest as sub chapters within the main ones.

- IV. Instead of by survey tools used, it would have been better to organize the findings by the targeted respondents as it might have made things easy for the reader to understand the impact better.
- V. There are fallacies between your table of content and chapters in your report. e.g. Chapter 2 in the table of content reads as “Location of the Assessment” and in the report it is written as the objective of the study.
- VI. Definition of terminologies such as “Impacts” could have given clue what and where to focus on during review process. Moreover, “limitations of the study” are not expressed in the Report. This could have made readers of the report to be aware of existence of possible intervening variables that have significant influence on assessment findings. For instance, one of the objectives of the assessment is to “investigate whether the rate of implementation in scheme and latrine construction in CMP approach has improved after trainings”. It makes it difficult to directly associate trainings to increase in rates as there could be a host of other factors that equally impact increase in rates or the reverse. The same can be said to other issues in the Report.
- VII. The flow of the report also needs revision. Better to go from general to particular. e.g. assessing the training methodology (6.4 p.9) could have come before assessing trainees etc. Trainees’ evaluation also should have started from regional level and ends at WASHCO level or the reverse.
- VIII. The flow of the assessment, as evidenced by some of the contents of the Report, seems to be interrupted in certain cases. For instance, it would have been better if Chapter 8 (support from region and zone) comes after chapter 9.
- IX. The writer can demonstrate some of his findings easily using tables than putting up long sentences which are full of figures. Thus, using tables could have helped more to easily demonstrate many variables at once, (e.g. see PP. 6,22,). Better to try to explain briefly the table and its implications etc where necessary. Tables better show the distribution of trainees by location, by types of trainings etc.
- X. Sources for secondary data collected from Zones, Woredas are not indicated ... e.g. Table 1,2 etc.
- XI. Referring to Page 13 dealing with “Selection of Trainees” it should have been better if it comes under “Focused Group Discussion” as a sub topic while Chapter 9 should have been the continuation of Focused Group Discussion instead of coming up as an independent chapter.

In spite of the comments given above, it is strongly advised for such a study to be done once in a while on a regular basis to get a sense of what happens on the ground after conducting CMP trainings.

4.3.2 Review on COWASH Revised Project Documents Related to Training Indicators

Consultants have also reviewed the “Support to Community-Led Accelerated WASH in Ethiopia: Revised Project Documents for COWASH (Phase I and II). In the section dealing with “Definition of the Intervention” and sub-section “Components, Related Results and Outputs”, review was made on major activities and related INDICATORS in areas of capacity building trainings.

Usually indicators related to trainings are expressed in terms of numbers of people trained or numbers of training programs organized. We find no problems with these indicators as they indicate one of what needs to be examined during any evaluation, or assessment or research directed at trainings effectiveness or related others. However, it is felt that additional indicators need to be put down that can provide sufficient information such as whether or not the trainings have accomplished their very objectives or purposes or others for which the planned trainings were organized in the first place.

5. DESCRIPTION OF THE RESEARCH AREAS

As we can see on the map below, Ethiopia has borders with Sudan and South Sudan to the west; Eritrea to the north and north-east; Djibouti to the east; Somalia to the east and south-east and Kenya to the South. Ethiopia has nine regional states and two city administrations under its current federal administration system.



The general information of the nine regions is presented in the following table.

Table 4: Population Size by Sex, Area and Density by Region, July 2013

Region	Male	Female	Total	Area in sq. km	Density
Tigray	2,489,994	2,571,997	5,061,991	41,409.95	122.2
Affar	917,999	732,000	1,649,999	72,052.78	22.9
Amhara	9,633,991	9,578,003	19,211,994	154,708.96	124.2
Oromia	16,227,993	15,992,008	32,220,001	284,537.84	113.2
Somali	2,957,999	2,360,001	5,318,000	-	-
Benshangul-Gumuz	522,997	504,997	1,027,994	50,698.68	20.3
SNNP	8,903,996	8,983,009	17,887,005	105,887.18	168.9
Gambela	212,003	194,001	406,004	29,782.82	13.6
Harari	108,000	107,000	215,000	333.94	643.8
Addis Ababa	1,479,000	1,624,999	3,103,999	526.99	5,890.10
Dire Dawa	198,000	197,000	395,000	1,558.61	253.4
Special En. Area	63,999	53,000	116,999	-	-
Country Total	43,715,971	42,898,015	86,613,986	741,497.75	116.8
Urban	7,517,578	7,582,497	15,100,075	17.4	
Rural	36,198,393	35,315,518	71,513,911	82.6	

Source: CSA, 2013

The training impact research was conducted in two of the regions viz. Amhara and Tigray National Regional States. A brief description of the two National Regional States is presented as follows.

5.1 AMHARA NATIONAL REGIONAL STATE

Amhara National Regional State (ANRS) is one of the nine regional states of the Federal Democratic Republic of Ethiopia. It is located in the north western and north central part of Ethiopia. It has common borders with Tigray in the north, Afar in the east, Oromia in the south, Benshangul-Gumuz in the south west, and Sudan in the west.



Amhara region had a total population of 19,211,994 (9,633,991 male and 9,578,003 females) which makes it the second populated region in Ethiopia. The region has a total area of 154,708.96 square kilometers. (CSA, July 2013)

Amhara National Regional State has a decentralized system of governance with 10 Zones, 1 special zone (Bahir Dar), 1 special Woreda (Argoba) and 138 Woredas/districts. The capital city of Amhara National Regional State is Bahr Dar with estimated population of 276,218 in 2012. (CSA, 2012, Population Forecast, July 2013).

Amhara region has history of more than two decades in the implementation of Rural Water Supply, Sanitation and Hygiene (WaSH) program. The region has started implementing WaSH program since 1994 with the financial and technical assistance of the Government of Finland and Ethiopia. Since then the program has passed through four consecutive phases expanding its activities and area coverage. The first phase ran between September 1994 and June 1998. In 1994, under the program known as the “Rural Water Supply and Environmental Program” (RWSEP), Amhara region started carrying out rural water supply activities in two zones of East Gojjam and South Gondar.

Phase II continued between July 1998 and December 2002 by expanding its coverage to 18 Woredas in the four zones viz. South Gondar, East Gojjam, West Gojjam and Awi zone. RWSEP phase III continued between January 2003 and June 2007 where RWSEP continued the decentralization process further down to the community level. The main purpose of this phase includes strengthening community's capacity of initiation, planning, implementation and management of the water supply and sanitation, environment and related water schemes and processes. An important development that was observed during this phase was the adoption of CMP approach, which was already practically proved under Community Development Fund (CDF) in West Gojjam and Awi zone of the region, to all project areas of the region.

The last RWSEP phase (phase IV) has started in 2007 and continued up to December 2011. The main objective of this phase was to achieving Universal Access Plan (UAP) goals by using CDF (now CMP) and scaling-up the CDF approach replicating to other regions and institutionalizing the best practices, (RWSEP, 2011). After RWSEP was phased out in September 2011, COWASH, which was established in May 2011, worked as a substitute of RWSEP and commenced its task in Amhara region in the second quarter of 2004 EFY in order to scale-up CMP implementation modality in the region and elsewhere.

Thus, Amhara region has long history and experiences in the implementation of community based and focused projects approach to share to other new coming regions. As of 2011 the CMP approach has further expanded to new regions of Oromia, Tigray and Southern Nations, Nationalities and People's Region (SNNPR), because it was taken as a simple and good modality in addressing the WaSH issues in rural Ethiopia. Currently, 40 Woredas in Amhara region are implementing their WaSH services by applying the CMP approach. /See list of the Woredas and their location in **Annex- 1.** /

5.2 TIGRAY NATIONAL REGIONAL STATE

Tigray National Regional State (TNRS) is one of the nine National Regional States of Ethiopia. It is located in the north part of Ethiopia. It has borders with Eritrea in the north, Sudan in north

west, Amhara south and west, and Afar in the south and east. Tigray National Regional State had a total population of 5,061,991 (2,489,994 male and 2,571,997 females) in 2012 and with a total area of 41,409.95 square kilometers. (CSA, July 2013). Tigray National Regional State also has a decentralized system of governance with 5 Zones, one special zone (Mekele), and 46 Woredas/districts. The capital city of the State of Tigray is Mekele with total population of 286,505 in 2012. (CSA, 2012, population forecast, July 2013).

In Tigray, the CMP implementation has started in 2012 with 4 Woredas. However, three more Woredas have joined the CMP implementation in 2013 and currently there are totally 7 CMP Woredas in the Region. Thus only two rounds of training were conducted in the region up to 2005EFY. The list of CMP Woredas, their respective zones and the year that the CMP approach has started in the Woredas is attached to this report as Annex.2.

6 DATA COLLECTION METHODOLOGY

In this research both qualitative and quantitative data collection and data analysis methodologies were employed. Fieldworks were carried out in the selected regions (as given in the TOR), sample zones and Woredas for 40 days. Both secondary and primary data were collected for the research.

6.1 SECONDARY DATA:

For secondary data collection, it was based on data and information issued by various institutions working on the Rural Water Supply in Ethiopia and also on information from related projects. The client's (COWASH) documents, Government policy and strategy papers and capacity building related relevant documents, reports, publication etc were reviewed. Relevant data were also collected from COWASH Regional Support Units of both project regions. The data collected at regional level include types of trainings provided, number of trainees participated on each type of training provided, names of project zones and Woredas and other relevant materials for references. Furthermore, data were collected from reference books, journals, and other relevant sources from sector offices. The following were the major documents reviewed for the training impact research work.

- ✓ Ethiopian Water Resources management policy,
- ✓ Ethiopian Water Sector Development Strategy,
- ✓ Water Supply Development Program(2002-2016)
- ✓ WaSH Implementation Framework (WIF),
- ✓ One WaSH National Program (OWNP),
- ✓ Final evaluation report on the CDF financing mechanism, WSP, March, 2010,
- ✓ Capacity Development in rural WaSH, February, 2014,
- ✓ Training impact assessment report on the CMP training conducted in 2014,
- ✓ COWASH training manuals,
- ✓ Training schedule for a particular training event,

- ✓ CMP reporting formats,
- ✓ Descriptions of monitoring tools,
- ✓ CMP reports,
- ✓ CDF manuals,
- ✓ WASHCO M&E tools etc.

6.2 PRIMARY DATA:

Primary data were collected mainly by conducting interviews and holding focused group discussions with local authorities, trainees and trainers in the two Regions and sample Zones, Woredas, Kebeles and WASHCOs. The consultant has prepared comprehensive data collection questionnaires and checklists for this purpose. The formats were semi-structured interviews. The interviews and focus group discussions were administered by the research Consultants. Sources of information were:-

- Federal and Regional COWASH staffs and regional partner bureaus,
- Zonal and Woreda water, health and education offices,
- Sample training beneficiaries and trainers at Regional, Zonal, Woreda, Kebele and WASHCO levels,
- Participants of Focus Group Discussions (FGD) with regional RSU, Woreda WASH Boards and WASHCO members; and
- Consultants' personal professional observations.

The following questionnaires and checklists were produced and used for the research works:-

- Individual interview questionnaire for regional level trainees;
- Individual interview questionnaire for selected members of Woreda WaSH Team
- Individual interview questionnaire for woreda experts and CMP supervisors
- Individual interview questionnaire for selected members of Kebele WaSH Team
- Focused group discussion checklist for regional level trainees,
- Focused group discussion checklist for woreda WASH Team

- Group discussion checklist for WASHCO members.

/The questionnaires and checklists prepared by the consultants for data collection are also attached to this report as **Annex 3/**

6.2.1 Individual Interview

Individual interviews were conducted to see how they react to enquiries in a face to face situation.

❖ Sample selection

The target population for the training impact research, according to the TOR, is the trainees who have received CMP trainings in 2005EFY in two regions (Amhara & Tigray), 3 Zones (2 in Amhara & 1 in Tigray) and 6 Woredas (4 in Amhara & 2 in Tigray). The types of CMP trainings on which the research has to focus were also delineated as indicated in Table 1 above.

Data about the number of training participants per trainings, at all levels, were not readily available at federal as well as at regional to complete, at the start, the sample selection works of respondents of individual interviews and also for selecting sample Woredas, Kebeles and WASHCOS before the Consultants had reached the sample Woredas. Hence, the consultants found it to be appropriate to use multi- stage random sampling method to select the samples for the research work. Thus, the selection of Zones and Woredas were done in collaboration with RSUs at the regional level while selection of sample Kebeles and WASHCOs were done with the assistance of the Woreda Water Offices during the field works in their respective areas. Accordingly, three CMP zones (one from Tigray and two from Amhara regions) where CMP trainings were conducted in 2005EFY were sampled initially. The next step was to sample 6 Woredas (2 from Tigray and 4 from Amhara) where CMP trainings were provided in the same year. Similarly, Kebeles and WASHCOs were sampled from the selected sample Woredas. The data collection process proceeded as per the plan set. Details of the selection done are presented as follows:-

✓ Sampling of Zones and Woredas

As indicated above, the methodology used for sampling Zones and Woredas is multi- stage clustered random sampling method. Thus, from all the zones in each of the target regions, those zones where CMP trainings were conducted in the year 2005EFY were initially listed down in collaboration with RSU staffs (in both regions) and Zonal advisors (in Amhara).

In Tigray region there was only one zone out of the 4, the central zone, where CMP trainings were delivered in 2005EFY. This zone has only two CMP Woredas, Tahetay Maichew and Naeder Adet. They were automatically qualified for the research work. /See Annex.2 for the CMP zones and Woredas/.

In Amhara region CMP trainings were conducted in 6 Zones and 27 Woredas effectively in the region in the year 2005 EFY. The Zones where CMP trainings were conducted include:-

- West Gojam Zone,
- East Gojam Zone,
- Awi Zone,
- North Gonder Zone,
- South Gonder Zone, and
- North Wollo Zone,

To consider geographic distribution the zones were initially categorized by geographic location as north, south, east and west. Then using simple random sampling method South Gonder and East Gojam Zones were sampled. From the selected zones, two Woredas per Zone were sampled using the same method. The Woredas where trainings were conducted in 2005EFY are shown in the table below.

Table.5: Woredas where CMP trainings were conducted in the year 2005 EFY

<i>Ser. No</i>	<i>South Gonder Zone</i>	<i>Ser. No</i>	<i>East Gojjam Zone</i>
1	Farta Woreda	1	Bibugn Woreda,
2	Fogera woreda,	2	Enebsie Woreda,
3	East Estie Woreda,	3	Dejen Woreda,
4	Endabet Woreda	4	Enarj Enawuga Woreda,
5	Dera Woreda	5	Sinan Woreda

Source: Regional Support Unit, Amhara region.

Two Woredas per zone were sampled using simple random sampling method. These were:

- Farta and Estie Woredas From South Gonder Zone, and
- Sinan and Dejen Woredas from East Gojam Zone.

/The List of CMP Zones and Woredas where trainings were conducted in 2005EFY and the samples selected are shown in **Annex 2** attached to the report/.

Hence, both CMP Zones and Woredas, which were selected for study, had equal chance of being included in the sample. Accordingly, one Zone and two Woredas from Tigray region and two Zones and four Woredas from Amhara Region were selected for the research.

✓ **Sampling of Individual Respondents**

As shown above, 3 level trainings were provided in the year 2005 EFY i.e. Regional, Zonal and Woreda levels for Regional, Zonal, Woreda and Kebele trainees. Thus, the Consultant has identified sample individuals for interview from each category.

The Consultants have selected sample individuals per training type for interview using purposive sampling method. It is to be noted that the number of trainees per training types, as shown in the table 8 below, are small, ranging from 4-7 persons per training type. Purposive sampling method is used in a research to produce a sample that will represent specific viewpoints or particular groups in the judgment of the researcher. The Table 6 below shows the number of trainees by region, zone, Woreda and Kebele levels from which samples were drawn by the Consultants.

Table 6: Number of target population for the training impact research (per level/ type) (2005 EFY)

Location	Number of trainees				
	Regional Experts	Zonal Experts	Ind. Woreda Experts	Ind. WWT Members	Ind. KWT members
Amhara					
RSU	2				
S. G. Zone		7			
Farts	-		5	4	4
Estie	-		5	7	4
E. G. Zone		4			
Sinan	-		9	5	3
Dejen	-		5	-	-
Tigray					
RSU	5	-			
Central Zone					
T. Maichew	-	-	9	6	5
Naeder Adet	-	-	7	5	4

Source:- Regional, Zonal and Woreda CMP supervisors.

In order to get a comprehensive picture of the situation, the research team has tried to interview a wide range of experts and representatives of institutions. Individual interviews were conducted with specialists and technical experts at regional, zonal and woreda levels for selected members of the WWT and KWT members. The number of individuals interviewed by type/ level of trainings is shown in Table 7 below. As shown in the table at least 3 trainees of zonal experts, woreda WaSH team members, Woreda Experts and 2 Kebele WaSH members per zone, Woreda and Kebele were interviewed. The consultants have tried to take representative women in the samples as much as possible but few appear especially in the individual interviews.

Table 9 below shows the sample number of individuals interviewed by type of trainings and participants of focused group discussion at different levels.

Table 7 : Sample Individual Interviewed at different level for the TIR works

Ser. No.	Location	Regional Experts	Zonal Experts	Ind. Woreda Experts	Ind. WWT Members	Ind. KWT members
1.0	Amhara					
1.1	RSU	2				
1.2	S. G. Zone		3			
1.2.1	Farts	-		3	2	4
1.2.2	Estie	-		3	3	5
1.3	E. G. Zone		2			
1.3.1	Sinan	-		3	3	2
1.3.2	Dejen	-		3	2	1
	Total Amhara	2	5	12	10	12
2.0	Tigray					
2.1	RSU	4	-			
2.2	Central Zone					
2.2.1	T. Maichew	-	-	3	3	6
2.2.2	Naeder Adet	-	-	3	3	4
	Total Tigray	4	0	6	6	10
Grand Total		6	5	18	16	22

Source:- Zonal and Woreda CMP Supervisors

During sample selection for individual interview, experience, key positions in CMP implementation, critical sector offices (Water, Health, Education and Finance) were considered. Table 9 above shows the number individuals sampled for personal interview. The selection process tried to incorporate representative women in the samples as much as possible but few appeared especially in the individual interviews. Trainers and trainees from the Regional, Zonal and Woreda offices were included in the sample while all Regional Support Unit, Woreda WaSH team and WASHCO members have attended the focused group discussions. Two Kebele WaSH team members per Kebele were individually interviewed to know their perception of the project and their roles in the project.

Table 8: Number of Training Participants involved in the Training Impact Research, June 2014

	Participants	Trained	Samples interviewed	Percent of the trained	Representation
A	Individual interview				
1.	Regional & Zonal experts	17	10	58.82	2 Regions & 2 Zones
2	Woreda Experts	39	18	46.15	6 Woredas
3	Woreda WASH Team	27	16	59.26	6 Woredas
4	Kebele WASH Team	54	22	40.74	16 Kebeles
	Total	137	66	48.18	
B	Focused Group Discussion				
5	Regional experts & advisors	11	11	100.00	2 Regions
6	Woreda WASH Team	48	43	89.58	6 Woredas
7	WASHCO members	177	147	83.05	33 WASHCOs
	Total	236	201		
	Grand Total	373	267		

COWASH regional support units and Woreda CMP supervisors and Woreda water resources development office heads assisted the consultants by facilitating the training impact research works like indentifying trainees, calling meetings, facilitating interviews, organizing site visits etc. without which this research would have not been completed as per the schedule. The number of Zones, Woredas, Kebeles and WASHCOs visited in the two regions is shown in table5 below.

Table 9: No. of Sample WASHCOs Surveyed by Region, Zone, Woreda and Kebele, June 2014

Ser. No	Selected Zones and Woredas	Number of Sample Kebeles selected	Total Trained WASHCOs in the selected Kebeles	Number of Sample WASHCOs surveyed	%
1	South Gondar Zone				
	1.1 Farta Woreda	2	13	5	38.46
	1.2 Estie Woreda	3	15	6	40.00
2	East Gojjam Zone				
	2.1 Sinan Woreda	3	31	8	25.81
	2.2 Dejen	3	30	6	20.00
		11	89	24	26.97
3	Central Tigray Zone				
	3.1 Neader Adet Woreda	2	12	5	41.67
	3.2 Tahatyi Maichew Woreda	3	9	4	44.44
	Sub Total	5	21	9	42.86
	Grand Total	16	110	33	30.00

/Attendances of the participants of the focused group discussion and WASHCO members are attached to this report. **See Annex 4/**

As shown in the table above the training impact research field study has covered 27%, 42% and 30% of the WASHCOs in Amhara, Tigray and both combined respectively in the sample Woredas

4.2.2 Focus Group Discussion (FGD)

The consultant has adopted a participatory approach in collecting information through holding focused group discussions, whereby selected stakeholders at Regional as well as Woreda levels have participated in evaluating the way trainings were organized, the trainings provided, methodology used and their impacts on the project performances and related issues. Thus, to ensure that sufficient data are drawn from broad and diverse participants, and to provide chances for all members to speak their mind, the consultants have conducted focus group discussions. It is an open- ended group discussion, where a researcher acts as a moderator. Focus group discussions were used in the meetings with the Regional experts, Woreda WASH Team and

WASHCOs. As shown in table 9 above three levels of focused group discussions were held per region. They were: -

- Regional level FGD with RSU experts and regional experts
- Woreda level FGD with Woreda WaSH Team and Woreda Experts, and
- WASHCO level Group discussion with WASHCO members.

The research team has manipulated both the focus group discussion as well as individual interview to capture, as much as possible, relevant data concerning the issues posed. The number of participants at different level discussions is presented in table 9 above while the findings are discussed in the following chapters.

6.2.3 Physical Observations

Physical observation provides the opportunity to see real situations on the ground and develop personal impressions for undertaking situational analysis of the present and possible intervention options in the future. Thus, the study team, in addition to the individual interview and group discussions held extensively, have utilized the site visits made and observed WASH activities undertaken in the rural settings. The conditions and the current status of water supply facilities constructed and their management situations at community level were among the major observation of the consultants. Both individual interviews and focus group discussions were managed by the consultants themselves which gave good opportunity to observe well the impacts of the training program. These personal observations helped the consultants to make their own independent and personal views of the situation in project sites.

6.3 DATA ENTRY AND ANALYSIS

Data entry, cleaning and analysis is a process of data cleaning; refining, entering and processing were the results will be used to analyze the collected data. Hence, the Consultants themselves summarized the data collected, entered in to computers, cleaned and did the analysis.

Close-ended questions were analyzed using computer software using descriptive statistics (averages, frequency, percentages, etc.), charts and graphs. MS-EXCEL software was mainly used in this research work. The qualitative data descriptions were also used to complement quantitative data. The results of the quantitative and qualitative data analysis are presented in detail in the sections below.

7. RESEARCH FINDINGS

7.1 BACKGROUND TO THE RESEARCH FINDINGS

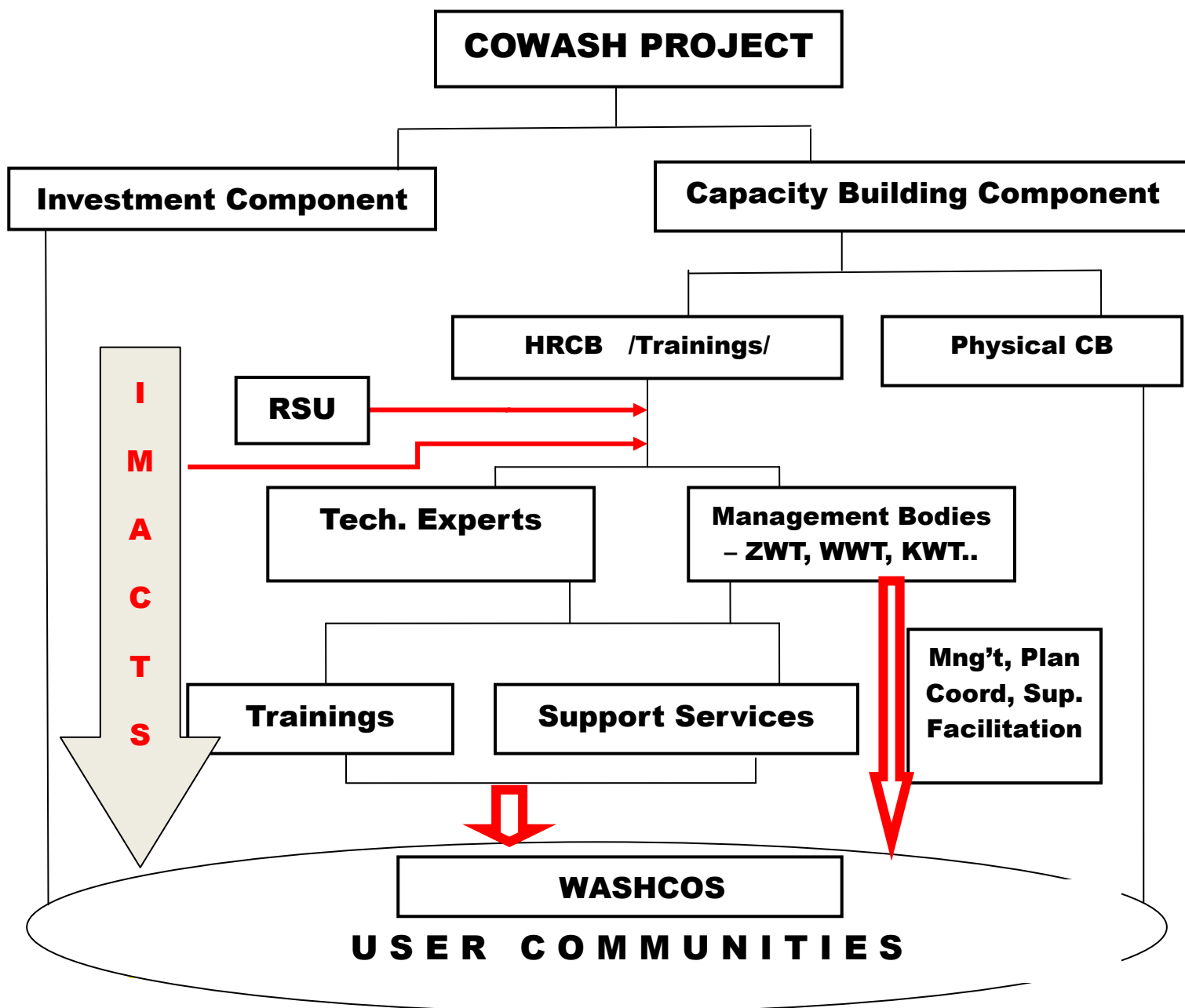
The main purpose of the research is to find out the impact and the effectiveness of the various training occasions conducted in 2005 EFY on the delivery of project outputs. COWASH project outputs are expressed in terms of water schemes constructed and CMP trainings offered to relevant stakeholders. COWASH believes in and pushes forward the idea that the delivery of CMP trainings is instrumental in enhancing the capacity of WASHCOs and the Community at large to actively involve and have full control over the construction of water points and effectively manages their own schemes. As the delivery of CMP trainings is obvious in this research, its impact on the attainment of the other project output i.e. construction of water schemes deserves special attention. Construction of water points provides communities to get improved access to water supply and sanitation services. Hence the research intends to find out the impacts and effectiveness of the trainings given in 2005 EFY in improving the performances of CMP trainees (stakeholders) at regional, zonal, woreda and Kebele levels in providing adequate implementation supports and provide relevant trainings to WASHCOs who are responsible and directly engaged in the realization of the COWASH project outputs.

The other focus of the research is to examine the conditions how CMP trainings have been organized and implemented. Selection of trainees and trainers, training durations, methodologies used to transfer skills, relevance of training manuals and other relevant issues concerning training organizations.

The initial impetus into the research endeavor has been to check whether or not relevant trainings in the Consultants' checklists were organized and offered to relevant stakeholders. Following this, one has to find if the trainings have been effective in terms of providing the needed skills and knowledge to relevant stakeholders adequately. It also investigates into the extent to which stakeholders have understood their CMP roles and responsibilities. At last one has to examine if the trainings provided has impacted job performances of targeted stakeholders in discharging their individual as well as joint responsibilities to the attainment of project objectives.

The following graph provide a cursory review of the main endeavor of the research process

Diagram 1



CMP Trainings:

The training programs that have been considered by the research were CMP Management, CMP Appraisal and Site Selection, and WASHCO CMP Management, Kebele WASH Team trainings, which were conducted in 2005 EFY. Trainings follow a cascaded model. Most of these trainings

have been provided in a form of “ToT” to technical experts at regional and zonal levels who would, in turn, provide training at lower levels so that the trainings at Woreda level including WASHCOs is implemented on time and without much difficulty.

Data Collection Tools:

The research team has essentially used Focus Group Discussions (FGDs) and Individual Interviews for data collection at Regional, Zonal, Woreda, Kebele and Community levels in both the regions. The personal observations of the research consultants have also been another source of data collection tool. These tools are displayed against the respondents for which the tools have been applied for data collection in table 8 below.

7.2 RESPONDENTS IMPRESSION ON CMP CAPACITY BUILDING TRAINING PROGRAMS

Before embarking on the actual impacts of the CMP trainings on project performance in attaining project objectives, it is worthwhile to dwell on assessing stakeholders’ impression of the capacity building training program carried out by COWASH as a whole. For this purpose the field level research work has conducted focus group discussions at regional and woreda levels.

As shown above the regional level participants of the Focus Group Discussions (FGDs) comprise of the RSU specialists, zonal advisors with RSU, and experts from partner regional bureaus in Tigray and Amhara regions. All in all eleven (11) participants took part in the discussions. The focus group discussions were also conducted at woreda level with same themes. Participants of the Woreda level Focus Group Discussion include all members of the Woreda WaSH Team available, selected woreda technical experts and trainers, representatives of Woreda Micro-Finance Institutions (MFIs) and trained artisans at Woreda Level. There were 43 participants who have attended the woreda level FGDs in both the project regions. A variety of issues were raised and discussed thoroughly. The followings are the major themes for discussions and the subsequent findings from the discussions.

7.2.1 Organization of Training Events

A. Findings from the Regional Level FGDs:

The CMP trainings in both regions have been cascaded well from federal down to region, zone and woreda levels smoothly. They have been grossly well planned, organized and implemented. The training plans in 2005 EFY were compiled by RSUs against the backdrop of the set budgets and having considered Woredas physical plans for scheme constructions. Once the training plans were finalized, the RSUs prepare TORs for regional water bureaus for approval. What followed would be to determine the number of zonal experts (Amhara) and Woreda experts who could be trained in the different types of CMP trainings planned for the year. These were communicated to Zones (Amhara) and Woredas in advance to select prospective participants. CMP Training programs provide vital link to secure COWASH project outputs by capacitating relevant stakeholders to work towards the realization of sustainable rural water supply. All training programs under focus greatly contribute to enhancing community management, ownership and self support among user communities

Implementation of training programs to WASHCOs have met with difficulties in 2005 EFY (in Tigray region) though things have improved a lot during the current 2006 EFY compared to that of the preceding year. The major problems were:-

- a) CMP Woredas (the WWTs) did not seem streamlining training events as per the plan agreed upon at regional level, the plan which was made by RSU after having received the consent of CMP Woredas. The major causes for the changes were:-
 - There were overlaps with training events prepared for WASHCOs from different sector offices-water and other sectors. For instance there were 8 different training programs for WASHCOs to be organized within a year. When it comes to which should go first, the WWTs have to identify and set priorities. In this respect, participants of the FGDs have commented that CMP trainings in water were not given priorities. Time was wasted as training programs in CMP were postponed frequently. It was reported that WASHCOs have been highly suffocated and lost the interest to proceed forward with the plan.

- In certain situations, even after trainings were conducted, implementation of scheme constructions have been delayed very much because of problem with budget;
- b) Regional Steering Committee (Tigray) seems to have not been closely overseeing events related to CMP implementation at Woreda level and beyond.

B. Findings from Woreda Level FGDs:

Participants are aware that training programs are cascaded from federal down to local level. It has proved to be a more organized and well integrated training system. It was emphasized that what is more interesting is that training organization is very much influenced by and subordinated to scheme construction at community level. Hence CMP training plan is very much dictated by the number of schemes planned to be constructed. According to the views of participants of the FGDs training organization and training programs offered do provide best service to communities for which we all stand. According to participants, the level of coordination and integration among woreda technical experts from health, water, education and finance who worked at community level have been encouraging. However, there are some observed problems in this respect.

- a) CMP trainings, at times, failed to be provided to members of WASHCOs as planned or postponed indefinitely when technical experts were occupied with other more “urgent” tasks or other trainings from other donors or local government keeping them for more emergency situations such as soil and water conservation activities (this was a problem in Tigray Region)
- b) At times the timing for the release of training budgets fail to synchronize with investment budget which disturb plan implementation that resulted at postponement of training programs forward which, in turn, technically affect the time construction works have to be in place. It must be noticed that COWASH demands CMP training programs must be organized prior to the construction of small schemes.

7.2.2 Selection of Trainees, Trainers and Training Venues

Selection of training participants are based on the roles they play in CMP implementations.

- i) RSUs, Zonal, Woreda experts were trained to provide training (TOT) and support CMP implementation;
- ii) ZWT, WWT, KWT get training to coordinate, facilitate and provide effective leadership to CMP implementation;
- iii) WASHCOs get training to develop the capacity to coordinate, plan, implement their WASH facilities include CMP construction, procurement, property and financial management

The regional RSUs clearly indicate in their plans how many of them do come for trainings to the region or zones where training venues are fixed. Selection of who has to come for training is a matter to be determined by ZWT and WWT for technical expert selection. According to participants of the FGDs, selection of technical experts is based on qualification and experiences with the sectors they work. There were complaints over selection of trainees at woreda level where same individuals have been sent for same training repeatedly.

When it comes to training venue selection, it is influenced by the level of trainings to be organized and convenience considering distances from workplaces, number of trainees called for trainings, availability of training facilities around and similar other factors considering where a particular training event is to be cascaded to at the start. Mostly it is something that is indicated, loosely though, in the training plan. Most of the trainings organized by RSU are fixed by RSU itself. There are training programs organized at regional level which is the highest level training organization that takes place within a region. For instance, ZWT, Zonal technical experts receive trainings at regional level along with other regional experts (Amhara region). Similarly, WWT and Woreda Technical Experts get training at regional level (Tigray region) while it is at Zonal level (Amhara Region). In most cases WASHCOs and KWTs get trainings at Woreda level. However, selection of training venues is not something that is hard-and-fast and can be done as the case might be.

7.2.3 Training Durations and Training Methodology

Training Duration:

Discussion participants at regional level have indicated that training duration for the different CMP trainings offered at different levels are fixed at federal level based on the experiences from Amhara Region. However there are mixed feelings regarding training durations of the different CMP trainings among the RSUs of the two regions. The general consensus is that to make training participatory, more time is needed than what have been set now. Given the background of trainees at lower levels and also the wide differences in the level of educational background attained by participants of the different CMP training programs, revision of time duration is needed. In this respect some sort of recommendations were put forward by specialists of RSU.

- ❖ The curricula of some CMP trainings need to be revised;
- ❖ Selection of trainees/training participants should be done with maximum care as some get training but never active in CMP;
- ❖ Training durations need to be revised based on:
 - ✓ Whether training is technical or not (whether the training requires practical work or not)
 - ✓ the level of educational background attained already by participants
 - ✓ The level of participation expected from the training process,

When it comes to the opinions of participants of the FGDs at woreda level, training duration that was already set/planned to be followed during the training in ‘CMP Management’ organized for members of WWT is enough. It was 2 days training and if it is observed strictly it is just in parity with the volume of skills and knowledge offered during the course of the training.

It is also indicated at the woreda level discussions that ‘WASHCO CMP’ training that was organized for WASHCO members has been 3 days training. But the time that was actually utilized for training by WASHCO members has been less than the set time. As participants have to travel from home to the training venue every day, training time begins late and ends early to accommodate the convenience of trainees. Hence they proposed that it is good if the training duration is extended to 4 days to accommodate these observed inconveniences. The duration for

rest of the training programs is just enough as per the opinion of the majority of discussion participants.

However, there is no denying the fact that the amounts of time devoted to Woreda level trainings have been greatly different from Woreda to Woreda as compared to the original plan. More on this would be given in the separate section below.

Training Methodology:

There has been consensus on the question of training methodology. There has been no methodology skill training organized to trainers at zonal and woreda levels by COWASH Project. The only exception to this is the “Communication & Training Methodology Training provided to Federal and RSUs Specialists of COWASH Project organized at Adama from Aug 26 to 31, 2013. Hence this is a major skill gap observed.

7.2.4 Evaluation of Training Events

The other issue raised to participants of the focus group discussions at regional level has been the one related to whether or not “Evaluations of Training Events” were in place when CMP training deliveries have been in progress and ends? The answers to this enquiry provide serious implications on the quality of down stream trainings and job performances of stakeholders who have attained CMP trainings.

In this connection those members of RSU specialists who have attained the FGDs conducted have replied by stating that they have been doing follow-up works while trainings were conducted within the confined training rooms and have also undertook post training evaluations to measure the extent to which participants have understood the skill and knowledge transferred. The research team itself has witnessed that RSU expert/specialist has been to a Woreda in Central Zone of Tigray region to evaluate and support when Woreda experts were providing training to WASHCOs this year (2006). In this respect it was indicated during the discussions that Woredas sometimes fail to communicate the region (RSUs) when they organize trainings or when they fail to organize contrary to the plan.

The great majority of participants of the woreda FGDs have reported that Woreda experts who provided trainings to WASHCOs and KWT have been active in closely monitoring training events. It was also reported that Regional and Zonal experts (Amhara Region) have, at times, supervised and supported trainings organized at Woreda levels.

It is the opinion of the research consultants that there are confusions over the difference between training follow-up and training evaluation. More on this issue will be presented in the part on Consultants' reflections.

7.2.5 Impact of CMP Trainings

The real impact of training at community level need to be seen in terms of the number of water points constructed and provide clean and safe water supply to the community of users. The demand for training, which is a derivative of the demand for water supply, increases from time to time. CMP approach is well taken and implemented in practice. In both regions, RSU specialists have clearly stated, based on their own assessment, that training impact has been positive in the sense that WASHCOs, the ultimate beneficiaries of the project, have been able to discharging their responsibilities without much difficulty, manage construction of water schemes and provide good leadership to the water points.

7.2.6 Feedbacks on Training Effects

Has there been any feedback on the training effects undertaken on a regular basis that is designed to improve performances on actual work situations? This was the other question put forward to participants of the FGDs at regional level. It was then possible to gather that there has been no mechanism developed as yet to collect feedback regularly in both the regions. However, much cannot be said about Tigray region as the project has started quiet recently (Tigray). However, RSU specialists in both of the regions do occasionally travel to Woredas and sometimes to Kebeles to supervise trainings and provide support. This has created the opportunity to get feedback on training effect and take actions on spot for improvement. Things appear to be much better in Amhara region for feedback collection and to improve project performances. There are zone advisors who travel regularly out to zones and Woredas to provide support and evaluate

progress with CMP implementation. However, these opportunities were not utilized to attempt to collect feedbacks on training effects and improve things accordingly.

7.2.7 Effectiveness of CMP trainings offered in Improving Performance of CMP Stakeholders

According to the responses from participants of the woreda FGDs CMP actors at Woreda level have been performing well judging them by how they have been implementing their CMP plans. Training plans have been implemented without much difficulty across all Woredas surveyed. Following CMP trainings, it was possible to construct more number of schemes than what were planned originally and, consequently, a large number of community members have started to get clean and safe water supply nearby. Look at the table below for more on this issue.

Table 10: Woreda CMP Plans versus Accomplishments, July 2014

Woredas	Number of Water Schemes Planned to be Constructed (2005 EFY)	Number of Water Schemes Actually Constructed (2005 EFY)	Difference
Farta	45	61	+16
Estie	50	65	+15
Sinnan	50	78	+28
Dejen	57	79	+22
TOTAL	202	283	+81

The demand for training has been on the increase as more and more communities are attracted by the performances of the project in terms of access to safe and clean water supply which was made possible to a large number of rural communities. However, accomplishments of annual plans in excess of the plans might have exerted more and more pressures in training program implementations and budget.

The problem observed here is that Kebele WASH teams in Amhara Region have not been actively involved in CMP implementation. The reason being lack of supporting budget for supervision at community level and for undertaking review meetings designed to measure

performances. It was also remarked that in same region water sector worker is non-existent at Kebele level.

7.2.8 COMPARATIVE ASSESSMENT OF COWASH TRAINING SYSTEM WITH OTHER RELATED TRAININGS

This issue has attracted lot of opinions of discussion participants at regional as well as woreda levels. Here were some of the most important points raised. COWASH provides CMP trainings using its own staffs at regional level. TOT trainings are given to Zonal and Woreda experts who are regular government employees and who can be deployed to training events easily. They would, in turn, train WASHCOs at Woreda level. WASHCOs get training not only to get skills on how to operate and manage their schemes but also on how to manage finance and procurement which are to be utilized during periods of scheme construction with the funds put at their disposal. There are WaSH Teams at Zonal, Woreda and Kebele levels which coordinate, assist and supervise CMP implementation at every level. So trainings are provided smoothly in an organized manner through cascading model with a substantially high degree of ownership feelings developed at community level. This is a characteristic feature of COWASH Project. Moreover there have not been problems in funding trainings events in COWASH project as funds are already secured before trainings are organized. The ownership feeling which is deeply rooted in the minds of the communities together with system of relying on own force is very good and is substantially significant for sustainability. It seems this approach is unique.

The following remarks were also given by WWT in Estie, South Gondar, where other NGOs are said to operate widely.

COWASH/ CMP:

- Less bureaucratic, fast procurement and easy time for construction,
- Community ownership is created and hence project is more sustainable,
- Training has enabled WASHCOs to manage their own schemes,
- But strong M&E is required by WWT otherwise resources can be wasted,

CARE;

- Budget is controlled by CARE itself,
- Community participation is low,
- Involvement of WWT is relatively low,
- Longer training time and high training quality because CARE has got well experienced own experts who give training themselves and training is widely appreciated

TANA BELES:

- Budget flows to Woreda Administration which is responsible for implementations,
- WWT is responsible over use of resources,
- Procurement is time consuming
- Training to WASHCO not that strong

WWT in other CMP Woredas have also given the following responses:

- Trainings organized and offered by COWASH CMP have superiority over others:
 - i. Training manuals prepared for training serve as guidelines which provides detail steps how a particular task is being performed on the ground;
 - ii. In every area of work assignment, there is training and accompanying manuals that guides trainers and trainees alike on how to engage at work places productively and timely.
 - iii. There is follow-up and supervision during training and also at work places. This has been good for WASHCOs at community level
- There is a great deal of ownership feeling when it comes to COWASH and that all the trainings given promote and strengthen these feelings
- Sustainability is the center focus of CMP trainings and that can be well achieved once further trainings necessary for consolidating gains and ownership feeling is broad based.

7.2.9 Cascading Training Events – Need for Repositioning?

Participants of the regional and Woreda levels Focus Group Discussions were asked to provide their opinion if training events be organized differently for better results?

The consensus tend to suggest, at both the regional as well as woreda levels, that discussion participants looked to be contented with the existing system of cascading CMP trainings. However, they did not refrain from pin pointing problems and suggesting ways of overcoming shortcomings inherent in the training system. The followings were the major suggestions provided:-

- ❖ The training durations have to be carefully revised to allow more time for practical demonstrations and to make it more participatory;
- ❖ Ideal training time for organizing and conducting trainings at all levels must be carefully worked out with relevant stakeholders from regional to community levels. In this respect special attention need to be given to WASHCOs. The real work for setting ideal time could be identified beginning with the most conducive time for WASHCOs and then start working backwards to set ideal timing for the rest of the training in the training package.
- ❖ Incentives must be put in place for trainers. This is one way to improve training quality and outcome.
- ❖ The number of training participants per session should be limited to allow good participation from participants and to enhance skill and knowledge transfer.
- ❖ There should be no extended gap between end of training and beginning of construction activities at the community level.
- ❖ Training manuals need to be more simplified for WASHCOs to use after trainings at the real work situations;
- ❖ More emphasis need to be given to making available the most required training tools/Aids i.e. OHP, lap top, flip Charts and other visual display mechanism or resources when trainings are organized at Woreda level.
- ❖ Training budget has to arrive on time for easy execution of training programs.

7.2.10 Relevance and Adequacy of Training Manuals

The relevance and adequacy of training manuals in influencing training impact is beyond doubt. If training manuals that trainees use during training and afterwards are not relevant to the kind of skills and knowledge expected to be acquired, then the whole training effort would go astray and becomes a futile exercise. That is why those who have been using and continue using CMP manuals were asked to provide their opinion on the issue of relevance and adequacy of training manuals. While the word “relevance” is straight forward, “adequacy”, in our context, means the quality and quantity of training manuals used in training. Clearly the question was, “What is your impression about the relevance and adequacy of training”? The following responses were collected as a result.

Relevance:

- a. Training manuals for all sorts of training programs are relevant to enhance skills and knowledge required to perform the kind of operations that training participants would like to undertake in the end. They can be well applied to actual work situation. However, the capacity of WASHCOs, for instance, to use the manuals and formats effectively is very low because of low literacy level of some members. Given the very high workload of CMP supervisors at Woreda level, it is hard to imagine that they give due attention to WASHCOs on every problem they face during implementation. Hence:
 - i) The manuals need to be simplified where necessary and become user friendly;
 - ii) The formats specially financial ones have to be simplified taking WASHCOs background into account;
 - iii) The number of financial formats to be filled out and the processes that is required to go through for WASHCO to access funds, for instance, is too long and complicated;

Adequacy:

- a. Manuals and the different formats prepared are available at Woreda and Regional levels both in hard and soft copies. As per their opinion, additional copies can be made available where and when requests come forward. However, in most Woredas these manuals and formats are unavailable in the hands of WASHCOs.

7.3 DELIVERY OF CMP TRAININGS

Impacts of the CMP trainings offered in 2005 EFY in building the required capacities of stakeholders at regional, Zonal, Woreda and Community levels have to be investigated. The investigation process takes and concentrates on key parameters that can influence the effectiveness and outputs of every CMP actor at all levels and through them project performances.

One of the ways that capacity developments can contribute to improve stakeholders effectiveness and performance and through them project output is training. In fact this is the primary and very decisive area for developing capacities of job performers. But there are factors that have strong impact on performance other than training. These other factors that can influence the training process itself do exert strong influence on performances achieved through training.

This section deals with the various CMP training programs organized in 2005 EFY that are destined to build the required capacities of stakeholders at regional, Zonal, Woreda and Community levels. Which are the training programs organized by COWASH? Are these trainings offered to relevant stakeholders? Who are the relevant stakeholders that are engaged in the implementation of COWASH projects? What are the level of participation of the trainees who have attended these trainings? These and similar other queries would find responses herein below.

7.3.1 Stakeholders who have Received CMP Trainings

The graph below displays the magnitude of the sampled stakeholders who have received CMP trainings to build their capacity to discharge their responsibilities satisfactorily during CMP implementation.

Graph 2:

The stakeholders who have received CMP trainings in Amhara and Tigray regions include Regional and Zonal experts, Woreda Technical Experts, Woreda WASH Teams, Kebele WASH Teams and WASHCOs. These stakeholders were asked to indicate if they have received CMP trainings in the specified year. Their responses were compiled as it appears on the graph above. Accordingly all woreda technical experts selected for the research purpose and all WASHCOs covered by the research have all received CMP trainings (100%) in 2005EFY. The responses from other participants do show encouraging results too. As woreda experts are responsible for training of WASHCOs and provide on-sight implementation supports to the communities, the result seems to be very encouraging in the sense that the trainings might have given them all the needed skills and knowledge to apply when discharging their respective responsibilities. However, this is yet to be verified when one treats the part on skill and knowledge acquisitions in the coming section.

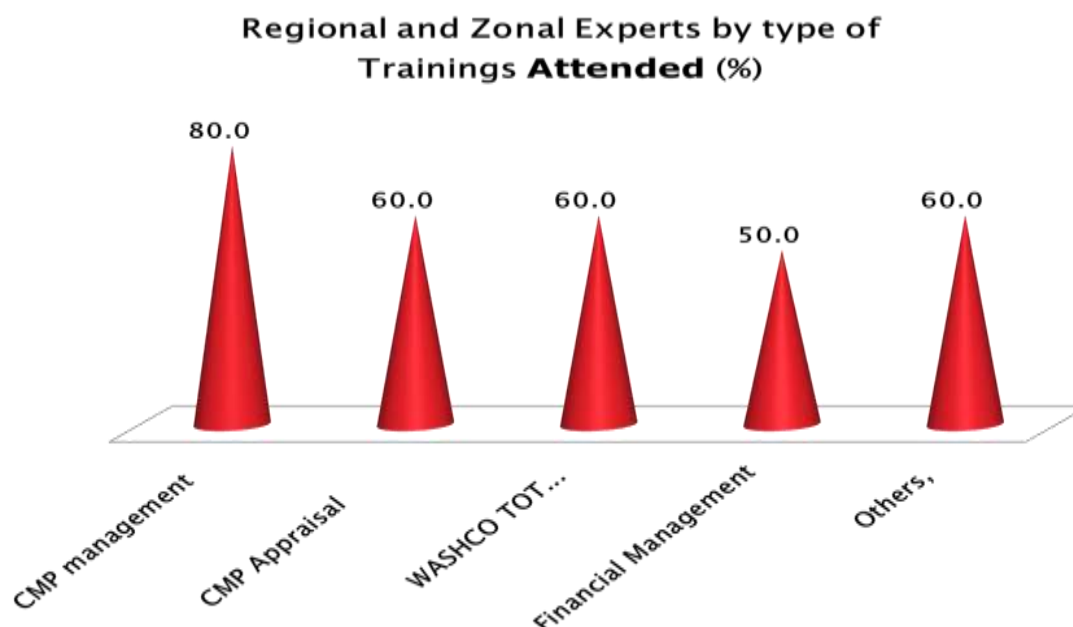
7.3.2. CMP Trainings Disaggregated by Type of Trainings and Trainees

Regional and Zonal Experts:

There were a total of 11 experts in this category and who responded to the individual interviews conducted and all are active in CMP implementation. Of these experts most of them, about 33%, were water supply engineers followed by finance and economics background. About 80% of

them are working for the water sector at various levels. It should be noted that most members of RSU specialists in Amhara region failed to attend to the individual interview sessions.

Graph 3:



As can be seen in the graph above, regional and zonal experts have received TOT trainings in CMP management, CMP Appraisal and WASHCO TOT at varying degrees. The majority have received CMP Management TOT (80%) followed by CMP Appraisal and WASHCO TOT. These experts provide training to Woreda management staffs and technical experts, who would, in turn, provide trainings to KWT and WASHCOs. There are financial experts who received training in Financial Management to provide further support to Woredas and through them to WASHCOs in areas related to finance.

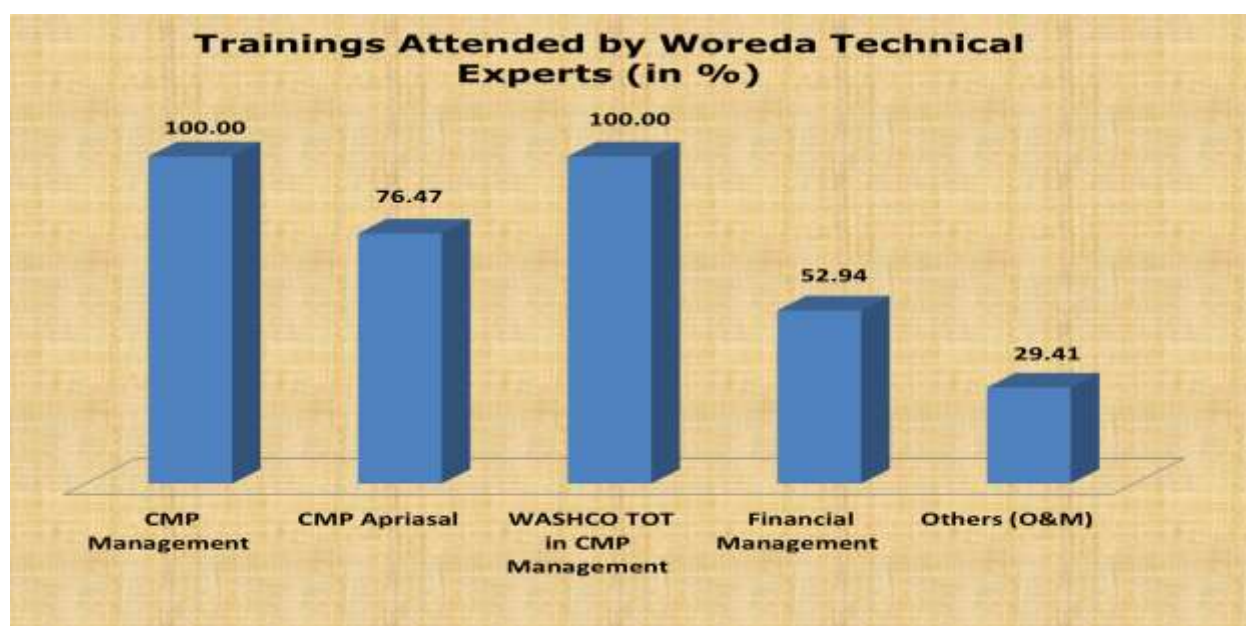
Woreda Technical Experts:

Woreda Technical Experts play vital role in CMP Implementation at Woreda level. The woreda technical experts comprise of experts from water, health, education and finance who have reported for training. Among Woreda the experts, we find Woreda CMP Supervisors who coordinates and responsible over all matters when it comes to CMP implementations at Woreda level. He is also secretary to the WWTs. He and his close working mates do provide trainings to

KWT and WASHCOs. They also provide supports to WASHCOs so that CMP implementation at community level is effective. They are involved in promotion, preparation of project applications, perform desk and field appraisal, site selection and provide support in procurement, financial matters with local MFUs, support WASHCOs during artisan agreements, supervise and follow-up of construction of water schemes, support WASHCOs during post construction activities including management of water points. Hence the training of woreda technical experts has far reaching impacts for CMP implementations.

The field survey has covered 18 technical experts from water, health, finance. These experts not only provide various supports to WASHCOs at community level in their areas of expertise but also engage in providing CMP training to WASHCOs as well as KWT.

Graph 4:



The above graph shows that woreda experts have received CMP management TOT and WASHCO ToT in CMP Management equal to 100% each. This is an excellent result as these experts provide trainings in WASHCO CMP Management and Kebele WASH Team training to WASHCOs and KWTs at Woreda level. One can see the impact that these trainings received could have on their skill and knowledge when they are out for training. Furthermore, as these experts are involved in providing support in appraisal, site selection, supervision, procurement,

financial matters, contractual agreements and other supports to WASHCOs, the trainings they have received in these areas are very helpful.

Woreda WASH Teams:

In addition to the focus group discussions conducted in the presence of WWT in all the sampled Woredas, 16 members of the WWTs were interviewed on individual basis. Representatives from Woreda Administrations, Water Office, Health Office and Education Office were the ones which have joined the interview.

As stated above capacity building of Woredas is of utmost importance. A little more than half of the members of the Woreda WASH Team have received CMP training in CMP management at regional level (Tigray) while at Zonal level (Amhara Region). This situation deserves special attention as the roles of WWT in CMP implementation are critical and significant. However, most of the critical members of the WWT i.e. Water, Health, Education and Finance have received the training as verified by the individual interview conducted with individual members of the WWT. As can be seen in “Graph A” above, almost 80% of the interviewees (15 WWT members) have taken CMP management training.

Kebele WASH Teams:

Kebele is the nearest government organ to WASHCOs which, through KWT, provides support and performs other tasks that can contribute to the smooth running of COWASH project at community level. By virtue of its proximity, KWT can provide witness on a number of issues concerning the performances and problems confronting WASHCOs. 22 KWT members were interviewed at the 6 Woredas sampled for the field survey.

Asked if they (KWT) have taken CMP management training, 88% of the respondents have stated that they have received CMP training in CMP Management at Woreda level provided by Woreda experts. Look at the graph (Graph 2) shown on the percentage distribution of training participants of the different CMP trainings conducted in 2005 EFY.

Water Sanitation and Hygiene Committees:

There are thirty three (33) WASHCOs, or 147 WASHCO members in the six CMP Woredas in Amhara and Tigray regions which were sampled and joined the group interview. There are a variety of checklists presented to WASHCO members.

As can be seen in Graph A above, WASHCOs and the individual committee members who were covered by the field survey have all (100%) received CMP trainings, namely, CMP WASHCO Management in both the regions.

7.4 EFFECTIVENESS OF CMP TRAININGS

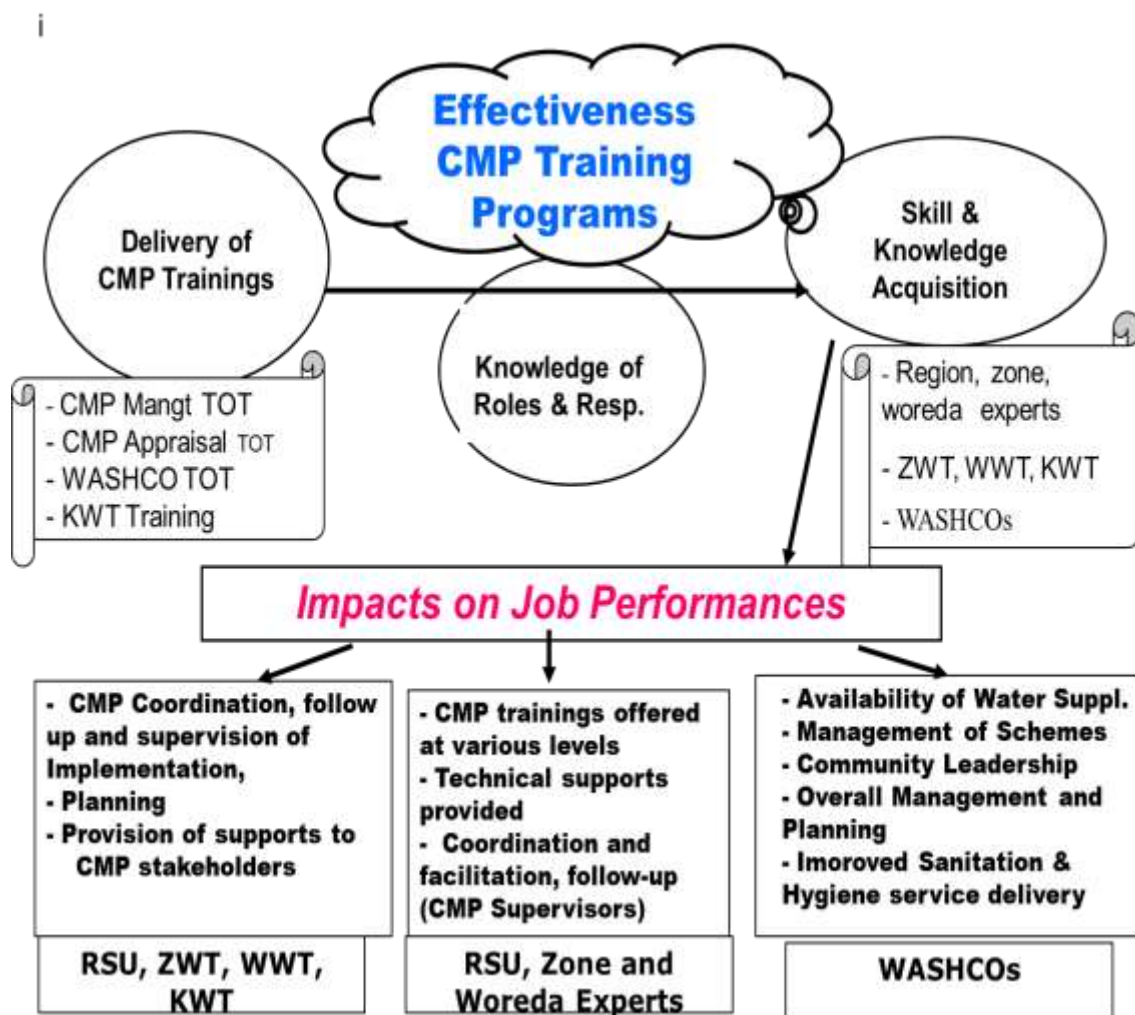
Background:

By effectiveness it is meant something that is capable of producing desired or intended results. Trainings which are capable of producing desired results i.e. achieving COWASH project outputs. In the case of the research process, there are factors that determine training effectiveness.

- i) First and foremost one has to check if the target training programs for the research are delivered or not to the intended stakeholders. This is clearly seen in sub section 5.3 above.
- ii) What follows this would be to critically examine whether the required skills and knowledge are transferred to stakeholders who have received the different CMP trainings. In this respect critical skills and knowledge that are required to be learnt by trainees were identified and respondents were asked if these skills are acquired by them during the training process. This is more so when it comes to those respondents who have taken ToT trainings. In association with this, training methodologies, training durations, adequacy of trainings to the real world of work, CMP approach, funds flow, financial management and similar others were incorporated in the questionnaires designed for personal interviews.
- iii) Stakeholders' knowledge of their CMP roles and responsibilities were also checked during the interview process. This provides a proxy indicator for measuring effectiveness of trainees or stakeholders.

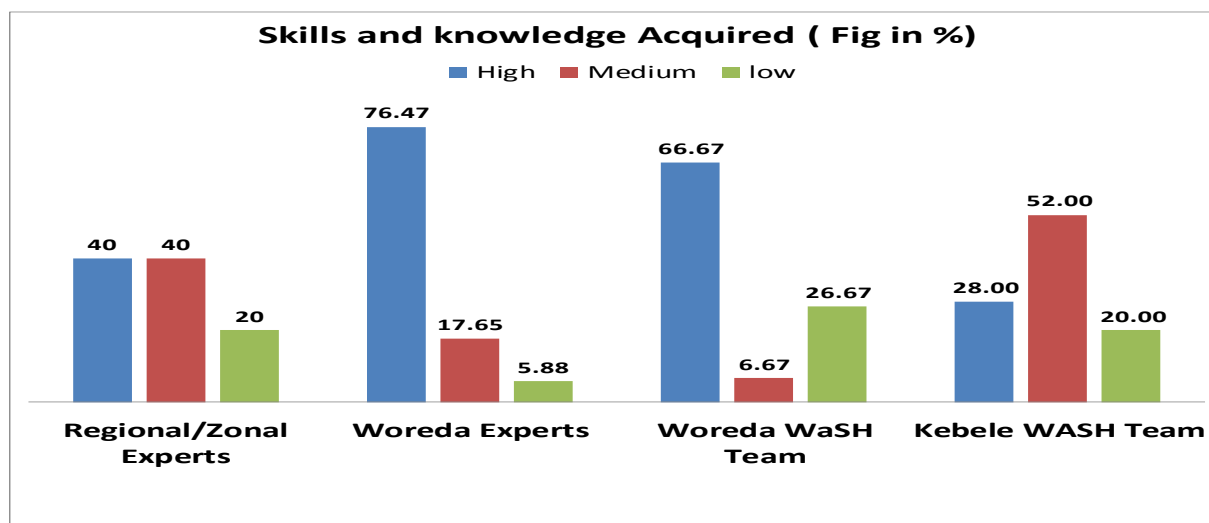
- iv) At last the impacts of CMP trainings on stakeholders' job performances are critically surveyed. This is done by juxtaposing stakeholders' CMP roles & responsibilities to actual accomplishments on the ground. This is done for experts at all levels, management bodies, WASHCOs.
- v) It must be clear, however, that job performances may be influenced by factors other than trainings alone. The best training occasion may fail to produce desired results if other factors such as motivations, working conditions, and related other factors of stakeholders are not properly taken care of in the process.

A simplified diagram that can help to present issues representing training impacts that are captured by the research process is presented below.

Diagram 2:

7.4.1 Acquisition of Skill & Knowledge

As most respondents have received CMP trainings as stated in section 5.3 above, respondents were further asked to identify the skills and knowledge that they have acquired during the trainings provided. The following responses were gathered as a result. (Look at the Graph below).

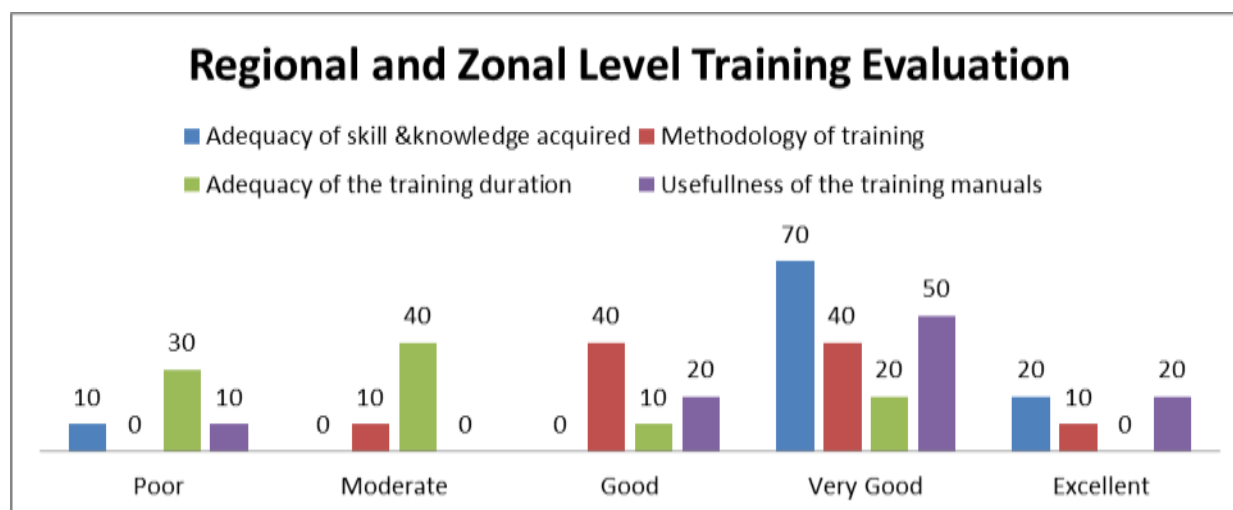
Graph 5: Skills and knowledge Acquisitions by respondents

Given the background in sub section 5.4 above, the following can be said regarding the findings shown in Graph 5 above.

Regional and Zonal Experts:

The findings suggest the skill and knowledge acquisitions by regional and zone experts is found very encouraging when the combined results of “High” and “Medium” are considered together which is accounted by 80%. of the respondents. This result is consistent with the results obtained (See Graph E below) when same respondents were asked to rate the adequacy of the skills & knowledge acquired during training.

In this respect close 70% of the respondents have rated “Very Good” when asked to state the adequacy of the skills and knowledge they have acquired while 50% of the them have rated trainers’ methodology “very good and above”. On the usefulness of training manuals and adequacy of training durations, 70% and only 20% of regional and zonal experts have rated them “Very good and Above”70% respectively. This is shown in the graph below. The results are in par with the opinions expressed in the “Focus Group Discussion,” above.

Graph 6:

CMP has distinctive features of its own and it is widely heard that beneficiaries at community level and the various administrative organs of governments which work with WASH sector as steering committees hail the project very much in terms of its approach. Its approach, as stated in the various manuals, center staged on the very idea of community ownership and management of water points as an important step towards sustainability. In this respect, Regional RSU specialists and Zonal experts were asked to provide their own version with regard to CMP Approach, its unique features on fund transfer, financial management and procurement. Accordingly almost 80% of them have proved to have a sound understanding of CMP approach and its fund transfer, financial management and procurement. This stance would help in making others understand these features when same experts are organizing trainings to woreda trainees.

Woreda Experts:

It was learned from their responses (Graph D) that the technical experts who have taken the various CMP trainings have clearly stated (almost 77%) that the skills and knowledge they have acquired have been satisfactory. As most of the interview questions that were put forward to them were designed to examine their level of competence in the areas they are supposed to perform, the overall result obtained in this respect (almost 86%) was found out to be most satisfactory. These include promotion, project eligibility criteria, project approval, funding agreements, desk and field appraisal, approval criteria, site selection, areas related to procurement and related others.

Asked about how adequate these acquired skill and knowledge were, 71% of them have indicated that the skills acquired were adequate enough to train WASHCOs. Only 29% of them have said the skills received were not adequate enough to provide the training to WASHCOs. In this respect respondents in the 29% category have gone to the extent of pointing out the additional skill needed. The additional skills needed are in the areas like: -

- ❖ Design reading and specification,
- ❖ Water quality test
- ❖ Pump maintenance
- ❖ Construction supervision
- ❖ Training Methodology skill, as most of them have stated they need one as a trainer

Woreda WASH Teams:

The research team has incorporated quite a number of queries that enables it to understand if the required skills and knowledge were transferred to WWT members interviewed during CMP training conducted. One way of knowing these is by asking respondents to describe or respond to the queries forwarded that can test their competences. From their responses it was possible to gather from the Graph D above that almost 67% (2/3) were found on the “High” margin where they have clearly stated the skills and knowledge acquired during training.

Training Methodology used by trainers during the CMP management training at Regional level (Tigray Region) and Zonal Level (Amhara Region) for members of the WWT was quite distinct. At regional level, training was given by trainers who have taken training methodology skill already. Hence the skill transfer process has been very motivating and participation was impressive. However, at zonal level trainers do possess the skill and knowledge thoroughly but lack the knowhow to transfer the skill. Participation was lacking and group works were very marginal as the number of participants was large too.

Kebele WASH Teams:

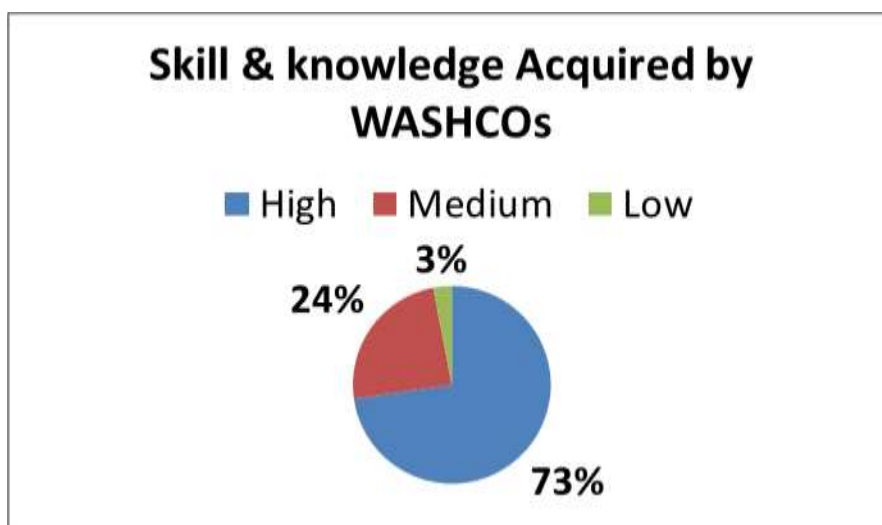
As can be seen in Graph D above, it was only 28% of the total number of respondents (i.e. 25 KWT members) who were found on the “high” margin when it comes to acquisition of skills and

knowledge that they need to discharge their responsibilities. However, it accounts for 80% of the respondents when one considers both the ‘High and Medium’ margin together. Furthermore, it is expected that anyone in the service of COWASH ought to know the very approach of CMP and this part would also be covered in the CMP Management training received. Hence to the question, “What is your understanding of “CMP approach“? The response was such that some 68% was found on the “Medium” and above margin whereas 32% on the “Low” margin. The result has not been that much encouraging in this respect.

WASHCOs:

One area that influences impact of training on job performance of WASHCOs is the acquisition of required skills and knowledge that can build the capacity of WASHCOs to provide leadership to communities that they represent. Asked about the relevance of training to their assignment as WASHCO members, 96% the respondents have stated the training received has been relevant to discharge their responsibilities effectively. When it comes to acquisition of relevant skills and knowledge, 73% of the respondents were found on the “High” margin in explaining the kind skills and knowledge they have received.

Graph 7: Skills and knowledge Acquisitions by WASHCOS



When one treats the combined “High” and “Medium” margins of skill and knowledge acquired by WASHCOs, one can find 97% of the respondents in these margins leaving an insignificant margin of respondents (3%) on the low margin. This result indicates that the most decisive

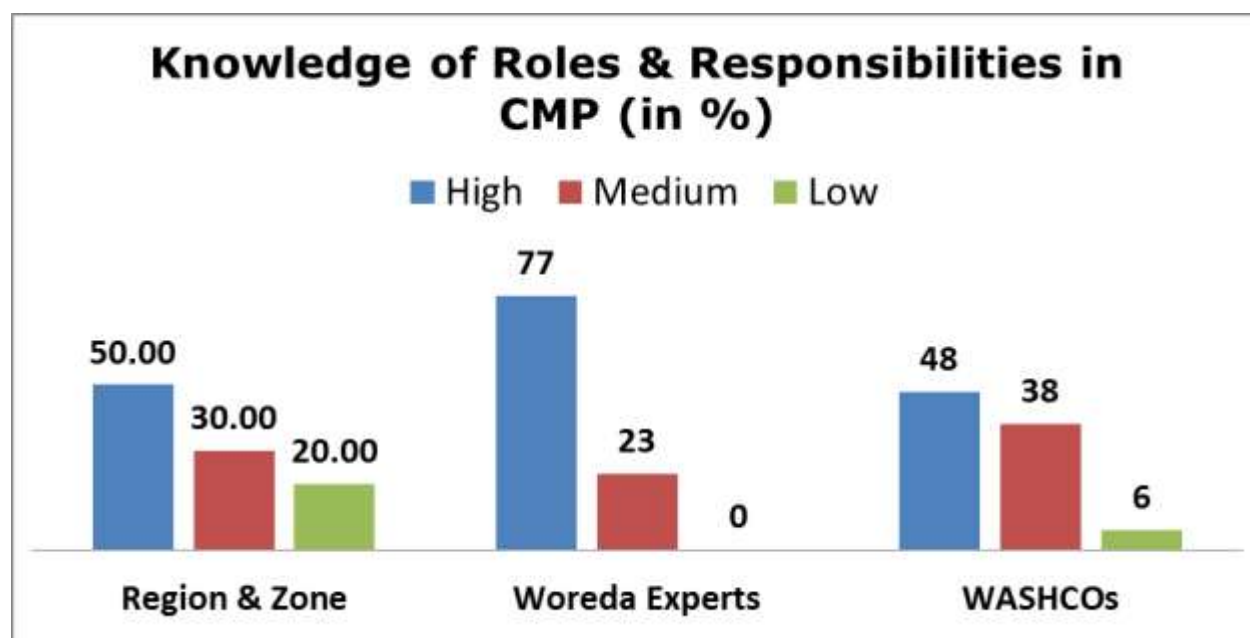
section of respondents i.e. WASHCOs have possessed already the skills and knowledge they need to mobilize community members for and make what is necessary in their power to realize their aspirations of having water points around to get clean and safe water supply. The water points that the research team has observed were well built, well fenced and protected. There were guards hired to keep these schemes safe and help communities get the needed water supply as per scheduled times. Pump attendants and care takers in Amhara region were also trained and on standby to act if any maintenance works are needed.

Asked about the impact of the trainings received on their day to day duties as WASHCO members, almost all the respondents (97%) have indicated impact of training has being very strong.

Regarding the understanding of CMP approach which WASHCO members are not expected much to know about it, some 82% of the respondents have explained it satisfactorily by using simple but touching words as “COWASH is our project and we have really developed ownership feeling and begun to protect our scheme as our private property”.

7.4.2 Stakeholders’ Knowledge of CMP Roles and Responsibilities

The sub section is devoted to examine the extent to which the different respondents or stakeholders at all levels are aware of their CMP responsibilities. It must be clear, however, that knowledge of responsibilities is one thing while discharging the responsibilities effectively on the ground is another. Below is given the responses of the respondents compiled in a graph, **Graph F**, after having described their roles and responsibilities in CMP implementation.

Graph 8

As can be seen in the graph above, the capacity of regional and zone experts in describing their roles and responsibilities were found to be encouraging as 80% of the them are found in the “Medium” and above range. On the contrary, the responses compiled for woreda experts display a high margin (77%) on same questions asked.

Training impact on performances of stakeholders can also be judged by looking at how well these actors describe their roles and responsibilities. Training has to impart on the issue of stakeholders’ roles in CMP during the process of training. Not less than 67% of WWTs have responded very satisfactorily in describing their roles and responsibilities.

According to WASHCOs, the training they have received was found out to be relevant to their duties and responsibilities for 97% of the respondents.

Respondents were further asked, individually, to state their collective as well as individual responsibilities, given their roles as committee members, within WASHCO, Accordingly some 70% of the respondents have delineated their collective responsibilities adequately. On the other hand roughly 72% to 88% of the respondents were also found within the “Medium and High”

margin when asked to state their individual committee responsibilities as Chairperson, Secretary, Cashier, Storekeeper, Finance and Property Controller and Environmental and Hygiene Care Taker (in case of Tigray). Against the backdrop of what have been given above on the skill and knowledge acquired and on the relevance of trainings received, this has been very encouraging result as WASHCO members are able to state what they are supposed to perform as committee members.

7.5 IMPACTS OF CMP TRAININGS ON JOB PERFORMANCES' OF STAKEHOLDERS

All stakeholders have defined responsibilities to discharge during CMP implementations. CMP trainings were provided to build the capacity of CMP stakeholders so that they would be able to discharge their responsibilities effectively and efficiently for the realization of COWASH project outputs. Let us treat this one by one below.

7.5.1 Regional and Zone Level Experts

These experts have received various ToT CMP trainings to provide ToT trainings to Woreda experts and also to WWT members to build their capacities to train WASHCOs and KWTs and to improve management and coordination capacities for a smooth CMP implementation. Some 73% of these experts have confirmed that they received adequate skills and knowledge to discharge their responsibilities as trainers. Furthermore, some of these experts provide a wide range of supports at woreda and community levels.

- i) As we have seen in Graph A and Graph E above, WWTs and Woreda technical experts have received CMP trainings satisfactorily from the regional and zonal experts.
- ii) Regional and zone experts have been engaged in supervision and follow-up works designed to assess how woreda experts have managed to train WASHCOs and KWTs at woreda level. 73% of regional and zonal experts have confirmed this case. This is a good sign as Woreda level trainers need to be supervised when they offer trainings to WASHCOs and consider taking corrective measures where and when they arise.

- iii) Regional and zone experts (60%) have stated that they have been assisting woreda experts when the latter were conducting trainings to WASHCOs and KWTs in 2005 EFY. .

7.5.2 Woreda Technical Experts

Capacity building of Woredas is of utmost importance. It was possible to know during the field survey that the capacities of the technical personnel from Water and Health Offices were trained in CMP Management ToT, CMP Appraisal, WASHCO TOT, Financial Management and others. After having received trainings and acquired the needed skills and knowledge, they have been engaged in:

- i) Providing CMP trainings to KWTs and WASHCOs. In Graph A presented in subsection 5.3 above, one can see that KWTs and WASHCOs have received the necessary trainings and acquired the required skills and knowledge to be utilized during implementations. Almost 71% of Woreda experts have stated that they have received adequate skills and knowledge that they have faced no major problem when they became trainers of KWTs and WASHCOs
- ii) Woreda experts have also been actively involved in the provision of various supports to WASHCOs. The Woreda CMP supervisor is part of this team of experts in the service of WASHCOs. Involved in CMP promotion, supported in the preparation of community project applications, undertake desk and field level appraisal (82% of woreda experts have stated that they have been engaged in CMP project appraisal), site selection (83%) follow-up of project approval, provide on-site support during construction of water points, procurements, supported during Artisan agreements (70% of woreda experts have clearly stated that they provided support to WASHCOs during the preparation of payment certificated), and in post construction supervision of schemes.
- iii) Woreda CMP supervisors deposited WASHCO files properly. This is true for almost 76% woreda experts;
- iv) Experts from Woreda Finance Office supported CMP implementation by training/coaching woreda staffs in the area of finance.

7.5.3 Woreda WASH Teams

The following diagram, Diagram 3, shows the various responsibilities accomplished by WWTs members

Diagram 3



- i) Implementation of Woreda CMP Plans: Accomplishments of woredas with implementation of CMP plans related to construction of water wells have been remarkable in almost all woredas covered by the research. For instance, in all the four project Woredas in Amhara region, all have exceeded set plans by a greater margin. For the 4 woredas it was planned to construct 202 water points in 2005 EFY. It was possible to construct 283 exceeded planned targets by 81 more water points. This has been a great achievement. Please see Table 10 above for more

- ii) For almost 67% of woreda technical experts, WWTs has been providing fast approval to community projects so that funds would be in place for transition to construction of water points;
- iii) During FGDs with members of the WWTs, it was possible to learn that the teams does not have to wait until all members are convened to pass on to signing fund Agreements with WASHCOs. This can expedite the transition to construction of water schemes.
- iv) To the question “Do you provide support to WASHCOs ...during CMP implementation? The answer from selected members of WWT interviewed has been 100% “YES”. Woreda water office heads, CMP supervisors, experts working for woreda water accounts for the bulk of these supports. The key supports provided to SHCOs include the following:-
 - a) Support during promotion and preparation of project applications for funding,
 - b) Support in appraising applications for funding
 - c) Site selections
 - d) Support during Procurement,
 - e) Support during Artisan Contract Agreement and Payment certificate preparation,
 - f) On-site support during data recording during construction period,
 - g) Monitor and follow up the existing water schemes,
 - h) Support in the use of financial formats and financial settlements,
- v) The other measure of effectiveness of WWT at work place is the speed with which WWT provides approval to community project applications. Asked about their observations on approval speed, 65% of the Woreda Technical Experts have witnessed that approval speed to have been “Fast” and above” while some 18% have stated that it has been “Slow”. For those who stated “Slow” the single and most important reason has been that members of the WWT are busy with other regular duties as they come from different sector offices.
- vi) Respondents’ degree of understanding of CMP approach and its unique features of fund transfer, financial management and procurement has been all at the “High” margin (100%) providing excellent explanation. This understanding would definitely have far

reaching impact in boosting support for the project and strengthen follow-up and supervision at community level.

vii) In most of the focus group discussions conducted at woreda level across all the sampled Woredas, trained artisans have taken part. It was learned that WWT works closely with these artisans in the construction of community water schemes. As it is included in the COWASH approach, the capacity of artisans needs to be built. The WWT also encourages and supports WASHCOs to get O&M services sustainably for their schemes by facilitating training on Operation and Maintenance to community volunteers i.e. pump attendants or care takers

7.5.4 Kebele WASH Teams

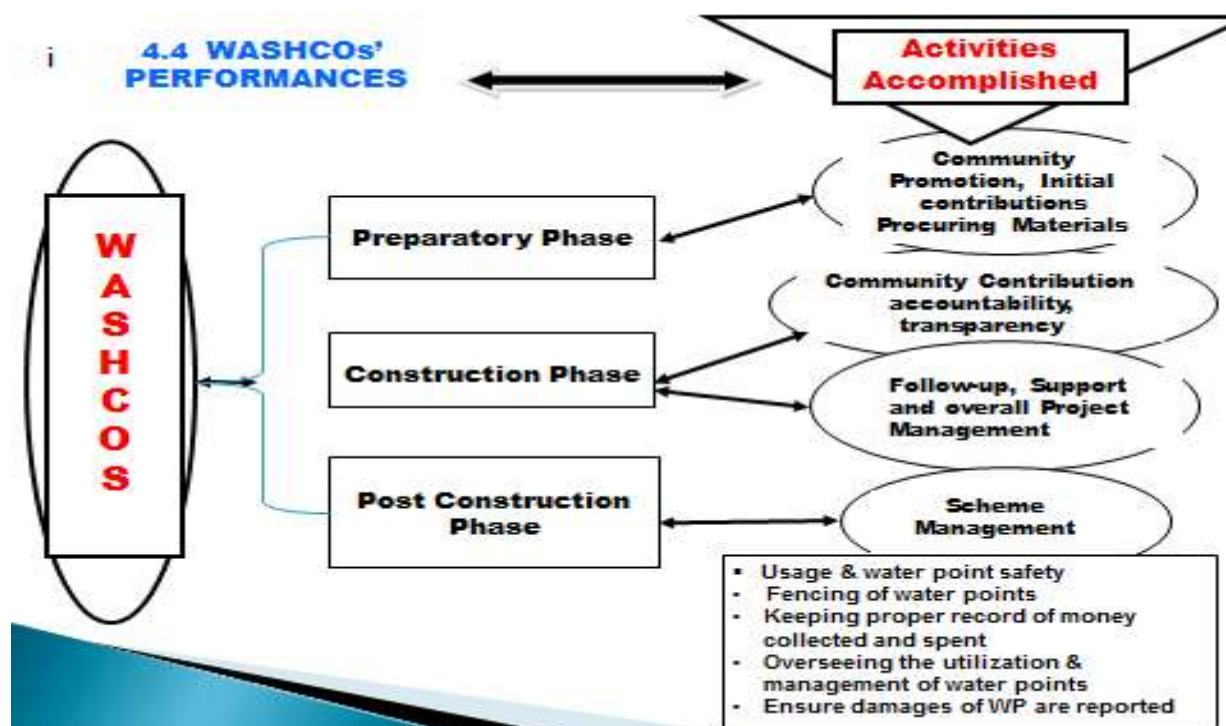
Asked about if the training received has helped them to improve job performances and the level and types of supports provided to WASHCOs, 96% of them have replied “Yes”. In continuation, they were asked to state the kind of support they provided to WASHCOs, the following responses were gathered.

- i) Involved in promotional works at community level;
- ii) Assisted communities during preparation of project application for water scheme construction,
- iii) Provided support letter to WASHCOs in their bid for construction of water points
- iv) Supported during WASHCO election,
- v) Settling disputes arising among community members over land to be used for scheme construction and other resolution of disputes ,
- vi) Provided materials to be used for fencing of community water points,
- vii) Assisted with follow-up of scheme construction (Tigray)

7.5.5 Water Supply, Sanitation and Hygiene Committees (WASHCOs)

The following diagram provides a bird's eye view of the accomplishments of WASHCOs.

Diagram 4



- i) WASHCO members who were interviewed have been asked to state on their accomplishments since elected to membership of Committees. Preparation of project application, signing of funding agreement, collection of community contributions, follow-up of scheme construction and materials handling during construction, holding public audit, keeping of records of water users, safekeeping and administration of properties during construction periods and afterwards, water point safety and protection were among the ones they have accomplished. In this regard respondents have rated their involvement and achievements around 96%.

- ii) Almost all communities represented by WASHCOs i.e. 97% have succeeded in getting water schemes constructed at close locations to user communities and have started getting clean and safe water supply;
- iii) Asked if there were public audits undertaken by WASHCOs with the user communities during the course of water scheme constructions, 94% have responded “Yes”.
- iv) Asked about how well WASHCOs have protected their water points, some 72% of the respondents have stated that their water points were fenced and clean.
- v) The KWT members interviewed were also asked to rate WASHCOs capacities on selected indicators such as record keeping capacity, capacity to manage finance, make reports, holding “public Audit”, undertake procurement, supervise constructions, handle construction materials and on management of water scheme maintenance. The findings suggest WASHCOs performance to be very encouraging. (see **Annex 3** for more on the KWT rating of WASHCOs)
- vi) Asked to indicate if their current capacity do suffice to discharge their responsibilities, their responses were automatic in that 76% of WASHCO members who joined the group interview have stated “YES” while 24% “NO”. For those who said “NO”, additional question was posed to see the reasons why capacity is missing? The major response in this regard has been that “Refresher Trainings” are needed to strengthen our capacity to do better.
- vii) What were the supports WASHCOs have been receiving from Woreda and Kebele and other relevant bodies? This was the other query that was put forward to respondents during the group interview conducted. It was found out from the interview that the support from Woreda Water Office has been dominant as compared to the one they received from Kebele administration/ Kebele WASH Team. See details of the supports provided in sub-sections 7.5.3 and 7.5.4 above.

The Kebele supports to WASHCOs exceeded in Tigray region than in Amhara region for the very reason that there is water expert working at Kebele level who provides support to WASHCOs on a regular basis.

viii) WASHCOs were asked to explain and display the kinds of Manuals, Formats and Reports that are kept by individual WASHCOs for future references. The responses to this enquiry have been greatly different from Woreda to Woreda and from Region to Region. Furthermore, the information collected from Woreda Water Offices (CMP Supervisors) of both regions on same issues has also been in slight variation when the research team has been with WASHCOs for field data collection and physical observation. This issue of where are the manuals and formats that are relevant to WASHCOs deserves attention. In this regard the following responses gathered from WASHCOs are worth mentioning.

- ❖ There are limited training manuals retained by WASHCOs in Tigray region while the significant majority of WASHCOs do not have the training manuals at hand most notably in Estie, Sinan, and Dejen Woredas in Amhara region.
- ❖ However, limited number of formats, financial and others which were filled out during the process of scheme construction were displayed to the research team;
- ❖ In limited cases, documents such as copies of project applications, funding agreements, artisan agreements were displayed. However, everywhere minutes of meeting (MoM) prepared by WASHCOs during meetings and public discussions were displayed by most WASHCOs.

ix) WASHCOs have also created the much needed maintenance crew at community level once water points were constructed and started supplying water to user communities. Pump Attendant or Care Takers who are members of rural communities get training in Operation and Maintenance of water schemes on voluntary basis. The Consultants were able to see some of this maintenance crew during the field survey and were even talked to some of them. During the discussions with them, it was possible to know that they were well trained and can handle maintenance works themselves.

8 CONSULTANTS' OBSERVATIONS & REFLECTIONS

The focus group discussions that were conducted at regional and Woreda levels have brought about enormous points into the lime light. The discussion points raised at both the discussions were almost similar. The intentions were to evaluate the responses gathered from the center (Regional level) where the capacity building training are directed and coordinated and from the periphery (Woreda) where the actual impact is felt that provide options which directions the center itself may have to proceed.

The individual interviews were also helpful in gathering relevant ideas that respondents were putting forward freely without any inhibitions. Important points were also gathered from the individual interviews.

Consultants' reflections were carefully designed to avoid any bias in the process of understanding the situations. The reliability of the responses from the FGDs conducted was carefully and consistently cross checked with the outcomes from the individual interviews so that conclusions and recommendations are made with utmost care and considerations.

8.1 REFLECTION ON CMP TRAINING PROGRAMS EXECUTION

The following observations can be made at the outset. These are;

- i) COWASH Project has identified appropriate training modules which have bridged very well the capacity gaps of stakeholders' so that CMP implementation can become effective at all levels;
- ii) Training programs which were the focus of the impact research have embodied and were able to transfer the required skills and knowledge effectively to relevant stakeholder

- iii) CMP trainings have been well organized and cascaded smoothly from federal down to local level;
- iv) Every training occasion has been supported by a carefully prepared training manual that can effectively guide trainees and trainers alike, through the process step-by-step until a particular task elements are well grasped within the classroom
- v) Hence it was observed that CMP trainings are more practical than theoretical which meets the most notable requirement of any short term job oriented training.

Observed Difficulties:

- a) The decision to fix the number of training participants seems to be left to the discretion of individual trainers at Zonal or Woreda level. It appeared that RSUs are not in firm control over the fixation of training participants; (See the graph below – too large number)



- b) Variations have been observed in the length of training for same level and type of CMP trainings from woreda to woreda OR, there observed tendencies to downsize training duration to save funds to finance other trainings that the training plan does not include in the initial plan;

- c) There were complaints over selection of trainees at woreda level where same individuals have been sent for same training repeatedly;
- d) Training methodology skill seems to be non-existent among trainers below the RSU specialists.
- e) The training manuals in use during trainings are not available with WASHCOs in most Woredas if not in all in both regions. Trainees could read these manuals individually or in joint after training when they get back home. It doesn't make sense why these manuals are available only with Woreda Water Offices. One issue raised during interview with Woreda CMP Supervisors was the issue of availability of manuals and other relevant formats.

8.2 REFLECTIONS ON EFFECTIVENESS AND IMPACTS OF CMP TRAININGS

8.2.1 Woreda WASH Teams, Kebele WASH Teams, Technical Experts

- i) The importance of the trainings offered can be judged by the relevance and adequacy of the skills and knowledge offered to training recipients and, through it, in enhancing the capacity of stakeholders to discharge their responsibilities effectively and improve performances at work places. Based on the survey results it can be seen that the performances of stakeholders have been above average.
- ii) The roles that WWTs play are very decisive to accelerate or retard progress of CMP implementation. As observed from field survey, there is turnover of members WWTs and as a result one can find roughly 20% to 30 % of members without any CMP training.
- iii) The performances of technical experts as trainers as well as providers of supportive supervision & other services through CMP approach at woreda and community levels

have been found high given the adequacy of the skills and knowledge acquired and their readiness. There is, however, very high turnover among this group of experts. Given the already meager number of these experts and recruitment a critical bottleneck for WASH development at woreda level, this deserves special attention.

- iv) Woreda CMP Supervisors, who are also secretaries to the WWTs, are really the force behind CMP coordination and Implementation at woreda level. The effort in having CMP supervisors assigned at zonal and woreda levels demonstrated the concern of COWASH for the project. However the very high workloads from the regular office work as well as the CMP duties together seemed to have put more pressure on their work, and if unresolved would affect their performances and through it CMP implementation at woreda level.
- v) Kebele is the nearest government organ to WASHCOs which, through KWT, provides support and performs other tasks that can contribute to the smooth running of COWASH project at community level. By virtue of its proximity, its follow-up and support to WASHCOs is very vital. Members of KWT receive CMP Management training. However the level of support extended by KWT to WASHCOs in Amhara Region is comparatively negligible compared to Tigray region. In the case of the latter, the structure allowed water expert to work at Kebele level. So Kebele experts from water, health, education and other experts work in close collaboration and integration at community level.

8.2.2 Water Supply, Sanitation and Hygiene Committees (WASHCOs)

WASHCOs capacity to manage WASH facilities has developed beyond doubt as testified by the research results and based on observations made during the field survey.

- i) WASHCO members were able to describe their roles and responsibilities very well to the utmost satisfaction of the research team. Individual as well as team

- responsibilities were made clear. They know what they are supposed to know for the time being.
- ii) They have received relevant trainings that best fit their needs to construct water points, HDW or spring. These trainings are CMP WASHCO Management and WASHCO Scheme Management and acquired the skills and knowledge that they need to discharge their responsibilities properly.
 - iii) The center stage of CMP Approach i.e. community management of schemes that extends to finance, property and procurement management is well engrossed. This approach is widely hailed and appreciated by any comparison and standard across project zones and Woredas and community levels in Amhara and Tigray regions.
 - iv) Communities are mindful of the uniqueness of the project as it is very evident in funds transfer that is done through micro-finance institutions i.e. Amhara Credit and Savings Institutions (ACSI) and Dedebit Credit & Savings Institutions (DCSI) which have branches at local level.
 - v) The project has instilled in the minds of the community of users a great deal of ownership feeling that is essential for sustainability.
 - vi) Their involvement in preparation of project application, signing of funding agreement, collection of community contributions, follow-up of scheme construction and materials handling during construction, holding public audit, keep records of water users and others, safekeeping and administration of properties during construction periods and afterwards, water point safety and protection were among the ones they have accomplished successfully.

In general, one can say that COWASH is well known in its approach to implementing projects. The approach finds concrete expression in community management of projects – water, sanitation and hygiene. This approach of community management does extend to finance, property and procurement which are manifested during scheme construction. This approach is widely hailed and appreciated by any comparison and standard across project zones and Woredas and community levels in Amhara and Tigray regions. The uniqueness of the project is very evident in funds

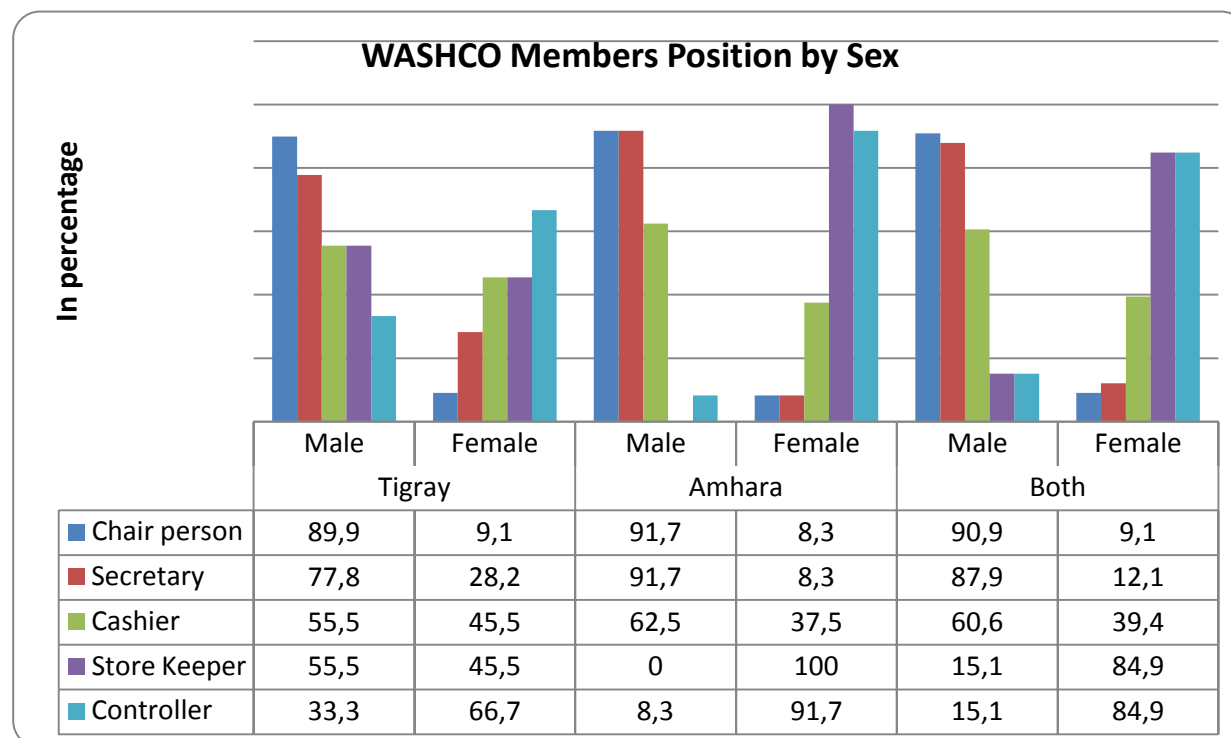
transfer that is done through micro-finance institutions i.e. Amhara Credit and Savings Enterprises (ACSE) and Dedebe Credit & Savings Enterprise (DCSE) which have branches at local level. It is with these financial institutions that WASHCOs interact constantly in withdrawing, depositing funds, enter into financial dealings during procurement and scheme constructions using all financial and other formats prepared for use. What is more is that communities contribute in cash, labor and in kind to support the construction of schemes. What is substantial is, by so doing, the project has instilled in the minds of the community of users a great deal of ownership feeling that is essential for sustainability. The approach has significantly reduced the project implementation period due to its proximity, fast decision makings and high participation of the beneficiary communities in project planning, design, implementation, procurement, financial management, contract administration etc. As a result, many Woredas constructed more schemes than planned for the budget year.

8.2.3 Impacts of the CMP Training Programs

A. Social Impact of CMP trainings:

Community participations in scheme construction, contributions made in Cash, kind and in labor have been impressive in all the project sites surveyed. This has brought with it a strong sense of cohesion among the beneficiary community which could also possibly used for other endeavors. The way they cooperated during the schemes construction and the way they protect and distribute water among members etc. is a good indicator of the social impacts brought in by the project.

The gender balance to running community responsibilities as in WASHCO has also been encouraging. There are 6 WASHCO members in Tigray Region and 3 out of the 6 are females and some are assigned in key WASHCO positions like chairperson, secretary, cashier, etc. In Amhara region, there are 5 WASHCO members where 2 of them are females.

Graph 9:

As can be seen in the “Graph G” above, it is very clear to understand that female participation in WASHCOs are dominant in less important positions.

The roles of women in community responsibilities is on the increase



WASHCO Members, Wukero Meray, Tigray



WASHCO Members, Sinan, East Gojjam



Water Well Inaugural Ceremony Attracted Women's Most, Dejen Woreda, East Gojjam

B. Economic Impact

Labor contributions made for earthworks for scheme construction have reinforced the ownership feelings among community members. No less importance is given to contributions made in CASH and in Kind in this respect. WASHCOs have deposited already the cash contributed with the local MFIs. This trend would instigate community members including WASHCOs to come closer and closer to financial institutions and learn saving habits. Where and when idle cash is available, farmers would tend to save and through savings on-farm investments or side line activities could triumph. The use of clean water improves the health of the communities which, in turn, contributes to the economic development of the households in particular and to the country's economy in general.

C. Environmental and Health Impact

WASHCOs understanding of the need to keep their environment around safe and clean have been exciting. This environmental concern is demonstrable by the fact that WASHCO membership has been extended to including a female member for environmental and hygiene protection in Tigray region. This environmental concern is demonstrable by how water sites

are kept clean and put up fencing around to give maximum care to water supply safety and hygiene. Separate Cattle trough adjunct to water wells which were built to conserve water



Well Fenced Water Point, Dejen, East Gojjam



Spring Site, Sinen, East Gojjam



HDW Site, Farta, S. Gondar



Cattle trough, Sinen, East Gojjam

9. CONCLUSIONS AND RECOMMENDATIONS

9.1 CONCLUSIONS

The training impact research has been carried out in six CMP Woredas in Amhara and Tigray has been carried out smoothly as planned. The research has produced the following results:

I. On the Overall CMP Training Program Execution:

The CMP capacity building trainings conducted in 2005 at various levels and to various stakeholders have generally been well organized and no significant problems have been detected; The training manuals prepared have adequately embodied the kind of skills and knowledge stakeholders need to take to work places and apply without difficulties. The timings allocated for delivery of the various CMP training programs have been enough to allow participants get the required skill and knowledge without too much strain. Moreover the CMP training programs have captured relevant individuals and organizations that could contribute to smooth implementation of CMP.

II. Effectiveness of Training Programs

The significant majority of stakeholders who were invited for training have received CMP trainings relevant to their CMP responsibilities. The skills and knowledge relevant to CMP stakeholders to carry out their respective CMP responsibilities have been acquired and no major skill gaps were detected. Moreover, the various stakeholders have quite comfortably described their CMP roles and responsibilities

III. Impacts of Trainings on Stakeholders' Job Performances

Performances of WWT in CMP coordination, implementation of woreda CMP plans and supervision have been largely significant. Similarly, the performances of KWT in supporting water projects in their respective areas have been marginal in Amhara region as there are no water extension workers at Kebele level. In the case of Tigray, the supports of KWT have been very encouraging. When it comes to technical experts at all levels, they have been performing

well in terms of providing CMP trainings to relevant stakeholders and providing various supports in CMP implementation. This is more so with woreda experts.

IV. Training Impact on Performances of WASHCOs

The performances of WASHCOs are more evident as it is highly reflective of the trainings received. The activities of WASHCOs right after training ranges from their active involvement in community mobilization for the subsequent scheme construction and collection of community contribution to that of water point safety and scheme management and leadership.

In CMP WASHCOs are not only implementers but also managers of WASH facilities. The training has given them the skill to discharge this big responsibility. Hence, WASHCOs are directly involved in procuring materials for their scheme construction. There has been significant time gain during the process of procurement. One of the problems that have been confronted elsewhere during procurement has been the long delays and time consuming process in procuring required materials for construction of water schemes. With CMP this is significantly reduced as the funds that are to be used for procurement is available at the door step and process is simplified as ownership feeling has been high among the community of service users. Supplemented with the right and relevant trainings, procurements have been done rather faster than ever before. Consequently, it was possible to construct more number of water schemes than was originally planned (see Table 10 above).

WASHCOs are also responsible to manage funds deposited in their name at nearby local MFI. The training has given the skill to manage funds. Their financial handling was reported very good as there has not been any misuse and mishandling of funds. The various audit reports have justified these situations.

When it comes to conditions of water points, WASHCOs do protect their schemes satisfactorily. Almost all water points surveyed (30 Water Points in 6 woredas of the two regions) in Amhara region were fenced and well protected. In Tigray, most of the water points constructed have not been fenced yet, they are in the process, but well protected. Pump Attendants and Care Takers

are trained and on stand-by and send them to training so that they can perform minor maintenance works.

Generally, the training impact at improving stakeholders' performances on CMP implementation and at enhancing WASH delivery of WASH services at community level has been great.

9.2 RECOMMENDATIONS

Considering the issues raised and problems stated above, the following suggestions are provided for future endeavors.

9.2.1 CMP Training Organizations:

- a. The RSUs need to take firm decisions, after deliberating with all concerned and relevant bodies that training duration, size of training participants, training plans and other essential training components need to be adhered to once agreed upon by all parties. If there is any change to be made due to circumstances beyond control at zonal or woreda level, RSUs need to be informed prior to any action is taken.
- b. Actions that are taken by federal COWASH project office to organize “Communication and Training Methodology” Course to Federal Technical Assistant Team and RSU specialists in August 2013 is very commendable. This good beginning need to continue for others engaged in providing CMP trainings across the system. The easiest way to do it would be to arrange and follow a ToT model that are cascaded to an appropriate level;
- c. Inventory on availability of adequate resources for training and supportive supervision including effectiveness of same resources for the intended purposes need to be taken on a regular interval, preferably on annual basis. The best timing would be when annual plans are prepared. Hence shortages or absence or inappropriateness of training resources need not be raised once implementation begins.
- d. In any training program execution that depends very much on TOT situation as in COWASH, close supervision and follow-up of training program implementation is very indispensable. This is very much needed for those trainers with TOT especially

- during their first and second encounters as trainers before they are left alone. The supervision and follow-up have got two objectives. One is to assess if the individual fresh trainer has fully comprehended the skill and knowledge he/she is ready to impart. Secondly such supervision helps very much to see how he/she handles the training sessions.
- e. COWASH's training program effectiveness need to be evaluated on a regular basis. For this purpose, it is necessary to develop an evaluation methodology and tools. The collection instruments include:
- Feedback form – for completion by each participant at the end of an event;
 - Event report – providing details on the event for the purpose of the follow up;
 - Feedback report – a short report on the event summarizing the feedback form results and identifying its successes and gaps;
 - Training program completion form – this form is to be completed after each training program in order to record statistical information such as number of attendees, gender, origins, summary of evaluation etc.;
 - Evaluation report – a short report to evaluate the success and effectiveness of the event.
- f. Copies of training manuals that COWASH prepares to guide and enhance skill and knowledge transfer during training program execution and afterwards, should be provided to WASHCOs for their use. There is no point in keeping them all with the woreda water office. Not only manuals but important documents, financial and related others, need to be deposited with individual WASHCOs for references. Communities must be encouraged to keep records by themselves and additional skill training may be necessary in this respect.

The general suggestions that can be made at this juncture is that given the background of WASHCOs and time allowed for the training, it appears that trainees cannot make effective use of the manuals when training is in progress. In fact the CMP training manuals are more Operational Manuals which reinforce how-to-do-it guide for the use of participants on-the-job after completing their training while the different

formats, templates, checklists, etc. that participants use for data recording, financial requests, and similar activities are more of **Operational instruments**. Hence the operational manuals need to be more simplified and user friendly and need to be given to WASHCOs as reference and guidance.

- g. WASHCOs should not be left to conclude that CMP trainings are over once communities get water points around. WASHCOs should not be left to conclude that the trainings received already are the end of capacity building intervention by COWASH project. As the focus is not only to have clean and safe water supply at reasonably close location but also to get the services sustainably under the leadership of WASHCOs. Hence more works in the area of capacity building trainings need to be accomplished. (List below not Exhaustive).

- ☐ Further trainings are needed to reinforce the management and planning capacity of WASHCOs;
- ☐ More trainings that focus on and promote sustainability have to be provided
- ☐ Experience sharing workshops among WASHCOs are essential;
- ☐ Undertake capacity needs assessment at appropriate interval, say once in two years, to find out emerging needs and demands at community level;

- h. There is no representation of water sector at kebele level in Amhara Region although there are lots of water and water related activities. As a result more pressure is put upon Woreda Water Office including CMP supervisors.

9.2.2 Measures for the Long Run

- i. Evaluation of CMP training events are indispensable and be part of the CMP training component:
- a) Trainers' performances in transferring skill & knowledge during training processes (methodology used) and efficiency in the use of time;
 - b) Training program effectiveness:- the adequacy of the contents of the training program in terms of what they expect to achieve; whether or not the objectives

of the training programs are met; relevance of the training manuals/formats used;

- c) Level of participation of trainees and impact in fulfilling expectations including suggestions for future improvements.

This can be achieved by developing evaluation tools /feedback forms.

- j. **Training Manuals:-** The CMP training manuals that are in use currently have been found relevant to actual work on the ground. However, it can help if these manuals are broken down into two categories:-
 - i) **Trainers Guide:-** it is a more detailed manuals in the hands of trainers that guides them through the training process – details on objectives, timing, learning tasks, participatory learning tools and exercises, simulations, group works are contained.
 - ii) **Trainees Operational Manuals:-** trainees can make use of these manuals both within the training room as well as at work places. These manuals need to be made user friendly and be retained by individual WASHCOs.
- k. The option of using **private sector trainers** of zonal and woreda experts in collaboration with or under the supervision of RSUs seems to be feasible. This measure can provide opportunities to fill expert gaps, if any, and make effective use of zonal and woreda experts for supervision, on-site support at community level. It creates good avenue for the project to inject into its training system the rich experiences and skills of the private sector trainers.

10 ANNEXES

ANNEX 1: CMP Zones and Woredas in Amhara Region, June 2014.

Ser. No	CMP Zones and Woredas		Year CMP Started
	Zone	Woreda	
1	Awi	1. Ankash	1998
		2. Guangua	1996
		3. Guangua Shekudad	2003
		4. Zigem	2004
2	West Gojam	5. Bahir Dar Zuria	1998
		6. Dega Damot	1997
		7. Gonji Kolela	2000
		8. Quarit	1999
		9. Yilamana Densa	1996
3	East Gojam	10. Bibugn	1999
		11. Enebsie	1998
		12. Dejen	2003
		13. Enarj Enawuga	2003
		14. Hulet Eju	2003
		15. Senan	2003
4	South Gonder	16. Dera	1998
		17. East Estie	1997
		18. Farta	1997
		19. Fogera	1998
		20. Andabet/ West Estie/	2000
5	North Gonder	21. Alefa	2004
		22. Chilga	2004
		23. Debark	2004
		24. Dembia	2004
		25. Taqusa	2005
		26. Tsegede	2004
6	North Wollo	27. Dawint	2004
		28. Meket	2004
		29. GubaLafto	2005
		30. Wadila	2005
7	Wag Himra	31. SahilaSeyemt	2005
		32. Aberegele	2005
8	Oromiya	33. ArtumaFursi	2005
		34. Dewey Harewa	2005
9	South Wollo	35. DessieZuria	2005
		36. Borena	2005
		37. Kalu	2005
		38. Tenta	2005
		39. BasonaWorana	2005
		40. AntsokiaGemza	2005
	TOTAL	40	

CMP Zones and Woredas in Tigray Region, June 2014.

<i>Ser. No</i>	CMP Zones and Woredas		Year CMP started
	<i>Zone</i>	<i>Woreda</i>	
1	Southern Tigray	Enda Mohoni	2004
		Offla	2004
2	Central Tigray	NearderAdet	2005
		Tahatayi Maichew	2005
3	North west Tigray	Medebay Zana	2006
4	South West Tigray	DegaTenbein	2006
		Sehrti Samre	2006
Tigray Total		7	
Both regions Total		47	

Source: Regional Project Support Units, Amhara and Tigray Regions

ANNEX 2: Sample Zones and Woredas Covered by the research. June 2014

<i>Ser .No</i>	<i>Zone conducted trainings in 2005*</i>	<i>Sample Zones Selected</i>	<i>Woredas got CMP trainings in 2005</i>	<i>Year CMP started</i>	<i>Sample Woreda selected Zone</i>	<i>Number of Sample Kebeles surveyed</i>	<i>Number of Sample WASHCOs surveyed</i>	<i>Number of WASHCOs members</i>
A	Amhara							
1	East Gojam	Selected	Bibugn	1999	-	-	-	
			Enebsie	1998	-	-	-	
			Dejen	2003	Selected	3	6	24
			EnarejEnawuga	2003	-	-	-	
			HuletEju	2003	-	-	-	
			Senan	2003	Selected	3	7	30
2	South Gonder	Selected	Dera	1998	-	-	-	
			Estie	1997	Selected	3	6	26
			Farta	1997	Selected	2	5	18
			Fogera	1998	-	-	-	
			Andabet	2000	-	-	-	
Amhara Total			27		4	11	24	98
B	Tigray							
3	Central	Selected	Nearder Adet	2005	Selected	2	5	25
			Tahatayi Maichew	2005	Selected	3	4	24
Tigray Total			2		2	7	9	
Both regions			29		6	16	33	

* Regional Support Units, Amhara and Tigray Regions

ANNEX – 3: Members of Kebele WASH Teams Rating WASHCOs on Number of Parameters, June 2014

Ser. No	Questions	Tigray	Amhara	Both regions
		%	%	%
Rate the following by putting a TICK Mark against you choice for the following questions. These questions will be addressed by KWT for each WASHCOs covered by the Research separately.				
1	The enthusiasm of Kebele experts in joining CMP implementation by providing continuous support to WASHCO and the community in CMP management?			
	High	100.00	33.33	60.00
	Medium	0.00	60.00	36.00
	Low	0.00	6.67	4.00
2	The level of support provided to WASHCOs by regional Experts			
	High	90.00	60.00	72.00
	Medium	10.00	40.00	28.00
	Low	0.00	0.00	0.00
3	How do you rate WASHCOs on capacity to keep all sorts of records that they are obliged to keep			
	High	0.00	6.67	4.00
	Medium	90.00	93.33	92.00
	Low	10.00	0.00	4.00
4	How do you rate WASHCOs on capacity to manage finance			
	High	0.00	46.67	28.00
	Medium	90.00	40.00	60.00
	Low	10.00	13.33	12.00
5	How do you rate WASHCOs on capacity to make Reports			
	High	20.00	13.33	16.00
	Medium	60.00	66.67	64.00
	Low	20.00	20.00	20.00
6	WASHCOs are cognizant of CMP Approach and acts accordingly			
	High	40.00	73.33	60.00
	Medium	60.00	26.67	40.00
	Low	0.00	0.00	0.00

Ser. No	Questions	Tigray	Amhara	Both regions
		%	%	%
7	WASHCOs have harmonious relations with their constituency			
	High	100.00	80.00	88.00
	Medium	0.00	13.33	8.00
	Low	0.00	6.67	4.00
8	How do you rate WASHCOs on capacity to hold “Public Audit”			
	High	90.00	60.00	72.00
	Medium	10.00	33.33	24.00
	Low	0.00	6.67	4.00
9	Rate WASHCOs on willingness to meeting contractual obligations			
	High	100.00	86.67	92.00
	Medium	0.00	13.33	8.00
	Low	0.00	0.00	0.00
10	Rate WOASHCOs on the skill they possess to undertake procurement			
	High	0.00	33.33	20.00
	Medium	30.00	40.00	36.00
	Low	70.00	20.00	40.00
11	Rate WASHCOs on capacity to undertake construction supervision			
	High	20.00	33.33	28.00
	Medium	80.00	53.33	64.00
	Low	0.00	6.67	4.00
12	Rate WASHCOs on capacity to handle materials and perform property management			
	High	20.00	66.67	48.00
	Medium	70.00	26.67	44.00
	Low	10.00	0.00	4.00
13	Rate WASHCOs on capacity to manage maintenance of water schemes			
	High	30.00	33.33	32.00
	Medium	70.00	46.67	56.00
	Low	0.00	20.00	12.00

11. REFERENCES

1. African Development Fund, Rural Water Supply and Sanitation Programme Appraisal Report, Ethiopia, June, 2005
2. Ann Philbin, capacity building in social justice organizations ford Foundation, 1996
3. CMP, Support to Community Led-Accelerated WaSH in Ethiopia, Revised Project Document for COWASH, Phase I 6/2011-6/2013 and Phase II 7/2013- 6/2016, Final, September, 30/ 2013.
4. Federal Democratic republic Of Ethiopia, One WASH National Program, A Multi-Sectoral SWAp Program Document, Draft II, *July 2013*
5. ITAB-Consulting PVT., Rural Water supply and Environmental Programme in Amhara, Final Report on Re- Investment Finance study, June 2005.
6. Len Abrams, Capacity building for Water supply and Sanitation development at local level, the threshold concept, paper delivered at the 2nd UNDP symposium on water sector capacity building, Delft, the Netherlands.
7. Melaku Worku, Training Impact Assessment Report on the CMP training conducted in 2004EFY,03/01/14
8. Ministry of Water Resources, Water Sector Development Program, 2002-2016, 2002
9. Ministry of Water Resources, Ethiopian Water Resources Development Policy, 2000,
10. Ministry of Water Resources, Ethiopian Water Sector Strategy,2001,
11. Ministry of Water, Irrigation and Energy, National WaSH Implementation Framework (WIF), April, 2011,
12. Ministry of Water, Irrigation and Energy, Manual for Accelerated Self Supply Program, January, 2014
13. United Nations Development program, UNDP's 2008-2013/ Strategic Plan for Development,
14. The Netherlands Initiative for Capacity Development in Higher Education, (NICHE),The Development of Capacity for Effective Practices in Water, Sanitation and Hygiene Services through the Integrated Involvement of TVET and Higher Education, November 2012, Addis Ababa, Ethiopia,
15. Thomas J. Hopkins (Dr.), Consultant, Handbook On Capacity Assessment Methodologies: An Analytical Review, Prepared for United Nations Development Programme, 8 August 1994