



CAP-NET UNDP

# MONITORING EVALUATION AND LEARNING PLAN REPORT

MELP 2018

## Table of Contents

Acknowledgment .....	3
Executive Summary .....	4
1. Introduction .....	5
1.1 Objectives .....	5
2. Method of Evaluation.....	6
3. Overview of Analysis.....	9
3.1 Participants' Response Rate.....	9
3.3 Limitations of outcome surveys .....	11
3.4 Responses for Online Courses.....	12
3.4.1 Respondents' Gender profile .....	12
3.4.2 Regional and Professional Affiliations of Respondents to the Outcome Surveys .....	13
3.5 Use of gained knowledge in online and face to face training courses .....	15
3.6 Sharing Knowledge.....	18
4. Challenges of Outcome Monitoring Process .....	22
5. Conclusion.....	24
6. Lessons Learned and Recommendations to Improve the MELP .....	25

## Table of Contents

TABLE 1: NETWORKS AND CDA SUMMARY .....	6
TABLE 2: CDAS EVALUATED IN THE ASIAN REGION .....	7
TABLE 3: CDAS EVALUATED IN THE AFRICAN REGION.....	8
TABLE 4: CDAS EVALUATED IN THE LATIN AMERICAN REGION.....	8
TABLE 5: CDA IMPLEMENTATION AND RESPONSES SUMMARY .....	9

## List of Figures

FIGURE 1: RESPONSE RATE FOR COURSES CONDUCTED IN 2017 .....	10
FIGURE 2: RESPONSE RATE IN ONLINE COURSES.....	12
FIGURE 3: GENDER PROFILE OF RESPONDENTS.....	13
FIGURE 4: REGIONAL AFFILIATION IN CDAS .....	13
FIGURE 5: PROFESSIONAL AFFILIATION OF RESPONDENTS IN FACE TO FACE AND ONLINE COURSES .....	14
FIGURE 6: USE OF KNOWLEDGE BY FACE TO FACE AND ONLINE COURSE PARTICIPANTS .....	15
FIGURE 7: USE OF GAINED KNOWLEDGE - CDAS .....	16
FIGURE 8: USE OF GAINED KNOWLEDGE - ONLINE COURSES .....	16
FIGURE 9: PARTICIPANTS % WHO HAVE SHARED THE GAINED KNOWLEDGE.....	18
FIGURE 10: SHARING KNOWLEDGE BEYOND THE ORGANIZATION .....	19
FIGURE 11: SHARING KNOWLEDGE BEYOND THE ORGANIZATION .....	19
FIGURE 12: MODE OF SHARING KNOWLEDGE CDAS AND ONLINE COURSES .....	20

## **Acknowledgment**

Cap-Net global secretariat is grateful to CapNet Lanka for the technical support given in compilation of this Monitoring Evaluation and Learning Plan (MELP) report 2018. Special thanks to Mr. Dimuthu Daluwatte for working on all the data analysis and drafting this report.

We highly acknowledge the support given by all the affiliated networks through outcome monitoring of 2017 activities and sending their input in timely manner. We also appreciate timely contribution of all the participants who responded to the outcome monitoring surveys.

Thanks you all who contributed in many different ways.

## **Executive Summary**

Outcome and impact evaluation is an important component of the Cap-Net Monitoring, Evaluation and Learning Plan (MELP) as a significant step for observing the changes on the ground and investigating strengths and weaknesses for further improvement of the programme. Cap-Net UNDP, implements various CDAs during a year to capacitate water partners, strengthens networks and enhances their members' knowledge reaching out to more than 110 countries

The major component of the MELP internship is assisting networks in conducting outcome and impact evaluation of various Capacity Development Activities (CDAs) implemented in the previous year (2017 in this case); data analysis and compiling all information into a final MELP report. Results revealed that CDAs conducted by affiliated networks have capacitated water-related professionals, communities, and various water stakeholders, making impacts through change in behaviors and actions in various water-related aspects. Most of them have used the knowledge gained and shared it through different modes and channels while applying it into their daily routines/jobs. As network reports revealed, some participants have performed as trainers sharing the gained knowledge from the CDAs. CDAs conducted for right target groups have caused more impacts in a vast arena from applying knowledge for their daily work to policy level impacts.

A major challenge of outcome monitoring is obtaining feedback from CDA participants. Most networks claimed this was due to time that it takes, geographical distance, non-responsiveness of participants and employment changes after the CDA. Lessons learned from outcome surveys revealed the need for new strategic actions to improve responses and to gather information from participants.

## **1. Introduction**

Cap-Net UNDP is a global network committed to capacity development of various water-related professionals and communities for sustainable water management. Organizational functions are based on three pillars to serve regional and local affiliated networks in different countries and regions. The three pillars of Cap-Net are:

1. Capacity Development of individuals and institutions for sustainable water management;
2. Strengthening water-related partnerships;
3. Knowledge management.

MELP exercise intends to focus on improving efficiency and the impact of activities delivered by affiliated national and regional networks, to achieve the above mentioned objectives, while ensuring documentation of outcomes and impacts. Furthermore, the Cap-Net Virtual Campus is playing an important role in capacity development, by connecting to a different audience, who is willing to learn online. Monitoring of outcomes and impacts is a continuous annual process to understand the changes or impact made through the capacity development interventions. Systems and processes will be improved and further developed based on the lessons learned.

### **1.1 Objectives**

The objective of this assignment is to measure and evaluate the impacts of different CDAs implemented by various regional and national Cap-Net affiliated networks and of the online courses conducted by Cap-Net virtual campus, during 2017. This assessment is done based on indicators such as i) Use of gained knowledge, ii) Sharing the knowledge among different audiences and groups, iii) Observed impacts associated with participants' actions. Lessons learned and success stories are captured throughout. Online courses have been evaluated separately, but findings have been compiled into the same report. MELP implementation is important to understand whether the CDAs have influenced the water management systems and practices of stakeholders and to decide on the most relevant learning tools and approaches to achieve Cap-Net's targets and goals.

## 2. Method of Evaluation

Monitoring and evaluation exercises were done for various CDAs which were implemented in their particular regions and countries. Impacts and lesson learned were documented by all active networks and submitted to the Cap-Net secretariat. Evaluation of all the online courses was conducted timely manner by the virtual campus coordinator.

Outcome surveys were conducted using a questionnaire as guided in Tool - 3 form A (improved version) of MELP. Most networks have conducted their surveys using the provided templates and questionnaires, but some deviated from that basic outline.

**Table 1: Networks and CDA Summary**

Region	Affiliated networks		No. of CDAs of affiliated networks	
	Supported	CDA evaluated	supported	evaluated
Asia	8	7	12	11
Africa	3	1	3	1
Latin America	3	3	3	3
<b>Total</b>	<b>14</b>	<b>11</b>	<b>18</b>	<b>15</b>

In 2017, the total number of 18 CDAs by 14 affiliated networks, were supported by Cap-Net UNDP. Out of that, 15 CDAs by 11 affiliated networks were evaluated (Table 1). Eight online courses were delivered in 2017 and all 8 courses were evaluated separately. Outcome evaluation of the online courses was done using survey monkey. Networks have conducted surveys using different modes such as survey monkey, online surveys using emails, face to face interviews and telephone interviews etc. Google forms online survey method was used to gather data from the networks who requested help from the Secretariat to reach to the participants (Table 2). Cap-Net Bangladesh and My CD Net requested Google forms survey link and shared to the participants to receive their answers. (Table 2).

In Asia, 11 CDAs were evaluated by 7 affiliated networks. In Asia, most of the networks used online evaluations via emails, while few of them were contacted via telephone and face to face. (Table 2). In Africa, 1 CDA, conducted by AGW Net, was evaluated using the online survey method (Table 3). In Latin America, 3 CDAs were conducted by 3 affiliated networks and all 3 were evaluated, using online survey methods such as survey monkeys and emails (Table 4).

**Table 2: CDAs evaluated in the Asian region**

<b>Region</b>	<b>Network</b>	<b>Course title</b>	<b>Method of evaluation</b>
<b>Asia</b>	Cap-Net Lanka	Capacity development of the farmer leaders in medium irrigation schemes empowering them on participatory decision making	Face to face evaluation
	Cap-Net Bangladesh	Training on reverse osmosis system design, maintenance & servicing Gender consideration in Integrated Water Resources Management (IWRM) in Bangladesh	Online evaluation using emails MELP Google forms link
	SCaN	Capacity building programme 'to strengthen the CSO's engaged with the Sanitation and Water for All (SWA) partnership in South Asia'	Online survey using Google forms
	MyCDNet	Brahmaputra river symposium Integrated Urban Water Management training Training programme on river pollution	Online survey using Google forms MELP Google forms link MELP Google forms link
	Cap-Net Pakistan	Capacity building of parliamentarians for mobilizing national water policy framework	Not responded
	CARAWAN	Presentation of the UN World Water Status Report 2018 "natural solutions to water management problems", dedicated to the World Water Day	Face to face evaluation, online evaluation using survey monkey, online evaluation using emails, and evaluation through telephone
		Advanced training of "Safety of the hydro-technical constructions for water specialists of Kazakhstan" within the framework the seminar on international scientific-practical seminar "Trans-boundary cooperation in Central Asia - security, stability, and prosperity of the whole region"	Face to face evaluation, online evaluation using survey monkey, online evaluation using emails, and evaluation through telephone
	CK-Net	Water Quality monitoring programme	Face to face evaluation, online evaluation using emails, and evaluation through telephone



Aguajaring	Training programme series on “Strategic Planning in River Basin Organization”	Online evaluation using email
------------	---	-------------------------------

**Table 3: CDAs evaluated in the African region**

Region	Network	Course Title	Method of evaluation
<b>Africa</b>	AGW-Net	Training course on “Groundwater Management within IWRM in river basin context”	Online evaluation using email
	Watercap	Water observation and information system (Wois) in Support of Water Resource Monitoring and Reporting on the river basin scale	Not Responded
	WA-Net	Climate-resilient access to water supply and sanitation	Not Responded

**Table 4: CDAs evaluated in the Latin American region**

Region	Network	Course Title	Method of evaluation
<b>Latin America</b>	LA-WET Net	Sustainable water governance training	Online evaluation using Survey Monkey
	REMERRH	Energy assessment of a transfer system through GIS in the framework of IWRM	Online evaluation using Survey Monkey
	Caribbean WaterNet	Drought risk reduction in IWRM	Online evaluation using email

### 3. Overview of Analysis

#### 3.1 Participants' Response Rate

In 2017, Cap-Net UNDP supported 15 networks to deliver 18 face to face training courses. Among that, 15 courses by 11 networks, and 8 online courses were evaluated. Total response rate was 28% for face to face courses, and 54 % for online courses. (Figure 1).

Amongst the regions, Latin American participants showed a higher response rate for online surveys while some networks in Asia showed a very low response rate to their online surveys (Table 5). However this is also depend on the participants' profiles and connectivity of different areas where the participants came from.

**Table 5: CDA implementation and responses summary**

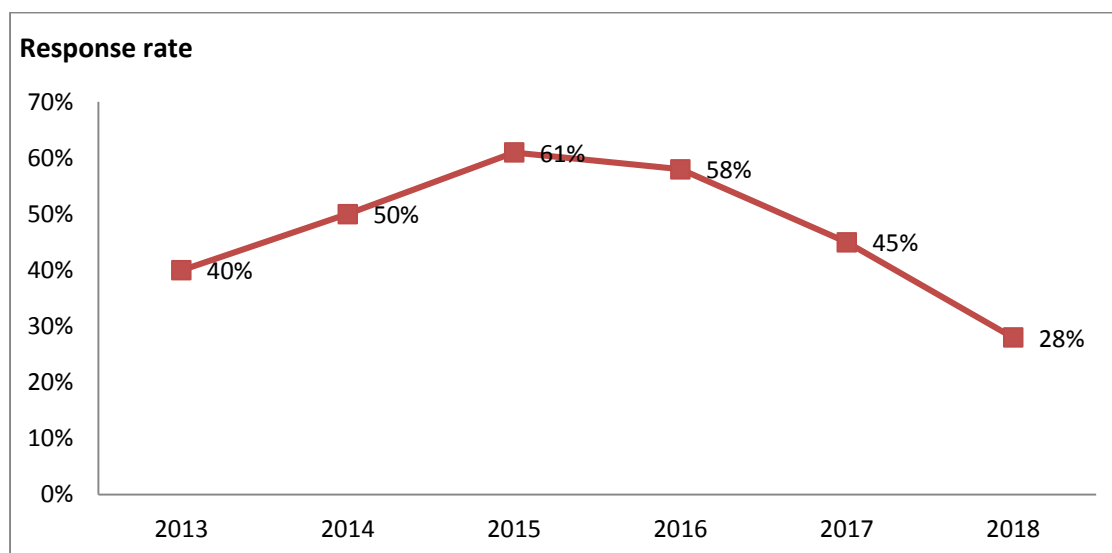
Region	Network	No. of Courses		CDA	No. of Participants		Response rate
		Supported	Evaluated		Reached	Evaluated	
Asia				1	51	19	37%
	Cap-Net Lanka	2	2	2	31	4	13%
	Cap-Net Bangladesh	1	1	1	30	29	97%
	SCaN	2	2	1	39	6	15%
				2	139	5	4%
	MyCDNet	2	2	1	25	2	8%
	Cap-Net Pakistan	1	1	2	36	0	0%
				1		0	
	CARAWAN	2	2	1	37	14	38%
	CK-Net	2	2	2	42	9	21%
CK-Net	1	1	1	20	20	100%	
Aguajaring	1	1	1	98	6	6%	
<b>Total</b>	<b>12</b>	<b>12</b>		<b>548</b>	<b>114</b>	<b>26%</b>	
Africa	AGW-Net	1	1	1	25	10	40%
	Watercap	1	0	1	0	0	
	WA-Net	1	0	1	0	0	
	<b>Total</b>	<b>3</b>	<b>1</b>		<b>25</b>	<b>10</b>	<b>40%</b>
Latin America	LA-WETnet	1	1	1	38	27	71%
	REMERH	1	0	1	19	15	79%
	Caribbean Water Net	1	1	1	27	20	74%
	<b>Total</b>	<b>3</b>	<b>2</b>		<b>84</b>	<b>62</b>	<b>74%</b>
<b>Total</b>	<b>18</b>	<b>15</b>		<b>657</b>	<b>186</b>	<b>28%</b>	

Asia: 12 CDAs of 8 networks were evaluated, but the overall response rate is low resulted by a very low response rate to some of the courses.

Africa: Only one CDA of AGW-Net was evaluated and the response rate is medium 40%. Low cooperation for the MELP from the region was also resulted by the low delivery of face to face CDAs in the previous year.

Latin America: LA-WET Net, REMERH and Caribbean Water net produced their outcome evaluation reports. The average response rate of the Latin American region is highest as 74% from total participants of CDAs. Highest response rate indicated in the Latin American region and the majority of them has used the online survey method.

Among the affiliated networks, a very high as 100% and 97% response rates were reported by some networks. Use of appropriate approach to reach different types of participants is important as a learning of this exercise. They have used online evaluation, face to face evaluation, and telephone conversations as appropriate to the course and some have sent follow-up emails to the participants individually. It is utmost important to emphasize the follow-up method during the training, then the participants are aware of their responsibility to answer to the questionnaire. In a situation with low response, a sample can be chosen and contacted via telephones to follow-up.



**Figure 1: Response rate for courses conducted in 2017**

Compared to the last four years, the lowest response rate is indicated in 2017 as 28% of total participants. (Figure 1)

### **3.3 Limitations of outcome surveys**

2017 reports the lowest response rate compared to the previous years. Some reasons for this lower response rates are described below as captured through network outcome evaluation reports.

#### **1. Most of the participants are busy in works**

Some networks reported that the busy schedule of most of the participants in their professions causes the delayed/ no response to the questionnaire surveys. This is more prominent in the high-rank officials in some regions.

#### **2. A large number of participants representing various geographic locations**

Programmes such as Brahmaputra river symposium of SCaN and River Basin Organization training of Aguajaring, attracted a large number of participants coming from various geographic locations, but outcome evaluations received a slow response from the participants, probably led by the broad geographic coverage and the activity type.

#### **3. Follow up mechanism up to the context**

The need for specific follow-ups mechanisms according to the different contextual factors is proven during the exercise. E.g. Low response rate of SCaN network has led by a large number of participants and possibly by the type of the activity. Therefore, it will be better to avoid using the same questionnaire to monitor activities like symposia (which address large group of participants), but ask few questions over the phone and receive qualitative details such as how the symposium has benefitted them and what are the outcomes.

#### **4. Changing contact details and positions**

Changing contact details over time is also another limitation for successful outcome evaluation with a good response rate. E.g. CapNet Lanka did a capacity building programme for farmer leaders and after several months most of the farmer leaders were unreachable due to changes in leadership and positions. In some countries like Kazakhstan, after six months, some CDA participants were unable to contact due to changing their mobile numbers and email addresses, resulted by changing positions and departments.

## 5. The retirement of some officials

Two participants of CDAs did not use the knowledge gained, due to their retirement after a few months of conducting CDA. This status reported by two networks Some of them are wishes to use the gained knowledge in their consultancy works.

### 3.4 Responses for Online Courses

Responses for online courses are higher than the response rate of network-affiliated CDAs (Figure: 2) More than 50% participants of online CDAs represents Latin America region (Table: 5) Most of these courses delivered in Spanish, while only a few were in English.

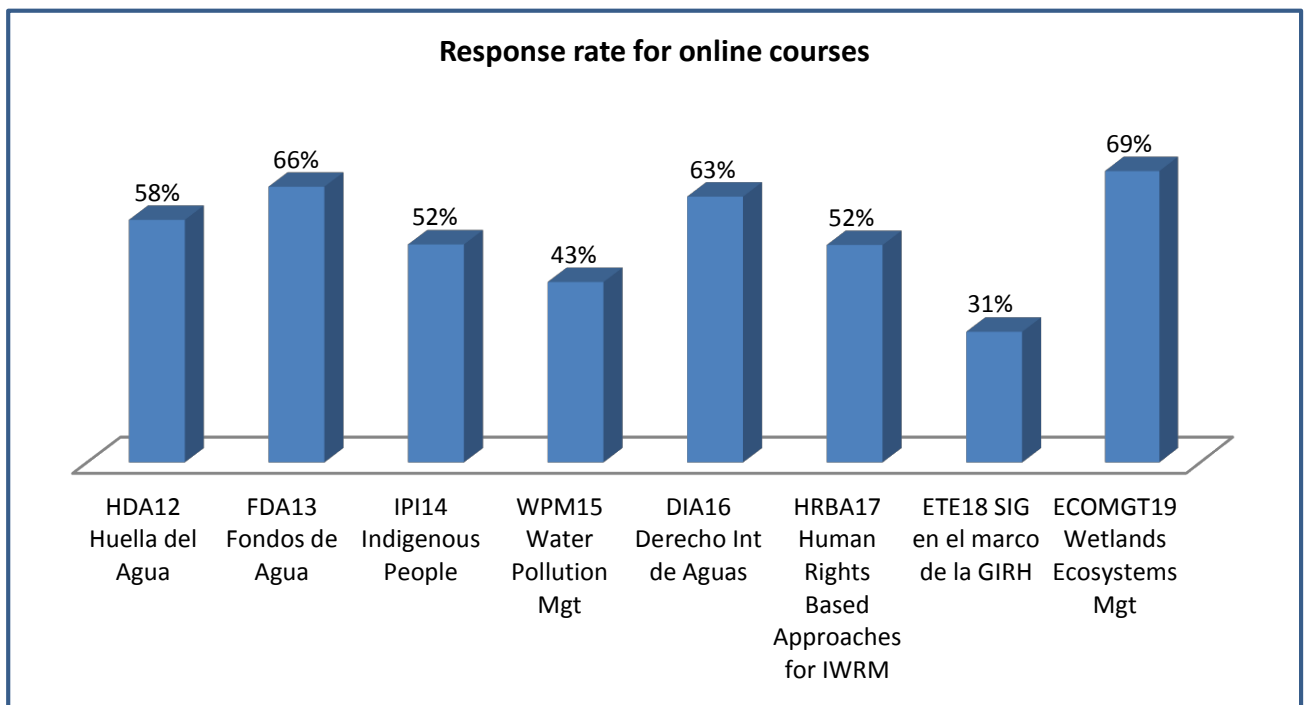
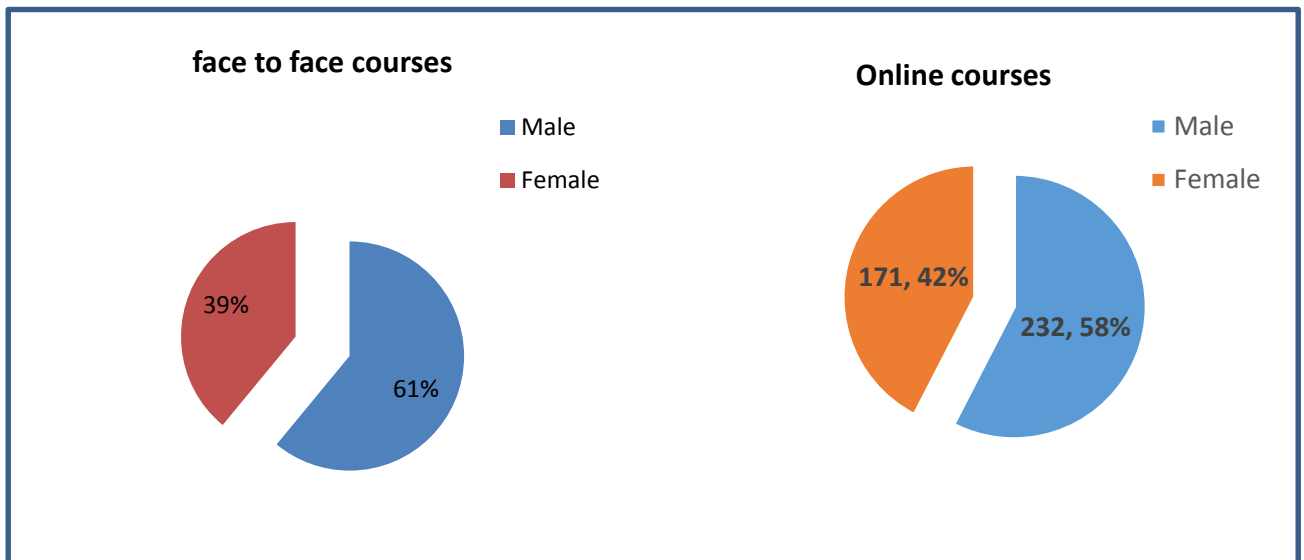


Figure 2: Response rate in online courses

#### 3.4.1 Respondents' Gender profile

As conscious effort made by Cap-Net UNDP for gender balance in training courses, responses indicate 39% female and 61%, male. Female participation for outcome survey was relatively high for online courses as indicated in Figure 3. According to the available data, as regional analysis, female responses in Latin America is 55% while it is 50 % in Africa. A significant high number of male responses observed (66%) in Asia.

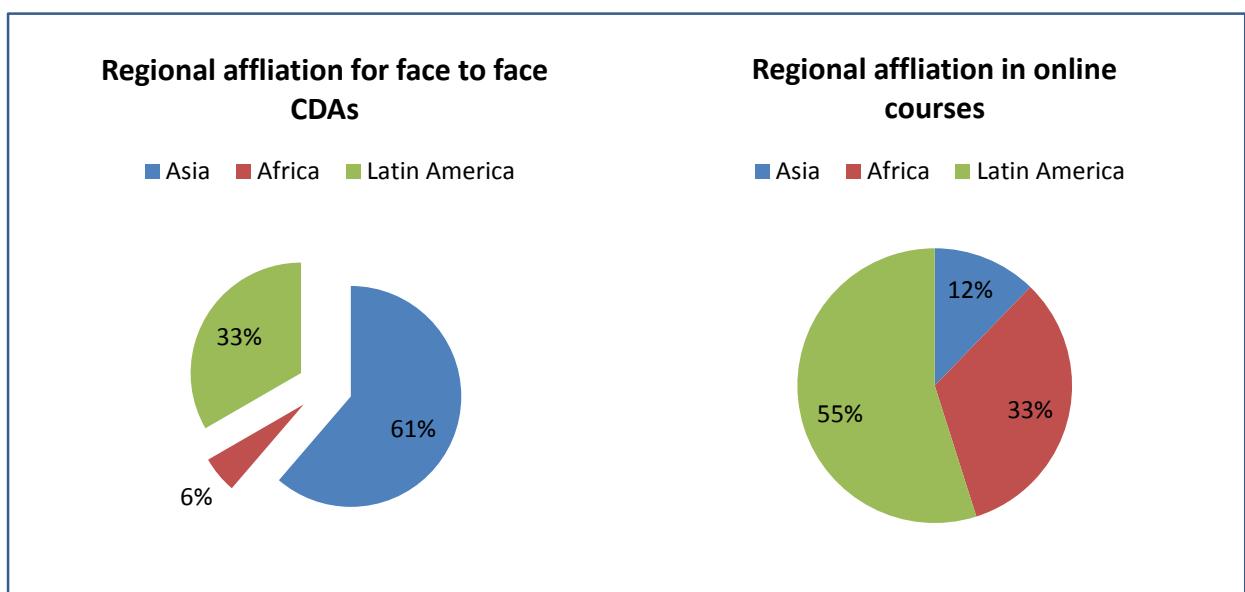


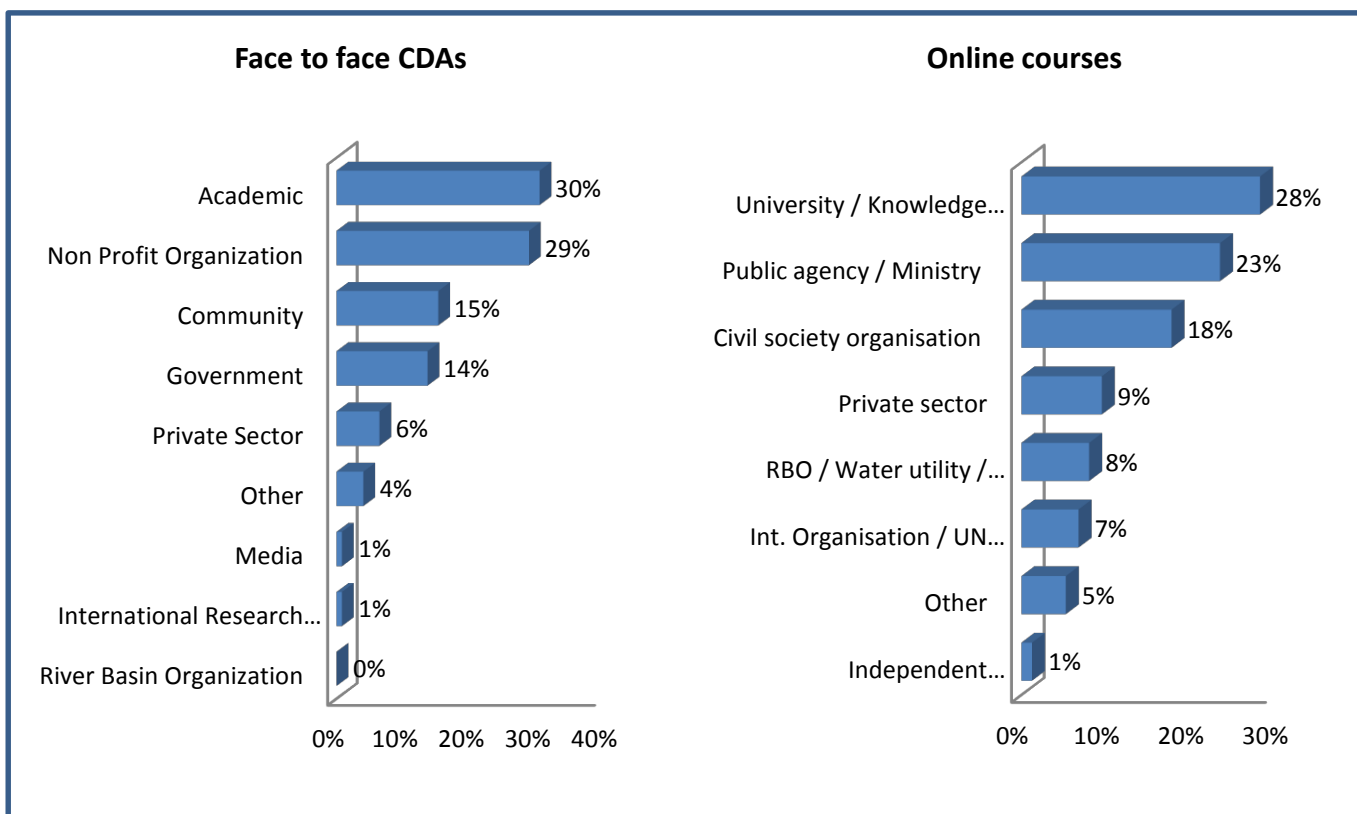
**Figure 3: Gender profile of respondents**

### 3.4.2 Regional and Professional Affiliations of Respondents to the Outcome Surveys

As data reveals, respondent and participant numbers in the Asia region are higher than those of other regions in 2017. In online courses, this trend is totally different where the majority represent the Latin American region and lowest from the Asian region (Figure: 4).

**Figure 4: Regional affiliation in CDAs**





**Figure 5: Professional affiliation of respondents in face to face and online courses**

When considering the professional affiliation of respondents, there was a significant contribution from academic persons in both CDAs and online courses. Although the majority of participants in 2017 represents the government sector, the response rate to the survey from government people is considerably low. Network evaluation reports revealed that the participants in non-governmental organizations used this knowledge to develop new proposals and apply in their projects (Figure 5).

Considerable level government sector enrolment was reported in online courses. Especially regional distribution data revealed 55% of government agencies enrollment for online courses from the Latin American region (Figure: 5). Compared to the participants' data of the courses, response to the follow-up surveys are very low from the government sector. Private sector and public community participation was considerably lower in both face to face and online courses but were equally represented in follow-up surveys.

### 3.5 Use of gained knowledge in online and face to face training courses

#### Question 1

a) Have you used the knowledge from the course to improve your working performance?

Yes [ ] No [ ]

b) If YES, please explain how have you used the knowledge? If NO, please mention the limitations.

Reflecting on the successful implementation of both CDAs and online courses, analyses revealed the 82% of the participants used the knowledge gained, for various purposes. Only 4% were unable to utilize disseminated knowledge in CDAs (Figure: 6). In online courses, 91% of the participants used the gained knowledge, while 9% of the participants haven't appreciated that they have used it (Figure: 6).

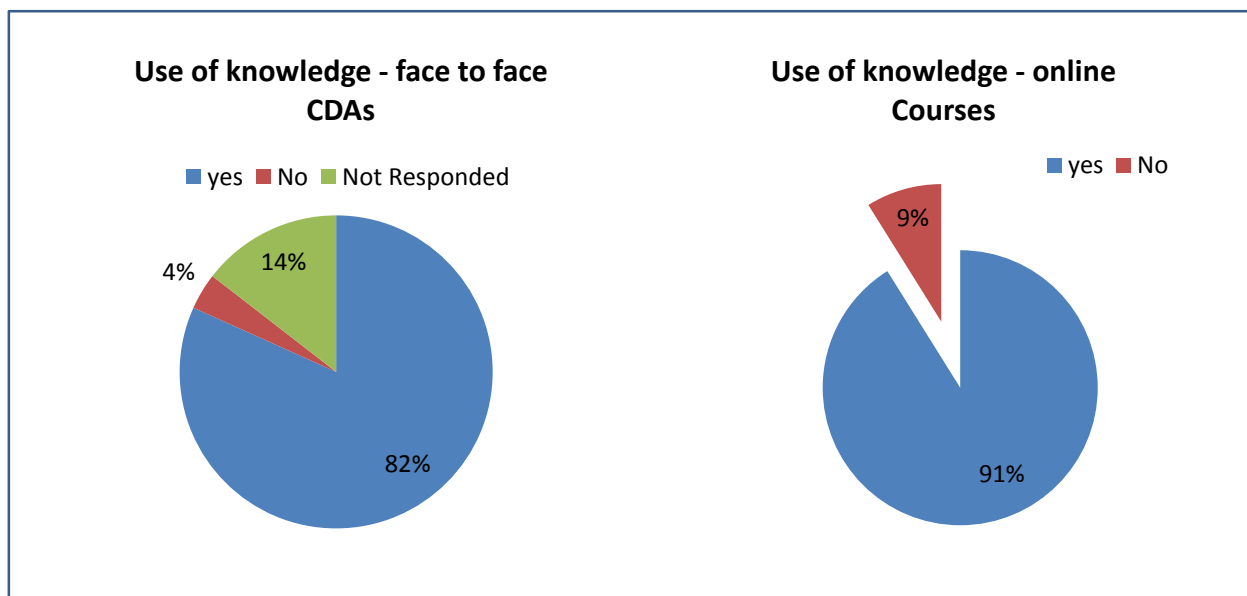
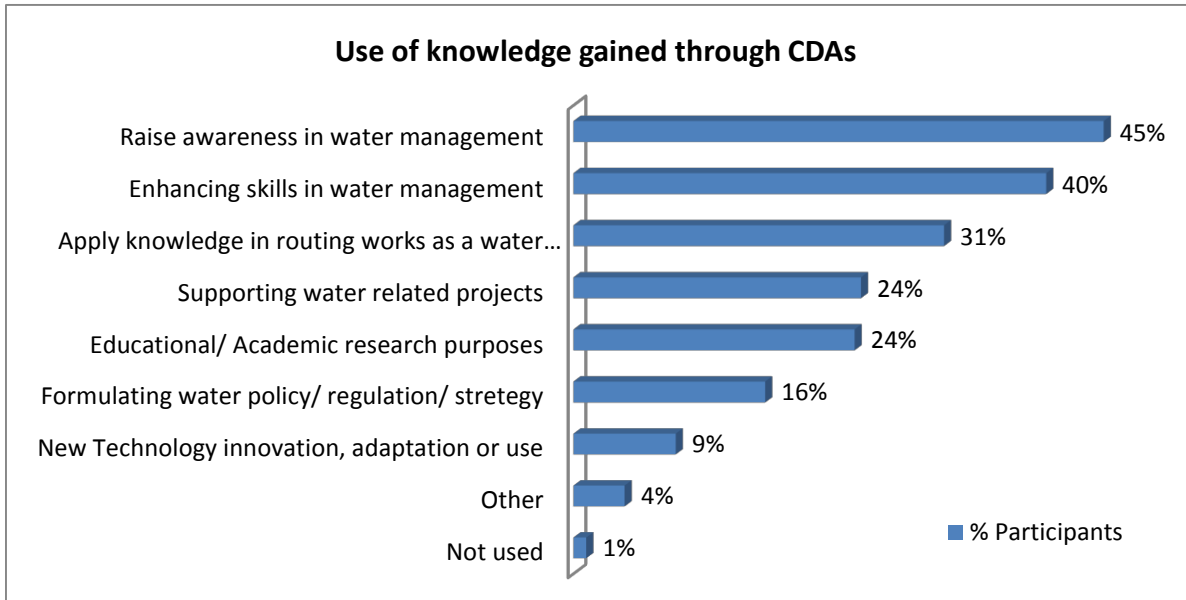


Figure 6: Use of knowledge by face to face and online course participants

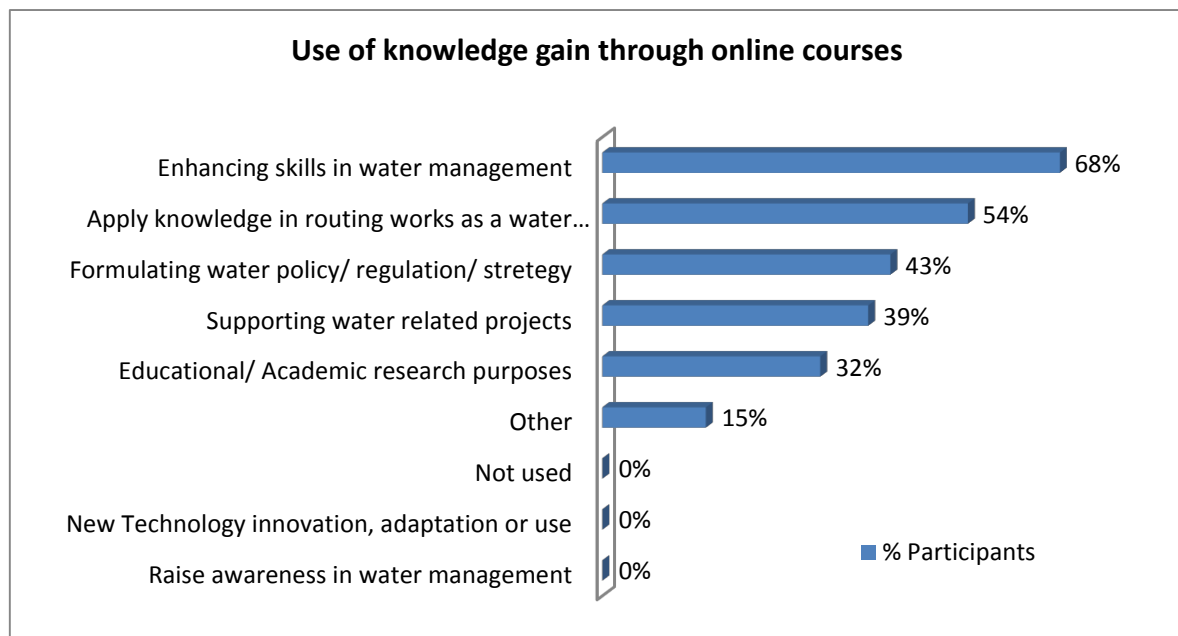
Among 96% of the responded participants who utilized particular knowledge gained through CDAs, 45% have used it to raise awareness, indicating continuous knowledge transfer among people and professionals (Figure: 7). Further 40% of the respondents could enhance their water management skills, and 31% are utilizing gained knowledge for their daily routine works to perform well for the well-being of



the communities (Figure: 7). In online courses, 68% of the responded participants used their knowledge to enhance their skills of water management, while 54% of the participants are using the gained knowledge for their daily routine works indicating the way of utilizing knowledge for the well-being of people in the world (Figure: 8).



**Figure 7: Use of Gained Knowledge - CDAs**



**Figure 8: Use of gained knowledge - online courses**

### **Special quotes on various ways participants have used the knowledge: gender consideration in IWRM course - Bangladesh**

Cap-Net Bangladesh training participants revealed that networks and alliances are positive to take positive actions applying the gained knowledge. The quotes from the participants reflect those positive influences as below;

- "It increases my knowledge about this topic and I also shared with others. Then people started thinking about it"
- "We have learned so many things about water management, especially emphasizing women empowerment"
- "Most of the people working in this sector is unaware of the gender perspective or they have limited knowledge on the subject. Sharing my knowledge helped my colleagues to gain a new perspective and include in their working agenda"
- "Enhanced the consciousness about water uses, new water technologies and adaptation practices"
- "I became more aware of Gender issues relevant to Integrated Water Resource Management and passing the messages among multi-level stakeholders during formal/informal discussions helps to bring changes into our society"
- "It positively worked in my research and we were inspired to create better water management system in public spaces so far"
- "It enhanced my gender based water management knowledge. As a result, I was able to build the capacities of my colleagues in this regard and incorporated the issue and importance of this in the project that we are working. Besides, I shared my knowledge among different stakeholders to raise awareness in different meeting, training, and workshops. Furthermore, I engaged myself to conduct more researches on this topic"

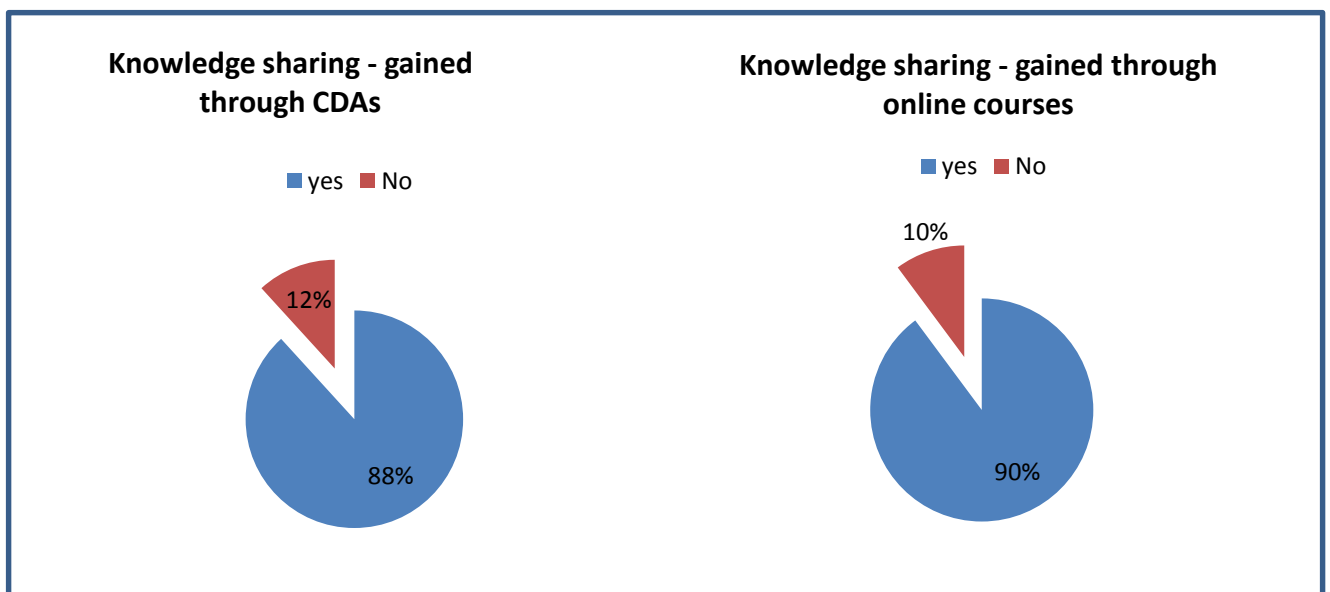
### 3.6 Sharing Knowledge

#### Question 2

a) Have you shared or spread the knowledge gained from the course within or beyond of your organization?

Yes [ ] No [ ]

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

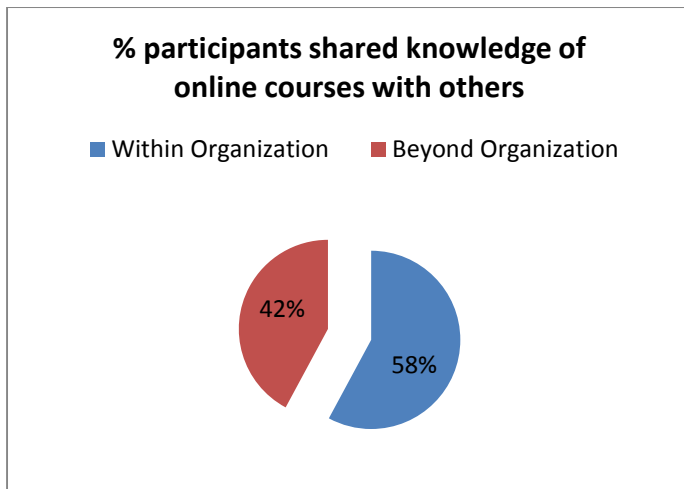


**Figure 9: Participants % who have shared the gained knowledge**

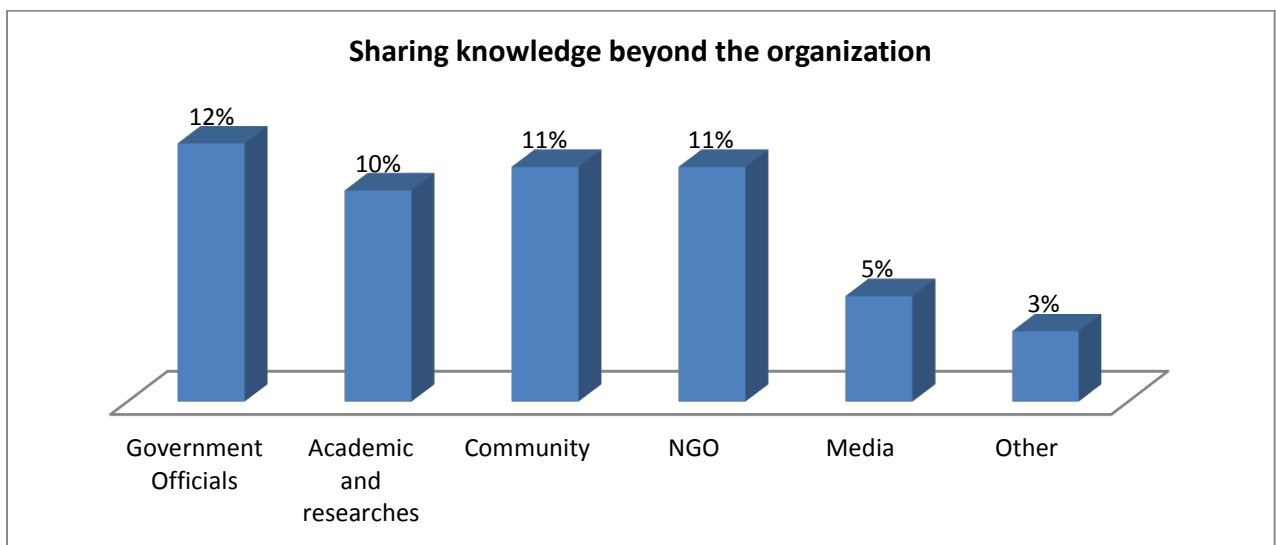
The evaluation reports of the affiliated networks explain that 88% of participants have been able to share the knowledge gained through CDAs, while 12% have not been able to share using any mode. (Figure 9). Online courses participants performed comparatively higher effectiveness of sharing knowledge than face to face course participants as it indicated 90% of responded participants could share the knowledge gained through online courses. Among 90% of the people who shared the knowledge gained through CDAs, 42% shared it within the organization (Figure: 10).

Among the people who indicated they shared the knowledge gained through CDAs, 12% of them have shared it among government officials, while other 10% shared it with academic and research persons and another 11% among NGOs and community

(Figure: 11). Only 5% of the participants reported that they shared knowledge through media (Figure: 11).



**Figure 10: Sharing knowledge beyond the organization**



**Figure 11: Sharing knowledge beyond the organization**

Among the affiliated networks, knowledge dissemination method is distinguished as 42% through informal conversations indicating highest and 31% through formal conversations and meetings indicating the second highest (Figure 12). But in online courses, 55% of the participants shared the knowledge through formal conversations and only 40% were sharing knowledge through informal conversations (Figure 12).

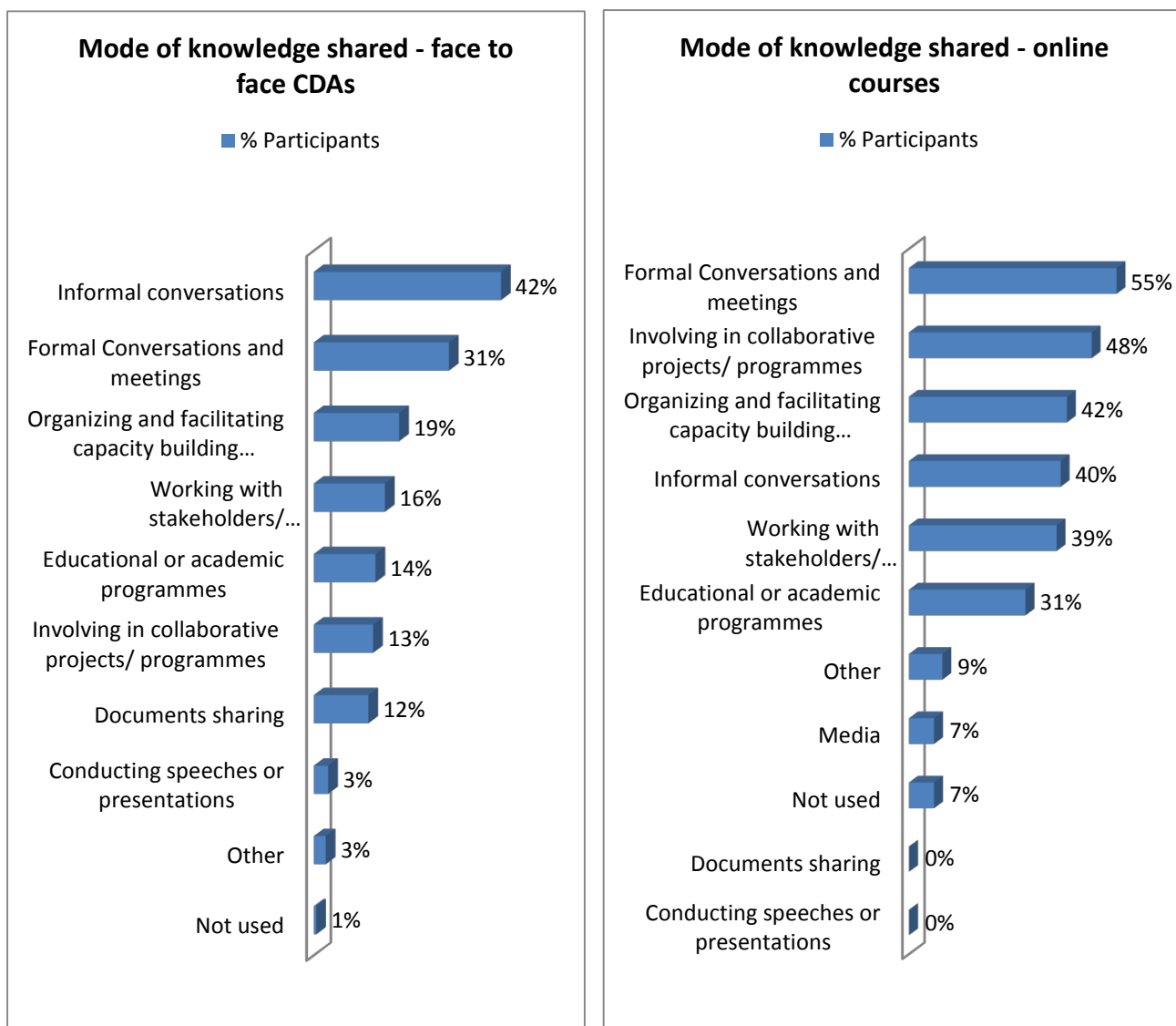


Figure 12: Mode of sharing knowledge CDAs and online courses

**Special quotes on sharing knowledge in African region: wetlands ecosystems management improvements in the Nile Basin**

‘Application of Economic Valuation Tools for Wetlands Ecosystems Management improvements in the Nile Basin’ was held in 2017. The outcome shows that the knowledge disseminated was a positive influence on the ground. A participant commented that "the knowledge gained has enabled further capacity development of his colleagues who work in the economic valuation of wetlands and the communities bordering of some protected areas including wetlands". As a result of the sessions of sensitization organized for local communities, haphazard exploitation has been ceased.

### **Story from Kazakhstan: Safety of the Hydro-Technical constructions impacts in Kazakhstan**

Advanced training of 'Safety of the hydro-technical constructions for water specialists of Kazakhstan' within the framework of the international seminar on 'Trans-boundary cooperation in Central Asia - security, stability, and prosperity of the whole region' course conducted in 2017 has contributed towards significant and positive changes on the ground. A participant confirmed that he used the gained knowledge in the implementation of a very important study on the state of Lake Balkhash, Kazakhstan. Another participant has used the materials and knowledge in preparation for a side event at Water Convention on Transboundary Waters and International Lakes, Astana 2018. Another person has used the knowledge to deliver courses for bachelor and master degree students of the Meteorology and Hydrology Department at al-Farabi Kazakh National University, and during the performance of the grant research project named 'Assessment of the influence of natural factors and economic activity on the state of water bodies of urbanized territories'. Another participant contributed to the improvement of analytical and expert activities, specifically an objective assessment of trends in ensuring the safety of hydraulic structures and the development of the water sector at the national and regional levels.

New knowledge has significantly improved the practical activities of organizations related to the safety of hydraulic structures; coordination and interaction of local executive and authorized bodies of water management and the investment plans, scientific and technical policy in this area; contributed to the selection of priority areas of regional cooperation and increased the technical level of specialists for monitoring the safety of hydraulic structures in Kazakhstan and neighboring countries.

### **Impact of targeting specific target group: Mekong river basin planning and management – Cambodia and Myanmar and Thailand.**

South East Asia regional training on strategic planning for River Basin Organizations was held on 3<sup>rd</sup> October 2017 in Bangkok, 6<sup>th</sup> October in Yangon, and, 19<sup>th</sup> October in Phnom Penh. Knowledge gained through this one day programme was utilized in Myanmar and Cambodia for river basin management. Cambodia National Mekong Committee, a national institution whose task is to manage water resources in the Cambodia Mekong River Basin used the materials and knowledge for their management decisions and academic researches as well. Participants representing Myanmar Engineering Society and Cambodia National Mekong Committee are directly linked to the Mekong river basin management planning activities. Cambodia National Mekong Committee stated that they are willing to apply this knowledge to influence government decision making in river basin planning and management. Furthermore, a state-owned enterprise in Indonesia, used the basic concepts taught in the programme, to enhance the outcomes at their workplaces related to water and even beyond.

### **Sustainable water governance in Latin America**

Sustainable water governance course conducted in 2017 has impacted on local authorities to become aware of the importance of resources management. A participant disclosed the facts about creation of a committee for the recovery of water resources at the source that supplies drinking water to the city where he comes from. Furthermore, dissemination of information to the people related to the development projects, with the purpose of reaching agreements for the resolution of conflicts of interest between the government, private sector and civil society are observed as outcomes of continuous capacity development.

A participant quoted that “the course allowed me to greatly enhance a public-private partnerships for watershed management. I coordinated the preparation and negotiation of such agreements, and the course allowed me to contribute more than I could in the following aspects. i) use a systemic approach to address the territorial problems and challenges, under an integrated vision; ii) develop a management plan limited to collective objectives and goals, using the basin as a management unit; iii) identify and map the key actors and their interests; iv) hold workshops to transform conflicts and promote active community participation; v) negotiate agreements assumed collectively, by entities in the public, private, community and academic fields; vi) develop a Voluntary Agreement for Watershed Management from the "bottom up", with participation and appropriate solutions both economically and with a sense of belonging. All this contribution was materialized in an agreement signed by 14 entities, called the Voluntary Agreement for the Management of Watersheds of the Itata Valley, "Ránquil en la Senda de la Sustentabilidad". (<http://www.agenciasustentabilidad.cl/resources/uploads/documents/files/668/convenio.pdf>).

## **4. Challenges of Outcome Monitoring Process**

### **1. Low response rate**

Major challenges related to MELP is lower response rate by CDA participants. Network reports and online surveys indicate a very low response rate compared to the last few years. Best solutions to improve response rate is adapting the monitoring methods concerning the contextual factors. E.g. - For CDAs which participants cannot be easily reached through online surveys, it will be better to reach sample and write a story on how they have been impacted rather than trying to present the quantitative data.

### **2. Timely Outcome evaluation reports**

Having outcome evaluation reports from respective networks on time was another challenge for MELP. Several follow-ups were done and many reminders were sent but some networks were not been able to submit their reports on time.

### **3. Difficulties in reaching CDA participants**

Some networks made attempts to get responses through several telephone calls and messages to contact participants, while some networks were able to contact a large number of participants using one email. Some of the participants were unreachable due to many reasons as explained in section 3.3. These reasons includes changing their professions, loss of contacts, changing contact details and moving to another geographical location etc. Improving the monitoring and coordination plan, considering these factors will be helpful to overcome particular challenges.

### **4. Limited inputs by some network reports**

In some network outcome reports, essential facts for data analysis are not included. Information such as gender, professional affiliations, sharing of gained knowledge was not included in some reports. This became a limitation for a comprehensive analysis. Some networks did not respond for the correspondences sent to them asking some clarifications and questions which hindered the timely and complete analysis.

### **5. Ensure more relevant participation**

As explained in section 3.3 as well, participants face challenges to use and share knowledge due to the situations such as retirement of personnel and learnings



gained were out of their experts areas. Therefore it is necessary to ensure relevant participation as much as possible.

## **5. Conclusion**

Both outcome monitoring and network assessments are important for the MELP, as tools to evaluate the performance of a whole network. Contextual factors needed to take into consideration when seeking right strategies to improve response rate and report on outcomes and impacts. With the knowledge gain through CDAs, some participants developed ideas to new projects; some participants applied the knowledge for policy and governance level changes; and some for academic purposes. Above mentioned achievement is observed due to the reach of the appropriate target group through CDAs. In particular a short time period, some impacts are visible, while long term effects are growing due to the seeds planted in the people's minds and progressive knowledge gained through continuous CDAs. Capacity development initiative usually generates results gradually. Especially the day to day practices of water management is bound with the lives of people and many significant impacts are coming with behavioral changes. Only the way of capturing these long term impacts is continuous monitoring and follow-ups by individual networks. It is impossible to observe one by one individual and therefore centralized monitoring mechanism is the best way of capturing responses and impacts. Networks also have to streamline their activities to be most influential, change-making, and triggering an impact. Right theme with the right approach to the right participant group will help to deliver quality output and outcomes.

## **6. Lessons Learned and Recommendations to Improve the**

### **MELP**

#### **1. Measure progress in a common format.**

Some networks deviated from the given questionnaire formats and reporting templates which made it more difficult to analyze data. In that case, it is recommended to introduce a common indicator tracking table to measure achieved output, outcome against the expected. In network reports, the connection from expected outcomes to achieved not much seen. Also, it was observed that the online course follow-up surveys were also slightly different, which should also consider reforming, because if the outcome evaluation results are comparable, the reporting process might be much more convenient.

#### **2. Approaches to improve the response rate**

Results analysis gives a clear picture of the most suitable methods for outcome evaluation with respect to different regions and countries and each different activity. Latin American region achieved a higher response rate through online outcome evaluation surveys as they also use online capacity development method a lot. As an example, CK-Net conducted an outcome evaluation by phone and visiting participants. 100% response rate was achieved, although it was time-consuming and costly.

#### **3. Adaption of various data collection techniques to specific trainee groups.**

In most training programmes, outcome surveys conducted using contact details, gathered at the CDAs. Some networks found difficulties in reaching participants as discussed in the previous sections. As an example, most of the contact details of farmers Sri Lanka was not reachable, due to changing of their mobile connections. Aguajaring encountered the same experience, due to change in workplaces, participants were unreachable, because official contacts were used to invite them to the training.

If the outcome of the programme is interviewed or questioned from a central officer who oversees the farmer leaders in that particular area, it might be easy to document some qualitative information, but needed to avoid the questionnaire surveys. As an

example, farmer societies are registered under the irrigation department and agrarian service department. Coordinating through relevant department (centralized coordination system) would be the best method to understand what's happening on the ground using the delivered knowledge. To accomplish this, the global secretariat has to be flexible in accepting the method of outcome evaluations used by the network.

#### **4. Capacity Building should be targeted for specific target groups posing effectiveness and impact**

Developing capacities of specific target groups is the other important lesson learned. A good example is shown in Aguajaring. River Basin Management CDA was conducted to the Cambodia National Mekong Committee, as the national institute, which is doing their major role as managing water resources and in Cambodia Mekong River Basin and Myanmar Engineering Society. These two groups used gained knowledge for Mekong river basin management.

Another example is that the groundwater management programme conducted by AGW – Net which capacitated National Directorate in charge of water resource management. They have used knowledge gained to review water legislation and regulations, while it is making the focus for advocacy to the others. Another example is that the capacity building in academic persons is using knowledge gained for their lectures and teachings, making a channel to transfer knowledge, opening doors to utilize knowledge for routine works in water management.

Online course evaluations revealed policy level changes due to governmental and decision making level participation. Networks need to develop an appropriate strategic approach according to contextualized factors to aim more impact. Plan for capacity development should be based on the need of the country or region, and the expected outcomes could be clearly defined. That will drive into policy level influences and behavioral changes.

#### **5. Continue budget allocation for network level outcome evaluation**

As attempts made by networks for outcome evaluation, coordination was the most difficult and expensive task to get responses. Some networks used different modes to contact participants and encourage them for their responses. There was an additional cost for outcome evaluation after few months to CDA conducted as

revealed by several networks. SO it is recommended to continue the financial assistance for MELP.

#### **6. Develop measures to capture developed and strengthened partnerships**

Partnerships are the second major objective of Cap-Net UNDP delivery strategy. In network level outcome evaluation reports, there were not many highlights and follow-ups about initiated and strengthen partnerships. If the continuous follow-ups continued on strengthened partnerships, it is possible to find impacts and success stories which reflects new partnerships.

#### **7. Develop a specific method and timeline to measure long term impacts**

Some CDAs drive to long term impacts, which could not be captured during the outcome monitoring timeframe. E.g. AGW Net conducted a CDA on groundwater and expected integration and impacts are progressive. Further, there are some groups, which is difficult to make sudden changes due to various personal, capacity and contextual factors.

Capacity development activities lead to significant changes in behavior, but it is a long term process and greater impacts will be performed along the years. To capture these impacts, continuous monitoring process is essential using indicators to measure changes on the ground.

#### **8. Introduce a mechanism to share best practices and improve next year CDAs and approaches using present Lesson Learned and Case Studies**

In all the network reports, best practices, lesson learned and case studies included. These aspects are important to develop their systems and mechanisms for better and quality actions next year, ensuring more efficient and effective service delivery for better achievements. Especially if a network looked at another network reports, they will understand that the particular networks are in different levels in their approaches, practices, experiences and decision making. It will be important to develop long term impact stories and case studies and think beyond the box to improve reporting on the impacts of their programs.

