UNIT 5  CAPACITY BUILDING

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5.0  OBJECTIVES

After reading this unit, you will be able to:

• recognize the need of human resource development for watershed projects;
• explain the importance of capacity and confidence building;
• summarize the preparation of short and long term training plan; and
• describe about identification of training organization.

5.1  INTRODUCTION

A large number of watershed projects are implemented throughout the country over a period of time. A large number of trained manpower in technical and managerial aspects are required for successful implementation of these projects. It is evident that the success rate of all the projects are not equal and the important reason cited for that is variance in managerial and technical capabilities of officials and executives of watershed projects. Administrators, managers, implementers and trainers associated with watershed projects require multidisciplinary planning, skill and competencies for effective implementation of watershed projects. It is essential to develop mechanisms for capacity building
Monitoring, Evaluation and Capacity Building

and service delivery system in watershed development programmes. Different categories of personnel would be required different types of capacity building based on their task and responsibilities. Some may require training on technological aspect while the other needs training on management and social aspects. Similarly, administrators and managers may require orientation and sensitization for enhancing their knowledge. A cost effective capacity building system needs to be developed in phased manner for various categories of personnel. This unit covers the human resource requirement and capacity building in watershed projects.

5.2 CONCEPTS

Human Resource Development (HRD) is the process of developing personal and organizational skills, knowledge and abilities in the various functionaries. It includes training, career development, performance management and development, teaching and learning, planning and project development. The major focus is on developing efficient workforce so that functionaries can accomplish their work to achieve the set goals.

Capacity building is defined as the process of strengthening the capabilities of the people, organizations and systems to make effective, efficient and sustainable use of resources. From past experience, it is learnt that watershed development projects under different programmes often failed to achieve their physical and financial targets on account of inappropriate administrative arrangements or inadequate management skills of the project staff/beneficiaries. Even in cases where progress has been satisfactory, development has not been sustainable in terms of operation and maintenance of assets and common property resources created because of inadequate participation by the communities and user groups. While the programme guidelines emphasize active involvement largely of the voluntary organization (VO) and community based organizations (CBO), they are found inadequate.

Sustainability of the watershed projects depends on the active participation of the people at all the stages of the watershed planning, management and development. Since the watershed projects substantially enhance the socio-economic status of the residents of the watershed area, they will be motivated to participate in the watershed projects. Poor technical ability and managerial skills has resulted in loss of confidence amongst the beneficiaries which has led to their withdrawal from the watershed projects. This scenario can be reversed by motivating and encouraging them to come forward and participate in the project. Hence, trainers and the implementers must win the confidence of the stakeholders.

In the watershed projects, there is a provision for carrying out activities which can attract the attention of the community and make them realize that they bring visible benefits. These activities called entry point activities (EPA) in a watershed project. The PIA is free to take up any activity which would be useful to win the confidence of the local community. The confidence building relates to the following:

- identifying the felt needs of community through PRA;
- locating the houses of different communities and institutions by social mapping during PRA exercises;
- identifying the most wanted activity of the Community for EPA through consensus for the benefit of stakeholder such as:
— finalizing the site/location for EPA.
— preparing the work plan and estimates involving the community.
— mobilizing the Community for donations/contributions (kind, cash and labour) for EPA.
— getting the work (EPA) executed by involving the community.
— making payment for material and labour from the funds available under works for EPA.
— notable examples of people’s felt needs are roads, assured electric power, seed and fertilizer depots nearby, scientific storage including cold storage, village computer centres etc.

Check Your Progress 1

Note:  a) Use the space given below for your answers.
       b) Check your answers with those given at the end of the unit.

1) Define human resource development.

2) Explain the need of capacity building for effective implementation of watershed programmes.

5.3 CAPACITY BUILDING FOR VARIOUS CATEGORIES

Success of the watershed projects depends on the competence of the personnel and workers in general and field staff in particular. There are three main categories of personnel associated with watershed programmes as follows:

i) Administrators and managers include officers from various organizations namely Ministry of Agriculture at national level, Departments of Agriculture, Soil and Water Conservation etc., at state and district levels, heads of PIA and heads of the registered societies at micro-watershed.

ii) Implementers include WDT members belonging to respective PIAs, office bearers of registered societies as well as para-professionals at the micro-watershed level, other participating members including land owners and landless families in the micro-watersheds.
iii) Trainers include full time existing faculty members of the identified training organizations in the public and NGO sector and also part time external resource persons who are identified as trainers (as per need) to assist the above organizations.

Enhancement of the managerial skills of the officials and workers involved in the watershed projects can be assumed through proper training. Since different category of personnel would be required to perform separate tasks and assume responsibilities in the watershed projects, their capacity building programmes will be different depending upon their roles and responsibilities. Different types of capacity building programmes for various categories of watershed functionaries are as follows:

### 5.3.1 Administrators/Managers

Administrators and managers may require only short duration orientation courses of 3-5 days. The major aspects to be covered in these courses are:

a) rationale behind watershed approach for sustainable development of rainfed agriculture;

b) rationale behind participatory approach under watershed programme;

c) orientation about common guidelines-2008 for IWMP watersheds;

d) exposure visit to successfully completed watersheds;

e) orientation and sensitization on equity for poor and empowerment of women;

f) attitudinal and behavioral change for facilitating participatory approach; and

g) significant roles and responsibilities performed by administrators and project managers will include:

- timely selection of PIAs and micro-watersheds in respective districts.
- preparation of detailed training plan for the state/district and its coordination.
- facilitation of fund flow in time.
- regular monitoring and review of physical progress for organization of community, capacity building of different stakeholders, preparation of annual action plan, progress implementation phase and evaluation of programme etc.
- regular monitoring and review of financial progress; timely release of funds to the PIA and community, maintenance of financial and physical records particularly at PIA and WA level.

### 5.3.2 Watershed Development Team

Implementers may require a combination of short and long duration courses including skill enhancement for 4-8 weeks duration. The content of these courses may vary depending upon requirement of the target group as given below:

a) orientation of the participants;

b) exposure visit of participants to successfully completed watersheds;
c) skill enhancement of the participants on the following aspects:

- organization of community into a new institutional set up at the village level includes SHG, UG, WA and WC etc.;
- PRA tools and techniques;
- team building skills, group action and conflict resolution etc.;
- indigenous methods of mass communication for awareness building among community members;
- management information system and computer application;
- facilitation skills for organization of exposure visits to success watershed stories;
- technological aspects for development of natural resources, production enhancement activities and livelihood support activities;
- participatory planning, preparation of designing and estimates; and
- participatory implementation, monitoring and evaluation, supervision of quality of works etc.

5.3.3 Watershed Community

The involvement of watershed communities is must for successful implementation of the project. Therefore, the capabilities of the community need to be strengthened by training them in the following aspects:

a) orientation of community about participatory approach as well as main feature of the operational;

b) motivation of office bearers and selected community members through focused exposure visits to success stories of the watershed projects;

c) orientation of office bearers of the WC, WA, UG, SHG about their roles and responsibilities under the programme;

d) enhancement of skills of watershed secretaries, volunteers, community organizers about record keeping and other job related management aspects; and

e) enhancement of knowledge and skills of indigenous technological aspects.

5.3.4 Master Trainers

Master Trainers require an additional longer duration course besides the orientation course and skill enhancement course. The additional component would focus on trainer’s training skill and facilitation skill to carry out their training courses effectively. All the above components may require a total of about 10-12 weeks.

5.3.5 Field Functionaries

At present, field functionaries and workers are given casual training on few aspects of watershed activities. In order to motivate them to take up their task and break the dependency on higher officials, effective training on all aspects of watershed development is very essential.
Check Your Progress 2

Note: a) Use the space given below for your answers.
   b) Check your answers with those given at the end of the unit.

1) Name three main categories of personnel associated with watershed programmes.

2) List the duration of capacity building programmes of various categories.

5.4 PREPARATION OF TRAINING PLANS

For preparation of a cost effective training plan, the total programme may be arranged in the following three phases keeping in view the requirement of time for travel, level of participants, available of competent training organization, etc.

1. Orientation and Training of national and state level participants

Two types of courses may be arranged for national and state level participants viz. (i) short-duration orientation course for nodal officers at the national as well as state levels; and (ii) long-duration skill enhancement course for internal and external trainers. The training courses may be carried out in a decentralized manner by regional and state level experienced training institutions. While identifying the above training institutions, preference may be given to institutions having the requisite experiences and facilities for conducting such courses.

2. Orientation and Training of district level participants

Short-duration orientation courses can be organized for nodal officers at district level from departments of agriculture and soil and water conservation; heads of identified PIA from the concerned micro-watershed etc. The participants for skill enhancement course may include WDT members from each PIA. These courses may be organized by support organization to be created under the project. Wherever required, this organization may take the assistance of external resource persons for this purpose.

3. Orientation and Training of watershed level participants

Short duration orientation courses may be arranged for office bearers of the registered societies established under the project at the micro-watershed level. Long duration courses for enhancement of job related skills may be arranged for
paid members of the above societies namely watershed secretary and volunteers of watershed committee (WC), Self Help Group (SHG), User Group (UG) etc. These training programmes may be carried out by WDT members preferably within the micro-watershed village in order to save time and resources. Duration of these training programmes may be 1 to 2 days at a time as per the needs.

A comprehensive time-bound annual action plan for capacity building of different categories of personnel shall be prepared keeping in view the sequence of activities and availability of training organization. Such plans on a long-term as well as short term basis shall be prepared by each District Nodal Agency. Thereafter, these may be consolidated by the State Nodal Agency so that coordination and facilitation could be undertaken in consultation with the identified training institutions.

5.5 SEPARATION OF CAPACITY BUILDING PHASE FROM THE MAIN IMPLEMENTATION PHASE

It is widely recognized that a few weeks of training input at initial stages of the project is not adequate for building the capacity of the PIA. Field experience has indicated that training input, particularly to WDT, watershed secretary, volunteers, community organizers, etc. should include not only learning of skills through structured courses but also a regular follow up support for application of skills. This would require a longer period of association between the trainers and trainees. It is therefore, essential to separate out the capacity building phase from the main implementation phase so that their progress can be reviewed with phase specific parameters.

During the capacity building phase, which may be extended to about one year, the PIA/WDT should facilitate the following activities at the village level:

- orientation of watershed community about the proposed strategy and approach;
- skill enhancement of office – bearers of the watershed committee and other concerned persons on organization of community into credit and thrift groups;
- use of PRA tools for preparation of action plan;
- record keeping and supervision of quality of work during implementation phase;
- preparation of strategic plan of watershed for the project period;
- preparation of detailed action plan of a portion of watershed area to be implemented during the capacity building phase;
- implementation of above action plan; and
- participatory evaluation of programme etc.

At the end, a critical assessment of the capacity of PIA/WDT and also the preparedness of watershed community may be made by an inter-disciplinary team identified by DWC. If the performance is not satisfactory, the PIA or the watershed community may be disqualified or given one more opportunity as decided by DWC.
5.6 ORGANIZATION OF TRAINING

The details of training institutions involved in watershed areas, training methods and indicators for assessment of training results are discussed below:

5.6.1 Training Institutions

Each state may identify their own training organizations to meet their training requirements. This may include national institution such as National Institute of Agriculture Extension Management (MANGE), National Institute of Rural Development (NIRD), Central Arid Zone Research Institute (CAZRI), Central Soil and Water Conservation Research and Training Institute (CSWCRITI) and its regional center, Central Research Institute for Dryland Areas (CRIDA) etc. In addition, other state level training and research organization/institutes in Government and non-governmental sectors may also be identified keeping in view competence, experience available infrastructure facilities, willingness of organization etc. In case, a particular training organization is not able to cover technical as well as participatory management components, participating district may also identify an experienced Krishi Vigyan Kendras for hosting/conducting training programmes for a part of the participants under phase III courses.

The expenses for conducting training programmes under phase III of the watershed project shall be met by concerned PIA/WDT out of 5% fund of the total budget to be released to it for this purpose. The coordination of training programmes phase II may be carried out by district nodal agency and hence 2% fund under the training component may be retained by district head out of the allocation. The coordination of training programme under phase I may be carried out by a nodal person at the state level. The expenses towards this aspect may be met out of one per cent fund under the training component to be retained at state level out of the funds allocated to each PIA.

a) Autonomous Support Organization

Support organization may be established/identified on a pilot basis where several NGOs and PIAs are involved and functional. These Support Organizations may be created in each district or for a cluster of districts or even at state level depending upon the number PIAs. Each support organization would serve about 10 PIAs. The cost for supporting these organizations may be met out of the 5% fund retained at state/district level under training component.

b) Networking of Training Organization

By and large, training organization are able to conduct courses either on technological or management aspects. It is rare to find an organization which can effectively cover all aspects of either technology or management component. A networking among training organizations with different expertise through exchange of resource persons, hosting a part of the courses in respective organization, etc. will be useful. The state/district agencies may however select training institutions best suited to their needs.

Training in respect of the each stakeholder should specially be designed to suit its duties and responsibilities. It must spell out clearly the objectives, goals, contents, methodology, resource persons, reading and training materials, duration and frequency of the training. The institutional arrangements for deployment of the client are also to be indicated. The training design for different key functionaries
must spell out distinctly the objectives/goals, contents, methodology, resource persons, reading/training material and frequency of training. For each stakeholder, the training content and areas will differ. The training content areas for different stakeholders are presented below:

<table>
<thead>
<tr>
<th>Training Areas</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community</td>
</tr>
<tr>
<td>a) Knowledge</td>
<td></td>
</tr>
<tr>
<td>Watershed concept</td>
<td>✓</td>
</tr>
<tr>
<td>Technical and treatment aspect of Micro Watershed</td>
<td></td>
</tr>
<tr>
<td>Gender Sensitisation</td>
<td>✓</td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>How to develop a micro watershed development treatment plan in a participatory manner?</td>
<td>✓</td>
</tr>
<tr>
<td>Income generation activities</td>
<td>✓</td>
</tr>
<tr>
<td>Account maintenance of WDC level</td>
<td></td>
</tr>
<tr>
<td>Role clarity</td>
<td>✓</td>
</tr>
<tr>
<td>Articulation of needs</td>
<td>✓</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Financial management</td>
<td></td>
</tr>
<tr>
<td>Self Help Group</td>
<td>✓</td>
</tr>
<tr>
<td>b) Attitude</td>
<td></td>
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<tr>
<td>Behavioural aspect</td>
<td></td>
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<tr>
<td>Community mobilisation</td>
<td></td>
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<tr>
<td>Conflict resolution</td>
<td></td>
</tr>
<tr>
<td>c) Skills</td>
<td></td>
</tr>
<tr>
<td>Participatory Rural Appraisal</td>
<td></td>
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<tr>
<td>Community organisation and mobilisation</td>
<td></td>
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<tr>
<td>Micro watershed detailed project plan</td>
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<tr>
<td>Training need assessment</td>
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</tbody>
</table>
5.6.2 Training Methodologies

In a training programme, methodology is very important. Every training programme should be ideally participatory in nature. With each stakeholder, the training methodology will be different. One can use the following methods during training:

<table>
<thead>
<tr>
<th>Training Methods</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community</td>
</tr>
<tr>
<td>Small group discussion</td>
<td>✓</td>
</tr>
<tr>
<td>Practical method</td>
<td>✓</td>
</tr>
<tr>
<td>Games</td>
<td>✓</td>
</tr>
<tr>
<td>Role Play</td>
<td>✓</td>
</tr>
<tr>
<td>Case study method</td>
<td>✓</td>
</tr>
<tr>
<td>Structured Exercises</td>
<td>✓</td>
</tr>
<tr>
<td>Exposure visit</td>
<td>✓</td>
</tr>
</tbody>
</table>

5.6.3 Indicators for Assessment of Training Results

Result of each training programme is reflected in the programme activities managed by any PIA. Following indicators will help to measure training results:
i) community organization – meetings organised, issues discussed and decisions taken effectively;
ii) meeting-increased participation in the meetings;
iii) planning-attendance increased at planning sessions;
iv) physical work-physical work undertaken without the help of PIA members;
v) account and record maintenance by watershed secretary;
vi) SHG meeting- regular attendance at meetings;
vii) reporting system-monthly and quarterly reports prepared and sent by secretary and PIA members on timely;
viii) change in behaviour with the community-during the meeting discussion takes place in friendly atmosphere by giving importance to each other’s views;
ix) rapport building-increased participation of villagers in meetings and training programmes;
x) communication-information meetings and other activities are shared; and
xi) conceptual clarity-villagers follow the watershed concept.

Check Your Progress 3

Note: a) Use the space given below for your answers.
   b) Check your answers with those given at the end of the unit.

1) Write name of any two support organizations for conducting trainings for watershed functionaries?

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2) What are the indicators for assessment of training?

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5.7 LET US SUM UP

- Watershed programme requires multidisciplinary planning, skill and competencies. Capacity building training for administrators, managers, implementers and trainers associated with watershed projects on different aspects of watershed management and development activities are needed for their skill upgradation.
- Human Resource Development (HRD) is the process of developing personal and organizational skills, knowledge, and abilities in the various functionaries while capacity building is defined as the process of strengthening the capabilities of the people, organizations and systems to make effective, efficient, and sustainable use of resources.
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- Enhancement of the managerial skills of the officials and workers involved in the watershed projects can be assumed through proper training. There are three main categories of personnel associated with watershed programmes namely (i) Administrators and managers, (ii) Implementers include WDT members and (iii) Trainers.

- Since different category of personnel would be required to perform separate tasks and assume responsibilities in the watershed projects, their capacity building programmes will be different depending upon their roles and responsibilities.

- The process to strengthen the capabilities of the people, organizations and systems to make effective and efficient use of resources in order to achieve their goals on sustainable basis.

- Different category of persons would be required different trainings to perform separate tasks and responsibilities. There are functionaries which require skill in technological aspect and others may need in management and social aspects of the watershed.

- Administrators and managers may require only short duration orientation programmes. Implementers may require a combination of short duration courses and long duration skill enhancement courses. Watershed community and trainers requires skill orientation courses in order to learn as well as practice the skills.

- Cost effective training plan may be prepared in three phases keeping in view the requirement of time for travel, level of participants, available of competent training organization, etc.

- Each state may identity their own training organizations such as state universities, research institutes, NGOs, etc. to meet the training requirement of different groups.

5.8 KEYWORDS

Administrator: Somebody whose job is to manage the affairs of a business, organization, or institution somebody appointed by a court to manage the estate of a deceased person, especially when there is no competent executor.

Capacity Building: It is defined as the process of strengthening the capabilities of the people, organizations and systems to make effective, efficient and sustainable use of resources.


Long Term Training: A particular length or duration that may be more than 8 week duration.

Orientation Programme: A meeting or series of events at which introductory information or training is provided to somebody embarking on something new such as a course of study.

Short Term Training: A particular length or duration that may be less than 1 week duration.
5.9 SUGGESTED READINGS


Samra, J.S., Sharda, V.N. and Sikka, A. K. (2002). *Water Harvesting and Re-cycling-Indian Experience*. Central, Soil & Water Conservation Research & Training Institute, 218, Kaulagarh, Road, Dehradun, (Uttarakhand), India


5.10 MODEL ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

1) Human Resource Development (HRD) is the process of developing personal and organizational skills, knowledge and abilities in the various functionaries. It includes training, career development, performance management and development, teaching and learning, planning and project development.

2) Capacity building is defined as the process of strengthening the capabilities of the people, organizations and systems to make effective, efficient, and sustainable use of resources. From past experience, it is learnt that watershed development projects under different programmes often failed to achieve their physical and financial targets on account of inappropriate administrative arrangements or inadequate management skills of the project staff/beneficiaries. Even in cases where progress has been satisfactory, development has not been sustainable in terms of operation and maintenance of assets and common property resources created because of inadequate participation by the communities and user groups.

Check Your Progress 2

1) Following categories of personnel associated with watershed programmes: (i) administrators and managers; (ii) implementers; and (iii) master trainers.

2) Capacity building modules of various categories are as under:
   - administrators/managers : 3-5 days;
   - watershed development team : 6-8 weeks; and
   - Master trainers : 10-12 weeks.
Check Your Progress 3

1) i) National Institute of Rural Development (NIRD); and
   ii) Central Arid Zone Research Institute (CAZRI).

2) Following indicators will help to measure training results:
   i) community organization – meetings organised, issues discussed and decisions taken effectively;
   ii) meeting-increased participation in the meetings;
   iii) planning-attendance increased at planning sessions;
   iv) physical work-physical work undertaken without the help of PIA members;
   v) account and record maintenance by watershed secretary;
   vi) SHG meeting- regular attendance at meetings;
   vii) reporting system-monthly and quarterly reports prepared and sent by secretary and PIA members on timely;
   viii) change in behaviour with the community-during the meeting discussion takes place in friendly atmosphere by giving importance to each other’s views;
   ix) rapport building-increased participation of villagers in meetings and training programmes;
   x) communication-information meetings and other activities are shared; and
   xi) conceptual clarity-Villagers follow the watershed concept.

Planning on the basis of watershed functionaries must identify the training needs of different categories and develop a training program of adequate duration. Annual action plan for the watershed will be initially for 2-3 years with annual plan exercise cover the following components:

- conservation and development of vital natural resources namely land, water, vegetation and livestock;
- optimum utilisation of these resources in order to ensure sustainability;
- integrated development of the watershed area and community;
- organising the watershed community in the form of functional groups for ensuring active participation in planning and management of watershed projects;
- decentralising the process of planning and management of watershed projects;
- developing the capabilities of all stakeholders in the process of participatory watershed management; and
- imparting knowledge and skill which will produce abundance in a sustainable manner without damaging the environment.