

**POST TRAINING EVALUATION REPORT OF  
THE A.I.T COURSE ON**

**IRRIGATION SYSTEM  
MANAGEMENT**

**BY**

**AHMAD NAZIR WARRAICH  
INSTITUTIONAL CAPACITY DEVELOPMENT EXPERT**

# Table of Contents

---

<b>1 - EXECUTIVE SUMMARY .....</b>	<b>Page 1</b>
<b>2 - BACKGROUND .....</b>	<b>Page 1</b>
<b>3 - METHODOLOGY.....</b>	<b>Page 3</b>
<b>4 - FINDINGS.....</b>	<b>Page 3</b>
<b>5 – A COMPARISON BETWEEN HOSPITAL MANAGEMENT, CONTRACT ADMINISTRAION &amp; ADR AND IRRIGATION SYSTEM MANAGEMENT COURSES..</b>	<b>Page 16</b>
<b>6 - RECOMMENDATIONS .....</b>	<b>Page 18</b>
<b>Annexes .....</b>	
Annex A : Questionnaire.....	
Annex B : Methodology.....	
Annex C : All the stated objectives of participants for the training.....	
.....	

## **1- EXECUTIVE SUMMARY**

The Government of Punjab is working at the capacity building of its officials with a view to improving the overall performance and efficiency levels of service delivery. This has become doubly important in view of the many reforms being introduced by the Government, as well as the rapidly changing modern governance paradigm, which require acquisition of new skill sets. The Punjab Resource Management Programme entered into a partnership with the Asian Institute of Technology ( A.I.T), with a view to train selected officials from identified Departments in the modern techniques and required skills. In keeping with good governance practices, it has been thought expedient to, at the same time evaluate the trainings being provided by A.I.T. It is hoped that this would provide them with feedback on how to improve the trainings. As a result of this initiative, two Evaluation reports have already been submitted for the first two courses on Contract Administration and Alternative Dispute Resolution, and Hospital Management, the third report is being submitted, with regard to the course on Irrigation System Management. The report is based on the findings elicited through Questionnaires and select interview. The Questionnaire ( attached at Annexure-A ) aims to assess a broad range of data including overall satisfaction with training quality, course content, resource persons quality, logistical arrangements, etc. The Report shows overall satisfaction with the course content, and field visits, as well as the qualifications of the Resource persons. However, in this course, a large portion consisted of study visits, which have been generally appreciated by the participants. In this regard a separate section has been provided along with a graph, showing the comparison between the Resource persons of this course and the first two, and the satisfaction level of the participants with regard to the achievement of objectives. Some participants have however, suggested that such training might have been more useful in a country, whose irrigation system is more akin to ours.

## **2- BACKGROUND**

The ability of the officials to perform their assigned tasks is crucial to the efficient performance of the tasks of various government departments. It is particularly so in the fast changing modern world, where the skill sets required for job performance are subject to continuous change and improvement. It is in keeping with this that the Government of Punjab, came up with a plan through the PRMP to build the capacity of the public servants working in the provincial government. This plan has been developed after a thorough and broad based stakeholder consultation process. It envisages a multi-pronged strategy that includes granting of scholarships for Masters Programmes to world reputed universities, in areas of importance for the provincial government. In addition, it also includes sending selected government employees on short courses to various leading institutions, such as the Civil Service College, Singapore, and the Asian Institute of Technology (A.I.T) Thailand, etc.

The first batches were sent to the A.I.T in May and June of this year. So far three batches have been sent, two from the Irrigation & Power Department, and one from the Health Department.

In order to ensure that the scarce government resources are being efficiently utilised, it was decided by PRMP to conduct an evaluation of these trainings, with a view to assess the courses, their contents and quality of the resource persons as well as the overall usefulness of the said courses, for the Government of Punjab. This exercise would help the Government determine whether to continue sending officials to this course in the future as well. It is also desired that any short comings and positive suggestions may be identified with a view to communicating the same to A.I.T, so that they may improve the course for the future batches that are sent on the said course.

Punjab is the granary of the country, and has one of the largest irrigation network in the world. In this age of decreasing water resources, it is important to learn the techniques of water management. It is in keeping with this that the officials of Irrigation & Power Department were sent to this course. This two week seminar cum study visit programme to Thailand was meant to give an opportunity to the participants to “critically review theoretical concepts and identify technical substances they can apply in the field”. The visit was so designed as to give them ample exposure to actual applications, problems/challenges and alternative solutions that could be adopted in the Punjab context.

## 2.1-COURSE OBJECTIVES:

It was hoped that at the end of the course the participants would have acquired the knowledge and skills about the following:

- gain knowledge on important principles and concepts related to irrigation system management;
- identify possible applications of theoretical substances in order to recommend solutions to solve problems in the field;
- increase knowledge on appropriate management approaches and techniques used for operation & maintenance of irrigation infrastructures, water allocation and distribution and on-farm water management;
- be able to understand importance and key issues on beneficiaries participation in irrigation water management;
- get exposure to irrigation water conservation techniques being practiced in Thailand;
- familiarity with appropriate technical-know-how that can be used for irrigation water allocation and distribution;

- develop plan of actions or initiatives for improving effectiveness and efficiency on irrigation system in the Punjab, thru lesson learned from Thailand.

### 3- METHODOLOGY

The methodology used for this evaluation exercise is the same as the one used in the earlier Reports already submitted for Contract Administration and Hospital Management. It has therefore been thought convenient for the readers, to add the same as Annexure-B, rather than reproduce the same in full, in the main text.

### 4- FINDINGS

#### 4.1 Level of satisfaction expressed by participants on different aspects of training

The participants have shown an overall satisfaction with the course content, logistical arrangements and resource persons. The participants looked particularly satisfied with the field / study visits. All the participants have recommended that the course and the training at A.I.T, should be repeated for other recipients as well. All their responses in this regard have been organized below in the form of charts, matrixes / tables etc.

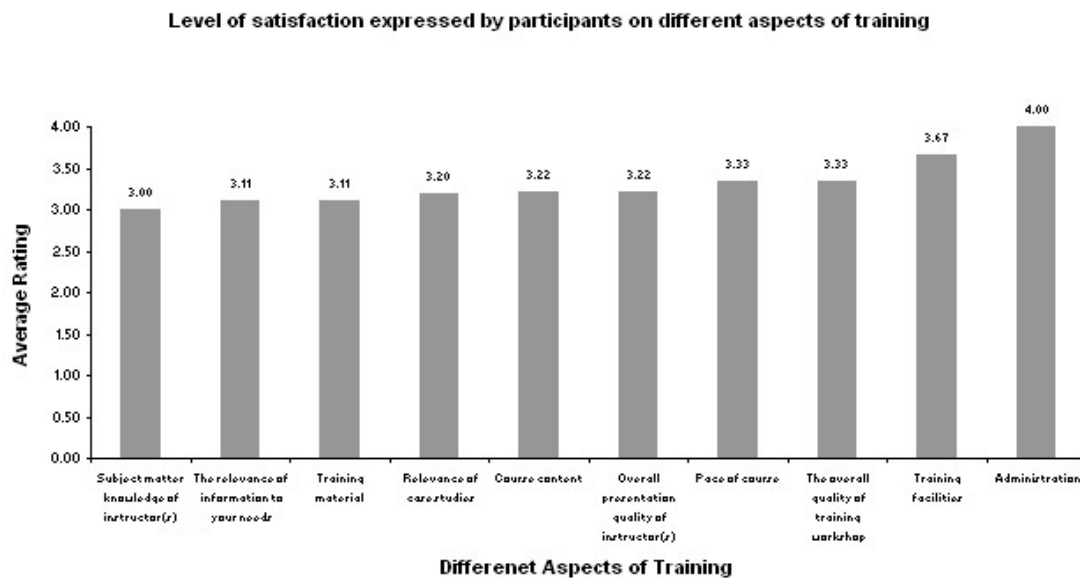


Figure 1

Participants were asked to rate each item on a four-point scale:

- 1 = Not satisfied
- 2 = Somewhat satisfied
- 3 = Satisfied
- 4 = Very satisfied

It is evident from the data acquired that the participants were satisfied with the course, with overall average of 3.32 that clearly falls within the range of satisfied to very satisfied on the rating scale. In head wise rating, ‘administration’ (4.00) and ‘training facilities’ (3.67), were both rated very highly. On the other hand, ‘subject matter knowledge of instructors’ received the lowest average (2.78).

#### 4.2 Self-ratings of participants of their knowledge before and after attending the course

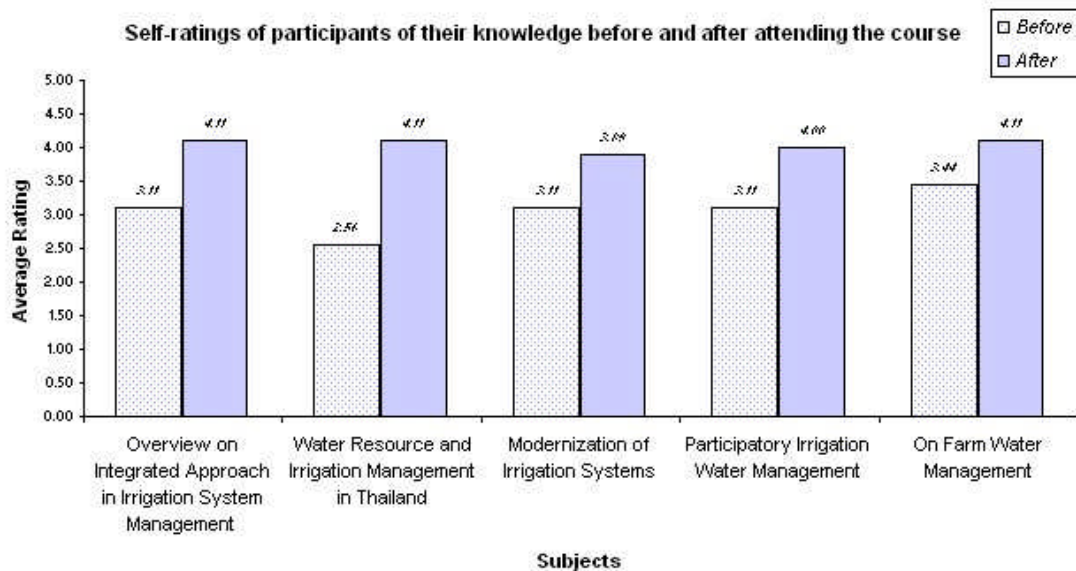


Figure 2

Participants were asked to rate their level of knowledge of each module taught with regard to before and after the training on a five-point scale as described below:

- 1. Very low = Know nothing about this topic
- 2. Low = Know very little about this topic
- 3. Moderate = Know about this topic but there is still a lot to learn
- 4. High = Have a good knowledge but there are still more things to learn
- 5. Very high = Know almost everything about this topic

The graph above shows that the level of knowledge of the participants about the course subjects increased from approximately “moderate” of pre-training to “high” of post-training.

Most significant improvement in the knowledge of participants was noticed in Water Resource and Irrigation Management in Thailand and the least gain was observed in On-Farm Water Management.

### **4.3 Individual evaluation of resource persons**

In any training perhaps the most important input, aside from the participant, is the resource persons / trainers. In view of this it was thought essential that the participants should evaluate the resource persons of the said training. The participants’ responses indicate that there were 7 resource persons in all.

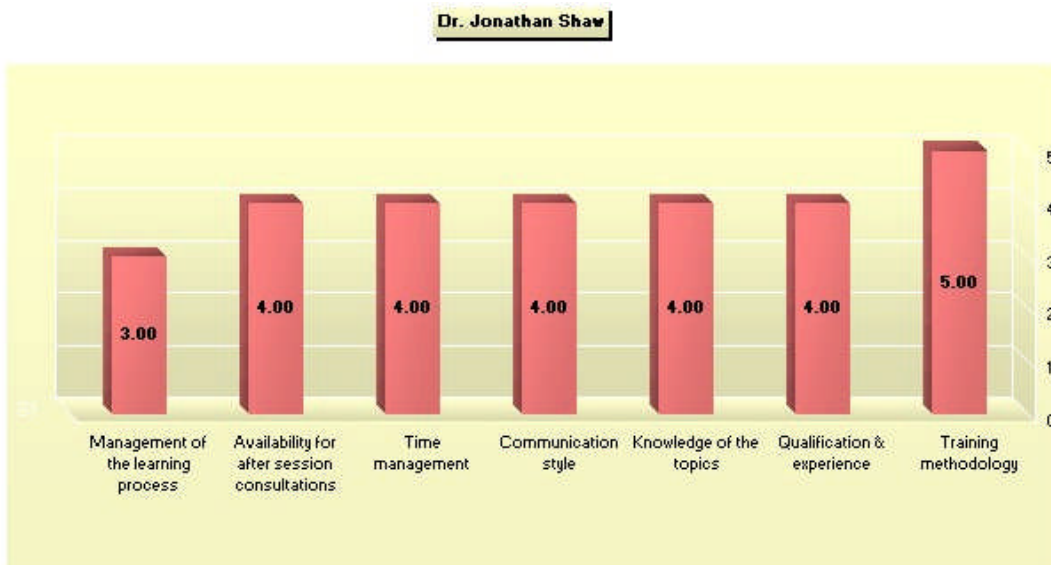
The participants were asked to rate the resource persons with regard to a number of skills:

- Qualification & experience
- Training methodology
- Knowledge of the topics
- Communication style
- Time management
- Availability for after session consultations
- Management of the learning process

The five-point scale used for the rating is as follows:

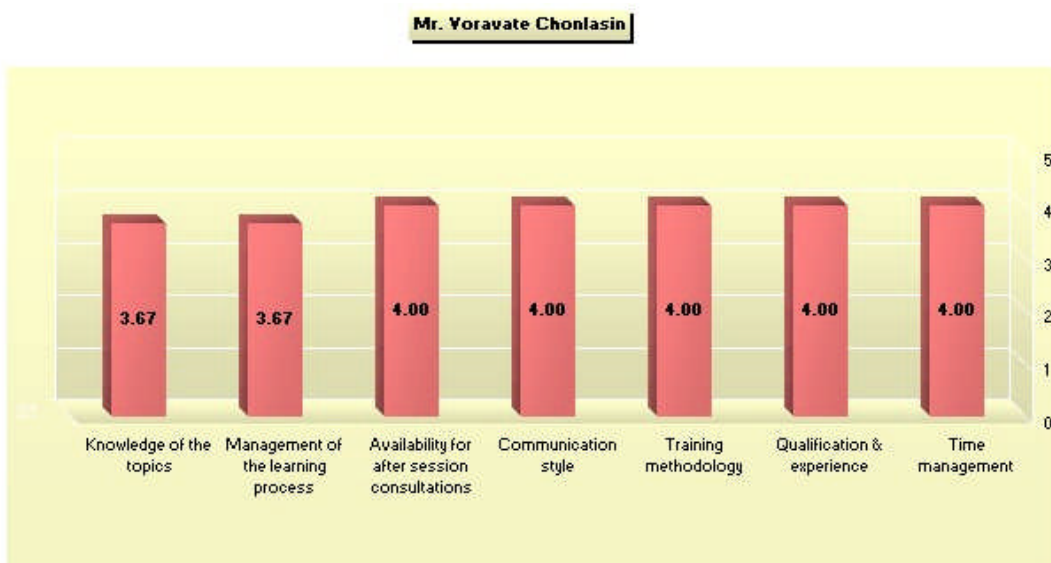
1. = Below average
2. = Average
3. = Good
4. = Very good
5. = Excellent

Results for the same are shown below:



**Figure 3**

The chart for Dr. Jonathan Shaw shows that he was rated highest amongst all but it should be noted that this result is based on only one participant's feedback.



**Figure 4**

The participants rated Mr. Voravate Chonlasin the second best among the resource persons but again his rating is also not substantiated by too many feedbacks of the participants. Nevertheless most of his abilities averaged very good on ratings scale. His averages are calculated from total of 3 feedbacks received.



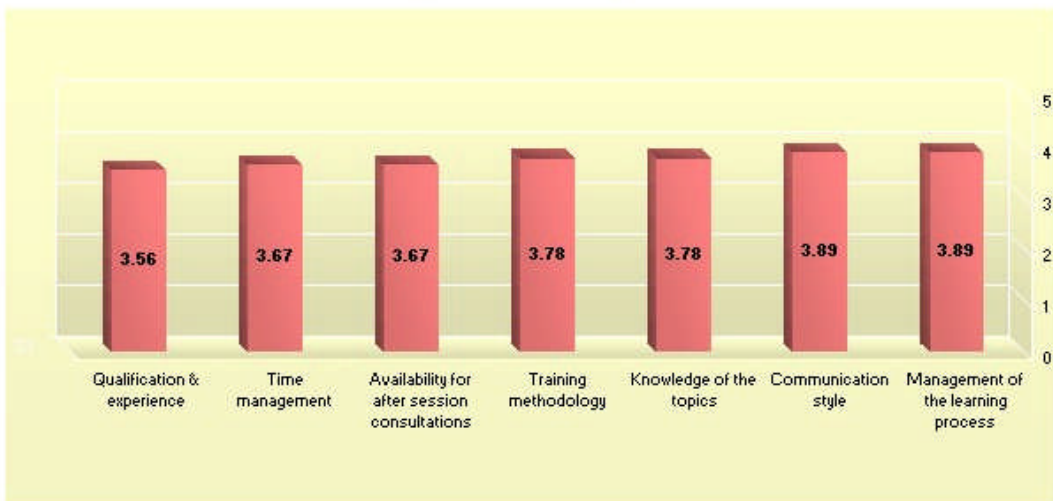
**Dr. Varawoot Vudhivamich**



**Figure 5**

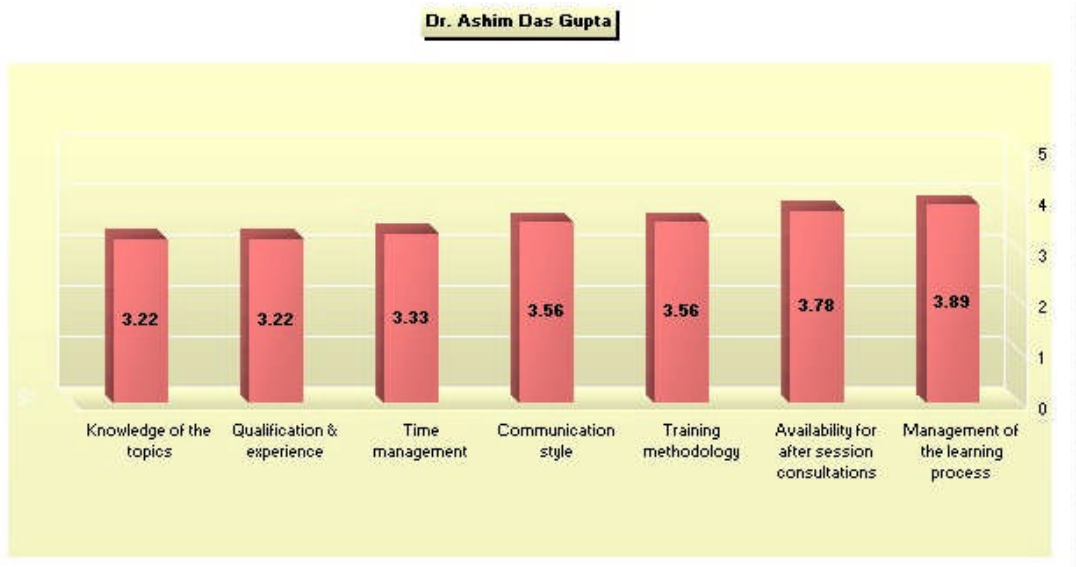
Dr. Varawoot’s averages for qualification and experience, communication style and training methodology were rated very good. The rest of his skills also averaged between good and very good on the ratings scale. These averages for Dr. Varawoot are taken from 6 participant’s feedbacks.

**Dr. Buncha Kwanguen**



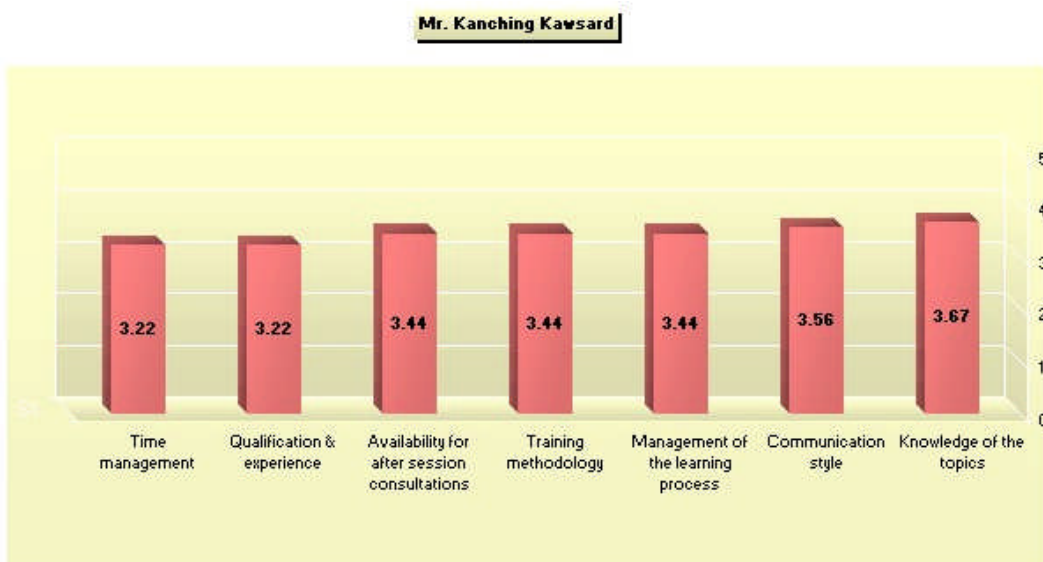
**Figure 6**

The averages for Dr. Surayat are based on 9 participants’ feedbacks. Dr. Buncha’s averages for management of the learning process and communication style are the highest and for qualification and experience his average is lowest. Most of the averages for his different abilities fall between good and very good on rating scale.



**Figure 7**

Dr. Ashim Das Gupta's averages are also based on feedbacks of 9 participants. All his abilities also remained within the range of good to very good on the ratings scale. His knowledge of the topics and qualification & experience has received lowest average ratings when compared to the averages for the rest of his attributes.



**Figure 8**

Mr. Kanching Kawsard received an average of 3.67 for his knowledge of the topics which was rated highest by participants. His averages for time management and qualification & experience were the lowest. The averages for Mr. Kanching Kawsard were calculated from the feedbacks of 9 participants..

**Dr. Roberto S. Clemente**

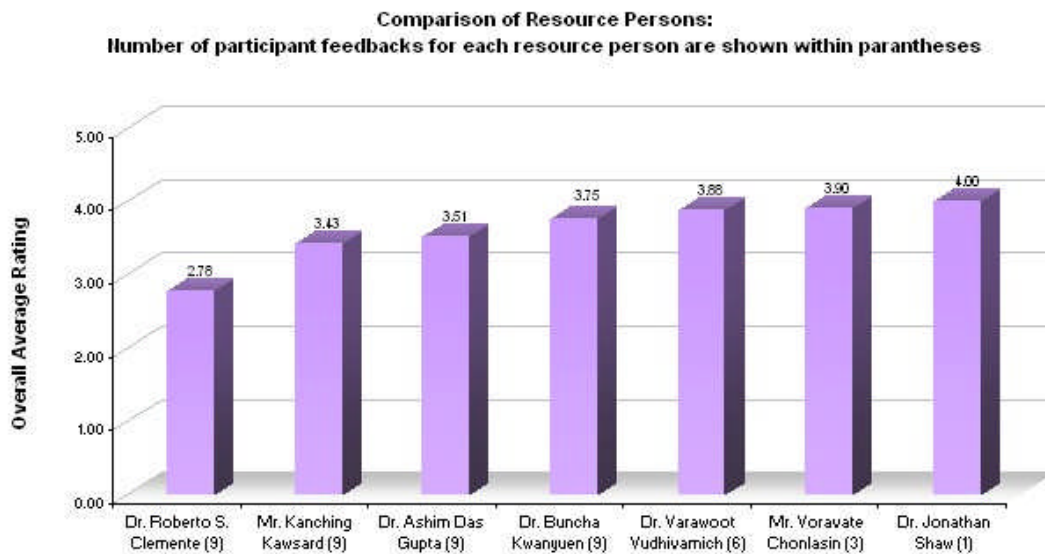


**Figure 9**

Dr. Roberto S. Clemente received the lowest averages from the participants. His average for communication style was the only one that falls in the range of good to very good on ratings scale. Rest of all his averages fall within the bracket of average to good. These averages for Dr. Clemente are taken from 9 respondents' feedbacks.

#### **4.4 A comparison of resource persons**

The following chart is based on the performance comparison of all the resource persons. It is based on the range of questions asked from participants to rate the different individual abilities of the resource persons and has been presented to compare the overall performances of all resource persons.



**Figure 10**

For the purpose of constructing this comparison, an average for the aggregate scores gained by resource persons from participants for each of their individual skill and ability was taken.

Dr. Jonathan Shaw has highest average and Mr. Voravate the second highest but it should be noted here that this result for Dr. Jonathan is based on the feedback of one participant only and that of Mr. Voravate's average is taken from 3 feedbacks.

When considering the averages for the resource persons with highest number of feedbacks Dr. Buncha is at the top with average of 3.75 substantiated by the 9 feedbacks. Dr. Roberto S Clemente has the least overall average of 2.78 again calculated from the feedbacks of 9 respondents.

#### **4.5 Evaluation of the training in achieving the objectives at the department level**

All the participants evaluated the training as very useful in achieving objectives at the department level. Some the comments are listed below:

- *The Irrigation system of Thailand was almost similar to Punjab, Pakistan. In this way training was very useful.*
- *The training course was very relevant to the job & it is likely to improve the efficiency level of the officers.*

- *Punjab IPD is also under the same phase of development with respect to PIM, so training will be useful and objective.*
- *The training was very beneficial for achieving my objectives at the departmental level. But I need posting in field to implement what I have learnt.*
- *Objectives set were achieved. This training gave broadened vision and helped in comparing the Royal Irrigation System of Thailand with that of Punjab.*

#### **4.6 How beneficial and relevant were the study visits with the rest of training and was there any model, which can be replicated in Pakistan**

##### **4.6.1 Relevance / Relation of study tours with the rest of training.**

The participants' response was unanimous and positive while answering the question about the relevance and beneficence of the study visits with the rest of their training. All of the participants were of the view that the visits were related to the training and were productive.

##### **4.6.2 About replication of a model in Pakistan:**

Following are the participants' views about replication of a model in Pakistan:

- 1-Conversion of Barren / Forest lands in Research and Development centres for crops and livestock.*
- 2-Use of non-sedimentation weir and notching weir across the rivers of Pakistan.*
- 3-Formation and function of PIM*
- 4-Practice of ditches in farms for gardens and crops by the farmers of this country.*
- 5-An interaction with the farmers organizations of Thailand how they are managing water issues related to water distribution at their own.*

##### *Participatory Irrigation Management.*

*Very much beneficial and related study visits. Models:*

- 1-Lanphun Weir for self cleaning and non-sedimentation*
- 2-Contract Farming by an agri-company in collaboration with farmers.*
- 3-Huai Hong Khrai Royal Development Centre.*
- 4-Nourishing of paddy and fish jointly.*
- 5-Flood mitigation by constructing series of dams.*

*The study visits were very beneficial to broaden the vision of the participants. It really opened new horizons. Development of the forests so as to enhance the rainfall in Pakistan should be replicated so as to supplement the Irrigation systems.*

*Improved water resource management and small unit PIM can be replicated in Pakistan for development.*

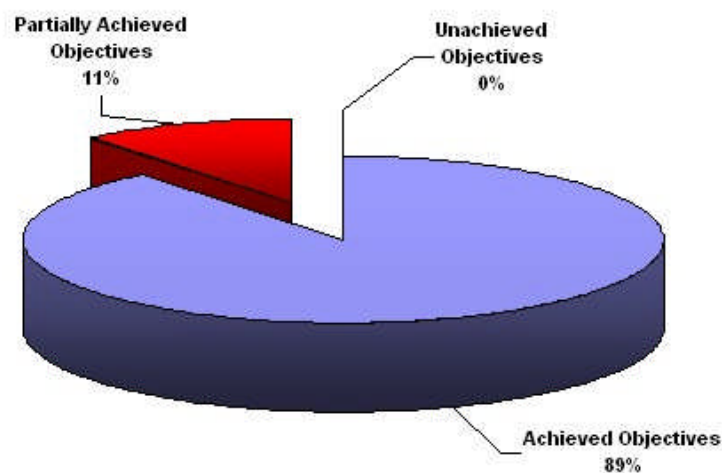
*Study visits were very beneficial and related with the rest of the training. Yes, building a self-sufficient Future Retaining a Heritage Pa Sak River Basin Development Project can be replicated in Pakistan.*

*Basic concept of training was to understand the concept of Participatory Irrigation Management. Field trips to O & M project and interaction with water users' groups were quite relevant in this regard. In Pakistan we can replicate the concept and working of water users to dig with I & P depth.*

*Almost all study visits were very beneficial and relevant to training course. Concept of construction / maintenance flexible dam on self-help basis & Hydroplus dam can be replicated in Pakistan.*

#### **4.7 To what extent the objectives for going to this training were fulfilled**

The pie chart below shows the percentage of objectives achieved, unachieved and those, which are stated by participants as partially achieved.



**Figure 11**

The participants stated 37 objectives in total. Out of which 33 objectives were marked as fully achieved, 4 of the objectives were partially achieved and none was mentioned as not achieved. All the stated objectives of the participants are attached in the Annexure-C, of this report.

#### 4.8 Participants' feedback of most beneficial modules for the public sector

	<b>PARTICIPANTS' COMMENTS</b>
<p><i>Out of the whole course, which, modules did you find most beneficial for the Public Sector?</i></p>	<ul style="list-style-type: none"> <li>▪ 1-Field visits to see the people, how they are managing water ditches in farms for keeping land wet to irrigate the crops.</li> <li>2-Barren land / forests were converted into model research centers for multifarious disciplines like development of crop pattern and livestock.</li> <li>3-Participatory Irrigation Management (PIM) of farmers was effectively working with Royal Irrigation Department (RID) of Thailand.</li> <li>4-River catchment organizations of the beneficiaries are effectively watching the implementation of water projects suiting to their areas.</li> <li>5-New hydraulic structures like Non-sedimentation Weir and Notching Weir constructed across the rivers and working effectively to achieve objectives.</li> <li>The above techniques and design methods of the system can be utilized in the system of our country.</li> </ul> <ul style="list-style-type: none"> <li>▪ Visits of the Regional Irrigation offices accompanied with site visits.</li> <li>▪ Visits of Regional Irrigation offices along with site visits.</li> </ul> <ul style="list-style-type: none"> <li>▪ 1-Huai Hong Khrai Royal Development Study Centre</li> <li>2-Flood mitigation effort by constructing a series of dams in Thailand. Field demonstration particularly for Chiang Mai</li> <li>3-Field Visit / Working of WUG for decentralization of water distribution system to grass root level.</li> </ul> <ul style="list-style-type: none"> <li>▪ Strategies for solving water problems by water resource development, optimum water utilization and water disaster alleviation.</li> <li>▪ Water resource management by constructing the Wang Tarn Weir, Chiang Mai.</li> <li>▪ Modernization of Irrigation Management</li> <li>▪ Indoor seminars on Participatory Irrigation Management, Integrated water resource management &amp; field visits to O &amp; M projects, Royal development study &amp; interaction with WUGs were most beneficial.</li> <li>▪ Interaction with water users groups (like farmers' organization in Punjab)</li> </ul>

**4.9 Modules that should have been added to the current course to make it more useful in view of participants**

	<b>PARTICIPANTS' COMMENTS</b>
<p><i>What modules you think should have been added to the current course, to make it more useful?</i></p>	<ul style="list-style-type: none"> <li>▪ How to keep the smooth workability of Irrigation System with reference to its suitable Design / social interaction.</li> <li>▪ Some experiences from the Asian countries like India, Sri Lanka or Australia to be incorporated in the program.</li> <li>▪ Experiences of other countries like India, Sri Lanka or Australia needs to be incorporated.</li> <li>▪ Already current course module selection is very good &amp; useful.</li> <li>▪ A case study of atleast 15 days in the field area should also be included in the program. This will help the participants to evaluate the on ground learning.</li> <li>▪ During field visits atleast one on going project (irrigation oriented, water sector) should also be included.</li> <li>▪ 1-Conservation of natural resources 2-River training works</li> <li>▪ I think a module on HRD and to improve communication skills should be included for training courses for Engineers.</li> <li>▪ 1-Institutional reforms in water sector prevailing in Thailand. 2-Extract of Act / Law governed in Royal Irrigation Deptt. 3-Criteria / Theory for designing Irrigation Channels in Thailand.</li> </ul>



#### 4.10 Modules to be identified by participants that are not so relevant for the Public Sector.

The participants were requested to identify the modules, which are not so relevant for the Public Sector in their opinion. Most of the participants declared all the modules as relevant. Few of the participants mentioned following modules as having not much relevance to the Public Sector:

- *During indoor sessions, teaching of basics of Engineering by the learned speakers without their ample practical exposure of the irrigation systems and their design.*
- *The presentation of Modernization of Irrigation Management by AIT was not properly prepared.*
- *Sustainable Management of Water Resources*
- *Assessment of Irrigation Performance.*

#### 4.11 Are you satisfied with the training attended

All of the nine participants expressed their satisfaction with the training.

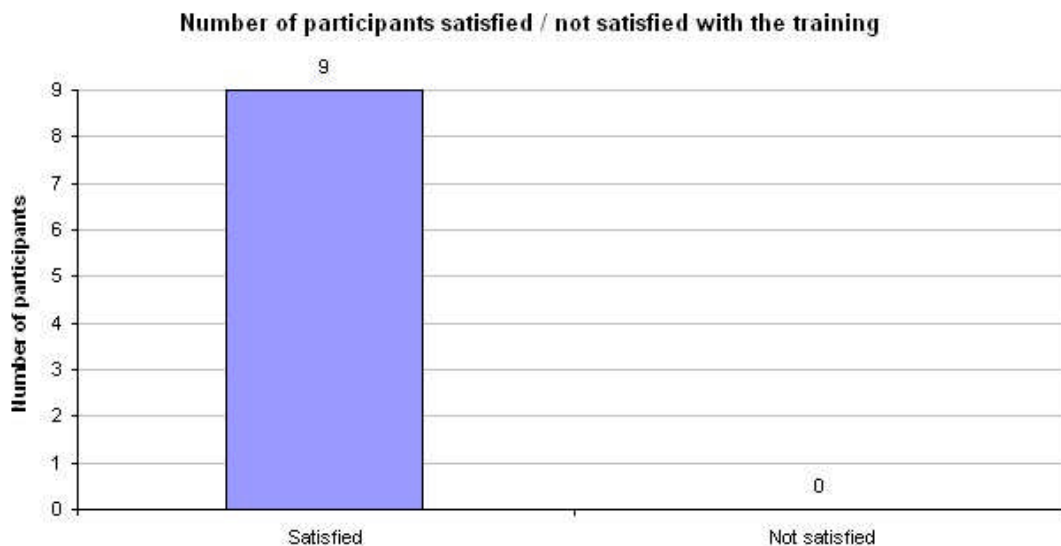


Figure 12

## 5- A COMPARISON BETWEEN ALL THREE COURSES CONDUCTED BY A.I.T.

### 5.1 - COMPARISON BETWEEN THE RESOURCE PERSONS OF THE THREE COURSES

In order to enhance the quality of training an effort has been made to compare skills of resource persons who taught at the trainings.

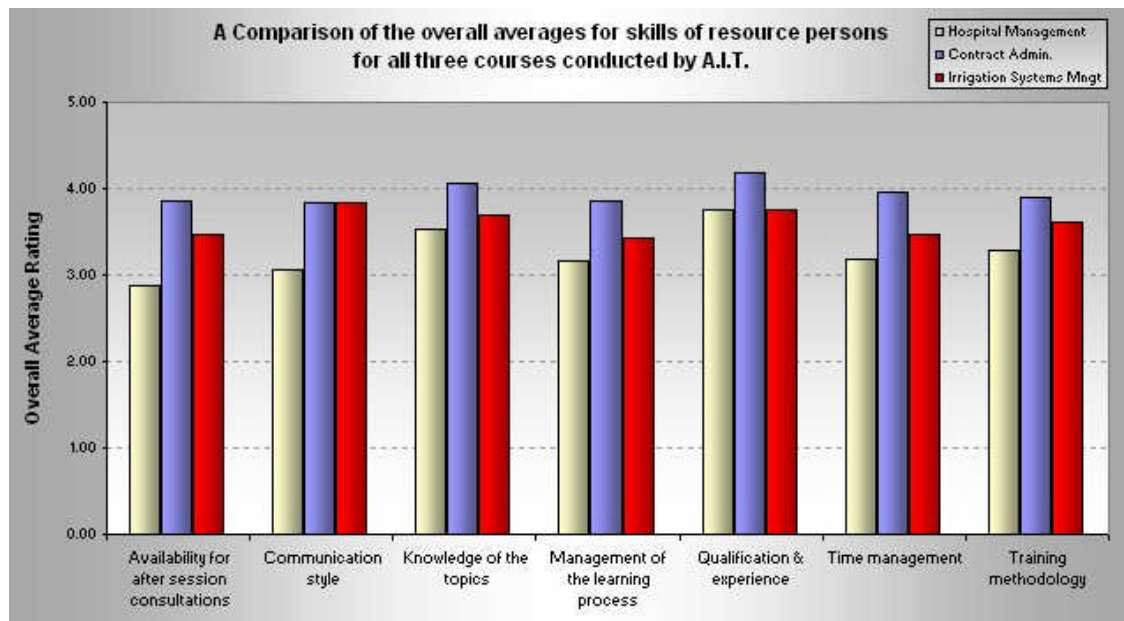


Figure 13

It is evident from the chart that the overall average of almost each individual skill exhibited by resource persons for the course Hospital Management is lower than those of their counterparts for Contract Administration and Irrigation System Management.

Averages of the resource persons for the course Contract Administration are highest for all the mentioned skills.

## 5.2 – COMPARISON BETWEEN THE ACHIEVED STATED OBJECTIVES OF PARTICIPANTS OF ALL THREE COURSES

The following chart demonstrates the results of objectives achieved, from all the stated objectives of participants of the courses, in percentage terms.

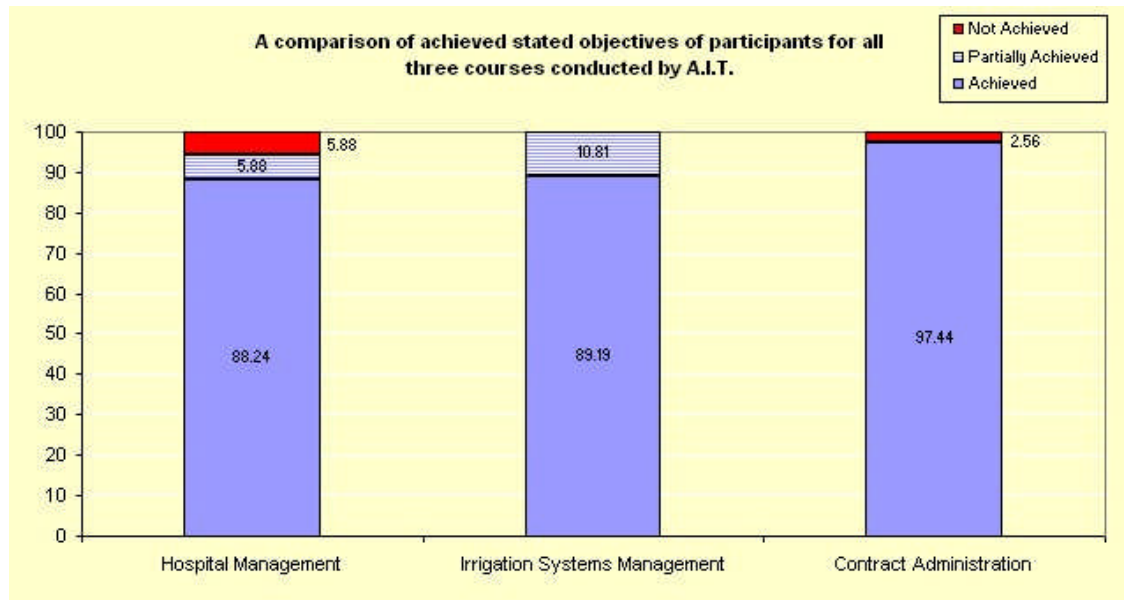


Figure 14

It can be inferred from the charts showing comparisons above that the training course ‘Contract Administration’ and its resource persons were most liked and appreciated by the participants followed by Irrigation System Management and then Hospital Management.

It is also worth-mentioning here that the Group Leader of the Hospital management course, informed, that A.I.T. informed them they did not have a prior experience of conducting any course on ‘Hospital Management’ and it was their first attempt. This could be one of the reasons that many of the resource persons assigned by A.I.T. for ‘Hospital Management’ course were not as much appreciated by most of the respondents as the resource persons of the other two courses.

It should also be highlighted that most concerns about the relevance of study tours were raised by the participants of the course ‘Contract Administration’. Participants of courses ‘Hospital Management’ and ‘Irrigation Management System’ were much more appreciative about the relevance of study tours to the rest of the training.

## 6- RECOMMENDATIONS

The recommendations given below are those of the Participants.

- It would be very much beneficial for the trainees if any European or American Institute is chosen for such courses because, Thai people don't have such a multifarious and contiguous irrigation system with them like Pakistan.
- A relevant training for the capacity building and the practical enhancement of knowledge of the field officers. The reading material is requested to be provided in advance.
- Such trainings should also be conducted in India or Egypt, as these countries have the similar irrigation system.
- Such trainings should be arranged after regular intervals and the trainees should be provided with the opportunities to implement what they have learnt.
- The training was well organized and covered almost all the aspects of the given topic. However, a title is required to be added to cover topics on human psychology so that the officials of I & P can interact with farmers in a better way.
- Following courses should be included in the next training course:
  - 1-Different irrigation techniques / methods to save irrigation water.
  - 2-Comparison of irrigation systems of different countries in Asia / world.
  - 3-Latest criterion / theories of designing alluvial irrigation channels / drains / dams.

# ***ANNEXES***

*Annex A: Questionnaire*

**Short Courses-Post Training Evaluation Form**  
**Asian Institute of Technology**

PERSONAL INFORMATION		
1. Name:	2. Gender:	Male Female
3. Designation & Department:		
4. Occupational Group/Service:	5. Pay Scale:	
6. Date of Birth:	7. Year of Joining Service:	

**1) Education:**

Degree	Subject	Institution	Year
M.A. / M.Sc.			
Professional Degree			
Others			

*Evaluation OF Short Executive Courses Please provide your candid evaluation of the Short Course that you have just undertaken. Your evaluation will help to improve the future delivery of trainings by Punjab Resource Management Program.*

2) Were you satisfied with the logistical arrangements for training before your departure and during the program?

Yes  No

If no, why [please use extra sheet if required]:

-----  
-----  
-----

**3) Training Program:**

**a. Title of the Training:**

---

**b. Name of the Institute/ Department:**

---

**d. Are you satisfied with the Training attended?**

Yes  No

**If no, than kindly elaborate [Please feel free to use extra sheet, if required]:**

---

---

---

**e. Out of the whole course, which, modules did you find most beneficial for the Public Sector ?**

---

---

---

**f. What were the modules, which were not so relevant (identify 2-3 only) for the Public Sector?**

---

---

---

**g. What modules you think should have been added to the current course, to make it more useful?**

---

---

---

**h. Would you like to recommend your Course and Institute for future training to other officers?**

Yes  No

		Poor	Fair	Good	Very good	Excellent
<b>i.</b>	<b>Your overall rating of Training Program and Institute.</b>	1	2	3	4	5

**4) Learning Objectives**

**4.a) What were your objectives for going to this Training?**

-----

-----

-----

-----

**4.b) To what extent were these objectives fulfilled?**

Objectives	Fulfilled	Not Fulfilled
1.		
2.		
3.		
4.		
5.		

**4.c) How would you evaluate the training in achieving your objectives at the departmental level?**

-----

-----



## 5) Training Evaluation

### 5.a) Overall Evaluation of Training

How satisfied are you with:	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
The relevance of information to your needs?	1	2	3	4
Course content	1	2	3	4
Pace of course	1	2	3	4
Training Material	1	2	3	4
Relevance of Case Studies				
Overall Presentation quality of instructor(s)?	1	2	3	4
Subject matter knowledge of instructor(s)?	1	2	3	4
Training facilities?	1	2	3	4
Administration	1	2	3	4
The overall quality of the training workshop?	1	2	3	4

### 5.b) Resource Person Evaluation:

#### a. Resource Persons Evaluation (\_\_\_\_\_)

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience	1	2	3	4	5
B	Training Methodology	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

#### b. Resource Persons Evaluation (\_\_\_\_\_)

		<b>Below average</b>	<b>Average</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

*c. Resource Persons Evaluation (\_\_\_\_\_)*

		<b>Below average</b>	<b>Average</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

*d. Resource Persons Evaluation (\_\_\_\_\_)*

		<b>Below average</b>	<b>Average</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

e. **Resource Persons Evaluation** ( \_\_\_\_\_ )

		<b>Below average</b>	<b>Average</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

f. **Resource Persons Evaluation** ( \_\_\_\_\_ )

		<b>Below average</b>	<b>Average</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

5. c) **Please explain how beneficial and related were the study visits with the rest of your training, and was there any model which can be replicated in Pakistan:**

-----  
 -----

**6) Level of Knowledge: (Hospital Management)**

Please circle the appropriate number to indicate your level of knowledge about the following topics **before** and **after** completing the program. Please use the following key for rating:

1. Very Low = Know nothing about this topic.
2. Low = Know very little about this topic
3. Moderate = Know about this topic but there is still a lot to learn
4. High = Have a good knowledge but there are still more things to learn
5. Very High = Know almost everything about this topic

How do you rate your knowledge about:	BEFORE THIS WORKSHOP					AFTER THIS WORKSHOP				
	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High
Overview on Integrated Approach in Irrigation System Management	1	2	3	4	5	1	2	3	4	5
Water Resources and Irrigation Management in Thailand	1	2	3	4	5	1	2	3	4	5
Modernization of Irrigation Systems	1	2	3	4	5	1	2	3	4	5
Participatory Irrigation Water Management	1	2	3	4	5	1	2	3	4	5
On-Farm Water Management	1	2	3	4	5	1	2	3	4	5

**7) Any other suggestion / comment.**

-----  
-----  
-----

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Note:**

The information contained in this Performa will be used for evaluation and analysis. We may also use your comments in certain publications/ reports.

## ***Annex B: Methodology***

Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it. It can be **formative** (taking place during the life of a project or organisation, with the intention of improving the strategy or way of functioning of the project or organisation). It can also be **summative** (drawing lessons from a completed project or an organisation that is no longer functioning). In addition, experts usually distinguish among four levels of training evaluation, which were first developed by Donald L. Kirkpatrick in 1959:

### ***Level 1 : Reaction***

*Measures participant's opinions about the course. This is the most common way to evaluate a course and provides a measure of customer satisfaction. It is low cost; easy to administer, provides insights into participants' opinions. This method provides quick feedback regarding successes and failures.*

***Level 2: Learning*** *Can include tests of performance before and after the course*

***Level 3: Transfer to the job*** *Measures how the knowledge, skills and values from a course are used on the job. Typically measures 3 to 6 months after training*

***Level 4: Organizational impact:*** *Measures performance improvements, quality improvements and cost savings to an organization*

This evaluation report is based on the first level technique, that is the reaction of the participants. The other three advanced levels of evaluation require much more time and resources than level 1.

### **Methods used:**

The total number of participants was 15, out of which only 9 have filled in the Questionnaire. This means that we were handicapped by the small number of participants, which obviously resulted in the availability of limited data. It is because of this that the sampling technique was not used, as the total amount of data available was itself small enough to be easily manageable. It is because of this that all the available data has been carefully and systematically incorporated in the evaluation process.

In the development of this report Methodological triangulation was employed. Two separate sources of data collection were used, one of the questionnaire, and the other of the select interview. However, within the first method of questionnaire, two within-method techniques were used, that is *the Rankings* and the *Rating Scales*.

The objective is that to see if there is room for improvement and to communicate that information to AIT.

### **Structure of Post-Training Evaluation Form / Questionnaires:**

Questionnaires were carefully designed in such a way so as to acquire the relevant data from participants, which could subsequently be used to review and assess the quality of training provided by AIT. Evaluation process requires a combination of quantitative and qualitative information in order to be comprehensive and hence the questionnaires were custom designed to yield quantitative as well as qualitative data. The questions used in the questionnaire were both open-ended questions and the closed-ended ones. The objective was to obtain explanatory responses from participants, their observations and their candid views on different aspects of training.

The questionnaire was further developed in a way that involved both the ranking and ratings scale. Ranking was incorporated to judge what participants found most/ least useful during the course. The Rankings method involves getting participants to state what they consider most important, most useful, least important, least useful, etc. It can be used with individuals and groups, as part of an interview schedule or questionnaire, or as a separate session. The Rating Scale method was included to let the participants express their level of liking and disliking about various fields of training. This technique makes use of a continuum, along which participants are expected to place their own feelings, observations etc. People are usually asked to say whether they agree strongly, agree, don't know, disagree, disagree strongly with a statement.

### **Process:**

All the participants of the course were provided with the questionnaires and were requested to fill in the required fields as per their experiences and observations during training.

In addition, the method of select semi-structured one on one interview was employed to complement the process of information acquisition and these outcomes were considered while preparing recommendations.

The data from questionnaires was meticulously extracted and compiled. Statistical techniques were used to convert responses into means (averages), frequencies and percentages for further clearer analysis. After a thorough analysis, the analyzed data was organized in the form of lists, graphs, summaries and charts and has been included in the succeeding section.

At the end of the report recommendations and suggestions for improvement of training courses has been provided as per the recommendations provided by the participants themselves.

### ***Annex C: All the stated objectives of participants for the training.***

- *I will have an interaction with Irrigation experience person to exchange my practical experience in irrigation and river engineering with them about management what they are doing for rivers and irrigation engineering for replication of the same to our system.*
- *The design aspects of water projects which they are adopting in case of River Engineering and Irrigation Engineering.*
- *The level of success in their design methods for the systems.*
- *The effectiveness of PIM in Thailand.*
- *To see the water resources and their management in Thailand*
- *To share the experiences of PIM (Participatory Irrigation Management)*
- *To see the Agri practices in Thailand*
- *To see the O & M works at Thailand RID in comparison to Pakistan.*
- *Water resources and their management*
- *To share experiences of PIM (Participatory Irrigation Management)*
- *Agriculture practices in Thailand*
- *O & M works at RID Thailand*
- *To see flood mitigation / fighting efforts made by Thailand as compared to Pakistan*
- *To see PIM imposition in the country (Thailand) as ADB desires*
- *Under PIM to see increase / decrease in the efficiency of Irrigation & system*
- *Dispute resolution amongst the water users / stakeholders*
- *To see the construction & functioning of Irrigation System & Structures & Modern techniques used*
- *Community based water management*
- *Modern Irrigation Techniques*
- *Water Delivery Methods*
- *Modernizing Irrigation Management*
- *Impact of all above in Agriculture*
- *Water delivery issues*
- *Solution / strategies for these issues*
- *Development of water resources*
- *Management of water resources*
- *PIM's impacts on farmers*
- *To get exposure to irrigation water conservation techniques being practiced I Thailand*
- *To gain knowledge on importance principles and concepts related to ISM*
- *To increase knowledge on appropriate management approaches used for O & M of irrigation infrastructure*
- *To understand importance & key issues on PIM*
- *To develop plan of actions to improve efficiency of Irrigation System in Punjab*
- *Optimum use of water*
- *Equitable use of water*
- *How a nation can progresse in such a steady fashion*
- *To study Participatory Irrigation Management System in Thailand*
- *To study on-ground irrigation system / facilities / scale of management / repairs / and its comparison with those in Punjab*