



RiPPLE

Research-inspired Policy and Practice
Learning in Ethiopia and the Nile Region

RiPPLE

Capacity Building Strategy

Draft February 2008

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I Introduction

The purpose of this note is to set out a rationale for capacity building under the RIPPLE programme, including specifying current and future activities that will enable RiPPLE to achieve capacity building aims and objectives.

Capacity building is central to RiPPLE's purpose. It binds together the complex of activities undertaken by the programme: our objectives state that we will 'build long-term approaches to training and capacity building that reinforce research capacity development in Ethiopia and the Nile region'.

To achieve this, we focus on three main outputs:

- Providing training for researchers, practitioners and journalists working on water, poverty & pro-poor growth issues in the country;
- Enhancing capacity for researchers, policy makers and practitioners to work together to provide improved analysis and guidance on the design and implementation of different policies and practices under Learning and Practice Alliances; and
- Producing training materials and other guidance tools that can support sector practitioners and policy makers in delivering better WASH services.

2 Our vision

Our vision of capacity development encompasses support to individual members of consortium and network partners, members of Learning and Practice Alliances, students, journalists and other sector professionals involved in WASH activities.

Our support to institutional capacity development at all levels includes working closely with the Ministry of Water Resources Research and Development Department and other network partners to enhance the research environment within Ethiopia's WASH sector.

Through working to establish and develop LPAs at all levels we hope to enhance capacity to share learning in the belief that this can lead to long-term benefits to poor people by improving equity of access to WASH services.

3 Our goals and activities

Our approach to capacity building addresses the following development goals:

- Strengthening human resources capacity
- Building institutional capacity
- Enhancing networking capacity

Under each of these goals we have specific activities linked to our work in Ethiopia and the Nile region.

3.1 Human resources

Strengthening human resources capacity will be achieved through a number of interrelated activities.

Individual capacity will be developed under training programmes at IDR¹ (AAU) and, in the future, at other institutions as well. These programmes aim to develop individual capacity to work more effectively, including developing stronger problem-solving skills at all levels.

3.1.1 Student training

We are providing scholarships for Masters Students at IDR, AAU. These courses are two-year and in the first year students will complete a module on WASH delivered by RiPPLE as part of the course. In the second year students will develop their dissertations in collaboration with the programme. In the course of their studies the students are invited to present their work at RiPPLE meetings.

- Currently we are providing scholarships to 12 students per year to complete the Masters in Development Studies. This is a doubling of numbers from the year one intake (see photo), following agreement with DFID. A further 12 students have been selected for year three. At the end of the programme RiPPLE anticipates that it will have trained some 54 students from many regions of Ethiopia and incorporated a number of them within research activities.
- Integration of RiPPLE students within research components: The first batch of RiPPLE students are now involved in integrating their research dissertations within different themes according to professional interest and are conducting their field work in our focus woredas. After graduation, RiPPLE will seek to engage them in further thematic research at regional level, and/or support their interests in developing research capacity within their professional institutions.



Supporting students to undertake Masters in Development Studies from technical departments in our three focus regions in your one was one way of supporting research capacity.

¹ Institute of Development Research (IDR), now part of the College of Development Studies.

3.1.2 Training practitioners

Practitioner training will be undertaken through courses on WASH issues, engagement in LPA processes, and action research activities and through short training as part of LPA meetings.

In year 2 and 3 the following training activities have been planned:

- Courses for journalists and information bureaus: RiPPLE in collaboration with other Network Partners will jointly hold two training courses of three to five days duration aimed at professionals working in the areas of journalism and communications in Ethiopia. The courses will focus on:
 - a. Water supply and sanitation problems, concepts, projects and international trends and developments;
 - b. Water supply and sanitation in Ethiopia (state of the sector, policies, funding, and responsibilities);
 - c. How to report on water supply and sanitation issues, different angles and formats;
 - d. What is the role of the media in promoting water supply and sanitation issues and contributing to better water and sanitation services for all in Ethiopia;

3.1.3 Supporting policy makers

RiPPLE will undertake a variety of methods, from sponsoring government officials to attend training courses in Ethiopia and abroad, to organising exchange visits among regional bureaus in Ethiopia and exposure visits to other Nile basin Countries.

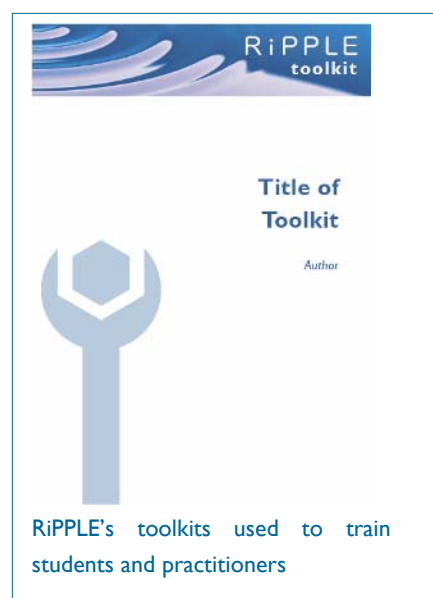
For years 2 and 3 the following activities have taken place or are planned

- Engagement in RiPPLE activities is expected to make a large contribution to capacity building. During year 3 the following actions will take place:
 - Specific short learning events in the LPA meetings/sessions
 - Training on LPA processes and facilitation skills
 - Training in documentation and visual communication
 - Systematise exchange visits among different bureaus
- Support to the Head of the Research and Development Department to participate in the Regional Colloquium on Research and Learning in the Nile regional WASH sector, March 2008

3.1.4 Producing manuals and toolkits

RiPPLE will produce training materials and other guidance tools that can support sector practitioners and policy makers in delivering better WASH services.

- Toolkits: in year 3 the following training packages will be developed by the RiPPLE programme, these will include:
 - A mapping toolkit (already in draft)
 - A toolkit on use of appropriate technologies, with Practical Action



- Training materials: The RiPPLE website will store, in a central data base, the RIPPLE training materials. These will become a focal point for capacity building within RiPPLE

3.2 Institutional capacity

Building institutional capacity will be achieved through developing curricula and courses in collaboration with partner institutions, improving the overall capacity of professional staff working in institutions and supporting institutional research capacity development.

3.2.1 Curriculum development

RiPPLE seeks to strengthen the teaching of WASH issues at Masters level, both at the new College of Development Studies and through support to the Haramaya University.

- Development of module on WASH as part of the curriculum the Masters in Development Studies course at IDR (full details in Annex 1) This will be in four ways:
 - a. Preparation of a contribution to the Masters course using RIPPLE themes and other topics that are deemed important. A pilot module was undertaken in early 2007 on the basis of which an intense two-week course, that familiarizes Masters students with the entire spectrum of supporting WSS issues – technical, environmental and institutional – was developed for 2008. The new module will enable students to understand the challenges in managing a WSS program. In time, the course should become a full part of the Masters program, with staff of IDR running the course in the medium term. Based on scoping reports and other discussions a list of topics has been drawn up (table 2, further elaborated in annex 1). Ideally, the course will make links between the training events within LPAs, the topic for the Masters thesis in year two of the course and future possible support to vocational training programs. In agreement with other institutions, the same module could be offered elsewhere in Ethiopia.
 - b. Occasional lectures to the Water for Development course, following a first series held in March 2007
 - c. As time and resources allow, support by RiPPLE to the Masters program should tap into skills of the CPs and NPs. This should include guidance in supporting Masters topics, providing students advice and exploring future internships. To structure this it may be useful to have a long session or special ‘clinic’ back-to-back with RiPPLE events.
 - d. As IDR (or under the College of Development Studies) RiPPLE will continue to consider support to a Water Development Research Centre.

3.2.2 Support to the MoWR

The Research and Development Department of the MoWR is a key Network Partner. Lending support to the development of research coordination by the MoWR Research and Development Coordination department through training, mentoring and supervisory inputs, has been ongoing since 2006. This has included:

- a. Advising on the development of its coordination role within the water research sector as a whole through a working group set up with the MoWR;
- b. Developing a concept paper for discussion with the MoWR outlining the proposals of the working group on functions/role of the MoWR, particularly the Research and

Development Coordination Dept, and the WRAC² and other water research institutions, for strengthening of water research;

- c. Support to the convening of a WRAC meeting to discuss the institutional proposal and TORs for a consultant to prepare a detailed institutional strengthening plan;
- d. Help in designing a future research programme reflecting national priorities and needs and assisting in sourcing of funds for that programme.
- e. Support to the convening of the Forum for Learning on Water and Sanitation (FLoWS) in Ethiopia, to lead to improved sector learning processes in Ethiopia
- f. Involvement in development of a Nile-regional Learning and Practice Alliance, including presence at Nile Regional Colloquium in March 2008, Kampala

Recently, more structured, long-term support through the provision of staff time to assist within R&DD has been discussed in outline and agree with MoWR. The RiPPLE Director will be spending a period of time each month in situ at the Ministry.

3.2.3 Support to Technical Vocational Education and Training centres

RiPPLE will also seek ways of contributing to the programs of the vocational training centres. Initial scoping studies situated the main shortcomings in capacity at the level of woreda water desks and in the private sector. As a result RiPPLE is discussing ways of supporting vocational training, including possibilities of strengthening this work in partnership with UNICEF.

RiPPLE is beginning to explore how to support regional Technical Vocational Education and Training centres in Benishangul-Gumuz and SNNPR (as starting points). Probable support will include help in curricula for WASH training as part of broader support to the implementation of the UAP. Following an initial assessment of the TVET in Hawassa, the following areas of cooperation were identified:

- To organize a workshop with earlier TVET graduates on job experiences– this will enable assessment of the nature of critical links in the WSS sector, i.e. the local woreda water desk staff;
- Engage TVET students in RiPPLE field research activities, for instance in enumeration capacity and help in developing their understanding of collecting and maintaining inventories of water points and sanitation facilities;
- Contribute to the TVET curriculum using material of the Masters course as a point of departure.

Table of support to Masters course and vocational training material:

Activity	Masters course	Vocational training
Planning	<ul style="list-style-type: none"> • Basic hydrology • Basic WSS techniques • Planning for O&M • Local (participatory) planning 	<ul style="list-style-type: none"> • Rapid water resource assessment • Operation and maintenance systems • Local (participatory) planning
Finance	<ul style="list-style-type: none"> • WSS financing strategies • Innovative financing 	<ul style="list-style-type: none"> • Improved utilization of financing • Money into water video

² Water Research Advisory Council

Growth	<ul style="list-style-type: none"> • Institutional assessment • WSS as catalyst for growth • Multi-use functions • Cross-sectoral links 	<ul style="list-style-type: none"> • Promoting and facilitating MUS
Sanitation	<ul style="list-style-type: none"> • Sanitation approaches 	<ul style="list-style-type: none"> • Community-led sanitation • Sanitation technologies
Mapping	<ul style="list-style-type: none"> • Mapping/ GIS for change 	<ul style="list-style-type: none"> • Water point mapping
Comms.	<ul style="list-style-type: none"> • Basic communication and presentation 	<ul style="list-style-type: none"> • Awareness

3.2.4 Strengthening Consortium and Network Partners' capacity

Strengthening research capacity in partners organisations will be achieved through supporting new positions in the organisations, encouraging staff exchange and secondments, supporting RiPPLE staff to attend partner training courses and by conduction of 'in house' training courses. In future this will involve systematised exchanges between individuals involved in LPAs at different levels and between regions. This will enhance capacity to share learning and experience.

In years 2 and 3 the following activities are being undertaken:

- Additional research positions in partner organisations
 - Research position in WAE: RiPPLE supported the recruitment of an additional research officer in WAE in 2007;
 - Research officer in Hararghe Catholic Services: RiPPLE is supporting the recruitment of a policy officer within HCS with the aim of strengthening their implementation activities through generation of greater research evidence;
 - Research officer in ECWP: RiPPLE is discussing in outline the recruitment of a policy officer to work within ECWP in support of linkages to IWRM issues and programme activities.
- Secondments
 - Katharina Welle from ODI was seconded to WSP for six months to strengthen relations with one of RiPPLE's network partners. Her secondment was to Amhara Region, strengthening WSP's approach to sanitation and hygiene issues in Ethiopia.
 - Further secondments in 2008 will include to ODI in London.
- Attending training courses: This is an ongoing activity and it is envisaged that it will continue in year 3 on an ad hoc basis. In year 2 the following activities took place:
 - RiPPLE's Communication Officer attended a one-week training course on process documentation in Poland, organised by IRC;
 - RiPPLE's Regional Facilitators attended a five-day training course on LPA platform and M&Es organised by IRC in Ghana;
 - RiPPLE's Finance and Administration Officer attended a project management course at ODI in London.
- In-house training courses

- The communication team in year 3 will provide a short training to RO staff and selected partners in documentation and visual communication; and, for RiPPLE’s facilitators, in year 3, a training on facilitation techniques

3.2.5 Development of mapping activities

These activities will develop mapping capacity, including identification of key mapping requirements related to planning, in particular, helping in planning and executing mapping processes and supporting the integration of map-based data within ongoing planning and implementation processes.

In addition, RiPPLE is coordinating Fluoride mapping at a national level in Ethiopia, through close links with UNICEF and other in-country sector experts. A first draft national fluoride map will be developed in early 2008.

3.3 Networking capacity

Enhancing networking capacity involves interrelated activities from better communications, to greater knowledge sharing and management, future exchange between regions, levels and institutions and increasing the number of shared learning activities.

3.3.1 LPA development

LPA development is key to enhancing networking. LPAs at different levels and effective communications within and between them will help develop information and experience sharing between regions and between woreda, regional, sub-national, national and Nile regional levels. RiPPLE will endeavour to ensure that this networking provides for two-way flow of information and experience. Further information on LPA development is in RiPPLE’s Communications Strategy.



LPAs form the core of RiPPLE’s action research. Here team members discuss an LPA formation process with key stakeholders.

3.3.2 Exchange visits

Achieving mutual information sharing through exchange of personnel between institutions will become an important part of RiPPLE’s networking capacity development in years three to five. This has already started with exchanges between ODI, IRC and RO staff. It is being further developed at a Nile Regional level through the important contribution of Practical Action Consulting, focusing initially on a learning exchange between Ethiopia, Sudan and Kenya. Under this, shared learning research activities will look at processes of technology choice in the WASH sector across the three countries, with joint field research conducted in Ethiopia and Sudan in the first instance. Further shared learning exchanges will be developed through other institutional partnerships with Uganda and possibly Rwanda in 2008.

3.3.3 Linking with other networks

Developing close links to other networks in the three regions of Ethiopia, at a national level and at Nile regional level will strengthen capacity to disseminate, review and evaluate new sector knowledge. RiPPLE will support better electronic exchange of materials, but also, given the limitations on internet usage, convene regular meetings at which information and new knowledge can be presented and shared in different formats and languages.

At a Nile level RiPPLE has convened a major regional learning event in Kampala in March 2008. The Colloquium is entitled *Improving research and learning at a regional level: What can the WASH sector do?* The Colloquium sought to exchange research and learning experiences between sector policy makers and practitioners in different countries and between those who work at different levels. Building on this shared understanding the Colloquium will explore potential mechanisms for improved sector research and learning at a Nile regional level, including the establishment of a Nile region LPA.

Development of this regional LPA will be closely associated with RiPPLE e-learning development through its website www.rippleethiopia.org and intranet.

4 Monitoring and evaluation matrix

Capacity Building is one of RiPPLE's three strategic objectives and as such it will be closely monitored throughout the duration of the programme. In specific, under capacity building, we will be looking at the following long terms objectives and outputs:

Narrative summary (NS) / Objectives	Monitoring areas	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoVs)
3. Build long-term approaches to training and capacity building that reinforce research capacity development in Ethiopia and the Nile region	3a. Research capacity on WSS issues within academic and technical institutions in Ethiopia is enhanced	<ul style="list-style-type: none"> • Uptake of RiPPLE content in University curriculum • Improved research coordination within the MoW • Improved capacity of using special data for planning and implementation at woreda/regional level • Improved research capacity within Consortium and network partner institutions 	<ul style="list-style-type: none"> • RiPPLE internal record of uptake in curriculum (e.g. University) • Research programme reflecting national priorities produced by the MoW • Interviews • Comparison over time of number of research output produced
	3b Increased individual research capacity (students, journalists, RiPPLE consortium staff)	<ul style="list-style-type: none"> • Students and teachers report improved capacity through RiPPLE • Former RiPPLE students use research skills in their work • LPA members research capacity increased through taking part to the LPA processes 	<ul style="list-style-type: none"> • Interview, MSC stories • Interview, MSC stories • Interview, MSC stories
	3c. Networking Capacity	<ul style="list-style-type: none"> • See indicators developed under the LPA, in the full Monitoring Framework (point 1d) 	
Outputs			
3. 1 Training on research in WASH issues for practitioners, students, journalists and researchers is delivered	3.1 Students trained and integrated in RiPPLE research activities	<ul style="list-style-type: none"> • Scholarships provided to (54) MA students • 70% students conduct field work in RiPPLE targeted areas and/or their dissertations focus on RiPPLE research themes • RiPPLE students recorded as participants in some LPA meetings 	<ul style="list-style-type: none"> • Enrolment and graduation records • Field work reports • Students dissertations • LPA attendance list
	3.2 Communication practitioners trained on WaSH issues	<ul style="list-style-type: none"> • Journalists / information bureau staff trained 	<ul style="list-style-type: none"> • Journalist / information bureau training reports/proceedings • training evaluation sheets
	3.3 RiPPLE CP and NP partner's capacity	<ul style="list-style-type: none"> • 3 Policy and/or research officers recruited 	<ul style="list-style-type: none"> • Contracts

Narrative summary (NS) / Objectives	Monitoring areas	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoVs)
	strengthened	<ul style="list-style-type: none"> • 2 secondments • Partner organisation’s staff trained 	<ul style="list-style-type: none"> • 2 secondment reports • Training reports
	3.4 Curriculum development within IDR	<ul style="list-style-type: none"> • WaSH module part of MSC course 	<ul style="list-style-type: none"> • WaSH module document
	3.5 Support to technical vocational education and training centres	<ul style="list-style-type: none"> • TVET staff trained • Students’ formed through field activities • TVET curriculum material includes RiPPLE insights 	<ul style="list-style-type: none"> • TVET workshop report • Students’ reports from field activities • TVET curriculum material
	3.6 Development of mapping training	<ul style="list-style-type: none"> • 6 mapping workshops carried out 	<ul style="list-style-type: none"> • 6 mapping workshop reports
3.2 LAP members take part to research	3.7 LPA members engaged in specific RiPPLE training and learning activities	<ul style="list-style-type: none"> • LPA members trained in research methods • LPA members participate to exchange visits 	<ul style="list-style-type: none"> • Training reports • Exchange visit reports • - Self assessment
	3.8 Local government, practitioners and researchers take part to the research	<ul style="list-style-type: none"> • LPA members part of TRG • LPA members co-author research reports 	<ul style="list-style-type: none"> • List of TRG • Authors’ list
	3.9 International exchange visits strengthen learning and capacity development	<ul style="list-style-type: none"> • 3 exchange visits have taken place 	<ul style="list-style-type: none"> • Exchange visit reports • Interviews with members from exchange visits
3.3 Training material produced	3.10 Manuals and toolkits developed and used	<ul style="list-style-type: none"> • 6 Toolkits available on the website • Training workshops indicate that toolkits have been used 	<ul style="list-style-type: none"> • Website pages featuring toolkit • Training workshop reports

5 Annexes

Annex 1:

Proposed WASH Module contribution to Masters in Development Studies (2007-2008)

Duration: Two weeks, 10 full days, part of IDR MA course

Objective: To work on capacity to manage a WSS program in its different interlinked aspects

Methods: Lectures (general and cases), discussion and practical work sessions (revolving around in-built planning exercise), videos, visit (to EWTEC)

Organization: Make use of the outside lecturers (EGS, ERHA), use RiPPLE cases (RiPPLE presenters) general material (ToT, strong visual content), all material incl reference material on CD.

#	Module
1	Introduction
1.1	Introduction to the course
1.2	WASH sector in Ethiopia – fact and figures
1.3	Universal Access Plan
1.4	WSS and Multifunctional Use
1.5	WSS and Gender
1.6	Special case: Water and HIV/Aids
	Extra material module 1
2	Mapping, planning and resource management
2.1	Basic hydrology, including water balance
2.2	Basic hydrogeology
2.3	Case study: Groundwater availability map BG (RiPPLE)
2.4	Watershed management and groundwater protection
2.5	Resource mapping (from mapping training)
2.6	Setting up a management information system
2.7	(Optional – Use of Google Earth fly paths)
	Extra material module 2
3	Community involvement
3.1	Traditional WSS management
3.2	Strategies for community involvement
3.3	Planning community involvement program
3.4	World Bank WSS approach

3.5	Awareness and communication
3.6	Some basic skills (role plays)
	Extra material module 3
4	Sanitation and hygiene
4.1	Setting up a sanitation promotion program(incl WaterAid case, RiPPLE case)
4.2	Sanitation technologies
4.3	Special case: Sanitation and disability (WaterAid)
	Extra material module 4
5	Choosing technologies – pumps and wells
5.1	Choosing appropriate technologies
5.2	Handpump
5.3	Boreholes
5.4	Traditional wells
5.5	Spring protection
	Extra material module 5
6	Choosing technologies – water harvesting
6.1	Water harvesting for drinking water
	roof top water harvesting
	surface water ponds
	sand dams and subsurface dams
	Extra material module 6
7	Water quality management
7.1	Water quality parameters
7.2	General water treatment
7.3	Fluoride in Ethiopia
7.4	Fluoride treatment methods
	Extra material module 7
8	Setting up an operation and maintenance system
8.1	RiPPLE Case Study on functionality and non functionality
8.2	Planning operation and maintenance systems
8.3	Spare part supply chains – case studies (including experience in Ethiopia)
	Extra material module 8
9	Financing
9.1	Cost calculation

9.2	Financing strategy – incl recurrent costs
9.3	Financial procedures (Stream 1 or 2)
9.4	Managing cost contributions
9.5	Extra material module 9

Annex 2 Estimated staff requirements for UAP implementation

Rural Water Supply and Sanitation	Benishangul Gumuz	Oromiya	SNNPR	Total Ethiopia
Artisans	58	3338	1117	8981
Water supply technicians	99	3509	1463	9935
Electromechanical technicians	93	3370	818	8900
Local mechanics	93	3370	818	8900
Main diggers	21	262	173	795
Assistant diggers	62	785	519	2386
Water engineers	20	702	293	1987
Hydrologists	20	702	293	1987
Socio-economists	17	585	244	1656
Accountants	20	702	293	1987
Community facilitator teams	40	398	208	1108
Woreda support groups	20	199	104	554
Urban water supply and treatment	Benishangul Gumuz	Oromiya	SNNPR	Total Ethiopia
Administrative and finance	342	5328	2106	8880
Technical staff	171	2664	1053	3510
Engineers	57	888	351	570

Annex 3. Current capacity building Initiatives related to water resources management and water and sanitation

Type	Initiative	Description
Ongoing government capacity building programs	Technical vocational training centres	Three year courses for high school students – based on national curriculum, with 70% to be devoted to practical work – in reality it is difficult to find the resources to organize the practical part of the vocational training
	Short courses by the major Water Bureaus	Short (one week) trainings to all TVT graduates to prepare them for work in water desks

Capacity building within investment programs	World Bank Water Supply and Sanitation Project	Capacity building prior to major investment through a cascade approach in which each tier of government trains the level below leading to the establishment of a cadre of private sector consultants (Woreda Support Groups), available to provide support at the Woreda level
	AfDB Rural Water Supply and Sanitation Program (<i>yet to start</i>)	Capacity building at the MOWR, MOH, Regional Water and Health Bureaus, Woreda Water Desks and Woreda Health Desks and Woreda Support Groups as part of investment groups. Approach similar to World Bank program.
	Finida - Rural Water Supply and Environmental Programme in Amhara Region	Capacity building at community level (in initiating, planning, implementing and managing water supply and sanitation, environmental and related schemes) – program may expand to Benishangul-Gumuz from 2008
	UNICEF (<i>yet to start</i>)	Enhance capacity nationally, regionally and in 120 Woredas and Kebeles – details to be decided.
	Water Aid	Some generic trainings in project cycle management – other training decided in conjunction with local partner organization and usually tailor-made
	CRDA	Coordinated effort fro NGOs in WSS sector but mainly on project management
Special capacity building activities Masters/ PhD level	Addis Ababa University - Science Faculty – HoA-REC and Earth Sciences Department; Faculty of Technology – Civil Engineering Department; Faculty of Social Sciences, IDR	Creation of Centre of Excellence that will run Masters and PhD programmes in water and development. Curriculum development and staff training) M.Sc./PhD studies; (demand driven action) research; improvement of facilities; partnership preparation; stimulation of fieldtrips and internships; fellowships. With Support of AFD; DAAD; ATP/NBI; IWMI; NBCBN; UNEP; AFD, RiPPLE; RNE-HoA-REP; WUR; IHEUNESCO; TUD.
	ArbaMinch University, Water Technology Institute; Civil Engineering.	Capacity Building/training; scholarships; research and upgrading of facilities. Support from: GTZ; NUFU; RNE (via HoAREC);

	Haramaya University, Soil & Water Engineering & Management; Plant Sciences.	Irrigation, water management; water harvesting/ spate irrigation. Support from: IWMI; ESTA; NUFFIC/MetaMeta
	Mekele University; Civil Engineering	Hydropower; MSc/PhD water research; watershed management including water harvesting; upgrading of facilities. Support from: NORAD; VLIR; NBI; VU; Catholic University Leuven.
	Jima University; Environmental Sciences, College of Agriculture	Student research, MSc/PhD Training, Research on reservoir hydrology; VLIR, Irish Aid, Catholic University Leuven
	BahrDar University; Water Resources Engineering Department,	MSc/PhD training, research, supported by: Cornell University, NBI; IHE-UNESCO.
	EGRAP (Ethiopian Groundwater Resources Assessment Program) <i>(yet to start)</i>	Capacity building in the assessment of ground water – as part of a larger program in this field (including aligning local universities with groundwater research)
	JICA – EWTEC Advanced courses in hydrogeology and groundwater management	Short courses for participants from all over Africa in advanced hydrogeological and groundwater assessmen techniques
	RiPPLE	Masters training and support to Masters program on water and development
Special capacity building activities vocational training	JICA – EWTEC	Capacity building in various field of WSS (including for instance rope pumps, water supply maintenance). New program to start in April 2008.
	JICA - Capacity Building Program in SNNPR	This program is about to start and will upgrade the TVET around a number of technologies
	GtZ - Engineering capacity building programme	Reforming technical education and training and improving quality standardisation and business processes
	NUFFIC – Distance Learning in Water Quality Management and Water Treatment	Short distance learning course implemented by Faculty of Sciences and MetaMeta Communications