



International Centre  
for Hydropower

# Summary report 2016–2021



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# 1 Introduction

This report set out a summary of all activities carried out as part of the technical cooperation between NORAD and ICH between the first of January 2016 until the 30<sup>th</sup> of June 2021. This report details a summary of activities, results and outcomes achieved during this period.

# 2 Summary of activities

The training, conferences and courses remained in demand throughout the whole period.

7504 applicants in total were registered in the ICH-database during the program period. Of these, 3743 applicants were selected and went on to complete a course. When considering gender of applicants, 1133 were women (30%) and 2610 were men (70%).

488 (13%) of the participants had the course fee covered by their employer or another sponsor (self-funded). Courses funded by the Norwegian Water Resources and Energy Directorate (NVE) or the Ministry of Foreign Affairs hosted 239 (6%) participants.

World regions were well represented by participants. 920 came from Africa, 1128 from Latin-America, 1676 from Asia and 119 from Western countries (mostly Georgia) as shown in figure 2.

Looking at participants home countries in more detail, ICH courses were attended by participants from 70 different countries. All of the ten countries which have been identified as priority countries for long term development of the Norwegian government are well represented among the participants (Figure 3). Those target countries are Nepal, Myanmar, Colombia, Tanzania, Uganda, Ghana, Malawi, Mozambique, Indonesia, and Ethiopia.

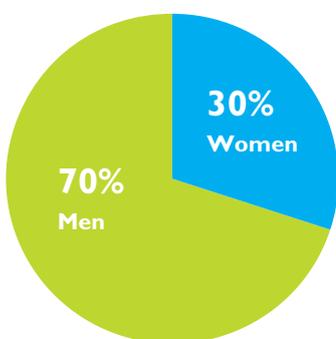


Figure 1 Gender balance ICH courses

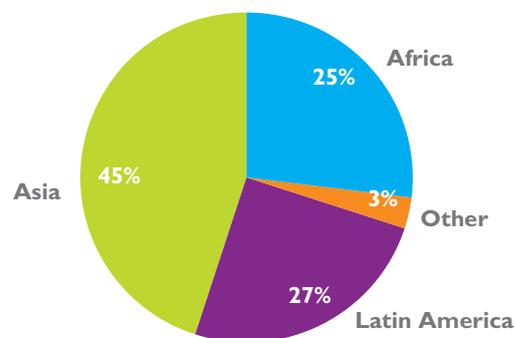


Figure 2 Participants per region

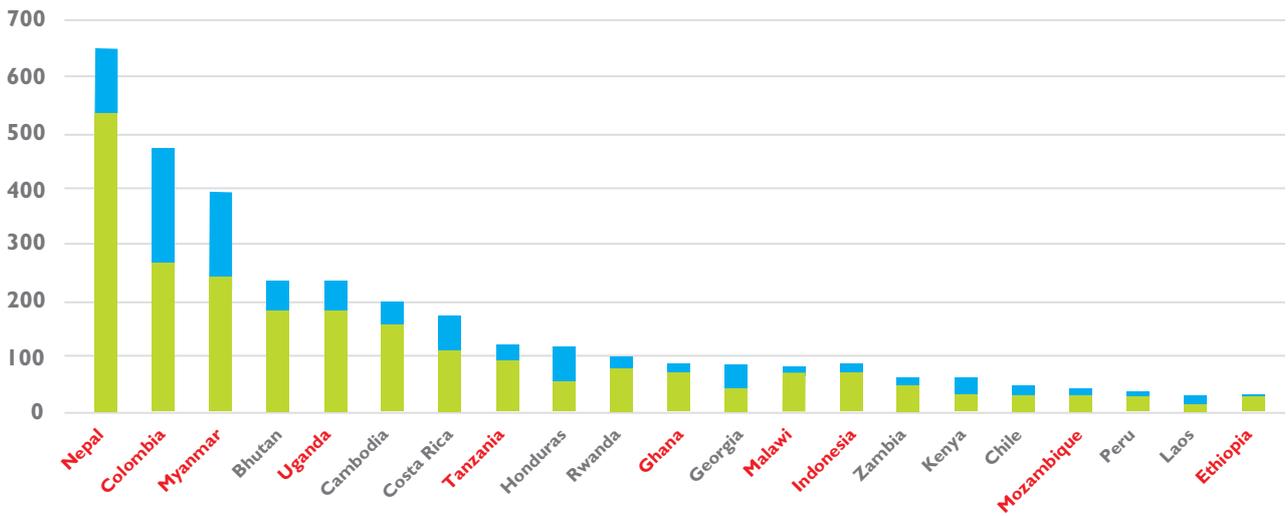


Figure 3 Participants per country (Norwegian partner countries are marked with RED)

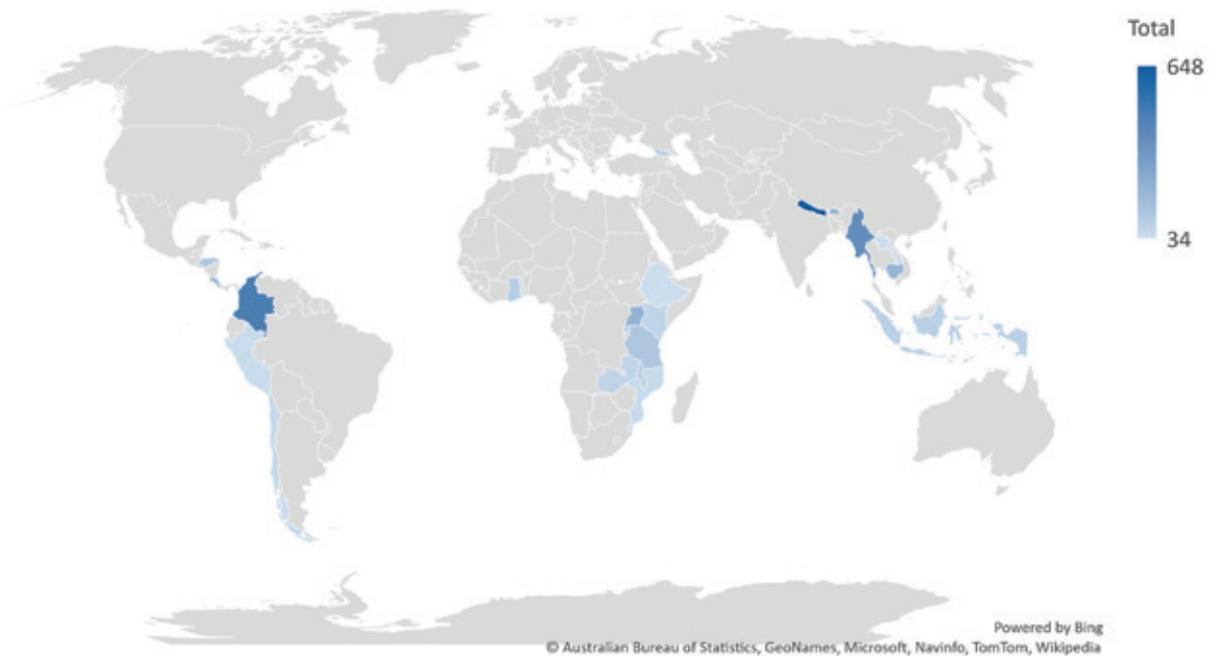


Figure 4 Participants per country

804 resource persons and lecturers were engaged in ICH's courses from 2016 to 2021. Of these 221 (32%) were female and 583 (58%) men. There has been a significant increase of female lecturers during the program period as can be seen in figure 5. This is due to active recruiting. Capacity development is also evident as alumni from classes have gone on to deliver lectures for ICH.

Evaluation of the performance of resource persons is carried out after each course. This includes both content of the lectures and the delivery of each session. In general, evaluation results are high.

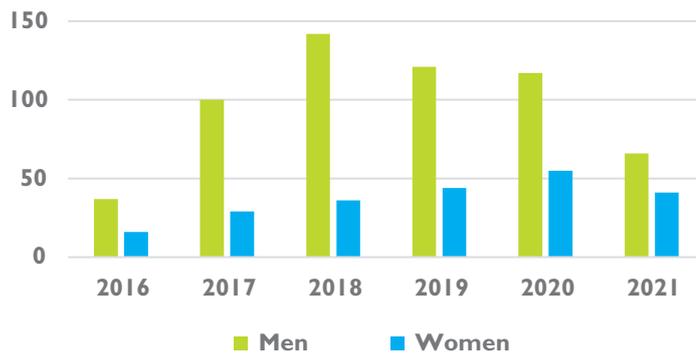


Figure 5 Share of male and female lecturers

### 3 Risk Matrix

Any potential risks associated with the ICH activities have been listed in the ICH Risk Matrix. Materialised risks have been recorded in the project reports for each course.

There was no serious incidents involving the health and safety of ICH employees, lecturers, or students recorded during the program period. Minor incidents, such as change of plans due to local situations, lack of infrastructure and difficulties related to travels and visas have been recorded though these were dealt with swiftly by support staff.

That said, the impact the Covid-19 pandemic had on the world and on ICH activities was unprecedented. While the risk matrix had considered outbreaks of local epidemics, a world-wide pandemic with such a wide and far-reaching impact had not been predicted. Nevertheless, ICH managed to rapidly shift to online training and to offer an almost complete course portfolio online.

During the pandemic, the lack of access to high-speed internet for participants and lecturers was a challenge and could potentially diminish the overall benefit of the training. Additionally, online training does not allow for the interactive and immersive training style that ICH is renowned for. It is hoped that a mix of in person training, eLearning and regional courses will be able to resume in the future.



## 4 Cross-cutting issues

Core cross-cutting issues such as climate change, gender, corruption, and human rights – particularly in relation to Indigenous Peoples are integrated into curriculum development. Other cross-cutting issues such as resettlement, livelihood issues, benefit sharing and risk management have been addressed as distinct lecture topics in ICH courses throughout the program period.

The following examples from the course reports show how cross-cutting issues were integrated into the curricula:

### 4.1 Gender

Encouraging women to apply and participate in ICH courses have been an ongoing focus. Over the program period the proportion of female participants has risen to 30%. The share has been steadily increasing and is high above the share of women employed in the energy industry (22%)<sup>1</sup>. Recruiting female talent to be ICH lecturers and offering mentorship in the process have been a successful way of increasing the number of female lecturers in our courses. ICH continues to advocate for enhancing the role of women as key agents of change, improving sustainability outcomes within the hydropower sector.

#### CASE I GENDER

In the last five years, ICH has increased its global engagement with other gender initiatives. ICH has focused on training and strengthening human capital, providing management tools to incorporate these principles into strategic and operational plans. The practical nature of the courses leads to more integration of knowledge into implementation practices using case studies and experienced practitioners.

ICH gender training programmes have an innovative approach to the hydropower sector and other renewables environmental, social, and economic value creation. Promoting cultural transformation in participants' work environments, adopting new trends, striving for efficiency in its value chain, and being responsive to different stakeholders' needs.

Grounded in a human rights framework, gender training has focused on gender equality to formulate public and institutional policy. ICH gender training has laid out the elements of gender inclusion, building the business case within the hydropower sector by analysing the international reference framework on which the different policies on gender equality are established.

**ICH's transformational capacity building has allowed member organizations and their partners to build, establish and improve gender equality and management systems** **What have we implemented with the Gender training Series:**

- Provision of mechanisms for Planning and implementing an institutional system for gender equality management
- Knowledge sharing throughout experiences from Asia and Latin America in a regional context, including gender equality aspects incorporating strategies and management plans.
- Identification of impacts, risks, and opportunities within a company value chain.
- Gender Leadership development by building on women as crucial agents of change to improve the sustainability of the hydropower sector.
- Strategic alliances for gender initiatives with financing institutions at a regional level; IFC in the Asia Pacific (Power by Women) and IBD Invest in Latin America and the Caribbean (Protect to Promote).

<sup>1</sup> Energy and Gender (IEA)

The ICH Gender and Hydropower Course Series has been delivered and developed since 2017 and now covers several key issues such as gender-based violence and harassment, optimising development opportunities for women and strengthening the gender business case. This culminated in a publication on Gender Based Violence and Harassment Prevention which was developed in English and Spanish in cooperation with IDB Invest in 2020.

## 4.2 Climate change

At the beginning of the program period, the focus of climate change concentrated on preventative measures. The focus has now widened to include mitigation in a broader, integrative sustainability framework. Courses for Africa, Asia and LAC have included technical topics related to the impacts of climate change. This included impacts on dam safety, reservoir sedimentation, water resources and quality and the water-food-energy nexus.

## 4.3 Human rights

ICH leads by example by treating all persons that interact with ICH with respect and this is explicit in the ICH Code of Conduct. ICH is inclusive by design and ethos. All tasks are conducted and designed to challenge norms, break down barriers and advocate for marginalised people in its objectives and practice.

Topics which have significant potential human rights implications such as occupational health and safety, child labour, community health, indigenous peoples, stakeholder management, resettlement and land acquisition are regularly covered with the central tenet of hydropower delivering a sustainable development opportunity, not just at a country level, but also for the communities impacted. The importance of transparency, compliance along the supply chain is emphasised as central to responsible management of hydropower projects.

### CASE 2 RESETTLEMENT

Ghana was revisited in 2018 with a Social Impact Assessment course in cooperation with Volta River Authority. Drawing from both the African and international perspectives, the course brought to light existing impacts and challenges related to the hydropower project cycle on local communities.

Participants have been able to better understand social impacts and reflect deeper on how best they can manage their projects to reduce negative consequences to communities and their surroundings. Resettlement is a key social risk. ICH promotes an emphasis on avoiding impacts where possible. Where impacts are unavoidable, planning, livelihood restoration and development opportunities must be at the forefront of decision making.

#### 4.4 Anti-Corruption:

In the courses on Financial Modelling in Asia and Africa, corruption and its implications were covered. In LAC, specifically transparency in contract management, contract preparation and financial engineering was promoted. As a cross-cutting issue it was also included in the development of the sessions on stakeholder engagement, compliance, and management.

## 5 Training Results

ICH evaluates progress using outputs such as number of courses delivered and participants attendance.

Targets on attendance have been consistently reached and courses remain in high demand. ICH also measures participants satisfaction at the end of the course and after six months. This was consistently very high across the previous five years with the lowest average being 88%.

Participation of women is also a key target. This was set at 25% of participants and has been exceeded at 36% in 2021. 38% of the lecturers in 2021 were women and ICH has actively sought to increase this figure further by drawing on ICH alumni and its networks.

ICH goes further that just outputs and tracks outcomes and impact with a measurable increase in knowledge when comparing pre and post training scores. Outcomes were also assessed using a follow up questionnaire six months after the course. This included participants and their employer's feedback.

Participants universally rated the usefulness of the course at 4.5 out of 5 and between 92% and 98% reporting that it had benefitted their career. Employers of those who had attended the courses were also overwhelmingly positive about the impact of the training. With 98% of employers reporting a benefit to their employee. There were also high levels of reports of sharing of knowledge and of positive change within the organisation.

### **CASE 3 TANGIBLE IMPACTS IN Uganda Electricity Transmission Company Limited UETCL**

From the range of courses attended, issues such as contract management and risk management were central. The courses also looked at mechanisms to reduce power theft and vandalism of electricity infrastructure. Two clear outcomes were the development of engineering standards for transmission lines along with a safety procedure manual for employees.

Evaluation of the courses show that targets for several themes are met and sustainable features have been established to a degree which is likely to increase long term improvements in UETCL operations.

Feedback was also collected around specific course elements to allow for continuous improvement. Sharing of case studies and a regional approach was highly regarded by participants as was the opportunity for field visits. A need to rationalise and include focussed, technical courses was also expressed and this will be considered in future course development.

The number of participants attending is carefully considered and this appeared to be a largely successful approach. It is also clear that choosing who attends from an organisation is vital. Ensuring that key stakeholders are strategically included in capacity building a pool of participants is a powerful way to promote changes, acting as catalysts within organisations.

Tailored courses may be developed to meet expressed needs. Impacts of such courses can be significant. Tailoring and offering existing courses in-house to institutional staff may be a viable option for maximizing impacts of capacity building and there were examples of these courses that had been developed with excellent results.



# Gaining Through Training



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