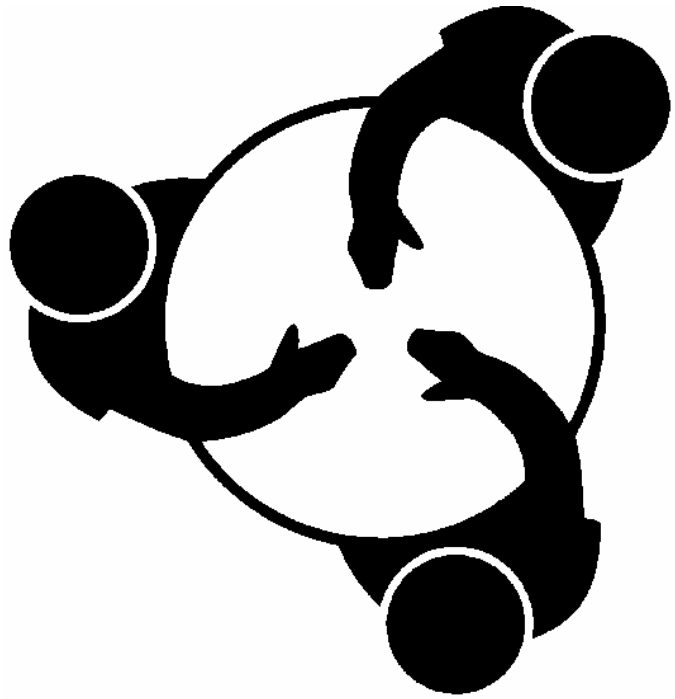# TRAINING *for* REAL

Introductions

- The TfR team
- The representatives from the sector
  - Suppliers of training
  - The Customers of their services
- The sub-sectors
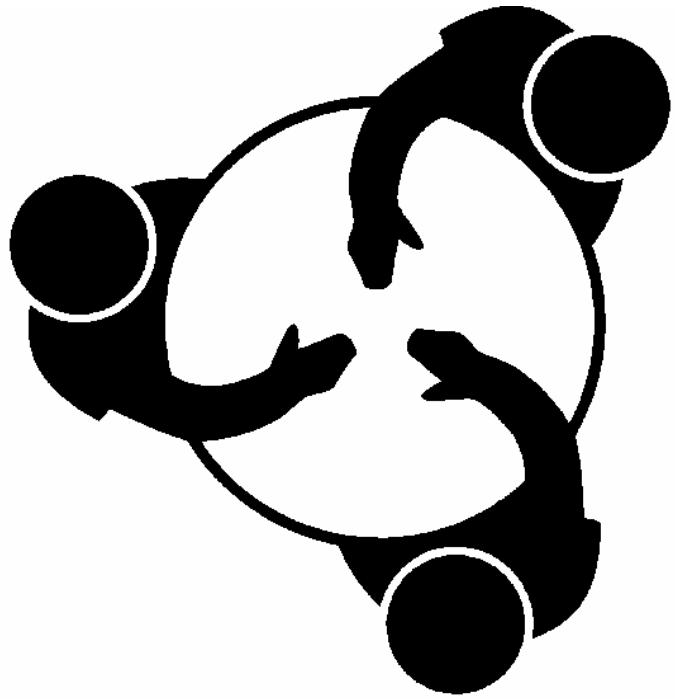
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Welcome

The Purpose of TfR and this Forum

Eng. Sottie Bomukama
Director DWD
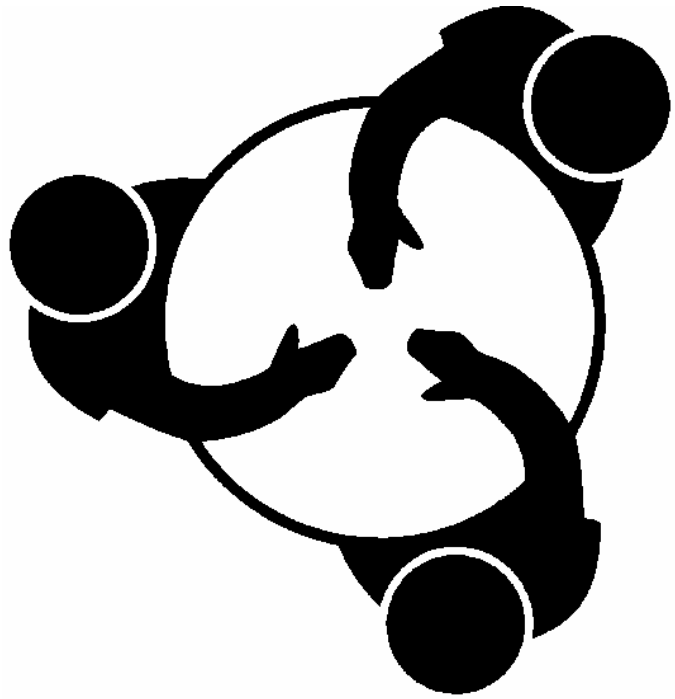
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Opening the Forum

**Eng. Bill Kabanda
Permanent Secretary
Ministry of Water, Lands
and the Environment**

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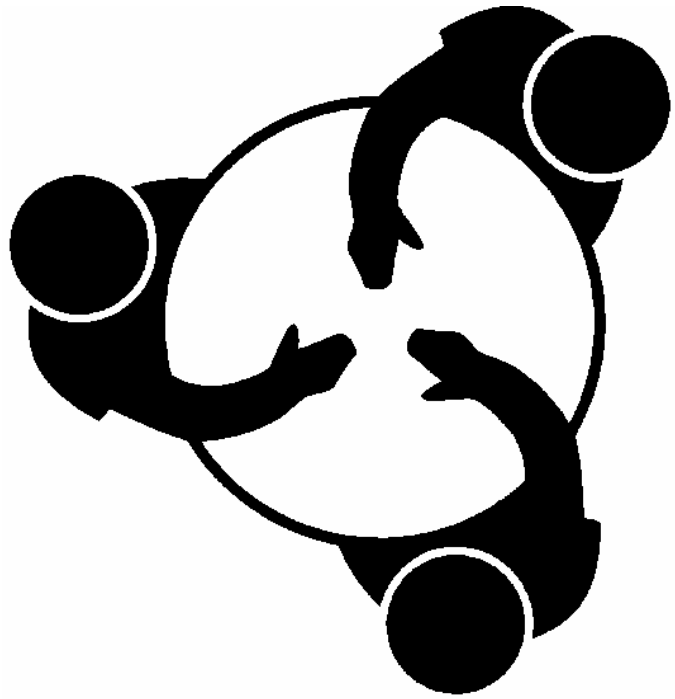# TRAINING *for* REAL

Forum Agenda

- ## The Big Picture
  - Capacity building in context
- ## The Value of Knowledge
  - Assessing our Assets
- ## Making a Commitment
  - Investing in People

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Capacity Building
~ *the Facts and Figures*

- For the JSR report 2004 has 12 undertakings: they all address management issues – the barriers to progress are *how* we do things. Spending resources efficiently and effectively is more now important than more funding.

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Capacity Building
~ *the Facts and Figures*

- For the FY '03/'04, about 17% of the sector budget was earmarked for capacity building (more than the combined budget for Water for Production and Water Resources Information *combined*).

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Capacity Building
~ *the Facts and Figures*

- It takes over 10 years to develop specialists in some areas.

- We know that the quality of water is important – not just the quantity. The same is true of training.

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Capacity Building
~ *the Questions*

- In the JSR review 2004, eight golden indicators have been identified to measure the outputs of the sector
  - *Who is going to deliver these outputs?*
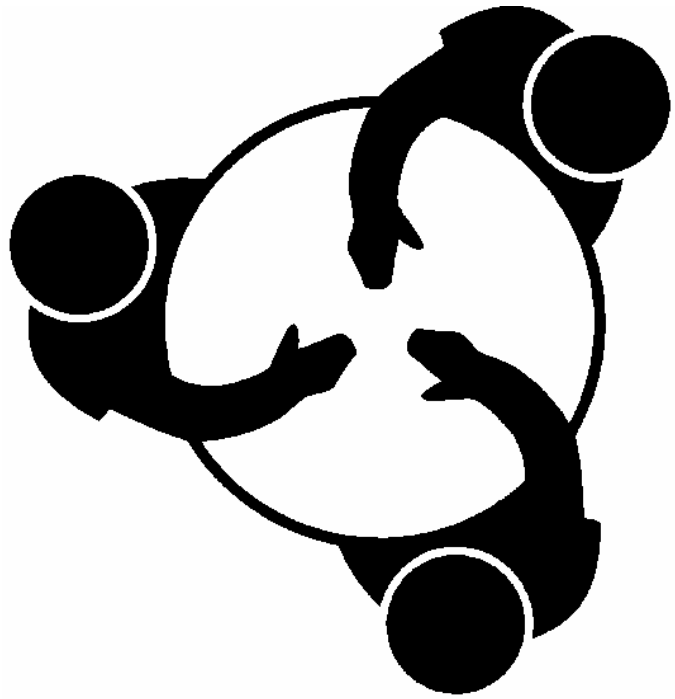
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Capacity Building
~ *the Questions*

- People delivering the outputs need to draw on resources
  - *What resources do these people require?*

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Sue Coates
WEDC

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Project goal and purpose

Reduction in the gap between the skills and knowledge of engineering and other water and sanitation sector staff and the demands of sector employers.

Motivated and responsive HRD and training providers

Better equipped to provide employer relevant professional development

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In other words……

The money for capacity building is not the issue, it is how we spend it and how we agree whether or not we are feeling the real benefit.

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Project outputs

Strengthened professional HRD capacity at the national level

Strengthened knowledge and understanding to drive sector wide capacity development strategy

Research: 'activity to impact mapping' and a study of current HRD & training practice

Innovative approaches to HRD and training at work through pilot projects

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Project outputs

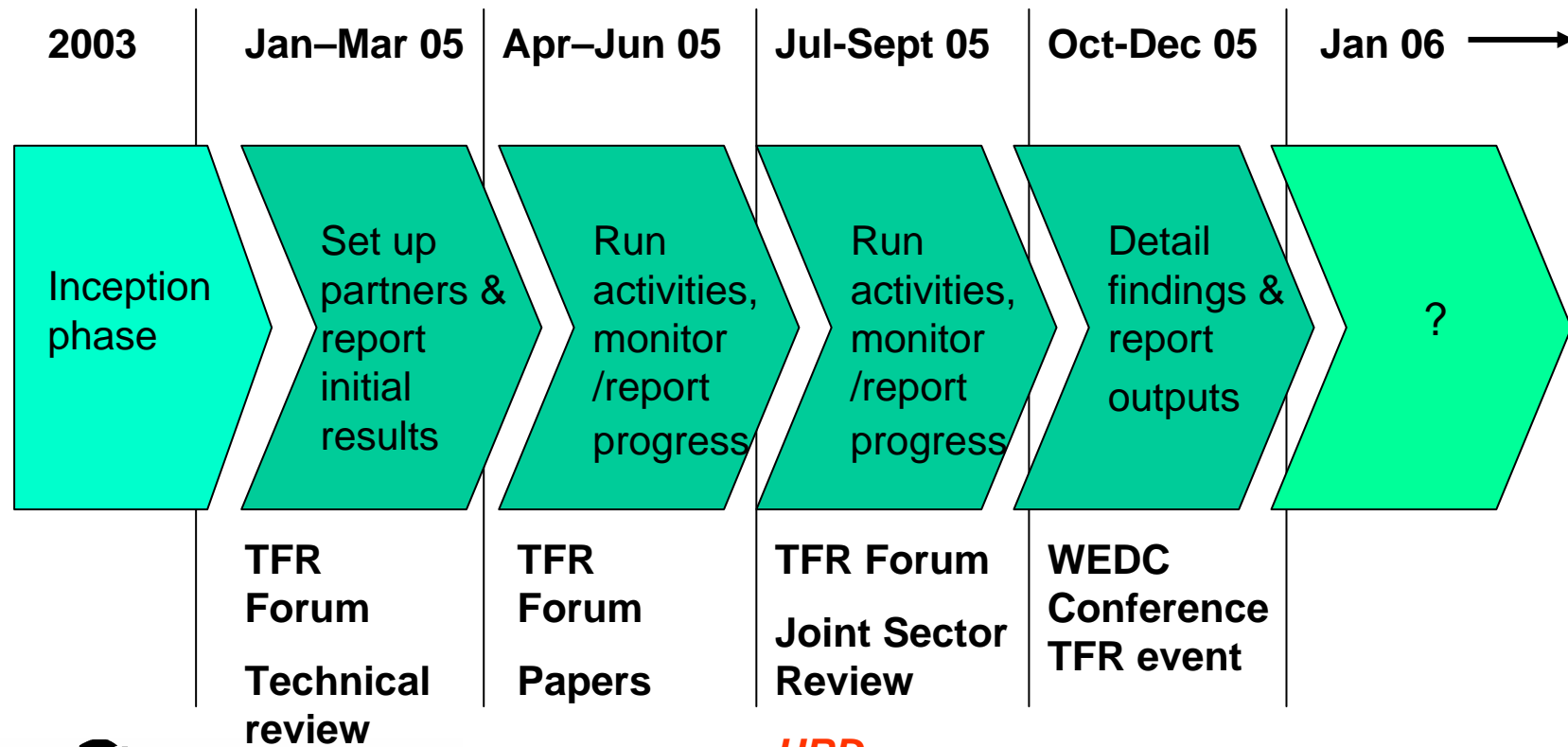|	
Knowledge management and information management with key supply institutions	An institutional home for the concepts, new approaches and 'the project'
Reporting and making a contribution to the Sector's planning and undertakings process	***Demand-side and supply-side partnerships for action***

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Project roadmap

2003	Jan–Mar 05	Apr–Jun 05	Jul-Sept 05	Oct-Dec 05	Jan 06 →
Inception phase	Set up partners & report initial results	Run activities, monitor /report progress	Run activities, monitor /report progress	Detail findings & report outputs	?
	TFR Forum Technical review	TFR Forum Papers	TFR Forum Joint Sector Review *HRD Undertaking?*	WEDC Conference TFR event	

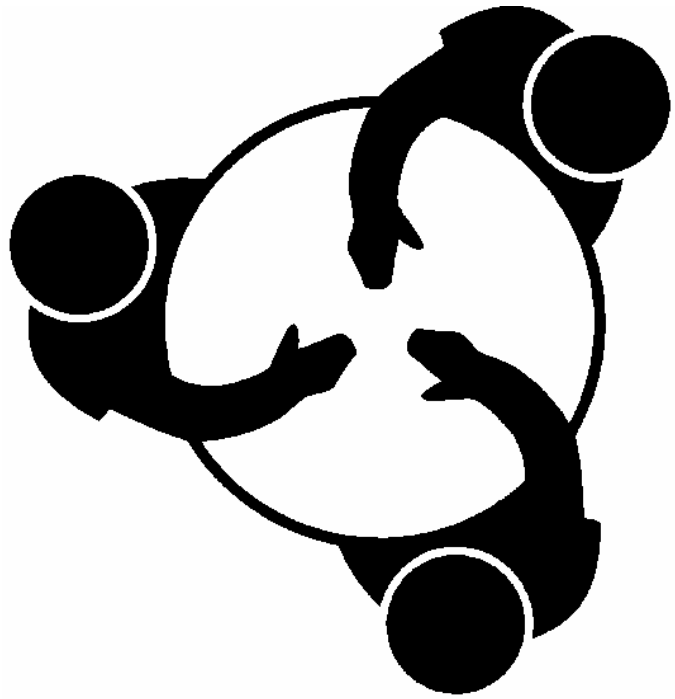**TRAINING** *for* **REAL**

Today's Forum is about

- Setting out the deal
- Champions
- Joint commitment
- Being bold
- Scraping 'business as usual' approaches once and for all

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The Building Blocks of Capacity

Brian Reed

WEDC

What is beneath the surface?

Qualifications

Mission statements

Output indicators

Training needs

Policies and procedures

Formal organization

Job descriptions

Input indicators

Organization charts

Informal leaders

Personal friendships

Power structures

Informal organization

Personal goals

Experience

Personal dislike

Emotions

Group norms

Informal communication

Status

Perceptions

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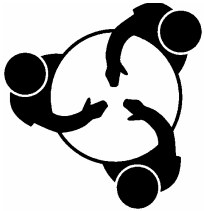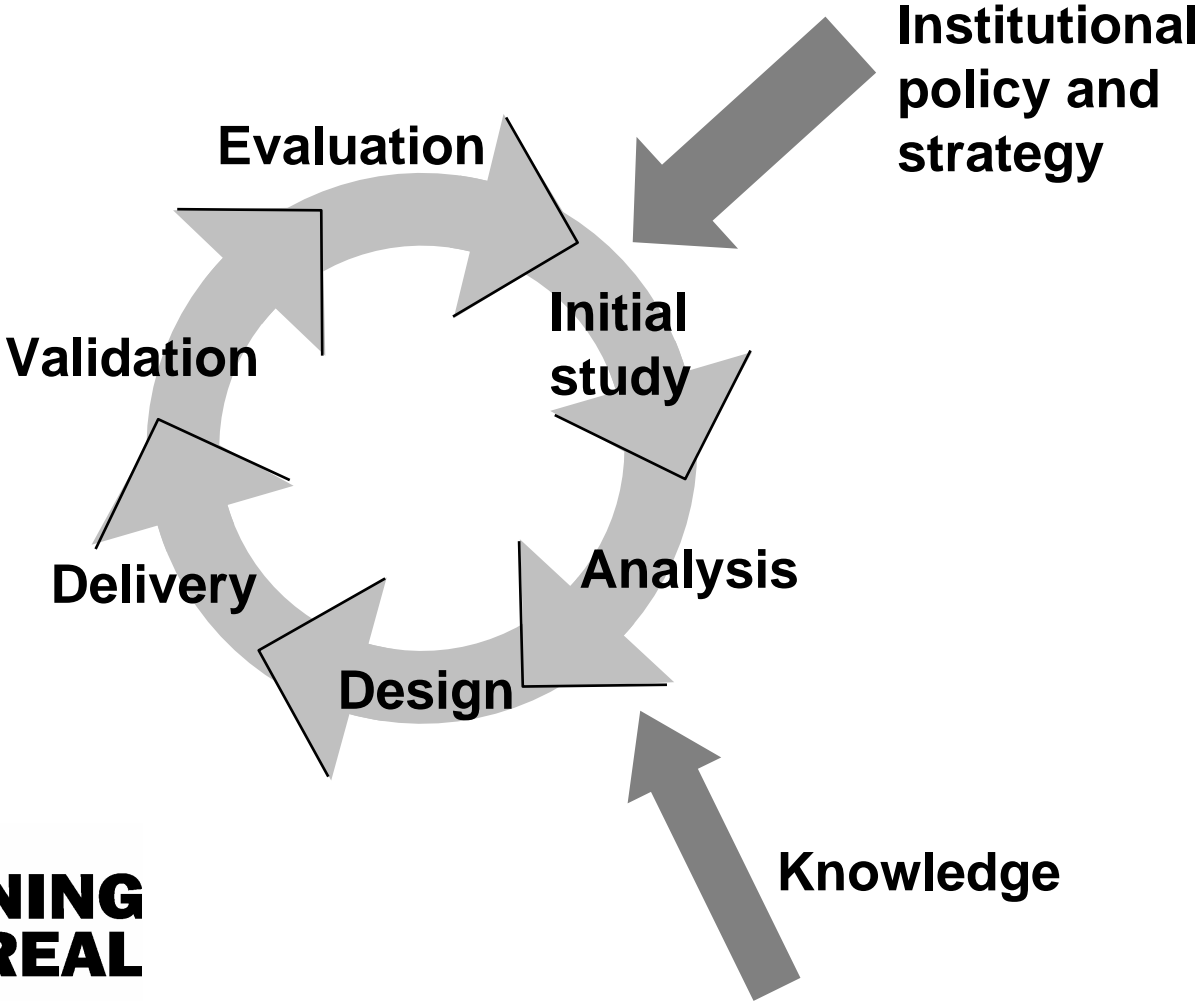*for* **REAL**

Group goals

Motivation

More than just workshops

- An efficient and effective professional workforce needs…
  - The right skills, knowledge and experience
  - The right working environment
  - The right motivation to work

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The Training Cycle

Institutional policy and strategy

Evaluation

Initial study

Validation

Analysis

Delivery

Design

Knowledge

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Training is for…

- Raising **awareness**
- Providing **understanding**
- Sharing **knowledge**
- Developing **expertise**

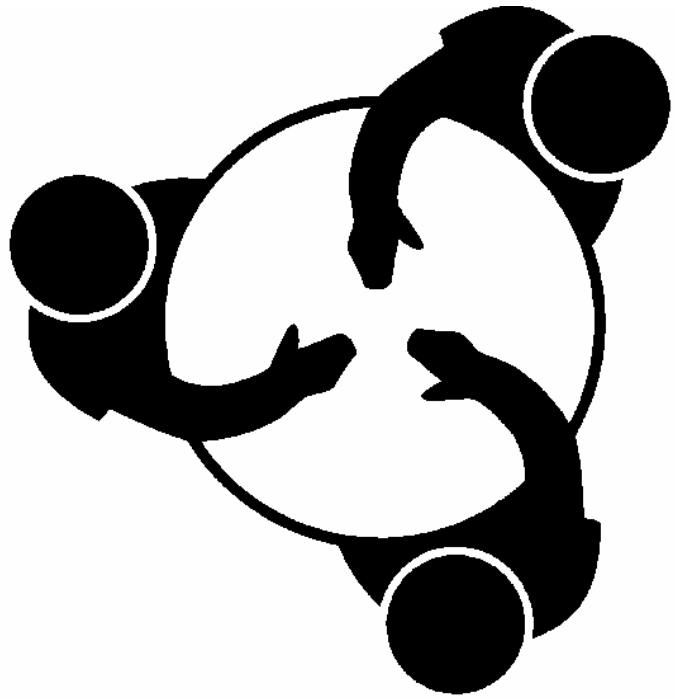**TRAINING**
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Training needs to be...

- Productive
- Competent
- Innovative
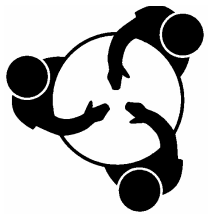- Responsive

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Case study

Making skills development employment oriented in the Water and Sanitation Sector

By Tom Buringuriza

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Possible Vision Statement

By the year xxxx Skills development is responding to employers' economic needs while at the same time addressing trainees' social requirements.

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Potential Objectives

- In the water sector, training is competency based by the year xxxx
- Training is based on occupational standards developed in collaboration with employers

- By the year xxxx, yy% of successful graduates are employed in the occupations where they have developed competencies

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Today's Situation

- "Training" is input oriented and unrelated to the occupational requirements
- Examination and certification is an elimination process
- Certificates do not define competencies
- Employers are compelled to train afresh
- Graduates have in many cases a poor attitude to blue collar work and prefer a white collar approach even to blue collar tasks.
- There are inadequate training places

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Today's Situation

- Employers do not play any significant role in training designs
- Employers have no visible role in assessment and testing except when they train in their firm.
- Productivity levels as well as quality of output are low.
- Resource allocation in the now favorite general budget support approach on the basis of a sector wide format requires a very highly competent Human Resource

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Background (how did we get there?)

Skills Development in Uganda and in many other countries can be grouped into three categories

- Public training provision
- Private training provision
- Firm based training

Firm and private based training are estimated to cater for about 80% of all the training places.

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A fragmented system

- In many countries, Min. of Labor is responsible for Skills development
- Min. of Education is responsible for technical and tertiary education where 80-90% covers theoretical subjects
- Other Ministries run special training institutions to cater for their sector needs.

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- There are also private training providers from the very lowest level to the tertiary levels
- There is firm based training because lack of qualified manpower has forced enterprises to train their own staff. Some companies have specialized training facilities as in tea, sugar, processing, mining and motor vehicle repair

So what are the weaknesses?

- Lack of a skills development policy

- Inadequate and inappropriate skills-oriented programmes and systems in the country;

- Existence of rural/urban dichotomy and gender imbalance;

- Low level priority and status accorded to skills development (budget wise), especially in the service of rural areas;

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Weaknesses contd.

- Limited scope of recognised trades and their "dead end" nature.

- Skills development and training in Uganda is "fragmented, disjointed and the quality of training differs from institution to institution.

- Entry and exit from the skills development system is restricted

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To relate this status to the Water and Sanitation Sector;

Profile of a Water Technician

Duties

Tasks

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Duties and tasks of a Water Technician

Collect data
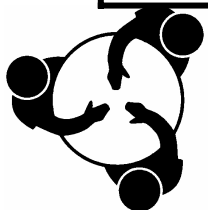
Collect population data and info	Collect water resources information &data	Carry out appraisal of existing infrastructure	Present data and information	Place data and information in office info.storage system

Participate in designing water system

|				
Draw facilities to be built	Cost facilities to be built	Specify works	Identify materials	Prepare contract documentation

Supervise contractors

Estimate value of work done by contractors at different stages	Record measurement of works	Prepare site records on materials	Prepare site records on personnel	Maintain a site dairy on weather
Prepare site records on equipment	Check workmanship			

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Conduct quality control at the site

Ensure that contractor complies with agreement	Check quality of materials	Check workmanship	Prepare notes on quality of works Check workmanship	Check installations for compliance with manuf's specs	

Communicate with other staff

Prepare memos	Make presentations	Prepare technical notes	Take minutes of meetings	Inform contractors of consultants' decisions	Promote company culture

Participate in commissioning

Measure design outputs over a period of 1-3 months	Assemble a time series for evaluation of design	Prepare operating data for presentation	Check all contractors' drawings	Verify operation of plant and equipment	Check final project records
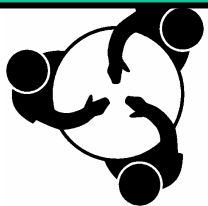
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Ability to perform all the job related tasks

7 out of 36 tasks

OR

19.4%

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Generic knowledge and skills

- Proficiency in a variety of key languages
- Ability to make reasonable commercial decisions independently
- Ability to account for resources
- Exposure to modern and best practices in the water sector

- Basic water engineering skills and knowledge
- Communication skills
- Knowledge of relevant specific computer software
- Skilled in use of computers
- Knowledge of basic software applications (Word, Excel, PowerPoint, Email and Internet)

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Generic skills contd.

- Knowledge of contract procedures and documentation
- Organisational & planning skills
- Presentation skills
- Safety and security consciousness
- Reporting skills

- <u>Various Analysis and design skills</u>
- Research and statistical surveying skills
- Knowledge of relevant laws
- Time management

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# Possession of Generic knowledge and skills

5 out of 15 items

OR

33.3 %

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Attitudes and behaviors

- **Adaptable and Analytical**
- **Ability to synchronize company procedures with the relevant laws.**
- **A good listener**
- **A net worker**
- **Ability to adopt a "Down to earth" and survival approach to work**
- **Confident**
- **Creative and Innovative**
- **Dedicated**

- **Dependable/Reliable**
- **Effective communicator**
- **Flexible**
- **Very high work ethics**
- ***Inquisitive***
- **Logical and Methodical**
- **Patient**
- **Positive outlook**
- **Proactive and Result-oriented**
- ***Able to work very long hours***
- **Self-motivated**
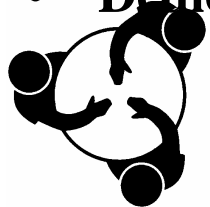
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Attitudes and behaviors contd.

- Team Player
- Technically and detail oriented
- Trustworthy, Ethical, Integrity
- Security conscious
- Diplomatic, tactful and assertive
- Good interpersonal skills
- Ability to understand and resolve conflict
- Negotiation skills

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Possession of the desirable attitudes and behaviors

2 characteristics out of 30
OR

6.7 %

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Possible conclusion

Graduates aiming at the Water Technician job are unable to perform all the tasks that the employers wish them to accomplish.

(It should be noted that in the present scenario employers can only know this after they have employed the graduates)

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Recommendation

- Approach

- Institutional framework

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Approach

- Identify critical occupations for the sector
- Prioritize them in order of current shortage
- Carry out occupational profiles
- Ensure that future trends of the occupations are taken into consideration as well as tools and equipment
- Verify profiles against international and other relevant standards
- Cater for career development and progression
- Use knowledge and skills identified as input for training programs
- Ensure equipment and tools required are included in the infrastructure for training

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Institutional framework *(Some remarks)*

- It is important that this framework concentrates on implementation and avoids too much unsustainable TA

- This is a paradigm shift and requires careful change management

- It will not be a quick fix

- Stakeholders must be prepared to invest in the process *("Ownership cannot be given, it must be taken")*

- There are existing initiatives such as in the MOES and elsewhere in the world, but the Water and Sanitation Sector must first study them to avoid repeating the errors that have made them fail to take off with a dramatic impact.

- A comprehensive stakeholder analysis should be carried out to ensure that all roles and responsibilities are catered for in the framework

- Private Sector also needs to understand the Sector Wide approach

- If development partners are involved it should be a genuine partnership based on realistic principles and a code of conduct.

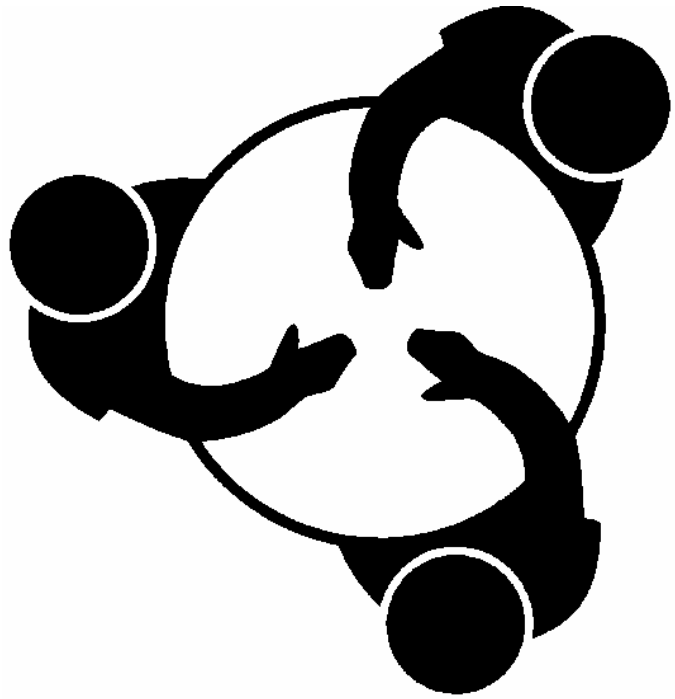- The actual framework should be discussed and agreed by all stakeholders.

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Framework (possible format)

- A small technical implementation unit
- Reporting to a Board composed of representatives of stakeholders drawn from the sector
- With funding from the Private Sector, Government and development partners
- Such that Development partners and Govt. funding the capital investment and the seed money, whereas the Private Sector provides the budget for operations.

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