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# Introductions and welcome

**Sam Kayaga**

Water, Engineering and  
Development Centre

**Engineer Mugisha Shillingi**

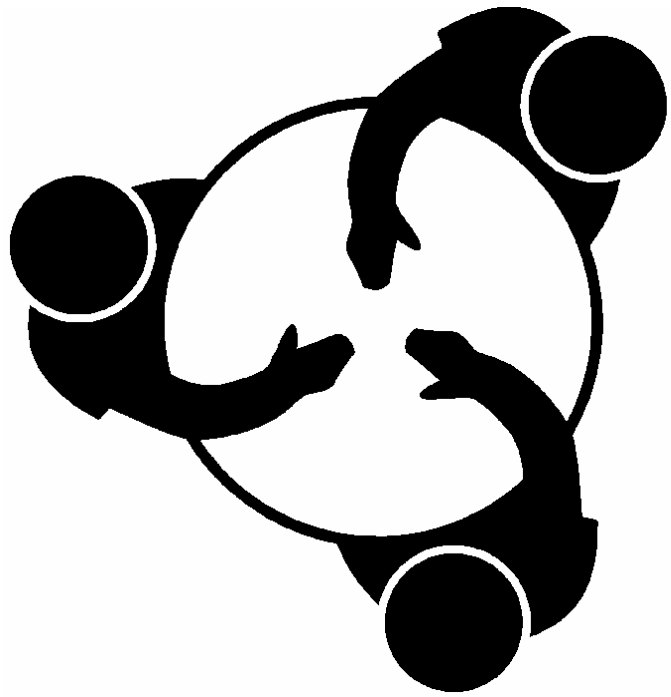
Commissioner Rural Water



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# Forum Agenda

**Brian Reed**

Water, Engineering and  
Development Centre

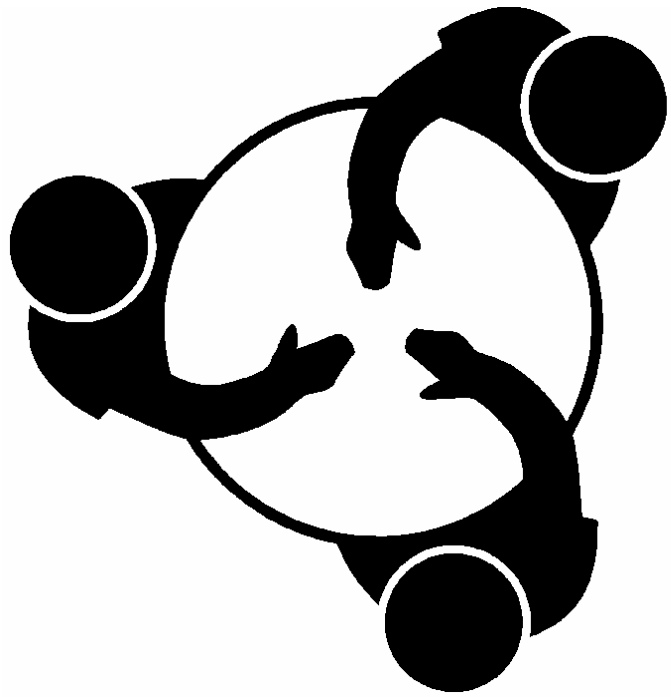


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# Forum Agenda

- Introductions
- Activities so far
- Detailed research findings
- Group analysis and recommendations
- Ekimeeza
- Summary





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# Progress on project activities

**Sue Coates**

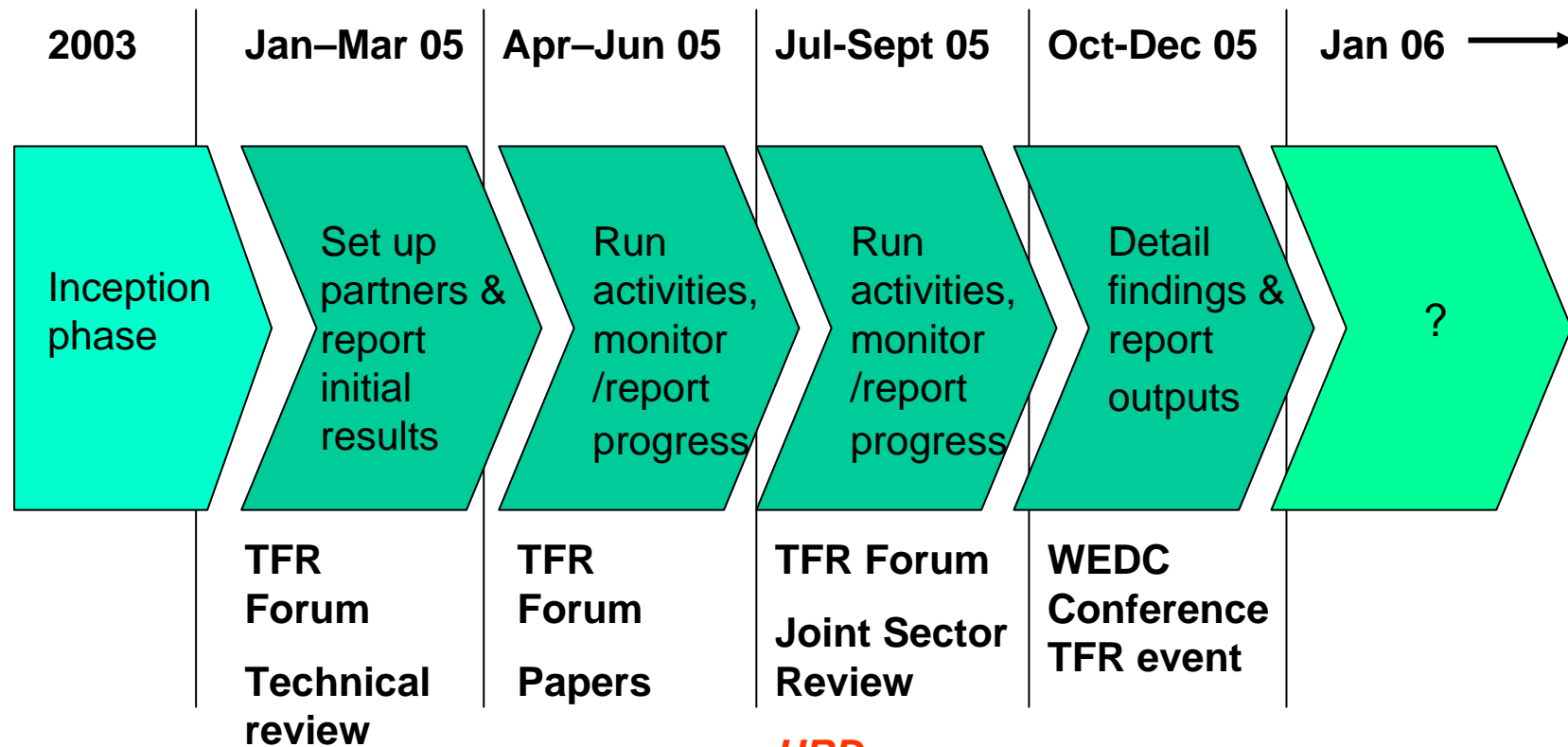
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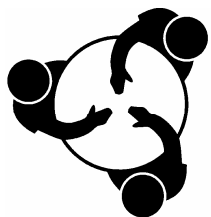
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# Progress on project activities



*HRD  
Undertaking?*



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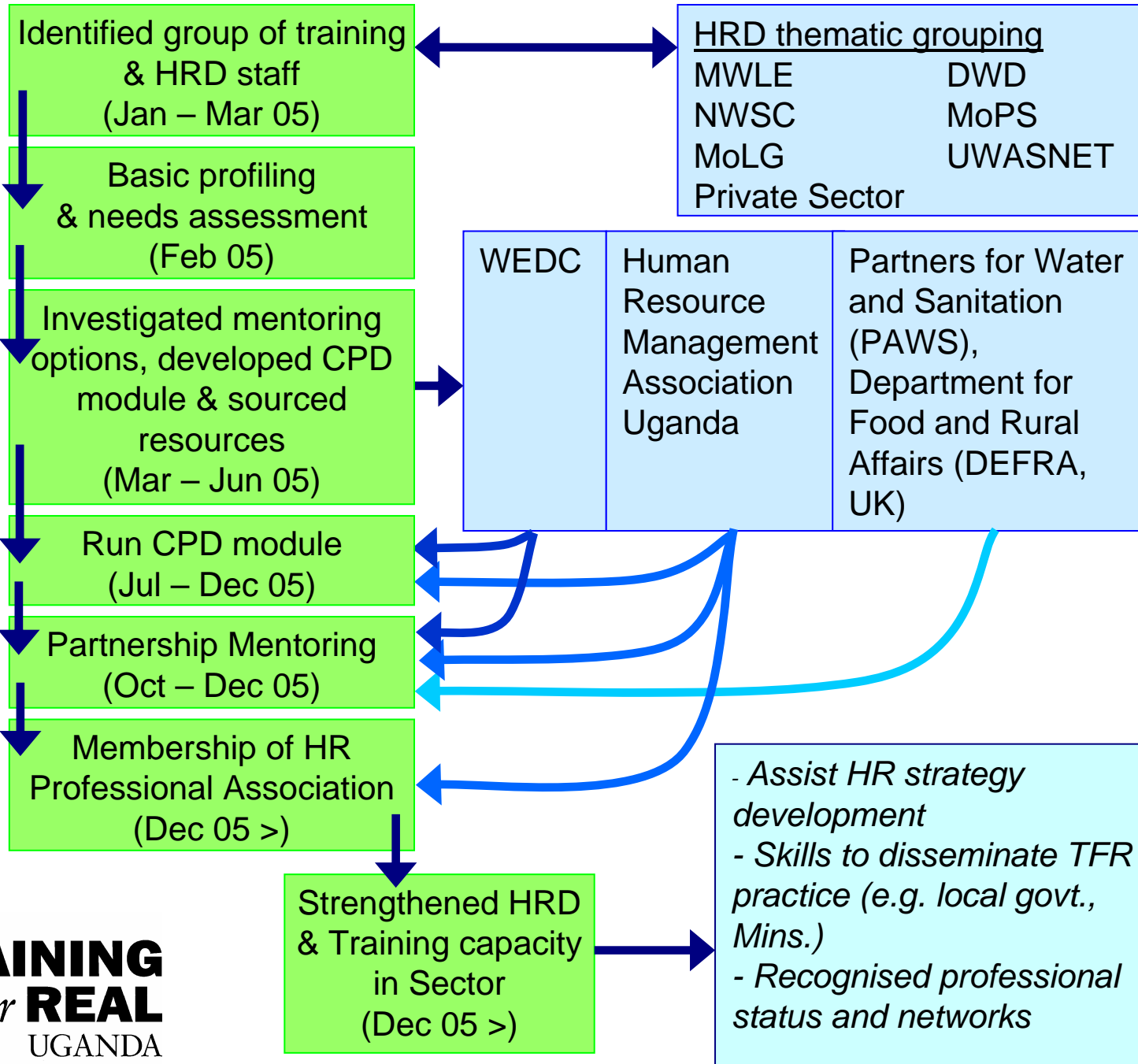
# Progress on project activities

- Developing HRD and training staff
- Research into past and current HRD & training practice
- Innovative approaches to HRD and training at work through pilot projects
- Strengthened information and knowledge management capacity



# Developing HRD/training capacity:

## A strategy

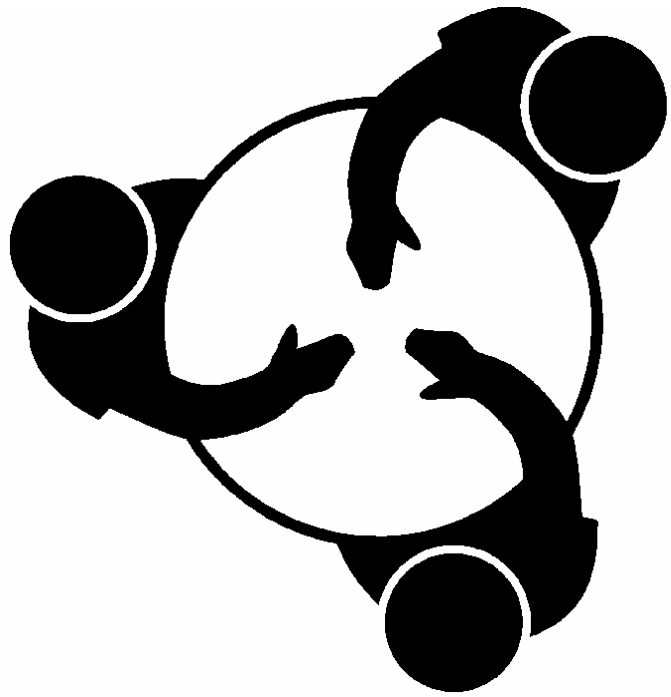


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# Progress on project activities

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# Field research

**Sam Kayaga**

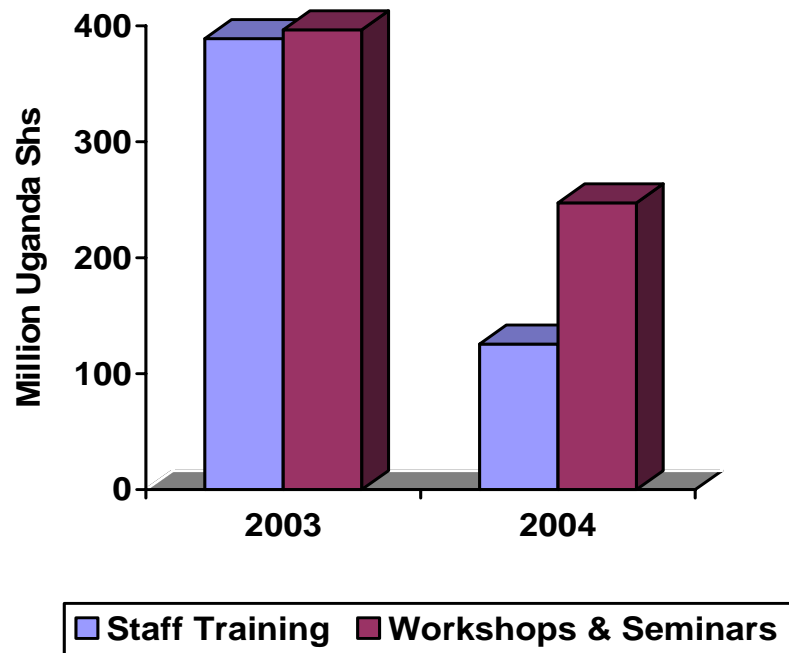
**Victor Male**

**Vincent Ssenyondo**



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# Setting the scene



- Since 2002, DWD has spent > UShs 1.1 bn on training for 450 district & 150 DWD staff
- Yet no sector goals, targets or indicators for training
- Minimal linkage between industry and training institutions (demand and supply)



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# Research objective

- Solicit perceptions of staff and their supervisors on past training (Retrospective survey)
- Current training practices in key training institutions and capacity building in major sector organisations
- Initiate a process of dialogue between demand and supply



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# Research Methods

- Case Studies in 4 district headquarters and 1 NWSC area office
  - Literature review, Questionnaires, Interviews, FGDs, Observations
- Paired interviews in 5 major sector organisations 7 key training institutions/ faculties



# Research Activity 3.3

Sample interviews looking at past training practices of employers



# Key points of past training

- Some TSUs have had a positive impact on district CB. Indeed good training makes a difference!
- Emphasis on hardware training in districts with fresh graduate staff
- Good recruitment lessens the need for capacity building.



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# Key points of past training

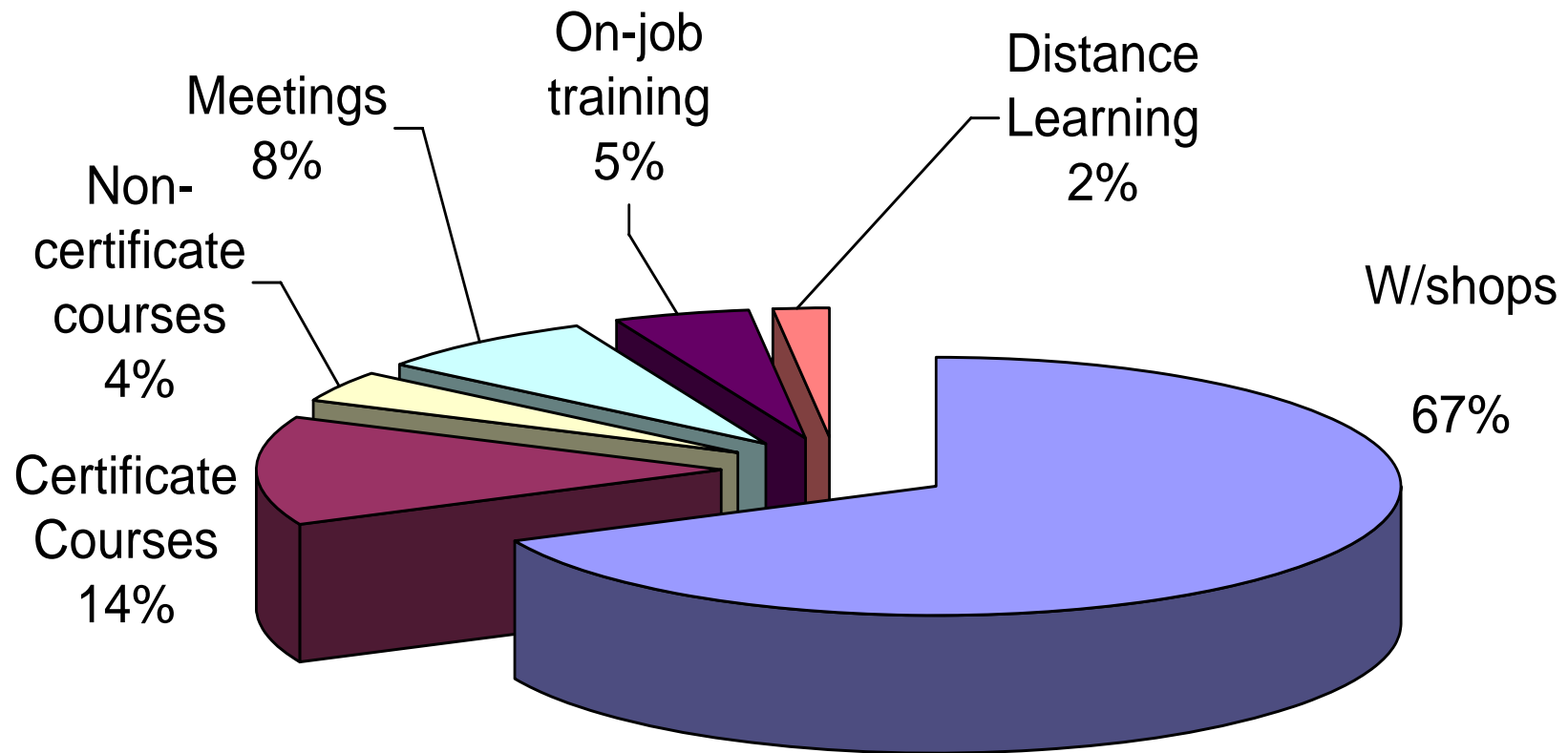
- Evaluation and valuation
  - Ad hoc
  - Connected to staff appraisals?
  - Not objective?
  - Whose perspective?
  - Certificates are valued more than content

# Key points of past training

- Public service, local government or line ministry
  - Funds not co-ordinated?
  - Plans not harmonised?
  - Whose objective?
- Workshops the most dominant mode



# Key points of past training



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# Key points of past training

- Involving staff in planning CB
- Need for critical mass of capable staff to create impact
  - Capacity building only part of the enabling environment



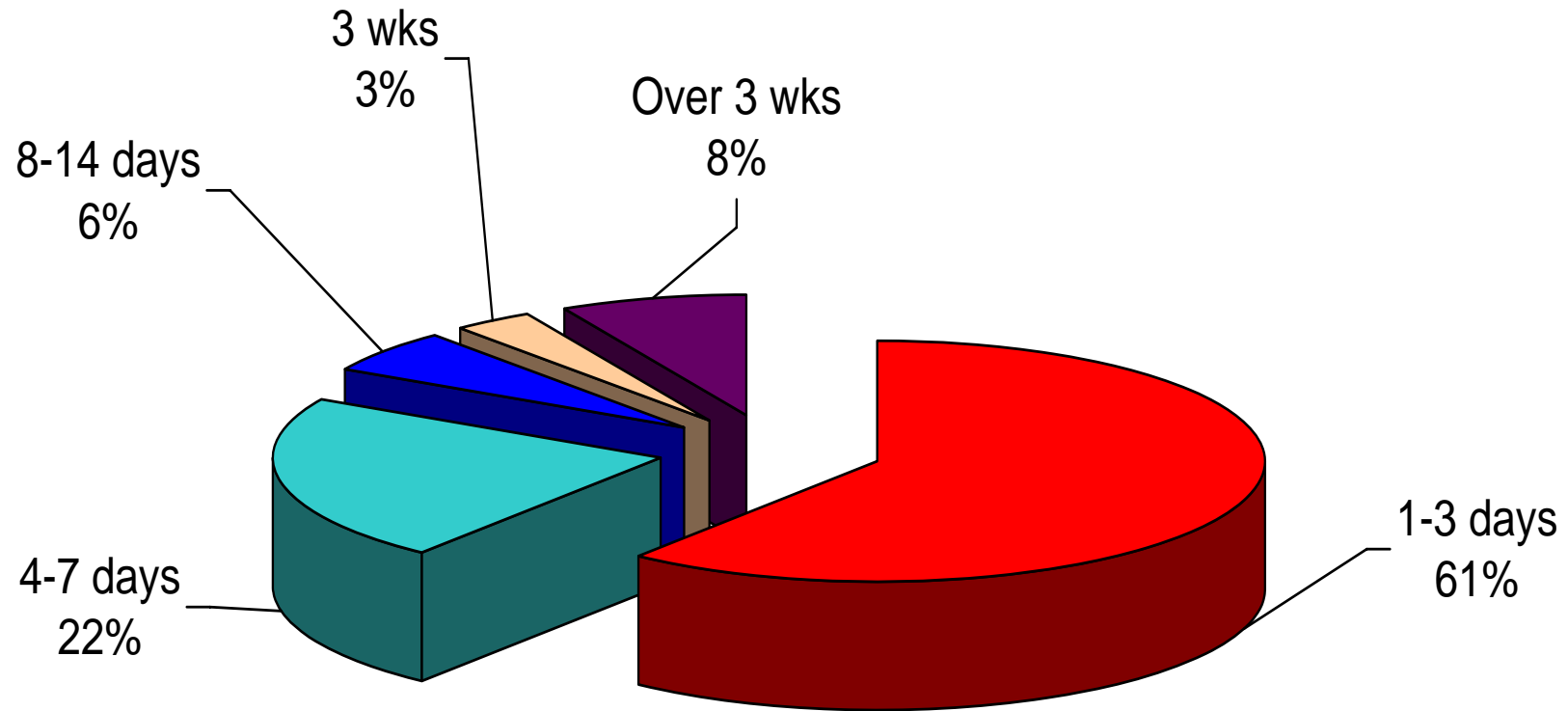
# Key points of past training

- Building the foundation again (and again) ~ never building the walls
- Sometimes training is considered a reward not a requirement of the job
- Cost & benefits of CB not always considered





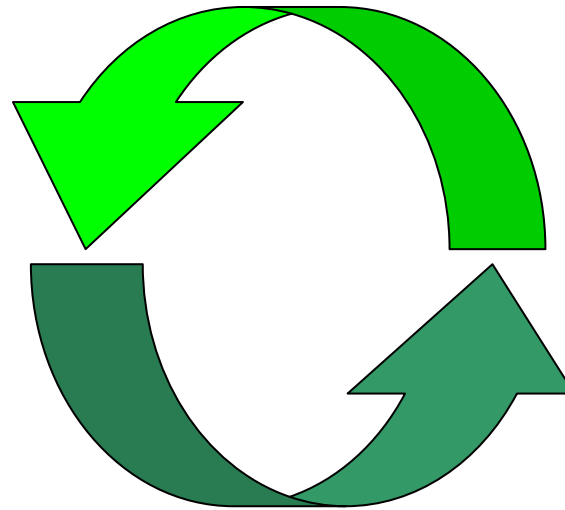
# Key points of past training



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# Research Activity 3.2

**Sample interviews looking at current training – relationships between suppliers and demand**



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# Key points of current training ~ suppliers

- Some good practice (but limited)
  - working with employers, mainly through industrial training
  - either as individual students or groups; leading to many additional benefits (e.g. feedback, practical experience, direct actions)



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# Key points of current training ~ suppliers

- Some training institutions have received contracts (from NGOs and donors) for developing training courses
- Use of variety of teaching methods  
~ guest lectures, case studies, demonstrations  
~ attracts students



# Key points of current training ~ suppliers

- There is investment by teaching institutions to improve capacity of trainers
- There is minimal scope of influence from supply to demand and vice versa
- There are difficulties in changing curricula



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# Key points of current training ~ suppliers

- Some courses are demand driven
- Good students are your best advert!
- Autonomy or accreditation ?
- Budgets !!!!!!!



# Key points of current training ~ industry

- Policies, plans and strategies in place in some institutions
- Budgets in place in some institutions
- Employees assess courses based on personal not corporate criteria
- Technical Assistance used widely



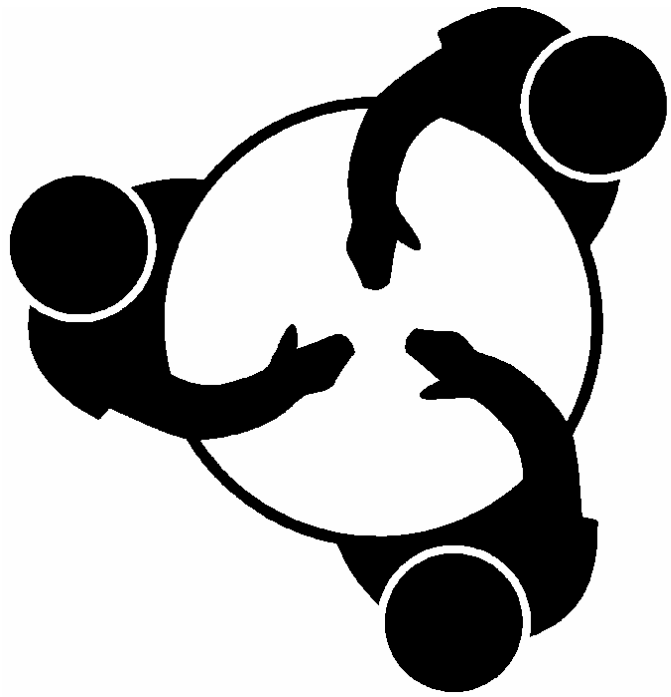
# Key points of current training ~ industry

- Offer students practical placements
- Decisions on capacity building made by
  - central top management?
  - (expert) HR officers,
  - or devolved management?
- Low profile of the training function?
- Retaining skilled staff is important ~ high training expenditure per capita



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# Discussion of research ~ implications for policy makers

All delegates



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# Questions for discussion

- One easy action to improve training  
~ tomorrow!



# Questions for discussion

1. Should “*HRD/Training/ CB*” be coordinated ?
  - if so why, how and by whom?
2. How do we improve links between:
  - Supply & demand (what links and support ?)
  - Supply & supply (what links and support ?)
  - Demand & demand (what links and support?)



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# Questions for discussion

3. How can we measure “*HRD/Training/ CB*” ?
  - ~ do we want to measure and why?
  - ~ what are the costs and benefits?
  - ~ are the investments paying off?
  
4. What do we do about workshops?
  - ~ what are they used for ?
  - ~ how can they be efficient and effective for all their uses ?
  - ~ how we justify them when they are useful ?
  - ~ can their supply be managed/ influenced?



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# Questions for discussion

5. Who should lead “*HRD/Training/ CB*” ?
  - ~ experts in colleges or MoPS?
  - ~ employers doing the job ?
  - ~ centralised or decentralised ?
  
6. “*HRD/Training/ CB*” training plans
  - ~ do we need them
  - ~ what basis are they developed
  - ~ focussed and time bound ?
  - ~ or flexible and long term ?



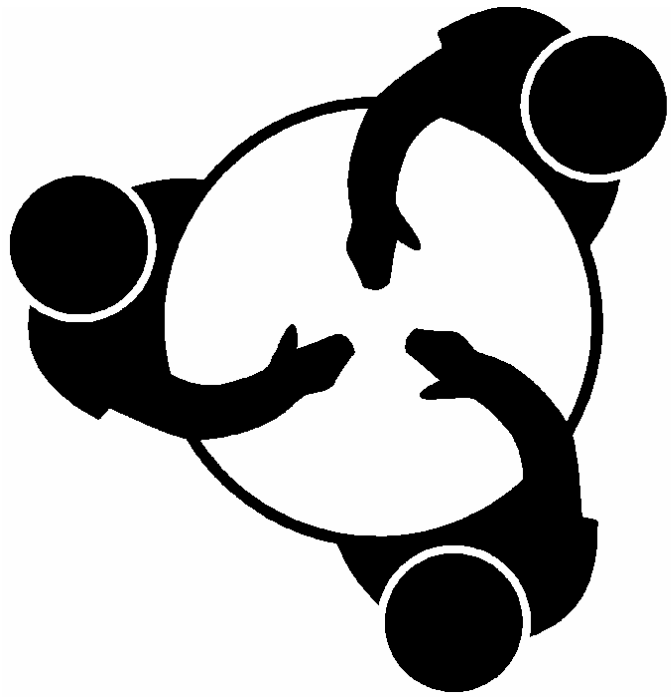
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# Questions for discussion

- One easy action to improve training ~ tomorrow!
- 1. Should “HRD/Training/ CB” be coordinated ? if so why, how and by whom?
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- 3. How can we measure “HRD/Training/ CB” ?
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  - ~ can their supply be managed/ influenced?
- 5. Who should lead capacity building?
  - ~ experts in colleges ?
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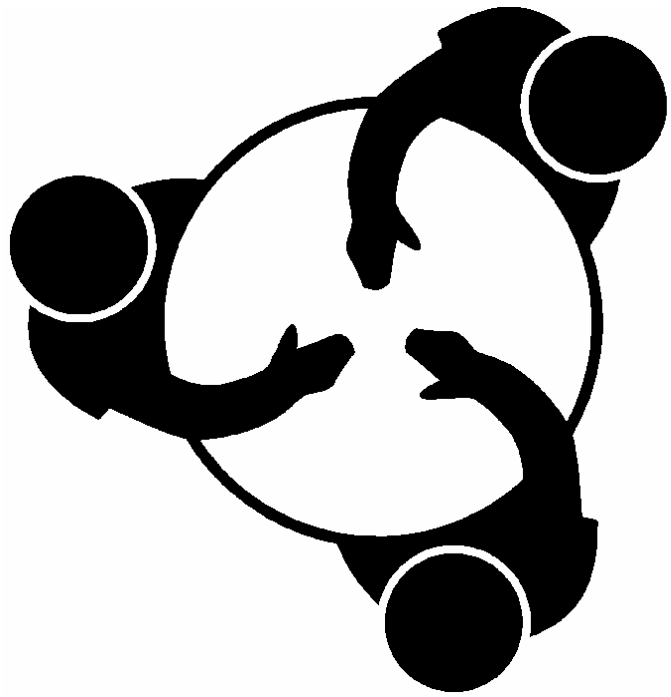
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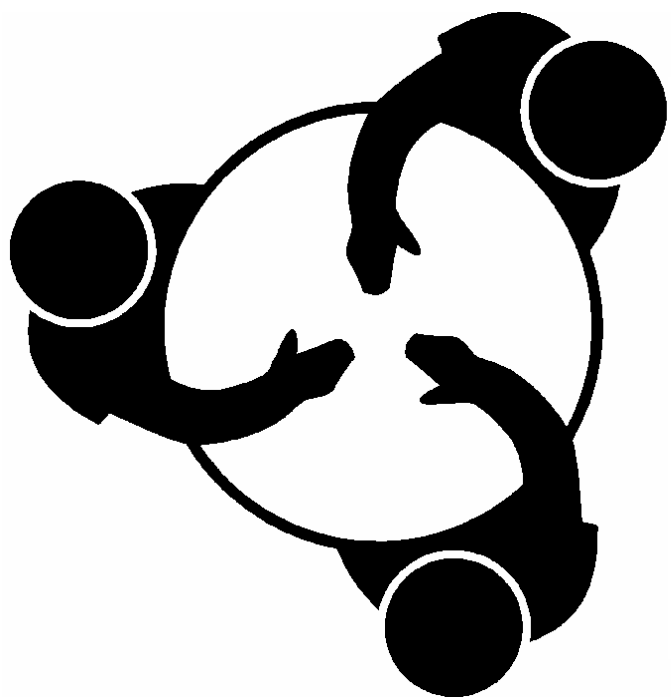
# Analysis and recommendations



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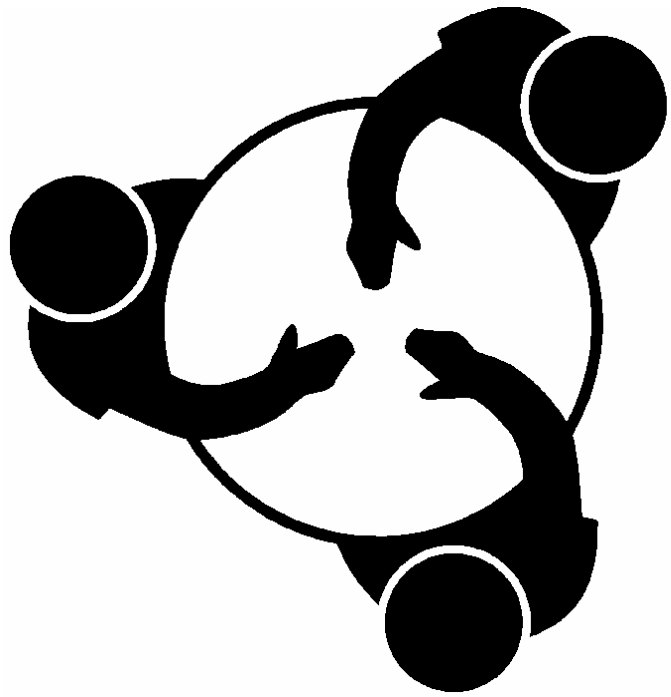


EKIMEEZA

*International*

WATER

*Negotiations*



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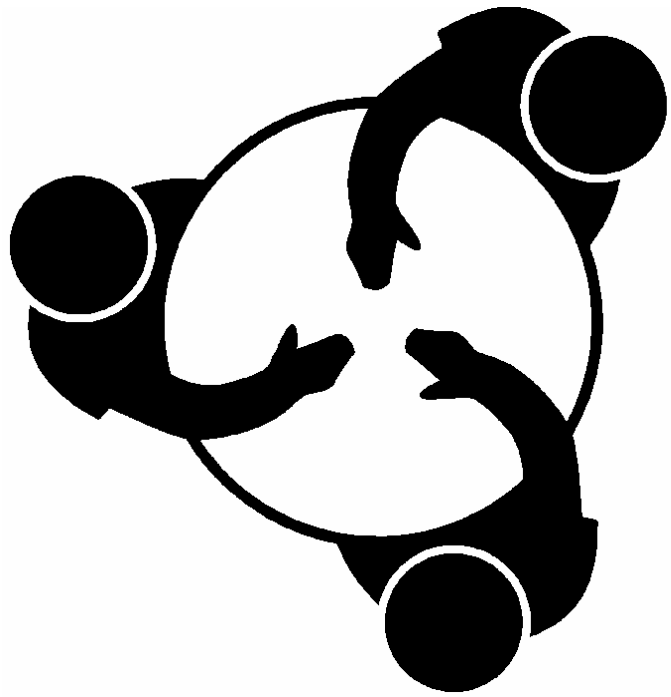
# Summary

**Frank Odhiambo**

Water, Engineering and  
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# TfR on the Internet

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**SECOND FORUM**

The 2<sup>nd</sup> TfR Forum is to be held on the 14<sup>th</sup> and 15<sup>th</sup> of June, 2005 in Entebbe. At the Forum, updates of activities since the first Forum will be given. Initial steps towards formulating a sector-wide HRD strategy will be taken. This will involve an analysis of the results of fieldwork already completed.

**FIRST FORUM**

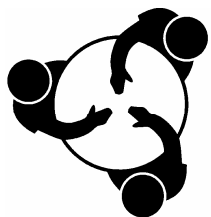
The 1<sup>st</sup> Training for Real (TfR) Forum was held at the Fairway hotel between the 9th and 10th of March, 2005. The Forum brought together both supply and demand side stakeholders. It was opened by the Permanent Secretary in the Ministry of the Environment, Lands and Water Development, Engineer Bill Kabanda. During the Forum, the aim and objectives of the TfR project were explained. The Forum was officially closed by the Hon Minister of Water Development Mrs. Maria Mutagamba, who invited stakeholders to commit to the project by signing a commitment card, which had the logos of all stakeholders printed on it. The Hon Minister led stakeholders in signing the card.

**CALL FOR PAPERS**

TfR is holding a special session at the 31<sup>st</sup> WEDC conference "Maximizing the Benefits

**PAGE LINKS**

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