TRAINING for REAL

Training for Real Forum

Fairway Hotel, Kampala

9th - 10th March 2005

*Reducing the gap
between the skills and
knowledge of engineering and
other water and sanitation
sector professionals
and the demands of sector
employers*

A capacity building project, under the Water and Sanitation Working Group, moving towards *"motivated and responsive HRD training providers, better equipped to provide employer relevant professional development of water and sanitation sector staff"*

The TfR Forum

The Training for Real Forum was held at the Fairway Hotel, Kampala, from 9th -10th March 2005. Dr Sam Kayaga introduced the PS, Ministry of Lands, Water and the Environment and the Director DWD. He then introduced the TFR team and welcomed all stakeholders to the Forum. This was followed by self-introduction by stakeholders.

The TfR Team

The team is led by Sue Coates from the Water, Engineering and Development Centre (WEDC) in the UK. She is assisted by Dr Sam Kayaga, Dr Frank Odhiambo and Brian Reed of WEDC, based in the UK and also by Victor Male, Vincent Ssennyondo and Albert Rugamoyo, based in Uganda.

The TfR project however is working closely with professionals in the water and sanitation sector, and inputs from a variety of individuals and institutions have already been received and more are envisaged over the coming year. The team reports to the Water and Sanitation Working Group.

Introducing Training for Real

Following introductions, Sam made a few remarks about TFR.
- He illustrated the importance of Training for Real by telling the story of a man in the United States whom was left a large estate on the proviso that he remained in full time education. He died at the age of 63, without ever practicing what he had learnt! On the contrary, the purpose of Training for Real was to provide meaningful training as opposed to training for its own sake.
- Pointed out that the two mottos of schools he attended, captured the essence of TfR: 'I learn to serve' and 'for greater horizons'

He then introduced the Director of DWD, who remarked:
- He noted that discussions around Training for Real began 18 months ago
- He was therefore happy the project has taken off
- He noted that the project is financed through the DFID component of the Joint Partnership Fund
- It is a one year study
- He expects to see a difference at the end of the project.

Following the Director's speech, Sam Kayaga introduced the PS. Ministry of Lands, Water and the Environment to deliver his speech. In his speech, he:
- Welcomed stakeholders
- Noted that the main issue today is a drive for efficiency
- Noted that abundant water resources are available, but difficulties remain for example, in Karamoja
- He thanked stakeholders who had come and facilitators
- He noted that HRM is often neglected yet, critical
- He further noted that the world media predict that the MDGs will not be met in low income countries.He does not himself subscribe to this view and is optimistic that the targets can be met

- He expressed pleasure at the innovative approach being followed by Training for Real and noted for example, that there was a pilot training on diplomacy skills
- He also recorded his pleasure at the Forum bringing together demand and supply sides
- He noted that the ministry commissioned a consultant to carry out a function analysis and that there is a move towards team working in the ministry. He advised that the consultant should work with TfR
- Finally, he requested participants to take full advantage of the Forum

Following the PS's speech, Brian gave a quick outline of the TfR Forum agenda and then invited stakeholders to have a 30-minute tea break.

Some Facts and Figures about Capacity Building

- The JSR report 2004 highlighted 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.
- 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 Management *combined*).
- 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.

Summary of the JSR 2004 undertakings
Fill 80% of vacant posts in DWD and increase procurement function of DWD
Integrated sector-wide investment plan
Define and carry out value for money audits
Strategy for Water for Production
Implementation of urban water and sanitation reform
Models of integrated works plans for hygiene promotion and sanitation
Develop indicators for gender and community capacity development
Implement O&M support structures
Develop water quality strategy
Finalise WRM reform strategy
Institutionalise Sector Performance Assessment Process
Establish Water for Production sub-group

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

Summary of the Golden Indicators
Percentage of people with acceptable access to an improved water source
Percentage of improved water sources that are functioning

Cost per beneficiary of new water and sanitation schemes
Percentage of people with acceptable access to adequate sanitation
Percentage increase in storage capacity of water for production
Percentage of water samples of acceptable quality
Equitable distribution geographically of water supply facilities
Percentage of people with access to hand-washing facilities

The value of human resources is difficult to compare with the value of more tangible assets, such as handpumps, as this extract from the JSR report 2003 shows.

Balance Between Capacity Building and Scaling-up Service Delivery
Justification for Increased Coverage
The OP-5 incorporates an action plan for the capacity building and consolidation of institutional and sector reforms. The total budget earmarked for sector specific district capacity building and consolidation of institutional and sector reforms over the 5 year period 2002/03- 2006/07 is approx. US$ 27.7 (OP-5). The total budget (actual) and that projected to be disbursed as district grants for rural water investments over the same period is UShs 149.51bill.as shown in the table below,

Table: Funding for Rural Water Supply Investments (2002-2007)

Year	2002/03	2003/04	2004/05	2005/06	2006/07	Total
Total Investment grant (UShs bill)	25.78*	27.32*	28.94**	32.77**	34.70	149.51

   *   actual
   **   projected according to Mid Term Budget Framework for 2003/04 FY

(or US $74 million assuming US$ = UShs. 2000). This apparently shows that the total cost for capacity building over the above 5-year period is approx. 40% of the investment cost, i.e. the cost of service provision increases by 40%. This is rather high, unless one is optimistic that adequate capacity will have been built/attained by the end of 2004/05 such that thereafter, there will be minimal or no continued investment in capacity building. Previous experiences from completed programmes/ projects such as RUWASA, WES, etc. however seems to indicate poor or low district capacity to retain adequately experienced/trained staff due to a variety of factors. Considering the above analysis alone, it could be argued that most of the funds earmarked for capacity building should instead be invested to increase coverage.

Justification for capacity Building
According to the O&M study of rural water facilities in Uganda (December 2001), approx. 30% of community water sources were found not to be functional. Moreover this figure could be optimistic, given that many of the facilities surveyed were by that time still relatively new. It is a waste of resources to invest in new water and sanitation facilities that do not work a few years. There is therefore a significant gap between actual performance and the desired minimum functionality goal of 85%. Unless something is done immediately to correct this situation, this gap will only widen as facilities age and repairs become more frequent, complex and costly.

It was concluded in the 1970s that installation by Central Government and focus only on technical aspects did not result in sustainable water supply for rural communities. That "fact" lead to the subsequent introduction of a number of methods and approaches to focus on "software aspects" like sanitation and hygiene education, community mobilization for operation and maintenance, women-in-development, gender awareness, community-based management (CBM), and capital contributions by communities. In fact, sub-sector approaches have been under constant development through the years in the struggle to find the best way to produce the desired long-term result – installed facilities that continue to

provide safe water as intended over a long period of time.

According to the 15-year Investment Plan for RWSS (SIP-15), the total investment required to achieve 95%-100% coverage is estimated to be approximately US$ 955 million. Present coverage is estimated at some 54.9%. The necessary funding to reach 100% is estimated to be USD 955 million or approx. 20 million per one-percent increase of coverage. At the same time only 70% of the facilities are fully functional. In other words, the real cost is rather some 28 million per one-percent increase in coverage, which also means that the necessary investment to reach full coverage would be rather USD 1365 million, an increase of USD 410 million.

If it is possible to halve the non-functionality of water sources through a 5-year capacity building programme costing USD 27.7 million, then the true cost per one-percent coverage increase would be some USD 23.5 million and the comparable investment cost for full coverage would be some 1125 million.

In these terms a capacity building programme of USD 27.7 million would result in an investment saving of USD 240 million (1125 million compared to 1365million), which is an impressive return on the investment in capacity building. In fact an increase in functionality by only 1.2%, from 70 to 71.2% would make the capacity building investment break even. This is, of course, a rather simplified analysis, but nevertheless the picture is quite clear, investment in capacity building pays back.

On the other hand capacity building has to be effective and well coordinated. USD 27 million can easily be wasted in training programmes, workshops and seminars of little use and where the bulk of the cost is spent on allowances, food and conference facilities. This is the real challenge; i.e. to provide relevant cost-effective training, eventually resulting in the assumed sustainability improvements. A certain amount spent on a training programme requires a lot more personnel resources than the same amount being spent on hardware.

The same type of rationale can be applied in respect of community mobilization activities, which also in a way should be regarded as capacity building at a lower level. It is equally easy to prove that the net return by far supersedes increase of software costs. But here also, the challenge is doing the right thing in the right way.

Inevitably, efforts spent on capacity building and related software aspects slow down the implementation speed, something that is easy to justify as long as the efforts result in the desired functionality improvement.

The Right Balance?

Should maybe for the time being all resources be spent on capacity building? Meanwhile, should there be a moratorium on all new investments and all infrastructure capacity be spent on rehabilitation of non-functional supplies? Has the sector the necessary absorption capacity for useful capacity building, for example taking into account some weak district staffing structures? Is there capacity enough to provide meaningful training?

The issue remains to find the right balance between capacity building and physical implementation. Rapid increased coverage as a result of political pressure is likely to be gained at the cost of sustainability. On the other hand, ineffective capacity building at the cost of very limited hardware implementation will not improve the situation and leads to significant waste of resources.

Source: Draft Issues paper no. 2; Rural Water Supply and Sanitation. Third Joint GoU/Donor Review of the Water and Sanitation Sector, September 23rd – 25th, 2003

Training for Real "Project"

Sue Coates gave a short presentation. In her presentation, she:
- offered an introduction to the project
- outlined expected project outputs
- outlined the project roadmap.

- outlined the purpose of the first Forum

Project Goal:

Reduction in the gap between the skills and knowledge of engineering and other water and sanitation sector professionals and the demands of sector employers
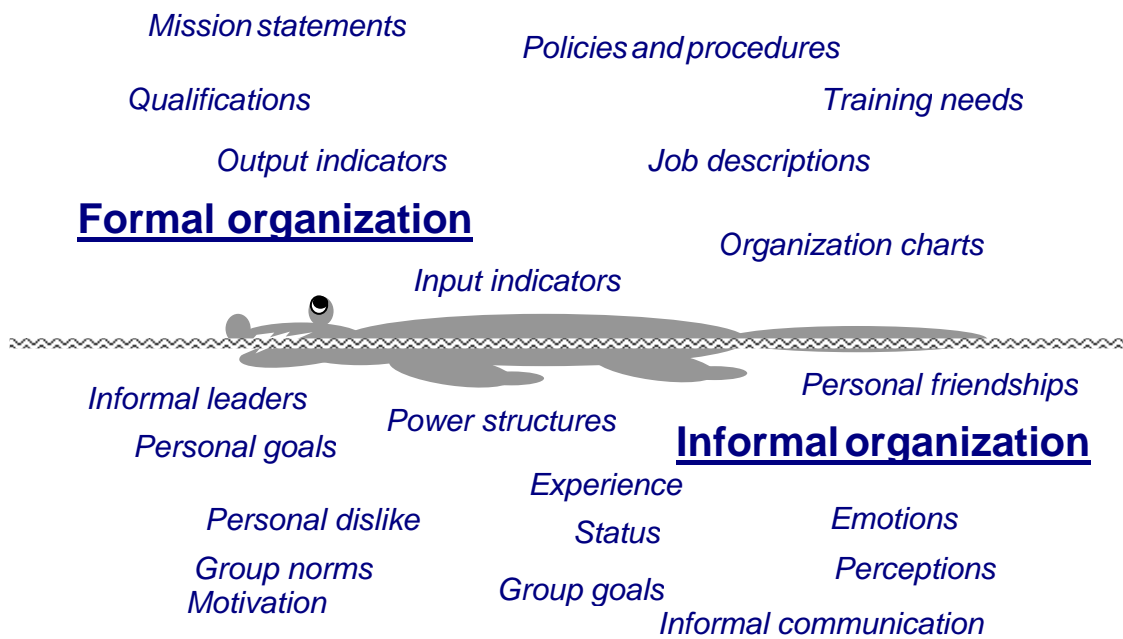
Project purpose

Motivated and responsive HRD training providers, better equipped to provide employer relevant professional development of water and sanitation sector staff.

Training for Real Outputs

0. Inception phase
1. Key National level HRD staff in the sector orientated for participation in TFR activities
2. Strengthened HRD capacity to develop improved sector wide HRD strategy
3. HRD activity to impact mapping (mapping of recent HRD/training practice and delivery and stakeholder assessment of impact against sector objectives)
4. Piloted capacity development tools, approaches and delivery methods in agreed training areas to strengthen HRD practices in key national level HRD functions
5. Sector HRD information and knowledge management support to suppliers
6. Post PROJECT secretariat identified and agreed
7. Progress reports and Phase 1 final output presented to relevant body

The building blocks of capacity

What is beneath the surface?

Mission statements

Policies and procedures

Qualifications

Training needs

Output indicators

Job descriptions

Formal organization

Organization charts

Input indicators

Personal friendships

Informal leaders

Power structures

Informal organization

Personal goals

Experience

Personal dislike

Status

Emotions

Group norms

Perceptions

Motivation

Group goals

Informal communication

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

Training is for…
- Raising **awareness**
- Providing **understanding**
- Sharing **knowledge**
- Developing **expertise**

Training needs to be…
- Productive
- Competent
- Innovative
- Responsive

Training follows a cycle…
- Initial study
- Analysis
- Design
- Delivery
- Validation
- Evaluation

Institutional policy and strategy

Evaluation

Initial study

Validation

Analysis

Delivery
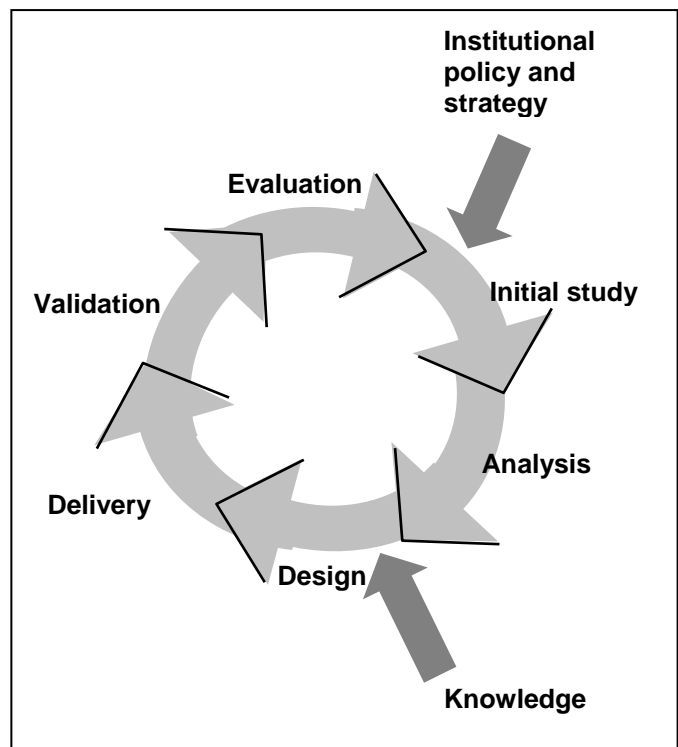
Design

Knowledge

It requires external inputs from the policy and strategy of the institution and also knowledge, to inform the analysis and design of the training activity.

Different ways of sourcing training

Bespoke courses
- In house
- Direct commissioning
- Restricted tenders
- Open tenders

Standard courses
- Accessing existing training
- Working with suppliers to develop courses

Other Mechanisms
- On the job
- Conferences
- Reading books and journals
- Learned society activities

A Case Study on Making Training Real

This was followed by a presentation by Tom Buringuriza, who began his presentation with an assumed **Vision Statement** for Training for Real (TfR) which said, "by the year xxxx Skills development is responding to employers' economic needs while at the same time addressing trainees' social requirements. He then went on to present **Potential Objectives.** These were:
- 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

After presenting the potential objectives, he went on to describe the **Situation today.** That is:
- "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
- 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 outputs 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

Following this introduction, he noted that skills development in Uganda and in many other countries can be grouped into three categories
- Public training provision
- Private training provision

- Firm based training

He noted that firm and private based training are estimated to cater for about 80% of all the training places. He then went on to say that training arrangements are fragmented. Reasons for this include:

- 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.
- 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

He also said that there exist a number of weaknesses. These are:
- 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;
- 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

Following this, he placed the foregoing in the context of the water and sanitation sector. He did this by presenting the findings of a study in which he interviewed employers to find out what the duties and range of tasks of a water technician are and how well they fit this profile upon graduation. He found that they are proficient in seven out of 36 tasks. He also investigated their **Generic knowledge and skills** which included:
- 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)
- 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

He found that they were only proficient in 5 out of 15 of the above. He also investigated **attitudes and behaviors**, in which he considered the following:
- Adaptable and Analytical
- Ability to synchronize company procedures with the relevant laws.
- A good listener
- A networker
- 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
- 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

He found that water technicians possess only two out of 30 or 6.7%

In conclusion, he said that "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).

He made recommendations in two areas:

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

Institutional Framework
- 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.

Finally, he gave recommendations regarding a possible body that would oversee and discuss curriculum issues.
- 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

Following Tom's presentation, there were a number of questions. These were as follows:
- Is it feasible to think that a water technician can be trained to undertake the range of tasks mentioned? Surely, a certificate only means one has been 'tuned' to learn.
- What flexibility is there among supply side institutions to quickly change curricula?
- What can be done about HR issues which are a direct result of government bureaucracy?
- The issue of central control of educational institutions has meant that they can no longer be as flexible as they might like.

- Can the consultant offer a way forward to make traditional training institutions more flexible and responsive?
- There is a reluctance by the private sector to engage in curriculum development particularly as it takes a long time.
- Has the ministry undertaken certification of trades in the water sector?
- The ministry has not undertaken certification of trades yet. Director of water
- Had the commissioner for education in charge of vocational training been invited?
- The ministry of water, lands and the environment have put in place a post-graduate training scheme to bridge the skills deficit in graduates working in the water sector.

In response, he said,
- Ministry of education has a draft vocational education policy. Taken over three years to approve.
- Private training providers are now attempting to profile demand and tailor the education they offer based on this. However, legal constraints are in place.
- Commissioner of education in charge of vocational training was invited, but was unable to come.
- He agreed that training institutions are not flexible but added that curriculum developers are responsible for this, in his view
- He pointed that certification should reveal the exact skills that a person has. This was in response to the observation that it might be unreasonable to expect a graduate to have all the skills required immediately after graduation
- He noted that If curriculum development takes a long while and this was discouraging the private sector from taking part in it, this needs to be changed.

Sam Mutono thanked Tom Buringuriza for his presentation and providing 'food for the mind'. After a break for lunch and food for the body, Frank Odhiambo gave a presentation on "Knowledge and Knowledge Management".

Information and Knowledge Management

He introduced the data, information, knowledge continuum; Data are a set of specific particular objective facts. By itself it is not very useful. Data set in context provides information – something that then is useful. So for example "H_2O" is only useful in the context of chemistry – outside chemistry it is just a sequence of letters and numbers. Information passing through the mind creates knowledge – the mental processes transform it. Knowledge can lead to more information once it is written down in some way. Knowledge is function of information, experience, skills and attitude. These influence our understanding of information; different people with different skills and experience have different "knowledge". Knowledge is more difficult to extract than information. Knowledge does not conflict whilst information can.

Explicit knowledge can be documented and other people\can read and know what you know. *Tacit* knowledge is less obvious – it can be personal or social

(shared by a group). An example is knowing how to ride a bicycle. Knowledge management often tries to make tacit \knowledge explicit. Making tacit knowledge explicit is "making knowledge".

Knowledge and information management are not the same; information management however is necessary for knowledge management. Information management is issues to do with :
- Access
- Handling
- Storage
- Delivery (electronic, hard copy)
- Security (confidential information e.g. pay data)
- Archiving (how long do you hold information in a way easy to access (before storage – not disposal)

Examples of information management include a resource centre or library – it is not just a room with books in – all the above issues apply. Another example is record keeping – about staff training records for example.

There is no agreed definition of "knowledge management" or its scope. It has varying emphasis on ICT or other tools. For this presentation it is a coordinated effort to grow and leverage an organisation's know-how. Examples include developing skills, Research and Development, networks and alliances, buy-in consultants and multi-disciplinary collaborators. Multi-disciplinary approaches are now the most common form of working.

Leverage (using knowledge more effectively) includes:
- New courses and services
- Intellectual property
- Increase revenue collection
- Consultancy services
- Reuse – cost avoidance- re-inventing the wheel
- Reuse – improve quality
- Process – consistent delivery

Can knowledge be managed? No! it is contained in people's minds. However we can establish structures to allow people to access knowledge and these can be managed to enable optimal access to knowledge (e.g. management, communication). The management may take the form of:
- Rewarding knowledge sharing – or even avoiding penalising people who sharing knowledge
- Having a high level of trust
- Team based collaborative work
- Customer satisfaction focus
- Value outside ideas
- Manage internal competition

There are pitfalls however; this take time, so patience is required. ICTs are a help but they are not the final answer. The cultural dimension needs to be considered, bringing people on board. If knowledge management uses data

bases and websites, then it need to be the responsibility if those who hold that knowledge – not a knowledge management expert. The top management need to support this, directing the culture of the business and they need to accept the impact of the "bottom line".

There are some business goals that knowledge management can impact on:
- Productivity (we don't know what we know. Raise the performance to the level of the best. Lessons learnt, best practices, expertise)
- Responsiveness (improving customer satisfaction, loyalty, problem solving – who, what, how, where and why
- Innovation (quick turn around of ideas - brainstorming, learning networks, discussion forums etc.)
- Competency (skills and knowledge improvement – for new staff "how things get done around here" – for existing staff, build skills, continuing education, mentoring, innovative methods)

An exercise was set to find out what business goals (in the sector) can be (partly) met through improved Knowledge Management. Two groups discussed this from a supply and a demand perspective – and identifying what the selling point would be for a knowledge management perspective. The sectors business goals are the "golden indicators" – and the JSR undertakings are mechanisms of managing information (through strategies and support mechanisms) that can contribute to these targets.

The suppliers identified gaps in the lacks of shared knowledge, access to information and skilled man-power and an apathetic community. These could be addressed by a collaborative alliance between sector specific institutions – for example addressing the skills required for a value for money audit, making them more efficient.

The demand side looked at the needs to implement O&M support structures and also to implement the sector performance assessment process. O&M support requires periodic monitoring to report on the performance of these initiatives. O&M requires training of communities, district officials and others to deliver O&M. This would result in increases functionality at reduced costs leading to increased coverage and reaching the MDGs.

Sector performance assessment needs to identify stakeholders and their capacity gaps with respect to performance assessment, which can then be remedied through training orientation of staff towards performance assessment. Performance measurement leads to cost saving through better measurement of outputs and therefore improved management.

There was discussion about information – for example is the dissemination of "MDGs" required for the whole sector – or just for policy makers setting the national targets? This is a communication issue.

Presentation Detail for Retrospective survey - initial findings

After a break and reporting back, Victor Male presented some findings from a short district level research activity under the project. The CAO, personnel office and water office were interviewed. The study focussed on perceptions of how useful training and other capacity building (CB) activities were since 2001. Preliminary investigations revealed the following:

Improved quantity and quality of outputs

Planning, implementation, and absorption of PAF funds have increased. There are improved skills among district staff in procurement and contract management.

Restructuring and staffing

MoPS and MoLG restructuring has affected capacity development at the district in three ways:

- Positions in the new structure emphasize hardware. Staff to carry out software activities has been left out. This will undermine operation and maintenance sustainability of projects as well as hygiene and sanitation promotion.
- Vacant positions cannot be filled until the process is complete
- Uncertainties about the outcome of this process have caused staff movements which drains the district of trained staff

Sanitation lags water

C.B activities lean heavily on water supply, hardware. Borehole drilling, GFS design, computer skills are some of the most mentioned courses. Fewer activities are planned and funded for sanitation

Traditional qualifications still measuring stick

There is a high preference for degree, MSc, and Ph D programmes, by the staff receiving training. This is also the expectation of supervisors. Except for orientation, there are neither milestones for training received by officers, nor clearly defined career paths for job-related on-going professional development.

Enabling Environment is neglected

Training affects the enabling environment in five main ways:

1. Support functions are sidelined

Training focuses on the district water office, within the district and sidelines supporting functions (e .g administrative staff such as secretary), which undermine the impact of the training received.

2. Focus on individual

Even for the technical functions, training concentrates on improving individuals and not improving service delivery of the unit. As a result of this

fragmentation, individuals have not been able to change practices at the organizational level.

3. Motivation

Training is seen as a form of reward, or motivation for the individual regardless whether it is useful or not for the unit. Also in some cases, the environment within which training is delivered discourages some trainees

4. Private sector and NGOs left out of the loop

Districts hire and supervise private sector and NGOs under the decentralization. These are directly responsible for the outputs. Yet training for these organizations has been limited to pre-tender meetings

5. Politicians vs Technocrats

If politicians are left out of the c.b loop, there is conflict with the technical arm of the district. Even though they serve the same people, politicians regard the community as an electorate (vote pool) while the technocrats see them as tax payers, partners who contribute to projects in cash, labour and materials

Insufficient learning

There is inadequate follow up on trainees, and feedback to superiors after training is limited to verbal debrief and annual staff appraisals and needs assessments. Best practices have the life spans of the respective projects unless trained staff is retained. Projects such as RUWASA are still remembered because innovation has continued through the retained staff.

Training is tailored around available courses and is theoretical

Training courses depend on what is available from training providers and not what the trainee needs and in some cases is theoretical e. g Financial management.

Poor coordination among promoters of C.B

The following are promoters of c.b activities at the DWO;
1. DWD (TSU)
2. MoLG(LGDPII)/ District Local Government
3. NGOs (UNICEF)
4. MoPS

However in many cases, they may promote the same training, for the same officers, who then become "overtrained" or cannot attend all training, and at the same time do their work effectively.

Limited Resources

Districts and lower local governments (town councils and sub-counties) are responsible for raising their own incomes from taxes to carry out planned activities. Due to low revenue collections, due in turn to low revenue bases funding of c.b activities is inadequate, because of competing priorities. Moreover there are delays in transfer of funds from the centre that constrain implementation of c.b activities. The result is the scarcity of reference

materials, and cut out of planned c.b activities. Because of the scarcity, funds coming in from outside the district are never refused whether or not they actually help the district officers.

Questions after the presentation included "Is the improvement in outputs due to the improvement in supervision?" Is the real capacity gap in the enabling environment – such as tendering processes, and what is centrally driven and what is local?

Local government structures are not finalised and feedback is needed. The perceptions of the users (the trainees) are important – as this is the nearest we can get to measuring the impact of training – as people's perceptions are their reality.

The first day concluded with a summary of the day's proceedings and a preview of the next day's activities.

Pilot training projects

The second day of the forum started with an overview of the previous day and set out the agenda for the day. The first item was a review of a series of pilot training activities.

The theory of productive, competent, innovative and responsive training needs to be put into practice. A series of pilot projects allows different modes of training to be trialled and assessed. These have been selected to cover a range of tools, approaches and delivery methods, different stages of the training cycle and also cover various aspects of the sector, both for management and technical issues. The areas need to be agreed; some areas have been identified in detail during the inception phase, whilst others need further investigation.

The Commissioning process
1. Match demand and supply institutions
2. With support from the TFReal team, supply works with demand to identify an HRD/training issue that can be used as a TFReal pilot
3. With TFReal team supply draws up a proposal for the pilot and then agrees this with demand
4. Submits to TFReal team at WEDC. TFReal team assess and make provision for technical support
5. WEDC agree commissioning of supply based on whether the proposal meets the criteria set, and is deemed to be feasible within the timeframe
6. Supply facilitates pilot with technical support from TFReal team
7. TFReal monitors progress through liaison with the respective demand and supply institutions
8. Supply, with support from the TFReal team writes up the pilot into a case study including lessons learned and potential markets

The Pilot Projects

Writing better reports

- A distance learning package
- Developing a practical skill to help you work more effectively
- Carried out at work or at home
- Working alone or in a group
- Support at work
- Expert advice from a tutor

Plan to deliver the course twice under TfR.
Developing expertise.

Working more effectively

- Basic consultancy skills
    - Working in a team
    - Using meetings effectively
    - Collecting and analysing information
    - Presentation skills
    - Preparing and using logical frameworks

Similar to "writing better reports"
Developing expertise.

Promoting sanitation

- Knowledge needs to be shared
- Dissemination skills are needed to identify:
    - The target audience
    - What information they need
    - How they need to receive that information

Distance learning exercise tutored by WEDC
Developing expertise of supplier, raising awareness of target audience.

Procuring services

- Policy work has been carried out on developing procurement procedures
- The policy needs to be put into practice
- The knowledge is needed by: Clients, Consultants, Contractors

Delivered in two stages: Raising awareness and sharing knowledge

Water resources ~ working locally

- Basic packages of information for decentralised WR managers
- Information needs to be:
    - Identified
    - Sources found
    - Material supplied
    - Delivered to users

Water resources ~ working internationally

- Water resources are shared internationally

- Negotiations over water require knowledge of water *and* diplomatic skills
- Need to understand international law and the ways ambassadors work

Pilot aims to provide understanding of issues

Valley dams
- Water for Production is important
- Seventy percent of the valley tanks and earth dams have been silted [*in Nakasongola*]   *New Vision 28/2/05*
- *What is needed?*

Sewage treatment/ management
- Outsourced (most of) the development of Kampala Sanitation Master Plan
- Needs to be put into action ~ sustainably
- Needs to be managed

Customer Services/ PPP/ Serving the Urban Poor
- The way we deliver services is changing
- We are now looking to the users ~ especially the vulnerable (women, IDPs, the poor)
- How will this change the way we work?

Making a Commitment

This forum brings professionals together; they should benefit from the forum meetings, becoming more motivated and responsive HRD training providers, better equipped to provide employer relevant professional development of water and sanitation sector staff. However, this also requires inputs, contributions in kind, willingness to try new methods and engage in a sector-wide approach to capacity building. Institutions and individuals have knowledge, information, facilities and budgets that can be used for the greater common good.

The people attending the forum then had the opportunity to discuss individual aspects of the work with members of the team, and sign up to a public commitment to specific issue.

Closing the First Forum

The Minister, Hon. Minister, Maria Mutagamba, Ministry of Water, Lands and the Environment was welcomed to the Forum by Assistant Commissioner Richard Cong, and Sue Coates gave a brief introduction to the project. The Commissioner of Planning and Quality Assurance, Mrs Edith Kateme-Byakika invited the Minister to sign on to a board, as a symbol of her commitment to the work; the other members of the forum also added their names.
The Minister then gave a closing speech, in which she thanked the facilitators for the innovative approach; she is particularly concerned with:
- Focusing training on the sector's needs
- Curricula that address practical aspects of sector activities

- The need to bring politicians on board, so they can make informed decisions
- The need for a resource centre for the sector.

She noted that the forum brought together suppliers and "demanders" of human resources – human resources needed if the MDGs are to be reached. This approach can benefit the whole economy, especially when financial resources are limited, so the innovations need to be marketed.

The Minister then declared the first meeting closed.

Next forum

14-15 June 2005

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