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REPORT ON THE
HUMAN RESOURCES DEVELOPMENT WORKSHOP

AT THE
INTERNATIONAL REFERENCE CENTRE
FOR COMMUNITY WATER SUPPLY
AND SANITATION

The Hague

13th - 17th September 1982

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International Reference Centre
for Community Water Supply

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1. INTRODUCTION

This report covers a workshop held at IRC Headquarters in Rijswijk (the Hague) from 13 - 17 September 1982. The workshop was held on the subject of Human Resources Development and the contribution which could be made through the production of guidelines for use by managers in developing countries and the publication of a catalogue of selected training material.

The workshop was used as an opportunity to introduce a number of professionals involved in IRC projects related to human resources development for water supply and sanitation with the concepts which were presented in the Inter-Agency Task Force for HRD's Basic Strategy Document and Briefing Notes.

The workshop is not to be considered as final. It is one step - be it an important one - in the effort to share experience, using the common language offered by the Basic Strategy Document. As shown in its recommendations, the workshop was successful in pointing in which direction further action should be taken.

This report covers the workshop programme, the conclusions from the discussions and the action which was agreed by the participants. As could be expected, the workshop participants did not reach a consensus on all the issues raised in the sessions. Except for the recommendations, which were endorsed by all, this report represents therefore only the views on which in the eyes of the authors the participants came nearest to a full agreement.

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2. PURPOSE OF THE WORKSHOP

At the onset (some) consensus was achieved on the following objectives:

- 2.1. To identify the outline content of guidelines for the planning of Human Resources Development (HRD) in the water and sanitation sector, that would be consistent with the approach advocated by the Basic Strategy Document.
- 2.2. To identify and agree on the procedures for the further development of the guidelines including the more detailed content and their publication.
- 2.3. To explore the methods of dissemination of the guidelines including the introduction of them at an International Seminar.
- 2.4. To explore the need for adequate training material and to identify what actions could be undertaken to achieve an optimal delivery of material or to make such material readily available.

3. DEFINITION OF HUMAN RESOURCES DEVELOPMENT

The participants agreed that the definition used by the Task Force on Human Resources Development of the International Drinking Water Supply and Sanitation Decade Steering Committee for Co-operative Action should be used throughout the workshop. This definition is as follows:

"The term 'human resources' is intended to include youth as well as adults, women as well as men, providers of services as well as consumers, paid employees as well as volunteers.

It includes decision makers and managers, planners, technicians, scientists, researchers, clerical and accounting staff, skilled and unskilled labourers. It includes not only those who help to create facilities, but those who operate and maintain them and those who support, monitor and control the quality of the services. It includes a variety of types of educators and trainers. It includes people working in other programmes which support the water and sanitation sector.

The term 'human resources development' (HRD) means more than the education and training of people. It includes their employment, supervision, continuing education and training, and occupational welfare. The Decade HRD process should embrace planning, skill development and training, and human resource management, with all three harmoniously geared to the achievement of specified goals." (Basic Strategy Document, International Drinking Water Supply and Sanitation Decade Steering Committee, April 1982)

The Basic Strategy Document and the accompanying Briefing Notes were presented by Neil Carefoot. The check list from the Briefing Notes (see next page) was suggested as a guide to the discussions on the country reports.

In the course of the workshop other charts were presented for discussion, such as the Water Supply Sector Flow Chart presented by Robert Brasseur (Annex 1) and a chart presented by Alan Spencer showing a concept of HRD process he developed on the basis of his experience in the Manpower Development Programme in Indonesia (Annex 2).

HRD CHECK LIST

COUNTRY MINISTRY/AGENCY

In order to obtain a quick overview of your ministry's/agency's HRD process, please check the square (1, 2, 3, 4 or 5) which most appropriately indicates the current status with respect to the essential elements shown under PLANNING, PRODUCTION & MANAGEMENT. Also, please circle the element considered to be top priority.

CODE: 1 = NO 2 = PROPOSED 3 = TECHNICAL COOPERATION REQUIRED 4 = BEING DEVELOPED & 5 = YES

PLANNING

Is HRD planning, within the context of NATIONAL and SECTOR plans, based on:

QUALIFYING REMARKS

- | | 1 | 2 | 3 | 4 | 5 | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| ● an INVENTORY of EXISTING MANPOWER ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an ESTIMATE of MANPOWER NEEDS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an ASSESSMENT of MANPOWER PRIORITIES ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an EVALUATION of TRAINING REQUIREMENTS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an INVENTORY of TRAINERS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an INVENTORY of TRAINING RESOURCES ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● the PROPOSED LEVEL of SERVICE ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an APPRAISAL of the public sector's ABILITY TO PAY trained qualified manpower ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

PRODUCTION

Does the implementation of sector training activities benefit from:

- | | 1 | 2 | 3 | 4 | 5 | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| ● a MANPOWER DEVELOPMENT PLAN ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● a DEFINED TRAINING METHODOLOGY ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● a MULTI-DISCIPLINARY TEAM of INSTRUCTORS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● PERFORMANCE-ORIENTED INSTRUCTIONAL MATERIALS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● a VARIETY of DELIVERY OPTIONS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● ADEQUATE ADMINISTRATIVE SUPPORT ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● ADEQUATE TRAINING AIDS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● ADEQUATE TRAINING FACILITIES ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

MANAGEMENT

To what extent has training been institutionalized, e.g., people in charge of HRD, and management in general, benefit from:

- | | 1 | 2 | 3 | 4 | 5 | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| ● an ORGANIZATIONAL CHART ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● a TRAINING POLICY ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● PERSONNEL REGULATIONS linked to the training policy ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● PERFORMANCE-BASED JOB DESCRIPTIONS ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● a TRAINING BUDGET ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an EVALUATION of LEARNING ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an EVALUATION of ON-THE-JOB PERFORMANCE ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ● an EVALUATION of RESULTING LEVEL of SERVICE ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Person interviewed

Interviewer Date



4. WORKSHOP PARTICIPANTS

The workshop was designed to identify the experience gained in the IRC projects in Indonesia, Sri Lanka and the Eastern Caribbean and to compare this with experience from other sources. Therefore the participants included representatives from each of these countries, together with others from national and international organizations with interests and experience in the organization of human resources development with the sector.

The workshop participants were:

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The workshop was attended by a number of IRC members, as observers
and resources persons:

T.K. Tjiook
E.L.P. Hessing

The workshop was convened by the International Reference Centre for
Community Water Supply and Sanitation. Moniek Zijdemans of the
Manpower Development and Training Section was responsible for
organization and logistics.

5. WORKSHOP ACTIVITIES

This section of the report records the main content of each session rather than the precise detail of the discussions which took place.

Monday, 13th September:

Agreement was reached on the agenda of the workshop, on the terms which should be used and on the meaning and scope of the term Human Resources Development. Reports from each of the participating countries were presented, these reports concentrated on the experience gained in HRD activities.

Tuesday, 14th September:

The U.N. Inter Agency Task Force checklist was used as a base against which to use the country reports to identify those parts of the HRD progress which had been both successful and not so successful. The reasons for the success or otherwise of these parts were investigated for possible inclusion in the guidelines proposed.

Wednesday, 15th September:

Time was spent in investigating in more detail the content of the guidelines in each of the subjects identified on the previous day. The possible ways in which the guidelines could be presented were discussed and agreement reached on the steps to be taken.

Thursday, 16th September:

The workshop participants discussed the need for adequate training material, the criteria to be applied for design and selection of training material as well as action to be undertaken to make sure that it is readily available.

Friday, 17th September:

The participants discussed the workshop's conclusions and recommendations.

6. SUMMARY OF COUNTRY AND OTHER PARTICIPANTS' REPORTS

This section covers the main issues raised by the workshop participants. The points recorded do not necessarily represent the consensus view of the workshop participants but they do indicate the nature and scope of the participants' experience in the water and sanitation sector.

This part of the workshop was introduced using the Basic Strategy Document as a starting point. The subjects raised were considered by the participants to be those where more effective approaches need to be developed.

6.1. Organization

The experience of the participants showed that the development of new and improved water supply and sanitation schemes had placed new responsibilities on water authorities and governments. These responsibilities had often required water supply organizations to change the emphasis of their work from one of gradual development of new schemes and the maintenance of existing schemes, to the planning and construction of large numbers of new schemes.

The scale of these operations was often well beyond the experience of the organizations concerned. In addition to this rapid expansion of the construction of water supply schemes some water supply and sanitation authorities in developing countries were having the scope of their work extended through the integration of urban and rural provisions under one organization.

These two changes appeared to be placing many authorities and their employees in uncertain and unclear situations as the structures and policies became less appropriate to meet the demands being made on them.

Experience suggests that the preparation, development and implementation of Decade plans need very careful consideration to be given to the organization structure and to the responsibilities of individuals at all levels. The training and development of the people concerned needs the understanding and support from the highest level in organization.

The participants had all experienced situations where for example in the case of construction versus operation and maintenance, donor interests and country interests were not always in full agreement. They felt that help might be needed for both parties to keep projects developing in a way satisfactory for all those involved. In this instance all must clearly keep in mind the objectives of developing the indigenous capacity to set up an appropriate Training Delivery System for the country concerned.

6.2. Management

The experience of the participants of the workshop confirmed that the development of the skills and knowledge needed must take place within a clearly defined management structure. This would be helped where managers themselves recognize and accept a clear responsibility for seeing that their staff are able to do the jobs required of them. Experience showed that successful development of this understanding by managers was helped when managers themselves were familiar with the tasks that needed to be performed.

The development of peoples ability to do the job must be a top priority and only becomes so when the contributions of the governments (national and local), individual managers and the donor agency representatives are clearly understood, are accepted and are complementary to each other.

6.3. Manpower Planning

The main difficulties which had been experienced were a lack of data on existing manpower availability (both inside and outside the organization), on the forecasting of the numbers who would be needed, at what time and at what levels of expertise. This lack of information was often complicated because projects not concerned with water supply or sanitation, were also calling on the same reserves of labour.

This serious problem, the demand for manpower, clearly needs the development of much better ways of collecting reliable data at both a local and national level. To be successful it would have to extend beyond the needs of water supply and take into account developments in other sectors in the countries concerned. Some development work on Manpower Comparison Indices in Water Supply may help identify the numbers needed to organize new water supply schemes and to maintain those already in existence.

6.4. Finance

The question of financing the development of water supply and sanitation schemes and the associated HRD, was raised through the experience of both the country and other participants. The problems experienced in this were many, but fall mainly into two main areas, donor and local financing.

The main experience suggests that the implications for the recipient country government's financing need to be more clearly understood and integrated with that provided by donors. Gaps which sometimes only emerge later (and hold up the development process) should be recognized earlier so that appropriate financing can be arranged.

Budgetting for the setting up and maintenance of HRD programmes needs to be fitted in with the normal manpower budgets within water

supply undertakings. It was recognized that developing countries have many financial commitments, but it is also important that if Decade plans are to be implemented satisfactorily, continuity of funding during and after the Decade is necessary.

6.5. Training

This section on training is divided into several smaller sections which deal with different aspects of the development process, policy, planning, provision, evaluation and selection.

Policy

All participants found this subject one of considerable concern as all HRD activities within an organization take place against the background of that organization's stated or unstated policy. It was clear that many difficulties occur because of an unclear training policy or one which has not been well understood throughout the organization. There must also be a clear relationship between the training policy of the water authority and that of the country concerned.

Such a policy should identify the status of and importance given to HRD in an organization, it should state a set of principles against which training and development of people to do their job can take place. It may need to make some reference to any institutional arrangements which are needed to make the policy work.

It was recognized that much more work needs to be done to develop satisfactory training policies against which HRD can take place.

Planning

Difficulties have been experienced by developing countries in identifying what facilities should be provided centrally within a country and locally within the smaller communities. In addition many training and development activities have been concerned mainly

with fellowships outside of the country concerned. These do not appear to have resulted in the hoped for development of local employees after the return of the fellows to their own countries. Difficulty also seems to have been experienced in developing training appropriate to the levels of education of those who need to be trained for the jobs available. The satisfactory planning development and coordination of HRD efforts seems to have been hampered by a lack of suitable staff with the necessary understanding of the training development work which is needed.

Provision

Within the participating countries progress has been made on a number of aspects of training, including the development of training staff and the production of training manuals. In addition, some training for maintenance operators and pump operators has taken place off-the-job. Scope now remains for the development of good on-the-job training and for the better coordination of all HRD activities at both local and national levels.

The coordination and development of these activities would be helped by the appointment of training development staff to work both locally within water authorities and where necessary at a national level. The initial objectives being to ensure that policy is established and understood, that budgets are correctly designed, controlled and allocated, and to ensure that other appropriate training staff are appointed and trained. The role of training development staff then becomes one of identifying needs and of coordinating the efforts of training staff in developing approaches to meet the needs.

Evaluation

Although considerable training activities have been completed, a satisfactory means still needs to be found to evaluate the precise effects of these efforts. It was recognized that the need for the proper organization of HRD would be greatly aided by the successful

completion of a number of training programmes which produced people able to do the job required of them. To encourage this to happen and to be effective often requires a more clearly defined approach to HRD in the organization. It was therefore felt that some further development work would be required in this area, to show how current approaches were being successful in meeting the needs of particular water supply schemes.

Selection

This proved to be an area for extensive development, all participants recognized that considerable difficulties were experienced in the whole subject of selection.

Two areas of selection were recognized where further help is needed. The first is the problem of selecting people to join a water undertaking as an employee. The selection difficulties here being concerned with the identification of the existing knowledge and skills of the applicant. A systematic selection procedure often helps in this situation. The second situation concerns the selection of personnel, who are already employees, for more advanced training in their country of origin or overseas.

It was recognized that selection for jobs was often unsystematic. Better ways need to be developed which identify the right levels of ability needed for the jobs for which both new and existing employees were being considered. Better ways of assessing the levels of expertise already achieved also need to be developed and used.

Cross cultural issues

The participants recognized that sometimes difficulties and misunderstandings occurred because of a conflict between the ideas presented by donors who had found them acceptable and useable in their own or in other countries, but then found that they were not acceptable in the local cultures. A means should be found to help the parties concerned recognize when, where and why such conflicts may develop, and to find a means of dealing with them satisfactorily.

7. SUBJECTS FOR WHICH GUIDELINES MAY BE REQUIRED

This section places on record the main subject headings which were identified during the workshop. The subjects are those which the participants thought that managers in developing countries would need to have guidelines available to help in HRD. The guidelines to be developed were seen as useful reference points which provided managers with an outline of the subject matter as well as providing ideas on how it should be introduced.

Although an attempt had been made to describe the situation in each participating country using the framework provided by the Briefing Notes of the Basic Strategy Document, it did not seem possible to keep the discussions within the pattern provided by the Basic Strategy Document. Therefore the topics mentioned below have not been classified and ordered according to the Basic Strategy Document's table of contents. However it appears from a comparison that the practical experience in the IRC projects does generally confirm the Basic Strategy Document's statements.

The subjects are listed under the following headings:

1. Organization
2. Management
3. Manpower Planning
4. Training Policy
5. Training Planning
6. Funding of Training
7. Selection of Trainees
8. Education & Training

Work will proceed on the production of guidelines as laid out in the 'conclusions'.

7.1. Organization

Objectives of organization

- Training necessary towards achieving objectives of organization.
- Production of a regular training plan.

Organization chart

- This chart should include allocation of training responsibility.

Training Coordination

- Responsibility for training plan.
- Training appropriate to carry such function, including keeping training records.
- Familiarity with national educational/training system relevant to the training plan.
- Linkage with education sector via training coordinator to advise on requirements of the organization.
- Departmental representation on training.
- Provision of adequate part-time/full-time trainers.
- Provision of adequate training facilities and materials.
- Training budget.

7.2. Management

Management practices

- Resources management: ensuring that equipment, facilities, materials, people, etc. are available in the right place at the right time to ensure the job gets done.
- More effective organization and use of existing resources.
- Systems management: developing and implementing appropriate systems and procedures to ensure that physical, financial and human resources are effectively managed and controlled.
- Proper communication up and down.
- Human relations management.
- Policy management.

Performance evaluation of enterprise

- Need for performance evaluation.
- Detail outline of method for performance evaluation.

HRD responsibilities of managers

- Definition of HRD.
- Why HRD is the responsibility of manager.
- What activities must the manager carry out to meet these responsibilities.

Personnel management

- Outline of personnel management practices.
- Reference to literature on personnel management.

Career planning

- Definition of career planning.
- Motives and Objectives of career planning.
- Methods and approaches.

Motivation

- Employment security.
- Incentives.
- Promotion policy.
- Individual performance appraisal.

7.3. Manpower Planning

General

- Existing manpower inventory with details of manpower record e.g. age, service, qualifications.
- Assessment of needs - done departmentally.
- Manpower plan - updated annually.
- Awareness of political or other external effects on manpower allocations.

Job descriptions

- Position/function of job within organization.
- Job requirements - qualifications - need for educational advancement.
- Job responsibilities - relationship with others - duties to be performed - task analysis.
- Selection methods.

Evaluation of job performance

- Evaluation of job performance - on-the-job, oral, etc. after training.

7.4. Training Policy

Guidance is needed on:

- Why policy is necessary.
- Who should prepare the policy.
- Who needs to know and understand the policy.
- Who is expected to direct or support action to implement policy.
- Managerial responsibility.
- Budgetary methods and control.
- Sample training policies.
- Selection of trainees.
- Release of staff for training.

Government policies/practice.

Coverage of absence during training.

7.5. Training Planning

Identification of training needs

- Guidance is needed on how to identify needs and on the solutions available to meet such needs. Identification of needs is to be completed annually and a plan is to be produced.

Training methods - training facilities

- Guidance is needed on the development of training.
- Guidance is needed on the development of training facilities.
- Guidance is needed on the identification and use of appropriate methods of training.
- Need to identify difference between development of training and the maintenance of existing training systems.
- Selection and training of training staff.
- Development of manager's responsibilities for HRD (see also Training Policy).
- Development of training material produced in other countries or by other agencies.
- Rewards and certification.
- On-the-job and off-the-job training.

Training programmes

- Developing training programmes to cover the skills and knowledge needed for a job.

Preparation of training manuals/materials

- Preparation of materials and adaptation of materials produced elsewhere (see also under Training methods - Training facilities).

7.6. Funding of training

- Training budgets - preparation.
- Allocation and control (budget holder).
- Budgets should include
 - equipment (capital - consumables),
 - buildings (rent/rate - heat/ventilation/power),
 - salaries (staff - trainees),
 - travel and subsistence (internally and overseas) for training staff and trainees (training staff development etc.).

- External funding of training - scope - relation to internal funding of training.
- Sources of funds
 - for development,
 - for implementation.

7.7. Selection of trainees

Selection

- All new employees are potentially trainees (they all have to learn the job expected of them).
- For the job training - new person/new job.
- For personal development.
- For job improvement/change in the job.
- Variables - previous experience, education level/achievement.
- Manager/supervisor/trainee involvement.

7.8. Education and Training

Options available depending on organization size, training load, external resources available - vocational schools, technical colleges, etc.

8. DISCUSSION ON TRAINING MATERIAL

8.1. The need for training materials

The need for adequate material both for on-the-job and off-the-job training was generally recognized by the workshop participants (see also 7.1. and 7.5.). It was recognized that the production of material in any given country would be greatly facilitated if use could be made of relevant material produced elsewhere. The problem for would-be producers is to get to know what material is already available and where. The discussion soon focussed on the publication, dissemination and periodical review of a catalogue of selected training material for the water supply and sanitation sector.

8.2. Scope and format for a catalogue

The discussion was directed to the drafting of a project proposal (see annex 2). Attention was given to:

- scope of the catalogue
- definition of training material
- range of materials
- selection criteria
- information that is needed on the training material.

9. CONCLUSIONS AND RECOMMENDATIONS OF THE WORKSHOP

9.1. Conclusions on guidelines for HRD

General

The participants in the workshop, experienced in various aspects of the sector, agreed that the successful development of water supply and sanitation schemes is often restricted by the shortage of people with the necessary skills, knowledge and experience. A shortage which must be met by the development of employees new to the sector. In recognition of this need and the important responsibility that managers hold for ensuring that those whom they employ are able to do the job required of them, it was decided that guidelines on Human Resources Development should be produced.

The guidelines on HRD would aim to provide help to senior managers in the water and sanitation sector in developing countries. These guidelines would be used by senior managers to extend the idea and concepts of HRD to other levels of managers. The outline structure and content of the guidelines was agreed together with the ways in which it should be introduced and disseminated internationally.

Contents of the guidelines

The content list was compiled from the experience of the workshop participants. Reference was made to the Check List, which has been prepared for the implementation of the Basic Strategy Document. Thirty-four subject headings were identified and are subject to revision and reclassification (see section 7).

Structure of the guidelines

It was concluded that the way in which the guidelines were structured and produced would have a significant influence on the way in which they would be used. Therefore it was decided that the guidelines should be produced in two complementary parts.

Part 1: This would contain as brief as possible guidance on the actions which managers are required to take in order to develop the human resources necessary to meet the objectives of the enterprises (or whose activities directly influence the sectors in question). The content of this part would initially be derived from the managers' HRD activities under the headings already identified. Where amplification is desirable reference will be made to the further details in part 2.

Part 2: This will be designed to contain more detailed guidance on the implementation and use of some of the more specific techniques and methods related to the subjects mentioned in part 1. It will also contain an outline/guidance on the content of short seminars which managers can use to introduce others to their managerial responsibilities for HRD.

9.2. Conclusions on the dissemination of the guidelines

Apart from the publication of the guidelines, it was concluded that the study of HRD concepts and activities should form part of an International Seminar in the Water and Sanitation Sector in 1983. Although a title still has to be selected it should indicate that it is concerned with successful experiences and lessons learned in the establishment of HRD programmes.

The International Seminar would provide a valuable opportunity for the presentation by selected developing countries of their experience in HRD at different stages of the development of water supply and sanitation systems. The precise content of the seminar and the subject matter of the papers to be presented would need to be decided. These papers should report on the managers' actual experience of the development process. The subjects chosen for presentation will necessarily coincide with the contents of the guidelines and in some cases with the examples provided.

It is vital that these should concentrate on the actual experience gained on HRD in the countries and enterprises concerned and

illustrate particularly the successes and lessons learned in the various stages of the HRD process. In addition to the presentation of the papers and discussion on them, the guidelines may be introduced formally. The ways in which they can be used may be discussed.

9.3. Conclusions on training material

The workshop participants concluded that there was an urgent need for a catalogue of selected training material available throughout the world. As soon as possible such catalogue should be produced. Attention should also be given to an adequate dissemination and to the periodically updating of the catalogue.

The proportion of the project which IRC is able to undertake needs to be established before the costs can be estimated. External resources will most probably be required for technical evaluation and translation.

10. ACTION AGREED BY THE WORKSHOP PARTICIPANTS

The workshop participants agreed that certain activities need to be undertaken after the conclusion of the workshop in order to develop both the guidelines and the dissemination of them.

10.1. On the development of the guidelines

The actions agreed by the participants are:

- (i) That one of the workshop participants would interpret the workshop's views on the items identified for the list of managers' responsibilities. He would amplify each item with a brief definition of the managers' responsibilities for HRD. This interpretation would be circulated by IRC to the participants for comments, additions and changes.

- (ii) Meanwhile each participant will submit thoughts and ideas to IRC for the detailed part 2, together with any references which they consider useful. Such activity might include the identification of other individuals and organizations whose contribution to the guidelines would be valuable. IRC would coordinate these efforts.
- (iii) IRC would inform the HRD Task Force of the outcome of the workshop and of the relationship which is seen to exist between the guidelines and the Basic Strategy Document.
- (iv) IRC will consult with the Task Force members concerning guidelines being produced by other agencies in order to avoid any possible duplication of effort.

10.2. On the organization and content of the International Seminar

The actions agreed by the participants are:

- (i) The content of the international seminar would cover the following:
 - a. The presentation and study of successful country HRD experience.
 - b. The introduction of HRD guidelines.
- (ii) It was agreed that the seminar should be attended by Senior Officers and officials responsible for the planning of HRD in the Water and Sanitation Sector and that they would be selected from each of the following areas:
 - a. Countries in the very early stages or about to begin the development and implementation of water sector HRD plans.
 - b. The participants in the HRD workshop (IRC project countries).
 - c. Other countries with successful experiences in the implementation of HRD in the water and sanitation sector.

Each workshop participant would make recommendations on potential representatives and those who might present a paper.

(iii) Donor support will be solicited for the financing of the International Seminar.

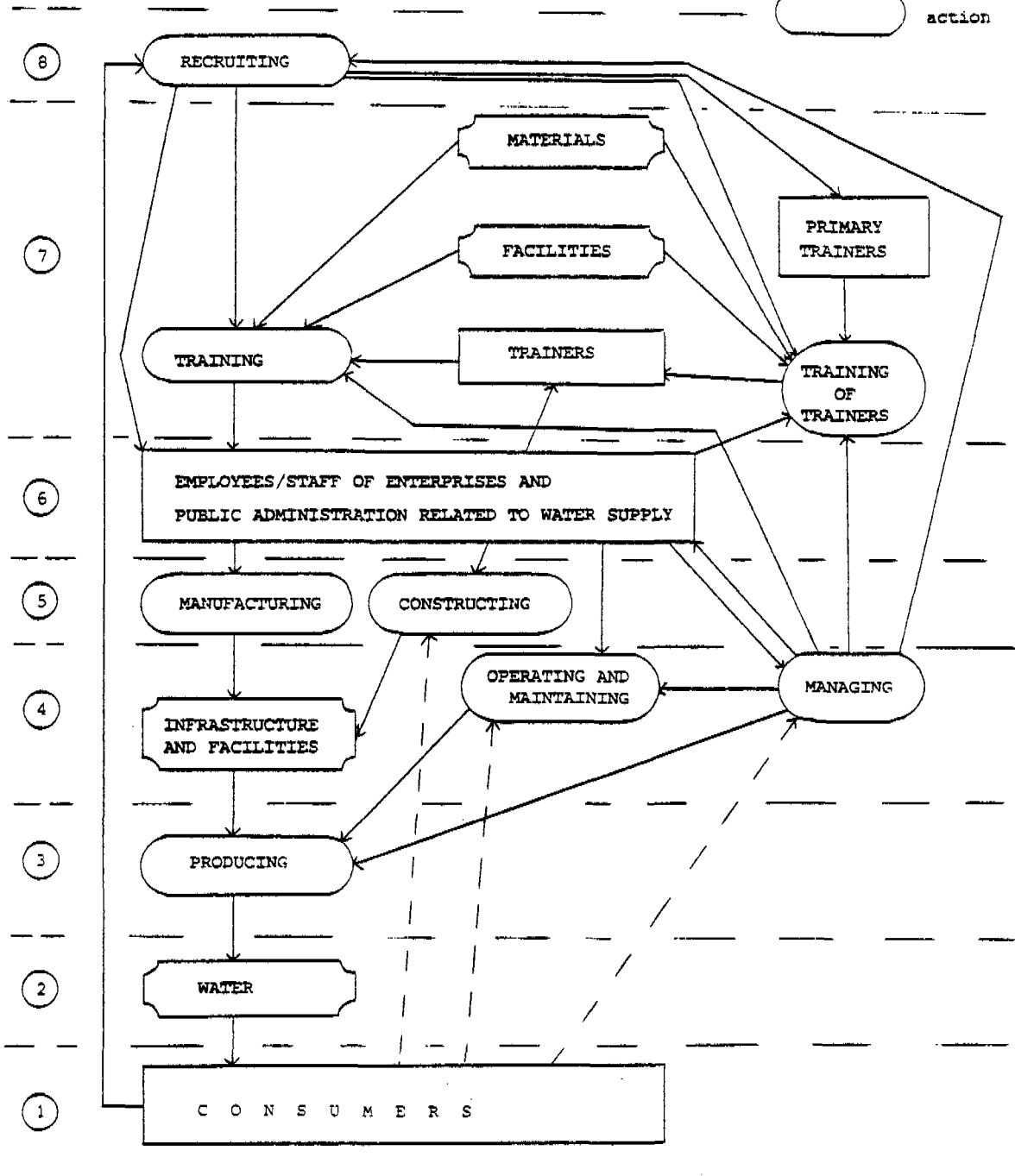
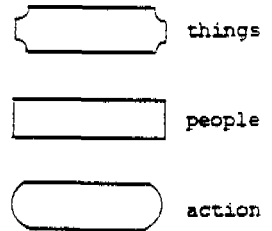
10.3. On the catalogue of selected training material

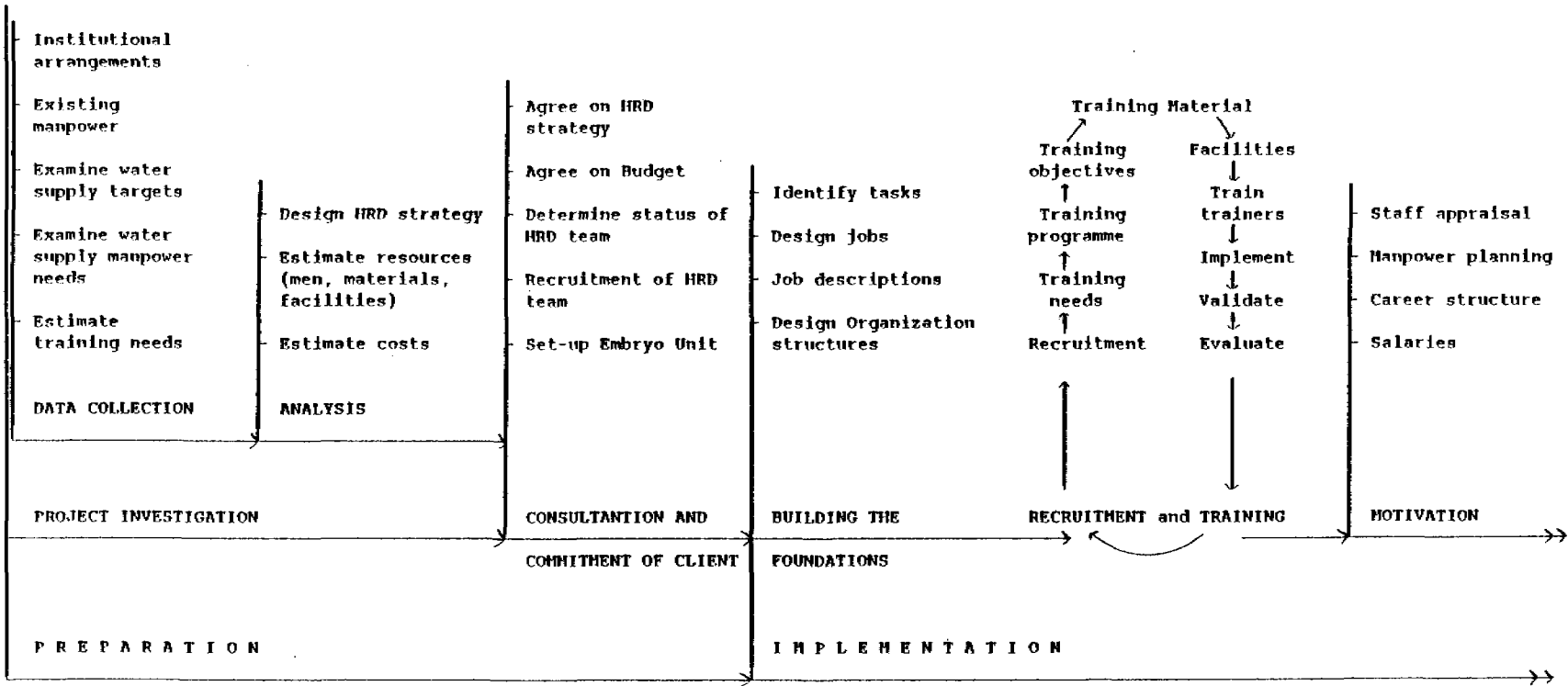
In first instance IRC would explore the possibilities for the production of such catalogue and make a proposal, which would be submitted to the workshop's participants as well as to the Task Force.

ANNEX 1: WATER SUPPLY SECTOR FLOW CHART

R.E. Brasseur, IRC, 1982

Though the main "flow" is from top to bottom, in a first reading the chart should be read from bottom (consumers) to top, from ① to ⑧.





ANNEX 3: PROJECT PROPOSAL

1. TITLE:

Production of a "Catalogue of Selected Training Material for the Water Supply and Sanitation Sector"

2. SCOPE OF PROJECT:

- search for material
- collection
- classification
- evaluation
- description in catalogue
- dissemination
- maintenance of catalogue

3. RANGE OF MATERIALS TO BE CONSIDERED:

- training manuals
- job aids
- films
- slide/tape packages

4. DEFINITION OF "TRAINING MATERIAL":

Material which is job-related and/or designed to produce a behavioural change amongst the target group. Excluded are manufacturers publications, except those which meet the definition of training material.

5. INITIAL LIMITATIONS IN RANGE OF CATALOGUE:

- manufacturers publications to be excluded except specific cases (see above)
- function areas limited to water distribution, water treatment and examination, administration, plus consumer oriented material

6. SELECTION CRITERIA:

- does it meet the definition of "training material"?
- is it technically sound?
- are there behavioural training objectives?
- are performance standards included?
- is there an instructor's delivery guide?
- is the target group clearly specified?
- is the training equipment specified?

7. ADDITIONAL INFORMATION IN CATALOGUE:

- 7.1. A guideline on how to use training material, stressing the need for there to be skilled training staff available.
- 7.2. A note for the user indicating where to obtain the material in the catalogue, i.e. from IRC, direct from the material producer, or elsewhere.