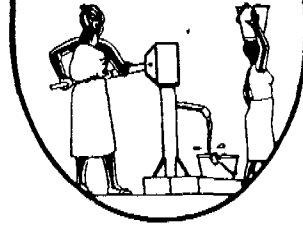# health-sanitation-water
Hesawa

PROPOSED GUIDELINES FOR HUMAN RESOURCES DEVELOPMENT PLANNING IN THE HESAWA PROGRAMME

HRD Unit
May, 1992

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FOREWORD

Ever since its inception in 1985, the HESAWA Programme has been involved in a deliberate effort to raise the capacity of its actors at all levels of operation as well as the awareness among the beneficiaries. Many training and promotional programmes have been initiated and implemented with the view of reducing if not eliminating the existing performance gaps so as to enable the Programme acquire a sound base for its sustenance.

In 1991 two minor studies on planning the human resources development programmes were made. The first study was done by the former HESAWA Zonal Coordinator and now SIDA adviser in Nairobi, Kenya, Mr. Rolf Winberg. The second one was made later by the HESAWA Zonal Training Officer Mr. Deo Binamungu and presented to the 1991 Annual Review.

Though these studies were independently done, they had one recommendation in common: "The urgent need for a systematic planning of Human Resources Development Programmes in HESAWA".

Following the findings and recommendations in these basic studies, the Programme Management decided to initiate another more detailed study. From 7 - 10th April this year, a group of HESAWA personnel involved in training met in Mwanza to assess and recommend specific guidelines on HRD in the HESAWA Programme as stipulated in this final document.

The workshop was co-facilitated by Mr. Winberg and Mr Binamungu, as authors of the previous studies. Other participants were: Mr. S. N. Mashamba (CUDO), Mrs Tabitha Itule (CPLO), Mr. John Bilinzozi (HSE) and Mr Deogratias Luhamba (CDO - Magu).

Much of the administrative and policy issues discussed in this document were an input from Programme Management personnel namely the HESAWA Deputy Director Mr. M. U. Mtui and the Programme Advisor Dr. Per Brandstrom.

Deo Binamungu   Rolf Winberg
HESAWA Zonal Training Officer   SIDA Adviser
Mwanza 12 May, 1992   Nairobi, Kenya

PROPOSED GUIDELINES TO SYSTEMATIC HUMAN RESOURCES DEVELOPMENT PLANNING IN THE HESAWA PROGRAMME

INTRODUCTION

The purpose of this document mainly emanates from the need to establish an improved plan for Human Resources Development (HRD) activities within HESAWA. It is not intended to be an all problem solving document but rather one to facilitate the planning of performance-oriented HRD activities to eliminate deficiencies.

The HRD structure and objectives have been set to utilise the experiences made to date and to secure that changes will take place within the framework of the HESAWA Concept.

Under the HRD Programme, organisational development has taken place and training has been carried out for villagers, village leadership, administrative and technical staff at all levels of implementation through promotion, seminars, meetings, workshops and study tours. This has helped in facilitating smooth implementation of the HESAWA activities.

However, during implementation some shortfalls have been identified which has resulted into the need for the HESAWA Programme to reassess and establish guidelines on systematic human resources development planning.

This document has been split into two sections; "Observations" describing some of the present shortfalls and "HRD Strategy" defining concepts and objectives and suggesting ways to improvement.

I. OBSERVATIONS

The observations below do not mean that HRD activities in the past, have been planned haphazardly. Important results have been reached, taking into account the extensity of HESAWA. However the observations have been helpful in developing the undermentioned HRD strategy.

HRD Inter-sectorial coordination

In many areas HRD activities are planned and carried out by implementing agencies i.e. AFYA, MAENDELEO and MAJI, but with little or no coordination/consultation with each other. Each agency therefore commonly plans its HRD activities in isolation of the others. The HRD activities of AFYA are largely planned and implemented separately from those of the other agencies causing health linkage benefits to be lost. Similarly, despite the availability of course files, some districts do not use them, hence lack of uniformity in training programmes. Also according to training requests/budgets it seems to be little coordination with ZHCO-HRD Unit in determining training needs.

Identifying HRD Programme needs

There is some confusion in HESAWA as to what HRD means. For many it is simply training hence there are weaknesses in the analysis of needs of actions whether regarding individuals, the institutions and the environment in which they operate.

The question of assessing and identifying training needs (i.e required skills/behaviour minus existing skills/behaviour) seems to be given little attention. In many instances it is the general objectives rather than specific ones which guide HRD planners in determining which training is a priority

Selection of Trainees;

In some cases the selection of trainees is not done systematically in terms of needs, aptitude, interest or village priority. Except for the village Health Workers, (VHW) whose selection criteria are set nationally, the question of who to train and for which purpose is very often decided upon without taking much attention to specific criteria.

For example, a person may be selected to a technical training course without having adequate experience or knowledge in the field to be trained; or participants have been selected for expensive courses at local institutes or abroad without the training having any direct link with the activities the trainee is supposed to be involved in after the training. Of course the results of poor selection of trainees which may be based on either unsystematic procedures or motives other than training cannot provide expected improvement.

Training resources

These include resource personnel (facilitators), learning materials, training facilities, venue and library.

Facilitators:

Most districts have managed to identify competent facilitators especially those drawn from the implementing agencies. However, few TOTs have been trained for Maendeleo and Maji in comparison to Afya.

Learning materials:

HESAWA has a group of persons trained on material production and has adequate machinery to produce learning material for its own use. In the past unnecessary expensive and high standards were used.

Training facilities:

Though there is no inventory of these facilities, the major concern for every TOT is the inadequacy of training aids such as flip-charts, boards and other audio-visual aids for both promotional and training purposes.

Venue:

Selected training centres and schools are utilised whenever circumstances allow. The Course centres offering full board instead of allowances have turned less popular. At times it has been difficult to get appropriate course venue in villages. ESAMI and training abroad has occasionally been granted but selection and follow-up of trainees has been unsatisfactory.

Library:

The library at the ZHCO in Mwanza has turned into disorder in connection with the restructuring of the building it is located in. As it is a useful resource especially for making references it should be reactivated. The use of the library needs also to be controlled to ensure that books and documents are not lost.

Promotion

Though being regarded the most important component within the HRD Programme and having received substantial support, promotion is hampered by inadequate numbers of facilitators at ward-village level like CDAs. In some districts particularly in those not yet accepted for HESAWA concentrated activities, insufficient promotion has adversely affected the implementation. Imparting skills have been the major preoccupation rather than mobilizing the consumers and promoting the HESAWA concept which plays such a crucial role for sustenance of projects.

Issues concerned with selection of trainees, women participation, moral and material support to VHW's and village artisans, seems weak, possibly because of the limited promotion capacity.

Monitoring & Supervision and impact Evaluation

This is not done systematically and to relevant authorities. In some cases there was uncertainty even on whom to report HRD activities. Reports often concentrate on quantitative rather than qualitative aspects. Course reporting is scanty and very often missing some vital information. Supervision in the field is sporadic. Some DHCs who have duties other than supervision of HESAWA activities seem to be overburdened to monitor HRD activities. There is little follow-up on whether the training is yielding useful impact on the trainees.

The Study Group Programme

This Programme is on-going since 1987. So far there are some 650 groups in the Programme area. It was evaluated 1991. It operates both in HESAWA villages and in villages outside the HESAWA areas. The programme is scattered and difficult to supervise with the limited transport available.

Other barriers include lack of local funds for fuel and allowances and understanding for needs of technical supervision. The evaluation found the programme being by-passing government channels and village authorities causing it to operate in isolation, being unnecessary expensive and thus having limited chance of long term survival.There was limited evidence that it had created local capacity. However, reports from respective groups/districts are encouraging in terms of acceptance and adaptability to the Programme. Group members appear positive to the experience and express that they have learnt a lot.

Fund Management

The guidelines for requesting for HRD funds are being followed as per Budget Manual. Activities like running courses in rural areas with the communication difficulties are sensitive to delays and changes on funding. The newly adopted approach of channelling HRD funds through the District authorities is causing such difficulties and needs strong follow-up.

Problems which have been cited include:

- Delays by ZHCO in release of funds to the districts

- Delays caused by bank clearance.

- Undue bureaucratic district procedures of releasing funds to the HRD organisers.

- Unnecessary publicity of when and who is to draw the funds, which could cause insecurity.

II. HRD STRATEGY

DEFINITION

The definition of HRD needs careful assessment of linkages with institutional building as individual performance is linked with institutional support. It involves issues like shaping an enabling environment, administratively, organisationally and pedagogically. It includes planning and management as well as in-put for building the enabling environment. HRD is thus more than training.

For HESAWA HRD is defined as: "The process of developing human resources, individuals, institutions and the environment in which they operate so as to build an enabling framework for self-reliance and for the HESAWA objectives to be achieved".

GENERAL OBJECTIVES FOR HESAWA PROGRAMME

The general objective of HRD in the HESAWA Programme is:

"to raise awareness, and capability among the rural people and implementing cadres particularly those operating at village level in order to reach a high degree of self-reliance and sustainability".
For the purpose of precision this objective can be paraphrased as follows:

* the process of interacting with communities to enhance their capacity to identify their own problems, to prioritise them, to plan and act to eliminate the causes of the problems.

* to create awareness among the people especially in the rural areas about health hazards brought about by poor sanitation and bad water and how this situation can be improved.

* to train, build capacity and empower villagers, with special emphasis on women, so that they may command their own social development process.

* to develop skills and knowledge among the manpower needed at all relevant levels to build, operate maintain the HESAWA activities and to monitor and assess the achievements made.

* to support relevant institutions so as to enable them to assist efficiently in the HESAWA activities

HESAWA HRD ACTIVITIES and THEIR SPECIFIC OBJECTIVES

The following fields of study will continue to preoccupy the HRD programme.

* HESAWA Concept Awareness: - to mobilize actors and villagers on the HESAWA concept, to make HESAWA understood in terms of in-put needed from the villagers, to register all resources available for that and to learn the absorptive capacity of the village.

* Gender Awareness: - to make the specific roles and needs of both sexes understood to enhance integrated efforts to the development in HESAWA.

* Village Planning and Budgeting: - to induce the bottom up approach i.e. together with the villagers make inventory of all existing water and sanitation facilities and of available manpower and to make plans based on the villagers priorities and capability taken into account the capacity of the programme and the District and to make sure that these plans are incorporated into those of the ward and the district..

* Skill Training for implementing cadres:

- to develop at Village level adequate skills for the implementation of the HESAWA as related to the construction of the planned facilities.

* Operation and Maintenance: - to clarify roles and responsibilities at village, scheme, ward, district and region levels as concerns operating and maintaining the facilities and to make all aspects of the system, including costs and financing known to the villagers and to train the necessary manpower for performing the works involved.

* Health and Hygiene Education: - to identify and fill up existing deficiencies in the knowledge and skills of the Trainers of Trainers for the Village Health Worker Programme, the School Health Programme and for the desired inter sectorial linkage in HESAWA

* Management and Organisation for village leadership:

- to elaborate organizational issues with the aim of strengthening the organization and the institutions involved and to train leaders especially at Ward and Village level in management and leadership skills.

* **Programme/Project Monitoring and Evaluation:** - to
develop a simple system for continuous participatory
assessment, monitoring and feed-back on the HESAWA
programme and to provide the training needed for that
specifically at Ward and Village level.

* **Creating an enabling environment:** - to develop
awareness about the needs for institution,
environment organisation and management development
to secure full benefit of investments made.

* **Training of Trainers (TOT's) in HESAWA:** - to
adequately train trainers for Afya, Maendeleo and
Maji, for all courses in the HRD programme so that
each facilitator has had relevant training prior to
conducting a course.

* **Course files and job-guides development:** - to have
course files produced for all standard courses and to
develop capacity to produce course plans and teaching
material for all other courses of the HRD programme.

STRATEGIES

In summary the strategy comprise building of an enabling environment through interaction at the village level, promotion and awareness, leadership and organizational development, clarification of roles and responsibilities, skill training, operation and maintenance training and through participatory evaluation. The focus will be on the Village.

Institutional capacity building, training of trainers, production of learning material, will form part of the HRD programme. Inter-sectorial and activity linkages will be promoted. For certain specialised learning study tours and training at institutes outside the Programme area will be used.

The ZHCO will have the role of promoter, facilitator, catalyst and overall monitor of the HRD sector but responsibility and implementation will be vested in the existing structures at village, ward, district and regional levels.

METHODOLOGY

The HRD Programme will base itself on participatory experimental learning and problem based learning approaches for adult education. Clarification of roles and responsibilities will be conducted through workshops with experimental learning techniques and self assessment in groups with a cross-section of representatives for the roles to be discussed.

Systematic HRD Planning

HRD is given priority in the HESAWA Programme because it is intended to assist in the process of change i.e. social development. It is aimed at giving an opportunity to implementing cadres, officials and beneficiaries to acquire new knowledge, skills and understanding and consequently to change. Refer also to the general and specific objectives above.

Careful planning is essential and a standard HRD planning shall be adopted. The plan should assist those who are involved in organising and or coordinating HRD interventions in; assessing training needs, selecting trainees, supporting organisation and management improvements, monitoring and supervision and impact evaluation.

In order to come up with a realistic HRD plan the districts involved shall avail themselves with the following basic information:

a)   An inventory of the existing manpower at all levels which will enable the programme to determine manpower needs and priorities.

b)   An inventory of the existing training resources i.e. facilitators, venues, learning material and training facilities which will enable the programme to find out general and specific improvement.

c)   An inventory of management and organisation shortfalls and weakness, including weakness in leadership skills.

A detailed plan should be developed to detect real performance deficiencies. The following questions require answers;

-   What management weakness carry hindrance to the programme including utilisation of trained personnel?

-   Which organisational improvements are needed to shape a conducive framework for the Programme?

-   Who needs the training?

-   How many need the training?

-   Which training do they need and to what standards?

-   How much training do they need i.e. Timescale?

-   What form of training would suit them best?

-   Where should this training be done?

-   Which materials/facilities are required?

-   When should it be done?

-   Who should do the training?

-   What is the budget/Estimated costs?

-   How will the trained personnel be used in HESAWA?

If these questions are answered correctly and genuinely by respective agencies, problems of needs analysis, selection of trainees, methodologies and HRD resources would be minimised, given that the funds are available. Each village and district should yearly carry out a planning and inventory exercise of the above nature before requesting funds for HRD. The Zonal HRD Unit will assist in the exercise.

Analysis of Training needs:

With the assistance of the Zonal HRD-Unit and the DTO each implementing agency will have to determine training needs based on the overall objectives of the programme and job specifications. To a limited extent individuals may initiate their training needs, but care should be taken such that their proposals fall under the programme objectives, and more importantly, overall plans.

Selection of Trainees:

This should depend on the specific training programme and as such, certain criteria should be set. However, we propose the following general criteria to be taken into account during this exercise:

- Village priority/choice e.g. command of general respect and integrity, permanent village resident.

- Aptitude and ability of prospective trainee to perform the intended tasks

- Interest in the training in question

- Basic educational standards i.e. literate candidate

- A trainee should be drawn from the Programme area of the implementing cadres or beneficiaries.
It must be emphasised that a person should not be selected for a training which she/he does not qualify or the programme cannot benefit from.

Also when selecting trainees it is advisable that the size of the group and mix of participants (both women and men) be taken into account.

Training Resources

Facilitators:

AFYA has a well built-in system for training of trainers. The other departments will be encouraged to build up a similar system to have well trained facilitators within their area of competence.

Those persons who in the past were trained on problem based learning techniques and roles and responsibility should be identified and encouraged to join the HRD Programme as facilitators.

(a)   competent and experienced trainers/facilitators shall be made available. Emphasis will be on adult educators/facilitators. In addition TOT's from all the three agencies involved shall be given learner-centred training in adult education approach.

(b)   Each district shall take stock of all the available training facilities and assess with the assistance from ZHCO, its requirements for the HESAWA activities.

(c)   Each district will be supplied with one flip-chart board to easily facilitate the ongoing HRD activities. Over Head Projector will be available for loan from ZHCO, the HRD Unit.

Audio-Visual Aids:

The HESAWA programme will have a Motion Picture projector, slide projector, tape recorders,and a video facility available at the ZHCO-HRD Unit to be used on loan basis.

The manning and managing of these equipment will be the responsibility of the HRD Unit. No need therefore of an extra staff. However a modified container with extra roof and air-condition will be required.

The Library:

The library at ZHCO is an important resource which should be equipped with documents reference books and periodicals related to the HESAWA needs. The situation at present is that many titles are missing and no systematic subscriptions are made to relevant publishers. It is in urgent need of rehabilitation.

Also, each district should maintain a small book-shelf of reference books eg. on health education, Water and community development issues.

Course Centres:

The course centres presently used will continue to be used and will be improved. Some new course centres will be identified to reduce travel costs. Some of the centres will be equipped in order to offer regular standardised courses using HESAWA Course Files, to which the Villages, Wards, Districts and Regions can send participants for training.

Course Material Production:

The ZHCO, HRD-Unit is now adequately equipped for producing the course material required for the HRD activities. There are also well trained personnel. These will be called upon to form a team for material production

Training Abroad:

With exceptions of a few very special needs all personnel can be sufficiently trained and share experience within the Programme Area and Tanzania. Looking at the past experience of training abroad including ESAMI courses and training for SGP material production, courses have been granted at a rate of 1-3 man years, annually. The programme should set a ceiling within which to budget for training abroad, say 400000SEK per annum, and prioritise the training within that frame, bearing in mind the HESAWA concept and the questions of systematic HRD planning above. Obviously this fund is a planning figure not to be exceeded but should not be utilized if needs are not justified.

Study Tours:

There are very few study tours which would bring about tangible results for HESAWA. Top management may gain from exchanging experience with programmes similar to HESAWA or may go for study of specific aspects of a programme. For the implementing cadres at Village, Ward and District levels it can be fruitful to visit corresponding successful projects in the programme area and neighbouring programmes.

Curricula Standardization:

The exercise of developing new course files and revising old ones is to continue as a priority. RHCs DHCs and DTOs shall make sure that all districts are supplied with the available course files and that they are used so that uniformity in course content and procedures are maintained. Eventually no course should be conducted without a course file.

Course Plan

Courses with no course files or with files without detailed plan shall for each course present a specific plan which shall include the following;

- course title

- objectives arising from the training needs i.e. the skill/knowlegde expected of the trainee after training

- Course outline

- Methodology

- Target group i.e. Participants (and their number)

- Time schedule, duration

- Venue

- Trainers/facilitators

- A detailed budget (See Appendix III)

Promotion:

An integrated approach to adult learning which aims at community participation should be applied in all districts. Hence, HRD planning should be preceded by promotional activities. Ideally the villages should plan the HRD activities perceived needed and request assistance as needed.

In districts where there are no DPOs, either the existing DPOs in the region together with Regional Maendeleo staff should train suitable personnel in those districts to undertake promotion or they should extend their services to those districts. Alternatively, Regional Maendeleo staff should involve themselves fully in promotional activities in those areas.

A detailed study should be made by the HRD unit on the shortage of trained CDAs which is experienced by many districts. Recommendations should be submitted to the Programme Management and SIDA for action.

Health HRD Programme.

Several activities within the Health sector are based on national criteria and should continue to be so. There is however a need in HESAWA for a close interlinking in most of its activities between health and the other departments to maximise benefits and to achieve the HESAWA objectives. There is a corresponding need at the Zonal level to interlink the Health support with the overall support to the HRD-programme for monitoring and supporting purposes. Therefore all the sector HRD activities should be monitored by the DTOs/DHCs at district level and the HRD-Unit at the ZHCO.

Monitoring and Supervision:

Since this aspect of HRD planning has not been done sufficiently in the past the following should be done:

A District Training Organiser (DTO) should be appointed in each district. The DTO should preferably be one of the HESAWA departments Afya, Maendeleo or Maji or from manpower planning or planning office. Together with her/his normal duties she/he will basically be responsible for:

* Assessing all implementing agencies in planning training programme

* Implementing and assessing HRD activities

* Assisting in impact evaluation.

The DTO will directly report to DHC. She/he will liaise with DHC & DPO and all Trainers on all matters concerning HRD.

The ZHRD Unit staff especially the Course Planning Officer, should make regular visits to HESAWA Districts to evaluate on spot what is being implemented and advise as appropriate to responsible persons.

Evaluation and HRD Assessment

The HRD evaluation refers to the systematic assessment of the effectiveness of the HRD programmes. By systematic is meant an evaluation which is objective, valid and reliable. In the HESAWA Programme the HRD evaluation will be objective oriented and involve:

a) Evaluating training objectives i.e. how effective was the course conducted

b) Evaluating outcome objectives/impact evaluation the extent to which the trainee utilizes the knowledge of skill in the work situation.

c) Evaluating factors in the environment hindering full utilization of the knowledge and skills gained.

Such information will:

- enable the appraisal fo the effectiveness of investment in HRD

- provide feed-back about trainees' performance which can be used by trainers in follow-up training.

- enable HRD planners to improve training programmes.

- promote a sense of achievement on the part of the trainee, which is a motivating factor in wanting to participate more in programme activities.

How to go about it:

To evaluate Training Objectives the procedures below should be followed:

Since HESAWA HRD activities are not followed by formal tests anyone of the following methods could be used in evaluating training objectives;

(i) A check-list or questionnaire should be administered at the end of the training programme to measure the participants impression i.e. to check the degree to which the training has come up to his/her expectations and has increased his/her knowledge. A self-assessment check-list for facilitators is also essential. The HRD Unit should be responsible to design these check-lists. (See Appendix IV).

(ii) Group discussions of the participants at the end of the course may be organised provided there is a clear framework to guide such discussions e.g. a list of points regarding the training programme. (attach check-list and framework)

(iii) Individuals or groups of people who attend study tours or courses at ESAMI or elsewhere should write detailed reports mentioning the positive and negative aspects of the programme, and their recommendations.

(iv) In some other training, trainees should be required to compile action plans at the end of a training programme.

Impact Evaluation or Evaluating outcome objectives:

The baseline from which to measure the outcome objectives is to compare the pre-training and post-training performance of the trainee. The most reliable report/information can be derived from the immediate supervisors, colleagues or other people familiar with the performance of the trainee.

* At village level the village leadership should be requested to give regular reports to coordinating staff about the performance of the trained village artisans, pump attendants, VHWs etc. Also trained personnel should be encouraged to give their own self-assessment.

* Inter-sectorial coordination. Implementing agencies at all levels should meet periodically to discuss the performance of the trained personnel so that full effects can be evaluated and fed back to the HRD planners / organisers.

* At the zonal level, the support organization, all HRD activities should be organised within its HRD-Unit being it promotion, SGP, Health or other sector activities to make possible comparative assessments.

* Regular monitoring and evaluation through field visits by the coordinating staff at ZHCO, RHCO DHCO are strongly encouraged and feed back should be formally communicated to HRD planners/organizers immediately.

Course Reporting:

A systematic reporting procedure of all HRD activities has to be developed. Firstly, course organisers have to submit their actual HRD action plans each quarter to the ZHCO. Secondly, after each course a detailed report has to be submitted to the DED copied to RHC and ZTO. The report should specifically give the following information:

- Designation/title of the course

- Course outline (time-table)

- Course material used

- Duration/dates

- Venue

- Facilitator

- Attendance list with signatures and place of domicile of participants

- Actual cost plus supporting documents eg. receipts of counter-signed paying documents etc.

Course reporting is a prerequisite to any further HRD planning. This means that no funds will be released for new courses until the previous has been reported. (See Appendix V).

The Study Group Programme

SGP is still a valid supportive component in adult learning which is very crucial in the villages. It will continue to be used as a methodology to:

(a) Mobilize villagers in implementing HESAWA activities.

(b) Facilitate community-based activities in villages.

(c) Provide a recruitment base for village man-power needs and for further training

Following adjustments in implementing SGP shall be made:

* A closer coordination between DOs and implementing agencies staff shall have to be maintained to avoid duplication of efforts and administrative conflicts.

* The DOs shall report to the DHCs (through DTOs if that position is operating) in all matters related to HESAWA activities.

* SGP shall only operate in "HESAWA villages".

* The number of groups per DO should be maximised to forty. Each DO should be provided with motorcycle.

* Group leaders shall be trained at course centres close to their area of operation. Same conditions as for other HESAWA training shall apply.

* SGP budget requests shall include, apart from training costs, all materials to be used such as cement, wire mesh etc. Training materials for Group Leaders training shall be budgeted for under Maendeleo whereas materials for group training will be allocated under respective agencies.

* Formation of groups should be initiated by the villagers themselves and be included in the interaction and promotion activities.

* The Village HESAWA Committee should be the supervising body of SGP as for all other HESAWA activities in the village.

* Audio materials eg. batteries, shall be the responsibility of the villagers.

* Wherever possible SGP should be flexible and respond to the needs of the groups. There is no need therefore to carry out same SGP in the Programme area at the same time as is the practice todate. The groups should be encouraged to pay full cost of the facilities they are building. For example, if construction of jars was the topic, the group members together could buy material and make the canvas model needed. One would probably be enough for all members say 15 jars. They can provide the local material and buy the cement needed. Together they can build one jar in each home stead until all members have got their jars.

Capacity Building at District level

It is important that capacity building is undertaken both at village and District levels. HRD planning should therefore be based on encouraging continuous involvement of district leadership in various ways such as;

DEDs to be involved fully in planning for HRD activities and continue to be the accounting officers of the HRD funds.

Whenever opportunity arises the district leaders should be called upon to participate in; leadership, gender, management development, roles and responsibility training programmes.

Selected officers may be granted study tours to successful districts to learn from their experiences or to learn specific methods or techniques applied there.

A district training officer should be selected and district trainers of trainers should be identified, trained and supported.

Fund Management

HRD funds shall for smooth implementation remain D-funds unless an efficient system has been installed at the central level with capacity of quick transfer of funds to specific activities like HESAWA HRD in the districts. The ZHCO will disburse funds to respective Districts (DEDs) who will in turn supervise and account for their utilization. (See Appendix IV).

Reports of utilization shall be sent to ZHCO and be subject to internal auditing.

Transport

For efficient monitoring and supervision the HRD-Unit must be provided adequate transport and without delays for its supervision and monitoring. Motor cycles should be provided to DTOs and SGP district organisers.

PROPOSED HRD ORGANISATION

Deputy HESAWA Director	Overall Responsibility
HESAWA Programme Adviser	Overall Analysis and Linkage HRD and the Management
Head of ZHCO, HRD Unit	Coordinator of HRD supported by Course Planning Officer and Curriculum Development Officer

....

Village Government	Responsible for HRD at the Village level.
Village HESAWA Committee	Responsible for planning and monitoring HRD at the village level
Ward, Rural Health Centre teams	Responsible for the Health training activities
District Promotion Officer	Adviser to the mobilizers CDAs,Ward,Village leaders on HRD
District Organisers	Responsible through DTO to DHC for all SGP activities in the District

District Heads of Departments	Responsible for the HRD activities which falls under their department, reporting through DTO to DHC on such activities
District Training Officer	Liaison officer on HRD all levels, responsible to the DHC as monitor of all HRD activities in the district
District HESAWA Coordinator	Overall responsible to the DED on all HRD activities in the District.
Regional Heads of Department	Responsible for recording and supporting District HRD activities within respective department
Regional HESAWA Coordinator	Responsible for coordinating the support to the HRD in the Region

NEEDS ANALYSIS SUMMARY

This needs-analysis relates to the specific objectives of the HRD-Strategy. It has taken the training component of the HRD Programme as the departure- point in its analysis. The reader shall however bear in mind the related needs in terms of inputs (tools etc) and the managerial and organisational development support needed for making the individuals' acquired knowledge efficiently used in their workplaces, after the training. i.e. enabling the environment or in other words, HRD. Identified needs are:

AT VILLAGE LEVEL

(I) CONCEPT DEVELOPMENT

HESAWA Concept

Gender Awareness

Phasing-In / Phasing-Out

Operation and Maintenance/Handing Over

Management/Roles and Responsibilities

(II) PHASING-IN

Interaction with the communities to enhance the villagers capacities to identify their own problems and to find solution to them.

Interaction with the communities on organisational issues and setting up of Village HESAWA Committees.

Training on HESAWA concept for leaders and groups closely linked with the interventions in the village. i.e. the majority of villagers.

Training village HESAWA committee in analysis, recording and planning skills

Training villagers on the Phasing-In requirements

Training villagers in village planning

Training villagers in problem awareness as related to the Water and Environmental Health sectors

(III) PROMOTION

Adequate training for women in group dynamics, leadership style, gender

Training leadership skills for influential people in the village

Training village leaders and influential persons of both sexes in village organisational development particularly with reference to HESAWA

Promotion of management for sustainability at village level and organisational development

Health Hygiene training related to water use

Training villagers for Handing Over, taking responsibility for the supplies. Roles and Responsibility Training.

Development of village inventories and training villagers in participatory assessment and monitoring

Study Tours for village personnel to other villages for exchange of experiences.

(IV) IMPLEMENTATION

Health and Sanitation

Behavoral training of villagers in health/hygiene and sanitation issues

School Health Education

Training of VHWs and VHW-refresher courses

Training of TBAs-TH

Training villagers in water qualilty monitoring.

Training of artisans and VHWs on latrine construction, siting, masonry work and on other sanitary improvement activities.

Water Supply

Care Taker Training for Shallow Wells, and Domestic Water Points.

Training of artisans regarding. Water supply construction like wells, ITWS, small gravity W/S, RWH, masonry and plumbing

Training villagers on Operation & Maintenance

Identification and training supporting local entrepreneurs with potential for sector needs

Training of village surveyors

(V) MANAGEMENT

Financial Management (Planning, Budgeting, Monitoring, Assessment, Accounting, Reporting)

Training of Village accountants in elementary book-keeping techniques

Training leadership skills to village leaders

Special training to Women group leaders on group dynamics, leadership skills and gender.

Training villagers in cost coverage and O&M procedures

Training relevant villagers in stores and procurement procedures, including provision of spare parts

Training villagers in cost coverage procedures-bank account for O&M and replacement

Training village leaders and relevant villagers in reporting and accountancy skills

(VI) OTHER TRAINING

Identification of Training supporting local entrepreneurs.

Training of SGP leaders

Learning material, Course Files and Job-Guide production

(VII) EVALUATION AND PHASING-OUT

Training villages on Phasing-Out requirements

Train villages to manage their own finances better.
e.g. planning and budgeting, accounting, reporting ,
monitoring

Training villagers in management of W/S without
external support,i.e. management for sustainability

Training villagers for Handing Over, taking
responsibility for the supplies, roles and
responsibility training

Preparation of Job-Guides as a component of phasing
out

Study tours for village representatives to other
villages for ecshange of experiences

INTERMEDIATE LEVEL-WARD/DIVISION-INSTITUTIONS

- Training Ward Development Committee members and
ward leaders on the HESAWA Concept

- Training in Planning and Budgeting.

- Training of Hand Pump Mechanics and Scheme
attendants

- Training of extension staff on HESAWA concept and
as Trainers.

- Training CDA and WHA in mobilization and promotion
techniques.

- Management Roles and Responsibility Training

AT DISTRICT LEVEL

- Training in planning and budgeting.

- Management roles and responsibility training

- Leadership training

- Training on the HESAWA concept

- Management for sustainability and O/M training

- Gender training

- Training district officers on mobilization, community participation, and data collection.

- Training of trainers from, Afya, Maendeleo and Maji staff.

AT REGIONAL LEVEL

- Training in HESAWA Concept

- Roles and Responsibility training

- Training of Trainers from, Afya, Maendeleo and Maji staff.

- Training in Planning, Budgeting and Reporting.

AT NATIONAL LEVEL

- Training in HESAWA Concept

- Roles and Responsibility training

- HESAWA in a comparative perspective

- Consultancy Contracts, Supervision and Guidance of Consultants

LIST OF COURSE FILES

The following course files will be available during
F/Y 1992/93:

did one ~ Pump Mechanics ✓ (*installation guides*)

Village Planning ✓ — *to be completed*

being revised + updated Village Storekeepers and (Accounts) (*for review*)

Well Caretakers (*Pump attendants*) ✓

Tanzania-Sweden Development Cooperation (*to start*).

to be. produced TIS. SGP: I Wells, II Nutrition, III Sanitation, IV Stoves (*in circuln.*)

HESAWA Concept ✓

Gender Issues ~ *Now in print, just begun to use.*

in production • Craftsman I, Water Technology

• Craftsman II, Environmental Sanitation } *for govt technicians*

• Craftsman III, Rain Water Harvesting

Phasing In - Phasing Out (*not produced yet*)

Planning, Budgeting and Reporting (*not produced yet*).

aimed at villages ("Prog sustainability strategy").

THE HESAWA PROGRAMME

REQUEST FOR HRD FUNDS

A: REGION: DISTRICT: AGENCY:

ACTIVITY NO: ITEM: F/Y:

APPROVED BUDGET: ACTUAL AMOUNT REQUESTED:

B: 1. Type of Training:

2. No. and type of participants *(attach course outline if there is no course file)*:

3. No. of participants:

4. No. of facilitators:

5. Dates: From: _____ To: _____

6. Venue:

C: <u>Breakdown of Costs</u>

1. Tuition Fee   _____

2. Allowances: Participants   _____

                Facilitators   _____

3. Accommodation   _____

4. Meals   _____

5. Travel /Transport   _____

6. Stationery & Equipment   _____

7. Others (specify)   _____

               TOTAL   _____

Requested By: _____
Signature & Designation
(The request has to be forwarded through respective DHC and/or RHC)

U.f.s. DHC ....

U.f.s. RHC ....
Signature and official rubber stamp

Approved Amount_____ By_____ Date _____
(for HRD Unit)

Authorised By _____   Date _____
HESAWA Deputy Director

Funds released TAS:_____

_____   _____
Financial Controller   Date

PARTICIPANT EVALUATION OF HESAWA TRAINING PROGRAMMES

A: TYPE OF TRAINING: ....

      VENUE:..

      DATE: ....

B: 1. Were the invitation procedures to the seminar/workshop appropriate? YES/NO. If not, give your recommendations
....
....
....

    2. was the venue appropriate? YES/NO. If not, list the deficiencies
....
....
....

    3. Were you satisfied with the timetable? YES/NO. If not, where could it have been rectified?
....
....
....

    4. Did you know the subject matter prior to coming to the workshop/seminar? YES/NO. If yes, which topics/subjects were you expecting?
....
....
....

    5. Have all the topics been directed to the Programme's objectives? YES/NO. If not, which topics were incompatible with the Programme's objectives?
....
....
....

    6. Which subjects/topics did interest you most and why?
....
....
....

    7. Which subjects/topics did you feel were waste of your time?
....
....
....

8. Which topics were an eye-opener to your involvement in the Programme?

    ....
    ....
    ....

9. Which subjects/topics didn't you grasp well?

    ....
    ....
    ....

10. Were you satisfied with the organization of the workshop/seminar? YES/NO. If not,

    (a) Which particular aspects?

    ....
    ....
    ....

    (b) What are your recommendations?

    ....
    ....
    ....

11. Did you find the facilitators conversant and competent with the subject matter? YES/NO. If not, which subject/topic in particular was most affected?

    ....
    ....
    ....

12. Did group discussions help to raise more awareness to the participants? YES/NO. If not, what can be done to rectify this methodology?

    ....
    ....
    ....

13. Did you find the use of facilitators positively contributing to the training? YES/NO.

    (a) If yes, how?

    ....
    ....
    ....

    (b) If not, give your views on how you would have liked it to be

    ....
    ....
    ....

14. Were you satisfied with the procedures of paying out
    allowances? YES/NO. If not, give your recommendations
    ....
    ....
    ....

15. Give any other point of view, if any:

    ....
    ....

THE HESAWA PROGRAMME

HRD UNIT

REGION:_____

DISTRICT:_____

AGENCY:_____

DATE:_____

TO DED/RHC

....
....
....

RE: REPORT OF HRD ACTIVITY NO:.............

(According to Approved Budget F/Y ....)

Following is a detailed report of the above mentioned HRD activity:

1. Course Title:

2. Course Outline: *(attach day to day timetable):*

3. Duration: (*No. of days, weeks including dates):*

4. Venue:

5. Number of participants: Women:
    Men:
    Total:

    (Attach a daily attendance list with participant's places of domicile (village/ dept. etc) and signatures)

6. Facilitators: *(plus their present addresses and occupations)*

    1 ....

    2. ....

    3. ....

4. ....

5. ....

7. Budget: (Attach supporting receipts and countersigned   documents if possible)

   Approved budget (SEK + TAS):

   Actual Cost:

8. Any other comments/recommendations (include views expressed by participants during course evaluation)

Yours sincerely,

_____
Full name and Signature
COURSE ORGANIZER

c.c : Regional HESAWA Coordinator
    : HESAWA Deputy Director   Attention: Zonal Training Officer