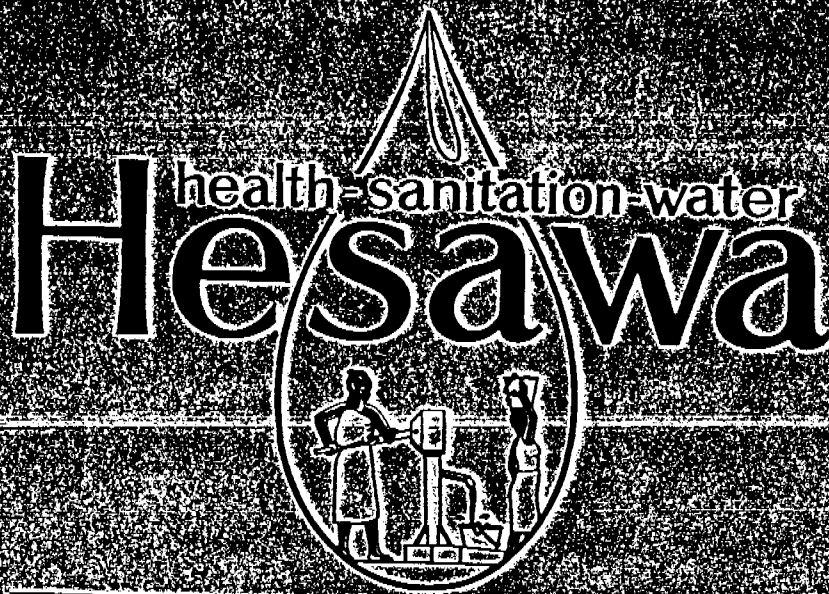


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PROPOSALS TO SYSTEMATIC TRAINING STRATEGIES

WITHIN THE HESAWA PROGRAMME

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PROPOSALS TO SYSTEMATIC TRAINING STRATEGIES
WITHIN THE HESAWA PROGRAMME.

1. INTRODUCTION:

1.1 The Human Resource Development (HRD) Unit of HESAWA Programme was, as from August, 1991, strengthened by the recruitment through a Tanzania consultancy firm - Business Care Services Ltd, of three zonal staff i.e the Zonal Training Officer, the Course Planning Officer and the Curriculum Development Officer. This was in response to the urgent demand of such reinforcement as per Agreed Minutes paragraph 3.1 of November 14, 1990.

During the first three months, the HRD zonal staff made several field visits to integrated and non-integrated districts of the Programme. Apart from familiarization aspects of the visits, we had an opportunity to evaluate the extent to which the planned training programmes were being implemented and identify the strengths and weaknesses of the process.

This document therefore is partly a result of the information gathered by these newly-recruited staff from various literature on the HESAWA Programme especially the HRD activities, and partly on their discussions with people who have been involved in the programme for a number of years.

1.2 The purpose of this document mainly emanates from the need to establish an improved plan of operation of HRD activities within HESAWA. It is however, not intended to be an all problem-solving document but rather to facilitate the planning of performance-oriented HRD activities which we believe could eliminate some present deficiencies. Also, the document intends to maintain the existing HRD structure and objectives so that any proposed change should be within the framework of the HESAWA Concept.

2 HRD GENERAL OBJECTIVES FOR HESAWA PROGRAMME.

2.1 The primary objective of HRD in the HESAWA Programme is to raise awareness capacity and capability among the rural people and implementing cadres particularly those operating at village level. For the purpose of precision this objective can be paraphrased as follows:

- . 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 enough people to sustain the HESAWA activities.
- . To train, build capacity and empower villagers, with special emphasis on women, so that they may command their own social development process.
- . To support institutions which are in some way related to HESAWA activities so as to enable them assist more efficiently in these development initiatives.

Thus, under the HRD programme, training has been carried out for villagers, village leadership, administrative and technical staff at all levels of implementation in the form of seminars, meetings, workshops, study tours etc... in order to facilitate smooth implementation of HESAWA activities.

2.2 CURRENT HRD ACTIVITIES.

The following fields of study will continue to preoccupy the HRD programmes:

- . HESAWA Concept awareness
- . Gender awareness
- . Village Planning and Budgeting
- . Imparting various skills to implementing cadres
- . Operation and Maintenance
- . Health and hygiene education
- . Management and Organization for village leadership
- . Programme/Project Monitoring and Evaluation
- . Training of Trainers (TOT's) for all courses in HESAWA
- . Course files and job-guides development.

3. SUMMARY OF FIELD OBSERVATIONS/FINDINGS.

3.1 The visits to the HESAWA districts have enabled us to learn more about how the HRD programmes are planned and implemented. Our observations and/or findings can be summarised as follows:

3.1.1 Inter-sectoral coordination.

In many areas training programmes 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 plans its HRD activities in isolation of the others. Similarly, despite the availability of some course files e.g. Pump Care Takers, Village Planning etc... other districts especially the non-integrated ones, do not use these standardised curricula; hence lack of uniformity in training programmes. Also, according to training requests/budgets, it seems there is very little coordination with ZHCO-HRD Unit in determining training needs.

3.1.2 Identifying Training needs:

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 have been guiding HRD planners in determining which training was a priority. For instance, you may find requests such as "Training at ESAMI" without mentioning specific objectives of the training. Such seemingly haphazard HRD planning sometimes may lead planners to confuse as to which training method, eg seminar, meeting, workshop etc.... should be applied during the training.

3.1.3 Selection of Trainees:

Closely related to 3.1.2 is the selection of trainees. We have observed that this is not, in some cases, done systematically in terms of need, aptitude, interest or village priority. Except for the VHWS whose selection criteria are set nationally, the question of who to train and for which course is very often decided upon without taking much attention to specific criteria. For example, some people have been identified for training programmes which require basic experience such as village fundis, without having any slightest notion about the craft. Likewise, other people might be nominated for intensive short courses eg in Water Sustainability Management on the belief that these are mere study tours.

Of course the result of poor selection of trainees which may be based on either unsystematic procedures or motives other than training can be very disappointing since such trainees would never perform their duties as expected.

3.1.4 Training Resources:

These include resource personnel (facilitators), venues, training facilities and course finance.

Facilitators:

Most districts have managed to identify competent and reliable facilitators especially those drawn from the implementing agencies. But one surprising observation is that very few TOT's training for Maendeleo and Maji have been conducted in comparison to Afya.

Venue:

The selected venues eg training centres, schools are utilised whenever circumstances allow. Nevertheless, it has been noted that at times it is not easy to get appropriate course venue in villages.

3.1.5 Inadequate promotional activities:

In some districts particularly the non-integrated ones, insufficient promotional initiatives were adversely affecting the HRD programmes. In other words, training emphasizes on imparting skills rather than on mobilization/promotion which plays a crucial role in programme sustainability.

Issues concerned with selection of trainees, women participation and moral and material support of VHW's, village fundis by the village leadership etc.. can easily be impaired because of the lack of promotional activities.

Training facilities:

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

The library at the ZHCO in Mwanza is a useful resource especially for making references. But at present, because of uncontrolled exposure, many titles/documents have been borrowed by unknown people.

Fund Management:

The guidelines for requesting for HRD funds are being followed as per Budget Manual. However, the newly-adopted decentralization approach of channelling HRD funds through respective DED's is still causing some snags which, with time and adjustment, could be solved. Problems which have been cited include:

- . Delays caused by bank clearance
- . Undue bureaucratic procedures of releasing funds from DED's to respective HRD organisers.
- . Unnecessary publicity of when and who is to draw the funds, which could cause insecurity of the funds.

3.1.6 Monitoring & Supervision and Impact Evaluation:

This is not done spontaneously and to relevant authorities. It is not surprising that some people did not even know to whom they were to report HRD activities. There is also a danger of concentrating on quantitative rather than qualitative aspects of training. Briefly this aspect of HRD planning has been overlooked in that,

- Course reporting is scanty and very often missing some vital information.
- Zonal and regional supervision in the field is sporadic.
- Some training are incomplete in that they begin a day or two after the specified date.
- Some RHC's + DHC's who have duties other than supervision of HESAWA activities seem to be overburdened to monitor HRD activities.

4. RECOMMENDATIONS: GENERAL AND SPECIFIC.

4.1 The above mentioned observations do not necessarily mean that all HRD activities have, in the past, been planned haphazardly. Indeed, the work done deserves commendations, taking into account the extensity and intensity of the HESAWA Programme. However, these observations will serve as an in-house evaluation which has led us come up with the undermentioned general and specific proposals.

5. GENERAL RECOMMENDATIONS

5.1 SYSTEMATIC HRD PLANNING STRATEGY

Human resource development 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. To achieve these overall and specific objectives, careful planning is essential.

We therefore propose that a standard HRD planning should be adapted for more effective training. The plan should assist those who are involved in organising and or coordinating training in assessing training needs, selecting trainees, monitoring and supervision and impact evaluation.

5.1.1 Basis for HRD Planning.

In order to come up with a realistic HRD plan we recommend that each HESAWA district avail itself 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, and,
- (b) An inventory of the existing training resources i.e. facilitators, venues, facilities etc... which will enable the programme to find out general and specific improvement.

5.1.2 Having collected this basic information, a more detailed plan answering the following questions will be essential so that real performance deficiencies due to lack of training are identified:

- . 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 (facilitators) should do the training?
- . What is the Budget/Estimated cost?

In actuality, if these questions are answered correctly and genuinely by respective agencies, problems of needs analysis, selection of trainees, methodologies and training resources would be solved, given that the funds are available. We recommend that this exercise be carried out yearly by each district before the requests for further HRD activities are made. The Zonal HRD personnel will assist in this exercise.

5.2 COURSE PLAN

Apart from the overall plan of HRD activities each course has to have its specific plan which will include:

- . Course title
- . Objectives arising from the training needs i.e the skill/knowledge expected of the trainee after training.
- . Course outline
- . Methodology
- . Target group i.e participants (and their number)
- . Timescale/duration
- . Location of the training programme
- . Trainers/ Facilitators
- . A detailed & estimated cost/budget.

5.3 TRAINING EVALUATION

Training evaluation refers to the systematic assessment of the effectiveness of the training programmes. By 'systematic' is meant an evaluation which is objective, valid and reliable. Obviously, this evaluation will be based on both broad and specific objectives of the training programmes.

In the HESAWA Programme training evaluation will involve:

- (a) Evaluating training objectives i.e how effective was the course conducted, and,
- (b) Evaluating outcome objectives/impact evaluation - the extent to which the trainee utilizes the knowledge or skill in the work situation.

This information is valuable to the entire programme in that:

- it will enable the appraisal of the effectiveness of investment in HRD.
- it will provide feedback about trainees' performance which can be used by trainers in follow-up training.
- It will enable HRD planners to improve training programmes.
- It will promote a sense of achievement on the part of the trainee, which is a motivating factor in wanting to participate more in the Programme activities.

5.3.1 How to go about it

In practice it is much easier to evaluate Training Objectives than it is to evaluate Outcome Objectives.

Nevertheless, we recommend that both evaluations should take place regularly by following the procedures suggested here below:

(a) Since all HRD activities in the HESAWA Programme are not followed by formal tests we recommend any one of the following methods to be used in evaluating Training Objectives:

(i) A checklist or questionnaire should be administered at the end of the training programme to measure the participant's 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 checklist for facilitators is also essential. The HRD Unit should be responsible to design these checklists.

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

(iii) Individuals or groups of people who attend study tours or courses at ESAMI and 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.

(b) Impact Evaluation or Evaluation of 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.

We are suggesting the following actions to be taken:

(a) 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 feedback to the HRD planners/organisers.

(b) At village level the village leadership should be requested to give regular reports to coordinating staff about the performance of the trained village fundis, pump attendants, VHWS etc...Also, trained personnel should be encouraged to give their own self-assessment.

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

6.0 SPECIFIC RECOMMENDATIONS

6.1 Specific recommendations arise due to the aforementioned on-spot observations/findings during our field visits. They are suggestions which are directed to specific short-comings in the on-going HRD activities.

6.2 Analysis of Training needs

With the assistance of the Zonal HRD staff and the DFO, (See 6.7.1), 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 that such proposals fall under the programme objectives, and more importantly, overall plans.

6.3 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 eg. command of general respect and integrity, permanent village resident
- . Aptitude/ability of prospective trainee to perform the intended tasks
- . Interest in the training in question
- . Basic educational standards
- . A trainee should be drawn from the programme area and most importantly an official, implementing cadre or beneficiary.

What should be emphasized here is 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.

6.4 Training Resources

(a) Competent and experienced trainers/facilitators should be selected. Emphasis should be on adult educators/facilitators. In addition TOT's from agencies other than Afya should as well undergo regular training in adult education approach which is learner-centred.

(b) Each district should take stock of all the available training facilities and consequently assess, with the assistance from ZHCO, the required facilities and other resources.

(c) Since process (b) may take a considerable time to accomplish, we strongly feel there is an urgent need for each district to be supplied with one flipchart board to easily facilitate the ongoing HRD activities. Similarly, each region requires to have its own OHP.

(d) Audio-Visual Aids

The HESAWA programme is as a matter of fact lagging in the utilization of these vital training equipment eg motion picture projector, slide projector, video facilities etc... Their usefulness in promotional and HRD activities cannot be overemphasized.

The manning and managing of these equipment will be the responsibility of the HRD unit in collaboration with the Health and Sanitation department. No need therefore of an extra staff. Also, the HRD unit container requires some small modifications eg cooling facilities, roofing etc.. in order to store them safely.

(e) The library

The library at Zonal HESAWA Coordination Office is an important resource which should be equipped with documents, reference books, periodical etc related to the HESAWA needs. The situation at present is that many titles are missing and no systematic subscriptions are made to relevant publishers. We recommend its urgent rehabilitation. Also, we recommend each district to maintain a small book-shelf of reference books eg on health education, Maji, Community Development etc....

6.5 Curricula Standardization

The exercise of developing new course files and revising others is to continue as a priority. However, we insist that RHC's should make sure that all districts whether integrated or non-integrated be supplied with the available course files so that uniformity in course content and procedures are maintained.

6.6 Intensifying Promotional Activities.

An integrated approach to adult-learning which aims at community participation should be applied in all districts. Hence, HRD planning should be accompanied by promotional activities.

We recommend that in districts where there are no DPO's either the existing DPO's should extend their services to those districts or the regional Maendeleo staff should involve themselves fully in promotional activities in those areas.

6.7 Monitoring and Supervision:

Since this aspect of HRD planning has not been done sufficiently in the past we recommend the following things to be done:

6.7.1 A district Training Organiser (DTO) be appointed in districts where the DHC is not a full-time HESAWA coordinator. The DTO should be one of the HESAWA implementing cadres from either Maendeleo, Afya or Maji, and together with her/his other duties she/he will basically be responsible for:

- . Assisting all implementing agencies in planning training programmes
- . Implementing and assessing HRD activities
- . Assisting in impact evaluation.

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

6.7.2 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:

- (a) Designation/title of the course
- (b) Course outline (time-table)
- (c) Duration
- (d) Venue
- (e) Attendance list with signatures and place of domicile of participants.
- (f) Actual cost plus supporting documents eg receipts or counter-signed paying documents etc..

We insist that course reporting should be regarded by all HRD organisers as a prerequisite to any further HRD planning. This means that no extra funds should be released if a detailed course report is not made.

6.7.3 Field visits:

The Zonal HRD staff especially the Course Planning Officer, should make regular visits to HESAWA districts to evaluate on spot what is being implemented and, if need be, advise on how best to do it.

7. STUDY GROUP PROGRAMME

7.1 THE STUDY GROUP PROGRAMME (SGP) is still a valid supportive component in adult learning which is very crucial in the villages. It can continue to be used as a methodology to:

- (a) Mobilize fellow villagers in implementing HESAWA activities
- (b) Facilitate community-based activities in villages.

So far there are 667 groups in the programme area. Reports from respective groups/districts are encouraging in terms of acceptance and adaptability of the HESAWA innovations.

7.2 However, in order to achieve the intended objectives we recommend that certain improvement in administering SGP be made. These include,

- (a) A closer coordination between DOs and implementing agencies ie Maendeleo, Afya and Maji staff is imperative if we are to avoid duplication of efforts and unnecessary administrative conflicts.
- (b) In addition, the DOs should report directly to their respective DHCs in all matters which relate to their work. In the past, to a certain extent to date, some DOs regard themselves as being directly responsible to ZHCO-HRD Unit.
- (c) Some SGP budget requests do not include materials such as cement, wire mesh etc.. All these items have to be included in these budgets.

CAPACITY BUILDING AT DISTRICT LEVEL

Finally, we underscore the importance of building capacity at village and district levels. HRD planning should therefore be based on encouraging continuous involvement of district and village leadership in various ways such as:

- (a) DEDs to be involved fully in planning for HRD activities and continue to be the accounting officers of the HRD funds.
- (b) Whenever opportunity arises the village and district leaders should be called upon to participate in management development training programmes.