

# **An innovative approach to training and capacity building**

## **Managing Water for African Cities Training and Capacity Building Component**

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# This presentation

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- **General introduction WAC programme**
  - **Review Training & Capacity Building Component**
  - **Target Groups**
  - **Training Design**
- **Impact of TCB**
- **Making learning matter; what did work and what didn't.....**

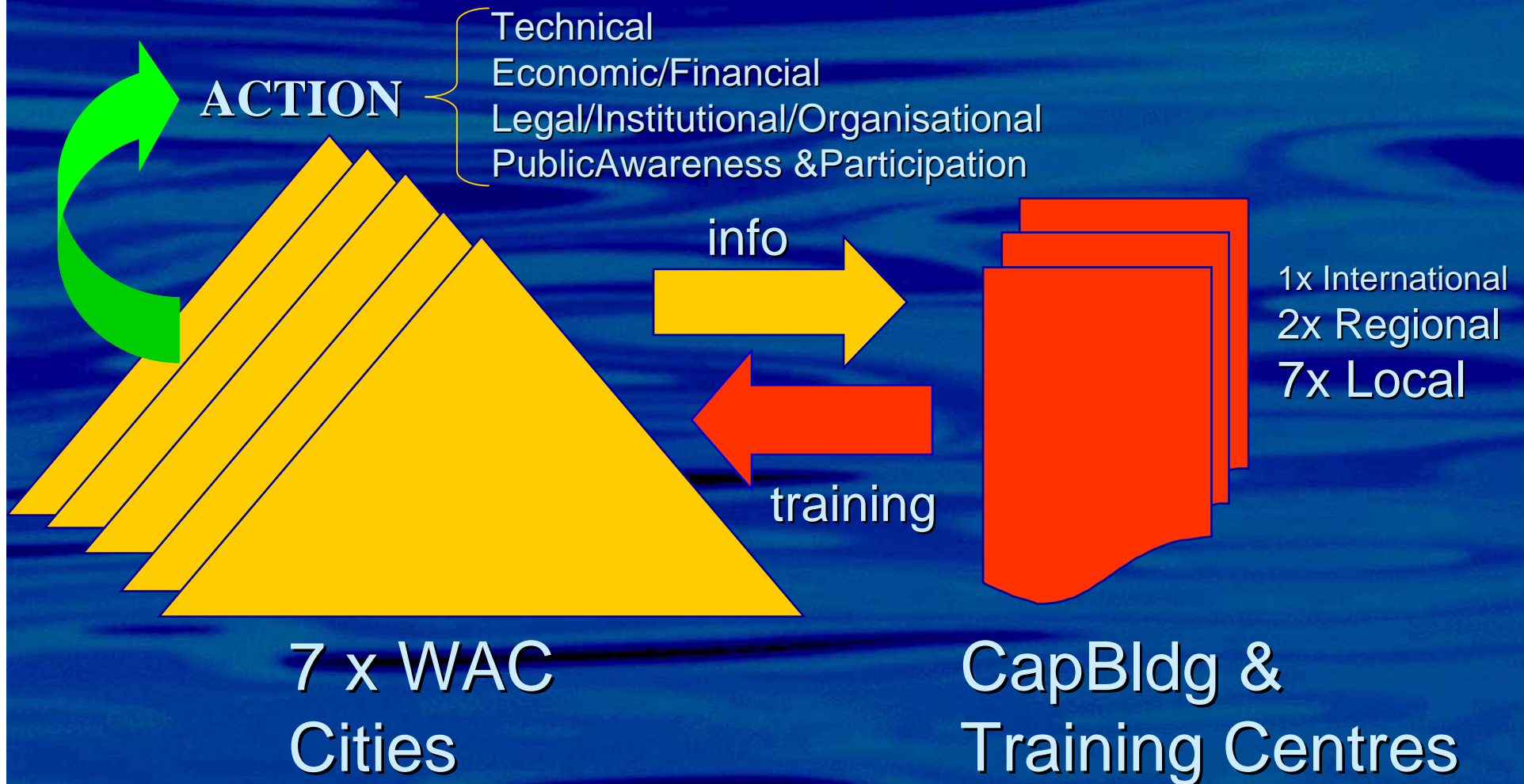
# Introduction WAC Programme

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- **The WAC programme (collaborative initiative of UN- Habitat and UNEP) supports African countries managing the urban water crisis and to protect the water resources**
- **Training and Capacity Building Component:**
  - **To train professionals in Urban Water Management with the aim to mainstream water demand management and pollution control.**
  - **To serve as a tool for capacity building of local and regional institutions to independently lead training of similar scope and scale in future.**

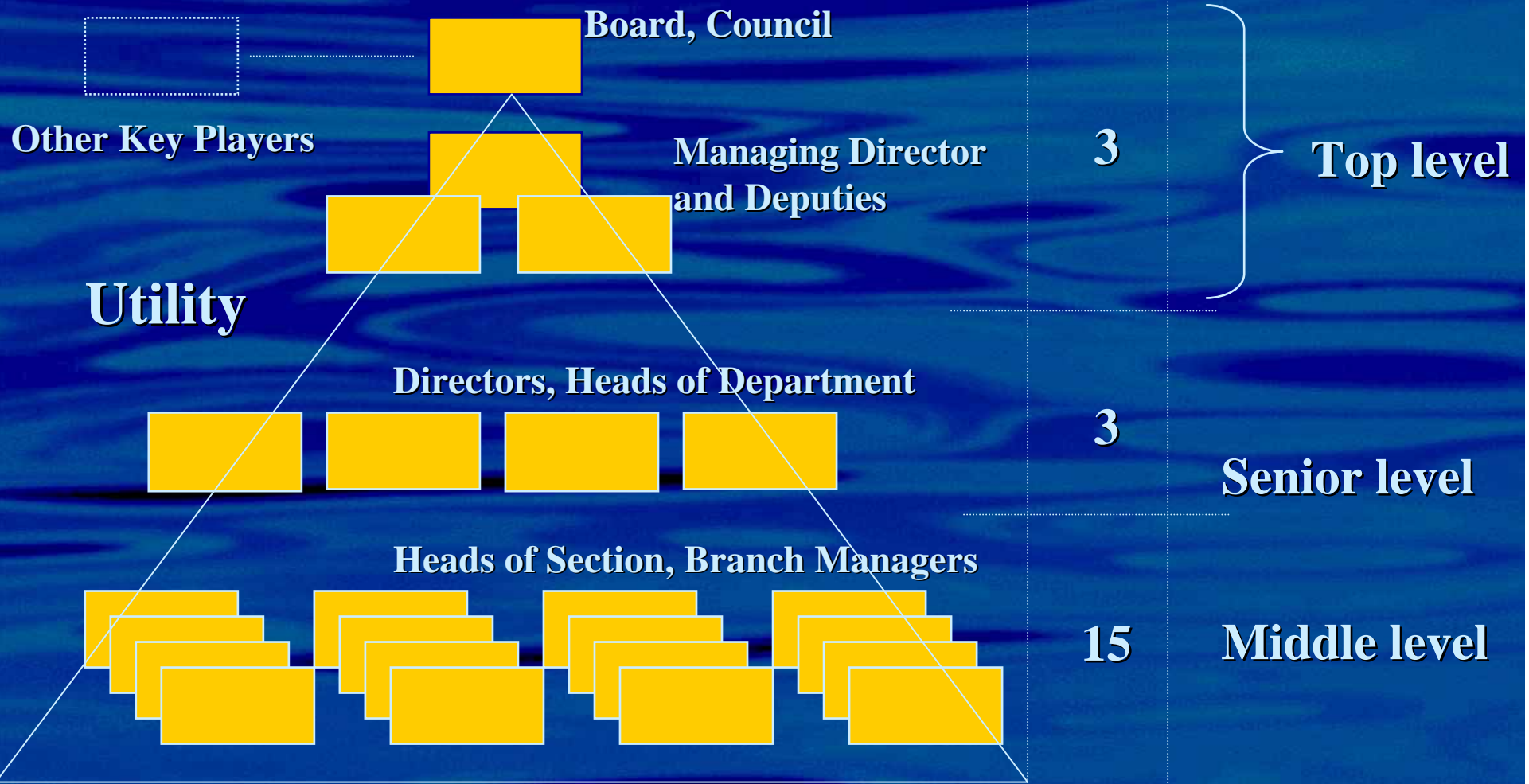
Managing Water for African Cities  
Review Training & CapBldg Component

Training & CapBldg Component



# Managing Water for African Cities Target Groups

## Target Groups



## First of All...

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- **Innovative approach and unique in the sector**
  - Bottom-up
  - Real effort to increase impact of training through anchoring the training within wider organisation
  - Content and planning
  - Multi-disciplinary approach to topics
  - 2 cycle approach

## Impacts of TCB; training

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- **Level 1 (learning impact): learning objectives have been attained;**
  - **Measured through evaluations, discussions, etc.**
- **Level 2 (impact on individual performance): to a certain level but due to various reasons there is to limited incentive to change practices**
  - **Measured through “sandwich” and cascading approach**
- **Level 3 (functional & organisational improvement): Few clear indicators in 2 utilities;**
  - **Measured through “sandwich” and cascading approach**
- **Level 4 (impact on clients satisfaction): not yet known**

# Impacts of TCB; capacity building

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## ■ Local trainers

- They were not all aligned with training institutions, this has impact on sustainability of the training itself as there was little level of commitment for continuity
- Didactics

## ■ Regional Resource Centers

- Capacity problems
- One of the centers had a high turn over and involvement of staff
- Problems with English

## What did work and what didn't? (1)

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- 'Sandwich construction' has proven to be very useful:
  - Provided 1<sup>st</sup> (and only) opportunity for monitoring of plans
  - It showed great difficulty among participants with realistic planning, plans in 2<sup>nd</sup> round seemed much more feasible.
  - Most action plans have not been integrated in daily workload and/or annual budget
  - Poor communication between levels (each level blaming the other)
  - Lessons learned from 1st cycle served as good base for topics 2nd cycle
- Cascading system has been highly valued at all levels to institutionalise the training. However,
  - Bottom-up approach did not always work.
  - High turnover amongst staff at higher levels resulted in inconsistency in follow up and supervision

## What did work and what didn't? (2)

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- Participants at different levels were not always in the same 'hierarchical line'
- Largest 'impact' seemed, if all participants were from one utility
- Lack of communication between levels
- Other issues that could have influenced impact
  - Project Management Matters
  - Lack of interaction with other programme elements
  - Limited existing structures to anchor and support training in Cities
  - Identification of trainees