



***Capacity Development Strategy:
Guidelines for Awareness Building and Skills Training
Programmes***

A Short Summary with Examples

WASH

Indo-German Bilateral Project
Strengthening Local Administration for Rural Water
Supply and Minor Irrigation in Himachal Pradesh



Government of Himachal Pradesh
Irrigation and Public Health Department

gtz

Deutsche Gesellschaft für
Technische Zusammenarbeit (GmbH)

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Guidelines for Awareness Building and Skills Training
Programmes***

A Short Summary with Examples

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A PUBLICATION OF THE
INDO-GERMAN BILATERAL PROJECT
“STRENGTHENING LOCAL ADMINISTRATION FOR RURAL WATER
SUPPLY AND
MINOR IRRIGATION IN HIMACHAL PRADESH”

SUPPORTED BY THE GERMAN FEDERAL GOVERNMENT
IMPLEMENTED BY RODECO CONSULTING ON BEHALF OF
THE GERMAN TECHNICAL COOPERATION

A Guiding Word

The approach to design a Human Resource Development Programme (HRDP) is simple in its basic structure. It is about:

WHO needs orientation, sensitisation, change of mindset, information, skills training ... because of changing requirements due to a project or a programme? This question is answered by identification of the stakeholders or the Target Groups.

WHY do the Target Groups need different capacity building measures? This question is treated in a "Training Needs Assessment" and the listing of objectives and expected results for any activity planned and implemented.

WHAT kind of capacity building measures and activities are required to reach and sensitise, to motivate and mobilise the target groups and to meet their information and skills training needs and demands? This question is answered by defining different measures, their main messages, their character and their sequence of delivery.

WHO is going to deliver different measures and who is going to manage, organise, control and evaluate it? This is answered by defining and selecting of training providers and disseminators, the establishment of a management and control structure and the assurance that the whole "Capacity Development" system is able to work in the given administrative structure. Going into details and facing the task to really design such a HRDP, can become complicated. Because all the important variables are interrelated and change during the process of development, any HRDP is not a linear affair, but resembles more a net with multiple dependencies. There is not one single way through the system but many.

A Guideline for a "Human Resource Development Concept and Strategy" for WASH has the ambitious goal to help the team and all cooperating experts, helpers involved and affected by:

- Suggesting procedures and work processes, called **TASKS**, for the work and teamwork required
- Providing **TOOLS** for work tasks to help with a more efficient and complete organisation of work and workflow and to support with a variety of grids/ tables with ideas, criteria and flowcharts to focus the work. Some FORMS and templates can also assist in the structuring the work.

In this guideline the work process is described. The results of the work should be compiled and linked together in a stand alone HRD programme for implementation. Structured thinking, analytical minds, workshops, fact findings, interactions and visits will be required to come to a comprehensive strategy.

Unlike most guidelines, the general introduction to the "Philosophy", the "Context", the "Policy" and the "Terminology" will not be placed in the first, but in the last chapters 11 and 12.

Word of thanks

The guideline was compiled in close cooperation and with valuable input from the WASH team *Dr. Anandi Mehra, Ms. Kasturi, Mr. Pradip Kumar* and *Mr. Guy Honoré* (Rodeco) and the members of the WASH Project Management Unit *Mr. Rakesh Kumar Vaidya, Mr. Madho Ram Sharma, Mr. Sansar Chand, Mr. Ravinder Singh*. For the SWAJALDHARA/TSC Communication and Capacity Development Unit in Himachal Pradesh, *Mrs. Neelam Sharma* and *Mr. Sushrut Chauhan* contributed with comments and ideas. Thanks also to *Mr. C.L. Sood* (Superintended Engineer IPH, WASH Project Director), *Mr. M.S. Kanwar* (Dir. CCDU, Superintending Engineer) and *Mr. S. Vikrant* (Executive Engineer IPH) for discussions and the smooth cooperation. My colleagues *Dr. G. Werner, Mr. S. Birk, Mr. Raghu Babu, Mr. Fenno Brunkert* and *Mr. P.O. Bank* contributed with examples and international experience. A few examples have been taken from the Human Resource Development Programme "Spatial Environmental Planning in India" (2001 – 2007), supported by InWEnt – Capacity Building International). This material is cited.

1 Introduction to the Contents of the Guideline

The “**Guidelines for Awareness Building and Skills Training Programmes**” has 11 chapters, an introduction and a general section with some background information. For practical purposes the quite voluminous paper is divided into **6 WORKBOOKS**.

Workbook I “Introduction and Concepts” – It provides some general background information about capacity development issues. It includes definitions/explanation of some terms used and some ideas about the structure a capacity development system. (It is **chapter 1, 10 and 11** of the complete guideline)

Workbook II - “Target Organisations / Institutions and Target Groups in a Change Process” is about the target organisation and institutions and the target groups. They are the main clients and partners of capacity development. Their proper identification, definition and characterisation are the basis of all the steps necessary in design of awareness building and skills training programmes. (It is **chapter 2** of the complete guideline)

Workbook III – “Training Providers and Resource Persons” is about the selection and the tasks of those who develop and give (skills) training courses. It includes training providers (like training institutions, resource persons (like trainer) or others with important functions in dissemination information and the selection of NGOs for capacity development systems. (It is **chapter 3** of the complete guideline)

Workbook IV – “Awareness Building Programme” is about the sensitisation, orientation, motivation and mobilisation, gives an overview about these types and the development of a programme parallel and complementary to skills training. Special emphasis is given to “workshops” and their function in capacity development and the coordination of awareness building and skills training. (It is **chapter 4** of the complete guideline)

Workbook V – “Training Needs Assessment in a Change Process & Development of a Skills Training Programme” is about the preparation of training needs assessments, how it can be done and how the TNA is translated into training courses and programmes. Training course design and training cycle management and the composition of modules into courses and programmes as well as the selection of trainers are covered. (It is **chapter 5 and 6** of the complete guideline)

Workbook VI – “Organisation and Management” & “Quality Assurance of Training Courses” & “the Impact Evaluation Process and the Impact Chain” is about the basic tasks and requisites to establish an organisation and management structure of a capacity development programme. It includes important instruments like the Operation Plan, the coordination of stakeholders, information flow, feedback documentation and procedures. The quality assurance provides (mainly) tools for course evaluation and leads to the final chapter, the observation and documentation of the training impact. (It is **chapter 7, 8 and 9** of the complete guideline)

Each of the WORKBOOKS has the same introduction and Annex with information felt necessary for the understanding of the context. The table of contents and the list of all provided TOOLS and figures is annexed in all of the 6 WORKBOOKS.

1.1 The Objectives and Expected Results

A major endeavour like the implementation of sector reforms or other medium to large scale change inducing projects or programmes signify not only decisions at a political and administrative level but also a significant challenge for large parts of the social and economic life. It is a process of development which will affect nearly everybody in the State:

- **Institutions and organisations** of the public sector, the civil society and also enterprises are involved and affected and may have to **change or adapt** their functions and their performance.
- **People** – in communities, professional groups, the civil society and state employees, etc. – have to **understand** the project which will influence their work, their daily business and their economic assets. They should **accept** the new approach and contribute to materialise its future benefits.
- The active participation of the **stakeholders** can and will change the course and the modalities of the implementation to their advantage. Quite a few of them will be **involved actively** in different stages in the implementation process.
- **Key persons** - in the communities, the Village and District organisations, the different committees, Panchayat Raj Institutions, professionals on the different levels of government institutions and other line departments – all will most likely **need new skills** or have to supplement the existing ones.
- Finally, all **community members** may need a change in attitude to take up the responsibility for their own resources and the state administrations may have to develop an awareness that the existing supply-based approach will have to be replaced by the demand-based services of a provider that will meet the actual needs.

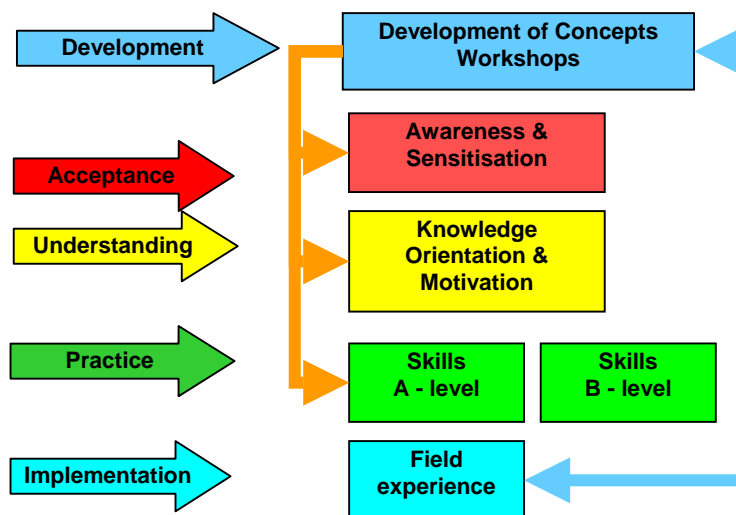


Figure 1-1: Ideal steps of a Human Resource Development Programme

New attitudes and awareness, knowledge in new fields, capacities and skills different than the existing ones are not emerging from changing the rules and structures. They need to be supported, sometimes initialised, new approaches have to be explained and promoted and new information and documentation is necessary.

As project and programmes aiming at change processes, so is the Development of the Human Resources of the different stakeholders and other Target Groups. This Guideline for a “Human

Resource Development Concept and Strategy" is an essential contribution to a broader "Capacity Development Component" for the WASH project in Himachal Pradesh, India and has the objectives to provide a structured and comprehensive framework for all activities in the field of awareness building, sensitisation, knowledge transfer and skills training necessary for the project implementation.

The whole concept is about a series of simple questions:

1. Who has to know about a project of programme that leads to change processes? – The Target Groups and involved Institutions and Organisations.
2. What do these target groups need to know and what new skills are required? – The awareness, knowledge and training needs.
3. Who will tell them? – The system of trainers, training providers, disseminators and their responsibilities and tasks.
4. How and when will the different groups be addressed most efficiently? – The Action Planning and the management of the implementation of training programmes.

The building of awareness and the development of human resources is not the whole story. Successful implementation requires also adequate institutional structures and procedures and the political will on all levels (the individual, the organisation and the systems level). Here are the limitations of a Human Resource Development Programme (HRD). It can only – but significantly – contribute.

The main purpose of the HRD process is to support the individual and the institutional/organisational changes needed for the successful implementation. It has to enable the people to fulfil their responsibilities and tasks within newly emerging structures. This process has to go in hand with the acceptance of the local population, the community and the process requires not only new skills, but also new awareness and behavioural change about the issues of a project or programme and their management in qualitative and quantitative aspects.

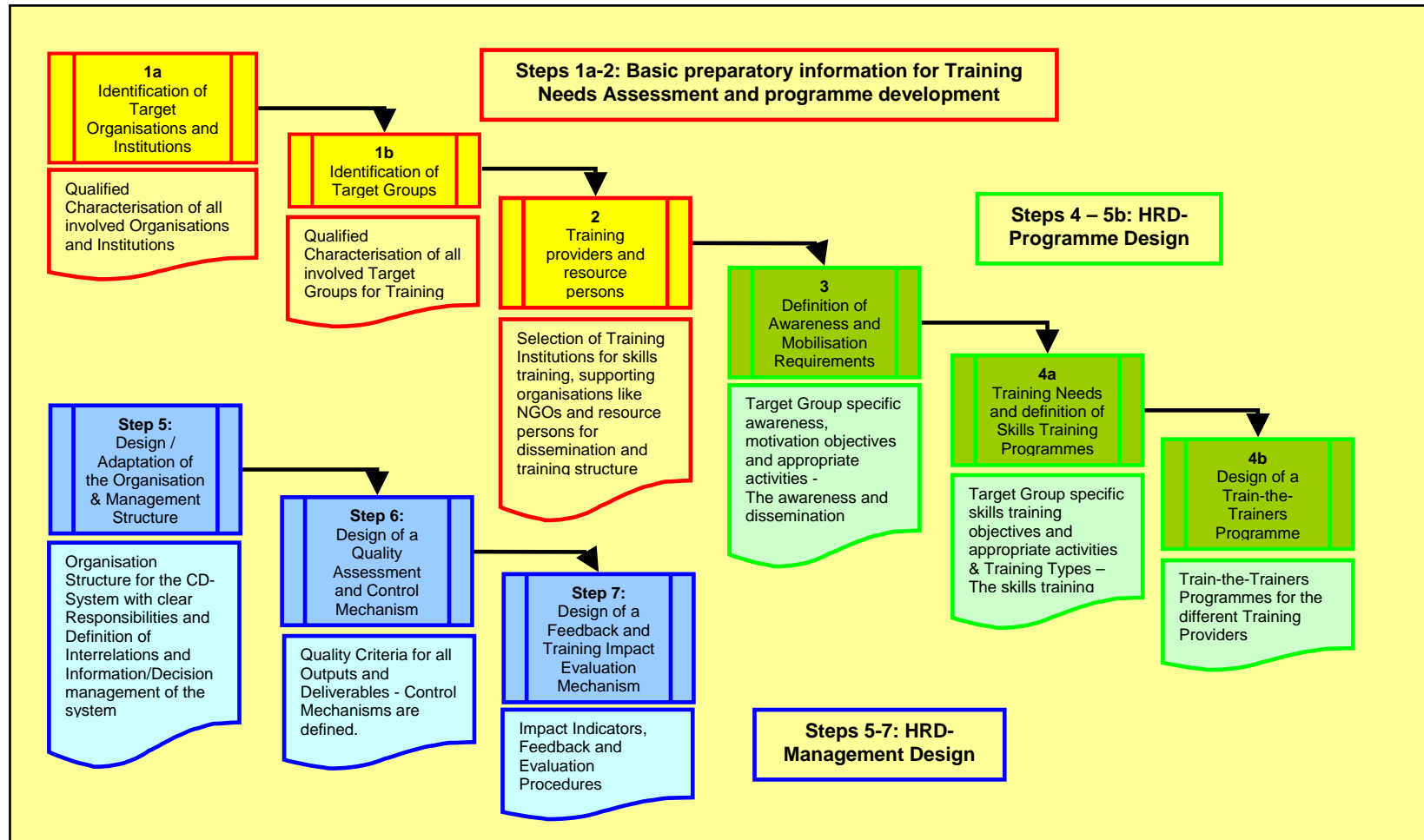
The guideline is meant for professionals in project and programme design and implementation and basic experience in project management is required.

The guideline is constructed for medium sized projects with components of capacity development for change processes. It addresses especially training managers. While training managers will find it useful for their daily business and planning, other users will get an overview about "what is to be done and considered". It will help to integrate training into the project activities and support communication and cooperation between the training part of the project and the rest of the project or initiatives.

Please note: Any design and development of a HRD Programme requires clear objectives and ideas about what a project of programme wants to achieve. The main contents, the messages, the expected outcome and the ways and means to implement activities have to be defined at least principally.

The design of awareness building and skills training programmes is not a linear process. Activities, decisions, start and end of phases are interrelated. It was attempted to give considerations to this complexity by cross referencing to chapters, to TOOLS and figures.

Steps for a Human Resource Development Concept and Strategy



2 Target Organisations / Institutions and Target Groups in a Change Process

The basis of any capacity and training system is a definition of the target institutions/organisations **and** the target groups. They form the clients and customers of any service oriented system.

Figure 2-1: Change Process on the level of the organisations & institutions

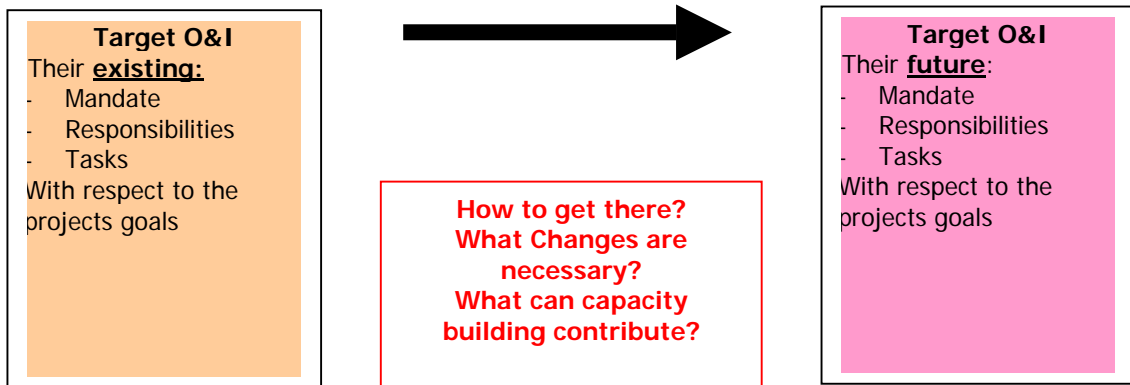
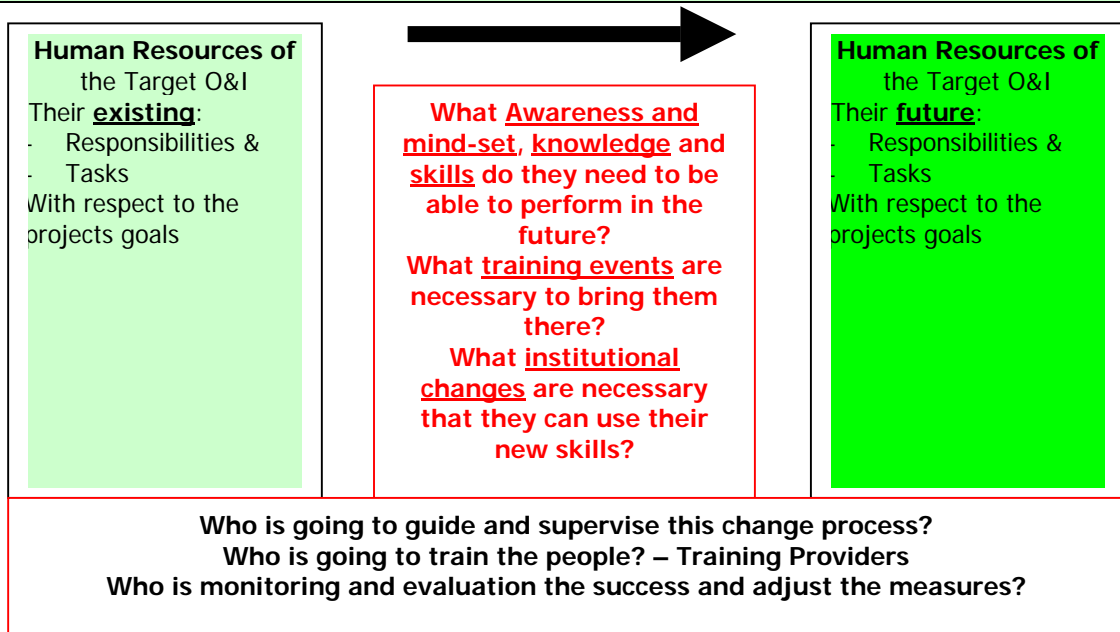


Figure 2-2: Change Process on the level of the involved persons and their responsibilities and tasks



2.1 TASKS and Process for the Selection of TO&I

Expected Result: A list of all the organisations and/or institutions which are of relevance for a project (or a process) with a description of their present and future responsibilities, mandates and roles and a summary about the direction of change

Key Questions:

- *Who are the main institutional stakeholders in the (change) process?*
- *Who are the other organisations or institutions which play an active or a passive role in the change process?*
- *What are their present and future mandates, responsibilities, tasks or activities which are relevant in the context of a project?*

2.2 TASKS and Process for the Selection of Target Groups

Expected Result: A clear picture of the existing and the future role and tasks of the human resources directly and indirectly involved in a project

Key Questions:

- *Who are the relevant people that play a role and that have tasks and responsibilities in the Target Organisations*
- *Are the target groups sufficiently differentiated and characterised so that their capacity needs, their socio economic and cultural background, their absorption capacity and their market interests can be integrated into a Capacity Development strategy?*
- *Are the groups sufficiently homogeneous in terms of level and function so that they might have the same training needs?*

3 Training Providers and Resource Persons

General Considerations

In this chapter three different “providers” are distinguished:

1. Training Institutions which offer professionally training services (chapter 3.1)
2. Resource Persons which are local experts and professionals at different levels (chapter 3.2) and
3. NGOs with multiple roles in the implementation process of a project and/or in awareness building, mobilisation activities and training on the field level (chapter 3.3).

We focus on the (always crucial) selection process of these “providers”, but also give some helping comments and material for other related issues like tendering, possible roles (ToRs) and contracting.

3.1 TASKS and Process for the Selection of Training Institutions

Expected Result: Based on the training requirements Training Institutions with a defined quality profile are identified and selected; their integration into the training process is defined in terms of procedures, expected quality, deliverables and networking

Key Questions:

- *Why and what kind of Training Institutions are needed?*
- *What responsibilities and role will they have in the project?*
- *What qualification profile is required?*
- *How are they selected?*
- *How and who will manage and monitor their effective work?*
- *What are the expectations with respect to their overall performance?*

3.2 Tasks, Concept and Identification of Resource Persons

Expected Result: The resource persons are characterised, their roles, tasks and responsibilities are clear, a recruitment strategy is outlined and realistic, their mobilisation and management is defined and a quality control and improvement mechanism agreed upon

Key Questions:

- *Why and what kind of resource persons are needed?*
- *What responsibilities and role will they have in the project?*
- *What qualification and what training do they need?*
- *How are they selected?*
- *How and who will manage their effective work?*
- *What are incentives to motivate them?*

Larger Capacity Development projects – like the Swajaldhara/Total Sanitation Campaign in Himachal Pradesh or other sector reform endeavours – encompass all levels of the civil society, the administration, Governmental Institutions, the private sector and Civil Organisation. A large number of people have to be reached, sensitised, motivated, informed, trained and supported with advice.

One convenient way to organise the “Capacity Development Process” of this magnitude is a “Cascade Approach”. It is based on a “hierarchy” of personnel (here called “Resource Persons”) which, at each level are responsible to disseminate information, to train, to give advice etc. to the next level under them for performing the work.

3.3 Process and Tools for the Identification of NGOs

Expected Result: Based on the implementation requirements NGOs at different levels and with a defined quality profile are identified and selected; their integration into the awareness building and training process is defined in terms of procedures, expected quality and deliverables

Key Questions:

- *Why and what kind of NGOs are needed?*
- *What responsibilities and role will they have in the project?*
- *What qualification profile is required?*
- *How are they selected?*
- *How and who will manage their effective work?*
- *What are the expectations with respect to their overall performance?*

The **selection of NGOs** for local support, mobilisation and dissemination should be a transparent and documented process and increase the probability to achieve the expected outcomes in terms of qualification of the participants. Make sure that you only assess those NGOs in detail, which are active in the Districts/villages you work in.

4 Awareness Building Programme

Expected Result: An effective programme for awareness building, motivation and mobilisation is coordinated with implementation and training components

Key Questions:

- *What is the purpose of different types of awareness building activities?*
- *Which activity suits the projects objectives and for which target group?*
- *What is the optimal sequence of activities to reach the objectives?*
- *How do the activities fit into the process of the project implementation?*
- *How to coordinate and harmonise awareness programmes with the training programmes and the implementation steps?*

Awareness activities are about passing information and emotions about a project directly and indirectly to a broader public and to pass the feedback to the project and its stakeholders. The measures aim at sensitisation, orientation, motivation and mobilisation of the different target groups. They are meant to prepare the ground for more focussed skills and knowledge oriented training courses and for the setting up of the necessary structures and designing the appropriate procedures for implementation.

The awareness building measures are mostly driven by the need of the groups who are interested in launching or implementing a project (here the State Government with the SWAJALDHARA/TSC programme, IPH, CCDU, WASH and other stakeholders). The needs of the target groups are of secondary importance. The design and construction of Awareness Building

Programmes are therefore not based on a Needs Assessment, but more on the detection of the feasibility and adequacy of certain awareness building and mobilisation activities, the type of media, the preparation and refinement of a message and the accessibility of the minds and interests of the final target groups. The project and its promoters (here the SWSM, the Indo German Project WASH, the steering committee...) want to convey messages (**Presence**), sell an idea (**Sensitisation**), make stakeholders understand (**Orientation**), convince people to participate (**Motivation**) and start the implementation (**Mobilisation**).

Overview and Purpose of Awareness Building Activities

The messages have to be convincing and aim considerably at the emotional level to win the audiences for the ideas of the project. The approaches are closely related to "Public Relation" campaigns. Different target groups are open to different approaches to efficiently address and reach them. Awareness Building activities can have different levels of intensity, expressed in "purpose types". Often, one activity addresses more than one type. They are ordered according to degree of complexity and impact and the subsequent objectives/media are likely to contain the previous. The purposes of awareness building and mobilisation activities are to:

1. Be **present** with a message
2. **Sensitise** people about a project and its goals and make decision makers aware of impacts, interests and problems of other target groups.
3. Give **orientation** to target groups about the objectives, benefits, challenges and procedures
4. **Motivate** the stakeholders and the individuals to agree on goals and activities and finally
5. **Mobilise** them to become active and participate in implementation, change their behaviour and plans and take up interests and requirements from other target groups.

5 Training Needs Assessment in a Change Process

General Considerations for Training Needs Assessment

Training is always aimed at individuals and their selection is crucial. That's why a TNA is necessary, but TNA is not only the aiming at changing the individuals' performance, but it always aiming at the individual in the context of its job, task, and responsibility. This has two consequences:

- A Training Needs Assessment (TNA) for the participants (groups and individual depending of possible specifications, investment type of programmes etc.) and
- An integrated Capacity Development Needs Assessment (CDNA) for the Institution.

A Training Needs Assessment (TNA) is the basis for efficient and objective oriented Human Resource Development. It has to be based on a good understanding of the targeted institutions, the challenges and the desired changes or improvements and the persons that are involved in these processes. The persons are the ones who will need new skills to handle new situations or to initiate them.

What a good TNA should answer?

Since the TNA is the basis of any effective and result oriented Capacity Development and Human Resource Development initiative the Training Manager and the project management will have a vital interest to obtain implementable results. It is less important to have an academic masterpiece as long as the reasoning in the analysis is sound and realistic and as long as the

results can be used for the further steps **under the given constraints** of management power, financial resources, qualification of available training capacities and the timeframe of a project.

TOOL 5-1: CHECKLIST - Answers to be given by a TNA – an evaluation list

1	Goals of the TNA, methods used, difficulties encountered and the ways and means how these difficulties were resolved
For each target group the following information is necessary:	
2	Target Groups
	Characterisation in terms of functions in the project and the absorption capacities of the target group for training (time they have available for training measures)
3	Job requirements
	Tasks in the project and responsibilities in terms of awareness, knowledge and skills
4	Existing competencies
	What must they be able to do? What potential do they have in terms of awareness, knowledge and skills?
5	Required competencies for the project
	What do they have to be able to do? What potential do they have in terms of awareness, knowledge and skills?
6	Organisational Environment
	With respect to the new tasks: If the constraints show that the environment can be improved by training of other target groups they have to be included in the target group list.
7	Training Needs
	What are the derived Training Needs in terms of awareness, knowledge and skills?
8	Type of training
	What type of training can solve this problem?
9	Objectives, contents and expected results of the required training
	What would be the broad contents and the expected results of such training?
10	Clear statements what deficiencies cannot be overcome by training measures within the time frame given by the project implementation phase

TOOL 5-2: CHECKLIST - Decision help for the selection of TNA approach

	Expert workshops	Interview	Questionnaires
Characterisation	Work meeting of representatives of the stakeholders from the fields of project activities.	Information is gathered through direct personal interaction.	Questionnaires will have to be designed according to the requirements of the project activities and sent to a selected target group.
Advantages	Specialists in their field, knowing the deficiencies of the human resources and the requirements of the project activities can effectively and fast determine the needs for specific target groups.	The target group as well as their managers/ decision makers can be directly approached; direct interaction with great flexibility which can reveal new insights.	A large numbers of target group members can be approached in a short period; they are relatively inexpensive; enable the respondents to answer questions without fear or embarrassment, and produce information which can be processed easily.
Disadvantages	This set-up or procedure does not include the majority of the people to be trained (target group of the training).	Very time consuming, skilled interviewers are necessary; the amount of interviews is limited.	No possibility to find out if all questions are understood and properly answered; not as flexible as interviews since there is little or no opportunity to elaborate on responses;

	Expert workshops	Interview	Questionnaires
What is needed	Well prepared and structured with a moderator; key questions and a clear vision of the future tasks, responsibilities and the wanted structure.	Careful selection of the target group and support of the heads of departments; skilled interviewers.	Tested and unambiguous questionnaires; support of decision makers.
recommendation	Workshop should be prepared with key questions and performed with a good moderator, visualisation and a summary report of the workshop is essential.	Before starting the interviews make test interviews.	Combine the questionnaire with introduction through personal contact or telephone; test the questionnaire with representatives of the different target groups.
	For small training programmes, limited scope and clearly predefined training objectives (i.e. a project needs new accounting skills, presentation skills for managers etc.) no elaborate and complex TNA is necessary. A well prepared and documented workshop is sufficient.		

5.1 TASKS and Process for the Training Needs Assessment

Expected Result: Based on the identification and characterisation of the Target Organisations / Institutions and the Target Groups, the needs in terms of knowledge and skills are known and training objectives are outlined for different target groups and areas

Key Questions:

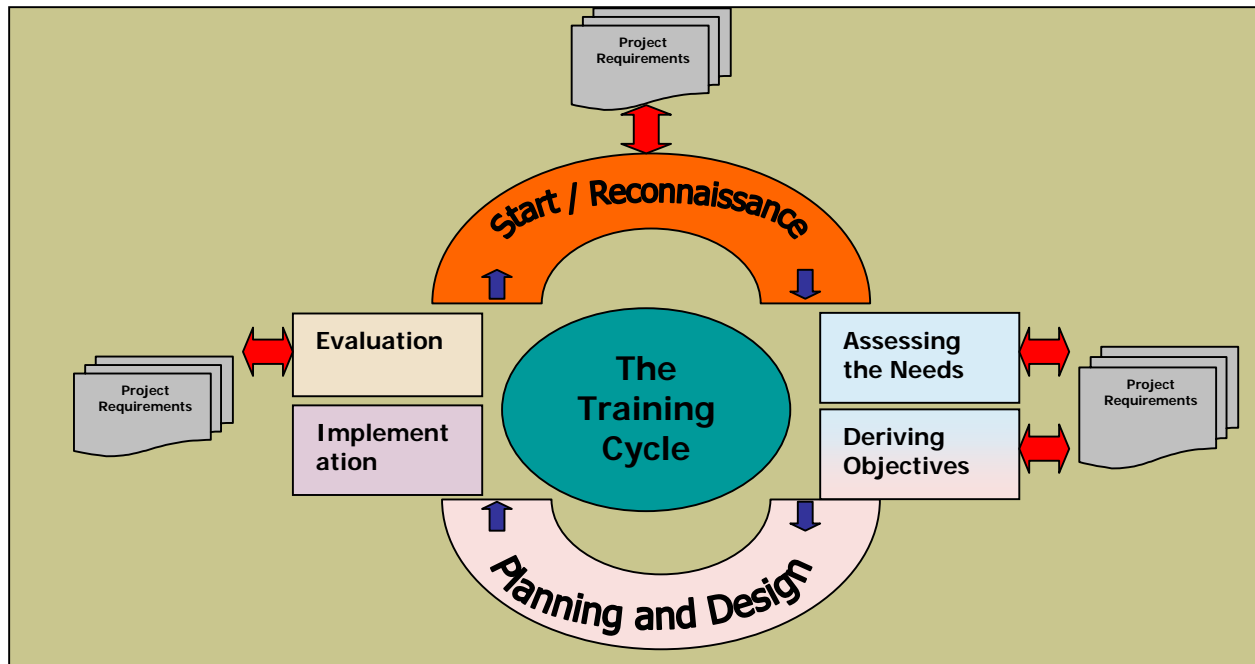
- *What do the target groups require in terms of knowledge and skills?*
- *What skills training types are the most adequate for the given Target Group and the defined needs?*
- *What are the objectives and expected result from the derived needs?*

6 Development of a Skills Training Programme

6.1 The Training Cycle

Training courses should never be seen as stand alone events. They are embedded in other activities and when integrated into a project or programme they have to be understood as part of a training Cycle.

Figure 6-1: The Training Cycle



6.2 TASKS and Process for the Design of a Skills Training Programme

Expected Result: Based on the TNA and the derived training objectives for different Target Groups, tailor made training courses are developed and linked to a training programme that contributes to Capacity Development efforts of the project/programme to be implemented

Key Questions:

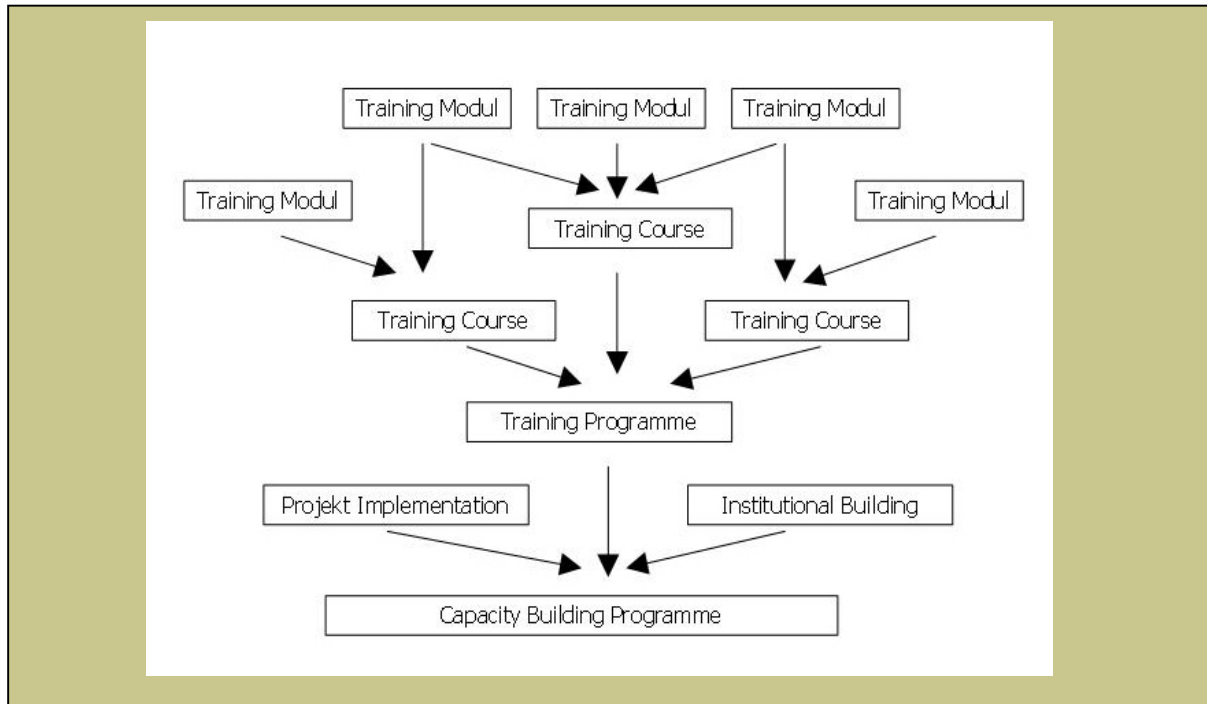
- *What are the priorities for training courses in the project?*
- *How to translate training objectives into tailor made training courses?*
- *How to describe courses?*
- *How to assure good quality and adequate training material?*
- *How to compile a training course list and what to do with it?*
- *What is necessary to integrate training courses into project implementation and capacity development efforts?*

As soon as the TNA report is available training courses and/or programmes can be derived and designed.

6.3 Combine the Training Programmes into a Capacity Building Programme (CBP)

If more than one programme is necessary, they have to be combined and related to each other in a training strategy and Capacity Building Programme (CBP). Such a programme will include all the activities related to the different training events, its sequence, its coordination and administration part and the follow up process. This is done with the instrument of Operational Planning.

Figure 6-2: From training modules to a Capacity Development Programme



7 Organisation and Management

7.1 General Considerations Organisation and Management

The basic function of a HRD organisation and its management is the **coordination of tasks, management the information flow and feedback and allocation of resources**. To effectively fill these functions, management requires, in addition to adequate and competent staff, a structure and procedures as well as management and coordination tools.

The organisation set-up defines all the stakeholders with their functions and roles in the system and relates them to each other. A general picture shows the main groups to be considered.

Figure 7-1: Main groups for the organisation and their general relation



The organisation set-up has to facilitate and support effective decision making, reporting and documentation, presentation, motivation and monitoring.

7.2 TASKS and Process for the Set-Up of a Training Management Structure

Expected Result: Depending on the size of the project and its planned efforts for awareness building, mobilisation and skills training, an organisational structure and a training management is defined and implemented

Key Questions:

- *Who will be responsible for the different tasks?*
- *How will the process of training and awareness building be organised?*
- *What are the tasks and responsibilities of a training management?*
- *How to organise and manage the training process?*
- *What information is needed to manage the training process and how is the information flow organised?*

TOOL 7-1: TABLE – Task profile of a training management team (example)

Programme Management Team at CPCB	
Function	Administration and operational management of the HRDP
Responsible to	Steering Committee
Tasks	<p>Administration</p> <ul style="list-style-type: none"> • Overall planning, management and execution including organising the upgrading of the Operational Plan • Day-to-day administration • Financial management including budget preparation for the total HRDP subdivided into individual components • Preparing an annual reports on the progress of the HRDP • Prepare and facilitate periodic meetings of the Advisory Committee (including co-ordinations and review meetings) • Facilitate periodic meetings of the Training Providers together with the Advisory Committee to strengthen the Training-Network • Organise the promotion and public relation of the HRDP <p>Quality Assurance</p> <ul style="list-style-type: none"> • Organise advisory services from expert consultants for the Quality Assurance and act as suggestion box for trainees • Ensure Quality Assurance of the training's conducted and organise the implementation of guidelines by the expert consult • Establish a feedback system from the trained staff through the Training Providers and also by direct contact <p>Training Network</p> <ul style="list-style-type: none"> • Establish management, co-ordination, guidance and supervision of the Network of Institutions • Compile participants lists for overseas training, submit them to the Advisory Committee for recommendation and send it to the Ministry for final approval • Organise overseas training course • Prepare guidelines for tendering of HRDP measures and oversee adherence to it • Develop guidelines for training material and training courses and facilitate training module development • Facilitate networking with other relevant training institutions under the World Bank funded EMCB project • Organise and facilitate long distance communication, training and advisory services through a house network for Zoning Atlas Teams • Execute awareness programmes through ZASI teams in various States

8 Quality Assurance of Training Courses

8.1 General Considerations for Quality Assurance

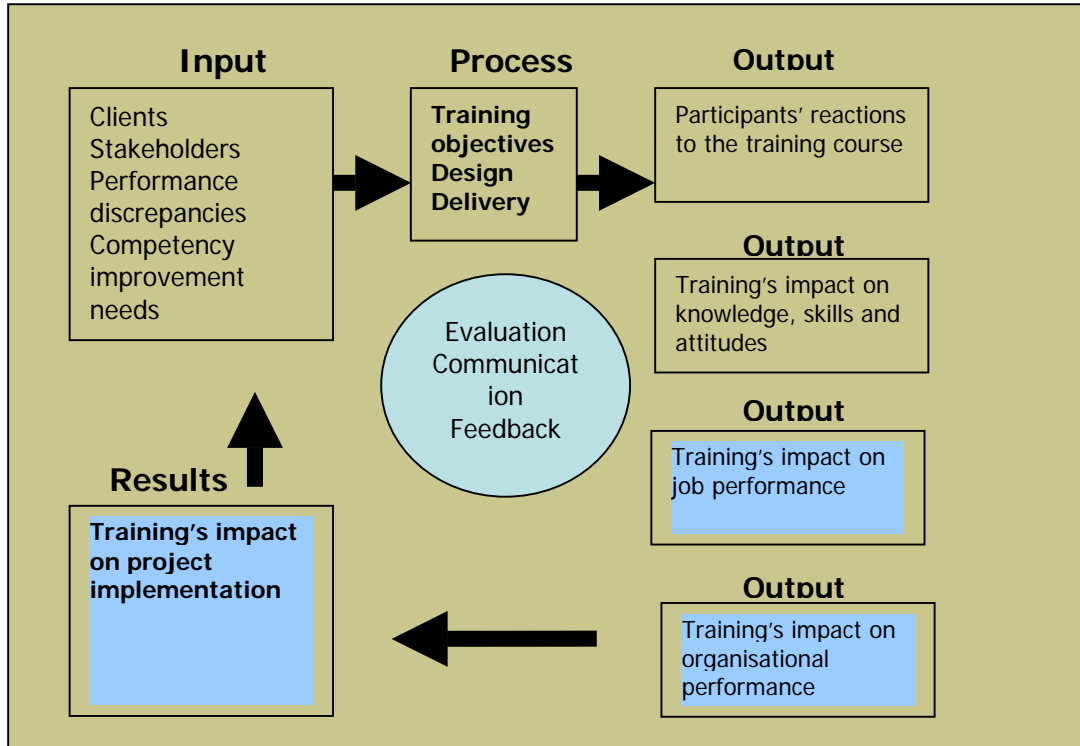
A well designed QM system can contribute to the effectiveness, efficiency, user and output oriented core tasks and is an important element of a marketing strategy. Its final goal is to assure the quality of the products and the outcome/impact oriented performance.

Important elements are:

- Quality goals and standards within the mandate of the training system
- Documentation and control of procedures and mechanisms,
- Assessment and feedback system (course evaluation, performance of staff, decision making, conflict detection and management, etc.),
- Certification process of training providers/trainers and training courses

Figure 8-1: Scheme of evaluation, communication and feedback

(After UNCHS United Nations Centre for Human (Habitat) Fred Fisher and David W. Tees (2000): Manual for Evaluating Training's Impact on Human Settlements. Nairobi - HS/457/97E, ISBN 92-1-131336-8)



8.2 TASKS and Process to Establish a Quality System for Training Activities

Expected Result: Criteria, procedures and tools for a quality assurance for training activities are developed; the documentation of important material is defined and operational

Key Questions:

- *What elements of a quality assessment and control system are already included in other topics?*
- *How can the quality of training measures be assured?*
- *What are the necessary tools?*
- *How to measure the success of training measures?*
- *What to do with the course evaluations from participants?*
- *How is the QuAC process linked to the progress of capacity development?*

9 The Impact Evaluation Process and the Impact Chain

9.1 General Considerations for Training Impact Evaluation

Activities are not done for their own sake, but to reach somewhere, to have effects and impacts and to benefit the people and the country. Therefore the observation and the evaluation of impacts of planned and implemented activities is a crucial task for any project management. What matters it is not only the efficiency of the frequently limited resources (financial and human), but also the fact that the ultimate goals are not activities, but their impact and effect.

Normally an evaluation of activities is based on the comparison of the planned and the implemented activities. While this is a valid way of assessment, it only depicts a very small and sometimes even not relevant fraction of a project:

Let's assume that 90% of planned activities are implemented (in terms of events, reached people, purchased goods, spent money etc.). But the effects are close to nothing due to a non result orientated approach (participants of training courses do not use the learned, purchased goods are not used or fail due to lack of maintenance and skilled personnel etc.). If only plan and implementation is considered, this project would rank successful, although nothing was achieved.

Let's assume that only 30% of planned activities are implemented. The results/output is used, performance is changing to the better, and goods are used and improve the situation. If only plan and implementation is considered, this project would rank not successful, although a lot was achieved.

With the focus on the whole chain of impacts and the process of a project, such kind of misleading evaluations can be minimised.

"The solution is to recognize that there exist other ways of observing and assessing performance than formal measurement. This includes direct observation and ongoing analysis of performance that should be the daily concern of all parties involved in a project. Recognition of this is likely to be particularly important when managing processes characterized by multiple actors, ambiguous cause-effect relationships, substantial and uncertain time lags between activities and impacts, and intangible outcomes. *The challenge is to design a performance measurement system that promotes rather than hinders management for results by judiciously combining formal measurement and data analysis with direct observation that is processed in an ongoing way.*"

9.2 TASKS and Process of Training Impact Evaluation

Expected Result: An impact evaluation strategy, the necessary tools and responsibility and the procedures are designed and the results documented, the whole process is including the key stakeholders and they are regularly informed about results

Key Questions:

- *How to observe impacts of the capacity development activities?*
- *What should be observed / monitored?*
- *How are the impacts and effects observed?*
- *What are the indicators to be used?*
- *Who is responsible to keep track of events and documentation with respect to impacts?*
- *How are results shared?*
- *How will and should they influence the development of the project?*

WASH

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Commissioned by

The logo for GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit) features the lowercase letters 'gtz' in a bold, red, sans-serif font. The letters are set against a light yellow background that has a subtle gradient and a slight shadow effect.

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