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Organization
of Investment & Real
Estate

BRIEFING NOTES

RE: BASIC STRATEGY DOCUMENT ON HUMAN RESOURCES DEVELOPMENT

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BRIEFING NOTES

BASIC STRATEGY DOCUMENT on HUMAN RESOURCES DEVELOPMENT (HRD)

1. INTRODUCTION

In many agencies, people get used to talking in acronyms or abbreviations. There are so many different abbreviations that it is difficult to keep up-to-date. Just recently a conversation was overheard between two water superintendents. One asked the other, "What is HRD?" When the first superintendent was told it meant human resources development, he replied, "Oh, body building -- a physical fitness programme". This may sound like a far-out interpretation of human resources development, but it was an honest one.

Although the interpretation just described may seem rather extreme, it does illustrate that HRD means different things to different people. In fact, this matter of interpretation is one of the reasons why a Task Force on HRD was established and why a Basic Strategy Document (BSD) has been prepared concerning manpower development for the Decade.

To obtain a brief overview of the BSD let's examine what the Task Force intended as the key points in that document. At the outset, its worthy of mention that the purpose of BSD is -- as defined by the Task Force -- to serve as an outline guide to Decade HRD strategies and approaches for national and international agencies alike (p. 9 & 13).

The Task Force has provided us with two important definitions in the BSD. First, the term "Human Resources" (p. 16): human resources is intended to include youth as well as adults, women as well as men, providers of services as well as consumers, paid employees as well as volunteers. It includes decision-makers and managers, planners, technicians, scientists, researchers, clerical and accounting staff, skilled and unskilled labourers. It includes not only those who help to create facilities, but those who operate and maintain them and those who support, monitor and control the quality of the services. It includes a variety of types of educators and trainers. It includes people working in other programmes which support the water supply and sanitation sector. Next, the term "human resources development" (p. 16): human resources development (HRD) means more than the

VA = Visual Aid



1. INTRODUCTION (cont'd)

education and training, and occupational welfare. The Decade HRD process should embrace planning, production (training) and management, with all three harmoniously geared to the achievement of specified goals.

It is comforting to have these definitions, but the BSD goes a step further by reminding us of the goal of HRD for the Decade which is (p. 14) to have a labour force whose size and technical, scientific and managerial competence will ensure adequate provision of safe drinking water and sanitation facilities for all by 1990. Equally important is the need for that labour force to be deployed and motivated to serve where and when its services are most needed.

VA - 5

Also in the context of the IDWSSD, the Task Force recommended that HRD aims be linked with those of primary health care. In this respect the Decade approach calls for (p. 11):

VA - 6

- the complementary development of water supply and sanitation;
- focus on strategies that give precedence to underserved populations, both rural and urban;
- the generation of replicable, self-reliant and self-sustaining programmes;
- the development of socially acceptable systems that people can afford now;
- the involvement of communities at all stages of projects;
- the coordination of water supply and sanitation programmes with other efforts to improve health, and
- the integration of water supply and sanitation programmes with programmes in other development sectors.

2. NATIONAL STRATEGIES FOR DECADE HRD

Section 2 of the BSD deals with "National Strategies for Decade HRD". In reading this section one is struck by the similarity of the manpower development process and the developmental phases of a typical engineering project. For example, normally the engineer in charge of constructing a water distribution system is concerned with:

VA - 7

PLANNING
DESIGN
CONSTRUCTION
OPERATION



1981-1990

VA - 8

Thus these four phases form an activity framework for the construction of a water system. By comparison, the BSD indicates that the process for developing human resources includes three interdependent functions (p. 16):

PLANNING
PRODUCTION (TRAINING)
MANAGEMENT

This then provides an overall framework for people concerned with manpower development.

Within this framework there are a number of essential and interlocking elements. In effect, these elements improve the end product of the process -- trained people. People who can contribute to improving the health of the public. We can find out more about the essential elements as we examine each component of the HRD process.

VA - 9

Let us take a look with our training manager at some of the essential elements related to PLANNING. HRD planning, within the context of national and sector plans, should be based on:

VA - 10

- an INVENTORY of EXISTING MANPOWER (p. 23)

The number of personnel employed in each occupation, e.g. civil engineers, plumbers, water laboratory technicians, etc. With a view to community participation, it is also important to take into account the potential resources in the underserved rural and urban areas.

- an ESTIMATE of MANPOWER NEEDS (p. 18 & 23)

The number and kinds of occupational skills required to meet sector goals.

- an ASSESSMENT of MANPOWER PRIORITIES (p. 23)

Prioritizing of the occupational skills required.

- an EVALUATION of TRAINING REQUIREMENTS (p. 19)

Training required to correct performance deficiencies and to train new inductees. Where community volunteers are involved with operation and maintenance, their training requirements should also be examined.

- an INVENTORY of TRAINERS (p. 19 and 23)

The number, speciality and availability of qualified instructors within and outside of the sector.

- an INVENTORY of TRAINING RESOURCES (p. 19)

Classrooms, laboratory facilities, workshops, courses, etc.



2. NATIONAL STRATEGIES FOR DECADE HRD (cont'd)

- the PROPOSED LEVEL of SERVICE (p. 17)

The extension of coverage as well as the improvement in quality over the existing service level.

- an APPRAISAL of the Public Sector's ABILITY TO PAY trained qualified manpower (p. 27)

If promotion and pay conditions are better in the private sector it will be difficult to keep trained personnel working for the Decade. Salaries that are reasonably competitive with the private sector help to attract and retain trained staff.

The second function in the HRD process is production. Let us see what our training manager considers to be some of the essential elements for manpower PRODUCTION. The implementation of sector training activities should benefit from:

VA - 11

VA - 12

- a MANPOWER DEVELOPMENT PLAN (MPD)

A detailed MDP contains answers to the following questions:

- WHO needs training and HOW MANY?
- WHAT training do they need and to WHAT standards?
- HOW MUCH training do they need?
- WHAT FORM of training would be best?
- WHERE should the training be done?
- WHEN should the training be done?
- WHO should do the training?
- WHAT is the estimated cost?

- a DEFINED METHODOLOGY (p. 26)

A step-by-step systematic approach tailored to improve job performance, e.g. a sequence such as:

1. task analysis
2. pre-evaluation
3. performance objectives
4. training activities
5. post evaluation

- a MULTI-DISCIPLINARY TEAM of INSTRUCTORS (p. 23)

Teachers and trainers -- who are available -- from existing training institutions as well as managerial/supervisory staff trained as trainers (p. 25).

- PERFORMANCE-ORIENTED INSTRUCTIONAL MATERIALS (p. 26)

Based on the skills and knowledge required to perform a given task and broken-down into step-by-step performance components.



2. NATIONAL STRATEGIES FOR DECADE HRD (cont'd)

■ a VARIETY OF DELIVERY OPTIONS (p. 24 & 25)

Short-term or long-term courses, in-service training, travelling seminars, day-release courses, on-the-job training, etc.

■ ADEQUATE ADMINISTRATIVE SUPPORT

Such as: arranging for classroom or laboratory space; the purchase of materials and supplies; secretarial services; printing, etc.

■ ADEQUATE TRAINING AIDS

<i>textbooks</i>	<i>filmstrips</i>
<i>supplementary books</i>	<i>microfilms, microcards</i>
<i>reference books, encyclopedias</i>	<i>maps, globes</i>
<i>magazines, newspapers</i>	<i>graphs, charts, diagramme</i>
<i>documents, clippings</i>	<i>posters</i>
<i>duplicated materials</i>	<i>cartoons</i>
<i>programmed materials (self-</i>	<i>puppets</i>
<i>instruction)</i>	<i>models, mockups</i>
<i>motion-picture films</i>	<i>collections, specimens</i>
<i>television programmes</i>	<i>flannel-board materials</i>
<i>radio programmes</i>	<i>chalkboard materials</i>
<i>recordings (tape and disc)</i>	<i>drawing materials</i>
<i>drawings and paintings</i>	<i>display materials</i>
<i>slides and transparencies</i>	<i>construction materials</i>

■ ADEQUATE TRAINING FACILITIES

for example:

ACCOMMODATION S

should have adequate:

- *ventilation*
- *accessories*
- *seating*
- *tables*
- *sanitary facilities*
- *storage space*

SUPPLIES

<i>film for transparencies</i>	<i>scotch tape</i>
<i>flip charts</i>	<i>masking tape</i>
<i>chalk</i>	<i>overhead projector pens</i>
<i>typewriter ribbons</i>	<i>glue</i>
<i>duplicating paper</i>	<i>diary</i>
<i>photocopying paper</i>	<i>dictionary</i>
<i>file jackets</i>	<i>duplicating ink</i>
<i>document wallets</i>	<i>legal pads</i>
<i>stencils</i>	<i>pencils</i>
<i>typing paper</i>	<i>pens</i>
<i>correcting fluid</i>	<i>filing index cards</i>
<i>liquid paper</i>	<i>endorsing ink</i>
<i>staples</i>	<i>blotting paper</i>
<i>carbon paper</i>	<i>letter-heads</i>
<i>envelopes (assorted)</i>	<i>binders</i>



2. NATIONAL STRATEGIES FOR DECADE HRD (cont'd)

■ ADEQUATE TRAINING FACILITIES (cont'd)

EQUIPMENT

overhead projector	stapling machine
film projector (16 mm)	paper clips
slide projector (35 mm)	staple removers
screen	typewriter cleaning kit
flip chart easel	paper punch
magnetic board	chalkboard duster
flannel board	electric fans
chalkboard	desk tray
typewriter (manual)	stamp pad
typewriter (electric)	sponge bowl
photocopying machine	rulers
file cabinet	bookshelf
duplicating machine	drawingboard
desk and chair	tee square

The third component of the HRD process is MANAGEMENT. The BSD recommends (p. 27) radical changes in the attitudes and skills of the managers of human resources. With regard to this function, every effort should be made to institutionalize training, e.g. so that people in charge of HRD, and management in general, benefit from:

VA - 13

■ an ORGANIZATIONAL CHART

Based on the thesis that TRAINING IS AN INTEGRAL COMPONENT OF MANAGEMENT RESPONSIBILITY it is logical that the training unit comes under the direction of a member of senior management.

■ a TRAINING POLICY (p. 27)

Provides broad guidelines on which HRD is based. Statements to cover the following are desired:

VA - 14

1. need
2. objectives
3. HRD system
4. procedures and methodology
5. personnel
6. evaluation

It is worthy of mention that item 2 should deal with deployment and productive employment.

■ PERSONNEL REGULATIONS linked to the training policy (p. 27)

In addition to the items normally included such as recruitment, probation, etc., specific attention should be given to providing career development opportunities as a result of training.



2. NATIONAL STRATEGIES FOR DECADE HRD (cont'd)

■ PERFORMANCE-BASED JOB DESCRIPTIONS

Descriptions stemming from a task analysis of what the individual is expected to do.

■ a TRAINING BUDGET

Several possible options:

- *a % of the annual payroll*
- *a component of improvement projects*

■ an EVALUATION of LEARNING

One cannot measure what is inside the trainee's mind, but one can readily measure what he does, and the only reliable way to determine the success of an instructional programme is to be able to measure how well the trainee can perform the desired new tasks after completing the course. By expressing instructional objectives in terms of performance objectives trainee and instructor alike are provided the means for making that measurement.

■ an EVALUATION of ON-THE-JOB PERFORMANCE

The proof of training effectiveness is demonstrated on the job. The product of good training and good work experience should be a more proficient worker. The proficient worker being one who:

- *knows his tools and when to use each of them*
- *knows his job in terms of its parts and sequence in which tasks should be performed*
- *is self-initiating. He can see what needs doing and does it without being prodded*
- *can work independently except when it takes two or more to do the job*
- *understands his rôle in "production" and how quantity and quality standards are met*
- *relates well to supervision. In turn, he is helpful to those he supervises.*

■ an EVALUATION of RESULTING LEVEL of SERVICE

The "bottom line" of all the effort and money put into manpower development is -- have service targets been achieved in relation to primary health care?

The preceding provides a synthesized version of Section 2 on national strategies recommended by the Task Force.

By examining the HRD process within the framework described by the BSD, one has a clearer perspective of where some of the deficiencies have been in past



2. NATIONAL STRATEGIES FOR DECADE HRD (cont'd)

training efforts. This knowledge along with the recommendations provided by the Task Force show a number of options for improving the benefits to be derived from investments in manpower development.

The next section of the BSD deals with "International Support Strategy".

3. INTERNATIONAL SUPPORT STRATEGY

First and foremost the Task Force recommendation in this section is to support national efforts to PLAN, TRAIN and MANAGE human resources for the Decade (p. 27). The intent is not to delay present plans, but to work with counterparts to fill-in any elements now missing in the HRD process.

In addition to the recommendation about providing direct support to individual countries, the BSD spells out several possible mechanisms which would facilitate the collaboration of the international agencies to further support national programmes. A few of these are:

At the global level (p. 31):

- the Interagency Task Force
- sharing of technical experience, guidelines, course curricula, training materials
- joint orientation and staff training.

VA - 15

At the regional level (p. 33):

- establish a network of institutions (strengthen existing institutions, e.g. ILO management training centres, WHO collaborating centers).

VA - 16

At the country level (p. 23):

- RRUNDP's technical support team (representatives of the UN agencies working in a country).

VA - 17

The strategy for international support is laid out by the BSD as a two-phased strategy. The first phase will be developed from existing programme activities and is estimated to last about three years (p. 33).

The rationale behind the two-phase strategy is that the first phase will provide an opportunity for reorientation of existing programmes along Decade approaches and, at the same time, address sector priorities. The three-year first phase will also permit each country to obtain a better perspective of their overall long-term needs. Additionally, it will allow international agencies to gain experience in preparing and implementing comprehensive interagency programmes (p. 34).



3. INTERNATIONAL SUPPORT STRATEGY (cont'd)

The BSD proposes that the detailed design of Phase II be based on an evaluation of Phase I. During the second phase, international support will probably focus on the HRD components (planning, training and management) identified as requiring further strengthening.

VA - 18

Some of the specific activities recommended by the Task Force for International Agency Collaboration during Phase I are:

■ IDENTIFY NATIONAL PRIORITIES (p. 41)

Determine pressing needs at the country-level as well as available resources. TCDC resources should also be identified and mobilized. (The RRUNDP's technical support teams could greatly assist with the identification).

■ STRENGTHEN FOCAL-POINT INSTITUTIONS (p. 40)

Support should be provided to government selected institutions which have been identified as national focal points for Decade HRD.

■ ESTABLISH an INFORMATION-EXCHANGE SYSTEM (p. 37)

An international "clearing house" for information on projects, training materials, experts, etc.

■ DEVELOP GUIDELINES (p. 37)

e.g.:

(a) Methods of Estimating Decade HRD Requirements

Guidelines to help estimate short- and long-term human resource requirements for the water and sanitation sector in countries at different levels of baseline information.

(b) Work Studies for Decade HRD

The guidelines on work studies are envisaged as including a description of the purposes, use, and limitation of each of a variety of techniques for studying work, as well as instructions on how to apply each technique. The findings of work studies can be useful for all components of the HRD process (planning, production, and management). They are particularly important as a base on which to develop training/teaching/learning materials.

(c) "Crash" Training for the Decade

To consider how sufficient people with urgently required skills can be produced in the shortest possible time at the least possible cost. Not only the methods of training, but the logistics of training large numbers, the modes and cost of travel, the availability of living accommodation, the cost of board, meals, etc., and the provision of stipends.



3. INTERNATIONAL SUPPORT STRATEGY (cont'd)

■ DEVELOP GUIDELINES (p. 37) (cont'd)

(d) Non-formal Education and Training for Community and Voluntary Workers

Contributions would be sought from a number of agencies, either in the form of separate guidelines, or in a mutually-prepared single document, covering a number of types of community workers or training locations. The list would include NGOs, multipurpose rural training centres, village polytechnics, urban-fringe housing as well as rural cooperatives and other self-help movements.

4. OBSERVATIONS

At the beginning of this presentation it was mentioned that the Task Force intended the BSD to serve as an outline guide to Decade HRD strategies and approaches for national and international agencies alike. The presentation has tried to highlight the main points from the document.

The Task Force thought that it would be helpful for the Member States and the international agencies to view HRD for the Decade within the framework of:

PLANNING
PRODUCTION (TRAINING)
MANAGEMENT

They also considered it important to identify some of the essential elements in each of the three components so that a clearer perspective of the totality of HRD would be provided.

Against this backdrop of the components and their essential elements, national and international staff can examine existing manpower development programmes and detect their strengths and weaknesses.

The items mentioned in the BSD under "National Strategies" put one in mind of a Building Inspector's check list -- the type of check list used as a basis for preparing a progress report on the construction of a building. It is self evident that such a check list for HRD would prove extremely useful for obtaining a quick overview (or status report) on how well the manpower development process has been established in a Ministry and/or a country.

A check list on HRD PLANNING could look like this --
A person completing the check list would mark the box which most appropriately indicates the status of his Ministry's/Agency's HRD process with respect to the essential elements. The number code is:

VA - 2

VA - 8

VA - 19



4. OBSERVATIONS (cont'd)

- 1 = NO
- 2 = PROPOSED
- 3 = TECHNICAL COOPERATION REQUIRED
- 4 = BEING DEVELOPED
- 5 = YES

VA - 20 The check list for Manpower PRODUCTION could look like this -- and the check
VA - 21 list on Manpower MANAGEMENT like this --

HO - 1 The three check lists can be combined as shown on this handout. The HRD
check list -- similar to the Building Inspector's check list -- would remind one
to find out if the "bricks and mortar", so to speak, have been added.

Often HRD is thought of and reported in terms of "number of seminars conducted"
and "number of participants". However, recognizing that training is being used as
an agent for change, we must look beyond the cold statistical summaries of the
production component of HRD and determine if indeed the desired change(s) did
occur as a result of training -- both for the sector and for the trainees.

The CHECK LIST is intended to provide insights of the total manpower develop-
ment process so we can judge if the necessary elements are there which will
facilitate the desired change(s) to meet Decade targets.

VA - 22 When completed, the CHECK LIST will provide an overall profile of the
effectiveness potential of the HRD process under scrutiny. As a follow-up step
to disseminating the BSD, it is anticipated that national and international staff
will also derive the following benefits from utilizing the CHECK LIST:

- VA - 23 (1) reinforce the concept outlined in the BSD of systematically
integrating PLANNING, TRAINING and MANAGEMENT;
- VA - 24 (2) provide a perspective of the totality of HRD in order to facilitate a
departure from traditional approaches;
- VA - 25 (3) provide a sample of key "indicators" of the major shortcomings in
present efforts to develop HRD for the sector;
- VA - 26 (4) identify priority entry points for future efforts in manpower development;
- VA - 27 (5) provide a broader perspective of national problems and needs in HRD;

HO = Handout



4. OBSERVATIONS (cont'd)

- | | |
|---|---------|
| (6) <u>pin-point</u> priority topics for the future preparation of guidelines, samples, etc.; | VA - 28 |
| (7) <u>facilitate</u> the planning of solution-oriented activities which will eliminate present deficiencies; | VA - 29 |
| (8) <u>help</u> set the stage for the collection of more detailed information on HRD experience and related data, and | VA - 30 |
| (9) <u>determine</u> TCDC potentials. | VA - 31 |



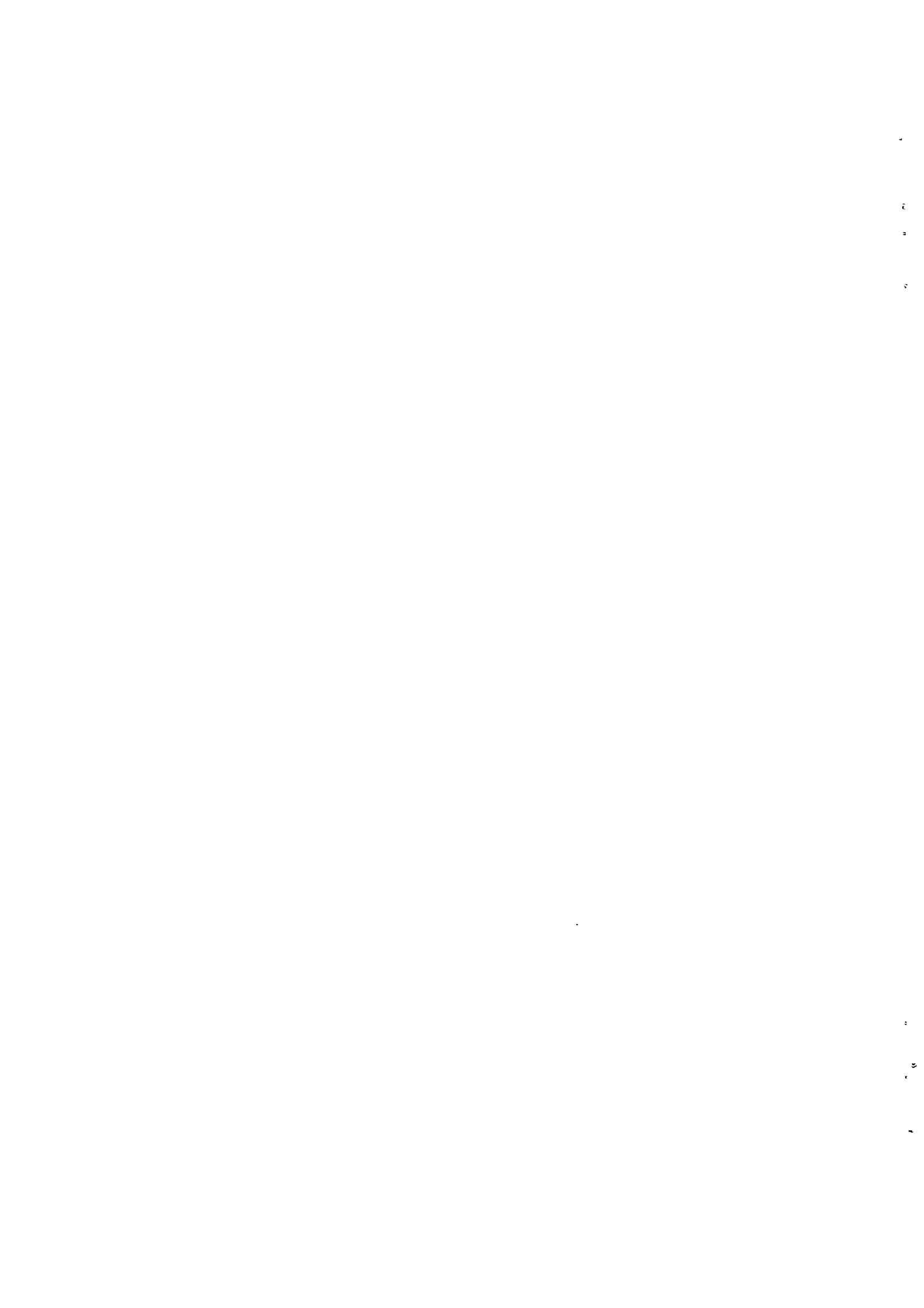


SPECIAL NOTE

USERS OF THE "BRIEFING
NOTES" ARE REFERRED TO
ANNEXES 2 AND 3 FOR
SUGGESTIONS REGARDING
POSSIBLE FOLLOW-UP ACTIVITIES



VISUAL AIDS



**BASIC STRATEGY
DOCUMENT???**



HRD FOR THE IDHSS DECADE

BASIC STRATEGY DOCUMENT ON HRD

PURPOSE:

TO SERVE AS AN OUTLINE GUIDE TO DECADE HRD
STRATEGIES AND APPROACHES FOR NATIONAL AND
INTERNATIONAL AGENCIES ALIKE (P. 9 & 13)

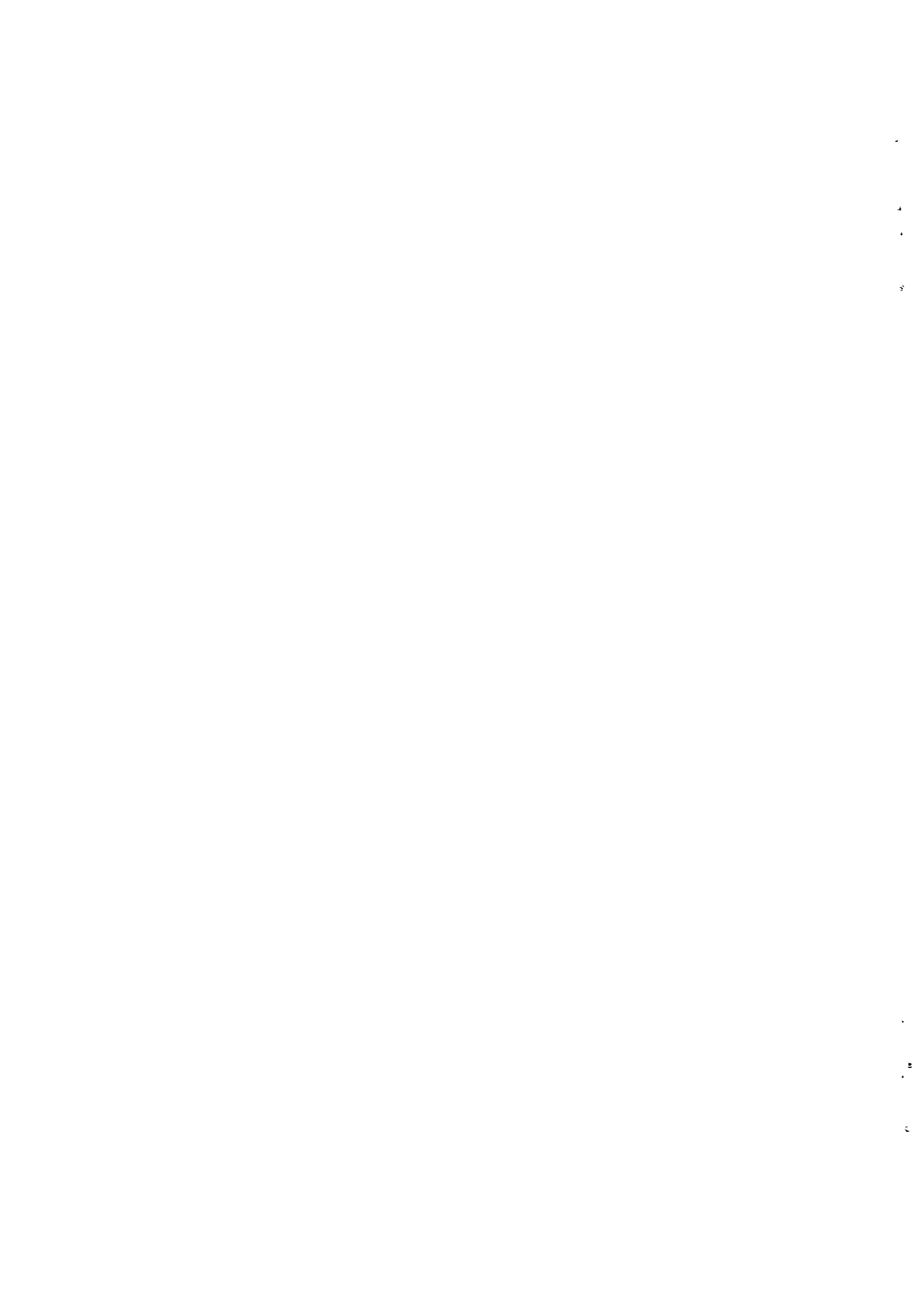


HRD FOR THE IDWSS DECADE

THE TERM HUMAN RESOURCES IS INTENDED TO INCLUDE YOUTH AS WELL AS ADULTS, WOMEN AS WELL AS MEN, PROVIDERS OF SERVICES AS WELL AS CONSUMERS, PAID EMPLOYEES AS WELL AS VOLUNTEERS. IT INCLUDES DECISION-MAKERS AND MANAGERS, PLANNERS, TECHNICIANS, SCIENTISTS, RESEARCHERS, CLERICAL AND ACCOUNTING STAFF, SKILLED AND UNSKILLED LABOURERS. IT INCLUDES NOT ONLY THOSE WHO HELP TO CREATE FACILITIES, BUT THOSE WHO OPERATE AND MAINTAIN THEM AND THOSE WHO SUPPORT, MONITOR AND CONTROL THE QUALITY OF THE SERVICES. IT INCLUDES A VARIETY OF TYPES OF EDUCATORS AND TRAINERS. IT INCLUDES PEOPLE WORKING IN OTHER PROGRAMMES WHICH SUPPORT THE WATER SUPPLY AND SANITATION SECTOR.



(REF.: P.16)

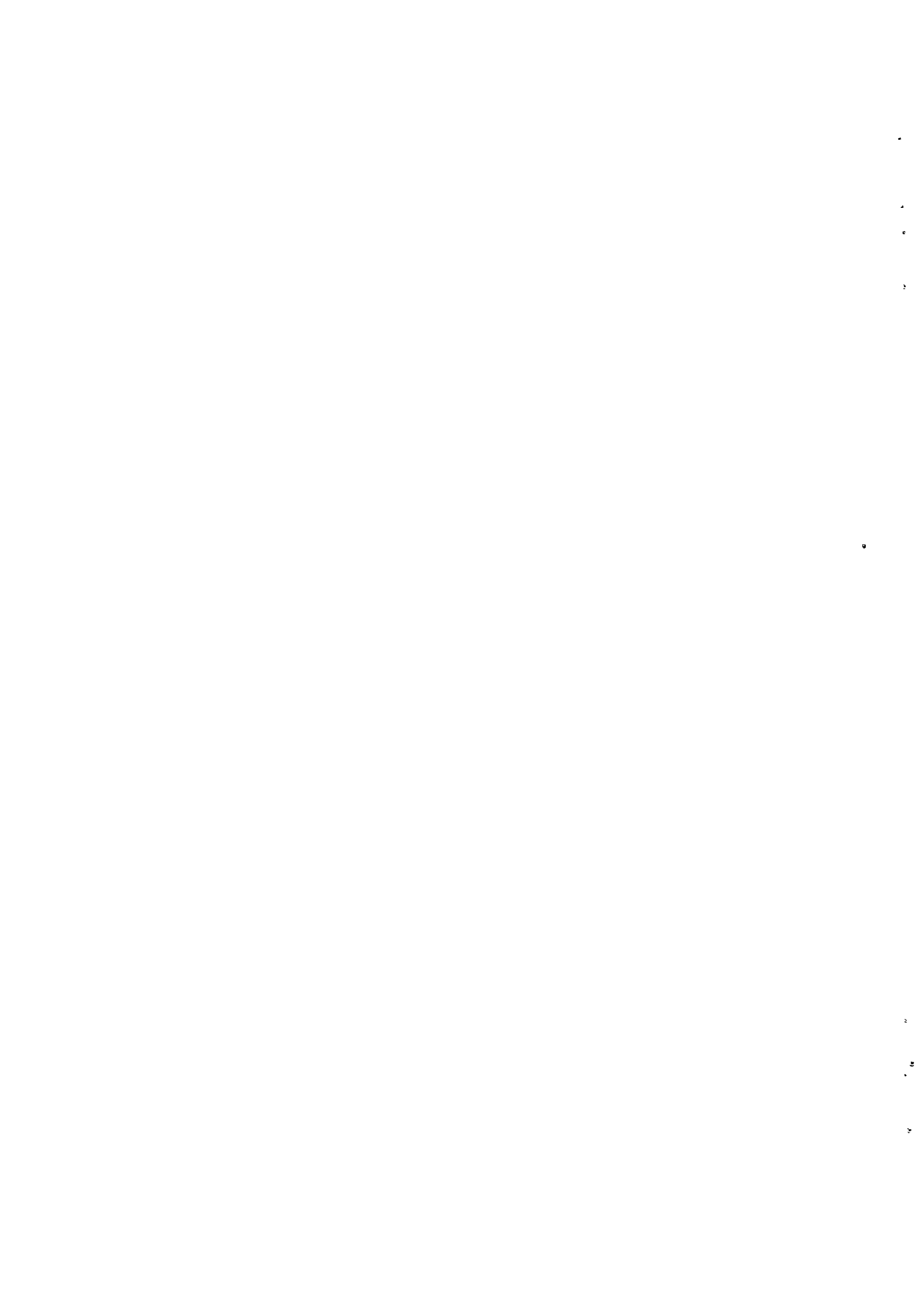


HRD FOR THE IDWSS DECADE

THE TERM HUMAN RESOURCES DEVELOPMENT (HRD) MEANS MORE THAN THE EDUCATION AND TRAINING OF PEOPLE. IT INCLUDES THEIR EMPLOYMENT, SUPERVISION, CONTINUING EDUCATION AND TRAINING AND OCCUPATIONAL WELFARE. THE DECADE HRD PROCESS SHOULD EMBRACE PLANNING, PRODUCTION (TRAINING) AND MANAGEMENT, WITH ALL THREE HARMONIOUSLY GEARED TO THE ACHIEVEMENT OF SPECIFIED GOALS.



(REF.: P.16)



HRD FOR THE IDWSS DECADE

THE GOAL OF HUMAN RESOURCES DEVELOPMENT FOR THE DECADE IS TO HAVE A LABOUR FORCE WHOSE SIZE AND TECHNICAL, SCIENTIFIC AND MANAGERIAL COMPETENCE WILL ENSURE ADEQUATE PROVISION OF SAFE DRINKING WATER AND SANITATION FACILITIES FOR ALL BY 1990. EQUALLY IMPORTANT IS THE NEED FOR THAT LABOUR FORCE TO BE DEPLOYED AND MOTIVATED TO SERVE WHERE AND WHEN ITS SERVICES ARE MOST NEEDED.



(REF.: P.14)

HRD FOR THE IDWSS DECADE

OUTLINE OF THE DECADE APPROACH

- THE COMPLEMENTARY DEVELOPMENT OF WATER SUPPLY AND SANITATION;
- FOCUS ON STRATEGIES THAT GIVE PRECEDENCE TO UNDER-SERVED POPULATIONS, BOTH RURAL AND URBAN;
- THE GENERATION OF REPLICABLE, SELF-RELIANT AND SELF-SUSTAINING PROGRAMMES;
- THE DEVELOPMENT OF SOCIALLY ACCEPTABLE SYSTEMS THAT PEOPLE CAN AFFORD NOW;
- THE INVOLVEMENT OF COMMUNITIES AT ALL STAGES OF PROJECTS;
- THE COORDINATION OF WATER SUPPLY AND SANITATION PROGRAMMES WITH OTHER EFFORTS TO IMPROVE HEALTH; AND
- THE INTEGRATION OF WATER SUPPLY AND SANITATION PROGRAMMES WITH PROGRAMMES IN OTHER DEVELOPMENT SECTORS.

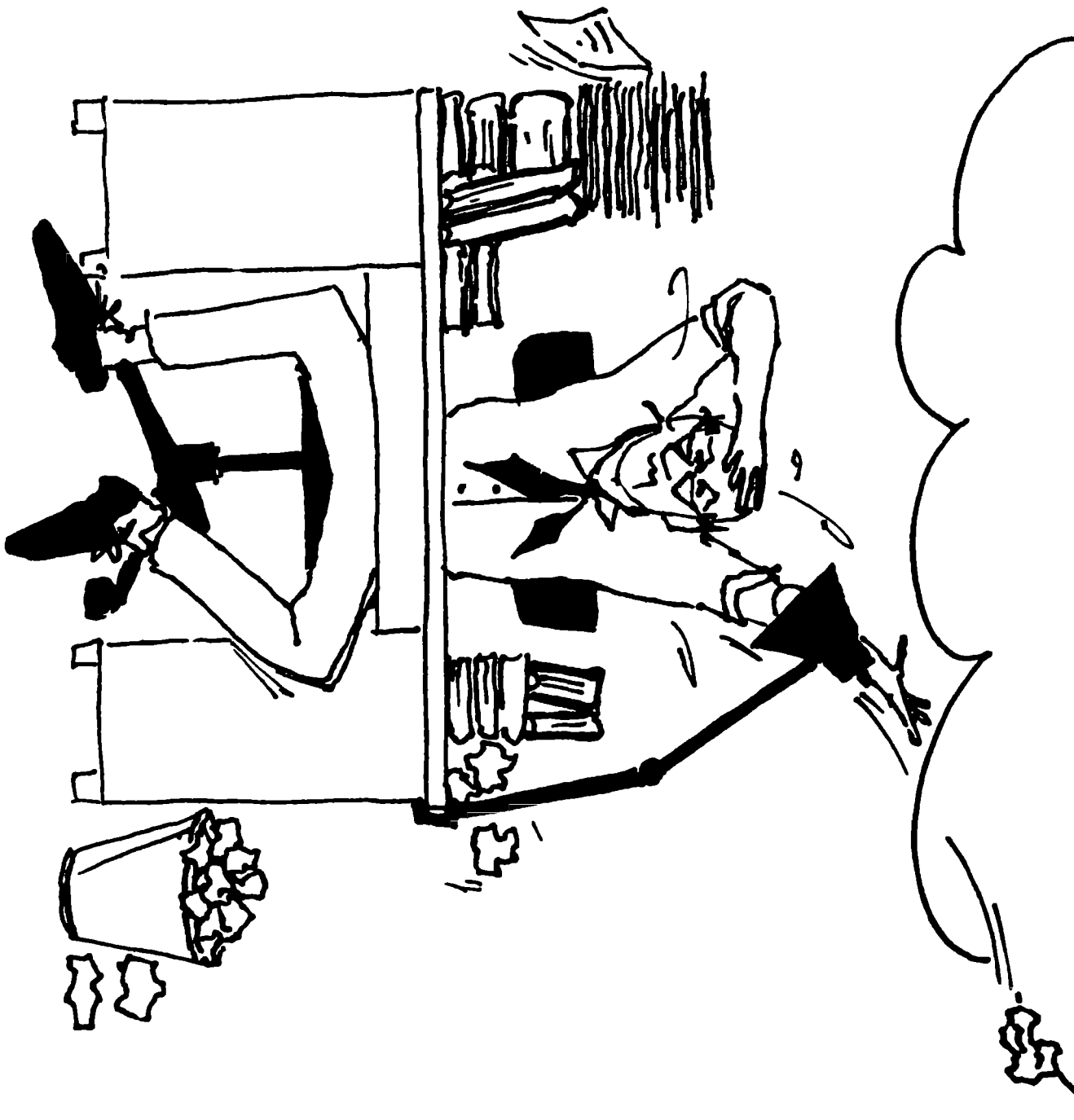


1981-1990

(REF.: P.15)



PLANNING DESIGN
CONSTRUCTION OPERATION





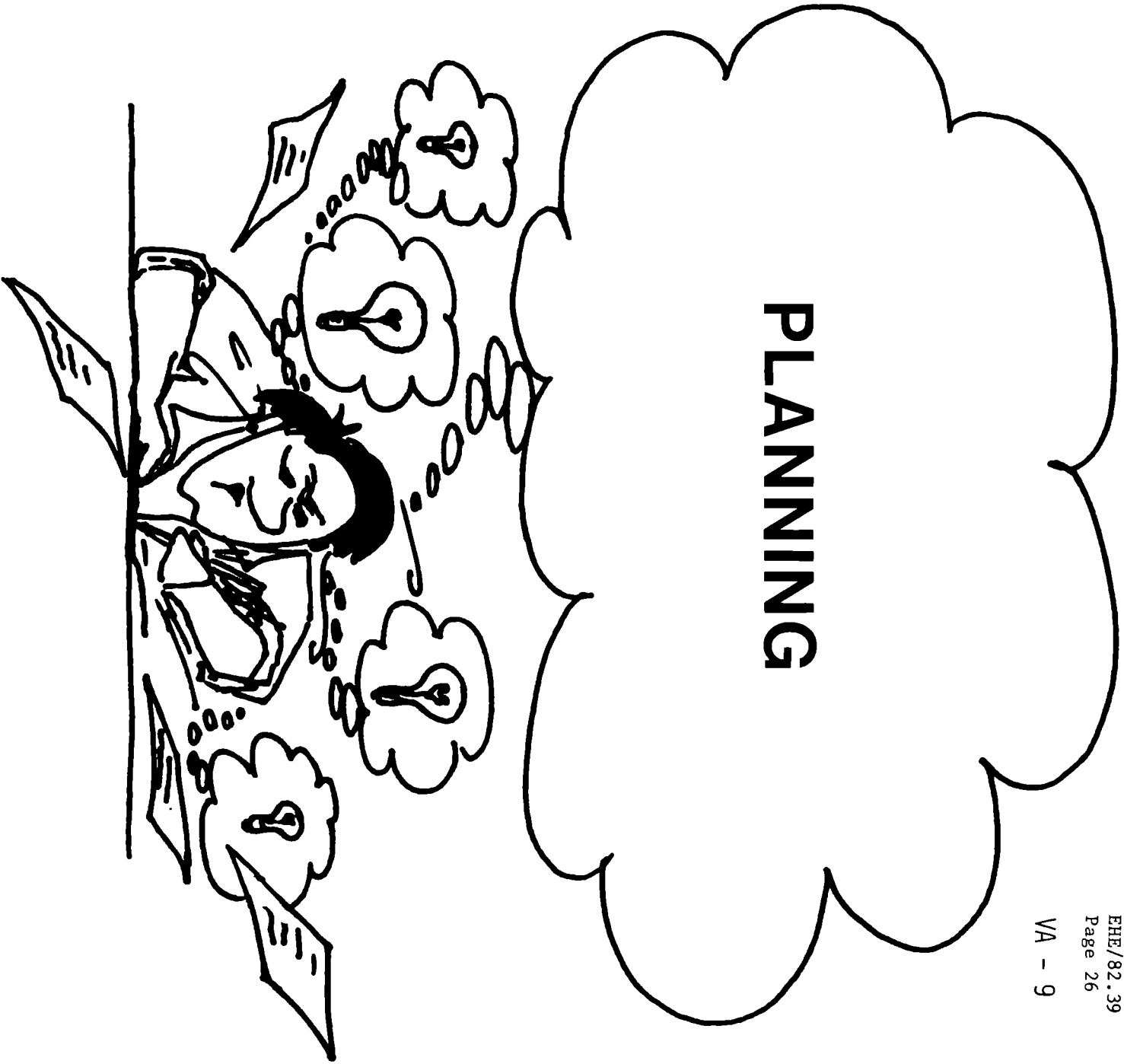
PLANNING

PRODUCTION

MANAGEMENT



PLANNING





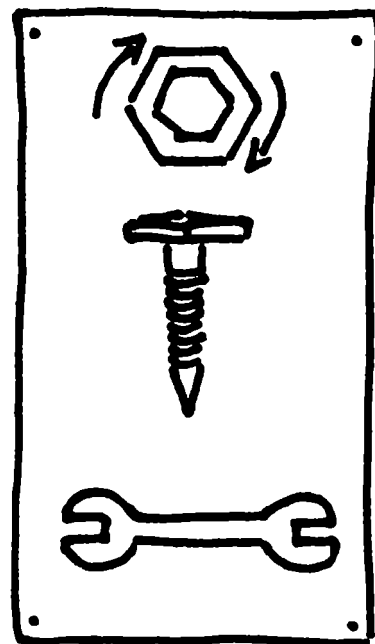
HRD FOR THE IDWSS DECADE

HRD PLANNING, WITHIN THE CONTEXT OF NATIONAL & SECTOR PLANS SHOULD BE BASED ON:

- AN INVENTORY OF EXISTING MANPOWER
- AN ESTIMATE OF MANPOWER NEEDS
- AN ASSESSMENT OF MANPOWER PRIORITIES
- AN EVALUATION OF TRAINING REQUIREMENTS
- AN INVENTORY OF TRAINERS
- AN INVENTORY OF TRAINING RESOURCES
- THE PROPOSED LEVEL OF SERVICE
- AN APPRAISAL OF THE PUBLIC SECTOR'S ABILITY TO PAY TRAINED QUALIFIED MANPOWER



1981-1990





HRD FOR THE IDWSS DECADE

THE IMPLEMENTATION OF SECTOR TRAINING ACTIVITIES
SHOULD BENEFIT FROM:

- A MANPOWER DEVELOPMENT PLAN
- A DEFINED TRAINING METHODOLOGY
- A MULTI-DISCIPLINARY TEAM OF INSTRUCTORS
- PERFORMANCE-ORIENTED INSTRUCTIONAL MATERIALS
- A VARIETY OF DELIVERY OPTIONS
- ADEQUATE ADMINISTRATIVE SUPPORT
- ADEQUATE TRAINING AIDS
- ADEQUATE TRAINING FACILITIES



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MANAGEMENT



HRD FOR THE IDWSS DECADE

VA - 14

EVERY EFFORT SHOULD BE MADE TO INSTITUTIONALIZE TRAINING, E.G. SO THAT PEOPLE IN CHARGE OF HRD AND MANAGEMENT IN GENERAL BENEFIT FROM:

- AN ORGANIZATIONAL CHART

- A TRAINING POLICY

- PERSONNEL REGULATIONS LINKED TO THE TRAINING POLICY

- PERFORMANCE-BASED JOB DESCRIPTIONS

- A TRAINING BUDGET

- AN EVALUATION OF LEARNING

- AN EVALUATION OF ON-THE-JOB PERFORMANCE

- AN EVALUATION OF RESULTING LEVEL OF SERVICE



1981-1990



HRD FOR THE IDWSS DECADE

RECOMMENDED MECHANISMS TO FACILITATE THE COLLABORATION OF
INTERNATIONAL AGENCIES IN SUPPORT OF NATIONAL PROGRAMMES

➔ AT THE GLOBAL LEVEL (P. 31 & 32):

- THE INTERAGENCY TASK FORCE;
- SHARING OF TECHNICAL EXPERIENCE, GUIDELINES, COURSE CURRICULA, TRAINING MATERIALS;
- JOINT ORIENTATION AND STAFF TRAINING, AND
- JOINT MISSIONS.





HRD FOR THE IDWSS DECADE

RECOMMENDED MECHANISMS TO FACILITATE THE COLLABORATION OF
INTERNATIONAL AGENCIES IN SUPPORT OF NATIONAL PROGRAMMES

➔ AT THE REGIONAL LEVEL (p. 33)

- ESTABLISH A NETWORK OF INSTITUTIONS (STRENGTHEN EXISTING INSTITUTIONS, E.G. ILO MANAGEMENT TRAINING CENTRES, WHO COLLABORATING CENTRES).





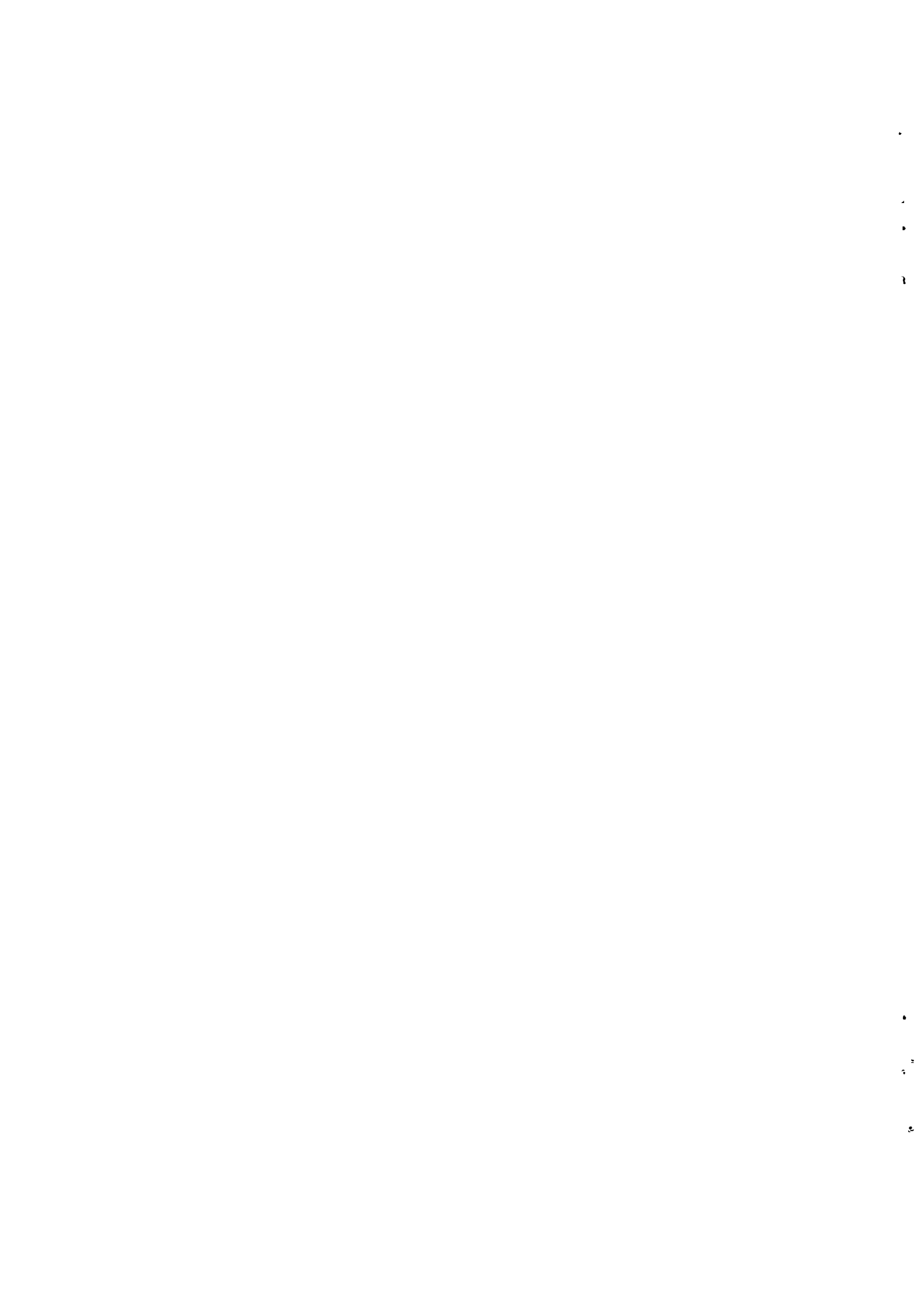
HRD FOR THE IDWSS DECADE

RECOMMENDED MECHANISMS TO FACILITATE THE COLLABORATION
OF INTERNATIONAL AGENCIES IN SUPPORT OF NATIONAL
PROGRAMMES

➔ AT THE COUNTRY LEVEL (P. 32)

- RRUNDP'S TECHNICAL SUPPORT TEAM (REPRESENTATIVES
OF UN AGENCIES WORKING IN A COUNTRY).





HRD FOR THE IDWSS DECADE

RECOMMENDED ACTIVITIES FOR INTERNATIONAL AGENCIES IN
SUPPORT OF NATIONAL EFFORTS

- IDENTIFY NATIONAL PRIORITIES (P. 42)

- STRENGTHEN FOCAL-POINT INSTITUTIONS (P. 40)


- DEVELOP GUIDELINES (P. 37)

- ESTABLISH AN INFORMATION-EXCHANGE SYSTEM (P. 37)





HRD FOR THE IDUSS DECADE

 CHECK LIST -- HRD PLANNING

IS HRD PLANNING, WITHIN THE CONTEXT OF NATIONAL
& SECTOR PLANS, BASED ON:

- | | *1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ● AN INVENTORY OF EXISTING MANPOWER? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● AN ESTIMATE OF MANPOWER NEEDS? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● AN ASSESSMENT OF MANPOWER PRIORITIES? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● AN EVALUATION OF TRAINING REQUIREMENTS? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● AN INVENTORY OF TRAINERS? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● AN INVENTORY OF TRAINING RESOURCES? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● THE PROPOSED LEVEL OF SERVICE? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● AN APPRAISAL OF THE PUBLIC SECTOR'S ABILITY TO
PAY TRAINED QUALIFIED MANPOWER? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- *1 = NO
2 = PROPOSED
3 = TECHNICAL COOPERATION REQUIRED
4 = BEING DEVELOPED
5 = YES



1981-1990

1

2

3

4

5

6

7

HRD FOR THE IDWSS DECADE

➔ CHECK LIST -- MANPOWER PRODUCTION

DOES THE IMPLEMENTATION OF SECTOR TRAINING ACTIVITIES
BENEFIT FROM:

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

- *1 = NO
- 2 = PROPOSED
- 3 = TECHNICAL COOPERATION REQUIRED
- 4 = BEING DEVELOPED
- 5 = YES



1981-1990



HRD FOR THE IDWSS DECADE

➔ CHECK LIST -- MANPOWER MANAGEMENT

TO WHAT EXTENT HAS TRAINING BEEN INSTITUTIONALIZED, E.G. PEOPLE IN CHARGE OF HRD AND MANAGEMENT IN GENERAL BENEFIT FROM:

	*1	2	3	4	5
● AN ORGANIZATIONAL CHART?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● A TRAINING POLICY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● PERSONNEL REGULATIONS LINKED TO THE TRAINING POLICY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● PERFORMANCE-BASED JOB DESCRIPTIONS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● A TRAINING BUDGET?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● AN EVALUATION OF LEARNING?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● AN EVALUATION OF ON-THE-JOB PERFORMANCE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● AN EVALUATION OF RESULTING LEVEL OF SERVICE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- *1 = NO
- 2 = PROPOSED
- 3 = TECHNICAL COOPERATION REQUIRED
- 4 = BEING DEVELOPED
- 5 = YES



1981-1990

1

2

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HRD CHECK LIST

COUNTRY MINISTRY/AGENCY

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

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

PLANNING

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

QUALIFYING REMARKS

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

PRODUCTION

Does the implementation of sector training activities benefit from:

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

MANAGEMENT

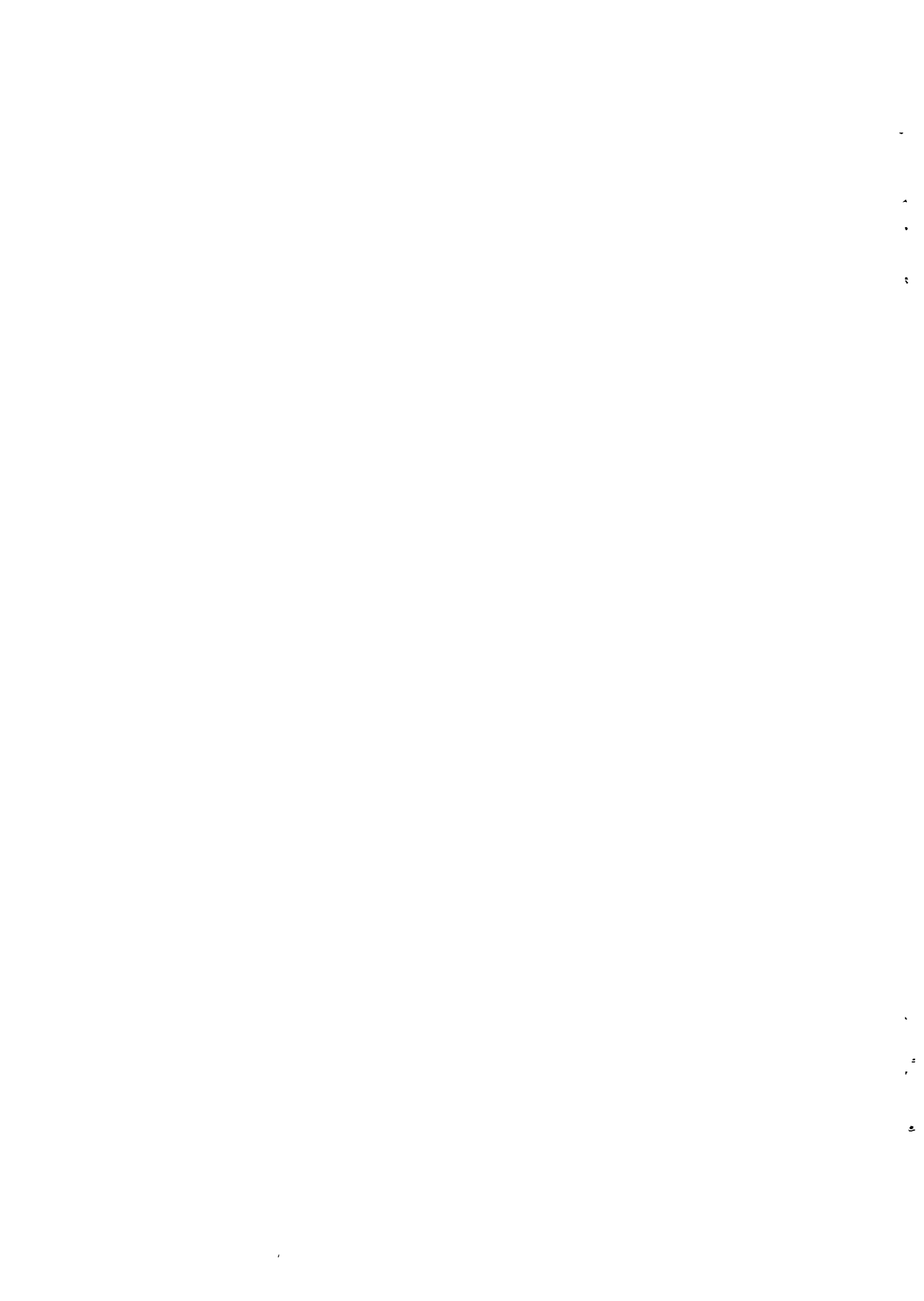
To what extent has training been institutionalized, e.g., people in charge of HRD, and management in general, benefit from:

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

Person interviewed

Interviewer Date





HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- PROVIDE AN OVERALL PROFILE OF THE EFFECTIVENESS
POTENTIAL OF THE HRD PROCESS



1

2

3

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HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- REINFORCE THE CONCEPT OUTLINED IN THE BSD
OF SYSTEMATICALLY INTEGRATING PLANNING,
TRAINING AND MANAGEMENT



1981-1990

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4
6
8

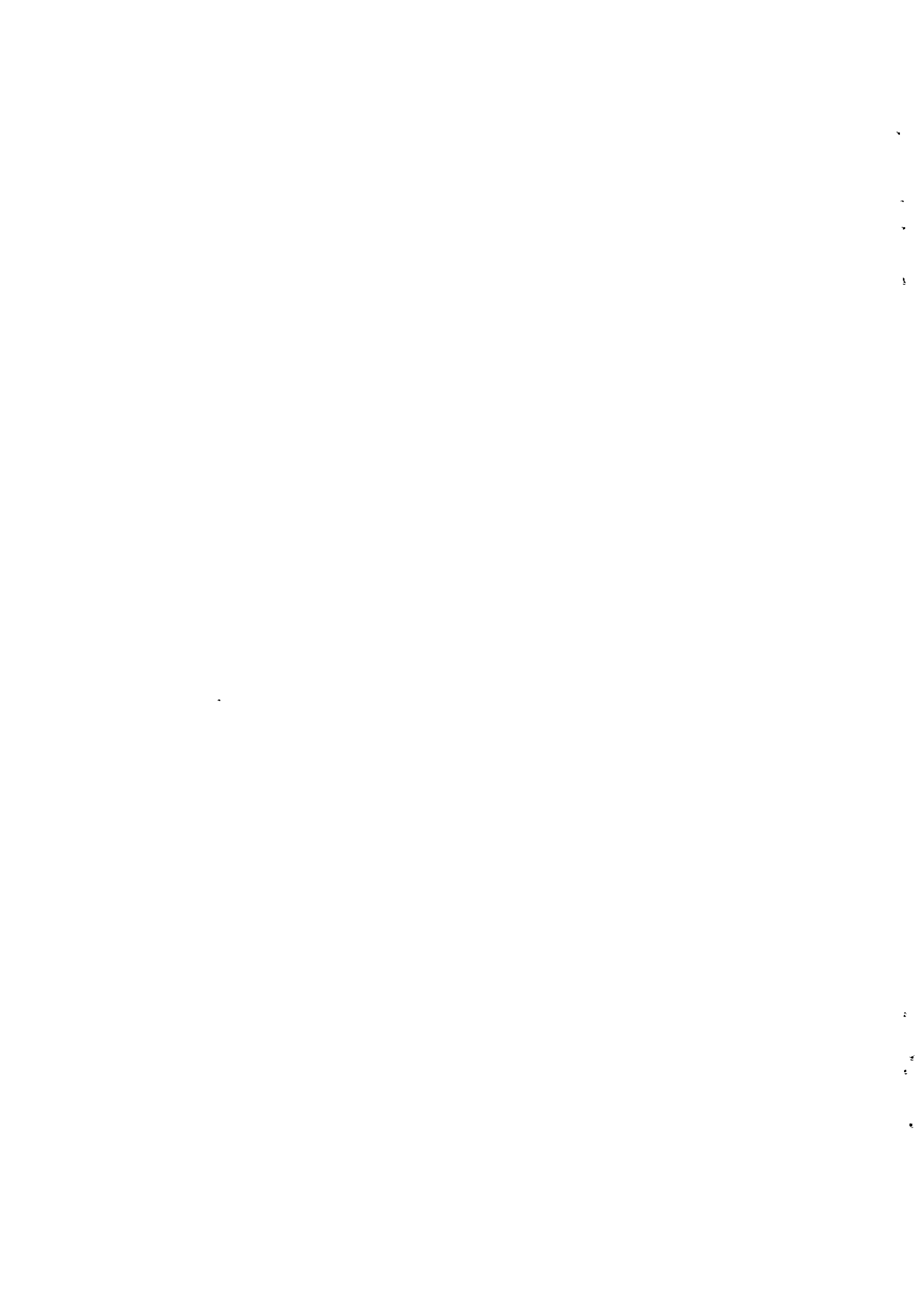
2
4
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HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- PROVIDE A PERSPECTIVE OF THE TOTALITY OF HRD
IN ORDER TO FACILITATE A DEPARTURE FROM
TRADITIONAL APPROACHES





HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- PROVIDE A SAMPLE OF KEY "INDICATORS" OF THE MAJOR SHORTCOMINGS IN PRESENT EFFORTS TO DEVELOP HRD FOR THE SECTOR

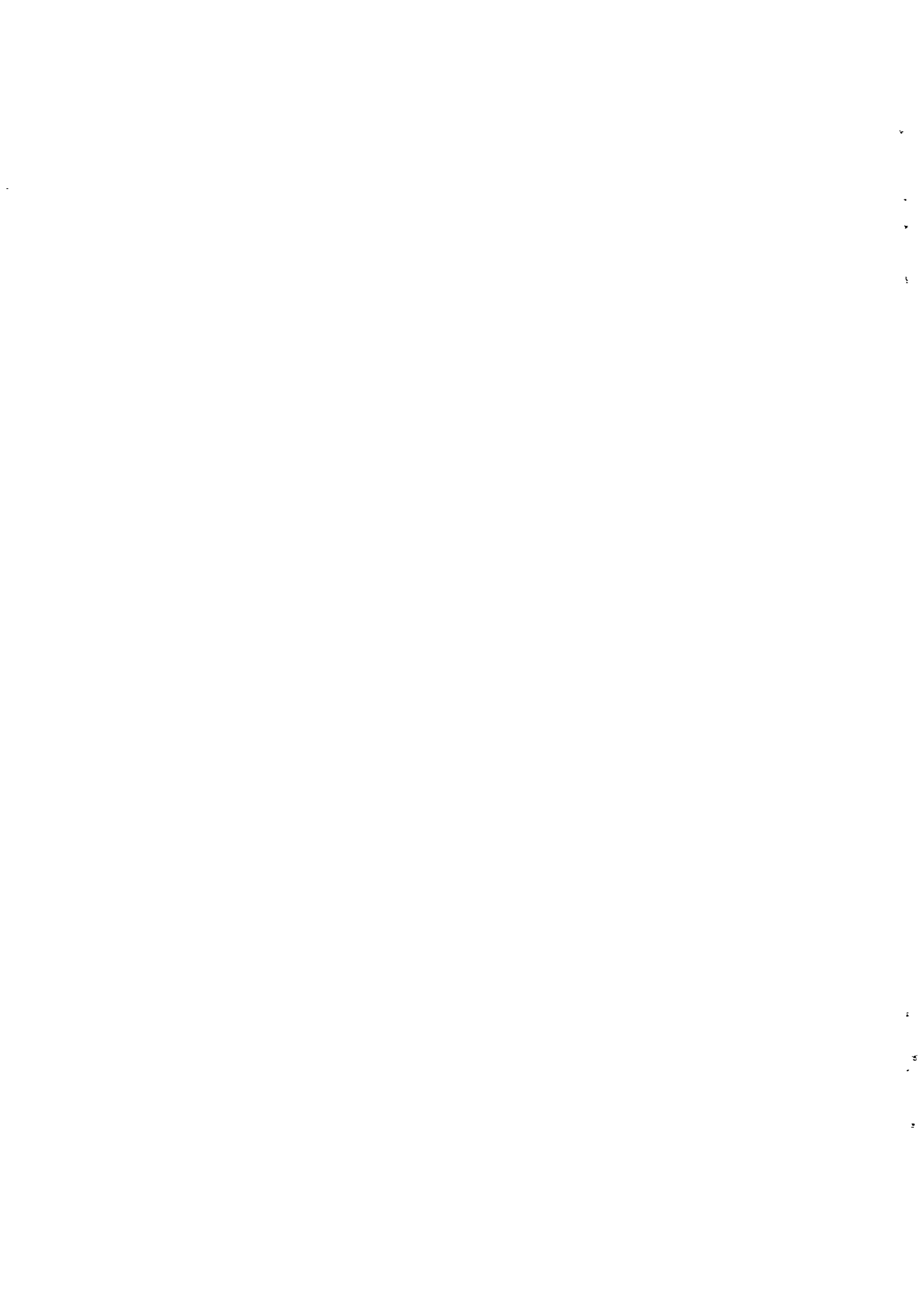


HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- IDENTIFY PRIORITY ENTRY POINTS FOR FUTURE EFFORTS IN MANPOWER DEVELOPMENT



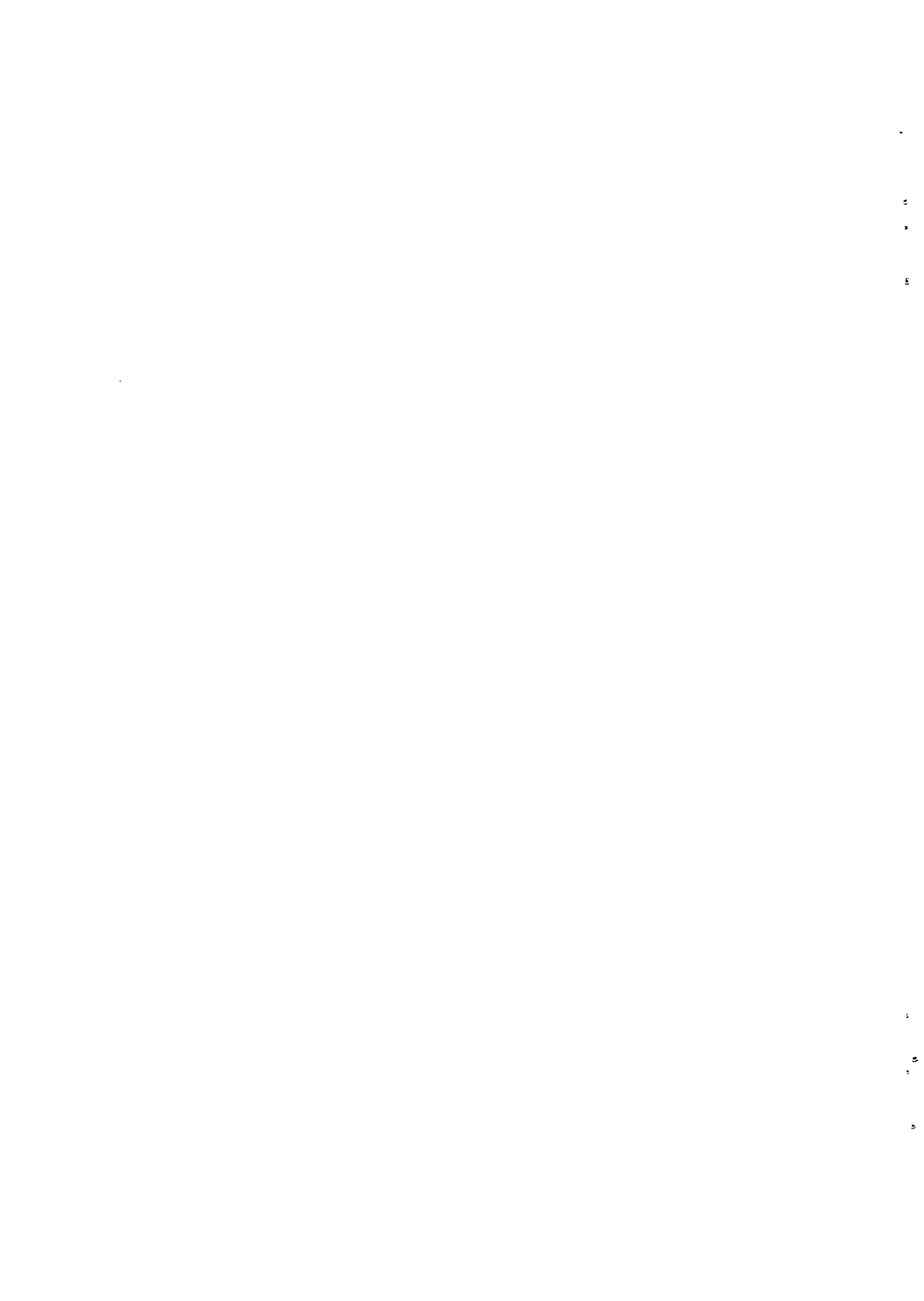


HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- PROVIDE A BROADER PERSPECTIVE OF NATIONAL PROBLEMS AND NEEDS IN HRD



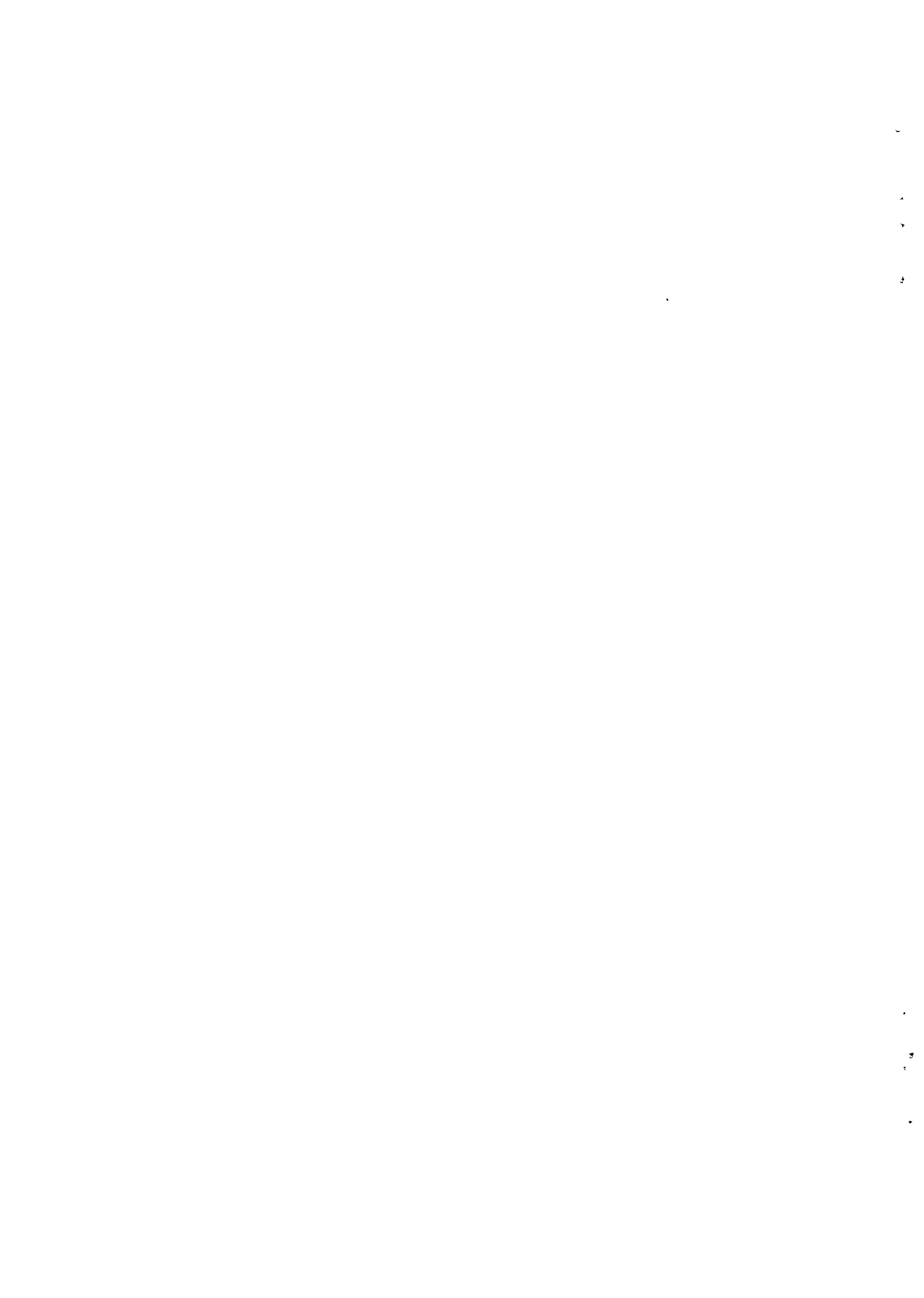


HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- PIN-POINT PRIORITY TOPICS FOR THE FUTURE
PREPARATION OF GUIDELINES, SAMPLES, ETC.





HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- FACILITATE THE PLANNING OF SOLUTION-ORIENTED
ACTIVITIES WHICH WILL ELIMINATE PRESENT
DEFICIENCIES





HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- HELP SET THE STAGE FOR THE COLLECTION OF MORE DETAILED INFORMATION ON HRD EXPERIENCE AND RELATED DATA, AND





HRD FOR THE IDWSS DECADE

HRD CHECK LIST -- ANTICIPATED BENEFITS

- DETERMINE TCDC POTENTIALS



SUGGESTIONS FOR THE PRESENTOR

1. The "briefing notes" and visual aids have been prepared to serve WHO staff as a ready reference when making presentations about the Basic Strategy Document on HRD. Presentors are encouraged to adjust the detail and length of the presentation to suit the audience. For example, the emphasis would be somewhat different between a presentation to a group of national counterparts and one to a group of counterparts plus representatives of international agencies.
2. Pages 17 through 49 of the section entitled "visual aids" are intended for use in several different ways -- depending on availability of projectors and/or personal preference. The options are:
 - (a) to make 35 mm slides; or
 - (b) to prepare transparencies for use with an overhead projector; or
 - (c) to make blow-ups which could be used as flip charts.
3. When a presentation is made to national counterparts about the BSD a suggested immediate follow-up is, if practicable, to complete a CHECK LIST for each water and sanitation agency in attendance.
4. It is intended that the HRD CHECK LIST be completed during an interview with a national counterpart or counterparts. Thus, in order to obtain a countrywide perspective a number of interviews will probably be necessary.
5. When a "Yes" response is received to CHECK LIST questions, it is suggested that the interviewer ask a follow-up question which will further qualify the affirmative reply.
 - e.g. For the PLANNING function: if a Yes response is received relative to "the proposed level of service", a subsequent question could be --
What is the level of service proposed?
 - e.g. For the TRAINING function: if a Yes response is received regarding "a manpower development plan", it is suggested that a copy be obtained.
 - e.g. For the MANAGEMENT function: if a Yes response is received in connection with "a training budget", a follow-up question would be --
What was actually spent last year?

6. The CHECK LIST package (which follows this section) consists of:

- a CL introduction sheet;
- the HRD CHECK LIST;
- a CL supplementary information sheet, and
- a project data sheet.

Users of the HRD CHECK LIST are reminded that Section 2 of the briefing notes provides a short explanation for each element which appears on the CHECK LIST.

To facilitate the development of a multi-country HRD status panorama which will permit WHO regional and HQ staff to map out a broad front outreach programme, field staff are encouraged to forward copies of the completed sheets to their appropriate Regional Office.

7. A suggested next step after the HRD CHECK LIST has been completed -- if technical cooperation is required -- is to fill in an IDWSSD "Project Data Sheet". The data sheet could outline what the government considers to be a priority project relative to alleviating a manpower shortage and strengthening their HRD process. The Project Data Sheet should then be processed through government channels in order to obtain national commitment and financial support. In those cases where additional financing is required the Data Sheet could serve as a preliminary application for technical cooperation and can be submitted by the government for bilateral funding. A copy should be sent to the UNDP/RR and/or the WHO WPC. (Presentors are referred to IDWSSD document entitled "Project and Programme Information System" for additional details on utilization of the Project Data Sheet).

HRD CHECK LIST PACKAGE

CL INTRODUCTION SHEET

HRD* FOR THE IDWSS DECADE

At WHO's interregional meeting -- 12 to 16 October 1981 -- in Geneva, one of the constraints to achieving Decade targets was identified as the shortage of adequately trained manpower at all levels. The meeting also identified some of the deficiencies in past training efforts.

As follow-up to the above noted meeting and to the March 1982 meeting of the Decade Task Force on HRD, the attached CHECK LIST has been prepared to assist national personnel -- as well as WHO field and HQ staff -- in obtaining a quick overview of current HRD work in the sector. The CHECK LIST -- in keeping with the Decade HRD "Basic Strategy Document" (BSD) -- illustrates that manpower development is influenced by many interdependent factors and thus requires a systematic approach similar in principle and application to the precision that characterizes good engineering. The elements shown on the CHECK LIST are considered essential for more effective development of human resources. (This list is by no means all inclusive.)

It is anticipated that users of the CHECK LIST will gain additional insights about HRD in the water and sanitation sector in a number of ways, e.g. it should:

1. reinforce the concept outlined in the BSD of systematically integrating PLANNING, TRAINING and MANAGEMENT;
2. provide a perspective of the totality of HRD in order to facilitate a departure from traditional approaches;
3. provide a sample of key "indicators" of the major shortcomings in present efforts to develop HRD for the sector;
4. identify priority entry points for future efforts in manpower development;
5. provide a broader perspective of national problems and needs in HRD;
6. pin-point priority topics for the future preparation of guidelines, samples, etc.;
7. facilitate the planning of solution-oriented activities which will eliminate present deficiencies;
8. help set the stage for the collection of more detailed information on HRD experience and related data;
9. determine TCDC potentials, and
10. provide an overall profile of the effectiveness potential of the HRD process.

* Human Resources Development.

The objective is to obtain an overview of HRD work at the national level through the formal education system as well as within water and sanitation organizations. With this in mind, the following is suggested relative to filling in the CHECK LIST -- where water supply and sanitation are the shared responsibility of several ministries and/or agencies, one CHECK LIST for each ministry/agency should be completed.



REMINDER

A suggested next step after the HRD CHECK LIST has been completed -- if technical cooperation is required -- is to fill in an IDWSSD "Project Data Sheet". The data sheet could outline what the government considers to be a priority project relative to alleviating a manpower shortage and strengthening their HRD process. The Project Data Sheet should then be processed through government channels in order to obtain national commitment and financial support. In those cases where additional financing is required the Data Sheet could serve as a preliminary application for technical cooperation and can be submitted by the government for bilateral funding. A copy should be sent to the UNDP/PRR and/or the WHO WPC. (Presentors are referred to IDWSSD document entitled "Project and Programme Information System" for additional details on utilization of the Project Data Sheet).

HRD CHECK LIST

COUNTRY MINISTRY/AGENCY

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

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

PLANNING	Is HRD planning, within the context of NATIONAL and SECTOR plans, based on:	1 2 3 4 5	QUALIFYING REMARKS
		1 2 3 4 5	
● an INVENTORY of EXISTING MANPOWER ?	□ □ □ □ □	□ □ □ □ □	.....
● an ESTIMATE of MANPOWER NEEDS ?	□ □ □ □ □	□ □ □ □ □	.....
● an ASSESSMENT of MANPOWER PRIORITIES ?	□ □ □ □ □	□ □ □ □ □	.....
● an EVALUATION of TRAINING REQUIREMENTS ?	□ □ □ □ □	□ □ □ □ □	.....
● an INVENTORY of TRAINERS ?	□ □ □ □ □	□ □ □ □ □	.....
● an INVENTORY of TRAINING RESOURCES ?	□ □ □ □ □	□ □ □ □ □	.....
● the PROPOSED LEVEL of SERVICE ?	□ □ □ □ □	□ □ □ □ □	.....
● an APPRAISAL of the public sector's ABILITY TO PAY trained qualified manpower ?	□ □ □ □ □	□ □ □ □ □	.....

PRODUCTION	Does the implementation of sector training activities benefit from:	1 2 3 4 5	QUALIFYING REMARKS
		1 2 3 4 5	
● a MANPOWER DEVELOPMENT PLAN ?	□ □ □ □ □	□ □ □ □ □	.....
● a DEFINED TRAINING METHODOLOGY ?	□ □ □ □ □	□ □ □ □ □	.....
● a MULTI-DISCIPLINARY TEAM of INSTRUCTORS ?	□ □ □ □ □	□ □ □ □ □	.....
● PERFORMANCE-ORIENTED INSTRUCTIONAL MATERIALS ?	□ □ □ □ □	□ □ □ □ □	.....
● a VARIETY of DELIVERY OPTIONS ?	□ □ □ □ □	□ □ □ □ □	.....
● ADEQUATE ADMINISTRATIVE SUPPORT ?	□ □ □ □ □	□ □ □ □ □	.....
● ADEQUATE TRAINING AIDS ?	□ □ □ □ □	□ □ □ □ □	.....
● ADEQUATE TRAINING FACILITIES ?	□ □ □ □ □	□ □ □ □ □	.....

MANAGEMENT	To what extent has training been institutionalized, e.g., people in charge of HRD, and management in general, benefit from:	1 2 3 4 5	QUALIFYING REMARKS
		1 2 3 4 5	
● an ORGANIZATIONAL CHART ?	□ □ □ □ □	□ □ □ □ □	.....
● a TRAINING POLICY ?	□ □ □ □ □	□ □ □ □ □	.....
● PERSONNEL REGULATIONS linked to the training policy ?	□ □ □ □ □	□ □ □ □ □	.....
● PERFORMANCE-BASED JOB DESCRIPTIONS ?	□ □ □ □ □	□ □ □ □ □	.....
● a TRAINING BUDGET ?	□ □ □ □ □	□ □ □ □ □	.....
● an EVALUATION of LEARNING ?	□ □ □ □ □	□ □ □ □ □	.....
● an EVALUATION of ON-THE-JOB PERFORMANCE ?	□ □ □ □ □	□ □ □ □ □	.....
● an EVALUATION of RESULTING LEVEL of SERVICE ?	□ □ □ □ □	□ □ □ □ □	.....

Person interviewed

Interviewer Date



CL SUPPLEMENTAL INFORMATION

HRD FOR THE IDWSS DECADE

1. Country _____ 2. Date _____
3. Ministry/Agency _____
4. Jurisdictional area _____
5. Has a Decade National Action Committee been formally established with necessary legislation?
Yes No
6. If answer to 5 is "Yes", how often does it meet? _____
7. Has a sector plan been prepared for the Decade?
Yes No
8. If answer is "Yes" has it been adopted?
Yes No
9. If answer is "Yes", are financial resources available? _____

10. If answer to 7 is "Yes", does it include a section of HRD?
Yes No
11. If answer to 10 is "Yes", is it affordable? _____

12. What per cent of the sector's workforce under the jurisdiction of your Ministry/Agency has received job entry training through the formal education system?
_____ % (estimated total)
What per cent at university level? _____ %
In vocational schools? _____ %
Others: _____
13. What per cent of the workforce has received its training within the Ministry/Agency?
_____ % (estimated total)
What per cent through on-the-job training? _____ %
What per cent through in-service training? _____ %
What per cent through formal courses? _____ %

14. Do you have an existing project/programme that incorporates the PLANNING, PRODUCTION and MANAGEMENT components as well as the elements shown on the Check List?

15. Please list your top three priorities for personnel training:

16. Qualifying remarks:

17. Government Official interviewed

18. Interviewer



INTERNATIONAL DRINKING WATER SUPPLY AND SANITATION DECADE
PROJECT DATA SHEET

For further information see the booklet: Project and Programme Information System, WHO March 1981 and the Project Preparation Handbook for the Water Supply and Sanitation Sector issued by the World Bank.

1. COUNTRY:

2. No.

3. TITLE:

4. TYPE OF PROJECT AND SCOPE:

5. BACKGROUND AND OBJECTIVE:

6. RESPONSIBLE GOVERNMENT AGENCY:

7. INSTITUTIONAL SUPPORT:

8. DURATION:

9. STARTING DATE:

10. SUMMARY OF ESTIMATED PROJECT COSTS:

Foreign	Local	Total
---------	-------	-------

11. TENTATIVE FINANCING PLAN:

(i) Requirements	(ii) Sources
------------------	--------------

12. FINANCIAL STRATEGY:

13. SECTOR DEVELOPMENT PERFORMANCE:

14. OUTPUTS:

15. GOVERNMENT PRIORITY AND COMMITMENT:

16. EXPECTED BENEFITS:

17. PREPARED BY:

DATE:

GUIDELINES TO COMPLETE PROJECT DATA SHEET

1. Country Name of country. State also region where project is implemented.
2. No. Data sheets will be numbered sequentially for each country as projects are identified and data sheets prepared.
3. Title State full title of project.
4. Type of Project and Scope State briefly the type of project concerned and the scope of activities, e.g. investment - pre-investment project, financial analysis, tariff study, institutional study, master planning, operational assistance, technical design, manpower development, legal instruments improvement, research and development, public information, relief and emergency, community participation, quality surveillance and control, local manufacturing and logistics etc.
5. Background and Objective
 - (i) Indicate how the project fits into the country's development programme and its linkage to the sector. In this connection indicate what the project adds to the country, the economy and the sector.
 - (ii) Describe relation of project to other externally assisted projects. State year of start or completion and status of these projects. Indicate donors and external agencies assisting the sector.
 - (iii) Indicate if there is community participation and involvement envisaged in project implementation.
 - (iv) State and describe existing studies(indicating title and year), as well as date, information etc. available relevant to the project.
6. Responsible Government Agency Indicate exact name and address of Government agency responsible for the implementation of the project and to which correspondence should be directed.
7. Institutional Support
 - (i) Describe existing and expected support for operation and maintenance of systems. Also indicate whether funds have been earmarked for operation and maintenance of systems once they are built.
 - (ii) State if project will operate on cost recovery basis. If not, indicate who will pay for the recurrent costs and to what extent.
 - (iii) Indicate the type of organization and management is available for project implementation.
8. Duration Expected duration of project. Duration of each phase if applicable.
9. Starting Date Tentative timing for the start of the project. Also indicate what actions will indicate the start of the project.
10. Summary of Estimated Project Costs Estimate total costs in US dollars for the project and for each major project component. Indicate proportions of component and total costs to come from foreign and from local sources. If project is a pre-investment or direct support project rather than an investment project, indicate the following:

Local Inputs

- (i) Personnel: State number and designation of counterpart national staff assigned to project. Indicate if possible, their background, experience etc. and the support they can provide to project.

(ii) Equipment and supplies: Indicate vehicles, equipment etc. allotted to project.

(iii) Funds: Specify Government contribution to project, in cash and kind in US dollars.

Foreign Inputs

(i) Personnel: State number, background and field of expertise required of foreign experts, consultants etc with man months in each case.

(ii) Equipment and supplies: Indicate if any equipment and supplies are to be provided from external sources.

(iii) Funds: State amount of external funding required in US dollars.

11. Tentative
Financing Plan

(only for investment projects)

(i) Requirements: The total financing required for the project, comprised of the total estimated project cost and the working capital needed.

(ii) Sources: Indicate sources of the total financing required, from sector agencies responsible for the project, from external agencies and from the Government.

12. Financial
Strategy

(only for investment projects)

(i) Describe plans and a timetable for meeting operating, maintenance and debt service expenses of the project once it is completed.

13. Sector
Development
Performance

(i) Indicate and name how many similar or related projects have been implemented.

(ii) State what Government support has been given to sector development.

14. Outputs

(i) State the nature of studies that will come out of the project. Also improvement in the institutional aspects etc.

15. Government
Priority and
Commitment

(i) Indicate if project is included in Government development plan and country programme.

(ii) Indicate degree of Government priority and commitment to project.

16. Expected
Benefits

(i) Indicate total population that will be served as a result of the project. Also what groups will be the beneficiaries (type of consumer, hospitals, industry etc.)

(ii) Indicate expected improvement in health and socioeconomic conditions.

(iii) Indicate personnel (number, types etc) expected to be trained as a result of project and improvement in local sector manpower situation.

17. Prepared by

State name of official who completed the data sheet or provided the relevant data for its completion.

