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**Report 2: A Conceptual Framework for Sanitation Sector  
Skills Development**

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DATE

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## Abstract

The skills and capacity building requirements to achieve the target delivery of providing basic sanitation services to 300 000 poor households per year over the next 8 years is extremely daunting. Meeting this challenge will require a coherent and innovative national effort from regulators, funders, service providers and the community.

A sector-supported National Sanitation Implementation Strategy underpinned by appropriate sector training and an accreditation framework that is aligned with National Skills Development Strategies can provide the basis for a coherent effort. A programme of this nature will develop the capacity for delivery while at the same time providing skills development during employment for the target communities by structured workplace opportunities over a 8 year period.

As the learnerships set out in the RCL framework will be targeted at sections of the community that are excluded from the scope of the formal sector (and therefore not directly beneficiaries of the skills levy funds), this skills development project falls within the ambit of **the National Skills Fund Strategy**. Given the scale of the sanitation programme investment and the focus on marginalized communities, the potential for skills and social development in line with national strategies for poverty alleviation are apparent.

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## Executive summary

The skills and capacity building requirements to achieve the target delivery of providing basic sanitation services to 300 000 poor households per year over the next 8 years is extremely daunting. Meeting this challenge will require a coherent and innovative national effort from regulators, funders, service providers and the community.

An investigation into **Sanitation Sector Skills and Career Paths** based on national input and validation was completed in **Report 1**. Sector skills profiles from current projects and associated potential career paths suggested that two learnerships and a post- graduate diploma can provide the sector capacity needs at the various levels as indicated by the Roles, Careers, Levels (RCL) table below.

Programme Management	Implementing Agent			Post-graduate Diploma
	Project Manager	Community Liaison Officer	Financial Officer	
Project Management	Project Agent			Diploma
Supervisor /Trainer	Quality Assessor	Health worker	Bookkeeper	<b>Level 4 Learnership (incl. SMME)</b>
Operator	Builder	Health Promoter	Storekeeper	<b>Level 2 Learnership</b>
Entry Level	Labourer		Security	
	<i>Technical</i>	<i>Development</i>	<i>Administrative</i>	

Table 1: Roles, Careers and Levels (RCL) Table

This report sets out a **Conceptual Framework for Sector Training** based on

1. Information on sanitation sector training and providers;
2. Preliminary considerations for developing unit standards based on the RCL baseline,
3. Opportunities for developing partnerships within the skills development environment.

The recommended conceptual framework is set out in the figure overleaf.

A sector-supported National Sanitation Implementation Strategy underpinned by appropriate sector training and an accreditation framework that is aligned with National Skills Development Strategies can provide the basis for a coherent

effort. A programme of this nature will develop the capacity for delivery while at the same time providing skills development during employment for the target communities by structured workplace opportunities over the 8 year period of accelerated delivery .(illustrated in Fig.1)

As the learnerships set out in the RCL framework will be targeted at sections of the community that are excluded from the scope of the formal sector (and therefore not directly beneficiaries of the skills levy funds), this skills development project falls within the ambit of **the National Skills Fund Strategy**. Given the scale of the sanitation programme investment and the focus on marginalized communities, the potential for skills and social development in line with national strategies for poverty alleviation are apparent.

# Conceptual Framework for the Sanitation Sector Skills Development

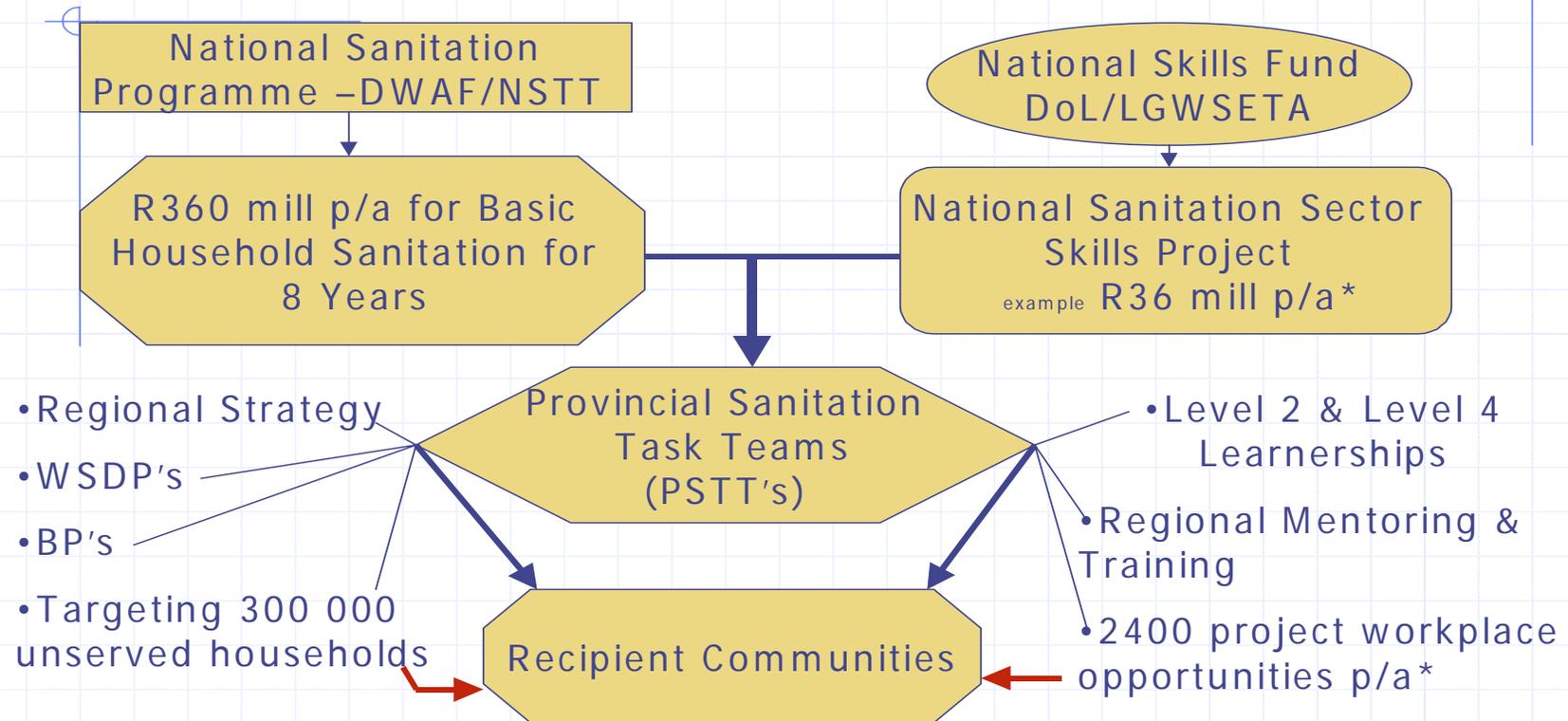


Figure 1:

## **Introduction**

### ***Developing a Common Vision – next steps.....***

The development of a conceptual framework for training in any sector requires a shared baseline for roles, careers and qualifications for the sector.

The RCL baseline (Table. 1) developed in Report 1 received endorsement at:

- The National PSTT Conference
- The Sanitation Sector Training Forum
- Training Providers interviewed in the course of developing this Report
- Meeting at the Department of Water Affairs with the Manager: Sanitation and Deputy Directors and Interim Implementation Manager.

Dates of the interactions and summarized outcomes are provided in Annexure 1.

Having confirmed the RCL as a baseline for developing a conceptual framework for the sector training and in the course of continuing to develop a common sector vision for training, this phase of the project focused on:

1. Sourcing Information of the sector training and providers as a baseline for provider development.
2. Preliminary considerations for developing unit standards from the profiling done in Report 1, as a baseline for initiating the learnership development process
3. Opportunities for collaboration within the sector to form the basis of a co-operative network for capacity building focused on appropriate support actions.

## **1. Sector Training and Providers**

### **1.1 Sourcing Information**

#### ***Interviews***

Training providers were identified during the Sanitation Skills Profiling exercise for further data collection related to courses offered within projects and to investigate the status of these courses in respect of developing unit standards (see Table 2 & 3). Follow-up telephonic interviews were conducted with these providers to obtain the details that are captured in the Annexure 2.

In addition, two provinces were selected for in-depth individual interviews with training providers, in anticipation of obtaining details on courses offered. Researchers pursued those courses and modules most likely to develop unit standards, and providers who have sought accreditation for courses offered or envisage future formal accreditation.

The Sanitation Sector Training Forum includes some major sanitation training providers based in Gauteng province. This presented opportunities for obtaining additional data, group discussion and individual interviews to inform the research. KwaZulu Natal was selected due to the extent and level of project-related training provision being conducted in the province and a background of linkages to formalisation processes. The following providers were identified:

KwaZulu Natal:

- Durban Metro
- Mandela School of Medicine (in collaboration with SANTAG)
- The Valley Trust
- The Mvula Trust (regional office)
- Umgeni Water

Gauteng:

- The Mvula Trust (Policy Unit, Braamfontein)
- National Community Water and Sanitation Training Initiative (NCWSTI)
- DWAF

The potential learnerships that emerged from the project-based Skills Profiling exercise was shared as a starting point and introduction to the following questions:

- Do providers offer training/courses in sanitation?
- Do the courses/modules have a unit standard?
- Is a course outline with written outcomes available?
- Are they accredited by any SETA?
- What is the cost and duration of the course/modules?
- Are there assessment criteria for certificates, if provided?
- Do providers have registered assessors, moderators, verifiers?

Comments that arose from general discussion have been included in data capturing. An example of note was the keen interest expressed by providers in developing quality control and accreditation mechanisms for sanitation skills training within project implementation.

### ***Websites and Course Brochures***

Websites were scanned for training provision information from abroad and from previous local research. Courses advertised in pamphlets, sector magazines and widely disseminated publications related to sanitation skills training provision were included in the literature review sample. This approach is not to provide a data-base but rather to serve as a sample of currently accessible sanitation skills training.

The following sources provided an adequate sample for the purposes of this research:

- Water Research Commission (regarding previous research initiatives)
- Websites: GHK – website: <http://www.ghkint.com>; <http://www.wrc.org.za>

- Water Bulletin - articles
- Course flyers, pamphlets and booklets

## 1.2 Analysis and Recommendations

Skills training and sanitation education is widely accepted as central to the community development approach enshrined in national sanitation policy, and as core to the sustainability of investments. Experience in South Africa confirms that skills and knowledge acquisition, located within the user context, is critical to the successful implementation of each project.

The sanitation skills profile and training provider samples informing this research reflect the lack of co-ordination of sector education, skills training and human development that is reported by sanitation stakeholders in a range of gatherings, such as meetings and conferences, and within national and provincial sanitation strategy development processes.

There is broad agreement by respondents on the need for co-ordinated quality control mechanisms, and a growing sense of urgency about the adverse impact that scattered initiatives related to sector training has and will have on speeding up delivery. From the perspective of the sample of training providers there is little evidence that concerted organisation is taking place. Individual providers convey a sense of being 'on their own' in their skills development endeavours.

- It is thus a recommendation of this research that a wider range of existing project- linked training providers are actively engaged in the validation of sector specific learner-ships, course outlines and the development of unit standards.

Creative responses to project level needs for skills development are conducted in isolation, as there are poor linkages between successful training initiatives. On-site re-training and time consuming one-on-one mentorship of 'out-sourced' training consultants by implementing agents are a common means of addressing shortfalls in capacity and quality. Individual efforts are duplicated without the benefit of co-ordination, adequate guidelines or assessment across the sector. The experience of isolation in located project skills training from a potential sectoral training provision network is expressed in the consistently enthusiastic responses of providers to this research initiative. Existing experience and understanding of the skills and education that is needed for sustainable delivery on the ground may be built into the development of a National Capacity Building Strategy and a Fast-tracking of Implementation Capacity Building Project currently being initiated.

- National initiatives would benefit from provincial level co-ordination of existing training provider participation by utilising provincial sanitation stakeholder forums. Training provision would benefit in both the short and long-term from inclusion as an integral part of implementation strategies unfolding in each province, rather than separating this

significant aspect out of the delivery equation and perhaps causing further isolation of the widespread provider base.

Regional provider development initiatives should include:

- Sharing of the Sector Training Vision and facilitating participation in capacity building initiatives under the auspices of Capacity Building Forums of PSTTs
- Support for Provider Registration and Accreditation in development of the regional Training networks.
- Facilitating Linkages with the Sanitation Sector Training Forum through accreditation and registration process.

PROVINCE	PROVIDER	TARGET/LEVEL	COURSE/ SUMMARY OUTLINE
Kwazulu Natal	Durban Metro	Community Facilitators Shopfloor Stewards	Water Services: Use wastewater/sewage and stormwater systems effectively
			Water Services: Use wastewater/sewage and stormwater systems in industry
	SANTAG	Officials EHOs and ISD staff Implementing Agents Managers	Understanding Sanitation: Sustainable Sanitation; Technical Options; Financial/economic issues; Programme planning and management
	Mvula Trust	Steering Committees	<i>Project Management (ISD Consultants)</i>
	Umgeni	Managers (Water) Project participants	Management and Water as part of an MBA ( <i>ISD Consultants for project needs</i> )
Gauteng	The Valley Trust	Officials (see SANTAG) SMMEs Local contractors Local Builders	Understanding Sanitation
			Technical Aspects/ VIP latrine building specialist/ Appropriate Technology Solutions
	Rand Water	SMMEs Local materials suppliers	SMME Training Course at Winterveldt Training Centre
	NCWSTI	Implementing Agents Emerging local agents	B.Sc. Programmes, distance learning modules
Limpopo/North-ern Province	Mvula Trust	Field Development Coordinators	Developing Programme. Project and Field Management courses
	Kgololosego	Site Managers Bookkeepers Health Promoters	Health and Hygiene Project Management
	In Touch	EHOs Health Promoters	Health and Hygiene Participatory Education Package – advanced PHAST; M&E; Food Safety.
North West	Lichtenburg College	Health Workers Field Workers Social Workers	Community Health Promotion: Sanitation; Preventative health; Primary health; Nutrition; Common Diseases.
Eastern Cape	DHRC	Steering Committees	Project Management
Mpumalanga	Contra-Lit	Health Promoters	Community Empowerment Trainers and Adult Literacy; PHAST; ABET.
Free State	Dept of Health	Municipal Operators and Managers, Planners, Engineers, Social Workers, Consultants	Operation and Maintenance of Rural Water Supply and Sanitation
			Training of health and Development Workers - workshops
	Ninham Shand	Health Promoters Steering Committees	PHAST Training

Table 2: Sanitation Skills Training Provider Sample

## **2. Unit Standards Development**

Unit standards are the building blocks of Skills Programmes and learnerships.

Skills programmes are a collection of one or more unit standards (smaller than a learnership or qualification). When a skills programme is completed it should constitute a credit/s towards a qualification.

A learnership is one of the modes of delivering a qualification registered on the NQF. The learnership combines theoretical knowledge with practical experience. Through the learnership route, the employed are assisted to improve their skills and to have existing skills recognized. The unemployed are assisted in finding access into the world of work. A minimum of 120 credits is required for a learnership.

### **2.1 Preliminary Unit Standards developed from profiling exercise**

Project implementation teams from six sites selected by the respective PSTTs, were used for the profiling exercise during phase 1 of the project. Baseline information was collected prior to project profiling, and a questionnaire was used to identify elements of good practice that informed the project selection. Details pertaining to training, assessment and the extent to which training contributed to the required competencies were collected, functional levels and career paths were mapped and gaps were identified.

In developing this data from Report 1 into preliminary unit standards, the following steps were followed:

- i. All functional skills required were recorded onto a grid.
- ii. The functional skills were categorised. From the categories unit standard titles are developed. The functional skills would later become the seeds of the outcomes for each unit standard.
- iii. The functional skills performed were matched to the educational level of the workers. Everything of 8 and below was grouped and the 10 and 10 + experience separately grouped into two separate levels for each category. As level 2 is about standard 8 and level 4 about matric, this system seemed to make sense, even though some people would be getting an additional level 2/4 qualification, it would be in sanitation and not schooling.
- iv. The links to the project cycle was essentially disregarded at this stage, as there was no particular pattern emerging. Project cycle information will be useful in assessment of workplace competencies.
- v. All post diploma functional skills were disregarded in the learnership development exercise.
- vi. Main, emerging needs were gleaned from the RCL table (e.g sanitation training) and added in.
- vii. New issues from the gaps were added in (e.g. sanitation knowledge, financial training and computer skills).

The analysis of the report 1 data is presented in Annexure 3. Preliminary fundamental and core Unit standards for level 2 and level 4 are presented in Tables 3 and 4 below.

**Table 3: Certificate in sanitation Level 2 (120 credits)**

<b>Fundamental standards</b>	<b>Core standards</b>
Use computers for word processing and data organization	1. Understand the causes, effects and spread of waterborne disease in South Africa
Use mathematics to investigate and monitor the financial aspects of personal and community life. (MathLit 2001)	2. Enable the development of sanitation organizational structures
Demonstrate understating of rational and irrational numbers, and number systems, within the context of relevant calculations. (MathLit 2002)	3. Present sanitation development reports and demonstrations visually, orally and in writing (hands-on, posters etc)
Apply basic knowledge of statistics in order to investigate life and work related problems. (MathLit 2003)	4. Observe, investigate and monitor health issues
Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts. (MathLit 2004)	5. Organize and distribute building materials for toilets (and other sanitation-related structures)
Read and interpret basic engineering drawings (G8 – L2)	6. Construct toilets (and other related structures ) to specifications
Maintain and adapt oral communication (US: FET – C/01)	7. Control quality of sanitation-related structures built and materials used
Access and use information from texts (US: FET – C/02)	8. Receive, record and reconcile funds
Write for a defined context (US: FET – C/03)	9. Administer (receive and process) house sanitation applications
Use Language and Communication in Occupational learning programmes (US: FET – S/16)	10. Facilitate adult training classes in sanitation issues
	11. Understand a suitable sanitation technology

**Table 4: Certificate in Sanitation - level 4**

<b>Fundamental standards</b>	<b>Core standards</b>
Use computers for data analysis	1. Understand the causes, effects and spread of waterborne disease in South Africa
Advanced verbal skills	2. Enable the development of sanitation organisational structures
Use mathematics to investigate and monitor the financial aspects of personal, business, and national issues (MathLit 4001)	3. Present sanitation development reports and demonstrations orally and in writing
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (MathLit 4002)	4. Observe, investigate and monitor health issues (sanitation related)
Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two and three-dimensional space in the life and workplace of the adult with increasing responsibilities (MathLit 4003)	5. Order tools and building materials
	6. Control quality of built structures and supplies
	7. Receive, record and reconcile funds
	8. Manage funds received
	9. Receive and process house sanitation applications
	10. Facilitate adult training classes in sanitation issues
	11. Understand sanitation technologies

**Articulation Considerations**

Articulation of the RCL framework with formal education and the specialized short course environment is outlined in Figure 2.

**Fundamental component of the qualification**

The fundamental category refers to the outcomes required to enable the learner to engage with further learning more successfully.

Communication/Language/Literacy and Numeracy/Mathematics Literacy are generally seen as fundamental to learners' learning. Issues as study skills, life skills and information literacy could also be included in this category.

**Core component of the qualification**

The core category of the unit standards reflects the essential skills/competencies needed for a particular job (after achieving the unit standard).

**Elective component of the qualification**

The elective category of the unit standard is normally based on specific needs and/or interests of learners and /or the place of employment. Required electives can also be selected from unit standards of other qualifications.

# Sanitation Qualifications Routes

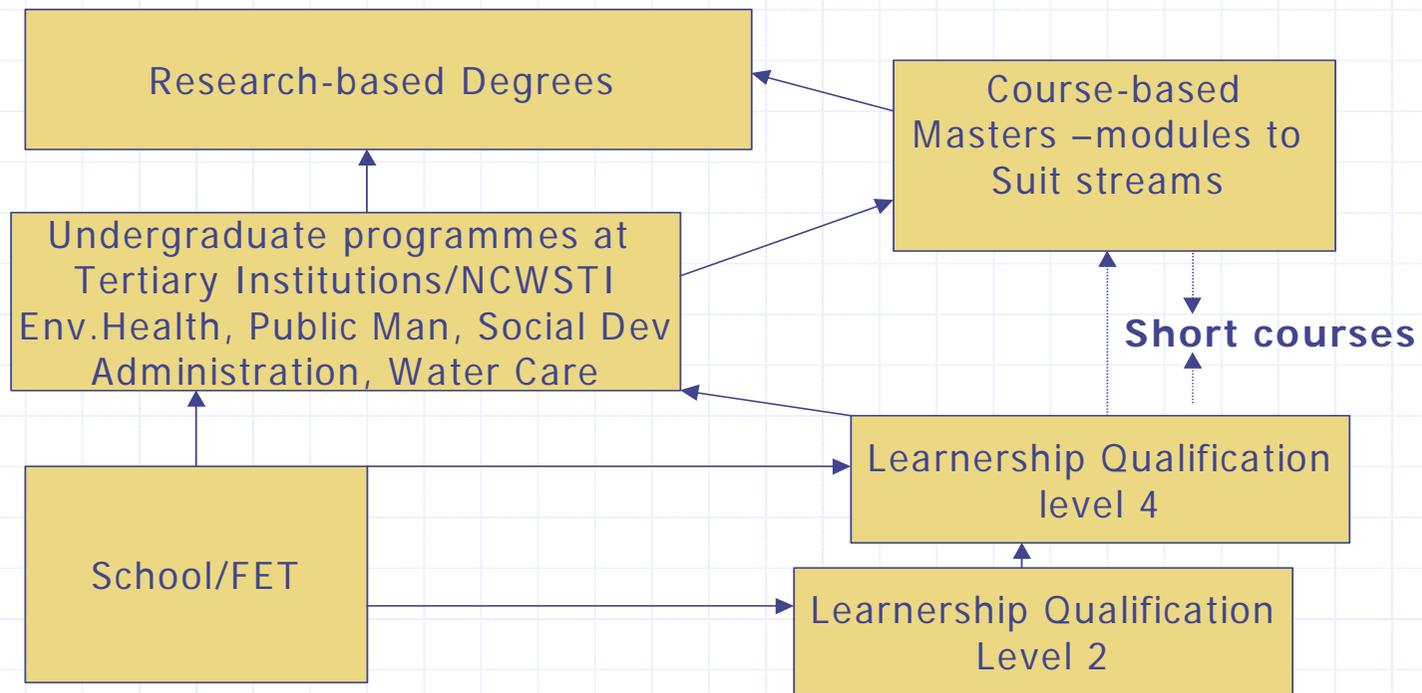


Figure 2

### **3.2 Comparison with current Unit Standards initiatives**

To promote a systemic approach, it is necessary to explore possible synergies and to compare the unit standards developed from profiling with other related unit standards initiatives.

Annexure 3.2 compares in broad strokes, the preliminary units standards developed from profiling (Sanitation Services Facilitator/Sanitation Services Co-ordinator) based on the RCL framework with the National Certificate in Wastewater Process Control (WPC) unit standards as submitted to SAQA, and the Certificate in Facilitation of Community Water, Health and Sanitation (CW&SF) unit standards currently under development by the LGWSETA

### **3.3 Recommendations, Possible refinements and synergies**

- Unit standards should fit the work done in the project cycle (with refinements).
- Align the fundamental unit standards with the fundamental unit standards of related sector qualifications to improve portability and training efficiencies with respect to training delivery and materials development.
- Encourage the use of common unit standards as far as possible. Learning programme and learning material differentiation can cater for the varied contexts.
- Do a detailed study and benchmarking of unit standards from other qualifications that may be useful for use.
- Provide for flexible entry requirements of learners
- One has to bear in mind that the absence of NQF level 3 and NQF level 1 in the profiling model compounds the issue of the 120 credit minimum. When it comes to constructing qualifications and learning programmes this has to be factored in, based on learner profiles. Learners at a level lower than NQF 3 will typically require more training/learning input than the estimated 1200 notional hours based on 120 credits. This will have implications for funding requirements. With Recognition of Prior Learning (RPL) these learners may however be fast tracked in some areas of learning.
- Develop distinct learnerships with the broader picture in mind.
- Verify which new learnerships are justified to fit the job profiles in some cases only additional unit standards need to be developed.
- Develop study skills/life skills unit standards (these may include HIV/AIDS issues).
- Establish a profile of the typical learner that will be accessing the learnerships.
- Develop RPL processes

## 4. Opportunities for Sector Skills Collaboration

### 4.1 Background

#### ***Sanitation Backlog.....***

The Sanitation backlog in South Africa is **3 million households**. This represents approximately 18 million people, the poorest, living in predominantly in rural areas and informal settlements. A focus on water supply has left the country with a relatively poor sanitation service delivery record, only 58 000 households have been served by the DWAF capital programme between 1997 and 2001.

#### ***Implementation Capacity.....***

Development of basic sanitation delivery capacity thus far has been poor and largely due to inadequate sector skills development strategies. Sanitation training on projects is ad-hoc and generally not assessed and certificated.

ISD development in the sector has focused on policy and programme awareness as part of roll-out and on committee training as part of projects. Substantial crisis funding of capacity building through investment in materials and provider support has delivered a very small group sector professionals, a fragmented training provider base, and little by way of quality assurance.

#### ***Clearing the backlog....***

In the aftermath of recent cholera epidemic, Sanitation has become a Cabinet priority and has led to the fast tracking of a review of sanitation policy. This review culminated in the approval of the White Paper on Basic Household in September 2001.

Against the background of the White Paper, the National Government has made a commitment invest to **R360 mill per year** (for R1200 household capital subsidies) over the next 8 years to clear backlog as per constitutional requirement of the right of access to basic sanitation services by all.

### 4.2 Opportunities for Collaboration

#### ***National Strategy Development Processes***

Regional stakeholders have participated in national development processes under the auspices of PSTTs, including the review of the Basic Household Sanitation Policy as well the communication roll-out of the National Strategic Framework.

Currently, a National Implementation Strategy for basic household sanitation is being finalized by the National Sanitation Task Team (NSTT). This strategy is underpinned and informed by draft provincial strategies that were developed by Provincial Sanitation Task Teams (PSTT's) in response to the announcement of the National Strategy to clear the sanitation backlog in the short term.

A key requirement for a successful national programme is a skills development initiative that can develop the capacity to deliver at the target rate required by the proposed government investment, and that conforms to policy requirements. Preliminary feedback from PSTT's indicates that the development of a coherent regional capacity development programme integrated into the programme implementation is a key component of the strategy.

### ***DWAF Sanitation Programme Implementation Model***

Given the record of delivery, the prospect of up-scaling delivery from 100 000 to 500 000 households per annum over the next four years has necessitated reviewing and refining sanitation programme implementation model.

The Regional Implementation Model that is based on community-based execution in Annexure 4.1.1, proposes roles and functions that can be delivered by our RCL proposal. Levels of training suggested by the implementation Model include: Implementing Agent, Project Agent, Technical officer, Quality Assessor, Builder, Bookkeeper, Storekeeper, Chief health Officer, Community Health worker. The regional implementation model also makes provision for an ISD Facilitator. The rationale for this role in relation to a coherent sector-wide training initiative requires further investigation.

The National Implementation Team has identified skills development of Programme Managers and Project Agents as critical to initiating the new programme. The Sanitation Sector Training Forum (SSTF) was tasked to develop a business plan for fast-tracking training of Programme Managers, Project Managers and Field Development officers in each region in the short term and align it with the Sector Training and Accreditation Framework. Initial work on this brief suggests a "Training Of Trainers" model for fast-tracking capacity building for the next cycle, over the next 6-9 months. It is proposed that training for Programme Management (5 Weeks), Project Management (3 weeks) and Field Agents (4 weeks) be developed. Linkages are to be forged with the sector unit standards development processes and the broader sanitation sector accreditation framework. This is imperative if the full benefit of this initial investment in capacity building is to be realized.

### ***National Skills Fund Projects***

The National Skills Fund makes provision Project Skills Plans providing for 100% of training costs paid for social development projects (excluding 'bricks and mortar for projects). These projects targeting the non-levy paying sector are managed by the Department of Labour (DoL) Provincial Offices

The LGWSETA plans to support Skills Fund Project initiatives (see Annexure 4.2) that are targeted at sections of the community excluded from the scope of the formal sector through National Skills Fund projects. Although the national sanitation programme is not mentioned specifically in the current LGWSETA Business Plan, the context of the Sanitation programme provides

opportunities to target the intended beneficiaries of the national skills fund in a key social development and infrastructure programme.

Table 4 that follows indicates the alignment of the proposed conceptual framework for training in the sanitation sector with the strategic elements of skills development.

### ***LGWSETA Processes***

The process for developing learnerships for the water sector is set out in Annexure 4.3.1. The elements already covered by the work of this project are:

- Scoping /Research
- Elements of the Curriculum Framework
- Preliminary standards development
- A baseline for Provider Development
- A conceptual framework for learner recruitment

The qualifications under development by the Water Standards Generation Board are listed in Annexure 4.3.2. The rationale for the Certificate for the Community Water and Sanitation Co-ordinator and the Certificate for Community Facilitator in Water and Sanitation is unclear. On enquiry, details of scoping and research underlying the aforementioned qualifications and the extent of involvement of the sanitation sector network, were not available. The writer has been invited to a reference group meeting on the 7 August to elaborate. Examining the scope of these proposed qualifications to determine the extent to which they can be incorporated into the learnerships in the RCL framework has been suggested as a way forward.

**Table 4: National Sanitation Strategy Linkages with National Skills Development Strategies**

LGWSETA Strategic Objectives as per the SSP	NSDS Strategic Objectives	HRD Strategic Objectives	Sanitation Sector Skills Development Priorities
SMMEs will be actively identified to receive assistance from the SETA	Stimulate and support skills development in SMMEs	Improving the supply of high quality skills, which are responsive to societal and economic needs Local Government has a strong, if not a premier role in this area	<b>Develop Level 4 SMME learnerships for level 2 candidates displaying potential as entrepreneurs.</b> <b>Pro rata allocation per region based on % of national budget</b>
Skills development programmes specifically relating to social services will have been developed for specifically health, public safety, economic development and poverty reduction in communities.	Promoting opportunities for skills development in social development initiatives	Increasing employer participation in lifelong learning Public Service priorities	<b>Apply to National Skills Fund for multi-annual project to fund Sector skills development as part of the National Sanitation Implementation Strategy.</b>
<p>Local government can assist through community projects, Where young people can be trained in community-based projects, to relief in service delivery problems•</p> <p>Procurement regulations can ensure that large infrastructure projects engage young people in said projects and insist on training</p> <ul style="list-style-type: none"> <li>• Where organizations in the water sector train internal staff towards establishment of learnerships, the SETA will assist with funding provided that the said institutions train 50% unemployed youth on their programmes.</li> </ul> <p>The SETA will provide bursaries for unemployed youth to attain qualifications in areas where a national shortage has been identified</p>	Assisting new entrants into employment in the labour market	Supporting employment growth through industrial policies, innovation, R&D.	<p><b>Develop and register appropriate Level 2, Level 4 learnerships and a Post Graduate Diploma in accordance with requirements.</b></p> <p><b>Provide X workplace opportunities at various levels as part of provincial business plan/ projects according to regional requirements and resources.</b></p> <p><b>Targets: unemployed in Target communities</b></p>



## 5. A Conceptual Framework for Sector Training

Effective training and capacity building frameworks use effective co-operative networking to deliver training and capacity building that is priority and demand driven. The framework should be underpinned by streamlined management approaches including continuous monitoring, evaluation and auditing of results while ensuring accountability and quality of products

### 5.1 Co-operative Partnership for Social Development

A sector-supported National Sanitation Implementation Strategy underpinned by appropriate sector training and an accreditation framework that is aligned with National Skills Development Strategies can provide the basis for a coherent effort. A programme of this nature can develop the capacity for delivery while at the same time providing skills development during employment for the target communities by structured workplace opportunities over a 8 year period.

The conceptual framework recommended for the sector is set out in the Figure1.

As the learnerships set out in the RCL framework will be targeted at sections of the community that are excluded from the scope of the formal sector (and therefore not directly beneficiaries of the skills levy funds), this skills development project falls within the ambit of **the National Skills Fund Strategy**. Given the scale of the sanitation programme investment and the focus on marginalized communities, the potential for skills development in line with national strategies skills and social development are apparent.

### 5.2 Framework Implementation Network

Implementation capacity for this conceptual framework can be set up through project related co-operation between stakeholder departments and groups within the in the NSTT/PSTT network.

#### ***National Network co-ordination by NSTT DWAF/LGWSETA***

The co-ordination agency could be based on the current Sanitation Sector Training Forum. A “formalised” SSTF operating as an arm of the NSTT could develop co-operation and co-creativity amongst stakeholders on the basis of initiating and steering projects that implement the national sector training framework

#### *Suggested Projects:*

- Sector Training and Accreditation Framework Co-ordination
- Fast –Tracking Implementation Capacity
- Memorandum of Understanding with LGWSETA funding and support projects
- Sanitation Sector Learnerships Framework

- Post Graduate Modules and Specialist Short Courses
- Training Provider Development

### ***Regional Implementation Network by PSTT / LGWSETA***

The regional network can be co-ordinated by a Capacity Building Forum on the basis of the initiating and steering capacity building projects.

#### *Suggested Projects:*

- Development of Management and Implementation Support for Regional Sanitation Strategies\*.
- Regional roll-out of Fast Tracking Project
- Regional Learnership and Specialist Courses roll-out as part of the National Framework\*\*
- Developing Regional Provider Network and related Accreditation requirements

\*An integrated regional strategy of this nature can form part of the IDP and WSDP process regionally

\*\*A R360 million infrastructure investment per annum coupled with a R36 million skills development investment has the potential of providing 2400<sup>1</sup> workplace stations per annum for learnerships on sanitation projects. This translates to 8 learnerships per 1000 households served.

These can be allocated to the regions on a pro rata basis according to capital budget allocation and split into the three RCL levels according to regional requirements. The learnerships and related logistics can be co-ordinated at provincial level by the Capacity Building Forum (as an arm of the Provincial Sanitation Task Teams including local government stakeholders) in line with regional implementation and skills development strategies.

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<sup>1</sup> Based on R15000 per learnership

## References:

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## **Annexure 1**

- 1.1 Schedule of events/ activities**
- 1.2 Conceptual Framework for Training-  
*Collaboration Opportunities -Meetings and Summaries***

**Annexure 1.1****Schedule of Events/Activities**

<b>DATE</b>	<b>PROJECT STAFF</b>	<b>EVENT</b>	<b>PLACE</b>
20 May 02	AL AL, DC	Sanitation Skills - Think Tank meeting LGWSETA Meeting	Pretoria Pretoria
4 June 02	AL	PSTT National Conference	Gauteng
5 & 6 June 02	AL, DC, JD, AS, RvW,	Sanitation Sector Skills Research Meeting	Peninsula Technikon, Bellville
6 June 02	AL	Reference Group Meeting	Pretoria
24 June 02	AL, DC, JD, AS, RvW	Sanitation Sector Skills Research Meeting	Peninsula Technikon, Bellville
26 & 27 June 02	DC AL AL	Training Providers Interviews Conceptual Framework for Training - Interviews Unit Standards Meeting	Kwa-Zulu Natal Pretoria Pretoria
28 June 02	AL, DC, KM, RvW	Sanitation Sector Skills Research Meeting	Peninsula Technikon, Bellville
2 & 3 July 02	AL	Conceptual Framework for Training - Interviews	Pretoria
8 July 02	AL	Conceptual Framework for Training – Interviews	Pretoria
9 July 02	AL	Conceptual Framework for Training - Interviews	Pretoria

## Annexure 1.2

### Conceptual Framework for Training- Key Interactions

#### A. Lagardien

##### **1. Meeting with Reference Group & Feedback- 26 June**

Presented executive summary of the 1<sup>st</sup> report and next steps.

- Recommendations provisionally accepted - requested by Mvula to look at synergies between Sanitation facilitator and co-ordinator standards currently being developed by Water SGB.
- Parallel initiatives - **Fast Tracking of Implementation capacity building project** currently being initiated by George Hofmeyer. **National Capacity Building strategy** based on national strategy inputs from province; consultant being appointed by Cyprian Mazubane to develop
- On enquiry about access to the National skills Fund for a Sanitation Sector Capacity building programme alongside the National Sanitation Implementation Programme Water Chamber Manager requested letter of interest from AL as a basis for including sanitation in NSF business plan.

##### **2. WRC – Bennie & Librarian – 27 June**

- Dr Njoli not available for copy of Dr Shaker Project.. eventually sourced on 11 July from WRC
- Librarian provided updated list of publications for order. Rene to order and follow-up

##### **3. Alana Potter, Kathy Eales – 2 July**

- Discussion of intent of the framework and the extent to which it will meet the requirements Mvula. Clarification that the Roles, Careers, Levels baseline as common sector framework is adaptable to the issues raised: Acceptable Job Titles, voluntary Multi-skilling, Project workplace opportunities, funding.

##### **4. Mark van Rhyneveld, Kathy Eales, Ilse Wilson- Mvula Trust- 2 July**

- Capacity building outputs can be linked to success in achieving learnership qualifications
- Differences between committee training and capacity building as set out by RCL baseline.
- Ilse requested to provide feedback regarding courses, assessors and unit standards developed by Mvula Trust
- **Parallel projects undertaken by Mvula – Fast tracking Project** agent training by consortia for George Hofmeyer and Training Materials development for WASH programme.
- Concern raised about apparent lack strategic capacity and the need to interact on the basis of current BP preparation alongside strategy development by regional peer review teams as a context for capacity building

- Ilse Wilson requested to provide Mvula info on course provision and planning

#### **5. Abbas Shaker – NCWSTI- 3 July**

- 450 Candidates in current B.Sc Programme- accredited for 3 years requires foundation year as most candidates have school leaving certificates.
- Looking at steaming similar to RCL Framework.
- **Implementation model based on community capacity programme with local IA's** trained a BSc Programmes on distance learning programme & resource centre investment.
- Linkages with Implementation model, PSTTs and funding not clear

#### **6. Jane Crowder – 8 July**

- Response to RCL baseline positive and proposed links to skills fund seen as essential to provide firm base and QA process for capacity building initiative
- Suggested that initiative should be sustained as part of the funded projects - strategic funding support is required for development as part of the SSTF initiative.
- Capacity of all PSTT's to fulfil the training co-ordination role requires attention.

#### **7. Charmaine Raftesath SGB Chair – 8 July**

- Targeting level two and four appropriate and inline with SGB scoping.
- Methods of Validation for Sanitation Sector Learnerships to be refined- next meeting 7 August at Mvula.

#### **8. Meeting DWAF - Unit Standard Task Team – 8 July**

Ron Ramabulana, Nonhlanhla Dube, George Tsibane, Abbas Shaker, Louise Dean (DPLG)

- Fast tracking unit standards and funding for consultancy confirmed as a priority, DWAF to provide support.
- DWAF to develop MOU with LGWSETA regarding support for plant personell transfer to Local Authorities as well as Sanitation capacity building project linked to NSF.

#### **9. George Hofmeyr, Alana Potter, Thomas Meso, Tamie, Marie, Cyprian Kathy, Zwandile**

- Finalizing training of IA's in context... 180 projects/130 000 H/h R180 mill. DM capacity.
- Levels of training suggested by implementation Model include Implementing agent, Project Agent, Technical officer, Quality

Assessor, Builder - IISD facilitator, bookkeeper, storekeeper -Chief health Officer, Community health worker.

- GH expressed dismay of CB KPI feedback in current cycle and concern about the ability to scale up delivery to the levels planned for over the next few years
- Kathy Eales and Alana Potter presented “Training Of Trainers Model for fast- tracking capacity building for next cycle over the next 6-9 months by providing training for Programme Management (5 Weeks), Project Managers (3 weeks) and Field Agents (4 weeks).
- Process- BP refinement, programme design, Training the Trainers, Roll Out to regions, Assessment and accreditation. Zwandile requested that linkages to be forged with unit standards development process and the development of broader sanitation accreditation framework and that DWAF HRD staff take a pro-active position in coordinating activities.
- AL suggested that DWAF develop a comprehensive MOU with the LGWSETA setting out the trajectory of the capacity building partnership.



## **Annexure 2 Provider data sheets**

**2.1 Provider summary**

**2.2 Datasheets**



## Annexure 2.1.1

### Provincial Contacts

PROVINCE	INSTITUTION	CONTACT PERSON	TELEPHONE NUMBER	CELLPHONE NUMBER	E-MAIL ADDRESS	ADDRESS
Eastern Cape	DHRC	Romel Roberts	043 643 3947	083 450 7263		
Gauteng	RANDWATER	David Gadd	011 682 0911 011 682 0444 (fax)	082 905 1619	Dgadd@randwater.co.za	
Gauteng		Mark van Reyneveld	011 726 7439 011 888 2160 (fax)	083 391 1986	Mark@markvr.co.za	
Gauteng	Mvula Trust	Kathy Eales	011 403 3425		Kathy@mvula.co.za	
Gauteng	Rand Water	Petunia Ngema	011 682 0764	0833890247	Pngema@randwater.co.za	
North west	DWAF Mmabatho	Lebogang Bogopa	018 384 3270 018 392 2998 (fax)	082 802 4759	Bogopa@dwaf.gov.za	P/B X5 MMABATHO 2734
Free State	Dept of Health Bloemfontein	Wilhem de Villiers	051 405 5039 051 448 1150 (fax)	082 822 0872	Devillew@doh ofs.gov.za	
Kwazulu Natal	SANTAG	Louise Torr	031 206 2216 031 206 1682 (fax)		Writes@iafrica.com	
Kwazulu Natal	SANTAG	David James	033 330 8550 033 330 8550 (fax)	082 496 1112	Dave@santag.org.za	P.O Box 55 HOWICK 3290
Kwazulu Natal	DWAF KZN	Viv Naidoo	031 336 2700 031 304 9546	082 805 7464	Naidooviv@dwaf.kzntl.gov.za	P.O Box 1018 DURBAN 4000

### **Annexure 2.1.2 –Provider Summary**

<b>PROVINCE</b>	<b>PROVIDER</b>	<b>CONTACT PERSON</b>	<b>COURSE MODULE</b>
<b>Kwazulu Natal</b>	Durban Metro	Teddy Goundon	Water Services: Use wastewater/sewage and stormwater systems effectively
	SANTAG	Stephen Knight	Understanding Sanitation
	Mvula Trust	Lindy Morrison	Outsourced to ISD consultants
	Umgeni	Patrick Nhlapo	Management and Water as part of an MBA
	The Valley Trust	Craig Mowat	Understanding Sanitation VIP latrine building specialist
<b>Gauteng</b>	NCWSTI	Abbas Shaker	BSc. Programme Training of Local Government Officials
	Mvula Trust	Kathy Eales, Alana Potter	Received new standards for
	Kgololosego	Steve Bokaba	Health and Hygiene Project Management
	In Touch	Petrus Ramoshaba	Health and Hygiene Participatory Education Package
<b>North West</b>	Lichtenburg College	Mr Lebogang Bogapa	Community Health Promotion
<b>Eastern Cape</b>	DHRC	Rommel Roberts	Project Management
<b>Mpumalanga</b>	Contra_Lit	Busi Ngobeni	Community Empowerment Trainers and Adult Literacy
<b>Free State</b>	Ninham Shand	Mr Meyer	PHAST Training O M Training

## Interviews

### Annexure 2.2

#### SANITATION SKILLS TRAINING PROVIDER DATA SHEETS

**Province:** KZN

**Provider:** DURBAN METRO                      **Contact person:** TEDDY GOUNDEN

**COURSE:** *Water Services:* Use wastewater/sewage and stormwater systems effectively

**Outline of Course:**

- Purpose, extent and need for wastewater /sewage disposal
- Purpose, extent and need for stormwater disposal
- Use sewage and stormwater systems effectively
- Maintain good health and hygiene practices when using domestic water

**SETA Standards:**

Level 2 – Core unit Standard

**Status:**

Accepted by Chemical/manufacturing SGB (Nov 2001)  
Awaiting approval/response to submit to Water SETA

**Cost:**

**Duration:**

**Target:** Community facilitators  
Shopfloor workers

---

**COURSE:** *Water Services:* Use wastewater/sewage and stormwater systems in industry

**Outline of Course:**

- Apply basic water pollution prevention principles
- Describe wastewater/sewage and stormwater systems in industry
- Maintain good effluent control practices
- Maintain good hygiene and housekeeping practices

**SETA Standards:**

Level 2- Level4 – Core unit Standard

**Status:**

Accepted by Chemical/manufacturing SGB (Nov 2001)  
Awaiting approval/response to submit to Water SETA

**Cost:**

**Duration:**

**Target:** Shopfloor workers,  
Persons working in all sectors of industry who use water in work places

**GENERAL:**

---

As an Implementing Agent, Durban Metro has developed an approach in response to implementation skills needed for the support and completion of sanitation projects.

The targets of training within project implementation are:

- Facilitators
- Community health Workers
- Builders and householders (basic building skills, digging of trenches)
- Local Committees (management)
- Councillors

---

Training is out-sourced to emerging ISD Consultants who require mentoring and monitoring by the local authority as Implementing Agent. The Consultants' capacity to collect relevant and useful baseline data has been an area of concern for which HSRC has been drawn in to guide and monitor consultants.

Training of project Facilitators is of high priority. ISD Consultants are mentored by the local authority as Implementing Agent. A 3-day course with monitoring in the field and weekly meetings comprises the capacity-building approach, and includes:

- Presentation skills
- Technical aspects – information transfer skills
- Planning and action planning (what they will do).

Basic Construction training utilises in-house Project Leaders (technicians) to form the city's existing pool of construction and maintenance staff.

The selection of about 15 Facilitators out of the 20 participants is based on a test and an assessment of the standard of work and articulate-ness. This could be developed into a course.

The Water Services SGB has not yet acknowledged receiving the submission nor responded to the 2 unit Standards courses outlined above, while the Chemical and Manufacturing SGB has responded speedily and positively.

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**Province:** KZN

**Provider:** School of Medicine/SANTAG

**Contact person:** STEPHEN KNIGHT

**COURSE:** Understanding Sanitation

**Outline of Course:**

Modular Course

- Sustainable Sanitation
- Technical options for sanitation systems in KaZulu Natal
- Site visit to various/peri-urban systems
- Financial, Economic and Implementation issues
- Sanitation programme planning and management

**SETA Standards:**

Equivalent to Level 7 - electives

Module credits; Elective Post Graduate Diploma Public health  
8 credits

**Status:**

Post Graduate diploma level, equivalent to Honours level  
Registered with CHE, accredited by SAQA

**Cost:** R870.00 (course fee)

**Duration:** 18 hours

**Target:** Environmental Health department staff, ISD departments of DWAf, Implementing Agents, Councils and Regional Authority people, Managers responsible for sanitation, Sanitation and Water trainers

---

**GENERAL:**

Only one student has written the exam, so that the institution's purpose of attracting student entry to Public health studies is not being achieved.

Needs:

- To develop local Case Studies as part of materials development
  - Training of Trainers
  - Participants manual
  - Trainers Manual
-

**Province:** KZN  
**Provider:** THE VALLEY TRUST      **Contact person:** GRAIG MOWAT

**COURSE:** Understanding Sanitation course: Topic 2

**Outline of Course:**

Technical aspects and considerations

**SETA Standards:**

GENFETQA

ETDP – registered with them – are inter-relationships

**Status:** Appropriate Technology unit – working on it

**Cost:** Variable

**Duration:** 20 days – of which 10 days are theory

**Target:** Professionals, Officials

---

**COURSE:** VIP Latrine Building specialist course

**Outline of Course:**

- Community participation and involvement
- Project management
- Business requirements and administrative issues
- Technical components

**SETA Standards:**

none

**Status:**

Appropriate Technology unit – working on it

**Cost:** Variable

**Duration:** 30 days + (responsive to needs of client)

**Target:** SMMEs and local/emerging contractors

---

**GENERAL:**

Some of the courses offered by this provider include:

- Builder Training – ranging in terms of options and existing builder skills
- Committee Skills and basic book-keeping skills
- Spring Protection, rainwater harvesting Courses
- Water Resource Management courses
- Appropriate technology solutions

Provider has also developed courses to respond to project needs on request – dynamic and flexible to client requirements.

---

**Province:** KZN

**Provider:** UMGENI WATER                      **Contact person:** PATRICK NHLAPO

**COURSE:** Management of Water (as part of an MBA)

*relevant respondent not available at time of research interviews*

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**COURSE:** Range of training as per project requirements are outsourced to  
ISD Consultants

**Outline of Course:**

The practice is out-sourcing of training provision as needed to  
emerging Social Consultants.  
(list of providers requested)

**SETA Standards:** none

**Status:**

**Cost:** Variable

**Duration:** Variable

**Target:** Community level project participants

---

**GENERAL:**

Interest was expressed in the research project.  
Recommendation that capacity is built and a need expressed for a  
professional body to ensure quality control of ISD training  
providers.  
Quality Assurance is needed.  
Development rather than Engineering training was recommended.  
Training is monitored and mentored by the Implementing Agent.  
*A list of training providers has been requested – course outlines  
will be requested on receipt of list and contacts*

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**Province: KZN**

**Provider: THE MVULA TRUST      Contact person: LINDY MORRISEN**

**GENERAL:** The regional office appoints Social Consultants to do training, with supplementary training provided by the Implementing Agent as needed.  
Training is informal and certificates of attendance are issued.

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**Notes**

Further recommended training provision contacts identified during the interviews were:

- **THUTUKA – contact person: Robin Husband**
- **KZN WATSAN ASSOCIATION of NGOs**

## Telephonic Interviews

### Sanitation Sector Training Providers

**Province: FREE STATE**

**Provider: NINHAM SHAND**

**Contact person: Mr. MEYER**

**COURSE: Phast Training**

#### **Outline of Course**

- Health and Hygiene Education
- Phast tools

**SETA Standards Status**

**None**  
Certification of attendance on completion of course.

#### **Cost**

R4 949 per rural village for 39 villages  
Includes: Reimbursement  
Health and Hygiene project  
Training  
Area business plan

#### **Duration**

Five training sessions for Steering committee  
One workshop for the community

#### **Target**

Health workers  
Steering committee identified by community

---

#### **GENERAL**

Construction training in specific sanitation facilities  
Manual and visuals used during training  
Currently training 39 villages in Thaba Nchu.

**Province: NORTHWEST**

**Provider: KGOLOLOSEGO**

**Contact person: STEVE BOKABA**

**COURSES:**

**Outline of Course**

- Health and Hygiene
- Project Management

**SETA Standards** **None**

**Status** At the completion of the course In-Touch issues certificates

Working in collaboration with In-Touch.

**Cost** R350 per person per day

**Duration** 7 days

**Target** Site managers and bookkeepers  
Community health promoters

---

**GENERAL**

Tailor-made course which is directly linked to sanitation.

Includes:

Contamination routes,

What is sanitation?

Where does sanitation comes from?

Cholera intervention strategy.

**Province: LIMPOPO\NORTHERN PROVINCE**

**Provider: IN-TOUCH**                      **Contact person: PETRUS RAMOSHABA**  
**COURSES:**                      **Health and Hygiene Participatory Education Package**

**Outline of Course**

- Advanced Phast version
- Policies
- Monitoring and Evaluation
- Data base

**SETA Standards**                      Learnership with Health portfolio-UNISA  
**Status**                                      Certificate issued on completion of the course

**Cost**                                      R4 500

**Duration**                              Initially it was 20 days, now reduced to 10 days due to cost

**Target**                                      Environmental Health Officers  
Community Health workers

---

**GENERAL**

Added Phast version  
Simplified implementation  
Handbook that highlight community participation  
Food safety\security



**Province: NELSPRUITMPUMALANGA**

**Provider: CONTRALIT**

**Contact person: BUSI NGOBENI**

**COURSES: Community Empowerment Trainers and Adult Literacy.**

**Outline of Course**

- Phast tool
- Phase A- Awareness creation
- Phase B- Operation and maintenance

**SETA Standards** **None**

**Status**

Certificate issued on completion of a course.

**Cost**

R3 800 per person

**Duration**

Health Promoters-15 days  
Community-Workshops depending on community needs.

**Target**

Health promoters  
Communities

---

**GENERAL**

Focused on ABET  
Field visits  
Laminated participatory tool at R400

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## **Sanitation Sector Training Providers**

**Province: FREE STATE**

**Provider: DEPARTMENT OF HEALTH Contact person: Mr. W de Villiers**

**COURSES:** Operation and Maintenance of Rural Water supply and Sanitation system to improve sustainability.

### **Outline of Course**

Participatory learning methodology

Modules 1- 4

Designed to facilitate training in operation and maintenance of water supply and sanitation services for working level managers at local municipality level.

### **SETA Standards**

Informal training package

### **Status**

Working on it.

### **Cost**

R2 000 per person

### **Duration**

40 Hours (One week) Minimum, alternatively

80 Hours (Two weeks) Maximum

### **Target**

Officials – Municipal Operators and Managers

Working level managers

Engineers

Planners

Social workers

---

### **GENERAL**

Demonstrate the use of various managerial techniques.

One-day field visit.

Individual or group assignment.

Course duration depends on the participant's professional level and responsibility.

## Literature Review

Internet Search      GHK – website  
<http://www.ghkint.com>

As Strategic Planning for municipal sanitation Guide was compiled by GHK Research and Training Ltd in association with water, Engineering and Development Centre and Water and Sanitation Program, South Asia.

In the guide there is Training Modules.

- Module 1      Introduction to Sanitation and Sanitation Problems
- Module 2      Development of a Strategic Approach
- Module 3      Policy Development and programme Planning
- Module 4      Planning at the Municipal Level
- Module 5      Strategic planning at the Local Level

The guide can be used as a basis for training sessions on the various aspects of strategic municipal sanitation planning. The loose-leaflet format means that sections used as handouts. The notes are intended for training courses lasting 2 – 3 days and include provision for both classroom sessions and field visits. The training is designed to be interactive and participatory, with trainees exploring ideas and possibilities for themselves whenever possible. This does not mean that the trainer has no role in providing information. The best results are obtained when different stakeholders combine their knowledge and insights than working independently.

**Province:** Northern Cape

**Provider:** Department of Health (Kimberley)

**COURSES:** Training Health and Development workers

### **Outline of Course**

Course Objectives:

- Assist health workers in working together with the community to start community projects
- Equip health workers with skills necessary to carry out a project
- Be able to emphasise nutrition in projects
- The importance of working together with various departments as a team

### **SETA Standards**

**Status** Not available

**Cost** Not available

**Duration** 2 days

**Target** Social welfare, health, environment, consultants, SANTA, DOH workers

### **General**

The workshop took participants step-by-step from identifying problems in a community, going through and prioritising them, seeking help from relevant departments, writing a proposal and finally, implementation.

---

**Country:** Kenya (Nairobi)

**Provider:** NETWAS  
Network for Water and Sanitation Centre

**Contact details:** 254-2-89555/ 6/ 7  
254-2-890553/ 4

**COURSE 1:** Action Monitoring for Effectiveness

**Outline of Course**

4 topics to be selected for in-depth examination for monitoring

- Operation and maintenance
- Hygiene education and behavioural change at all levels
- Community participation and management

**Cost** 2975 US dollars

**Duration** 15 working days (3 weeks)

**Target** Project managers or staff interested in developing and implementing new participatory monitoring strategies related to water or environmental sanitation.

**COURSE 2:** Hygiene Education and Promotion

**Cost** 2175 US Dollars

**Duration** 3 weeks

**Target** Staff involved in hygiene promotion activities  
Planners and managers responsible for integration of water supply sanitation and hygiene promotion, health and hygiene education trainers.

### **Annexure 3: Unit Standards analysis**

- 3.1 Analysis of profiling data**
- 3.2 Comparison of credit structure**
- 3.3 Comparison of unit standards**
- 3.4 Possible modules for post-graduate diploma**

### Annexure 3.1.1

#### **Analysis of information leading to the standards titles(1)**

<b>Functional skills needed (Unit Standard title in bold)</b>	<b>Form. Qual.</b>
<b>Enable development structurally (level 4)</b> Facilitate local organisation Motivate community contributions Identify builders, project staff Supervise builders, QA, health	10
<b>Enable development structurally (level2)</b> Motivate discretionary effort by h/h? Train for project management - undergo? Do/mobilise others to reg. houses	6 7 7
<b>Communication and report writing (level 4)</b> Info to committee/translate? Minutes taker Progress report (finances) Transfer information Monthly report writing	10 10 10 10 10
<b>Communication and report writing (level2)</b> Report health x2 Report on building materials Report to bookkeeper	8-pg 8 7
<b>Observe, investigate and monitor people and things (level 4)</b> ID health and hygiene problems (investigate) Ground water/risk assess Collect and report on household applications Follow up on applications location Monitor behaviour Get baseline information ( environmental health )	10 10+ 10 10 10 10
<b>Observe, investigate and monitor people and things (leve2)</b> House visit health Monitor health	8-pg 8-pg

## Annexure 3.1.2

### **Analysis of information leading to the standards titles(2)**

<b>Order building materials and tools materials (level 4)</b>	10
Order materials and tools	10
Organise tools for builders and controllers	10
<b>Control quality of structures (level 4)</b>	
Check quality of supplies	10
Check quality of structures	10
<b>Construct toilets/structures to specifications (level 2)</b>	
Construct facilities to specs x4	
Construct toilets	
Build demo toilet to specs	
<b>Organise and distribute materials (Level 2)</b>	4, 6, 8
Organise materials	8
Organise quote from suppliers	8
Issue materials/check delivery	
	8
<b>Control quality of structures and materials (level 2)</b>	8/6
Check quality of toilets	
Check specs followed	
Check/take quality of materials	
Monitor quality of structures	
	7
	7
	8
	7

<b>Finance- Receive, record and reconcile funds (level 4)</b>	
Monthly reconciliation x3	10
Banking cash contributions	10
Receive and record funds x3	10
Organise bonus claims	10
Administer disbursement forms	10
<b>Finance - Manage funds received (level 4)</b>	
Release funds	10+
Manage budget	10+
Manage funds/co-sign	10+
<b>Finance- Receive record and reconcile funds (level 2)</b>	
Reconcile funds	8



### Annexure 3.1.3

#### **Analysis of information leading to the standards titles (3)**

<b>Administration - Receive and process house applications (level 4)</b> Receive applications	10
<b>Administration- Receive and process applications (level 2)</b> Registration, of households Do/collect applications	6 7
<b>Facilitate adult training (level 4)</b> Identify training needs Set up PSC Provide training <b>Facilitate adult training (level 2)</b> Train builders	10+ 10+ 10+ 7
<b>POST Diploma groups</b>  Project man X 3 Programme management Local man/ team management/local org. x 2 Costing Planning Reporting monthly X 3 (DWAF, PSC etc.) Review functionaries reports  Design appropriate technology Training and toolkit development Procurement, supply and records  Appropriate methodology Project design  Adult education  Information transfer/communication  Identify & manage health/hygiene/environment problems	Dip +

#### Gap analysis notes

Issues such as the need for training materials, assessment and accreditation were not seen as significant to the development of a unit standards framework (they become more important in writing the standards and in delivering them).

The integration of theory and practice can be encouraged by the style of assessment criteria in the standard but this is not germane to developing a unit standard grid.

The following gaps identified should go into the following categories of unit standard for the learnerships at both levels 2 and 4:

**Fundamental unit standards**

- Communication and reading in English skills.
- Computer literacy (word processing, filing, simple methods to store and retrieve financial and other admin information).

**Core unit standards**

- Sanitation courses
- Financial training
- Quality assurance methods

It was decided to ignore these electives at this stage and focus on the fundamental and core.

### Annexure 3.2.1

#### **Comparison of NQF Level 4 Credits**

Item	WP C	CW &SF	RCL framework	COMMENTS
Fundamental	56	62	Not clear (Suggested 60- to match with other two)	Communications unit standards (20 credits) and Numeracy/Mathematics unit standards (16 credits) are currently compulsory for achieving the level 4 qualification. There are opportunities to agree on generic fundamentals for the sector. One then needs to match the credits of the three initiatives for the purpose of portability and provider efficiency.
Core	74	36	Not clear	These unit standards would be compulsory. They would indicate the essential skills needed and to some extent demarcate the specific qualification/learnership. Without this unique set of unit standards there is little justification for the specific qualification/learnership. One needs to carefully assess the three initiatives to ensure that the core unit standards are significantly differentiated. A huge overlap here will indicate the viability for collapsing learnerships/qualifications with differentiation happening at the level of electives and context.
Elective	15	22	Not clear	These can also be selected from the unit standards of other qualifications/learnerships. This provides the opportunity to select unit standards from related qualifications with the obvious benefits of transportability and multi-skilling.
TOTAL	145		120*	A minimum of 120 credits per learnership is the current benchmark. This needs not prevent providers from exceeding the minimum requirement

\*The 120 minimum credit issue is currently under review in the NQF review process

## **Annexure 3.2.2**

### **Comparison of NQF Level 2 Credits**

Item	WP C	CW & SF	RCL	PROPOSED
Fundamental	39	62		It is proposed that an equivalent fundamental unit standard scenario be developed across the sectors. One may decide to increase credits based on the kind of skills demanded for further learning
Core	56			These unit standards will be specific to the learnership
Elective	25			Elective unit standards may be selected according to interests and needs.
TOTAL	120		120	Care has to be taken to allow for the intake of learners who have competence levels below NQF1, as this will impact on funding requirements and duration

### Annexure 3.3.1 Comparison of NQF Level 4 Content

	Item	Water Proceass Controller	CW&S Facilitator	RCL framework	Comments
Fundamental	Mathematics/Numeracy	Mathematics/Numeracy- to monitor personal , business, national issues	Numeracy	Use mathematics to investigate and monitor the financial aspects of personal, business, and national issues (MathLit 4001)	Difficult to assess CW& S/C Numeracy content
	Computer Literacy	-	-	Use computers for data analysis	
	Apply knowledge of stats to interrogate, communicate findings	Apply knowledge of stats to interrogate, communicate findings	?	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (MathLit 4002)	
	Measurement, Physical quantities, Geometric relations-two, three dimensional	Measurement, Physical quantities, Geometric relations-two, three dimensional	?	Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two and three-dimensional space in the life and workplace of the adult with increasing responsibilities (MathLit 4003)	
	Life skills/Study skills		Negotiation and conflict management		
	Language and Communication	First Language	Oral & written Reports Presentation skills	Advanced verbal skills	English
	Second Language	Second Language	Second Language (Level 3)	-	Second Language?
CORE	Execute General Office Administration	Execute General Office Administration	-Monitor budgets related to community participation processes and activities -Contribute to generic project management (no level indicated)	-Manage funds received - Receive, record and reconcile funds -Receive and process house sanitation applications - Order tools and building materials	The SF/SC standards could be done as general office admin. The context and type of admin could be the differentiating factor
	Supervision of unit to achieve objectives	Supervision of unit to achieve objectives			
	Facilitation of learning		-Facilitate community participation processes	Facilitate adult training classes in sanitation issues	May be selected from NQF 4 Adult Learning unit standards
	Waterborne disease			Understand the causes, effects and spread of waterborne disease in South Africa	
	Sanitation related health issues in community		Monitor and evaluate Community processes	Observe, investigate and monitor health issues (sanitation related)	
	Sanitation Technologies		Know community Sanitation (level 3)	Understand sanitation technologies	
	Work Ethic		Know work ethic (Direct/Indirect cost?) No level indicated		

Effective	Enable development of sanitation organisational structures	-Plan and conduct community meetings -Facilitate community participation processes	-Roles and responsibilities of stakeholders -Plan and conduct community meetings -Facilitate Community participation processes	Enable the development of sanitation organisational structures	
	Computer Literacy		Produce word processing documents (level 3) Spreadsheets (Level 2?)		Could be fundamental
	Knowledge of Water Users/Needs		Know water users and needs (level 3)		
	Community water systems		Know community water systems (no level indicated)		
	Land use planning		Know land use planning (no level indicated)		
	Catchment management Institutions		Know Stakeholder institutions (no level indicated)		

### Annexure 3.3.2 Comparison of NQF Level 2 Content

	Item	WPC	CW&SF	SF/SC	Comments
Fundamental	Mathematics/Numeracy	Mathematics/Numeracy- to monitor personal , community issues	Numeracy skills (Level 1-These are incorrectly under core)	Use mathematics to investigate and monitor the financial aspects of personal and community life. (MathLit 2001)	
	Apply basic knowledge of stats	Apply basic knowledge of stats to investigate life, work related problems	?	Apply basic knowledge of statistics in order to investigate life and work related problems. (MathLit 2003)	
	Understand rational and irrational numbers and number systems	Understand rational and irrational numbers and number systems wrt relevant calculations	?	Demonstrate understating of rational and irrational numbers, and number systems, within the context of relevant calculations. (MathLit 2002)	
	Measurement, Physical quantities, Geometric relations	Measure, estimate, Physical quantities, Describe, represent geometric relations-two dimensional, life, workplace	?	-Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts. (MathLit 2004)	
	Computer Literacy	Operate a personal computer system		Use computers for data analysis	
	Language and Communication	-Read, interpret basic engineering drawings -Maintain, adapt oral communication -Access, use information from texts -Write for defined context -Use language, Communication in occupational learning	Communication and Literacy skills	Read, interpret basic engineering drawings -Maintain, adapt oral communication -Access, use information from texts -Write for defined context -Use language, Communication in occupational learning	English
	Life Skills/Study skills	-	HIV/AIDS	-	Have to include a unit standard
	Second Language	Second Language	Communication in second language	-	?

CORE	Supervise Personal Safety Practices	Supervise Personal Safety Practices		-	
	Execute General Office Administration	Execute General Office Administration		-Receive, record and reconcile funds -Administer (receive and process) house sanitation applications	
	Waterborne disease			Understand the causes, effects and spread of waterborne disease in South Africa	
	Develop sanitation organisational structures		Ability to work with local community	Enable the development of sanitation organizational structures	
	Facilitate learning			Facilitate adult training classes in sanitation issues	
	Sanitation reports			Present sanitation development reports and demonstrations visually, orally and in writing (hands-on, posters etc)	
	Health issues			Observe, investigate and monitor health issues	
	Organise building materials			Organize and distribute building materials for toilets (and other sanitation-related structures)	
	Construct toilets			Construct toilets (and other related structures ) to specifications	
	Control quality of structures built			Control quality of sanitation-related structures built and materials used	
Sanitation Technology			Understand a suitable sanitation technology		
ELECTIVE	Water Cycle, Water and Waste water system		Know Water Cycle, Water and Waste water system		
	Customer Relations		Customer care (no level indicated)		
	Data management		Collect, record, communicate data		

### Annexure 3.4 Possible modules for post-graduate diploma

<p><b>Sanitation</b></p> <p><u>SA: Communities, health and the environment</u></p> <p>SA1 The environment, people and health          SA2 Environment, health and sanitation          SA3 Community sources of water pollution          SA4 Community, health and hygiene</p> <p><u>SB; Foundations of sanitary practice</u></p> <p>SB1 Sanitation policy principles          SB2 The need for on-site sanitation          SB3 Sanitation and disease transmission          SB4 Social and cultural considerations in sanitation          SB5 The technical options of on-site sanitation          SB6 Components and construction of latrines          SB7 Design examples          SB8 Operation and maintenance of on-site sanitation          SB9 Technical factors that affect excreta disposal - on-site sanitation          SB10 Planning aspects of on-site sanitation          SB11 Institutional, economic and financial factors that affects on-site sanitation          SB12 Developmental aspects of on-site sanitation          SB13 Types of off-site sanitation (water-borne sewage system)          SB14 Physical, biological and chemical activities in on-site and off-site sanitation systems          SB15 Effects of off-site and on-site effluent disposal on water resources          SB16 Solid wastes of on- and off-site sanitation          SB17 Comparison of on-site and off-site sanitation options          SB18 Case studies</p>	<p><b>Water</b></p> <p><u>WA Natural and Applied Scientific Aspects of Water Supply</u></p> <p>WA1 Overview of South Africa's water resources          WA2 Essential technical concepts          WT3 The Hydrological cycle          WT4 Sources of water and their potential for exploitation          WT5 Water properties, quality, standards and treatment</p> <p><u>WB Design and construction of water supply schemes</u></p> <p>WB1 The elements and fundamental hydraulic concepts of water supply schemes          WB2 Policy considerations in planning and design          WB3 Elements of the project cycle          WB4 Project planning          WB6 Project implementation          WB7 Operation and maintenance of water supply schemes          WB8 Quantification of supply and demand</p>	
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<p><b>Local Governemnt</b></p> <p><u>LGA: Background to Local Government</u>  LGA1 Evolution of Local Government  LGA2 Roles of the different spheres of governments  LGA3 Local Government structures</p> <p><u>LGB; Authority of Local Government</u>  LGB1 Constitutional requirements for Local Government  LGB2 Objects and functions of Local Government  LGB3 Core focus areas of Local Government  LGB4 Limitations of the authority of Local Government</p> <p><u>LGC: Core principles of Local Government</u>  LGC1 Core principles of councillors  LGC2 Some core issues facing Local Government</p> <p><u>LGD: How Committees work</u>  LGD1 Committee procedures  LGD2 Code of conduct</p> <p><u>LGE: Management in Local Government</u>  LGE1 Community based management processes  LGE2 Ranking problems and opportunities  LGE3 Project cycle</p> <p><u>LGF: Legal requirement for Local Government</u>  LGF1 Legal requirements for Local Government  LGF2 Policy principles that affect Local Government functioning</p>	<p><b>Human Resource Management</b></p> <p><u>HRA: Community as resource</u>  HRA1 Community involvement in Local Government  HRA2 Mechanisms for obtaining community participation  HRA3 Participative assessment process</p> <p><u>HRB: Skills and manpower in Local Government</u>  HRB1 Knowledge needed to manage human resources  HRB2 Manpower recruitment process  HRB3 Manpower requirement of Local Government  HRB4 Alternative for extending human resources  HRB5 How to evaluate and use private sector</p> <p><u>HRC: Communication</u>  HRC1 Communication: a first look  HRC2 Different types of communication  HRC3 Public speaking  HRC4 Small-group communication</p> <p><u>HRD: Conflict resolution skills</u>  HRD1 Understanding conflict  HRD2 Methods of conflict solution and problem solving</p>
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<p><b>Possible Additions</b></p> <p><b>An Introduction to South African Water Law</b>  <b>Adult basic education- Literacy and Numeracy</b>  <b>Construct /extend simple community water supply and sanitation systems</b>  <b>Maintain and operate simple community water supply and sanitation systems</b>  <b>Customer care</b>  <b>Starting a business in the water services sector</b></p>	<p><b>Development and Financial Management</b></p> <p>Module DMA: Development management  DMA1: Identification, facilitation and planning Water and Sanitation projects.  DMA2 Project appraisal and selection  DMA3 Project budgeting  DMA4 Project implementation  DMA5 Project control  DMA6 Project monitoring and evaluation  DMA7 Special topics</p> <p>DMB: Economics of water and cost recovery  DMB1 Managing water as an economic resource  DMB2 Sharing the cost - community financing  DMB3 Tariff policies and structure  DMB4 Philosophy of community management</p> <p>DMC; Financial management practices  DMC1 Financial management practices  DMC2 Sources and types of funds available to Local Government  DMC3 Basic elements of banking  DMC4 Basic principles of accounting</p>	
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