

**GENERAL MANAGEMENT ASSISTANCE CONTRACT (GMAC)**  
**Contract No: 674-C-00-01-10051-00**

**Report 3: An Implementation Framework for Sanitation Sector  
Skills Development**

Prepared by

Community Water Supply and Sanitation Unit  
Peninsula Technikon

DATE

September 2002

This report was prepared under Mega-Tech, Inc.'s prime contract with  
USAID and addresses USAID/South Africa's Strategic Objective No. 6:  
Increased Access to Shelter and Environmentally Sound Municipal Services

Please direct all queries regarding this report to:

Mega-Tech/South Africa  
General Management Assistance Contract Office  
4<sup>th</sup> Floor  
Provisus Building  
523 Church Street  
Arcadia 0083 Pretoria  
South Africa  
Tel. (012) 341-7966  
Fax (012) 341-7968  
Email [megatech@intekom.co.za](mailto:megatech@intekom.co.za)

Or

Mega-Tech, Inc.  
180 South Washington Street, Suite 200  
Falls Church, VA 22046  
Tel. (703) 534-1629  
Fax (703) 534-7208  
Email [info@mgtech-world.com](mailto:info@mgtech-world.com)

## 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 the eight year period.

As the learnerships as set out in the Roles Careers Levels (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.

This project has developed **A Common Vision for Sanitation Sector Skills Development** by:

- Providing a validated Accreditation Framework, the RCL Table, that makes provision for Unit Standard and Employable Skills Units (ESU) approaches.
- Providing a Conceptual Framework for Training that unlocks skills development funding, develops collaborative partnerships and sets up a framework for workplace opportunities and learner recruitment.
- Providing a Framework for Implementation that aligns the strategies of Department of Water Affairs and Forestry (DWAF) and the Local Government, Water and related Sector Education and Training Authority (LGWSETA) as the basis for the Memorandum of Understanding (MOU) and sets out the elements for pilot implementation in this collaborative partnership.

## **Table of Contents**

### **Executive Summary**

- 1. Introduction**
- 2. Provider development**
  - 2.1 Co-ordination**
  - 2.2 Context of Delivery**
  - 2.3 Content of Training**
- 3. Unit Standards, Employable Skills Units and Skills Programmes**
  - 3.1 Comparing approaches to unit standards development**
  - 3.2 Developing Employable Skills Units**
- 4. Implementing the Sanitation Sector Skills Development Framework**
  - 4.1 Key interactions**
  - 4.2 Aligning the Short term Outputs of the Framework with the Water Chamber Targets**
  - 4.3 Implementation Framework to pilot the Sanitation Sector Skills Development**
- 5. Conclusions**

### ***Annexures:***

- Annexure 1 - Activity List***  
***Annexure 2 - Provider Workshops***  
***Annexure 3 - Unit Standards, Approaches and Gaps***  
***Annexure 4- Key Interactions***  
***Annexure 5- ESU's***

## ACRONYMS

CWHS	Community Water Health and Sanitation Qualification
CMIP	Consolidated Municipal Infrastructure Programme
DoE	Department of Education
DoL	Department of Labour
DWAF	Department Water Affairs and Forestry
EHO'S	Environmental Health Officers
ESU	Employable Skills Unit
ETQA	Education and Training Quality Authority
GSAC	Gauteng Sanitation Advisory Committee
GETC	General Education and Training Certificate
IDP	Integrated Development Plan
LG	Local Government
LGWSETA	Local Government Water Sector Education and Training Authority
MOU	Memorandum of Understanding
NCWSTI	National Community Water Sanitation Training Institute
NQF	National Qualification Framework
NSB	National Standards Body
NSTT	National Sanitation Task Team
PDSF	Provincial Skills Development Forum
PSTT	Provincial Sanitation Task Team
RCL	Roles Careers Levels
RPL	Recognition of Prior Learning
SALGA	South African local Government Association
SANTAG	Sanitation Task Group
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SGB	Standard Generating Body
SMME's	Small Medium and Micro Enterprises
SSTF	Sanitation Sector Training Forum
TOR	Terms of Reference
US	Unit Standard
WSDP	Water Services Development Plan
WSP	Workplace Skills Plan
WWSTT	Water Waste and Sanitation Task Team

## 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 three 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. The table makes provision for the development of Employable Skills Units (ESU's) based on the careers set out in the table

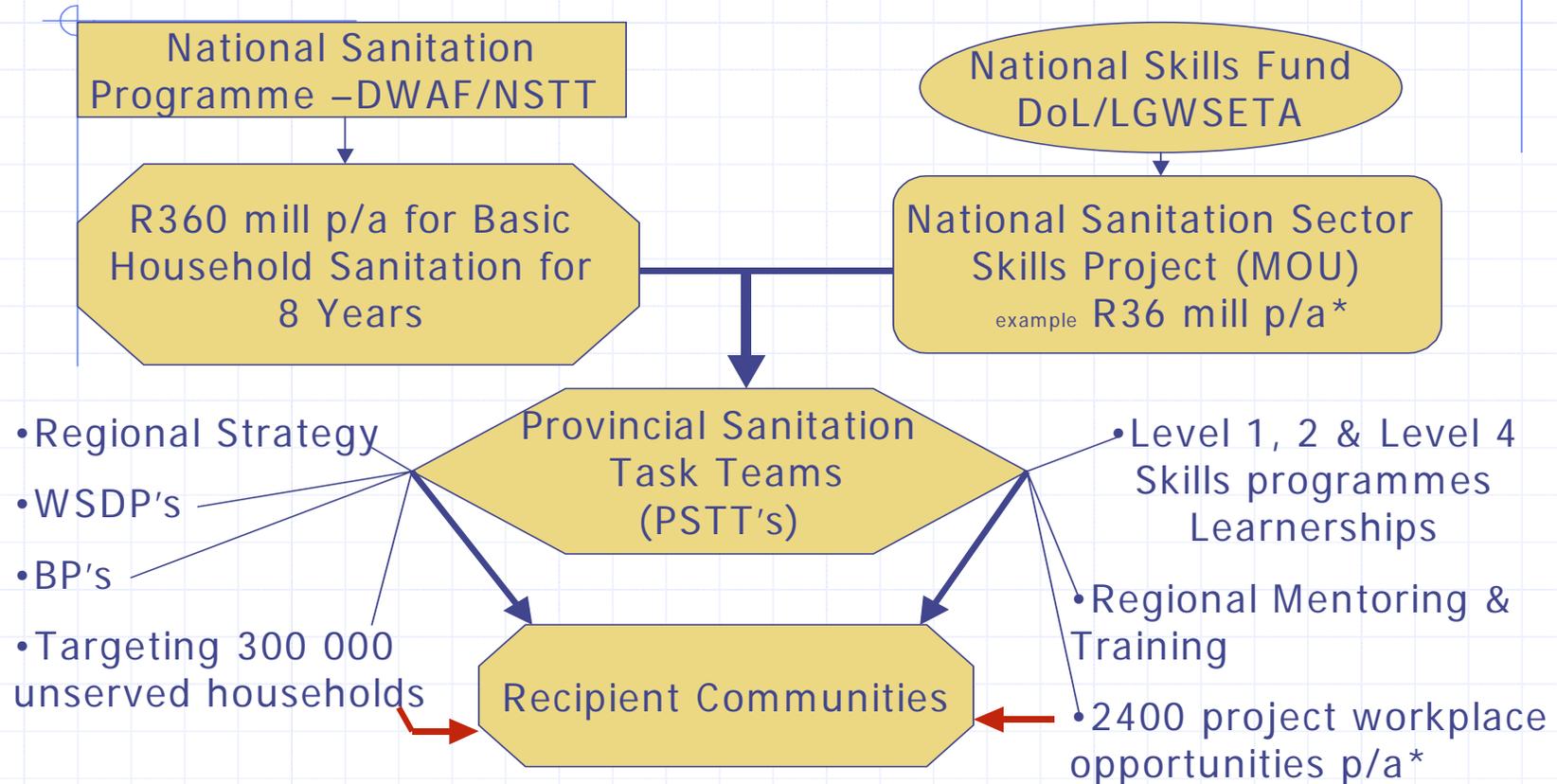
Programme Management	Implementing Agent			Post-graduate Diploma
	Project Manager	Community Liaison Officer	Financial Officer	
Project Management	Project Agent			Formal Diploma Skills Programmes
Supervisor /Trainer	Quality Assessor	Health worker	Bookkeeper	<b>Level 4 Learnership (incl. SMME)</b>
Operator	Builder	Health Promoter	Storekeeper	<b>Level 2 Learnership</b>
Entry Level	Labourer		Security	Level 1 Learnership
	<i>Technical</i>	<i>Development</i>	<i>Administrative</i>	

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

After an investigation into sanitation sector training and providers, preliminary considerations for developing unit standards based on the RCL baseline and exploring opportunities for developing partnerships within the skills development environment, a **Conceptual Framework for Sanitation Sector Training** was completed in **Report 2**.

The recommended conceptual framework is set out in the Fig1.

# Conceptual Framework for the Sanitation Sector Skills Development



Fig,1

Report 2 recommends a sector-supported National Sanitation Implementation Strategy underpinned by appropriate sector training and an accreditation framework that is aligned with National Skills Development Strategies as a basis for a coherent capacity building framework. 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 the 8 year period.

As the learnerships set out in the RCL table 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.

This report, **Report 3, An Implementation Framework for Sanitation Sector Skills Development**, is based on:

- Training Provider workshops
- Identifying Unit Standard gaps and outlining Employable Skills Units (ESU's).
- Validating the RCL table and the Conceptual Framework at the SGB and LGWSETA and aligning implementation recommendations with key training sector strategies.

The Implementation Framework which outlines the context of MOU between DWAF and the LGWSETA and provides a plan for piloting Sanitation Sector Skills Development is set out in detail in Table 5. The elements of implementation can be summarized follows.

- Develop ESUs and Unit Standards, Register Qualifications, Skills Programmes and Learnerships as per RCL Table.
- Sign MOU for implementation Framework and Develop Implementation manual for Skills programmes & Learnerships.
- Develop Marketing strategy
- Agree on selection of the Pilots
- Develop capacity of workplace providers in projects to undertake learnerships
- Selection and development of training providers to be used for the Pilot
- Ensure Training Providers are fully prepared for providing the pilot's training programme
- Select and prepare learners
- Ensure that an RPL model is integrated with the assessment procedure
- Design and develop learner material
- Introduce qualifications assessment support system
- Develop pilot programme Liaison, Management and Admin system

Sector Co-ordination and linkages for implementation shown in Fig 2.

## Co-ordination and Linkages in the Skills Development Framework

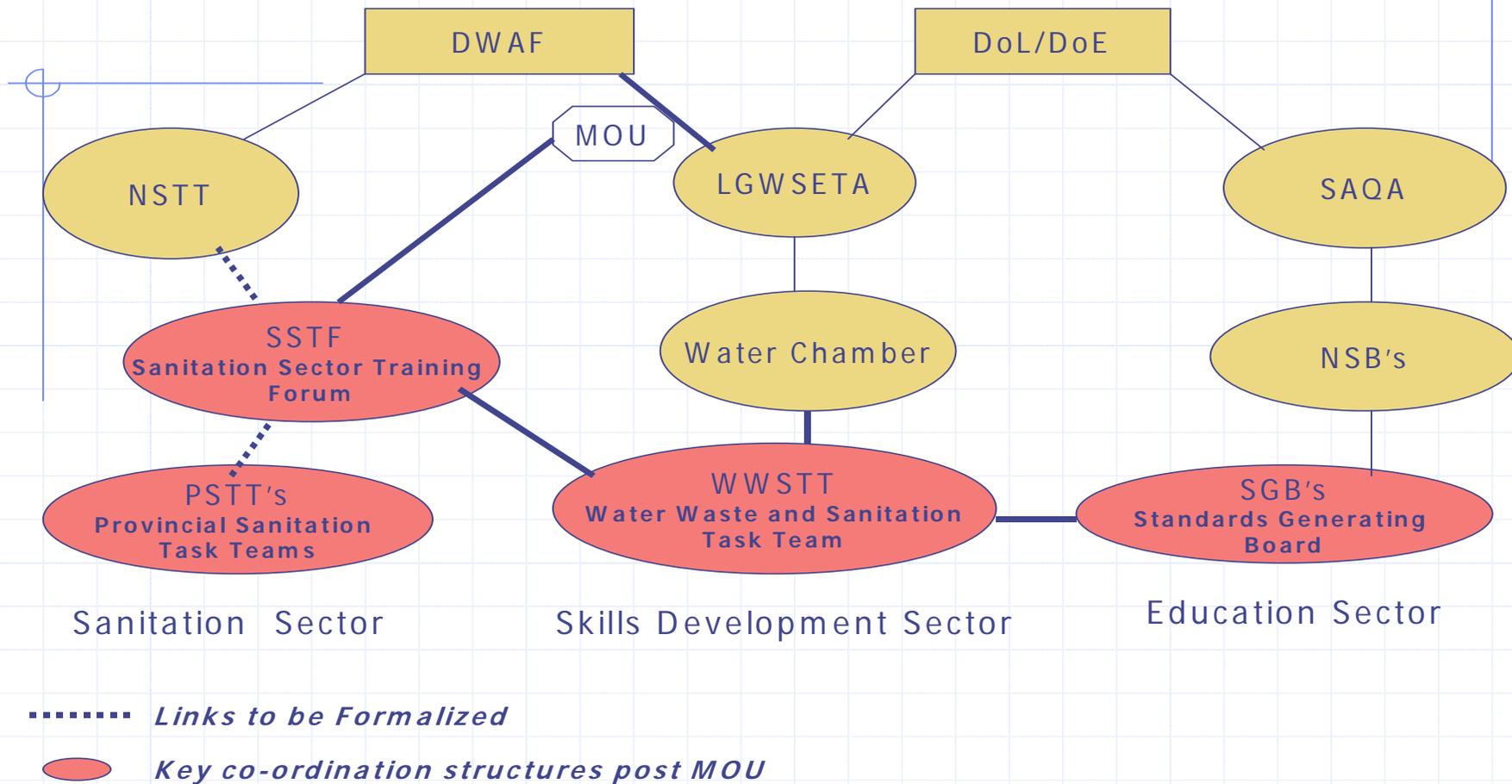


Fig. 2

## **Introduction**

### ***From Common Vision to Implementation***

A Common Vision for Skills Development in any sector requires a shared understanding of roles, careers and qualifications for the sector and a conceptual framework for training based on a co-operative network for capacity building focused on appropriate collaborative and support actions.

The RCL baseline (Table. 1) developed in Report 1 received endorsement as a baseline for roles, careers and qualifications for the sector at:

- The National PSTT Conference
- The Sanitation Sector Training Forum
- Training Providers interviewed in the course of developing the Report
- Meeting at the Department of Water Affairs with the Manager: Sanitation and Deputy Directors and Interim Implementation Manager.
- Water SGB Stakeholders Workshop
- LGWSETA Water Chamber Task Team

The Conceptual Framework for Sanitation Sector Skills Development (Fig 1) as recommended in Report 2 received endorsement during this phase of the project at:

- The Sanitation Sector Training Forum
- Training Providers Workshops
- Water SGB Stakeholders Workshop
- LGWSETA Water Chamber Task Team

Subsequent to the endorsement of the conceptual framework, an Implementation Framework that is aligned with LGWSETA strategies, was developed. This implementation Framework (Table 5) outlines how the sector can contribute to the 2004 targets set for the Water Chamber. It provides a framework for a Memorandum of Understanding between DWAF and the LGWSETA and for piloting the implementation of this common vision for Sanitation Sector Skills Development.

A summary of the key interactions in this final phase the project is set out in Annexure 1.

## **2. Provider Development**

### ***Provincial Training Provider Workshops***

Training providers who were interviewed in the previous phase of research, which investigated current courses and modules in respect of developing unit standards, were invited to attend provincial Training Provider research workshops. The workshops served to validate prior research outputs and to invite further input, perspective and insight of this key stakeholder grouping for the final phase of investigation.

Gauteng and KwaZulu Natal were selected, both for their centrality and the extent of active project-related training provision being conducted provincially. Provincial representatives at the national Sanitation Sector Training Forum (SSTF) were requested to host and convene the workshops. Training provider networking capacity was to some extent reflected in the attendance of each workshop (Annexure 2).

The KwaZulu Natal workshop was conducted in Durban. The researcher also took the opportunity while in the region to attend a Department of Labour workshop convened for the purpose of provision of support to emerging training providers (Annexure 2). The Gauteng workshop was held at the Winterveldt Training Centre to accommodate a range of skills, spanning social, technical and SMME training, to be provided within the context of a substantial sanitation programme.

A summary of the first and second report of this research project was presented as the background to Training Provider research workshops. Participant input was requested in respect of three levels of the training provider context: Local, Regional and National issues. Aspects of key interest and concern that emerged from the enquiry provide for three key focus areas. These revolve around the need for Coordination, the Context of provision and the Content of appropriate and relevant standards.

The concerns raised by sanitation training providers relate directly to coordinating the quality of outputs by sanitation sector skills qualifications and training initiatives. Issues raised by existing training providers concern: building on existing training provider experience and capacity; the imperative of grounding sector skills initiatives in the delivery context; and the relevance and applicability of emerging unit standards and qualifications.

### **2.1 Coordination**

Coordination issues span across local, regional and national levels of sector activities. An initial finding of this research project, based on the input from project level participants, was that:

- National initiatives would benefit from provincial level co-ordination of existing training provider participation by utilizing provincial sanitation stakeholder fora.

Coordination has continued to emerge as a key factor in addressing current constraints to developing skills training provision, as identified by stakeholders in research workshops.

- Provincial networks of existing project-linked training providers are pro-actively engaging in opportunities where these arise, able to organise and are ripe for provider development.

While the value of co-ordinated networking is not only widely accepted in principle, but has proved essential to gaining stakeholder input, for example, in the national sanitation policy review and subsequent roll-out, provincial fora have not secured funding support to match the expectation that this role is to continue.

A PSTT Western Cape discussion with the Capacity Building & Training Consultant (Annexure 2.3) reflects both the expectations of the pivotal role of regional stakeholder coordination and the diminishing provision for that function. The unsatisfactory outcome was to devolve responsibility internally to a reluctant junior DWAF staff member (requiring a letter from the national to regional office), in the absence of an appointed function that is answerable to the stakeholders themselves, through an elected executive.

From the perspective of experienced training providers there is inadequate coordination in current investments related to sector capacity building. Provincial training provider networks convey a sense of being by-passed in current initiatives that are related to sanitation skills training and provider development, ascribing this to a lack of concerted coordination by DWAF and appointed consultants.

Coordinated provider consultation and development support is perceived as an urgent priority, not to be side-lined by the appointment of consultants for related national initiatives. Responses by sanitation training providers to current sector activities indicate that their capacity to contribute and add value to current developments is under-utilized.

While national level structures exist for addressing this concern, urgency is expressed that appropriate linkages will be formalised, terms of reference clarified and concerns for proper representation addressed. There is broad agreement that appropriate linkages are formalised to create the environment for concerted coordination.

**Table 2 : Provincial Training Provider Workshops**

Prov.	Aspect	Local Issues	Regional Issues	National Issues
KZN	Coordination	<ul style="list-style-type: none"> <li>Have <u>capacity in region</u> – suggest bottom up approach</li> <li><u>Role-players to get together</u>, formulate needs and focus.</li> </ul>	<ul style="list-style-type: none"> <li><u>Regional Network</u> link Prov. to Nat. Forum</li> <li><u>Get things together</u> KZN perspective – Be pro-active</li> <li><u>Reg. Coordinator</u> – to be trained</li> </ul>	<p>SSTF potential: Access development funds? Top-down or bottom up approach?</p> <ul style="list-style-type: none"> <li>Needs clear direction, leadership</li> <li>Needs a Time-frame</li> <li>Needs Action Plan</li> </ul>
	Context	<p><u>Durban Metro:</u></p> <ul style="list-style-type: none"> <li>Training is project-based,</li> <li>Provides learning sites</li> </ul> <p><u>Start up funding:</u></p> <ul style="list-style-type: none"> <li>provider development - everybody involved</li> </ul>	<ul style="list-style-type: none"> <li>Experience to draw from</li> <li><u>Keen to participate</u>, add value.</li> <li><u>Conceptual Framework</u> – build on network</li> </ul>	<p><u>Recommend SETA driven</u> process, must be represented</p> <ul style="list-style-type: none"> <li>Representation, leadership, proper planning, provincial linkages.</li> </ul> <p><u>Next step:</u> MOU of DWAF/SETA is imperative – By When?</p>
	Content	<ul style="list-style-type: none"> <li>Increase village level SAN courses</li> </ul> <p><u>Umgeni:</u></p> <ul style="list-style-type: none"> <li>Lower level courses are needed</li> </ul>	<p><u>SANTAG:</u></p> <ul style="list-style-type: none"> <li>Post grad. course – has run 4-5 times.</li> <li>People interested, use as in-service training course.</li> </ul>	<ul style="list-style-type: none"> <li><u>Interim/short course</u> accreditation?</li> <li>Is there Fast Track? Been approved? Feed- back on Brief? (inadequate)</li> </ul>
Gaut.	Coordination	<ul style="list-style-type: none"> <li><u>Criteria</u> to identify learners needed.</li> <li><u>Rand Water Competencies</u> – Assessor, Moderator, Verifier</li> <li>Banking Council provides mentors - follow up training.</li> <li>Smaller projects can be linked vs larger programmes</li> </ul>	<ul style="list-style-type: none"> <li><u>Regional Network</u> - actively engaged with sanitation project / programme providers –</li> <li>Mobilise GSAC to link N/West, Gautng</li> <li><u>GSAC to coordinate</u> regional training provider network - link Joburg Water, include N/West</li> </ul>	<p><u>Who is Coordinating?</u> Is SSTF engaged with project level providers?</p> <ol style="list-style-type: none"> <li><u>MOU</u> : DWAF and LGWSETA</li> <li><u>SSTF</u> : proper representation of training providers at regional level</li> <li><u>Needs to link GSAC</u> provider base for Reg. Support</li> </ol>
	Context	<ul style="list-style-type: none"> <li><u>Conditions for Learnerships:</u> the IA/Provider/Learner relationship <i>context</i></li> <li><u>Mentorship</u> needed after all training.</li> <li><u>Access to funding</u> – Special Projects Fund</li> </ul>	<ul style="list-style-type: none"> <li><u>Regional level co-ordination</u> Smaller, short-term projects</li> <li><u>Useful Model</u> : Construction SETA running Assessor courses.</li> </ul>	<ul style="list-style-type: none"> <li><u>Sort out funding arrangements</u> to enable provider development</li> <li><u>Skills Project</u> funding</li> </ul>
	Content	<ul style="list-style-type: none"> <li><u>SMME training:</u> Training easy but actual skills need mentoring.</li> <li><u>Costs?</u> – steps, time, etc per learner</li> </ul>	<ul style="list-style-type: none"> <li><u>Engage with Unit Stnds</u>, Accreditation</li> <li><u>Suggest Services SETA</u> unit stnd for sanitation skills.</li> </ul>	<p><u>San.Sector Training Forum</u> - link LGWSETA and SGB to assist with Unit Stds to be registered with SETA.</p>

In the Table 2 above, specific inputs from provincial provider networks have been represented for the purpose of illustrating the level of understanding discovered in the field, and the extent of the existing provincial capacity to contribute.

## 2.2 Context of Delivery

In the initial phase of research, the quality of training provision was associated closely with the impact of skills qualifications and training on sanitation delivery in context, as follows:

- Individual efforts are duplicated without the benefit of co-ordination, adequate guidelines or assessment across the sector;
- Existing experience and understanding of the skills and education that is needed for sustainable delivery on the ground may be built into national initiatives;
- Training provision would benefit in both the short and long-term from inclusion as an integral part of delivery strategies unfolding in each province.

On further investigation stakeholders have re-iterated that sanitation skills training is essentially project-based, and expanded on the provision of learning sites<sup>1</sup> for the application of learnerships in the sanitation delivery environment. The context of applying courses, once developed, was raised for immediate consideration in the development of standards and qualifications. The importance of ensuring that conducive “Conditions for Learnerships” are created, particularly as an element of mentorship is needed after all sanitation skills training, was of key concern (Annexure 2).

Context issues were also linked to access to funding. It was suggested that “start up funding” be sought for provider development on a coordinated provincial basis, to ensure that “everybody is involved” (Annexure 2). Access to funding, such as the Special Projects Fund, was suggested as a way of enabling the piloting of learnerships in a programme context. The Gauteng research workshop proposed a way forward for testing application within the context of delivery.

This learning site approach has both short and longer-term advantages to effective capacity building, from “the bottom up”. An Implementing Agent/Training Provider consortium/ Learners relationship, piloted within the context of a sanitation programme, has merit in that such a learning site would provide invaluable practical insight.

The context of training provision is subject to national level influences in that the experience that may be drawn from resides with provincial stakeholders who are keen to participate and add value to developments. Training providers express enthusiasm and confidence for building on existing networks to link with a SETA driven process that ensures adequate representation, leadership, proper planning and provincial linkages.

---

<sup>1</sup> Sites identified to pilot the implementation of skills programmes and learnerships in order to develop implementation guidelines.

The Memorandum of Understanding (MOU) between DWAF and the LGWSETA is viewed as imperative to the sorting out of funding arrangements for enabling provider development within the provincial delivery context.

### **Gauteng Province: A PILOT PROGRAMME**

#### **Winterveldt Sanitation Programme**

Sanitation Programme provides an application context for:

1. Learnerships;
2. A Training Provider Consortium;
3. Implementing Agent (IA) – Provider - Learner relationship.

**IA** - appoints **PROVIDERS** and employs **LEARNERS** in project functions

**PROVIDER Consortium** provides training programme for **LEARNERS**

- **Provider Specialities** –come together as a consortium to deliver the appropriate “mix” for sanitation sector, as a pilot programme.
- **IA accesses funding** and creates the programme environment for projects and learnerships
- **Needs Analysis** informs the training programme and Service provider development through mentoring and operating in a project context.
- **Identify Learners** and **Levels of learners.**

## **2.3 Content of Training**

Sanitation skills training and education is widely accepted as central to the community development approach enshrined in national policy, as imperative to sanitation delivery and as core to the sustainability of investments. Experience in the sector confirms that applicable skills and knowledge acquisition is both crucial to successful implementation of each project and critical to accelerated delivery.

Reflecting this acceptance are the number of initiatives that have been instigated by the national Department of Water Affairs and Forestry (DWAF) during the research period. As post-graduate qualifications (Level 5) targeting Programme and Project Managers are relatively available, accessible and manageable, both institutionally and in respect of quality control, the research has focused on identifying the skills needed to make projects work in context.

**Wide acceptance by the training providers of the Roles, Careers and Levels (RCL) framework has been coupled with concerns related to content of courses including:**

- Training is easy but actual skills need mentoring;
- Increase village level Sanitation courses;
- Lower level courses are needed;
- Interim or short course accreditation;
- Engage (practically) with Unit Standards and Accreditation;
- Suggest SMME and Services SETA unit standards for sanitation skills;

The research team has consequently sought for synergy between unit standards being generated on a national level for registration, and the suggestions that have emerged from project-related research on a local level and the training provider networks on provincial level.

#### **4. Unit Standards and Employable Skills Units (ESU's) and Skills Programmes**

Details of the ESU approach as the basis of skills development is provided in Annexure 5.1.

**An Employable Skills Unit** is the description of competence achieved through the attainment of a number of unit standards that collectively make up an economically useful skill.

An ESU would then cluster several useful and related unit standards together into a combined competence that would allow some one to find or create employment.

**A Skills Programme** is the implementation of an ESU and involves specific providers, learners, and where possible employers. A skills programme is descriptive of an intended set of learning.

The Education and Training Quality Assurance Body (ETQA) of the LGWSETA registers and is responsible for the administration of skills programmes in the sector.

A Skills Programme will not be registered unless it directly benefits a minimum of 25 learners

#### ***The Purpose of Skills Programmes***

- Provide learners with practical (hands-on) experience, where appropriate.
- Increase employability, self-employment and mobility in the work place.
- Provide access to learning opportunities towards national qualifications.
- Provide occupationally-directed and focussed learning.
- Contribute towards closing the skills gap identified in Workplace Skills Plan (WSP), Sector Skills Plan (SSP) and Provincial Skills Plan (PSP) or research

#### ***For Government they provide,***

- National recognition for training under the auspices of poverty relief, or work creation programmes
- The opportunity to better outsource education, training and development attached to special Government projects

***For civil society they provide,***

- Opportunities for communities to attain skills that stimulate employment or self-employment.
- Opportunities to build entrepreneurial capacity in the form of SMMEs.

**3.1 Comparing approaches to unit standards development**

Taking up the suggestions from providers of a wider range of SETA's unit standards that could be added to complement the RCL Framework for career paths.

Electives selected from other SETAs have been liberally suggested (Annexure 3.1). On Level 2 these relate to core aspects of health, basic construction and financial practices, all of which still need additional core and electives to be written. Level 4 have the need for more construction and basic project management.

Approaches to generating unit standards are derived from differing perspectives that range across organisational development and issues of governance, to the skills required for project execution, operation and maintenance.

In Annexure 3.2, a comparison is made between a qualifications-driven approach to unit standard development (Community Water Health and Sanitation) and the project profiling based, as adopted in this project.

The fundamentals of Numeracy is common in both approaches. Language is unspecified in the CWHS qualification, whereas the Oral, Written, Graphical and IT Communication are specified in the RCL Framework.

With regard to Core unit standards the RCL Framework has led to the inclusion of Investigating and Monitoring as well as Collecting information. Building knowledge and skills and Financial and Administration skills has been derived from the RCL Framework in addition to Water and Sanitation knowledge and the Promotion of Practices in the community which are common to both.

This indicates a need for a separate qualification, which has been confirmed at SGB meetings.

**3.2 Developing Employable Skills Units**

Annexure 3.3 lists unit standards available in related sectors, identified skills required and gaps. An emergent solution is to link the gaps to the generation of ESUs, in line with the RCL Table.

For ESU development all available unit standards in the water sector were examined and those relevant to the sanitation sector were extracted. The

selected unit standards were then grouped and categorised according to headings such as 'Building', 'financial management', 'community dynamics' and so on.

The unit standard titles from the profiling exercise (Report 1) were grouped into these categories. Each cluster of sanitation unit standards then became the basis for an ESU and the matching unit standards from the water sector then became the constituent standards for that ESU. For example, a section of the table in Annexure 3.3 is shown below:

Sections	Selected water US (not all are registered yet) – where no number assumed no written standard	Identified needs on the ground from sanitation group	Proposed ESUs and additional possible standards
Building	Read and Interpret Basic Engineering Drawings (G8-L2) Read and interpret engineering drawings (G4-L3) Construct Water Reticulation Concrete Work and Brick Masonry (12324)	5. Organize and distribute building materials for toilets (and other sanitation-related structures) 6. Construct toilets (and other related structures) to specifications 7. Control quality of sanitation-related structures built and materials used	GAP New ESU including building materials, construction procedures and QA  (Could use concrete work and brick masonry and drawing G8-L2)

Additional possible contributing standards to the ESU were pulled from the SAQA website for registered standards. In reading the table it is clear that some of the ESUs require substantial writing and are not catered for by the current batch of unit standards in the water sector. The relative amount of writing needed for each ESU is given by the terms large gap, some US and sufficient US.

### **Level 2**

The following elements for ESUs were identified at level 2:

1. Organise and distribute building materials, construct sanitation structures and ensure quality of structures (large gap)
  2. Observe, investigate and monitor health issues and administer sanitation applications (large gap)
  3. Receive, record and reconcile funds (large gap )
  4. Work in project team/functions and share responsibilities/ management (Large gap)
  5. Routes of and barriers to contamination and spread of waterborne disease' (Large gap)
  6. Enable the development of sanitation organisational structures (sufficient US)
  7. Present sanitation development reports orally and in writing (Some US)
- ESU 5 was developed as an example

### **Level 4**

The following elements for ESUs were identified at level 4:

1. Order and control quality of tools and materials and control quality of built structures (large gap)

2. Receive, record, reconcile and manage funds (some US)
3. Observe, investigate and monitor health issues and administer sanitation applications (large gap)
4. Work in project team/functions and share responsibilities/ management (some US)
5. Routes of and barriers to contamination and spread of waterborne disease' (large gap)
6. Enable the development of sanitation organisational structures (sufficient US)
7. Present sanitation development reports and demonstrations orally and in writing (some US)

As the ESU's development offers a quicker route to setting up skills programmes in the short term, it should be the adopted as the curriculum development approach in the piloting phase when setting up skills development. This has been outlined as a parallel process in the Implementation framework proposed in Table 5.

Table 3 groups the elements listed above into ESU's allied to careers in the RCL Table. An ESU for a Health Promoter is provided as an example.

Potential ESU's for Project and Programme managers is currently being developed as part of the DWAF's "fast tracking Implementation Skills project. This can be included in the overall framework.

## ***Example of an Employable skills unit.***

**Health Promoter :Employable skills unit number 5 at level 2. ESU 5-2**

### **Rationale**

Knowledge of disease and suitable technology often resides in outside agents; people on site in sanitation projects have limited grasp of these issues.

### **Title**

**Routes of and barriers to contamination and spread of waterborne disease.**

### **Qualifications towards which this ESU may lead**

Level 2 learnership in health and sanitation

### **Unit standard components**

- Understand the causes, effects and spread of waterborne disease in South Africa
- Understand a suitable sanitation technology
- Understand how technology can create barriers to contamination (new)
- Demonstrate Knowledge of Community Hygiene Practices (sector standard)
- Facilitate adult training classes in sanitation issues

### **Purpose**

In order for sanitation workers to be clear about the causes, spread and effects of waterborne disease with special focus on latrines workers need to understand the concept of barriers and how these need to be effectively managed.

### **Learning assumed to be in place**

Preference is given to these with work experience though those who have experienced health problems/incidents and understand the need for sanitation would also qualify.

### **Skills outcomes**

(to be integrated into the standards)

- Identifying sources of contamination
- Suggesting and assessing achievable short and long term solutions
- Planning
- Information gathering

### **Integrated assessment**

Within a project workers identify sources of contamination in their environment and what diseases are spread and suggest with reasons feasible barriers and possible breakdowns due to poor management (orally or in writing).

**Table 3:  
Attaching ESUs to the RCL Table**

<b>LEVEL 4 Supervisor /trainer</b>	<b>Quality assessor</b>	<b>Healthworker</b>	<b>Bookkeeper</b>
	1. Order and control quality of tools and materials and control quality of built structures (large gap) 4. Work in project team/functions and share responsibilities/management (some US) 7. Present sanitation development reports and demonstrations orally and in writing (some US)	3. Observe, investigate and monitor health issues and administer sanitation applications (large gap) 5. Routes of and barriers to contamination and spread of waterborne disease' (large gap) 6. Enable the development of sanitation organisational structures (sufficient US) 4. Work in project team/functions and share responsibilities/management (some US) 7. Present sanitation development reports and demonstrations orally and in writing (some US)	2. Receive, record, reconcile and manage funds (some US) 4. Work in project team/functions and share responsibilities/management (some US) 7. Present sanitation development reports and demonstrations orally and in writing (some US)
<b>LEVEL 2 Operator</b>	<b>Builder</b>	<b>Health promoter</b>	<b>Storekeeper</b>
	1. <b>Organise and distribute building materials, construct sanitation structures and ensure quality of structures (large gap)</b> 4. Work in project team/functions and share responsibilities/management (Large gap) 7. Present sanitation development reports orally and in writing (Some US)	6. Enable the development of sanitation organisational structures (sufficient US) 2. Observe, investigate and monitor health issues and administer sanitation applications (large gap) 5. Routes of and barriers to contamination and spread of waterborne disease' (Large gap) 4. Work in project team/functions and share responsibilities/management (Large gap) 7. Present sanitation development reports orally and in writing (Some US)	3. Receive, record and reconcile funds (large gap ) 1. Organise and distribute building materials (large gap – this is part of the building ESU) 4. Work in project team/functions and share responsibilities/management (Large gap) 7. Present sanitation development reports orally and in writing (Some US)

*The numbers in the table are consistent with the ESU element lists on pages 18 and 19.*

## **4. Implementing the Sanitation Sector Skills Development Framework**

A number of opportunities for sanitation stakeholder consultation, interactive discussion and feedback on progress have arisen during the course of this phase of the project.

The AfricaSan Conference, a South African Action Plan day, and Provincial Sanitation Task Team meetings have provided further research opportunities to assess the extent to which coordination and capacity building initiatives are currently integrating Sanitation Sector Skills and Training Provider development as part of emerging accelerated delivery strategies.

As reflected in the Activity (Annexure1) the Project Leader has attended a number of meetings with key stakeholders. This provided opportunities to validate the RCL Table and the Conceptual Framework for Sanitation Sector Skills Development and to engage the key stakeholders (SGB & LGWSETA) in a process of developing the basis for the Memorandum of Understanding that would be the heart of the of the implementation Plan. Research notes on the key interactions are provided in Annexure 4 and summary of the outcomes relevant to development of the implementation plan follows.

### **4.1 Key Sector Interactions**

#### **AfricaSan Conference: 29 July -1 August**

Sanitation Targets for Africa for WSSD, linking sanitation to poverty reduction and social development programmes, having a national policy and a lead agency, effective co-ordination structures and partnerships at local level together with appropriate capacity building are key components of the strategy developed by participants over the four days.

From the feedback at the conference, the work of this project is acknowledged as a pioneering approach to formalizing sanitation career paths, qualifications and skills programmes.

#### **Sanitation-Towards a South Africa Action Plan Conference 2 August 2002:**

The theme for the workshop was the “creation of an enabling environment” for the eradication of the sanitation backlog in South Africa by 2010 through Sanitation Promotion Programmes and a Toilet Facility per household.

Raising the Profile of Sanitation, School Sanitation, Monitoring the Impact of Health and Hygiene Programmes, Sanitation in Informal Settlements and Capacity Building were identified as key elements of an enabling environment and were thus the focus areas for participant input.

The project leader facilitated the session on capacity building at the conference. Approximately 30 stakeholders participated in the session.

The following capacity building imperatives were identified:

- Development, registration and accreditation of sanitation sector qualifications at appropriate levels.
- Using the WSDP and IDP process as the context for Programme Management Capacity.
- Using the NSTT /PSTT/LA network for Co-ordination Capacity.
- Develop Officials and Implementation Teams using skills development funds for the levy and non-levy paying sector.

The project leader used the opportunity at the conference to brief the DWAF Parliamentary Portfolio Committee Chairperson and the DWAF Sanitation Manager on this sanitation sector skills project on separate occasions. More detailed information was sent to the contacts as per their request by e-mail subsequently.

### **SGB Community Water Health and Sanitation (CWHS) Learnership Meeting - 7 August**

A member of the project team attended this meeting to explore synergies and to provide input with respect to the draft qualifications designed for by the SGB for “Promoters” (NQF levels 1 & 2) and “Facilitators” (NQF level 4) of Community Water, Health and Sanitation (CWHS). After a presentation on the Sanitation Sector Framework, the reference group concluded that the scoping and validation processes for the CWHS qualifications had not been as rigorous as the sanitation project and confirmed the apparent need for unique sanitation qualification containing relevant unit standards drawn from the CWHS qualifications. It was clear that the financial, administrative and technical skills as profiled in Report 1 of this project were not adequately covered in the CWHS qualification.

SMME and some sanitation related electives were suggested for inclusion in the CWHS qualifications.

### **Sanitation Sector Training Forum (SSTF) meeting - 13 August**

The forum endorsed the Conceptual Framework presented by the project leader.

The project leader was mandated to:

- Continue the dialogue on the suggested MOU with the LGWSETA as the SSTF representative to the Water Services Task Team of the LGWSETA.
- Develop the Terms of Reference for the SSTF.

## **SGB Water Sector Stakeholder Workshop: 16<sup>th</sup> September**

The stakeholders at the workshop identified that the lack of sanitation qualifications as a gap in the water services sector learnership list and tasked a group of participants to identify list the qualifications the sector required

Based on the inputs from this project, the group endorsed the RCL table as a basis for qualifications and suggested job titles below. Based on a presentation made by the project leader in a plenary session, the meeting accepted the proposal that Sanitation Qualifications be developed at the following levels as per RCL Framework.

- Sanitation Promoter – GETC offering at NQF level 1- ABET with Sanitation electives
- Sanitation Operator Learnerships – NQF level 2
- Sanitation Supervisor (Facilitator/Officer) Learnerships– NQF level 4
- Post graduate diploma in Sanitation
- Employable skills units at level 5 & 6 Sanitation Programme Manager; Sanitation Project Manager .

Incorporating relevant unit standards from other qualifications was suggested to prevent duplication and to speed up the development process. This has been part of the methodology used in developing unit standards titles and ESU's as outlined in section 3 of this report.

## **LGWSETA Water Chamber Strategy – 17<sup>th</sup> September**

A strategy development process to guide funding and performance of the LGWSETA was circulated. Water Chamber targets for the period up to March 2004 were discussed by each of the sub sectors.

The notion of Employable Skills Units (ESU's) to fast-track skills programmes was suggested as a viable alternative to the lengthy process of developing and registering unit standards, full qualifications and learnerships by the LGWSETA. This development was applauded by the meeting and endorsed as a way forward.

With regard to a sanitation sector strategy, the project leader agreed to act as the co-ordinator for facilitating the sanitation sector input into the Water Chamber strategy (and targets) and facilitating the development of a business plan for LGWSETA funding of a sanitation sector skills programme

Priorities Identified through project inputs includes:

- MOU with DWAF regarding Sanitation Sector Skills Funding
- Co-ordination
- Unit standards, ESU and learnership development
- Provider network development
- SMME development
- Skills programmes and Tracking

## **Water Sanitation and Waste Task Team (WSWTT): 18 September**

The WSWTT meeting confirmed Sanitation and Waste as two specific areas of coverage within the Water Chamber. The Terms of Reference for the re-named WSWTT was amended accordingly. The project leader made a presentation on the Sanitation Skills Project. The links envisaged in the brief of this project were fully realised realized at this meeting.

A common vision had been developed by the project input and the sanitation sub-group was charged with the development of a business plan for sanitation sector skills development for LGWSETA funding.

This business plan will form the basis of the sanitation section of the MOU with DWAF.

The WSWTT recommended that:

- The MOU be signed between the Water Chamber and DWAF.
- The Basic Sanitation Delivery Programme be recognized in the LGWSETA National Skills Fund strategy as a Social Development Programme targeted for skills development.
- An Implementation Plan be prepared for LGWSETA funding the development of Sanitation Sector Skills programmes.

### **4.2 Aligning the Short term Outputs of the Framework with the Water Chamber Targets**

In developing a partnership between DWAF and the LGWSETA for sanitation sector skills development and to unlock the development funding available it is necessary to align foci and targets particularly during the setting up phase.

The Water Chamber Targets for 2004 provides the basis for this alignment. The Water Chamber Targets obtained from the LGWSETA will be used as performance indicators for skills development outputs and funding can be accessed from the LGWSETA on the basis of contributing to these targets. It is therefore necessary to align sanitation sector skills development outputs.

Proposed Sanitation sector contributions to these targets are set out in Table 4.

**Table 4 Sanitation Sector Alignment  
LGWSETA/ Water Chamber Targets – March 2004**

<b>LGWSETA OBJECTIVE</b>	<b>MEASURABLE Minimum Water Chamber Targets (as per LGWSETA strategy for funding)</b>	<b>Sanitation Sector Contribution</b>
<b>C1 Government initiatives within the sector are supported</b>	<ul style="list-style-type: none"> <li>• 1 DWAF initiative</li> <li>• LGWSETA contribution to Departmental policy on training and training spend.</li> </ul>	<p><b>MOU with DWAF for funding capacity building in the Sanitation Sector.</b></p> <ul style="list-style-type: none"> <li>• <b>Development unit standards, ESU's &amp; and learnerships</b></li> <li>• <b>Piloting Skills Programmes and learnerships</b></li> </ul>
<b>C2 Quality management systems are adopted by providers</b>	<ul style="list-style-type: none"> <li>• 25 providers are accredited.</li> <li>• All metro water utility bodies are accredited.</li> <li>• 200 assessors are trained and registered.</li> <li>• 25 moderators are trained.</li> <li>• 20 verifiers are trained.</li> <li>• At least 1 provider per province and 1 provider in water is accredited for RPL status.</li> <li>• MOUs are in place with other SETA ETQAs.</li> <li>• 1 provider has achieved award status.</li> <li>• Cooperation agreements are signed with 2 professional bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10 providers</b></li> <li>• <b>50 assessors</b></li> <li>• <b>10 moderators</b></li> <li>• <b>5 verifiers</b></li> <li>• <b>3 providers</b></li> </ul> <p><b>1 Provider Co-operation agreement signed with NSTT</b></p>
<b>C3 Base of skills in the sector is Raised</b>	<ul style="list-style-type: none"> <li>• NQF level 1 qualification is Registered.</li> <li>• 200 learners are in NQF level 1 learnerships.</li> <li>• 9000 learners will have embarked on structured learning programmes of whom at least 4000 will have completed ESU's.</li> <li>• 6 learnerships will have been developed ,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Electives with Generic Water GETC</b></li> <li>• <b>100 learners</b></li> <li>• <b>1000 learners in ESU's</b></li> </ul>

<p><b>C3 Base of skills in the sector is Raised ... continued</b></p>	<p>registered and implemented.</p> <ul style="list-style-type: none"> <li>• Staff of at least 10 SMMEs will have received structured training.</li> <li>• At least 25 SMMEs in the water sector will have submitted WSPs.</li> <li>• Learner placement tracking systems are operational</li> <li>• 10 skills programmes will be registered in the areas of social services and community capacitation.</li> <li>• 200 unemployed young people will be engaged in learnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>learnerships</b></li> <li>• <b>5 SMME's</b></li> <li>• <b>5 SMME's</b></li> <li>• <b>Regional Forums are in place</b></li> <li>• <b>10 skills programmes</b></li> <li>• <b>150 unemployed young people</b></li> </ul>
<p><b>C4 Workplace Skills Plans (WSPs) have an impact on Education Training &amp; Development</b></p>	<ul style="list-style-type: none"> <li>• WSP's submitted and approved as per LGWSETA requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District Sanitation Managers/Programme Managers</b></li> <li>• <b>Sanitation Project managers</b></li> <li>• <b>Sanitation Facilitator</b></li> <li>• <b>Sanitation Operator</b></li> <li>• <b>Sanitation Promoter</b></li> </ul>
<p><b>C5 Qualifications, Unit Standards and Employable Skills Units are registered</b></p>	<ul style="list-style-type: none"> <li>• A qualifications framework exists for each of the 8 sub-sectors.</li> <li>• Relevant ESUs are registered.</li> <li>• Relevant whole qualifications are registered with SAQA.</li> <li>• Working groups of experts are working against a business plan to design unit standards.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RCL Table Framework for Sanitation Sector</b></li> <li>• <b>ESU' s registered</b></li> <li>• <b>3 qualifications registered</b></li> <li>• <b>Unit standards as per RCL table</b></li> </ul>

### **4.3 Implementation Framework to pilot the Sanitation Sector Skills Development**

With the endorsement of the RCL Table and the Conceptual Framework for Training and the linkages between the partners forged as set out in Fig 2, pilot implementation to realise immediate goals for the sector becomes imperative.

The elements of the implementation are:

- Develop ESUs and Unit Standards, Register Qualifications, Skills Programmes and Learnerships as per RCL Table.
- Sign MOU for implementation Framework and Develop implementation Manual for Skills programmes & Learnerships.
- Develop Marketing strategy
- Agree on selection of the Pilot
- Develop capacity of workplace providers in projects to undertake learnerships
- Selection and development of training providers to be used for the Pilot
- Ensure Training Providers are fully prepared for providing the pilot's training programme
- Select and prepare learners
- Ensure that an RPL model is integrated with the assessment procedure
- Design and develop learner material
- Introduce qualifications assessment support system
- Develop pilot programme Liaison, Management and Admin system

Table 5 sets out the Activities, Tasks and Targets for these elements. This table can form the basis for the MOU and Business plan for the sector and provides the framework for implementing the Sanitation Sector Skills Development Programme as envisaged by the conceptual framework.

**Table 5(i): Implementation Framework For Sanitation Sector Skills Development.**

Activity	Task	Sanitation Target
<b>Develop ESUs and Unit Standards and Register Qualifications</b>		
<ol style="list-style-type: none"> <li>1. Delivery environment scan and literature review</li> <li>2. Consensus building and interviews</li> <li>3. Steering committee and liaison</li> <li>4. Generation of Employable Skills Units and Unit Standards – develop qualifications</li> </ol>	<ul style="list-style-type: none"> <li>• Project Management</li> <li>• Stakeholders meetings</li> <li>• Meetings, reports, communications, admin</li> <li>• Management of Project Team</li> </ul>	<p><b><i>ESUs and Unit Standards developed</i></b></p> <p><b><i>Learnerships, Qualification and ESUs registered</i></b></p> <p><b><i>3 qualifications and ESU's for RCL Table</i></b></p>
<b>Sign MOU &amp; Develop implementation manual – ESUs, Learnerships</b>		
<ol style="list-style-type: none"> <li>1. Agree framework for implementation manual.</li> <li>2. Develop manual with Facilitation of regional inputs</li> <li>3. Project-based internal validation</li> <li>4. External appraisal, finalise and edit manual</li> </ol>	<ul style="list-style-type: none"> <li>• MOU</li> <li>• Set up Regional Capacity Building Fora</li> <li>• Facilitator required for regional processes</li> <li>• Monitoring</li> <li>• Pilot-based evaluation of manual</li> </ul>	<p><b><i>MOU unlocks NSF and pilot funding</i></b></p> <p><b><i>- Funding available for pilot capacity building</i></b></p> <p><b><i>Regional Fora are set up.</i></b></p>
<b>Develop Marketing strategy</b>		
<ol style="list-style-type: none"> <li>1. National and regional fora will function effectively to ensure that sector role-players are adequately informed</li> </ol>	<ul style="list-style-type: none"> <li>• Liaise with LGWSETA to develop networking model.</li> </ul>	<p><b><i>Network in Place</i></b></p>

**Table 5(ii):** Implementation Framework For Sanitation Sector Skills Development.(contd)

Activity	Task	Sanitation Target
<b>Agree on selection of the Pilots</b>		
<ol style="list-style-type: none"> <li>1. Obtain all the necessary information from DWAF the LGWSETA and agree the geographical areas where the pilot is to be located.</li> <li>2. Prepare questionnaire designed to determine whether local authorities and projects have both intent and capacity to run learnerships.</li> <li>3. Visit the sites to determine pilot sites interview stakeholders, assess degree of experience and capability to run learnerships.</li> </ol>	<ul style="list-style-type: none"> <li>• Integrate into Business Plan development</li> <li>• Circulate local authorities and regional fora to determine possible pilot workplaces.</li> <li>• Analyse results and draw up short list.</li> <li>• Collate data, select sites, prepare and submit report for project manager, and agree selection.</li> <li>• Prepare and send report to stakeholders.</li> <li>• Monitoring</li> </ul>	<p><b><i>Pilot Skills Programme and Learnerships in place</i></b></p> <p><b><i>Workplace Opportunities identified</i></b></p> <p><b><i>Sites selected in key provinces</i></b></p>
<b>Develop capacity of Regional Projects to provide workplace opportunities for learnerships and skills programmes</b>		
<ol style="list-style-type: none"> <li>1. Prepare criteria for selection of Learnership Managers.</li> <li>2. Assist regions in identifying and selecting workplace assessors, mentors and moderators</li> <li>3. Assist in arranging for the training of assessors and moderators and the development of mentors.</li> <li>4. Set out and agree commitment agreements with provider learnership managers.</li> </ol>	<ul style="list-style-type: none"> <li>• Secure appointment by local authorities.</li> <li>• Meet with senior management: local authority officials and selected providers (employers).</li> <li>• Brief the selected persons regarding their role in the pilot learnership programme.</li> <li>• Monitoring</li> </ul>	<p><b><i>Project Workplace Opportunities selection agreed</i></b></p> <p><b><i>Project Workplace Opportunities selected</i></b></p> <p><b><i>Project Workplace Opportunities development in place</i></b></p> <p><b><i>1000 ESU Learners from project staff</i></b></p> <p><b><i>150 Learnerships on project</i></b>  <b><i>25 Assessors</i></b>  <b><i>5 Moderators</i></b>  <b><i>2 Verifiers</i></b></p>

**Table 5(iii):** Implementation Framework For Sanitation Sector Skills Development.(contd)

<b>Activity</b>	<b>Task</b>	<b>Sanitation Target</b>
<b>Selection and development of training providers to be used for the Pilot</b>		
<ol style="list-style-type: none"> <li>1. Prepare selection criteria for training providers, determine all potential training providers regionally and prepare a short-list for the pilot programme.</li> <li>2. Agree selection of training providers and send letters of appointment.</li> </ol>	<ul style="list-style-type: none"> <li>• Interview potential training providers on short-list.</li> <li>• Collate and analyse data, prepare and submit report to role-players</li> <li>• Monitoring</li> </ul>	<p><i>Training Provider selection agreed</i></p> <p><i>Training Providers selected</i></p> <p><i>Training Provider development in place</i></p>
<b>Ensure Training Providers are fully prepared for providing the pilot's training programme</b>		
<ol style="list-style-type: none"> <li>1. Confirm learnership coordinators within training providers.</li> <li>2. Assist, where necessary, the registration of assessors, moderators and trainers.</li> </ol>	<ul style="list-style-type: none"> <li>• Sign commitment agreements with learnership coordinators.</li> <li>• Monitoring</li> </ul>	<p><i>Assist Providers with ETQA requirements</i></p> <p><i>10 training providers</i> <i>1 award status</i> <i>25 Assessors</i> <i>5 moderators</i> <i>3 verifiers</i></p>
<b>Select and prepare learners</b>		
<ol style="list-style-type: none"> <li>1. Obtain learnership agreements with LGWSETA.</li> <li>2. Liaise with projects in order to agree learner selection criteria and the adequacy of the proposed testing and screening processes.</li> <li>3. Recruit potential learners in terms of standing criteria and project procedures.</li> <li>4. Supervise ABET and other screening tests.</li> <li>5. Select pilot learners and sign learnership agreements.</li> <li>6. Register learnership agreements.</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare learner information packs and application forms.</li> <li>• Group presentations at eight locations to potential learners in vernacular.</li> <li>• Analyse applications and prepare shortlist in consultation with projects.</li> <li>• Prepare reports on selection of learners.</li> <li>• Monitoring</li> </ul>	<p><i>Recruit Learners for Workplace opportunities Skills programmes or learnerships as per regional allocation.</i></p> <p><i>Screen Learners and sign agreements</i></p> <p><i>1000 learners in skills programmes (ESU's)</i></p> <p><i>250 learners in full learnerships</i></p>

**Table 5(iv):** Implementation Framework For Sanitation Sector Skills Development.(contd)

Activity	Task	Sanitation Target
<b>Ensure that an RPL model is integrated with the assessment procedure</b>		
<ol style="list-style-type: none"> <li>1. Discuss RPL with the LGWSETA and obtain RPL guidelines.</li> <li>2. Brief both learners and employers regarding the RPL process and ensure that they are prepared.</li> <li>3. Ensure assessors are fully trained in the application of the RPL model.</li> </ol>	<ul style="list-style-type: none"> <li>• Separate exercise</li> <li>• Monitoring.</li> </ul>	<p><b><i>Develop RPL process based on assessment support system</i></b></p> <p><b><i>3 providers accredited for RPL</i></b></p>
<b>Design and develop learner material</b>		
<ol style="list-style-type: none"> <li>1. Develop and agree format of learner resources with groups of materials developers.</li> <li>2. Develop learners' manuals, one for each learnership qualification at an average of R115 000 per learnership.</li> <li>3. Develop trainers' manuals, one each for each learnership qualification at an average of R103 000 per learnership.</li> <li>4. Verification and edit to NQF requirements of learners' manuals.</li> </ol>	<ul style="list-style-type: none"> <li>• Brief editors of manuals</li> <li>• Monitoring</li> <li>• Supervisory progress meetings with materials developers</li> <li>• Review monthly progress</li> </ul>	<p><b><i>Develop ESU Learnership Trainer and Learner Manuals</i></b></p>
<b>Introduce qualifications assessment support system</b>		
<ol style="list-style-type: none"> <li>1. Obtain qualification assessment guides for each unit standard covering all Three qualifications from ETQA.</li> <li>2. Provide assessors with assessment guide orientation.</li> </ol>	<ul style="list-style-type: none"> <li>• Study assessment guides.</li> </ul>	<p><b><i>Develop assessment guides for ESU/Unit Standards</i></b></p>

**Table 5(vi):** Implementation Framework For Sanitation Sector Skills Development.(contd)

Activity	Task	Sanitation Target
<b>Develop pilot programme Liaison, Management and Admin system</b>		
<ol style="list-style-type: none"> <li>1. Liaise with programme role-players (employers, workplace provider, training providers, consultants, ETQA, LGWSETA, etc.)</li> <li>2. General Management, administration, liaison and other interaction with pilot programme role-players, sector role-players and other interested parties.</li> <li>3. Task Team Meetings (Project Steering Committee meetings)</li> </ol>	<ul style="list-style-type: none"> <li>• Develop project admin system.</li> <li>• General administration and ad hoc liaison</li> <li>• Prepare for meetings.</li> <li>• Project management meetings (monthly)</li> <li>• Task Team meetings.</li> <li>• Monitoring.</li> </ul>	<p><b><i>Manage development and implementation of framework</i></b></p>
<b>Reports to Reference groups and funders</b>		
<ol style="list-style-type: none"> <li>1. Quarterly reports must be compiled by all principal consultants covering all learnerships at each location and collated into one report each quarter.</li> <li>2. Report</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare quarterly reports</li> </ul>	<p><b><i>Report to funders and Stakeholders (SSTF &amp; WWSTT)</i></b></p>

## 5. Conclusions

The project has developed a Common Vision for Sanitation Sector Skills development by:

- Providing a validated Accreditation Framework – the RCL Table that makes provision for Unit Standard and ESU approaches.
- Providing a Conceptual Framework for Training that unlocks skills development funding, develops collaborative partnerships and sets up a framework for workplace opportunities and learner recruitment.
- Provides a Framework for Implementation which aligns the strategies of DWAF and the LGWSETA as the basis for the MOU and sets out the elements for pilot implementation in this collaborative partnership.

(i) Setting up the Implementation Framework can occur through joint DWAF/LGWSETA pilot project based on the targets set out in Table 5. This will form the basis of a pilot phase business plan to be prepared by the SSTF.

(ii) Full “roll-out” of the Conceptual Framework can then follow based on the National Skills Fund and an operational Implementation Framework set up during the pilot phase.

These two stages should be the basis of the MOU between DWAF and the LGWSETA.

## References:

1. DWAF/ UNESCO/ WMO, *Assessment of the Education and Training Needs of the Water Resources Management Services of the Republic of South Africa*, ISBN 0-620-22756-7, May 1998.
2. Siwani, J. N., *Sanitation Training Overview*, National Sanitation Co-ordination, November 2000
3. Angelis, D., *Investigation into Sector Education & Training Authorities (SETAs), learnerships and related matters*, Peninsula Technikon, SETA report, (May 2002)
4. Sparg, L., Hector, W., *Manual for Outcomes Based Education in the qualifications framework*, Education Development Centre, Peninsula Technikon, (March 2001)
5. DHRC, Mbaxa, *Reconstruction and Development Water Supply and Sanitation Programme*, King William's Town, Sept 1998.
6. Mvula Trust, *Reconstruction and Development Water Supply and Sanitation Programme*, Central District Sanitation Business Plan: 2002-2003, Rustenburg (March 2002)
7. Bogopa, L., Mosobela, M., *The case for the Kgamayasha – Kabe Sanitation Project*. Northwest Province – Central District municipality, (July 2001).
8. Francke, E., *Sanitation Area Business Plans*, Department of Water Affairs and Forestry, Northern Cape, (May 2000).
9. In Touch Community Development & Project Managers cc, *Sanitation Programme*, Winterveld Sanitation Area Business (Version 3), North West Province, November 2001.
10. Manus, A. *Monthly Progress Report*, Northern Cape Water Services Programme, Department of Water Affairs and Forestry, Northern Cape, (February 2002).
11. *South African Qualifications Authority Bulletin*, Volume 2 Number, Directorate of Framework Development, August 1998-January 1999.
12. Department of Labour, *Sector Skills Guide*, Final Draft, Pretoria.
13. Letter to LGWSETA, Sanitation Skills Development Project
14. DWAF Sanitation Implementation Plan, Interim National Sanitation Programme Management Team, 31 May 2002
15. Local Government Water & Related Services SETA (14), By Nonnhlanhla Dube (Water Chamber Manager), 26 July 2002

16. SETA Presentation by Pauline Matlhaela (ETQA Manager), 26 July 2002
17. Overview of the Mvula Trust's Role in the NSTT and Sanitation Sector, Mvula Trust 2002
18. Community Centred Approach for the implementation of a National Sanitation Strategy, by National Community Water and Sanitation Training Institute, October 2001
19. National Certificate in Wastewater Process Control\_ NQF 02, by South African Qualifications Authority
20. Report 1: Skills Profiles and Careers in the Sanitation Sector by Community Water Supply and Sanitation Unit, Peninsula Technikon, July 2002
21. Website: WHO - Water and Sanitation  
[http://www.who.int/water\\_sanitation\\_health/wss/sustoptim.html](http://www.who.int/water_sanitation_health/wss/sustoptim.html)
22. Website: IRC - Training in Water and Sanitation  
<http://www.irc.nl/products/training/activities.html>
24. Draft Skills Programme for Community Water, Health and Sanitation Co-ordinator, 25 June 2002
25. National Community Water and Sanitation Training Institute,  
*Background and Overview of Management of Community Water and Sanitation Training Programme for Local Government Training Programme*, WRC Report No.880/1/00
26. Rosssouw, AMM, Crous, PC, *Rapid capacity building for water and waste management at local Authority and district level.*

## **ANNEXURE 1**

### **1.1 Activity List**

## ANNEXURE 1.1

### Activity List

Date	Activity	Venue	Research Team
08/07 -12/07	Collation of Data	Pentech	DC, RVW
15/07 -19/07	Report Writing	Pentech	AI, DC, RVW
22/07 -26/07	Report Writing	Pentech	AL
30/07 – 02/08	AfriSan Conference	Gauteng	AL
02/08	AfriSan Conference	Gauteng	DC
05/08	Research meeting	Pentech	AL, DC, RVW
06/08	Research meeting	Pentech	AL, JG, RVW
07/08	SGB Meeting	Gauteng	DC
13/08	(SSTF) Sanitation Sector Training Forum	Gauteng	AL
15/08	Research meeting	Pentech	AL, DC, JG, RVW
19/08	Debriefing for workshop	Pentech	AL, DC
20/08	Provider validation workshop	Gauteng	AL, DC
21/08	Debriefing for workshop	Pentech	AL, DC, RVW
22/08	Provider validation workshop	Durban	DC, RVW
23/08	Stakeholders Feedback Meeting	Durban	DC
27/08	Reporting on workshops and planning	Pentech	AL, DC, RVW
02/09	Meeting to complete Unit Standards	Pentech	DC, JG
10/09	Research Meeting	Pentech	AL, DC, JG, RVW
16/09	SGB Meeting	Gauteng	AL
17-18/09	LGWSETA Meeting	Gauteng	AL
17-21/09	Report writing: Consolidate information and activate plans	Pentech	AL, DC, JG, RVW
19/09	Research Meeting	Pentech	AL, DC, JG, RVW
20/09	Research Meeting: Unit Standards	Pentech	DC, JG
20-27/09	Report Writing	Pentech	AL, DC, JG, RVW
30/09	SSTF National Meeting	Gauteng	AL, JG

## **ANNEXURE 2: TRAINING PROVIDER WORKSHOPS**

**2.1 Gauteng workshop**

**2.2 KZN workshop**

**2.3 Western Cape workshop**

## ANNEXURE 2.1

### SANITATION SECTOR TRAINING PROVIDER WORKSHOP WINTERVELD TRAINING CENTRE

20<sup>th</sup> August 2002

#### Agenda

1. Feedback from Research: Reports 1 & 2
2. Local and Specific Issues
3. National Context and Regional Coordination
4. Way Forward

**Attendance** list attached

(Joburg Water invitation not successful)

#### Provider Input

#### LOCAL/SPECIFIC ISSUES

- SMME training: Training is easy to do but actual skills need business mentoring. The Banking Council programme provides mentors for follow up of training of SMMEs.
- Mentorship programmes are needed after training.
- Services SETA unit standards are suggested to add components for sanitation skills.
- Areas of Provider Specialities – come together as a consortium to deliver the “mix” for Sanitation sector, as a pilot.
- Conditions for Learnerships are essential: the Implementing Agent- Provider – Learner relationship within a programme provides a context for learnerships.
- Criteria for identifying learners will be needed.
- Develop Competencies – such as Assessors, Moderators, Verifiers within Rand Water
- Model of Construction SETA will be useful. They are running courses for assessors.
- Costs: steps involved, time, skills, employment conditions – estimate the costs per learner. Use SETA references.
- **PILOT: Winterveldt (potential pilot)** – programme provides context for learnership/provider consortium and IA-Provider-Learner relationship:
  - **IA** - appoints **PROVIDER** and employs **LEARNERS** in project functions
  - **PROVIDER** provides training programme for **LEARNERS**
- IA accesses funding and creates the programme environment for projects and learnerships
- Needs Analysis informs the training programme and Service provider development through mentoring and operating in a project context.
- Identify Learners and Levels of learners.

#### REGIONAL COORDINATION

- Regional Network of agencies that are actively engaged with their providers in sanitation projects and programmes – mobilise GSAC to link N/West and Gauteng
- Smaller, shorter-term projects need Regional level co-ordination for development of skills and for provider development.
- Regional networks can then engage with:
  - Unit Standards
  - Skills Project funding
  - Accreditation provision
- Access to funding – Special Projects Fund

## NATIONAL ISSUES

- **Sanitation Sector Training Forum** - links to Local Gvt SETA and SGB to assist with developing Unit Standards that will be registered with SETA. To provide regional support the SSTF needs to link with provider base. (GSAC).
- **Timing?** – (refer national framework) First step is that DWAF and LGSETA are to have an M.O.U. to sort out agreed funding arrangements, etc
- Is the Forum engaged with providers at project level? Who is coordinating this?

## WAY FORWARD

1. **MOU : DWAF and LGWSETA**
2. **SSFT** : proper representation of training providers at regional level
3. **GSAC to coordinate network** to link in Joburg Water and include North-West as regional training provider network (PSTTs to link)
4. **Sort out funding arrangements** to enable provider development

### **POTENTIAL PILOT : Skills, Training and Provider Development: Winterveldt Programme**

- Winterveldt Training Centre as base for Rand Water Implementation of DWAF-Approved BP
- Programme provides context for Learnerships AND Provider Consortium
- Needs Analysis informs the training programme and Service provider development through mentoring and operating in a project context.
- Identify Learners and Levels of learners.

### **IA-Provide-Learner Relationship:**

**IA** - accesses funding and creates the **Programme Environment** for projects and learnerships

**IA** - appoints **TRAINING PROVIDER** and employs **LEARNERS** in project functions

**TRAINING PROVIDER** - provides training programme for **LEARNERS**

## ANNEXURE 2.2

### SANITATION SECTOR TRAINING PROVIDER WORKSHOP DURBAN METRO - KWAZULUNATAL

22<sup>nd</sup> August 2002

**Apologies:** Craig Mowat (Valley Trust), Viv Naidoo (DWAF), Lindi Morrisen (MvulaTrust- KZN), David Canon, Dumsane (Umgeni Water).

**Attendance** (attached)

#### Agenda

5. Feedback from Research: Reports 1 & 2: *Common Vision; Provider Development*
6. Local and Specific Issues: *Career Paths table – validation; Relationships as Context*
7. National Context and Regional Coordination: *Conceptual Framework; Questions, Issues, Suggestions; Relationships.*
8. Way Forward: *Regional; National.*

#### Provider Input

#### LOCAL/SPECIFIC ISSUES

- Durban Metro:
  - Training is project-based.
  - Links to Fora – SSTF (DWAF and SETA)
  - Operating in isolation? – adapt to Water SETA units for sanitation (eg Community)
  - Learn from Water.
- Understanding Sanitation Course – SANTAG:
  - Post graduate course – has run 4-5 times.
  - People are interested, using as an in-service training course.
  - Experience to draw from for post grad module – has limitations and huge potential to offer modules at this level (Public Health, accredited). Easily develop modules at post grad level.
  - Will do a second week, focusing on particular topics – a lot of interest by trainees for more in-depth and focused modules.
- The Write Stuff:
  - Jargon – how to make this accessible to people?
  - Need a manual to replace facilitator's notes for San Course.
  - Use site visit element for developing INDIGENOUS materials.
  - Must be linked to national process.
- Umgeni Water:
  - Need more access to courses OUT THERE – rural areas
  - Lower level courses are needed – understanding sanitation
- SANTAG:
  - Have opened SAN COURSE to community development facilitators at village level on last course
  - Course needs to link to demo sites – Durban Metro can provide learning sites for alternative options.

#### REGIONAL COORDINATION

- Conceptual Framework – build on existing relationships and network
- Regional Network of providers to link with national process – province to national sector training forum
- Get things together from KZN perspective – be pro-active
- Roleplayers to get together, formulate what is needed – focus.
- Keen to participate, add value.
- Interim accreditation/short course accreditation – can we get this?

- Regional Coordinator – to be trained.
- Have capacity in region – suggest a bottom up approach,
- Need some start up funding for provider development and to get everybody involved.

### **NATIONAL ISSUES**

- Possibility of SST Forum to access funds
- Are there development funds?
- Will it be a top-down or bottom up approach?
- Needs clear direction and leadership
- Needs a Time-frame
- Needs an Action Plan
- Is there a 'Fast Track'? Has it been approved? Feedback on brief? (is not adequate)
- Recommend that SETA drives process, must be represented
- More is needed on national level (representation, leadership, proper planning, provincial linkages)
- Next step: MOU between DWAF/SETA imperative – by when?

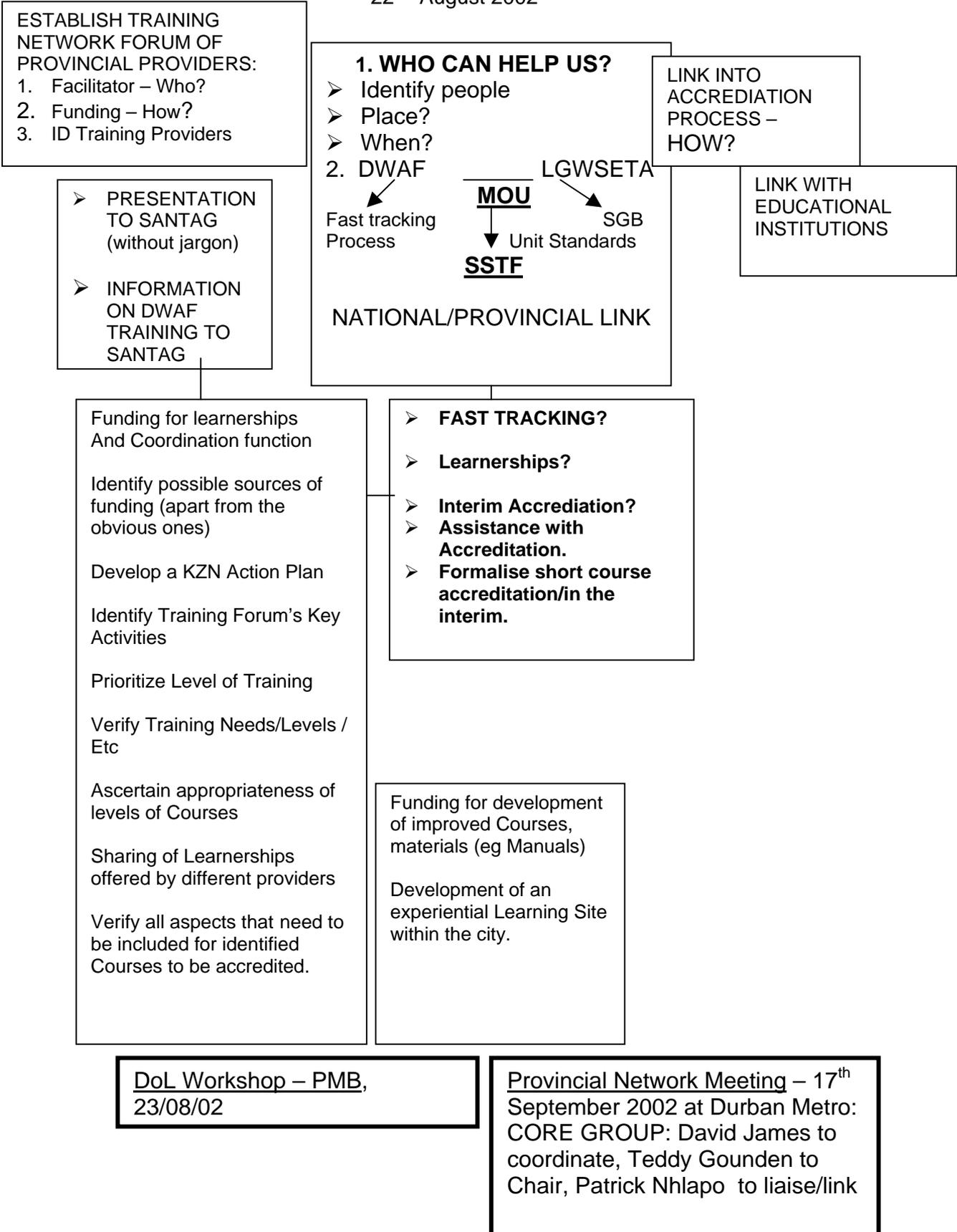
### **Further issues and questions : Learnership/Accreditation/Funding**

- Is NQF for Level 2 not too high? – Should there not be something below Level 2?
- Expectations of Learners – Evaluation, and Courses that meet their expectations
- All regional roleplayers need to be brought on board
- There is a need for accredited Assessors
- Tertiary Institutions providing training guarantees quality
- SGB to approve all unit standards.courses
- Sanitation is multi-disciplinary and a wide range of people are involved who can learn from Water Sector, such as medical students, EHOs, nurses
- Insights should be drawn from networking work

Way Forward **ACTION PLAN** (see below)

**KZN - PROVINCIAL ACTION PLAN**

22<sup>ND</sup> August 2002



## **ANNEXURE 2.3**

### **Report on Participant: Vuyela Msimang (Consultant) Sanitation Sector Skills Project: Capacity Building and Training 13 September 2002**

To facilitate capacity building strategy that provinces developed in terms of their resources, infrastructure and issues.

To introduce initiative to regional PSTT

Who are the service providers in the region?

And what is their status in terms of accreditation

It is very important in development to take a top-down approach but a bottom-up approach.

#### **Questions:**

How will we get money/ funds?

How will strategy lead to career paths

Who will implement the strategy?

What are aspirations and plans?

What are the procurement system and the performance management system? These will inform capacity building and training.

Provincial task team will function as a guiding team.

They need to know the challenges of the province

Where is the Sanitation Sector now?

Where does Sanitation Sector want to go?

What are the challenges facing local government?

What are the key areas of support?

Which municipalities needs DWAF support? What is the target?

What is the impact of strategy?

What is the way forward in order to establish the task team, which is economical and fruitful?

#### **Option 1**

All representatives in the province to meet in order to come up with vision and to convene meetings.

#### **Option 2**

Local task team – consulting with consultant?

Taskteam to be involved in planning, drafting of the strategy.

DWAF

Civil society

Local government (SALGA)

Health

Education

Housing

Suggestion: A letter from DWAF National to Regional to get involved in this process.

Comments:

PSTT to function as Task Team for Skills.

Task Team to consist of interested parties and stakeholders.

Integration of activities

## **ANNEXURE 3 : Unit standards- Approaches & Gaps**

- 3.1 Water and sanitation Level 2 &4 Unit standards grids**
- 3.2 Comparison of the unit standards-based qualification submitted by the SGB and the unit standard grid prepared by the CWSS unit**
- 3.3 Tables of available unit standards in the water sector, identified needs on the ground and gaps**

## ANNEXURE 3.1

### Level 2 Unit standards grid

Fundamental	Core	Elective (* need to be written or from work in prog. standards)
Use computers for word processing and data organization	1. Understand the causes, effects and spread of waterborne disease in South Africa	HEALTH L1: Engage in basic health promotion (10 C)
Use mathematics to investigate and monitor the financial aspects of personal and community life. (MathLit 2001)	2. Enable the development of sanitation organizational structures	HEALTH L 1: Assess the inter-relationships between the individual, family and community in terms of primary health care (10 C)
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)	HEALTH L1: Explain preventative measures to reduce the impact of disasters (5C)
Apply basic knowledge of statistics in order to investigate life and work related problems. (MathLit 2003)	4. Observe, investigate and monitor health issues	CONSTR. L2: manage construction resources
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)	CONSTR. L2: Implement construction site management procedures
Read and interpret basic engineering drawings (G8 - L2)	6. Construct toilets (and other related structures ) to specifications	CONSTR L2: Apply quality procedures
Maintain and adapt oral communication (US: FET - C/01)	7. Control quality of sanitation-related structures built and materials used	EMS L1: Demonstrate an understanding of basic financial practices (4 C)
Access and use information from texts (US: FET - C/02)	8. Receive, record and reconcile funds	* bricklaying, building, plumbing standards
Write for a defined context (US: FET - C/03)	9. Administer (receive and process) house sanitation applications	* health
Use Language and Communication in Occupational learning programmes (US: FET - S/16)	10. Facilitate adult training classes in sanitation issues	* Finance and admin
	11. Understand a suitable sanitation technology	* Adult training abilities

## Level 4 Unit standards grid

Fundamental	Core	Elective (* need to be written or from wip standards)
Use computers for data analysis	1. Understand the causes, effects and spread of waterborne disease in South Africa	CONSTR. L3: Casting foundations, building foundations 03.br.co.12 (C 6 )
Advanced verbal skills	2. Enable the development of sanitation organisational structures	CONSTR. L3: building block walls 04.br.co.12 (C 14 )
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	CONSTR. L 3: Building with special brick and block materials and techniques ( C 10)
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)	* <u>health, waterborne diseases</u>
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	<u>EMS-PM L 4: Identify, organise and co-ordinate project life cycle phases</u>
	6. Control quality of built structures and supplies	<u>EMS-PM L4: Participate in estimation and preparation of cost budgets and monitor actual costs</u>
	7. Receive, record and reconcile funds	<u>EMS-PM L4: Monitor and evaluate project schedules</u>
	8. Manage funds received	<u>EMS-PM L4: Plan, organise and support meetings and workshops</u>
	9. Receive and process house sanitation applications	<u>EDU L4: Plan a learning event (C8)</u>
	10. Facilitate adult training classes in sanitation issues	<u>EDU L4: Facilitate and adult learning event (C 16)</u>
	11. Understand sanitation technologies	* <u>Sanitation technologies</u>
		* <u>Building quality</u>
		* <u>accounting practices</u>

## **ANNEXURE 3.2**

### **Level 2: Comparison of the unit standards-based qualification submitted by the CWHS Team and the unit standard grid prepared by the RCL TEAM.**

The two education and training documents are invaluable in that they represent the E and T needs of water and sanitation workers from two separate perspectives. The one perspective from the CWHS comes from organisations and individuals with a long experience in water and sanitation training; the other perspective from the RCL TEAM represents the expressed education and training needs of current workers from various projects around the country (the functional needs in section 1). These two perspectives can be crudely differentiated as a top down (the CWHS) and bottom-up (RCL TEAM) approach to E and T needs in the sector; it is a crude differentiation because some of the CWHS work is also bottom-up and the some of the RCL TEAM work reflects needs as seen from the perspectives of trainers). By using both these perspectives the validity of any composite unit standards-based qualifications is substantially increased. It is also in line with the recent Study Team Report on the NQF (DoL, April 2002) which stressed the need to develop more contextually-suitable, grounded unit standards.

#### **Describing and comparing the core, level 2 unit standards grids**

The CWHS grid can be broadly divided into three categories (the categories could become qualification exit level outcomes):

Category 1: Water and sanitation knowledge (US 1 –3)

Category 2: Promotion of W and S practices in the community (US 4,5,7,8)

Category 3: Collecting information (US 6)

The RCL grid can be broadly divided into 5 categories:

Category 1: Water and sanitation knowledge (US 1,11)

Category 2: Promotion of W and S practices in the community (US 2, 3, 10)

Category 3: Investigating, monitoring and Collecting information (US 4)

Category 4: Hands-on building knowledge and skills (US 5, 6, 7)

Category 5: Finance and administration skills (US 8, 9)

#### **Differences between the core standards**

The main differences between the RCL core unit standards and the CWHS grid are the following:

The CWHS has a strong focus on theoretical perspectives of the water cycle, health knowledge and health practices (three standards, 19/53 C) whereas the RCL TEAM restricts this knowledge to one US only and attempts to integrate health and water knowledge together.

The CWHS has a strong focus on understanding and promoting change in communities (four standards, 28/53 C) whereas the RCL TEAM has only one unit standard on adult education in sanitation and one unit standard on presenting and communicating sanitation knowledge.

The CWHS has standards on building and finance/administration; the latter is only reflected by the CWHS is the maths fundamental US.

Comment: These are similar; both groups coming up with similar, first three categories. The first main difference is that the SAN group underplayed the need for extensive teaching of water and health issues. The second difference is the CWHS extended focus on community/promotion and the RCL group bringing in financial/administration skills and skills and knowledge to do with building. The third

main difference is the emphasis on investigation and monitoring from the RCL group; this is evident in parts of the CWHS standards (e.g. data collection) but is not accentuated. Suggestions: Some of the standards on health/water and community promotion practices could be amalgamated or left out to include unit standards on building, finance and admin and investigative/monitoring skills.

#### Describing the fundamental level 2 unit standards grids

The CWHS grid can be broadly divided into 2 categories:

Category 1: Language (unspecified US 1,2)

Category 2: Numeracy and applied maths (US 3, 4)

The RCL grid can be broadly divided into 3 categories:

Category 1: Communications (US 7-10)

Category 2: Numeracy and applied maths (US 2-5)

Category 3: Graphical and IT communications (US 1, 6)

Comment: These are very similar, both groups including the same maths US. The RCL group has listed a number of possible unit standards on oral and written communication and reading as these seem to be important to the context; the CWHS group may want to use these (they are at present unspecified). The RCL group has included computers and drawing as fundamental whereas the CWHS group puts them as elective unit standards; again this reflects the sort of information derived from practitioners who seemed to see a need for these skills. Suggestions: The practicability of computers as fundamental be investigated; the literacy skills be related to what practitioners actually are required to do with language on the ground.

#### Fundamental standards

CWHS	RCL
L1	Use computers for word processing and data organization
L2	Use mathematics to investigate and monitor the financial aspects of personal and community life. (MathLit 2001)
Numeracy	Demonstrate understating of rational and irrational numbers, and number systems, within the context of relevant calculations. (MathLit 2002)
Maths to investigate personal and comm.. finance	Apply basic knowledge of statistics in order to investigate life and work related problems. (MathLit 2003)
	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts. (MathLit 2004)
	Read and interpret basic engineering drawings (G8 - L2)
	Maintain and adapt oral communication (US: FET - C/01)
	Access and use information from texts (US: FET - C/02)
	Write for a defined context (US: FET - C/03)
	Use Language and Communication in Occupational learning programmes (US: FET - S/16)

## CORE standards

CWHS	RCL
Demon. Knowledge of water cycle, water and waste systems	1. Understand the causes, effects and spread of waterborne disease in South Africa
DK of community sanitation	2. Enable the development of sanitation organizational structures
DK environ. Health and comm. Hygiene	3. Present sanitation development reports and demonstrations visually, orally and in writing (hands-on, posters etc)
Demo and ability to work with local communities	4. Observe, investigate and monitor health issues
DK of roles and resp. of comm. Committee	5. Organize and distribute building materials for toilets (and other sanitation-related structures)
Facilitate comm. Participation	6. Construct toilets (and other related structures ) to specifications
Care for customers in community env.	7. Control quality of sanitation-related structures built and materials used
Collect and record data	8. Receive, record and reconcile funds
HIV	9. Administer (receive and process) house sanitation applications
	10. Facilitate adult training classes in sanitation issues
	11. Understand a suitable sanitation technology

## Integrated Assessment

The current integrated assessment description could be enriched by reflecting learners in the process of learning in the contexts in which they practice. For example assessment could reflect how learners have learnt from experiences, changed behaviours according to what did not work etc. and this could be represented in verbal accounts with evidence of written or produced artefacts, or in portfolio-type evidence. Such assessment would then encourage what both groups seem to favour, an independent, enskilled and practitioner on an incremental learning pathway.

### Other issues

Cluster the unit standards into exit level outcomes; having a separate set of outcomes and criteria for standards and the exit level outcomes is a bit confusing (this is how the technikons do it)

Reflect the CCFOs in the wording of the assessment criteria of the unit standards. It is very difficult for a provider to try to read both ccfo documentation and US documentation separately then synthesise the two (see NQF report recommendation here again).

## Level 4 Water and sanitation qualification

As stated in the level 2 qualifications, the process of comparing what people in projects on the ground say they do and require, and what current trainers do is an enriching process, integrating largely bottom-up and top-down approaches to standards setting. As pointed out, using this methodology is in keeping with the critique of the NQF and standards setting set out in the Report on the NQF from the DoL.

### General comments

- Follow the idea of a clear line of site from exit level outcomes, to unit standard titles and specific outcomes by categorising the unit standards to form the exit level outcomes; it is currently not clear how the ELO relate to the individual standards. All information can then be related in a table showing which unit standards fall under which exit level outcomes. The suggestion here is in keeping with the Report on the NQF (April 2002) that standards and qualifications need to be easily transformed into learning units.
- Include more hands-on skills standards (finance and building)
- Investigate integrating HIV across the current standards in the form of how it may impact on health and community structure.
- Investigate integrating language into the core unit standards to leave more space for finance, building and computer/drawing standards
- Investigate replacing some of the community work/promotion standards with registered adult education standards at level 4; these can be tailored to meet specific W & S community work/promotion needs.
- The level 5 unit standards (budgets and frameworks) of the CWHS may be at too high a level; it needs to be remembered that these would have to be demonstrated at a high level of cognition equivalent to university/technikon first year.
- The comment on integrated assessment reflecting the ability to learn and adapt on site for the level 2 qualification needs to be reflected here as well.

### Comparison of Fundamentals

CWHS	RCL
Maths level 4	Mathlit 4001 – 4003 level 4 (three standards on using maths in finances, in statistics relate to life problems and in physical + geometric quantities in the workplace)
First language level 4	Advanced verbal skills Level 4
Second language level 3 +	
Operate personal computer system level 2	Use computers for data analysis level ¼ ( <i>'operate' was in level 2 qualification</i> )
Negotiation skills ?	
Read and interpret basic engineering drawings level 2	<i>In level 2 qualification</i>

Similarities: There is similarity here. Both groups focus on verbal, mathematical and IT communication. Both groups recognise the importance of geometric/graphical realisations. The RCL group puts a greater emphasis on using maths in organising and interpreting data (including financially) and less on language and negotiation skills, as this was not a need reflected in the survey.

Suggestions: Include aspects of data analysis and interpretation in the currently unspecified CWHS maths standard and change the computer standard to include this; investigate whether or not 'negotiation' could not simply be part of a pre-existing language standard?

### Comparison of Elective standards (summary)

CWHS	RCL
Water sampling; Promote water quality L 2	Health, waterborne diseases; sanitation technologies L 4
WP documents L 3	
Spreadsheets L 4	<i>See fundamental 1 'Use computers for data analysis' L ¾</i>
Water users and their needs L 3	<i>See core number 4 'Observe, monitor etc.' L 4</i>
Monitor community systems L 4	<i>See core number 4 'Observe, monitor etc.' L 4</i>
Integration of water and sanitation etc. L 5	
Entrepreneurship 1, 2 and 3 L 1	Economic/management sciences (EMS) 1, 2, 3 and 4 + accounting practices L 4
	Building 1, 2, 3 and 4 L 3
	Adult education 1 and 2. L 4

Similarities: These appear to be quite different however some of the fundamental standards from the CWHS are similar to core/fundamental standards from the RCL, as indicated in the table. The CWHS entrepreneurship standards are partially replicated by the RCL EMS ones.

#### Suggestions:

Move data gathering and analysis standards to a more prominent position in the qualification; Check whether the EMS and entrepreneurship standards are in fact covering similar ground; replace the CWHS promotion and integrated approaches to W and S with building standards (the former are already strongly covered in the CWHS core); investigate whether the education standards for running adult learning groups do not in fact cover much of what is needed in the health promotion/community meetings core standards of the CWHS.

### Comparison of core standards

CWHS	RCL
1. DKO community sanitation L 3	1. C & E of water. Disease 11. Understand sanitation technologies
2, Facilitate comm. Part. L 4	2. Enable development of sanitation organizational structures
3. Customer care in communities L 3	10. Facilitate adult training
4. Plan and conduct comm, meets L 4	3. Present reports to community
5. Promote env, health in comms. L4	
9. Co-op project team work L 3	
6. Monitor comm. Budgets L 5	5. Receive record and reconcile funds 8. Manage funds
7. Collect and interpret data L 4	6. Observe, investigate and monitor W & S issues Receive and process sanit. Applications
8. Gender/equity L 4	
10. Understand HIV L 2	
11. DKO water management and frameworks L 5	
	3. (repeat) Present reports outside of community
	7. Ordering bld. Materials and tools 6. Ensuring QA of structures and supplies

Similarities: As with level 2 there are similarities; both groups stress the importance of working with communities, knowledge of health, monitoring and finances. The weighting, though, is different. Whereas the CWHS has 5 standards relating to promotion and communication with the community the RCL group only has two or three (US 2, 3 & 10). The CWHS group has US on general structures and gender and equity which RCL does not. On the other hand the RCL group has building/supplies related US and a greater focus on finance and investigation/data recording (HIV is discussed in the general statement at the start).

#### Suggestions:

- Replace one or two of the promotion/community standards with financial and other investigating data gathering and recording standards
- Include building/supplies QA standard, possibly by spreading the gender/equity standard across the other standards.
- Include reporting to bodies outside of the community.

**ANNEXURE 3.3: Tables of available unit standards in the water sector, identified needs on the ground and gaps**

**LEVEL 2**

<b>Sections</b>	<b>Available US (not all are registered yet) – where no number assumed no written standard</b>	<b>Identified needs</b>	<b>Gaps and proposed ESUs + possible useful registered standards from SAQA</b>
<b>Water</b>	Demonstrate Knowledge of the Water Cycle, Water and Waste Water Systems and processes (12033)		
<b>Waste water</b>	Demonstrate knowledge of the purpose of Waste Treatment Works (12034)		
<b>Building</b>	Read and Interpret Basic Engineering Drawings (G8-L2) Read and interpret engineering drawings (G4-L3) Construct Water Reticulation Concrete Work and Brick Masonry (12324)	5. Organize and distribute building materials for toilets (and other sanitation-related structures) 6. Construct toilets (and other related structures) to specifications 7. Control quality of sanitation-related structures built and materials used	GAP New ESU including building materials, construction procedures and QA  Concrete work and brick masonry and drawing G8-L2 CONSTR. L3: Casting foundations, building foundations 03.br.co.12 (C 6) CONSTR. L3: building block walls 04.br.co.12 (C 14) CONSTR. L 3: Building with special brick and block materials and techniques (C 10)
<b>Monitoring</b>	Collect and Record Data	4. Observe, investigate and monitor health issues 9. Administer (receive and process) house sanitation applications	GAP ESU: Observe, investigate and monitor health issues and administer sanitation applications
<b>Financial management</b>	Executing General Office Administration (CFH05) Use Mathematics to investigate and Monitor the Financial Aspects of Personal and Community Life (MathLit2001)	8. Receive, record and reconcile funds	GAP ESU: Receive, record and reconcile funds
<b>Applied maths</b>	Recognise and Work with Patterns (Math004) Use and Express Generalisations of Patterns in various Contexts (Math005) Work with a Range of Patterns and Function to Solve Problems Apply Basic Knowledge of Statistics in Order to Investigate Life and Work related Problems (MathLit2003) Measure, estimate and Calculate Physical Quantities and Explore, Describe and Represent Geometrical Relationships in 2-Dimensions in Different Life or Workplace Contexts (MathLit2004)		
<b>Project team work</b>	Executing General Office Administration (CFH05) Plan Team Work Functions and Complete Reports Supervise Work Unit to Achieve Work Unit Objectives (Individuals and Teams) (HRMPAD4/002) Working in a Project Team Co-operatively in Accordance with guidelines and procedures (PM3.7)		ESU on fitting into project team/functions and shared responsibilities/management

	Services SETA) Executing General Office Administration (CFH05)		
<b>Health and hygiene promotion</b>	Demonstrate Knowledge of Community Hygiene Practices Demonstrate chemical and bacteriological Sampling Techniques & Field Tests (12042) Apply Personal Safety Practices in the Water Sector (12035) Render Basic First Aid (Unit Standard 9 Building Construction Plumbing) Perform Basic Life Support and / or First Aid procedures in Emergencies Demonstrate an Understanding of HIV / Aids and its Implications (ThetaXX109)	1. Understand the causes, effects and spread of waterborne disease in South Africa 11. Understand a suitable sanitation technology 10. Facilitate adult training classes in sanitation issues	GAP ESU on 'Routes of and barriers to contamination and spread of waterborne disease'.
<b>Community dynamics</b>	Demonstrate an Ability to Work with Local Communities	2. Enable the development of sanitation organizational structures	ESU: Enable the development of sanitation organizational structures
<b>Communications</b>	Maintain and Adapt Oral Communication (US: FET-C/01)  Access and Use Information from Texts (US: FET-C/04)  Use Appropriate Communication Skills, Conventions and Structures for Specific Purposes and Situations (COM004) Use Language in Communication in Occupational Learning programmes (US: FET-S/16)  Write for a Defined Context (US: FET-C/03)	3. Present sanitation development reports and demonstrations visually, orally and in writing (hands-on, posters etc)	ESU: Present sanitation development reports and demonstrations visually, orally and in writing (hands-on, posters etc)
<b>Computers</b>	Operate a Personal Computer System (EUC2-25/02/00) Demonstrate Knowledge of and Produce Computer Spreadsheets using Basic Functions (EUC8)		
<b>Pure maths</b>	Demonstrate Understanding about ways of working with Whole Numbers Demonstrate Understanding of Rational and Irrational Numbers, and number Systems, Within the Context of Relevant Calculations (MathLit2002) Collect, Analyse, Use and Communicate Numerical Data (Math008)		

## LEVEL 4

Sections	Available US (not all are registered yet) from water sector – where no number assumed no written standard	Identified needs on the ground	Gaps, proposed ESUs and additional, useful registered standards from the SAQA website
<b>Water</b>	Demonstrate Knowledge of Water Users and Water Users' Needs Demonstrate knowledge of an Integrated Approach to Water and Sanitation Related Processes		
<b>Waste water</b>	\		
<b>Building</b>	Read and interpret engineering drawings (G4-L3)	5. Order tools and building materials 6. Control quality of built structures and supplies	ESU: Order and control quality of tools and materials and control quality of built structures.
<b>Monitoring</b>	Collect and Interpret Data Plan and Implement a Sampling program to Monitor Water Quality (WPC6) Monitor Community Water Systems	4. Observe, investigate and monitor health issues (sanitation related) 9. Receive and process house sanitation applications	ESU: Observe, investigate and monitor health issues and administer sanitation applications
<b>Financial management</b>	Use Mathematics to investigate and Monitor the Financial Aspects of Personal and Business Issues (MathLit3002) Use Mathematics to investigate and Monitor the Financial Aspects of Personal and Business and National Issues (MathLit4001) Financial Budgets/ Purchasing, etc Monitor Budgets Related to Community Activities	7. Receive, record and reconcile funds 8. Manage funds received	ESU: Receive, record, reconcile and manage funds.  Possible standard: EMS-PM L4: Participate in estimation and preparation of cost budgets and monitor actual costs
<b>Applied maths</b>	Demonstrate Understanding of the Use of Different Number Bases and Measurement Units and an Awareness of Error in the Context of Relevant Calculations (MathLit3001) Apply Basic Knowledge of Statistics and Probability to Critically Interrogate and effectively Communicate Findings on Life Related Problems (MathLit4002) 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 (MathLit4003)		
<b>Project team work</b>	Executing General Office Administration (CFH05) Plan Team Work Functions and Complete Reports Supervise Work Unit to Achieve Work Unit Objectives (Individuals and Teams) (HRMPAD4/002) Working in a Project Team Co-operatively in Accordance with		ESU: Work in project team/functions and share responsibilities/ management  EMS-PM L 4: Identify, organise and co-ordinate

	guidelines and procedures (PM3.7 Services SETA)		project life cycle phases EMS-PM L4: Monitor and evaluate project schedules  These were the standards for level 2 – need to have suitable level 4 standards.
<b>Health and hygiene promotion</b>	Demonstrate Knowledge Environmental Health Demonstrate Knowledge of Community Sanitation Promote Environmental Health to Community Members Promote Water Quality to Community Members	1. Understand the causes, effects and spread of waterborne disease in South Africa 10. Facilitate adult training classes in sanitation issues 11. Understand sanitation technologies	ESU: Routes of and barriers to contamination and spread of waterborne disease'.  Additional standards: EDU L4: Plan a learning event (C8) EDU L4: Facilitate an adult learning event (C 16)
<b>Community dynamics</b>	Facilitate Community Participation Processes Plan and Conduct Community Meetings Demonstrate Knowledge of Gender and Equity in Sustainability of Water and Sanitation related Projects	2. Enable the development of sanitation organisational structures	ESU: Enable the development of sanitation organisational structures  Additional standards: EMS-PM L4: Plan, organise and support meetings and workshops
<b>Communications</b>	Accommodate Audience and Context Needs in Oral Communication Interpret and use Information from Texts (US: FET-C/05) Read, Analyse and respond to a Variety of Texts (US: FET-C/05) Use Language in Communication in Occupational Learning programmes (US: FET-S/16) Write Texts for a Range of Communication Contexts (US: FET-C/06) Write for a Wide Range of Contexts (US: FET-C/09)	3. Present sanitation development reports and demonstrations orally and in writing	ESU: Present sanitation development reports and demonstrations orally and in writing
<b>Computers</b>	Intermediate Word Processing (EUC7)		
<b>Pure maths</b>	\		

## **ANNEXURE 4: Key Interactions with Training Network**

### **4.1 Sanitation Conferences**

### **4.2 Standards Generation**

### **4.3 Coordinating Task Teams**

## **ANNEXURE 4.1: Sanitation Conferences**

### **1. AfricaSan Conference ( 29<sup>th</sup> July to 1<sup>st</sup> August 2002):**

#### **Key Points from notes:**

Sanitation Targets at WSSD - Linking to Poverty Reduction

Sanitation = Social Development programmes

Programmes must have:

- A national policy
- A lead Agency
- Effective Coordination structures
- Partnerships at local level
- Appropriate capacity building

Sanitation Strategy must incorporate all these components

Career paths, Qualifications and Skills programmes were acknowledged as a worthwhile capacity building approach – formalization agreed to be appropriate.

### **2. Towards a South Africa Action Plan (2<sup>nd</sup> August 2002):**

**THEME:** Eradication of sanitation backlog by 2010, based on Sanitation Promotion and Toilet facility per household.

#### **Themes for participant input:**

- Raising the Profile of Sanitation
- Monitoring the Impact of health and hygiene programmes
- Informal Settlements sanitation
- Capacity Building

**Capacity Building** identified Coordination, Skills Development and Funding for building capacity as key areas to be attended to:

- Education and Training - quality assurance and certification
- WSDP, IDP - context for Programme Management capacity
- NSTT, PSTT, Local Authority networks – Coordination capacity to be built on
- Officials and Implementation teams – draw on skills development funding for levy and non-levy sector

**Sanitation Sector Skills** project and process was shared with:

Parliamentary Portfolio Committee Chairperson;

DWAF Sanitation Manager;

And more detailed information was sent to their contacts by request.

## **ANNEXURE 4.2: Standards Generation** **SGB Reference Group Meeting - 7<sup>th</sup> August 2002**

**Held at The Mvula Trust, Braamfontein, Convened by Sandy Williams**

Attendance: 7 out of 15 confirmed participants

### Agenda of Meeting:

COMMUNITY WATER, HEALTH & SANITATION: Review group's drafted Unit Standards/Qualifications – Skills Development, Level 2, Level 4 for gaps, corrections. Comments requested from participants.

### Discussion Notes:

#### **1. Synergy between related projects:**

- Ilse Wilson and Sandy Williams queried the purpose of the SSSCF project:
  - Explained to meeting that the *San Sector Skills Conceptual Framework* project output is to guide the development of rather than generate specific unit standards. The Roles, Career paths and qualification Levels (RCL) framework served as a useful handout to illustrate the usefulness of a guideline to their satisfaction.
  - Explained that we have a curriculum developer on the research team who has done some initial standards analysis and comparisons to inform the conceptual framework with some course content suggestions that would be useful to share at this meeting.
  - Sandy Williams (SGB consultant) requested assistance from the project and framework
  - Ilse Wilson (Mvula Trust) stated that she is not responsible for linkages across projects
  - I suggested that Sanitation Sector Training Forum function is to linkages between projects

#### **2. Review of drafted Unit Standards/Comments:**

- Skills Programme for Promoters of Community Water, Health and Sanitation:
  - As an entry: (Literacy and Numeracy level 1) + ( 4x level 2) + 55 credits
  - Move Water Cycle out of Level 4 ( keep at Skills Programme and Level 2)
- National Certificate for Promoters of Water, Health and Sanitation – NQF Level 2
  - Providers can add US:FET – C/1, C/2, C/3 (available to providers)
  - Computer skills as elective in view of possible limited access to PCs
  - Add SMME at level 2 and 4 as elective
- NQF level 4
  - ADD: Observe, investigate and monitor people and things
  - International benchmarks? to be added (please send to Sandy Williams)

#### **3. Missing pieces for Sanitation Skills:**

- Level 4 needs to enable : Supervise, Understand and be able to Do all functions (financial, technical, social) ~ find 20 credits/titles/levels to cover:
  - Enable development structurally
  - Construction, materials and quality
  - Finance
  - Administration
  - SGB has Community Qualification that can cover both groups
- Consultation Process not complete: SAQA will ensure public comment (on website)
- No international benchmarks found

#### **Researcher Observation:**

- Gender equity, and Legislative information fits post grad Diploma level
- This reference group is not able to assist Sandy Williams to develop level 4 and below unit standards – do not relate adequately to actual career paths in my opinion. Need to get RCL framework out to such groups and add more resource people with experience on the ground to reference groups.
- Write to Sandy Williams: get minutes, offer assistance for further standards development.

## Correspondence with SGB Consultant

**From:** "Sandy Williams" <willia@iafrica.co.za>  
**To:** "Deborah Cousins" <cousinsd@pentech.ac.za>  
**Date:** 9/3/02 11:10PM  
**Subject:** RE: SGB Meeting 16th Sept

Dear Debra,

I think there is still clearly a gap for a sanitation qualification and that should be informed by research that your group has done.

It is difficult to be all inclusive in these processes but the qualifications need to be developed based on a need and then the providers must get in line with the qualifications rather than the other way around.

Hope to see you / Alvin / James on 16th September so that we can maximise the benefit of your research, as work done by splinter groups doesn't advance the cause of the sector as a whole as it doesn't always get included in the qualifications which is a great pity.

Looking forward to sharing more work and ideas with you.

Best wishes,  
Sandy

NQ Systems Development  
Tel: 011 465 5440  
Fax: 011 465 5440  
Cell: 082 901 4039

-----Original Message-----

From: Deborah Cousins [mailto:cousinsd@pentech.ac.za]  
Sent: 03 September 2002 04:14 PM  
To: willia@iafrica.co.za  
Subject: RE: SGB Meeting 16th Sept

Dear Sandy

Thanks - we have received the invite to 16th. The question that remains is whether the Community/Promoter type learnership and courses are adequate to the capacity required to do sanitation projects.

James has further searched the Construction, Finance and Health SETA sites for electives, on the advice of existing sanitation skills training providers actually operating in regions.

I think that it is a pity that the Framework was not ready prior to your work proceeding, not least in respect of engaging the existing providers who have gone some way towards developing modules and are seeking support and guidance for accreditation.

I was hoping that there could be some alignment rather than the presentation of a range of alternatives, on the assumption that this is in everybody's interests. However, the regional training provider networks will be providing feedback at any rate. Without a note requesting from you we are unable to share our outputs formally until the client has approved this project's product for publication - the opportunity to meet as part of the research process (as in using the Sanitation Sector Training Forum as a reference group) must be made the most of in the interim. Organising sector meetings between roleplayers, attending meetings as observers or participants is such an opportunity

If any such further opportunities arise from your side, do let us know.

Best regards,

Deborah Cousins

## **SGB Meeting - Water Sector Stakeholder Workshop: 16<sup>th</sup> September**

Attended by Project Leader (Alvin Lagardien)

### **Report back Notes:**

#### **1. Standards, Learnerships and Qualifications**

GETC, Level 2, Level 4: lack of sanitation qualifications recognised by group.  
RCL Table presented and endorsed  
Relate to NQF levels  
Separate entities

#### **2. Titles and Qualifications:**

Sanitation Promoter – 1, ABET with Sanitation electives

Sanitation Operator – 2

Sanitation Supervisor – 4 (Discussion re: Facilitator/Officer)

Post graduate Diploma in Sanitation

Sanitation Programme Manager; Sanitation Project Manager - Levels 5 & 6

#### **3. LGWSETA plans :**

To include investigation and incorporation of other Unit Standards

## **ANNEXURE 4.3: Coordinating Task Teams**

### **Sanitation Sector Training Forum Meeting – 13<sup>th</sup> August 2002**

#### **Summary of Outcomes**

- 1. Coordination on a national level:**
  - MOU between DWAF and LGWSETA
  - Nominated to Water Services Task Team
- 2. DWAF has appointed a consultant to work on sector capacity building Strategy:**
  - Brief: to give more flesh, address implementation, and unlocking of funds for skills development
  - Access copy of brief to unpack programme of consultation/inform this project
- 3. Proposal for Fast Tracking (Mvula Trust)**
  - Feedback on brief - by Monday

#### **Research Actions:**

- Meet with Thomas Meso and Consultant
- Set up meeting with LGWSETA
- Proposal for Fast Tracking – look at “fit” with emerging streams/standards. Look for synergy.

### **LGWSETA Water Chamber Strategy – 17<sup>th</sup> September**

Documents disseminated: (C1 – C5 objectives and targets **Until March 2004** to prove their worth)

- 1. MOU with DWAF (C1)**
  - Skills funding
- 2. Quality Assurance (C2)**
  - WATER – 25% of LGWSETA TARGETS, SANITATION – proportionate
  - 25 providers Accredited
  - Assessors and Moderators trained
  - FRAMEWORK for Provider Development
- 3. Targets for Learners (C3):**
  - On a regional basis how many Learnerships per annum?
  - OBJECTIVES: programmes, youth employed, etc
  - Possible ~ eg 5 skills programmes for ESUs
- 4. Employable Skills Units (ESUs) (C5)**

Will go ahead with Skills Programmes – develop ESUs for sanitation Tracking
- 4. Coordination is a priority**
  - Provider network to be developed

NOTE: Concept and Context – making it work.

## **Water Sanitation and Waste Task Team (WSWTT) – 18<sup>th</sup> September 2002**

1. **WSWTT Terms of Reference:**
  - Water Chamber covers 3 areas: Water, Sanitation and Waste
  - TOR for WSWTT amended
2. **Presentation of Sanitation Skills Project:**
  - Assisted in providing a common basis for discussion
3. **Business Plan:**
  - Sub group to develop a business plan for skills development
  - Develop for BP for LGWSETA funding
4. **MOU:**
  - Between LGWSEAT/DWAF will be based on the business plan for sanitation
5. **WSWTT Recommendations:**
  - MOU to be signed by Water Chamber and DWAF
  - LGWSETA to recognize Basic Sanitation Delivery as a Social Development Programme
  - Sanitation Sector Skills programmes will be based on business plan that is prepared for LGWSETA funding

## **ANNEXURE 5: ESU's**

### **5.1 Employable Skills Units**

## Annexure 5.1:

### LOCAL GOVERNMENT, WATER AND RELATED SERVICES SETA CRITERIA FOR LGWSETA APPROVAL OF SKILLS PROGRAMMES

#### 1. EMPLOYABLE SKILLS UNITS (ESUs)?

##### **Employable Skills Unit:**

Is the description of competence achieved through the attainment of a number of unit standards that collectively make up an economically useful skill.

#### 1.1 Why Employable Skills Units (ESUs)?

A unit standard is the description of a small set of competence that is complete on its own, but is unlikely to be sufficient for employment purposes. For example the ability to hang a door may constitute a unit standard but no one is likely to get a job as a door hanger. Yet, at the same time it probably doesn't require a full carpentry qualification to get a carpentry related job in the building industry.

An ESU would then cluster several useful and related unit standards together into a combined competence that would allow some one to find or create employment.

The majority of unit standards in an ESU must be derived from within an existing qualification so as to provide learners with the ability to expand their learning and to achieve the qualification should they so wish.

#### 1.2 The Benefits of ESUs

The question may be asked as to why ESUs are necessary if skills programmes exist? A Skills Programme is the implementation of an ESU and involves specific providers, learners, and where possible employers. A skills programme is descriptive of an intended set of learning.

ESUs, on the other hand, ***provide a proactive intervention into the labour market or into civil society by signalling where skills programmes are needed, and what they must achieve.*** It is intended that ESUs will act as catalyst for skills programmes by alerting employers and providers to possible interventions and describing the necessary outcomes of such an intervention.

They will also serve as messages from employers or the broader community to the LGWSETA alerting the SETA to necessary interventions into the market or into civil society.

## 1.2 What Constitutes an ESU?

- a) Rationale
- b) Title
- c) Qualification/s towards which this ESU may lead
- c) Unit Standard Components (including fundamentals)
- d) Purpose Statement
- e) Learning Assumed to be in Place
- f) Skills Outcomes
- g) Integrated Assessment

## 2. SKILLS PROGRAMMES

### **Definition for the Sector:**

A Skills Programme is an occupationally-directed programme which is presented by an accredited provider, and when completed leads to the achievement of an Employable Skills Unit.

### 2.1 The Purpose of Skills Programmes

- Provide learners with practical (hands-on) experience, where appropriate.
- Increase employability, self-employment and mobility in the work place.
- Provide access to learning opportunities towards national qualifications.
- Provide occupationally-directed and focussed learning.
- Contribute towards closing the skills gap identified in Workplace Skills Plan (WSP), Sector Skills Plan (SSP) and Provincial Skills Plan (PSP) or research.

### 2.2 The Economic Use of Skills Programmes

Skills Programmes leading to the attainment of Employable Skills Units hold benefits for learners, employers, government and civil society.

For the learner they provide,

- A direct route to income-generating skills
- The opportunity to target the skills they need and engage in self-paced learning
- The achievement of a number of nationally recognised unit standards
- A beginning to further learning that may culminate in the achievement of a national qualification

For the employer they provide,

- The opportunity to swiftly implement aspects of their workplace skills plan
- Better skilled and therefore more productive employees

For Government they provide,

- National recognition for training under the auspices of poverty relief, or work creation programmes
- The opportunity to better outsource education, training and development attached to special Government projects

For civil society they provide,

- Opportunities for communities to attain skills that stimulate employment or self-employment
- Opportunities to build entrepreneurial capacity in the form of SMMEs.

### **2.3 What Constitutes a Skills Programme?**

- a) **Employable Skills Unit (see above)**
- b) Rationale specific to this skills programme
- c) LGWSETA Approved Provider
- d) Registered Assessors
- e) Learner Details
- f) Learning programme Description
- g) Evidence of Learning Support Material
- h) Assessment Process Description
- i) Experiential Learning Component Description
- j) Learner Support Systems Description
- k) Quality Assurance Mechanisms
- l) Programme Impact Measurement

### **2.4 Who Approves a Skills Programme?**

The Education and Training Quality Assurance Body (ETQA) of the LGWSETA registers and is responsible for the administration of skills programmes in the sector.

A Skills Programme will not be registered unless it directly benefits a minimum of 25 learners, in addition to meeting the criteria attached to the 12 components listed in section 2.3 above.

---