

**DISTRICT ASSEMBLY
CAPACITY BUILDING PROJECT
(DISCAP)**

**TRAINING & CAPACITY BUILDING STRATEGY
AND IMPLEMENTATION PLAN**

Prepared by:

E.T. Jackson & Associates & Gariba Development Associates

Bolgatanga

Revised October 2003

Table of Contents

1	Introduction	1
1.1	Harmonized Training and Capacity Building in the National Context	1
1.2	DISCAP Capacity Development Framework	2
2	Training Strategy and Programme	3
2.1	Sustainable O&M Capacity for Water Supply and Sanitation Management	4
2.1.1	Asset Management Training & System Development	4
2.1.2	Asset Management Manual Developed	4
2.1.3	Training on Asset Register Data Collection	4
2.1.4	Training Courses for Small Town Water Supply Operators & Managers	5
2.1.5	Training Courses for Area Mechanics	5
2.1.6	Training and Coaching on Small Towns Water Optimization	6
2.1.7	Training of DWSTs/DWDs & DEHUs on Sustaining Water & Sanitation	6
2.2	Capacity Building for Decentralized Governance	6
2.2.1	Organizational Capacity Development	7
2.2.1.1	RPCU Vision and Organizational Development	7
2.2.1.2	Strengthening DPCUs	7
2.2.1.3	Training DA Committees for Governance Oversight	7
2.2.2	Management Capacity Development	8
2.2.2.1	Sponsorship for Courses offered by Management Training Institutions	8
2.2.2.2	Management of Decentralization	8
2.2.3	Training Course on M&E & System Development	8
2.2.3.1	Step-wise M&E Manual Designed	9
2.2.3.2	Field-Testing and Implementation of M&E System	9
2.3	Gender and Development Capacity	10
2.3.1	Gender and Development Training	10
2.3.1.1	Training for Gender Desk Officers on Policy Implications of M&E Findings	10
2.3.1.2	Policy Seminar on Gender Mainstreaming	11
2.3.1.3	Target Groups for Training on Gender and Development	11
3	Approach to Training and Capacity Building	12
3.1	Capacity Building of Training Institutions	12
3.2	Training and Capacity Building for Results	12
3.3	Organizational Learning and Effectiveness	13
	Appendix 1: Short-listing of Training Courses	14

1 Introduction

As Ghana's process of decentralization matures, training and capacity building for institutions of local governance have also become crucial for improving their capacity to manage development and poverty reduction in a decentralized manner. In a bid to make such identifiable institutions of local governance viable and sustainable in the delivery of critical services to relevant stakeholders, the District Capacity Building Project (DISCAP) has targeted capacity building at regional, intermediary bodies, and district level institutions.

This technical paper is a description of the implementation of the DISCAP Training Strategy. It includes:

- A review of the national context within which the training strategy is situated;
- An overview of the training program;
- An outline of the scope of each training; and,
- A revision of the approach to training

1.1 Harmonized Training and Capacity Building in the National Context

Since January 2003, the Ministry of Local Government and Rural Development has been developing a National Decentralization Action Plan (NDAP), to concretize the actions needed for the implementation of the required decentralization reforms outlined in Ghana's Poverty reduction Strategy (GPRS).

Eight main strategic objectives would be pursued during the plan period, 2003-2005. These are:

1. To strengthen political leadership and inter-sectoral collaboration for decentralization.
2. Enhance decentralization policy management, implementation and monitoring.
3. Increase discretionary funding to District Assemblies and consolidate the overall district resource envelope.
4. Strengthen overall district level financial and human resource management and accountability.
5. Strengthen District Assemblies' functional and governance performance.
6. Strengthen decentralized coordination and M&E at regional level.
7. Enhance and strengthen sub-district level.
8. Promote popular participation and deepen association and partnership between District Assemblies, civil society, private sector and Tradition Authorities.

Corresponding to these eight strategic objectives are four main programme priorities namely:

1. Policy and Institutional Arrangements for Decentralization Implementation
2. District Development Funding Facility
3. Capacity Building and Human Resources Development
4. Partnership and Participation for Accountable Local Governance.

The District Capacity Building Project (DISCAP) provides a framework, and represents an important contributor to the emerging plans for a harmonized capacity building process at the national level.

1.2 DISCAP Capacity Development Framework

DISCAP focuses on the strengthening of the capacities of local government bodies to manage, in collaboration with NGO and private sector stakeholders, potable water and sanitation resources. The projects' goal is to have most water supply systems being operated and maintained in a sustainable manner, as a result of the capacity building efforts supported by DISCAP.

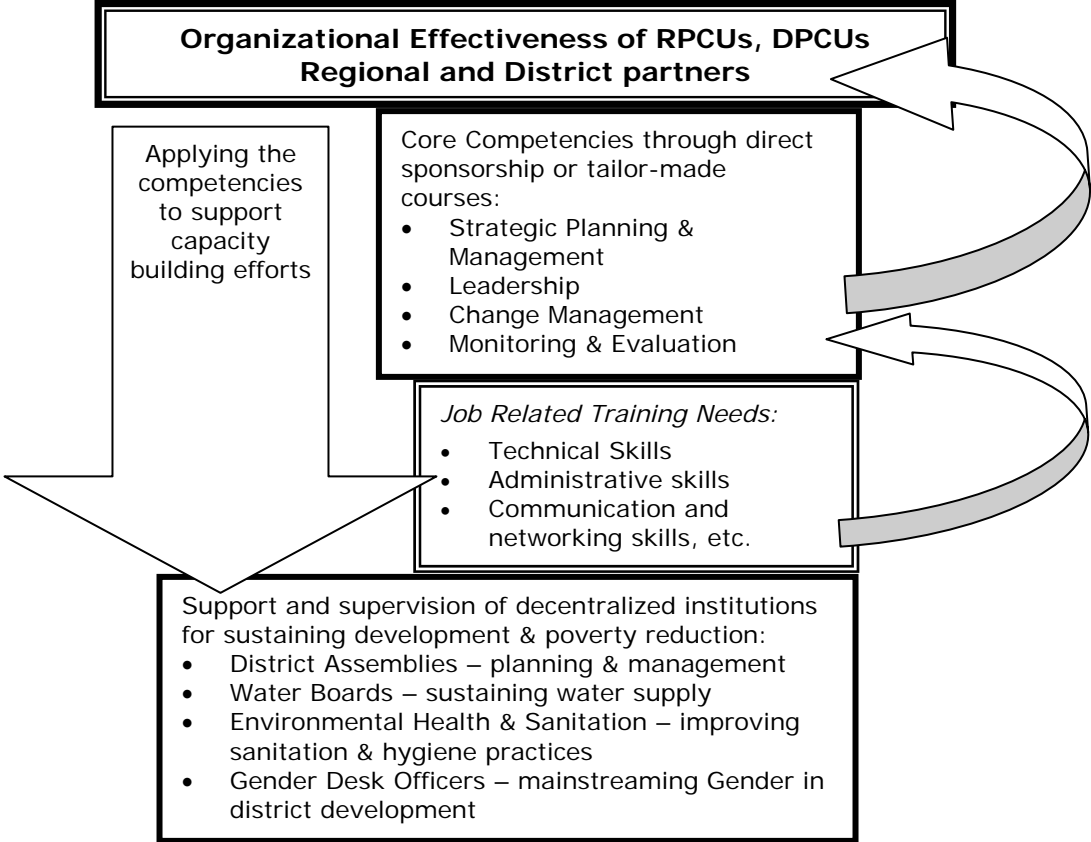
This goal makes training and capacity building a central instrument for sustainable water management and water governance. A broad range of training and capacity building efforts have therefore been developed to achieve this goal. The framework adopted for the revision of the DISCAP Capacity Development process involves the use of training as a means of acquiring basic skills and core competencies which, in turn would enhance organizational effectiveness of key partner institutions involved in the capacity building process.

Using improved management and governance of water supply as an entry-point for poverty-targeted development, DISCAP has developed a framework that involves:

- Improving basic technical and administrative skills of direct operators of the local governance machinery and service points (water and sanitation)
- Enhancing the core competencies of the managers of the decentralization process
- Improving the organizational effectiveness of the institutions that have the mandate for development planning, coordination, monitoring and evaluation at the District and Regional levels.

This process, in turn, results in sustained support for performance at the district level and service points.

Figure 1: DISCAP Capacity Building Framework



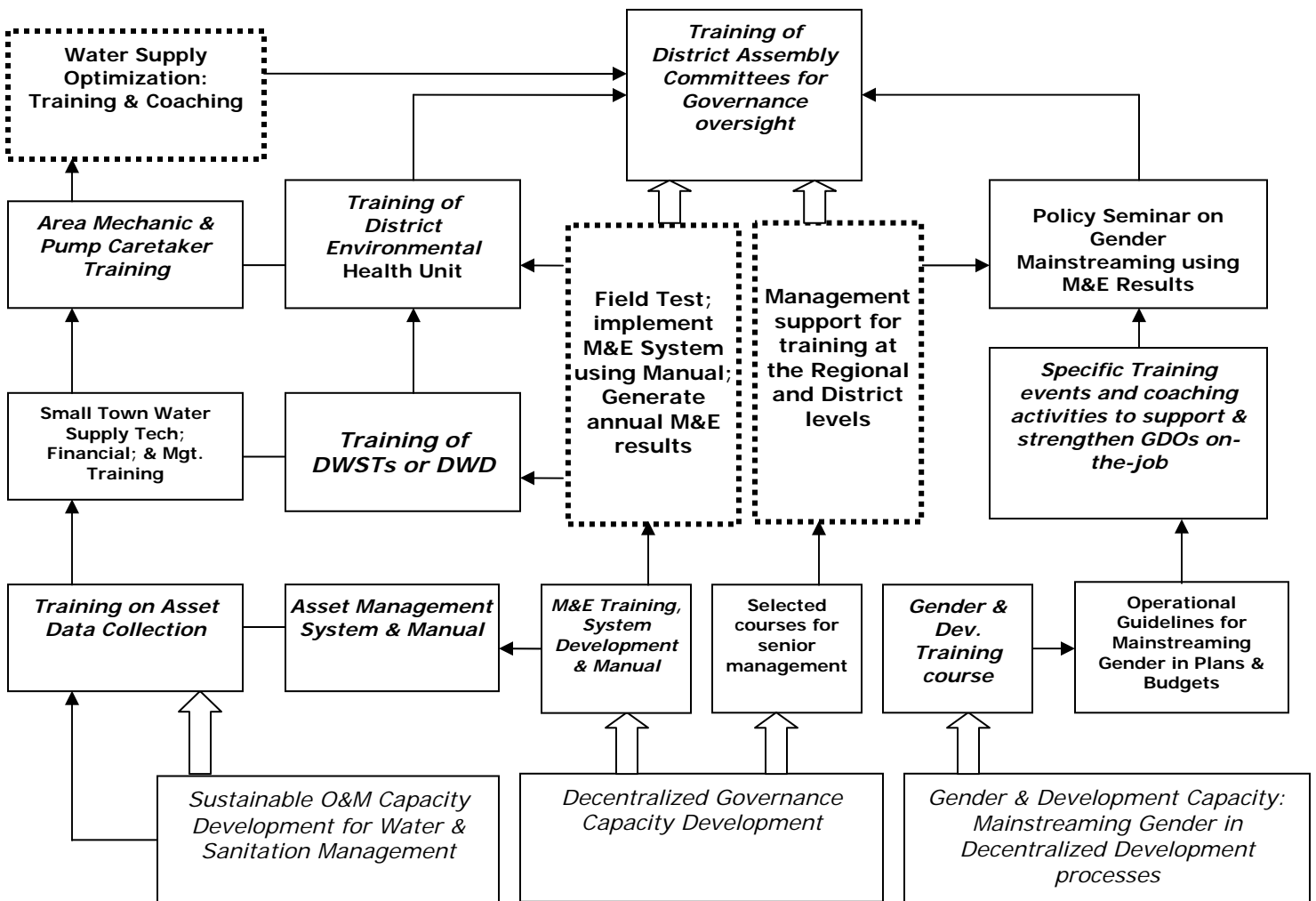
2 Training Strategy and Programme

An action-learning strategy has been outlined to guide the elaboration of the DISCAP Training Program. This strategy hinges on four main streams of capacity development:

1. Capacity Development for Local Governance and Decentralized Management;
2. Sustainable Operation and Maintenance capacity for Water Supply and Sanitation Management;
3. Mainstreaming Gender in Decentralized Development.

The figure below presents an overview of this model.

Action-Learning Model



2.1 Sustainable O&M Capacity for Water Supply and Sanitation Management

The goal of DISCAP is to ensure that most water systems are operated and maintained using local skills – district officials, civil society and the private sector. To do this, a parallel capacity building effort has been designated to increase awareness, build skills and increase competency of the staff and institutions responsible for water supply management to undertake their work in a sustainable manner.

What follows is a summary of the sequence of training and capacity building efforts aimed at achieving the project's goal.

2.1.1 Asset Management Training & System Development

A value-added component of DISCAP is the development of a system of asset management that establishes a baseline for the entire process of sustainable O&M of installed capacity for water and sanitation in the project area. This system is based on the view that, over the last 25 years, the Government of Ghana with support from CIDA and other development partners and NGOs have invested substantial amounts in building both physical assets and human resources for water supply and sanitation. The asset management training and system development will entail the following:

Learning objectives:

- To understand the rationale for establishing a simple system of asset management for water supply;
- To be able to identify the main uses of the asset management system;
- To enable participants to develop a simple system that is compatible with their own asset base and human resource capacity.

Skills and competencies:

- Develop skills or competency in practical asset register and the use of data construct one.
- Understanding what asset management systems are used for, notably in setting tariffs.

Expected outputs:

- Framework for water supply asset management system developed.
- Skills to pilot proto-type enhanced.

2.1.2 Asset Management Manual Developed

Following the completion of the design of the asset management system, a step-wise manual will be produced to guide those at the District level who will be implementing and managing the asset management system. The manual entails the following:

2.1.3 Training on Asset Register Data Collection

Although the asset management system has not yet been elaborated, data collection on the basic water supply assets is well underway and near completion in most communities. The DWSTs, Water Boards and some Water and Sanitation committees are involved in this exercise. To facilitate this process, a training activity has been developed with the following key attributes:

Learning objectives:

- To be able to identify key data sources on water supply assets.
- To enable staff of District Assemblies, water boards and NGOs to understand the basic principles of data collection and recording;
- To increase understanding of water supply managers on asset registers and how they are constructed.

Skills and competencies:

- Data collection ability improved.
- Increased recognition of water system components and what they stand for.
- Skills in pricing water supply assets.

Expected outputs:

- Detailed inventory of all major water supply assets.
- Asset registers established for each District Assembly.

2.1.4 Training Courses for Small Town Water Supply Operators & Managers

The Tamale Polytechnic Institute is being assisted by DISCAP to develop the course. The duration of the first course (already completed was 8 weeks). Future courses are expected to run for 10 weeks.

Learning objective:

- To enhance the technical and managerial knowledge of operators and water supply managers in basic principles and operating procedures for small towns water supply;
- To deepen their understanding of elements of the water supply, sanitation and environmental health considerations in small towns;
- To develop skills in establishing and maintaining water supply systems for small towns.

Skills or Competencies achieved:

- Ability to develop operational work plans and manage small town water systems.
- The ability to undertake routine maintenance of the water systems.

Expected outputs:

- Up-graded technical and managerial staff for small towns water management.

2.1.5 Training Courses for Area Mechanics

The process that was adopted in the course development for Tamale Polytechnic was also used to develop the course for Area Mechanics with the Nandom Polytechnic. Specialists from DISCAP Capacity Building Resource Group, the Community Water and Sanitation Agency, the National Board for Small Scale Enterprises and experienced Area Mechanics were enlisted to contribute contents for the course, through a series of curriculum development workshops. The course modules were then developed by individual resource persons and delivered by them.

Learning objective:

- To enhance the technical and managerial knowledge of Area Mechanics and pump care-takers in supporting communities to operate and maintain their hand pumps.
- To deepen their understanding of elements of the community water facilities, sanitation and environmental health considerations in rural communities.

Skills or Competencies achieved:

- Ability to develop operational work plans to support hand pump maintenance and repair operations.
- Business management and entrepreneurial skills.

Expected outputs:

- Up-graded technical and managerial skills in Area Mechanics

2.1.6 Training and Coaching on Small Towns Water Optimization

Yet to be elaborated.

2.1.7 Training of DWSTs/DWDs & DEHUs on Sustaining Water & Sanitation

This training is designed to follow both the completion of M&E on the status of poverty re: water, sanitation and health; and the status of the water supply asset register. The training, targeting the two main institutions responsible for planning and managing water supply and sanitation at the District level – the DWST/DWD and the DEHUs -- will focus on improving their ability to use M&E results in supervising the implementation of O&M policies and actions to sustain water supply and sanitation management.

Learning objectives:

- To be able to identify key trends in access, reliability, utilization, and sustainability of water supply.
- To be able to acknowledge gaps in the water supply system;
- To understand the implications of these gaps for sanitation improvements;
- To increase the understanding of DWSTs, DWDs, DEHUs on the technical aspects of small towns water supply and sanitation management.

Skills and competencies:

- Enhance skills in providing technical and managerial support for the work of water boards and community-based committees and area mechanics managing water systems;
- Develop skills in translating M&E and asset register findings into proposals for O&M improvement.

Expected outputs:

- Specific issues in the status of water and sanitation targeted for policy and procedure changes.

2.2 Capacity Building for Decentralized Governance

A central feature of the DISCAP project is to promote responsive governance of community infrastructure, notably water supply and sanitation, through local government. To facilitate this process, the decentralized governance capacity building effort comprises:

Organizational Capacity Development:

- Training for the development of a Strategic Vision and Action Plan for the key implementing partners, the Regional Planning and Coordinating Units (RPCUs) and the District Planning & Coordinating Units (DPCUs);
- Support for the implementation of the expanded role for RPCUs and DPCUs in their development coordination functions.

Management Capacity Development:

- Direct sponsorship of senior managers in the decentralization process to undergo courses in planning, management and related fields;
- Support to build core competencies of these senior managers, and translate the training into managing their organizations effectively, while supporting the training of others, such as members of District Assembly sub-committees.

Monitoring & Evaluation Capacity:

- Training and system development on Poverty Monitoring and Evaluation at the District level;
- Development of a manual to guide the implementation of M&E activities;
- Support and coaching for the conduct of M&E activities, using water and sanitation as entry-points;
- Improving the skills of key stakeholders, notably the Gender Desk Officers and the Water Supply and Sanitation management Units of the District Assembly on the implications of the M&E findings for planning and managing water supply at the District level; and,
- Using the results of these engagements to increase the awareness of senior management staff of the Districts on the significance of water and sanitation as key levers for poverty reduction in the districts.

What follows is a brief description of each of the training steps associated with the process of developing capacity for decentralized governance, using water supply as an entry-point.

2.2.1 Organizational Capacity Development

2.2.1.1 RPCU Vision and Organizational Development

The Regional Planning and Coordinating Units (RPCUs) and their district versions, the District Planning and Coordinating Units (DPCUs) are considered the fulcrum of decentralization coordination. Under this training effort, the RPCUs were supported to develop their organizational visions, outlining both their mandate and their "reach". Following this, each RPCU undertook a "client" survey, which confirmed the scope of services required by the different institutions they serve. One of the critical services they identified is the coordination of Monitoring and Evaluation of development and poverty-reduction efforts in their respective regions and at the district level.

2.2.1.2 Strengthening DPCUs

The RPCUs in the three regions have begun a corresponding effort to provide professional support to the work of the DPCUs, in the area of planning, monitoring and evaluation.

2.2.1.3 Training DA Committees for Governance Oversight

As capacities develop at the Regional and District levels, core staff of the RPCUs and DPCUs will be supported to develop short courses, in the form of workshops, to training the Executive Committee and other sub-committees of the DA on their oversight functions, especially in the areas of water and sanitation management, gender issues and the monitoring and evaluation of poverty. Senior management staff of the RPCUs and DPCUs, as well as those from partner institutions who benefit from DISCAP-sponsored management training courses will also be required to participate in the development and delivery of the training for DA committees.

2.2.2 Management Capacity Development

This component of the training programme comprises:

- Sponsorship of senior managers at the Regional and District level for courses in various management training institutions;
- Specialized seminars on policy management, policy implications of M&E results; gender mainstreaming; and best-practices conferences and exchanges.

2.2.2.1 Sponsorship for Courses offered by Management Training Institutions

During a seminar (March 2003) on the capacity needs of senior managers of decentralization, it was observed that dynamic changes and challenges in decentralization require new skills in planning, change management and improvement in organizational and management practices. Subsequently, a training needs assessment was conducted for selected senior managers in regional institutions supporting DISCAP. On the basis of this activity, the training framework proposed to satisfy the senior management needs will comprise two parts namely:

- Sponsorship for courses which are being run by various institutions in Ghana;
- Pre-training and post-training sessions to relate acquired skills to specific organizational effectiveness and management practices.

Annex 1 is an outline of the specific courses short-listed for the 2003-2005 period. The table outlines specific courses and related competencies have been identified for emphasis and their reach.

2.2.2.2 Management of Decentralization

Overview of key policies underpinning decentralization, poverty reduction strategy and, in particular decentralized management of water supply and sanitation;

Substantive issues in decentralized management of development, including management of human resources, decentralized budgeting, gender mainstreaming, communication and citizen engagement.

The course will be developed using evidence emerging from the findings of the Poverty-targeted M&E on water and sanitation, as well as its gender implications. Appendix 2 provides a detailed overview of the senior management course, including the objectives, competency profiles and expected results.

2.2.3 Training Course on M&E & System Development

The training on Monitoring and Evaluation is intended to build general awareness on M&E focused on poverty monitoring and, using a participatory approach, establish a system for District-based Monitoring and Evaluation with an emphasis on water, sanitation and hygiene.

First batch delivery has the full complement of both regional and district representatives and the content will cover substantially conceptual and skill-enhancing sessions towards developing the M&E system. Gender issues will assume an equally high premium in the training.

Learning objective:

- To build knowledge of key regional and district officers in concepts and approaches to M&E.
- To deepen understanding of elements of the district-based model and national/institutional arrangements for decentralization;
- To develop skill in the development of a poverty M&E systems as well its application.

Skills or Competencies achieved:

- Ability to develop district-specific M&E activities for water and sanitation and to extend this to cover other sectors.
- The ability to undertake poverty M&E and to use the result to improve the planning and delivery of water and sanitation.

Expected outputs:

- District M&E system developed

2.2.3.1 Step-wise M&E Manual Designed

Relevant issues and decisions evolving out of the first course delivery will serve as the basis and outline for designing a manual on how to conduct the M&E activity. The draft module will be circulated among district and regional stakeholders for review. To establish district ownership and commitment to the use of the product, a core team or group will be constituted to work consistently on finalizing it.

Learning objective:

- To guide the process of poverty M&E by institutionalizing the use of guidelines and frameworks
- To enable consistency and region-wide application of the manual for poverty monitoring using water and sanitation as entry point.

Skills or Competencies achieved:

- Independent ability to use manual to generate District Poverty M&E results on water and sanitation, and later, for various sectors.

Expected Output:

- A core team of district trainees constituted with a Terms of Reference to test and refine the M&E manual.

2.2.3.2 Field-Testing and Implementation of M&E System

The testing of the field manual will be implemented in phases. The first will be a pilot testing in the selected districts that participate in the first course. M&E indicators would have been developed encompassing water and sanitation and the gender elements/dimensions of district development. District teams constituted to undertake the field-testing will include the gender desk officers.

The first field-testing will be guided by the Regional Planning and Coordinating Units and other regional staff from CWSA and the Regional Environmental Health Units.

Three other training and field-testing will be carried out. The subsequent trainings will focus largely on the M&E system and how to undertake the field-testing using the step-wise manual. The range of participants will now tilt heavily in favour of district representatives.

Learning objectives:

- To be able to collect and analyze data (both quantitative and qualitative) on various priorities established for which indicators had been developed;
- To be able to expand learning from the M&E system on water and sanitation to cover other critical priority sectors as per the Ghana Poverty Reduction Strategy.
- To enhance experiences in the application of the model by identifying strengths and weaknesses of the M&E system/manual and proposing a modification.

Skills or competencies achieved:

- The ability to implement the M&E system to track poverty indicators a core skill of district officers;
- District staff capable of devising a comprehensive M&E system, with a broader outlook, for the district;

- The ability to conduct serious analysis of the M&E outputs/results for specific use by different stakeholder in the district.

Expected Output:

- Results of M&E pilot testing supported by an analysis of the key trends and outcomes.

2.3 Gender and Development Capacity

This component aims at building the capacity of District Assemblies and decentralized institutions to mainstream gender analysis in development planning and management efforts. Additionally, training will be used to improve the capacity of the Gender Desk Officers (GDOs) to coordinate efforts in gender mainstreaming. Consequently, two types of training courses are anticipated:

1. The first is to provide generic skills in gender analysis and applicable tools for gender mainstreaming, and this will target senior managers in the District Assemblies and decentralized departments, including GDOs.
2. The second is to focus on the development of core skills to enable the GDOs perform their leadership role in managing the process of mainstreaming gender in District Development.

2.3.1 Gender and Development Training

For the first course, a training institution with proven track record and the capacity to design and effectively coordinate the course delivery is required. Presently, the Tamale Institute of Cross-cultural Studies (TICCS) has been approached to develop a proposal to manage this training effort.

2.3.1.1 Training for Gender Desk Officers on Policy Implications of M&E Findings

For the second training, GDOs and candidates from decentralized departments associated with DISCAP may be sponsored to attend specialized courses that improve their development planning, management and M&E capacity. As well, the GDOs will be oriented and trained in policy development issues consequent to mainstreaming activities. This will afford GDOs the same capacity to discuss policy issues at higher levels as may be required down the line. The gender specialist will perform a key role in the training. The springboard will be the participation of GDOs in the M&E training and System development and their active involvement in the collection and analysis of the M&E data.

Learning objectives:

- To be able to identify major issues in district practices as they relate to water and sanitation delivery and the gender implications of these;
- To be able to integrate gender concern in district poverty-targeting strategies for considerations.

Skill or competencies achieved:

- Ability to conceptualize and analyze district policies with specific focus on water and sanitation;
- Increased ability to determine critical policy questions and gaps on gender; and capable of making inputs for gender development and mainstreaming into major policy issue and their implementation at the district levels.

2.3.1.2 Policy Seminar on Gender Mainstreaming

This will be a half-day seminar involving GDOs, senior officials and gender network people. It aims at nailing down key issues that will be integrated into the main senior management course. It will use M&E results of the pilot phase to generate discussion points, develop some case studies and propose decisions that will need to be considered on gender issues in relation to water and sanitation.

Learning objectives:

- To be able to identify key trends on gender for mainstreaming in a larger district and regional planning processes;
- To be able to acknowledge gaps in the approaches to gender issues for consideration by senior management of the decentralization process.

Skills and competencies:

- Develop skills or competency in practical mainstreaming of major gender issues in district planning process, using evidence from water and sanitation evaluation.

Expected outputs:

- A catalogue of key gender issues from M&E results and those rooted in national policy frameworks.

2.3.1.3 Target Groups for Training on Gender and Development

The main targets for the training are:

- Gender Desk Officers in all three regions, numbering 24 (one for each District);
- Senior managers of the decentralization process at the District level, including District Chief Executives, District Coordinating Directors; Planning Officers, Budget Officers, Heads of Decentralized Departments and other senior staff who perform central roles in planning, budgeting and implementing development at the District level;
- Regional staff, including Regional Planning and Coordinating Units as well as staff of sector institutions at the Regional level, notably the Community Water and Sanitation Agency (CWSA), the Environmental Health Units, Department of Social Welfare and Community Development.

Selection of candidates who shall be sponsored by DISCAP shall be based on the core competencies required to fulfil the overall goal of the DISCAP Project. Other candidates may apply for and be admitted to take the course alongside those sponsored and paid for DISCAP, at the discretion of the TI.

In order to develop and implement a systematic curriculum for the training on gender and development, a Training Framework has been developed to guide training institutions which would design and implement the training course.

3 Approach to Training and Capacity Building

The approach to training and capacity building adopted by DISCAP comprises three key principles:

- Building the capacity of Training Institutions
- Training for Results
- Changing organizational behavior and improving organizational effectiveness.

3.1 Capacity Building of Training Institutions

In the development of the courses described above, the approach being adopted by DISCAP focuses on building the capacity of relevant training institutions located in Northern Ghana to design and manage the training efforts.

For the range of courses on decentralized governance capacity, the Institute of Local Government Studies (ILGS-Tamale campus) is being assisted to host some, while other courses are being procured from established institutions, such as the Ghana Institute of Management and Public Administration (GIMPA) and the Management Development and Productivity Institute (MDPI).

For the sustainable O&M for water supply training courses, a range of technical training institutions are being assisted to design and coordinate the delivery of the courses. These include:

- The Tamale Polytechnic for the Small Town Water Supply operators and managers.
- The Nandom Technical Institute for the Area Mechanics and Pump Care-taker training courses.
- The Bolgatanga Polytechnic Institute for the Financial Operators and Water Board training.
- The Tamale School of Hygiene for DEHU and selected members of DWST training.

For the Gender and Development course, the Tamale Institute of Cross-cultural Studies (TICCS) has been approached to develop a proposal for the course.

In specific instances tailor-made courses offered by GIMPA and MDPI would be procured and their delivery coordinated through any one of the above institutions located in Northern Ghana.

3.2 Training and Capacity Building for Results

DISCAP, the project, has specific results which will need to be achieved in a given time-span. Among these are:

- Demonstrable need for staff and institutions of District Assemblies to undertake careful monitoring and evaluation of poverty, using water supply and sanitation as the main entry-points.
- Utilization of the M&E results to improve policies and practices for operation and maintenance of water supply, as well as redressing any gender imbalances observed through M&E.
- Institutionalizing gender mainstreaming through the Gender Desk Officers and their increased ability to coordinate gender policy and programming efforts at the District level.
- Increased skills and competency of district officials and water supply managers to establish and operate an asset management system for water supply.
- Ability to use the asset management system to improve resource mobilization and allocation, including tariff setting, that will ensure sustainable operation and maintenance of the water supply systems.

For these to happen, the training courses will form a part, but coaching, mentoring and exchange visits would also be used to enhance skill and competency development.

3.3 Organizational Learning and Effectiveness

Ultimately, the goal of every training and capacity building effort is to enhance and improve organizational effectiveness. At the start of DISCAP, an organizational profile of the District Assemblies was undertaken. This assessment showed major gaps in organizational capacity of the Districts, particularly in their strategic planning, policy management, water supply and sanitation management, as well as gender equity considerations.

In enhancing organizational learning and effectiveness, the DISCAP training strategy seeks to:

- Increase the organizational synergies between and among institutions at the District Assembly level, by involving a mix of institutional representatives in every training effort. For example, the training on M&E will involve staff from regional as well as District level, as well as staff from water supply agencies, gender desk officers, planning units as well as politicians, notably the Presiding Member of the District Assembly.
- Promote introduction of new knowledge and systems, such as poverty-targeted M&E, Gender mainstreaming; Asset Management Systems, all of which are not presently part of any systematic capacity building efforts at the District level.
- Enhance policy awareness and increase collaboration of senior management of decentralization with the operational staff who are planning and delivering services, with a focus on water supply and sanitation. Based on the capacity assessments, this linkage between the policy and operational levels, in particular between Regional Planning and Coordinating Units and the Districts, on the one hand; and on the other between regional service coordinating institutions and the District service providers. The senior management course on managing decentralized service delivery will serve as the pinnacle that will bring the two streams of DISCAP capacity building efforts – water governance and sustainable operation and maintenance of water supply – together.

Appendix 1: Short-listing of Training Courses

Training Level	Suggested Courses and Location	Justification, Core Competency Expected; Target	Reach
Regional Level Training & HRD	Post-graduate Diploma in Public Administration delivered by the Ghana Institute of Management and Public Admin (GIMPA) at a cost of \$3,500 per person (residential)	<p>High achievement in decentralized management training. Core competency to be achieved through this course will include:</p> <ul style="list-style-type: none"> • Ability to support development of strategic plans; • Increased Leadership and Change Management capacity <p>Main target group would be senior personnel of the RPCU who have not yet undertaken this training</p>	1 scholarship possible due to budget
	Post-graduate certificate in public administration (GIMPA) at a cost of \$2,000 per person (residential)	<p>Course is an important step towards entry into the senior-most management group at the District and Regional levels. Core competency to be achieved through this course include:</p> <ul style="list-style-type: none"> • Improved work planning and coordination • Higher levels of supervision and human resources management <p>Main target would be middle-level professionals in RPCUs and partner institutions who have not yet undertaken this level of training</p>	3 scholarships
	Management of Training functions (GIMPA), at a cost of \$600 per trainee (residential)	<p>Many partner institutions to the RPCUs have a strong training mandate. The expectation is that agencies like CWSA and REHU would enhance their ability to establish, manage and evaluate training programmes in support of district-based delivery institutions. Core competencies expected to be acquired through this course include:</p> <ul style="list-style-type: none"> • Ability to undertake training needs assessment • Enhanced capacity to design and manage training activities <p>Target group is some members of RPCU, but with a focus on the technical institutions at the Extension Services Specialists of CWSA, REHUs and NCWD</p>	6 scholarships
	Budget and Financial Management (GIMPA) at a cost of \$1,700	<p>Regional Institutions providing technical support services to district water and sanitation activities also have a strong financial mobilization and resource allocation function. The competencies expected to be acquired through this course include:</p> <ul style="list-style-type: none"> • Increased ability to mobilize and manage budgets; • Enhanced skills in financial accountability <p>Target is senior management of regional partner institutions, with a priority focus on senior management women who do not normally have these training opportunities.</p>	6 scholarships

Training Level	Suggested Courses and Location	Justification, Core Competency Expected; Target	Reach
District-level	Project Planning & Management (GIMPA) at a cost of \$1,500 per trainee (residential)	<p>Many staff at the District level are required to perform planning functions, as their department form part of the decentralized units under the DA. Yet most training in planning concentrates on the District Planning Officers. In some districts, there are no planning officers. The core competency to be acquired through this course include:</p> <ul style="list-style-type: none"> • Increased ability to understand planning concepts • Ability to plan and coordinate project implementation • Improved skills in M&E at the project level. <p>Main target will be GDOs, DEHU, DPOs</p>	
	Budget and Financial Management (GIMPA) at a cost of \$1,700	<p>Core staff of the District Assemblies, notably the District Coordinating Directors and District Chief Executives also have a strong financial mobilization and resource allocation function. They manage District Assembly Common Fund, HIPC Funds and other discretionary funding arrangements from GoG and Donors. The competencies expected to be acquired through this course include:</p> <ul style="list-style-type: none"> • Increased ability to mobilize and manage budgets; • Enhanced skills in financial accountability <p>Target is senior management of DA: the DCD, DCE</p>	
	Women in Management (Middle-level) @ \$500 each	<p>Under the DA, several partner institutions have a mandate for coordinating poverty-reduction initiatives. Some of these have women in senior management positions – Department of Community Development, Social Welfare, Agriculture, Health and the Ghana Education Service. In order to build a strong core of women managers at the District level, this course will lead to the following core competencies:</p> <ul style="list-style-type: none"> • Increased ability of women to lead organizations and initiatives at the District level • Improved skills in women managers <p>Target is GDOs, women heads of decentralized departments at the District level</p>	

Training Level	Suggested Courses and Location	Justification, Core Competency Expected; Target	Reach
	Office Management and Administration (MDPI) @ \$ 400 each participant (non-residential)	<p>The persons who have the least training opportunities at the District level are the administrative staff, yet they are required to provide administrative and operational support for the services delivered by Districts to communities. The delivery of this course will structured in such a way that it is procured as a "tailor-made" course, planned and delivered in the North by MDPI. The content will be made to include references to Managing the asset register for water supply. Core competency expected include:</p> <ul style="list-style-type: none"> • Improved skills in administrative procedures and record keeping • Familiarity with assets (using the water asset register) and their meaning in District administration. <p>Target will be district administrative officers, executive assistants and preference will be given to women.</p>	
	Finance and Accounting for non-financial managers (MDPI) @ \$300 per person (non-residential).	Will target same group as above, and use the same delivery approach by basing the course in the North.	