



**SOPAC**



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Second Meeting of the Regional Project Steering Committee  
and Inception Workshop for the SOPAC/UNDP/UNEP/GEF Project:  
*“Implementing Sustainable Water Resource and Wastewater  
Management in Pacific Island Countries”*

Republic of Palau, 19<sup>th</sup> – 23<sup>rd</sup> July 2010

## **CAPACITY DEVELOPMENT FOR IWRM**

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### **BACKGROUND**

The World Summit on Sustainable Development (WSSD) convened in Johannesburg in 2002, to review the Global Agenda 21 issued a number of statements related to Small Island Developing States (SIDS). These identified the need for action at all levels to urgently assist SIDS in the removal of constraints preventing sustainable development. The requirements adopted by WSSD which are relevant for SIDS include:

- The need to provide support, including for capacity-building, for the development and further implementation of freshwater programmes for Small Island Developing States, specifically the Global Environment Facility focal areas; and
- The need to provide support to Small Island Developing States to develop capacity and strengthen efforts to reduce and manage waste and pollution and building capacity for maintaining and managing systems to deliver water and sanitation services, in both rural and urban communities

Component 4 of the GEF Pacific IWRM Project document has the objective of IWRM and WUE capacity development, and establishing global SIDS learning and knowledge exchange approaches. This is to be achieved through three outputs:

- 4.1 National and regional skills upgraded in project management and monitoring including water champions and APEX bodies for both men and women
- 4.2 Active twinning programmes in place between countries facing similar water and environmental degradation problems
- 4.3 Effective knowledge management networking and information sharing inter and intra-regional.

A rapid appraisal of immediate training and capacity building needs in support of National Demonstration Projects was undertaken during RSC 1. The RSC were invited to identify the top three immediate priorities. The aggregated outcome was that Technical Development in Water Resources was of highest priority followed by project management, and accounting and reporting. In looking at PIC's future needs the RSC identified development needs focused on community, institutional and committee capacity development.

The PCU undertook to use these priorities along with, the project design and other regional capacity needs assessments to inform it in developing its training and development initiatives. This report to RSC 2 describes what capacity development initiatives have been put in place or are currently in development.

### **PRIMARY CAPACITY DEVELOPMENT FOCUS AREAS.**

The project in association with the EU IWRM Planning Project considers there are 4 distinct areas in which Capacity Development should be focussed.

1. Governance
2. Institutional
3. Community
4. Education

### **GOVERNANCE**

Project Component 3, which is entirely cofinanced by the EU IWRM Planning Project and is closely aligned with that projects Component 5 Promoting IWRM Good Governance, is targeted at strengthening National IWRM governance structures, institutional reform for IWRM implementation and acceleration of existing best practice approaches and technologies, including the drafting of IWRM Plans. The EU IWRM Planning Project has reported on progress in SOPAC/GEF/IWRM/RSC.2/5.

Both projects have sought to facilitate the establishment of functional multi-stakeholder committees at a National and project level. The scope of these committees is country specific and relates to the geographic location of the projects and the size and population of the PIC. These committees face similar challenges in building capacity within their membership to adequately and proactively address water resource management and development issues. IWRM presupposes that an integrated approach will facilitate good decision making. Such a supposition does not hold true for many PICs as the availability of capacity is limited. As a result the GEF and EU IWRM Projects will be developing a modular training pack for Water Committees and rolling this out over the next 12 months. This training will be aimed at improving stakeholder advocacy and leadership through training committee members

The modular form training courses developed, will aim to enhance the capacity of committee members to meet their responsibilities in the integrated management process and in their advocacy of sustainable resource management.

Two levels of course are proposed:

- Introductory level for members and broadly covers; their roles and responsibilities as members and a range of water resource, economic, technical and managerial issues in water resource management.
- The second level would aim at helping members develop their policy making, management and personal skills to improve their advocacy capacity.

An IWRM approach requires effective advocacy in the integrated management process and this is assisted by having knowledgeable, informed and skilled advocates who are able to at worst adequately and at best champion their sectoral viewpoints within the IWRM framework. The courses will focus on improving the knowledge of stakeholders in both supply and demand side water resource management and leadership skills contributing to the protection, sustainable use and management of water resources.

## **INSTITUTIONAL**

Inherent to the institutional strengthening is the development of organisational and individual capacity within the sector. It is clear from the foregoing that specific attention to capacity development is well recognised and is accorded high priority focus within the two projects. Capacity building<sup>1</sup> is seen as a process that leads to continuous improvement in performance by both the organisation and its staff to a level of self sufficiency and public confidence in IWRM to maintain and further improve water resource management and use. Capacity building is not only about skills development it is also about the development frameworks, work cultures, policies, systems and processes – all aspects of an organisation that facilitates improving performance and thus services and water management. Many of SOPAC's Regional Programmes and Technical Assistance are directed at facilitating change through establishing appropriate and robust frameworks, policies and systems and processes. Both the EU IWRM Planning and HYCOS Projects will be reporting to RSC 2 on their project's activities directed at building organisational capacity.

Insufficient education, training and capacity in the broad field of integrated water resources management (IWRM) and water use efficiency (at various levels including government, private sector and community), including the difficulty of retaining qualified and experienced staff has been nominated by PICs as a primary barrier to the implementation of IWRM. RSC 1 identified Technical Development in Water Resources and project management as their priority needs.

To gain a better understanding of the work experience and formal educational qualifications existing within the Pacific a PIC IWRM Water Sector Participants profile questionnaire was circulated. Summaries of responses disaggregated by gender are presented below:

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<sup>1</sup> *Capacity building* is here defined as performance improvement for the purpose of ensuring better results through improved use of public resources and more effective delivery of services

**Table 1. PIC Water Sector Participants Questionnaire Circulation and Response**

<b>Questionnaires Sent</b>	<b>83</b>
<b>Questionnaires Received</b>	<b>54</b>
<b>Percentage Completion</b>	<b>65%</b>

**Table 2. PIC Water Sector Participants Qualification Summary**

	<b>All</b>	<b>Female</b>	<b>Male</b>	<b>% Female</b>
<b>Post Graduate Qual</b>	5		5	<b>0%</b>
<b>Undergraduate Degree</b>	27	15	12	<b>56%</b>
<b>Diploma or Certificate</b>	16	2	14	<b>13%</b>
<b>Nil Post School Qual</b>	6		6	<b>0%</b>
<b>Total</b>	<b>54</b>	<b>17</b>	<b>37</b>	<b>31%</b>

**Table 3. PIC Water Sector Participants Age Profile**

	<b>All</b>	<b>Female</b>	<b>Male</b>	<b>% Female</b>
<b>&lt;25</b>	1	1	0	<b>100%</b>
<b>25-&lt;30</b>	8	5	3	<b>63%</b>
<b>30-&lt;35</b>	14	8	6	<b>57%</b>
<b>35-&lt;40</b>	7	3	4	<b>43%</b>
<b>40-&lt;45</b>	8		8	<b>0%</b>
<b>45+</b>	10		10	

Given the above demographics it was decided that any individual training or educational activities sponsored by the GEF Pacific and EU Planning Projects would have to be accredited within a recognised qualifications framework. *Ad hoc* training and workshops would not provide the incentive for staff to remain within the sector nor provide increased promotional and salary opportunities. The benefits of a structured accredited qualifications framework are:-

- Job satisfaction through promotional opportunity and commensurate salary increase
- Incentive and reward for acquiring demonstrable competency – recognised and accredited qualification.
- Improved organisational competency through filling of leadership roles in management and supervision through a structured capacity development process.
- Improved attractiveness of Water Management Agencies as a program of HR development is established which assists recruitment and retention of staff.
- Formal recognition through an accredited certification process.

### **POST GRADUATE CERTIFICATE IN INTEGRATED WATER RESOURCES MANAGEMENT**

In order to develop a more systematic professional competency and knowledge network around IWRM in each PIC it was been decided to sponsor the design, development and delivery of an accredited Pacific Post Graduate Certificate in Integrated Water Resources Management within an appropriately located and accredited higher educational institution with demonstrable experience in delivering accredited Postgraduate IWRM Courses.

The target group for this programme would be current National IWRM Focal Points, Pacific IWRM Demonstration and Planning Project Staff, and IWRM relevant government officials, civil society including both business and community representatives involved in water resource management.

The programme was also to provide the entry qualification for a nested Masters in Integrated Water Resources Management ie a seamless progression to a Graduate Diploma and Masters.

The specific objectives were:-

1. To develop a relevant multi-disciplinary and accredited Post Graduate Programme in IWRM that addresses key competencies and knowledge requirements in the field that will have a Post Graduate Certificate program ready for delivery by June end 2010.
2. To deliver the Post Graduate Certificate program to a minimum of 20 working professional participants in 2010 in a form that combines short contact based course work (7 days per year), distance self study, and research/work assignments based on the water sector in the participants country of employment/residence.
3. To ensure that the programme comprise relevant courses.

The call for an Expression of Interest was posted 13<sup>th</sup> March 2010 on the SOPAC, Pacific-IWRM and PacificWater websites, an advertisement was placed on the regional network Eco-consult and the Australian Development Gateway. The closing date of the EOI was 3pm Tuesday 6<sup>th</sup> April 2010. The evaluations were carried out using criteria as specified in the EOI. The International WaterCentre a consortium of 4 Australian Universities (University of Queensland, Griffith University, Monash University and University of Western Australia) was selected to deliver the course.

## COURSE STRUCTURE

In order to address the knowledge and competency needs of PICs, the IWC proposes the delivery of a Graduate Certificate Program which provides an integrated perspective on water management. Four core modules (illustrated in Figure 1) will be delivered:

- Project Management (WATR7000)
- Science of Water (WATR7001)
- Catchment and Aquatic Ecosystem Health (WATR7100)
- Capacity Building and Community Development (WATR7200)

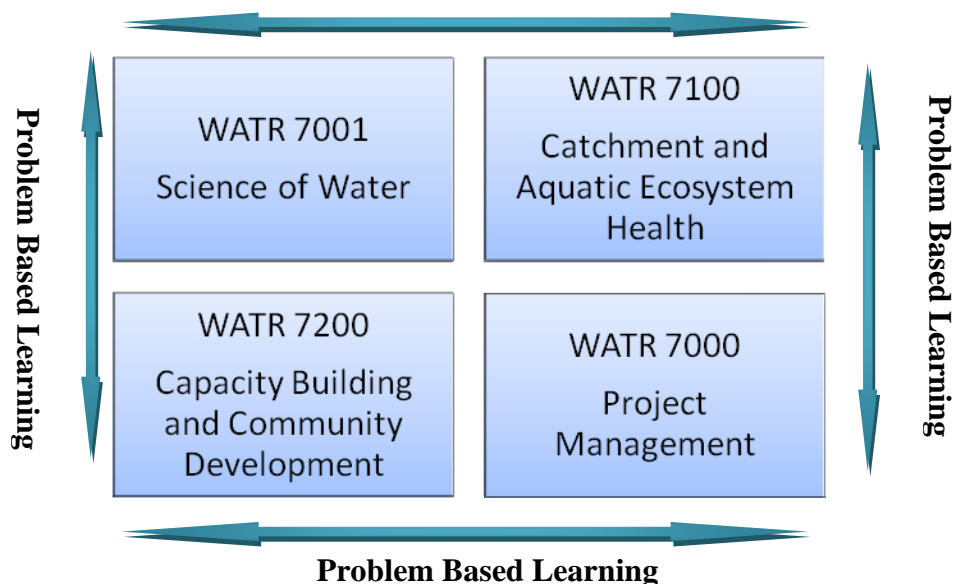
These correspond to four out of the eight modules of the IWC Masters Program. The first two modules (WATR7000 and 7001) are core modules. Through these modules students will gain a holistic understanding of water management and gain systems thinking skills for whole-of-water cycle assessment. Through planned problem-based activities students from different professional backgrounds and water sectors will contribute and learn from each other's experiences. Learning by doing and applying context-specific solutions, students will learn the complex and difficult trade-offs involved in water solutions and develop problem-solving skills.

They will develop skills in working and collaborating across sectors and disciplines. The Program will place emphasis in the development of risk assessment and planning skills, and adaptive and reflexive learning skills. Students will gain analytical, public presentation, facilitation and community engagement skills.

## COURSE DELIVERY:

- **Seven day intensive course** piggybacking onto the Regional Steering Committee Meetings including a field trip. This annual intensive workshop is designed to give students first-hand water system experience and knowledge, it will involve a mix of classroom, interactive activities and field visits. Most of the course work for each year's modules will be delivered during these intensive workshops.
- **Electronic Class Room Sessions** students will participate in regular electronic classroom sessions using *Blackboard* and *Wimba* (Blackboard and Wimba are computer-based programs designed for the sharing of learning resources and group on-line chat sessions for students studying through the IWC). Where internet quality is limiting, telephone and Facsimile communications will be used.
- **Problem Based Learning (PBL) activities**, based around the practical work of students. Students will undertake two PBL activities per year, one individual PBL and one group PBL.

These consist of Integrated Water Management projects designed to integrate the content of the coursework, develop skills that complement the content delivered, and apply the learnings to a real world example. As participants are already engaged in IWRM projects through their work, PBLs will be based around the on-going practical work of students to develop practical skills to analyze and solve water-related problems around their field of work.



**Figure 1: Program structure showing Certificate modules and problem based learning**

## ACCREDITATION

All IWC postgraduate programs are fully accredited by Griffith University and The University of Queensland in Brisbane, Monash University in Melbourne and South Africa, and University of Western Australia. Students from the Pacific will be enrolled through Griffith University. Upon graduation they will receive a cobadged qualification from all four IWC universities.

## COURSE COMMENCEMENT

The Course will commence with the first Intensive workshop Sunday 25 -31 July 2010.

## COMMUNITY

Community capacity, like institutional capacity, needs to be viewed from whole of community and individual participant perspectives. Communities need capacity ie knowledge/awareness in relation to:-

- the hydrological cycle on which the community/their region/their country depends
- the key water related issues that affect them and which they affect
- improved local management for sustainable resource development

Leaders, local water champions and active participants also have capacity development needs relating to organising, motivating and managing community water and wastewater development and management.

The benefits of building community water management capacity will only be realised and sustained if they are provided with the resources to do the things that need to be done. If support through the

provision of access to small grants is not able to be provided then there is a risk that community capacity development programmes will merely heighten expectations temporarily; which if not satisfied will deepen distrust and resistance to change in water use and wastewater management.

The GEF Pacific and EU Planning IWRM Projects will continue to develop its approach to community capacity development and in particular attempts to secure greater funding to enable community endeavours to be resourced. Climate Change adaptation is closely linked to the water and wastewater management and funding may be able to be sourced on this basis.

## **EDUCATION**

Sustaining change requires intergenerational transfer of knowledge and awareness. Contemporary generations can be pressured by younger generations using intergenerational equity arguments. School curricula offer an obvious means to build knowledge and awareness about water and wastewater management. Over the next 12 months the GEF Pacific and EU Planning IWRM Projects will look to developing curricula and supporting teaching resources for use in schools throughout the region.