

OVERVIEW



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«MANAGING AN ORGANIZATION»

Part of the sequence «Capacity Development to Enhance Commercial & Technical Utility Management», based on the «Water Impact Guidebook» by Nancy Barnes. These online courses give a step-by-step introduction to organization development and thus enhance the capacity of local decision-makers to build a new organization or revitalize and improve an existing one (or parts of it).

Content

The module «Framework» wants to show how organizations (including water and wastewater utilities) come into existence and what the institutional and internal framework is all about (Water Sector and Organization Framework; Leadership & Commitment; Governance Aspects).

Module 2 deals with «Organization Development» and wants to show what an organization can do to succeed. It introduces you to Mission & Objectives, Strategic Analysis & Planning and gives overviews on Job Designs and Descriptions and the various Functions and Structures in an Organization.

«Result-driven Organizations» highlights how managers can bring organizations to life when they set goals, continuously monitor progress, hold people accountable and take action to ensure the desired results.

Target group

Senior managers and supervisors in water and sanitation utilities, associations, water boards or other related organizations and having responsibility for the organization or for a group of people.

Language

English

«LEADING & MANAGING PEOPLE»

Second part of the sequence based on the «Water Impact Guidebook».

Content

«Doing a Good Job» wants to show why some people do a better job than others. Some of the reasons for this are shown in this unit: How you can achieve more when you work with others in a TEAM (Together Everyone Achieves More) and how to establish a time management for all your competing needs: work, family,



friends, and health. Effective meetings which lead to results and maximizes the use of time and effective presentations to share your ideas, convey information and convince others are also covered in this unit. The last lesson illustrates how you can become a leader who shows others the way and inspires them to come with you.

Module 2 «The Employee Side» deals with people as the most valuable assets of an organization and covers topics like Human Resources Management and why HR is much more than record-keeping and administration; with Training which helps people learn what they need to know to do good jobs and Feedback which is needed to know when we do a good job and when we don't do a good job. The last lesson of this course shows why a fair, value-based compensation system is good for the organization and for the individual.

Target group

Senior managers and supervisors in water and sanitation utilities, associations, water boards or other related organizations and having responsibility for the organization or for a group of people.

Language

English

«APPLYING GOOD PRACTICES»

Third part of the sequence based on the «Water Impact Guidebook».

Content

Module 6 «Social Responsibility of the Water Utility» deals with the moral obligation, utilities have to protect the health and safety of their employees, their customers and the public in general.

Increasing revenues and decreasing costs are the keys to «Financial Sustainability», the topic of module 7. When an organization balances revenues and expenses, it can survive. Every organization needs sources of funding to cover expenses. The module covers as well Non-revenue water and Staffing costs which often weigh heavily on the revenue and expense balance

Module 8 introduces management techniques that can «Improve Operational Performance»: Standard operating procedures, business process analysis, minimum standards for water quality and service levels and quality management.

Target group

Senior managers and supervisors in water and sanitation utilities, associations, water boards or other related organizations and having responsibility for the organization or for a group of people.

Language

English

«MANAGING NON-REVENUE WATER»

The training course gives an overview of Non-Revenue Water (NRW), which is a major utility performance gap and the main reason for very high water losses in urban water supply systems.

Content

Part A of the course enhances the capacity of decision makers and senior managers in the water sector to understand NRW concepts in order to make the most efficient, effective and equitable use of investments in water supply. Part B of the course equips supervisors and senior operational staff with hands-on examples and tools to manage NRW and implement NRW plans in a utility context.



Target group

Participants are decision makers, senior managers, supervisors and senior operational staff of water service providers, from ministries, local or national water agencies, associations, NGOs or other water sector organizations.

Language

English

«SECTOR GOVERNANCE IN URBAN SANITATION»

The training enhances the capacity of local decision-makers to make the most efficient, effective and equitable use of investments in sanitation. The emphasis of the course is not on technical solutions but on economical, financial and institutional aspects.

Content

The e-learning course consists of three modules. «Introduction to Governance & Sanitation» describes the background and highlights the importance of sanitation in general. There are also lessons about the role of sanitation in the fight against poverty and HIV and about the Sustainable Sanitation approach.



The «Economics, Pricing & Financing» module describes the financial considerations when planning for sanitation systems, such as costs, sources of financing, loans, tariffs and subsidies etc.

The final module «Institutional Aspects» shows roles and functions of the different stakeholders from the public and the private sector.

Target group

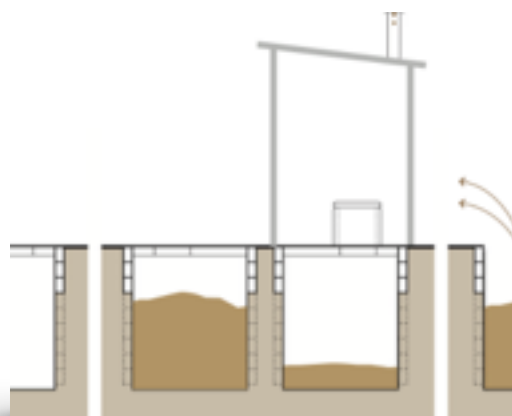
Senior managers and supervisors of water and sanitation utilities or from local, federal or national government entities, also from other water related associations, NGOs etc.

Language

English and French (available from 09/2014 on)

«NEW SANITATION SYSTEMS & TECHNOLOGIES»

This course exposes the participant to a broad range of sanitation systems and innovative technologies and helps to understand the system concept, i.e. the process of building a complete system by iteratively choosing and linking appropriate technologies. It describes and presents advantages and disadvantages of technological approaches.



Content

The module «System Templates» consist of 8 parts describing the structure and the components of complete sanitation systems. Every system template gives short overviews on the function, the use and the pros/cons of the components which are needed to establish this sanitation system. The «Functional Groups & Technologies» unit describes around 50 technological components of which a particular sanitation system may be composed.

Target group

This course is intended to be used by engineers, planners and other professionals who are familiar with sanitation technologies and processes. It is not a training manual or stand-alone resource for people with no experience in sanitation planning.

Language

English and French (available from 09/2014 on)

«E-TUTOR – TRAINING 4 TRAINERS»

E-Learning is playing an increasingly important role in Human Capacity Development. Teaching and moderation techniques needed in distance teaching are somewhat different compared to traditional face-to-face workshops. Trainers have to adapt their skills and methods in order to meet the demands of e-learning participants. This course will make experienced „traditional“ trainers familiar with the arguments pro and contra e-learning, introduce various e-learning courses as examples, and try to highlight the organizational prerequisites which have to be obtained to make an e-learning course successful.



Content

This course works best as a «Blended Learning», an approach which combines online and face-to-face elements. The course deals with the didactic background of e-Learning, with technologies and organizational issues. It introduces communication and collaboration techniques used in virtual learning communities. The (optional) face-to-face component is used to practically train virtual moderation techniques.

Target group

Participants should be familiar with moderation and facilitation of trainings and workshops in water-sector related topics in general. It is expected that participants know how to access the internet and how to overcome simple net-connection problems on their own. It is helpful to participate in a real e-Learning course as a participant before taking part here.

Language

English and French

E-LEARNING FOR THE WATER SECTOR

Since 2003, «Distance-Learning» courses have been developed and implemented, mainly on behalf of GIZ (formerly InWEnt). Since those days, courses evolved from CBTs (Computer-based Trainings, delivered on CD) and later WBTs (Web-based Trainings) into today's e-Learnings. Recent trainings use interactive tools in a virtual learning environment (LMS – Learning Management System) to enable the learning process and collaboration among participants and trainers.

Target Group

Initially, courses were designed for the top-level management of utilities and governmental institutions. In the following years, access to IT and the Internet in almost all areas became possible. This also involves participants from an operative level to e-Learning. A good example is the course on «Non-Revenue Water» showing water-loss reduction measures using pressure management techniques on the on-site level.

Recent courses (last one in October 2016) were developed mainly for East Africa and covered Good Governance Aspects, mainly for the water sector. Thanks to their modular structure, courses are constantly developed to cover the needs of the participants and the donors and to follow the latest technical progress.

Concept

The course content is being developed by international experts. To use a text for an e-Learning course, it has to be edited for a didactic and technical framework.

Our e-Learning approach keeps all elements of a course (content, media, layout, communication tools) in separate «containers» stored in a database. This enables the course content to be up-dated very quickly according to new developments and/or regional requirements.

The courses and the learning management system is based on an Open-Source «Content Management System» (Typo3). This modular system makes it possible to integrate also other learning management systems, such as for example the «Global Campus GC21» of GIZ or MOODLE.

Regular components of all courses are interactive expert input lectures. Up to 100 participants are connected together in a virtual conference room and follow the presentation of an expert, can post their questions and forward their comments. The webinar uses VoIP (Voice over IP) technique for audio and video communication which is especially optimized for low bandwidth.

Written comments/questions and polls are rounding up the participants interface and are firing up the discussion. All sessions, lectures and discussions are recorded to give those who could not join for any reason or who want to review a certain detail the opportunity to watch a video.

All courses and communication tools are designed «responsively» can be used on every device, including iPads and Smart Phones (mobile learning).

«Look after participants»

Usually, more than 50% of the participants give up a course before it is successfully completed (in the case of MOOCs [*Massive Open Online Courses*] this dropout rate increases to up to 98%). The main reasons for these dropouts are under-estimation of the work needed to absolve a course and the exams as well as a lack in «self-motivation» – which has to be much higher for an online course.

We therefore employ «tutors» (especially trained trainers) who guide the participants through an online training, answers all open technical or content-related questions and keep in contact with the learners.

Beside the mentioned A/V webinars, social media are used for participants. They meet with each other and the tutors in a closed group to discuss about the issues they learned in the course and/or about topics which have been raised by the tutors. In every case, a participant need to apply for membership in the general Facebook-group and the discussion groups to prevent people from outside to see what is talked about in the inside of the groups.

The tutors constantly request the participants to follow the course, to discuss among each other and to work on «transfer-tasks» to relate the course content to their daily work. With these measures, the drop-out rate could be decreased dramatically.

Why does an e-Learning make sense?

A distance learning course saves resources (e.g. travel costs, working time, lecture time), and is learner-friendly (e.g. no overcrowded classrooms, learning at own convenience). It is relatively easy to update learning content/using existing content; networking and better instructional methods are possible.

Very often, a «Blended Learning» combines online and offline components. For instance, the content of a training will first be provided to a large group of participants in their home countries using the e-Learning format. After the e-Learning courses and the online tests, a small group of successful and committed participants will then be invited to join a specialized face-to-face training.

However, the implementation of e-Learning or Blended Learning courses are usually more time-consuming and more expensive than a conventional classroom training. But after multiple course runs, the return of investment starts relatively soon (through time savings, higher student numbers, reduced traveling ...).

Costs

The implementation of an e-Learning course are similar to those needed to compile a text-book on the same topic. This relates mainly to the investigation, the authoring, editing and publishing. Therefore it should be clear before the e-Learning, how often an e-Learning course will run afterwards. At which point the return of investment start strongly depends on the number of participants and on the effort needed to produce a course. Often, the «Break-Even» point (especially for courses with a lot of interactive material such as videos and links etc) is reached after few course runs only.