

POLICY AND MANAGEMENT IN DEVELOPING COUNTRIES: *Peri-urban Water and Sanitation Services*

Justification and Target Group

Poor access to water and sanitation services in developing countries pose serious challenges for policy makers, city managers and practitioners. To respond to the need for enhanced capacity to deal with the challenges posed by rapid urbanization, UNESCO-IHE has collaborated with experts drawn from partner institutes in the Netherlands, the U.K. and Africa, South America and Asia to develop an online course that covers topics of policy, planning and assessment methods. International knowledge institutes were also engaged in this effort by identifying case studies/material from developing countries. Lecture material has been vetted during a UNESCO-IHE summer course on urban sanitation that was held in Delft between September 14 and 18, 2009. This note provides an explanation of learning objectives, didactics, course study load and assessment methods. The target group for this course includes mid-career professionals and students of water management and development studies. The inaugural online course will be offered between March 1 and June 21, 2010.

Learning Objectives

The overall objective of this course is to provide participants with an understanding of policy and management challenges with reference to peri-urban water and sanitation services. The specific outcomes/objectives of the course are:

- Participants will be able to critically examine the concept of access to services in the context of inter-sectoral competition for water resources;
- Participants will be able to critically analyze decision making processes within local governments in the context of discussions on decentralized planning;
- Participants will be able to design instruments for monitoring outcomes of municipal planning in the context of the need to achieve targets envisioned in the Millennium Development Goals (MDG's).

Why take this course?

- *International Exchange:* focus on exchange of information through interactive sessions with students from different parts of the world;
- *International Experience:* participants are expected to read prepared lecture notes based on experience in developing countries;
- *European Experience:* institutional practices relating to water and sanitation services in Europe will be covered;
- *Final Output:* participants from the outset of the course will be expected to actively think of a research problem they would like to focus on to develop a final research report;
- *Local Relevance:* participants will be monitored for their effectiveness with which they can garner stakeholder support for the research project;
- *Personal Development:* over time the teacher will strive to archive student's research outputs with the objective of pursuing capacity development priorities

along a ladder from initial visioning, action plan formulation, identification of policy issues, dissemination of findings in the form of regional workshops and identification of higher order requirements (*M.Sc, Ph.D. or Post-Doc positions*) involving regional knowledge institutes, NGO's, private sector and/or UNESCO-IHE;

- *Focus on self learning*: for each lecture, teachers will make available a power point presentation to discuss some of the key issues highlighted in the lecture notes (book digital version) that participants are expected to have revised prior to coming online;
- *Innovative Assessments*: multiple choice questions will be posed to check students understanding of study material. UNESCO-IHE will strive to ensure that local mentors participate in assessing relevance of the final research output.

Course Content

The course is composed of three parts: (a) overview of policy challenges, (b) planning perspectives and (c) discussion of practical methods for city sanitation planning and management. The first section will provide participants with an overview of the urban sanitation challenge as they relate to Millennium Development Goals (MDG's), discuss links to the water cycle, financing of the MDG's and explore climate based risks in cities. This section will situate the discussion on peri-urban water and sanitation services within a broader framework of urbanization and inter-sectoral competition for water. The second section will provide a framework to discuss issues of sanitation planning in cities by focusing on issues of cost-recovery and budget support to local governments. An interactive session on municipal sanitation in the Netherlands will expose participants to issues of tariff setting, scale of management, monitoring of environmental standards and benchmarking of Dutch Water Boards. Section three of this course will introduce participants to practical tools that can be applied to address challenges they face in their work environment. Participants will be exposed to state of the art experience with regard to economic and environmental valuation, benchmarking delivery of water services and strategic planning in cities (*Table 1*).

Innovative Learning

The course will run for 16 weeks (*March 1 to June 21*) and include a total study load for the course will be 140 hours. A total of three subjects will be offered: (a) urban environmental governance, (b) water services planning and (c) assessment approaches. From the initial stage of the course participants will be expected to think about a research problem they would like to address in the form of a research project. The participant will be encouraged to identify a topic for research in consultation with local (*municipal council, consumer group or NGO*) or international (*NGO, bilateral or multilateral agency*) counterpart. It is envisaged that the process of identifying and undertaking a research project will involve three stages: (a) initial stakeholder planning clinic to discuss vision, data gaps and timelines, (b) undertaking a study that ideally covers capacity development (*examples: communication strategy, management contracts, service standards, cost-recovery models, strategy for sequencing of public investment in physical infrastructure*) and (c) final planning clinic to present findings of study to stakeholder group.

Didactics

The student is expected to spend at least 8 hours a week towards self-study, participating in online lectures/exercises and undertaking assignments. The course will be student centred and will strive to employ both problem based and project oriented active learning methods. The contact hours in the course include lectures and one workshop. Contact hours will be characterized by use of power points (PPT) for delivery, group discussions and individual tutorial presentations. Contact hours will be preceded by pre-study for which participants will be given prepared lecture notes. In addition to lecture notes, videos and PPT presentations will be sent to students or to their sponsors at least one week prior to the start of the course. The module material will be sent to students on DVDs. Course participants will be given access to UNESCO-IHE's eCampus Moodle Virtual Learning Environment (VLE) upon successful registration. Moodle (VLE) and Elluminate Virtual Classroom will be employed for individual chat sessions and interactive group discussions involving students from different parts of the world. In the Elluminate, all participants can engage together in an online chat session, send and receive documents, share desktop information and maintain visual contact with mentors and moderator.

Course Assessment

The course will employ summative assessments: multiple-choice questions, policy memos, short papers, portfolio reviews and a presentation. Summative assessment methods will be complimented by use of formative assessment methods that include preparation of a final course portfolio. To make formative assessments effective participants will be evaluated for cognitive skills (*written assignments and chat sessions*), regulatory skills (*initiative demonstrated in identifying a research topic*) and affective skills (*motivation and personal qualities reflected in interaction with stakeholder groups*). It is proposed that this learning & assessment framework be adopted on a trial basis for two years starting March 1, 2009 after which a review will be undertaken to incorporate lessons learnt and further strengthen the learning & assessment framework for the online course.

Students will be assessed on the basis of:

Short Paper	20%
Portfolio Reviews	20%
Policy Memos	20%
Individual Presentation of Research Problem	20%
Final Course Portfolio	20%

The distribution of weights for assessments is outlined below.

Short papers (2):	total of 20 marks
Portfolio reviews (<i>tutorials</i>) (2):	total of 20 marks
Policy memos (1):	total of 20 marks
Individual presentation of research proposal:	total of 20 marks
Final Course Portfolio:	total of 20 marks
Course total	100 marks

Definitions

Short Paper:	2 page essay on a given question/statement
Portfolio Review	Compilation of select papers and analysis of major commonalities and differences in issues discussed
Policy Memo	2 page description of problem, proposal statement and justification outlining assumptions & risks, timeline and financial & human resources required for implementation of a proposed reform plan
Individual Presentation	Plan for outcomes monitoring, communication strategy etc.
Final Course Portfolio	Maximum 40 page folder of revised course outputs (<i>memos, short papers, portfolio reviews and final research presentation</i>)

Fees and Discounts

The fee is Euro 600 per student for this 16 week online course. Discounts apply as follows: 30% to UNESCO-IHE alumni, 10% to UN family staff members, 10% to groups of 5 or more – provided that the courses start at the same time and group application has been sent. The cost of the course includes a book by Kurian and McCarney titled “*Peri-urban Water and Sanitation Services: Policy, Planning and Method*, Springer, 2010, which will be sent to participants at the end of the online course. A digital version of this book (lecture notes) is available on the DVD at the starting of the course.

Entry Requirements

- An undergraduate degree (B.A. B.Sc) as minimum requirements
- At least two years of experience in development
- Basic computer skills and working knowledge of English
- A reliable and reasonably fast (ideally 512kbps) internet connection

Certificate

Successful candidates will receive a certificate from UNESCO-IHE, Delft, the Netherlands

Table 1: Subjects, Study Load and Assignments

Week No.	Subjects	Contact Hours	Study Load Hours	Assignment Hours & Output	Lecturer
Course 1	URBAN ENVIRONMENTAL GOVERNANCE				
C1U1	Introduction to Urban Environmental Governance	2	6		Kurian
C1U2	Infrastructure, Policy and Co-Provision	2	6+2=8	2; <i>Portfolio review</i>	Kurian
C1U3	A Framework for Understanding Water Services	3	9		Kurian
C1U4	Neither Rural nor Urban: Service Delivery Options that Work for the Peri-urban Poor	2	6+2= 8	2; <i>portfolio review</i>	Allen
C1U5	Prospects for Resource Recovery through Wastewater Reuse	3	9+1=10	1; <i>paired presentation</i>	Rashid
C1U6	Information's Role in Adaptive Groundwater Management	2	6		Kurian
Course 2	WATER SERVICES PLANNING				
C2U1	Wastewater Management under the Dutch Water Boards	3	9+2=11	2; <i>paired presentation</i>	Salome
C2U2	Climate-Based Risks in Cities	2	6		Dietz
C2U3	Structure of Costs & Tariffs	2	6		Van Dijk
C2U4	Financing the Millennium Development Goals for Water and Sanitation	2	6+2=8	2; <i>Short Paper</i>	Kurian
C2U5	Budget Support to Local Governments: Theory and Practice	3	9+2=11	2; <i>Policy Memo</i>	Bjorkman
Course 3	ASSESSMENT APPROACHES				
C3U1	Making Sense of Human-Environment Interaction	3	9+4=13	2; Web review of GCIF	Kurian
C3U2	Approaches to Economic and Environmental Valuation	2	6		Reddy
C3U3	Benchmarking Water Services Delivery	3	9+2=11	2; <i>Short Paper</i>	Blokland
C3U4	Planning Clinics: A Primer	1	3		Kurian
Course 4	Course Portfolio	5	15+3=18	3; Proposal & course proposal revision	Kurian
C4U1	Research Presentation				Kurian
C4U2	Portfolio Preparation				Kurian
	Total	40	140	20	

Indicative Reading

Section I: URBAN ENVIRONMENTAL GOVERNANCE

- Minogue M. 1983. Theory and Practice in Public Policy and Administration, *Policy and Politics*, 11, PP. 63-85.
- North D. 1990. Institutions, Institutional Change and Economic Performance, Cambridge University Press
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- Rijsberman, F. (2004). Sanitation and access to clean water. In B. Lomborg (Ed.), *Global crises, global solutions*. New York: Cambridge University Press.
- Toye J. 2000. The New Institutional Economics and its Implications for Development Theory in J. Harriss, J. Hunter and C. Lewis (Eds) *The New Institutional Economics and Third World Development*, Routledge.
- World Bank. 2004. Making Services Work for the Poor, World Development Report, Washington DC.
- World Bank. 2009. Output Based Aid: A Compilation of Lessons Learned and Best Practice Guidance, GPOBA and IDA-IFC Secretariat, Washington DC

Section II: WATER SERVICES PLANNING

- Birdsall, N. & Nellis, J. (2003). Winners and losers: Assessing the distributional impact of privatization. *World Development*, 31(10), 1617-1633.
- Bulkeley H. 2005. Reconfiguring Environmental Governance- Towards a Politics of Scales and Networks, *Political Geography*, Vol 24, pp. 875- 902.
- Dorward A, J. Kydd, J. Morrison and C. Poulton. 2005. Institutions, Markets and Economic Coordination: Linking Development Policy to Theory and Praxis, *Development and Change*, 36(1):1-25.
- Faguet, J. (2004). Does decentralization increase government responsiveness to local needs? Evidence from Bolivia. *Journal of Public Economics*, 88, 867-893.
- Ferguson, B. & Navarrete, J. (2003). A financial framework for reducing slums: Lessons from experience in Latin America. *Environment and Urbanization*, 15, 201.
- Iyer, P., Evans, B., Cardosi, J. & Hicks, N. (2005). *Rural water supply, sanitation and budget support: Guidelines for task teams*. Washington DC: The World Bank.
- Poullit C. and G. Bourd. 2000. Public Management Reform- A Comparative Analysis, Oxford University Press, Oxford

Section III: ASSESSMENT APPROACHES

- Biggs S. and Smith S. (2003). A Paradox of Learning in Project Cycle Management and the Role of Organizational Culture, *World Development*, Vol. 31, No. 10, pp. 1743-1757
- Borja, J. & Castells, M. (1996). *Local and global: Management of cities in the information age*. London: Earthscan.
- Dasgupta S. Deichmann U. Meisner C. and Wheeler D. 2005. Where is the Poverty-Environment Nexus? Evidence from Cambodia, Lao PDR and Vietnam, *World Development*, Vol. 33, No. 4, pp. 617-638
- McGee, R. (2004). Constructing poverty lines in Uganda: A multi-disciplinary perspective. *Development and Change*, 35(3), 499-523.
- Walle, D. and D. Gunewardena (2001) 'Does Ignoring Heterogeneity in Impacts Distort Project Appraisals? An Experiment for Irrigation In Vietnam', *The World Bank Economic Review* 15(1): 141-64.
- Whittington D. 1998. Administering Contingent Valuation Surveys in Developing Countries, *World Development* Vol. 26, No. 1, pp. 21-30