

CAPACITY BUILDING TRAINING FOR CATCHMENT MENTORS (CHAMPIONS)

INSTITUTIONAL FRAMEWORK FOR IWRM MODULE 3

SECTION 1: SAQA COMPLIANCE

**Integrated Water Resources Management
Strategies, Guidelines and Pilot Implementation in Three Water Management Areas,
South Africa**

**Department of Water Affairs and Forestry
South Africa**

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FPCD

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INSTITUTIONAL FRAMEWORK FOR INTEGRATED WATER RESOURCE MANAGEMENT (IWRM)

Note: Please refer to the Learners Guide on Institutional Framework for Integrated Water Resource Management

This learning material forms part of the Capacity Building Training for Catchment mentors

1.1 SAQA COMPLIANCE: INSTITUTIONAL FRAMEWORK FOR IWRM

MODULE NAME	Institutional Framework for IWRM
UNIT STANDARD TITLE	Demonstrate Knowledge of Institutional Frameworks for Integrated Water Resource Management and Water Services
NQF LEVEL	5
CREDITS	10
TYPE OF GUIDE	LEARNER GUIDE
ENTRY LEVEL REQUIREMENTS	Literacy NQF 3
TIME ALLOCATION (per module)	100 hours
PURPOSE	The qualifying learner achieving this unit standard will be able to describe institutional frameworks for integrated resource management and water services, explain the links between the frameworks, communicate and interact with related institutions and explain the process to set up catchment management agencies and participatory bodies. This competence will enable the learner to work effectively within a community. The application of this knowledge will contribute towards improved communication and the implementation of sustainable interventions within a community that will impact positively on the environment and the ecology. This competence will equip the learner with knowledge that contributes to the learner's personal development, which will enhance employability of the qualifying learner in both the water sector and other related sectors
LEARNING STRATEGY	Off the job in groups, group work, individual work
DELIVERY METHODS	Facilitation, group work, discussion, presentations, simulation

PRESCRIBED RESOURCES	Learners guide, Assessment guide and case studies
EQUIPMENT/TRAINING AIDS	Overhead projector, flipcharts, mind map, flow diagram, table, markers, transparencies, pictures, mind maps,
LEARNING ENVIRONMENT	Classroom
EVALUATION METHODS	<ul style="list-style-type: none"> ❖ Oral or written questions ❖ Observation and/or simulation ❖ Group work
SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD	
Specific Outcome 1	Explain the institutional framework for integrated water resource management
Specific Outcome 2	Explain the institutional framework for water services
Specific Outcome 3	Explain the relationship between institutions related to integrated water resource management and water services
Specific Outcome 4	Demonstrate interaction and communication skills with water related institutions
Specific Outcome 5	Explain the process to set up a catchment management agency
Specific Outcome 6	Explain the process to set up participatory bodies

Note: SPECIFIC OUTCOME 4: “Demonstrate interaction and communication skills with water related institution” that forms part of this Unit Title has been included in the Communication and Conflict Resolution Module

1.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Explain the rationale for a catchment
- ❖ Explain different water institutions within a catchment
- ❖ Explain the roles and responsibilities of government bodies
- ❖ Explain the role and function of water management institutions
- ❖ Explain the role and function of a catchment management agency
- ❖ Explain the role and function of non-statutory bodies and committees
- ❖ Explain the role of Non Governmental Organisations
- ❖ Explain the roles and responsibilities of water services authorities
- ❖ Explain the roles and responsibilities of water service providers

- ❖ Explain the roles and functions of Ward Committees
- ❖ Explain the roles and functions of Community Based Organisations and Non Governmental Organisations in water services
- ❖ Explain the link between water resources and water services
- ❖ Explain the relationship between each institution
- ❖ Draw a flow diagram of the institutions, including all the links
- ❖ Explain the catchment management agency establishment process
- ❖ Explain the development of a catchment strategy
- ❖ Explain the development of a business plan for a catchment management agency
- ❖ Explain the administrative system for a catchment management agency
- ❖ Identify participatory bodies
- ❖ Explain the role and responsibility of a catchment forum
- ❖ Explain the process for establishing a catchment forum
- ❖ Explain the administrative system for a forum

1.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

1.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence. This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

- ❖ Learner detail form
- ❖ Application for Assessment
- ❖ Candidate's Guidelines
- ❖ Assignment on theoretical knowledge; e.g.:
 - The LGWSETA Sector skills plan
 - The Bill of Rights
 - Equity
 - Alternative ways of providing information to learners

- ❖ Assessment documents and guides; e.g.:
 - Master Assessment plan
 - Preparation of Candidate for assessment
 - Assessment evidence
 - Feedback
 - Appeal form
 - Review form

1.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

CRITICAL CROSS-FIELD OUTCOMES	
Identify and solve problems:	✓
Work effectively with others in teams	✓
Organise and manage oneself and one's activities responsibly and effectively	✓
Collect, analyse, organise and critically evaluate information	✓
Communicate effectively using visual, mathematical and/or language skills	✓
Use science and technology effectively and critically	✓
Understand the world as a set of inter-related parts of a system	✓
Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process	✓

1.6 TIME FRAME

16 hours