AFRICAN SANITATION ACADEMY: FEASIBILITY REPORT

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FOREWORD

Despite a growing body of evidence of the economic, health, social, and political impacts of fecally contaminated environments, sanitation remains a neglected service in Africa. There is chronic under-investment in sanitation infrastructure and management, and a general lack of strategic approaches for addressing sanitation on an area-wide or larger scale; lack of prioritization of preventive health by Ministries of Health; and lack of political leadership to address the sanitary revolution that could improve the lives of approximately 644 million Africans lacking sanitation.[1]

The United Nations designated a sanitation-specific global goal in Sustainable Development Goal (SDG) 6.2.[2] There is consensus among the sanitation expert community that achieving progress against these ambitious goals will require significantly more effective institutions and leadership.[3] Leadership in the sub-sector is critical to overcome structural impediments (policy, legal, financial) and to make the significant and often difficult decisions needed to trigger the transformation of sanitation in Africa.

The USAID Water for Africa through Leadership and Institutional Support (WALIS) project[4] studied the feasibility of a sanitation training center with an Africa continent focus commonly called the "African Sanitation Academy" (ASA).[5] WALIS commissioned three regional ASA market assessment and feasibility studies in eastern, western, and southern Africa. Each study was meant to:

- Assess existing government frameworks and how local governments and sanitation providers are strengthening sanitation management and leadership.

- Analyze the demands of African utilities and governments for sanitation management.

- Identify what educational institutions are researching and/or teaching relevant to sanitation.

- Explore potential partnerships that should be developed and how they should be structured.

- Consider products appropriate to meet these demands.

- Examine what type of organizational framework would best suit ASA and how it should be financed, and the overall feasibility of the concept.

This feasibility report summarizes the findings of the three regional reports and the results of an extensive online survey to address the demand, products, costs, organizational partnerships, financing, and sustainability, and considers career and competency pathways for sanitation leaders. The findings will be used to seek financial and technical support from a range of prospective ASA investors and partners.

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[1] World Health Organization (WHO)/United Nations International Children's Emergency Fund (UNICEF). (2012).

[2] By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

[3] For example, Gordon, B. (2016). *Lessons learnt from the MDG period in water and sanitation.*

[4] WALIS aims to support national and regional institutions and their development partners to improve the capacity of African water sectors to implement policies, strategies, and plans that will deliver sustainable water, sanitation, and hygiene services consistent with the SDGs.

[5] The term "academy" refers to an institution of higher learning, not in itself as extensive as a university, but one that draws together specialist expertise, gives its members the opportunity for in-depth learning, promotes analysis and the exchange of ideas, and encourages innovation. This distinguishes it from "training," in which skills are improved according to established bodies of knowledge through courses or training modules.

ACKNOWLEDGMENTS

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ABBREVIATIONS AND ACRONYMS

2iE	International Institute for Water and Environmental Engineering
AMCOW	African Ministers' Council on Water
AMREF	African Medical and Research Foundation
ASA	African Sanitation Academy
CATS	community approaches to total sanitation
CHYN	Centre of Hydrogeology of the University of Neuchâtel
CLTS	community-led total sanitation
COP	community of practice
CREPA	African Regional Centre for Water and Sanitation
EAWAG	Swiss Federal Institute of Aquatic Science and Technology
HR	human resources
ICRC	International Committee of the Red Cross
IHE Delft	IHE Delft Institute for Water Education
JMP	Joint Monitoring Programme
LSHTM	London School of Hygiene & Tropical Medicine
MDG	Millennium Development Goal
MOOC	massive open online course
NGO	nongovernmental organization
SDG	Sustainable Development Goal
SuSanA	Sustainable Sanitation Alliance
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
UNITAR	United Nations Institute for Training and Research
WALIS	Water for Africa through Leadership and Institutional Support
WASH	water, sanitation, and hygiene
WEDC	Water, Engineering, and Development Centre (University of Loughborough, UK)
WHO	World Health Organization
WRM	water resources management
WSA	Water and Sanitation for Africa
WSSCC	Water Supply and Sanitation Collaborative Council

SUMMARY

This report collates the regional feasibility studies, which indicate that a lack of leadership in the sanitation sector is a significant factor contributing to poor performance. They also highlight the limited existing opportunities for developing leadership and management competencies through short, focused, "just-in-time" methods that meet the needs of the individual. Overall, the data has shown a high degree of congruence on whether it is feasible to create an ASA and what it should look like. Currently, training and career development activities are ad hoc and of mixed quality, and sanitation professionals are not aware of what skills and competencies they need to develop. What professionals in the sanitation sector (both employees and employers) are seeking is connection to information, insights, and products that meet their needs to develop additional competencies for career progression. The main takeaways from analysis of the online survey and regional feasibility reports are summarized in a number of lessons presented below.

Lesson 1: There appears to be a disconnect between performance of the sanitation sector and sector specialists' self-evaluation of their own skills. The feasibility studies in the three regions all identified the poor performance of the sanitation sector compared to other sectors, and the fact that Africa missed the sanitation Millennium Development Goals (MDGs). From key informant interviews for the regional reports, it was suggested that what was contributing to the poor performance of sanitation was the lack of leadership. The East and Southern Africa reports identified the institutional capability to train technical sanitation specialists, but found that there were few opportunities for formal training in sanitation management and leadership. Although, at the consolidation meeting, it was questioned whether leadership is best taught formally or whether it needs more just-in-time methods to deliver content, as and when people need it.

Lesson 2: From the ASA online survey, most people working in sanitation see the sector as aspirational and want to stay working in it because they feel it is an important sector in which to work. This intrinsic motivation is important, because one of the issues identified at the consolidation workshop is the need to advocate for more priority on sanitation to mobilize resources for the sector and translate resources into service delivery. Intrinsic motivation and vocation are difficult to "teach," they come from admiring and being inspired by other leaders or mentors in the sector. This informal networking through working with mentors, knowledge exchange, and communities of practice (COPs) is contributing to building the required competencies needed in the sector.

Lesson 3: It is clear from the regional reports, consolidation meeting, and ASA online survey that there is an opportunity to build skills and competencies through classroom-based learning in short courses or online courses (i.e., not longer, formal education such as bachelor's or master's degrees). However, it is important that this learning is consolidated in the field with opportunities to engage and discuss the implementation of new knowledge, as well as interact with peers and mentors and gain on-the-ground experience, which will improve capabilities to lead and manage.

Lesson 4: Figure 1[6] demonstrates how the lack of political prioritization, financing, and talented professionals are linked, and therefore provide opportunities for issues to be addressed and the cycle to

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[6] Taken from USAID (2017). *ASA market and feasibility study in East Africa.*

be put onto a positive track. The red circles of the framework highlight the aspects of the cycle that the ASA can seek to influence. The ASA concept will directly address the ability of the sanitation sector to attract and retain the most skilled professionals, and to deliberately nurture sanitation leadership to increase the political voice of the sector. However, it does so within a broader political and economic landscape (the blue circles), which will also need to be influenced if the SDGs are to be met. This is how ASA can foster capability for staff to engage strategically in moving the sanitation sector forward and also ensure that it is integrated with other linked sectors such as housing, planning, and water.

FIGURE 1: ISSUES TO TARGET IN THE CYCLE OF GROWTH FOR THE SANITATION SECTOR
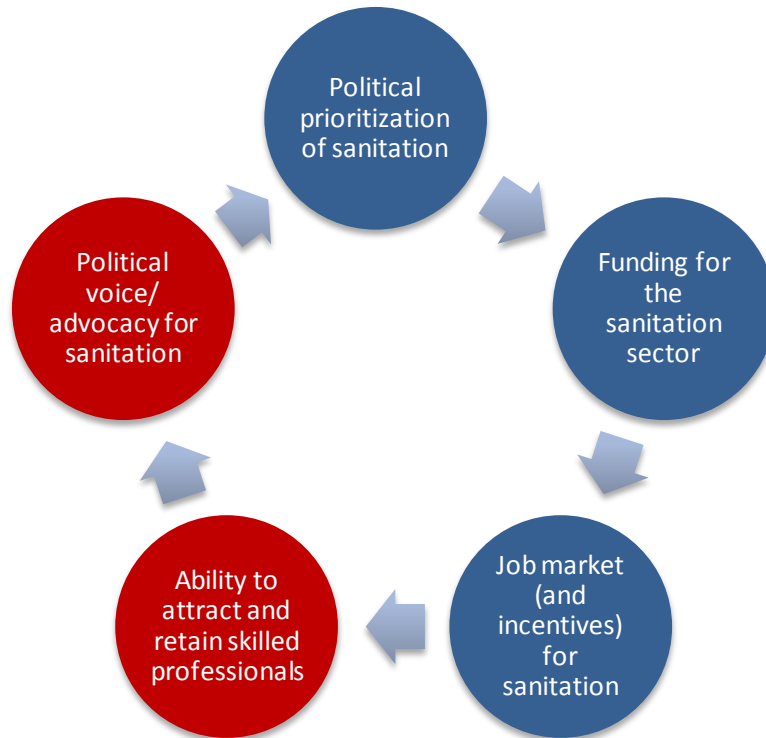
The regional feasibility studies examined various models for leadership development, both inside and outside the sanitation sector. The models include more traditional face-to-face training and also approaches that capitalize on technology such as social media and WhatsApp. With the additional insights provided from the ASA online survey, it is possible to make some clear recommendations on the most suitable delivery methods to meet the needs of the sector.

DELIVERY METHOD RECOMMENDATIONS

Recommendation 1: Real-time or just-in-time learning is important. Being able to apply knowledge in context is valued more than just the accumulation of knowledge in classroom-based activities. Knowledge and learning exchange visits are highly valued as capacity-building tools. The ASA should play a key role in matching knowledge-exchange activities to a participant's individual competency-building needs.

Recommendation 2: From the data collected from key informants for the regional reports, as well as from the ASA online survey, it was found that there is no "one-size-fits-all" approach to content needed. The consolidation meeting identified that there is a variety of backgrounds of those entering sanitation, and that the sector is multi-sectoral in nature and therefore people need to be able to navigate their own career pathways. For curricula to be tailored to a participant's own needs and be self-led to the extent possible, it is recommended that ASA assembles a suite of short, mix-and-match courses that deal with specific rather than broad topic areas. The ASA online survey could prioritize the list of topics that people have identified for possible courses.

Recommendation 3: Short courses developed or curated by ASA should be of the shortest duration possible to minimize time out of the office for current and potential sanitation leaders. Two weeks is the ideal duration and the "mode" from the ASA online survey, with an average of three weeks across all participants. ASA should consider offering short courses linked to other modes of delivery that help connect peers and provide just-in-time support, such as mentoring, knowledge exchange, and COPs, because it is important for people to have opportunities to practice.

Recommendation 4: There was mixed feedback about online courses, but they offer opportunities for those not able to travel for short courses, and are more cost-effective. Online courses offered as part of ASA should build in interaction and networking to address the potential lack of motivation for completion of self-led programs. In addition, ASA should advocate for staff to be given some study time for online courses, because this also helps to increase completion rates. Online study is usually carried out on a student's own time and therefore ASA-affiliated courses should offer flexibility in program cycle length to allow for self-paced learning.

Recommendation 5: COPs are valued and should be a mix of online and face-to-face meetings. Online COP forums should use a familiar platform such as WhatsApp or LinkedIn. They are an emerging method of real-time interactive learning and are also important for reinforcing content learned in other formats. They offer some of the advantages of knowledge exchange (peer learning, practical exchange), but without the high financial cost associated with exchange visits.

Recommendation 6: In the consolidation meeting, there was a lot of discussion about the need for formal accreditation and quality assurance. The ASA online survey dug deeper into this issue and found that formal accreditation and even certificates of participation are not high up the list of factors that motivate participants in course selection. It is important that the course is of high quality, but relevance to a person's job and opportunities for practice were also as important. The quality of courses will be important for ASA's reputation and for motivation to attract more participants—key to the business model and longer-term sustainability.

Recommendation 7: When ASA was first conceived, there were notions that what was needed was a new or revamped institution that might build technical skills in sanitation. As the feasibility exercise has progressed from regional reports through the consolidation meeting and ASA online survey, those notions have been dismissed and a new approach that centers on building a set of core competencies for managers and leaders has taken shape. Other parallel initiatives taking place such as collaboration between IHE Delft Institute for Water Education (IHE Delft) and the Bill & Melinda Gates Foundation are seeking to plug the technical expertise gaps. ASA now has a clearly defined role in matching sanitation professionals to short course and online training initiatives that will build the competencies they are lacking as managers and leaders in the sector. ASA will also connect individuals to mentors,

COPs, and knowledge exchanges to allow for peer exchange, real-time learning, and opportunities to practice new knowledge. With this niche, ASA can respond to changing needs of the sector and also has an opportunity to become a valued and respected "virtual" learning institution. ASA will be able to start up quickly given that there is a range of existing courses for the core competencies that have been developed. ASA might move into more specialized and customized courses once demand increases as these courses will take time to develop.

BACKGROUND

INTRODUCTION

Clarity on institutional leadership in sanitation is especially lacking in fast-growing African cities where responsibility for sanitation is typically highly fragmented (sewerage, pit-latrines, pit emptying services, treatment, and sanitation in schools and health facilities are often managed by several entities). The lead public sector figures lack the knowledge and experience on how to move from this fragmented patchwork of services to a comprehensive, viable, citywide approach.

The evidence seems to suggest that the few sanitation-related success stories in Africa have depended on exceptional leadership by sanitation leaders. Despite many different initiatives, which are beginning to address aspects of the neglect and poor performance of sanitation services in Africa, there is no initiative that focuses exclusively on nurturing leadership to trigger change in overall sanitation performance.

The vision of the ASA is the emergence of a strong and distinct leadership for sanitation among utilities and local governments in Africa—a leadership that can achieve sustainable and safely managed sanitation and sewerage services that can contribute to pan-African achievement of the SDGs. Leadership would generate the resources, policy insights, management systems, and customer care capacity to improve services, placing them on a path to be continuously upgraded to meet local demand.

This report is a detailed feasibility study of how ASA could operate in Sub-Saharan Africa.

METHODOLOGY

As a first step, USAID, through WALIS, commissioned three feasibility studies (West, East, and Southern Africa) to analyze the needs and demands of sanitation management and leadership in African utilities and local governments. The studies considered products appropriate to meet these demands, potential partnerships, how ASA could be structured and financed, and the overall feasibility of the concept. This analysis also assessed existing government frameworks and what local governments, utilities, and other agencies are doing to strengthen sanitation management and leadership. Following submission of the draft reports, WALIS convened a workshop in Johannesburg March 9–10 to review the regional reports and assess the feasibility of ASA.

One of the main recommendations of the workshop was for a comprehensive survey to be undertaken to collect views from a wider number of people working in sanitation in Africa, as part of a more thorough needs assessment to identify the potential offerings for ASA.

Almost 1,000 prospective respondents working in sanitation in Africa received an ASA online survey. Email lists from the AfricaSan conference, African Ministers' Council on Water (AMCOW), and utilities were used, and duplicate entries were removed. The English questionnaires were translated into French and Portuguese.

TABLE 1: RESPONSE RATES BY LANGUAGE TO ASA FEASIBILITY ONLINE SURVEY

LANGUAGE	NUMBER OF PEOPLE SURVEY SENT TO	NUMBER OF RESPONDERS	RESPONSE RATE
English	599	228	38%
French	345	58	17%
Portuguese	22	4	18%
Total	966	290	30%

The overall response rate for the survey was 30 percent, which compares favorably with the average expected from online surveys, particularly because the feasibility survey was quite long. The geographic distribution was also excellent (see Figure 2 below).

FIGURE 2: MAP OF COUNTRIES WHERE ASA ONLINE SURVEY RESPONDENTS ARE FROM

Survey Participation
- More than 15 respondents
- 6 - 14 respondents
- Between 1 and 5 respondents
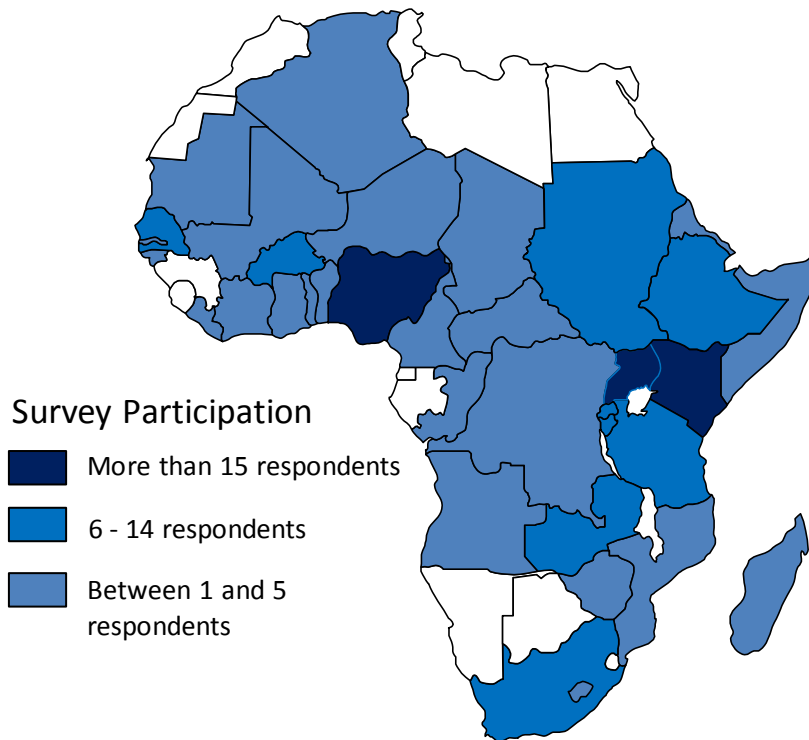
In addition to the regional reports, consolidation workshop, and ASA online survey data, additional interviews and secondary research was carried out into key aspects of course delivery, for example, COPs, online courses, and knowledge-exchange visits.

This feasibility study first looked at the objectives provided for assessing feasibility before moving on to look at the top-line findings from the regional market and feasibility assessments and ASA online survey in respect to demand/need in terms of who the potential target audience is and how they can be selected to participate. During the data collection for feasibility, there was considerable discussion regarding skills, knowledge, and competencies and the interplay between them. To unpack these, this report addresses career and competency pathways through an exploration of current ways to meet these skills, knowledge, and competencies from the main starting points through which people enter the sector. It also reviews the opportunities to change and develop competencies over time.

This report then shifts to looking at the available competency and skills-building products and the preferred methods of those working in the sector. It reviews the pros and cons of courses, versus knowledge exchange, COPs, and mentorship, as well as ASA online survey respondents' likes and dislikes. This report also reviews issues around quality assurance and accreditation. Finally, the report pulls all this information together to assess the potential products that ASA can develop to meet the demand and the requirements of supply before making some recommendations on feasibility and delivery methods. These recommendations and the summary information can be used to develop a business plan for ASA.

OBJECTIVES OF THE FEASIBILITY STUDY

The main goal of the feasibility study is to analyze the demand by different agencies/organizations for nurturing sanitation leadership, technical competencies, and human resources (HR) capacity in the region. The goal was broken down into a series of sub-sections: demand, products, partnerships, organization, and sustainability.

DEMAND

Under demand, the feasibility assessment looks at the target profile and how the candidates might be identified. Feedback from the regional reports shows that the target profile is broad given the dearth of opportunities for leadership and management training. The regional reports mapped and analyzed the sanitation delivery institutions in the region. Based on this analysis, shorter, more focused methods of competency and skills building were in greater demand than formal academic courses.

PRODUCTS

There are many institutions offering sanitation-related formal academic training in the region at bachelor's and master's degree levels, although people do continue to travel outside the continent to receive training. However, the main demand is not for these courses, but for shorter, more-focused delivery methods. The ASA online survey specifically looked at this to get a better idea of what are the main products that ASA should deliver and who can best deliver them, using which platforms. Thus, in this report, further analysis on the likely different impacts of formal academic training, short courses, virtual training, mentorship, COPs and other means of information exchange and leadership development have been assessed, as well as the required qualifications.

PARTNERSHIPS

In the regional studies, the focus was on mapping the institutions that offer formal academic training, therefore those institutions are not included in this report. The list of the technical short courses and online courses is provided in Annex C. However, since both the consolidation meeting and ASA online survey indicated that short courses and online training are the preferred modes, this feasibility report has focused on them.

ORGANIZATION

The regional reports and the consolidation meeting considered a variety of options on how ASA might be organized. By the completion of the consolidation meeting, it was agreed that ASA does not have to be a "fixed bricks and mortar" location, but could be an association or organization that connects students to materials, operating as a "connector," as well as providing some additional quality assurance and seeking grants and sponsorships.

SUSTAINABILITY

Different mechanisms for feasibility were discussed in the regional reports and consolidation meeting. They varied from full cost recovery from the outset to franchising models, and subsidized courses with partial cost recovery. No doubt, ASA will need an injection of funds to start, but the consensus was reached that within a short space of time, ASA needs to be able to meet its own costs and be self-sustaining.

The areas above were set out to inform the assignment, including the regional feasibility studies. At the consolidation meeting additional questions and criteria for feasibility were developed and are addressed in this report. These questions informed the design of the ASA online survey that was conducted.

CRITERIA

- Ensure that the competencies should be recognized at all levels—local and national—and that the person must have what it takes to deliver sanitation.
- There is an important need to train good trainers, so that training can be cascaded.
- Ensure that ASA can contribute to changes in the way sanitation is seen—so it is a more positively viewed sector.
- Ensure that sanitation is integrated with other linked sectors such as housing, planning, and water.

QUESTIONS

- How do we ensure a rigorous curriculum that meets respondents' needs?
- What is the best way for ASA to foster ability for staff to engage strategically in sanitation?
- How do we build problem-solving and analytical skills for sanitation in addition to technical skills?
- How can ASA develop well-rounded, competent staff for the sector?
- What aspects of the enabling environment should ASA focus on—political, legal, and institutional?

FINDINGS FROM THE FEASIBILITY ASSESSMENT

TARGET AUDIENCE

The three regional market and feasibility studies had a predominant focus on a need for formal, taught courses either at the bachelor's or master's level. There were some implicit assumptions that the demand and need for capacity building for the sanitation sector centered around formal education. However, the ASA online survey found that the majority of people (close to 90 percent) already have a bachelor's degree and more than 50 percent of the sample have a master's degree or Ph.D. (see Figure 6). Although the subjects/topics of these degrees varied widely, most people feel that their highest degree has given them the skills required to carry out their current job in the sanitation sector (more than 80 percent). When asked directly if they have the technical, managerial, and leadership competencies needed for their jobs, most respondents felt they did (see Figure 3).

FIGURE 3: DO RESPONDENTS FEEL THEY HAVE THE NECESSARY SKILLS TO CARRY OUT THEIR CURRENT JOB?
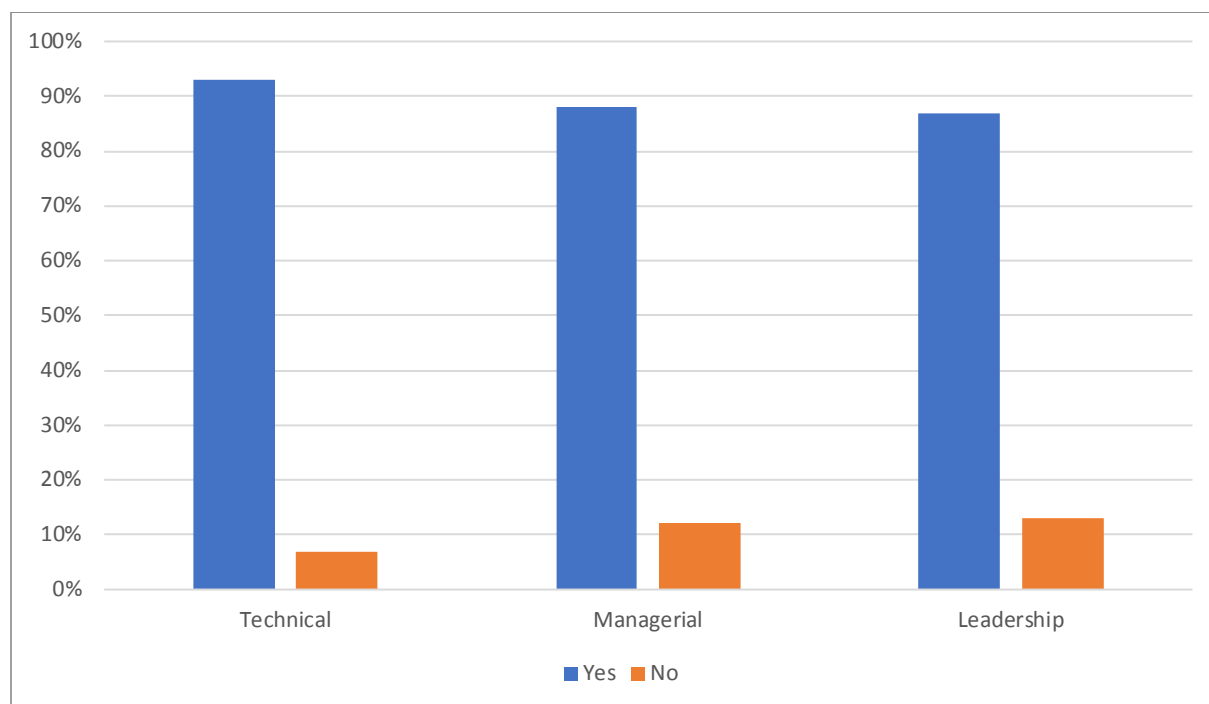
This contrasts to the information supplied from key informant interviews undertaken for the regional reports, where many people reported that the sector lacked enough people with the necessary technical, leadership, and managerial skills to take the sector forward. It might be possible that the discrepancy comes from asking individuals about their own performance versus a generalized question about "other people" in the sector.

When the sanitation sector is compared to other sectors (water, health, education) it is performing poorly, so clearly there is a disconnect between people's measure of their own performance and that of the sector.

During the key informant interviews, many people inferred that sanitation is not an aspirational career choice and that often people who are poor performers in the water sector get moved to sanitation. A few key informants did say that they felt there was a shift, and given increased attention on sanitation it was becoming more aspirational. This is confirmed by the results of the ASA online survey, whereby close to 95 percent of respondents indicated that they thought sanitation was an aspirational sector in which to work. In addition, more than 90 percent intend to stay working in sanitation, and the main reason they want to stay is because "sanitation is an important sector" (see Figure 4).

FIGURE 4: REASONS FOR STAYING IN THE SANITATION SECTOR
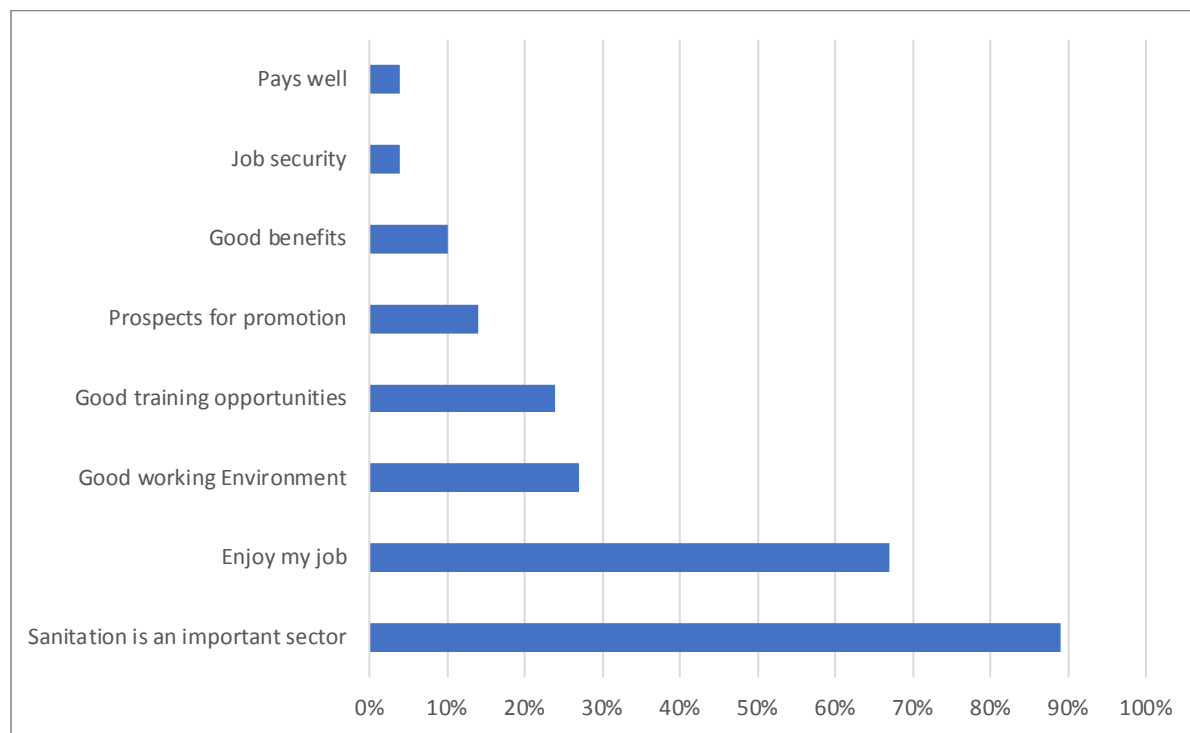
ASA TARGET AUDIENCE SELECTION CRITERIA

It appears that the potential target audience for ASA is broad—it includes those working in rural and urban sanitation, as well as the private sector, utilities, nongovernmental organizations (NGOs), and government. It is common for employees in African countries to seek out training opportunities whenever possible, and in the key informant interviews carried out for the regional reports the issue of "serial trainees" was raised.

For ASA to succeed, it is important that all trainees who make use of ASA products go on to utilize the training in their jobs. It would undermine the initiative if people used ASA training (particularly in transferable skill areas such as leadership and management) to enable them to move sideways into another sector. Although, as mentioned, few people responding to the ASA online survey wanted to change sectors.

So, one of the most critical tasks for ASA is deciding how to select the right participants, so that those trained are the most likely to succeed in leadership and management roles. From the key informant and other interviews, the following checklist or criteria for selection have been developed:

1. Has he/she been identified as a high performer by his/her employer?

If an employee is not performing well in his/her current role, then it is unlikely he/she will perform better in a role that require more from him/her. However, it could be that he/she is not performing well because he/she is bored—when a person's ability is greater than the tasks he/she is being asked to do, then it may lead to boredom. Likewise, when a person's ability does not match/meet what is needed to carry out a task, then he/she may feel overwhelmed. So, it will also be important to recognize if top performers also have the "potential" for promotion, or if they are already performing at the limit of their capacity.

2. For what does he/she have potential?

It will be important for ASA to liaise with the employer of a prospective trainee to see if he/she has the potential for a different position, and if so for what specifically. Does the employee have the potential to move up within management one level, several levels, or into an important leadership role? The following list could be used, with ASA focusing on those with potential or high potential:

- **No potential:** The employee performs well in his/her current role, but does not have the potential to move laterally or upward.

- **Lateral potential:** The employee can move into other positions at the same level.

- **Potential:** The employee could be promoted within two to three years to the next level, such as a manager or supervisor.

- **High potential:** The employee could be promoted within one year or make multiple moves upward in the next five years. The employee has the potential needed to be promoted at least two levels beyond his/her current level to a leadership or top management role.

3. What is his/her current level of competence—knowledge/skills/attitude?

It is important to determine what prospective trainees already know. For a short course or any type of face-to-face learning, there needs to be some minimum criteria that participants have met on which course materials can build. If participants are at different levels, then it makes teaching a face-to-face course much harder. Therefore, the different products offered by ASA will have to ascertain and establish criteria in advance for joining, as well as the skills, competencies, and knowledge trainees will gain from the course and how this aligns with what will be needed from them in their new positions. If potential trainees have too many knowledge and ability gaps, they may not be the right candidates for leadership unless they have excellent agility in learning.

4. Does he/she have the motivation to learn?

An ideal candidate for management or leadership development shows an openness to receive feedback and to learn and change his/her behavior. He/she uses constructive feedback and coaching to build his/her skills and actively seek opportunities to improve without being told to do so. Ideal candidates look for ways to apply new knowledge and skills at work and are intrinsically motivated.

5. Are his/her motives aligned with ASA's and his/her organization's objectives?

As discussed in point number 1, not all employees want higher positions, they may have already reached the limits of their capacity, or they are currently satisfied. In the ASA online survey, although 90 percent of respondents said they wanted to be promoted in the next three years, 10 percent did not. It is also possible that some employees want to be promoted for the wrong reasons, for example, to move to another sector, or they want higher pay in a leadership position without having the right competencies and motives to lead. ASA will need to ascertain this information through references and a personal statement from prospective trainees.

6. **How do peers and colleagues feel about him/her? Is he/she well-respected?**

Many organizations now carry out "360 degree" feedback so that not only are a person's manager or supervisor asked about their performance, but also peers/colleagues and direct reports. This is to ascertain how respected and liked the employee is within the organization by coworkers. Respect and trust are crucial to building good relationships and to being a strong manager and leader.

7. **Is he/she willing to be innovative? Take risks?**

HR experts indicate that the best employees for promotion and leadership development take risks, think outside the box to overcome challenges, and push themselves and fellow employees to maximize performance. They are highly committed, and this shows in their mindset. Encouraging employees to take risks also requires a change by employers, so that they encourage these behaviors in order to change the current status quo in the sector, and shift up a gear.

CAREER OR COMPETENCY PATHWAYS AND CURRENT OPPORTUNITIES TO MEET THEM

SANITATION INTEGRATION

The regional market and feasibility studies reported that sanitation is rarely a person's sole responsibility. In East Africa, in many cases as professional seniority increases, the proportion of time spent on sanitation activities decreases. This was confirmed by the ASA online survey, which found that less than 10 percent of respondent's report sanitation as the sole sector covered by their job. It is far more usual to have sanitation and water combined (59 percent), or to a lesser extent, sanitation and environmental health (21 percent). This trend held true across different employers (government, donor, NGO, and private sector).

SANITATION LEADER'S COMPETENCIES

The consensus after the regional market and feasibility reports were completed is that the ASA needs to focus on building competencies for sanitation leadership, to produce **rounded, competent staff who have what it takes to deliver.** The ASA online survey sought to identify and unpack core competencies (see definition in the box) for sanitation leadership.

COMPETENCY
Competency conveys more than an educational qualification or experience. "Competency is a cluster of related knowledge, skills, and attitudes that affect a major part of one's job or role that correlates with performance on the job, that can be measured against some accepted standards, and that can be improved via training and development."

—U.S. Centers for Disease Control and Prevention, 2001

Figure 5 shows the 10 most frequently cited core competencies for sanitation leaders from the ASA online survey. Leadership and management competencies are shown in red, while technical competencies are shown in blue. From this survey, sanitation leadership demands not so much a strong technical background, but crosscutting, transferable leadership competencies such as being a good advocate, working strategically, and being a good communicator.

FIGURE 5: TOP 10 CORE COMPETENCIES FOR SANITATION LEADERS
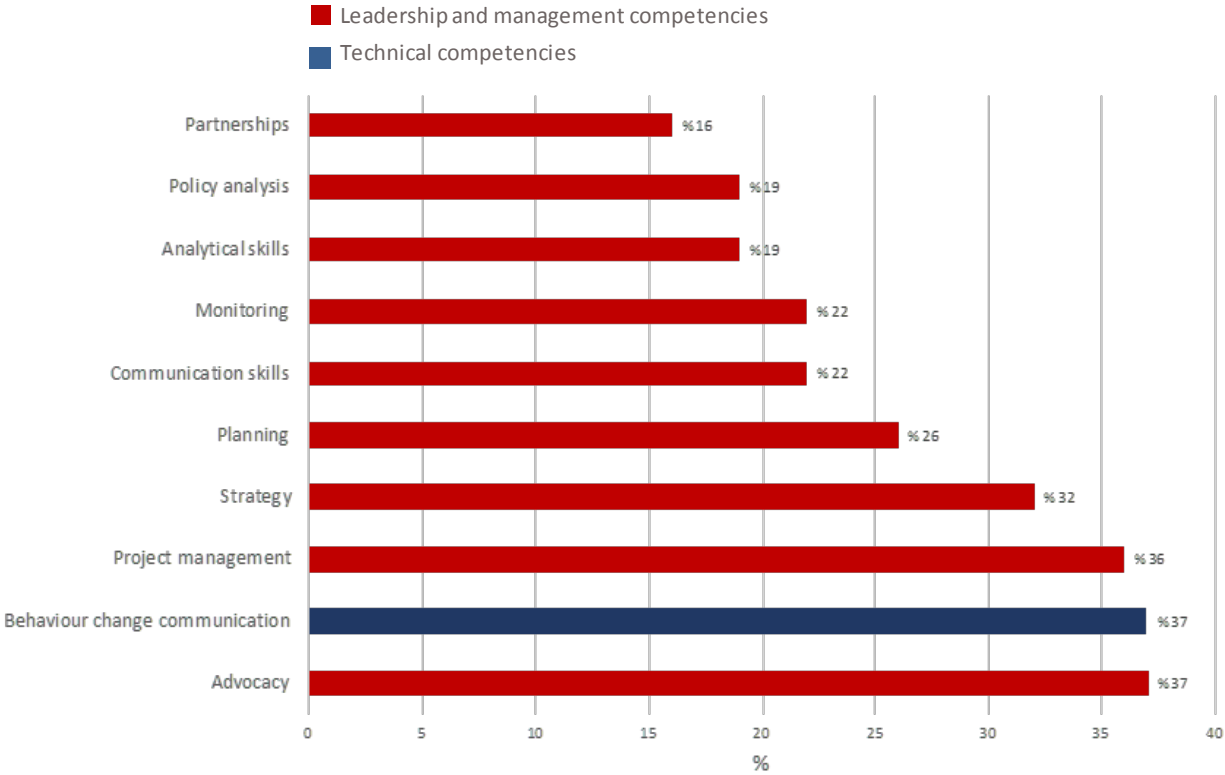
CAREER STARTING POINTS

The regional feasibility studies found that sanitation leaders came from a variety of backgrounds and had followed different career pathways. Sanitation may have traditionally been considered an engineering career, but, as can be seen in the Figure 6, this is not the case now. Almost as many sanitation professionals who responded to the ASA online survey have a background in business studies as in engineering.

FIGURE 6: HIGHEST QUALIFICATION BACKGROUND (SURVEY RESPONDENTS)
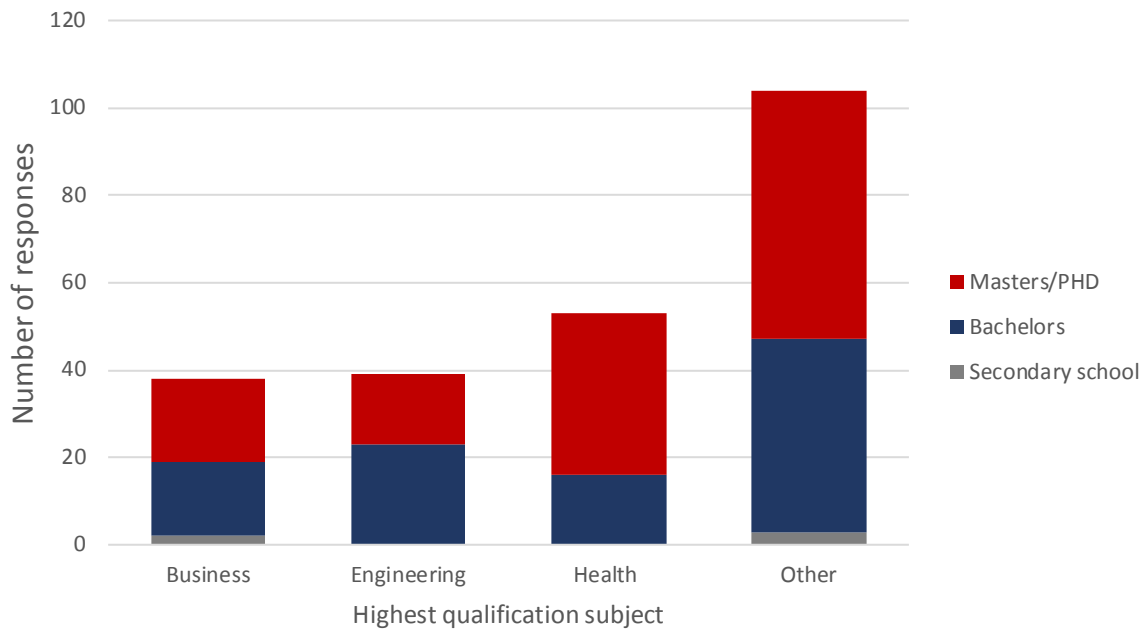
As noted previously in the section on target audience, most people feel that they have the technical, managerial and leadership competencies needed for their jobs. Analysis of whether people's professional background influences how equipped they feel to carry out their job shows little variation (see Table 2). Only health professional seems significantly less confident in their leadership competencies than their technical competencies.

TABLE 2: INFLUENCE OF PROFESSIONAL BACKGROUND ON PERCEIVED COMPETENCY

BACKGROUND	RESPONDENT FEELS THEY HAVE REQUIRED COMPETENCY IN:		
	TECHNICAL	MANAGEMENT	LEADERSHIP
Business	91%	91%	91%
Engineering	95%	90%	92%
Health	98%	92%	88%
Other	93%	91%	89%

DEVELOPING COMPETENCIES

As a person's competency encompasses not only their knowledge, but also their skills and attitudes, developing competencies requires more than simply increasing knowledge on a subject. Developing competencies requires a mix of individualized programs and activities that respond to an individual's

learning style, interpersonal support, and opportunities to apply new skills and knowledge in a work setting.[7]

Different training methods present the learner with different advantages and disadvantages, which undoubtedly factor into the decision of how sanitation professionals acquire new skills and competencies. ASA online survey respondents report having participated in a number of different training methods, most frequently on-the-job training, short face-to-face courses, and knowledge-exchange visits (see Figure 7).

For technical topics, the top methods of on-the-job training, short courses, and knowledge exchange are the preferred methods for skills building. Preference for on-the-job training and knowledge exchange for technical subjects could reflect the finding of the feasibility studies that often technology and approaches move faster than curriculum development, meaning that even new courses are often outdated. On-the-job and peer learning are also more easily targeted and timed to provide just-in-time knowledge when the learner needs it, rather than having to wait for a taught course.

When it comes to leadership and management skills building, ASA online survey participants indicated that their preferred methods are on-the-job-training, short courses, and mentors. This suggests that leadership and management competencies are more intrinsic qualities that can be learned from experience and from mentors.

FIGURE 7: TRAINING METHOD PARTICIPATION

METHODS OF DELIVERY

As noted in the previous section, existing and potential sanitation leaders use a variety of methods to upgrade their skills and competencies in different areas. Of the types of training methods that ASA

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[7] Boyatzis, R. E., Leonard, D., Rhee, K., & Wheeler, J. V. (1996). *Competencies can be developed, but not in the way we thought.*

online survey respondents had participated in, the most frequently cited were on-the-job training and face-to-face short courses (see Figure 8).

FIGURE 8: TYPES OF CAPACITY DEVELOPMENT PARTICIPATED IN REPORTED BY EMPLOYMENT TYPE
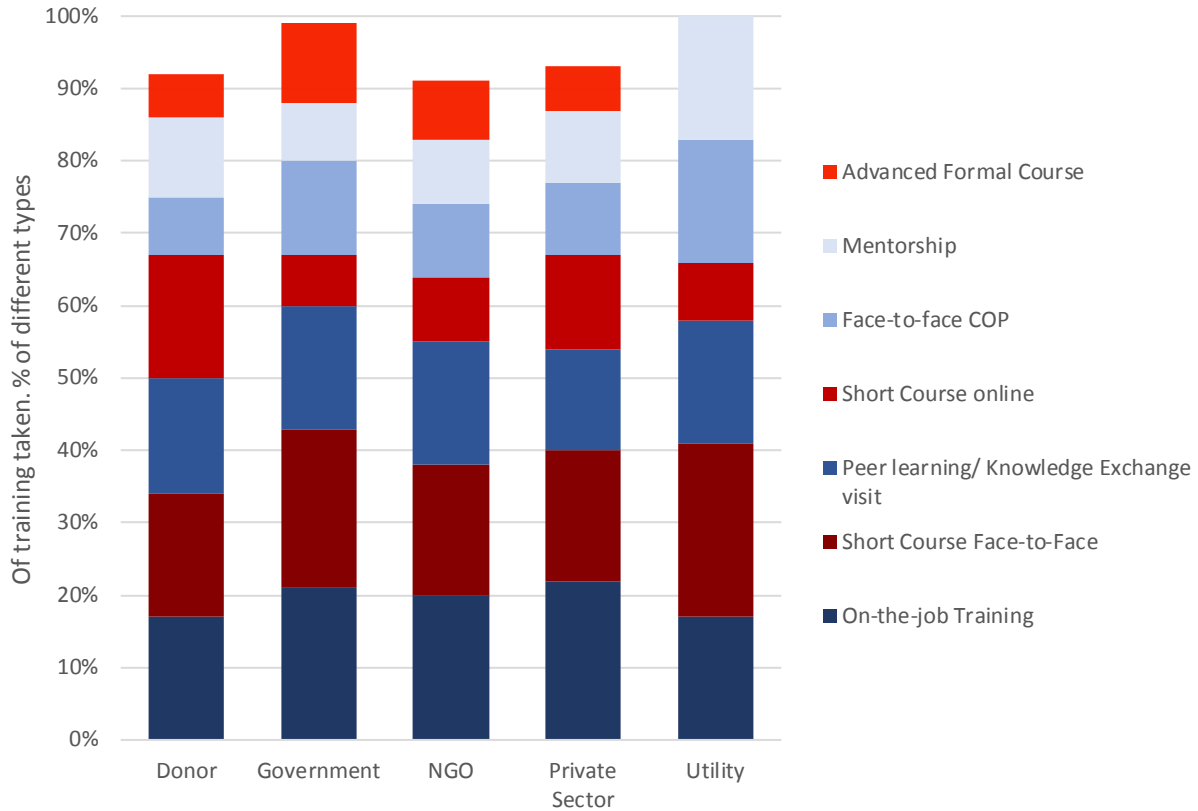
(Note: Red categories are taught courses, blue categories are self-directed.)

To drill down into people's experience and preferences, this section is split into two parts—the first deals with taught courses, the second deals with self-directed learning methods such as knowledge exchange, COPs, and mentorship as means to build skills and competencies.

TAUGHT COURSES

Most ASA online survey respondents had undertaken some sort of formal, taught training, such as short courses or online training, while in their current jobs. Overall, short courses and face-to-face courses were the most frequently taken.

TABLE 3: ASA ONLINE SURVEY RESPONDENT PARTICIPATION IN FORMAL TRAINING

TRAINING TYPE	PERCENTAGE OF RESPONDENTS WHO HAVE PARTICIPATED IN THIS TYPE OF TRAINING IN CURRENT JOB
Face-to-face short course	68%
Online course	40%
Advanced formal course (e.g., diploma)	31%

FACE-TO-FACE COURSES

Training topics: Analysis of short courses taken during the past three years by ASA online survey respondents shows that more than one-third of courses taken were on technical topics, either specifically sanitation or sanitation as part of a broader water, sanitation, and hygiene (WASH) course (see Figure 9). Relatively few of the courses mentioned dealt only with sanitation; it is more common for a course to encompass water, sanitation, and hygiene combined, even though in many countries sanitation and water fall under different institutions. This means that much of the content may not be relevant to participants who have a job focus on sanitation only, or sanitation as part of environmental health. While taught courses necessarily have a set curriculum, developing shorter courses with a narrower focus would allow participants to mix and match programs for their own needs.

FIGURE 9: TOPIC AREA OF SHORT COURSES TAKEN BY SURVEY RESPONDENTS (ALL LANGUAGES)

- Sanitation / WASH / BC related
- IWRM / other technical
- Project management skills
- Leadership skills
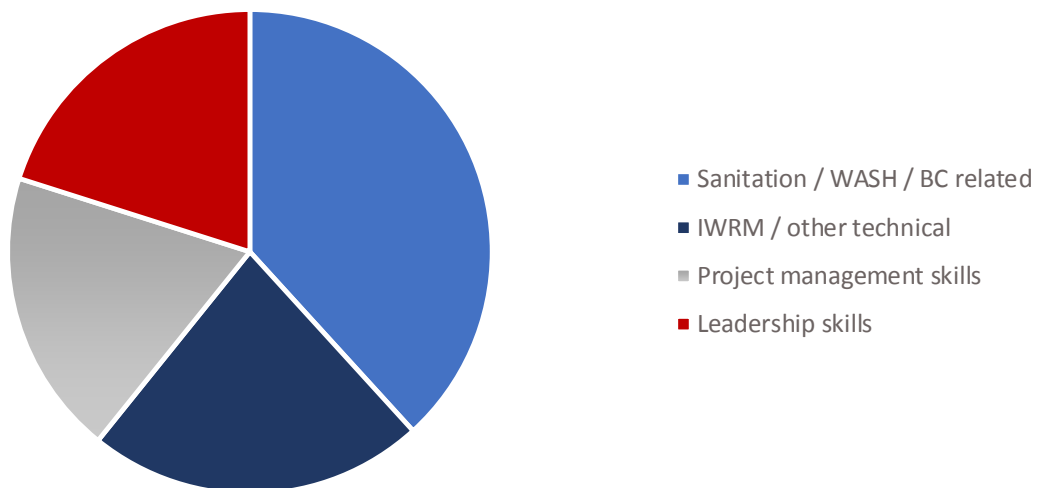
Approximately 20 percent of courses were on leadership or on themes that contribute to leadership such as strategic thinking and policy formulation. Leadership short courses appear to be more popular—or more available—for English-speaking respondents (22 percent) than for French-speaking respondents (13 percent) who tended toward technical training.[8]

Details of several available short courses can be found in Annex C.

In-house training: From the ASA online survey results, much of the formal capacity building that takes place through face-to-face short courses, especially in technical themes, is carried out by organizations training their own staff and/or partners. For example, the United Nations International Children's Emergency Fund (UNICEF), WaterAid, SNV, and World Vision training sessions were frequently mentioned as short courses across a range of topics. In the English language survey, these organizational courses made up approximately 40 percent of the total courses taken.[9] These internal short courses are not included in Annex C, although they are important when considering wider capacity development in the sector.

Training length: Key informants in all three regional market and feasibility studies recommended that training length be kept short to minimize time out of the office for current and potential sanitation leaders. This was supported by the ASA online survey results, which showed that for one-third of respondents, employers would agree to a maximum of two weeks per year for training time; another 26 percent would be allowed between three and four weeks; but few would be allowed more than five weeks away from the office for training purposes.

The average length of a short course taken by survey respondents was three weeks[10] (see Figure 10).

> "They feel strongly that they can't afford to miss long periods from their work place and want in-service training to complement the skills and competencies they are learning on the job."
>
> —*ASA Market and Feasibility Study: West Africa*

> "Formal courses are too time consuming for senior officials who are already in top positions. Having study leave is impossible for people within these highly demanding positions, who are often key to operations."
>
> —*ASA Market and Feasibility Study: Southern Africa*

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[8] Note that there were no Portuguese-speaking survey respondents who responded to this question.

[9] This estimate is approximate, based on response to "host institution for short course" being an organization or ministry; however, there may be some degree of overlap between the categories.

[10] Courses with duration of a year or more are not included as short courses in this average.
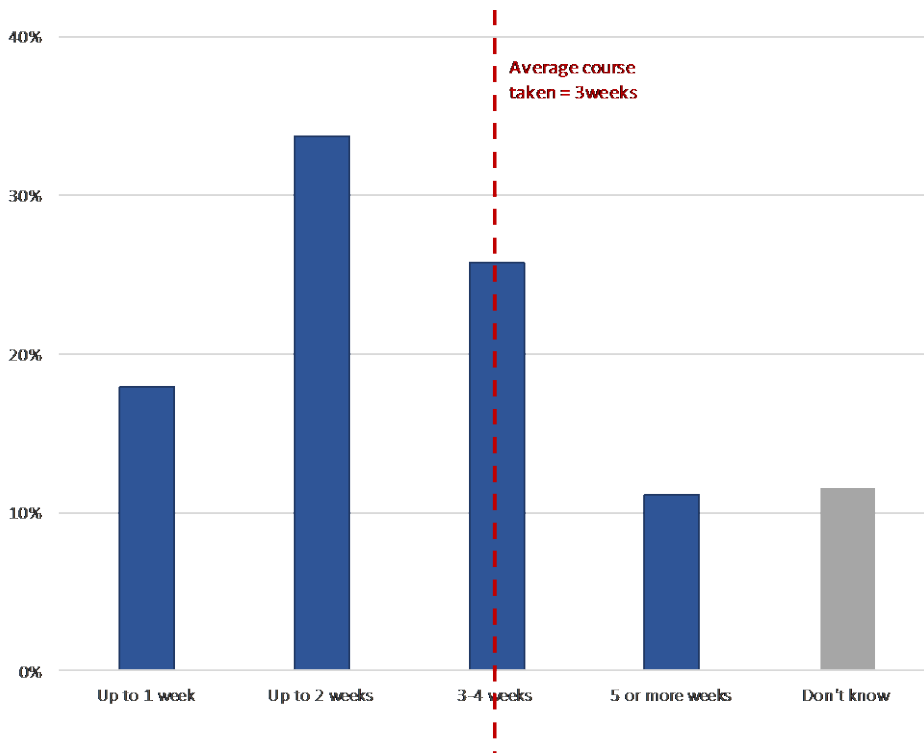
ONLINE COURSES

An assessment of online courses as a means to build skills and knowledge is complex and slightly contradictory. Regional feasibility studies identified significant drawbacks, as well as benefits, to online learning (see box). However, in terms of potential for low cost, high reach, and limited time away from the office (cited as a limitation of face-to-face courses), online courses offer significant benefits over other types of learning (see Figure 11).

> "Some respondents expressed a wish for online training, but raised an issue with motivation to complete it."
>
> —*ASA Market and Feasibility Study: West Africa*

> "Distance-based training is a problem because people struggle with incentives and time."
>
> —*ASA Market and Feasibility Study: Southern Africa*
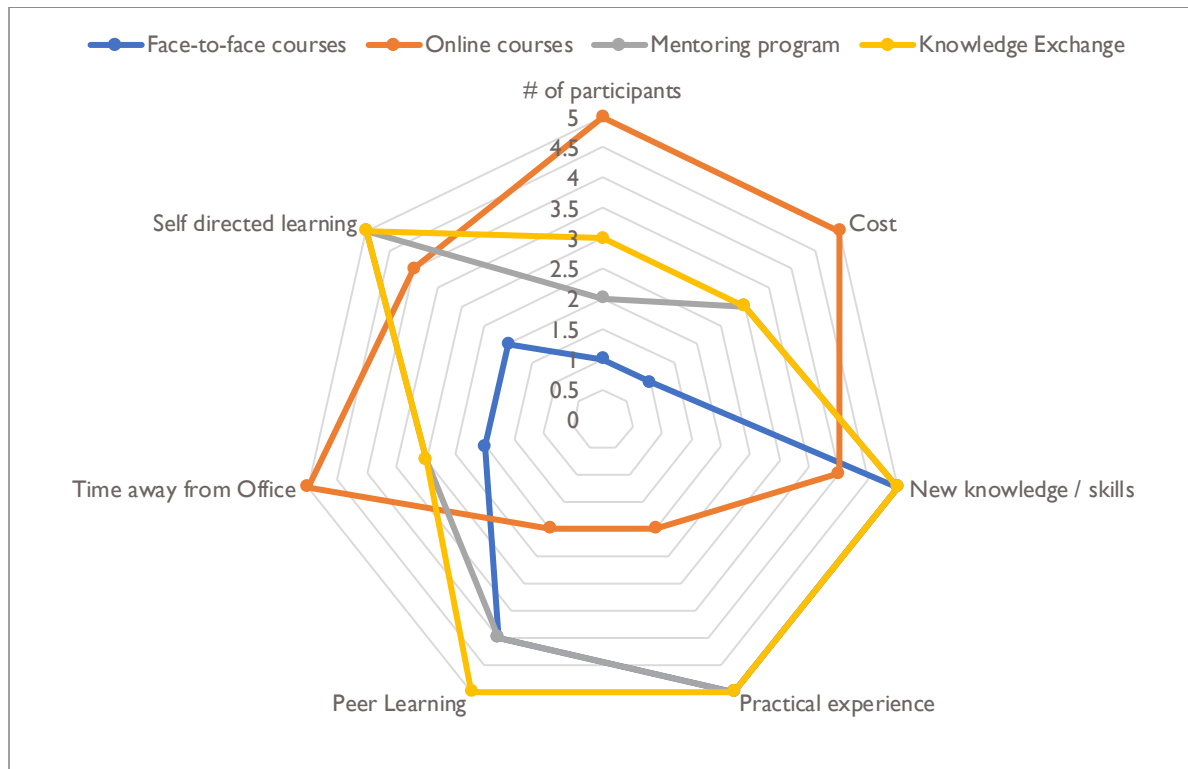
ASA online survey respondents rated online courses quite low in preference for technical, managerial, and leadership skills building, however, this did not seem to deter respondents from taking online courses. Quite a high proportion of respondents (40 percent) reported that they had undertaken an online program of study in the past three years.

Online course completion rates: Online course completion was significantly higher for English speakers (76 percent) compared to French speakers (38 percent)[11]. This could in part be due to positive reporting only of courses that were completed.

Study leave: While some online courses require up to 10 hours of study time per week, only 27 percent of ASA online survey respondents noted that their employer provides study leave for online courses. Students following online courses would therefore usually be expected to study on their own time. The ASA online survey identified a positive correlation between employees being given study leave for online courses and completion of online courses.[12]

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[11] This result is highly significant at p=0.00014.
[12] p=0.004.

Course cost: Overall, 65 percent of courses taken by ASA online survey respondents were free. According to one key informant specializing in online courses, completion rates for free courses are typically quite low, around 10 percent.[13] However, the ASA online survey data did not find any link between the completion rate and the cost of the online course.

Course format: Online courses taken range in format from those that are completely distance-based and self-directed learning (i.e., the learner follows the course with no interaction); to others that include some interaction between students and course organizers via discussion forums; to those courses offered by the International Institute for Water and Environmental Engineering (2iE),[14] which offer the possibility of a blended approach where learners start the course on campus and continue online.

> "Online courses such as the Swiss Federal Institute of Aquatic Science and Technology (EAWAG) sanitation series, which promote the use of participant discussion forums for peer-to-peer support and debate, could provide a model to satisfy this demand for interactive participation in learning."
>
> —*ASA Market and Feasibility Study: East Africa*

Providing the opportunity for interaction and virtual networking—for example by having group sessions feed into an online process—may increase motivation for online course completion.

Topic: Analysis of online courses taken during the past three years by ASA online survey respondents showed quite a significant difference between English speakers and French speakers. French speakers were more likely to have studied a technical WASH subject online, with technical WASH courses making up more than 50 percent of all online courses taken by French speakers, compared to only 27 percent of English speakers (see Figure 12).

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[13] Shaw, R. (personal communication, December 2016). WEDC, Loughborough University.

[14] 2iE is a training institute created in 2006 that provides bachelor's, master's, and Ph.D. programs, in line with the international university system, accredited in Africa and in Europe; engineering degrees accredited by the CTi (French Accreditation Body for Engineering Programs) and recognized in the United States by AACRO (American Association of Collegiate Registrars and Admissions Officers); and skills training/diploma programs through Online Professional Education. The Institute currently has 2,000 students and 27 nationalities attending onsite training, and 1,500 students and 36 nationalities for vocational distance learning. http://www.2ie-edu.org.

Online courses by topic - English
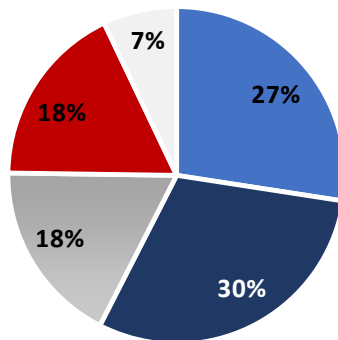
Online courses by topic - French
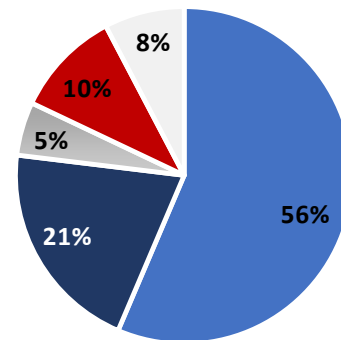
- Sanitation / WASH / BC related
- Other technical
- Project management
- Leadership related
- Other

Unlike short courses, many online courses deal specifically with sanitation or aspects of sanitation, as opposed to more broadly dealing with sanitation as part of WASH. Examples include *Scaling up Rural Sanitation* (Water, Engineering, and Development Centre [WEDC]/World Bank)*, and *Design of Sanitation Systems and Technologies* (EAWAG).

Also unlike short courses, a number of online courses address leadership aspects within the WASH technical subject area, for example *Water supply and sanitation policy in developing countries* (University of Manchester), and *Governance in Urban Sanitation* (United Nations Institute for Training and Research [UNITAR]).

SELF-DIRECTED LEARNING

Self-directed learning, in which learners focus on their individual knowledge and skills gaps, is widely acknowledged as the best way for adults to learn. For this reason, there was broad agreement across the regional market and feasibility studies that networking, knowledge exchange, practical experiences, and mentorship should be key methods of delivery for ASA.

> "Linking training to conducting one's job ensures that it responds to real challenges and that the leadership skills in these areas can be developed."
>
> —*ASA Market and Feasibility Study: Southern Africa*

KNOWLEDGE EXCHANGE

A key insight from the regional feasibility studies is the importance of knowledge exchange as a method of delivery. Knowledge exchange and peer-to-peer learning provides the opportunity for professionals to learn from others who have gone through similar processes or overcome similar challenges.

> "Knowledge-exchange programs were highly valued as ways to learn and build capacity rapidly, especially when they were tailored to particular needs, to allow for more self-directed learning, and targeted in a short space of time."
>
> —*ASA Market and Feasibility Study: East Africa*

They allow for self-directed learning, where the learner is accessing the specific knowledge, skills, and capacities they need, rather than being given a "curriculum" they have to learn, even if not all of it is relevant. Knowledge-exchange programs have the potential to reach many people at the same time and provide peer learning opportunities.

Half of all ASA online survey respondents had participated in some sort of knowledge-exchange activity during the past three years. Topics for some knowledge exchange were technical, for example, inclusive urban sanitation, community-led total sanitation (CLTS), and triggering sludge management. Other respondents had participated in knowledge exchange around management and leadership themes, examples are shown in the following table.

THEME	FOR	DURATION	ORGANIZED BY
Sanitation issues within urban local councils	National government officer (Malawi)	1 week	Urban Council, Illinois, USA
Leadership	NGO program officer (Malawi)	2 months	Engineers Without Borders
Developing sanitation policy	National government officer (Rwanda)	1 week	Rwanda
Parliamentarian involvement in WASH activities	NGO WASH manager (Zimbabwe)	3 days	IRC, Uganda

Almost all (more than 95 percent) ASA online survey participants responding to the question on whether they would like to go on a learning or knowledge-exchange visit responded positively, further reinforcing the value attached to knowledge exchange as a delivery method.

COMMUNITIES OF PRACTICE

A community of practice (COP) is a "group of people who come together to share and learn from one another—either face-to-face or virtually—and are held together by a common interest in a body of knowledge and are driven by a desire and need to share problems, experiences, insights, templates, tools, and best practices."[15] [COPs] "facilitate problem solving among individual members, stimulate learning, promote professional development, address individual questions, and generate the type of knowledge that members need in their daily work."[16]

While not necessarily being a capacity development tool in themselves, COPs can be effective tools for sharing new knowledge and enhancing connectivity.

The ASA online survey found that, of those responding, approximately 64 percent of participating sanitation professionals belong to a COP. COPs were both face-to-face and virtual, and hosted on platforms such as LinkedIn, WhatsApp, and Yammer. COPs included various technical and thematic

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[15] World Bank, American Productivity and Quality Centre. *Communities of practice questions and answers*.
[16] Ibid.

working groups, specialist groups (including the Sustainable Sanitation Alliance [SuSanA], Sanitation and hygiene in developing countries, Container-Based-Sanitation Alliance, and the Water, Sanitation, and Hygiene Network), professional networks (e.g., Institute of Engineers for Kenya), and school or university alumni networks.

Key informants from three established COPs—one country specific, one institutional, and one global[17]—provided their insights about establishing and sustaining COPs that will be useful for ASA to consider:

- COP members like to have face-to-face opportunities, as well as online discussion, because it helps build a sense of trust.

- Online COPs must establish a pathway for integrating online discussions into work processes and informing programs on the ground.

- Online COPs should use a platform that people are already using, it is easier to add to that habit than to start a new type of platform.

- Using a public platform such as LinkedIn also means that people's networks can see on their timeline that they are members—which is effective in attracting new members.

- The role of the administrator is very important—in smaller COPs this may be limited to encouraging contributions and ensuring that discussions stay on topic; in larger COPs, coordination becomes an almost full-time job, with responsibility for identifying discussion themes and leads, and managing and synthesizing contributions.

MENTORSHIP

A meta-analysis of 112 individual research studies found that mentoring has significant behavioral, attitudinal, health-related, relational, motivational, and career benefits.[18] Especially in the workplace, there are many benefits to developing a mentorship program for new and current employees. However, research has also demonstrated that unless mentees have a basic relationship with their mentors, there is no discernable difference between mentees and those not mentored.[19] Therefore, in some situations, encouraging an employee to find his/her own mentor, rather than designating one, may be more successful.

From the sanitation survey conducted for ASA feasibility, 55 percent of respondents already make use of a mentor, of which 41 percent are working with an "unofficial" mentor, rather than someone who has been officially designated by the organization; and a higher proportion of respondents with a mentor (58 percent) had a mentor outside of the organization in which they were working. This would support the idea that it is important to have a rapport with a mentor for a successful relationship. More than one-third of respondents (35 percent) consult their mentor weekly or more frequently, 30 percent

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[17] Interviews with 1) Administrator and participants of Kenya Public Health Officer WhatsApp based sanitation COP; 2) Lead of the World Bank Behavior Change COP; 3) Coordinator of the WSSCC-hosted Sanitation and Hygiene in Developing Countries COP.

[18] Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals.

[19] Ragins, B. R., Cotton, J. L., & Miller, J. S. (2000). Marginal monitoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes.

consult their mentor monthly, and 36 percent consult their mentor three to four times a year. As might be expected, frequency of consultation if highly correlated with having a mentor in the same organization. Despite a higher proportion having a mentor outside the organization, most respondents (55 percent) communicated mainly through face-to-face contact, followed by email (24 percent).

More of the respondents (64 percent) mentor someone else, rather than have a mentor, and this might reflect the level of people who were targeted for the ASA online survey. Of those who have a mentor, 24 percent spend less than 3 hours a month mentoring, 51 percent spend about 4–10 hours, and 25 percent spend 10 hours or more.

Utilities, the private sector, and donors tend to use mentorship the most, and government the least, although this is not statistically significant, but may indicate different workplace cultures. Respondents feel that mentorship is the most preferred way to build leadership and second most preferred way to build managerial skills (see Figure 13). Mentorship is the least preferred way to build technical skills.

FIGURE 13: PREFERRED MODE FOR BUILDING DIFFERENT SKILLS
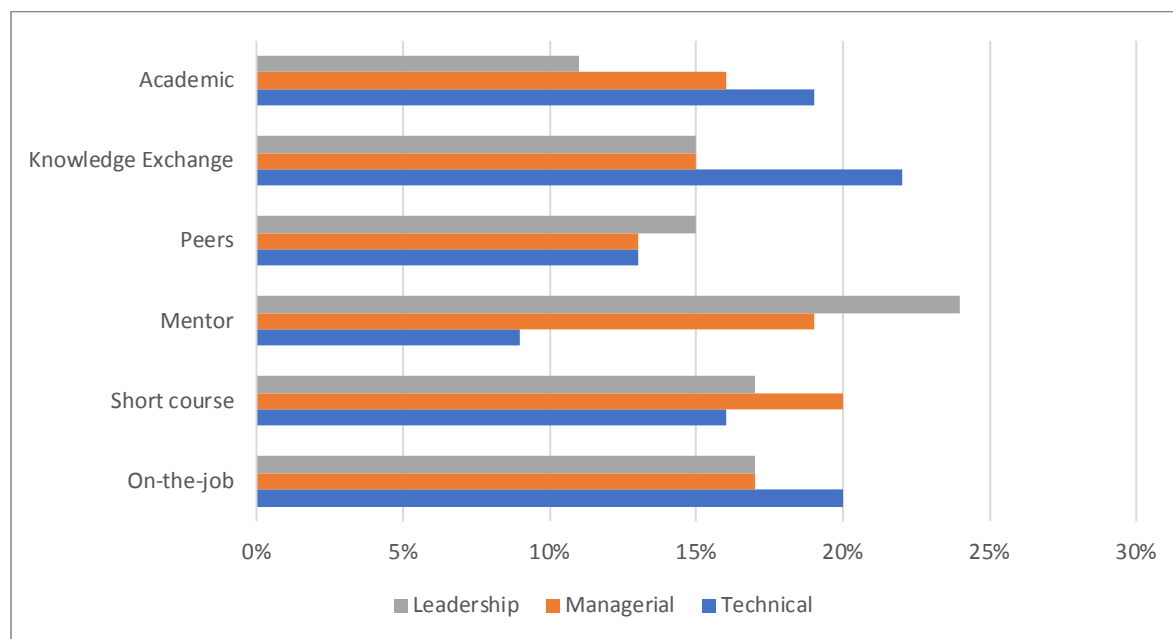
Although mentoring is important for building managerial or leadership skills, when participants were asked about their top three preferred training methods, mentoring did not appear. During the interviews undertaken for the regional reports, many respondents referred to important mentors they had in their careers who took them from being primarily technical staff into management and leadership roles. This is consistent with the finding that most people enter the sanitation sector in technical roles before migrating to leadership and management roles. Their training overall prepares them technically, but to make that change to leadership and management they need additional training and support.

In summary, mentoring is an important informal opportunity to learn, which is already used widely, however, it is not set up formally in governments and NGOs, but is used in the private sector and utilities. It is considered valuable for managerial and leadership skills, but not as a useful method for technical skills.

QUALIFICATIONS, ACCREDITATION, AND QUALITY RATINGS

At the consolidation meeting, there was considerable discussion on the need for ASA to have formal qualifications that are accredited courses, and to consider the needs of accreditation in developing the products that ASA will offer. Although there were some differing views as to whether the focus should be on formal "academic" qualifications or more skills/competency training, the results from the ASA online survey have confirmed that formal qualifications are not needed by the majority of those working in the sector. Similarly, there is little expressed need for accreditation.

To see how important accreditation was for participants, the ASA online survey asked participants to rank the top three elements that would influence the type of training they would take. The top three did not include accreditation, and as can be seen from Figure 14, it was only included by 17 percent of respondents; having a certificate of participation was even farther down the list of priorities. This is not to say that the quality of training is not important (it was the second most important factor mentioned by 68 percent of respondents), but that quality and formal accreditation are not the same thing. This also aligns with choice of course in that respondents want to build their managerial and leadership skills, where few want formal academic training.

FIGURE 14: ELEMENTS INFLUENCING SELECTION OF THE TYPE OF TRAINING
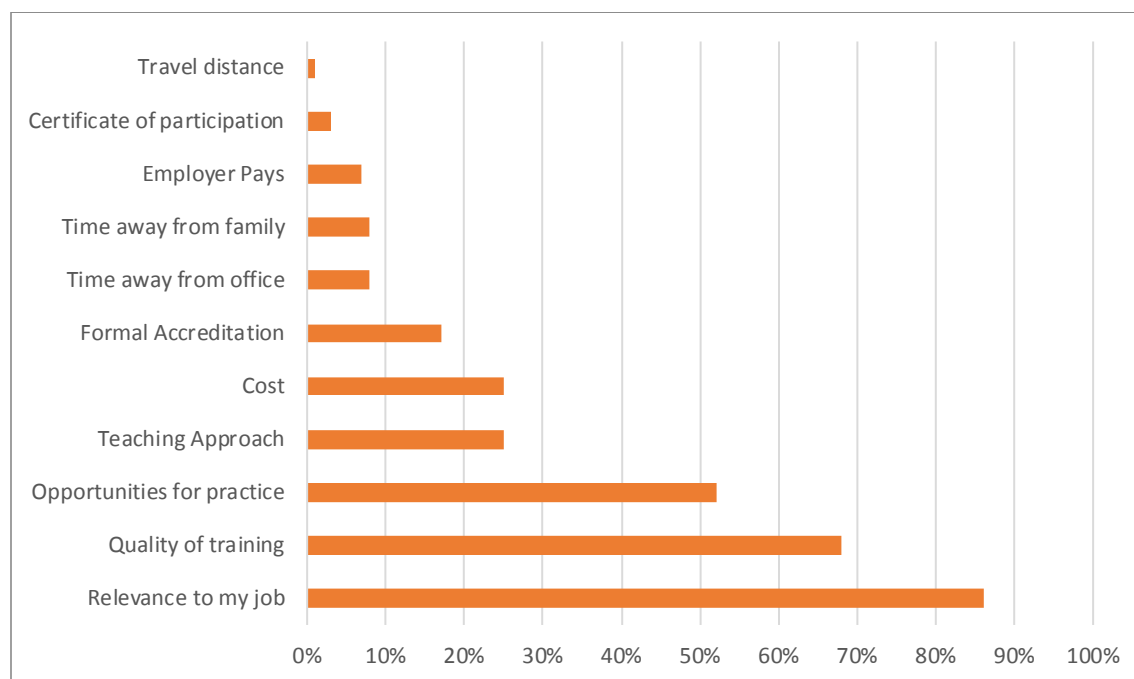
The quality of ASA courses is important. Not only do the courses need to be of good quality to attract people to pay for them, but also it is part of ASA's role in contributing to changes in the way sanitation is viewed. Although respondents in the ASA online survey who work in sanitation see it as an important sector, the consolidation meeting and regional feasibility reports identified that it is still viewed negatively from outside.

POTENTIAL ASA PRODUCTS

The specific objective of ASA is to build sanitation **leadership** throughout Africa. The feasibility studies identified a broad range of products and training needs across sanitation and leadership areas. Cognizant that the ASA should not try to be all things to everyone and should instead focus on its objective of building sanitation leadership, a **framework of core competencies for sanitation leadership** has been developed. Rather than being a checklist of training to undertake, the framework would function as a diagnostic for ASA participants to determine their current level of competency and identify gaps, and as a guide to filling those gaps within an umbrella set of essential competencies.

The framework (see Figure 15) uses ASA online survey responses to the most important competencies required for sanitation leadership as its basis. The framework has been further cross-referenced with training needs to identify a subset of priority competencies for ASA startup, in areas of convergence between essential competencies and expressed training needs.

FRAMEWORK OF CORE COMPETENCIES FOR SANITATION LEADERSHIP

The first five competencies in bold below should be prioritized for ASA start-up.

- **Advocacy.**
- **Behavior change communication.**
- **Project management.**
- **Strategy.**
- **Monitoring.**
- Planning.
- Communication skills.
- Analytical skills.
- Policy analysis.
- Partnerships.

At the consolidation meeting, there was a desire to develop ASA in such a way that it focuses on building problem-solving and analytical skills for sanitation more than technical skills. This was echoed by the results of the ASA online survey and the priorities that came out in terms of competencies and training needs. These are the things that those currently working in the sanitation sector feel are needed to develop well-rounded, competent staff for the sector. Most of these competencies and skills are transferable and crosscutting, which means they can be taught at different levels or for different cadres of staff according to their needs.

Top 10 core competencies of sanitation leaders

1. Advocacy [37%]
2. Behavior change communication [37%]
3. Project management [36%]
4. Strategy [32%]
5. Planning [26%]
6. Communication skills [22%]
7. Monitoring [22%]
8. Analytical skills [19%]
9. Policy analysis [19%]
10. Partnerships [16%]

ASA priority products

- Behavior change communication
- Project management
- Advocacy
- Strategy
- Monitoring

Top 10 training needs

1. Behavior change communication [36%]
2. Project management [32%]
3. Advocacy [30%]
4. New Technologies [27%]
5. Strategy [25%]
6. Finance and resource mobilization [25%]
7. Donor relations [24%]
8. Performance management [21%]
9. Monitoring [16%]
10. Non-sewered sanitation [16%]

ASA framework of core competencies
These core competencies should form the basis of ASA's work. ASA should curate products for building these competencies in the longer term.

Priority competencies for ASA start-up activities
In the short term ASA should prioritize building competencies in areas of convergence between core competencies and training needs.

COMPETITIVE ANALYSIS

CURRENT LIMITATION	ASA CAN ADDRESS THIS ISSUE BY
Lack of comprehensive approach The feasibility studies found that while short courses in relevant themes are available (albeit limited), and most employers support staff training, there is currently no structure in place to help trainees navigate a career pathway. Without a longer-term overview of competency needs for a sanitation professional's current or future role, training enrollment is approached in a rather ad hoc way.	• ASA should be designed as an interconnected approach under the umbrella structure of the core competencies for sanitation leadership framework. • ASA should take a comprehensive, tailored approach to identifying competency needs and guiding participants toward the most suitable options to meeting these needs and filling competency gaps.
Mismatch between courses and participants A key issue identified by the feasibility studies was that training resources are inefficiently allocated—the right people are sent to the wrong course (or the wrong people are sent to the right courses). This is coupled with a problem of "serial trainees" in some regions.	• ASA should ensure careful matching of courses to participant competency needs. • ASA should promote a longer-term, more comprehensive approach that allows trainees to see clearly where they are heading and which training keeps them on course for that goal. • Mentor supervision and periodic ASA reviews with trainees will allow for course correction and ensure that focus is on competencies developed rather than simply knowledge acquired. • ASA should place an emphasis on garnering feedback from both participating sanitation professionals and course providers.
Limited external access to organizations' in-house training Research completed for the ASA feasibility assessments found that much of the formal capacity building in the sanitation sector is carried out by organizations such as WaterAid, Water Supply and Sanitation Collaborative Council (WSSCC), and UNICEF, training their own staff and partners. This training is not usually accessible to others in the sector.	• ASA should focus on liaising and building partnerships with sector organizations during its first two years. ASA should advocate for their collaboration in mutually identifying partnership models that would open up organization-specific training to a wider sector audience. • ASA should be promoted by and seek collaborative partnerships with regional organizations such as AMCOW and African Water Association, which will lend it credibility to leverage such partnerships in the sector. • ASA should have a phased start-up to allow producing results and gaining a reputation for quality early on in its operations, which will also help secure buy-in from partners. • In the longer term, when ASA starts developing new content, these partnerships can also be employed and expanded. A three-way partnership could include implementing partners such as WaterAid and WSSCC, who have an organizational focus on capacity development; institutions or individuals who can write content and teach; and ASA to provide insights into what is needed and what people are asking for, as well as quality control.
No dedicated center for sanitation recruitment	• ASA can advertise jobs in the recruitment section of its website for a fee, thus helping employers find the right clients for senior leadership positions and supporting ASA costs.

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ANNEX A: VISION OF SUCCESS

Context, issues, and constraints that impinge on ASA's vision of success as agreed at the consolidation workshop in Johannesburg.

Context/background for ASA:	Issues ASA should address:
- Incentives are weak for careers in sanitation and it is not aspirational. - Water is a higher priority on the political agenda and for communities. - Sanitation is not institutionally consistent. - Generally, more of a private issue, vs. water is a public sector issue. - Sanitation is difficult from revenue point of view. - SDGs—sanitation is viewed as a human right. However, there is a massive disconnect between expectations and reality. - Gap between policy and implementation. - Rapid urbanization, challenges will grow. - Few pro-poor solutions that communities want to adopt; Current sanitation solutions are inadequate—mostly too expensive. - Sanitation is underfunded and politically not prioritized.	- Rigorous curriculum that meets individual needs. - Foster an ability for staff to engage strategically. - Complex subject, requiring problem-solving and analytical skills more than technical skills. - Sector needs well-rounded, competent staff. - ASA should also focus on the enabling environment—political, legal, and institutional aspects. - Competencies should be recognized by all levels—local and national—the person must have what it takes to deliver. - Critical mass of African sanitation experts is very low. Low interest in sanitation. Need to train good trainers. - Sanitation does not "sell" itself—ASA needs to change this. - Sanitation cannot be on its own—it is intrinsically linked to housing, planning, and water—it is multisectoral.
Constraints in developing ASA:	**Success for ASA could be:**
- Complexity of sanitation. - Finance—cost of a course. - Time away from job. - Competent staff (lecturers, mentors). - Clearances—accreditation, recognition, HR practices. - Substance/content that is relevant. - Who owns ASA? - Political engagement/commitment. - Pan-African demand and format, and required variations for regions/countries. - Weak competing institutional context.	- Recognition of need for leadership and management training for sanitation. - Plan to build competencies that are accepted and recognized by the sector. - Could be that there is no need for an "Academy" or it may not be feasible. - Need to clearly know what will not work **Final vision of success for the meeting:** - What we believe will work.

ANNEX B: SIMPLIFIED ASA ONLINE SURVEY

	QUESTION	RESPONSE
1.	Name	
2.	Email Address	
3.	How old are you?	a) 20-29 b) 30-39 c) 40-49 d) 50-59 e) 60+
4.	What gender are you?	a) Male b) Female
5.	What is your highest completed qualification?	a) High School/Secondary School Diploma b) Diploma c) Higher diploma d) Bachelor's Degree e) Master's Degree f) Ph.D. g) Other: please specify
6.	For your highest qualification—please name the course and institution that awarded you the qualification	e.g., B.A., Sociology, University of Nairobi M.Sc., Environmental Science, University of London
7.	What type of organization do you work for? (Select all that apply)	a) National Government b) Regional Government c) Local Government d) NGO e) Private Sector f) Utility g) Donor (Bilateral) h) Donor (other) i) Other: Please specify
8.	What is the name of the department or division you work in?	
9.	What is your current job title?	
10.	What is (are) the main sector(s) that your job covers?	a) Water only b) Water and sanitation c) Sanitation only d) Sanitation and public health e) Sanitation and environmental health f) Other: please specify
11.	How long have you been in your current position?	a) Less than one year b) 1-3 years c) 4-7 years d) 8 years or more
12.	What was your previous job title?	

	QUESTION	RESPONSE
13.	What type of organization did you work for in your previous job?	a) National Government b) Regional Government c) Local Government d) NGO e) Private Sector f) Utility g) Other: Please specify
14.	What is the title of the person you report to?	
15.	How many people directly report to you?	a) None b) Less than 5 c) 6-10 d) 11-20 e) More than 20
16.	Are you looking to be promoted in the next 3 years?	Yes No
17.	Do you want to stay working within Sanitation?	Yes No
18.	Why do you want to stay? (Select all that apply)	a) Enjoy my job b) Sanitation is an important sector c) Good prospects for promotion d) Good training opportunities e) It pays well f) I can't do anything else g) Job security h) Other: Pease specify
19.	Or Why do you want to leave? (Circle all that apply)	a) I don't enjoy my job b) Sanitation is a neglected sector c) There are no prospects for promotion d) There are no opportunities for training e) The pay is poor f) There are other things I can do g) No job security h) Other: Please specify
20.	If you stay working in sanitation—do you want to stay in the same organization or move?	a) Stay – same organization b) Move – to private sector c) Move – to NGO d) Move – to Utility e) Move – to local government f) Move – to national government g) Move – to other (specify)
21.	Why do you want to stay in the same organization?	a) Enjoy my job b) Good prospects for promotion c) Good training opportunities d) It pays well e) I can't do anything else f) Job security g) Other: Pease specify

	QUESTION	RESPONSE	
22.	Why do you want to leave your current organization?	a) I don't enjoy my job b) There are no prospects for promotion c) There are no opportunities for training d) The pay is poor e) There are other things I can do f) No job security g) Other: Please specify	
23.	Do you think sanitation is an aspirational (e.g., inspiring, desirable) career sector to work in?	Yes No	
24.	What is the best way to build skills and competencies (technical, managerial, or leadership)? (Select all that apply)	Technical	
		a) On the job – learning by doing	
		b) From training courses	
		c) From a mentor	
		d) From my peers	
		e) From practical	
		f) Visits/experiences	
		g) From my qualification	
		h) Training (Degree, Master's)	
		i) Other: please specify	
25.	Do you think that your highest qualification equipped you to carry out your job?	Yes No	
26.	If no, why not?	a) It didn't provide sufficient technical skills b) It didn't provide sufficient management skills e.g. budgeting, planning c) It didn't provide sufficient leadership skills d) Other: please specify	
27.	Do you feel you have the technical competencies to carry out your current job?	Yes No	
28.	Where did you learn these competencies?	Select all that apply: a) On the job – learning by doing b) From training c) From a mentor d) From my peers e) From an exchange visit f) From my qualification training (Degree, Master's) g) Other: please specify	

	QUESTION	RESPONSE
29.	Do you feel you have the management competencies to carry out your current job?	Yes No
30.	Where did you learn these management competencies?	a) On the job – learning by doing b) From training c) From a mentor d) From my peers e) From an exchange visit f) From my qualification training (Degree, Masters) g) Other: please specify
31.	Do you feel you have the leadership competencies to carry out your current job?	Yes No
32.	Where did you learn these leadership competencies?	a) On the job – learning by doing b) From training c) From a mentor d) From my peers e) From an exchange visit f) From my qualification training (Degree, Masters) g) Other: please specify
33.	What are the 5 most important core competencies that a sanitation leader needs? (Select all that apply)	HR Management Advocacy Governance Strategy Planning Project Management Regulations Performance Management Monitoring Data for decision making Financial Planning Finance and Resource Mobilization Procurement Management Accounting Computer Skills GIS Communication skills Marketing Customer Management Networking Asset management Risk Management Analytical skills Donor relations Partnerships

	QUESTION	RESPONSE
34.	Which of the following training methods have you participated in?	a) On the job training b) Short course – face-to-face c) Short course – on-line d) Mentorship e) Peer learning/Knowledge exchange visit f) On-line community of practice g) Face-to-face community of practice h) Advanced formal courses (e.g. advanced diploma, post-graduate course)
35.	Please rank your top 3 preferred training methods	a) On the job training b) Short course – face-to-face c) Short course – on-line d) Mentor e) Peer learning/Knowledge exchange visit f) On-line community of practice g) Face-to-face community of practice h) Advanced formal course (e.g. advanced diploma, post-graduate course)
36.	If you needed to build technical competencies how would you best like to do this?	a) On the job training b) Short course – face-to-face c) Short course – on-line d) Mentor e) Peer learning/Knowledge exchange visit f) Community of practice g) Advanced formal course (e.g. advanced diploma, post-graduate course) Other: please specify
37.	If you needed to build management competencies how would you best like to do this?	a) On the job training b) Short course – face-to-face c) Short course – on-line d) Mentor e) Peer learning/Knowledge exchange visit f) Community of practice g) Post-graduate course h) Other: please specify
38.	If you needed to build leadership competencies how would you best like to do this?	i) On the job training j) Short course – face-to-face k) Short course – on-line l) Mentor m) Peer learning/Knowledge exchange visit n) Community of practice o) Post-graduate course p) Other: please specify
39.	Please rank the top 3 elements that would influence your decision about what type of training to take	a) Relevance to my job b) Quality of training c) Opportunities for practice d) Cost e) Time away from office f) Time away from family g) Formal Accreditation h) Teaching methods i) Certificate of participation j) Travel Distance k) Whether employer would pay

	QUESTION	RESPONSE
40.	Please rank the top 3 elements that would influence your employer's decision about what type of training they would support	a) Relevance to my job b) Quality of training c) Opportunities for practice d) Cost e) Time away from office f) Time away from family g) Formal accreditation h) Teaching methods i) Certificate of participation j) Travel distance
41.	Does your employer provide training opportunities for staff working on sanitation?	Yes No
42.	Approximately how many people in your organization or division work on Sanitation?	Number:
43.	Does your employer provide opportunities for you to do post-graduate study (Advanced Diploma, Masters, Ph.D.)?	Yes No
44.	How are people selected to participate in post-graduate training? (Select all that apply)	a) Request to their manager b) Competitive selection c) Based on length of years' service d) Based on need for skills/competencies e) Don't know
45.	Who chooses the course you can go on?	a) Employer b) Me c) Both – joint decision
46.	Does the course have to be related to sanitation?	Yes No
47.	Which costs does your employer cover? (Select all that apply)	a) Tuition fees b) Accommodation c) Subsistence d) Travel e) Books f) Other: please specify
48.	What is the maximum amount that your organization will pay for a degree course	g) Currency: h) Amount (in numbers):
49.	How many people per year are sent for post-graduate training by your employer?	a) 0 b) 1-2 c) 3-4 d) 5-8 e) 9+
50.	Does your employer provide opportunities for you to do short courses?	Yes No

	QUESTION	RESPONSE
51.	How are people selected to participate in short-course training opportunities? (Select all that apply)	a) Request to their manager b) Competitive selection c) Based on length of years' service d) Based on need for skills/competencies e) Don't know
52.	Who chooses the course you can go on?	a) Employer b) Me c) Both – joint decision
53.	Which costs does your employer cover? (Select all that apply)	a) Tuition Fees b) Accommodation c) Subsistence d) Travel e) Other: please specify
54.	What is the maximum amount your company will pay for a short course?	f) Currency g) Amount
55.	How many people per year are sent for short-course training from your organization?	a) 0 b) 1-5 c) 6-10 d) 11-15 e) 16+
56.	What is the maximum amount of time for training on short courses your employer will send you on each year	a) Don't Know b) Up to one week c) Up to 2 weeks d) 3-4 weeks e) 5 or more weeks
57.	What training short courses have you been on in the last 3 years?	Course Title: Duration: Course run by (institution):
58.	Does your employer provide study leave for on-line courses?	Yes No Don't know
59.	Have you taken any online courses in the last 3 years?	Yes No
60.	What course did you take?	Course Name:
61.	Did you complete the course?	Yes No
62.	Have you been on any knowledge-exchange visits in the last 3 years?	Yes No

	QUESTION	RESPONSE		
63.	Where were the visit(s) and what topics were you learning about?	Institution/Place	Duration	Topic
64.	Would you like to go on a learning or knowledge-exchange visit? If yes, where would you like to go and what would you like to learn?	Institution/Place	Duration	Topic
65.	Do you belong to any communities of practice (a COP is any group that interacts regularly to discuss particular issues, it can be face-to-face, online, WhatsApp group etc.)? If yes, what are they	COP:		
66.	Do you have a mentor?	Yes – official (designated by my organization) Yes – unofficial (someone who does this informally) No		
67.	Does your mentor work in the same organization as you?	Yes No		
68.	How often do you consult your mentor?	Daily Weekly Monthly 3-4 times per year		
69.	Which is the main ways you consult with your mentor?	Phone conversation Text Conversation Email Face-to-face		
70.	Do you mentor any staff?	Yes No		
71.	How much time do you spend per month mentoring others?	Less than 3 hours a month 4-6 hours per month 7-10 hour per month 11-15 hour per month 16+ hours per month		
72.	Are there any people (including yourself) that you think would make good mentors in the sanitation sector? Please provide their name, position and email address	Potential Mentors:		
73.	Please select 6 topics that you would you like training in?	HR Management Talent management Succession Planning Absenteeism Staff Turnover Advocacy Governance Strategy Planning		

QUESTION	RESPONSE
	Project Management
	Regulations
	Performance Management
	Monitoring
	Data for decision making
	Financial Planning
	Finance and Resource Mobilization
	Procurement
	Management Accounting
	Computer Skills
	GIS
	Communication skills
	Marketing
	Customer Management
	Networking
	Asset management
	Risk Management
	Tariffs
	Analytical skills
	Donor relations
	Partnerships
74.	Are there any other topics that you would like training in?	

ANNEX C: TECHNICAL SHORT COURSES AND ONLINE COURSES

From the ASA online survey results it is clear that much of the formal capacity building, especially in technical themes, is carried out by organizations training their own staff and/or partners. These internal short courses are not included in the following tables, although they are important when considering wider capacity development in the sector. However, courses that are open to the public, such as UNICEF's collaboration with University of Pennsylvania on Social Norms are included.

The following tables provide information on a selection[20] of technical courses—short courses then online courses—highlighted both by the regional feasibility study reports, and those noted by ASA online survey respondents. In the tables, ★ denotes the type of content provided.

Note that technical training courses on specific approaches (for example CLTS) are not included, instead the focus is on sector-level training. Internet searches for some course titles did not yield course content,[21] however, the course title and provider are included here to give an overview of the breadth of courses followed by ASA online survey respondents.

SHORT COURSES – TECHNICAL

INSTITUTE	COURSE	QUALIFICA-TION	NO. OF WEEKS	CONTENT				
				SANITA-TION	WATER SUPPLY	WRM	HYGIENE	LEADER-SHIP SKILLS*
Feasibility Studies								
Kenya Water Institute	O&M of wastewater treatment and disposal systems	-	I	No info				
Kenya Water Institute	O&M of wastewater collection systems	-	I	No info				
Makarere University	WASH short course	Certificate	8 (4 residential + 4 field)	★	★	★	★	★
Netwas	Integrating CLTS tools in rural WASH	-	I	★				
Netwas	PHAST	-	2	★				

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[20] Note that for this desk review, courses that did not have searchable details provided were not included (e.g., *course: WASH, provider: KIM*).

[21] For example, because the course is not currently running, or the website did not have details.

INSTITUTE	COURSE	QUALIFICA-TION	NO. OF WEEKS	CONTENT				
				SANITA-TION	WATER SUPPLY	WRM	HYGIENE	LEADER-SHIP SKILLS*
Stellenbosch University	Water governance for water leaders	-	1		★			★
Stellenbosch University	Water and wastewater treatment	-	1	★	★			
2iE	WASH in schools (with UNICEF)	Certificate	1-2 weeks	★	★		★	
2iE	Monitoring and evaluation (M&E) in the WASH sector	Certificate	1-2 weeks					
2iE	Emergency WASH (with UNICEF)	Certificate	1-2 weeks	★	★		★	
Online Survey								
AMREF	Resources mobilization	-	1					★
AMREF	M&E	-	4					
Centre Suisse de Recherche Scientifique	Urban sanitation: non-conventional systems and approaches	No info – old course						
Chinese Academy of Science**	Solid and liquid waste treatment technology for rural areas	No info						
Chinese Academy of Science**	Water and sanitation	-	2	★	★			
CHYN/ICRC	Water and sanitation engineering from emergency to development	Certificate of participation	1	★	★			
CREPA	Fecal sludge management	N/A – no longer functioning						

INSTITUTE	COURSE	QUALIFICA-TION	NO. OF WEEKS	CONTENT				
				SANITA-TION	WATER SUPPLY	WRM	HYGIENE	LEADER-SHIP SKILLS*
CREPA	Solid waste management	N/A – no longer functioning						
Ecole Polytechnique Féderale de Lausanne	Household waste management	No info						
Galilee Institute, Israel	Sanitation and hygiene	No info						
Institute for Capacity Development	Community Water and Sanitation	-	2	★	★	★		★
Institute for Capacity Development	Sustainable rural water supply and sanitation	-	2	★	★			
Kenya Polytechnic	Sanitation management	No info						
Netwas	Planning, M&E, and resource mobilization in WASH	-	2					
Netwas	WASH in schools and communities	-	2	★	★		★	
University of Mzuzu, Centre of Excellence Water and Sanitation	WASH in emergencies	Course not currently running						
University of Pennsylvania/ UNICEF	Social norms	-	2					
WASHTED, University of Malawi	Monitoring WASH programs	No info						
WEDC	Water and environmental sanitation	ECTS credits (7.5)	6	★	★		★	
WSA/EAA	Institutional leadership (WASH)	No info						

INSTITUTE	COURSE	QUALIFICA-TION	NO. OF WEEKS	CONTENT				
				SANITA-TION	WATER SUPPLY	WRM	HYGIENE	LEADER-SHIP SKILLS*
WSA/EAA	Project finance and financial analysis (WASH)	No info						
2iE	Environment management	Certificate	-					
2iE	M&E in the WASH sector	Certificate	1-2					
2iE	WASH in emergencies	Certificate	2	★	★		★	

*Leadership skills include analytical courses such as WASH political economy, WASH policy, planning and financing, and governance.

**The Chinese Academy of Sciences Centre of Excellence for Water and Environment (CAS-TWAS CEWE) was listed by several ASA online survey respondents. According to its website (http://www.castwas-cewe.org), CAS aims to provide training program and education services for people from developing countries. They have a "water and sanitation training program" advertised, but no information about course structure or content is available.

ONLINE COURSES – TECHNICAL

FEASIBILITY STUDIES

The following table gives a range of online courses identified by the feasibility studies.

INSTITUTE	COURSE	QUALIFICA-TION	NO OF WEEKS	CONTENT				
				SANITATION	WATER SUPPLY	WRM	HYGIENE	LEADERSHIP SKILLS*
Feasibility Studies								
EAWAG	Planning and design of sanitation systems and technologies	Statement of accomplishment	5 (6 hrs/wk)	★				
IHE Delft	Governance of Decentralized sanitation		4 months (? hrs/wk)	★				★
UNITAR	Governance in urban sanitation	Certificate of completion	10 (5 hrs/wk)	★				★
University Manchester	Water supply and sanitation policy in	Statement of accomplishment	6 (8-10 hr/wk)	★	★			★

INSTITUTE	COURSE	QUALIFICA-TION	NO OF WEEKS	CONTENT				
				SANITATION	WATER SUPPLY	WRM	HYGIENE	LEADERSHIP SKILLS*
	developing countries							
WEDC	Rural sanitation at scale	-	0.5	★				
WSP	Sanitation marketing toolkit	-	0.5	★				
2iE	Service and infrastructure of solid sanitation	Certificate	Flexible	★				
2iE	Management of liquid sanitation infrastructure and services	Certificate	Flexible	★	★			
2iE	AEP systems and technologies and liquid sanitation	Certificate	Flexible	★	★			
2iE	Water governance	Certificate	Flexible		★			★

ONLINE SURVEY

40 percent of online ASA online survey respondents had undertaken online programs of study. The table below gives an idea of the breadth of technical studies specific to sanitation or with a focus on sanitation as part of broader WASH. ASA online survey respondents had also undertaken other courses not listed that focused on water, integrated water resources management, and other technical themes.

ONLINE COURSES FROM SURVEY	
COURSE TITLE	COURSE PROVIDER[22]
SANITATION	
CATS in fragile situations	UNICEF
Design of sanitation systems and technologies	MOOC
Ecological sanitation	

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[22] Note that online course provider was not included in the survey questions, so few respondents provided this information.

ONLINE COURSES FROM SURVEY	
COURSE TITLE	**COURSE PROVIDER**[22]
Ecological sanitation	IHE Delft
Environmental sanitation	
Fecal sludge management	
Fecal sludge management	Coursera EAWAG
Sanitation	EAWAG
Sanitation best practices	
Sanitation in urban slums	
Sanitation management for local authorities	
Sanitation norms and criteria	
Sanitation service delivery	
Sanitation technologies	
Sanitation value chains	
Scaling up rural sanitation	World Bank
Small town and urban sanitation	
Urban sanitation	
Urban sanitation planning	
WASH COURSES	
Climate change effects on water and sanitation	
Evidence in WASH	LSHTM
Integrated monitoring of WASH SDG targets	UNDP
Tariff setting in water and sanitation	
WASH enabling environment	
WASH in conflict areas	
WASH in emergencies	UNICEF
WASH in schools for girls	
WASH planning, M&E and learning	
WASH policy and practice	
Water and sanitation management	

ONLINE COURSES FROM SURVEY	
COURSE TITLE	**COURSE PROVIDER**[22]
Water supply and sanitation policy in developing countries	Manchester University, MOOC
Water use and sanitation	
Water, sanitation, and hygiene	
HYGIENE AND BEHAVIOR CHANGE	
Menstrual hygiene management	
Social norms	Coursera (University of Pennsylvania and UNICEF)
Social norms on WASH	
SOLID AND LIQUID WASTE MANAGEMENT	
Household waste management	
Municipal solid waste management	MOOC
Solid waste	Delft
Solid waste management	
Solid waste management	
Solid waste recycling	
Urban waste management and drainage	
Wastewater management	

SHORT COURSES – NON-TECHNICAL AND ONLINE COURSES

ASA online survey respondents had also taken online courses and face-to face courses in non-technical subjects. These included specific leadership courses, as well as other themes that contribute to leadership skills and ability such as governance, resource mobilization, and influencing. The following table highlights some of the short face-to-face courses taken by ASA online survey respondents during the past three years, categorized according to broad themes.

SHORT COURSES – NON-TECHNICAL

SHORT COURSE TITLE	COURSE PROVIDER
LEADERSHIP	
American Express Leadership Academy	Thunderbird School of Global Management
Civic leadership	Yali Dakar

SHORT COURSE TITLE	COURSE PROVIDER
Institutional leadership (WASH)	Eau et l'Assainissement pour l'Afrique
Leadership	INSEAD
Leadership in environment	University of Malawi
Project leadership skills	IHE Delft
MANAGEMENT	
AMI middle managers training	Acumen
Community management	Kenya Water Institute
Cultivating a team	Spire
Management	Kenya School of Government
Management for leaders	COWI
Manager program learning journey	Spire
NGO management and development	Galilee Institute, Israel
Senior management	Kenya School of Government
Senior manager accelerator	Acumen
Strategic management	Corporate training
GOVERNANCE	
Corporate governance	Centre for Corporate Governance
Good governance	NWSC, Uganda
PROJECT MANAGEMENT, PLANNING, AND M&E	
M&E	RedR
Participatory planning, M&E for impact	Wageningen University, NL
Program development	U o B
Programmatic approach to multi-stakeholder processes	Wageningen University, NL
Project implementation and management	Georgia University
Project M&E	Forhorn de la Rochelle
Project management	AMREF
Project management	Project management SA
Project management	CIEDEL
Project management	RIAM

SHORT COURSE TITLE	COURSE PROVIDER
Project management for development professionals	LINGOS
Project management: TOC and logical framework analysis	BIBBOPROFECTUM
Project planning and management	Kenya School of Government
FINANCE, RESOURCE MOBILIZATION	
Finance management	TASO
Finance for non-financial managers	Centre for Accounting Studies
INFLUENCING, KNOWLEDGE, ADVOCACY	
How to build public policy influence	CIPPEC
Human capital strategy for social enterprise	Acumen
Knowledge management	Lake Victoria Basin Commission

ONLINE COURSES – NON-TECHNICAL

The table below lists some of the non-technical online courses taken by ASA online survey respondents (again, course provider was not specifically asked, so in many cases is missing).[23]

COURSE TITLE	COURSE PROVIDER
LEADERSHIP	
Adaptive leadership	
Dynamic leadership certificate	Harvard Business School with UNICEF
How to be a good leader	
Human capital strategy for social enterprises	+ Acumen
International relations	
Introduction to sustainable development	
Leadership	Community Development Resource Association, Cape Town
Leadership	
Leadership styles	
Learning from failure	
Networking leadership 101	+ Acumen

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[23] Note that online course provider was not included in the survey questions, so few respondents provided this information.

COURSE TITLE	COURSE PROVIDER
Organizational ethics	
Partnerships in practice	
MANAGEMENT	
Managing humanitarian programs	
Performance appraisal	
Strategic management	
GOVERNANCE	
Citizen engagement	
Community building	
Gender-sensitive governance	IDS
Migration	
PROJECT MANAGEMENT, PLANNING, AND M&E	
Basics of supply chain management	
Costing sustainable services	
Diploma in project management	
HR approaches	UNICEF
Introduction to M&E	
Last-mile project management	
Logical frameworks	
M&E	
Procurement: policy, strategy, reform	
Project management	
FINANCE, RESOURCE MOBILIZATION	
Economics	
Financing for development	
INFLUENCING, KNOWLEDGE, ADVOCACY	
Art of knowledge exchange	World Bank
Creative writing and film production	
Data for decisions	

COURSE TITLE	COURSE PROVIDER
Storytelling for change	
Data analysis	
OTHER THEMES	
Human-centered design	+ Acumen
Market segmentation at the bottom of the pyramid	
Marketing to the bottom of the pyramid	+ Acumen
Public-private partnerships	
Slum upgrades	