



Building Africa's Leadership in Sanitation: USAID, Gates Foundation/IHE-Delft, AMCOW Innovations



Programme

- Opening
- Framing the SDG 6.2 Agenda – the Capacity Blind Spot
- A one-year master's programme in sanitation
- A Sanitation Academy for Africa
- Questions and Answer





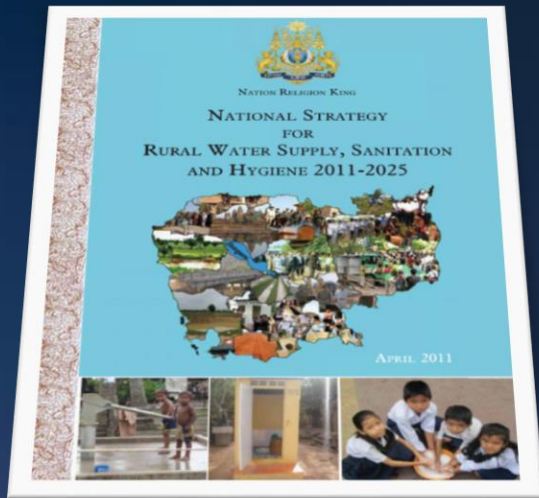
The Capacity Blind Spot

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Framing the story



2.3

Billion
\$

Q: What Will it Take?

- 892 million people defecate in the open
- 856 million people use an unimproved sanitation service.
- 600 million people share their sanitation with others

+

2.3 Billion people without even a basic sanitation service

887

Billion

\$

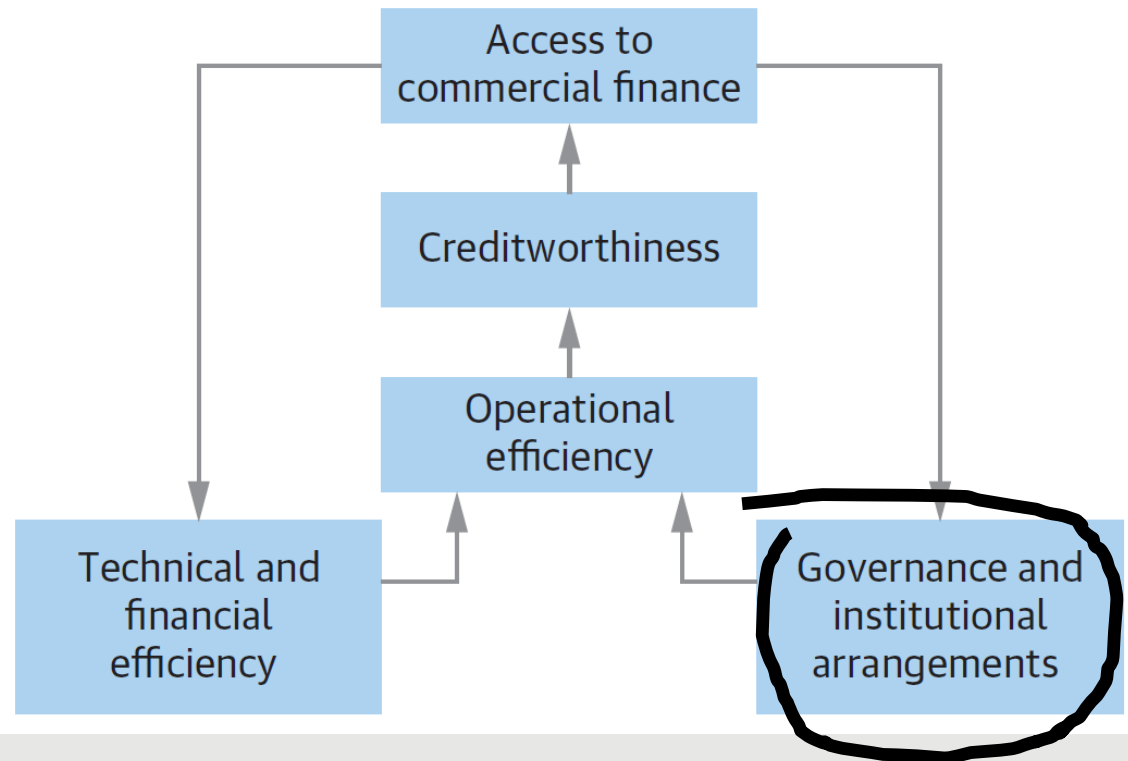
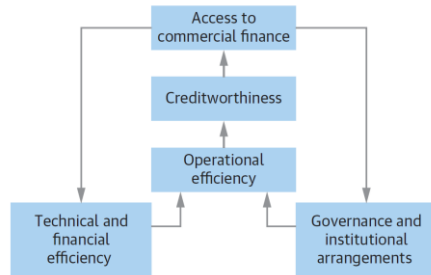
A: Lots of Money

- Existing analysis is primarily financial. For example the following projection of capital cost requirements (give or take a few million):
- \$37.6 Billion/year for water
- \$19.5 Billion / year for sanitation
- \$2 Billion / year for hygiene

+

\$887 Billion in 15 years for capital investment alone

The Magic of Money



Capacity Requirements

- Much data around capacity needs is absent
- Fragmented responsibilities: no coherent picture
 - Rural – Urban
 - Household – Institutions
 - On-site – Off-site
- Types of capacity that exist and are needed not known
 - Engineer
 - Professional
 - Technician
 - Skilled worker
- Distinguish technical, social, management, finance functions: further increases complexity

What We Know (I)

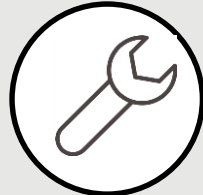
IWA
2014

787,200

Shortage of trained water and sanitation professionals in 10 countries reviewed

2X – 9X

Growth in staff numbers required per country



Even if coverage is already high, need more staff to keep up with O&M



Women only make up 17% of the work force

Source: IWA 2014: *An Avoidable Crisis: WASH Human Resource capacity gaps in 15 developing economies*

The logo consists of a white circle containing the text "GLAAS 2014" in a bold, black, sans-serif font. The circle is centered on a dark gray vertical bar that runs along the left edge of the slide.

GLAAS 2014

Source: GLAAS report, 2014

What We Know (II)

- GLAAS 2014 indicates a large gap between aspirations and reality
- Only one third of countries report having human resource (HR) strategies in water, sanitation and hygiene for urban and rural areas
- Biggest constraints:
 - Financial resources available for salaries and benefits
 - Skilled workers not wanting to live and work in rural areas
 - Lack of skilled graduates from training and education institutes for sanitation and drinking-water services



Supply
&
Demand

Eliminating the Blind Spot

- Countries need:
 - Better data on skills available and required
 - Better coordination across institutions
 - HR policies for the sector, based on an analysis of such data and future projections
 - Improved supply of skilled people, in terms of quantity and quality (i.e. skills match those needed on the ground)
- The global WaSH sector needs:
 - An SDG “Enabling Environment” indicator tracking HR capacity data
 - To develop methods of assessment and analysis that can support countries in developing HR plans.

One-year Masters Programme in Sanitation



Motivation

- Capacity gap in the sanitation sector
- Strong need for overall sanitation experts
- Demand from professionals



Design & Creation Workshop

- 60 experts from all over the world

- One week in Delft to harvest experience, ideas, suggestions

- Identification of topics, skills, exit profiles

- After the workshop: set of modules ready for development

- Two more workshops done -> more ideas + validation





Entry Profile

- At least BSc graduates
- Engineers, Planners, Architects, Scientists, others
- Preferably young- and mid-career professionals
- Also fresh graduates
- With prerequisite knowledge, enhanced by prep courses



Requirements

1. Proof of education; English test
2. Passed the online entrance exam?
3. Skype interview; motivation letter
 - Year 1: 15 students with fixed scholarship
 - Year 2 and beyond: max 50, any type of funding



Exit Profile

- Leader/Champion in developing and implementing sanitation
- Graduates will have fundamental understanding, knowledge and skills necessary to create sanitation impact on the ground

Achieved by:

1. Linking teaching to research outcomes and sanitation practice;
2. Offering applied research topics;
3. Embedding generic professional skills throughout the programme



April 2018

Masters of Science in Sanitation Course Content

1	Introduction week	1 week
2	Sanitation Systems and Services	2
3	Sanitation and Public Health	2
4	Characterization and Analysis of Liquid Wastes	1
5	Treatment processes and technologies	6
6	Sanitation Governance	3
7	Financing and Business Models for Sanitation	1
8	Behaviour change	3
9	Leadership	1
10	Project management, OM&M	2
11	WASH in emergencies	2
12	Groupwork	2
13	Advanced Laboratory Training or Social Science Methods	2

- MSc research phase: 3 months, abroad
- Defense and graduation



Skills

Skills that will be enhanced repeatedly:

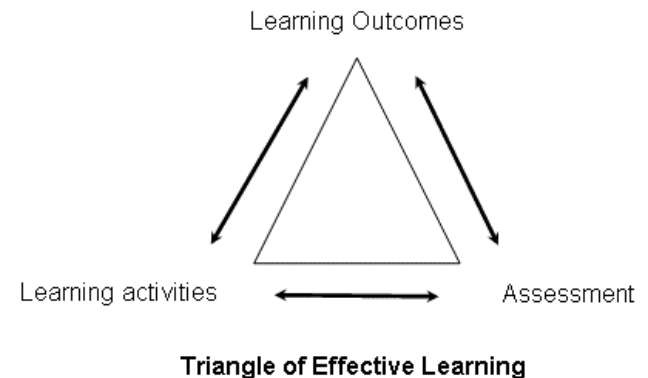
- Critical thinking, reading
- Scientific ethics
- Working in groups
- Oral presenting, discussing



Didactical toolkit

To ensure highest efficiency of classes:

- Teachers need to develop materials as described in toolkit
- Aligned learning
- Activated classes



MSc Research

- Topics are handed out in Week 1
- Projects with our partners; all abroad
- Can be technological or social oriented
- During programme: students already work on their MSc topics



Life Long Learning

- All: members of Global Sanitation Learning Alliance, analogue to our existing alumni network
- Networking opportunities; looking for and offering jobs
- New insights, publications, courses



Faecal Sludge Laboratories

- Alliance of academic laboratories all working with FS
- Together: developing methods, courses
- Open for our students and others
- Related: new book on Methods for FS analysis



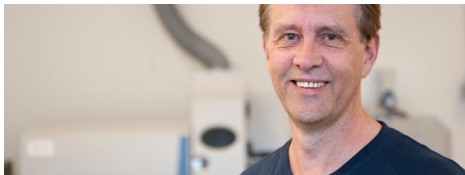


Masters of Science in Sanitation

Transfer to Partners

- IHE cannot close gap on its own
- Teaming up with other universities to also offer materials
- Adopt / adapt, mainly: suitable for local settings
- All materials open source





Global learning alliance

Alumni career tracking

Regional workshops & networking

UNESCO-IHE

BMGF

IMPLEMENTING PARTNER INSTITUTIONS AND INDIVIDUALS

PAB

Professional MSc

Short courses

Young/mid-career professionals	For executives	For managers	For consultants	For trainers
Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives
Content	Content	Content	Content	Content
Single product	Multiple products	Multiple products	Multiple products	Multiple products
End qualifications	End qualifications	End qualifications	End qualifications	End qualifications
12 months	1-2 days	1-2 weeks	2-3 months	variable

DELIVERY MODE
 • F2F
 • online
 • hybrid

EDUCATED AND TRAINED SANITATION PROFESSIONALS

PARTNERSHIP MULTIPLIER ACCELERATOR





USAID
FROM THE AMERICAN PEOPLE

A Sanitation Academy for Africa

Developing African sanitation managers and leaders

Presentation Points

1. Inspiration and thank you!
2. Why an African Sanitation Academy?
3. Demand: Who are the Academy's clients?
4. Demand: What is wanted?
5. How do we deliver?
6. Distilling what works...



Inspiration and thank you

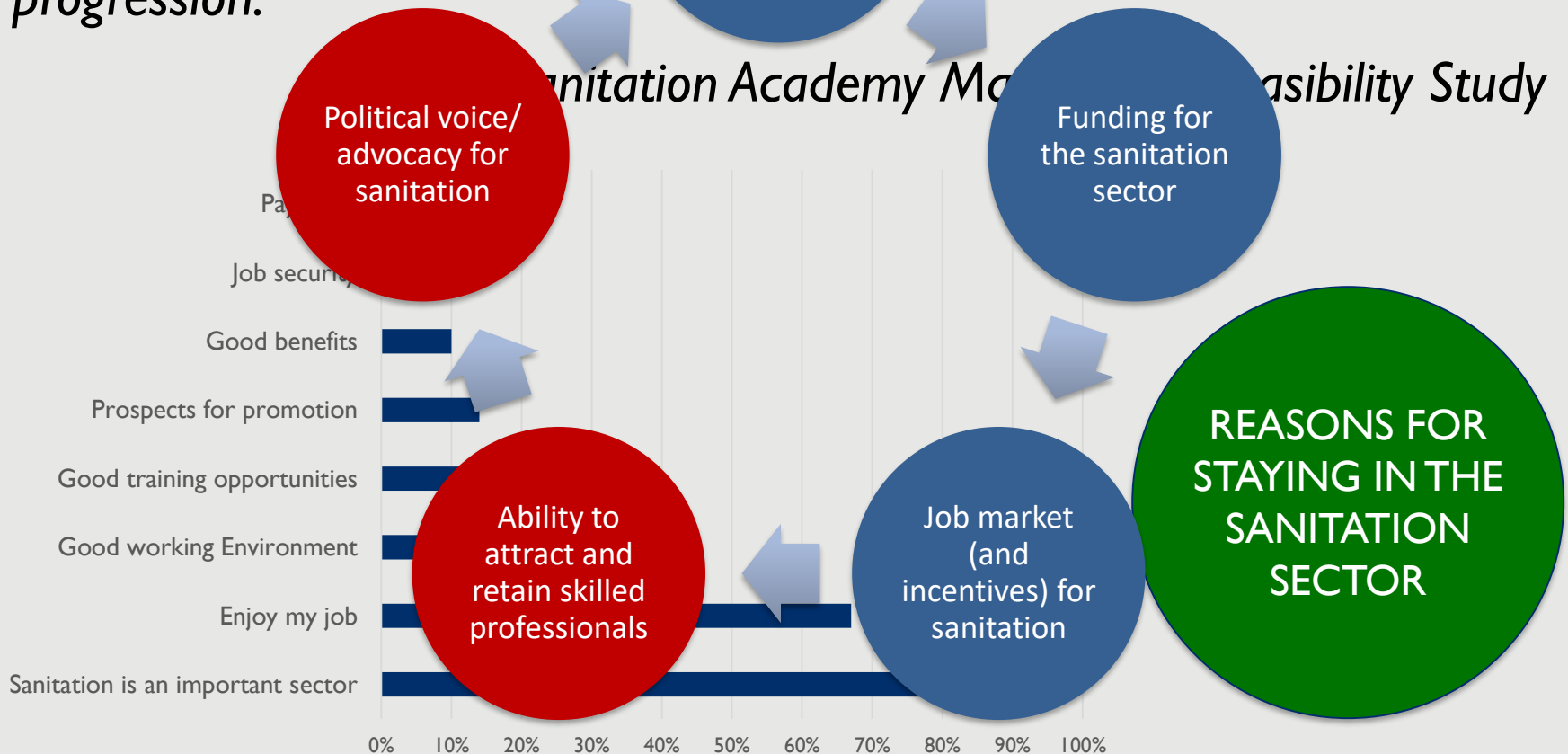
Piers Cross was a much loved friend and dear colleague to the WALIS team. Piers Cross's vision for strong sanitation leadership in Africa led to the development of our African Sanitation Academy concept, design and execution of the feasibility studies.

The WALIS Team thanks him along with the entire feasibility study team including Yolande Coombes, Sophie Hickling, Alana Potter, Mary Galvin, Becaye Diop and Alsane Seck.

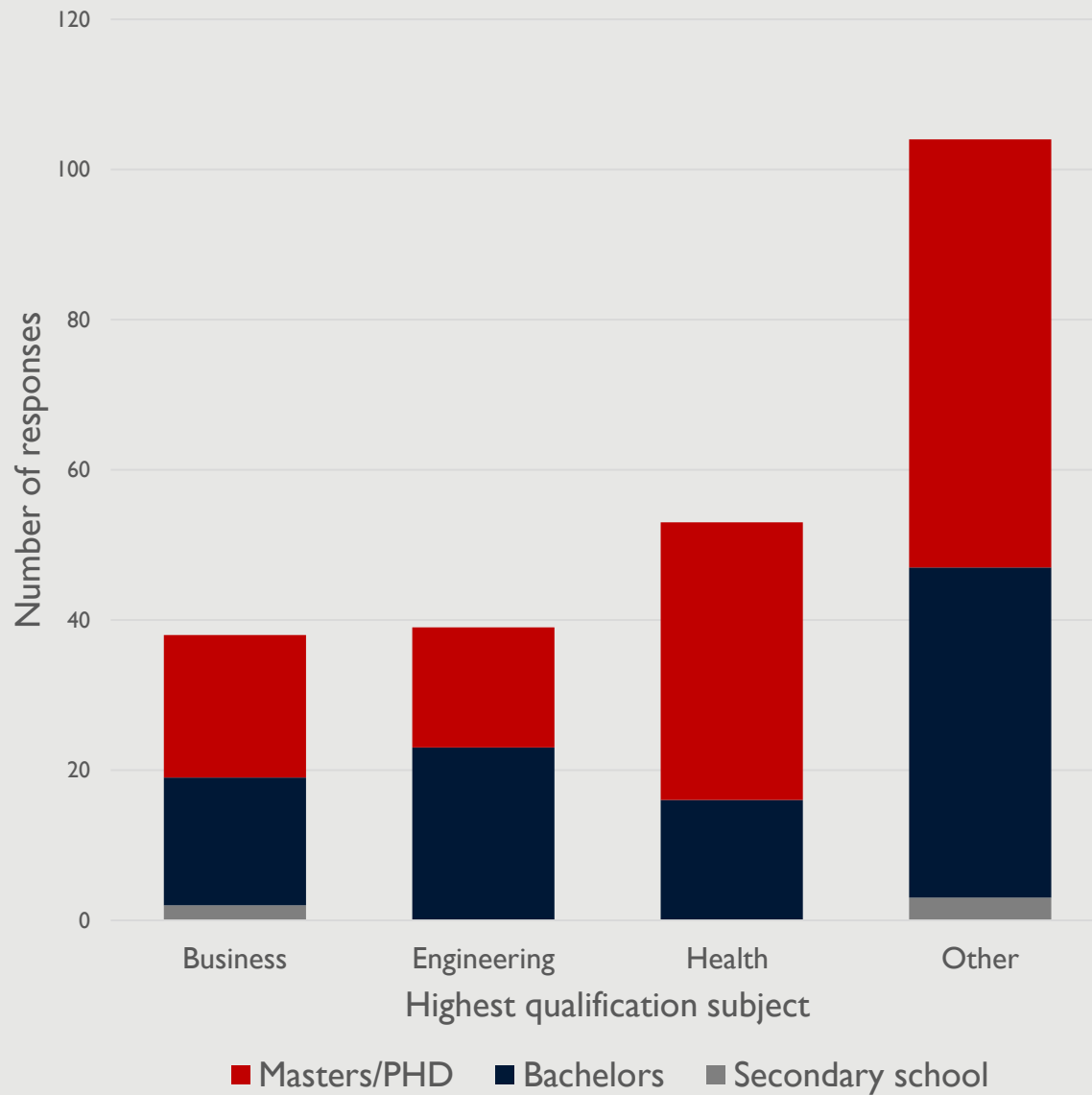


Why an African Sanitation Academy?

“Professionals in the sanitation sector (both employees and employers) are seeking connection to information, rights, and products which meet their needs to develop competencies for career progression.”



Demand: Who are the Academy's Clients?

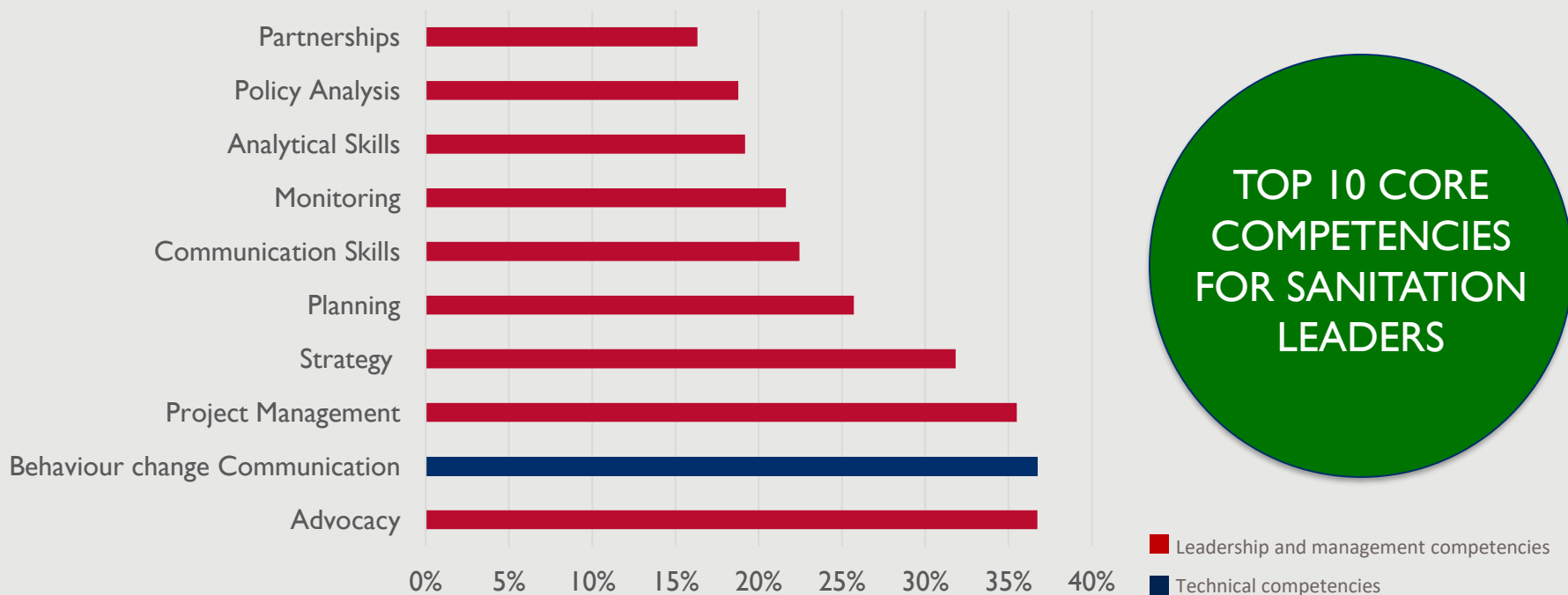


A SURVEY[†] OF
HIGHEST
QUALIFICATIONS

[†] ASA Market and Feasibility Study, 2017.

Demand: What is wanted?

From the ASA online survey[‡], sanitation leadership demands not so much a strong technical background, but cross-cutting, transferable leadership competencies such as being a good advocate, working strategically and being a good communicator.



How do we deliver?

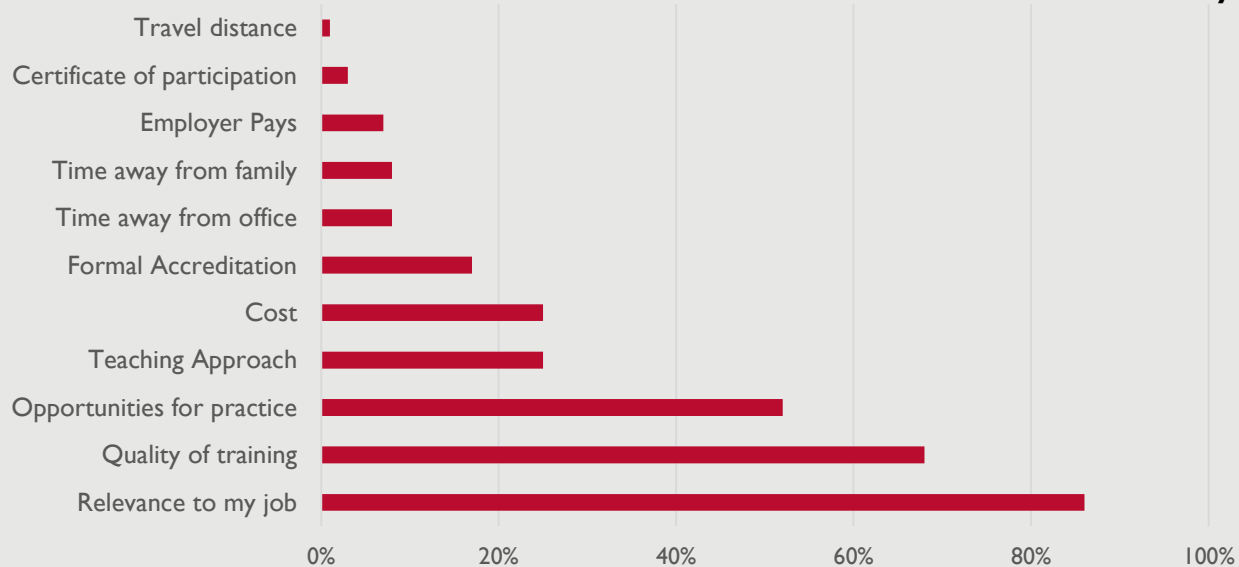
“They feel strongly that they can’t afford to miss long periods from their work place and want in-service training to complement the skills and competencies they are learning on-the-job.”

ASA Market and Feasibility Study for West Africa

“Formal courses are too time consuming for senior officials who are already in top positions.”

“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 for Southern Africa

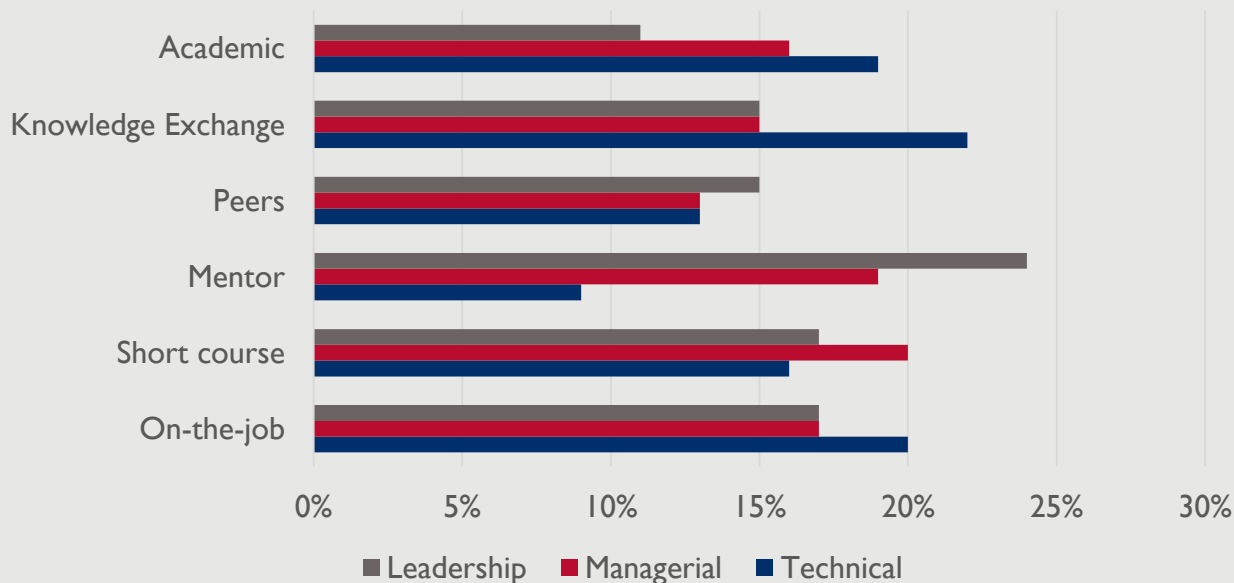


How do we deliver?

“Online courses such as the EAWAG sanitation series, which promote the use of participant discussion fora for peer to peer support and debate, could provide a model to satisfy this demand for interactive participation in learning.”

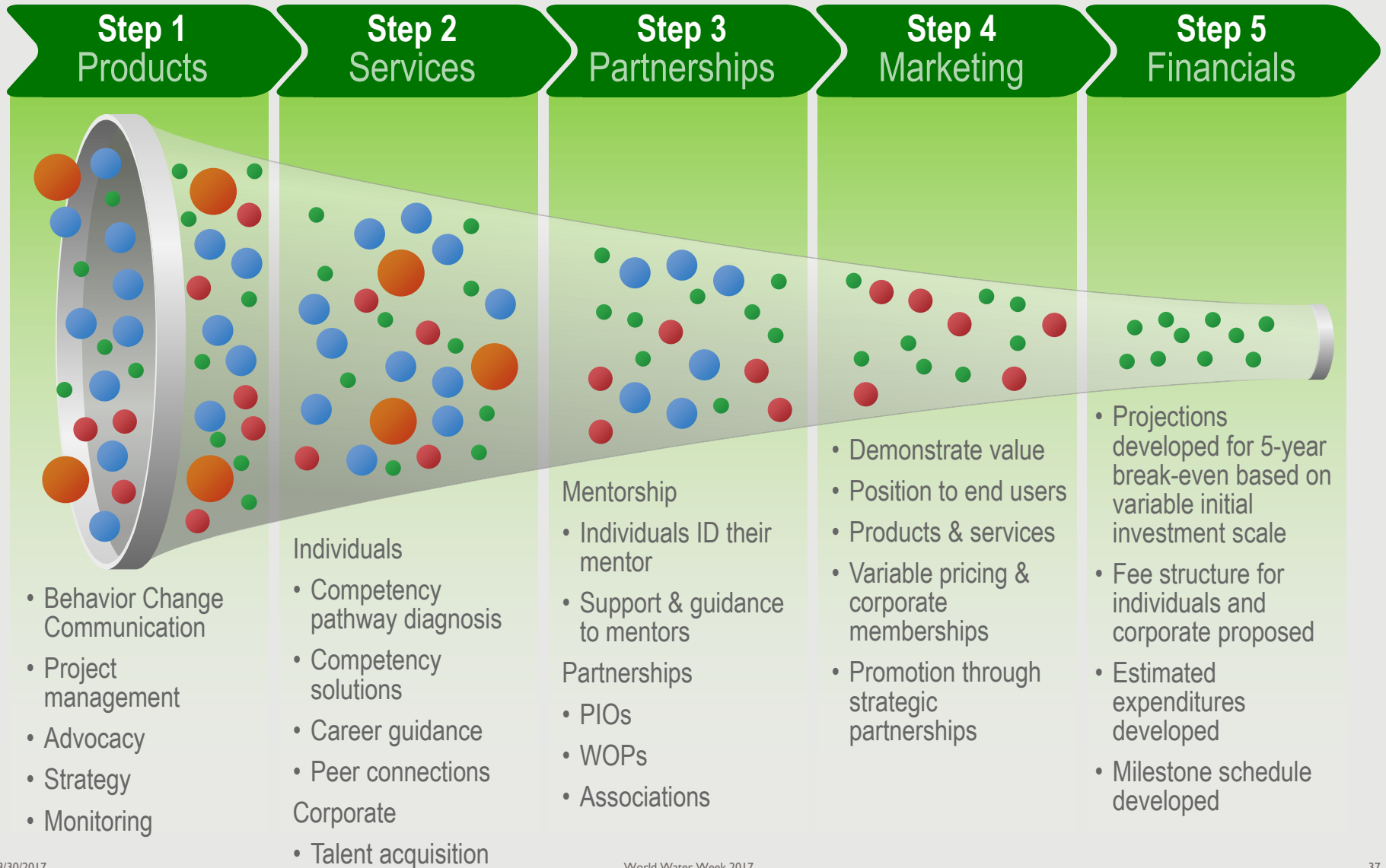
“Knowledge exchange programs were highly valued as ways to learn and build capacity rapidly, especially when they were tailored to particular needs, to allow for more self-directed learning, and targeted in short space of time.”

ASA Market and Feasibility Study: East Africa



PREFERRED
MODE FOR
BUILDING
DIFFERENT
SKILLS

Distilling what will work...



Discussion

- Questions from the notecards will be fielded by the speakers and discussion will follow.
- Questions we don't get to will be responded to by the most appropriate speaker in the future.
- Be sure to drop off your business cards if you would like more information on the programs and material presented at the front of the room.



Thank You!

