TOOL: WORKSHOP GUIDANCE – EXAMPLE OF AGENDA AND EXERCISES

SANITATION AND HYGIENE HUMAN RESOURCE CAPACITY NEEDS ASSESSMENT TOOLKIT

EXAMPLE OF A WORKSHOP SCHEDULE	
DAY 1	
08.30 - 09.00	Opening
09.00 - 10.00	Presentation of initial desk review and discussion
10.00 - 10.30	Trends exercise and impact on jobs/competencies **(see below)**
10.30 – 11.00	Coffee break
11.00 - 13.00	Existing HR capacity **(see below)**
13.00 - 14.00	Lunch
14.00 - 15.00	Future HR demand **(see below)**
15.00 - 15.30	Break
15.30 - 17.00	Jobs and competencies (part 1)
DAY 2	
08.30 - 09.00	Recap
09.00 - 10.30	Jobs and competencies (continued)
10.30 – 11.00	Coffee break
11.00 - 12.30	Jobs and competencies (continued)
12.30 - 14.00-	Lunch
14.00 - 15.20	Opportunities to increase HR
15.20 - 15.40	Break

EXAMPLE OF A WORKSHOP SCHEDULE	
DAY 1	
15.40 - 17.30	HR supply
17.30 – 17.45	Closing

Example of a series of exercises:

Trends exercise:

Use the table below on a wall.

- Participants to add new trends on post its and group them
- Participants to place stickers on whether they deem this will have a minor/medium or major impact on HR and competencies required
- Consolidate and discuss what got most points and whether this would have impact in short or long run

TRENDS					
	Minor Impact	**Medium Impact**	**Major Impact**	**Short term**	**Long term**
Climate change					
Reforms/ policy changes					
Technologies utilized (enter which)					
Digitalization					
Urbanization					
Gender equity and social inclusion					
Open to add others					

Existing HR capacity and Future HR demand – signaling trends

For these different exercises duplicate the table below (one for existing HR, and one for future demand).

Print table below in large format for the plenary discussion (A1 is minimum size) or draw it on a large piece of paper. Additionally, have such a table for each group. With large numbers of participants, consider doing the exercise in groups before discussing in plenary.

- Jointly give each function a color
- Discuss the rationale and write this down
- Take it to plenary
- Consolidate with the rationales

🟢 Sufficient HR to meet current demand/future demand (to reach SDG/national targets)

🟡 51–95 percent of HR to meet current demand/future demand (to reach SDG/national targets)

🔴 Under 50 percent of what is needed to meet current demand/future demand (to reach SDG/national targets)

FUNCTIONS	SANITATION				HYGIENE			
	URBAN	PERI URBAN RURAL MIXED	RURAL ON ROAD	RURAL REMOTE	URBAN	PERI URBAN RURAL MIXED	RURAL ON ROAD	RURAL REMOTE
(National) policy, strategy, and coordination	🟢	🟡	🟡	🟡	🔴	🔴	🔴	🔴
(National) regulation								
(National) monitoring								
(National) finance								
(Subnational/ local) oversight and support (including monitoring and enforcing regulation)								
(Subnational/ local) community engagement and mobilization								
(Subnational/local) advocacy and holding to account								
(Subnational/local) construction								
(Subnational/local) treatment and disposal/safe reuse (sanitation specific)								

FUNCTIONS	SANITATION				HYGIENE			
	URBAN	PERI URBAN RURAL MIXED	RURAL ON ROAD	RURAL REMOTE	URBAN	PERI URBAN RURAL MIXED	RURAL ON ROAD	RURAL REMOTE
(Subnational/local) emptying and conveyance (sanitation specific)								
(Subnational/local) operation and maintenance (O&M)								
Business development support								
Research and design								

Jobs and competencies - Qualitative competency gap assessment per function and actor

- Divide the workshop participants into groups (of approximately 6 people). Each group is provided with a table with three functions to fill on a large sheet. The participants can indicate to join the group where they feel they can contribute most, until that group is full.
- Jointly define the actors, and key jobs per function (with different color highlight jobs that are NEW/upcoming) – max five
- Then, have each individual write on two post-it's the technical competencies and functional competencies for each key job
- Discuss the individual contributions in the group and summarize agreed competencies needed in the respective columns
- Repeat the same for the next function
- When the group is finished – groups exchange and review what was written by one other group
- These are then placed in plenary and presented for feedback from the other groups
- Changes now are only incorporated if the majority of the group agrees (raising hands could work)

	INSERT THE ACTORS (AS DEFINED DURING THE DESK REVIEW)	IDENTIFY KEY (NEW) JOBS	COMPETENCY NEEDED (TECHNICAL SKILLS/ KNOWLEDGE)	COMPETENCY NEEDED (FUNCTIONAL SKILLS/KNOWLEDGE – E.G., STAKEHOLDER ENGAGEMENT, PROJECT MANAGEMENT, INTERACTIVE SKILLS, BUDGET/ FINANCIAL MANAGEMENT, LEADERSHIP SKILLS [FOR LEADERS] PROBLEM SOLVING SKILLS)
(National) Policy, strategy, and coordination				
(National) regulation				
(National) monitoring				
(National) finance				
(Subnational/ local) oversight and support (including monitoring and enforcing regulation)				
(Subnational/ local) community engagement and mobilization				
(Subnational/local) advocacy and holding to account				
(Subnational/local) Construction				
(Subnational/local) treatment and disposal/safe reuse (sanitation specific)				
(Subnational/local) emptying and conveyance (sanitation specific)				

(Subnational/local) operation and maintenance (O&M)				
Business development support				
Research and design				

HR Barriers and Opportunities

Print table below for each group to use on the table:

- Task each individual with writing the barriers on a post-it (challenge them to put post-its together that are connected at different levels)
- In the group, discuss and consolidate individual inputs (including the connections)
- In the group, discuss opportunities (e.g., new/upcoming initiatives, policies, platforms) and connect these with a line to the barrier that they overcome. (It may be the case that several opportunities at different levels overcome just one barrier.

	SECTOR INSTITUTIONS AND ENABLING ENVIRONMENT	ORGANIZATIONAL	INDIVIDUAL	SOCIETY
Barriers				
Opportunities				