

RESOURCE: GUIDING QUESTIONS ON HR SUPPLY

SANITATION AND HYGIENE HUMAN RESOURCE CAPACITY NEEDS ASSESSMENT TOOLKIT

Mapping the supply of human resource (HR) capacity can involve different angles. Three key angles include:

1. Mapping the source institutions supplying skilled graduates to the sanitation and hygiene sectors.

Possible questions include:

- Which universities, technical colleges, technical and vocational education and training (TVET) institutions, and/or other education institutions offer certified training/courses relevant to the sanitation and hygiene sector jobs and skillset requirements?
 - How many graduates do they deliver on an annual basis? Diploma level, geographical distribution, gender, and age group of these graduates?
2. Mapping the types of courses these institutions offer, and the skills and competencies these courses focus on.

Possible questions include:

- What are the key graduate, diploma, or vocational training courses these institutions offer? Average numbers of graduates per course/per year? How are these spread geographically across the country?
 - What are the key technical and functional skills and competencies addressed in these courses? If possible, compare to the (new) skills and competencies listed in the qualitative competency gap assessment, to understand gaps in skills and competencies addressed.
 - Are there available courses for mid-career/working professionals to expand their skills and competencies, in addition to training new graduates?
3. Mapping/reviewing the types of linkages that exist between the source institutions, and the sector actors employing the trained HR.

Possible questions include:

- Do some of the institutions/courses offer post-graduation job/employment guarantees, for example in the civil service or health extension service? If so, how many graduates are actually employed by these institutions within the first year after graduation?
- Do some of the institutions/courses offer internships or other forms of practical immersion in the sanitation and hygiene sectors? Or in rural settings?
- Is there a coordinating mechanism where sector actors employing sanitation and hygiene staff and education institutions supplying graduates, coordinate, discuss, and review/revise capacity development courses or curricula in line with expressed sector needs?

- What is the role of (international) non-governmental organizations (NNGOs) and development partners in providing sector-specific training courses (e.g., to local government staff), and how is this coordinated with national education institutions?

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