

**40<sup>th</sup> WEDC International Conference**

<b>Title of Capacity Development Workshop:</b>	Creating Effective WASH Training
<b>Contact details</b>	
Name of proposing organization/s	CAWST – Centre for Affordable Water and Sanitation Technology
<b>Practical requirements</b>	
<b>Expected duration:</b> half day/full day	Half day
<b>Minimum/ Maximum number of participants</b>	Minimum 8 / Maximum 25
<b>Staff details</b>	
<b>Names, qualifications and brief description of experience of staff delivering the workshop.</b> Staff should be experienced providers of training, known and competent.	<p>Lee Boudreau is a CAWST International Education and Training Advisor responsible for supporting the capacity development of WASH organizations in Nepal, India, Laos, and Vietnam. In this role, Lee has authored CAWST’s Emergency WASH materials and Competency Framework, and recently worked with the Indian National Institute of Urban Affairs on a sanitation capacity-building program for Indian cities. Over the past 10 years, Lee has lived in four countries and worked in more than seven, spanning East and South Asia. He holds a Bachelor’s degree in Education from Memorial University and is c a Master’s in adult learning and globalization from the University of British Columbia.</p> <p>Suneel Rajavaram works as an International Technical Advisor with CAWST and is responsible for training workshops and consulting services in India, Afghanistan, Bangladesh, Pakistan and Cambodia. Suneel has more than 15 years of experience in WASH sector and has worked in 14 countries. He has trained clients on topics such as Household Water Treatment and Safe Storage, Latrine Design and Construction, Community Wash Promotion and Drinking Water Quality Testing. He holds a master’s degree in Civil Engineering from Gujarat University, Ahmedabad and a post-graduate diploma in Rural Management from the Institute of Rural Management, Anand, India.</p>
<b>Course details</b>	
<b>Aims:</b> A paragraph summarizing the purpose of the course and how it relates to a need/ demand for the WASH sector	When organizations develop training they often encounter challenges in creating effective learning experiences linked to their program goals. The purpose of this half-day workshop is to introduce the basics of instructional design and how they can be used to create an effective WASH training program. It is a snapshot of the longer, complete service delivered by CAWST to organizations interested in developing their own training workshops and supporting materials.

<p><b>Intended audience:</b> Explain who the capacity development workshop is suitable for – what is assumed existing knowledge/ level of education/ experience</p>	<p>The workshop is oriented towards individuals working in the WASH sector who:</p> <ul style="list-style-type: none"> <li>• Are interested in designing courses or workshops in WASH</li> <li>• Want to learn more about instructional design principles</li> <li>• Want to improve the quality of their WASH education programs</li> </ul>
<p><b>Intended Learning Outcomes/Objectives:</b> <b>Please explain in terms of:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge and Understanding</li> <li>2. Subject Specific Skills ...</li> <li>3. Key transferable skills ...</li> </ol>	<p>Upon completion of the workshop participants will be able to:</p> <ul style="list-style-type: none"> <li>• Define instructional design</li> <li>• Explain how to design an effective WASH workshop using the ADDIE (Analyse, Design, Develop, Implement, Evaluate) model.</li> <li>• Design learning outcomes that encourage critical thinking and sustained action.</li> <li>• Describe how to design a training program to achieve concrete behaviours and results.</li> </ul>

<p><b>Format and Content of Workshop</b> A description of the methods of learning and teaching and the learning styles for each session:</p>	<p>This participatory style workshop includes theory, hands-on activities, open discussion, and case studies. Active participant engagement in learning activities is encouraged. CAWST's workshops are designed for active learning, targeting a variety of learning styles.</p> <p><b>Introduction – 30 min</b></p> <ul style="list-style-type: none"> <li>• Expectations and introductions</li> <li>• Group agreement</li> <li>• Self-assessment</li> <li>• Workshop format and agenda</li> <li>• Introduction to instructional design</li> <li>• Questions and brainstorming in groups.</li> </ul> <p><b>ADDIE Model and Theory of Change – 20 min</b></p> <ul style="list-style-type: none"> <li>• Introduce the ADDIE model of instructional design.</li> <li>• Introduce Theory of Change</li> </ul> <p><b>Case Study Workshop, Part I – 40 min</b></p> <ul style="list-style-type: none"> <li>• Introduce a case study workshop on “WASH Awareness” to work through key design principles</li> <li>• Define a theory of change for case workshop</li> <li>• Apply a theory of change to the analysis of the case workshop</li> <li>• Using the theory of change, define the desired reactions, learning, behaviour and results from the case workshop</li> </ul> <p><b>Break</b></p> <p><b>Case Study Workshop, Part II – 60 min</b></p> <ul style="list-style-type: none"> <li>• Define key topics for case study workshop</li> <li>• Introduce Bloom’s Taxonomy</li> <li>• Apply Bloom’s Taxonomy to create learning and behavioural outcomes for desired topics</li> <li>• Show examples of completed lesson plans with outcomes and compare to case study outcomes</li> </ul> <p><b>Thinking beyond the workshop to achieve impact – 20 min</b></p> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Reflect and share</li> <li>• Workshop evaluation and self-assessment</li> </ul>
<p><b>Materials to be circulated in advance or after the workshop.</b> A description of any handouts or other supporting documents</p>	<p>The following materials will be provided to all workshop participants:</p> <ul style="list-style-type: none"> <li>• Handouts, such as CAWST’s Trainer Essentials and training materials</li> </ul> <p>All of CAWST’s education and training materials are free and open content. Links will be provided to further information.</p>

<p><b>Means of assessment and feedback to students:</b> A description of how the participants (and their employers) can gauge if they can meet the intended learning outcomes</p>	<ol style="list-style-type: none"> <li>1. Conduct a pre-and post-workshop self-assessment on the key topics and learning outcomes.</li> <li>2. Identify the participant's learning expectations at the beginning of the day and revisit the expectations at the end to ensure that they were met.</li> <li>3. Introduce the specific learning outcomes at the beginning of every session and review them after the activities have been completed.</li> </ol>
<p><b>Mechanism and means of course evaluation:</b> A description of how the trainers will obtain feedback on the course.</p>	<p>Final evaluations will be completed by the participants at the end of the workshop. The evaluations will be compiled and a summary report will be sent to all the participants after the workshop.</p>