
Acronyms

CAWST	Centre for Affordable Water and Sanitation Technology
HWTS	Household Water Treatment and Storage
MDG	Millennium Development Goal
NGO	Non-governmental organization
SDG	Sustainable Development Goal
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation, and Hygiene
WHO	World Health Organization

Introduction

This Trainer Manual is for people who organize and facilitate workshops about Household Water Treatment and Storage Program Design. The lesson/module plans and accompanying materials should be adapted by the trainer to the needs of the workshop participants and the context of the country where the participants work.

This workshop is based on academic research, practitioner experiences, and lessons learned by staff at CAWST (the Centre for Affordable Water and Sanitation Technology).

HWTS Program Design Training Toolkit

This trainer manual is designed to be used with the following CAWST resources (freely available in the HWTS Program Design Trainer Toolkit at www.resources.cawst.org):

- Learning Aids
 - **PowerPoint Presentations:** lessons and modules have an accompanying PowerPoint presentation; refer to the presentations for information on how to facilitate certain activities using the PowerPoint
 - **HWTS Participant Workbook:** handout to help the participants organize ideas, record notes, and design a HWTS program
 - **Sanitation Posters:** visuals for the training room (required for Module: Understanding Demand)
- Reading Materials
 - **Technical Briefs:** short documents that summarize the key concepts covered in this workshop (required reading for trainers and tool for the participants during the workshop)
 - **Case Studies:** program profiles that summarize the approaches used by different organizations and businesses for their HWTS programs (required for several lessons)
- Logistics
 - Workshop Agendas: adaptable schedules for the workshop
 - Pre-Workshop Questionnaire: tool for learning about the participants as you plan for the workshop
 - Workshop Evaluation: handouts that can be used to solicit feedback after the workshop
 - Workshop Certificate Templates
 - Workshop Outline

Each lesson/module plan within this manual also requires specific materials. These materials are listed on the 1st page of each plan and may include a PowerPoint file, activity cards, handouts (found at the end of certain lessons), flip chart paper, sticky notes, and markers.

Workshop Overview

Participants

The ideal participants are people responsible for making decisions about HWTS programs, who are currently designing, operating or plan to begin a HWTS program (government, civil society, businesses, and nongovernmental organizations).

The ideal participants:

- Want to improve the lives of others through impactful and sustainable HWTS program design
- Have experience in water, sanitation, and hygiene (WASH)
- Have basic sanitation knowledge
- Can read and write (ideally at a B1 Level)
- Are eager to share their experiences and insights

Goal

After participating in this workshop, the participants will be able to design or strengthen a HWTS program for their context. They will have a greater awareness of factors influencing behaviour change and will be better equipped to support correct, consistent, and continued use of HWTS in the communities they serve.

Topics and Flow

This workshop includes six core modules:



Through the lens of behaviour change participants work through a simulated scenario allowing them to explore the seven-core principles of HWTS program design and begin appreciating both the complexities and satisfaction of successful program planning.

The workshop explores the need for improved HWTS programs that address the goal of increased coverage and correct, consistent, and continued use of HWTS.

Participants experience the seven components required for a successful HWTS program through participatory learning. Each module introduces theory that participants then apply practically to their simulated scenario. Stakeholders will be identified, participants will choose appropriate products for their program needs, demand creation activities will be discussed, capacity gaps identified and decisions around financing and monitoring will be made.

Throughout the workshop the five key phases of a program framework: analyze, design, develop, implement and monitor will be used to illustrate how participants can incorporate their workshop experience into their current and future work.

Workbook

Participants will be placed in groups of 4–6 people, where they will apply the theory and knowledge acquired during each session using information gathered for the fictional squatter settlement of Panau. Panau is a fictitious case study designed for this training to allow all participants to fully engage with the topics, learning, and discussions regardless of having a HWTS program that they currently contribute to or not.

Learning Outcomes

Table: Participant Learning Outcomes and Activities

Learning outcomes describe what the participants will be able to do by the end of the workshop to demonstrate increased knowledge, improved skills, or changes in attitude. This table provides a broad overview of the learning outcomes and activities within each lesson plan in this manual. The lesson plans provide detailed instructions and trainer tips.

Lesson/ Module	General Outcome	Learning Outcomes	Activities
Workshop Introduction		<ul style="list-style-type: none"> • Articulate the value of this workshop in their future HWTS program designs • Discuss how the group will work together during the workshop • Discuss the group’s expectations for the workshop 	<ul style="list-style-type: none"> • Introduction • Getting to Know Each Other • Ground Rules • Learning Expectations • Understanding the need for a HWTS Program • Workshop Format • Review

Lesson/ Module	General Outcome	Learning Outcomes	Activities
Introduction to ADDIM		<ul style="list-style-type: none"> • Explain the need for a program design framework • Identify the different stages of the ADDIM model • Describe the repetitive nature of the model • Justify the use of the ADDIM model within the workflow table chart 	<ul style="list-style-type: none"> • Introduction • Program Design Framework • Review
Panau HWTS Program Introduction		<ul style="list-style-type: none"> • Describe the weather patterns, health of the population, water treatment behaviours and political environment in Panau. • Identify the overall goal for the Panau HWTS program. 	<ul style="list-style-type: none"> • Introduction • Data Collection • PESTLE Analysis • Review
Understanding Behaviour	Explain the importance of behaviour in program design	<ul style="list-style-type: none"> • Use RANAS to identify potential behavioural factors a program needs to address • Justify their small goals in accomplishing the program goal 	<ul style="list-style-type: none"> • Introduction • Defining Behaviour • Behavioural Factors and RANAS Framework • Goals • Review
Stakeholder Engagement	Select appropriate engagement activities for HWTS program stakeholders	<ul style="list-style-type: none"> • Identify various stakeholders that could be involved in a HWTS program • Explain the process of stakeholder analysis • Analyze stakeholder power, interest, and level of engagement • Discuss various engagement activities for program stakeholders 	<ul style="list-style-type: none"> • Introduction • To Engage or Not to Engage • Stakeholder Analysis • Stakeholder Engagement Planning • Implement and Monitor • Review

Lesson/ Module	General Outcome	Learning Outcomes	Activities
Products and Services	Outline ways to strengthen a supply chain for a HWTS program	<ul style="list-style-type: none"> • Explain the concept of HWTS products, services, and supply chains • Explain why HWTS selection within a multibarrier approach needs to be appropriate for the context. • Describe the components of a HWTS products and services supply chain • Outline ways to strengthen and overcome challenges for a supply chain 	<ul style="list-style-type: none"> • Introduction • Products, Services and Supply Chain • Analysis of Current Situation • Analysis of User Needs and Preferences and Willingness to Pay • HWTS Designs • Supply Chain Challenges • Review
Demand Creation	Select appropriate activities to create demand for a HWTS program	<ul style="list-style-type: none"> • Explain the concept of demand creation • Discuss the relationship between behaviour change strategies and demand creation • Identify appropriate promotional approaches to create demand for a HWTS program • Discuss the importance of using effective communication strategies and channels 	<ul style="list-style-type: none"> • Introduction • Formative Research • Target audience review • Understanding Demand • Demand Creation Strategies and Approaches • Communication Channels and Strategies • Review
Capacity Development	Select appropriate capacity development activities for HWTS program stakeholders	<ul style="list-style-type: none"> • Explain the concept of capacity development • Assess capacity needs • Select appropriate capacity development activities for HWTS program stakeholder 	<ul style="list-style-type: none"> • Introduction • What is Capacity Development • Analyze Capacity Development Needs • Design Capacity Development Plan • Implement and Monitor • Review

Lesson/ Module	General Outcome	Learning Outcomes	Activities
Finances	Recommend a financing plan for a HWTS program	<ul style="list-style-type: none"> • Identify the different costs of a HWTS program • Explain the key stakeholders that could pay for the costs of a HWTS program • Describe different financing mechanisms 	<ul style="list-style-type: none"> • Introduction • The Cost of a HWTS Program • Who Pays for HWTS Programs • Design and Develop • Review
Monitoring	Explain the process of designing a monitoring system for a HWTS program	<ul style="list-style-type: none"> • Describe the benefits of monitoring • Identify activities within a program to monitor • Select appropriate indicators for HWTS program activities 	<ul style="list-style-type: none"> • Introduction • What is Monitoring • The benefits of monitoring • Monitoring and the program cycle • Identification of indicators • Implement and Monitor • Review
Workshop Closing		<ul style="list-style-type: none"> • Discuss changes in their knowledge of workshop topics • Create a personal action plan for continued learning and use of knowledge • Evaluate the workshop 	<ul style="list-style-type: none"> • Learning Expectations Review • Self-Assessment • Personal Action Plan • Workshop Evaluation • Celebrating the Workshop with photos and certificates

Behavioural Outcomes

Following the workshop, the participants should be able to:

- Use a behaviour change framework to guide program decisions and activities
- Select appropriate stakeholder engagement activities for HWTS program stakeholders
- Select appropriate activities to create demand for a HWTS program
- Outline ways to strengthen a supply chain for a HWTS program
- Recommend a financing plan for a HWTS program

- Select appropriate capacity development activities for HWTS program stakeholders
- Explain the process of designing a monitoring system for a HWTS Program

Agendas

The general outline of the workshop is as follows:

- **Workshop introduction:** The initial lesson allows participants and trainers to get to know one another, check their current understanding of topics, and discuss their expectations.
- **Lessons and modules:** Each individual lesson and module includes a list of materials, required reading, and a series of activities trainers can use to introduce the topic, help participants meet learning outcomes, and review the content.
- **Breaks and lunch:** To keep people working and feeling positive, breaks are needed. Plan for a mid-morning and mid-afternoon break that allows people to use the washroom, have a drink, or eat a snack.
- **Daily opening:** Start the day with a review of the material learned during the previous day. This practice helps focus the participants' attention and allows the trainer to check the participants' understanding of the material. See the review tools and questions at the end of this manual.
- **Daily closing:** End the day by asking the participants for feedback and questions. Suggested daily evaluation activities are included at the end of this manual.
- **Workshop closing:** The final lesson is an opportunity to review content, check understanding, celebrate learning, and create plans for action and learning that participants can follow after the workshop.
- **Workshop evaluation:** The opportunity to provide feedback allows participants to assess the strengths and weaknesses of the workshop so further improvements can be made. See the template in the trainer toolkit.
- **Trainers debrief:** This daily exercise allows the trainers to discuss what went well, what areas of the day could be improved, and what needs to be done for the next day and in the future.

Sample Agenda

The agenda for this workshop will vary according to the training needs of the participants. CAWST recommends that trainers modify the agenda every time they deliver this workshop to make sure it meets the needs of the participants.

HWTS Program Design 4-Day Trainer Agenda

	Day 1	Day 2	Day 3	Day 4
8:30 – Break - 12:00	Workshop Introduction (2 hr and 5 mins) ADDIE Introduction (30 mins) Introduction to Panau (1 hr 20 min)-Only do introduction (10mins)	Opening (15 min) Stakeholder Engagement (2hr and 55min)	Opening (15 min) Demand Creation (3hr and 5mins)	Opening (15 min) Finances (2hr and 25min)- Start at 'Design and Develop' (1hr 25min) Monitoring (3hr and 20min)- Stop before step 4 of 'The benefits of monitoring'
Lunch				

<p>13:00 - Break - 16:45</p>	<p>Introduction to Panau (continued)-(1 hr and 10 mins)</p> <p>Understanding Behaviour (2 hrs 20 min)</p> <p>Closing (5 min)</p>	<p>Products and Services (3hr 30 min)</p> <p>Closing (5 min)</p>	<p>Capacity Development (2 hrs 25 min)</p> <p>Finances (2hr and 25min)- Stop at 'Design and Develop' (1hr)</p> <p>Closing (5 min)</p>	<p>Monitoring (continued) – (1hr and 30mins left)</p> <p>Workshop Closing (1 hr 30 min)</p>
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Lesson and Module Plans