



1 hour 20 minutes total

Overview of Activities

1. Learning Expectations Review
2. Self-Assessment
3. Personal Action Plan
4. Workshop Evaluation
5. Celebrating the Workshop with certificates and group photo

Learning Outcomes

At the end of this session, the participants will be able to:

1. Discuss changes in their knowledge of workshop topics
2. Create a personal action plan for continued learning and use of knowledge
3. Evaluate the workshop

Materials and preparation

- Colored dots (use the same color for all participants)
- Prepare: Place flip charts titles **HWTS Matter to Me because....**” and **“What I will do with what I learn”** back on the wall.
- Prepare: Place self-assessments from introduction back on the wall
- Handout: Workshop Evaluation (1 copy per participant, or link to an online version)
- Handout: Certificates printed and signed (1 per participant)

Recommended Reading

- Trainer Essential: Qualities of an Effective Workshop from CAWST’s Delivering Effective WASH Training.

10 minutes



Learning Expectations Review

1. Say: “We have now finished covering the components of a HWTS program. How does everyone feel?”
2. Refer to the flip charts titles **HWTS Matter to Me because....**” and **“What I will do with what I learn”** and have the group reflect on what we had originally discussed.
3. Ask “Has your perspective or motive for attending this workshop changed?” “How?” “Why?”

Trainer Tip: The goal of this question to identify if participants have changed any previous biases or assumptions. Do they have a new or changed purpose for their learning? Has their understanding of a HWTS program changed the value of multibarrier approach and HWTS technologies? What will they do now because of what they’ve learned?

4. Review the learning expectations, describing briefly how each one was covered in the workshop. Ask participants if they feel anything on the learning expectations list was missed?
5. Have participants suggest other resources they know of for addressing the topics that are outside the scope of the workshop or that were missed. If you have any suggestions feel free to share them.

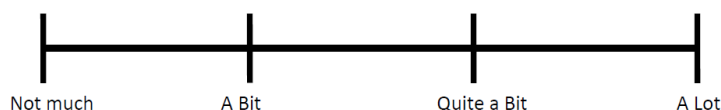
Trainer Tip: No resources are currently suggested for the trainer at this time, as many possible “outside of scope” topics might have been suggested. Please keep note of these topics and provide this feedback to CAWST so resources can be suggested for further workshops.

5 minutes



Self-Assessment

1. Remind participants that at the start of this workshop we began with a self-assessment using the knowledge continuum. It was an opportunity for each of them to evaluate what they felt they knew well or not at all.
2. Indicate the dot voting self assessment continuums back on the wall and explain that all participants will get 7 dots, a different color than at the beginning.
3. Ask participants to rate their own knowledge of, or comfort with, each area now that they have completed the workshop. Explain that it is okay for people to still feel that they have little or no knowledge at this point. Often, we don’t know what we don’t know, until it has been shown to us.



Trainer Tip: Remind participants that they don’t have to remember where they placed their dots the first time.

4. Remind participants of the definitions for:

- Not much – new topic to me
 - A bit – I’ve heard of this area, read a little bit
 - Quite a bit – I have experience in this subject area
 - A lot – I could teach someone else about this subject area
5. Once participants are finished placing their dots, take 2 minutes and invite the group to reflect on any changes they see on the continuum (indicated by different coloured dots in different places than before).

20 minutes

Personal Action Plan



1. Explain to the participants: “I want to make sure you leave this workshop feeling prepared and supported as you apply what you have learned to your work.”
2. Ask the participants to turn to the “Action Plan” table in their **workbooks**.
3. Explain that personal action planning is an opportunity to identify 2-3 concepts or actions that they have learned during the workshop that they would like to continue learning about or apply in their work.

Explain that once they have identified these concepts or actions, then they will write 1-2 goals that are specific, measurable, achievable, and relevant. Next, they write a time frame by which they hope to accomplish their goal (date), it can be weeks, months or years. Next, they will prioritize the order they will do their goals in and lastly who they might need support from.

Trainer Tip: Draw the following table on the board with the titles to help guide the participants in their action planning.

Possible Actions	Goal 1	Goal 2	Date	Prioritise	Support Required

4. Ask the participants to share an item from their action plans with the group.

Trainer Tip: Take note of their planned actions by writing them down, taking a photo copy or a picture of each action plan on your phone and determine how workshop facilitators will commit to support them after the workshop.

20 minutes

Workshop Evaluation



1. Give each participant a copy of the “**Workshop Evaluation**” or provide them with a link to the online evaluation survey.
2. Ask the participants to silently reflect and provide feedback by answering the questions.

Celebrating the Workshop with Certificates and Group Photo



1. Hand out the **certificates**.
See Trainer Tip
2. Arrange to have a group photo taken.
3. End the workshop by thanking participants and host/facilitators for their contribution and let the group know that they are free to go or welcome to stay and visit

Trainer Tip

Decide on an appropriate way to hand out the certificates based on the group. For example, you may choose to call each person individually and hand them their certificate and note something you appreciated about their contributions. Or, for less formal groups, you can hand out the certificates at random to different participants and ask them to present certificates to each other, while saying something they appreciate or learned from them.

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