



<b>Title of Capacity Development Workshop:</b>	<b>Practical methods and tools for the rapid design of hygiene programs in emergencies.</b>
<b>Contact details</b>	
Name of proposing organization/s	CAWST, LSHTM, and ACF
<b>Practical requirements</b>	
<b>Timing</b>	Half Day, Friday morning
<b>Minimum/ Maximum number of participants</b>	12-24
<b>Facilities preferred:</b>	<ul style="list-style-type: none"> <li>• 4 Group work tables</li> <li>• Tea/coffee and refreshments</li> <li>• Projector</li> <li>• Flipchart paper</li> <li>• Participants should bring their laptops to the session (although having a laptop is not essential for participation).</li> </ul>
<b>Staff details</b>	
<b>Names, qualifications and brief description of experience of staff delivering the workshop.</b>	<p>The design and facilitation of this workshop includes staff from LSHTM, CAWST and ACF:</p> <ul style="list-style-type: none"> <li>• Sian White, MSc PH, Research Fellow at the London School of Hygiene and Tropical Medicine, specialising in hygiene, behaviour change and humanitarian crises.</li> <li>• Olivier Mills, MEng, MSc is the Director of Virtual Services at CAWST with experience in using ICT to improve WASH learning and practices</li> <li>• Lisa Mitchell, MES, is the Director of Training and Consulting at CAWST, and a specialist in instructional design and participatory learning.</li> <li>• Tom Heath MSc in Community Water Supply and Sanitation, WASH Technical Advisor at Action Contre la Faim with many years of experience of delivering humanitarian WASH programs.</li> </ul>
<b>Course details</b>	
<b>Aims:</b>	<p>Provide humanitarian WASH practitioners with the knowledge and skills to improve hygiene programme design so that its more rapid, evidence-based and context specific.</p> <p>Currently handwashing promotion in emergencies involves the distribution of soap, the building of handwashing facilities and the provision of education about disease transmission. Evidence shows that infrastructure and knowledge are insufficient to change behaviour. In this workshop, participants will apply a systematic theory-based process to design interventions which targets behavioural determinants.</p>

	They will test this process through a rapid software-based format designed for emergency practitioners.																								
<b>Intended audience:</b>	People with some experience of designing hygiene behaviour change programs and who have a desire to learn about how to do so in a way that is more effective, evidence-based and context-specific. Some experience of working in emergency contexts is preferred but not essential.																								
<b>Intended Learning Outcomes/Objectives:</b>	<p>By the end of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the factors that determine hygiene behaviour in emergencies and how these can be utilised to design more effective behaviour change programs.</li> <li>2. Describe a rapid and systematic process for designing behaviour change programs.</li> <li>3. Apply methods and tools which can help them to adapt hygiene behaviour change techniques to their local context.</li> </ol>																								
<b>Format and Content of Workshop</b>	<p><u>Learning and teaching styles:</u> This participatory style workshop includes theory, hands-on activities, open discussion, case studies and simulations. Active participant engagement in learning activities is encouraged. The workshops is designed for active learning, targeting a variety of learning styles. We will use language and formats suited to people who may not speak English as a first language.</p> <p><u>Summary of Content:</u></p> <table border="1" data-bbox="614 1039 1369 1995"> <thead> <tr> <th data-bbox="614 1039 722 1099">Time</th> <th data-bbox="722 1039 1369 1099">Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="614 1099 722 1167">9:00</td> <td data-bbox="722 1099 1369 1167">Introductory activity to identify experience and background knowledge of participants</td> </tr> <tr> <td data-bbox="614 1167 722 1256">9:10</td> <td data-bbox="722 1167 1369 1256">Discussion of challenges with current practices related to hygiene programs in emergencies</td> </tr> <tr> <td data-bbox="614 1256 722 1323">9:25</td> <td data-bbox="722 1256 1369 1323">Presentation of alternative approach to hygiene programs in emergencies</td> </tr> <tr> <td data-bbox="614 1323 722 1379">9:40</td> <td data-bbox="722 1323 1369 1379">Introduction of case to be used in simulation activity</td> </tr> <tr> <td data-bbox="614 1379 722 1536">9:45</td> <td data-bbox="722 1379 1369 1536">Simulation (Part 1): An activity using video, elearning activities and a case study to learn about 5 rapid formative research methods used to inform behaviour change in humanitarian crisis.</td> </tr> <tr> <td data-bbox="614 1536 722 1603">10:00</td> <td data-bbox="722 1536 1369 1603">Break</td> </tr> <tr> <td data-bbox="614 1603 722 1659">10:30</td> <td data-bbox="722 1603 1369 1659">Simulation (Part 1): <i>continued</i></td> </tr> <tr> <td data-bbox="614 1659 722 1727">10:45</td> <td data-bbox="722 1659 1369 1727">Simulation (Part 2): Sharing results from formative research tools</td> </tr> <tr> <td data-bbox="614 1727 722 1850">11:15</td> <td data-bbox="722 1727 1369 1850">Simulation (Part 3): Practice using and interpreting the results from a new decision making software used to design behaviour change interventions for humanitarian crisis.</td> </tr> <tr> <td data-bbox="614 1850 722 1939">11:40</td> <td data-bbox="722 1850 1369 1939">Feedback: An opportunity to critique and provide recommendations to improve the decision making software and formative research techniques</td> </tr> <tr> <td data-bbox="614 1939 722 1995">12:00</td> <td data-bbox="722 1939 1369 1995">Lunch</td> </tr> </tbody> </table>	Time	Activity	9:00	Introductory activity to identify experience and background knowledge of participants	9:10	Discussion of challenges with current practices related to hygiene programs in emergencies	9:25	Presentation of alternative approach to hygiene programs in emergencies	9:40	Introduction of case to be used in simulation activity	9:45	Simulation (Part 1): An activity using video, elearning activities and a case study to learn about 5 rapid formative research methods used to inform behaviour change in humanitarian crisis.	10:00	Break	10:30	Simulation (Part 1): <i>continued</i>	10:45	Simulation (Part 2): Sharing results from formative research tools	11:15	Simulation (Part 3): Practice using and interpreting the results from a new decision making software used to design behaviour change interventions for humanitarian crisis.	11:40	Feedback: An opportunity to critique and provide recommendations to improve the decision making software and formative research techniques	12:00	Lunch
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<p><b>Materials to be circulated in advance or after the workshop.</b></p>	<p>Participants will have the option of being added to our email list so that they receive ongoing information about behaviour change and the software utilised in this session. Participants will receive web links to the method guides and videos.</p>
<p><b>Means of assessment and feedback to students:</b></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 the workshop and review them after the workshop has been completed.</li> </ol>
<p><b>Mechanism and means of course evaluation:</b></p>	<p>Final evaluations will be completed by the participants at the end of the workshop via a live poll at the end of the workshop.</p>
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