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WATER AND SANITATION
FOR HEALTH PROJECT

Operated by
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HYGIENE EDUCATION WORKSHOP
FOR IEOS PROMOTERS AND
PEACE CORPS VOLUNTEERS,
IBARRA, ECUADOR

WASH FIELD REPORT NO. 268

JULY 1989

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by Camp Dresser & McKee
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Prepared for
the USAID Mission to Ecuador
and the Peace Corps Office
of Training and Program Support
WASH Activity No. 417

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Prepared for the USAID Mission to Ecuador
and the Peace Corps Office Of Training and Program Support
under WASH Activity No. 417

by

Judy Aubel (Peace Corps)
and
William Hanson (WASH)

July 1989

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ACKNOWLEDGEMENTS

The Hygiene Education Workshop held at Hostaria Chorlavi in Ibarra, Ecuador, required substantial planning and preparation for community field work. The efforts of those who helped with workshop preparation and logistics were reflected in its success. Special thanks go to Associate Peace Corps Director Napoleon Cevallos, who is in charge of Rural Infrastructure programs. In addition to all training site preparations, he contacted the IEOS Office in the province of Imbabura and made preparations for the community practicals in La Calera. The community received the participants with warmth and openness in their two visits.

Finally, a special thanks to the workshop participants. From the outset to the end, they showed an eagerness to participate actively, to express themselves openly, and to learn from the experience. We wish them well in their services to their respective provinces throughout Ecuador.

Judy Aubel
William Hanson
Quito, Ecuador
May 1989

ACRONYMS

AID	Agency for International Development (Washington headquarters)
CIP	Peace Corps
DRI	<i>Desarollo Rural Integrado</i> (Integrated Rural Development)
FIC	<i>Federacion de la Indigena de Chimborazo</i> (Federation of Chimborazo Indians)
IEOS	<i>Instituto Ecuatoriano de Obras Sanitarias</i> (Ecuadorian Institute of Sanitary Works)
OTAPS	Office of Training and Program Support
PDF	<i>Padres de Familia</i>
PLAN	Foster Parents Plan (Parents)
USAID	United States Agency for International Development (overseas missions)
WASH	Water and Sanitation for Health Project

EXECUTIVE SUMMARY

A workshop on hygiene education was held under the joint sponsorship of USAID/WASH and the Peace Corps at the Hostal Chorlavi on the outskirts of Ibarra, Ecuador, from May 15-24, 1989. The workshop had two purposes: 1) to train field workers in hygiene education; and 2) to test the new WASH Training Guide on Hygiene Education. The workshop involved 20 promoters from IEOS and 10 Peace Corps volunteers, all of whom work in water and sanitation projects. The participants represented 17 of the 20 Ecuadorian provinces. One participant was an observer from the Quito office of IEOS. The workshop was conducted in Spanish by a two-person team, one with hygiene education and training expertise and the other with training experience. The hygiene education specialist was provided by the Peace Corps, and the training consultant by WASH.

The subject matter of the workshop included all of the steps in the development and implementation of a community hygiene education program. The methodology was experiential and highly participatory with numerous classroom exercises as well as two field exercises in a nearby community. The latter were intended to allow the participants to apply concepts presented in the workshop. On the last day of the workshop, each participant developed a plan for conducting a program in a community where he/she worked.

According to the participants' assessment, all of the workshop goals were achieved. Overall, participants said that the workshop content and methodology were appropriate for those responsible for implementing hygiene education programs at the community level.

The consultants agreed that the workshop goals were attained but concluded that there was too much content for a nine-day workshop. A contributing factor was that there were 30 participants although the workshop had been designed for only 20.

The hygiene education training guide was found to be coherent and logical. The trainers did, however, make both content and methodological modifications during the sessions. A detailed summary of the recommended modifications and additions was provided to WASH.

Chapter 1

INTRODUCTION

1.1 Background

USAID/Ecuador and Peace Corps/Ecuador requested WASH assistance in conducting a workshop on hygiene education. Both AID and the Peace Corps have had a long involvement in water supply and sanitation in Ecuador. Peace Corps volunteers have been assigned to IEOS and AID has financed rural water and sanitation activities. A new AID-financed rural water supply project is currently being developed with IEOS. The workshop was part of an ongoing social marketing program by IEOS to improve hygiene behavior in communities which have an improved water supply system. WASH Field Report No. 245 describes the larger IEOS social marketing effort. The workshop gave WASH the opportunity to conduct the first field test of its draft Training Guide on Hygiene Education.

The workshop was a joint undertaking between WASH and the Peace Corps. WASH provided the training specialist and the Peace Corps provided the hygiene education trainer. In addition, the Peace Corps was responsible for in-country logistic arrangements, including the selection of the workshop site.

1.2 Scope of Work

The following tasks were the joint responsibilities of the WASH and Peace Corps consultants:

1. Become familiar with the background of the AID-funded rural water supply project, especially the social marketing campaign.
2. Become familiar with the draft WASH Training Guide on Hygiene Education.
3. Arrive in-country 5-7 days prior to the workshop to make adjustments in the workshop design and to prepare for the workshop.
4. Visit the staff of IEOS, Peace Corps, and USAID.
5. Prepare any necessary workshop materials in Spanish.
6. Using the WASH Training Guide on Hygiene Education, conduct a nine-day workshop in Spanish for approximately 28 participants.
7. Write a brief report in English and Spanish which describes the workshop, assesses the results, and makes recommendations for the future.
8. Provide detailed feedback to WASH on the training guide, both orally and in writing.

9. Conduct a debriefing at either WASH or Peace Corps following the assignment, including both a discussion of the workshop itself and comments on the training guide.

The field work took place May 8-26, 1989. The time was spent as follows;

May 4-5	-	Team Planning Meeting
May 8-13	-	Workshop Preparation in Ecuador
May 15-24	-	Workshop Delivery
May 25-26	-	Report Writing and In-Country Debriefing
May 30-31	-	Debriefing at WASH

Chapter 2

PLANNING

2.1 Initial Planning

In July 1988, OTAPS Water and Sanitation Sector Specialist Jaime Henriquez visited Ecuador to evaluate the Peace Corps water and sanitation program. His preliminary findings indicated a need for a hygiene education emphasis in the Peace Corps program. Preliminary discussion with Associate Peace Corps Director Napoleon Cevallos led to plans for a workshop to be held in early 1989 for Peace Corps volunteers serving in the country. At the Peace Corps' initiative and with the support of IEOS, the workshop was expanded to include one IEOS field agent from each of the provinces. The workshop was scheduled for early May 1989 so that IEOS field agents could attend prior to the launch of a new hygiene education program throughout the country. The dates were confirmed in cables to WASH and the Peace Corps.

Peace Corps/Ecuador sent letters of invitation describing the purpose, goals, and methodology of the workshop to 10 volunteers. The same letter was sent to 19 prospective participants from IEOS. One additional participant, Mr. Homero Morales, from the IEOS office in Quito, was invited as a participant-observer to review the workshop content and methodology. The IEOS education section wished to examine possibility of replicating the training for all 140 field agents in the summer of 1989.

On May 4 and 5, a team planning meeting was held in Washington, D.C., for the two consultants. This workshop provided the consultants with background on both the Peace Corps and IEOS programs. The planning meeting focused on two aspects of the assignment: first, to provide training to 30 participants to enhance their skills in community-level hygiene education training; second, to field-test the Training Guide on Hygiene Education developed by WASH. The consultants developed a work plan for carrying out both tasks.

The training guide was developed by WASH in August 1988 and contemplates a nine-day workshop for experienced extension agents. The overall purpose of the workshop is to improve the participants' skills in developing, implementing, and monitoring hygiene education projects in a community. This first field test of the manual was designed to provide WASH with suggested changes prior to a final field test in Nigeria in August 1989.

Upon arrival in Quito, the team held a series of meetings at the Peace Corps, USAID and IEOS to brief the respective agencies on the team's plan. The initial meeting with Mr. Cevallos of the Peace Corps resulted in a clear picture of the need for Peace Corps Volunteers to acquire skills in hygiene education. At USAID and IEOS, the discussion centered on the importance of taking a first step in preparing experienced field extension agents to initiate hygiene education activities at the community level. This effort was described as complementary to the social marketing strategy already initiated.

During the week of May 8-12 in Quito, additional workshop materials were translated into Spanish. Materials and supplies were gathered since the training staff would not have ready access once they arrived at the site.

2.2 Site Preparation

The training site was the Hostaria de Chorlavi, located one kilometer from the town of Ibarra. The Hostaria is an old hacienda which has been converted into a hotel and conference center. It is used frequently by the Peace Corps and USAID for conferences and workshops. It is one of the best-managed conference/hotels the trainers have encountered. It provided the ideal setting for a workshop; service to the staff and workshop participants was flawless throughout the entire stay.

2.3 Community Selection

Upon arrival at the training site and prior to the arrival of the participants the workshop staff visited the community of La Calera where the field exercises were to be carried out. For logistical reasons, only one community was selected. La Calera is large enough for a group of 30 participants to collect information on water usage, environmental health and personal hygiene. The majority of households in the community had running water and latrines, although not all of the households had completed systems. This provided a range of situations for the participants.

Prior to the information collection exercise on the third day of the workshop, a staff member returned to La Calera to confirm the time of arrival with the president of the Water Users Committee. The school teacher and other committee members were also advised of the schedule.

Chapter 3

WORKSHOP IMPLEMENTATION

3.1 Workshop Goals

The overall purpose of the workshop was to prepare the participants to promote the participation of communities in hygiene education activities. The specific goals of the workshop were as follows:

1. Define the influences of water supplies and sanitation practices on the health of adults and children in a community.
2. Determine the role and the components of an effective hygiene education program.
3. Collect information on behaviors and beliefs of community members regarding hygiene as it relates to water, the environment, and the individual.
4. Analyze this information for behaviors susceptible to change.
5. Select appropriate hygiene education actions.
6. Develop program goals based on those actions.
7. Use selected hygiene education methods effectively.
8. Prepare for the successful implementation of a community hygiene education program based on a work plan.
9. Develop a plan for monitoring and evaluating a community hygiene education program.
10. Develop an outline of a design for a community hygiene education program in the participants' work setting.

3.2 Participants

The workshop participants included 19 IEOS promoters, all men, from 17 different provinces, and 10 Peace Corps volunteers, six men and four women. The IEOS promoters had between one and 14 years experience working with the institution. Those with 14 years experience have been with IEOS since its inception in 1975. To date, the IEOS promoters have worked primarily as assistants to the IEOS engineers on construction projects. Their involvement in hygiene education activities has been minimal. According to IEOS staff in Quito, IEOS anticipates giving greater importance to hygiene education activities in the near future, and plans to redefine the roles of some of the promoters so that they are responsible only for educational activities and have no construction-related duties. Plans are for the 19 workshop participants to be included in this new

group of hygiene education promoters.

Of the ten Peace Corps volunteers, seven work as promoters for IEOS. One works for Plan International as hygiene educator, one with the state Integrated Rural Development authority, and one with the Federation of Chimborazo Indians. Five of the volunteers have been in-country for 18 months and will be completing service in six months' time. Five of the volunteers arrived in Ecuador in August 1988 and have 18 months of service remaining. A list of participants is included in Appendix A.

3.3 Trainers

The consultants who conducted the workshop were Mr. William Hanson, WASH Consultant, and Ms. Judy Aubel, Peace Corps Consultant. Mr. Hanson is a training specialist and Ms. Aubel a health educator and trainer. During the nine-day training event, Mr. Napoleon Cevallos, Peace Corps, and Mr. Homero Morales, IEOS, provided assistance with session activities, particularly with translation and charting.

3.4 Workshop Content

The workshop content was based upon the WASH Training Guide on Hygiene Education although some modifications were made by the consultants. The workshop was designed to provide the participants with experiences in carrying out hygiene education tasks similar to those involved in an actual hygiene education program. The workshop consisted of 15 sessions and required eight and one-half days of intensive training. The workshop sessions were in the same sequence as would be followed in developing and implementing a hygiene education program: discussion of community data collection; development of educational program goals based on community realities; preparation of work plans; key program implementation problems; and monitoring and evaluation.

3.5 Methodology

The workshop used an active, participatory, experience-based learning approach. Participants were engaged in a variety of learning activities such as case studies, skits, stories, demonstrations, and individual and small group work. During the workshop, the participants practiced collecting and analyzing community information and using group hygiene education methods in a rural village near the training site. The participants were encouraged to evaluate all sessions in terms of applicability to their work responsibilities and sites.

In addition to the formal training sessions, informal meetings between trainers and participants encouraged participation, fostered discussions of how to apply the principles presented, and provided the opportunity to resolve individual uncertainties and problems. Participants were also encouraged to interact with each other and discuss what they had learned and its possible applications. The participants were required to keep a daily journal of "lessons learned," with emphasis on how they could use those lessons in their work settings.

3.6 Schedule

The workshop was a nine-day event with approximately seven and one-half hours of formal sessions each day. The first six days were devoted to training, followed by a free day, then an additional two and one-half days of training. The complete workshop schedule is attached as Appendix B.

Chapter 4

WORKSHOP ASSESSMENT

4.1 Participant Assessment

All participants were asked to assess the workshop using an evaluation form included in Appendix C. A total of 27 forms were completed. The following discussion summarizes the results of these evaluations.

4.1.1 Goal Attainment

Participants were asked to assess whether the workshop achieved the 10 goals enunciated for it. Table 1 shows the results. Responses ranged from 2.9 to 3.4 on a 4 point scale with 1 being the lowest and 4 the highest. The lowest ranking of 2.9 was ascribed to the first objective: define the influences of water supplies and sanitation on health of adults and children in a community. The highest were on the following goals: role and components of a hygiene education program, information collection, developing program goals, and using hygiene education methods. In general, the scores showed a positive reaction to the workshop with a relatively narrow range of scores (2.9 low to 3.4 high).

4.1.2 Training Methodology

Part II of the evaluation form contained open-ended questions regarding the usefulness of the workshop to the participants. Responses to question 2--"What was the most helpful aspect of the workshop structure"--included the following:

- Presenting the objectives of each session at the beginning and end of the session
- Taking specific steps to meet the session objectives
- Frequently noting progress on overall workshop goals
- Drawing on experience of participants
- using the community for field training which made the work seem more realistic

4.1.3 Content

The participants described the content as pertinent and relevant. More health content was suggested, especially more discussion of water-related diseases.

Table 1
WORKSHOP RESULTS

<u>GOAL</u>	<u>RATING</u>
Define influences of water and sanitation on health	2.9
Determine role and components of hygiene education program	3.3
Collect information on behavior	3.4
Analyze information	3.1
Select hygiene education methods	3.1
Develop program goals	3.2
Use hygiene education methods	3.2
Prepare for implementation of work plan	3.1
Develop plan for monitoring and evaluation	3.0
Develop own plan	3.1

4.1.4 Trainers

The participants noted the willingness of both trainers to work individually with them throughout the workshop, both in and outside of class. Several noted that the trainers were not judgmental, but patiently accepted questions and answers from participants. The most frequent comments were that the trainers presented material clearly, encouraged attendees to express themselves openly, and instilled participants with confidence in their ability to do the work.

4.1.5 Workshop Organization

The training site and support provided by Associate Peace Corps Director Cevallos received uniformly high marks.

4.2 Trainer Assessment

4.2.1 Workshop Goals

While the overall workshop goals listed in 3.1 are valid and relevant to the needs of community hygiene education workers, the content of some sessions requires more time than that allotted in the workshop schedule. This has been reviewed with WASH in detail and will be taken into consideration in the revision of the training guide and in the second field test.

4.2.2 Planning and Site Preparation

Planning for the workshop began in October of 1988. Preliminary planning and site selection were handled by Mr. Cevallos of the Peace Corps based on guidelines in the training guide. The site he chose is well-known and well-organized for hosting seminars.

4.2.3 Support

Mr. Cevallos provided support to the staff and participants throughout the seminar. All logistical and material arrangements were made prior to departure for Ibarra. Mr. Cevallos' presence throughout the workshop ensured the schedule flowed smoothly. Mr. Cevallos coordinated the community visits and assisted the trainers with translations, charting, and group work. His direction and assistance were especially useful during the last day, which was devoted to individual work planning.

4.2.4 Schedule

The schedule included in the training guide and shown in Appendix B was used for the workshop. In order to accommodate hotel staff, the lunch period was expanded to two hours.

4.2.5 Methodology

The participatory training methodology used in the workshop was well received by participants even though it was the first time any of the Ecuadorian promoters had been exposed to the methodology. The two community field experiences were particularly worthwhile in terms of linking concepts and practical experience.

4.2.6 Participants

The participants were very receptive to both the workshop content and methodology. While the IEOS promoters have not yet officially been given responsibility for organizing hygiene education activities, all of those

attending the workshop said such activities were needed. Almost all of them left the workshop with the intention of planning hygiene education activities in the communities where they work. Throughout the workshop, the promoters showed exceptional motivation to learn.

The Peace Corps volunteers who attended the workshop were also highly motivated. In nine of ten cases, the volunteers spoke good Spanish and were able to participate fully in all of the sessions. It is unfortunate that five of the volunteers who attended the workshop will be leaving Ecuador in six months and will not have a great deal of time to apply the lessons learned in the workshop. It would have been if this training had occurred earlier in their Peace Corps service.

Chapter 5

RECOMMENDATIONS

5.1 Recommendations to WASH

A. Content of the Hygiene Education Training Guide

1. The participatory methodology recommended by the training guide including numerous practical classroom exercises and two community exercises, proved to be effective with both IEOS and Peace Corps volunteers in the Ecuadorian context. The trainers believe it to be appropriate for other cultural settings, as well.
2. Modifications in either methodology or content were made in most of the 15 sessions. These changes range from very minor adjustments to more substantial structural changes. The most significant changes were made in the sessions on community data collection and analysis and on education methods.
3. In terms of content, the workshop as presently designed attempts to present too much material in the nine-day period. It is recommended that the workshop be extended to ten and one-half days so that more time can be devoted to some activities and a few additional ones included.
4. The workshop design should be expanded to include consideration and discussion of women's roles in community water and sanitation activities, strategies for working with community women, and techniques for impacting the hygiene-related behavior of women.

B. Future Use of the Hygiene Education Training Manual in Ecuador

1. Since significant modifications were made in the draft training guide during the Ibarra workshop, it is recommended that translation of the guide be delayed until these modifications are made. They should be completed by the end of July 1989, in time for the second field test in August. Final revisions are scheduled to be completed by October.
2. In the Ecuadorian context the guide can most effectively be used as a resource for hygiene education promotor training if it is adapted where necessary to the Ecuadorian situation. The case story material, for example, should be "Ecuadorianized" to include elements relative to the specific socio-cultural context. On the whole, these adaptations would be relatively minor and would consist of making the examples more specific to Ecuador.
3. IEOS hopes to use the 20 promoters who participated in the Ibarra workshop to train other promoters. If such "multiplier" training

is to take place, the consultants strongly recommend that the 20 promoters first complete a two-week training of trainers program. The Ibarra workshop was not intended to prepare the participants to train others.

4. This training program should be used only with promoters who have been designated to carry out community hygiene education programs. In the Ibarra workshop, many of the promoters were concerned that they might not be allowed and/or encouraged to apply the hygiene education skills learned in the workshop.

5.2 Recommendations to USAID/IEOS: Ecuador

A. Follow-up of IEOS Promoters and Their Use of the Hygiene Education Skills Acquired in the Workshop

1. The workshop participants acquired basic skills in hygiene education and were generally very enthusiastic about returning to their communities to plan and implement such activities. All participants left the workshop with individual work plans which they intended to implement as soon as the provincial authorities would permit. However, since to date all of the promoters have had technical/engineering roles, they have all expressed concern about whether they would have the necessary institutional support to initiate these activities.
2. While the IEOS promoters acquired basic skills in hygiene education methods and in planning and implementing hygiene education programs, the training was not sufficient to assure that the participants can develop and manage such programs. This training is a first step that needs to be reinforced and built upon in further, similar training activities.
3. In 3-6 months, a 2-3 day follow-up training activity should be held with this same group of promoters to review their successes and problems with community hygiene education activities and to introduce additional educational methods and techniques.

B. Recommendations for Water and Sanitation for Health and Ecuadorian Health Project

The following recommendations deal mainly with the hygiene education component of the project. Some of them have secondary implications related to strengthening local capacity to operate and maintain WS/S systems and to assuring central and provincial IEOS support for the community WS/S activities.

The project's hygiene education strategy has two principal components: 1) national mass communications activities and 2) community-level organization of community groups and interpersonal (group and face-to-face) hygiene education activities. In the judgment of the consultants, the community level

interpersonal communications activities are of primary importance in the project for the following reasons: a) the relative importance of interpersonal communications in behavior change; b) the cultural diversity in Ecuadorian communities (a factor which must be taken into account in developing relevant education content/messages); c) the fact that mass communications strategies have relatively less impact on rural areas.

Mass communications activities are believed to be important in bringing about behavior change, insofar as they reinforce community-level education efforts. They are not sufficient in and of themselves. The experience of other countries has shown that the potential for sustained behavior change as a result of mass communications campaigns is uncertain. Typically, there is a sharp reduction in target behavior following the completion of such campaigns. The potential for sustained behavior change appears to be greater where interpersonal communications and education activities are carefully implemented.

In terms of project design, greater emphasis should be given to the community-level organization/mobilization and communications/education component of the project. More time and resources are needed for the on-going training and supervision of IEOS promoters and to permit regular contact with a relatively small number (10-15) of target communities. In terms of technical assistance, considerable support is needed for the development of training strategies, and curriculum materials, and supervision schemes; organization of community committees and groups; and participatory hygiene education methods.

5.3 Recommendations to the Peace Corps

Peace Corps/Ecuador

1. The ten volunteers who participated in the Ibarra workshop prepared individual hygiene education work plans for at least one of the communities where they are working. It will be important that the Associate Peace Corps Director for water/sanitation follow up with each of the volunteers regarding the implementation of those plans.
2. The revised sessions 1-11 in the training guide dealing with community hygiene education methods should be included in future PST training programs. Sessions 11-15 on planning, implementing, supervising, monitoring, and evaluating hygiene education programs would probably be more appropriate for IST.

Peace Corps/Washington

1. After the second test and revision of the training guide, PC/OTAPS should promote its use in all water and sanitation programs where volunteers are responsible for hygiene education activities. As suggested above, the first portion of the manual is appropriate for PST. The latter portion should be saved for IST by which time volunteers have already had considerable field experience and would better understand the relevance of the material.

2. Minor adaptations should be made in the guide, particularly in the case study materials, to adapt it to the specifics of the country in which it is to be used.
3. As discussed above, it is important that analysis and discussion of women's roles in water and sanitation activities and strategies for working with community women be incorporated into the workshop. This should be based upon the specific socio-cultural setting in which the guide is used.

APPENDIX A

List of Participants

APPENDIX A

List of Participants

<u>Province</u>	<u>Participant</u>	<u>Agency</u>
Azuay	Marcelo Alvarado	IEOS
Bolivar	Rodolfo Bustizios	IEOS
Cotopaxi	Judy Meath Miguel Rosalino	CP/IEOS IEOS
Cañar	Eugenio Izduierdo Jonathan Sheehan	IEOS C/POZ-IEOS
Carchi	Galo Benalcazar	IEOS
Chimborazo	Stefani Beddingfield Hernan Madonado	Federacion de Indigenas IEOS
El Oro	Jorge Cordero Luis Ortiz	IEOS IEOS
Esmeraldas	Lino Munoz	IEOS
Guayas	Molly Lucas Nelson Marriott Mateo Valder	Plan Intern/IEOS IEOS CP/IEOS
Imbabura	Rommel Armijos	IEOS
Los Rios	Juan de Dios Alvarez Jose Griffin	IEOS C/POZ-IEOS
Losa	Michael Dalo Sidel Ludona	PDF-CP/IEOS IEOS
Manabi	Diego Dewane Eliecer Vincas Miguel Wooley	C/POZ-IEOS IEOS Proyecto DRI
Napo	Alfredo Paez	IEOS
Pastaza	Vicente Robalino	IEOS
Pichincha	Cristobal Veintrinilla Francisco Viera Sandy Winkelmaier	IEOS IEOS C/POZ
Tunburahua	Leonardo Tovar. S.	IEOS

APPENDIX B

WORKSHOP SCHEDULE

HYGIENE EDUCATION TRAINING GUIDE

Workshop Schedule

TIME	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
8:00 am	10. Methods Field Exercise (7 hours)	11. Developing a Work Plan (4 hrs, 30 mins)	13. Monitoring and Evaluation (2 hrs, 45 mins) 14. Plan for Carrying out a Program Back Home (6 hours)	14. Continued 15. Evaluation Workshop Closing Ceremonies	
	L	U	N	C	H
1:30 pm	10. Continued	11. Continued 12. Program Implementation Issues (2 hrs, 30 mins)	14. Continued		

APPENDIX C

WORKSHOP EVALUATION FORM

APPENDIX C

Workshop Evaluation Form

Part I: Goal Attainment

Please circle the appropriate number to indicate to what degree the workshop has succeeded in improving your ability to do the following:

1. Define the influences of water supplies and sanitation practices on the health of adults and children in a community.

1	2	3	4
Very Little	Somewhat	Well	Very Well

2. Determine the role and the components of an effective hygiene education program.

1	2	3	4
Very Little	Somewhat	Well	Very Well

3. Collect information on behaviors and beliefs of community members regarding hygiene as it relates to water, the environment and the individual.

1	2	3	4
Very Little	Somewhat	Well	Very Well

4. Analyze this information for behaviors susceptible to change.

1	2	3	4
Very Little	Somewhat	Well	Very Well

5. Select appropriate hygiene education actions.

1	2	3	4
Very Little	Somewhat	Well	Very Well

6. Develop program goals based on those actions.

1	2	3	4
Very Little	Somewhat	Well	Very Well

7. Use selected hygiene education methods effectively.

1	2	3	4
Very Little	Somewhat	Well	Very Well

8. Prepare for the successful implementation of a community hygiene education program based on a work plan.

1	2	3	4
Very Little	Somewhat	Well	Very Well

9. Develop a plan for monitoring and evaluating a community hygiene education program.

1	2	3	4
Very Little	Somewhat	Well	Very Well

10. Develop an outline of a design for a community hygiene education program in your work setting.

1	2	3	4
Very Little	Somewhat	Well	Very Well

