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HYGIENE EDUCATION WORKSHOP  
IN WATER SUPPLY AND SANITATION

ILORIN, NIGERIA



WATER AND SANITATION  
FOR HEALTH PROJECT

Operated by  
CDM and Associates

Sponsored by the U.S. Agency  
for International Development

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WASH Task No. 061

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Ilorin, Nigeria

Prepared for the USAID Mission to Nigeria  
under WASH Task No. 061.

by

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## ACRONYMS

|        |  |
|--------|--|
| ARMTI  | Agricultural and Rural Management Training Institute |
| FIT    | Fund-in-Trust  |
| FMOH   | Federal Ministry of Health                           |
| HE     | Hygiene Education                                    |
| UNDP   | United Nations Development Program                   |
| UNICEF | United Nations Children's Fund                       |
| USAID  | United States Agency for International Development   |
| WASH   | Water and Sanitation for Health Project              |
| WB     | World Bank   |

## EXECUTIVE SUMMARY

A Hygiene Education Workshop in Water Supply and Sanitation was held in the Agricultural and Rural Management Training Institute (ARMTI) in Ilorin, Nigeria, August 7-18, 1989. Participants were drawn from the United Nations Children's Fund (UNICEF) and World Bank/United Nations Development Program (UNDP), two major donors in rural water supply and sanitation in Nigeria. The overall purpose of the workshop was to better prepare extension agents from UNICEF, from the World Bank/UNDP Rusafiya Project, and from the Nigerian Government for promoting the participation of communities in hygiene education activities; and to provide a second field test of the Water and Sanitation for Health (WASH) Project training guide on hygiene education. The United States Agency for International Development (USAID) in Lagos, Nigeria, after discussions with WASH field consultant Dr. May Yacoob, and with government ministry representatives, UNICEF and World Bank/UNDP officials, agreed to support the workshop in Nigeria.

The training methodology was experiential and highly participatory, modeling the skills and methodologies that the extension agents would be using in promoting involvement and participation of Nigerian communities.

Two field exercises were held in nearby communities. These training sessions in the field provided "hands-on," practical exercises in which participants experienced and learned some of the essential knowledge and skills they would need, and from which they developed practical hygiene education programs.

All 19 participants had at least a full secondary education, and the majority had at least basic education and training in public health, public health nursing and health education. Working experiences ranged from 5 to 22 years, with from nine months to four years working in various agencies involved in water supply and sanitation projects.

The workshop was evaluated quite positively by the participants, with an average of 3.47 on a 4-point scale (1=Not well to 4=Very Well). They felt that all 10 of the learning goals had been met more than adequately. They also were very positive in their evaluation of the workshop process, methodologies and field exercise, and felt that the workshop would increase their effectiveness on the back-home projects. As suggestions for improvement, they identified increased use of audio-visuals, longer workshop duration and the inclusion of project managers in the workshop. All indicated the need for follow-up support and additional training.

With this second field test of the WASH training guide on hygiene education, the consultant team concluded that it is a valuable generic model which is suitable for use in a variety of contexts, with only minimal additions and corrections suggested by the consultant team.

The consultant team made the following recommendations for follow-up to the sponsoring agencies--UNICEF, World Bank/UNDP Rusafiya Project and USAID.

UNICEF and the Rusafiya Project of UNDP/World Bank:

- Hold meetings to highlight and review the participants' new insights, knowledge and skills regarding promotion of community involvement, and participation and management of hygiene education activities.
- Carry out monitoring of participants' work plans in three to six months time, affirming accomplishments and identifying needs for additional training.
- Provide opportunities for joint meetings of the extension agents from both agencies, and perhaps also those from other donor agencies working on water supply and sanitation projects in Nigeria, to share experiences in hygiene education.
- Plan for additional training opportunities based on emerging needs, perhaps on a yearly basis.

USAID/Nigeria: The consultants' recommendations are presented in detail in the Draft Project Identification Document for Water Supply and Sanitation Project in USAID Primary Health Care Program in Nigeria, prepared by Dr. Yacoob immediately following the hygiene education workshop.

The consultants recommend that the current Mission strategy of support of the Nigerian Government's priorities, with an emphasis on integrated water supply and sanitation program, be continued and increased. Collaboration with the UNICEF Program and UNDP/World Bank Rusafiya Project, utilizing their experience and capabilities, would be essential. The key components of this project would be active community participation and management, hygiene education, institutional development, and support at the local level.

## 1.1 Background

This report describes the preparation and implementation of a training workshop on hygiene education in water supply and sanitation held in Nigeria, August 7-18, 1989.

The workshop was held in Ilorin at the Agricultural and Rural Management Training Institute (ARMTI). There were 19 participants drawn from two major donors in rural water supply and sanitation in Nigeria--UNICEF and World Bank/UNDP. UNICEF participants were drawn from the seven states in Nigeria where that agency has primary responsibility for community water and sanitation projects. UNDP/World Bank participants were drawn from the Rusafiya project and Bauchi Hand Pump testing project. These projects have responsibility for implementing water supply and sanitation projects in the northern states of the country.

The workshop described here is also the second fieldtest of the training guide on hygiene education, developed by the Water and Sanitation for Health (WASH) Project. The first field test, held in Latin America (Ecuador), assessed the suitability of the training guide in that context. This field test was intended to assess its suitability within the African context. The final version of the training guide is to be generic in nature and able to be implemented in a variety of contexts.

Preparations for implementation of this workshop began in August 1988 when Dr. May Yacoob, WASH Associate Director for Hygiene Education and Community Participation, visited Nigeria on a consulting assignment with Rusafiya. Discussions with UNICEF and water supply and sanitation officials suggested that such a training workshop would be very helpful for the implementation of a water supply and sanitation hygiene education program. While Rusafiya had not yet begun actual training in hygiene education, UNICEF had and believed it was one of the more difficult areas to implement. Consequently, it was stressed less than community participation.

After many discussions, the USAID representative and program officers reviewed the draft WASH training guide and agreed to hold the workshop in Nigeria with USAID participation. WASH received final approval for the workshop in July.

May Yacoob, Ph.D., WASH Operations Center, joined by Alfred W. Rollins, Consultant and Training Specialist, Alexandria, Virginia, began in-country preparations for the workshop on August 1, 1989. Dr. Yacoob, as a hygiene education specialist with wide experience in Nigeria and West Africa, was strategically and personally involved in the development and planning of the workshop. Al Rollins, an independent consultant with extensive work in training and consultation for rural development in Africa, was contracted as the second staff member in June 1989.

The timing of the workshop was most appropriate. Shortly before its start, extensive media coverage centered around a conference on Guinea worm disease attended by former U.S. President Jimmy Carter. USAID has also become interested in providing improved community rural water supply and sanitation. The media coverage spoke of the workshop as an indicator of USAID's beginning interest in the water supply and sanitation sector.

Following the workshop, USAID/Lagos requested that Dr. Yacoob remain and assist in preliminary planning of USAID involvement in the water supply and sanitation sector. Meetings with various donors and with Federal Ministry of Health (FMOH) high officials were held during this period.

Overall assignment time frame:

|              |   |
|--------------|---|
| August 1-4   | Arrival in Nigeria. Meetings with USAID, UNICEF, Ministry of Health and UNDP/World Bank.* |
| August 5-19  | Workshop preparation and implementation in Ilorin.  |
| August 21-22 | Debriefings.  |
| August 22-28 | Dr. Yacoob and USAID planning sessions.   |

## 1.2 Scope of Work

The objective of this assignment was to prepare participants from major donors, namely, UNICEF and World Bank/UNDP, as well as the Federal Ministry of Health in Nigeria, to function more effectively as community hygiene educators. The second objective was to field test the WASH training guide to ensure its usefulness and applicability. A complete scope of work is in Appendix B.

The principal results of this consultancy were:

- Increased skills of UNDP/World Bank and UNICEF community hygiene educators.
- Increased capacity of FMOH staff to do community-based hygiene education.
- Improved capability of these projects to deliver a community-based hygiene education program.
- Improved training guide developed by WASH.
- Stronger linkages and learning between the two donors.
- Increased USAID visibility in comprehensive primary health care.

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\* A list of people met during the course of the consultancy is included in Appendix A.

## Chapter 2

### WORKSHOP PLANNING

Workshops in Nigeria are much more than a training activity in a specific subject matter. They are an occasion for visibility of the donor and organizers in a particular sector. Both UNICEF and UNDP/World Bank are known to be major donors in the sector; USAID's participation, however, is very new. Furthermore, its interest in expanding its portfolio in this sector is an important statement.

UNICEF, Kwara and WASH consultants helped in the organization of press coverage of the workshops. This media coverage also served as a public education campaign of why hygiene education is important in water supply and sanitation projects.

The preparation for the workshop was undertaken by UNICEF and Rusafiya, each organization making arrangements for its sponsored participants. The Rusafiya training advisor attempted to coordinate arrangements with UNICEF/Lagos and WASH regarding the venue, but there proved to be a problem in providing the same per diem to participants sponsored by UNICEF and Rusafiya.

#### 2.1 Initial Planning

As mentioned earlier in this report, planning for this workshop extended over a period of six months. International communications between UNICEF in Lagos, Rusafiya in Jos, and USAID/Lagos and Washington were not always easy. Organizational changes in UNICEF/Lagos further complicated the process.

Important factors that helped ensure that this workshop took place were the directors of water projects from both agencies, i.e., UNICEF and Rusafiya. They both saw the need for such a workshop. They coordinated their activities in approaching USAID/Lagos and the Ministry of Health. The lesson learned here is the need for in-country "champions" interested in the activity and willing to take the time to mobilize for it.

#### 2.2 Materials Preparation

The draft Training Guide on Hygiene Education, WASH Technical Report No. 60, was revised after the first field test in Ecuador, and all the materials and handouts for the training workshop were ready before departure to Lagos. Given the time pressures on WASH Operations Center staff and consultants, this was a considerable task, effectively and efficiently accomplished.

The training guide was designed for a 10-1/2-day workshop for experienced extension agents, with appropriate handouts. These materials were well designed and generally appropriate for the participants selected for this workshop.

### 2.3 Trainer Preparation

A team planning meeting was conducted at WASH prior to departure. At this meeting the trainers received background information on the assignment, reviewed the scope of work, developed an outline for the final report and a work plan, and became familiar with the training guide.

### 2.4 In-country Workshop Preparation

Once the WASH team arrived in Nigeria, Mr. Mudasiru A. Owoyele, Community Mobilization/Health Education Officer, UNICEF/Minna, was added to the training workshop staff. A team planning meeting was held Saturday, August 5, to clarify and agree on the workshop goals and objectives, staff roles and responsibilities, and the ways to work together.

## Chapter 3

### WORKSHOP IMPLEMENTATION

#### 3.1 Workshop Goals

The overall purpose of the workshop was to better prepare extension agents from UNICEF, the World Bank and Nigerian ministries for promoting the participation of communities in hygiene education activities.

The specific workshop goals were as follows:

1. Identify the different perceptions of communities and development agents regarding the relationship between water and health.
2. Determine the purpose 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 to determine possible hygiene education actions.
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 their work setting.

#### 3.2 Participants

The two-week workshop on hygiene education attracted participants from the Federal Ministry of Health, UNICEF-assisted water supply and sanitation projects from six states (Imo, Gongola, Kwara, Cross River, Niger, and Anambra). Other participants were from the UNDP/Rusafiya Project in Plateau and Bauchi and the Agricultural and Rural Management Training Institute (ARMTI) in Ilorin. A total of 19 participants attended the workshop.

All participants had at least a full secondary education. Fourteen had basic preparation in public health, public health nursing, midwifery, and community development. Five had post-basic training in public health, public health nursing and health education. Four were university graduates; one in biochemistry, two in mass communication, and one master in public health (MPH).

Working experiences varied from 5 to 22 years with from nine months to four years spent working in various UN agencies assisting state governments in planning, implementing, and evaluating water supply and sanitation projects. Participants' major activities had been in the mobilization of communities towards proper installation, use, maintenance, monitoring, and evaluation of the impact of water and sanitation facilities. All participants from the state project were seconded from Ministries of Health or Social Development in the spirit of inter-sectoral cooperation. A list of participants is found in Appendix C.

In addition, there were two observers present for portions of the workshop--one each from UNICEF and Rusafiya projects.

### 3.3 Training Staff

Implementation of the training design was administered by May Yacoob and Al Rollins. Responsibility for facilitating the 15 sessions was essentially divided, with each taking alternate sessions.

Though the primary responsibility for the two field exercises remained with Yacoob and Rollins, coordination of the visits by the participant teams to the three communities was provided by Owoyele, Lateef Tomori (a participant) and two additional UNICEF/Ilorin field staff. The UNICEF staff also provided Yoruba-English translation support for the participant teams in the three communities.

### 3.4 Logistics and Site

The Agriculture and Rural Management Training Institute (ARMTI) is about 20 minutes from Ilorin. The ARMTI campus has all the facilities and support required for a training course. Lodging for participants, including food served and a health unit with a nurse available on campus around the clock, were all important facilities that helped in implementing an 11-day workshop. The availability of the medical facility was especially important because one of the participants went through premature labor contractions in the course of her pregnancy.

As a training center, the site was far more appropriate than a hotel in Ilorin as originally planned. All the campus staff give training courses for national institutions as well as for institutions of neighboring West African countries. The staff's intimate understanding of the kind of support required for trainers during such a workshop was an important, helpful and absolutely necessary contribution.

Furthermore, because the workshop content was relevant to the domain of ARMTI, i.e., water and rural development, the host institute deemed it their responsibility to provide the visibility that workshops in Nigeria require. The Director of the Institute participated in the opening of the workshop, in its closing, in hosting the Secretary to the Military Governor, who came for the opening, and in distributing certificates to participants at the closing. Either he or one of his senior staff ate their lunch with participants throughout the workshop's duration.

While the training center had all the required facilities, it was, nonetheless, important to have as many vehicles available as possible. The medical emergency that required the participant to be taken to a hospital in town is one example demonstrating the need for sufficient transportation services. Apart from this incident, transportation to and from the communities was routinely required. In addition to the actual field visits, there were the discussions with the community leaders in preparation for the participant visits, and the post-visit expressions of gratitude for hospitality extended, which of course required transportation services. Such formalities are not to be ignored when using villages for educational/training purposes, and as each of the villages was close to one hour away from the training site, sufficient transportation was essential.

### 3.5 Workshop Schedule

The daily schedule was generally as follows:

|          |                  |
|----------|------------------|
| 7:30 AM  | Breakfast        |
| 9:00 AM  | Session          |
| 10:30 AM | Break            |
| 10:45 AM | Session          |
| 12:30 PM | Lunch            |
| 2:00 PM  | Session          |
| 3:45 PM  | Break and Prayer |
| 4:15 PM  | Session          |
| 6:00 PM  | Break for Dinner |
| 6:30 PM  | Dinner           |

No workshop sessions were scheduled for Friday afternoon of both weeks because of requests for worship at the local mosque by approximately half of the participants who were of the Islamic faith. The remaining participants had free time on Friday of the first week.

To compensate for the time needed for cultural and religious events, the participants agreed to add one two-hour session from 7:30-9:30 PM on Monday of Week Two.

The overall workshop schedule is included in Figure 1.

HYGIENE EDUCATION TRAINING GUIDE

Workshop Schedule

WEEK 1

| TIME    | DAY 1   | DAY 2   | DAY 3  | DAY 4  | DAY 5   |
|---------|---|---|--|--|---|
| 8:00 am | <p>1. Opening Ceremonies and Introduction to the Workshop<br/>(3 hours)</p> <p>2. The Inter-relationship between Water and Health<br/>(4 hours)</p> | <p>3. Purpose and Components of a Hygiene Education Program<br/>(2 hrs, 10 min)</p> <p>4. The Relationship between the Hygiene Educator and the Community<br/>(2 hours, 30 min)</p> | <p>6. Information Collection Field Exercise<br/>(9 hrs, 30 min)</p> <p>7. information Analysis<br/>(4 hours)</p> | <p>6. Information Collection<br/>(continued)</p> | <p>8. Hygiene Education Program Goals<br/>(3 hrs. 30 min)</p> |
|         | L   | U   | N  | C  | H   |
| 1:30 pm | <p>2. The Inter-relationship between Water and Health<br/>(continued)</p>   | <p>5. Information Collection: Deciding What is Needed and How to Collect it<br/>(2 hrs, 30 min)</p>   | <p>6. Information Collection Field Exercise<br/>(continued)</p>  | <p>7. Information Analysis<br/>(continued)</p>   | <p>9. Hygiene Education Methods<br/>(11 hrs, 15 min)</p>      |
| 5:00 pm |   |   |  |  |   |



### 3.6 Methodology

The workshop design is based on a participatory, experienced-based learning approach. To the extent possible in a training workshop setting, trainers modeled behaviors and styles which could be transferred to community-based hygiene education programs, ensuring the widest possible active participation of community members. Participants took active parts in exercises such as case studies, role plays, stories, health talks and demonstrations, field exercises, lecturettes and discussions. These exercises involved participants individually, in pairs and trios, in small group tasks, and in total group discussions.

Two field exercises were planned and conducted during the two-week workshop. Three semi-urban villages, Ogbondoroko, KanKan and Odo-Ode in Asa LGA, were selected to serve as laboratories for the participants.

Mudasiru Owoyele had been the contact with the Ilorin, Kwara State UNICEF office. He had selected and prepared the three communities for the two field exercises. He and Harry Abe, Project Manager of the UNICEF-assisted WATSAN Project, took primary responsibility for coordinating the field exercise.

Two of the sites, Ogbondoroko and KanKan, have improved water supply sources with handpump-equipped boreholes and V.I.P. latrines, while the third, Odo-Ode, has water from two wells but no safe excreta disposal system. All three communities have problems of low standards of environmental hygiene.

The factors which influenced the selection of these communities included:

- proximity to Ilorin;
- adequate information on the responsiveness of these communities to water and sanitation project activities;
- location of the communities in the same area of the LGA.

The preparation of these communities began three weeks prior to the start of the workshop with consultation with the village heads and elders. The objectives, duration and venue of the workshop were discussed. The number of field visits required and the mutual benefits accruable to the communities and to the participants were also emphasized. Inquiries as to what would constitute a suitable time of day for the visits were made. The results of these discussions determined a 10:00 AM start, thus giving women the early hours of the morning to attend to household chores and enable them and other community members to interact fully with the participants of the workshop.

Follow-up visits were made to villages three days before and again the day before each of the two exercises. Three site supervisors jointly made these visits to the communities and were on hand to guide the participants around.

Participants were organized into groups of six or seven to a community, each with a vehicle and a tour guide. Following a brief introduction to the field

exercise, the participants left the campus for their assigned villages, ranging in distance from 18-22 kilometers from the training site.

A cheerful greeting with introductions from the participants elicited warm receptions from the villages. The communities were responsive, enthusiastic, cooperative and very punctual.

A second field exercise took place during the second week of the workshop. It was a repeat performance of the earlier visit but had different goals. The three teams, Ogbondoroko, KanKan and Odo-Ode, planned to hold a health education session, but only the first two were able to accomplish the task. The Odo-Ode team had to cancel their exercise because the community had been bereaved during the week.

Out of respect for tradition, the team members stayed to sympathize with the community before leaving for KanKan to observe the other teams.

## Chapter 4

### WORKSHOP ASSESSMENT

#### 4.1 Participant Assessment

Participants completed a written workshop evaluation (Appendix D). The results of the evaluation are summarized below.

##### 4.1.1 Goal Attainment

Participants assessed the workshop quite positively in both written and oral evaluations. The overall average rating for Part 1: Goal Attainment was 3.47 on a 4-point scale (3 = Well - 4 = Very Well).

The 10 specific objectives of the workshop were each rated individually and ranged from 3.17 to 3.78 on a 4-point rating scale. A complete listing is provided in Table 1.

| Workshop Goal  | Average Score |
|--|---------------|
| Identifying Different Perceptions                                | 3.44          |
| Identifying Purpose and Components of Effective Health Education | 3.55          |
| Collecting Information   | 3.78          |
| Analyzing Information  | 3.66          |
| Selecting Appropriate Actions                                    | 3.44          |
| Developing Program Goals   | 3.39          |
| Using Methods Effectively  | 3.50          |
| Preparing for Successful Implementation                          | 3.50          |
| Developing Monitoring and Evaluation Plan                        | 3.22          |
| Developing Outline of Community Health Education Program         | 3.17          |

Note: Scale of 1 to 4, with 1 being "goal achieved very little" and 4 being "achieved very well."

Part 2: Success Analysis of the Workshop consisted of open-ended questions which required less structured evaluative comments from participants. A summary of these responses is appended (Appendix E).

#### 4.1.2 Workshop Organization

Participants affirmed the workshop organization. They responded positively to the step-by-step approach of the training model and affirmed the organization of the supporting exercises and materials. They responded positively to involvement and participation with peer professionals from other donor agencies and the federal government ministry counterparts. The inclusion of field exercises with the training sessions was rated as extremely valuable, and a few requested even more of that mixture.

There were some comments, both written and oral, that the workshop organizers could improve their coordination of finances and arrangements for the participants in order to make them more equitable and remove those potential distractions from the training environment.

#### 4.1.3 Training in the Workshop Setting

The Agricultural and Rural Management Training Institute (ARMTI) Center was rated as an excellent setting for this kind of training. The facilities were thought to be more than adequate, and the active support of the ARMTI staff was appreciated.

There were some difficulties with the ARMTI cafeteria staff. Inflexibility about meal costs and seating was identified by the participants the first week. Those difficulties made for some discomfort and for difficulties in the timing of the sessions that first week of training. Participants also had some serendipitous learning about open community discussion of problems and ways of resolving them when ARMTI was persuaded to change to a more flexible and reasonable approach the second week. This problem could be avoided by more careful consideration of participants' needs and more careful arrangements of the venue by organizers.

#### 4.1.4 Handouts

Participants were very appreciative of the handouts provided with the sessions and would have welcomed even more. They read them very carefully each day. There are some recommendations in Chapter 5 of this report.

#### 4.1.5 Community Involvement

Some participants rated involvement with the local community in the field exercise as one of the most valuable of the training sessions, and all affirmed this involvement as part of the training. A couple of participants would have welcomed even more involvement.

Careful preparation of the participants in the training sessions and planning and preparations in the communities visited were essential elements in structuring a successful learning opportunity. It was fortunate in this workshop to have the invaluable support of Mudasiru Owoyele and Lateef Tomori of UNICEF,

Kwara State, who did an excellent job preparing the communities for these interventions.

## 4.2 Trainer Assessment

### 4.2.1 Workshop Goals

The training teams' assessment of the workshop goals is almost as positive as that of the participants. The goals were appropriate for the participants attending this workshop and for future training with experienced water supply and sanitation hygiene educator/community development personnel.

### 4.2.2 Planning and Site Preparation

The workshop planning and organization by WASH/USAID, with the two co-sponsoring international donor agencies, UNDP/World Bank Rusafiya Project and UNICEF water and sanitation projects in seven states in Nigeria, were timely and excellent. For this workshop, planning and site preparation were well done.

There were some unresolved differences, and confusion between co-sponsoring donor agencies regarding the venue. The trainers were able to resolve this confusion and lack of communication on their arrival in Ilorin and to make final agreements with ARMTI Center.

As noted earlier, the planning and site preparation with communities participating in the two field exercises were well done by Owoyele and Tomori and the UNICEF Kwara State staff officers.

### 4.2.3 Support

The support for implementing this workshop from co-sponsoring agencies, from the ARMTI Center staff and from WASH/USAID Operations Center staff, was more than adequate.

### 4.2.4 Schedule

The schedule for this workshop is appropriate, though tightly packed, for a full 10-1/2-day training event. Timing, especially for the essential community field exercises, places heavy demands on staff and participants alike within the 10-1/2-day time boundaries.

Additional scheduling difficulties are raised by cultural and religious practices of the participant community. For this workshop, the prayer demands and desires of the Muslim participants required continual problem-solving by the participants and staff. And since religious prayer and attendance requirements and schedules are viewed as less flexible than session schedules, there are built-in problems in any tightly packed workshop. To compensate for these scheduling conflicts,

the training staff and participants were required to problem-solve and to negotiate an evening session, 7:30-9:30 PM, on Monday of the second week.

As noted above, coordinating time for effective field exercises in communities selected is a very important element in scheduling. Persons in the community, who are quite important in any hygiene education strategy for development, have their own essential, even survival, tasks and schedules which must be considered and coordinated within the workshop schedule.

Another note regarding scheduling is related specifically to the Opening Ceremonies. It was impressed on the training staff that "In Nigeria, a workshop is a public, political and social event." If this is a cultural norm, even ritual, in other countries, then the time allotted for this opening session is inadequate. Any attempts to avoid or even over-control this cultural expectation are not only very difficult, but also counter-productive.

In this workshop, the first day began on time with the introductory session. It was planned to interrupt the workshop when the various dignitaries and officials who were to open the workshop arrived. And because the designated official, in this case the Secretary to the Military Governor (SMG), was unable to be present that day, the event was postponed until the next day. There was also full press and media coverage of such ceremonies, with every paper, radio and television system present and very active. Such formalities and cultural protocols made the scheduled time unrealistic.

#### 4.2.5 Staff Training Team

The skills, experiences, styles and technical competencies of the facilitators complemented each other very well and provided female and male role models for the participants. Mr. Rollins learned a great deal more technical knowledge and practical methodologies in water supply, sanitation and hygiene education. Dr. Yacoob increased her awareness, knowledge and skills in training for community development.

The addition, and careful integration, of a local community development professional, Mudasiru Owoyele of UNICEF, onto the training staff team should be considered very carefully on any similar future training event. Muda was extremely valuable and effective in identifying, selecting and preparing communities for the field exercises. In addition, Muda was a valuable interpreter and liaison person with the local co-sponsoring donor systems and the local cultural context. He was also a sensitive and trusted additional set of eyes and ears for staff with the participant community.

#### 4.2.6 Methodology

The training methodology for this training was very effective and consistent with the workshop goals.

#### 4.2.7 Participants

The participants selected for this workshop were quite appropriate. They had the basic experience in hygiene education/community mobilization. There were 5 women and 12 men as active participants, all eager to learn new competencies in community development as an integral part of hygiene education related to water supply and sanitation projects. The participants came from different cultures and from different geographic areas of Nigeria. While these differences occasioned some difficulties, they were more than balanced by the cross-cultural resources, viewpoints and experiences added to the participant and staff community.

#### 4.2.8 Training Site

ARMTI Campus, approximately 20 kilometers outside Ilorin, was an excellent choice for this training. As a functioning training center, the staff was very capable of understanding the resources required for such an event and supplying those resources efficiently and effectively. They were able to provide more than adequate environments for the training, careful coordination and maintenance of the training rooms, printing and reproduction resources (even extraordinary ones like banners for the opening ceremony, printing certificates for the participants, etc.), adequate housing and cafeteria services, and willing and able administrative support in problem-solving during the workshop implementation.

When it became apparent that there was space for a few additional participants to our community, ARMTI was invited to select two staff with experience in rural management to participate. The administration responded immediately by selecting two staff who were active, eager and valuable participants.

## Chapter 5

### RECOMMENDATIONS

#### 5.1 Comments on the Training Guide

Overall, the hygiene education training guide is an excellent tool. The basic organization and structure provide the materials and guidelines for any persons with training experience in community development and organization to administer effectively.

It was the experience in this workshop that participants wanted to copy every word of the event for future reference and use. This need delayed the planned activities and distracted participants from active involvement in the process until that need was fulfilled. The participants also often stayed after each session copying the flipchart materials, reducing their free time.

Recommendation: It is recommended that, minimally, the materials in the training guide that are indicated for flipcharts be produced as handouts which can be distributed to participants at the close of each session.

As in any training guide in the development stage, there were a number of specific revisions suggested. These changes were not major and included adding material in the introduction on the difficulty of changing attitudes of the extension agents, practice in leading group discussions, more attention to interviewing skills, and expanding the hygiene education methods session to include demonstrations.

Recommendation: Revise the training guide to incorporate these suggested changes

#### 5.2 Recommendations for Follow-Up

##### 5.2.1 For UNICEF

The training was one step toward increasing the competencies of the extension agents/community development personnel of UNICEF. Continuous support and in-service training are essential if the participants' increased awareness, knowledge and skills are to be reinforced and integrated into their ongoing work. In addition, hygiene education and the role of the hygiene educator/community development extension agent in water supply and sanitation programs must be given high priority and institutionalized in the UNICEF system in Nigeria.

- A. We recommend that UNICEF management hold a debriefing with the UNICEF hygiene education workshop participants to evaluate the training and to review the values, knowledge and work plans they developed. Such a meeting would assist in providing on-going support of management for their professional

development and in developing a schedule for review of those work plans in three to six months.

- B. We also recommend that the cross-fertilization and enrichment peer experience and learnings which began in the workshop be continued on a regular basis with joint meetings for on-going needs assessment and training. These meetings might be scheduled on a yearly basis, and other donor agencies involved in community-based hygiene education might also be invited.

#### 5.2.2 For Rusafiya

The UNDP/World Bank-supported Rusafiya Project operating now in Plateau State will, in the words of workshop participants from that project, benefit immediately from the hygiene education workshop training.

- A. We recommend that the management systems of the Rusafiya Project support the participants' learnings and enthusiasm by reviewing with them their new insights and knowledge regarding hygiene education, as well as their own individual and collective work plans. Review of their progress on those work plans in three to six months and continuing needs assessments focused on skill development and in-service training will support their increasing competencies and productivity.
- B. Further, we recommend a joint meeting of the participants from the Rusafiya Project, UNICEF and ARMTI on a yearly basis for increased knowledge and training. The Progress of Women in Water Environment and Sanitation Project (PROWESS) training component for the Rusafiya Project could be a valuable resource for increasing capacity-building for extension agents of both Rusafiya and UNICEF.

#### 5.2.3 For USAID/Nigeria

The policy, program and project recommendations for USAID are presented in some detail in the Draft Project Identification Document for Water Supply and Sanitation Project in USAID Primary Health Care Program in Nigeria prepared by Dr. Yacoob following the Hygiene Education Workshop in Water Supply and Sanitation August 7-18, 1989.

In summary, we recommend that the current Mission strategy of support for the Government of Nigeria's priorities, with an emphasis on integrated water supply and sanitation programs, be continued and increased. Community participation and management capability, hygiene education, institutional development, and support at the local level are essential for a sustainable preventive health program.

APPENDIX A

List of People Met During the Consultancy

## APPENDIX A

LIST OF PEOPLE MET DURING THE CONSULETANCY

|     | NAME                           | ADDRESS  |
|-----|--------------------------------|--|
| 1.  | Alhaji Saka Saadu              | Secretary to Kwara State Military Government, Ilorin.  |
| 2.  | Mr. Harry Abe                  | Project Manager -- UNICEF-Assisted WATSAN Project, Kwara State.  |
| 3.  | Mr. Ayo Samuel                 | Secretary, UNICEF-Assisted WATSAN Project, Ilorin.   |
| 4.  | Chief Victor Faloke            | Project Support Communication Officer, WATSAN Project, Ilorin.   |
| 5.  | Mr. Jacob Ola Alabi            | Director -- Agriculture and Rural Management Training Institute, Ilorin.   |
| 6.  | Mr. Opeyemi Adagoye            | Administrative Secretary, Agriculture and Rural Management Training Institute, Ilorin.                           |
| 7.  | Mr. Ilu Okoye                  | Asst. Chief Management and Development Officer, Agriculture and Rural Management Training Institute, Ilorin.     |
| 8.  | Dr. Olu Makunde                | Asst. Director, Special Studies and Tech. Services, Agriculture and Rural Management Training Institute, Ilorin. |
| 9.  | Dr. Bimbo Adewumi              | Asst. Director, Management Training, Agriculture and Rural Management Training Institute, Ilorin.                |
| 10. | Mrs. Joyce Ileleji             | Assistant Catering Manageress, Agriculture and Rural Management Training Institute, Ilorin.                      |
| 11. | Mrs. Rose Owolabi              | Catering Department, Agriculture and Rural Management Training Institute, Ilorin.                                |
| 12. | Mr. Yemi Ayodele               | Senior Assistant Librarian, Agriculture and Rural Management Training Institute, Ilorin.                         |
| 13. | Mr. Victor Nwagu               | Corper, Agriculture and Rural Management Training Institute, Ilorin.   |
| 14. | Alhaji Salawu Ogunde           | Village Head of Odo-Ode, Asa L.G.A. Kwara State.   |
| 15. | Alhaji Abdulkaoir Alabi        | Village Head of KanKan, Asa L.G.A. Kwara State.  |
| 16. | Alhaji Aminu Oloruntele        | Village Head of Ogbondoroko, Asa L.G.A. Kwara State.   |
| 17. | Mrs. Comfort Abebemi           | Senior Health Superintendent, WATSAN Project Ilorin Tour Guide.  |
| 18. | Mr. Samuel Popoola             | Laboratory Technologist, WATSAN Project Tour Guide.  |
| 19. | Dr. (Mrs.) Paz C. Lute         | Training Adviser, UNDP/WB Project Job Plateau State.   |
| 20. | Dr. Gabby Williams             | Director, Public Health Services, Federal Ministry of Health, Lagos.   |
| 21. | Professor Olikoye Ransome-Kuti | Federal Minister of Health, Federal Ministry of Health, Lagos.   |
| 22. | Mr. Lloyd Donaldson            | Chief of WATSAN Section, UNICEF Lagos.   |
| 23. | Mr. Femi Odediran              | Sanitation Officer, UNICEF Lagos.  |

APPENDIX B

Scope of Work

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## SCOPE OF WORK

### Nigeria: Hygiene Education Workshop

#### Background

USAID/Nigeria has requested WASH assistance in conducting a workshop on hygiene education. The workshop will include approximately 20 participants, including staff from the UNICEF rural water supply project, UNDP/World Bank-funded Rusafiya project, and Ministry of Health. The overall purpose of the workshop will be to improve the skills of the participants in developing and implementing hygiene education projects at the community level. The workshop will be conducted in Ilorin.

In addition to conducting the workshop, the activity will also allow WASH to field test the draft training guide on hygiene education. This will be the second and final field test of the training guide. WASH will provide two consultants for this activity and UNICEF and the Rusafiya Project will handle the in-country arrangements.

This task has a second part, which is to assist USAID/Nigeria in identifying targets of opportunity in water supply and sanitation. One consultant will carry out this activity.

#### Responsibilities

##### A. Hygiene Education

The following tasks are the joint responsibilities of the consultants.

1. Become familiar with the background of the UNICEF and Rusafiya water supply projects, especially the hygiene education efforts.
2. Read and become familiar with the draft WASH training guide on hygiene education.
3. Arrive in-country 5-7 days prior to the workshop start to complete preparations.
4. Visit UNICEF, USAID, and MOH staff.
5. Using the WASH training guide on hygiene education, conduct a ten-day workshop for approximately 20 participants.
6. Write a brief workshop report for the AID mission which describes the workshop, assesses the results, and makes recommendations for the future.

7. Provide detailed feedback to WASH on the training guide, both orally and in writing.
  8. Conduct a debriefing at WASH and USAID/Lagos following the assignment. The debriefing should include a discussion of the workshop itself and comments on the training guide.
- B. Targets of Opportunity
1. Review relevant documents on the water supply sector in Nigeria.
  2. Discuss with USAID staff potential areas of interest in water supply and sanitation.
  3. Interview several key staff from donors and Nigerian government agencies.
  4. Determine possible targets of opportunity for USAID in water and sanitation.
  5. Write a brief report detailing these opportunities.

#### Timing

August 1-6 Workshop preparations  
August 7-18 Workshop delivery  
August 20-22 Workshop report writing and in-country debriefing  
August 23-28 Targets of opportunity

#### Personnel

Two consultants will be required for the workshop. One will be a hygiene education specialist and the other a trainer. Both should have experience in Africa. Only the hygiene education consultant will carry out the targets of opportunity aspect of the assignment.

**APPENDIX C**

**List of Participants**

LIST OF PARTICIPANTS AT THE HYGIENE EDUCATION WORKSHOP IN  
WATER AND SANITATION PROJECT HELD IN ILORIN 7th-18th AUGUST 1989

SPONSORS: USAID, UNICEF, UNDP, WORLD BANK AND FEDERAL MINISTRY OF HEALTH

| NAME                         | ORGANIZATION/POSITION  | ADDRESS  |
|------------------------------|--|--|
| K.N. Gagare                  | UNICEF RUWATSAN -- Prin. Health Sister   | UNICEF-Assisted RUWATSAN Project,<br>Minna, Niger State P.M.B. 8<br>Kpagungu Rd. |
| L.L. Tomori                  | UNICEF -- Senior Health Superintendent   | UNICEF Project Ilorin K/State<br>P.M.B. 1407 Ilorin.                             |
| Tsolaye Sagay                | UNICEF/FMOH "Fit" Project Biochemist   | UNICEF, 11A Osborne Rd., Ikoyi, Lagos.   |
| Mrs. Mairam Phillips         | UNICEF RUWATSAN Prin. C.M. Sister  | UNICEF-Assisted Project DFRR1<br>Gongola.  |
| Ibrahim Aliyu                | Mingi L.G.A. S.H. Supt.  | Mingi L.G.A. Bauchi State.   |
| Gambo V. Wamba               | Educ. Unit, M.O.H. (H/Health Supt.)  | Health Edu. Unit, Min. of Health, Jos,<br>P.M.B. 2014, Plateau State.            |
| Sule Ahamed                  | Nasarawa L.G.C. Comm. Dev. Inspector   | Nasarawa L.G.C. Plateau State.   |
| Moh. A. Ramalan              | Nasarawa L.G.C. Comm. Dev. Inspector   | Nasarawa L.G.C. Plateau State.   |
| Abdullahi Maikawo Usman      | Nasarawa L.G.C. Comm. Dev. Inspector   | Nasarawa L.G.C. Plateau State.   |
| Joan Bmitawuza               | Nasarawa L.G.C. Health Dept. (FHV)   | Nasarawa L.G.C. Plateau State.   |
| Mrs. Binta Ahmad Shehu       | Ningi L.G.C. (Staff Midwife)   | Ningi L.G. Bauchi State.   |
| Dahiru A. Sunusi             | Senior H/ Supt. UNDP/World Bank Handpump<br>Project Misau                            | UNDP/World Bank Handpump Project<br>Misau, Bauchi State.                         |
| Dr. (Mrs.) Comfort Olayiwole | RUSAFIYA/UNDP Consultant   | RUSAFIYA/UNDP -- 5th Floor,<br>Fed. Secretariat, Jos.                            |
| <b>TRAINERS</b>              |  |  |
| Mudasiru A. Owoyele          | UNICEF-Community Mobilization Health Education<br>Officer                            | UNICEF-Assisted RUWATSAN Project<br>P.M.B. 8 Minna.                              |
| May Yacoob                   | WASH Project Associate Director for Community<br>Participation and Hygiene Education | 1611 N. Kent Street, Suite 1001<br>Arlington, VA 22209 USA                       |
| Al Rollins                   | Free lance consultant, community development<br>and training                         | c/o WASH Project<br>1611 N. Kent St., Suite 1001<br>Arlington, VA 22209 USA      |

APPENDIX D

Workshop Evaluation Form

## 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. Identifying the different perceptions of communities and development agents regarding the relationship between water and health.

|             |          |      |           |
|-------------|----------|------|-----------|
| 1           | 2        | 3    | 4         |
| Very Little | Somewhat | Well | Very Well |

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

|             |          |      |           |
|-------------|----------|------|-----------|
| 1           | 2        | 3    | 4         |
| Very Little | Somewhat | Well | Very Well |

3. Collecting 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. Analyzing this information to determine possible hygiene education actions.

|             |          |      |           |
|-------------|----------|------|-----------|
| 1           | 2        | 3    | 4         |
| Very Little | Somewhat | Well | Very Well |

5. Selecting appropriate hygiene education actions.

|             |          |      |           |
|-------------|----------|------|-----------|
| 1           | 2        | 3    | 4         |
| Very Little | Somewhat | Well | Very Well |

6. Developing program goals based on those actions.

|             |          |      |           |
|-------------|----------|------|-----------|
| 1           | 2        | 3    | 4         |
| Very Little | Somewhat | Well | Very Well |

7. Using selected hygiene education methods effectively.

|             |          |      |           |
|-------------|----------|------|-----------|
| 1           | 2        | 3    | 4         |
| Very Little | Somewhat | Well | Very Well |

8. Preparing 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. Developing a plan for monitoring and evaluating a community hygiene education program.

|             |          |      |           |
|-------------|----------|------|-----------|
| 1           | 2        | 3    | 4         |
| Very Little | Somewhat | Well | Very Well |

10. Developing 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 |





APPENDIX E

Summary of Participant Responses, Evaluation Part II

Appendix E

SUMMARY OF PARTICIPANT RESPONSES, EVALUATION PART II

1. Which workshop goals most closely met your learning needs?
  - (9)<sup>a</sup> - Collecting information on behaviors and beliefs of communities and analyzing to determine possible hygiene education actions
  - (2) - Selection of hygiene education methods, especially the demonstrations
  - Developing a design for a community hygiene education program
  - Community participation, especially women
  - Developing a plan for monitoring and evaluating a community hygiene education program
  - Developing and implementing a Work Plan
  - Determining the purpose and components of an effective hygiene education program
  - All workshop goals met my learning needs
  - 1, 2, 3, 7, 8 & 9
  - 1, 3, 4, 5, 6, 8 & 9
  - 1, 2, 5, 6 & 8
  
2. What was the most helpful aspect of the workshop structure?
  - (5) - Encouraging full participation in the workshop
  - (3) - Field exercises, case studies, exercises, and presentations
  - (3) - Emphasizing full community participation for success in programs
  - (2) - Selecting appropriate hygiene actions and developing program goals
  - Incorporation of field exercises, adequate provision of training aids, seating arrangement made for relaxed and equal participation throughout

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<sup>a</sup> = number of identical or similar participant responses

- Preparing for successful implementation based on work plan
- Help in developing an outline of a community hygiene education program
- Flexible time
- Sequence of the learning process
- All session objectives were accomplished
- Conducive atmosphere for learning
- Grouping and discussions at appropriate stages of the sessions

3. What did the trainers do that was most helpful for you?

- (3) - Teaching methods were excellent, demonstrations, group discussions, etc.
- (2) - Were prepared to help out on all issues, not imposing their ideas
- (2) - All topics were carefully explained
- (2) - Giving handouts
- (2) - Cooperation and showing interest
- (2) - Involving me in discussions and accepting my expressed views as important
- Modeling with their behavior what an effective extension agent should be
- Grassroots understanding
- Alternated, avoided boredom, always cheerful, simple, friendly, unassuming, and inspiring. Schedule was regularly reviewed
- Cheerful and patient
- Beginning sessions with interesting riddles
- Persevered throughout to ensure that participants got what was meant for them
- Showed concern for participants' welfare
- They were always showing praises to us

- Interaction between trainers
  - Encouraging full participation
4. What problems arose which were overcome well in your opinion? How were they overcome?
- (5) - No responses
  - (4) - Muslim prayer time clashed with session schedules--was resolved with open discussion with participants
  - (3) - Language problem in field exercises--overcome with use of interpreters
  - (3) - Cafeteria service--overcome by group discussion and meeting with ARMTI authority
  - My own fear of getting up and presenting--overcome by encouraging my doing it
  - How to apply what I was learning to my particular project--overcome by consultations
5. Which workshop goals did not meet your learning needs? Which learning needs were not met by the workshop?
- (15) - No responses
  - Developing an outline of a community hygiene education program in my own work setting not too relevant to my work (at ARMTI)
  - 8, 9 & 10
  - 9 & 10
6. What part of the workshop structure was least helpful to you? Why? How could it be improved?
- (15) - No responses
  - Venue was outside the heart of the city, which made it hard for participants to meet their needs. Closing time could have been 5 rather than 6 PM.
  - Lack of women's involvement in communities
  - Need for more field exercises
  - Better to work in larger groups than in pairs for additional knowledge from other participants

7. What did the trainers do that was least helpful to you? Why? How could it be improved?
- (17) - No responses
  - No provision of time for consultations on home projects
8. What other suggestions would you care to make to improve this workshop?
- (6) - No responses
  - (3) - Audio-visual aids could have added to the workshop
  - (2) - Increase the duration of the workshop
  - (2) - Include Project Managers in this type of workshop--also to visit each state to see the policy makers
  - Workshop should be implemented in the northern part of Nigeria
  - Follow-up action by organizers with other workshops
  - Periodic monitoring and evaluation of participants' activities to assess the effects of the workshop
  - More practical hygiene education demonstrations
  - Provision for visits to places of interest on the weekend
9. Other comments:
- (4) - No responses
  - (3) - numerous thanks to May and Al for the ways they purge their experience and expertise on us (participants)
  - (2) - I hope this will continue from time-to-time, maybe yearly
  - Thank you very much for this workshop. I have gained a lot, and by the grace of God our Rusafiya Project will be a great success also. Wishing you a safe journey back home.
  - Need uniform conditions of allowance for all participants
  - All the authorities concerned should be called upon to back this program
  - It was the most memorable workshop that I have attended
  - The workshop exposed me to the areas relating to rural infrastructure use, and as my institute (ARMTI) is just

ginning a course in the Management Infrastructures, I feel  
rippled to participate better in the course.

will be interested in further training in water supply and  
nitiation and will be looking forward to areas of cooperation  
th my Institute (ARMTI) for manpower development in this  
ea.

e workshop provided me a good opportunity to become more  
are and more effective in the general execution of my  
tivities.

give credit to the organizers of the workshop because it  
me when the Rusafiya project is at the planning stage and  
e knowledge and experienced gained will help greatly.

her agencies that deal with water and sanitation should be  
cluded in future workshops.

am particularly grateful to UNDP for catering to me during  
e workshop, and the trainers who imparted to me all the  
nowledge I deserve for a good hygiene education program.

APPENDIX F

Closing Remarks from UNICEF Project Manager

REMARKS OF THE PROJECT MANAGER, UNICEF-ASSISTED WATER AND SANITATION PROJECT, KWARA STATE, MR. HARRY A. ABE, TO MARK THE CLOSING CEREMONY OF A 2-WEEK WORKSHOP ON HYGIENE EDUCATION - FOR THE IMPLEMENTATION OF THE RURAL WATER AND SANITATION PROJECTS IN NIGERIA AT ARMTI CAMPUS, ILORIN, JOINTLY SPONSORED BY USAID, UNDP, WORLD BANK AND UNICEF: FRIDAY, 18TH AUGUST, 1989.

Director of ARMTI,  
Officials of USAID, UNDP, World Bank and UNICEF,  
Workshop Participants,  
Distinguished Ladies and Gentlemen,

It is now two weeks that you started this Workshop which is aimed at increasing your knowledge and practice of the hygiene education component of the Rural Water and Sanitation Project in your various states. During this period, I sincerely believe that you have benefitted immensely from the exchange of experience with your colleagues and from the field trips.

The importance of hygiene education to water and sanitation is now being seriously emphasised by the governments and international agencies. Hitherto, most of the efforts were concentrated on the provision of the water and sanitation facilities. But as you are all aware, to improve on the health and well-being of the people, the hygiene education component should be fully incorporated. Monitoring and evaluation results have shown that programmes implemented without the health component could not achieve the expected better health impact. But with proper health education principles, for example, the following results were obtained in some state Projects:-

- (1) In the Imo State Project, there was a reduction in the proportion of under-weight children below the ages of 3 from 6.7% to 2.8% in the intervention villages. In the control villages, malnutrition rates increased from 4.3% to 5.5% over the same period.

- (ii) In some intervention areas of Kwara State, apart from the complete eradication of the guineaworm disease, the introduction of health education resulted in a noticeable reduction in some common water-borne and faecal - related diseases.
- (iii) Rural dwellers in the communities of intervention in Kwara State now understand and practise simple health education in water use and storage, sanitation and personal hygiene. These few points are clear evidence of the positive role that hygiene education could play.

I am particularly happy that this Workshop is organised at a period when the Rural Water and Sanitation Programme is assuming a more prominent position in the life of our rural farming communities. The Federal, State and Local Governments as well as the international organisations are increasing their support for the various Projects. But even with these supports, the percentage of coverage is still low.

According to the 1988 UNDP-World Bank Annual Report on Water and Sanitation Programme, coverage for safe drinking water is less than 20 percent of Nigerian total population of over 100 million. The percentage for sanitation coverage is much lower than that.

The commitment of 3 million dollars by UNDP in October 1988 is aimed at improving this situation in Bauchi, Benue, Borno, Plateau and the Federal Capital Territory of Abuja. The contributions from the Dutch government and others are expected to raise the total financial support to 5.5 million dollars. Similarly, for 1988, UNICEF committed approximately

2.65 million dollars to the programme in Imo, Gongola, Kwara, Cross River, Niger, Anambra and Federal FIT Project.

These six states mentioned above, and Federal Government, committed jointly approximately ₦21.0 million in the same year to the programme. I have given these figures to show you the genuine attempts that are on to ensure quick upgrading of the health and welfare of the majority of the Nigerian population. If donor-agencies and home governments could continue on this funding arrangement for the next seven to ten years, the rural areas will have cause to smile and live a healthier life.

I thank the sponsors for choosing Kwara State for the Workshop. As the Secretary to the Military Government advised during his opening address, you will try and involve all other water agencies whenever such a Workshop is to hold. That will allow for an all-round coverage since we have the same objective and target. I hope USAID will now open up more areas of assistance to the programme in Nigeria which could include direct allocation of essential resources.

To the participants, I will strongly advise you to make the best use of your experience and lessons of the Workshop. Your work will not be easy because established customs and living habits are difficult to change. Let the people realise the simple formula that:-

|                                     |                      |
|-------------------------------------|----------------------|
| <u>Clean Water</u>                  | <u>Healthy</u>       |
| and (plus) <u>Hygiene Education</u> | (will result in) and |
| <u>Good Sanitation</u>              | <u>Happy Living</u>  |

You will require very frequent visits to the villages and the homes of the people to ensure adoption of the policy. For you to succeed, the sectoral allocation of funds and other resources

should take good care of the health component. The traditional and community leaders can play a supporting role to influence the people in the acceptance of the hygiene education guidelines. You are strongly advised to make use of them.

Before concluding these brief remarks, I will want the sponsors to think of arranging for occasional exchange of operational strategies between the various State Projects. This could be done through meetings and follow-up short-term training seminars. Apart from exposing officers to situations in other States, it would enable them review how the gains of this or other Workshops are being translated into reality.

I sincerely thank the Management of ARMTI for their full support and the release of all their facilities for the Workshop. I hope we can always count on this type of assistance. The Director deserves a special mention for his kind gesture.

I wish all of you safe journey and God's blessings.

Thank you.