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Terminal Evaluation Report

on

Capacity Building for WATSAN Stakeholders in the Sustainability of Water Facilities in Oyo State under the In-Country Training Program of JICA in Nigeria

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Contents of Evaluation Report


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Abriviations

JFY	Japanese Fiscal Year (starting on 1st April , ending on 31st March of the next year)
JICA	Japan International Cooperation Agency
LGA	Local Government Area
WATSAN	Water and Sanitation (The Oyo State UNICEF-Assisted WATSAN Project is the Agency responsible for rural water supply and sanitation of the Government of Oyo State, started early 1992 with software components.)

TERMINAL EVALUATION REPORT ON "CAPACITY BUILDING FOR WATSAN STAKEHOLDERS IN THE SUSTAINABILITY OF WATER AND SANITATION FACILITIES IN OYO STATE" UNDER THE IN-COUNTRY TRAINING PROGRAM OF JICA

Summary

Outline of the Project

Country: Nigeria		Project title: Capacity Building for WATSAN Stakeholders in the Sustainability of Water and Sanitation Facilities in Oyo State.
Issue/Sector: Rural Water and Sanitation		Cooperation Scheme: Local In-Country Training
Division in charge:		*Total cost:* N11,898,000 (=US$90,591) Share of Japan's contribution: 80.7%
Period of Cooperation:	JFY 2002 -2004	Partner Country's Implementing Organization: Oyo State Water and Sanitation (WATSAN) Project
		Supporting Organization in Japan: None
Related Cooperation:		

1-1 *Background of the Project:*

The in-country training "Capacity Building for WATSAN Stakeholders in the Sustainability of Water and Sanitation Facilities in Oyo State" was initiated in order to secure more effective implementation of the preceding grant aid project "The Project for Rural Water Supply and Sanitation in Oyo State" assisted by the government of Japan with the amount 710 million Japanese Yen. This grant aid project, starting at the signing of the Exchange of Notes on 9 October 2002 between the government of Japan and the government of the Federal Republic of Nigeria, consisted of the procurement of drilling equipment including two units of drilling rig and other relevant equipment and materials and the technical assistance called "Soft Component" for construction of boreholes, instruction of the maintenance and management of the equipment procured with this grant aid and support for public education and institutional strengthening for facility operation.

The purpose of this training was stipulated in the Record of Discussions concluded between JICA Nigeria Office and Oyo State WATSAN Project on 25 January 2003 for this Training "to strengthen the capacity of WATSAN stakeholders in operation and maintenance of water supply and sanitation facilities constructed by Oyo State WATSAN Project under the assistance of Grant Aid Project by the Government of Japan".

The Training composed of two sessions every JFY, first session targeted for WATSAN Committee members and second for technicians for WATSAN facilities. The period and the number of participants of each JFY are as follows;

JFY 2002	17/3/2003 – 21/3/2003	WATSAN Committee members	40 participants
	24/3/2003 – 27/3/2003	Technicians for WATSAN facilities	40 participants
JFY 2003	8/9/2003 – 12/9/2003	WATSAN Committee members	40 participants
	15/9/2003 – 19/9/2003	Technicians for WATSAN facilities	40 participants
JFY 2004	21/6/2004 – 25/6/2004	WATSAN Committee members	50 participants
	28/6/2004 – 2/7/2004	Technicians for WATSAN facilities	50 participants

1-2 Project Overview

(1) Overall Goal: To enhance the availability and quality of rural water supply and sanitation in Oyo State through the provision of relevant facilities and technical support for public education and institution strengthening for operation and maintenance.

(2) Project Purpose: To strengthen the capacity of WATSAN stakeholders in operation and maintenance of water supply and sanitation facilities constructed by the Oyo State WATSAN Project under the assistance of the Grant Aid Project by the Government of Japan.

(3) Outputs:

1) Participants understand how to implement water and sanitation activities at the community level
2) Participants have acquired the ability to maintain and repair hand pumps
3) Participants have acquired skills to mobilize communities for water and sanitation activities
4) Participants have acquired basic hygiene principles to the beneficiaries of water and sanitation facilities

(4) Inputs

Japanese side: Training expenses:	JFY 2002	N3,212,500	(=US$25,098)
	JFY 2003	N3,768,000	(=US$28,098)
	JFY 2004	N4,917,500	(=US$37,395)
	Total	N11,898,000	(=US$90,591)
Nigerian side: Training expenses:	JFY 2002	N626,000	(=US$ 4,891)
	JFY 2003	N860,000	(=US$ 6,413)
	JFY 2004	N1,355,000	(=US$10,304)
	Total	N2,841,000	(=US$21,608)

2. Evaluation Team		
Members of Evaluation Team		Local Consultant (Monitoring and Evaluation specialist): T. Jagha Local Consultant's Programme Assistants (Reseachers): O. Jagha, C. Cobham Local Consultants Field Assistants: Tunde Oyeyebi, Funke Awodiran, Musibau Sanni, Imabong Essiet, Tunde Adegbola, Efe Salami, Seun Latinwo, Segun Ogunleye
Period of Evaluation	February – March 2005	Type of Evaluation: Terminal Evaluation by Overseas Offices

3. Results of Evaluation

3-1 Summary of Evaluation Results

(1) Relevance

The training is consistent with National, State and Local Government policies. The Federal Ministry of Water Resources empowers the State to seek external support for the provision and management of water resources in the Local Government Areas (LGAs). Survey findings indicate that key Officials in the State and LGAs believe that the training addressed its main objective. Ex-participants (71%) also affirmed the view that the training addressed their capacity requirements and is relevant to their peculiar needs. Discussions with community members however, revealed that they needed more information on the training workshop in order to determine its relevance to their needs.

(2) Effectiveness

All the participants representing a total of thirty-two (32) LGAs in Oyo State were trained on the status of Guinea worm disease in the South West of Nigeria; the concept of community managed programmes; the Sanplat System; capacity building in the Water Supply and Sanitation Sector; design of wells and boreholes; types of pumps and troubleshooting; hygiene education for beneficiaries of WATSAN Facilities; cost recovery approaches; planning, monitoring and evaluation; water quality; repair and maintenance of hand pumps; water and health related problems as well as management and control of water pollution.

Findings from the quantitative study strongly imply that the Training was fairly satisfactory to the ex-participants. More of the participants (62.5%) also strongly agreed that the training was very valuable and quite enjoyable (51.6%), about half (56.3%) agreed that being part of the training was worth their time and effort, and would strongly recommend the training to a friend or colleague (31.3%).

In accordance with the overall goal and purpose of the project, the capacity of WATSAN stakeholders in operation and maintenance of facilities under the grant aid has been enhanced significantly. Ex-participants interviewed on-site while carrying out repairs on hand pumps, and others not available for interviews and reported to be away on monitoring and maintenance visits to distant communities attest that ex-participants have translated the skills gained in the training into practice on the field. Additionally, WATSAN officials now respond more quickly to the need of communities for repair work on their borehole facility and conduct repair and maintenance work more effectively. Good communication channels and liaison is being created between the communities and the LGAs. Networking among these major stakeholders has also improved tremendously in many communities, though more scaling up is required.

However, the training was not effective in identifying and involving all relevant stakeholders in the Capacity Building programme. There is evidence that many communities have artisans who could be trained to carry out minor repairs, but they did not participate in the training. Whereas, many LGA officials who participated were not directly involved in the maintenance of WATSAN facilities and could not make practical use of the knowledge from the training. Issues and constraints such as mobility problems, availability of parts and other important items for repairs/maintenance, as well as reshuffling of LGA staff which could undermine the results of the training was also inadequately addressed.

(3) Efficiency

All the participants completed the training courses. However, respondents did not seem overenthusiastic over the general training procedure, schedule and learning environment. Furthermore, there was a weak consensus (51.6%) on the satisfactory nature of the training venues, as well as on the appropriateness of the field trip sites (53.1%). In the same vein, nearly the same proportion (51.6%) of respondents mildly agreed that the training materials were very adequate, and training methods were very appropriate (56.3%). These findings were confirmed by ex-participants interviewed in detail who pointed out that training materials were insufficient and the workshop venue was inadequate.

A high acceptance of facilitators' skills was not presented, also. In fact, several participants during the in-depth interviews claimed that the facilitators were not well versed in repairing boreholes. Most of the ex-participants also expressed negative opinions about the selection criterion stating that the rural LGAs were not well represented; the programme content was overloaded and did not allow facilitators to exhaust all the topics and; and a considerable number could not take part in the field activities because vehicles were insufficient for transporting the sites. On-site observations by the Evaluation team and in-depth interviews also revealed the inappropriateness of the Training venue which is small and poorly ventilated.

Furthermore, findings from the reviews, not all the WATSAN Officers who participated in the training are directly or presently engaged in the management of WATSAN projects as stipulated in the criterion for selection of participants.

(4) Impact

The impact of the Training Workshop on the community projects is considerably fair. A large proportion of ex-participants interviewed (88%) during the questionnaire survey are of the opinion that the training had a high impact on community water and sanitation projects. Community discussions attest that failures in boreholes are decreasing

gradually, according to community members in Iseyin LGA and State WATSAN Officials. It is believed that WATSAN contributed to the improvement in the status of their boreholes by advising community members on how to manage and clean the surroundings of the hand pumps. Moreover, community technicians trained during the workshop have been carrying out basic repairs to hand pumps faults in their respective areas. One community noted that there has been an increase in the number of reported boreholes failures. They purported that WATSAN has not been giving full support to the boreholes since they have donated it and this has caused irregularities and malfunctioning of the boreholes.

However, community discussions generally lay credence to the fact that ex-participants can maintain and repair hand pumps. Community members maintain that WATSAN technicians show up promptly for maintenance and repairs when necessary and nearly all respondents interviewed in-depth were confident of a high success rate.

(5) Sustainability

There are strong indications from the study that the effects of the study can be sustained, though community mobilization efforts still seem quite low. Nearly all respondents (94%) indicate that they can explain what they have learnt to others; this cascade of knowledge is important if the learning and experiences from the Training must be sustained. The representation of stakeholders at the Workshop was queried as about half (54.7%) of ex-participants believed that all stakeholders were only moderately represented, and at least 11% disagreed. Key informants also concurred that more representatives in rural LGAs should have been included. They believed that the training was more of theory than practical in that it would be more practical if the people who really needed the training participated. In spite of this, there is massive support for JICA's capacity building program and the water and sanitation project on the end of the communities, in general. The role of the Water Committees in sustaining the Training effects is another beneficial result discovered from community interviews with two JICA model communities.

In addition, many LGAs do not have officials who monitor water and sanitation activities as a result of poor logistics, especially vehicles. Clearly, a lot of work must be done to put effective monitoring systems in place. On the State level, respondents in the qualitative study purported that the State Government has been supportive in providing repair kits and running costs, but the Local Government has not been as encouraging. One respondent however debunked State Government support, presenting differences in perceptions of the coordination efforts of State WATSAN. Substantial personnel changes and restructuring since the conclusion of the Training workshop is observed to have affected the project negatively, as some LGAs in dire need of the expertise no longer have ex-trainees. WATSAN Officials in the State and LGAs alike also cite financial constraints, inadequate tools and spare parts, and mobility problems as hindrances to the sustainability of the Project.

3-2 Factors that promote realization of Training Effects

(1) Factors concerning planning

a. The strong participation of State WATSAN in the project from the inception and responsibility for most of the activities was an enhancing factor. Involving WATSAN Committee members in the Workshop planning was a positive factor mentioned by key WATSAN officials.

b. The delineation of roles and subsequent close harmonization of responsibilities of both Oyo State WATSAN and JICA, from inception paved the way for success.

(2) Factors concerning implementation process

a. The prompt and positive response by JICA to the request made by WATSAN Oyo State to increase the number of participants from 80 to 100 at the last Workshop was a motivating factor.

b. The unambiguous support of major government officials in the State, such as the Governor and his Deputy added great credence to the viability of the program.

c. Wide community support for the Capacity Building project is another factor that promoted the effects of the training. The communities are willing to make commitments to safeguard WATSAN facilities.

d. The modified boreholes make it easier for repair work to be conducted. Also, there was more than enough hand pumps and boreholes requiring attention and providing ex-trainees with practice after the training

e. The list of sessions which made the most impression on participants was mostly practical and field work based. These sessions because of the hands-on nature are more easily remembered and practiced.

3-3 Factors Inhibiting Effects of the Training Program

(1) Factors Related to Planning

a. Beneficiary communities of rural water and sanitation projects lack basic information about the Training and other WATSAN activities impacting on them and are not actively involved.

b. Logistics arrangements such as an appropriate training venue, training materials, and vehicles for transportation to field sites were poorly organized.

c. The selection criteria not strictly adhered to. Rural areas with serious water problems were not well represented and some participants without technical background attended the Workshop.

(2) Factors Related to the Implementation Process

a. A lot more topics were introduced that were not originally scheduled. This overloaded programme did not allow facilitators to pay qualitative attention to all the topics and discouraged optimum assimilation by adult learners.

b. The sitting arrangement for training was inadequate and inadvertently reduced the capacity for adequate learning, participation and integration during sessions.

c. The unavailability of transportation for monitoring and maintenance work in communities; financial constraints and insufficient equipment and implements for repair work, and; poor staff welfare and delay of

salaries/benefits hindered the effects of the training.

d. Lack of sound facilitators/poorly handled practical sessions is another inhibiting factor.
e. Frequent staff restructuring without provision for knowledge transfer to other Officers.

3-4 Conclusions

On the average, the Training Programme was effectively and efficiently implemented by the Oyo State WATSAN project with financial and technical support from JICA. Conspicuous political backing from the State Government and active participation of the trainees also contributed to the success of the programme. The Training has met capacity needs of participants as most ex-participants can confidently repair and maintain hand pumps, and is consistent with the water and sanitation requirements of beneficiaries. On the other hand, participants were not selected in strict accordance to the stipulated criteria, logistics arrangements were inadequate, and community involvement was unimpressive. Unavailability of monitoring data in the LGAs, inadequate transport to hard-to-reach communities, personnel transfer, financial constraints, and insufficient tools and spare parts are other limitations to overall project outcome.

3-5 Recommendations

1. In order for the community to appreciate the work being done by WATSAN, they should be actively involved and informed of relevant programmes.
2. During the planning stage, all logistics arrangements should be properly deliberated and organized: larger, better ventilated halls with proper arrangement; vehicles for field trips and a realistic agenda of training should be developed.
3. The number of participants should be limited to thirty so that the facilitators can devote sufficient time and qualitative attention to each in future training workshop.
4. Plans should be made for a separate sensitization workshop for policy makers and non-field-based WATSAN personnel/committee members with a different non-technical and intensive curriculum.
5. The State Government, JICA, the LGAs and communities can establish a spare parts centre/pool where spare parts for hand pumps/boreholes can be donated, sourced, bought and serviced.
6. In future workshops, more emphasis should be laid on community-mobilization related issues
7. JICA should revisit the issue of supporting capacity building for community artisans and water committees more closely, considering their role in project sustainability.
8. JICA should provide more support in the form of funds for cascade, follow-up and refresher Training workshops.
9. JICA should provide facilitators for future Workshops instead of absolute reliance on the Partner Organization for this, using transparent and professional guidelines.
10. JICA should support the LGAs directly with vehicles, motorcycles and bicycles because the lack of mobility is a cogent issue affecting project outcome and requires prompt attention.
11. JICA should also conduct formative research aimed at determining areas of need in the communities and community readiness to own and manage Water Projects.

3-6 Lessons learned

1. Contemplating the fact that community members are crucial to the sustainability of community-based programmes, it is necessary to provide them with information from the inception of the project.
2. In a project where community members are direct beneficiaries, ways of including as them in the training can be explored.
3. Other factors which could influence the project outcome, e.g. availability of spare parts, transportation and other necessary equipment, effective monitoring and evaluation systems, and community ownership of projects should be considered.
4. The cultural peculiarities of the beneficiary communities and the challenges which may be encountered in achieving project outcome are important.
5. Best practices must be properly explored: the entire learning environment plan, training methods and its effect on potential training participants and facilitators.
6. The peculiar professional backgrounds of participants must be understood and harmonized in preparing the curriculum.
7. The agenda of the Workshop must be adequately examined and spread over a convenient period that will provide time for maximum education as well as practice/field work.
8. Consider the appropriate number of participants that facilitators can conveniently focus on and place emphasis on the quality of education and skills transferred.

3-7 Follow-up Situation

The Government of Oyo State has made an official request for JICA technical cooperation for "Rural Water Supply and Sanitation". This request has arisen from the fact that the construction of boreholes by WATSAN progresses so rapid that more trained personnel, equipment and materials are required for construction and maintenance. An international NGO, Global 2000, also suggests JICA to intervene in better maintenance of water facilities and community development. The request is now under review. If it is approved for implementation, it will be a follow-up of the preceding in-country training.

Outline of Evaluation Study

1-1 Objectives of Evaluation Study

The terminal evaluation study aims to derive recommendations which will be utilized for the improvement of:

1. JICA's planning and management of similar courses in the future; and
2. The implementating agency's capacity to carry out training courses of similar nature

The evaluation focuses on such aspects as:

a. Quality or value of the Training to ex-participants;
b. Achievement of the training in terms of input, output and activity;
c. Effects and contributions of the learning gained to the overall efficiency and productivity; and
d. Identification of particular training points in the training program that needs improvement and modification.

1-2 Members of Evaluation Study Team

The Evaluation Study Team was led by Mr. Temple Jagha, the Consultant and Principal Investigator and supported by two Senior Programme Assistants, Mrs. O. Jagha and Mrs. Christie Cobham. The Principal Investigator in collaboration with the Senior Programme Assistants conducted a desk review of project reports and related documents, and drafted the evaluation tools. They also coordinated the activities of the field teams and interviewed all key personnel at the State level. On commencement of field activities, eight (8) experienced field assistants were recruited and trained to carry out both in-depth and questionnaire interviews with ex-participants, under the supervision of the Evaluation Team.

1-3 Period of Evaluation Study

The Evaluation Study spanned a three-week period from the 7th of February to 4th of March 2005, excluding the final report writing activities. The desk review was carried out in the first week and summary observations were outlined by the Study Team. In addition, they prepared and produced in-depth questionnaire guides for Key WATSAN officials and ex-participants, focus group discussion guides for community members and structured questionnaires for ex-participants.

The following week, the evaluation team carried out pre-study planning activities, which included advocacy and sensitization of Oyo State WATSAN officials, recruitment and training of field assistants, and visits to training facilities, accommodation and observation/practical sites in Oyo State.

In the subsequent week, in-depth interviews were conducted with key WATSAN officials and ex-participants in selected LGAs. Ex-participants were also interviewed using self-administered questionnaires, and focus group discussions conducted with communities in these LGAs, in order to assess the impact of the training program on the beneficiaries at the community level. Finally, the Evaluation team analyzed the data from the various interviews and prepared a draft report.

1-4 Methodology of Evaluation Study

Sample Selection and Mode of Data Collection: The sampling technique and selection varied according to the mode of data collection used. Both qualitative and quantitative techniques were used to gather information for the study. The qualitative methods employed were Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs). A total of three (3) FGDs and (10) IDIs were conducted during the study.

The FGDs were held with community members in order to assess the actual impact of the knowledge gained from the training and community mobilization efforts subsequent to the

training. Communities which were selected for the FGDs were selected from LGAs with JICA model communities as described by Oyo State WATSAN. These include:

- Akinyele LGA
- Orire LGA
- Ibarapa Central LGA
- Ibarapa North LGA
- Iseyin LGA
- Surulere LGA

FGDs were planned in communities within these six (6) LGAs, however, only two (2), Ibarapa North and Iseyin LGAs were willing to grant discussions with the field team. Eventually, another LGA, Ogo-Oluwa, also granted interviews. Though not a part of this classification of model communities, they had been represented at the Workshop by an ex-participant who had recently been transferred to Ibarapa North LGA.

In-depth interviews (IDIs) were held with four State level Senior WATSAN officers, including the Oyo State WATSAN Project Director, Mrs. O. A. O. Bamiro, at the WATSAN headquarters within the State Secretariat; six (6) IDIs were also conducted at the LGA level with one (1) Senior WATSAN Officer at the LGA level and one (1) ex-participant at the three LGAs where FGDs took place.

The thirty-two (32) LGAs where training participants were represented served as the sampling frame for the questionnaire survey. A one hundred per cent (100%) sampling technique was utilized, i.e. the entire 32 LGAs where ex-training participants were represented were visited and all those samples available were selected and interviewed. A total of 100 names were compiled from the 3 training workshops from JFY 2002 to JFY 2004. However, only 65 of these were available for interview during the period of the survey. Various factors were responsible for this outcome. Some ex-participants had only recently been transferred to other LGAs and had not yet resumed duties there; others were on leave or off duty for one reason or the other, while others were on field visits to remote communities and could not be reached at the time.

Finally, the Evaluation team carried out on-site visits to the training facilities and practical trip venues to assess the suitability and appropriateness for the training. The conference hall used in WATSAN, Ibadan was assessed using a checklist, and four of the field trip sites were also visited. These include:

- Hand pump at Tola in Akinyele Local Government
- Hand pump at Aba Elesu, Lagelu LGA
- Borehole at Lagelu LGA Headquarters, Iyana Ofa
- Hand pump at Egbeda LGA

Chapter2
Outline of Evaluated Project
2-1 Background of Project

The Government of Japan and the Government of the Federal Republic of Nigeria in cooperation organized and conducted a training course in the field of Rural Water Supply and Sanitation under JICA's In-Country Training Programme. Oyo State WATSAN Project conducted the Course with the support of the technical cooperation scheme of the Government of Japan. The Course was held from the Japanese Fiscal Year (JFY) 2002 to JFY 2004 and implemented by Oyo State Water and Sanitation (WATSAN) Project.

This training course is under the instruction of the maintenance and management of the equipment procured and support for public education and institutional strengthening for facility operation under the *Soft Component*/technical assistance aspect of the Japanese Grant Aid for *the Project for Rural Water Supply and Sanitation in Oyo State.* The Grant Aid Project begun at the signing of the exchange of notes on the 9th October, 2002 between the Government of Japan and the Government of the Federal Republic of Nigeria.

The Course entitled "***Capacity Building for WATSAN Stakeholders in the Sustainability of Water and Sanitation Facilities in Oyo State***" aimed at intensifying the capacity of WATSAN stakeholders in operation and maintenance of water supply and sanitation facilities that will be constructed by Oyo State Water and Sanitation Project under the Japanese Grant Aid Project.

At the end of the three-year Training program, JICA Nigeria Office initiated this terminal evaluation study to assess and determine the efficiency, effectiveness and sustainability of the program. The Training was evaluated based on the criteria as relevance, effectiveness, efficiency, sustainability and impact. The study lasted for three weeks after which the preliminary report was prepared and presented to JICA Nigeria office.

On completion of the Course, participants were expected to have:

1. Understood how to implement water and sanitation activities at the community level
2. Acquired the ability to maintain and repair hand pumps
3. Acquired skills to mobilize communities for water and sanitation activities
4. Acquired basic hygiene principles to the beneficiaries of water and sanitation facilities

2-2 Summary of Initial Plan of Project

The Course for JFY 2002, the first course, was originally scheduled for February 24 to 28, 2003 and March 10 to 14, 2003 and was to last four weeks. The Course was to be facilitated by Oyo State WATSAN project and separated into two parts, one for WATSAN Committee members and the other for Technicians of WATSAN Facilities. Topics in the initial Curriculum included:

1. Overview of training and brief on WATSAN activities
2. Advocacy and Mobilization for WATSAN
3. Sanitation and Hygiene Education Development
4. Community Management
5. Water Supply, sources, operation, maintenance and security
6. Design and Development of Sanplat Latrines
7. Repair and Maintenance of Hand pumps
8. Water borne, Water-related and waster-washed diseases
9. Role of Women in WATSAN project
10. Local Government Area and Community WATSAN program monitoring
11. Water Sources and treatment techniques

12. Practical on repair of hand pump and community mobilization in local communities (Field trip)

The training methods that were intended were participatory to a large extent and included lectures, practical demonstrations, simulation exercises, question and answer method, group discussions and brainstorming exercises. The course brochure and presentations overhead projector were teaching aids structured to promote learning. Local facilitators were contracted by WATSAN to conduct the training.

Before each daily session, participants would review the activities of the previous day, and at the end of the day would be evaluated on the day's learning. A pre- and post-course evaluation was also planned.

All LGAs in Oyo State were to be invited to apply to the Course by nominating eligible candidates under a set of agreed criteria. The number of participants was limited to forty (40) for each division, i.e. a total of eighty (80) participants in all. However, the number of participants at the third course was increased in the last JFY to a hundred (100) to enable more LGAs take part.

Chapter 3
Achievement of the Training Program

3-1 Implementation Framework of Project

The table below is the initial implementation framework of the Project:

Year	Month	Day	Japanese Side	Nigerian Side
2002	Nov.	1-10		
		11-20	Project Formation Meeting	
		21-30	Signing Minute of Discussion between JICA and WATSAN	
	Dec.	1-10	R/D and Budget Approval	Information Notification to Target LGAs about Training
		11-19		
		21-30		Calculation of estimate cost for 1st course, request form to JICA
			Request of remittance to JICA	Opening Bank Account
2003	Jan.	1-10		
		25	Signing Record of Discussion	
		26-31	Remittance of Training Costs	Printing and Distribution of general Information
	Feb.	1-10		Receiving application forms
		11-20		Selection and Notification of Successful Applicants
		21-23		Preparation for Part I
		24-28	Course Part I for WATSAN Committee Members	
	Mar.	1-9		Preparation for Part II
		10-14	Course Part II for Technicians	
		15-20		Writing Expenditure Report
		21-30	Auditory of Expenditure	Writing Expenditure Report
	Apr.	1-14		Writing Training Evaluation

The table below depicts the final schedule of the Training Programme.

Period/Date	Target Group	Number of Participants
JFY 2002		
17/3/2003 – 21/3/2003	WATSAN Committee Members	40 Participants
24/3/2003 – 27/3/2003	Technicians for WATSAN Facilities	40 Participants
JFY 2003		
8/9/2003 – 12/9/2003	WATSAN Committee Members	40 Participants
15/9/2003 – 19/9/2003	Technicians for WATSAN Facilities	40 Participants
JFY 2004		
21/6/2004 – 25/6/2004	WATSAN Committee Members	50 Participants
28/6/2004 – 2/7/2004	Technicians for WATSAN Facilities	50 Participants

3-2 Achievement in terms of Output

Based on the final evaluation reports, by the end of the course, participants had:

1. Understood how to implement water and sanitation activities at the community level.
2. Acquired the ability to maintain and repair hand pumps
3. Acquired skills to mobilize communities for water and sanitation activities

4. Acquired basic hygiene principles to the beneficiaries of water and sanitation facilities

3-3 Achievement in terms of Activity

The initial schedule of activities was followed, though not strictly as planned and did not include the time line for the other two phases of the Training. A few of the activities, especially on the Nigerian side took a longer period to conclude than originally designed. The Local Government Councils did not send in application forms on time and the selection and notification of successful applicants also took a while, because of the poor information networks and services in the State.

Eventually, the first course was held on the 17th – 27th of March, two weeks after the original schedule. The second took place on the 8th -19th of September, 2003. Forty (40) applicants from twenty-two (22) LGAs attended the first session of the Training Workshop organized for WATSAN Officers in Oyo State from the 8th to 12th of September. From the Training reports reviewed, the Officers who attended this Workshop are not all directly involved in WATSAN projects, though WATSAN committee members. The second session for WATSAN technicians from 17 LGAs took place on the 15th to 19th of September, 2003. These technicians, on the other hand, are directly involved in the monitoring and maintenance of the existing WATSAN facilities at their respective LGA. They are also members of the LGA WATSAN Operators/Implementers.

The second phase of the project took place between the 21st of June and 2nd of July 2004. The number of participants increased to one hundred (100): fifty (50) WATSAN Officers from thirty-two (32) LGAs attended the first session from the 21st to the 25th of June, and fifty (50) Technicians from twenty-seven (27) LGAs attended the second session which ended on the 2nd of July 2004.

The Course was facilitated by Oyo State WATSAN project and separated into two parts as intended, one for WATSAN Committee members and the other for Technicians of WATSAN Facilities. Topics included in the actual curriculum used for the Training are as follows:

1. Overview of training and brief on WATSAN activities
2. Status of Guinea Worm disease in the South West of Nigeria
3. Concept of Community Managed Programmes with Emphasis on Rural Water Supply and Sanitation Projects
4. The Sanplat System – New Strategies and Technologies for Community Based Sustainable Sanitation Programme
5. Capacity Building in the Water Supply and Sanitation Sector
6. Design of Wells and Boreholes
7. Types of Pumps and Troubleshooting
8. Hygiene Education: A Tool for Better Hygiene Knowledge, Attitude and Practices (KAP) for Beneficiaries of WATSAN Facilities
9. Cost Recovery Approaches in Rural Water Supply Schemes
10. Planning, Monitoring and Evaluation in relation to Rural Water Supply and Sanitation
11. Water Quality: Parameters and Assessment
12. Repair and Maintenance of Hand pumps
13. Water and Health Related Problems, Management and Control of Water Pollution

Participatory training methods were used for the Training. These included lectures, practical demonstrations, simulation exercises, question and answer method, group discussions and brainstorming exercises as originally planned. The course brochure and presentations overhead projector were used as teaching aids.

Practical sessions were part of activities during all Training sessions and the WATSAN Project base in Ibadan was the main site. At these sessions, participants observed and examined the components of India Mark III (RUWATSAN I) Hand pump as well as maintenance kits. A practical demonstration of the construction of Sanplat (Sanitation Platform) Slab and latrine was also carried out. In addition, participants were trained on hygiene promotion/household water security through fixing of plastic taps to plastic buckets.

In the different Training sessions, field trips were conducted to borehole/hand pump sites in selected communities. These communities include:

- Hand pump site at Aba Elesu ,Lagelu LGA
- Mechanized borehole at Lagelu LGA Headquarters, Iyana Ofa
- Hand pump at Tola Community, Akinyele LGA
- Iware, Afijio LGA
- Hand pump at Erunmu Village, Egdeda LGA

During these trips, various activities were practiced. These include:

- Repair of cylinders/plungers (Aba-Elesu)
- Fishing of dropped rising main (Tola, Iware)
- Replacement of worn cylinder/plunger (Tola, Iware)
- Replacement of rusty riser main (Tola, Erunmu)
- Replacement of rubber cup seals (Iware)
- Replacement of rusty connecting rods (Iware)
- Re-installation of rising main (Aba-Elesu, Iware)
- Re-installation of boreholes with India RUWATSAN I hand pump (Tola, Erunmu)
- Addition of one (1) new riser pipe to increase depth of installation (Tola)
- Replacement of two (2) perforated riser pipes (Iyana Ofa)
- Flushing of borehole (Iyana Ofa, Aba-Elesu, Tola, Erunmu)
- Installation of submersible pump (Iyana Ofa)
- Servicing of Hand pump components – cylinder, riser pipes, connecting rods and stuck plunger parts (Erunmu, Tola Village)

Before each daily session, participants reviewed the activities of the previous day, and at the end of the day, they were evaluated on the day's learning. The pre- and post-course evaluation was conducted as scheduled.

3-4 Achievement in terms of Input

Japanese Side

The government of Japan made the following inputs:

- A Japanese training advisor who gave the necessary advice on the management of the Course
- Through JICA, expenses relevant to participants from invited institutions, such as transportation expenses, accommodations, per diem and medical insurance premiums; and expenses relevant to Oyo State WATSAN Project such as study tours, teaching aids, expendable supplies, copies, honorarium for external lecturers and opening and closing ceremonies.

These expenses were estimated at N11,898,000.00

Nigerian Side

The inputs made by the Nigerian government are outlined below. The Oyo State Government through Oyo State WATSAN Project:

- Formulated the curriculum based on the curriculum provided by JICA
- Drafted and printed the general information (G.I.) brochures
- Received application forms
- Selected participants for the Course and notified the respective invited institutions and JICA Nigeria Office of the outcome
- Assigned an adequate number of own/recruited staff as lecturers/instructors for the Course
- Provided its own training facilities and equipment for the Course
- Arranged accommodation for the participants
- Arranged transportation for the participants from invited institutions
- Arranged domestic study tours as part of the Course
- Took budgetary measures to cover the cost of conducting the Course, excluding the expenses financed by the Government of Japan
- Issued certificates to participants who successfully completed the Course
- Submitted a Course report to JICA office a few months after the termination of the Course
- Coordinated matters related to the Course

The Nigerian side contributed an estimated N2,841,000.00 to the project.

Chapter 4
Results of Evaluation

4-1 Analysis on the Achievements in Terms of Output

4-1-1 Relevance

The training is found to be consistent with National, State and LGA policies. The policy on water is drawn by the Federal Ministry of Water Resources and empowers the State to seek external support for the provision and management of water resources in the LGAs. This plan also involves the procurement of drilling equipment and other relevant materials as well as technical assistance to secure effective implementation and management of such projects.

Additionally, results indicate that to a considerable extent, key officials and ex-participants alike believe that the training addressed its main objective. This as earlier stated is *to strengthen the capacity of WATSAN stakeholders in operation and maintenance of water supply and sanitation facilities constructed by Oyo State WATSAN project under the assistance of the Grant Aid Project by the Government of Japan.*

On an individual level, ex-participants (44%) also affirmed the view, though not strongly, that the training addressed their capacity requirements; in other words, it is relevant to their peculiar needs. Specialized skills building which the training addressed for ex-participants include:

- Community mobilization for the sanitation of their environment
- Community involvement in internal resource mobilization for repair work
- Repair of hand pumps
- Maintenance of water pumps
- Exposition of water pump technology
- Borehole flushing

Discussions with community members however, yielded differing results. Discussants believed that they needed more information on the training workshop in order to determine its relevance to them and their needs. This highlights the need to involve the beneficiary communities as much as possible from the on-set of the program. Key informants, on the other hand stressed that the quality of the repair and maintenance work carried out by ex-participants after the training attests to the relevance of the training to the community.

4-1-2 Effectiveness

By the end of JFY 2004, six (6) Training courses were implemented according to schedule. A total of eighty (80) WATSAN personnel (40 WATSAN Officers and 40 Technicians) each participated in the first and second JFY Courses and one hundred (50 WATSAN Officers and 50 Technicians) in the third JFY. The latter figure is an addition to the number of participants originally proposed.

Overall, thirty-two (32) LGAs in Oyo State were represented by participants. The participants were trained on the status of Guinea worm disease in the South West of Nigeria; concept of community managed programmes; the Sanplat System; capacity building in the Water Supply and Sanitation Sector; design of wells and boreholes; types of pumps and troubleshooting; hygiene education for beneficiaries of WATSAN Facilities; cost recovery approaches; planning, monitoring and evaluation; water quality; repair and maintenance of hand pumps; water and health related problems as well as management and control of water pollution.

Findings from the quantitative study strongly imply that the Training was fairly satisfactory to the ex-participants. All the ex-participants interviewed during the questionnaire survey, with only one exception, agreed that they participated in all the workshop topics. More of the participants (62.5%) also strongly agreed that the training was very valuable and quite enjoyable (51.6%), and about half (56.3%) agreed that being part of the training was worth their time and effort. Corroborating this, ex-participants all indicated that they would recommend the training to a friend or colleague, though only 31.3% strongly agreed.

Ex-participants only slightly agreed that all their questions were answered (67.2%), and all their expectations were met during the training. The effectiveness of the practical sessions and field work is emphasized by the specific skills gained by participants as listed above. This corresponds with indications that ex-participants are able to use the maintenance manual properly.

In accordance to the overall goal and purpose of the project, the capacity of WATSAN stakeholders in operation and maintenance of water supply and sanitation facilities under the grant aid has improved significantly. Community interviews and in-depth discussions reveal that ex-participants have been productive in translating the skills gained in the training into practice on the field. Ex-participants interviewed on-site while carrying out repairs on hand pumps, and others not available for interviews and reported to be away on monitoring and maintenance visits to distant communities attest to this.

In addition, there were indications that WATSAN officials now respond more quickly to calls of communities in need of repair work on their borehole facility and subsequently, conduct repair and maintenance work more effectively. An example of this as well as the potentials of a good liaison between the community and the LGA was observed by the evaluation team during the site assessment of the hand pump in Elesu Village in Lagelu LGA, which was used for repair practical during the training. Interviews with members of the Community Water Committee indicated that the hand pump had until recently been in excellent condition and was being maintained by the Village artisan who participated in the training. He was able to carry out minor repair works and ensure that the hand pump was adequately maintained. However, in the recent event of a serious fault in the hand pump, he informed the WATSAN technician in the LGA, who responded promptly and restored the hand pump to appropriate working condition.

However, the project was not effective in identifying and involving all relevant stakeholders in the Capacity Building programme as apparent in the study findings. There is evidence that many communities have artisans who could be trained to carry out minor repairs, but they did not participate in the training. Whereas, many LGA officials who participated were not directly involved in the maintenance of WATSAN facilities and could not make practical use of the knowledge from the training. The project was also ineffective in addressing issues and constraints such as mobility problems, availability of parts and other important items for repairs/maintenance, as well as reshuffling of LGA staff which could undermine the results of the training.

4-1-3 Efficiency

The training course was completed by all the participants. However, respondents did not seem overenthusiastic over the general training procedure, schedule and learning environment. Only a little over half of the ex-participants (56.3%) strongly concurred that the contents of each topic were clearly presented and understood. Ex-participants on the whole (65.6%), though in agreement, were also not strongly persuaded that enough practical examples were provided.

Furthermore, there was a weak consensus (51.6%) on the satisfactory nature of the training venues, as well as on the appropriateness of the observation trip places (53.1%). In the same vein, nearly the same proportion (51.6%) of respondents mildly agreed that the training materials were very adequate, and training methods were very appropriate (56.3%). This finding does not present a high acceptance of the facilitators' skills. In fact, several participants during the in-depth interviews claimed that the facilitators were not well versed in repairing boreholes. On the contrary, a considerable proportion of ex-participants (62.5%) slightly agreed that workshop activities maintained their interest, though there was a general positive agreement on the motivating nature of the training by ex-participants.

Most of the ex-participants interviewed in detail echoed earlier negative opinions about the nature of the Workshop. They expressed dissatisfaction over the selection criterion, claiming that it was awkward and that the rural LGAs were not well represented: a lot of ex-trainees came from the urban areas where they do not have problems with boreholes or hand pumps; the programme content was overloaded and did not allow facilitators to exhaust all the topics; vehicles were insufficient for transporting participants to field sites and so a considerable number could not take part. Ex-participants also attested that the training materials were inadequate and that the venue of the workshop could not accommodate the ex-participants.

The Evaluation Team confirmed some of the above claims during the observation visits and desk reviews. The on-site observations of the Evaluation team revealed the inappropriateness of the Training venue. The hall had a theatre/lecture room sitting arrangement as opposed to a round table style where all participants will have the equal attention and access to the facilitators. In addition, the hall seemed poorly ventilated. Some participants interviewed comprehensively expressed the same reservations, claiming that it was difficult for some of them to hear and see the training proceedings properly, and that the hall was quite hot.

Furthermore, findings from the reviews, Officers such as the Personnel Secretary, the Primary Health Care Coordinator, the Director of Agriculture, and the Information Officer participated in the Training. These Officers are obviously not all directly or presently engaged in the management of WATSAN projects as stipulated in the criterion for selection, although they may be WATSAN committee members. The design of the training is such that a considerable level of technical expertise on water and sanitation projects is a necessary building block. The fact that participants with varied backgrounds would be involved was not planned for and controlled.

4-1-4 Impact

The impact of the Training Workshop on the community projects is considerably fair, according to study findings. A large proportion of ex-participants interviewed (88%) during the questionnaire survey are of the opinion that the training had a high impact on community water and sanitation projects. Community discussions attest that failures in boreholes are decreasing gradually, according to community members in Iseyin LGA and State WATSAN Officials. It is believed that WATSAN contributed to the improvement in the status of their boreholes by advising community members on how to manage and clean the surroundings of the hand pumps. Moreover, community technicians trained during the workshop have been carrying out basic repairs on hand pump faults in their respective areas.

On the contrary, community members in Ibarapa North noted that there has been an increase in the number of failures reported in their boreholes. They purported that WATSAN has not been giving full support to the boreholes since they have donated it and this has caused irregularities and malfunctioning of the boreholes.

Nevertheless, the findings of the quantitative survey points out conclusively that ex-participants are able to implement water and sanitation activities at the community level: majority of the respondents (81%) were in agreement that they have confidently applied the knowledge gained during the training, half of these strongly. Experiences of Community members shared during the Focus Group Discussions held in Iseyin, Ogo-Oluwa and Ibarapa North local government further lays credence to the fact that participants can maintain and repair hand pumps. Majority of the community members in Iseyin and Ibarapa North local governments maintain that WATSAN technicians always show up for maintenance and repairs when the call arises. Nearly all respondents interviewed in-depth felt that their rate of success in maintaining and repairing hand pumps was very high with the exception of very few community representatives who still do not know how to repair a faulty pump.

In the Ogbomosho area however, there was considerable antagonism against WATSAN. The team of interviewers was unable to elicit cooperation from LGA officials at Orire and Surulere, which are part of the 6 model communities for Japanese Grant Aid. Eventually, at Ajaawa community in Ogo-Oluwa LGA, the contention against WATSAN in Ogbomosho was summed up in this statement:

> *We don't even know the meaning of WATSAN. The authorities in charge of water have neglected this area in the process of making potable water available in Oyo State. Anyway, there may be WATSAN in the LGA there is no single borehole sunk by WATSAN in this locality so there is no need for repairs.* (Mr. Are Benjamin, Ajaawa, Ogo-Oluwa LGA, Oyo State)

4-1-5 Sustainability

There are strong indications from the study that the effects of the study are sustainable, though there are still a lot of issues to be addressed. There are suggestions that ex-participants have been able to successfully mobilize the community for action on water and sanitation activities, though community mobilization efforts still seem quite low. Nearly all respondents (94%) indicate that they can explain what they have learnt to others and this transfer and cascade of knowledge is important if the learning and experiences from the Training must be sustained.

The representation of stakeholders at the Workshop was argued strongly. Only about half (54.7%) of ex-participants believed that all stakeholders were moderately represented, 28% strongly, while at least 11% disagreed. Key informants also concurred that more representatives in rural LGAs should have been included. They believed that the training was more of theory than practical in that it would be more practical if the people who really needed the training participated. This inadequate involvement of Community representatives may make sustainability of the Water Projects difficult. Only one community, Ibarapa North was aware of the Training workshops held in the last JFY. Though in Ogo-Oluwa, ex-participants from the LGA attended the training, the community obviously did not even see the basis for a water committee in an area without a borehole, though desperately in need of water. This finding engenders more

questions on the integrity of the selection criteria and whether there was actually appropriate representation of stakeholders.

In spite of this, there is massive support for JICA's capacity building program and the water and sanitation project on the end of the communities, in general. This is a positive factor that can be utilized to advantage in future Workshops. The role of the Water Committees in sustainability of the Training effects is another beneficial result discovered from community interviews in Iseyin and Ibarapa North LGAs, part of the JICA model communities. In Iseyin, there are 12 members, while in Ibarapa North there are 5 members, both male and female on the boards. The Community also supports by contributing to procure parts needed for repair work on a broken down hand pumps.

The community water committee members are an integral part of ensuring sustainability of the water and sanitation projects in the communities. As revealed by the study, they:

- *Contribute in cash and kind (provision of water and labour) during* construction of borehole/latrine. These funds are mobilized collectively and internally from each household in the community.
- Maintain the hand pump using the village level hand pump artisans for minor repair work. They also liaise with LGA WATSAN for major repair work on the hand pumps. In Lagelu community, for instance, the community's hand pump artisan, also an ex-trainee, had successfully handled all repairs and maintenance work on the hand pump. The assistance of the Technician at the LGA (also an ex-participant) was only required recently when the pipe developed a major fault.
- Organize security for water and sanitation facilities
- Monitor the cleamess and sanitation of the boreholes

Involving women also will aid the sustainability of the Training effects. They are regarded as the primary beneficiaries of the project and are crucial to success of any community-based project. Women in particular have been mobilized to participate by WATSAN. In Iseyin, for example, they are actively involved in the borehole maintenance and in Ibarapa North LGA, they make a collective contribution in repairing the boreholes.

Oyo State WATSAN is also of the opinion that community members could be more involved as viewed in the training report of the September 2003 workshop submitted to JICA. They recommended that the training is extended to include community artisans as well as the Policy Makers in the Guinea Worm endemic LGAs (which are mostly rural). This will compliment the efforts of the State WATSAN and foster understanding of the challenges of the WATSAN coordinators in these LGAs.

The unavailability of monitoring data for sustainability in Water and Sanitation Projects in the LGAs was investigated. Many LGAs do not have officials who monitor water and sanitation activities as a result of poor logistics, especially vehicles. Though, some respondents claimed that within their LGAs, there were officials who carry out monitoring through:

1. *Oral description of the state of hand pumps*
2. Proper documentation of the state and activity of hand pumps

Nevertheless, a lot of work needs to be done to put effective monitoring systems in place. This is evidenced by a respondent who did not even understand what the process of monitoring entailed.

On the State level, respondents in the qualitative study purported that the State Government has been supportive in providing repair kits and running costs, but the Local Government has not been as encouraging. One respondent however debunked State Government support, presenting differences in perception about the coordination efforts of State WATSAN.

All of the respondents interviewed in-depth expressed the need for refresher and/or step-down trainings in relation to the Workshop in order to foster sustainability. Prospective participants suggested are community representatives, technicians, L.G. staff – engineers and health administrators. The need for follow-up was substantiated by revelations that there have been considerable personnel changes since the conclusion of the Training workshop. This restructuring is observed to have affected the project negatively, as some LGAs in dire need of the expertise no longer have ex-trainees. WATSAN Officials in the State and LGAs alike cite financial constraints, inadequate tools and spare parts, and mobility problems as other major hindrances to the sustainability of the Project.

4-2 Conclusion

4-2-1 Factors Promoting Effects of the Training Program

1. Factors Related to Planning

a. The strong participation of State WATSAN in the project from the inception and giving them responsibility for most of the activities was an enhancing factor. This initiative helped Oyo State WATSAN to perceive the project as theirs and only supported by JICA.

Involving Professionals, WATSAN officers, educators, teachers, agricultural extension officers, information officers in preparing handbills, booklets and other materials for the Workshop was a positive factor mentioned by key WATSAN officials.

b. The delineation of roles and subsequent close harmonization of responsibilities of both Oyo State WATSAN and JICA, from the planning stage paved the way for the success of the training program.

2. Factors Related to the Implementation Process

a. The prompt and positive response by JICA to the request made by WATSAN Oyo State to increase the number of participants from 80 to 100 at the last Workshop was another motivating factor. This meant that more LGAs could be included in the programme and the knowledge gained would be more widespread in the State.

b. In addition, the unambiguous support of major government officials in the State, such as the Governor and his deputy added great credence to the viability of the program. There was definitely a general positive agreement on the motivating nature of the training by ex-participants, although most ex-participants interviewed (56.3%) agreed that being part of the training was worth their time and effort.

c. Wide community support for the Capacity Building project is another factor that promoted the effects of the training. The communities are willing to organize themselves to maintain, repair and safeguard whatever water facilities are provided by WATSAN.

d. The modified boreholes make it easier for repair work to be conducted. Also, there were lots of hand pumps and boreholes needing attention after the training. In carrying out these repair works, ex-trainees put the learning from the Training into practice and this helped them develop.

e. The list of sessions which made the most impression on participants was mostly practical and field work based. These sessions because of the hands-on nature are more easily remembered and practiced.

4-2-2 Factors Inhibiting Effects of the Training Program

1. Factors Related to Planning

a. Beneficiary communities of rural water and sanitation projects were not actively involved in the Training Workshop. A lack of basic information about the Training and other WATSAN activities impacting on them could counteract community participation and deter ownership of projects.

b. The appropriateness of the training venue was not well considered. The hall used was not spacious enough, had a poor sitting arrangement and inadequate ventilation.

c. The selection criteria not strictly adhered to. Rural areas with serious water problems were not well represented and some participants without technical background attended the Workshop. The knowledge gained will not be effectively utilized if stakeholders are inadequately represented in the Training. This means that people who do not need and cannot utilize the knowledge and learning from the Training are the ones who benefit, therefore disproving the purpose of the Workshop.

d. Poor female representation and non-involvement of the community water committees and community technicians who work in close coordination with LGA WATSAN technicians and can be serious hindrance in community mobilization efforts.

e. Logistics arrangements such as an appropriate training venue, training materials, and vehicles for transportation to field sites were poorly organized. Not all participants could attend the field trips because of insufficient transportation and so did not gain from the effects of the field practice.

2. Factors Related to the Implementation Process

a. A lot more topics were introduced that were not originally scheduled. This led to overloading of the programme and did not allow facilitators to pay qualitative attention to all the topics. This type of schedule would not have promoted optimum assimilation by adult learners.

b. The sitting arrangement for training was inadequate and did not stimulate the full participation of some of the participants. This inadvertently reduced the capacity for adequate learning and integration during sessions.

c. In actualizing the effects of the training, the unavailability of transport facilities for monitoring work and to access communities needing prompt hand pump repairs will impede the effects of the training. Also, financial constraints and insufficient equipment and implements for repair work are also negative factors

which will hinder the achievements of the training effects. Moreover, poor staff welfare and delay of salaries/benefits resulting in poor job satisfaction will not motivate staff to exert themselves in their jobs and may inhibit the realization of the training effects.

d. Another limitation was the poorly handled practical sessions because there were more participants than facilitators could handle. Therefore, many participants did not benefit as much as from the practical/field sessions.

e. Frequent staff restructuring without provision for knowledge transfer to other Officers who did not participate in training. The lack of Cascade training for such LGAs personnel has worsened this effect.

4-2-3 Conclusion

The Training Programme Capacity Building for WATSAN Stakeholders in the Sustainability of Water and Sanitation Facilities in Oyo State is relevant to the policy on water resources at the three tiers of community. The programme has also met specific capacity needs of participants especially in relation to community mobilization, technology, repair and maintenance of hand pumps and borehole flushing. Furthermore, it is consistent to the water and sanitation requirements of beneficiaries.

The Oyo State WATSAN project with financial and technical support from JICA as well as political backing from the State Government and active participation of the participants implemented the Training fairly effectively and efficiently. Nevertheless, participants for the Training sessions for WATSAN Officers were not selected in strict accordance to the stipulated criteria. In addition, logistics arrangements particularly in terms of the Training Venue and transportation to field trip sites were inadequate.

The overall success of the training is further entrenched in evidence that most ex-participants can confidently repair and maintain hand pumps. However, community mobilization efforts by ex-participants are not very high although there is evidence that community participation is increasing. The communities, especially artisans, women and the community water committees can be of incredible assistance in ensuring sustainability of the project, but are not intensively involved in capacity building efforts.

The sustainability of the project is also hampered by unavailability of monitoring data in the LGAs, inadequate transport to hard-to-reach communities, personnel transfer, financial constraints, and insufficient tools and spare parts.

Chapter 5
Recommendations and Lessons Learned

5-1 Recommendations

Many of the recommendations below are the direct suggestions of the stakeholders who were interviewed in the course of the evaluation study.

5-1-1 Recommendations for Partner Country Side

1. In order for the community to appreciate the work being done by WATSAN, they have to be well-informed about programs which directly or indirectly affect them, even when they are not invited to participate. These programmes will eventually be implemented in the Community and will require their support. Mobilization could come through public awareness campaigns, such as town hall discussions, and distribution of handbills in more literate communities.

2. During the planning stage, all logistics arrangements should be properly deliberated and organized. The learning comfort of all the participants and conditions that ease knowledge acquisition should be taken into consideration. Specifically,

   - A larger, better ventilated hall with a round table arrangement which will facilitate receptive learning, active participation, attention and concentration for all participants should be used in future training workshops.
   - More vehicles should be provided to take all participants to observation trip places and practical sites during training. Alternatively, the participants can be grouped for field work and different periods organized for each group visit.
   - The agenda of training should be spread across two weeks so as to provide facilitators with enough time to discuss all the topics appropriately.

3. The number of participants should be limited to thirty, a number that the facilitators can easily assign sufficient time and attention in future training workshop. Usually, it is more difficult to educate larger numbers of adults in an in-depth manner. The smaller the number, the more effective the participation and the more intensive the learning.

4. Plans should be made for a separate sensitization workshop with a different non-technical and intensive curriculum. This workshop should be designed for policy makers and Key WATSAN officials, e.g. non-field-based WATSAN personnel/committee members not presently engaged in managing WATSAN facilities but need to know about the Project basics.

5. The State Government, JICA, the LGAs and communities can establish a spare parts centre where spare parts for hand pumps/boreholes can be donated, sourced, bought and serviced.

6. In future workshops, more emphasis should be paid on cost recovery system, to enhance sustainability of the project; how to assist communities pay for facilities, and; improving community attitudes and perceptions of handpump care and management.

7. When planning future Workshops, the strength of communication and information networks in the Country must be considered, so that a more realistic implementation framework is developed.

5-1-2 Recommendations for JICA (Necessity for Follow-up Cooperation)

1. JICA has to examine the issue of supporting capacity building for community artisans and water committees more closely. WATSAN Officials affirmed that JICA has not supported community members in the past, but in the light of their key role in project sustainability, this issue should be revisited with a view to make amends.

   Though most community representatives may be uneducated, they can gain practical knowledge on repair and maintenance of hand pumps. Community representatives can also learn about the challenges faced by WATSAN in terms of finances and non-availability of spare parts. Including more of them in workshops or organizing Training Workshops specifically for them considering their educational levels will be of great advantage to Water and Sanitation Projects.

2. JICA should provide more support in the form of funds for cascade, follow-up and refresher Training workshops. LGAs will be able to recover loss of personnel due to restructuring/transfers and sustainability of the project will be boosted. Additional training for the technicians will also improve efficiency.

3. JICA should provide facilitators for future Workshops instead of absolute reliance on the Partner Organization for this. Local trainers can be recruited, selected and contracted by JICA, using transparent and professional guidelines.

4. JICA should support the LGAs directly with vehicles, motorcycles and bicycles because the lack of mobility is a cogent issue affecting project outcome and requires prompt attention.

5. JICA should also conduct formative research on potential beneficiaries of the Grant Aid. This research should aim to determine other areas of need in the communities which could influence the outcome of the Water and Sanitation Project. An example is the expressed need by the Iseyin community that they want secondary schools for their children. Research could also assess the readiness of community members to own and manage Water Projects as well as how they can be better involved.

5-2 Lessons Learned

5-2-1 Lessons learned Regarding Situations in Evaluated Country and Sectors (policy, technological level, social and cultural aspect, institution, economic and financial aspect, etc.)

1. Contemplating the fact that community members are an integral part of sustaining community-based programmes, it is necessary to provide them with as much information as possible. This sensitization should take place at the inception of the project even when they would not participate directly. This will help them understand the advantages of the project to them and promote better community support for the Project.

2. In a project where community members are direct beneficiaries, ways of including as them in the training can be explored. Community members are quite confident that they can monitor, repair, request and demand what is due to them from the State government. Even hard-to-reach communities will benefit as the need to call LGA technicians all time there is a fault in the boreholes will be reduced. The requirement for mobility to these areas will also decrease.

3. Other external, though relevant factors which could influence project implementation and outcome should be taken into consideration. Communication networks, availability of transportation to interiors for repairs and maintenance work, effective monitoring and evaluation systems, availability of spare parts and other equipment necessary for repairs, and community ownership of projects must be examined and addressed.

4. A cogent issue is the need to understand the peculiarities of the beneficiary communities where the knowledge acquired from the Workshop will be utilized and consider the challenges which may be encountered in achieving project outcome.

5-2-2 Lessons learned regarding Project Management (Finding, Formulation, Implementation, Evaluation, etc.)

1. In a workshop with adult participants, it is important to explore best practices properly: the entire learning environment plan, training methods and its effect on potential training participants and facilitators alike so as not to undermine the outcome of the training.

2. In order to facilitate optimum learning, it is essential to understand the peculiar professional backgrounds of participants and harmonize the curriculum with this information.

3. The agenda of the Workshop must be adequately examined and spread over a convenient Training period that will provide time for maximum education as well as practice/field work.

4. In a situation where the number of the participants can determine the attention and learning quality, the appropriate number of participants that facilitators can conveniently focus on must be considered. The emphasis should not be on ensuring that as many participants as possible are trained but that the quality of education and skills gained is very high.

RESULTS OF THE INTERVIEWS

1. Quantitative

All the ex-participants interviewed, except one, agreed that they participated in all the workshop topics. However, only 56.3%, a little over half of the ex-participants strongly concurred that the contents of each topic were clearly presented and understood. More of the participants (62.5%) strongly agreed that the training was very valuable and quite enjoyable (51.6%). Ex-participants on the whole (65.6%), though in agreement, were not strongly persuaded that enough practical examples were provided.

Ex-participants generally agreed on a lot of the questions, though most of the consensus was not strong. Also, only about half (54.7%) of ex-participants believed that all stakeholders were appropriately represented, while at least 10.7% disagreed. There was a weak consensus (51.6%) on the satisfactory nature of the training venues, as well as on the appropriateness of the observation trip places (53.1%). Nearly the same proportion (51.6%) of respondents mildly agreed that the training materials were very adequate, and training methods were very appropriate (56.3%).

Majority of ex-participants only weakly agreed that workshop activities maintained their interest. There was a general positive agreement on the motivating nature of the training by ex-participants. Also, most ex-participants interviewed (56.3%) agreed that being part of the training was worth their time and effort.

Ex-participants (44%) agreed only weakly that the training addressed their capacity needs, all their questions were answered (67.2%), and all their expectations were met during the training. Ex-participants all indicated that they would recommend the training to a friend or colleague, though only 31.3% strongly agreed.

Though majority of the respondents were in agreement that they have confidently applied knowledge gained during the training, a few others (10.9%) were neutral. This corresponds with indications that ex-participants are able to use the maintenance manual properly.

An equal proportion of participants strongly (44%) and mildly agreed (44%) that the training had a high impact on community water and sanitation projects.

TABLES:

I. Took part in all the workshop topics

	Frequency	Percent
disagree	1	1.6
agree	24	37.5
strongly agree	39	60.9
Total	64	100.0

II. The contents of topics clearly presented and understood

		Frequency	Percent
	neutral	1	1.6
	agree	27	42.2
	strongly agree	36	56.3
	Total	64	100.0

III. Enough examples were provided

		Frequency	Percent
	disagree	1	1.6
	neural	2	3.1
	agree	42	65.6
	strongly agree	19	29.7
	Total	64	100.0

IV. Enough practical exercises were provided

		Frequency	Percent
	disagree	4	6.3
	neutral	5	7.8
	agree	29	45.3
	strongly agree	25	39.1
	Total	63	98.4
Missing	System	1	1.6
Total		64	100.0

V. All stakeholders were appropriately represented

		Frequency	Percent
	strongly disagree	2	3.1
	disagree	7	10.9
	neutral	2	3.1
	agree	35	54.7
	strongly agree	18	28.1
	Total	64	100.0

VI. Training venues very satisfactory

		Frequency	Percent
	strongly disagree	5	7.8
	disagree	3	4.7
	neutral	8	12.5
	agree	33	51.6
	strongly agree	15	23.4
	Total	64	100.0

VII. Observation trip places very appropriate

		Frequency	Percent
	disagree	2	3.1
	neutral	4	6.3
	agree	34	53.1
	strongly agree	23	35.9
	Total	63	98.4
Missing	System	1	1.6
Total		64	100.0

VIII. Training materials very adequate

	Frequency	Percent
disagree	2	3.1
neutral	4	6.3
agree	33	51.6
strongly agree	25	39.1
Total	64	100.0

IX. Training methods very appropriate

	Frequency	Percent
disagree	2	3.1
neutral	1	1.6
agree	36	56.3
strongly agree	25	39.1
Total	64	100.0

X. Enjoyed the training

		Frequency	Percent
	Disagree	1	1.6
	Agree	28	43.8
	strongly agree	33	51.6
	Total	62	96.9
Missing	System	2	3.1
Total		64	100.0

XII. Activities maintained my interest

		Frequency	Percent
	neutral	2	3.1
	agree	40	62.5
	strongly agree	21	32.8
	Total	63	98.4
Missing	System	1	1.6
Total		64	100.0

XIII. Found the training motivating

	Frequency	Percent
disagree	1	1.6
neutral	2	3.1
agree	32	50.0
strongly agree	29	45.3
Total	64	100.0

XIV. Being part of the training was worth my time and effort

	Frequency	Percent
strongly disagree	1	1.6
disagree	1	1.6
neutral	2	3.1
agree	36	56.3
strongly agree	24	37.5
Total	64	100.0

XV. Training addressed capacity needs

		Frequency	Percent
	strongly disagree	1	1.6
	neutral	3	4.7
	agree	28	43.8
	strongly agree	19	29.7
	Total	51	79.7
Missing	System	13	20.3
Total		64	100.0

XVI. All my questions were answered during training

		Frequency	Percent
	neutral	6	9.4
	agree	43	67.2
	strongly agree	11	17.2
	Total	60	93.8
Missing	System	4	6.3
Total		64	100.0

XVII. All my expectations were met during training

	Frequency	Percent
disagree	9	14.1
neutral	10	15.6
agree	37	57.8
strongly agree	8	12.5
Total	64	100.0

XVIII. I would recommend this training to a friend or colleague

	Frequency	Percent
agree	44	68.8
strongly agree	20	31.3
Total	64	100.0

XIX. I have confidently applied all I learnt

	Frequency	Percent
strongly disagree	1	1.6
disagree	3	4.7
neutral	9	14.1
agree	29	45.3
strongly agree	22	34.4
Total	64	100.0

XX. I have been able to explain to others what I learnt

	Frequency	Percent
disagree	2	3.1
neutral	1	1.6
agree	40	62.5
strongly agree	21	32.8
Total	64	100.0

XXI. I have confidently practiced what I have learnt

	Frequency	Percent
strongly disagree	1	1.6
disagree	4	6.3
neutral	7	10.9
agree	28	43.8
strongly agree	24	37.5
Total	64	100.0

XXII. I have been able to use the maintenance manual properly

	Frequency	Percent
strongly disagree	1	1.6
disagree	3	4.7
neutral	8	12.5
agree	25	39.1
strongly agree	27	42.2
Total	64	100.0

XXIII. The impact of this training on the community projects is high

		Frequency	Percent
	disagree	4	6.3
	neutral	3	4.7
	agree	28	43.8
	strongly disagree	28	43.8
	Total	63	98.4
Missing	System	1	1.6
Total		64	100.0

XXIV. Training was very valuable

	Frequency	Percent
agree	24	37.5
strongly agree	40	62.5
Total	64	100.0

2. Qualitative

a. Focus Group Discussion

1. Is there a Community Water Committee in this community?

Iseyin LGA (Iseyin):

- Yes

Ogo-Oluwa LGA (Ajaawa):

- No committee. "There was no water in the community, so there is no basis for a water committee"

Ibarapa North LG:

Yes, they have a community water committee

- Who are the members of this committee?

Iseyin:

- 12 members, both male and female

Ibarapa North LG:

2. - There are 5 members: 2 women and 3 men

- What are their roles and responsibilities?

Iseyin:

- Contribute for repairs and maintenance of the boreholes
- Monitoring the clearness and sanitation of the boreholes

Ibarapa North LG:

- They maintain and repair the boreholes when it is faulty with money collected from each household

2. How extensive are the activities of WATSAN in maintaining and repairing boreholes and other sanitation projects in your community?

Iseyin: They always here for maintenance and repairs when the call arises

Ogo-Oluwa LGA (Ajaawa):

- WATSAN has not done anything in their LGA. "We don't even know the meaning of WATSAN"
- The authorities in charge of water have neglected this area in the process of making potable water available in Oyo State
- "There is no single borehole in this area so there is no need for repairs. Though there may be WATSAN in the LG, there are no boreholes sunk by WATSAN in this locality

Ibarapa North LG:

They usually maintain and repair the boreholes

3. Are you aware of the Training Workshop "Capacity Building For WATSAN Stakeholders In The Sustainability Of Water And Sanitation Facilities In Oyo State"?

Iseyin:

- The community was unaware of the workshop held last year

Ogo-Oluwa LGA (Ajaawa):

- They did not know about any such training, because none of them were given any information by WATSAN

- Some of the respondents said they were aware of the training, but they were not duly represented at the workshop; part of the reason why WATSAN presence has been poor in the area

Ibarapa North LG:
- They are aware of the workshops

- Is the training relevant to Water and Sanitation needs in your Community?

Iseyin:
- They intend to gain more knowledge about the relevance of the training to them and ask questions on the sustainability.

Ibarapa North LG:
It is relevant and useful

- Were all the stakeholders appropriately represented at the training?

Ogo-Oluwa LGA (Ajaawa):
- Some of the respondents said they were aware of the training, but they were not duly represented at the workshop; part of the reason why WATSAN presence has been poor in the area

Ibarapa North LG:
- They had all the relevant people represented

4. What is your opinion about including Community members in the Training?

Iseyin:
- They want their community members involved in the training

Ibarapa North LG:
- It will be of more advantage if the community members were included

- What is the possible impact of this on the project?

Iseyin:
- The training will be of great advantage to them and will expand their knowledge about water and sanitation projects

Ogo-Oluwa LGA (Ajaawa):
- There was overwhelming consensus that community members are included as participants in the training. Community members are quite confident that they can monitor, repair, request and demand what is due to them from the State govt.

Ibarapa North LG:
- There will not be any need to call the technicians any time there is a fault in the boreholes

5. What factors have assisted WATSAN officials and technicians in applying the knowledge gained in the training in their work?

Iseyin:
- There are modifications in these boreholes compared with previous ones

Ogo-Oluwa LGA (Ajaawa):
N/A

Ibarapa North LG:
- After the training, the ex-participants were faced with enough work that allowed them to practice all they gained from the training

- What factors have hindered WATSAN officials and technicians in applying the knowledge gained in the training in their work?

Iseyin:
- Unavailability of transportation facilities (Government should please assist the LGs with means of transportation to carry out monitoring activities and repair work)

Ogo-Oluwa LGA (Ajaawa):
N/A

Ibarapa North LG:
- There are no vehicles to facilitate prompt response whenever their assistance is required.
- There are insufficient equipments and implements for the repair work on boreholes
- Sometimes, they are not paid salaries on time

6. Has there been an increase/decrease in the number of failures in boreholes in your community?

Iseyin:
- Failures in boreholes are decreasing gradually

Ogo-Oluwa LGA (Ajaawa):
N/A

Ibarapa North LG:
There has been an increase in the number of failures reported in their boreholes

- How has WATSAN contributed to this?

Iseyin:
- They advise us on how to manage and clean the surroundings of the hand pumps.

Ogo-Oluwa LGA (Ajaawa):
N/A

Ibarapa North LG:
- WATSAN has not been giving full support to the boreholes since they have donated it and this has caused irregularities and malfunctioning of the boreholes

7. How wide is community support and knowledge on the capacity building program?

Iseyin:
- We assist in maintaining and taking care of the boreholes

Ibarapa North LG:
- They are in full support

- How would you assess community participation in the borehole maintenance projects?
- They are trying their best to ensure full maintenance of the boreholes

- To what extent have community members (especially women) been mobilized to participate by WATSAN?

Iseyin:
- Our women are involved in the borehole maintenance

Ibarapa North LG:
- They make a collective contribution in repairing the boreholes

- Please give suggestions on how communities can be fully involved in this project.

Iseyin:
- They want secondary schools for their children

Ogo-Oluwa LGA (Ajaawa):
The questions are not applicable to this community, but they are ready to cooperate with WATSAN if they are involved in the training. Since the process is for the good of the community, they are willing to organize themselves to maintain, repair and safeguard whatever water facilities are provided in the community.

Ibarapa North LG:
- Community should be involved in the training so as to know what is being done and how they can contribute to the borehole projects

8. If community members are to be part of future Capacity Building Workshops on Water and Sanitation, who among the various stakeholders should be included?

Iseyin:
- They want their youths and women to partake in the workshops or training so that the boreholes can be maintained and repaired internally
- They need schools and hospitals as well as more government assistance on community development

Ogo-Oluwa LGA (Ajaawa):
- They will prefer their community representatives to be those who can read and write considerably, so that they can debrief other community members after the training
- They also suggested that a team of youths participate in the subsequent trainings, if WATSAN would allow.

Ibarapa North LG:
- All the FGD participants believed they were competent enough to participate in the training despite the act that they were all women

b. In-depth Interview

Relevance of the Training Workshop

1. What specialized skills building need did the training address for you?
   - Community mobilization for the sanitation of their environment
   - Community involvement in internal resource mobilization for repair work
   - Repair of hand pumps
   - Maintenance of water pumps
   - Exposition of water pump technology
   - Borehole flushing

2. How relevant is the training to community water and sanitation needs?
   - Training is relevant to water and sanitation needs
   - Repair and maintenance work done during the training attests to this
   - Training consistent with LG policies

3. Were all the stakeholders appropriately represented at the training workshop?
   - Stakeholders were represented but not in all LGAs, e.g. Egbeda LGA
   - Who should have been included or excluded?
     - More LGAs, especially rural areas should have been included
   - Give reasons for this.
     - Training was more of theory than practical

Effectiveness of the Training Workshop

4. Were your expectations for the Workshop fully met? Give reasons for your response.

   Most of the ex-participants interviewed in-depth did not think so. Some of their reasons were:
   - The selection criterion was awkward. Most ex-trainees came from the urban areas where they do not have problems with boreholes or handpumps
   - The programme content was overloaded and did not allow facilitators to exhaust all the topics
   - Vehicles were insufficient for transporting participants to practical sites and so a considerable number could not take part.
   - The training materials were not enough for all the participants.
   - The venue of the workshop could not accommodate the ex-participants.

   Those who believed all their expectations were met reasoned that their current expertise in repairing boreholes is evidence enough.

5. What suggestions do you have for improving the content?
   - More practical sessions are needed to consolidate the knowledge of repair and maintenance of handpumps.
   - Community members should participate in such workshops more than LG representatives because they are directly involved.
   - More training is necessary to improve knowledge gained
   - The training workshop should be extended beyond a week

   - What topics would you add?
     - Cost recovery system, to enhance sustainability of the project.
     - How to assist communities pay for facilities
     - Facilitators should come from JICA

- What topics would you eliminate?
  - No comments

- Where would you put greater emphasis?
  - Improving community attitudes and perceptions of handpump care and management.

- Where would you put less emphasis?
  - No comments

6. What is your opinion about including community members as participants?
   - Though most community representatives may be uneducated, they gained practical knowledge on repair and maintenance of handpumps. Including more of them in workshops like will have great advantage.
   - Community representatives learnt about the challenges faced by WATSAN in terms of finances and non-availability of spare parts.

   - What possible impact would this have on the project?
     - It will have a positive impact since community representatives will be able to confidently repair hand pumps themselves

7. Have you been able to maintain and repair hand pumps successfully after the training?
   - What is the rate of success compared to the period prior to the training?
     - Nearly all respondents felt that their rate of success in maintaining and repairing hand pumps was very high
     - Some community representatives still do not know how to repair a *faulty pump.*

8. List three important things you learnt during the training that you have been able to apply in your work?
   -

9. What factors have motivated you to apply the knowledge gained from the training?
   - Some communities do not have hand pumps so that repair work cannot be carried out there.
   - Some ex-participants delight in sharing their knowledge with community members

10. What are the constraints that have hindered you from applying the knowledge gained from the training?
    - Local Government politics
    - Unavailability of vehicles for conveyance in LGs in rural localities far from Ibadan.
    - Non-availability of funds
    - Lack of sound facilitators

Efficiency of the Training Workshop

11. Consider the training input, such as venues, materials, methodology, practical sessions, observation trip sites, facilitators, and agenda.
    - Venue: Was too small to accommodate all the participants
    - Materials: Inadequate
    - Practical sessions: Poorly handled as facilitators were insufficient to cover all the ex-participants

- Observation trip sites: Only a handful of facilitators were able to travel to the practical sites as a result of lack of vehicles
- Facilitators: Most of the facilitators were not well versed on how to repair the hand pumps
- Agenda: Too cumbersome

Please give suggestions on how any of the above could be done differently for greater efficiency in future training workshops.

- A larger hall should be used in future training workshops
- JICA should provide more materials
- More vehicles should be provided to take all participants to observation trip places and practical sites during training
- JICA should provide facilitators
- Agenda of training should be spread across two weeks

Impact of the Training Workshop

12. Has there been an increase/decrease in the number of reported failures in boreholes?
    - There has been a decrease in the number of reported failures

    Give reasons for your response.
    - Community technicians trained during the workshop have been carrying out basic repairs to hand pumps faults

13. How wide is community support and knowledge on the training?
    - How would you assess community participation in the water and sanitation projects?
        - Community supports by contributing more to procure parts needed for repair work on a broken down hand pump
        - Some communities were not invited by WATSAN for the workshop
        - Community participation in the water and sanitation projects is at optimal level
        - JICA has not supported community members, only UNICEF has done so.
        - Participation is low but awareness of water and sanitation is on the increase
    - Give suggestions on how communities can be mobilized for active participation.
        - Mobilization could come through public awareness campaigns, such as drama and handbills
        - Empowering community participants

14. How extensive are available monitoring data to support current community water and sanitation activities?
    - Many LGs do not have officials who monitor water and sanitation activities as a result of poor logistics, especially vehicles
    - Many LGs who have officials carry out:
        1. Oral description of the state of hand pumps
        2. Proper documentation of the state and activity of hand pumps
        3. One respondent did not even understand what the process of monitoring entails

Sustainability of the Training Workshop

15. How extensive is Government Support for the maintenance and repair of boreholes in the state.

- State govt has been supportive in providing repair kits and running costs, but the local govt has not been as encouraging
- One respondent, though debunked State govt support

16. Are there plans/is there a need for refresher and/or step-down trainings?
- There is a need for a refresher course
- Who is the target group?
  - Community reps, technicians, L.G. staff – engineers, health administrators

17. Have there been personnel changes since the training workshop?
- Yes, there have been personnel changes
- How has this affected the project?
- This restructuring has affected the project negatively, as some LGs no longer have ex-trainees.
- How have such changes been managed?

18. What are the challenges you encounter in ensuring sustainability of the skills building project and its impact?
  - Financial constraints
  - Inadequate tools and spare parts
  - Mobility

- How are these challenges being addressed?
- Please give suggestions on how knowledge gained through this training can be sustained.
  - JICA should provide more funds
  - A spare parts centre should be provided by stakeholders
  - JICA should support the LGs directly with vehicles, motorcycles and bicycles
  - More training for technicians to improve efficiency

TERMINAL EVALUATION STUDY ON "CAPACITY BUILDING FOR WATSAN STAKEHOLDERS IN THE SUSTAINABILITY OF WATER AND SANITATION FACILITIES IN OYO STATE" UNDER THE IN-COUNTRY TRAINING PROGRAMME OF JICA

Questionnaire Interview for Ex-Training Participants

Rate on a scale: 1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree

Overall Structure and Quality of Training Program						
Area of Training	Rating					Comments
I took part in all the topics introduced in the training	1	2	3	4	5	
The content of each topic was clearly presented and understood	1	2	3	4	5	
The training was very valuable for me	1	2	3	4	5	
Enough examples were provided during the training	1	2	3	4	5	
Enough practical exercises were provided during the training	1	2	3	4	5	
All stakeholders were appropriately represented at the workshop	1	2	3	4	5	
The training venues were very satisfactory	1	2	3	4	5	
The observation trip places were very appropriate	1	2	3	4	5	
The training materials were very adequate	1	2	3	4	5	
The training methods were very appropriate	1	2	3	4	5	
Learning Satisfaction of Training Program						
I enjoyed the training	1	2	3	4	5	
The activities maintained my interest	1	2	3	4	5	
I found the training motivating	1	2	3	4	5	
Being part of the training was worth my time and effort	1	2	3	4	5	
The training addressed your capacity needs	1	2	3	4	5	

I was able to get all my questions answered during the training	1 2 3 4 5	
+-All my expectations were met during the training	1 2 3 4 5	
I would recommend this training to a friend or colleague	1 2 3 4 5	
Knowledge Gained from training Program		
I have confidently applied all I have learnt	1 2 3 4 5	
I have been able to explained to others what I learnt in the training	1 2 3 4 5	
I have confidently practiced what I have learnt	1 2 3 4 5	
I have been able to use the maintenance manual properly	1 2 3 4 5	
The impact of this training on the Community projects is high	1 2 3 4 5	

TERMINAL EVALUATION STUDY ON "CAPACITY BUILDING FOR WATSAN STAKEHOLDERS IN THE SUSTAINABILITY OF WATER AND SANITATION FACILITIES IN OYO STATE" UNDER THE IN-COUNTRY TRAINING PROGRAMME OF JICA

In-depth Interview Guide for WATSAN Directors

Relevance of the Training Workshop

1. How is the training consistent with National, State and LGA policies?
2. What specialized skills building need did the training address for the participants?
3. How relevant is the training to community water and sanitation needs?
4. Were all the stakeholders appropriately represented at the training workshop?
   - Who should have been included or excluded?
   - Give reasons for this.

Effectiveness of the Training Workshop

5. Were the expectations of the training participants for the Workshop fully met?
   - Give reasons for your response.
6. What suggestions do you have for improving the content?
   - What topics would you add?
   - What topics would you eliminate?
   - Where would you put greater emphasis?
   - Where would you put less emphasis?
7. What is your opinion about including community members as participants?
   - What possible impact would this have on the project?
8. Have ex-participants been able to maintain and repair hand pumps successfully after the training?
   - What is the rate of success compared to the period prior to the training?
9. What factors have motivated the ex-participants to apply the knowledge gained from the training?
10. What are the constraints that have hindered participants from applying the knowledge gained from the training?

Efficiency of the Training Workshop

11. Consider the training input, such as venues, materials, methodology, practical sessions, observation trip sites, facilitators, and agenda.
    - Please give suggestions on how any of the above could be done differently for greater efficiency in future training workshops.

Impact of the Training Workshop

12. Has there been an increase/decrease in the number of reported failures in boreholes? Give reasons for your response.
13. How wide is community support and knowledge on the training?

- How would you assess community participation in the water and sanitation projects?
- Give suggestions on how communities can be mobilized for active participation.

14. How extensive is available monitoring data to support current community water and sanitation activities?

Sustainability of the Training Workshop

15. How extensive is Government Support for the maintenance and repair of boreholes in the state.
16. Are there plans/is there a need for refresher and/or step-down trainings?
    - Who is the target group?
17. Have there been personnel changes since the training workshop?
    - How has this affected the project?
    - How have such changes been managed?
18. What are the challenges being encountered in ensuring sustainability of the skills building project and its impact?
    - How are these challenges being addressed?
    - Please give suggestions on how knowledge gained through this training can be sustained.

TERMINAL EVALUATION STUDY ON "CAPACITY BUILDING FOR WATSAN STAKEHOLDERS IN THE SUSTAINABILITY OF WATER AND SANITATION FACILITIES IN OYO STATE" UNDER THE IN-COUNTRY TRAINING PROGRAMME OF JICA

In-depth Interview Guide for Ex-Participants

Relevance of the Training Workshop

1. What specialized skills building need did the training address for you?
2. How relevant is the training to community water and sanitation needs?
3. Were all the stakeholders appropriately represented at the training workshop?
   - Who should have been included or excluded?
   - Give reasons for this.

Effectiveness of the Training Workshop

4. Were your expectations for the Workshop fully met? Give reasons for your response.
5. What suggestions do you have for improving the content?
   - What topics would you add?
   - What topics would you eliminate?
   - Where would you put greater emphasis?
   - Where would you put less emphasis?
6. What is your opinion about including community members as participants?
   - What possible impact would this have on the project?
7. Have you been able to maintain and repair hand pumps successfully after the training?
   - What is the rate of success compared to the period prior to the training?
8. List three important things you learnt during the training that you have been able to apply in your work?
9. What factors have motivated you to apply the knowledge gained from the training?
10. What are the constraints that have hindered you from applying the knowledge gained from the training?

Efficiency of the Training Workshop

11. Consider the training input, such as venues, materials, methodology, practical sessions, observation trip sites, facilitators, and agenda.
    - Please give suggestions on how any of the above could be done differently for greater efficiency in future training workshops.

Impact of the Training Workshop

12. Has there been an increase/decrease in the number of reported failures in boreholes? Give reasons for your response.
13. How wide is community support and knowledge on the training?
    - How would you assess community participation in the water and sanitation projects?

- Give suggestions on how communities can be mobilized for active participation.

14. How extensive are available monitoring data to support current community water and sanitation activities?

Sustainability of the Training Workshop

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    - Who is the target group?
17. Have there been personnel changes since the training workshop?
    - How has this affected the project?
    - How have such changes been managed?
18. What are the challenges you encounter in ensuring sustainability of the skills building project and its impact?
    - How are these challenges being addressed?
    - Please give suggestions on how knowledge gained through this training can be sustained.

TERMINAL EVALUATION STUDY ON "CAPACITY BUILDING FOR WATSAN STAKEHOLDERS IN THE SUSTAINABILITY OF WATER AND SANITATION FACILITIES IN OYO STATE" UNDER THE IN-COUNTRY TRAINING PROGRAMME OF JICA

Focus Group Discussion Guide for Community Members

1. Is there a Community Water Committee in this community?
   - Who are the members of this committee?
   - What are their roles and responsibilities?
2. How extensive are the activities of WATSAN in maintaining and repairing boreholes and other sanitation projects in your community?
3. Are you aware of the Training Workshop "Capacity Building For WATSAN Stakeholders In The Sustainability Of Water And Sanitation Facilities In Oyo State"?
   - Is the training relevant to Water and Sanitation needs in your Community?
   - Were all the stakeholders appropriately represented at the training?
4. What is your opinion about including Community members in the Training?
   - What is the possible impact of this on the project?
5. What factors have assisted WATSAN officials and technicians in applying the knowledge gained in the training in their work?
   - What factors have hindered WATSAN officials and technicians in applying the knowledge gained in the training in their work?
6. Has there been an increase/decrease in the number of failures in boreholes in your community?
   - How has WATSAN contributed to this?
7. How wide is community support and knowledge on the capacity building program?
   - How would you assess community participation in the borehole maintenance projects?
   - To what extent have community members (especially women) been mobilized to participate by WATSAN?
   - Please give suggestions on how communities can be fully involved in this project.
8. If community members are to be part of future Capacity Building Workshops on Water and Sanitation, who among the various stakeholders should be included?

(final draft; completely same as the actual signed text)

RECORD OF DISCUSSIONS
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY AND
OYO STATE WATER AND SANITATION PROJECT
OF EXECUTIVE GOVERNOR'S OFFICE OF NIGERIA
ON THE IN-COUNTRY TRAINING PROGRAMME

Japan International Cooperation Agency (hereinafter referred to as "JICA") through its Resident Representative of Nigeria Office had a series of discussions with the authorities concerned of the Government of Federal Republic of Nigeria with respect to the framework of a training course in the field of rural water supply and sanitation under JICA's In-Country Training Programme, and to the desirable measures to be taken by both Japanese and Nigerian governments to ensure the successful implementation of the course.

Based on the above discussions, the Resident Representative of JICA and the Oyo State Water and Sanitation Project Director of Nigeria agreed to recommend to their respective governments the matters referred to in the documents attached hereto.

Abuja, 25 January 2003.

Umeo Koganemaru
Resident Representative
Nigeria Office
Japan International Cooperation Agency

O.A.O Bamiro (Mrs.)
Project Director
Oyo State Water and Sanitation Project
Office of the Executive Governor
Oyo State

Witnessed by
A. Aletan
Deputy Director
Federal Ministry of Water Resources

ATTACHED DOCUMENT

The Government of Japan and the Government of Federal Republic of Nigeria will cooperate with each other in organizing and implementing a training course in the field of rural water supply and sanitation (hereinafter referred to as "the Course") under JICA's In-Country Training Programme.

The Government of Federal Republic of Nigeria will conduct the Course with the support of the technical cooperation scheme of the Government of Japan. The Course will be held once a year from Japanese fiscal year (JFY) 2002 to 2004, subject to annual consultations between both Governments. The Course will be conducted in accordance with the followings;

1. TITLE

   The Course will be entitled "Capacity building for WATSAN stakeholders in the sustainability of water and sanitation facilities in Oyo State"

2. PURPOSE

   The purpose of the Course is to strengthen the capacity of WATSAN (water and sanitation) stakeholders in operation and maintenance of water supply and sanitation facilities that will be constructed by Oyo State Water and Sanitation Project under the assistance of Grant Aid Project by the Government of Japan.

3. OBJECTIVE

   At the end of the Course, the participants are expected to have;

   3-1 understood how to implement water and sanitation activities at the community level,

   3-2 accuired the ability to maintain and repair handpumps,

   3-3 accuired skills to mobilize communities for water and sanitation activities, and

   3-4 accuired basic hygiene principles to the beneficiaries of water and sanitation facilities.

4. DURATION

   The Course for JFY 2002 (hereinafter referred to as "the first Course") will be held from February 24 to 28, 2003 and from March 10 to 14, 2003 in the separate schedule.

The duration of the Course in JFY 2003 and 2004 will be approximately four (4) weeks in total.

5. CURRICULUM

The Course is divided into two parts. Each part is designed for;

1) WATSAN Committee members, and
2) Technicians for WATSAN facilities.

Tentative curriculum of the first Course is attached as Annex-I.

6. INVITED INSTITUTIONS

All local government authorities in Oyo State will be invited to apply for the Course by nominating suitable applicants:

7. NUMBER OF PARTICIPANTS

The number of participants from invited institutions shall not exceed forty (40) for each part, and eighty (80) in total.

8. QUALIFICATION FOR APPLICANTS

Applicants for the Course are;

8-1 to be nominated by local government authorities in accordance with the procedure stipulated in 10-1 below,

8-2 to be presently engaged or expected to be engaged in the future in the management of WATSAN facilities (designed for WATSAN Committee members),

8-3 to be presently engaged or expected to be engaged in operation and maintenance of WATSAN facilities (designed for Technicians),

8-4 to be under fifty (50) years of age, and

8-5 to be eligible both physically and mentally, in order to complete the Course.

9. FACILITIES AND INSTITUTIONS

The Course will be facilitated by Oyo State WATSAN Project.

10. APPLICATION PROCEDURE

10-1 An institution applying for the Course on behalf of its nominee(s) shall forward three (3) copies of the prescribed application form for each nominee to the Oyo State WATSAN Project not later than thirty (30) days before the commencement of the Course.

10-2 The Oyo State WATSAN Project will inform the applying institutions whether or not the applicant(s) is/are accepted for the Course not later than twenty (20) days before the commencement of the Course.

11. MEASURES TO BE TAKEN BY THE GOVERNMENT OF JAPAN AND THE GOVERNMENT OF FEDERAL REPUBLIC OF NIGERIA

In organizing and implementing the Course, both Governments will take the following measures in accordance with the relevant laws and regulations in force in each country.

The schedule of the first Course implementation is attached as Annex-II.

11-1 The Government of Nigeria

Oyo State Government (Oyo State WATSAN Project)

(1) To formulate the curriculum based on ANNEX-I
(2) To draft and print the general information brochures (G.I.)
(3) To forward G.I. to the invited institutions
(4) To receive application forms
(5) To select participants for the Course and notify the respective invited institutions and JICA Nigeria Office (hereinafter referred to as "the JICA Office") of the result
(6) To assign an adequate number of own/ recruited staff as lecturers/ instructors for the Course
(7) To provide its training facilities and equipment for the Course
(8) To arrange accommodation for the participants
(9) To arrange transportation for the participants from invited institutions
(10) To arrange domestic study tour(s) as a part of the Course
(11) To take budgetary measures to cover the cost of conducting the Course, excluding the expenses financed by the Government of Japan. A tentative

estimate of expenses for the first Course is attached as ANNEX-III

(12) To issue certificates to the participants who have successfully completed the Course

(13) To submit a course report to the JICA office within thirty (30) days after the termination of the Course

(14) To submit a statement of expenditures with the receipts and other documentary evidence necessary to verify the expenditure stated above within thirty (30) days after the termination of the Course

(15) To coordinate any matters related to the Course

11-2 The Government of Japan

(1) To dispatch a Japanese training advisor who will give the necessary advice on management of the Course. This, however, is subject to JICA's budget available for this purpose and to the number of suitable advisor(s) in Japan.

(2) To bear the following expenses through JICA. A tentative estimate of expenses for the first Course is attached as ANNEX-III.

a) Expenses relevant to participants from invited institutions such as transportation expenses, accommodations, per-diem and medical insurance premiums

b) Expenses relevant to Oyo State WATSAN Project such as study tour(s), texts, teaching aids, expendable supplies, copies, honorarium for external lecturer(s) and opening & closing ceremonies

12. PROCEDURE FOR REMITTANCE AND EXPENDITURE

Remittance of funds for expenses to be borne by the Government of Japan and the expenditure thereof will be arranged in accordance with the following procedure:

12-1 The Oyo State WATSAN Project will open a bank account in Ibadan in Federal Republic of Nigeria to receive the funds remitted by JICA, and inform the JICA office of the name of the bank, the account code number and the name of the account holder. The signatories shall be the Project Director and the Deputy Director;

12-2 The Project Director of the Oyo State WATSAN Project will submit to the JICA office a bill of estimate for the expenses to be borne by the Government of Japan not later than sixty (60) days (not later than fifty (50) days in the first Course) before

the commencement of the Course;

12-3 JICA will assess the bill of estimate and remit the assessed amount of expenses to the account mentioned in 12-1 above within thirty (30) days after the receipt of the bill of estimate;

12-4 The Project Director of the Oyo State WATSAN Project will submit to the JICA office a statement of expenditure within thirty (30) days after the termination of the Course;

12-5 In case of any unspent remainder of the account remitted by JICA, the Project Director of the Oyo State WATSAN Project will reimburse the unspent amount to JICA in accordance with the advice given by JICA. The funds allocated for the transportation, accommodation, per-diem and medical insurance premiums shall not be appropriated for any other purposes; and

12-6 When requested by JICA, the Oyo State WATSAN Project will make available for JICA's reference all the receipts and other documentary evidence necessary to verify the expenditures stated 12-4 above.

13. OTHERS

This attached document and the following annexes attached hereto shall be deemed to be a part of the Record of Discussions:

ANNEX-I: Tentative Curriculum of the Course (for JFY 2002)
ANNEX-II: Schedule of Course Implementation (for JFY 2002)
ANNEX-III: Tentative Estimate of Expenses for the Course (for JFY 2002)