ENGLISH (EN)

GLOBAL RESULTS

Use this form to report community assessment findings to The Rotary Foundation when you apply f or a global grant.

Assessing the strengths, weaknesses, needs, and assets of the community you plan to help is an e ssential first step in designing an effective and sustainable global grant project. See Community As sessment Tools for full instructions and helpful tips.

This form will help you report the results of your community assessment, and it's required when yo u apply for any humanitarian or vocational training team grant. Complete a separate form for each b eneficiary community (e.g., school, health care system, or village), using information that is both c urrent and specific to each community. Remember, you can't use global grant funds to cover the co st of doing an assessment, but you can use district grant funds.

COMMUNITY

Describe the characteristics (such as geographic information, main sources of income, population si ze, and access to education and health services) of the specific community where this project will t ake place.

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GLOBAL GRANTS COMMUNITY ASSESSMENT RESULTS

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Describe the characteristics (such as geographic information, main sources of income, population si ze, and access to education and health services) of the specific community where this project will t ake place.

The proposed Water Quality Testing and Monitoring Laboratory will be established at the Abia State College of Health Sciences and Management Technology (ABSCOHMAT), Aba, located in Aba South L ocal Government Area of Abia State, southeastern Nigeria. Aba is the major commercial and industri al centre of Abia State and an important urban hub in the South-East. The College is situated within the densely populated urban environment of Aba South and serves students and health-related pr ofessionals from Aba, other parts of Abia State and neighbouring communities. A study of the Colle ge describes it as being surrounded by the New Market area and identifies the College as having a s tudent population of approximately 2,500

Geography and population. Aba is a highly urbanized and commercially active city, with extensive re sidential, commercial, educational and industrial activities. It is connected to surrounding communi ties and other parts of southeastern Nigeria by major road and rail networks. The wider Abia environ ment is characterized by fertile land, rivers and a tropical climate, while Aba itself has developed pri marily as a densely populated commercial and manufacturing centre. The College therefore serves not only its immediate campus population but also a wider catchment of students, health workers, patients, traders, artisans and residents who interact with the institution and surrounding facilitie s.

Main sources of income and livelihood. The economy of Aba is strongly driven by trade, manufacturi ng, small and medium-sized enterprises, services and entrepreneurship. The city is particularly well known for locally manufactured footwear, garments, leather products, plastics, furniture and other consumer goods, with the Ariaria International Market serving as a major commercial centre. Agricu lture remains important in the wider Abia economy, particularly through cassava, yam, vegetables a nd oil-palm production, although urban livelihoods in Aba are dominated by commerce, manufacturi ng, transportation and services.

Access to education. Aba has a substantial educational infrastructure, ranging from primary and sec ondary schools to tertiary institutions. Abia State has several tertiary institutions, including univers ities, polytechnics and health-training institutions. The proposed project is particularly relevant be cause ABSCOHMAT provides specialized training in health sciences and management technology, in cluding National Diploma, Higher National Diploma and certificate programmes. The College conseq uently represents an important centre for developing the health and environmental-health workfor ce required by Aba and surrounding communities.

Access to health services. Aba and the wider Abia region have a network of primary, secondary and t ertiary health services. Of particular importance is the Abia State University Teaching Hospital, Aba, which serves as a major referral health facility. The State also has a network of primary healthcare f acilities and other public and private health providers. The College itself is closely connected to th e health sector through its training programmes and health-related institutional activities.

Relevance to the laboratory project. Despite the presence of significant educational and health infr

astructure, the quality and safety of water remains an important public-health concern in the Colle ge and its surrounding urban community. The proposed laboratory will provide a local facility for mic robiological and physicochemical water-quality testing, supporting evidence-based monitoring of d rinking water and other water sources. It will initially serve the College and its surrounding commu nities and can subsequently provide affordable, not-for-profit testing services to schools, healthcar e facilities, businesses and other communities in Aba. This will strengthen local capacity for early d etection of unsafe water, support disease prevention, improve WASH decision-making and provide practical training opportunities for students and health/environmental-health professionals.

Overall, the project is situated in a large, economically active and educationally significant urban co mmunity, where improved water-quality surveillance can have benefits extending beyond the Colle ge to the wider Aba population.

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COLLECTING

When you conducted the assessment, who in the community did you speak to? At least two differe nt community representatives and beneficiaries who are not involved in Rotary (such as teachers, d octors, or community leaders) should be included in the discussions.

During the community assessment, consultations were conducted with a diverse range of stakehol ders and intended beneficiaries who are not members of Rotary. The assessment used a combinati on of key informant interviews, focus group discussions, community meetings, direct observation, site visits, and informal one-on-one consultations.

Discussions were held with representatives of the College management, teaching and non-teachin

g staff, students, Environmental Health and WASH personnel, health workers, community leaders, landlords and residents of neighbouring communities, artisans, traders, and other regular users of the proposed facilities.

Key informant interviews were conducted with selected community leaders, educators, health and environmental health professionals to obtain detailed information about existing water, sanitation, and hygiene challenges. Focus group discussions were held with intended beneficiaries, including students and community residents, to encourage participants to share their experiences, concerns, and priorities. Community meetings provided an opportunity for a wider range of stakeholders to discuss common challenges and collectively identify possible solutions.

In addition, site visits and direct observation were carried out to assess the existing water supply, sanitation facilities, hygiene conditions, patterns of water use, and the physical environment. Informal consultations with residents, traders, landlords, and other users of the facilities helped validate information gathered through the formal discussions.

In particular, the assessment engaged at least two categories of independent community representatives and beneficiaries who were not involved in Rotary, including community leaders and residents, as well as educators, health workers, and environmental health professionals. Their participation ensured that the assessment reflected independent community perspectives and genuine beneficiary needs.

The views, experiences, and recommendations gathered through these consultation methods were documented and used to identify priority needs and shape the design of the proposed WASH project. These findings informed the proposed interventions, including the provision of safe water, improved sanitation facilities, menstrual hygiene management facilities, hygiene

When in the last year did the discussions occur?

Discussions and community/stakeholder assessments commenced in February 2025 and continued through June 2025, with a reassessment conducted in July 2026 to validate the findings and update the WASH needs assessment for Global Grant #2573081.

What methods did you use to collect information from community members (such as community meetings, interviews, or focus groups)?

Information for the baseline assessment was collected through a combination of stakeholder consultations, key-informant interviews, focus group discussions, direct observation, physical inspection of WASH infrastructure, and assessment of existing water-quality monitoring practices.

From February to June 2025, the project team engaged College management, students, staff, health workers and other facility users to understand their experiences, concerns and priorities regarding water, sanitation and hygiene. Key-informant discussions were held with personnel responsible

for water supply, sanitation and facility management, while focus group discussions provided additi onal perspectives from students and staff.

The team also physically assessed the College's existing WASH infrastructure, including the three b oreholes, pumps, well heads, overhead water tanks, toilets, bathrooms and water distribution facili ties. The assessment found that two of the three boreholes were non-functional, with problems in cluding non-functional submersible pumps, damaged well heads, collapsed wells and leaking overh ead tanks. Observations also raised concerns about the quality and safety of the available water, in cluding the need for proper water-source assessment and treatment.

Importantly, the baseline assessment identified a significant gap in the College's capacity to routin ely test, monitor and document water quality. The College did not have an adequately equipped, d edicated water-quality testing and monitoring laboratory capable of providing regular microbiologic al and physicochemical analysis. This limited the institution's ability to promptly identify contamina tion, verify the safety of water sources, monitor changes in water quality and support evidence-bas ed WASH management.

The baseline findings therefore informed both the ongoing WASH interventions under Global Grant #2573081 and the subsequent proposal to establish a standard Water Quality Testing and Monitorin g Laboratory at the College. A reassessment in July 2026, involving further consultations, observati ons and validation of the identified needs, confirmed the continuing relevance of addressing the wa ter-quality monitoring and testing gap.

TARGET

Who will benefit directly from the project? List the groups that will benefit (such as schools, hospi tals, vocational training centers, cooperatives, or villages).

The project will directly benefit the students, staff, and surrounding community of Abia State Colle ge of Health Sciences and Management Technology (ACOHSMAT), Aba. Approximately 2,800 studen ts, together with teaching, administrative, technical, and support staff, will benefit from improved access to safe water, improved sanitation and handwashing facilities, menstrual hygiene managem ent services, hygiene education, privacy, and appropriate sanitary-pad disposal facilities. Female st udents and staff will particularly benefit from improved menstrual hygiene support. More than 3,0 00 people living and working in the surrounding community, including artisans, will also benefit fro m designated community water points and improved access to safe water. Environmental Health st udents and trainees will use the upgraded WASH and Menstrual Hygiene Management Demonstrati on and Learning Centre for practical training, skills development, and community WASH education, while community leaders and health and WASH stakeholders will participate in hygiene promotion, capacity building, and community-based WASH management. Overall, the project is expected to dir ectly reach approximately 5,800 beneficiaries while creating longer-term benefits through practical training, community education, and strengthened WASH capacity.

Describe the process of how the beneficiaries were identified.

The College has a functional Rotaract Club as well as a good number of Rotarians including the Deputy Rector and other key senior academic and non academic staff who are members of the Rotary Club of Eziama-Sunrise as well as the Rotary Club of Umungasi, Aba. The invitation to embark on the Community Assessment survey was from these Rotarians and other concerned workers and Rotaractors of the College.

COMMUNITY

Describe what members of the community said matters to them during the assessment.

During the community assessment, residents, students, staff, health workers, environmental health personnel, community leaders, and other stakeholders identified access to safe and reliable water as a major priority. The assessment revealed that while water is essential for drinking, personal hygiene, sanitation, cleaning, and healthcare-related activities, there is inadequate capacity within the College and surrounding community to routinely test and monitor the microbiological and physicochemical quality of available water sources.

Stakeholders reported concerns about the reliability and safety of existing water sources and emphasized the need for regular water-quality testing to determine whether water is safe for its intended use. The baseline assessment of the College's water facilities also identified deficiencies affecting water infrastructure and raised concerns about the quality and sustainability of available water sources. However, the absence of an adequately equipped water-quality testing laboratory limits the College's ability to conduct routine, timely, and locally accessible analysis of water samples and to use reliable data to guide corrective actions.

The assessment further identified an important gap between the College's WASH infrastructure and its capacity to monitor water quality. Although the College has health, environmental health, laboratory, and other relevant personnel, there is no dedicated facility with the full range of appropriate equipment and systems required for routine microbiological and physicochemical water-quality testing, monitoring, documentation, and reporting. Consequently, water-quality concerns may not be detected early enough to support evidence-based interventions.

The community also identified important strengths that can support the proposed project. These include active institutional and community leadership, existing health and environmental health personnel, laboratory-related expertise, students who can participate in practical learning and WASH promotion, and a willingness among stakeholders to support activities that improve public health. The College's existing institutional structures provide a strong foundation for managing the laboratory and integrating its activities into broader WASH, environmental health, and health-promotion programmes.

Stakeholders expressed strong interest in establishing a functional, properly equipped Water Quality Testing and Monitoring Laboratory that would provide routine testing, support surveillance of water sources, strengthen practical training for students and personnel, and generate reliable data f

or decision-making. They also recognized the potential for the laboratory to serve not only the Coll ege but, where appropriate, schools, healthcare facilities, businesses, and communities within the wider Aba area.

Based on these findings, stakeholders supported a project focused on establishing and equipping a standard Water Quality Testing and Monitoring Laboratory, strengthening laboratory quality-manag ement systems, training personnel in equipment operation and maintenance, and establishing proc edures for routine water-quality monitoring, data management, reporting, and corrective action. Th e laboratory governance framework will be linked to the College's broader Water, Sanitation and Hy giene (WASH) and Menstrual Hygiene Management (MHM) framework to ensure that water-quality data directly informs WASH planning, facility management, health education, and sustainability.

The assessment therefore demonstrated that the proposed laboratory addresses a critical gap ide ntified through the broader WASH project: improving water infrastructure alone is insufficient witho ut the capacity to routinely verify and monitor the quality of the water being supplied. Establishing the laboratory will provide the College and surrounding communities with a sustainable local mech anism for evidence-based water-quality surveillance, early identification of contamination, public-h ealth protection, and continuous improvement of WASH services.

Describe the community's strengths and resources.

The College and surrounding community have strong institutional and human resources to support the project. These include College management, health and environmental health personnel, labor atory-related staff, students, community leaders, and existing WASH structures.

The College has existing water sources and WASH facilities that provide a foundation for routine wa ter-quality monitoring. Its health and environmental health personnel can support sample collecti on, testing, interpretation of results, health education, and corrective actions.

Stakeholders have demonstrated willingness to participate in WASH activities and support the labo ratory's operation. The project will also build on the existing Rotary-supported WASH Global Grant a nd link the laboratory governance and operations to the broader WASH and Menstrual Hygiene Man agement framework, providing a strong foundation for sustainability.

Describe any challenges and gaps in the community's behaviors, skills, and knowledge.

The assessment identified gaps in knowledge and practices related to routine water-quality monito ring and safe water management. Many users have limited awareness of the need for regular micro biological and physicochemical testing and how water-quality results should guide corrective actio ns. There is also limited capacity and practical skills for water sampling, testing, interpretation, doc umentation, and reporting.

The absence of an adequately equipped local water-quality laboratory further limits opportunities f

or practical training and timely testing. These gaps can delay identification of contamination and reduce the ability of the College and surrounding community to make evidence-based WASH decisions.

The project will address these challenges through laboratory establishment, staff and student training, quality-management procedures, WASH education, and routine water-quality monitoring linked to the College's broader WASH and MHM framework.

What issues will the project address, and how does the community currently address those issues?

The project will address the limited capacity for routine, reliable water-quality testing and monitoring within the College and surrounding community. Key issues include inadequate laboratory infrastructure and equipment, limited skills for water sampling and analysis, insufficient monitoring of microbiological and physicochemical parameters, and limited use of water-quality data to guide WASH decisions and corrective actions.

Currently, water-quality concerns are addressed mainly through available institutional personnel, periodic external testing, observation of water sources and facilities, and basic WASH practices. However, these approaches are not sufficient for continuous and timely monitoring. The proposed laboratory will provide a sustainable local facility for routine testing, staff and student capacity building, data management, and evidence-based water-safety interventions.

Provide the specific details of the project design and how it will solve these issues.

The project will establish and equip a standard Water Quality Testing and Monitoring Laboratory at the Abia State College of Health Sciences and Management Technology, Aba, over a six-month implementation period. The designated laboratory space will be renovated and fitted with appropriate laboratory furniture, utilities, safety and fire-protection systems, and a comprehensive range of equipment for routine microbiological and physicochemical water-quality testing.

The project will strengthen the technical capacity of designated College personnel and relevant students through practical training in water sampling, laboratory analysis, equipment operation and maintenance, quality assurance, interpretation of results, documentation, and reporting. A laboratory quality-management system, including standard operating procedures, quality-control measures, sample-management protocols, and reporting systems, will be established to ensure reliable and consistent results.

The laboratory will support a structured programme for routine testing and monitoring of water sources within the College and, where appropriate, surrounding schools, healthcare facilities, businesses, and communities. Results will provide timely evidence for identifying contamination, assessing risks, and initiating appropriate corrective actions. The laboratory will also serve as a practical training and WASH education resource, strengthening awareness of safe water management and water

-quality risks.

Importantly, the laboratory governance and operations will be linked to the College's broader Wate r, Sanitation and Hygiene (WASH) and Menstrual Hygiene Management (MHM) framework. This will ensure that water-quality data informs WASH planning, facility management, health education, and risk reduction. By creating local testing capacity, the project will reduce dependence on periodic ex ternal testing and establish a sustainable system for routine water-quality surveillance, evidence-b ased decision-making, and public-health protection.

Describe the long-term plan for the project (such as oversight, financial responsibilities, and expec ted behavior change) after Rotary's involvement ends.

After the six-month implementation period, the Abia State College of Health Sciences and Manage ment Technology, Aba, will assume primary responsibility for the continued operation, maintenanc e, and financial sustainability of the Water Quality Testing and Monitoring Laboratory. The College will designate qualified personnel to manage the laboratory and incorporate its operational and mai ntenance costs into its institutional budget. Revenue generated from appropriate laboratory servic es will be managed on a not-for-profit cost-recovery basis to support consumables, equipment ser vicing, calibration, utilities, and other operational needs.

Rotary will maintain an oversight role for five years after project completion. During this five-year p eriod, the Rotary Club of Eziama-Sunrise Aba, in collaboration with the international partner and rel evant stakeholders, will monitor the functionality of the laboratory, implementation of the mainten ance plan, use and condition of equipment, quality-management systems, staff capacity, financial s ustainability, and achievement of intended outcomes. Rotary's role will be one of oversight, mento ring, monitoring, and technical support rather than day-to-day management.

The laboratory will operate under a dedicated governance framework linked to the College's broade r Water, Sanitation and Hygiene (WASH) and Menstrual Hygiene Management (MHM) framework. Th e Water, Waste and Management Committee (WWMC), together with designated College personn el, will oversee routine operations, monitoring, reporting, maintenance, and compliance with estab lished procedures.

Long-term behavior change will be promoted through continuous WASH education, practical trainin g, routine water-quality monitoring, and the use of laboratory results to guide decisions and correc tive actions. Staff, students, health workers, and community stakeholders will be encouraged to a dopt regular water testing, safe water handling, evidence-based corrective action, and responsible WASH practices as part of normal institutional operations.

At the end of the five-year Rotary oversight period, full operational oversight will remain with the C ollege and its established governance structures. The combination of institutional ownership, train ed personnel, budgetary provision, cost-recovery mechanisms, preventive maintenance, quality-ma nagement systems, and integration with the College's WASH and MHM framework is intended to en sure that the laboratory remains functional and beneficial to the College and surrounding communi ties beyond Rotary's involvement.

ENVIRONMENTAL ION,

What are currently the greatest environmental threats to local land, air, water resources, and the ecosystem?

The greatest environmental threats affecting the College and surrounding community are poor sanitation, inadequate wastewater and solid-waste management, open defecation and urination, improper disposal of sanitary materials, and potential contamination of surface and groundwater sources. These conditions can introduce microbiological and chemical contaminants into water sources and increase risks to public health and the surrounding ecosystem.

Limited routine water-quality testing and monitoring is a major gap. Without regular microbiological and physicochemical analysis, contamination of boreholes, storage facilities, and other water sources may go undetected. The absence of a dedicated local water-quality testing laboratory therefore limits the community's ability to identify environmental risks early, assess their impact, and implement evidence-based corrective measures.

The proposed laboratory will strengthen environmental protection by enabling routine water-quality surveillance, early detection of contamination, evidence-based WASH interventions, and improved management of water resources. It will complement the broader WASH project by providing the technical evidence needed to protect water sources and promote healthier environmental practices.

List any cultural practices that are relevant to the project (such as agricultural techniques or traditions).

Relevant cultural practices include the widespread reliance on boreholes, wells, and other locally available water sources for domestic, institutional, and commercial purposes. Water is commonly stored in household and institutional containers because of intermittent water supply, while boiling, filtration, and other traditional methods may be used to improve perceived water safety. Shared water points and sanitation facilities are also common, and their management often depends on collective community responsibility. Local decision-making frequently involves community leaders, associations, religious organizations, and other stakeholders, making community participation important for the acceptance and sustainability of WASH interventions. In addition, water quality is sometimes judged by appearance, taste, or odour rather than laboratory testing. The project will respect these existing practices while strengthening awareness of evidence-based water safety, proper water handling, hygiene, environmental sanitation, and the importance of regular water-quality testing.

What positive and negative environmental changes do you expect to result from the project?

The project is expected to produce significant positive environmental changes by improving the av ailability of reliable water-quality testing and monitoring, enabling early detection of microbiologica l and chemical contamination and supporting timely corrective action. It will strengthen safe water management within the College and surrounding communities, promote proper water handling, im prove hygiene and sanitation practices, and reduce the risk of pollution-related diseases. The labor atory will also generate reliable data to support environmental health planning, routine monitoring of water sources, and evidence-based management of water resources. Through training and comm unity outreach, the project is expected to encourage more responsible use and protection of water resources.

Potential negative environmental impacts are expected to be minimal and largely temporary during the six-month implementation period. These may include small quantities of laboratory waste, incl uding used reagents, sample containers and other consumables, as well as increased water and ele ctricity use associated with laboratory operations. If laboratory waste is improperly handled, it coul d pose localized risks to soil and water resources. These risks will be controlled through appropriat e laboratory waste segregation, storage, treatment and disposal procedures, adherence to applica ble environmental and public-health requirements, and staff training on safe laboratory practices.