



# MSF Environmental Health Toolkit

## Community Health Club Training Plan

Toolkit component 1.2

MSF Zimbabwe, April 2019



# Community Health Clubs

## Session 1.2 Adult Learning Principles

DURATION	60 minutes	Day1 Session 1
GENERAL OBJECTIVE	At the end of the session, participant should be able to summarize common Adult Learning Principles and errors in training.	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>• Why Learning to Train Adults is important</li> <li>• Define Adult Learning Principles</li> <li>• Identify general errors in Training</li> </ul>	
MODELS / THEORIES	<ul style="list-style-type: none"> <li>• Adult Learning Principles</li> </ul>	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1. What is the importance of ToT Sessions?</li> <li>2. Sharing Learning Experiences</li> <li>3. Define Adult Learning Principles</li> <li>4. Potential Errors/Pitfalls in Training</li> </ol>	
RESOURCES / MATERIALS	Workbook pages for Session 1.1	
SET UP INSTRUCTIONS	Prepared flip of Adult Learning Principles Flipchart to write shared experiences on Prepared flip (or slide) on pitfalls/errors	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING		

# Session 1.1

## Steps with Timing

### **Step 1 – Introduction and Importance of being trained as a Trainer**

Share the boys scout Motto – Be prepared. Why is it important to prepare for anything in life? Connect this to the ToT making the participant prepared to train others.

### **Step 2 – Sharing Experiences**

Ask the participants to each describe a learning experience that they once had where they learnt the most? - What made it good learning experience for you?

Ask the participants to each describe a learning experience that they once had where they learnt the most? - What made it good learning experience for you?

Then ask them to describe a learning experience that they once had which was a bad learning experience? - Why was it a bad learning experience for them?

1. Do a Round table and let each participant give at least one experience (good and bad) and Facilitator write on flip chart key ideas and principles given by participants.

### **Step 3 – Define Adult Learning Principles**

Facilitator to present all key adult principles and display them where all participants can keep on referring to them. (Handout or flipchart). To go through them individually with participants and discuss each point.

### **Step 4 - Potential Errors/Pitfalls in Training**

Have the participants list their potential errors on a flipchart. The facilitator will then share his/her list and compare the two. Do not share too much as most will be covered in the following session. It is just to get them geared for what is coming; also for the facilitator to gauge how much participant know and how fast the lessons can move.

- ✓ Too much on the Program
- ✓ Wrong Target Participants
- ✓ Too much information & No Key Message
- ✓ No clear set defined objectives nor framework
- ✓ Unsuitable content for the Objectives
- ✓ Monotonous methods used
- ✓ No Summary or Takeaway Material
- ✓ Logistics Issues
- ✓ Time Management

# Community Health Clubs

## Session 1.2 Interactive ways of training/Visual aids

DURATION	?	Day1 Session 2
GENERAL OBJECTIVE	To share the importance of different modes of training.so as to stimulate your audience and assist them retain the content material.	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>• To show the psychologically importance of interactive ways of training/ Visual Aids.</li> <li>• Learn about the purpose of Visual Aids and the different types.</li> <li>• The effective usage of Visual Aids and powerpoint presentation</li> </ul>	
MODELS / THEORIES	<ul style="list-style-type: none"> <li>• Environmental Scanning - The impact of the Stakeholder Concept (Mendelow, A.L; 1981)</li> <li>• Power/Influence Grid</li> </ul>	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1. The importance of Visual Aids.</li> <li>2. Different types of Visual Aids and their purpose.</li> <li>3. Tips on Visual Aids effectiveness.</li> <li>4. How to prepare a PowerPoint Slides</li> </ol>	
RESOURCES / MATERIALS	Workbook pages for Session 1.2	
SET UP INSTRUCTIONS	Prepared flip of session objectives Space for groups to form away from the tables Prepared flip (or slide) to cover all sessions.	
PARTICIPANTS' PREPARATION	None	

TRAINERS' PRE-READING		
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## Session 1.2

### Steps with Timing

#### Step 1 - The importance of Visual Aids

Psychological Angle is how we receive information:

How much we retain information as Human beings:		
Text	Visual	Vocal
7%	55%	38%

Message Retention after 3 Days	
Bullet Points – Words	Visuals
10%	50%

#### Step 2 - Different types of Visual Aids and their purpose.

Ask the participants to name any visual Aids that they may know. Afterwards, share the following visual aids with them and discuss where there might be most effective:

- PowerPoint slides
- Overhead/transparencies
- Video / clips
- Objects
- Models
- Photographs
- Drawings
- Brochures
- Posters
- Hand-outs

#### ii. The purposes of using Visual Aids:

Find out from the participants first what they think are the purposes of using Visual Aids. Have the following written out a flipchart or power point then share with them the reasons below:

- Support your ideas and improve audience comprehension of your presentation.
- Add variety to presentation by giving the audience a break from listening and letting them see something.
- Help Illustrate complex ideas and concepts and reinforce ideas.
- Can enliven a difficult subject and make it entertaining
- Help the presenter to emphasis and stick to the intended plan.

Emphasis the point that with the background of the target audience of CHC members—effective Visual Aids might be key for their understanding.

### **Step 3 - Tips on Visual Aids effectiveness:**

The Facilitator should write on flipchart or share on powerpoint the Tips on Visual Aids Effectiveness listed below and discuss with participants.:

- Start with a rough outline of the presentation before selecting the visual aid.
- The Visual or Audio Aids should be directly relevant to your presentation.
- Each should be simple and preferable contain ONE aspect of your message.
- Determine what you will say and what the visual aid will show. Try not to read straight off without any point to emphasis.
- Charts and graphs are good to support numerical information
- Do not let hand-outs become a distraction during a presentation – take them out at the appropriate time and if necessary collect them back after that particular activity of the session.
- Check to see if Audio or Video is working properly before the presentation.

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### **Step - 4 How to prepare a PowerPoint Slides**

Use the available PowerPoint presentation to explain this.

# Community Health Clubs

## Session 1.3 Preparing a Training Session

DURATION		Day1 Session 3
GENERAL OBJECTIVE	To prepare a Training Session from inception to delivering it and evaluation.	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>• The Training Cycle</li> <li>• Formulating Objectives</li> <li>• Designing the course outline</li> <li>• Organizing the Course</li> </ul>	
MODELS / THEORIES	<ul style="list-style-type: none"> <li>• The Training Cycle</li> </ul>	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1. The Training Cycle</li> <li>2. Formulating Objectives</li> <li>3. Designing the course outline</li> <li>4. Organizing the Course</li> </ol>	
RESOURCES / MATERIALS	Workbook pages for Session 1.3	
SET UP INSTRUCTIONS	Prepared flip of session objectives Space for groups to form away from the tables Prepared flipchart with Training Cycle	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING		

# Session 1.3

## Steps with Timing

### Step 1 - The Training Cycle

✓ Go through the 5 stages of the Training Cycle and ask the participants at each stage what they know about it. Provide an explanation for each stage after hearing their thoughts. Make sure there is a flipchart they can refer too at all times on this.

- i. Analysis of needs
- ii. Preparing the Training course
- iii. Giving the Training Course
- iv. Evaluation of the Training Course
- v. Follow-up of the training Course

✓

### Step 2 - Formulating and defining Objectives

Ask yourself questions:

- The paramount question to constantly be considering when formulating Objectives is: ***Who do you want to train, and for what?***
- Will training help provide answers/solutions to the problems / issues that would have necessitated the training? Reflect - Over & Over.

- I. There are three types of objectives for training courses:
  - Knowledge
  - Know-how
  - behaviour
- II. The magic phrase for writing objectives: It begins with “At the end of the training course, the participant should be able to....” The following are some action verbs that could be used:

✓

✓ Administer	✓ Practice	✓ Control
✓ Describe	✓ Define	✓ Diagnose
✓ Treat	✓ Establish	✓ Identify
✓ Apply	✓ List	✓ Measure
✓ Practice	✓ Summarize	✓ Organize

✓

#### ✓ **Exercise:**

✓ Break the participants into groups and have them do an exercise of how they can incorporate some verbs into an objective for training. Each group must at least use 5 action verbs in simple objectives. Afterwards the groups will share with the other participants. (10 Minutes)

### Step 3 - Designing the course outline:

There is a power point presentation that covers the five stages of the designing the course outline. Go through it with the participants.

- I. Determine the content of the training course
- II. Selection of Participation

What are the current participants' know-how, skills, experience before the training?

- a. *Do I know the starting point? (= current level of participants understanding)*
- b. *Have I determined the point of arrival? (= desired level)*

- III. Training Methods
- IV. Establishing a learning sequence
- V. The evaluation

#### **Step 4 - Organizing the Course**

- I. A few tips to keep the attention of audience
- II. Managing Training Time
- III. Logistics around training

The participants are to divide into three groups. Each groups is to be given a topic and have them identify under each heading relevant concerns/activities/tips/issues and important points. These are to be shared in the plenary session with the other participants.

The facilitator is to have their own list and share any items or points not covered by the participants.

# Community Health Clubs

## Session 1.4 Stakeholders Mapping

DURATION	105minutes(TBC)	Day1 Session 4
GENERAL OBJECTIVE	How to Conduct a Stakeholders Mapping Exercise	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>• Who is a Stakeholder &amp; What is Stakeholders Mapping?</li> <li>• The importance of Stakeholders Mapping.</li> <li>• The four general phases of Stakeholders Mapping.</li> <li>• Power/Influence Grid</li> </ul>	
MODELS / THEORIES	<ul style="list-style-type: none"> <li>• Environmental Scanning - The impact of the Stakeholder Concept (Mendelow, A.L; 1981)</li> <li>• Power/Influence Grid</li> </ul>	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>5. Definition and Importance of Brainstorming</li> <li>6. The four general phases of the Stakeholder process.</li> <li>7. Group Exercise on Power /Influence Grid</li> <li>8. Connecting it to your project</li> </ol>	
RESOURCES / MATERIALS	Workbook pages for Session 1.4	
SET UP INSTRUCTIONS	<p>Prepared flip of session objectives            Space for groups to form away from the tables            Prepared flip (or slide) of the Stakeholders' Concept &amp; Power/Influence Grid            Zimbabwe stakeholders Map</p>	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING		

# Session 1.4

## Steps with Timing

### **Who is a Stakeholder & What is Stakeholders Mapping?**

Ask the group for their definition of a Stakeholder and what Stakeholders Mapping is. Give them a definition and discuss it together for understanding.

### **The importance of Stakeholders Mapping**

Explain each of the four points of the importance of Stakeholders Mapping. This should encourage the participants to take this seriously as it is part of a 'feasibility study' and campaign strategy for the success or failure of the Community Health Clubs.

- I. Granting Project Success
- II. Providing Expertise
- III. Reducing and Uncovering risk
- IV. Increasing Project Success

### **The four general Steps of Stakeholders Mapping.**

This outlines the process of stakeholders Mapping. It will give the participants a guideline of how they can implement the stakeholders Mapping activity.

Step 1 -Identifying groups, organizations, and people who are stakeholders

Step 2 -Analyzing stakeholders' perspectives and interest

Step 3 -Mapping the relationship between stakeholders and company objectives

Step 4 -Prioritizing and ranking stakeholders

### **Power/Influence Grid**

1. Share and explain the grid with the group.

Exercise:

2. Ask them to individually identify all the different stakeholders that they might have to contact to start a CHC project. Then position them into the grid and be ready to explain to the rest of the group their decisions. (10 minutes)
3. After the exercise each individual will explain to the Group their power/influence Grid. This exercise is for the participants to learn from each other and also observe the different dimensions that can be found in other missions.
4. The final recap will be the Facilitator sharing the Zimbabwean stakeholder's map in its entirety. The participants should be told to keep their individual stakeholders' mapping and this will be reviewed again on the last day.

# Community Health Clubs

## Session 2.1 how practitioners can identify sites to work on

DURATION	60 Minutes	Day2 Session 1
GENERAL OBJECTIVE	How to identify sites/ boreholes where to implement the CHC to programme	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To understand the difference between hardware and software in WASH programming: and how they complement each other</li> <li>Learn how to identify relevant sites where the CHC programme is to be implemented.</li> <li>The general process of selecting a borehole site through the use of GIS.</li> </ul>	
MODELS / THEORIES	✓	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1. Definition of hardware and software</li> <li>2. Why is siting and mapping important</li> <li>3. How is it done, and who is involved</li> <li>4. CASE STUDY</li> </ol>	
RESOURCES / MATERIALS	<ul style="list-style-type: none"> <li>Workbook</li> </ul>	
SET UP INSTRUCTIONS	<ul style="list-style-type: none"> <li>Flip chart with session objectives</li> </ul>	
PARTICIPANTS' PREPARATION		
TRAINERS' PRE-READING		

# Session 2.1

## Steps with Timing

### **1. DEFINITION OF HARDWARE AND SOFTWARE**

- Provide definition and explanation of hardware component of WASH programme
- Provide definition and explanation of software component of WASH programme
- How software and hardware complement each other in WASH programming

✓

### **2. WHY IS CITING AND MAPPING(GIS- GEOGRAPHICAL INFORMATION SYSTEM) IMPORTANT**

- Definition of GIS
- Define and Explain to participants the concept of siting and how it's done
- Define and Explain to participants the concept of mapping and how it's done
- How the two processes work together, to bring efficiency to the WASH programme

✓

### **3. How is it done, and who is involved**

- Explaining to participants how the mapping exercise is done, and who does it.

✓

### **4. Case Study**

✓

1. Ask participants to work in groups of 3 or 4, to work on session 2.1, case study in the work book, and appoint a spokesperson.
2. Groups discuss the case study, by responding to questions in the work book.

# Community Health Clubs

## Session 2.2 Establishment of CHCs at community level

DURATION	60 Minutes	Day2 Session 2
GENERAL OBJECTIVE	How to set up a CHC in the community	
LEARNING OBJECTIVES	Steps to follow when formulating a CHC in the community with the community health workers after the training	
MODELS / THEORIES	✓	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1.Sensitisation of the community on impending programme</li> <li>2.Mobilisation of community participants</li> <li>3.Registration of community participants by community health workers</li> <li>4.Commencement of PHHE(Participatory Health and hygiene education) sessions</li> </ol>	
RESOURCES / MATERIALS	<ul style="list-style-type: none"> <li>• Work book</li> </ul>	
SET UP INSTRUCTIONS	<ul style="list-style-type: none"> <li>• Flip chart with session objectives</li> </ul>	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING	None	

## Session 2.2

### Steps with Timing

#### **Step1: Sensitisation of the community on impending programme**

- The identification of appropriate target groups for the sensitisation of the programme
- Define sensitisation, techniques and methods to be used to reach out to the maximum number of people

#### **Step 2: Mobilisation of community participants**

- Define mobilisation and explain techniques and methods to be used to reach out to maximum number of people

#### **Step3: Registration of community participant's community health workers**

- Explaining to participants the registration process and its importance.

#### **Step 4: Commencement of Participatory Health and hygiene Education (PHHE) sessions**

- Outline PHHE content and process.

# Community Health Clubs

## Session 2.3 How to deliver a T.O.T

DURATION	180 Minutes	Day2 Session 3
GENERAL OBJECTIVE	To learn how to deliver a quality T.O.T for community health workers.	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To learn the important components of a T.O.T and how to deliver it.</li> <li>To be able to create a road map with the T.O.T participants as a starting point for the CHC methodology</li> <li>Road map for health promoters after the T.O.T training(Bigger picture)</li> </ul>	
MODELS / THEORIES	✓	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>Selection criteria of health workers to work with</li> <li>Preparation and content of training</li> <li>How to deliver a T.O.T</li> <li>Pre and post assessment of T.O.T participants</li> <li>Development of field action plan(road map)</li> <li>Group work</li> <li>Reflection</li> </ol>	
RESOURCES / MATERIALS	Resource book Tool kit	
SET UP INSTRUCTIONS	Prepared flip chart with session objectives Space for 3 to 4 groups to work Prepared flip chart on field action plan	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING	Resource Book Tool kit	

# Session 2.3

## Steps with Timing

### **Step 1 SELECTION CRITERIA OF HEALTH WORKERS TO WORK WITH**

- Identifying community health workers that one would work with through relevant stakeholders (remind them of stakeholder mapping session so that they can connect)
- General guidelines to the selection criteria for choosing community health workers.

### **Step 2 PREPARATIONS AND CONTENT OF TRAINING**

- Familiarisation with the training tool kit and its contents
- Logistics outline that should be in place prior training; inclusive of engaging and mobilising participants on time
- Identify other partners/ stakeholders to integrate during the training for increased sustainability of the programme (participants to refer to their individual stakeholder mapping).

### **Step 3 HOW TO DELIVER A T.O.T**

Definition of a T.O.T

Recap/ revision/reflection on importance of in cooperating the following sessions from day 1 in delivering a T.O.T;

- Adult learning principles
- Inter active ways of training/visual aids
- Preparing a training session
- The importance of giving correct theoretical information (know your stuff) and practical sessions in order for trainers to gain confidence to deliver sessions
- What does a community health workers T.O.T programme include and look like

### **Step 4 Pre and post assessment of T.O.T participants**

- Importance and relevance of pre and post-test assessment for participants.
- Define pre and post-test, and what issues should be covered in the process.  
✓  
✓

### **Step 5 DEVELOPMENT OF FIELD ACTION PLANS- ROAD MAP (GROUP WORK)**

- Explain to participants the action plan template and its importance that is shared with participants in the T.O.T session
- Divide participants into groups have them fill in an action plan template which is normally done by community health workers as an example and learning curve.
- Each group to present to the other groups their filled in template of the action plan.
- Further instructions provided in work book
- Plenary session to review group work. What action points were raised? As facilitator look at issues left out and hammer on these for their importance.

### **Step 6 ROAD MAP FOR HEALTH PROMOTERS AFTER THE T.O.T (BIGGER PICTURE)**

- After training identify stakeholders to be contacted to roll out the programme  
✓

# Community Health Clubs

## Session 3.1 Field Visit

DURATION	180minutes	Day3 Session 1
GENERAL OBJECTIVE	Field visit	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To have a practical appreciation of a water point and its components</li> <li>To interact with members of a community health club; and to hear from them their experiences.</li> <li>To see the difference between a successful and an unsuccessful water point</li> </ul>	
MODELS / THEORIES	✓	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>Actual field visit</li> <li>Plenary session on learning points after visit</li> </ol>	
RESOURCES / MATERIALS	Workbook for filling in during visit	
SET UP INSTRUCTIONS		
PARTICIPANTS' PREPARATION	Questions that they may want to ask community health club members manning water points.	
TRAINERS' PRE-READING	Programme for the visit	

# Session 3.1

## Steps with Timing

### **1. Components of a water point**

- Participants to take note of the different components that make up a water point and how they work.

### **2. Community health clubs role in running water points**

- Recap of the functions of a community health club and the roles played by different members to ensure sustainability of a water point through interaction with the water point committee for practical answers.
- Explore the different challenges that the community health club faces in running water points and how they are overcome these.

### **3. Learning points from a successful and unsuccessful water point**

- Through interacting with a community health club running a successful water point, find out what makes them successful, and how do they overcome challenges
- Through interacting with a community health club running an unsuccessful water point, find out what made them unsuccessful.

### **4. Plenary session on learning points from visit**

- After the field visit, review and reflect on what participants will have learnt in the field.

# Community Health Clubs

## Session 4.1 Water point Management

DURATION	60 Minutes	Day4 Session 1
GENERAL OBJECTIVE	Water point management	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To explain the relevance and importance of water point management.</li> <li>To outline the different components of water point management.</li> </ul>	
MODELS / THEORIES	✓	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1. Definition of a water point</li> <li>2. Who operates the water point and how it should be managed by the Water Point Committee</li> <li>3. Daily operations and Maintenance of the water point</li> <li>4. Training and support of Water Point Committees(WPCs)</li> </ol> ✓	
RESOURCES / MATERIALS	Work book Resource Book Tool kit	
SET UP INSTRUCTIONS	Flip chart with session objectives Flip chart with WPC membership, roles and responsibilities	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING	Resource Book	

# Session 4.1

## Steps with Timing

### 1. Definition of a water point

- Define water point, in terms of MSF work book.
- Explain the components of a water point to the participants(make reference to field visit)

### 2. Who operates the water point and how it should be managed by the Water Point Committee(WPC)

- Briefly describe how the water point is operated and explain the involvement of the WPC in the operational process.
- Discuss with participants the possible roles and responsibilities of water point committee members.
- Define and explain resource mobilisation as part of water point management.
  - Look at the different ways in which this can be done at water points, in participants' respective areas.
  - Look at the challenges that are likely to be faced by the WPC and how these can be addressed.

✓

### 3. Daily operations and Maintenance of the water point

- The importance of maintenance and identification of who will be doing the different levels of maintenance work.

### 4. Training and support of Water Point Committees(WPCs)

- Look at the different ways in which strengthening and support of water point committees can be done, by the organisation implementing the WASH programme.
- Define look and learn visits for WPC in the scope of the WASH programme.
  - Explain how and why they are done.

# Community Health Clubs

## Session 4.2 CHC Cycle activities

DURATION	60 Minutes	Day4 Session 2
GENERAL OBJECTIVE	CHC cycle activities	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To make participants aware of CHC cycle activities</li> <li>To explore with participants how the activities will be implemented</li> </ul>	
MODELS / THEORIES	✓ <b>CHC cycle in the community</b>	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1. Delivery of PHHE sessions in the community, supported by MSF Health Promoters</li> <li>2. Creating a water point committee</li> <li>3. Clean-up campaign</li> <li>4. Graduation</li> <li>5. Practical session delivery by participants(Role play)</li> </ol>	
RESOURCES / MATERIALS	Work book Resource Book Tool kit	
SET UP INSTRUCTIONS	Flip chart with session objectives Flip chart with model	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING	Work book Resource Book	

# Session 4.2

## Steps with Timing

### 1. Delivery of PHHE sessions in the community, supported by MSF Health Promoters

- Define PHHE and explain its main components
- Explain how PHHE will be used in the community and its importance
- Work on how PHHE will be delivered to CHC members
- Explain why it is important to have MSF staff members supporting PHHE sessions, touching on how soon it should be done and how it should be done

### 2. Creating a water point committee

- Explanation on who comprises the CHC executive committee and why there is a need for one
- How is the committee put in place and is there a need for special trainings

### 3. Clean up campaign

- Define clean-up campaign and what it entails
- How does the clean-up campaign work together with other CHC activities as a total package of the CHC methodology
- Explain its objective and when it's done during the CHC trajectory

### ✓ 4. Graduation

- Explain what graduation is in the CHC methodology
- When and how it's done as well as the objective of the graduation

### ✓ 5. Practical session delivery by participants (role play)

- Participants get into 2 working groups
- In their groups they choose a facilitator, who delivers a practical PHHE. The other members of the group are to act as the community. Asking appropriate questions. The group members will assist the facilitator to organise the delivery of his/her practical session.
- Each group will present to the other group
- After each presentation, there will be time to reflect on;
  - (a) What went well
  - (b) What did not go well
  - (c) What improvements can be made

✓

# Community Health Clubs

## Session 4.3 Measuring Behaviour change in communities

DURATION	60 Minutes	Day4 Session 3
GENERAL OBJECTIVE	Measuring behaviour change in communities	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To explain the relevance and importance of measuring behaviour change in PHHE</li> <li>To build the capacity of participants in conducting(Knowledge, Attitude and Practices) K.A.Ps survey</li> </ul>	
MODELS / THEORIES	MSF K.A.Ps survey template	
SESSION OUTLINE	<ol style="list-style-type: none"> <li>1.Explanation on importance of measuring behaviour change in communities</li> <li>2.Introduction to baseline and end line(K.A.P.S) survey</li> <li>3.Baseline survey</li> <li>4.Endline survey</li> <li>5.Data encoding and analysis</li> <li>6.Lessons learnt on conducting K.A.Ps</li> </ol>	
RESOURCES / MATERIALS	Work book Resource Book Copy of Questionnaire template	
SET UP INSTRUCTIONS	Flip chart with session objectives Flip chart with points on lessons learnt when conducting K.A.Ps survey	
PARTICIPANTS' PREPARATION	None	
TRAINERS' PRE-READING	None	

## Session 4.3

### Steps with Timing

#### **1. Explanation on importance of measuring behaviour change in communities**

- To explain to participants the importance of measuring behaviour changes in communities.

#### **2. Introduction to baseline and end line (K.A.P.S) survey**

- Define and explain base line and end line surveys as a way of measuring behaviour change
- To share the MSF Questionnaire template

#### **3. Data encoding and analysis (TBC)**

- Look at the different ways in which data encoding can be done

#### **4. Lessons learnt on conducting K.A.Ps**

- Refer to flip chart with listed lessons learnt

