

## Day One

# NERP Monitoring and Evaluation Training

### Exercise 1: Training Objectives

🕒 Time - 10 minutes

#### Objectives

- To know the objectives of the NERP Monitoring and Evaluation Training

#### Process

1. Trainer reads aloud to participants the objectives on Flip Chart A.

**Flip Chart A**  
**NERP Monitoring and Evaluation Training Objectives**

**At the end of this training, participants will be able to:**

- \* **Report the results from the Nutrition Education and Rehabilitation Program for the entire community.**
- \* **Know how to review and monitor the results from each NERP.**
- \* **Practice the special skill of “solving problems with our own solutions” by identifying NERP problems and finding solutions to those problems.**

2. Trainer asks participants to copy Flip Chart A into their notebooks.

#### 📖 Materials

- Flip chart stand and prepared Flip Chart A

#### Helpful Hints

- ◆ A good PANP trainer will always arrive at the training room at least 15 minutes early on the day of the training in order to check the day’s training materials and set up the training room.
- ◆ A good PANP trainer will always be in the training room before the participants arrive to greet the participants and welcome them to the day’s training.

## Exercise 2: NERP Monitoring and Evaluation

🕒 Time - 25 minutes

### Objectives

- To learn why it is important to carry out a NERP Monitoring and Evaluation
- To learn the steps necessary to carry out a NERP Monitoring and Evaluation

### Process

1. Trainer explains to participants that the NERP Monitoring and Evaluation allows the group to analyze the results from the NERP session in order to see how much progress has been made in rehabilitating the severely and very severely malnourished children.
2. Furthermore, conducting the NERP Monitoring and Evaluation allows the group to work together to identify problems and find solutions so that the next NERP session will be improved.
3. Trainer reads aloud to participants from Flip Chart B.

**Flip Chart B**  
**Steps to Carry Out a NERP Monitoring and Evaluation**

- a) After each NERP session, all of the health volunteers, Community Management Steering Committee members, local government leaders and health staff must meet together to carry out a NERP Monitoring and Evaluation. The NERP coordinator chairs this meeting.
- b) At the NERP Monitoring and Evaluation meeting, each health volunteer reports the result of her/his NERP session. Health volunteers must report the number of children in the NERP who gained weight, lost weight and stayed the same weight. They must also report the number of children in Channels A, B, C and D after the NERP session.
- c) At the NERP Monitoring and Evaluation meeting, people will work together to identify the problems they had in the last NERP session and to find solutions to their problems.
- d) The NERP coordinator will keep all of the records of every NERP session. The coordinator will make a NERP Results Chart so that the whole community will know the NERP results and be able to monitor the NERP program.

4. Trainer asks participants to copy Flip Chart B into their notebooks.

 **Materials**

- Flip chart stand with prepared Flip Chart B

**Helpful Hints**

- ◆ A good PANP trainer will always speak slowly, loudly and clearly when reading from the flip chart. This will help participants to understand the information they are learning.
- ◆ A good PANP trainer will repeat and clarify those points on the flip chart that they think may be difficult for participants to understand.

## Exercise 3: NERP Results Form & Community NERP Results Chart

🕒 **Time - 15 minutes**

### Objectives

- To introduce participants to the NERP Results Form and the Community NERP Results Chart

### Process

- Trainer presents to participants the sample forms prepared on flip chart paper as shown below.

#### Flip Chart C

#### The NERP Results Form and Community NERP Results Chart

#### The NERP Results Form

| Name of Health Vol. | Village | Total # children part. | Number of Children |             |             | Channel |   |   |   |
|---------------------|---------|------------------------|--------------------|-------------|-------------|---------|---|---|---|
|                     |         |                        | Gain weight        | Same weight | Lose weight | A       | B | C | D |
|                     |         |                        |                    |             |             |         |   |   |   |

#### The Community NERP Results Chart

| NERP Session | Date | Total # children part. | Children Number and Percent |   |             |   |             |   | Children Number and Percent in Channels |   |   |   |   |   |   |   |  |  |  |
|--------------|------|------------------------|-----------------------------|---|-------------|---|-------------|---|-----------------------------------------|---|---|---|---|---|---|---|--|--|--|
|              |      |                        | Gain weight                 |   | Same weight |   | Lose weight |   | A                                       |   | B |   | C |   | D |   |  |  |  |
|              |      |                        | #                           | % | #           | % | #           | % | #                                       | % | # | % | # | % | # | % |  |  |  |
|              |      |                        |                             |   |             |   |             |   |                                         |   |   |   |   |   |   |   |  |  |  |

- Trainer explains to participants how to fill out the forms as follows.

#### The NERP Results Form:

Column 1 - Write the name of the health volunteer.

Column 2 - Write the name of the village or community.

Column 3 - Write the total number of children who participated in the NERP session at that NERP center.

Column 4 - Write the number of children who gained weight, lost weight, and stayed the same.

Column 5 - Write the number of children in each channel at the end of the NERP session.

#### The Community NERP Results Chart:

Column 1 - Write the number of the NERP session.  
Column 2 - Write the month and year of the NERP.  
Column 3 - Write the total number of children who participated in the NERP for the whole community.  
Column 4 - Write the number and percentage of children who gained weight, lost weight, and stayed the same.  
Column 5 - Write the number and percentage of children who graduated to Channel A or B, and the number and percentage who remained in Channel C or D.

 **Materials**

- Flip chart stand with prepared Flip Chart C

**Helpful Hints**

- ◆ A good PANP trainer knows how to recognize when participants need to be invigorated. Refer to warm-up exercises in Appendix A for ideas.

## Exercise 4: Making the Forms

⌚ **Time - 50 minutes**

### Objectives

- To make copies of the NERP Results Form and the Community NERP Results Chart
- To understand how to use the forms to evaluate the program

### Process

1. Trainer asks each participant to make a copy of the NERP Results Form from Flip Chart C in their notebooks.
2. Working together as a community group, trainer asks participants to make and fill out one NERP Results Form for each NERP center. These village-level forms should then be tabulated in columns to arrive at a total number for the community.
3. A copy of the NERP Results Form for the community should be given to the Community Management Steering Committee.
4. Trainer hands out pens, paper and large sheets of cardboard and instructs each community group to make a Community Results Chart on a large piece of cardboard. Flip Chart C should be used as a model.
5. When the groups are finished, trainer asks the NERP coordinator from each community to come to the front of the room and place his/her Community NERP Results Chart on the white board stand.
6. Trainer asks the NERP coordinator(s) the following questions:
  - ⇒ How many children were rehabilitated?
  - ⇒ How many children have gained weight?
  - ⇒ How many children stayed the same during the NERP?
  - ⇒ Are there any children who lost weight?
  - ⇒ Why have some children been rehabilitated while others have not?
7. Trainer asks the health volunteers to make a copy of the NERP Results Form in their notebooks so that they will be able to make reports for each NERP session. They will need to give these completed forms to the NERP coordinator.
8. Health volunteers will also need to copy the Community NERP Results Chart into the last page of their NERP books.

They should fill in the results of each NERP session on the form as a means of monitoring their own work.

9. Trainer concludes this exercise by reciting the steps for evaluating a NERP session:
  - a) Each health volunteer writes the results of his/her NERP center in each column of the NERP Results Form.
  - b) Everyone should pay attention to ensure that the numbers are accurate.
  - c) After checking and correcting any errors (if any), the health volunteers and the NERP coordinator tabulate all of the results and write the community totals on the Community NERP Result Chart.
  - d) The Community NERP Result Chart should be hung in a place where many people can see it.

 **Materials**

- Flip chart stand with prepared Flip Chart C
- White board and markers
- Pens and large pieces of cardboard

**Helpful Hints**

- ◆ A good PANP trainer remembers to be patient with participants and to encourage them to discuss and learn together.
- ◆ A good PANP trainer is happy and relaxed. It is very important for the training to be fun for both the trainer and the participants.

## Exercise 5: Problem Solving

⌚ Time - 20 minutes

### Objectives

- To review the skill of problem solving which was first introduced at the GMP Monitoring and Evaluation Training (Training # 3)

### Process

1. Trainer asks different participants the questions below. If the answers given are unclear, trainer encourages discussion by asking additional questions and/or clarifying answers. *“Appropriate” answers are given in italics after each question.*
  - ⇒ Have you practiced problem solving before? *Yes.*
  - ⇒ When did you practice this skill? *At the GMP Monitoring and Evaluation Training.*
  - ⇒ What does it mean to “solve our problems with our own solutions”? *Together we identify our problems and together we find solutions to those problems.*
  - ⇒ Why is the problem solving skill so important? *When we work together we can identify the problems we have in our work. When we work together we can find solutions to those problems. This means that we are using our own knowledge and skill to take responsibility for our work.*
  - ⇒ Why are the solutions we have found ourselves the best ones? *a) The solutions we find ourselves are the best because we understand our own situation better than outsiders. b) By practicing a problem solving methodology, we can solve other problems in the future.*

### Helpful Hints

- ◆ A good PANP trainer encourages different participants to answer questions so that everyone is involved in the training.
- ◆ A good PANP trainer will always listen to participants’ answers and encourage them to discuss each question as a group.

- ◆ A good PANP trainer always remembers to thank participants after they have answered a question.

## Exercise 6: Identifying NERP Problems

⌚ Time - 45 minutes

### Objectives

- To focus participants' attention on potential problem areas in the NERP

### Process

1. Trainer asks participants a series of questions designed to focus the participants' attention on areas that may have been problematic in the NERP sessions. Trainer should encourage discussion and contribution from all participants, though many of these questions are best answered by the health volunteers.

#### Questions about participation:

- ⇒ Did all families bring their children on time every day to the NERP session?
- ⇒ Which family members took the children to the NERP?

#### Questions about contribution:

- ⇒ Did each family contribute every day?
- ⇒ What did they contribute?
- ⇒ Did some families forget to bring their contribution?
- ⇒ How did you solve this problem?
- ⇒ Do families have to buy their food contribution?
- ⇒ Can they get it from their garden or field?
- ⇒ Do they know why the contribution is important?
- ⇒ What do you see as the difficulties for families to contribute?

#### Questions about cooking and buying food:

- ⇒ Are the cooking tools suitable?
- ⇒ Who buys food for the NERP Centers?
- ⇒ Is it easy or difficult to buy the food?
- ⇒ Who cooked the food every day?
- ⇒ Were the children happy to eat the food?

#### Questions about learning the NERP goals and messages:

- ⇒ Did mothers and family members understand the goals and messages?
- ⇒ What did you say to families about each child's health on the last day of the NERP session?
- ⇒ Did you write the results of the NERP session into your NERP books?
- ⇒ Did any members of the Community Management Steering Committee visit any NERP centers?

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## Exercise 7: Solving NERP Problems

⌚ Time - 45 minutes

### Objectives

- To practice problem solving skills
- To identify problems encountered during the NERP, and to find solutions to those problems

### Process

1. Trainer explains that for this exercise, participants should work in community groups. Each group should divide a blank sheet of flip chart paper into three columns as shown on Flip Chart D. The first column will list the items given below; the second column will note problems; the third column will note solutions.

| <b>Flip Chart D</b>                 |                        |                         |
|-------------------------------------|------------------------|-------------------------|
| <b><u>Solving NERP Problems</u></b> |                        |                         |
| <b><u>Items</u></b>                 | <b><u>Problems</u></b> | <b><u>Solutions</u></b> |
| <b>Participation</b>                |                        |                         |
| <b>Contribution</b>                 |                        |                         |
| <b>Cooking tools</b>                |                        |                         |
| <b>Buying food</b>                  |                        |                         |
| <b>The NERP menu</b>                |                        |                         |
| <b>Food served at the NERP</b>      |                        |                         |
| <b>Learning NERP goals</b>          |                        |                         |
| <b>Learning NERP messages</b>       |                        |                         |
| <b>Counseling mothers</b>           |                        |                         |
| <b>The NERP book</b>                |                        |                         |
| <b>Help from community members</b>  |                        |                         |
| <b>The NERP schedule</b>            |                        |                         |

2. Trainer asks the NERP coordinator for the community to lead the group to address the items on Flip Chart D. For each item, the participants should identify problems they encountered and solutions they found. If they did not encounter any problems related to an item on the list, they should leave it blank.

### Materials


- Flip chart stand with prepared Flip Chart D
- Blank flip chart paper and markers

### Helpful Hints

- ◆ A good PANP trainer chooses warm-up exercises that relate to and reinforce the training topics. Warm-up Exercise 6

“Foundations” in Appendix A emphasizes the importance of community self-reliance. Warm-up Exercise 3 “Community Events” highlights the importance of solving problems on our own.

## Exercise 8: Review

 **Time - 20 minutes**

### Objectives

- To review the NERP Monitoring and Evaluation Training

### Process

1. Trainer asks participants the questions listed below, and writes their answers on the white board. *“Appropriate” answers follow the questions in italics.*

⇒ What must be done after each NERP session? *We must meet together to monitor and evaluate the results of the NERP.*

⇒ What is the most important aim of the NERP? *To rehabilitate malnourished children.*

⇒ What must we do at a NERP Monitoring and Evaluation meeting? *a) Make a NERP Results Chart. b) Identify the NERP problems. c) Find solutions to these problems.*

⇒ Why should we always practice the problem solving methodology at a NERP Monitoring and Evaluation meeting? *Because it is the best way to solve our problems. The skill will help us deal with similar problems in the future to make our work more successful.*

### Materials

- White board and markers

# NERP Training 2

## Exercise 9: Training Objectives

🕒 Time - 10 minutes

### Objectives

- To know the objectives of the NERP Training 2

### Process

1. Trainer reviews the objectives of the second part of the training as listed on Flip Chart E.

**Flip Chart I**  
**Training Objectives**

**At the end of this training, participants will be able to:**

- \* Explain clearly to community members the two goals of the NERP; and
- \* Teach the NERP messages effectively using the NERP pictures and questions.

2. After reading through the points, trainer asks participants to copy Flip Chart E into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart E

## Exercise 10: Reviewing the NERP Goals

🕒 **Time - 10 minutes**

### Objectives

- To refresh participants' memories of the two goals of the NERP program

### Process

1. Trainer asks participants the following review questions, writing their answers on the white board.

⇒ What is the NERP program?

⇒ What is the first NERP goal?

Goal #1 - Together we rehabilitate the severely and very severely malnourished children.

⇒ Who are the “we” mentioned in Goal #1?

⇒ What does it mean to rehabilitate?

⇒ Who are the severely and very severely malnourished children?

⇒ How do we rehabilitate malnourished children?

⇒ Why do families contribute food to NERP meals?

⇒ What food do families contribute to NERP meals?

⇒ How do we know these foods can help rehabilitate malnourished children and keep them strong?

⇒ What is the second NERP goal?

Goal #2 - Families can continue to maintain and improve the health status of their rehabilitated children at home.

⇒ Who is most responsible for a child's rehabilitation?

⇒ Who will continue to maintain and improve the child's health after rehabilitation and graduation from the NERP?

⇒ How will the mother and family members continue to rehabilitate and maintain the child's health?

### 📖 Materials

- White board and markers

### Helpful Hints

- ◆ A good PANP trainer knows how to make learning fun. Warm-up Exercise 5 “Throwing the Ball” in Appendix A is

| one way to check and reinforce knowledge while boosting group energy.

## Exercise 11: Reviewing the NERP Messages

🕒 Time - 20 minutes

### Objectives

- To refresh participants' memories of the six NERP messages

### Process

1. Trainer asks participants to recall the six NERP messages.
2. Trainer writes the participants' answers on the white board.
3. Trainer reads aloud to participants the six messages:

#### Message #1 - Breastfeeding

Breast milk is the best food for a child. It helps protect the child against disease and helps develop a strong relationship between the mother and child. Mothers should not stop breastfeeding before 12 months.

#### Message #2 - "Good foods"

We must give children under age three a variety of foods three to five times per day. These foods include the "good foods" available in our community such as.....

#### Message #3 - Supplementary foods

From four to six months, in addition to breast milk, we need to give children supplementary food. We can begin by giving them weak, watered-down rice gruel and gradually give them a stronger mix of rice cooked in fish or vegetable broth instead of water.

#### Message #4 - "Good child care"

Children need people to take care of them, feed them, play with them, and guide them. Good child care helps a child to grow healthy and bright.

#### Message #5 - "Good health care"

We can help protect children from disease by keeping the house, food and children themselves clean. We should also give children vaccinations to prevent serious diseases, and we should bring sick children to the health center. Weighing the children regularly with the PANP help to detect malnourishment at an early age.

#### Message #6 - Taking care of children at home

Families can continue to maintain and improve children's health at home by using the "good foods," "good child

 **Materials**

care” and “good health care” messages.

- White board and markers

## Exercise 12: Using Visual Aids

🕒 **Time - 45 minutes**

### Objectives

- To understand why visual aids are an effective method of teaching
- To know how to use visual aids to teach the NERP messages
- To produce visual aids to teach the NERP messages

### Process

1. Trainer hands out sample visual aids of the NERP messages.  
*Examples of NERP messages visual aids are shown on page x.*
2. Trainer explains to participants the objectives of the exercise on visual aids. Visual aids are used to teach the NERP messages because:
  - \* They help mothers and family members to recall the details of each NERP message; and
  - \* They help people to more clearly understand the messages.
3. Trainer divides participants into groups of five and asks each group to work together to color the set of visual aids for use in each NERP Center. Each group is given a set of sample pictures and colored markers.
4. When the groups are finished, trainer concludes the day's training by thanking participants and telling them the time and place of the next day's session. Trainer remains behind to answer any questions participants may have.

### 📖 Materials

- Sets of sample NERP messages visual aids (one set per group)
- Colored markers

### Helpful Hints

- ◆ A good PANP trainer explains very clearly each step of a process when they are utilizing a visual aid.
- ◆ A good PANP trainer makes sure the visual aid is clear to everyone, inviting participants to come to the front of the room if they are unable to see clearly

**Insert Samples of NERP Visual Aids**




## Day Two

### NERP Training 2 (continued)


#### Exercise 13: Review & The Questioning Method

⌚ Time - 30 minutes

|                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b>                                                                                    | <ul style="list-style-type: none"><li>• To refocus on the objectives of the second section of the NERP training</li><li>• To understand why questioning is an important teaching tool</li><li>• To know what types of question are useful for teaching the NERP messages</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Process</b>                                                                                       | <ol style="list-style-type: none"><li>1. Trainer begins the day's session by reminding participants of the objectives of the second part of the NERP training, as outlined during the first day. Refer to Flip Chart E, page xx.</li><li>2. Trainer explains that in addition to the visual aids that were made at the close of the previous day's session, it is useful to use questioning as a method of teaching the NERP messages.</li><li>3. Trainer explains that the use of questions when teaching NERP methods is effective because:<ul style="list-style-type: none"><li>* Questions help respondents to discuss issues together.</li><li>* Questions and answers help respondents expand their knowledge and understand more clearly. When messages are clearly understood, they are better remembered.</li></ul></li><li>4. Trainer divides participants into six groups. Each group is given one of the six NERP messages.</li><li>5. Trainer asks each group to make up questions about the message, and write the questions down on paper. After the questions have been selected, the group should identify what they feel to be good answers to the questions.</li></ol> |
|  <b>Materials</b> | <ul style="list-style-type: none"><li>• Flip chart stand and prepared Flip Chart E</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Helpful Hints</b>                                                                                 | <ul style="list-style-type: none"><li>◆ A good PANP trainer knows how essential it is to the PANP program to communicate effectively. This is not an easy task.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Warm-Up Exercise 1 “The Telephone” in Appendix A allows participants to more fully understand the obstacles to clear communication.

## Exercise 14: NERP Messages Question & Answer Sheet

 **Time - 45 minutes**

### **Objectives**

- To introduce the NERP Messages Question and Answer Sheet
- To practice using the questions on the question and answer sheet

### **Process**

1. Trainer hands out one copy of the NERP Messages Question and Answer Sheet to each participant. The question and answer sheet is on page xx - xx.
2. Trainer explains to participants that they should use these questions when teaching the NERP messages to mothers and family members. Participants should understand the questions and answers fully so that they can become better teachers of the NERP messages.
3. Trainer asks some participants to read out loud the questions. Other participants should respond with the answers.
4. Trainer divides participants into smaller groups so that everyone may have a chance to practice asking questions and answering them.

### **Materials**

- NERP Messages Question and Answer Sheet (one per participant)

## **NERP Messages Question and Answer Sheet**

### **Message #1 - Breastfeeding**

Breast milk is the best food for a child. It helps protect the child against disease and helps develop a strong relationship between the mother and child. Mothers should not stop breastfeeding before 12 months.

- A) What is the best food for your child?  
*Breastmilk is the best food for your child.*
- B) Why is breastmilk the best food for your child?  
*It gives the best nutrition for the child to develop.*
- C) What are other reasons why breastmilk is good?  
*Breastfeeding helps a child to grow, and helps to protect the child against diarrhea, coughs, colds, and other common diseases. Breastfeeding helps a mother and child to bond. Frequent breastfeeding, both day and night, helps to delay the return of menstruation and so helps to postpone the next pregnancy.*
- D) How long should you breastfeed your child?  
*It is important to breastfeed until your child is at least 12 - 16 months old.*

### **Message #2 - "Good foods"**

We must give children under age three a variety of foods three to five times per day. These foods include the "good foods" available in our community such as.....

- A) What are the good foods in the community?  
*(Participants give answers.)*
- B) Why do we feed the child these foods?  
*With these good foods, even the poor families can keep their children healthy.*
- C) What foods in the community add special nutrition to your child's diet?  
*Vegetables, egg, crabs, shrimp, oil, fat, etc.*
- D) Why do families have to contribute foods to the NERP center each day?  
*When mothers and family members contribute food every day and realize the benefit of their food contribution to rehabilitating their children, they will feed their children these same foods at home.*
- E) How many times do you feed your child every day?  
*(Participants give answers.)*
- F) Why should we give children more meals every day?  
*Because a child's stomach is small. He/she cannot eat much food at one meal. Every child needs a lot of food to grow to be healthy and strong.*

- G) How many meals does a child need to be fed a day?  
*At least three main meals and two extra meals per day.*
- H) What do you feed your child at extra meals?  
*Leftover rice, bananas, sweet potatoes, etc.*

**Message #3 - Supplementary foods**

From four to six months, in addition to breast milk, we need to give children supplementary food. We can begin by giving them weak, watered-down rice gruel and gradually give them a stronger mix of rice cooked in fish or vegetable broth instead of water.

- A) What is supplementary feeding?  
*Supplementary feeding means feeding the child food in addition to breastmilk.*
- B) When should you start giving supplementary food to your child?  
*When he/she is from four to six months old.*
- C) Why do you give supplementary food to the child?  
*When a child is four to six months old, he/she needs more food to grow. Breastmilk is still the best food for the child, but breastmilk alone is not enough. The child need weaning food. Weaning food will help the child to grow faster.*
- D) What are the main supplementary foods?  
*Rice and beans. At first, it should be just rice gruel liquid, then a thin rice and bean gruel, and then thick rice and bean gruel.*
- E) Does rice have enough nutrients for a child?  
*No. Rice does not have enough nutrients. If you only feed your child rice, he/she will be malnourished.*
- F) How should the supplementary foods be given to your child?  
*Begin with thin foods and move to thick foods. Begin with small amounts and move to larger amounts.*

**Message #4 - "Good child care"**

Children need people to take care of them, feed them, play with them, and guide them. Good child care helps a child to grow healthy and bright.

- A) What does "good child care" mean?  
*Good child care means that the needs of the child are met. It means that the child has a good environment and supervision.*
- B) How should we care for the child?  
*There should be a person to care for the child every day. The child must also be kept clean and warm, and be given good, clean food.*

- C) Is it enough if we only give food to the child?  
No. The child also needs the care and love of people.
- D) Why is care and love important to the child?  
Because children who grow up in a loving and caring environment learn to be happy and love the people around them. Lack of care and love makes a child fail to grow normally in mind and body.
- E) Apart from you, who takes care of your child?  
(Participants give answer.)
- F) How do the other caretakers care for you child?  
(Participants give answers.)

**Message #5 - “Good health care”**

We can help protect children from disease by keeping the house, food and children themselves clean. We should also give children vaccinations to prevent serious diseases, and we should bring sick children to the health center. Weighing the children regularly with the PANP helps to detect malnourishment at an early age.

**Hygiene**

- A) Why is good hygiene important?  
Because it helps to prevent some serious diseases such as diarrhea and parasites.
- B) How should you keep your house and family clean?  
Everyone should help to clean the house.  
Animals should be kept outside the house.  
Everyone should use the latrine. If this is not possible, people should defecate far away from houses, cooking areas, paths and water supplies.  
Every family member should bath frequently.  
Everyone should wash their hands with soap before meals, especially after defecating or cleaning the child’s bottom.  
Everyone should drink boiled water.  
Everyone should eat cooked foods, and should keep foods covered.

**Vaccination**

- C) Why does the child need to be vaccinated?  
Because vaccination helps to prevent some serious diseases such as measles, tuberculosis, polio, tetanus, and whooping cough. Failure to vaccinate can lead to malnourishment, disabilities and even death.
- D) When does the child need to be vaccinated?  
A child needs to be vaccinated during the first year of life.
- E) What should we do if the child gets sick after having a vaccination?  
It is common for a child to cry often or have a fever or hives after a vaccination. You should give the child more water and breastfeed more

often. If the child does not recover after three days, you should take him/her to the health center.

F) Can sick children be vaccinated?

Yes. Vaccinations have no ill effects on sick or malnourished children.

### **Weighing Children Under Three**

G) How do we know that a child is growing well?

We weigh the child frequently. Healthy children who are growing well gain weight monthly. If there is no weight gain after two months, a child may have health problems.

### **Medical Treatment**

H) Why do we need to take the child to the health center when he/she gets sick?

Because the child will be checked and treated in a timely fashion.

I) Why shouldn't we buy and use antibiotics without the advice of a doctor?

Because the misuse of antibiotics may make a child's problem more serious.

### **Message #6 - Taking care of children at home**

Families can continue to maintain and improve children's health at home by using the "good foods," "good child care" and "good health care" messages.

A) Why is the family's contribution important?

Because when families contribute foods they can find by themselves, they will see how easy it is to rehabilitate a child at home with those same foods.

B) Besides your food contribution, what other foods are important for a child?

Breastmilk is very important. Oil and fats are also very important. We should feed the child some "good foods" at every meal.

C) Apart from feeding them "good foods," what should you do to keep your children healthy?

We should follow what we have learned in the NERP session. We should prepare food hygienically and give the child "good child care" and "good health care."

## Exercise 15: Teaching the NERP Messages - Week 1

🕒 Time - 20 minutes

### Objectives

- To know how to teach the NERP messages to mothers and family members during the first week of the NERP session

### Process

1. Trainer asks different participants to read aloud from Flip Chart F which details the steps participants should take in order to teach effectively the NERP messages.

**Flip Chart F**  
**Teaching the NERP Messages - Week 1**

- a) Before teaching the NERP message each day, health volunteers should review the two goals of the NERP program with mothers and family members. They should also review why the family food contribution is important.
- b) A different message is taught each day of the first week of the NERP session. Message #1 is taught on day one; message #2 is taught on day two, etc.
- c) Health volunteers first show the mothers and family members the NERP visual aid which corresponds to the day's message. Health volunteers ask mothers and family members what is shown in the picture.
- d) Health volunteers ask a participating family member to read aloud the day's message.
- e) Health volunteer asks other participants the questions about the message that are listed on the NERP Messages Question and Answer Sheet.
- f) At the end of the discussion, health volunteers asks one participant to repeat the message.

2. After reading through the points, trainer asks if participants have any questions or comments.
3. Trainer asks participants to copy Flip Chart F into their notebooks.

### Materials

- Flip chart stand with prepared Flip Chart F

## **Helpful Hints**

- ◆ A good PANP trainer will always make sure participants have enough time to copy the points from the flip chart into their notebooks.
- ◆ A good PANP trainer will use the time while participants are copying to prepare for the next section of the training or to assist any participants who have trouble writing.

## Exercise 16: Teaching the NERP Messages - Week 2

🕒 **Time - 20 minutes**

### Objectives

- To know how to teach the NERP messages to mothers and family members during the second week of the NERP session

### Process

1. Trainer asks different participants to read aloud from Flip Chart G which details the steps participants should take in order to teach effectively the NERP messages during the second week.

**Flip Chart G**  
**Teaching the NERP Messages - Week 2**

- a) Health volunteers sit together with mothers and family members.
- b) Before teaching the NERP message each day, health volunteers should review the two goals of the NERP program with mothers and family members. They should also review why the family food contribution is important.
- c) A different message is taught each day of the second week of the NERP session, as was done during the first week.
- d) In the second week, mothers and family members will be responsible for teaching each other about the NERP messages.
- e) Health volunteers work to guide the discussions. The health volunteer must step back from teaching and assist the group to learn from each other.
- f) Members of the group can read the message and ask other people in the group questions about the message that they remember had been asked in the previous week.
- g) At the end of the discussion, health volunteers ask one participant to read the day's message to the rest of the group.

2. After reading through the points, trainer asks if participants have any questions or comments.
3. Trainer asks participants to copy Flip Chart G into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart G

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## Role Play 1: Teaching the NERP Messages

⌚ **Time - 150 minutes**

### Objectives

- To become more comfortable with teaching the NERP messages

### Process

1. Trainer explains that the group will now have a chance to practice the teaching methods they have learned by role playing.
2. Trainer first demonstrates the role play by playing a health volunteer teaching the NERP messages to participants in a NERP session. The trainer plays the health volunteer; participants play the mothers and family members.
3. Trainer uses the visual aid and the questions from the NERP Messages Question and Answer Sheet to teach Message #1 to teach the participants.
4. Trainer then asks a health volunteer to come to the front of the room and teach Message #1 to the group following the same format.
5. Trainer uses the visual aid and the questions from the NERP Messages Question and Answer Sheet to teach Message #2 to the participants.
6. Trainer asks a health volunteer to come to the front of the room and teach Message #2 to the group.
7. Trainer divides participants into groups of six. Each group member should be given a chance to role play teaching Message #1 and #2 to the small group.
8. The same process continues for Message #3, #4, #5 and #6 with the trainer first demonstrating for the larger group and then everyone having a chance to role play in the smaller groups.

### Helpful Hints

- ◆ A good PANP trainer understands that in role playing it is very important for the trainer and the participants to act the role they have been given. If someone is asked to role play a mother, then they must try to say things that a mother might say. A good trainer is able to explain this to participants and to

encourage participants to think of different things a mother might say in a particular situation.

- ◆ A good PANP trainer sets a good example of role playing by acting out their own roles well. A realistic role play will help participants to see very clearly how to handle different situations that may arise during the PANP process.

## Exercise 17: Review of the Training

⌚ **Time - 20 minutes**

### Objectives

- To review and reinforce the material covered during the two-day training

### Process

1. Trainer asks participants the questions below, noting their answers on the white board.
  - ⇒ What are the two goals of the NERP?
  - ⇒ What are the six messages of the NERP?
  - ⇒ How many visual aids do you have for each NERP center?
  - ⇒ Why do you have six pictures for each center?
  - ⇒ What will you use the visual aids for?
  - ⇒ When will you use the visual aids?
  - ⇒ Why is it good to use pictures to teach NERP messages?
  - ⇒ Why do we use questions to teach NERP messages?
  - ⇒ What are some of the questions for the NERP messages?
  - ⇒ Why is message #6 very important?
  - ⇒ What is the most important thing to tell mothers and family members on the sixth day?
  - ⇒ How is the food on day six and thirteen different than the other days?
  - ⇒ How will you teach the NERP messages in the first week of the session?
  - ⇒ How will you teach the NERP messages in the second week of the session?
2. Trainer thanks participants and tells them the date, time and place of the next training session. Trainer tells participants that they will be available immediately after the training if anyone has questions or comments.

## Appendix A

### Warm-Up Exercises

Warm-up exercises can be used at any time during a training to build rapport between participants or to provide a break from the training format, and refreshen the group. Warm-ups are an effective means of changing participants' energy levels when they seem tired or sleepy. Warm-ups can be physical exercises, mind twisters or cooperative group activities. Warm-ups should be enjoying and entertaining for participants.

#### Warm-Up Exercise 1: The Telephone

##### Objectives

- To see how effectively participants are able to relay information
- To show participants how difficult it is to pass information exactly between people

##### Process

1. Trainer divides participants into groups of six or eight people each, and gives each person in the group a number from one to six or eight.
2. Trainer or one participant whispers a sentence\* to the person in the group who has been assigned number one. Person number one whispers the sentence to person number two; number two whispers to number three; and so on. People must whisper very quietly so that others in the group cannot hear.
3. When the last person in the group has heard the sentence, they announce what they have just heard to the entire group.
4. The person who whispered the first sentence states the original sentence.
5. Groups comment on the accuracy of the information passed between people.

#### Warm-Up Exercise 2: Observations

##### Objectives

- To improve observation skills
- To check participants' ability to comprehend and work quickly

##### Process

1. Trainer divides participants into groups of approximately six or eight. Each group should sit in a different section of the room.
2. Trainer instructs one person from each group to leave the room while the other group members select an action for the group to do when the person outside the room returns.
3. When the person returns they must observe the group to see what they are doing and whether they are all acting the same.
4. Trainer compares the accuracy of the participant's observation with the group's activity.

#### Warm-Up Exercise 3: Community Events

\* Trainer should prepare sentences in advance which convey information relevant to the training.

**Objectives**

- To inform one another about the happenings in the areas where the PANP program has been implemented
- To find solutions to problems

**Process**

1. Trainer asks participants the following types of questions:

- ⇒ What special events or activities happened last week in the community?
- ⇒ What happened last month in the community?
- ⇒ Last year?

*Sample answers to these questions might include changes in weather patterns, crop variability, community projects, festivals, etc. For example, a community might note that heavy rains had spoiled a particular crop or that a new school was being built.*

2. After receiving answers, participants should evaluate the impact of these events on the community. What are the advantages and disadvantages? Trainer discusses with participants how to find solutions to any problems caused by these events.

**Warm-Up Exercise 4: The Mirror**

**Objectives**

- To relax and entertain

**Process**

1. Trainer gives each participant a number starting from one.
2. Participants stand in two lines - one line with odd numbers and the other with even numbers.
3. Participants face each other across the lines, with each participant facing directly one person in the other line.
4. Trainer instructs participants who are the odd numbers to act as if they are looking into a mirror. The people who are then even number must copy their actions, just like a mirror. Movements should be copied as quickly as possible.
5. After about five minutes, trainer asks participants to switch roles.

**Warm-Up Exercise 5: Throwing the Ball**

**Objectives**

- To enliven the training atmosphere
- To reduce fatigue and tension
- To check participants' understanding of lessons
- To reinforce learning of lessons

**Process**

1. Trainer prepares in advance some questions about the content of the lessons covered in the training. The questions are a means of seeing if participants understand and remember points.
2. Trainer asks participants to stand in a circle around the trainer.
3. Trainer throws a ball (made of paper) to one participant. The person who catches the ball must answer a question asked by the trainer. Other participants may comment on or contribute to the answer.
4. The participant who just answered the question throws the ball to another participant and the trainer asks the participant who catches the ball another question. This participant then throws the ball and the exercise is repeated.

*This exercise can also be done by spinning a pen or bottle. Whoever the pen or bottle is pointing to when it stops spinning must answer the question.*

### **Warm-Up Exercise 6: Foundations**

#### **Objectives**

- To enliven the training atmosphere
- To help participants understand about the importance of relying on local resources to improve living standards
- To make the link between sustainability and self-reliance

#### **Process**

1. Trainer divides participants into groups of about six to eight people.
2. Trainer gives each group two bricks to use as a foundation to a structure they must build using the bricks and anything else they can find in the room such as books, pens, bags, etc.
3. When the group has completed its structure, trainer asks one group member from each group to remove the two bricks from the structure. The group observes what happens when the foundation is removed.
4. Trainer directs group discussion about what happens when the foundation relies on an outside organization and the organization leaves. It is akin to pulling away the two bricks. Everything the community has built together falls apart.
5. Trainer reinforces the importance of communities relying on their own resources to improve themselves. They must solve their own problems with their own solutions.

### **Warm-Up Exercise 7: Ping Pong**

#### **Objective**

- To see how a well nourished child is able to resume a healthy growing pattern after being ill more quickly than a malnourished child

#### **Process**

1. This exercise uses two ping-pong balls. One ball is perfect and the other is crushed.
2. Trainer asks two participants to bounce the balls on the floor one at a time. Other participants should observe which ball bounces higher.

3. Trainer asks two participants to draw on the white board the height and pattern of the bounce of each ping-pong ball.
4. Trainer asks the group to offer reasons as to why the perfect ball bounces higher.
5. Trainer draws an analogy between the perfect ping-pong ball and a healthy child. The healthy child will resume growth quickly, or bounce back higher, after being sick. But a malnourished child is like the crushed ball. It is unable to effectively bounce back.

### **Warm-Up Exercise 8: Simon Says**

#### **Objectives**

- To make the training atmosphere more active and enliven participants
- To encourage quick reactions

#### **Process**

1. Trainer instructs the participants to stand up in a straight line or even rows and listen to the instructions.
2. If the instructions begin with the words “Simon says,” the participants must carry out the instruction. For example, if the trainer says, “Simon says touch your knees,” everyone must touch their knees.
3. If the instructions do not begin with “Simon says,” the participants must ignore the instruction. If the trainer says, “jump up and down,” participants must stay still. Any participant carrying out or beginning to carry out an instruction that did not begin with “Simon says” must sit down.
4. The game continues until only one person is left standing.

### **Warm-Up Exercise 9: Physical Exercises**

#### **Objectives**

- To enliven the training atmosphere and invigorate participants
- To relax participants

#### **Process**

1. Trainer asks the whole class to stand up and perform some exercises or movements together. These may be physical movements such as standing on one leg or jumping around the room. They may also be stretching exercises such as touching toes or stretching the back.
2. Trainer asks the participants to try different types of movement for about five minutes.