



## **.Day 1 PANP Introduction**

### **Exercise 1: Trainer Introduction**

 **Time - 10 minutes**

<b>Objectives</b>	<ul style="list-style-type: none"><li>• To introduce trainers to participants</li><li>• To distribute writing materials for participants to take notes throughout the training</li></ul>
<b>Process</b>	<ol style="list-style-type: none"><li>1. Trainer introduces him/herself and the other trainers for the PANP programs.</li><li>2. Trainer hands out one blank notebook and pen/pencil to each participant.</li><li>3. Trainer tells the participants that the notebooks will be used in each training session to copy the most important information from the flipcharts. Participants are expected to bring their notebooks and pens to every training session.</li><li>4. Trainer tells the participants that they must concentrate on listening and discussion, not on writing everything in their notebooks. The trainer will instruct participants which information to copy.</li></ol>
 <b>Materials</b>	<ul style="list-style-type: none"><li>• Blank notebooks and pens/pencils (one for each participant)</li></ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"><li>◆ 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.</li><li>◆ 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.</li></ul>

## Exercise 2: Participant Introduction

⌚ Time - 15 minutes

### Objectives

- To introduce the groups of participants to one another
- To explain the role that each group plays in the PANP program

### Process

1. Trainer introduces the groups of participants attending the training taking time to describe the role of each group in the training. An example follows:

#### *The Management Steering Committee for PANP*

- \* Trainer explains who is on the steering committee and how it was formed.
- \* Trainer explains that the committee was organized to help manage, supervise and implement PANP in the community.
- \* The steering committee's participation in each training session is important because it will help them to understand clearly the goals, content and implementation of the program

#### *The Local Leaders*

- \* Some of the local leaders are also members of the Community Management Steering Committee.
- \* Each local leader has experience and skills that are important and necessary to the programs that will be implemented through PANP.
- \* The training will help local leaders by teaching them new skills in order to work with health volunteers and to participate directly in the implementation of PANP.

#### *The Health Staff*

- \* Some of the health staff are also members of the steering committee.
- \* The PANP will focus on the health of all people in the community. Therefore, the knowledge, experience and responsibilities of the health staff are very important.
- \* While implementing the PANP, the health staff will receive additional training to improve their knowledge and skill so that they can serve the community better.

#### *The Health Volunteers*

- \* The health volunteers will participate in the PANP

program voluntarily to help improve the health of all people in the commune.

- \* They will be trained in the necessary skills to carry out the programs.
- \* The health volunteers will carry out most of the activities of the program in the commune. Their role is also very important to the program.

2. After introducing each group, trainer asks the group to stand for applause and welcoming.
3. Trainer concludes the introductions by explaining that there are many different groups of people participating in the PANP training because health problems concern everyone in the community, not just the health staff. Lasting solutions to health problems must be found by all members of the community.
4. Trainer asks participants if they have any questions.

### **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 3: PANP Introduction

⌚ Time - 20 minutes

### Objectives

- To introduce participants to the basic tenets of the Poverty Alleviation and Nutrition Program

### Process

1. Trainer explains that the purpose of the meeting is to begin training for the PANP that is beginning in the community. The first task is to learn what PANP is about.
2. Trainer reads aloud to participants the contents on Flip Chart A.

**Flip Chart A**  
**Introduction to the Poverty Alleviation and Nutrition Program**

**The Poverty Alleviation and Nutrition Program (PANP):**

- \* **The PANP is a program designed to improve the health status of all people in the community, especially children under three years old and women.**
- \* **Collaboration with each community will be carried out over a period of two years. By the end of the two-year period, each commune will have the skills, knowledge and resources to manage the PANP themselves for the interests of the community as a whole.**
- \* **The PANP is made up of a number of sub-programs. Each of these sub-programs will begin individually and each will have a separate training session in order to help participants implement and manage the programs in their communes themselves.**

3. After reading aloud the contents, trainer asks participants to copy Flip Chart A into their notebooks.

### Materials

- Flip chart stand with prepared Flip Chart A

### 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.

## Household Registration Training

### Exercise 4: Training Objectives

🕒 Time - 10 minutes

#### Objectives

- To understand the objectives of the household registration training

#### Process

1. Trainer explains to participants that they have just learned about the PANP which aims to significantly improve the health status of children under three years old and women from the ages of 15 to 49. The first thing that must be done is to find out how many people are in this target group. That is the purpose of this section of the training.
2. Trainer reads aloud to participants the points on Flip Chart B.

**Flip Chart B**  
**Household Registration Training Objectives**

**Objectives for this training:**

- \* **Learn the definition and purpose of a Household Registration; and**
- \* **Learn the skills and procedure for carrying out a Household Registration.**

**What is a Household Registration?**


**A Household Registration is an activity performed to obtain the number of households in the community and the number of people in each household.**

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

#### 📖 Materials

- Flip chart stand with prepared Flip Chart B

## Exercise 5: Participant Experiences

 **Time - 10 minutes**

### Objectives

- To learn from and build on participant experiences, knowledge and skills that relate to the Household Registration process

### Process

1. Trainer explains that the participants will now all share experiences related to the Household Registration process.
2. Trainer asks participants the following types of questions about their experiences:
  - ⇒ Have you ever done anything similar to a Household Registration before? (If not, then do not worry; we will learn about it in this training.)
  - ⇒ If so, what did you find out?
  - ⇒ When was the last time a population survey was conducted in this community?
  - ⇒ How did you use the results?
  - ⇒ Do you already have a list of households in the community?
  - ⇒ If so, who is responsible for updating it?
3. Trainer writes answers and useful information on white board.

### Materials

- White board and markers

### 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 writes answers on the white board when there is general agreement.
- ◆ A good PANP trainer always remembers to thank participants after they have answered a question.

## Exercise 6: Household Registrations

🕒 **Time - 15 minutes**

### Objectives

- To understand why the Household Registration is the necessary first step of the PANP

### Process

1. Trainer explains that in order to gain a clear understanding of the Household Registration process, the group will discuss why they should carry out the task.
2. Trainer asks different participants to read aloud the points on Flip Chart C.

**Flip Chart C**  
**Why Conduct Household Registrations**

**Why do we carry out a Household Registration?**

- \* **We conduct Household Registrations to find out the population of the community and the total number of households in the community.**
- \* **The Household Registration gives us very useful information on how many women, children, men and elderly people are in the community. The members of the community need this information to help different groups within the community.**
- \* **We carry out the Household Registrations to make sure no one is left out.**
- \* **For the PANP program, we want to help directly children under three years old and the women between the ages of 15 and 49. We must know the name, sex, date of birth and age of each person in each household so we can identify these two groups.**

3. After reading through the points, trainer asks participants to suggest other reasons for conducting a Household Registration.
4. At the end of the discussion, trainer asks participants to copy Flip Chart C into their notebooks.

### 📖 **Materials**

- Flip chart stand and prepared Flip Chart C

## Exercise 7: Conducting Household Registrations

🕒 **Time - 15 minutes**

### Objectives

- To understand how to conduct a Household Registration

### Process

1. Trainer tells participants that it is now time to discuss how to perform a Household Registration.
2. Trainer reads aloud to participants the points on Flip Chart D.

**Flip Chart D**  
**How to Conduct a Household Registration**

**How is a Household Registration performed?**

- \* **A Household Registration will be carried out by health volunteers after this training. They will visit each household in their allocated areas and they will record the following information for each person in each household:**
  - name
  - sex
  - date of birth
  - age (from the oldest to the youngest member in the household)
  - the relationship of each household member to the head of the household
- \* **Health volunteers will use a Household Registration Form in the Household Registration Book to record all of this information.**
- \* **It usually takes 3-4 days for all of the health volunteers to cover the entire community.**

3. Trainer asks participants to copy Flip Chart D into their notebooks.

### 📖 **Materials**

- Flip chart stand with prepared Flip Chart D

### **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 8: Household Registration Form

⌚ Time - 15 minutes

### Objectives

- To become familiar with the information needed to fill out the Household Registration Form

### Process

1. Trainer states that the group will now study the Household Registration Form and how to use it.
2. Trainer gives on Household Registration Form to each participant.
3. Trainer places the Household Registration Form Visual Aid on the white board stand. (*A copy of a sample Household Registration Form Visual Aid used in Vietnam appears on page x.*)
4. Trainer reads the following points aloud to the participants. After reading each point, trainer circles the corresponding column on the Household Registration Form Visual Aid. (*Note that the following terminology such as hamlet and commune is designed for rural community divisions as structured in Vietnam. Appropriate terminology for local context should be substituted.*)
  - a) “Hamlet number” - Write down the name of your hamlet on the correct line.
  - b) “House number” - Each Household Registration Form has a small box for recording the house number. Each house will have a different number. If the commune has already assigned a number for each house, then use that number on the Household Registration Form. If the household has not already been assigned a number, then tell the head of the household their house number. We will learn how to assign numbers to every house in the commune later in the training.
  - c) “Registration date” - It is necessary to record the registration date so that later, we can compare changes in information over time.
  - d) “Number of household members” - This will tell you quickly how many people are in the household.

e) “Full names of household members” - This is where you list all the members of the household starting with the head of the household and then other members in order from the oldest to the youngest.

f) “Sex” - Tick the sex of the members in the household.

g) “Date of birth” - In this column, put the date of birth according to the solar calendar. For adults who cannot remember their date of birth, leave the date blank and go on to the next box.

h) “Age” - Write the age of each person in the family.

“Relationship to the head of the household” - In this column, write the relationship of each household member to the head of the household (e.g. father, son, daughter-in-law, aunt, granddaughter, etc.).

i) “Date of migration - in or out” - These two columns will be used to monitor the number of family members entering or leaving the household from the date of registration.

j) “Date of death” - In this column, write the date of death of a member in the household who dies after the household registration date.

k) “Notes for the health volunteer” - This part is used for special notes about families with special circumstances (e.g. very poor families, families with disabled children, single parent families).

l) “Health volunteer’s full name” and “Signature of the health volunteer” - Health volunteers must write and sign their names on each Household Registration Form to accept responsibility for the information she/he has gathered.

### **Materials**


- Household Registration Forms (one per participant)
- Household Registration Form Visual Aid
- White board stand

### **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.

## Exercise 9: Review

 **Time - 10 minutes**

### **Objectives**

- To check and reinforce participant understanding of material covered in Exercises 1-8

### **Process**

1. Trainer explains that before moving on to the next section, the group will review what has just been learned.
2. Trainer asks participants to review the questions listed below:
  - ⇒ What is the aim of the PANP?
  - ⇒ How many years does the PANP last?
  - ⇒ How will participants continue the PANP after two years?
  - ⇒ What do we do to carry out each sub-program of the PANP?
  - ⇒ What is a Household Registration?
  - ⇒ Why do we conduct a Household Registration?
  - ⇒ Who are we most interested in collecting information on?
  - ⇒ How is a Household Registration conducted?
3. Trainer writes the participants' answers on the white board.

### **Materials**

- White board and markers
- List of questions

## Exercise 10: Visiting Households

⌚ **Time - 15 minutes**

### Objectives

- To provide participants with suggestions for what to say when visiting households for the Household Registration

### Process

1. Trainer reminds participants that they must go to every household in the community in order to carry out the Household Registration. Trainer explains that now they will learn what to say to each household member so that household members will understand the purpose of the Household Registration and be willing to help.
2. Trainer reads aloud to participants the points on Flip Chart E.

**Flip Chart E**  
**What to Say When Conducting a Household Registration**

**Suggestions for what to say when doing the Household Registration:**

- \* **I am a health volunteer in charge of our community and we are doing a Household Registration on every family to find out important information about our community.**
- \* **We will use this information for the PANP program starting in our community in the next few months.**
- \* **This information will be important for improving the health of the people in the community.**
- \* **According to our Household Registration Form, the house number for your household is.....**

3. Trainer asks participants to copy Flip Chart E into their notebooks.
4. Trainer asks participants what else they might say to community members. Write answers on the white board.

### **Materials**

- Flip chart stand with prepared Flip Chart E
- White board and markers

## Exercise 11: Community Calendar

⌚ **Time - 20 minutes**

### Objectives

- To learn techniques for helping parents to remember or estimate a child's birth date

### Process

1. Trainer explains to participants that they now have an understanding of the aim of the Household Registration, to find the exact number of children under three years old in the community. But there are many families who cannot remember the exact dates of children's births. This exercise teaches three methods to help obtain the birthdate of children.

Method #1 - When a family tells us the date of birth of a child, we need to ask if the birthdate is according to the solar or the lunar month. If it is according to the lunar month, we need to add one month to the date to obtain the correct date of birth on the solar calendar.

Method #2 - If available, we can check the child's date of birth on the birth certificate, the village records or the records of the church.

Method #3 - Major events in a village or community can also help a family to recall when a child was born.

2. Trainer explains to the participants that the following exercise relates to Method #3. It will help parents to remember their children's dates of birth.
  - a) Ask each village or community present in the training to recall the major events that occurred in their community over the last three years. Some examples of major events are local festivals, the beginning and end of the school year, the harvest and cultivation time, the first typhoon of the year, droughts or floods, the construction of a new school or road, elections, etc.
  - b) Write the events (month and year) in chronological order on the white board.
3. Trainer explains to the participants that these events can be used by health volunteers to help parents remember their children's birthdays.

4. Trainer asks participants to copy the important events and dates into the notebooks.

 **Materials**

- White board and markers

**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 12: Using the Household Registration Form

🕒 Time - 30 minutes

### Objectives

- To learn how to use the Household Registration Form

### Process

1. Trainer explains that the group will now learn how to use the Household Registration Form.
2. Trainer places the Household Registration Form Visual Aid on white board stand.
3. Trainer asks different participants to read aloud the points on Flip Chart F.

#### **Flip Chart F** **Using the Household Registration Form**

##### **How to use a Household Registration Form:**

- 1) Write the name of the village.
- 2) Fill in the household number. If the community has already numbered each house, then use that number. If the household has no number, then inform the family of their new house number. We will learn how to assign house numbers at the end of this training.
- 3) Fill in the date of the Household Registration.
- 4) Write the head of household's name on the first line of the first column, and record his or her sex, date of birth and age.
- 5) After filling out all of the information about the head of the household, list all of the members of the household, from oldest to youngest. For each person, fill out the information on their sex, date of birth, age and relationship to the head of household.
- 6) Remember that we are most interested in children under three years old and women between 15 and 49 so it is most important to get and record correct information on that age group. If an elderly person cannot remember his or her exact age, do not spend a lot of time trying to find out their correct age.
- 7) Leave the last two columns blank. Remember that we are only interested in information on people who are living. Also, household members who are temporarily away from their home must be included when you fill out the Household Registration Form.

- 8) **Once you have listed all the members of the household, check it again to make sure the information is correct.**
- 9) **After completing the Household Registration Form for each household, write and sign your name at the bottom of the form.**

4. As each point is read, trainer circles the corresponding column on the visual aid.
5. At the end of the presentation, trainer asks participants if they have any questions or comments.
6. At the end of this discussion, trainer asks participants to copy Flip Chart F into their notebooks.

 **Materials**

- Flip chart stand with prepared Flip Chart F
- White board and markers
- Household Registration Form Visual Aid

## Role Play 1: Household Registration Practice I

🕒 **Time - 30 minutes**

### Objectives

- To allow participants to observe people acting out a household visit for Household Registration

### Process

1. Trainer explains that now the participants are going to practice filling out the information in each column of the Household Registration Form. Trainer sets an example first. Everyone should pay attention to each step to learn how to complete the form correctly.
2. Trainer places the Household Registration Form Visual Aid on the white board stand and fills out the name of the village.
3. Trainer instructs the participants to look at the sample household information on Flip Chart G

<b>Flip Chart G</b> <b><u>Household Registration Practice</u></b> <b>Role Play 1</b>		
<b>Head of household:</b>	<b>Ly Van Sau</b>	<b>37 years old</b>
<b>Wife's name:</b>	<b>Luu Thi Hien</b>	<b>35 years old</b>
<b>Village:</b>	<b>Ngoc Thanh</b>	
<b>Names of sons:</b>	<b>Ly Van Trong</b>	<b>15 Jan 1990</b>
	<b>Ly An Thanh</b>	<b>10 Mar 1994</b>
<b>Names of daughters:</b>	<b>Ly Thi An</b>	<b>2 Jan 1991</b>
	<b>Ly Thi Nhan</b>	<b>5 Feb 1993</b>

4. Trainer asks a participant to come to the front of the room. Explain to participant that she is playing the role of the wife of the head of the household in example 1 on Flip Chart G. Her name is Luu Thi Hien.
5. Trainer explains that he/she is playing the role of the health volunteer. They are going to Mrs. Hien's house to conduct a Household Registration.
6. Trainer turns to Mrs. Hien and says:
  - \* I am a health volunteer in charge of our community. We are conducting a Household Registration of every family in order to find out important information about our community.

- \* We will use this information for the PANP program starting in our community in the next few months.
- \* This information will be important for improving the health of the people in the community.
- \* According to our Household Registration Form the house number of your household is....

*(Note that the above speech comes directly from Flip Chart E, suggestions for what to say when doing a Household Registration)*

7. Trainer fills out the information from Flip Chart G on the Household Registration Visual Aid. During this role play the participant continues to play Mrs. Hien and the trainer continues to play the health volunteer.
8. Trainer (health volunteer) thanks Mrs. Hien and signs his/her name to the form.
9. Trainer shows participants the completed Household Registration form on the white board.
10. Trainer reminds participants to leave the space below the name of the last person in the household blank. This space will be used for names of newborn babies.
11. Trainer asks if participants have any questions or comments.

### **Materials**

- White board stand and markers
- Household Registration Form Visual Aid
- Flip chart stand with prepared Flip Chart G

### **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.

## Role Play 2: Household Registration Practice II

🕒 **Time - 20 minutes**

### Objectives

- To increase participants' comfort level with conducting the Household Registration

### Process

1. Trainer asks a participant to come to the front of the room to role-play as the head of a household. The participant uses the information on Flip Chart H.

<b>Flip Chart H</b>		
<b><u>Household Registration Practice 2</u></b>		
<b>Role Play 2</b>		
<b>Village:</b>	<b>Thon 4</b>	
<b>Head of household:</b>	<b>Lui Thi Thanh</b>	<b>60 years old</b>
<b>Her son's name:</b>	<b>Le Van Canh</b>	<b>40 years old</b>
<b>Canh's sons:</b>	<b>Le Van Hau</b>	<b>20 years old</b>
	<b>Le Van Tuan</b>	<b>15 years old</b>
	<b>Le Van Viet</b>	<b>15 Jun 1986</b>
<b>Canh's daughters:</b>	<b>Le Thi Lan</b>	<b>18 years old</b>
	<b>Le Thi Nga</b>	<b>12 years old</b>
<b>Canh's wife:</b>	<b>Doan Thi Trang</b>	<b>40 years old</b>
<b>Hau's wife:</b>	<b>Nguyen Thi Hien</b>	<b>22 years old</b>
<b>Hau's son:</b>	<b>Le Van Hanh</b>	<b>1 Mar 1994</b>
<b>(This household does not have a house number.)</b>		

2. Trainer selects a health volunteer from among the participants to interview the head of household and to record the information on the Household Registration Form Visual Aid.
3. Trainer encourages participants to play their roles well, assisting them if they have any difficulties.
4. After the role play, trainer solicits questions or comments.

### 📖 **Materials**

- White board and markers
- Household Registration Form Visual Aid
- Flip chart stand with prepared Flip Chart H

## Exercise 13: Household Registration Form Practice

⌚ **Time - 30 minutes**

### Objectives

- To enable participants to increase their skill and comfort level with the Household Registration Form

### Process


1. Trainer explains to participants that they have just completed two role plays using pretend examples of households. Now it is time to conduct an actual registration of participant's own families.
2. Trainer hands one Household Registration Form to each participant.
3. Participants divide into pairs. If the participants find it difficult to pair themselves, then the trainer should assist.
4. Trainer asks participants to interview their partners and to record the information on their Household Registration Form. Each partner acts as the interviewer for the other.
5. Trainer emphasizes that the Household Registration Form should be filled out carefully during this exercise because it will serve as their reference during the actual Household Registration in the village.
6. When ready, trainer reviews the exercise. Suggested review questions follow:
  - ⇒ What problems did you have during the Household Registration process?
  - ⇒ Is there any information that you could not get?
  - ⇒ Did anyone have a situation where the person could not remember a family member's age or date of birth?
  - ⇒ Did anyone list a younger person's name before an older one?
  - ⇒ What should we do in these situations?
  - ⇒ Do you think there will be cases when someone will not mention a person in their household by mistake?
  - ⇒ How can we avoid this problem?
7. Trainer writes participants answers on the white board.

### **Materials**

- White board and markers

- Household Registration Form (one per participant)

## Exercise 14: Homework & Closing

 **Time - 5 minutes**

### **Objectives**

- To provide an opportunity for health volunteers to further practice filling out Household Registration Forms
- To close the day's training

### **Process**

1. Trainer hands out two Household Registration Forms to each health volunteer.
2. Trainer asks each Health Volunteer to register two household in their village by themselves after the training.
3. Participants should bring the two completed Household Registration Forms to the next training session.
4. Trainer states the time and place of the next training.
5. Trainer asks participants if they have any questions or if they are unsure of any of the points discussed during the training.
6. Trainer thanks the participants and informs them that the trainers will remain for an hour or so to answer questions and discuss any ideas the participants might have about the day's training.


### **Materials**


- Household Registration Forms (two per health volunteer participant)

## Day 2

### Household Registration Training (continued)


#### Exercise 15: Review of Day One

 **Time - 15 minutes**

<b>Objectives</b>	<ul style="list-style-type: none"><li>• To refresh participants' memories of the main points covered in the first day of training</li></ul>
<b>Process</b>	<ol style="list-style-type: none"><li>1. Trainer greets participants and explains that they will begin by reviewing the main points of the first day's training.</li><li>2. Trainer reviews the previous training by asking participants the questions below:<ul style="list-style-type: none"><li>⇒ What is the Poverty Alleviation and Nutrition Program?</li><li>⇒ Who will carry out the program?</li><li>⇒ What is a Household Registration?</li><li>⇒ Why carry out the Household Registration?</li><li>⇒ What information does a Household Registration give us?</li><li>⇒ Who are the two groups we want to directly help in the Household Registration?</li><li>⇒ Who will conduct the Household Registration?</li><li>⇒ How will the health volunteers carry out the Household Registration?</li><li>⇒ What tools will be used to carry out the Household Registration?</li></ul></li><li>3. Answers to the above questions are contained on Flip Charts A, C and D. Trainer may refer to these charts as needed.</li><li>4. Trainer writes participants' answers on the white board.</li></ol>
 <b>Materials</b>	<ul style="list-style-type: none"><li>• White board and markers</li><li>• Flip chart board with Flip Charts A, C and D</li></ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"><li>◆ 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</li></ul>

| group energy.

## Exercise 16: Homework Review

 **Time - 20 minutes**

### Objectives

- To check for problems encountered in conducting the Household Registration
- To suggest ways to overcome difficulties during the registration

### Process

1. Trainer divides the white board into two parts: problems and solutions.
2. Trainer asks participants the questions listed below:
  - ⇒ How did the people you registered in the commune react?
  - ⇒ Were they willing to give you information?
  - ⇒ What questions did they ask you, and how did you answer them?
  - ⇒ What problems did you have and how did you solve them?
3. Trainer notes the problems and solutions on the white board, praising participants for finding solutions to any problems they encountered.

### Materials

- White board 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 17: Household Registration Practice

⌚ **Time - 45 minutes**

### Objectives

- To ensure that participants know how to fill out the Household Registration Form

### Process

1. Trainer explains to participants that in order to know how to fill out the Household Registration Form, the group will now do one more exercise.
2. Trainer hands out one Household Registration Form to each participant and asks participants to fill out the form from the information listed on Flip Chart I.
3. At the same time, trainer asks one participant to come to the white board to fill out the Household Registration Form Visual Aid.

<b>Flip Chart I</b>		
<b><u>Household Registration Practice</u></b>		
<b>Head of household:</b>	<b>Nguyen Van Ba</b>	<b>57 years old</b>
<b>His wife's name:</b>	<b>Duong Thi Hong</b>	<b>52 years old</b>
<b>Ba's mother:</b>	<b>Hoang Thi Nha</b>	<b>79 years old</b>
<b>Ba's son:</b>	<b>Nguyen Van Hung</b>	<b>27 years old</b>
<b>Hung's wife:</b>	<b>Le Thi Hai</b>	<b>27 years old</b>
<b>Hung's son:</b>	<b>Nguyen Hung Tien</b>	<b>2 Feb 1994</b>
<b>Hung's daughter:</b>	<b>Nguyen Thu Lien</b>	<b>3 Mar 1992</b>
<b>Ba's daughters:</b>	<b>Nguyen Thi Thai</b>	<b>30 years old</b>
	<b>Nguyen Thi Thanh</b>	<b>28 years old</b>
<b>Ba's sons:</b>	<b>Nguyen Van Ha</b>	<b>21 years old</b>
	<b>Nguyen Van Nhat</b>	<b>24 years old</b>
<b>Ha's wife:</b>	<b>Dang Thi Teo</b>	<b>20 years old</b>
<b>Ha's daughter:</b>	<b>Nguyen Thi Hand</b>	<b>5 Jan 1994</b>
<b>Village:</b>	<b>Ngoc Linh</b>	
<b>House number:</b>	<b>27</b>	

4. Trainer directs participants attention to the Household Registration Visual Aid which has been filled out by one of the participants. Participants compare the visual aid with their own forms and offer comments on similarities and differences.
5. Trainer asks participants:
 

⇒ How many people recorded the information correctly?

- ⇒ What information did you miss?
- ⇒ How can we solve this problem?

 **Materials**

- Flip chart stand with prepared Flip Chart I
- Household Registration Form Visual Aid

## Exercise 18: Assigning Households

⌚ **Time - 15 minutes**

### Objectives

- To make sure each health volunteers knows which households they are responsible for during the Household Registration
- To make sure that all households are included in the registration

### Process

1. Trainer explains that the group is now going to discuss a number of important points about assigning households to health volunteers to carry out a Household Registration.
2. Trainer asks different participants to read aloud the points on Flip Chart J.

#### Flip Chart J

##### Assigning Households to Health Volunteers

##### Special points when dividing households between health volunteers:

- \* It is important to pay attention to the area's population and the location of the houses in the village.
- \* A maximum of 80 households should be allocated to each health volunteer.
- \* When numbering households in each village, health volunteers should number them starting with "1." If there are two health volunteers in one village, one health volunteer should number his/her household from "1" and the other should number beginning with "101."
- \* There are 100 forms in each Household Registration Book. The forms that are not used in the Household Registration will be used to register new households that move into the village.
- \* Make sure that you do not miss any households, especially those located far from or outside of villages.

3. Trainer asks participants to copy Flip Chart J into their notebooks.
4. Trainer leads a discussion on the content of Flip Chart J, inviting questions.



**Materials**

- Flip chart stand with prepared Flip Chart J

## Exercise 19: Village Household Registration

⌚ **Time - 40 minutes**

### Objectives

- To enable participants to develop a plan for conducting the Household Registration

### Process

1. Trainer explains that now the participants from the villages/communities will need to decide among themselves a plan for conducting the Household Registration.
2. Trainer hands one Household Registration Book to each health volunteer and asks them to fill out the front page of the Household Registration Book.
3. Trainer asks participants to divide into their two village groups for discussion.
4. Each group is asked to complete the following activities:
  - a) Assign the area and number of households to each health volunteer for the Household Registration.
  - b) If there are areas with two volunteers, they should decide who will number their Household Registration Forms from “1” and who will number their forms from “101.”
  - c) Decide which days to conduct the Household Registration, and discuss the best time of the day to visit households.
  - d) Assign a person to be in charge of public announcements and discuss what the announcements should say.
  - e) Decide how the Community Management Steering Committee members will assist the health volunteers with the Household Registration.
5. Trainer reconvenes larger group and explains that they are now going to review what the village groups have discussed and prepared for their Household Registrations.
6. Trainer asks participants the following questions:
  - ⇒ Were you able to include everyone in the village and divide the households among all of the health volunteers?
  - ⇒ Does each health volunteer have a clear understanding

- of which households they will be responsible for?
- ⇒ When will each village carry out its Household Registration?
- ⇒ What were the strategies each village decided for ways to inform villagers about the Household Registration?
- ⇒ What were the ways in which the Community Management Steering Committee and local government leaders can assist the health workers with the Household Registration?

7. Trainer writes participants' answers on the white board.

 **Materials**

- White board and markers
- Household Registration Books (one for each health volunteer)

## Exercise 20: Special Tasks

⌚ Time - 15 minutes

### Objectives

- To ensure that participants understand what information will be required for the next training session

### Process

1. Trainer asks participants to read aloud the points listed on Flip Chart K.

**Flip Chart K**  
**Special Tasks**

**Special tasks to be completed after the Household Registration:**

**The Community Management Steering Committee members, local government leaders and health volunteers must meet with each other after the Household Registration to calculate the following information:**

**For each health volunteer:**

- \* the total number of households for which they are responsible;
- \* the total number of people for whom they are responsible;
- \* the total number of children under three for whom they are responsible;
- \* the total number of women between ages 15 and 49.

**For each village or neighborhood unit (if a village has been divided into smaller units, then the below information should also be calculated for the entire village or local geographical unit):**

- \* the total number of households;
- \* the total number of people;
- \* the total number of children under three;
- \* the total number of women between ages 15 and 49.

**This information will be reported on and reviewed in the next training session.**

2. Trainer asks for comments or questions on Flip Chart J, emphasizing that the information will be required for the next training session.
3. At the end of the discussion, trainer asks the participants to copy Flip Chart J into their notebooks.

### Materials

- Flip chart stand with prepared Flip Chart J

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## Exercise 21: Final Review

⌚ **Time - 20 minutes**

### Objectives

- To review with participants the structure of the PANP
- To review with participants the information covered during the training on Household Registration

### Process

1. Trainer reviews the training by reading aloud or summing up the following information:

Review of the Poverty Alleviation and Nutrition Program (PANP):

- a) The PANP is a program that enables communities to measurably and sustainably improve the health of all the people in the village, especially children under three years old and women between the ages of 15 and 49.
- b) The collaboration with each community will be carried out over a period of two years. At the end of the two-year period, each community will have the skills, knowledge and resources to carry on and manage the PANP by themselves.
- c) The PANP is made up of a number of programs. Each program will be implemented separately, and each will have a separate training course to help participants implement and manage them by themselves within their communities.

Review of the Household Registration training:

- a) We conduct the Household Registration to find out the population of the commune.
- b) The Household Registration also gives us very useful information on how many women, children and men are living in the commune.
- c) We conduct a Household Registration in a manner that ensures that no one is left out.
- d) We aim to directly help children under three years old and women between the ages of 15 and 49. In order to

- identify these two groups, we must know the name, sex, date of birth and age of each person in the households.
- e) For each household, we will record the name, sex, date of birth, age and relationship to the head of the household of each person, recording them in order from the oldest to the youngest.
  - f) The health volunteers will use a simple Household Registration Book to record the information.
  - g) The Household Registration will be done by the health Volunteers within three days of completing this training. It will take 3 - 4 days for them to cover the entire locality.
2. Trainer tells participants the date, time and place of the next training session.
  3. Trainer tells participants to bring all of their completed Household Registration Books to the next training session.
  4. Trainers inform participants that they will be available for the next hour to explain and discuss any question or suggestions about the day's training.
  5. Trainers thank the participants for attending and contributing to the training session.

## 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 participant's 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.