

Part II: PD-informed project

Introduction

The PD informed project is designed by the community and its partner (facilitators from NGOs) and can be different for each community involved. In the case of Haripur district pilot project, the communities decided to share the PD behaviors they had discovered through the PDI at the mohallah (neighborhood) level. Their project had 4 components which were implemented over a period of 6 to 9 months.

1. Training of male and female activists

Activists are identified and trained by PD facilitators. The four-weekly training curriculum includes communication, facilitation, ANC, birth preparedness, delivery, postpartum care, immediate newborn care, identification of maternal and newborn danger signs, breastfeeding, and role of father.

2. Village Health Committee (VHC) Workshop:

The Village Action Team Workshop is conducted at the end of the successful training of activists to form a community health committee. Participants explore role and responsibilities of activists and VAT coordinator. Participants are trained on all monitoring tools during mohallah sessions.

3. Mohallah Sessions

These monthly neighborhood based sessions run separately for men and women and were conducted by male and female volunteers (activists) selected by mohallah members. The monthly session include review of PD behaviors and a different topic for each month (antenatal care & delivery preparation, labor, delivery and immediate post delivery care, special care of newborn and maternal & newborn danger signs, and role of father in maternal & newborn care). The sessions used interactive learning techniques and tools (stuffed dolls, AF cards, clean delivery bazaar, games, etc.)

4. Healthy Baby Fair

Healthy Baby Fair (HBF) is a community-wide festival organized by the community activists to celebrate the hand-over of the project to the community. It includes different kind of competitions (PD behavior posters, healthy baby contest) and skits on PD maternal & newborn care practices. It is an advocacy event with PD individuals sharing their successful stories.

The following training modules were developed by the PD facilitators and field tested and improved 4 times over a period of a year.

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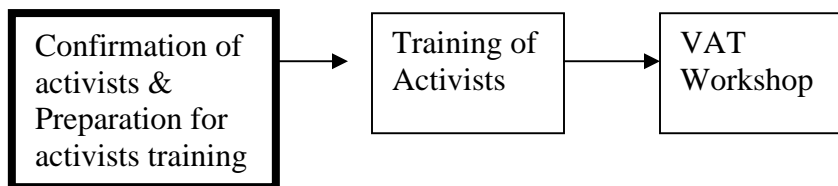
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**PD informed
project
Implementation**



“People learn 20% of what they hear, 40% of what they hear and see, 80% of what they hear, see and do, 100% of what they discover for themselves.”

Session 1: Confirmation of PD Activists

Competency	At end of this session, participants will be able to : - Facilitate the selection of male and female activists by the community.& cover the logistics for their training.
Materials	Flow chart Poster, Flip charts, colors pens, stuffed dolls, boxes, handouts, etc..
Methods	Brainstorming, role play

Process

Introduction: Warm-up game by participants and review of current step on the flow chart poster

1. Confirmation of activists

Activity 1- Explains that the activists are identified during the community feedback sessions. Invite participants to discuss the identification and selection of PD activists.

Selection criteria may include:

- Interested in the issues regarding maternal & newborn care
- Remained actively involved in the PDI process
- Married and unmarried
- Good communication skills
- Representative from all mohallas/castes/ethnic & social classes on equity basis
- Some literacy
- Respected by other mohallah families
- Selected by mohallah members

Activity 2 : Explain that on a next visit to the village the facilitator team confirms with villagers the availability of identified individuals (male & female) for activists training.& discusses the modality for the training of activists with them:

A typical agenda of the confirmation meeting includes:

- Recitation of Holly Quran
- Introduction of the participants
- Training Methodology (See Appendix 1)
- Training contents / topics (See Appendix 2)
- Confirmation of activists
- Selection of venue, Date & Time

A common and acceptable place i.e. Hujra, school building, or activist's home is selected for the training. Avoid the political and ethnic places, which may sabotage the training activity. The confirmation meeting of male activists is usually scheduled on Friday, as almost all males are available in the village to say Friday Prayer (*Juma*).

Helpful Hints

Session 2: PD Facilitators Preparation for Training of Activists

Competency	At end of this session, participants will be able to : -Facilitate the training of both female and male activists
Materials	- Flip charts and markers
Process	<p>1 <u>Exploration of ways adults learn and implications for training of activists.</u> Asks participants to remember how they were taught as children in school (brainstorming). Then the trainer asks participants to make up a list of how adult learn. Answers may cover the following adult learning characteristics</p> <ul style="list-style-type: none"> • Adults are voluntary learners • Adults learn best when they are in control of the learning process • Adults learn when they are motivated to learn • Adults learners come with a lot of experience, which needs to be shared with others during a training • Adults learn best in an atmosphere of active involvement & participation • Adults learn best when the context of their learning is close to their own tasks, jobs or family situation. <p>Share with participants adult learning principles (Appendix 3 for details).</p> <p><u>2.Exploring characteristics of an effective facilitator:</u> Brainstorm with activists on the requirements to be a facilitator. Answers may include: Availability, desire to learn, good communication skills and the ability to listen, caring, considerate and respectful, support from spouse and family. Specific traits may include:</p> <ul style="list-style-type: none"> • A warm personality (approval & acceptance of trainees) • Social skills (bring the group together & control it without damaging it) • Teaching style which generates & uses participants' ideas and skills • Organization skills (resources and logistics) • Skill in noticing and solving participants' problems • Enthusiasm for the subject and capacity to put it across in an interesting way • Flexibility in responding to participants' changing needs • Knowledge of the subject matter. <p>Trainer presents a flip chart with each characteristic and asks participants to illustrate with personal experiences.</p>

<p>Helpful Hints</p>	<p>Keep chart on the wall, it will be used when participants practice facilitating an activist training session.</p>
<p>Process</p>	<p>3. <u>Setting up a support group for in mohallah session</u> Ask PD facilitators what kind of groups exist in the community (religious, castes, tribes, etc.).</p> <p>Distribute cards or pieces of paper and ask activists to write down what they think a group is (Male) or brainstorm about the characteristics of a group (Female). Write their findings on the board.</p> <p>Discuss what a group is, explain what support group is and its benefit. Present the 10 items on the characteristics of a mohallah session with a flip chart and explain each in details (See Appendix 4 for details)</p> <p>For item # 9: open to all: elaborate on participation in a female mohallah sessions: all interested pregnant women, mothers, mother-in-laws, and other interested women (older women, dais, LHW) and male mohallah sessions: all men, fathers, grandfathers, leaders, teachers, religious leaders, traditional healers, etc.</p>
<p>Helpful hints</p>	<p>Regarding timing of mohallah sessions, explain to PD facilitators that mohallah sessions take place when participants are available and may vary according to the seasonal work in the community. For example the male mohalla session may take place in the evening time if it is the most convenient time for all male community members to participate. The female mohallah session may take place in the morning (10-11am), which is free time for female to participate in the session. The activists personally inform the entire mohalla member regarding the time and venue of mohalla session, one day before the session.</p> <p><u>Activity 4 : What to observe during mohalla PD sessions</u> Explain that all first time mohalla sessions or “<i>practice mohalla sessions</i>” conducted by activists are monitored by the PD facilitators to provide necessary support to the activists if needed, and feedback regarding their facilitation skills to improve and build their capacity for future sessions. The PD facilitator team carefully observes the session, using an observation checklist regarding facilitation skills, participation, venue and time. In the next training session, feedback is given to all the activists about their mohalla sessions. Brainstorm with participants on what to observe. And come up with an observation checklist and present a flip chart. (See Appendix 4 for sample observation checklist)</p> <p><u>Activity 5: Role play of a mohallah session with PD facilitators.</u></p>

	<p>Divide the participants into 4 groups: 2 female and 2 male groups, one group will role play while the other group will observe the role play using the observation checklist.</p> <p>Remind participants to follow the guidelines for conducting a mohallah session as well as the characteristics of a good facilitators on display (flip charts) .</p> <p><u>Activity 6: How to conduct a feedback session</u></p> <p>Conduct a feedback session with the participants. Present a matrix on a flip chart with 3 columns what worked well, what needs improvement and lessons learned and different components to look at (facilitation skills, participation, knowledge of content, etc). See Appendix 7 for sample feedback format).</p> <p>Indicate that the participants will co-train activists in their upcoming trainings using the same methods and activities carried out in this session.</p> <p>Closure of training session.</p>
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Appendix 1: PD Activists Training Methodology

In all PD informed projects, training plays a central role in building the capacity of the community. It is an integral part of the project itself and has the following features:

Community-based: Whenever possible training sessions take place at the grass-roots level, in the village or community

Participatory: all trainings sessions use interactive and participatory techniques such as brainstorming, group discussion with visual aids (AF cards), role plays and skits, games, making tools (Gadeiya and stuffed dolls), story telling, etc.

Relevant and owned by participants: Participants are systematically asked to: 1. share their experience, 2. suggest ways to express certain concepts with local expressions and metaphors, 3. To practice new skills

Flexible and adaptable: Each training allows for improvement and input from participants to fit specific cultural situation (geographic, population of mohallahs, religious and castes diversities, languages, etc.). For example in the Haripur project, activists develop their own plan of action at the end of each training session.

Process oriented: “learning by doing”: All trainings follow the program cycle i.e. Training session 1- then first implementation with supervision (mohallah PD session 1) – feedback and assessment of new training needs- retraining(optional) and training session 2 (introduction of new training material) and so on.

Gender specific: Although all topics are covered with both female and male PD activists, the presentation and activities related to the topic is different for the 2 audiences. For example: the male mohallah PD session will cover the different aspects of delivery, the female mohalla PD session will also include a role play of delivery with stuffed dolls.

Based on adult learning theory

Adult learning is best achieved through dialogue. Adults have enough life experience to dialogue with any teacher about any subject and will learn new attitudes or skills best in relation to that life experience.

Appendix 2: Sample Mohalla Sessions Training Curriculum

Session	General Topics	Content	Activity	Tools/BCC Materials
1	Setting up the mohallah's support group Newborn situation Orientation to PD and PD behaviors, newborn situation & issues	Situation of newborn in Pakistan, main NB health killers & symptoms Explaining PD concept Sharing of PD behaviors Exploring ways to learn these & other practices in each session Assessing	Statistics Story telling: Nasserudin Village game Exploring PD behaviors Newborn Mapping	Beans, colored pen Paper, Pictures weak/healthy babies Lighting the candle
2	Antenatal care & Delivery preparedness	- Main components of ANC TT vaccination (2 shots) - 3 delays -Clean Birth Kit CBK - selection delivery attendant & emergency funds	Making gadeiya, (women) TT video & discussion Sharing of experiences Jamila story & discussion Discussion on emergency funds Shopping in bazaar for a CBK Brainstorming	RH training curriculum Contribution of materials for making gadeiya Poster of Jamila story Visual aids TT video (optional) Use of stuffed doll
3	Delivery care Immediate postpartum care of newborn	- - 3 clean for delivery -Immediate breastfeeding -Facts about colostrum - Warmth (4) - identification of antenatal /delivery maternal danger signs	Role play/practice with stuffed doll (women only) Sharing of experiences	AF cards on maternal danger signs
4	Exclusive Breastfeeding	-Advantages of Ex. breastfeeding -Tips for breastfeeding -Maternal diet	Discussion with AF cards Sharing of experiences Role play/Practice with doll Discussion+ AF cards	AF cards Special Dupatta?
5	Special care, danger signs and care seeking	- identification of NB danger signs - Timely seeking professional treatment - Birth asphyxia , LBW baby care	Game for health-seeking Role play for care of LBW baby Role play for resuscitation	Role play script Theater video
6	Routine postpartum care of newborn & Mother	- Role of father -Role of mother-in-law	Role play of specific situations? Theater Diet of lactating mother	12 danger signs written on card/ 8 non-danger signs red and green bucket

Appendix 3: Adult Learning Principles

Adult learning is best achieved through dialogue. Adults have enough life experience to dialogue with any teacher about any subject and will learn new attitudes or skills best in relation to that life experience. The ideas below encourage dialogue and should be used in formal training, informal talks, one-on-one counseling sessions, or any situation where adults learn.

These 10 principles help begin, maintain, and nurture dialogue.

1. Needs assessment: Determine what learners need to learn. Learning must address their needs and interests.
2. Safety in environment and process: Make people feel comfortable making mistakes.
3. Sequence and reinforcement: Start with the easiest ideas or skills and build on them. Introduce the most important ones first. Reinforce key ideas and skills repeatedly.
4. Practice: Practice first in a safe place and then in a real setting.
5. Respect: Appreciate learners' contributions and life experience.
6. Ideas, feelings, actions: Learning takes place through thinking, feeling, and doing and is most effective when it occurs across all three.
7. Immediate relevance: Learners should see how to use what they have learned in their job or life.
8. Teamwork: Help people learn from each other and solve problems together. This makes learning easier to apply to real life.
9. Engagement: Involve learners' emotions and intellect.
10. Accountability: Deliver quality training and ensure that learners understand and know how to put into practice what they have learned.

Source: Adapted from J. Vella. 1994. Learning to Listen, Learning to Teach.

Appendix 4: Characteristics of a Support Group/mohallah session

1. Provides a safe environment of respect, attention, trust, sincerity, and empathy
2. Allows participants to:
 - Share information and personal experiences and learn from each other
 - Learn about PD behaviors practiced by their neighbors and practice them
 - Mutually support each other through their own experiences
 - Strengthen or modify certain attitudes and practices
3. Allows participants to reflect on their experiences, ideas, knowledge, doubts, difficulties, popular beliefs, myths, information, and adequate practices. In this safe environment the participant has the knowledge and confidence needed to decide to either strengthen or modify her/his practices.
4. Is not a LECTURE or CLASS. All participants play an active role.
5. Focuses on the importance of person-to-person communication. In this way all the participants receive and give support to the others who make up the group.
6. Has a seating arrangement that allows all participants to have eye-to-eye contact.
7. Varies in size from 3 to 15 participants. If more people are interested, plan 2 sessions in a month.
8. Is facilitated by an experienced person who listens and guides the discussion.
9. Is open to all
10. The facilitators and the participants of the support group decide on the length of the meeting and the frequency of the meetings.

Appendix 5: Mohallah Session Checklist for Activists

1. Greets and welcomes all who are attending
2. Creates a comfortable atmosphere in which participants feel free to share their experiences; participants sit in a circle
3. Introduces self and invites each participant to introduce themselves
4. Explains the objective of the meeting and gives a brief introduction of the topic and the corresponding PD practices found in the communities
5. Actively listens to the participants and gives each one full attention
6. Maintains eye contact and exhibits other appropriate body language
7. Asks questions to generate a discussion or encourage experience sharing

Asks open-ended questions:
 - Does anyone here know someone who does this?
 - Why do you think s/he does this?
 - Does anyone want to share their experience?
 - Does anyone want to share a different experience?
 - What do you think "so and so" would say if you decided to do "such and such"?
 - What advantages does this practice have for the child/mother/family?
 - What difficulties have you experienced in this situation?
 - Were you able to resolve the difficulties? How? Why not?
8. Raises other questions to stimulate discussion when necessary
9. Directs questions to other participants of the group
10. Limits interruptions and outside distractions
11. Talks only when there are questions that the group cannot answer and offers an explanation or correct information to clarify
12. Briefly summarizes the theme of the day with messages and discuss when and where to meet for next meeting. Also announce the next topic.

Appendix 6: Sample Observation checklist for mohallah sessions

Community/mohallah: _____ Place: _____

Date: _____ Time Theme/topic: _____

Group facilitator(s): _____

	✓	Comments
1. The facilitator introduces her/himself to the group and purpose of mohallah sessions (first time only).		
2. The facilitator clearly explains the day's theme.		
3. The facilitator asks questions that generate participation.		
4. The facilitator motivates the quiet participants to participate.		
5. The facilitator adequately manages content. (Information on topic & PD behaviors)		
6. Participants share their own experiences.		
7. The participants sit in a circle.		
8. The facilitator fills out the information sheet on their group.		
9. The facilitator invites participants to attend the next mohallah meeting (place, date and theme) and bring other people.		
10. The facilitator thanks the participants for attending the session.		
11. The facilitator asks the participants to talk to someone else before the next meeting, share what they have learned, and report back.		

Number of participants attending the support group: _____

Appendix 7: Sample Feedback Format for Mohallah Session

Topics	Positive	Need improvement	Lessons learned
1. Activist facilitation skills			
2. Clarity and correctness of message and information			
3. Use of active learning discussion , practice of behaviors, sharing of experiences			
4. Participants' contribution			
5. PD concept and examples transmitted			
6. Miscellaneous: setting, location			
7. Mohallah representation at session			
(optional)The facilitator fills out the information sheet on their group.			
Others?			

Number of participants attending the support group: _____