Training Manual

For

Village Health Committees

September 2017
# Table of Contents

Acknowledgements .................................................................................................................. 4  
Acronyms .................................................................................................................................. 5  
List of Figures and Tables ....................................................................................................... 6  
1. INTRODUCTION .................................................................................................................... 7  
  1.1 Structure of the training manual ....................................................................................... 7  
  1.2 Time needed to undertake the training ............................................................................. 8  
LESSON 1: ESSENTIAL HEALTH PACKAGE ........................................................................... 10  
LESSON 2: VILLAGE HEALTH COMMITTEE .......................................................................... 11  
LESSON 3: LEADERSHIP .......................................................................................................... 15  
LESSON 4: HUMAN RIGHTS AND RESPONSIBILITIES ......................................................... 17  
LESSON 5: GENDER ................................................................................................................ 19  
LESSON 6: PARTICIPATING IN COMMUNITY PROJECTS .................................................... 21  
LESSON 7: WORKING WITH OTHER VILLAGE COMMITTEES ........................................... 23  
LESSON 8: ORGANISING AND CONDUCTING A MEETING ............................................... 25  
LESSON 9: VILLAGE RESEARCH ............................................................................................. 27  
LESSON 10: REPORT WRITING ............................................................................................... 30  
LESSON 11: COMMUNICATION ............................................................................................... 32  
LESSON 12: HEALTH EDUCATION .......................................................................................... 35  
LESSON 13: SANITATION ......................................................................................................... 39  
LESSON 14: HEALTHY FOODS ............................................................................................... 44  
LESSON 15: VACCINATION, VITAMIN A AND CHILD GROWTH/DEVELOPMENT ............... 48  
LESSON 16: FAMILY PLANNING .............................................................................................. 52  
LESSON 17: SAFE MOTHERHOOD .......................................................................................... 56  
LESSON 18: DISEASES ............................................................................................................ 60  
LESSON 19: CLIMATE CHANGE AND HEALTH ...................................................................... 74
Acknowledgements

One of the key strategic objectives of the Community Health Strategy 2017 – 2022 is to “strengthen community engagement in and ownership of community health”. This includes building the capacity and efficacy of prioritised community structures such as Village Health Committees (VHCs), which have had limited impact. Prior to the development of this manual, the Ministry of Health in Malawi has been running a one-week crash training for VHCs. This has proved to be unsustainable, as resources (both financial and human) to run such trainings are not always available. In addition, the training did not ensure integration or competence.

This training manual for Village Health Committees (VHC) has been written by professionals working in the health sector from the Ministry of Health and other non-governmental organisations with support from the Scotland Chikwawa Health Initiative – a Scottish Government funded project based at the Centre for Water, Sanitation, Health and Appropriate Technology Development (WASHTED) at the University of Malawi (The Polytechnic).

The Ministry recognizes the contributions of all all stakeholders in the production of this manual. However, the Ministry is most grateful to the Scottish Government International Development Fund (MW22) through the University of Strathclyde and WASHTED at the University of Malawi – The Polytechnic especially to Dr Tracy Morse, Mr. Kingsley Lungu and Mr. Kondwani Chidziwisano for providing leadership, technical expertise and unwavering commitment in the review and development of this training manual. Special thanks go to Health Surveillance Assistants at Mfera Health Centre in Chikwawa for piloting this training manual with 18 VHCs. Also, the Ministry is thankful to the Community Health Services Section and Community Health Technical Working Group (CHTWG) including Doreen Namagetsi Ali, Deputy Director Preventive Health Services responsible for Community Health Service and Mr. Precious Phiri, National PHC Coordinator for their untiring support to the process.

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Director of Preventive Health Services
Acronyms

AIDS       Acquired Immune Deficiency Syndrome
ART        Anti-retroviral Therapy
ARV        Anti-retroviral
BP         Blood Pressure
CBO        Community Based Organisation
CHAG       Community Health Action Group
CHTWG      Community Health Technical Working Group
HAC        Hospital Advisory Committee
HIV        Human Immunodeficiency Virus
HSA        Health Surveillance Assistant
HTC        HIV Testing and Counselling
ORS        Oral Rehydration Salt
PHC        Primary Health Care
STD        Sexually Transmitted Diseases
TB         Tuberculosis
VDC        Village Development Committee
VHC        Village Health Committee
WASHTED    Centre for Water Sanitation Health and Appropriate Technology Development
WHO        World Health Organisation
List of Figures and Tables

Figure 1: Community Action Cycle
Figure 2: Research Procedure
Table 1: Amount of time needed to undertake the VHC training
1. INTRODUCTION

This training manual has been written for use in a facilitated training programme. However, participants can use the content in the lessons as reference material and self-directed learning as they discharge their duties as members of the Village Health Committee.

1.1 Structure of the training manual

This manual has been structured in Part 1 and Part 2 comprising a total of nineteen Lessons. The Lessons are:

Lesson 1: Essential Health Package
Lesson 2: Village Health Committee
Lesson 3: Leadership
Lesson 4: Human Rights and Responsibilities
Lesson 5: Gender
Lesson 6: Participating in Community Projects
Lesson 7: Working with Other Village Committees
Lesson 8: Organising and Conducting Community Meetings
Lesson 9: Village Research
Lesson 10: Report Writing
Lesson 11: Communication
Lesson 12: Health Education
Lesson 13: Sanitation
Lesson 14: Healthy Foods
Lesson 15: Vaccinations and Child Growth
Lesson 16: Family Planning
Lesson 17: Safe Motherhood
Lesson 18: Diseases
Lesson 19: Climate Change and Health

Most lessons in this manual have a common structure outlining:

- Introduction
- Lesson objectives
- Content
- Important messages
- Indicators

Part 1 includes lessons 1-12. These are exclusively for VHC members to prepare them for their various roles in the community they serve. Part 2 comprises lessons 13 – 19. After completing each of these lessons and before the next lesson, the VHC members shall teach other members of the community. HSAs are encouraged to supervise the VHC members during their teachings in the community.
1.2 Time needed to undertake the training

Table 1 shows the amount of time needed to undertake the training programme

- Two days in a week are needed to cover two Lessons
- 1 – 2 hours are needed for each lesson
- 8 weeks are needed to complete the training programme

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
<th>Day</th>
<th>Week</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>60 minutes</td>
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<td>Lesson 2</td>
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<td>Lesson 3</td>
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<td>Lesson 4</td>
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<td>Lesson 8</td>
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<td>Day 4</td>
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<td>Lesson 9</td>
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<td>Lesson 11</td>
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<td>Lesson 13</td>
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<td>Lesson 14</td>
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<td>Lesson 16</td>
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<td>Lesson 19</td>
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<td>Day 15</td>
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This training schedule enables the Health Surveillance Assistants to attend to other of their routine duties. The VHC training shall take a maximum of two hours per day either in the morning or in the afternoon. If this approach is followed, the training programme can be completed in eight weeks, assuming there are no other equally important programmes and activities happening in the community.

Prior to the training, the Trainer should ensure that all members of the VHC and the Village Headman/Headwoman are informed that subsistence allowances or any form of remuneration shall not be paid to any member attending these trainings. The training has been designed in such a way to be integrated within the routine work plan of Health Surveillance Assistants (HSAs) and the community Essential Health Package.
PART 1: LESSONS 1 – 12
(For VHC members Only)
LESSON 1: ESSENTIAL HEALTH PACKAGE

Introduction
Government of Malawi, through the Ministry of Health, is advocating the essential health package policy in uplifting the welfare of the people in the country. One of the goals in this package is to make health care services accessible to people within their areas. The objective of this pillar is to make health care services easily accessible to all people without discrimination.

Lesson objectives
By the end of this lesson, participants should be able to:
- Explain the goals contained in the health package.

Contents
- Water, sanitation and hygiene promotion
- Vaccinations
- Prevention of diseases and health promotion
- Reproductive health and safe motherhood
- Nutrition
- Prevention and treatment of communicable and non-communicable diseases

Important messages
- The essential health package needs to be delivered properly in all health facilities.
- There is need for unity if all challenges in the health package are to be mitigated
LESSON 2: VILLAGE HEALTH COMMITTEE

Introduction
A village health committee is a group of people chosen by people in a village to be responsible for the health welfare of the people. The committee has ten people with not less than half of the membership being women. Four of these 10 members should be young people (two girls and two boys)

Lesson objectives
By the end of this lesson, participants should be able to:
• Explain the procedure followed when establishing a village health committee
• Mention positions in a village health committee
• List the qualifications required for a person to serve in the village health committee
• Explain duties and responsibilities of a village health committee

Contents
• Establishing a village health committee
• Members of the village health committee
• Qualifications for membership into a village health committee
• Duties and responsibilities of members of the village health committee

Establishing a village health committee
The following procedures need to be followed when establishing a Village Health Committee:
• The chief should consult the HSA responsible for their area about this proposal
• When the proposal is accepted, the village chief needs to convene a village meeting on the issue.

• Program of activities during the meeting:
  o Opening prayer
  o Welcoming remarks by the village chief
  o The HSA should briefly explain the purpose of the meeting and advantages of having a VHC.
  o The HSA should explain the qualifications that make people eligible to serve in the village health committee
  o The HSA should briefly explain the duties on each position in the committee and the groups of people that are supposed to be in the committee
  o People should have the freedom to choose members in the committee irrespective of social status, disability, and others. Four of the ten members should be young people. (two girls and two boys)
  o All the people in the meeting should choose a separate person to conduct the elections.
  o The person in charge of the elections must conduct the elections in an orderly and procedural manner
  o The person in charge of the elections must show the elected committee to the rest of the group and the chairman should give an acceptance speech.
o The chief must give closing remarks and also encourage the newly elected committee
o Closing prayer

Qualifications for membership into health committees
- Faithful
- Disciplined
- Hard working
- Of sober habits
- Of good reputation with no reputation of stealing
- Must have stayed in the village for the past three years and will stay in the same village for the next three years
- Literate or full of wisdom
- Committed and willing to work with dedication with no expectation of being paid
- Not less than 18 years of age
- Unselfish

Responsibilities of the village health committee
- Investigating challenges related to health welfare in their areas
- Conducting research and presenting reports when faced with natural calamities
- Supervising smaller committees and volunteers working on health-related issues
- Informing HSAs about any health-related challenges being encountered in their area
- Promoting sanitation in villages
- Ensuring that pregnant women are accessing antenatal services at clinics and are delivering at hospitals
- Getting information about any infant and pregnancy related deaths
- Supervising the work of Traditional Birth Attendants
- Disseminating health related messages
- Encouraging people to participate in health-related projects
- Advising people of ways of preventing diseases
- Youth counselling
- Offering assistance at postnatal clinics
- Supporting and helping the sick access appropriate medical attention
- Helping the sick by sending them to the hospital
- Presenting monthly or emergency reports to the Village Headman and HSAs
- Supporting health-related campaigns
- Making follow-ups on people that have discontinued taking medical dosage for example TB and ARVS
- Reporting health-related challenges to the Village Development Committee (VDC) and CHAG
- Liaising with Hospital Advisory Committees (HAC)
- Liaising with other village committees, like forestry and others
- Assisting in identifying and providing health resources in the area. For example, building to be used as clinics, accommodation for HSAs, etc.
- Selecting, supervising and sharing work with volunteers
- Receiving reports from volunteers
Duties for different positions in the village health committee

1. Chairperson
   - Convening health committee meetings
   - Preparing the agenda for meetings in liaison with the Secretary
   - Presiding over deliberations in a meeting
   - Liaising with the Secretary in taking minutes
   - Delegating duties
   - Resolving any conflicts in the committee
   - Ensuring that there is a smooth flow of operations
   - Being in charge of all resources given to the committee
   - Allocating duties to committee members

2. Secretary
   - Writing notices of meetings
   - Writing invitation letters for meetings
   - Writing minutes of meetings and reading out minutes of previous meetings
   - Writing reports
   - Performing any other duties assigned by the chairperson

3. Treasurer
   - Being a custodian of all resources including finances
   - Keeping records of finances and other resources according to established procedures
   - Providing resources to be used by the committee
   - Receiving resources on behalf of the committee
   - Keeping records of all transactions

4. Steering Committee Members
   - Making follow ups of activities not yet done
   - Acting as a link between the committee and the villagers on different developments
   - Performing any other assigned duties

Important messages

- The committee should have clearly laid out constitution and should be followed
- The committee should be meeting once month and any other time deemed relevant
- The committee should convene a meeting when there are 7 members
- The committee should conduct 2 village wide meetings every 3 months and any other time deemed relevant
- The term of a committee should be 3 years upon which a new committee will be selected according to people’s wishes.
- The chief is not supposed to be a member of the committee but a supervisor to see if the committee is operating smoothly for example conducting meetings in time.
Indicators

- Increased number of monthly committee meetings
- Increased number of village wide meetings conducted every three months
LESSON 3: LEADERSHIP

Introduction
Government and Non-Governmental Organisations encourage people in the village to take a leading role in the implementation of development projects in their areas. Good leadership is essential in all health development activities in the community. This Lesson discusses more about leadership.

Lesson objectives
By the end of this lesson, participants should be able to:
- Define the term Leadership
- Mention different types of leadership
- Explain the qualities of a good leader
- Describe measures a leader can take to encourage people to participate in projects

Content
- Definition of leadership
- Types of leadership
- Qualities of a good leader
- Leadership skills to encourage community participation in various projects

What is leadership?
- Ability to influence a group towards achievement of goals.

Leadership involves:
- Establishing a clear vision
- Sharing the with others so that they are willing to follow
- Providing information, knowledge and methods to realize that vision
- Coordinating and balancing the conflicting interest of all members and stakeholders

Types of leadership
- Democratic (allows for involvement and input in decision making, ultimate decision is by chairperson)
- Autocratic
- Laiser Faire

Qualities of a good leader
- Listens to other people’s views (understanding and tolerant)
- Full of wisdom
- Trustworthy and disciplined.
- Self-respect.
- Honest.
- Altruism.
• Calm.
• Good judgment.
• Transparent and able to delegate.
• Creative and Accommodative.
• Approachable with good presentation skills

Procedures to be followed during community mobilization

• Identify the task to be performed.
• Find an appropriate way of informing the people about the project.
• Inform the people about the project at a general meeting.
• Discuss how the project will be accomplished.
• Discuss and determine key performance indicators.
• Evaluate the project.

Important messages

• Good leadership encourages all members in a committee to do their best in developing the general welfare and development of the people.
• VHC should ensure that it has carried out all its activities in their plan

Indicator:

• Increased number of VHC activities every three months (quarterly)
LESSON 4: HUMAN RIGHTS AND RESPONSIBILITIES

Introduction
Human rights are the rights that someone has regardless of gender, race, religion, or social status. The United Nations enforces them.

Lesson objectives
By the end of this lesson, participants should be able to:
- Mention types of human rights
- Mention the duties and responsibility of the VHC in promoting Human rights
- What to do when one`s human rights related to health are violated

Content
- Types of human rights
- Duties and responsibilities of the VHC in promoting Human rights
- Health related human rights violated

Types of human rights
1. Human right to health
   Every person has a right to:
   - Get medical assistance
   - Choose and ask for medical attention/assistance
   - Accept or refuse health messages
   - Accept or refuse medical assistance
   - Take part or be represented in health-related issues
   - Be respected on health-related issues
   - Privacy
   - A safe environment
   - Complain

2. Children rights on health
   Children have the following health rights:
   - Right to life
   - Right to receive health related assistance for example medical attention and nutritious food.

3. Rights of medical personnel
   - To have necessary tools for them to perform their duties
   - To continue or undergo further studies
   - To have fixed working and resting hours
   - To have personal protective equipment
   - To be respected
   - To work in a safe environment
   - To have a good working place, for example, a building
Duties and responsibilities of the VHC in promoting human rights

- To encourage people to seek medical help in time when sick
- To encourage expectant women to go to antenatal clinic and deliver at the hospital
- To follow the health-related rules and regulations for their area
- Help organize transportation for people that lack means to get to the hospital
- Working hand in hand with the hospital

Important messages

- Everyone is entitled to health-related human rights
- A sick person has rights and responsibilities
- Medical personnel have rights and responsibilities
LESSON 5: GENDER

Introduction
Gender is the way society construes roles between men and women. This may start from families where boys and girls are treated differently and create the impression that men are superior to women. This mentality is even encouraged in churches, during initiation ceremonies, in politics, in education and in youth activities. Knowledge of the concept of gender can help people to get to know how to work together in health activities in their communities.

Lesson objectives
By the end of this lesson, participants should be able to:
- Explain the difference in the biological makeup between men and women.
- Explain the challenges related to gender.
- The role of health officials in mitigating challenges caused by gender differences.

Content
- Difference in the biological makeup between men and women
- Challenges related to gender
- Ways of mitigating challenges caused by gender differences

Biological differences between men and women:
- A man has male sex organs.
- A woman has female sex organs.

The difference between sex and gender
- Gender is not about being male or female but how the society construes duties of men and women.
- This mentality makes men to be seen as superior to women and changes from place to place and even when a person is growing up. As per our culture, a man is the head of the family and needs to be in control. It is also a man who chooses a wife and the wife follows. Because of this, when a woman asks for a condom she is considered as having a loose character, a prostitute, and many other demeaning terms.
- The nature of man and a woman does not change anywhere in the world.

Challenges relating to gender:
Examples of the challenges related to gender include the following:
- Girls have minimal chances of going further with education as there is a common misconception that she will get married and be assisted by her husbands.
- It is women only who play a big role on health issues affecting their family members including caring for the sick
- Most girls fail to concentrate on their studies as they are busy with household chores as compared to boys.
• When a woman is diagnosed HIV positive and infects a child with the virus, the father regards her promiscuous if he, himself, has not yet been tested or shown the symptoms of AIDS.
• Men make decisions for women.
• Women sacrifice their lives to please their partners by among other things inserting charms into their private parts, a practice that can cause cancer.
• Women are not favorites to positions and their views are not respected by relations from the husband simply because they are women.
• Cases of rape which make women be prone to HIV and unplanned pregnancies.
• Women are scorned.

Examples of sexual abuse
• Domestic violence.
• Cases of incest.
• Pedophile.
• Sexually abusing a position.
• Forcing women on decisions to do with family planning and others.
• Domestic rape.
• Cases of barrenness are usually attributed to women than men.

Ways of mitigating the challenges:
Let the group discuss the ways of mitigating the challenges and analyze each answer (Facilitators need additional notes on ways on how to mitigate challenges of gender and health)

Important messages
• Men and women should be given equal opportunity in doing all things.
• The differences in biological make-up must not be used as an excuse for not taking part in health projects.

Indicator
• Increased men to women ratio in the VHC
LESSON 6: PARTICIPATING IN COMMUNITY PROJECTS

Introduction
People living in an area need to take part in development projects. For this to be feasible there is need for cooperation among the people, NGOs and different groups in the community.

Lesson objectives
By the end of this lesson, participants should be able to:
- Mention the necessary traits for effective community development projects
- Mention the challenges associated with community development projects
- Explain the importance of unity during community development projects
- Explain other ways how people in the communities can take part in development

Content
- Necessary traits for effective community development projects
- Challenges encountered when working as a group
- Importance of unity and community participation

Necessary traits for effective community development projects
- Unity
- Faithfulness
- Tolerance
- Trustworthy
- Approachable
- Accepting one`s duties and responsibilities
- Active leadership
- Thoughtfulness
- Dedication
- Unselfishness

Challenges encountered when working as a group
- Takes long time before an agreement is reached
- Disagreements occur due to conflicting ideas
- Other people do not efficiently take part in activities if work is not shared or explained well enough
- If a committee was elected by not following the recommended procedure (not considering other groups of people for example young people and the disabled)
- Not giving reports on how finances and other resources are being utilized.

Importance of unity and community participation
- People share ideas and hence tasks are completed faster
- The project continues even in cases where after donors have withdrawn
• People in the village work hard because of sense of ownership of the development being undertaken
• People learn different skills if they are working together
• People have a sense of ownership

Figure 1: Community Action Cycle

Important messages
• Working together promotes village development
• The VHC has the duty of encouraging people to take part and work together in promoting health

Indicators
• Increased number of families that take part in development projects in the village
• Increased number of development projects in the village
LESSON 7: WORKING WITH OTHER VILLAGE COMMITTEES

Introduction
Community health workers from Government and Non-Governmental Organizations encourage cooperation among different committees in communities as one important way of improving the welfare of the people. Considering that there are different committees in every community, there is need for a deliberate approach by village leaders to engage all committees in any project.

Lesson objectives
By the end of this lesson, participants should be able to:
- Mention different types of village committees
- Describe the benefits of working with other village committees
- Demonstrate skills of teamwork with other committees

Content
- Different types of village committees
- Benefits of working with other village committees
- How to work together with other committees

Different types of village committees
The village health committee should work together with the following other village-based committees:
- Water Point Committee
- Committee on Maternal Care
- VDC/CHAG
- Committee on Chronic Diseases
- Care Group
- Secret Women Group
- Committee on Agriculture
- Community Based Organizations (CBO)
- Civil Protection Committee
- Forestry Committee
- Men Committee on Maternal Care

Benefits of working together with others
- People share ideas.
- It promotes social cohesion and unity during the project.
- Helps in allocating tasks to people with experience and this saves time.

How to work together with other committees
- Sharing work plans and reports.
- Having joint meetings with other village committees.
• Collaboration with other committees in solving health problems.
• Organising joint open days for all committees to showcase their activities

**Important message**
• Working together with other committees helps in bringing about communal development and uplift the welfare of the people in the area.

**Indicator**
• Increased number of joint village committee quarterly meetings
LESSON 8: ORGANISING AND CONDUCTING A MEETING

Introduction
Meetings act as one important medium through which HSAs and VHCs communicate important messages to the people. Meetings also provide feedback on the challenges people in villages are facing.

Lesson objectives
By the end of this lesson, participants should be able to:
- Mention reasons meetings are conducted
- Mention factors that can contribute to the success of meetings
- Explain the procedure of conducting meetings

Content
- Reasons for conducting meetings
- Factors that contribute to the success of meetings
- Procedure of conducting meetings

Reasons for conducting meetings
- To identify problems and ways of dealing with them
- Developing an action plan.
- Sharing ideas on any new developments
- Sharing updates on project progress
- Conflict resolution
- Promoting unity in projects

Factors that can contribute to the success of meetings
- Good preparation in liaison with community leaders regarding day, time, venue, and agenda
- Sending invitation letters to guests in time
- Clearly stating out the agendas for the meeting
- Encouraging people to give out their opinions and respectfully refuting ideas that are wrong/not true.
- Listening carefully when others are speaking
- Observing time when conducting the meeting
- Getting set to overcome any barriers or challenges
- Choosing the right venue

Procedure to follow when conducting a meeting
- Opening prayer
- Introductions
- Opening remarks from the chief
- Title and objectives/agendas of the meeting
- Conduct the rest of the meeting by following this:
- Clearly state out what you shall be discussing
- Select one person to take notes, ideas, activities to be done and who to do them
- Giving chance to people to voice out their opinions and ask questions
- Answering questions and summarizing what has been discussed

- Closing remarks from the village chief
- Closing prayer

**Important messages**
- People are supposed to know the time for the meeting in time
- Agendas for the meetings should be clearly communicated to the people

**Indicators**
- Increased number of activities done following the meetings conducted.
LESSON 9: VILLAGE RESEARCH

Introduction
Village research is an activity that involves data collection, analysis, and interpretation of issues affecting the health of people in the community.

Lesson objectives
By the end of this lesson, participants should be able to:
- Mention the different types of village research
- Explain the benefits of conducting village research
- Describe the process of conducting research
- Describe ways of disseminating reporting findings

Content
- Types of village research
- Benefits of conducting village research
- Research process
- Reporting research findings

Different types of village research
- Baseline research
- Monitoring and evaluation research
- Research on emerging issues

Examples of village research
- Research on sanitation and hygiene
- Research on nutrition
- Research on village borehole
- Research on usage of treated mosquito nets
- Research on child immunisations
- Research on safe motherhood
- Research on child development and growth

Benefits of conducting village research
- Identifying challenges in the area
- Establishing the magnitude of the challenge
- Establishing the source or cause
- Finding ways of mitigating the challenge
- Identifying resources required for the project
- Monitoring progress of mitigating the challenge; evaluating the project.
Research procedure

*Preparation*
- Develop a checklist
- Liaise with the Village Headman on how the research will be conducted

*Conducting the research*
- Inform the head of household about the objective of the research
- Collect your data by asking questions
- Record your results after the research
- Compile the findings and identify the challenges being encountered
- Inform the people of the results
- Compare your results with what other researchers in the past found
- Identify the general problems or challenges
- Identify specific and priority health challenges
- Develop an action plan for dealing with the challenges that you have established.

*Take Note: If you have encountered a challenge that requires the attention of other people, channel it to the right authorities.*

Ways of disseminating research results
- Conducting a meeting
- Presenting results to affected families only

*Figure 2: Research Procedure*
### Important messages
- Research helps to reveal the challenges people in the village are facing
- Research helps in finding ways of mitigating challenges
- Village research needs to involve all people

### Indicator
- Availability of research reports
LESSON 10: REPORT WRITING

Introduction
A report describes progress of activities. It can be presented orally or written.

Lesson objectives
By the end of this lesson, participants should be able to:
- Determine ways of submitting reports
- Identify where to submit a report
- Describe types of reports
- Explain the importance of reports
- Describe the structure of reports
- Determine times to send reports

Content
- Meaning of a report
- Ways of submitting a report
- Identifying where to submit a report
- Types of reports
- Importance of reports
- The structure of the report
- Times to send reports

Presenting a report
- The committee should present a copy of the report to the HSAs.
- The committee should present a copy of the report to the Village Headman
- The committee should present the report to the people on how resources for the project would be acquired
- The committee should present a copy of the report to the Village Development Committee

Types of reports
1. Emergency report
2. Monthly report

Importance of reports
- Instrumental in acquiring assistance during crises
- Gives progress of the project
- It is one way of keeping records
- Helps in planning future undertakings

Report writing
- Structure of the report:
- Details of the writer
• Details of the receiver
• Date for submitting the report
• Reporting period
• Type of report
• Details of activities conducted
• Challenges faced
• Conclusions
• Name and Position of the writer

**Different times for sending reports**
• During emergency occurrences like cholera outbreaks, flash floods, etc
• Monthly
• End of project

**Important message**
• A report assists in knowing both good and bad progress of an activity
• A report assists in how best future planning can be done
• Ensure that you implement what is contained in the report
• Often an activity without a report is hard to evaluate its achievement or failures
LESSON 11: COMMUNICATION

Introduction
Communication is the way people use to share feelings and ideas and messages about what happened, what is happening and what will happen.

Lesson objectives
By the end of this lesson, participants should be able to:
- Mention purposes for communication
- Mention types of communication
- Discuss the communication process
- Mention the channels/mediums of communication
- Discuss different communication skills
- Mention barriers to communication

Content
- Purposes for communication
- Types of communication
- The communication process
- Channels/mediums of communication
- Communication skills
- Barriers to communication

Purposes for communication
The following are the purposes for communication in many programs:
- Informing people about the importance of their health
- Sensitising people about how they can contribute to health projects in their areas

Types of communication
There are two main types of communication:

Verbal/oral communication e.g.
- Use of words in speaking for example on the radio
- In writing

Non-verbal communication – use of things like
- Pictures
- Use of Body language e.g.
  - Hands
  - Eyes
  - Head
- Drums
Reasons for effective communication
• Behaviour change
• To inform
• To encourage
• To teach
• To entertain

The communication process

The sender
• This is the person who gives out the information

The message
• These are the ideas and opinions that are given out to others

Methods/medium of communication
• These are ways which someone uses in trying to communicate for example: thorough speaking, singing, drama, letters, radio

The receiver
• This is the person who receives the message from the sender and is supposed to give feedback

Feedback/answer
• This is the response or message from the receiver to the sender

Channels of communication
• Radio
• Telephone
• Letters
• Posters
• Newspapers
• Group discussions

Communication and message delivery skills
• Speak clearly
• Giving out short and clear messages
• Giving out important information/ideas only
• Listening carefully
• Making sure that the message is being received
• Allowing questions and comments from the receivers of the message
• Asking the sender of the information some questions
• Summarizing the message
Barriers to communication

- Language differences
- Overload
- Commitments
- Sickness
- Lack of trust
- Poor venues
- Poor dressing
- Differences in ages
- Differences in faiths and beliefs
- Illiteracy
- Wrong message
- Differences in gender

Ways of ensuring effective communication

- Using a common language
- Choosing the right time
- Being honest and faithful
- Choosing the right venue
- Courtesy
- Respecting other people’s religion
- Giving the right and short message
- Dressing decently
- Giving the relevant and correct message
- Audience analysis

Important message

- Increased number of people giving right answers to the questions

Indicators

- Increased number of people answering the questions correctly
LESSON 12: HEALTH EDUCATION

Introduction
Health education is the way people use to share knowledge and health messages to influence behavioral change.

Lesson objectives
By the end of this lesson, participants should be able to:
- Explain the purpose of health education
- Discuss ways of enhancing teaching and learning
- Describe the qualities of a good health educator/facilitator
- Prepare for the lesson

Content
- Purposes of health education
- Ways of enhancing teaching and learning
- Qualities of a health educator/facilitator
- Preparation for a lesson

Purposes of health education
The importance of training Village Health Committees on health education is for them to know the following:
- Symptoms of different diseases.
- Encouraging sick people to get medical attention
- The benefits of following medical advice
- The importance of preventing diseases through among others getting vaccines
- The benefits of eating balanced diet
- Using safe water
- The importance of sanitation and hygiene in preventing diseases
- The importance of killing germs
- Avoiding harmful practices like:
  - Alcohol abuse
  - Smoking hemp
  - Drug abuse
  - Prostitution

Ways of enhancing teaching and learning
- Adequate preparation by the trainer
- The trainer should use participatory approaches
- Trainer should start from the known to the unknown
- The topic of the lesson should be short and clear
- Objectives of the lesson should be clear
Qualities of a health educator/facilitator

• Should be exemplary
• Should have good communication skills and speak audibly
• Must have enough content and resourceful (good lesson planning skills)
• Should be conversant with teaching procedures

Preparing for the lesson

Plan the flow of the lesson as follows:

• Choose the topic
• Determine the lesson time
• Determine lesson objectives
• Write down content
• Determine the teaching methods
• Determine lesson evaluation techniques
• Arrange materials to be used in the lesson
• Choose your participants
• Identify a suitable place for learning (it should be a place with minimal distraction)

Teaching methods

• Discussion
• Lecture/Demonstration
• Role playing (e.g. drama)

How to conduct a health education session

• Greet the participants
• Allow the participants to get settled
• Introduce yourself
• Introduce the topic
• Ask questions to establish what they already know about the topic
• Present the lesson as planned
• Use appropriate language
• Speak clearly
• Control any distractions
• Entertain questions if any
• Engage the participants by asking questions
• Conclude the lesson
• Thank the participants for their attention
Important messages

- Holding meetings with villagers is one way of effectively sharing important health messages.

- It is important to have enough time to train people in the village on health education in order to prevent diseases.
PART 2: LESSONS 13 – 19

(These lessons are for both VHC members and Community. The latter are to be taught by members of the VHC after completing each lesson and before the next lesson)
LESSON 13: SANITATION

Introduction
Sanitation is the practice of observing hygiene around living premises in order to prevent diseases.

Lesson objectives
By the end of this lesson, participants should be able to explain:
- Water hygiene
- Food hygiene
- Personal hygiene
- Premises hygiene

Water hygiene
A protected water source is that whose construction and use does not allow contamination of water from human or livestock excreta. Examples of protected water sources are boreholes, protected dug well, protected spring and piped water. Unprotected water sources are those that allow contamination, for example, a dug well that is uncovered/unprotected, livers, lakes and unprotected springs.

Ways of making water safe
Water from unprotected sources and water stored for drinking in the household must be protected and safe at the point of use. Drinking water can be made safe using several ways including filtering, boiling, using Water guard and Chlorine. These different ways of making water safe also help in killing germs that cause different diseases. Most people use water that has been stored for more than one day or water that has been fetched from unprotected sources, which can easily cause diseases like diarrhea and others.
Keeping water safe

- Water should be kept in clean and safe vessels.
- Two cups to be used when drinking water, one for drawing from the water vessel and another one for the actual drinking.
- All utensils used for drawing or keeping water must be clean.
- A covered pail or jerry can should be used when transporting water from boreholes to the household and do not use leaves to cover the water.
- Water must be used within 24 hours after being drawn or being treated.

Sanitation and hygiene at a borehole

- Sweep and clean borehole surroundings.
- Digging a wastewater collection pit or have a garden to use spilled water.
- Constructing a fence around the borehole.

Important messages

- Draw water from safe sources only (Piped water, Boreholes, and Covered wells).
- If the water is drawn from unsafe sauces, make it safe before using it.
- The chlorine flavour is an indication that the water is safe.
- Two cups must be used: one for drawing water and the other for the actual drinking.

Food hygiene

Food is not safe all the time, however, diseases arising from consuming contaminated food can be prevented.

Times when food can be contaminated

- In the garden
- When harvesting
- When being transported from one place to another
- During preparation
- When cooking
- When preserving
- When serving
- When keeping food
- During eating
Benefits of keeping food safe
- Prevents diseases caused by consuming unhygienic food.
- Preserves food taste and color

Ways of keeping food safe
- Keeping food away from animals like dogs, cats and rats.
- Keeping food in dry places
- Washing hands before preparing food, before eating, after visiting a toilet, and after changing napkins.
- Using clean utensils.
- Preparing food using clean utensils.
- Preparing and eating food in hygienic places.
- Eat food while hot or warm
- Always use running water to wash hands

Important message
- Before eating food, we must wash our hands all the times using running water

Personal/Body hygiene
We can prevent diseases by following general body hygiene practices like bathing, wearing clean clothes, and using clean beddings.

Good personal hygiene practices
- Bathing every day.
- Cleaning teeth every morning and after eating.
• Cutting nails.
• Shaving and/or managing hair, including pubic hair
• Washing hands with soap before preparing food, before eating, after visiting a toilet, after changing napkins/diapers and before breastfeeding a child.
• Wearing clean clothes.

**Important messages**

• We must wear clean clothes all the time
• We must bath daily

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**Domestic/Household Hygiene**

There is need for hygienic surroundings of the home if people living there are to be healthy.

**Hygienic practices at home**

- Kitchen
- Bathroom
- Toilet with drop hole cover
- Toilet with hand washing facility
- Refuse pit
- Rack for drying plates
- Animal kraal
- Drying line for clothes

**Domestic/household hygiene**

- Well smeared floor.
- Well thatched house.
- Sweeping in and around the house.
• Clearing bushes around the house.
• Covered toilet drop hole and hand washing facility in use
• House with windows.
• Draining stagnant water bodies which can act as mosquito breeding grounds.
• Proper disposal of items that can hold water, e.g., empty tins and bottles.

**Important messages**
- It is the responsibility of everyone to have a hygienic household
- Building toilets with hand washing facilities helps in controlling diseases

**Indicators**
- Increased number of households with toilets in the village
- Increased number of toilets with hand washing facilities
- Absence of faeces in the surrounding bush
LESSON 14: HEALTHY FOODS

Introduction
Healthy food is the type of food that gives strength, growth, prevents a person from diseases.

Lesson objectives
By the end of this lesson, participants should be able to:
- Describe benefits of healthy foods
- Mention six groups of healthy foods in Malawi
- Mention two types of diseases caused by food deficiency
- Mention causes of food deficiency
- Explain ways of preventing diseases caused by food deficiency

Content
- Benefits of healthy foods
- Groups of healthy foods
- Diseases caused by food deficiency
- Causes of food deficiency
- Ways of preventing diseases caused by food deficiency

Benefits of healthy foods
- Helps in preventing diseases
- Prevents deaths caused by food deficiency especially among women and infants
- Children grow healthy and perform well in their studies
- Healthy children are born

Food groups
1. Grains: Examples;
   - Siam, Rice, Cassava, Sweet potatoes, Green bananas, Sorghum, Millet, Baked products from Maize flower, and Irish potato.
2. Proteins: Examples;
   - Pigeon peas, Beans, Groundnuts, Soy beans, Green peas and buffalo beans.
3. Vegetables: Examples;
   - Nsangowa, Kholowa, Luni, Black jack, Mphunde, Mwamuna-aligone, Chitambe, Mpiru, Cassava leaves, Pumpkin leaves and Eggplants.
4. Oils: Examples;
   - Groundnut oil, Soy beans, Avocado pear, Butter and Milk.
5. **Meat: Examples**;  
   - Beef, Goat meat, termites, birds, grasshoppers, fish, cricket, milk, chicken and ducks.

6. **Fruits: Examples**  
   - Baobab fruit, Mangoes, Bwemba, Paw-paw, Bananas, Oranges, Guavas, Lemons, Masawu, Masuku, Oranges, Nthudza.

**Diseases coming as a result of food deficiency**

1. **Kwashiorkor**  
   Symptoms:  
   - Weak hair.  
   - Moonlike round face  
   - Swelling stomach.  
   - Swelling legs and feet.  
   - Weak and susceptible skin  
   - Child is unhappy.  
   - Loss of appetite.  
   - Diarrhea.
2. **Marasmus**

Symptoms of food deficiency:
- A child appears old
- Loss of weight.
- Child expresses interest but not happy.
- Child has appetite.

**Causes of food deficiency**
- The main cause is food deficiency which may be caused by:
  - Inadequate food supply
  - Inability to take balanced diet
- Recurrent cases of malaria, measles and diarrhea
- General lack of hygiene
- Taking foods that have inadequate ingratiates, salts and vitamins e.g. iodine and Vitamin A.

**Ways of preventing malnutrition**
- Intensive breastfeeding during the first six months
- Introducing supplementary diet after six months.
- Children to receive all their vaccines within two years and attending Under 5 clinics to monitor their health and growth.
- Infants to attend Under 5 clinics after six months from birth. Vitamin A and a vaccine against tapeworms are administered every six months until the child is 5 years.
- Ensure that children are being given a balanced diet.

- Ensure to eat food containing iodized salts and appropriate vitamins.
Important messages

- Healthy food provides for strength, growth, and prevention from diseases
- Kwashiorkor and Marasmus are symptoms of food deficiency in the body
- Food deficiency and recurring sickness are the main causes of Kwashiorkor and Marasmus in children
- People need to be encouraged to eat food containing iodized salt and vitamins to prevent diseases
LESSON 15: VACCINATION, VITAMIN A AND CHILD GROWTH/DEVELOPMENT

Introduction
A vaccine is a type of dosage administered to children and women of the reproductive age through the mouth or injection to boost their immunity against diseases.

Lesson objectives
By the end of this lesson, participants should be able to:

- Describe the importance of vaccination
- Explain the types of vaccines and the procedure of administration to women and children in Malawi
- Explain ways of administering Vitamin A
- Explain the procedure for treating hookworms
- Mention the importance of taking infants to Under 5 Clinics

Content
- Importance of vaccination
- Types of vaccines and the procedure of administration
- Ways of administering vaccines and Vitamin A
- Procedure for treating tapeworms
- Importance of taking infants to Under 5 Clinics

Importance of vaccination
- It helps in preventing diseases
- It helps in preventing deaths that can be avoided through vaccinations

Procedure for administering vaccine to women and children in Malawi

<table>
<thead>
<tr>
<th>VACCINE</th>
<th>TIME A CHILD IS SUPPOSED TO RECEIVE</th>
<th>METHOD OF ADMINISTERING THE VACCINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCG</td>
<td>After birth before 1 month</td>
<td>Injecting under the skin on the right-hand side</td>
</tr>
<tr>
<td>POLIO</td>
<td>After birth before 2 weeks</td>
<td>Oral</td>
</tr>
<tr>
<td>POLIO 1</td>
<td>6 Weeks from birth</td>
<td>Oral</td>
</tr>
<tr>
<td>POLIO 11</td>
<td>4 weeks after receiving Polio 1</td>
<td>Oral</td>
</tr>
<tr>
<td>POLIO III</td>
<td>4 weeks after receiving polio 11</td>
<td>Oral</td>
</tr>
<tr>
<td>IPV</td>
<td>14 weeks after birth</td>
<td>Injection on the thigh</td>
</tr>
<tr>
<td>PENTA I</td>
<td>16 weeks after birth</td>
<td>Injection on the left thigh</td>
</tr>
<tr>
<td>PENTA II</td>
<td>4 weeks after receiving penta 1</td>
<td>Injection on the left thigh</td>
</tr>
<tr>
<td>Vaccine</td>
<td>Schedule</td>
<td>Administration Site</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>PENTA III</td>
<td>4 weeks after receiving penta 11</td>
<td>Injection on the left thigh</td>
</tr>
<tr>
<td>PCV 13 I</td>
<td>6 weeks after birth</td>
<td>Injection on the right thigh</td>
</tr>
<tr>
<td>PCV 13 II</td>
<td>4 weeks after receiving pcv 13 I</td>
<td>Injection on the right thigh</td>
</tr>
<tr>
<td>PCV 13 III</td>
<td>4 weeks after receiving pcv 13 II</td>
<td>Injection on the right thigh</td>
</tr>
<tr>
<td>ROTA I</td>
<td>6 to 15 weeks after birth</td>
<td>Oral</td>
</tr>
<tr>
<td>ROTA II</td>
<td>10 to 32 weeks after receiving ROTA 1</td>
<td>Oral</td>
</tr>
<tr>
<td>MEASLES RUBELLA I</td>
<td>9 months after birth</td>
<td>Injection on the thigh</td>
</tr>
<tr>
<td>MEASLES RUBELLA II</td>
<td>15 to 23 weeks after birth</td>
<td>Injection on the thigh</td>
</tr>
<tr>
<td>TETANUS DIPHTHERIA (Td) I</td>
<td>On first visit to antenatal clinic for pregnant women and for all women of the reproductive age</td>
<td>Injection on the arm</td>
</tr>
<tr>
<td>Td 2</td>
<td>4 weeks after receiving Td 1</td>
<td>Injection on the arm</td>
</tr>
<tr>
<td>Td 3</td>
<td>6 months after receiving Td 11</td>
<td>Injection on the arm</td>
</tr>
<tr>
<td>Td 4</td>
<td>1 year after receiving Td 111</td>
<td>Injection on the arm</td>
</tr>
<tr>
<td>Td 5</td>
<td>1 year after receiving Td IV</td>
<td>Injection on the arm</td>
</tr>
</tbody>
</table>
Vitamin A

Vitamin A is a dosage given to children and women of the childbearing age with the aim of boosting their immune system. Vitamin A is also found in foods like red sweet potatoes, pumpkins and green vegetables.

Procedure for administering vitamin A

<table>
<thead>
<tr>
<th>VITAMIN</th>
<th>NTHAWI YOYENERA KULANDIRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>VITAMIN A for children</td>
<td>After first 6 months from birth and after every 6 months until 5 years</td>
</tr>
<tr>
<td>VITAMIN A for the Women</td>
<td>After birth or before 8 Weeks after giving birth</td>
</tr>
</tbody>
</table>

Treatment for tapeworms

All children from one year to five years need to receive treatment once every six months.

The importance of attending Under 5 Clinics

- Helps in checking if the child is growing healthy in relation to age.
- Helps in monitoring symptoms of malnutrition.
- It is an opportunity to get professional medical advice.
- There is access to vaccines, Vitamin A and treatment for the tapeworms

The role of the health committee in relation to Under 5 Clinics

- Encouraging parents to take children to Under 5 Clinics.
- Encouraging men to take part on issues of Under 5 Clinics.
- Taking care of premises for Under 5 Clinics.
- Assisting HSAs when weighing children at Under 5 Clinics.
- Making follow ups on children who are not going to Under 5 Clinics.
Important messages

- One way of reducing child mortality rate is to have them vaccinated.
- Women and children need to finish their vaccinations to prevent developing other complications.
- It is the duty of the Village Health Committee to ensure that women and children have received all their vaccines.
- It is the duty of the Village Health Committee to inform people of any new vaccines for Poliomyelitis and Measles.
- Both parents need to take part in ensuring that children are attending Under 5 Clinics and have received all vaccines.

Indicators

- Increased number of children who completed all their immunisations
- Increased number of children who have received Penta 3
- Increased number of women of reproductive age group who have received Td2
LESSON 16: FAMILY PLANNING

Introduction
Family planning is a decision people in the reproductive age make on the number of children they want to have and when to have them.

Lesson objectives
By the end of this lesson, participants should be able to:
- Explain the benefits of family planning to:
  - The child
  - The mother
  - The father
  - The family
  - The community
  - The country
- Mention modern ways of family planning
- Explain challenges people who don’t practice family planning may face

Content
- Benefits of family planning
- Mention modern ways of family planning
- Explain challenges people who don’t practice family planning may face

Benefits of family planning

To the child
- Healthy children are born.
- Healthy growth of children.
- Easily understands things.
- Gets adequate parental care.
- Easily accesses all necessities like clothing, food, education and decent life.
- Leads a happy life with matures in attitude.
- Becomes disease resistant thereby reducing infant mortality rate.

To the mother
- Leads a healthy life.
- Does not meditate on abortion.
- Fully cares for the child.
- Has time to continue with education.
- Enjoys sex life without fear of unplanned pregnancies.
- Has time for income generating activities.
- Has time to practice hygiene around the home.
- Shares love with her husband easily.
To the father
- Is able to provide for all requirements at home like: sending children to school, buying clothing, food, and decent home.
- He has a stable mindset and is able to plan for the family.
- Has time to show love to his wife and children

To the family
- There is happiness and unity.
- They have all their needs satisfied.
- There is an opportunity for each one of them to be educated.

To the community
- People are healthy.
- Grazing land is available.
- Arable land is available.
- Playing grounds for children is available.
- There are enough hospitals and schools.
- Natural resources are preserved.
- The community is developed.

To the nation
- Malnutrition cases are minimized.
- The citizens are healthy.
- It has well educated citizens.
- It has adequate resources.
- Government has time to focus on other important areas like health, education, and others.
- The country is developed.
- There is reduction in infant and maternal mortality rate.

Ways of family planning
- Oral contraceptive
- Male and female condoms
- Depo provera
- Implant/Norplant
- T-Loop, Intrauterine device
- Vasectomy
- Tubal ligation
- Breast feeding
- Emergency pills
- Natural methods
Family planning ways offered by community based family planning distributors

- Oral contraceptives
- Condoms

Problems that come with lack of family planning

- When teenagers conceive, they suffer a risk of failure to deliver and in other cases resulting in death since their bodies are immature to support the demands of pregnancies.
- A woman who falls pregnant again before three years elapse fails to take care of the other child resulting into cases of malnutrition and other opportune diseases.
- Husbands may fail to take care of their families due to size.
- When a woman becomes pregnant after 35 years, she runs a risk of having her uterus erupt due to lack of flexibility. This may also cause complications during child birth and high blood pressure.
- Husbands may desert their families.
- The womb of a woman who has given birth more than four times becomes flaccid and may erupt resulting into death.
- Cases of abortion increase.

Important message

- Family planning helps reduce infant and maternal mortality rate which come due to early pregnancies, late pregnancies, frequent pregnancies and giving birth to many children
- Modern family planning methods are found in all district hospitals, Banja La Mtsogolo and Mission Hospitals
- Family planning helps a family have few children that can easily be taken care of

**Indicator**

- Increased number of women of the reproductive age group (15-49) that access/get modern family planning methods
LESSON 17: SAFE MOTHERHOOD

Introduction
Safe motherhood stands for a healthy and proper psychological position in relation to issues of reproduction and child birth.

Maternal care implies that a woman must be healthy and free from any complications arising from child births while she is pregnant, during delivery and until after six weeks after giving birth.

Lesson objectives
By the end of this lesson, participants should be able to:
- Mention the categories of safe motherhood
- Describe bad sexual practices
- Describe the dangers of bad sexual practices
- Describe ways of controlling bad sexual practices
- Explain the meaning of maternal care
- Mention the pillars of maternal care
- Describe the role of health committee on maternal care

Content
- Categories of safe motherhood
- Bad sexual practices
- Dangers of bad sexual practices
- Ways of controlling bad sexual practices
- Maternal care
- Pillars of maternal care
- Role of health committee on maternal care
- Categories of safe motherhood
- Bad sexual practices
- Dangers of bad sexual practices
- Ways of controlling bad sexual practices
- Maternal care
- Pillars of maternal care
- Role of health committee on maternal care

Categories of safe motherhood
- Maternal care
- Family planning
- Youth reproductive health
- Prevention and cure for sexually transmitted diseases including HIV and AIDS
- Scanning for the existence of cancerous cells in reproductive parts
- Bad sexual practices and beliefs
Bad sexual practices

Meaning
These are dangerous practices relating to sex and reproduction which result in transmission of diseases and may lead to death.

Examples of bad sexual practices:
• Wife inheritance
• Sleeping with adults after being initiated
• Sleeping with a woman whose husband recently died
• Sleeping with widows
• Taking concoctions to enhance delivery
• Using herbs to make men barren
• Abstaining from sex for long periods after child birth
• Circumcising men using a single knife or blade
• Stopping pregnant women from eating some foodstuffs like eggs
• Polygamy
• Prostitution
• Eating together
• Abortion
• Early marriages

Negative effects of bad sexual practices
• Risk of acquiring sexually transmitted diseases including HIV/AIDS
• May result in barrenness
• May cause cervical cancer
• May cause rapture of the uterus
• May cause death.

Ways of stopping bad sexual practices
• Conducting man to man or community awareness campaign on side effects of bad sexual practices
• Encouraging people to go to hospitals whenever symptoms of sexually transmitted diseases are observed
• Sensitising Traditional Birth Attendants (TBAs), Chiefs, Traditional doctors, and Traditional Counsellors on the effects of bad sexual practices
• Discouraging pregnant women from using traditional or herbal medicines during any stage of their pregnancy or during child delivery
• Sensitising the community on the need for sexual partners of infected people to go for medical attention
• Seeking medical attention whenever there are cases of barrenness
• Sensitising the community on the dangers of delaying to seek medical attention when one has acquired sexually transmitted diseases
• Sensitising the community on the side effects of using traditional medicines
• Sensitizing the community on main causes of barrenness
Pillars of safe motherhood

A. Antenatal Clinics

Unless there are other complications, pregnant women need to visit antenatal clinics at least four times as follows:

I. Once before the first three months
II. Once from the fourth to the sixth month
III. Twice the sixth to the seventh month until she delivers

The importance of Antenatal Clinics:

I. There is early knowledge if there are any pregnancy related complications
II. Timely treatment of any complications
III. Vaccines for tetanus are administered
IV. Women are counseled on HTC

B. Safe delivery

- Pregnant women must deliver at hospitals
- Pregnant women must deliver in hygienic places and environments

C. Life threatening symptoms for pregnant women

Pregnant women must be taken to hospitals whenever the following are noted:

- Swelling
- Migraine
- General body weakness and heavy breathing
- Falling unconscious
- Fever
- Smelly discharge
- Miscarriage
- Bleeding

The role of health committee on maternal care and safe motherhood

- Sensitizing people on safe motherhood
- Keeping records and presenting quarterly reports about pregnant women to HSAs, Health Taskforce and hospitals.
- Encouraging women to attend antenatal clinics
- Encouraging pregnant women to be delivering at hospitals
- Checking children being born in the community and where they are born. Informing the village headman of any child not born at a hospital
- Encouraging women to go for check up six weeks after delivery
- Sending women with any maternal complications for medical attention
- Encouraging pregnant women to start attending antenatal clinics six weeks after conception
Important messages

• Safe motherhood helps in promoting maternal care, family planning, safe sex amongst the youth, prevention and cure of sexually transmitted diseases including HIV/AIDS.
• Safe motherhood helps in analyzing and preventing cancers affecting reproductive organs and bad sexual practices.
• It is everybody’s responsibility to ensure that pregnant women are delivering at hospitals.

• Six weeks after delivery, women need to go for post-delivery checkup.
• Six weeks after delivery, women need to start attending postnatal clinics

Indicators

• Increased number of maternal deaths
• Increased number of men and women using modern family planning methods
• Increased number of neonatal deaths
• Increased number of women attending antenatal care during their first trimester
LESSON 18: DISEASES

Introduction

Being healthy involves the physical, mental, and psychological wellbeing of a person who also takes part in community developments other than just the absence of disease or deformity (World Health Organization 1948, WHO). This lesson presents details of causes, transmission, and prevention of diseases.

Lesson objectives

By the end of this lesson, participants should be able to:

- Mention types of diseases
- Explaining different types of diseases
- Mention symptoms of diseases
- Explain ways of controlling diseases
- Describe ways of preventing diseases
- Describe village based first aid measures

Two categories of diseases:

1. Communicable
2. Non-communicable

Communicable Diseases

These diseases transmit by sharing between people or with animals.

Examples:

- Malaria
- Tuberculosis (TB)
- Diarrhoea
- Dysentery
- Cholera
- HIV and AIDS
- Skin infections
- Measles
- Sexually transmitted diseases (STDs)
- Pneumonia for fewer than 5 children
- Tetanus
- Rabies
- Flu
- Schistosomiasis
- Trachoma
- Cataract
- Skin rush
MALARIA

The Transmission of Malaria

1. Spread by mosquitoes carrying plasmodium
2. Transfusion of infected blood
3. Mothers infecting their unborn babies

Symptoms of Malaria

- Fever
- Body pains
- Vomiting
- Loss of appetite
- Seizures
- Headache.
- Diarrhea (Common amongst children under 5 years)

Dangers of Malaria

- Leads to anemia
- Premature births
- Miscarriages
- Death

Groups Vulnerable to Malaria Related Deaths

- Under 5 infants
- Pregnant women
- Patients having HIV

Preventing Malaria

- General cleanliness and sanitation around the home
- Using treated mosquito nets every night all year round
- Using insecticides to control mosquitoes
- Pregnant women should attend antenatal clinic to get anti-malaria drugs

Village-based first aid treatment for a patient suffering from Malaria

- Taking the patient to the hospital
- Extensive breastfeeding of sick infant
Important messages

- Sleep in treated mosquito nets all the time
- Seek medical attention every time you notice malaria symptoms.
- Control mosquito breeding grounds by keeping surroundings clean.
- Breeding grounds for mosquitoes increase during the rainy season.
- During dry seasons, stagnant water can also create breeding grounds for mosquitoes and this need to be cleared or treated too.
- Climate change resulting in overheating, flush floods and dry spells also contribute to increased cases of malaria.

DIARRHOEA

Diarrhoea is a condition where a person passes out watery stool for three times or more within a day. The disease is contagious and is spread by bacteria, virus and a parasite. Diarrhoea can also be a symptom of other diseases like Malaria and Malnutrition.

Diarrhoea is dangerous for children. Children suffering from diarrhoea are sometimes weak and fail to suck breast milk. In such situations, seek urgent medical attention. As we wait for the medical attention, it is necessary to continue attempting feeding the child with liquid foodstuffs including breast milk.

Diarrhoea can also be dangerous to elders and those suffering from HIV/AIDS. In some cases, mature people feel thirsty and have problems to swallow food. The scarcity of water is dangerous especially when it is hot. The elderly need to be encouraged to drink water regularly.
People who are having bloody stool or diarrhoea become very weak. Such people need to be encouraged to seek urgent medical attention.

There are different types of diarrhoea:
1. Cholera
2. Dysentery

CHOLERA

Transmission of Cholera
- Consuming contaminated food or drinks

Symptoms of Cholera
- Smelly watery diarrhea resembling rice water
- Persistent and unexpected cases of diarrhea
- Lethargy
- Dehydration

Dangers associated with Cholera
- It spreads quickly
- The body is drained of water and important salts quickly
- Cholera results into instant death if medical attention is delayed.

Ways of preventing Cholera
1. Drinking clean and safe water.
2. Washing hands using soap:
   - After using the toilet
   - After changing napkins
   - Before eating
   - Before preparing food
   - Before breastfeeding infants
3. Eating hygienically prepared hot food.
4. Fruits must be washed.
5. Using the toilet all the time.

Village-based first aid treatment for a patient suffering from Cholera
- Give the patient watery food like porridge, sweet brew, and water
- Give the patients Oral Rehydration Salts (ORS) as you are taking them to the hospital.

Warning:
- A patient must not be given soft drinks like Fanta, Coke, Squash, etc.
- No food must be served at a funeral when the deceased was suffering from Cholera
- Reduce the number of people handling the dead body
- The dead body must not be washed
- Burial should be done same day
DYSENTERY

Symptoms of Dysentery
- Bloody watery stool
- Fever
- Stomachache

Dangers associated with Dysentery
- May result in anemia.
- Death may follow if medical attention is delayed.

Transmission of Diarrhea
- Taking or drinking food stuffs which are contaminated by Dysentery

Prevention
- Drinking safe water.
- Washing hand using soap:
  - After using the toilet
  - After changing napkins
  - Before eating food
  - Before preparing food
  - Before breastfeeding a child
- Taking hygienically prepared hot food. Washing all fruits.
- Using the toilet all the times.

Village-based first aid treatment for a patient suffering from Dysentery
- Seek medical attention immediately
- Administer ORS on your way to the hospital
- Inform HSAs about the patient

Important messages
- Diarrhoea can be prevented
- Food hygiene and water sanitation can help in controlling diarrhoea
- Take lots of water or Oral Rehydration Salts (ORS) when suffering from diarrhoea
- Children who are suffering from diarrhoea may lose appetite but need to be breastfeed continuously.
- A child who has lost appetite needs to go for medical attention immediately.
- Avoid using bushes as toilets.
• People suffering from AIDS and the elderly usually suffer from diarrhoea and need to be advised to take lots of water frequently.
• It is the responsibility of all people to exercise caution when one member of a family has diarrhoea.
• If the condition continues quickly seek medical attention.
• There is need for households to have arrangements for taking patients to hospitals in case there is need.
• Children below one year need to receive a vaccine against Rota virus.

TUBERCULOSIS (T.B)

The disease is caused by a bacterium that attacks lungs.

Transmission of Tuberculosis
• Breathing contaminated air.
• Through sputum of the sick person.

Symptoms of Tuberculosis
• Persistent cough for people living with HIV and persistent cough running for a week in people without HIV.
• Fever
• Sweating at night even if it is cold.
• Chest pains.
• Loss of appetite.
• Strained breathing.
• Loss of weight.
• Coughing with bloody sputum.

Dangers associated with Tuberculosis
• Spreads quickly
• The bacterium develops resistance if the medication is not carefully followed
• Death may result if medical attention is delayed.
Ways of preventing Tuberculosis

- BCG vaccine which is administered to infants just after birth.
- Seeking medical attention in cases of coughs persisting for one week.
- Sleeping in well ventilated houses.
- Avoiding dusty rooms.
- Following T.B. treatment faithfully.

Village-based first aid treatment for a patient suffering from Tuberculosis

- Encouraging an individual without HIV who has been coughing for one week or the person has HIV and is coughing all the time to go for testing at the hospital.
- Encouraging all people that have been occupying the same house with a person diagnosed of Tuberculosis to go for testing at the hospital.

Important messages

- TB can be prevented
- TB can be treated
- All TB patients need to take their medication as planned.
- When one person is diagnosed with TB, all members of that household need to go for testing too.
- TB treatment is given for free in all hospitals.

MEASLES

The disease attacks people of all ages but especially children. The patient develops skin rush, fever and may develop a cough.

Symptoms of measles

- Skin rush.
- Fever.
- Cough.
- Running nose.
- Red eyes.

Prevention of Measles

1. Measles vaccine at 9 months for all children.
2. Avoiding careless skin contact with a person suffering from Measles.
3. Administration of Vitamin A to all infants.

Dangers associated with Measles

- Blindness
- Causes Pneumonia
- Death may result if medical attention is delayed
Village-based first aid treatment for a patient suffering from Measles

- Seek immediate medical attention when symptoms of Measles are noted
- Inform HSAs about the patient

**Important messages**
- All children must receive a Measles vaccine
- Any person showing symptoms for Measles must get medical attention
- Our houses should have adequate ventilation
- Children suffering from Measles must be given a balanced diet
- Vitamin A must be administered to any person suffering from Measles

**PNEUMONIA**

This is a disease that attacks children between the ages of 2 months to 5 years making them panic when breathing or cough continually.

**Symptoms of Pneumonia**
1. Panicking when breathing
2. Failure to take the breast, neither drink water nor eat
3. Vomiting
4. Loss of consciousness
5. Body weakness
6. The ribs come out when child is breathing

**Prevention of Pneumonia**
- Pneumonia vaccine (PCV)
- Balanced diet
- Well ventilated housing

**Village-based first aid treatment for a patient suffering from Pneumonia**
- Seek urgent medical attention when symptoms of Pneumonia are noted.

**Important messages**
- All children must be vaccinated against Pneumonia.
- People who are showing symptoms of Pneumonia must be taken for medical attention
- Building houses with adequate ventilation helps in controlling cases of Pneumonia

**SEXUALLY TRANSMITTED DISEASES**

- These are diseases sexually transmitted between men and women if one of them has the disease

**Transmission**
- Most common way is unprotected sex.
- Through blood transfusion.
- Transmission from mother to child during birth.
Symptoms of sexually transmitted diseases

- Sores in private parts.
- Itching and irritation in private parts.
- Lower abdominal pain.
- Growths in private parts.
- Swollen testicles.
- Pain when urinating.
- Thick discharge.

Vulnerable groups to STDs

- The youth.
- Those in polygamous families.
- Having multiple sexual partners.
- Unprotected sex.
- Those who abuse drugs.

Dangers associated with STDs

- Death may occur if the patient did not get instant medical attention.
- Numbness of body parts.
- Cervical cancer.
- Madness.
- Bareness.
- Still births.
- Children may be born blind.
- Miscarriage.
- Prone to HIV.

Ways of preventing sexually transmitted diseases

- Abstinence.
- Being faithful.
- Using condoms.
- Avoiding drug and alcohol abuse.

Village-based first aid treatment for a patient suffering from sexually transmitted diseases

- Seeking medical attention quickly.
- Practicing body hygiene.
- Advising the patient to use condoms until they are healed.

Important messages

- All people having symptoms of sexually transmitted diseases must get medical attention.
- Any person having symptoms of sexually transmitted diseases must get medical attention together with their sexual partners.
- Patients need to complete the dosage.
- It is easy to get an HIV if one has sexually transmitted diseases.
HIV AND AIDS
I. HIV is a virus that causes AIDS.
II. AIDS:
   AIDS stands for several opportune infections a person may suffer from due to compromised or lowering disease resistance in the body due to HIV.

Transmission of HIV
- Unprotected sex.
- Sharing blades.
- Using unsterilized injection.
- Unsafe blood transfusion.
- From mother to child during birth or while breastfeeding.

Ways that do not transmit HIV
- Mosquito bites.
- Touching or skin contact.
- Eating together.
- Hand greeting.
- Using same bathroom.
- Using same toilet.

Practices that promote the transmission of HIV/AIDS
- Prostitution.
- Sleeping with widows.
- Wife inheritance.
- Gay practices.
- Sexual cleansing.
- Sexually entertaining Chiefs.
- Sharing tools used during circumcision.

Dangers associated with HIV/AIDS
- There is no cure.
- The disease leads to death.

Preventing HIV and AIDS
- Abstinence.
- Being faithful to ones partner.
- Where abstinence fails, use a condom.
- Circumcision.
- Encouraging Voluntary Counselling and Testing for the following benefits:
  - Knowing their HIV status.
  - Easy access to ART.
  - Can adjust diet.
Village-based first aid treatment for a patient suffering from HIV and AIDS
- Encouraging patients to get medical attention and ARTs
- Sensitising people to be looking after AIDS patients well
- Sending HIV/AIDS patients to support groups

The connection between STDs and HIV/AIDS
- The transmission is similar
- Ways of prevention are the same
- A patient suffering from STDs can easily acquire HIV and AIDS

Important messages
- All people must go for voluntary counselling and testing to know their status.
- HIV can be prevented.
- A person having HIV and those suffering from AIDS must receive anti-retroviral therapy (ART)
- Just like any other disease, people suffering from AIDS must be accommodated and be loved.

DIABETES
It is a group of metabolic diseases in which there are high blood sugar levels over a prolonged period.

Causes of Diabetes
There are no clearly causes despite that the following may contribute:
- Heredity
- Gaining body weight
- Lack of exercises

Symptoms of Diabetes
- Dehydration
- Frequent urination
- Losing weight
- Recurring hunger
- Exhaustion

Dangers associated with Diabetes
- Wounds never heal
- Blindness
- Instant loss of weight
- Sudden death
- No permanent cure
Preventing Diabetes
1. Reducing consumption of fatty foods.
2. Practicing physical exercises.
3. Reducing consumption of sugar foods especially to those with the condition.
4. Avoiding alcoholic drinks.

Village-based first aid treatment for a patient suffering from Diabetes
• Physical exercises.
• Encouraging people to go for diabetes checkups.
• Teaching people on how to take care of diabetes patients.
• Taking diabetes treatment faithfully.
• Teaching diabetes patients to observe diet restrictions

Important messages
• Get medical attention whenever symptoms of diabetes are noted
• Doing physical exercises regularly
• Patients must follow advice given by medical personnel like following strict diet, testing diabetes regularly.

HIGH BLOOD PRESSURE (BP)

Causes of BP
The causes are not clearly known but the following may contribute:
• Heredity.
• Stress and disappointments.

Symptoms of BP
• Body weakness.
• Spinning.
• Headache.
• Blurred vision.

Dangers associated with BP
• No permanent cure.
• Sudden death may occur

Treatment for BP
• Just like diabetes, seek medical attention when symptoms are noted.

Prevention of BP
1. Reducing weight.
2. Physical exercises.
3. Avoiding food stuffs with high salt concentration.
4. Living a stress-free life.
Village-based first aid treatment for a patient suffering from Diabetes

- Doing physical exercises
- Following doctor’s instructions of medication
- Having regular diabetes checks
- Following all advice given by medical personnel

Important messages

- Patients diagnosed with BP must go for checkups regularly
- High blood pressure can be controlled by observing strict diet

CANCER AFFECTING REPRODUCTIVE SYSTEM

These are diseases that attack the reproductive system in different ways.

Types of cancer affecting reproductive system

I. Prostate cancer.
II. Cervical cancer.
III. Breast cancer.

1. Prostate cancer

- Caused by aging (usually above 50 years)

Symptoms

- Failure to control urine.
- Failure to release urine quickly.
- Urine that comes out in form of drops.
- Short urges to urinate.
- Feeling pain when urinating.
- Existence of blood in the urine.

2. Cervical cancer.

- Caused by a virus called Human Papiloma

Risk factors;

a. Prostitution.
b. Multiple sexual partners.
c. Early sexual activeness.
d. Inserting herbs into private parts
e. Sexually transmitted diseases.
f. Maturity, age above 30.
g. Inheritance.
• Symptoms.
  • Incidents of blood after sex.
  • Experiencing pain after sex.

• Prevention
  • Avoiding prostitution.
  • Abstinence from early/underage sexual activeness.
  • Getting circumcised.

Dangers associated with cancer of the reproductive organs
  • There is no medication.
  • Death may occur if not properly attended to in time.

Village based intervention
  • Sensitising people on the dangers of cancer affecting reproductive organs

Important messages
  • All productive age women must test for cervical cancer.
  • Seek medical attention when symptoms of cancer affecting reproductive organs are noted.
  • People must follow all instructions given by medical personnel to prevent cancer.
  • Circumcision must be advocated.
  • Girls of ages 9 to 15 must be vaccinated against cervical cancer
LESSON 19: CLIMATE CHANGE AND HEALTH

Introduction
Climate change is the variation in global temperatures which have occurred over the past 30 years. Climate change affects weather, sometimes there is heavy rains and sometimes little rain, sometimes it is cold sometimes it is very hot, sometimes draught, high-speed winds and others. For someone to have a healthy life, he/she needs to live in a healthy environment. Changes/problems in nature affect people’s livelihoods. There are different problems that come due to climate change for example deaths or illnesses that come due bad weather conditions e.g. extreme temperatures.

Lesson objectives
By the end of this lesson, participants should be able to:
- Define climate change
- Explain what causes climate change
- Explain how climate change affects health
- Explain how their families can prepare for and deal with problems that come because of climate change
- Find ways how they can deal with climate change in the natural environment and people

Content
- Definition of climate change
- Causes of climate change
- Effects of climate change on health
- Climate change adaptation and mitigation measures

Definition of climate change
- This is the change in temperature as compared to the past which brings about heavy rains or little rains

Causes climate change
- Natural temperature variations
- Deforestation

Relationship between climate change and health
- Climate change causes the following:
  - Hot temperatures
    - This aids in multiplication of organisms like mosquitoes which spread malaria
    - Water scarcity which leads to people using unsafe water which bring about diseases
    - Increase in skin diseases/cancer
ii. **Increase in rainfall brings about the following problems:**
   - Floods which wash away houses and may lead to injury to people
   - Floods which wash away agricultural fields and hence bring about hunger
   - Floods which may wash away toilets and hence lead to the spread of diarrhoeal diseases for example cholera
   - Increase in stagnant water which may act as breeding grounds for mosquitoes which transmit malaria
   - Destruction of houses which may leave people homeless, floods which wash away hospitals which may lead to people not having a place to seek medical help
   - Washing away of road and rail networks which may lead to people having transportation problems when going to the hospital or schools
   - People becoming mobile/unsettled which may contribute the spread of diseases.

iii. **Poor rainfall/draught may bring about the following**
   - Hunger which promotes malnutrition
   - Water scarcity that causes people to drink unsafe water that brings about diarrhoeal diseases, scabies, etc.
   - Men moving out of the houses in search for food which brings about food

**How families can prepare for consequences of climate change**
   - Following updates on the weather/weather forecast
   - Staying in places where there are no dangers that may arise due to climate change
   - Building strong houses that can survive dangerous consequences of climate change
   - Reforestation in areas prone to receiving climate change consequences
   - Planting extreme weather/climate change resistant crops
   - Constructing strong toilets which can survive the weather elements
   - Finding ways of bringing safe water to places where there is danger of suffering from consequences of climate change
Ways of dealing with negative consequences of climate change on nature and the people

- The use of mosquito nets
- Visiting the hospital when people suffer from malaria, diarrhea and skin diseases
- Drinking safe water or using chlorine to treat water
- Helping injured people and taking them to the hospital
- Building camps for people who have lost their homes
- Protecting/providing security for people living in camps
- Giving reports and answering questions regarding accidents that occur in the communities

Important messages

It is the responsibility of the committee to:

- Informing people about climate change, its consequences and how to prevent them
- Helping people affected by consequences of climate change on health

Indicators

- Increased number of diseases during climate change emergencies
- Census count of houses that have been affected by consequences of climate change when they have occurred
- Increased number of sanitary facilities (boreholes, toilets) damaged during climate change emergencies.