chal rahi CHAL RAAHI

Friends on Move
To Every Child each time

Trainers Guidebook for training CMCs
on Interpersonal communication (IPC) skills
and community mobilization

Polio Eradication Program

A unicef INITIATIVE
# CMC Intensive Training Module (II Days)

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<td>• Why we miss out some children- the social, psychological barriers in detail</td>
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<td>• Skills for effective counselling- GATHER or story of 6 Na’s</td>
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<td>• Listening skills- what it is; how to improve</td>
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<td>• Field visit</td>
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<td>b. local mosque announcement, drum beater,</td>
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<td></td>
<td>c. Neighbourhood or local meetings</td>
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<td>Post-lunch</td>
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DAY ONE

SESSION-1
TOTAL TIME – 1 Hour

SESSION TOPICS
Registration, Numbers game for Introduction and ice breaking, Pre-test of knowledge, Objectives of the workshop, Expectations of Participants

OBJECTIVE
• to introduce participants with each other
• to assess level of existing information on related issues
• to familiarize them with workshop objectives

MATERIALS
• Register and Pen for registration and kit for the participants ( badge, pad, pen)
• 1 Pre-test form for each participant
• Objectives of workshop (Written on chart paper)

How to facilitate the Number game on Introduction

Prepare material and explain the rule of the game: Make as many slips of paper as the number of participants and number them 1,2,3……. Fold each slip and place in the middle. Call out participants (who have formed a circle) and ask each one to pick up 1 slip. 1 person will be needed to anchor – trainer to start with- will call 2 numbers and the participants have to switch places without being noticed by the person anchoring in the middle. If the anchor occupies the place of anyone, the person who loses place will become anchor. If a person has to conduct the game more than thrice, he/she has to recite a poem / song / joke as a bonus.

Conduct this game and allow participants to enjoy. Each participant returns to respective seats after the game.
INTRODUCTION:-

When all the participants have returned to their seats instruct them to introduce themselves to each other (one introducing the person sitting next to her). Give 5 minutes to familiarize and then to introduce.

PRE-TEST:-

Give form to each participant. Help filling up for those who can not read or write (see Annexure for pre test form)

EXPECTATIONS OF PARTICIPANTS:

Some participants would seek information on the subject matter while others on skill improvement. Do not discourage and keep writing their expressed expectations on the chart paper.

OBJECTIVES OF WORKSHOP:-

After the end of introduction and pre-test session, share objectives of this III days training programme as below-

- To inform participants about every facet of the Pulse Polio Program
- To make participants adequately aware of her / his role and responsibilities as a community mobilizer vis-à-vis communication/social mobilization challenges of PEI
- To develop skills of counseling and interpersonal communication

POINTS OF DISCUSSION (Ask the Participants)-

✓ Does anyone have any question(s) on the workshop?
✓ Are the objectives clear?

ANNOUNCEMENT

Writing the Daily Report

✓ Form a 3 persons team of reporters every day. The group has to write a report at the end of the day.
✓ A fresh day will always start with the reporter group presenting the report of the last day. Ask them to be precise. Encourage a creative and entertaining presentation.
SESSIOAN – 2

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Polio Eradication, Polio disease- key facts and messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>2 hours</td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>To make participants aware of the Polio Eradication Program and key messages on polio disease</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>:Chart papers, Sketch Pen, small paper slips ( Invite a medical doctor, preferably SMO/ DIO for making this presentation. The presentation will be followed by ‘the game of memorization’)</td>
</tr>
</tbody>
</table>

PROCESS:-
- Inform about PEI through chart paper. This includes Polio situation, district (and block wise) data, nature of Polio virus etc (See Chal Raah-CMC field-guide for messages). Ask participants as to what they know about the program. Be brief.
  Time : 1 hour
- After this, share key facts again by showing the FAQ book and Kabir Flip chart. Use game of memorization to allow participants practice and memorize the key messages (see yellow box for ‘game of memorization’)
  Time : 1 hour

POINTS OF DISCUSSION (Ask the Participants)-
- Why this fight against Polio continues?
  - What are the successes so far?
  - When can we be free of this disease?
  - What special measures we should take to break transmission in urban areas where poor sanitation situation prevails?

MEMORIZATION GAME 1- QUIZ FROM FAQ

Before the workshop
- Prepare about 30 paper slips (size- 4”/ 4”). Write 1 question on each from the FAQ flip book.

During the session
- First narrate the various pages of FAQ flip book
- Fold these slips and keep them in the middle of the participants
- 1 participant will be called at a time and the person will pick up 1 slip. S/he will have to answer the question written on it. The remaining participants will be asked to guess the question written on the paper. Encourage right answers by clapping. Try to give everyone chance to take part in the game.
MEMORIZATION GAME 2: PICTURE PUZZLE (OPTIONAL)

**Before the workshop**
- Take photocopies of 6 very important pictorial pages from FAQ flip book. Tear it off into pieces. Keep the pieces of each page separately in poly bags.

**During the session**
- Divide the whole group of participants into 6 small groups.
- Put the poly bags in different corners of the room. Give 3 minutes time to the group for the game.
- Ask each group to 1. reach each poly bag and re-assemble the pictorial page, and 2. memorize and present the key messages associated with the page.
- After 3 minutes, ask each group to present their page with key messages. When one group presents, others will make their comment on the message.

**LUNCH- 1300- 1400**

**SESSION- 3**

**TIME** 1.15 Hours

**SESSION TOPIC-** Game “Stranger on the job”

**OBJECTIVE-**
- To inform about the social mobilization challenges in the PPI programme
- To learn ways to deconstruct myths, fears and misconceptions
- To share the role and importance of CMC and their assignment

**MATERIAL-** 1 glass of water and spoon, Chart paper on CMC roles and responsibilities
PROCESS  -

1. Start this session with a discussion on what Social Mobilization is. Encourage participants to submit their views. Allow them to narrate their experiences. Some questions that you may ask-
   a. Any experiences on mobilizing men, women, youth?
   b. What worked as facilitating factors?
   c. What barriers appeared on the way?
   d. How did you resolve them?

2. After hearing some of them, you should summarize the concept of social mobilization (see the yellow box);

3. Conduct the game ‘Stranger on the job’. The game will start when the trainer is about to close the briefing on social mobilization (see the game in yellow box). Conclude the game with asking questions on the ways to remove obstacles etc;

4. After the game, use chart paper to brief the participants on the roles and responsibilities of a CMC (see annexure for this).

WHAT IS SOCIAL MOBILIZATION

- it’s a PROCESS aiming to engage families and communities for improving quality of life
- this process INVOLVES and EMPOWERS community
- the goal is DEFINED AND SMART (specific, measurable, Achievable, Relevant and time-bound)

GAME: THE STRANGER ON THE JOB

1. Prepare 1 person who the participants have not seen during the training. Ask the person to enter the hall with a glass full of water. The person will start serving water- 1 tea-spoonful to everyone.

2. Show ignorance. When the stranger starts this, express ignorance about him and also question his identity. But, do not interrupt his action.

3. Observe carefully. What happens- some will accept, some will refuse, some will accept and drink, some will accept but not drink in actual, some will question the provider etc etc.

4. Interrupt the game when he has almost completed a full round. Now, reveal that it was a game.
5. **Debrief.** Ask questions-
   
a. How many have accepted?

b. How many have refused?

c. Why one has accepted? (ask the first, somewhere in the middle and the last acceptor)

d. Why one has refused? (ask the first, somewhere in the middle and the last refuser)

e. Does it happen in our Pulse polio campaign? If yes, why?

f. What measures would help us making everyone accept Polio vaccine

g. during the round or otherwise during routine session?

6. **Summarize.** Share few major fears about Polio vaccination identified as follows:

   ○ the vaccine renders a child impotent
   ○ the vaccine harms the newborn children
   ○ there is selective vaccination or different vaccine is being administered to the minority community
   ○ women are not fit to decide whether the vaccine be administered or not
   ○ kids fall ill due to the vaccine
   ○ local sorcerers / witch doctors have cure for most of their health related problems

Further, stress following cardinal principles a CMC should follow in her work-

1. **Be open** and then only you can come closer to a barrier which really exists. **Don’t allow** your prior image (about the situation) to affect your observation and decision. (ask CMCs to share their own examples to explain that reality and perception about the problem differ immensely).

2. **Identify** the fear and its source

3. **Identify** the target group for dissemination

4. **Identify** coworkers / facilitators

5. **Be SMART** (specific, measurable, achievable, relevant, time-bound) when deciding upon activities, timings, venue etc.
SESSION 4:

SESSION TOPIC  Resource Map and its use in Community Mobilization

TIME  1 hour

OBJECTIVE

• To Explain the various contents of Resource Map
• To explain the use of Resource Map

MATERIALS  Sample Resource Maps, Chart papers

PROCESS-

1. Make them curious- Ask questions, such as- how can we ensure participation of community in the programme, how can we increase community ownership in the programme, who are the opinion makers in an area & how do we ensure their participation in the programme. Note down the answers on chart paper clearly demarcating formal influencers. They may or may not touch upon informal/ Grid influencers

2. Introduce Resource map- Introduce the concept of Resource map. Show them a real map. Distribute maps among them so that every one has chance to look at it. Explain various symbols that is in use.

3. Allow them to practice- Ask one by one to come to the chart paper and draw one symbol of the resource likely to be useful in the polio programme symbol (school, mosque, temple, Madarsaa, clinic, house of influential persons etc).

4. Brief them on ‘How to use it’ aspect in detail ( see the yellow box)
**Resource Map**

**What are the Key benefits**

• **For community**
  - They know *which* specific area has *what* problem and *who/ when* will help tackling it
  - Work-load or ‘area of accountability’ becomes manageable
  - Will also raise critical awareness about the challenges of sanitation/ hygiene and enforce their collective responsibility

• **For CMC**
  - Should be used by CMC as planning tool: Inter-round, Booth and hTh activities

**CMC & Resource Map**

1. The community partner, within a sub-area, should be *allotted 50 or less* households as responsibility
2. The community partner, within a sub-area, should be given a target for booth mobilization- *100% below 5 years children* (CMC survey tells us the permanent residents and that we should ask for)
3. **Use this for Booth micro-plan:**
   - Each community partner, within a sub area, should be duly informed about the purpose, expected actions for booth day
   - Each community partner, within a sub area, should be asked to specially target all vaccine avoidance behaviour family and mobilize children on booth day (CMC should give list of these families)
4. **Between A and B team:**
   - The CMC will share the situation data ( X, XR, P0, Missed children) with the partner and form a plan to vaccinate these children. If meeting not feasible, the CMC should be asked to meet the partner in their sub area.
   - The CMC should inform the date and time of B team in their particular sub area
5. **After B team:**
   - The CMC will organize a meeting and share situation data from A and B team- firstly, they should try to set up this meeting. Again, if meeting not feasible they should again meet the partner and other active supports sub area-wise
   - The BMC/ SMC should attempt their best to attend this and, in addition to thanksgiving, should facilitate a detailed planning to vaccinate the "missed out" from round and all newborns during inter-round period. They should attempt a sketch of next round (booth, HtoH) while filling up all the gaps felt during this round.
SESSION-5

SESSION TOPIC  Field book
TIME  2 Hours
OBJECTIVE  to orient participants on tracking immunization status of each child
MATERIALS  Field Book

PROCESS-

1. **Start with basic columns:** Introduce table no. five stating the basic objective of the table and the main elements in it. Explain them in detail the columns of house number, father’s name and date of birth. Also, clear the difference between house & household.

2. **Place of vaccination & house status:** Touch upon the likely places where a child can be vaccinated and the signs associated with each place of vaccination (Booth, A, B, RI, HC etc). After this brief participants on various possibilities when the team approaches house for vaccination. Introduce them to symbols of XR, XL,XO, Po & P.

3. **Questions for practice:** After explaining the whole table, give few questions to participants for practice. Ask one participant from the group to come and solve the problem on the board. While the person is filling information ask the other participants to attempt the questions individually in their field book. After filling the information ask feedback from the group

4. The trainers should touch upon the commonly made mistakes while filling the field book
   a. Incomplete birth date
   b. House status after conversion
   c. House status when a child is vaccinated after round
DAY II

SESSION- 6 INTERPERSONAL & GROUP DISCUSSION

<table>
<thead>
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<th>TIME</th>
<th>3 Hours</th>
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<tbody>
<tr>
<td>OBJECTIVE</td>
<td>to develop interpersonal &amp; counseling skills of participants</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Pictorial Flip Book</td>
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</table>

PROCESS-

5. **Start with a Role Play.** Select 2 groups of 6 each. Take them out of the hall. Share with each group a story plot or situation (see the yellow box). Instruct them to prepare a Role Play based on the situation. Allot them 10 minutes to prepare the role play and another 10 minutes to present it.

After briefing the Role play volunteers, trainer will come to the hall and assign the rest to- a). observe the role play, b). take note of the CMC character in special.

6. **DEBRIEF.** After this round of role plays (2), hold a debriefing. Ask following questions-

- ✔ What did you **see** ?
- ✔ What **obstructed the communication** between the CMC and the family ?
- ✔ How this **counseling** could be **improved**?

7. **BRIEF.** This is the time to brief the participants on the various attributes and skills a Counselor should possess and use when dealing with non-acceptors or reluctant families in special and the community at large (see the tips on counseling).

8. **Role Play (round II)-** Ask 1 previous group to present the last Role Play with GATHER –rich approach and skills of the CMC.
TIPS ON COUNSELING


1. GREET

Whenever you visit a household, greet everyone as far as possible according to local tradition. Introduce yourself and your organization.

1. Introduce your organization in the local context. Example- my organization works for children's development and to protect their right. Just like your Mohalla and Local
committees work for the development of the community, so do we function as a committee for children, which has been constituted by all the Governments in this world.

2. Stress upon the 'emotional' factor of the campaign. Example- by administering these drops, we are protecting and saving children from this incurable disease. Every year 28,000 children were being affected by polio prior to this campaign 15 years ago. The polio eradication campaign has been activated and has saved millions of children. If and once this disease is wiped out for good, our future generations will become immune to this disease.

REMEMBER
- Be informal during conversation
- Do not sit with an open register. The community might mistake you as a surveyor, etc.

2. ASKING

After greeting and introduction, this is moment to allow the parents to talk. Do not jump into Polio discussion because this is not what they are thinking about at that moment. After they have opened up enough, you can become specific on child health, immunization and Polio. It is important for you to know - children's general health, age, vaccination status, number of children below 5 years of age.

OTHER QUERIES:
1. If children are not timely immunized, then why?
2. What they know about pulse polio campaign?
2. Do they have any kind of question regarding the campaign?

TIPS for additional briefing (on the next page…)

LISTENING IS A SKILL
Listening is a skill. Listening means- encouraging others to talk. Listening means- giving others space to express what they feel. Listening means- winning the heart and soul of someone whom you want to make a healthy decision.

1. Do not compel them to give information, if they are not willing at that particular time.
2. Do not impose information upon participants.
3. Body language should be positive
- Sit at the level of the person you are talking to. If s/he is sitting on the floor, you should also sit there. S/he should feel relaxed.
- Pay attention. While speaking, keep your eyes on the person, not on your register or diary.
- If there is any interruption/obstacle, remove it immediately. Copy and pencils can be a source of distraction.
- Give time. Do not hurry (Or look at your watch repeatedly).

4. **Ask open-ended questions** – Because, the open ended questions allow her to share information in detail. The close ended questions does the opposite. The open-ended questions start with- What, why, where, how, when and who.

**Example of Open ended question:**
- How are you administering food to the children?
- Why you did not vaccinate your baby?
- How did you know about Booth?

**Example of Close-ended question**
- Have you immunized your child or not?
- Do you know that vaccine is safe?

5. **Match the emotions** by giving appropriate response. If s/he is narrating the problems she is facing in feeding the baby or consulting a doctor, your response should be full with sympathy and empathy.

6. **Do not negate** what the other person says, just because you feel that they may not be based on facts. Respect his opinions. At times you might have to conduct a prolonged conversation in order to elicit their information you are seeking. The persons you normally talk will not structure what they want to convey or the narration may go very long. But, you should not loose patience. Give attention to every little detail they are presenting.

3. **TELLING**

Frame your answer keeping in view-
- What they *already know* about the subject.
- What they *want to know*?
- What specific *fear or myth they have* about the subject?
Useful tips-

✓ Do a thorough homework. Collect all sorts of information, potential questions, fears, myths related to the subject. Study Chal raahi, FAQ flip book and 20 Questions booklet to increase your knowledge.

✓ Do not pretend to know everything. If not confident about some information, tell clearly that you will return and answer after consulting your seniors.

4. HELPING, FACILITATING, ENCOURAGING:

In order that the parents change their decision (in favour of polio vaccination), they need – in addition to factual information- support and encouragement from the all around social environment.

This means helping them to –

1. Overcome their personal fear or belief (many parents refuse to vaccinate a sick child under the instruction of the local doctor. The potent solution will be to make the local doctors talk about it).

2. Overcome their religious and social belief (many parents refuse to vaccinate finding the vaccination drive as foul play by Govt. authority. The solution- Engage religious leaders, local clerics, doctors belonging to their own community).

5. EXPLAIN:

Remember-

✓ Use education/ information materials. Choose appropriate one.

✓ Pictorial-based materials better explain and have higher retention value. A popular evaluation of various media says- we recall 10 % of the things that we hear, we recall 50 % if we hear and see, we recall 90 % if we hear, see and DO. This means, the counselor needs to be fully ready with visual materials before a meeting etc.

✓ Use local examples, simple analogies, language, folklores etc.

6. REPEAT YOUR VISIT:

Repeated visits win trust. Repeatedly meet the reluctant/ resistant families ( all X-Rs, Xs) at least 3 times before the booth day. Pay special visits to earlier X-Rs and X-Os after they have received doses. Ask about their children's health.
SESSION 7 - FIELD VISIT

<table>
<thead>
<tr>
<th>Time</th>
<th>2 hours</th>
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<tbody>
<tr>
<td>Materials</td>
<td>Chart papers, photocopy of survey register (from the field book) &amp; checklist for observation</td>
</tr>
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</table>

DEBRIEFING & PROBLEM SOLVING SESSION

<table>
<thead>
<tr>
<th>Time</th>
<th>1 hour</th>
</tr>
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<tbody>
<tr>
<td>Materials</td>
<td>Chart paper, pen.</td>
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</tbody>
</table>

Process -

1. The 3 groups after coming from the field, will prepare their debriefing presentation on chart papers. Give 20 minutes to each group to present. The presentation will include descriptions on following topics -
   - What was the process?
   - Which issues emerged?
   - Which skills were used?
   - What were the problems faced by participants?

2. The observer and trainers will present their observations on – a). the processes followed for child survey, b). how far the group were successful in conducting survey and filling information in the field book allocated work among themselves, c). sensitivity to local culture, tradition, engagements of people, d). Skills of GATHER and listening skills.
SESSION - 8

SESSION TOPIC
How to use various forms of publicity/communication media

1. School activity- Rally, Bullawa toli (Troupes of school children engaged on booth day),
2. Local mosque announcement, drum beater
3. Neighbourhood or local meetings

TIME
1.5 hours

ACTIVITY
Group work followed by Role play and presentations

MATERIALS
Chal Raahi (CMC Filed guide), chart papers.

Process
1. Stimulate discussion- Present a situation in which people do not come to booth or refuse to vaccinate because they do not know about it or they have not been informed in advance. Ask participants to find out the appropriate information channel to cater Polio round related information. Use blank chart paper to write down the ideas and activities.
2. Hold a briefing- After the participants have registered their ideas, classify the mobilization events according to intended target audiences as below and suggest -

<table>
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<tr>
<th>Target audience</th>
<th>Mobilization event</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, community</td>
<td>Rally, Bullawa toli</td>
<td>prior+on booth day</td>
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<tr>
<td></td>
<td>Mosque élan, drum beat</td>
<td></td>
</tr>
<tr>
<td>Peer leaders, influencers</td>
<td>Meetings, one on one contact</td>
<td>1 week prior</td>
</tr>
<tr>
<td>Mothers with younger infants</td>
<td>Mohalla meetings</td>
<td>prior booth</td>
</tr>
<tr>
<td>Babies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men (Muslim specially)</td>
<td>Mosque meeting on Friday</td>
<td>Fridays</td>
</tr>
</tbody>
</table>

Brief the participants on selected mobilization activities as below -

i. School activity- Polio class, Rally, Bullawa toli,

ii. Local mosque announcement, drum beater
iii. Neighbourhood or local meetings

**Explain the ‘how’ part of it**- Use Messages from Chal Raahi (see the annexure).

3. **Group work and Role play/ presentations**- Divide the group into 3 smaller groups (of about 10) and give each group 15 minutes to prepare 1 role play as below-
   a. Group 1- Polio Class (the group will decide the messages, tool for polio class and present a dummy class room presentation)
   b. Group 2- Meeting with local influencers including Imam, Pvt. Doctor, PRI leaders and other voluntary workers.
   c. Group 3- Meeting with mothers with below 2 years babies

4. **During Group work**, make available IEC materials (such as- FAQ Flip book, Pamphlets, any other local material) and ask the groups to use them according to their presentation.
SESSION-9

SESSION TOPIC  Booth Day & its management
TIME  ½ Hour
MATERIALS  Chart paper, Booth mobilization plan from the field book

1. Explain the significance of booth day and the rationale for holding it frequently.
2. Engage them in a discussion on preparation for booth day (points like booth location, inauguration of booth, decoration of booth etc should be a part of discussion)
3. Discuss the role of – Influencers, Bullawa tolli and CMC on booth day. Ask participants the likely role of these people on booth day and write it on chart paper.
4. Incase any major activities are being left out than include it after concurrence from participants. After completion, take one point at a time and describe in detail. For reference see the yellow box
5. Introduce the booth mobilization plan from the field book. Explain its relevance and the process for filling it. Explain the difference between plan which is put on booth for general public and the one in field book

<table>
<thead>
<tr>
<th>Influencers</th>
<th>CMC</th>
<th>Bullawa Toll</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responsible for bringing children from their grid to booth</td>
<td>• Get the booth inaugurated by a prominent figure from the village</td>
<td>• Allot each bullawa tolli a grid for bringing children to booth</td>
</tr>
<tr>
<td>• Visit all X houses to bring their children to booth</td>
<td>• Meet all influencers and bullawa tolli for coordination</td>
<td>• Assign one leader in each bullawa tolli</td>
</tr>
<tr>
<td>• Visit X houses to mobilize their children</td>
<td>• Visit house of all new born children and encourage them for vaccination on booth</td>
<td>• Bullawa tolli to visit X houses for mobilizing children</td>
</tr>
<tr>
<td>• Meet Imam for mosque announcement</td>
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SESSION - 10

<table>
<thead>
<tr>
<th>SESSION TOPIC</th>
<th>Post training evaluation</th>
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</thead>
<tbody>
<tr>
<td>TIME</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>

PROCESS
- Distribute evaluation forms to each participant. Facilitate filling up after form (see the questionnaire in the annexure).

CLOSING CEREMONY -
- Complete this exercise through use of any interesting anecdote, poem, stories, etc.
- Try out the candle lighting exercise - If you have invited any guest then get light the candles by him or light them and yourself. Ask all participants to lift their candles a little and pledge to spread the message that we shall remove the blot of Polio from Uttar Pradesh, India and the entire world. Request the special guest to share few words of encouragement.
ANNEXTURE 1

TOR of CMC

Community Mobilizers/Samudayik Prerak (CMCs) : Major Tasks

Pre-SNID/NID

- Initiate and maintain an updated record of all children under the age of 5 in her/his area.
- Prepare and update a social map of her/his area illustrating the exact location of each child.
- Meet with resistant families one-on-one at least three times prior to the polio rounds to address their concerns and objections.
- Identify and seek support of local influencers (Gram Pradhan, religious leaders, teachers, community elders, etc.) in convincing resistant families to accept polio immunization.
- Seek enhanced participation of women in the programme during special activities involving women’s groups (saas bahu samelan, mohalla bethak, mahila sangeet, etc.).
- Conduct ‘polio class’ at the local school informing students about the programme and how they can help.
- Organize local mobilization activities to seek and maintain community-wide mobilization for polio immunization.
- Arrange (through the Pradhan, local religious leaders, etc.) drum beating and mosque elan (1-2 days before the round).
- Involve local youth groups to assist in IEC materials display.

SNID/NID

Booth day

- Provide logistic support to the vaccinator team to set up an attractive booth.
- Share with the team details on total under-five children in the village.
- Special follow-up with families whose children could not be vaccinated (child was sick, had gone elsewhere, family resisting, etc.) during the previous round.
- Together with the influencers mobilize parents to bring their under-five children to the booth.
- Form and lead bulau tolis for children to bring their younger siblings and children under five in their neighborhoods.
- Organize announcements/élans from mosques and other local public address system.

House-to-House H-t-H (A and B teams)

- During H-t-H activities, accompany vaccinators to all homes in assigned area and assist vaccinators in overcoming resistance or reluctance.
• After a team activity, visit X-marked houses in the village before the arrival of the B-Team to seek the family’s cooperation in having all children immunized.
• The CMC will accompany the B-Team to convert X-marked houses to P.
• Request from MOIC suggesting that the CMC accompany a B-team member in areas other than their assigned area, may be considered if this does not interfere with B-team activities in the CMC’s own area.
• Maintain a record of all children at the end of SNID/NID.

Post-SNID/NID
• Share with the BMC list and social map of missed children and reasons for missing them.
• In consultation with the BMC workout a strategy/approach to reach the families of all the missed children before the next round.
• Ensure that all missed children are immunized during the Routine Immunization session in the area.
• Organise if needed health/immunization camps to ensure immunization.

Profile of CMC
• Reside in area to be covered by him/her
• Women preferred (aim is that 80% of CMCs will be women)
• Must demonstrate strong interpersonal communication skills, dynamic and forceful personality
• Able to give time required for the assignment
• Well respected in their community, although not necessarily the most influential
• May belong to the reluctant community in that area
• Preference to people who have completed some formal education.
## ANNEXTURE 2

### PRE-TEST FORM

<table>
<thead>
<tr>
<th>Que.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Why Polio eradication initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. To cure Polio disease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. To raise awareness on health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Polio disease will be removed forever</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>How Polio spreads</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Through dirt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Through virus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. If an infected child touches another</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>How to measure effectiveness of vaccine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. By seeing the colour of vaccine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. By seeing VVM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. By seeing ice packs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. No way</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Parents refuse to vaccinate for polio, because-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. They are illiterate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Vaccine is not in accordance with religious belief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Vaccine has harmed some children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. We will know about the reason first by meeting the non-acceptors</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Identify partners at community level-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Govt- 1……………………………….  2. ………………………………..</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Non-govt 1. ……………………………2. ………………………………..</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What you will say to encourage parents to come to booth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Vaccine is fresh on booth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. We will give gifts to children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. We will inform parents about day, date, place and time of booth for 1 week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. No advantage of telling anything</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>If certain families refuse during H to H, how you will administer dose-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. We will pressurize using Imam, pradhan</td>
<td></td>
</tr>
</tbody>
</table>
b. We will threaten that ration card will be seized  
c. We will know their fear/ myth and firstly and try myself to counsel

**ANNEXTURE 3**

**POST-TEST FORM**

<table>
<thead>
<tr>
<th>Que.</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of polio cases in 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. 40-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 50-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 70-80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. 80-90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. NPSP searches AFP cases up-to what age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. 5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 15 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. no age limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A child of 9 months is fit for which antigen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. BCG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. DPT + Vitamin A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Measles + Vitamin A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. BCG + Vitamin A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How does repeated doses benefit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Children don’t fall sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. They are protected from all diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Polio disease is being wiped out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. It increases capacity to fight against Polio virus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. C and d are right</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. These children can not be given vaccine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Newborn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Diarrhea suffering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Fever hit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Can be given to all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Resource map tells us-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
a. 0-5 years babies
b. number of missed out children
c. reason for refusal
d. number of missed out houses
e. Location of partners and the community wise population

7. When does Bullawa toli work
   a. Before booth
   b. Before and on booth day
   c. On booth day
   d. On booth and routine immunization day
   e. On house to house day

8. what does not exist in the field book
   a. Planner
   b. Survey register
   c. Sampark sutra (contact list)
   d. Information regarding families
   e. Child map
   f. Key messages on polio

9. 1 week prior the booth day, a CMC should have basic information-
   a. list of X, XR, False P families
   b. List of pradhan, members of PRI health committee
   c. List of Imam, madarsa teacher, pvt. Doctor, local influencers
   d. List of PHC doctors
   e. List of Block level members of primary teachers association
   f. All from above
   g. A, b and c

10. Write down the date of next Polio Sunday………………………………………

11. Arrange them in order-

12. Write 2 skills that a CMC should have
    a. ..................................................
    b. ..................................................

13. Has trainers given opportunity to the participants to speak and participate actively
    a. Very much
b. Average  
c. Low  
d. No  
14. Which are the messages still not clear  
a. ..........................................................  
b. ..........................................................

15. What new information and skill you would like to acquire in the next training-  
a. Information  
..........................................................  
..........................................................
b. Skills  
..........................................................

---

**CMC Intensive (2 days) training**  
Answer Sheet for Pre and post evaluation form  

**I. PRE EVALUATION**

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why Polio Eradication</td>
<td>C. Polio will be eradicated forever</td>
</tr>
<tr>
<td>2. How Polio spreads</td>
<td>B. through virus</td>
</tr>
<tr>
<td>3. How to determine quality of vaccine</td>
<td>B. through VVM</td>
</tr>
<tr>
<td>4. Some people refuse to take vaccine, why</td>
<td>D. we will first find out the local reason</td>
</tr>
<tr>
<td>5. Partners at community level</td>
<td></td>
</tr>
</tbody>
</table>
A. Govt. level | I. School, 2. ICDS or Revenue worker |
| B. Non Govt. level | 1. Pvt. Doctor, 2. PRI leader or Religious leader |
| 6. What to say to parents to promote booth | C. we will start publicizing the date, place and time of booth 1 week prior the booth |
| 7. What to do during H to H if certain family refuses | C. I would listen to their fears and myths first and counsel myself |
II. POST EVALUATION

<table>
<thead>
<tr>
<th>Que. No.</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>G</td>
</tr>
<tr>
<td>10</td>
<td>23 May</td>
</tr>
<tr>
<td>11</td>
<td>Abhnandan karna, Puchana, Batana, Faisalan lene me madad karna</td>
</tr>
<tr>
<td>12</td>
<td>Any 2 of these is correct- i. Sunana (to listen) ii. Khule sawal puchana (to ask open ended questions), iii. Baithak me apni baat rakhana (To present ideas creatively in meetings), iv. Sangathan (to organize people)</td>
</tr>
</tbody>
</table>

Note- each question has 1 mark, except Que. No. 12 which has 2 marks (1 for each point). The SMCs need to evaluate the post evaluation sheets and send the results in attached table. After the training is over, explain the correct answer immediately so that they leave the training venue with right knowledge.