



Help  a
CHILD

Parenting

Module: Keeping children healthy



Help a Child (HAC) is a Christian, child-focused development organization working with local Partners in Asia and Africa. The Head-office is based in the Netherlands where the organization is known under the name Red een Kind (REK). Help a Child wants every child to have a loving and dignified existence and a promising future.

2017

Developed by Liesbeth Speelman, Marga Baaijens and Inge de Kroon, Child Development office, Help a Child, The Netherlands

For more information, please contact Help a Child
P.O. Box 40169
8004 DD Zwolle
The Netherlands
Phone: +3138 460 4648
Mail: childdevelopment@redeenkind.nl
Web: www.redeenkind.nl or www.helpachild.org

© Help a Child. This publication may be shared with others in any medium or format. It also may be adapted and build upon the material for any purpose, even commercially. However, you must give appropriate credit to the organization and provide a link to the license and indicate if changes were made. If you adapt, transform or build upon the material, you must distribute your contributions under the same conditions as the original.

Table of Contents

Information for the Facilitator	5
Goal of the Module:	5
Introduction to the theme.....	5
Important to know.....	5
Session build up	6
Session 1: Prevention	7
Introduction for the Facilitator.....	7
Exercises.....	9
Welcome.....	9
Exercise 1: Drawing of a healthy child.....	9
Exercise 2: Diseases and prevention.....	10
Exercise 3: Cleanliness.....	11
Exercise 4: Vaccinations	11
Homework.....	12
Session 2: Home care	13
Introduction for the Facilitator	13
Exercises.....	14
Welcome and recap	14
Exercise 1: How to take care of a sick child	14
Exercise 2: Experience with medical help	15
Exercise 3: When to seek for medical help.....	15
Exercise 4: Quiz.....	16
Exercise 5: The box with questions.....	17
Homework.....	17
Session 3: Community Health Worker (CHW).....	18
Introduction	18
Exercises.....	18
Welcome and recap	18
Exercise 1: Introduction of the Community Health worker	18
Exercise 2: Common diseases.....	19
Exercise 3: The box	19
Session 4: Health services.....	20

Introduction	20
Exercises.....	20
Welcome and recap	20
Exercise 1: Mapping of our community.....	20
Exercise 2: Barriers to access	21
Exercise 3: How to overcome the barriers?.....	21
Annex 1.....	23

| Information for the Facilitator

Goal of the Module: To make parents aware of the importance of a good health for their child, to help them to prevent sickness and to learn how to help their children once they are sick. To create more knowledge on common diseases and to help them to find their way in the health system.

Introduction to the theme

Health is one of the most important assets we have in life. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO).

Parents can do a lot in creating a good health for their children.

A lot of common illness and diseases can be prevented by the right interventions. In the first session we will talk about the preventive measures parents can take in their family. Parents play also a key role in helping once their children are sick. What can be done to take care of sick children? And when do they need to seek for medical help? In the second session we will look at that. Basic knowledge on diseases is essential for parents, therefore in the third session a Community Health Worker (CHW) will be invited to answer questions from parents and to give information on some common diseases. It is very important that parents are aware of the health system in their community and know how and when to access it. Parents are also motivated to think about possibilities to overcome barriers in accessing these services (session 4).

In short, in this module parents will learn how they can play a key role in keeping their children healthy and provide or find the care for them once they are sick.

Important to know

Please read the textboxes before you start the sessions, these textboxes contain key information.

Avoid being a preacher and advisor—listen to what parents have to say. Try to create a culture wherein parents freely express their ideas, fears, needs, and aspirations. Be aware some issues might be sensitive to talk about or parents might be ashamed of. Please do respect this.

There are some exercises in the sessions that need some preparation. Be sure you know what to do during the sessions. For the second session you will need a schedule of the vaccinations in your country (differs per country). Make sure you print this schedule at forehand to give it to parents. For the third session a Community Health Worker (CHW) will be invited (if possible). Settle the date and time with the CHW in advance. Make sure you prepare this session together with the CHW.

As facilitator, you might not have all the knowledge to answer questions of parents. This is very understandable! Don't worry about it. Just tell the parents you don't know as you are not

a professional. Keep the questions for the third session with the CHW, and ask the questions at that moment.

For this module information has been used from the book: *Where there is no doctor*, by David Werner¹. This book contains a lot of simple information about village health care.

Session build up

Session Title	Content of the session
1. Prevention	To learn how to prevent sickness
2. Home care	To learn how to take care of sick children and knowing when to ask for medical help
3. The community health worker	To gain knowledge on common diseases
4. Health services	To find the way to health services

¹ David Werner with Carol Thuman and Jane Maxwell (2011), *Where there is no doctor, a village health care handbook*

Session 1: Prevention

- Goal:** To find out what we mean with healthy children and to learn how to prevent them from sickness.
- Materials:** A flipchart, papers, marker, pencils, red and green cards
- Duration:** About 2 hours



| Introduction for the Facilitator

Introduction to the theme

Good health is essential for the normal growth and development of children. But, what is a good health? And more important: what can parents do to prevent their children from sicknesses? In other words: how do they keep their children healthy? In this session we will find out.

Important to know

A **balanced diet, cleanliness and vaccinations** are the most important factors to prevent sicknesses. The Module Feeding our Children will cover all kind of information about a balanced diet, so in this session we will focus mainly on cleanliness and vaccinations.

Cleanliness is of great importance in the prevention of many kinds of infections. Personal cleanliness (or hygiene) and public cleanliness (or sanitation) are both important.

Many common infections are spread from one person to another because of poor hygiene and poor sanitation. Germs and worms (or their eggs) are passed in the stools or faeces of infected persons. These are carried from the faeces of one person to the mouth of another by dirty fingers or contaminated food or water.

Immunisation (**vaccinations**) of babies and young children is very important because it protects them against illness like measles. Parents are usually informed at the birth of their child about the necessary immunisation. Immunisation is provided at the local Primary Health Care Clinic in the community and it is free. Babies will usually get a Road to Health Card to help the parent/caregiver and the clinic through a timetable to ensure that they get all the necessary immunisations. This may differ per country, please find it out how this is done locally.

Immunisation is the use of specially prepared medicine/drugs that will help protect the baby's body against specific (and serious) childhood diseases. This means that the baby or child will not get that disease as a child or as an adult. Most immunisations last for life.

Immunisation is important because it ensures a healthy child. It is the best way to ensure that a child does not get life-threatening diseases such as measles, polio, etc. Many children die all over the world because they do not get immunised or because they do not get the full course of immunisation.

Textbox 1a: Cleanliness

Personal cleanliness (hygiene)

1. Always wash your hands with soap when you get up in the morning, after visiting the toilet/pit-latrine and before eating.
2. Bathe often- every day when the weather is hot. Bathe after working hard or sweating. Frequent bathing helps prevent skin infections, itching and rashes.
3. In areas where hookworm is common, do not go barefoot. Hookworm infection causes anemia. These worms enter the body through the soles of the feet.
4. Brush your teeth every day. If you do not have a toothbrush and toothpaste, rub your teeth with salt and baking soda.
5. Cut your fingernails often. Germs and worm eggs often hide beneath long fingernails.
6. Change clothes often.

Cleanliness in the home

1. Do not let pigs or other animals come into the house or places where children play.
2. Do not let dogs lick children or climb up on beds.
3. If children or animals go to the latrine near the house, clean it up at once. Teach children to use a latrine or at least go further from the house.
4. Hang or spread sheets and blankets in the sun often. If there are bedbugs, pour boiling water on the cots and wash the sheets and blankets.
5. De-louse the family often. Lice and fleas carry many diseases. Dogs and other animals that carry fleas should not come into the house.
6. Do not spit on the floor. Spit can spread diseases. When you cough or sneeze, cover your mouth with your hand or cloth.
7. Clean the house often. Sweep and mop the floors, walls and under furniture. Fill cracks and holes in the floor or walls where cockroaches, bedbugs and scorpions can hide.

Cleanliness in eating and drinking.

1. Ideally all water that does not come from a pure water system should be boiled, filtered, or purified before drinking.
2. Do not let flies and other insects land or crawl on food. These insects carry germs and spread disease.
3. Before eating food that has fallen on the ground, wash it well.
4. Only eat meat and fish that is well cooked.
5. Chicken carry germs that can cause diarrhea. Wash your hands after preparing chicken before you touch other foods.
6. Do not eat food that is old or smells bad.

Textbox 1b: Cleanliness

Public cleanliness (sanitation)

1. Keep wells and public water holes clean. Do not let animals go near where people get drinking water. Do not defecate or throw garbage near the water hole.
2. Burn all garbage that can be burned. Garbage that cannot be burned should be buried in a special pit or place far away from houses.
3. Dig latrines so pigs and other animals can't reach the human waste.

| Exercises

Welcome

This is the module about the health of our children. Their health is very important for us and them! In this module we will learn together how we can play a vital role in keeping our children healthy. Together we will discover what we can do to prevent sickness (session 1), but also what we can do to take care of them once they are sick (session 2). Also we will discuss about how we can find our way to the community health worker (session 3) and to health care services (session 4).

So, let start with this first session about prevention.

Before we really start, let's talk through our basic rules again to refresh. What is important to make sure the sessions will go on smoothly?

- Be there at every session. If you are not able to come, make sure people know and will inform you about what happened
- *(Bring up the rules you set up with the group at the very first gathering)*

Ok, now that we all know again what is being expected, we can really start.



Exercise 1: Drawing of a healthy child

Time: about 20 minutes

1. Split the group in small groups of max. 6 parents. Give each group a big paper and some markers.
2. Ask them to discuss in the group to draw a healthy child. How does that child look like and why?
3. Ask them to draw things in your community that will keep the child healthy.
4. Ask the small group to present their drawing to the bigger group of all parents. Let them explain what they have drawn.

Feedback to the group

Well, this was the first activity of this module. Let's have a look at the drawings. What do we see? How does a healthy child look like? What is important to keep the child healthy? Did we miss some issues?

(It is important to realise for parents that health is more than not being sick. A good health means physical, mental and social wellbeing for the child. Beside this, make sure parents realise which factors in the community will influence the health of their child)



Exercise 2: Diseases and prevention

Time: about 30 minutes

1. Split the group in two groups
2. Give one group red cards (diseases) and the other group green cards (prevention measures)
3. Ask the group of the red cards to write down the diseases their children could suffer from.
4. Ask the group with the green cards to write down what they can do as a parent to prevent sickness.
5. Let's get together and read the red and green cards. What are the diseases our children are suffering from? What can we do as a parent to prevent sickness?
6. Put the red and green cards on the ground or a table. Can we try to match the cards? Which green card can help to prevent the disease on the red card? Ask the participants of the two groups to find the right card that shows the disease and the prevention of that specific disease.
7. Ask the group: do we miss any disease or any prevention measures?
8. (Appreciate answers of the participants and encourage them to share their knowledge and experience. Make sure a **balanced diet**, **hygiene** and **vaccinations** are mentioned as prevention measures. And: don't forget to mention the importance of the use of bed-nets to prevent malaria!)

Feedback to the group

In this exercise we have seen that a balanced diet, hygiene and vaccinations are the most important prevention measures. If we all took more care to eat well, to keep ourselves, our homes and our villages clean, and to be sure that our children are vaccinated, we could stop most sicknesses before they start! In the Module: 'Feeding our children' we discussed about nutrition, in the next exercises we will talk therefore only about cleanliness and vaccinations.



Exercise 3: Cleanliness

Time: about 40 minutes

1. Split the big group in 4 groups.
2. Give each group a big paper and some markers.
3. Ask the parents of each group to write down all measures they can take to:
 - Group a.: Keep themselves and their children clean (hygiene)
 - Group b: Keep the house clean
 - Group c.: Cleanliness in eating and drinking
 - Group d.: Public cleanliness (sanitation)Encourage them to write down as many things as possible.
4. Ask the groups to present their findings to the bigger group.
5. Check if the issues from textbox 1 (cleanliness) are mentioned. If not, you can add.
6. Have a group discussion on the following questions:
 - Do we miss any measures?
 - What is easy for us to do?
 - What is difficult for us to do?
 - What are the reasons some measures are difficult for us?
 - Can we come with some solutions for these problems?

Feedback to the group

As we have seen, hygiene is very important for the health of our child! Sometimes it might be easy to be hygienic, but sometimes it might be more difficult. Thank you for your contributions and ideas, I think we learned a lot! In the next exercise we will talk about another thing which is very important in the prevention of sicknesses: vaccinations.



Exercise 4: Vaccinations

Time: about 30 minutes

Tell the parents:

Vaccinations protect children against many of the most dangerous diseases of childhood. It is important that you ensure your children get the full course of immunisation according the vaccination schedule.

If health workers do not vaccinate in your village, take your children to the nearest health centre to be vaccinated. It is better to take them for vaccinations while they are healthy, than to take them for treatment when they are already sick or dying.

Vaccinations are usually given for free.

Have a group discussion about the following questions:

1. Who of you gave vaccinations to your child?

2. Who of you know something about vaccinations? For which diseases? How does it work?
3. Is there anything we can do to improve the vaccination rate in our community?
4. Is there anyone who has more questions about the vaccinations? (Try to answer the questions, if you cannot answer the questions, don't worry, take them to the next session when the community health worker will visit you).
5. Give the printed vaccination schedule to the parents.

Closure

Thank you everyone for working together today. We have worked hard and learned a lot about the health of our children.

Close the gathering with a song, dance or prayer.

| Homework

For next time: try to think what you do when your child gets sick. Do you have any questions about the care of your children when they are sick? Bring these questions to the next session, because this session will be about the home care of your child. See you then!

Session 2: Home care

- Goal:** Parents learn from each other how they can take care of their sick child at home and know when to ask for medical help.
- Materials:** Flipchart, papers, markers, a box (see exercise 4)
- Duration:** About 2 hours



| Introduction for the Facilitator

Introduction to the theme

In this session parents will learn about home care for sick children and they will also learn when they should seek for medical help.

Important to know

Read the textboxes in advance.

Textbox 2: How to take care of a sick person

Sickness weakens the body. To gain strength and get well quickly, special care is needed. Medicines are often not necessary. But good care is always important. The following are the basics of good care:

1. The Comfort of the Sick Person

A child who is sick should rest in a quiet, comfortable place with plenty of fresh air and light. He should be kept away from getting too hot or too cold. If the air is cold or the child is chilly, cover him with a sheet or blanket. But if the weather is hot or the child has a fever, do not cover him at all.

2. Liquids

With almost every sickness, especially when there is fever or diarrhea, the sick child should drink plenty of liquids: water, tea, juices, broths, etc.

3. Personal Cleanliness

It is important to keep the sick child clean. He should be bathed every day. If he is too sick to get out of bed, wash him with a sponge or cloth and lukewarm water. His clothes, sheets, and covers must also be kept clean. Take care to keep crumbs and bits of food out of the bed.

4. Good Food

If the sick child feels like eating, let him. Most sicknesses do not require special diets. A sick child should drink plenty of liquids and eat a lot of nourishing food. If the child is very weak, give him as much nourishing food as he can eat, many times a day. If necessary, mash the foods, or make them into soups or juices. Energy foods are especially important—for example, porridges of rice, wheat, oatmeal, potato, or cassava. Adding a little sugar and vegetable oil will increase the energy.

Textbox 3: Signs of dangerous illness

(Note: in case of any doubt, ALWAYS refer to a clinic/doctor)

1. Loss of large amounts of blood of everywhere from the body.
2. Coughing up blood.
3. Marked blueness of lips and nails (if it is new).
4. Great difficulty in breathing: does not improve with rest.
5. The person cannot be wakened (coma).
6. The person is so weak he faints when he stands up.
7. 12 hours or more without being able to urinate.
8. A day or more without being able to drink any liquids.
9. Heavy vomiting or severe diarrhea that lasts for more than one day or more than a few hours in case of a baby.
10. Black stools like tar, or vomit with blood or feces.
11. Strong continuous stomach pains with vomiting in a person who does not have diarrhea or cannot have a bowel movement.
12. Any strong continuous pain that lasts for more than three days.
13. Stiff neck with arched back, with or without a stiff jaw.
14. More than one fit (convulsions) in someone with fever or serious illness.
15. High fever (above 39 Celsius) that cannot be brought down, or last more than three days. Be alert to fever peaks, which could indicate malaria.
16. Weight loss over an extended time.
17. Blood in the urine.
18. Sores that keep growing and do not go away with treatment.
19. A lump in any part of the body that keeps getting bigger.
20. Very high blood pressure.
21. Problems with pregnancy and childbirth.

| Exercises

Welcome and recap

Welcome everyone! It's good to see you all again! Last time we have looked at the prevention of sicknesses. Today we will talk about how we can help our children once they get sick. We all don't like it when our child is sick. We feel sorry for them and want to help and support them as much as possible. What can we do as a parent? Together we will find out. We will also learn when we need to go to find medical help.



Exercise 1: How to take care of a sick child

Time: about 30 minutes

1. Ask the following questions to the participants:

2. What kind of illness do your children usually suffer from? Write the answers on the flipchart.
 3. What necessary steps do you take to care for them when they are sick of a particular disease? Write the answers on the flipchart. Appreciate answers of the participants and encourage them to share their knowledge and experience.
 4. Check with the information from textbox 1 (how to take care of a sick person) if some information has not been mentioned and add this on the flipchart.
 5. When parents mention traditional ways of care that might be harmful for the child, try to be respectful, but also be clear about the negative consequences. Of course, when there are traditional ways which are very helpful, this could be shared and encouraged.
-

Feedback to the group

Thank you for sharing your experiences how you will take care of your sick child. It is very important to comfort and pay close attention to a sick child. They need more love, attention, care and patience than a healthy child. So most important: Keep the child clean, get plenty of rest, eat well and drink a lot of liquid!

Note: If medicines are prescribed, the child needs to receive the full course, even when he appears to be getting better. Always follow instructions given by health workers in relation to treatment, follow-ups and referrals.



Exercise 2: Experience with medical help

Time: 20 minutes

1. Have a groups discussion about the following questions:
 - Who has ever needed medical help for his/her child?
 - What happened?
 - Where did you go to?
 - How did it work out?
 - Where there any difficulties for you?
 2. Give parents time to share their experiences, their difficulties, and their advices.
-

Feedback to the group

Depends on the outcome of the discussion



Exercise 3: When to seek for medical help

Time: 40 minutes

1. Split the big group in pairs.
2. Ask them to think about signs of dangerous illness that will tell you medical help is needed.

3. After some time, bring the big group together again and ask people to tell their findings.
4. Check with textbox 2 (signs of dangerous illness) if some information might be left out, if so, you can add.

Feedback to the group

So we have learned together what the signs for dangerous illness are. Seek medical help at the first sign of a dangerous illness. Do not wait until the child is so sick that it becomes difficult or impossible to take him to a health center or hospital. If a sick or injured child's condition could be made worse by the difficulties in moving him to a health center, try to bring a health worker to the child. But in an emergency when very special attention or an operation may be needed (for example, appendicitis), do not wait for the health worker. Take the person to the health center or the hospital at once. The golden rule here is: in case of any doubt, don't take any risk and contact a doctor/clinic.



Exercise 4: Quiz

Time: 15 minutes

1. Read the following questions and ask the participants to answer the questions silent for themselves. No need to share the answers. Explain to the participants that this is not a test, it is just to see for themselves how much they have learned.
 - (a) A balanced diet, cleanliness, and vaccinations are the most important prevention measures. TRUE or FALSE
 - (b) It is not a problem when a dog licks a child. TRUE or FALSE
 - (c) A child with diarrhoea should be given less water to drink. TRUE or FALSE
 - (d) You should always give your child the full course of medicine even if your child appears to be getting better. TRUE or FALSE
 - (e) Blood in the urine is not a sign of a dangerous disease. TRUE or FALSE
2. Now repeat the questions, but this time give the answers as indicated in brackets ().
3. The participants should check their own answers and assess how they have done.
 - (a) A balanced diet, cleanliness, and vaccinations are the most important prevention measures. (TRUE)
 - (b) It is not a problem when a dog licks a child. (FALSE)
 - (c) A child with diarrhoea should be given less water to drink. (FALSE)
 - (d) You should always give your child the full course of medicine even if your child appears to be getting better. (TRUE)
 - (e) Blood in the urine is not a sign of a dangerous disease. (FALSE)



Exercise 5: The box with questions

Time: 15 minutes

1. In the last sessions we have heard about prevention, diseases and care. It might be possible this raised questions to you. It can be questions about all kind of different topics, also topics you don't want to ask in public.
For the next session we will invite a community health worker who is willing to answer your questions.
2. Ask the parents to think about possible questions they might have. Ask them to write it down on a paper. They don't need to write their name on the paper, so confidentiality is assured.
3. Collect the papers with questions in a box.

Closure

Close the gathering with a song, dance or prayer.

| Homework

For next time, we will invite a community health worker. He/she will give us some information about the most common diseases in this area. And we have the opportunity to get answers on our questions! See you then!

For the facilitator: prepare the session with the CHW well, ask if he/she is willing to give information to the parents about the most common diseases in the community. You can think about: diarrhea, dysentery, pneumonia, malaria, fever, anemia, worm disease, scabies etc. Also, give him/her in advance the box with questions, so he/she can prepare well.

Session 3: Community Health Worker (CHW)



Goal: To meet the CHW and to gain knowledge on common diseases.

Materials: Flipchart, markers, a box to put little papers with questions

Duration: About 2 hours

| Introduction

Introduction to the theme

The community health worker plays a key role for the community. This session will help to build the relationship and trust between the parents and the community health worker further. Aim is to take away any possible barrier which might exist to access the community health worker.

Important to know

Be sure you have talked this session over in advance with the Community Health Worker. She/he needs to know what will happen at forehand. Ask if he/she is comfortable with what is expected from him/her. If not, try to adapt the session.

| Exercises

Welcome and recap

Welcome back everyone! Welcome to the third session of this module about health. Today we have invited a community health worker. We are very grateful he/she could find time to join us and we would like to thank him/her for being here! As parents we can take care of our children, but we can't do everything by ourselves. We don't have all the knowledge and means ourselves. Fortunately, there are often other people and services for us to support us. Today the Community Health Worker will give us information about the most common diseases in this area. After that, we will open the box with questions and hopefully will get an answer to the questions!



Exercise 1: Introduction of the Community Health worker

Time: 15 minutes

1. Let the CHW introduce him/herself. What is his/her name? What can he/she do for parents and what not? How can they reach him/her?
2. Ask the parents: do you have any question for him/her?

Feedback to the group

I think some of you already know our CHW. Maybe for others, he/she is new and we got the chance to meet the first time. So, now we all know who the CHW is, and what he/she can mean for us. That is great!



Exercise 2: Common diseases

Time: 80 minutes

1. Let the CHW give his/her presentation about the most common diseases in the community.
2. Give parents the opportunity to ask questions.
3. When there is not enough time, ask the CHW if he/she is willing to come back for another extra session.



Exercise 3: The box

Time: 25 minutes

1. Bring the box with questions to the group.
2. Ask the CHW to get the little papers from the box and let him/her try to answer the questions.

(It might be possible the CHW also doesn't know the answer. Try to find a way to answer all questions, this can also be on a later moment, for example in the next session. This will give you time to consult another expert or internet to find the answers).

Feedback to the group

So we have seen that you might have a lot of questions about the health of your children. We might not have all the answers. But we are happy to have a community health worker who can help us with advice and suggestions. It is very important to ask this advice when it is needed. But do we know where to go to in our community? Are we aware of the services which are available? In the next session we will try to find out!

Closure

Thank you so much for your time and contributions for this session! See you next time!

Close the gathering with a song, dance or prayer.

Session 4: Health services

Goal: To make parents aware of the primary health services which are available and help them to overcome barriers to access those services.

Materials: Flipchart, markers.

Duration: About 2 hours



| Introduction

Introduction to the theme

It is very important parents are aware of the health services in their community. Sometimes it might be hard for them to access these services. In this session parents can share their problems and their ideas to improve the access.

Important to know

Be sure about how the health system in your community looks like. This will help you to give additional information when parents forget something.

| Exercises

Welcome and recap

Welcome back everyone! Welcome to the last session of this module about health. It is very important for us to know which services are available in our community. Therefore, we are going to make a mapping in the first exercise. After this we will talk about the problems you might have in accessing these services and what we possibly can do about it.



Exercise 1: Mapping of our community

Time: about 40 minutes

1. Draw 'a village' (some roads, some huts, a church etc.) on a flip chart.
2. Ask the participants: which health services (for example) local midwives, healers, doctors, health centre) are available in our community?
3. Draw this services on the flipchart.
4. Ask the parents: How good are these services? How often do we go? What do they cost? What traditional ways of healing and medicines are used? Which are of the greatest value? Are any harmful or dangerous? (when parents mention services which might be harmful, be respectful, but also clear about the negative consequences).

5. Ask the parents: which services are not available?

Feedback to the group

Thanks for sharing! Now we have a better picture of the services which are and are not available for us.



Exercise 2: Barriers to access

Time: 40 minutes

In the last exercise we learned about which health services are available in our community and which are not. In this exercise we will find out what barriers there might be for us to have access to the health services.

1. Have a group discussion about the following questions:
 - Are we able to access the services which are available in our community? If not, why not (write these barriers on a flip chart).
 - Are we able to access the services which are available outside our community? If not, why not? (write these barriers on a flipchart).
2. Try to make the list of barriers complete. (Problems like transport, communication, financial problems, shortage of doctors and other professional workers, lack of facilities, etc. might be mentioned)

Feedback to the group

So, we have seen it is not always easy to access health services. Thank you for your contribution, let's move to the next exercise!



Exercise 3: How to overcome the barriers?

Time: 40 minutes

In the last exercise we talked about the barriers that you might experience to access health services. In this exercise we will talk what we can do to overcome these barriers.

1. Divide the group in smaller groups of max 3 parents.
2. Let each group talk about the possible solution for one problem as mentioned in the former exercise.
3. Encourage them to think outside the box.
4. Let the groups present their findings to the bigger group.

*(if not mentioned, some ideas might be: the establishment of a **village health committee**: a group of able, interested persons can be chosen by the village to help plan and lead activities relating to the wellbeing of the community (for example digging latrines). This committee can also monitor the health status of the community, identify health related issues and lobby for necessary health services. Another idea: Health assurance is not everywhere for everybody*

guaranteed. Are there any possibilities to link to the existing health assurance system or to create an own alternative system to overcome financial shocks (fund)?

Feedback to the group

It is very good that we talked today about the barriers and the possible solutions when accessing the health services. Let us try to keep the discussion even after this session. Let us ask ourselves again and again: What can be done to make our village a better, healthier place to live? Where might we as parents begin?

Closure

I think it was a good decision to go for this module. We learned a lot about the health of our children and where to go when we need help. As parents there is a lot we can do! There are more modules we can follow. Let me know what you think is interesting!

Close the gathering with a song, dance or prayer.



Annex 1 - Sample sheet for keeping the Records - Parenting Manual

Name of the module:

Name of the facilitator(s):

Date:

Attendance list

[illegible]

Group Evaluation

At the end of the module, evaluate the module together with the parents. Discuss these questions below and write down the answers that come forward.

1. What have you learned from this module?
2. Did you miss anything? What else would you have liked to learn about this theme?
3. Do you already use something you have learned in this module in your daily life? If so, how and what were the results? If not, what is keeping you from using it?

4. What can you do after this module as parents in your family?

5. Question for all parents: what can you do after this module as a group?

Other comments:

Please share this document with the Child Development Desk: childdevelopment@redeekind.nl. We want to hear about your experiences so we can optimize the Parenting Modules.