

## PART ONE

# APPROACHES AND PLANS

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In **Part One** of this book, we look at approaches to planning and carrying out a training program for community health workers.

But before getting into different aspects of planning, in **Chapter 1** we explore alternative approaches to learning and teaching. We do this because the educational methods instructors decide to use will in part determine how the training course is designed and who takes part in the planning. In health education, the methods are as important as the message.

**Chapter 2** is about the selection of both health workers and instructors. We consider the reasons why persons selected from and by their own communities usually make the best leaders for change. We also discuss why experienced village health workers often make the best instructors of new health workers.

In **Chapter 3**, we consider steps in planning a training course, and in **Chapter 4**, how to get the course off to a good start.

**Chapters 5, 6, 7, and 8** explore activities in the 3 main places of learning in a training course: the classroom (Chapter 5), the community (Chapters 6 and 7), and the clinic or health center (Chapter 8). We point out that in each of these places, the classroom included, the most effective form of learning is through actual practice in solving common problems.

**Chapter 9** discusses ways of finding out how well people are teaching, learning, and meeting local needs. Here we look for ways in which tests, exams, and evaluation can be organized to strengthen the position of the weak and help everyone reach a better understanding of the training program as a whole.

In **Chapter 10**, we consider what happens after the initial training course is completed and health workers are back in their own communities. This includes supportive follow-up and continued opportunities to learn.

