

ROLES OF THE TRAINING TEAM, COMMITTEE, AND CHES

Date: 11/02 (revised 10/08)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe the role of the trainers, committee, and CHEs
 2. Briefly discuss the characteristics of the trainers, committee, and CHEs
 3. Describe how the training team, committee, and CHEs take part in community-based CHE.

OVERVIEW FOR TRAINERS: This is combined lesson on Trainers, Committee members and CHEs. It can be used in a Vision Seminar or as review of the different roles in TOT II.

METHOD	TIME	KNOWLEDGE
<p>Starter: Once several outsiders came to a village. They saw children who were poorly nourished and clothed. They heard that many were dying due to measles. Many also had diarrhea. There was much witchcraft in the village. These people wanted to help so they went to the church to talk about what they could do.</p> <p>They gave the village a vision that they could see their community change physically and spiritually but the people had to do it.</p> <p>The outsiders helped the community form a village health committee to lead the project. The committee was then trained by the outsiders.</p> <p>The committee chose the CHEs who were also trained by the outsiders on physical and spiritual topics. The CHEs then began to visit their neighbors sharing what they had learned with them and the village began to change physically and spiritually.</p> <p>----SHO questions---- S = What do you <u>See</u>? H = What is <u>H</u>appening? O = Does this happen in <u>O</u>ur place?</p>	10"	<p>I. Role of Training team, Committee members and CHEs.</p> <p>A. Roles of the Training Team; Roles of the Committee; and Roles of the CHEs.</p> <p>B. Questions to ask</p>
<p>I. What is the role of the Training team, Committee members and CHEs?</p> <p>A. Break into six groups with two groups studying the Training Team, the Committee, and the CHEs.</p> <p>B. For each group, ask:</p>	40"	

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<ul style="list-style-type: none"> ▪ What do they do? ▪ Who are they? ▪ How many are needed? <p>Report back.</p> <p>C. Use the handouts <i>Three Groups Involved in CHE</i> and <i>Community-Based CHE</i>, or a brochure about CHE, as a reference for your work.</p>		
<p>II. Training team</p> <p>A. Roles of the Trainers. Have the 2 groups who dealt with the training team's roles report, alternating back and forth between the two groups. (They do not need to give all these answers.)</p> <p>*Denotes most important aspects.</p> <p>B. Who is on the training team? Discuss as large group.</p>		<p>II. <u>Training team</u></p> <p>A. Roles of the Training team:</p> <ol style="list-style-type: none"> * 1. Be a model. 2. Train committees. 3. Choose the community to work in. 4. Enter the community using a variety of activities 5. Assist in getting the committee started. 6. Be trained (through TOTs) 7. Encourage committees and CHES. 8. Help committee to identify needs and find resources. * 9. Evangelism and follow-up. * 10. Discipleship of committee and CHES. 11. Impart vision of how God can change their area. 12. Mentor the committees and CHES. 13. Evaluate and report. 14. Contact resource people for advice and help. Be a catalyst. 15. Training, modeling, and evaluating in home visiting. 16. Be a motivator. 17. Train CHES. 18. Act as a resource of knowledge. 19. Get community to see program as own. 20. To initiate self-help – "We did it ourselves." 21. Prepare training materials. 22. Help them learn how to solve problems. 23. Spend time in the village. 24. Need to have some type of skill or training to offer. <p>B. Those on the Training Team:</p> <ol style="list-style-type: none"> 1. Can be all national teams, but can include a few expatriates 2. Members should have some

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		good life experience and be mature people.
		3. They must be committed Christians.
C. How many people should there be and what kinds of educational backgrounds should they have?		C. How many and education:
		1. There should be at least 2 - 4 members on a team. One person is not enough.
		2. Educational and job backgrounds should be varied and can include nurses, water and sanitation, agriculture, nutrition, etc.
		3. A university degree is not necessary.
		4. Variety is important so development will be balanced.
III. Committee		III. <u>Committee</u>
A. Roles of a local committee. Have the 2 groups who dealt with the Committee's roles report, alternating back and forth between the two groups. One again, they do not need to cover all these points.		A. Roles of a local committee:
		1. Select and oversee CHE volunteers and help evaluate their work.
		2. Represent the community.
		3. Visit homes with CHEs.
		4. Plan and find resources for the projects – both local and outside.
		5. Be an encouragement.
		6. Own and control the project.
		7. Coordinate between training teams.
		8. There needs to be a champion. An influential person on this committee who takes responsibility for the program. He is an initiator, a motivator.
		9. Participate in committee training.
		10. Be open to spiritual content.
		11. Act as resource people.
		12. Be promoters of CHE in other places.
		13. Be models themselves, both physically and spiritually.
		14. Promote and publicize projects within the community.
		15. Visit CHEs on a regular basis to communicate interest and to express appreciation to them. This is biggest motivation factor for CHEs.
		16. Be organized.
		17. Help identify needs of community and then prioritize

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<p>B. Who can serve on the committee? Where do they come from?</p>		<p>those needs. 18. Meet regularly.</p>
<p>C. What are guidelines for setting up a committee?</p>		<p>B. Who can serve in the committee? 1. The committee members are usually leaders from the community. 2. They represent the community. C. Guideline for the committee setup of the target area: 1. One committee per 2000 villagers within 1-2 kms. 2. Each committee having 7-11 members. This is a good number for voting. 3. Both men and women if possible.</p>
<p>IV. CHEs</p>		<p>IV. <u>CHEs</u></p>
<p>A. Roles of CHEs Have the 2 groups who dealt with the CHE's roles report, alternating back and forth between the two groups. *Denotes most important roles.</p>		<p>A. CHE roles (tasks or jobs) 1. Do survey work. * 2. Be a model. * 3. Do home visitation. * 4. Initiate self-help projects. 5. Do evangelism and discipleship. 6. Follow-up of new Christians. 7. Be committed to be trained and attend the training. 8. Report to committee what he finds. * 9. Promote health, prevent disease, and participate in the abundant Christian life. 10. Teach in community, one-on-one. 11. Multiply teachings into adjacent areas. 12. Be an encourager to help people in the community see the project as their own. 13. Be a multiplier of what he has learned within his own area. 14. Be a part-time volunteer. 15. Do group trainings at harambees, barazas and in primary schools. 16. Meet expected standards set by trainers and committee. 17. Work with resource people. 18. Refer patients to clinics. 19. Conduct Bible studies and home growth groups</p>
<p>B. Who are the CHEs? Where are they from?</p>		<p>B. Who are the CHEs? 1. The CHEs are from the community.</p>

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		2. They are well-respected responsible people. 3. They do not need a high level of education.
C. How many CHEs are needed?		C. Ratio of families per CHE 1. One CHE per 10-15 families
V. Overview	10"	V. Overview
A. Using the diagram of <i>Community-Based CHE</i> , ask questions to review the roles of the trainers, committee and CHES.		A. Community-Based CHE
B. Who chooses the committee?		B. Who chooses the Committee? 1. The Committee is chosen by the community or church depending on which model of CHE you are using. 2. The trainers do not choose the committee.
C. Who chooses the CHEs?		C. Who chooses CHEs? 1. The Committee chooses the CHEs
<p><u>ATTITUDE:</u> Facilitator is aware of the importance of the trainer position and is prepared to help the participants learn this role without taking responsibility from the committee.</p> <p><u>SKILL:</u> Participants will be able to learn how to fulfill the trainer position without taking responsibility from the committee and will also understand the roles of the CHEs and Committee members.</p> <p><u>EVALUATION:</u> Facilitators will know that participants have learned the content of this lesson when they can begin to assume the role of a trainer without taking responsibility from committee members.</p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Newsprint - Marking Pens - Masking Tape - <i>Three Groups Involved in CHE</i> - <i>Community-Based CHE</i> 		

This lesson is used in: Program Trainings – Vision, HIV TOT

THREE GROUPS INVOLVED IN CHE

The CHE Training Team

The training team initiates the program and usually comes from outside the area. Each training team consists of two to four people with a combination of vocational skills (medical, agricultural, pastoral, social work, etc.).

The trainers investigate and choose the community to work in, working to build relationships and enter the community. They train the committee and the CHEs, and mentor them as they carry out community projects.

The Community Health Committee

A successful Community Health Evangelism program that will be multipliable, transferable, and ongoing must be community-based rather than outside agency-based. The committee carries out this goal.

The members of the committee are mature, well-respected individuals who represent different segments of their community. The committee oversees the CHEs. They investigate community needs, gather resources, and plan, carry out, and evaluate community projects.

Volunteer Community Health Evangelists

The Community Health Evangelism volunteer is the major worker in the program and is chosen by the committee. Adequate attention to their ministry will require about six to eight hours a week. As they are being trained, they will:

- Put into practice what they have learned around their home and with their family; modeling what they have learned.
- Promote good health, prevent disease, and model abundant Christian life with their neighbors.
- Practice evangelism and discipleship with individuals and groups.
- Do home-visiting on a regular basis; sharing the spiritual and physical truths they have learned.
- Train their neighbors in a way so that they can train others
- Work with the committee on community projects.

COMMUNITY-BASED CHE

