

# ANNUAL REPORT

2019- 2020

**eNVisions**  
Institute of Development

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# 1. BRIDGE IPC Skills Training – All India

The Boosting Routine Immunization Demand Generation (BRIDGE) IPC module is a special one-day course designed to develop capacity of FLWs to leverage SBCC for RI. BRIDGE is focused on improving inter-personal communication (IPC) skills of FLWs to improve RI demand generation and expansion. Therefore, FLW trainings was immediately followed by the state-level ToTs.

## 1.1 BRIDGE ToMTs for IMI and non-IMI Districts

Bridge ToMT is a two-day process. Day one is based on training for the manual content and Day



2 is based on Mock sessions where the trainer-participants are then assessed on their knowledge of the training content as well as for facilitation skills for conducting the training. Based on their performance they do a self-assessment along with assessment by the NLT. Both scores are combined to grade the trainer-participant in three categories of High Proficiency Proficient and Developing Proficiency.

Envisions conducted ToTs in all states in India (except J&K) and 7381 Master trainers were trained. Also, 8,33,064 FLWs were trained by Master Trainers till March 2020.

Detailed data is given in the tables below.

State names	Total Districts	TARGET No of TRAINERS			IMI				Non-IMI			IMI + Non-IMI
		Targeted batches (Total 3As/35)	Required no of Trainers (batches/10)	Target no of Trainers (col (0.1xN)+N of N)+05	No of IMI Dists - Rural	No of IMI Dists - Urban	No of TOT batches held	No of Trainers Trained	No of Non-IMI Districts	No of TOT batches held	No of Trainers Trained	Total number of trainers trained
Grand Total	1904	75293	7529	8282	179	17	74	2191	524	164	5190	7381

Total 3As	Total ANMs in state	Total ASHAs in state	Total AWWs in state	FLW training status									
				Total 3As trained (IMI)	Total 3As trained (Non-IMI)	Total ANMs trained (IMI)	Total ANMs trained (Non-IMI)	Total ASHAs trained (IMI)	Total ASHAs trained (Non-IMI)	Total AWWs trained (IMI)	Total AWWs trained (Non-IMI)	Other Trained	
2635249	271371	938517	1413899	520225	312839	53710	36587	241354	147097	202439	128956	4877	

## Training Quality Assurance

Envisions Institute of Development conducted Training Quality Assurance using the TQA Protocols and Field observations in very few states till March 2020, the states are:

1. Jharkhand in October, 2018 (3)
2. Odisha in February, 2019 (6)
3. Nagaland in August, 2018 (1)
4. Maharashtra in November, 2019 (2)
5. Rajasthan
6. MP

## 1.2 BRIDGE Field Assessment

Sno.	STATE	PARTICIPANTS
1	Uttar pradesh	62
2	Bihar	11
3	Madhaya Pradesh	6
4	Delhi	6
5	Punjab	5
6	Odisha	30
7	Maharashtra	23
8	Jharkhand	32
9	Karnataka	12
10	Harayana	20
11	Gujarat	24
	Total	231

Assessment of learning Application in the field was carried out in eleven different states, they are Delhi, Punjab, Maharashtra, Gujarat, Haryana, Karnataka, Odisha, Jharkhand, UP, Bihar and Madhya Pradesh by Envisions Institute of Development till March. Number of participants interviewed during field assessment are listed in table. Two hundred thirty one participants were interviewed including ASHA, ANM, AWW, LHV and influencers.

## Some Common Observations

While doing field assessment, a format was filled by visiting official on the basis of how FLWs are using IPC while interacting with the couples, mothers, pregnant ladies and their families. Some best practices and initiatives were also witnessed. Maximum number of FLWs were able to recall GATHER. 100 % of FLWs in states of Delhi, Maharashtra and Odisha had List of LODOR families with barriers/reasons for each family. It was also observed that barrier-specific and family-specific list of influencers was only prepared in Punjab and Maharashtra but no one had village communication plan for RI in all 11 states.

## 2. SBCC Orientation: Mumbai Medical Colleges



### Background and Content Development

In order to mainstream social and behaviour change communication (SBCC) and to follow the 'catch them young' approach UNICEF advocated with the National Institute of Public Health and Research (NIPHTR) to introduce SBCC in the medical college curriculum. A committee of professors and HODs of medical colleges to examine its feasibility with faculty members from leading medical colleges in Mumbai and Nagpur, NIPHTR, UNICEF and UNICEF partner EID, it was decided

to introduce SBCC to the final year MBBS students after their final year examination and just beginning of their residency period.

Therefore, a short 150-minute SBCC session was developed by EID in consultation with UNICEF and NIPHTR. Draft content was shared with NIPHTR and their feedback was taken on 26<sup>th</sup> February 2020. The feedback received from the Director and faculty of NIPHTR was incorporated.

### Objectives

During the discussion for content development it was agreed to involve NIPHTR faculty as a part of system strengthening so as to provide sustainability to the model. The purpose of entire intervention, therefore, was two-fold:

1. Expose pre-residency MBBS pass students to SBCC to enable them to practice it during their residency; and
2. Support NIPHTR faculty in taking the orientation session forward.

### SBCC orientation sessions

SBCC Sessions at three medical colleges in Mumbai were organized on 28<sup>th</sup> of February, 2020. Three hundred ten medical students who had cleared their final year examination and were ready to proceed for their internship from three Medical colleges attended the session. The number of students who attended the session at each college is given below:

1. HBT Medical College (117 participants)
2. LTM Medical College (84 participants)
3. TN Medical College (109 participants)

### 3. Development of RCCE training kit for COVID-19

In January 2020 the World Health Organization (WHO) declared the outbreak of a new Coronavirus disease in Hubei Province, China to be a Public Health Emergency of International concern. Since then WHO has declared it as a Pandemic. India has seen it's first case in Kerala on 30<sup>th</sup> January 2020. With cases rising steadily, all sections of our society must play a role if we are to stop the spread of this disease and the frontline health worker has the responsibility, the reach and the influence within the community.

UNICEF and WHO are supporting the government of India in taking action to contain the COVID-19 outbreak. Therefore, UNICEF partner Envisions Institute of Development developed a training toolkit for FLWs.

#### Material prepared

Toolkit consist of the following:

- a) Facilitator Guide for the training (to be used by the DSO for training the FLWs)
- b) Pocket book with 5 to do's for various topics as reference for FLW (the pdf can be loaded on the WhatsApp and be a handy guide for FLWs.
- c) Presentation for the training (to be used by DSO during VC)

This presentation covers seven sessions on:

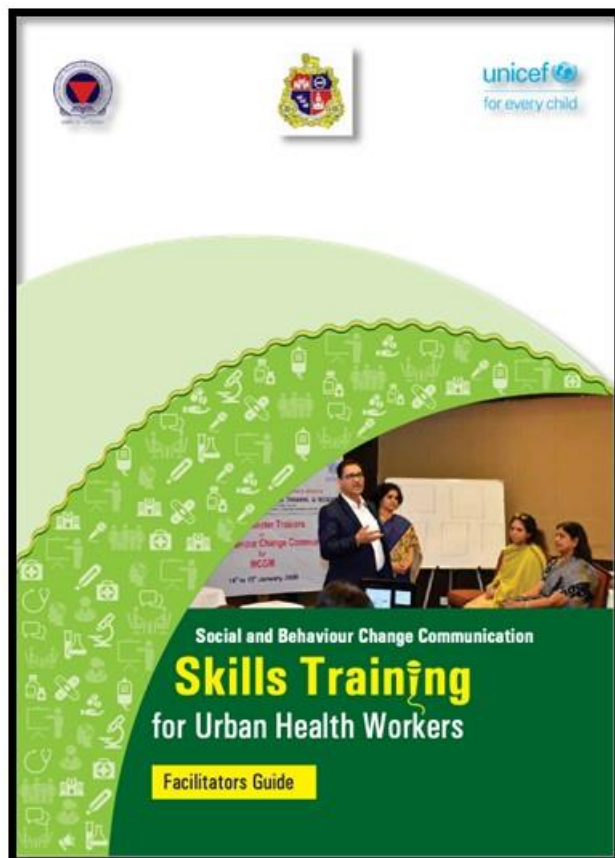
- 1. Understanding COVID-19, Communication for Response and Containment measures
- 2. Prevention: Safe Practices in Community
- 3. Community Surveillance
- 4. Supportive Public health services: Community and household
- 5. Managing Stigma & Discrimination
- 6. Communication, Personal Safety for Health, ICDS Personal
- 7. Special Communication Needs in Urban Areas

This toolkit was prepared in 12 different languages, which are Hindi, English, Odia, Bengali, Telugu, Marathi, Malayalam, Kannada, Urdu, Punjabi, Tamil and Nepali. Facilitator guide and the presentation are to be used by the trainer. The facilitator guide is the point of facilitation tips to the trainer on how to run the training sessions. Further related to the sessions are given as simplified Pocket Reference (Pocket Book) was shared with participants.



## 4. NIPHTR Manual and TOT

National Institute of Public Health Training and Research (NIPHTR) is an institute of national significance under Ministry of Health and Family Welfare, GOI. Based out of Bombay, NIPHTR runs all India diploma and other PG courses with specialized courses in health communication. The institute also provides technical support to health departments – specially in Maharashtra in view of its proximity with them.



### Objectives of the training

As a part of health systems strengthening it was envisaged to develop capacities of NIPHTR faculty member to

- a) include SBCC in NIPHTR regular course;
- b) Become a government resource for mainstreaming SBCC in other government institutions; and
- c) Be able to provide in-house resource persons for SBCC trainings and technical support

### Training of NIPHTR Faculty

- ✓ Developed a facilitator's manual for NIPHTR.
- ✓ Facilitated TOT for NIPHTR faculty members.
- ✓ Supported NIPHTR in advocacy with Municipal Corporation of Greater Mumbai (MCGM) to

training frontline workers on SBCC. (Three batches for FLW trainings were organised by MCGM which were facilitated by NIPHTR faculty)

- ✓ Handholding of NIPHTR faculty for two MCGM trainings
- ✓ Final in-house mock sessions and open house discussions with NIPHTR faculty

## 5. Saathins' Manual and Training



Saathin's capacity development is crucial for women empowerment. A facilitators' manual was prepared by EID which attempts to support the training of a cadre of state/district level trainers who can facilitate training sessions for Saathins. Manual has been developed on the basis of findings through a field research in three districts (Karauli, Jaisalmer and Udaipur) in Rajasthan. The field research took into account Saathin's own assessment, their senior's expectations and the community's expectations from them.

The activities and methods used throughout this manual are meant to expand Saathins' existing experience and knowledge through written exercises, practical group exercises, discussions, role-plays, and hands-on practice. Through the

exercises and sharing of peer experiences, Saathins will learn the critical skills needed to promote women empowerment in the society. This manual was developed in Hindi and English language.

### Training of Master Trainers

Five days ToMT on Saathin refresher manual was organized between 10 and 14 February at HCM Rajasthan State Institute of Public Administration, Jaipur, Rajasthan. The ToMT was attended by 44 participants from the various organizations who was engaged in training of Saathins. The training was divided into four sections:

1. Saathin: the community empowerment mascot
2. Communication
3. Community Engagement
4. Action planning and facilitation skills

The sessions under these sections were planned using various training methods like brain storming, mapping, case study, storytelling, group discussions, video films followed by discussion, games etc.

### Objectives of the training

At the end of this training programme participants will be able to:

- ✓ Clarify role and responsibilities towards women and girls in the community;
- ✓ Hone their skill-set to carry out these responsibilities;
- ✓ Use social and behaviour change communication effectively to plan and implement suitable interventions for women empowerment in Rajasthan through uptake of government programs and services for women safety and security, education, livelihood, health and nutrition.
- ✓ Provide support for girls to bring them back to school, stop early marriages and provide health education through proper linkages.

## 6. Entrepreneurship Development Programme

Fair Trade Forum India (FTFI), under the UNHCR Livelihoods and Self Reliance Project initiative organized a five- day long entrepreneurship development Programme (EDP) for refugee women and men from Myanmar. The training was held in three phases as under.



- Phase I was organized between November 15-19 before the in-classroom inputs. During this phase the participants completed their field research on their chosen line of business. During the field surveys they gathered data pertaining to marketing including competition and costing. The information presented by them was mostly as overall numbers without break-up. There is a scope of strengthening their understanding of the survey form to make this phase more relevant and meaningful for them.
- Phase II was held for two and a half days from November 20, 2019. Under the second phase participants discussed the components of entrepreneurship in detail with specific examples from their proposed line of business.
- Phase III was held for two and a half days from November 22, 2019 onwards. Participants discussed their understanding of entrepreneurship and the findings of their field work to finalize their business plans.

### Participation and contents

Thirty-three participants attended the EDP training. Covering the basics of entrepreneurship the contents dealt with the subject through participatory methods like games, exercises, etc. so as to overcome the limitations of literacy and language.

Proceedings were translated in Bengali/Rohinigiya (one of the trainers was Bengali speaking) for larger benefit of participants.

## 7. Training of Master Trainers: Supportive Supervision

A four days 'Training of Trainers on Supportive Supervision' was organized in Uttar Pradesh, Maharashtra, Madhya Pradesh, Assam and Rajasthan by Piramal Foundation in



collaboration with Niti Aayog, National Health Mission, Health Department and Department of Women & Child Development, Government of Uttar Pradesh.

The main objectives of this ToMT was improve the health and nutritional indicators in the Aspirational districts of

Uttar Pradesh by-

- Developing the Facilitation Skills of the participation; and
- Developing their understanding on Supportive Supervision and its techniques.

More details about the ToTs are in the table below:

S. no	District	State	No. of Participants
1	Singrauli	Madhya Pradesh	31
2	Bhopal	Madhya Pradesh	44
3	Nandurbar	Maharashtra	44
4	Guwahati	Assam	41
5	Lucknow	Uttar Pradesh	38
6	Baran	Rajasthan	30+31
7	Jaisalmer	Rajasthan	33
Total			292

The participants of different work profile participated in the training. Envisions Institute of Development was the resource Agency for this ToMT. It was envisaged that the training would be done in cascade mode down to the Sector level. Thus, at the Block and Sector levels in the Aspirational Districts, the training of Supportive Supervision would be organized, where these trained participants would act as Master Trainers. For this purpose Training Manuals and the Training Aids, such as PowerPoint Presentations and Audio-visual clippings have been designed well before the ToMT and are in place.