UNIVERSITY OF KWAZULU- NATAL

AN EVALUATION OF THE EFFECTIVENESS OF THE MALARIA

HEALTH EDUCATION PROGRAM PERFORMED BY COMMUNITY

HEALTH WORKERS FOR PREGNANT WOMEN AND CHILDREN 0- 5

YEARS IN A SELECTED PRIMARY HEALTH CARE CENTRE IN

RWANDA

By

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November 2012

AN EVALUATION OF THE EFFECTIVENESS OF THE MALARIA HEALTH EDUCATION PROGRAM PERFORMED BY COMMUNITY HEALTH WORKERS FOR PREGNANT WOMEN AND CHILDREN 0- 5 YEARS IN A SELECTED PRIMARY HEALTH CARE CENTRE IN RWANDA

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November,2012

DECLARATION

I, NISHIMWE Clémence, declare that this dissertation titled" AN EVALUATION OF THE EFFECTIVENESS OF THE MALARIA HEALTH EDUCATION PROGRAM PERFORMED BY COMMUNITY HEALTH WORKERS FOR PREGNANT WOMEN AND CHILDREN 0- 5 IN A SELECTED PRIMARY HEALTH CARE CENTRE IN RWANDA" is my original work. It has never been submitted for any other purpose, or at any other University. Sources of information in this work have been acknowledged in the reference list.

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Date	24 JULY 2013

DEDICATION

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ACKNOWLEDGEMENTS

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ABSTRACT

 $P^{a} = Q^{A} \wedge A^{a} \wedge A^{A$

Conclusion: ÁV @ Á+ č å Á+ @ , ^ å Ác@ Á| [•• ãà|^ Áæ&d [• Áð, Ác@ ÁT ææð ãæÁP^æþc@ÁÒå « &æði } Á
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| ^å &ð, * ÁT ææð ãæÁ [| àãà ãc Áæ) å Á| [| cæþãc Áð, Á| !^* } æ) cÁ, [{ ^} Áæ) å Á& @ðå !^} ÆÉÍ Á ^æð• ÈÁ

LIST OF ABBREVIATIONS

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 $OE\hat{O}VAMAOEc^{\hat{a}}$ \tilde{a} \tilde{a} \tilde{b} \tilde{a} \tilde{a} \tilde{b} \tilde{a} \tilde{a} \tilde{b} \tilde{a} \tilde{a} \tilde{b} \tilde{a} \tilde{a} \tilde{a} \tilde{b} \tilde{b}

 $OEC\ddot{O} = AACOEC \tilde{a} \wedge \hat{a} AO \{ \tilde{b} \wedge \hat{A}O - \hat{a$

OBŠKÁWWXOE@^{ ^c@^| EZŠ~{ ^~æ}d}A

OEÞÔKÁÁOE; c^þæædÁÔæb^Á

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ÔÓËÁOT ÔŒÁÔ[{{ ``} ãC ÁÓæ•^å ËÁQ; c^* ¦ææ^å ÁT æ}æ*^{ ^} ơÁ; ÁÔ@¾å@@[åÁQ]}^••^• Á

ÔÓP 04Ô[{{`}}ãĉ ËÓæ•^åÁP^æ;o@ÁQ•`;\æ;\&^Á

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ÖUPKÁKÖ^]æld(^}aÁU-ÁP^ælc@Á

ÖUV•KKÖå^&q^ÁJà•^¦ç^åÁV¦^æ@(^} œ\Û@\oK&[`\•^ÁQZ[¦ÁV` à^\&` |[•ã DÁ

ÖÛ OEKÎÖ æsæÂÛ * æşãc Ásĕ åãæ Á

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ØÓU•KÁØæãn@ËÓæ•^åÁU¦*æ)ãæã{}}•Á

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POXKÁP*{ a) ÁQ { `}[å^-a&a^} & ÁXa**•Á

PT OÙ KÁP^æ¢ OÆT æ} æ* ^{ ^} oÁQ -{ | { ææã} } ÁÛ^• e^{ { Á

PTTKÁÁP[{ ^ÁTæ)æ*^{ ^}oÁ; ÆTælæsæÁ

QT ÔQXQ c^* | æc^å ÁT æ} æt^{ ^} oÁ -ÁÔ@\$å @ [å ÁQ} ^••^• Á

ΟÜÙΚÁÁ Q\å[[¦ÁΛ•ãå ઁækÁ]¦æêā]*Á

Q/Þ kÁ ÁQ•^&cã&ãã^Ác\^æc^å Á,^cÁ

Q/Þ• KÁÓQ•^&cã&ãã^Ád^æe^åÁ,^œÁ

ŠÓY KÁVÁŠ[ÁÓ ac@ÁY ^ at @Á

ŠŠÓÓÞKÁŠ[}*Ëæ•cāj*ĒÁsj•^&cā&ãå^Ás\å\å\å\

ŠŠOVÞ•KÁŠ[}*Ëæ•cā]*ÊÁ§•^&cā&ãå^Ec!^ææ^åÁà^åÁ;^œ·Á

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 $T\ddot{O}O \cdot \dot{A}T\ddot{a} \rangle \tilde{a} \{ \dot{A}\ddot{O} \cdot \dot{c} \rangle [] \{ ^ \} \dot{O}O [a \cdot \dot{A}O]$

T ÒÖ (ŠOÞ Ò HÁT ^ å 38æ) HŠãc \ aeč \ ^ ÁU \ |ā ^ Á

ÚÓØkÁÚ^¦-{¦{ æ} &^ÁÓæ•^åÁØã; æ} &^Á

ÚPÔKÁÚ¦ą̃ æ¹ÁP^æko@ÁÔæb^Á

ÚT $\mathbf{Q}(\hat{A})$ Ú¦^• \hat{a} a^} \mathbf{c} • ÁT \hat{A} \hat{A} \hat{A} \hat{A} \hat{A} \hat{A}

ÜÓÔKÁÜ^åÆ [[åÆ][[åÆ][Á

ÜÓT KÁÜ[||ÁÓæ&\ÁT æþætæðæÁ

ÜÖVKÁÜæ}ãåÁÖãæ*}[•cã&ÁV^•c•Á

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$\texttt{OF} \ \ \ \land \hat{\textbf{A}} \ \ \textbf{KAVPOAZS} \ \grave{\textbf{OAJ}} \ \ \angle \hat{\textbf{OAD}} \ \hat{\textbf{OP}} \ \hat{\textbf{OS}} \ \hat{\textbf{OA}} \ \ \angle \hat{\textbf{OA}} \ \ \hat{\textbf{OA}} \$
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SOD ŸŒŸY ŒÞÖŒŹKÒÜÙOUÞÆ ÄIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII
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$CE_{\rm A} = c_{\rm A} + c_{$
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CHAPTER ONE

1.1. INTRODUCTION

Á

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, ^||Áæe Áæði]|^ði * Ái ^!•[}æþÁi] ![en&eðinnhÁi] * (^æe* l^• ÁææÁæÁæ) * • ^@ |åÁ|nçn|ÁÇÖn] ædd ^} enÁi] ædd ^} enÁi]
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1.2. BACKGROUND TO THE STUDY

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&!ããÁs Ác@ÁP^æ¢@Á] [!\-[!&^Á;^^å*á*ÁE] ÉÉæ) åÁc@Á
•&æå *Á*] Á[-Á}[}Ë @•æãæ) Á&ljææð; Ácljææð; •Áq Áæåå!^••ÁP^æ¢@Á, [!\-[!&^Á•@!cæ*^•ÁãÁæÁ
]![{ãã**Á[|cā]}ÁcœæÁ; æ) ^Ácl*} då*•ÁæAÁ
]![{ãã**Á[|cā]}ÁcœæÁ; æ) ^Ácl*} då*•ÁæAÁ*; !!^} d^A; '•*ā]*ÉOæ&[!åā]*Áq ÁÚæ-ā][ā[t*]*Á

ÇŒŒHÁF€FDÃc@ÁP^æ¢@Á&æAÁ]![à|^{Á-Ác@}Á[|c@!•Áæ)åÁc@Ác]!^Á/æ*]}Áq ÁcæAí]:|a|^{Áa}A

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OE[• [ÊÁY [•\ā\ÁCG€F€K | DÁcc+**^•Ác@ecÁcqtoQ**@Ác@Aciæajā;*Ácc)åÁ\å*&ææāi}ækÁ]][¦č}ãæð.•Á -{ | ÁÔPY • Áçæt^Á, ãã^| ÊÁc@^Á&æ) Á d^} * c@} Á&æ] æ&ãc Á[Áā] | [ç^Á; [&ãæ)Áå^c'| {ã; æ} œ Á; Á P^ado@£4 ad^~ * ae^Ánå * 8ae4 } Ád å Áae8 Án Áae8 An Áae8 An • Áf ÁP^ado@Á4 • * ; ad 8 A ÉAP[_ ^c^; ÉAS ; an * ^ ; ÉA Vælæl[ÉÁÙ[] * Áæ) å ÁTæl & ãæÁÇ€€É DÁæl * `^ Ác@ænÁ&[{ { `}ãc ÁP ^æc@Á [¦\ ^!• Á&æ) Á]¦[çãa ^ Á @{ ^Á^}çã[}{ ^} cæ|Áæ•^••{ ^}•ÊÁ^å *&æai}}ÊÁ• *]][¦cÁ-I¦Áà^@æçii *|Á&@æ)*^Áæ)åÁ $\label{eq:continuous} $$ [cA'^* a^A A = A = A - A =$ ā c^\c^} cā } • Ásaa Á@ad] ^} ÁzcoÁca ^ÁI [ā cÁā Ác@ ÁQ * • ^ Q |å Áf ÁQ •] āzadÁs[} cā * ` { Ái -Ásad ^ EÁ Ó r c@Á@ { ^ Áæ} å Á\$ [{ ` } ãc Á^c^|Áæ\$cãcãcãcã • Á\$æ} ÁÐ &U`å^ÁP^æc@Á\å`&ææ¶ } Áæ} å Ád^ææ ^ } cÁ ā, c^; cā; • Á; • oÁà^Áā, c^*; æe^åÁ, ão@Áæ&cãç^Á•^; çã&^•Á, ão@a, ÁÁc@ ÁP^æ; da@Áæ&ããc Á|^ç^|ÈÁ OE o\} accep\delta day \text{A}\} d^\d\] [\text{a} o\f\] | \text{A}a\d\] | \t] | ^ * } æ) &^ Á, ão@Á(æ) ^ Áæec^} åã, * Ác, ã&^ Á; ¦Á; [| ^ ÁQNÙOEÖÖÉĞGEEÏ à DÁÉÁV @ • ÉÁæ) c^} æææþÁ&æþ^ÁærÁ c@\Á([•cÁ\¢&\|\^}cÁ+cæ*^Á+|[{ Á @B&@Á(Áa]]|\{ ^}cÁ|;[* + aæ{•Á+[+Ác@\Á]+\c\}ca[}Aa) åÁ d^æg ^} oÁ ÁT æbæbæðæðÁMÁ

Q\Á\[&\cdot\end{a}\cdot\frac{A}{\pi}\delta\cdot\frac{A

{ æð, œð, ð, *Á*^}^\æ\Á@* æð}^Áæ) å Áœ Áí[|^Á, Áœ Á8[{ { `} ãô Á[| Á, æð, œð, ð, *Á; | [{ [œð, Á, Á T ææðæÁ] | ^ç^} œð, ð, *Á; | [{ [œð, Á, Á Æ8] å Æ4] | [æð, æð, Æ5] *Á; | Á æð, æð, Æ5] æð, Æ5] æð, Æ5 æð,

Þãr@a[, ^Ása) åÁS^¦¦ÁQG€FFDÁà^|ã^ç^Ás@æeÁÁ\ā||^åÁj¦|[çãå^¦•Ása) åÁS[{{ `}}ãĉÁP^æ¢c@Á,[¦\^¦•Á 8æ) Á, [¦\Áq *^c@\¦Áq ÁæååÁ8[`}•^||ā, * Áæ) åÁæÁ] ¦^ç^} cãç^Á\å` 8ææā; } Á•dæe*^Á8[} &^¦}ā, * Á Tarback \tilde{a} \tilde{a} \tilde{b} \tilde{b} 8[*] • ^ || ā * Áæ) å Áā - [| { ææā } Áī } Áo@ Áåæ) * ^ | • Áī - Áī ælæð ææ£Á | * • Áo@ Á• c^] • Áo@^ Á&æ) Áææ) Áææ) ^ Áf Á @|| Á&æd^ÁF; |Ác@{ • ^|ç^• ÊÁc@ ã.Á&@qå; ^} Á; å ^; Áæq å.Ác@ ã.Á; ^, Áæ; |; } Áæææða • ÁQÞæ @q; , ^Á BÁRæ)^ÉÆFFDÉV@•^ÁS[{{``}a8æaf]}•Ár@`|åÁæåå¦^••Ác@Áçæ;`^Á;-Á|;æ8ca8\•Ár`&@Áæ Á 8[} cāj * āj * Áæj c^} æzæpÁ&æch^ÉÁcæb āj * Áāi[} Áæj åÁ; |æe^Á; Áj¦^ç^} oÁæj åÁ; ^æeÁæj æe^{ ãædÉAr |^^] āj * Á ˇ}ả^¦Áaa)ÁÁāj•^&ca&aãaå^Ád;^aæ^åÁà^åÁ;^cÁQQVÞDÉÁ&Iç^¦āj*Áad{•Áad;åÁ\^*•ÁājÁc@\Á^ç^}āj*Áad;åÁ '¦^&^ãçã; *Ác@Á}^¢cÁ•&@å`|^åÁå[•^Á[-ÁÁã; c^¦{ãœ^}cÁ]¦^•`{]cãç^Ád^æe{^}cÁå`¦ã; *Á] | ^ * } æ) & ÂQQÚV | DÁQNÙ OKÇÖ ÊĞÇEĞ à DÁPÁCE Áæ) Á | ^ { ^ } cÁ; Ác@ ā Áà ā c@Á | æ) } ā * ÊÁc@ Á [{ æ) Á að åÁ@ ¦Áæ ar Ar × • oÁæ [Á à cæā Á*]][¦oÁa Áå^ç^|[]ā * ÁæÁ ^æåā ^•• Á] |æ Ác@æÁ] ^8ãã • Á V@•^ÁP^æc@Á&[{ *} a8æaat] • Á&æ) Áæd• [Áà^Áå^|ãc^¦^å Áà^Á&[{ *} ãc ÁP^æc@Á [;\^;• Á å ˈˈāː * Á&[{ { ` } ãc Á^; c^} œ Á; ˈÁ@] { ^Áçã 㜠ÁQ; NÙ QECÖ É GEE à DÉÁÔ[{ { ` } ãc Áā; c^; c^} cā; } ● Áæ; ^Á ^••^} caaalÁd; Áà ãa Áæ) Á^} æà |ā * Á^} çã[} { ^} cÁ; [{ ^} Áæ) å Ác@ ãÁ; ^ à[¦} • Ád; Á• |^^] Á ˇ}å^¦ÁOVÞ•Áà^&æ••^Áo@¦^Áæd^Á&^¦ææā;Á•[&ãædÁàæd¦ðকÁq;Áo@Áå^{æð;åÁ;¦ÉÁæ&&^••Áq;Áæð;åÁ čαjãaean[}Á;-ÁOVÞ•ÁQNÙOEÖÖÉAG€€ÏàDEÁÝÔ[{{`}}ãcĤa;c^¦ç^}caja}•Á&æa;Áad+•[Á;æa;^Á+°¦^Ác@æaÁ c@\ÁQVÞ•Á¦^cæaajÁaj•^&ca&aaaejÁ^~~&caaç^}^••Áà^Á{ [à aja aj * Ác@\Á&[{ { ` } ac Ácj Á¦^ae]]|^Á ā • ^ & casaa ^ • Át Ác@ ā Á; ^ o Áa ÁæÁca ^ | ^ Á; æ} } ^ ! Á; @ ! ^ Ái } * Ëæ ca * Áa • ^ & casaa ^ Ác ^ æ ^ å Áa ^ å Á }^o•ÁČŠŠCVÞ•DÁSE^Á[OÁSE;æájæá]/ÁCVVÚCEÖJÉÆG€€Ï à DÈ

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1.3. DESCRIPTION OF A MALARIA PREVENTION PROGRAM AT A SELECTED PHC CENTRE

1.3.1. Setting

1.3.2. Aim of the National Malaria Health Education Program

1.3.3. Objectives of the National Malaria Health Education Program

FÈÁV[Á]; [çãà^Áð; c^! Ë^&c[!æļÁ&[E; !åð; ææði; } Á[-ÁP^æţc@Á^å* &ææði; } Ác[Á!^æ&@Ác@Á] [[!^•cÁ
@[*•^@! |å•Áà^Áð; c; |çð; *Á&[{ * } ãc ÁP^æţc@Á, [!\^!•ÁÇÔPY•DÁG, ÁP^æţc@Á*å* &ææði; } LÁÁ

ŒÀV[Á]; [çãà^ÁT æþæðáæÁP^æţc@Á*å* &ææði; } Áà^Ác@Á&[{ * } ãc ÁP^æţc@Á; [!\^!•ÁÇÔPY•DÁG, Á
!^å* &^ÁT æþæðææÁ; [!àãàãc Áæ)åÁ; [!æþác Á; -Á;!^* } æð; oÁ; [{ ^ } Áæð; 寿ði; ^ } ÆÉÉ Á^æð•ÈÁÁ

1.3.4. Activities of Malaria Health Education Program in the Selected PHC Centre $\acute{\text{A}}$

- FÈÁ CŒ[] * Á, ãt@Ác@ Áæ* ^ å ÊĂ] !^* } æð, oÁ, [{ ^} Áæ) å Á&@\$\å!^} Áˇ } å^!ÁÍ Á^ ^æ* Á@æç^ Áà^^} Á

 ãå^} cãæì å Áæ Ác@ ^ Á\$, Ác@ Á; [] ˇ |ææāi } Á, @ Áæ; Áť, [• oÁ* ˇ &^] cãæ|^ Át, ÁT æþæt ææt ÆV @ !^-{ !^ EÁ

 c@ ÁT æþæt ææ ÁP^æþc@ÁÒå ˇ &ææāi } ÁÚ![* !æṭ Áæ Áˇ cājã āj * Á&[{ { ˇ } ãc ÁP^æþc@Á, [!\^!• Át Át Át Át Át Át Át Át Át æþæt ææ Át [!àæå ác Áæ) å Át [!cæþāc Át Át] !^* } æð, oÁ

 cæ* ^ cÁc@ ^ Á* ^ &c[!• Át Át Át Át Át Át Át Át æð ææ Át [!àæå ác Áæ) å Át [!cæþāc Át Át] !^* } æð, oÁ

 [{ ^} Áæ) å Á&@\$\å!^} ÈÁ
- ŒÁV[Á&[}å ˇ&cÁc@ Áæ&cãçããð •Á[-Ác@ Á] ¦[*¦æṭ ÉÁçæṭã; ˇ•Á¦^•[ˇ¦&^•Áæ^Á¦^ˇˇã^åáÁ¸ @ã&@Á

 □ å &|ˇå^Áxã, ^ÉÁˇˇã]{ ^}dÉáj-{¦{æxã;}ÉÁ; [}^^Áxæ)åÁx^&@,[|[*^ÉACB&&[¦åä, *ÁţÁÛð\ç^¦•Á

 ^c羠ÉÁÇŒ€È HFŒÁܸæ;å åæÁœæÁˇ}å^¦œæ^}Á¥¸å^¦ææ^;[Á];[}*^åÁæð;]¦[æ&@ÁqÍÁ&[{àæxã;*Á

 Tææ†ãæÁxî^Á;æ••Áåãdãdãà ˙æí;}Á;-Á[]*ÉÁæ•æ³;*Áij•^&cã&ãàæÁd√æx°åÁ;^œÁæ)åÁåãdãàædãà*œã;}Á

 [-Áæ;αÆ ææ†ãæÁxî^A; åå&ææã;}•Áxî^Á&[{{``}ãcÁP^梜Á;[¦\^!•ÈÁ
- I EÁÚ!^*} æð oÁ, [{ ^}Á] æð cã&ā] æð Áā, ÁT æþæð ãæÁP^æþc@Ád æði, ā, *Áæ&cãç ãæð •Á*ãç^}Áà^Ác@·Á &[{ { `}ãcÂP^æþc@Á[!\^!•Át[Álæðā^Ác@-ālÁæç æð^}^•••Át Æó@-Á;!^ç^}cāt}Áæð; åÁd^ææ{ ^}cÁ @[-Á; æþæð ãæðÁ

1.3.5. Core indicators and logic model for Malaria Health education program at the selected PHC centre

Table 1: Malaria indicators recommended by WHO (WHO, 2011a:10).

<i>/</i> \					
Q] æ&oÁ	Çlåã&æ{¦•Á	Þ`{^¦æe[¦∙Á	Ö^}[{ ãjæe[¦∙Á	Ó¦^æ\E	ÖæræÁ
{ ^æ*¦^Á				å[¸}Á	•[
Tæ†ætãærÁ	Ô[}-ãi{^åÁ{æ†æ†ãæ#	Ô[}-ã{ ^åÁ	Ú[] ˇ æaā[} Á	Ú¦^*}æ}øÁ	Ô ã^} oÁsacead
&æ^•Á	&æ•^•Ç; ã& [•&[]^Á	{ æ ædåædÁ&æe•^•Æ		¸[{^}}ÊÆÉÉÁ	
	[¦ÁÜÖVÐÁ]^¦ÁF€€€Á]^¦Á ^^æ}Á		{æ∤^ÊÁ	& aja&adpÁ
]^¦•[}•Á,^¦Á^æ;Á	ÝF €€€ Á		-^{ æ <u>†</u> ^Á	¦^çã^¸Á
					å[&~{ ^}oÁ
Tæ†ætãæA	QAÁ]ægāN}oÁ{æþæbáægÁ	Þ[Á [<i>Á</i>	Ú[] ˇ æaā[}Á	Ú¦^*}æ}øÁ	Ô ã^} oÁsaææ
&æ•^•Á	&æ•^•Á:]^¦Á:F €€€ Á	ã;]æcã^}oÁ		, [{^}}ÊÆÉÉÁ	& aja&adpÁ
]^¦•[}• / j\^¦Á\^ælÁ	{ ædpædåædA&æe•^•A		^\a\£\{ \a\£	
]^¦Á ^^æ¦Á ¢Á		-^{ æ‡^Á	å[&~{ ^}oÁ
		F€€€Á			
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INPUTS	ACTIVITIES/ PROCESS	OUTPUTS		OUTCOME	
Staff Money (Government)	Malaria Health education at households (I EC on malaria): Mobilizing the pregnant woman to:	Improved capacity in the Health workforce Indicator of mortality and morbidity change rates favourable.	SHORT	INTERMED IATE	LONG TERM
Nets Health education material	Sleeping under ITNs Use prevention strategies of malaria Early diagnosis and treatment of malaria Community behaviour change and communication Improve home management and referral Re-treatment of bed net	Reduction of overcrowding consultation of Malaria Nurses' job satisfaction Health perception Number of training programs conducted Staff involved in training How many people trained	Improved knowledge and attitudes by women towards Malaria prevention Participation in Health decision making Developmen t of self-care skills	Community behaviour change CHWs intervention valued Improved client and family coping Adoption of Healthier lifestyles Participation in continuing care for specific condition	Reduction of Malaria mortality and morbidity

Figure 1 k/55[* 38ÁT[å^|Á[¦Á^çæ|řææã[}}Á[-ÁTæ|ææðæðÚ|[* læ(•Á

1.4. PROBLEM STATEMENT

 $P[\ ^{c} \ ^{l} \vec{E} \& [\ \{\ ^{\ }\} \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ [\ ^{\ }] \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + coa_{l} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + \vec{ac} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + \vec{ac} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + \vec{ac} \ (\ ^{\ }) \ \vec{ac} \ \acute{A}P^{a} + \vec{ac} \ (\ ^{\ }) \ \vec{ac} \$

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1.5. AIMS AND OBJECTIVES OF THE RESEARCH EVALUATION STUDY

1.5.1. Aim of the study

1.5.2. Objectives of the study

V@Ánàb\8cãc^•Án-Án@Ánccå^Á, ^¦^KÁ

- "Á V[Áãà^} cã-ÁãÁc@ Áæ•] ^8c•Á[-Ác@ ÁT æþætáæbÁP^æþc@ÁÒå* 8ææã[}Á]; [*; æṭ•Á*ãç^}Áà^Á
 ÔPY•Á(æÂ][••ãà]^Áã, ¼*^} 8^Ác@ Á^~^8cãç^}^••Á[-Ác@•^Á]; [*; æṭ•Áā, Á\^å* &ã, *Á
 TæþætáæÁ[[; àãàãc Áæ)åÁ[[; cæþãc Áā, Á; /^*]æ)cÁ[{ ^}Áæ)åÁ\$c@åå; ^}ÆÉÍ Á^æ;•ÉÁ

1.6. HYPOTHESIS

Q[| Áx@ Áx [Áxæ+* ^ cÁt | [*] • ÁQÚ | ^* } æ+ cÁ [{ ^ } Áxæ+ å ÁÔ @ jå | ^ } ÁEË ^ ^ æ+• DÁ

"Á PehÁT æþæð ãæÁÇ [¦æðað DÁG€€Î ËG€€Ï ÁNÁT æþæð ãæÁÇ [¦æðað DÁG€€Ì ÁÇ ÁG€FFÁ

"Á PehÁT æbæbáænÁQT [¦àãããc DÁG€€ Î ÉGG€ Ï ÁMÁT æbæbáænÁQ; [¦àãããc DÁG€€ Ì ÁG ÁG€FFÁ

1.7. SIGNIFICANCE OF THE STUDY

▶Á Education

"Á V@ÁÐj-{¦{ ææði}}Á, ðiļÁj¦[çãða^Áæó4)^, Áà[å^Á[-Á\}[, |^å*^Á-{¦Áo@ Áæ&scāçãðð•Á[-Ác@ Á
TæþæðiðæóÁP^æþc@ÁÖå* &ææði}}ÁÚ¦[*¦æé! ÉÁ

"Á V@ÁÐ, -[¦{ ææði]}Á&æ)Áà^Áï•^åÁÐ,Ác@Á\å*&ææði]}Á; -Á)*¦•^•Áæ)åÁ&[{{ `}ãcÁP^æ¢o@Á , [¦\^¦•Á, @)Áæd^ÁÐ,ç[|ç^åÁÐ,Ás@Á&[{{ `}ãcÁP^æ¢o@Á,[¦\^¦•Á];[*¦æ€ÈÁ

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Á

▶Á Policy

″Á V@àÁ• čå^Á¸ã|Á*ãç^Áðj-{¦{ææãj}}ÁqíÁ][|ã&Â{æà^!•ÁæàååÁ~}å^¦•Áæà[čÁc@AÁ^^&&ãç^}å^¦•Áæà[čÁc@AÁ^^&&æãg^}^•••Á;ÆTæææåãæÁP^ææ¢æÁååå&ææãj}ÆÿÄܸæàåææÄ

▶Á Community

"Á V@ Áðj-{¦{ ææðj} Å* ææðj ^å Á+[{ Ác@ða Á+ c* å* Á(æê Á&[} d æða * c* Áq[Áð[] ¦[çðj * Ác@ ÁP ^æþc@Á ^å* &æði]} Áj; |[* ¦æ(Áæ) å Áœ • Ág[Á\^å* &ðj * Á(ææ*\}æþáæ) å Á&@ðjå Á; [¦cæþáæî ÈÁ

1.8. DEFINITION OF TERMS

Table 2: Definition of terms

Term	Definition
Ô[{{ `} ãc ÁP^æ‡o@ , [¦\^!•Á Á	Ô[{{`}ācÁP^aqc@Á¸[¦\^ •Á&æd¦^Á¡`oÁ`}&cā[}•Á\ ææ^åÁq[ÁP^æqc@Á&æd^Áå^ āç^¦^Áæ)åÁ æd^Ádæāj^åÁajÁ•[{^Á¸æÁajÁc@Á&[}o^¢oÁ[Ac@Áajo^ ç^}cā[}LÁc@^Á@æç^Á][Á;[{ædÁ]¦[⊶••ā[}ædÁ[¦Á]ædæ]¦[⊶••ā[}ædÁ&^¦cãa&ææ^Á[¦Áo^¦cãæd^Á^å`&ææā[}ÁÁå^*¦^^ÁÇŠ^¸ãÁ^o ædÆG€F€DÁ
Ò^&æ;^}^••ÁA Á	Ò^&cãç^}^••Áã;Ác@ Áæàājãc Ác[Á]¦[å*&^ÁæÁ•]^&ãã&Á¦^•* cÁ[¦Ác[Á^ç^}cÁæÁ•]^&ãã&Á {^æ*¦æà ^Á5;- *^}&^ÈÓ^&cãç^}}^••Áā;Ác@ Áæàājãc Á;-Áæ;Á5;c°¦ç^}cā;}Ác[Á;¦[å*&^Ác@ Á å^•ã^åÁà^}^~ã&ãæ†Á°^&cÁ5;Áæ&c æþÁ•^ÁKÇÖ[¦æ;åÊG€€Ё KÎ;€CIDÉA
Òçæ† ænā[}ÁÁ Á	Òçæy æ anā } Án -ÁnaÁn [* æ (Á* ^) ^ æ ^Án } ç [ç ^ • Ánæ • ^ • • ā ; * Án } ^ Án Án [! ^ Án -Án@ Án [¸ ā ; * Á -ãç ^ Á å [{ æ and • KÁQFDÁc@ Á} ^ ^ å Á - { ÁæÁ] [* æ (LÁQCDÁc@ Á] [* æ (• Á å ^ • ā) LÁQFDÁña A and [] ^ { ^ } cæ and } Áæ) å Á • ^ ç and ^ án ãg ^ ˆ LÁQFDÁña Án [] æ nó A [Á [* ca [{ ^ • LÁæ) å Á QFDÁña A ^ ~ and A grì [• • án o Án A ghì Án Céan Bá A ghì Bá
P^ædo@Á\å`&æaā[}Á	P^ædc@Á\å`8ææāi}ÁānÁææÁ\`à&[{][}^}cÁt, ÁP^ædc@Á;![{[cāi}ÊAæ)åÁc@áAæiÁc@Ác\;{Ác@ææÁ ã Á;[•cÁæ]]![]!ãææ¢ÁājÁc@Á&[}c¢ó4[-Ác%æ&@3;*Ájææð}oēÉA&Jà)o•ÁæjåÁc@áIÁæ;äjân•Á ÇÛ`ãj}ÁBÁP`*@•ÊÁCŒË KI€EDĚÁCB&L¦åäj*Á[ÁÔ æ&\ÁÇŒÈ KGÎHDÉAP^ædc@Á\å`8ææāi}ÁānÁ æjÁæ&cãjãcÁc@ææÁo;åíÁg,-{!{Ác@Áājåãçãã æþÁj}Ác@Ájæč!^Áæè•[8ãææ*åÁ,åcæè•^•Á;ÁP^ædcæð āl}}^••ÁæjåÁc@ææÁājåãçãã æþ•Á]^!•[}æÁþ/çç/ Á[-Á!ã\Áæ••[8ãææ*åÁ,ãc@Ác@Ájã^•c° ^Á !^ ææ*åÁā^@æçāi`!ÉÁ
Qx & ç ^ } a [} Á	Ο, α'; ς^} αῖ; Áã Ác@ Áæ&cÁ; ¦Áæ&cÁ; Æá; α'; Δ'; ā; ÉA; Á; [åæ Á; Á; [åã ÈĂΟ;Ác@ Á&]; α'¢cÁ; Æc@á Á • c'å ÊÃã6Á; ^8&ã&æa; Á;^Δ;• Á; Áæ; ^Á; ^æ* ¦^Á; @, •^Á; ';][•^Áã Á; Áā;]; [ç^ÁP^æ;άξ; Á q'Áæ;α';Ác@ Á&[ˇ¦•^Á; Æáã^œ•^ÁÇÖ[; æ; åÊÁG€€Ё KJÎÍDĚÁ

Term	Definition
TaqadãæÁ	TæpælänerÁnā Áæn) Ánāj -^8caī[ˇ•Áåāā ^æe ^Á^}å^{ a8kÁāj Á(æ) ^Á,æd{Á\^*ā[}•Á[-Ác@^Á, [¦ åÁ 8æĕ•^åÁà^Á[à ā*æe^Áājdæs8^ ˇ ædÁ]¦[d[:[æÁ[-Á*^}ˇ•ÁÚ æe{[åã{ÊÁˇ•ˇæd ^Á dæ)•{ãnc^åÁa^Ác@Áàãc^•Á;-Áāj-~8cc^åÁæn)[]@/jāj^Á([•ˇˇãī[^•ÈÁTæþædãneÁnā-Áæþ•[Á8æd /åÁ]æţˇåãa{ÁÇÖ[¦æ)åÊÆG€€Ë KFFFCDDÁ
Ú¦^*} æ} &î Á	Ö[¦ æ] åÁÇŒË KÆÎ HFDÅå^-æ], ^• Á] ¦^* } æ) & Áæ Ásthe condition of having a developing embryo or foetus in the body, after union of oocyte and spermatozoon. The period, during which a female is pregnant, in humans, being about 266 days from the last normal menstrual period to birth or 288 days from the last normal menstrual period to birthÉA

1.9. THEORETICAL FRAMEWORK

V@ Áç [Á; [å^|•Ásd-^Áså^•&lãa^åÁsà^|[;ÈÁ

1.9.1. The CDC Evaluation Framework

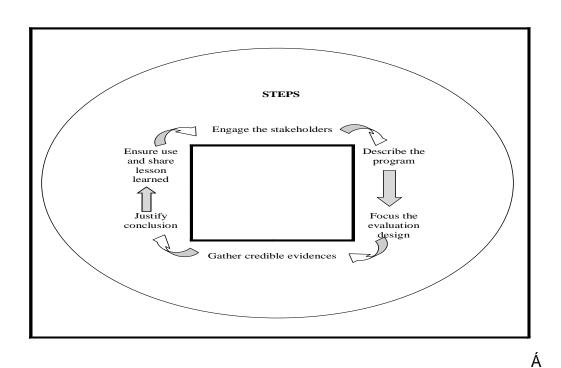


Figure 2: ÔÖÔÁÒçæ| ĕæã[} ÁØlæ(^, [¦\ ÁÇÔÖÔÆFJJJDÁ

Step 1: Engaging Stakeholders

 $\begin{array}{l} \text{CBS}[\mid \mathring{a}\mathring{a} \mid \mathring{A} \mid \mathring$

With regard to the Malaria Health Education Program at the selected primary Health care centre, the stakeholders were those involved in the operations of the program (primary Health care management, supervisor of CHWs, technicians in the laboratory, nurses, doctors, social workers, partnerships, consultation staff, archive staff, community Health workers and researchers) and those served or affected by the program (community Health workers, pregnant women, children under 5 years old and

their family members, nurses, consultation staff, technicians in the laboratory, selected primary Health care organizations) and finally, the primary users of the evaluation (researchers, policymakers, partnerships, managers).

Step 2: Describing the program

V@Áå^•&¦aj cāj}Á[-Ác@Á];[*!æṭÁã•Áæ)Á^••^} cãæṭÁ&[{][}^}cÁā;Áæ)Á^çæṭæāi]ÈÁQ;Á
^çæṭæāi]ÊÁc@Á^-~&cāç^}^••ÁÇ˙c&[{^•DÁ; Ác@Á];[*!æṭ{^Áã•Á^çæṭæāi}•cÁã•Á
æãṭ•ÊÁc@Áā;]æ&cÁ[-Ác@Á];[*!æṭÁæṭæāi]•cÁã•Ái;àb^&cāç^•Áæ)åÁc@Á];[&^••Á^çæṭæāi]•Á
ææṭæāj•cÁc@Áæ&cãçãcãð•ÊÁ];[&^••^•Áæ;åÁ^•[ˇ|&^•Áā•Ái;Áæ^A];[*!æṭÁÇTā•c^ā;ÊÁY^cc^‡ææti]}Á
ææṭæāj•cÁc@Áæ&cãçãcãð•ÊÁ];[&^••^•Áæ;åÁA^•[ˇ|&^•Ái;Ác@A];[*!æṭÁÇTā•c^ā;ÊÁY^cc^‡ææti]}Á
ĈÖÔÁÒçæṭˇææti]}ÁY[!\āj*ÁÕ![ˇ]ÊÁC€€€HOCCDEÁV@Á];[*!æṭÁå^•&iāj cāi]Áāj &i¸Áāj &i¸á^•Ái,^*åÉA
^¢]^&c³āÁ^-~&œÊæ&cãçãcãð•ÊÁ^•[ˇ|&^•Êàcæ*^Á;Áå^ç^|[]{ ^}cÉ&[} cœtÃi, Áái^ç^|[]{ ^}cÉ&[] cócæÉHOCCDEÁV

CŢā•c^ā;Ácæ±Ãi, Acócæ†ÉGC€EHOCCDEÁ

The purpose of this step was to describe the mission, objective and strategies of Health education given by community Health workers within the <u>Malaria Health education</u> control program to all the stakeholders in the selected PHC Centre which was to be evaluated. The program is described in Section 1.3.

Step 3: Focus the evaluation design (Methodology)

This section is described under the Methodology section in this thesis. The evaluation design is only focused on evaluating the process (activities) of the program and

evaluating the outcomes of the program, namely the reduction of Malaria mortality and morbidity in the Logic Model.

Step 4: Gather credible evidence (Data collection)

The data were collected from the stakeholders in this project. This section is described under the heading, Data Collection.

Step 5: Justify conclusions (Data Analysis)

Ùœà^@|å^¦•Á; ˇ•ơÁà^Áá; &|ˇå^åÁá; Ác@àÁ·cº]Á[Ác@æÁc@^Á&æ; Áŏ•cæÂc@Á&[}&|ˇ•áṭ}•Áæ; åÉÁc@!^{!^É&[}-æā^}d^Á; •^Ác@Á^•ˇ|o•Á; -Ác@Á^¢æ; ææā]}ÁÁÇÔÖÔÉÆFJJJŒÁV@Á];[&^••Á; -Ác@Á^•¸á; -Ác@Á^çæ; ææā]}ÁÁÇÔÖÔÉÆFJJJŒÁV@Á];[&^••Á; -Ác@Á^•¸á; -Ác@Á^çæ; ææā]}ÁÁÇÔÖÔÉÆFJJJŒÁV@Á];[&^••Á; -Ác@Á^•¸á; -Ác@Á^çæ; ææā]}ÁÁÇÔÖÔÉÆFJJJŒÁV@Á];[&^••Á; -Ác@Á^•¸á; -Ác@Á^°¸á; -Ác@Á^°¸á; -Ác@Á^°¸a; -Ác@Á^°¸a; -Ác@Á, -Ác@Á^°¸a; -Ác@Á^°,a; -Ác@Á^°,a; -Ác@Á^°,a; -Ác@Á^°,a; -Ác@Á^°,a; -Ác@A^°,a; -Á

The analyzed data were the base from which the conclusion were drawn and is described in the Data Analysis section of this research.

Step 6: Ensure use and share lessons learned

Feedback will be given to relevant stakeholders of the PHC Centre management, the Rwandan Government and the Malaria Program in Rwanda on completion of this study.

1.9.2. The LOGIC Model

 $V@ \acute{AS[} c^{\circ} c\acute{A} + (a^{\circ}) c^{\circ} + (a^{$

 $\begin{array}{l} O \bar{\bullet} \ A \& \& A \hat{\bullet} \ A \hat{\bullet}$

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ЖÁ

	INPUTS	ACTIVITIES/ PROCESS	OUTPUTS Improved capacity in the Health workforce Indicator of mortality and morbidity change rates favourable.	ОИТСОМЕ		
	Staff Money (Government)	Malaria Health education at households (I EC on malaria): Mobilizing the pregnant woman to:		SHORT	INTERMED IATE	LONG TERM
Malala Burdell	Nets Health education material	Sleeping under ITNs Use prevention strategies of malaria Early diagnosis and treatment of malaria Community behaviour change and communication Improve home management and referral Re-treatment of bed net	Reduction of overcrowding consultation of Malaria Nurses' job satisfaction Health perception Number of training programs conducted Staff involved in training How many people trained	Improved knowledge and attitudes by women towards Malaria prevention Participatio n in Health decision making Developmen t of self-care skills	Ŭ	Reduction of Malaria mortality and morbidity

Figure 3: Š[* 8&ÁT [å^|Á&[{] [}^} o•Á[¦Á^•^æ&@Á; |[b/&c

1.10. OUTLINE OF THESIS

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1.11. CONCLUSION

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CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

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2.2. MALARIA AND PREGNANT WOMEN

2.3. LIFE CYCLE OF PLASMODIUM FALCIPARUM

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2.4. SIGNS AND SYMPTOMS OF MALARIA

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2.5. MALARIA IN DEVELOPING COUNTRIES IN GENERAL

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2.6. DANGER SIGNS OF SEVERE MALARIA

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2.7. EFFECTS OF MALARIA DURING PREGNANCY, LABOUR AND PUERPERIUM

CB&| ¦åã * Á¢ ÁPæ ^¦Á^oÁæHÁÇ€€UKFCDÉA| ¦^çã * • Á• č åã • Á&æ¦ã åÁ| * oÁ| } Á• ^{] ¢ { ææ&A &[}•^~~^} &^Áā Áæd^æ Á[-Áà[c@Á• cæà|^Áæd åÁ`}• cæà|^Ád æd •{ ã•ā]} ÈÁÁQ Áæd^æ Á[-Á• cæà|^Á Tælædæðádæð, $\{\tilde{a} \cdot \tilde{a}\} \cdot \{\tilde{a} \cdot \tilde{a}\} \cdot \hat{b} \cdot \hat{a} \cdot \hat{b} \cdot \hat{a} \cdot \hat{a}$ æ* { ^} c^åÁåæ) * ^¦Á[-Á{ æc^¦} æbÁæ) æ% { ãæbÉ|[Áàãc@Á ^ãt @ÁÇŠÓY DÁã -æ) o Áæ) åÁã -æ) oÁ a^ac@ EAP[^c^! EA Ach^ae Á āc@Á } • cæà|^Á; !Á[ÁT ækælāæÁc æ} • { ã • ã; } EA; !^* } æ} cÁ [{ ^} Á @ecp^Á{ āā adÁæ&~~ã^åÁã { ~~}ãcÁd ÁT adædææÁæ)åÁæb^ÉÁc@•ÉÁææÁã &'^æ•^åÁ¦ã\Á[-Á \bullet ^{] of { accase AT acceptant ac ``}å^•ālæà|^Áàālo@ÁI``o&I{ ^•ÉÉ•`&@Áæ•ÁI¦^¢^¦{Álæà[`¦ÉÉæà[¦dāI}Áæ)åÁ•dā|àālo@èÉÁTæbæáãæÁ å ' | ā * Á | | ^ * } æ } & ^ Á | [• ^ • Á& | } • æ ^ Áæ | ^ Á | æ | ^ Á | ã \ Á f Á c@ Á { [c@ \ | Ê A | ^ c * Á æ } å Á } ^ [} æ ^ Á æ } å Á Þ*æ••æÁÇG€€I DÁæ+**^•Ác@æaÁT ælædãæÁn°¦ã,*Á,¦^*}æ)&^Án§ Á,[cÁ;}|^Á,[¦^Á;^*^} dÉn`cÁc@ Á •^ç^¦ãc Á; -Áæacæ&\•Áã;&\^æ•^ÈÁV@•Áæ}æ\{ãæÁ¦æ}åå|^Á;&&`¦•Áå`^Áq;Á@æ\{[|^•ã;Áæ}åÁ •^``^•dæal}Á[-Áa-^&c^åÁ|^åÁà|[[åÁ&^||•ÁÇÜÓÔ•DÁad Ac@Á|^cæX|[^}å[c@|ædÁ•^•c^{ Ac@A| $CUOUDEAU[c^{\circ}]$ cand A and @]æ[•]|^}[{ ^*æ|^ÊEV @;\^Áx@;\^Áæ Áæ]]^æ;æ}&^Á, ^*æ|[à|æ•æ&Á&@æ;*^•Á&@æ;\^•Á[;}^Á { æ¦[• ÊÁ\ ^ œæÁæð åÐ ¦ Á\ ææ^¦} ææÁå^ææ@Á\ æê Á\ &&`¦ ÁQ▷*æ••æÊÁQ€€□ DĚÁ

2.8. SHORTAGES IN HUMAN RESOURCES FOR HEALTH CARE

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2.9. RELATIONSHIP/FACTORS INFLUENCING EFFECTIVENESS OF MALARIA HEALTH EDUCATION GIVEN BY THE CHWs

2.9.1. Selection of community Health workers

OB&| ¦åã * Áţ ÁÞ * æ ælæÆT æl{ à^! * ÉFÔæ|••[} ÉFØ^!!^⿯YU^c [|åÁæ} åÁÓ|^••à[!} ÉFØ€FFKODÉA ā Ác@āÁ• č å Áā Á¦ ¦æÁVæ): æ) ãæÉóc@ Á• ^ | ^ &cā } ÁI -ÁÔPY • Á æ• Áàæ• ^ åÁI } Ác@ Á* ^ } å ^ ¦ Á à ædæð &^ ÊÁ\^• æð^} cæddÁæð^æÁæð å Áææð ððóc Áct Á\^^] Á\^&! ¦å• EÁ\Ù@\\^|^} à` ;* ÊÁS^æð æ€ ðð æ€ ðð æÆð ðÁ Y [|--^| • ÁÇECHEFFDÉA | [c^ Ác@acÁa ÁZæ à ãæÁc@ Á ^ | ^ &cā } Á&l ãc^ | ãæÁ ^ | ^ ÉÉ a respected and trustworthy person, preferably female; around 30 years of age and not above 50; living in the community; willing to work on a voluntary basis; able to read and write in the local language ÈÁQÁÜ, æ}åæÊÁæ&&|¦åã;*ÁÇÁT **^}ãÁÇÆFFDÉÁc@¦^Áæ;^Á; °¦Á&|{{ `}ãcÁP^æ;c@Á [| \ ^ | • ÁB, Á^ æ&@Áçāl|æ* ^ Á^ ç^ | Á, @ Áæ+^Á^ | ^ &c^ å ÁB ^ Áo@ Á ^ [] | ^ Á -Áo@æAçāl|æ* ^ ÈÁU } ^ Á^ { æ+^ÁB ÁA āļÁ&@ed*^ÁjÁk@ed*^ÁjÁ&@ed*^ÁjÁ&@ed*^ÁjÁQeO*¦æeOåÁ æ-æai• ÈÁV @ Á•^|^8cai } Áæ) å Áci æai ā * Ái -ÁÔPY • ÁSI * } d^, ãà^ Áā Áj \^åÁci Áæiðå āç^; • ãã8æai } Ái -Á • dæ^* ā\• LÁg Á\^å &\Á&@aåÁæa} åÁ æe^\} æb\ [| cæbāc Áæa} åÁ&g { { ` } āc Á&æ• ^Á; æb æ* ^{ \} obÁ Ó^+ | ^Á cãã ã * Ác@ Á^| çãx^• Á ÁÔPY • ÉQ _ ^c^| ÉA * | • ^• Á Q * | å Á } • * | ^Ác@ecÁQ • ^Áæ&d | • Á c@ee/fai] \[$c^Ac@ faiA \sim 8cac^A \sim 6cac^A \sim A^* & @e A^* \sim A^* \otimes e^A \otimes e^A \sim A^* \otimes e^A \otimes e^A$ æ}åÁ&[}¢ā*[*•Á*]][¦dÉæd^Á,^||Á&æe^¦^åÁ;¦ÁQÓæ*ā,æÉÆ€JKFÎJDĚÁ

2.9.2. Community Health workers visiting households

2.9.3. Understanding the specific role of CHWs

2.9.4. Collective functions of Community Health Workers

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2.9.5. Building a workforce of CHWs: materials, training and certification

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2.10. IMPORTANCE OF PRIMARY HEALTH CARE

2.11. THE ROLE OF GOVERNMENT WITH RESPECT TO HEALTH CARE EQUITY

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2.12. MAJOR DEVELOPMENT PARTNERS

2.13. HEALTH EDUCATION ON MALARIA CONTROL

2.13.1. Importance of prevention of Malaria in pregnant women

2.13.2. Health promotion and disease prevention

2.13.3. Effect of Health education for pregnant women

2.13.4. Distribution of insecticide-treated nets (ITNS)

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2.14. CASE MANAGEMENT FOR MALARIA

2.15. INTERMITTENT PRESUMPTIVE TREATMENT (IPT) DURING PREGNANCY: treatment failure and increased resistance in Rwanda

2.16. RECORDING OF MALARIA CASES IN THE PIMARY HEALTH CARE CENTRE

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2.17. CONCLUSION

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CHAPTER THREE

METHODOLOGY

Focus the evaluation research design

3.1. INTRODUCTION

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3.2. RESEARCH PARADIGM AND APPROACH

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3.3. RESEARCH DESIGN

Part 1: Process Evaluation - CHW record audit:

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Sample and sampling KÁÚæ{] |^Á§ &|ˇå^åÁæ|ÁF€Ì ÁÔ[{ { ˇ } ãc ÁP^æ|c@Á¸ [:\^!•Á¸ @ĮÁ¸ ^!^Á !^] | ^•ˆA¸ &c ÁP^æ|c@Á¸ [:\^!•Á¸ @ĮÁ¸ ^!^Á | * Á
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Data collection kÁÖ ¦āj * ÁåæææÁ8[||^8cāj } Ác@ Á\^•^æ&@ ¦Á*æāj ^å Áæ&&^•• Át Ác@ Á\^&[¦åÁj -Á c@ ÁÔPY • ÉÆG€FFÁæj åÁ&[{] |^c^å Ác@ Ád &c ¦^å Ác@ &\ |ã oÆj • d ` { ^} oÆj • d ` { ^} oÆj ||^8cāj } Á

Part 2: Historical Control Quasi-Experimental Outcomes Study: A Retrospective Comparative Clinic Record Review

* • ā; * Á&[{ { ` } ãc ÁP^æ; c@Á; [!\^! • Áq Á^å ` &æe^Á] !^* } æ; oÁ; [{ ^ } Áæà; ` oÁT æ; eæ ãæ Áæ; å Á åã d ãà ' c^Áā; • ^ &cã&ãå ^ Ëd^æe^å Áà ^ å Á; ^ o• ÈÁOE * ` { { æ; Á; -Ác@á Á&[{] [} ^ } c • Á; ^ c@; å[| [* ^ Áē; Á å^• &l ãa ^ å Æ; ^ |] ; ÈÁ

Objective kÁ/[Á^çæ| ĕæ^Á, @ c@ | Ác@ | ^Á@æåÁà^^} ÁæÁ^å &cã| }Á§ Ác@ ÁT æþæð ãæÁ [| àãå ãc Áæ) åÁ { [| cæþāc Áæ{ [} *Á] | ^* }æ) cÁ, [{ ^} Áæ) åÁ&@åå | ^} ÁŒÉ Á^ æð• Ác@æóÆæåÁà^^} Á* ãç^} ÁT æþæð ãæÁ P^æþc@Á*å &ææã| }Áà^Á&[{ { `} ãc ÁP^æþc@Á, [| \^| • Áæ•Á&[{] æb^åÁ, ãc@ÁcQQ • ^Á, QQ Á@æåÁ} [cÁ | ^&^ãç^àÁ* &@ÁP^æþc@Á*å &ææã| }ÉÁ

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i^8[¦å• Áæ• Áæo?} åã, * Áo@Á^|^&c^åÁÚPÔÁÔ^} d^Á[¦ÁT æ|æðãæÁd^ææ(^} óÁà^ç ^^} ÁŒ€Î Áæ) åÁ
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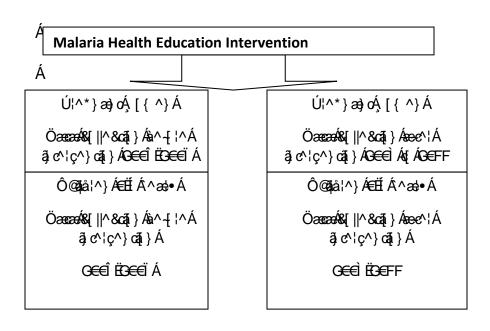


Figure 4: ÖææÁÔ[||^&æ] } ÁÚ¦[&^••Á

3.4. RESEARCH SETTING

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 $c@[* @A[AO^a| AO^a| AO] | AAO[* AAO] AAO[* AAO] AAO[* AAO] AAO[* AAO[* AAO] AAO[* AAO] AAO[* AAO[* AAO] AAO[* AAO] AAO[* AAO[* AAO[* AAO] AAO[* AAO[* AAO[* AAO] AAO[* AAO[$

3.5. STUDY POPULATION

OEÁ][] ˇ |ææāi] Á ã Áæ) Á^} cả ^Á•^cÁ[-Áāj å ãçãà ˇ æṭ•Á[¦Á[à bʰ&o•Á @æçāj * Á•[{ ^Á&[{ [}Á &@æbæ&c^¦ã cã&ÁÁ¸ @ Áæb^Ác@ Á[& *•Á[-Ác@ Á^•^æb&@Á•cˇ å ÂÇÚ[|ãcÁBÁÓ^&\ ÉÉG€€Ì KÎÎFDĚÁV@ Á][] ˇ |ææāi] Ái Ác@á Ácˇ å Á¸ ^¦^Ásã-^¦^} cÁ[¦Ác@ Ác¸ [Ájæbo•Ái Ác@ Ácˇ å ÈÁÁ

Part 1: CHW record review:

 $V@Acad*^of_{[]}`|acat_{[})A'_{t}Ac@Aa_{0}OA_{0}[{]_{}}^{} \circ A_{0}OA_{0}^{} \circ A_{0}OA_{0}^$

Part 2: Retrospective Comparative Clinic Record Review

V@Áæd*^oÁ[] ` |ææa]}Á; Áx@áÁ^8[} åÁ8[{][}^}oÁ; Áx@Á*c`å^Á; ^!^Áx@Á; !^*}æ)oÁ; [{ ^}Á
æ)åÁ&@Aå!^}Áæ*^åÁ€Ë Á`^æd•Ájá; c^åÁjá; Áx@Á&Jå; æÁA^&[¦å•Áæ•Áææc^}åä; *Áx@Á*^|^&c^åÁÚPÔÁ
Ô^}d^Á; !ÁTæÞæðææÁs^æg(^}oÁs^c; ^^}ÁG€€Ê Áæ)åÁG€FFEÁ

 $V@ \acute{A}\&l\ddot{a} \ \vec{a}\&a\dot{A}^{\wedge}\&l\ |\ \dot{a}\bullet\acute{A}_l\ \dot{A}^{\perp}|^{\wedge*}\} \ \vec{a}, \ \acute{A}_l\ |\ \dot{A}^{\wedge}\&a\dot{A}_l\ |\ \dot{A}$

3.6. SAMPLES AND SAMPLING

 $\dot{\Delta}_{\alpha} = \dot{\Delta}_{\alpha} + \dot{\Delta}_{\alpha}$

Part 1: CHW record review A

 $V @ \acute{A} \wedge \not= \acute{A} \bigcirc FF / \mathring{A} \wedge \mathring{$

Part 2: Retrospective Comparative Clinic Record Review

 $V@\acute{A}_{1}^{*} \downarrow][\bullet \land \acute{A}_{1} - \acute{A}_{2}@\acute{A} \land \circ \acute{A}_{1} - \acute{A}_{2}@\acute{A}_{1} \land \circ \acute{A}_{2}] = A \land \acute{A}_{1} - \acute{A}_{2}@\acute{A}_{2} \Rightarrow A \land \acute{A}_{1} + A \land \circ \acute{A}_{2} \Rightarrow A \land \acute{A}_{2} + A \land \circ \acute{A}_{2} \Rightarrow A \land \acute{A}_{2} + A \land \circ \acute{A}_{2} \Rightarrow A \land \acute{A}_{2} + A \land \circ \acute{A}_{2} \Rightarrow A \land \acute{A}_{2} \Rightarrow$

3.7. DATA COLLECTION INSTRUMENTS

* ãç^} Áà^Á&[{ ` } ãc ÁP^ædc@Á¸ [:\^!•ÁQĨ [|ÁOŒDÁæ) åÁç¸ [Á&@ &\ |ã ơ•Áť | Ác@ Á'^cl [•]^&cãç^Á &[{] æbæãç^Á^&[|å•Á^çã^¸ÁQĨ [|ÁODÁ; }^Á; -Á¸ :\^* } æ) oÁ¸ [{ ^} Á¸ ãc@ÁT æbæðãæÁæ) åÁc@ Á; c@ !Á [-Á&@¾å!^} Á`} å^!Á Á^æð•Á¸ ãc@ÁT æbæðãæÆÁÁ

Part 1: Process Evaluation - CHW record review

Part 2: Retrospective Comparative Clinic Record Review

 $\begin{array}{l} V_{,} [\acute{A}^{+} \acute{G}^{-} \& \acute{G}^{-} \mathring{A} \& @ \& | \~a \acute{A} \& @ | \^a \acute{A} \& @ |$

3.8. VALADITY AND RELIABILITY OF THE TOOLS

3.8.1. Validity

Xæṭãi ãc Áãi Áå^-āj ^å Áæṇ Áo@ Áå^* $| ^ A_i =

Ô[} ơ\} ơÁ çæ þáða ác Á ¦^-~\|•Á (Į Á ơ@ Á å^* ¦^^Á ڳ Á ¸ @ & @ Á & @ & \| Ã • Á @ æ, ^Á æ å^``æ ^|^Á |^] |^•^} ơ å Áæ ||Áo@ Áão { •Á[-Á&[} ơ\} ơÁ [¦Áo@ Á&[} & ^] • Áà ^ ¾ *Á(^æ * ¦^ å Á ÇÚ[|ã Á B ÁÓ ^ & ÉÁ $\begin{aligned} &\text{GEE} \text{ if } \text{EDEAV} \text{ $ac@a, $Ac@a$

Table 3: Content Validity and Objectives

Objective	Indicators	Checklist
		Tool A: (For 2011) Ô ā að Áæ á að MÁFEÁ Á V æað ā * KÁUEÁFFÁ P^ædo@Á å * &ææði } Á { ææ \ að de Á að æð að að de Á FGÁÁ T [cãçææði } KÁFHEFI Á Ô[{ { ` } að æð að áð á
Òçæţ ææ Áæţ å Á8[{]æ ^ ÁT æþæt ææ f {[!àãããã Á¸ Á¸ I^* }æţ oÁ¸ [{ ^} Á æ) å Á &@‡å I^ } Á ` }å ^ I Á Í Á ^ ^æ • Á à^{I } ^ Á c@ Á ~ I {æþÁ P^ætoæ f ^å * &ææð } Á I [* æ € ÁЀ€ Î ÉЀ€ Ï Á æ) å Á G€€ À Á G€FFÁææ I Á c@ Á æ) å Á G€€ À A G A G€FFÁææ I Á c@ Á &[{ { ^} } & { ^ } oÁ [~ Á c@ Á - I {æþÁ Tæþæð ææ Á P^æto@Á ^å * &ææð } } Á] [* æ € • ÉÁ	Q: 264[•&[]^Á;¦ÁÜVÖDÁ,^¦ÁF€€ÉÁ]^¦•[}•Á,^¦Á^æèÉÁ GĚÁQ]ææã}ơÁTæþæáãæÁ&æ•^•Á,^¦Á F€€€Á,^¦•[}•Á,^¦Á^æéÁ Ç&[}~ã{ ^åDÁ	O[{ { } } ao & & a } a A
Òçæţ æc^ Áæţ å Á&[{] æt^ ÁT ætæt æccf {[cætæc Áæj Á] ^*}æţ oÁ, [{^} A æţ å Á &@qå a ^} Á *}å^ Á Í Á ^^æt• Á à^+ ^ Á c@ Á - { { ætÁ P^æto@f ^å * &ææqī} A j * æt • Á O € € Î Ê D € € Î A æţ å Á D € € Ì Á q Á G € F F Á æev Á c@ A &[{{ ^} & ^} oÁ - Á c@ Á - { ætf Tætæt æccf A] [* æt • Á	Á	Tool B: Þ`{à^¦•Á;-ÁTæþæðāæÁ å^ææ@ Á§ Á^æð•ÁG€€ÎÁ§ Á G€FFÁÁ

3.8.2. Reliability

3.9. DATA COLLECTION

ÖæææÁ&[||^&cāt] Á&[{ ^} &^ åÁææ^!Áæd|Á!^~~ã^åÁ^c@\$&æAÁæt] ![çæţţţ Á@æåÁà^^} Á*!æ) &åÉÁ

\$\angle \angle \an

3.10. DATA ANALYSIS

Part 1: Process Evaluation - CHW record review A

Health education materials with Malaria: V@ÁåææÁ, æÁæþ æ∱•^åÁà Æå æ∱Áçææ^*[¦ææÁ åææÆÞÁæ) åÁc@Á¦^``^} &æ^êÉj^\'&^} œë^•Á, ^\^Á`•^åÁţ Á` æþ œã Ác@Áåã-^\^} œĆ]^•Áæ) åÁ ``æÆîÁ, Á;ææ^¦ææ†ÉÁ

Part 2: Retrospective Comparative Clinic Record Review

 $\hat{O}[\{] \Rightarrow \hat{a} * \acute{A}c@ \acute{A}\hat{a} * å \& \& eq[] * \acute{A}[* \acute{A}T \Rightarrow \hat{a} \Rightarrow \hat{a} \Rightarrow \hat{A}c@ \acute{A}] ^ | \hat{a} | \hat{a} * \acute{A} \Rightarrow \hat{a} * \acute{A} \otimes \hat{a} * \acute{A} * \hat{a} * \hat$

Á

Q[| Ás@ Ás; [Ázæ+* ^ cÁt | [*] • ÁQÚ | ^* } æ} cÁ; [{ ^ } Ásæ) å ÁÔ@ åå | ^ } ÆË ^ ^ æ • DÁ

″Á PehÁT ætedőaenÁÇ [¦cætőcî DÁGEEÎ ÉGGEÏ ÁMÁT ætedőaenÁÇ [¦cætőcî DÁGEEÌ ÁLÍ ÁGGEFFÁ ″Á PehÁT ætedőaenÁÇT [¦àãããcî DÁGEEÎ ÉGGEÏ ÁMÁT ætedőaenÁÇ [¦àãããcî DÁGEEÌ ÁLÍ ÁGGEFF

 $V@ !^{!} \land \triangle @ \land @] [c@ \bullet \tilde{a} \land a \bullet Ac@eeAc@ \land \bullet \bullet \&\& \bullet \bullet A[-Ac@ \land \tilde{a}, c \cdot | c \wedge \bullet a] \land A[-AT adad aeAAP \land abc@AA \land \bullet \bullet A] \land A[-AT adad aeAAP \land abc@AA \land \bullet \bullet \bullet \bullet \bullet A] \land A[-AT adad aeAA \land \bullet \bullet \bullet \bullet \bullet \bullet A] \land A[-AT adad aeAA \land \bullet \bullet \bullet \bullet \bullet \bullet \bullet A] \land A[-AT adad aeAA \land \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet A] \land A[-AT adad aeAA \bullet A] \land Ac@AA] \land Ac@AA[-Ac@ \land A[-Ac@ \land A] \land Ac@AA[-Ac@ \land A] \cdot Ac@AA[$

 $\dot{U}[-c] \approx \dot{A} + \dot{A$

3.11. ETHICS

 $\begin{array}{l} \dot{\mathbf{C}} \dot{\mathbf{C}$

Social value \dot{A} \dot

Scientific validity and integrity MAV @ Área Á, Áro@ Ár c å Á, æ Ál Área Á je • ár Áje • ár Á

Selection of participants \(\frac{A}{V} @ \hat{A}\) \(\frac{A}{A} \) \(\frac{A} \) \(\frac{A}{A} \) \(\frac{A}{A} \) \(\frac{A}{A} \) \(\frac{

 $Risk-\ Benefit\ ratioNfire[A][C] \ cardAa \ \bullet A \ ^!^A[!^{\bullet \bullet \wedge \wedge}] \ AB \ A^{\bullet \bullet}] \ ^8cA \ A^{\bullet \bullet} A \ C \ a^{\bullet} EV @ Aa^{\bullet} A \ A^{\bullet} A \ A^{$

 $Informed\ consent \ \ Accept

Ongoing respect for recruited participants and study communities $A \sim A^{-\alpha} \cdot A^{\alpha$

Data management: Othéw & |ã o Á, ^ | ^ | A de | | & A de
æ&&^••Á[Áo@ÁåæææÁ&[||^&c^åÁæ)åÁ&[]ã••Á;-Á^\|^çæ)cÁ^çã¸Áå[&~{ ^}œÈV@Á^•^æ&@¦ÉÁ ∄Áo@áÁc°å^Ê&[{]|^c^åÁo@Á&@&\|ã·œÁæ¢\¦Á@æç∄*Á,^¦{ã•ã}}ÈÁ

Dissemination of the findings: $V@\dot{A}-\ddot{a}\dot{a}\ddot{a}*\bullet\dot{A}[-\dot{A}c@\dot{a}\dot{A}\bullet\dot{c}\dot{a}^*\dot{A}\dot{a}^*\dot{a}^*\dot{A}\bullet\dot{c}\dot{a}^*\dot{A}\dot{a}^*\dot{a$

3.12. CONCLUSION

 $V @ \hat{A} \& @ \hat{A} & \hat$

 $V@A^{a}_{a}_{a}_{a}_{a}A^{b}_{a} = d^{a}_{a} - d^{a}$

 $\hat{O}@d_{1} c^{+} A_{1} = A_{2} = A_{$

Á Á

CHAPTER FOUR

FINDINGS

4.1. INTRODUCTION

 $V@ \acute{A}_{i} = \tilde{a}_{i} \acute{A}_{i} = \tilde{A}_{i} - \tilde{A}_{i} \otimes \tilde{A}_{i} = \tilde{A}_{i} \otimes \tilde{A}_{i}$

 $V @ \hat{a} \& @ \hat{a} & \hat{a} | \hat$

4.2. COMMUNITY HEALTH WORKER AUDIT FOR THE YEAR 2011

4.2.1. Demographic data of CHWs

4.2.1.1. Number of years in services∰ Á

 $\begin{aligned} &\text{CEAc@3} \text{a} \text{A}_{\text{I}} \text{A}_{\text{CO}} \text{A}_{\text{OPY}} \bullet \text{A}_{\text{CE}} \text{EAH} \text{A}_{\text{A}} \text{D}_{\text{OBeq}} \wedge \text{A}_{\text{A}} \wedge \text{A}_{\text{F}} \text{A}_{\text{F}} \wedge \text{A}_{\text{F}} \text{A}_{\text{A}_{\text{F}}} \text{A}_{\text{A}_{\text{F}}} \text{A}_{\text{A}_{\text{F}} \text{A}_{\text{F}} \text{A}_{\text{F}} \text{A}_{\text{F}} \text{A}_{\text{A}_{\text{F}}} \text{A}_{\text{A}_{\text{F}}} \text{A}_{\text{A}_{\text{F}}} \text{A}_{\text{A}_{\text{F}}} \text{A}_{$

Á

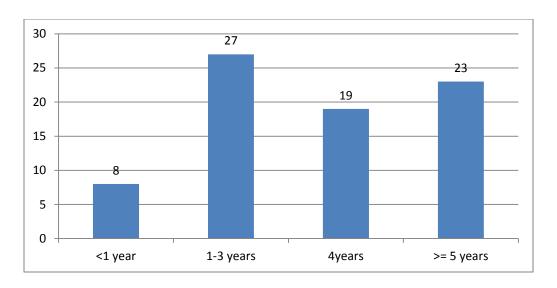


Figure 5: Ÿ^æ**!•** Æ ÆÛ^¦çæ^

V¸ [Ác@áå•Á;-Ác@ ÁÔPY•ÁÇÎ €ÌÈà ÊÁ; MÎ Í ÁDÁ/~cÁ &@ [|ÁsæÁ; ¦ã æð Á &@ [|Á, ãc@á; } | ÂF €ÁÇJÈHà DÁ l^æ&@; *Á ^&[} åæð Á &@ [|Á/°Ç^|Ásæ) åÁ; } | ÂCÁÇFÈJà DÁ@æçā; *Ásæc^} å^åÁ; } ãç^!•ãċÈÁOãç^Á@æåÁ } [cÁà^^} ÁÇ Á•&@ [|ÁæcÁæ|ÈÁV¸ ^} ċËãcÁÔPY Á!^&[¦å•ÁÇEIÈFà DÁ@æåÁ} [Á!^&[¦å•Á[}Á ^å*&æá] } ÈÁ

Table 4: Á evel of Education by type of CHWÁ

		Ú[•ããã[}Á			
		ÔOT ÔOÁ	Ù[&ãad,Ásc-æāi•Á	Tæe^¦}æ#AP^æ#o@A	V[cæ‡Á
Š^ç^ Án; -Án: å* & ændanii } Á	Ú¦ą̃æ^Á&@[Á	ΙΙÁ	FÁ	G€Á	îÍÁ
		ÎÏĖÃÁ	FĚÃÁ	H€ÈÃÁ	F€€ÈÃÁ
	Ù^&[}åæ}^Á;&@[Á	ÎÁ	FÁ	HÁ	F€Á
		΀ÈÃÁ	F€È€ÃÁ	H€ÈEÃÁ	F€€ÈÃÁ
	VV}ãç^¦∙ãĉÁ	GÁ	€Á	€Á	GÁ
		F€€ÈÃÁ	È ∈ Ã Á	Ȁà Á	F€€ÈÃÁ
	Þ[Ánàč&æaāj}}Á	GÁ	GÁ	FÁ	ÍÁ
		I €È€ÃÁ	I €È€ÃÁ	G€ÈEÃÁ	F€€ÈÃÁ
V[cæ‡Á	•	ÍIÁ	ΙÁ	G Á	ì GÁ
		ÎÍΒ̈́Α	ΙÀÃÁ	GJÈHÃ Á	F€€È€ÃÁ

PaḥÁṭ Ác@ ÁÔPY • ÁÇİ ÊÄ €ÈĒà DÁœ åãc åÁ¸ $^{\Lambda}$ ÁB; Á&@æ $^{\Lambda}$ ÁB; $^{\Lambda}$ ÁB; $^{\Lambda}$ ÁB; $^{\Lambda}$ $^{\Lambda}$ ÃB; $^{\Lambda}$ $^{\Lambda}$ ÃB; $^{\Lambda}$ ## 4.2.2. Factors influencing effectiveness of Malaria Health education by the CHWS

Q,Á&[} • ãā^¦ā] * Ác@ Áæ&d[¦ • Áā] ¬ ¸ ^ } &ā] * Ác@ Á^çæp ææā] } Á[¬Ác@ ÁT æþæð ãæÁP^æþc@Á^å * &ææā] } Á
] ¦[* ¦æ{ Á] ¦[çãā^å Áà Ác@ ÁÔPY • ĒÁc@ Áæ å ãaÁ* • ^å ÁæÁŠ[* ã&ÁT [å^|Á-¦æ{ ^, [¦\Á[¬ÁQ]] * o ĒÁ
Ú ¦[&^••^• ĒÚU * d] * o Áæ) å ÁU * c&[{ ^• Á; ¬Ác@ ÁT æþæð ãæÁP^æþc@ÁÒå * &ææā] } ÁÚ ¦[* ¦æ{ ÁÇÆ * ¦ ^ÁFDĒÁ
æ Áãã &* • • ^å Áā ÁÔ @æ] c^¦Á; } ^ĒÁV @ Áā] åā * • Áæ¢ ÁÁ) [¦c^å Á; å^¦Ác@ • ^Á@ æåā * • Áà^|[ÉX

Table 5: Primary Health Care Logic model summary

Q] ˇo•Á	-Á Ùœ-kKÔPY•ÉAP^æ¢o@Á[¦\^¦•Á
	-Á TæþæðáæðáP^aæþc@Á\å°&ææāj}Á,æe∿¦ãæd•Á
	-Á Š[]*Ë;æ•cāj*ĒÁ āj•^&cā&āā^Ēd^ææ^åÁ à^åÁ }^o•Á QJ•^&cā&āâ^Á d^ææ^åÁ }^o•Á
	ÇŠŠQVÞ•EØVÞ•DÁ
	-Á Ú^¦-{¦{ æ},&^Ë\$aæ;^åÁājæ)&ãj*ÁÇT[}^^Á;[{ ÁÕ[ç^;}{ ^}dDÁ
	-Á Øæssájánian • ÇÁÁÙ^ ^&c^åÁP^æqlo@Ás^}d^• DÁ
	-Á Ô[[]^¦æaãç^∙Á;√ÂÔPYÙÁ
Ú¦[&^••^•Á	-Á Tæ¢æðãæÁP^æ¢c@Á∿åč&ææãj}Ádæãjāj*ÁqíÆÔPY∙Á
	-Á Ô[}åˇ&cāj*Án^∙∙ā[}•Án]Án ædpædiāædAP^ædpc@Anåˇ&eocā[}Ásen)åÁn ædpædiāædÁ
	-Á Öãrdāna` ca[}Á[-Áā]•^&ca38aña^Á}^orÁq[Á]¦^*}æ)cÁ¸[{^}Áå*¦ā]*Áæ)c^}æææqÁ&æd^Á
	(C)E; c^} aead;/68ad;^E\$SSCV;Þ•EDV;Þ•DÁ
	-Á Öãrdāna ʿcāṭ}Án,-Ánş•^&ca8aña,^Án,^o•Án;Á&@Apå¦^}ÁrLÁnÁ^æb•Ána ʿlā;*Án,æ&&&ā;æañ;}ÁnÁ
	-Á P^*ãn}^Ásan) åÁn aa) ãicaecā[}Á
	-Á P^æ¢c@Á&^}d^Á&[{{`}}&Bææc^Á,ão@ÁÔPY•Á[¦Á∧-^¦ æþÁ[-Á]ææã}}o∙Á
	-Á CEå{ãjãrdææãj}Áj¦[&^∙•kÁÁ
	V¦æç^ āj*Áj-ÁÔPY•([Ás@-Á&[{{`}}ãcÁ
	ÔPY • Á^] [¦cāj * Áṭ ÁP^æţc@Áæ\$ājātā) • ÈÁ
	Ùˇ]^¦çãa ā[}Ása) åÁnçæ čææā[}Á[·ÁÔPY•Ásà^ÁP^æ;do@Ása^}d^ÈÁ
UřďřœÁ	-Á Þˇ{ à^¦ʎ̞-ÆÔPY • ʎd;æð̞ ^åÁ
	-Á Þǐ{à^¦Ápi-Ápi ædæð að eð
	-Á, Þˇ{à^¦Á̞-Á̞àādāàˇcº,åÁ̞-Á͡SŠOVÞ•EOVÞ•ÁṭÁ¸¦^*}æ)cÁ̞[{^}Áæ)åÁ&@aå¦^}ÁLÁÌÁÁ
	-Á Þ`{à^¦Áp,-Áp@*ā^}^Ása)åÁn;aa)ãpaeaā[}Ás[]å`&c^åÁ
	-Á Þˇ{à^¦ʎj,-Ástæāj,^åʎj,^[] ^ÁsærÁP^ædc@Áæs&ãjãæð.•Ás^}d^Á
	-Á Þˇ{à^¦Á;-Ád;æā;^åÁ;^[] ^Áā;Á&[{{`}}ãc;Á
	-Á Ô[{] ãæ; & Áæ; åÁş; & \}cãç ^ •Á; [cãç ææā; }Átãç ^ }Átáç ^ }ÁtÁc @ ÁÔPY •ÁÁ
U * œ{ { ^• Á	V@•^Áseb^ÉÉs@Á^•ˇ o•Á^¢]^&c^åÁq[Ás^Áse&@a^ç^åÁs^Áj¦[*¦æ{ÉÁ
	-Á V@Á, ĭœ,[{^Á, āllÁnà^Á,c@Á.^•̞ˇjo•Á, -Á, æd,æðãæó4, [¦àãnãcíÁæd)åÁ, [¦œa†ãcíÁngÁ;¦^*}æd)cÁ
	¸[{^}Ása)åÁs&@4åå¦^}Á\}å^¦ÁÎÁ^æd•Á; åÈÁ

4.2.2.2. Inputs

Q] * o Áæ\^Á\^•[* | &\ • Áæçæājæà|^Á{ | ÁæÁ] | [* | æ Á• * &@Áæ Á• œæ-ÉÁ^ * ā] { ^} oÁæ) åÁ* } åā; * Á

ÇÙāç^|{ æ) Á^oÁæþĚÁFJJÌ ÁÆFFÐÁQ Áœã Á• č å^ÊÁ¸] * o Áð, q Áœ ÁT æþæiæÁP^æþœÁÒå * &ææðį } Á

Ú|[* | æ { ^ Áð, &| * å^ | ÆæAÐÁ• œæ-ÁÇ@ ÁÔPY ÙĐÉÀà ĐÁœ Á|^• [* | &\ • Á-[| ÁT æþæiæÁ] | ^ ç^ } æð, } Á

ÇP^æþœÁ ^å * &ææði } Á { ææ^| ææ† ÉÁ | [} * Ëæ• cð, * Á d^ææ^å Á } ^ o• Eð, • ^ &æðæða ^ Ëchæe^å Á } ^ o• Á

ÇŠŠŒÞ• ĐƠÞÞ• ĐĚæò å Á&DÁ* } åð; * ÁÇ@ Á| ^ | - [| { æ) &\ Ëææ• ^ åÁð, æ) &ð, * ÁÇÚÓØÐÁ -Á* | | && ^ åÆP ^ æþœÁ

&\} d^• Áæò åÁ&[] ^ | ææðç^• Á[| Á&[{ { * } } æc ÁP ^ æþææ] [| \ ^ | • ĐÉÁ

a) Staff: Community Health Workers (CHWs)Á

CE åãtā; * Ác@ Á` ^ æ Á[-ÁCÆFFÉÉc@!^Á, ^!^ÁF€] ÁÔPY • Á, @ Á, ^!^Á'^•][} • ãà |^Á[!ÁæÁà![æåÁ!æ; * Á[-Áæ&cãţãtā) • ÈÁÞ^æ] Áæ|ÁÔPY • Á, ^!^Á•^|^&c^ åÁæ•^åÁæ•^åÁ[; Ác@ ãÁ*^} å^!Á, ãc@Á] FÁ
ÇÍ Í ÈŒÃ DÁ/^&[!å•Áð; å ã&ææð; * Ác@à ÈÁU}| ÁGÏ ÁÇĆI Ȍà DÁ, ^!^Á/^&[{ ^} å^åÁà`Ác@ Áçāļæ*^ÈÁU-Á
c@ ÁI I ÁÔPY • Áð; Á&ææ**^ÁI; ÁÔ[{ { `} } ãc ÁÓæ•^åÁOT ÔÓÁÇÔÓËOT ÔOÐÉGÏ Á, ^!^Á^{ æp^•Áæ}; åÁGÏ Á
, ^!^Á[æp^•ÈP[, ^c,^!ÉÁc@ ÁGÏ Áð; Á&ææ**^ÁI; Á[æp^!] æpÁP^æpcæð; ^!^ÁæþÁ^{ æp^•Áæ}; åÁI;] ÁFÁ
[-Ác@ÁGÏ ÁÔPY • Áð; Á&ææ**^Á[Á•[&ãæþÁæ-æð• ÁÇ @&æÁ&] * [åÁà^Á^ãc@!Á[æp^Á[!Á^{ æp^Á] AÁ] AÁ*] AÁ* æp^Á

Of $Ac@A^c$ $acai_1$ $Acac_1$ $acac_2$ $acac_3$ $Acac_2$ $Acac_2$ $acac_3$ $Acac_2$ $acac_3$ $Acac_2$ $acac_3$ $acac_3$ $acac_3$ $acac_4$ $acac_2$ $acac_3$ $acac_3$ $acac_4$ $acac_3$ $acac_3$ $acac_4$ $acac_4$ $acac_3$ $acac_4$ $acac_3$ $acac_4$ $acac_4$ $acac_4$ $acac_3$ $acac_4$ ## b) Health education resources available to CHWs

 $P^{a} = 0 + \frac{1}{4} \cdot \frac{$

 $V@A^{*} \& [| \mathring{a} \bullet A^{*} @]_{a} \land \mathring{a} \otimes A^{*} \otimes A^{*}$

Á

Table 6: Health education materials in Health Centre offered to CHWs

Health education materials in Health Centre offered to CHWs	Number (%)
ÁQ•^&a&a^Ád^æc^åÁ,^œ^áQVÞ•D	F€ÌÁÇF€€ÃDÁ
Offor{ ^ c@ \ HS ` { ^ ~ ~ ~ ~ ~ d } d } ^ A \(\text{CDS DA(O} \) \(\text{ = \ A \(\text{L} \) \ \ \ H \(\text{ = \ A \(\text{L} \) \ \ \ A \(\text{L} \) \ \ \ A \(\text{L} \) \ \ \ \ A \(\text{L} \) \ \ \ \ A \(\text{L} \) \ \ \ \ A \(\text{L} \) \ \ \ A \(\text{L} \) \ \ \ A \(\text{L} \) \ \ \ A \(\text{L} \) \ \ \ A \(\text{L} \) \ \ \ A \(L	Á
Ó[¢Á[¦Á; ^åã&æā]}•Á	G€ÁÐÍIÁQHÏÃDÁ
Y^āt@aj*Án&adp^Á	Á
ÜæjañÁÖæt}[•aæÁv^•aÁçæÁå[•ā;*Á&@edoÁ{ ¦ÁÜVÖDÁ	
OĐÁ ã ãz ÞÁ @ \{ [{ ^ c^ \ Á	€Á
Úælæ&^æ{ [Áææà ^• Á	€Á
OĐÁå[•āj*Á&@ædóÁ[¦ÁOĒd^{^c@¦ËŠ~{^~æ}}dāj^MÁÔ[ædd{ÁÇDĘ*[¦ão@,A	€Á
-{¦ÁÔ[æċơ{ Áåã]^}•æáj} ĐÁ	
Á	l

c) Funding for CHW programs

 $V@\dot{A}-\ddot{a}_{\dot{a}}\ddot{a}_{\dot{a}}^{*}\bullet\dot{A}_{\dot{a}}\dot{A}\circ \ddot{a}_{\dot{a}}\dot{A}\circ \ddot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\ddot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}}\dot{a}_{\dot{a}_{\dot{a}}\dot$

4.2.2.3. Malaria Health Education Processes

 $adAV|ada_j \ddot{a}*\dot{A}_j \dot{A} \ data \ddot{a}adAP^ada (a)A \ddot{a}* \dot{A}ada \ddot{a}adA$

à DÁÚ! [çã ã] } Á[-ÁT æþæð ãæÁP^æþæðÁ° å &ææð] } Áq Á] !^* } æð oÁ, [{ ^} Áå ' ið * Áæ) o^} ææþÁ&æþÉÁ
åã dãa ' cã] } Á[-ÁT æþæð ãæÁ° Á; ^• ÁçQVÞ• Áæ) å ÁŠŠQVÞ• DÁq Á] !^* } æð oÁ, [{ ^} Áæ) å Á&@ðå !^} Á

`` } å^!Á Á^æð• Áæ) å Ác@Á([à ðã ææð] } Á() ÁT æþæð ãæÁ\@å åA@ * ð\} ^Áæð) å Áæ) å Áæ) ã ææð] } LÁÁÁÁ

&DÁV!^æg(^} oÁæ) å ÁÜ^~!!æþÁ ÁT æþæð ãæÁ&æ• ^• LÁ

å DÁO Tå{ ãj ãr dæaāj} Áæ) å Ár`]][¦oÁæ& cãçãaã N•EÁr`]^¦çãr ã[} Áæ) å Ác@ Ál^][¦cãj*Áæ) å Á([}ãu[¦ãj*Á ~`} & cãj} LÁ

a) Malaria Health Education Training

Table 7: CHWs trained on Malaria Topics (n=54/108. 50%)

Topic
Ôæ`•^Áj -Áj æþæb`ãæÁslæ)•{ã••ãj}
Ú¦^ç^} cãç^Á; ^æ•ˇ¦^•Áæ世æã,•oÁ; [•ˇˇã[Ásãc^•Á
$P[, \acute{A}([\acute{A}' \land \&[*] \tilde{a} \land \acute{A}^{\bullet}) \{] \{[*] \acute{A}([\acute{A}') \land \&[*] \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& $
•^ç^¦^Án^{{] d[{ • Á, æd; æð, æð, * Án~~; æþÁq Á, ^æd; àn ÁP^æd; æð, d^Á
V[Á]^¦-{ {ÁœÁ{ [, Á`]Á; Á+^ç^ ^Á; æædãæÁ&æe^•ÊÁ; Áæ&oÁæ•Áā; ơ\{ ^åãædã•Áà^ç ^^} Áo@oÁ
P^aqko@Án^¦çã&^•Ásq)åÁs@0Ás{{{ ັ}ãcÁ
Ofai{ ajārdæajā} AjārÁOEte^{^c@\EXS~{^~æ}}dāj^AjQESDÁ
Ú¦[çãå^Áæåçã&^Áq[Á;[c@\¦•日&æ^*ãç^\¦•Á[-Áï}å^\¦ÁÍÁ^æ;Á[åÁ&@\$å¦^}Á[}Á[}ÁQ],Áq[Á;æ)æ*^Á
`}&[{] ã&æe^åÁ(æ†a±ãæÁ&æ•^•Á
P[, Á[Á,^ -{ { Ása} à Ás, c^] ^ cÁÜ æ] ã ÁÖ ãæ †}[• cã SÁ / ^• c• ÁÇÜÖ V DÁ
Ofacçæ) cæt^•Á(-Á• ^^] ā, *Á;} å^¦ÁæÁ();} *Áææ cā, *Áā, •^&cā&ãã^Áà;^åÁ;^œ Eā, •^&cã&ãã^Ád^æe^åÁ;^œ Á
ÇŠŠŒ•ĐŒÞ• ĐÁ
Ø[[¸Ë]Á^Ë;\^æe(^}oÁ;Á§•^&c&&ã&ã^Aá;\^æ^åÁ;^•A&QVÞ•DÁæ;)åÁ@æ;*ã;*Á;√Áà\åÁ,^•Á
Ü^aj-{ &^ÁP^adc@Á\å` &æaji } Á

b) Malaria Health Education Program Activities

 $\begin{aligned} &\text{CEÔPY Á§ Ác@ ÁÔÓËUT Ô QÁB Á!^•][} \bullet \tilde{a}a|^{A}{}_{!}^{I}_{!}^{I}_{!}[\,\varsigma \tilde{a}a\,\tilde{a}] * \text{ÁT } \text{ } \text{ } \text{ } \text{ } \text{Acc} \text{QÁN } \text{ } \text{ } \text{ } \text{ } \text{ } \text{Acce } \tilde{A}_{!}^{I}_$

- •Á Off c^} accap/ásack^ÐÁŠŠOVÞ•ÐØVÞ•LÁÁ
- •Á P^*ã^}^Ásc) åÁn æ) ã æscāi}LÁ
- •Á Q•^&ca&aa^Ách^aæ^åÁ,^œÁfÁ;h*}æ}oÁ,[{ ^}Ás*;lā;*Áæ;e^}æææk&æd^LÁÁ
- •Á Q•^&ca&aa^Ád;^aæ^åÁ,^o•Áf; lÁc@Á&@jå;^}Á;}å^;Á, å^;Á, Ac+Ás*; lā; *Áça&&a; æzi; }ÈÁ

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c) Treatment and Referral processes

Table 8: Referral and Treatment Activities required from CHW

Referral processes	No participating
	(%)
Ü^•][}•āaājācîÁ[¦Áci^æe{ ^}o/fiÁ; ætectāæksi[}^Ásî^ÁôPYÁ	ÍIÁQÍ€ÃDÁ
	Á
ÔPY Á, ão ĐÁ, æch lã đạ Ái, lách ræc(^) chí, Ái, ætact ã đá	G€ÁÇHÏà DÁ
	Á
OB&&[{] æ) ā^åÁ([c@\¦Á(¦ÁÔ@AåÁ* æ åãæ) Á	F€ÌÁÇF€€ÃDÁ
	Á
$\hat{O}[\{\{i\}\}$ as \hat{A} = A	F€ÌÁÇF€€ÃDÁ
	Á
Vlæ)•][loÁājÁ&[{{`}}ãĉÁ-[lÁl^-^llæ Áà^Áæ{à` æ)&^Á-[{/	Á,€Á
•^ ^&c^åÆ^æc@Ô^} d^Á	

d) Administration processes

 $C\tilde{a} \{ \tilde{a}_{1} \tilde{a}_{1} \tilde{a}_{2} \tilde{a}_{3} \tilde{a}_{4} \} \tilde{A}_{1} | [8^{\bullet \bullet \bullet \bullet} \tilde{A}_{3} \tilde{a}_{4}]^{*} \tilde{a}_{4} \tilde{a}_{4} \} \tilde{A}_{2} \tilde{a}_{4} \} \tilde{A}_{2} \tilde{a}_{4} \} \tilde{A}_{2} \tilde{a}_{4} \tilde{A}_{4} \tilde{a}_{4} \} \tilde{A}_{2} \tilde{a}_{4} \tilde{a}_{4} \tilde{a}_{4} \tilde{a}_{4} \} \tilde{A}_{2} \tilde{a}_{4} \tilde{a}_{$

V@Á^&[|å•Áœ]^^åÁœæÁ*]^!çãā[}Áæ)åÁrçæj*ææ]}Á;ÁÔPY•Áæ^ÁœÆÁ©ÆÁ©ÆÁ©ÆÁ©ÆÁ©ÆÁ©ÆÁ°A¢ØÁ
&^}d^Á,^!^Áæ[}^Á**æc*!|^Áæ*!äj*ÁœÆÁ^æÉÁV@Á^&EÉV@Á^&[å•Áæ]åææ*åÁœæÆÁÔPY•Á*à{ãæ*åÁ
æÁ•œæ)åææåÁ]!^Ë;!ājæ^åÁ!^][!oÁ[}Ád^ææ(^}oÁ[ÆÆ@Á*!^}Á*;å*IÁÍÁ^^æ÷IÁ}*dãæ]}LÁ
çææ&æ]ææ]}Ææ]}Áæ)åÁ[]}áæ]*Á;†Áæ;†Áæ;†Áæ]*ÁE;
cæ&&æ]ææ]}Ææ]}Áæ)åÁ[];ã[;äj*Á;Á*;É[, c@Á&[{{*}}ãcÁ@*•^@]åÁçããæLÁÁà^ææ;āj*!Á&æè;*^LÁ
&[{{*}}ãæææ]}Áæ)åÁ}*{à*A*}åÁ}*{à*A*}åA}*(A*);£Öæ&æ]åæ]æ]o*LÁ-[||[, Ë]Á[ÆP^æ¢æ]*ÁjÅ;A*)åÁ;A*,A*;E[, ^}LÁ
&[{{*}}ãæææ]}Áæ]åÁ}*ÁØ;A*)åÁ;A*)æ;A*]*ÁØ;A*)ÅÍA*}åA*)åÁ;A*)ÅíA*,A**Oæ;A*]*ÁØ;A*Oæ}åÁ[;A*]ä*Á§Á
åã*^æ*^Á*;Iç^ā]æ)&^ÉÖæ&@Æ[{{*}}ãcÁP^æ¢æ][!\^!ÁææA@;EØ;A*];A*&æåÁ[;A*]ä*Á§Á
æ|Áæ&æããæ***ÉV@}£Á@Ð@Á*•^•ÁœæÁ&æåÁ-[!Ác@Á]!^•^}ææ]}Á[ÆcæAåA;A*;A*(Æ)**Oæ-Aæ]}A*(Æ)**Oæ-Aæ]*A*(Æ)**Oæ-Aæ]*A*(Æ)

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e) Compliance incentives, motivation received by the CHWs from the selected Health Centre

Table 9: Compliance incentives, motivation received by the CHWs from the Health Centre

Compliance motivation from the community Health centre	No (%)
T[}^^Ŕtãç^}Át[Á&[[]^¦ææãç^Át,ÁÔPY•Á	F€ÌÁÇF€€ÃDÁ
T[àā/Á,@}^Á	F€ÌÁÇF€€ÃDÁ
Õˇ{ ÁÓ[[ơ Á	F€ÌÁÇF€€ÃDÁ
W(àl^ æÁ	F€ÌÁÇF€€ÃDÁ
VË @AÁ	F€ÌÁÇF€€ÃDÁ
Óæ&A Áàæ Á	F€ÌÁÇF€€ÃDÁ
Óã&^ & ^• Á	€ÃÁ

4.2.2.4. Outputs

æÐÁÞˇ{à^¦Á;√ÁÔPY•Ádæðj^åLÁÁ

&DÁÞ { à^¦Á[-ÁŠŠOVÞ•EOVÞ•Áåãdãa c^åÁq[Á]¦^*}æ) oÁ, [{ ^}Áæ) åÁ&@qå¦^}Á } å^¦ÁÍÁ ^^æ;•ÉÁ

a) Number of CHWs trained (2011)

b) Number of Malaria heath education sessions conducted at the Health centre and in the community (2011).

 $V@\cdot | \land A_{,} \land A_{,$

 $\begin{array}{l} \text{Q. \'ac@ \'aP^ac@\'aas$\"aããa} \bullet \tilde{\text{E}} \text{$$ \text{$$ \text{$$ \text{$$ \text{$}$

OteÁco@ÁP^ædcóÁs^} d^A å * \dot{a} *

Table 10: Health education sessions conducted at Health facilities, 2011

Session Title	Number of sessions	Number of participants	Average no of participants per session
TaqadãadÁ	F€Á	FÍ JHÁ	FÍ JÁ
OE; c^} æeædÁ &æd^EŠŠOVÞ•EOVÞÁ	ΙÌÁ	FIIJÁ	H€Á
P^* a^} ^ Đù æ j ãtæ aãj } Á	ΗÁ	FÌÌIÁ	ÍÍÁ

 $\begin{aligned} &\text{CEA}[\ \text{capA}[\ \text{A}] \ \in \ \text{A} \ \wedge \text{-} \bullet \ \text{A}] \ \} \circ \ \text{A} \ \wedge \text{-} \land \text{A}[\ \} \circ \ \text{A} \$

Table 11: Malaria Health education sessions conducted at community level in 2011

Session Title	Number of sessions	Number of participants	Participants/ session per average
TæþæðáæÁ	FJJÁ	ΪÍFÍÁ	Hì Á
Cξ c^} æcæ∮Á &æ¢^Ð∕ Ού√ΕΟΣγÞÁ	FÏ FÁ	FHÏ HÌ Á	Ì€Á
P^* and } ^ £ bn and and an area and a second a second and ΗÁ	FÎ H H€ Á	TÌ€Á	

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c) Prevention activities : Number of LLITNs/ITNs distributed

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4.3. OUTCOMES

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4.3.1. Malaria morbidity and mortality in pregnant women for the years 2008 to 2011

 $V@A'^8[l^a\bullet A\bullet @]_^aAAc@eeA^a^la]*Ac@A]^la[aA+[{AGEE]A^*}ca]AGEFF, aeAc[ca+[-AllEJHA]]^* ap cA_[-AllEJHA]^*

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Table 12: Malaria morbidity and mortality in pregnant women for the years 2008 to 2011

Year	Number of	Pregnant	women's	Total	Confirmed	Malaria cases
	pregnant	attendance	in	number of	malaria in	per 1000
	women	Antenatal	care	pregnant	pregnant	pregnant women
	attending	services		women	women	who consulted
	consultation			consulted		clinic
	services					
G€€ÌÁ	GFÁ	FÌÏJÁ		FJ €€ Á	F€Á	ÍÈHÁ
Œ€JÁ	H€Á	F€ÏÌÁ		FF€Ì Á	ΙÁ	HÊÁ
ŒF€Á	HÁ	F€€GÁ		F€€ÍÁ	HÁ	HE€Á
ŒFFÁ	GÁ	ìïìÁ		ìì€Á	GÁ	C ÌÌ Á
Total	56	4837		4893	19	3.9

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4.3.2. Malaria morbidity and mortality in children 0-5 years old from 2006 to 2011

Table 13: Malaria morbidity and mortality in children 0-5 years old from 2006 to 2011

	Total number of children under 5 years attendance for vaccination	of children under 5 years	of Children under 5 years	Confirmed Malaria in children under 5 years old	Malaria cases per 1000 children under5 years old attending clinics
G€€ÎÁ	ÌÎÍÁ	FIÎI€Á	FÍÍ€ÍÁ	JI HÁ	΀ÌÁ
G€€ÏÁ	΀ÍÁ	FI€ÍIÁ	FIÎÍJÁ	Í G€Á	ΉÈÁ
G€ÈÁ	ΙÍΪΪÁ	FI€ÍIÁ	FÌ Î H F Á	FGÁ	€ÈÁ
G€€JÁ	ÎGÎHÁ	FJÍ €Ï Á	ďΪΪ€Á	ÎÁ	€ÈÁ
ŒF€Á	ÍÎH€Á	FÍ HGHÁ	ŒJÍ HÁ	Í GÁ	Œ Á
ŒFFÁ	ÎÍIÍÁ	FGH€ÎÁ	FììíFÁ	ΪÁ	€ÌÁ
Total	24485	89884	114369	1540	13.5

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 $Vaaà|^{A}FIA^{\bullet} \circ A_{i}^{\bullet}

8[{ { ^} &^{ ^} di - Ác@ Áj : [* : a ∉ ÁÇD∈€ À ÁD€FFDÉÁ ^• `|cāj * Ásj Ása) Ásaà• [| č^ Ásā \ Á ^å ` &cāj } Ái - Á IÈÃÁå `;āj * Ác@àÁj ^;āj åÉÁ

 $\hat{O}_{ab} \hat{a} = \hat{A}_{ab} \hat{a} + \hat{A$

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Table 14: Risk reduction in Malaria cases before and after CHW education program implementation

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	Total number attending clinics	Confirm ed malaria cases	Malaria morbidity rates (per 1000 children attending)	
Ú¦^ÁÔPYÁÔå*&æaā[}ÁÚ¦[*¦æ(ÁÁ ÇGEEÎËGEEÏDÁ	Á‱ H€ÊÊÎIÁÁ	À₩₩₩ FÊÎHÁ	IJÁ	
Ú[•ơÁ ÔPY Á Òả šaoca[}Á Ú¦[*¦æ[Á &[{ { ^}&^{ ^}oÁÇG∈E Á;}, æ¦å•DÁ	<i>X</i> XXXXXXXXXX ÌIÊS€Í ÁÁ	<i>/</i> ///////////////////////////////////	FÁ	
Total	114,369	1,540	14	
ÃÁÚ¦^Á&æ•^•Á¸ão©Á; æþæðãæÁ		ΙÈÃÁ		
ÃÁÚ[•oÁ•`àb∿&o•Á,ão©Á,æ¢ætãæÁ		€ÈÃÁ		
V@^Áà Á&ã~~¦^}&^Á§ Áã Áã\Êóc@^Áæà•[˘c^	IÈ ÎÃÁÇIÍÃÁÔCÁNĚ GÃÉ ÈEÃ DÁ			
Üã∖ÁÜæā[ÁÇÜã∖ÁÚ¦^ÐÜã∖ÁÚ[•dÓÁ Á	ÍHÈEÁQJÍÃÔOÁGÈÐÉÍÌÈÏDÁ ZMHÈEÐÁ,ŁÈEE€FÁ			
ÞÞVÁÇÞ`{ à^¦∙Á,^^å^åÁ[Ád^ææÐÁ Á	GCÁÇIÍà ÁÔCÁG€ÁTEGEÈDÁ			

Α

4.4. CONCLUSION

 $V @ \hat{a} A \& @ \hat{a} & \hat{a} | \hat{A} | \hat{A} = \hat{A} &$

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1. INTRODUCTION

5.2. PROCESS EVALUATION OF COMMUNITY HEALTH WORKERS' (CHWs) MALARIA HEALTH EDUCATION PROGRAM

 $V@A_i c^i = A_i A_i = A_i e^i = A_$

5.2.1. Inputs (Resources and Staff)

 $\begin{array}{l} \text{OE+a8ca}_{\dot{A}} \land \hat{U} \text{ = a6a8caca}_{\dot{A}} \} \bullet \land \text{OE} \text{ = c0}_{\dot{A}} \text{ = a6}_{\dot{A}} \land \hat{U} \text{OE}_{\dot{A}} \text{ = a6}_{\dot{A}} \land \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \land \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \land \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \land \hat{U} \text{= a6a8caca}_{\dot{A}} \land \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot{A}} \} \bullet \hat{U} \text{= a6a8caca}_{\dot$

c@ Á8[¦^Á, [¦\ Á; Ác@ ÁÔPY ÞÁQ Ác@ Á c å Êóc@ Á; æð Á; & • Á; Ác@ Á €Ã Á; Ác@ ÁÔPY Á[|^• Á _ æ Áà^ā, * Áā, Á&@ed * ^ Áī -ÁÔÓËDT ÔŒÁ, @ã&@Á@edå ÁæAhà ãt Á&I {] [} ^ } œÁ. -ÁT ædæd ãæA, æd; æd; «d ^ } œÁ æ) å \dot{A}] \dot{A} $\dot{$ P^adc@AOFc@`*@Ajç[|ç^åAj Aåã-A\^}cAsscajāta • EAc@•^AOPY•A•`]][|c^åAc@AOOETOOA ÔPY Áå ¡ã * Á; æ• Áåã dãà 'cā] • Á; Ád^æcåÁ; ^œ ÈV @ Á; æcc'} • Á&[} - [!\ Á; Ác^æcåÁ; ^œ ÈV @ Á; æcc'] • Á&[} - [!\ Á; Á Óðjat, æð ÁÇÆFFDÁÁÐ åÁT *^} ðÁÇÆFFDÁÁ, @ Á^] [¦c^åÁc@æÁðjÁÜ, æð 忯Á æ&@Áçðilæt^Á; Á F€€ÁÇÍÁÇ€€ÁQQ * • ^ QQ | å • Á • QQ * | å Á \ | ^ &oÁ; * ¦ ÁÇ[| * } & ^ \ • ÁÇÍ Áæ&cÁæ• ÁÔPY • Á; ¦ Ác@ Á* ^ } ^ \ æþÁ d Áær•ãroÁ ææ^¦}ãc Á&ær^•Áàn¦¦[çãàã;*Áæ;d^}ææþÁ&æþ^ÉÁ@/]]ã;*Á;[{ ^}Áæed°¦Áå^|ãç∧¦nÁæ;àÁ d^aæa]*Á&@aa'\}Áà^|[ÁJÁ; [}c@ ÉÁæ)åÁæ)[c@\Áj^\•[}ÉÁã@\ÁæÁ;aæ)Á;lÁ;[{ a) ÉÁ;Áà^ÁB,Á (C) € FFDÉA, Q Á • cæe • Ác@æ Áð, ÁÜ, æ) åæÉÁI} ^ ÁI, Ác@ Á(æð, Á~) & cðI} • ÁI, Ác@ ÁÔPY • Áð Ád, Á åãæť}[•^Áæ)åÁd^ææÁ(aæÁ(aæÁ(ææÁ(ææÁ)æðAÁ)Áð)[čœÓÆ)å&æÁÔPY•Á]¦[{[c^ÁP^梜Áæ)åÁð,Á•[{^Á &æ•^•Á(æ)æ*^Áæ)åÁd^æóÁg)}^••^•ÉÃg&|~åã;*Áæ&; c^Á^•]ãæg(¦^Ág, ~^&cã)}•ÁÇCEÜQDÉATæædãæÉÁ åãæd¦@,^æ£Á, æd} čdããã} Áæd åÁnc@;¦ÁN}^••^•ÁÇT ã;ã;c°;¦Án ÁP^ædc@ÁÜ;æ) åæd£ÁG€F€IDÆÁ

 $V@ \acute{A} \ddot{a} \mathring{a} * \bullet \acute{A} -$

Medication for the treatment of Malaria: V@Áª, åª, *•ÁĮ, Áœ, Á•c å°Á•c å°Á•œ, ^å6œ, Á•c å°Á•œ, ^å6œ, Á·c å°Á•c å°Á•c å°Á•c å°Á•c å°Á•c å°Á•c å°Á•c å°Á•c å°Á°c å°ÉÅ

 $\begin{array}{l} U^* \mid \acute{A} \bullet \ c\ \mathring{a} \cap \ \acute{E} \land \ @\ \ \ \wedge \ \mathring{a} \wedge \ \mathring{a} \wedge \ @\ \ \ \ \wedge \ \mathring{a} \wedge$

[Á&[}&^|}Ác@æAÁ}[}^Á[Ác@AÓPYÁ|^&[|å•Áðjåå&æe^åÁæ)^ÁåðiãæAÁc@|{[{^c^|}•ÉÁ Úædæ&^cæ{[|Ácæà|^o•Á;|Áå[•ð]*Á&@edo•Á;|ÁŒ[{^c@|EŠ`{^æd;dðj^ÈÁ

5.2.2. Malaria Prevention Activities (Processes)

 $\begin{array}{l} (C)V \triangleright \bullet D \hat{a} + \hat{a}$

 $V@\hat{a} \acute{a} \circ \mathring{a} \acute{a} / \mathring{a} \otimes \mathring{a} \acute{a} / \mathring{a} \otimes \mathring{a} / \mathring{a} \mathring{a} / \mathring{a} \mathring{a} / \mathring$

 $P^{a} = \frac{1}{2} e^{i \hat{A} \cdot$

Supervision: ÁV@ Á\^&[\å• Á• @ _ ^å Ác@æÁ• `]^\cãā ā \ Áæ) å Á^cæ† æā \ Á ÁÔPY • Áà^ Ác@ Á 8[{ { `} ãc ÁP^æ|c@Á8^} d^Á ^\^Áå[}^Á` æ|c^\|^Áå` \ā * Ác@ Á^ æ|ÈÁÔ@e) åæÁv cÁæ)EÁQCEFFDÁÁ • cæe^åÁc@æéÁ•[{ ^Á&[{ { `} ãc ÁP^æc@Á. [¦\^!•Á!^][¦e^åÁc@æéÁc@^Á!^&^ãc^åÁ{ [} c@) Á • `] ^ ¦ çã [¦ ^ Áçã ã ĐÉà ` cÁã Á c@ ¦ Áåã dã& Á@ Á• `] ^ ¦ çã [¦ ^ Áçã ã ÁP ^ æ A Æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A ÁP ^ æ A Æ ^ æ A ÁP ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ A Æ ^ æ A Æ ^ æ A Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ A Æ ^ æ A Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ A Æ ^ æ Æ ^ æ A Æ ^ æ Æ ^ æ Æ ^ æ Æ ^ '¦^][¦ơ°åÁ@æç^Áæà^}Á;|æ&^Á;}&^Ár}&^Árç^¦^Á* ædơ°¦ÁÇ;*¦Áá;A^Á;Á^ædDÉP[, ^ç^¦ÉÁ;ÁœàAécå^Á ãrÁ æ Ál^ç^æt^åÁc@ærÁ&|[•^Á•`]^¦çãa ãl}Áæt}åÁ([}ãt¦ã;*Á;-ÁÔPY•qÁæ&cãçãtã\•Á æ Áå[}^Á QÔPÒY • DÁ ^ cÁ c^\^ Á ^^\ Á ão@ÁÔPY • ÁœÁæÁå^• ã } æe^å ÁP^ædo@Áæ&ããc Át Ác^\ã Ác@ ÁÔPY Á { [} ag[¦aj * Á¹^] [¦o• Áæ) å Áæåå¦^•• Áæ) ^ Á&[} &^| } • ÁÁÇY aj c^| ÉÁG€€Î ÁKÎ DĚÁQ ÁQ å aæÉÁc@ ÁÔPY • Á dæin^åÁn]^&ædÁn*]^\çãn[¦•Áæ)åÁdæin^¦•Áq Áæåå¦^••Ác@Á*•*ædÁn[[¦Án*]][¦cÁ\[{ ÁP^ædc@Á]^!•[}}^|Áæ}åÁã•*^•Á[-Á@{ æ}Á'^•[*!&^•Ác@æÁœeÁåãc*là^åÁ^-;!œÁ;-Á;c@!ÁÔPY•Á (Pæāj ^• Án cÁæjHÉÁC€€Ë KG€É Ì DÉÁQ) Á&[} dæ dÉÁāj ÁæÁ• č å Á&[} å &chåÁāj ÁT æjáÁà ÁÚn¦h: Án cÁæjHÉÁ QCEEUKÎ DÁãÁ æ Á¹^] [¦c¹åÁc@ædÁædc@) * @Á• *] ^¦çã ã] À[-Á8[{ *} ãc ÁP^ædc@Á [¦\^¦•Á æ Á] | aa) } ^ å Ád; Áà ^ Á&; } å * &c^ å Á; } ÁæÁ; [} c@î Áà æð ã Á` } å ^ ¦ Ác@ Á' ^ •] [} • ãà đãc Á; -ÁæÁ; [&æ;Á; [} Ë *[ç^\}{ ^} cædÁ \ * æð ã ææã] } ÊÁsæÁg œædÁ ~ÁHÌ Ã ÁÔPY • Á@æåÁ, [cÁ^&^ãç^åÁæð, ^Á*] ^\çã ã] } ÁsæÁsælÁ å ˈˈa] * ÁscÁ ã¢Á [} c@Á ^ ¦ā å ÈÁ

 $\begin{array}{l} \textbf{Reporting:} \land \land \Rightarrow \text{discrete} \land \land \Rightarrow \text{discrete} \land \Rightarrow$

 $V@A^{8}[la\bullet A_{3}]aa8aee^aAc@eeA^{0}PY\bullet A^{*}a{aee}caa AeeA^{*}eaa aeaA_{1}|A_{1}|A_{1}|A_{2}eaa AA^{*}][loA^{*}cA^{*}aA^{*}eaa)aeaA_{1}|A_{1}|A_{2}eaa AA^{*}aA^{*}][loA^{*}cA^{*}aA^{*$

$$\begin{split} &\text{CEA}_{\text{C}}\circ\text{a}^{\wedge}\text{ASL}\}\text{a}^{\vee}\text{Sc}^{\wedge}\text{a}\text{A}_{\text{A}}^{\wedge}\text{AVU}\text{CEO}}\text{ACCEF}\text{CEAFF}\text{CDAS}, \text{AU}_{\text{AU}}^{\vee}\text{a}\text{a}\text{a}\text{a}\text{EACQ}_{\text{AU}}^{\vee}\text{ACCEF}}\text{CEAFF}\text{CDAS}, \text{AU}_{\text{AU}}^{\vee}\text{a}\text{a}\text{a}\text{a}\text{EACQ}_{\text{AU}}^{\vee}\text{ACCEF}}\text{AACQ}_{\text{AU}}^{\vee}\text{ACCEF}}\text{ACCEF}\text{CEAFF}\text{CDAS}, \text{AU}_{\text{AU}}^{\vee}\text{ACCEF}}\text{ACCEF}\text{AACQ}_{\text{AU}}^{\vee}\text{ACCEF}}\text{AA$$

5.3. Outcome Evaluation

āj]æān}oÁ&æen • Áæn) å Áån æc@ Á[¦ÁT æþæð ãæÐÈ/@ Áæd*n óÁ[-Á\nå*&æā]}Á[-Á&æen • Á]n¦ÁF€€€Á[-Á *}ån¦Á[¦Án**æþÁ €Ã ÁðanÁG€F€Áæn) å Át}ån¦Á[¦Án**æþÁ Í Ã ÁðanÁG€FÍÁÐJÁ&[{]æðã[}Á¸ãc@ÁG€€€Á ÇY PUÐÁG€FFæÐÆFFÐÐÁ

5.3.1. Malaria morbidity and mortality in pregnant women

 $V[\acute{A}^{\circ}c; ad \ \ ad \ \ \acute{A}c@ \acute{A}[\ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A}[\ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A}[\ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A}[\ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A}c@ \acute{A}[\ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A}c@ \acute{A}[\ \ \acute{A}c@ \acute{A}] \ \ \acute{A}c@ \acute{A$

5.3.2. Malaria morbidity and mortality in children under 5 years old from 2006 to 2011

 FJJ€Áæ) åÁG€FÍ ÉÁV@Á([¦œ≱ãĉÁæ¢Á[-Á&@)å¦^}Áï}å^¦ÁÍÁ, æ•ÁFJÎ EF€€€ÁÐ, ÁG€€€ÉÁ, @}AÁ®Á ;æÁF€I-EF€€È€€ÉÆ, ÁG€€JÉÁ

 $\ddot{O} = \ddot{A} \times \dot{A} \times$

QÁŒFŒÃœ!^Á, æ Áæ, Áã, &!^æ^Áã, Á!^][!ơåÁ&æ^•^Á; ÁT æṭæðæÁ&æ^•Áā, Á&@Á!^} ÁĒÍ Á^æ•Á

ÇŒÌ Á]^!ÁFŒŒÁ&æ•^•ŒÁÓŒÁ•ã; āæÁÓ^} åÁ, æ Á•^^} Áð; ÁœÆÁ°¢] Áð; ÁœÆÁ8[`} d^Â, ãœÆÓœÆÁ

Þæði}} æṭÁT æṭæðæÁÔ[} d[|ÁÚ![*!æṭ ÁÇÞT ÔÚŒÁÐÁܸæ} åæÁ°¢] æð; ð; *ÁœÆÁ¸&!^æ•^Áà^ð; *Á

å `^Áṭ ÁæÁæ†Áð Áð; Á^] |æðð; *ÁœÆÁŒÉ ÁŠŠQYÞ•ÁœæÁ°¢] ā^åÁð; ÁŒŒJÈÁT[!^[ç^!ÉðæÁæ Áà^]å°ç^åÁ

cϾÁ; ^óÁS[ç^!æ†^Áå^&!^æ•^åÁ¸Á©ŒEJÁṭ Á∱••ÁœæÁ°¢] ā^åÁð; ÁŒŒJÈÁT[!^[ç^!ÉðæÁæ Áà^]å°ç^åÁ

ŠŠŒÁ~æðæ&ÊÁ¸æðæÁ¸Á&[}•ãå^!AæÁ] ¦ā; æðÁæÁ] ¦ā; æðÁææ •^Á¦^æðá; *Áṭ Áˇ]•ˇ!*^•Áð; ÁT æṭæðæÁ

&æ^•ÉÁÁ⁄@!^Á¸^I^Á懕[ÁS[}&^!}•ÁææÁ] ¦ā; æðÁææÁ•[{ ^Á;^~~&æðç^Áà^&[{ ^Á\$;^~~&æðç^Áå°A&[} • ÁÆÆÁ]]

@•ðææÁ*æ¸Áå^æ;Áà^&[{ ^Á\$;^~~&æðç^Áå°A&[} • ÁææÁ]; á æÁææÁ; [{ ^Á;^~~&æðç^Áà^&[} • ÁÆÆÁ] • ÁÆÆÆÞÁ

&æ ^•ÉÁÁ⁄@!^Á¸ ^!^Á懕[ÁS[}&^!}•^&æðæÁ*[{ ^Á;^~~&æðæ¸Áà^&EFGæðEFGæÐÁ
] @•ðææÁ*æ¸Áå^æ¸Áå • ÆÐÆÐ; }Á£ÆÐÅ&ÆÆÐÁ&ÆÐÁÐÁ

 $P[\ , \land \varsigma \land \mid \hat{E} \ddot{O} \ \mid \hat{a} \ * \acute{A} @ \acute{A} \ \land \mid \hat{a} \ \mid \hat{a} \ \mid \hat{A} \ \mid$

5.4. CONCLUSION

 $\begin{aligned} &\text{CF}_{\text{CQ}} \text{`*} \text{ QA}_{\text{CQ}} \text{!}^{\text{A}}_{\text{Ad}} \text{`a} \text{`a} \text{`a} \text{`a} \text{`a} \text{`A}_{\text{A}} \text{`a}

Á Á

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

 $\begin{aligned} &\text{CBSS}[| \mathring{a}\mathring{a}] * \acute{A}(\mathring{a}) \acute{A}(\mathring{a}) \acute{A}(\mathring{a}) \acute{A}(\mathring{a}) * \acute{A}(\mathring{a}) \acute{A}(\mathring{a}) * \acute{A}(\mathring{a}$

 $V@A[c^{+}] = Ac@Ac@Ac^{+} c^{+} a^{+} Ac@Ac^{+} a^{+} a^{+} a^{+} Ac@Ac^{+} a^{+} a^{+} a^{+} Ac@Ac^{+} a^{+} a^$

6.2. SUMMARY OF THE MAIN FINDINGS

V@Á¦^•^æ\&@¦•Á&[}&|ˇ•ã[}•Á¸^¦^Áàæ•^åÁ[}Ác@Á[àb^&cãç^•Á[Æc@Á•čå^Áæ)åÁc@Á]¦[&^••Áæ)åÁjˇc&[{^Ár^&cā[}•ÁjÆc@Á[*a&Á;[å^|ÈÁ

6.2.1. Process evaluationÁ

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Q\\(\hat{\}\) \\(\hat{\}\) \\(\

- •Á OŒQQ`*@Áæ}Áæå^``ææ^Á}`{ à^¦Á[-Á}^œ-Á,^¦^Á]¦[çãå^åÁq[Ác@Á&[{ `}ãĉÉÃc@¦^Á
 ,^!^Á[[{^Á&[}&^]*Á^*æåå]*Á^•[`'|&^•Á[¦Ác@Ác^•cā]*Áæ)åÁd^ææ(^}oÁ;ÁTæþæðãæÁ
 æÁc@Á^\|^&c^åÁ]¦ā[æf^ÁP^æþc@Áæð^Á&^}d^Á[¦Çãå^åÁc@ÁC€ÁÔPY•Á§Á&@d*^Á
 [-Á&[{ {`}ãcÁæ*^åÁ]-æ}oÁā]}^••ÁÇHĨÃDÁ¸ãc@ÁÜæjãåÁÖãæð}[•cã&ÁV^•œÁæ)åÁÁc@Á
 å¦`*ÉÁCŒc^•`}ææ^ËŠ`{^æàdā^A

- •Á OÆ•†ā*}ãã&æ)oÁ; ~{à^¦Á;~ÁÔPY•ÁÇ;€Ã DÁ;^¦^Ád;æā;^åÁ;}ÁTæþæðãæÁ;¦^ç^}dā;}ÊÁ;@ã&@Á ā;&¦^æ•^åÁs@•āÁ;][¸|^å*^ÈÁ
- •Á Ú¦[çã ã]}Á[-ÁP^æ¢o@Á^å &ææã]}Á•^••ã]•Á, ^!^Á&[ˇ]|^åÁ, ão@Ác@ Áåã dãà cã]}Á[-Á
 OVÞÙЊŠOVÞ•Á[Á]!^*}æ)oÁ, [{ ^}Áæ)åÁ([c@/¦•Ð&æ4^Á*ãç^¦•Á;-Á&@åå!^}Á€HÁ^æ4•Á
 æ)åÁ c@ãÁãÁˇ}å^¦ææ4^}Á厦ā,*Áæ)o^}ææ4Á &æ4^ÊÁã[{ ˇ}ã ææã]}Áæ)åÁ厦ā,*Á
 &[{ { ˇ}ãc Áçã ã• ÈÁ

- •Á Q.•^&ca&aa^Ed^æe^åÁ}^o•ÁQQVÞ•DÁæ}åÁ|[}*Ëæ•cā;*ÉÁd^æe^åÁ}^o•Á¸^¦^Áåã·dãà`c^åÁ å`¦ā;*Áæ;c^}æææþÁ&æb^ÉÁçæ&&ā;ææā[}Áæ;åÁc@;[`*@Áā;ãúãææãç^•Á;-Á;æ••Áåã·dãà`cā[}Át;Á c@Á&[{{`}ãc`EÁÁ
- •Á ÔPY •Áåãæť}[•^åÁæ)åÁd^æe^åÁ&@åå!^}Á¸ão@Á`}&[{]|ã&æe^åÁTæælãæÁæ)åÁ!^~~!!^åÁ
 &[{]|ä&æe^åÁ&æe^•ÁqíÁc@^ÁP^æko@Á&^}d^ÈÉOŒ|Ájææã}; o•Ád^ææ^åÁ¸^!^Á!^&[¦å^åÁðjÁæÁ
 !^*ã*c^!Á¸ão@ÁæÁ&æàà[}Á&[]^Áæ)åÁææÁc@Á^}åÁqí-Á^æ&@Á([}c@Ác@^ÁqilātājæÁ¸æAqil}á
 [*óÆæ)åÁ*^}óÆæÁ@ÁP^æko@ÁX^}d^ÈÁ
- •Á V@Á^&[¦å•Á•@]¸^åÁs@æA•~`]^¦çã•ã[}Áæ)åÁrçæ|*ææã[}Á;-ÁÔPY•Áà^Ás@Á&[{{`}ã°Á P^æ|c@Á&^}&^|^Áå[}^Á;}ÁæÁ**æd°\|^Áàæ•ã•ÈÜ^&[¦å•Áæ+[Ƨååã&æe*åÁs@æAÔPY•Á æb^Á^**ã^åÁ[Á*à{ãúÆæ4œ)åædåÁ;!^Ë;¦ā;c°åÁÁ^][¦oÁ*æ&@Á[]}c@ÈÁ

6.2.2. Outcome evaluation

6.3. RECOMMENDATIONS

6.3.1. Recommendation for selected Primary Health Care Centre

 $V@\dot{A}[||[,\ddot{a}*\dot{A}^{\wedge}\&[\{\{^{\wedge}\}\ a^{2}\dot{a}\tilde{a}\tilde{a}\}\bullet\dot{A}\tilde{a}\dot{a}^{\wedge}\dot{A}[\dot{A}\dot{a}@\dot{A}]+\ddot{a}[a\dot{a}^{\wedge}\dot{A}P^{\wedge}\dot{a}]$

QĐÁT æðaj cæðaj Ác@ Áæçæðajæða) |^Á\^•[ˇ¦&^•Áæ••[&ãææc^åÁjão@Ác@ ÁTæþæðãæÁP^æþc@ÁÒåˇ&æðāj}}Á Ú¦[*¦æ{LÁ

- HÉÁÒ}• ` ¦^Ác@ærÁÔPY•Á@ær¸^Ásd|Ác@Á`]]|ã\•Á,^^å^åÁt[Ác|^ærÁsd)åÁc\•cÁ[¦ÁTæpæláædÁ IÉÁÔ[}cā]`^Ác[Á•`]][¦cÁæ)åÁ&@&\Ác@Á` æpācÂ[||^&cā[}Áæ)åÁ\^][¦cā]*Á[}Á æ&cācācācā·Ásd)åÁ` c&[{^•LÁ
- ÍÉÁQ]¦[ç^Áæ&&^••āàājāc Áq Á'^-^¦|æþÁdæ)•][¦ææāj}Á(^&@æ)ã-{•ÁÇæ(à`|æ)&^Á'^-^¦|æþÁ æ)åÁ;[q;¦&`&|^•DbÁ
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6.3.2. Recommendation for further research

- GĚÁÔ[}å* & oÁ&[{]æbææãç^Á•c*åâ*•Á[}Ác@^Á^~^&cãç^}^••Á[-ÁTæbæðaæÁP^æbœÁ^å*&ææã[}Á]¦[çãa^åÁ[Á]¦^*}æb;oÁ;[{ ^}Áæb;åÁÁ([c@~¦•£&æb^*ãç^¦•Á[-Á&@\$]å¦^}Á€ÉÉÁ`^æb•Áæ*^Á à^Á&[{ { `}ãcÁP^æbc@Á[¦\^¦•Á&A(@~¦Á&[`}dā°•LÁÁ

6.4. LIMITATIONS OF THE STUDY

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6.5. CONCLUSION

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References

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- Ó∄ æ a æ ÉACEÁÇÆFF BÁRole of community Health in strengthening Rwanda Health system. First Conference on Sunday, March 13, 2011. Blogger
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- Ó ¦ ÉÁÞÁÉÁBÁŐ ¦ Ç^ÉÁSÁÙ ÉÁÇŒ J DÉÁThe Practice of Nursing Research, Appraisal, Synthesis and generation of Evidence ÇÊÁª ÈDÁÚæ } å^¦•ÁÖ|•^¦çæ ¦ È
- Ôæ{]à^||ÉUÈTÈÜÁÉBÁŐ¦æ@æ{ÉAYÈRÉÁÇG€€ÎDÉÀÙdæe^*ã•Á{¦Á^å &ā,*Á{æe^\}æ¢Á{[¦œæá£KÁ *^ccā,*Á{}}Á¸ãc@Á¸@æeÁ¸[¦\•ÈÉLancet maternal survival series steering group; 386ÉÁ FGÌIËFGJJÉÁ
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- T^}^} å^: ÉPÔÁPÖ OT^••æ) å¦[ÉWÁPÉBÁS ¾^ÉØÆÇŒ DÉW^å & ¾ Ác@Áà ¦å^}Á, Æ ææðææÁÐ Á
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- T [PĚĄÇĐ€€J DĚAThe Guidelines for the Prevention of malaria in South Africa. ÁÁÜ^dâ\ç^åÁ

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- T ` ||æ}ÉÁØÉÆBÁØ!^@ [œÉÛLÉÇÇ€€Ë ŒÁÚ&æká} * Á`]ÁP^ækœÁ¸[¦\-{ ¦&^•Áá¸Á!^•] [} •^Áq¸Á&¦ããæækÁ • @ ¦œ≛ ^•ÉÁPublic Health 370ÇËŒÉG€È €ËG€È FÉÁ
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- Þ*æ•æÉÁÚÁÔÉÁÇ€€ DÉÁConsultant obstetrician & Gynaecologist clinical epidemilogist/
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- Ú[|ãŒÄÖÆBÁÓ^&\ ŒÃÔÁÇŒÈ ŒÀNursing Research: Generating and assessing Evidence for Nursing practice ÇÂ^åÈŒÀ [|♂\•ÁS|ˇ _^\KŠã]] ¾ &[|♂Ý ã|ãæ (•ÁBÁ ã\ ¾ •ÈÁ
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- WÞÔÒØÀÇC€ ŒNational malaria diagnosis and treatment guidelinesÉA
- WÞÓÒÒØÀÇC€UÞÁT æþætáænÁs) åÁ&@¾å¦^} kÁ¸¦[*¦^••Ás¸Ás¸¢^¦ç^} æð¸} Æs[ç^¦æ*^ÁFËC€ÈÁÁ
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- Y ædÃÕĚÇ€FFDĚCommunity Health workers in national programmes: just another pair of hands continued (ÁN) ãç^¦•ãc Á¦^••ÈÁ
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Annexure 1: CHECKLIST

ANNEXURE 1.1: Data collection checklist: Process evaluation of the factors influencing malaria Health education given by community Health workers *Tool A*

ÙC å^Á Vãţ^ KÁ EVALUATION OF THE EFFECTIVENESS OF MALARIA HEALTH EDUCATION PROGRAM PERFORMED BY COMMUNITY HEALTH WORKERS FOR PREGNANT WOMEN AND CHILDREN 0-5 YEARS IN A SELECTED PRIMARY HEALTH CARE CENTRE IN RWANDA

OBJECTIVE:

Occasion of Service: AP^ato@A å &ata } A^••a } • A ato@A atowA ato

Inclusion:

MALARIA HEALTH EDUCATION SESSION:

For 2011k#

Exclusion KOHÁ c@¦Á^•• Ã} }•Á

Clinic AuditÁ

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TRAINING

9.	Æsssions were conducted in 2011 ₩	
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ID	Session Title	Date	No. attending

11. Sessions included information on the following

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HEALTH EDUCATION MATERIALS WITH MALARIA

12. Record of Health education materials in the Health Center offered to CHWs

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13.	Compliance motivation a	at Health Center	
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14.	Incentives given to CHW	5	
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СО	MMUNICATION AND REC	ORD KEEPING	
15.	How does Health Center	communicate with CHWs fo	r the referral of patients
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16.	How often does the CHW	s report to Health facilities	:
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17.	How do they report:		
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	ÁÁÁÓ^Á;[àã†^Á;@[}^Á		

ANNEXURE 1.2: Data Collection checklist clinic recordsÁ

Annexure 2: Data collection checklist: Clinic records Tool B

ÙC å^ÁVãţ^K EVALUATION OF THE EFFECTIVENESS OF MALARIA HEALTH EDUCATION PROGRAM PERFORMED BY COMMUNITY HEALTH WORKERS FOR PREGNANT WOMEN AND CHILDREN 0-5 YEARS IN A SELECTED PRIMARY HEALTH CARE CENTRE IN RWANDA

OBJECTIVE:

 $V[\dot{A}^{c},\dot{A}]^{\dagger}\dot{A}^{c}] = A^{\dagger}\dot{A}^{\dagger$

Inclusion:

MALARIA CASES:

For 2008 to 2011

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Variable Definitions

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Record information

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Evolution of malaria from 2006 to 2011

	Pregnant v	vomen		Children u	Total		
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Œ€JÁ	Á	Á	Á	Á	Á	Á	Á
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Annexure 3: File of CHWs for follow-up insecticide treated net distribution in the families English version $\acute{\text{A}}$

THE FILE OF A CHW FOR FOLLOW UP SUPERNET DISTRIBUTED IN FAMILIES

 $\textbf{Health Centre:} \ \~{0} \ \~$

Cell: $\tilde{0}$ \tilde

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ÎÁ	Á	Á	Á	Á	Á	Á	Á	Á	Á
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Annexure 4: File of CHWs for follow-up insecticide treated net distribution in the families Kinyarwanda version

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Annexure 5: THE FILE OF A CHILD TREATED BY A COMMUNITY HEALTH WORKER English version

THE FILE OF A CHILD TREATED BY A COMMUNITY HEALTH WORKER

BACKGROUND							
name:	Years: Months: Years: Nother Y N before cons	Village:Age Diarrh	Parent's e in months noe: Y N CHW:	name Gender 1	.Date:		PerCHW's Other Did
2. NUTRITION Circumference Measurement tape	cm		kgs	Categorie	s Green	Yello w	Red
Under 2 months Severe malnutrition (Re Inflammation of feet Unable to eat, drink and Post eating vomiting Seizures Severe physical weakne Anaemia Sikness Polydipsia Sikness Referring: Y N	d category) breastfeed	Y	N Dy Icy N 14 N Tai N Fiv N U N U N Irr	vspnoea vene mu mb days and ov king medica ver and skin elena nder 6 mont ore than 5 ye itability hydration (s	ver of symp tion withou eruption hs (Fiver) ears	toms	Y N Y N Y N Y N Y N Y N Y N Y N Y N Y N

4. SYMPTOMS	, TREATMENT,	PROVIDING	MEDICATION
-------------	--------------	------------------	-------------------

Symptoms	Illness	Treatment			Providing medication
Fiver: Y N	Fiver only to be Referred Y N	Primo	Months 6-36	Months 37-59	No of Times/ Days Tablets day
RDT Y N 2x?	Malaria Y N		Red	Yellow	
Diarrhoea Y N		Zinc	Under 2 years	More than 2 years	
How many/day	Diarrhoea Y N		10 tablet	20 tablet	
		ORS/ Boxes	4 packets		
			½ glass	1 glass	
Coughing / flue Y N Breathings/ minute	Simple coughing	Amoxicillin	2- 4 months 10 tab	5- 12 months 20 tab	
Breatings/ minute			13- 30 months 30 tab	31 -59 months 40 tab	
	Pneumonia	Honey, citron	juice Y	N	
slimness or weight lost / MUAC Yellow Y N	Moderate malnutrition Y N	Referring after if they are pre		symptoms	

5	PREV	JENT	ION	OEI)ICE	7
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Finish the Immunization program Receiving Vermifuges

Υ	N
Υ	N

Vitamin A; 6 months Growth monitoring as it is supposed to be done?

Υ	N
Υ	N

6. COUNSELLING PROVIDED TO THE WOMAN

Information about illness Information on medication Feeding a child

Υ	N
Υ	N

Drinking a lot of fluids Receiving medication from CHW Early consultation of the child

Υ	N
Υ	N

7. FOLLOW UP OF SICK CHILD

A. Reasons for visiting sick child

Re-consultation after 2 days

Re-consultation due to the severity of the disease Follow up of the patient at home

B. A child with severe clinical condition? Ask a parent

C. Does the child have other Health problem?

Υ	N
Υ	N
Υ	N
Υ	N

Three days

YN

If yes, Refer the patient If yes, take another file

D. DETECTING ALERTING SYMPTOMS (REFER IF YES)

Severe malnutrition (Red category)
Inflammation of feet
Unable to eat, drink and breastfeed
Post eating vomiting
Seizures
Severe physical weakness
Thirsty
Irritability

N
N
N
Ν
Ν
N

Mukinza harerurutse
Dyspnoea
Taking medication without success
Fiver and skin eruption
Melena
Under 6 months (Fiver)

Υ	N
Υ	N
Υ	N
Υ	N
Υ	N

Category of pati First day	ient	Symptoms follow up	_	Proposed Interven	tions	Outco		/Refe	rred	/	Died/	other
Malaria	Y/N	Fiver	Y/N	Reference	Y/N	Υ	N	Υ	N		Υ	N
Coughing/ Flue	Y/N	Breathing	rates:	Complete another	file Y/N	Υ	N	Υ	N		Υ	N
Pneumonia	Y/N	Polypnea	Y/N	Reference	Y/N	Υ	N	Υ	N		Υ	N
Diarrhoea	Y/N	Diarrhoea	Y/N	Continue medicati	on Y/N	Υ	N	Υ	N		Υ	N

E.HEALTH EDUCATION ON CONTINUING MEDICATION TO CHILD

- . Ask a parent to explain how he/she provided medication to child (posology, times, days)
- . If he/she a parent provided medication effectively, thank her/ him and motivate him or her to continue in that way
- . If the parent provided medication wrongly, show and explain to him how s/he should provide medication to child (day posology, times/ day, days), ask the parent to repeat to you and ask him/ her to give medication on your presence, Check if s/he understood
- . Continues providing medication if not yet finish the prescribed medication

Annexure 6: THE FILE OF A CHILD TREATED BY A COMMUNITY HEALTH WORKER Kinyarwanda version

IFISHI Y'UMWANA AVURIRWAHO N'UMUJYANAMA W'UBUZIMA	S. KWIRINDA INDWARA
	C. Rendered to the second of t
1. UMWIRONDORO	Kurangiza inkingc [Y][0] Ahabwa VitA buri mezi atandatu [Y][0] Yahawe imili Yinzoka [Y][0] Imikurira ye ikurikiranwa nk'uko bikwiye [Y][0]
.karere :Umurenge : lklgo nderabuzima: .kaqari: Umuduqudu ltariki / / lqlhe yafatiwe: lmins	6. INAMA ZIHABWA UMUBYEYI CYANGWA UWAMUZANYE
zina ry'umwana: Izina ry'Umubyeyi Umujyanama	
tariki y'amavuko : Imyaka Ukwangana mu mezi Igitsina Gxe / Gxe /	bisobanuro ku burwayi bisebanuro by'uko imiti zafatwa Gukomeza kugabunra umwana by'uko imiti zafatwa Gukomeza kugabunra umwana by'uko imiti zafatwa Inama zighe oyo kugarura umwana byhutriwi yi o
burwayi: Umuriro Y o Impiswi Y O Inkorora/bicurane Y O Ibindi:	7. GUKURIKIRANA UMWANA URWAYE
lari imiti yafashe mbere yo kuza ku mujyanama: Y O Niba ari yego n'iyihe?	A. Umwana urwaye yasuwe kuko :
2. IMPIRE	a. Araganitse nkuko bilegacijwe ; nyuma y'uminsi ibiri yijoj iminsi itatu y o
Jinuzengurukocm Gyangwa Ibiro:kg Ibylciro: Icyatsi Ifondo Tuku	b. Ahise agaruka kubera uburembe c. Gukurikirana umurwayi mu rugo B. Umwana yararambye? (Baza umubyeyi) YO New shift COT Maddeneza
3. GÜSHAKISHA IBIMENYETSO MPURUZA ("YEGO" KWOHEREZA)	C. Ese umwana afite ubundi burwayi ?
THE REPORT OF THE PARTY OF REPORT OF THE PARTY OF THE PAR	D. GUSHAKISHA IBIMENYETSO MPURUZA (OHEREZA NIBA ARI "YEGO")
funsi y'amezi 2 YIO Ahumeka bimugoye, aniha, YIO Icyena mu mbavu, arajwigira (ubyimba (ibirenge byombi + Godet) YIO Indwara imaze iminsi 14 no hejuru YIO	Imirire mibi (mu mutuku) Y O Mu kiganza harerurutae Y O
'ashobora kunywa, konka, no kurya YQ Yafa he imiti ariko ntiyoroherwa YQ	Kubyimba ilibirenge byombi+Godet 🛐 👩 Ahumaka bigoranyo, kiyena og birav-guriza👽 👩
raruka ibyo ariye byose YIO Umuriro no gusesa uduhen YIO	Ntashoboyo kurya konka kunywa. Y To Yanyoye imili ariko ntiyoroherwa.
agagara Yjo Yituma ibiyanzo n'amaraso Yjo	Aruka ibyo ariye byose 🔻 😈 Umuriro n'uduheri dusesa 🔻 🗖
hwereye/ntiyumva Yo Munsi y'amczi 6 (umuriro) Yo	Yagagaye og ari kupagara - Y 👩 Arituma amaraso Y 👩
citse intege cyane YO Arongojo imyaka 5 YO	Yalaye ubwenge Y o Afite munai y'amezi 6 (umunro) Y o
rurutse ibiganza . Y 0 Arashikagurika Y 0	Yaorise intege cyane Y 0
shaka kunywa cyana YO Ibindi	112
ra waragurika YIO	Amaso yahenengeye Y O Arashikagurika Y O
wohereza YIO	
monerate of M	Afte inyota cyane [Y] o Iminkanyan ku nau Y o
4. IBIMENYETSO, KUVURA, UKO BATANGA IMITI	Teylcire ashyizwema Ibimenyetso mu gihe Icyakorwa IHFREZO
bimenyetso Uburwayi Kuvura Uko batanga Imiti	umunsi wa mbere uko kumukurikirana Saskise (Shenjura oi kiga ndoshuima (Shaphiya (kinci hereo
Truffo VD Uniatro venyino VD Prino Amezi 5-36 Amezi 37-50 Briti ineliulo lininsi	Market YOU Umurico YO Have breeze YOYO YO YO
DT + 2X7 Malarya Y O Tuku Hende	Inkeroopticurane Y 0 Inshure anumeka: Ususa indi fishi Y 0 Y 0 Y 0 Y 0
Subitive(Y 0) Zinc mand virtyda 2 Areigee mysiski	Umusonza Y O Arshumera auba Y O b/wc/ereze Y O Y O Y O Y O
angahe ku Impiswi Y O Ibinni to Ibinni 20 Uruski 4 Uruski 4	impisw) Y O drahumová voba Y O Komeza umuho Y O Y O Y O Y O
Antonias Udupaki // cykiraturi Maturi cycso Antonias Anto	
DEPT. V O Income Course internity internity	E. INAMA ZO GUKOMEZA GUHA UMWANA IMITI
mourane 1 01 yoroheje Y O	 Kubazo umabyeyi kuyuga uko yahaye umweno limbi (Umuti ungana iki, inshuro zingahe, iminsi inggre)
neutrathunida Umasongs Y O Deuki, Umutabe Windina Y O	 Niba umuhyayi yaratanza imiti naza, mushimno umushishikariza gukomaza atyu. Niba umuhyayi yaratanzo imiti nabi, mwaraka unan waobanumno uko agomba kuyimuha.
Construkti isan aya jula birush WAC imid ambi yambaja Y O Linenyeleo niba pinari Y O	(Umuli anywa ku muret, indhure singahe ku muret, imnet ingalre), mustibe kuotyraubin emo kandi ahe univarra runu umureba. Reba neza ko viityumvise + Komeza umuhe imti nite ata rathongtra

Annexure 7: MONTHLY REPORT OF COMMUNITY HEALTH WORKERS ENGLISH VERSION

Á

MONTHLY REPORT OF COMMUNITY HEALTH WORKERS

	MONTHLY REPORT OF	U	OMIMIONI	III	EALTH WUR	KKEKS			
	I	Leve	el of provence re	eport	Village	Cell	Coperativ e	Year	
			Village/ operative	cell/				Month	
			Health centre		No of Village	population	1		
	Tot No of CHW		Reporters			Under five		children	
	Supervisor		•	•	1	15- 49 years	•	women	
	A. Treating sick children			Tot No	Recovered	Deaths		Referre d	
1	Consulted under five years children								
2	Under 2 months children referred to Health	cei	ntre						
3	Children aged form 6 to 59 months treated	froi	n fiver						
4	Children aged form 6 to 59 months treated from fiver in 24 hours of the onsymptoms	set							
5	No of treated children from diarrhea								
6	No of treated children from the pneumonia								
7	No of encounter refeferance received								
	B. Nutrition (weight or MUAC) and Imminization			No	Recovered	Deaths		Referre d	
1	No of chilodren fiting in Green coulour (V)								
2	No of chilodren fiting in Green coulour (J)								
3	No of chilodren fiting in Green coulour (R)								
4	No of children from 9 to 12 months								
	who drop off the I minization program								
	C. Home visiting and attending Health e G. Imiti		ation meeting	No		Tablets	Provided tablets	Not used	Remain. tablets
1	No of visit by professionals from Hear	lth			Tablets				
2	No of visitf by the cell committee				Condom				
3	No of attending the CHW meetings				Standard days method				
4	4 No of Health education to population in big group				Injections				
	Maternal Health			No	Primo red				
1	No of women referred to Health cent antenatal	re	by CHW for		Primo yellon				
_	Consultation of under 4 months pregnancy								
2	No of pregnant women referred to Health c	ent	re by CHW		Zinc				

3	Tot No of pregnant women the actual month		ORS			
4	No of women referred to Health centre by CHW for delivering at Health centre		Amixicilline			
5	No of women delivered at home		Mebendazole			
6	No of women referred to Health centre after delivering at home		Sur' Eau			
7	No of women referred to Health centre for PMTCT program		Vitamin A			
8	Family planning: women who undertaken family planning during the actual month		Super net			
	E. Women died at home	No	TB med			
1	No of pregnant women died during pregnancy or delivering		TDR			
2	No of deaths of underfive children		Gloves			
	F. Follow up of illness	No	TB med	No		
1	No of suspected cases of TB referred to Health centre		TDR tested			
2	No of TB cases observed at home		Found TDR +			
3	No of suspected Polio refered to Health centre		Found TDR -			
4	No of suspected Iseru referred to Health centre		Indet. TDR			
5	No of couple referred to Health centre for HIV/ AIDS test					

Date of completion of the report	Date of reception	
Name and signature of reporter	Name and signature	

Annexure 8: MONTHLY REPORT OF COMMUNITY HEALTH WORKERS KINYARWANDA VERSION

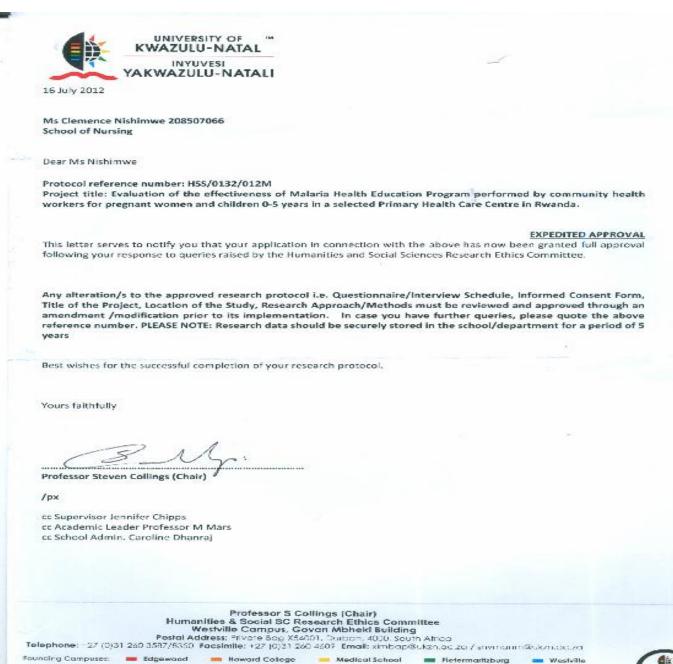
MONTHLY REPORT OF COMMUNITY HEALTH WORKERS

	MONTHET REPORT OF COM	ATTA	TOME I	IILALI	11 11 01011	LIND			
	I evel of	f nr o	ovence report		Umudugud u	Akagari	koperati ve	Umwaka	
	Ecvel of		mudugudu/Aka	agari/Koper	u	Akagan	VC	Olliwaka	
		at	ive		** .			Ukwezi	
			Abakoze		Umubare w'abaturage	batuye un	nudugudu		
						Abana b	ari munsi	<u> </u>	
	Umubare w'abajyanama		Raporo			y'imyaka	5		
	Izina ry'umuyobozi					Abagor e bafite	bafiteimya	aka 15-49	
	A. Kuvura abana barwaye			Abana bose	Abakize	Abapfu ye		Aboherej we	
1	Abana bakiriwe bafite munsi y'imyaka 5					<i>y</i> -			
2	Abana bafite munsi y'amaezi 2 boherejwe ku kigo	nde	erabuzima						
3	Abana bafite amazi 6 kugeza 59 bavuwe umuriro								
4	Abana bafite amazi 6 kugeza 59 bavuwe umuriro 1	nu n	nasaha 24 hafa	shwe					
	Atomia barice amazi o Rugeza 37 bavawe amarilo i	nu n	nasana 24 bara	Sirwe					
5	Umubare w'impiswi zavuwe								
6	Umubare w'abana barwaye umusonga bavuwe								
7	Umubarew'impapuro z'isubizabutumwa zakiriwe								
				umubar					
	B. Imirire (ibiro cyangwa MUAC) n'ikingiza			e abakize	Abakize	Abapfu ye		Aboherej we	
1	Umubare w'abana mu ibara ry'icyatsi (V)								
2	Umubare w'abana bari mu ibara rya hondo(J)								
3	Umubare w'abana bari mu ibara rya tuku (R)								
4	Umubare w'abana bafite hagati y'amazi9								
	na 12batarangije inking								
	C. Home visiting and attending Health education	n m	neeting	Umubar e		Ibyo yarafite	Ibyatanzwe	Imfabusa	Ibisigaye
1	Incuro yasuwe n'umukozi wo ku kigo nderabuzima	a			Pilule				
2	Incuro yasuwe na komite y'akagari				Agakingiriz o				
3	Incuro yitabiriye amanama y'abajyanama				Inigi				
4	Umubare w'incuro yigishije abaturage hamwe ar masse)	i be	nshi (IEC de		inshinge				
	D.Ubuzima bw'ababyeyi			Umubar e	Primo tuku				
	Umubare w'abagore boherejwe n'umujyana	ama	ku kigo		Primo				
1	nderabuzima				hondo				
	mu gusuzumisha inda iri munsi y'amezi agera kuri								
2	Umubare w'abagore batwite boherejwe ku kigo nd	erab	ouzima		Zinc			1	

	kubera ingorane zo gutwita					
3	Umubare w'abyeyi bose mu kwezi		SRO			
4	Umubarewabaherekejwe n'umujyanama kujya kubyarira		Amixicillin e			
	kukigo nderabuzima					
5	Umubare w'ababyariye mu rugo		Mebendazol e			
6	Umubare w'ababyariye mu rugo bakoherezwa ku kigo nderabuzima cyangwa		Sur' Eau			
7	Umubare w'ababyeyi boherejwe ku kigo nderabuzima muri gahunda yo kurinda abana ubwandu bw'agakoko gatera SIDA(PMTCT)		Vitamin A			
8	Kuboneza urubyaro : Abinjiye muri gahunda yo kuboneza imbyaro		Inzitiramub u			
	boherejwe muri uku kwezi					
	E.Abapfiriye mu rugo	Umubar e	Imiti y'igituntu			
1	Umubare w'imfu z'ababyeyi (bapfa batwite cyangwa babyara)		TDR			
2	Umubare w'imfu z'abana bafite munsi y'imyaka 5		Uturindanto ki			
		Umubar	TI TIDD	Umuba		
	F. Gukurikirana uburwayi Umubare w'abakekwaho uburwayi bw'igituntu boherejwe ku kigo	е	H.TDR TDR	re		
1	nderabuzima		zakozwe			
			TDR+			
2	Umubare w'abarwayi b'igituntu bakurikiranirwa mu ngo zabo		zabonetse			
3	Umubare w'abakekwaho imbasa boherejwe		TDR- zitabonetse			
			TDR zabonetse zidasobanut			
4	Umubare w'abakekwaho iseru boherejwe		se			
5	Umubare w'ingo zoherejwe ku kigo nderabuzima kwisuzumisha agakoko gatera Sida					

Italiki yujurijweho	Italiki yakiriweho	
Amazina n'umukono	Amazina n'umukono	

Annexure 9: ETHICAL CLEARENCE APPROVAL BY UKZN



Inspiring Greatness



Annexure 10: PERMISSION FOR DATA COLLECTION

REPUBLIC OF RWANDA

Kigali on 06/06/2012



Mrs. Clemence NISHIMWE School of Nursing University of Kwazulu Natal Howard College Po.Box:4041 Durban South Africa Student n°.2085507066 Tél (+27)0829368345

Re: Permission to undertake your project

Mrs NISHIMWE,

Reference made to your letter dated May 31st ,2012 requesting to conduct your research entitled "Evaluation of the effectiveness of Malaria Health Education Program performed by community health workers for pregnant women and children 0-5 years in a selected primary Health Care centre in Rwanda" at Kabusunzu Health centre.

I am pleased to inform you that this permission is granted to you, but it is very important to present us the results before

Your sincerely

Dr MULINDWA Patrick
Director of Muhima Hospital

Cc:

Kabusunzu Health centre

Annexure 11: Permission to adapt Roll Back malaria indicators for data collection tool



Annexure 12: Request for permission to adapt Roll Back malaria indicators for data collection tool

Clemence Nishimwe University of KwaZulu Natal 4041, Durban South Africa To: Roll Back Malaria World health Organization 20, Avenue Appia, CH- 1211 Geneva 27 Switzerland Dear Sir. Request permission to adapt Roll Back Malaria indicators in my tools I'm international student (from Rwanda) at University of KwaZulu-Natal, in school of Nursing, Undertaking in a Master degree in Community Health Nursing. One of requirement for the degree is to conduct a research project. The title of the research is "A retrospective evaluation of the effectiveness of malaria health education intervention program given to pregnant women at households by the community health workers in Primary health care setting in Rwanda". The project will be commenced once ethical approval has been received from the University Ethics Committee. I'm interested in adapting some selected of the Roll Back Malaria Indicators (see attachment). These will be used to facilitate to evaluate and compare malaria morbidity and mortality of pregnant women and children 0-59 months with the malaria health education intervention given by the community health workers (CHWs) in Rwanda before the formal health education programs (2005) and after the commencement of the formal health education programs (2010). I hope my request will be put under your consideration. Yours Faithfully Clemence Nishimwe Nishia

Annexure 13: LETTER OF REQUEST FOR APPROBATION

The Director

31st May, 2012

Muhima District Hospital,

Kigali - Rwanda

Dear Sr:

Application for approval to conduct research at Muhima District Hospital

I hereby request approval to conduct research at Muhima District Hospital. I am a student at the

University of KwaZulu-Natal in the School of Nursing, undertaking a Master of Nursing in

Community Health Nursing. One of the requirements for the degree is to conduct a research

project.

The title of the research is "EVALUATION OF THE EFFECTIVENESS OF MALARIA HEALTH EDUCATION

PERFORMED BY COMMUNITY HEALTH WORKERS FOR PREGNANT WOMEN IN RWANDA".

Kabusunzu primary Health centre was purposively chosen to be the setting for this study. The aim of this

study is to evaluate the effectiveness malaria Health education intervention given to pregnant women at

households by Community Health Workers to pregnant women in K. Primary Health care, Rwanda in

order to control malaria rate as result maternal and child mortality rate reduction and achieving

millennium development goal target by year 2015.

Data will be collected using a checklist and this will take place during working hours at K. Primary Care.

This protocol will be approved by the Research Ethics Committees of the University of KwaZulu-Natal,

and is waiting for approval. On receipt of the Ethical Approval letter, it will be forwarded to you as soon

as it is available. The research protocol, the data collection tools and the consent form for receive

review documents are enclosed herein. The informed consent for receive review documents shows that

organization give researcher it for data collection and the rights and identity of the patients will be

protected in the research process. The process will not interfere with normal duty day miming of the

Primary Health care.

Your consideration will be greatly appreciated.

Yours faithfully

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Clemence NISHIMWE

Research Supervisor: Jennifer Chipps (University of KwaZulu-Natal)

Email: chipps@ukzn.ac.za

Tel: 0834160800

Cell: 031 2601541

Annexure 14: DECLARATION OF CONSENT TO REVIEW CLINIC DOCUMENT

DECLARATION OF CONSENT TO REVIEW CLINIC DOCUMENTS (CLINIC REGISTER AND CHW REGISTERS) BY THE RESEARCHER

I hereby confirm that I understand the purpose of research project "Evaluation of the effectiveness of malaria Health education program performed by community Health workers for pregnant women and children 0-5 years in a selected primary Health care centre in Rwanda" and the nature of the research project, and I consent to collaborate with the researcher in the research project and give all review document needed for data collection.

Nature of documents:	•••••
SIGNATURE OF NURSE MANAGER	DATE
Full names:	
CLONIATURE OF RECEARCIER	

Annexure 15: PROOF OF EDITING

Editing Declaration

P O Box 531 Hillcrest 3650 KwaZulu-Natal

2012-11-15

TO WHOM IT MAY CONCERN

Thesis Title: EVALUATION OF THE EFFECTIVENESS OF THE MALARIA HEALTH PROGRAM PERFORMED BY COMMUNITY HEALTH WORKERS FOR PREGNANT WOMEN AND CHILDREN 0- 5 YEARS IN A SELECTED PRIMARY HEALTH CARE CENTRE IN RWANDA

Author: Clemence Nishimwe

This is to certify that I have edited the above thesis from an English language perspective only, and have made recommendations to the author regarding spelling, grammar, punctuation, structure and general presentation.

A marked-up version of the thesis has been sent to the author and is available as proof of editing.

I have had no input with regard to the technical content of the document and have no control over the final version of the thesis as it is the prerogative of the student to either accept or reject any recommendations I have made.

Therefore, I accept no responsibility for the final assessment of the document

Yours faithfully

Margaret Addis