Community Health Impact Coalition

FACILITATOR GUIDE:

Advocacy Training

For Community Health Workers

Created together with CHWs as experts, this free training equips CHWs with the skills to effectively share their stories and promote the health issues most important to their communities. Content is powered by the Community Health Impact Coalition and the Stanford Center for Health Education.

Stanford
Center for Health Education

digitalMEdIC

Table of Contents

Course Overview

Welcome to Advocacy Training for Community Health Workers.

This course is brought to you by the Community Health Impact Coalition and the Stanford Center for Health Education.

In this course, you will get to know Sarah, a CHW that has worked as a community health worker in her township in the Western Cape of South Africa for five years. This course will teach CHWs:

- The history and background of CHW programs
- How to advocate for improved working conditions
- How to tell their stories
- And, how to use technology tools to participate in global, virtual discussions about community health

Why should Community Health Workers (or "CHWs") learn about advocacy?

For too long, conversations about community health have happened without us present. It's time for a change. As CHWs, we have a valuable perspective and unique understanding of the communities where we work.

Advocacy and storytelling are tools we can use to make others aware of an issue and to call on them to take action. This training aims to equip you with the skills to have your voice heard on the global stage.

We hope you take these messages to heart, become passionate advocates for your work, and join forces with fellow CHWs to raise the voices of CHWs around the world. As the saying goes, "Nothing About Us Without Us!"

HEALTH SYSTEMS: MODULE 1

- You'll learn about the history of community health worker programs using examples from countries around the world.
- You'll also learn about important stakeholders in community health.
- You'll learn some of the key questions that we need to ask in order to support CHWs and make programs more impactful.

ADVOCACY: MODULE 2

- You'll learn about a step-by-step process to becoming an advocate for your community and for CHWs like you.

STORYTELLING: MODULE 3

- You'll think about your own story and how to share it.
- You'll learn that by telling stories, we can inspire others to act and support issues we care about.

TECHNOLOGY TOOLS: MODULE 4

- You'll learn how you can participate in virtual events where community health is being discussed.
- You'll learn about virtual meetings, how to join them, and how to ensure your voice is heard.

Your Role as a Facilitator

As a facilitator, you play a critical role in helping to unlock the advocacy power of CHWs around the world. Your mission is to empower CHWs with the skills and confidence to more effectively achieve their advocacy goals, and also to participate in future speaking events about community health.

This facilitator guide equips you to teach the lessons to others using videos, interactive exercises, and reading activities.

We hope that your interest in being an advocate, and empowering other advocates, will increase after this course. We invite you to check out our CHW Advocates website (www.chwadvocates.org) and sign up to connect with other CHW Advocates.

We hope this course supports you on your journey to becoming a global CHW Advocate! Remember, nothing about us without us!

Notes for Facilitators

Training Structure

This course has been adapted from a self-guided, online learning experience to an in-person facilitated experience. This guide provides you with the resources you need to facilitate this training for local CHWs. A student workbook is also provided as an optional supplemental material to this course, but is not necessary to have a successful training.

The contents of this guide include a suggested schedule for two days of teaching, learning objectives for each module, timing for each section and activities or discussion points to engage learners.

This course contains videos or audio for the learners to watch/listen to and reflect on during the course.

Training Materials

- Facilitator guide
- CHW student workbooks (1 per student, *optional*)
- CHW advocacy and storytelling training videos - Download* each video to the device being used when facilitating the training. Videos can be found in folders by module here.
- Pencils/paper for students

OPTIONAL (*Recommended*)

- Chalkboard and chalk **or** flipboard and markers
- Print of the CHW student workbook for each learner
- Certificates

*If you have a connection to the Internet and a device that can play streaming videos during your class, this YouTube playlist is also available for you to click into a view of the videos.

Preparation for the Training

- Identify and secure a training venue.
- Collect and/or print all materials listed above.
- Read each section of this guide carefully
- Download each video from each folder in this link.
- Bring along a computer or device that could be visible to all learners **OR** device to play audio for all learners.

How to Use this Guide

This guide is organized into four main modules and a conclusion. Each **module** begins with a brief summary of how to prepare for the module lessons.

Modules are divided into **"sessions"** that cover several **topics** related to advocacy and storytelling.

```
                        Advocacy Training

Module 1: History   Module 2: Advocacy   Module 3: Storytelling   Module 4: Technology

Session 1  Session 2   Session 1  Session 2   Session 1  Session 2   Session 1  Session 2

Topic 1 Topic 2 Topic 1 Topic 2   Topic 1 Topic 2 Topic 1 Topic 2   Topic 1 Topic 2 Topic 1 Topic 2   Topic 1 Topic 2 Topic 1 Topic 2
```
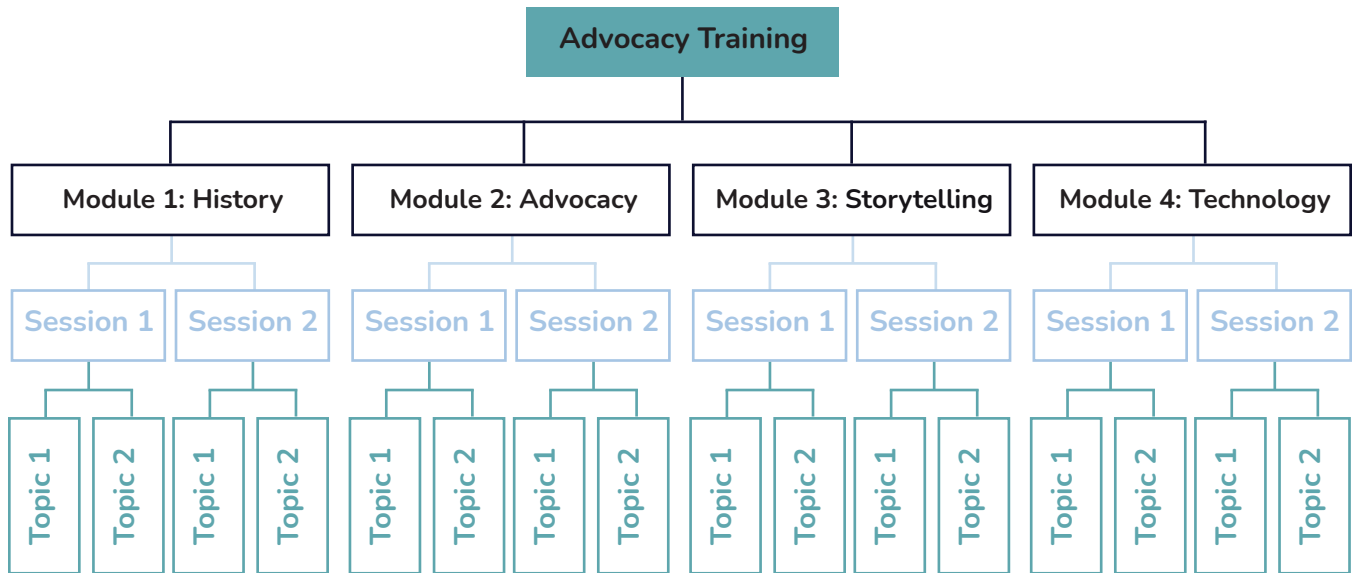
For each topic, the Facilitator Guide covers the following elements:

- **Video Segments** from the original online training course. These are intended to be displayed in real time during the training. If video is not available, audio may be used.
- **Key Points to Reinforce** - essential information to communicate during the discussion in order to reach the objectives of the module.
- **Reflect and Expand** - suggested discussion questions that draw on CHW Student experiences and/or apply the content to CHW daily practice.
- **Student Workbook Page Numbers** - reminders to direct Students to specific sections of their workbook.
- **Session Wrap-Up** - summary and final thoughts at the end of each session to close the topic before transitioning to the next section.

Sample Agenda

The following are the estimated amounts of time you will need to complete each Module.

- Module 1- Background on Community Health Systems: 2 hours, 45 minutes
- Module 2- Advocacy: 2 hours
- Module 3- Storytelling: 4 hours
- Module 4- Technology & Tools: 1 hour

Training sessions can be organized consecutively over 2 days or spaced out over the course of several days or weeks, depending on your organization's needs. A sample two-day agenda is listed below.

Sample agenda:

Day 1: Modules 1 & 2

Module/Topic	Time	Duration
Module 1: Background on Community Health Systems	9:00-10:30 AM	01:30
Break	10:30-10:45 AM	00:15
Module 1: Background on Community Health Systems	10:45AM-12:00 PM	01:15
Break	12:00-1:00 PM	01:00
Module 2: Advocacy	1:00-3:00 PM	02:00
Day 1 close	3:00-3:15 PM	00:15

Day 2: Modules 3 & 4

Module/Topic	Time	Duration
Module 3: Storytelling	9:00-11:00 AM	02:00
Break	11:00-12:00 PM	01:00
Module 3: Storytelling	12:00-2:00 PM	02:00
Break	2:00-2:15 PM	00:15
Module 4: Technology Tools	2:15-3:15 PM	01:00
Course Close	3:15-3:30 PM	00:15

Background on Community Health Systems

⏰ **Estimated Time Required:** 2 hours and 45 minutes

LEARNING OBJECTIVES

After completing Module 1, CHW Students will be able to:

1.   Describe the purpose of the Advocacy Training for Community Health Workers course.

2.   Connect personal community health work with global initiatives.

3.   Identify key stakeholders in community health.

4.   Understand global priorities for improving the quality of community health worker programs.

BEFORE THE SESSION

Gather Materials

✓   Download Module 1 videos
✓   Student workbooks
✓   Optional: Display paper and markers.

Preparation

✓   View the Module 1 videos.
✓   Review the Facilitator Guide agenda and content in Module 1 (page 10-24).
✓   Highlight/note parts you feel are particularly important or would like to emphasize while in discussion with Students.
✓   Set out Student Workbooks.
✓   Optional: Set up display paper and markers.

1.1 Welcome and Introduction

Session Outline

This discussion will provide an opportunity for CHWs to get to know one another and learn more about the purpose of the Advocacy Training for Community Health Workers course.

- Topic 1: Welcome and Introductions
- Topic 2: Training Overview and Expectations
- Topic 3: Introduction to Module 1

Topic 1: Welcome and Introductions

Welcome students, introduce yourself and acknowledge hosts and supporters of the training.

Describe the overall purpose of the training:

- To equip CHWs with the skills in advocacy and storytelling that can build awareness in our communities about an issue and compel them to take action.
- Offer logistical support: distribution of student workbooks and pencils, request silencing/powering down of phones, suggest the location of bathrooms, and so on.
- Lead students in an activity to introduce themselves through the concepts of advocacy and storytelling:

  » Suggest students find a partner. When in pairs, have them assign one person as a Listener, and one person as a Storyteller/Advocate.
  » Offer questions for the students to discuss with one another, the assigned Storyteller/Advocate in the pair beginning first:
    › When did you know you wanted to become a CHW?
    › What is an issue or problem in your community that you care about? Why?
    › If you could do anything, what would you do to change things for the better? Why?
  » After several minutes, alert the pairs to switch Listener and Storyteller/Advocate, and repeat.
  » Bring the full group back together, and have students introduce their partner and their issue of advocacy to the group.
  » Optional: Document Student issues for advocacy on display paper and keep at the front of the room to revisit throughout the training!

*Time-saving alternative: Remain as a full group and have each student assume the role of Storyteller/Advocate for 1 minute before passing the "microphone" to a peer.

Topic 2: Training Overview and Expectations

Review the training agenda, topics and timeline, and answer any preliminary questions.

Topic 3: Introduction to Module 1

Describe the purpose of Module 1: This module explores the history of community health worker programs, the unique role that CHWs play in achieving universal health care, and ideas for making professionalized CHWs a norm worldwide.

💬 Reflect and Expand

Ask students the following questions:

- Are you familiar with any well established CHW organizations? Which ones?
- What would you say is the main goal of your work?
- Who are the people or organizations that support you as a CHW, such as an NGO or a local government official that supports your mission?

1.2 History of Community Health Worker Programs

Session Outline

In this session, students will learn about the history of CHW programs and their role in achieving important community and global health goals.

- Topic 1: Early CHW Programs
- Topic 2: CHWs and Health For All
- Topic 3: Introduction to Global Goals
- Topic 4: CHW Contributions to Achieving Global Goals
- Topic 5: Renewing the Alma-Ata Vision

Instructor Preparation

- Prepare the following Module 1 videos:
  - » Introduction to Global Goals
  - » CHW Contributions
- Have Students turn to page 3 in the workbook.
- Optional: Draw images to communicate the following concepts
  - » Equality v equity (Topic 2, p. 14)

Topic 1: Early CHW Programs

Introduce the history of CHW programs and the idea that CHWs' work stands on the shoulders of hundreds of thousands of CHW heroes all over the world.

⚠ Key Points to Reinforce

- Understanding the history of CHW programs helps us to recognize the importance of our work and our role in establishing Health for All.
- Examples of previous programs include:
  - » Barefoot Doctors: One of the very first CHW programs, Barefoot Doctors were trained in rural areas of China to provide services that many CHWs still provide today, such as health talks and vaccinations.
  - » Jamkhed Comprehensive Rural Health Project (CRHP): The Jamkhed project is known for empowering communities to address their health problems and to address social issues by training women to serve as CHWs.
  - » Ghana Community Health Volunteers: Partnering with the government in Ghana, the Danfa Comprehensive Rural Health and Family Planning Project provided

child immunization services, malaria prevention, and growth monitoring. [*]

» Guatemala Maryknoll: In Guatemala, the Maryknoll Catholic Nuns established one of the world's early CHW programs in 1965. They trained young men to give injections, provide basic medications, and perform basic dental services.

💬 Reflect and Expand

Ask students the following questions:

- How do you feel your work coincides with these CHW programs from around the world?
- In what ways does your work differ from those early programs?

Topic 2: CHWs and Health For All

⚠ Key Points to Reinforce

- The Declaration of Alma-Ata of 1978 calls for governments and global organizations to work together to create community health programs and make CHWs a central part of health systems.
- One main goal was "Health for All by Year 2000," also known as universal health care (UHC).

   » UHC means people have access to the care they need without suffering financially.
   » CHWs are essential for achieving UHC.
   » The year 2000 has come and gone. We are still on the journey to achieve Health for All. That's why it's important to raise CHW voices as advocates.

- Equality and equity are important for ensuring UHC is a possibility in all communities around the globe.

   » Equality: Everyone is treated the same with the same level of support.
   » Equity: Everyone is treated with the level of support needed for their unique situation.

- A person's gender, heritage, age, social status, economic status, or location should not impact their ability to reach their full health potential. [**]

💬 Reflect and Expand

Ask students the following questions:

- What do you notice about the equity vs. equality image?
- What are your community's specific, unique needs and characteristics that would need to be considered when discussing equity and UHC?
- Questions to guide responses:

   » In your communities, what are the main reasons that people lack access to health care? Are health care resources more scarce in general, or is there a large population that has little access to resources? Do the groups that lack access have a common reason for not being able to reach healthcare, such as being in a remote area or not having the ability to pay for it? Are there local beliefs that hinder people accessing available health care?

EQUALITY · EQUITY
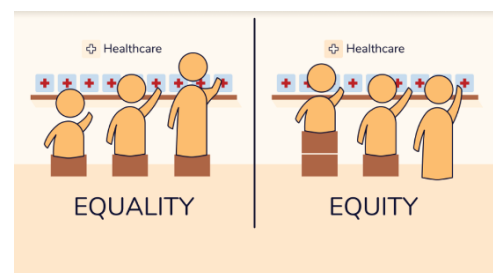
Topic 3: Introduction to Global Goals

Introduce the idea of Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) by playing the video Introduction to Global Goals.

⚠ Key Points to Reinforce

- The UN created 8 MDGs meant to reduce poverty, starvation, child and maternal mortality, and the number of HIV and malaria infected people.
- In 2016, these MDGs were expanded to include 17 Sustainable Development Goals SDGs to be accomplished by 2030.
- SDG #3 is "to ensure healthy lives and promote well-being for all, at all ages."
    - » CHWs are essential to accomplishing this goal.

💬 Reflect and Expand

- Ask students the following questions: How can your work contribute to the goal of reducing poverty, starvation, disease and overall child and adult well-being?

Topic 4: CHW Contributions to Achieving Global Goals

Discuss CHWs' role in accomplishing MDGs and SDGs by playing the video CHW Contributions to Achieving Global Goals.

Key Points to Reinforce:

- As you learned in the last lesson, the MDGs and the SDGs guide the priorities of health programs.
- CHW programs can help to achieve MDG and SDG goals more quickly. The following are examples of CHWs working to successfully reduce child and maternal mortality:
- In Nepal, female CHWs provided essential health care to mothers and babies as well as taught mothers about newborn care.
- In Liberia, CHWs overcame the country's poverty and history of civil war to provide care for more than 70% of its rural population.
- <Provide your example of CHWs' contribution to health programs in your own country>

💬 Reflect and Expand

- Ask students the following questions:
- How can CHWs in your community help to make the goal of Healthcare For All a reality?
- What obstacles stand in CHWs' way, and how can they overcome them?

Topic 5: Renewing the Alma-Ata Vision

CHWs have had an incredible impact on their communities. More needs to be done to support their programs and accomplish the Alma-Ata Vision where CHWs are a central part of health systems and make possible health for all.

⚠ Key Points to Reinforce

- There are almost 1.5 million CHWs globally[*], which is as big as the population of a large city.
- CHWs have helped billions of people. For example, thanks to CHWs, billions of vaccines have been distributed.
- CHW programs vary in their structure and the level of support they receive from their government and local health systems.
- As CHWs take on additional responsibilities, they need proper recognition, accreditation, training, supervision, incentives, supplies, and more.

💬 Reflect and Expand

Ask students the following questions:

- How would your work improve if you had more support?
- What is the most rewarding aspect about your job as a CHW?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

---

[*]   https://www.globalhealthdelivery.org/files/ghd/files/ghd-c11_chw_concept_note.pdf

1.3 Key Stakeholders in Community Health

Session Outline

In this session, CHW Students will learn about key stakeholders, or the people who are important to ensuring CHW programs are supported and CHWs are trained for their work.

- Topic 1: Introduction to Stakeholders
- Topic 2: Government
- Topic 3: Multilateral institutions
- Topic 4: Donors
- Topic 5: Non-governmental Organizations
- Topic 6: Civil Society

Instructor Preparation:

- Prepare the following Module 1 videos:
    - » Introduction to Stakeholders
- Have Students turn to page 5 in the workbook.

Topic 1: Introduction to Stakeholders

Introduce the idea of a stakeholder by playing the video *Introduction to Stakeholders*.

⚠ Key Points to Reinforce

- A stakeholder is a person or organization who is interested in, concerned about, or invested in a topic.
- Stakeholders are important because:
    - » They have a role to play in CHW work
    - » They provide funding for CHW programs
    - » You may encounter them at meetings
- When meeting a stakeholder, you can practice advocacy and share your personal experiences to engage them in caring about the issues you think are important.

💬 Reflect and Expand

- Ask students the following questions: Can you identify any stakeholders who support or fund CHW programs in your community? How do you think strong advocacy and storytelling skills can improve your relationship with stakeholders?

Topic 2: Government

Discuss the government's important role as a stakeholders in CHW work.

⚠ Key Points to Reinforce

- Your government is a major stakeholder in CHWs work and can include:
  - » Officials at the national or sub-national level
  - » The Ministry of Health or Department of Health
  - » The Ministry of Finance

- The government may play the following roles in CHW programs:
  - » Policy, by setting the rules, priorities and quality standards for programs
  - » Expansion, by adding programs to new areas
  - » Coordination, by making sure different groups work together
  - » Financing, by monitoring funding of programs
  - » Compensation, by paying a salary or compensation to CHWs
  - » Training, by designing courses for CHWs
  - » Supervision, by monitoring CHWs work

💬 Reflect and Expand

- Ask students the following question: What have been your experiences with the government as a CHW? How could these interactions have been more supportive?
- Then give students a few moments to think about the following question before discussing as a group: If you could tell your CHW story in front of government officials in your community, what would you tell them? What support would you ask them for?

Topic 3: Multilateral Institutions

Discuss the definition of a multilateral institution and their role as stakeholders.

⚠ Key Points to Reinforce

- A multilateral institution is when many countries join together to accomplish a goal. Examples include:
- The United Nations (UN): Comprised of 193 member states, the UN's goal is to ensure peace and improve conditions for all people.
- The World Health Organization (WHO) which supports international public health by

  - » making evidence-based global guidelines and recommendations for health management
  - » prioritizing health research topics, norms and standards
  - » coordinating global responses to emergencies such as Ebola, COVID, etc.
  - » issuing guidelines for successful management and organization of CHW programs

- United Nations Children's Fund (UNICEF) focuses on overall wellness of children by targeting child mortality, nutrition and immunization.

⬭ Reflect and Expand

- Ask students the following questions: Have you had interactions with WHO or UNICEF? How do you see these organizations supporting your work?
- Give students a few moments to think about the following question before discussing as a group: Why is equity important to consider when discussing multilateral institutions' role in addressing health care for all and responding to global emergencies?

Topic 4: Donors

Discuss the types of donors you may encounter when working as a CHW.

⚠ Key Points to Reinforce

- Donors (also known as funders or development partners) provide money for CHW programs.
- Governmental donors include USAID in the U.S. or the Foreign, Commonwealth and Development Office in the U.K.
- Private donors can be individuals, such as the Bill & Melinda Gates Foundation.
- Corporate donors such as The Johnson & Johnson's Foundation

⬭ Reflect and Expand

- Ask students the following question:
  Who are the donors of your specific programs? Are there any other donors we did not mention?
- Give students a moment to think about the following question, and then discuss as a group:
  What message would you share with a donor? What support would you ask them for?

Topic 5: Non-Governmental Organizations

Begin a discussion on the definition of non-governmental organizations.

⚠ Key Points to Reinforce

- A non-governmental organization (NGO) is a group of people who focus on an issue of importance such as the health of a community or the mitigation of a disease. NGOs have many different objectives and work in various spaces.
- An NGO might support CHW programs by:
  - » Offering incentives
  - » Providing supervision and training
  - » Providing supplies or training materials
  - » Carrying out research to understand the benefits of programs
- NGOs typically receive funding from donors, usually for a specific amount of time based on the grant that they receive (which may be a few months to a few years!). Oftentimes NGOs solicit funding from donors to raise money to support CHWs or community health programs.

⬭ Reflect and Expand

Ask students the following question:

- Have you worked with NGOs? If so, in what capacity? What challenges did you face?

Topic 6: Civil Society

Discuss with the group what civil society is and the role it plays in CHW programs.

⚠ Key Points to Reinforce

- Civil society refers to everyday groups and organizations such as community groups, faith-based groups, coalitions, womens' groups, etc.
- Civil society plays a role in keeping other stakeholders such as the government accountable. For instance, members of civil society usually vote for government officials who have pledged to support goals they care about.

💬 Reflect and Expand

Ask students the following questions:

- What civil society groups are you a member of?
- How have you used your participation in civil society groups to keep stakeholders accountable?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

1.4 The Future of CHW Programs

Session Outline

In this session, CHW Students will learn about the future of CHW programs and what needs to be done to improve program quality.

- Topic 1: The Future of CHW Programs
- Topic 2: Ten Key Questions for Improving CHW Program Quality

Instructor Preparation:

- Prepare the following Module 1 videos:
  - » The Future of CHW Programs
- Have Students turn to page 8 in the workbook.

Topic 1: The Future of CHW Programs

Introduce the future of CHW programs with the video The Future of CHW Programs.

⚠ Key Points to Reinforce

- You learned in the previous lesson that multilateral institutions like the World Health Organization are important stakeholders in CHW programs.
- In 2018, the World Health Organization passed historic guidelines for CHW programs. These guidelines included suggestions and recommendations that CHWs should be: well-trained, supervised, and paid for their work.

💬 Reflect and Expand

Ask students the following questions:

- What are some possible consequences of CHWs not being paid or not being paid enough for their work? How could that affect the CHW, their family and the community?
- How does it feel to imagine being a CHW who is supported, trained, safe and respected, all while improving your community?

Topic 2: Ten Key Questions for Improving CHW Program Quality

Below are examples in other countries of different sections of CHW programs and how the quality is being improved. Think of examples in your own community for each section and then begin a discussion on the key questions that need to be asked in your community.

⚠ Key Points to Reinforce

There is still much work to be done to improve CHW programs and support CHWs so that they are well positioned to achieve the SDGs and Health For All.

- **Role and Recruitment**: How do communities, governments, and health systems decide CHWs' role and how they are recruited?
    - » **In Liberia**, the National CHW Program involves the community when recruiting CHWs, which makes the program more likely to be accepted and succeed in the long-term.

- **Training:** How is pre-job training provided to CHWs to prepare them for their role? How is ongoing training provided to CHWs to review the initial training and teach them new skills?
    - » **In Pakistan**, CHWs known as Lady Health Workers (LHWs) receive training for a total of fifteen months, including classroom training, on-the-job training, and field work, and fifteen days of refresher training each year.

- **Accreditation:** Accreditation is the action or process of officially recognizing someone as being qualified. How are CHWs' health knowledge and skills tested before working?
    - » **In India,** CHWs known as Accredited Social Health Activists have to do 10 days of refresher training in order to maintain their accreditation with the national Ministry of Health and Family Welfare. **In Nigeria**, training institutions for CHWs are also accredited.

- **Equipment and Supplies:** Lack of supplies for CHWs is one of the most common challenges facing programs today.
    - » **In Malawi**, the national CHW framework has a specific goal to "provide sufficient supplies, transport, and infrastructure for CHWs working in Community Health Teams."

- **Supervision:** How do supervisors provide skill development, problem solving, performance review, and data auditing to CHWs?
    - » **In Mali,** CHWs receive 360 Supervision to actively and regularly mentor Community Health Workers for improved performance. They sit down together to set goals and identify areas of strength and improvement. *

- **Incentives:** The compensation and incentives provided to CHWs varies widely. Calls to pay CHWs have been echoed globally in many conferences, declarations and other advocacy efforts. It is becoming more common for CHWs to earn a salary that is in line with the national minimum wage.
    - » **In Bangladesh**, CHWs called Family Welfare Assistants receive a monthly government salary.

- **Community Involvement:** How does the community support the creation and maintenance of CHW programs?
    - » **In Zambia**, Neighborhood Health Committees (NHCs) select leaders as the link between the community and the health care system.

---

* https://www.musohealth.org/360-supervision-model/

- **Opportunity for Advancement**: How are CHWs provided with career pathways?
  - » **In Tanzania**, they provide opportunities for CHWs to be promoted or obtain a higher-level position through additional education.
- **Data:** How is community-level data sent from CHWs to the health system, and how does the health system use the data to help the community?
  - » **In Brazil**, CHWs known as CHAs use tablets to collect data electronically.
- **Linkages to the National Health System:** How do governments integrate and include CHWs in health system planning and budgeting?

💬 Reflect and Expand

Ask students the following questions:

- Which of these questions address a need in your work?
- Can you think of any other examples of programs that have addressed the issues listed here?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Module 1 Review:
The Important Roles of CHWs

MODULE 1

Ask students to read the following discussion questions and to take a moment to think about them. Alternatively, read them aloud and give some time for reflection. Then discuss it as a group.

1. How do you feel knowing now about the long history of Community Health Workers? Did you find one of the early programs particularly interesting?

2. There are many stakeholders involved in funding, developing, evaluating, and training CHWs and their programs. Let's name them. Which ones do you feel are important to try to interact with to gain support for your community?

3. The Alma-Ata Declaration wanting "Health Care for All by the Year 2000" and the United Nations 17 Sustainable Development Goals, especially to "ensure healthy lives and promote well-being for all" impact the work of CHWs. What do you personally feel you need to be a better CHW and to accomplish these goals?

The next Module on Advocacy skills will discuss these priorities in-depth, including their value to you as an individual and to your community as a whole.

Module Wrap-Up
- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Advocacy

⏰ **Estimated Time Required:** 2 hours

LEARNING OBJECTIVES

After completing Module 2, CHW Students will be able to:

1. Define advocacy in the context of community health.
2. Follow a step by step framework for developing an advocacy project.
3. Follow best practices for recruiting members to a cause and building coalitions.
4. Practice advocacy skills using an example activity.
5. Discuss the importance of including CHW voices on the global stage.

BEFORE THE SESSION

Gather Materials

✓ Download Module 2 videos: Module 2
✓ Student workbooks
✓ Optional: Display paper and markers.

Preparation

✓ View the Module 2 videos.
✓ Review the Facilitator Guide content in Module 2 (pp 25-42)
✓ Highlight/note parts you feel are particularly important
  or would like to call out while in discussion.
✓ Set out Student Workbooks.
✓ Optional: Set up display paper and markers.

Introduce the Module

Describe the purpose of Module 2:

In Module 1, we learned about the history of CHW programs and the important role CHWs play in achieving Health Care for All. This module is designed to equip CHWs to participate in and lead global advocacy efforts on behalf of their communities and other CHWs. It will teach learners how to "do" advocacy.

Reflect and Expand

- Ask students the following questions:
- By show of hands, do you believe it is true or false that anyone can be an advocate?
    - » The answer is True
- Can you give an example of a reasonable cause for CHWs to advocate?
    - » Some answers could include:
        - › Advocating for fair pay for oneself
        - › Advocating for support from a dedicated supervisor
        - › Advocating that preventative services should be available a reasonable distance from clients' homes
        - › Advocating for regular training for oneself and other CHWs
- Advocating for more laws to protect CHWs

2.1 What Is Advocacy and Why Does It Matter?

Session Outline

In this session, CHW Students will learn how advocacy can be beneficial to CHWs.

- Topic 1: What is Advocacy?
- Topic 2: Why are CHWs Natural Advocates?
- Topic 3: What do CHWs Advocate for?

Instructor Preparation:

- Prepare the following Module 2 videos:

  » What Is Advocacy?
  » Why Are CHWs Natural Advocates?
  » What Do CHWs Advocate for?

- Have Students turn to page 11 in the workbook.

Topic 1: What is Advocacy?

Introduce the topic of advocacy using the following video: **What is Advocacy?**

⚠ Key Points to Reinforce

- Definition of advocacy: educating and persuading people to support an issue
- Examples of advocacy goals:

  » Educational Goals
  » Financial Goals
  » Activity Goals
  » Political Goals
  » Advocacy may also involve recruiting other people to become advocates for your cause.

💬 Reflect and Expand

Ask students the following questions:

- Can you give an example of an educational, financial, activity or political goal if you were advocating for vaccinations?
- Sample answers:

  » Educate people about the benefits of vaccinations
  » Raise money to buy more vaccinations
  » Persuade the government to make a law that requires vaccinations

Topic 2: Why Are CHWs Natural Advocates?

Begin a discussion about the role of CHWs as advocates by sharing the following video: **Why Are CHWs Natural Advocates?**

⚠ Key Points to Reinforce

- Anyone can be an advocate, and advocacy works better in groups or when many people come together to advocate for a cause
- CHWs are frontline workers and therefore see health issues firsthand and know what are the most important issues for their communities.

💬 Reflect and Expand

- Ask students: What are some issues in your communities that you could advocate for?

Topic 3: What Do CHWs Advocate For?

Learn some of the more common reasons why CHWs advocate with the video **What do CHWs Advocate for?**

⚠ Key Points to Reinforce

- Two common goals for CHW advocates are:
  - » To educate people about the importance of community health
  - » To persuade people (especially the government) to create policies that improve community health and support CHW programs
- The WHO Guidelines reviewed in Module 1 are a great tool and source of inspiration for CHW advocacy. The WHO Guideline:
  - » Provides leadership on global health matters
  - » Makes recommendations to bring better health to people throughout the world
  - » Creates evidence-based health policy options and guidelines
  - » Shapes health research agendas
  - » Sets health norms and standards, and
  - » Coordinates global responses to health emergencies, like disease outbreaks (for example COVID19 and Ebola) or natural disasters.
- Students can access this guide for more information. Guide here.

💬 Reflect and Expand

Ask students the following question:

- What are the two types of advocacy?
  - » Answers: Health Advocacy and Workforce Advocacy
- Do you remember what each means?
  - » Health Advocacy means advocating for better health care such as better access to vaccinations for common illnesses, having preventive services a reasonable distance from people's home and CHW programs being connected to national health systems.
  - » Workforce Advocacy includes advocating for better working conditions, like being paid, having proper supplies, training and supervision.

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

2.2 Core Advocacy Skills

Session Outline

CHW Students learned in the past sections about CHWs and their role in advocacy. In this section, Students will learn how to develop their own advocacy project using a step-by-step framework for planning and carrying out Advocacy activities in 9 steps.

- Topic 1: Choose an Issue
- Topic 2: Choose a Realistic Goal
- Topic 3: Identify the Current State
- Topic 4: Find the Decision-makers
- Topic 5: Build a Roadmap
- Activity: Plan your own Advocacy Project (Part 1)
- Topic 6: Build your Coalition
- Topic 7: Influence the Decision-Makers
- Topic 8: Keep Track of Your Progress
- Topic 9: Keep Going

Instructor Preparation:

- Prepare the following Module 2 videos:
    - » Step 1: Choose an Issue
    - » Step 2: Set a Realistic Goal
    - » Step 3: Identify the Current State
    - » Step 4: Find the Decision-Makers
    - » Step 5: Build a Roadmap
    - » Step 6: Build your Coalition
    - » Step 7: Influence the Decision-Makers
    - » Step 8: Keep Track of Your Progress
    - » Step 9 Keep Going
- Have Students turn to page 12 in the workbook.
- Optional: Draw images to communicate the following concepts
    - » Advocacy Steps 1 - 9 (Topics 1-9, p. 30-34)

Topic 1: Step 1: Choose an Issue

Begin by showing this video on how to choose an issue to advocate for: <u>Step 1: Choose an Issue</u>

⚠ Key Points to Reinforce

- Choose something you care about and matters to the community
- An example of a health advocacy issue is the concern of children dying from easily treated issues
- An example of a workforce advocacy issues might be things
  like having the right supplies or being paid fairly

💬 Reflect and Expand

Ask students the following questions:

- Think of an issue in your community and whether it is a health
  or workforce issue and write it down/or discuss.

Topic 2: Step 2: Set a Realistic Goal

Next show this video on how to set a goal for the chosen issue: <u>Step 2: Set a Realistic Goal</u>

⚠ Key Points to Reinforce

- Be sure the issue you choose could have a realistic solution
- Remember that the availability of time and money may affect your outcome

💬 Reflect and Expand:

Ask students the following questions:

- Think about the issue they have just reflected on. Brainstorm a potential goal or
  solution to address this issue. Is the goal realistic? Write it down/discuss.

Topic 3: Step 3: Identify the Current State

Introduce identifying a baseline to an issue by showing this video: <u>Step 3: Identify the Current State</u>

Key Points to Reinforce:
- A baseline is the current state of your issue (for example, the current vaccination rates)

💬 Reflect and Expand:

Ask students the following questions:

- Ask Students: What is the current state of the issue you've selected. Write it down/discuss.

Topic 4: Step 4: Find the Decision-Makers

Start a discussion on how to find a decision maker for a particular issue by showing this video:
Step 4: Find the Decision-makers

⚠ Key Points to Reinforce

- Decision makers are people who have influence on your issue and can help things happen
- Decision makers could include:
    - » Government officials
    - » Civil society leaders like religious leaders and business owners
    - » Local community groups
    - » WHO or UNICEF
    - » NGO Leaders
    - » Donor groups
- It's important to understand what motivates your decision maker

💬 Reflect and Expand:

Ask students the following questions:

- Do you know who your decision maker is for your issue? If not, let's discuss your issue and figure out who it would be.
- If you know who your decision maker is, what do you think motivates them?

Topic 5: Step 5: Build a Roadmap

Start a discussion on how to create a roadmap of a particular issue by showing the following video:
Step 5: Build a Roadmap

⚠ Key Points to Reinforce

- Your roadmap should include your starting place (baseline) and goal
- It should also include steps in between on what it will take to achieve your goal
- Don't forget about including your decision makers and what changes you will need from them to accomplish your advocacy goal

Activity: Plan Your Own Advocacy Project *(Part 1)*

🕐 **Estimated Time Required:** 25 minutes

Activity Guidelines:

In this activity, you will choose an issue that you care about and practice the first five steps of the 9-step framework for planning advocacy. We may have already written down and discussed some of these items. Let's fill out the rest.

Instructions:

Step 1: Choose an Issue.
Describe a health advocacy issue or workforce advocacy issue that matters to you and your community.

Step 2: Set a Realistic Goal.
What is the change you wish to see? Can you accomplish this goal with the current limitations of time and money?

Step 3: Identify the Current State.
For the issue you chose, describe the current state and why it is a problem.

Step 4:Find the Decision-Makers.
Who are the people who can help you make this change and who might be invested in helping it happen?

Step 5: Build a Roadmap.
What is the timeline for your advocacy project? What needs to happen and what needs to be in place for it to become a reality?

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Topic 6: Step 6: Build Your Coalition

Now that you've planned your advocacy project, lets share the following video to start a discussion on how to build a coalition: Step 6: Build your Coalition

⚠ Key Points to Reinforce

- Advocacy works best when many people come together to accomplish a common goal
- Your coalition can be made up of other CHW's, decision makers or people that are good at influencing decision makers
- While data is important to support advocacy for your goal, it is also important to not share personally identifiable information with others

💬 Reflect and Expand

Ask students the following questions:

- Can you name a few ways that you can build a coalition?

Answers can be:

- Meet with community leaders
- Hold seminars or educational meetings
- Gather stories and data
- Collaborate with other CHWs in different areas addressing similar issues

Topic 7: Step 7: Influence the Decision-Makers

Introduce the topic of Influencing Decision-Makers by playing the following video: Step 7: Influence the Decision-Makers

⚠ Key Points to Reinforce

- Once you've created a coalition of partners you can work to influence decision-makers and stakeholders by communicating with them
- Personal communication is best, but other examples are:
  - » In-person
  - » Write letters
  - » Call, text or email them
  - » Organize events
  - » Use social media
- Be sure to tell your personal story about why the issue is important
- Make sure your issue is explained clearly and that they understand your request
- After you've communicated, be sure to follow up with subsequent communication

💬 Reflect and Expand

Ask students the following question:

- Thinking about your experiences as a CHW, have you ever had to influence someone to do something or help you with something?
- What did you do or what did you say to get your desired outcome?

We will learn later how to use your personal story to influence decision-makers.

Topic 8: Step 8: Keep Track of Your Progress

Introduce progress tracking by playing the following video: <u>Step 8: Keep track of your progress</u>

⚠ Key Points to Reinforce

- Refer back to your roadmap and keep track of your progress on it
- Keep track of data that you can gather on your successes
- Be sure to celebrate victories (even small advancements)

💬 Reflect and Expand

Ask students the following questions:

- Think of a time you had a small win and how that made you feel.
- Now, think of a time you had a big win and how that small win helped you get there.

Topic 9: Step 9: Keep Going!

Play the following video to encourage CHW perseverance: <u>Step 9: Keep going!</u>

⚠ Key Points to Reinforce

- Advocacy takes time, so keep going on your efforts!

💬 Reflect and Expand

Ask students the following question:

- Which of these steps seems to be the most challenging for you?
- Which do you feel the most passionate about?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

2.3 Broadening Participation & Building Coalitions

Session Outline

We will look at the power of coalitions and why they are helpful for CHWs.

- Topic 1: What is Coalition?
- Topic 2: How do You Build a Coalition?
- Topic 3: How do You Manage a Coalition?
- Topic 4: Real World Examples
- Activity: Plan Your own Advocacy Project (Part 2)

Instructor Preparation:

- Prepare the following Module 2 videos:
  Wilson Asibu Speaks about the Power of Self-organizing (optional)
- Have Students turn to page 15 in the workbook.

Topic 1: What is a Coalition?

Introduce The Topic of Coalition:

As you have learned, advocacy works best when many people support the same cause. Of course you want to recruit local CHWs and community members to join you -- but what about people outside of your community?

Key Points to Reinforce:

- **Coalition-building** is a great way to reach people outside your community.
- A coalition expands when multiple organizations join together to work on an advocacy campaign. So, you can say that a coalition is an **organization made up of individuals and sometimes other organizations.**
- To build a coalition, you have to find other people and organizations who care about your issue and persuade them to join you.
- Different types of coalitions exist:
  - » Formal coalition, where individuals and organizations agree to work together for many years to accomplish a long-term goal, such as reducing child malnutrition
  - » Issue campaign, where individuals and organizations briefly work together to accomplish a short-term goal, such as persuading the government to create a new policy
  - » Informal coalition, where individuals and organizations work together from time to time, usually to organize events, not accomplish goals

💬 Reflect and Expand

Joining a coalition can be incredibly powerful, whether it focuses on a short-term or long-term goal. Coalitions give you more people, more power, and more resources (like time, money, and people's skills). A good coalition can work together to put much more pressure on decision-makers to act quickly.

Ask students the following question:

- Now that we've discussed this topic and had time to think about it, in your experience as a CHW, do you already have a coalition forming around you? Who are you including and why?

Topic 2: How Do You Build a Coalition?

Discuss how to build a coalition by first researching other groups that might be interested in your cause.

When researching, you should look closely at the group's goals -- maybe you are interested in ensuring children have vaccines, whereas the other group's goal is to improve children's health overall. The group might have the goal of improving children's health in multiple countries, whereas you are focused (right now) on your own country.

⚠ Key Points to Reinforce

- You must be able to find **common ground** -- issues that all groups in the coalition care about. The coalition does not need to include every single goal that each group has.
- You should focus on one or two major goals that everyone finds important.
- Some coalitions write a mission statement that includes their common ground. A mission statement is a short summary of the aims and values of the organization.
- Sample mission statement of the Community Health Impact Coalition (CHIC) is: *The Community Health Impact Coalition exists to make professionalized community health workers a norm worldwide.*
- You should avoid groups that agree to help you only if you help them. For example, if the other group says, "We will provide volunteers for an immunization program in your community if you provide volunteers for a malaria event in our community," you probably want to say no.

💬 Reflect and Expand

Ask students the following question:

- You should always stay focused on the common ground in the coalition. You should only plan coalition activities and programs that will accomplish the coalition's specific goals.
- From the previous topic (What is a Coalition?), does the coalition or people you thought of have common ground with your issue? If not, reflect on who does to help you form your coalition.

Topic 3: How Do You Manage a Coalition?

Coalitions have many benefits, but managing them takes effort. This section contains guidelines for building and maintaining a strong coalition.

⚠ Key Points to Reinforce

Goals and Needs

- As the last section said, find common ground and stick to it!
- Don't change your mission or goals to suit other groups. Don't expect them to change their mission for you either.
- Understand that each group has its own needs, such as fundraising and recruiting more members. It's not "selfish" for a group to fundraise for themselves. In fact, it's better for the coalition if you encourage each group to satisfy its needs.

Decision-Making

- Talk with other groups ahead of time to plan how decisions will be made. Will each group have one vote? Will each individual member have one vote? Do all groups have to agree to an action, or only the majority?
- Be prepared to "agree to disagree." It is not worth getting your way on every small issue. Sometimes another group will want to use different words or strategies than you -- and that's okay, as long as it helps the coalition accomplish its goals.
- Groups can take action on their own -- for example, in their own community, without the coalition's vote -- as long as it supports the coalition.

Contributions

- Different groups have different resources. The coalition should respect every group and recognize that some groups have more money, some have more members, some have more ideas and connections, etc.
- If your coalition's advocacy is successful, **the coalition should get credit.** No one group should take credit for the success alone.
- If the coalition has staff members, the staff should work for the coalition only. They should not be loyal members (especially leaders) of the groups inside the coalition.

💬 Reflect and Expand

Ask students the following questions:

- There are many guidelines in this section, with which guidelines do you feel comfortable/uncomfortable? Why?

In the next Module (Storytelling) you will learn how telling your story is a method of feeling confident and creating a successful coalition.

Topic 4: Real World Example: Malawi National Network of Community Health Workers

Introduce this real-world example:

There are many real-world examples of coalitions in action, such as the Malawi National Network of CHWs which brings together over 15,000 CHWs in Malawi including government-paid Health Surveillance Assistants, Senior Health Surveillance Assistants, community health volunteers, and more.

For those with WiFi who want to show this video (not required): <u>Click Here.</u>

⚠ Key Points to Reinforce

Malawi National Network of Community Health Workers

- Held a workshop in December 2019 bringing together 100+ CHW representatives from different cadres to discuss opportunities to self-organize
- By April 2020, established a National Secretariat, Regional Chapters and District Chapters in all 28 districts of Malawi. These Chapters entirely consist of and are led by CHWs - including gov't-paid CHWs (Health Surveillance Assistants and Senior HSAs), community health volunteers, etc.
- In total, the Network represents over 15,000 CHWs in Malawi.
- The Network, through its National Secretariat, Regional, District, and local chapters identified an action plan and advocacy agenda to improve the working conditions of CHWs.
- The National Network in Malawi is the latest example of the power of CHWs self-organizing. It draws on a long and successful history of <u>CHW self-organization in South Africa, India, and Brazil.</u>
- "We believe the coming in of the Malawi Network of Community Health Workers… [gives CHWs] a unified voice and organized platform to influence policy and practice that ensures improved legal, economic and professional working conditions of community health workers in Malawi."

💬 Reflect and Expand

Ask students the following questions:

- How does it feel to see all that is possible when CHWs come together to advocate for issues that matter?
- You can find advocacy groups and opportunities to connect with CHWs outside of your own country by going to <u>www.chwadvocates.org/connect</u> and finding a WhatsApp group that is close to your community.

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Activity: Plan Your Own Advocacy Project *(Part 2)*

Activity Guidelines:

Putting it all together! In this activity, you will think about how you might enlist help from others to support your chosen advocacy goal. Go back to Part 1 of this activity, review your answers and let's put the rest of your advocacy project together. Fill in the following:

Instructions:

Step 6: Build Your Coalition.
Who are some potential partners who share your goal and can help you accomplish it? How might you work together as a coalition to refine your advocacy roadmap and enlist support for the work you are planning?

Step 7: Influence the Decision-Makers.
Think back to the decision-makers you identified. How might you communicate with them to persuade them to support your advocacy efforts?

Step 8: Write out the key indicators that you will keep track of to monitor your progress.
Some examples may be the number of vaccinations given or the number of people educated on a particular topic.

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

2.5 CHW Advocates on the Global Stage: The Importance of Making Sure Your Voice Is Heard

Session Outline

In this session, we will look at why CHWs' involvement is important to global health decision-making processes.

- Topic 1: CHWs and Global Advocacy
- Topic 2: The Ladder of Participation

Instructor Preparation:

- Prepare the following Module 2 videos:
  - » The Ladder of Participation
- Have Students turn to page 18 in the workbook.

Topic 1: CHWs and Global Advocacy

It is important for CHWs to be present at conferences and advocacy efforts.

⚠ Key Points to Reinforce

- In the past, CHWs have not routinely attended large-scale health conferences and meetings. As you learned in Module 1, global health conferences have discussed the importance of CHW programs and released guidelines that affect their work. So, it is important that CHWs be in attendance.
- If a health conference discusses the activities of CHWs, CHWs should be present in the discussion.
- CHWs can advocate locally for important causes, but they should also be able to join **global** advocacy efforts.
- Sometimes it may cost money to attend a conference or global event, but oftentimes conferences will offer scholarships or waive fees for CHWs so that they can attend. You should always ask about this!

💬 Reflect and Expand

Ask students the following questions:

- Do you know of any health conferences in your area that you could attend?

Topic 2: The Ladder of Participation

Introduce the topic of the Ladder of Participation by playing the following video: The Ladder of Participation

⚠ Key Points to Reinforce

- The ladder of participation shows different levels of participation in the advocacy process, from no participation to full participation.
- The levels of the ladder are:
    - » Manipulation
    - » Decoration
    - » Tokenism
    - » Assigned but informed
    - » Consulted and informed
    - » Equals
    - » Create and manage advocacy projects
    - » Share decision-making power
- Moving up the ladder of participation comes with challenges, do not let this stop you from becoming part of the discussion

💬 Reflect and Expand

Ask students the following questions:

- Can you identify where you are currently located on the Ladder of Participation? How can you move to the next level?

8 Share decision-making power

7 Create and manage advocacy projects

6 Equals

5 Consulted and informed

4 Assigned but informed

3 Tokenism

2 Decoration

1 Manipulation

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Module 2 Review:
Advocacy

MODULE 2

Give students a few minutes to think and write down their responses before asking for volunteers to share what they wrote.

Activity Guidelines:

- Based on what you learned in Modules 1 & 2, what you hear online, and what you hear in your community, write a short, personal reflection on why CHWs are especially well-suited to be advocates. Why do you think CHWs are especially well-suited to be advocates?

Reflect and Expand OR Share and Discuss

Module Wrap-Up

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Storytelling

⏰ **Estimated Time Required:** 4 hours

LEARNING OBJECTIVES

After completing Module 3, CHW Students will be able to:

1. Define storytelling for advocacy
2. Build confidence and identify the values that inform your stories
3. Follow a three-part framework to create your own story
4. Practice delivering your story in a variety of formats

BEFORE THE SESSION

Gather Materials

✓ Module 3 videos: Module 3
✓ Student workbooks
✓ Optional: Display paper and markers.

Preparation

✓ View the Module 3 videos.
✓ Review the Facilitator Guide content in Module 3 (page 43-66)
✓ Highlight/note parts you feel are particularly important or
  would like to call out while in discussion.
✓ Set out Student Workbooks.
✓ Optional: Set up display paper and markers.

Introduce the Module

• Describe the purpose of Module 1: In Module 2, we learned about advocacy.
  The best advocates are also good storytellers. This module is designed to
  train CHWs to communicate their story to advocate for change.

Reflect and Expand:

Ask students the following questions:

• How do your personal values affect the decisions you make at work?
• How do you think sharing your personal stories can help you to be an advocate for your work?

3.1 Introduction to Storytelling

Session Outline

In this session, CHW Students will learn why storytelling is important to advocacy.

- Topic 1: What is storytelling?
- Topic 2: Why do CHWs tell their stories?
- Topic 3: Where do CHWs tell their stories?

Instructor Preparation:

- Prepare the following Module 3 videos:
    - » What is Storytelling?
    - » Why Do CHWs Tell Their Stories?
- Have Students turn to page 21 in the workbook.

Topic 1: What is Storytelling?

Introduce what storytelling is and what it means for CHWs using the video What is Storytelling?

Key Points to Reinforce:

- Storytelling is among the oldest forms of communication.
- It has been used to pass on history, values, cultures and traditions from one generation to the next.
- It is an effective way to communicate because stories:
    - » are understandable regardless of someone's ability to read or write
    - » are fun and imaginative
    - » are easy to remember
    - » can stir up memories and emotions
    - » connect the speaker to the audience
    - » can influence and move to action decision makers and other stakeholders
- Storytelling for advocacy involves using your personal story to connect with your audience and help them care about what you care about.
- If sharing others' personal stories, remember to include them when writing the story so that their voice is heard and, depending on the case, their privacy is protected.

💬 Reflect and Expand

Ask students the following questions:

- Think of someone who is a very effective storyteller. What is it about this person and the way they tell stories that you like?

Topic 2: Why Do CHWs Tell Their Stories?

Discuss the reasons a CHW may tell their story by showing Why Do CHWs Tell Their Stories?

⚠ Key Points to Reinforce

A CHW may tell their story in order to:

- Inform others on a local, national and global level about what they have seen, done and know to be important
- Motivate others to act and join your cause by stirring up emotions in a more powerful way than facts are able to
- Influence decision-makers such as government officials or policy-makers for the health system to understand the issues CHWs are concerned about.

💬 Reflect and Expand

Ask students the following questions:

- When is a time you have engaged in storytelling regarding your work as a CHW? What impact did you want to make?

Topic 3: Where Do CHWs Tell Their Stories?

Contexts in which CHWs might use storytelling to advocate for themselves and their community.

⚠ Key Points to Reinforce

- CHWs use stories to advocate for support in many different settings:
  - » with patients to motivate them to make wise choices for their health and the community
  - » with other CHWs as part of workforce advocacy and coalition-building for better work conditions
  - » with policy-makers who make decisions regarding health policies
  - » with donors to learn more about important issues they should fund and why
  - » during health conferences and workshops to share knowledge and address current policies; since few CHW's attend conferences, your story is even more important

💬 Reflect and Expand

Ask students the following questions:

- In what places can you see your own stories being told?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

3.2 Finding Your Voice

Session Outline

In this session, CHW Students will learn about why it is important to speak up, how to build confidence to do so, and ways they can overcome their fears.

- Topic 1: Finding Your Voice
- Topic 2: Your Voice Matters
- Topic 3: Affirmation Exercise #1: Positive Words to Describe Yourself
- Topic 4: CHWs Should Have a Voice in Global Health Decisions
- Topic 5: CHWs Are Experts About Their Work and Their Communities
- Topic 6: Affirmation Exercise #2: Proud of Your Story
- Topic 7: Fears About Speaking Up
- Topic 8: Real Life Examples
- Topic 9: Conclusion of Fears Around Speaking Up
- Topic 10: Confidence Building
- Topic 11: Affirmation Exercise #3: Speaking Up For Others and Affirmation Exercise #4: Future Goals
- Topic 12: How Stories Reflect Our Values

Instructor Preparation:

- Prepare the following Module 3 videos:
  - » Finding Your Voice
  - » Your Voice Matters
  - » Our Voice Matters (optional)
  - » Voices From the Frontline (optional)
  - » Fears Around Speaking Up
  - » CHW George Mwinnyaa's Story
  - » Confidence Building
  - » How Stories Reflect Our Values

- Have Students turn to page 22 in the workbook.

Topic 1: Finding Your Voice

Open the discussion of public speaking and confidence with the video: **Finding Your Voice.**

⚠ Key Points to Reinforce

- We tell stories every single day with people around us.
- When sharing with others, it can be intimidating to think about standing in front of people to tell one's story.
- We all have different levels of confidence.
- Our goal in this section is to build confidence for the goal of storytelling for advocacy.
- This lesson will help CHWs to build confidence to tell their story by understanding:
  - » why their voice matters
  - » how to face their fears about speaking up
  - » how to discover their values
  - » how their values can help them tell their story.

Rate Your Confidence Level

- Ask students to rate how confident they feel about storytelling and public speaking on a scale from 1 (low) to 5 (high).
- Tell students however they feel is okay.

💬 Reflect and Expand

- Ask students to explain how they feel when they speak publicly or storytell. Remind them there is no correct answer, and that how they feel is okay.

Topic 2: Your Voice Matters

Use the video **Your Voice Matters** to explore why CHWs should storytell.

⚠ Key Points to Reinforce

- As a CHW, you have many important stories to share with others.
- You are an expert who does amazing work. Be proud of who you are!

💬 Reflect and Expand

Ask students the following questions:

- What makes you a great CHW?
- What traits do you have that make you perfect for a job based on compassion, care and responsibility?

Affirmation Exercise #1: Positive Words to Describe Yourself

Guidelines:

Tell students that they will be asked to complete short "affirmation" exercises.

Affirmations are positive statements about yourself, your past, and your future goals. Writing out affirmations will help you reflect on your strengths and build your confidence.

Look at the list of words below. Which ones describe you? Pick as many as you want.

Affirmations:

- ✓ Ambitious
- ✓ Brave
- ✓ Capable
- ✓ Confident
- ✓ Creative
- ✓ Determined
- ✓ Easy-going
- ✓ Experienced
- ✓ Friendly
- ✓ Generous
- ✓ Gentle
- ✓ Hard-working
- ✓ Helpful
- ✓ Honest
- ✓ Independent
- ✓ Intelligent
- ✓ Kind
- ✓ Loyal
- ✓ Optimistic
- ✓ Organized
- ✓ Passionate
- ✓ Patient
- ✓ Reliable
- ✓ Strong
- ✓ Thoughtful

💬 Reflect and Expand

Ask students the following question:

- What made you pick the description words you chose?
- How do you think your parents or close friends would describe you?
- Take a moment to look at your list of words that describe you. Say them to yourself. How does it feel to see so many positive traits about yourself?

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.
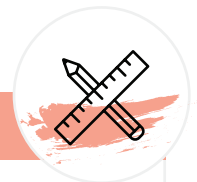
Topic 4: CHWs Should Have a Voice in Global Health Decisions

Telling your story is one way to help CHWs to advocate for a role
in decision-making processes around the world.

For those with WiFi who want to show this video on Our Voices Matter (not required

⚠ Key Points to Reinforce

- CHWs should have a voice in global health discussions.
- To make up for the lack of CHWs who can advocate around the world, share your story
  in health conferences where representatives from all over could be attending.
- When you share your voice, it will help address global inequity.
- No global policies should be made without input from everyone, including CHWs.
- CHW programs have transformed the world by changing primary
  health care and improving health outcomes.
- CHWs can have a great impact on nutrition, child mortality and maternal mortality.
- Be proud of who you are and the impact you have on the world!

💬 Reflect and Expand

Ask students the following questions:

- What has stood in your way or the way of other CHWs who have wanted to attend conferences?
- How does it make you feel to know that you are part of an extraordinary
  group of people who are changing the world for the better?

Topic 5: CHWs Are Experts About Their Work and Their Communities

CHWs are experts who can teach the world about what needs to be done to achieve Health Care for All.

For those with WiFi who want to show the video on CHW Prossie Muyingo (not required):

⚠ Key Points to Reinforce

- Use your voice to tell policymakers and community members about the problems
  affecting your community and what solutions you think would be of benefit.
- Discuss your work, how you have impacted the community, and what you need to do better.

💬 Reflect and Expand

Ask students the following questions:

- How would you introduce yourself? State your name, where you
  work, what you do, and how you impact your community.

Affirmation Exercise #2: Proud of Your Story

Guidelines:

Give students a few moments to write down or think about their answers. Then discuss it as a group.

Consider:

✓ You've learned many reasons why CHWs' stories should be told and listened to. What do you think is an important reason for telling one's story as a CHW?

✓ Finish the sentence: "I should share my story because..."

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Topic 7: Fears About Speaking Up

CHWs may have fears about sharing their story. Watch the video **Fears Around Speaking Up.**

⚠ Key Points to Reinforce

- Telling your story is an act of courage
- It can also be hard to be the one to point out problems in the system.
- Without someone willing to speak up about problems, those problems won't change.
- Progress is made when we are brave enough to speak out.

💬 Reflect and Expand

Ask students the following questions:

- Are there issues you feel scared to point out?
- What strategies can you use to overcome your fears?

Topic 8: Real Life Examples and Reflecting on Fear and Courage When Storytelling

Watch the video **George Mwinnyaas Story.** Do you know of any real-life examples of people who have spoken up? Below are some famous examples.

⚠ Key Points to Reinforce

Some people in history have risked their lives to tell stories:

- Mahatma Gandhi spoke up about inequality. His stories were key in the fight for equality in South Africa and the fight for India's independence from Great Britain. He suffered at the hands of authorities for his unpopular stories and advocacy messages.
- Nelson Mandela used personal stories and would talk about a real incident or person when he spoke to make his advocacy more memorable. Mandela shared the story about his son's death from HIV and how it impacted him in order to gain support and awareness for HIV/AIDS globally.
- Wangari Maathai was the first African woman to win the Nobel Prize. She fought to protect Kenya's natural beauty but frequently met resistance from government officials who called her a "crazy woman."
- Leópold Senghor was a poet, activist, and the first president of Senegal. Through art and politics, he was an advocate for the culture of African people around the world and fought for the independence of West Africa from French colonization.
- Neema Namadamu is a woman from DRC who was crippled from polio and overcame serious hardships in her personal journey to get an education and work in government. She tells her story to advocate for rights and opportunities for women, especially for women with disabilities.

💬 Reflect and Expand

Give students a few minutes to think about the following questions, and then discuss as a group.

- Have you encountered similar challenges in your career as a CHW? How do you feel about how you responded to those challenges?
- What risks might you run if you told a story about a challenging moment?
- Advocacy work is important and rewarding, but it can also be difficult. Telling your story can cause difficulties, but it's also very rewarding and can create positive change. What positive things might come about if you spoke up about a challenging moment?

Topic 9: Conclusion of Fears Around Speaking Up

Speaking up is difficult, but it can be made easier when working with
others and remembering how important your story is.

⚠ Key Points to Reinforce

- Telling your story, even if it's difficult, can lead to positive change that helps many people
  such as other CHW's, doctors, nurses, donors, and the members of your community.
- It is a personal decision what stories we are willing to tell.
- We all are willing to run different risks. Some will be loud critics, while others may hold back.
- The decision on what stories to tell is yours alone to make.
- Building a coalition and advocating together can help build your
  strength to speak up and advocate for change.

🗩 Reflect and Expand

Ask students the following questions:

- How would working with other CHWs or other stakeholders when speaking
  up to tell a story make you feel? Would you be more comfortable?

Topic 10: Confidence Building

Learn about confidence and speaking up with this video called **Confidence Building.**

⚠ Key Points to Reinforce

- Confidence is believing in yourself and is the ability to identify your strengths.

  - » When you are confident, you feel:
  - » That it's important to share your stories.
  - » Brave enough to ask questions and admit what you don't know
  - » Secure that your suggestions are valid
  - » Ready to face challenges

- When you are confident, you feel comfortable advocating and know
  that your thoughts and experiences are important.
- Confidence helps communicate to others that:

  - » they can trust you
  - » you value them, even when you disagree
  - » you will speak up for them and your community

🗩 Reflect and Expand

Ask students the following questions:

- In what situations do you feel confident? In what situations
  do you feel you need to build confidence?

Affirmation Exercise #3: Speaking Up For Others and Our Goals

Guidelines:

Give students a moment to write down answers or to think about the answers before discussing as a group:

Consider:

1. Think about your work. What makes you a good CHW? What is one way that you directly help people?

2. Have you ever spoken up for someone else? What was the situation and how did it make you feel?

3. Now imagine you are speaking out regarding your work. While it can be scary, it can also feel good to do the right thing.

4. Think about why you are doing this training and why you want to tell your story. What is your goal? Finish the sentence: "After this training, I want to…"

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Topic 12: How Stories Reflect Our Values

To discuss how our values become a part of our stories, show the video
How Stories Reflect Our Values.

⚠ Key Points to Reinforce

- A value is something you believe is important such as achievement or creativity
- We believe our values are important; they guide our storytelling
- When we base our stories on our values, we communicate what is important to us.

Some Examples of Values:

- Accomplishment
- Adventurousness
- Athleticism
- Beauty
- Bravery
- Brilliance
- Calmness
- Commitment
- Community
- Compassion
- Creativity
- Dependability
- Determination
- Discipline
- Diversity
- Empathy
- Education
- Equality
- Faith
- Freedom
- Generosity
- Goodness
- Grace
- Gratitude
- Happiness
- Hard work
- Health
- Honesty
- Honor
- Hope
- Humility
- Humor
- Imagination
- Independence
- Kindness
- Knowledge
- Lawfulness
- Leadership
- Love
- Loyalty
- Motivation
- Neatness
- Patience
- Perseverance
- Positive attitude
- Prosperity
- Reflection
- Relaxation
- Reliability
- Respect for others
- Responsibility
- Truth
- Tradition
- Wealth
- Wisdom

💬 Reflect and Expand

Give students a moment to write down answers or to think about the answers before discussing them as a group. Use the examples above to drive discussion, as needed:

- What are your values? What is important to you?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

3.3 Telling Your Story in 3 Parts

Session Outline

CHW Students just learned where and why it is important to tell your story, and how to build the confidence to do so. In this session, they will learn how to tell their story to gain support and connect with their audience.

- Topic 1: Storytelling for Advocacy
- Topic 2: Storytelling Part 1: The Challenge
- Topic 3: Storytelling Part 2: the Climax
- Topic 4: Storytelling Part 3: The Call for Change
- Topic 5: Check for Understanding: Storytelling for Advocacy in 3 Parts
- Topic 6: Introducing the Life Audit
- Topic 7: Life Audit
- Topic 8: Reflecting on Your Life Audit
- Topic 9: Creating Your Story
- Topic 10: Writing Exercise
- Topic 11: Revising Your Story

Instructor Preparation:

- Prepare the following Module 3 videos:
  - » Storytelling for Advocacy
  - » Storytelling Part 1: The Challenge
  - » Storytelling Part 2: The Climax
  - » Storytelling Part 3: The Call for Change
- Have Students turn to page 27 in the workbook

Topic 1: Storytelling for Advocacy

Learn how to tell a story to advocate for change with the video **Storytelling for Advocacy.**

⚠ Key Points to Reinforce

- To tell a story that helps you advocate for change, focus on a life-changing moment when you were motivated to fix a situation.
- Communicate the point clearly in order to motivate others to act to want to fix the issue.
- Start with a three-point outline:
  - » Present the challenge
  - » Describe the climax, or the moment that caused you to fix the issue yourself
  - » Make a call for change so that the audience knows what exactly needs to be done to fix the problem

💬 Reflect and Expand

Ask students the following questions:

- What is one life-changing moment when you were pushed to fix a problem in your community?

Topic 2: Storytelling Part 1: The Challenge

In the video **Storytelling Part 1: The Challenge**, students learn how to describe a challenge that gets the audience listening.

⚠ Key Points to Reinforce

- Start with describing the problem.
- Explain who you are and what you do in order to gain the audience's trust.
    - » The more they know about you, the more they will respond to your message.
- Follow the three-point outline of challenge, climax, call for action.
- An example of a challenge - in the video, she explained her situation, described her children and how the problem affected them, so that the audience could emotionally connect.
- For a great challenge:
    - » Start with vivid details so the audience puts themselves in your shoes:
        - › Ex: how old were you, where were you, who else was there, what was life like and what changed
        - › Pick the most interesting details so the beginner encourages the audience to keep listening
    - » Next describe the challenge itself:
        - › How did you feel?
        - › How did it affect you, your family and your community?
        - › Draw on your values

💬 Reflect and Expand

Ask students the following questions:

- Think of a challenge you would want to bring to attention. What vivid details would you use to have the audience emotionally connect with the problem?

Topic 3: Storytelling Part 2: The Climax

Learn how to tell a powerful climax with the video **Storytelling Part 2: the Climax.**

⚠ Key Points to Reinforce

- The climax explains how you responded to the challenge.
- It is the most intense or surprising part.
- It must convey your values and explain how your values led you to respond to the situation.
- The climax describes the moment when life will never be the same.
- Think of a difficult moment when you felt strong emotions or your values were put into question. What made you realize you could not keep going without a change?

🗨 Reflect and Expand

Ask students the following questions:

- In the video, what could you tell about the storyteller's values from the story?

Topic 4: Storytelling Part 3: The Call for Change

Learn how to form the call for change to get the support you need with the video **Storytelling Part 3: The Call for Change.**

⚠ Key Points to Reinforce

- This part explains why a change must occur and why the audience should care.
- Explain how you have done everything you could, and why it is still not enough
- Be clear and direct about the change you want to see
- For example: "and that is why CHWs need to be paid for their valuable work."
- The changes can be diverse including extending a program, creating new policy, or respecting and listening to CHW voices.

🗨 Reflect and Expand

Ask students the following questions:

- Think about one change you would like to see in the work you perform in your community. Write a statement with "and that is why" followed by the change you'd like to see.

Activity: Check for Understanding: Storytelling for Advocacy in 3 Parts

Guidelines:

As a group, think about the storyteller in the video and try to identify in her story:

Consider:

1. The challenge
2. The climax
3. The call for action

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.
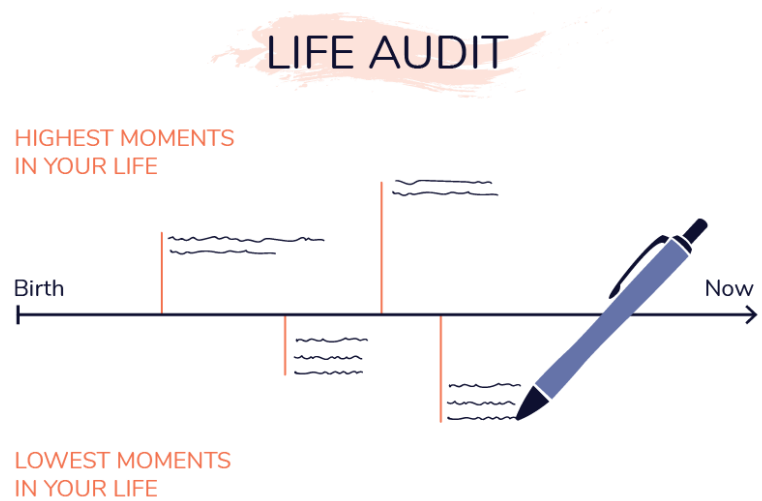
Activity: The Life Audit

Guidelines:

Give students a few minutes to think about the following question and to write down their life audit. Then continue to the next activity.

Before you plan your story, first you should think about what challenges are most important in your life, or your community.

Then you will want to think about how those challenges were related to important moments in your life. Take at least ten minutes to think about your life -- its highs, lows, triumphs, and challenges. Write these on a timeline of your life, called a **Life Audit.** This helps you paint a picture and dig back into your memory and some of the moments that stand out from your life.

Consider:

LIFE AUDIT

HIGHEST MOMENTS IN YOUR LIFE

Birth

Now

LOWEST MOMENTS IN YOUR LIFE

Adapted from Njeri Ndonga's Storytelling Life Audit Toolkit

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Activity: Reflecting on Your Life Audit

Guidelines:

Give students a few moments to think about the following questions before discussing them as a group. They can choose to note down their thoughts in the space.

Consider:

Look back at your life audit. Then think about the following questions:

- What can you learn about yourself from looking at your life audit?
- Are there any particular moments, highs, lows, triumphs, challenges, that stand out to you? Draw a star next to the moments that stand out.
- Ask yourself:
  - » Why do they stand out?
  - » Have these events shaped who you are today? How so?
  - » Can you trace specific strengths or things you value based on these events?

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.
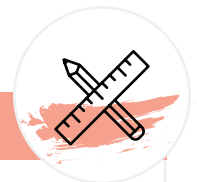
Activity: Creating Your Story

Guidelines:

Give students a few minutes to think about their story, what would be the challenge, climax and call to action. Then discuss it as a group. If you have a flipchart or board, draw the chart pictured below to describe/visualize each main step.

Imagine you have been invited to share your story at a conference with policymakers, government officials, and other CHW's.
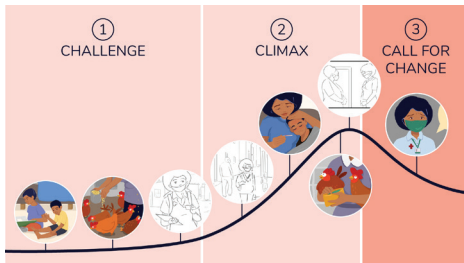
To tell your story, use the Challenge, Climax, Call for Change and the life audit you completed in the previous section.

To summarize those main points:

Consider:

1. **Challenge**
   - » Think about a personal challenge or community challenge.
   - » Look back on the life audit exercise from the previous section, where you identified your proudest and most difficult moments.
   - » Take some time to remember as many personal details as you can. Choose the details that help your audience understand your experience and feel like they are part of the struggle, too.
   - » Then describe the challenge itself, how it affected you and others, and how you felt.
2. **Climax**
   - » Tell your audience what happened that motivated you to take action and respond to the challenge.
   - » Think about how your personal values influenced how you responded to the challenge.
3. **Call for Change**
   - » Call on your audience to take action, describing why they should care and why the challenge cannot be resolved without them.

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Writing Exercise: My Life

Guidelines:

Give students a few minutes to write out part or all of their three-part story, and ask for volunteers if anyone would like to share.

Remember:

1. **Challenge**
   - » What is the challenge that you or your community are facing?
2. **Climax**
   - » What happened that motivated you to take action?
3. **Call for Change**
   - » What is the change you want to see? Remember that your Call for Change should be simple, direct, and something your audience can actually do.

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Activity: Revising Your Story

Guidelines:

Give students a few minutes to re-read and edit part or all of their three-part story, and ask for volunteers if anyone would like to share.

Remember:

To help you improve your story, think about the following questions:

Can you tell your story in 2-3 minutes? Set a timer and read it out loud to check.

1. **Does the Challenge part...**
   » give vivid details to set the stage?
   » show how the challenge affected you and/or other people?
2. **Does the Climax part...**
   » describe the choice you made?
   » show what values influenced your decision?
3. **Does the Call for Change part...**
   » build on your values?
   » clearly and directly tell the audience what it is you want them to do?

ACTIVITY WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

3.4 Getting Ready to Tell Your Story

Session Outline

Now that CHW Students know how to tell their story, in this session, they will learn settings in which they may tell it.

- Topic 1: Telling Your Story
- Topic 2: Practicing Your Story
- Topic 3: Speaking at an Event
- Topic 4: Examples
- Topic 5: Exercise

Instructor Preparation:

- Prepare the following Module 3 videos:
  - » Practicing Your Story
- Have Students turn to page 32 in the workbook

Topic 1: Telling Your Story

Learn about the different settings in which CHWs might tell a story to advocate for change.

⚠ Key Points to Reinforce

There are many ways to tell a story:

- Telling your story live, to people in the same room or online
  - » Pros: It's easy to connect with your audience since they can see your reactions and emotions. The audience can also ask you questions.
  - » Cons: It can be intimidating and nerve-wracking.

- Recording a video of your story to share with others
  - » Pros: You can re-record many times. The audience can still see your emotion and reactions.
  - » Cons: The audience can't ask questions, and you can't see the audience's reactions. If online, you need certain technology capabilities.

- Writing your story down
  - » Pros: You can edit it many times, and you don't need technology. You can also include a lot of detail.
  - » Cons: People prefer to watch videos over reading. It can be hard to write an engaging story if you don't have much experience.

💬 Reflect and Expand

Ask students the following questions:

- Which delivery method seems the most difficult? What could you do to make it seem less intimidating?

Topic 2: Practicing Your Story

Learn some important considerations to keep in mind when storytelling with the video **Practicing Your Story.**

⚠ Key Points to Reinforce

- Make sure to look over your written story to correct mistakes and check if it is interesting.
- If it is spoken and not written, saying the words out loud to make sure it sounds natural can be helpful.
- Time
    - » Use a timer to make sure you do not go past your time allotment. You can write a longer version (15 minutes) or a shorter one (3 minutes).
    - » If you are running out of time, remove some content so that you still tell a strong story.
- Speed
    - » Speak slowly so the audience understands. Pronounce each word fully.
    - » Pause after you say something important to let the audience think about what you said.
- Voice
    - » Speak loudly to show something is important, although avoid shouting at the audience.
    - » Check that the audience can hear you.
- Body
    - » Your body language is a part of good storytelling.
    - » Smile and make eye contact. Stand straight with feet flat on the ground.
    - » Try to gesture naturally.
- Feedback
    - » Use your phone to record yourself telling your story so that you can evaluate how you speak and deliver your message.

💬 Reflect and Expand

Ask students the following question:

- Were you surprised by any of these suggestions? Which seems to be the hardest for you?

Topic 3: Speaking at an Event

You can set yourself up for success before presenting your story with these strategies.

⚠ Key Points to Reinforce

Before the Event

- Practice your story and get feedback on how it was delivered.
- Find out the dress code and decide what to wear a few days before.
- Visit the event's location. Get on the stage or in the room where you'll speak.
- Manage your stress by...
    » Exercising to get rid of stress!
    » Breathing deeply
    » Accepting your stress

During the Event

- Practice these steps:
    » Walk with confidence to the stage or microphone.
    » Stand up tall. Take a deep breath.
    » Look out at the audience, and make eye contact with individuals.
    » Wait a second and pause. There is profound power in that pause.
    » Breathe.
    » Smile.

💬 Reflect and Expand

Ask students the following question:

- What could you tell yourself to calm your nerves before speaking publicly?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Module 3 Review:
My Story

Give students a few minutes to think about their answers.

Invite a few students to read aloud to the group the advocacy story using a Challenge, Climax and Call to Action that you came up with. You can read part or all of it, keeping in mind the tips for effective storytelling that we learned. Listen to your group's feedback to see what you did very well and what could be changed to improve the delivery of your message.

Activity Wrap-Up
- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Module Wrap-Up
- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Technology Tools

🕐 **Estimated Time Required:** 1 hour

LEARNING OBJECTIVES

After completing Module 4, CHW Students will be able to:

1. Describe different types of virtual meetings
2. Check if you have what is needed to access virtual meetings
3. Know what to expect in a virtual meeting
4. Practice good etiquette during virtual meetings
5. Inquire about language support for meetings in other languages

BEFORE THE SESSION

Gather Materials

✓   Module 4 videos: Module 4

Preparation

*   View the Module 4 videos.
*   Review the Facilitator Guide content in Module 4 (page 67-79).
*   Highlight/note parts you feel are particularly important or would like to call out while in discussion.
*   Set out Student Workbooks.
*   Optional: Set up display paper and markers.

Introduce the Module

*   Describe the purpose of Module 4: In Module 3, we learned about storytelling for advocacy and how to design your story based on the challenge, climax and call to change. In this Module, you will learn how to take part in virtual meetings where you can apply your new advocacy and storytelling skills.

Reflect and Expand:

Ask students the following questions:

*   Have you ever attended a virtual meeting related to your work before? How do you feel about the idea of attending one?
*   Imagine you have a virtual meeting with an NGO. What equipment do you think you would need? What kind of setting would make for a good online meeting?

4.1 Introduction to Virtual Meetings

Session Outline

In this session, CHW Students will learn about the types of virtual meetings that exist.

- Topic 1: What are virtual meetings?
- Topic 2: Types of virtual meetings

Instructor Preparation:

- Prepare the following Module 4 videos:
  - » What are Virtual Meetings?
  - » Types of Virtual Meetings.
- Have Students turn to page 35 in the workbook.

Topic 1: What Are Virtual Meetings?

Learn what a virtual meeting is and how it differs from an in-person meeting. Watch the video **What are Virtual Meetings?**

⚠ Key Points to Reinforce

- A virtual meeting occurs when people speak to one another online in real time.
- Some virtual meetings have video capabilities, others just voice (audio).
- The host, or the person who schedules the start and end time, must have a strong Internet connection.
  - » It is important to stick to the start and end times, especially when people are from all over the world.
- The advantages of virtual meetings:
  - » The audience can see the host or speaker, allowing for a connection
  - » You can share photos, documents, and other resources
  - » You can accommodate 100s of people
- The disadvantages of virtual meetings:
  - » It can be hard to gauge how engaged everyone is
  - » It is less personal than an in-person meeting

💬 Reflect and Expand

Ask students the following question:

- Can you think of any other advantages and disadvantages of virtual meetings?

Topic 2: Types of Virtual Meetings

Virtual meetings serve many functions and can be small meetings or large presentations. Watch the video **Types of Virtual Meetings.**

⚠ Key Points to Reinforce

Virtual meetings can have many purposes.

- Virtual calls: tend to be small and casual, with a handful of participants

  » Often used for a group meeting
  » The host should have a meeting agenda, or list of topics to discuss
  » Take notes during the meeting
  » All people are expected to share and participate and should thus use video if their Internet allows us

- Webinars are large online gatherings where one or several people present, and the audience may be quite large, such as workshops with an expert or town halls where an official speaks and the audience then asks questions

  » Only the presenters use video
  » The attendees may be able to ask questions via voice or text
  » There may also be panelists, 3-5 people who debate an issue or present information.
  » A moderator makes sure the meeting runs smoothly. They may also read attendees' questions to panelists or experts who respond.
  » An IT specialist may be present to fix any technology issues that arise.

💬 Reflect and Expand

Ask students the following questions:

- What types of topics may be discussed or explored during a larger virtual meeting or webinar where an expert or panel of experts presents information?
- What about in a smaller virtual meeting led by an organizer where everyone participates?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

4.2 Getting Access to Meetings

Session Outline

In this session, CHW Students will learn what you'll need to access a meeting.

- Topic 1: What you need to access virtual meetings and types of platforms
- Topic 2: Connecting to the Internet
- Topic 3: Physical equipment for a meeting
- Topic 4: Activity: Personal Checklist

Instructor Preparation:

- Have Students turn to page 36 in the workbook.

Topic 1: What You Need to Access Virtual Meetings

There are many different platforms you'll use to access a meeting.

⚠ Key Points to Reinforce

- To access a virtual meeting, you'll need:
  - » The appropriate virtual meeting platform installed on your computer or phone
  - » A good internet connection
  - » Physical equipment such as a computer or phone
  - » While optional, headphones can help if you are in a loud or crowded room
- Before your event starts, find out what platform will be used
  and install it on your phone or computer.
  - » Zoom is one of the most popular virtual meeting platforms, especially for webinars. You can join a meeting without downloading Zoom or making an account. Just click on the meeting link sent to you.
  - » Other virtual meeting platforms like Microsoft Teams, Google Hangouts, and Skype have a mobile phone app available on the App Store (iOS) or PlayStore (Android). Most of them are free with an account using your email address.

💬 Reflect and Expand

Ask students the following question:

- Do you know how to download meeting platforms such as Skype or Zoom?

Topic 2: Connecting to the Internet

Attending a virtual meeting requires some sort of data or Internet connection.

⚠ Key Points to Reinforce

- There are many ways to connect to the Internet using an Internet-enabled device, like a cell phone or a computer.

  - » Wi-Fi connects to the Internet through an Internet router. This means you have to be near a router for it to work. Wi-Fi is usually faster than data, but it has a small range. If there are too many people using one router, Wi-Fi may become slow.
  - » Data connects to the Internet through a cell phone tower. Data is slower than Wi-Fi, but it's widespread and easier to access.
    - › If you're using data, load enough Internet credits prior to joining the call. Check your data ahead of time and make sure you have at least 500 MBs to stay connected for the entire meeting.

- After you connect to the Internet, check your connection speed. Video communication requires a high connection speed. If your connection speed is slow, you should turn off your video. There are free resources online available to check this such as: https://fast.com/
- After turning off your own video, and your connection speed is still too slow, you can try a few different things.

  - » <u>If you have an Internet router nearby:</u> move closer to the router for a stronger connection. You can also buy a network cable that physically connects your computer to your router..
  - » <u>If you don't have an Internet router nearby:</u> You can quit the video call and *dial in* to the meeting using your cell phone. Audio-only communication does not need a high connection speed, so you can use Wi-Fi or data in this situation.

💬 Reflect and Expand

Ask students the following questions:

- Do you have access to the Internet? Do you have data?

Topic 3: Physical Equipment for a Meeting

Having certain equipment can make it easier to connect to virtual meetings.

⚠ Key Points to Reinforce

To participate in a virtual meeting, you need some physical equipment

- Listening: headphones, earbuds, or a headset (headphones with a built-in microphone)
- Speaking: microphone – in computer, in phone, or in headset
- Sending video: webcam (web-camera) or phone camera

💬 Reflect and Expand

Ask students the following question:

- Which part of connecting to a virtual meeting seems like it may be a challenge? Brainstorm ideas to overcome that challenge.

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

4.3 What to Expect in a Virtual Meeting

Session Outline

In this session, CHW Students will learn about meeting agendas and the layout of virtual meetings.

- Topic 1: Layout of a Virtual Meeting
- Topic 2: Meeting Agendas

Instructor Preparation:

- Prepare the following Module 4 videos:
  - » Meeting Agendas
- Have Students turn to page 36 in the workbook.

Topic 1: Layout of a Virtual Meeting

This lesson teaches you about some of the buttons and features you may use to hear and speak.

⚠ Key Points to Reinforce

- The appearance of a virtual meeting: Most of the screen is focused on the video streams of everyone in the meeting. If a video is turned off, the box only shows their name. You can also see if someone is muted or not. The yellow box around one person's box indicates that person is currently talking.
- The screen also includes a toolbar at the bottom that has a variety of buttons and functions.

Audio and Video Buttons

On the left side of the toolbar are the two most important buttons:


- The microphone button controls your audio. The camera button controls your video.
- You can turn the video or sound on and off. When your video is turned off, no one can see you. When your audio is turned off, it means you are "on mute" or "muted." When your audio is muted, no one can hear you.
- If you are not speaking, you should mute yourself while you listen to other people.
- To mute yourself, click once on the microphone button. If you see a red line, you are muted.

You can click the microphone button again to unmute yourself.

- Likewise, you can click on the camera button to start and stop your video.

If your audio doesn't seem to be working, you can click on the small arrow next to the microphone button. This will open an options menu:

- If you have multiple methods of listening (like headphones versus computer speakers, in this example), you can select the correct method.
- This menu also has a "Switch to Phone Audio." Use this if your connection speed is too low or if your computer microphone is not good quality.
- Open a test call before an important meeting to check all of these settings.
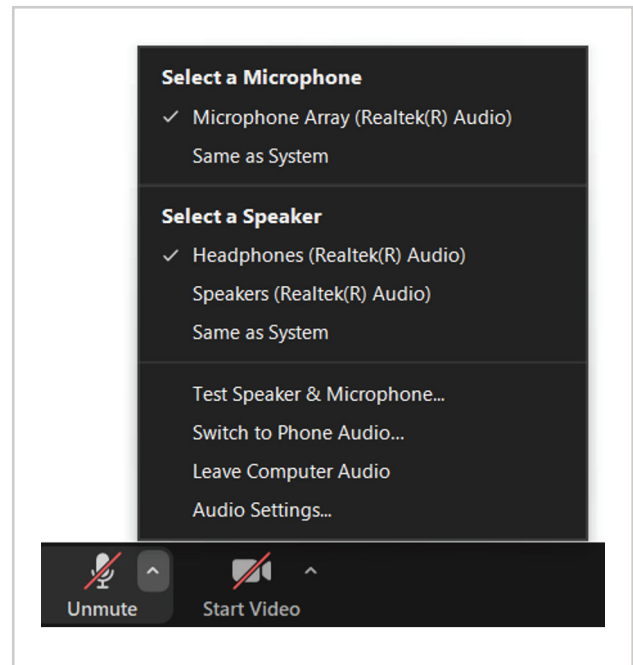
Interaction Buttons

- In the middle of the toolbar are several buttons related to interacting with other participants. You probably won't need to use them, except for the "Chat" button.
- The "Invite" button allows you to invite other people to the meeting.
- The "Participants" button shows you a list of everyone in the meeting.
- The "Share Screen" button shares a video feed of your screen to everyone else. If everyone wants to look at the same document, someone with the document on their computer could share their screen to display it.
- Clicking the "Chat" button will open up a chat window on the right side of the screen:
- At the bottom of the chat, there is a box for you to type your own message.
- You can also select a specific person to send a message to, and you can send files to the group.
- Some virtual meetings, especially large ones, may ask you to write your questions in the chat instead of turning your microphone on.
- Also, if you want to say something, but you don't want to interrupt the person talking, you can send a message in the chat instead of interrupting.
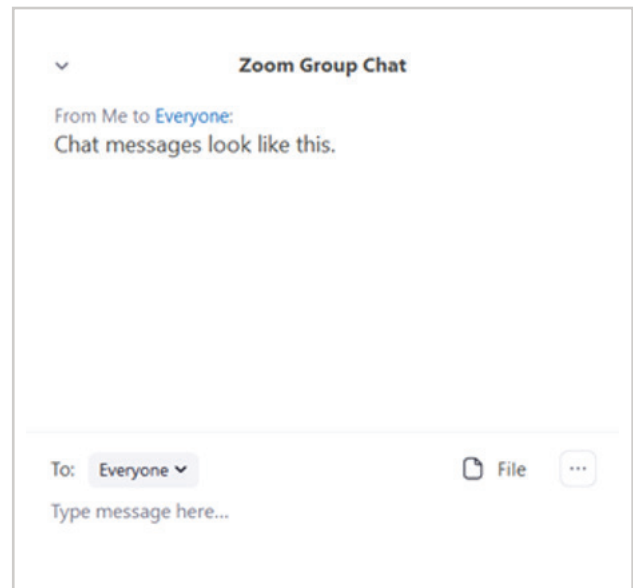
- The final button in the center lets you "Record" the meeting as a video. This video can then be saved to your computer or phone. Webinars often use this feature to record an expert's presentation and share the recording with people who could not attend the live webinar.

Leave Button

- On the right side of the toolbar is a red button titled "Leave Meeting." When a meeting ends – or if you need to leave early – click that button to disconnect from the meeting.

💬 Reflect and Expand

Ask students the following questions:

- Do any of these functions seem to be confusing? Go back to read over the specific function to see how it works.

Topic 2: Meeting Agendas

To learn why and how to create a meeting agenda, watch the video **Meeting Agendas.**

⚠ Key Points to Reinforce

- A meeting agenda is an outline of topics to cover.
    - » They give a clear expectation of what will be discussed
    - » They set the pace and help with time management
    - » They help to keep the conversation on topic
- For a webinar:
    - » The meeting usually starts with introductions or "opening remarks."
    - » Next, a few activities follow.
    - » A question and answer period follows.
    - » The meeting ends with a summary called "closing remarks."
- For a virtual call:
    - » The time of the meeting, a list of the participants, and list of topics is given.

💬 Reflect and Expand

Ask students the following questions:

- » Why do you think having a meeting agenda is important?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

4.4 Meeting Etiquette and Best Practices

Session Outline

In this session, CHW Students will learn good practices to maximize the relationships they build during meetings.

- Topic 1: Video Etiquette in Virtual Meetings
- Topic 2: Audio Etiquette in Virtual Meetings
- Topic 3: Chat Etiquette in Virtual Meetings

Instructor Preparation:

- Prepare the following Module 4 videos:
    - » Video Etiquette in Virtual Meetings
    - » Audio Etiquette in Virtual Meetings.
    - » Language Support in Virtual Meetings
- Have Students turn to page 39 in the workbook.

Topic 1: Video Etiquette in Virtual Meetings

To learn about polite behavior during virtual meetings, watch **Video Etiquette in Virtual Meetings.**

⚠ Key Points to Reinforce

- Dress as you would for an in-person interview: clean and professional.
- Have the meeting in a quiet, private place with a clear background.
- Set up light so that it is in front of you so that everyone can see you. Avoid a light directly behind you.
- Before your meeting, set up a test meeting and check to see how your background looks.
- Place a book or box under your computer so that it is positioned at eye level.
- Avoid distracting movements during the meeting. Do not sit too close to the screen. Keep your eyes focused on the screen.
- Keep pen and paper near your computer.
- Avoid eating, cooking, talking to others or checking your phone when your video is on.

💬 Reflect and Expand

Ask students the following question:

- Can you think of any other polite things to do or to avoid during a meeting?

Topic 2: Audio Etiquette in Virtual Meetings

To learn how to be polite in terms of when to speak and when not to, watch **Audio Etiquette in Virtual Meetings.**

⚠ Key Points to Reinforce

- Mute your audio when not speaking.
- Some people unmute themselves to show that they are waiting to speak.
- You can also raise your hand to show that you want to speak.
- Only one person speaks at a time since it is hard to hear more than one person.
- Often the moderator or host calls on people to speak.
- When asking a question, be brief to give plenty of time to answer.
- Keep an eye on the clock since meetings must close promptly at the end time.

💬 Reflect and Expand

Ask students the following question:

- What could you do as a host to ensure everyone who wants to speak is able to?

Topic 3: Chat Etiquette in Virtual Meetings

Learn how to be polite when using the chat feature with this lesson.

⚠ Key Points to Reinforce

- In a formal meeting, the chat will be used for two purposes.
    - » The host will post resources and links in the chat.
    - » The attendees will be encouraged to post questions in the chat.
- Make sure your question is short and readable. Don't worry about perfect grammar or punctuation.
- If your question isn't answered immediately, wait a few minutes – the moderator may not take questions until a certain point in the agenda.
    - » If a long time has passed and other people's questions have been answered, you can post your question a second time. It's possible the moderator did not see it the first time.
- In an informal meeting, the chat can be used for posting resources or to give small pieces of feedback.
- Instead of interrupting the person talking, you can type small responses like "yes I agree" (when the speaker makes a great point) or "no questions" (when the speaker asks if anyone has questions).

💬 Reflect and Expand

Ask students the following question:

- How would you feel if a participant overused the chat or used the chat in a distracting way?

Topic 4: Language Support in Virtual Meetings

Learn how meetings may fit the needs of a diverse audience with
the video **Language Support in Virtual Meetings.**

⚠ Key Points to Reinforce

- Many online platforms allow for multiple languages in one meeting.
- Some allow for translation, or the written conversion from one language to another.
- Others allow for interpretation, or spoken conversion from one language to another.
- A conference may be able to provide translated documents or interpretation of speakers.
- The official languages of the World Health Organization and the most common languages supported are Arabic, Chinese, English, French, Russian and Spanish.
- You can and should request language support when you attend a virtual meeting.

💬 Reflect and Expand

Ask students the following questions:

- How would you feel asking for language support?
- Why is providing language support a necessary part to creating equitable meetings?

SESSION WRAP-UP

- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Module 4 Review:
Creating a Meeting Agenda

MODULE 4

Give students a few minutes to work on their agenda, and then ask if volunteers would like to share. Students can also work in pairs or groups.

Imagine you are hosting a virtual meeting. You can determine the point of the meeting. For example, it can be a group of CHWs with whom you are forming a coalition, or a meeting with community members supporting your cause.

1. First, create a meeting agenda.
2. Then, make a list of the equipment you will need.
3. Next, describe where you will hold the meeting to ensure that it is quiet and private.
4. Last, state a few pieces of etiquette that you hope you and your attendees will follow during the meeting.

Module Wrap-Up
- Invite Students to offer their reflections on what they just learned.
- Summarize what has been covered.

Course Conclusion

⏰ **Estimated Time Required:** 20 minutes

LEARNING OBJECTIVES

After completing Module 5, CHW Students will be able to:

1. Identify the main points discussed in each module
2. Feel confident enough to go out, tell your story and advocate for CHWs and their goal of Health for All

BEFORE THE SESSION

Gather Materials

- ✓ Module 5 videos: Module 5
- ✓ Student workbooks
- ✓ Optional: Display paper and markers

Preparation

- View the Module 5 videos.
- Review the Facilitator Guide content in Module 5 (page 80-82).
- Highlight/note parts you feel are particularly important or would like to call out while in discussion.
- Set out Student Workbooks.
- Optional: Set up display paper and markers.

Introduce the Module

- Describe the purpose of Module 5: This conclusion to the course provides a summary of the main points of each module.

Reflect and Expand:

Ask students the following questions:

- What did you learn about storytelling?
- How do you see your future as an advocate for CHWs?

5.1.1 Conclusion Video

We have covered a lot of content in this course. Let's watch the video **Conclusion** before reviewing what we learned.

5.1 Review of Key Takeaways

Let's review what we have learned.

Module 1: Background of CHW Programs

Our first objective in this course was to introduce you to the history of community health so you are well-informed as an advocate.

In Module 1, we learned about the history of community health worker programs using examples from countries around the world. We also learned about important stakeholders in community health and some of the key questions that we need to ask in order to support CHWs and make programs more impactful.

We reviewed ten key questions for improving CHW program quality and looked at real-world examples for each one. These questions might inspire you to engage in advocacy. For example, one question is "How are CHWs compensated?" Are you paid fairly for your work? This might be something you advocate for!

"How are CHWs compensated?" Are you paid fairly for your work?

Module 2: Advocacy

The second objective in this course was to teach you the basic steps involved in being an advocate.

In Module 2, we learned that advocacy is the process of building support for a cause. We discussed a step-by-step process to becoming an advocate for your community and for CHWs like you. Do you remember the process? Let's review it quickly:

- Step 1: Choose an issue
- Step 2: Set a realistic goal
- Step 3: Identify the current state
- Step 4: Find the decision-makers
- Step 5: Build a roadmap
- Step 6: Build your coalition
- Step 7: Influence the decision-makers
- Step 8: Monitor your progress
- Step 9: Keep going!

Remember, advocacy works best when many people support the same cause. Building coalitions is a great way to reach more people and achieve the change you wish to see.

Do you feel ready to ADVOCATE? We sure hope so!

What are the 9 steps for building support for a cause?

Module 3: Storytelling

The third objective of this course was to teach you the art of storytelling for advocacy - that is, how we use personal stories to inspire others to join us in a call for change.

Module 3 was all about storytelling for advocacy. We talked about building confidence, finding your voice and telling your truth, and how to connect with your audience. We heard from courageous community health workers, like George, whose personal stories inspire others to act and support issues they care about.

Hopefully you had a chance to develop a story of your own using the 3 part approach - Challenge, Climax, Call for Change.

Are you ready to share your story with the world? We hope you'll have many opportunities to do so in the future.

We use personal stories to inspire others to join us in a call for change.

Module 4: Technology Tools

The fourth goal was to equip you with information about technology tools and how to take part in virtual meetings where you can apply your new advocacy skills.

In Module 4, we reviewed key technology tools that you might need in order to participate in virtual events where community health is being discussed. We learned about virtual meetings, many of which are hosted on a platform called Zoom, how to join them, and how to ensure our voices are heard.

We hope you feel confident and equipped to use technology to participate in more community health conferences as a speaker, listener, storyteller, and advocate!

Use virtual meetings to apply your new advocacy skills.

5.2 Parting Words of Encouragement

Ask students the following questions:

- What three words would you describe how you feel now that you have learned about the powerful CHW community you are a part of?
- What aspect of this course will you use right away? Which part will you think about and use to plan a long-term goal?

Thank your students for their honesty, willingness to share vulnerable thoughts, and encourage them to go out and use their knowledge to help themselves and their community the best that they can.

CERTIFICATE OF COMPLETION

At the back of this guide you will find a template certificate that you may print out and use if you would like to hand out certificates.

Certificate of Completion

This is to certify that

_____

successfully completed the online course in

Advocacy Training for Community Health Workers

12/2021

Dr. Madeleine Ballard
Chief Executive Officer
Community Health Impact Coalition

Carey Westgate
Chief Operating Officer
Community Health Impact Coalition

Content powered by the Community Health Impact Coalition and the Stanford Center for Health Education

Participation in this CHW Advocates course and its materials do not confer any academic credit, benefits, or rights from Stanford University, nor an academic relationship between the learner and Stanford University.