Community Health Impact Coalition

STUDENT 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

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MODULE 01

Background on Community Health Systems

AFTER COMPLETING MODULE 1, YOU WILL BE ABLE TO:

1. Connect your personal community health work with global initiatives
2. Identify key stakeholders in community health
3. Understand global priorities for improving quality of community health worker programs

GOAL 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.

BEFORE YOU LEARN:

You may write down your thoughts or simply think about your responses.

- Are you familiar with any early 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 a local government official or an NGO that supports your mission?

History of Community Health Worker Programs

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

Topic 1: Early CHW programs

- Your work stands on the shoulders of hundreds of thousands of CHW heroes all over the world.
- CHW programs have existed for over 100 years. Examples of previous programs include:
- Barefoot Doctors
    - Jamkhed Comprehensive Rural Health Project (CRHP)
    - Ghana Community Health Volunteers
    - Guatemala Maryknoll

Reflect

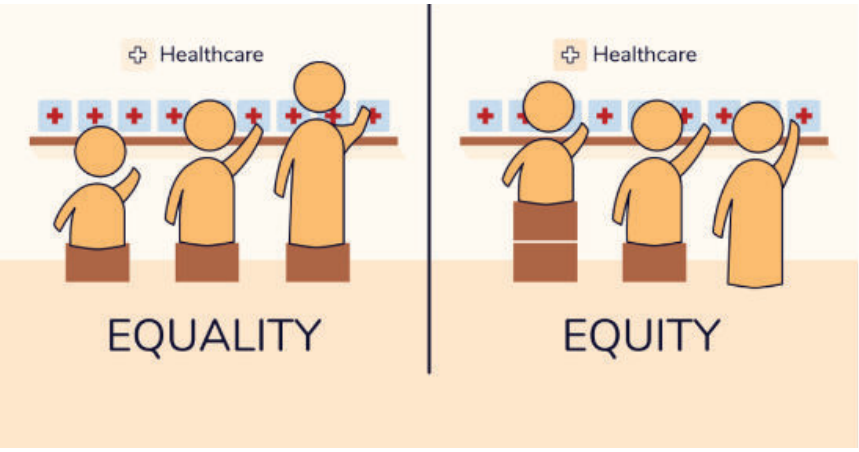
How do you feel your work coincides with these early CHW programs? In what ways does your work differ from those early programs?

Topic 2: CHWs and Health For All

- The Declaration of Alma-Ata calls for governments and global organizations to work together to create 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).
- 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.

Reflect

What are your community's specific, unique needs and characteristics that would need to be considered when discussing equity and UHC?



Topic 3: Introduction to Global Goals

- The UN created 8 Millennium Development Goals (MDGs). These goals are to reduce poverty, starvation, child and maternal mortality, and the number of HIV and malaria infected people.
- Since 2016, these MDGs now 17 Sustainable Development Goals (SDGs) to be accomplished by 2030.

Reflect

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

- The Millennium Development Goals (MGDs) and the Sustainable Development Goals (SGDs) guide the creation of health programs.
- CHW programs can help to achieve MDG and SDG goals more quickly. For example:
  - In Nepal, female CHWs provided essential health care to mothers and babies as well as taught mothers about newborn care.
  - In Brazil, full-time, salaried CHWs focused on preventing and promoting.
  - In Liberia, CHWs overcame the country's poverty and history of civil war to provide care for more than 70% of its rural population.

Reflect

How can CHWs in your community help to make the goal of health care for all a reality? What obstacles stand in CHWs' way, and how can they overcome them?

Topic 5: Renewing the Alma-Ata Vision

- There are almost 1.5 million CHWs globally.
- CHW programs vary in their structure and the level of support they receive from their government and local health systems.
- More work needs to be done to strengthen the support given to CHW programs.

Reflect

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

Key Stakeholders in Community Health

In this session, you will learn about stakeholders, the people who fund, support, evaluate and train for CHW programs.

Topic 1: Introduction to Stakeholders

- A stakeholder is a person or organization who is interested and concerned about a topic.
- Stakeholders are important because:
  - They support and care about CHW work
  - They sometimes find funding for CHW programs
  - You may encounter them at meetings.
  - When meeting a stakeholder, you can practice advocacy and share your personal experiences.

Reflect

- 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

- Your government is a major stakeholder in CHWs' work.
  - officials at the national or sub-national level
  - the Ministry of Health or Department of Health
  - the Ministry of Finance
- The government alone grants the gift of health, and is responsible to ensure citizens' right to health.
- The government may play the following roles in CHW programs:
  - Policy, by setting the rules and quality standards of 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

- What have been your experiences with the government as a CHW? How could these interactions have been more supportive?
- 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

- A multilateral institution is when many countries join together to accomplish a goal, such as the U.N.
  - Its goal is to ensure peace and improve conditions of all people
- Other multilateral institutions include:
  - The World Health Organization (WHO)
  - United Nations Children's Fund (UNICEF)

Reflect

- Have you had interactions with a member of WHO or UNICEF? How do you see these organizations supporting your work?
- Take 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

- 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 Gates Foundation.
- Company donors such as Johnson & Johnson also donate money to CHW programs.

Reflect

- 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 potential donor?

Topic 5: Non-governmental Organizations

- A non-governmental organization (NGO) are made up of people who care deeply about a topic. NGos have many different objectives and work in various spaces.
- NGOs are encouraged to match their objectives with the Sustainable Development Goals we discussed in Topic 2 and their community's needs.
- They receive funding from donors, usually for a specific amount of time (5 to 10 years).
- NGO programs should match national health priorities to incorporate CHWs into the national health system.

Reflect

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

Topic 6: Civil Society

- 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.

Reflect

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

The Future of CHW Programs

In this session, you 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

- You learned in the previous lesson that multilateral institutions like the World Health Organization are important stakeholders in CHW programs.

Reflect

- What are some possible consequences of CHWs not being paid or not being paid enough for their work? How could that affect the the CHW, the and CHW's 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

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 vision of Health For All.

- **Role and Recruitment:** How do the community, CHWs, and health system decide CHWs' role and how they are recruited?
- **Training:** How is pre-job training provided to the CHW to prepare for them for their role? How is ongoing training provided to CHWs to review the initial training and teach them new skills?
- **Accreditation:** the action or process of officially recognizing someone as being qualified. How are CHWs' health knowledge and skills tested before working?
- **Equipment and Supplies:** Lack of supplies for CHWs is one of the most common challenges facing programs today.
- **Supervision:** How do supervisors provide skill development, problem solving, performance review, and data auditing to CHWs?
- **Incentives:** How are CHWs compensated Incentives for CHWs vary widely. Calls to pay CHWs have been echoed in other conferences and declarations.
- **Community Involvement:** How does the community support the creation and maintenance of the CHW program?
- **Opportunity for Advancement:** How are CHWs provided with career pathways?
- **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?
- **Linkages to the National Health System:** How do governments integrate and include CHWs in health system planning and budgeting?

Reflect

- 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?

Module 1 Review:
The Important Roles of CHWs

Read the following discussion questions and take a moment to think about them. We will 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 pioneers 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 CHW's. 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 02

Advocacy

AFTER COMPLETING MODULE 2, YOU 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 in a sample activity.
5. Discuss the importance of including CHW voices on the global stage.

GOAL OF MODULE 2:

This module is designed to equip CHWs to participate and lead global advocacy efforts on behalf of patients and CHWs. It teaches you how to “do” advocacy.

BEFORE YOU LEARN:

You may write down your thoughts or simply think about your responses.

- By show of hands, anyone can be an advocate. True? False?
- Can you give an example of a reasonable cause for CHWs to advocate?

What is Advocacy and Why Does It Matter?

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

Topic 1: What is Advocacy?

Definition of Advocacy: educating and persuading people to support an issue -- is called advocacy.

- Examples of advocacy goals:
  - Educational Goal
  - Financial Goal
  - Activity Goal
  - Political Goal

Reflect

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

Topic 2: Why Are CHWs Natural Advocates?

Anyone can be an advocate and advocacy works better in groups/ for many people to advocate for the main cause

- CHWs are frontline workers and see health issues first hand and know what is most important to advocate for

Reflect

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

Topic 3: What do CHW's Advocate for?

- The two main goals of 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 outline:
  - 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

What are the two types of advocacy? Do you remember what each means?

Core Advocacy Skills

Step 1: Choose an issue

Choose something you care about and matters to the community

- Health advocacy issues are things like children dying from easily treated issues
- Workforce advocacy Issues are things like having the right supplies or being paid fairly

Reflect

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

Step 2: Set a Realistic Goal

- Be sure the issue you choose as a realistic solution
- Remember time and money can affect your outcome

Reflect

Think about the issue they have just reflected on. Is the goal realistic? Write it down/discuss.

Step 3: Identify the Current State

- A baseline is the current state of your issue (for example: Current vaccination rates) and why it is important to change it

Reflect

What is the current state of the issue you've selected? Write it down/discuss.

Step 4: Find the Decision-makers

- 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

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?

Step 5: Build a Roadmap

- Your roadmap should include your starting place or 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.

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

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?

Step 6: Build your Coalition

- Your roadmap should include your starting place or baseline and goal.
- 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 it is also important to not share personally identifiable information with others

Reflect

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

Step 7: Influence the Decision-Makers

- 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, 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

Reflect

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.

Step 8: Keep track of your progress

- 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

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.

Step 9: Keep going!

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

Reflect

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

Broadening Participation & Building Coalitions

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

Topic 1: What is a coalition?

- As you have learned, advocacy works best when many people support the same cause.
- **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

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.

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?

- 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.
- 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 a malnutrition program in your community if you provide volunteers for a malaria event in our community," you probably want to say no.

Reflect

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?

Topic 3: How do you manage a coalition?

- 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

There are many guidelines in this section. With which guidelines do you feel comfortable/uncomfortable? Why?

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

- 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.
- Malawi National Network of Community Health Workers
  - Held workshop in December 2019 bringing together 100+ CHW representatives from different cadres to discuss opportunities to self-organized
  - 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 CHW self-organization in South Africa, India, and Brazil.

Reflect

How does it feel to see all that is possible when CHWs come together to advocate for issues that matter?See what is possible when CHWs come together to advocate for issues that matter?

You can find advocacy groups and opportunities to connect with CHWs and communities outside of your own country by searching on Google for WhatsApp ASCDéfenseurs (French), Afya ya Jamii (Swahili) or CHW Advocates (English).

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.

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

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

Topic 1: CHWs and Global Advocacy

- 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 - so it is important that CHWs be in attendance.
- If a health conference discusses CHWs, a CHW should always be present in the discussion.
- CHWs can advocate locally for important causes, but they should also be able to join **global** advocacy efforts.

Reflect

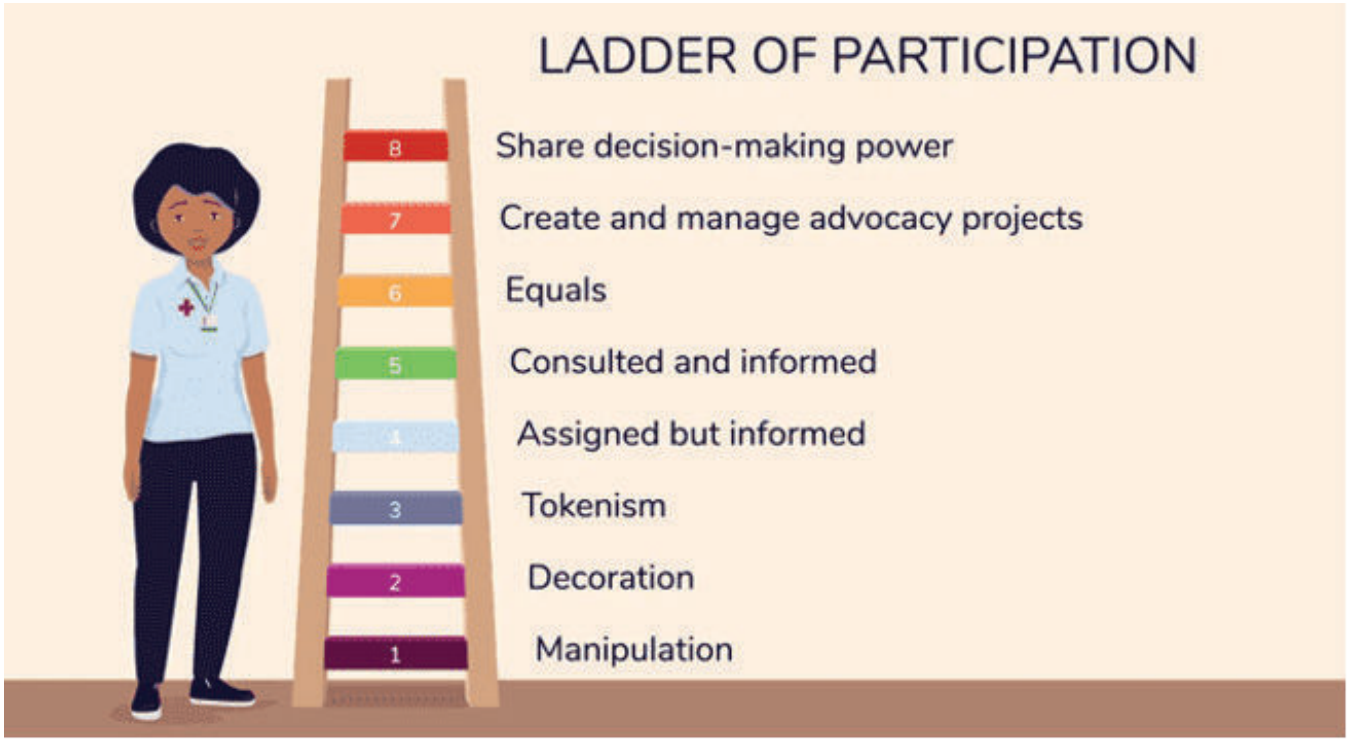
Do you know of any health conferences in your area that you could attend?

Topic 2: The Ladder of Participation

- 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

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



Module 2 Review:
Learner Reflection on CHW Advocates

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?

MODULE 03

Storytelling

AFTER COMPLETING MODULE 3, YOU 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

GOAL OF MODULE 3:

This module is designed to train CHWs to communicate their story to advocate for change.

BEFORE YOU LEARN:

You may write down your thoughts or simply think about your responses.

- 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?

Introduction to Storytelling

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

Topic 1: What is storytelling?

- Storytelling is the oldest form of communication known to man.
- It has been used to pass on stories, values, cultures and traditions from one generation to the next.
- It is an effective way to communicate because stories:
  - work 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 - 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.

Reflect

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? (3.1.4)

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 the health system and decisions made on a global stage, improving the quality of CHW programs.

Reflect

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?

CHW's 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 who want to know who they are funding and why; they often connect well to strong, emotional stories that help them understand why an issue is so important
- with health conferences and workshops to share knowledge and evaluate policy; since few CHW's attend conferences, your story is even more important

Reflect

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

Finding Your Voice

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

Topic 1: Finding your Voice

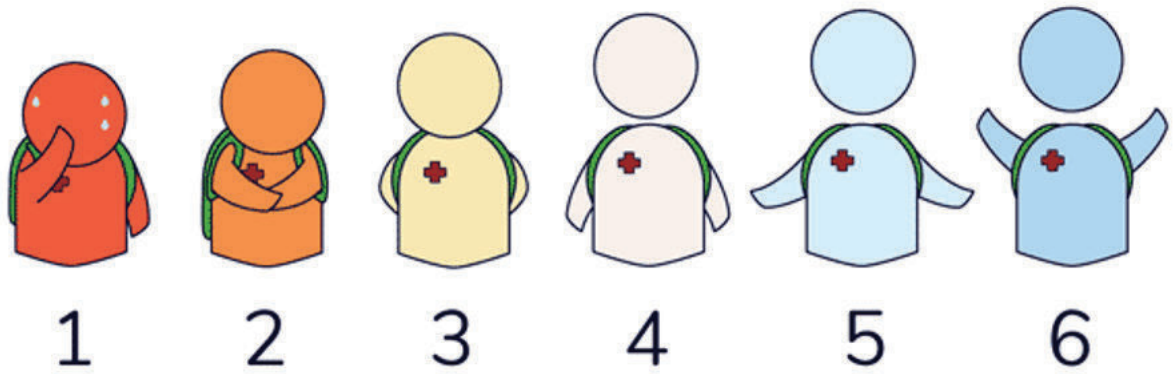
- We tell stories every single day with people around us.
- When sharing with others, it can be intimidating to think about standing in front of people to tell one's story.
- We all have different levels of confidence.
- This lesson will help CHWs to build confidence to tell their story by understanding:
  - 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

- How confident do you feel about storytelling and public speaking on a scale from 1 to 5?

Reflect

Explain how you feel when speaking publicly or storytelling.



Topic 2: Your Voice Matters

- 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

- 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:

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

- 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?

Topic 4: CHWs Should Have a Voice in Global Health Decisions

- 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

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 a extraordinary group of people who are changing the world for the better?

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

- 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

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

Take a few moments to write down or think about your answers. Then discuss it as a group.

1. 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?

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

Topic 7: Fears About Speaking Up

- 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

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

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

- **Mahatma Gandhi** spoke up about inequality.
- **Nelson Mandela** used personal stories and would talk about a real incident or person when he spoke to make his advocacy more memorable.
- **Wangari Maathai** 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.
- **Neema Namadamu** is a woman from DRC who was crippled from polio and overcame serious hardships in her personal journey.

Reflect

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

- 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

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

Topic 10: Confidence Building

- 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

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 Future Goals

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

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

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

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

- 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..."

Topic 12: How Stories Reflect Our Values

- 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.

Reflect

What are your values? What is important to you?

Telling Your Story in 3 Parts

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

Topic 1: Storytelling for Advocacy

- 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

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

Topic 2: Storytelling Part 1: The Challenge

- 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.
- 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

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

- 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

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

Topic 4: Storytelling Part 3: The Call for Change

- 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

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: The Life Audit

Guidelines:

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.

Adapted from Njeri Ndonga's Storytelling Life Audit Toolkit

Activity: Reflecting on Your Life Audit

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: Creating Your Story

Guidelines:

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.

Writing Exercise: My Life

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: Revising Your Story

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?

Getting Ready to Share Your Story

Now that you know how to tell your story, in this session, you will learn ways to tell it.

Topic 1: Telling Your Story

There are many ways to tell a story:

- Telling your story live, to people in the same room or online
- Recording a video of your story to share with others
- Writing your story down

Reflect

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

Topic 2: Practicing Your Story

- Make sure to look over your written story to correct mistakes and check 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.
- 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 ebaluate how you speak and deliver your message.

Reflect

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

Topic 3: Speaking at an Event

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

- Pretend you are on stage and practice these steps at home:
  - 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

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

Module 3 Review: My Story

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.

MODULE
04

Technology Tools

AFTER COMPLETING MODULE 4, YOU 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. Enquire about language support for meetings in other languages

GOAL OF MODULE 4:

In this Module, you will learn how to take part in virtual meetings where you can apply your new advocacy and storytelling skills.

BEFORE YOU LEARN:

You may write down your thoughts or simply think about your responses.

- 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?

Introduction to Virtual Meetings

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

Topic 1: What are virtual meetings?

- A virtual meeting occurs when people speak to one another online in real time.
- Some have video capabilities, others just voice.
- 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.

Reflect

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.

- Virtual meetings can have many purposes.
- Virtual calls: tend to be small and casual, with a handful of participants
- Webinars are large online gatherings where one or several people present, and the audience may be quite large.
    - 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

What types of topics may be discussed or explored during a larger virtual meeting where an expert or panel of experts presents information?

What about in a smaller virtual meeting led by an organizer where everyone participates?

Getting Access to Meetings

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

Topic 1: What you need to access virtual meetings

- 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
- Before your event starts, find out what platform will be used and install it on your phone or computer.
  - Other virtual meeting platforms are 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

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

Topic 3: Physical Equipment for a Meeting

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

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

What to Expect in a Virtual Meeting

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

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.

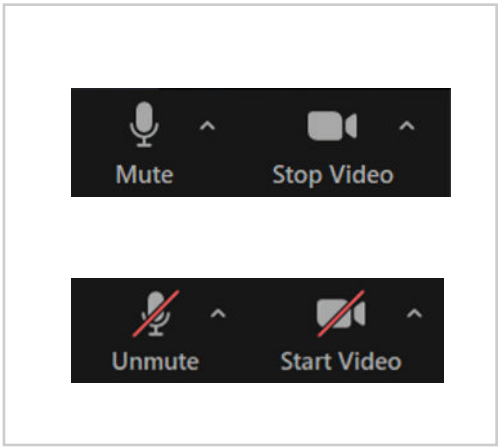
Key Points to Reinforce:

- 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

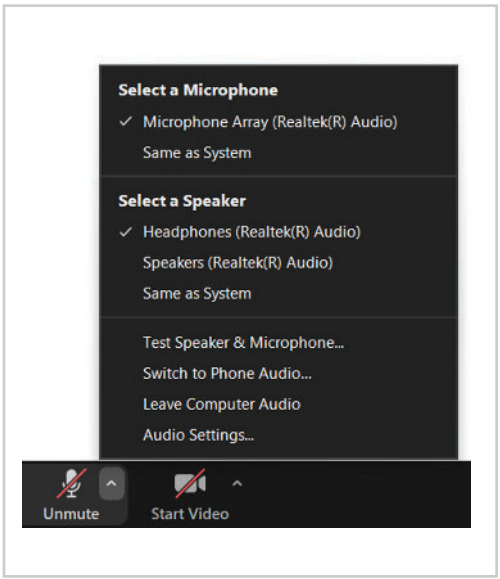
On the left side of the toolbar are the two most important buttons:

- 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.



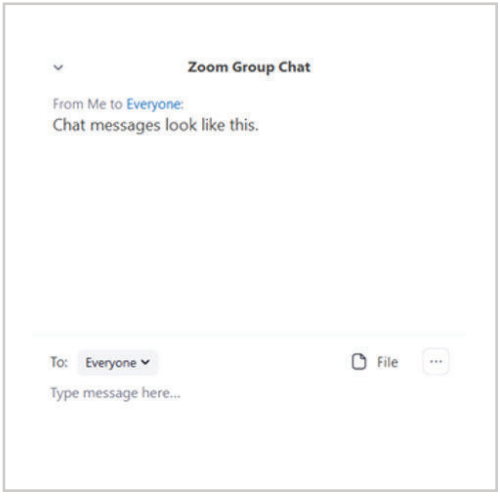
If your audio doesn’t seem to be working, you can click on the small arrow next to the microphone button. This will open an options menu:

- 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

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

Topic 3: Meeting Agendas

- 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

Why do you think having a meeting agenda is important?

Meeting Etiquette and Best Practices

In this session, you will learn how to be polite to maximize the relationships you build during meetings.

Topic 1: Video Etiquette in Virtual Meetings

- Dress as you would for an in-person interview: clean and professional.
- Have the meeting in a quiet, private place with a clear background. Check that the background does not show dirty dishes, laundry, etc.
- 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

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

Topic 2: Audio Etiquette in Virtual Meetings

- 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

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

Topic 3: Chat Etiquette in Virtual Meetings

- 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.
- 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.
- 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."

Reflect

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

- 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

How would you feel asking for language support?

Why is providing language support a necessary part to creating equitable meetings?

Module 4 Review: Creating a Meeting Agenda

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 5 Review:
Course Conclusion

Parting Words of Encouragement

Reflect

1. What three words would you describe how you feel now that you have learned about the powerful CHW community you are a part of?

2. What aspect of this course will you use right away? Which part will you think about and use to plan a long-term goal?