

CAPACITY BUILDING FOR FRONTLINE VACCINATION STAFF

This Manual Is Intended To Be Used By Local Health Staff To Train Village-level Health Collaborators.

KEY LEARNING TOOLS:

Health collaborators are experts in their roles and knowledgeable about their local communities within the framework of this training program. The training course can deliver skills and recommendations to enhance the effective implementation of their job. Health collaborators should explore and learn actively. We can create an active learning context and opportunity by developing a *social-interactive*, *contextualised* and *motivated* training program.

The training program contains these essential training tools :

- **ROLE-PLAYING** is an activity in which the participants put themselves into somebody else's position or play themselves but in an imaginary situation. Role-playing is helpful to stimulate thinking from different aspects and is valuable to explore answers or solutions for some problems.
- **REFLECTION** is an activity in which the facilitators use questions/open discussion with participants to facilitate reflection/review of a specific activity/event and for analysis of their experiences, assumptions and to generate lessons-learned.
- **GROUP WORK** is any activity that requires the participants to practice or work in pairs/groups. This type of activity enhances teamwork skills and creates peer-learning opportunities for all participants.
- **PRESENTATION** is an activity in which participants must deliver a speech/message in front of the rest of the group. Practising presentation skills in a safe and encouraging environment is essential for participants to be more confident in presenting information.
- **CREATIVE/VISUAL TOOLS**, such as drawing or mapping, are activities in which participants visualise their thoughts and use colour, graphs or shapes to demonstrate these.
- **GAME-BASED ACTIVITY** is any activity that is formatted as a game with a learning purpose. Through playing, participants can both gather new knowledge and test their current understanding of a specific topic.
- **The "REFLECTIVE JOURNAL"** is a monitoring tool where participants share thoughts on certain aspects related to their work after attending the training. The journal contains questions following up each module topic to stimulate the ideas and writing.

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BEFORE YOU CONDUCT THE TRAINING:

- *The following sections of the training program will demonstrate each module activity step by step.*
- *The general information pages give you an overall understanding of the module design in terms of objectives, soft skills and technical knowledge focus, and the structure and time allocation for each step and activity of the module. Each page will describe activity details and instruction for implementation.*
- *You can find the printable templates for some activity graphics and tables at the back of this training manual (each clearly indicates which module they relate to).*
- *A spacious room where participants can easily move around, sit/stand in a circle could support a more interactive and stimulating training session.*
- *We recommend that the training occurs with the current order of modules. However, you can flexibly change the order or switch some components according to the needs of the participants and your training focus, or as discussions and issues arise through the period of the training program.*
- *The knowledge sections about infectious diseases and vaccines can be flexibly adjusted to suit the local context and the needs of participants/facilitators.*

SYMBOLS:



The magnifier indicates that the following charts, maps or illustrations demonstrate the activity outcomes. The templates for the participants can be found in the Appendix at the back of this manual.



The question mark indicates the question for facilitators to discuss and prepare when planning the training.



The notebook indicates some notes and tips for facilitators when conducting the training.