

MODULE 4

LOCAL SUPPORT NETWORK

This module focuses on building and maintaining the support network for a better working environment for health collaborators. They can connect with local and professional communities and find and receive support when in need.

SOFT-SKILL FOCUS

- Identify and analyse the changes in the local context.
- Map and make use of local support networks.
- Sensitize about personal wellbeing in the local changing context.

TECHNICAL KNOWLEDGE FOCUS

- Understand the overall local context, especially during COVID-19 outbreak.
- Have general information about the local health program.

MODULE STRUCTURE

This module has the total time length of 120 minutes with the structure as below:

Step 1	ACTIVITY 1: <i>Warm up activity to address changes in the local context</i>	30 minutes
Step 2	ACTIVITY 2: <i>Drawing pictures of impacts</i>	40 minutes
	- Tea break -	
Step 3	ACTIVITY 3: <i>Stakeholder mapping</i>	40 minutes
Step 4	Review and closing	10 minutes

Note for facilitators:

This module uses game-based activity, creative drawing and stakeholder mapping tools to stimulate the participants to think about the overall local context and stakeholders. These tools are interactive and visualised. Therefore, they can also simplify complicated concepts and are suitable for general participants, especially for a diverse group of participants with varied levels of literacy and work experiences.

STEP 1 : Addressing changes in the local context

This step includes 01 activity – Total time length: 30 mins

After this step, participants will:

- Be able to list recent events/changes in all life aspects of the local community, including social, economic and political changes.

In this step, facilitators motivate participants to identify changes in the local context which they have witnessed. This step will bring the focus of participants to their hometown - to social, economic and political events which are important, and which affect their lives and work. The following activity will be a game-based brainstorming session to recall those changes. However, a circle discussion or traditional brainstorm session will work as well.

Materials

- Pens/ Pencils
- A5 papers
- A0 paper or board
- Example photos (Annex 11)
- Tapes
- Table 9 template
- Table 10.1
- Table 10.2 template

ACTIVITY 1: Identify local changes and events

Time length: 30 minutes

• How to play:

- Facilitators ask: ***“Name at least one event/change in your hometown that is most memorable to you.”***
- Participants have 5-10 seconds to write down, on their pieces of paper, an event or a change and then show their answers to the group.
- The facilitator will ask participants to elaborate on some description of the event that they mentioned.
- After 4-5 rounds, facilitators can gather much information about the changes in the local context. Facilitators will ask all participants to arrange these events into three categories: Social changes, Political changes and Economic changes.

Suggested elaboration questions:

- What do you remember about the event/ change?
- When/ Where and how did the event/ change happen?
- Why do you think the event/change is critical?

STEP 1 : Addressing changes in the local context (cont.)

This step includes 01 activity – Total time length: 30 mins

ACTIVITY 1: Identify local changes and events (cont.)

Time length: 30 minutes

Table 9: Changes in local context

Social Changes	Political Changes	Economic Changes
<p><i>Many people migrate back to their hometown due to the COVID-19 pandemic.</i></p> <p><i>A village is quarantined due to COVID-19 cases.</i></p> <p>-----</p> <p>-----</p>	<p><i>New chairman of the regional People' Committee</i></p> <p><i>Funding for the health care program decrease</i></p> <p>-----</p> <p>-----</p>	<p><i>The average income increase</i></p> <p><i>There is a fruitful harvest season</i></p> <p><i>There is newly built factory nearby with work opportunities.</i></p> <p>-----</p>



What other questions will you ask the participants to explore changes in the local contexts?



STEP 2: Exploring the impacts of changes on the lives and work of village vaccine workers

This step includes 01 activity – Total time length: 40 mins

After this step, participants will:

- *Be able to analyse the impacts of some local contextual changes on them individually and in relation to their work as village vaccine workers.*

Following the list of events/changes from the previous activity, this step will explore the impacts of those events/changes (especially on their communication work) through the use of drawing and painting. A simple picture or arrangement of colours and words will be used to express the impacts of the local context changes on their lives and work. In a more formal setting, a replacement for this activity could be a group discussion with similar questions.

ACTIVITY 2: Exploring impacts

Time length: 40 minutes

Following up from the previous list of local context changes, participants will continue to explore the impacts of those events/ changes together.

Implementing the activity:

- Facilitators divide participants into 3 groups, with each group assigned a topic: social, economic or political changes, and each group will receive a set of expressive photos. These photos can be used to express emotion. The facilitators present an example of some photos representing different feelings and emotions.

For example: A photo of an empty plate represents the economic hardship. A photo of a crying child represents the vulnerable and tragic experiences. A photo of people laughing represents happiness and joy.

- Each group will have 20 minutes to discuss each event in the assigned topic and answer the question to explore their thoughts regarding the impact of these events:

1. **How do these changes/events affect me mentally and physically?**
2. **How do these changes/events affect my family and community?**
3. **How do all of these affect the performance of village vaccine workers and health collaborators?**

After 20 minutes, the facilitators ask each group to spend 5 minutes to present the discussion result to the larger group.

The facilitators can ask some follow-up questions to help the group better elaborate on their experiences in the discussed events. Most importantly, the facilitators should acknowledge these experiences and show gratitude to participants who are willing to open up and share their stories.

STEP 2: Exploring the impacts of changes on the lives and work of village vaccine workers (cont.)

This step includes 01 activity – Total time length: 40 mins

ACTIVITY 2: Drawing picture of impacts (cont.)

Time length: 40 minutes

The facilitator asks follow up questions to further explore the impacts on vaccine communication effectiveness.

Some suggested questions are:

- *Before this exercise, have you ever thought about the impact of the changes on your lives and work? Have you asked yourselves these questions?*
- *How do you feel when doing this exercise with your group?*
- *How different/ similar are the opinions in your groups? Do you share the same idea or opposite?*
- *Do you think that it is necessary to address changes and their impact? Why?*



Using rich picture tools to gain insight. Training for Trainers for healthcare workers in Hanoi.
Photo credit: OUCRU, 2022



Note for facilitators

During the discussion, facilitators highlight that changes are inevitable. Some of them will bring joy, some of them will bring unease emotionally and make your life and work more difficult. Eventually, facing and dealing with the changes will be more beneficial than ignoring it and letting it unconsciously impact our lives further. Addressing the impacts is the first step in finding practical measures to manage and adapt with the changes. Acknowledging the changes can also enable them as community workers to support others within the community to understand and adapt to change.

STEP 3: Village mapping - Network for support

This step includes 01 activity – Total time length: 40 mins

After this step, participants will:

- Have a list of stakeholders and networks that can be mobilized for support.
- Have a list of suggestions for better adapting to changes of context.

In this step, village vaccine workers will practice using a tool for stakeholder mapping. This tool is adapted from the mainstream stakeholder mapping tool to identify the existing network that could support them to mitigate negative impacts of contextual changes as well as to echo positive impacts.

ACTIVITY 3: Stakeholders mapping

Time length: 40 minutes

- The facilitator introduces the stakeholder mapping tool, explaining each component
- Then facilitate the participants using the tool to:

Identify the existing network of stakeholders within their communities;

Identify the stakeholders' support to improve performance in communication about vaccines.

Table 10.1: Stakeholders mapping tool

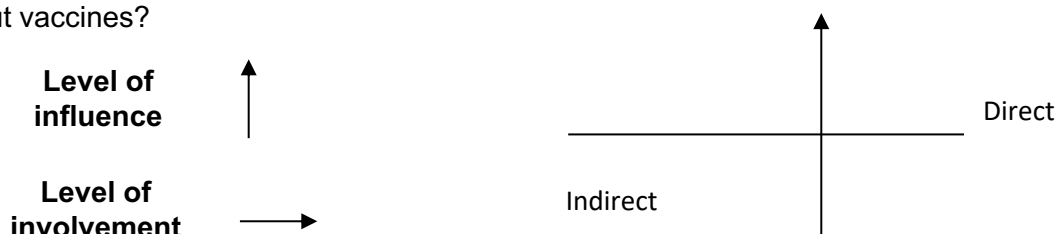
1. List of Stakeholders



Who is involved in the communication about vaccines at village/district/province-level?

2. Stakeholders' support to improve performance in vaccines communication

- **How** are stakeholders involved in and how do they influence the communication about vaccines?



- **What** kind of **support** can they provide to improve the effectiveness of communication about vaccines within the local changing context?

STEP 3: Village mapping - Network for support (cont.)

This step includes 01 activity – Total time length: 40 mins

ACTIVITY 3: Stakeholder mapping (cont.)

Time length: 40 minutes

Table 10.2: Mapping stakeholders – Communication about vaccination in Đak Lak (example)

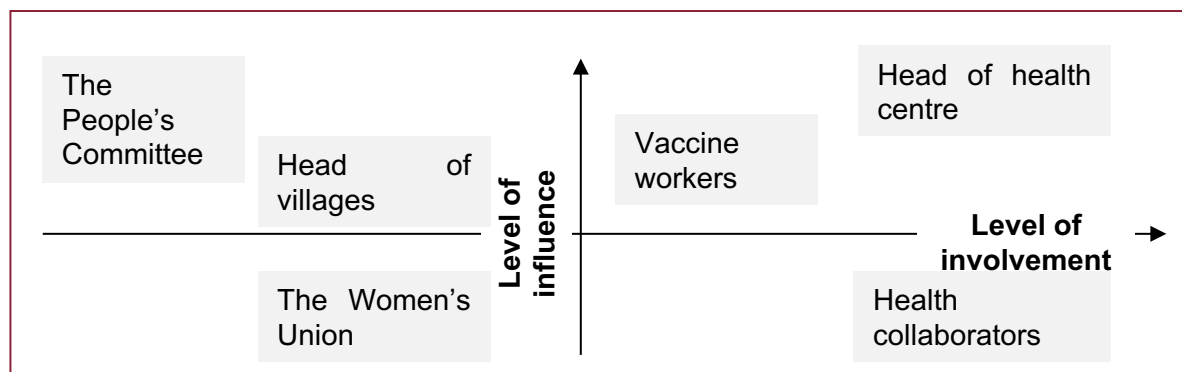


1. List of Stakeholders

Head of villages; Head of the health centre; The People’s Committee; Vaccine workers (district level); The Women’s Union; Health Collaborators; Others?

2. Analysing the stakeholders:

Regarding Levels of Influence and Involvement:



Regarding means of support:

Head of villages;	<i>Support by integrating communication about the vaccination program into the village meetings;</i>
The Women’s Union	<i>Support in announcing and disseminating information about vaccination schedules;</i>
The People’s Committee	<i>Provide funding for trainings and producing materials;</i>
Other?	<i>Other?</i>

STEP 4: Review and Closing

Time length: 10 mins

Review activity: *The reflective journal*

Facilitators and participants spend 5 minutes individually filling in the review section in their reflective journal.

Closing activity: *The Learning circle*

In this classic activity, all participants will stand in a circle. The facilitator will have a small object to toss around to assign one's turn to speak. Whoever gets the object will answer these two questions:

- *How am I feeling right now?*
- *What have I found the most useful from today's session?*

These questions help the facilitators understand more about the dynamic of the group and get to know more about the participants. It is also helpful for the participants to reflect after a long session with much technical knowledge and information. More than that, this activity is relaxing and suitable for a new group of learners, in which many people might feel shy to express themselves before a crowd.

Outcome checklist:

- List recent events/ changes in all life aspects of the local community, including social, economic and political changes.
- Pictures of impacts of some local context changes on health collaborators, especially on their work as village vaccine workers.
- A mapping of stakeholders and the support that can be mobilized from these stakeholders when needed.