

COVID-19 Regional Support Coordinators Training

10 July 2020



Agenda

- Overview of BA Guyana's COVID - 19 Response - Sean
- Roles & Responsibilities of COVID-19 RSC - Sean
- COVID-19 – Dr. Hamilton
- Interpersonal Communication/SBC Needs - Sean
- COVID-19 Community Facilitators - Joann
- Tips for conducting education sessions during COVID-19 - Joann
- Monitoring of activities - Camille
- Immediate Next Steps - Sean

Overview of BA COVID-19 Activities

- Provide technical assistance to the HEOC Communications TWG to adapt plans, materials, etc and ensure message harmonization
- Support revision and updates to the national and hinterland RCCE strategies.
- Support trainings of Community Facilitators in the hinterland regions
- Develop and disseminate messages to address rumors, misinformation, stigma and uncertainty

Roles and Responsibilities – COVID-19 RSC

- Collaborate with the Regional COVID-19 Task Force, NGO & CBO to ensure a coordinated RCCE response
- Provide regional context and assistance to the review and revision/development of regional COVID-19 communication plans.
- Identify and recruit suitable candidates to serve as COVID-19 Community Volunteers/Facilitators in specified communities

Roles and Responsibilities – COVID-19 RSC

- Provide input to the development of training materials and facilitate trainings of the Community Facilitators
- Conduct monitoring visits to Community Facilitators
- Coordinate and plan training and monitoring activities

Roles and Responsibilities – COVID-19 RSC

- Maintain regular contact with Community Facilitators
- Provide input into the development of regionally appropriate COVID-19 messages and materials
- Assist in rapid pre-testing of COVID-19 materials in the region
- Assist in the dissemination of COVID-19 messages and materials

Roles and Responsibilities – COVID-19 RSC

- Ensure the central project team is regularly updated on the progress of the Regional COVID-19 Task Force activities; recruitment of Community Facilitators and other related activities
- Provide accurate data to support the preparation of monthly progress report
- Any other duties as may be assigned

Interpersonal Communication in community engagement

Overview

In this session, we will discuss:

- What is interpersonal communication (IPC)
- What influences IPC
- Skills and responsibilities in IPC

What is interpersonal communication?

Interpersonal communication is a:

- Person-to-person
- Two-way
- Verbal and nonverbal



interaction that includes the **sharing** of information and feelings between individuals that establishes trusting relationships.

Interpersonal communication

Interpersonal communication...

is not just about what is actually said
- the language used—but how it is
said and the non-verbal messages
sent through tone of voice, facial
expressions, gestures and body
language.



Non-verbal communication/body language



Other Elements of Communication

Active Listening



Non-judgemental



Respects Diversity



Irreversible

You can't take back something once it has been said.

Once a word goes out of your mouth, you can never swallow it again.



Types of Interpersonal Communication

One on One

- Client to Provider, e.g. RSC to CVF or Toshao
- Spouses communication
- Parent - child

One to many:

- Peer Groups and Social Networks, e.g. Toshao to community

Parasocial:

- Interaction with mass media, e.g. RSC or Toshao

Potential Benefits of IPC

Why are we doing this?

- It allows us to build trust in the community, e.g. the Moruca situation
- Able to unpack complex information
- Allows us to understand knowledge gaps/misinformation and to address same
- Can motivate people to act/adapt desired behaviour

What is “good” communication?



Good Communication is...

- Reflective Listening: Empathy - is the capacity to understand or feel what another person is experiencing - to place oneself in another's position.
- Effective Dialogue: Understand each other, discuss options and possibilities/solutions

Takeaways from the communication interaction

- Allow time for feedback and clarify misconceptions
- Be patient
- Answer questions truthfully
- If you don't know the answer to a question, say so...try to get the answer after the interaction

SBC Needs in each Region

What are the SBC Needs in Your Region?

To change others we may have
TO CHANGE OURSELVES
first.

Johns Hopkins School of Public Health / Center for Communication Programs

COVID-19 Community Facilitators

Who is a COVID-19 Community Facilitator?

- Willingness to act as a community facilitator
- Is a community leader or participates in community activities
- Respected by the community
- Experience doing similar work/community mobilisation

Who is a COVID-19 Community Facilitator?

- Good knowledge of his/her community
- Is proactive, a good communicator and an outgoing/social person
- If living in a migrant/border community, being bilingual is preferable



Who is a COVID-19 Community Facilitator?

- Toshoas or village leaders
- Teachers
- Members/leaders of religious community
- GM or bahere at mining camp
- Others?

Responsibilities of the COVID-19 CF

- Share COVID-19 messages via community meetings/small group meetings/community announcements.
- Collaborate with other community leaders/business owners/religious leaders to promote and encourage adoption of COVID-19 preventative behaviours through leading by example or providing testimonials.
- Put up signs, posters, demarcations at public places in their community.



Responsibilities of the COVID-19 CF

- Maintain regular contact with the COVID-19 RSC to update on progress of community activities and gaps in pandemic response.
- Provide input into the development of regionally appropriate COVID-19 messages and materials.
- Provide accurate data to support the preparation of monthly reports.
- Be alert for rumors or misinformation spreading in the community.



Tips for conducting education sessions during COVID-19

Engage communities via community leaders

- Higher-level leadership (e.g. municipal, district authority) can provide contact information for community-level leaders.
- Engage community leaders via in-person meeting with physical distancing and masks or via phone. Recruit the leaders as CF.
- Train the CF on COVID-19 risk, transmission, symptoms, prevention, what persons should do if symptoms present, hotline numbers.
- Assess preventive measures in mining camps and provide guidance where necessary.

Engage communities via community leaders

- CFs should identify potential high transmission areas and possible communication entry points. Weddings, funerals, markets, places of worship can all be potential high transmission zones.
- Ensure the CFs are role models for good preventative behaviors.

Provide clear guidance on how to safely engage community members

- Know the restrictions in place in the community and follow them.
- Use megaphones to share messages via walking or in a vehicle/boat.
- Use available loudspeakers at shops, etc to play pre-recorded messages.
- Leverage existing services such as taxis/rentals to play pre-recorded messages.



Provide clear guidance on how to safely engage community members

- If permissible, small group meetings (no more than 5 persons) should be in the open air with physical distancing and with use of masks.
- Typical physical greetings should be avoided.
- Do not touch others, even if socially expected. Practice new ways to greet people without touching.



Provide clear guidance on how to safely engage community members

- Do not enter homes/buildings. Ask persons to step outside into open air.
- Avoid crowded community gatherings/meetings. Encourage persons to stand 6ft apart.
- Limit the hours of contact conducting in-person outreach sessions.
- Limit the number of in-person gatherings conducted.



Practice preventative measures

- Wear a mask. Cloth masks must be washed and disinfected daily; (encourage the making of face masks in the community if possible)
- Do not touch your face.
- Use hand-sanitizer or soap and wash hands regularly.
- Cough into your elbow.
- Stand 6ft away from others at all times.

Monitoring of activities

What is monitoring and evaluation?

Monitoring: Collect and analyse information and/or data on a regular basis to gauge adherence to implementation plans and inform day-to-day program decision making.

Types of data to collect:

- Descriptions of activities by date and location (region, district, community)
- Content of information distributed
 - By topic (e.g., handwashing, distancing, masking, self-isolation, countering rumours & misinformation)
 - By channel (e.g., radio, newspaper, newsletter, signage, posters, online, community events, interpersonal)
 - By number of people reached (e.g., media reach data, participants in community events, social media analytics)



© Can Stock Photo



What is monitoring and evaluation?

Evaluation: Collect information to assess reach and its association with desired outcomes

Potential data to collect:

- Message recall
 - by topic and audience subgroup
- Self-reported behaviour



Why monitor and evaluate?

Monitoring

- Key indicators tracked to assess program implementation and change over time in:
 - Program intensity/activity level/focus
 - Audience reach
 - Audience reactions

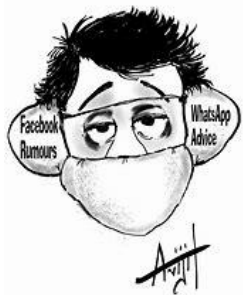
Evaluation

- Data used to:
 - Generate feedback
 - Inform program adjustments as needed
 - Re-target messages or adjust approaches to improve coverage
 - Revise/update messaging in response to changing conditions and needs



Value of monitoring and evaluation

- Track progress of project Risk Communication and Community Engagement (RCCE) activities.
 - Support MoPH to communicate correct information about prevention and mitigation
 - Assess reach and coverage of RCCE activities
 - by type, content areas, and regions
 - Identify gaps in reach and coverage that need to be addressed
 - Inform the RCCE implementation strategy



Potential indicators to consider and data sources

1. Community-based

- # of Community Volunteer Facilitators (CVFs) recruited and trained, by Region.
- # of events conducted by CVFs, by Region
- # of people reached by/participating in CVF activities
- # of signs, posters, other materials placed, by topic and by community

➤ **Sources:** Coordinator reports, CVF reports (templates provided)

1. Rumour tracking & response

- # of rumours reported - tracking using the template.
 - aggregated by level of risk (low, medium, high)
 - high risk rumours addressed with counter messaging

➤ **Sources:** Rumour tracking tool (Bugge, 2017), project records

Potential indicators to consider and data sources

3. Media-based

- # of shops, taxis, rentals, boats that air pre-recorded COVID-19 spots, by topic and by location
- # of radio spots aired
- # of people reached, by channel (estimates from radio, newspaper, online reach data)
- # of newspaper articles published about COVID-19 prevention and mitigation (content analysis of media)
- # of online followers, posts, shares
 - **Sources:** Media reach estimates from radio stations, publishers, print media scans, social media analytics

4. Impact

- Message recall
- Self-reported prevention practices
 - **Sources:** BA Guyana endline survey, Quarterly Geopoll mobile phone surveys of community members

Reporting Template

Week of July 02 – July 08 2020	Name of Coordinator:
Region	Base:

Activity (s)

Channel			
Mass media <input type="checkbox"/>	Radio	Television	
Audio	Mobile Loudspeaker	Face to Face	
Hardcopy/Print Location of activity	Newspaper	Poster	Pamphlets, brochures
Electronic	Facebook	Twitter	Instagram
SMS	Website	Youtube	e-mail

Focus of message (Report/tick all that apply)

Place Name:	Village:	Town:	Community:
Population #:	---	---	---
# of people: audience attended/participated	---	---	---

Handwashing /Sanitiser	Face Mask	Gloves	
Quarantine	Physical isolation	Self- Isolation	
Symptoms eg coughing, temperature	Border Crossing	Gender	
Disinfection eg surfaces/types of :	Target Groups, eg miners,	Healthy eating	
Other:	General prevention:	Rumour/misinforma tion	

Describe Activity
Comments

“Rumors are unverified pieces of information transmitted within communities that can take the form of misinformation (spread in good faith) or disinformation (spread intentionally to deceive)”

Date	When was the rumour heard?	
Location Where was it heard?	Region	
	District	
	Community	
Rumour Text	Details of the rumour hearing and saying- as close as possible to their own words. What is the belief(s) underlying the rumour?	
Rumour category (Tick all that apply)	<input type="checkbox"/> Source <input type="checkbox"/> Symptoms <input type="checkbox"/> Transmission <input type="checkbox"/> Treatment <input type="checkbox"/> Quarantine <input type="checkbox"/> Social isolation <input type="checkbox"/> Physical distancing <input type="checkbox"/> other Prevention (handwashing, face masks, sanitiser)	
Channels	How was the rumour heard? Source (s) of the Rumour? Whatsapp, verbal FtF, FB, email?	
Verification Status	True/Untrue	True <input type="checkbox"/> False <input type="checkbox"/> unknown <input type="checkbox"/>

Immediate Next Steps for Each Region

Thank You

For more information, please contact:

@BreakthroughAR

@Breakthrough_AR

Sean Wilson

Senior Program Manager

Breakthrough ACTION Guyana

seanw@breakthroughactiongy.org

