

Learning through Stories: Building Demand for Immunization amongst Ethnic Minorities

Facilitator's guide and discussion prompts

INTRODUCTION, AIMS AND OBJECTIVES TO THE LEARNING SESSION:

In 2020, Results for Development (R4D), an implementing partner of the Learning Network for Countries in Transition (LNCT), commissioned Common Thread to develop two videos on building demand for immunisation amongst minority ethnic groups. The films were developed in Yen Bai Province, in rural Vietnam, to be adapted for health worker training activities in low- and middle-income countries. The films provide an opportunity for health workers to practice using [UNICEF's Caregiver's Journey to Vaccination model](#) (see page 52) to analyze the barriers that marginalized communities face in getting vaccinated and the strategies that health workers might adapt to build demand in these communities. They also show both the power of storytelling as a technique to build empathy and understanding.

These videos are now being disseminated around the world as learning tools. This guide aims to help you to lead a learning session around the two films from Vietnam.

The aims and objectives of the learning session are:

- To practice using the Caregiver's Journey as a framework for analyzing the challenges related to reaching marginalized populations with immunization services.
- To capture ideas or successful strategies that helped build demand among the La Pan Tan commune in rural Vietnam.
- To have a conversation about storytelling as a technique to build empathy for the people we are trying to serve with immunization and demand strategies.

Please read through the guide before the screening to ensure you are comfortable with the flow and your role during the session.

TIME FOR THE SESSION:

1 hour

FLOW:

- Introduction: 5 min
- Film 1/Cha: 18 min
- Discussion: 10 min
- Film 2/Do: 16 min
- Discussion: 10 min

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BEFORE THE SCREENING: PREPARATION:

- **Open and read through the learning session slidedeck**, available online here: <https://docs.google.com/presentation/d/1sslB0J-fsUase8gCIRjByk45lXxZI1Ru6xAGY5q9DPA/edit?usp=sharing>
- **Download both films onto your computer** so you can screen them without relying on internet bandwidth. This will also ensure they are played in high quality.
- In case the screening requires too much bandwidth for some participants with poor internet, **have two internet links to the films ready** to add into the chat so people can watch it through vimeo:
 - Cha: <https://vimeo.com/511006479>
 - Do: <https://vimeo.com/511007616>
 - Passwords: yenbai

SCRIPT: FILM SCREENING

Time	DO/ SAY	Instructions
00.00-00.05	DO	<ul style="list-style-type: none">- Share the presentation 'Tool: Learning Session Slidedeck' through Zoom- In the chat:<ul style="list-style-type: none">- Ask all participants to share their name, location and organisation- Ask all participants to rename themselves through zoom so their name and organisation are clear. They can do this by clicking on participants, then clicking on the three dots next to their name, and clicking 'rename'.- Wait for all participants to join the call.- Run through Slides 1-8. <i>To note, a draft script has been included below.</i>
	SAY	<p>"Welcome to the film screening. Please kindly rename yourself, and write your name, location and organisation into the chat.</p> <p>We are delighted to be hosting this film screening with you today. The aim of this session is to present you with two stories from Vietnam, to provide an opportunity to practice analyzing qualitative data to understand the complex barriers that marginalized communities might face in accessing immunization. You will also see some successful demand-generation strategies in action, which you might be able to adapt to your own work.</p> <p>As you watch these films, we invite you also to reflect on the value of storytelling for identifying and addressing the complex challenge of reaching marginalized populations with immunization services. Storytelling allows us to:</p>

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		<ul style="list-style-type: none"> • Change behaviour. Data doesn't change people's minds, but emotions do. • Empathise with those we work with. • Understand the people hidden behind numbers. • Give everyone an equal voice. <p>During the films, it may be useful to keep a notepad and pen next to you, so you can write down any key learnings that you observe.</p> <p>We will start by playing Cha's journey to vaccination, followed by a short discussion, before playing Do's journey, followed by a larger group discussion."</p>
00.05-00.23	DO	<ul style="list-style-type: none"> - Play Cha's film through Zoom. - Monitor the chat to ensure participants can hear the film. - In case the film streaming is low resolution or jumping for some participants, add the links to the film into the chat, so people can watch it outside of Zoom. - After the film finishes, stop screen sharing and welcome participants back into the discussion.
00.23-00.33	DO	<ul style="list-style-type: none"> - Facilitate a short group discussion on the initial insights from Cha's film. - Run through slides 12 - 15, introducing the caregiver journey model. - Ask participants if they have any further insights from the film on particular moments in the caregiver journey? Slide 15 has been included to provide you with prompts.
00.33-00.49	DO	<ul style="list-style-type: none"> - Play Do's film through Zoom. - Monitor the chat to ensure participants can hear the film. - In case the film streaming is low resolution or jumping for some participants, add the links to the films on Vimeo into the chat, so people can watch it outside of Zoom. - After the film finishes, stop screen sharing and welcome participants back into the discussion.
00.49-00.59	DO	<ul style="list-style-type: none"> - Facilitate a group discussion on Do's film. Prompts to guide the discussion are included on Slide 19. - Ask the participants about the use of storytelling as an approach. Did they find it useful? Question prompts are included on Slide 20.
00.59-01.00	DO	<ul style="list-style-type: none"> - At the end of the session, thank everybody for joining.

FACILITATOR PROMPTS:

Broad questions for both films:

- What did you observe about the film?
- What stood out to you?

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Cha's film:

- Can you identify the stages of the Caregiver Journey to Vaccination model?
- **Knowledge and awareness:** How much does Cha know about immunization? Does this family understand the benefits of vaccination?
- **Trust:** How has trust been established between health workers and the community over time?
- **Intention:** Are there traditional practices or views that could have obstructed vaccination, or that helped encourage vaccination? Can you spot any strategies used to counter vaccine hesitancy?
- What can you tell about this family? What are the gender and social dynamics? What is the decision making structure?
- **Preparation:** Do you think vaccination cards are useful and valued? How have health services and communication been tailored for Cha's village?
- **Cost and effort:** Are there financial barriers to vaccination?
- **Point of service:** What is Cha's experience like when she arrives at the health clinic? Do you think she will want to return? Why or why not?

Do's film:

- What can you tell about this family? How is it different or similar to Cha's family?
- **Trust:** Which local customs could signify a lack of trust in health workers? What actions do the health workers take to help build trust with the community?
- **Intention:** Why does Do want to vaccinate her child? What barriers are shown impacting Do's intention to vaccinate her child? What ultimately triggers Do to go to the vaccination clinic today?
- **Preparation:** How have health services and communication been tailored in this context?
- **Cost and effort:** How long does the mother need to walk to the health centre? How could vaccination be made more convenient for Do and others in her community?
- **Point of service:** What small changes could be made to support the issues raised by health workers?

Overall:

- What are some useful strategies that you can apply to your context?
- Why do you think it is useful to look at Cha's and Do's immunization journeys through this storytelling lens, as opposed to just asking the health worker what he thinks about immunization demand in his community, or looking at numerical data?
- Without a budget to produce a film like these, how could you go about collecting some of these caregiver stories in your community?

Questions on storytelling as an approach:

- Do you find this an effective approach to learn?
- Do you think these videos could be useful in your context? how/why not?