



Belgian
Red Cross
Flanders

MANAGEMENT RESPONSE

INTERNATIONAL COOPERATION

12/06/2020

MIDTERM EVALUATION – DIGITAL LEARNING IN FIRST AID & WASH

AP17-21 – RODE KRUIS VLAANDEREN HELPT HELPEN: DUURZAME IMPACT DOOR INZET OP ZELFREDZAAMHEID

DATE OF EVALUATION: 25/05/2020

EVALUATOR(S): THE LEARNING HUB – ELIZABETH NAULAERTS

EVALUATION MANAGEMENT TEAM (EMT): AN VANDERHEYDEN, CLAIRE SCHAMPS, CHARLOTTE SCHELSTRAETE, ELKE WEYENBERGH, DRIES GOE-MINNE

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BACKGROUND INFORMATION

This mid-term evaluation aims to assess the learning aspects in the BRC-FI supported 2017-2021 WASH and FA programs in general, with a specific application to Rwanda & Tanzania, in order to increase the impact of our trainings, knowledge transfer and behavioral change communication, and to explore digitalization as a tool to more impactful and cost-effective trainings.

The main objectives of the midterm evaluation of the WASH and FA projects is more or less the same although the mode of instruction and outcome may differ:

- (1) List recommendations to improve the impact of learning components in our FA and WASH projects in East- and Southern Africa
- (2) Assess if and how digitalization could
 - a. improve the learning outcomes & deliverables
 - b. increase cost-effectiveness of the programs
- (3) Formulate a strategy and/or roadmap to include innovative techniques and digital solutions in First Aid & WASH interventions

SUMMARY OF MANAGEMENT RESPONSE

The Learning Hub provided BRC-FI with a roadmap for possible improvements. Although many of these recommendations are realistic and feasible, RKV wants to **take the recommendations to a higher level by attracting a didactic profile** both in our staff and our volunteer base. The goal of the didactic profile would be to assist us in developing a holistic approach to learning within our projects and not just improve what already exists. This would include capacity building for our host national societies in order to scale up these valuable lessons learned into a durable approach. First steps in this direction have been taken: (1) We aim to attract an Enabel junior profile to assist us in the didactics of our FA, WASH & DP programs in Tanzania. (2) A didactical profile working for our national services is currently reviewing WASH materials for schools in Rwanda. (3) A brainstorm has been organized in which we explored multiple options to use our national volunteer base in didactical support for our international services.

The actual management response for both first aid and WASH follows a similar step-by-step approach:

- **Step 1: Improve the content of the programs**
 - FA: Standardization of training materials and programs for both Basic First Aid training and Training of Trainers are suggested.
 - WASH: Slight improvements in the didactics of RANAS and CBHEPP approach are suggested.
- **Step 2: Improve the feedback loop**
 - FA: Support the national society to optimize feedback collection and to set up the second part of the feedback loop in which the collected feedback is implemented.

- WASH: Support the national society in the didactic support of volunteers and increase the digital data collection through the project.
- **Step 3: Additions to the programming that might increase impact**
 - FA: Digitalize communication with and follow up of participants and explore the possibilities to add more authentic practice to the trainings.
 - WASH: Digitalize and gamify some of the current WASH modules and keep beneficiaries engaged after the program has ended

MANAGEMENT RESPONSE TABLE

FIRST AID

Recommendation 1: FA – Improve program design					
Management response:		Response rationale:			
<input type="checkbox"/> Accepted <input type="checkbox"/> Partially accepted <input type="checkbox"/> Rejected		<p>Within the next year, the basic first aid manual will be updated. This manual will be accompanied by lesson plans and other training materials to better support the trainers. These materials will be developed with input of different Host National Societies (HNS). Supporting materials have already been developed for our other types of training (First Aid Blended Learning, First Aid for First Responders, Trainers manual for Youth).</p> <p>The other actions require a bigger change in practice by the HNS, therefore, these topics will be discussed with the HNS in workshops and Training of Trainers in future programs. BRC-FI will support the development of standard materials (e.g. checklists are already available) and promote the use of these materials to the HNS, however, it's up to each HNS to decide whether they implement these specific actions or not.</p> <p>Especially in this component where supporting training materials will be developed, and where the approach of the training of trainers will be reconsidered, we hope to benefit from a future didactical profile who can assist us in creating an impactful training package.</p>			
		Deadline	Responsible	Tracking	
				Status	Comments
1.1 Standardize lesson plan and training materials		30/06/2022	BRC-FL	Ongoing	For new trainings supporting materials are immediately developed. Those for the Basic First Aid training will be developed after the update of the manual itself.
1.2 Co-teaching and monitoring by master trainer		30/06/2022	BRC-FL	Not started yet	The recommendation to implement co-teaching will be passed on to the HNS. Sessions on co-teaching and monitoring will be added to the standard

				training of (master) trainers.
1.3 Standardize evaluation of trainees	30/06/2022	BRC-FL	Not started yet	The required supporting documents will be developed, the topic will be added to the standard training of trainers.
1.4 Checklist during simulations to score peers	31/07/2020	BRC-FL	Ongoing	These checklists are available, and will be shared again with the National Societies.
1.5 Feedback as a separate topic in the ToT	30/06/2022	BRC-FL	Not started yet	Feedback will be included as an important topic in the standard training of trainers.

Recommendation 2: FA – Optimization of feedback collection				
Management response: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially accepted <input type="checkbox"/> Rejected		Response rationale: One of the key steps to improve the feedback capturing process after training is to promote the feedback mindset during the training of trainers (ToT): a mindset is not easy to change, this is therefore no longer possible within AP17-21, as there are no more ToT planned. Implementing the advice on the exit-slips, the course evaluation form and the training report will be started during this program.		
Key action(s)	Deadline	Responsible	Tracking	
			Status	Comments
2.1 Broaden the scope of feedback	31/12/2020	BRC-FL	Not yet started	The questions in standard feedback forms will be updated.
2.2 Use different feedback sources	30/06/2022	BRC-FL	Not yet started	Feedback will be included as an important topic in the

				standard training of trainers.
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Recommendation 3: FA – Digitalization of feedback collection and implementation					
Management response: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially accepted <input type="checkbox"/> Rejected		Response rationale: This needs to be considered carefully, together with the different HNS. In essence the added value is clear. However, developing a Learning Management System implies a complete process, discuss the user specifications/needs, analyze the available platforms and how they could be used,... This process requires a lot of resources (both time and budget wise). Therefore, capturing the needs of the HNS should be done first, this will be part of the preparation for future programs.			
Key action(s)		Deadline	Responsible	Tracking	
				Status	Comments
3.1 Implement LMS		01/08/2021	BRC-FL	Not yet started	A needs assessment will be part of the preparations of future programs.

Recommendation 4: FA – Addition to the program that can create even more impact					
Management response: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially accepted <input type="checkbox"/> Rejected		Response rationale: The recommendation to standardize the point of contact can be easily shared with the HNS, as Whatsapp is a widely used communication channel. The other various suggestions need to be further explored. For each of the ideas, the options and potential added value will be assessed, together with the changing context (E.g. is there enough access to e-learning to start with blended refresher courses, is there a need for additional recruitment of volunteers/trainers, can the idea of vlog series be used for other purposes...). These suggestions will be carefully considered in preparation for future programs.			
Key action(s)		Deadline	Responsible	Tracking	

			Status	Comments
4.1 Standardize Point Of Contact	31/12/2020	BRC-FI	Not yet started	This recommendation will be shared with all the HNS.
4.2 Use mobile cinema in the communities	01/08/2021	BRC-FI	Not yet started	Options, potential added value and context will be assessed.
4.3 Create blended refresher course	01/08/2021	BRC-FI	Not yet started	Options, potential added value and context will be assessed.
4.4 Add more authentic practice in real life	01/08/2021	BRC-FI	Not yet started	Options, potential added value and context will be assessed.
4.5 Add more authentic practice through a VR simulation game	01/08/2021	BRC-FI	Not yet started	Options, potential added value and context will be assessed.
4.6 Onboarding for volunteers and trainers through a day-in-the-life vlog series.	01/08/2021	BRC-FI	Not yet started	Options, potential added value and context will be assessed.

WASH

Recommendation 5: WASH – Optimize the scope & content of methodologies				
Management response: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially accepted <input type="checkbox"/> Rejected	Response rationale: The roll-out of the RANAS methodology in Tanzania is the first time BRC-FI implements the methodology independently. Since this is a pilot, we're learning and adapting constantly. The recommendations by the evaluation report together with our own lessons learned will be used to guide the roll-out of RANAS in Rwanda later this year and the roll-out of the methodology in future projects. CBHEPP is a methodology practiced by RRCS and made mandatory by Rwandan government. The master trainers are mandated by the government. Therefore nor RKV nor RRCS has influence to limit the scope of CBHEPP. However, the set-up of volunteer training could be revisited but only after we piloted and finetuned the new volunteer training approach in RANAS. Therefore, we won't make pledges on CBHEPP in this stage.			
Key action(s)	Deadline	Responsible	Tracking	
			Status	Comments
5.1 RANAS – Include more creative modalities and quick reference cards	31/07/2020	BRC-FI	Done	Each session has been revised taking into consideration many of the recommendations given.
5.2 RANAS - Make the kit more critical	31/07/2020	BRC-FI	Ongoing	In contrast to Tanzania where hygiene messages are only spread through household visits. The RANAS hygiene messaging will be a mix of household visits and community meetings in which much more interaction is integrated not only between volunteer & beneficiary but

				also between the beneficiaries themselves. diverse games and movies have been introduced.
5.3 RANAS - Educate volunteers on possible roadblocks and stigma's around hygiene	30/09/2020	BRC-FI	Not yet started	A training prior to every RANAS session is foreseen. The structure and content of the training is yet to be determined.

Recommendation 6: WASH – Improve the feedback loop on content and processing				
Management response: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially accepted <input type="checkbox"/> Rejected	Response rationale: Competence profile for volunteers - BRC-FI understands that didactical support for local staff might be key in guiding volunteers. However, since this is quite a new concept, BRC-FI feels that just providing the tool is not enough. The didactical support of our local staff might also include aspects not mentioned in this evaluation. In order to fully support our local staff in didactical methods we need to create a step-by-step trajectory with an HNS to fully understand what's needed on the ground to make this work. Therefore, we need to reject this recommendation in order to rethink how this could be done together with the new didactical profile we aim to attract. Collect & process more qualitative data through Kobo – The RANAS Interventions in Rwanda are set up so feedback of volunteers can be collected after each intervention. Kobo surveys after each RANAS phase will also collect qualitative information of the beneficiaries. As a third step, we're developing a data strategy for WASH for future programming in which we can include the digital collection of both qualitative & quantitative information.			
Key action(s)	Deadline	Responsible	Tracking	
			Status	Comments
6.1 Include feedback loop for volunteers RANAS Rwanda	31/12/2021	BRC-FI	Not yet started	Each volunteer training will include a feedback moment.
6.2 Digitalize feedback beneficiaries RANAS Rwanda	31/12/2021	BRC-FI	Not yet started	Each phase in accompanied by a small survey. A few

				questions will be included which gather feedback form beneficiaries.
6.3 Include feedback loop in data strategy	31/12/2021	BRC-FI	Not yet started	While developing a data strategy we'll give extra attention to the different levels of feedback within a program.

Recommendation 7: WASH – Addition to the program that can create even more impact				
Management response:		Response rationale:		
<input type="checkbox"/> Accepted <input type="checkbox"/> Partially accepted <input type="checkbox"/> Rejected		Some of the proposed additions are easily implemented, other's require additional funding or additional steps to be finished first. Especially in this programming component we hope to benefit from a future didactical profile who can assist us in creating impactful add-ons that fit into a holistic approach to didactics within programming.		
Key action(s)	Deadline	Responsible	Tracking	
			Status	Comments
7.1 Introduce Community Solidarity Groups	31/12/2020	BRC-FI	Done	The PHAST groups and women groups (RANAS) in Tanzania form an alternative for the community solidarity groups in Rwanda. Getting in this group identity as a sustainability aspect will be an attention point during future programming.
7.2 Add more mobile cinema	31/12/2021	BRC-FI	Not yet started	Getting more diverse mobile cinema sessions will be an attention point during

				future programming. A first attempt will be done during a RANAS Rwanda intervention.
7.3 Digital tool for the Community Solidarity Groups	31/12/2021	BRC-FI	Not yet started	This could be part of the beneficiary feedback loop and we will consider this within future programming as well as our data strategy.
7.4 Hygiene game to target children through school	Undefined	BRC-FI	Not yet started	A concept note for a game was developed 1.5 years ago but finding funding seems extremely difficult. In the donor landscape, digital scale-up projects are fundable but the development and pilot phase of these projects are seldom eligible for funding.