



HUMANITARIAN INNOVATION FUND Early Stage Innovation Final Report

– Please try not to exceed 5 pages (Arial, 12pts) excluding attachments –

Organisation Name	RedR UK
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Project Title	Innovative Impact Assessment in Humanitarian Capacity Building
Partner(s)	University of Sussex
Problem Addressed / Theme	Prototyping and piloting methodologies that promote learning, behaviour change and results in humanitarian capacity building
Location	UK + overseas pilots
Start Date	12 July 2018
End Date	12 May 2018

Total Funding	£49,930
Total Spent	£49,937

Innovation Stage	Early Stage
Type of Innovation	Building on recommendations from our earlier work, the project will identify ways in which RedR can design programmes for increased learning and behaviour change or participants, and for increased ability to capture and report on these changes.
Project Impact Summary	Reflective practices and video capture with view-back have shown to be effective ways to promote learning and behaviour change of participants. Tools have been developed to capture this learning, which will support RedR in providing evidence of impact. In additional research into effective technologies for video capture has taken place and recommendations identified.

ACTIVITIES CARRIED OUT

1. Describe all the activities carried out. Please attach a workplan or log frame, if these were used.

Three methodologies to increase the impact of humanitarian capacity building on leaders, and to improve ability to capture this impact, were prototyped and piloted during this project:

- video capture and view back – practical exercises or simulations were identified within existing RedR courses and a component of video capture and view back was added. Participants then reflected individually and in groups on the footage to identify learning points.
- reflective practices – evaluation templates for a range of RedR programmes including coaching, mentoring, and reflective journaling components of face to face courses, were revised or developed to better capture details of learning, behaviour change and results in learners, and then used for a period of 6 months during the project.
- ongoing engagement – short scenarios and discussion questions, closely linked to core course topics, were developed for two established RedR courses, and sent to participants in bi-weekly group emails. The hypothesis was that this would prolong their involvement with the course content and thereby 1. Increase the likelihood that they implement the learning in their work, 2. Increase the response rate to 3 month impact assessment surveys.

Prototypes were informed by desk research and interviews with key RedR stakeholders. Piloting included collection of user feedback from trainers and learners, and a comparison of follow-up data between courses run with and without the methodologies.

Please see attached workplan for more details.

2. If you have made changes or amendments to the planned activities and objectives that have not been detailed in an *Agreement Amendment Form*, please list them here.

Originally we hoped to pilot the video capture methodology in the UK plus two additional contexts. Due to logistical challenges on both sides of the partnership, including a lack of sign ups for a planned Latin American course, and changes in security permissions for travel of Sussex University staff, we instead completed two UK pilots and one overseas pilot. In order to still obtain a variety of data to test different assumptions, we tested the methodology during three different courses, instead of the original plan to test on the same course in three locations.

ACHIEVEMENTS

3. Has the project demonstrated the success of the innovation or idea?

By 'success' we mean that the innovation has achieved the planned positive impact/outcome, or that the idea has proven effective.

- ☐ Completely successful
- ☒ Significantly successful
- ☐ Partially successful

☐ Completely unsuccessful

Please explain further:

Two out of three methodologies proved to be largely successful in the user feedback, where evidence of learning and behaviour change was found. There is room for improvement in the management of the use of the methodologies, for example in terms of ensuring sufficient time for video view back during a course, and better incorporation into course design.

4. Please describe how the project achieved the planned objectives, and describe all of the results achieved through the activities indicated in Question 1.

The project achieved its main objective, in that it has identified some methodologies which promote learning, behaviour change and results for learners, and which, through their design, enable RedR to capture examples of these changes (the impact). Not all of the methodologies were equally successful, as detailed below:

Video capture and view-back – Within this methodology, 3 prototypes were tested, using different technology ranging from high end cameras, to frugal technology, to participants' own camera phones. More details on the learning about the technology itself is attached as an annex. From the 3 courses we learnt that view-back can be used for different purposes depending on the aim of the session or activity. These can be as conversation starters, which worked especially well for group activities that depend on body language, or for reflective practice, which worked better for individual training activities. In order to achieve deeper self-reflection, tailored feedback sheets with specific and targeted questions were developed, piloted and refined, to guide participants' learning.

Ongoing engagement – Across the two pilot courses, no participants responded to the email scenarios. 3 months after the course, 25% and 30% of participants responded to the planned Survey Monkey follow-up, compared to an average response rate during the project period of 44%. When user feedback was gathered from participants, all those interviewed stated that the scenarios were relevant and valuable, but they did not actively engage due to other priorities, or because the completion of the course/issuing of the certificate did not require it.

Reflective practices – Across all the reflective practices considered by this methodology (coaching, mentoring, learning essays, learning journals) evidence of learning as a result of the method was highlighted by learners and trainers. These methodologies also promoted behaviour change at both individual and organisational levels. User feedback, gathered from learners and trainers in all of the 4 reflective practices, confirmed a number of reasons why this methodology was so successful. These include: it is flexible, tailored and specific to the individual; the timeline for interaction is longer (than a f2f course), which allows more time for reflection, and to achieve and observe change and impact; it is empowering; participants tend to be self-selecting.

APPROACH

5. Describe how the approach, project design or methodology you used was OR was not appropriate to carry out the planned activities or to achieve the planned objectives.

The project design and methodology were appropriate to carry out the planned activities. A detailed workplan was developed upon award of the grant, and used to monitor the implementation of the

activities. When changes had to be made to piloting dates, based on course sign ups, there was sufficient time in the workplan to enable this.

Across the three methodologies, the range of courses/learning programmes involved meant a broad input from participants, and that a range of different trainers were involved in the project, which enabled the collection of user feedback from a range of sources, adding to the validity of this.

MAJOR OBSTACLES

6. Please list the three most significant obstacles faced during the project and describe how they affected the planned activities and results.

Obstacle	Impact of Obstacle
1. Difficulty in confirming courses on which to pilot (due to security and travel challenges, and participant numbers).	Video capture and view-back methodology was piloted twice in UK and once overseas, instead of once in UK and twice overseas. A no cost extension was requested and granted to allow time for sufficient data analysis ahead of the dissemination event.
2. RedR learning events are comprised of detailed session plans and time is full allocated to existing activities and content.	Sometimes challenging to fully incorporate the prototype methodologies without compromising the existing course requirements.
3. Very strong interest of the partner in technology drawing attention from the key focus of the project.	Video capture methodology combines research into appropriate technology solutions with the key question of the impact on learning.

7. Please indicate what steps were taken to address these obstacles and whether the solutions were effective.

Solution	Effective?
1. Adapted plans and selected three different courses by topic, to ensure sufficient diversity in the pilots, despite being unable to run two overseas pilots.	Yes
2. Worked with trainers on each pilot course to identify ways in which to insert the methodology and provide sufficient time.	Partly
3. Project Manager drew attention back to the objectives of the research to ensure this was being considered by the partly at least equally as much as the technology questions.	Yes

OPTIONAL: PARTNERSHIPS AND COLLABORATION

If you received HIF funding with partners or collaborators, please answer questions 8 and 9.

8. How and why did the partnership change during the course of the project?

The RedR Project Manager and the University of Sussex Lead Consultant had worked together previously, on a precursor to this project. At the Lead Consultant's request, an additional member of Sussex staff was added to the project, which affected the dynamic of the working relationship. The division of responsibilities between the two Sussex consultants was not immediately clear, and the newly added consultant's lack of understanding of the previous project, and strong professional interest in technology, negatively impacted the partnership.

9. Are there plans to continue your partnership, either while continuing this innovation or on other projects?

- ☐ Yes, with this innovation
- ☐ Yes, with another project
- ☒ Maybe
- ☐ No

Please describe further:

The key learnings from this project point to some key actions for RedR to take forward in terms of continuing to develop and incorporate the methodologies into our programming. In the first instance, these are internal actions which do not require the input of the partner.

Future collaborations on the topic, including potential review and assessment of the impact of the methodologies once further incorporated into RedR programming, will be considered in due course, with careful attention to the profile(s) proposed personnel offered by the University of Sussex.

DISSEMINATION

10. Please describe any steps taken to disseminate the outcomes of the project.

Please include all completed and forthcoming, as well as all planned and unplanned products (for example, research and policy reports, journal articles, video blogs, evaluations).

A series of blog posts were written for the HIF blog, and were also shared through RedR's and Sussex's social media channels and the Sussex Global Studies newsletter. A dissemination event was held on 26 April, in order to share learning from the project with key sector colleagues who work in capacity building. A short thought-piece on the findings of each methodology has been drafted and will soon be shared with the sector via the RedR website. We have had initial discussions with ALNAP about developing a webinar or similar event to further share the learning from this project, and RedR's earlier work on the subject.

NEXT STEPS

11. Will the project, idea or innovation be replicated, carried forward or scaled up?

- ☒ Yes
- ☐ No



☐ Maybe

Please describe further

The key learning for RedR has been the value of reflective practices, and the importance of these being individualised and offered over a prolonged time period. This learning will inform design of new programmes, and the review and updating of existing programmes in the coming months.

RedR will continue to use reflective practices, and will work to incorporate more of this into existing programmes and new project development. The use of video capture and view-back, particularly using participants' own camera phones, will be considered as an option in the design of all Training of Trainers programmes, and in the development of any new sessions with objectives around communication / body language.

In addition, we will be considering integrating the methodologies, for example by using video capture during face to face training, and then providing individualised feedback on this linked to coaching for a period following the F2F event.

12. If the project or innovation could be carried forward, replicated or scaled up, please list the three most important issues or actions that will need to be considered (*where 1 = most important and 3 = least important*)

Suggestion/issue	1	2	3
1 – Findings show that the more individualised the methodology, the more impactful for the learner, and the more RedR can capture this impact in follow-up. This has implications in terms of programme design, trainer time required, and associated cost implications. How to provide individualised support that is affordable to RedR and to participants is key to continuing use of the methodologies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 – Questions have emerged around the design of learning programmes, particularly through the video capture methodology, the amount of content already existing in RedR course. We need to carefully consider the most appropriate places to use this methodology, where it can contribute most to the course objectives and learners' achievement of the course competencies. We then need to ensure that we provide sufficient time for the methodology to be useful, including review and debrief using tailored tools specific to the anticipated learning outcomes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 – To make the learning more universally applicable, we need to consider how to incorporate the methodologies into online learning solutions. This includes within RedR programming, but also in order to share the learning with the wider sector, where there is a clear move towards online learning solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>