School Children Training Programme "Health and Safety"

Participatory Video Baseline Report

Secondary girls at Helwan's Deaf School taking part in a participatory video baseline initiative.
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Disclaimer: The views and opinions expressed in this article are those of the authors and do not necessarily reflect the official policy or position of the authors' organizations.

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Acknowledgments

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Acronyms and abbreviations

ERC	Egyptian Red Crescent
IEC	Information, Education, Communication
IFRC	International Federation of Red Cross and Red Crescent Societies
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
OECD/DAC	Development Assistance Committee of the Economic Cooperation and Development
PMER	Planning, monitoring, evaluation and reporting
PV	Participatory Video
PVB	Participatory Video Baseline
WHO	World Health Organization
5 W's	(Who, Where, When, What and Why)

1. Introduction

Participatory video (PV) has proven to be a successful methodology used by the International Federation of Red Cross and Red Crescent Societies (IFRC) to further engage the communities and increase community voices. In an effort to develop more efficient, inclusive and sustainable approaches to monitoring and evaluation, IFRC's PMER Unit in Geneva in collaboration with Open Lab and in coordination with the Egyptian Red Crescent Society (ERC) and the IFRC Middle East and North Africa region, piloted a participatory baseline using a mobile video application called Our Story with a deaf community in Helwan, Egypt.

The Disability Inclusion project "First Aid for Deaf" was selected for this baseline since it fulfilled the following project criteria:

- The National Society has ongoing longer-term development programmes in the communities and has experience in emergency situations in the same communities.
- Supports current initiatives that are currently taking place on better meeting the needs of their target populations and in support of the International Red Cross Red Crescent Movement's current work on disabilities.
- The National Society has potential to provide peer to peer support and coaching throughout the country and furthermore in the region on this process.

This participatory video baseline (PVB) report is intended to provide qualitative baseline metrics from the community that can contribute to the planning phase of ERC's School Children Training Programme "Health and Safety" planned for 2019 in coordination with the Ministry of Education.

2. Background

According to WHO, in 2018, around 466 million people worldwide have disabling hearing loss and 34 million of these are children. Deafness and hearing loss can occur at any age and result from genetic causes, complications at birth, certain infectious diseases, chronic ear infections, the use of particular drugs, exposure to excessive noise, and ageing. It is estimated that by 2050, over 900 million people will have disabling hearing loss.

From August 2014 to March 2016, in line with Strategy 2020, and as part of its development plan "…to sustain health and socioeconomic development of the community, particularly to the most vulnerable…" the Egyptian Red Crescent Society (ERC) developed a first aid training programme using sign language for the deaf community. According to an ERC report, it was found that first aid awareness is lacking in many vulnerable communities, including the deaf community, to recognize risks or know how to seek help during emergencies.

This first aid training programme trained secondary school students and peer educators in Helwan, deaf workers at high-risk jobs (carpenters, electricians, plumbers and tailors) and deaf housewives. This participatory video baseline focused on the feedback to the training from the secondary school students and peer educators who were trained, along with the primary students and teachers who were trained from their peers to inform ERC's upcoming School Children Training Programme "Health and Safety."

Through the community voices collected, it was intended that this PVB could contribute useful baseline information to the objectives of the School Children Training Programme "Health and Safety."

According to the ERC concept note, the School Children Training Programme aims to "…create and spread the culture of risk reduction among school communities focusing on school children in primary schools with the theme: Making Our School Community Safe,

Prepared and Healthy." The programme will consist of six components: First Aid, Disaster Preparedness, Hygiene & Healthy Life Style, Road Safety, Climatic Change Mitigation, and Spreading the Culture of Non-violence. In 2018, three schools with special needs were included in the pilot phase, including the Al Amal School for the Deaf based in Helwan, visited by the PVB team.

The School Children Training Programme has a goal which consists of:

"Building up a culture of preparedness and risk reduction among the school community through settling a training program for school children that can be adopted and applied nationwide. As well as directing the coming generation towards active participation in protecting themselves, their families & their community as a means for community empowerment and social mobilization."

In terms of objectives, this PVB can contribute to the following four objectives from the School Children Training Programme:

Objective 2: Developing appropriate IEC materials to support the entertaining and interactive approach of the program.

Objective 3: Spreading the culture of risk reduction among schools' community through conduction of training courses in public and community schools.

Objective 4: Training of more than 15,000 children aging 9-11 years and 12-15 years.

Objective 5: Involving the school staff and teachers in training and follow up.

3. Methods

Desk review: A document review was carried out looking at the overall project and related documents to better understand the project, the background and logistics needed for this participatory video baseline.

Data collection in the field: The PVB team spent five days with the deaf school in Helwan from 11 to 15 November to capture their stories using a participatory timeline, photo walk and story cards focusing on questions related to the first aid training and on the OECD/DAC criteria complemented by the Our Story app. The PVB team also piloted an editing process which allowed the participating groups to tag their stories themselves using the OECD/DAC criteria.

Onsite capacity building: The participatory video making process itself also aimed to build the capacity at all levels (IFRC Geneva and Region/National Society) and incorporated elements of sustainability to ensure that this method can be used post

departure of PVB for monitoring and evaluation. In support of this, it was agreed with the IFRC MENA region that one IFRC Regional PMER officer accompany the PVB team from Beirut and that programme focal points and volunteers join the team from the Egyptian Red Crescent Society.

Community Feedback

Each group who participated in this initiative had an opportunity to present back their video story to the community. The team also provided the community and the National Society with their localized video stories before leaving the community.

Data Analysis

The data analysis focused on extracting the main themes which surged from the stories created by the primary and secondary students, the peer educators and the teachers, as well as the overall school community.

Selection of the community

The following criteria was used for the selection of the district area of the targeted community for filming in Helwan, in consultation with the IFRC MENA region and the Egyptian Red Crescent Society.

- All the representative groups from the school for this Disability Inclusion Project- First Aid for the Deaf (primary students, secondary students, teachers and peer educators) for this initiative can be accessed in one community in the field location.
- Judged by IFRC to have reasonable security.
- Scores highly vulnerable

Selection of the community representatives

To avoid bias, a selection of the school representatives to participate in the participatory monitoring video will be selected onsite and on a voluntary basis from those who

participated in the first aid training programme. Efforts will be made to ensure a balanced representation of the school community in the filming process

4. Findings

There were 38 participants (20 secondary students, 10 primary students, 5 teachers and 3 peer educators) who provided their feedback to the programme through their stories. Overall there were 11 stories (3 stories each from secondary, primary and the peer educators, and 2 from the teachers) which were collected from the assisted groups. The findings have been categorized according to how the feedback related to the context of the programme and the programme objectives.

4.1 Context

The comments below from the primary and secondary students, teachers and the peer educators demonstrate the importance of the deaf community accessing first aid trainings, as similar accidents occur in the deaf community as they do in able-bodied communities. According to the feedback received, it is not deafness that is the limitation, but rather the limited access of the deaf community to tools, resources, guides and trainings which are adapted to their needs and ages (using the example of the primary students).

Primary students: "We want the first aid training to be shaped as a film."

Secondary students: "I want a sign language speaking teacher on first aid."

Teachers: "We are going to see another situation that could happen to any housewife at the kitchen."

Peer Educators: "...those (deaf) students have lot of capabilities maybe even more than able-bodied students. However, they have a lot of problems that they have nothing to do with..."

4.2 Objective 2: Developing appropriate Information, Education, Communication (IEC) materials to support the entertaining and interactive approach of the program.

In looking at the various recommendations proposed by both the primary and secondary children, there is a desire for visual and interactive approaches (first aid books in sign language, videos on first aid in sign language, first aid training carried out in the form of a play...) If the School Children Training Program is interested in engaging more children in this programme, it would be important to communicate to them in a way that is adapted to their current needs, as well as their age. In listening to their stories, at the Al Amal School for the Deaf, the students, as well as the teachers and peer educators are proud of what they have learned on first aid and are eager to learn and share more, making them a good pilot school for this programme.

 **Primary Students:** "We are happy with the first aid training (preferably to have the training in a form of) a play.

 **Secondary Students**: "I would like to have a book about the first [aid] training in sign language."

 **Teachers**: "I need signboards and guiding notes translated into sign language for deaf communities learning".

 **Peer Educators**: "...to take the people with special needs into consideration in providing them with materials and videos."

4.3 Objective 3: Spreading the culture of risk reduction among schools' community through conduction of training courses in public and community schools and Objective 4: Training of more than 15,000 children aging 9-11 years and 12-15 years.

For this participatory video baseline, the PVB team worked with children who ranged from 9 to 15 years old, the targeted age groups for this programme. Through the stories shared, both primary and secondary students and even teachers and peer educators demonstrated their learning from the first aid programme. Through their recommendations, the school community, and especially the students expressed their interest to learn more about first aid, as well as their interest in wanting to help others like them in the deaf community through the first aid training. From the group facilitated discussions with the students, the PVB team learned that a peer to peer training had been taking place on first aid from those students who had been trained with other students in their age groups, but all students at the Al Amal School for the Deaf could really benefit from further formal first aid trainings adapted to their communication needs.

Primary Students: "...because of the high volume of car's horn, a girl fainted. How do we deal with this situation? I would like you to be attentive to what I am going to do..."

Secondary Students: "If the person is slim, we use abdominal thrusts and the person shall and the person shall spit whatever was stuck in his throat spit whatever was stuck in his throat."

Teachers: "I have learned from the first aid training, if there is a bleeding wound, we should put up the hand and compress the wound properly until the bleeding stops."

Peer Educators: "But when I got trained, I knew how to deal with the boy's injury. Now I learned how to create a [splint]"

4.4 Objective 5: Involving the school staff and teachers in training and follow up.

There was a group of 8 staff members including 1 director, 5 teachers and 2 peer educators (deaf and able-bodied) who had received first aid training from the Egyptian Red Crescent Society. There are though more than 200 children of different age groups who attend this school, and the school could benefit from more than 8 staff members trained in first aid, especially if outreach is to go beyond the school, as suggested by one of the peer educators below. Overall, the stories from both the teachers and peer educators indicate that there is interest from the school staff to not only continue but to increase the number of trainings in the school, and within their community.

Teachers: "Call for youth and the community to be more engaged in getting information around first aid that could serve themselves as well as the whole community. As little information could save the life of someone that you care about or even someone in need that you could meet anywhere…"

Peer Educators: "We would like to have trainees from the school and to give first aid training to their families as well, because they are the ones who live with the children with special needs - the mother, the father and the whole family can know how to deal with the child, if something happened like an injury.

4.5 Findings Matrix by Theme

	Recommendations	First Aid Solutions	Accident	Challenges	First Aid Training	First Aid Context	Deaf Community
Primary Students							
Secondary Students							
Teachers							
Peer Educators							

41 or more mentions
31-40 mentions
21-30 mentions
11-20 mentions
1-10 mentions
No mentions

The following TOP three mentions refer to: Recommendations for the first aid training on training materials, teachers, teaching methods, and outreach; first aid solutions used by the school community; and challenges related to the lack of proper resources to meet unforeseen incidents, such as fires.

4.6 Bringing the DAC Criteria Down to the Ground

In order to allow the primary and secondary students, teachers and peer educators to dive deeper into their stories, a three phased approach was taken using story cards, a dice and facilitated group discussions.

First phase: The PVB team piloted story cards with localized questions related to 5 of the DAC criteria (Relevance, Coverage, Effectiveness, Impact and Sustainability) coupled with localized questions related to the first aid training and on cross-cutting issues (Disabilities, Community Engagement, Gender and Protection). In order to engage the community further into their story telling process, a dice with different designs linked to the DAC criteria was used to create a playful environment for them when reflecting on their experience with the first aid training and how it related to the DAC criteria.

Second phase: Story cards were facilitated with the school community representatives on the 5 W's (Who, Where, When, What and Why) helping them further build their story narrative.

Third phase: Tags with the DAC criteria were also created in the Our Story app which allowed the primary and secondary students, teachers and peer educators to tag their own stories with these criteria.

The following table shows of how each group tagged their stories using the DAC criteriea:

4.6.1 Table 2: Stories tagged by DAC criteria

	Primary Students	Secondary Students	Teachers	Peer Educators	School Community	Total # Stories with DAC Criteria
Relevance: How did the project address your needs?	2	1	2		1	**6**
Coverage: Who has received assistance in your community from the project?	1	1		1	4	**7**
Effectiveness: Did the assistance you receive help you cope with your situation better?	1			1	1	**3**
Impact: Tell us ONE story about how this project affected your life?		1				**1**
Sustainability: How do you do things differently now, as a result of this project?	1			1	1	**3**

Relevance: For the primary students, the first aid programme empowerd them so they are now able to assist themselves, as well as others when needed. The secondary students in their video demonstrated the different first aid techniques learned when different-sized people choke. The teachers shared their stories related to the first aid techniques they learned to address the needs of a little girl with a nosebleed and a housewife who cut her hand.

Coverage: The Al Amal School for the Deaf has benefited from Egyptian Red Crescent's First Aid programme. The video stories collected from primary and secondary students focus on how the deaf students could now help address accidents which occur in both deaf and able-bodied communities. Through their story of the burning palm tree, the peer educators highlighted the need (which still exists) to address the unforeseen needs of the deaf students, such as teaching them how to deal with fires which occur on school grounds.

Effectiveness: One of the primary girls highlighted how through the first aid training programme she was able to know what to do when she burned herself while making a fried egg at home. A peer educator also shared how she was able to create a splint for a boy at a shopping mall who had injured himself. She would have not known how to address this injury before having participated in ERC's first aid training programme.

Impact: The secondary students shared a story on the learning they have acquired from the first aid programme, which has helped them address how to clean open wounds from dog bites, as well as to know where to go when this happens.

Sustainability: The learning from ERC's first aid training programme has helped one of the primary students learn and understand better how to deal with a child who is choking by "...follow him carefully and he should be taken to hospital." One of the peer educators shared that the first aid training programme has taught her

how to deal with bee stings, as well as how to call the ambulance (1,2,3) when needed.

5. Community Recommendations

The following highlight the SIX recommendations shared by the different school representatives at the Al Amal School for the Deaf for the first aid training programme, and to inform the upcoming ERC project on School Children Training Programme "Health and Safety." Please note that ranking has not been carried out by order of importance, as all of these recommendations are important for this school community.

1. Increase the number of first aid trainers who are proficient in sign language (Secondary students)
2. Create a guide on first aid in sign language (Primary and Secondary students and Teachers)
3. Teach the first aid training in the form of a play (Primary students)
4. Translate the first aid videos into sign language so that they are more accessible to the deaf community (Primary students, Teachers, Peer Educators)
5. Develop onsite training visits at hospitals so that students can better understand and learn how to treat patients, as well as access similar training to that of medical staff (Primary students)
6. Increase the number and outreach of trainings to both the deaf and able-bodied communities to increase their awareness on first aid, "…as little information could save the life of someone that you care about or someone in need that you could meet anywhere." For example, peer educators were saying that in this way families who live with deaf children "…know how to deal with the child, and if something happened like an injury, they would know how to deal with it until they reach the hospital…" (Teachers, Peer Educators)

6. Community Feedback

At the end of this participatory video baseline on day 5, the selected school representatives were able to share their video stories with their peers through a community screening.

A short questionnaire was also given to the participating school representatives and the following highlight some of the findings per question:

1. How did you feel about the group activities?

ALL participants were

Fully Satisfied or **Satisfied**

2. How did you feel about the video making process?

3. Share one thing you learned from the discussions:

4. Share ONE recommendation on these activities for the people carrying them out

Project leaves [materials] which are at school so it could be useful for all students and teachers after the project has ended.

Continuity of training [they want more trainings].

The trainer should know sign language.

I liked the work stages from the start with the story until the final video. It's very interesting and all the groups were working together, similarly.

Add [icebreaker] games so it's not as boring.

Give more importance to important issues.

Like one hand, we learnt a lot [as a group].

Follow up and continue and expand the training coverage.

When we deal with a training process, a team needs more things to make the information clear in a good way. And also we have to care about that in all places

Explaining with pictures that include sign language.

Videos that explain what we are going to do via sign language

Making educational videos [first aid videos for them, they're asking us to make it for them]

Using more than one video to make us understand what we are doing. So we would have a variety of ideas.

To increase the limit of time, and to put some practical activities.

The idea is very good and I hope you implement it in most of the countries all over the world. And I hope for you to continue it. Regarding our school, please ERCS should continue following up after the training

Increasing the training for teachers and specialists at schools. The video process was exciting. We felt the mystery at the start.

Working in a closed room, not the garden

5Do you have any other comments to share?

Please increase the visits for educational institutions and the level of awareness and cooperation spirit so that it breaks the routine of educational press with educational benefit.

Continuity trainings to provide a lot of experiences for new schools in other countries in the field. [Training to be included in other countries]

Generalizing the first aid training with all general awareness health sessions and schools to deal with injured students at school.

[Training] is very good.

You cared about us and we want you to come again.

We want you to generalize that training, on different categories and in different places.

Increase the awareness of the groups on first aid. Increase the training into the different schools, especially for special needs students to care about the students who work with disabilities.

Repeating the visits once again!

I love you and love this training.

We love you.

I learned how to work as a group and its was so good and hilarious and I am happy.

To exceed the training and increase the days of it.

Hope you spread and do that activities with the schools and governments in Cairo.

I hope the world knows that the deaf doesn't have a lack of anything because they have eyes that can hear.

Generalising the first aid training to all the places, especially schools. We have to care about awareness, through television shows and also newspapers and social networks. ERCS should go to the faraway rural areas.

7. Key Observations by the PVB team

- There were 38 out of more than 200 students at the Al Amal School for the Deaf who had been trained in first aid. The video stories showed that there is an interest from those who had been trained to learn more, as well as for there to be an increase in the number of people trained by the Egyptian Red Crescent on first aid.

- From the video stories, such as the one told by the secondary girls on choking, it was clear that the first aid training had taught these students not only how to address the incident, but also had gone deeper in teaching them how to address choking incidents depending upon the size of the person.

- Throughout the group facilitation exercises, in view of the different ages, as well as the varying literacy levels amongst the students, it became necessary to assign scribes to assist in the process. Efforts were made to reduce bias by assigning sign language teachers who did not work with the group of students in need of additional support.

- If it has not yet been planned, refreshers in first aid should be carried out for those who had taken the first aid training at this school, to ensure retention of knowledge, as well as to encourage peer to peer trainings.

- As not all the students were completely deaf, some students did prefer to use microphones when telling their story. Assumptions should not be made and the option of using a microphone should always be given to participants.

- For the selection of music and the community screening in the case of this community, it is useful to have powerful speakers which can create adequate vibrations which facilitate the song selection and the enjoyment of the final video stories produced during the screening.

- In view of a Government-sponsored children's camp which was organized during the same time as the Our Story initiative, it was not possible for the PVB team to have continuous time with the community despite the ERC and the school director's best efforts. This did create challenges in recall for the participating groups when working with the Our Story process.

8. Conclusion

Implementation of activities for the Disability Inclusion Project "First Aid for the Deaf," took place from August 2014 to March 2016. In listening to the 11 stories shared by the primary and secondary students, teachers and peer educators, feedback was provided to four out of the 10 objectives from ERC's planned School Children Training Programme "Health and Safety." Through the number of mentions, the findings showed the enthusiasm the school representatives had on feeding back on recommendations on the first aid training related to training materials, and teachers; the first aid solutions used by the school community; and the challenges related to the lack of proper resources the Al Amal School for the Deaf had to meet unforeseen incidents, such as fires.

The feedback received from the number of participating students and staff trained on first aid (38 out of more than 220 people), highlighted the interest and the need for more first aid trainings not only for the Al Amal School for the Deaf, but also for the greater community (close family members, rural communities etc). The stories shared by the various groups on how they handled certain accidents, for example, the secondary students on choking; and the teachers in relation to bleeding wounds, demonstrated the depth of learning on the first aid they acquired from the Egyptian Red Crescent's programme.

The target groups of ERC's School Children Training Programme "Health and Safety" include children aged 9 to 11 years and 12 to 15 years. In line with the concept note, "...children with special needs draw the attention of the program and three schools are now taken as a pilot for implementation," and in looking ahead towards the sustainability of this initiative, the PVB team would recommend, if it has not yet been considered, that the Al Amal School for the Deaf also be included within the three schools being selected for the pilot. Through their participation in

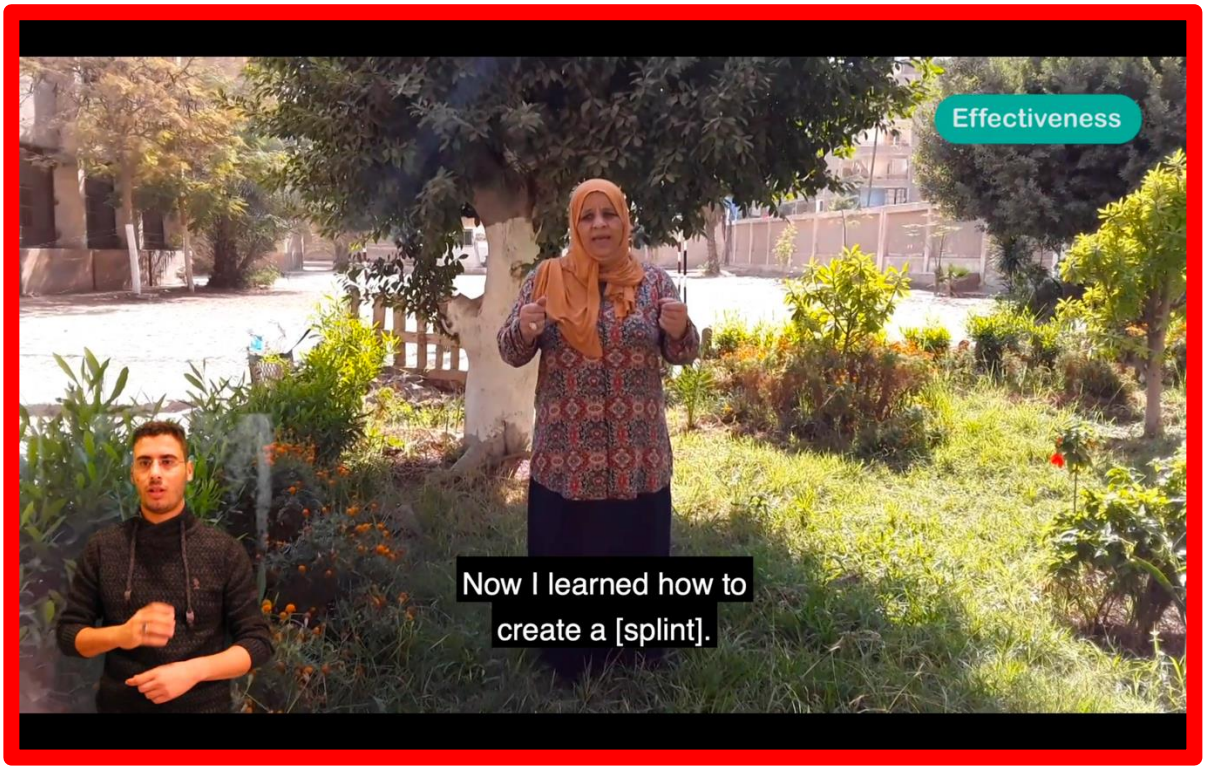
the facilitated group work, as well as through their stories, the school representatives have expressed their continued interest in learning about first aid; acquiring the different first aid techniques to respond to accidents; and their motivation to promote peer to peer learning within the school in both the deaf and able-bodies communities in Egypt.

9. Helwan Community Videos

Primary Students

Secondary Students

Teachers



Peer Educators


Recommendation
As little information could save the life
of someone that you care about,

Community

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