



DIGITAL LEARNING

IntraHealth International takes a sustainable, contextualized approach to digital learning. We work across different technologies and platforms to provide health workers—from the community to the hospital level—with the tools they need to develop the knowledge and skills to do their jobs. We focus on:

- **Context:** IntraHealth deploys a range of technology tools in our programs. We've used short message service (SMS) and interactive voice response, installed learning platforms, delivered digital resource libraries with thousands of resources, and developed games for learning.
- **The learning process:** Digital learning tools can be used from preservice to in-service education at any point in the learning process, including to build new knowledge, practice skills, reinforce understanding, develop soft skills, or for assessment.
- **Modality:** We integrate technology as part of face-to-face learning, develop whole courses using a combination of workshops and eLearning, integrate digital learning into mentoring visits and activities, and deliver live virtual workshops.
- **Connectivity:** We take Internet connectivity into account when designing our programs. We deploy learning platforms that have on/offline capability, social learning tools through Wi-Fi, and apps that can be used offline.

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OUR APPROACH

We integrate digital tools into learning activities to provide health workers with the knowledge and skills required to deliver high-quality care. When we design digital learning tools, IntraHealth takes into consideration:

- **Sustainability.** We work closely from the outset with government, learning institutes and professional councils to support digital policies and pre- and in-service training strategies.
- **Project management.** We coordinate with government, implementing partners, technology experts, and other stakeholders to manage, implement, and scale up digital learning.
- **Technology.** We deploy appropriate technology that reflects learners' access to devices, availability and cost of the Internet, gendered components, infrastructure at points of service, and learners' digital literacy.
- **Content.** We co-design accredited digital resources and eLearning courses with local stakeholders, subject matter experts, instructional designers, and multimedia/graphic designers. We identify and contextualize relevant existing content or create new digital learning content to meet the needs and education levels of health workers.
- **Monitoring and evaluation.** We monitor the implementation of digital learning by assessing learners' knowledge and performance, evaluating content for its relevance and comprehension, and monitoring the technology to ensure delivery and access.
- **Delivery.** Digital learning is fully integrated as a tool to enhance and transform existing pre- and in-service programs. To support implementation and usage, we provide pedagogical and technical support to trainers, tutors, and learners.

HIGHLIGHTS OF RECENT WORK

- In Senegal, we developed **audio job aids** to promote postpartum family planning during newborn vaccination visits as part of the Projet Innovation Comportementale dans l'Intégration (2018). Health workers received weekly telephone messages refreshing them on the main health topics to discuss with the clients and utilized **interactive voice response** to take practice quizzes at the end of each message.
- We worked with the Côte d'Ivoire Ministry of Health to develop a platform for supply chain refresher training courses as part of USAID's **Global Health Supply Chain Project** in 2018-2019. The comprehensive courses were designed to reach 3,000+ learners, all of whom have access to a computer at their workplace. It has modules that include interactive activities and **exercises to demonstrate skills using logistics management software**. Learners complete their role-specific learning plans on a fixed schedule, with during specific work hours.
- As part of our role on the Palestinian Health Capacity Project (2013-2019), we worked with the Ministry of Health and the Education in Health Directorate to establish **online learning and resource centers** at 12 West Bank hospitals. These centers provided on-site learning resources and serve as access points for the telemedicine system. The project equipped each of the centers and helped design, install, operate, and maintain Moodle, a learning management platform. Due to the success of the program, the directorate leveraged funds from other organizations to scale to 28 more online courses.
- We designed an **eLeadership and management program** to foster adaptive leaders in Uganda (Strengthening Human Resources for Health, 2014-2019). The six-month course included modules on adaptive leadership; management and governance in the health sector; strategic planning; health financing and entrepreneurship; procurement, management, and disposal of medicines and health infrastructure; and health management information systems. After the training, districts reported a **reduction in absenteeism** rates to below 10%, and improvements in performance management, financial management, community participation, accountability, supply chain management, and work climate.
- As part of our Tohara Plus project (2016-2021) in Tanzania, we built **Tohara Bangua Bongo, a game for health workers** in Tanzania who take part in beginner and refresher courses on voluntary medical male circumcision (VMMC). It provides an effective way for trainers to quickly gauge what and how much information their trainees are retaining. Through two scenarios, learners are asked to first counsel three hypothetical clients (adolescent boys and adult men) to see if they are ready for VMMC. Each client has a different background and a mood meter calculates their interest in the procedure as the health worker responds to their questions. The second scenario is a technical module that simulates the VMMC surgery and tests how the health worker reacts.
- IntraHealth, along with the Frontline Health Workers Coalition, mPowering Frontline Health Workers, and other partners, hosted a **series of webinars** called "Training Health Workers for Ebola" in 2014. The series was geared toward those educating others, and covered topics such as learning and information needs, health system support for frontline health workers, community mobilization, interactions with clients, and data to support effective response and case management. Nearly 600 participants from 75 countries joined the conversations.
- Through a 12-month blended learning program in Zambia (Primary Health Care to Communities, Johnson and Johnson, 2015-2017), nurses and nurse-midwives leading low-resource health facilities at the community level improved their ability to engage community members, lead frontline teams, strengthen their skills and confidence in technology use, and optimize investments in the community health system. Alongside short sets of classroom instruction, a **custom mobile application** provided videos, publication excerpts, audio recordings, and self-guided quizzes to complement workbook assignments. The project used social media, SMS, and phone calls to solidify a practice of nurse-to-nurse mentoring and collaboration among facility heads beyond the course itself. The certificate-level course was accredited by the General Nursing Council.

CONTACT

Jodi Lis

Senior Advisor, Transformative Learning
jlis@intrahealth.org

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