IFRC | CADRIM CELL OF EXCELLENCE

Protection, Gender, and Inclusion in Emergencies Training Online Course

Lessons Learnt Report

January 2021

TABLE OF CONTENTS

Course Overview 3

Training Agenda 4

Facilitator Feedback 5

Participant Analysis 7

Participant Feedback 8

Attendance & Compliance 13

Learning & Knowledge Summary 17

Appendix 1..... 18

Appendix 2 21

COURSE OVERVIEW

COURSE STRUCTURE

The Protection, Gender, and Inclusion in Emergencies Training online facilitator led course included 2 persons from 13 Caribbean National Societies that demonstrated support for protection, gender, and inclusion in their activities, programmes, services, and internal processes. It was a facilitator led online course delivered over 4 weeks. Each week participants accessed 2 days of training for a maximum of 2 hours each day.

Participants were exposed to a combination of interactive exercises such as, brainstorming, individual and group discussions, polls, quizzes, case studies, short video presentations and scenario-based problem solving. It included seven (7) moves, each having corresponding activities. This training is based in the original curriculum *Seven Moves: Protection, Gender and Inclusion in Emergencies Training* and was adapted to the virtual setting.

COURSE OBJECTIVES

At the end of the lesson, participants were able to:

- Understand the importance of protection, gender, and inclusion in all sectors throughout the programme cycle.
- Feel confident to articulate the reasons we should mainstream dignity, access, participation, and safety to ensure inclusive and protective programming.
- Be confident in the use of practical tools (IFRC Minimum Standards for Protection, Gender, and Inclusion in Emergencies) and implementing these in your National Society / IFRC office.
- Be confident to take back key messages to support awareness raising in your National Society / IFRC office.
- Implement the key actions learned during the course during their current emergency

Key Notes:

The Caribbean Disaster Risk Management Cell of Excellence (CADRIM COE) collaborated with the Protection, Gender, and Inclusion Senior Officer, Ms. Evelyn Vallejo to develop an adapted facilitator led online version for the English and Dutch Speaking Caribbean.

Confidential - Not Protected

TRAINING AGENDA

Day	Date	Lesson	Time
1	Tuesday 17th November 2020	▪ Course Introduction ▪ Move 1 – Humanity: Understanding the issues	5:30pm – 7:30pm
2	Thursday 19th November 2020	▪ Move 2 – Impartiality: Protection gender, and inclusion in humanitarian action	5:30pm – 7:30pm
3	Tuesday 24th November 2020	▪ Move 3 – Independence: Advocating for protection, gender, and inclusion in emergency programming	5:30pm – 7:30pm
4	Thursday 26 November 2020	▪ Move 4 – Unity: Integrating protection, gender, and inclusion in emergency programming	5:30pm – 7:00pm
5	Tuesday 1st December 2020	▪ Move 5 – Neutrality: Developing a practical framework for integrating protection, gender, and inclusion into our operations	5:30pm – 7:00pm
6	Thursday 3rd December 2020	▪ Move 6 – Voluntary Service: Starting with ourselves	5:30pm – 7:30pm
7	Thursday 10th December 2020	▪ Move 7 – Universality: A part to play. Individual and collective action plans	5:30pm – 7:30pm

FACILITATOR FEEDBACK

An in-depth interview was conducted by Ms. Arlini Timal (Senior Technical Officer, CADRIM) and Ms. Renee Thomas (Learning & Knowledge Management Officer, CADRIM) with Ms. Evelyn Vallejo (Protection, Gender and Inclusion, Senior Officer and Facilitator of this course). The below is a summary of her experience, challenges, and suggestions.

"The experience went well; it was quiet engaging and interesting. On occasions, getting participants to participate online was quite tricky, especially during group sessions."	**Suggestion:** in the future if there are IFRC staff attending training, they should be incorporated into each working group to aid/encourage discussions in the breakout rooms.
"I think the tasks and activities were designed specifically for National Societies' participants and not IFRC staff." (we need to set some tasks for IFRC personal so we can have a balance)	**Suggestion:** create tasks that can engage and build capacity in IFRC staff. An alternative final assessment needs to be redesigned to replace the Action Plan.
"Prerequisite courses required some level of IT management; we cannot assume that everyone knows how to download adobe or use zoom. We need to ensure participants have the necessary skills to comply with the online course requirements."	**Suggestion:** create a 2-hour introductory session on "Preparing for online training" to teach participants how to use various tools and engage during the session to ensure their learning is enriched
"Before the start of the course a formal email should be sent reiterating the requirements to earn a certificate of achievement. We need to be more specific on what it means to attend an online course and qualify for a certificate."	**Suggestion:** development of an Attendance and Participation Policy and a Competency Framework Rubric (to ensure participants understand and are informed of the requirements to pass the course). This must be sent at least 1 week before the start of the course.
"We need to make sure participants have a meaningful learning experience, some persons just attended but did not participate fully in quizzes, questions, group work and feedback".	**Suggestion:** this can be discussed in the proposed introductory session to emphasise the importance of participating. Additionally, restated before each session and closer monitoring of group breakout sessions.

Confidential - Not Protected

FACILITATOR FEEDBACK-continued-

"We need to find a balance between being flexible and participant accountability."	**Suggestion:** ensure participants are aware of the criteria to be awarded a certificate.
"Lack of participation, the same persons seemed to be communicating all the time during discussions."	**Suggestions:** ask participants more frequently to turn on their cameras for check ins (we need to make sure people were engaged and logged in). More icebreaker and wake up activities to reengage the participants.
"The training microsite was so helpful and useful to allowing participants to easily access the content and resources."	**Suggestion:** to not upload the resource material onto the Microsite before the quiz to ensure that learning is happening during the online session.
"Administrative support is needed to monitor participants attendance weekly."	**Suggestion:** request administrative support if CADRIM is contracted to assist with this online training in the future.
"The National Societies leadership that attended the sessions were engaged and participated throughout the process once in attendance."	
Caribbean context: "Well experienced group of participants who gave structure debates and challenged the facilitator. However, overall persons were very last minute in completing tasks and waited at the very last minute to do so. Not very common in other sub regions of Americas as participants generally ask for more tasks and execute all requirements before the start of the course."	

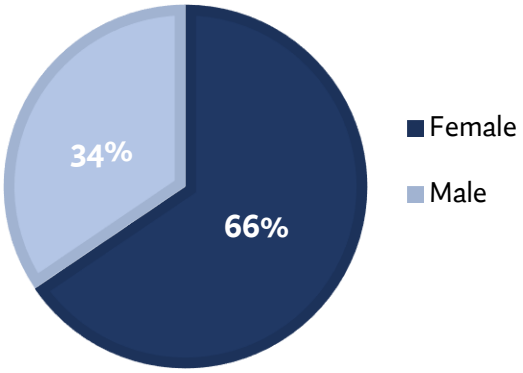
Confidential - Not Protected

PARTICIPANT ANALYSIS

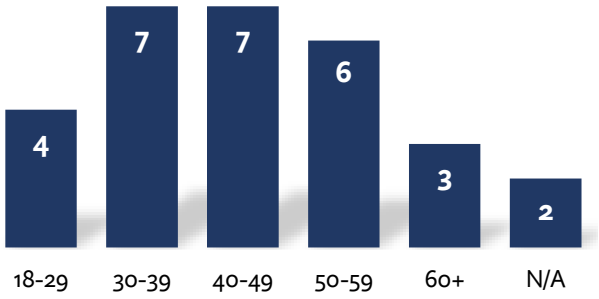
ONLINE PARTICIPANTS

National Societies	No. of Representatives
Antigua & Barbuda Red Cross	1
Bahamas Red Cross	2
Barbados Red Cross	2
Belize Red Cross	3
CADRIM /IFRC POS	3
Dominica Red Cross	2
Grenada Red Cross	2
Guyana Red Cross	2
Jamaica Red Cross	2
St. Kitts & Nevis Red Cross	2
St. Lucia Red Cross	2
Suriname Red Cross	2
St. Vincent & the Grenadines Red Cross	2
Trinidad & Tobago Red Cross	
	29

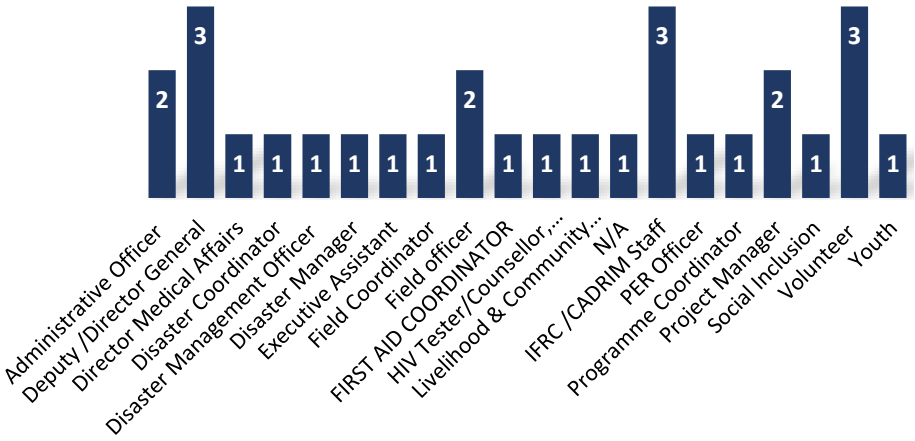
FEMALES VS MALES



AGE RANGE



JOB ROLES

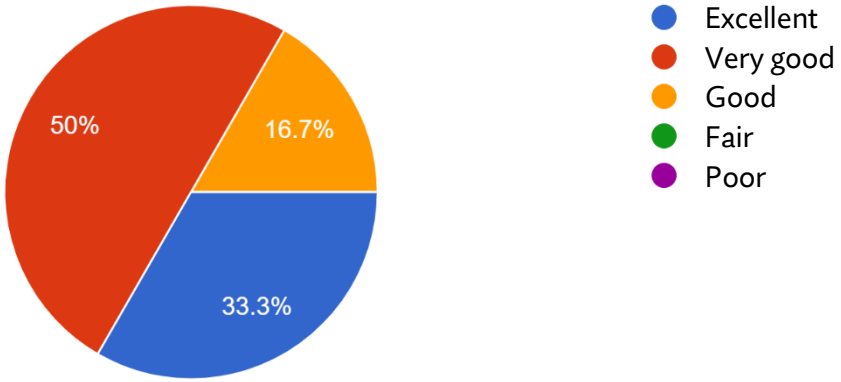


Confidential - Not Protected

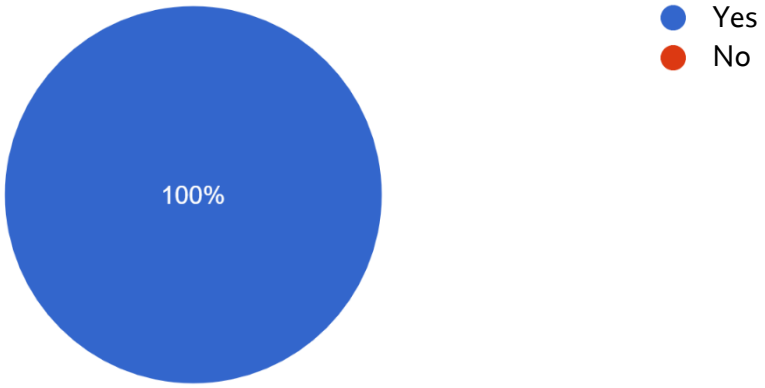
PARTICIPANT FEEDBACK

At the end of the course all participants were asked to complete an online Course Evaluation Questionnaire. Twenty-four (24) out of twenty-nine (29) responses were received, and the analysis is as follows:

Overall, how would you rate the course?

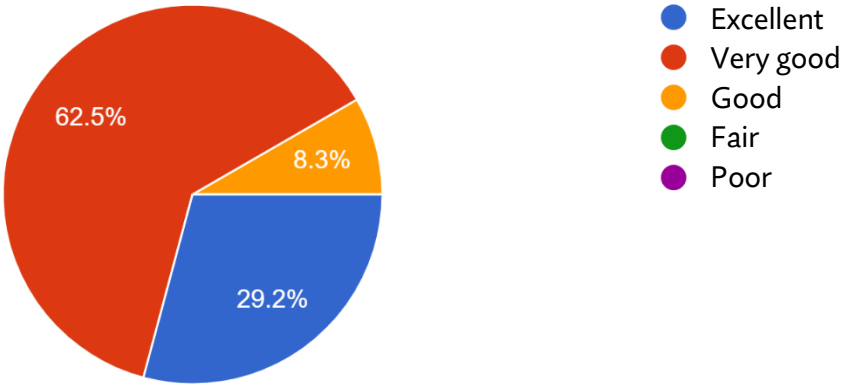


Did the course cover the content you were expecting?

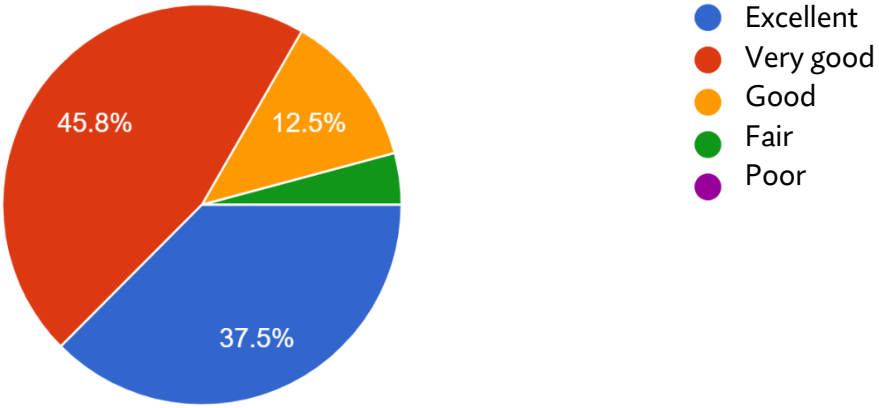


Confidential - Not Protected

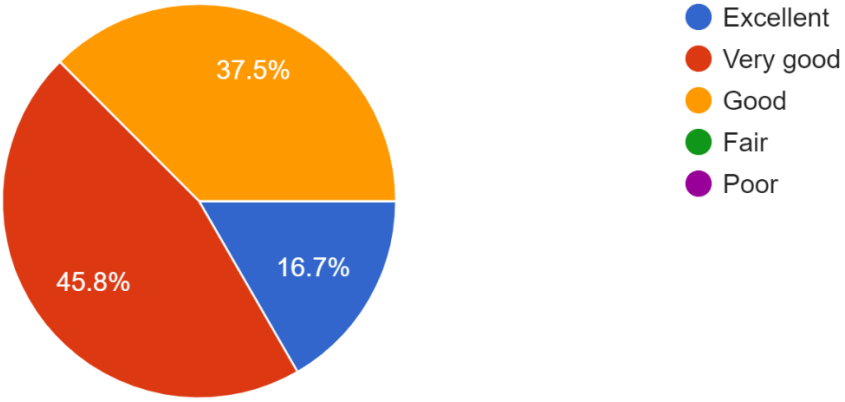
How would you rate the facilitation methods?



How was the balance of theory and practice?

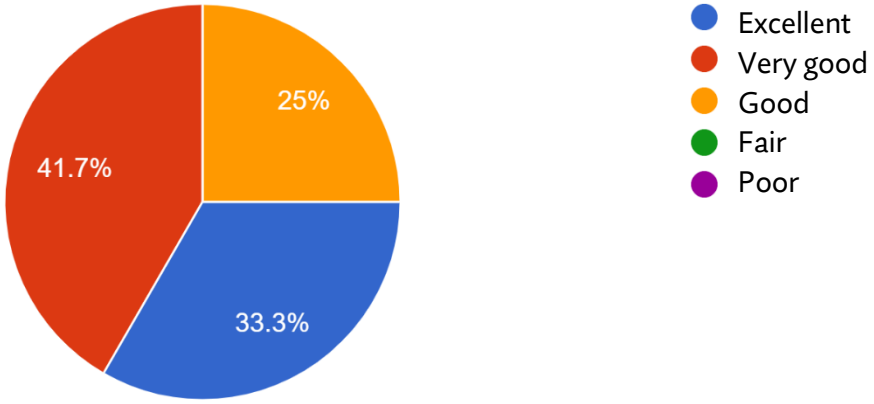


How was the length and timing?

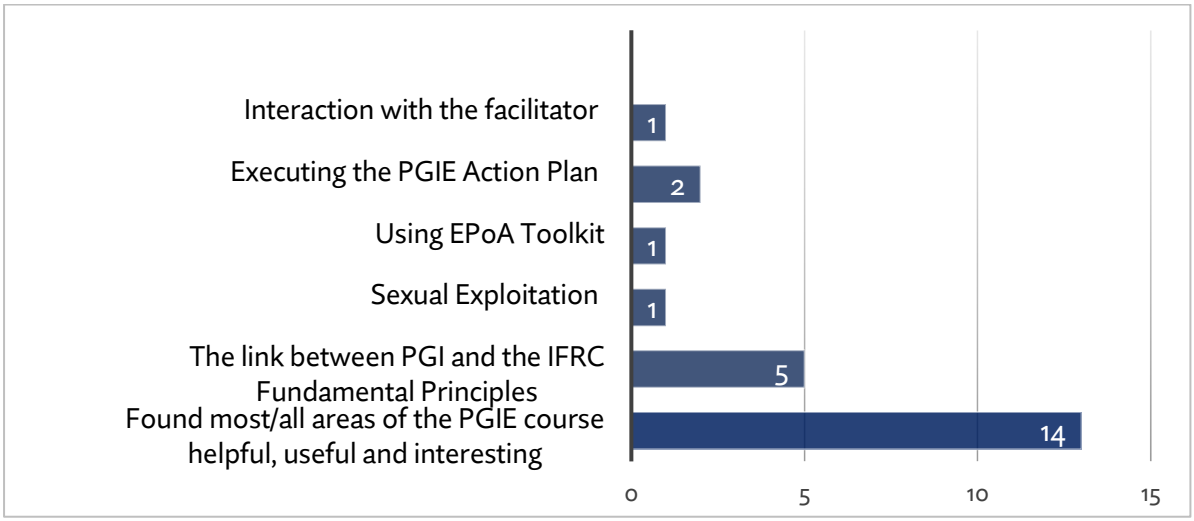


Confidential - Not Protected

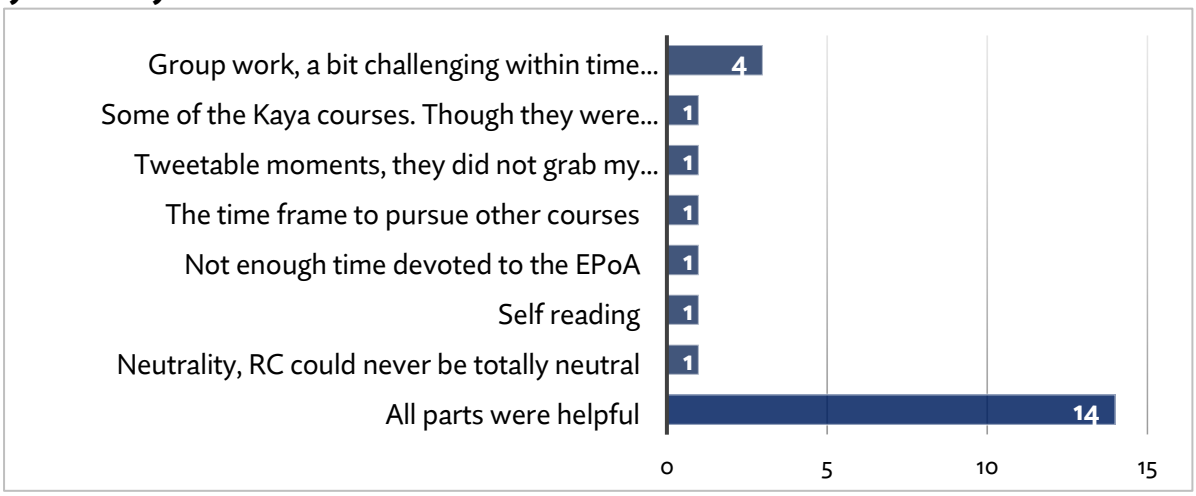
How were the logistics and administrative arrangements?



What part of the course was most helpful, useful and/ or interesting for you? Why?



What part of the course was least helpful, useful and or interesting for you? Why?



Confidential - Not Protected

How will this training help you to be more effective in your work?

Summary:

- Clearer understanding on how to integrate PGI into our day-to-day operations.
- The needs assessment was most informative, mostly rapid assessments are done which in many instances do not give a true picture of the need.
- This training has helped me to understand that you must consider so many different factors when it relates to policies and plans.
- It will help me as a newly National Intervention Team (NIT) member to incorporate PGI when developing a plan of action and developing projects for the youth department to have a PGI "goggle" on.
- Being a field officer and encountering different culture and norms this will help me to respond differently and think differently whiles in the field.
- I now have a broader perspective and sensitivity to issues that may have not been given detailed attention.
- We will now practice gender needs in a wider perspective, something we did not consider previously or took it so seriously.
- I will engage our colleagues in discussion on different topics and will practice in our daily activities and programmes of the NS.
- It will help our National Society to incorporate PGI in its planning and executing response to emergencies.
- Learning the PGI's allows me a broader perspective.
- In collaboration with other members who did the course before, we can organize sessions to inform the Society and other communities.
- Great to be sensitized to gender issues. I will work to include PGIE in all applicable plans and lobby to ensure modification to all pre-existing frameworks.
- The Bahamas Red Cross is already working to incorporate Protection, Gender, and Inclusion via the Preparedness for Effective Response (PER) program. This training has provided additional tools so that I can be more well versed to see activities from planning to implementation and monitoring as the PER Program Manager.
- The knowledge and information gained will help in better decision making that will allow for a more inclusive and effective response.
- It has helped me in understand that protection is a vital part of every response and the importance of ensuring the safety and security of everyone.
- This helped me to be better informed of the dynamics that exist within PGI and the ways that I can incorporate PGI into the NS operations as well as its internal work dynamics. I am also able to assist persons who may feel aggrieved or victims by actions of the NS or its staff and volunteers that are based on discrimination, exploitation, harassment, or abuse.
- It will help me as my field focuses on trust and behaviour change. For any initiative to be successful it is imperative for me to assess all aspects and ensure that no one is left behind. I was able to learn how to do more thorough assessments through this course.

Confidential - Not Protected

Please provide any additional feedback or suggestions to improve this training in the future.

Summary:

- Ensure the pre-requisite courses are completed by participants before the start of the training and ensure the platform used to do additional training has no glitches. training. Evelyn and Renee were truly fantastic. Appreciated all the help.
- Address participant internet connectivity issues.
- Involve the Director Generals from the start of the training.
- Take into consideration time zones since sessions started from 4:00 pm our time so it was very challenging, and I often missed out on the beginning.
- More time should be spent on the tool kits.
- Recommendation for training to be offered during the workday and only one day per week.
- Having tech support available always can ease participants' stress.
- Too short of a time gap between being informed of the course and starting it, which did not allow for proper orientation. Participants should be identified early and provided an orientation period to familiarize themselves with navigating the site and testing their devices prior to start of training.
- Less group work and more time spent reviewing the technical issues on Kaya platform.

Confidential - Not Protected

ATTENDANCE & COMPLIANCE ANALYSIS

An attendance and compliance matrix spreadsheet (see appendix 2) was created and used by the facilitator to track the attendance and performance of all participants. To successfully complete the PGIE online course and earn a certificate of achievement, participants were required to:

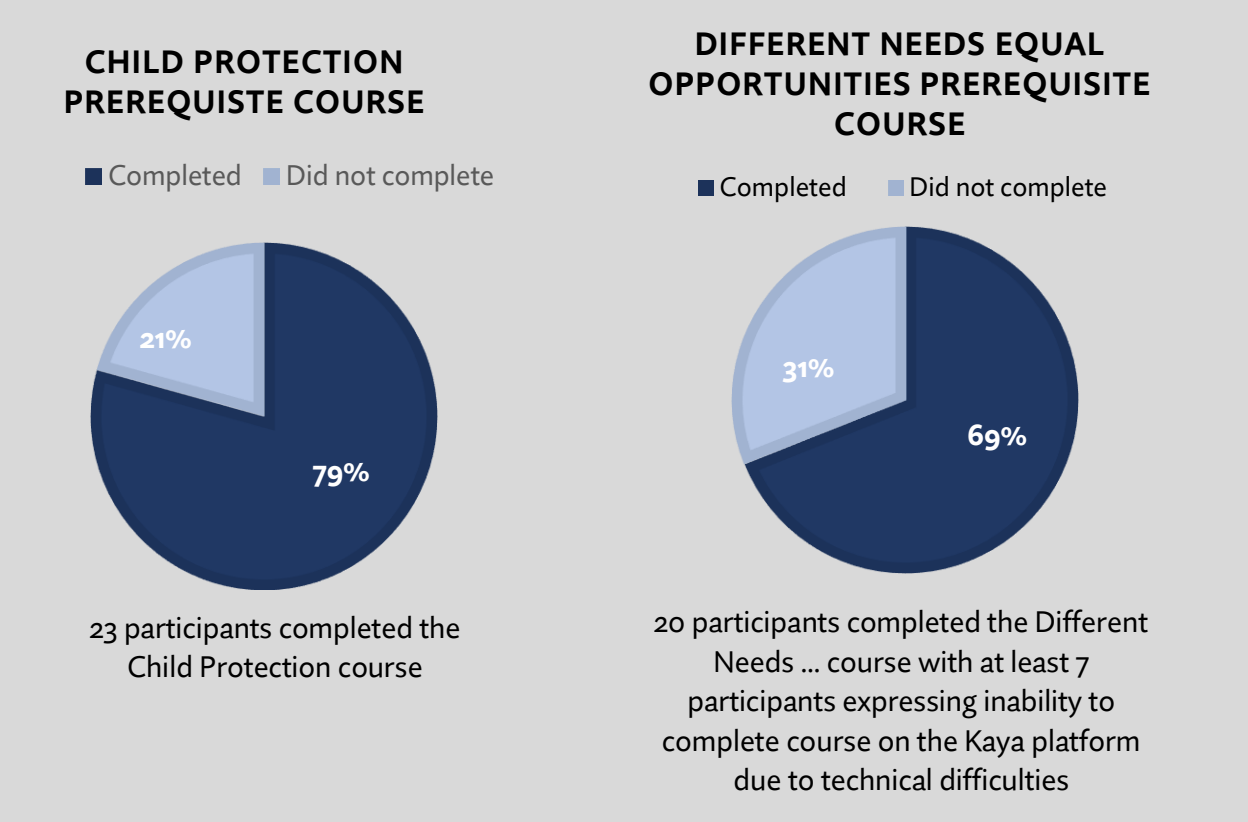
1. Complete the Child Protection and Different Needs Equal Opportunities pre-requisite courses.
2. Complete the Pre-Test (before the start of the course) and the Post-Test (at the end of the course).
3. Attend at least 6 out of the 7 online sessions and actively participate in class discussions and group and individual activities.
4. Complete all 6 online quizzes.
5. Keep up with your reading and viewing of all materials/videos supplied on the Training Microsite https://cadrimrefcentre.wixsite.com/pgie

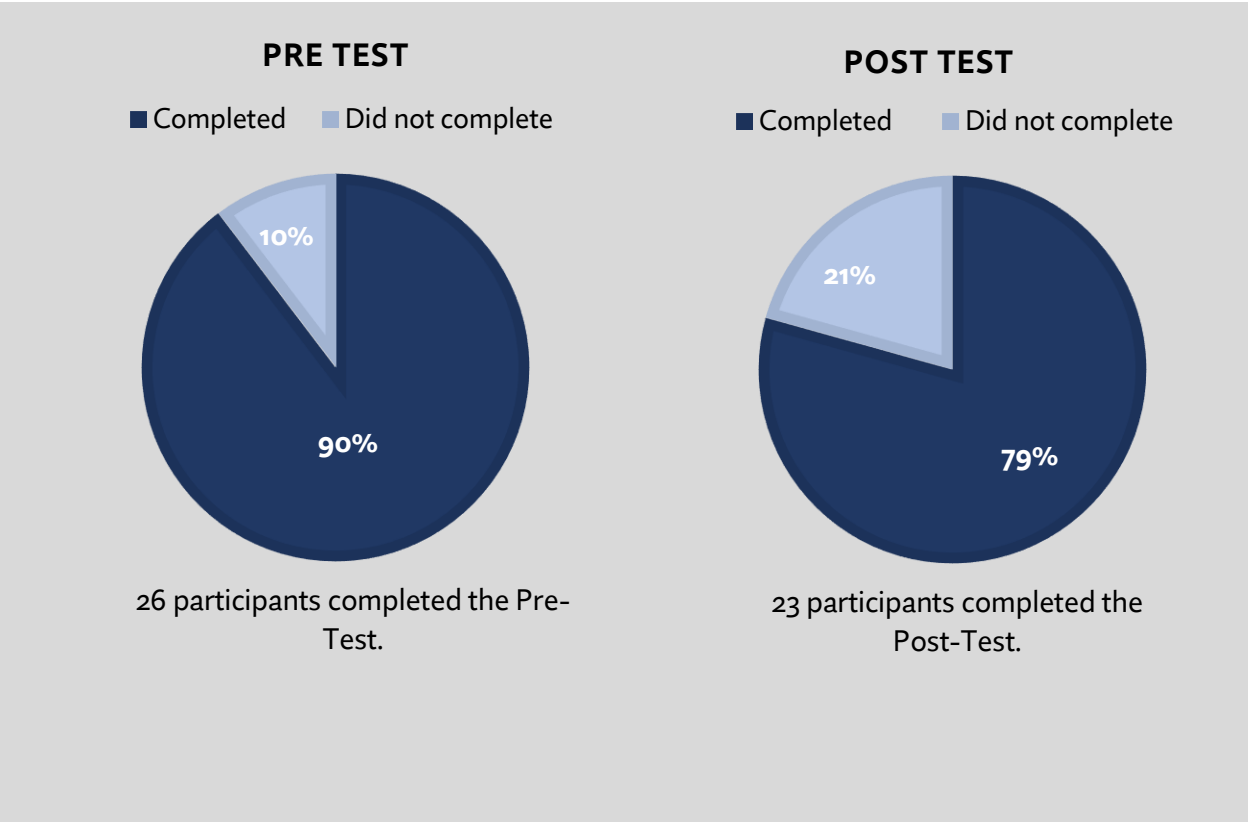
Special consideration was made for persons with internet connectivity problems, family and work-related matters and health issues that prevented participants from attending more than one session as follows:

1. All sessions were recorded and uploaded to the Training Microsite within 48 hours.
2. The deadline date for quizzes and prerequisite courses were extended based on need.

Confidential - Not Protected

The following is an analysis of the above-mentioned sheet:





Confidential - Not Protected

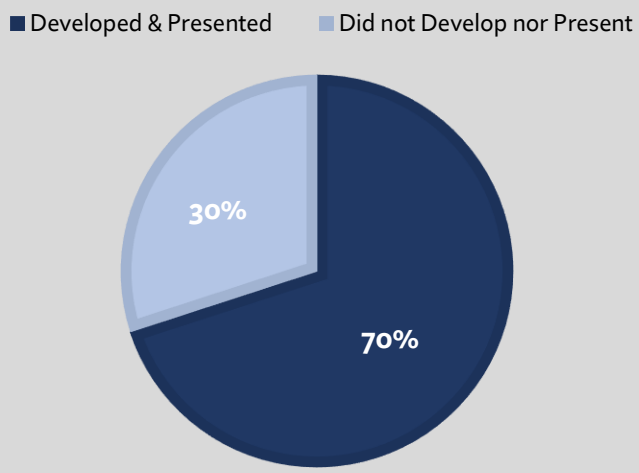
	Total No. of Participants Per Session						
Attended	**Session 1**	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**	**Session 7**
Yes	27	23	26	23	25	24	25
No	2	6	3	6	4	5	4

Fluctuation in attendance was due to various reasons, most popular being work related matters and internet connectivity issues. Two (2) participants also contracted Dengue fever during the course. Based on participant feedback the time of the session proved to be an inconvenience for some based-on difference in time zone and family commitments.

	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6
Average Score of persons who attempted	7	9	9	7	7	5
No. of persons who failed	3	0	2	3	4	1
No of persons who did not attempt	2	3	2	6	5	5

To ensure participants were building/expanding their PGIE knowledge, after each session they were required to complete a quiz about what they learnt. Minimum pass rate was 5 out of 10.

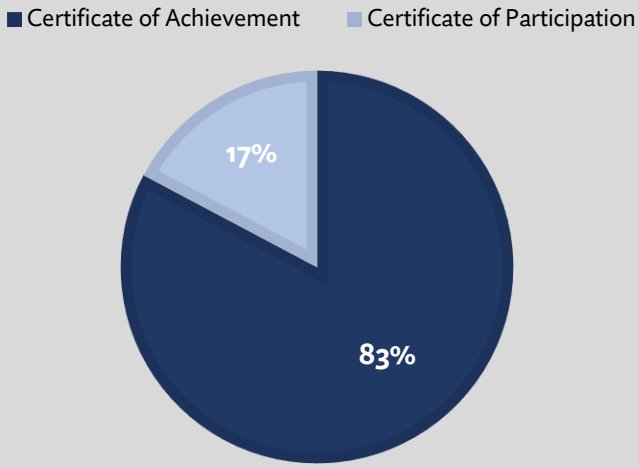
FINAL PROJECT - ACTION PLAN



At the end of the course all participants were tasks to create a PGIE Action Plan for their National Society (excluding the 3 IFRC/CADRIM staff members). This was a group activity amongst the 2 representatives from each National Society, having to work together to the develop the plan and present at the final session. At least 2 National Societies have indicated that they plan on completing said task soon.

Confidential - Not Protected

CERTIFICATE AWARDS



Recognising that not all participants exerted the same effort and commitment to complete the PGIE online course. 24 received certificates of achievement and 5 received certificates of participation (indicating total number of hours contributed to learning). Although some participants did not meet the total requirements to receive a certificate of achievement, special consideration was placed based on previously highlighted reasons.

Confidential - Not Protected

LEARNING & KNOWLEDGE SUMMARY

Online Learning Method: Synchronous

Classroom learning involves physical interactions with a teacher and peers, while online learning transfers this component to a virtual environment. So, while there is human interaction, it happens online via virtual lectures, discussions, group work, videos etc.

During the conversion of the PGIE face to face course to an online facilitator led course, the following steps were taken to ensure learning took place and participants were engaged:

1. At the start of each session a dilemma was posed to revisit learnings from the previous session.
2. At the end of each session a quiz was given to ensure learning happened during the session.
3. The course was redesigned to ensure that the facilitator spoke for no more than 15 minutes at a time. Various short activities were designed and used to keep the participants engaged and to ensure they were present throughout each session.
4. Participants learning styles were taken into consideration such as visual (videos, presentations), audio (facilitator speaking), reading (course material) and kinesthetics (role play, action plan, toolkits).
5. Participants had access to course material 24/7 via a PGIE Training Microsite. Here they were able to source all reading material, session links, quizzes, test, and evaluations.
6. A WhatsApp group was created to ensure there was a two-way communication channel between the facilitator and participants. Inclusive of a 24-hour response time via email.
7. The content delivered was condensed to cater for a shortened attention span online and additional reading material was provided to bridge the gap of knowledge.

Confidential - Not Protected

APPENDIX 1

After the conversion of the Protection, Gender, and Inclusion in Emergencies online course was completed, an online course development checklist was created to help guide future course conversions.

Online Course Development Checklist

Course:

Delivery Type:

Timeframe:

Facilitator:

CADRIM Technical Lead:
Area of Specialisation:

CADRIM Support:
Area of Specialisation:

Pre-Work

- ☐ Review of the concept note/terms of reference submitted by client
- ☐ Create a project proposal for review and approval
- ☐ Approval of proposal /funding to execute project
- ☐ Action Work Plan (or Gantt chart) detailing deliverables, who is responsible for executing deliverables (if you are receiving support) and timelines for completion
- ☐ Develop Facilitator Lesson Plan with support from subject matter experts
- ☐ Schedule frequent status update meetings to review work being executed on the Facilitator Lesson Plan with client
- ☐ Approval of Facilitator Lesson Plan
- ☐ Develop Participant Lesson Plan based on approved of Facilitator Lesson Plan with support from subject matter experts
- ☐ Schedule frequent status update meetings to review work being executed on Participant Lesson with client
- ☐ Approval of Participant Lesson Plan
- ☐ Meet with Facilitator to determine what support is needed during the training

Confidential - Not Protected

Facilitator Evaluation tools, create/modify:

- ☐ Attendance and Participation Policy (criteria to receive Certificate of Achievement)
- ☐ Online Meeting Etiquette Policy
- ☐ Participant and Compliance Assessment Matrix
- ☐ Competency Framework Rubric
- ☐ Course Certificate of Achievement/Participation

Using Google Forms or Survey Monkey, create:

- ☐ Pre/Post Test Questionnaire
- ☐ Registration Form
- ☐ Post Evaluation Form

Using Mentimeter, Kahoot, Microsoft Teams Polly or Zoom Polls (or any other virtual tool), create:

- ☐ Quizzes
- ☐ Icebreakers
- ☐ Interactive Activities/Exercises/Games

Training Microsite

- ☐ Design Microsite template for approval
- ☐ Link all surveys/forms etc.
- ☐ Upload course content/resources as instructed (with links to readable/editable documents)
- ☐ Review, test and amend Microsite.
- ☐ Approval of completed Training Microsite by client

Communication and Promotion *to be executed with the Communication Officer*:

- ☐ A soft launch to create awareness about the training.
- ☐ Social Media post schedule

Participants

- ☐ Confirm number of participants required for the training (maximum and minimum)
- ☐ Prepare a course overview/training plan to be sent to National societies/IFRC Units to inform them of the training opportunity for their staff/volunteers.
- ☐ Get a hit list of participants.
- ☐ Confirm all participants.
- ☐ Ensure all participants register and do all the prerequisite courses/reading/viewing of videos as required at least two (2) weeks before the start of the course.
- ☐ Send reminder email to all participants to register on the Training Microsite, complete the Pre-Test and Prerequisite courses before the training starts and view the training material for the first day of training.

Confidential - Not Protected

- ☐ Create a WhatsApp group with all participants, facilitator, and Technology Support person.

Pre-Requisite Requirements. Collect, save, and analyze as necessary:

- ☐ Resumes
- ☐ Pre-Requisite course certificates
- ☐ Registration responses
- ☐ Pre-Post Test responses
- ☐ Evaluation responses

Setting up Zoom

- ☐ Send a request for all the zoom links to be created.
- ☐ Send an e-invite to participants with the zoom links, prompting them to click the link to register for each training session.

During the Training

- ☐ Debrief after each training session to discuss what worked and what needs improvement with the Facilitator.
- ☐ Opening of each Zoom session and testing with Facilitator to make sure audio and video is working.
- ☐ Download Zoom recordings, registration per session and chats.
- ☐ Ensure all Zoom recordings are edited before sharing on Training Microsite/via email
- ☐ Provision of technical support during each session.
- ☐ Online Meeting Etiquette presentation (including use of training Microsite).
- ☐ Reiterate Attendance and Participation Requirements to complete the course and acquire a certificate.
- ☐ Updating Training Microsite with content for each training.
- ☐ Coordinating video and written testimonials from participants to be used on social media.
- ☐ Check WhatsApp group to make sure all concerns/questions are being addressed.
- ☐ Post the YouTube link to previous class recording on WhatsApp and on the Training Microsite.

Post-Work

- ☐ Have a post debriefing meeting with Facilitator/client (what worked/what didn't work)
- ☐ Final training report: Lessons Learned.
- ☐ Proper documentation and online filing of all work done pre, during and post.
- ☐ Knowledge Evaluation Report (based on quizzes, pre/post-test, group work and individual participation.

Confidential - Not Protected

- ☐ Ensure all prerequisite requirements are completed before participants receive their certificate.
- ☐ Preparing certificates for participants.
- ☐ Create certificate of achievement/participation email template.
- ☐ Email certificates to participants.

Confidential - Not Protected

APPENDIX 2

Attendance and Compliance Matrix Spreadsheet.

National Society - Partners	Gender	Age	Post-Test	Child Protection Course	IASC/ SGBV Course	Session 1	Quiz 1 Score	Session 2	Quiz 2 Score	Session 3	Quiz 3 Score	Session 4	Quiz 4 Score	Session 5	Quiz 5 Score	Session 6	Quiz 6 Score	Session 7	Final Action Plan	Certificate of Achievement	Certificate of Participation
Antigua & Barbuda Red Cross	Female	30-39	No	No	No	No	0	No	0	Yes	6	Yes	0	No	0	No	0	No	No	No	Yes
Bahamas Red Cross	Male		Yes	Yes	Yes	No	2	Yes	9	No	11	Yes	5	Yes	2	Yes	5	Yes	Yes	Yes	No
Bahamas Red Cross	Female	18-29	Yes	Yes	Yes	Yes	7	Yes	9	No	11	Yes	7	Yes	9	Yes	5	Yes	Yes	Yes	No
Barbados Red Cross	Female	40-49	Yes	No	No	Yes	8	No	10	Yes	9	No	9	No	10	Yes	5	Yes	Yes	Yes	No
Barbados Red Cross	Male		Yes	Yes	Yes	Yes	8	Yes	10	Yes	12	Yes	9	Yes	10	Yes	5	Yes	Yes	Yes	No
Belize Red Cross	Male		No	No	No	Yes	0	No	0	Yes	0	No	0	No	0	No	0	No	Yes	No	Yes
Belize Red Cross	Male	50-59	Yes	Yes	Yes	Yes	8	Yes	6	Yes	5	Yes	8	Yes	4	Yes	5	Yes	Yes	Yes	No
Belize Red Cross	Female	60+	Yes	Yes	Yes	Yes	4	Yes	10	No	4	Yes	6	Yes	5	No	5	Yes	Yes	Yes	No

Confidential - Not Protected

National Society - Partners	Gender	Age	Post-Test	Child Protection Course	IASC/ SGBV Course	Session 1	Quiz 1 Score	Session 2	Quiz 2 Score	Session 3	Quiz 3 Score	Session 4	Quiz 4 Score	Session 5	Quiz 5 Score	Session 6	Quiz 6 Score	Session 7	Final Action Plan	Certificate of Achievement	Certificate of Participation
CADRIM	Female	40-49	Yes	Yes	Yes	Yes	8	Yes	10	Yes	10	Yes	10	Yes	10	Yes	5	Yes	N/A	Yes	No
Dominica Red Cross	Female	40-49	Yes	Yes	Yes	Yes	6	Yes	8	Yes	10	Yes	5	Yes	10	Yes	5	Yes	Yes	Yes	No
Dominica Red Cross	Female	40-49	Yes	Yes	Yes	Yes	8	Yes	10	Yes	10	Yes	9	Yes	10	Yes	5	Yes	Yes	yes	No
Grenada Red Cross	Female	40-49	No	No	No	Yes	5	Yes	7	Yes	0	No	0	Yes	0	Yes	0	No	No	No	Yes
Grenada Red Cross	Female	30-39	No	No	No	Yes	7	No	0	Yes	4	Yes	0	No	0	No	0	Yes	No	No	Yes
Guyana Red Cross	Female	18-29	Yes	Yes	Yes	Yes	7	No	6	Yes	6	Yes	7	Yes	10	Yes	5	Yes	Yes	Yes	No
Guyana Red Cross	Male		Yes	Yes	No	Yes	7	Yes	10	Yes	8	Yes	5	Yes	5	Yes	5	Yes	Yes	Yes	No
IFRC	Female	30-39	Yes	Yes	Yes	Yes	7	Yes	9	Yes	12	Yes	7	Yes	6	Yes	5	Yes	N/A	Yes	No
Jamaica Red Cross	Female	60+	Yes	Yes	Yes	Yes	5	Yes	10	Yes	12	Yes	8	Yes	6	Yes	5	Yes	Yes	Yes	No
Jamaica red Cross	Female	50-59	Yes	Yes	Yes	Yes	7	Yes	10	Yes	12	Yes	9	Yes	7	Yes	5	Yes	Yes	Yes	No
IFRC	Female	30-39	Yes	Yes	Yes	Yes	3	Yes	7	Yes	8	Yes	6	Yes	5	Yes	5	Yes	N/A	Yes	No
SKN Red Cross	Male		Yes	Yes	Yes	Yes	7	Yes	8	Yes	12	Yes	8	Yes	7	Yes	5	Yes	Yes	Yes	No
SKN Red Cross	Male		No	Yes	No	Yes	8	Yes	10	Yes	8	No	0	Yes	6	Yes	5	Yes	Yes	Yes	No
St. Lucia	Female		No	No	No	Yes	6	Yes	8	Yes	10	Yes	0	Yes	0	No	0	No	Yes	No	Yes

Confidential - Not Protected

National Society - Partners	Gender	Age	Post-Test	Child Protection Course	IASC/ SGBV Course	Session 1	Quiz 1 Score	Session 2	Quiz 2 Score	Session 3	Quiz 3 Score	Session 4	Quiz 4 Score	Session 5	Quiz 5 Score	Session 6	Quiz 6 Score	Session 7	Final Action Plan	Certificate of Achievement	Certificate of Participation
St. Lucia	Female		Yes	Yes	Yes	Yes	8	Yes	9	Yes	12	Yes	9	Yes	9	Yes	5	Yes	Yes	Yes	No
Suriname Red Cross	Male	18-29	Yes	Yes	Yes	Yes	7	Yes	9	Yes	12	Yes	6	Yes	3	Yes	5	Yes	Yes	Yes	No
Suriname Red Cross	Female	50-59	Yes	Yes	Yes	Yes	9	Yes	9	Yes	7	Yes	8	Yes	10	Yes	5	Yes	Yes	Yes	No
SVG Red Cross	Female	40-49	Yes	Yes	Yes	Yes	6	No	5	Yes	5	Yes	6	Yes	4	Yes	3	Yes	No	Yes	No
SVG Red Cross	Female	30-39	Yes	Yes	Yes	Yes	6	Yes	8	Yes	7	No	7	Yes	9	Yes	5	Yes	No	Yes	No
T &T Red Cross	Male	30-39	Yes	Yes	Yes	Yes	8	Yes	9	Yes	11	No	3	Yes	10	Yes	5	Yes	Yes	Yes	No
T &T Red Cross	Male	50-59	Yes	Yes	No	Yes	7	Yes	9	Yes	11	Yes	7	Yes	10	Yes	5	Yes	yes	Yes	No

Confidential - Not Protected