

**Participant Guide**



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RRT Managers Training Package



**Rapid Response Teams**

**Managers in-person Workshop**

**City, country, date**

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**Purpose and use of this document**

The RRT MW Participant Guide was developed to be used by course participants as a step-by-step guiding resource throughout the RRT Management in-person Workshop.

This guide introduces the content, objectives and expected outcomes of the RRT Managers Training Package (RRT MTP), including the online self-learning and in-person components. It provides detailed information on the objectives of each module and session, instructions for group work, content of scenarios and templates.

*Important note:*

*This guide may be adapted by RRT MTP organizers and facilitators, based on the country context and the final/adapted agenda of the workshop.*

# Introduction

The Rapid Response Team Managers Training Package (RRT MTP) is a component of the “R[RT Training Programme”](https://extranet.who.int/hslp/package/rapid-response-teams-training-implementation-package-member-states) (RRT TP) specifically geared to RRT managers (Figure 1). This blended-learning programme aims to provide RRT managers with the knowledge, skills, attitudes (KSA) and tools they need to ensure that RRTs are effectively established, run, tested, and maintained during preparedness phase; and that RRTs are operational according to set procedures during response phase.

The implementation of this package will ultimately contribute to meeting International Health Regulations (IHR) capacity requirements (more specifically capacity C8 National Health Emergency Framework[[1]](https://euc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DGB&rs=en%2DUS&wopisrc=https%3A%2F%2Fworldhealthorg.sharepoint.com%2Fsites%2FWHOOfficeinLyon%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F58476116520140cf8e3951570385ec74&wdenableroaming=1&mscc=1&hid=736B8DA0-803F-6000-1751-510BAA4D652B&wdorigin=ItemsView&wdhostclicktime=1674039679583&jsapi=1&jsapiver=v1&newsession=1&corrid=9ecd7b44-5f0a-46de-8720-ae7a44007fa9&usid=9ecd7b44-5f0a-46de-8720-ae7a44007fa9&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#_ftn1)) and assist the country in improving its scores on the Joint External Evaluation tool, more specifically R1.4. Activation and coordination of health personnel and teams in a public health emergency[[2]](https://euc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DGB&rs=en%2DUS&wopisrc=https%3A%2F%2Fworldhealthorg.sharepoint.com%2Fsites%2FWHOOfficeinLyon%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F58476116520140cf8e3951570385ec74&wdenableroaming=1&mscc=1&hid=736B8DA0-803F-6000-1751-510BAA4D652B&wdorigin=ItemsView&wdhostclicktime=1674039679583&jsapi=1&jsapiver=v1&newsession=1&corrid=9ecd7b44-5f0a-46de-8720-ae7a44007fa9&usid=9ecd7b44-5f0a-46de-8720-ae7a44007fa9&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#_ftn2)).

Beyond consolidating RRT managers’ knowledge and skills, this package aims at empowering them to be able to apply best practices to strengthen their rapid response program for emergencies, by developing/enhancing national RRT plans, guidelines, and standard operating procedures (SOPs).



*Figure 1: Structure and components of the RRT TP*

The Rapid Response Teams Training Package (RRT MTP) is composed of a series of customizable resources grouped into 5 sub-folders:

1. **Implementation guide and toolbox** (a guide with 13 accompanying tools)
2. **Resources for facilitators** (facilitators preparatory meeting agenda, in-person workshop agenda, a material and equipment checklist, opening session presentation)
3. **Resources for participants** (this guide)
4. **Content** (PowerPoint presentations, scenarios, instructions for group work)
5. **Evaluation** (tools for evaluation of satisfaction, learning, impact and results levels).

# RRT Managers Training Package goal, objectives and target

## 2.1 Goal

The RRT MTP aims to empower Member States to reinforce the capacities and skills of their RRT management teams to ensure that RRTs are effectively established, run, tested, and maintained during preparedness phase, and that RRTs are operational according to set procedures during response phase.

## 2.2 Objectives

The RRT MTP provides RRT managers with the opportunity to develop or adapt plans, standard operating procedures, and tools to facilitate RRT management, including:

* RRT guidance and standard operating procedures (SOPs) adapted to the country context
* A roster of RRT members adapted to the country context
* An RRT monitoring and evaluation (M&E) framework including RRT key performance indicators (KPIs) and evaluation tools adapted to the country context.
* A plan for RRT management (including administrative aspects, logistics, training, performance evaluation, funding, etc.).

## 2.3 Target audience

The RRT MTP is geared to professionals having the responsibility to oversee RRTs, usually located at the Public Health Emergency Operations Center (PHEOC) or within an equivalent structure. RRT management teams may include the following roles:

* RRT Manager/Management Lead
* Deployment/Surge Coordinator
* Training Specialist/Coordinator
* Roster Manager/Data Analyst
* Monitoring and evaluation specialist

Besides, and based on countries available human resources, relevant profiles may include:

* Emergency response manager/coordinator positions and/or individuals involved in public health emergency response decision-making
* Rapid response team managers or country equivalents
* EOC managers if they exist in the country’s response structure
* Human Resources/Administration/Finance for public health emergency response
* Regional focal points within the country with expertise/focus on cross-border and/or regional responses
* Individuals involved in public health emergency response decision making at the regional, national, and subnational level.

## 2.4 Expected outcomes

It is expected that at the end of this programme, the RRT management team comes up with draft or consolidated versions of the tools listed below, tailored to their country context:

* Terms of Reference for the RRT management team
* Job profile/description for RRT members
* SOP for staffing and rostering
* A roster for RRTs
* SOP for RRT training
* SOP for RRT activation and pre-deployment
* SOP for deployment, and post deployment of RRTs
* Elements for a code of conduct for RRT members
* A workplan plan for RRT programme
* A budget plan covering RRT activities during both preparedness and emergency phase
* Next steps workplan for country implementation.

# RRT Managers in-person workshop

## 3.1 Pre-workshop activities

Prior to the beginning of the RRT MW, participants should complete the [RRT Managers Online Course](https://extranet.who.int/hslp/training/course/view.php?id=386)

The RRT MOC aims to provide RRT managers with the foundational knowledge they need to ensure that RRTs are effectively established, run, tested and maintained during preparedness phase, and that RRTs are operational according to set procedures during response phase. The online component prepares the ground for the in-person workshop, by building understanding of key RRT management concepts and principles common to all participants.

The RRT MOC is composed of eight short interactive modules of approximately 30 minutes duration each, including:

Module 1: Establishing and managing Rapid Response teams

Module 2: RRT management in preparedness phase

Module 3: Rapid Response Teams management in emergency phase

Module 4: Rapid Response Teams Monitoring and evaluation

Module 5: Administrative and financial management of RRTs

Module 6: RRT equipment and logistics

Module 7: Responder wellbeing and ethics in preparedness and response

Module 8: RRT manager soft skills

Upon successful completion of each module, learners will be able to download a Certificate of Completion. Once the eight modules are successfully completed, a Certificate of Programme Completion will be generated automatically.

Please send your Certificate of Course Completion by email to insert name and email of country team focal point as soon as you are done, and in any case on insert date at the latest.

If you encounter any issues with completion of the online course, please contact Mrs. Paula Gomez ([gomezp@who.int](mailto:gomezp@who.int) ).

## 3.2 Overview of the in-person workshop

The RRT MW package is composed of the following modules:

1. RRT management
2. RRT SOP development
3. SOPs for RRT management in preparedness phase
4. SOPs for RRT management in response phase
5. Introduction to RRT programme monitoring and evaluation
6. Financial management of Rapid Response Teams
7. Responder wellbeing and ethics in preparedness and response
8. Rapid response management and soft skills
9. RRT programme planning

Each module includes a facilitator-led brief introduction to the module topic, followed by a group activity that has most of the times the objectives to lead participants to draft/develop country-tailored operational tools (such as plans, budgets, roster, job descriptions, SOPs, etc.) to facilitate RRT management.

Participants will work in groups of 5 to 7. It is recommended that at least one member of each group has a computer to document the group’s input/outcomes for each activity.

## 3.3 Evaluation

Evaluation of the RRT MTP is carried out based on the Kirkpatrick’s model for evaluation of learning, that includes four levels. Each level has a specific purpose, as described on the table below:

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| --- | --- | --- |
| **EVALUATION LEVEL**  **PURPOSE OF EVALUATION** | **TOOL** | **WHEN?** |
| **Level 1: Reaction**  To determine areas for improvement on course contents and implementation | **Online component:**  Feedback form | At the end of each module |
| **F2FW:**  Final evaluation questionnaire | At the end of the workshop |
| **Level 2: Learning**  To determine whether learners can demonstrate content knowledge or skills by the end of the course | **Online** **component:**  Quiz (pass: 80% of correct answers) | At the end of each module |
| **F2FW:**  Scenario-based knowledge assessment | At the end of the workshop |
| **Level 3: Transfer**  To determine whether participants apply their new knowledge and skills in the workplace | Post-training evaluation questionnaire (for participants and their supervisors) | 6 months upon completion of the course |
| **Level 4: Results**  To determine how the learners contribute to the function of their respective organizations as a whole | Post-training evaluation questionnaire (for participants and their supervisors)  Rapid Response Capacity Development tool (CDT) | 18 months upon completion of the course |

## Agenda (final agenda to be copied/pasted here)



# Module’s objectives, instructions for group work and templates

*Important note:*

*The sessions of the workshop are described below under each module, in sequence from the 1st to the 9th. However, they may not be delivered in this chronological order (such as in the recommended agenda in section 4.5 above). Besides, some sessions described here are not included on the recommended agenda, but you may decide to include them on your customized agenda. Workshop organizers/facilitators are invited to:*

*1) Customize/finalize the workshop agenda.*

*2) Order/re-order the workshop sessions on this guide accordingly and delete those that will not be delivered.*

*3) Order/re-order the workshop sessions on the participant guide according to the final version of the agenda as well.*

## Module 1: RRT management in country

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**Module 1 objectives**

At the end of this module, participants will be able to:​

* Describe how RRTs and the RRT programme functions in the country
* Explain where RRTs are located within national emergency preparedness and response infrastructure
* Explain functional and hierarchical relationships and reporting lines for RRTs including subnational levels
* Describe the roles/functions needed on the RRT management team

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| Session 1.1 Rapid response capacity in country | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Explain how RRTs are established within country’s national health emergency preparedness and response framework /system * Describe how RRTs at the different levels of the system are activated * Explain the link between RRTs and other response actors in country |
| **Duration** | 30’ |

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| --- | --- | --- |
| Session 1.2 Group activity: Brainstorming session: The country RRT experience | | **Logistics** |
| **Methodology** | Facilitator-led carousel brainstorm | Plenary room, computer, projector,  12 Flipcharts with a definition of each station area posted on walls and markers for each station |
| **Learning objectives** | * Reflect on the Country RRT experience * Identify what is working well, what needs to be strengthened, possible solutions, in relation to 12 RRT functionality areas:   1.RRT management  2.RRT job descriptions  3.RRT staffing and rostering  4.RRT readiness and admin considerations  5.RRT training  6.RRT activation and pre-deployment  7.RRT deployment  8.RRT post-deployment  9.RRT budget and financing  10.RRT wellbeing  11.RRT ethics and code of conduct  12.RRT communication |
| **Output** | * The country teams lived experience of key areas to be included in the SOP with identified proposed solutions to improve RRT efficiency and effectiveness. |
| **Duration** | 60’ |

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| Session 1.3 Introduction to RRT management | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Define Rapid Response Teams * Introduce RRT establishment and management * Describe RRT management in preparedness and response phases |
| **Duration** | 30’ |

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| Session 1.4 Composing the RRT management team | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * List key functions that may be included on the RRT management team​ * Explain what the roles of RRT management team members during preparedness and response phases may be |
| **Duration** | 30’ |

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| Session 1.5 Group activity: Composing/strengthening the RRT management team | | **Logistics** |
| **Methodology** | Group work | Standard template for RRT management team ToRs​ in electronic format. |
| **Learning objectives** | * Develop/adapt the Terms of Reference (ToR) of the RRT management team, tailoring it to the context of country |
| **Outputs** | * RRT management team composition defined * ToRs for your country's RRT management team developed using annex 1. |
| **Duration** | 45’ group work; 15’ presentations |

Participants will use this table to compose the RRT management team in their country and define its ToRs:

|  |  |  |  |
| --- | --- | --- | --- |
| **Function​** | **Duties/tasks​** | | **Name** |
| Preparedness phase | Response phase |
| RRT Manager/ Management Lead ​ |  | ​ |  |
| Deployment/Surge Coordinator ​ |  | ​ |  |
| Training specialist/Coordinator ​ |  | ​ |  |
| Roster Manager/Data Analyst ​ |  | ​ |  |
| Monitoring and evaluation specialist |  |  |  |

## Module 2: RRT Standard Operating Procedures development

**Module 2 objectives**

At the end of this module, participants should be able to:​

* Define an SOP ​
* Identify criteria for good SOPs​
* Develop/adopt an SOP template that will be used during this workshop

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| Session 2.1 Defining Standard Operating Procedures (SOPs) | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector |
| **Learning objectives** | * Define an SOP * Describe how an SOP is used |
| **Duration** | 30’ |

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| Session 2.2 Introduction to SOP development | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector |
| **Learning objectives** | * Describe the process of the SOPs development * Describe the SOPs’ content and format * Recall the components of the recommended RRT SOPs |
| **Duration** | 30’ |

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| Session 2.3 Group activity: Criteria for good SOPs **Group activity 1: How to Drink from a Water Bottle** | | **Logistics** |
| **Methodology** | Group work | One water bottle per group/table. |
| **Learning objectives** | * Recall the criteria for good SOPs * Identify how a SOP can be improved * Develop/adapt a country SOP template |
| **Preparation for the session** | * Review the session and update to suit your preferred facilitation style. * Ensure you have one water bottle per group/table. * Ensure you have a second facilitator to monitor time |
| **Outputs** | * SOP for drinking water is developed and assessed |
| **Duration** | 15’ group work; 15’ discussion |

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| Session 2.3 Group activity: Criteria for good SOPs **Group activity 2: Assessing an SOP example** | | **Logistics** |
| **Methodology** | Group work | Printed copies of example of SOP for activation and pre-deployment process |
| **Learning objectives** | * Recall the criteria for good SOPs * Identify how a SOP can be improved * Develop/adapt a country SOP template |
| **Outputs** | * SOP example is assessed using the scoring rubric. |
| **Duration** | 30’ group work; 15’ presentations |

**Example: Makati SOP for activation and pre-deployment process**

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| **Introduction** | |
| **Purpose** | The purpose of this standard operating procedure (SOP) is to outline the activation and pre-deployment procedures of Makati National Rapid Response Team (RRT) in the case of a public health emergency. |
| **Scope** | This SOP applies to Makati National RRT management team to assist in determining criteria for RRT program activation and RRT member deployment during a public health emergency. |
| **Key Stakeholders** | Ministry of Health and Sanitation   * Provides medical personnel, supplies and logistics, and support coordination. * Ministry of Environment * Provides information on risk assessment, weather forecast and waste management * Ministry of Defense * Provides military aid to civil authorities and coordinate cordon search and rescue * National Disaster Management Agency (NDMA) * Coordinates disaster prevention and mitigation and response, post disaster reconstruction and recovery in Makati * Ministry of Finance * Provides the necessary funds for deployment * Ministry of Internal Affairs * Provides local security and civil protection * Ministry of Gender and Social Welfare * Protects vulnerable population * Local Authorities * Facilitates community entry, local participation, and support * Non-Government Organizations (Makati Red Cross, Healthy World, Veterinarians for Development, Water International) * Provides relief items, shelter support, WASH support, medical and psychosocial support * International partners (WHO, CDC, UNICEF) * Provides technical support and logistics. * Community based organizations * Supports local coordination * Ministry of Information and Communication * Provides information to the public in a timely manner as the emergency unfolds * Ministry of Transport * Facilitates transportation and evacuation * Other Community Members as needed * Ensures representation of all stakeholders as needed |
| **Procedure** | |
| **1. Rapid Response Team Activation**    Makati’s National Rapid Response Team (NRRT) program receives requests from national, provincial, and local levels for ongoing response efforts. Requests that can be supported by the Makati’s NRRT program are:   * Staffing only * Staffing requests includes the technical assistance of National RRT members in the field and to the provincial EOC, both virtually and in-person. * Resources only * Resource requests includes equipment that would assist the operations of the local requesting RRT in the field. Resources include: * Personal Protective Equipment * Data collection equipment (i.e., data collection tablets) * Data collection tools/forms (i.e., contact tracing, case investigation, etc.) * Specimen collection kits and packaging * Transportation * Information Education Communication materials (i.e., Posters, leaflets, etc.) * Staffing and resources * Staffing and resource requests can be requested by the local RRT in the field. Staffing and resource requests include all the above. Resources will be supplied with the deployed National RRT member upon deployment as applicable.     **1.1 Activation Criteria**  Makati’s National RRT program will be activated based on the below criteria determined by the National Disaster Management Agency’s leadership and Makati’s National RRT managers.     |  |  |  | | --- | --- | --- | | **Leadership Decision** | **Approved** | **Declined** | | **Epidemiology** | High Ro  High Mortality Rate | Low Ro  Low Mortality Rate | | **Size of outbreak/natural disaster** | High number of casualties/cases  High level of critical infrastructure damage | Low number of casualties/cases  Low level of infrastructure damage | | **National RRT Capacity** | Available technical expertise and resources at national level | Lack of technical expertise and resources at national level | | **Local RRT** | Lack of technical expertise and resources at provincial/district level | Available technical expertise and resources at provincial/local level | | **Outbreak/natural disaster location/Cross-border** | Epidemic prone diseases or public health event of international concern (PHEIC)  Cross-border transmission.  Local area inaccessible. | Not a public health emergency of international concern.  No cross-border transmission.  Local area accessible. |     **1.2 Official Request Process**    Once an official request is sent to country’s National RRT program via e-mail and/or by phone call – it must be followed by a formal written request. The official request can be sent by the following methods,   * E-mail: [NRRT@XXXX.GOV](mailto:NRRT@XXXX.GOV) * Phone call: XXXXXXXXXX * E-mail and phone call must be followed up by an official requesting letter sent to the [NRRT@XXX.GOV](mailto:NRRT@XXX.GOV) made out to the XXXX Director.     The official request must include the following information,   * + Requestor name:   + Contact information:   + Location:   + Type of request: [Staff, Resources, or Staff and Resources]   + Duration of request:   + Request justification/explanation:   + Objectives:   + Activities:     **1.3 Approval Process**    The Makati National RRT management team will convene a meeting with the National Disaster Management Agency’s director within 24 hours. Others to be included in the meeting are Workforce Development Lead, National Subject Matter Expert and Logistics Lead (if applicable). The following flow chart indicates approval process to be followed.    Flowchart of the approval process to be followed from the time an official request is received .  Upon review of the official request the management team will issue a determination of approval, decline or a need for more information.  In the event of a need for more information the requested information should be submitted as soon as possible and upon the submission of the requested information the management team will reconvene within 24 hours to review the request.  The official request approval/decline letter template can be found below.    Official Request Approval and Decline Letter    **National Disaster Management Agency**  Makati    [Date]    Dear [Requestor Name],  We appreciate your reaching out to the Makati NRRT program to join you in the response.  We are pleased to let you know/Regretfully, the Makati NRRT program is not able to support the request at this time. Situational factors considered when reviewing requests include the nature of the emergency, source of request, urgency of the situation, existing Makati NRRT and non-NRRT activities, the skills required of the responder and other relevant issues.  [Provide explanations(s) for the Acceptance/Decline]  To move forward, please reply with the names and contact information of the following individuals in the field:  Provincial Health Director  District Health Director  Provincial Surveillance Officer  Technical Team lead  RRT Team lead  Safety Officer    We remain open to you and your team for assistance future or if current situation changes. For any specific concerns or clarifications on this development, you can reach us at [NRRT@XXX.GOV](mailto:NRRT@XXX.GOV)  Thank you again for reaching out to the Makati National RRT program. We wish you well in the response.  Sincerely, (Signature of RRT Management Lead)    **2. Responder Identification and Selection**    2.1. Identification  Once request for deployment has been approved by the XXXX Director, the Makati NRRT Management Lead and the NRRT Deployment Coordinator will identify and select the RRT member(s) to meet the objectives of the deployment within 24 hours. The RRT member(s) is then selected based on the following requirements:   * Expertise in technical area/skills requested * Advanced level of experience in technical area/skills * Additional skills (i.e., languages, contact tracing, etc.) * Meets pre-deployment requirements * Completed National RRT orientation training and online trainings * Medically cleared and up to date with required vaccines * Supervisory approval     2.2. Selection  The Makati NRRT Deployment Coordinator will contact the identified RRT members(s) by phone and/or e-mail with request for deployment and obtain approval with the supervisor cc’d.    2.3. RRT member accepts deployment  The Makati NRRT Deployment Coordinator will e-mail the RRT member with the following:   * Pre-deployment checklist * Contact information for logistics * Pre-deployment briefing * In attendance will be the national and local technical SME and safety and security SME * Just-in-time training * The training will be conducted by the national technical SME.     2.4. RRT member declines deployment or is unavailable  The NRRT Deployment Coordinator will repeat the above steps under identification and inform RRT management lead  The Makati NRRT Deployment Coordinator will evaluate the reason(s) for decline and discuss future considerations based on reasons for the RRT member. | |
| **Annexes** | |
|  | |

**SOPs quality assessment- scoring rubric**

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| --- | --- | --- | --- | --- | --- |
| **Indicator**​ | **No Evidence**  **(0 point)**​ | **Beginning**  **(1 point)**​ | **Developing**  **(2 points)**​ | **Proficient**  **(3 points)**​ | **Score**​ |
| ***Example***​ | *No information to evaluate*​ | *Not able to demonstrate understanding of skills and knowledge consistently.*​ | *Demonstrates understanding of the skills and knowledge, not yet able to complete independently.*​ | *Can consistently demonstrate the skills and knowledge without intervention needed.*​ | *NA*​ |
| **Purpose**​ | The purpose and reason are not defined in the SOP ​ | The purpose and the reason are stated but lacks the ‘what and why​’ | The purpose and reasons are stated in the SOP but does not include either the ‘what or why​’ | The purpose is clearly defined, clearly states the reason for doing the activity and includes both the ‘what and why’.​ | ​ |
| **Scope**​ | The scope is not defined in the SOP​ | The scope is included but lacks the who and when ​ | The scope is stated in the SOP and outlines but does not include either the who or when ​ | The scope is clearly defined, including both the who and when.​ | ​ |
| **Key stakeholders**​ | Key stakeholders are not defined in the SOP​ | Some key stakeholders are defined but not all​ | All key stakeholders are included but does not include what they are doing​ | Key stakeholders are clearly identified and what they are doing is defined​ | ​ |
| **Content**​ | The SOP does not contain any of the 5Ws (who, what, where, when why)​ | The SOP contains less than 3 of the who, what, where, when, why​ | The SOP contains more than 3 of the who, what, where, when, why​ | The SOP includes all the 5 main elements: who, what, where when and why​ | ​ |
| **Conciseness**​ | The SOP is not concise​ | The SOP is concise some of the time (<50% of the time)​ | The SOP is concise most of the time (>50% of the time)​ | The SOP is concise throughout (i.e., at all times)​ | ​ |
| **Formatting​** | The SOP does not use consistent formatting​ | The SOP uses similar formatting some of the time​ (i.e., <50% of the time) | The SOP uses similar formatting most of the time​ (i.e.,> 50% of the time) | The SOP uses consistent formatting throughout (i.e., at all times)​ | ​ |
| **Clarity**​ | The procedure is not outlined in a sequential step-by-step format ​ | The SOP is sometimes outlined in a step-by-step format ​  (i.e., <50% of the time) | The SOP is most of the time outlined in a step-by-step format that is easy to follow​ (i.e.,> 50% of the time) | The SOP consistently utilizes a step-by-step format that is easy to follow​ (i.e., at all times) | ​ |

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| **Section**​ | **Question**​ | **Evaluation**​ | **Score**​ |
| **Activation and**  **pre-deployment**​ | **What** decision-making criteria (factors or data) should be considered in the decision to activate the RRT? ​ | ​ | ​ |
| **Activation and**  **pre-deployment**​ | **Who** is responsible and has the authority to activate the RRT?​ | ​ | ​ |
| **Activation and**  **pre-deployment**​ | **How** will the RRT composition (what roles) and structure be decided?​ | ​ | ​ |
| **Activation and**  **pre-deployment**​ | **What** pre-deployment processes are needed to mobilize RRT members?​ | ​ | ​ |

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| ***Evaluation Key***​ | |
| *No*​ | *Does not include information on this question*​ |
| *Somewhat*​ | *Includes some information on this question but isn't clear*​ |
| *Yes*​ | *Includes information on this question and is clear*​ |

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| Session 2.4 Group activity: Develop your own SOP template This session is optional. If time is limited, a 10-minute plenary discussion can suffice to present and adopt the SOP template in Annex 2 for use in developing country SOPs during the workshop. | | **Logistics** |
| **Methodology** | Group work | Standard RRT SOP template, annex 2, in electronic format. |
| **Learning objectives** | * Develop/adapt the SOP template to your country context |
| **Instructions** | * Participants will be given a Standard RRT SOP template​ (annex 2) * ​Based on the country context and using good SOP criteria learnt in previous exercise, each group will develop/adapt a template for the country RRT SOPs​ * ​Each group will assign a rapporteur to present in plenary the outcomes of the group work/discussion. |
| **Outputs** | * Country-tailored SOP template developed |
| **Duration** | 30’ |

**Key messages**

* SOP development helps improve the effectiveness, adequacy, and timeliness of emergency response​
* SOPs should not be overly detailed or under-detailed​
* It is important to involve key stakeholders in the SOPs development process ​
* SOPs should be reviewed regularly ​

## Module 3: SOPs for RRT management in preparedness phase

**Module 3 objectives**

At the end of this module, participants will be able to:​

* Develop/adapt job/profile description for RRT members​
* Recall key activities of RRTs staffing and rostering ​
* Develop/adapt a roster for RRTs​
* Recall administrative considerations during preparedness and response phases​
* Develop/adapt SOPs for administrative considerations​
* Develop/adapt SOPs for training

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| Session 3.1 Introduction to staffing and rostering | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Outline the key steps towards staffing and rostering a RRT programme * Develop/adapt job/profile description for RRT members focusing on key skills * Develop/adapt SOPs for staffing and rostering * Define an RRT roster and explain how it is used |
| **Duration** | 30’ |

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| Session 3.2 Group activity: RRT members job description This session is optional. If time is limited, this group activity can be skipped, and the annex 3 can be used as a resource for session 3.3 “Group activity: RRT staffing and rostering SOP.” | | **Logistics** |
| **Methodology** | Group work | 2 copies per group of the examples of RRT members' job profile |
| **Learning objectives** | * Develop/adapt RRT members job profile/description |
| **Outputs** | * RRT members’ job profiles developed/adapted. |
| **Duration** | 45’ group work; 15’ presentations |
| **Post session instructions** | * A workshop rapporteur should collate the content of groups outputs into one document for review and finalization after the workshop. | Rapporteur, session outputs |

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| Session 3.3 Group activity: RRT staffing and rostering SOP | | **Logistics** |
| **Methodology** | Group work | 2 copies of annex 4 per group. |
| **Learning objectives** | * Develop/update an RRT staffing and rostering SOP adapted to the country context |
| **Outputs** | * RRT staffing and rostering SOP drafted |
| **Duration** | 45’ group work; 15’ presentations’ |

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| Session 3.4 Group activities: RRT roster development **Group activity 1: Determine essential RRT roles**  This activity is optional, it could be skipped if an RRT roster is available in the country | | **Logistics** |
| **Methodology** | Group work | Flipcharts and markers. |
| **Learning objectives** | * Determine essential RRT roles according to the country context |
| **Outputs** | * RRT roles identified according to prioritized public heath emergencies |
| **Duration** | 45’ group work; 15’ presentations’ |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Skill 1 | Skill 2 | Skill 3 | Skill 4 | Skill 5 | Skill 6 | Skill 7 | Skill 8 | Skill 9 | Skill 10 | Skill 11 | Skill 12 |
| PHE1 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE2 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE3 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE4 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE5 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE6 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE7 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE8 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE7 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE8 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE9 |  |  |  |  |  |  |  |  |  |  |  |  |
| PHE10 |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Session 3.4 Group activities: RRT roster development**  **Activity 2: Developing an RRT roster adapted to your country**  This activity is optional, it could be skipped if an RRT roster is available in the country | | **Logistics** |
| **Methodology** | Group work | RRT roster template, annex 5; in electronic format. |
| **Learning objectives** | * Develop/adapt an RRT roster adapted to the country context |
| **Outputs** | * Content of RRT roster adapted to the country context developed. |
| **Duration** | 30’ group work; 15 presentations’ |

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| Session 3.5 Group activity: Testing your RRT roster *This group activity is optional, the facilitators can carry it out instead of activity 3.4 if a roster/list of RRT members is already available.* | | **Logistics** |
| **Methodology** | Group work | Text of mini scenarios. 2 copies per group |
| **Learning objectives** | * Test the RRT roster |
| **Outputs** | * RRT roster tested. |
| **Duration** | 30’ group work; 15 presentations’ |

***Scenarios:***

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| ***Mini scenario 1:***   * You received notification of an Ebola Virus Disease (EVD) cluster in Towny village, with 5 suspected cases including 1 death. * The deceased case returned 10 days ago from a trip from a neighboring country with an EVD outbreak. He presented with diarrhea, fever, petechiae and epistaxis. * You are the RRT Deployment/Surge Coordinator. * Using your RRT roster, how will you compose the RRT that should be mobilized to the field? |

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| ***Mini scenario 2:***   * A large number of Cholera cases were suddenly detected in a small, remote town. The RRT deployed locally was stopped at the town border by the community and not allowed to enter the town, fearing the RRT responders were coming to poison their well water. * Officials asked for support from the national level. You are the RRT Deployment/Surge Coordinator. * Using your RRT roster, how will you compose the RRT that will be mobilized to support the local response efforts? |

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| Session 3.6 RRT readiness and administrative considerations | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, a computer, a projector. |
| **Learning objectives** | * Recall main factors responders need to meet ​ * Outline RRT financial and administrative considerations​ |
| **Duration** | 30’ |

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| Session 3.7 Group activity: Financial and administrative considerations SOP | | **Logistics** |
| **Methodology** | Group work | 2 copies of annex 6 per group. |
| **Learning objectives** | * Develop/adapt RRT financial and administrative considerations SOP |
| **Outputs** | * SOP for financial and administrative considerations drafted |
| **Duration** | 45’ group work; 15’ presentations |

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| Session 3.8 Introduction to RRT Training SOP | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, a computer, a projector. |
| **Learning objectives** | * Discuss an appropriate training curriculum for an RRT, including existing curricula and packages​ * Define the difference between training and readiness |
| **Duration** | 30’ |

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| Session 3.9 Group activity: RRT training SOP development | | **Logistics** |
| **Methodology** | Group work | Flipchart and markers for the plenary discussion.  2 copies of annex 7 per group. |
| **Learning objectives** | * Develop/adapt RRT training SOP |
| **Outputs** | * Main training topics to consider for RRT members in the country identified * RRT training SOP drafted |
| **Duration** | 10’ plenary discussion; 35’ group work; 15’ presentations |

**Key messages**

* RRT management is responsible for planning, staffing, rostering, training, and exercise development to prepare the RRT members to be “ready” for an emergency response. ​
* ​Deployable personnel must first be identified based on skills needed for emergency response and then rostered in a searchable database.
* ​A roster allows staff to be identified quickly during a response but needs continuous maintenance to ensure it is up to date and accurate.
* ​An RRT’s training curriculum should be continuous and tailored to its context, mission, and resources available, but should cover technical and other public health content, as well as readiness.​
* ​SOPs should be developed and updated regularly for both preparedness and response activities​.

## Module 4: SOPs for RRT management in response phase

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**Module 4 objectives**

At the end of this module, participants will be able to:​

* Develop/adapt SOP for RRT activation and pre-deployment ​
* Develop/adapt SOP for deployment of RRTs ​
* Develop/adapt SOP for post-deployment of RRTs

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| Session 4.1 RRT activation and pre-deployment | | **Logistics** |
| **Methodology** | Facilitator led presentation, plenary discussion | Flipchart and markers for plenary discussion. |
| **Learning objectives** | * List RRT activation criteria and describe its process. * Describe the pre-deployment process. |
| **Outputs** | * Reflection on the experience of country’s RRTs in the activation and pre-deployment phases. |
| **Duration** | 60’ |

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| Session 4.2 Group activity: RRT activation and pre-deployment SOP | | **Logistics** |
| **Methodology** | Group work | Annex 8, one or two printed copies for each group. |
| **Learning objectives** | * Develop/adapt an RRT activation and pre-deployment SOP |
| **Outputs** | * SOPs for RRT activation and pre-deployment drafted |
| **Duration** | 45’ group work; 15’ presentations |

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| **Session 4.2 Group activity: RRT activation and pre-deployment SOP**   Optional activity: Activate or not activate the RRT? | | **Logistics** |
| **Methodology** | Group work | Text of mini scenarios |
| **Learning objectives** | * Decide whether RRT should be activated or not |
| **Outputs** | * Decision made as to whether or not to activate the RRT. |
| **Duration** | 45’ group work; 15’ presentations |

***Mini scenario 1:***

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| It’s flu season and a newspaper has published that there are more cases of seasonal flu and deaths than usual, and that the occupancy rate of intensive care beds exceeds 95%. You contact the head of epidemiological surveillance who confirms that the number of cases and deaths are even below the thresholds recorded during each season and sends you the surveillance report which confirms that the type B influenza virus circulates practically alone during this season. You contact the provincial hospital manager who confirms that only 8% of intensive care beds are occupied by patients, only one of whom is 98 years old in respiratory distress due to lung metastases.  **Will you activate the RRT?** |

***Mini scenario 2:***

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| Nine participants in a religious ceremony presented with headache, fever, photophobia, vomiting and 3 others were admitted to hospital for a disorder of consciousness and purpura, one of whom died.  **Will you activate the RRT?** |

***Mini scenario 3:***

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| Matulidji country is about to declare the end of the Ebola virus disease outbreak on its national territory. You receive a notification from CAPITAL Hospital in your country concerning a health professional coming from Matulidji who presented two days after his return bloody vomiting and diarrhea, with epistaxis and fever without other similar cases in his entourage. The information quickly circulated in social networks and the media, which are starting to exert pressure!  **Will you activate the RRT?** |

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| Session 4.3 RRT deployment | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Describe RRT coordination in the field and with headquarters during a response​ * Discuss reporting requirements and monitoring of RRT activities during deployment​ |
| **Duration** | 30’ |

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| Session 4.4 Group activity: RRT deployment SOP | | **Logistics** |
| **Methodology** | Group work | Annex 9, one or two copies per group |
| **Learning objectives** | * Develop/adapt RRT deployment SOP |
| **Outputs** | * SOP for RRT deployment adapted to your country context. |
| **Duration** | 45’ group work; 15’ presentations |

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| Session 4.5 RRT post-deployment | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Recall the post-deployment goal and key activities​ |
| **Duration** | 30’ |

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| Session 4.6 Group activity: RRT post-deployment SOP | | **Logistics** |
| **Methodology** | Group work | 1 or 2 copies of annex 10 per group |
| **Learning objectives** | * Develop/adapt an RRT post-deployment SOP |
| **Outputs** | * SOP for RRT post-deployment adapted to your country context. |
| **Duration** | 45’ group work; 15’ presentations |

**Key messages**

* Activation criteria will be specific to each RRT but will consider many of the same factors.​
* Pre-deployment processes to prepare and equip responders should be standardized as much as possible and include a pre-deployment briefing and any necessary just-in-time training. ​
* RRTs will likely need to coordinate with a variety of other response actors, in addition to headquarters, while in the field.​
* RRTs should report regularly to the EOC/ECU on the status of the emergency, their activities, and their needs.

## Module 5: Introduction to RRT programme monitoring and evaluation

*Important note: This module includes basic information about RRT Training Programme Monitoring and Evaluation. A comprehensive version of this module, including detailed Key Performance Indicators, will be published once the WHO RRT Monitoring and Evaluation Framework is finalized.*

**Module 5 objectives**

At the end of this module, participants will be able to:​

* Define monitoring and evaluation​
* Define indicators and recall their types ​
* Recall the objectives of monitoring and evaluation of RRT programme during preparedness and response phases​
* Identify tools for RRT monitoring and evaluation of RRT programme during preparedness and response phases​
* Identify RRT programme M&E challenges and how to mitigate them

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| Session 5.1 Monitoring and evaluation: definitions and concepts | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Define monitoring and evaluation​ * Define indicators and recall their types |
| **Duration** | 30’ |  |

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| Session 5.2 RRT M&E in preparedness and response phases | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Recall the objectives of monitoring and evaluation of RRT programme during preparedness and response phases. * Describe key features of RRT monitoring and evaluation of RRT programme during preparedness and response phases​ * Identify tools for RRT monitoring and evaluation of RRT programme during preparedness and response phases​ * Identify RRT programme M&E challenges and how to mitigate them |
| **Duration** | 30’ |  |

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| Session 5.3 RRT M&E key performance indicators | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Understand the link between RRT programme and JEE/SPAR indicators and 7-1-7 metrics​ * Describe the RRT programme KPIs​ |
| **Duration** | 15’ |  |

**Key messages**

* A systematic monitoring and evaluation system of the RRT programme should be put in place to identify successes as well as issues that occurred during all steps of a response, with the ultimate goal of maximizing response efficiency and effectiveness.​
* Key Performance Indicators (KPI) should be developed and adapted to country context to monitor RRT activities and performance.​
* Good RRT programme M&E planning, resources allocation and involvement of key stakeholders could reduce the main challenges.

## Module 6: Financial management of Rapid Response Teams

**Module 6 objectives**

At the end of this module, participants will be able to:​

* Define budgeting and explain its goals​
* Recall key considerations for financial management of RRTs, including financial resources utilization​
* List main budget items that should be included in the RRT programme budget​
* Define financial sustainability​
* List components of a financial sustainability plan​

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| Session 6.1 Budgeting and financial resources utilization | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Define budgeting and explain its goals​ * Recall key considerations for financial management of RRTs * Recall key considerations for financial resources utilization |
| **Duration** | 15’ |  |

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| Session 6.2 Budgetary plan and financial sustainability for RRT programme | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * List main budget items that should be included in the RRT programme budget * Define financial sustainability​ * List components of a financial sustainability plan |
| **Duration** | 15’ |  |

**Key messages**

* Budgeting is necessary to identify and assign financial resources to achieve organization’s operational goals
* Understanding your organization’s budgeting cycle is key to financial management
* Audits protect resources against waste, fraud, and inefficiency
* A financial sustainability plan allows for strategic financial planning

## Module 7: Responder wellbeing and ethics in preparedness and response

**Module 7 objectives**

At the end of this module, participants will be able to:​

* Define Occupational Health and Safety (OHS) ​
* Describe the role of RRT managers with regards to OHS​
* Explain how to perform OHS management, surveillance and monitoring​
* Recall rights and responsibilities for OHS in emergency response settings​
* Recall basic recommendations for a responder code of conduct​
* Outline frontline responders’ rights and obligations​
* Explain the process to analyze ethical dilemmas​
* Review existing RRTs/government staff guidelines/code of conduct
* Highlight the role of RRT management with regards to PRSEAH​
* ​Draft/adapt suggested measures to address sexual misconduct ​

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| Session 7.1 Responder wellbeing | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Define Occupational Health and Safety (OHS) ​ * Describe the role of RRT managers with regards to OHS​ * Explain how to perform OHS management, surveillance and monitoring​ * Recall rights and responsibilities for OHS in emergency response settings |
| **Duration** | 30’ |  |

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| Session 7.2 Ethics and code of conduct | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Recall basic recommendations for a responder code of conduct​ * Outline frontline responders’ rights and obligations​ * Explain the process to analyze ethical dilemmas​ |
| **Duration** | 30’ |  |

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| Session 7.3 Let’s learn by scenarios ! | | **Logistics** |
| **Methodology** | Plenary discussion | Mini scenarios. |
| **Instructions** | * Participants will read each scenario, discuss in groups, and explain what they think of the situation from both ethical and OHS perspectives. |
| **Duration** | 30’ |  |

***Mini Scenario 1***

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| * In remote area of Makati, three people died from an unidentified disease characterized by sudden and severe hemorrhage. You need 5 responders to deploy, but many public health officials were scared of becoming infected with the unknown disease. * To encourage responders to deploy, the Ministry of Health has offered special compensation equivalent to three months’ wages to any responders who volunteer for deployment the next day. * 32 responders volunteered for deployment.   **What do you think of this situation?** |

***Mini Scenario 2***

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| * There is an outbreak of yellow fever in one of the western provinces in Makati. Severe yellow fever disease can be deadly and there is no treatment or cure for infection. * Few public health officials have been vaccinated for yellow fever. The vaccine is very expensive and there is a shortage of vaccine in the country.   **What should the RRT management lead do?** |

***Mini Scenario 3***

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| * With concerns for a re-emergence of vaccine derived polio, the Ministry of Health deploys 3-person team, including a laboratorian. * The laboratorian’s supervisor is upset and keeps calling her while she is working in the field to return. The laboratorian works long hours on the outbreak during the day and on her regular work at night. She is not sleeping well. During the day she easily becomes angry and starts yelling at the rest of the team.   **What can be done to prevent this?** |

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| Session 7.4 Introduction to Prevention and Response to Sexual Exploitation, Abuse and Sexual Harassment (PRSEAH)​ | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Define sexual exploitation, abuse, and harassment (SEAH) * Explain the role of RRT management with regards to prevention and response to SEAH (PRSEAH) |
| **Duration** | 15’ |  |

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| Session 7.5 Group activity: Code of conduct and Prevention and Response to Sexual Exploitation, Abuse and Sexual Harassment | | **Logistics** |
| **Methodology** | Group work | NA |
| **Learning objectives** | * Draft measures to address sexual misconduct in the context of field work |
| **Outputs** | * Suggested measures to address Sexual Exploitation, Abuse and Sexual Harassment drafted. |  |
| **Duration** | 30’ group work; 15' presentations​ |  |

**Key messages**

* Different types of hazards may affect the physical, mental, and social wellbeing of responders during and after emergencies.
* Responder’s managers should manage and monitor OSH hazards, paying special attention the risk of responder burnout.
* Both employers/managers and frontline responders have rights and responsibilities for OHS in emergencies, these should be clearly established during the pre-emergency planning period.
* Organizations/government entities should develop an ethical framework to refer to in an emergency response to ensure that vulnerable populations are not harmed, explicitly addressing Prevention and Response to Sexual Exploitation, Abuse and Harassment (PRSEAH).

## Module 8: Rapid response management and soft skills

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**Module 8 objectives**

At the end of this module, you should be able to practice key RRT manager’s soft skills including:​

* Define the roles and responsibilities of a manager​
* Describe skillsets needed by a manager​
* Identify common causes of conflict in the workplace​
* Define key types of conflicts and potential responses​
* Describe 7 steps to conflict resolution​
* Define communication and describe the 3 elements composing it​
* Identify the characteristics of communication in emergencies and crises​
* Explain the role of RRT management in both internal and external communication​
* Define advocacy in public health and explain its objectives​
* Describe advocacy basics and apply them

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| Session 8.1 Roles of a manager and required skillsets | | **Logistics** |
| **Methodology** | Facilitator-led presentation |  |
| **Learning objectives** | * Define the roles and responsibilities of a manager * Describe skillsets needed by a manager |
| **Duration** | 15’ |  |

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| Session 8.2 Team management | | **Logistics** |
| **Methodology** | Facilitator-led presentation |  |
| **Learning objectives** | * Explain how to manage a successful RRT |
| **Duration** | 15’ |  |

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| Session 8.3 Conflict resolution | | **Logistics** |
| **Methodology** | Facilitator-led presentation |  |
| **Learning objectives** | * Identify common causes of conflict in the workplace​ * Define key types of conflicts and potential responses​ * Describe 7 steps to conflict resolution |
| **Duration** | 30’ |  |

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| Session 8.4 Conflict resolution mini-scenario | | **Logistics** |
| **Methodology** | Plenary discussion | Mini scenario. |
| **Learning objectives** | * Learn how to resolve a conflict |
| **Duration** | 30’ |  |

***Mini Scenario***

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| * A cluster of 25 cases of unknown respiratory disease, with two deaths, was reported in Matuliji, a small town in Makati, where poultry farming is an important activity. * As an RRT manager, you have deployed an RRT to carry out an epidemiological investigation. * Upon arrival, the RRT noticed that several villagers presented respiratory signs. In addition to the RRT, other partners were present in the field to support the investigation. * George, the laboratory specialist in the RRT, is reluctant to allow staff from partner organization X to collect nasopharyngeal swabs. He is not certain that they have been adequately trained to do so. * Maria, the RRT team lead, discussed with the partner organization’s X team lead, who confirmed that his staff was well trained on collection of the nasopharyngeal swabs. However, George kept refusing to collaborate with them, despite Maria's various attempts to convince him. He argued that this issue/situation was not addressed in RRT SOPs. * Unable to unlock the situation, Maria reached out to you seeking support.     ***As RRT management team lead in Makati, how would you advice/support Maria to unlock***  ***the situation?*** |

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| Session 8.5 Communication | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, a computer, a projector. |
| **Learning objectives** | * Define communication and describe the 3 elements composing it​ * Identify the characteristics of communication in emergencies and crises​ * Explain the role of RRT management in both internal and external communication |
| **Duration** | 30’ |  |

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| Session 8.6 Advocacy | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, a computer, a projector. |
| **Learning objectives** | * Define advocacy in public health and explain its objectives​ * Describe advocacy basics and apply them |
| **Duration** | 15’ |  |

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| Session 8.7 Group activity: Advocacy for a sustainable budget for RRT programme | | **Logistics** |
| **Methodology** | Group work/roleplay | Scenario copies. |
| **Learning objectives** | * Develop advocacy plan for a sustainable budget for RRT programme |
| **Outputs** | * Advocacy plan for having a regular budget for RRT programme designed. |  |
| **Duration** | 45’ group work; 15’ role play and discussion |  |

***Scenario:***

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| You are the lead manager of the RRT programme in Makati.  You face various challenges to ensure proper management of RRTs, as you have limited resources. Financial resources for the RRT programme are not included into a regular budget, but rather assigned to you on ad hoc basis, depending on what is available.  You are only two persons on the RRT management team, and you can hardly cover all the work that needs to be done (leading the management team, selecting staff members, and coordinating deployment, updating the RRT roster and tracking RRT readiness, coordinating training for RRT members) and the field support witch results in delaying the outbreaks response that only starts after 72H of notification.  You have identified training needs for RRT members at subnational level, especially on IPC and laboratory sample management, but have no budget to put a systematic training plan in place. As a consequence, there is a high level of RRT member infection during field activities (15% while the average in your region is 2,3%) and 50% of responders have left the RRT program in the past 3 years. In addition, 30% of laboratory results cannot be used because they are not reliable (against 10% in your region).  You prepare to meet the MoH Secretary General and advocate for having a regular budget for the RRT programme. ​ |

**Key messages**

* A manager’s role is to plan, organize, direct, coordinate and control.
* Skills required for a manager vary depending on the manager’s level. However, human - or soft skills - are equally important at all levels of management.
* Team management requires positive reinforcement and constructive criticism.
* Resolving conflicts is a key part of ‘people’ management. Conflict has many different causes, symptoms, and responses.
* Good communication is key to being an effective leader.
* Identify supporting groups and design an appropriate advocacy strategy to advocate and convince decision-makers

## Module 9: RRT programme planning

**Module 9 objectives**

At the end of this module, you should be able to:​

* Define change management and describe pathways to change
* Develop a workplan for RRT programme (including administrative aspects, supply and logistics, training, performance evaluation, funding, etc.)
* Review/develop a budget plan covering RRT activities during both preparedness and response phases.
* Identify next steps to finalize the RRT MW outputs

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| Session 9.1 Change management | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Define change management * Recall common challenges * Describe pathways to change |
| **Duration** | 30’ |

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| Session 9.2 Planning for RRT programme | | **Logistics** |
| **Methodology** | Facilitator-led presentation | Plenary room, computer, projector. |
| **Learning objectives** | * Describe phases of RRT Programming​ * Describe the main factors favouring the implementation of a sustainable RRT programme​ * Describe the main challenges to implement a sustainable RRT programme |
| **Duration** | 30’ |

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| Session 9.3 Group activity: RRT programme workplan development | | **Logistics** |
| **Methodology** | Group work | Annex 11 |
| **Learning objectives** | * Develop a plan for establishment/consolidation of an RRT programme. |
| **Outputs** | * RRT programme workplan drafted |
| **Duration** | 90’ group work; 30’ presentations |

Participants will use this template to develop RRT programme workplan according to their country context:

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| **Actions** ​ | **Output** ​ | **Responsible ​** | **Needed resources** ​ | **Indicator** ​ | **Date of completion**​ | **Anticipated challenges**​ |
| **Objectives 1.  .......**​ | | | | | | |
| **Action 1.1**​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 1.1.1​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 1.1.2​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 1.1.3​ | ​ | ​ | ​ | ​ | ​ | ​ |
| **Action 1.2**​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 1.2.1​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 1.2.2.....​ | ​ | ​ | ​ | ​ | ​ | ​ |
| **Action 1.3**​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 1.3.1....​ | ​ | ​ | ​ | ​ | ​ | ​ |
| **Objectives 2.  .......**​ | | | | | | |
| **Action 2.1**​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 2.1.1​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 2.1.2​ | ​ | ​ | ​ | ​ | ​ | ​ |
| Activity 2.1.3​ | ​ | ​ | ​ | ​ | ​ | ​ |
| **Action 2.2**​ | ​ | ​ | ​ | ​ | ​ | ​ |
| ………….. | ​ | ​ | ​ | ​ | ​ | ​ |

**Goal of the RRT programme workplan (example)**

The RRT programme workplan aims to ensure that RRTs are effectively established, run, tested, and maintained during preparedness phase, and that RRTs are operational according to set procedures during response phase.

**Some examples of objectives and activities:**

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| **Objective 1: Establish an RRT management team** | | | | | | |
| **Actions** | **Output** | **Responsible** | **Needed**  **resources** | **Indicator** | **Date of completion** | **Challenges to be anticipated** |
| Action 1.1 Nominate the RRT management team | RRT management team is nominated | General Secretary of MOH? EOC manager? | Financial resources?  Legal resources? | Official nomination signed |  |  |
| Action 1.2 Train the RRT management team | RRT management team is trained | EOC manager?  RRT management lead? |  | # of training completed |  |  |
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| **Objective 2: Develop RRT standard operational procedures** | | | | | | |
| **Actions** | **Output** | **Responsible** | **Needed resources** | **Indicator** | **Date of completion** | **Challenges to be anticipated** |
| Action 2.1 Make an inventory of available and missing SOPs | Available and missing RRT SOPs are identified | RRT management lead | Financial resources?  Human resources?  Legal resources? | # of available SOPs  # of missing SOPs |  |  |
| Action 2.2 Develop priority missing SOPs | Priority missing SOPs are developed | RRT management lead |  | # of Priority missing SOPs developed |  |  |
| Action 2.3 Update priority SOPs | Priority SOPs are updated | RRT management lead |  | # of Priority SOPs updated |  |  |

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| **Objective 3: Ensure availability of qualified human resources/ RRT members** | | | | | | |
| **Actions** | **Output** | **Responsible** | **Needed resources** | **Indicator** | **Date of completion** | **Challenges to be anticipated** |
| Action 3.1: Recruit staff/RRT  members according to the set SOP | RRT members are recruited | Deployment/Surge Coordinator |  | # of RRT members recruited |  |  |
| Action 3.2 Develop/update a roster according to the set SOP | A roster is developed/updated | Roster Manager /Data Analyst |  | % of missing data in the roster |  |  |
| Action 3.3 Ensure adequate training  according to the set SOP | RRT members are trained | Training Specialist/Coordinator |  | # of RRT members trained |  |  |

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| **Objective 4: Ensure RRT members readiness** | | | | | | |
| **Actions** | **Output** | **responsible** | **Needed resources** | **Indicator** | **Date of completion** | **Challenges to be anticipated** |
| Action 4.1: Continuously ensure that RRT members meet the health conditions and administrative considerations according to the set SOP | Health conditions and administrative considerations are met |  | Deployment/Surge  Coordinator | % of RRT members who met the health conditions and administrative considerations |  |  |
| Action 4.2 Establish a stock of equipment and logistics necessary for the RRTs, including SOPs and those necessary for their safety and security and the availability of the required SOPs | A stock of equipment and logistics necessary for the RRTs is established |  | RRT management lead | # of days out of stock |  |  |
| Action 4.3 Provide a   just –in - time training | RRT members are trained |  | Training  Specialist/  Coordinator | # of RRT members that received a just- in- time training before deployment |  |  |

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| **Objective 5: Monitor and evaluate the RRT programme performance** | | | | | | |
| **Actions** | **Output** | **Responsible** | **Needed resources** | **Indicator** | **Date of completion** | **Challenges to be anticipated** |
| Action 5.1 Develop/review the RRT management M&E framework | Framework is developed/reviewed | Monitoring and Evaluation Specialist |  | M&E framework available |  |  |
| Action 5.2 Monitor RRT program performance | RRT program performance is monitored | Monitoring and Evaluation Specialist |  | RRT program monitoring annual report |  |  |
| Action 5.3 Conduct simulation exercises | Simulation exercises are conducted | Training Specialist/  Coordinator |  | # of plans/ SOPs reviewed in light of simulation exercises recommendations |  |  |

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| Session 9.4 Group activity: Development of the RRT programme budget plan | | **Logistics** |
| **Methodology** | Group Work | Annex 12 |
| **Learning objectives** | * Identify what to consider while developing a budget plan for the RRT programme.​ * Develop a budget plan for the RRT programme. |
| **Outputs** | * Budgeting of activities of one of the actions proposed in the RRT Programme workplan.​ |  |
| **Duration** | 35’ group work; 10’ presentations |  |

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| Session 9.5 Next steps | | **Logistics** |
| **Methodology** | Plenary discussion |  |
| **Learning objectives** | * Identify next steps for RRT programme establishment/ strengthening * Identify the challenges to be anticipated ​ |
| **Duration** | 60’ |

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| **Component** | **POC** | **Next Steps** | **Anticipated Challenges** | **Timeline** |
| Composing the RRT management team |  |  |  |  |
| ToRs for RRT management team |  |  |  |  |
| RRT members job description |  |  |  |  |
| The RRT roster |  |  |  |  |
| RRT programme workplan |  |  |  |  |
| RRT programme budget plan |  |  |  |  |

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| **Component** | **POC** | **Next Steps** | **Anticipated**  **Challenges** | **Timeline** |
| SOP #1 Staffing and Rostering |  |  |  |  |
| SOP #2: Administrative Consideration |  |  |  |  |
| SOP# 3: Training |  |  |  |  |
| SOP #4: Activation and Pre-Deployment |  |  |  |  |
| SOP #5: Deployment |  |  |  |  |
| SOP #6: Post Deployment |  |  |  |  |

**Key messages**

* The size of change management helps dictate who is engaged, the planning efforts and the implementation pathways. ​
* To plan for an RRT programme, always start by conducting a response capacity assessment.​
* To ensure effective RRT management, key stakeholders, available funding and regular review should be considered.​

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