



Annexes

WHO HEALTH EMERGENCIES PROGRAMME LEARNING STRATEGY

A learning strategy to create a ready, willing
and able workforce – **a workforce of excellence** –
for health emergency work.

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World Health
Organization

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ANNEX 1:

HOW THIS STRATEGY WAS DEVELOPED

In September 2017, WHO's Deputy Director-General of Emergency Preparedness and Response, who heads WHE, assigned a small team of staff within WHO to comprise a Training Task Team (TTT). Their assignment was to come up with ideas for making training across WHE and the three levels of the Organization more coordinated, coherent and of high quality. It was felt that, while a large number of training activities were taking place across the Programme, they were not fully able to build the Organization's capacity for effective health emergency work.

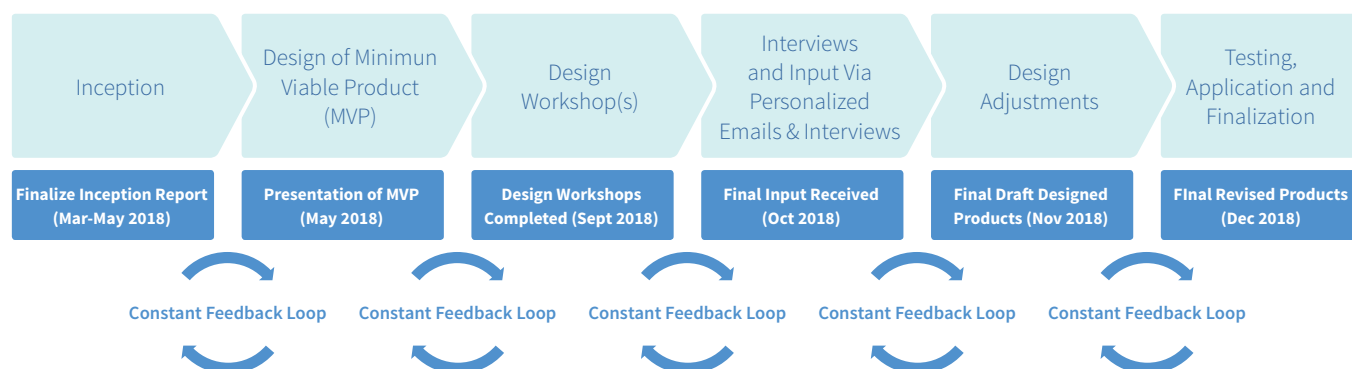
Under the leadership of the Director of Management and Administration for WHE, Ms Jen Linkins (who manages the portfolio on continuous business improvement for the Programme), the team was headed by Dr Gaya Gamhewage of the Programme. Together with one full-time staff and a small team of volunteers from WHE HQ, the TTT convened around 50 training focal points from HQ and regional offices in an initial joint planning workshop which produced an agreed-upon work plan for the TTT going forward. The priorities included:

1. The development of a learning strategy;
2. The development of a one-stop shop for internal users for training and learning:
The WHE Learning Resource Centre;

3. The selection and contracting on long-term agreements of pre-assessed pools of experts and service providers to help technical teams improve the quality and effectiveness of their training activities;
4. Setting training standards; and
5. Supporting technical departments and regional offices in developing and delivering flagship trainings.

To move forward with development in a participatory manner with all relevant stakeholders, the TTT put into place several actions. First, it convened a working group from the TTT focal points to oversee the development of the strategy and ensure full consultation with stakeholders together with the TTT Secretariat. The TTT Secretariat hired through a competitive process an external service provider – Global Emergency Group (GEG) – which was experienced in developing learnings strategies with a focus on agencies working in emergencies. GEG was assigned to develop a framework for a strategy based on best practices and existing evidence. Following that, in January 2018, the process of developing the strategy itself commenced. The TTT commissioned desk and literature reviews and held consultations with external partners to develop material that fed into the strategy, in addition to the research and original work carried out by GEG.

A six-step process was developed following the steps below.



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1. *Inception* – During the initial project inception meeting with WHE, the overall project scope was discussed and agreed upon. A draft project plan was created with revisions made based on collected feedback and expectations. An inception report describing the methodology, approach and stakeholder analysis informed the start-up of this work. The first inception ideation meeting was held in Geneva on 21 March 2018.
 2. *Design of Minimum Viable Product (MVP)* – A design-thinking approach that involved a critical mass of key stakeholders who were consistently contributing to the design process was used to include real-time feedback of piloted activities and monitoring and tracking of progress and alignment with current WHE ongoing training initiatives. The initial draft product (or a Minimum Viable Product) was designed based on feedback from Phase I of this work (conducted in 2017) and initial input for Phase II, and then presented to WHO stakeholders for input. After this initial MVP phase, additional input was provided at key junctures during the design process. Based on the input, the product was iteratively re-developed and presented again for input. This approach progresses with a continuous feedback loop until objectives are achieved and final products are approved. The MVP was completed and presented to WHO on 9 May 2018.
 3. *Design Workshop(s)* – Design workshops were held to solicit additional input from May–September 2018. The first design workshop was held on 9 May 2018.
 4. *Interviews and Input via Personalized Emails and Interviews* – Interviews (in-person and remote) and direct email correspondence was also solicited from a wide range of WHO stakeholders (approximately 50 persons). Subsequent designs of the learning strategy product were based on that input and referenced a comprehensive stakeholder analysis to prioritize stakeholder input.
 5. *Design Adjustments* – Continual and real-time adjustments took place throughout the design process based on observation and feedback of the piloted activities.
 6. *Testing, Application and Finalization* – Once the draft products were approved and agreed upon with key WHO stakeholders, they were then tested for usability and application within the actual WHE context.
- A wide range of strategy development stakeholders, more than 75 persons representing HQ departments, all six regional offices and a small number of country offices, were directly involved, steered by the Strategy Working Group, convened and supported by the TTT Secretariat.
- The first four drafts of the strategy were written by the GEG team. The final version was written by the Secretariat, led by Dr Gaya Gamhewage and Ms Melissa Attias.
- The final version was circulated to the WHE senior management at HQ and all Regional Emergency Directors (REDs), as well as the extended TTT members (more than 100 staff and experts).

ANNEX 2:

WHE LEARNING STRATEGY IMPLEMENTATION PLAN

To deliver the WHE Learning Strategy, it is critical that an annual implementation plan be created and delivered. Implementation planning and execution is a critical aspect of achieving the learning strategy's goal. The following elements comprise the WHE Learning Strategy implementation plan:

A. WHE Learning Strategy Goal:

To guide and inform the development of a workforce of excellence that optimizes WHO's work in health emergencies.

B. Approach and Management:

This implementation plan is utilized by the WHE

Learning Secretariat and all WHE personnel involved in executing the learning strategy goal. The WHE Learning Secretariat has overall management responsibility for this implementation plan. It is the Secretariat's responsibility to ensure that required stakeholders are incorporated both into the annual design of the implementation plan and its execution. This implementation plan should be submitted for approval a minimum of six (6) months in advance of the next year.

C. Strategic Objectives, Responsibilities, Resources and Due Dates:

The following framework is proposed and will be filled in once the strategy is approved.

Strategic Objective #1

Establish coherent and consistent standards for learning across the breadth of WHE work.

Activity	Role/person(s)/ division responsible	Resource requirements (level of effort in total days per year)	Resource requirements (funding)	Due date
1.1 Ensure the WHE Competency Framework is applied to recruitment	MGA/HRD	25	Staff costs	20 December 2019
1.2 Ensure that training design is aligned with the WHE Competency Framework				
1.3 Establish the WHE Training Cycle and Standards amongst all WHE actors (particularly those designing, delivering and evaluating trainings)				
1.4 Develop competency- based assessment tools for key trainings that prepare personnel for response				
1.5 Clarify and empower staff to monitor and ensure compliance with new WHE training standards				
1.6 Create training gap analysis tool(s)				
1.7 Create a WHE Learning Quality Management System (QMS) to include quality planning, quality assurance, quality control and quality improvement				
1.8 Develop a governance mechanism to ensure WHO involvement in partner and external training				

Strategic Objective #2

Identify, empower and prepare a WHE workforce of skilled, confident and qualified individuals and teams.

Activity	Role/person(s)/ division responsible	Resource requirements (level of effort in total days per year)	Resource requirements (funding)	Due date
2.1 Establish the WHE Senior Management Learning Board				
2.2 Establish the WHE Learning Secretariat				
2.3 Establish a new mentoring and coaching programme within WHE, the Buddy Support System and a system for experiential learning				
2.4 Create a new Learning Management System or adapt existing systems to meet WHE requirements				
2.5 Create an annual learning budgeting process and ensure it is applied in advance of the next fiscal year				

Strategic Objective #3

Identify, empower and prepare a WHE workforce of skilled, confident and qualified individuals and teams.

Activity	Role/person(s)/ division responsible	Resource requirements (level of effort in total days per year)	Resource requirements (funding)	Due date
3.1 Use a gap analysis to identify priority WHE trainings for development				
3.2 Create a new WHE emergency training development plan and portfolio with priority trainings				
3.3 Create a new training facilitation resource pool (internal and external capacity)				
3.4 Match the new facilitator resource pool with training delivery requirements				
3.5 Develop the annual WHE training calendar				
3.6 Establish mandatory WHE trainings with requisite resourcing and compliance				

D. Current Barriers to Implementation and Mitigation Measures:

Barrier	Mitigation measure
Lack of knowledge within WHO of the need for and the approach of the WHE Learning Strategy	WHE LS communications plan; use of the 100+ members of the TTT as champions and advocates
Continued debate as to whether or not to centralize training management and governance	Provide evidence (mapping and costing of current training) of the lack of cost-effectiveness and lack of impact of current approach to training and learning
Lack of resources for a centralized training function	Cost savings from the large amount of uncoordinated trainings currently; proactive resource mobilization

E. Alignment with WHO Human Resources:

The following steps are being taken to ensure that implementation of the WHE Learning Strategy is aligned with WHO Human Resources:

- I. Involvement of WHO HR in the WHE Learning Strategy design process
- II. HR representation on the WHE Senior Management Learning Board
- III. WHO HR incorporation into the design of the annual implementation plan

F. Detailed Annual Budget:

To be filled in once the strategy is approved and the structure of the centralized training function is agreed upon.

ANNEX 3:

BUDDY SUPPORT SYSTEM

The Buddy Support System is based on a model that is frequently used to integrate new staff into an organization or programme, or for existing personnel to be inducted into new jobs and assignments. It also builds on lessons learned from a previous system used in WHO's Health Action in Crises work from 2004–2007.

The buddy system is defined as a cooperative arrangement whereby individuals are paired or teamed up and assume responsibility for one another's welfare or safety. The system proposed for WHE recognizes we are social animals and that learning relationships (social learning or exchange) are an essential way of ensuring and maintaining learning.

Coaching and mentoring are more formal ways to do this, but the "buddy system" for joint support and mutual learning is less resource intensive and just as useful, as well as essential for creating and nurturing the next generation of public health personnel and leaders for health emergency work. This category of learning in the WHE Learning Strategy will include:

1. The grouping (2–4 max) of WHE staff (initially a select number in the pilot stage and then a full roll-out) in the "Buddy Support System" (BSS);
2. The assignment of a staff BSS to ad hoc teams that are deployed in emergency response;
3. The initiation of the BSS for cohorts in pre-deployment trainings that will continue to support deployees during deployments;
4. The development and regular training in the use of BSS tools and standard operating procedures;
5. Regular focus group discussions on the roll-out, effectiveness and review of the BSS; and
6. Linking the BSS to any formal mentoring and coaching services provided by the Organization.

Buddies in the Buddy Support System should:

A. Get to know their buddy/buddies:

- a. Get to know their buddy from a professional and personal perspective;
- b. Plan interactions regularly (face to face or virtually); and
- c. Take a psychometric test to gauge their own personal preferences for learning and day-to-day work (the Myers Briggs model is offered by WHO's Human Resources Department), and share their debrief with their buddy.

B. Support learning and development:

- d. Work with their buddy to identify their own development and learning plans and look for commonalities where they can learn together;
- e. Support their buddy in learning activities; and
- f. Debrief one another on what they have learned through such activities.

C. Provide on-the-job support:

- g. Be a good listener (take the training on active listening if needed), letting their buddy "sound off" when needed in confidence;
- h. Advise and coach their buddy and help them problem-solve;
- i. Have regular contact with their buddy when he or she is deployed to emergencies for emotional and practical support; and
- j. Help their buddy reflect on the lessons learned from deployments, tasks, assignments or trainings.

ANNEX 4:

EXTERNAL TRAININGS

Desk reviews and communications with operational partners, national institutions and academia reveal a growing number and variety of trainings offered in the arena of health emergency work. The WHE Learning Strategy envisions further work to elaborate how WHO can assess these external trainings for the following purposes:

- a. To fill a learning need for WHE – where we can send our personnel to fill a knowledge or skills gap in an external training;
- b. To certify/accredit our personnel in an external training of high standing;
- c. To collaborate with external entities for adapting their trainings to meet mutually beneficial results;
- d. To collaborate with external entities to develop trainings jointly from scratch; and
- e. To provide WHO experts for external trainings (in accordance with our rules and regulations) to add an essential dimension to a training that benefits global public health.

In order to develop a strategic and cost-effective approach to external trainings, the TTT will establish a Working Group (WG) on external trainings. The WG together with the TTT will map current trainings available, in the pipeline or proposed, and develop a set of criteria for engagement. Their work is expected to yield the following:

1. Mapping and strategic analysis of external trainings;
2. Principles for engaging with partners for training and learning;
3. A governance paper that takes into account WHO policy, legal, use of WHO logo and copyright considerations, the requirements of the WHO Framework of Engagement with Non-State Actors (FENSA), reputational risks to the organization and conflict of interest issues;
4. A visual guide for WHO departments, regional offices and personnel to understand the standard operating procedures for engagement in external trainings; and
5. Related tools and templates.

ANNEX 5:

TERMS OF REFERENCE FOR WHE SENIOR MANAGEMENT LEARNING BOARD

The primary purpose of the WHE Senior Management Learning Board (SMLB) will be to provide oversight, governance and institutional support for all learning and training strategies and plans to ensure that personnel required for health emergency work are supported and developed to create a workforce of excellence through a coordinated, coherent and high-quality learning strategy and training framework.

The SMLB will be comprised of:

- the DDG of Emergency Preparedness and Response
- the Assistant Director-General of the WHO Health Emergencies Programme
- the Regional Emergency Directors
- the Directors of HQ WHE departments
- the Director of Human Resources or her delegate (observer).

The TTT will support the SMLB.

The main tasks proposed include the consideration and approval of:

1. The WHE Learning Strategy
2. Annual revisions to the WHE Learning Strategy
3. The implementation plan and budget
4. Annual review of progress
5. The structure and process of the Training Task Team/Learning Secretariat/Unit.

ANNEX 6:

TERMS OF REFERENCE FOR WHE LEARNING SECRETARIAT

The WHE Learning Secretariat is a dedicated, full-time team that innovates, leads and coordinates a high-quality, fit-for-purpose WHE learning programme. It will act as an engine for bringing together different parts and levels of the Organization to optimize programme operations capacity to enable excellence in health emergency work, using learning, training and facilitation as key approaches.

At a minimum, the WHE Learning Secretariat is supervised and guided by a Director and is led by a senior staff in order to have the authority and credibility for a complex, cross-organization change initiative. The staffing profile and number will be decided at a later date.

Key tasks of the WHE Learning Secretariat

1. Provides innovation, leadership, policy and governance related to WHE learning and the development of a workforce of excellence:
 - a. Acts as the Secretariat for the governance body of WHE learning – the Senior Management Learning Board (SLMB);
 - b. Innovates to integrate learning and training approaches into strengthening WHE at the three levels of the Organization;
 - c. Leads the WHE Learning Strategy implementation with focal points across the Organization, and manages its periodic review and updating;
 - d. Works across the Organization to engage leadership and integrate WHE learning and capacity development into existing or revised organizational policies;
 - e. Establishes governance for WHO's participation in and collaboration with external training entities in line with WHO policies, rules and procedures and respecting the Framework of Engagement with Non-State Actors (FENSA); and
 - f. Identifies, pilots and enables the use of new technology and innovative solutions to mitigate management challenges for WHE.
2. Provides coordination and quality assurance of WHE learning and training:
 - a. Develops and ensures the use of a quality management system;
 - b. Maps and monitors learning and development activities across the Programme to identify synergies and cost-effectiveness, and to enhance quality to new agreed-upon levels;
 - c. Centralizes and manages information sharing and coordination through a single Learning Resource Centre for use by all staff for learning and training, including an up-to-date training calendar, pools of experts, learning material under development and links to all online trainings;
 - d. Sets standards for WHE learning, training and capacity development activities, and advises and guides technical teams on their use; and
 - e. Establishes certification and credentialing for key roles in health emergency work for WHO and ensures their rollout.

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3. Establishes a programme that focuses on competency-based learning and development:
 - a. Develops a competency framework for all WHE learning activities and uses the framework for suitability assessment for assignments and deployments;
 - b. Develops a training framework according to target audience and learning pathways and develops a mechanism for implementation and training others in its use; and
 - c. Develops and manages a programme to nurture and develop the next generation of competent WHE leaders.
 4. Manages and enables the WHE learning work plan implementation within the overall Programme:
 - a. Leads planning, resource mobilization and reporting;
 - b. Manages information on training and learning;
 - c. Manages ad hoc working groups on key issues;
 - d. Screens and creates pools of pre-assessed, qualified and pre-cleared service providers for use by WHE for learning and training; and
 - e. Manages external experts and service providers for implementation of core work as needed.
 5. Provides direct support for priority learning, training and developmental activities and events for the Programme, prioritizing those that bring the three levels of the organization together, and those that are identified as mandatory learnings:
 - a. Designs and facilitates key learning, planning, training and developmental events as assigned by the senior management team (HQ and regional offices);
 - b. Oversees and/or directly provides expertise for developing and delivering flagship events and pilot trainings;
 6. Provides partnership and stakeholder management:
 - a. Leads internal and external communication and advocacy for learning and training for WHE;
 - b. Develops and implements a stakeholder engagement strategy to interact effectively with all related stakeholders and partners related to WHE's learning and development activities and grow the network of collaborators and contributors to WHE in this area; and
 - c. Develops innovative mechanisms to keep stakeholders engaged and contributing.
- Departments, units and regional offices will be required to continue in their training and capacity-building activities in line with the overall WHE Learning Strategy and standards, and with the support as described above of the Learning Secretariat.

