



# HEALTH EMERGENCIES IN LARGE POPULATIONS

## Facilitator guide

April 2022



A warm welcome to all Health Emergencies in Large Populations (H.E.L.P.) Facilitators!

We are thankful for your expert support. In the following pages, we would like to provide you with some background information on the course, outline course content, learning activities and session structure. Lastly, we will also provide you with further information on your role as a Facilitator.

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## Acronyms

H.E.L.P.	Health Emergencies in Large Populations
ICRC	International Committee of the Red Cross
UNIGE	University of Geneva
WHO	World Health Organisation

## **1. H.E.L.P. course**

### **1.1. Background**

The H.E.L.P. course is a two-week, on-site, course that was created in 1986 by the ICRC in cooperation with the World Health Organization (WHO) and the University of Geneva (UNIGE). Since the 1<sup>st</sup> training held in Geneva, the course took place in 28 countries with 5500+ trainees from 130+ different nationalities. In 2022, there are 11 courses active in 9 countries – Baltimore USA, Benin, Cuba, Hawaii USA, India, Iran, Japan, Lebanon and Switzerland, always involving ICRC, WHO, an academic partner and the Red Cross / Red Crescent National Society. With the COVID-19 pandemic, the course has evolved to an online version in 2021, which led to a revision of the training means and a new reflection on delivery methods. The pre-learning phase, lasting at least a month prior to the course, takes more importance in the learning process even if in 2022 8 courses go back to in-person teaching.

### **1.2. Course aim**

The H.E.L.P. course aims to enhance professionalism in the response to health emergencies as a result of armed conflict, natural disasters and disease outbreaks. The course focuses on decision making in acute and protracted crises, with strong emphasis on placing affected people and context at the centre. The H.E.L.P. course adopts a public health approach, fosters a multidisciplinary response, and brings out challenges, dilemmas, standards, norms and principles. The H.E.L.P. course brings together a wide range of participants and Facilitators to mutually benefit from each other's knowledge and experience.

### **1.3. Course audience**

The course is intended for individuals with 1-3 years' work experience in humanitarian crises. Prospective participants have taken, or will take, an active role in managing interventions and operations. Professional backgrounds may vary from a health background (e.g. doctors, nurses, public health officers, nutritionists to water and sanitation engineers) to disciplines with a focus on strategic management or responsibilities in humanitarian crisis situations. The course aims to bring together a rich mix of professional expertise and experience, coming from a variety of regions, and a range of national and international institutions such as Ministry of Health and governmental institutions, the Red Cross / Red Crescent Movement, UN agencies, NGOs, military and individuals undertaking continued education.

## 2. H.E.L.P. course content

### 2.1. Course content

No matter where the course is taught 80% of its core content is the same. The course explores a wide range of topics. After setting the scene, it focuses on aspects of managing interventions such as programme cycle management, field epidemiology in crisis situations, outbreak investigation and control, practical ethics in humanitarian action and, communication and coordination. Moreover, the elements of the health pyramid are examined such as Nutrition and water and sanitation. This is followed by looking at some of the core health issues, including communicable diseases, non-communicable diseases, sexual and reproductive health, mental health and psychosocial support and mass casualty management. Additionally, the course goes into the legal framework in which humanitarian interventions take place and the imperative of international humanitarian law, humanitarian protection and, multidisciplinary approaches to violence through the examples of violence against health care and sexual violence. For that, the following standardised agenda is proposed:

[https://icrc.scenari.eu/public/Health/Help/HELPCourse/co/HELPCourse\\_2.html](https://icrc.scenari.eu/public/Health/Help/HELPCourse/co/HELPCourse_2.html)

Depending on the regional context or current events, some specific topics may also be addressed. It is the 20% local “flavour” proposed that can be added such as effects of climate change on crises, specific diseases such as COVID-19, first aid in the field, management of dead bodies, responses to nuclear, radiological, biological or chemical threats, remote management or other relevant topics.

In order to achieve that, the content of the course is framed by educational and enabling objectives and core issues. Learning materials are available on the OPAL website:

<https://icrc.scenari.eu/public/Health/Help/HELPCourse/co/HELPCourse.html>

### 2.2. Learning approach

As a guiding framework, we attempt to implement a 30:30:30 learning approach:

1. Opening with a 30-minute discovery, problem-solving and group work opportunity;
2. The next 30 minutes are an opportunity to present reflections and decisions made during the group work, building toward key points and a framework for the content area;
3. The final 30 minutes is an opportunity to present theory via content / slides to the audience.

This approach is not a rigid requirement but rather a framework to guide development of the modules. As professional trainers and subject matter experts, the approach should be tailored around the content as presented in the learning objectives and the expected audience, while seeking a balance between exercises, videos, simulations, case study, group work, general discussion, and lecture. For that, a suggestion of learning activities is proposed in annex.

### 3. Facilitators

#### 3.1. The Facilitators profile

The Facilitators of the course are experts in their domains and their expertise is validated by an academic diploma. They are working with a humanitarian and academic institution and have at least 10 years of humanitarian experience. They have been involved in emergency response directly in the field and in remote support of programmes. The Facilitators have pedagogical and training skills and lecture at least 3 times per year with an educational philosophy associated with discussion, cocreation and sharing of experiences. Each course has around 35 expert Facilitators.

#### 3.2. The Facilitators role

The principle aim of the Facilitator is to ensure the educational and enabling objectives of the course are met. It is the Facilitator who ensures trainees stay focused on the objectives, get the key messages, and apply acquired knowledge. For the modules to be successful, the Facilitator should reflect upon various aspects such as the time allocated, the dynamic of the group, the resources needed before and after the course and, the outcome of the course.

The Facilitators pay attention to create a conducive environment for effective communication, trust and support, so misunderstandings and disagreements can surface. Furthermore, trainees should be kept engaged and all voices should be heard. A list of trainees containing their experiences and qualifications, is provided to Facilitators prior to the course to get the chance to call some training to share their experiences and expertise and to adapt to the group knowledge. Trainees can be challenged to engage in follow-up conversations.

The Facilitators are encouraged to bring out their personal perspectives, their professional experiences and specific regional examples.

Where relevant and possible, modules can have more than one Facilitator. A Facilitator can coordinate the session while the other expert contributes to aspects with expertise and experience, as well as participating in the discussions and supervising other learning activities.

#### 3.3. Preparation of a session

The H.E.L.P. course coordinator contacts each Facilitator at least 2 months before the course to introduce the course, the participants' profiles, the agenda, the learning and enabling objectives, the course spirit and the ready-to-use presentations and training material. The coordinator explains the 30-30-30 approach mean for your session and a good balance between exercises, discussions and presentations. For that, a list of various interactive activities is proposed in annex to keep trainees concentrated on the session.

While preparing the session, the Facilitators can use the propose presentation, can adapt them to fill comfortable with or can create a branded new presentation. In each situation, the Facilitators are requested to respect the objectives of the session. The presentation uses the H.E.L.P. course format and the slide should be readable layout, contains 5 lines maximum. Their role is to support the Facilitator's speeches but not containing all the information written down to the point of being illegible. The coordinator can provide pedagogical support as required, ensure the adapted presentation still fulfil the objectives and is consistent with the course design. The coordinator can explain linkages between several domain to ensure a comprehensive approach of the course.

A discussion can occur between a Facilitator and the coordinator if objectives need to be adapted, removed or added to fit evolution in the specific domain.

### 3.4. Expectation during the course

At the start of a session, the Facilitator doesn't hesitate to break the ice with the trainees by introducing him/herself and the participants, by proposition a "fun" activity such as a brainstorming, an exercise, a video, or to connect a work experience related to the session in order to engage the trainees into further thinking.

During the presentation, the various activities (see annex) prepared motivate an active participation of the trainees and ease the learning. Movies, anecdotes, videos, group works are very appreciated by the trainees.

When the group is too quiet, the Facilitators can propose an energizer (see annex). When appropriate, Facilitators ask direct questions to participants and give them time to ask questions on their side. Add real life examples as these will engage participants more. Moreover, it is good practice to use anecdotes and to create links with participants' previous knowledge. Make sure during group work to observe how the groups are working and whether all the learners participate. It is good practice to move between the groups and be available to help. Be careful that discussions stay focused on the topic that is on the agenda. During presentations by the groups, it is important to ensure that not always the same people present; all participants should be given the opportunity to do so. At the end of the session highlight the key messages, preferably using the participants own words.

### 3.5. Evaluation of the session

A debriefing session is organized with each Facilitator, when possible the same day in the late afternoon. The Facilitator can explain what went well or what can be improved. Propositions are discussed with the coordinator and noted down for the next course. The coordinator gives a feedback as well as practical, readability of slides for example, or on the pedagogical content.

Trainees are requested to do an evolution of each session that contribute also on an iterative process of improvement.






### 3.6. For more information...

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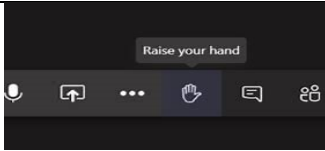
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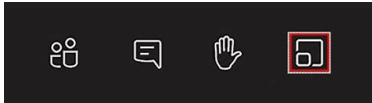






## Annex: Suggestions of learning activities



Learning activity	Description	In person training	Online training
Pre-learning	<p>The pre-learning is used before the session to foster knowledge acquisition.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- ease acquisition of concepts that can be learnt individually,</li> <li>- prepare trainees to benefit from the course's practical aspects by acquiring the basic concepts,</li> <li>- repeat to take on messages,</li> <li>- levelling the knowledge gap between trainees,</li> <li>- read scientific articles, watch movies.</li> </ul> <p>The pre-learning session can conclude with a test to highlight the trainee's areas of strength and areas of weakness (not the case today in the H.EL.P. pre-learning).</p>	 <p>The pre-learning is proposed to trainees on the iLearn platform.</p>  <p>The content of the pre-learning can be seen on OPALE.</p> <p><a href="https://icrc.scenari.eu/public/Health/Help/HELPCourse/co/M00PreReadings.html">https://icrc.scenari.eu/public/Health/Help/HELPCourse/co/M00PreReadings.html</a></p>  <p>Articles can be shared via Google Docs.</p>	
Energisers	<p>An energiser is short, quick, sometimes physical, often competitive but always fun activity.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- wake up trainees with sleepy glaze in their eyes,</li> <li>- maintain trainees focussed on the session.</li> </ul>	 <p>Energisers.pdf</p>	 <p>Wooclap allow trainees to answer interactive questions on their telephones, computers or tablets. Energiser Quizzes can be prepared in advance for instance on Wooclap.</p> <p>Funny video or radio podcast can be shared</p>



Quizzes	<p>A series of questions with proposed answers.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- Revise a topic,</li> <li>- Check understanding,</li> <li>- Break the ice,</li> <li>- Wrap-up a topic.</li> </ul>	<p>Letters / numbers representing answers can be scattered around the room, allowing students to physically move towards their correct answer.</p>	
Brainstorming	<p>Brainstorming encourages to say whatever first comes to the trainees' minds. The aim is not quality but quantity.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- list ideas around a topic,</li> <li>- host a 'hopes and fears' session,</li> <li>- list expectations and fears,</li> <li>- list pro and cons,</li> <li>- organize ideas;</li> <li>- build on brainstorming ideas during a lecture.</li> </ul>	<p>Based on a question, trainees can throw out their ideas on post-it, on a paper board, individually or in group.</p>	 <p>Mural is a collaborative tool allowing trainees to write post-its visible by all on a virtual wall. These can then be re-arranged and categorised for discussion in plenary sessions.</p>
Discussion	<p>Discussions are divided in open and structured.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- discover trainees' ideas and experiences,</li> <li>- agree on a common view on a topic.</li> </ul>	<p>Open discussions aim to discover learner ideas and experiences while structured discussions include guidelines where contributions are directed to specific fields.</p>	 <p>Discussions in online sessions can occur using the hand-raising feature of your video-conferencing tools, it's loose spontaneity and interactivity.</p>

Buzz group	<p>Short discussion that is done in pairs or groups of three people.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- Give confidence to shy participants who do not dare to contribute,</li> <li>- can be used for simple questions,</li> <li>- list ideas,</li> <li>- introduce people in pairs before reconvening in plenary sessions.</li> </ul>	<p>They are called buzz groups because of the buzzing noise in the room while they chat. Groups can be added as a snowball and a new question can be added or a new sharing requested.</p>	<p>Buzz group in online session can occur using the breakrooms feature of your vision-conferencing tools, it's loose dynamism of the method.</p> 
Debate	<p>Trainees, individually or in groups, can debate, the other participants listen and decide at the end as to which argument was stronger.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- organise and present your argument,</li> <li>- understand alternative viewpoints.</li> </ul>		<p> <b>Mentimeter</b></p> <p>Menti can support opinion sharing asking a question, proposing answers and visualising answers with a bar-chart or a word-cloud.</p>
Case study	<p>Case studies engage learners in practicing data utilization, interpretation, analysis, decision making, and communication skills.</p> <p>Useful to:</p> <ul style="list-style-type: none"> <li>- work in a team,</li> <li>- draw on soft skills,</li> <li>- draw on different knowledge learnt to contribute.</li> </ul>	<p>The case study can be created and imaginary or can be based on real facts.</p> <p>Roles to manage the group can be given to trainees such as reporter, timekeeper, moderator.</p>	 <p>Google Docs can be used as a collaborative support to propose answers to the various questions of a case study or a simulation.</p>

Simulation	<p>A simulation calls for authentic decision-making in realistic conditions.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- generate the reality of a situation,</li> <li>- press participants to take decision under pressure;</li> <li>- collaborate with different stakeholders;</li> <li>- use knowledge acquired in previous sessions.</li> </ul>	<p>Simulations can be technology-rich and highly realistic.</p> <p>Participants can take on roles such as Cluster Coordinator, Head of Communications, NGO specialist, MoH delegate.</p>	<p>The simulation can be introduced via a clip, or a written story. Real world conditions can be generated via e-mails or WhatsApp messages sent directly to the trainees.</p> <div>   </div>
Role-Play	<p>Role-play is a simulation in which trainees pretend to be in a situation and take on the roles of real people.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- understand difficulties faced by specific situations or responsibilities;</li> <li>- reflect on attitudes to adopt,</li> <li>- prepare arguments to convince,</li> <li>- practice interpersonal skills.</li> </ul>	<p>Very suitable for preparing and rehearsing difficult interviews, e.g. for a recruitment or a meeting with a community leader, prison governor or funders.</p>	
Exercises	<p>Exercises should be of increasing difficulty.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- practice mathematical problems such as sample size calculation, expected number of beneficiaries or others.</li> <li>- practice steps of project cycle,</li> <li>- analyse data collection such as K2.</li> </ul>		

Video / pictures	<p>Helpful to:</p> <ul style="list-style-type: none"> <li>- make a topic more alive with a real example;</li> <li>- support the beginning of an exercise presenting a situation (assessment / role-play),</li> <li>- wrap-up a session with message to take on.</li> </ul>	 <p>On YouTube a lot of clips can be found to support live sessions. When using external videos be sure that the full content is appropriate for the H.E.L.P. course pedagogical and ethical views, all movies used should be validated by the coordinator of the course.</p> <p>The ICRC Archive can also be used to source still images, video clips or audio clips- for illustration purposes.</p>
Wrap-up	<p>Wrap-up is a summary or review of an activity, a session, a full day of the course.</p> <p>Helpful to:</p> <ul style="list-style-type: none"> <li>- conclude a session,</li> <li>- repeat take on messages,</li> <li>- Refresh a part of a topic before to go ahead...</li> </ul>	 <p>wrap-up_Exercises_L nD.docx</p>



List Instructional  
Techniques\_SP.xlsx

If you did not find what you were looking for in this list, a more complete list of activities is proposed here:

