



# LEARNING PATHWAYS PILOT ANNEXES

**EU AV Enhancing Aid  
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## ANNEXES

- IFRC Core Competency framework
- Competency Development Guide
- Learning Pathways template and samples from participants
- Results of the survey
- Needs assessment interview questions
- Informative presentation with screenshots of the learning platform iteration
- Mapping Process Notes



# Core Competency Framework for Surge Personnel

## Surge Optimisation

December 2019

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**Core Competency Framework for Surge  
Personnel**

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# Foreward

*Dear colleagues,*

Natural disasters affect millions of people every year, and National Societies of the International Red Cross and Red Crescent Movement are at the forefront of the response to these, often deploying surge personnel.

Improving our accountability and deploying the right person with the needed competencies in the field is critical for National Societies of the International Red Cross and Red Crescent Movement.

Following a comprehensive review of the IFRC surge personnel and asset system, the 'Surge Optimisation' implemented several transformative changes to the way IFRC is coordinating deployment of international surge personnel and assets to emergencies. The aim is a system facilitating competency-based deployments, as local as possible and as international as required. This helps to facilitate equal access to surge rosters independent of nationality and based on skills and competencies of the responders rather than available resources of the responders' National Society.

It is my great pleasure to introduce this new IFRC Competency Framework for Surge Personnel inclusive of the Introductory Guide.

This framework provides a consistent and competency-based approach to the recruitment, selection, performance management, and learning and development of surge personnel across the Red Cross Red Crescent Movement. It sets out the behaviours, skills and knowledge expected from all our surge personnel responding to all levels of an operation, applied equally to all surge personnel, to ensure the right person is deployed to the right place at the right time.

As part of the Surge Optimisation process, I trust this fundamental tool will be used extensively in a shared approach going forward aiming to reach 'Operational Excellence'.

**Jagan Chapagain,**  
Under Secretary General  
Programme and Operations



# Surge Principles

*Surge Optimisation is striving for operational excellence in crisis and disaster response through a joint effort, embedded in the Movement's framework and the broader humanitarian environment. It harmonizes current regional and global tools. It is guided by overarching Surge Principles:*

1. The Surge mechanism is part of a wider response system. It **is accountable, fit for purpose**, able to **deploy the right people and services to the right place at the right time**, as local as possible, as global as necessary.
2. Staff and volunteers have **equal access** to joining **Surge networks**. Members of Surge networks have equal access to **deployment based on competences** and availability. There are equitable **opportunities for progression** within the Surge mechanism, **based on merit**.
3. **Roles, responsibilities and procedures are clear, transparent, known**, held in common and **adhered to**.
4. The Surge mechanism contributes to capacity building and **support** existing **disaster preparedness initiatives**.
5. Stakeholders commit to **working together** towards operational excellence where not achieved. The Surge mechanism will **monitor quality, learn and optimise**.



# Background

*The multilateral nature of the Surge Response System – people from all parts of the Red Cross Red Crescent Movement working together to respond to emergencies – means that there is a need for a consistent framework for recruitment, development and performance management of surge personnel, to guarantee that the right people are deployed to the right place and at the right time.*

The absence of a consistent approach has led to a number of challenges:

- **Inconsistency of surge personnel profiles deployed in similar roles**
- **Difficulty for National Societies to populate and maintain their surge rosters**
- **Challenging evaluation of surge personnel performance by surge team leaders**
- **Inconsistent tracking of surge personnel performance**
- **Overlapping and unfocused training/development strategies for surge rosters' members across National Societies**

In order to address these challenges, a Core Competency Framework for Surge Personnel has been developed as the underlying tool to be used for a consistent and competency-based approach to recruitment, selection, performance management, and learning and development of surge personnel across the Red Cross Red Crescent Movement. The practical use of the Core Competency Framework is aimed at ensuring equal access for all surge personnel, based on a framework of implementing, coordinating and leadership competencies.

The Core Competency Framework has been developed and agreed collaboratively with a wide range of stakeholders within the Movement as part of the Surge Optimisation process – and has been derived from looking at the existing competency frameworks of the IFRC (particularly the IFRC Emergency Team Leader Competency Framework), as well as those of other National Societies, DFID humanitarian competencies and the Start Network Core Humanitarian Competencies. It has taken lessons from all these frameworks but has been developed specifically for Red Cross Red Crescent surge personnel.

The Core Competency Framework will be used for everyone being deployed into a surge response and it sets out the behaviours, skills and knowledge required by all surge personnel at all levels of a response operation and applies equally to all surge personnel.



# The Core Competency Framework – Definitions and Structure

## What is a competency?

A competency defines behavior, knowledge and skills; it describes how work is to be done. It differs from objectives, which indicate what must be done, and activities that need to be completed.

## Structure of the Core Competency Framework

The Core Competency Framework is structured as follows (explained in detail below):

	Foundational Tier	Tier 1	Tier 2	Tier 3
<b>Name of competency</b> Definition of each competency (The ability to...)	<b>Behavioural indicators</b> (What behaviours is the person expected to demonstrate?)	<b>Behavioural indicators</b> (What behaviours is the person expected to demonstrate?)	<b>Behavioural indicators</b> (What behaviours is the person expected to demonstrate?)	<b>Behavioural indicators</b> (What behaviours is the person expected to demonstrate?)

## The Core Competencies

There are twenty competencies in the framework, and these can be grouped into four broad categories:

1. **Red Cross Red Crescent competencies**
2. **Operational competencies**
3. **Cross-Cutting competencies**
4. **Behavioural competencies**

All twenty core competencies are applicable to every surge role, regardless of their position in the operation. However, each competency is divided into four different tiers and the tier required for each competency will be different depending on the position. The Core Competency Framework covers a number of operational delivery competencies that are also technical, such as assessment, safety and security, and community engagement and accountability. This is because to operate effectively in a surge role, one requires an understanding of every aspect of operational delivery, regardless of one's specialisation.

## Tier Definitions

There are four tiers of competency, each with a set of indicators, and each tier builds upon the indicators set out in the previous tier. In other words, the Tier 2 competencies assume that all the Tier 1 competencies have been met and Tier 3 assumes all of Tier 1 and Tier 2 have been met. The tier definitions are as follows:

- **Foundational tier:** Foundational knowledge needed to build a deployable level of competency in this area.
- **Tier 1:** Displays a practical understanding of effective day-to-day behaviours for this competency and able to function effectively as part of a Red Cross Red Crescent team.

- **Tier 2:** Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.
- **Tier 3:** Models the behaviours and creates an environment which enables these behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.

## Shelter Cluster Coordination

The Shelter Cluster leadership roles entail partnerships and relationships outside the Red Cross Red Crescent Movement. As such, when related to the Shelter Cluster roles, references to the National Society and/or the Movement can alternatively or additionally be interpreted as referring to the Government and/or other humanitarian agencies in the context of the Shelter Cluster role. Equally, the Shelter Cluster function is primarily a coordination function, not an operational one. Therefore, references to operations, operational capacity or strategies, Plan of Action and the like could at times be interpreted as referring to coordination and Shelter Sector Strategy instead, in the conduct of IFRC Shelter Cluster responsibilities. Finally, references to integrated and multi-sectoral operations or Plan of Action must be understood as a Humanitarian System-Wide Shelter Sector Strategy that considers the relationships and interoperability with other sectors and areas of humanitarian response.

## Indicative roles for each tier:

The tier levels required for each competency will be defined in the Role Profiles. The tier level required will depend on the requirements of the specific role for example, a Hygiene Promoter is an implementing role with a specific technical focus, therefore most of the core competencies will be required at a Tier 1 level, however due to the specificities of the role they may require Cultural Awareness and Community Engagement and Accountability at a Tier 2 level. There are no indicative roles at the foundational tier as this tier refers to foundational knowledge necessary to develop competencies in the specific domains.

	Tier 1	Tier 2	Tier 3
INDICATIVE ROLE	<b>Implementation (Officer level)</b> Sanitation Officer, Procurement Officer, Medical Doctor	<b>Coordination (Coordinator level)</b> WaSH Coordinator, Logistics Coordinator, Medical Coordinator	<b>Leadership (Leadership level)</b> Head of Emergency Operations, Operations Manager
INDICATIVE FUNCTION	Purely technical function within a team. Technical expert, someone involved directly in implementation.	Manages a team within a single geographical or sectoral scope. Coordination and strategic responsibilities.	Leadership surge role in a large or complex operation; works at the strategic level with National Societies, external partners and affected communities.
INDICATIVE SKILLS AND EXPERIENCE	Field experience; technical expertise, implementing level of skills and knowledge.	Field experience; managerial experience; coordination skills.	Field experience; extensive managerial experience, experience of capacity building and coaching.
CORE AND TECHNICAL COMPETENCIES ACROSS THE TIERS	For role profiles at this level, the majority of Core Competencies will be at tier 1, while the technical competencies can vary, depending on the role profile.	For role profiles at this level, the majority of Core Competencies will be at tier 2, while the technical competencies can vary, depending on the role profile.	For role profiles at this level, the majority of Core Competencies will be at tier 3.

	Tier 1	Tier 2	Tier 3
<b>CORE AND TECHNICAL COMPETENCIES ACROSS THE TIERS (CONTINUED)</b>	For example, a Procurement officer may require most Core Competencies at tier 1, while some of the technical competencies may be at a higher tier than for a Logistics Coordinator.	For example, a Medical coordinator will require most Core Competencies at tier 2, while some of the technical competencies may be at a lower level than for a Medical Doctor.	There are currently no technical competency frameworks for the leadership roles, provided the focus of role profiles at this level is to lead others, not being a technical expert.

## The Core Competency Framework for Surge Personnel and the Competency-based Approach

The Core Competency Framework should not be used as a stand-alone document. As part of the Surge Optimisation process, tools; templates, guidelines and tools have been developed to facilitate and harmonise the practical use of the Core Competency Framework for Surge Personnel and a competency-based approach in general, when recruiting, selecting, appraising and developing surge personnel. These tools were developed in consultation with relevant Movement stakeholders. Examples of tools that were developed are:

- **Standardised Role Profiles (see section below)**
- **Competency-based question bank to be used for recruitment**
- **Online self-assessment tool allowing individuals to assess themselves against the Core Competencies**
- **Updated End of Mission appraisals that include a section for assessing Core Competencies**
- **Updated Selection Matrix to be used when deciding who to deploy**

The responsibility of using the Core Competency Framework is not limited to only IFRC or National Society Human Resources staff, but it is also to be used by surge managers, learning and development staff, and other individuals involved in the recruitment, development and performance management of surge personnel.

The competency-based approach can be summarised in the following way:



## Role profiles

As part of the Surge Optimisation process, standardised Role Profiles are being developed for all surge personnel positions. Each Role Profile will consist of the combination of technical and core competencies required to carry out a specific role in a surge response, whether deployed nationally, regionally or at a global level.

The Role Profile consists of four components:

1. **Role (a description of the job to be carried out)**
2. **Profile (formal requirements of education, experience, language etc.)**
3. **Core Competencies (indicating the required tier for each of the Core Competencies)**
4. **Technical Competencies (see section below)**

## Technical Competencies

As part of the Surge Optimisation process sectors have been supported in developing technical competency frameworks for their technical area. Current technical frameworks vary, but many also use tiers or levels of competency. Sectors where there are relatively few roles, e.g. Human Resources, Migration or Security, may choose not to develop a technical competency framework and simply describe within the Role Profile the technical competencies that are required for that particular role.

## Recruitment and Selection of Surge Personnel

All parts of the Movement offering surge personnel will be expected to recruit and manage their surge personnel based on the agreed Role Profiles, i.e. to select personnel against the core and technical competencies listed for that role. The same applies for the IFRC when selecting the final candidates to be deployed. This will allow us to:

- **Provide a complete picture of the job requirements**
- **Increase the likelihood of selecting individuals who are likely to succeed in the job**
- **Enable a more systematic and valid selection process**

Typically, it is not possible during one single recruitment activity (interview) to properly assess all the required competencies – so only a selection of the most important competencies is used during each specific part of the assessment. This does not mean that the individual does not need all the competencies to perform effectively in the role; it simply means that only a few are being assessed during the interview. A series of selection activities, up to and including some training activities, can be used to assess the competencies. Selection activities, therefore, will need to be designed in a holistic manner to ensure that all competencies are assessed at some point, and that key competencies are assessed by more than one means. This will increase the robustness of the selection process.

It is also possible to validate any competencies which either were not assessed initially or were not at the required level later, through completion of certain training courses and through performance appraisal during deployment.

## How to Request and Select Surge Personnel for Deployment

Once surge personnel have been recruited, they will be available on registers held by National Societies, IFRC Geneva, or IFRC Regional Offices. In the event of an emergency response, the Role Profiles that are required for a response will be requested from the National Societies and/or IFRC offices that hold personnel on their registers that meet this Role Profile, i.e. have the necessary competencies. This will allow for more clarity in what is requested, provided, the request sent out will have one or more Role Profiles attached.

As stated in the previous sections; tools, templates and guidelines on how to do this in practice are under development and will be shared with National Societies and IFRC offices currently holding surge personnel registers, for consultation.

## Performance Management and Appraisal

The Core Competency Framework and the standardised Role Profiles clearly set out what knowledge, skills and behaviours are required to perform effectively in a surge response operation. End of Mission appraisals for surge personnel are based on competencies: both core and technical. This clarifies expectations for both personnel and managers and gives a clear framework for managing personnel with more objective definitions of what good performance looks like. It improves performance management because it:

- **Provides a shared understanding of what will be monitored, measured, and rewarded**
- **Focuses and facilitates the performance appraisal discussion appropriately on performance and development**
- **Provides focus for gaining information about a person's behaviour and skills displayed on the job**
- **Provides evidence for validation of a competency**

## Learning & Development

Learning pathways are being developed to enable surge personnel to obtain necessary competencies for the Role Profiles they wish to fulfil. The objective is to enable those involved in recruitment, selection and performance appraisal of surge personnel to better assess whether an individual has a particular competency and enables individuals to develop themselves in order to be accepted on to the registers of deployable surge personnel.

The learning pathways are likely to be a combination of remote (online) learning, face-to-face training, on-the-job-learning and other in formal learning methods. Each competency will, in most cases, have more than one means of obtaining or demonstrating the competency. For example, either through a specific training (e.g. IMPACT) or through deployment experience or formal education.

In addition to supporting the acquiring and assessment of competencies, the learning pathways will also support the following:

- **Learning plans based on the measurable “gaps” between people's current competencies and the competencies for the Role Profile they want to fulfill**
- **Ensure that training and development opportunities are aligned with organisational needs**
- **Enable people to focus on the skills, knowledge and behaviours that have the most impact on job effectiveness**

Red Cross / Red Crescent			
Foundational Tier	Tier 1	Tier 2	Tier 3
<b>1. Movement context, principles and values</b> <i>Ability to apply Movement knowledge and fundamental principles and standards within the humanitarian sector</i>			
Describes the Movement's unique mandates, fundamental principles and values.	Explains the Movement's unique mandates, fundamental principles and values, and relates to own work.	Explains the unique role and mandate of the Movement within the humanitarian sector to Movement partners, other organisations and stakeholders, and applies this to own work.	Confidently advocates the unique features of the Movement and interprets the principles for our work, to support and guide decisions, negotiations, ways of working and motivation.
Describes relevant humanitarian standards, including Sphere, and how they contribute to an accountable humanitarian response.	Applies the relevant humanitarian standards and explains the broader humanitarian context.	Identifies and communicates the relevant humanitarian standards to be implemented, based on analysis of the context.	Evaluates, measures and adapts interventions based on the appropriateness against relevant humanitarian standards and the evolving context
Explains the structure of the IFRC disaster response systems and use of relevant standard operating procedures.	Applies knowledge of the IFRC disaster response systems and standard operating procedures relevant to their role.	Guides and monitors the team to operate within IFRC disaster response systems, including standard operating procedures.	Designs, adjusts and evaluates response operations within IFRC systems and standard operating procedures.
<b>2. National Society Capacity Strengthening</b> <i>Ability to understand and promote the host National Society and to effectively collaborate and build short-term operational or sustainable long-term capacity within the National Society</i>			
Describes the role of host National Society within emergency operations.	Understands the host National Society's strategic priorities, management structures, and previous experiences in emergency operations in order to work collaboratively.	Ensures that operational plans align with host National Society strategic priorities and builds on National Society's previous experience in emergency operations.	Empowers the host National Society and reinforces their ownership of the operation.
Explains the risks associated with emergency operations for the host National Society.	Understands specific risks for the host National Society associated with emergency operations within own role.	Minimises negative impact of emergency operations on longer-term development and reputation of the National Society.	
Describes the importance of National Society capacity strengthening and National Society preparedness for response.	Assesses, measures and analyses the strengths and gaps of the National Society emergency response systems and takes actions to address weaknesses.		Works with National Society leadership to understand National Society capacity to manage emergency operations and areas to focus support.
Describes the importance of National Society volunteers and their role in the emergency operation context.	Coaches and mentors volunteers where needed, and looks out for their well-being as part of the overall workforce.	Supports National Society to identify, recruit, manage and motivate volunteers best suited for serving the needs of the community.	Supports the National Society to strategically manage the volunteer workforce during the different phases of the operation.

Operational			
Foundational Tier	Tier 1	Tier 2	Tier 3
<b>3. Coordination</b> <i>Ability to harmonise interactions and activities between and among Movement members and external partners</i>			
Explains how the Principles and Rules for Red Cross and Red Crescent humanitarian assistance informs the basis for effective coordination between Movement partners.	Identifies and develops relationships with National Society counterparts and other Movement stakeholders at a technical level.	Proactively engages with National Society and other relevant Movement stakeholders to share information and plans to address evolving gaps.	Fosters collaboration with regional and national colleagues to develop and implement relevant cooperation agreements with the National Society as well as other Movement partners.
Describes the importance of coordination of information and activities with relevant stakeholders including humanitarian actors, government bodies and communities.	Identifies and develops relationships and shares information with relevant stakeholders including humanitarian actors, government bodies and communities.	Harmonises activities and information flow across agencies including humanitarian actors, government bodies and communities.	Advocates for, designs and evaluates integrated operational strategies in conjunction with government representatives and other humanitarian actors based on their respective capacities.
<b>4. Assessment</b> <i>Ability to identify and analyse the needs of the affected communities and gaps in existing capacity and use this information to make evidence-based decisions</i>			
Describes how to identify and assess the needs of the affected communities and gaps in existing capacity.	Collects information and highlights any issues for further action that may affect the success and/or accuracy of the assessment.	Designs, plans and coordinates appropriate joint multi-sectoral assessments.	Coordinates teams and stakeholders involved in assessments to integrate the assessment process throughout the whole operational cycle.
Describes how the process of needs and capacity assessment informs appropriate evidence-based responses.	Organises, summarises, compares and explains assessment related information.	Concludes and predicts based on the interpretation of information, trends and gaps identified.	
<b>5. Direction Setting and Quality Programme Management</b> <i>Ability to develop plans, implement interventions, monitor progress and report against the plan</i>			
Describes and interprets a Plan of Action according to specific role and timeline.	Sets up and implements individual workplans to address needs and delivers the objectives in the plan within available resources.	Develops sectoral workplans across the team with clear, concrete and measurable deliverables and supports team to deliver this through optimised resources.	Directs the development of an integrated, multi-sectoral Plan of Action, to deliver against the plan and optimise resources.
Defines the importance of having a Monitoring and Evaluation (M&E) Framework supporting continuous monitoring and the links to adjusting and improving activities.	Monitors own actions and reports on achievements, areas for improvement and adjusts revised targets for implementation accordingly, in line with the M&E Framework.	Develops and coordinates sectoral plans and monitors progress of team workplans against objectives, and adjusts as operations evolve and priorities shift, and follows up if team performance does not deliver.	Oversees the coherence of the overall M&E Framework and maintains an overview of operational monitoring, identifying high level trends, issues, and lessons, and to build synergies across sectors to improve operational effectiveness.
Explains the value of quality reporting and can identify relevant information for reporting purposes.	Collates information and data and writes clear, concise, evidence-based reports.	Develops concise, consolidated reports that analyse progress, challenges and plan for follow-up action across the sectors.	Coordinates and is responsible for multi-sectoral and multi-stakeholder strategic planning and objective-setting to ensure accountability and effective decision-making.

Operational			
Foundational Tier	Tier 1	Tier 2	Tier 3
<b>6. Information Management</b> <i>Ability to identify and make use of information for evidence-based decision-making</i>			
Identifies what data and information is required to support operations and how to collect it (including sector and cross-cutting specific data).	Formulates data and information requirements in order to support the decision-making process.	Coordinates and liaises among sectors in order to identify data and information priorities and gaps.	Coordinates Information Management and data requirements with other operational actors and takes into account this information to inform tactical and strategic decisions.
Explains the importance of how data and information analysis inform quality responses based on evidence.	Collates, analyses and interprets data relevant to their role to understand the gaps and how to support the operations.		Uses analytical outputs for decision-making in support to the operation and planning strategy.
Describes the Information Management cycle and its key components.	Identifies and requests relevant and specific data and information products.		Uses advanced Information Management products for operational decision-making.
Identifies the importance of technical and institutional data protection and information security standards.	Treats sensitive or confidential information appropriately.		
<b>7. Resource Management</b> <i>Ability to understand and effectively apply financial, logistical and human resource processes</i>			
Describes where to find IFRC financial, logistical and human resources processes and policies.	Adheres to financial, logistical and human resources processes and policies.	Plans and allocates resources efficiently and transparently according to operational needs.	Translates foreseen operational needs into an Emergency Plan of Action, to secure the necessary resources.
Explains the purpose and process of performance appraisals.		Reviews performance of team members and provides constructive feedback in real time.	Assesses and addresses the performance of individuals and teams.
<b>8. Safety and Security</b> <i>Ability to maintain safety and security for Movement personnel</i>			
Explains basic principles of personal safety and security; has know-how to access RCRC safety and security regulations and policies.	Adheres to all safety and security regulations in the operational context.	Manages team members' compliance with security regulations and takes appropriate action as needed.	
Identifies information which may be relevant to the safety and security of a response and has know-how to report such information.	Reports all security incidents and relevant security risks/ hazards/near misses and violations, through appropriate channels.	Undertakes security risk assessment of local field operations to ensure compliance with the IFRC's Minimum Security Requirements (MSR). This includes office, residential and site security selection.	Assumes ultimate responsibility for staff in the field, understanding duty of care as a moral and legal concept.
Describes why situational awareness is fundamentally important in field work.	Maintains security situational awareness while undertaking day-to-day activities.	Collects security information from team members and local sources, to be aware of the security situation.	Uses security risk assessment and continuously reviews security approach based on changes in the operational context and in response to security incidents, up to and including halting operations.

Operational			
Foundational Tier	Tier 1	Tier 2	Tier 3
Explains how adherence to fundamental principles contributes to community acceptance and the safety of Red Cross Red Crescent teams.	Ensures that all personal actions enable community acceptance.		
<b>9. Transition and Recovery</b> <i>Ability to manage operational transitions in a coordinated way from response to recovery to long-term programming</i>			
Explains how operations move through phases with transitions which require management across the Movement.	Describes how own work during the surge phase of operations impacts recovery and longer-term programming.	Promotes joint planning for transition to recovery and longer-term National Society programming with National Society and Movement partners.	Leads joint planning for transition to recovery and longer-term National Society programming with National Society and Movement partners.
Explains the importance of incorporating early recovery thinking into initial response interventions.	Implements interventions which are guided by early recovery thinking.	Plans initial response interventions to incorporate early recovery thinking and lay the foundation for longer-term recovery.	Advocates for initial response interventions that incorporate early recovery thinking and lay the foundation for longer-term recovery.

Cross-Cutting			
Foundational Tier	Tier 1	Tier 2	Tier 3
<b>10. Community engagement and accountability</b> <i>Ability to shape the response based on the voice of the community and to provide information to empower communities</i>			
Describes Community Engagement and Accountability (CEA) minimum commitments, actions and good practices to ensure a community-centred response.	Integrates approaches and activities in line with minimum commitments, actions and good practices that meet the specific CEA needs in emergencies.	Guides teams in the application of minimum commitments, actions and good practices in all aspects of the operation to meet the specific engagement and accountability needs of the population and in coordination with stakeholders.	Establishes systems and procedures that ensure minimum commitments, actions and good practices are followed to enable strategic direction to be driven by community engagement and accountability.
Explains how to solicit community feedback on relevant aspects of the response, including Red Cross Red Crescent and its activities.	Collects communities' views, perceptions and feedback regularly on own area of work.		Guides implementing teams to collect community feedback to inform operational decisions.
Defines ways of using community feedback to inform internal as well as external operational decision-making.	Analyses and acts upon community feedback to make improvements to interventions in their sector or area.		Adapts operational strategy to respond to community feedback and advocates for the needs of communities with decision and policy makers.
Defines ways of providing communities with the information they need, in the way they want to receive the information.	Shares timely, actionable information with communities through the most effective channels.		
<b>11. Protection, Gender and Inclusion</b> <i>Ability to identify and analyse the distinct needs, risks to, and capacities of all girls, boys, women and men to inform programming</i>			
Describe the importance of using Sex, Age and Disability Disaggregated Data (SADDD) for needs assessments.	Conducts PGI sensitive needs assessments, including collecting SADDD.	Analyses PGI information including SADDD to design programmes.	Designs operational strategies that include appropriate protection and inclusion measures based on gender-diversity analysis, including SADDD.
Describes minimum standards and good practice for meeting the specific Protection, Gender and Inclusion (PGI) needs of a population.	Implements programmes in line with minimum standards and good practices that meet the specific PGI needs of the population.	Guides team in the application of minimum standards and good practices in all aspects of the operation to meet the specific PGI needs of the population.	Establishes systems and procedures that ensure that minimum standards and good practice are followed to allow for the dignity, access, participation and safety of specific groups or individuals.
Defines potential risks to or actual violations of the safety and dignity of specific groups and individuals.	Identifies potential risks to or actual violations of the safety and dignity of specific groups (including children, women and minority groups) or individuals.	Continuously assesses and plans actions based on changing risks, needs and disclosures, or observations of violations.	Adapts the operational strategy based on evolving protection risks and inclusion needs, and advocates for action with relevant stakeholders.
Explains how to report potential risks to or actual violations of the safety and dignity of specific groups, and how to safely refer survivors.	Reports and takes appropriate action to risks/violations, and safely refers survivors.	Monitors compliance with procedures for reporting and referrals.	

Cross-Cutting			
Foundational Tier	Tier 1	Tier 2	Tier 3
<b>12. Environmental Sustainability</b> <i>Ability to identify, analyse, mitigate and report on environmental risks that could negatively impact programming and the affected communities</i>			
Describes potential negative environmental impacts and risks of operations.	Identifies signs of negative environmental impacts and takes appropriate action; reports concerns of negative environmental impacts.	Regularly monitors, analyses and uses data to inform mitigation of adverse environmental impacts within the operation.	Designs operational strategies that minimise negative impacts on the environment.
Identifies possible solutions to minimise or combat common environmental impacts.	Advocates for possible solutions to minimise or combat common environmental impacts of operational design.		Establishes systems and approaches that build the understanding of staff and volunteers to be aware of and be able to identify and mitigate potential environmental risks.
Is aware of IFRC Environmental Policy and knows where to find information/advice on existing national and local environmental regulations and laws.	Adheres to and acts in alignment with IFRC's Environmental Policy, supporting a do no harm approach; complies with existing national and local environmental regulations and laws.		Advocates for environmentally sensitive responses with decision and policy makers.

Behavioural			
Foundational Tier	Tier 1	Tier 2	Tier 3
<b>13. Collaboration and Teamwork</b> <i>Ability to build strong relationships within the team to achieve results</i>			
Supports and promotes team members' and stakeholders' trust, respect and collaboration.			
Identifies the importance of sharing information and feedback in a constructive way.	Shares information and feedback in a constructive way.	Fosters opportunities for collaboration with other teams, sectors and partners to help the team achieve its goals.	Creates a positive collaborative environment where roles are clearly defined, feedback and open communication is encouraged, and the goals of the operation are clear within the team and with wider stakeholders.
Explains how to define the limits of one's expertise and when to seek expert advice; shows respect for colleagues' skills and expertise.	Collaborates with team members and seeks expert advice where needed.		
<b>14. Conflict Management</b> <i>Ability to address conflicts by focussing on the issues at hand, to develop effective solutions when disputes or disagreements occur</i>			
Describes the steps for effective conflict prevention and resolution.	Defuses confrontations and disagreements directly or refers onwards, as appropriate.	Manages conflict in a fair and transparent manner and focusses on finding solutions.	Applies conflict resolution approach considering different points of view and cultural norms.
<b>15. Interpersonal Communication</b> <i>Ability to actively listen and clearly convey ideas and information in an engaging manner</i>			
Identifies relevant methods and channels of communication based on the purpose, message content, urgency and sensitivity/confidentiality of message.	Delivers accurate, clear and concise messages, orally and in writing, to inform a range of audiences.		
Explains the concept and importance of active listening and how it can influence decisions.	Actively listens to and encourages feedback from peers, communities, volunteers and other stakeholders.		
Gives examples of different communication styles for different audiences.	Communicates persuasively to build rapport and gain support.	Conveys complex ideas and plans based on inputs from different audiences in an engaging, appropriate and clear manner.	Influences others through skilful negotiation at the strategic level.
<b>16. Cultural Awareness</b> <i>Ability to demonstrate acute awareness of cultural surroundings and context</i>			
Identifies cultural norms and practices and gives examples of how this can impact operational and personal actions.	Respects cultural norms and practices within the operational context.	Fosters the understanding of and respect for local cultural norms and practices.	Designs solutions and plans operations that consider local cultural factors.
Respects cultural diversity within the team.			

Behavioural			
Foundational Tier	Tier 1	Tier 2	Tier 3
Defines the importance of including all community members, especially underrepresented and vulnerable people.	Recognises and takes into consideration the cultural factors within the local context that impact vulnerability, participation, decision-making and access to services.	Designs assessment and monitoring mechanisms to identify and provide support to underrepresented and vulnerable groups.	Tailors programmes and operations in line with socio-political and cultural context, with specific focus on addressing the needs of vulnerable groups
<b>17. Judgement and Decision Making</b> <i>Ability to make objective judgements and decisions</i>			
Considers the positive and negative impacts of decisions before making them.	Makes informed, timely, balanced decisions at an individual and team level through consultation, research and consideration.		Guides team members in problem-solving and decision-making.
Explains the different factors than can and should influence problem-solving.	Finds solutions to problems in a resourceful and creative manner.		
Explains what makes a decision transparent, objective and responsible.	Makes decisions transparently, objectively and responsibly.	Explains own decisions to those who implement or are affected by them.	Empowers others to make decisions when appropriate.
<b>18. Motivating Others</b> <i>Ability to see the overall objective in a changing context and taking responsibility to motivate others to achieve it</i>			
Describes the connection between feedback and productivity.	Provides regular formal and informal feedback and recognises contributions of others to maintain team productivity.		Motivates others by explaining the rationale for strategic decisions and actively encourages feedback from team regarding such decisions.
Explains the relationship between purpose and motivation.	Supports others to maintain motivation and positivity by clearly articulating purpose.		Maintains stability and forward momentum that positively influences operations and teams.
<b>19. Personal Resilience</b> <i>Ability to maintain your own and others well-being in a stressful environment and cope with rapid change</i>			
Defines the different levels and types of stress.	Appropriately copes with stressful situations by remaining constructive and positive under stress and stays focussed on objectives as the operation evolves.		
Describes possible signs and symptoms of stress in self and others.	Recognises signs of own and team members' stress and seeks or offers support to strengthen physical and mental well-being and resilience.		
<b>20. Integrity</b> <i>Ability to act in an honest and ethical fashion to create a safe environment</i>			
Explains the purpose of the principles of the Movement.	Acts in accordance with Movement principles and values.		Monitors that all staff and volunteers are informed of and comply with Movement principles and values.
Describes own responsibilities as defined in the IFRC Code of Conduct and related policies.	Models ethical behaviour and uses the power of their position with integrity and accountability.		Monitors that all staff and volunteers are informed of and comply with IFRC Code of Conduct and related policies.
Defines when and where to report possible breaches of conduct.	Reports violations of IFRC Code of Conduct and related policies.	Refers reports of violations onwards using appropriate channels.	

## Appendix 1: document provenance

Date endorsed	Category	Summarise changes made	Reason for changes	Consulted	Changes endorsed by
December 2019	Published Framework revision	Inclusion of foundational tier; inclusion of National Society Capacity Strengthening and Transition and Recovery competencies.	Framework revised after the first 6 months of being published	Technical leads, Regional surge focal points, HRGIDD members, RG 6 and 7 leads	RG2
July 2018	Working draft revision	Introductory pages revised	Feedback from RG leads meeting	RG leads	RG2 leads
April 2018	Working draft revision	Competencies grouped to increase user-friendliness and modifications made to wording as per RG1's recommendations and other feedback	Comments received from relevance study and other sources	RG2 members during face-to-face meeting in Budapest	RG2 Project team 1
January 2018	Working draft revision	New core competency added: Environmental Sustainability (green response)	Case made by RG5	All members of RG2 present at meeting	RG2 Project team 1
June 2017	Working draft revision	Changes made in working group meeting	Full review of Framework		RG2 Project team 1
August 2017	Working draft revision	Follow-up virtual meetings – changes to Programme Management and Reporting, and Protection, Gender and Inclusion	Revisions to two unfinished sections – final version for use in pilot		RG2 Project team 1
December 2017	Working draft revision	Re-inclusion of Environmental Sustainability (green response) competency	Request from RG5	RG2 Project team RG5	RG2 Project team 1

# The Fundamental Principles of the International Red Cross and Red Crescent Movement

**Humanity** The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

**Impartiality** It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

**Neutrality** In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

**Independence** The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

**Voluntary service** It is a voluntary relief movement not prompted in any manner by desire for gain.

**Unity** There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

**Universality** The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.



# Core Competency Development Guide

Learning & Development tool

## How to use the Competency Development Guide (CDG):

In the CDG you will find learning opportunities listed by each competency and tier. These opportunities offer the possibility to develop the tier marked. In case of using an external learning opportunity, we advise to contact the training holder to confirm that the learning objectives match the desired tier.

## Key guiding principles

- **70-20-10: Competency development is mainly happening on the job**

IFRC recognizes the 70-20-10 Model for Staff Development. It is as a commonly used formula for adult learning at the workplace. It holds that staff obtain 70% of their knowledge from job-related experiences, 20% from interactions with others, and 10% from formal educational activities.

When building your strategy to develop your competencies, please note that 70% and 20% elements are important for all the workflow but especially for tier 2 and 3.

- **Staff Development is the staff responsibility**

IFRC encourages its staff to take the lead role in managing their careers. They should use available organizational tools to develop their careers. IFRC managers have a critical role to inspire the empowerment required for staff to enhance their careers.

- **Many ways to develop a competency:** for developing a competency consider broadening your approach to learning and include the following tools: books, videos, podcasts, journals, online communities of practice, coaching, mentoring, internship, job-swaps, shadowing and digital shadowing etc.

## For more resources please check:

- [Catalogue of Services](#): for information on rapid response role profiles and other rapid response tools please visit the catalogue of services
- [Rapid Response Brochure](#): Please check for more information on the Rapid Response System
- Overview of each generalist face to face training at the end of this document
- [Brochure](#) for the Disaster Response Training Team

Please note that these tools are under development at the moment and are being continuously updated.

Developed by the Disaster Response Training Team

# Competency 1

## Movement Context, Principles and Values

Ability to apply Movement knowledge and fundamental principles and standards within the humanitarian sector

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	Managing IFRC Operations
		ETL	
<b>Internal Online</b>			
WORC: Where we come from	RCRC Movement Partnerships		
WORC	Sphere Handbook in Action		
	Sphere for managers		
	Volunteering RCRC Induction Course		
	Volunteering - Branch Leadership Development		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 2

### National Society Capacity Strengthening

Ability to understand and promote the host National Society and to effectively collaborate and build short-term operational or sustainable long-term capacity within the National Society

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
		CAP	ETL
		IMPACT	Managing IFRC Ops
<b>Internal Online</b>			
RCRC Movement Partnership	Sphere Handbook in Action		
Volunteering Basic Course	Volunteering RCRC Induction Course		
	Volunteering – Branch Leadership Development		
	Intro to NSD		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 3 Coordination

Ability to harmonise interactions and activities between and among Movement members and external partners

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	Managing IFRC Ops
		ETL	
<b>Internal Online</b>			
WORC			
Sphere Handbook in Action			
Sphere for Managers			
Principles and Rules for RCRC Humanitarian			
Intro to Intl Disaster Response Laws, Rules			
<b>External F2F</b>			
GNC National Coord	EHP		
GNC Sub-national Coord			
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 4 Assessment

Ability to identify and analyse the needs of the affected communities and gaps in existing capacity and use this information to make evidence-based decisions

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	
		ETL	
		Managing IFRC Ops	
<b>Internal Online</b>			
Sphere Handbook in Action	Emergency Needs Assessment		
Participation Challenge	Contingency Planning		
Surge Webinar Series			
<b>External F2F</b>			
GNC Sub-national Coord	EHP		
RedR UK MPPE	GNC National Coord		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 5

# Direction Setting and Quality Programme Management

Ability to develop plans, implement interventions, monitor progress and report against the plan

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
IMPACT		CAP	ETL
			Managing IFRC Ops
<b>Internal Online</b>			
Participation Challenge			
Contingency Planning			
PPP			
Intro to Monitoring and Evaluation			
M&E Planning			
<b>External F2F</b>			
GNC Sub-national Coord	EHP	GNC National Coord	
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 6

### Information Management

Ability to identify and make use of information for evidence-based decision-making

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	Managing IFRC Ops
		ETL	
<b>Internal Online</b>			
How we keep our info safe			
Surge Webinar Series			
<b>External F2F</b>			
GNC National Coord	EHP		
GNC Sub-national Coord			
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 7

### Resource Management

Ability to understand and effectively apply financial, logistical and human resource processes

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
		CAP	Managing IFRC Ops
		ETL	
<b>External F2F</b>			
GNC Sub-national Coord	GNC National Coord		
	RedR UK MPPE		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 8

### Safety and Security

Ability to maintain safety and security for Movement personnel

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	CAP		ETL
	IMPACT		Managing IFRC Ops
<b>Internal Online</b>			
WORC			
Stay Safe Personal Security			
Stay Safe Security Management			
Stay Safe Volunteer Management			
Surge Webinar Series			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 9

### Transition and Recovery

Ability to manage operational transitions in a coordinated way from response to recovery to long-term programming

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
IMPACT	CAP	ETL	Managing IFRC Ops
<b>Internal Online</b>			
Intro to NSD			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

Competency 10			
Community Engagement and Accountability			
Ability to shape the response based on the voice of the community and to provide information to empower communities			
Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
10 %: Learning Through Formal Training			
Internal F2F			
	CAP	ETL	
	IMPACT		
Internal Online			
Participation Challenge			
Surge Webinar Series			
External F2F			
GNC National Coord	EHP		
GNC Sub-national Coord			
RedR UK MPPE			
20%: Learning by Working Together			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
70%: Learning by Working			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 11

### Protection, Gender and Inclusion

Ability to identify and analyse the distinct needs, risks to, and capacities of all girls, boys, women and men to inform programming

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	CAP		
<b>Internal Online</b>			
Code of Conduct			
PSEA			
Gender Equality in Programme Planning			
Unconscious Bias and Diversity Essentials			
Surge Webinar Series			
<b>External F2F</b>			
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 12

### Environmental Sustainability

Ability to identify, analyse, mitigate and report on environmental risks that could negatively impact programming and the affected communities

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	CAP		
<b>Internal Online</b>			
Climate Change – An Intro for Staff and Volunteers			
<b>External F2F</b>			
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 13

### Collaboration and Teamwork

Ability to build strong relationships within the team to achieve results

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	Managing IFRC Ops
		ETL	
<b>Internal Online</b>			
Team Development			
Team Decision-Making			
Team Wellbeing for Managers			
Motivating your Team			
Wellbeing essentials			
Workplace essentials			
<b>External F2F</b>			
GNC Sub-national Coord	GNC National Coord	EHP	
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 14

### Conflict Management

Ability to address conflicts by focusing on the issues at hand, to develop effective solutions when disputes or disagreements occur

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	CAP		ETL
	IMPACT		Managing IFRC Ops
<b>Internal Online</b>			
Wellbeing essentials			
Workplace essentials			
<b>External F2F</b>			
GNC Sub-national Coord	EHP	GNC National Coord	
		RedR UK MPPE	
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 15

### Interpersonal Communication

Ability to actively listen and clearly convey ideas and information in an engaging manner

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	ETL
			Managing IFRC Ops
<b>Internal Online</b>			
Wellbeing Essentials			
Workplace Essentials			
<b>External F2F</b>			
GNC Sub-national Coord	EHP	GNC National Coord	
RedR UK MPPE			
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 16

### Cultural Awareness

Ability to demonstrate acute awareness of cultural surroundings and context

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	CAP	ETL	Managing IFRC Ops
	IMPACT		
<b>Internal Online</b>			
Unconscious Bias and Diversity Essentials			
<b>External F2F</b>			
RedR UK MPPE	EHP	GNC National Coord	
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 17

### Judgement and Decision Making

Ability to make objective judgments and decisions

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	Managing IFRC Ops
		ETL	
<b>Internal Online</b>			
Wellbeing Essentials			
Workplace Essentials			
<b>External F2F</b>			
GNC Sub-national Coord	EHP	GNC National Coord	
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 18

### Motivating Others

Ability to see the overall objective in a changing context and taking responsibility to motivate others to achieve it

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
Internal F2F			
	IMPACT		
Internal Online			
Wellbeing Essentials			
Workplace Essentials			
External F2F			
RedR UK MPPE	EHP		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 19

### Personal Resilience

Ability to maintain your own and others well-being in a stressful environment and cope with rapid change

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT	CAP	
<b>Internal Online</b>			
Team Wellbeing for Managers			
Wellbeing Essentials			
Workplace Essentials			
<b>External F2F</b>			
	EHP		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Competency 20

### Integrity

Ability to act in an honest and ethical fashion to create a safe environment

Foundation	TIER 1	TIER 2	TIER 3
Foundational knowledge needed to build a deployable level of competency in this area.	Displays a practical understanding of effective day to day behaviours for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviours and creates an environment which enables the behaviours to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
<b>10 %: Learning Through Formal Training</b>			
<b>Internal F2F</b>			
	IMPACT		Managing IFRC Ops
<b>Internal Online</b>			
WORC: Where we come from			
WORC			
Code of Conduct			
101: Corruption Prevention			
102: Corruption Prevention for Managers			
103: Corruption Prevention in Humanitarian Aid			
Ethics			
<b>External F2F</b>			
RedR UK MPPE	EHP		
<b>20%: Learning by Working Together</b>			
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.			
<b>70%: Learning by Working</b>			
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.			

## Managing IFRC Operations

### Course aim

Better preparing RC/RC delegates to manage IFRC operations (DREF and Emergency Appeals) as Operations Managers in support to National Societies.

### Course objectives

- Ensure all internationally supported operations put affected individuals interests and wellbeing at the center while strengthening the capacity of affected National Society to effectively coordinate future operations, ensuring at all times effective Humanitarian Diplomacy.
- Ensure that key support services such as HR, Finance, Legal, Logistics, etc. follow IFRC standards, procedures and guidelines. Will actively seek support from the appropriate Federation specialists when needed.
- Ensure financial accountability as a project manager.
- To initiate and support an international humanitarian operation, following the key RCRC legal and policy frameworks that guide these operations.
- Establish and maintain safety and security management protocols and procedures according to IFRC standards.
- Effectively promote and implement IFRC coordinated international response options that uphold the RCRC Principles and Rules for Humanitarian Assistance while strengthening capacity of affected NS.
- Demonstrate the minimum required concrete skills, knowledge and attitudes that enhance operational coordination, while effectively utilizing IFRC policies, strategies, systems and procedures with a focus on medium and large scale operations.
- Acquire a deeper understanding about how Operations are funded and how to leverage resources.
- Design and implement operations following internationally recognized quality and accountability standards such as Core Humanitarian Standard, Sphere Project, Principles of Partnership, Better Programming Initiative, etc.
- Develop, revise and prioritize implementation of an Emergency Plan of Action (EPoA), following IFRC's guidelines, effectively linking it with the Emergency Appeal and DREF mechanisms including assessment and planning for transition to recovery.
- Define concrete options to ensure that the RCRC operation fits into the system-wide coordination structures, appropriately positioning the affected NS within the humanitarian system outside the RCRC Movement.
- Ensure adherence to the Monitoring, Evaluation and reporting requirements for IFRC supported operations.
- Prevent corruption, fraud, and misuse of resources entrusted for the operation and appropriately address if identified.
- To promote Information Management as a necessary mechanism for managing operations.
- Represent IFRC vis a vis media and public communications in a way that remains faithful to the RCRC Principles and Values while strengthening the affected National Society."

Target audience:

Internationally deployed surge personnel working with the affected National Society in a crisis and disaster response setting who will be accountable for the upholding of Federation Policies, Strategies and Guidelines as well as Secretariat standards of quality and transparency, amongst others. This person will need to be able to work individually or as a part of a small team; and may have limited functional resources and access to support.

Pre-requisites "Participant selection will be based on the following criteria:

- WORC and BTC/IMPACT trained
- Completed Stay Safe Personal Security
- Code of Conduct signed
- Completed online training Principles and Rules for RCRC humanitarian assistance.
- Minimum five years of disaster and crisis management experience, including managing staff in emergency settings.
- Experience working with the RC/RC including experience working with the IFRC on DREF or Emergency Appeal operations.
- Have permission from their respective National Society to deploy on an emergency response mission at a minimum of once per year."

### **Course description**

Operational leadership in humanitarian response has been recognized as an industry wide gap. As the response environment becomes increasingly more complex, the success of a disaster and crisis response operation often hinges on the capacity and availability of the operational manager.

The Red Cross/ Red Crescent (RC/RC) meta-analysis made up of real time evaluations from 2010-2016, operational reviews, evaluations and end of mission reports from 2005-2016 consistently identified the key operational challenges to be understanding of the global tools, IFRC process and procedures, and programming and leadership. It was consistently found that there is a lack of understanding of the system and such lack of clarity has an impact on the timeliness, quality and appropriateness of the overall operation. The Global Tools Review also echo similar findings stating there are benefits when operational managers support National Societies during an emergency response.

In response to this identified gap, a learning process has been developed with the aim of better preparing RC/RC delegates to manage IFRC operations (DREF and Emergency Appeals) as Operations Managers in support to National Societies.

## International Mobilisation and Preparation for Action (IMPACT)

### Course aim

The course will enable participants to:

- Understand the relationship between the Federation, NS and ICRC
- Be familiar with the strategic directions of each organisation and their core work
- Be better prepared for the challenges of a first RC/RC international mission"

### Course objectives

- Participants' understanding of and commitment to RC/RC principles, mandate and culture is increased
- Problems and challenges of working in situations of conflicts, disaster, capacity building and development are addressed
- Knowledge and practical tips to help participants work effectively with National Society, and Movement partners
- Participants' understanding in relation to relief and capacity building is enhanced"

### Target audience

Preselected individuals who are newly holding or will soon be holding an international posting with the Red Cross/Red Crescent. RC/RC staff who are newly responsible for implementing/managing/coordinating programmes and projects internationally (including potential ERU and FACT members).

### Pre-requisites

WORC

## Emergency Team Leader Training

### Course aim

To develop the competencies required of emergency team leaders. Focused, primarily, on strategic, operations management, and relational elements of leadership and also include some elements of Red Cross/Red Crescent specific systems and procedures required of FACT, RDRT and ERU team leaders.

### Course objectives

- To enhance the existing pool of trained emergency team.
- To enhance the collaboration and effectiveness of different response tools in the field.
- To continuously improve its design through participant feedback.
- To focus on a range of leadership competencies including relational, strategic, and operational and strengthen skills of the participants in these areas below.
- Relational Competencies including self-awareness, effective communications, situational leadership, conflict management and negotiation, and motivation and influence.
- Strategic Competencies including assessment, analysis, decision making, direction setting, planning and coordination.
- Operations Management including meeting operational objectives, team skill diagnosis, team management, and information management.
- Awareness raising topics related to Red Cross/Red Crescent Movement Systems and Administration

### Target audience

Up to 25 current or potential FACT, RDRT and ERU team leaders with the following pre-requisites:

- Relevant field emergency response experience including RC/RC emergency field mission.
- Project cycle management and planning.
- Relevant knowledge exposure including disaster management framework, disaster hazards and consequences, humanitarian structure, and humanitarian standards.

In addition, demonstrated personal traits and behaviours appropriate for emergency team leader role including:

- Demonstrated Red Cross/Red Crescent principles and values.
- Flexible, adaptable, and comfortable with ambiguity.
- Sensitive to individual and cultural differences.
- Effective work and support of others in high stress and changing environments.
- Willingness and ability to both lead and follow.
- Comfortable to supervise, manage, coach and provide feedback.
- Proven conceptual, problem solving, decision making, analytical skills.
- Effective written and spoken communication and presentation skills in English.
- Diplomatic skills."

### Pre-requisites

Prior to the training, participants will be required to be conversant with or complete:

- Code of Conduct.
- Principles and Rules for RCRC humanitarian assistance.
- IFRC Strategy 2020.
- IFRC Stay Safe Personal Security & Management.
- Project & Programme Planning (FACT candidates only)
- Pre-course work materials provided.
- BTC or WORC & IMPACT trained.
- ERU, RDRT or FACT trained and deployed.
- Technical & sector competence and experience.

## Coordination Assessment and Planning

### Course aim

To orient selected candidates who will lead on initiating, coordinating and implementing the initial rapid assessment, activating internal coordination mechanisms, engage in the planning and implementation of the IFRC's international response strategy and framework following large scale disaster response operations globally.

### Course objectives

At the end of the training participants are able to:

- Understand and be familiar with the Surge Mission Cycle, the dependencies and inter-dependencies between response functions, the minimum expected outcomes and deliverables that define the success of a surge mission
- Demonstrate skills, knowledge and attitudes that enable and enhance coordination within and between the components of the Movement, as well as external partners, while effectively utilising coordination policies, rules and procedures
- Effectively leverage the utilisation of Information Management (IM) remote and local support i.e. Surge Information Management Support (SIMS)
- Have a common language for diagnosing group functioning and increase skill in providing feedback to each other on team processes
- Effectively promote and implement IFRC coordinated international response options that uphold the RCRC Principles and Rules for Humanitarian Assistance while building capacity of affected NS
- Define concrete response options & analysis to ensure that the RCRC operation fits into the system-wide coordination structures, appropriately positioning the affected NS within the humanitarian system outside the RCRC Movement
- In partnership with the affected NS identify response related needs, field and triage requests for assistance or technical support and coordinate Federation hosted, and Secretariat managed Global Response Tools mission that supplements existing capacities from the regional and local levels. The previous learning objective should apply for sudden onset disasters and slow onset disaster, protracted and complex crisis
- Assess the need for, and ensure an effective programmatic alignment with the national and international response sectorial response (WASH, Shelter, Health, Livelihoods, CASH, CEA, etc)
- Identify and lay the foundation for key HR, Finance and Legal considerations, implications and technical support during an operation. Proactively anticipate, identify and request technical support from the Federation as needed
- Anticipate and develop a realistic and scalable exit and hand-over strategy that will be adapted to the situation on the ground. Establish, manage and handover effective Movement Coordination mechanisms that respect and support the affected NS
- Produce and present a comprehensive and integrated EPoA which is based on at least the following: priorities of affected NS, coordinated RCRC agreed assessment, priorities of in-country Movement Components and non-RC sectorial coordination forums, budget. This plan will meet the Federation's quality assurance standards
- Undertake periodic stock taking actions that will help the team perform better and review the work being undertaken
- Demonstrate their capacity to work as a team and operate effectively on a Surge mission"

## Target audience

Have a minimum of 3 years field experience with an extensive background in disaster response and/or emergency management, preferably with substantial international experience. Part of this experience should be within the Movement. Furthermore, candidates should have a strong understanding of the Red Cross/Red Crescent Movements principles and policies with an ability to promote Federation-wide initiatives

# Learning Pathway

Desired role profile:

The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?

Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

[illegible]

### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

## Desired role

profile: Recovery/Assessments

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

### Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
ERU	2021	<i>Increased exposure – emergency missions</i>
Security Training (FRC)	2020/21	Requirement for emergency missions
CAP	2022/23	<i>specialized</i>

### Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Intro NSD	May 2020	<i>General, 2: NS Strengthening, 9: Transition &amp; Recovery</i>
Surge Webinar Series	May 2020	<i>General 4: Assessment, 6 (F), 8 (F), 10 (F), 11 (F)</i>
Emergency Needs Assessment	June 2020	<i>General 4: Assessment</i>
Contingency Planning	June 2020	<i>General 4 : Assessment, 5: Program Management</i>
Intro to M&E	July 2020	<i>General, 5: Program Management</i>

M&E Planning	July 2020	General, 5: Program Management
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### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?
GIS online course (video tutorials and practical exercises)	2021	Role profile specific

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

## Learning Pathway

Desired role profile: Audio-visual officer - Photographer

The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

Competency	Required Tier	Personal Tier
Movement Context, Principles and Values	1	2
National Society Capacity Strengthening	1	1
Coordination	1	2
Assessment	1	N/A
Direction Setting and Quality Programme Management	1	2
Information Management	1	3
Resource Management	1	2
Safety and Security	1	3
Transition and Recovery	1	1
Community Engagement and Accountability	1	2
Protection, Gender and Inclusion	1	N/A
Environmental Sustainability	1	1
Collaboration and Teamwork	1	3
Conflict Management	1	1
Interpersonal Communication	1	2
Cultural Awareness	1	3
Judgement and Decision Making	1	3
Motivating Others	1	3
Personal Resilience	2	3
Integrity	1	3

### Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
IFRC Emergency Communications training (Preferred Position Requirement)	2021 Spring	Communication in emergencies
FACT/ERU training (Preferred Position Requirement)	2021 Spring	Working in emergencies
Sphere Handbook in Action	2020 Autumn	Assessment National Society Capacity Strengthening and Coordination
Surge Webinar Series	2020 Autumn	Protection, Gender and Inclusion Community Engagement and Accountability

### Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Principles and Rules for RCRC Humanitarian	2020 Summer	Coordination
Intro to NSD	2020 Summer	Transition and Recovery
Climate Change – An Intro for Staff and Volunteers	2020 Summer	Environmental Sustainability
Essentials of Humanitarian Practice	2020 Autumn	Assessment Direction Setting and Quality Programme Management
Volunteering RCRC Induction Course	2020 Autumn	Movement Context, Principles and Values
Intro to Intl Disaster Response Laws, Rules	2021 Spring	Coordination
Intro to Monitoring and Evaluation	2021 Spring	Direction Setting and Quality Programme Management

### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?
Mentoring	2020 Spring	Motivating Others
Applying to become RedR Affiliate	2020 Summer	In-person and online networking

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?
Get deployed on a mission with the Finnish Red Cross Field Communications Unit	Autumn 2020	Personal Resilience Collaboration and Teamwork

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?
Online course on storytelling	Autumn 2020	Technical skills
Online course on videography	Autumn 2020	Technical skills

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

## Desired role profile: Communications Officer

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

### Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Surge Communications Training	End of 2020	Technical competencies, Movement context

### Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Emergency Needs Assessment	End of 2020	Assessment
Sphere Handbook in Action	End of 2020	Movement Context, NS Capacity Strengthening, Coordination, Assessment
Climate Change – An Introduction for Staff and Volunteers	End of 2020	Environmental Sustainability


### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?
Mentoring/coaching – shadowing a Communications Delegate during an emergency mission	End of 2020	Technical competencies

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?

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Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

**Desired role profile:** \_Project/programme manager, Country Coordinator

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

## Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
ERU Induction	End of 2020 - 2021, depending on availability	Emergency response, Health and safety
ERU Finance and administration	End of 2020 - 2021, depending on availability	Financial accountability in ER
	2021, depending on availability	

## Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Stay safe – security management	End of 2021	Safety and security
Project Programme Planning	End of 2020	Planning
Sphere handbook in action	End of 2021	Principles
Introduction to Governance and Management	End of 2020	NS development
Introduction to Monitoring and Evaluation	End of 2021	Planning

Volunteering – branch leadership development	End of 2021	NS development
Income Generating Activities	End of 2021	NS development
Emergency Needs Assessment	End of 2020	Community engagement
IDRL - Introduction to International Disaster Response Laws, Rules and Principles	End of 2021	Disaster management
Basics of Livelihoods	End of 2021	Livelihoods
Introduction to Red Cross and Red Crescent's Approach to Migration	End of 2020	Humanitarian aid to Migrants and asylum seekers
Negotiating	End of 2020	Leadership
Emotions versus evidence	End of 2021	Leadership
Inclusive leadership	End of 2021	Leadership
Unconscious Bias and Diversity	End of 2020	PGI
Dealing with stress	End of 2020	Resilience
Developing your team	End of 2021	Leadership
Difficult conversations	End of 2021	Leadership
Motivating your team	End of 2021	Leadership
Management Essentials	End of 2020	Leadership
Crisis management	End of 2021	Leadership
Team decision making	End of 2021	Leadership
Leadership Essentials	End of 2020	Leadership
Managing projects & processes	End of 2020	Planning
Gender equality in programme planning - "Different needs, equal opportunities"	End of 2021	PGI

### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?
Mentoring	Ongoing, per availability	Team motivation, personal resilience, conflict management, decision making

Peer to peer learning	Ongoing, per availability	Resource mobilization and partnership development, NS development
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### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?
CoVid Response team at NRCS	June 2020	Information Management

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?
YouTube videos	Ongoing	Team motivation, personal resilience, conflict management
IFRC learning platform	Ongoing	Disaster response, Emergency response, Partnership development, Project management, monitoring and evaluation, team development, gender equality, NS development, resilience, conflict management, etc.
Books	Ongoing	Team motivation, personal resilience, conflict management, interpersonal communication

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

## Desired role profile: Supply Chain Administration Officer

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

### Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?

### Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
WORC IFRC courses	30 June 2020	Multiple
Sphere IFRC courses	31 July 2020	Multiple
MITx Supply Chain Analytics	15 August 2020	Technical
RCRC Movement Partnerships IFRC course	31 August 2020	Multiple
Volunteering IFRC courses	30 September 2020	Multiple
Introduction to National Society Development	31 October 2020	National Society Capacity Strengthening
Law and Disaster Risk Reduction	31 October 2020	Coordination
National Disaster Preparedness and Response Mechanisms	31 October 2020	Coordination

Principles and Rules for RCRC Humanitarian	30 November 2020	Coordination
Introduction to International Humanitarian Law	30 November 2020	
Surge Webinar Series	31 December 2020	Multiple
Contingency Planning	31 December 2020	Assessment, Direction setting
Emergency Needs Assessment	31 December 2020	Assessment
MITx Supply Chain Fundamentals	31 December 2020	Technical
Project/Programme Planning (PPP)	31 January 2021	Direction setting
Introduction to Monitoring and Evaluation	28 February 2021	Direction Setting
Monitoring and Evaluation Planning eTraining	28 February 2021	Direction Setting
Introduction to Protection from Sexual Exploitation and Abuse	31 March 2021	Protection, Gender and Inclusion
Unconscious Bias and Diversity Essentials	31 March 2021	Protection, Gender and Inclusion
Gender Equality in Programme Planning	31 March 2021	Protection, Gender and Inclusion
Climate Change – An Intro for Staff and Volunteers	30 April 2021	Environmental Sustainability
Corruption courses	31 May 2021	Integrity

### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

## Desired role profile: Communications & CEA

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

### Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
I feel that all the F2F trainings related to the core competencies are impossible to reach without very long RCRC experience		
Coordination, Assessment and Planning (CAP)	Found no information how to possible to get in to the training	

### Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Sphere Handbook in Action		Movement Context, Principles and Values
Humanitarian Communications		Comms Competencies


### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?
Mentoring	Ongoing, with a Comms Director of MSF Finland	Movement Context, Principles and Values, Technical Competencies

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?
Nepal Red Cross Covid-19 operation Risk Communications and CEA co-leading	Happening currently	RC Movement understanding, Planning and Management, CEA
Social Media Volunteering setup	Happening currently	Community management, Innovation management, Community Engagement, Risk Information, Communications

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?
Disaster by Choice: How our actions turn natural hazards into catastrophes (Ilan Kelman)	Reading currently	DRR

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

**Desired role profile: \_\_ Humanitarian Information Analysis Officer \_\_**

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

## Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
IMPACT	September 2020 (applied)	Movement context, principles and values
IFRC Emergency Needs Assessments and Planning (ENAP) training	Depending on dates / opportunity offered	Needs assessment and planning in emergencies Assessment design and planning
IFRC Humanitarian Information Analysis Course (HIAC) or relevant inter-agency analysis related training	Depending on dates / opportunity offered	Analysis (including joint and coordinated processes)
IFRC Mobile Data Collection and Survey Design Training	Depending on dates / opportunity offered	Data collection, management and data protection

## Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
SPHERE	May 2020	Needs assessment and planning in emergencies
Emergency Needs Assessment	May 2020	Assessment

Contingency Planning	May 2020	Assessment
Introduction to Governance for RCRC Leadership	Started, April 2020	National Society Capacity Strengthening
Leadership Identity Development Online Curriculum	Completed, April 2020	Personal resilience
Introduction to Monitoring & Evaluation	Completed, April 2020	Assessment Information Management
Project/Programme Planning	Completed, March 2020	Direction Setting and Quality Programme Management
Community engagement and accountability in disaster and crisis	Completed, March 2020	Community engagement and accountability
Protection, gender and inclusion in disaster and crisis	Completed, March 2020	Protection, Gender and Inclusion
WORC	Completed, April 2019	Movement context, principles and values

### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?
Meetups, conferences, ...	Continuously...	Spanish
Coaching, mentoring, everyday diplomatic communication	Continuously...	Conflict Management

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?
Experience of various disasters that upset or challenge daily work schedules	Continuously...	Personal resilience

Observation and reflection during project work and mentoring	Continuously...	Judgement and decision making
Working creatively with Excel and using videos for self-teaching	Continuously...	Information Management

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?
Books, articles, talking to experts	May / June 2020	Needs assessment and planning in emergencies Assessment design and planning

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

## Desired role profile: Rapid Response – Migration and displacement Coordinator

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

### Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
IMPACT	31/05/2021	Capacity to address problems and challenges of working in situations of conflicts, disaster, capacity building and development

### Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Sphere Handbook in Action	30/09/2020	Quality programme management
Principles and Rules for RCRC Humanitarian	30/09/2020	Movement context, principles and values

Stay Safe Security Management	30/06/2020	Safety and Security
Participation Challenge	30/06/2020	Community engagement and accountability
Gender Equality in Programme Planning	30/06/2020	Protection, Gender and Inclusion
Unconscious Bias and Diversity Essentials	31/07/2020	Cultural awareness
Team Development	31/07/2020	Motivating Others
Workplace essentials	31/07/2020	Judgement and decision making
Climate Change – An Intro for Staff and Volunteers	31/07/2020	Environmental Sustainability

### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?
Meetups with people of my region working with migrants and refugees	31/12/2020	Experience working with vulnerable migrants, refugees and displaced persons with a focus on protection

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?
Online Arabic course	31/12/2020	Language skills
Online material on Geopolitics in the MENA region	31/12/2020	Knowledge of the main issues related to migration and displacement

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathway

## Desired role profile: Protection, Gender and Inclusion

**The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.**

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Core Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

### Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Protection, Gender and Inclusion Basic Training for Surge Personnel	Will apply for the next training	This was not mentioned for Competency 11 but I know it is needed.
Emergency Response Unit	Fall 2020 if I am in Finland	
CAP training	Will apply for the next training	
RedR UK MPPE		This is for most competencies
EHP		Have not been able to find this training but seems essential.

### Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?
Emergency Needs Assessment		Competency 4
Contingency Planning		Competency 5
Introduction to Monitoring and Evaluation		Competency 5
M& E Planning		Competency 5


### Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?

### On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?

### What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?

**As I scored Tier 2 for most of the competencies, I am not sure what I can do to enhance my options as it seems to be more the problem that 4,5 years does not suffice.**

Have any questions?

Please reach out to [dorottya.barta@ifrc.org](mailto:dorottya.barta@ifrc.org)

# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

## Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

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#### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

1. It took me longer to complete the task that I had expected -

It would be easier to schedule the task if there was an indication up front of the average time the task takes and the total number of "questions". It would motivate me to finish faster if the questions would be divided into sections. This could be clearly identifiable blocks or pages. Completing a block or a page gives a sense of achievement, it is more enjoyable than filling a long sheet of questions.

2. The purpose and the goal of the self-assessment was not clear for me, so I was not sure how to answer some questions -

It would be useful to have a line or two explaining the purpose of the self-assessment on the page.

Two months passed since the first e-mail describing the whole process, totally forgot most of the content, sorry. 😊 I could have looked through it before the test if I had it in the e-mail history. Or there could be a short summary of the process in the beginning at the e-mails, stating the point where we are at.

3. A couple of times, different tiers had the very same descriptions of action to evaluate -

It was confusing for me. I was not sure what the point was, and if I answered them correctly or not.

4. I felt like some "questions" were designed for evaluating somebody after a mission, rather than assessing their knowledge and competency in general. But at times it was not even clear for me. I was confused that these two "types of questions" were somewhat "mixed-up"? I don't know. Would be useful if they were somehow separated, e.g. only answer if you were on a mission.

5. Just an idea -

Designing the Learning Pathway could have two purposes actually; to develop the competencies related to the role one has chosen OR measuring the competencies on someone in order to suggest suitable roles for them.

Both approaches would be beneficial in my opinion. Some people could be suitable for several roles in different sectors, but they are not aware or do not have a clear idea what they would like to do in the long run / next.

Based on the self assessment, the system could actually suggest (types of) roles that are suitable for the competencies of the person.

---

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

Good idea, does not include many learning opportunities, especially for tier 2 or 3

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

.....

Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

All elements were useful

.....

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

.....

What would you say you have learnt from this process?

What rapid response is, how candidates are selected, how I can make a plan to develop my skills

.....

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

.....

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

.....

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# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

provides a very good general overview of what it is and what expectations are for different roles within - remaining question: what practical steps can interested candidates take to be accepted into the roster (apart from learning - more on application procedure)

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

it was very long (too long in my opinion), many questions were similar to each other because of small differences between tiers etc., some categories were not applicable or hard to answer as previous experience didn't give exposure to develop certain competencies (not sure how this is taken into account in the compilation of results), requires significant amount of time with little practical output (as we still have to develop our own learning pathways based on available learning resources - and since it is a self assessment we already know some of our strengths and weaknesses without this additional self assessment), results were not always clear (green, red bars)

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

it is a good reference document as it gives some specific advise per competency. However, resources or training suggestions for higher tiers are limited and learning methods like e-learning which would be easiest accessible in our situation might not be enough to improve our competencies as they are mainly for creating a foundation; other suggestion for learning are not entirely new to me, as I try to stay informed about general (online) learning opportunities

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

not too many learning/training options available - I feel for me I would need to look further into the requirements of specific roles and technical competencies than the core competencies

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

understanding the whole RCRC SURGE system a lot better and knowing expectations and requirements for specific roles or profiles

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

no new opportunities in terms of training or personal development, no leads to actually becoming accepted into the roster

What would you say you have learnt from this process?

better overall understanding on the RCRC surge system

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

lack of experience (number of years) from response operations

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

This content is neither created nor endorsed by Google.

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# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

The access to the material was difficult. Although the information is very detailed and precise, it would maybe help to also have a comparison between different roles.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

It was very long, and the questions were often so similar that confusion while answering arose.

### Competency Development Guide

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

A more tailored approach could have been helpful.

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

No questions.

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

It helped to point out all the areas of improvement.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

The process was very long.

What would you say you have learnt from this process?

How to better access information, how to find ways for improvement.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

Not enough field experience.

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

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# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

The material available on FedNet is not very user-friendly. This is not something that you can learn just by reading about it - a more interactive format would be better.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

I think it was quite good. I had a question about how to answer to statements that I have no experience with, or those that are not really connected to my scope of work. Also the results were presented in a form that was not quite clear to me, I would have expected it to be more detailed.

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

It was useful in terms of suggesting online learning materials, but the number of face-to-face trainings mentioned in the guide is quite limited, especially for Tier 2 and 3.

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

It was helpful to see my overall progress with the learning.

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

It was good to see what are the core and technical competencies expected by IFRC, and what level of competencies are associated with a given role profile.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

I didn't really get information about how my progress will be measured over time, and how I can enroll to face-to-face trainings.

What would you say you have learnt from this process?

It helped me to identify my gaps in knowledge about the IFRC Surge System.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

I need to find the time for online learning on top of my daily workload.

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

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# Learning Pathways - Feedback

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This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

The Flyer Rapid Response pdf is good, it was the first one that actually could explain to be well, what RRS is really about. It might be due to my short RCRC experience but the verbal explanation did not help me too much as there was many acronyms and other Movement jargon which sometimes makes things more difficult than they are.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

1. Technically it seems not to be from 2020.
2. It was way too long. First 25 minutes I really concentrated but after that just could not. I think I used about one hour to finish it completely.
3. Many of the questions were very irrelevant and repetitive, probably majority of them. Also, questions are so abstract that without further information you don't understand what they expect you to answer. (Example: "Coordinates teams and stakeholders involved in assessments to integrate the assessment process throughout the whole operational cycle")
4. The end result was a big disappointment. It did not give much new information. Also, the email said that you have a personalized Development Plan but link did not work (at least for three of us)
5. I think it might make sense when other person (supervisor etc.) fills it for you but still it would be long and irrelevant in many parts.

Please grade your overall experience with the Competency Development Guide. \*

1 2 3 4 5 6 7 8 9 10

very bad ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☐ very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

It was quite clear but the problem was that when you saw an interesting course, you had to Google it, and sometimes even that did not help (maybe due to acronyms). Also, I think there should be more trainings in general mentioned, especially online trainings. There are lots of trainings available out the RCRC developing the competencies - we should acknowledge and utilize those better.

## Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

[illegible]

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

I found it quite useless. I think online profile, integrated for example to Learning Platform, would make it way more accessible and useful. I don't think I will ever go back to this Word file to see what I wrote there. The (online) template should have a menu of courses under each competency so that it would be easy to see and access the opportunities quickly. It could become "a game" to build the portfolio of competencies.

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

The discussions with Dorottya, as they forced you to think your position and skills.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

The self-assessment definitely (see earlier answer related to that). I understand the idea of the Learning Pathway template but as such I think it is not something I will return (also, please see the earlier answer related to that). There was also too many (long) files sent to us so in the end I just skipped some of them as I did not see the added value easily from accompanying note.

What would you say you have learnt from this process?

My positioning regarding to the Core Competencies - that I have quite nice the foundation in many of them.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

Lack of information. Also, my expectation is that you need a long RC experience to be able to get to the roster.

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

- I still don't know if I have opportunity to join the IFRC Rapid Response System roster which was one of the main expectations for joining the Learning Pathway.
- Would have expected a feedback on our Learning Pathways
- There was a problem with the expectation management in general. First you made it sound like it would be something totally new and would give great opportunities for us. The call with Dorottya helped a bit (lowered expectations) but still I had to disappoint in the end when seeing the actually template / Learning Pathway.
- Technically the whole process should be upgraded to the 2020. No Word files, up-to-date self-assessment platform etc.
- Many suggested online trainings recommended are too basic if you have even a bit general knowledge on the humanitarian sector, or work-life in general (Climate Change – An Intro for Staff and Volunteers, Team Development Team Decision-Making, Workplace essentials, etc.)
- I feel that all the F2F trainings related to the core competencies are impossible to reach without very long RCRC experience. I would like to see either more easy to approach F2F trainings or more in-dept online learning opportunities.



# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

Information presented was clear and very thorough. Could have included a recruitment pathway for the applicant to understand the procedure of the selection process for the rapid response roster and of deploying personnel.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

Personally, I found the form a bit confusing. It felt like many of the questions were focused on more managerial-level personnel and not applicable for technical staff. In filling out the form I had to put in many N/A answers and therefore couldn't help but wonder if my results would be helpful to anyone. There was repetition in the questionnaire, especially at the end. The results were unbelievably difficult to decipher.

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

The Competency Development Guide could have carried more information and thereby been more helpful. I feel like the use of acronyms and non-existing information on the courses made me have to Google too many things. At best/worst, I had 11 tabs open on my laptop. I feel there was a lot that was not self-explanatory eg RedR UK MPPE. It would also be good to understand where these courses and trainings can be undergone without having to find all the information yourself.

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

Good to understand your weaknesses and how courses and other learning possibilities can strengthen your skills. Also good to make a time-frame and set focus on improving yourself step by step. Template was clear and didn't raise questions.

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

Understanding weaknesses.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

-

What would you say you have learnt from this process?

Better knowledge of the specific skills needed to be part of the surge roster and how to develop your role profile in a certain area of expertise.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

More experience, that is my only challenge. But then again, experience comes from work. I think the case always is that there is no limit to how far you can develop your skills on the field so I would jump at every possibility offered to work in the midst of a disaster.

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

-

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# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

Having different sources shared to read about the IFRC Rapid Response System was very helpful. A visualization / graphic of the Rapid Response System might support a quicker understanding.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

It was helpful to read all competences at different levels in detail to learn more about the expectations for certain job roles. Sometimes repetition of competences led to confusion or repeated confirmation of the competence. The list of competences is quite long. Questions on competences based on different levels (e. g. Blooms's taxonomy) could lead to both make the assessment more exciting (increase stimulation) and reduce bias of self-assessment.

### Competency Development Guide

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

Overall, listing of all competences, including possibilities / trainings on how to develop them, is very helpful to have. Besides, content and structure of each competence description are clear.

Highlighting the focus under each Tier could make it easier to grasp. The frequent use of abbreviations makes reading the information difficult for beginners. Writing them out or providing a list could prevent this. Finally, interesting at the beginning could be a visualization how competences are interrelated.

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

I like the offer (structure) to use different categories to train competences. However, to keep an overview of my competences, I would probably prefer to organize my learning path by competences rather than trainings (i.e. put the competences first in the table).

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

Insight into individual competences and related expectations required for IFRC in general as well as for specific roles.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

The process took a long time. (At least one training at the end would be a nice reward.)

What would you say you have learnt from this process?

Overview of competences and some possibilities to improve those.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

1) Admission to IFRC face2face trainings required for my role profile. 2) Years of work experience.

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

Very helpful would be a list with upcoming face2face trainings such as IFRC Emergency Needs Assessments and Planning (ENAP) training for planning and application.

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Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

Helpful information on requirements for different profiles. What can be improved - more profiles to be filled, as not all of those of interest to me where available online.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

The questionnaire is not very clear. A lot of repetitive-duplicated questions, and the purpose of duplication is not clear. The grading system is also not clear. When filling in the questionnaire, I was giving answers based on my understanding of what does it mean to know something well, above average, and etc. Most of my answers where in the higher scale, therefore, it was very surprising that in the final 'report', nearly in every category I was ranked as below average. Since there was no explanation on grading, that left me more confused than before I started. This is the most unclear part of the process - the grading, scaling and comparison of candidates.

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

It's a very useful document, for further follow-up. However, for competency development (partly due to lack of clear grading in the assessment, and lack of clarity between 'level of competence' differences in Tier 1, 2, and 3), not exactly sure how and what to work on in the future.

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

Social learning, On the job projects, and Online learning activities are not clear in practice. They are dependent on what is actually available at a given moment. In current deployment on the job projects are not feasible. So is social learning. Would be great if IFRC could provide such opportunities (e.g. for each work area, locate people willing to coach and mentor others, compile its own recommended list of best books, youtube videos and other online resources for particular topics, perhaps, suggested by the experts that already work in that particular area, that could be updated on the go). That would save time for everyone, and ensure that we are using high quality resources.

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

Profile descriptions online were most useful, to understand better possible job functions and requirements.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

Self-assessment questionnaire, because of its composition was not as useful as I had hoped it would be. Just because the evaluation, grading criteria and tier differences, were not clear, so was the final report. Still have no idea how to interpret my grading results, as despite marking above average marks in the self-assessment, according to the final report I am a 'poor' asset to the organisation. Nearly all categories are 'below par' - and I can not understand what is the expected level then. Perfect knowledge is very doubtful concept.

What would you say you have learnt from this process?

Plenty of learning opportunities are available, just need to be more proactive in taking them. And as always, trust in learning-on-the-job.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

Acquiring more work experience in the Movement, especially if 10-20-70 formula is to be trusted. There's only so much books one can read...

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

Thank you so much for all the hard work you have done so far. It is really useful and needed. If there's one thing that can be improved, it's the self-assessment questionnaire.

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# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

I think it was rather unclear to many participants in the beginning what is the purpose of this Learning Pathways. Expectations could have been managed better, as many people thought that this would lead to more individualized support in building capacities. I expected more information on how to build particular profiles (what technical competencies are required and what courses should I take), rather than general information on what is IFRC Rapid Response System. However, it was interesting to learn more about the general things as well.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

Most of the questions were not applicable to my experience/position, so I ended clicking "N/A" most of the time. Moreover, many of the questions were designed for people with management position or particular technical background. Also, many of the questions appeared multiple times in the test.

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

-

Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

I felt that the Core Competencies Assessment did not really give me an accurate picture of my competencies (as many questions were not applicable to my situation or level of expertise), so it was hard to use that as a basis for filling in the Learning Pathway template. However, it is a good template to use later in my career to check what needs to be developed and within what timeframe.

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

It was interesting to learn more about the Rapid Response of the IFRC.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

A list of available trainings would have been useful

What would you say you have learnt from this process?

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

Lack of technical competencies

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

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Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

From the start I did not know what it is and how it works. Learned later on, but maybe could have started with it.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

Way too long and lots of irrelevant questions and repetition.

### Competency Development Guide

Please grade your overall experience with the Competency Development Guide. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

Useful and practical. Wish it was longer on each competency but understandably is not since it would take a lot of effort from your side. :)

### Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

Straightforward and understandable. A bit hesitant of what comes next?

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

Competency Development Guide and the website with all the profiles and their ToRs were very useful to see.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

The long questionnaire on Learning Platform was very long and lots of irrelevant parts or repetition. Could be sorted out for different profiles or edited further.

What would you say you have learnt from this process?

How I can start taking steps towards a new learning path and work profile. Very useful.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

How to join with a short working experience, is it possible or useful for IFRC? And how to fit it in with another full-time job, or can people work mainly through this system as main job?

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

-

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## Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

[illegible]

## Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

[illegible]

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

It has remained unclear how I can actually apply for the System and how I can utilize the responses from the Learning Pathway.

### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

It needs clear instructions on how to fill it out as it is not immediately apparent why so many questions are similar to each other and also whether one can use all work experience or just experience within the Red Cross.

### Competency Development Guide

Please grade your overall experience with the Competency Development Guide. \*

[illegible]

Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

Not sure which Guide this is?

# Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

[illegible]

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

There should be information on how I can access the F2F trainings. For me there was not much I could improve based on the Learning Pathway.

### Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

I now know the different Tiers and have some access to some resources I did not know existed.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

It did not provide me with actual information or guidance on what I can do to be accepted into the Surge pool.

What would you say you have learnt from this process?

That supposedly I have everything needed, yet have no chances to become part of the pool.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

There are always more experienced applicants and the recruitment happens rarely. It feels like 4,5 years of experience is not enough and hence I need to wait for some more years but by then my life situation may not be suitable anymore.

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

Clear instructions

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# Learning Pathways - Feedback

Your Feedback as an EU Aid volunteer is very important to us!

This survey will take about 15-20 minutes. Thank you for taking the time to provide insight that can be used to improve this tool.

Please grade your overall experience with the Learning Pathway pilot. \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Information on the IFRC Rapid Response System

Please grade your overall experience on the information shared on the IFRC Rapid Response System \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

Please provide feedback on the information shared on the IFRC Rapid Response System. What was helpful and what could be improved? What were your main questions?

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### Self-assessment

Please grade your overall experience with the Self Assessment on the IFRC Learning Platform \*

	1	2	3	4	5	6	7	8	9	10	
very bad	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very good

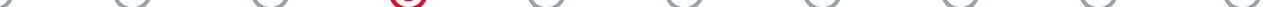
Please provide feedback on the Self Assessment. What was helpful and what could be improved? What were your main questions?

Unfortunately, the self-assessment was unclear and not well instructed assignment. Self-assessment in this format might be unrealistic, because respondents will position themselves at very different scales, depending on how familiar they are with the specific area to be assessed. In particular, this may lead to over optimistic assessment in topics that the respondents are unfamiliar with, because they may not understand the different levels of knowledge in less familiar topics. Therefore, examples of what type of knowledge and understanding one should have to correspond with evaluation level numbers.

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Please grade your overall experience with the Competency Development Guide. \*

very bad      1      2      3      4      5      6      7      8      9      10      very good



Please provide feedback on the Competency Development Guide. What was helpful and what could be improved? What were your main questions?

# Learning Pathway Template

Please grade your overall experience with the filling out the Learning Pathway Template. \*

[illegible]

Please provide feedback on the Learning Pathway template. What was helpful and what could be improved? What were your main questions?

Work intensive task with unclear format of questions

Overall experience

What were the elements of the Learning Pathway process that were useful or beneficial for you? Why?

The process itself was a good initiation by the IFRC. Also, further familiarization with the change and core competencies.

What were the elements of the Learning Pathway process that were not useful or not beneficial for you? Why?

What would you say you have learnt from this process?

The evaluation matrix is cumbersome and demanding; therefore work intensive for all parties involved in the candidate evaluation process. Looking forward to the outcomes of the change with great interest.

Considering your experience as an EU Aid Volunteer, how interested are you in joining the IFRC Rapid Response System?

	1	2	3	4	5	6	7	8	9	10	
not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	very interested

What would you say are the main challenges for you in joining the IFRC Rapid Response System?

First gaining more experience and expertise in DM.

Please provide any additional feedback or insight that you think could aid the development of the Learning Pathways.

Unfortunately the COVID-19 interfered with participation to this process due to major competing priorities. Thanks for the opportunity to participate in the process.

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# EU Enhancing Aid Capacities

Learning Pathways pilot

## Needs Analysis interview questions

What do you know about deployment procedures?
What do you think you need to do to get deployed?
Why would you like to deploy?
What do you think you need to do/learn to deploy?
What is the core competency framework?
What is the technical comp framework?
What role profile are you interested in?
How long have you been in the movement?
How long have you been interested in deployment?
What do you see is the biggest barrier for you for deployment?
What are the competencies that you have / miss for being deployed?
How did you get these competencies?
What learning opportunities are you aware of for improving your skills
Do you use the learning platform?
Where do you get your information on what you need to do to meet requirements for deployment?

# Learning Pathways

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Rapid Response

# What is a Learning pathway?



An individualized list of competency-based learning opportunities



Targets the competencies the user needs to develop to meet role profile requirements



Encourages you to consider on-the-job or social learning opportunities next to trainings



It is a personal competency development and not an assessment tool

# Steps of a Learning Pathway

1. Learn about the IFRC Rapid Response system
2. Choose a Rapid Response role profile
3. Take a competency-based self-assessment
4. Design your own learning pathway: Develop the competencies you need to meet role profile requirements

## Project so far

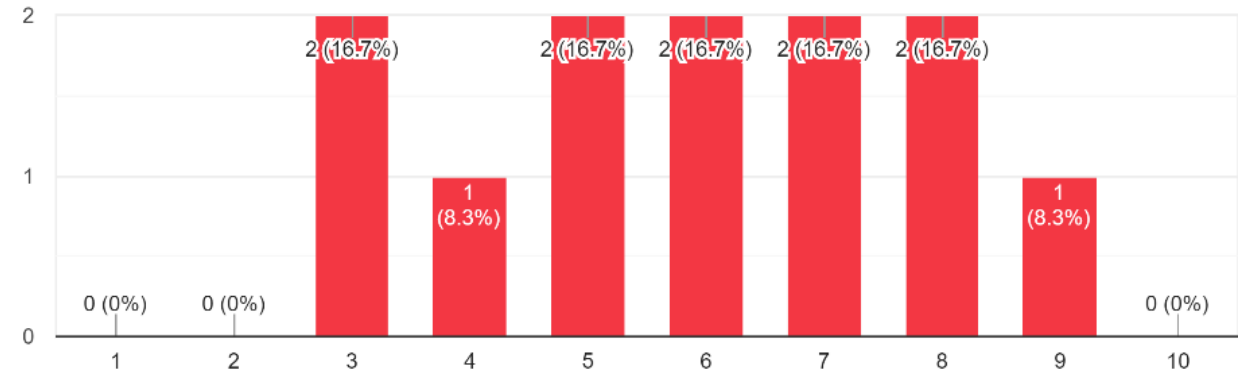
Paper-based version piloted in 2020

Lessons learned:

Need for a more modern online version is clearly articulated.

Please grade your overall experience with the Learning Pathway pilot.

12 responses



# Where we are right now

First iteration on the IFRC learning platform is online for internal testing

- Automatized, cuts the user time
- More modern

So far the focus is on Generalist Role profiles, but working with technical teams on the first steps to create their own

# Learning Platform Wireframe

## Welcome to your IFRC Rapid Response Learning Pathway

Your personalized learning journey starts here!

### Individualized Learning Pathways

Your individualized learning pathway will help you understand what are the learning opportunities available for you to develop your competencies for IFRC Rapid Response deployment.

The steps you will take:



1. Learn about the Rapid Response system



2. Choose a role profile



3. Take a self-assessment



4. Get your report with possible learning opportunities



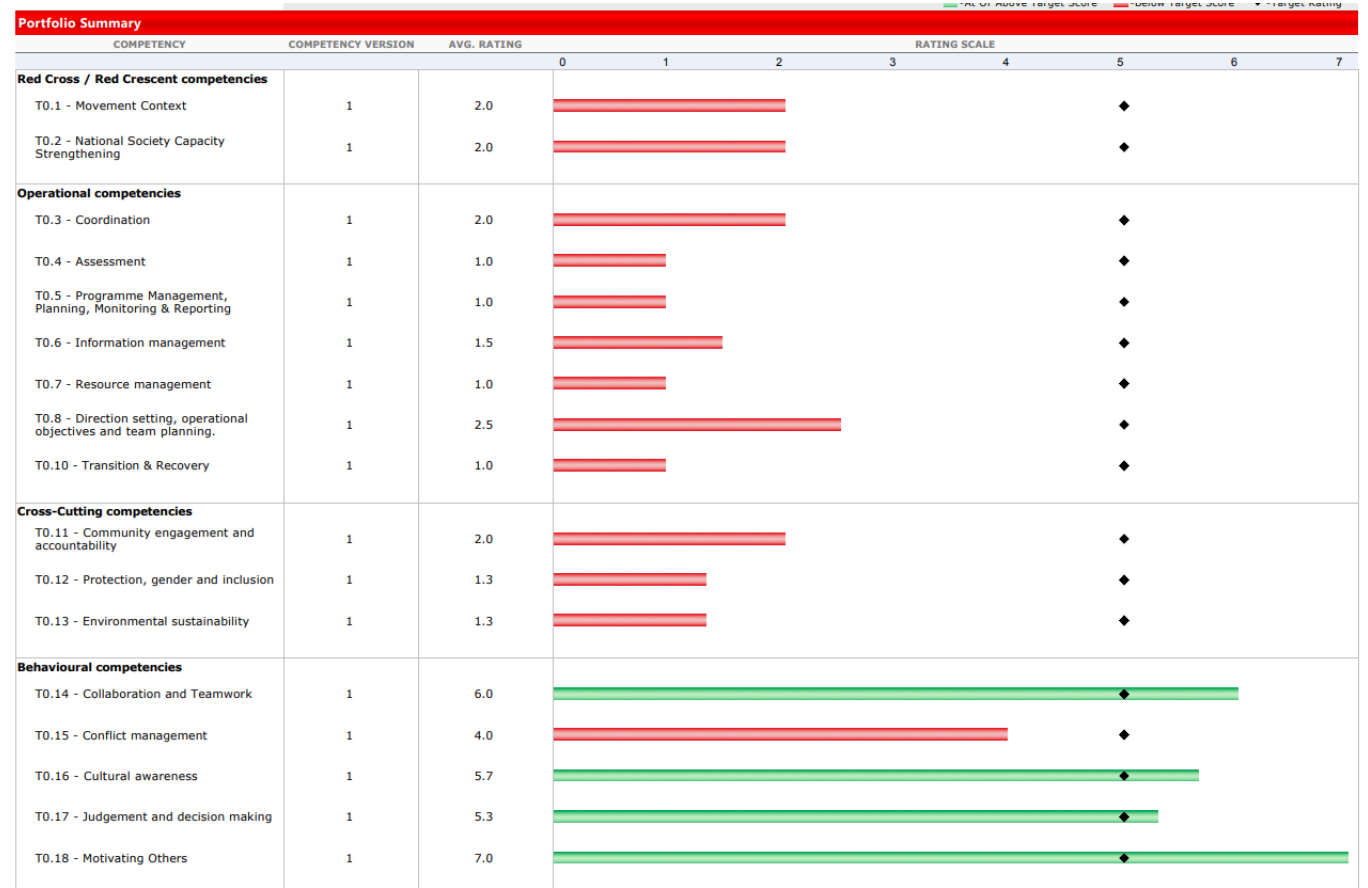
5. Put together your individualized learning pathway

Please note that the Learning Pathway will not guarantee acceptance to trainings or the roster. It's role is to empower you to make your own development plan and work on the competencies you need for your desired role profile.

*This project was developed with the feedback and lessons learnt from the EU Enhancing Aid Capacities project. We thank our donor for the support.*



# Competency report



# Learning Pathway

The user can design their own learning pathway based on the selection of learning opportunities offered to them.

These opportunities specifically target the competencies which the user needs to develop to meet role profile requirements.

## Self-Assessment on Core Competency Framework for Surge Person Dorottya

Overdue

Due date  
31/12/2019

Plan category

Assignee  
Dorottya BARTA

Description:

### DEVELOPMENT OBJECTIVES

#### T0.1 - Movement Context

Category:



The World of Red Cross and Red Crescent (WORC) - (English)

Learning type: Curriculum Progress: Completed Due date: 31/12/2019

#### T0.2 - National Society Capacity Strengthening

Category:

Development Framework  
2019

Introduction to National Society Development (English)

Learning type: Online Course Progress: Completed Due date: 31/12/2019

#### T0.3 - Coordination

Category:



Principles and Rules for Red Cross and Red Crescent Humanitarian Assistance

# Plans for the future

Extend to other to other role profiles  
Continue the development process  
Test with target audience

# Light mapping

Mapping trainings against a Competency Framework

The aim of this mapping activity **is to understand which trainings address which competencies and at which tier** in order to **make it clear for colleagues within the movement which trainings they may need to take in order to improve a certain competency.**

Below you can find the light mapping process notes which maps training objectives against the competency framework.

## **Resources needed for this mapping activity:**

Please consider the following profiles for mapping: training facilitators, former training participants, learning and development or HR professional, subject matter experts. Please note that all training materials including session plans, agenda, presentations, handouts, selection criteria for participants are necessary for an accurate mapping.

## **Mapping steps**

**Step 1.** Extract core information at training level and add into first tab *Training Overview*. This information should be available in the training concept or similar document.

- a. Training title
- b. Training aim
- c. Target audience
- d. Pre-requisites
- e. Training description (optional)
- f. Training agenda – add it to the *Agenda* tab

The purpose of this is to allow the person mapping to understand what the overall training is trying to achieve and specially to understand who the training is targeted at whilst also taking into account the pre-requisites. This will help when trying to identify what the desired entry level of each competency each participant should have.

**Step 2.** Extract core information at the training level and add into second tab *Training Objective Breakdown*. This information should be available in training description. Where information is missing, note this as *Not Given*.

- a. Objectives – “By the end of the training participants will be able to”. (Please refer to Bloom’s theory if you are unclear about objectives).
- b. Key Learning Points – Core information that participants should have by the end of the session

The purpose of this is to via the objectives and key learning points to gauge which competencies are being addressed during the training.

**Step 3.** Identify which competencies are covered in each objective, and at which level. To do this, the following steps are recommended:

- a. Review training information in course overview tab
- b. Identify related competencies and note this
- c. Review session materials when necessary, including session outline, presentation, handouts and exercises to compare the knowledge, skills and behaviours participants

are required to exhibit in the session with the knowledge, skills and behaviours listed in the competency framework

d. Note the tier at which the competency is covered in the session in the relevant cell.

Please note that the competencies are listed by number in the *Training Objective Breakdown* tab. Please adjust the numbers according to the number of competencies in your technical competency framework.

**Step 4.** Identify the entry tier (tier at which each competency is required to gain a place on the training) by reviewing training pre-requisites and target audience, and the exit tier (tier at which participants should be functioning at the end of the training) by reviewing the session competency information

#### **Potential challenges of mapping**

- 1) Session outlines – You may not be able to find certain session outlines or some session outlines. If this is the case, please get in touch with the training holder.
- 2) Lack of aim and objectives - Some sessions and indeed courses do not have clear aims and objectives which makes it difficult to understand which competencies are being covered. If this is the case, please get in touch with the training holder.
- 3) Terminology confusion – Throughout many courses in many organisations, there are many overlaps between the terminology “Aim” and “Objectives”. Please see the definitions we have stated above to help figure out which one is which. Other terminology may be used such as “goal”. If in doubt, please get in touch with the training holder for further information.
- 4) The entry tier for each competency not being clear even after having consulted the target audience and pre-requisites. This is part of a bigger discussion with the holders of the trainings and the selection process.
- 5) Not being a binary process – naturally many participants leave the same training having improved different competencies from one another, so it is difficult to establish what tier participants come out with. The number we suggest is the desired tier outcome of the competency taking into account the previous steps, but we are aware this will not always be the case.

# Detailed mapping

Mapping trainings against a Competency Framework

The aim of this mapping activity is **to understand which trainings address which competencies and at which tier** in order to **make it clear for colleagues within the movement which trainings they may need to take in order to improve a certain competency.**

Below you can find mapping process notes which the British Red Cross have written and indeed followed for various trainings (internal f2f, internal online, external online and external f2f).

## Resources needed for this mapping activity:

Please consider the following profiles for mapping: training facilitators, former training participants, learning and development or HR professional, subject matter experts. Please note that all training materials including session plans, agenda, presentations, handouts, selection criteria for participants are necessary for an in-depth detailed mapping.

## Mapping steps

**Step 1.** Extract core information at training level and add into first tab *Training Overview*. This information should be available in the training concept or similar document.

- a. Training title
- b. Training aim
- c. Training objectives
- d. Target audience
- e. Pre-requisites
- f. Training description (optional)
- g. Training agenda – add it to the *Agenda* tab

The purpose of this is to allow the person mapping to understand what the overall training is trying to achieve and specially to understand who the training is targeted at whilst also taking into account the pre-requisites. This will help when trying to identify what the desired entry level of each competency each participant should have (refer to step 5).

**Step 2.** Extract core information at session level and add into second tab *Session Breakdown*. This information should be available in session outlines/session plans. Where information is missing, note this as *Not Given*.

- a. Session number
- b. Session name
- c. Session length (mins)
- d. Aim – One short sentence of desired goal of training
- e. Objectives – “By the end of the session participants will be able to”. (Please refer to Bloom’s theory if you are unclear about objectives).
- f. Key Learning Points – Core information that participants should have by the end of the session

The purpose of this is to via the objectives and key learning points to gauge which competencies are being addressed in which sessions.

**Step 3.** For each session, add an outline of the methodologies used and content covered in the *Outline methodologies* column. This should be in the format of **methodology – time (topic/activity)**. For example:

- Trainer input - 3' (overview)
- Group exercise - 55' (team capacities)
- Plenary debrief and video - 30' (team structures and planning)
- Trainer input - 3' (wrap up)

The purpose of this is to allow quick identification of potential overlaps between training content, and/or to identify available content on specific topics/using specific methodologies.

**Step 4.** Identify which competencies are covered in each session, and at which level. To do this, the following steps are recommended:

- a. Review session aim and objectives
- b. Identify related competencies and note this
- c. Review full session materials, including session outline, presentation, handouts and exercises to compare the knowledge, skills and behaviours participants are required to exhibit in the session with the knowledge, skills and behaviours listed in the competency framework
- d. Note the tier at which the competency is covered in the session in the relevant cell.

**Step 5.** Identify the entry tier (tier at which each competency is required to gain a place on the course) by reviewing training pre-requisites and target audience, and the exit tier (tier at which participants should be functioning at the end of the training) by reviewing the session competency information

### **Potential challenges of mapping**

- 1) Session outlines – You may not be able to find certain session outlines or some session outlines. If this is the case, please get in touch with the training holder.
- 2) Lack of aim and objectives - Some sessions and indeed courses do not have clear aims and objectives which makes it difficult to understand which competencies are being covered. If this is the case, please get in touch with the training holder.
- 3) Terminology confusion – Throughout many courses in many organisations, there are many overlaps between the terminology “Aim” and “Objectives”. Please see the definitions we have stated above to help figure out which one is which. Other terminology may be used such as “goal”. If in doubt, please get in touch with the training holder for further information.
- 4) The entry tier for each competency not being clear even after having consulted the target audience and pre-requisites. This is part of a bigger discussion with the holders of the trainings and the selection process.
- 5) Not being a binary process – naturally many participants leave the same training having improved different competencies from one another, so it is difficult to establish what tier participants come out with. The number we suggest is the desired tier outcome of the competency taking into account the previous steps, but we are aware this will not always be the case.

