IFRC SURGE FACILITATORS' NETWORK:

ground rules

The background

The IFRC has had difficulties in the past in identifying and securing facilitators for the IFRC's surge trainings. Whilst these have not jeopardised the delivery or the quality of individual trainings, a need has been identified to build a network of facilitators, large enough to guarantee availability, and professional enough to guarantee quality and impact. In January 2017, 24 facilitators have been selected by the Surge Team as a result of a call for suitably qualified facilitators. In addition, the Global Surge team (GVA) performed a review of past records and supplemented the list with the facilitators who have delivered a generalist training since 2015. In 2019 an additional group of 18 facilitators were trained by a contracted RedR team in KL (9 people coming from IFRC and PNSs, and 9 from the APRO and AP National Societies). In 2020-2022 a few more people have been added to the Network based on their successful performance as facilitators, learning focal points and assessors at surge learning events. In 2023 the status of each member has been checked and the network updated.

The purpose of the Network

The IFRC Facilitator's Network provides support to IFRC learning events, including developing curricula and simulation exercises, facilitating and organizing learning events, acting as learning focal points, competency assessors and in other roles as required.

Members

Members of the Network are experienced members of NSs and IFRC, with both subject matter and learning expertise. Membership is voluntary.

Additionally, recognizing that diversity is an added value, efforts are being made to ensure that the facilitator network encompasses individuals from diverse backgrounds, cultures, and perspectives. By embracing diversity, the IFRC aims to enhance the richness and effectiveness of its surge trainings, fostering a more inclusive and comprehensive learning environment.

GLOBAL SURGE LEARNING TEAM

How to become a member

There are different ways to become a member:

1) Complete a formal facilitation training provided by the Movement or another institution (For example, RedR)
2) Be recommended by a network member
3) Demonstrate facilitation skills by co-facilitating an IFRC training and being recommended by the facilitation team at the end

The final decision on adding a new member to the Network is made by the Surge Desk and Surge Learning team.

Members can expect that IFRC Surge Learning team will

- maintain the Network
- activate the Network on request
- provide learning opportunities to the members to maintain their expertise as facilitators and assessors.

Members of the Network are expected to

- support events when they're available and qualified
- inform IFRC about any change in their status to keep the database up to date
- maintain their own level of expertise as facilitators, by practicing and taking learning opportunities as guided by the list of competencies below. This includes completing the Art of Training Humanitarian Workers online modules on:
    o Facilitation skills
    o Virtual Facilitation Skills
    o Mentoring Skills
    o How to Assess Competencies

Activation of the Network

Training organizers lacking specific facilitator or Learning Focal Points profiles, can request the Surge Learning Team to activate the Surge Facilitators' Network. Available facilitators respond to the request, and the training organizers make the final selection.

Leaving the Network

Facilitators who wish to leave the network are free to do so with an appropriate notification.

Surge Desk and Surge Learning team reserve the right to exclude a member from the Network in case of demonstrated lack of required competencies, breach of code of conduct, repetitive refusal to support the learning events.

GLOBAL SURGE LEARNING TEAM

Expected competencies of the IFRC Surge Facilitators

1. Designs lesson plans, that include learning objectives, activities to engage the audience, present information, facilitate activities, debrief, check for understanding and recap.
2. Facilitates training sessions according to the lesson plans.
3. Applies learner-centered, activity/discussion-based methods and a wide range of learning aids to engage participants.
4. Builds rapport and sets expectations.
5. Gives clear and concise instructions to participants and verifies understanding of tasks.
6. Uses icebreakers and energizers effectively.
7. Handles common challenges, including difficult participants and time management.
8. Recognizes their own and participants' emotions and bias, and manages those effectively.
9. Designs, organizes and facilitates tabletop or field simulation exercises.
10. Deliver virtual training: recognizes the differences between virtual and in-person training, keeps participants engaged, leverages features of web conferencing platforms and other online tools, adapts in-person activities to virtual, knows how to deal with challenging participants and technical difficulties.
11. Evaluates training to further improve it.
12. Works effectively and efficiently with other members of the facilitation team, promotes respect, collaboration, clarification of expectations and roles and responsibilities in the team.
13. Provides relevant guidance and feedback to learners in an environment of respect, communicating strengths and areas of improvement in a manner that is well received.
14. Provides mentoring support to learners when acting as a learning focal point/mentor.
15. Recommends further learning options, applying the 70/20/10 principle.
16. Assesses competencies of staff or volunteers by observing and evaluating behavioral indicators.

Focal point: evgenia.generalova@ifrc.org, surge.learning@ifrc.org