

IFRC Staff – The Online Learning Activity

2009-2015

A Journey to Diversified and Personalised Learning

For more information, feedback and suggestions, please contact:

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February 2016

Summary

This report gathers the results of the online learning activities during 2009-2015 period, considering only IFRC staff (around 8% of the total users on the platform), and it is purposed to support the amelioration of the RCRC online learning programme by depicting the trends and needs in competencies development.

Training and Effectiveness

The IFRC staff spent in total over 5 million minutes in online courses – which is more than 3.5 thousand days or almost **10 years in learning**.

While it is difficult to say to what extent factors such as training, job mentoring and induction programmes contribute to job performance and to organisation's efficiency, it is certain that staff willing to undertake courses are more open to transformative and creative approaches, more prepared to tackle with new challenges, more likely to have a stock of knowledge and competencies broader than their own specialisation. **Learning and “knowing to learn” are conditions for competitiveness and high performance.**

Over time, generally speaking, implementation of training as a priority personnel policy proved to have the most significant effects on productivity growth.

The courses on the online learning platform are designed according to several **key objectives**, aiming to empower participants:

- to strengthen individual competencies and a collective understanding of the Red Cross Red Crescent Movement, humanitarian context, key stakeholders, and contextual practices affecting current and future humanitarian interventions;
- to maintain ethical and professional behaviour in accordance with the Code of conduct;
- to operate safely and securely in high risk environments;
- to participate in the design and implementation of effective humanitarian projects and programmes;
- to help others to provide services ranging from disaster relief and assistance for the victims of war, to first aid training and restoring family links;
- to help others to reduce vulnerability by complying with established procedures, protocols, and guidelines.

There are over 50 online courses available in the Red Cross and Red Crescent section, in multiple languages. Complementary, 62 courses in Personal development section are targeting **transversal competencies** such as teamwork, collaboration, communication, relationship building, influencing, resilience, adaptability, initiative.

Expectations

Based on the behaviour of IFRC staff on the Learning platform, it is expected that any employee would take at least 2 courses per year, completing at least one of them.

Courses such as *“Code of Conduct”, “Strategy 2020”, “RCRC Movement Partnerships”, “IDRL”, “Principles and Rules for RCRC Humanitarian Assistance”, “Emergency Needs Assessment”, “Contingency Planning”, “Stay Safe – Personal Security”, “Corruption Prevention”, “National Society*

Development”, *“LIFESAVER: Interactive CPR”*, should be in the learning passport of every staff, renewed every two years.

In addition, taking at least one course per year from the offer in one of the sections “Knowing Myself”, “Communication Skills”, “Time and Information Management” or “Management/Leadership” could bring added value considering personal skills and knowledge.

Snapshot

4,092 active and former IFRC staff (with an email account) were considered in this report. On average, IFRC staff is enrolling in 5 online courses on the platform and completes 2.2. In **2015** only, a learner from IFRC requested on average 3.3 online courses and completed 1. One third of them registered to only one course and half of IFRC staff registered to no more than two courses. The completion rate in 2015 was 30%.

The most attractive training sessions for staff in IFRC are the ones directly related to Red Cross and Red Crescent specific areas of work:

- *“Stay Safe - Personal Security”* (4,102 registrations since the launch in Nov. 2009), a 2.5 hours course, available in English, French, Spanish and Arabic
- *“Stay Safe – Security Management”* (1,542 registrations since the launch in Nov. 2009), a 3 hours course, available in English, French and Spanish
- *“The World of Red Cross and Red Crescent (WORC)”* curriculum, (1,194 registrations since August 2010), 20 hours, in English, French, Spanish, Arabic
- *“Code of Conduct”* (940 registrations since Nov. 2009), 30 minutes, in English and French
- *“Strategy 2020”* (759 registrations since Dec. 2010), 40 minutes, in English, French, Spanish, Arabic
- *“Project/Programme Planning (PPP)”* (494 registrations since May 2012), 4 hours, in English, French, Spanish

but being complemented as well by some general courses in Personal development or in Professional development sections:

- *“Assertiveness: know your profile”* (138 registrations), a 30 minutes online course available in 6 languages
- *“Focusing on your priorities”* (80 registrations), 30 minutes, 8 languages
- *“The management styles”* (73 registrations), 30 minutes, 12 languages
- *“Becoming a manager/ coach”* (64 registrations), 30 minutes, 10 languages
- *“Improving communication by adapting to others”* (61 registrations), 40 minutes, 4 languages.

A number of more recent courses, such as *“Preventing Corruption in Humanitarian Aid”*, *“Contingency Planning”*, *“Emergency Needs Assessment”*, *“Health Care in Danger”*, *“Introduction to Monitoring and Evaluation”* are keeping the pace, becoming leaders of audience in monthly analyses.

IFRC staff are very satisfied with the achievements and the learning experience. At completion, 78% rate the learning path undertaken as excellent (38%) or above average (40%). 56.5% agree and 34% strongly agree that they are **better able to apply the respective skills and knowledge in their professional area**. 95% would recommend the courses to a colleague (number of responses N=1300).

Three months after completion, 82% of IFRC learners consider what they learned helpful (44%) or very helpful (38%) for their professional work. They declared **the courses enabled them to**

play a more supportive and constructive role in contributing to the organization where they work, to a great extent (49%) or to a moderate extent (34.5% of the IFRC staff) (N=215).

The data presented is supporting the conclusion that there are significant progresses in developing a training offer for IFRC staff, a fairly high rate of interest from these professionals, and very promising outcomes regarding the extent to which the offered online training is enabling them to play a more supporting and constructive role within the organisation, therefore there is a need to continue, expand and capitalise more on this asset.

Horizon 2016

2016 is finding the Learning platform with an offer of more than **200 online courses, each in 5 languages** on average. They are free, self-paced, with proposed learning time from 30 minutes to several hours. The Catalogue fairly covers Red Cross and Red Crescent areas of focus, as well as basic personal development needs.

Personalisation of the online training offer will be the main strategy used by HR to bring learning closer to staff in IFRC, by designing individualised (blended) training programmes, by packaging the existing courses in curricula according to various difficulty levels and for various jobs or departments, by exploring the possibility to bring specific courses on the platform “on demand”.

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I. The Online Learning Programme

The online learning programme can be defined as a suite of activities circumscribing the RC&RC Learning platform, aiming to provide training opportunities not only for IFRC staff, but as well for every volunteer and staff in the Movement. As stated in 2009, the IFRC's programme *"supports individuals and organizations with their lifelong learning. It stimulates new thinking, sets new standards, and establishes a range of curricula that are relevant to the Movements' core business areas and beyond."*

The general goals of the programme were maintaining their value over time, undertaken by a significant number of National Societies:

- to change minds for the better by facilitating high-quality learning opportunities and outcomes for all Red Cross Red Crescent volunteers and staff;
- to provide a world-class education in humanitarian and development issues, practice, thinking and values – to anyone, anytime, anywhere;
- to help strengthen individual competencies and a collective understanding of the Red Cross Red Crescent Movement;
- to build a global community of knowledge on humanitarian and development issues.

1. The Learning Platform - Training Offer and Audiences

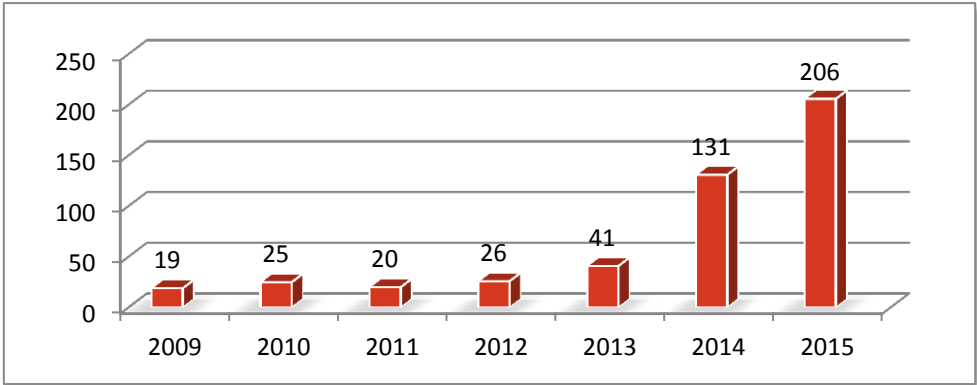
The available training offer on the RCRC Learning platform is broad, fairly covering the continuous professional development needs of RCRC volunteers and staff to a sufficient level and extent. More than 200 self-paced online courses, each with 5 language versions on average, are kept available for free, relying on a considerable effort on behalf of IFRC:

- 206 courses in English
- 123 have versions in French
- 122 in Spanish
- 30 in Arabic
- 65 in Italian
- 64 in Portuguese
- 45 in German
- 39 in Chinese
- 36 in Hungarian
- 33 in Russian
- 20 in Dutch
- 30 more in Swedish, Czech, Norwegian, Polish, Japanese, Danish, Hausa or Bahasa.

There are a number of courses provided by National Societies in the last couple of years, some of them being available only for volunteers and staff registered under their division: Australian Red Cross (8 courses), Argentinian Red Cross (1 training programme with 4 courses), British Red Cross

(21 courses), Red Cross Society of China (1 course), Danish Red Cross (1), Ecuadorian Red Cross (1), Qatar Red Crescent (1), Norwegian Red Cross (3), Swedish Red Cross (9 courses).

The growth of online learning offer was to a reasonable extent consistent with the identified learning needs of RCRC staff and volunteers. An important number of courses was developed at the beginnings and in the last two years, targeting specific RCRC skills and knowledge; in addition, general courses for personal development, in areas such as communication, management, leadership, are borrowed from third-party providers on a yearly basis, continuously renewed according to usage, feedback from learners, and learning needs of staff at IFRC, staff in national societies, and RC/RC volunteers.



Number of online courses available for IFRC staff, per year

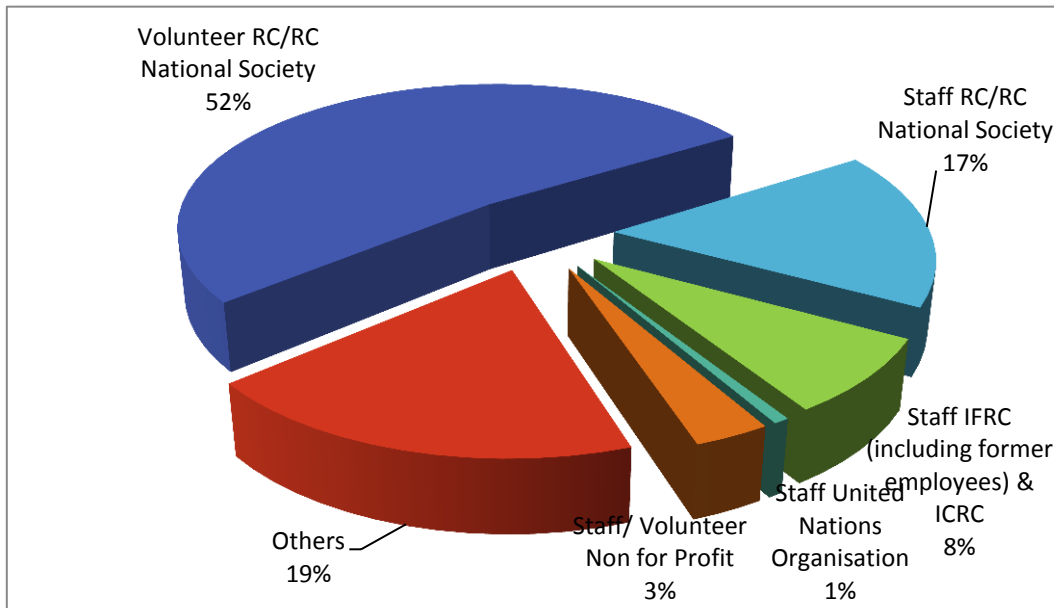
The “structure” of the Catalogue (*Annex 3*) is following a topic-based approach, being as well convergent with various attempts to build core humanitarian behaviours and competency taxonomies, for example the matrix elaborated by CBHFA of six core competencies essential to all staff in emergency response (CBHA, 2012):

- 1- Understanding humanitarian contexts and application of humanitarian principles;
- 2- Achieving results effectively, considering the need for speed, scale and quality;
- 3- Developing and maintaining collaborative relationships;
- 4- Operating safely and securely in high risk environments;
- 5- Managing yourself in a pressured and changing environment;
- 6- Leadership in humanitarian response.

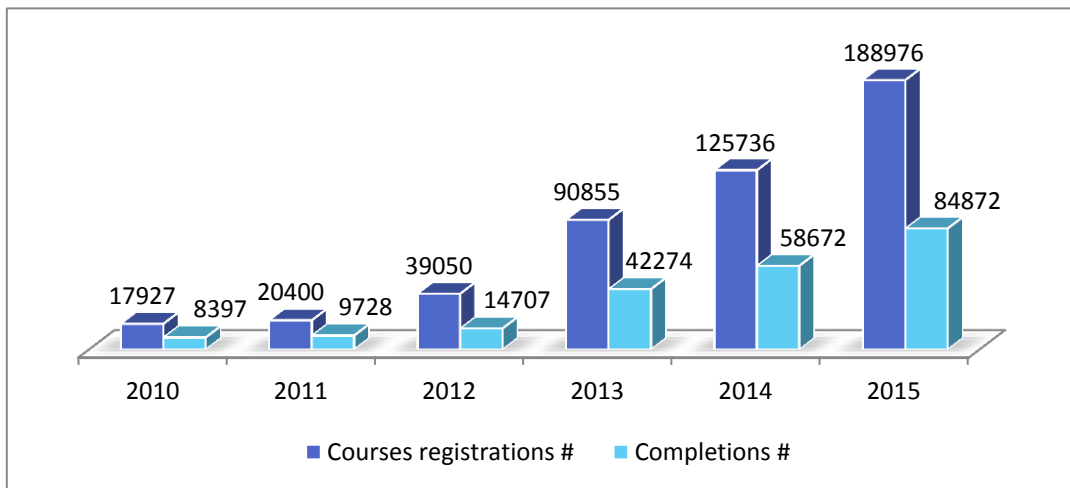
However, the “audience groups” of the platform are heterogeneous, including for instance volunteers with very different backgrounds, preparedness, areas of work, and expectations – therefore a single framework matching all needs, desires and levels of readiness is difficult to establish. Currently, there are more than 93.000 active users on the RCRC Learning platform. The distribution by affiliation is restricted to the given categories available at registration on the platform – except for IFRC staff affiliation being a self-declared variable – i.e.:

- Volunteer RC/RC National Society (52%)
- Staff RC/RC National Society (17%)
- Staff IFRC (including former employees) and staff ICRC (8%)
- Staff United Nations Organisation (1%)

- Staff/ Volunteer Non for Profit (3%)
- Other affiliation (19%).



Starting with 2010, there were around 483,000 registrations to courses and 218,500 completions, with an **overall rate of completion of 45%**. In total, the users of the platform have spent over 102 million minutes in courses – which is more than 71 thousand days or 195 years in learning – figures that are showing the great interest raised and the scale of the programme.

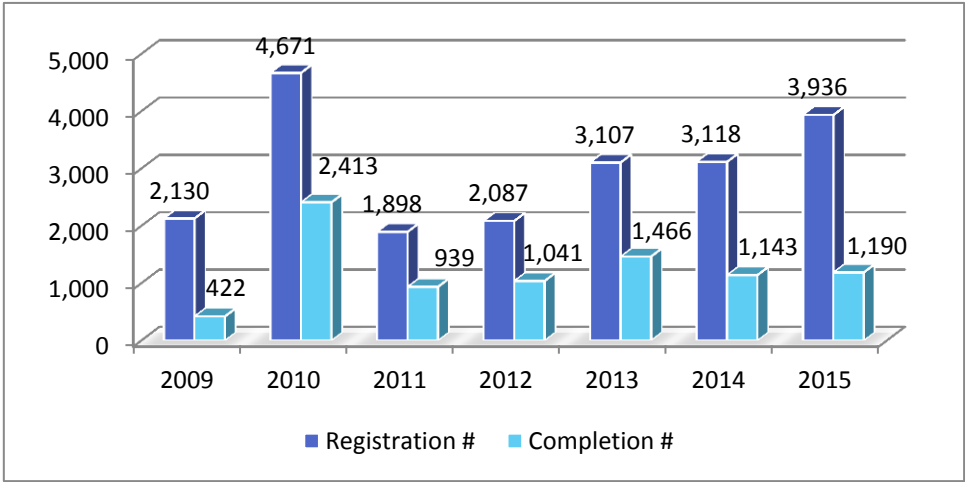


Total number of registrations and completions, per year – all users of the Platform

2. IFRC staff on the Learning platform

In total, there are 21,408 registrations to courses and 8,748 completions – from 4,092 active and former IFRC staff (with an email account) – the rate of completion being 41%.

On average, IFRC staff is enrolling in 5 online courses on the platform and completes 2.2. Almost 40% registered only to one course. 75% of the active learners requested 1, 2, 3 or 4 courses. 95% of the active learners have 14 courses in their passports or less, the rest of 5% has registered to more than 15 courses.



Evolution of registrations and completions to online courses by IFRC staff

The year 2010 was in particular a peak regarding registrations and completions to courses, with two explanations. Firstly, the platform was a new tool, with several areas to explore such as linking with peers and building own digital profile – the “enthusiasm of the beginnings” was as well boosted by the first courses, designed using “gamification” methods. On the other hand, in 2010 many new staff were hired to support operations such as Haiti earthquake and Pakistan floods, having therefore access to several specific training available online.

The Learning platform is used nowadays in all National Societies, receiving approximately 10,000 new course registration requests and 5,000 course completions every month. Except 2012, volunteers and NS staff seemed more determined to finalise the learning sessions, valuing them more than the staff in IFRC.

	IFRC staff	Volunteers RC/RC	Staff of RC/RC National Societies
2009	20%	-	-
2010	52%	51%	55%
2011	49%	50%	53%
2012	50%	43%	34%
2013	47%	50%	45%
2014	37%	49%	46%
2015	30%	46%	48%
2010-2015	41%	49%	46%

Comparative evolution of completion rates, 2009-2015

In 2015, the group of IFRC staff counted on average 328 registrations to online courses per month and 99 completions. Except the number of registrations, the figures are the lowest in the history of the platform – even though the interest is reasonably high, it seems that the staff don't have time or motivation to finalise their online training started.

As a result of the recent analyses of the data obtained, a methodology was put in place to ensure courses monitoring against needs and expectations of staff, needs of the organisation, and quality criteria – to what extent each learning object is relevant, up-to-date, useful, engaging.

II. Progress and Added Value

The following results of the evaluative investigation relies on data gathered from more than 1,300 respondents to satisfaction questionnaire, and 215 respondents to impact evaluation questionnaire.

Organisation of the results is following the current structure of the catalogue of online course, i.e.:

1. Training Packs 1: **Red Cross and Red Crescent** – (1.1) Essential Courses; (1.2) Volunteering; (1.3) National Society Development; (1.4) Disaster Management; (1.5) Health.
2. Training Packs 2: **Personal Development** – (2.1) Knowing Myself; (2.2) Communication Skills; (2.3) Situation Awareness & Diversity; (2.4) Health and Well-being; (2.5) Time and Information Management; (2.6) Team Management; (2.7) Leadership & Decision Making.
3. Training Packs 3: **Professional Development** - (3.1) Education and Training; (3.2) HR; (3.3) Logistics/ Purchasing; (3.4) PMER – planning, monitoring, evaluation, reporting.

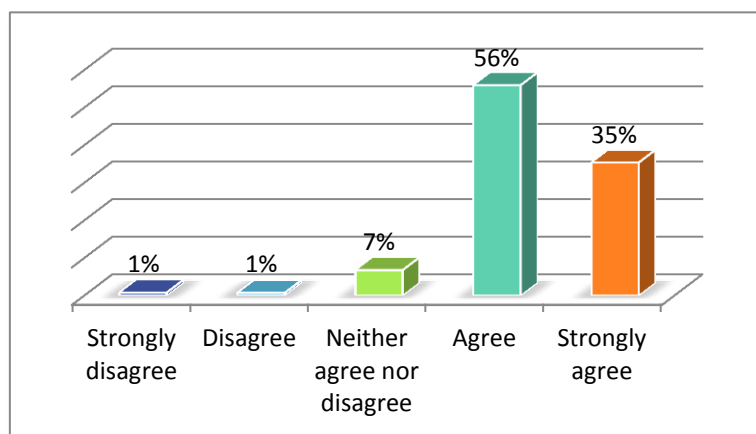
1. Training Packs 1: Red Cross and Red Crescent

The courses in RC&RC domain are addressing specific knowledge, developing skills, and promoting specific professional values at the core of humanitarian work undertaken by volunteers and staff in Red Cross and Red Crescent:

- know, believe in, and act according to RCRC principles, values, standards and mission;
- understand the humanitarian context; understand key stakeholders and contextual practices affecting current and future humanitarian interventions; underlie causes of the humanitarian crisis;
- maintain ethical and professional behaviour in accordance with the relevant RCRC codes of conduct; challenge decisions and behaviour which breach the International Red Cross and Red Crescent` Code of Conduct;
- be prepared to provide services ranging from disaster relief and assistance for the victims of war, to first aid training and restoring family links;
- operate safely and securely in high risk environments; reduce vulnerability by complying with safety and security protocols set by the organisation and adapt them to the local context;
- participate in the design and implementation of effective humanitarian projects and programmes;
- contribute to policies and decisions and acting in line with the adopted decisions and recommendations.

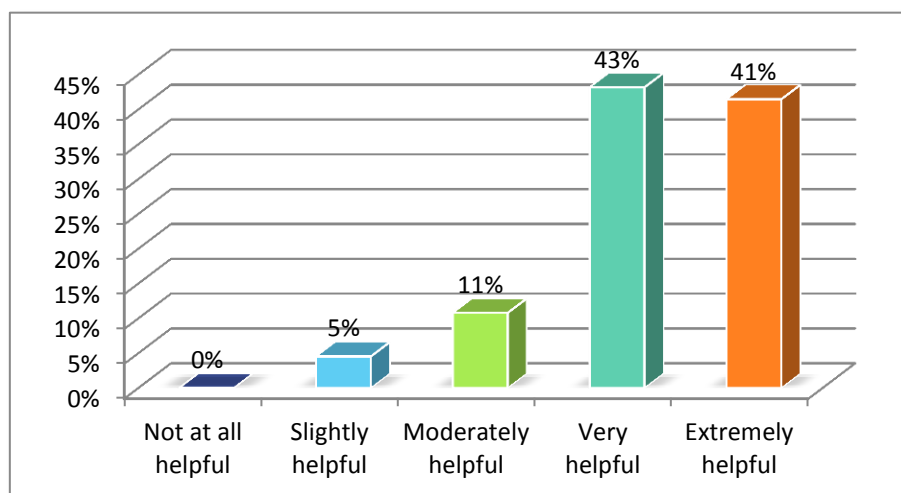
Section (& no. of courses comprised)	Reg #	Compl #	Compl %
1. The Essentials (11)	9,769	4,736	48%
2. Volunteering (5)	410	179	44%
3. National Society Development (7)	407	176	43%
3. Disaster Management (14)	1,208	494	41%
4. Health (13)	1,082	537	50%
TOTAL (50 courses in RCRC section)	12,876	6,122	48%

More than 91% of the learners – out of the total of 1,059 IFRC staff participating to the survey after completing at least a course in this section – report that, as a result of taking the course, they are now better able to apply the targeted specific skills and knowledge in their professional area.



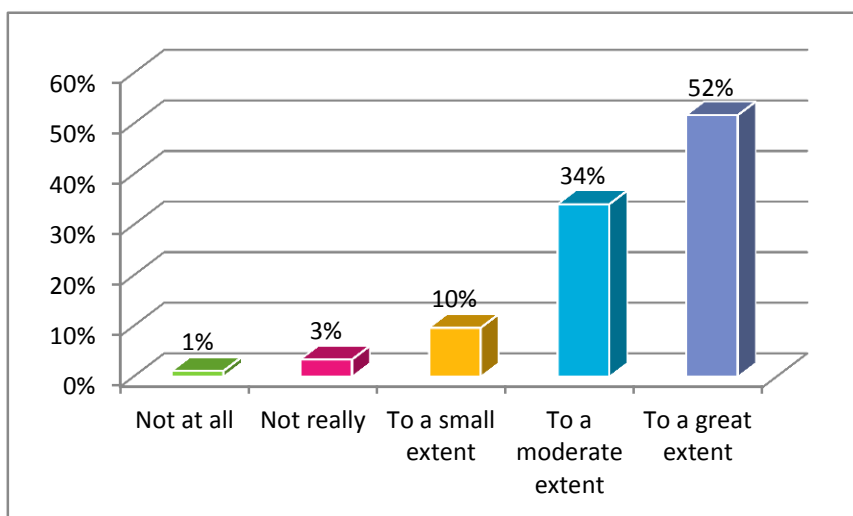
Learners completing a RCRC course are better prepared in their professional area (%; N=1,059; total for 60 courses in RCRC training set)

Three months after completion, the learners still report that what they learned was helpful for your professional work in this area, to a large extent (43%) and to a very large extent (41%).



Courses in RCRC section were helpful for IFRC participants (%; N=176; 60 courses; 3 mo. after completion)

They acknowledge that the courses enabled them to play a more supportive and constructive role for the IFRC.



IFRC staff completing a course in RCRC area note its contribution to their role in the organisation (60 courses, 3 mo. after completion)

Essential Courses

Currently, there are 11 courses falling under "The Essentials" in Red Cross & Red Crescent – launched between 2009 and 2015 – with a total of 9,769 registrations and 4,736 completions up to date; the average completion rate is 48%.

Title of the course	Reg #	Compl #	Compl %
The World of Red Cross and Red Crescent (WORC)	1,194	564	47%
Strategy 2020	759	443	58%
Volunteering - Basic Course	248	115	46%
Stay Safe – Personal Security	4,102	2,079	51%
Code of Conduct	940	663	71%
101: Corruption Prevention (<i>just launched, available only in English</i>)	189	92	49%
102: Corruption Prevention for Managers – an Introduction (<i>just launched, available only in English</i>)	65	30	46%
Project/ Programme Planning (PPP)	494	131	27%
Introduction to Monitoring and Evaluation	138	31	22%
Stay Safe – Security Management	1,542	553	36%
How can we keep our information safe?	98	35	36%
Total	9,769	4,736	48%

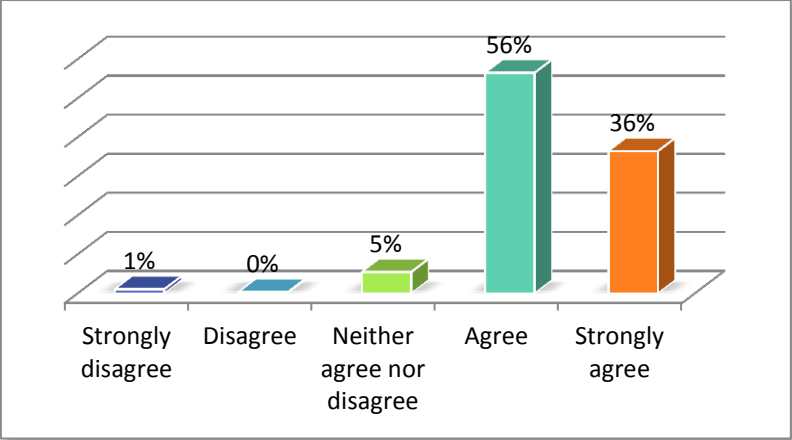
RCRC Essential courses: total number of registrations and completions by IFRC staff

On the RCRC Learning platform, an online course qualifies to appear under “The Essentials” topic if it meets all the three criteria established by the Learning platform team:

- (1) It has a broad audience. It addresses a majority of “Volunteers” and/or “Staff”.
- (2) a. The content covers an induction topic, necessary for Red Cross Red Crescent newcomers to get a good understanding of the fundamentals of RCRC Movement. *OR*
 - b. The content addresses an important RCRC subject, required for a knowledgeable performance, a committed behaviour and/or a professional attitude of volunteers and/or staff. *OR*
 - c. The course content covers the most prominent and important part of one of the existing RCRC LP topics – volunteering, national societies development, disaster management, (global) health, development, humanitarian diplomacy etc. – being a “representative” course for a specific (main) line of action within the RCRC Movement.
- (3) The course meets standard pedagogical and technical requirements.

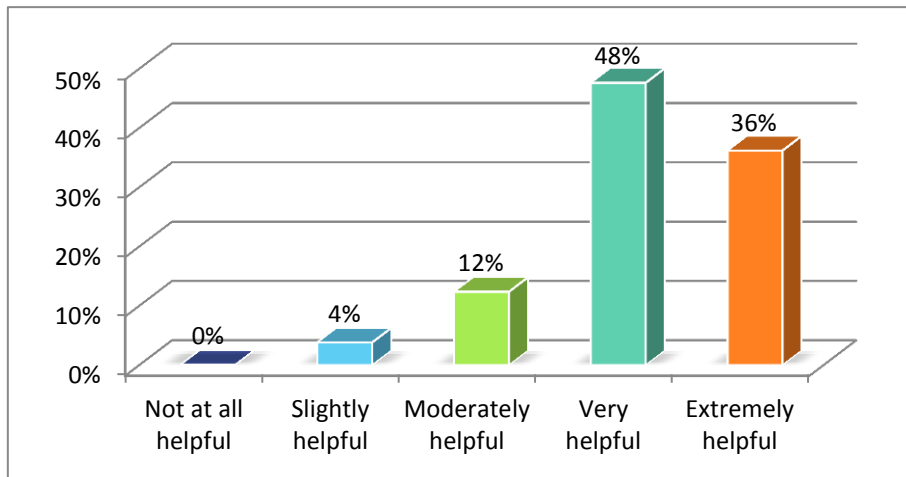
Courses such as “*The World of Red Cross and Red Crescent (WORC)*”, “*Strategy 2020*”, “*Volunteering – Basic Course*”, “*Stay Safe*” series, and “*Code of Conduct*” were the headline of the Red Cross and Red Crescent induction and generic training offer for many years, supporting staff and volunteers to start or to refresh their knowledge and skills.

As a result of taking these courses, 92% of the participants declared they are now better prepared to apply in their area of work the acquired skills and knowledge.



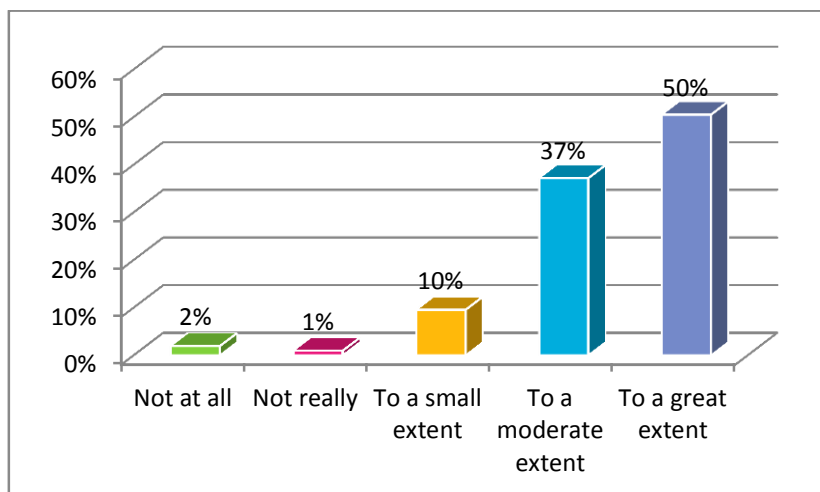
IFRC staff completing a course in RCRC Essentials section feel they are better prepared in their professional area (N=678; total for 11 courses)

Three months after completion, the participants from IFRC report that what they learned was helpful for your professional work in this area, to a large extent (48%) and to a very large extent (36%) – these being the highest ratings compared to the other groups of courses.



Courses in RCRC Essentials section were helpful for IFRC participants (N=105; 11 courses; 3 months after completion)

Furthermore, they acknowledge that the course(s) enabled them to play a more supportive and constructive role in contributing to the organisation where they are working.



IFRC staff completing an Essential course note its contribution to their role in the organisation (N=105; 11 courses, 3 months after completion)

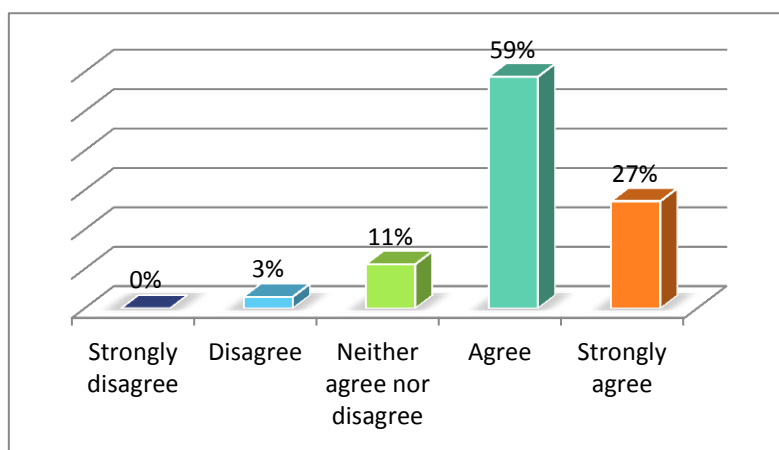
2. Training Packs 2: Personal Development

The courses in Personal development section are related to interpersonal competencies such as teamwork, collaboration, communication, relationship building, influencing, resilience, adaptability, initiative.

A number of 62 courses are distributed in 7 categories, all being almost equally considered interesting by the staff in IFRC.

Section (& no. of courses comprised)	Reg #	Compl #	Compl %
1. Knowing Myself (11)	499	213	43%
2. Communication skills (7)	414	181	44%
3. Situation Awareness & Diversity (5)	445	176	40%
4. Health and Well-being (3) - <i>NEW</i>	25	14	56%
5. Time and Information Management (6)	232	109	47%
6. Team Management (13)	430	291	47%
7. Leadership & Decision Making (17)	343	153	45%
TOTAL (62 courses in Personal development)	2,388	1,137	48%

Overall, they are very well received, extensively covering a general need to expand the knowledge horizon and to perform better in professional as well as in everyday life.



Learners completing a Personal development course are better prepared in their professional area (N=206; total for 62 courses in this training set)

On a 1-5 scale, the courses score 4.28 on average, considering all audience groups' feedback on the learning experience. The selections of courses assessed higher by the IFRC staff are "Health and Well-being" and "Leadership".

Section (& no. of courses comprised)	Staff IFRC	RC/RC Volunteers	Staff RC/RC NS
1. Knowing Myself (11)	3.91	4.36	4.15

2. Communication skills (7)	3.88	4.34	4.28
3. Situation Awareness & Diversity (5)	3.95	4.32	4.23
4. Health and Well-being (3)	4.25	4.48	4.43
5. Time and Information Management (6)	3.59	4.29	4.18
6. Team Management (13)	3.89	4.27	4.32
7. Leadership & Decision Making (17)	4.00	4.14	4.16
TOTAL (62 courses in Personal development)	3.89	4.30	4.23
	(206 respondents)	(3,022 respondents)	(1,084 respondents)

3. Training Packs 3: Professional Development

For the moment, the entire Professional development section is comprised of 25 courses, all of them made available recently, distributed in 4 professional domains:

- Education and Training – 5 courses
- HR – 4 courses
- Logistics/ Purchasing – 12 courses
- PMER (planning, monitoring, evaluation, reporting) – 4 courses

The number of completions and registrations by IFRC staff is as well indicating a big interest, considering courses` short lifespan and their narrow addressability:

Section (& no. of courses comprised)	Registration #	Completion #	Completion %
1. Education and Training (5)	134	39	29%
2. HR (4)	19	7	37%
3. Logistics/ Purchasing (12)	74	21	28%
4. PMER (4)	103	20	19%
TOTAL (25 courses in Professional dev.)	330	87	26%

III. Key figures in 2015

In 2015 only, a learner from IFRC requested on average 3.3 online courses and completed 1 of them. Out of 1,598 employees, 1,174 requested access to online training courses, being considered “active learners” – they are accountable for the 3,936 registrations. One third of them registered to only one course and half of IFRC staff registered to no more than two courses. The completion rate in 2015 was 30%.

The 5% “learning champions” has more than 9 courses to which they registered in 2015. Their rate of completion of these courses is 38%.

1. Training Packs 1: Red Cross and Red Crescent

Section (& no. of courses comprised)	Reg #	Compl #	Compl %
1. The Essentials (11)	1,476	469	32%
2. Volunteering (5)	133	37	28%
3. National Society Development (7)	98	22	22%
3. Disaster Management (14)	343	143	42%
4. Health (13)	240	109	45%
TOTAL (50 courses in RCRC section)	2,290	780	34%

2. Training Packs 2: Personal Development

Section (& no. of courses comprised)	Reg #	Compl #	Compl %
1. Knowing Myself (11)	120	37	31%
2. Communication skills (7)	71	29	41%
3. Situation Awareness & Diversity (5)	28	8	29%
4. Health and Well-being (3)	15	9	60%
5. Time and Information Management (6)	37	14	38%
6. Team Management (13)	48	15	31%
7. Leadership & Decision Making (17)	38	9	24%
TOTAL (62 courses in Personal development)	357	121	34%

3. Training Packs 3: Professional Development

Section (& no. of courses comprised)	Registration #	Completion #	Completion %
1. Education and Training (5)	82	24	29%
2. HR (4)	18	7	39%
3. Logistics/ Purchasing (12)	38	7	18%
4. PMER (4)	54	9	17%
TOTAL (25 courses in Professional dev.)	192	47	24%

About This Report

This report is mainly relying on the behaviour and feedback from IFRC staff learning online – active learners out of the 6,670 people having IFRC accounts on the platform – capitalising upon the introduction of the evaluation system: a satisfaction questionnaire at completion, set up in mid-2014, and an impact questionnaire triggered 3 months after completion of each course, set up at the beginning of 2015.

Three data sources were used:

- **participation/** interest – registrations, completions and time spent in training;
- **satisfaction/** immediate feedback – captured at completion of each course through an end-of-course questionnaire; in total, more than 1,300 questionnaires were filled in by IFRC staff; the question used for this analysis was:
 - *Do you feel you are now better able to apply these specific skills and knowledge in your professional area?*
- **impact/** behaviour – captured 3 months after completion of each course through a self-activating impact questionnaire, with 215 responses provided by IFRC staff; the questions in focus were:
 - *Overall, do you feel that what you learned in this course was helpful for your professional work in this area?*
 - *To what extent has this course enabled you to play a more supportive and constructive role in contributing to the organisation where you work?*

The analysis is part of the continuous efforts to provide quality, meaningful, updated, timely and convenient personal and professional development opportunities to IFRC staff.

Annex 1. The Questionnaire for Satisfaction Evaluation (Level 1), English Version

What are your thoughts regarding this course?

Please take 5 minutes to answer to the following questions.

We need this feedback to improve your online learning experience on the IFRC platform.

Thank you!

1. In general, how would you rate your experience of the course?

1- Poor / 2- Below average / 3- Average / 4- Above average / 5- Excellent

2. Do you have any comments or concerns regarding the content of this course?

Yes / No

If your answer is YES, please specify:

3. Did you have any technical problems accessing or following the course?

Yes / No

If you answered YES, please specify, in short:

4. Do you feel you are now better able to apply these specific skills and knowledge in your professional area?

1- Strongly disagree / 2- Disagree / 3- Neither agree nor disagree / 4- Agree / 5- Strongly agree

5. Would you recommend this course to your colleagues?

Yes / No

Annex 2. The Questionnaire for Impact Evaluation (Level 3), English Version

Three months after the completion of the course, we would be very interested to know if it has been helping you with your personal or professional development.

Please take 3 minutes to answer the following questions.

Your answers are entirely anonymous and exclusively for statistical purposes; they cannot be associated to your profile or to your learning passport.

Thank you!

1. Overall, do you feel that what you learned in this course was helpful for your professional work in this area?

1- Not at all helpful / 2- Slightly helpful / 3- Moderately Helpful / 4- Very helpful / 5- Extremely helpful

Comments (optional):

2. How much would you say you remember of the course content?

1- Nothing / 2- A small amount / 3- A reasonable amount / 4- Almost everything / 5- Everything

Comments (optional):

3. Since you took the course, how often have you been able to APPLY the specific skills and/or knowledge that you learned?

1- Not at all / 2- Occasionally (monthly) / 3- Often (weekly) / 4- Frequently (several times a week) / 5- All the time (everyday)

Comments (optional):

4. To what extent has this course enabled you to play a more supportive and constructive role in contributing to the organisation where you work?

1- Not at all / 2- Not really / 3- To a small extent / 4- To a moderate extent / 5- To a great extent

Comments (optional):



5. If you have any other comment on any aspect of the course you took, or any other aspect of the IFRC's Learning Platform, please mention it here:

Annex 3. Catalogue of Online Courses, English Version

January 2016 version

Training Packs, Set 1: Red Cross and Red Crescent

1. The Essentials

		EN	FR	ES	AR	
The World of Red Cross and Red Crescent (WORC)	960	✓	✓	✓		
Strategy 2020	40	✓	✓	✓	✓	
Volunteering - Basic Course	60	✓	✓	✓	✓	PT RU
Stay Safe – Personal Security	240	✓	✓	✓		
Code of Conduct	30	✓	✓			
101: Corruption Prevention – NEW	150	✓				
102: Corruption Prevention for Managers – an Introduction – NEW	135	✓				
Project/ Programme Planning (PPP)	240	✓	✓	✓		
Introduction to Monitoring and Evaluation – NEW	120	✓	✓	✓		
Stay Safe – Security Management	180	✓	✓	✓		
How can we keep our information safe?	45	✓	✓			

2. Volunteering

Volunteering Red Cross and Red Crescent Induction Course	60	✓	✓	✓	✓	PT
Volunteering - Basic Course	60	✓	✓	✓	✓	PT RU
Stay Safe - Volunteer Security	140	✓	✓	✓	✓	
Volunteering – Branch Leadership Development	90	✓	✓	✓	✓	

3. National Society Development

Introduction to National Society Development	60	✓	✓	✓		
Introduction to Governance for Red Cross and Red Crescent Leadership – NEW	100	✓		✓		
Introduction to Governance and Management	40	✓				
National Societies Statute Revision	35	✓				
Red Cross Red Crescent Movement Partnerships – NEW	90	✓				
Understanding Statutory Contributions – Module 1: The Big Picture	15	✓	✓	✓	✓	
Understanding Statutory Contributions – Module 2: Learn how to complete the Certified Declaration of Income (CDI)	15	✓	✓	✓	✓	



4. Disaster Management

IDRL - Introduction to International Disaster Response Laws, Rules and Principles	30	✓	✓	✓	✓	RU
Principles and Rules for RCRC Humanitarian Assistance	60	✓				
103: Preventing Corruption in Humanitarian Aid – NEW	210	✓				
Sphere Handbook in Action	390	✓	✓	✓	✓	
Contingency Planning – NEW	60	✓	✓	✓		

		EN	FR	ES	AR	
Emergency Needs Assessment – NEW	60	✓	✓	✓	✓	
The ABC of VCA (Vulnerability and Capacity Assessment) – <i>(Video)</i>	5	✓				
Disaster Resilience Journal <i>(external, web-based)</i>	30	✓	✓	✓		IT DE NL HR BG RO DK FI
MERS - Understanding and applying the Minimum Economic Recovery Standards	120	✓				
Introduction to Cash Transfer Programming	120	✓	✓	✓		
Urban Cash Transfer Programming and Livelihoods (by CaLP) – NEW	60	✓				
Market Assessments: Introduction – NEW	60	✓	✓	✓	✓	
Market Assessments: Rapid Assessment for Markets (RAM) – NEW	60	✓	✓	✓	✓	
Basics of Livelihoods – NEW	60	✓	✓	✓		
More than Just a Roof - An Introduction to Shelter Programming – NEW	90	✓				
The IFRC's educational guide on principles related to migration <i>(material)</i>	30	✓	✓	✓	✓	
Restoring Family Links (RFL) & Psychosocial Support (PSS) - Module 1: in Emergencies – NEW	90	✓	✓	✓		
Restoring Family Links (RFL) & Psychosocial Support (PSS) - Module 2: Working with Children – NEW	60	✓	✓	✓		
Climate Change – An Introduction for Staff and Volunteers	30	✓	✓	✓	✓	RU
Climate Change and Food Security <i>(by the UN FAO)</i>	210	✓	✓	✓		
Communicating for Food Security <i>(by the UN FAO)</i>	480	✓	✓	✓		
Nutritional Status Assessment and Analysis <i>(by the UN FAO)</i>	120	✓	✓	✓		
Agreeing on Causes of Malnutrition for Joint Action <i>(by the UN FAO)</i>	90	✓	✓			
Resilience in Food Security Analysis <i>(by the UN FAO)</i>	150	✓		✓		
Vulnerability Assessment and Analysis <i>(by the UN FAO)</i>	120	✓	✓	✓		
Building a Better Response (BBR) <i>(external, web-based)</i>		✓				

5. Health

Community-Based Health and First Aid (CBHFA) e-Module 1: Introduction	20	✓	✓	✓		
Community-Based Health and First Aid (CBHFA) e-Module 2: Volunteer Action	80	✓	✓	✓		
Community-Based Health and First Aid (CBHFA) e-Module 3: Facilitation	60	✓	✓	✓		
Community-Based Health and First Aid (CBHFA) e-Module 4: Implementation	60	✓	✓	✓		
Public Health – Module 1: Introduction	30	✓				
Public Health – Module 2: Epidemiology	30	✓				
Public Health – Module 3: Prioritizing Health Responses	30	✓				
Public Health – Module 4: Household Water Treatment and Safe Storage	30	✓				
Public Health – Module 5: Rapid Health Assessment	30	✓				
Public Health: Nuclear Emergency Preparedness – NEW	60	✓				
Ebola Awareness	10	✓	✓	✓	✓	ZH DE JP PT

		EN	FR	ES	AR	
						Hausa
Influenza pandemic preparedness	45	✓				RU
H2P - Humanitarian Pandemic Preparedness Programme	40	✓	✓	✓		
Healthy Lifestyle Community (<i>external, web-based</i>)		✓				
Health Care in Danger (<i>external</i>)	60	✓				
Health Care in Danger: the Legal Framework (<i>external</i>) – NEW	25	✓	✓			
LIFESAVER: Interactive CPR (<i>external, web-based</i>) – NEW	120	✓				

Training Packs, Set 2: Personal Development

1. Knowing Myself

Assertiveness: know your profile	30	✓	✓	✓		IT PT PT-Br
Assertiveness: toolkit	30	✓	✓	✓	✓	DE IT PT PT-Br
Valuing your experience	30	✓	✓	✓		
Successfully adapt your message	30	✓	✓	✓		ZH DE HU IT PT PT-Br NL
The 3 pillars of interpersonal excellence	30	✓	✓	✓		ZH CS DE HU IT PT
Self-esteem: how it works	30	✓	✓	✓		IT PT
The four keys to developing self-esteem	30	✓	✓	✓		IT
Maintaining your self-esteem	30	✓	✓	✓		IT
Balancing the dual roles of people manager and technical expert	30	✓	✓		✓	ZH RU
Improving your memory	30	✓	✓		✓	
The five secrets of creative minds	30	✓	✓	✓		ZH IT

2. Communication skills

Non-verbal communication and Synergology®	30	✓	✓	✓		ZH PT NL
How to write an effective e-mail	30	✓	✓	✓		IT PT
Writing for the web	30	✓	✓	✓		PT
Sharing information with blogs and wikis	30	✓	✓	✓		
Preparing and structuring an oral presentation	30	✓	✓	✓		ZH IT PT RU
The manager/ communicator	30	✓	✓	✓		ZH DE HU IT PT RU NL
Evade trick questions at meetings – NEW	30	✓	✓	✓		ZH PT NL

3. Situation Awareness & Diversity

Influencing Behaviour (<i>external, web-based</i>)	120	✓	✓	✓	✓	RU
Emotional intelligence fundamentals – NEW	30	✓	✓	✓		IT PT
Improving communication by adapting to others	40	✓	✓	✓		IT
3 essential levers for building a winning co-operation	30	✓	✓	✓		ZH CS DE HU IT PT
Improving performance through time perception – NEW	30	✓	✓	✓		DE PT



EN

FR

ES

AR



4. Health and Well-being

Staying healthy – NEW	30	✓	✓			
Understand how you deal with stress – NEW	25	✓	✓	✓		DE IT PT RU
Handling stress – NEW	30	✓	✓	✓	✓	IT PT PT-Br RU

5. Time and Information Management



Focusing on your priorities	30	✓	✓	✓		ZH DE IT PT RU
Focusing on your key priorities	30	✓	✓	✓		DE PT NL
Dealing with time-consuming tasks – NEW	30	✓	✓	✓		DE PT
Managing your time strategically	30	✓	✓	✓		DE PT NL
Increasing your productivity in a fast-paced world	30	✓	✓	✓		DE PT
Speed reading	30	✓	✓		✓	DE IT PT

6. Team Management

Making a success of your first management	30	✓	✓	✓		ZH DE IT PT RU NL
The management styles	30	✓	✓	✓	✓	ZH CS DE HU IT PT RU NL
Guiding team and individual actions	30	✓	✓	✓		ZH DE HU IT PT RU NL
Fostering and maintaining motivation	30	✓	✓	✓	✓	ZH CS DE HU IT PT RU NL
The situational skills of the manager	30	✓	✓	✓	✓	ZH CS DE HU IT PT RU
The relational skills of the manager	30	✓	✓	✓	✓	ZH CS DE HU IT PT RU
The emotional skills of the manager	30	✓	✓	✓	✓	ZH CS DE HU IT PT RU
Becoming a manager/ coach	30	✓	✓	✓		ZH DE HU IT PT RU NL
Building win-win relationships with your team	30	✓	✓	✓		ZH DE HU IT PT RU NL
Handling emotions within your team	30	✓	✓	✓		ZH DE HU IT PT RU NL
Managing action plans in teams – NEW	30	✓	✓	✓		ZH HU
Preparing the annual performance review – NEW	30	✓	✓	✓		HU PT
Dealing with annual reviews' difficult situations – NEW	30	✓	✓	✓		HU PT

7. Leadership & Decision Making

Leadership Best Practice	30	✓	✓	✓		IT PT
Establishing leadership in the best way	30	✓	✓	✓		IT PT
Personal impact and charisma in leaders	30	✓	✓	✓		IT PT
5 levers for producing great leaders	30	✓	✓	✓		IT PT
Effective decision making	30	✓	✓	✓		ZH DE HU IT PT RU NL

		EN	FR	ES	AR	
Positioning the cross-functional manager	30	✓	✓	✓		IT
Ensuring cross-functional coordination	30	✓	✓	✓		
Leadership of the Cross-functional manager	30	✓	✓	✓		IT
Effective cross-functional manager communication	30	✓	✓	✓		IT
Lobbying strategy of the cross-functional manager	30	✓	✓	✓		IT
Creating a vision of the future	35	✓	✓	✓		ZH CS DE HU IT PT
Innovation - a goal for all!	40	✓	✓	✓		IT PT ID (Bahasa)
Triggering the dynamics for change	30	✓	✓	✓		ZH CS DE HU IT PT PT-Br
Managing change: identifying your profile	45	✓	✓	✓		ZH CS DE HU IT PL PT
Managing change: process and tools	45	✓	✓	✓		ZH CS DE HU IT PT
Managing change: strategic alliances	30	✓	✓	✓		ZH DE HU IT PT
Securing managerial support for leadership	30	✓	✓	✓		IT PT

Training Packs, Set 3: Professional Development

1. Education and Training



Adult learning mechanisms – NEW	30	✓	✓	✓		DE HU IT PT
Designing a training programme	30	✓	✓	✓		ZH
Facilitating a training course	30	✓	✓	✓		DE HU IT PT
Handling tricky training situations – NEW	30	✓	✓	✓		DE HU IT PT
Evaluating what has been learned during training – NEW	30	✓	✓	✓		DE HU IT PT

2. HR

Preventing harassment in the workplace – NEW	30	✓	✓	✓		
Reacting to a complaint of harassment – NEW	30	✓	✓	✓		
Using a job profile in the recruitment process – NEW	30	✓	✓	✓		IT
Confirming applicant's suitability for the position – NEW	30	✓	✓	✓		IT

3. Logistics/ Purchasing

Customer relationship: building trust	30	✓	✓	✓		ZH DE HU IT PT RU
Developing loyalty through customer relationships	30	✓	✓	✓		ZH DE HU IT PT RU
Developing internal cooperation for customers	30	✓	✓	✓		DE IT PT RU
The marketing process	30	✓	✓	✓		IT PT
The marketing plan	30	✓	✓	✓		IT PT
Purchasing project: supplier market analysis	30	✓	✓	✓	✓	ZH DE HU IT RU
Purchasing project: cost analysis	30	✓	✓	✓	✓	ZH DE HU IT RU
Purchasing strategies	30	✓	✓	✓	✓	ZH DE HU IT

		EN	FR	ES	AR	
						RU
Conflict in purchasing	30	✓	✓	✓		ZH HU IT RU
Problem-solving: tools and methods	30	✓	✓	✓		DE IT PT
Managing sales activity through uncertainty and change	30	✓	✓	✓		CZ DE HU IT PT

4. PMER (planning, monitoring, evaluation, reporting)

Project planning	30	✓	✓	✓		ZH DE HU IT PT RU NL
Project management essentials	30	✓	✓	✓		ZH DE HU IT PT RU NL
The SWOT analysis – NEW	30	✓	✓	✓		IT PT
Anticipating project risks – NEW	30	✓	✓	✓		ZH DE HU IT PT RU NL
Accountability: "Blame and responsibility" - an opportunity to restore trust? (<i>Video</i>)	90	✓				