

GRC Terms of Reference (ToR) for Learning Focal Points at the Emergency Team Leader (ETL) Training

In Grünheide/Germany

for N.N.

German Red Cross

Contact Person: Clara Hülskemper | Surge Roster Manager |
c.huelskemper@drk.de | +49 30 854 04 164

Content

Abbreviations	2
1. Background.....	3
2. Description of intended training	3
3. Facilitation 3.1 Responsibilities and duties	5
4. Reporting.....	6
5. Quality and ethical standards.....	6
6. Consultant Profile.....	7
7. Application and selection procedure	7
8. Procurement.....	8
9. Annex.....	8

Abbreviations

GRC	German Red Cross
ETL	Emergency Team Leader Training
LFP	Learning Focal Points
IFRC	International Federation of Red Cross and Red Crescent Societies

1. Background

Since the 1990s, the International Federation of Red Cross has developed various tools for disaster response such as Emergency Response Units (ERUs), Regional Disaster Response Teams (RDRT), Field Assessment and Coordination Teams (FACT), and recently Coordination, Assessment and Planning (CAP) for RCRC Operations. They form key elements in the Federation's coordinated, multi-lateral response to sudden and slow onset disasters. These environments tend to be large scale, complex, fast moving, and require skilled communication in a pressure filled environment. In order to ensure a fast and effective response to disasters with a multifaceted and flexible approach to emergencies and a good working relationship between the different disaster response tools, the Federation wishes to strengthen the team leader skills among its experienced disaster managers as well as increase the number of trained team leaders

Research has shown that one of the most crucial elements of an effective emergency response is exceptional leadership. The humanitarian community and the Red Cross and Red Crescent Movement are recognizing the importance, as well as the challenges in identifying, cultivating and supporting these leaders for the complex environment in which they work. The Federation's Disasters, Climate and Crises (Prevention, Response and Recovery) Department has developed a course focused on a range of competencies required of its emergency team leaders. Rather than a technical training, this course will focus, primarily, on strategic, operations management, and relational elements of leadership and include some elements of Red Cross/Red Crescent specific systems and procedures required of emergency team leaders.

GRC hosts an ETL training for the first time in 2021. The training will take place in Grünheide, Germany from November 15th to 22nd 2021. Facilitators arrive at the venue on November 14th for final planning.

2. Description of intended training

2.1 Intended 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 the areas listed 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

GRC – Team International Cooperation

- Awareness raising topics related to Red Cross/Red Crescent Movement Systems and Administration

2.2 Target group

Up to 25 current or potential 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.
- BTC or WORC & IMPACT trained.
- ERU, RDRT, FACT or CAP trained and deployed.
- Technical & sector competence and experience.
- Completed list of minimum training required for IFRC Rapid Response personnel.

In addition, demonstrated personal traits and behaviors 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, decisionmaking, analytical skills.
- Effective written and spoken communication and presentation skills in English.
- Diplomatic skills.

2.3 Expected output

The consultant is expected to support his/her learning group/ group of mentees for the duration of the training.

Learning Focal Points are:

- Expected to meet with the group of mentees in the evening of Day 1 – perhaps during dinner – and outline the role of the mentor and mentee.
- Encouraged to reach out individually the next day to say hello to each mentee and explain the understanding on the support and availability of the mentor.
- Expected to meet individually with their mentees for final feedback. LFP should reach out to participants throughout the week and let them know they are available for additional individual meetings if there are specific doubts or need of advice.

GRC – Team International Cooperation

- During group work sessions, it is expected the mentor will be beside their group of mentees and ensure focus and correct IFRC policies and procedures are applied
- not expected to remain in contact with the mentees following the training.

In meeting the objectives of the training, the LFP serves several functions:

- Provides relevant guidance and gives specific feedback, e.g. helps mentees analyse the scenario / session situations, examine challenges and identify approaches to tackle them.*
- Uses coaching** as a technique and provide feedback as appropriate.
- When requested, and as relevant, offers constructive critiques in light of personal experience and professional knowledge, and presents organizational attitudes and views.
- Provides respect to mentees as well as earned positive feedback about their strengths.
- Provide possible personal developments steps.

* As a LFP, the consultant is not expected to deal with or fix technical issues, but rather to guide the participants into doing it themselves. Mentoring is about helping mentees to perform better.

** “coaching” implies guiding the mentee, through probing and questioning, to develop his or her own problem solving and ideas.

2.4 Process & Methodology

- Pre-course reading and activities.
- Joint RRT& ERU leadership sessions
- Role plays and team work with rotating roles
- Use of relevant field emergency examples and case studies.
- Participants experiences actively sought and used as teaching resources.
- Variety of experiential learning methodologies including self-reflection, videos, individual and group work and discussions, practice and demonstration, individual feedback, vignettes, case studies, and presentations.
- Mentoring by a learning focal point assigned to each participant and post-training feedback sent to the sending NS.

3. Facilitation

3.1 Responsibilities and duties

GRC

GRC will organise all training related logistics in in Germany for participants and facilitators. GRC will organise the location for the training including catering. GRC is responsible for the elaboration of the methodology, the agenda and all organisational issues related to the facilitation of the training. The consultant will be supported with the necessary working material. GRC takes care that security regulations are applied.

GRC – Team International Cooperation

Consultant

The consultant acts as Learning Focal Point (LFP) at the training. During the training, the LFP will work with 5-6 participants or coaches each, supporting the learning process and cadence, clarifying IFRC systems, policies and procedures as appropriate and offering informal support for professional development resources beyond the training. The evaluation will occur through participant self-evaluation (document completed throughout the training) and feedback from the core group. The LFP is observing the participants and is contributing to the evaluation. The final evaluation and feedback is consolidated with the whole group of presenters and LFPs (the core group). Each evening the core group will meet to flag participant highlights as well as others that need further assessment due to issues that may have taken place. The core team will provide input into the final evaluation based on written criteria. As LFPs will be part of the core group, the collective evaluation feedback will be communicated through the LFP on the last day, during a one-on-one session. For further elaboration on LFP's roles and responsibilities see "Learning Focal Points – Guidelines for Emergency Team Leader Training" in the Annex.

3.2 Timetable

Date	Task	Responsible person	days/person
Before 14.11.2021 at own disposition	Preparation of learning group: get familiar with learning group, learn about strengths and weaknesses	Consultant	1/2
14.11.2021 15:00 h - 15.11.2021 15:00 h	Preparatory meeting with facilitator team at training location	Clara Hülskemper, consultant, fellow facilitators	1
15.11.2021 15:00 h – 22.11. 15:00 h	Facilitation / Implementation of workshop / training	Clara Hülskemper, Consultant, fellow facilitators, participants)	7
	Total		8 1/2

The consultancy will be compensated by a day rate of 350 EUR (2,975 EUR total excl. VAT).

4. Reporting

The consultant writes a final evaluation of all participants in his working group, reviewing the critical competencies required of all trainees as (future) emergency team leaders. The template is provided by GRC. The filled out evaluations are discussed with the participants and shared with the training organizers as well as the sending NS.

5. Quality and ethical standards

The consultant should take all reasonable steps to ensure that the training is designed and conducted to respect and protect the rights and welfare of participants and that it is legitimate, conducted in a transparent and impartial manner. Therefore, the exercise should be implemented adhering to standards of the IFRC, who are used in evaluations but apply equally to all other types

GRC – Team International Cooperation

of exercises with beneficiaries (See footnote¹). The information revealed during the training has to be safeguarded, respecting existing data security rules, to protect the rights of the individual. The consultant has no right to share or publish internal information coming up during the exercise.

6. Consultant Profile

The consultant should meet the following criteria:

Obligatory:

- At least 5 years of RCRC experience
- Previous participation or facilitation of ETL
- High languages skill in English
- Team leading experience

Preferable

- Knowledge and experience in adult education
- Knowledge/experience in mentoring

7. Application and selection procedure

Interested consultants should submit their dossier before 22.08.2021 11:59 pm to Clara Hülskemper at c.huelskemper@drk.de including:

- Curriculum Vitae
- ETL certificate of participation or proof of facilitation at earlier ETL
- List of international (emergency) deployment experience

The objective of the selection criteria is to assess whether the tenderer has the professional capacity to perform the contract.

Tenderer must have a proven record of

- At least 5 years of RCRC experience (30 %)
- ETL participation and/or facilitation (30 %)
- International (emergency) deployment experience (20 %)
- Team leading experience (20 %)

Tenderer must submit all required documents

Alternative offers are permitted and must be marked as such.

The following evaluation scheme will be applied:

- 0 points = not fulfilled

¹ Utility (usefulness and used); Feasibility (realistic and cost efficient); Ethics and legality; Impartiality and independence (unbiased, taking into account all stakeholder views); Transparency; Accuracy (appropriate methods used for correct data collection and analysis); Participation (meaningful involvement of stakeholders if appropriate / feasible); Collaboration (with key stakeholders to improve ownership, legitimacy and utility).

GRC – Team International Cooperation

- 1 point = insufficiently fulfilled
- 2 points = sufficiently fulfilled
- 3 points = satisfactorily fulfilled
- 4 points = well fulfilled
- 5 points = optimally fulfilled

Based on the given possible evaluation levels, the quality is evaluated for each award criterion as follows:

$(\text{Points achieved} \times \text{Factor } 20) \times \text{Percentage weighting} = \text{Quality points}$

The two bidders with the highest overall score will be awarded a consultant contract.

8. Procurement Procedure

8.1 Procedure type

The procurement is handled via an open tender.

8.2 Deadline of submission

Deadline of submission is 22nd August 2021, 11:59 pm (CEST).

9. Annex

- Contract
- ETL leaflet
- Learning Focal Points – Guidelines for Emergency Team Leader Training
- Declaration of Conformity
- Rules of Conduct

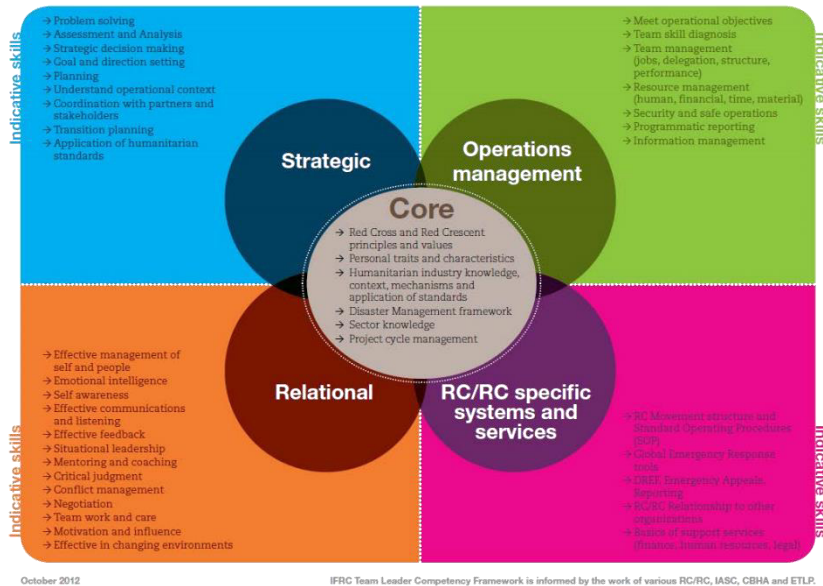


Emergency Team Leader Training

Course length: 7-day **face-to-face** and pre-training preparation activities

Language: All applicants must be fluent in both spoken and written English.

Participants: Up to 25 participants nominated by their National Societies to be available to deploy, support and deliver future missions.



Overview

Since the 1990s, the International Federation of Red Cross has developed various tools for disaster response such as Emergency Response Units (ERUs), Regional Disaster Response Teams (RDRT), Field Assessment and Coordination Teams (FACT), and recently Coordination, Assessment and Planning (CAP) for RCRC Operations. They form key elements in the Federation’s coordinated, multi-lateral response to sudden and slow onset disasters. These environments tend to be large scale, complex, fast moving, and require skilled communication in a pressure filled environment. In order to ensure a fast and effective response to disasters with a multifaceted and flexible approach to emergencies and a good working relationship between the different disaster response tools, the Federation wishes to strengthen the team leader skills among its experienced disaster managers as well as increase the number of trained team leaders.

About the course

Research has shown that one of the most crucial elements of an effective emergency response is exceptional leadership. The humanitarian community and the Red Cross and Red Crescent Movement are recognizing the importance, as well as the challenges in identifying, cultivating and supporting these leaders for the complex environment in which they work.

The Federation's Disasters, Climate and Crises (Prevention, Response and Recovery) Department has developed a course focused on a range of competencies required of its emergency team leaders. Rather than a technical training, this course will focus, primarily, on strategic, operations management, and relational elements of leadership and include some elements of Red Cross/Red Crescent specific systems and procedures required of emergency team leaders.

Course objectives and content

- 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 the areas listed 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

Methodology

- Pre-course reading and activities.
- Joint RRT& ERU leadership sessions
- Role plays and team work with rotating roles
- Use of relevant field emergency examples and case studies.
- Participants experiences actively sought and used as teaching resources.
- Variety of experiential learning methodologies including self-reflection, videos, individual and group work and discussions, practice and demonstration, individual feedback, vignettes, case studies, and presentations.
- Mentoring by a learning focal point assigned to each participant and post-training feedback sent to the sending NS.

Participants and profile

Up to 25 current or potential 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.
- BTC or WORC & IMPACT trained.
- ERU, RDRT, FACT or CAP trained and deployed.
- Technical & sector competence and experience.
- Completed list of minimum training required for IFRC Rapid Response personnel.

In addition, demonstrated personal traits and behaviors 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.

Application

Applicants must be nominated by their NS/IFRC office.

Applicants shall complete an application form and submit an up-to-date CV.

Applications should be received by IFRC Disaster Response Training Team by 23rd May 2021.

For info and questions please contact:

surge.learning@ifrc.org

Learning Focal Points

Guidelines for Emergency Team Leader Training

Introduction

Learning is a wide process which can be split in various sources: the formal learning, coming from trainings, academic courses, etc., the relational learning coming from advice, coaching, mentoring and the experiential learning, which is the most important and coming from the personal experience of the individual.

The ETL Training is combining all these sources of learning with some formal but also with experiential sessions. Participants have the opportunity to practice various competencies and learn through relational learning.

Relational learning is a way of learning where those involved in the training – participants and facilitators – learn from each other through the sharing of ideas and together create the learning/teaching world. Relational learning are practices that invite both participants and facilitators to enter into a dialogue about learning. The involvement of multiple parties in the task of learning deconstructs the hierarchy within the traditional teaching relationship and opens space for more collaborative experiences.

During the ETL, each small group is assigned to a mentor, who we call Learning Focal Point (LFP).

Aim and Objectives

During the training, the LFP will work with 5-6 participants or coachees each, supporting the learning process and cadence, clarifying IFRC systems, policies and procedures as appropriate and offering informal support for professional development resources beyond the training.

The evaluation will occur through participant self-evaluation (document completed throughout the training) and feedback from the core group. The LFP is observing the participants and is contributing to the evaluation. The final evaluation and feedback is consolidated with the whole group of presenters and LFPs (the core group).

Each evening the core group will meet to flag participant highlights as well as others that need further assessment due to issues that may have taken place. The core team will provide input into the final evaluation based on written criteria. As LFPs will be part of the core group, the collective evaluation feedback will be communicated through the LFP on the last day, during a one-on-one session.

Terms used:

Learning Focal Point (LFP) (previously called Mentor)

Participants or Mentee

Presenter: Facilitators of sessions

Core group: Composed of LFP, presenter and training organizing team

Expectations

Learning Focal Points are:

- Expected to meet with the group of mentees in the evening of Day 1 – perhaps during dinner – and outline the role of the mentor and mentee.
- Encouraged to reach out individually the next day to say hello to each mentee and explain the understanding on the support and availability of the mentor.
- Expected to meet individually with their mentees for final feedback. LFP should reach out to participants throughout the week and let them know they are available for additional individual meetings if there are specific doubts or need of advice.
- During group work sessions, it is expected the mentor will be beside their group of mentees and ensure focus and correct IFRC policies and procedures are applied
- not expected to remain in contact with the mentees following the training.

Roles of the Learning Focal Points and Participants

Learning Focal Points: In meeting the objectives of the training, the LFP serves several functions:

- Provides relevant guidance and gives specific feedback, e.g. helps mentees analyse the scenario / session situations, examine challenges and identify approaches to tackle them.*
- Uses coaching** as a technique and provide feedback as appropriate.
- When requested, and as relevant, offers constructive critiques in light of personal experience and professional knowledge, and presents organizational attitudes and views.
- Provides respect to mentees as well as earned positive feedback about their strengths.
- Provide possible personal developments steps.

Mentee: The mentee should have the following characteristics:

- Willingness to learn and assume responsibility for acquiring or improving skills and knowledge.
- Self-responsibility, i.e. proactively engages in raising problems and challenges, and identifying learning objectives that actively enlist the assistance of the mentor.
- Self-awareness about possible improvements and transparency to share it with their LFP.
- Receptivity to constructive feedback and coaching.
- Comfortably give feedback to their mentor on what is working or not working in the mentoring relationship.

Note:

* As a LFP, you are not expected to deal with or fix technical issues, but rather to guide the participants into doing it themselves. Mentoring is about helping mentees to perform better.

** “coaching” implies guiding your mentee, through probing and questioning, to develop his or her own problem solving and ideas.

Developing a Successful Learning or Coaching Relationship

LFP and participants should take certain steps to develop a successful learning or coaching relationship with one another. Your first individual learning session is crucial in establishing a healthy and effective mentoring relationship. It is where you will start getting to know one another, set expectations and goals.

Get to Know Each Other

Get to know each other as people. Spend time introducing yourselves, sharing information such as your preferred names; one another’s current positions and your relevant job histories; why you decided to become a mentor; any information about hobbies, interests, etc., you both feel comfortable sharing.

Set Expectations

It is very important for mentors and mentees to discuss with one another:

- What each individual hopes to gain from participating in the training.
- What each individual thinks s/he can offer to the other.
- Issues that the mentor/mentee may not feel comfortable discussing.
- What the emphasis of your discussions will be, i.e. substantive areas, soft skills or a balance of both.

Any midterm sessions should aim at monitoring the way the participants are doing through the course and his/her confidence and attitude towards the course. These sessions aim at encouraging the participants to take most of this opportunity of learning. These midterm sessions are also opportunities to give specific feedbacks on competencies or weaknesses observed through the days observed.

The final sessions aim at providing the overall feedback from the core group as well as bringing possible advice on way of overcoming difficulties or weaknesses. This session can also include some hints for personal development. It is advised to refer to the IFRC online training catalogue.

Tools for Success

Characteristics of the Best LFP

To be a LFP is to be honest about one’s experiences and even failings, not to be a fount of wisdom. Many patterns of life and leadership challenges recur. You will find that the lessons of your leadership stories now can be matched with the challenges of your mentee from time to time as your relationship grows. Also, simply listening can sometimes be enough. The two basic coaching questions are something like these: “What are your priorities? How can I help you?”

- Listen: Committed listening is the key to building a trusting relationship with your mentee. A committed listener helps people think more clearly, work through unresolved issues, and discover the solutions to their problems.
- Teach by example: Mentor actions are scrutinized by the mentee. Recognize that even more than what you say, what you do or have done is your best mentoring advice.

- Adapt your mentoring techniques: Vary your mentoring “style” according to what your mentee needs – i.e. a more direct, “telling” approach to address an urgent situation, or more of a coaching approach, by probing through questions to guide your mentee toward the best solution. Offer sage advice to your mentee; show him or her “the ropes”. Remember, a true mentor has the ability to guide rather than direct.
- Focus on whole person development: This includes building the mentee’s confidence, values, attitudes, self-acceptance as well as confirming their strengths, strengthening their weaknesses and clarifying their goals.
- Encourage self-responsibility: See yourself as a resource. Take your cues from the mentee. Expect the mentee to raise current job problems and challenges, and to identify goals that actively enlist your assistance.
- Engineer relevant experiences and introductions: Your past experience, the network of contacts you have, the ability to see opportunities that would benefit the mentee should enable you to provide relevant experiences from your own career as well as to create new opportunities for the mentee to take advantage of.
- Provide relevant examples and stories: How you dealt with a donor who was disappointed; how you managed conflicting agendas in your country team; how you dealt with a government that was reluctant to receive international assistance – none of these things are in the files.
- Provide possible ways of personal development beyond the trainings if relevant. This can include advice, exercise, readings or additional trainings.
- Encourage “peer development” in identifying within the group, complementary skills and experiences.

Remember – a LFP’s role is to give his/her mentee a different way of thinking. You may have to remind your mentees that you’re not telling them what they should do, but rather offering another perspective, based on your experience. It’s critical that they consider what you say but then make their own decisions. Otherwise, they will miss out on the opportunity to learn from the best teacher of all: experience. In that sense, a LFP is not so much an adviser as a sounding board.

Useful mentoring/coaching advice is:

Actionable, Current, Relevant

- It offers a relevant, current and concrete path to growth and improvement.

Supportive and Sustainable

- It doesn’t offer to do the task; it provides guidance on how to do it, and coaches to improve the mentee’s chances of doing it effectively.

Candid and Specific

- It does not give a false impression of the skills and abilities of the mentee, but provides honest and specific feedback and a route to growth.

Declaration of conformity

- according to procurement procedures for humanitarian actions -

The candidate

name/company

address

represented by

representative's name

address

assures that **none** of the following points apply:

- a) The candidate or company are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations.
- b) The candidate has been convicted of an offence related to his professional conduct by a judgement which has the force of *res judicata*.
- c) The candidate has been guilty of grave professional misconduct proven by any means which the contracting authority can justify.
- d) The candidate has failed to fulfil obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which he is established, with those of the country of the contracting organisation or those of the country where the contract is to be carried out.
- e) The candidate has been the subject of a judgement that has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the German Red Cross or European Union's financial interests.
- f) The candidate has been declared to be in serious breach of contract for failure to comply with his contractual obligations pursuant to another procurement procedure or grant award procedure financed by the German Red Cross or European Union's budget.

The Contractor shall respect environmental legislation applicable in the country where the services have to be rendered and internationally agreed core labour standards, e.g. the ILO core labour standards, conventions on freedom of association and collective bargaining, elimination of forced and compulsory labour, elimination of discrimination in respect of employment and occupation, and the abolition of child labour.

The candidate also guarantees access to the relevant financial and accounting files and documents as well as other project related information and company registration data for the purpose of financial checks and audits or due diligence testing conducted by

- the European Commission,
- the European Anti-Fraud Office (OLAF),
- the European Court of Auditors and
- by chartered accountants / consultants / auditors commissioned by the German Red Cross or the relevant donor.

Furthermore he confirms to work together with above mentioned parties when contacted directly. The refusal to share requested data and documents may lead to disqualification from tender processes and cancellation of closed contracts.

place, date

signature

RULES OF CONDUCT

for staff and volunteers of the German Red Cross on mission for

- **the INTERNATIONAL COMMITTEE OF THE RED CROSS (ICRC)**
- **the INTERNATIONAL FEDERATION OF RED CROSS AND RED CRES-
CENT SOCIETIES (FEDERATION)**
 - **the GERMAN RED CROSS (GRC)**

As staff and representatives of the German Red Cross, we are personally and collectively responsible for upholding and conforming with the highest standards of ethical and professional conduct. All staff and representatives of the GRC shall therefore, at all times and in all circumstances, refrain from acts of misconduct, and respect the Fundamental Principles of the Red Cross Movement and the dignity of those whom the Red Cross aims to assist.

The regulations outlined below apply to all delegates, their dependents accompanying them, local staff, volunteers and consultants deployed within the scope of a relief operation or programme or project of the above-mentioned organization. For convenience, all such persons will be referred to as “field personnel” for the purposes of this document. Field personnel going on mission with the ICRC or the Federation, as the case may be, will be requested to sign a binding Code of Conduct similar to these Rules. All field personnel is expected to behave accordingly, both on duty and in private, and to practise working methods that will build public confidence. Field personnel is expected to be available for action beyond usual working hours, particularly during emergencies. All field personnel must be permanently aware of the fact that any impropriety on their part may have negative consequences for many human beings.

The components of the Red Cross Movement often act in situations of war, internal disorder or other emergencies. Working in such circumstances can expose field personnel to physical danger that should not be underrated. All field personnel must therefore exercise moderation, keep a certain discipline and strictly follow the security rules established by the Red Cross organization in charge of current operation or programme.

Since the Red Cross is a purely humanitarian organisation, its credibility and acceptance among the international community depend essentially on the respect of the Fundamental Principles and the amount of trust which governments will put in these Principles. Red Cross field personnel on mission must therefore at all times and under all circumstances, whether on duty or not, refrain from saying or doing anything that might be perceived to violate the Fundamental Principles, particularly those of Impartiality and Neutrality.

Likewise, family members staying with field personnel in a country of assignment must not contravene the Fundamental Principles, particularly those of Impartiality and Neutrality, whether in word or deed.

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

unanimously adopted by the XXth International Red Cross Conference in Vienna, October 1965

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 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.

The undersigned pledges himself / herself

1. to respect and promote the Fundamental Principles of the Red Cross and Red Crescent Movement (humanity, impartiality, neutrality, independence, voluntary service, unity and universality);

2. to pay due respect to the religious beliefs, customs and habits of the population of the country of assignment, and to conduct himself / herself accordingly;
3. to observe strictly the laws and regulations of the country of assignment, including those concerning security, illegal drugs, traffic rules and currency exchange. Delegates who knowingly contravene such laws and regulations cannot expect any support from the Red Cross.
4. to enquire on the rights and obligations deriving from the legal status of the relevant Red Cross delegation in the country of assignment and to observe strictly the corresponding obligations;
5. to respect and to promote respect for the emblems of the Red Cross and Red Crescent;
6. never to use or to have in his / her possession weapons or ammunition at any time;
7. to denounce sexual abuse and sexual harassment, unauthorised physical or psychic pressure, neglect or harassment by any delegate, particularly among beneficiaries, as gross misconduct. All forms of sexual activity with children (persons under the age of 18) are forbidden as a matter of principle, even where this would seem to be in line with local custom, and will cause immediate dismissal of the delegate concerned. Misestimation of a person's age will by no means protect a delegate from sanctions. Any exchange of money, employment, goods or services for sex, sexual favours or other forms of humiliating, degrading, compromising or exploitative behaviour are forbidden;
8. to dress in a manner appropriate to the assignment, avoiding any impression of military status and to refrain from wearing Red Cross and Red Crescent insignia when not on official duty (except a lapel pin) unless security regulations require otherwise
9. to abstain from undertaking any public, professional or commercial activities outside of those specified in the delegate's Job Description or Mission Instructions without permission from GRC HQs
10. to refuse, courteously but with determination, any financial or material gifts or promises of such gifts or other advantages (particularly of sexual nature) except for the token presents which are customarily offered;
11. not to commit the Red Cross financially unless officially authorized to do so
12. to administer the entrusted funds and relief supplies with precision and diligence and to be prepared to account for the use of funds and other resources at all times
13. to use working equipment provided by the GRC (eg. smartphones, laptops, etc.) exclusively for business purposes. Their private use is not allowed;
14. to keep GRC HQs, the Federation or the ICRC informed of his/her activities and movements at all times, and not to leave the country of assignment or to take local leave without having obtained formal permission
15. to be prepared, should the circumstances require, for transfer to another Red Cross assignment, subject to its compatibility with his/her qualifications

16. to return, at the conclusion of the mission, all Red Cross material and equipment including identity cards and insignia of the Red Cross issued to him/her unless agreed otherwise
17. to observe discretion during the assignment and in relation to anything he/she may witness when carrying it out, including during the period following the assignment;
18. to avoid making references to political and military situations in the country or region of assignment in official or private communications, such as conversations, telephone calls, radio messages, letters, telefaxes or e-mails unless authorised to do so;
19. to refrain from sharing any information with the media, delivering lectures, giving interviews, handing out or publishing written reports or research findings resulting from a mission or handing out photos, slides, films or other electronic data carriers related to a mission without having a general or specific authorization of GRC HQs to do so (cf. Mission Instructions). This applies during the period following the assignment, too;
20. to follow the instructions of the Head of Delegation and GRC HQs, particularly when security is concerned. If a delegate or an accompanying family member fails to observe the above rules, the Head of Delegation will have the authority to arrange for an immediate repatriation of the person concerned.

Disciplinary procedures

In the event of any violation of these Rules of Conduct, the staff member shall be informed in writing of the allegation(s) made against him/her and shall be given appropriate time to respond to such charges (normally ten (10) working days in the case of misconduct, but an extension of these terms may be agreed if appropriate). The human resources department of GRC HQs may take appropriate disciplinary decisions upon receipt of the staff member's comments.

Delegates who are accompanied by family members are fully responsible for their acts during his/her mission. All accompanying family members must sign the Rules of Conduct (except for children under 14 years of age). If a family member violates the Rules of Conduct, GRC HQs has the right to order the family member's repatriation and to hold the delegate responsible.

GRC HQs reserve the right to claim reasonable compensation for damages and costs arising from any violation of the Rules of Conduct. This includes the costs of a return journey to Germany or any other place of residence. Such steps taken under these disciplinary procedures will not preclude further administrative and legal action.

If field personnel develops suspicions regarding violations of the Rules of Conduct, they have the duty to report such suspicions through the proper channels or, if this is considered inappropriate, directly to the persons in charge at GRC HQs.