



# **Guidance Note On Building Quality First Aid Education Department**

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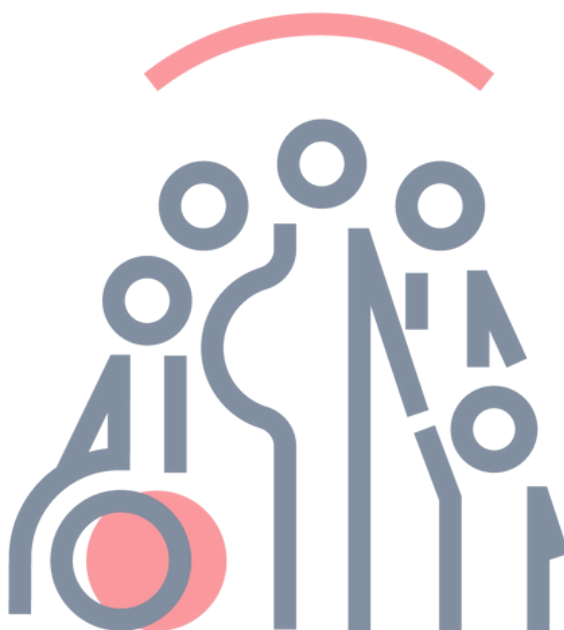
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## How to ensure you have a quality First Aid Education Department

### Objectives

To establish a robust first aid education department, it's crucial to understand the overarching goal: equipping individuals with the knowledge and skills to provide effective first aid in diverse situations. Research indicates that quality first aid training can significantly improve outcomes in emergencies, reducing morbidity and mortality rates.

This document aims to establish the minimum requirements for creating and maintaining a quality first aid department within your National Society, with a focus on progression from one level to the next, training of trainers, teaching methods and ongoing training.

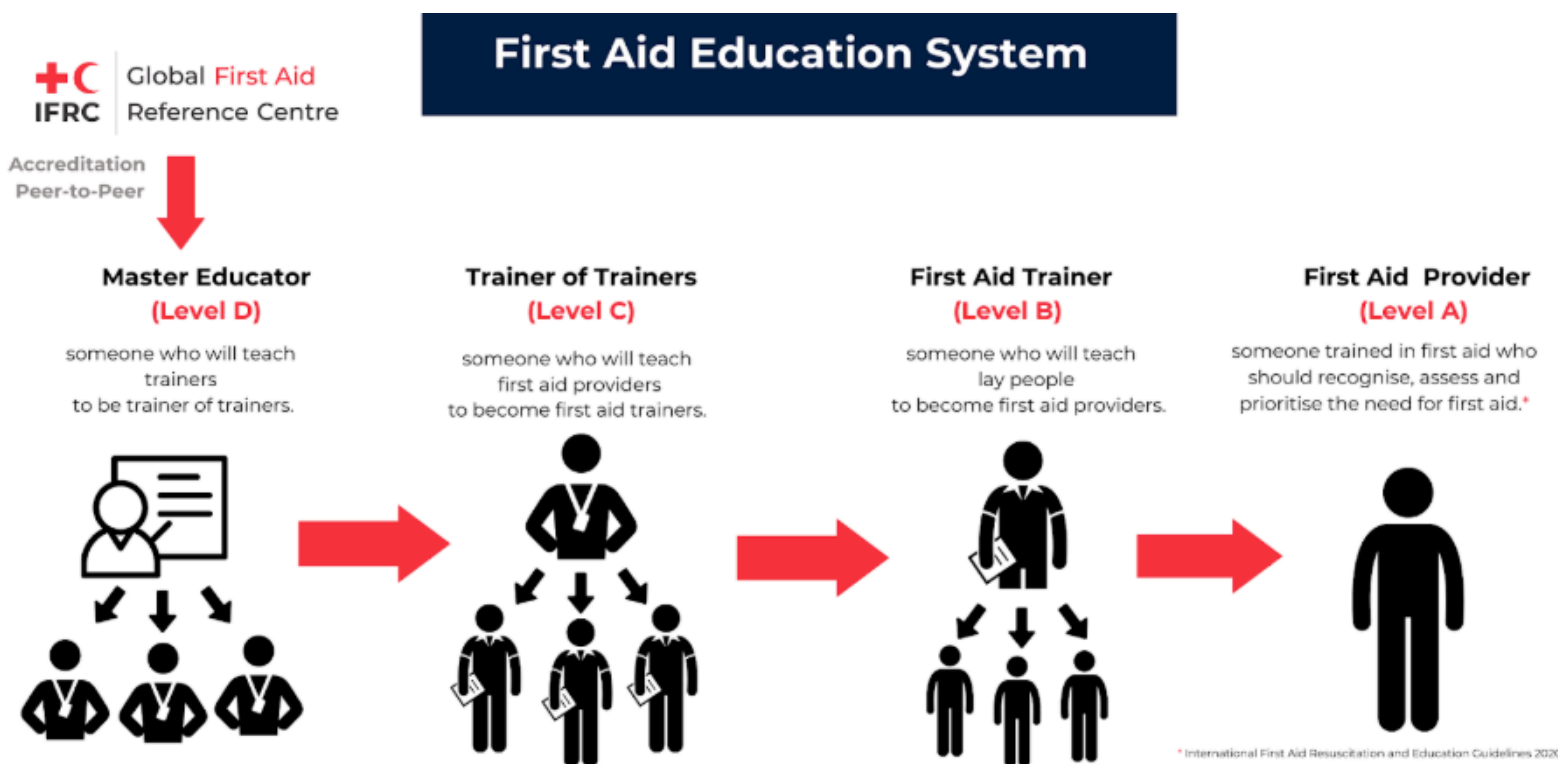


## Training materials:

Quality training materials are essential for delivering effective first aid education. National Societies must ensure that all materials used in training programs meet established standards (ie: *the International first aid, resuscitation and Education Guidelines, the International Trainer of trainer manual, The International trainer manual...Etc*). This is important to guarantee accuracy, relevance, and comprehensiveness. The following requirements should be considered:

### Training manuals and guides:

- Develop or procure comprehensive training manuals and guides that cover all aspects of first aid relevant to the certification levels offered levels A, B, C and D to meet the needs of different target audiences. Define clear and measurable learning objectives for each level (please refer to the image below to understand each level).



- Ensure that manuals for the learner and for the trainers are up-to-date with the latest international first aid guidelines and recommendations, provided by the GFARC. The trainers should have pedagogical and technical manuals.
- Include clear and concise instructions, illustrations, and references to enhance understanding and retention of key concepts.

## Educational resources:

- Provide supplementary educational resources, such as videos, presentations, games, and interactive modules, to complement training manuals and facilitate different learning styles.
- Ensure that educational resources are accessible and culturally appropriate for the target audience, taking into account language, literacy levels, and cultural sensitivities.

## Training equipment and supplies:

- Equip training facilities with appropriate first aid supplies and equipment, including manikins, bandages, splints, AED trainers, and personal protective equipment.
- Regularly inspect and maintain training equipment to ensure functionality, hygiene, and safety.
- Provide trainers with access to simulation tools and resources to facilitate realistic scenario-based training.

## Technology integration:

- Explore opportunities to integrate technology into first aid training, such as online learning platforms, **Universal First Aid Application**, and Augmented/virtual reality simulations.
- Ensure that technology-enhanced training methods are evidence-based, user-friendly, and accessible to all learners, including those with disabilities or limited internet access.

## Compliance and safety standards:

- Ensure that all materials meet safety requirements and do not pose any risks to trainers or learners during training activities.
- Provide guidance on the proper storage, handling, and disposal of training materials to prevent accidents and minimize environmental impact.



## Human resources:

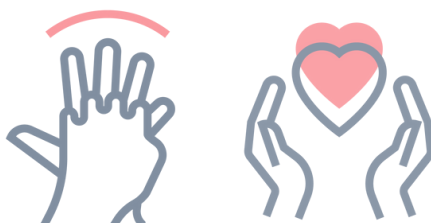
Crafting proficient trainers is pivotal for delivering impactful education and development programs. National Societies must ensure that all their first aid training personnel (employees or volunteers) adhere to standards to guarantee effectiveness and relevance.

### Trainers (Level B) :

- The success of a first aid education department depends significantly on the quality of its trainers. Research suggests that effective first aid trainers possess not only strong first aid skills but also excellent communication, facilitation, and interpersonal skills. Identifying and recruiting such individuals requires robust selection processes, which may include interviews, practical assessments, and reference checks.
- Identify individuals with first aid skills and teaching experience. Recruit motivated instructors who are able to pass on their knowledge effectively to learners.
- Trainers who are passionate about the mission and values of the Movement are more likely to deliver high-quality training and remain committed in the long term. Therefore, the National Society should prioritise recruiting individuals who demonstrate alignment with the RCRC principles and goals.

### Trainers of Trainers (Level C):

- Developing trainers of trainers (ToTs) is essential for building a sustainable training ecosystem within the National Society. Trainer of trainers play a critical role in cascading knowledge, maintaining training quality, and fostering a culture of continuous learning among trainers. Specialized training programs for ToTs should focus not only on clinical first aid skills but essentially on pedagogical techniques, adult learning principles, and leadership development.
- Select from among the most experienced and competent trainers those who have the potential to become trainers of trainers.
- Offer specialised experiential learning approaches, such as workshops and trainings to enhance, trainers of trainers' capacity to train and mentor other trainers effectively.
- Pair trainers of trainers candidates with experienced Master trainers who can provide guidance, support, and feedback throughout their training journey



## Master trainers - Level D:

- Level D – Master trainers, play a pivotal role in the professional development and capacity building of the first aid department. As the highest level in the trainer pyramid, Level D trainers serve as educators, mentors, and leaders within the National Society. Their primary responsibility is to cultivate a cadre of skilled trainers who can effectively deliver first aid education programs at various levels of the training hierarchy. Level D trainers possess advanced pedagogical expertise, leadership competencies, and subject matter knowledge, enabling them to design and deliver specialized training curricula, facilitate interactive learning experiences, and mentor emerging trainers in the art and science of teaching first aid.
- Identify experienced trainers who have demonstrated exceptional proficiency in delivering pedagogy, coaching and mentoring other trainers. Implement a rigorous selection process to identify really qualified trainers considering factors such as experience, qualifications, and leadership qualities in the selection criteria.
- Encourage Master trainers to conduct research on first aid practices in their country and to be in continuous contact with the GFARC to be updated with the latest evidence based first aid strategies and techniques.
- Foster a supportive learning environment that encourages creativity, critical thinking, and self-reflection among Level D. At the same time, it is important to foster a sense of responsibility and accountability for advancing the goals and objectives of the first aid department and the National Society.
- Depending on the capacities of your National Society and the needs of your first aid programs it could be challenging to maintain a group of active Master trainers. Several solutions may be considered. For instance a group of Master trainers may be considered at sub-regional level, shared between neighbour National societies. You can also rely on **GFARC international Master educators** for providing in-country ToT courses.

***For all three levels, it is crucial to emphasize the importance of establishing a tracking, an evaluating and a recycling system. By implementing a system to monitor and manage first aid trainers, you can also identify areas for improvement, optimize management, and ensure that your first aid service remains effective and sustainable.***

## Quality Assurance

Establishing robust quality assurance processes is essential for ensuring the effectiveness and reliability of training programs. National Societies must implement comprehensive measures to uphold standards and continually improve the quality of their training delivery. This ultimately enhances the effectiveness and impact of training initiatives, driving positive outcomes and the National Society as a whole.

### Training needs and context assessment:

- Identify the target audience for first aid training programs (e.g., community members, healthcare professionals, employees, schoolchildren).
- Assess the current material you are using for your first aid trainings.
- Assess the number of trainers, trainers of trainers
- Identify the laws in your country that you can work on for first aid education;
- Identify gaps and challenges in access to first aid training and services.
- Establish key performance indicators (KPIs) to measure progress and success.

### Training quality guarantee:

- Regular update to training manuals and materials are crucial to incorporate the latest evidence-based practices and guidelines. National Societies should establish processes for reviewing and revising training materials in collaboration with subject matter experts and stakeholders according to the **IFRC International First Aid, Resuscitation and Education Guidelines**.
- It is important to contextualize first aid training to specific target audiences. For example, first aid training for migrants, first aid training for people with specific needs, first aid training for children...Etc.
- Obtaining the **IFRC GFARC's International First Aid Attestation (IFAA)**, can further validate the quality and credibility of the National Society's first aid training programs.
- Forge partnerships with government agencies, healthcare institutions, educational organizations, and community groups to expand the reach and impact of first aid education initiatives.
- Organise training sessions to update trainers' skills and keep them up to date with new first aid practices and recommendations.
- Continuous professional development for trainers is also essential to keep their skills and knowledge up to date. Encourage the participation of trainers in conferences, workshops and networking events to promote the exchange of best practice and professional development.



## Evaluation and Certification:

- Assess all level's candidates' performance and competence through different criterias according to their levels.
- Set clear criteria for certification as a qualified first aid provider, trainer, trainer of trainers or Master trainer ensuring that candidates meet established standards and benchmarks.
- Award certification to successful candidates and provide ongoing support and professional development opportunities to sustain their growth and effectiveness.

## Maintaining the Commitment of Trainers:

- Sustaining the motivation and commitment of trainers is critical for the long-term success of a first aid education department. Create a supportive and inclusive environment, where trainers feel valued, respected, and empowered. This is essential for retaining talent and fostering loyalty.
- Offer incentives such as professional development opportunities, recognition and benefits for those with a long-term commitment.
- Empower the trainers by involving them in decision-making and recognising their contribution to the National Society's mission. Research suggests that participatory approaches to governance and leadership can foster a culture of collaboration, trust, and mutual respect within the first aid education department.

## Monitoring and Evaluation :

- Implement feedback and evaluation tools to assess the effectiveness of training materials and methods. Collect feedback from trainers and learners to identify areas for improvement.
- Collect data on training participation, learner satisfaction, and emergency response outcomes. This will help to maintain accurate records of training activities, participant demographics, and program outcomes.
- Prepare regular reports documenting progress, achievements, and challenges encountered.
- Use evaluation findings to inform decision-making, improve program effectiveness, and to promote transparency and accountability. It will also be helpful to feed advocacy messages for mainstreaming first aid training

## Community Engagement and Outreach:

- Develop outreach strategies to raise awareness of the importance of first aid and promote participation in training programs.

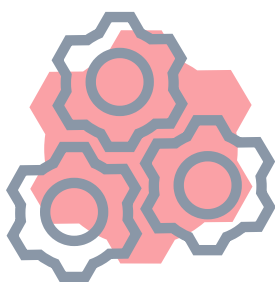
- It's essential to inform previous learners of the importance of keeping their knowledge up-to-date and continuously updating their skills. Promote the value of lifelong first aid learning to empower them to stay ahead of the curve and adapt to different scientific updates.
- Engage with local communities, schools, workplaces, and other organizations to expand the reach of first aid education initiatives.
- Empower community members to become advocates for first aid and emergency preparedness.
- Participate actively in the World First Aid Day, the World Restart a Heart Day, and the World Day for Safety and Health at Work.

### Funding and Sustainability:

- Secure funding and financial resources to support the ongoing operations and activities of the first aid department.
- Explore diverse revenue streams, including grants, donations, sponsorships, and fee-based training services (Commercial First Aid).
- Develop sustainable funding models and long-term investment strategies to ensure the department's continued growth and impact.

***By considering these recommendations, National Societies can strengthen their first aid departments, ultimately contributing to the health, safety, and resilience of communities.***

***Do not hesitate to contact the Global First Aid Reference Centre for further technical support for strengthening your first aid services and programs.***



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# 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.



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International Federation of Red Cross and Red Crescent Societies

French Red Cross

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