LEARNING NEEDS ANALYSIS

June 2021

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1. Introduction

This Learning Needs Analysis (LNA) is based on data collected in June 2021. The humanitarian sector along with the rest of the world has pivoted in response to the COVID-19 pandemic, altering the landscape for humanitarian work and learning. This analysis aims to contribute to our understanding of the humanitarian learning landscape by identifying learning needs along with suitable interventions in general as well as in relation to the changes caused by the pandemic.

This report shares findings from a global survey, drawing attention to linkages and trends in the data. It does not claim to statistically represent the aid sector, instead it aims to contribute to our current understanding of learning needs and preferences. Through being transparent with the process of analysing the data as well as the demographics of the respondents, it is RedR UK's hope that readers can make use of this information in ways that are contextually relevant.

1.1. Main findings

The most significant findings are:

- **Synchronous learning** – Live, facilitated learning opportunities, whether in-person or online, are considered more effective and more accessible.
- **Face-to face learning is the preferred learning methodology** – Face-to-face learning dominated as the preferred medium both in terms of effectiveness and accessibility.
- **Digital resources and learning** - The vast majority of people have access to digital resources and learning.
- **Remote working** - Most people occupying a regional or global role are working remotely, whereas people whose work focuses on one country continue to work in-person (either entirely or a blend of remote and in-office work).
- **Priority topics** - The highest priority learning topics identified through the survey are:
  - Humanitarian Principles and Practices
  - Monitoring and Evaluation (M&E)
  - Project Management
  - Management and Leadership topics
  - Needs Assessments

1.2. Methodology

An e-survey was written in English and subsequently translated into Arabic, French and Spanish.

Thirty-two questions were included. Nine were designed to profile respondents and twenty-three questions were used to ascertain information pertaining to learning needs, preferences and accessibility.

The survey link was shared via email with RedR UK's contacts and via social media platforms. Contacts include RedR UK Trainers and Associate Trainers, members, partner organisations and project contacts. The survey was open to respondents from 20 May 2021 until 18 June 2021.

The raw data gathered from all four surveys was collated, cleaned, and analysed. Where possible, the analysis examined connections across the data, seeking correlations between answers. For example,

whether people positioned in field offices tended to place a higher priority on certain topics compared to people working in headquarters of an organisation.

Respondents who work in one country, as opposed to regionally or globally, have also been categorised by region during the analysis. This helped present more robust findings linked to geographical data.

The findings have been compared to other recent RedR UK LNA results[1], when possible, in order to allow for an understanding of trends and changes in the sector.

All findings are presented alongside narrative and visuals in Section 2 of this report.

1.3.   Respondents

A total of 335 people completed the survey. Fifty-three completed the survey in Arabic, 266 in English, eight French and eight in Spanish.

A more detailed profile of the respondents is presented in Section 2.

1.4.   Limitations

The sample sizes of groups within the survey, such as some types of organisations, are small and should not be seen as representative of the entire group.

In some instances, the data was dominated by a single group and therefore it was not possible to draw conclusive findings that represent the sector as whole. Notably, 54% of respondents work for International Non-Government Organisations (INGOs) which gives substantially more weight in this analysis to their learning preferences and proprieties. Community-based organisations are under-represented in the data and donors are not represented at all.

Regionally, representation favours the Middle East and Africa, with low representation from Europe, Asia and the Americas. This is likely due in part to RedR UK's focus and presence in the Middle East and North Africa (MENA).

Not all questions were answered in full, for example 164 respondents identified that they work in one country but five did not specify which country.

The survey did not identify respondents' working or native language. However, 79.4% of responses were from the English survey and of all respondents 68% selected English as their preferred language. It is possible that people working in the sector who do not speak English are not well represented in this analysis.

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[1] https://www.redr.org.uk/Our-Work/Key-Projects/COVID-19-Learning-Needs-Assessment

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2. Findings

The findings extracted from the data are presented in this section, starting with an examination of the respondents' profiles followed by an examination of their learning needs and preferences. Where possible, comparisons and connections are highlighted.

2.1. Respondent Profiling

<u>Organisation</u>

Respondents were asked to describe their organisation from a pre-determined list. Nearly all respondents (333) answered this question.

*Figure 1. Graph showing the percentage of responses per organisation type*
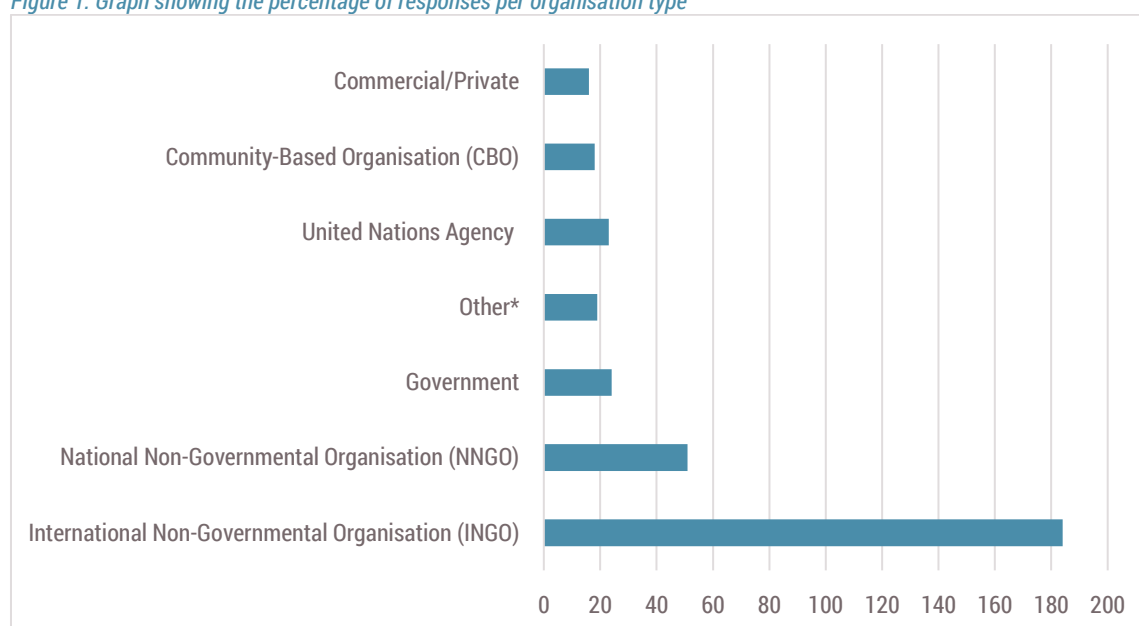
*Other: Typically, other answers were from independent/freelance individuals (47.4%) and people working in education (21.1%). Of the remainder, one respondent works in translation services, one in the European Union/European External Action Service and two in the Red Cross/Red Crescent movement.

A high proportion of respondents (54.9%) work for INGOs. This is similar to the data gathered in the previous RedR UK LNA, conducted in August 2020, focusing on MENA. Many of the 'big names' were listed including Save the Children, Goal, Plan, Care International and Action Against Hunger (ACF). As noted in the limitations section, the prevalence of INGO staff significantly slants the findings of this learning needs analysis. The needs of other types of organisations, especially community-based organisations (CBOs) are not heavily represented and there are no donors represented in the data.

<u>Role</u>

Respondents were asked to describe their role type from a pre-determined list. A total of 320 respondents answered this question.

Figure 2. Chart showing the percentage of responses per role type
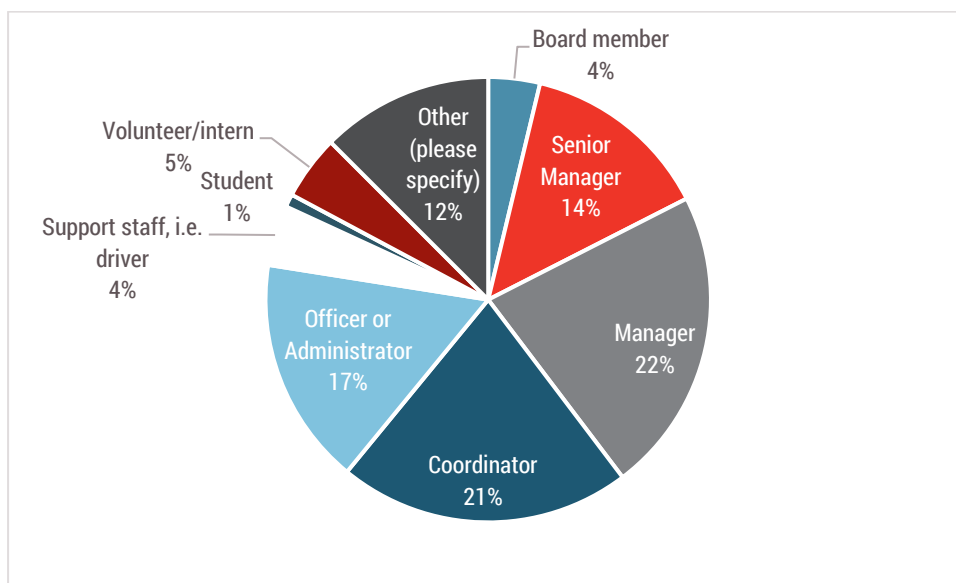
Other: The majority of 'other' responses collected were from Advisers (17.5%) and independent/freelance individuals (12.5%). Of the remainder, other role types specified were caseworker, chief executive officer, owner, subject-matter-expert, technical support, team leader, director and national staff.

There is fairly even comparable representation across most paid role types –Senior Managers, Manager Officer/Administrator and Coordinator. Support staff are underrepresented in the data. Very few volunteers or students completed the survey.

Sectors

Respondents were asked to select the sectors in which they work from a pre-determined list. Nearly all respondents selected more than one sector.

Figure 3. Graph showing the percentage of responses per sector
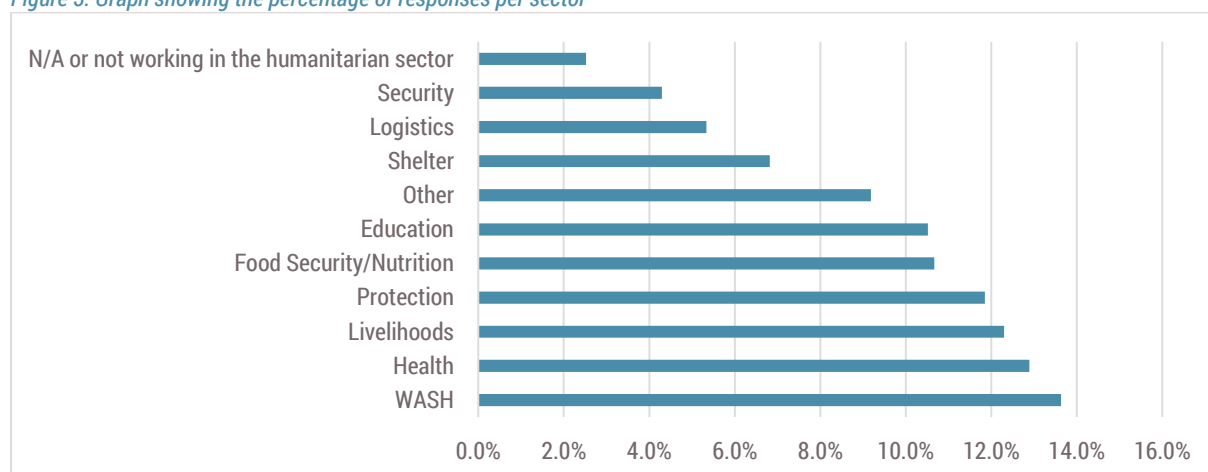
Most frequent answers for 'other' were linked to Disaster Risk Reduction (DRR), multi-sector work, training/Learning and Development (L&D), Infrastructure, Camp Coordination/Camp Management (CCCM) and Communications.

There is a fairly even proportion of respondents working in Water, Sanitation and Hygiene (WASH), Health, Livelihoods, and Protection. There were slightly fewer respondents from Food Security/Nutrition and Education. Logistics, Security and Shelter are the least prevalent sectors amongst responders. This may have influenced the ranking of learning topics since Safety and Security topics were ranked 9th highest property out of a possible 16 topics.

A high proportion of respondents (9.2%) selected 'other'. This accounts for 63 of 320 responses. This response may be due to more Programme/Project Managers identifying themselves as generalists working in more than one sector.

Location

Respondents were asked whether their role focused on a global scale, regionally or on one country. There were 296 responses to this question.

Figure 4: Chart showing the scope of respondents' roles
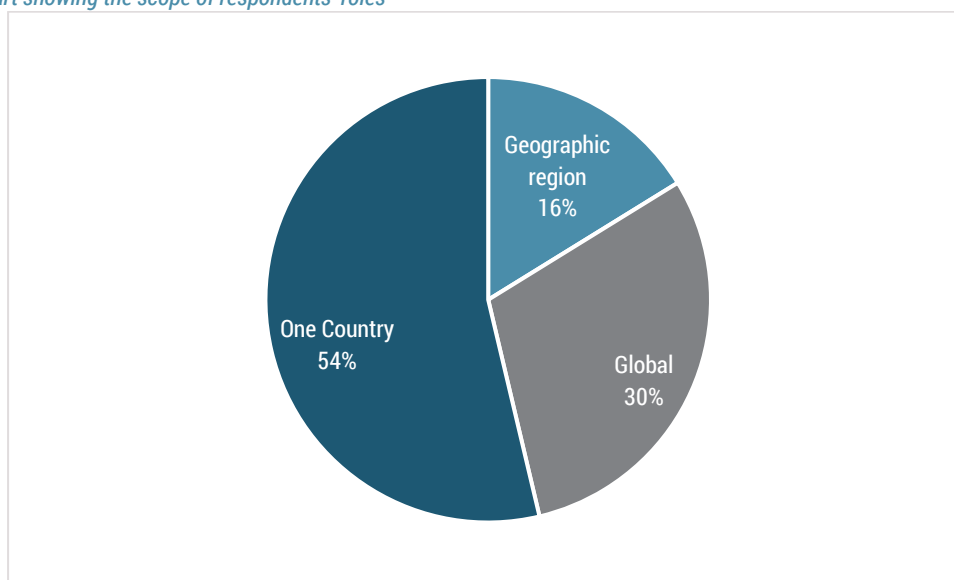
A large proportion of respondents (53.7%) are working in one country.

Of the 48 respondents who selected that they focus on a 'geographic region', 41 specified which region. To present more conclusive data, respondents working in one country were also added to the regional data to give a better indication of regional representation. As mentioned in Section 1.4, the Middle East and Africa heavily outweigh the proportion of respondents from other regions.

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Figure 5: Chart showing respondents' geographic regions for respondents whose role is regional or country-focused
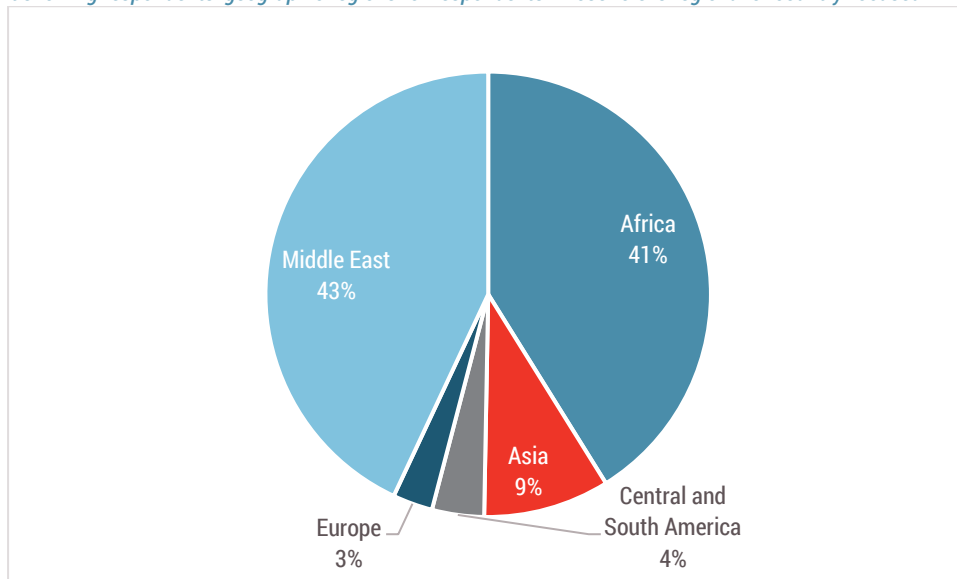
Of the 164 respondents who selected 'one country', 159 specified which one. These are shown in the map below.

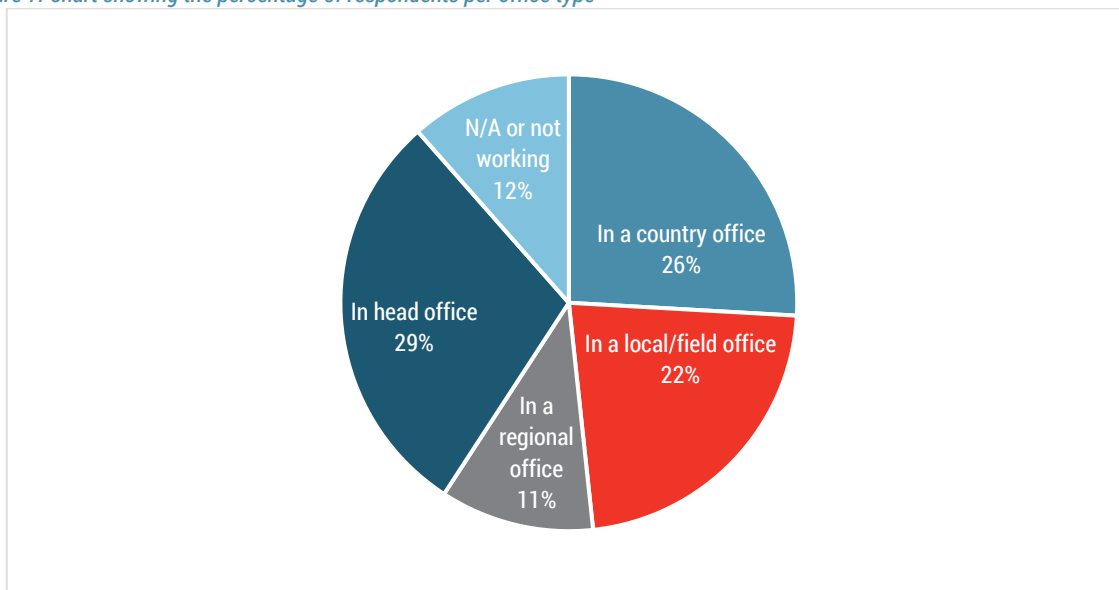*Figure 6: Map showing countries of operations for respondents whose tole is country-focused*

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Figure 7. Chart showing the percentage of respondents per office type

There is an even proportion of respondents working in local/field offices (22%), country offices (26%) and head offices (29%). This provides a good representation of these office types. Fewer respondents (11%) work in regional offices.

Remote working

Respondents were asked if they currently work remotely.

Figure 8. Chart showing the percentage of respondents working remotely
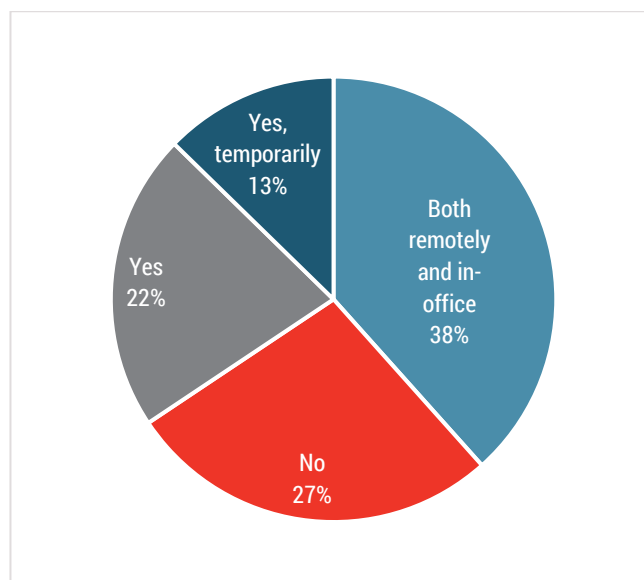
Currently only 27% of respondents are working solely in-person, compared to 73% who are working remotely in some form (solely working remotely, temporarily or combined with in-person work). This can almost certainly be attributed to changes caused by the COVID-19 pandemic – although this LNA does not provide data to support this. The highest proportion of respondents working solely in-person (23.9%) are

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working in an Officer or Administrator role, followed by 19% in Coordinator roles. These types of roles might be less able to operate remotely if they are responsible for directly implementing projects.

A smaller proportion of people working in one country are working remotely. Of those working in one country, 78% of them are working in office or combining in-office with remote work. This is compared to people working at a regional level (53.8%) and at a global level (53.2%). People working in one country also tend to be working in a country or local/field office (64.1%) as opposed to a regional or head office. It is possible that this substantial group of responders are people working directly on project and programme implementation.

If we assume that at least some of those respondents working remotely on a temporary basis (13%) are doing so because of the COVID-19 pandemic, then the number working in the office may increase as infection rates decrease and work patterns return to a pre-pandemic norm. A future LNA could be used to determine if people who are working remotely on a temporary basis, did return to the office – which would indicate that the majority of people are office-based.

Working 'in-office' (not remotely) does not seem to hamper access to online learning. There is not strong evidence to suggest that those working remotely find online learning more accessible that those in the office. Of the respondents working in an office, only 2.3% indicated they were unable to access digital learning and resources, although 21.8% are only able to access online learning sometimes, and face barriers. This is compared to 1.8% of respondents working remotely who identified that they were unable to access online learning or 13.5% who can only access it sometimes.

2.2.   Learning Priorities

Respondents were asked to rank 16 humanitarian themes according to whether they are a high learning priority, medium priority, low priority, or n/a or not a priority. A total of 3572 votes were cast. Not all respondents ranked each theme. The total number of responses per theme is shown in Annexes.

Figure 9: Graph showing learning themes ranked by priority.
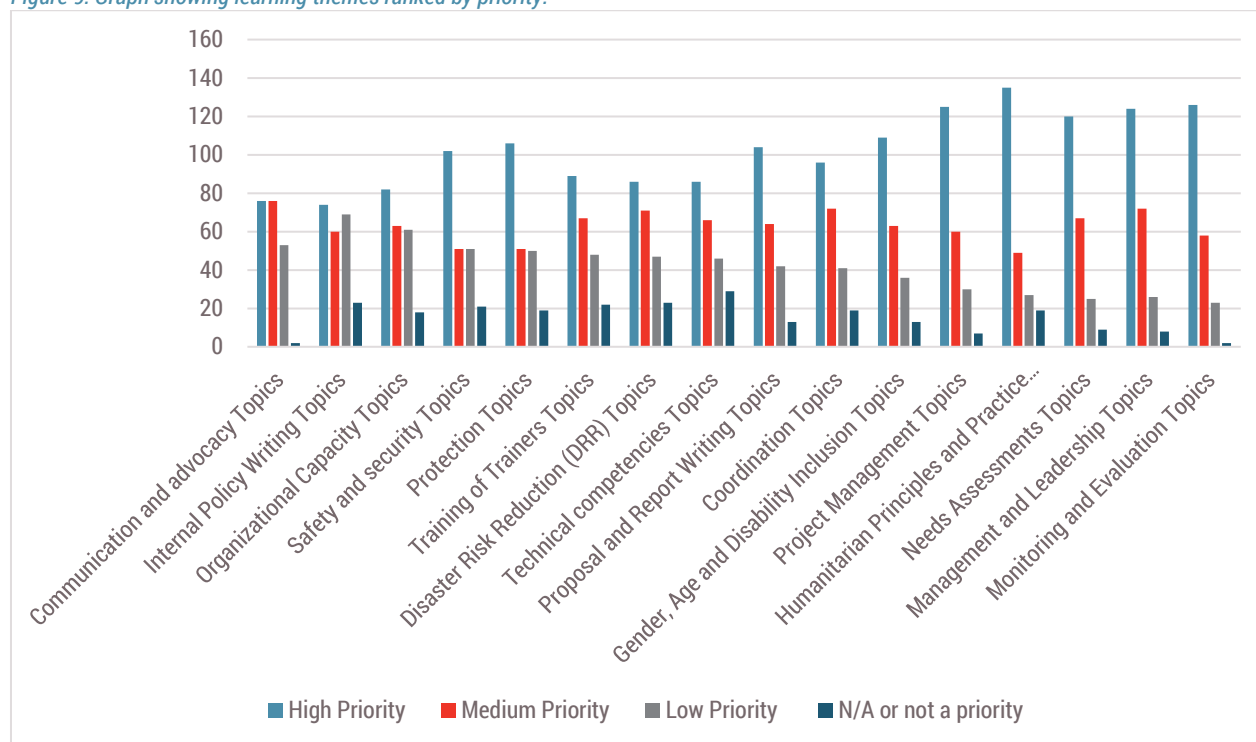
Five themes emerged as high learning priorities:

- Humanitarian Principles and Practices – ranked high priority by 135 respondents
- Monitoring and Evaluation (M&E) – ranked high priority by 126 respondents
- Project Management – ranked high priority by 125 respondents
- Management and Leadership topics – ranked high priority by 124 respondents
- Needs Assessments – ranked high priority by 120 respondents

Some respondents did not provide a ranking for each theme; therefore, percentage of total responses is not used.

The lowest ranking themes were:

- Technical Competencies - ranked non-applicable or not a priority by 29 respondents
- Internal Policy Writing - ranked non-applicable or not a priority by 23 respondents
- Disaster Risk Reduction (DRR) - ranked non-applicable or not a priority by 23 respondents

Sub-Topics

When a theme was identified as high or medium priority, respondents were asked to specify which sub-topics in particular were needed. Below is an analysis of the five highest priority topics.

In **Humanitarian Principles and Practice**, the following sub-topics were listed:

- Humanitarian context and structure
- Concept of humanitarian principles
- Standards and codes
- Accountability (to donors/partners/affected populations)
- Potential impacts and dilemmas of humanitarian response
- Cross-cutting themes

Of the respondents who identified this theme as high or medium priority, 78.3% selected sub-topics. All topics were listed by respondents, with Accountability (20%) as the most frequent choice. 'Other' accounted for a substantial proportion of responses (36%) and a large range of answers were given. Of the more frequent answers were Protection and Management (linked to people or projects).

Figure 10: Chart showing sub-topics selected for Humanitarian Principles and Practice
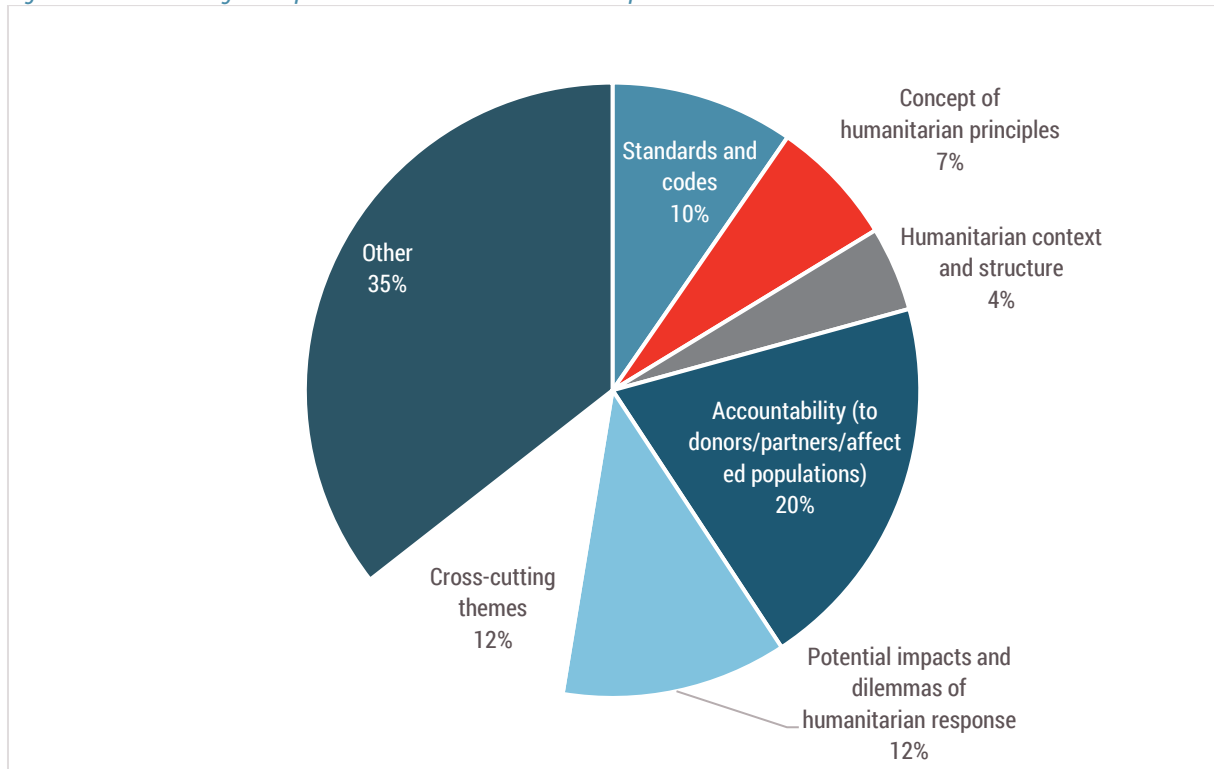
In **Monitoring and Evaluation** (M&E), the following sub-topics were listed:
- Tools
- Drafting monitoring plans
- Collecting and analysing data
- Writing M&E reports

Of the respondents who identified this theme as high or medium priority, 88.5% selected sub-topics. All sub-topics were frequently selected by respondents and many selected all. Collecting and analysing data was the most common need identified (31%), followed by Tools and Writing M&E Reports (both 24%).

Figure 11: Chart showing sub-topics selected for M&E
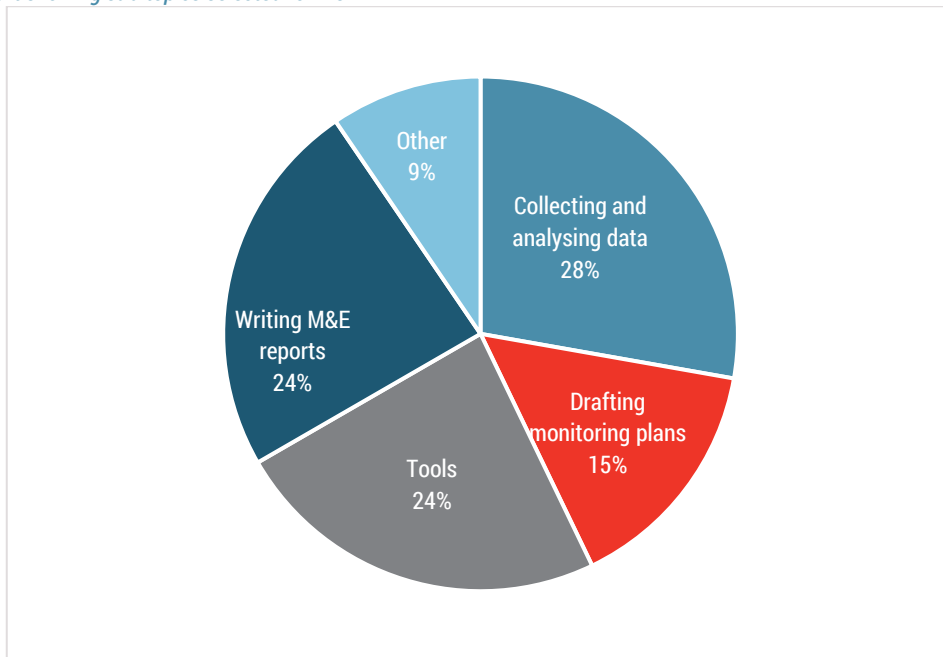
In **Project Management**, the following sub-topics were listed:
- Projects and the project life cycle
- Project identification and design
- Resource mobilisation
- Project initiation
- Project planning
- Project implementation
- End of project transition
- Managing project finances

Of the respondents who identified this theme as high or medium priority, 36.9% selected sub-topics. Many selected all topics as needed. Managing project finances was most frequently selected (17%), followed by Resource mobilisation (15%) and Project implementation (14%).

Figure 12: Chart showing sub-topics selected for Project Management
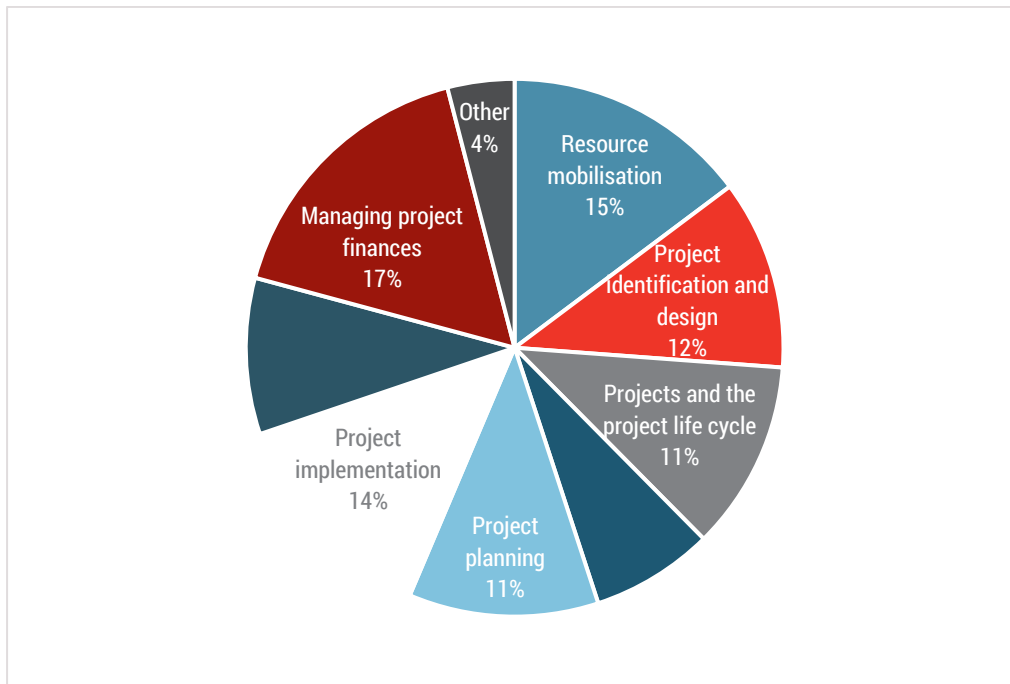
In **Management and Leadership**, the following sub-topics were listed:
- The role and qualities of the manager
- Leadership in emergencies
- Leadership and communication skills
- Remote and distance management
- Risk management and conflict management
- Managing and mitigating stress
- Psychosocial support

Of the respondents who identified this theme as high or medium priority, 47.2% selected sub-topics. All sub-topics were evident in respondents' answers. Risk management and Conflict management was cited most frequently (19%) followed by Leadership and communication skills (17%).

Figure 13: Chart showing sub-topics selected for Management and Leadership
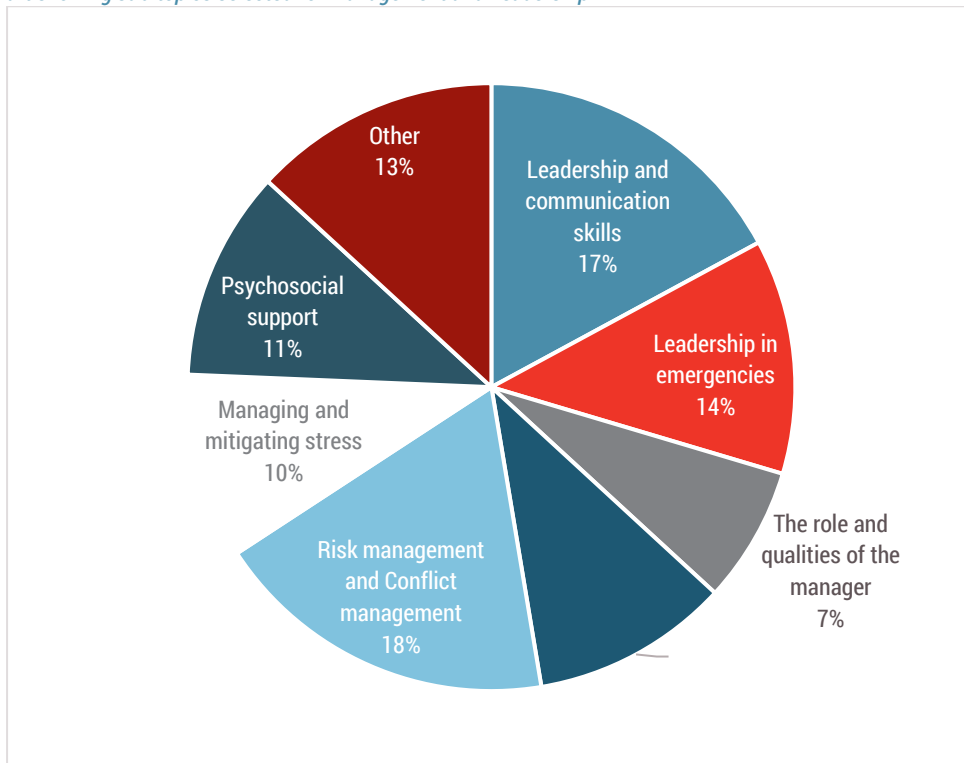
In **Needs Assessments**, the following sub-topics were listed:
- Objectives of the needs assessment
- Terms of reference
- Planning assessment activities
- Information collation and report writing
- Data collection techniques
- Analytical frameworks

Of the respondents who identified this theme as high or medium priority, 34% selected sub-topics. All sub-topics were evident in respondents' answers. Analytical Frameworks was the most frequent sub-topic selected (19%), followed by Data collection techniques (18%). Planning assessment activities, Information collecting, and Report writing carry similar weight with regards to priority.

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Figure 14: Chart showing sub-topics selected for Needs Assessment
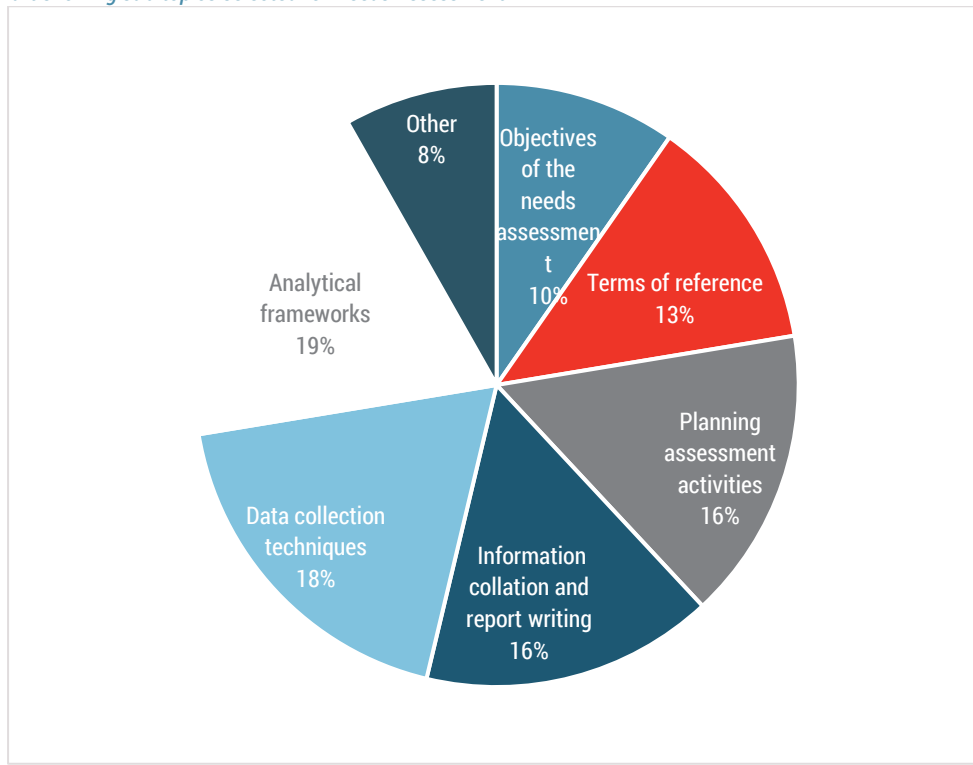
Geographical Focus

Learning topics were analysed according to the scope of respondents' roles – whether they had a global, regional or one country focus. This was done to ascertain whether content should be tailored more towards one particular scope.

Figure 15: Graph showing high priority learning topics compared to respondents working in one country, globally or regionally.
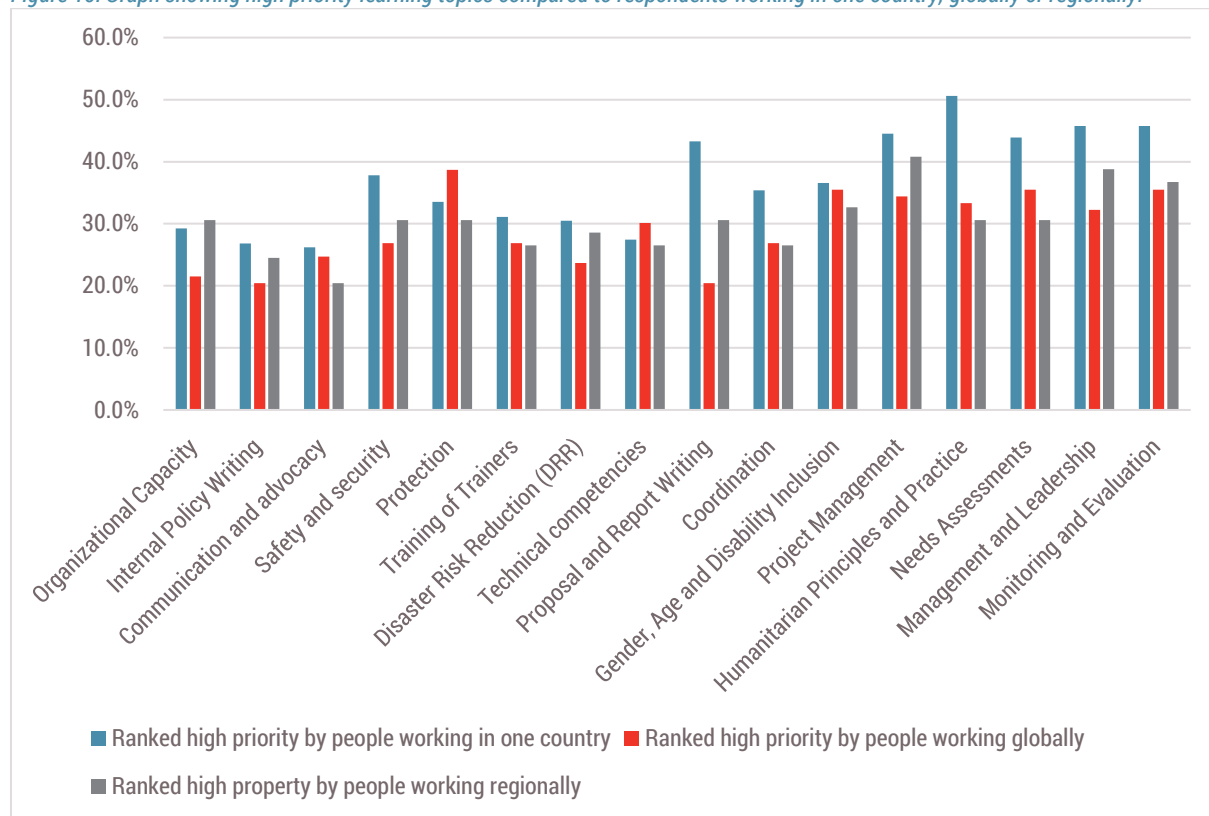
There are some differences to learning priorities depending on the scope of respondents' role.

The five highest priority themes according to people working in one country are the same as the main findings:

- Humanitarian Principles and Practice
- Management and Leadership
- Monitoring and Evaluation
- Project Management
- Needs Assessments

This is unsurprising since most respondents work in one country.

It is also notable that people working in one country considered Proposal and Report Writing a substantially higher priority than those working regionally or globally (43.3% to 30.6% and 20% respectively).

Needs assessment was not within the top five highest priority learning themes for people working regionally or globally. This was replaced with Gender, Age and Disability Inclusion. Protection was also in the top five for people working globally, whereas Management and Leadership came in sixth highest priority.

Role Type

To compare learning priorities to role types, respondents' answers were grouped in the following categories:

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- Managerial roles: Senior manager, manager
- Functional roles: Coordinator, Administrator, Support staff
- Non-professional roles: Student, volunteer, or intern

When comparing managerial and functional roles, findings remain consistent with the overall themes identified as high priority. Respondents in functional roles ranked M&E and Needs Assessment substantially higher than respondents in non-professional roles; 43.9% rated M&E as high priority in functional roles compared to 27.8% of non-professionals and 43.2% rated Needs Assessment as high priority in functional roles compared to 27.8% of non-professionals. However, it is worth bearing in mind that students, interns and volunteers were only a small proportion of respondents.

Language

Priority topics were compared to language preferences to determine whether any courses would benefit from being translated or delivered by bilingual facilitators. There is only sufficient data to effectively compare Arabic and English language preferences.

Figure16: Graph showing high priority learning topics compared with Arabic and English language preferences
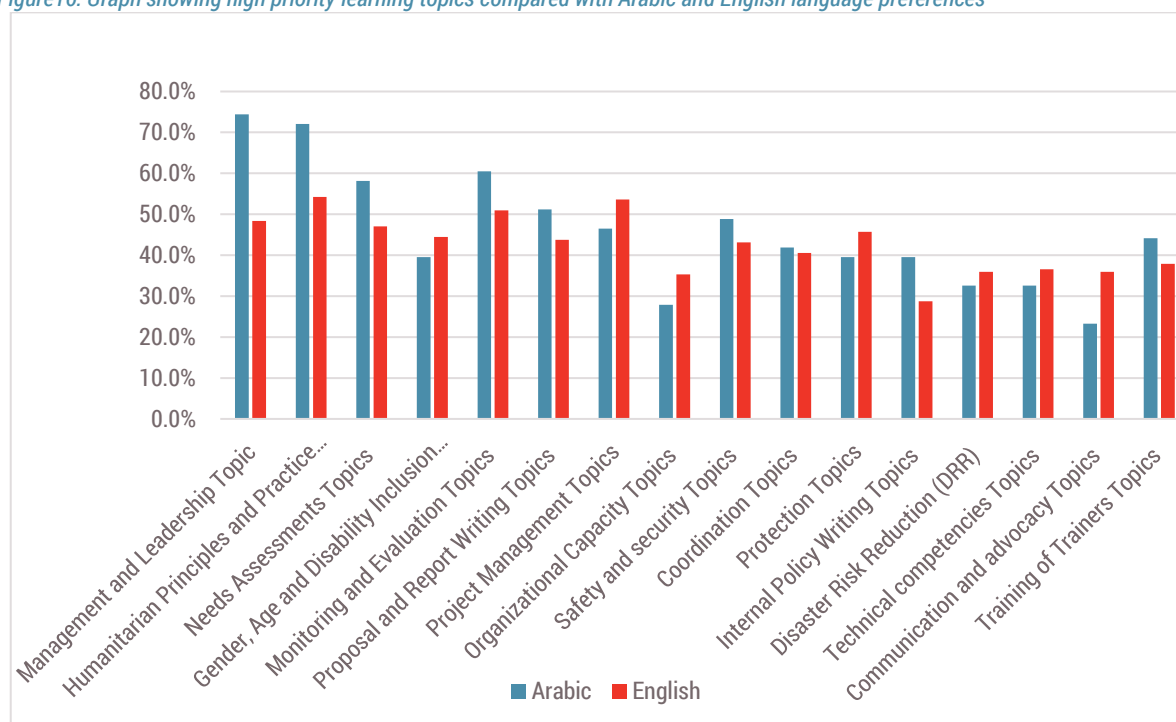
Many learning topics were ranked consistently across preferred languages. The most substantial differences were evident in Management and Leadership and Humanitarian Principles topics, which are considered a greater priority for respondents who prefer learning in Arabic. A high proportion (74.4%) of respondents who prefer Arabic as their learning language ranked Management and Leadership as high priority, compared with 48.4% of respondents who prefer English. Similarly, a high proportion (72.1%) of respondents who prefer Arabic as their learning language ranked Humanitarian Principles as high priority, compared with 54.2% of respondents who prefer English.

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Regions

High priority topics were compared to the regions where respondents work to determine whether any content should be tailored to a specific region. Regional representation from some regions was too low to make a meaningful comparison, therefore this analysis focuses on data from respondents in the Middle East and Africa.

Figure 17: Graph showing learning topics rated high priority compared to regions of the Middle East and Africa
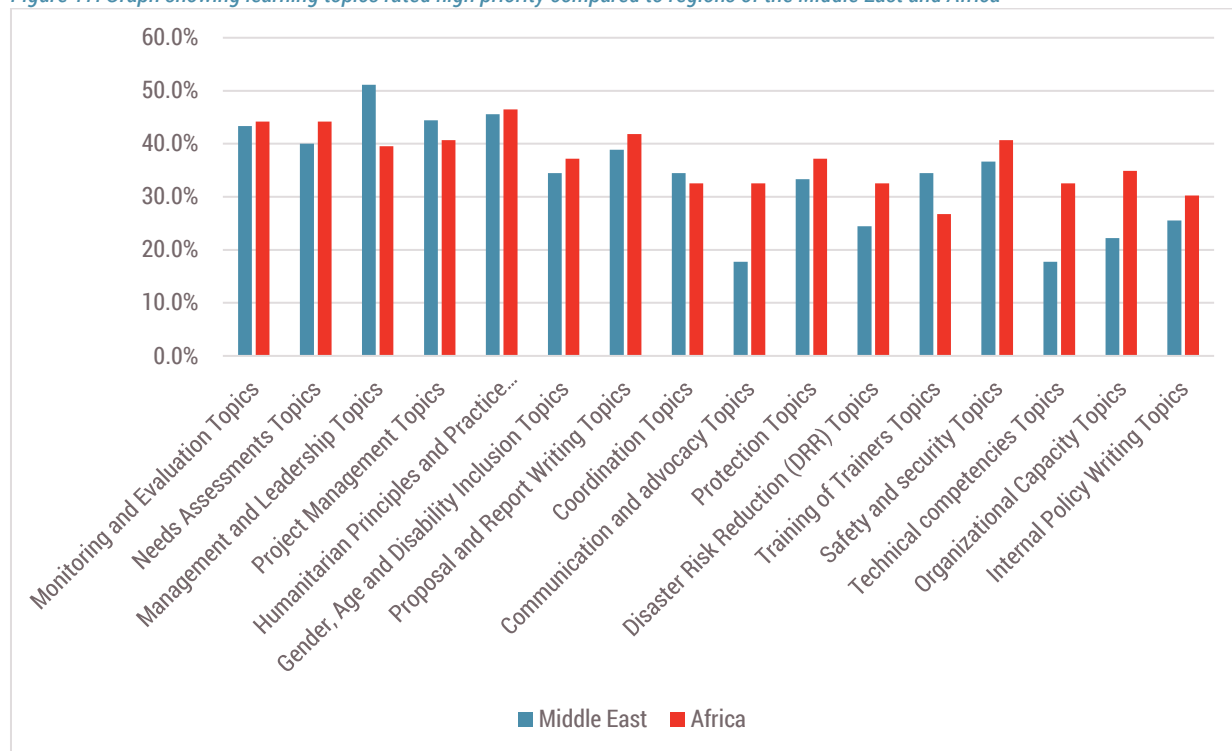
Differences in priorities are more evident here than in other data comparisons. Communication and Advocacy topics, Technical Competency topics and Organisational Capacity topics are noticeably higher priorities in Africa than the Middle East, whereas Training of Trainer topics and Management and Leadership are considered a higher priority in the Middle East compared with Africa. These differences do not affect the top five highest priority topics overall, but it is worth noting that a significant proportion (above 40%) of respondents in Africa rated Safety and Security topics and Proposal and Report Writing topics as a high priority.

2.3. Learning types

Respondents were asked to identify what types of learning are most effective for their staff and what types of learning are most accessible/practical from a pre-determined list. During analysis it was assumed that respondents who were not managing staff answered about themselves.

Most options listed in the survey were digital or a combination of digital and face-to-face. There was also a mixture of live and asynchronous or self-paced choices. These learning types are explained below.

- Face-to-face – Facilitated, in-person learning delivered by a trainer

- Webinars – Video presentations, workshops, or lectures hosted online in real time, usually via webinar software, e.g. Zoom, Skype or Microsoft Teams, requiring minimal participation
- Facilitated online learning – Facilitated learning delivered by a trainer, usually via Zoom, Skype, Microsoft Teams, etc., requiring participation
- Blended (elements of online and face-to-face) - A combination of facilitated in-person learning and online learning tasks, including readings, videos, fora, etc.
- Self-paced online learning – Online learning that is not facilitated and is completed at the learner's own pace
- Pre-recorded videos/webinars – Recorded training videos or lectures viewed at the learner's own pace
- Podcasts – Pre-recorded, typically episodic digital audio files that can be downloaded and listened to at the learner's own pace
- Blended (elements of self-paced and facilitated online learning) – A combination of facilitated learning delivered by a trainer via Zoom, Skype, Microsoft Teams, etc., and learning completed online at the learner's own pace

The analysis focused on determining whether there are substantial distinctions between what is effective compared to what is accessible/practical to inform future design and delivery of learning activities. This data was compared to respondents' language preferences and locations (geographically and office type).

Figure 18: Graph showing most effective learning types compared to most accessible/practical learning types.
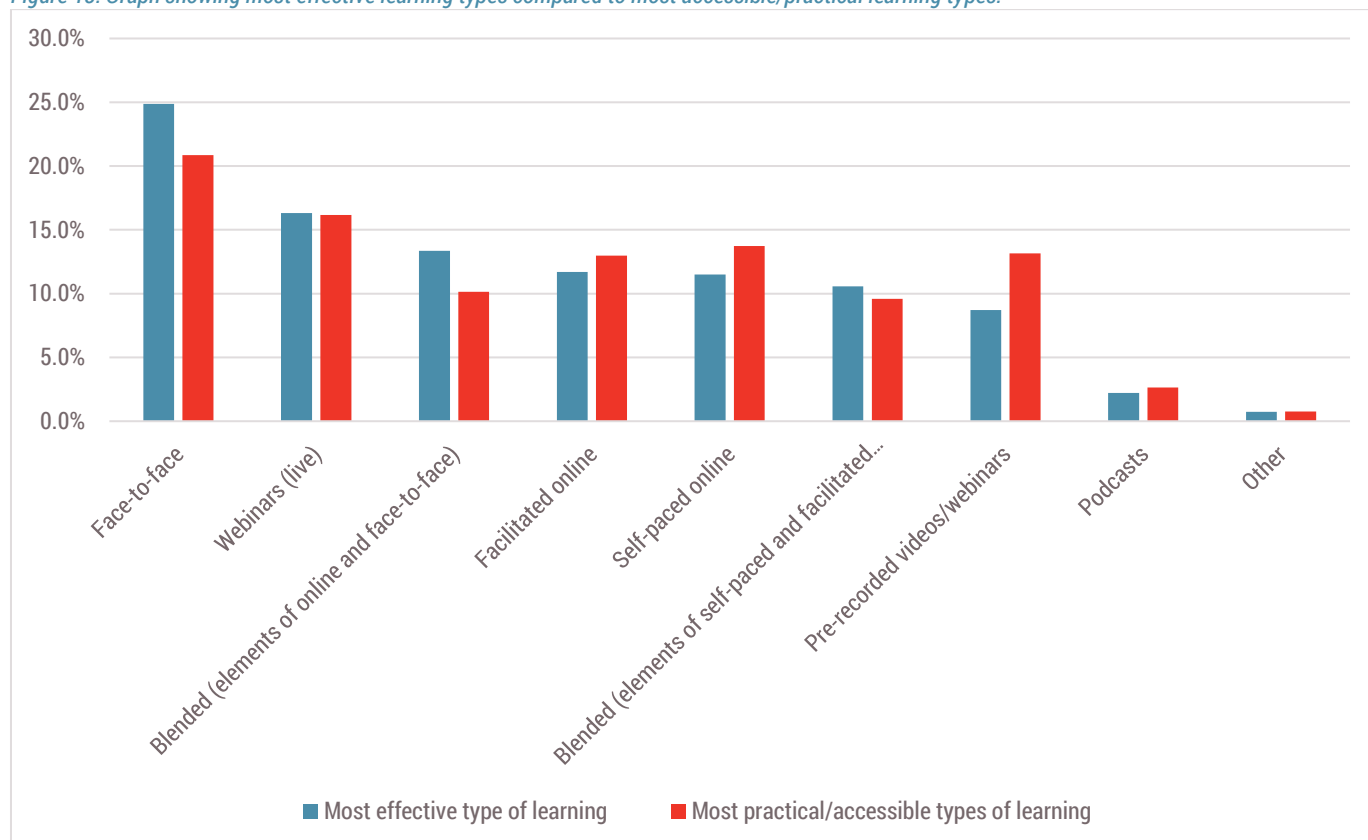
Respondents who selected 'other' most accessible/practical learning types listed: no staff (1 response), field visits (1 response), situation dependent (1 response).

Effective learning types were typically also deemed the most accessible. Face-to-face was the preferred learning type for both effectiveness and accessibility, although it is less accessible than it is effective by

4%. The biggest difference between accessible and effective learning types is pre-recorded videos. They were classified as accessible by 13.2% of respondents whilst only 8.7% classified them as effective.

Of the digital learning types listed, live webinars are ranked both the most effective and accessible. This is similar to the LNA conducted by RedR UK in 2020. There is very little separating self-paced online learning and facilitated online learning in terms of accessibility or effectiveness. Both are considered slightly more accessible than they are effective. Podcasts were rated lowest both for effectiveness and accessibility.

Self-paced and live learning types

During analysis, the learning types listed in the survey were categorised as either self-paced or live, or a combination of both.

Self-paced learning types listed were:
- Self-paced online learning
- Pre-recorded videos/webinars
- Podcasts

Live learning types listed were:
- Face-to-face
- Webinars (live)
- Facilitated online
- Blended (elements of online and face-to-face)

One learning type blended live with self-paced:
- Blended (elements of self-paced and facilitated online)

When comparing these three categories it is evident that live learning types are substantially more effective and more accessible/practical.

Figure 19: Chart comparing live and self-paced accessibility
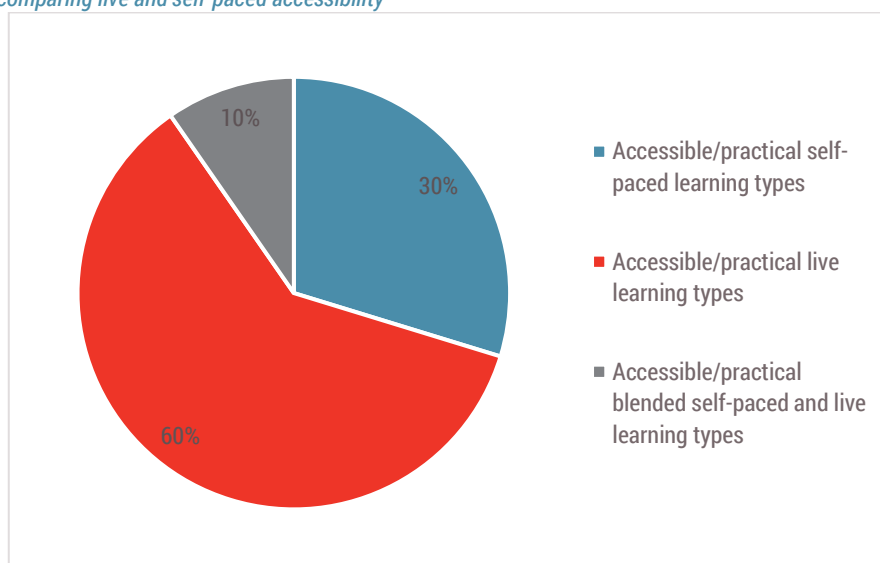
Figure 20: Chart comparing live and self-paced effectiveness
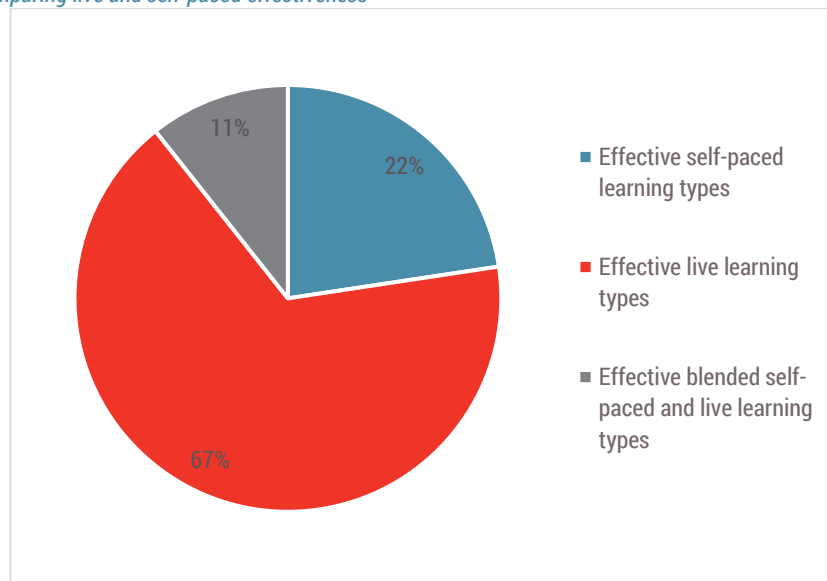
Approximately two-thirds of respondents (66.7%) selected live learning types as most effective and 60.6% selected them as most accessible/practical. This is a substantial indication that despite recent changes to remote working, live learning remains the best option for learners.

The data does not provide insights into why respondents consider live learning to be more effective, but it is likely to be due, at least in part, to the presence of a facilitator/trainer and other participants as this is the most substantial difference between live and asynchronous learning. The reasons why live learning is deemed more accessible is less clear.

<u>Language</u>

The effectiveness and accessibility of learning types were compared to language preferences. Arabic and English provide the most useable data as a substantial proportion of respondents selected these as their preferred languages (44 and 152 respectively). Findings linked to French and Spanish speakers is limited by the small data for set (8 and 7 respectively).

Figure 21: Graph showing most effective learning types compared to language preferences
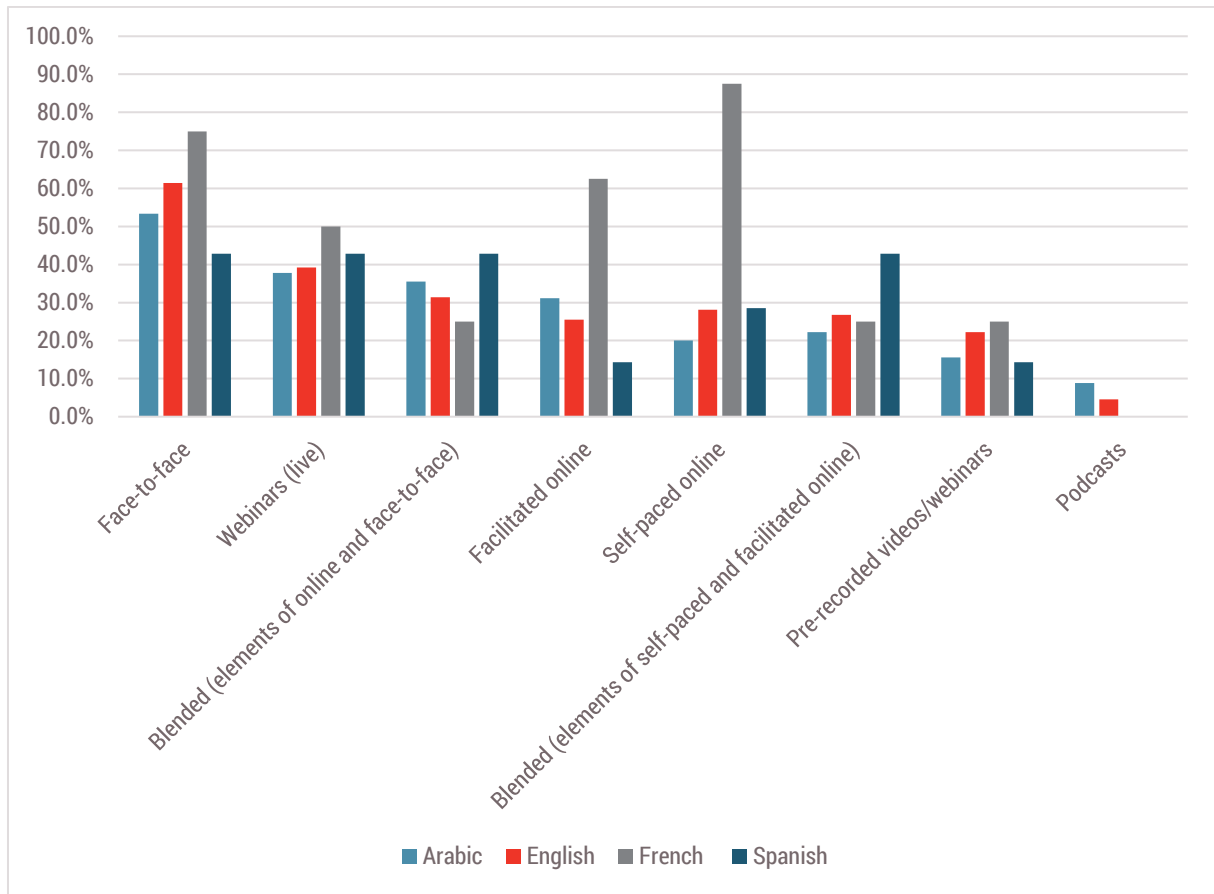
Figure 22: Graph showing most accessible learning types compared to language preferences
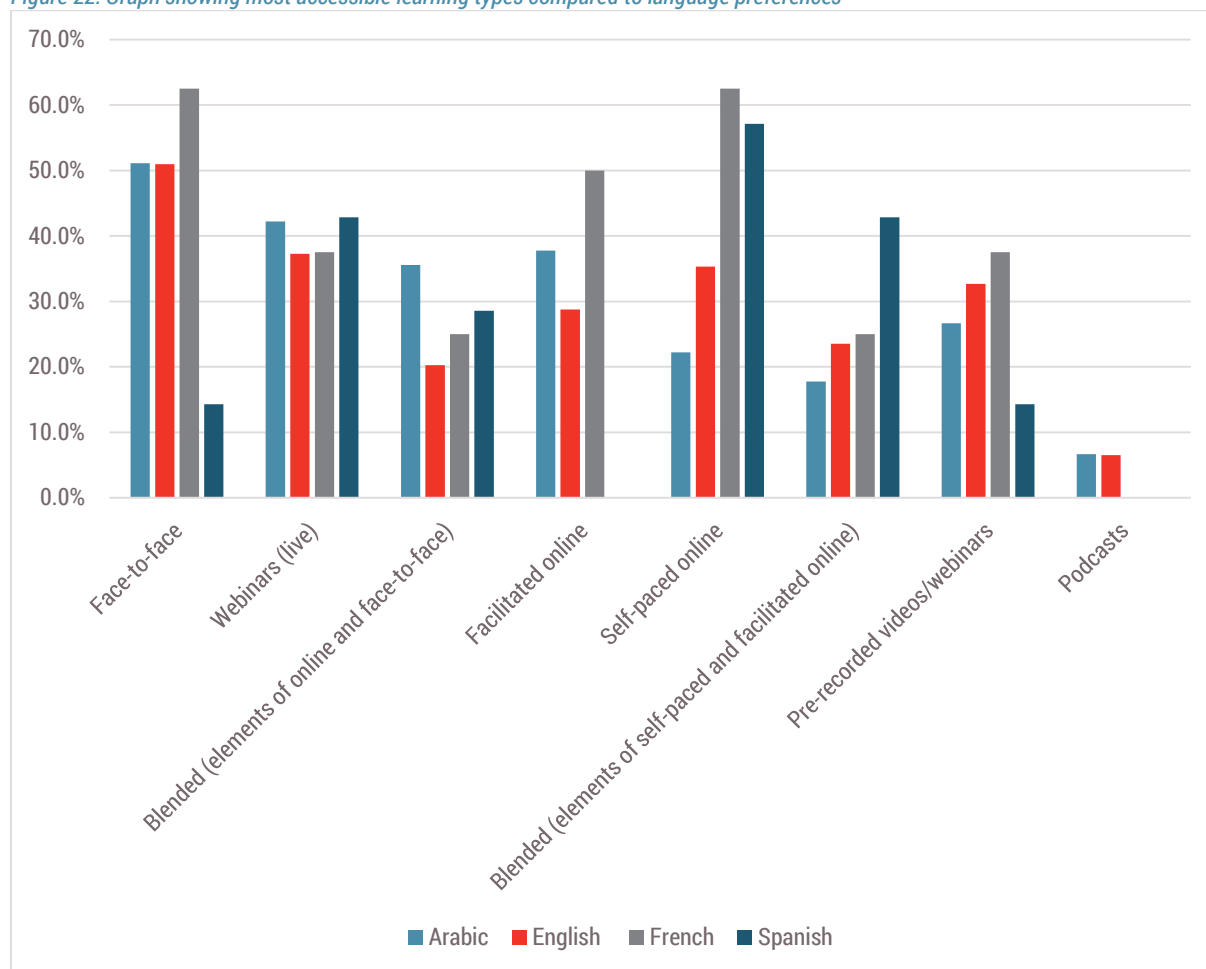
Findings depending on respondents' language preferences reveal very few distinctions between English and Arabic, both in terms of effective and accessible learning.

Face-to-face and self-paced online learning is regarded as slightly more effective by English speakers; 61.4% of English speakers compared to 53.3% of Arabic speakers for face-to-face and 28.1% of English speakers compared to 20% of Arabic speakers for self-paced online

Self-paced online learning is regarded as slightly more accessible by English speakers, 35.3% compared to 22.2% of Arabic speakers. Blended (elements of online and face-to-face learning) is regarded as more accessible by Arabic speakers, 35.6% compared to 20.3% of English speakers.

A high proportion of French speakers identified facilitated online and self-paced online as effective learning types: 87.5% selected self-paced online as effective, compared to 20% of Arabic speakers, 28.1% of English speakers and 28.6% of Spanish speakers. Similarly, 62.5% of French speakers selected facilitated online as effective, compared to 31.1% of Arabic speakers, 25.5% of English speakers and 12.3% of Spanish speakers. However only eight respondents selected French as their preferred language, therefore there is insufficient data for this to be a reliable finding.

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Region

The effectiveness and accessibility of learning types were compared regionally. Only Africa and the Middle East are compared due to limited data for French and Spanish language preference.

Figure 23: Graph comparing most effective learning types in Africa and Middle East
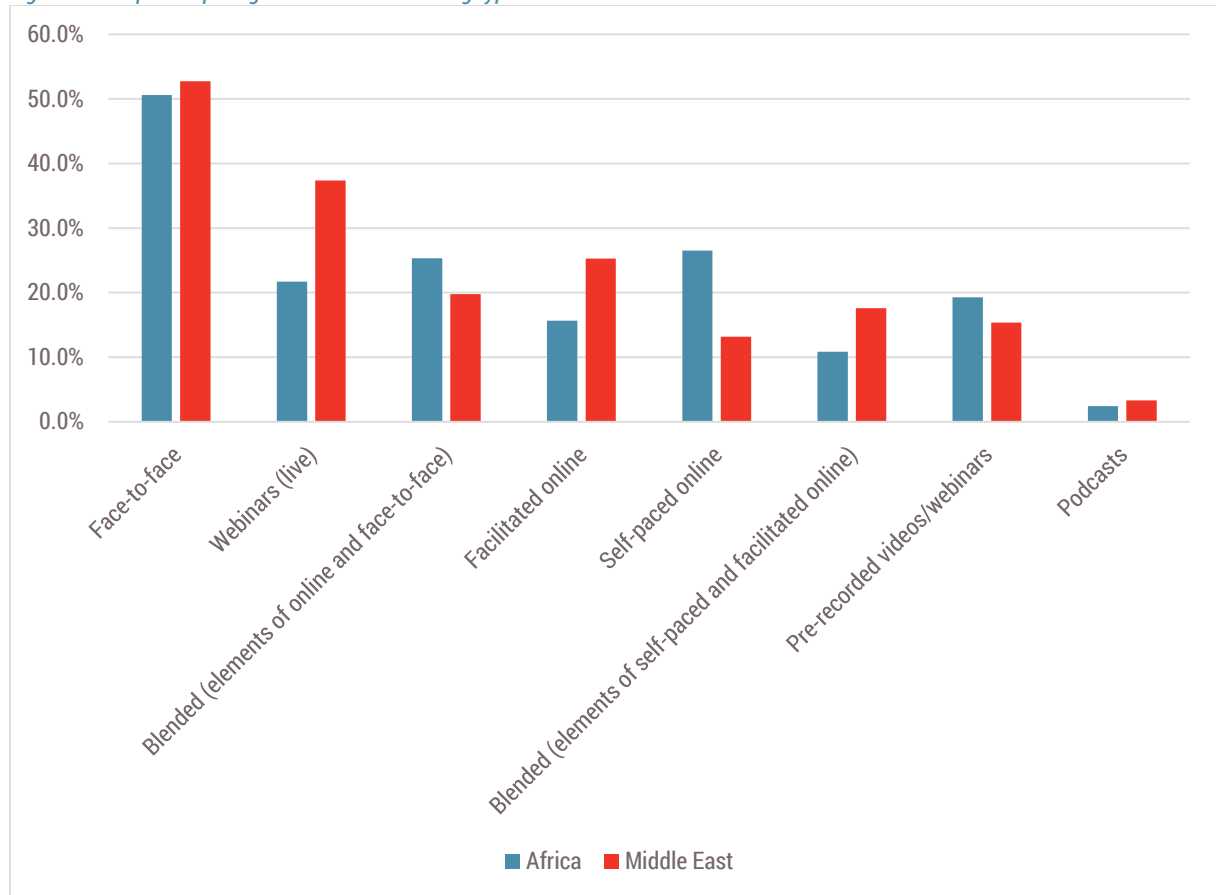
Live webinars are considered slightly more effective in the Middle East than in Africa (37.4% in Middle East compared to 21.7% in Africa). Whereas self-paced online is regarded as more effective in Africa than the Middle East (26.5% compared to 13.2%).

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Figure 24: Graph comparing most accessible learning types in Africa and Middle East
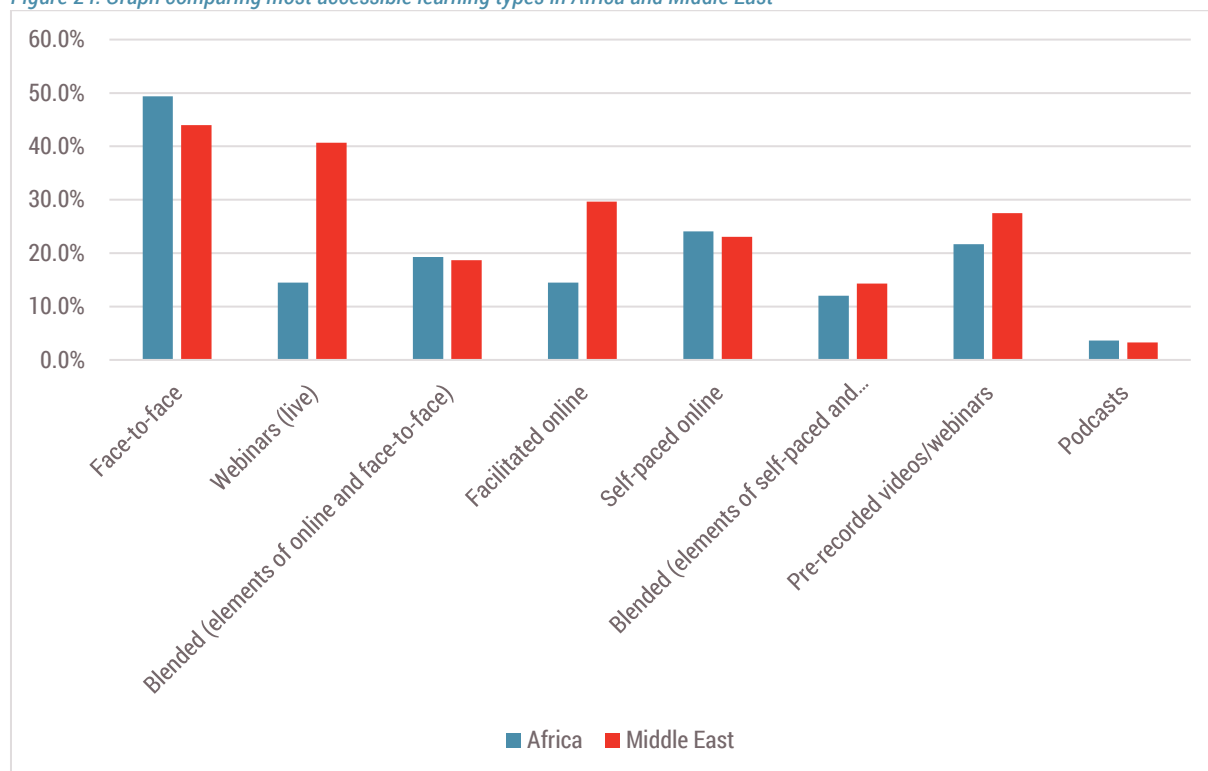
Live webinars are also considered more accessible in the Middle East than in Africa (40.7% in Middle East compared to 14.5% in Africa). Facilitated online is also regarded as more effective in Africa than the Middle East (29.7% compared to 14.5%).

2.4.   Language

Respondents were asked to specify their preferred language from a list of Arabic, English, French, Spanish or other.

Figure 25: Chart showing language preferences
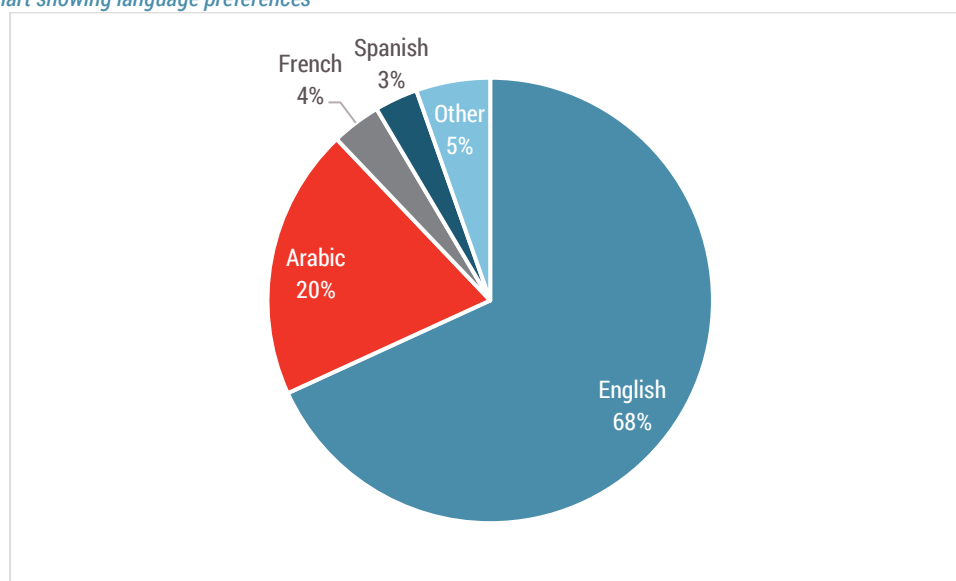
'Other' languages listed were Italian, Filipino, Nepali, combination e.g. English and Arabic, Portuguese

2.5. Access to digital learning or resources

Respondents were asked if they or their staff are able to access digital learning or resources. Two-hundred and twenty respondents replied to this question.

Figure 26: Chart showing access to digital learning or resources
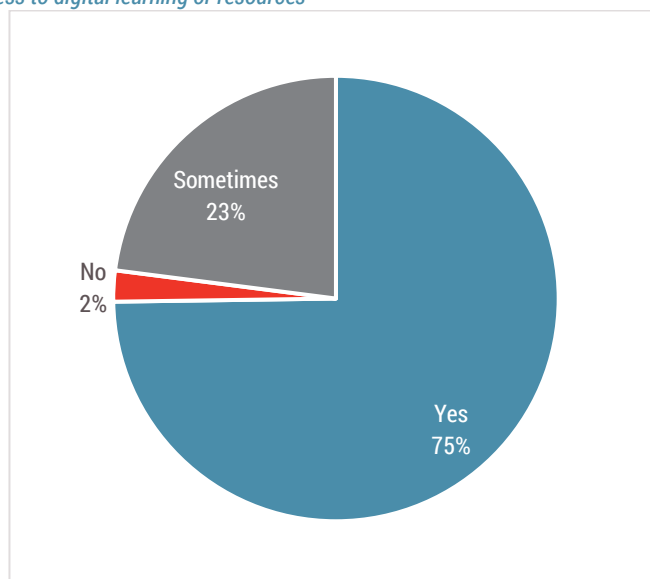
Respondents were also asked to identify barriers in a free form text answer. During analysis the barriers listed were categorised as follows.

Barriers	Number of times mentioned
Poor connectivity/no internet	39
Lack of access to/lack of hardware	8
Unstable electricity	5
Lack of expertise/experience using technology	5
Lack of funds	4
Need face-to-face [facilitation] to learn	4
High cost of internet	2

Respondents typically listed more than one barrier. Nearly all listed poor connectivity as one of the barriers, similar to the August 2020 findings.

3. Conclusion

This LNA contributes to the sector's overall understanding of learning needs and suitable interventions. The data provides insights into priority learning topics and what constitutes effective and accessible learning for humanitarian actors. Findings are not conclusive but provide additional evidence for designing and delivering learning opportunities that are relevant, timely and tailored to the sector's needs.

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List of Annexes

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- Q30 What is your preferred language for learning?

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Annexes

Q1: How would you describe your organisation?

Organisation Type	Number of responses	% of responses
International Non-Governmental Organisation (INGO)	184	54.9%
National Non-Governmental Organisation (NNGO)	51	15.2%
Government	24	7.2%
Other*	19	5.7%
United Nations Agency	23	6.9%
Community-Based Organisation (CBO)	18	5.4%
Commercial/Private	16	4.8%
Answers	333	99.4%
Skipped	2	28.6%

Q3: How would you describe your role?

Role type	% of responses	Number of responses
Board member	3.8%	12
Senior Manager	13.8%	44
Manager	22.2%	71
Coordinator	21.3%	68
Officer or Administrator	16.6%	53
Support staff, i.e. driver	4.4%	14
Student	0.9%	3
Volunteer/intern	4.7%	15

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Other (please specify)	12.5%	40
Answered	95.5%	320
Skipped	4.5%	15

Q4: Where do you currently work?

Where do you currently work?	% of responses
In a country office	25.90%
In a local/field office	22.40%
In a regional office	10.90%
In head office	29.30%
N/A or not working	11.50%
Answered	96.40%
Skipped	3.60%

Q5: Do you work remotely?

Do you work remotely?	Responses	% of responses
Both remotely and in-office	124	38.39%
No	88	27.24%
Yes	70	21.67%
Yes, temporarily	41	12.69%
Answered	321	99.38%
Skipped	14	4.33%

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Q6: What sector(s) do you work in?

Sector	Number of responses	% of responses
WASH	92	13.6%
Health	87	12.9%
Livelihoods	83	12.3%
Protection	80	11.9%
Food Security/Nutrition	72	10.7%
Education	71	10.5%
Other	62	9.2%
Shelter	46	6.8%
Logistics	36	5.3%
Security	29	4.3%
N/A or not working in the humanitarian sector	17*	2.5%
Answered	311	92.8%
Skipped	44	7.2%

Eleven of these are working in the Education sector (presumably not in a humanitarian capacity).

Q7. Is your work focused on a country, geographic region, or global?

Work focus	Responses	% of responses
Geographic region	48	16.2%
Global	89	30.1%
One Country	159	53.7%
Answered	296	88.4%

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Skipped	39	11.6%

Q8: Please select a country.

Country	Responses	% of responses
Afghanistan	5	3.0%
Australia	1	0.6%
Bangladesh	3	1.8%
Belize	1	0.6%
Brazil	2	1.2%
Burundi	2	1.2%
Cameroon	2	1.2%
Ethiopia	3	1.8%
Gambia	1	0.6%
Greece	1	0.6%
Iraq	15	9.1%
Ireland	1	0.6%
Jordan	10	6.1%
Kenya	3	1.8%
Lebanon	9	5.5%
Lesotho	1	0.6%
Liberia	1	0.6%
Libya	1	0.6%
Malawi	1	0.6%
Mexico	1	0.6%
Nepal	3	1.8%
Niger	2	1.2%

Nigeria	2	1.2%
Pakistan	3	1.8%
Palestine	2	1.2%
Philippines	4	2.4%
Somalia	1	0.6%
South Sudan	2	1.2%
Sudan	33	20.1%
Syria	26	15.9%
Uganda	4	2.4%
Ukraine	1	0.6%
United Kingdom	2	1.2%
Yemen	10	6.1%
Answered	159	97.0%
Skipped	5	3.0%

Q9. Please select the geographic region
Note: Answers from Q8 were added into each region to enable for more comprehensive findings.

Region	Responses	% of responses
Africa	86	28.3%
Asia	19	6.3%
Central and South America	8	2.6%
Europe	6	2.0%
Middle East	90	29.6%
Answered	209	62.4%
Skipped	126	37.6%

Q10 – 25: Ranking learning themes by high, medium, low, and n/a or not a priority

Priority learning themes by number of responses:

Learning Priorities	High Priority	Medium Priority	Low Priority	N/A or not a priority	Total number of responses
Communication and advocacy	76	76	53	2	207
Internal Policy Writing	74	60	69	23	226
Organisational Capacity	82	63	61	18	224
Safety and security	102	51	51	21	225
Protection	106	51	50	19	226
Training of Trainers	89	67	48	22	226
Disaster Risk Reduction (DRR)	86	71	47	23	227
Technical competencies	86	66	46	29	227
Proposal and Report Writing	104	64	42	13	223
Coordination	96	72	41	19	228
Gender, Age and Disability Inclusion	109	63	36	13	221
Project Management	125	60	30	7	222
Humanitarian Principles and Practice	135	49	27	19	230
Needs Assessments	120	67	25	9	221
Management and Leadership	124	72	26	8	230
Monitoring and Evaluation	126	58	23	2	209

Priority learning themes by percentage of responses:

Learning Priorities	% of responses	% of responses	% of responses	% of responses
Management and Leadership	53.9%	31.3%	11.3%	3.5%
Needs Assessments	54.3%	30.3%	11.3%	4.1%
Project Management	56.3%	27.0%	13.5%	3.2%
Humanitarian Principles and Practice	58.7%	21.3%	11.7%	8.3%
Monitoring and Evaluation	60.3%	27.8%	11.0%	1.0%
Gender, Age and Disability Inclusion	49.3%	28.5%	16.3%	5.9%
Coordination	42.1%	31.6%	18.0%	8.3%
Proposal and Report Writing	46.6%	28.7%	18.8%	5.8%
Disaster Risk Reduction (DRR)	37.9%	31.3%	20.7%	10.1%
Protection	46.9%	22.6%	22.1%	8.4%
Training of Trainers	39.4%	29.6%	21.2%	9.7%

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Safety and security	45.3%	22.7%	22.7%	9.3%
Technical competencies	37.9%	29.1%	20.3%	12.8%
Communication and advocacy	36.7%	36.7%	25.6%	1.0%
Organisational Capacity	36.6%	28.1%	27.2%	8.0%
Internal Policy Writing	32.7%	26.5%	30.5%	10.2%

Comparing high priority learning themes to role scope

Learning Priorities	High Priority for people Working in one country	% of responses	High Priority for people Working Globally	% of responses	High Priority for people Working Regionally	% of responses
Internal Policy Writing	44	26.8%	19	20.4%	12	24.5%
Organisational Capacity	48	29.3%	20	21.5%	15	30.6%
Communication and advocacy	43	26.2%	23	24.7%	10	20.4%

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Safety and security	62	37.8%	25	26.9%	15	30.6%
Protection	55	33.5%	36	38.7%	15	30.6%
Training of Trainers	51	31.1%	25	26.9%	13	26.5%
Disaster Risk Reduction (DRR)	50	30.5%	22	23.7%	14	28.6%
Technical competencies	45	27.4%	28	30.1%	13	26.5%
Proposal and Report Writing	71	43.3%	19	20.4%	15	30.6%
Coordination	58	35.4%	25	26.9%	13	26.5%
Gender, Age and Disability Inclusion	60	36.6%	33	35.5%	16	32.7%
Project Management	73	44.5%	32	34.4%	20	40.8%
Humanitarian Principles and Practice	83	50.6%	31	33.3%	15	30.6%
Needs Assessments	72	43.9%	33	35.5%	15	30.6%
Management and Leadership	75	45.7%	30	32.3%	19	38.8%

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Monitoring and Evaluation	75	45.7%	33	35.5%	18	36.7%

Comparing learning high priority learning themes with language preferences

	Arabic	%	English	%
Management and Leadership	32	74.4%	74	48.4%
Humanitarian Principles and Practice	31	72.1%	83	54.2%
Needs Assessments	25	58.1%	72	47.1%
Gender, Age and Disability Inclusion	17	39.5%	68	44.4%
Monitoring and Evaluation	26	60.5%	78	51.0%
Proposal and Report Writing	22	51.2%	67	43.8%
Project Management	20	46.5%	82	53.6%
Organisational Capacity	12	27.9%	54	35.3%
Safety and security	21	48.8%	66	43.1%
Coordination	18	41.9%	62	40.5%
Protection	17	39.5%	70	45.8%
Internal Policy Writing	17	39.5%	44	28.8%
Disaster Risk Reduction (DRR)	14	32.6%	55	35.9%
Technical competencies	14	32.6%	56	36.6%
Communication and advocacy	10	23.3%	55	35.9%
Training of Trainers	19	44.2%	58	37.9%

Comparing high priority learning themes in each region

Learning Priorities	Number of respondents in the Middle	%	Number of respondents in Africa who	%

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	East who ranked topic as high priority		ranked topic as high priority	
Management and Leadership	46	51.1%	34	39.5%
Monitoring and Evaluation	39	43.3%	38	44.2%
Needs Assessments	36	40.0%	38	44.2%
Project Management	40	44.4%	35	40.7%
Humanitarian Principles and Practice	41	45.6%	40	46.5%
Gender, Age and Disability Inclusion	31	34.4%	32	37.2%
Proposal and Report Writing	35	38.9%	36	41.9%
Coordination	31	34.4%	28	32.6%
Communication and advocacy	16	17.8%	28	32.6%
Protection	30	33.3%	32	37.2%
Disaster Risk Reduction (DRR)	22	24.4%	28	32.6%
Training of Trainers	31	34.4%	23	26.7%
Safety and security	33	36.7%	35	40.7%
Technical competencies	16	17.8%	28	32.6%
Organisational Capacity	20	22.2%	30	34.9%
Internal Policy Writing	23	25.6%	26	30.2%

Q26. What type(s) of learning is most effective for your staff? And Q27. What type(s) of learning is most practical/accessible for your staff?

Learning Type	Most Effective	% of responses	Most practical/accessible	% of responses
Face-to-face	134	24.9%	111	20.9%
Webinars (live)	88	16.3%	86	16.2%

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Blended (elements of online and face-to-face)	72	13.4%	54	10.2%
Facilitated online	63	11.7%	69	13.0%
Self-paced online	62	11.5%	73	13.7%
Blended (elements of self-paced and facilitated online)	57	10.6%	51	9.6%
Pre-recorded videos/webinars	47	8.7%	70	13.2%
Podcasts	12	2.2%	14	2.6%
Other	4	0.7%	4	0.8%

Comparison of effective asynchronous and live learning types

Effective asynchronous learning types	%	Effective live learning types	%	Blend of asynchronous and live learning types	%
121	22.6%	357	66.7%	57	10.7%

Comparison of accessible/practical asynchronous and live learning types

Accessible/practical asynchronous learning types	%	Accessible/practical live learning types	%	Accessible/practical Blend of asynchronous and live learning types	%
157	29.7%	320	60.6%	51	9.7%

Comparison of effective and accessible learning types with language preferences

Learning Type	Arabic - effective	Arabic - accessible	English - effective	English - accessible	French - effective	French accessible	Spanish - effective	Spanish - accessible
Face-to-face	53.3%	51.1%	61.4%	51.0%	75.0%	62.5%	42.9%	14.3%
Webinars (live)	37.8%	42.2%	39.2%	37.3%	50.0%	37.5%	42.9%	42.9%
Blended (elements of	35.6%	35.6%	31.4%	20.3%	25.0%	25.0%	42.9%	28.6%

online and face-to-face)								
Facilitated online	31.1%	37.8%	25.5%	28.8%	62.5%	50.0%	14.3%	
Self-paced online	20.0%	22.2%	28.1%	35.3%	87.5%	62.5%	28.6%	57.1%
Blended (elements of self-paced and facilitated online)	22.2%	17.8%	26.8%	23.5%	25.0%	25.0%	42.9%	42.9%
Pre-recorded videos/webinars	15.6%	26.7%	22.2%	32.7%	25.0%	37.5%	14.3%	14.3%
Podcasts	8.9%	6.7%	4.6%	6.5%	0.0%	0.0%	0.0%	0.0%

Comparison of effective learning types and regions

Most Effective Learning Type	Africa	Asia	Europe	Middle East
Face-to-face	50.6%	36.8%	33.3%	52.7%
Webinars (live)	21.7%	42.1%	16.7%	37.4%
Blended (elements of online and face-to-face)	25.3%	15.8%	16.7%	19.8%
Facilitated online	15.7%	5.3%	16.7%	25.3%
Self-paced online	26.5%	15.8%	16.7%	13.2%
Blended (elements of self-paced and facilitated online)	10.8%	26.3%	33.3%	17.6%
Pre-recorded videos/webinars	19.3%	15.8%	0.0%	15.4%
Podcasts	2.4%	10.5%	0.0%	3.3%

Comparison of accessible learning types and regions

Most Accessible Learning Type	Africa	Asia	Europe	Middle East
Face-to-face	49.4%	26.3%	16.7%	44.0%

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Webinars (live)	14.5%	36.8%	33.3%	40.7%
Blended (elements of online and face-to-face)	19.3%	0.0%	16.7%	18.7%
Facilitated online	14.5%	21.1%	16.7%	29.7%
Self-paced online	24.1%	10.5%	50.0%	23.1%
Blended (elements of self-paced and facilitated online)	12.0%	21.1%	16.7%	14.3%
Pre-recorded videos/webinars	21.7%	15.8%	33.3%	27.5%
Podcasts	3.6%	0.0%	0.0%	3.3%

Q28 Are your staff able to access digital learning or resources?

	Responses	%
Yes	166	75.5%
No	5	2.3%
Sometimes	51	23.2%

Q30 What is your preferred language for learning?

Preferred language	Responses	%
English	152	68.2%
Arabic	44	19.7%
French	8	3.6%
Spanish	7	3.1%
Other*	12	5.4%
Answered	223	66.6%
Skipped	112	33.4%

* Italian, Filipino, Nepali, combination e.g. English and Arabic, Portuguese