



UKRAINE RESPONSE LEARNING NEEDS ANALYSIS

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Katie Robertson

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Executive Summary

In April 2022 RedR UK conducted a rapid Learning Needs Assessment (LNA) to identify priority capacity building needs of those providing humanitarian assistance to people inside and outside of Ukraine, who are affected by the conflict. As a result of this assessment, RedR commenced a series of free to access, contextualised, online facilitated training sessions on a variety of topics, available in Ukrainian, English, Polish, and Romanian.

In November-December 2022, this second Learning Needs Assessment was conducted to understand changes in the context and current capacity strengths, gaps and learning needs to inform RedR's next steps.

Data for the LNA is drawn from: desk review of relevant literature including situation reports, research pieces, and other capacity and training needs assessments; an online survey conducted in English, Ukrainian, Polish and Romanian, and; individual consultation with key informants in a range of organisations and locations across the response.

The LNA includes an analysis not only of capacity gaps and learning needs, but also identified capacity strengths in the response. It provides an overview of what learning activities are taking place, and which learning approaches are most appropriate in the current context. The role of local organisations and the role of RedR in strengthening capacity in Ukraine and neighbouring countries are explored, before recommendations are given for RedR's next steps in supporting the sector with the ongoing response.

Summary of main findings

The assessment has found that existing capacities should be acknowledged and mobilised in the continued strengthening of the response, which should both seek to promote the exchange of these existing capacities and the strengthening of identified capacity gaps.

Actors of all kinds have mobilised a lot of staff and volunteers across the response. The key informant interviews and desk review found that key strengths of local and national organisations include their flexibility, agility and strong understanding of the context. International organisations, meanwhile, were often found to lack this contextual understanding and to bring their assumptions and approaches from very different into this response. Conversely, where many local and national organisations are new to operating in a humanitarian response and lack an understanding of the underlying ethics and principles, systems, structures and stakeholders involved, international actors bring a strong understanding of these aspects and the ability to quickly mobilise

humanitarian funding. More needs to be done to maximise these complementarities through the use of capacity sharing approaches and peer to peer exchange.

Survey respondents rated knowledge and skills to attend to current response priorities at 6.78 on a 1 to 10 scale. When filtered by respondent location this figure varies slightly with a high of 7.07 in Moldova and a low of 6.00 in Slovakia.

Analysis of priority topics for capacity strengthening activities finds that themes related to project cycle management, including project planning, needs assessment, coordination, resource mobilisation and management, and mental health are the highest priorities across response locations. Technical topics such as WASH, shelter, first aid, and cash management were given lower priority in survey responses.

Key informant interviews and desk review highlight the ongoing need for learning opportunities on humanitarian essentials, including principles, ethics, and standards, to continue reaching staff and volunteers of civil society organisations, and also to induct 'new humanitarians' who are joining the response from the private sector, into the language, codes and architecture of the humanitarian sector.

Offering more tailored support to civil society organisations emerged as a clear request in the assessment, with particular emphasis on supporting the strategic and organisational development of national organisations with a view to their being able to access more direct sources of funding in future. Many international actors are offering training opportunities to their partners, but it is emphatically shown in the assessment that there is still space and appetite for RedR's online facilitated training and further expansion of RedR's involvement in the response. Feedback on the most appropriate learning approaches for the current context presented a wide range of opinions, indicating that a variety of options is now needed to cater to the needs, including availability and connectivity, of the target audience. Power issues present a particular challenge inside Ukraine, and respondents recommended both self-paced online options, and in-person options as the means to respond to this challenge.

The role of local organisations in capacity strengthening was explored in the survey and key informant interviews, with responses highlighting the importance of engaging local experts in design and delivery, and of supporting and engaging the public sector to strengthen existing systems and capacities, and avoid the creation of dual systems.

Survey respondents were asked to rank a series of statements about RedR's potential role in the ongoing response. The most preferred actions emerge as:

- Continued facilitated online courses on the same topics

- Self-paced online courses that I can complete in my own time
- New facilitated online courses on different topics
- In-person interactive training inside Ukraine.

'RedR should not be supporting the response' was included as an option and was ranked the least preferred option, with an average ranking position of 8.18 out of 9.

Recommendations

Based on the findings of the LNA the following actions are recommended:

- Continue and refine the online facilitated learning offer
- Provide self-paced online alternatives
- Provide tailored support to local and national organisations
- Invite local capacity into RedR activities
- Respond to requests for more in-person learning activities
- Develop tools to support local and national actors
- Support sectoral learning and improvement
- Initiate a dialogue on decolonising Learning and Development.

Introduction

Background

As a result of the military offensive launched by the Russian Federation on Ukraine on 24 February 2022, it is estimated that 6.5 million people are internally displaced in Ukraine and a further 7.9 million refugees from Ukraine have been recorded across Europe¹.

Many International humanitarian NGOs were not present inside Ukraine or in neighbouring countries prior to the onset of the war. While many were able to quickly mobilise their surge capacities to begin assessment and operations, local actors were the first responders across the region, including established national NGOs, local civil society organisations and, often, new collectives of volunteers. Already by May approximately 1,700 newly formed civil society groups had applied for registration in Ukraine since the onset of the crisis². It continues to be local actors who have the best access in occupied areas and areas on the frontline of the conflict.

The situation continues to mobilise global solidarity and the international response continues to grow, with a noticeably higher funding percentage achieved than other current conflicts³. Despite this and the Grand Bargain commitments in May local organisations were reportedly receiving less than 0.005% of the funding for the response⁴. In December 2022, direct funding to local and national actors remains low, at approximately 0.01%⁵. These funding mechanisms which require funds to reach local actors via international NGOs “undermine Ukrainian organisations; leadership and ownership of the response”⁶. Unsurprisingly, localisation is a key theme in the narrative around the response; a narrative which has warned that if the humanitarian community cannot achieve its localisation objectives in this response, then it never will⁷. Despite this, the vast majority of funding continues to be directed to international actors, and while many international organisations are minimising or altogether avoiding direct implementation in favour of working through local and national partners, this approach has not gone uncriticised. Local actors have been vocal in

¹ UN OCHA [Ukraine Data Explorer](#), visited 14.40 GMT 25 November 2022.

² Enabling the local response: Emerging humanitarian priorities in Ukraine March - May 2022

³ As of 5 December, the [OCHA Financial Tracking Service](#) reported that the 2022 Ukraine Flash Appeal was 74% funded, representing 3.174 billion USD to humanitarian partners. By comparison, as of 5 December 2022 the Yemen HRP 2022 is 55% funded and the Syria Response Plan is 44% funded.

⁴ Enabling the local response: Emerging humanitarian priorities in Ukraine March - May 2022

⁵ Data from the OCHA Financial Tracking Service, as of 12 December, indicates USD 10,214,974 has been allocated to local and national NGOs, compared to USD 932,797,539 to international NGOs.

⁶ Refugees International: Localizing the International Humanitarian Response in Ukraine, 9 September 2022, Nicholas Noe

⁷ Ibid.

providing feedback to the international community, with open letters⁸ from civil society in both Ukraine and Poland promoting the contextual expertise and long-standing experience of established organisations in both countries, and highlighting identified problems in current partnership approaches with international humanitarian actors.

In April 2022, RedR UK conducted a learning needs assessment to identify capacity gaps and support required for individuals and organisations responding to the war in Ukraine, to strengthen their ability to provide principled, inclusive and effective humanitarian assistance. Initial information gathered through participation in cluster meetings and other coordination platforms and review of secondary documentation informed the design of a short online survey to collect data on capacity building needs. Based on the survey responses, conversations with clusters and bilateral consultations with different stakeholders, RedR UK designed an online learning programme and to-date has trained 3,545 people⁹.

In November 2022, eight months into the war, RedR conducted this follow up assessment with the aim of understanding what has changed, whether learning priorities have shifted, what topics and modalities are now most preferred, and where and how we, RedR UK, can add value now.

Methodology

With this context in mind, the assessment seeks to understand the perspectives of a range of actors – both national and international - in order to identify: 1) strengths and capacities they each have, 2) knowledge and practices each can usefully share with another; 2) shared gaps; 3). This concept is illustrated in the awareness matrix below:

⁸ *If not now, when?* Coordinated by Karolina Soliar of Philanthropy.com.ua, and *Open letter to international donors and organizations that want to help Ukrainian refugees in Poland* published by Konsorcjum Organizacji społecznych działających na rzecz migrantów i uchodźców

⁹ Figure correct at time of writing on 16 December.

	Known to local actors	Unknown to local actors
Known to international actors	Identified (agreed) strengths and capacities	What do Internationals know/do that can usefully be shared with nationals
Unknown to international actors	What do nationals know/do that can usefully be shared with internationals	Shared gaps

Figure 1: Awareness matrix

While the assessment aims to identify what falls into each category, capacity strengthening activities in the response should aim to increase strengths and capacities and reduce shared gaps. This can be done by facilitating and supporting sharing and exchange between actors, and by providing learning opportunities that address shared gaps.

Evaluation questions

The overarching questions that the learning needs assessment seeks to address are:

- What are the capacity strengths within the response?
- What knowledge and skill gaps are hindering the response?
- What learning activities are taking place in support of the response?
- What role should RedR take in supporting the response?
- How can RedR recognise local capacity and address power dynamics in its capacity building activities?

To answer these questions, a mixed methods approach has been used. A secondary data desk review provided contextual understanding of the response inside Ukraine and in neighbouring countries, and further information on the RedR response to date. Primary data was collected through an online survey and key informant interviews (KIIs), which ran concurrently during November and early December.

The desk review considered secondary documentation including situation reports, delivery updates, briefing notes and humanitarian dashboards. It also included review of attendance and evaluation data from the RedR courses delivered to date, and review of training needs assessment information provided by other organisations for this purpose. The findings of the desk review

informed the design of an online survey and question schedules for key informant interviews with local actors, international actors, and coordination groups.

The online survey was disseminated in the week of 21 November in English, Ukrainian, Polish and Romanian to over 2,500 people including former training participants who consented to be contacted, clusters, and all key informants interviewed to date. The survey was closed on 11 December, at which point a total of 116 responses had been received. The survey questions can be found in Annex 1.

19 key informant interviews were conducted via Zoom, and a further two stakeholders were consulted in writing via email. Five additional key informants were not available for interview during the period but have been invited to contribute in writing; any further responses received will be shared with RedR. Selective sampling was used to ensure that interviewees were well-placed to discuss learning needs and learning and development activities to inform the assessment. Specific interviewees were nominated by RedR or identified by the consultant and included:

- Representatives of national NGOs in the target countries
- Representatives of nationally-led coordination mechanisms active in the response
- Representatives of clusters and sub-clusters / sectoral coordination bodies
- Representatives of INGOs active in the target countries
- Training providers
- Donors.

Questions were developed for each of these groups, based on the findings of the desk review. The interview schedules can be found in annex 2 and the list of key informants can be found in annex 3.

Respondent profiles

63% of survey respondents were based in Ukraine, 16% in Poland, and 4% each in Romania and Moldova. Responses were received from individuals in 13 additional countries, at least 12 of whom were responding to the crisis remotely or in a roving role.

Location of respondents

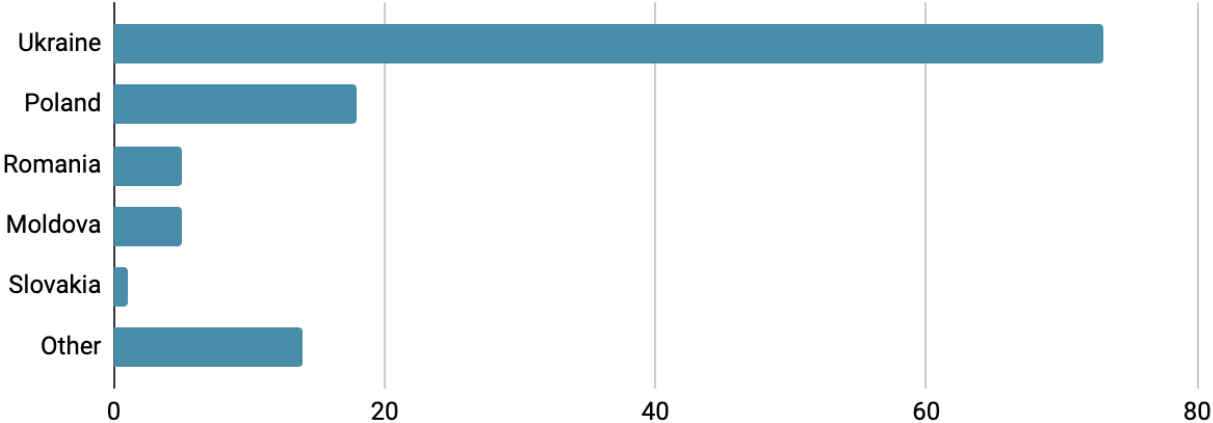


Figure 2: Survey respondents by location

47% of survey respondents had less than one year’s experience in the humanitarian response, 15% had 1-3 years’ experience, 8% had 3-5 years and 31% had over 5 years’ experience.

47% of respondents were from local and national organisations - community-based organisations (CBOs), volunteer organisations, or national NGOs, and 43% were from international NGOs. The remaining 10% included staff of faith-based organisations, Red Cross/Red Crescent, government, academic institutions and private sector.

Respondents by organisation type and years of experience

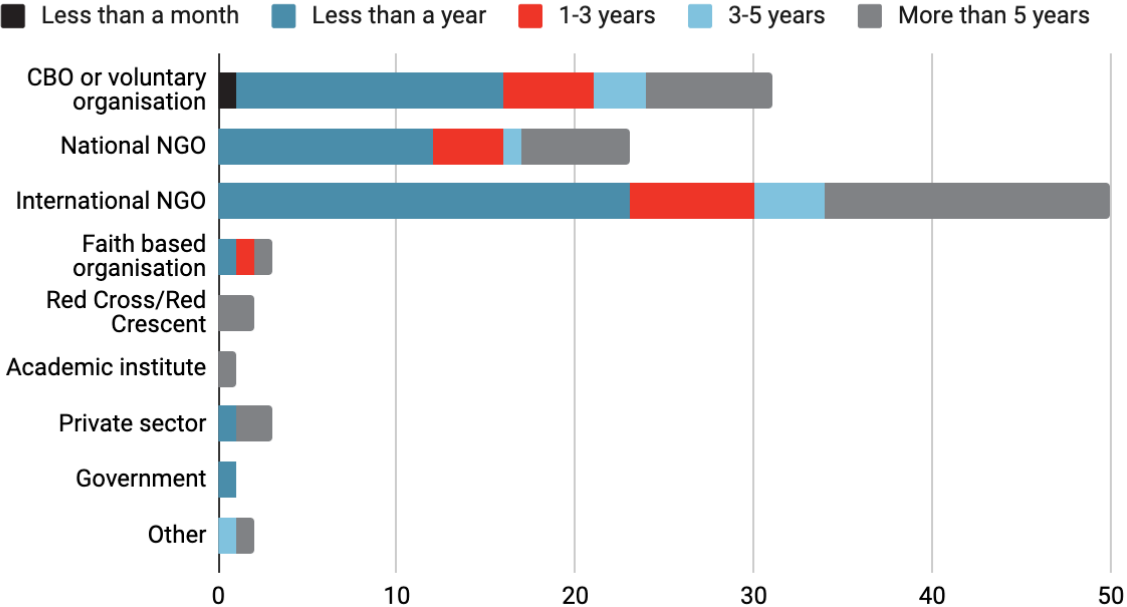


Figure 3: Survey respondents by organisation type and years of experience

Respondents represented all sectors in the response, with particularly strong representation from individuals primarily working across sectors, in protection, in education and in Camp Coordination and Camp Management (CCCM).

Main sector of survey respondents' work

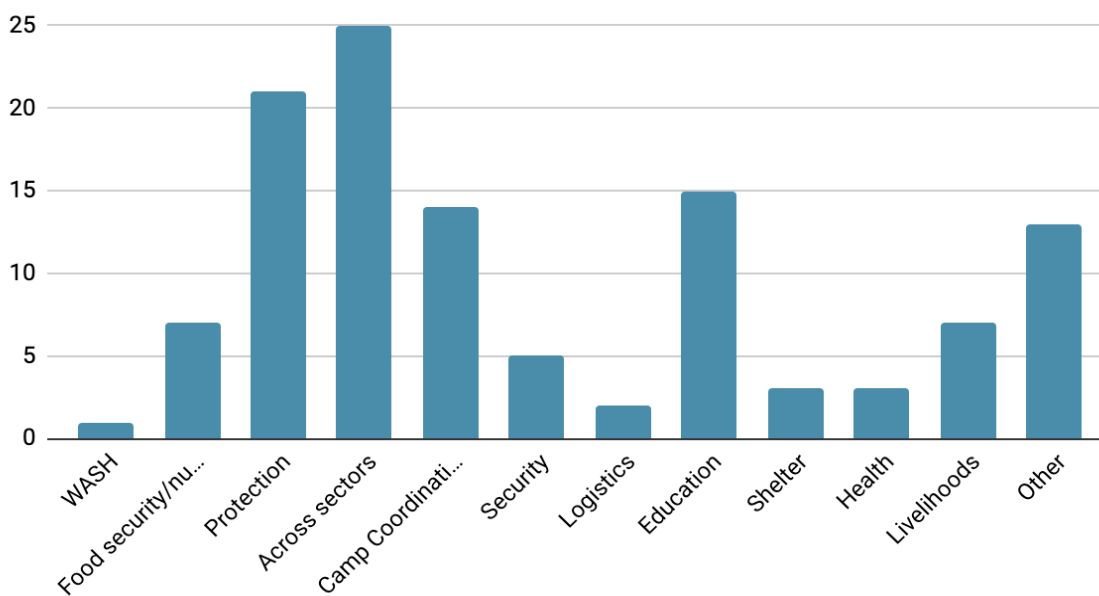


Figure 4: Survey respondents' main sector of work

Just over half (11 of 21) of the key informants were working inside Ukraine, with 5 working across the response, 3 in Poland and 2 in Moldova.

19 of the 21 key informants were directly involved in the response at the time of the consultation. 2 were in global positions and had conducted related activities.

Working location of key informants

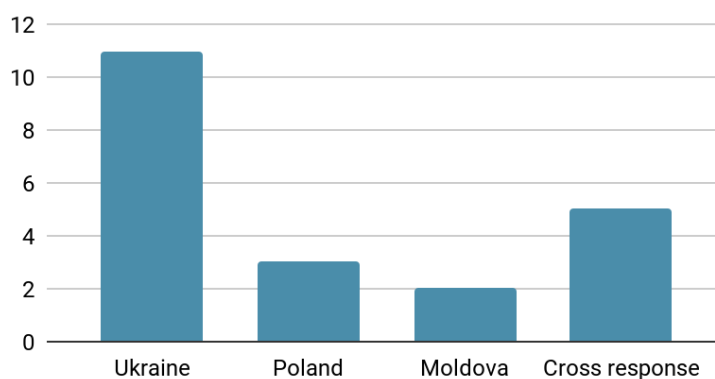


Figure 5: Working location of key informants

The largest group of key informants were in positions within international coordination groups (Clusters, sub clusters, or sector coordination groups), followed by NGOs, including both international and local/national NGOs.

Key informants by category

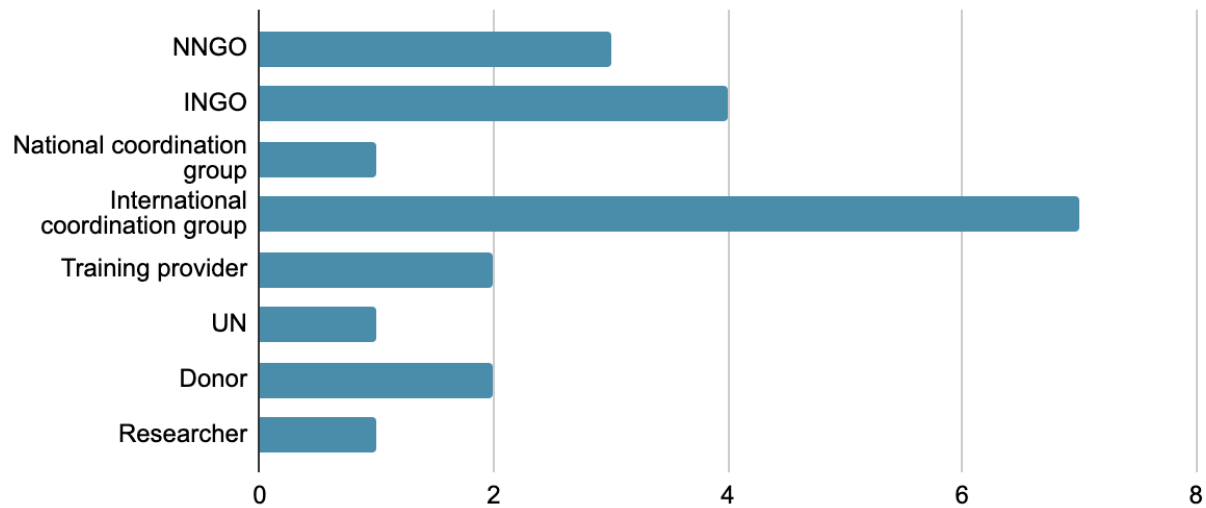


Figure 6: Key informants by category of role/organisation

Limitations

As in the assessment conducted in April 2022, the overall number of respondents to the online survey provides too small a sample for the results to be considered representative of all those who are responding to humanitarian needs of people affected by the conflict in Ukraine. However, in this latest assessment there is better representation of more junior staff and staff in local and national organisations, which is a positive change. In addition, a comprehensive desk review and series of key informant interviews have ensured a wider set of data sources than only the online survey.

Those who responded to requests to participate in a key informant interview were largely already familiar with RedR UK and placed value on what RedR has been doing so far in support of the response. It is likely that this is also the case for those who responded to the online survey. This may have influenced the finding that respondents tended to see a clear role for RedR to continue supporting the response, and there was little critique of RedR's activities and involvement as an international actor.

The desk review and key informant interviews took place only in English, which may have limited the availability of relevant data sources / accessibility to relevant informants. To cover this gap the online survey was available in local languages and shared via multiple channels, including social media.

Findings

This section presents the combined findings from the desk review, online survey and key informant interviews.

Current context and response priorities

The desk review focused on gaining an understanding of the current context including emerging issues since the April 2022 assessment and priorities and challenges in the response. A full list of sources can be found in annex 5.

The response continues to be characterised by a strong host government and active, established civil society¹⁰ both in Ukraine and in neighbouring countries, which creates an unusual operating environment for international actors: “The challenge for the international humanitarian system is finding how best to complement, support, and add value to national and local efforts.”¹¹

Civil society organisations in Ukraine and in Poland came together to publish open letters to the international humanitarian community, drawing attention to issues and challenges in the partnership approaches being employed across the response. Both letters clearly call for better recognition of local capacity, and more equal partnerships built on capacity exchange and collaboration. To facilitate this, the letters make a number of suggestions including amplifying the voices and experiences of local actors, developing the contextual awareness of international actors, and better adapting capacity building offers to identified needs¹².

According to reports, there have been some improvements since these criticisms were shared¹³. The Ukraine Humanitarian Fund has adapted its approach and in its latest round of allocations has required eligible partners to include smaller, local partners in proposals. Individually international actors seem to be reflecting on their role and ways of working in the specific context of this response, meanwhile local and national actors continue to ask their international partners to meet them where they are.

¹⁰ Refugees International: Localizing the International Humanitarian Response in Ukraine, 9 September 2022, Nicholas Noe

¹¹ Enabling the local response: Emerging humanitarian priorities in Ukraine March - May 2022

¹² *If not now, when?* Coordinated by Karolina Soliar of Philanthropy.com.ua, and *Open letter to international donors and organizations that want to help Ukrainian refugees in Poland* published by Konsorcjum Organizacji społecznych działających na rzecz migrantów i uchodźców, October 2022

¹³ Refugees International: Localizing the International Humanitarian Response in Ukraine, 9 September 2022, Nicholas Noe

Significant decreases in private donations to local organisations since August 2022 are resulting in some volunteer activities shutting down due to lack of funding. Moreover, volunteers and staff are reported to be physically and mentally exhausted, and local actors are experiencing shortages of staff¹⁴.

The Cluster System is active inside Ukraine and sectoral coordination is in place in neighbouring countries. Inside Ukraine, human resourcing of cluster mechanisms has not greatly increased since before the onset of the current crisis, and the system does not yet benefit from NGO co-leadership¹⁵. Steps are being taken to decentralise coordination with regional coordinators but coverage remains patchy¹⁶. Larger national NGOs tend to have their own coordination systems¹⁷ but smaller organisations may lack awareness or capacity to access these, which is leading to some lack of coordination between international and local responders¹⁸.

Shifting momentum in the conflict has resulted in occupied areas of Ukraine returning to government control. Reaching people in these newly accessible areas has been a response priority in recent weeks¹⁹ and significant access challenges remain in parts of the country²⁰.

There has been an escalation in attacks on critical infrastructure in Ukraine, resulting in an increase in power shortages and systematic blackouts²¹. Mobile phone and internet networks, access to water and heat are also affected, impacting daily life and exacerbating the challenges in the operating environment. The Resident/Humanitarian Coordinator stressed the importance of helping the most vulnerable prepare for winter, particularly people with disabilities and older people without family support²². A recent report states that Ukraine has the highest percentage of older people affected by conflict in the world, with a particularly high proportion of older people in Eastern Ukraine. The report also notes that an alarmingly high proportion of older people have not been consulted by a humanitarian agency since the onset of the crisis²³. Lack of knowledge of

¹⁴ ACAPS Thematic Report - Ukraine humanitarian access analysis - October 2022

¹⁵ Key informant 21

¹⁶ Key informants 8 and 21

¹⁷ ACAPS Thematic Report - Ukraine Bridging humanitarian response, 25 May 2022

¹⁸ Ibid, and Key informant 21

¹⁹ OCHA Situation Report 26 October 2022, Resident Coordinator/Humanitarian Coordinator for Ukraine, Ms. Denise Brown - Briefing to the Security Council on the humanitarian situation in Ukraine, New York, 21 October 2022

²⁰ Ibid.

²¹ Ukraine Emergency UNHCR Operational Response Delivery Updates, 2 November 2022, Ukraine Crisis - Situation Report #23 (November 9, 2022) IMC, Ukraine: Escalation of attacks across the country, Flash Update No.7 (23 Nov 2022) [EN/RU/UK]

²² OCHA Situation Report 26 October 2022

²³ Ukrainian Crisis - Analysis Brief: Humanitarian conditions for older people in conflict affected Ukraine (07 November 2022) Data Friendly Space

and/or access to digital tools restricts older people's access to humanitarian assessments and support²⁴.

OCHA reports food, shelter and mental health and psychosocial support as the most pressing needs inside Ukraine, flagging a shortage of accommodation, particularly in Western Ukraine²⁵. Challenges also exist in the available accommodation. UNHCR's collective site monitoring found 32% of collective sites lack inclusive infrastructure for older people and people with disabilities, and 46% of sites lack feedback mechanisms or mechanisms to report gender-based violence and human trafficking incidents²⁶.

The Ministry of Health and WHO estimate that at least 10 million people will need psychosocial support as a result of the war²⁷.

The need for social cohesion activities to foster good relations between displaced persons and host communities, as flagged by local authorities and protection partners²⁸ also emerges as a priority in the literature.

²⁴ Ibid, Key informant 7

²⁵ OCHA Situation Report 26 October 2022

²⁶ Ukraine: Collective Site Monitoring (CSM) survey: Round 3 (August -September 2022)

²⁷ OCHA Situation Report 26 October 2022, Resident Coordinator/Humanitarian Coordinator for Ukraine, Ms. Denise Brown - Briefing to the Security Council on the humanitarian situation in Ukraine, New York, 21 October 2022

²⁸ Ibid.

Capacity Strengths

Survey respondents were asked to comment on their organisation's current priorities in the response, and then to answer the question *To what extent are the necessary knowledge and skills in place to achieve these priorities?* The distribution of responses is shown in the table below, where 1 is low and 10 is high. The responses show fairly high knowledge and skills to attend to current priorities.

Extent of knowledge and skills	Number of responses
1	1
2	0
3	3
4	7
5	15
6	19
7	32
8	23
9	9
10	7
Average	6.78

Table 1: Extent necessary knowledge and skills are in place to achieve response priorities

Reviewing the data geographically shows little difference in the average knowledge and skill score across different respondent locations.

Location of respondent	Average extent of knowledge and skills (1-10)
Ukraine	6.78
Moldova	7.07
Poland	6.70
Romania	6.75
Slovakia	6.00
Other locations	6.57

Table 2: Knowledge and skills to achieve priorities, by respondent location

The following table organises the respondents' current response priorities into categories and shows the percentage of respondents identifying priorities in each category. The third column denotes how many respondents identifying each category of priority have highly rated the extent to which knowledge and skills are in place to achieve these priorities (i.e., 8, 9 or 10 out of 10). This analysis shows that the most common priority themes are not those with the highest knowledge

and skills in place, particularly basic needs, shelter, and mental health and psychosocial support (MHPSS).

Response priorities	% respondents identifying this as their current priority	% of responses scoring knowledge and skills high
Coordination	4.31	80
Cash	4.31	80
Winterisation	9.48	54.55
Legal	8.62	50
Health	6.9	50
Basic needs	19.83	43.48
Protection	10.34	41.67
Livelihoods	4.31	40
MHPSS	18.10	38.1
Funding	5.17	33.33
Education	7.76	33.33
Shelter incl. reconstruction	19.83	30.43
Info sharing / awareness	4.31	20

Table 3: Comparison of response priorities and high knowledge and skills

In the key informant interviews many respondents noted key strengths of local and national organisations as flexibility and the ability to react quickly and adjust to new circumstances as they emerged²⁹, as was also noted in the desk review³⁰. Additionally, local and national organisations' strong understanding of the context, population and government structures and systems is an important strength³¹. One informant noted that local organisations in Eastern Ukraine tend to have a higher capacity to work in the emergency context and with IDPs, following their engagement with communities after the 2014 crisis³². International NGOs were seen to have quickly mobilised resources, particularly funds, and encouraged a partnership approach³³. One key informant noted that these complementary strengths are now starting to come together in a productive way, supported by minimum standards³⁴.

²⁹ Key informants 1, 2, 3, 4, 5 and 7

³⁰ ACAPS Thematic Report - Ukraine Bridging humanitarian response, 25 May 2022

³¹ Key informant 20

³² Key informant 20

³³ Key informants 1 and 3

³⁴ Key informant 18

A lot of staff and volunteers have been mobilised across the response, by actors of all kinds³⁵. The role of volunteers, specifically inside Ukraine, was highlighted by key informants, who noted that regardless of the war many organisations rely on volunteers³⁶. These volunteers and other local and national actors therefore bring a strong understanding of the context, including existing government policies and social safety nets³⁷. While international actors and newly arriving staff often lacked this contextual understanding³⁸, it was felt they offer expertise in emergency response mechanisms including knowledge of available funding mechanisms and how to access them³⁹.

Accountability to affected populations, particularly by local and national organisations, was also flagged as a capacity strength by key informants from both national and international organisations, although one national key informant noted that different terminology is used in the international sector which may sometimes make this strength seem less clear⁴⁰.

Capacity Gaps and Learning Needs

Participants on RedR courses to date have been given the opportunity to share further learning needs in their end of course feedback. The review of feedback for courses between August and October 2022 showed that approximately 10% of participants took this opportunity. Safety, security and wellbeing, monitoring and evaluation, and programme cycle management emerge as the most common topics for further learning. The graph below shows the results:

³⁵ Key informants 1, 4, 7, 14 and 19

³⁶ Key informants 2 and 4

³⁷ Key informants 3, 5 and 19

³⁸ Key informants 20, 21 and Global CP AoR presentation

³⁹ Key informant 3

⁴⁰ Key informants 1 and 20

Course participants' further learning needs

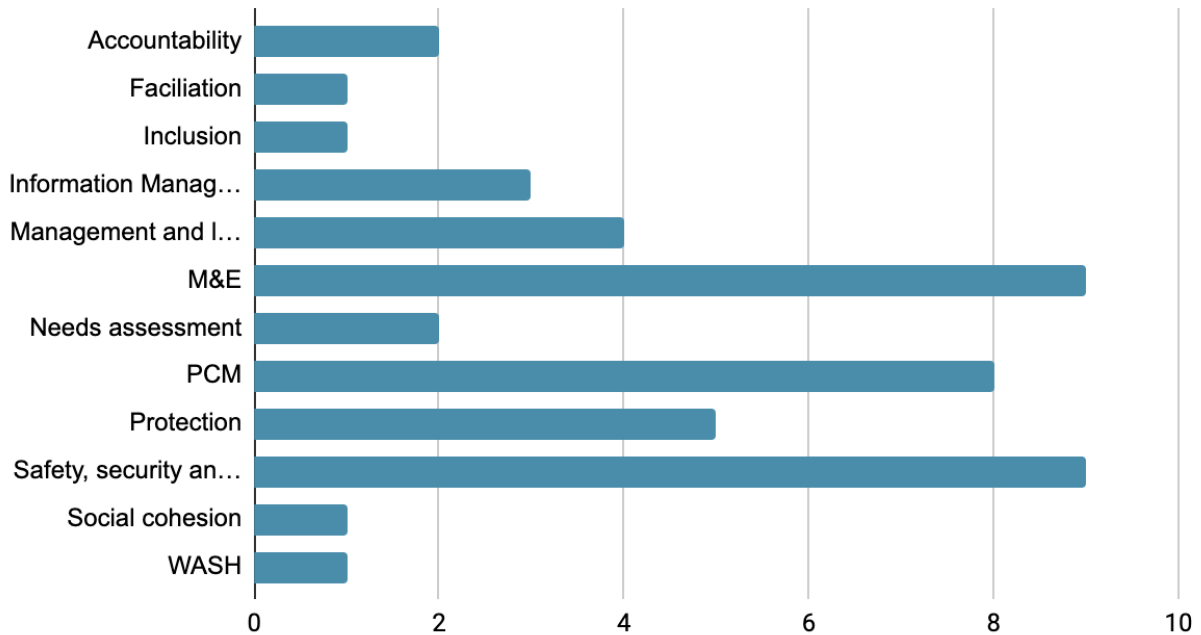


Figure 7: Further learning needs from online session participants, by topic

109 of 116 survey respondents answered the question about which topics are most relevant and urgent for their team to access learning opportunities on. The table below shows the number of respondents who selected each topic as their first, second and third choice and the total for each topic. The table is organised in order of combined priority (total).

	1st choice	2nd choice	3rd choice	Total
Project planning	9	16	9	34
Coordination	10	10	13	33
Resource management	8	11	13	32
Resource mobilisation	16	10	6	32
Needs assessment	16	8	7	31
Mental health	8	7	9	24
Monitoring and evaluation	11	6	7	24
Accountability	1	6	9	16
Humanitarian Principles and Practice topics	4	5	7	16
Personal safety and security	4	4	5	13
Protection topics	3	5	3	11
Logistics	4	3	3	10
Cash management	2	4	3	9

Security Management	1	3	5	9
Shelter	1	2	2	5
First Aid	3	1	0	4
WASH	1	1	1	3
Other	7	5	6	18

Table 4: 1st, 2nd and 3rd choice priority topics

The data is also presented in the following chart.

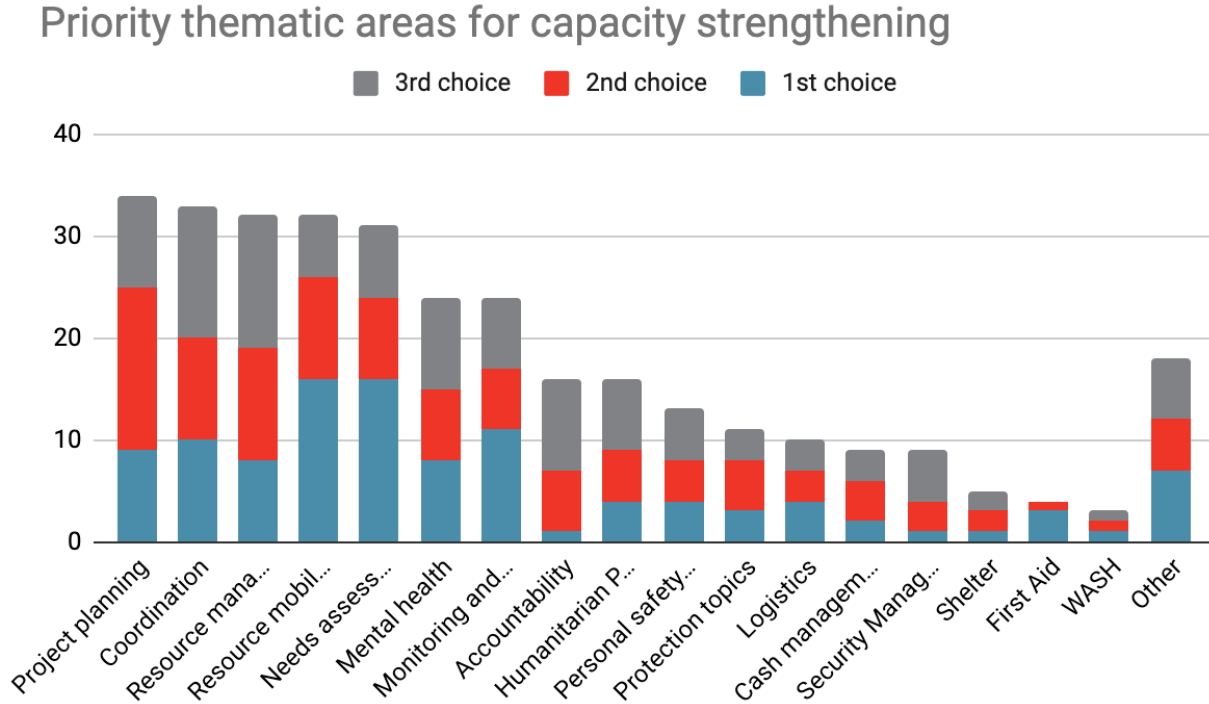


Figure 8: Priority thematic areas for capacity strengthening - all survey respondents

The data shows that topics related to the programme management cycle (such as project planning, coordination, resource mobilisation and management, needs assessment and monitoring and evaluation) as well as mental health are the highest priority. Technical topics tend to be lower priority.

One national organisation consulted in the key informant interviews had conducted a learning needs assessment of its staff and volunteers, which highlighted similar priorities as well as some more specific topics related to communication such as strategic and crisis communications, management of social networks, working with mass media⁴¹.

⁴¹ Key informant 5

Geographical dimensions of the priority topics survey data have also been explored, to identify any differences between responses from individuals based in Ukraine, in neighbouring countries (Moldova, Poland, Romania, Slovakia), and in other locations. The following table shows topics in order of priority overall, alongside the prioritised list for each location category. Only small differences are found, with a common prioritisation of project cycle management topics and mental health, and a de-prioritisation of technical sectoral topics.

Overall	Ukraine	Neighbouring countries	Other locations
Project planning	Needs assessment	Resource management	Other
Coordination	Project planning	Monitoring and evaluation	Coordination
Resource management	Resource mobilisation	Needs assessment	Mental health
Resource mobilisation	Coordination	Project planning	Monitoring and evaluation
Needs assessment	Resource management	Resource mobilisation	Project planning
Mental health	Mental health	Coordination	Personal safety & security
Monitoring and evaluation	Monitoring and evaluation	Accountability	Protection topics
Accountability	Humanitarian Principles and Practice topics	Humanitarian Principles and Practice topics	Resource management
Humanitarian Principles and Practice topics	Logistics	Mental health	Accountability
Personal safety & security	Accountability	Personal safety & security	Needs assessment
Protection topics	Other	Protection topics	Resource mobilisation
Logistics	Personal safety & security	Security Management	Cash management
Cash management	Cash management	Cash management	Humanitarian Principles and Practice topics
Security Management	Security Management	Other	Security Management
Shelter	Protection topics	First Aid	First Aid
First Aid	First Aid	Shelter	Logistics
WASH	Shelter	Logistics	Shelter
Other	WASH	WASH	WASH

Table 5: Priority topics, by location

Priority topics, by location

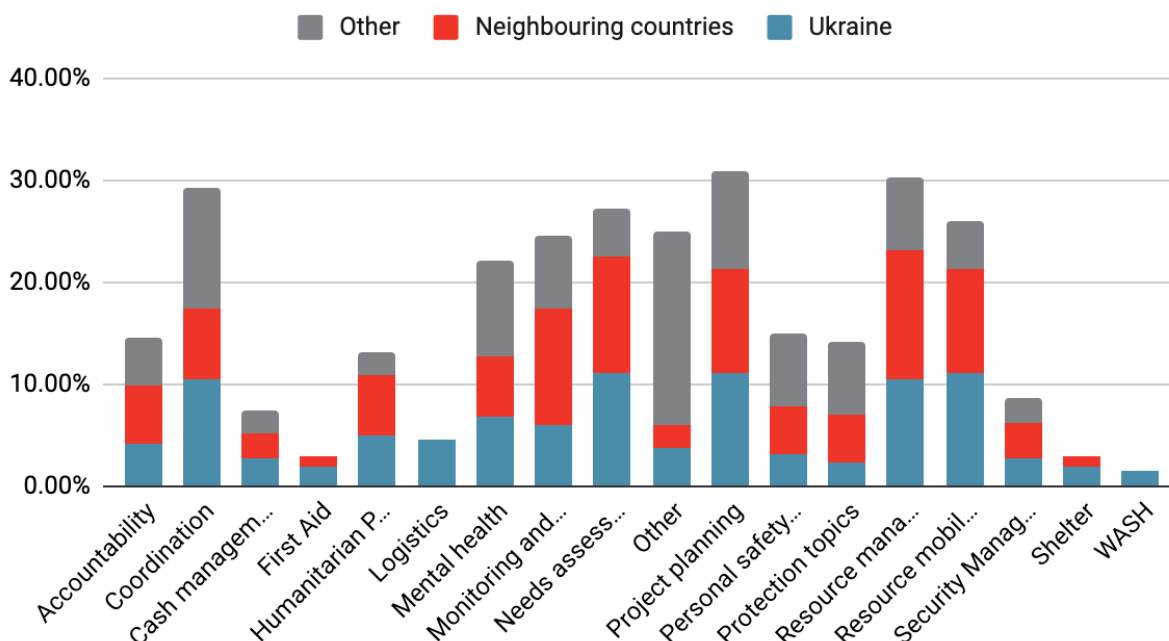


Figure 9: Combined top three priority topics as percentage of total responses, by respondent location

As shown in the tables and figures, respondents were given the opportunity to select ‘other’ and asked to provide more details if doing so. The details given by those selecting ‘other’ can be divided into those for which knowledge and skills training may be relevant, and those which relate to the strengthening of organisational systems and capacities. Examples of each are shown below.

Additional details given when respondent selected ‘Other’ as priority topic	
Knowledge and skills needs	Ethics and principles of working with refugees
	Finance in crisis response
	Internal management
	Participatory Disaster Risk Management training
Organisational capacity needs	Simplifying internal procedures, simplifying reporting and compliance demands during emergency response
	Recruitment
	Cross border networking and support for CSOs
	Finding funding that is long term and reliable
	Capacity building and empowerment of local actors in emergency response

Table 6: Additional details given when respondent selected ‘Other’ as priority topic

The combined totals from this question in the April 2022 LNA have been compared to the combined totals from the November 2022 LNA to analyse changes in priority topics. This analysis seems to indicate a small decrease in the relevance and urgency of capacity strengthening on technical topics (e.g., Protection, Cash management, Shelter, WASH) and an increase in relevance and urgency of capacity strengthening on topics related to effectiveness through the project cycle (resource management, project planning, coordination). The table below provides a full comparison of combined totals for each topic in the April and November surveys.

April LNA		November LNA		Change
Topic	% combined responses	Topic	% combined responses	
Needs assessment	9.09%	Project planning	10.49%	2.75%
Coordination	8.75%	Coordination	10.19%	1.43%
Project planning	7.74%	Resource management	9.88%	5.50%
Protection topics	7.41%	Resource mobilisation	9.88%	2.47%
Resource mobilisation	7.41%	Needs assessment	9.57%	0.48%
Monitoring and evaluation	7.07%	Mental health	7.41%	0.34%
Mental health	7.07%	Monitoring and evaluation	7.41%	0.34%
Application of minimum standards*	6.40%	Accountability	4.94%	1.23%
Humanitarian Principles and Practice topics	4.71%	Humanitarian Principles and Practice topics	4.94%	0.22%
Cash management	4.71%	Personal safety and security	4.01%	-0.36%
Personal safety and security	4.38%	Protection topics	3.40%	-4.01%
Resource management	4.38%	Logistics	3.09%	-0.28%
Security management	4.38%	Cash management	2.78%	-1.94%
Accountability	3.70%	Security Management	2.78%	-1.60%
Shelter	3.37%	Shelter	1.54%	-1.82%
Logistics	3.37%	First Aid	1.23%	-1.80%
First Aid	3.03%	WASH	0.93%	-1.09%
WASH	2.02%	Other	5.56%	4.55%
Other	1.01%			

Table 7: Comparison of priority topics, April and November assessments. *Not included in the November survey

Many key informants noted the role of new humanitarians - those joining (national and international) NGOs and the UN from the corporate or private sector - in the response. These individuals often bring specialist skills from their previous roles, but may need a theoretical and ethical basis to support their transition into humanitarian work, and to understand how their

specific expertise contributes to a wider system⁴². In Ukraine it was noted that these people are mostly located outside of Kyiv⁴³.

These topics remain relevant beyond this specific audience, particularly to CSOs, as the humanitarian system is still not well known and can be complex to navigate due to the numerous components, platforms, terminology and abbreviations⁴⁴. Humanitarian standards, ethics, coordination and information sharing were specifically mentioned as ongoing learning needs⁴⁵ for staff, volunteers and organisations new to working with the humanitarian system. One key informant who has been researching the origins of civil society in Ukraine noted that the country has only seen a huge rise in CSOs since the 2014 crisis in Crimea and most formed to do advocacy and human rights, rather than humanitarian, work⁴⁶.

In addition, several topics related to working with affected persons were identified in the KIIIs: accountability to affected populations, feedback mechanisms, communication with affected persons, and ethical communications and storytelling (including informed consent)⁴⁷.

Volunteers and local organisations are in the most dangerous places inside Ukraine. Capacity strengthening on how to stay safe was therefore raised as an ongoing learning need⁴⁸.

All of this points to the suggestion that the key gap for local and national organisations is less in the day to day running of their programmes, and more in applying the expertise they have to the specific new situation of a humanitarian context, including engaging with international actors and humanitarian donors.

Gaps in understanding the Do No Harm principle were identified across the response, particularly in terms of what partners can do to prevent harm, while not seeking out and trying to manage cases which they are not specialised on⁴⁹.

⁴² Key informants 1, 3, 5, 6, 8, 11, 14, 17 and 21

⁴³ Key informant 17

⁴⁴ Key informants 1 and 5

⁴⁵ Key informants 1, 2, 9, 12, 16 and 17, Local Partnerships Meeting minutes, 10 November 2022

⁴⁶ Key informant 20

⁴⁷ Key informants 1, 2 and 7

⁴⁸ Key informants 11 and 16

⁴⁹ Key informant 9

Gender and inclusion was raised in a number of KIIs, often in relation to specific technical sectors and access to services for people with disabilities and older people with low mobility and/or lack of access to physical sites for support and or/digital systems being used to register for support⁵⁰.

Several key informants, including two coordination groups and one international organisation, supported the earlier assertion that contextual understanding is much stronger in local and national organisations, noting that Ukraine and the neighbouring countries are a new setting for most of the international organisations involved in the response. One informant noted that a particular gap is in understanding legal frameworks and governmental structures and systems inside Ukraine⁵¹. The lack of understanding of existing state systems and how to use them is causing quality issues in the response and should be addressed⁵².

The 'stealing' of staff from local and national organisations to INGOs and from INGOs to UN agencies was mentioned in the desk review and by several key informants⁵³, with one calling for dialogue with and learning by INGOs on ethical recruitment practices⁵⁴.

The KIIs strongly highlighted the importance of broadening capacity strengthening activities from supporting individuals' learning needs, to supporting organisational development. It was reported that local organisations are missing opportunities because they do not know how to navigate the system and write proposals for humanitarian donors⁵⁵. While many CSOs established in response to the 2014 crisis are accomplished at designing and implementing projects, they are not accustomed to doing this within the humanitarian system, which demands attention to specific principles, terminologies, and ways of working⁵⁶.

Strategic planning and development for local organisations was not a priority in the first months of the response but has become increasingly important, as organisations have continued to grow in human resources, and seek to access more funds and more direct funds. Specifically, the consultations highlighted requests to support organisations to develop their strategic planning, human resources, management, finance, fundraising, reporting and administration capacities⁵⁷.

⁵⁰ Key informants 7 and 9

⁵¹ Key informant 20

⁵² Key informants 7 and 8

⁵³ Refugees International: Localizing the International Humanitarian Response in Ukraine, 9 September 2022, Nicholas Noe, Key informants 4, 5, 11 and 14

⁵⁴ Key informant 5

⁵⁵ Key informant 8

⁵⁶ Key informant 20

⁵⁷ Key informants 1, 2, 3, 4, 12, 13, 16 and 19

Support for this suggestion is also found in the desk review: “Donors should invest in capacity building for local actors...A top priority would be to build the skills and capacities required for donors to make Ukrainian NGOs direct grantees rather than sub-grantees”⁵⁸, and “Donors should hold international agencies accountable for demonstrable outcomes in terms of strengthened local leadership; such as on supporting local NGOs to transition from being sub-grantees to lead grantees on funding from the UN and other donors”⁵⁹.

Some specific technical learning needs were identified in the key informant interviews, and are listed below:

- Information management⁶⁰, including 4Ws and reporting⁶¹
- Cash
 - Targeting
 - Monitoring⁶²
- Child Protection:
 - Contextualised training for new Child Protection staff members
 - Training of specialists who work in juvenile justice⁶³
 - Working with Unaccompanied and Separated Children, flagged as a gap for local organisations who have not had to tackle this before
 - MHPSS specific to conflict contexts
 - Case management
 - Working with and addressing the needs of children with disabilities
 - Ukrainian legislation and child protection system
 - Best interests of the child
 - Results based monitoring and evaluation
 - Development of social service workforce in newly liberated areas of Ukraine, where the Ministry is relying heavily on CSOs⁶⁴
- GBV:
 - Sensitising people and organisations to GBV and PSEA
 - PSEA Focal Point training⁶⁵

⁵⁸ Refugees International: Localizing the International Humanitarian Response in Ukraine, 9 September 2022, Nicholas Noe

⁵⁹ Ukraine – An opportunity for the Grand Bargain signatories to translate their commitments to local leadership of crisis response into practice [EN/UK], Caritas, Catholic Agency for Overseas Development, Catholic Relief Services, Christian Aid, Mercy Corps, PAX, People in Need

⁶⁰ Key informant 14

⁶¹ Key informant 9

⁶² Key informant 7

⁶³ Global CP AoR - desk review

⁶⁴ Key informant 8

⁶⁵ Key informant 18

- Case Management and linking to referrals
- GBV minimum standards
- Specialised trainings on meeting the needs of child survivors, male survivors⁶⁶
- Age and disability inclusion
 - Use of Interagency Standing Committee (IASC) disability tools, use of Sex, Age, Disability Disaggregated Data (SADD), participatory approaches, age and disability inclusion training, safeguarding⁶⁷.

Looking ahead to the next phase of the response, peace and democracy strengthening was also flagged as an upcoming learning need, to support organisations to prepare for scaling down agile operations and scaling up their work across the humanitarian-development nexus⁶⁸.

One key informant also mentioned individual responders / members of the public from Western Europe who are responding by sending or bringing material items to the borders of Ukraine and neighbouring countries, identifying a learning need for this audience on how to effectively provide help to the wider response⁶⁹.

Feedback on RedR courses to date

End of course evaluation data from participants on the RedR courses delivered in the period August to October 2022 was reviewed to understand feedback and opinions on the current RedR response to the crisis. A summary of feedback on the best aspects, and suggested changes is shown in the table below.

Best aspects	Changes suggested
<ul style="list-style-type: none"> ● Interactivity ● Use of examples and scenarios ● Opportunity to learn from practitioners ● Discussions ● Relevance to Ukraine context ● Referral to further info ● Effective trainers and learning approach ● Concise and to the point sessions 	<ul style="list-style-type: none"> ● More time for discussions ● Clearer instructions ● Reduce text in presentations ● Reduce breaks ● Provide more examples ● Better link English and non-English speaking participants ● Facilitation inside the breakout rooms

⁶⁶ Key informant 9

⁶⁷ Key informant 12

⁶⁸ Key informant 1

⁶⁹ Key informant 16

Table 8: RedR course participants' feedback on best aspects and suggested changes

Four key informants also shared feedback on the RedR courses during their interviews. These were largely positive, including comments on the ongoing relevance, engaging facilitators, sharing of experience, accessibility of the sessions (without cost to participants) and use of interpreters⁷⁰. One key informant reflected that the broad range of participants in the group limited the usefulness of small group discussions during the courses they attended⁷¹. Another suggested now moving from general to more specific and practical sessions, perhaps by developing into a series of sessions on key topics⁷².

What other learning activities are taking place

To understand more about the capacity strengthening activities that are taking place in support of the response, survey respondents were asked to indicate the learning activities their organisation is taking part in. Respondents were able to select as many options as relevant. The results are shown in the following table:

Learning activities provided by:	Own organisation	A partner organisation	RedR UK	Another group or organisation
Self-paced online modules	48	28	30	27
Facilitated online modules	43	28	22	30
In-person training	54	31	5	20
Coaching or mentoring	48	20	3	19

Table 9: Learning activities accessed by survey respondents

Respondents were also asked if their organisation is providing any learning activities to staff or partners as part of the response, and invited to provide more details if the answer was yes. 68% of respondents replied yes, 27% replied no, and 4% replied that they plan to deliver learning activities in future. Of those who replied yes, 46% provided further details, a summary of which is shown in the table below.

Thematic category of learning activities	Number of respondents
Protection topics	18
Mental health	10

⁷⁰ Key informants 2, 5, 6 and 8

⁷¹ Key informant 5

⁷² Key informant 2

Safety and Security	9
First aid	6
Humanitarian essentials	5
Accountability	4
Project planning	4
Monitoring and evaluation	3
Coordination	2
Camp Coordination Camp Management	2
Logistics	1
Livelihoods	1
Needs assessment	1
Other (responses included Supervision, Communication, Management, Legal Issues, Anti-fraud, and Medical)	9

Table 10: Topics of learning activities provided by respondents' organisations

No courses were listed on ReliefWeb training directory on two occasions in November when this was checked for training and learning opportunities being advertised in the response countries, however key informants confirmed that international partners have been offering training opportunities to their local and national partners⁷³. This has tended to focus on humanitarian standards and principles, accountability to and communication with affected populations, protection mainstreaming, and security⁷⁴.

A lot of online training has been made available by partners, and through sector-wide platforms such as Disaster Ready and the Ukraine Response Hub⁷⁵. In some cases, new staff and partners are required to complete self-paced online learning activities at the point of hiring or onset of partnerships, however key informants critiqued these as insufficiently contextualised or practical⁷⁶.

The Centre for Humanitarian Leadership is offering a three-tier Crisis Leadership Program for staff working in the Ukraine response through a blended approach of online modules with an in-person

⁷³ Key informants 4 and 5

⁷⁴ Key informants 2 and 5

⁷⁵ Key informants 3, 10 and 15

⁷⁶ Key informant 14

component delivered in Poland. Only tier one is currently available and covers similar topics; concepts of humanitarian practice, including ethics and principles⁷⁷.

Coordination groups have been organising workshops and networking events that seek to improve the localisation of the response. These have involved workshops targeting local actors, networking events bringing local and international actors together, and events where local experts and refugee voices can share their expertise and experience with international actors⁷⁸.

Although the survey data shows a relatively small difference in the amount of in-person and online learning opportunities (see table 9) some key informants reported that there is limited in-person training taking place, and noted high demand for the in-person events which are offered⁷⁹. In one example a workshop was initially planned for 25-30 participants and received 160 registrations in just two days⁸⁰.

Relevant learning approaches

The assessment sought to understand what learning approaches are most appropriate in the current context. A range of views were shared, supporting each of the following approaches: online self-paced, online facilitated, in person facilitated, learning tools and resources.

Facilitated options were generally preferred⁸¹, and more in person was requested by several key informants, who noted that people want face to face interaction; having come out of Covid-19 and had little chance to see each other, in-person training will provide opportunities to meet and network, which brings additional learning and exchange with it⁸².

It was noted that in-person training should take place only in locations with a generator for heat and power and an appropriate shelter facility, and that agenda planning should expect 2-3 hours per training day to be spent in the shelter⁸³.

⁷⁷ Key informant 15

⁷⁸ Key informants 1, 3 and 7

⁷⁹ Key informants 3 and 9

⁸⁰ Key informant 9

⁸¹ Key informants 2, 5, 7, 8, 14, 18 and 19

⁸² Key informants 2, 5, 8 and 18

⁸³ Key informants 7 and 19

Some respondents felt that online facilitated sessions are still the most appropriate option, but noted that this is increasingly challenging with the disruptions to power inside Ukraine⁸⁴. Others felt that both online facilitated and online self-paced should be offered to allow learners more flexibility in when they learn, for those with power challenges or those in remote contexts⁸⁵. In newly liberated areas of Ukraine, in-person was thought by some to be the only feasible option due to lack of connectivity⁸⁶, whereas others felt moving people for training purposes posed unnecessary security risks⁸⁷. One key informant suggested a hybrid approach where participants are together in a room and connected to a RedR trainer via video call⁸⁸. Others specifically requested offline options, such as self-paced modules which can be downloaded, or recordings of live sessions⁸⁹. This aligns with the approach taken by Disaster Ready who focused their translation efforts on foundational micro-learning with downloadable mobile guides in case of connectivity issues⁹⁰, but does not align with requests for more practical sessions.

In some cases, capacity gaps are resulting not from a lack of knowledge, but from a lack of time, so training is not the answer. Instead, support to develop organisational policies and tools, and build coalitions and partnerships would be more appropriate⁹¹. This need for more tailored options for teams within organisations (as opposed to options open to a broad range of participants from a range of organisations) was reflected in other KIIs⁹² along with a belief that those working in the response lack the headspace to learn and absorb more information even if they recognise this is needed⁹³.

Training of Trainers (ToT) as a learning approach relevant to the current context was flagged in a number of KIIs, as a means to subsequently reach the large audience of many partners, staff and volunteers⁹⁴. Respondents considered ToT relevant to both INGOs working with local partners, and to local and national thematic experts to support them to recognise and share their own expertise.

Other practical learning tools and approaches were also mentioned as relevant in the current context, including tip sheets, and accessible meetings⁹⁵.

⁸⁴ Key informants 6, 7, 8 and 20

⁸⁵ Key informants 6 and 14

⁸⁶ Key informant 8

⁸⁷ Key informant 9

⁸⁸ Key informant 18

⁸⁹ Key informants 18 and 19

⁹⁰ Key informant 10

⁹¹ Key informant 5

⁹² Key informants 5 and 13

⁹³ Key informant 1

⁹⁴ Key informants 1, 5 and 14

⁹⁵ Key informant 12

One key informant also recognised that peer to peer capacity strengthening and experience sharing is taking place informally, and this approach holds great potential that is not yet being fully explored⁹⁶. A similar statement was found in the desk review⁹⁷, as well as a simple example of peer to peer learning and sharing, wherein some organisations operating in newly accessible areas are sharing information and experiences of gaining access, in order to support others⁹⁸.

Accessibility of learning opportunities

Survey respondents were asked to share any comments on their barriers to participate in a learning programme and how RedR could make learning accessible to respondents and their teams. 37 suggestions were received and have been grouped into themes. Details are shown in the table below.

Theme	Number of responses	Sub-themes / further details
Power issues	17	<ul style="list-style-type: none"> - "Conduct face-to-face training, taking into account the risks of power outages." - "Independent courses, mentoring or coaching or training in other countries or western Ukraine now look more effective. Prolonged air alarms and power outages often prevent participation in traditional online events." - "Among the external factors is the energy situation (provide for the availability of training recordings, at least for those who registered but could not participate due to lack of light/internet; educational materials with theoretical and practical blocks for independent study with the possibility of receiving a comment from the trainer)."
Registration process	6	<ul style="list-style-type: none"> - "Learning opportunities need to be communicated in time for better planning and higher participation." - "The learning/information should spread wider to reach more people at all levels. This is also one way to address power dynamics." - "Registration forms for each event are quite detailed and time-consuming. If only it were possible to reduce them a bit to save time, or to register for several events at once."
Language	6	<ul style="list-style-type: none"> - "More courses available in Polish, Ukrainian, Russian and other

⁹⁶ Key informant 20

⁹⁷ Ukraine – An opportunity for the Grand Bargain signatories to translate their commitments to local leadership of crisis response into practice [EN/UK], Caritas, Catholic Agency for Overseas Development, Catholic Relief Services, Christian Aid, Mercy Corps, PAX, People in Need.

⁹⁸ ACAPS Thematic Report - Ukraine humanitarian access analysis - October 2022

		<p>Eastern-European languages.”</p> <ul style="list-style-type: none"> - “More trainings in Ukrainian and adapted to the local context, with local relevant examples, use strengths and capacities of local actors actively.” - “Trainings have to be conducted in Ukrainian. Translation is good, but it is not the same. Majority of organisations will benefit more from Ukrainian speaking trainers.”
Other	8	<ul style="list-style-type: none"> - “Currently the teams in Ukraine face issues with both external limitations (such as blackouts, lack of internet etc.) - as a mitigation measure, focusing on online self-paced courses might be an option; and internal challenges - lack of focus on learning due to increased workload.” - “Advocating for acknowledgement courses/training between INGO, i.e. if local organisation took PSEA training with one donor - does not have to do it with second and third.” - “Cost - courses should [continue to] be free to be inclusive/ accessible for all!”

Table 11: Suggestions to increase accessibility of RedR learning activities

Role of local organisations in strengthening response capacity

Survey respondents were asked for suggestions on how RedR can recognise local capacity and address power dynamics in its capacity building activities. 41 responses were received. These have been organised into themes and main points are shown in the table below.

Theme	Sub-themes / further details
Partnerships with local organisations and experts	<ul style="list-style-type: none"> - Ask local organisations to provide training, don't assume training comes from RedR to them! - Provide more visibility for organisations with "good practices" to share their experience with others. - Would not suggest RedR designs or completes trainings themselves, this should be in partnership with organisations with a presence in Ukraine, in order to contextualise. - Establish local knowledge, empower Ukrainian staff with International experience and draw Ukrainian and Russian speakers from other contexts (bringing with them Humanitarian experience). - Talk and interact more with local actors, find out their strengths and capacities, use them actively, empower local actors.
Support the public sector	<ul style="list-style-type: none"> - Conduct training for government officials and us at the same time, invite them with us. - Support public organisations as much as possible.

Continue current activities	<ul style="list-style-type: none"> - Keep on doing what you do. - Actively monitor the situation and structures on the ground, get to know the organisations, assess their needs.
Other	<ul style="list-style-type: none"> - Create grant projects, to provide funding to local and national actors. - Use interactive scenarios to help people/organisations understand the impact of such dynamics on affected populations.

Table 12: Suggestions to recognise local capacity and address power dynamics in RedR learning activities

The importance of supporting the government and local authorities was also identified in the desk review, where the need to strengthen existing systems and avoid creating dual systems was highlighted⁹⁹. It is worth noting that RedR has already reached out specifically to government actors to encourage participation, but to date attendance has been limited.

Key informants were also asked to share their thoughts on the role of local organisations in capacity strengthening for the response.

One respondent from an international organisation reflected that in this response international organisations (their own and others) have really been confronted with unconscious colonial attitudes in the ways they work with civil society organisations. At an organisational level, international actors have brought an assumption with them into the response that they need to build the capacity of partners, without recognising the existing capacity of these partners¹⁰⁰. This organisation is working to shift the discourse from capacity development to capacity exchange, focusing on what all partners can learn from each other by exchanging capabilities and capacities¹⁰¹.

Two other international actors reflected that in this specific context there is more pushback from local and national organisations against these assumptions and ways of working which have tended to be accepted by partners in other humanitarian contexts¹⁰². Hopes were expressed that, because there is more acknowledgement of partners’ capacity in this response than is often the case, this may be the response which really pushes the international humanitarian community to make changes to its ways of working¹⁰³.

While a small number of respondents reiterated these colonial narratives in their response to the question, by outlining the ongoing need for international actors to build the capacity of local and

⁹⁹ Quelle stratégie pour l’aide civile en Ukraine? Études de l’Ifri, June 2022 French Institute of International Relations

¹⁰⁰ Key informant 11

¹⁰¹ Key informant 11

¹⁰² Key informants 10 and 20

¹⁰³ <https://www.thenewhumanitarian.org/analysis/2022/07/25/Ukraine-aid-reform-local-donors-neutrality>

national partners¹⁰⁴, most were pleased to be asked this question and provided thoughtful suggestions, such as:

- Engage local experts in the process of reviewing materials¹⁰⁵.
- Recognise the need for capacity strengthening of international staff and invite the expertise¹⁰⁶ of local actors to support this¹⁰⁷, in particular on contextual aspects and understanding how ministries are operating¹⁰⁸. This point was also noted in the desk review: “Differences in bureaucratic procedures and interpretation of government directives from oblast to oblast can be confusing, especially for international organisations who are new or expanding the scope of their operations in the country”¹⁰⁹.
- Invite and encourage peer to peer capacity sharing between partners at all levels. This is happening informally but there is further scope¹¹⁰.
- Offer learning opportunities as a Humanitarian to Humanitarian support function from which individuals and organisations can select what they need¹¹¹.

It was also suggested to engage local experts as trainers¹¹² providing, where needed, support to strengthen the skills to frame and facilitate learning, i.e., through Trainings of Trainers and coaching¹¹³. It is worth noting that RedR has already recruited a pool of local trainers and at the time of writing is in the second recruitment round to expand this pool further. The local trainers are engaged in delivering the RedR training programme for the response, and are coached and mentored by RedR UK to support their ongoing professional development.)

It is important to continue engaging with local partners on these suggestions, so as not to place further demands on teams that are already overstretched.

¹⁰⁴ Key informant 9

¹⁰⁵ Key informant 12

¹⁰⁶ See also: [Rethinking the constraints to localization of foreign aid \(ampproject.org\)](https://ampproject.org/)

¹⁰⁷ Key informant 1

¹⁰⁸ Key informant 19

¹⁰⁹ ACAPS Thematic Report - Ukraine Bridging humanitarian response, 25 May 2022

¹¹⁰ Key informant 20

¹¹¹ Key informant 16

¹¹² Key informants 5, 8 and 12

¹¹³ Key informants 1 and 18

RedR's role in the response

Survey respondents were asked to input on what RedR should be doing to support the response by ranking a series of options from 1, highest preference, to 9, lowest preference. The results are shown in the table below.

	Average of ranking scores		No. top 3 rankings		No. bottom 3 rankings	
	Score	Position	Score	Position	Score	Position
1 high, 9 low						
Continue facilitated online courses on the same topics	3.635	1	54	1	13	1
New facilitated online courses on different topics	4.063	3	42	3	15	2
Self-paced online courses that I can complete in my own time	3.875	2	46	2	16	3
In-person interactive training inside Ukraine	4.406	4	38	4	27	5
In-person interactive training in neighbouring countries	4.906	6	24	7	30	6
1-1 support through mentoring and coaching	5.167	5	30	5	25	4
Technical support to answer questions and solve problems on thematic issues	5.375	7	20	8	38	7
Elevating the voices of local actors	5.396	8	27	6	39	8
RedR should not be supporting the response	8.177	9	7	9	85	9

Table 13: Ranking of suggested RedR role in the response

Similar themes emerged in the key informant interviews with some respondents recommending that RedR continues its current activities¹¹⁴, and others suggesting to develop the current offer by expanding the range of topics¹¹⁵ and adding more advanced levels to existing topics¹¹⁶.

Interestingly, survey respondents seem to favour online and self-paced options, while key informants who were interviewed expressed more preference for moving towards more in-person options. This may reflect that the survey was framed more towards responses on an individual level, whilst key informants were asked to consider the needs of their organisation and/or thematic sector, or it may reflect the emerging need for a wider variety of learning approaches.

¹¹⁴ Key informants 8, 10 and 20

¹¹⁵ Key informant 20

¹¹⁶ Key informants 12, 14 and 20

Creating some content that can be used without trainers was suggested¹¹⁷, as was developing a toolkit for local organisations to complement the online sessions and support them to understand and meet the requirements of international partners and humanitarian donors¹¹⁸.

Engaging local specialists was also a common suggestion, both to ensure that local experiences can be identified and shared, and to ensure the appropriate languages of delivery to ensure accessibility of learning opportunities¹¹⁹. RedR's experience has shown that care needs to be taken to ensure examples are shared in a way that aligns with the Do No Harm principle, while allowing for learning to take place.

Additional suggestions were received including: offering 1-1 consultancy support for organisational development and/or secondments of personnel into local and national organisations to fill key roles while recruitment is underway¹²⁰; supporting sectoral learning by taking a role in identifying and sharing emerging programme models¹²¹, and; drawing on RedR's engineering heritage and connections to supporting reconstruction efforts. This final point was not fully explored in the assessment and should be followed up further to understand the potential value RedR can add in this area.

Recommendations

Recommendation 1: Continue and refine the online facilitated learning offer

Continue online facilitated sessions on the following topics:

- Humanitarian Principles
- Inclusive Humanitarian Programming
- Gender Based Violence in Situations of Armed Conflict
- Staying Effective
- Humanitarian Project Cycle Management
- Humanitarian Coordination
- Protection from Sexual Exploitation and Abuse

Consider creating more advanced levels for key topics, aimed at those who have already attended the introductory courses and those with more experience. Focus these higher-level sessions on the practical application of concepts in the participants' work.

¹¹⁷ Key informant 10

¹¹⁸ Key informant 2

¹¹⁹ Key informants 8, 10 and 14

¹²⁰ Key informants 1 and 16

¹²¹ Note, the establishment of a platform for cross-organisational learning is also a recommendation in the Humanitarian Outcomes report.

Take steps to restrict attendance to individuals who are working on the Ukraine response, to increase the contextual relevance, and therefore usefulness, of discussions. Consider developing cohorts of participants who will engage in more in-depth learning journeys together.

Add new topics to the online facilitated offer:

- Humanitarian financing - What are the main funds, how to apply, what you can and can't include in budgets
- Ethical communications - What do we mean by ethical communications, planning, producing and disseminating, informed consent
- Resource management
- Cluster membership - What it means to be a cluster member, roles and expectations, benefits of membership, what it means to co-lead (draw on content from previous RedR projects with GNC and GWC)

Recommendation 2: Provide self-paced online alternatives

Provide online alternatives to the topics covered in the online facilitated offer by signposting to existing RedR e-modules and to relevant translated content available on other humanitarian learning platforms, such as Disaster Ready and the Ukraine Response Hub.

Explore making the RedR-designed Information Management e-modules available and signposting the most relevant modules for partners in the response.

Recommendation 3: Provide tailored support to local and national organisations

Secure funds to provide subsidised tailor-made support to support the organisational development of local and national organisations active in the response, to strengthen capacity to respond, access humanitarian funds, and enhance organisational sustainability through a combination of consultancy, coaching, mentoring and training.

Consider both support to individual organisations and collective approaches that bring together a number of organisations and can thereby strengthen networks and support coalition building.

Explore the possibility of replicating the Bridging the Gap project in Ukraine, to provide training, organisational development support, and grants for local organisations to put theory into practice, as well as coaching/mentoring to support these organisations in designing grant applications and throughout the project cycle.

Design and offer a strategic development workshop for local and national actors, ideally delivered in person to different organisations in a collaborative environment.

Use the design of the RedR UK Fully Integrated Security Management project as a basis to outline and discuss a more in-depth learning programme for key national partners working in the response.

Further explore interest in and feasibility of seconding RedR members and associate trainers into national and local organisations to fill specific capacity gaps on a short-term basis.

Recommendation 4: Invite local capacity into RedR activities

Continue to increase use of local trainers who can facilitate in relevant local languages. Continue to support the professional development and learning and development expertise of local trainers.

Engage local specialists as resource persons and/or trainers to:

- Share experience and examples of promising practices
- Brief international actors on the local context, including the big picture view of the response so far, key stakeholders, relevant government structures, systems and decision making structures
- Support contextualisation of content and case studies/examples.

Develop training design and delivery skills across the response by continuing to offer Training of Trainers, and on-demand coaching and mentoring support. Continue involving local, national and international actors, and include a focus on identifying learning needs and responding to these in session/course design.

Recommendation 5: Respond to requests for more in-person learning activities

Respond to the request for more in-person learning activities by following up on specific opportunities and leads identified during the LNA process:

- Further explore the potential for Cash training with the Cash Working Group and CaLP Network.
- Further discuss learning needs and potential RedR role with GBV Working Group and CP sub-cluster.
- Further discuss ToT for local actors and co-creation of learning materials with Age and Disability Working Group.

Recommendation 6: Develop tools to support local and national actors

Develop an online glossary and/or mobile app to demystify humanitarian terminology and acronyms.

Work with Abby Stoddard / Humanitarian Outcomes to develop:

- one-pager on how the international financing system works
- brief for local organisations on what they can expect of partnership with international organisations

Develop a toolkit to help local and national organisations work towards meeting due diligence requirements and accessing humanitarian funding. Complement the toolkit with live facilitated sessions that explain key issues, introduce specific tools, and allow for questions from toolkit users.

Recommendation 7: Support sectoral learning and improvement

Consider taking a leading role in supporting the collection of organisational and sectoral learning from the response, such as examples of good partnership approaches and programming examples, ensuring that both local/national and international perspectives are captured. Share these learnings widely through online events and dissemination activities that give space to local/national and international actors to share their perspectives.

Consider designing training and/or workshops that strengthen co-creation approaches, thereby upskilling actors of all types to work in more equitable and productive partnerships.

Facilitate a space for experience sharing and exchange between international actors on ways to empower local and national partners and prepare an exit strategy.

Facilitate a space for sharing and exchange between local and national actors on their experiences of working with international partners, to strengthen their ability to ask for what they need and advocate for themselves in partnership agreements.

Identify and highlight examples of capacity exchange and capacity sharing approaches and activities, in which local and national capacity is acknowledged, valued and transferred to international actors.

Recommendation 8: Initiate a dialogue on decolonising L&D

Draw on the existing dialogue and views of local and national actors in the response to initiate an interrogation of RedR's work and the decolonisation of learning and development. Facilitate discussion with other humanitarian training and learning providers on this topic.

Carefully review feedback received in the LNA process on this topic, and continue exploring this issue with local and national actors (in this context and others) to:

- Identify any good practices already in place
- Identify lessons and actions for RedR's internal use
- Identify broader lessons and actions and initiate discussion on how to take these forward.

Share lessons learnt with international actors who engage in capacity building or strengthening of partner organisations.

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Desk review, list of sources

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