PAKISTAN

LEARNING NEEDS ANALYSIS

SEPTEMBER 2022

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EXECUTIVE SUMMARY

As a result of the extensive flooring in Pakistan starting in June 2022, and the ensuing humanitarian crisis, **RedR UK conducted a Learning Needs Analysis (LNA)** to identify priority capacity building needs of those providing humanitarian assistance to people who are affected.

Data for the LNA was collected via an online survey that was circulated in English between 5 September and 23 September 2022. Nearly all respondents are based in Pakistan (90%). There is a fairly even representation of people working in manager positions or higher (35%) or officer/administrator level or lower (37%). Regardless of seniority, the majority of these respondents have at least 3 years of experience in the sector. The majority of respondents are based in non-governmental organisations (53%). Response rates for all questions in the surveys ranged from 64% to 100%.

The LNA provides an overview of capacity building needs of those who are providing humanitarian assistance to people affected by the flooding. The data provides insights into priority topics for learning programmes and into practical and logistic considerations for developing and delivering learning programmes. The findings presented in this report are not intended to be a definitive representation of all capacity building needs related to the response. The intention is to provide information to guide the development and delivery of a rapid capacity building response to support those who are providing assistance to those with humanitarian needs as a result of the flooding in Pakistan.

Some limitations in the data were noted. Firstly, the overall number of responses was small meaning that the results cannot be taken to be representative of all those responding to the humanitarian crisis. Secondly, since the surveys were circulated only in English, which particularly impacts findings in relation to preferred language of instruction. Finally, some stakeholder groups are under-represented in the findings and therefore their views are not well-captured. To mitigate these limitations, RedR UK is continuing to triangulate data gathered in the survey with data gathered on an ongoing basis from key contacts, cluster and coordination mechanisms, and secondary documentation.

SUMMARY OF MAIN FINDINGS

The survey included questions to gather information regarding the profile of respondents, as well as to ascertain:
- o Priority topics for learning programmes,
- o Practical and logistical considerations regarding access to learning programmes
- o Preferred language for learning,
- o Potential for further contact or follow up.

Priority topics
Topics that were selected as highest priority amongst respondents were:
- o Needs assessment (selected by more than 20 respondents as their 1st priority),
- o Resource mobilisation, monitoring and evaluation and project planning (selected by 10 or more respondents as their 1st priority)
- o Resource management, humanitarian principles and practice topics and shelter (selected by more than 10 respondents as either their 1st, 2nd or 3rd priority).

Practical and logistical considerations

Key findings related to practical and logistical considerations showed that:
- There was a preference amongst respondents for online learning over face-to-face delivery
- A similar proportion of respondents opted for either pre-recorded online presentation or live webinars as their preferred choice.
- The majority of respondents indicated they would be available for learning for two to three hours a week (53%) with sessions of one hour being preferred by most respondents (52%).
- The responses show that evening slots are the preferred option for attending instructor-led learning programmes (58%).

Preferred languages for learning

The preferred language for learning amongst respondents was English (74%), followed by Urdu (17%), Sindhi (7%) and Pashto (2%). No other languages were requested, however, since the survey were conducted in English the result is likely to be inherently biased and therefore cannot be interpreted to rule out the need for learning programmes in other languages.

Follow up

When asked about potential follow up, 46 respondents (62%) indicated they would like to be informed about RedR UK learning programmes. 44 respondents (62%) indicated they would be willing to be contacted if there were further questions and 46 respondents (28%) provided contact details. Contact details have been collated and retained for use within RedR UK only.

RECOMMENDATIONS

Based on the findings of the LNA the following actions are recommended:
- Launch a rapid capacity building response for organisations providing humanitarian assistance.
- Prioritise learning programmes tailored to the specific context on the following topics:
  - Needs assessment
  - Resource mobilization
  - Project Planning
  - Monitoring and evaluation
- The provision of learning should be done via the following modes (ranked in priority order):
  - Pre-recorded online presentations (which learners can download),
  - Live webinars (during which learners do not interact with trainer or peers but can submit questions and comments),
  - Self-paced online courses (short 30 to 60 min asynchronous online web-based modules),
  - Facilitated online courses (instructor-led online interactive sessions during which learners can acquire and practice new skills and knowledge, and receive immediate feedback from trainers and peers).
- Design synchronous and asynchronous learning opportunities that are up to an hour in duration. Live-sessions could be scheduled to run on a weekly basis in the first instance, followed by fortnightly if the number of attendees begins to reduce.
- Provide sessions at a variety of times during the day with the majority scheduled during the evening in the first instance to maximise the number of people able to attend

- o Learning materials and instructor-led sessions should be designed and delivered in English in the first instance with ongoing efforts to collect information on any additional language needs.
- o Continue to gather information about capacity building needs from a range of sources and use the information to refine the learning offer over time, and to reflect changing needs as the situation evolves.

INTRODUCTION

1.1 BACKGROUND

Pakistan has experienced severe monsoon weather since June 2022. This has caused widespread flooding and landslides, with serious repercussions for human lives, property and infrastructure. More than 1.2 million houses have been damaged and over 805,000 houses have been destroyed across the country as of 23 September 2022, according to the National Disaster Management Authority (NDMA), while over 1,600 deaths and more than 12,800 injuries were recorded since mid-June, including 579 children killed and over 4,000 children injured.

Some 7.9 million people are reportedly displaced due to the heavy rains and floods, including some 598,000 people who are living in relief camps, according to reports by the respective Provincial Disaster Management Authority (PDMA) of the affected provinces.[1].

The Government of Pakistan is leading the response, supported by the UN and humanitarian partners. Several funding appeals have been launched globally, and resources have been mobilised across several countries, including the US, the European Union and the UK. The highest priority areas are currently food, shelter and WASH. The most vulnerable people affected by the floods and therefore prioritized for assistance include: newly displaced people, people living in poor shelter conditions, people who have lost their income or livelihood, such as farmers and laborers, female-headed households, persons with disabilities and refugees residing in flood-affected areas.[2]

Government-led assessments supported by the UN and NGOs are being conducted in the affected provinces and regions with results expected in the coming weeks. UN agencies together with humanitarian partners are supporting the Government and have scaled up assistance in the areas of food, medicines, health, water, sanitation, and essential supplies and non-food items.

Initial reports of outbreaks of vector-borne and water- borne diseases have been received from parts of Balochistan and Sindh. Pregnant and lactating women (PLW) and children under age five represent the most vulnerable at-risk groups, with estimates indicating that at least 83,000 flood-affected women are pregnant and due to give birth in the coming months. Assessments indicate that some 1,460 health facilities and their contents are damaged[3].

RedR UK conducted a Learning Needs Analysis (LNA) to identify priority capacity building needs of those providing humanitarian assistance to people who are affected by the flooding. This report outlines the main findings of the LNA and identifies key recommendations for capacity building.

1.2 METHODOLOGY

RedR UK commenced a process of gathering information about the humanitarian impact of the flooding on affected populations and about the capacity building needs of those responding. This data collection took the form of an online survey. The survey was circulated in English from 5

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[1] Weekly Regional Humanitarian Snapshot (13 - 19 September 2022)
[2] Pakistan 2022 Floods Response Plan: 01 Sep 2022 - 28 Feb 2023 (Issued 30 Aug 2022)
[3] Pakistan: 2022 Monsoon Floods - Situation Report No. 7 (As of 23 September 2022)

September to 23 September 2022. The survey links were circulated widely by RedR UK via social media and through in-country based partners.

By 23 September 2022, the survey had received 74 responses. This data set was then collated, cleaned, and analysed. Where possible, the analysis examined connections across the data, seeking correlations between answers. For example, whether there were significant similarities in responses based on respondents' sector or level of experience. Disaggregated data have been presented in this report when significant differences were found.

This report contains three main sections. Section 1, the introduction, provides an overview of the situation, the methodology, an overview of responses to the survey, a summary of main findings and a discussion of the limitations of the data. Section 2 provides a detailed discussion of findings supported by data tables which can be found in Annex 1. Section 3 presents the conclusion and recommendations. Contact information of respondents has been collated into Annex 2 which is for circulation within RedR UK only.

1.3   OVERVIEW OF RESPONSES TO THE SURVEY

A total of 74 people completed the survey. 66 respondents were based in Pakistan (representing 90% of total respondents). Of the remaining seven respondents, one was based in each of the following countries: the US, Sudan, Qatar, Singapore, Switzerland, Somalia and Senegal. A table of which city/town respondents in Pakistan are based in is shared in the annexes. The highest concentration of respondents is based in Islamabad (24%), followed by Karachi (8%) and Hyderabad (6%).

The majority of respondents (53%) were working in non-governmental organisations (NGOs). There is a fairly even representation of people working in manager positions or higher (senior manager, director) (35%) or officer/administrator level or lower (interns/volunteers) (37%). 66% of all respondents have more than five years of experience in the humanitarian sector.

The response rates for all questions ranged from 64% to 100%. Questions on priority topics had response rates of 96% to 97%, questions on practical and logistical considerations for learning programmes had response rates of 64% to 81%, and the question on language had a response rate of 73%. Data on response rates for each question are included in Section 2 and with data tables in Annex 1.

1.4 LIMITATIONS

The overall number of respondents to the survey provides a relatively small sample for the results to be considered representative of all those who are responding to humanitarian needs of people affected by the flooding in Pakistan. Therefore, the findings presented in this report are not intended to be a definitive representation of all capacity building needs related to the response.

The survey contained a level of inherent bias in that it was circulated in just English. This limitation has a particular impact with regard to identifying appropriate languages for learning: the preference for learning programmes in English which emerged can be taken as indication of need for learning programmes in these languages but cannot be taken as evidence that learning programmes are not required in other languages.

Although efforts were made to reach a wide range of stakeholder groups, with the survey being circulated via multiple channels, the majority of respondents (53%) were from NGOs. The perspectives of other types of organisations and stakeholders are therefore under-represented in the LNA.

To mitigate these limitations, RedR UK is continuing to triangulate data gathered in the survey with data gathered on an ongoing basis from key contacts, cluster and coordination mechanisms, and secondary documentation. Information will be gathered from learning programme participants too in end of module evaluations once we launch the learning programme.

FINDINGS

The findings extracted from the data are presented in this section. Detailed data tables in support of the findings can be found in Annex 1.

The survey contained 17 questions. This included questions on the following:

- **The profile of respondents** – this section included five questions which aimed to understand the profile of respondents to support interpretation of their responses,
- **Priority thematic areas for learning programmes** – this section included three questions which asked respondents to rank thematic areas for learning programmes in priority order,
- **Practical and logistical considerations regarding access to learning programmes** – this section included four questions which asked respondents about their learning preferences and constraints in terms of delivery mode, access issues and timing,
- **Preferred language of instruction** – this section included one question about the preferred language of instruction for respondents,
- **Additional comments on accessibility** – this section provided an open-ended opportunity for additional comments on accessing learning programmes,
- **Potential follow up with respondents** – this section included three questions on whether respondents would be willing to be contacted and requesting contact information.

Analysis of findings for each section is presented below.

2.1 RESPONDENT PROFILES

Questions one to five of the survey asked respondents about their current situation. Respondents were asked about the type of organisation they were working for, their current career level, their level of experience in the humanitarian sector, their current location and their sector of work. The purpose of this section was to gain an overview of the profile of those who were responding in order to support interpretation of the survey findings as well as to identify any trends linked to specific characteristics of respondents. A similar proportion of respondents work at the manager level or higher (35%) or officer/administrator level or lower (interns/volunteers) (37%). The majority of respondents (53%) work for non-governmental organisations (NGOs).

> **Profile of respondents**
>
> - Nearly all respondents are based in Pakistan (90%). Of the remaining 10%, one responder is based in the US, Sudan, Qatar, Singapore, Switzerland, Somalia and Senegal.
> - The majority of respondents (53%) work for NGOs. 15% work in the private sector and 11% in faith-based organisations. The remaining 22% work in the United Nations, government, Red Cross/ Red Crescent and academic institutions.
> - There is a fairly even representation of people working in manager positions or higher (35%) or officer/administrator level or lower (interns/volunteers) (37%).
> - Regardless of seniority, the majority of these respondents have at least 3 years of experience in the sector.
> - Only 8% of responders have less than a year of experience in the sector.

Type of organisation

Respondents were asked which type of organisation they were working for. All respondents answered this question.

The majority (53%) indicated that they were working for NGOs. The private sector accounted for 15% of respondents and 11% work in faith-based organisations. The remaining 22% work in the United Nations, government, Red Cross/Red Crescent and academic institutions.
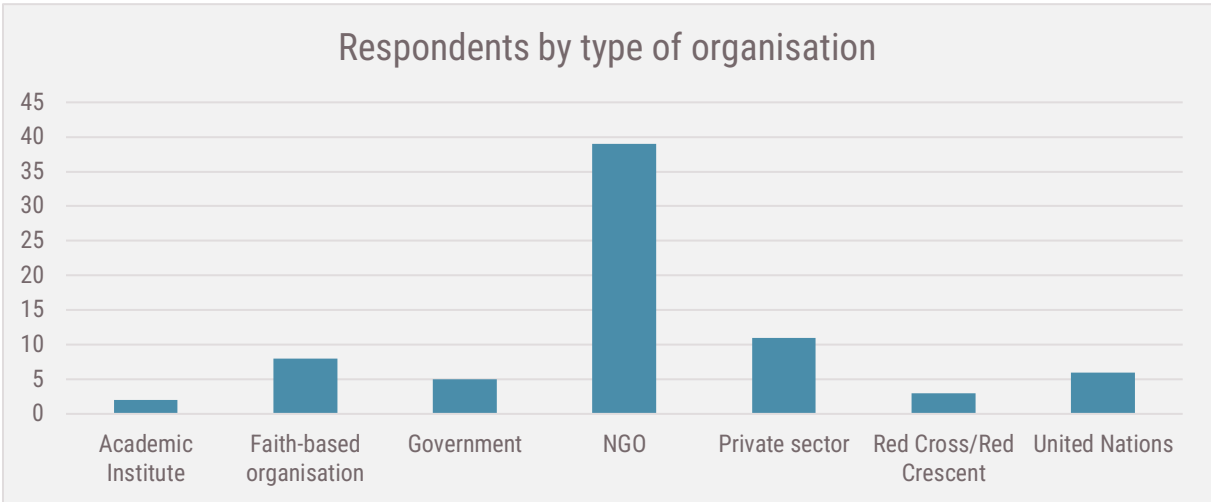
Figure 1 Respondent by type of organisation

Career level and Years of experience

Respondents were asked which career level best described their current role and how long they had been working in the humanitarian sector. All respondents answered both questions. There is a fairly even representation of people working in manager positions or higher (35%) or officer/administrator level or lower (interns/volunteers) (37%). It is worth noting that regardless of position, the majority of these respondents have at least 3 years of experience in the sector. Board/trustee members and consultants/technical advisers both account for 8% of responses. The remaining 23% of respondents selected 'other' as their career level. Their answers include team leader, student, executive director, teacher, vice president, district health communication support officer, monitoring and evaluation.

The majority of respondents (66%) indicated that they had over five years of experience. Only 8% of responders have less than a year of experience in the sector. Of these, 1 respondent had less than one month's experience.
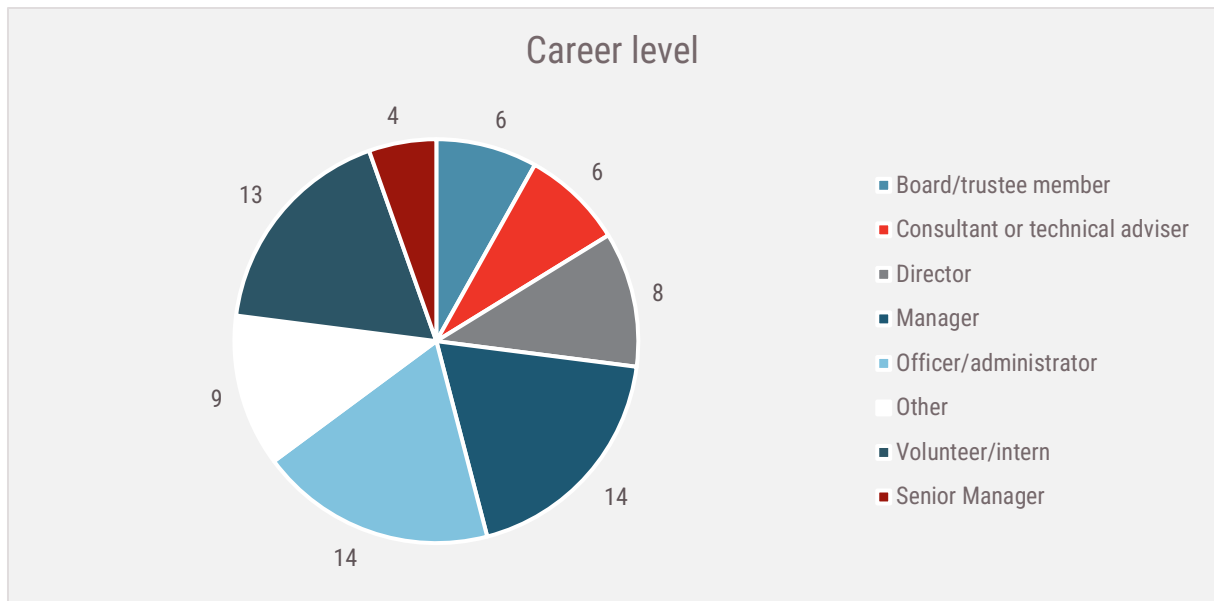
Career level

Figure 2 Career level of respondents

Years of experience
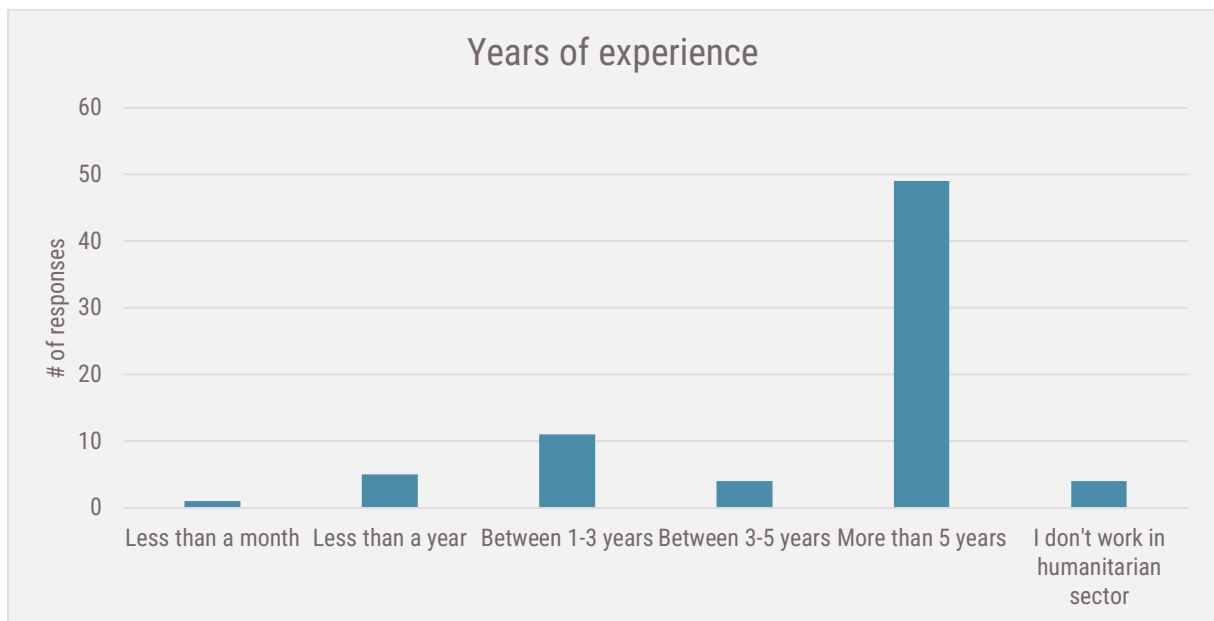
Figure 3 Years of experience of respondents

Sector

Respondents were asked which sector they currently work in. 62 respondents answered this question. Education is the most highly represented sector, accounting for 21% of response, followed by camp coordination and camp management (18%). Only one respondent works in Protection.

23% of respondents selected 'other', their answers include rescue, monitoring, evaluation, accountability and learning (MEAL), information management, rehabilitation and reconstruction, capacity building, project management, security, disaster risk reduction (DRR).
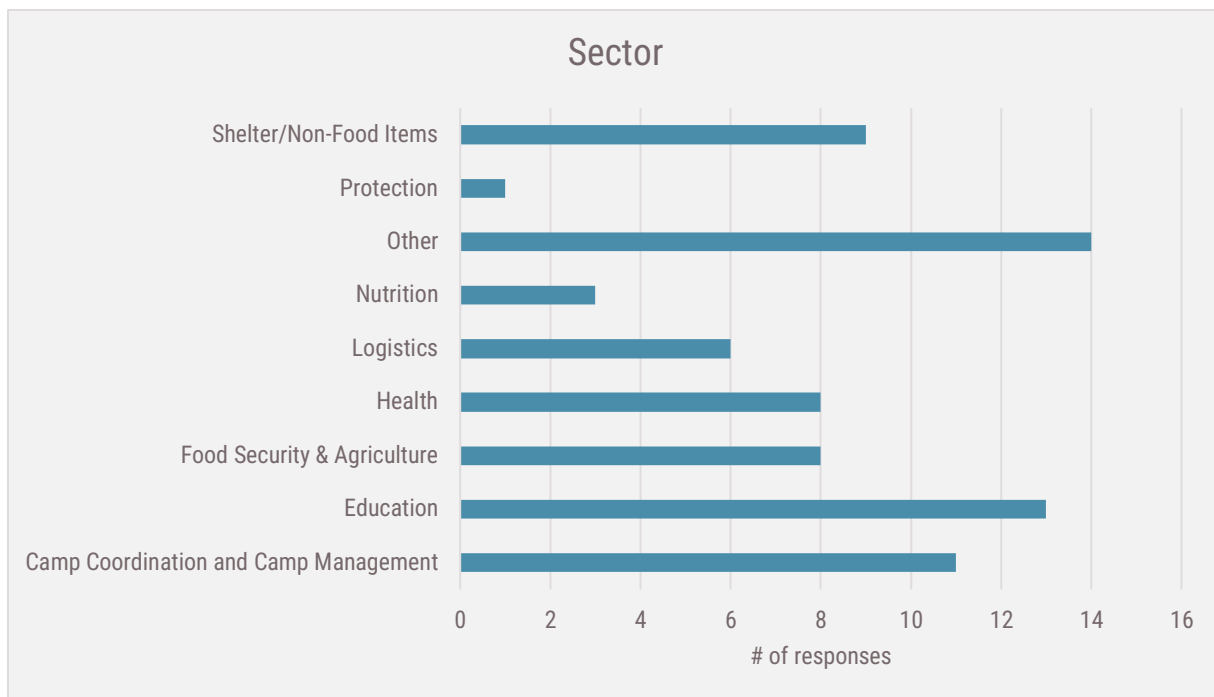
Figure 4 Sector in which respondents currently work

Current location

Respondents were asked about their current location. Out of a total of 74 respondents, 73 people answered this question. Respondents were based in 8 countries with the vast majority in Pakistan (90%). Of the remaining 10%, there is one responder based in the US, Sudan, Qatar, Singapore, Switzerland, Somalia and Senegal. It is not known whether their current role is directly linked to the Pakistan humanitarian flood response.
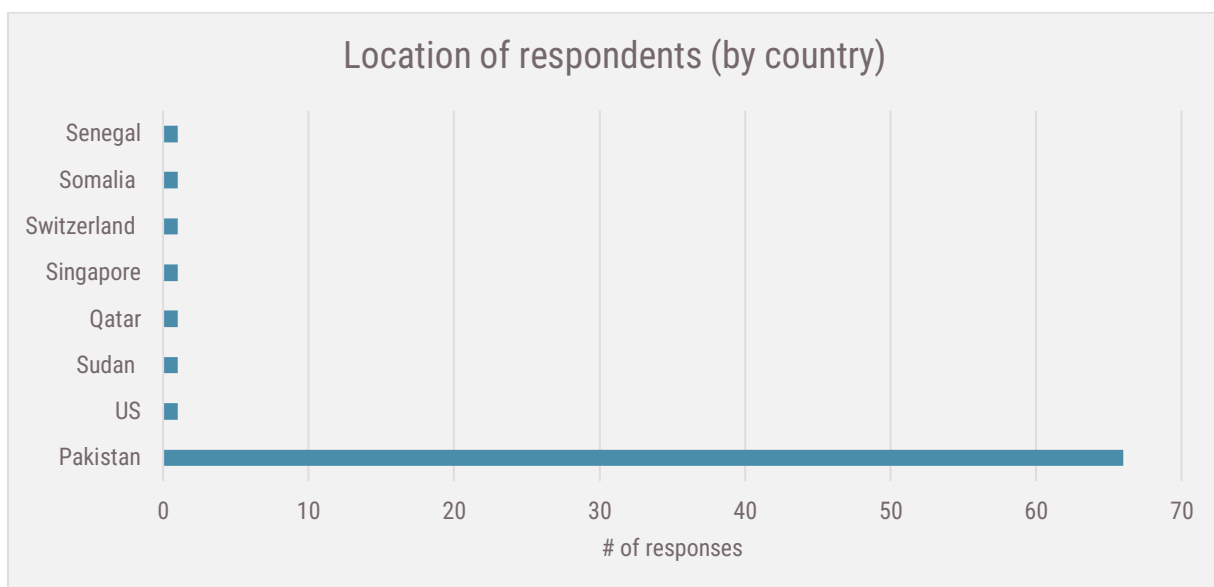
Figure 5 Location of respondents by country

64 of the 66 respondents in Pakistan also indicated in which city, town or rural region they were based. 24% are based in Islamabad, 8% in Karachi (Sindh province) and 7% in Hyderabad (Sindh Province) 5% in Rawalpindi and 3% in Lahore (Punjab province), Larkana (Sindh Province), Dadu (Sindh Province), Shahdadkok (Sindh Province), Peshawar (Khyber Pakhtunkhwa Province**)** and

Quetta (Balocistan Province) respectively. The remaining respondents are based across 24 different cities, towns or rural regions. A full list can be found in Annex 1.
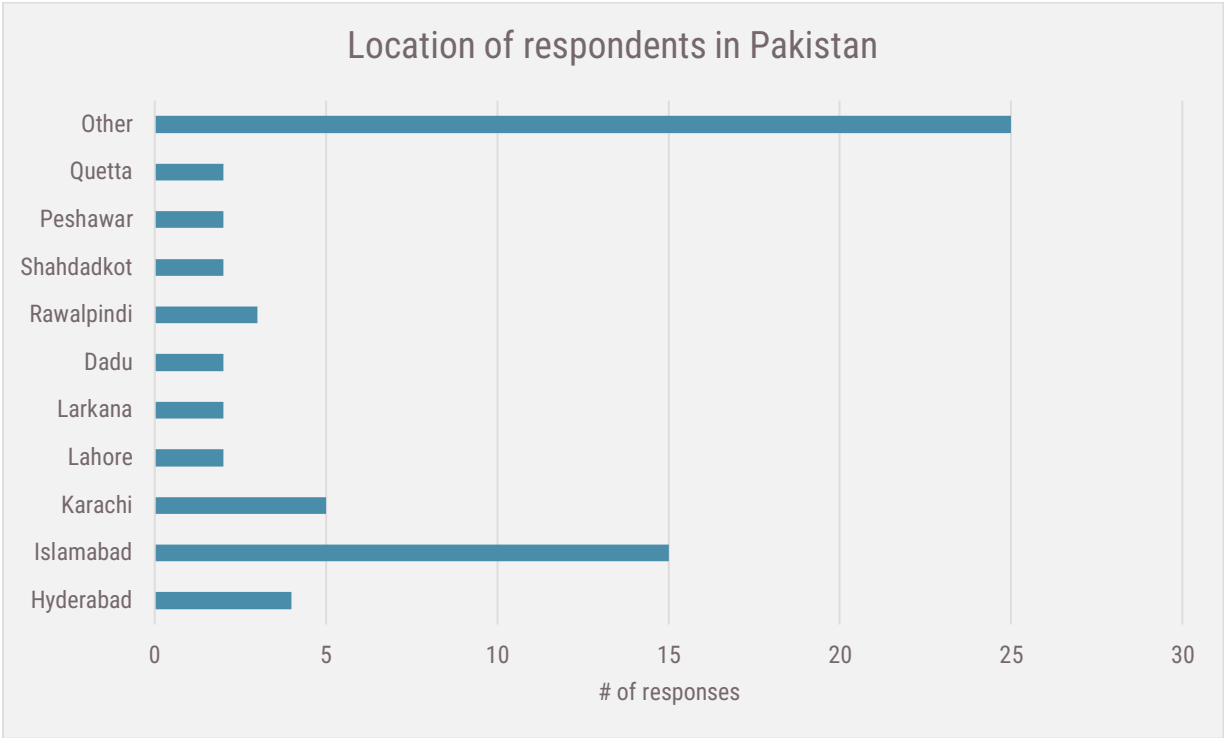
Figure 6 Location of respondents by city, town or rural region

2.2 THEMATIC AREAS

Respondents were asked to identify topics which were the most relevant or urgent areas for capacity building for themselves and their teams. Respondents were given a list of 17 topics to choose from and were given the opportunity to add any topics which were not on the list and to offer more detail on some of the pre-determined topics. The purpose of these questions was to identify what topics or themes were priority areas for learning programmes.

> **Summary of key findings:**
>
> - From the topics presented, the highest priority area (selected by >20 respondents as their 1st choice) is needs assessment.
> - Priority areas (selected by 10 or more respondents as their 1st choice) included: resource mobilisation, monitoring and evaluation and project planning.
> - Other priority areas (selected by >10 respondents as either their 1st, 2nd or 3rd choice) included: resource management, humanitarian principles and practice topics and shelter.

Topics

72 out of 74 respondents answered the questions about their priority topics for learning. The table below shows the number of respondents who selected each topic as their first, second and third choices. The list of topics below is organised in order of combined priority.

Table 1 List of topics selected as priority learning areas by respondents

	1st Choice	2nd choice	3rd choice	Total
Needs assessment	21	12	5	38
Resource mobilization	10	8	6	24
Project Planning	11	6	5	22
Monitoring and evaluation	10	4	8	22
Resource management	4	10	7	21
Humanitarian Principles and Practice topics	3	6	4	13
Shelter	2	5	6	13
Coordination	1	0	8	9
First Aid	2	2	4	8
WASH	2	5	1	8
Personal safety and security	2	4	0	6
Accountability	0	4	2	6
Cash management	1	0	4	5
Mental health	0	2	3	5
Protection topics	0	2	3	5
Security Management	0	1	4	5
Logistics	3	0	1	4
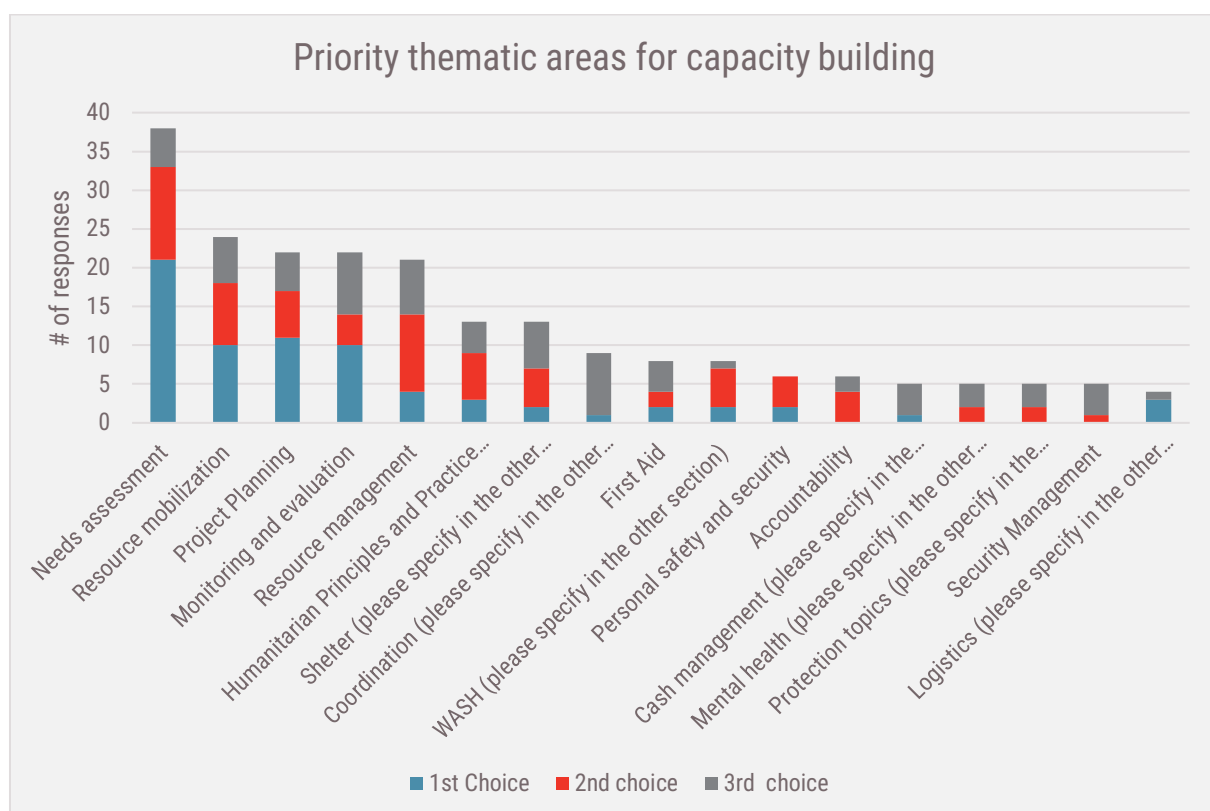
*Figure 7 Priority thematic areas for capacity building*

In addition, respondents were given the opportunity to provide additional detail on selected topics: Humanitarian Principles and Practice, Shelter, Coordination, WASH, Cash management, Mental health, Protection and Logistics, or to provide details on priority topics not listed.

For the purpose of analysis these answers have been grouped into five categories:
- o Humanitarian programming
- o Protection and accountability
- o Humanitarian systems, structures and principles
- o Personal safety, security and wellbeing including mental health
- o Other topics

Details are presented in the table below.

Table 2 List of other priority topics grouped by theme

Theme/ and topics	# of responses	Sub-Themes/ further details
Humanitarian programming		
Needs assessment	4	Emergency Food Security Assessments, Rapid Needs Assessment, Proposal writing.
Project cycle management	5	Project Planning, Monitoring and evaluation Project cycle management in emergency settings Project execution and management.
Other aspects of humanitarian programming	3	Data collection in emergencies
Humanitarian systems, structures and principles		
Coordination	4	Coordination between CO, HQ and Host Government
Clusters	1	
Participatory and community-led approaches	1	
Protection and accountability		
Safeguarding	1	
Protection	2	
Personal safety, security and wellbeing including mental health		
Mental health and Psychosocial support (MHPSS) and wellbeing	1	Stress, hopelessness, fear, low confidence, self-discipline
Other topics		
Cash transfer programming	3	Cash based transfers using technology
Health	3	Child health, medical supplies
Agriculture	3	Reinstating destroyed agriculture
Resource mobilisation	2	
Shelter	2	
Flood defences	2	
Rehabilitation and recovery	2	
Resource management	1	

Logistics	1	
Rescue	1	
DRR	1	

2.3 PRACTICAL AND LOGISTICAL CONSIDERATIONS

Respondents were asked questions about practical and logistical considerations related to delivery modes and scheduling. Respondents were asked about their preferred delivery mode, how much time they would have available for participating in learning programmes per week and per day, and what times of the day would be most suitable for attending instructor-led learning sessions. The purpose of these questions was to identify ways to ensure learning programmes are as accessible as possible for learners.

Summary of key findings:

- There was a preference amongst respondents for online learning over face-to-face delivery.
- Pre-recorded online presentation and webinars are given almost equal weighting.
- Overall there is a slight preference for asynchronous events (self-paced or pre-recorded webinars) over synchronous events (live webinars, facilitated online course). There was limited interest in coaching or mentoring
- The majority of respondents indicated they would be available for learning for two to three hours a week (53% of respondents) with sessions of one hour being preferred by most respondents (52%).
- The responses show that evening slots are the preferred options for the majority of respondents for instructor-led learning programmes (58%).

Delivery mode

Respondents were asked which was the most appropriate delivery mode for them and their teams. They were asked to rank delivery modes in order of preference. 60 people answered this question.

To ensure clarity of terms each delivery mode was described as follows:
- **Webinars** - online live presentations during which learners do not interact with trainer or peers but can submit questions and comments,
- **Pre-recorded online presentations** which learners can download,
- **Self-paced online courses** - short 30 to 60 min asynchronous online web-based modules,
- **Facilitated online courses -** instructor-led online interactive sessions during which learners can acquire and practice new skills and knowledge, and receive immediate feedback from trainers and peers,
- **Blended learning** - a learning programme comprising live online instructor-led sessions and self-paced modules,
- **In person interactive training** - delivered by trainers face-to-face during which learners can acquire and practice new skills and knowledge, and receive immediate feedback from trainers and peers,

- On the job coaching - RedR UK definition of coaching - delivered by someone using listening and questioning skills to help the other to develop awareness of what they are doing and take responsibility for their actions. Focuses on building independent thinking and action,
- On the job mentoring - RedR UK definition of mentoring-a relationship in which a more experienced or knowledgeable person guides a less experienced or less knowledgeable person.

To analyse the data, responses were assigned a value (i.e., those ranked as being the highest preference were given a value of eight, those ranked second were given a value of seven and so on). Values were then combined to create a weighted rating which was used to put the eight delivery modes into order of preference for respondents. The pie chart below shows the delivery modes in order of preference based on the weighted ratings.
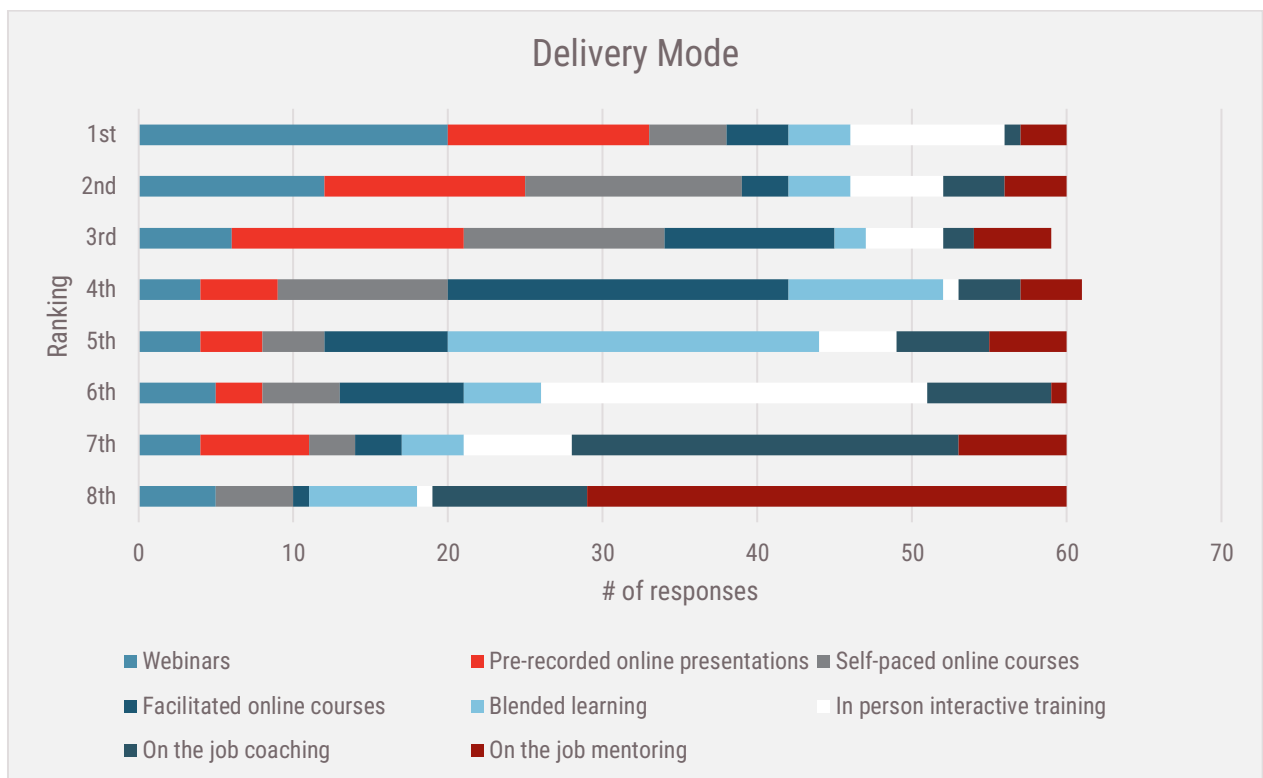
Figure 8 Preferred mode of delivery

The results show a preference for online learning over face-to-face delivery, this includes webinars, pre-recorded presentations, self-paced courses and facilitated online courses. The two most popular modes were pre-recorded online presentation and live webinars. These were given almost equal weighting with a slight preference for pre-recording presentations. There is also a slight preference for asynchronous events (self-paced or pre-recorded webinars) over synchronous events (live webinars, facilitated online course). There was limited interest in coaching or mentoring.

Time available for learning

Respondents were asked how much time they had available for learning per week and per day. 60 people responded to the question about availability per week and 46 responded to the question about availability per day.

The majority of respondents (53%) indicated that they had 2-3 hours per week available. 13% are able to commit between 4-5 hours per week. One respondent selected 'other' and indicated that they would be available for 6-8 hours per week.
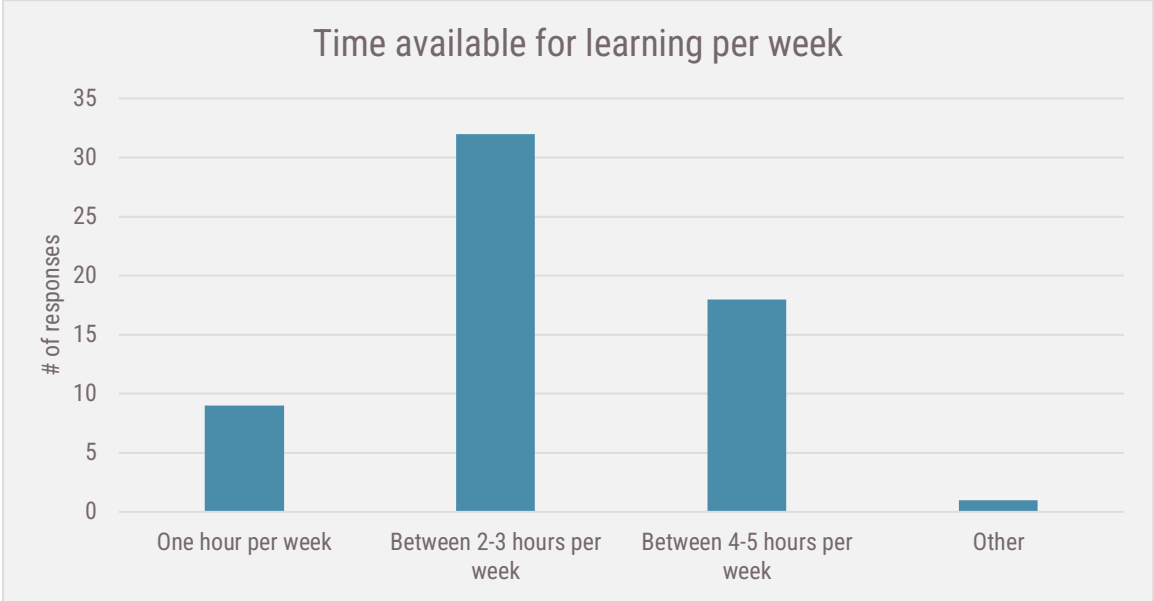
Figure 9 Time available for learning per week

The majority of respondents (52%) indicated that they would have an hour available per day. 33% were only able to commit to 30 minutes per day and 15% have less than 30 minutes per day.

Figure 10 Time available for learning per day

Preferred time of day for instructor-led training

Respondents were asked to select the best time for instructor-led training. 54 out of 74 respondents answered this question.

Options were offered for four periods during the day as well as an option for 'any time of the day'. Totals were adjusted during analysis (so that responses indicating 'any time' were added to each time slot) in order to identify the total number of respondents for whom each time period would be suitable. The initial responses and adjusted responses are shown in the table below. One respondent selected 'other' and indicated 'Night time' as their preferred time.

Table 3 Preferred time of day for instructor-led training

Time of day	Total # of responses	Adjusted responses	
		# of responses	% of total
Morning	10	17	27%
Afternoon	7	9	14%
Evening	30	37	58%
Any time of day	7	n/a	n/a
Other (please specify)	1	1	

The following chart shows the adjusted responses.
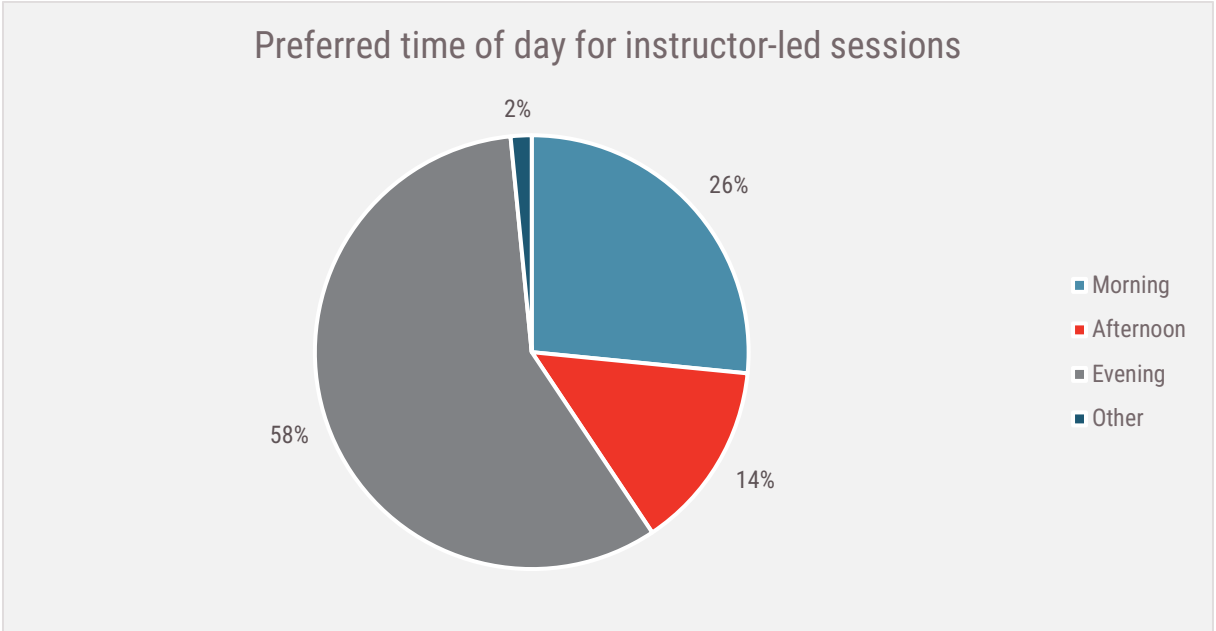
Figure 11 Preferred time of day for instructor-led training

The responses show that most respondents would prefer instructor-led sessions run in the evening (58% of respondents) followed by sessions run in the mornings (26% of respondents).

2.4 PREFERRED LANGUAGE

Respondents were asked their preferred language for learning. Six options were given (English, Urdu, Punjabi, Pashto, Sindhi and Saraiki) and the opportunity to add additional languages if relevant. The purpose of this question was to identify the preferred language options of learners so that learning programmes can be delivered in languages appropriate for the target learners.

Summary of key findings:

- English is the preferred language amongst respondents (74% of all respondents), followed by Urdu (17%), Sindhi (7%) and Pashto (2%).
- No other languages were requested.
- Since the surveys were conducted in English the result cannot be interpreted to rule out the need for learning programmes in other languages.

Preferred language of instruction

54 out of 74 respondents answered this question. English was the preferred language for learning. This was selected by 74% of all respondents. Urdu was selected as a preferred language by 17% of respondents and Sindhi by 7%. One respondent selected Pashto as their preferred language. No other languages were selected.
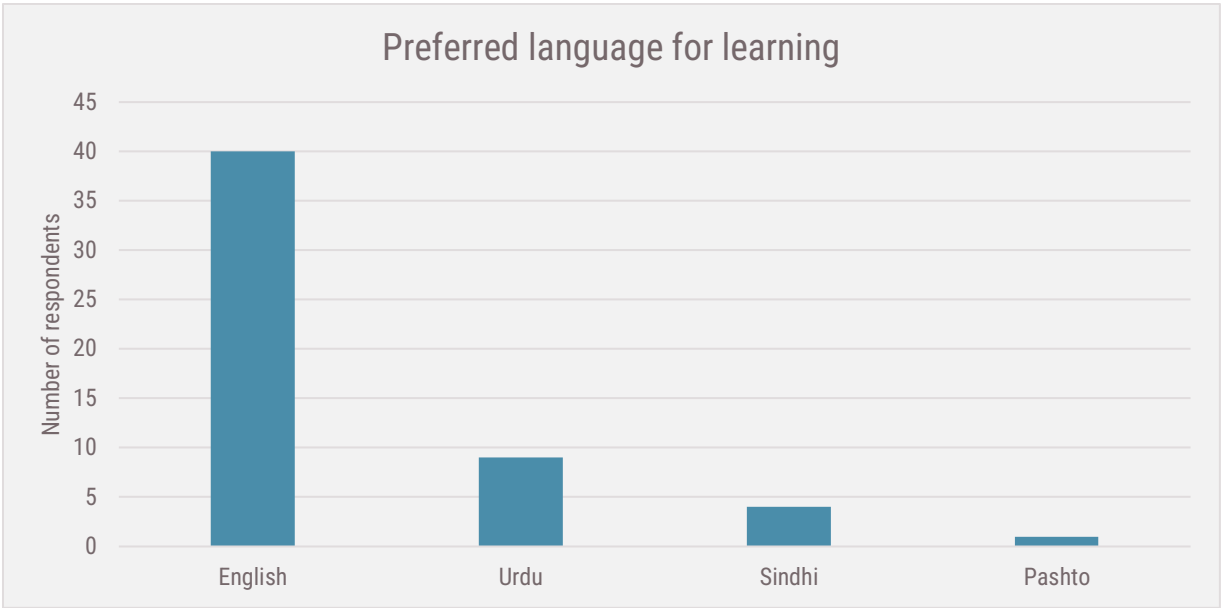
Figure 12Preferred language for learning

The data suggests that learning programmes in English would reach a large proportion of the people who are currently responding to the crisis (74% of respondents).

Since the survey was conducted in English, there is an inherent bias in this question that will favour this language being selected as a preferred language for learning. Therefore, the result cannot be interpreted to rule out the need for learning programmes in other languages.

2.5 ADDITIONAL COMMENTS

Respondents were asked if they had any additional barriers to participation in learning programmes or comments on how to ensure that learning programmes were accessible to all. The purpose of this question was to provide an open-ended opportunity for participants to make any additional comments related to accessibility of learning programmes.

28 respondents answered this question. 16 of these reported no additional barriers. Amongst the remaining 12 answers, two themes were touched on in the responses:

Accessibility: One of the respondents noted connectivity issues with online training. Another respondent requested training be delivered via What's App. One respondent indicated that face-to-face training would not be accessible for them. One respondent indicated that having to pay for courses would be a barrier.

Timing: One respondent noted that due to the current emergency response, live training would be best scheduled for 2100 hrs PST. One of the respondents requested that training is conducted on Saturdays and Sundays.

Other responses: One respondent requested training on supply chain management and one on data collection. One respondent requested that learning programmes are available in both English and Urdu.

2.6 FOLLOW UP

The final three questions of the survey were related to follow-up with respondents. Respondents were asked whether they would like to be informed about RedR UK learning programmes and whether RedR UK could contact the respondent if there were follow-up questions. Respondents replying positively to either question were asked to leave their contact details.

- o 46 respondents (62%) indicated they would like to be informed about RedR UK learning programmes.
- o 44 respondents (59%) indicated they would be willing to be contacted if there were further questions.
- o 46 respondents (62%) provided contact details for follow up.

Names and contact details related to this question are contained in a separate document for RedR UK use.

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 CONCLUSIONS

This LNA, conducted in the immediate aftermath of the current flooding in Pakistan, provides an overview of capacity building needs of those who are providing humanitarian assistance to people affected by the crisis. The data provides insights into priority thematic areas for learning programmes and into practical and logistic considerations for developing and delivering learning programmes.

The findings presented in the LNA are not intended to be a definitive representation of all capacity building needs related to the response. The intention is to provide information to guide the development and delivery of a rapid capacity building response to support those who are providing assistance to those with humanitarian needs as a result of the flooding in Pakistan.

3.2 RECOMMENDATIONS

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

- Launch a rapid capacity building response for organisations providing humanitarian assistance.
- Prioritise learning programmes tailored to the specific context on the following topics:
  - Needs assessment
  - Resource mobilization
  - Project Planning
  - Monitoring and evaluation
- The provision of learning should be done via the following modes (ranked in priority order):
  - Pre-recorded online presentations (which learners can download)
  - Live webinars (during which learners do not interact with trainer or peers but can submit questions and comments)
  - Self-paced online courses (short 30 to 60 min asynchronous online web-based modules)
  - Facilitated online courses (instructor-led online interactive sessions during which learners can acquire and practice new skills and knowledge, and receive immediate feedback from trainers and peers)
- Design synchronous and asynchronous learning opportunities that are up to an hour in duration. Live-sessions could be scheduled to run on a weekly basis in the first instance, followed by fortnightly if the number of attendees begins to reduce.
- Provide sessions at a variety of times during the day with the majority scheduled during the evening in the first instance to maximise the number of people able to attend
- Learning materials and instructor-led sessions should be designed and delivered in English. Consideration should be given for providing some key learning materials in Urdu.
- Continue to gather information about capacity building needs from a range of sources and use the information to refine the learning offer over time, and to reflect changing needs as the situation evolves.

Annex 1: Full data tables

Note: the columns showing percentages are rounded to the nearest figure.

Q1: How would you describe the organisation you are working for?

Table 4 Q1 How would you describe the organisation you work for?

Type of Organisation	# of responses	% of responses
Academic Institute	2	57%
Faith-based organisation	8	11%
Administration	5	7%
NGO	39	53%
Private sector	11	15%
Red Cross/Red Crescent	3	4%
United Nations	6	8%
Total responses	**74**	**100%**
Skipped	**0**	**0%**

Q2: How long have you been working in humanitarian sector?

Table 5 Q2: How long have you been working in humanitarian sector?

Length of time	# of responses	% of responses
Less than a month	1	1%
Less than a year	5	7%
Between 1-3 years	11	15%
Between 3-5 years	4	5%
More than 5 years	49	66%
I don't work in humanitarian sector	4	5%
Total responses	**74**	**100%**
Skipped	**0**	**0%**

Q3: Where are you based?

Table 6 Q3: Where are you based (country)?

Where are you based? (Country)	# of responses	% of responses
Pakistan	66	90%
US	1	1%
Sudan	1	1%
Qatar	1	1%
Singapore	1	1%
Switzerland	1	1%
Somalia	1	1%
Senegal	1	1%
Total responses	**73**	**100%**
Skipped	**1**	**1%**

Table 7 Q3: Where are you based (city, town or rural region)?

Where are you based? (City, town or rural region)	# of responses	% of responses
Alipur	1	2%
Badin	1	2%
Bagh AJK	1	2%
Bahrain	1	2%
Chak. No. 133/16-L MianChannu	1	2%
D I khan	1	2%
Dadu	2	3%
Dera murad jamali	1	2%
District Khyber/ Peshawar	1	2%
Gambat	1	2%
Handakha	1	2%
Hayat Pitafi	1	2%
Hunza	1	2%
Hyderabad	4	6.%
Islamabad	15	23%
Kamber Shahdadkot	1	2%
Karachi	5	8%
Khairpur	1	2%
Khuzdar	1	2%
Lahore	2	3.%
Larkana	2	3%
Mandi Bahauddin	1	2%
Mansehra	1	2%
Mehar District Dadu	1	2%
Muzaffarabad	1	2%
Naushahro Feroze Sindh	1	2%
Okara	1	2%
Peshawar	2	3%
Quetta	2	3%
Rawalpindi	3	5%
Sehwan	1	2%
Shahdadkot	2	3%
Swat kpk	1	2%
Thatta	1	2%
Umerkot	1	2%
Total responses	64	86%
Skipped	10	14%

Q4 How would you describe your role?

Table 8 Q4 How would you describe your role?

Role type	# of responses	% of responses

Board/trustee member	6	8%
Consultant or technical adviser	6	8%
Director	8	11%
Manager	14	19%
Officer/administrator	14	19%
Other	9	12%
Volunteer/intern	13	18%
Senior Manager	4	5%
Total responses	74	100%
Skipped	0	0%

Q5 In your role, what sector do you currently work in?

Table 9 Q5 In your role, what sector do you currently work in?

Sector	# of responses	% of responses
Camp Coordination and Camp Management	11	18%
Education	13	21%
Food Security & Agriculture	8	13%
Health	8	13%
Logistics	6	10%
Nutrition	3	21%
Other	14	23%
Protection	1	2%
Shelter/Non-Food Items	9	15%
Total responses	62	84%
Skipped	12	16%

Q6-8 If RedR were to offer a learning programme to improve your capacity to respond to the floods in Pakistan, which topics do you think are most relevant or urgent for you and your teams?

Table 10 Q6-8 If RedR were to offer a learning programme to improve your capacity to respond to the floods in Pakistan, which topics do you think are most relevant or urgent for you and your teams?

	# of responses			
Topic	1st Choice	2nd choice	3rd choice	Total
Needs assessment	21	12	5	38
Resource mobilization	10	8	6	24
Project Planning	11	6	5	22
Monitoring and evaluation	10	4	8	22
Resource management	4	10	7	21
Humanitarian Principles and Practice topics (please specify in the other section)	3	6	4	13
Shelter (please specify in the other section)	2	5	6	13

Coordination (please specify in the other section)	1	0	8	9
First Aid	2	2	4	8
WASH (please specify in the other section)	2	5	1	8
Personal safety and security	2	4	0	6
Accountability	0	4	2	6
Cash management (please specify in the other section)	1	0	4	5
Mental health (please specify in the other section)	0	2	3	5
Protection topics (please specify in the other section)	0	2	3	5
Security Management	0	1	4	5
Logistics (please specify in the other section)	3	0	1	4

Q9 Based on your daily routine and environment, which would be the most appropriate delivery mode for you and your teams? (Please rank in order of priority/preference, 1st being highest preference and 9th lowest preference).

Table 11 Q9 Based on your daily routine and environment, which would be the most appropriate delivery mode for you and your teams?

Delivery mode	Total score	% of total score
Pre-recorded online presentations	349	16%
Webinars	345	16%
Self-paced online courses	313	14%
Facilitated online courses	292	14%
Blended learning	248	11%
In person interactive training	267	12%
On the job coaching	176	8%
On the job mentoring	170	8%

Respondents who answered this question ranked 8 delivery modes into order of preference. To compare the responses, values were assigned to each ranking such that the priority choice was assigned the value 8, the second was assigned the value of 7 and so on. These were totalled in order to put the delivery modes into order of preference (see 'total score' column in the table above). The total scores were used to calculate the % of the total score that each delivery mode received (see column above '% of total score').

Q10 How many hours per week can you allocate for learning?

Table 12 Q10 How many hours per week can you allocate for learning?

Number of hours per week	# of responses	% of responses
One hour per week	9	15%
Between 2-3 hours per week	32	53%
Between 4-5 hours per week	18	30%
Other	1	2%
Total responses	60	81%

Skipped	14	19%

Q11 How many hours per day can you allocate to learning?

Table 13 Q11 How many hours per day can you allocate to learning?

Number of hours per day	# of responses	% of responses
Less than 30 minutes per day	7	15%
30 minutes per day	15	33%
60 minutes per day	24	52%
Total responses	46	62%
Skipped	28	38%

Q12 What time of day suits you the best for instructor-led training?

Table 14 Q12 What time of day suits you the best for instructor-led training?

What time of day suits you the best for instructor-led training?	# of responses	% of responses
Morning	10	18%
Afternoon	7	13%
Evening	30	55%
Any time of day	7	13%
Other (please specify)	1	2%
Total responses	55	74%
Skipped	19	26%

Q13 What is your preferred language for learning?

Table 15 Q13 What is your preferred language for learning?

What is your preferred language for learning?	# of responses	% of responses
English	40	74%
Urdu	9	17%
Sindhi	4	7%
Pashto	1	2%
Total responses	54	73%
Skipped	20	27%

Q14 Do you have any additional comments on your barriers to participate in a learning programme or how we could make the learning accessible to you and your team? (optional)

28 respondents answered this question. These are discussed in the findings section of the report.

Q15 Would you like to be informed about RedR UK learning programmes?

Table 16 Q15 Would you like to be informed about RedR UK learning programmes?

Yes	No	No response

47	5	22

Q16 Can we contact you or ask you further questions regarding your current work environment in responding to the floods?

Table 17 Q16 Can we contact you or ask you further questions regarding your current work environment in responding to the floods?

Yes	No	No response
45	5	24

Q17 If you have answered yes to either of the two questions above, please leave your contact details.

46 respondents shared contact information.