

UKRAINE

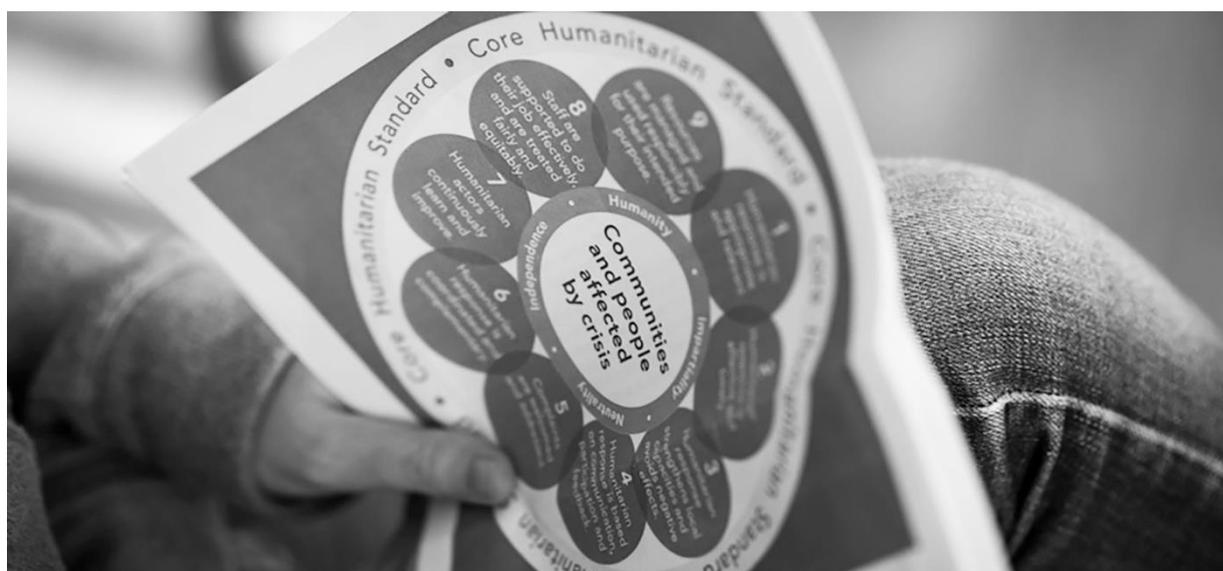
LEARNING NEEDS ANALYSIS



APRIL 2022
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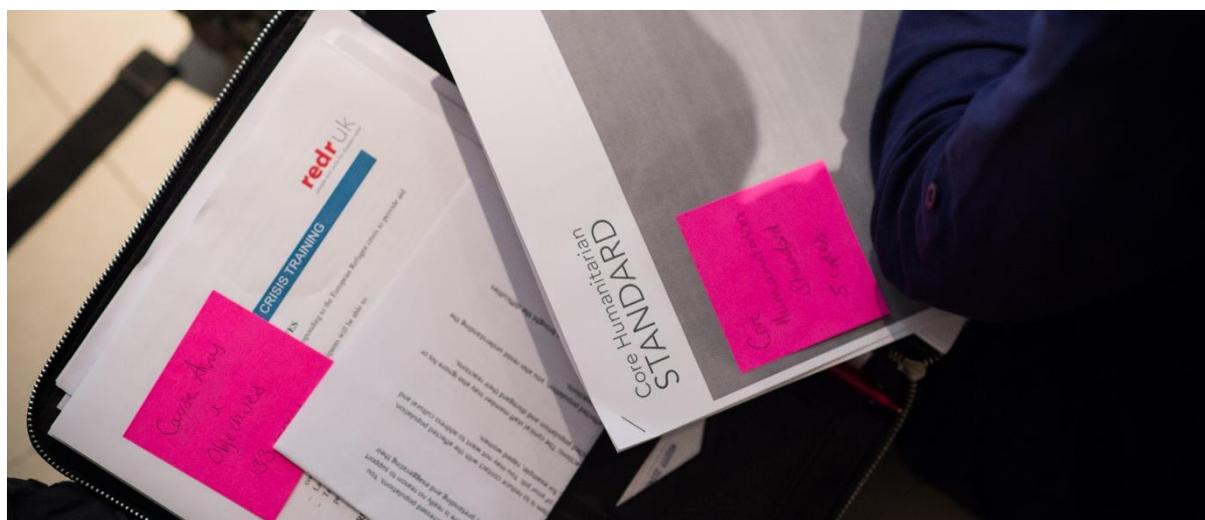


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EXECUTIVE SUMMARY

As a result of the military offensive launched by the Russian Federation on Ukraine on 24 February 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, inside and outside of Ukraine, who are affected by the conflict.

Data for the LNA was collected via an online survey that was circulated in English and Ukrainian between 15 March and 12 April 2022. The survey received 105 responses comprising 89 responses in English and 16 in Ukrainian. Respondents were based in 34 countries with the largest group (27%) being in Ukraine, followed by Poland (14%) and the United Kingdom (11%). The majority of respondents were in manager level posts or above (68%) and were based in non-governmental organisations (57%). Response rates for all questions in the surveys ranged from 77% to 100%.

Several 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 and Ukrainian, there is an inherent bias. This particularly impacts findings in relation to preferred language of instruction. Finally, the LNA captures the perspectives of those working for NGOs, but other stakeholder groups are under-represented in the findings. 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, secondary documentation and from information gathered from learning programme participants in end of module evaluations.

The LNA provides an overview of capacity building needs of those who are providing humanitarian assistance to people affected by the conflict. 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 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 conflict in Ukraine.

SUMMARY OF MAIN FINDINGS

The survey included questions on the profile of respondents, potential for further contact or follow up and substantive questions designed to gather information on:

- Priority thematic areas for learning programmes,
- Practical and logistical considerations regarding access to learning programmes,
- Preferred language of instruction,
- Additional comments on accessibility.

Priority thematic areas

Topics that were selected as highest priority amongst respondents were:

- Needs assessment and coordination (selected by more than 25 respondents),
- Project planning, protection topics, resource mobilisation, monitoring and evaluation and mental health (each selected by more than 20 respondents),
- Application of minimum standards, humanitarian principles and practice topics, cash management, personal safety and security, resource management, security management and accountability (each selected by more than 10 respondents).

Additional priority thematic areas that were identified as learning needs by respondents, fell into the following main categories:

- Protection and accountability (identified by 21 respondents),
- Humanitarian systems, structures and principles (identified by 13 respondents),
- Humanitarian programming (identified by 9 respondents),
- Personal safety, security and wellbeing including mental health (identified by 7 respondents).

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 and a preference for synchronous events (live webinars, facilitated online courses) over asynchronous events (self-paced, pre-recorded webinars) with limited interest in coaching or mentoring.
- The majority of participants (94%) indicated they would access online learning on either a laptop or a desktop. However, a significant proportion of participants (33%) also indicated they may access learning programmes on a mobile phone.
- The majority of respondents (58%) indicated they would be available for learning for two to three hours a week with sessions of one hour being preferred by most respondents (60%).
- Morning and evening slots were the preferred options for the majority of respondents for both online and instructor-led learning programmes. However, a proportion of respondents (20%) did not indicate availability at either of these times.

Preferred languages of instruction

The preferred languages of instruction amongst all respondents were English (70% of all respondents), Ukrainian (21%), Polish (14%) and Russian (6%). There was a higher preference for Ukrainian expressed in the Ukrainian language survey: 62% of respondents in the Ukrainian language survey selected Ukrainian as a preferred language of instruction with 46% selecting English. A large proportion of respondents based in Poland (90%) expressed a preference for learning programmes in Polish. Other languages that were specifically mentioned were Romanian (2% of all respondents), Arabic (2%) and Moldovan (1%).

Since the surveys were conducted in English and Ukrainian, this result can be interpreted to confirm the need for learning programmes in these languages but cannot be interpreted to rule out the need for learning programmes in other languages.

Additional comments on accessibility

Six respondents provided additional comments on accessibility. Two respondents noted that learning programmes should be accessible for people with disabilities (2% of all respondents) and two noted that there would be time constraints linked to live sessions (2% of all respondents). In addition, two respondents took the opportunity to reinforce their responses on the preferred language of instruction with one respondent commenting that learning programmes should be available in the languages of countries neighbouring Ukraine and one commenting they should be available in Arabic.

When asked about potential follow up, 59 respondents (56%) indicated they would like further information about RedR UK's learning programmes, 61 respondents (58%) indicated they would be willing to be contacted if there were further questions and 61 respondents (58%) 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 those providing humanitarian assistance.
- Provide learning programmes tailored to the specific context on key aspects of:
 - Protection and accountability,
 - Humanitarian systems, structures, and principles – including coordination, humanitarian principles and ethics, and the application of minimum standards,
 - Humanitarian programming - including conducting needs assessment, project cycle management, resource mobilisation and management, monitoring and evaluation, and cash management,
 - Personal safety, security and wellbeing including mental health.
- Provide opportunities for participants to identify practical applications of the learning to their own contexts to maximise limited time available for attending learning programmes.

- Provide short, online facilitated sessions in English, Ukrainian and the languages of countries neighbouring Ukraine and offer sessions at a variety of times during the day.
- Ensure all sessions are accessible and inclusive for learners with disabilities and for those accessing learning programmes from mobile devices.
- As the situation evolves, continue to gather information about capacity building needs from a range of sources and use the information to refine the learning offer over time. Organisations that are currently not engaging with humanitarian coordination mechanism or who have previously not engaged in humanitarian action should be reached.

INTRODUCTION

1.1 BACKGROUND

As a result of the military offensive launched by the Russian Federation on Ukraine on 24 February 2022, it is estimated that over **7 million people have been displaced** in Ukraine and a further 4.6 million have fled the country. In addition, there are 13 million people stranded in affected areas unable to meet their basic needs of food, water, and medicines and for whom protection is a critical issue¹.

The most vulnerable, unaccompanied minors, single women with children, pregnant women, elderly, and people with disabilities are bearing the brunt. There are reports of xenophobia and racism². Some organisations are raising concerns over the safety of LGBTIQ people, especially youth in Ukraine, whose intersectional vulnerabilities are exacerbated³. Women and girls, already susceptible to various forms of gender-based violence, particularly transactional sex, survival sex and sexual exploitation and abuse, will be even further at risk of gender-based violence, including conflict related sexual violence. The often unconscious and enduring impact on mental health will be massive.

The situation has mobilised global solidarity. There are many experienced organisations who are responding but it is local groups and civilian volunteers who have been at the centre of the humanitarian response, providing food, shelter, and other support to the affected. **Many of these first responders have little or limited humanitarian background.**

In this context, RedR UK conducted a Learning Needs Analysis (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. This report outlines the main findings of the LNA and identifies key recommendations for capacity building.

1.2 METHODOLOGY

In the days following the invasion of Ukraine on 24 February 2022, RedR UK commenced a process of gathering information about the humanitarian impact of the conflict on affected populations and about the capacity building needs of those responding. This data collection took the form of conducting interviews with key informants in Ukraine and surrounding countries and in head offices of international organisations who were already responding or

¹ [Ukraine Situation Flash Update #8](#), (13/04/22), UNHCR

² <https://reliefweb.int/report/ukraine/ukraine-un-expert-condemns-racist-threats-xenophobia-border>

³ https://www.iglyo.com/help-lgbtqi-people-in-ukraine-and-neighbouring-countries/?fbclid=IwAR0-eZSfflyfHoluVRTgjl2CCRwdQchWsnCM_Y9Com_INjH8SUM-ZqL9ZkE

mobilising their response. It also involved participating in cluster meetings and other coordination platforms, and reviewing relevant emerging secondary documentation including situation reports, humanitarian updates and assessments as well as information emerging through the media and social media.

Based on initial information gathered, RedR UK developed an online survey to collect data on capacity building needs. The survey was circulated in English on 16 March 2022 and subsequently, in response to requests from clusters and responding organisations, the survey was translated into Ukrainian. The Ukrainian survey was circulated from 4 April 2022. The survey links were circulated widely by RedR UK via email contact lists, social media platforms, through RedR UK partners, RedR federation organisations and by organisations and clusters involved in the response.

By 29 March 2022, the survey had received 70 responses and interim analysis of data collected to date was undertaken. This analysis was used to develop and launch a series of online facilitated modules, the first of which was delivered on 11 April 2022.

On 12 April 2022, both surveys were closed by which point 105 responses had been received.

The complete data set from both surveys 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 differences in responses depending on the language of response or the location of the respondent. 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 105 people completed the survey. This included 89 respondents in the English language survey and 16 in the Ukrainian survey. Overall, 28 respondents were based in Ukraine (representing 27% of total respondents), 14 were based in Poland (representing 14% of total respondents) and 11 were based in the United Kingdom (representing 11% of total respondents). The rest of the respondents were based in 31 other countries including four respondents in Romania (4%) and one based in Slovakia (1%).

The majority of respondents were working in non-governmental organisations (NGOs) with 57% in international NGOs and 23% in national NGOs. Respondents were mostly senior with 68% in positions at manager level or above and 61% having more than 5 years of experience in the humanitarian sector.

The response rates for all questions ranged from 77% to 100%. Questions on priority thematic areas had response rates of 93% – 95%, questions on practical and logistical considerations for learning programmes had response rates of 77% - 87%, and the question on language had a response rate of 77%. Data on response rates for each question are included in Section 2 and with data tables in Annex 1.

1.4 SUMMARY OF MAIN FINDINGS

The survey comprised 18 questions. This included four questions on the profile of respondents, three questions regarding follow up with respondents and 11 substantive questions which were designed to gather information on:

- Priority thematic areas for learning programmes,
- Practical and logistical considerations regarding access to learning programmes,
- Preferred language of instruction,
- Additional comments on accessibility.

The most significant findings of the report are summarised below with more detailed information presented in Section 2.

Priority thematic areas

The thematic areas that were selected as highest priority amongst respondents were needs assessment and coordination. These were selected by more than 25 respondents.

Other priority areas selected from a list of topics provided included:

- Project planning, protection topics, resource mobilisation, monitoring and evaluation and mental health which were each selected by more than 20 respondents,
- Application of minimum standards, humanitarian principles and practice topics, cash management, personal safety and security, resource management, security management and accountability which were each selected by more than 10 respondents.

Additional priority thematic areas that were identified as learning needs by respondents, fell into the following main categories:

- Protection and accountability (identified by 21 respondents),
- Humanitarian systems, structures and principles (identified by 13 respondents),
- Humanitarian programming (identified by 9 respondents),

- Personal safety, security and wellbeing including mental health (identified by 7 respondents).

Practical and logistical considerations

There was a preference amongst respondents for online learning over face-to-face delivery and a preference for synchronous events (live webinars, facilitated online courses) over asynchronous events (self-paced, pre-recorded webinars) with limited interest in coaching or mentoring.

The majority of participants (94%) indicated they would access online learning on either a laptop or a desktop. However, a significant proportion of participants (33%) also indicated they may access learning programmes on a mobile phone. The majority of respondents (58%) indicated they would be available for learning for two to three hours a week with sessions of one hour being preferred by most respondents (60%).

The responses show that morning and evening slots are the preferred options for the majority of respondents for both online and instructor-led learning programmes. However, a proportion of respondents (20%) did not indicate availability during either of these time slots.

Preferred languages of instruction

The preferred languages of instruction amongst all respondents were English (70% of all respondents), Ukrainian (21%), Polish (14%) and Russian (6%). There was a higher preference for Ukrainian expressed in the Ukrainian language survey: 62% of respondents in the Ukrainian language survey selected Ukrainian as a preferred language of instruction with 46% selecting English. A large majority of respondents based in Poland (90%) expressed a preference for learning programmes in Polish. Other languages that were specifically mentioned were Romanian (2% of all respondents), Arabic (2%) and Moldovan (1%).

The data suggests that learning programmes in English would reach a large proportion of the people who are currently responding to the Ukraine humanitarian crisis (70% of respondents). However, there is also a significant interest in learning programmes in Ukrainian with 62% of respondents on the Ukrainian language survey and 48% of respondents based in Ukraine showing a preference for Ukrainian. The data also shows that there is a need for training in Polish: a high proportion of those based in Poland (90%) indicated a preference for training in Polish.

Since the surveys were conducted in English and Ukrainian, this result can be interpreted to confirm the need for learning programmes in these languages but cannot be interpreted to rule out the need for learning programmes in other languages. This is further reinforced by the limited number of respondents from other neighbouring countries.

Additional comments on accessibility

Six respondents provided additional comments on accessibility. Two respondents noted that learning programmes should be accessible for people with disabilities (2% of all respondents) and two noted that there would be time constraints linked to live sessions (2% of all respondents).

In addition, two respondents took the opportunity to reinforce their responses on the preferred language of instruction with one respondent commenting that learning programmes should be available in the languages of countries neighbouring Ukraine and one commenting they should be available in Arabic.

When asked about potential follow up, 59 respondents (56%) indicated they would like further information about RedR UK's learning programmes, 61 respondents (58%) indicated they would be willing to be contacted if there were further questions and 61 respondents (58%) provided contact details. Contact details have been collated and retained for use within RedR UK only.

1.5 LIMITATIONS

The overall number of respondents to the 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. In addition, the survey respondents are mostly in senior positions in international and national NGOs. From responses given, it can be inferred that respondents considered their own needs and the needs of their teams in their responses, however, the voices of more junior staff and those in other types of organisations are not adequately represented.

The survey also contained a level of inherent bias in that it was circulated in just two languages: English and Ukrainian. This limitation has a particular impact with regard to identifying appropriate languages for instruction: the preference for learning programmes in English and Ukrainian 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.

Finally, although efforts were made to reach a wide range of stakeholder groups, with the survey being circulated via multiple channels, the majority of respondents (80%) were from NGOs. The perspectives of other types of organisations and stakeholders are therefore under-represented in the LNA. There may also be an under-representation of organisations that are responding to the crisis but who are not engaging with the international humanitarian coordination systems or who were not previously engaged in humanitarian action prior to the conflict. Since this group are amongst the intended target group for capacity building, further effort to reach out to these groups is recommended.

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, secondary documentation and from information gathered from learning programme participants in end of module evaluations.

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 18 questions. This included questions on the following:

- **The profile of respondents** – this section included four 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 six 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 and their teams,
- **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 four 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 and their current location. 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. Overall, the majority of respondents were in senior positions in international and national non-governmental organisations (NGOs). Responses appear to indicate that most respondents considered their own needs and those of their teams.

With the exception of one question on preferred language of training (see Section 2.4), no significant trends emerged in the responses linked to respondents' characteristics and as a result the analysis is presented in aggregate form.

Profile of respondents

- Respondents were based in 34 countries with the highest frequency (27%) being in Ukraine, followed by Poland (14%) and the United Kingdom (11%). The rest of the respondents were based in 31 other countries including four respondents in Romania (4%) and one based in Slovakia (1%).
- The majority of respondents worked for NGOs with 57% working for international NGOs and 23% working for national NGOs. The remaining 20% worked in national and international governments, Red Cross/ Red Crescent, local and international private organisations, local CBOs, faith-based organisations and international academic institutions.
- The majority of respondents were in senior positions with 68% of respondents at manager level or above, and 61% having over 5 years of experience in the sector.
- A significant proportion of respondents (10%) had less than a month of experience in the sector.

Type of organisation

Respondents were asked which type of organisation they were working for and whether it was local, national or international and 92 out of 105 respondents answered this question. However, responses from 13 were ambiguous Analysis of data for this question is therefore based on 79 responses.

Of those who responded, the majority indicated that they were working for NGOs, with 57% working for international NGOs and 23% working for national NGOs. The other 20% of respondents indicated they were working for national and international governments, Red Cross/ Red Crescent, local and international private organisations, local CBOs, faith-based organisations and international academic institutions.

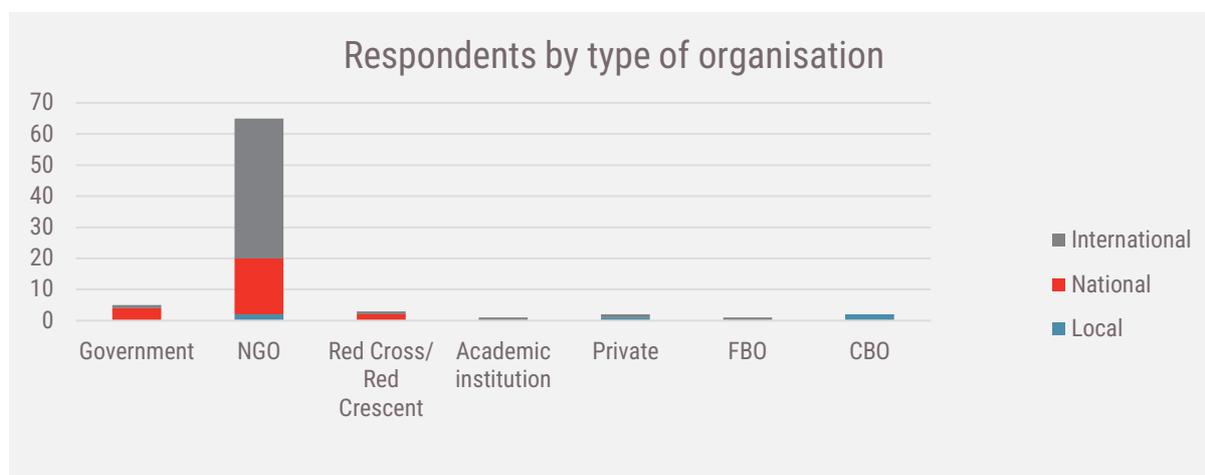


Figure 1: Respondent by type of organisation

Career level

Respondents were asked which career level best described their current role and 102 out of 105 people answered this question. The majority of respondents were in senior positions with 68% of respondents at manager level or above.

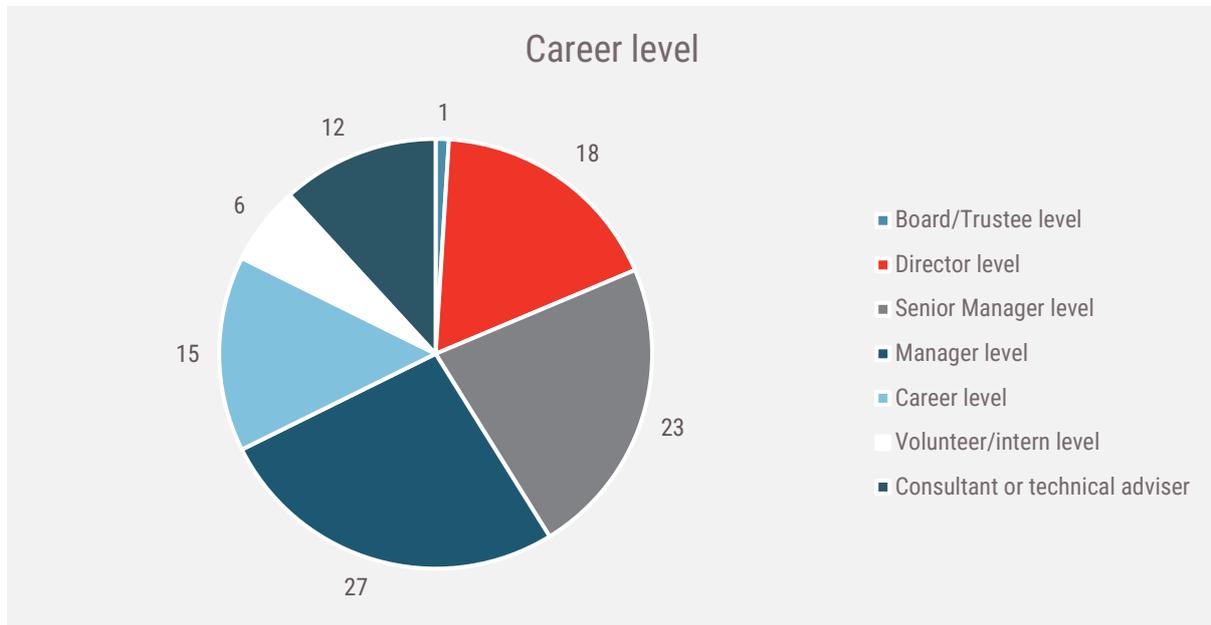


Figure 2: Career level of respondents

Years of experience

Respondents were asked how long they had been working in the humanitarian sector. The majority of respondents (61%) indicated that they had over five years of experience although a significant proportion (10%) had less than a month of experience in the sector.

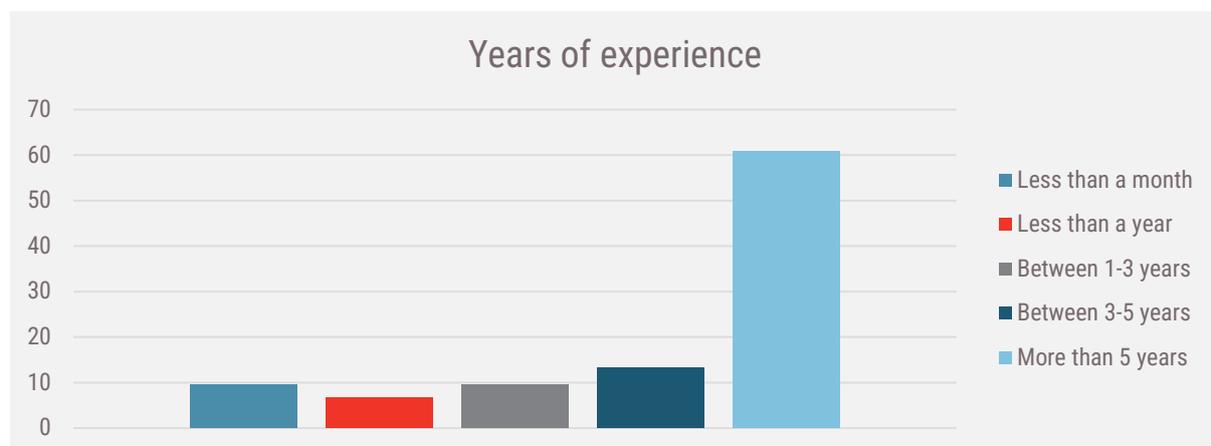


Figure 3: Years of experience of respondents

Current location

Respondents were asked about their current location. Out of a total of 105 respondents, 103 people answered this question. Respondents were based in 34 countries with the majority in Ukraine (27%), Poland (14%) and the UK (11%). A full list of the countries of respondents can be found in Annex 1.

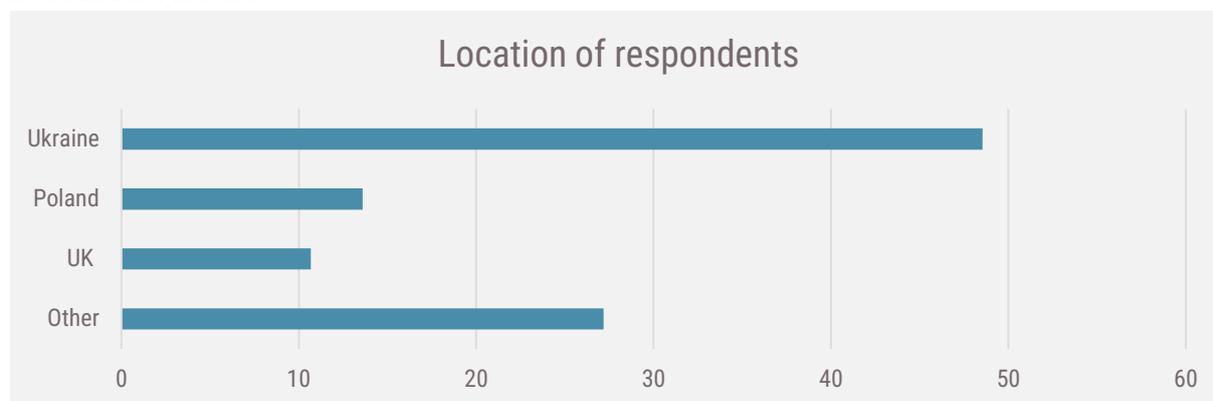


Figure 4: Location of respondents

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 18 topics to choose from and were given the opportunity to add any topics which were not on the list. The initial list of topics was based on information gathered from key informant interviews, discussions in coordination and cluster meetings and from a review of secondary documentation, such as needs assessments, reports and situation reports. The purpose of

Summary of key findings:

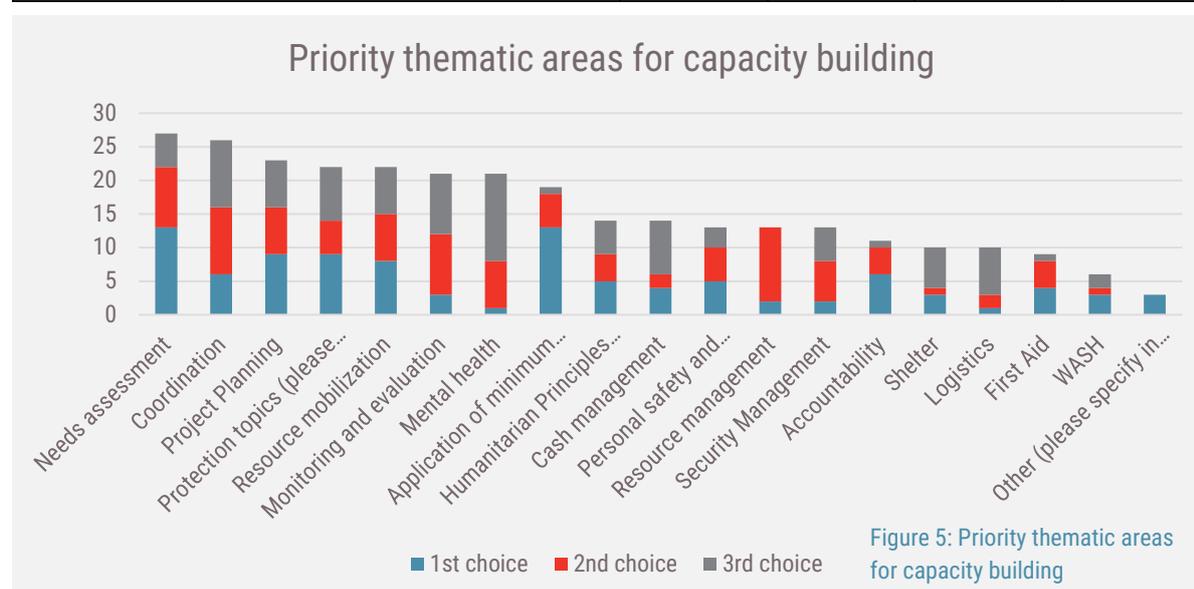
- From the themes presented, the highest priority areas (selected by >25 respondents) were needs assessment and coordination,
- Other priority areas (selected by >20 respondents) included: project planning, protection topics, resource mobilisation, monitoring and evaluation, mental health,
- Priority areas (selected by >10 respondents) included: application of minimum standards, humanitarian principles and practice topics, cash management, personal safety and security, resource management, security management and accountability.
- Priority thematic areas identified by respondents as learning needs fall in the following main categories:
 - Protection and accountability (identified by 21 respondents),
 - Humanitarian systems, structures and principles (identified by 13 respondents),
 - Humanitarian programming (identified by 9 respondents),
 - Personal safety, security and wellbeing including mental health (identified by 7 respondents),
 - Other topics (identified by 3 respondents).

these questions was to identify what topics or themes were priority areas for learning programmes.

Thematic areas

100 out of 105 respondents answered the questions about their preferred thematic areas. 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.

	1st choice	2nd choice	3rd choice	Total
Needs assessment	13	9	5	27
Coordination	6	10	10	26
Project planning	9	7	7	23
Protection topics	9	5	8	22
Resource mobilisation	8	7	7	22
Monitoring and evaluation	3	9	9	21
Mental health	1	7	13	21
Application of minimum standards	13	5	1	19
Humanitarian principles and practice topics	5	4	5	14
Cash management	4	2	8	14
Personal safety and security	5	5	3	13
Resource management	2	11	0	13
Security management	2	6	5	13
Accountability	6	4	1	11
Shelter	3	1	6	10
Logistics	1	2	7	10
First aid	4	4	1	9
WASH	3	1	2	6
Other (please specify in the other section)	3	0	0	3
	100	99	98	297



In addition, respondents were given the opportunity to provide additional detail on selected topics. These can be grouped into five categories:

- Protection and accountability,
- Humanitarian programming,
- Humanitarian systems, structures and principles,
- Personal safety, security and wellbeing including mental health,
- Other topics.

Details are presented in the table below.

Theme	# of responses	Sub-Themes/ further details
Protection and accountability		
Safeguarding and Prevention of Sexual Exploitation and Abuse (PSEA)	8	Exploitation of internally displaced persons (IDPs) and refugees, safeguarding risks and response, safeguarding in transitional situations/across informal networks, reporting misconduct, confidentiality
Gender/Gender-Based Violence (GBV)	4	GBV response and mitigation for professionals and non-GBV humanitarian partners (survivor-based approach), integrating GBV in general protection
Child protection	4	Child protection in the war conflict context, anti -trafficking in person, child trafficking and child safeguarding
Other protection topics	3	Protection in urban responses, protection of people in the war conflict context, protection integration in cash programming
Social integration of displaced people	2	Social integration in host communities
Humanitarian programming		
Needs assessment	5	On the ground basic needs
Project cycle management	2	Project planning, monitoring and evaluation
Other aspects of humanitarian programming	2	Donor eligibility in emergency crisis programmes, linking relief and rehabilitation to development (LRRD)
Humanitarian systems, structures and principles		
Humanitarian principles and do no harm (DNH)	5	Humanitarian principles, blurred lines between military and humanitarian aid, neutrality
Coordination	4	Coordination, collaboration with government and businesses
Participatory and community-led approaches	3	

Humanitarian ways of working for local and national non-governmental organisations	1	Support for local non-governmental organisations (LNGOs) and national non-governmental organisations (NNGOs) in learning about humanitarian ways of working
Personal safety, security and wellbeing including mental health		
Mental health and Psychosocial support (MHPSS) and Psychological first aid (PFA)	4	Understanding how to deal effectively and kindly with traumatised people
Personal Safety and Security	2	
Crisis management	1	
Other topics		
Shelter	1	
First Aid	1	
WASH	1	

2.3 PRACTICAL AND LOGISTICAL CONSIDERATIONS

Respondents were asked six questions about practical and logistical considerations related to delivery modes and scheduling. Respondents were asked about their preferred delivery mode, their preferred method for accessing online learning, how much time they would have available for attending learning programmes per week and per day, and what times of the day would be most suitable for attending online learning sessions and 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 and a preference for synchronous events (live webinars, facilitated online courses) over asynchronous events (self-paced, pre-recorded webinars) with limited interest in coaching or mentoring.
- The majority of participants (94%) indicated they would access online learning on either a laptop or a desktop. However, since a significant proportion of participants (33%) also indicated they may access learning programmes on a mobile phone, module design should ensure learning is accessible on all types of devices.
- The majority of respondents indicated they would be available for learning for two to three hours a week (58% of respondents) with sessions of one hour being preferred by most respondents (60%).
- The responses show that morning and evening slots are the preferred options for the majority of respondents for both online and instructor-led learning programmes. However, not all respondents indicated that these times would be suitable for them.

Delivery mode

Respondents were asked which was the most appropriate delivery mode for them and their teams. They were asked to rank eight delivery modes in order of preference and 91 people answered this question.

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.

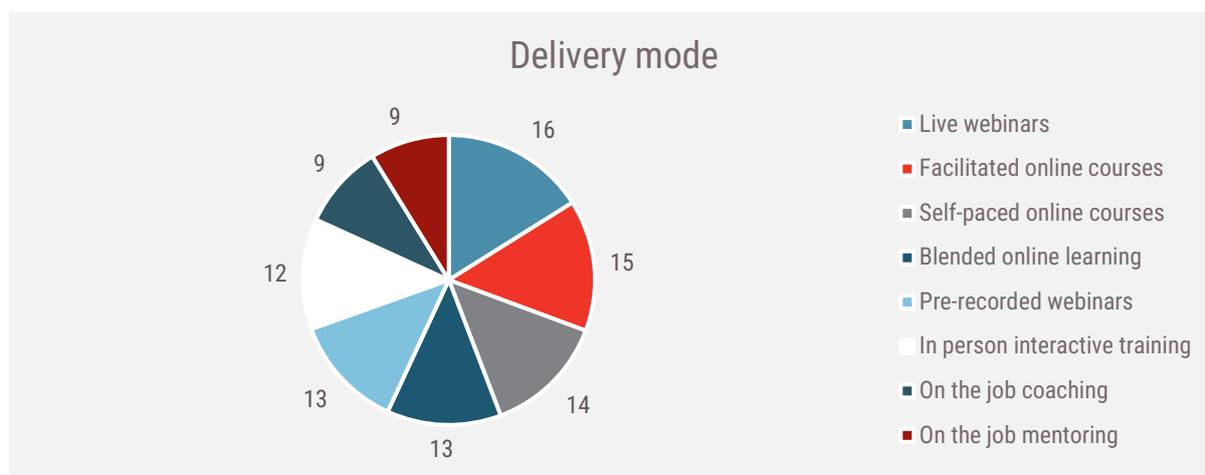


Figure 6: Preferred mode of delivery

The results show a preference for online learning over face-to-face delivery and a preference for synchronous events (live webinars, facilitated online course) over asynchronous events (self-paced, pre-recorded webinars). There was limited interest in coaching or mentoring.

Accessing online courses

Respondents were asked to select which types of devices they would use to access online courses. They were allowed to select as many as were relevant and were not asked to prioritise these. 90 out of 105 respondents answered this question.

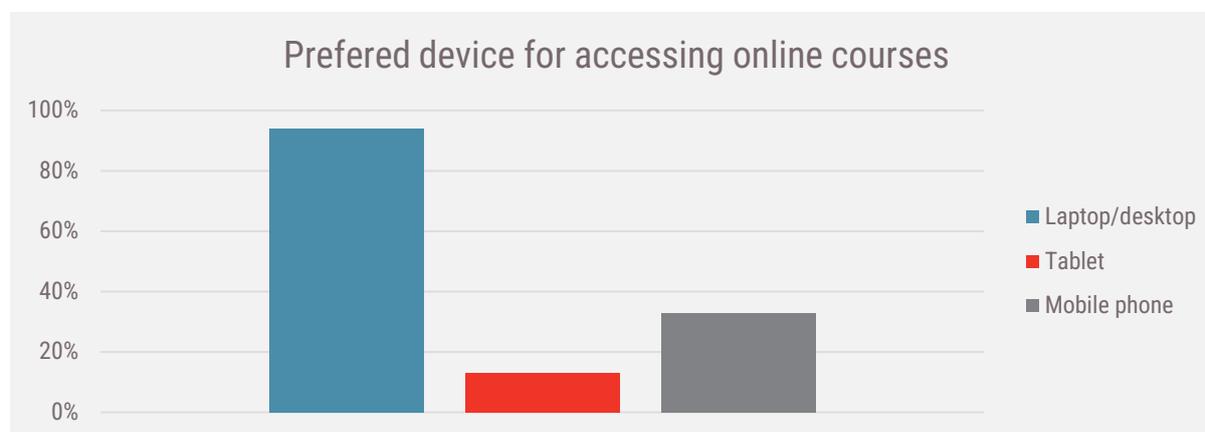


Figure 7: Preferred device for accessing online courses

The majority of participants (94%) selected laptop or desktop, and 33% of participants selected mobile phone which may indicate that learners will use both or either type of device depending on circumstances.

It is therefore important to design any asynchronous training using an authoring tools and platform that is suitable for all devices. For facilitated training, enrolled participants can be encouraged to use their laptops so they can access all features of the delivery platform but contingency plans/ alternatives should be designed for anyone accessing the course from a mobile to ensure their full participation.

Time available for learning

Respondents were asked how much time they had available for learning per week and how long they would be able to participate in an online session. 90 people responded to these questions.

The majority of respondents (57%) indicated that they had 2-3 hours per week available. Two respondents selected 'other' and indicated that they would be available for full or half-day sessions.

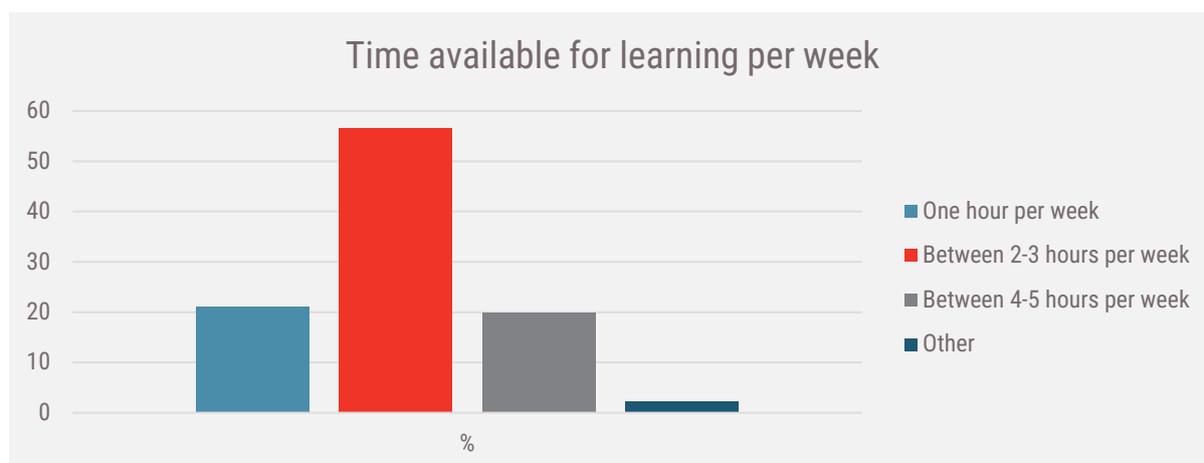


Figure 8: Time available for learning per week

The majority of respondents (60%) indicated that they would have an hour available for an online session. Two respondents selected 'other' and indicated that they or their teams could attend longer or half-day workshops if these were one offs.



Figure 9: Time available for each online session

Preferred time of day for online training

Respondents were asked to select the best time for internet connection in their location and were able to select all relevant options. 90 out of 105 respondents answered this question.

Options were offered for five periods during the day as well as an option for 'all day'. Totals were adjusted (so that responses indicating 'all day' were added to each time slot as relevant and any duplications removed) 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.

Time of day	Total # of responses	Adjusted responses	
		# of responses	% of total
Early morning	15	40	19
Morning	19	44	21
Midday	11	35	17
Afternoon	10	35	17
Evening	33	57	27
All day	25	NA	NA

The following bar chart shows the adjusted responses.

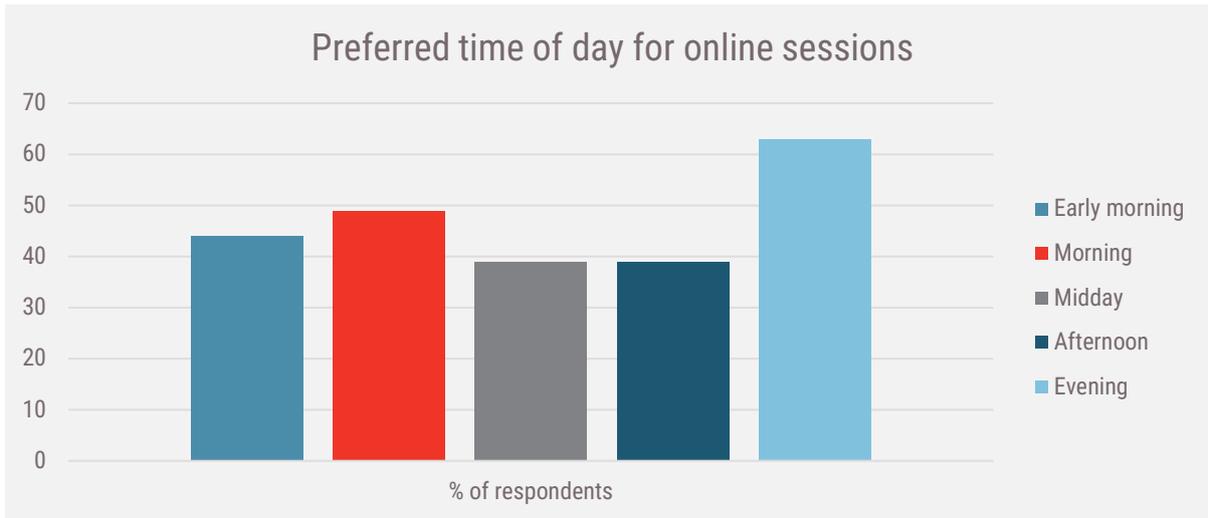


Figure 10: Preferred time of day for online sessions

The responses show that most respondents would prefer sessions run in the evening (63% of respondents) followed by sessions run in the mornings (49% of respondents). However, 20% of respondents did not select either morning or evenings as a suitable time, selecting instead early mornings or midday. It is therefore recommended that learning programmes are scheduled in the first instance in the morning and evenings, with subsequent iterations being scheduled in different time slots to maximise the number of people able to attend.

Preferred time of day for instructor-led training

Respondents were asked their preferred time of day for instructor-led training. 81 out of 105 respondents answered this question.

As with the preferred timing for online sessions, the responses to this question indicated that there was a preference for mornings and evenings. When combining results for ‘any time of the day’ with the other options, 57% of respondents indicated mornings would be suitable and 44% indicated that evenings would be suitable. As with the previous question, it is recommended that schedules for learning programmes are rotated to maximise the number of people who are able to access them.

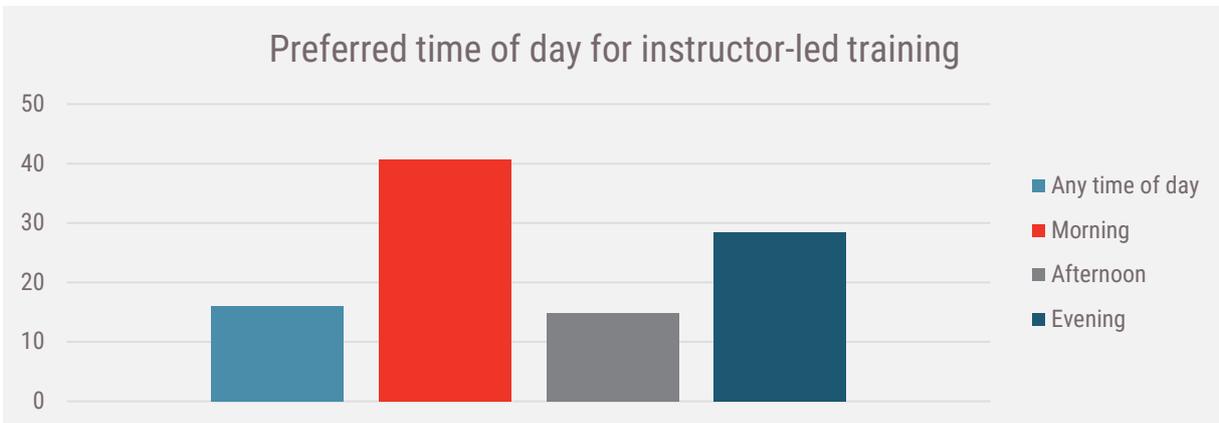


Figure 11: Preferred time of day for instructor-led training

2.4 PREFERRED LANGUAGE

Respondents were asked in which language they would prefer learning programmes to be delivered. Respondents were given six options (English, Ukrainian, Russian, Polish, Moldovan and Romanian) and were given 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:

- The preferred languages of instruction amongst all respondents were English (70% of all respondents), Ukrainian (21%), Polish (14%) and Russian (6%).
- There was a higher preference for Ukrainian expressed in the Ukrainian language survey: 62% of respondents in the Ukrainian language survey selected Ukrainian as a preferred language of instruction with 46% selecting English; in addition 48% of those based in Ukraine selected Ukrainian language as a preference.
- A large majority of respondents based in Poland (90%) expressed a preference for learning programmes in Polish.
- Other languages that were specifically mentioned were Romanian (2% of all respondents), Arabic (2%) and Moldovan (1%).
- Since the surveys were conducted in English and Ukrainian, the results can be interpreted to confirm the need for learning programmes in these languages but cannot be interpreted to rule out the need for learning programmes in other languages.

Preferred language of instruction

81 out of 105 respondents answered this question which was divided between 68 responses on the English language survey and 13 responses on the Ukrainian language survey.

Out of all of those who responded to both surveys, English was the preferred language of instruction. This was selected by 70% of all respondents which includes 75% of the respondents on the English language survey and 46% of respondents on the Ukrainian language survey. The majority of respondents who were based in Romania and Ukraine selected English as one of their preferred languages of instruction (75% and 52%), however, of those based in Poland only 30% selected English as one of their preferred languages.

Ukrainian language was selected as a preferred language by 21% of respondents overall. Amongst those who responded to the Ukrainian language survey, there was a clear preference for learning programmes in Ukrainian with 62% selecting Ukrainian as a preferred language of instruction. However, of those based in Ukraine who responded to both surveys, only 48% selected Ukrainian as a preferred language of instruction.

In addition to English and Ukrainian being identified as preferred languages of instruction, Polish was also selected as a preferred language by a significant proportion of respondents (14% of all respondents). This represents 90% of respondents based in Poland. As respondents were able to select more than one language, a proportion of these also selected English leaving 60% of respondents based in Poland selecting only Polish as the preferred language of instruction.

Preferred language of instruction	English language survey		Ukrainian language survey		Combined total	
	# of responses	% of respondents	# of responses	% of respondents	# of responses	% of respondents
English	51	75%	6	46%	57	70%
Ukrainian	9	13%	8	62%	17	21%
Russian	4	6%	1	8%	5	6%
Polish	11	16%	0	0%	11	14%
Moldovan	1	1%	0	0%	1	1%
Romanian	2	3%	0	0%	2	2%
Arabic	2	3%	0	0%	2	2%

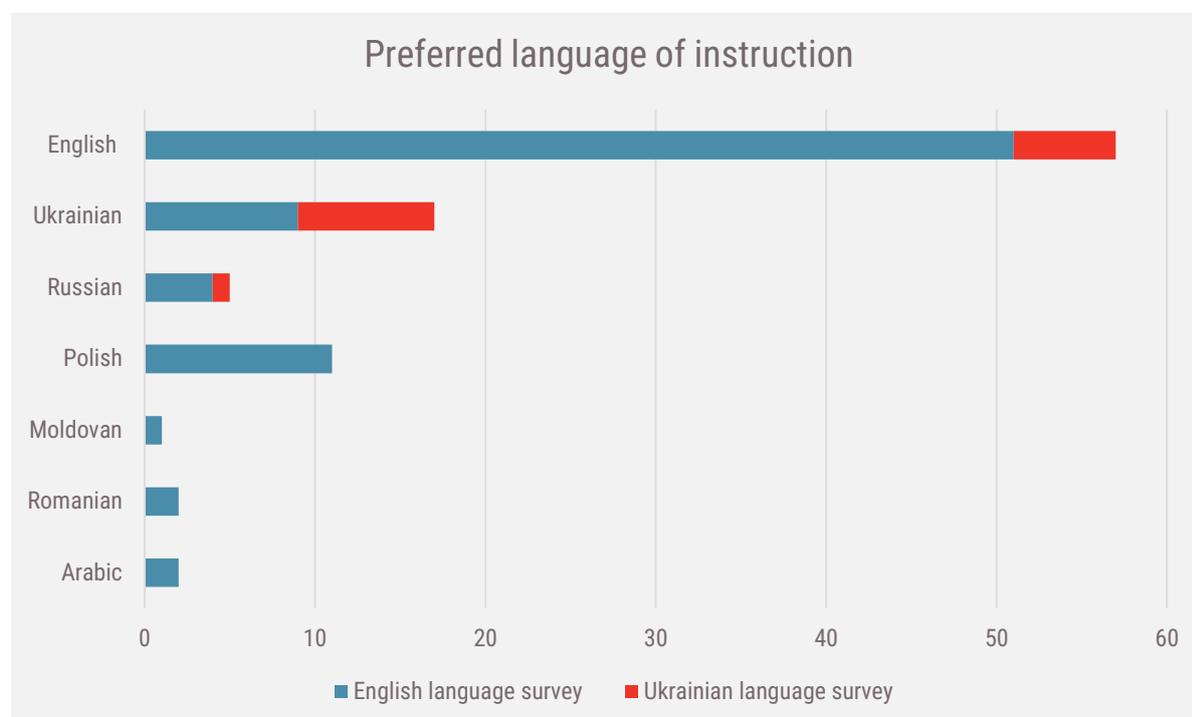


Figure 12: Preferred language of instruction

	Respondents based in Poland		Respondents based in Romania		Respondents based in Ukraine	
	# of responses	% of respondents	# of responses	% of respondents	# of responses	% of respondents
Polish	9	90%	0	0%	0	0
English	3	30%	3	75%	11	52%
Ukrainian	2	20%	0	0%	10	48%
Russian	1	10%	0	0%	1	5%
Romanian	0	0%	1	25%	0	0%
Total # respondents	10	NA	4	NA	21	NA

The data suggests that learning programmes in English would reach a large proportion of the people who are currently responding to the Ukraine humanitarian crisis (70% of respondents). However, there is also interest in learning programmes in Ukrainian with 62% of respondents on the Ukrainian language survey and 48% of respondents based in Ukraine showed a preference for Ukrainian. The data also shows that there is a need for training in Polish: a high proportion of those based in Poland (90%) indicated a preference for training in Polish. As these responses were on an English language survey, it is likely that a Polish language survey would have further confirmed these outcomes.

Since the surveys were conducted in English and Ukrainian, there is an inherent bias in this question that will favour these languages being selected as preferred languages for instruction. While the surveys confirm there is an interest in learning programmes in English, Ukrainian and Polish, the data does not rule out the possibility of a need for learning programmes in Russian, Moldovan and Romanian) especially as there were limited or no respondents based in these countries.

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.

Summary of key findings:

- Two respondents noted that any learning programme should be accessible for people with disabilities. A specific note was made on accessibility for people with hearing impairments who lip read.
- Two respondents noted that there may be time constraints linked to live sessions and requested materials or recording be made available.
- Two respondents commented on language of learning programmes: one requesting learning materials in the languages of countries neighbouring Ukraine; one reinforcing a previous comment on the availability of learning programmes in Arabic.

Six respondents answered this question. Three themes were touched on in the responses:

- **Accessibility:** Two respondents noted that the training should be accessible to people with disabilities and in particular that those with hearing impairments should be able to see the person who is speaking in order to support lip reading.
- **Timing:** Two respondents noted that there might be time constraints related to attending live sessions. One of these respondents suggested that webinars should be recorded and made available later for people unable to attend live.
- **Language:** Two respondents made comments about the language of instruction. One of these respondents noted that sessions and materials should be available in the languages of neighbouring countries. This respondent did not select these as priority languages for learning programmes so this response provides additional information to support learning programmes being offered in languages other than English. The other respondent noted that learning programmes should be available in Arabic. This respondent also indicated this in the question specifically about preferred language of instruction and so this preference has previously been accounted for.

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.

- 59 respondents (56%) indicated they would like further information about RedR UK's learning programmes.
- 61 respondents (58%) indicated they would be willing to be contacted if there were further questions.
- 61 respondents (57%) provided contact details for follow up.

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

Follow up

Summary of key findings:

- 59 respondents (56%) indicated they would like further information about RedR UK's learning programmes.
- 61 respondents (58%) indicated they would be willing to be contacted if there were further questions.
- 61 respondents (58%) provided contact details.

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 CONCLUSIONS

This LNA, conducted in the immediate aftermath of the current escalation of the conflict in Ukraine, provides an overview of capacity building needs of those who are providing humanitarian assistance to people affected by the conflict. 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 conflict in Ukraine.

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.
- Provide learning programmes tailored to the specific context on key aspects of:
 - Protection and accountability,
 - Humanitarian systems, structures, and principles – including coordination, humanitarian principles and ethics, and the application of minimum standards,
 - Humanitarian programming - including conducting needs assessment, project cycle management, resource mobilisation and management, monitoring and evaluation, and cash management,
 - Personal safety, security and wellbeing including mental health.

- Provide opportunities for participants to identify practical applications of the learning to their own contexts to maximise limited time available for attending learning programmes.
- Provide short, online facilitated sessions in English, Ukrainian and the languages of countries neighbouring Ukraine and offer sessions at a variety of times during the day.
- Ensure all sessions are accessible and inclusive. This includes ensuring accessibility for learners with disabilities and for those accessing learning programmes from mobile devices.
- 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. Particular efforts should be made to reach out to organisations that are currently not engaging with humanitarian coordination mechanism or who have previously not engaged in humanitarian action.

ANNEX 1: FULL DATA TABLES

Q1 What type of organisation do you work for?

Type of organisation	# of responses				% of total responses
	Local	National	International	Total	
Government	0	4	1	5	6%
NGO	2	18	45	65	82%
Red Cross/ Red Crescent	0	2	1	3	4%
Academic institution	0	0	1	1	1%
Private	1	0	1	2	3%
FBO	0	0	1	1	1%
CBO	2	0	0	2	3%
Total	5	24	50	79	100%

Table 1: Q1 What type of organisation do you work for?

92 out of 105 respondents answered this question. Responses from 13 were ambiguous (multiple or contradictory options were selected). These were removed from the data set. The table shows responses from 79 respondents.

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

Length of time	# of responses			% of total responses
	English language survey	Ukrainian language survey	Total	
Less than a month	9	1	10	10%
Less than a year	5	2	7	7%
Between 1-3 years	6	4	10	10%
Between 3-5 years	12	2	14	13%
More than 5 years	57	7	64	61%
	89	16	105	101%

Table 2: Q2 How long have you been working in the humanitarian sector

105 out of 105 respondents answered the question. Data is shown disaggregated from the English language survey and the Ukrainian language survey. Note: the column showing percentages is rounded to the nearest figure which explains why the total >100%.

Q3 Where are you based?

#	Country	# of responses		
		English language survey	Ukrainian language survey	Total
1	Ukraine	13	15	28
2	Poland	14	0	14
3	UK	11	0	11
4	Germany	3	1	4
5	Romania	4	0	4
6	Bangladesh	3	0	3
7	France	3	0	3
8	USA	3	0	3
9	Australia	2	0	2
10	Czech Republic	2	0	2
11	Greece	2	0	2
12	India	2	0	2
13	Kenya	2	0	2
14	Netherlands	2	0	2
15	Switzerland	2	0	2
16	Armenia	1	0	1
17	Angola	1	0	1
18	Belgium	1	0	1
19	Canada	1	0	1
20	El Salvador	1	0	1
21	Spain	1	0	1
22	Ethiopia	1	0	1
23	Iraq	1	0	1
24	Italy	1	0	1
25	Jordan	1	0	1
26	Lebanon	1	0	1
27	Nepal	1	0	1
28	Philippines	1	0	1
29	Slovakia	1	0	1
30	Sudan	1	0	1
31	Syria	1	0	1
32	Thailand	1	0	1
33	Turkey	1	0	1

34	Yemen	1	0	1
		87	16	103

Table 3: Q3 Where are you based?

103 out of 105 respondents answer this question.

Q4 Which career level best describes your current role?

Career level	# of responses		
	English language survey	Ukrainian language survey	Total
Board/Trustee level	0	1	1
Director level	15	3	18
Senior Manager level	20	3	23
Manager level	23	4	27
Career level	10	5	15
Volunteer/intern level	6	0	6
Consultant or technical adviser	12	0	12
Total	86	16	102

Table 4: Q4 Which career level best describes your current role?

102 out of 105 respondents answered this question.

Q5-7 If RedR were to offer a learning programme to improve your capacity to respond to the Ukraine crises, which topics do you think are most relevant or urgent for you and your teams?

Thematic areas	# of responses			
	1st choice	2nd choice	3rd choice	Total
Needs assessment	13	9	5	27
Coordination	6	10	10	26
Project Planning	9	7	7	23
Protection topics (please specify in the other section)	9	5	8	22
Resource mobilization	8	7	7	22
Monitoring and evaluation	3	9	9	21
Mental health	1	7	13	21
Application of minimum standards in providing humanitarian assistance and protection	13	5	1	19
Humanitarian Principles and Practice topics (please specify in the other section)	5	4	5	14
Cash management	4	2	8	14
Personal safety and security	5	5	3	13
Resource management	2	11	0	13

Security Management	2	6	5	13
Accountability	6	4	1	11
Shelter	3	1	6	10
Logistics	1	2	7	10
First Aid	4	4	1	9
WASH	3	1	2	6
Other (please specify in the other section)	3	0	0	3
	100	99	98	297

Table 5: Q5-7 Which topics do you think are most relevant or urgent for you and your teams?

Theme	# of responses	Sub-Themes/ further details
Protection and accountability		
Safeguarding and Prevention of Sexual Exploitation and Abuse (PSEA)	8	Exploitation of internally displaced persons (IDPs) and refugees, safeguarding risks and response, safeguarding in transitional situations/across informal networks, reporting misconduct, confidentiality
Gender/Gender-Based Violence (GBV)	4	GBV response and mitigation for professionals and non-GBV humanitarian partners (survivor-based approach), integrating GBV in general protection
Child protection	4	Child protection in the war conflict context, anti-trafficking in person, child trafficking and child safeguarding
Other protection topics	3	Protection in urban responses, protection of people in the war conflict context, protection integration in cash programming
Social integration of displaced people	2	Social integration in host communities
Humanitarian programming		
Needs assessment	5	On the ground basic needs
Project cycle management	2	Project planning, monitoring and evaluation
Other aspects of humanitarian programming	2	Donor eligibility in emergency crisis programmes, linking relief and rehabilitation to development (LRRD)
Humanitarian systems, structures and principles		
Humanitarian principles and do no harm (DNH)	5	Humanitarian principles, blurred lines between military and humanitarian aid, neutrality
Coordination	4	Coordination, collaboration with government and businesses
Participatory and community-led approaches	3	

Humanitarian ways of working for local and national non-governmental organisations	1	Support for local non-governmental organisations (LNGOs) and national non-governmental organisations (NNGOs) in learning about humanitarian ways of working
Personal safety, security and wellbeing including mental health		
Mental health and Psychosocial support (MHPSS) and Psychological first aid (PFA)	4	Understanding how to deal effectively and kindly with traumatised people
Personal Safety and Security	2	
Crisis management	1	
Other topics		
Shelter	1	
First Aid	1	
WASH	1	

100 out of 105 respondents selected their priorities from the drop-down options. 53 additional suggestions were made in response to the open-ended question.

Q8 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).

Delivery Mode	Total score	% of total score
Live webinars	516	16%
Facilitated online courses	471	15%
Self-paced online courses	435	14%
Blended online learning	407	13%
Pre-recorded webinars	406	13%
In person interactive training	397	12%
On the job coaching	302	9%
On the job mentoring	282	9%
	3216	101%

Table 6: Q8 What would be the most appropriate delivery mode for you and your team?

91 out of 105 respondents answered this question and 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’).

Q9 What amount of time (hours per week) would you be able to allocate for learning?

Amount of time available per week	# of responses	% of total
One hour per week	19	21%
Between 2-3 hours per week	51	57%
Between 4-5 hours per week	18	20%
Other	2	2%
Total	90	100%

Table 7: Q9 What amount of time (hours per week) would you be able to allocate for learning?

90 out of 105 respondents answered this question.

Q10 If you were to participate in an online learning programme, how would you most likely access the course? (Select all that apply).

Device	# of responses	% of respondents
Laptop/desktop	85	94%
Tablet	12	13%
Mobile phone	30	33%
Total	127	NA

Table 8: Q10 How would you most likely access on online learning programme?

90 out of 105 respondents answered this question. The final column on the table shows the percentage of all respondents who selected each option. Since respondents were able to select more than one option, this column does not total 100%.

Q11 What times during the day is your internet connection more likely to work to be able to attend a session for a period of up to 1 hour? (Select all that apply).

	# of responses	# of respondents (adjusted)	% of total respondents (adjusted)
Early morning	15	40	44%
Morning	19	44	49%
Midday	11	35	39%
Afternoon	10	35	39%
Evening	33	57	63%
All day	25	NA	NA

Table 9: Q11 What times during the day is your internet connection more likely to work?

90 out of 105 respondents answered this question. Since a response of 'all day' overlapped with all other options, the responses were adjusted to account for this, and any duplications were removed. The column '# of respondents (adjusted)' shows the number of respondents who selected this option. The column '% of total respondents (adjusted)' shows the % of all respondents who indicated this option was possible. Since respondents were able to select more than one option, this column does not total 100%.

Q12 What is the longest you could participate in an online session (e.g., Zoom) uninterrupted?

Time available	# of responses	% of respondents
2 hours per day	16	18%
60 minutes per day	54	60%
30 minutes per day	16	18%
Less than 30 minutes per day	2	2%
Other	2	2%
	90	100%

Table 10: Q12 What is the longest you could participate in an online session uninterrupted?

90 out of 105 respondents answered this question. It was only possible to select one response. Two people selected other. Their comments were:

- If one-off I think people could do half days,
- If at a convenient time, then as much as needed.

Q13 What time of day suits you the best for instructor-led training?

Time of day	# of responses	% of respondents	# of respondents (adjusted)	% of respondents (adjusted)
Morning	33	41%	46	56%
Afternoon	12	15%	25	31%
Evening	23	28%	36	44%
Any time of day	13	16%	NA	NA
Total	81	100%	81	NA

Table 11: Q13 What time of day suits you the best for instructor-led training?

81 out of 105 respondents answered this question. Respondents were able to select one option. The first two columns show the number of respondents who selected each option and the percentage of respondents who selected each option. Since a response of 'any time of day' overlaps with all other options, the adjusted responses which take this into account are shown in the final two columns of the table. In these two columns, the number and percentage of

respondents who selected that specific time slot is shown. The totals in the final column are therefore >100%.

Q14 In what language would you prefer the learning programme to be delivered?

Preferred language of instruction	English language survey		Ukrainian language survey		Total	
	# of responses	% of respondents	# of responses	% of respondents	# of responses	% of respondents
English	51	75%	6	46%	57	70%
Ukrainian	9	13%	8	62%	17	21%
Russian	4	6%	1	8%	5	6%
Polish	11	16%	0	0%	11	14%
Moldovan	1	1%	0	0%	1	1%
Romanian	2	3%	0	0%	2	2%
Arabic	2	3%	0	0%	2	2%
	80	118%	15	115%	95	117%

Table 12: Q14 In what language would you prefer the learning programme to be delivered?

81 out of 105 respondents answered this question corresponding to 68 respondents on the English language survey and 13 in the Ukrainian language survey. Respondents were allowed to select all the languages that applied.

Q15 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?

6 respondents out of 105 added comments. These are discussed in the findings section of the report.

Q16 Would you like to be informed about RedR UK learning programmes?

	Yes	No	No response	Total
English language survey	48	16	25	89
Ukrainian language survey	11	2	3	16
Total	59	18	28	105

Table 13: Q16 Would you like to be informed about RedR UK learning programme?

77 out of 105 respondents answered this question.

Q17 Can we contact you or ask you further questions regarding your current work environment in responding to this crisis?

	Yes	No	No response	Total
English language survey	50	15	24	89
Ukrainian language survey	11	2	3	16
Total	61	17	27	105

Table 14: Q17 Can we contact you?

78 out of 105 respondents answered this question.

Q18 If you have answered yes to either of the two questions above, please leave your contact details.

61 out of 105 respondents shared contact information.