

TÜRKIYE AND SYRIA  
EARTHQUAKE RESPONSE

LEARNING NEEDS  
ASSESSMENT

March 2023

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Photo: Mohammed Bashein for RedR UK. Earthquake damage in Antakya, Türkiye

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## List of Acronyms

Earthquake Engineering Field Investigation Team	EEFIT
Gender Based Violence	GBV
Learning Needs Assessment	LNA
Learning and Development	L&D
Prevention of Sexual Exploitation and Abuse	PSEA
Trainer of Trainers	ToT
Turkish Chamber of Civil Engineers	TCCE



Photo: Mohammed Bashein for RedR UK. Earthquake damage in rural Hatay, Türkiye

## Executive Summary

In February 2023, earthquakes struck Türkiye and Northwest Syria, resulting in colossal damage in terms of both loss of lives and loss of infrastructure. The need for skilled, technical engineers and other structural specialists was sudden and widespread, most immediately in assessing damages and shelter safety for affected and displaced communities. RedR UK had already been building capacity in the region through its structural damage assessments programme in Iraq and Syria, with the aim to strengthen localised engineering solutions to crises. Immediately after the earthquake, RedR UK received further requests for rapid training in technical areas. Prior to this Learning Needs Assessment (LNA), RedR UK had already supported 180 local engineers in Southern Türkiye and Northwest Syria to assess earthquake damage to buildings and make informed decisions on their safety and integrity. RedR UK had also brought together over 80 international seismic and structural specialists, fostering a network of over 3,000 engineers currently on the ground supporting organisations and humanitarian partners to rapidly assess homes, hospitals, health centres and other buildings. These initial activities were informed by RedR UK's previous LNA<sup>1</sup>, as well as focus group discussion and interviews with engineers and humanitarian partners.

RedR UK conducted this LNA to better inform the next phase of its response and ensure it is most effectively supporting the learning needs of local actors. The main purpose of this LNA was to identify:

- Current capacity gaps and learning needs amongst engineers responding to the earthquake in Türkiye and Syria;
- Current capacity strengths amongst engineers responding to the earthquake; and
- Ways in which humanitarian partners can best utilise these strengths.

The LNA included a desk review of key documents, discussion with actors on the ground in Türkiye, and survey data from 571 respondents, 84% of whom were based in Syria, and 12% in Türkiye. In terms of gender, 77% of respondents were men, and 23% were women. Taking into consideration the volume of responses from Northwest Syria, this report is less relevant to the Turkish context, however, responses were disaggregated by location to identify any differences in needs and capacities (see Limitations section).

The overarching finding is that whilst there are highly skilled engineers and humanitarians on the ground, the surge in demand has resulted in a gap in technical skills for earthquake response, specifically for: damage assessments and classifications of buildings, structural repairs of buildings, structural evaluations of buildings and earthquake retrofitting of buildings. The existence of local expertise provides an opportunity to support peer to peer learning and invite local expertise to support, influence or lead RedR UK's technical learning programme.

By far the largest challenge facing technical practitioners is the coordination of efforts and skills between engineering organisations or institutions, and humanitarian actors. This urgently needs addressing through facilitating networking and learning exchange through workshops, events, trainings etc. It is likely that humanitarians will require additional learning on the skills and capacity of engineers, as well as the role of

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<sup>1</sup> Structural Detailing and Damage Assessments in Iraq and Syria, Learning Needs Assessment, RedR UK, 2021

the engineering institutes and unions in this response and in their communities. The reverse is will likely also be true for engineers and technical specialists, who need to learn more about the role of humanitarians and coordination of the global humanitarian system. Any such events should also work to build trust, level out power (over funding, decision making etc.) and decolonise the global infrastructure often used in humanitarian responses.

Another key area that came to light is the need for gender-based violence and safeguarding/protection against sexual exploitation and abuse (PSEA) to be integrated into all training with further collaboration with the protection cluster and GBV sub cluster.

By far the learning preferences for respondents was to have pre-recorded presentations in Arabic that they can access in their own time. It's important to recognise that this is not the most effective adult learning methodology as the retention rate of information that is presented, as opposed to information in which learners engage and are active, is much lower. It is recommended that RedR UK's response offers a hybrid, whereby learners can watch the presentation offline as and when they choose, and then join live question and answer sessions about the content and/or live exercises where learners are given a task. The learning should not therefore rest on the live interaction but can be enhanced by it. In addition, face-to-face training in Syria is recommended for courses on suggested topics, utilising a Training of Trainers (ToT) approach.

The recommendations following this LNA are as follows (please see page 27 for a comprehensive list):

**Recommendation 1: Share online pre-recorded training coupled with live facilitated Q&A sessions in Arabic (and possibly Turkish) with English captions in the following areas:**

**Technical:**

- Damage assessments and classifications of buildings
- Structural repairs of buildings
- Structural evaluations of buildings
- Earthquake retrofitting of buildings

**Operational:**

- Coordination
- Project planning (including logistics)
- Needs Assessments

**Humanitarian standards and principles:**

- Protection (humanitarian protection, and ensuring dignity and non-harmful practices)
- Accountability to affected populations
- Communication and community engagement (including talking to people who may not want to evacuate their home despite safety concerns)
- Gender based violence (GBV) and Prevention of Sexual Exploitation and Abuse (PSEA) were not a high priority in the survey findings, however, concerns were raised that technical practitioners might not acknowledge these gaps. Therefore, it is strongly recommended these topics are mainstreamed



throughout the content, and that RedR UK coordinate with the protection cluster to ensure training complements ongoing work and does not duplicate any training they are already offering.

### **Recommendation 2: Invite local capacity into RedR UK activities**

Recognise the local expertise in the region and collaborate with local experts who can facilitate in Arabic and possibly Turkish. If possible, contact those who can teach others and invite them to collaborate with RedR UK. If required/requested provide additional support by pairing the local expert with a RedR UK learning specialist or experienced trainer from the MENA region and providing a Trainer of Trainers (ToT).

In addition, reach out to the local experts directly to assess if they have capacity to mentor, offer peer to peer support for others working in the area, or delivering face to face discussions and exercises in their geographical area to complement the trainings.

### **Recommendation 3: Provide tailored support to local and national organisations and initiate a dialogue on decolonising Learning and Development**

Provide subsidised tailor-made support for organisational development of local and national organisations (including engineering institutes/unions), to strengthen capacity to respond through a combination of coaching, mentoring, training, peer-to-peer exchange, and coalition building.

Champion capacity sharing approaches, including providing learning for humanitarians on the role of the engineering institutes, how they operate, what skills and capacity they have, and how to best engage with them. This may also include creating networks and events for humanitarians and engineers working in the response to improve collaboration by building mutual understanding of the role and capacity of each other. RedR UK is well placed to organise such events as it is well connected to both these areas of work. They should aim to help build trust between national engineering bodies and international actors, and support localised approaches to the humanitarian response. Such an approach would encourage international organisations to work within existing structures, both recognising and connecting with national capacity.

Draw on lessons learnt from similar responses, including RedR UK's Ukraine LNA<sup>2</sup> and continue interrogation of RedR UK's work on the decolonisation of learning and development. Facilitate discussion with other humanitarian training and learning providers on this topic. Share lessons and good practice with the sector regarding locally led and anti-racist capacity development. This recommendation is also based on the findings suggesting that adequate technical skills are present amongst local actors who are well placed and situated to respond to the disaster should there be both adequate support and funding.

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<sup>2</sup> Ukraine Response Learning Needs Analysis, Katie Robertson, RedR UK, December 2022

# Introduction

## Background

On Monday 6 February 2023 an earthquake of 7.8-magnitude struck in Kahramanmaraş province, north of Gaziantep in southeast Türkiye close to the border with Syria. It was followed by a 7.5 magnitude aftershock which struck just 60 miles away.

The earthquakes that struck Türkiye and Northwest Syria caused one of the biggest disasters to impact the region in recent times. An estimated 50,000 people were killed (42,310 in Türkiye) and many more injured. Thousands of buildings collapsed including schools, hospitals, and homes; an estimated 1.5 million<sup>3</sup> people are displaced in Türkiye and nearly 9 million people in Syria have been affected by the earthquake<sup>4</sup>.

Northwest Syria was already highly dependent on humanitarian aid due the ongoing conflict. The crisis in the region is at the highest level since the conflict began in 2011, with 4.1 million people relying on humanitarian assistance to subsist<sup>5</sup>. The earthquake has further exasperated relief efforts and access to locations has been challenging due to the political situation and the affected area sitting between government and opposition held regions<sup>6</sup>.

To support relief efforts, RedR UK has built upon its existing [Structural Detailing and Damage Assessments](#) programme in the Middle East, which is ran in collaboration with Ramboll UK. It aims to strengthen localized engineering solutions in earthquake response and reconstruction in Türkiye and Syria. RedR UK is utilizing its role as a bridge between engineering and humanitarian sectors to support effective and resilient response, including assessing building safety and damages, repair, and safe demolition. Ahead of this Learning Needs Assessment (LNA), RedR UK was already responding to the earthquake, supporting 180 local engineers in Southern Türkiye and Northwest Syria to assess earthquake damage to buildings and make informed decisions on their safety and integrity. RedR UK has also brought together a pool of over 80 international seismic and structural specialists and is connected with over 3,000 on ground engineers to support organisations and humanitarian partners to rapidly assess homes, hospitals, health centres and other buildings. RedR UK's immediate response to the earthquake was informed by a previous LNA<sup>7</sup> from the region, as well as focus group discussion and interviews with engineers and humanitarian partners.

Through the above consultations, RedR UK identified a high demand for support and capacity building amongst engineers responding to the earthquake on topics such as:

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<sup>3</sup> UN news, 21<sup>st</sup> February 2023 <https://news.un.org/en/story/2023/02/1133717>

<sup>4</sup> UNOCHA, 14<sup>th</sup> February 2023 <https://www.unocha.org/story/nearly-9-million-people-syria-affected-turkiye-earthquake-un-launches-400-million-funding>

<sup>5</sup> UN Türkiye-Syria Earthquake Response <https://www.un.org/en/turkiye-syria-earthquake-response>

<sup>6</sup> Syria: Vital earthquake aid blocked or diverted in Aleppo's desperate hour of need, Amnesty International, 6<sup>th</sup> March, <https://www.amnesty.org/en/latest/news/2023/03/syria-vital-earthquake-aid-blocked-or-diverted-in-aleppo-desperate-hour-of-need/>

<sup>7</sup> Structural Detailing and Damage Assessments In Iraq And Syria, Learning Needs Assessment, RedR UK, 2021

- Training of trainers and facilitation skills
- Debris management
- Rubble removal
- Information management
- Community engagement
- Humanitarian principles and practice
- Structural and non-structural repairs and reconstruction
- Retrofitting of buildings

With this in mind, RedR UK has conducted a more up to date LNA to better inform the ongoing response.

The overarching questions that this LNA sought to assess are:

- What are the current capacity gaps and learning needs amongst engineers responding to the earthquake in Türkiye and Syria?
- What are the capacity strengths amongst engineers responding to the earthquake?
- How can humanitarian partners best utilise these strengths?

## Methodology

To answer the evaluation questions, a mixed methods approach was used. A secondary data desk review provided contextual understanding of the response. Primary data was collected through an online survey and informal discussions and interviews with local actors, international actors, and coordination groups in Türkiye. Both the survey and the interviews ran concurrently for two weeks in March. Selective sampling was used to ensure that interviewees were well-placed to discuss technical learning needs of engineers.

The desk review considered secondary documentation including situation reports, delivery updates, briefing notes and humanitarian dashboards along with drawing previous survey questions for engineers in other RedR UK programming . The findings of the desk review informed the design of an online survey and key informant discussions in Türkiye.

The online survey was disseminated via RedR UK's engineering and technical networks, posted on RedR UK's social media accounts, and disseminated through targeted communication streams (such as WhatsApp messages and emails to relevant individuals and organisations). It was available in English, Turkish and Arabic. The survey was closed on 22<sup>nd</sup> March 2023, at which point a total of 571 responses had been received. The survey questions can be found in Annex 1.



## Survey Respondent Profiles

84% of survey respondents were based in Syria, 12% in Türkiye, and 4% in other locations or did not specify. Only 23% of respondents were women, of whom 79% were in Syria. 34% of respondents worked for international NGOs, followed by community-based organisations (CBOs) and private companies (see figure 2).

GENDER	
Man	77%
Woman	23%
Non-binary	0%
Prefer not to say	0%

Table 1 Gender of respondents

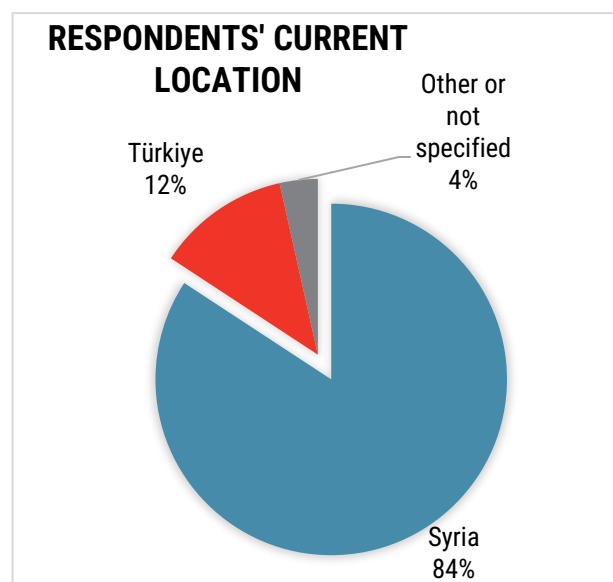


Figure 1 Location of respondents

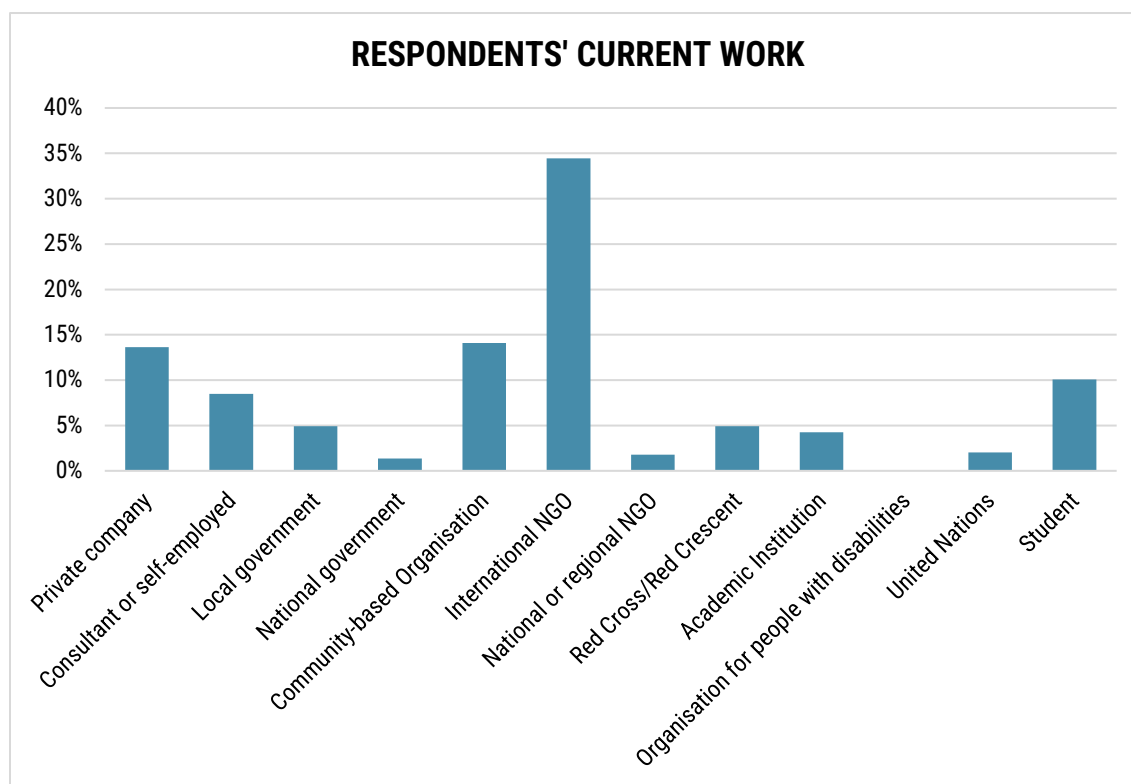


Figure 2 Sector of work of respondents

The LNA was targeted at engineers and technical specialists which is reflected in the roles of respondents; 60% were engineers, 14% were architects (see table 2). 31% of respondents had between one and four years' of professional experience and 29% had between four and ten years' experience. 22% had more than ten years' experience whilst 17% were students or graduates with less than a year's experience (see figure 3). In

comparison, 42% had more than 5 years' experience in the humanitarian or NGO sector and 21% had less than a year's (see table 3). The variety of experience among respondents enables a range of perspectives to be considered within this LNA from the learning needs of graduates to the needs of those with several years experience in more senior positions.

<b>RESPONDENTS' CURRENT ROLES</b>	
Engineer (civil, structural etc.)	60%
Architect	14%
Urban planner	1%
Other Shelter practitioner	7%
Other WASH practitioner	11%
I work with/support a team of technical personnel/advisors	7%

Table 2 Respondents' current role/area of expertise

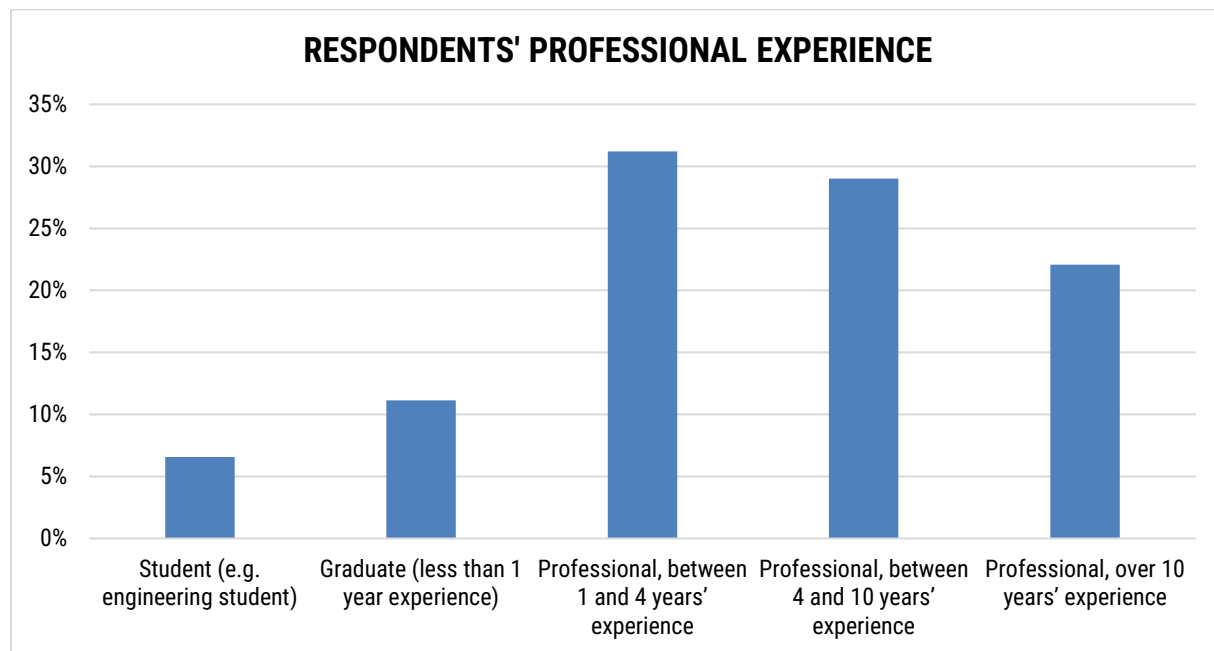


Figure 3 Professional experience of respondents

<b>RESPONDENTS' EXPERIENCE IN THE NGO OR HUMANITARIAN SECTOR</b>	
I have never worked with NGOs or in a humanitarian response	8%
Less than 2 months	5%
Between 2 months and 1 year	8%
Between 1 and 3 years	15%
Between 3 and 5 years	21%
Over 5 years	42%

Table 3 Respondents' experience in the NGO/Humanitarian sector

## Interview Respondent Profiles

Discussions were held with the Turkish Chamber of Civil Engineers (TCCE) to gain a better understanding of the work of the chamber and their response to the earthquake. A meeting took place with Istanbul branch manager for the TCCE section along with her office manager. TCCE is the main register for Engineers and Architects in Türkiye. It is the body that provides accreditation of training and qualifications, as well as vocational trainings and capacity building services for engineers. It additionally provides engineers with opportunities to participate in seminars and conferences, as well as advocating for engineers' rights and better practices.

The Turkish Ministry of Environment, Urbanisation and Climate Change requested the support of TCCE in conducting damage assessments after the February earthquake. TCCE mobilised members in response to the Ministry's request. Engineers were provided with essential technical training on assessment tools, including in-house training and online training using TCCE learning platform and education centre, IMOSEM.<sup>8</sup> TCCE members managed to assess the vast majority of buildings in earthquake effected areas, and the collected data fed into the Ministry's centralised database. Since then, TCCE members have resumed their normal work and have not been yet requested to support with the damage caused by aftershocks from the 20<sup>th</sup> of February earthquake. TCCE doesn't play a role in the recovery phase where repairing and retrofitting is involved. These are instead appointed to construction companies – governmental and non-governmental. Moreover, quality assurance and quality control for repair works are managed by the Ministry.

Informal face to face discussions also took place with local and international actors in various locations in Türkiye including Antakya, Altinozu and Samandag. Online discussions were conducted with actors in Gaziantep and Kahramanmaras. Many of the people RedR UK talked to were not specifically engineers but were responding in some capacity to the earthquake response. These discussions were not formally documented but have enhanced RedR UK's understanding of the situation and the learning needs.

## Limitations

The sample size of the online survey was largely skewed towards men working in Syria as the largest demographic. Whilst this is likely mainly a reflection of a global dominance of men in engineering (only 11% women on average<sup>9</sup>), it is important to mention that in Syria up to 40% of engineers are women<sup>10</sup> which suggests this survey is not reflective of the number of women in the engineering sector. Only 70 (12%) respondents were based in Türkiye, of which only 22 were women. In the hopes of balancing out this survey bias toward Syrian experiences, the interviews, which included both men and women, all took place in Türkiye. In addition, the report disaggregates and considers both gender and location in the analysis, teasing out any differences in terms of learning needs, gaps, and priorities within these groups.

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<sup>8</sup> Chamber of Civil Engineers Continuous Education Centre, <http://sem.imo.org.tr/>

<sup>9</sup> World Economic Forum, 2017. <https://www.weforum.org/agenda/2017/07/women-engineering-architecture-stem-womeng/>

<sup>10</sup> Women engineers' history, 2019, <https://womenengineerssite.wordpress.com/2019/01/20/40-of-engineers-in-syria-and-turkey-are-women-why-so-much-higher-than-other-countries/>

The survey was available in Arabic, English, and Turkish. The majority of responses were in Arabic which may have also obscured answers from non-Arabic speakers. Whilst these are the majority languages used in the response, the survey was not available in all languages spoken, which may have limited the scope of who responded.

There was no question regarding disability within the survey and the survey itself was not available in any format other than online written questions. This is likely to have limited contributions from people with disabilities. In addition, whilst the location of respondents was collected in the survey, there is no determination as to whether they are international or national staff/individuals, which limits RedR UK's ability to know if the findings are directly related to national capacity needs. Many organisations and individuals working in Syria are based in Turkey, the language used for the survey indicates that even respondents based in Turkey are likely to be Syrian nationals. 84% of respondents selected Arabic as their preferred learning language, meaning they are likely to be national or regional staff from the Arabic speaking areas. This indicates a gap in understanding the learning needs from Turkish nationals.

Information technology (IT) availability in the wake of the earthquake is more limited. The survey was open for two weeks and relied on people's access to internet and phone/computer to complete the survey. This short window for responses coupled with the challenges of IT may have limited who was able to respond. Specifically, it may have impacted women's ability to respond, who often have less access to IT when compared to their male counterparts due to their unpaid work responsibilities and gender norms<sup>11</sup>.

The survey relied on self-assessment of capacities and learning needs. Self-assessment can be subjective, where learners may over or under evaluate their own skills; this can also be influenced by culture, education, and gender.

The time available for meeting and interviewing people in Türkiye was limited and, apart from a formal meeting with the TCCE, discussions were often dependant on people's availability. They often took place whilst travelling to and from various regions for work and this resulted in fewer engineers than anticipated in these discussions. Meetings were also dependant on where the Earthquake Engineering Field Investigation Team (EEFIT) were travelling to, and where their primary contacts were, as the team were hosting RedR UK for the trip.

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<sup>11</sup> The Impact Of COVID-19 on Gender Equality in the Arab Region, UNWOMEN, 2020  
<https://arabstates.unwomen.org/sites/default/files/Field%20Office%20Arab%20States/Attachments/Publications/2020/04/Impact%20of%20COVID%20on%20gender%20equality%20-%20Policy%20Brief.pdf>

# Findings

## Capacity Strengths and Challenges

### Technical Capacity Strengths

The technical capacity strengths of engineers and technical specialists working in the earthquake response is relatively evenly spread as demonstrated in figure 4 below. The respondents were most confident in *Preparing technical project documents (e.g., scope of work, bill of quantity, scoring criteria)* with 277 (54%) respondents selecting that they were either very confident and could teach others (score five) or have knowledge and experience in the area (score four). Similarly, *Building and shelter construction/reconstruction* also had high levels of competence with 259 (51%) selecting scores of four or five. The third area of confidence was the *Rapid damage assessments and classifications of buildings* with 241 (47%) who scored this topic as 4 or 5, closely followed by *Non-structural repairs* with 43% scoring four or five. When disaggregated by gender, there is a similar pattern for both women and men with the top three areas of confidence being the same.

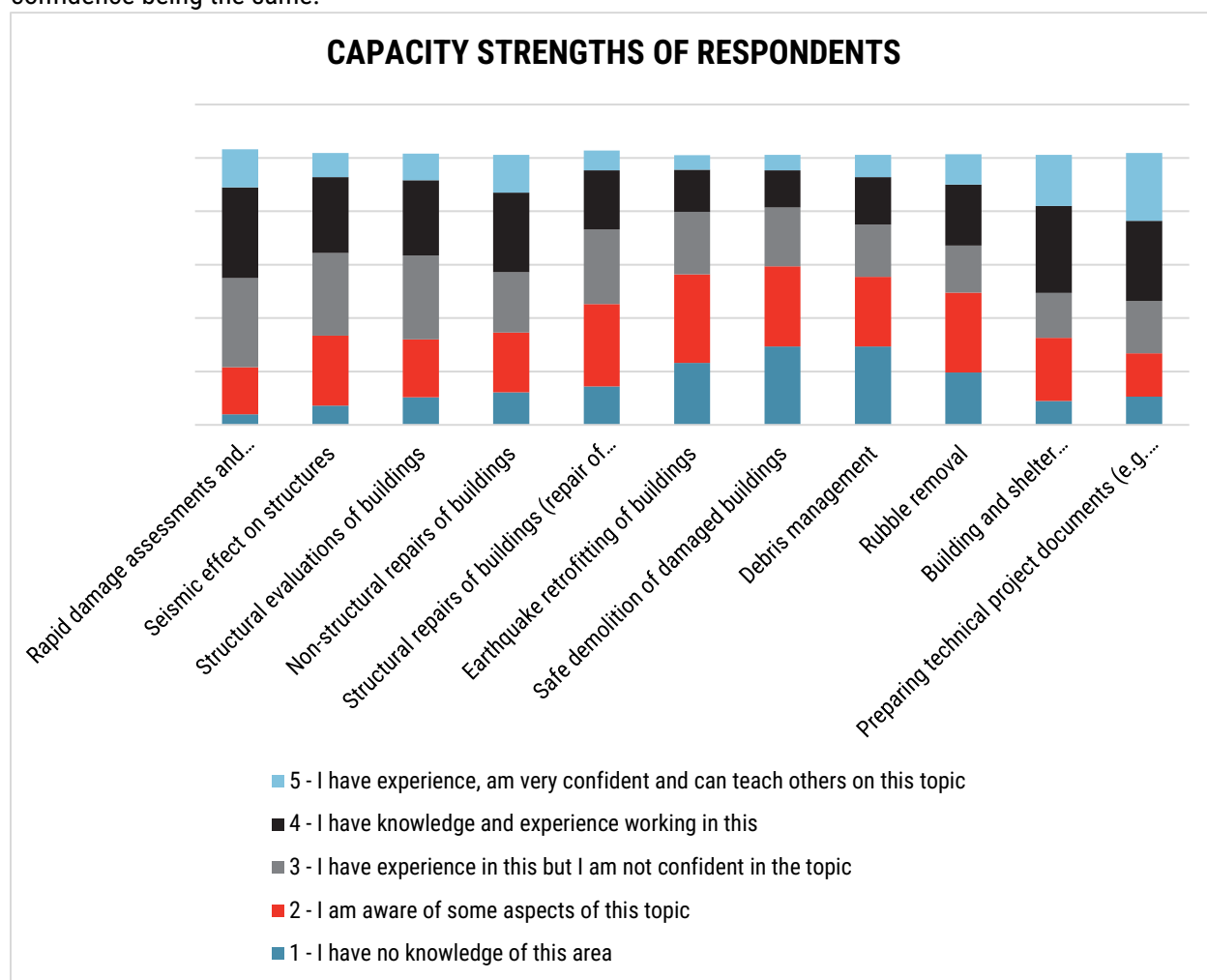


Figure 4 Capacity strengths of respondents

The areas of least confidence for women and men are the *Safe demolition of damaged buildings* and *Debris management* for which 57% overall (297 women and 277 men) noted that they had no knowledge or were only aware of some aspects of the topic. Similarly, followed by *Earthquake retrofitting of buildings* and *Rubble removal*, which 56% of women and 49% of men scored at either 1 or 2.

Using a weighted average, the topics are rated in order of competence (from highest to lowest) below:

1. Preparing technical project documents (e.g. scope of work, bill of quantity, scoring criteria)
2. Rapid damage assessments and classifications of buildings
3. Building and shelter construction/reconstruction
4. Non-structural repairs of buildings
5. Seismic effect on structures
6. Structural evaluations of buildings
7. Structural repairs of buildings (repair of structural elements of buildings, e.g. columns, beams, slabs, etc)
8. Rubble removal
9. Debris management
10. Earthquake retrofitting of buildings
11. Safe demolition of damaged buildings

## Challenges

When respondents were asked what their biggest challenges currently were in responding to the earthquake using an open question format, the most frequent comment by more than double was the lack of technical capacity available. The second and third most frequent were the lack of access to funds and poor coordination between multiple groups trying to respond, respectively. Respondents noted that the third challenge often leading to confusion and lack of clear direction. Below is a table of some of the other frequently occurring themes.

THEME	FREQUENCY MENTIONED
Lack of technical capacity to respond	84 (of which 67 were based in Syria)
Funds	45 (of which 34 were based in Syria)
Coordination between actors including government, INGOs, CBOs, Engineering institutes and professional bodies	41
Lack of tools and equipment such as for measuring, detecting damage	21
Lack of resources (unspecified type)	20
Information, data and assessments of damaged buildings	13
Logistics including transportation and access to locations	13
Safe places for the affected population	12
Restoration, rubble removal, repair, retrofitting (unspecified reason for challenge)	12
Lack of human resources	8



Approval documents	6
Workload/work pressure	6
Safety at work	5
Documentation	5
Lack of materials such as materials for reinforcement / reconstructions	4
Safe demolition of buildings	4

*Table 4 Challenges faced by respondents*

A challenge that was not as frequently noted, yet extremely important was the concept of trust. “*People don’t trust the local engineers - in terms of assessing the safety of the buildings*”. This was mentioned three times and potentially touches on deeper issues of the legacy of colonisation, leading international teams (often white people from high income countries) to be perceived and presented as having superior knowledge and expertise. This deep-rooted bias needs to be unravelled. It will be important for RedR UK to be aware of this and promote the capacity and expertise of local actors whilst reinforcing international standards for safety.

Discussions and interviews in Türkiye, especially with the TCCE, highlighted a challenge between engineers and humanitarian responders with the absence of a clear coordination system between the two groups. National engineer chambers and syndicates are sceptical of working with international organisations mainly due to bureaucracy and different ways of working. However, international organisations are where the majority of bilateral and multilateral funding is allocated. Building trust, coordination, and partnerships between humanitarian actors (national and international) and national engineers and engineering institutes would support a more efficient and effective response. It is likely that a learning gap is also present for humanitarians regarding the role and capacity of the national engineering institutes, making it harder to engage and work with them productively.

There are highly skilled engineers present in Türkiye and Syria. Supporting a more collaborative process that is locally led, and that places decision making outcomes with local actors, is essential for a relevant, efficient and decolonised approach. The strengths mentioned above need to be recognised by RedR UK as well as the wider humanitarian sector, and there needs to be recognition that in-country capacity exists for peer-to-peer learning. RedR UK could investigate if there is a role to play in facilitating an ongoing network for humanitarians and engineers based on the strengths mentioned in this section.

Another challenge which appeared three times was the affected population’s fear of leaving their homes when the damage is not visible. By contrast, discussion with actors in Türkiye revealed that there, some people are afraid to *re-enter* their homes in cases of light/no damage buildings. This is a common challenge when asking people to vacate. Having strong communication skills is crucial when talking to people about evacuating and may be a further learning need to consider. These findings also resonate with verbal feedback RedR UK has received at the end of courses for damage assessments, both pre and post the earthquake. Such skills and challenges should be included in a module for *communication and community engagement (see humanitarian standards and principles section)*.

## Capacity Gaps and Learning Needs

Respondents were asked to prioritise their learning needs from four broad topics: Technical; Operating effectively (time, resource, funding, management); Humanitarian standards and principles; and, Operating safely.

After prioritising these four topics, they were then asked to select which specific areas within each topic would have the greatest impact if they were to receive learning support. This section of the report first analyses the overview of the topics and then presents a more detailed analysis of the data within each topic.

### Prioritisation of Thematic Topics

The graph below shows four thematic areas, which respondents were asked to rank in order of priority. The area which respondents felt was the highest priority both for women and men, and also across both Syria and Türkiye was *Support on technical knowledge*, with a focus on seismic engineering topics with 45% (209 respondents). This is also confirmed by the number of requests for technical engineering support that RedR UK has received from humanitarian partners since the earthquake struck. In particular, these requests highlighted the need for seismic and structural specialists, which has significantly risen and remains high.

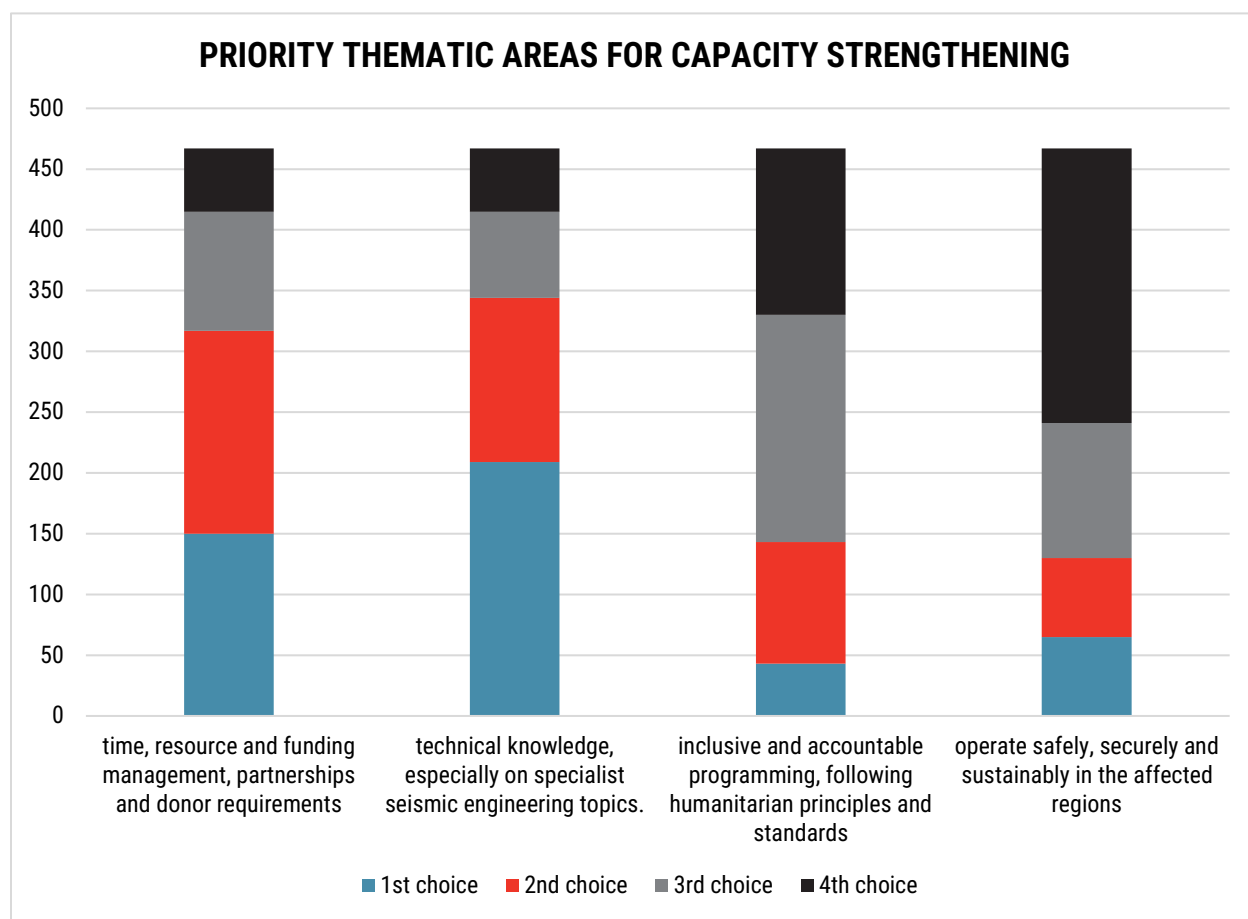


Figure 5 Priorities based in thematic areas

However, for respondents in Türkiye, an equally high priority area was that of *Operating effectively*, with a focus on time, resources, funding management, partnerships and donor requirements. This was also the second priority overall (32% selected this as the first priority and 35% selected it as the second priority).

*Inclusive and accountable programming, following humanitarian principles and standards* was rated the third priority out of the four overarching topics. The lowest priority learning need for all respondents, regardless of location and gender, was that of *Operating safely, securely and sustainably* in the affected regions. See figure 5 for more details.

### Technical Capacity: Learning Priorities

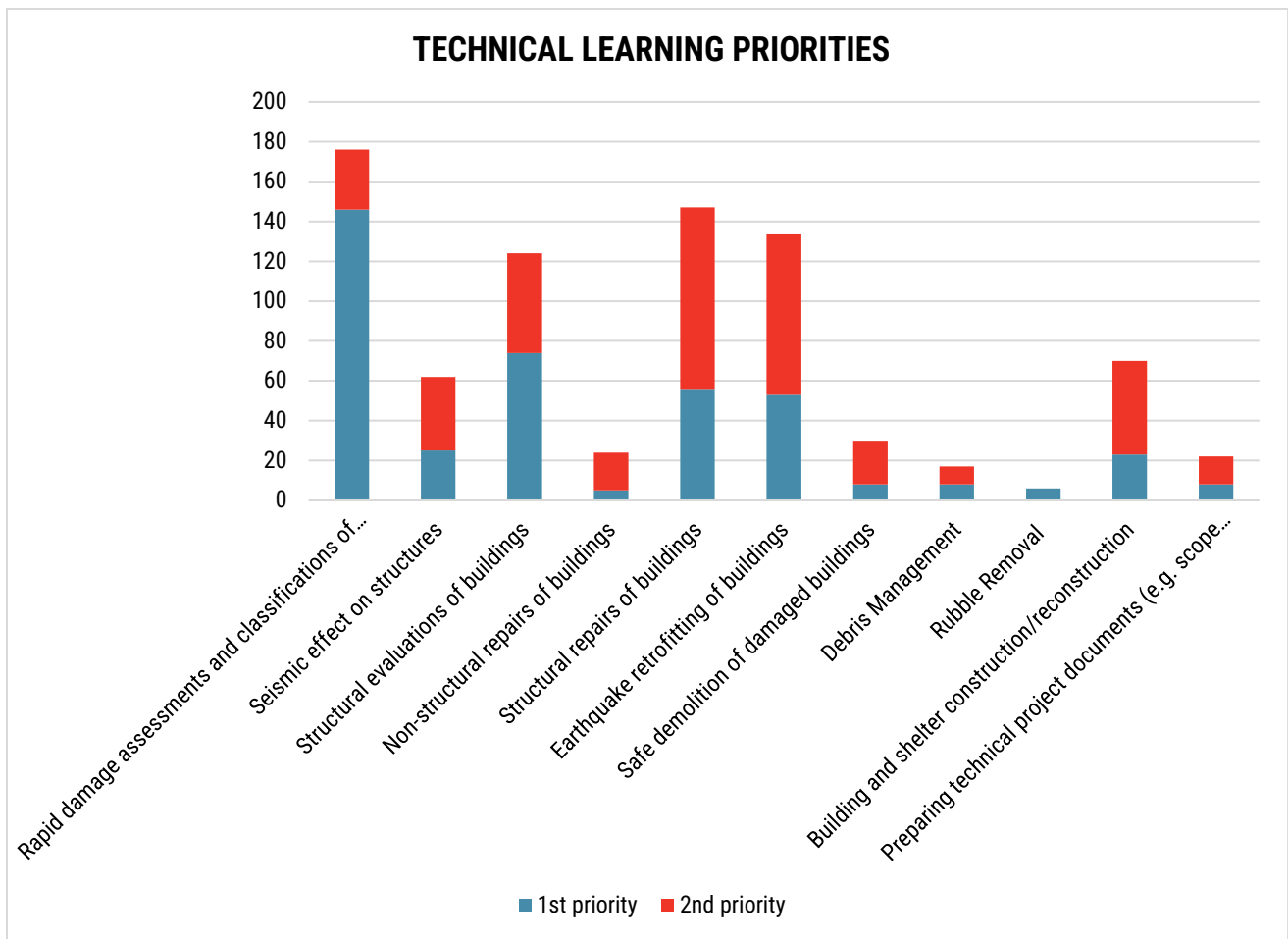


Figure 6 Technical learning priorities

The most significant technical priority for respondents was that of *Rapid damage assessments and classifications of buildings* with 35% selecting this as the area that would have the greatest impact on their team and work. This was also the area in which respondents had the second highest competence and is likely to be an area where peer to peer learning could occur. The second priority area was *Structural repairs of buildings* with a total of 36% selecting this as either priority one or two. *Structural evaluations of buildings*

and *Earthquake retrofitting of buildings* followed very closely as having the third largest impact if a learning programme was offered.

Looking at the data more closely, and filtering by gender and country, there is little variance within the priority areas for technical support with the only variance in Türkiye with the fourth priority for respondents being that of *Building and shelter construction/reconstruction*. In addition, *Earthquake retrofitting of buildings* was a slightly higher priority for those in Türkiye when compared to Syria. For more detailed figures please see Annex 3.

The technical areas in least need of learning support are: *Rubble Removal, Debris Management, Non-structural repairs of buildings, Preparing technical project documents*.

The final point, *Preparing technical project documents*, also coincides with the area where respondents felt the most confident. However, the *Debris management/Rubble removal* topics were not areas in which respondents had as much experience or confidence. This might imply that respondents feel there are other priorities or that whilst they may not have experience in the task, learning or training support is not required to perform said task/skill.

Respondents were also invited to make a further comment on other possible topics in this area. These comments are listed below (repetition from of topics from the figures above have been removed):

- Rubble recycling
- Strengthening structural and stone structures
- Securing temporary shelters
- The materials that used for reinforcement and their properties
- Earthquake impact on the nature of the soil
- Removing the large water tanks from building roofs that were slightly affected by the earthquake and removing building violations
- Lands ownership
- An economic feasibility study to decide whether to strengthen the building, remove it, or rebuild it
- Training on studying and designing buildings through Robot/ technology
- Standards and guidelines of safe construction
- The impact of earthquakes on infrastructure and service facilities such as water reservoirs tanks and wells
- Develop a disaster management plan

Debris management, retrofitting and construction/reconstruction were also mentioned numerous times in the comments, but they have not been repeated in the list above given their inclusion in the main priority exercise.

## Operating Effectively: Learning Priorities

Operating effectively was the second priority within the thematic topics. The three top areas respondents felt a learning programme would have the highest impact within operations were (see figure 7 below for full details and annex 4 for fully disaggregated data):

- Coordination (with the international relief system, and humanitarian partners) (32% as first priority)
- Needs Assessments (19% as first priority)
- Project planning (15% as first priority)

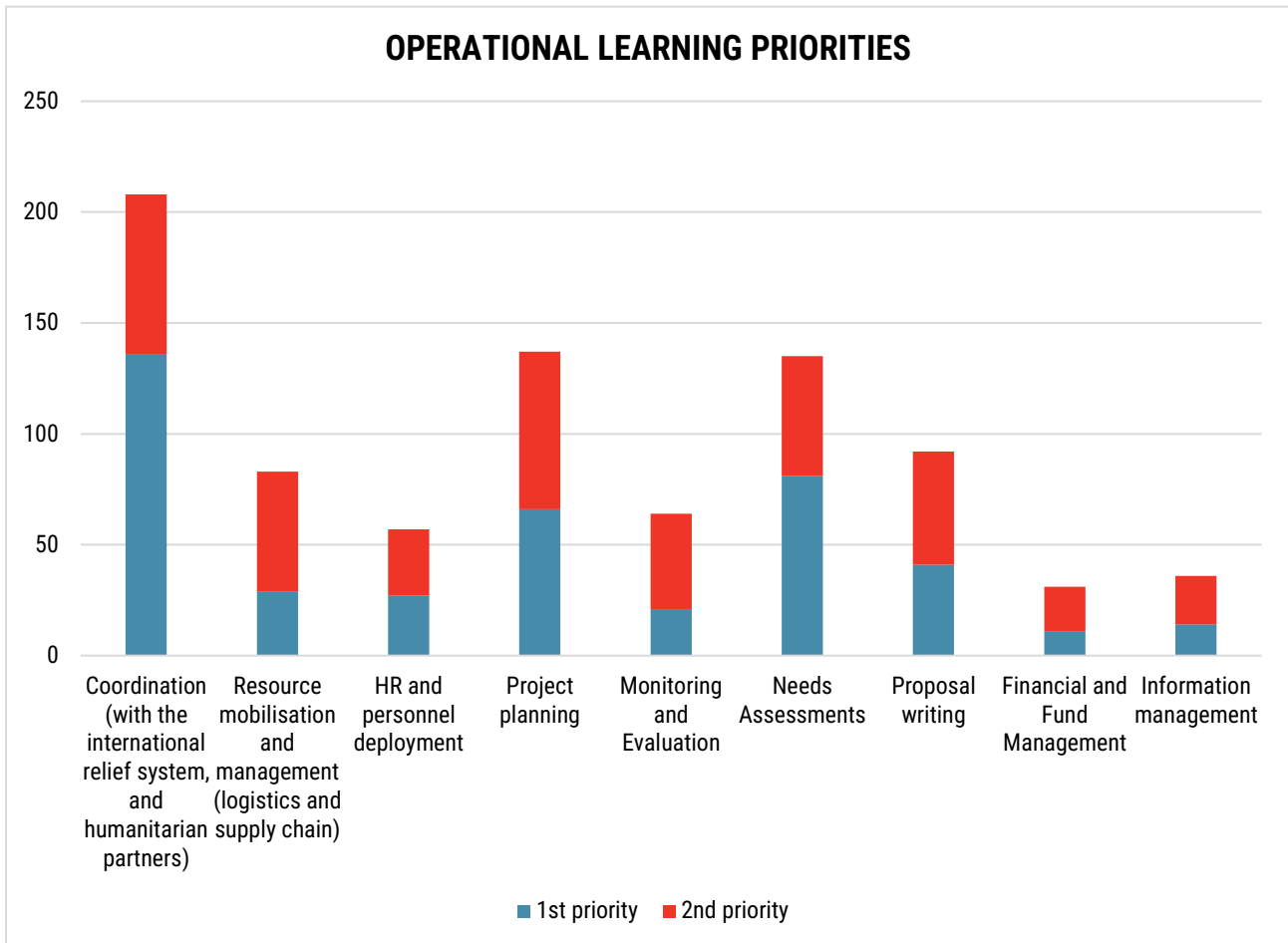


Figure 7 Operational priority areas

It is worth noting that *Coordination* was also cited as the largest challenge. When data is triangulated with responses from this question, need for support on coordination is reinforced as a topic that respondents feel they would benefit the most from a learning programme.

These areas of need were reflected also during the discussions in Türkiye. When these areas are sorted by gender, location and private sector, coordination remains the highest among all groups. It is likely that learning is required for humanitarians on the role of the engineering institutes and how and what they can do, and vice-versa. The second priority for women respondents almost mirrored men's, listing *Needs assessment* followed by *Project planning*.

*Proposal writing* and *Resource mobilisation and management (logistics and supply chain)* were considered the fourth and fifth priorities across disaggregated groups with a slightly higher percentage of respondents in Syria selecting *Resource mobilisation and management* as their fourth option. This is also supported by the challenges stated by respondents where logistics was frequently mentioned.

### Humanitarian Standards and Principles: Learning Priorities

This topic was ranked the third priority out of the four overarching topics. With this in mind, *Protection (humanitarian protection, and ensuring dignity and non-harmful practices)* was noted as the most important area for learning. *Accountability to affected populations* was the second most popular followed by *Communication and community engagement*. When the responses are filtered to look specifically by gender, as well as by type of role (i.e. those working in the private sector or those working for CBOs) the overall priority does not change and *Protection* remains the top selection.

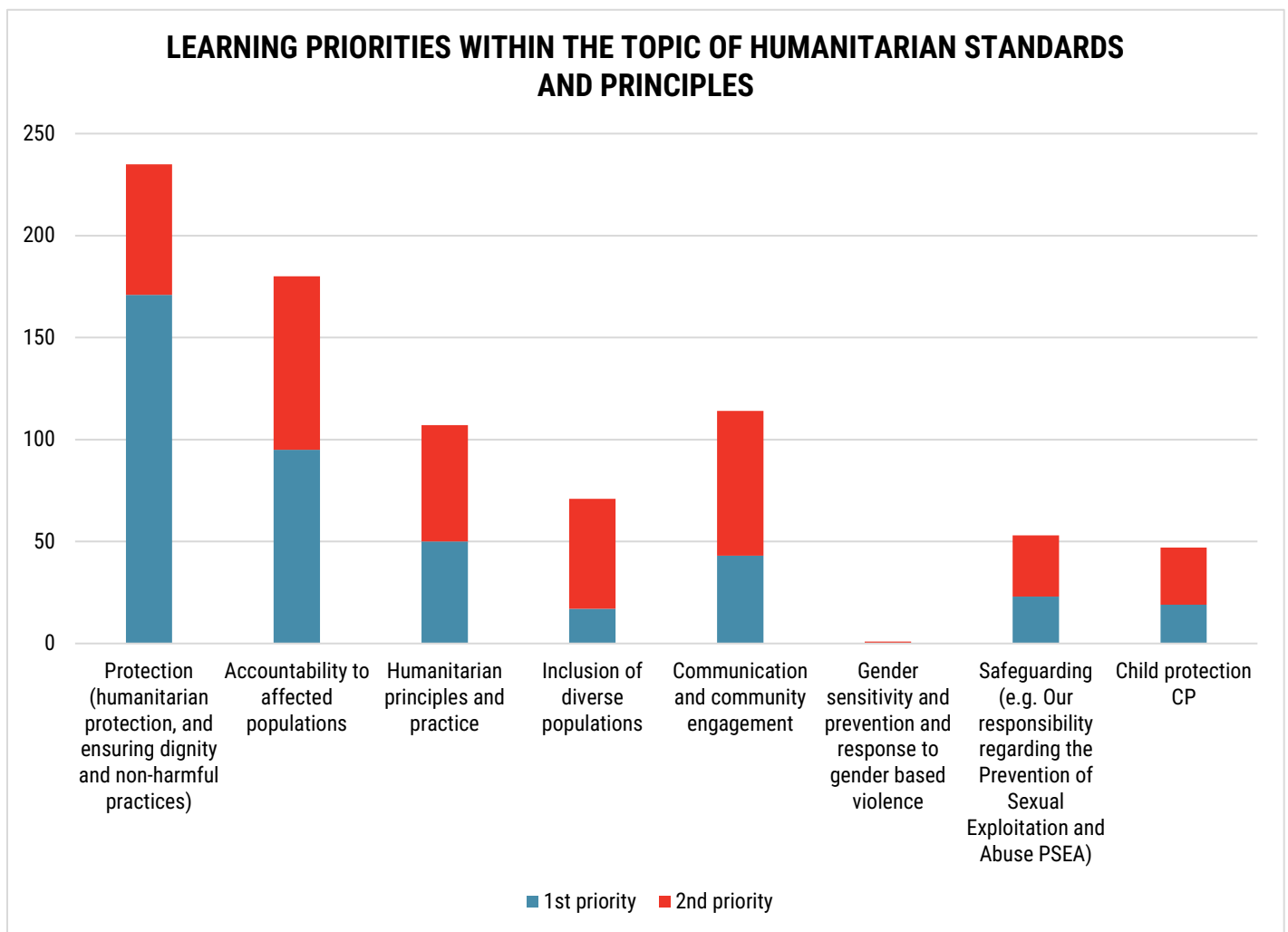


Figure 8 Humanitarian standards priority areas



By contrast, only one person<sup>12</sup> selected *Gender sensitivity and prevention and response to gender-based violence (GBV)*. *Safeguarding* (e.g. *Our responsibility regarding the Prevention of Sexual Exploitation and Abuse - PSEA*) and *Child protection* were also among the least prioritised areas. The lack of interest in these subjects may be due to the demographic of respondents and their specific technical role in the response. It may also represent a potential gap in understanding how this might relate to their work. During discussions in Türkiye with the TCCE, they also raised concerns that engineers are likely to focus on technical issues and therefore overlook issues of safeguarding. There is also a likelihood that protection is seen as an umbrella for areas such as GBV and PSEA. These three issues are all addressed in Care International’s rapid gender analysis<sup>13</sup>, with recommendations as follows:

- “All non-GBV specialist humanitarian actors who are in direct contact with communities affected by the earthquake should be trained on supporting GBV survivors.
- All non-child protection actors must inform themselves about child protection referral pathways.
- In each area of intervention, assess SEAH/safeguarding risk factors and integrate these into programme planning.”

It is therefore recommended that RedR UK look at integrating these three areas into their learning services, rather than offering them as a separate or targeted learning event. Identifying opportunities to mainstream these in services would be more effective and highly recommended.

**Operating Safely: Learning Priorities**

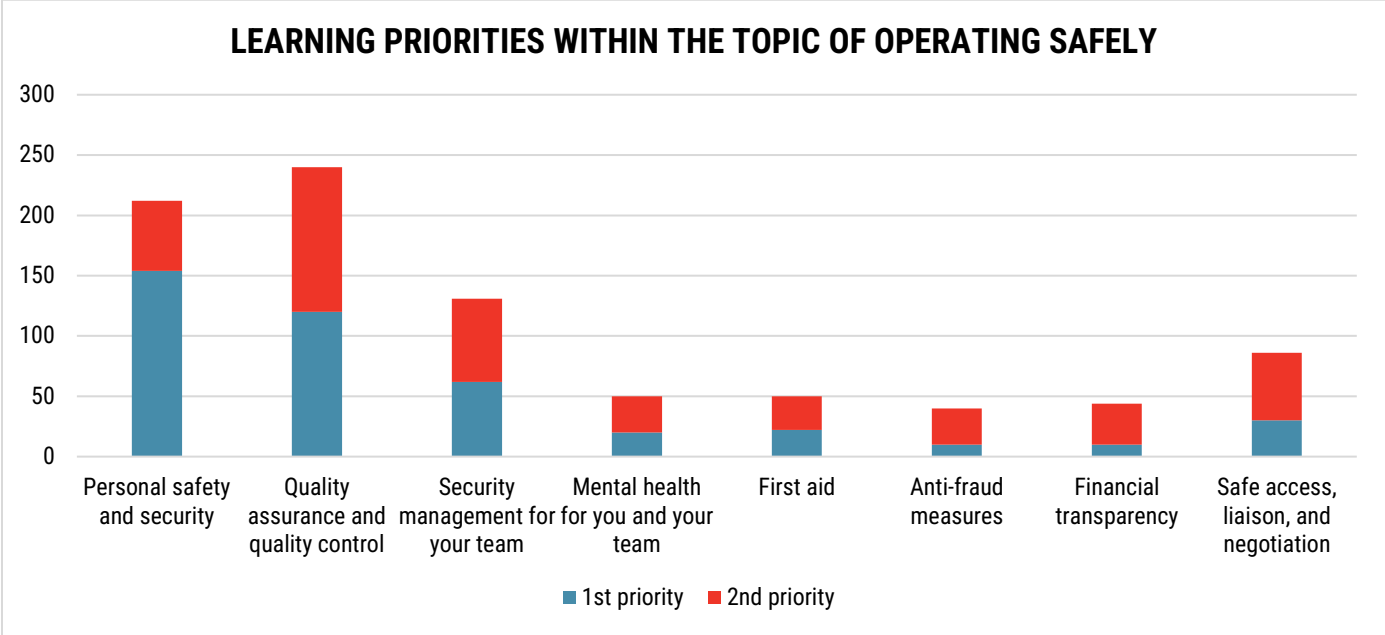


Figure 9 Operating safely priority areas

<sup>12</sup> This person was also part of the 4% of respondents based outside of Türkiye and Syria  
<sup>13</sup> Rapid Gender Analysis Policy Brief: Türkiye & Northwest Syria Earthquake Response, Care International, February 2023 <https://www.care-international.org/sites/default/files/2023-02/RGA%20Brief%20Türkiye%20Syria%20Feb%202023.pdf>

Operating safely was considered the least most urgent topic for learning. However, numerous respondents also commented on safety being one of the biggest challenges. This is may explain why *Personal safety and security* was ranked as priority number one within this topic. On another measure, *Quality assurance and quality control* gained the highest votes overall when the first and second priority are combined. The same results are reflected even when we disaggregate for women and men, those working for the private sector or whether respondents work in Syria or Türkiye. *Quality assurance and quality control* refers to ensuring that engineers are operating safely, for example safely accessing buildings, using personal protective equipment PPE, etc.

### Other Requested Topics

Respondents were invited to comment on any other learning needs not covered in the survey for which they would like to receive training. These are listed in table 5 below and have been categorised into three areas: operations and other; technical, and; software. Comments provided that repeated content already covered in the survey and analysis above were removed and all suggestions below only appeared as a comment once and do not reflect a larger need.

<b>OPERATIONS AND OTHER</b>	<b>TECHNICAL</b>	<b>SOFTWARE NEEDS</b>
Fundraising, advocacy & budgeting during an immediate disaster	Mitigating the effects of asbestos released by collapsed buildings and rubble clearance	SAP software (System Applications and Products in Data Processing)
Climate change	Testing and quality of reinforcement and restoration materials	Etabs (ETABS is an engineering software product that caters to multi-story building analysis and design)
Risks management	Restoration of old buildings	Engineering Software
Natural disaster management - response & Risks management		
Community mobilization to respond to the disasters		

*Table 5 Other learning support requests*

# Learning Preferences

## Type of Interaction with Learning Programme

Respondents were asked to rank their preferences for engaging with learning. They were provided with a list of 9 different options (see Annex 1, interview questions for full list). The most popular form of learning for both women and men, in Syria and Türkiye, was *Pre-recorded online presentations which you can download and watch in your own time* (46% voted this as their first preference). RedR UK notes that this is not the most effective adult learning methodology as research shows the retention rate of information that is presented as opposed to information in which learners engage, participate and are active is much lower.<sup>14</sup> (See the learning pyramid below for the average retention of knowledge from different forms of interaction in learning events.) It is recommended that RedR UK's response reflects the preference expressed in the survey and considers how they might also enhance learner interaction through complementary activities.

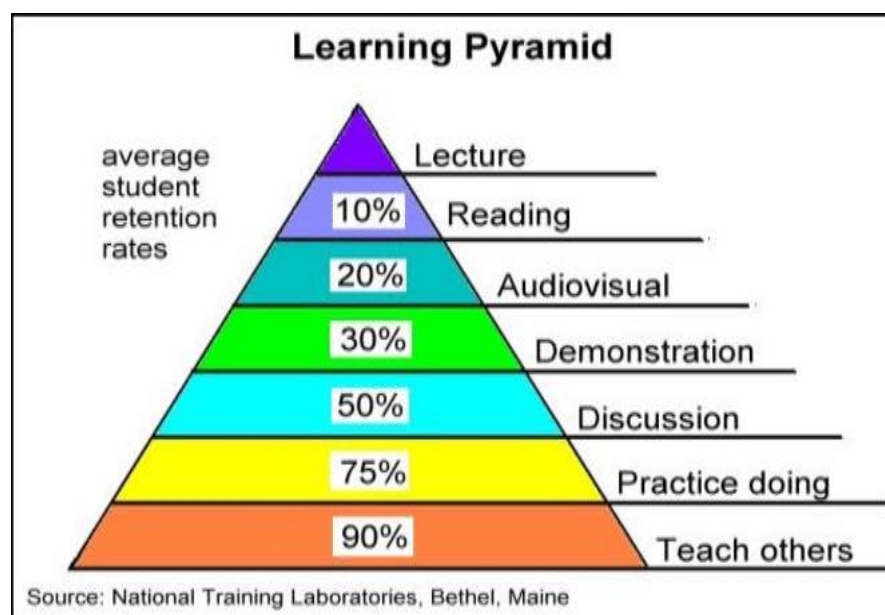


Figure 10 Learning Pyramid (from 'Assurance of Learning and Knowledge Retention')

The second most popular form of engagement for respondents in Syria was *Face to face interactive training where you join in person at a specific time to discuss, interact, practice skills and receive feedback from trainers and other participants* (overall 34% voted this as their first learning preference). However, overall when respondents were asked to select their second preferred form of engagement 34% selected *Online live presentations which you join at a specific time and can submit questions and comments*. A third preference was *Online live interactive sessions which you join at a specific time and discuss, interact and receive feedback from trainers and other participants*. Figure 11 below gives a summary of the first three choices of learning preferences ranked by respondents (out of a ranking of all nine methods).

<sup>14</sup> Assurance of Learning and Knowledge Retention: Do AOL Practices Measure Long-Term Knowledge Retention or Short-term Memory Recall? Brodersen A., Journal of Higher Education Theory and Practice. 2018;18(6):11.

By far the least popular learning solutions was *On the job mentoring, where you are guided by a more experienced or knowledgeable person on a specific challenge*. 51% ranked this last within the 9 options they were given.

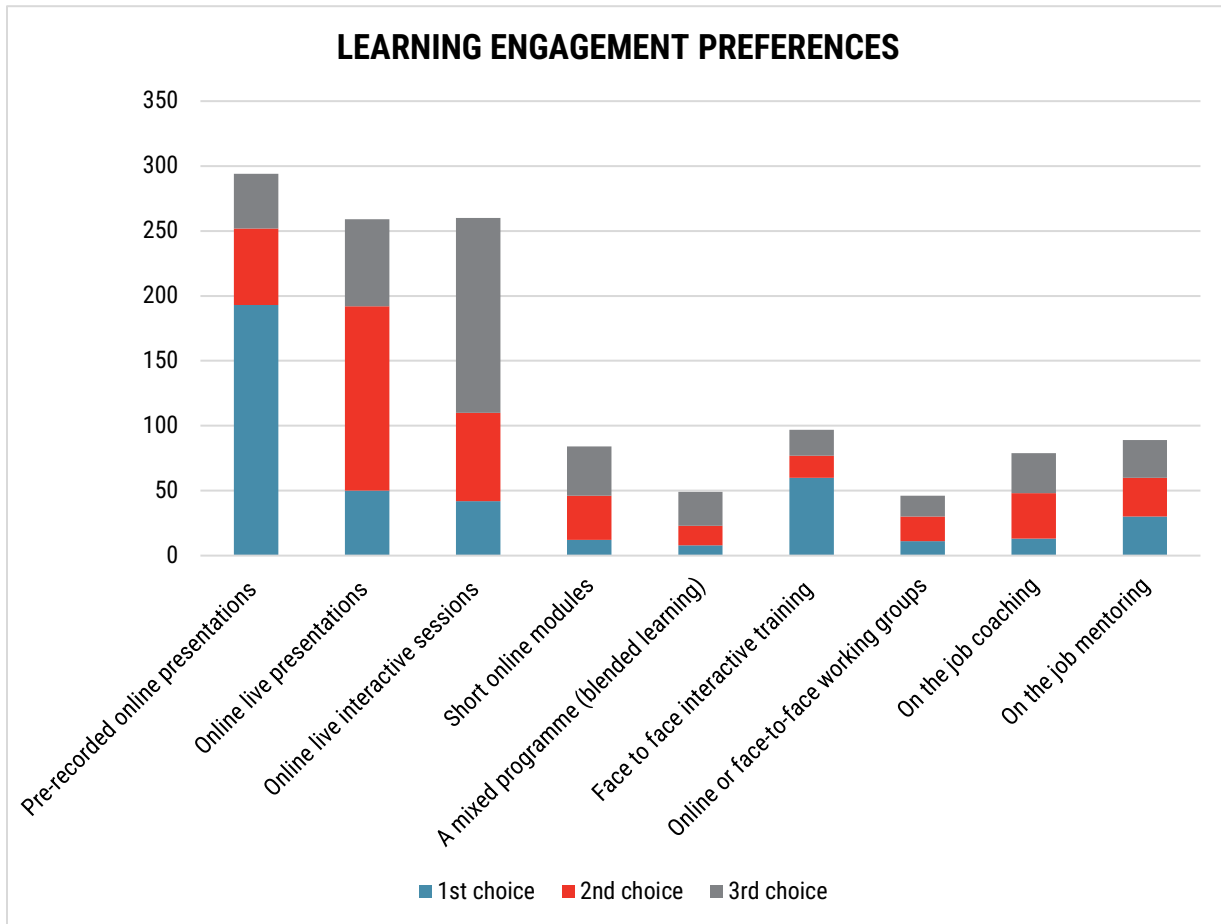


Figure 10 Learning preferences

### Time Available to Dedicate to Learning

The time available to dedicate to learning is slightly less for women, with nearly half noting that they have between 30 to 40 minutes a day whereas slightly more men noted that they had between 1-2 hours a day. It is recommended that any learning programmes aims for 60 minutes day maximum if the programme is ongoing. However, for a one-off event it may be more suitable to have up to 1.5 hours duration based on past learning from RedR UK’s emergency response programmes.

	MEN	WOMEN
Between 1 and 2 hours per day	43%	31%
Between 2 and 3 hours per day	8%	13%
Between 30 and 60 minutes per day	42%	48%
Less than 30 minutes per day	4%	3%
Over 3 hours per day	4%	5%

Table 6 Time available to learn

## Preferred Learning Language

The language preference of learners is Arabic, with only 16% opting for English and only one person opting for Turkish (see table 8). Focusing on the differences between respondents in Syria and those in Türkiye, there is a significant difference. Almost 50% of respondents from Türkiye opted for English. This may be due in part to the fact there are more international actors in Türkiye due to easier access and increased security when compared to Syria. The overall preference for Arabic suggests that very few respondents were Turkish nationals (see limitations). When broken down by gender, 14 women selected English, the equivalent of 16% of female respondents, which is representative of the overall preference.

LANGUAGE PREFERENCE	
Arabic	357 people in total – 23 in Türkiye (84%)
English	66 people in total – 22 in Türkiye (16%)
Turkish	1 person
Kurdish	0

*Table 7 Language preferences*

## Preferred Time of Day for Learning

Regardless of gender, respondents commented that their preference for a learning event was the evening. However, a significant number of women (21%) also opted for the afternoon. This is likely due to childcare responsibilities in the evening.

TIME OF DAY FOR LEARNING	MEN	WOMEN
Afternoon	11%	21%
Any time of day	6%	14%
Evening	77%	52%
Morning	5%	13%
Other (please specify)	1%	0%

*Table 8 Time of day for learning*

## Other Comments Regarding Learning Preferences:

Consider online sessions via MS Teams instead of Zoom because it is blocked in Syria	
Grant certificates of completion	
Do the trainings during the weekends	
Online learning is not the best way to learn in Syria - please consider the f2f	x 3
Suggest working through existing established organizations	

*Table 9 Other learning considerations*

It is important to note that Zoom and Google are banned in Syria due to U.S. sanctions. However, it is likely that many people are using proxy servers (VPNs) to access banned sites. MS Teams is possibly the preferred option, however a direct question on the software was not asked to respondents.

## Recommendations

### Recommendation 1: Online Pre-recorded Training and with Q&A Sessions

It is recommended the RedR UK design and deliver training within the top three topic areas explored within this report: technical training, operating effectively and humanitarian principles and standards. Suggested training areas within each of these topics are listed below; the most critical area for RedR UK to continue to deliver and expand upon is technical training.

Due to the urgency and scale of the training required along with the availability of learners and stability of internet access, it is recommended that this first set of training be online pre-recorded sessions. These could be in the form of webinars that are recorded and made available as a download. Any download file should consider the speed of internet in certain locations and have a reduced size. To account for people who may have further questions and require discussion around the topic, live question and answer sessions with an expert are recommended. These sessions can be set up frequently to complement the pre-recorded sessions and enhance the learning experience. For example, these could be held once weekly or bi-weekly in the evenings with specific events scheduled in the afternoon (possibly every third event) to accommodate a wider range of learners and specifically women who may have other responsibilities in the evenings. It is recognised that some of the topics suggested for the learning may not lend themselves as well to pre-recorded sessions. In these cases, there may need to be some live activities but with the bulk of the content pre-recorded where possible.

The pre-recorded sessions are likely to be accessed on phones and this should be considered during design. They may also serve as a tool for people whilst at work to reference as and when needed to check specific technical content. Use of the playback option, as well as clear chapter markers are recommended in this case.

It is also recommended that an intensive face to face training be organised in NW Syria on these topics. It is recommended that the face-to-face training build on RedR UK's previous Training of Trainers (ToT) in NW Syria and expand the pool of RedR Associate Trainers in Syria and Türkiye by connecting with skilled technical individuals and providing the support required for their training skills to be RedR UK recognised (also see recommendation 2).

The pre-recorded trainings should primarily be available in Arabic, with translations or subtitles in English. Further consultation or piloting of training in Turkish is recommended to ensure that Turkish nationals are not excluded from the learning opportunity. Any live events should also have Arabic as the main language with English, and potentially Turkish, available on a frequent basis, for example every fourth event in English or with English interpretation.

All modules should consider how to address decolonisation and re-enforce the capacity and strengths of the local engineers, building trust between national and international actors. The language used will also need consideration to ensure it is inclusive and does not further entrench gender norms or power imbalances between high income and middle- and low-income countries or ex-colonisers.



## Technical Training

The first priority area in terms of learning needs is for continued access to technical training in Türkiye and Syria. It is recommended RedR UK continue to deliver training in this area and expand topics and frequency. The subjects recommended to form suite of technical training are:

- Damage assessments and classifications of buildings
- Structural repairs of buildings
- Structural evaluations of buildings
- Earthquake retrofitting of buildings

If the training is expanded, *Building and shelter construction/reconstruction* would be the most beneficial to add to the priority list above.

## Operating Effectively Training

By far the highest priority in this area is coordination, this includes coordination and involvement of governments as well as how to coordinate between engineering institutes and humanitarian coordination systems. Whilst there is a not a great deal of detail for the content of project planning this should include practical project tools to manage time, resources and money as well as logistical considerations. The needs assessments training should include data assessment tools, sources for secondary data and coordination of data.

- Coordination
- Project planning (including logistics)
- Needs Assessments

Other areas that could be considered, if these are expanded, would be *Proposal writing* and *Resource mobilisation and management (logistics and supply chain)*. Logistics was identified frequently as a key challenge and whilst this can be included in project planning this is likely to be very light touch and a more in-depth module may be more effective. Within these modules gender and inclusion as well as PSEA should also be mainstreamed and obligations referenced.

In addition, to support an improvement in coordination RedR UK might be well placed to help facilitate a network of engineers and humanitarians for peer-to-peer learning and coordination. This should include training and support for clusters/humanitarian organisations on how to coordinate with engineering syndicates and engineers and their existing structures. Such support would facilitate a two-way learning between the two sectors rather than any one system dominating and potentially creating top-down process that is not considerate of existing expertise or coordination systems.

## Humanitarian Standards and Principles Training

The three areas which are recommended within this topic in order of priority are as follows:

- Protection (humanitarian protection, and ensuring dignity and non-harmful practices)
- Accountability to affected populations

- Communication and community engagement (including a talking to people who may not want to evacuate their home despite safety concerns)

GBV and PSEA are strongly recommended to be mainstreamed throughout the content. It is also recommended that RedR UK coordinate with the protection cluster to ensure training complements ongoing work and does not duplicate any training they are already offering. Safe referrals for non GBV specialists are recommended to be included in the protection training.

### **Operating Safely Training**

This topic area was considered the least valuable for respondents. It is recommended that RedR UK signpost learners to existing training on this topic such as Disaster Ready’s free online courses for personal safety and security available in Arabic as well as English.<sup>15</sup> There is also a range of free training available on Kaya platform for security, safety, well being including:

- Wellness and Resilience for Frontline Workers and Managers
- Safety and Security Within The First 1-2 Weeks and Ongoing Improvement

Unfortunately, these courses are only available in English.

## **Recommendation 2: Invite Local Capacity into RedR UK Activities**

Recognise the local expertise in the region and collaborate with local experts who can facilitate in Arabic. Across all topic areas listed (see figure 4) some respondents noted that they were very confident and could teach others. However, within the learning needs identified within this LNA the following skills from respondents were listed as highly confident with the ability to teach others whilst also noted as a learning need within the sector:

- *Building and shelter construction/reconstruction* (96 people in total, 11 women and of which 13 in Türkiye)
- *Rapid damage assessments and classifications of buildings* (71 people total, 6 women, 9 people in Türkiye)

If possible, contact those who can teach others and invite them to collaborate with RedR UK, if required/requested provide additional support by pairing the local expert with a RedR UK technical trainer from the MENA region who has experience working within RedR UK processes and approaches to design and deliver courses.

Possible ways of collaborating with local specialists as resource persons and/or trainers are:

- Share experience and examples of promising practices
- Support contextualisation of content and case studies/examples

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<sup>15</sup> Disaster Ready safety and security courses are accessible here: <https://ar.disasterready.org/safety-security-courses>

- Deliver or co-deliver training
- Invite as experts during question and answer sessions

Support for technical experts is likely to be needed through intensive ToT and mentoring. This could build on the ToT delivered early in RedR UKs earthquake response; such models will result in a more sustainable approach with less reliance in international trainers. During programme design, bear in mind that if expectations are for individuals to deliver online training, an online ToT is recommended. However, if they are expected to deliver face-to-face a face-to-face format ToT is highly recommended.

In addition, reach out to the local experts directly to assess if they have capacity to mentor others working in the area or can support the pre-recorded sessions with face-to-face discussions and exercises in their geographical area.

### **Recommendation 3: Provide tailored support to local and national organisations and in doing so initiate a dialogue on decolonising Learning and Development (L&D)**

Secure funds to provide subsidised tailor-made support for organisational development of local and national organisations active in the response, to strengthen capacity to respond, access humanitarian funds, and enhance organisational sustainability through a combination of consultancy, coaching, mentoring and training. Within these tailormade opportunities, consider both support to individual organisations, engineering associations such as TCCE and collective approaches that bring together a number of organisations and can thereby strengthen networks and support coalition building.

Learning is also required for humanitarians on the role of the engineering institutes, how they operate, what they can do, and how to best engage with them. Existing capacity amongst engineers, engineering organisations and non-traditional humanitarian actors should be recognised, whilst further support should also be available as above if requested. In particular, the structures, standards, and ways of working amongst these actors could be better understood by humanitarian organisations, at the same time as support being available for these actors to better understand, access and take a lead role in the global humanitarian system. RedR UK is well placed to facilitate mutual learning events that help to build trust, level out power (over funding, decision making etc.) and decolonise the global infrastructure often used in humanitarian response. Such an approach would support international organisations to fully recognise and connect to existing capacity, and better understand how to work within existing structures which are not necessarily part of the humanitarian eco-system.

In facilitating two-way dialogue to enable a humanitarian response that works with national structures, in working with local capacity to support training of others and using peer to peer opportunities it is hoped that RedR can contribute to decolonising aid, including RedR UKs own ways of working. It is recommended that RedR UK continues to reflect and draw on lessons learnt from similar responses, including RedR UK's Ukraine

LNA<sup>16</sup> and various reports, specifically Peace Direct's, *Time to Decolonise Aid*<sup>17</sup> (available in English and Arabic) and Bond's *Becoming Locally Led As An Anti-Racist Practice*<sup>18</sup>, to build in decolonisation and into RedR UK's strategy, programme and systems. This will include looking at the power dynamics and considering questions such as;

- Is there an implicit preference for analysis of contexts led by high income countries of low- and middle-income countries? "This includes the dominance of western models of monitoring and evaluation."<sup>19</sup>

Continue to interrogate RedR UK's work on the decolonisation of learning and development and facilitate discussion with other humanitarian training and learning providers on this topic. Share lessons and good practice with the sector regarding locally led and anti-racist training and development.



Photo: Mohammed Bashein for RedR UK. Earthquake damage in Iskenderun, Türkiye

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<sup>16</sup> Ukraine Response Learning Needs Analysis, Katie Robertson, RedR UK, December 2022

<sup>17</sup> Time to Decolonise Aid, Peace Direct, 2021, <https://www.peacedirect.org/publications/timetodecoloniseaid/>

<sup>18</sup> Becoming Locally Led as an Anti-Racist Practice, 2022, <https://www.bond.org.uk/resources/becoming-locally-led-as-an-anti-racist-practice-a-guide/>

<sup>19</sup> Time to Decolonise Aid, Peace Direct, 2021, <https://www.peacedirect.org/publications/timetodecoloniseaid/>

## Annex 1 Survey questions

### Türkiye and Syria Earthquake – Learning Needs Assessments

This questionnaire aims to assess immediate learning needs and priorities of engineers and other technical specialists responding to the earthquake in Türkiye and Syria.

The data will feed into a learning programme, which will be offered free of charge by RedR UK, and designed to strengthen response capacity. The results of the learning needs assessment (LNA) will also be useful to other capacity strengthening organisations responding to the earthquake, and will be shared accordingly. If you would like to be kept up to date with the development of the learning programme, there is an opportunity to submit your details at the end of the survey.

All answers are strictly confidential. If you have any comments or concerns regarding the questionnaire, please email: [engineering.skills@redr.org.uk](mailto:engineering.skills@redr.org.uk)

There are 20 questions that will take roughly 15 minutes to complete.

1. Where are you currently located?
  - a. Country – Syria, Türkiye, other (please specify)
  - b. City/directorate –
  - 1.2 If other, where do you work (if different to above, e.g. responding remotely)?
  - 1.3 Are you responding to remotely to the earthquake response for Türkiye and Syria? Yes/No
2. How would you describe where you are currently working?
  - a. Private company
  - b. Consultant or self-employed
  - c. Local government
  - d. National government
  - e. Community-based organisation
  - f. International NGO
  - g. National or regional level NGO
  - h. Red Cross/Red Crescent
  - i. Organisation for people with disabilities
  - j. Academic Institution
  - k. United Nations
  - l. Student
  - m. Other, please specify
3. Which of the following would best describe your current role?
  - a. Engineer (civil, structural, etc)
  - b. Construction worker
  - c. Architect
  - d. Urban planner
  - e. Other Shelter practitioner

- f. Other WASH practitioner
  - g. I am none of the above, but I work with/support a team of technical personnel/advisors
  - h. Other, please specify: (note that this survey is targeted towards the needs of technical specialists in the earthquake response)
4. What is your level of technical experience?
    - a. Student (e.g. engineering student)
    - b. Graduate (less than 1 year experience)
    - c. Professional, between 1 and 4 years' experience
    - d. Professional, between 4 and 10 years' experience
    - e. Professional, over 10 years' experience
  5. What is your gender?
    - a. woman
    - b. Man
    - c. Non-binary
    - d. Prefer not to say
  6. What experience do you have working with NGOs or in the humanitarian sector?
    - a. I have never worked with NGOs or in a humanitarian response
    - b. Less than 2 months
    - c. Between 2 months and 1 year
    - d. Between 1 and 3 years
    - e. Between 3 and 5 years
    - f. Over 5 years
  7. How would you rate your knowledge and confidence in each of the following technical areas of the response? (1 – 5 scale) 1= I have no knowledge of this area 2= I am aware of some aspects of this topic 3 = I have experience in this but am not confident in teh topic 4= I have knowledge and experience working in this 5 = I have experience, am very confident and can teach others on this topic
    - a. Rapid damage assessments and classifications of buildings
    - b. Seismic effect on structures
    - c. Structural evaluations of buildings
    - d. Non-structural repairs of buildings
    - e. Structural repairs of buildings (repair of structural elements of buildings, e.g. columns, beams, slabs, etc)
    - f. Earthquake retrofitting of buildings
    - g. Safe demolition of damaged buildings
    - h. Debris management
    - i. Rubble removal
    - j. Building and shelter construction/reconstruction
    - k. Preparing technical project documents (e.g. scope of work, bill of quantity, scoring criteria)
  8. What challenges are you currently experiencing in responding to the earthquake?



9. Which of the following would you say are the biggest capacity priorities for you and your teams in your response to the earthquake? Please rank from 1 to 4, with 1 being your highest priority
- a. We need to be able to operate effectively during the response, managing time, resources, funding, partnerships and donor requirements to meet identified needs.
  - b. We need more technical knowledge to respond to the earthquake, especially on specialist seismic engineering topics.
  - c. We need to be able to ensure programming is inclusive, accountable, reaching where the needs are highest, and following humanitarian principles and standards.
  - d. We need to be able to operate safely, securely and sustainably in the affected regions.
10. If RedR UK were to offer a learning programme to improve your capacity to respond to the earthquake, which of the topics under each category would have the greatest impact for you, your team and your work? (top 3 priority ranking for each section)

Topics on Technical response

- a. Rapid damage assessments and classifications of buildings
  - b. Seismic effect on structures
  - c. Structural evaluations of buildings
  - d. Non-structural repairs of buildings
  - e. Structural repairs of buildings
  - f. Earthquake retrofitting of buildings
  - g. Safe demolition of damaged buildings
  - h. Debris management
  - i. Rubble removal
  - j. Building and shelter construction/reconstruction
  - k. Preparing technical project documents (e.g. scope of work, bill of quantity, scoring criteria)
  - l. Other not listed, please specify:
11. Topics on Operating effectively
- a. Coordination (with the international relief system, and humanitarian partners)
  - b. Resource mobilisation and management (logistics and supply chain)
  - c. HR and personnel deployment
  - d. Project planning
  - e. Monitoring and Evaluation
  - f. Needs assessments
  - g. Proposal writing
  - h. Financial and fund management
  - i. Information management
  - j. Other not listed, please specify:

Topics on Operating accountably and in respect to humanitarian standards

- k. Protection (humanitarian protection, and ensuring dignity and non-harmful practices)
- l. Accountability to affected populations
- m. Humanitarian principles and practice
- n. Inclusion of diverse populations
- o. Communication and community engagement
- p. Gender sensitivity and prevention and response to gender based violence
- q. Safeguarding (e.g. Our responsibility regarding the Prevention of Sexual Exploitation and Abuse PSEA)
- r. Child Protection CP
- s. Other not listed, please specify:

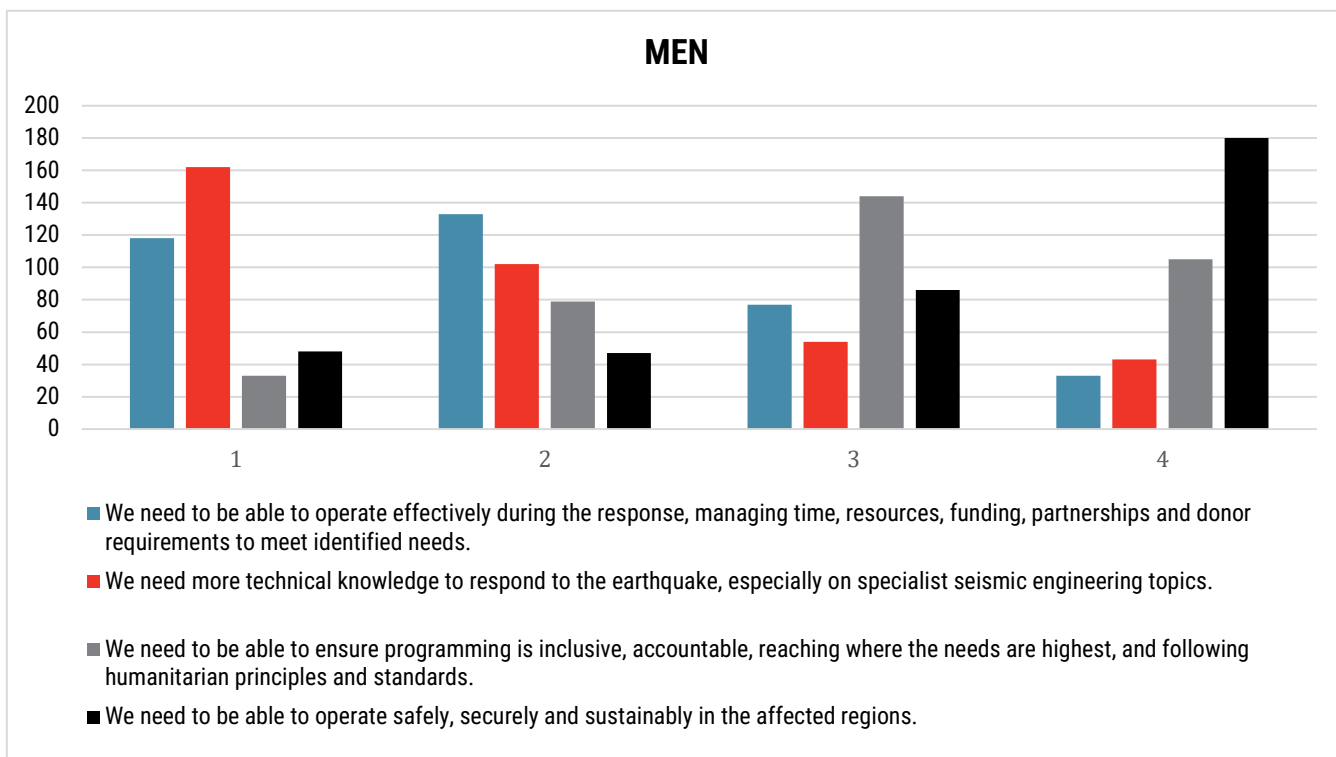
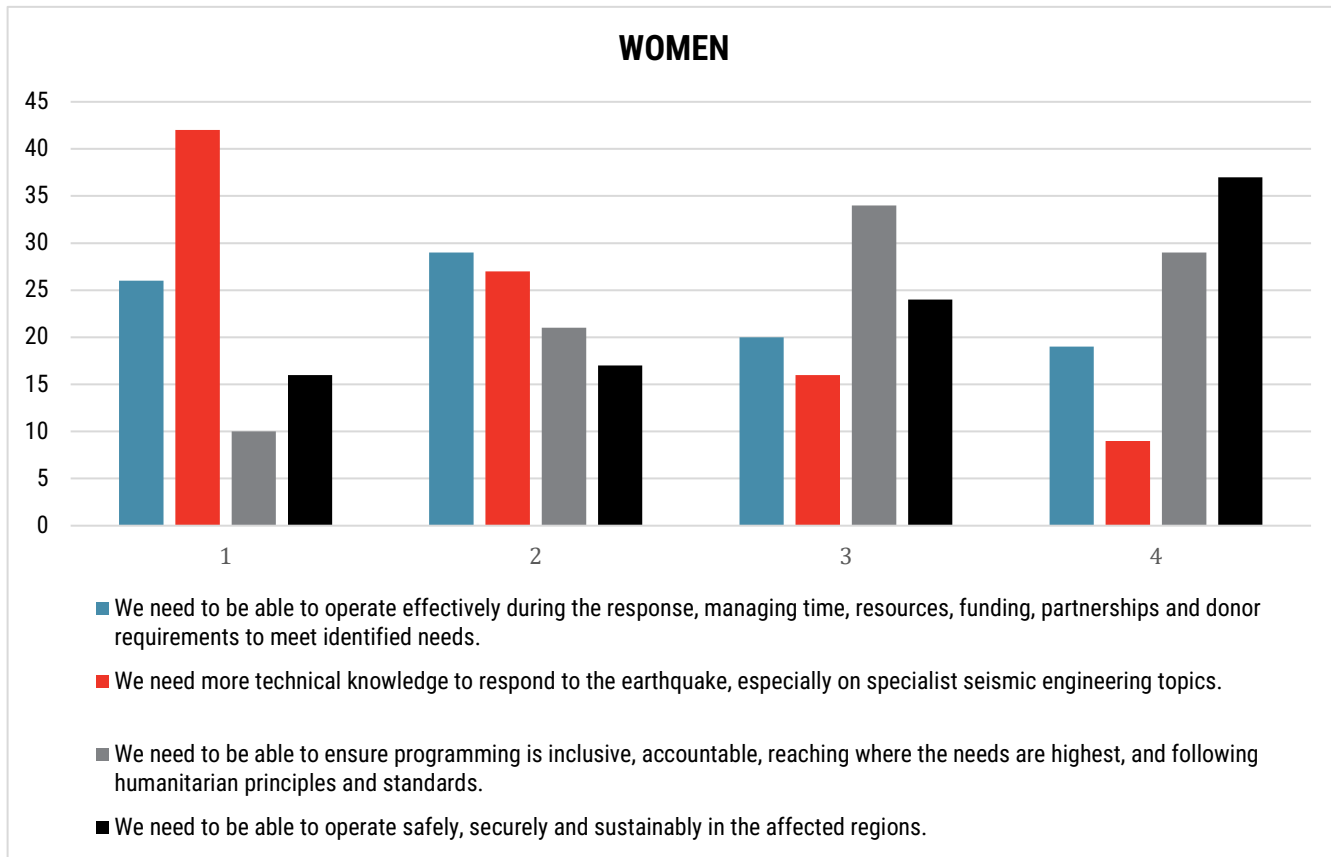
Topics on Operating safely

- t. Personal safety and security
- u. Quality assurance and quality control
- v. Security management for your team
- w. Mental health for you and your team
- x. First aid
- y. Anti-fraud measures
- z. Financial transparency
- aa. Safe access, liaison, and negotiation
- bb. Other not listed, please specify:

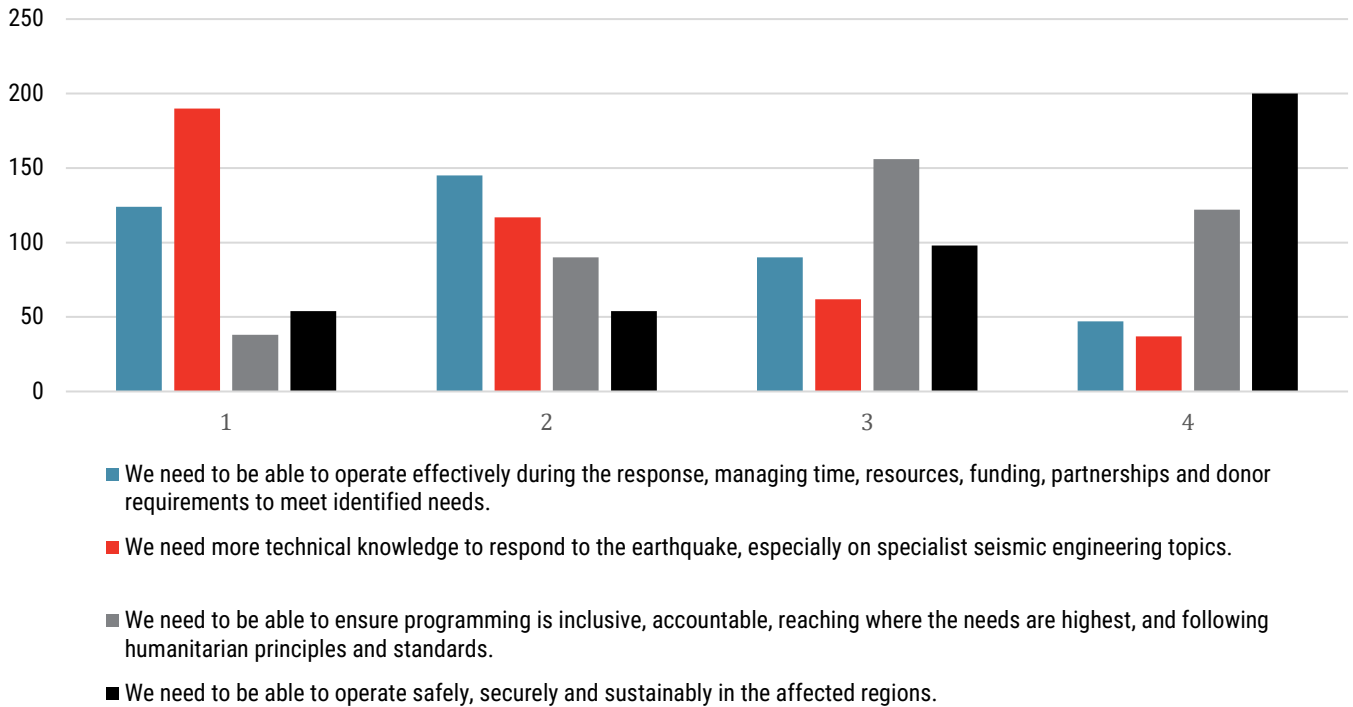
12. Are there any other topics not covered by the above questions that you would like to receive training on?
13. Based on your daily routine and environment, which would be the most appropriate delivery mode for you and your teams? Please rank from 1 to 9, with 1 being your highest priority.
- a. Pre-recorded online presentations and videos which you can download and watch in your own time
  - b. Online webinar which you join at a specific time and can submit questions and comments
  - c. Online live interactive sessions which you join at a specific time and discuss, interact and receive feedback from trainers and other participants
  - d. Short online modules which you complete at your own pace
  - e. A mixed programme, which has some interactive online sessions and some online modules you complete at your own pace
  - f. Face to face interactive training where you join in person at a specific time to discuss, interact, practice skills and receive feedback from trainers and other participants
  - g. Online or face-to-face working groups, discussing with peers on specific challenges and issues
  - h. On the job coaching, where you are supported to come up with your own solutions to challenges

- i. On the job mentoring, where you are guided by a more experienced or knowledgeable person on a specific challenge
14. How many hours overall per week could you allocate to learning?
- a. Up to one hour a week
  - b. Up to two hours a week
  - c. Up to three hours a week
  - d. Up to four hours a week
  - e. Up to five hours a week
  - f. Over five hours a week
15. How many hours in a single day can you allocate to learning?
- a. Less than 30 minutes a day
  - b. Between 30 and 60 minutes a day
  - c. Between 1 and 2 hours a day
  - d. Between 2 and 3 hours a day
  - e. Over 3 hours a day
16. What time of day suits you best for instructor-led learning?
- a. Any time of day
  - b. Morning
  - c. Afternoon
  - d. Evening
  - e. Other (please specify)
17. What is your preferred language for learning?
- a. English
  - b. Arabic
  - c. Turkish
  - d. Kurdish
  - e. Other, please specify
18. Do you have any other comments or inputs for RedR UK as they develop their learning programme?
19. Would you like to be kept informed about this learning programme?
- a. Yes
  - b. No
20. Can we contact you or ask further questions regarding your current work environment in responding to the earthquake?
- a. Yes
  - b. No
21. If you have answered yes to any of the previous 2 questions, please leave your contact details
- a. Name:
  - b. Email address:
  - c. Phone number (and country/dialling code):

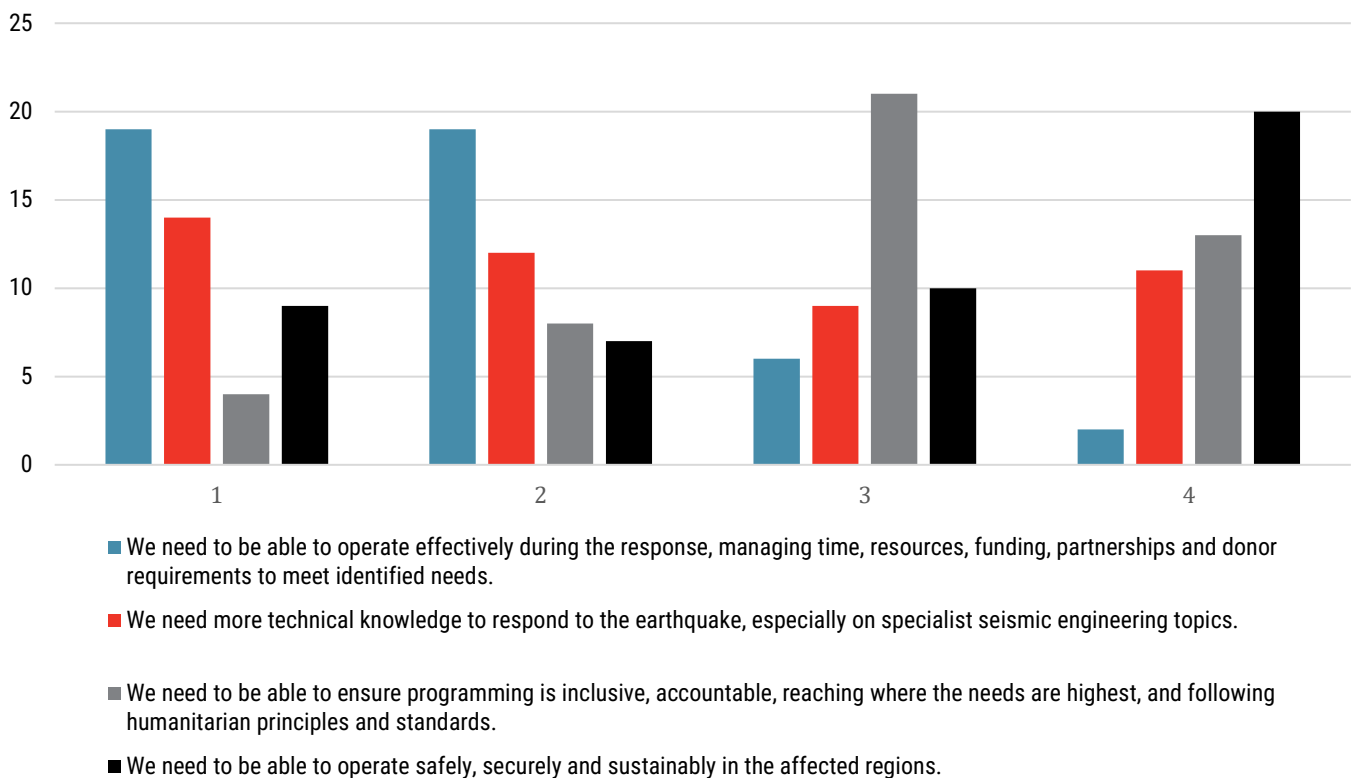
## Annex 2 Thematic Prioritisation by Gender and Country



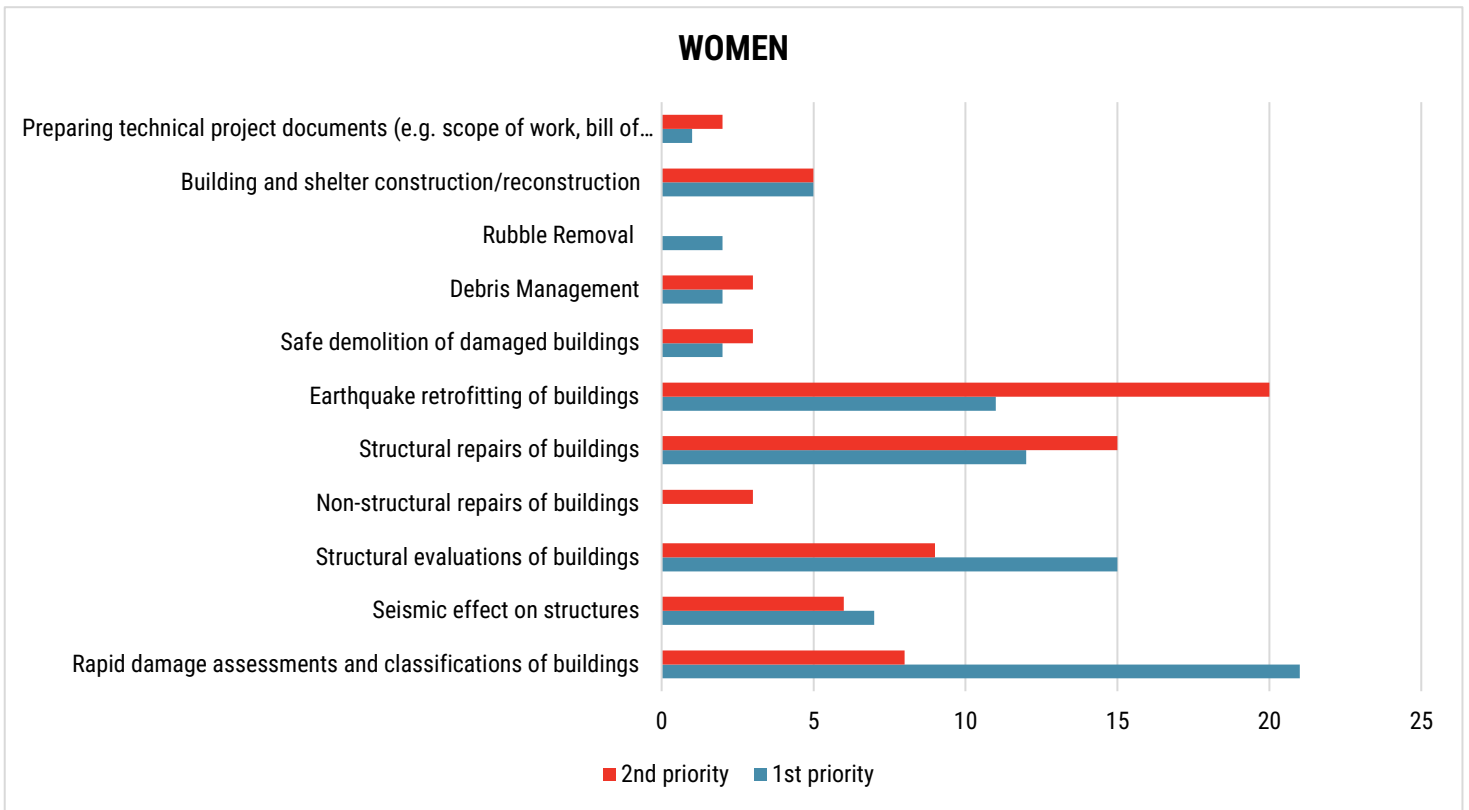
## SYRIA

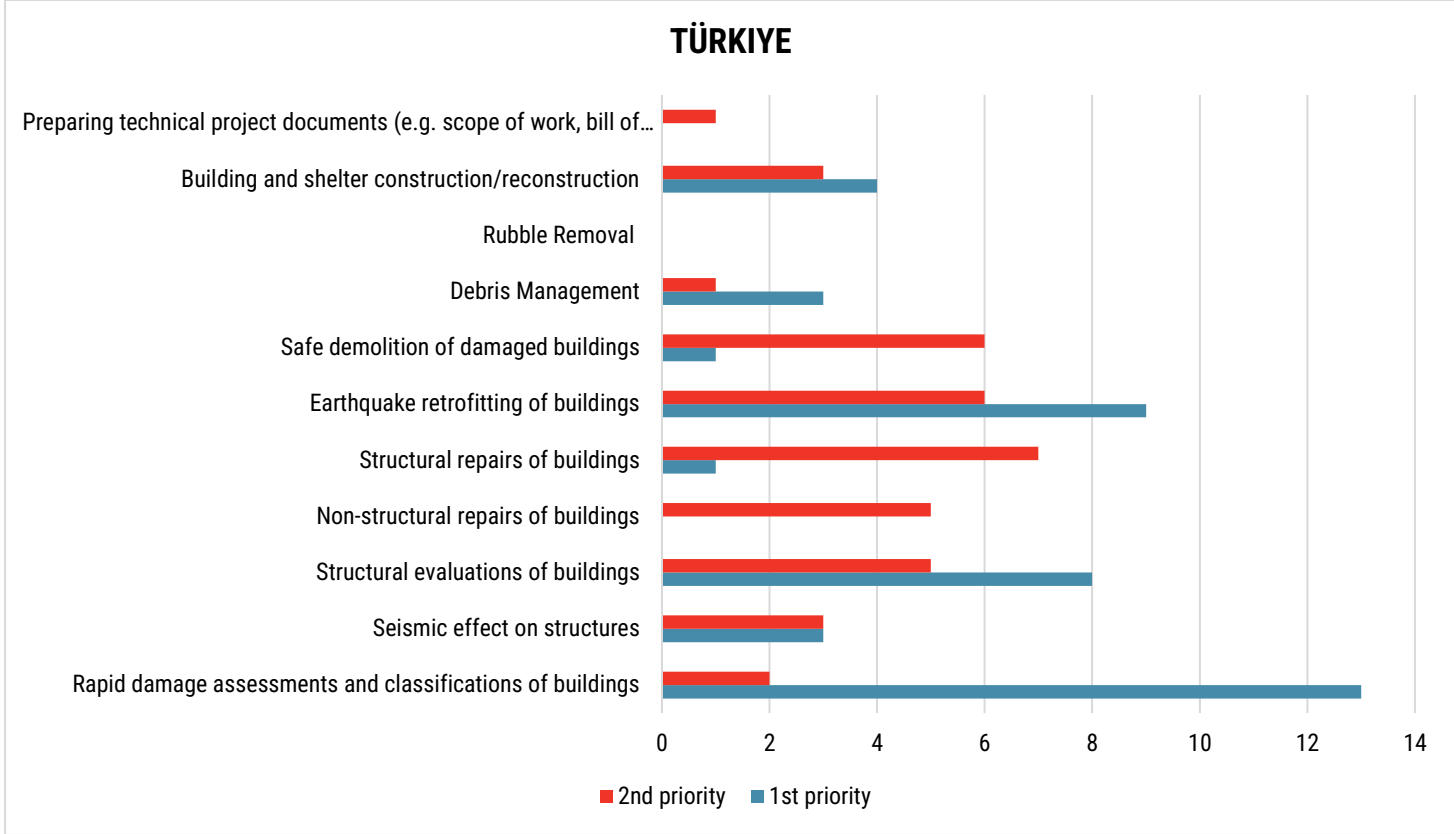
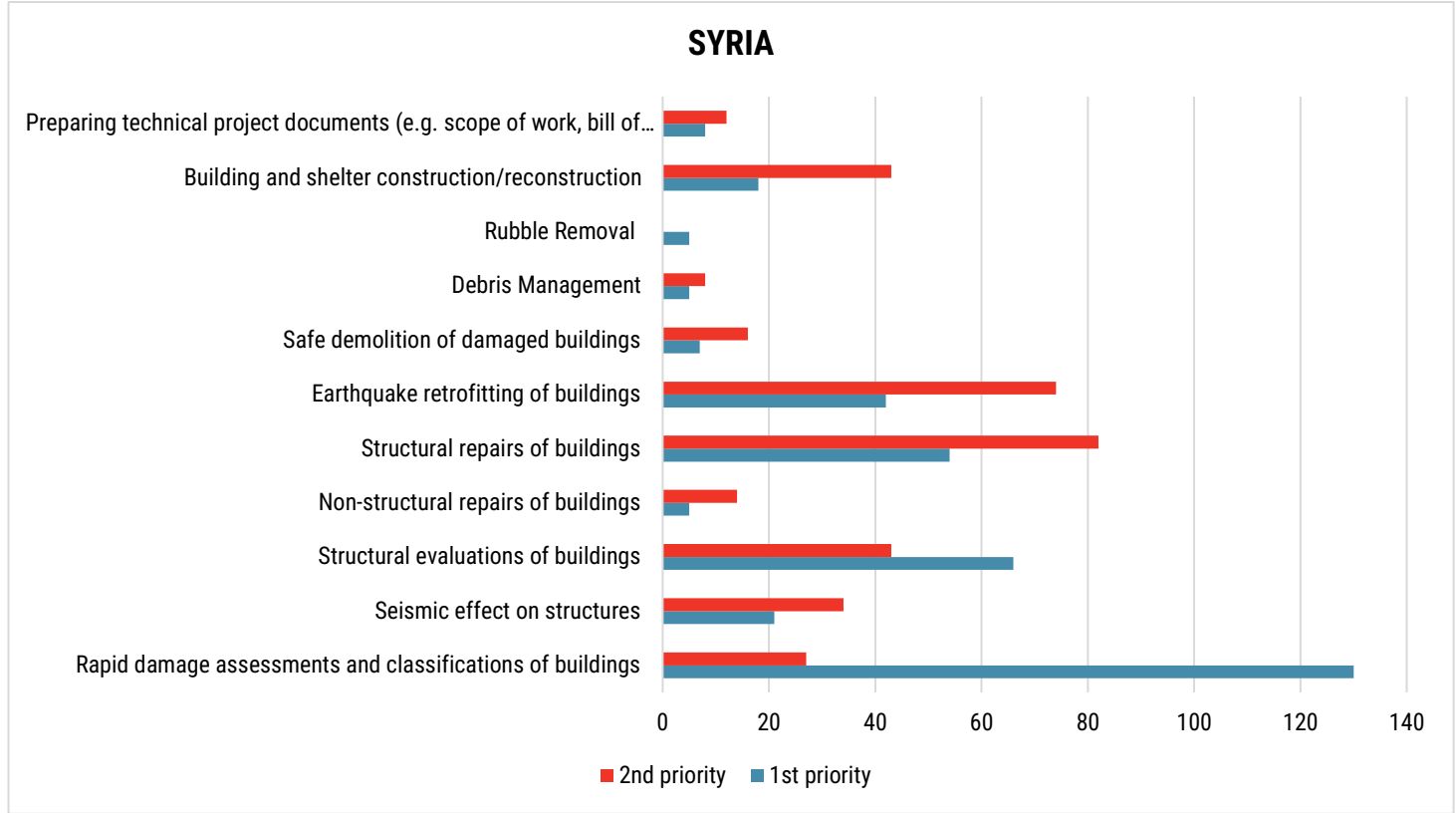


## TÜRKIYE



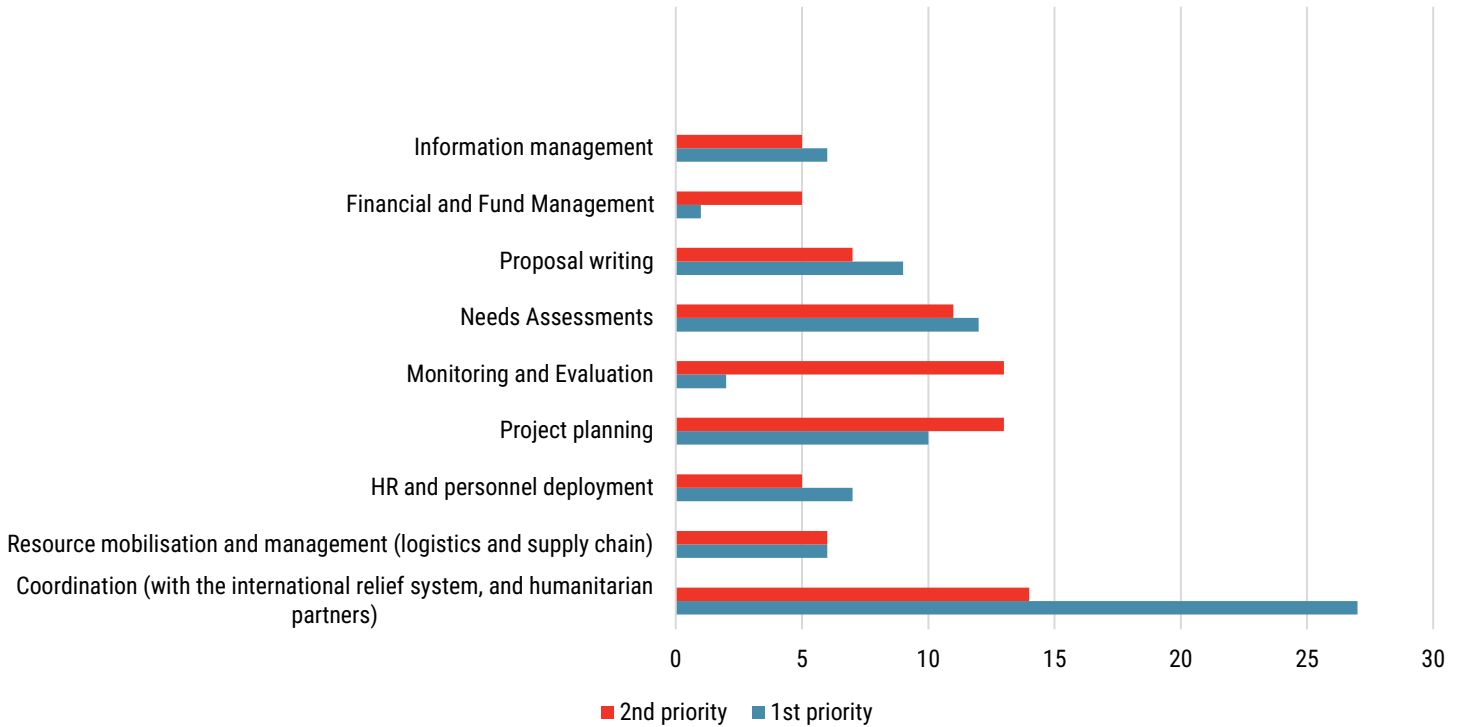
## Annex 3 Technical Priorities by Gender and Country



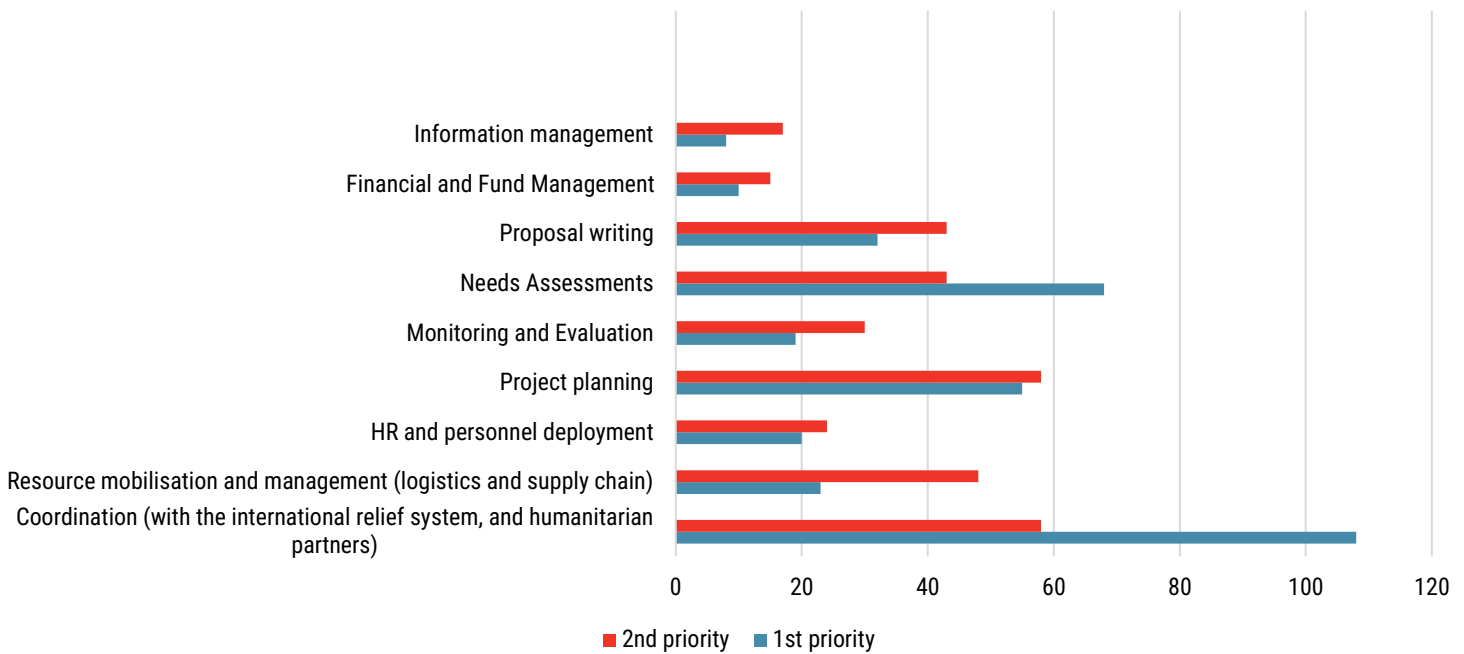


## Annex 4 Operating Effectively Priorities by Gender and Country

### WOMEN

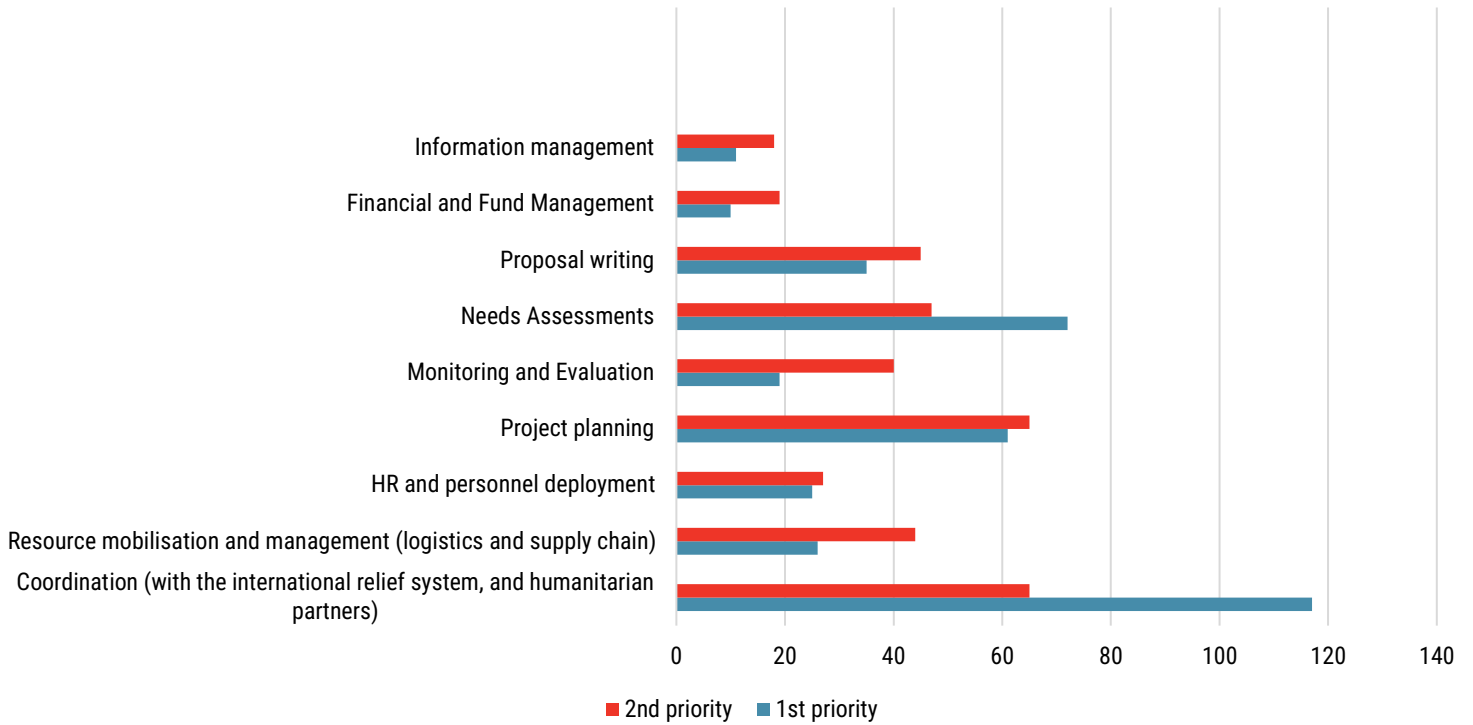


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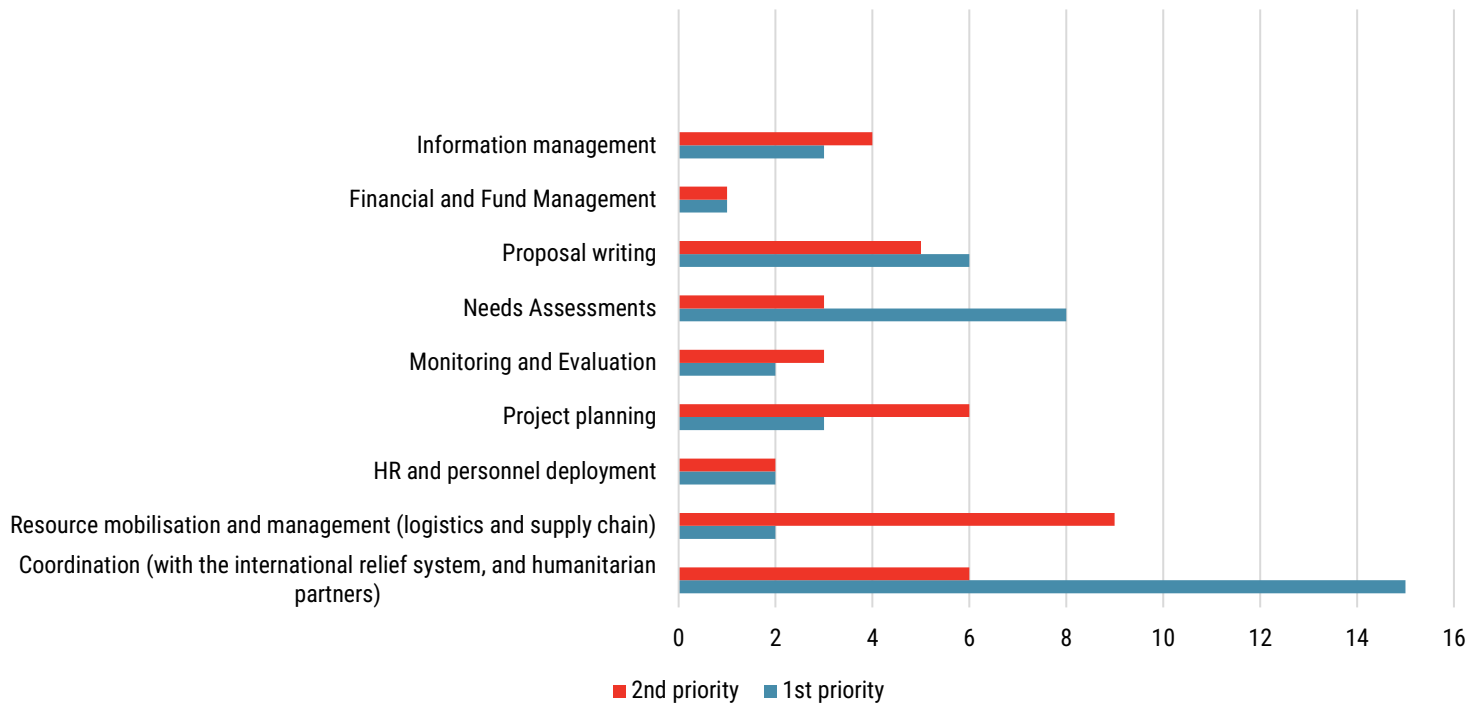




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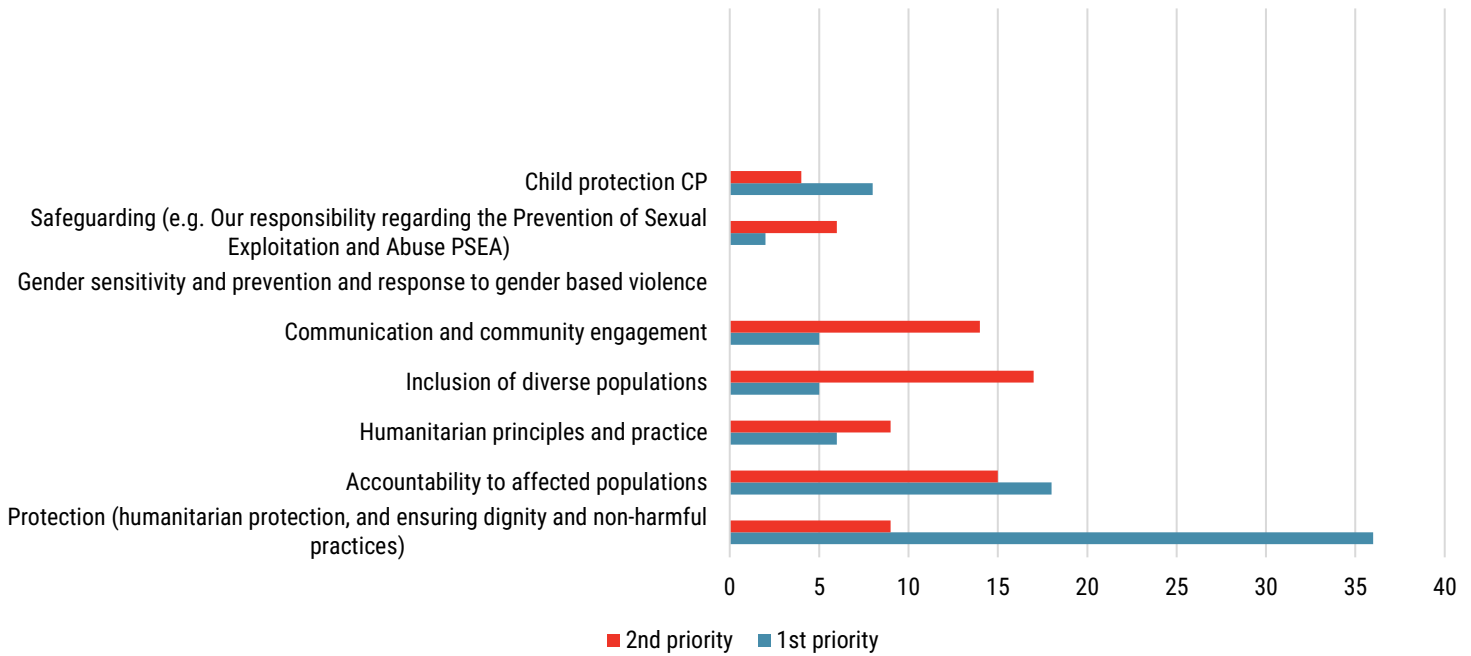


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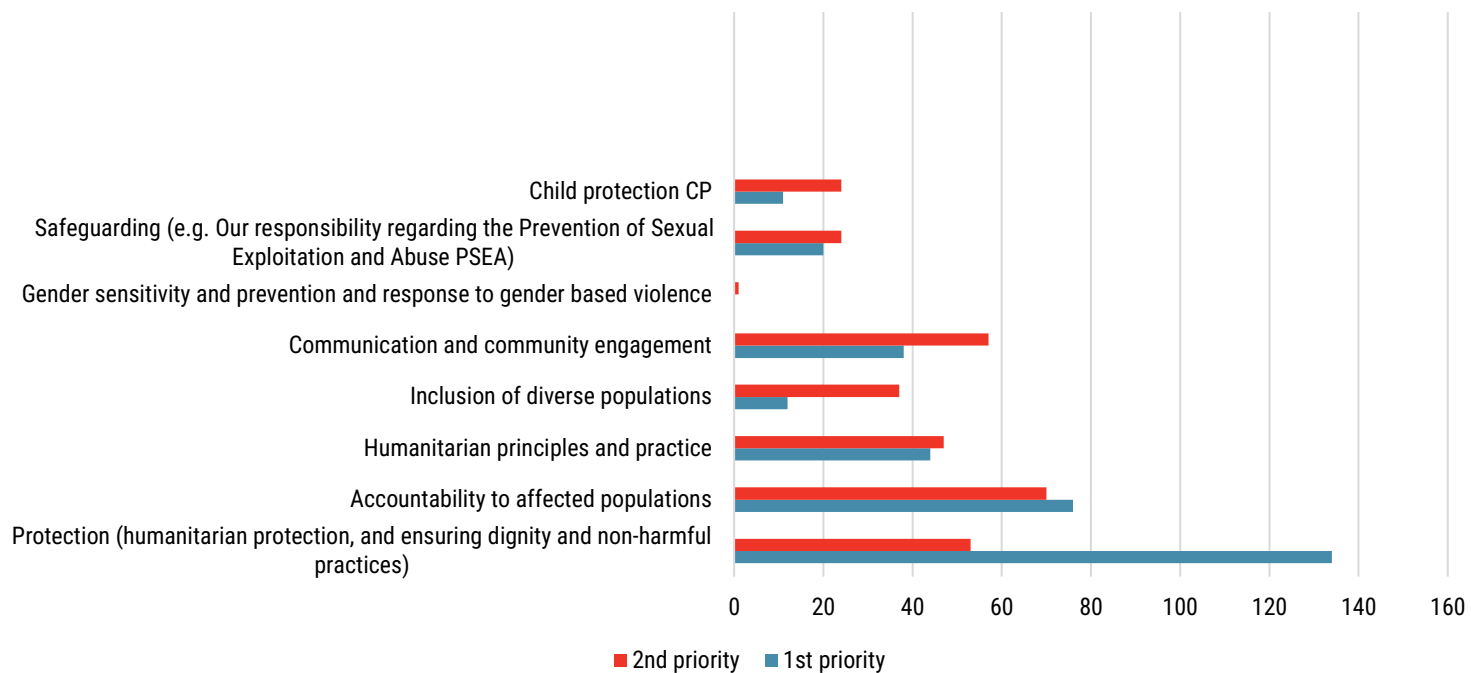


# Annex 5 Humanitarian Standards and Principles Priorities by Gender and Country

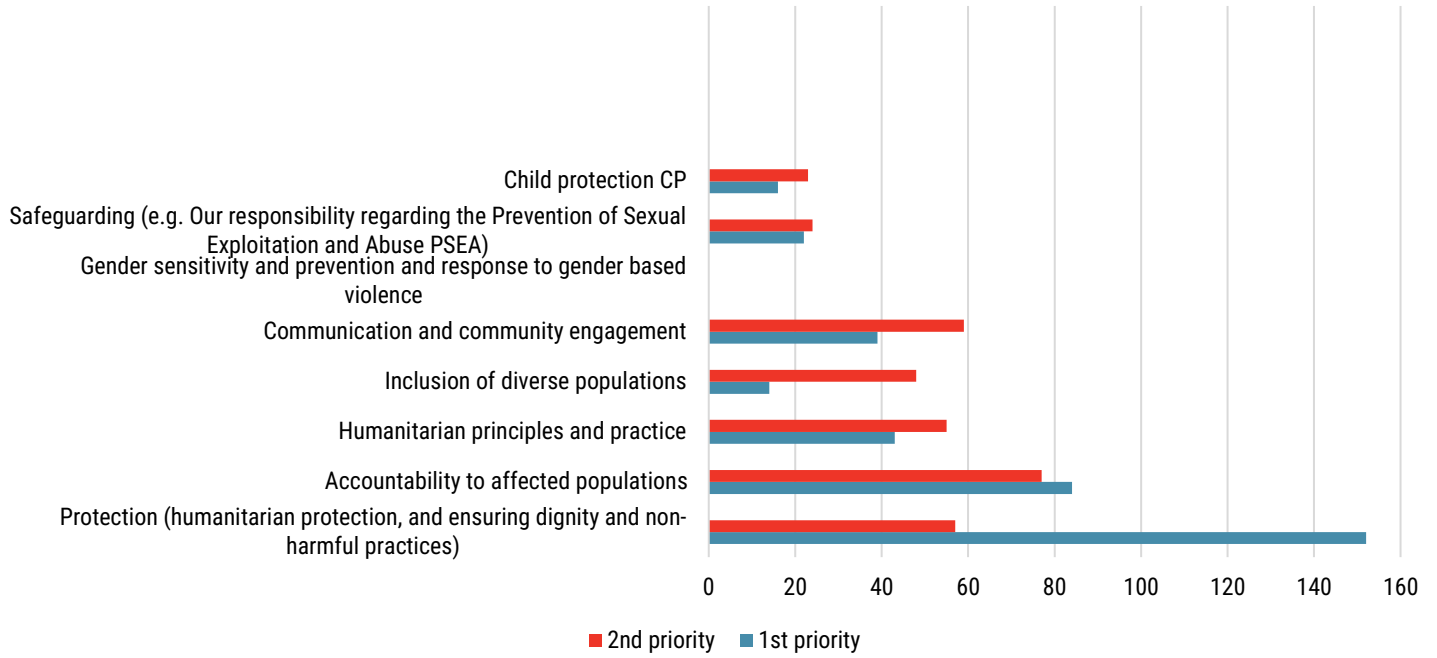
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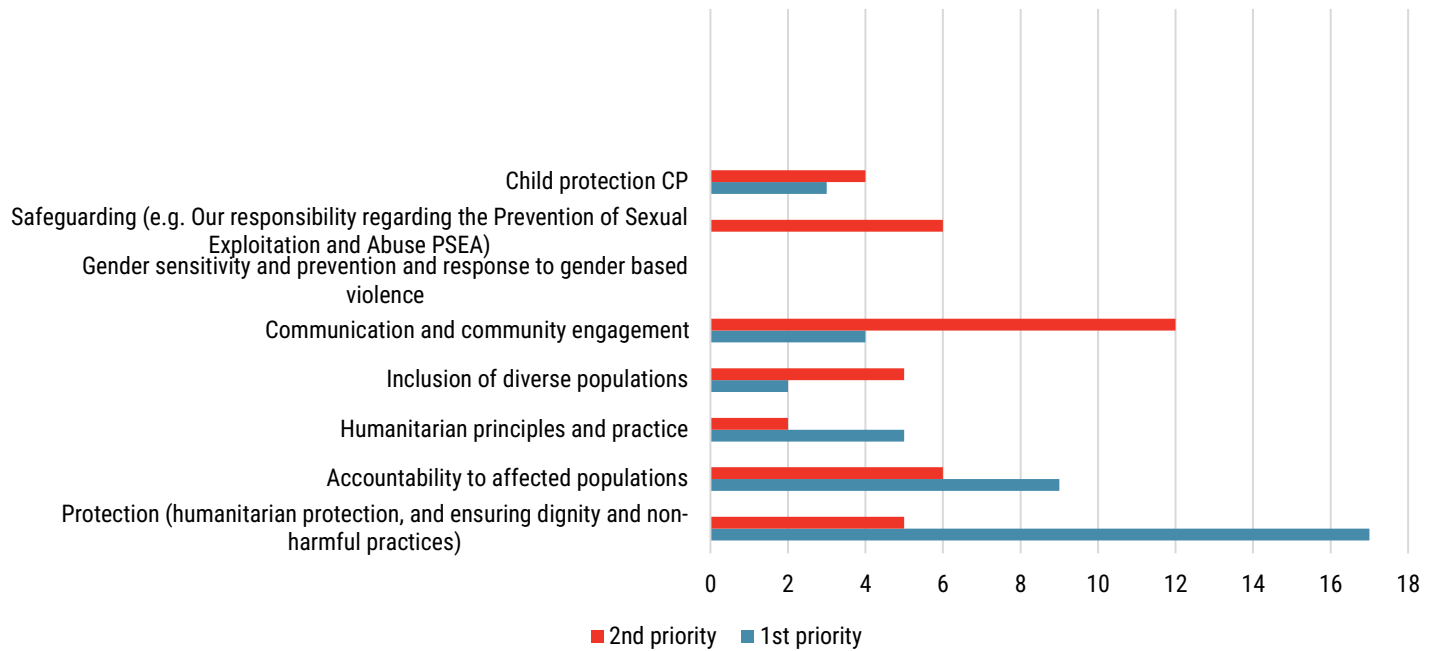
## MEN



## SYRIA

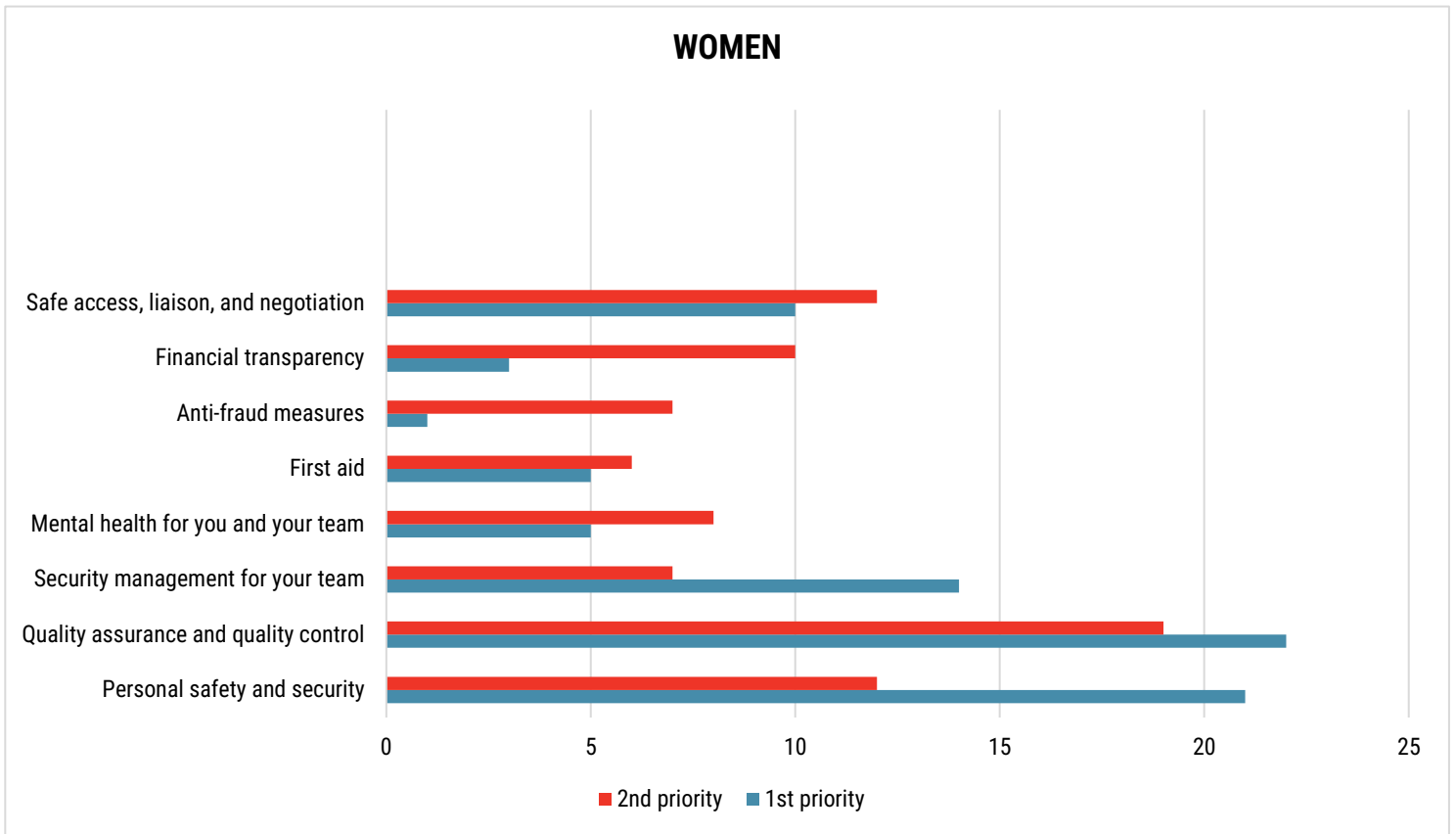


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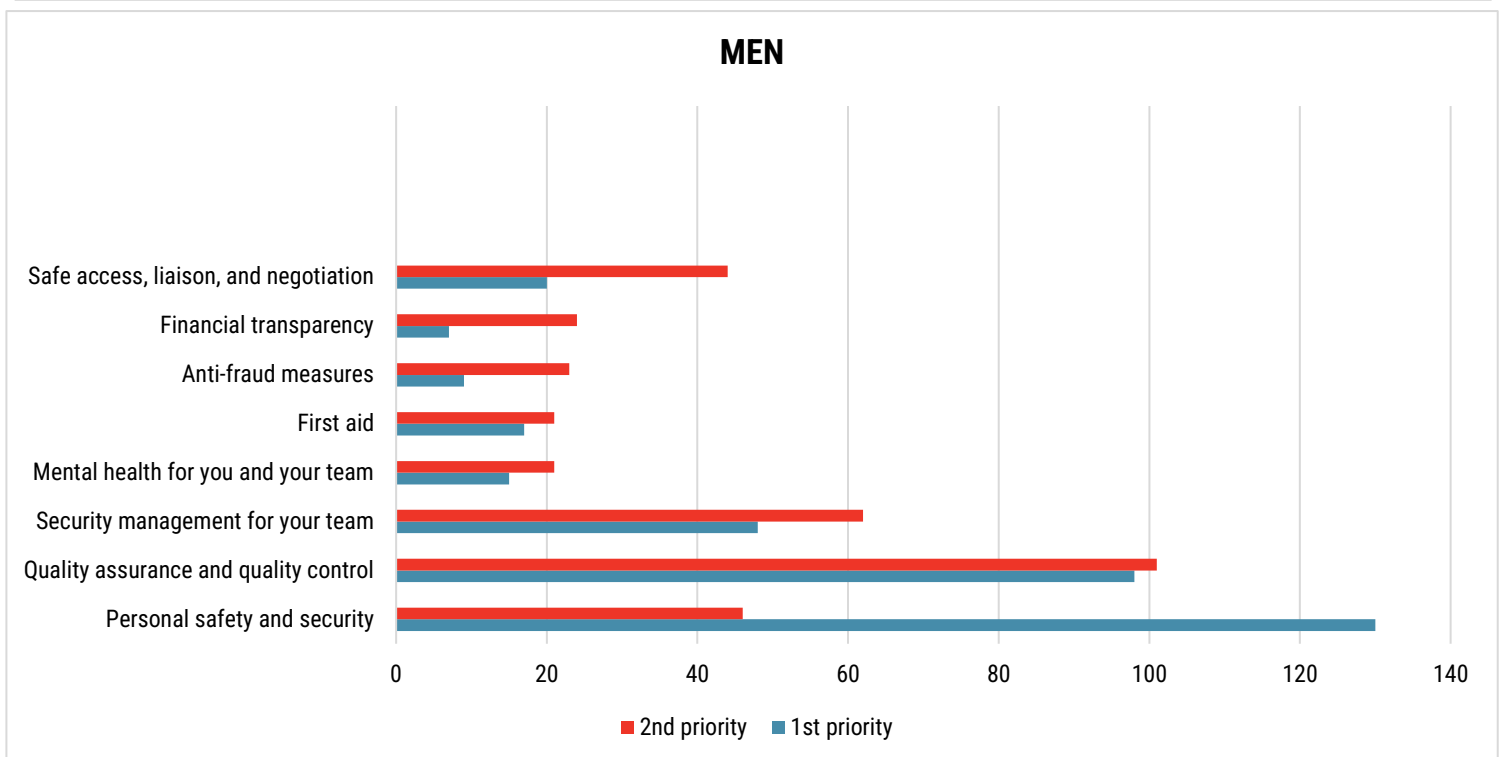


## Annex 6 Operating Safely Priorities by Gender and Country

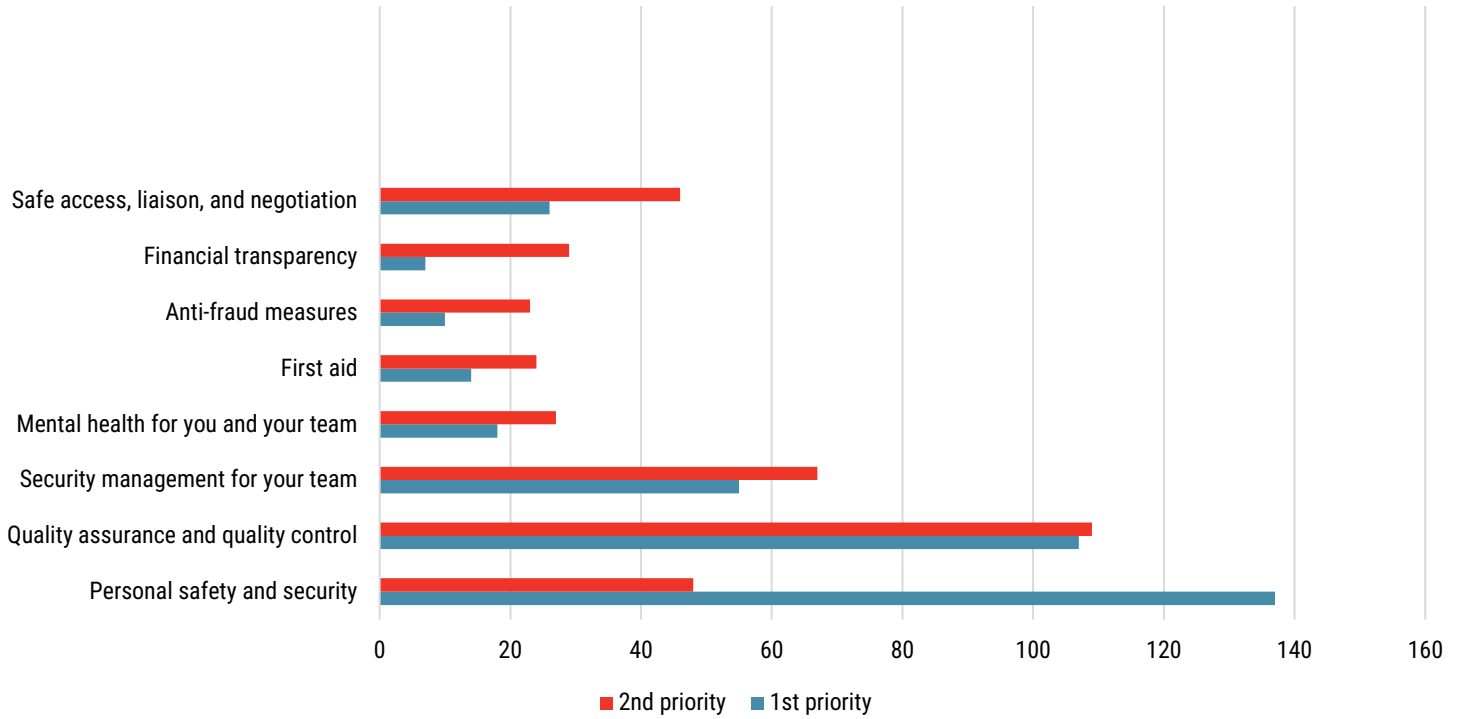
### WOMEN



### MEN



## SYRIA



## TÜRKIYE

