LIBYA FLOOD RESPONSE

LEARNING NEEDS ASSESSMENT

MARCH 2024

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Photo: World Health Organisation - Libya. Flood damage in Derna, Libya.

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List of Acronyms

AAP	Accountability to Affected Population
CBO	Community Based Organisation
EHP	Essentials of Humanitarian Practice
GBV	Gender-Based Violence
INGO	Internation Non-Governmental Organisation
LRC	Libyan Red Crescent
MHPSS	Mental Health and Psychosocial Support
NGO	Non-Governmental Organisation
RDA	Rapid Disaster Assessment
ToT	Training of Trainer

Executive Summary

Background

September 2023 was a devastating month for North Africa. In the evening of September 8, 2023, an earthquake with a magnitude of 6.8 struck Morocco's Al Haouz Province. Only two days after, on September 10, 2023, storm Daniel caused torrential rainfall and the collapse of two dams in Eastern Libya leading to a large-scale destruction of homes, hospitals, schools, roads, bridges, water systems and power lines.

In response, on September 14, 2023, RedR UK launched a Morocco and Libya Disaster Fund as a joint appeal to provide technical and humanitarian expertise for these two major disasters in North Africa. This marked an unprecedented response in Libya for RedR UK as it did not have a significant and continuous presence prior to that context.

Ahead of this Learning Needs Assessment (LNA), RedR UK had already started responding as the early days of a response make the biggest life-saving difference. This immediate intervention was informed by a previous learning needs assessments conducted in the region – mainly the Türkiye and Syria earthquake response learning needs assessment, as well as on the experience of the Libya focal point at RedR UK who is a Libyan national and very well connected to people working on the ground. Informal discussions were conducted with the responders on the ground as well as local and international organisations - mainly through the various working groups - to inform the intervention. RedR UK's intervention consisted of the delivery of free-of-charge, innovative, high-quality online training courses.

Subsequently, RedR UK conducted this in-depth and detailed Learning Needs Assessment to better inform the ongoing response. The overarching questions that this Learning Needs Assessment sought to assess are:

- What are the current capacity gaps and learning needs amongst humanitarian responders to the Libya floods?
- What are the capacity strengths amongst humanitarians responding to the floods?
- How can humanitarian partners best utilise these strengths?

Methodology and Limitations

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 international actors and RedR trainers. Unfortunately, there were only 31 respondents to the survey which created various limitations in term of sample diversity and representativeness.

Findings

The main findings of this learning needs assessment are:

- Various trainings were identified as a need such as: coordination, needs assessment, water management, WaSH, flood effect on structures and infrastructures, RDA, AAP, humanitarian principles, protection, personal safety and security,

- There is a shift in needs now that Libya is no longer in an emergency phase but is now in a transitional phase. Some of the trainings that are more of a priority now are DRR and climate change.
- Some trainings were not mentioned as a priority in the survey but focal points on the field have expressed that there is a need for them among local actors. This is mainly because local actors are new to the humanitarian sector and do not have experience in it. Examples of such trainings are: information and data management, finance, basics of humanitarian intervention, communication and community engagement and MHPSS.
- Training of trainer is viewed as a priority training by RedR in an emergency context due to its snowball effect.
- Learners mostly prefer pre-recorded online presentations which you can download and watch in your own time (30% voted this as their first preference and 65% voted this as one of their first 3 preferences). 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.
- The second preferred form of engagement among both male and female respondents is the Online live interactive sessions which you join at a specific time and discuss, interact and receive feedback from trainers and other. This method is the one that RedR UK has adopted in the training delivered thus far.
- The most common time available to dedicate to learning per week is mostly up to 2 hours a week (33% of respondents) or 3 hours a week (24% of respondents). Looking only at the availability of female, 50% said that they are available for up to 3 hours a week.
- Additionally, the most common time available to dedicate to learning per day is between 30 and 60 minutes per day (45% of the respondents) or between 1 and 2 hours a day (36% of the respondents). Similarly, 67% of the female respondents said that are available between 1 and 2 hours a day.
- As for the preferred time of day for learning, 33% said that they prefer the evening followed by 24% saying they prefer the morning.
- The language preference of learners is English, with only 14% opting for Arabic. However, based on the data gathered from all KIIs, Arabic is generally the preferred language for those responding on the ground.

Recommendations

Overall, it can be seen that there was and still is a high need for trainings in a myriad of topics. RedR UK responded with the appropriate topics that were needed in the first 1-3 weeks of the response as mentioned by one of the participants. Some of the recommendations for future implementation include:

- RedR should consider preparing generic training material on those consistent topics to immediately start training delivery.
- The discrepancies in the timing and language preference in Libya require that RedR confirms the timing with participants ahead of the delivery or provide different cohorts.
- Make sure participants have matching experience levels.
- Combining MHPSS training with counselling or coaching sessions.
- RedR should coordinate and deliver trainings with organisations operating on the ground based on their specific needs such as the LRC, Pulse, the scouts, and other CBOs or formal and informal structures.

- RedR should consider delivering its unique EHP training which is very relevant to the needs.
- Shift training topics to those that better match the transitional stage Libya is in now and to focus mainly on DRR and climate change.
- Incorporate humanitarian and protection topics in engineering trainings such as the RDA. Or combine the RDA with another training to cover the soft skills.
- Make sure training that are very critical to the context such as the communication and community engagement and coordination trainings are adapted to the Libyan context highlighting specific challenges.
- Check if structural reinforcement is a topic that RedR could deliver on and that the participants could implement.
- RedR should make sure to adapt trainings such as accountability and coordination to reflect this sensitivity.
- Make sure the different trainings cover meaningful access through an inclusive gender assessment.

Introduction

Background

September 2023 was a devastating month for North Africa. In the evening of September 8, 2023, an earthquake with a magnitude of 6.8 struck Morocco's Al Haouz Province. Only two days after, on September 10, 2023, storm Daniel caused torrential rainfall and the collapse of two dams in Eastern Libya leading to a large-scale destruction of homes, hospitals, schools, roads, bridges, water systems and power lines.

Storm Daniel has been recognised as the deadliest storm in Africa since 1900 and the deadliest storm globally since at least 2013 when Super Typhoon Haiyan killed 7,354 people in the Philippines[1].

Storm Daniel affected the cities of Derna, Albayda, Soussa, Al-Marj, Shahat, Taknis, Battah, Tolmeita, Bersis, Tokra and Al-Abyar in Libya where about 884,000 people live, including around 353,000 children. More than 5,300 people are reported dead and 10,000 people missing[2] with their bodies still trapped under debris or in the sea. Around 33,000 people are estimated to have lost their house and many sought refuge in schools. As of September 20, 2023, there were 43,059 individuals displaced[3]. The lack of water supply has been a main driver for continuous displacement after the floods.

Prior to the floods, Libya's public services such as health, social protection and education services have been strained as a result of past conflict and a protracted political crisis. The floods have only compounded the problem and left peoples' needs unmet.

In response, on September 14, 2023, RedR UK launched a Morocco and Libya Disaster Fund as a joint appeal to provide technical and humanitarian expertise for these two major disasters in North Africa. This marked an unprecedented response in Libya for RedR UK as it did not have a significant and continuous presence prior to that context. To respond in Libya, RedR UK relied on its experience in the region, contextual insights, and recent work on the 2022 floods in Pakistan and the 2023 Türkiye & Syria Earthquake to provide capacity development and support to local responders enabling them to respond effectively, inclusively, and sustainably to this devastating flood. RedR UK is utilising its role as a bridge between engineering and humanitarian sectors to support effective and resilient response. RedR UK planned to deploy its technical expertise, including resources and training materials in Arabic, on rapid seismic and flooding damage assessments, structural detailing, and a range of related topics. Additionally, RedR engineers were on stand-by to provide technical advice and support colleagues in Libya responding to the floods.

Ahead of this Learning Needs Assessment (LNA), RedR UK had already started responding as the early days of a response make the biggest life-saving difference. This immediate intervention was informed by a previous learning needs assessments conducted in the region – mainly the Türkiye and Syria earthquake response learning needs assessment, as well as on the experience of the Libya focal point at RedR UK who is a Libyan national and very well connected to people working on the ground. Informal discussions were conducted with the responders on the ground as well as local and international organisations - mainly through the various working groups - to inform the intervention. RedR UK's

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[1] The Libya floods: a climate and infrastructure catastrophe – reliefweb:
https://reliefweb.int/report/libya/libya-floods-climate-and-infrastructure-catastrophe
[2] Libya - Floods, update (DG ECHO, IOM DTM, media) (ECHO Daily Flash of 14 September 2023) – reliefweb:
https://reliefweb.int/report/libya/libya-floods-update-dg-echo-iom-dtm-media-echo-daily-flash-14-september-2023
[3] Libya – Storm Daniel Flash Update 5 (20 September 2023) – IOM: https://dtm.iom.int/reports/libya-storm-daniel-flash-update-5-20-september-2023

intervention consisted of the delivery of free-of-charge, innovative, high-quality online training courses. These aimed to provide technical responders of all disciplines in Libya with an understanding of the strategies and approaches for understanding how to stay effective in humanitarian response, including the importance of safety, security and wellbeing. The training material were adapted to the Libyan context and the following courses were delivered:

- Needs Assessments
- Rapid Damage Assessments of flood affected buildings
- Water Safety Planning
- Mental Health and Psychosocial Support - MHPSS
- Staying Effective (Safety, Security, and well-being)
- Communication & Community Engagement
- Training of Trainers – English
- Training of Trainers – Arabic

The multiplier effect of this intervention means that the humanitarian assistance to a very large number of affected people will be improved on modest investment into capacity development of local actors.

Subsequently, RedR UK conducted this in-depth and detailed Learning Needs Assessment 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 humanitarian responders to the Libya floods?
- What are the capacity strengths amongst humanitarians responding to the floods?
- 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 international actors and RedR trainers. The online survey was shared through the RedR's mailing list and social media accounts, and also disseminated the thematic working groups that RedR was in contact with inside Libya.

The desk review considered secondary documentation including humanitarian situation reports and dashboards and RedR UK program records such as press release, proposal, session timetable and the learning needs assessment for Türkiye and Syria earthquake response. The findings of the desk review informed the design of an online survey and key informant discussions.

The online survey was disseminated via the different Thematic Working Groups and posted on RedR UK's social media accounts. It was available in English and Arabic. There were only 31 responses to the survey despite various trials which constitutes a major limitation for this assessment. The low response rate could be due to people not being available and willing to respond at time of emergency. survey questions can be found in Annex 1. However, the survey findings are complemented in this assessment with the feedback of the trainees who attended the RedR UK trainings in response to the Libya flood. There were a total of 178 respondents and the training feedback included questions on the capacity gaps and learning needs.

Survey Respondents' Profiles

From the respondents of the rapid learning needs assessment survey, 62% are based in Libya while 14% are based in Tunisia (Figure 2). The rest are based in either Somalia, Sudan, Kenya, Iraq, Yemen or the UK. The respondents were at 72% male and 28% female. This is confirming with the gender of the participants that took the RedR training in Libya so far with 67% male and 33% female (see Table 1).

Table 1 Gender of respondents and training participants

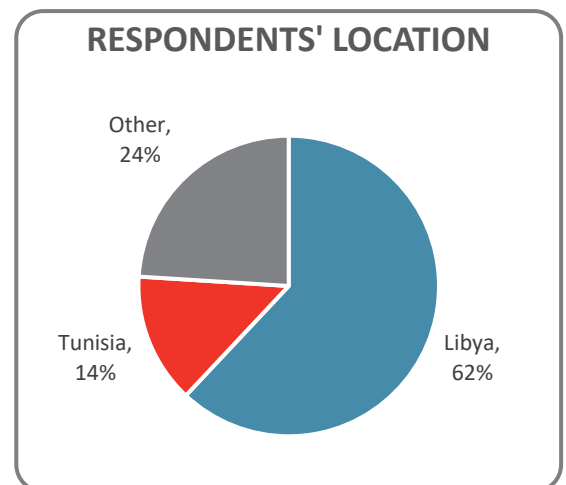| Gender	Needs assessment respondents	Training participants
Male	72%	67%
Female	28%	33%

RESPONDENTS' LOCATION

Figure 1 Respondents' location

Respondents are mainly from within the humanitarian sector with 59% being from international NGOs, 28% being from the United Nations and 7% being from the national NGOs (Figure 2). The remaining are from the private sector. The type of organisation is as well mostly conforming with the percentages of participants enrolled in the Libya trainings so far.
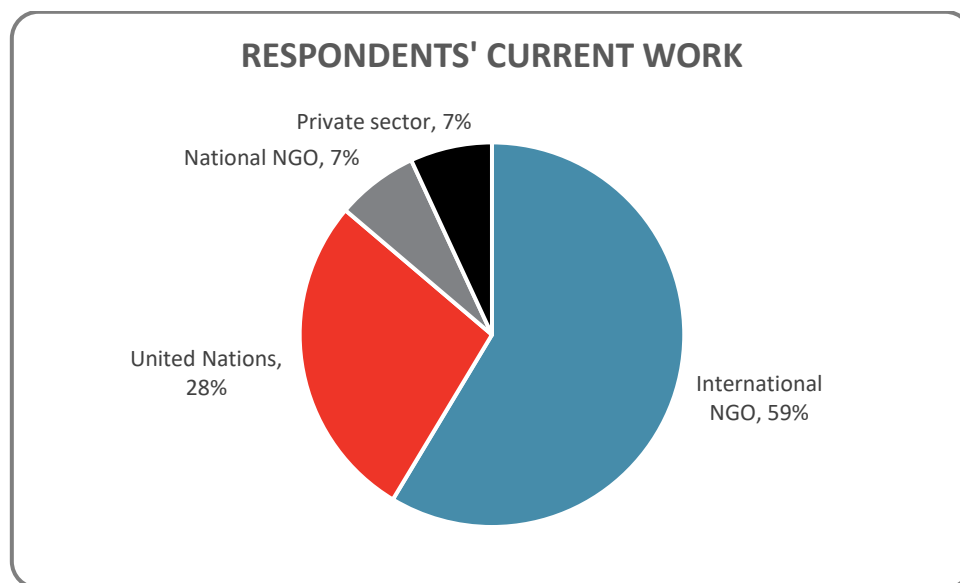

RESPONDENTS' CURRENT WORK

Figure 2 Sector of work of respondents

The respondents generally have high experience in the humanitarian sector as can be seen in Figure 3. 59% of the respondents have more than 5 years of experience in the humanitarian sector out of which 31% are coordinators or officers and 19% are managers. All but one of the respondents are currently working in the flood response. Out of those, 43% are engineers responding to the floods. This percentage is relatively low considering that the trainings for the Libya floods response mainly target engineers.
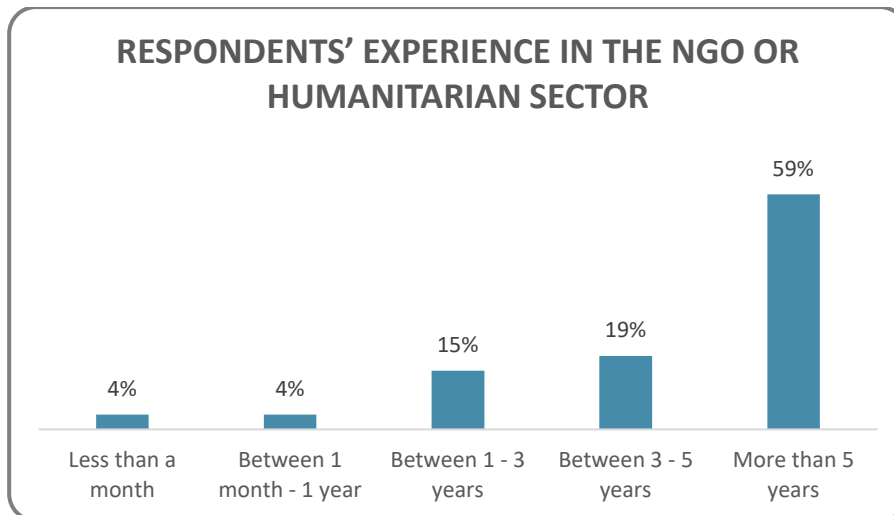
RESPONDENTS' EXPERIENCE IN THE NGO OR HUMANITARIAN SECTOR

Figure 3 Respondents' experience in the NGO/Humanitarian sector

Interview Respondent Profiles

Informal online discussions took place with international actors operating in West Libya mainly in Derna such as ACTED, Care and NRC. Additionally, informal discussions also took place with 5 RedR trainers that have delivered sessions in the first phase of RedR's response in Libya. These discussions were not formally documented but have enhanced RedR UK's understanding of the situation and the learning needs.

Limitations

The analysis in the report faces the following limitations:

- The survey responses were collected shortly after the floods and thus represents the needs that were at that time when Libya was still at an emergency stage. The informal discussions took place at a stage when Libya has moved from an emergency stage to a transitional stage. Within the transitional stage, the needs have shifted. To mitigate this, the report explains the shift in needs as communicated through the KIIs.
- There were only 31 respondents to the survey. Out of these 4 did not respond to all the questions. To compensate, the feedback from the training participants and the informal discussions were used to support the answers or justify them.
- The sample size of the online survey was largely skewed towards men. The number of female respondents was too low to be able to make any conclusions on their preferences.
- There was a low representation of engineers in the survey. Even though the learning needs assessment did not specifically target engineers, some of the questions on the training topics were more relevant to engineers and technical responders.
- There were no informal discussions with local actors such as LRC, Pulse, scout groups, other CBOs or formal and informal structures responding to the floods. These are the entities that are on the ground working in response to the floods. Local actors were barely represented in the survey as well.

Findings

Capacity Priorities

When respondents were asked about the capacity priorities for them and their teams in their response to the floods, giving them 5 different priorities to rate, they rated their priorities in the following order:

1. **Operating effectively**: *You/your team being able to operate effective programmes during the response, managing time, resources, funding, partnerships and donor requirements to meet identified needs.*
2. **Technical response - Floods and emergencies**: *You/your team having increased technical knowledge on how to manage, plan and respond to floods and emergencies.*
3. **Technical response - Flood engineering**: *You/your team having increased technical knowledge to respond to the floods, especially on specialist flood engineering topics.*
4. **Operating accountably and in respect to humanitarian standards**: *You/your team ensuring programming is inclusive, accountable, reaching where the needs are highest, and following humanitarian principles and standards.*
5. **Operating safely**: *You/your team being able to operate safely, securely and sustainably in the affected regions, including effectively dealing with fraud amongst partners and beneficiaries*.

These capacities were further elaborated on in the respondents' ratings of the most relevant and urgent training topics within each one of these 5 categories.

I.   Operating effectively

Under the operating effectively category, the first 4 priority topics for the survey respondents - as can be seen in Figure 4 - were:

1. Coordination (with the international relief system, and humanitarian partners)
2. Needs assessments
3. Resource mobilisation and management (logistics and supply chain)
4. Project planning

In terms of coordination, this topic was also mentioned by one of the RedR trainers, highlighting the challenging coordination climate in Libya. This is mainly because of the huge involvement of the government in the humanitarian activity. Thus, requiring higher coordination skills from the humanitarian players on the ground. Such trainings need to be contextualized to reflect the specific challenges in Libya.

Needs assessment holds the second priority overall. This is a training that was delivered by RedR during the first phase of intervention and received a great amount of positive feedback. Some of the participants even said that it should be delivered more often, that it could be extended to a one-week training, that they want longer training on needs assessment, and even a deeper training.

Project planning comes in fourth place. Project management though was repeatedly mentioned in the participants feedback as a training need.

Monitoring and evaluation and information management were not ranked as of a priority in comparison with other topics. Nevertheless, through the KII with a representative from CARE, these topics were mentioned as a priority. This is mainly because CARE implements through local CBOs on

the field who do not have the knowledge of data collection, data cleaning, data management, etc. Additionally, they lack the knowledge on how to analyse the data to communicate it.

Similarly, the NRC focal point mentioned that those CBOs in the field also need a training on finance and budgeting. They lack the basics on that topic, and this would be helpful for them to grow and apply for proposals to larger donors.
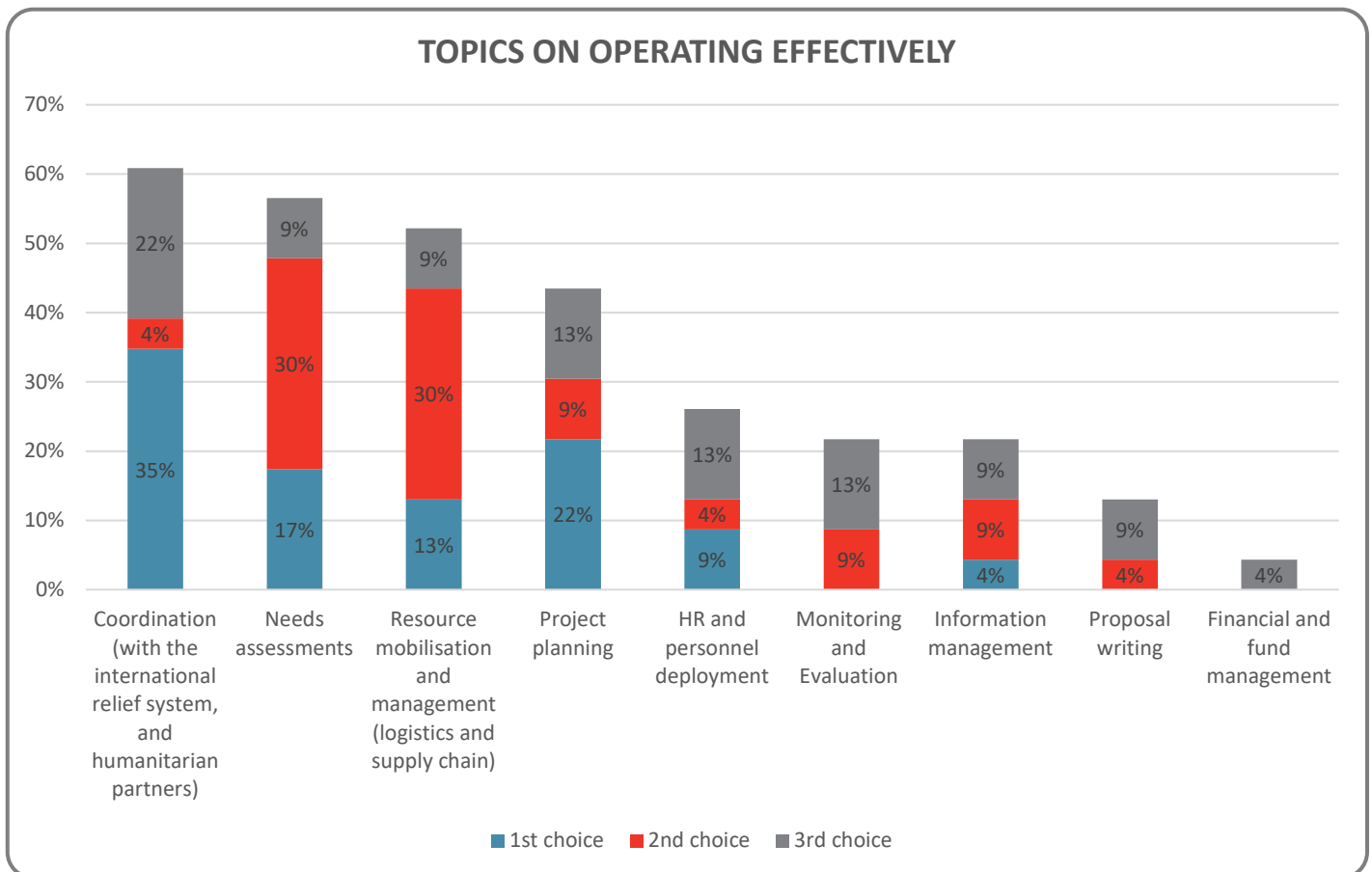

Figure 4 Priority topics under the operating effectively category

II.   Technical response - Floods and emergencies

Under the technical response - Floods and emergencies category, the first 4 priority topics for the survey respondents – as can be seen in Figure 5 - were:

1. Water management
2. Water, Sanitation and Hygiene (WaSH)
3. Early Warning Systems (EWS)
4. Disaster Risk Reduction (DRR)

Evidently, water related topics are of high interest for those in Libya given the devastating floods that occurred shortly before the data collection. WaSH related topics were also mentioned as a need in the participants' feedback.

DRR and climate change were repeatedly mentioned as a need and a priority whether through the KIIs or through the feedback received from training participants. These topics are more of a need now that

Libya moved from an emergency state into a transitional state. There is more thinking now on adaptation and prevention which are the basis on DRR, emergency preparedness and climate change trainings. One main criticality with these topics though, is the high dependence and responsibility that they create on the government. Given that before delivering and training in Libya, organisations need to seek the approval of the government, RedR will have to be cautious on how it requests approval for these trainings and how it approaches the government and portrays coordination with it in the training.
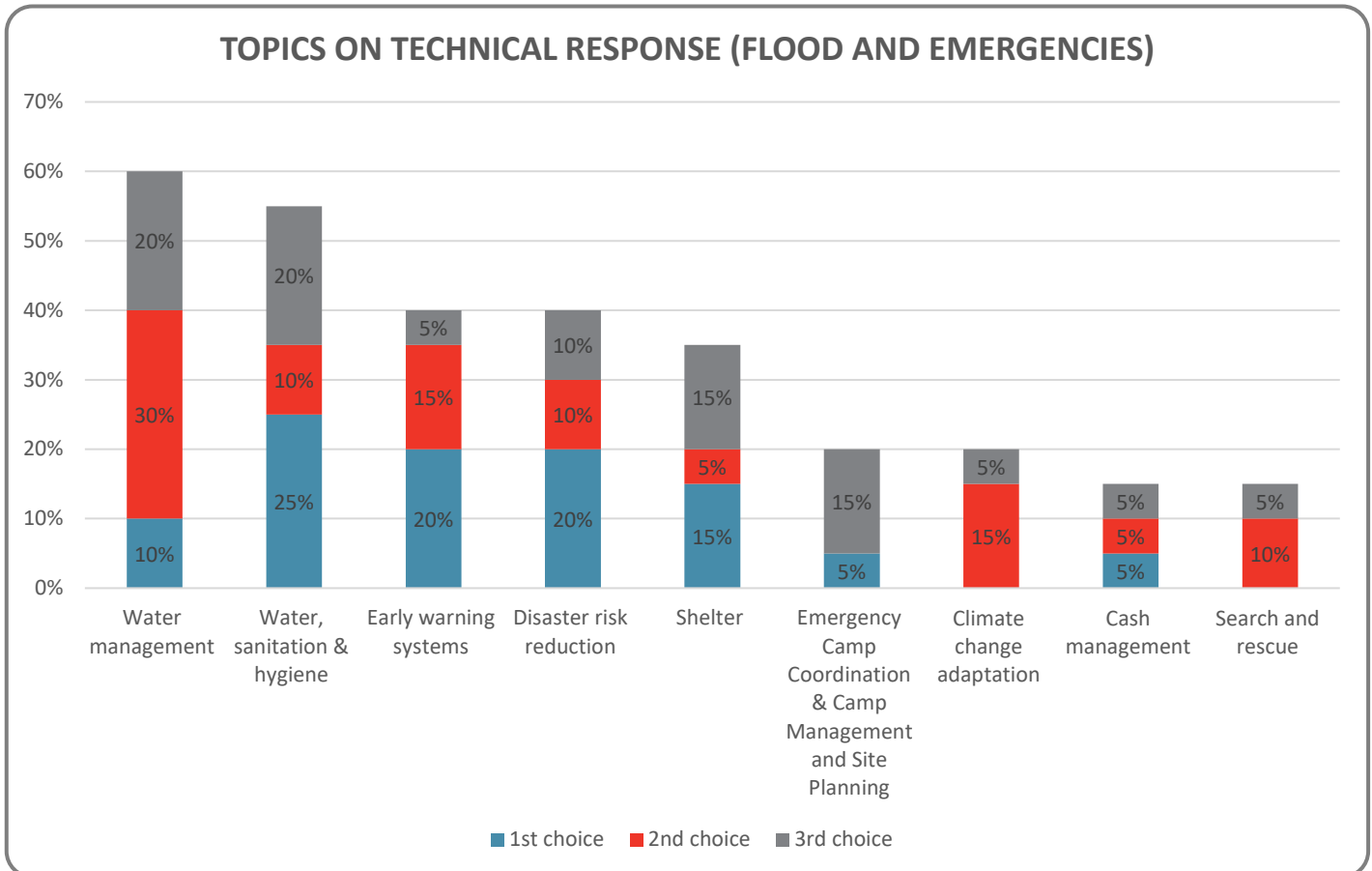

Figure 5 Priority topics under the technical response (flood and emergencies) category

III. Technical response - Flood engineering

Under the technical response - Flood engineering category, the first 3 priority topics for the survey respondents – as can be seen in Figure 6 - were:

1. Flood effect on structures and infrastructures (WASH, Public facilities, telecoms, etc)
2. Rapid damage assessments and classifications of buildings
3. Structural evaluations of buildings

None of the respondents, ranked the following topics: Structural repairs of buildings, Conservation and restoration of historic structures and buildings, Safe demolition of damaged buildings, Building and shelter construction/reconstruction, and Preparing technical project documents (e.g. scope of work, bill of quantity, scoring criteria)

Flood effect on structures and infrastructure in the highest priority topic and this is understandable given that the humanitarian focus in Libya is now in response to the floods.

The focal point from NRC who is, commented on the benefit of the rapid damage assessment delivered by RedR UK during the first phase of the response. She added that there is a need for the RDA trainings and those covering other heavy engineering topics, to include the soft skills needed for humanitarian intervention. These trainings are mainly delivered to engineers who haven't worked in the humanitarian sector before; and now, because of the devastating floods, they feel inclined to respond within the humanitarian sector. However, they lack the basis of humanitarianism and protection and how it should be considered in shelter with concepts such as dignity, safety, engagement of women, environment, ventilation, and moulds, etc. These trainings should also include topics on community engagement. Two of the RedR UK trainers who deliver the RDA, agree with this feedback.

Additionally, given that Libya is now in a transitional stage, the RDA should now include topics such as deeper assessment and foundation and structure reinforcement to address the long-term effects. This training would help in preventing further destructions as for example the buildings or structures that survived the first shock, might not survive a second one if they are not reinforced. However, these trainings are very advanced and to implement the learnings on the ground, the responders would need to recur to advanced equipment. Not to mention that foundation and structure reinforcement is an expensive process. RedR UK or other organisations will have to explore further whether foundation and structure reinforcement is possible on the ground before delivering a training on it.
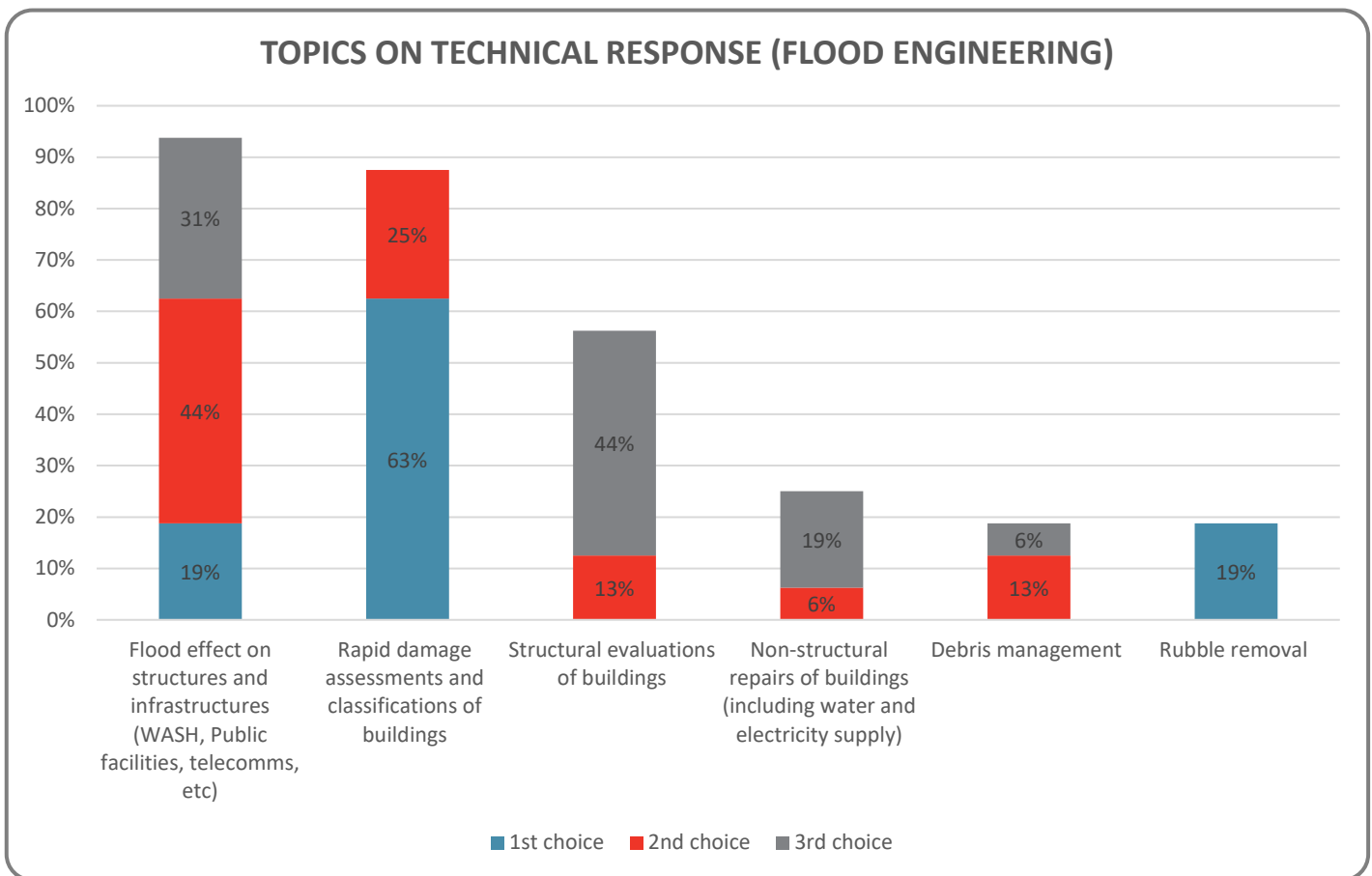

Figure 6 Priority topics under the technical response (flood engineering) category

IV.   Operating accountably and in respect to humanitarian standards

Under the operating accountably and in respect to humanitarian standards category, the first 3 priority topics for the survey respondents – as can be seen in Figure 7 - were:

1. Accountability to affected populations
2. Humanitarian principles and practice
3. Protection (humanitarian protection, and ensuring dignity and non-harmful practices)

Accountability to affected populations was also highlighted as a need by the focal point of NRC. Nevertheless, given that those implementing on the ground are highly affiliated with the government they might be sensitive to accepting that they should be held accountable.

Humanitarian principles and practice and humanitarian protection are topics also requested as a need by the NRC focal point. She mentioned that those on the ground need the basis of humanitarian intervention including humanitarian principles, the Sphere standards, the basis on a safe and non-harmful distribution, etc. This is mainly because those operating on the ground, which could be governmental entities, haven't worked in a humanitarian response before. However, the LRC and other CSOs are already implementing trainings on humanitarian principles.

Communication and community engagement was ranked fourth by the survey respondents. Nevertheless, it is one of the trainings that RedR UK delivered under its first phase intervention. The need for that training was based on observations and it was flagged in the thematic working groups. The discrepancy between the survey and other sources could be that those on the ground do not realise that this is a need or that they lack certain skills under that topic. Matter fact, when RedR UK delivered this training, ACTED invited its community mobilisers to attend hoping they increase their knowledge on how to engage the communities which is the basis of their job. The focal point from ACTED believes that this is an important training for frontliners mainly those who have just been contracted. Additionally, given the climate in Libya where humanitarian actors are mainly concerned about engaging with the government and not with communities, this training is even of higher importance. This training needs to be adapted to the very particular Libyan climate though.

As for protection topics in general under this category, one of the RedR UK trainers highlighted that these could be considered as very sensitive topics in Libya – such as GBV. This trainer in particular delivered the communication and community engagement training and noticed that there was not a lot of sharing from the participants on their experience in these topics.

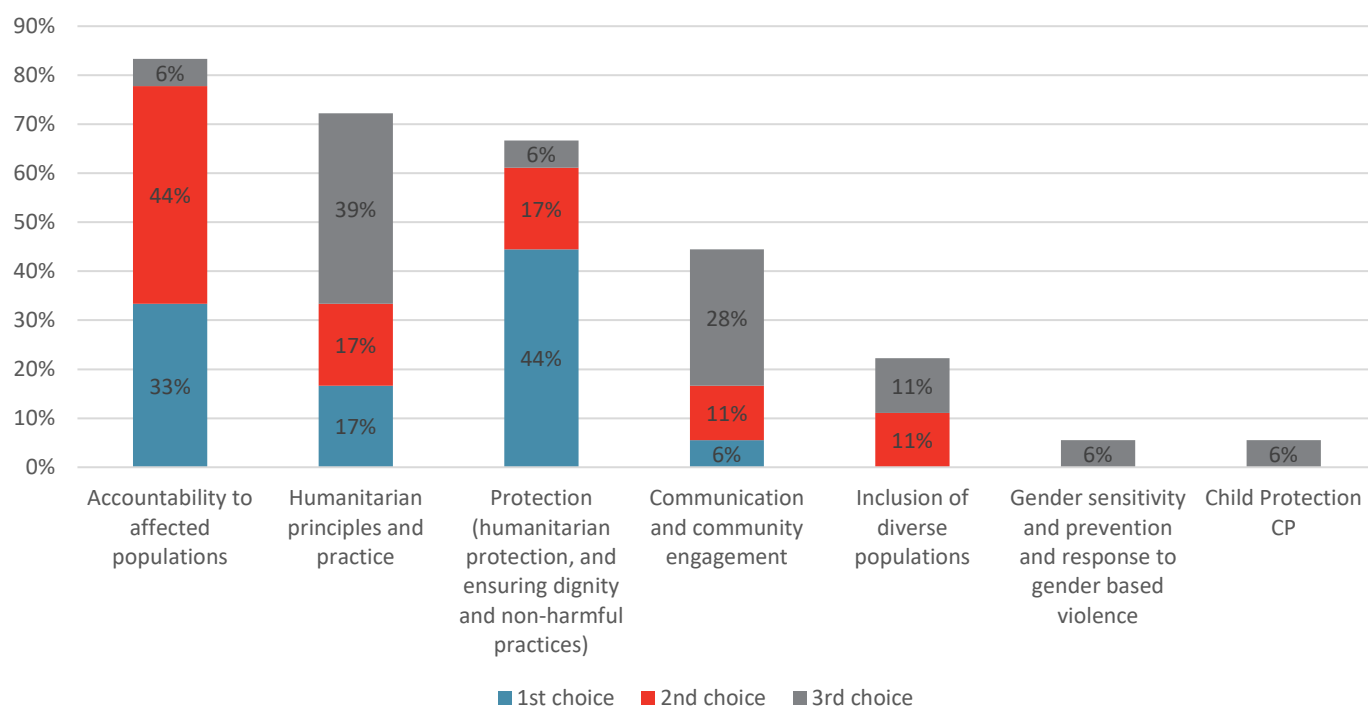**TOPICS ON OPERATING ACCOUNTABLY AND IN RESPECT TO HUMANITARIAN STANDARDS**

Figure 7 Priority topics under the operating accountably and in respect to humanitarian standards category

V.   Operating safely

Under the operating safely category, the first 3 priority topics for the survey respondents – as can be seen in Figure 8 - were:

1. Personal safety and security
2. Quality assurance and quality control
3. Security management for your team

Even though this is the category that was ranked last of a priority but the respondents, from the preliminary assessment that RedR did which was based on observation and informal discussions with connections on the ground, it was observed to be a priority.

A combination of these topics were delivered in RedR's first phase intervention under the training of Staying Effective that covered topics such as safety and security and wellbeing. This training is one the trainings that RedR delivers in emergency contexts where there is a noticeable level of stress among respondents on the field. It was also requested as a training to be delivered to organisation staff for example, it was requested by NRC.

Staying effective could be one of those topics where people do not realise they need it or they realise they need it but do not prioritise their own safety and wellbeing with everything happening in the emergency. RedR UK realises this and thus prioritises the delivery of such trainings in emergency.

RedR UK delivered MHPSS trainings. This is mainly as a response to observation of grief and to demand on people on the field. It was also part of the extended flash appeal. Before the floods, people in Derna suffered from bad conditions mainly as a result of the conflicts. There were a lot of MHPSS sessions being given to them. Therefore, with the addition on floods, MHPSS was definitely more of a need.

Most local organizations in Libya do not have a system to monitor the MHPSS of their staff and this is why this training was of interest by HR staff and managers seeking to achieve more. And it was mentioned in the training that there are a lot of gaps in MHPSS. Even doctors whi had clinical experience of MHPSS did not have experience on MHPSS as part of humanitarian delivery. There is still a gap in reaching the organisations and the government entities that are involved in MHPSS as there is no proper and functional referral system.

The reason why MHPSS was not ranked as a priority in the survey could be because respondents do not have a background on what the topic involves and/or that people in the Libyan society do not accept MHPSS.

The trainer who delivered MHPSS said that he received a lot of emails after the training with requests to deliver a more advanced MHPSS training. Some requested trainings on group focusing and safe care. This further illustrates that there is a need for MHPSS.
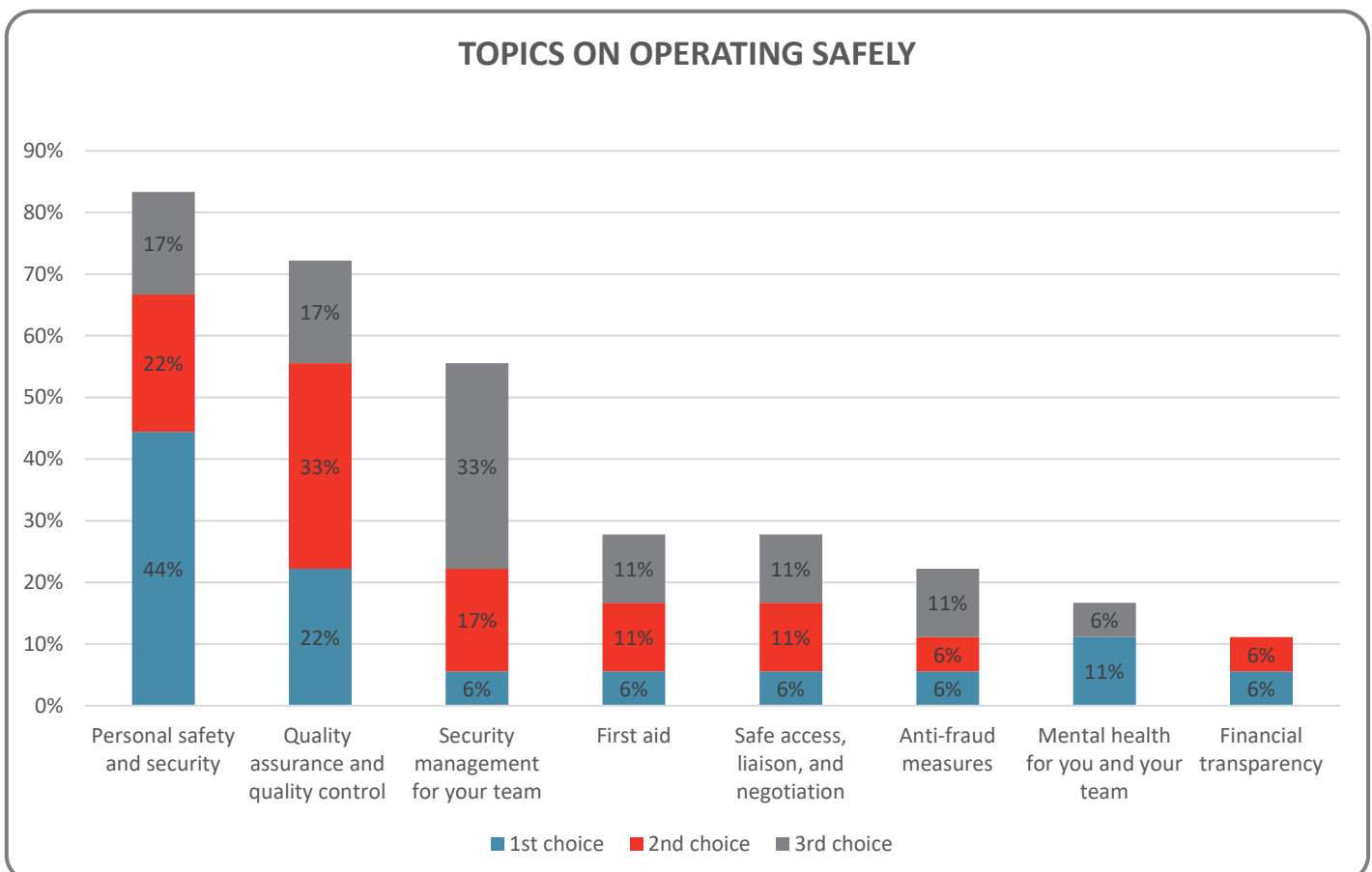

Figure 8 Priority topics under the operating safely category

VI.   Other training topics

- Training of Trainers: Under RedR's localisation agenda and the snowball effect of a ToT after a response, RedR prioritises the delivery of ToTs in an emergency. ToTs help build on the capacities that are in-country and mainly the learning capacities to ensure sustainability. RedR has delivered ToTs under the first phase response in Libya and received a lot of positive feedback to it. Participants did not realise the amount of effort and details that go into trainings and have all felt more confident and prepared to deliver trainings online.
- Green circular economy training and livelihoods: Now that Libya Is in a transitional stage, topics on reconstructing the economy and the livelihoods have surfaced. This is a topic that was highlighted by the focal point of ACTED. Additionally, there was a coordination meeting last month in Derna on this topic that included all working groups.

Learning Preferences
Form of engagement

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 was pre-recorded online presentations which you can download and watch in your own time (30% voted this as their first preference and 65% voted this as one of their first 3 preferences). This preference is also conforming to the results of the Türkiye and Syria earthquake response learning needs assessment. 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[4]. (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.

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[4] 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.
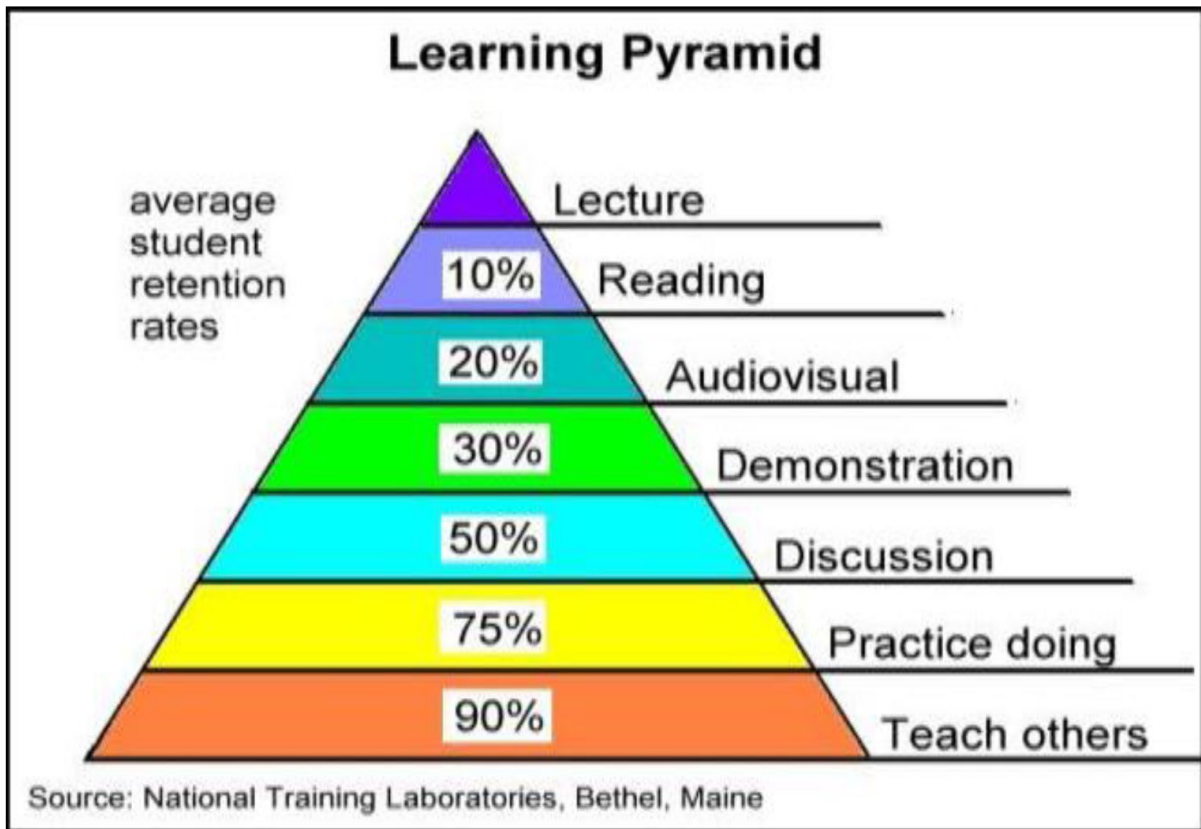
Figure 9 Learning Pyramid (from 'Assurance of Learning and Knowledge Retention')

The second preferred form of engagement among both male and female respondents is the Online live interactive sessions which you join at a specific time and discuss, interact and receive feedback from trainers and other. This method is the one that RedR UK has adopted in the training delivered thus far.

The 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 was ranked forth preferred form of engagement overall (20% selected it as a first preference and 50% selected it as one of the third first preferences) however, it was the most preferred form of engagement among female respondents (50% selected it as a first preference and 67% selected it as one the two first preferences). RedR UK had originally planned to deliver two face-to-face trainings in response to the Libya floods. Unfortunately, the risk level at that time was assessed to be extreme because of security issues and thus RedR UK had to deliver those training online instead.

By far the least popular learning form was On the job mentoring, where you are guided by a more experienced or knowledgeable person on a specific challenge. 45% ranked this last within the 9 options they were given. This finding is also similar to the finding in the Türkiye and Syria earthquake response learning needs assessment.

Figure 5 below gives a summary of the first three choices of learning preferences ranked by respondents (out of a ranking of all nine methods).
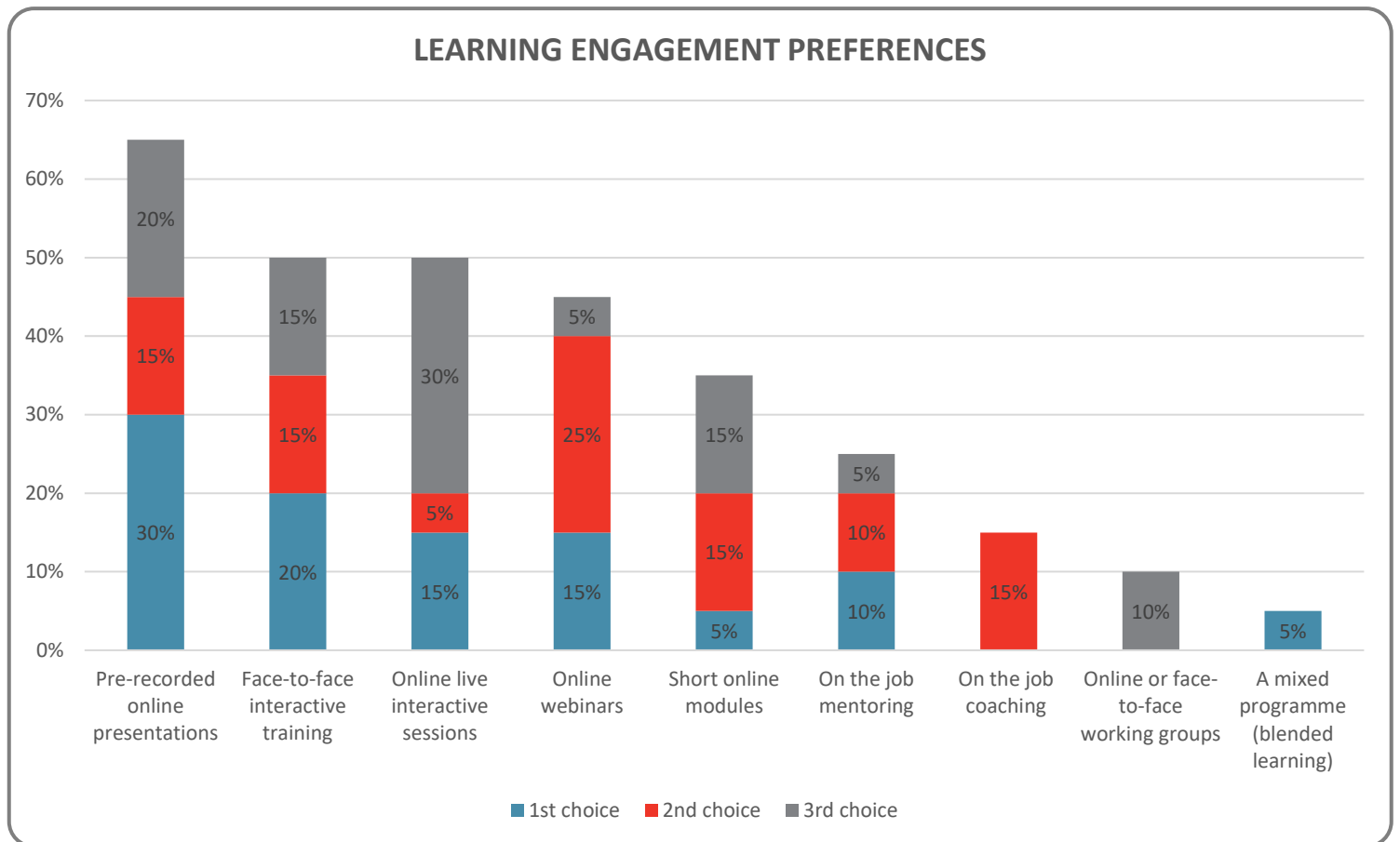

Figure 10 Learning engagement preferences

Time availability

The most common time available to dedicate to learning per week is mostly up to 2 hours a week (33% of respondents) or 3 hours a week (24% of respondents). Looking only at the availability of female, 50% said that they are available for up to 3 hours a week with none saying that they are available for more than 4 hours week. Additionally, the most common time available to dedicate to learning per day is between 30 and 60 minutes per day (45% of the respondents) or between 1 and 2 hours a day (36% of the respondents). Similarly, 67% of the female respondents said that are available between 1 and 2 hours a day.
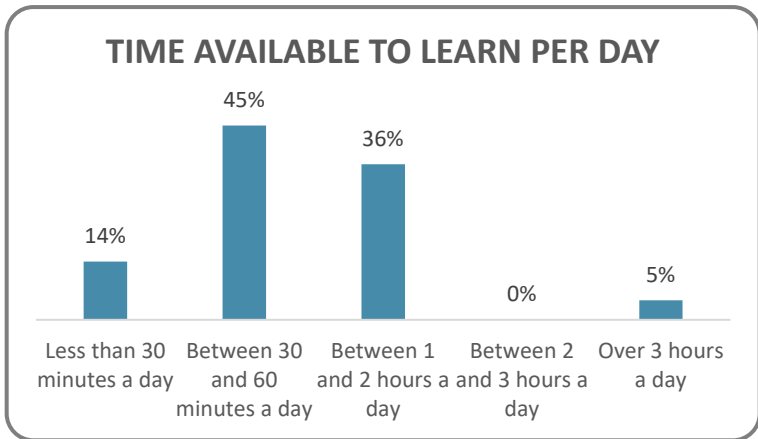
TIME AVAILABLE TO LEARN PER DAY

- Less than 30 minutes a day: 14%
- Between 30 and 60 minutes a day: 45%
- Between 1 and 2 hours a day: 36%
- Between 2 and 3 hours a day: 0%
- Over 3 hours a day: 5%

Figure 11 Time available to learn per day

TIME AVAILABLE TO LEARN PER WEEK

- Up to one hour a week: 10%
- Up to two hours a week: 33%
- Up to three hours a week: 24%
- Up to four hours a week: 14%
- Up to five hours a week: 19%
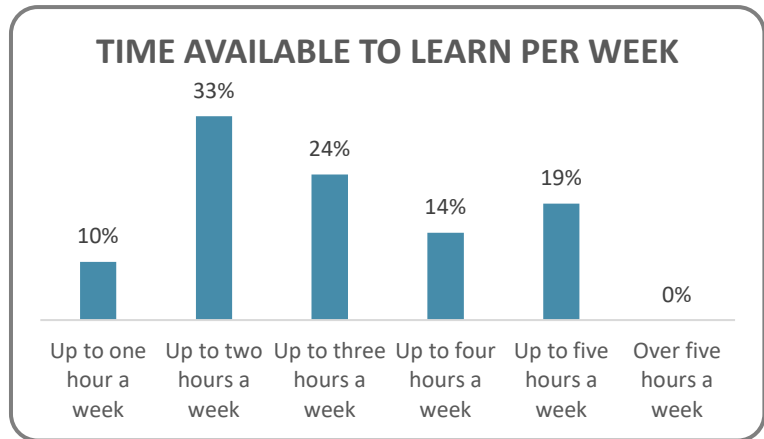- Over five hours a week: 0%

Figure 12 Time available to learn per week

As for the preferred time of day for learning, 33% said that they prefer the evening followed by 24% saying they prefer the morning. Unfortunately, this does not align with the data from the female respondents where 50% said that they prefer the afternoon – women represent 75% of the overall respondents that said the afternoon. This is likely due to work responsibilities in the morning and childcare/household responsibilities in the evening.

During the first phase of the intervention, RedR has delivered trainings in the afternoon and did not receive feedback on the timing. From the discussions with the trainers, they have mentioned that there were no complaints about the timing of the training. One trainer said that this could be because there is no consistency in the preferences where some preferred the morning because they would be tired in the evening while other preferred the evening because they work in the morning. While some even preferred the weekends. This could also be because the majority of the trainings delivered by RedR consisted of one session which was only 2 to 3 hours long. On the other hand, the ToT is a training that is delivered over 5 sessions on the course of 5 days and each session is 2.5 hours long. When the ToT was delivered during the afternoon, participants have requested to move it to the evening.
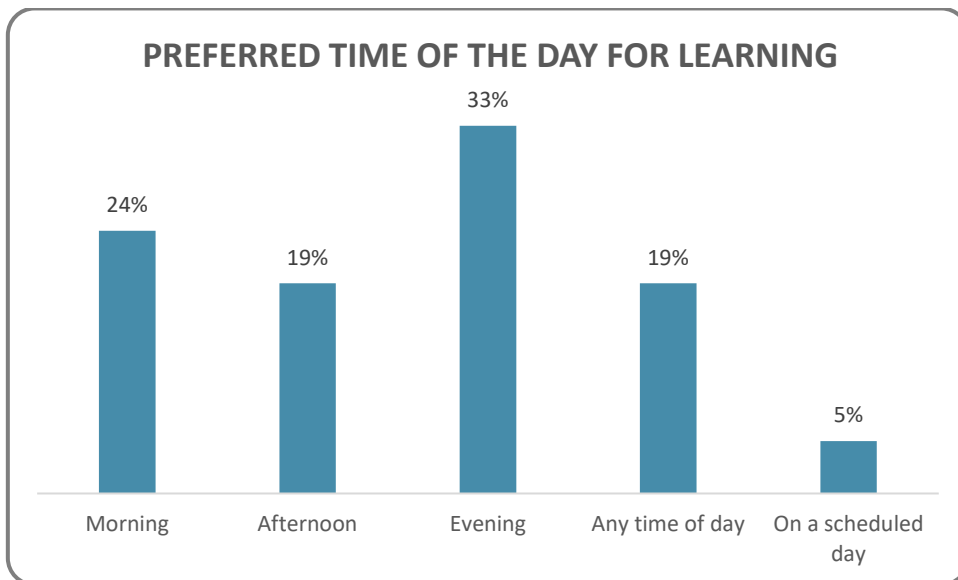

PREFERRED TIME OF THE DAY FOR LEARNING

- Morning: 24%
- Afternoon: 19%
- Evening: 33%
- Any time of day: 19%
- On a scheduled day: 5%

Figure 13 Time of day for learning

Language preference

The language preference of learners is English, with only 14% opting for Arabic (see Table 2). No other languages were mentioned. The small sample did not allow any reliable distinction between those that prefer English and those that prefer Arabic. However, based on the data gathered from all KIIs, Arabic is generally the preferred language for those responding on the ground. The employees of local organisations prefer Arabic and those in international organisations prefer English. However, there aren't many INGO directly working on the ground in Derna. The local actors on the ground do not understand English and if they do, they do not speak it. The LRC had a request for Arabic trainings mainly for its volunteers. The focal point from ACTED said that 'it was a game changer' to deliver a training to the community mobilisers in Arabic. The discrepancies between the findings of the survey and the KIIs could be due to the low representation of local actors in the survey respondents.

Table 2 Preferred training language

PREFERRED LANGUAGE	
ENGLISH	86%
ARABIC	14%

Recommendations

Overall, it can be seen that there was and still is a high need for trainings in a myriad of topics. This is particularly the case in Libya since there wasn't an abundant humanitarian activity in East Libya before the floods. Thus, those now working for the humanitarian sector have not worked in it before and lack all the knowledge mainly the basics. RedR UK responded with the appropriate topics that were needed in the first 1-3 weeks of the response as mentioned by one of the participants. From the training delivered, the level of interaction and commitment demonstrate the desire and the need for people in Libya to learn more. Thus, RedR can still deliver more.

Below are recommendations for RedR UK to consider in its future implementations in Libya:

- Given the consistency of some training topics required at the onset of an emergency and RedR's mission to immediately response even in contexts where there was no prior heavy humanitarian intervention, RedR should consider preparing generic training material on those consistent topics to immediately start training delivery.
- The discrepancies in the timing and language preference in Libya require that RedR confirms the timing with participants ahead of the delivery. It could also deliver the training in different cohorts to meet the different time and language preferences of the target audience. This could be feasible with trainings that consist of only one session but then would be more complicated for trainings with more than one session such as the ToT.
- People interested in the RedR training have different levels of experience and knowledge. This suggests the need to deliver training in different cohorts to meet the different needs. This is of high important for technical trainings on MHPSS or engineering topics.
- For MHPSS, consider combining the training which is only a 2 hours session with a counselling or coaching session given the high level of case specific questions received.

- To have the highest impact, RedR should coordinate and deliver trainings with organisations operating on the ground based on their specific needs such as the LRC, Pulse, the scouts, and other CBOs or formal and informal structures.
- Given that many of the responders are new to the humanitarian sectors and since the LRC and other CBOs are delivering training on the humanitarian principles, RedR should consider delivering its unique EHP training which is very relevant to the needs.
- Shift training topics to those that better match the transitional stage Libya is in now and to focus mainly on DRR and climate change.
- Incorporate humanitarian and protection topics in engineering trainings such as the RDA. Or combine the RDA with another training to cover the soft skills.
- Make sure training that are very critical to the context such as the communication and community engagement and coordination trainings are adapted to the Libyan context highlighting specific challenges.
- Check if structural reinforcement is a topic that RedR could deliver on and that the participants could implement.
- Given the governmental involvement in the humanitarian intervention and the sensitivity of the topics related to the government, RedR should make sure to adapt trainings such as accountability and coordination to reflect this sensitivity. This is of high importance since RedR would be delivering trainings to those working on the ground which could very much belong to governmental entities.
- Make sure the different trainings cover meaningful access through an inclusive gender assessment. There isn't currently a clear approach on how diversity, gender and people with disability are included in interventions in Libya.

Annex 1 Survey questions

PDF
Libya Learning Needs
Assessment Survey.pd