



Knowledge for Humanitarian Learning

Accessible, relevant, evidence-based

The Humanitarian Leadership Academy is a global learning initiative set up to facilitate partnerships and collaborative opportunities to enable people to prepare for and respond to crises in their own countries.

We are working with local, national, regional and global organisations, communities and individuals to develop and facilitate access to learning platforms, knowledge, resources and tools.

We work with partners across the humanitarian sector and beyond; from private learning providers to universities; local communities to academic researchers, drawing on the knowledge, expertise and resources of a range of organisations to ensure the best solutions are found for those most in need.

We aim to strengthen access to and quality of knowledge about humanitarian learning and best practice, and applying learning and innovation in humanitarian work.

Our structure enables us to engage in collaborative relationships with humanitarian professionals and non-traditional responders at global and local levels.

We seek to use this position to curate, commission and share relevant knowledge that is valuable to humanitarian preparedness and response.

We also actively look to enhance the relevance and quality of the learning we offer to the sector through our own Monitoring, Evaluation, Accountability & Learning (MEAL) activities.

For more information about our work contact the Global MEAL Team.

"While there are organisations whose function it is to maintain and promote humanitarian information, what does not yet exist is a means of adequately providing access to knowledge on how that information is effectively disseminated."

Knowledge as an enabler

Recognising the positive effect of knowledge on resilience and local agency, we want to engage with the widest range of knowledge resources; from crisis-affected communities to humanitarian decision-makers to academic researchers. By establishing clear ways for data, information and knowledge to be shared across groups, we hope to create a network that enables knowledge from all relevant sources to be used in the context of

learning. This knowledge may be an output, for example, publishing primary research that draws on data collected at ground-level; or knowledge may be an input, for example, local humanitarian practitioners applying a broadened range of relevant evidence to plan and implement a response. In every case, we consider accessibility to be key to our Knowledge Approach and a fundamentally important component of learning.

Knowledge for impact

Our digital platforms and broad networks give us multiple mechanisms for sharing knowledge widely. Work towards our mission to enable greater access to relevant knowledge has already begun, with the establishment of local collaboration centres around the world and the

launch of our digital learning platform, Kaya. We will look to expand this work by enabling the creation and review of local knowledge that supports our localisation agenda, and by developing robust channels for disseminating knowledge.

Our knowledge approach

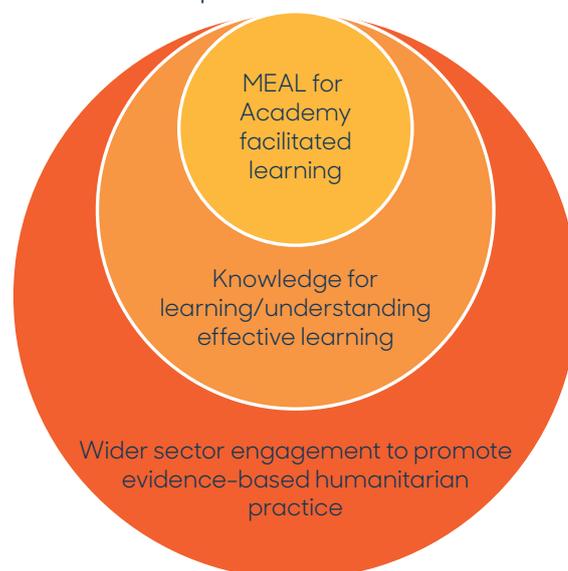
Our starting point is our own learning offer: we apply our robust MEAL (Monitoring, Evaluation, Accountability and Learning) framework to the learning products and pathways we provide to draw out knowledge that enables us to improve the products and increase access to learning for both humanitarian practitioners and affected communities.

Through our network of centres and partners, we gather and share evidence on the effectiveness of learning and how to generate knowledge about learning, in the humanitarian sector. This helps us define what good quality, accessible and effective learning for humanitarian response looks like. Because we

engage with stakeholders from crisis-affected communities, the humanitarian sector, and academic and business backgrounds, we are able to create opportunities for new collaborative relationships. This allows complex and challenging situations to be addressed with the benefit of evidence and knowledge drawn from traditional and non-traditional sources, enabling new solutions to be identified. Applying this knowledge in practice further contributes to the evidence base for humanitarian response.



Collaborative learning in Academy Centres



Knowledge about learning

In line with our nine guiding principles, our knowledge approach is integral to our learning offer. We have based our approach on robust research into the current knowledge landscape, which identified gaps in both accessibility and content for humanitarian learning in crisis-affected communities. We

now seek to address those gaps, re-using and building on existing knowledge and expertise as we increase and scale access to learning resources. Where limited knowledge exists, we look for opportunities to engage our networks in focused research to directly inform our learning and innovation strategies.

Knowledge about innovation

We expect to make a significant contribution to the evidence base for innovation in humanitarian learning as we implement our MEAL framework, by applying it to innovation and learning projects and products. We will capture and share our knowledge about the

effectiveness of innovative approaches, processes and tools. This will provide clear direction for the application of effective and innovative learning solutions in the humanitarian sector, with partner organisations and within the Academy itself.

Local innovations in learning

A specific area of focus for our research is indigenous knowledge, which is inadequately referenced by many learning providers although it is core to the democratisation of learning and the contextualisation of the broader evidence-base for humanitarian response. Our approach to sourcing, collecting

and sharing this knowledge will complement both our innovation and learning approaches, enhancing the relevance and contextual application of our products. We will gather data about local innovations in learning and share stories to maximise the impact of learning across our global networks.

Enabling access to knowledge

Our knowledge approach is embedded across our strategy and forms part of our identity as an evidence-based organisation; we re-invest what we learn in order to develop sustainably in ways which are increasingly relevant to the needs of local and underserved audiences. Through our local centres and online platforms we are investing in making knowledge more accessible.

As such, our research will provide the rationale for our future direction, drawing on knowledge from all our collaborative partnerships across the globe and informing how we open up access to relevant, meaningful knowledge to directly benefit individuals, organisations and communities engaged in their humanitarian endeavours.

We particularly look to increase impact for humanitarian responders who have had minimal access to learning, by better understanding how learning is best provided for them and the content required, and by sharing innovative practice and tools, and developing awareness of indigenous knowledge that can be widely disseminated.



Accessing online learning resources



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