



Humanitarian
Leadership
Academy

2021 Annual Report





Introduction and who we are	2021 in a snapshot	Our platforms: Kaya and HPass	Growing our Preparedness Portfolio	Our Coaching and Mentoring Programmes	Our Reactive Capacity Strengthening work
3	9	11	18	28	31
Supporting Local Organisations in Yemen and South Sudan: the SEHP programme	Staying ahead of the curve: our innovation work	Our learning community	Our research work	The next stage in our journey	Acknowledgements
42	47	51	56	62	64



Introduction and who we are

Foreword from Rachel O'Brien

Director of the Humanitarian Leadership Academy

2021 heralded a year of continued, substantial humanitarian assistance being required, with countries across the globe continuing to battle COVID-19 and the inter-related knock-on effects on how countries, industries, organisations and individuals adapt and respond.

Layered on top of this have been the increasingly devastating effects of climate change, which, with those affected overwhelmingly from those communities least able to cope, has left more people than ever at risk.

It is in this context that the demand for the work the Humanitarian Leadership Academy does continues to grow, and we aim to continue striving to support in enabling as many individuals and organisations to respond to humanitarian crises as effectively and as impactfully as possible.

You'll see in this report that we have managed a huge amount through 2021 with our growing regional centres directly supporting live humanitarian responses.



Our learning portfolio continues to grow and our learning platform, Kaya, now has over half a million users accessing our content, meaning we're able to share knowledge and learning with more people than ever.

The world is changing fast and the team continues to evolve and adapt to ensure we continue to have the greatest impact, from our technology, digital capability and expertise, right the way through to our research and evidence which ensures we learn from what we do and communicate it effectively and impactfully.

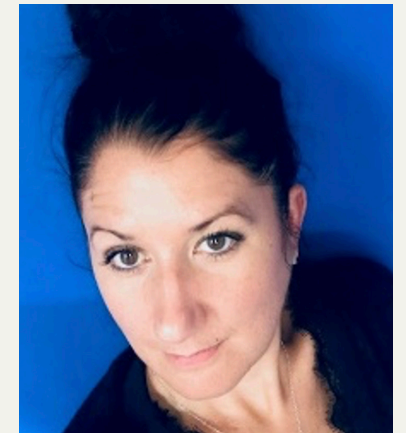
Our numbers for 2021 show that we have reached more people than any previous year,

and with 8 out of the top 10 countries that access our portfolio are crisis affected, it also shows that our content is reaching those who need it most.

Our focus continues to be working in partnership with and for humanitarians across the globe and we will continue to work in solidarity to ensure we play our part in enabling countries to respond, saving as many lives as possible.

Rachel O'Brien

Director of the
Humanitarian Leadership Academy



Who we are

We are the Humanitarian Leadership Academy. We strengthen people's skills and capabilities through learning, helping people in the humanitarian sector and beyond to prepare for and respond to crises.

We provide everything from recognised capacity-strengthening support to self-guided e-learning, in-person support in response to emergency situations, virtual reality and simulations (face to face and online).

The evidence we gather through research and data and our contextual expertise informs the work we do. And we have a full suite of skills in-house to continually improve our offer and provide holistic expertise to our partners.

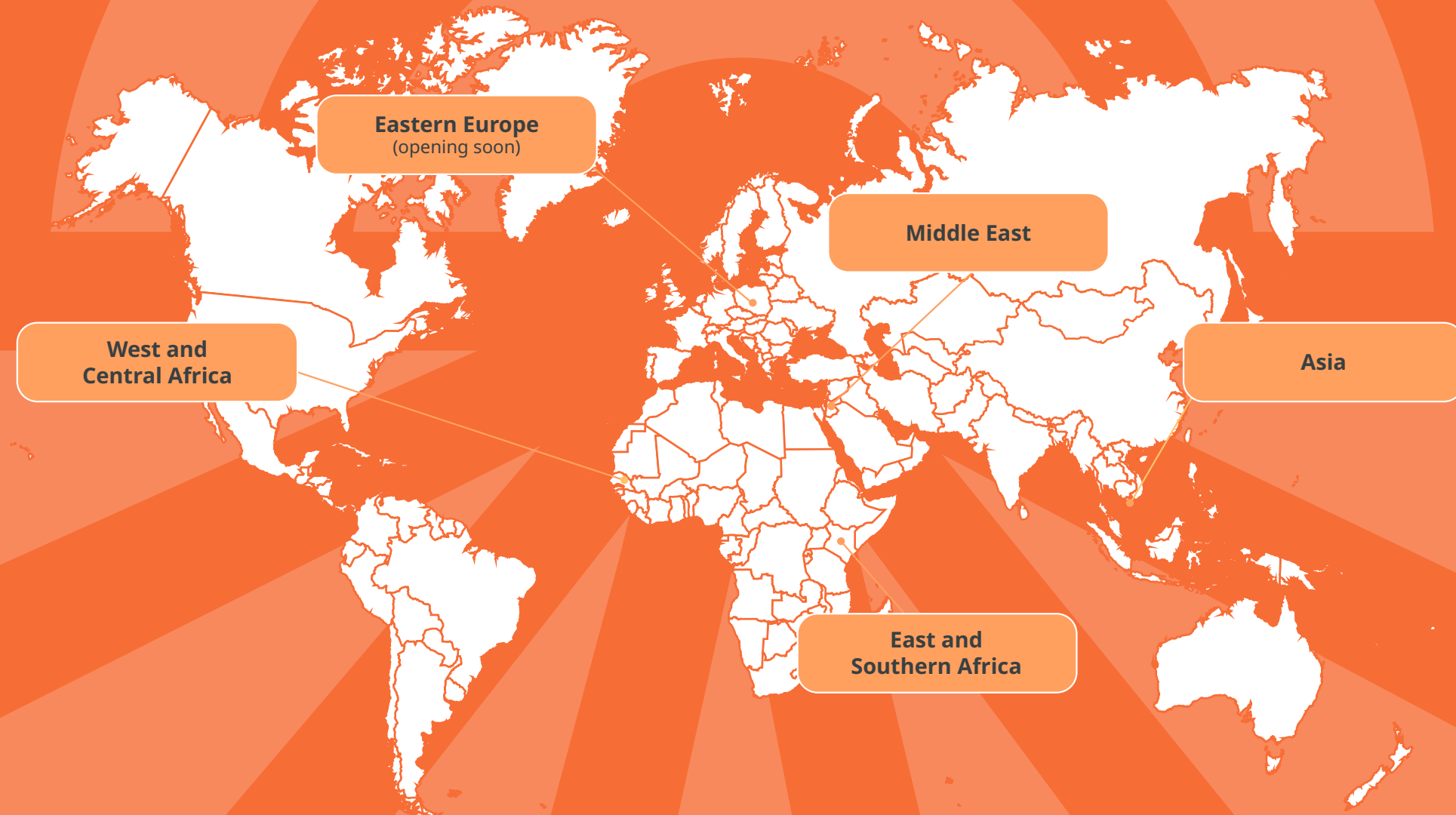
But it's not really about us. We help organisations in the humanitarian sector and beyond to amplify their reach, share their knowledge and build their networks. Our combined impact - collectively developing people's skills to respond to crises - is infinitely stronger through working together.



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Where we work

We have the following Regional Centres operating across the world

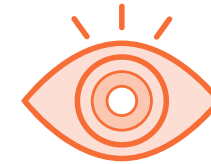




Our mission:
enabling people
to prepare for
and respond to crises
in their own countries.



Our vision:
a world where
everyone has the
capabilities to handle
crises, ultimately
saving lives.





2021 in a snapshot



450,000+
people



from **190**
countries



using Kaya to access
online learning opportunities



(+56% increase since 2020)



575,000

course enrollments



20,000+

HPass users worldwide and

55,000

digital badges claimed



48,000+

learners reached through
our **Emergency
Preparedness Portfolio**



1

Award Winning Product
(Best learning game)

2021 in a snapshot

49

client
organisations
worked
with us



1 million

social media followers



7

humanitarian responses directly
supported through our **Reactive
Capacity Strengthening** work



Our platforms: Kaya and HPass

Kaya – our global learning marketplace

Kaya offers a sector-leading global learning marketplace for learning providers and learners alike. The number of users increased by 56% in 2021, from 281,000 to 450,000 users by the end of the year.

It's the countries in the grip of humanitarian crises where most learners are to be found – showing that Kaya is used by the people, communities and organisations who need it most. Of the top ten countries accessing Kaya, eight are in the global south: the Philippines, Bangladesh, Kenya, Syria, Nigeria, Iraq, Yemen and Uganda.

In 2021 we added a variety of new courses and pathways to the platform, including:

- Education in Emergencies – Learning Through Play
- Introduction to Needs Assessment in Emergencies
- Introduction to Proposal and Report Writing
- Sphere in Practice
- Cash and Voucher Assistance
- Unlocking Humanitarian Access
- Extension to the 'In 90 Days' game
- Integrated Public Health COVID-19 learning hub
- Education in Emergencies – Foundational Concepts & Frameworks (Arabic, French)



Kaya in numbers

450,000

Kaya users
(as of 31st December 2021)



169,000+
new users in 2021 alone



Up to **15,000+**
new users per month

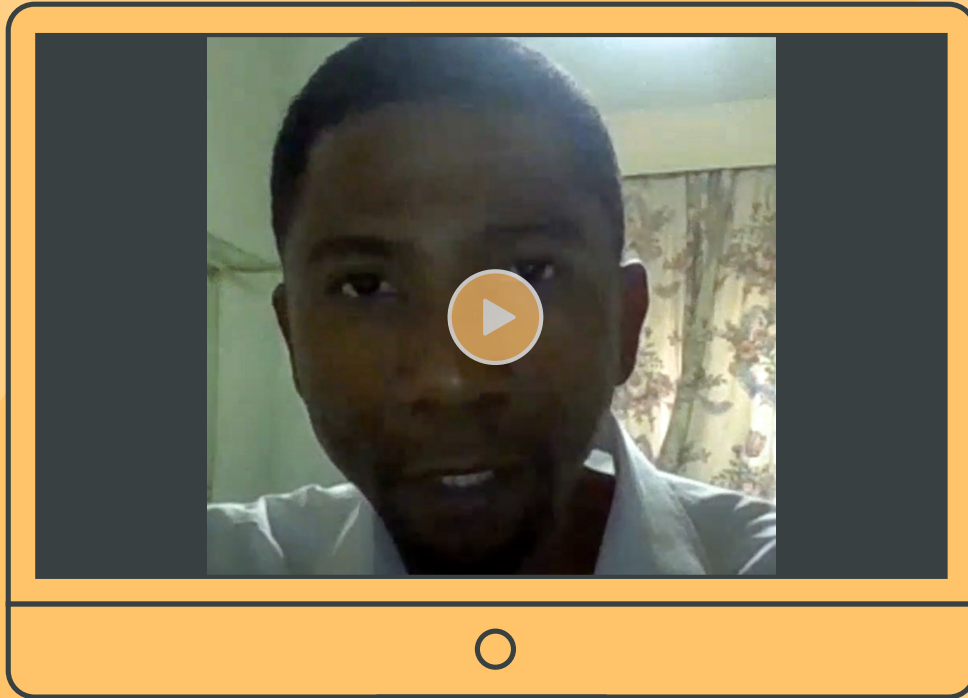
450+ online courses
now available on Kaya, in
up to 12 languages





What our learners say about Kaya

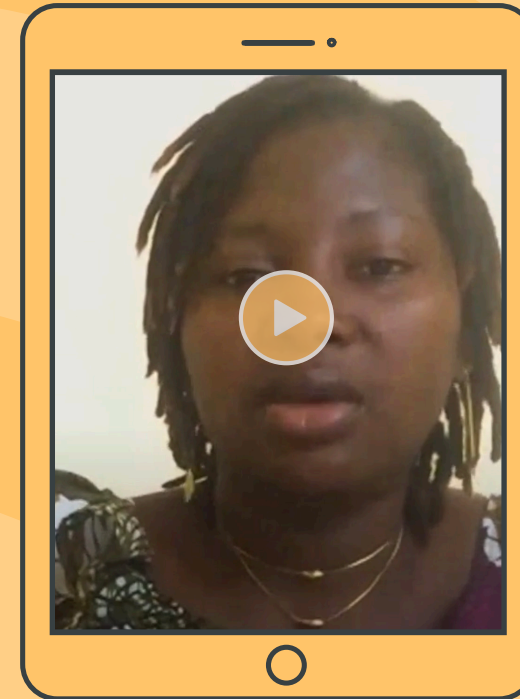
Meet Elliott
(Interview in English)



[Visit Kaya](#)



Meet Irene
(Interview in French)



[Watch more videos from our learners](#)



HPass - recognising humanitarian skills and experience

One of our key ambitions is to support humanitarians to have their skills and experiences recognised by future employers - making recruitment easier, and helping organisations to recruit people with the right competencies.

Our accreditation platform HPass is part of that aspiration, helping provide humanitarians

with consistent professional development opportunities, and recognising their skills and experience. The two key elements of HPass are:

- **Digital badges** which provide this recognition to individuals
- **Sector-developed standards** to drive up the quality of humanitarian learning and assessment services



"The organisation, team and staff are currently using digital badging as part of their trainings. We have found it very useful, especially for international recognition."

Fundacion Abbacol, Colombia



"The library of HPass badges offered by AACCES to the trainees allows them to present and promote their acquired experience with a simple click and thus quickly apply for a position of responsibility."

Jean Michel Clair, Head of Operations, AACCES



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HPass in numbers

20,000
HPass users



55,000
badges displayed



28
Badging organisations

10 HPass
certified organisations



Visit HPass.org





HPass case study

World Vision has been with us since the start of our HPass journey. We spoke to Ashley Inselman, Technical Director in charge of Humanitarian Capacity, to find out how they are getting on:



"World Vision is using HPass to validate the acquisition of knowledge. Many of our trainings require a kind of simulation or case-study which we hope will translate into "skills" when learners are put into a deployment situation. Benefits of badging include an "external" kind of validation of the learner's dedication and accomplishment as they often don't have any other opportunities for self-development such as diplomas or advanced academic studies."



[Read the full case study](#)





Growing our Preparedness Portfolio

Growing our Preparedness Portfolio

In 2017, our proposal to the IKEA Foundation was to strategically grow and adapt our portfolio and strengthen the humanitarian system. In line with the IKEA Foundation's mission to 'create substantial and lasting change', our successful partnership led to the development of global humanitarian capacity.

This partnership, which ended in 2021, has enabled the development and implementation of a range of activities which span from operational skills through to strategic leadership and includes critical technical areas such as Child Protection in Emergencies (CPiE) and Education in Emergencies (EiE). Through the generous support in funding from the IKEA Foundation and a strategic shift through our investment in digital capability, innovation, regional capacity, and our strengthened partnerships, we have strong building blocks in place and continue to work to scale up these initiatives to a level never seen before.



Our Preparedness Portfolio

Total number of learners:

48,122*

(46,969 online learners and
1153 face-to-face learners)

*numbers from our IKEA portfolio only



75%

of all learners come
from disaster
affected countries



70%

of all learners work for
a national or local NGO
(or are independent)

95%

of CPIE, EiE and ToT
learners said they
applied the learning in
a work setting



Transformation of Training



[Read the full evaluation report](#)



Education in Emergencies - Middle East and Eastern Europe

The Education in Emergencies (EiE) Professional Development Programme (PDP) team directly reached 32 learners with the 450-hour blended and accredited EiE Advanced course.

These learners, working for various international and national organisations in Jordan, Iraq, Greece, Lebanon, Yemen, Iran, Syria and Turkey, reached an additional 369 learners through their supported cascade trainings, the final part of the course.



"This training has provided me and my organisation with critical skills that are important to improve the quality of our programs."

Mustafa Al Okoud, CEO of
Hope Revival organisation



"This training has provided us with the practical tools to implement our programs with different and more inclusive approaches."

Noura Awad, Programme
Manager Save the Children
International Syria
Response Office



"This training has provided us with hope for a better future, especially with the hard situation in Lebanon, now we have better solutions for difficult situations."

Alaa Hmaid, Education
Specialist, Lebanon



Education in Emergencies - East and Southern Africa

The Education in Emergencies (EiE) Professional Development Programme (PDP) team directly reached 32 regional learners with the 450-hour blended and accredited EiE Advanced course, indirectly reaching another 321 through supported cascade trainings.

They also directly reached 57 learners in Sudan (Tigray Response) and Somalia through with the 50-hour EiE Fundamentals training.



"I was appointed as the Kenya Education in Emergencies Working Group Coordinator and found the course materials very useful in my new role including organising an emergency response in collaboration with key stakeholders."

Lucy, a course participant



"[After the training I delivered as part of the course], our local partners have been able to design projects that meet the needs of girls and boys."

Mary, a course participant



"During the EiE proposal writing course I became a key resource for my organisation and education working group."

Augustin, a course participant

Education in Emergencies - West and Central Africa

We worked with the Education in Emergencies (EiE) technical advisors in the region to deliver the 50-hour EiE Fundamentals course in-person to 85 learners, mainly from local and national organisations, in Burkina Faso, Mali and Niger.

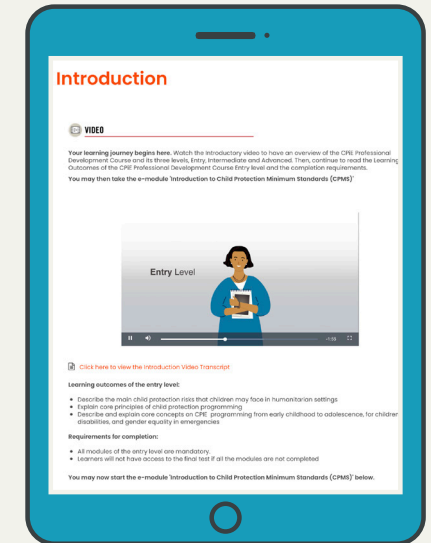
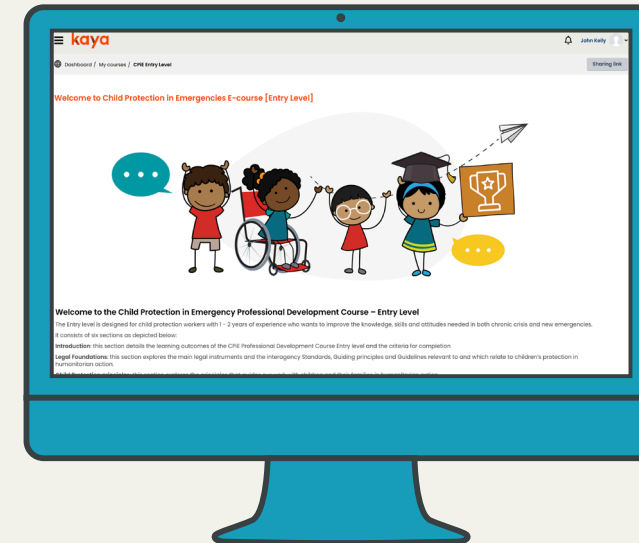


Child Protection in Emergencies - Middle East and Eastern Europe

25 participants from within the Save the Children movement and local partners took part in the Child Protection in Emergencies – Professional Development Programme. 17 of them successfully graduated from the programme. Participants also took part in 39 webinars as well as 3 online self-paced e-learning trainings.

The programme also reached **102 people** indirectly as participants cascaded learning within their organisations in Yemen, Syria, Iraq, Lebanon, Egypt, Jordan, Sudan, Libya and the Occupied Palestinian territories.

The implementation of the programme included the development of an e-learning module in both English and Arabic, and the translation of 6 new Child Protection in Emergencies e-modules into Arabic.





"I find myself more empowered and capacitated to deliver technical support to all CPiE staff. The takeaways will help me to drive and advocate for integrated interventions that can meaningfully improve the life of affected children, families and communities."



"I found myself very much empowered. I already work in an emergency response but the training has broadened my horizon and developed my experience in emergency interventions and response."



"I feel stronger and more confident, because my knowledge in the field has increased even on a personal level and interacting with people who are different from me in group work, all this helped me to evaluate myself in addition to increasing my knowledge specialty."



Child Protection in Emergencies - East and Southern Africa

34 participants from **11 countries** took part in the Child Protection in Emergencies – Professional Development Programme. Out of these **34 participants, 24 graduated** (74% completion rate) and then trained **532 individuals**.

83% of participants reported a role change after the programme.



“I have learnt a lot observing and I have picked up a lot while facilitating. I will try and translate it into our programmes in Nigeria. As I’m in a position of influence, I can greatly contribute to a response, through what I have learnt.”

– A programme participant





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Child Protection in Emergencies - Asia and Pacific

23 participants from **13 countries** took part in the Child Protection in Emergencies – Professional Development Programme. Out of these **23 participants, 19 graduated** and then trained **363 individuals** (Child Protection programme officers, caseworkers, social workers) on topics related to CPIE (case management, group activities for children's wellbeing, child protection mainstreaming and integration, Child Protection Minimum Standards).

65% of the graduates indicated that they have been increasingly involved in humanitarian responses in their countries or in the region since they had participated in the programme.





Our Coaching and Mentoring programmes

Our Coaching and Mentoring programmes

Over the last ten years, coaching and mentoring has been a huge area of growth and interest in the humanitarian sector. We see coaching and mentoring as an important aspect of professional development; a vital capacity-strengthening tool that can empower learners to achieve their full potential at an individual and at an organisational level.

Our vision is to build on the success of our existing coaching and mentoring programmes and to work in collaboration with key stakeholders across the Save the Children movement and the humanitarian sector to implement a wider integrated coaching and mentoring system as part of our broader learning offer; a learning offer that can provide focussed support and achieve greater impact and scale as part of our response to a crisis.

The 6 coaching and mentoring programmes that were rolled out in 2021 produced a total of 95 mentoring pairs and 59 coaching learning programme participants globally.

Mentoring Programmes	Number of mentoring pairs
Across Organisational Mentoring Programme (AOMP)	73
East and Southern African (ESA) Mentoring	17
MEAL Mentoring	5
Coaching programmes	Number of participants
OCHA Coaching Skills for Managers	28
Leaders as Coach	12
Constellation / Systemic Coaching	19



Our Coaching and Mentoring programmes



"This initiative is highly valuable and positively impacts and builds capacity of more junior staff (the mentee), as well as refreshing the skills and knowledge of senior staff (the mentor)."

AOMP Mentor



"Apart from the confidence I gained from the mentoring, I improved some key skills such as critical thinking skills.... collaboration and networking [skills], negotiation skills, team building and creativity skills."

ESA Mentoring Mentee



"It's all about relationship building. I hope to keep my connection with my mentor because it's the first time I have truly connected with someone in MEAL at a global level. I now have access to more people's experiences and resources."

MEAL Mentoring Mentee

Visit our Coaching and Mentoring website to access free resources





Our Reactive Capacity Strengthening work



Our Reactive Capacity Strengthening work

Through our reactive capacity strengthening offer we share our expertise, supporting humanitarians during emergencies, when they are at full stretch. We help ensure effectiveness at every stage for affected populations, from start-up phases which need rapid action, to longer term capacity strengthening.

Being ready: guidance for first responders

We play a pivotal role in strengthening national and local response capacity in both operational and technical areas alongside support on soft skills. We first identify needs, then create and curate a range of high-quality, accessible and relevant learning opportunities to suit the needs of individuals, strengthen the capacity of organisations and amplify the reach and quality of learning during a response.

Being prepared: our experienced staff are based in regions to offer ongoing support

Our methods are effective because our Regional Centres are anchored in strong partnerships and are positioned within the Save the Children Regional Offices to enable learning and collaboration within and across regions.

Being consistent: standardised ways of working ensure responses are not disrupted

To sustain a high quality of response over months, tools and methods must be up to date, effective and consistent. We share tools which can be adapted quickly.



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Our Reactive Capacity Strengthening work

In 2021, we trained hundreds of humanitarians working in seven emergency responses – in Myanmar, Afghanistan, Somalia, Mali, Eswatini, Sudan, Rwanda and Burundi.

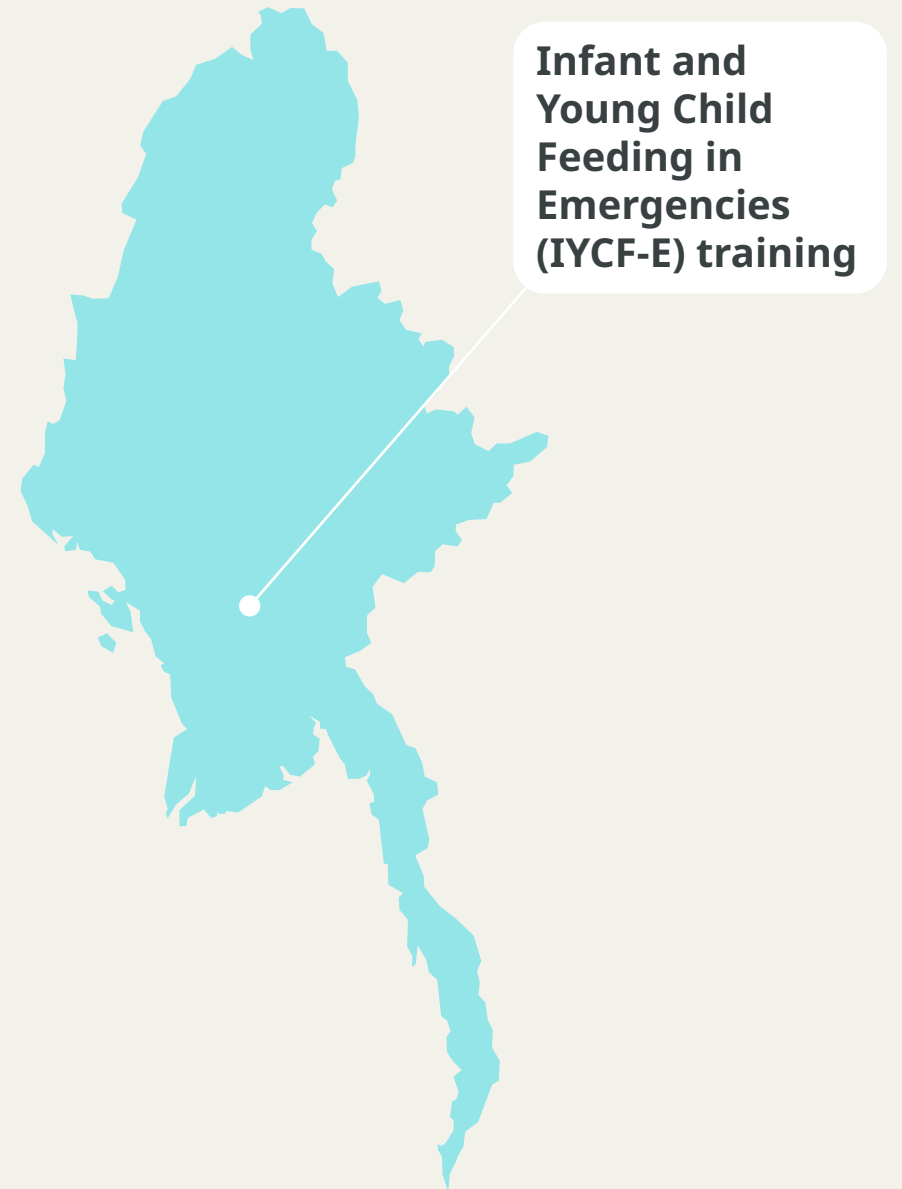
We helped them develop the skills to minimise the impact of emergencies and create safe, healthy environments before, during and after disaster strikes. The following slides include some of the highlights.





In Myanmar, we...

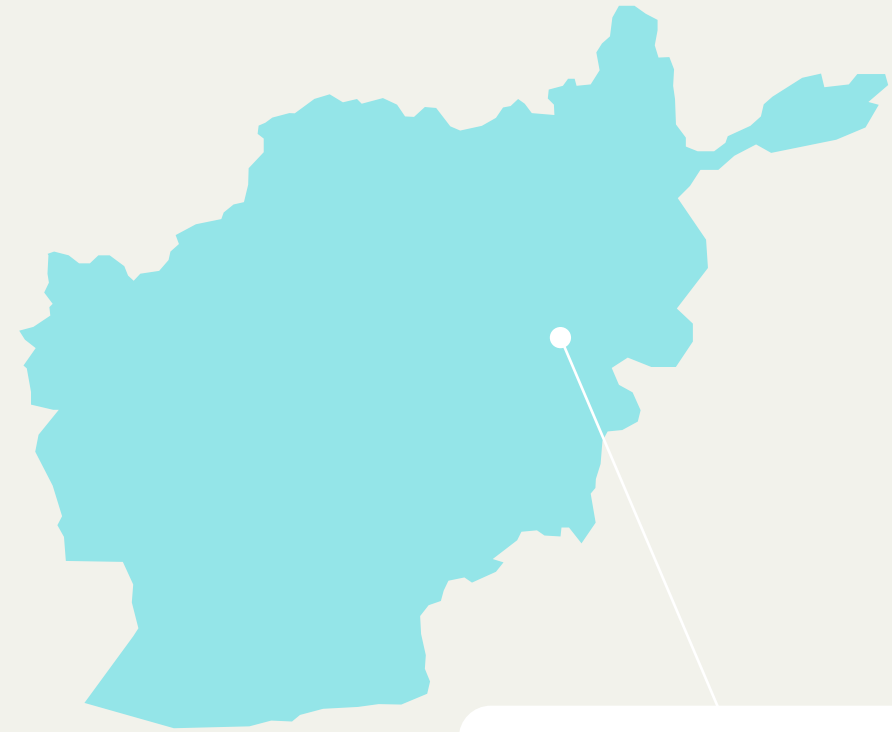
- **did a Rapid Learning Needs Analysis** of the Myanmar Response team and partners.
- **delivered an Infant and Young Child Feeding in Emergencies (IYCF-E) training to the Nutrition Cluster:** The training was contextualised to meet the needs of the Myanmar Nutrition Cluster and condensed, in consideration of the access and availability challenges of the participants, to be delivered online through a 8 half-days package. The training intended to equip participants with the relevant knowledge, skills and tools to plan, implement and scale-up the response in Myanmar in a manner that is consistent with the latest national and global guidance, policies and minimum standards. **The training was conducted in collaboration with Save the Children, UNICEF, Global and Myanmar nutrition cluster** and was attended by **28 participants from across 14 organisations: 11 participants from UN agencies, 14 from the INGOs and 3 from local NGOs.**





In Afghanistan, we...

- provided support to Save the Children Afghanistan for the **capacity mapping of their partners**. The main objective of the capacity analysis was to re-assess the operational capacities and capabilities of partners to ensure that the programmes and projects are designed as closely as possible to the needs of children and communities. Through this analysis, key findings and recommendations were made in the areas around governance, emergency planning preparedness, technical thematic areas, financial management, project management and human resources management.
- **provided short trainings for staff** on Humanitarian Principles, Core Humanitarian Standards (CHS), Protection from Sexual Exploitation and Abuse (PSEA) and supported the local teams designing courses for staff.

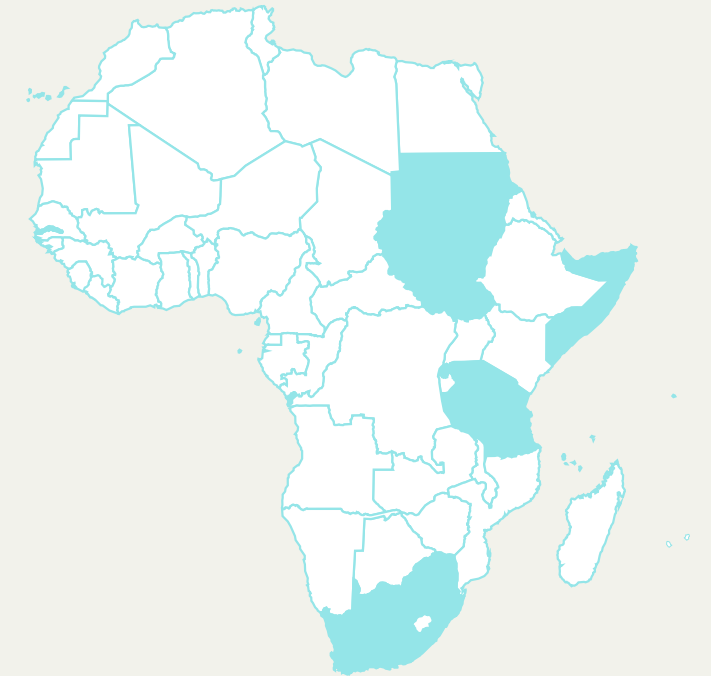


**Provided support to
Save the Children
Afghanistan for the
capacity mapping
of their partners**

In East and Southern Africa, we...

Conducted Learning Needs Assessments in all target countries to identify the areas of need. In Sudan, Somalia, Eswatini, Tanzania, and Rwanda we provided face-to-face bespoke humanitarian trainings **to 176 learners (as seen below)**, and sourced Arabic trainers for the Sudan trainings in order to make them more inclusive.

RCS programme	ESA Region	# of learners
Humanitarian Training and Emergency Preparedness Plan Training	Rwanda	28
Humanitarian Training and Emergency Preparedness Plan Training	South Africa	30
Humanitarian Training and Emergency Preparedness Plan Training	Tanzania	20
Humanitarian Training	Eswatini	23
Humanitarian Training	Somalia	19
Humanitarian Training	Sudan	56
Total		176





In East and Southern Africa, we...

have had positive feedback from participants on the impact of attending our humanitarian training. One senior country staff member who participated in the Humanitarian Training cohort delivered in Eswatini decided to enroll on this training to *“understand the principles of developing an Emergency Preparedness Plan.”*

He also reported that he has been able to apply the learning he received and felt that the content of the training programme was relevant to the context and of high quality, and subsequently met his learning objectives. The most significant change for him as a result of the training programme is being able to understand the concept of humanitarian risk as well as risk monitoring in emergency preparedness planning.

This has enabled him to make informed decisions of where resources are to be invested in, in order to be efficient and effective in a humanitarian response.

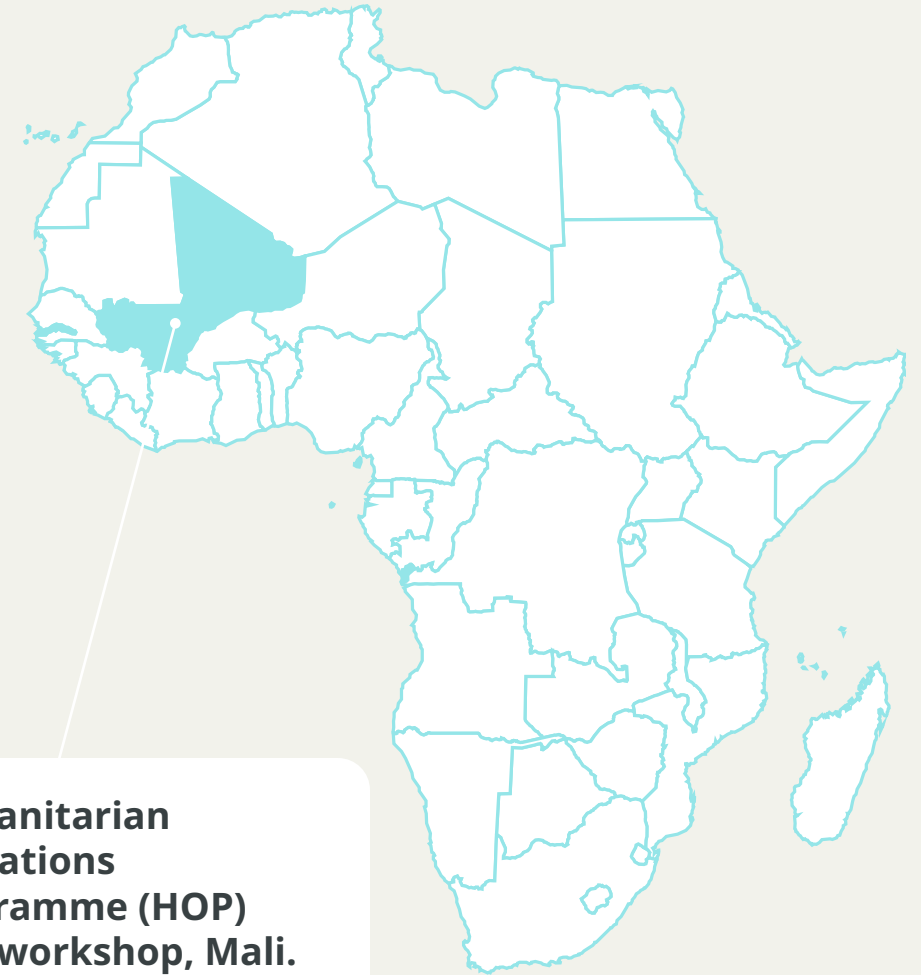
A learner from another regional cohort who wanted to improve his humanitarian operational capacity to deliver in responses found that the operational parts of the training, in particular the simulation, were the most useful for him. He further reported that he achieved his own learning objectives centred around developing a *“holistic understanding of launching humanitarian response”* and being able to understand and implement coordination mechanisms and standards.



In West and Central Africa, we...

organised a Humanitarian Operations Programme (HOP) Core workshop in Mali.

26 participants from local organisations and Save the Children International took part in the 5-day face-to-face training, which alternated between plenary sessions, group work and an emergency response simulation. The sessions covered topics such as humanitarian action, humanitarian principles and standards, conflict-sensitive programming, needs assessment, funding, gender, well-being, stress management, accountability and safeguarding. The simulation allowed participants to use the knowledge acquired during the first days to reflect individually and collectively, and organise themselves to create an appropriate response to a fictitious humanitarian crisis.



**Humanitarian
Operations
Programme (HOP)
core workshop, Mali.**

In the Middle East and Eastern Europe, we...

delivered trainings on project management.

Our Regional Centre in the Middle East and Eastern Europe focused on rolling out the new Save the Children International (SCI) Project Management Methodology online programme which helped to **train 550 people** from Iraq, Yemen, Syria, the Occupied Palestinian Territories, Turkey, Egypt, Lebanon, Georgia, Ukraine, Kosovo, Northwest Balkans and Albania.

Participants were trained in different levels of project management (e.g. the full course, shorter summary courses and Project D Pro which is a globally recognised accreditation).

They learnt how to improve their project management skills and developed a better understanding around general project management principles to support in the design and delivery of projects and programmes.

We also trained **45 Project Management Methodology Community of Practice Members and 7 facilitators** who will be able to hold project management face to face training in their country offices, helping to increase our reach and impact.



Feedback from our learners



All in all, one of the best courses so far. This is something we've needed for a long time, but better late than never."

Andrea Zeravcic, Northwest Balkans Country Director



"It is new for me to see the new standardised activity list. I really enjoyed this as it will support the program team on how to develop a comprehensive activity list and to write the right descriptions."

Asmaa Abdelgaber, MEAL Officer, Egypt Country Office



"So excited! It's really good to receive guidance emails every week during the training in order to ensure that we don't miss anything (e.g. requirements, changes, training progress)."

Bilge Coban,
Turkey Country Office

Facilitating cross learning between our regional centres

It is also important to mention that our Regional Centres have worked collaboratively on various programmes to ensure successful delivery and facilitate cross learning between regions.

For example, our team in East Africa was able to collaborate with our Middle East team to deliver the Education in Emergencies programme as well as support our Asia team to deliver training on Child Protection in Emergencies and Training of Trainers.

Similarly, the West and Central Africa and East Africa teams worked with the Save the Children Regional Office in East Africa to deliver a Humanitarian Mentorship programme.





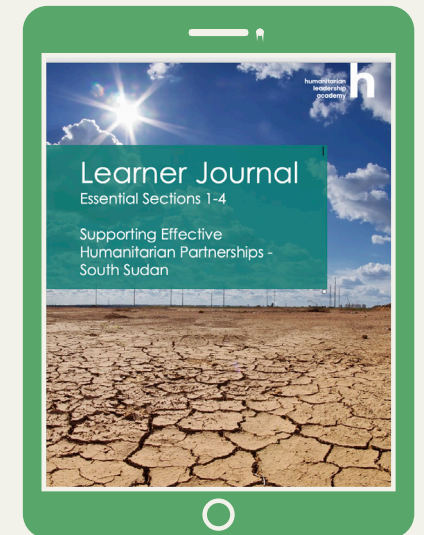
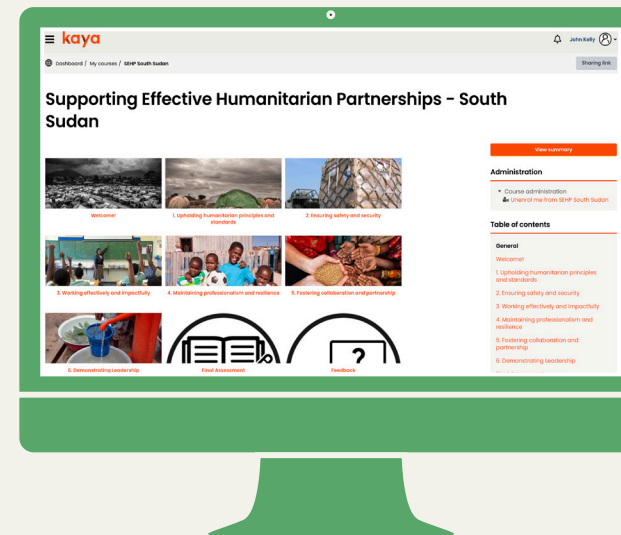
Supporting Local Organisations in Yemen and South Sudan: the SEHP programme

Supporting local organisations in South Sudan and Yemen: the SEHP programme

The Supporting Effective Humanitarian Partnerships (SEHP) programme was designed with localisation at its core to co-create a model for organisational learning that responds to demand, and which is accessible, scalable and sustainable in even the most challenging local contexts.

The content and delivery methodology were designed with and for participating organisations, using a range of approaches and delivery modalities so that learning and project outcomes could meet this level of ambition.

The programme set out to determine if strengthening local and national organisations' organisational capabilities would lead to a positive progression towards localisation.





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The SEHP programme

The participating local and national organisations reported becoming more efficient and effective in delivering humanitarian assistance to their communities and targeted affected populations, adhering to the Core Humanitarian Standard and Sphere Principles.

The positive progression towards localisation was due to the SEHP programme's focus on strengthening organisations' organisational learning capabilities by a focus on organisational learning culture, learning policies, procedures and systems, alongside providing an individual online learning pathway that develops individuals' competencies.



Supporting Local Organisations in Yemen and South Sudan: the SEHP programme



The SEHP Programme



94

local and national organisations took part in the SEHP programme



98% of SEHP focal points (participants) in SEHP programme reported applying the learning from it in a workplace

100% of SEHP focal points accessing the programme/ initiative were from or based in a disaster-affected country



100% of those accessing the SEHP programme were employed by local or national NGOs or are independent



87% of graduates reported being increasingly involved in humanitarian responses



Supporting local organisations in South Sudan and Yemen: the SEHP programme



Save the Children Humanitarian Leadership Academy has been working in collaboration with the South Sudan National NGO Forum. The aim has been to foster a strong learning culture within National and local organizations in South Sudan supporting them to better respond to crises.

South Sudan



*I learned new concepts,
such as competency framework.*

Yemen



**Staying ahead
of the curve: our
innovation work**

Staying ahead of the curve: our innovation work

Would you know how to manage a humanitarian disaster? In November 2021 the 'In 90 Days' mobile game won an award for 'Best Learning Game' at the Learning Technologies Awards. The game generated over 6500 visits in 2021.

Created in partnership with World Vision and PRELOADED, the game is designed to help humanitarians learn how to respond effectively to the many challenges faced during the first three months of an emergency response.

The game has 3 scenarios: **a conflict zone, a pandemic and a population movement caused by climate change.** Each scenario presents different challenges, and learners have to

explore the various trade-offs humanitarian field managers must make while responding to an emergency. Each time they play can be unique, as each choice within a scenario can give a different outcome, which provides learners with countless challenges!





In 90 Days

The game was designed with a group of experts ranging from senior humanitarians, learning and development experts, and learning game design professionals to ensure the content includes real-life examples and provides practical learning outcomes.

The learning outcomes and behaviours are based on the Core Humanitarian Standard and the Core Humanitarian Competency Framework.

Learners gain digital badges on appropriateness, timeliness and relevance of the response; building on local capacity and integrating community feedback; coordination; organisational learning and development; treating staff fairly and equitably; and managing resources responsibly. Badges can be displayed on their HPass and LinkedIn profiles to showcase their learning. The game is currently available in English, Arabic, Spanish and French.



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Download game: iPhone

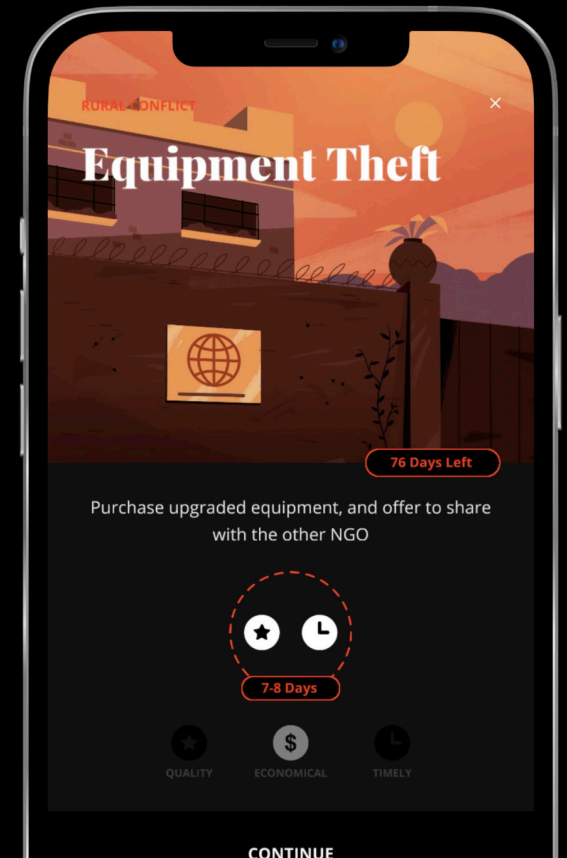
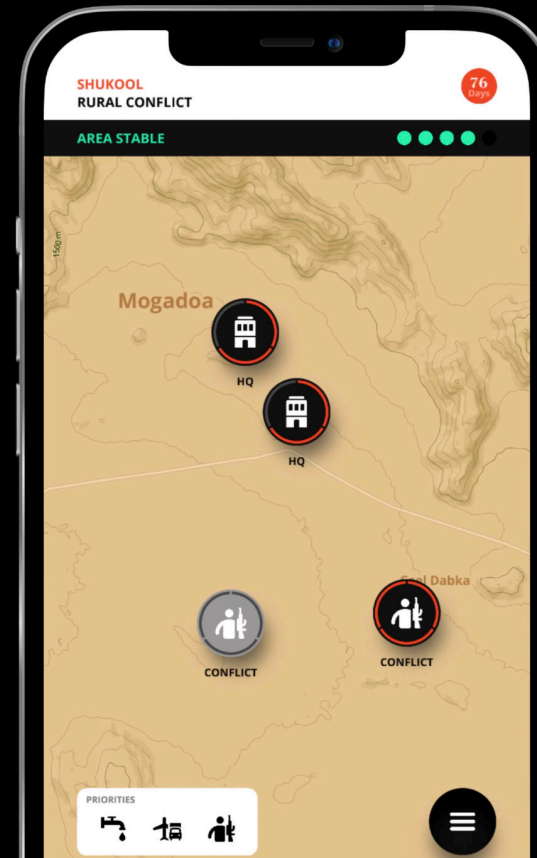
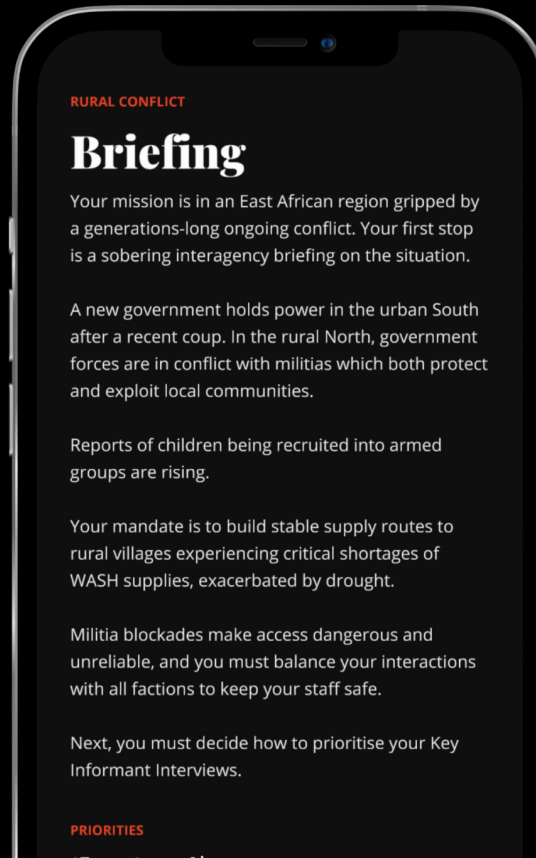


Download game: Android



In 90 Days

Learn how to manage the
first three months of a
humanitarian emergency





Our Learning Community



Our learning community

Over the last few years, we have really seen how important online connection and community is in uniting us and ensuring we stay up to date with what is happening within our personal relationships and wider networks.

Many people having been forced to move their learning online during the COVID-19 pandemic, have continued to learn, connect and network online as countries opened up.

As we start to move on from the pandemic, we have seen our social media community continue to grow and inspire hundreds of thousands around the world.



"Thank you, Humanitarian Leadership Academy, for offering a free and accessible platform promoting a high-quality learning experience in the humanitarian sector. I got vast knowledge about the importance and use of the Sphere Handbook. In addition, I learned how to implement these standards and checklists in various emergency cases, such as droughts, tsunamis, epidemics, and much more."

Ruba Bashir, Lebanon



"I'm incredibly grateful to the Humanitarian Leadership Academy for their fantastic e-learning platform, Kaya, which has helped me gain the starter knowledge and skills to volunteer at Care 4 Calais."

Hakim Khan



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Social media in numbers

Our learning community

By the end of 2020

879,644
followers

By the end of 2021

1,036,381
followers

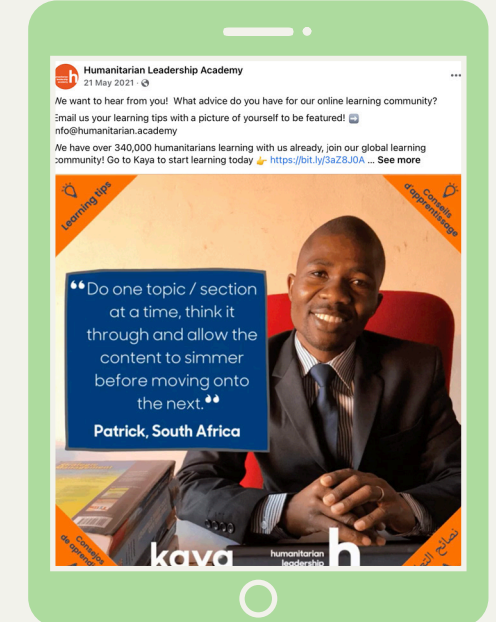
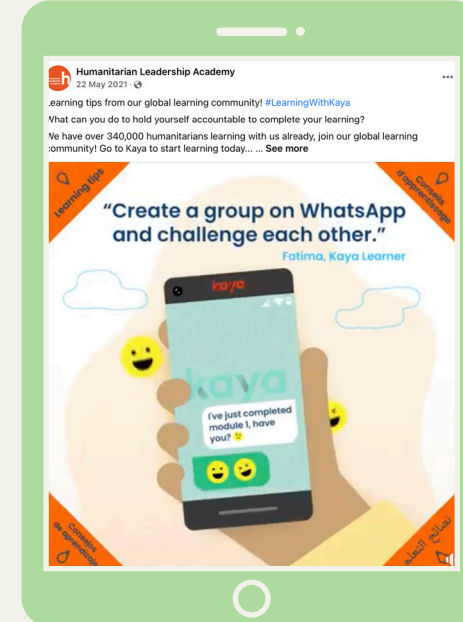


Learning Tips Campaign

In April 2021 we launched a social media campaign to find out how our global humanitarian learning community learns, what advice they have for their peers and any tips to make learning easier!

We heard back from hundreds of learners who shared their learning tips, along with a photo of themselves and we also worked with a designer to bring quotes to life in animation. Alongside hearing from our learners, we also asked several learning experts within the Humanitarian Leadership Academy to share their tips to add another perspective for our audience. The campaign received a very positive response, as learners shared our posts within their networks and more people shared their own learning experiences within the comments.

The campaign generated **24,046 website visits** and the posts were seen within our audiences **809,817 times**.



HPass Learner of the Year Campaign

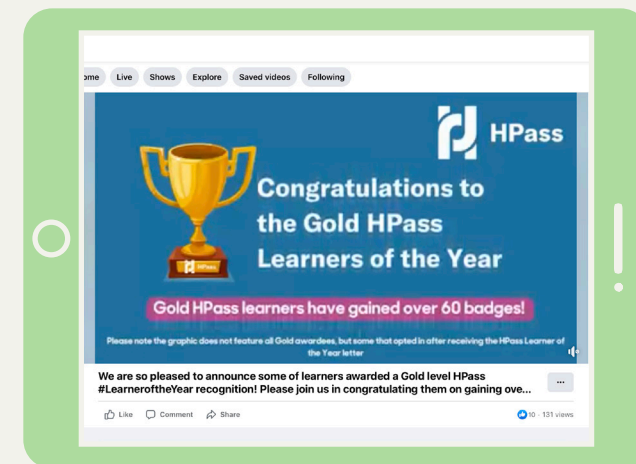
In October, we ran another campaign to motivate, inspire and acknowledge the achievements of our HPass community. HPass Humanitarian Learner of the Year was awarded to people who had shown dedication to developing their humanitarian skills and knowledge, as evidenced by the number of badges on their myHPass profile.

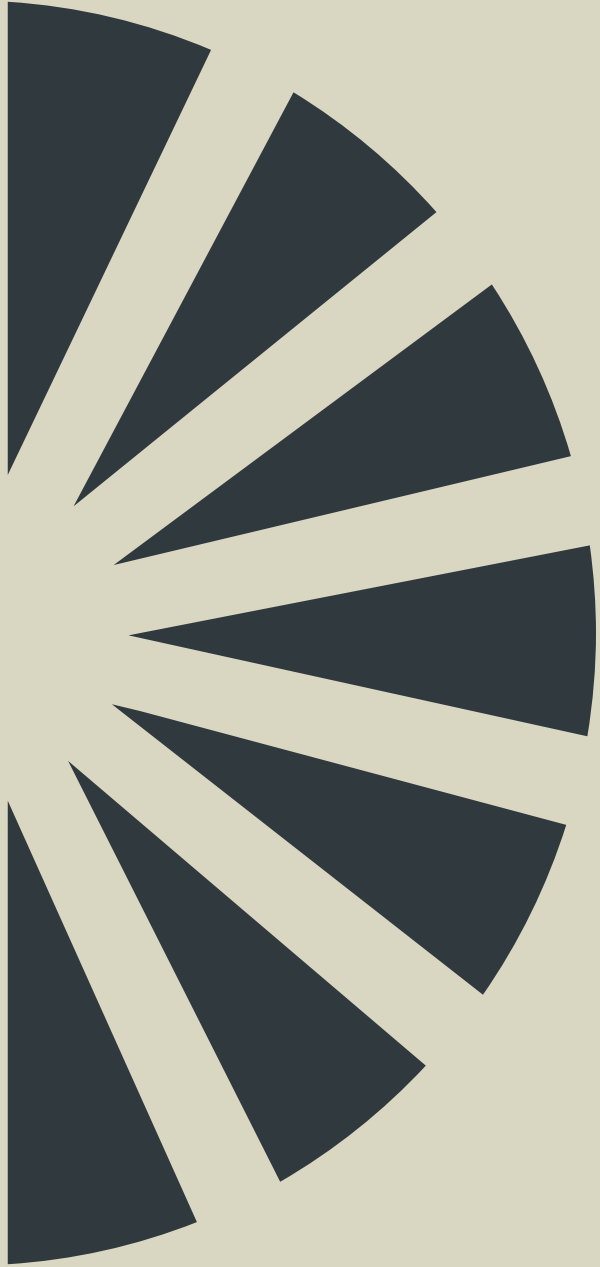
Learners received either a Bronze, Silver or Gold badge depending on whether they have earned 20, 30 or 60 badges before the end of the year. For people who gave consent to be featured, we created a video for each level with pictures of the people who had achieved the badges. Learners were very proud of their achievements, and it helped to inspire others!

“Thank you so much Hpass. Congratulations to all Gold achievers.” Mohd Yusof Islam Hj Khamim

“I am so happy to be among the Gold level Hpass #LearneroftheYear 2021. Thank you.” Suleiman Issack

“Happy to see my name among the bronze level Hpass learners.” Noha Maged Mohamed Khalifa





Our Research Work



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Our research work

In 2021, our Research, Evidence, and Monitoring, Evaluation, Accountability and Learning (MEAL) team conducted multiple, large-scale research and evidence projects to better understand our impact over the last 3+ years, what the future trends are in terms of strengthening civil society, and examine how different strands of our work could contribute to this.

We looked at our technical expertise programmes, current and future capacity needs of civil societies with a particular interest in technical expertise and leadership, supporting effective humanitarian partnerships, coaching and mentorship programmes and approaches, localisation and COVID-19 responses and lessons learnt.





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Our evidence

All evidence shows that whilst we still need to think things through and target new and different audiences, we have made progress towards achieving our aim.

We have seen examples, and elements of what might meet the needs of Civil Society Organisations. We have seen what can be done differently, and maintained in our Technical Expertise Portfolio. We have trialled approaches to individual learning and identified how to make the most of these approaches moving forward in different contexts for different groups.

From all of this, we know that to truly operationalise localisation, we need to work with all parts of the humanitarian eco-system, and continue to show that localisation is happening and that it can scale up.



Read our reports



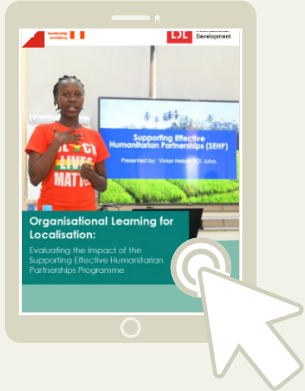
Evaluation of the HLA Preparedness Portfolio (2018-2021)

This report aims to evaluate the impact of the IKEA funded portfolio that ran from May 2018 until the end of 2021. The portfolio covered a range of blended, face-to-face and digital learning programmes – aimed at technical and operational areas of a humanitarian response, to ensure humanitarians are able to apply quality learning, and use their knowledge, skills and new behaviours in their daily work.



Humanitarian Capacity Strengthening for Civil Society Organisations

The goal of this research is to develop a better understanding of the current and future capacity needs of CSOs globally, with a particular emphasis on the areas of technical expertise and leadership.



Evaluating the Impact of the Supporting Effective Humanitarian Partnerships (SEHP) Programme

The SEHP Programme aimed to create a model for organisational learning, which was co-created and designed with local and civil society organisations, to support these actors in being more central in humanitarian support in Yemen and South Sudan.



The Impact of Covid-19 on Humanitarian Learners and Localised Capacity Strengthening

This research investigates the impact that the Covid-19 pandemic has had on the access and use of online learning in the humanitarian sector, and the effect of capacity strengthening in the context of localisation in the sector.



Coaching and Mentoring Capacity Strengthening Evaluation

The purpose of this evaluation was to review the evidence gathered from coaching and mentoring programmes the HLA delivered or co-delivered in 2021, and address evidence gaps, evaluate the sustainability of the impact of these programmes, and provide key recommendations to help shape the design and delivery of future roll-outs.



COVID-19: Review of the timeliness, effectiveness and appropriateness of the response

The reactive nature of the COVID-19 responses delivered by various teams, where the team were continuously responding to ever-changing needs meant that there were pockets of knowledge on what interventions worked well but with limited insight into the overarching picture of the responses at large. The review sought to consolidate knowledge, interrogate what worked well and identify interventions that yielded good lessons the team could learn from.



**Next stage in our
journey**



Next stage in our journey

By combining our Regional Centres and network of partners with the power of Kaya and HPass we will multiply our impact, and by applying deep learning expertise and robust evidence we will demonstrate what is possible for humanitarian learners of the future.

Our brand refresh, new structure and strategy position us perfectly to ramp up the work we are doing and focus on locally led action, impact, and greater sustainability.

We'd like to thank everyone who has contributed to our mission so far. We're excited about what the future holds for us, and invite you to join us on this new phase of our journey.



Acknowledgements

Acknowledgements

We would like to thank the **IKEA Foundation**, the **Islamic Development Bank**, **Save the Children Denmark**, **Save the Children Netherlands**, **Save the Children Norway**, **Care Netherlands**, **Save the Children Sweden** and **Global Affairs Canada** for providing funding for us to carry out this critical work.

Image credits: Getty Images; Page 33: first photo, Gordon Alick / Save the Children.

Join our 1 million followers on social media!

Any questions? Get in touch:



partnerships@humanitarian.academy

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