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academy



Evaluation of the Humanitarian Leadership Academy's Preparedness Portfolio

Evaluation Report

Prepared by Key Aid Consulting for Save the Children UK

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Acknowledgments

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List of Acronyms

AOMP	Across Organisational Mentoring Programme
AP	Asia Pacific
CAS	Certificate of Advanced Studies
CPiE	Child Protection in Emergencies Professional Development Programme
EiE	Education in Emergencies Professional Development Programme
ESA	East and Southern Africa
F2F	Face to face
FIELD	Field Managers in Emergencies Learning and Development Programme
GCHL	Graduate Certificate Humanitarian Leadership Course
HLA	Humanitarian Leadership Academy
HOP	Humanitarian Operations Programme
INEE	Interagency Network for Education in Emergencies
KAC	Key Aid Consulting
KII	Key Informant Interview
KPI	Key Performance Indicator
LCP	Leader as Coach Programme
MEAL	Monitoring Evaluation Accountability and Learning
MEEE	Middle East and Easter Europe
M&E	Monitoring and Evaluation
PDP	Professional Development Programme
PH	Public Health
PI	Plan International
PwD	Persons with disabilities
SCUK	Save the Children UK
ToC	Theory of Change
ToT	Transformation of Training
VR	Virtual Reality
WCA	West and Central Africa
WV	World Vision

Executive summary

In 2015 Save the Children UK (SCUK) founded the Humanitarian Leadership Academy (HLA). The goal of the HLA is to improve crisis response by preparing national and local humanitarian actors to act effectively when disaster strikes. From 2015 to 2021, the HLA partnered with the IKEA Foundation that provided funding to the HLA. In 2021, SCUK commissioned Key Aid Consulting (KAC) to conduct this summative evaluation. The evaluation takes stock of the achievements of the HLA learning programmes¹ as well as on the long-term changes it had on local and national humanitarian responders' (learners) lives and careers.

The study relied on a participatory approach, combining quantitative and qualitative methods as well as primary and secondary sources of information. Throughout the evaluative process, 49 key informants and 82 survey respondents across 28 countries contributed to the evaluation. The study used an **outcome harvesting approach** that puts emphasis on understanding the process of change and how that change came about. The consultants relied on a retrospective analysis of data: first they identified outcomes through an online survey and literature research, and later investigated the activities that contributed to those outcomes through follow-up interviews.

Relevance of the Learning Programmes

Accessibility

One of the key ambitions of the HLA is to improve the capacities of local responders, who are in the best position to act when a humanitarian crisis unfolds. The HLA largely managed to reach this target, as more than 80 percent of learners across all programmes come from disaster-affected countries.

Reaching a high number of learners working in hard-to-reach areas and volatile contexts presents numerous challenges that the HLA aimed to tackle. Compared to other training opportunities in the humanitarian sector, **the HLA has made great efforts to ensure that no learner facing accessibility obstacles is left behind and to ensure the inclusion of specific groups, and women in particular.**

In terms of **physical and social access**, the HLA provided scholarships to facilitate the transportation of learners to the location of the face-to-face (F2F) trainings, and supported persons with disabilities (PwD) on a case-by-case basis. The **HLA team worked on accessibility of the digital content**. For example, the font, size and colour of virtual material are designed to be easily readable by the visually impaired.

Despite noticeable efforts to translate the learning programmes,² language is still a barrier, especially towards the localisation ambitions of the HLA. This barrier is **more prominent with digital than F2F trainings**, where translation can be done by regional centres and facilitators.

¹ The programmes covered by the evaluation were the Child Protection in Emergencies (CPIE), Education in Emergencies (EiE), Field Managers in Emergencies (FIELD), Humanitarian Operations Programme (HOP), and Training

of Trainers (ToT), all largely supported by the IKEA Foundation.

² HOP, FIELD as well as EiE Module 1 Online and EiE Fundamentals exist in French and English. FIELD and EiE have also been translated in Arabic.

Despite being vastly free of charge, two third of the surveyed learners perceived **financial barriers** as hindering access the learning programmes. These financial barriers mostly pertain to the capacity of organisation, especially local organisations, to free up some time for their staff to take part in the learning programmes. Overall, humanitarian organisations also lack incentives to invest in personnel training. Their resource limitations and the high turnover in the humanitarian sector makes them reticent to invest in knowledge that might be lost before it can cascade within the organisation.

The HLA has successfully mitigated digital access barriers, as among the countries with the highest number of completers, half have a poor inclusive internet index³ or no index at all. To ensure the participation of learners living in digitally adverse

Formative learning and development

The programmes rely on learners' feedback to improve the design, content and delivery of courses.

All programmes have a feedback loop and there are some standardised practices across programmes (at the end of a session, survey at the end of the course, a nine-month follow-up). The feedback is however largely captured informally, and resources are not

Innovation and knowledge creation process

The pandemic boosted innovation among a team that already had a strong appetite for using novel tools.

The learning programmes moved to fully remote operations, leading to the rapid digitalisation of the learning content. The pre-existing digital tools used by the HLA (especially the Field Managers in Emergencies Learning and Development Programme

conditions, the HLA has offered internet bundles, made computers available at the Save the Children offices, provided offline access to the courses and piloted low-tech mobile solutions to deliver learning.

The various learning programmes deployed efforts to ensure **women** also had access to the learning programmes. Some programmes have made communication efforts with organisations to promote female participation, others have ensured gender-balanced cohorts in the selection of learners and others have provided women with day-care so they can attend the F2F trainings.

However, these numerous solutions to overcome barriers have been implemented on a programme-by-programme basis, as opposed to an overall coordinated effort to identify barriers and increase accessibility across programmes.

sufficient to analyse the long-term feedback provided at the nine-month mark.

The programmes are adjusted to learners' feedback to improve the design, content and delivery of courses. However, this has been easier and more feasible in the F2F trainings and in the synchronous facilitations, than in the digital training material.

[FIELD] and the Humanitarian Operations Programme [HOP]) prior to the pandemic have been an enabler of this rapid digitalisation.

The HLA had the opportunity to try new ways to deliver learning, and it is recognised for the use of digital innovation for the delivery of content. The FIELD programme won three Bronze Awards from the

and the level of competition in the Internet marketplace. The relevance category examines the existence and extent of local language content and relevant content. The readiness category examines the capacity to access the Internet, including skills, cultural acceptance, and supporting policy. (Source: [The Inclusive Internet Index](#)).

³ The Inclusive Internet Index developed by The Economist benchmarks 120 countries. The Inclusive Internet Index is calculated through four scores: availability, affordability, relevance and readiness. The availability category examines the quality and breadth of available infrastructure required for access and levels of Internet usage. The affordability category examines the cost of access relative to income

UK Learning Technologies Awards. The HLA also pursued technological innovations, such as the use of virtual reality films, online games, and toolkits to help humanitarian workers develop their own digital tools. **The HLA is achieving a good balance between technology and impact** by offering low tech solutions that are applicable in humanitarian contexts.

In boosting innovation, the **IKEA Foundation’s approach has been key**, because as a donor, it has been flexible with the use of funding, giving the HLA room to manoeuvre and innovate. Nonetheless, the

willingness and flexibility to innovate has been eclipsed by the lack of time and resources to leverage innovation.

There have been few opportunities for the programmes to share learning in a systematic way. **The innovation and knowledge process takes place in a siloed manner, with little interaction between learning programmes.** Initially the HLA established thematic working groups to advance certain topics, but the groups were short-lived.

Contributions of the Learning Programme

Achieving results and harvested outcomes

The HLA has been an ambitious initiative supported by a highly committed team. The learning programmes surpassed most of the key performance indicators (KPIs) set for the past three years. HLA graduates show an extremely high satisfaction rate, even several months after the end of the learning programme.

The HLA is bringing undisputable changes at the individual level, but these are less visible at the organisational level. The 87 outcomes collected through the outcome harvesting approach were positive, with 70 percent of them describing individual changes and 30 organisational ones. The consultants mapped these outcomes against the Theory of Change (ToC).

The most reported set of outcomes pertain to individual positive change in knowledge and skills as a result of the learning programmes content or delivery method. The second largest reported set of outcomes relate to improved effectiveness, efficiency and practices; graduates contributing to humanitarian responses; and improved career opportunities. These

outcomes reflect the extent to which the increased skills and knowledge described under the first set of outcomes have been operationalised. Eighty percent of these outcomes describe improved effectiveness or how graduates contribute to humanitarian responses. These span over all the various steps of the project cycle (assessment, design, resources mobilisation, implementation and coordination). Notably, no outcome in this category report on monitoring or evaluation. This resonates with Learning Need Assessments that have consistently identified MEAL as a key content gap.⁴

At the **organisational level**, most of the 26 outcomes harvested were about short-term change (18), and medium-term change (8). The short-term outcomes relate to cascading the acquired knowledge within their organisation and an increase in organisational capacity due to the programmes. The medium-term outcomes relate to an improvement in effectiveness, predictability, and timeliness of the response, as well as an increase in reach and efficiency.

⁴ For example, all but one of the nine countries in WCA have listed MEAL as part of their top five priorities for

learning. Source : Regional Learning Need Assessment compilation WCA, 2020

Sustainability

The sustainability of the changes brought by the HLA is anchored in the high applicability of the learning acquired. Indeed, more than 90 percent of participants report applying the acquired knowledge in their jobs. In addition, materials for all programmes are accessible through the online platform Kaya, permitting participants continued access to the learning content. Having a repository of digitalised

training resources is a factor of sustainability to the extent that it serves as a backup where content is stored. Nonetheless, given the speed at which the humanitarian sector moves, there is a need to update some of the content more often or to create new content.

Localisation

The decentralisation of the HLA, through the **regional hubs**, has contributed to localisation by bringing knowledge, skills and behaviours closer to where it is needed the most. Regional hubs have gained visibility and decision-making power over the last period. However, technical leads still sit at headquarters, and not at the regional level. At present localisation efforts of the HLA are hampered by a siloed structure under which the learning programmes work individually. The HLA is currently establishing strategic, thematic pillars grouping the learning programmes in their 2022-2024 strategy. These efforts may contribute to the disruption of these silos.

The learning programme content is developed by subject matter experts through inter-agency work. There is a shared opinion from HLA staff and learners that the content of the programmes is globally driven. There are limited resources to contextualise content beyond the preparatory work done by in-country trainers for in-person instruction. However, the delivery methods provide an opportunity to link the programmes' global content to the specific context in which it is delivered and to the professional experiences of the learners.

Efficiency of the Learning Programmes

All relevant interviewed stakeholders agreed that the programmes were managed efficiently and that the same outputs could not have been achieved with fewer resources. If anything, more human resources are needed to reduce the burden put on HLA staff.

To make the most of the resources available, the HLA is constantly looking to improve efficiency in the learning programmes, identifying different **opportunities to maximise gains**, such as relying on pro-bono facilitators, logistical efficiencies and learning sharing.

The learning programmes are facilitated through different modalities: digital (self-paced or facilitated), F2F or a blended modality combining both. Before COVID-19, the decision to digitalise the programmes

was based on criteria such as the utility of the modules, their scalability and their potential impact in localisation. The COVID-19 pandemic meant a rework of the learning programmes, specifically of the modules that were meant to be facilitated in person. As a result, the HLA was obliged to shift all lessons to a virtual platform. Although doing so was initially resource intensive, it significantly saved on costs, especially for the residential trainings.

Making the learning programme content available virtually is where most efficiency gains were made – courses reach more learners at a lower cost. Efficiency gains should, however, not hide the uncertainty around effectiveness. The impact of the change in modality on learning outcomes has not yet been

quantified and relevant learning opportunities may be missed by going fully digital.

Conclusion

The HLA team has demonstrated award-winning innovation capacity to bring learning programmes closer to front-line humanitarian workers. The HLA is contributing to strengthening humanitarian workers' capacities, though especially so to local humanitarian workers. For some of the learning programmes (e.g., FIELD and Education in Emergencies Professional Development Programme [EiE]) about 80 percent of the graduates are working with local or national organisations.

The HLA is bringing undisputable changes at the individual level, but these are less visible at the organisational level. First, they are not monitored, but most importantly because there is no straightforward connection between changes at the individual and organisational levels.

The HLA is progressively shifting its ambition from strengthening the capacity of individual humanitarian practitioners to strengthening the capacity of the organisations these graduates work with. However, should such a shift continue, it should be accompanied by a widening of the learning approaches. The institutionalisation of good practices and the strengthening of organisations cannot solely be derived from the strengthening of its staff members. For the HLA to be held accountable towards strengthening the humanitarian sector, externalities need to be factored in. Barriers to

developing organisational capacities lie with constraints to resource access and staff turnover.

In its ambition to do more with less, the HLA has at times forgotten to be more than the sum of its learning programmes. Initiatives to enable access, to bring down barriers or promote gender have been too siloed. Similarly, the choice of delivery modalities is done on a learning programme by learning programme's basis, potentially to the detriment of an integrated approach.

COVID-19 has been a global catalyst for change and the HLA is no exception. All learning programmes have shifted to digital delivery at a very rapid pace, building on the HLA's pre-existing capacities and the swift building of digital learning skills across the entire HLA team. However, the challenge that lies ahead for the HLA to reflect on is the forced digitalisation so as to become chosen and conscious digitalisation. To retain its relevance and effectiveness the HLA should maintain its agility to deliver learning programmes across the whole F2F digital spectrum.

As funding streams are about to change, there are several substantial challenges and opportunities ahead for the HLA. The HLA's ambition should now lean towards becoming a knowledge broker in addition to a learning programme delivery platform. To do so, HLA-wide discussions on access to knowledge and cost benefit of different delivery models are necessary.

Recommendations

The recommendations derive from the evaluation findings. They are organised thematically and are developed in full in the main report.

Recommendation 1: Develop an integral HLA approach to accessibility of the learning programmes

Many of the accessibility efforts are clustered, learning programme by learning programme. To maximise the gain from accessibility efforts, the HLA should consider, as a team, how to break down accessibility barriers.

Recommendation 2: Encourage and prioritise knowledge creation across learning programmes

As the HLA is now at a turning point, it should reflect on how the HLA can maximise the sum of its learning programmes in an institutionalised manner. The HLA should organise lessons learned reviews and thematic workshops across learning programmes.

Recommendation 3: Assess the cost benefit of different delivery modalities

As a result of COVID-19, all learning programmes are now delivered digitally. To remain relevant and effective, the HLA should retain its capacity to facilitate both F2F and digital courses. The delivery modality choice should be based on an analysis of the benefits it can bring to the learners vis-à-vis the costs that will be saved.

Recommendation 4: Maximise the use of monitoring data

The large breadth of data collected by the HLA is not fully interoperable across learning programmes. The MEAL team could review the data collected with learners in efforts to harmonise the data collected across learning programmes, minimise the amount of data collected and review the HLA ToC to make a clearer distinction between outputs and outcomes.

Recommendation 5: Explore monitoring of changes at organisational level

The HLA could also explore what proxies can be used to measure organisational changes, e.g., ask whether the learners are still working for the same organisation. Another area to explore is how to involve the learners' line managers to identify potential changes at the organisational level as a result of the learnings, but also to encourage granting the space for such changes to happen.

Recommendation 6: Review the extent to which monitoring and evaluation (M&E) are tackled in the learning programme

The learning programmes may benefit from a collective review, by the technical leads and the HLA MEAL specialists, of how M&E are integrated in each of the learning programmes.

Recommendation 7: Strengthen the creation of network and community of practice

The HLA should consider how to strengthen the creation of a network of learners and a community of practice and, more specifically, to strengthen the social learning element in online programmes.

Recommendation 8: Identify a durable staff set up

The HLA team members have been paramount to the success of the learning programmes, sometimes reportedly at the detriment of their work/life balance. The HLA should reconsider this in light of the sustainability and durability of its model. A new setup should allow the various learning programmes to work in an integrated manner.

Recommendation 9: Explore synergies with the START Network

Despite a similar emphasis on capacity strengthening, there has been limited interactions between the HLA and the START Network. As the HLA is at a turning point in its model, it could greatly benefit from the START Network experience with localisation, capacity strengthening and regional hubs. Furthermore, the START Network localisation framework could serve the HLA to further articulate its localisation ambition.

I. Introduction

In 2015 Save the Children UK (SCUK) founded the Humanitarian Leadership Academy (HLA). The HLA is currently a merger of two teams: Save the Children’s previous Humanitarian Capacity Building team as well as the original HLA team.

The goal of the HLA is to improve crisis response by preparing national and local humanitarian actors to respond quickly and effectively to save lives when disaster strikes.⁵ It does so by providing trainings on different humanitarian topics through varied modalities that improve the response capacity of humanitarian practitioners and the organisations they work in.

Since 2015, the HLA partnered with the IKEA Foundation. The second round of a three-year funding scheme provided by the IKEA Foundation came to an end in 2021. It is in this context that SCUK has commissioned Key Aid Consulting (KAC) to conduct a summative evaluation that takes stock of the achievements of the HLA learning programmes. The evaluation also seeks to shed light on long-term changes on learners’ lives and careers, as well as on the practices of the organisations they work in.

This report presents the finding from the evaluation. The [first Section](#) discusses the context as well as the evaluation objectives and scope; the methodology is then detailed in [Section II](#). Sections III to V present the main findings as per the evaluation questions on [relevance](#), the [contribution of the HLA](#) and [efficiency](#). [Section VI](#) presents the conclusion and [Section VII](#) addresses the key recommendations stemming from the findings.

I.1. The Humanitarian Leadership Academy

The HLA theory of change states that **by supporting capacity strengthening through direct and indirect reach, the humanitarian system can be integrally reinforced**. On the one hand, **the HLA provides learning content to local and national humanitarian responders** (learners) to improve their knowledge and skills to respond effectively to a crisis. On the other hand, **the HLA follows a cascade learning approach and prepares individuals to disseminate their learning** to other members in their organisations, therefore strengthening the humanitarian system. As such, countries are better equipped to prepare and respond to a crisis, more lives can be saved and costs can be reduced.⁶ The detailed HLA theory of change is available in Annex IX.1.

⁶ Boston Consulting Group, “The ROI of Emergency Preparedness: UNICEF/WFP Return on Investment for Emergency Preparedness Study.”

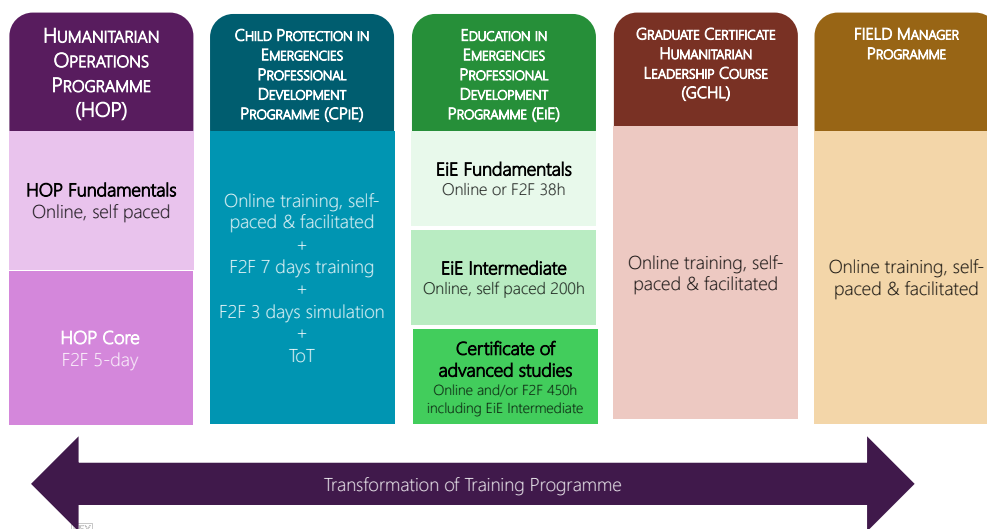
The HLA designs and delivers its own training programmes, but also hosts the [Kaya](#) platform, a repository of internally designed learning courses and other learning resources developed externally. As of 2021, Kaya hosts over 400 courses in humanitarian essentials, management essentials, programmatic support, safety and security, and technical sectors, such as WASH. Most of these courses are free of charge and have thus far been completed by more than 140,000 humanitarian workers.⁷

A subset of the HLA Learning Programmes is the Learning Portfolio, comprising nine critical areas of humanitarian response: Child Protection in Emergencies Professional Development Programme (CPiE PDP), Education in Emergencies Professional Development Programme (EiE PDP), Field Managers in Emergencies Learning and Development Programme (FIELD), Humanitarian Operations Programme (HOP), Transformation of Training (ToT), Graduate Certificate Humanitarian Leadership Course (GCHL), Public Health (PH), Leader as Coach Programme (LCP), and Across Organisational Mentoring Programme (AOMP).⁸ A description of these programmes is available in Annex IX.2.

The learning programmes are delivered through three methodologies: **F2F, online delivery (self-paced/directed and/or facilitated virtually)** and a **blended modality combining both**. The delivery method is adjusted to the context, considering access constraints and the profile of the learners. The COVID-19 pandemic has led to a swift digitalisation of the learning programmes.⁹

Figure 1 shows an overview of the IKEA funded programmes and how they are implemented.

Figure 1. IKEA Funded Preparedness Programmes



Source: the authors based on training programmes respective description

⁷ Information shared internally by the HLA in early 2022.

⁸ The FIELD, EiE, HOP, ToT, CPiE and GCHL programmes are funded by the IKEA foundation. All of them are run by Save the Children UK, except for GCHL which is run by Save the Children Australia. The PH, LCP and AOMP are more of a collection of small learning interventions or initiatives than a programme.

⁹ Academy bi-annual report 2019 -2020

A key feature of the HLA is its recent localisation efforts: a shift from a top-down system of humanitarian assistance to one where local respondents, able to generate the highest impact in emergency response, take the lead.¹⁰ This effort is met through a global network of regional centres, located in Asia Pacific (AP), the Middle East and Eastern Europe (MEEE), East and Southern Africa (ESA), and West and Central Africa (WCA).

To expand its reach the HLA has built a network of partners that goes beyond the humanitarian sector, and includes universities, tech companies, multinational corporations and local and national governments. This allows for building synergies from the shared experiences and learning from a wide range of experts.

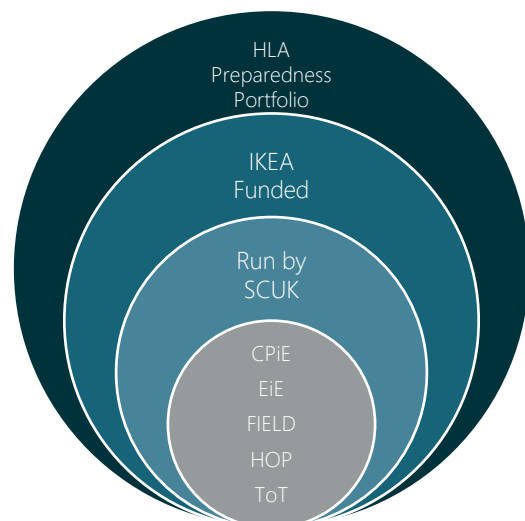
1.2. Objectives and Scope

The HLA has commissioned KAC to conduct an evaluation to reflect on the achievements and long-term effects of a subset of preparedness learning programmes: the CPiE, EiE, FIELD, HOP and ToT (Figure 2).

The evaluation will be used for accountability and learning purposes (Figure 3). The results will be used to guide the future learning programme strategy of the HLA, donors, partners and other stakeholders.

The scope of the evaluation is global, analysing the overall learning programmes delivered in person and digitally in English, French and Arabic. Data was collected from all regions where the selected learning programmes are facilitated. As such, the evaluation uses data from the regional centres to answer the evaluations' questions, but it does not aim to analyse the work and challenges of the regional centres in depth.

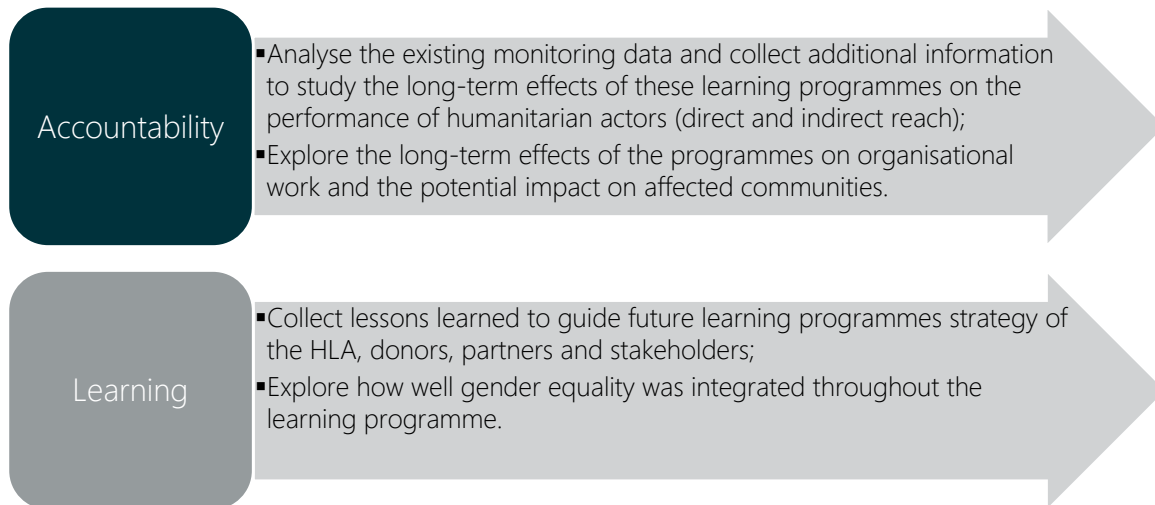
Figure 2. Scope of Learning Programmes



¹⁰ Save the Children, "Humanitarian Leadership Academy - Bi-Annual Report 2019-2020."

The evaluation covers the period from 1 May 2018 (when the latest IKEA funding round started) until 30 September 2021.¹¹

Figure 3. Evaluation Purposes



The evaluation objectives were met by answering three main questions co-developed by KAC and HLA based on the terms of reference:

- **Relevance:** to what extent have the learning programmes been relevant to learners' capacity strengthening needs?
- **Long term changes:** to what extent have the learning programmes contributed to durable changes at the individual and organisational levels?
- **Efficiency:** to what extent have the learning programme outputs been managed efficiently?

These questions were further developed into sub-questions, discussed among the steering committee and KAC, and later modified based on that discussion. The full evaluation matrix is available in Annex IX.3.

II. Methodology

To answer the evaluation questions the consultants relied on a participatory approach, combining quantitative and qualitative methods and primary and secondary sources of information. Questions related to the effectiveness of the HLA were answered through an **outcome harvesting approach**. This participatory evaluation approach put emphasis on understanding the process of change and how that change came about, i.e., the contribution of the HLA to learners' lives and careers as well as the practices of their organisations. The consultants relied on a retrospective collection of data: first they identified

¹¹ Although the HLA has received a non-cost extension until the end of 2021, the evaluation cut-off date for activities implemented and learners that have graduated the learning programmes is September 30th.

outcomes through an online survey and literature search and then investigated the activities that contributed to those outcomes through follow-up interviews.

A detailed description of the methodology is available in [Annex IX.4](#).

Primary data collection consisted of a survey with graduates, follow-up interviews with survey respondents and key informant interviews (KIIs) with relevant HLA staff and stakeholders. **Secondary data** was collected from existing documentation about the HLA, such as the HLA proposal, yearly reports, monitoring data for CPiE and EiE, feedback reports, the Kaya Dashboard and the ToC. The complete bibliography is available in Section VIII.

Table 1. Methodology - key steps

Inception Phase & Desk Review	Iterative Desk Review	Inception Report
	Review of 28 documents (HLA proposal, yearly reports, and the theory of change) and monitoring data - Dashboard.	Briefing with the evaluation management team, eight preliminary interviews with relevant HLA staff. A final inception report including the methodology, timeframe and the evaluation matrix.
Data Collection	Key Informant Interviews	Survey
	Graduates: 19 Managers: 3 HLA: 20 Donor: 2 External 5	82 respondents from : 28 countries
	Total: 49 KIIs, 82 survey respondents	
Final Report	<ul style="list-style-type: none"> • Data coding and analysis • Workshop: 9 Feb 20th • First draft of the report: Feb 20th 	

Limitations

The evaluation faced the following limitations:

- **Follow-up interview with learners:** although most graduates that answered the survey were open for a follow-up interview, the actual response rate was below expectations: 19 of 69 respondents¹² that agreed to an interview were ultimately interviewed. This can be explained by the fact that primary data collection took place over the end-of-the-year period at a time when a lot of the learners were on leave. The evaluation team committed extra time and efforts to follow up with the survey participants. Ultimately reaching the key informant target. However, this limited the possibility to cascade down interviews with managers. Only three were interviewed which limit the extent to which their views are captured in the evaluation report.
- One of the evaluation's purposes was to explore the potential impact of the programmes on **affected communities**. However, collecting information at this level through interviews was challenging. These effects were analysed indirectly through

¹² Survey respondents and informants' details are captured under Section IX.4 Detailed methodology

assessing the changes in learners' practices, but there is no direct account from crisis-affected households.

Changes in the evaluation matrix

The detailed evaluation matrix, agreed at the inception stage, is presented in [Annex IX.3](#).

The following adjustments were made:

- For sub-question 3.b., "Proportion of funded activities that did not go as per the plan," the interviewees referred spontaneously to the COVID-19 pandemic and how it changed all the activities that were planned. Hence, the consultants focused on this event and what it meant for the digitalisation of the HLA more in depth, instead of looking at a limited number of activities that did not work out.
- For sub-question 3.c., "Number of dissemination efforts to share innovations across learning programmes," the consultants did not identify specific efforts to share innovations because most of those exchanges took place organically. The thematic working groups initially planned with members of the HLA did not last long. Sharing between programmes occurs mostly between the CPiE and the EiE (sister programmes), but one of the main findings of this study is that programmes do not interact much.
- For sub-question 3.d., "Number of innovations and activities funded by IKEA that are now deemed institutionalised by HLA team and partners," some interviewees struggled to identify activities that can be deemed institutionalised, but refer to the Kaya platform as an essential part of the HLA. As Kaya is outside the scope of the evaluation, it has not been explored further.

III. Relevance of the learning programmes

This section first discusses [accessibility](#) of the learning programmes, then about the [agility](#) of the programmes before discussing [innovation and knowledge creation](#).

One of the key ambitions of the HLA and what distinguishes it from similar learning initiatives is the focus on improving the capacities of local responders, who are in the best position to act when a humanitarian crisis unfolds. The HLA has set a target of 75 percent of learners coming from disaster-affected countries in each of the programmes. **Table 2** shows the average results of the programmes for the Y1-Y3 period. **All learning programmes surpassed the target of 75 percent of learners coming from disaster-affected countries** to different extents.¹³

Table 2. Learners' Origins Y1-Y3

Learning Programme	Percent of learners based in a disaster-affected country	Percent of learners employed by local/national NGO
CPiE	93.8%	16.3%
EiE	99.7%	78.7%
FIELD	80.6%	84.4%
HOP	73.1%	56.1%
ToT	92.6%	44%

Almost all EiE learners come from disaster-affected countries (99.7 percent), as with most learners in both the CPiE and the ToT (93.8 percent and 92.6 percent respectively). The figures are slightly lower for the FIELD and HOP programmes. The selection for these two programmes is less targeted since they rely more heavily on digital facilitation and open access modules.

The HLA also seeks to support localisation by onboarding learners that are employed by local or national NGOs or those that are independent. The HLA has set a target of **20 percent of learners coming from local or national NGOs**. As shown in the second column of Table 2, **most of the programmes have achieved this target**, except for the CPiE, which performs lower than other programmes.¹⁴ The result could be due to a high demand for CPiE content emerging from Save the Children country offices, leaving less space to onboard local humanitarian workers. Interestingly, the programme that performs best in this indicator is FIELD. That is a positive sign, demonstrating that the programme is indeed reaching its objective of preparing local humanitarian workers in close proximity to crisis. Considering that FIELD is delivered digitally it also shows the capacity of local humanitarians to overcome digital barriers.

¹³ Save the Children, "IKEA Years 1-3 Aggregate Indicators."

¹⁴ Table 3 source is IKEA Years 1-3 Aggregate Indicators which data comes from both Kaya Analytics and programme monitoring data

III.1. Learning programmes' accessibility

Reaching a high number of learners working in hard to reach areas and volatile contexts presents numerous challenges that the HLA aimed to tackle. Compared to other training opportunities in the humanitarian sector, **the HLA has made great efforts to ensure that no learner facing accessibility obstacles is left behind, and to ensure the inclusion of specific groups, and women in particular.** However, these efforts have been implemented on a programme-by-programme basis. Through data collection, the evaluation team identified four categories of obstacles to accessibility: physical and social access, financial access, digital access and gender, which are examined in turn.

Physical and Social Access: location, language, PwD

Accessibility to the learning programmes depends on the modality used to deliver the programme and on the audience to which it is destined. **A first physical barrier to accessing the F2F training is transportation** i.e., bringing learners to the venues where simulations and trainings are done. The HLA subsidised the costs of training delivery (i.e., facilitators and venue costs) but not necessarily costs related to learners attending the training. The organisations from where the learners come from have had to fund the costs related to attending the training. This can present a financial barrier, especially for local organisations. To overcome this barrier and ensure attendance of learners working with local organisations, the HLA provided scholarships to cover travel and accommodation expenses for participants that could not afford it.

A second barrier to the learning programmes is language. Despite noticeable efforts to translate learning programme content,¹⁵ language is still a barrier, especially towards the localisation ambitions of the HLA. This barrier is **more prominent with digital than F2F trainings.**

The translation of digital material has not yet taken place to the extent that the HLA team wished it had, due to a lack of resources to do so. Creating digital content in different languages also goes beyond translation but encompasses ways to present content and pass on learning.

In the F2F trainings the content is more easily adapted to its target audience. The regional leads are often responsible for translating content themselves or finding facilitators that can translate and then conduct the training. The breadth of languages needed can be vast. This presents a challenge for staff and partners that are required to translate and adapt the content to ensure a similar learning experience as those in English. In the ESA region for example, Arabic facilitators are needed to translate and provide the trainings in Sudan,

¹⁵ HOP, FIELD as well as EiE Module 1 Online and EiE Fundamentals exist in French and English. FIELD and EiE have also been translated in Arabic.

French-speaking facilitators are required in Madagascar and Portuguese-speaking facilitators are needed in Mozambique. In the WCA region, most of the countries are French-speaking and there are limited resources (both human resources and training materials) available in French.

The HLA is aware of this limitation and is **constantly improving the course offering in terms of language**. In Bangladesh, the ToT used interpreters on the spot, during the sessions. The CPiE is being delivered in French in WCA and in Arabic in the Middle East, but fluency in English is still a requirement for the Certificate of Advanced Studies (CAS); the EiE is working on the translation of fundamental material in Arabic, French and Spanish. The HOP is currently accessible in English and French, but possibly because the programme lead is a French speaker.

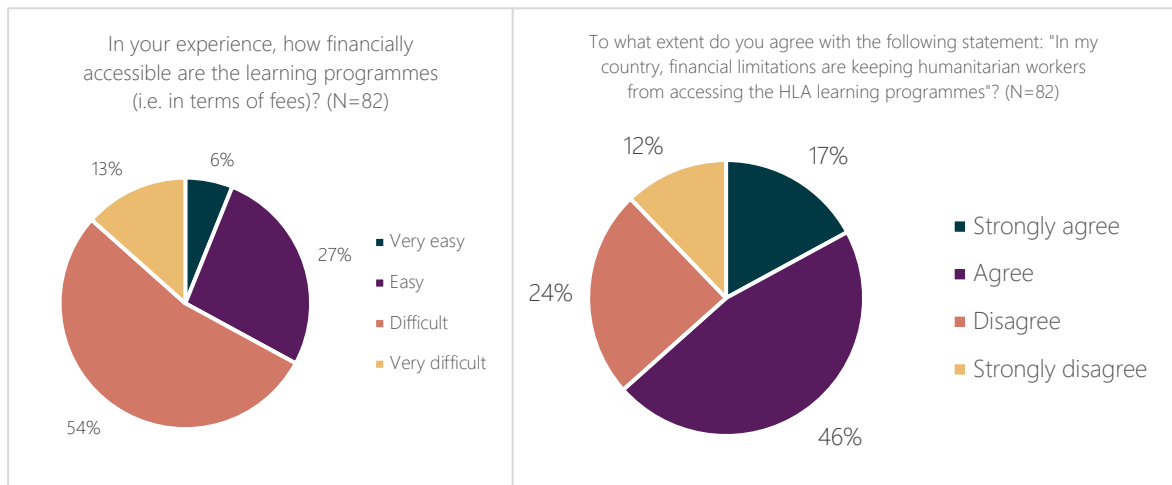
Support for PwD is provided on a case-by-case basis due to the limited number of PwD in the F2F programmes. For example, the HLA team assisted individuals that are visually impaired with obtaining the training material on their personal computers to facilitate access. The HLA operates under the premise that if learners require additional support, they can reach the programme management team, which will do its best to provide such assistance. At first, there were efforts to include some of the Washington Group's questions about disability in the Kaya registration forms, but they were dismissed because the questions were deemed too personal. These questions still exist, however, in the HOP Core F2F and in the ToT application forms.

For digital programmes, the **HLA team worked on accessibility of the digital content**. For example, the font, size and colour of virtual material are designed to be easily readable by the visually impaired.

Financial Access

Despite being vastly free of charge, there are perceived financial barriers to accessing the learning programmes. As shown in Figure 4 (left), **67 percent of respondents believe that the programmes are financially challenging to access** (54 percent find it is difficult and 13 percent find it is very difficult). Moreover, survey respondents were asked for their perception about the financial accessibility of the learning programmes for humanitarian workers in their countries (Figure 4 right). Most of the respondents (63 percent) agree that financial limitations are keeping humanitarian workers away from the learning programmes (17 percent strongly agree, and 46 percent agree).

Figure 4. Financial Accessibility to the Learning Programmes



These results are puzzling given that all the learning programmes on Kaya are free of charge. Further, for the EiE CAS, most fees are covered by scholarships. Hence, these results were further explored during follow-up interviews with learners. In them, learners mentioned that it is often the case that their organisations lack the capacity to liberate time to allow its team members to take part in the courses or prefers to use the time of its staff for another activity. According to key informants, humanitarian organisations lack incentives to invest in training of their personnel. Their resource limitations and the high turnover in the humanitarian sector makes them reticent to invest in knowledge that might be lost before it can cascade within the organisation.

This is especially the case for local NGOs and government organisations that have fewer resources than organisations from the UN system and INGOs. In that sense, resource-related barriers hamper localisation efforts of the HLA. Even when learning programmes are delivered free of charge for learners, the opportunity costs seem too high to ensure access.

Digital Access

Related to the question of financial access is the one of digital access. Learners and organisations might lack the resources to fund the appropriate computer equipment and internet connection required to access the digital modules. The evaluation team analysed the location of participants that have completed the learning programmes in Kaya ("completers") against the Inclusive Internet Index developed by The Economist, which benchmarks 120 countries. The Inclusive Internet Index is calculated through four scores: availability, affordability, relevance, and readiness.¹⁶ The countries with an index score of 50 or below are ranked above the 100th position.

¹⁶ "The **availability** category examines the quality and breadth of available infrastructure required for access and levels of Internet usage. The **affordability** category examines the cost of access relative to income and the

Table 3 demonstrates high achievements by the HLA in digital access: among the countries with the highest number of completers, half have a poor inclusive internet index or no index at all. When looking at the 20 countries with the highest number of completers, nine of them have an index score of less than 50 or are unscored (Table 3).¹⁷ Most of the countries listed that do not have an index are afflicted by substantial humanitarian crises, such as Syria and Yemen, but still have a high number of completers.

Table 3. Internet Index Countries with Most Completers

Country	Completers ↓	Index	Country	Completers ↓	Index
United States	28,017	86.8	Bangladesh	13,412	59.9
Philippines	26,177	67.4	Lebanon	12,652	58.8
Nigeria	26,046	63.3	Jordan	10,697	66.5
Syria	23,596	NA	Uganda	10,522	55.1
Yemen	21,345	NA	Somalia	9,025	NA
Kenya	20,48	66.4	Cameroon	8,816	48.7
Iraq	16,368	NA	Afghanistan	8,745	NA
United Kingdom	15,293	84.7	India	8,075	73.4
Ethiopia	13,636	43.4	Myanmar	7,73	62
South Sudan	13,629	NA	Congo (DRC)	7,399	33.4

The digitalisation of the learning programmes has not come without challenges, especially for the synchronous virtual training. For example, according to one programme manager, conducting virtual sessions in the MEEE region, particularly in Syria, has been difficult because learners regularly dropped out of the live sessions due to Internet or electricity issues. In the WCA region, in turn, the self-paced training done as part of the ToT was obstructed by connectivity issues. One key informant shared that in one example learners were required to record their test answers using pen and paper, with HLA staff obliged to code back the answers into the system once they were able to connect to Kaya.

To support learners living in digitally adverse conditions and ensure their access, the HLA has offered internet bundles or computers from the Save the Children offices so learners can use laptops to access the learning material and provided offline access to some of the learning. Learners can download the content when they have internet connection and complete modules offline. However, one shortcoming is that some options work only on tablets and smartphones and not on laptops. In 2021, to mitigate the effects of the COVID-

level of competition in the Internet marketplace. The **relevance** category examines the existence and extent of local language content and relevant content. The **readiness** category examines the capacity to access the Internet, including skills, cultural acceptance, and supporting policy.” (Source: [The Inclusive Internet Index](#)).

¹⁷ Source: Kaya Data Dashboard. The table includes all the programmes available in Kaya.

19 pandemic, the EiE coordinated with local Save the Children offices to provide additional internet connectivity support to the online course components.¹⁸

To further address digital barriers, the HLA team piloted low-tech mobile solutions. In 2020, the HLA piloted a new methodology to render learning more accessible to hard-to-reach communities. They piloted three low-tech mobile phone solutions to disseminate COVID-19-related knowledge in Afghanistan, Bangladesh, Lebanon, South Sudan, Uganda and Yemen, and reached a total of 1,500 individuals. The team leading the pilot found that “audio recordings were the most accessible for learners – they come with no need for data top ups, no word count limits, no messaging backlog, no data storage issues and no literacy barrier.”¹⁹ As a result, the HLA developed a Mobile Learning Toolkit that teaches future trainers the technical and design steps to develop learning on a simple mobile phone.

However, **these numerous solutions to overcome barriers have been implemented on a programme-by-programme basis, as opposed to an overall coordinated effort to identify barriers and increase accessibility across programmes.**

Gender

The HLA is committed to promoting gender equality by supporting the participation of women in the learning programmes and by promoting gender equality in the content that is delivered. As for the other barriers discussed, **the HLA learning programmes have dedicated time and energy to ensure the inclusion of women.** Figure 5 shows the breakdown of completers by gender for each learning programme.²⁰ As can be seen, the programmes have reached varied gender balances. The ToT has a higher share of women completing the programme. The CPiE programme and the EiE CAS are gender balanced, but the EiE foundational level is not. The FIELD and HOP programmes have a higher share of male participants which can be explained by the higher share of humanitarian worker being male and by the fact these learning programme are open access. For F2F trainings, the location of the programme is a key determinant of women’s participation. Although the HLA does make additional efforts to attract women, some locations have fewer humanitarian workers who are women.

¹⁸ Save the Children, “Interim Annual Report Year 3 of HUUmCap2: Education in Emergencies (EiE) Professional Development Programme (PDP).”

¹⁹ Save the Children, “Humanitarian Leadership Academy - Bi-Annual Report 2019-2020.”

²⁰ Source: Kaya Dashboard (vi: February 11th, 2022). The shares in the graph are similar to the one of learners starting the learning programmes. The consultants preferred to show the completers to provide more information about the achievements of the HLA.

Figure 5. Completers of the Learning Programmes by Gender

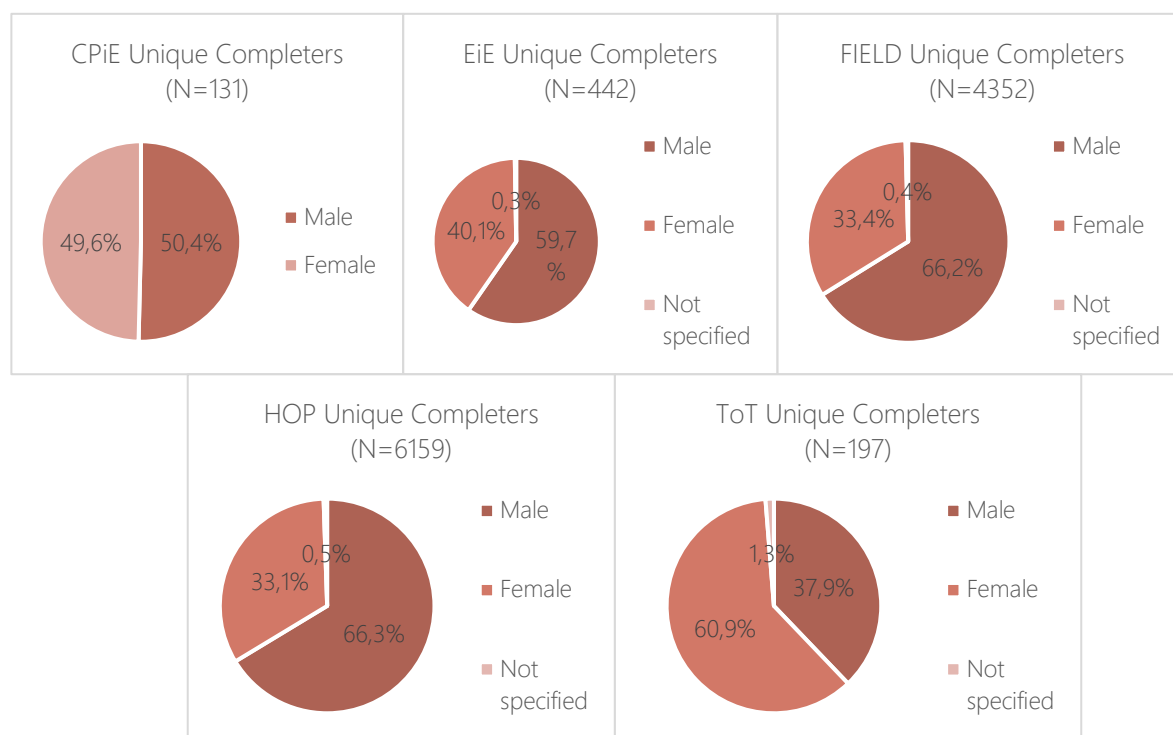


Table 4 summarises the activities carried out in the learning programmes to promote gender equality.²¹

Table 4. Efforts Made to Promote Gender Equality by Learning Programme Y1-Y3

Programme	Activities
CPIE	<ul style="list-style-type: none"> Worked towards balancing the participation of men and women by attracting female learners. By Y3, 47.5 percent of participants across all cycles and regions were women.²² Reach out to local partners to promote the programme and female participation. In particular, the identification of partners that are in a good position to attract women to the programme, such as the Ministries of Gender and/or Family. A remaining barrier to female participation is the language requirement. Only in the Middle East and West Africa are the courses delivered in a different language than English (Arabic and French respectively).
EiE	<ul style="list-style-type: none"> Continuous communication efforts to reach female humanitarian workers, ensuring that they are aware of the content of the learning programmes, but also of the support that it is given to women.²³ The positive discrimination of female applicants to the F2F courses, to promote a balanced selection of participants.

²¹ The table summarises information retrieved from the yearly reports (Y1-Y3) and is complemented with information collected in the interviews with stakeholders.

²² Save the Children, "IKEA Foundation Fluxx Interim Report CPIE PDP Y3."

²³ Save the Children, "Interim Annual Report Year 3 of HUmCap2: Education in Emergencies (EiE) Professional Development Programme (PDP)."

	<ul style="list-style-type: none"> ▪ The identification of women’s needs and reduction of barriers that hamper their participation, through personalised support and additional resources: <ul style="list-style-type: none"> ○ For the residential trainings, the EiE provides childcare services and accommodation for the accompanying family members to take care of children while the trainings take place. ○ The regional hubs provide flexibility and guidance so women can manage their time without compromising learning. ○ Awarding scholarships to cover the programme fees: the CAS course, for example, grants scholarships through the Women in Humanitarian Assistance Fund.
FIELD	<ul style="list-style-type: none"> ▪ Efforts to ensure female participation in the FIELD programme have been focused on improved targeting efforts because the FIELD is an open access online course. In fact, the FIELD had a larger gender gap than the other programmes. ▪ Explore the humanitarian community in social networks such as LinkedIn to disseminate the course offer with female workers and encouraging female participation through the Kaya mailing list.²⁴ ▪ Identify women organisation networks in regions and countries, to share personalised messages withing those networks.²⁵ ▪ Encourage women graduates to become FIELD Ambassadors. ▪ The programme content was modified to include more women participants and more photos, quotes and Voices from the Field videos from women to promote women’s visibility. FIELD also intentionally represents more women and non-binary characters in the course, with an effort to normalise under-represented groups in humanitarian work. ▪ FIELD offers a dedicated learning pathway on cross cutting subjects that is comprised of modules on equality, diversity and inclusion, safeguarding and staff well-being. ▪ The FIELD presented a larger gender gap than the other programmes (by Y3, 68 percent of learners were men). However, the FIELD is an open access course, and the number reflects the fact that a majority of first line field workers are men.
HOP	<ul style="list-style-type: none"> ▪ Efforts to ensure the trainings delivered are compatible with family life, such as reducing the length of trainings. ▪ By having asynchronous, non-linear courses, women have the flexibility to do the learning modules in their own time and at their own pace. ▪ For the residential trainings, the HLA coordinates with the senior management in the country offices to promote the positive discrimination of women in the selection for the trainings.²⁶ ▪ The HOP Core has a workshop on Gender Equality in Humanitarian Action. The learning of this workshop has been discussed and put into practice in the F2F residential trainings.²⁷

²⁴ Save the Children, “Interim Annual Report Year 3 FIELD Programme.”

²⁵ Ibid.

²⁶ Save the Children, “Interim Annual Report Year 2 HOP Programme.”

²⁷ Save the Children, “Interim Annual Report Year 1 HOP Programme.”

ToT	<ul style="list-style-type: none"> ▪ The ToT follows the Gender Equality in Training guidelines that provides instruction for designing trainings, collecting and monitoring information, and coordinating efforts with country offices to encourage the participation of women. ▪ The programme is delivered through a gender lens and the courses are design with a consideration for equity, diversity and inclusion. ▪ Following the pandemic and an increase in the delivery of virtual courses, the ToT has been able to reach more women that typically could not attend the trainings easily, such as women working for NGOs located in conflict zones.²⁸
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As observed from the table above, all the learning programmes consider gender equality as an important part of the courses and make efforts to ensure a balanced participation of women. Nonetheless, the program strategies are independent and there is little cross-programme coordination to align gender efforts. This approach is relevant to the extent that it recognises the differences in the programmes’ content, their modalities and in the resources available. Hence, the programmes require different tactics. For example, the FIELD, which is virtual and asynchronous, requires a different approach to gender than the CPiE does, where positive discrimination of women is possible. This explains the differences in the number of women and men in the learning programmes previously shown (Figure 5). Some activities such as the targeting and the communication efforts, however, could have benefited from a coordinated effort.

III.2. Formative learning and development

The programmes rely on learners’ feedback to improve the design, content and delivery of courses. **All programmes have a feedback loop** and there are some standardised practices across programmes. In the CPiE, EiE, HOP and ToT participants are asked for feedback after each course (and in some cases, after each session). Additionally, participants are asked for feedback nine months after finishing a course, to assess the impact of the knowledge acquired in their daily work. Moreover, the programmes have a pre-assessment and a post-training assessment to measure the results of the learnings.

Table 5 summarises the different mechanisms in place that attempt to capture learner feedback in the various programmes.

Table 5. Feedback Loop by Learning Programme

Programme	Feedback Loop
CPiE	<ul style="list-style-type: none"> ▪ Collect feedback at the end of each F2F session so it can be quickly incorporated in those that follow. (For example, if learners get tired of group work, that is considered, and more individual work is done in the following sessions.) ▪ Survey at the end of each F2F residential.

²⁸ Save the Children, “Interim Annual Report Year 3 ToT Programme.”

	<ul style="list-style-type: none"> Participants can also raise any issue with staff directly via email.
EiE	<ul style="list-style-type: none"> Collect feedback at the end of each F2F session so it can be quickly incorporated in those that follow. For example, at the end of each session of the EiE Fundamentals, thirty minutes is dedicated to collecting feedback about the module. That feedback is used to update the next cycle in another country or cohort. In the case of the intermediate and CAS levels, feedback is collected at the end of each module and at the end of the course. In addition, there is a follow-up survey three and nine months after completing a course. WhatsApp groups with participants are created to encourage discussion. For the virtual courses, participants must complete a feedback form before they can obtain their completion badge. At the end of every CAS cycle, the programme management team meets to review the formative and summative feedback and adjust the programme accordingly.
FIELD	<ul style="list-style-type: none"> The FIELD asks for participant feedback at the end of every module and is a requirement to earn the completion badge.
HOP	<ul style="list-style-type: none"> As part of the HOP Fundamentals (online) there is an option to provide feedback on the tools, content, relevance and quality of the learning. As part of the end-line survey in the F2F trainings, learners are asked to give feedback immediately at the end of the training. Afterwards, there is a more detailed survey sent to participants.
ToT	<ul style="list-style-type: none"> The common practice in the ToT is to actively collect feedback from the cohorts at the end of each session. As such, the feedback can be incorporated quickly in the following sessions. In addition, there is a survey to collect feedback at the end of the full course and an end line survey after six to nine months after completing a ToT learning pathway.

As illustrated above, the most common practice is to collect learners' feedback at the end of each session, to deploy surveys at the end of a course, and again nine months after completing the training. In some programmes such as the CPiE and the EiE, there are more personalised options for learners to raise and discuss any issues, such as a course email and a WhatsApp group.

One caveat here is that feedback is largely captured informally by the programme managers and is not saved systematically. Hence, there is a risk of information getting lost and that learners might not be raising issues that they do not feel comfortable discussing with facilitators. Lastly, the long-term feedback that has been captured has had little use because of a lack of resources and the need to prioritise other activities.

Use of the Feedback

Adjusting the content based on participant feedback and contextualising the content is more feasible to do in the F2F and in the synchronous facilitations than in the digital training

material. It is less resource heavy and can be done almost immediately, from one day to the next. The content can also be easily contextualised to a particular location. Sustained major changes to the F2F learning programme were, however, subject to centralised quality assurance by the programme managers to make sure these changes were beneficial.

Throughout the years the programmes have made efforts to integrate learners' feedback to personalise and improve courses. The fact that feedback from learners has been considered is reflected in the breadth of changes made to the learning programmes. Through key informant interviews the consultants identified the following modifications done to the learning programmes as a result of feedback:

Table 6. Modifications Made to the Learning Programmes as a Result of Feedback Received

EiE
<p>The first iteration of the EiE Advanced/CAS was delivered primarily through the University of Geneva Moodle platform, accompanied by a F2F residential training at the end. The feedback from learners²⁹ led to a restructuring of the course and re-introduction of webinars and open office hours to support the synchronous interaction between other participants and facilitators. In addition, the EiE team created a WhatsApp group to encourage course interactions.</p> <p>Furthermore, in recognition that the EiE Advanced/CAS was not accessible to many learners due to its academic level, language and number of learning hours and number of spaces available each year, the decision was made to create a shorter self-directed EiE Online (intermediate-level) course and an even lighter mainly facilitated EiE Fundamentals course.</p>
CPIE
<p>In the CPIE learners asked for the right balance between self-paced and instructor-led trainings, and individual and group work. Initially, the mentoring component of the CPIE programme was conducted by someone in a senior position with little personalisation. Participants pushed for a more individualised follow up of their performance, the mentoring was subsequently modified to a peer-to-peer mentoring to offer additional feedback on their performance on top of the one offered by the facilitator.</p>
FIELD
<p>Feedback has been used to adapt the character sets and to improve future developments. Nonetheless, as per HLA informants it is more challenging to use the feedback on a routine basis as the team lacks the human resources to modify the content.</p>

²⁹ Save the Children, "Interim Annual Report Year 1 of HUmCap2: Education in Emergencies (EiE) Professional Development Programme (PDP)."

HOP

Lastly, the HOP programme was once accredited by Oxford Brookes University, but the feedback was that this accreditation made the programme too intense in terms of content and assignments and became too expensive. In terms of results, the accreditation was giving little added value. The HOP was therefore restructured and the partnership with Oxford Brookes University ended.

ToT

As for CPiE, on the basis of learners' feedback, the ToT went from learners having to complete individual coaching sessions to them completing a peer-to-peer coaching session. This led to higher number of learners completing the rest of the programme outside of the three-day F2F workshop.

III.3. Innovation and knowledge creation process

The pandemic boosted innovation among a team that already had a strong appetite for using novel tools. In boosting innovation, the IKEA Foundation's approach has been key, because as a donor, it has been flexible with the use of funding, giving the HLA room to manoeuvre and innovate. Nonetheless, the willingness and flexibility to innovate has been eclipsed by the lack of time and resources to leverage innovation.

Before the COVID-19 pandemic there had been no major changes to the delivery methods of the learning programmes. The only relevant case was the modification to the EiE mentioned above when most of the content was transferred online for self-paced delivery. With the pandemic, all planned activities for 2020 and 2021 had to be reconsidered. All learning programmes moved to a fully remote delivery, leading to the rapid digitalisation of the learning content. The pre-existing digital tools used by the HLA (especially the FIELD and HOP) prior to the pandemic were an enabler of this rapid digitalisation.

To support that shift, the HLA used its existing human resources: the HLA counts with five digital experts and one person managing them. It also developed the capacity of its facilitators to conduct remote trainings: the use of Mentimeter, Jamboard or Zoom but also how to render the virtual courses more interactive, promoting the use of cameras, chats and forums to encourage learner engagement.

Digital Innovations in the HLA

The HLA had the opportunity to try new ways of delivering learning, and it is **recognised for the use of digital innovation for the delivery of content**. The FIELD won three Bronze Awards from the UK Learning Technologies Awards in the following categories: Best Learning Game

(In 90 Days); Best Online Distance Learning Programme (FIELD online course); Excellence in the Design of Learning Content (FIELD online course).

The learning programmes had the opportunity to use the Kaya platform to deliver digital content through various methodologies. The HLA partnered with digital firms to work on digital solutions to integrate in the learning programmes. Together, they have developed immersive films, online games and toolkits that humanitarians can use to develop their own digital tools. Table 7 summarises these digital innovations done by the HLA.

Table 7. Technological Innovations in the HLA

Innovation	Description
Virtual Reality Films	<p>The HLA collaborated with Virtual Reality (VR) partners (Quicksand, ColLABorate and Sixer VR) to develop immersive experiences in humanitarian emergencies. The objective is to give learners a similar experience to what they face in the field, strengthening their empathy. The VR experiences are low-cost and low-tech and can be found on the Kaya VR app.</p> <p>Some of the experiences available are about the experience of frontline workers during the Ebola epidemic in Liberia, refugees' and aid workers' experiences during the Rohingya crisis, and the experiences of Syrian refugees and how gender has affected them (available in Arabic and English).</p>
Online Game	<p>The HLA also uses online games in which learners take different roles in different humanitarian contexts to create a practical learning experience. In these games they must think fast to make decisions quickly, leading them to specific outcomes or test their knowledge about humanitarian subjects such as gender and climate change.</p> <p>The "In 90 Days" online game teaches about the challenges faced during the first three months of a humanitarian response in three scenarios (conflict zone, pandemic and climate migration). Throughout the game learners face distinct trade-offs, leading them to a variety of outcomes.</p>
Toolkits	<p>The HLA also developed toolkits to help humanitarian workers develop their own digital tools. There is a concept building toolkit used to create learning, a chatbot building toolkit to create automated user support, an immersive film toolkit to create VR videos, a gamification toolkit to develop game-based learning and a mobile learning toolkit.</p> <p>The toolkits have been downloaded by more than 2,000 individuals.</p>

The table above is reflective of the HLA ambition to be part of the digital irruption in the humanitarian sector. By doing so, however, there is a risk in the **trade-off between the scale of the technology used (low, high) and the appropriateness of the technology** in the context that humanitarians work in. High technology is not well suited when digital literacy is low and when access to equipment and internet connection is limited.

Nonetheless, **the HLA is achieving a good balance between technology and impact**, by offering low tech solutions that are applicable in humanitarian contexts. The VR and online

game options are a way of bringing learners closer to humanitarian action and leading them to work on aspects such as empathy and readiness. These options rely on a computer or smartphone and in the case of the VR films they need low-tech VR glasses. The material is saved on the web and can be leveraged by thousands of learners.

The best example of low-tech, high impact solutions is the Mobile Learning Toolkit that teaches participants the steps to develop their own learning material using a basic mobile phone. Other options that have been piloted are the use of SMS and audio recordings to deliver courses and the use of WhatsApp, although the latter requires a smartphone and a minimum of internet connection to download content.

Knowledge Sharing

The innovation and knowledge process takes place in a siloed manner, with little interaction between learning programmes. A lack of digital interaction is not bad, *per se*, since the digital solutions used in one programme are not necessarily appropriate for another. The learning programmes are different from each other, hence there might not be a need for constant conversations between the programmes. In addition, given the fast pace at which activities move within the HLA, there is not much time left for such interactions. The EiE and CPiE are the programmes that exchanged the most because both touch on the topic of humanitarian action and are delivered in a similar manner. At the regional level, the managers support each other's team by sometimes facilitating one another's trainings and by sharing learning tools. The ToT is different because it was designed as a more neutral programme that could be integrated in other more technical ones. The FIELD is delivered fully online, while the HOP is composed of short F2F training and thematic virtual courses.

The thematic working groups that the HLA had initially set up to advance certain topics, did not work out because of a lack of representation from other Save the Children members. Initially the HLA set up planning cells that served as thematic working groups composed of five to six members from Save the Children Australia, UK and Sweden. The cells had different purposes depending on the subjects: Finance, Communications, Program Management, Teaching and Learning, and Research & MEAL and Sustainability (in addition to a Steering Group). For example, the Teaching and Learning cell's objective was to ensure the existence of communication channels between learning programmes to promote cross learning, and to guide and inform about new learning strategies. The sustainability cell oversaw the increase of programme sustainability by identifying new ways of financing (partnerships, business model), and to understand the extent to which the "train the trainer" model is sustainable.

Unfortunately, the working groups did not last long. Partners did not have the same appetite to participate which reduced their added value. Moreover, HLA team members lacked time

to participate and lead the working groups. These were therefore abandoned, which can explain the silo effect noted in the evaluation.

IV. Contribution of the learning programmes

The results of the learning programmes are measured against [key performance indicators](#) (KPIs) established at the beginning of the IKEA funding cycle. In addition, through surveys and interviews with learners, consultants collected information about the [satisfaction of learners](#) with the programmes, the [changes brought to the learners and their organisations](#) as well as the likely [sustainability](#) of these changes. Finally, this section discusses the contribution of the learning programme to [localisation](#) efforts.

IV.1. Key performance indicators achieved

The learning programmes surpassed most of the KPIs set for the past three years. The HLA reports three outcomes to the IKEA foundation.

1. **Outcome 1:** strengthen the capacity of local and national humanitarian actors to respond to emergencies by increasing the number of skilled respondents. This outcome is measured through two KPIs:
 - a. KPI 1.1.: X percent of learners accessing the programme/initiative will be from or based in a disaster-affected country.³⁰
 - b. KPI 1.2.: X percent of learners accessing the programme/initiative work for a local/national organisation or are independent.
2. **Outcome 2:** assert a degree of financial sustainability within the capacity building learning programmes.³¹ This outcome is measured through one KPI:
 - a. KPI 2.1.: 75 percent of the programmes show a cut in overall implementation costs over the three-year period, and all include a sustainability tool to oversee their implementation. This indicator can only be measured at the end of year three.
3. **Outcome 3:** evidence of the link between the learning programmes, capacity building and their transformative effects in the humanitarian system. This outcome is measured through one KPI:³²
 - a. KPI 3.1.: Data collected that reflects the impact of learners in regions hit by disasters.

³⁰ The target percent depends on the learning programme.

³¹ Save the Children, "IKEA Foundation Fluxx Interim Report CPiE PDP Y1."

³² Ibid.

Table 8 summarises the KPIs for outcome one for the five capacity building programmes. In all of the programmes the first KPI was met starting Y1.

Table 8. KPI for Outcome 1 (Y1 - Y3)

Programme	KPI	Y1		Y2		Y3		Y1-Y3
		Reached	Target	Reached	Target	Reached	Target	
CPiE	1.1.	95.3%	75%	93.6%	75%	91.80%	75%	93.8%
	1.2.	15.3%	20%	17%	20%	17.5%	20%	16.3%
EiE	1.1.	95.9%	75%	100%	75%	99.70%	75%	99.7%
	1.2.	10.2%	20%	26.9%	20%	79.76%	20%	78.7%
FIELD	1.1.	100%	50%	84.7%	50%	79.82%	50%	80.6%
	1.2.	0%	50%	80.6%	50%	86.51%	50%	84.4%
HOP	1.1.	59%	50%	66.3%	50%	83%	50%	73.1%
	1.2.	10.4%	50%	27.5%	50%	96.92%	50%	56.1%
ToT	1.1.	83.4%	75%	98%	75%	95.27%	75%	92.6%
	1.2.	18.4%	20%	31.3%	20%	84.76%	20%	44.0%

Regarding the second KPI, most programmes surpassed their target of learners working for a local or national NGO or that were independent by Y2. Only the CPiE was unable to meet this target. The CPiE covers three regions: AP, ESA and MEEE. The ESA and MEEE iterations started their piloting phase in 2019, though the ESA experienced some delays due to difficulties in the recruitment process.³³

Additionally, the learning programmes can include supplementary KPIs in the yearly reports. These are captured in Table 9.

³³ Save the Children, "IKEA Foundation Fluxx Interim Report CPiE PDP Y1."

Table 9. Additional KPI Y1-Y3³⁴

Programme	KPI	Y1		Y2		Y3	
		Reached	Target	Reached	Target	Reached	Target
CPIE	75 percent reporting applying the learning from it in a workplace setting	100% (AP only)	75% (AP only)	88%	75%	89.2%	75%
EiE	X percent reporting applying the learning from it in a workplace setting	NA	NA	90%	NA	100%	NA
FIELD	increase in confidence and capability having completed the unit (based on self-assessed pre and post rating)	NA	30%	97%	30%	NA	30%
	70 percent of those completing the evaluation rate the unit as 'good' or above	NA	70%	97%	70%	90.8%	70%
HOP	increase in confidence and capability having completed the unit (based on self-assessed pre and post rating)	NA	NA	98%	NA	98%	NA
	X percent of those completing the evaluation rate the unit as 'good' or above	NA	NA	98%	NA	98%	NA
ToT	75 percent of participants reached by the initiative/programme(s) report applying the learning from it in a workplace setting.	NA	75%	92,3%	75%	96,4%	75%
	50 percent of graduates report being increasingly involved in humanitarian responses and/or are deployed to emergencies in their country or region.	NA	50%	68%	50%	68%	50%
	60 percent of graduates report transferring knowledge and/or skills to others with the aim of improving programming in emergency contexts.	NA	60%	94%	60%	94%	60%

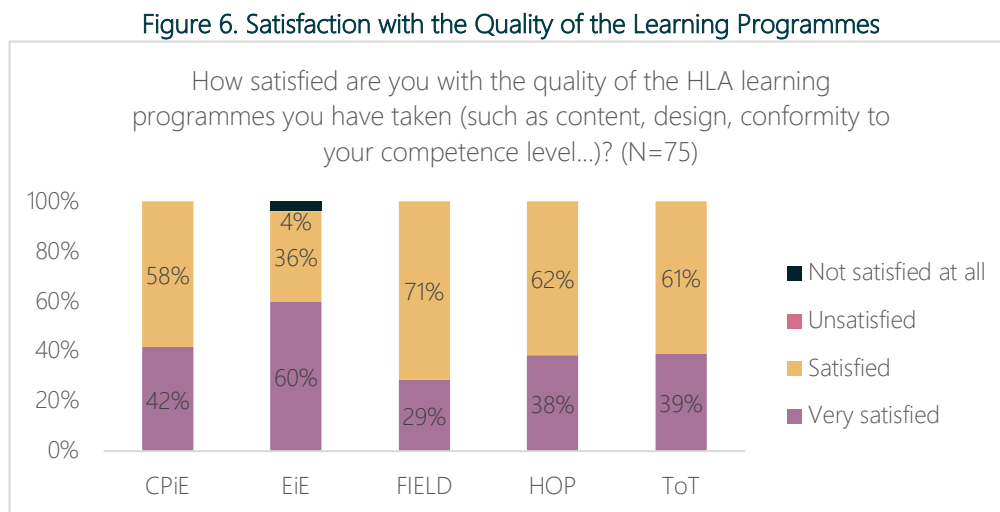
IV.2. Satisfaction with the Programmes' Quality

Learners report high satisfaction with the quality of the programmes. This is supported both by the primary data collected in the survey and by secondary data collected by the HLA in the yearly reports.

³⁴ Year 1 and Year 3 data were not systematically collected, hence why it may appear blank.

As shown in Table 9 both the FIELD and HOP collect data about the quality of the programme. For the FIELD, 97 percent of learners that completed a unit of the programme rated it as good or above (target of 70 percent) and 97 percent of them reported an increase in their confidence and capability for humanitarian response in Y2.³⁵ For the HOP in Y2, these numbers were 98 percent for the two indicators.

The survey results point to the same direction, with 99 percent of respondents giving a positive review of the quality of the learning programme (43 percent of respondents mention being very satisfied with the programme and 56 percent mention being satisfied). Figure 6 shows this information by learning programme. The EiE has the highest share of respondents giving it a very positive review (60 percent of respondents being very satisfied), whereas the satisfaction with the FIELD appears to be more moderate than the other programmes (only 29 percent of respondents are very satisfied), but it is still positive.



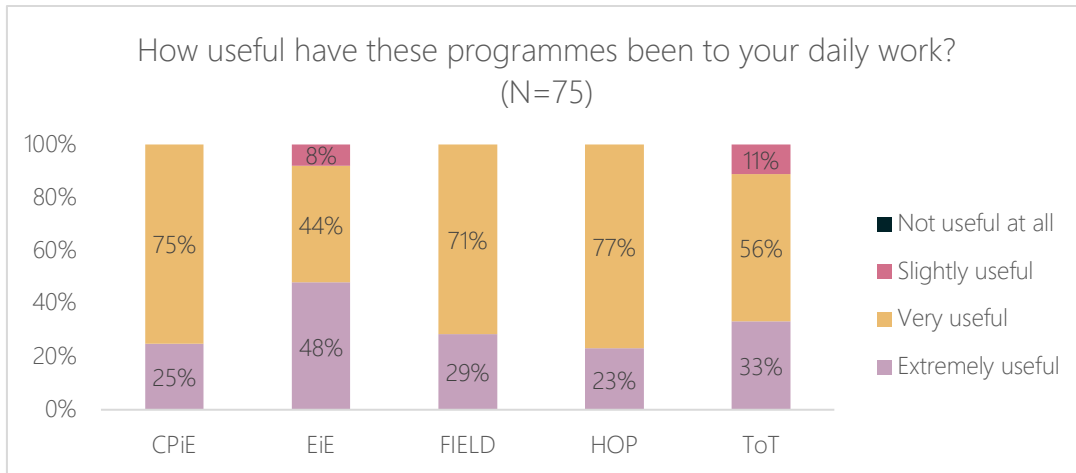
The quality of the programmes is also reflected in the applicability of knowledge acquired for learners' daily work. As shown in Table 9, **most CPIE, EiE and ToT learners report applying knowledge from the programme in their workplace.** The findings are supported by survey results, where all respondents think that the programmes have been useful to their daily work, at least to some extent. Most of them find them very useful (60 percent), while 34 percent find them extremely useful, and six percent find them slightly useful. No participant found the programmes not useful (figure not included).

Figure 7 presents the data by learning programmes. The EiE and ToT programme rank highest in terms of usefulness with 48 percent and 33 percent of respondents finding them extremely useful for their daily work respectively. The learnings from the EiE can prove more useful because of the higher degree of specialisation of this programme, that is supported

³⁵ Save the Children, "Interim Annual Report Year 2 FIELD Programme."

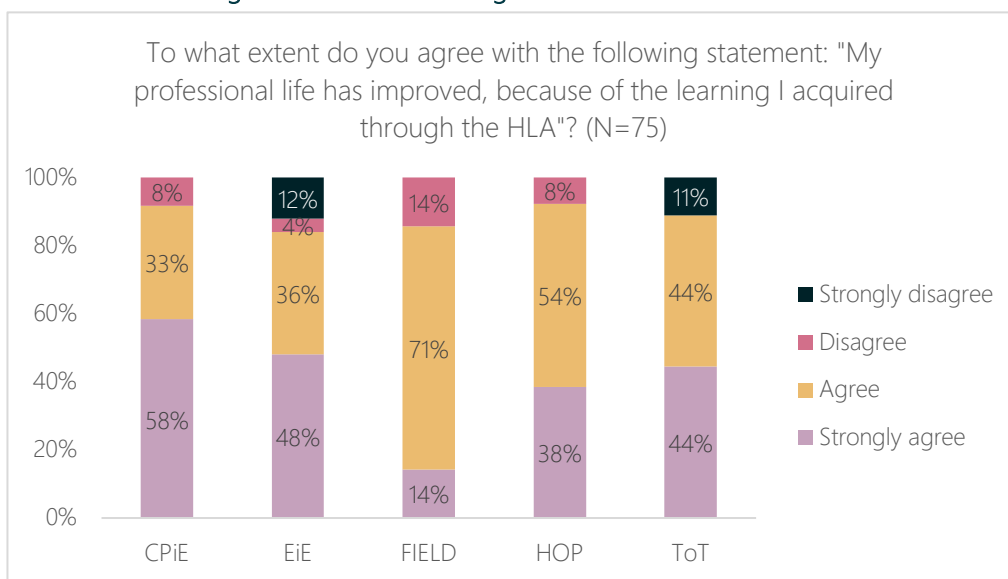
by the University of Geneva. In the case of the ToT, the usefulness of the programme might be more evident, because the tools learned are applied directly in the facilitation of trainings.

Figure 7. Usefulness of the Learning Programmes



Lastly, survey respondents were asked about the positive effect of the learning programmes on their professional lives. **Most of the respondents indicate a positive impact of the learnings on their careers** (44 percent strongly agree and 45 percent agree to the statement in the figure below). In terms of programmes, learners from the CPIE have a stronger opinion about the positive impact it has on their careers, with 58 percent respondents strongly agreeing to the statement: "My professional life has improved, because of the learning I acquired through the HLA," and 33 percent agreeing to it. In the case of the FIELD, the answers are less pronounced, with only 14 percent strongly agreeing to the statement, 71 percent of respondents agreeing to it and 14 percent disagreeing with it.

Figure 8. Effect of the Programmes in Learners Careers



IV.3. Harvested outcomes of the learning programmes

The criteria of what constitutes an outcome for this evaluation is an observable change in behaviour (i.e., actions, relationships, practices, and policies) of graduates from the HLA and change in policies, processes or practices by the organisation in which HLA graduates work.

The evaluation team sought to identify both positive and negative outcomes. Through the process, 87 outcomes were harvested, all reporting positive outcomes. These outcomes were then mapped against the HLA ToC.

All five learning programmes achieved 87 outcomes over the period May 2018 to September 2021, representing progress towards the HLA Theory of Change.

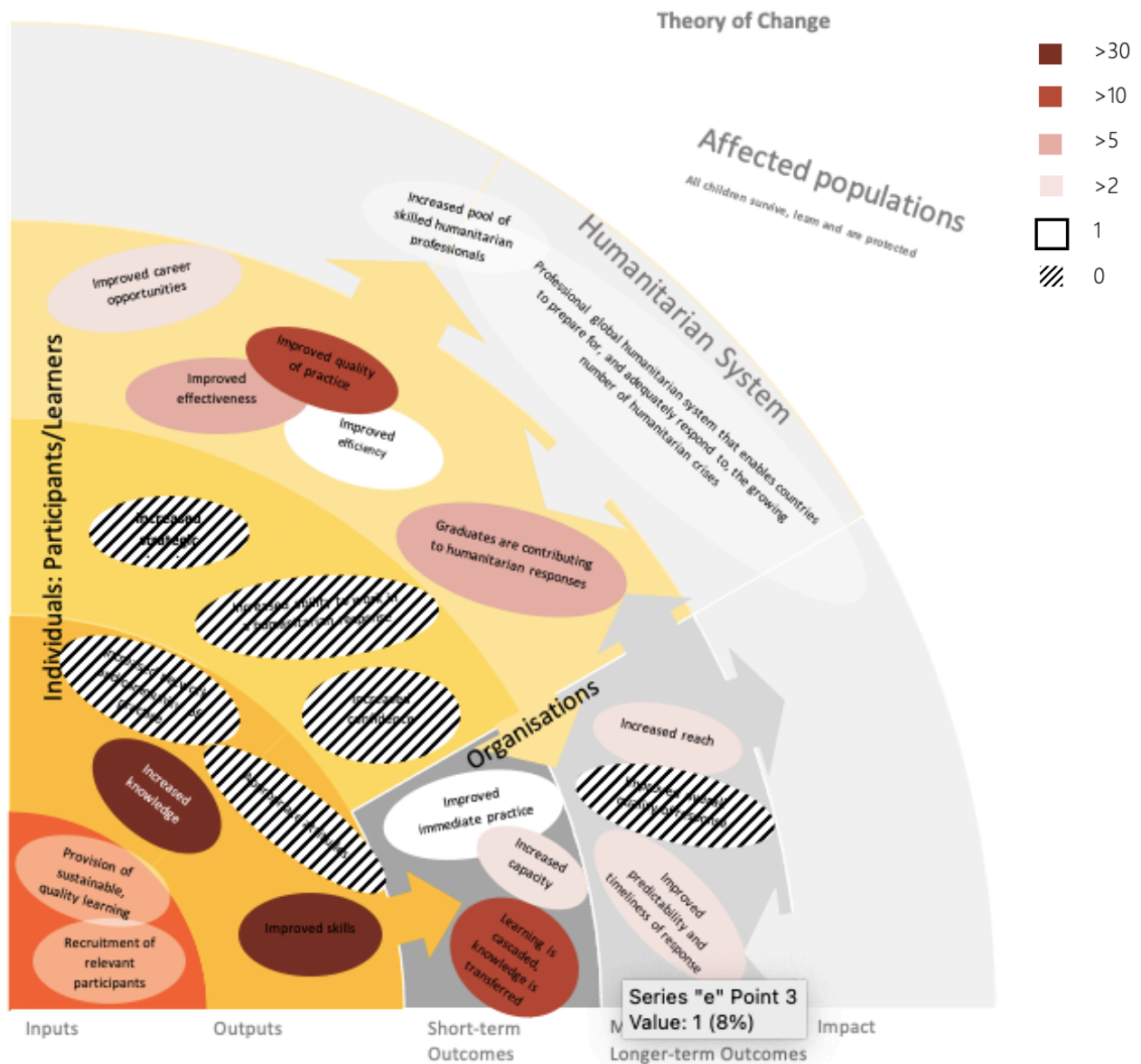
Figure 9. Harvested Outcomes

Harvested outcomes	Count
Individual Level	61
HLA ToC output level	34
Increased knowledge and skills	34
HLA ToC medium term outcomes	27
Improved quality of practice	13
Graduates are contributing to humanitarian responses	5
Improved effectiveness	5
Improved career opportunities	3
Improved efficiency	1
Organisational Level	26
HLA ToC short term outcomes	18
Learning is cascaded	13
Increased capacity	4
Improved immediate practices	1
HLA ToC medium term outcomes	8
Improved effectiveness	3
Improved predictability and timeliness of the response	2
Increased reach	2
Improved efficiency	1
Grand Total	87

The HLA ToC is broad enough so as there is no unexpected harvested outcomes. Harvested outcomes are, however, unequally spread across the ToC. Out of these 87 outcomes, 70

percent are describing individual changes and 30 percent organisational ones. Mapping the harvested outcomes against HLA ToC shows the following results.

Figure 10: Harvested outcomes as per the HLA Theory of Change



IV.3.1. Individual level

The first set of the HLA’s intended changes relate to increased knowledge, improved skills and attitude and increased network and community of practice.³⁶ The evaluation identified 34 outcomes that represent progress towards this goal. This is the set of changes that were the most reported.

³⁶ These are presented as being the HLA intended outputs. It is therefore the evaluators opinions that these already depict changes and hence can be qualified as outcomes. (outputs being here for example a certain number of training sessions delivered)

No outcome described a change in attitude. This does not mean that changes in attitude did not occur. Rather, as all the outcomes described changes in attitude as positive, they have been reported against improvement in practices (an outcome of the HLA theory of change – see below).

No outcome was harvested depicting an increased network and community of practice. This could be linked to the mostly digital learning environment, which makes the creation of network and community of practice more challenging.

Most outcomes describing a change in knowledge and skills pertain to changes related to training. For example, a training participant of the EiE describes:

In most schools in South Sudan, I see high level of dropouts. Before this programme, I thought students weren't interested in studying. But then I came to notice that they have unmet needs, which is why they're not coming to school, that's hindering their access to school. In the case of girls, a lot of pressure and violence at home, where they're forced to do domestic work so by then they're exhausted and can't concentrate in class. It brings a series of low concentration and low interest, leading the girls to drop out of school and get married. I now made these connections.

EiE Learner, South Sudan

A participant from the FIELD programme reported:

I have learned many things that are important to humanitarians including how it is completely forbidden to exchange money or food against favours.

FIELD Learner, Somalia

From the HOP:

My knowledge on safety and security during humanitarian operation has increased a lot.

HOP Learner, Ethiopia

From the ToT:

Through the Transformation of Training (ToT) programme, I was able to significantly improve my training facilitation skills. The trainings I deliver became more interesting, the participants engaged more and I believe they remembered most of the content way after the trainings are done.

ToT Learner, Tanzania

In addition, regarding knowledge and skills, two outcomes also report an increase in knowledge and skills related to how the HLA trainings were delivered. For example, a training participant reported that thanks to the HLA training, he now knows how to use his computer better and has discovered specific digital tools to learn online.

The second set of outcomes relate to i) Increased strategic thinking, ii) Increased ability to work in a humanitarian response and iii) Increased confidence were not harvested.³⁷ It is, however, the evaluators' opinion that such did occur but that participants were more inclined to first discuss the output level (increase skills and practices) and later address the more long-term outcomes such as improved quality of practices. This clearly demonstrates the operationalisation of the learning but questions the relevance of the different layers of the ToC for the purpose of outcome identification.

The third set of outcomes relate to improved effectiveness, efficiency and practices; graduates are contributing to humanitarian responses and improved career opportunities.

In this category, 13 outcomes report improved practices. This number demonstrates the large extent to which the increased skills and knowledge described under the first set of outcomes have been operationalised.

Most of these outcomes relate to improved practices in areas directly linked to the learning programme content. For example, a CPiE participant stated:

Before the training, there were certain child protection issues that were going on in our implementation location that I did not know [about], due to lack of awareness. After the training I was able to register a number of identified child protection survivors. They were given the necessary protection support such as PSS, livelihood, NFIs, referral and linkages. Also, I helped created a toll free line (CRM) to report issues concerning protection issues.

CPiE Learner, Nigeria

³⁷ This has also been observed as part of regular programme monitoring for HOP and EiE.

Nevertheless four out of these 13 outcomes relate to improved attitude/soft skills that participants gained as a result of the training, be they directly or indirectly connected to the curricula. For example, a HOP participant reported:

As a result of the HOP, I was able to better apprehend the stress coming from my work situation and the work I do. I was feeling depressed. As a result of the training, I have been able to handle this better by going to see a doctor and I put in place a psychological referral mechanism in my organisation.

HOP Learner, Mali

Ten outcomes describe improved effectiveness or how graduates contribute to humanitarian responses. These outcomes span over all the different steps of the project cycle: from the assessment (mentioned in two of these 10 outcomes), the design (mentioned in three of these 10 outcomes), the resources mobilisation (mentioned in one of these 10 outcomes), the implementation (mentioned in three of these 10 outcomes) and the coordination (mentioned in one of these 10 outcomes). Notably no outcome in this category report on monitoring or evaluation. This resonates with Learning Need Assessments that have consistently identified MEAL as a key gap.³⁸

Three outcomes describe improved career opportunities. Three participants, each from a different learning programme (HOP, CPiE, EiE), report having been promoted as a result of attending the learning programmes. This needs to be balanced with those participants who were unemployed at the time of the evaluation. There are no statistics about this, though two out of the 19 interviewed graduates were unemployed. When prompted about the rationale for unemployment, these two graduated mentioned that their contracts came to an end.

IV.3.2. Organisational level

One of the assumptions of the HLA's ToC is that individual level changes will cascade to the organisations where these individuals work. However, this assumption only holds true if the HLA graduate remains in the organisation and is given the space to make changes happen. Only 30 percent of the outcomes harvested (i.e., 26 outcomes) relate to organisational change. Short term organisational outcomes are more often discussed as opposed to long term organisational outcomes (18 and eight respectively). During substantiation, informants

³⁸ For example, all but one of the nine countries in WCA have listed MEAL as part of their top five priorities for learning. Source : Regional Learning Need Assessment compilation WCA, 2020

were specifically prompted about organisational level changes. The main reasons why they could not share more of these were because i) it was too early to measure changes at the organisational level and ii) they were not able to be a change agent either due to a lack of time and resources or because they left their organisations. One graduate highlighted that him being a senior manager really helped in giving him the space to make changes happen. It may therefore be that, reversely, it will be more difficult for learning programme targeting junior staff to lead to changes at organisational level.

Among the short-term organisational outcomes, the one most commonly reported is how learning is being cascaded (13 outcomes). Participants from all learning programmes reported cascading learning within their organisation. Unsurprisingly, participants from ToT are more represented than others (six of the 13 outcomes are reported by ToT participants, three from HOP, two from CPiE, one from EiE and one from FIELD).

Five outcomes discuss increased organisational capacity and improved practices. All these outcomes relate to the topic of the training. For example, a participant from the HOP reports:

Now, MEAL activities are included in the budget as well as other activities, and our accountability has increased. The learning programme showed us the importance of MEAL activities.

HOP Learner, DRC

A participant from EiE stated:

Within my organisation, the overall degree of staff understanding vis a vis EiE has improved. We revised our child safeguarding SOP; there was less resistance from staff on the SOP.

EiE Learner, Uganda

Eight outcomes (i.e., about 10 percent of all the outcomes collected) discuss medium term outcomes: improved effectiveness, improved predictability and timeliness of the response, increased reach, and improved efficiency. These outcomes come from participants from all learning programmes except from FIELD (a total of seven outcomes out of the harvested 87 come from the seven FIELD participants to the survey). Aligned with the level where the changes happen, these changes are all linked to the HLA but cannot be solely attributed to it.

Table 10. Examples medium term organisational level outcomes

EiE

The EiE course equipped me with analytical tools to design and implement better programs. EiE has helped with a mental checklist as to what should

	be in a good proposal and what should not. My organisation develops better quality program design and proposal development - this has led to increased EiE funding. My organisation is able to keep the EiE portfolio running and growing.
CPIE	The training was greatly beneficial in our COVID-19 CPIE response: we have been able to include crisis modifiers in our programme design and make the case for it with our donor. We are now more intentional on protection, continuity of learning and building back better.
ToT	Training facilitated in the communities are better thanks to facilitators taking the ToT. This has led to an improved uptake of our training programmes.
HOP	As of December 2021, 30 staff members are now part of the rapid response team in our organisations. About half of these staff members have followed the HOP training. Having more team members with humanitarian skills allows the organisation to implement quicker emergency response.

IV.4. Sustainability of the changes brought by the learning programmes

The contribution of the learning programme at the individual level is also measured through the extent to which these changes can be sustained. **The sustainability of the changes brought by the HLA is anchored in the high applicability of the learning acquired in the graduate job.**

The proportion of graduates able to apply their learning in their job, as described under section IV.1, is very high for the learning programmes that measure it as part of their KPIs. As of Y2 of implementation, almost 90 percent of both EiE and CPIE participants report applying the learning from the programme in a workplace setting.³⁹ The figure is even higher for the ToT: as of Y2 and 3, 95 percent of the ToT participants report applying their learning in a workplace setting. Furthermore, there is a high proportion of outcomes harvested about cascading learning that comes from ToT participants (see section IV.3.1). Finally, all three ToT case studies reviewed as part of the evaluation extensively discuss applying the learning through the delivery of training they facilitate.⁴⁰ Finally, these findings are supported by the survey results. As discussed under section IV.3, all respondents, across learning programmes, believe that the programmes have been useful to their daily work, at least to some extent.

³⁹ Save the Children, "Interim Annual Report Year 2."

⁴⁰ Case study Rohingya Response ToT Working Group, Case Study-ToT Year I and Peter Ochepea essay

The learning programmes' **drivers of sustainability** have been described by HLA staff and graduates during the evaluation. They pertain to the learning **programmes' content and delivery methods**. To ensure higher learning retention, materials for all programmes are accessible through Kaya. Participants can go back to the platform at any time and at no cost. Having a repository of digitalised training resources is a factor of sustainability to the extent that it serves as a back-up where content is stored. Nonetheless, given the speed at which the humanitarian sector moves, there is a need to update some of the content more often or to create new content.

Having the modules available in Kaya is a factor of sustainability, but the knowledge needs to be applied and shared for it to be truly sustained. Some shorter programmes are also designed to be done repeatedly (e.g., the safeguarding training is revamped regularly to encourage people to redo it). ToT participants are furthermore given access to detailed facilitator notes to boost their confidence to deliver training themselves, hence increasing the sustainability of the change. The fact that ToT is "project neutral" also increases the chances for participants to get an opportunity to deliver training themselves afterwards.

One regional hub has put in place a committee of practice to increase the sustainability of the changes. For all learning programme delivery, there is a session afterwards where participants discuss the application of the course. Having a clear action plan to use the programme content is helpful to increase its operationalisation.

Both CPiE and EiE have integrated a ToT component in their learning pathway, which is distinct from the standalone ToT. This serves to encourage participants to cascade the CPiE and EiE knowledge. As such, if the programmes were to end, the knowledge is not lost.

In a context where the IKEA Foundation funding is soon ending and where the HLA business model is currently under pressure, the sustainability of changes brought by the learning programmes and the sustainability of the HLA activities is discussed. As this is beyond the scope of this evaluation, it will not be discussed in detail here. Nevertheless, among the drivers of sustainability of the HLA activities, the most cited elements were:

- Having the learning programme digitalised and available anytime for free through Kaya. This has been cited as a key driver of sustainability for HLA activities by half of the interviewees who discussed sustainability.⁴¹ When the courses are hosted on Kaya, participants can take classes independently at "no cost" to the HLA, ensuring HLA sustainability. This indeed stands true for the period during which the training content is up-to-date. Once a revision is needed, the cost to update a digital training module can, however, be high.
- The regional hub's role was brought out as a factor of sustainability by five of 22 interviewees. The regional hubs bring trainings closer to where it is delivered and the

⁴¹ 11 interviewees out of 22 who discussed about sustainability

costs of running the hubs can be more easily maintained by local programme funding rather than those operating a Europe-based team.

- The inter-agency nature of the training development and roll out was also seen as a factor of sustainability by four of 22 interviewees. Creating buy-in across multiple organisations was described as a mitigating factor in case the learning programmes have to shut down if the funding finishes. In that case, other organisations could take over some of the programmes or provide funding to ensure they continuity.

IV.5. Contributing to localisation

The purpose of the HLA has been to bring knowledge, skills and behaviours close to where it is needed the most. As shown at the beginning of this section, all KPIs for outcome one related to localisation have been attained by all programmes, with the exception of the second KPI for the CPiE (Table 8).

According to key informants the regional centres have been an important driver in the localisation of the learning programmes. The regional lead based in the UK is setting the priorities and strategies for the regional centres and supports them with insights, best practices, and thematic workshops. Since the establishment of this role, the regions have taken the spotlight over the learning programmes: they have gained more visibility and room of manoeuvre to implement the programmes.

The capacity of the regional centres varies from centre to centre. For the EiE and CPiE programmes there is regional dedicated staff in the MEEE, ESA and WCA regions, but not all of them are strictly part of the HLA umbrella yet. The MEEE centre reports to Save the Children Sweden and is not part of the IKEA funding. The case of the regional centre in Asia Pacific is similar, and they tend to work more independently.

As part of the HLA team, technical expertise sits at the global and not regional level, which is not always easy to come by. In the case of the EiE programme, the management structure is complex. The regional centres do not answer directly to the EiE manager in the UK, but to the Save the Children regional units. The manager has little control over how the regional managers dedicate their time. Nonetheless, the centres do rely on the EiE manager to provide them with guidance and define the direction of the programme. In that sense, the relationship between the two is unclear and responsibilities are not well defined.

At present localisation efforts of the HLA are hampered by a siloed structure under which the learning programmes work individually. The HLA is currently establishing strategic, thematic pillars grouping the learning programmes in their 2022-2024 strategy. That could contribute to break the silos. Despite being a practice encouraged by HLA management team, there is no platform to discuss broader issues that affect the HLA, such as accessibility, and where important gains could be made.

Localised Content

The content of the learning programmes is developed by subject matter experts through inter-agency work. In the case of the CPiE, the programme content is based on two sources. One is the CPiE minimum standards developed by the Alliance for Child Protection in Humanitarian Action. The other is a learning gap analysis and a mapping of the most urgent needs and topics that need to be reinforced in each of the regions.

For the EiE, the learning material has been developed through different sources such as a combination of sector topics and minimum standards proposed by the Interagency Network for Education in Emergencies (INEE), Save the Children's internal framework for EiE and a gap analysis conducted by an external consultant in 2017.

For the ToT, the strategic overview was provided by a global working group composed of 13 partner organisations. A similar working group was established at the regional level in ESA. Both groups provided additional support and expert advice in the development of learning content based on a collaboratively designed ToT Competency Framework that identified competencies required to deliver training and design learning

There is a shared opinion from HLA staff and learners that the content of the programmes is globally driven. Across learning programmes, there is no consistent way to contextualise the training content when it is being developed or to allow the regions to feed in the content in a systematic manner. Regions contributing to content development happened on an ad hoc basis. For example, regions were involved in signing off the HOP Core Scenario.

There are limited resources to contextualise content, beyond the preparatory work done by the trainers for the face-to-face delivery. Participants agree that the content of the programme is not fully tailored to their context, but also acknowledge that there is sufficient opportunity to ask questions and to have discussions so as to link the content of the programmes to their professional experiences. The more practical activities and simulations are a valuable exercise that allows them to mix theory and practice, allows them to structure their own work afterwards and serves as an incentive to train their colleagues. In addition, when starting a learning programme, participants take a self-assessment. If there are areas rated particularly low, the facilitators take more time to cover them throughout the course.

Regardless of the rigidity of the learning catalogue, the demand for the learning programmes remains high. It is often the case that there is more demand than capacity to deliver the programmes.

V. Efficiency of the learning programmes

This section first discusses if the [same outputs could have been achieved with less](#) before exploring the extent to which [delivery modalities](#) affect efficiency.

V.1. Efficiency of achieving output

All relevant interviewed stakeholders agreed that the programmes were managed efficiently and that the same outputs could not have been achieved with less resources. If anything, more human resources are needed to reduce the burden put on the HLA staff.

Although the HLA performed well with the available budget, **key informants mentioned that the limited resources were putting a heavy burden on the HLA staff across regions and that efficiency gains came from staff extra hours.** HLA team members are highly committed and have a diverse skill set, which allow them to take on multiple and diverse responsibilities. For example, the EiE programme manager oversees setting the vision and strategy of the programme globally, designs and updates the EiE content, manages the relationship with the University of Geneva and supports the regional leads with technical guidance for all programme cohorts. The EiE manager was previously supported by an officer. The officer role was made redundant in 2021 but the EiE manager responsibilities remain the same. Similarly, the regional leads must manage and implement the learning programme in their geographical scope with little additional support. They are involved in the facilitation of the courses, their contextualisation and translation. They also coordinate with the organisations that require the courses and the administration of the CAS. In the MEEE region, for example, the regional EiE lead only works with a programme coordinator, but the coordinator distributes his time between the EiE and CPiE programmes.

To make the most of the resources available, the HLA is constantly looking to improve the efficiency of the learning programmes, identifying different opportunities to reduce costs and how to maximise gains. Table 11 summarises the main activities carried out to improve efficiency. As the delivery modalities are discussed below, they are not presented there.

Table 11. Examples of Efficiency-gain Activities

Relying on pro-bono facilitators	<p>There is limited budget to motivate teachers to facilitate the courses. Hence, the programmes rely on pro-bono facilitators to reduce expenses. The sustainability and regionalisation of the learning programmes is further enhanced by asking HLA graduates to facilitate courses of subsequent cycles, through the idea of “paying it forward.”</p> <p>To ensure buy-in of subject matter experts to the modules, the FIELD programme compensates them with an appreciation token. Their profiles are shared in the module course pages thanking them for their support. Their LinkedIn profiles are included to increase their visibility in the humanitarian sector.</p>
Logistical efficiencies	The learning programmes work together to identify synergies and share ideas about the delivery, design and the funding sources for the programmes.

The merge of the Humanitarian Capacity Building and the HLA meant that programmes such as the HOP gained access to a dedicated marketing team that promotes the HLA offer through social media, therefore increasing the programmes' reach.

Other efficiency gains have come from interactions between the portfolio programmes. For example, in 2019 an EiE residential training in Amman combined EiE and Public Health in Emergencies participants for time and resources gains.⁴² The programmes also share information for securing the venues for in-person training.

Learning Sharing

The programmes also share resources and learning experiences. Those with the strongest inter-programme link are the CPiE and the EiE, given their similar themes. The regional leads of these programmes interact regularly to share resources and tools to strengthen their programmes without having to reinvent the wheel.⁴³

At the beginning of the 2019-2021 period, there were funding gaps as some running costs were not covered by the IKEA funding. For example, according to HLA staff: "The HLA has achieved a lot with minimum resources, and this has taken a toll on the team. The programme could have been more efficient if we had not lost the first six months of the HLA understanding what was needed to be delivered. At the time there was no budget for evaluation and the working groups we had set up between Save the Children Australia, Sweden and UK never really worked out."⁴⁴ These gaps meant that the HLA partners, such as World Vision and Plan International, were asked to contribute to some of the HLA activities. Some HLA partners had to pull out from the initiative then, as they lacked the capacity to provide additional funding.

V.2. Learning programme delivery modalities

The learning programmes are facilitated through different modalities: digital (self-paced or facilitated), F2F or a blended modality combining both. In general, the HLA supports a blended approach, with the more theoretical content being delivered online and the interactive and socialising one facilitated in person.

As per the key informants, the modalities were selected according to good adult learning practices taking into consideration the context in which humanitarians work. Making the programmes accessible was and remains a key HLA objective. Before COVID-19, the

⁴² Save the Children, "Interim Annual Report Year 1 of HUMLCap2: Education in Emergencies (EiE) Professional Development Programme (PDP)."

⁴³ Ibid.

⁴⁴ KII with HLA staff.

decision to digitalise the programmes was based on criteria such as the utility of the modules, their scalability and their potential impact in localisation.

For each learning programme there was no joint strategy to decide on the modalities as a team; each programme decided on their modalities independently. Table 12 summarises the modalities through which the programmes are delivered and the main reasons to have those modalities.

Table 12. Programmes' Modalities and Reasons Behind Them

Programme	Modality	Reason for Modality
CPIE	Blended: online training (self-paced and facilitated), F2F training and simulation	The decision to have a blended modality was taken at the global level in discussion with regional managers. Together, they identified a need to emphasise child protection standards that can be covered through online modules. Simultaneously, there was a need to contextualise learnings to local operational needs. F2F trainings were better suited to cover this second need. In 2022, the programme will follow a similar structure as the EiE, split in Fundamentals (online self-paced), Intermediate (online facilitated) and Advanced (blended).
EiE	<ul style="list-style-type: none"> ▪ Fundamentals: online facilitated or F2F ▪ Intermediate: online self-paced ▪ CAS: blended 	The decision to have a mixture of modalities was based on learning theories and on how to best mix theory and practice, engaging participants in the best way possible. In the case of the CAS, learners mix a self-paced online learning to acquire the theoretical knowledge that is then put into practice through individual and group assignments.
FIELD	Online: self-paced.	The programme is delivered in an asynchronous manner to minimise resources while reaching a large number of learners globally.
HOP	<ul style="list-style-type: none"> ▪ Fundamentals: online self-paced ▪ Core: F2F 	The decision to have different modalities is in line with the two levels of the HOP. Whereas the fundamentals aims at delivering the essential knowledge about humanitarian action, the Core training is about hands-on work, experience sharing and practicing knowledge, skills and behaviours in a desk-based simulation.
ToT	Blended: F2F and online (self-paced)	The modality was decided between Plan International, Save the Children and World Vision. The two learning pathways (Foundation and Professional) contains F2F and self-paced learning interventions. This is to ensure, in line with best practice, that learners could access learning in a way that suited their needs. Peer to Peer learning is empathised for sustainability and to encourage ToT learning to be cascaded.

The digitalisation of learning content is where most of the economic gains were made. In 2019, the HOP reduced the running costs of the HOP Core training from GBP 30,000 to an average of GBP 8,000 per iteration by moving most of its content online.⁴⁵

⁴⁵ Save the Children, "Interim Annual Report Year 1 HOP Programme."

The COVID-19 pandemic meant a rework of the learning programmes, specifically of the modules that were meant to be facilitated in person. The HLA had to move all the lessons to a virtual platform. Although doing so was resource intensive at first, key informants agree that it saved significant costs, especially regarding the residential trainings. The residential programmes had significant costs in terms of travel, securing venues and participant accommodation (Table 13). The CPiE programme, for example, transformed the in-person simulation into a desk based one lasting three days. It was conducted in all regions (AP, MEEE), combining online and offline elements. At the end of 2020, the EiE made available self-directed online units and developed an EiE Fundamentals digital course, which freed up resources and increased the programme reach. The EiE CAS previously had 14 days of in-person facilitation. Although the managers tried to reduce costs by reserving low-cost flights and venues, it was still an expensive activity. Now this training is being reshuffled and the number of in-person sessions will probably be reduced to seven days. Similarly, the FIELD programme simulations, which involved going to a camp for an activity in the field, was costly. In 2021, the programme started to do desk-based simulations with a significant reduction in costs.

Table 13 displays the revised budget for a select category of costs.⁴⁶ The budget for the categories that were negatively affected by the pandemic (travel and F2F programmes) was reduced drastically from the first year of the pandemic (Y3). On the contrary, the budget for digital had actually been decreased to a quarter in Y2, but it was increased threefold in 2020. The budget increase was destined to the design and development of digital tools.

Table 13. Revised Budget for Selected Categories of Costs

	Y1 (01/05/2018 - 30/04/2019)	Y2 (01/05/2019 - 30/04/2020)	Y3 (01/05/2020 - 30/04/2021)	Y4 (01/05/2021 - 31/12/2021)
Personnel Costs	EUR 744,495	EUR 749,932	EUR 443,215	EUR 158,253
Travel	EUR 42,125	EUR 41,923	EUR 0,073	EUR -1,417
Digital	EUR 81,374	EUR 20,111	EUR 247,836	EUR -6
Face to Face Programmes	EUR 154,215	EUR 121,790	EUR 9,880	EUR 0

Making the learning programme content available virtually is where the most efficiency gains are made. Courses are able to reach more learners at a lower cost. Training venue and facilitation costs are drastically reduced, even more so for digital autonomous learning. Efficiency gains should, however, not hide the uncertainty around effectiveness. The impact of the change in modality on learning outcome has not yet been quantified. Key informants mentioned that they are not sure about the outcomes of the virtual learning *vis-à-vis* the

⁴⁶ The table displays the categories of costs that are relevant for this section of the report. Source: IKEA Year 4 Financial Report V1.

ones from in-person learning, and that some relevant learning opportunities may be missed by going fully digital. The humanitarian sector relies heavily on hands-on work, and although some activities such as the FIELD simulations have been conducted fully online, the experience of being in the same room as other humanitarian workers offer learning opportunities that are hard to replicate in an online environment.

VI. Conclusion

The HLA is an ambitious initiative supported by a highly committed team. Since 2015, the HLA has delivered high quality learning programmes in the hardest to reach areas. HLA graduates show an extremely high satisfaction rate, even several months after the end of the learning programme. Further acknowledging the quality of the learning programmes, all graduates report that the learning programme has been useful to their work. The more specialised the course, the higher the satisfaction and reported usefulness, which demonstrates the technical soundness of the content developed by the HLA. This high applicability of the learning acquired is in turn a key driver of the sustainability of the changes brought by the HLA.

The HLA is contributing to strengthening humanitarian workers capacities, and especially local humanitarian workers. For some of the learning programmes (e.g., FIELD and EiE) about 80 percent of the graduates are working with local or national organisation. The HLA team has demonstrated award winning capacity to innovate and bring learning programmes closer to frontline humanitarian workers.

The HLA is bringing undisputable changes at the individual level, but these are less visible at the organisational level. First because they are not monitored but most importantly because there is no straight forward result chain in between changes at individual and organisational levels.

The HLA is progressively shifting its ambition from strengthening the capacity of individual humanitarian practitioners to strengthening the capacity of the organisations these graduates work with. However, should such a shift continue, it should be accompanied by a widening of approaches. The institutionalisation of good practices and the strengthening of organisations cannot solely be derived from the strengthening of its staff members. For the HLA to be held accountable towards strengthening the humanitarian sector, externalities need to be factored in. Barriers to developing organisational capacities lie with constraints to access resources or staff turnover.

In its ambition to do more with less, the HLA has at times forgotten to be more than the sum of its learning programmes. Initiatives to enable access, to bring down barriers or promote gender have been too siloed. Similarly, the choice of delivery modalities is done

on a learning programme by learning programme basis, potentially to the detriment of an integrated approach.

COVID-19 has been a global catalysis for change and the HLA is no exception. All learning programmes have shifted to digital delivery at a very rapid pace, building on the HLA's pre-existing capacities and swiftly building digital learning skills across the whole HLA team and beyond the digital learning specialists. Some of the pandemic-induced behaviour changes will undoubtedly have long lasting effects. There is more appetite towards online learning and more awareness of the self-discipline it entails for learners. The challenge lying ahead is, however, for the HLA to reflect on this forced digitalisation so it can become a chosen one. To retain its relevance and effectiveness the HLA should maintain its agility to deliver learning programme across the whole F2F – digital spectrum.

As funding streams are about to change, there are several substantial challenges and opportunities ahead for the Academy. HLA ambition should now lean towards becoming a knowledge broker on top of a learning programme delivery platform. To do so, HLA-wide discussions on access to knowledge and cost benefit of different delivery models are necessary.

VII. Recommendations

The recommendations derive from the evaluation findings. They are organised thematically.

Recommendation 1: Develop a whole HLA approach to accessibility of the learning programmes

The HLA is already demonstrating great levels of achievements in engaging learners from hard-to-reach areas and across gender lines. A lot of the accessibility efforts are, however, clustered, learning programme by learning programme. To maximise the gain from accessibility efforts, the HLA should consider, as a team, how to break down accessibility barriers.

Some suggestions are:

- Expand the language in which the learning programmes are delivered: explore partnership with translation service providers but also simultaneous translation services provided by Zoom or Webex.
- Consider grouping or pairing people to attend online training so they can mutually support each other. This could also contribute to strengthening learners' interactions.

Recommendation 2: Encourage and prioritise knowledge creation across learning programmes

The HLA has made great achievements, as well as faced and overcome (most of the) barriers but it so far lacked opportunities to exchange and learn from these, across learning programmes. As the HLA is now at a turning point, it is an opportunity to reflect on how the HLA can maximise the sum of its learning programmes in a systematic and institutionalised manner. To do so, the HLA should organise lessons learned reviews and thematic workshops across learning programmes.

Recommendation 3: Assess the cost benefit of different delivery modalities

As a result of COVID-19, all learning programmes now include components that are delivered digitally. The effects of this digitalisation on the programmes outcomes and learning retention are still partially unknown. To maintain its relevance and effectiveness, the HLA should retain its capacity to facilitate the delivery of both F2F and digital learning programmes. The delivery modality choices should be made by the HLA as a team for all learning programmes. This choice should not be a choice by default, rather one based on an analysis of the benefits it can bring to the learners vis-a-vis the costs that will be saved. Exploring the cost benefit of different delivery modalities should go beyond the F2F/digital divide but also look at the synchronous versus asynchronous online delivery.

Different delivery modalities can co-exist for the same learning programme. The decision on which one to use could then be made, by the regional centres, cohort by cohort. If the HLA wants to continue to overcome access barriers for front line workers and contribute to localisation, learners' access, especially digital access, should be a primary determinant of the modality choices.

Recommendation 4: Maximise the use of monitoring data

The HLA is collecting a large breadth of data. However, not all this data is interoperable across learning programmes, neither used to monitor changes or make decisions (e.g., the data collected with learners nine months after the end of the learning programme). MEAL specialists working with the HLA, could review the data collected with learners with a view to i) harmonise the type of data collected across learning programmes and ii) minimise the data collected. The use of open-ended questions collecting qualitative data in multiple languages is important to examine in light of the resources and languages diversity within the HLA MEAL team.

The HLA could also consider reviewing the HLA ToC, to make a clearer distinction i) between outputs and outcomes, ii) between certain outcomes: e.g., how to monitor the changes in attitudes and the changes in practices differently.

Recommendation 5: Explore monitoring of changes at the organisational level

It is important to monitor changes at the organisational level but equally important to acknowledge that not all participants will have the opportunity to implement such changes. The more senior the participants the more likely they will have the leverage to make these

changes happen and the more junior the participants, the more likely they could face barriers to do so. Focusing on organisational changes level should not happen to the detriment of the learning programmes who target entry level practitioners. The HLA should consider placing emphasis on organisational level changes proportionally to the seniority of the participants it targets.

The HLA could also explore what proxies can be used to measure organisational changes, e.g., asking if the learners are still working for the same organisation and their employment status. Another area to explore is how to involve the learners' line managers to identify potential changes at organisational level but also encourage giving the space for such changes to happen.

Recommendation 6: Review the extent to which M&E are tackled in the learning programmes

Ten outcomes described improved effectiveness or how graduates contribute to humanitarian responses. These outcomes span over all the different steps of the project cycle: from the assessment (two of the ten outcomes), the design (three of the ten outcomes), the resources mobilisation (one of the ten outcomes), the implementation (three of the ten outcomes) and the coordination (one of the ten outcomes). Notably no outcome in this category report on monitoring or evaluation.

This finding may be anecdotal, as it relies on a limited number of outcomes collected. The evaluation team also acknowledges the existence of specialised courses on Kaya, such as the MEAL DPro: Monitoring, Evaluation, Accountability and Learning for Development Professional.⁴⁷ Nevertheless, the learning programmes may benefit from a collective review by the technical leads and the HLA MEAL specialists of how M&E are discussed in each of the learning programme.

Recommendation 7: Strengthen the creation of network and community of practice

No outcomes were harvested depicting an increased network and community of practice. This may be linked to the mostly digital learning environment that make the creation of network and community of practice more challenging.

The HLA should consider how to strengthen the creation of a network of learners and community of practice and more specifically to strengthen the social learning element in online programmes. Some good practices already exist (e.g., WhatApps groups where all the participants of ToT can interact) that could be replicated. Specific recommendations as to how to build such a community could be drawn through a thematic cross learning programme workshop. It would be important to involve IT departments in such workshop to confirm the feasibility of the suggested technical solutions.

⁴⁷ <https://kayaconnect.org/course/info.php?id=1272>

Recommendation 8: Identify a durable staff set up

The HLA team members have been paramount to the success of the learning programmes, sometimes reportedly at the detriment of their work/life balance. The HLA should have the means to its ambitions, especially to ensure sustainability and durability of its model. As one informant puts it, the HLA team should “work smart not hard.” This evaluation was limited to one small portion of the HLA team responsibilities (e.g., the evaluation did not explore the HLA consultancy work). It therefore goes beyond the scope of the evaluation to recommend a set up. Nevertheless, such set up should allow the different learning programme to work in an integrated manner.

Recommendation 9: Explore synergies with the START Network

The HLA, such as the START Network, is originally a Save the Children initiative. Despite a similar emphasis on capacity strengthening, there has been limited interactions in between the two. Connections with the START already exist, as the social enterprise part of the HLA has produced learning modules for START. Further partnership can be expanded from these pre-existing relationships.

As the HLA is at a turning point in its model, it could greatly benefit from the START Network experience with localisation, capacity strengthening and regional hubs. Furthermore, the START Network localisation framework could serve the HLA to further articulate its localisation ambition.

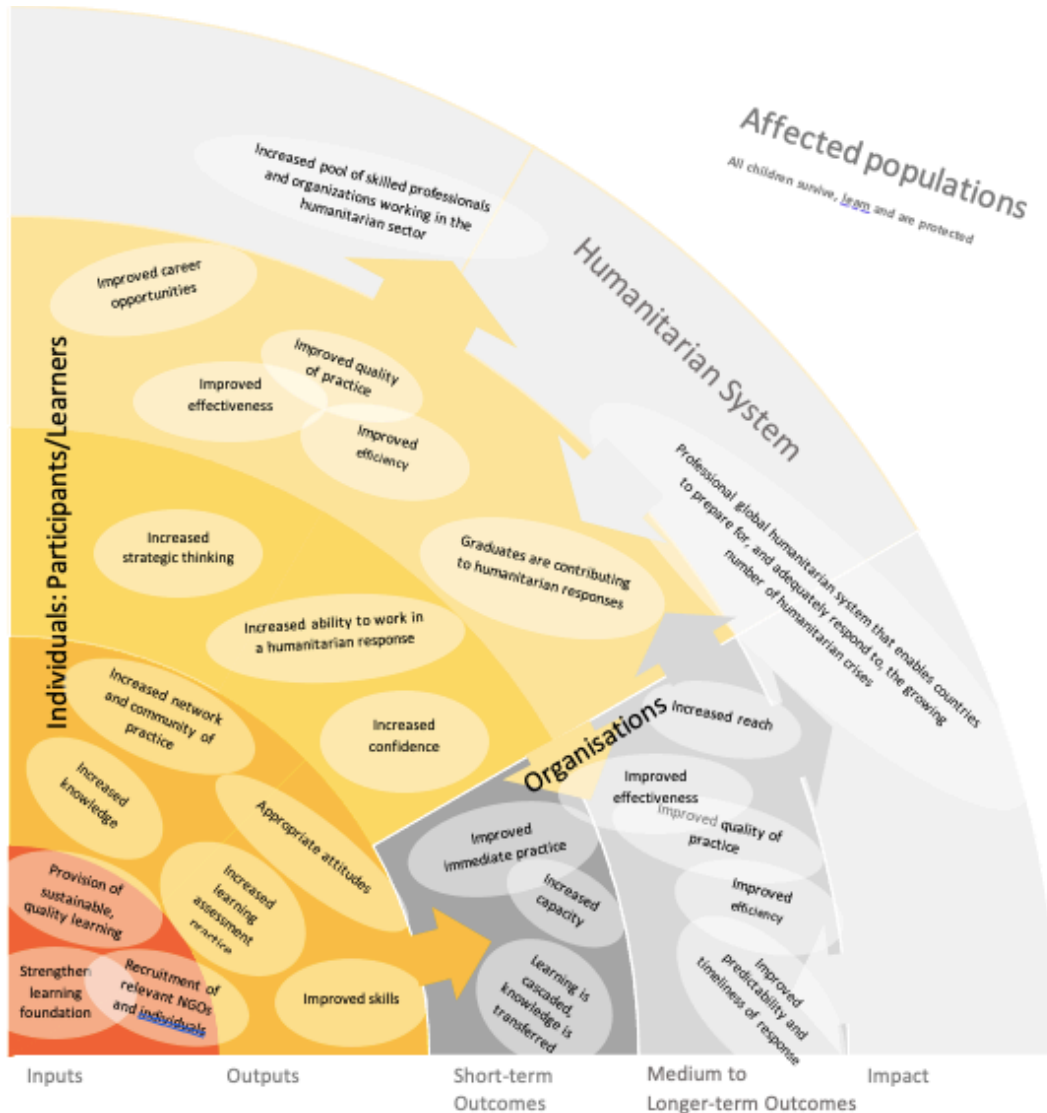
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IX. Annexes

IX.1. The HLA Theory of Change

Figure 11. The HLA Theory of Change



IX.2. Preparedness Portfolio

Table 14. The HLA Preparedness Portfolio

Field Managers in Emergencies Learning and Development Programme (FIELD)	The HLA provides training to mid-level field managers to bridge existing knowledge gaps across a range of operational subject areas.
Education in Emergencies (EiE) Professional Development Programme	This programme supports building the right capacities of educators to design and implement educational responses in times of crisis.

Humanitarian Operations Programme (HOP)	This programme is designed to provide the key elements to prepare and implement a humanitarian response.
Transformation of Training (ToT)	The HLA enables local humanitarian workers on the skills needed so they themselves can set up and deliver training programmes (cascading learning).
Child Protection in Emergencies (CPIE) Professional Development Programme	This programme seeks to improve the child protection skills of humanitarian workers, especially during emergency response.
Graduate Certificate Humanitarian Leadership Course (GCHL)	The course is delivered in partnership with Deakin University and seeks to improve the leadership of humanitarian workers, emergency responders and organisations.
Public Health (PH)	The HLA provides training on health, nutrition and water, sanitation, and hygiene (WASH) to humanitarian workers to improve their capacity to respond to the health risks that arise from disaster and conflict.
Leader as Coach Programme (LCP)	A 12-month postgraduate programme aimed at senior humanitarian professionals so they can become coaches within their organisations and support the professional development of their staff.
Across Organisational Mentoring Programme (AOMP)	A technical mentoring programme developed in collaboration with NGOs across 66 countries.

IX.3. Evaluation Matrix

Sub-question	Indicators	Source	Data analysis methods / Triangulation
I. Relevance: To what extent have the learning programmes been relevant to learners' capacity strengthening needs?			
1. To what extent have the learning programmes been accessible to those from disaster-affected countries and/or working with local and national organisations?	<p>1.a Proportion of graduates who come from disaster affected countries and/or work with local and national organisations</p> <p>1.b Proportion of graduates who comes from a country within the last tier of the inclusive internet index ⁴⁸</p> <p>1.c Proportion of graduates and Organisational Learning Service users who report an easy financial and physical/digital access to the learning programmes</p> <p>1.d Examples of accessibility efforts ⁴⁹ shared by the HLA programme leads</p>	<ul style="list-style-type: none"> - Existing monitoring data - Online survey with training participants - KII with Organisational Learning Service users and HLA programme leads 	<ul style="list-style-type: none"> - Quantitative analysis of survey with training participants disaggregated per country and analysed again their ranking on the inclusive internet index - Analysis of qualitative data

⁴⁸ <https://theinclusiveinternet.eiu.com>

⁴⁹ Physical accessibility, digital accessibility as well as inclusivity efforts

<p>2. What learners’ feedback has been considered to adjust learning programmes content or delivery methods?</p>	<p>2.a Existence of feedback loop for each learning programme</p> <p>2.b Examples of the changes made to learning programmes content on the basis of graduates’ feedbacks</p> <p>2.c Examples of the changes made to learning programmes delivery methods on the basis of graduates’ feedbacks</p>	<ul style="list-style-type: none"> - Learning programme page on Kaya - Desk review of learning programme reports - KII with HLA MEAL & programme leads 	<ul style="list-style-type: none"> - Review of the learning programme curricula on Kaya to identify mandatory feedback - Analysis of qualitative data - Disaggregation of data by learning programme
<p>3. How agile have the learning programmes been to durably incorporate innovations?</p>	<p>3.a Perception of HLA team about the dynamics of innovation and knowledge creation process</p> <p>3.b Proportion of funded activities that did not go as per the plan⁵⁰</p> <p>3.c Number of dissemination efforts to share innovations across learning programmes</p> <p>3.d Number of innovations and activities funded by IKEA that are now deemed institutionalised by HLA team and partners</p>	<ul style="list-style-type: none"> - KII with HLA programme leads, MEAL team and partners - Desk review of monitoring reports, workshop minutes 	<ul style="list-style-type: none"> - Narrative and thematic analysis of secondary data - Analysis of qualitative data

II. Long term changes: To what extent have the learning programmes contributed to durable changes at the individual and organisational levels?

⁵⁰ The assumption here is that innovations likely require adjustments or even to fail, which is normal.

<p>4. To what extent have the learning programmes achieved their objectives (outputs and outcomes) or will do so in the future?</p>	<p>4.a Proportion of key performance indicators that have been achieved</p> <p>4.b Extent to which graduates are satisfied with the quality of learning programmes implemented by HLA and its partners, and reason why</p> <p>4.c Extent to which graduates, their managers and HLA team members give qualitative accounts of learning programme results and outcomes being achieved and why</p> <p>4.d Report of unanticipated positive and negative changes in the professional life of graduates that are attributed to their participation in the learning programmes</p>	<ul style="list-style-type: none"> - Desk review: IKEA Y1 & 2 aggregate indicators, yearly reports, case studies and life stories, feedback survey and KAYA Dashboard - Online survey with training participants 	<ul style="list-style-type: none"> - Narrative analysis of secondary data - Analysis of quantitative survey data on satisfaction per learning programme per region per gender
<p>5. To what extent has the intervention contributed to capacity and system strengthening of organisations?</p>	<p>5.a Extent to which graduates, their managers and HLA team members give qualitative accounts of changes achieved at organisational level</p> <p>5.b Proportion of graduates and managers representatives who found that their organizations' investments in education or child protection have</p>	<ul style="list-style-type: none"> - Online survey with training participants - KII with graduates and their managers 	<ul style="list-style-type: none"> - Outcome harvesting

	<p>increased over the year(s) as a result of the learning programme</p> <p>5.c Degree to which graduates and managers representatives attribute progress and failure of their organization to the learning programme</p>		
6. How sustainable are the changes brought at individual level by the learning programmes?	<p>6.a Proportion of graduates who have been able to apply their learning in their job</p> <p>6.b Extent to which graduates, their managers and HLA team members give qualitative accounts of the possible sustainability of the learning programme outcomes and why</p>	<ul style="list-style-type: none"> - Monitoring data - Online survey with training participants - KII with graduates and their managers 	<ul style="list-style-type: none"> - Analysis of quantitative survey data on application per learning programme per region per gender - Analysis of qualitative data per enablers and barriers to sustainability
7. How have the interventions contributed to localisation efforts?	<p>7.a⁵¹ Qualitative account from HLA and external stakeholders that Local national regional capacity-resource centres are supported and reinforced</p> <p>7.b Qualitative account from Graduates, HLA and external stakeholders that learning programmes are purpose and demand-driven, not supply- driven</p>	<ul style="list-style-type: none"> - KII with HLA staff, external stakeholders and graduates - Monitoring data 	<ul style="list-style-type: none"> - Analysis of qualitative data per regional center - Analysis of qualitative data per learning programme - Quantitative comparative analysis of the ToT Graduate list and the trainer list

⁵¹ Indicators 7.a, b. and c. are derived from the START network 7 dimensions of localisation : <https://reliefweb.int/sites/reliefweb.int/files/resources/Localisation-In-Practice-Full-Report-v4.pdf>

	<p>7.c Proportion of ToT Graduates from crisis affected countries who have in turn delivered the learning programme</p> <p>7.d Proportion of junior staff from local and national organisations graduating from the learning programme⁵²</p>		<p>- Quantitative analysis of participant data base per learning programme, segregated by position type: percent of assistant and officer level participants</p>
III. Efficiency: To what extent have the learning programme outputs been managed efficiently?			
8. Could the same outputs have been achieved for less?	<p>8.a Proportion of HLA representatives who deem the activities cost-effective</p> <p>8.b Number of examples of cost-saving activities</p> <p>8.c Evolution of budget allocation to a given learning programme through the years</p>	<p>- KII with HLA team members</p> <p>- Desk review of budget and financial reports</p>	<p>- Analysis of qualitative data per learning programme</p> <p>Analysis of budget quantitative data</p>
9. To what extent have the learning programme delivery modalities allowed for cost saving?	<p>9.a Description of the modalities chosen for each learning programme and the reasons why they have been chosen</p> <p>9.b Resources spent per graduate per learning programme over the years</p>	<p>- KII with HLA team members</p> <p>- Desk review of budget and financial reports</p>	<p>- Analysis of qualitative data per learning programme</p> <p>Analysis of budget quantitative data</p>

⁵² Based on the State of the Humanitarian Profession, 2021, Bioforce : « Senior staff in NNGOs may have greater access to training than their colleagues »

IX.4. Detailed methodology

To answer the evaluation questions the consultants relied on a participatory approach, combining quantitative and qualitative methods and primary and secondary sources of information.

The detailed steps followed are as below.

Table 15 Detailed methodology

	Description	Result
Inception Phase		
Inception Call	The study kicked-off on 23 September 2021, with an introductory call between the consultancy team from KAC and HLA.	Clarify evaluation objectives, the use of the outputs and define roles and responsibilities.
Preliminary Interviews	As part of the inception phase the consultants conducted eight preliminary interviews with relevant HLA staff.	Better understanding the functioning of the HLA, define evaluation expectations and identify key points of attention.
Review of Secondary Data	<p>The desk review began during the inception phase and continued throughout the study. The consultants reviewed the HLA proposal, yearly reports, and the theory of change. Additional data to prepare data collection, such as the stakeholders list, were also reviewed.</p> <p>The consultants reviewed the monitoring data coming from the Kaya dashboard later on during the evaluation, when it was made available.</p>	Review of 28 documents and monitoring data.
Inception Report	The inception phase concluded with the delivery of an inception report which served as an agreed guideline for the evaluation.	Definition of the evaluation scope and study matrix. Agreement on the methodology, timeframe, primary data collection tools and a list of key informants.
Primary Data Collection		
Survey with Graduates	An online survey in Arabic, English and French was deployed to gather evidence from a large sample of HLA graduates. Respondents were asked to reflect on their experience with the HLA and on how the courses have influenced new actions or	The survey was deployed from 15 November to 13 December 2021 and had 82 respondents from 28 countries.

	changes in behaviours. The survey was also used to harvest outcomes.	
Interview with Graduates	A follow-up interview with survey respondents to explore the effects of the learning programme in their careers and organisations, and to harvest outcomes.	Although 69 survey respondents agreed to a follow-up interview, only 19 interviews were conducted due to waning participation.
Interview with Managers	Graduates interviewed were asked to provide their managers' contact information for another interview to better understand the effects of the learning programmes in their organisations.	The consultants conducted three interviews with managers.
Key Informant Interviews	Key informant interviews were held with global stakeholders from the HLA, partners and donors to answer the evaluation questions and to better understand how the HLA works.	The consultants conducted 27 interviews with key stakeholders.
Data Analysis and Report Writing		
Data Analysis and Triangulation	The primary and secondary data collected was recorded in a coding matrix organised by evaluation question and sub question for analysis. The different sources of data were triangulated for robustness.	
Preliminary Findings Workshop	The consultants organised a workshop to give an overview of the main findings of the data collection phase, to present the outcomes harvested, to receive feedback, and to discuss recommendations collaboratively.	Remote workshop occurred with the steering committee and members from the HLA that participated in the evaluation.
Final Report	A final report was prepared with an overview of the context, programme and evaluation methodology, the findings, lessons learnt and recommendations.	A final report of 40-45 pages.
Final Presentation of Findings	A final presentation of the findings to summarise and close the evaluation.	Remote presentation with the steering committee and relevant stakeholders.

IX.4.1. Sampling Strategy and Survey Demographics

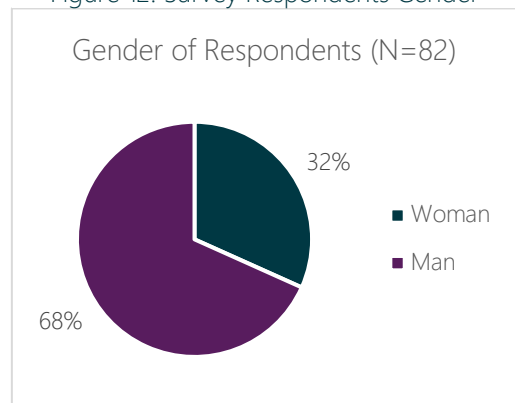
The selection of KIIs was done through purposive sampling, targeting people thought to be best able to contribute to the evaluation process. A first list of relevant stakeholders was

prepared by the steering committee. The other informants were identified either through snowball sampling or through the online survey. Each online survey respondent was asked about its willingness to be interviewed. The consultants conducted 49 KIIs out of 40 KIIs planned.

For the survey with learners, SCUK shared the list of all participants that completed the EiE, CPiE, FIELD, HOP and ToT and that accepted to be contacted. Only learners from the 2019-2021 period were contacted. Learners from previous years could not be contacted due to data protection laws (their consent for a follow-up was not collected at the time). The survey was deployed in KoBo from 16 November to 13 December 2021. A total of 443 learners were contacted and 82 responded to the survey.

A total of 82 graduates responded the survey, 68 percent of them were men and 32 percent were women (Figure 12).

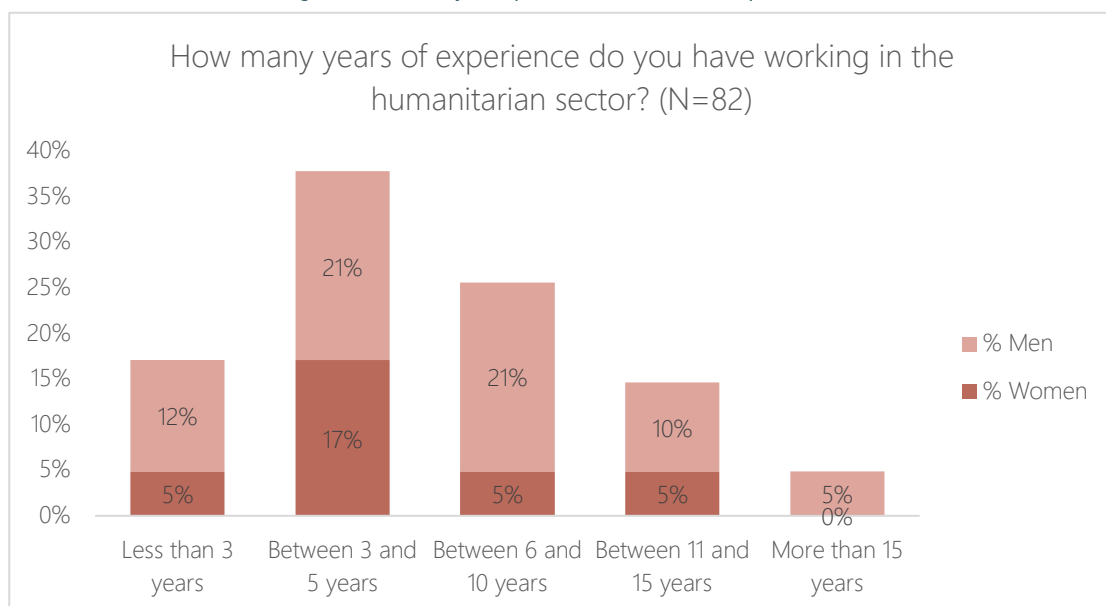
Figure 12. Survey Respondents Gender



Most respondents have between three and five years of experience in the humanitarian sector (38 percent), and 26 percent have between six and 10 years of experience. Only four male respondents have more than 15 years in the sector (5 percent)

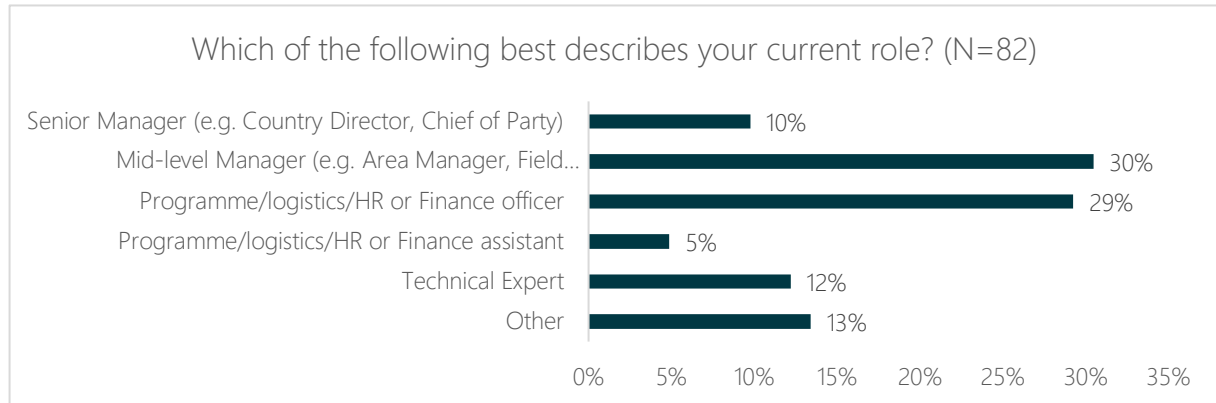
(Figure 13). These figures make sense since the HLA is mostly intended for people with little experience to mid-managers. Most respondents were mid-level managers (30 percent) or programme officers (29 percent), and only 10 percent of respondents held a senior position (graph not included).

Figure 13. Survey Respondents Years of Experience



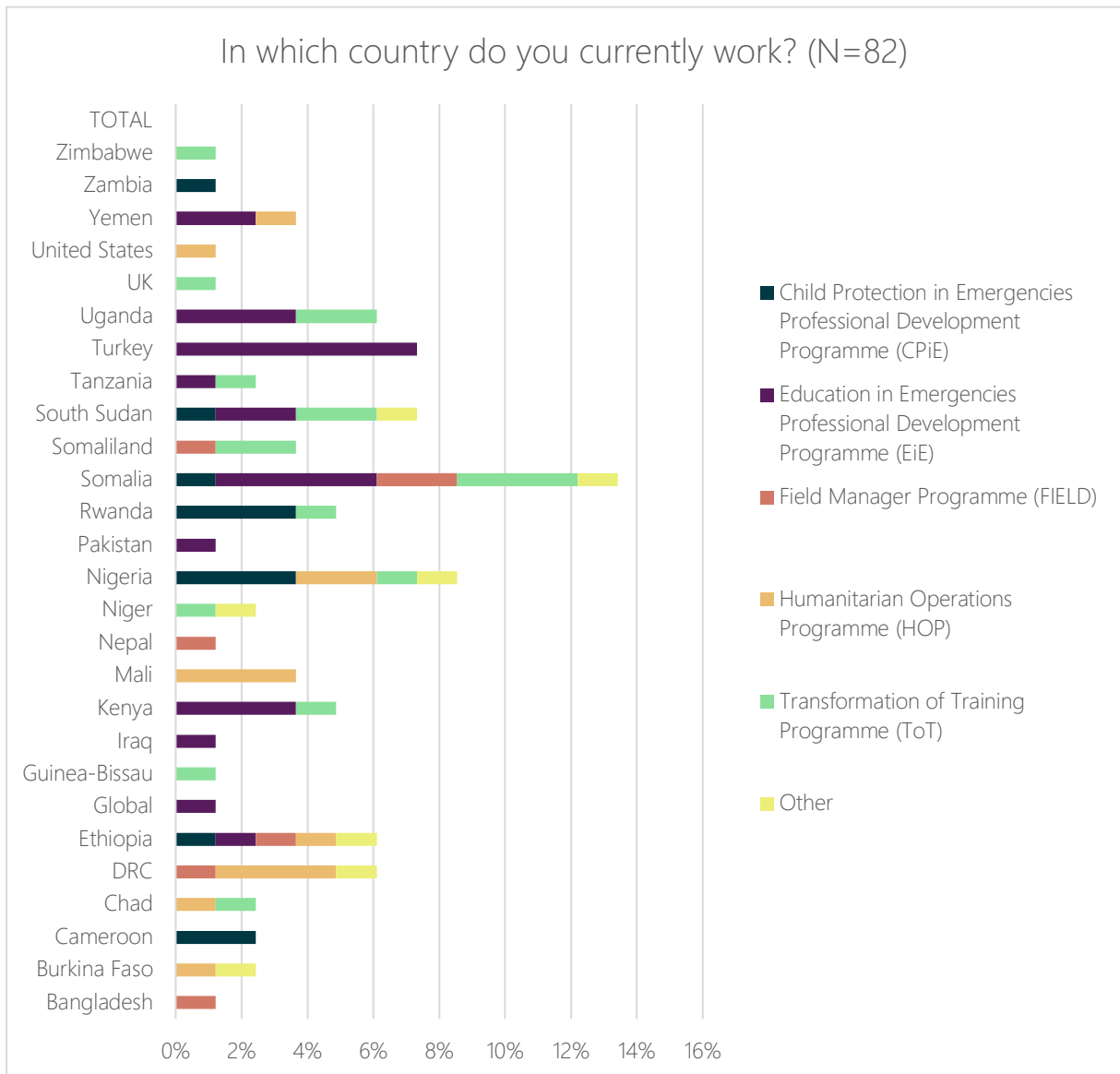
Most of the survey respondents are mid-level managers (30 percent) or programme officers (29 percent), while 10 percent hold senior positions and 12 percent are technical experts.

Figure 14. Role of Survey Respondents



As shown in Figure 15, most respondents were based in countries in Africa and the Middle

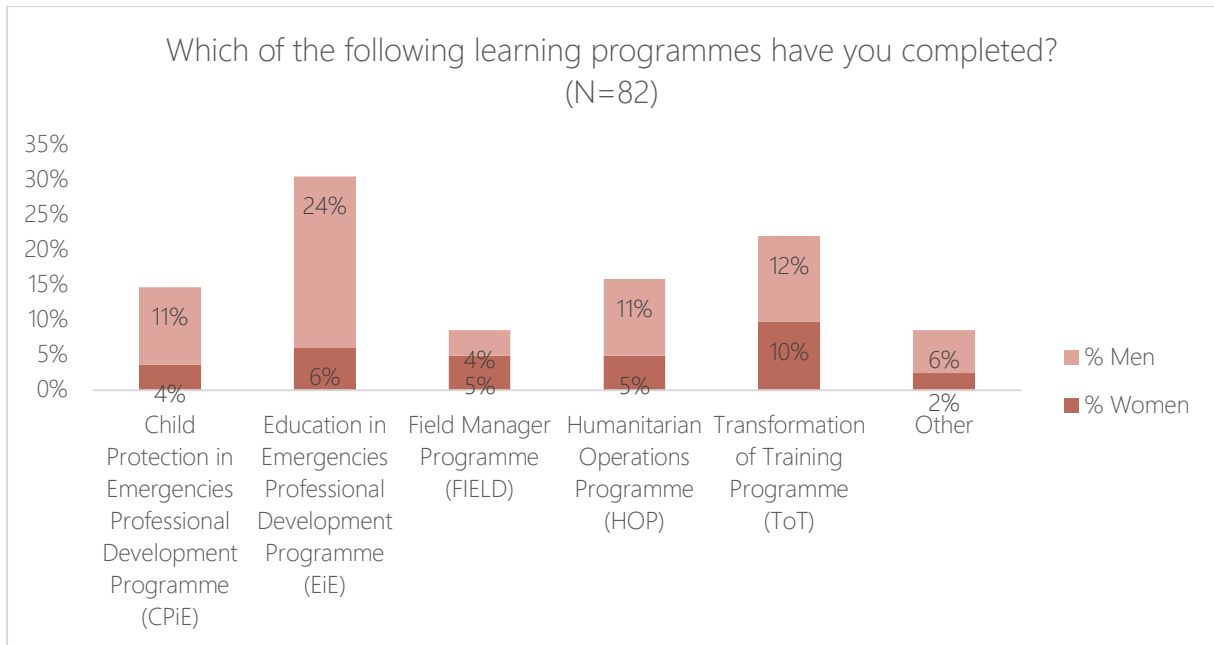
Figure 15. Survey Respondents Country



East, with two respondents from the UK and the US.

Figure 16 gives an overview of the survey respondents by learning programme and gender. Most respondents were men (68 percent) and the majority took the EiE programme (30 percent), followed by the ToT (22 percent), whereas less than 10 percent of respondents

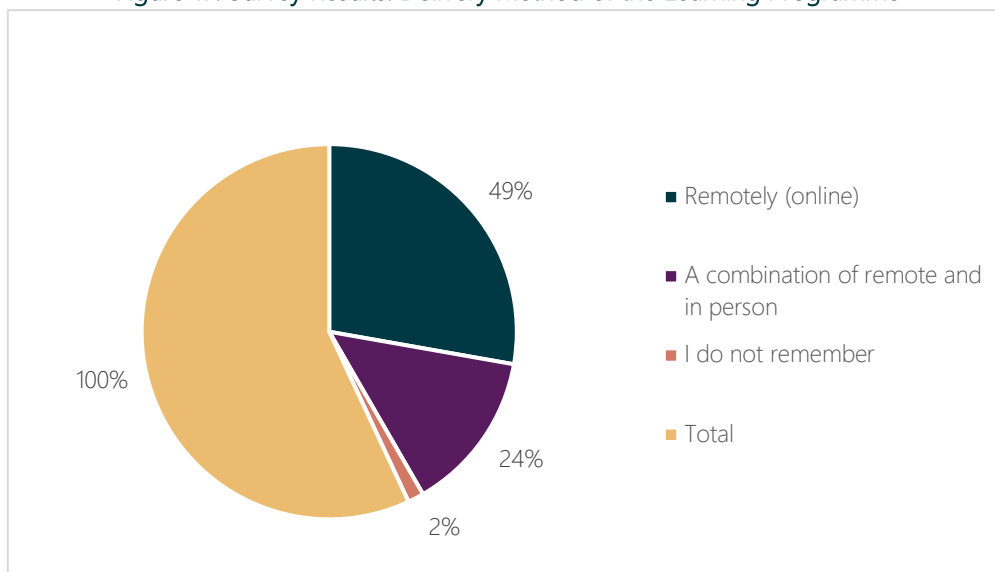
Figure 16. Survey Respondents by Learning Programme and Gender



took the FIELD programme.

Lastly, half of the respondents took an online learning programme, a quarter took a full in-person programme and another quarter took a blended version of the programme combining online and face to face learning (Figure 17).

Figure 17. Survey Results: Delivery Method of the Learning Programme



At the end of the survey, respondents were asked if they were willing to take part in a follow-up interview. Sixty-two respondents gave their email for a follow-up interview, but only 19 interviews were conducted, because respondents either did not reply to the email or they did not show up to the interview.

At the end of the interview, learners were asked for their manager’s contact information to further explore the effects of the learning programmes in their organisations. Three interviews with managers were conducted.

IX.4.2. Outcome Harvesting

Questions related to the effectiveness of the HLA relied on an outcome harvesting approach for data collection. This approach put emphasis on understanding the process of change and how that change came about. Outcome harvesting is a participatory evaluation approach, which has been used to assess the contribution of the HLA. The approach is user-centred and captures qualitative, tacit knowledge.

The outcomes harvested focused on the changes in behaviour (i.e., actions, relationships, practices and policies) of graduates from the HLA and organisational changes. Outcome identification relied on the retrospective collection of information from HLA trainings. As such, it is a paradigm shift in thinking: first, the evaluation identified the outcomes and later it investigated the activities and outputs that contributed to them.

The information was then verified for accuracy through substantiating stakeholders’ feedback, before being analysed against the academy’s effectiveness.

IX.4.3. Steps of the Outcome Harvesting Approach

The outcome harvesting approach consisted of the following steps:⁵³

Figure 18. Outcome Harvesting Steps



1. **Desk Review and Harvest Design:** the first step consisted of a review of available programme documents. The review was used to identify a first set of outcomes. The outcomes were recorded in an Excel sheet according to the thematic areas and location.

⁵³ The proposed steps were an adaptation based on: INTRAC, “Outcome Harvesting.” and BetterEvaluation, “Outcome Harvesting.”

From these questions the researchers agreed on the information that would be collected and from what source. These questions were also used to narrow down the scope of the evaluation, by centring on those outcomes related to the evaluation objectives.

Additional outcomes were identified through an **online survey for graduates** using KoBo. Survey respondents were asked to reflect on their experience with the HLA, and on how the courses have influenced new actions or changes in behaviours, relationships, activities, policies or practices.

2. **Draft Outcomes:** next, the researchers drafted descriptions of the outcomes collected in the first step. An outcome is information that describes what changed, for whom, when and where, why it matters for the work carried out by learners (i.e., the significance of the change), and how the HLA contributed to the change. Figure 19 captures the key features of an outcome in terms of description, significance, and contribution. A total of 87 outcomes were collected. Out of these 87 outcomes, 70 percent are describing individual changes and 30 percent organisational ones.

Figure 19. Key Features of an Outcome

Outcome Description	Significance	Contribution
What changed? (Who did what, when and where)	Why does this change matter?	How did the HLA contribute to this change?
<i>A description of an action, relationship, practice, or policy that changed in the learner after they enrolled in the HLA.</i>	<i>A description of the relationship between the stated change and the achievement of a mission, goal or strategy by the learner.</i>	<i>A plausible link between the stated change and the learning acquired through the HLA.</i>

3. **Substantiate Outcomes:** to ensure the consistency of information, enhance the credibility of the findings and further encourage strategic learning, some of the outcomes were substantiated. This step supported the accuracy of the evaluation findings. The consultants conducted 21 key informant interviews (19 with graduates and 3 with graduates’ managers) with relevant stakeholders to review the draft outcomes and to provide additional information about them. These discussions were also used to test the coherence and clarity of the outcomes, outlining a plausible link between the HLA and the outcomes. 20 (23 percent) of the 87 identified outcomes have been substantiated through key informant interviews with training participants and managers.

4. **Outcomes Analysis and Interpretation:** once substantiated, the outcomes were mapped against the HLA Theory of Change. This contributed to identifying how the HLA is contributing to higher-level results over time.
5. **Support the Use of Findings:** lastly, the consultants hold a discussion on February 9th 2022, with the steering committee and relevant stakeholders about the preliminary analysis of the findings and the interpretation of the outcomes. This discussion took the form of a workshop in which specific recommendations and future actions were suggested.

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