



2022 Annual Report



Humanitarian
Leadership
Academy

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The background features a warm, orange-toned photograph of a landscape with numerous prayer flags strung across the scene. A semi-circular graphic composed of several light blue, semi-transparent triangular segments is centered in the upper half of the image. The word "Introduction" is written in a large, white, sans-serif font across the lower middle of the image.

Introduction

Foreword from Rachel O'Brien

Director of the Humanitarian Leadership Academy

2022 saw the greatest number of people needing humanitarian assistance in decades. COVID continues to take its toll in developing countries, against a backdrop of rising effects of extreme poverty and those affected by conflict, not least the devastating war in Ukraine, with a recorded 7.1 million internally displaced people within the country and a further 8 million refugees moving to neighbouring countries and beyond.

The climate crisis continues to wreak havoc across the globe with severe drought in the Horn of Africa pushing

many countries in the region to the brink of famine, Pakistan facing widespread floods and brutal heatwaves sweeping across parts of South Asia and Europe to name just a few.

All of these megatrends drive the upwards shift in humanitarian needs and what is clear is the interrelatedness between these; we are moving into an Age of Polycrises where one single event quickly compounds another.

The risks are huge and multi-dimensional; in order to respond effectively, we must be more agile, more collaborative and more local. This is exactly the intention of the work of the HLA and this year has seen a very intentional continued movement in this regard.



Our platform, Kaya, continues to connect and support an increasing number of learners and our regional centres across the globe have responded across 6 responses, supporting individuals and organisations to co-create programmes and initiatives that are relevant and effective in supporting their programming.

The HLA responded to the Ukraine Crisis, funded through the Disasters Emergency Committee (DEC), to develop and pilot a more transformative response; knowing that immediate, life saving response is absolutely critical (called Engine 1), but alongside this, the HLA, with local organisations and others in the

Ukraine regional response, have explored what long term, more transformational, more locally designed and led response looks like (called Engine 2). We see this as a real marked change for how we can and will deliver and support humanitarian response in the future.

Rachel O'Brien

**Director of the
Humanitarian Leadership Academy**





The HLA Who we are

Who we are

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

We provide recognised capacity strengthening support, including self-guided digital learning, in-person support in response to emergency situations, virtual reality and simulations, blended learning programmes, and coaching and mentoring.

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

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



Our mission:

is to enable people to prepare for and respond to crises in their own countries by providing high quality learning opportunities.

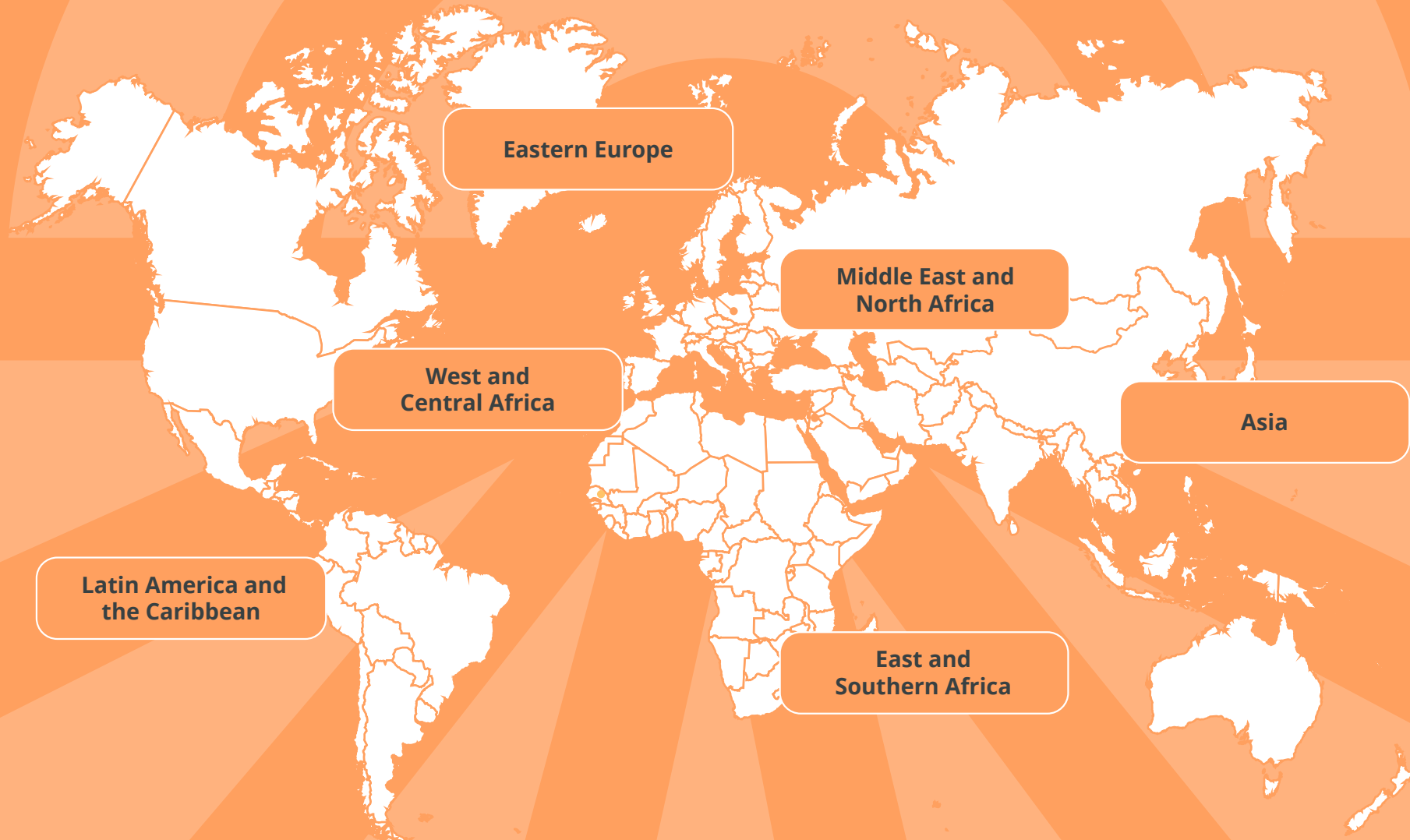
Our vision:

is a world where everyone has the capabilities to handle crises, ultimately saving lives.



Where we work

We have the following Regional Centres operating across the world



Eastern Europe

Middle East and
North Africa

West and
Central Africa

Asia

Latin America and
the Caribbean

East and
Southern Africa

2022 in a snapshot



628,000+

people



from **195**
countries



using Kaya to access
online learning opportunities

(40%+ increase since 2021)



700,000

course enrollments

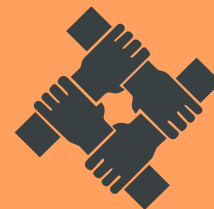


25,000+
HPass users worldwide and

160,000
digital badges claimed



6 humanitarian responses directly supported through our
Reactive Capacity Strengthening work



55

client
organisations
worked
with us



1.2 million

social media followers





Ukraine crisis: a new model of humanitarian response

Ukraine crisis: a new model of humanitarian response

The civil society in Ukraine as well as in neighbouring countries has overwhelmingly carried the burden of the humanitarian response since the beginning of the war, witnessing about 7.1 million internally displaced persons in Ukraine and 8 million individual refugees from Ukraine recorded across Europe fleeing conflict.

In 2022 we received funding from the Disaster Emergencies Committee to launch a new model of humanitarian response in Ukraine. To help support individuals and local organisations dealing with the crisis, **we set up a Regional Centre in Poland**, building on our global delivery model.

The HLA Eastern Europe Regional Centre allows us to collaborate with other local and international actors within already existing networks or drive new initiatives where there is a gap and need identified by local actors.

“Ukraine will accelerate necessary change in aid. Everyone’s saying the old ways don’t work anymore. We’re going to create a different way of being: it’s about accelerating change.”

Gareth Owen, Humanitarian Director, Save the Children UK



“The Eastern Europe Regional Centre sees its role as bridge builder, network enabler and space holder for dialogue and thinking, on how to enable localisation and how to endorse the best synergies possible.

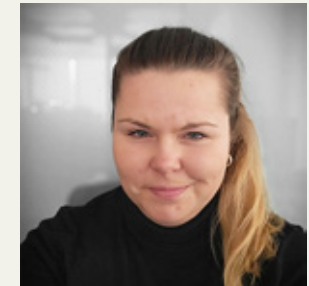
Civil society actors with no prior experience in humanitarian work have carried the response heroically until now, but now face their limits of how much more they can hold on to.

They deserve to be supported in their mission to continue delivering lifesaving aid. We are here for them to offer learning, support and relief across

various areas, be that technical expertise, leadership development or civil society strengthening.

Ultimately we believe that relief will be found in the power of alliances and mutualist understanding; social cohesion through supporting each humanitarian according to their most pressing needs, taking small steps in programming and tailoring solutions for very different groups, with each individual supported building towards a society as a whole.”

Kamila Wujec
Regional Lead, Eastern Europe



Our Regional Centre also started chairing the Inter-Agency Capacity Strengthening Task Force in Poland, ensuring well-positioned support to the short-term needs of volunteers and first responders alongside developing a longer-term approach that supports locally emerging initiatives.

Our partner ACAPS provided independent, [high-quality analysis](#) of the humanitarian crisis and response in Ukraine and through our partner the Centre for Humanitarian Leadership [we delivered training sessions](#) to strengthen the leadership skills of people providing frontline assistance in the region.

“In mid-December 2022, I completed the 3-month Crisis Leadership Program (CLP). I met amazing people working on a daily basis in Poland, but above all in Ukraine, leaders, modest, hardworking and determined to help children, adults, victims of the war in Ukraine. It is a great privilege to meet seemingly ordinary people doing extraordinary things for others.”

Magdalena Joanna Sielska
President of the Foundation for Integration
and Development of Foreigners in Poland



Together with our partners in the region, we've delivered 62 live training sessions (online and in person) for 890 humanitarians since the start of the response.

We also created a new [Response Learning Hub](#), which contains 50 digital courses translated into Ukrainian, Polish, and Romanian. These are humanitarian essentials that have been tested and quality assured for those new to the humanitarian response or who need to improve their knowledge and skills.



[Find out more.](#)





Responding to emergencies

Responding to Emergencies

In 2022, we trained hundreds of humanitarian workers in emergency responses as part of our Reactive Capacity Strengthening work – in the Horn of Africa, Sudan, South Africa, Madagascar, Pakistan and Afghanistan. We helped them develop the skills to minimise the impact of emergencies and create safe, healthy environments before, during and after disaster strikes. Here are some of the highlights.

Pakistan floods

90 Districts in Pakistan were affected by the monsoon floods in 2022. With over 33 million people in need, there was increased need to strengthen the capacity of humanitarians responding to the crisis.

We conducted a needs assessment to understand specific training needs and organised training sessions as a result.

A total of 354 humanitarian responders were trained in safeguarding, gender equity, WASH, education in emergencies, child protection, and cash and voucher assistance. Online resources were also added to our Response Learning Hub.

[Find out more.](#)



Madagascar cyclones

Following the cyclones Batsirai and Emnati in February 2022, we conducted a Rapid Learning Needs Assessment. Answers on operational learning needs as well as preferred training methodologies and contextual recommendations were extracted to inform the contents of each training.

A total of **40 participants** were trained on Introduction to Humanitarian Action, Accountability, Proposal Writing, Gender Equality, Partnerships, Safeguarding, Wellbeing in Emergencies, Rapid Needs Assessments, Training of Trainers, Localisation, School Safety and Centrality of Protection. Participants were Save the Children International staff in Ambovombe and Mananjary and staff from local NGOs SAF-FJKM, TOMPY and ASOS - partners of Save the Children in both regions.

“ *The training was very rewarding and the sessions and themes were very clear.* **”**

A participant from Ambovombe



Horn of Africa Hunger Crisis

In response to the Horn of Africa hunger crisis and increasing need to strengthen capacity of response teams, we facilitated a Humanitarian Action training for 26 participants comprising 12 SCI staff, 5 partner staff and 9 officials from Government of Somalia. We also conducted a Humanitarian Action training for Save the Children Kenya Country office targeting 20 participants.

“I would also like to extend my gratitude to everyone on the facilitators team for this amazing and fruitful training. It was extremely fascinating and interactive. The skills and knowledge I have gained from this program will bring value to my career and profession as a humanitarian worker providing response to the people in need during this challenging time. I will transfer this expertise to my frontline colleagues and use these skills to ensure that those in need get support.”

Abdishakour, Somalia



South Africa Floods

We organised a humanitarian action training in Durban, South Africa to support the flood response. We developed a 5-day curriculum with input from Save the Children country office and conducted the face-to-face training for 34 participants from local and national NGOs, government and INGOs.

Topics included Humanitarian Principles & Standards, Humanitarian Accountability to Affected Populations, Introduction to Emergency Response and the Humanitarian Response Cycle, Response Coordination, Safe Programming, Localisation and Anticipating Crisis.



“Every government department and civil society organizations that has responded to crises, planning to respond and will continue respond to crises must receive this training.”

Training participant



Afghanistan

The Women in Leadership (WiL) Programme was launched in June 2022 with 38 mentoring pairs. As part of this programme and the WiL Afghanistan Programme we also offered a number of women only sessions on topics suggested by the participants. These were well attended, with positive feedback.



“My mentor supported me in the leadership challenges I faced during that period. She encouraged me to be bold and use different techniques to approach people I work with, senior management team. She understands the challenges women leaders face and provided practical guidance. I have really appreciated being part of a wider network of women, especially normalisation and suggested actions in relation to common challenges that women face; the support sessions and feeling part of a wider community.”

A programme participant



Sudan

We conducted a Humanitarian Action Training for 24 participants, which was then rolled out to other staff and partners in the field, reaching an additional 101 participants. We also conducted an Anticipatory Action Simulation for 103 participants, specifically targeting senior leadership in East and Southern Africa.



A person wearing a plaid shirt and a hat is shown in profile, looking at a tablet. The image is overlaid with a semi-transparent teal filter. Behind the person's head is a white sunburst graphic consisting of several triangular rays. The text 'The growth of our platforms' is centered in the lower half of the image in a white, bold, sans-serif font.

The growth of our platforms

Response Learning Hub in numbers



1,000+

Response Learning Hub visits
(as of 31st December 2022)



200+

online learning resources
across 100 topic areas in 9 languages

Humanitarian animation stats:



6.8K
views



1.5K
unique viewers



4.2K
finishes

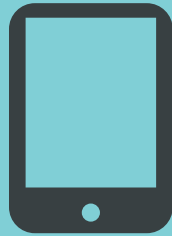


72%
Average % watched

[Find out more](#)

628,000+

Kaya users
(as of 31st December 2022)



178,000+

new users in 2022 alone



20,000+

new users per month

500+

courses now available on Kaya,
in up to 12 languages



Kaya

Kaya – our global learning platform offers a sector-leading marketplace for learning providers and learners alike. The number of users increased by 40% in 2022, from 450,000 to 628,000 users by the end of the year.

It's the countries in the grip of humanitarian crises where most learners are to be found – showing that Kaya is used by the people, communities and organisations who need it most. Of the top ten

countries accessing Kaya, eight are in the global south: the Philippines, Bangladesh, Kenya, Syria, Nigeria, Iraq, Yemen and Uganda.

Since the start of the Ukraine crisis, **4,113 learners** from the region have successfully completed Kaya courses by the end of 2022: Ukraine (2272), Poland (1101), Romania (237), Moldova (496), Lithuania (7).

What our learners say about Kaya

“

“When I was working at the International Rescue Committee, I took various trainings on the Kaya platform. I was pleasantly surprised when I saw a LinkedIn notification that the courses I was going to take are now available in Ukrainian. I think this supports the Ukrainian humanitarian response sector, which is so important nowadays. I plan to take the MEAL and Education in Emergency courses, as it is related to my next project.”

Olga Vaskovets

Information Management
Officer, Food Security Cluster,
Kyiv, Ukraine



“

“I got to know about the Kaya platform through my personal research to improve my knowledge and experience in the context of my work. The learning has strengthened my skills in several areas, in particular humanitarian aid, field operations and planning. I enjoy earning HPass badges to show off my learning experiences and putting those badges on my resume.”

Yacouba from Mali

[Read Yacouba's story.](#)



37

partners using the
HPass service



12

organisations HPass
certified



25,000+

myHPass users

160,000

badges claimed



[Visit HPass](#)

HPass

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

Our accreditation platform HPass is part of that aspiration, helping provide humanitarians with consistent professional development opportunities, and recognising their skills and experience.

The two key elements of HPass are:

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



What our learners say about HPass

“

“I’ve earned 116 certifications on Kaya and other learning platforms. Thanks to HPass I have details in a single link/embed code to all my badges, which links to my resume.”

Melese Mengistu
HPass Learner of the Year 2022

[Read his story.](#)



“

“Badges are a wonderful tool to create a buzz/hype around a new learning opportunity – we ran a campaign to encourage completion of the modules, and asked people to share their badges on our internal Yammer board with the hashtag #iamcompliant. The more people shared, the more people commented and the higher the completion rate! As the badges are so visual it created a sense of intrigue as to what people were sharing and in turn resulted in more people becoming interested.”

Grace Taylor, VSO

[Read her interview.](#)



HPass and the World Health Organisation

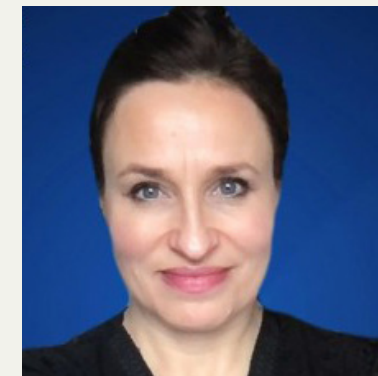
On 1st December 2022, we were delighted to celebrate that Learning in the WHO Health Emergencies Programme (WHE), was certified as an HPass Learning Provider after rigorous assessment against our HPass Quality Standards for Humanitarian Learning.

“It was great to be recognised for the quality of the systems and processes we have in place to develop, deliver and evaluate our learning. In particular, the reviewer commented that “The courses are of high-quality design and delivered using appropriate and accessible modalities. The courses are informative and relevant to the needs of people working or interested in the humanitarian health care sector. The courses are world-leading, modern and up to date.”

Most importantly I hope that this certification gives added reassurance to learners, stakeholders and partners that within WHE we are able to provide learning that is relevant and of high quality to our staff and colleagues in ministries of health around the world.”

Heini Utunen, Head of Learning and Capacity Development Unit in the WHO’s Health Emergencies (WHE) Programme

[Read the full interview here](#)





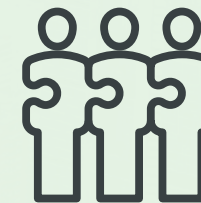
Our three strategic pillars



**Technical
Expertise**



**Localised
Leadership**



**Civil Society
Strengthening**

We use our strategic pillars as our compass to mobilise change in our work and demonstrate our impact for providing quality learning opportunities to enable people to prepare for and respond to crises.

Strengthening technical expertise

Implementing quality humanitarian programmes that deliver the products or services that people affected by emergencies need – health, nutrition, water and sanitation, education, protection, cash – requires frontline practitioners with the technical expertise to do so.

The principle aim of our Technical Expertise Pillar, and its sector-recognised and accredited preparedness portfolio, is to support the development of these technical competencies where they are needed, in emergency-prone contexts, countries and regions. In doing so, we prioritise local and national organisations (including governments) and work to ensure that all those affected by emergencies – regardless of their gender, ability, language or background – are included and equally participate in and benefit from humanitarian action.



Child Protection in Emergencies - Professional Development Programme (CPiE-PDP)



This programme aims to increase the child protection skills of humanitarian workers, especially when it comes to immediate emergency response.

We developed a **new online course** designed to empower child protection practitioners from international and national non-governmental organisations, UN agencies, and government representatives to strengthen their child protection humanitarian response capabilities in both chronic crises and new emergencies.

The course consists of 5 learning sections that focus on child protection legal foundations, child protection risks, child protection principles, and cross-cutting themes. The course is designed for child protection practitioners with one to two years of experience and was launched on Kaya in December 2022.

- [English version](#) - 3,273 enrolments
- [Arabic version](#) - 307 enrolments

We also supported the Global Alliance for Child Protection in Humanitarian Action in the development of 6 digital learning modules on survival and development, non-discrimination and inclusion, children's participation, the best interests of the child, communications and advocacy, and strengthening family and caregiving environments.

Published on Kaya in June 2022, the Minimum Standards for Child Protection in Humanitarian Action ([CPMS](#)) course is an introductory online course is for anyone currently working with and for children in humanitarian settings, as well as all child protection workers who want to prepare themselves for a potential humanitarian crisis. The total number of enrolments is 1,858 learners by the end of 2022.





What our learners say about CPiE-PDP



"I had a lot of gaps in my knowledge, I knew a lot of things but in a sparse way. The CPiE-PDP offers quality content on all aspects of child protection. We learn by making the link between practice and theory. The programme is a stepping stone to becoming a specialist in child protection interventions in emergencies".

Patrick Kanyianda, protection officer, NGO Les Aiglons, DRC



"We have learned a lot and have important knowledge that we can rely on. The PDP is a great machine to transform minds, it has allowed us to consolidate our knowledge and confirm our passion for the field of child protection".

Desy Shabani Kambale, Youth Association for Community Development "AJEDEC", Provincial Co-Head of the Child Protection Working Group, Ituri Bunia, DRC

Education in Emergencies - Professional Development Programme (EiE-PDP)

In times of crisis, education is a lifeline to children and their families. It can help protect their physical and mental health, allows them to continue to learn and develop, and offers them a sense of normalcy and hope for a better future. Delivering timely, high-quality Education in Emergencies (EiE) requires staff with the right skills – our EiE Professional Development Programme (PDP) aims to develop these.

Delivering timely, high-quality Education in Emergencies (EiE) requires staff with the right skills - our EiE Professional Development Programme (PDP) aims to develop these.





EiE Certificate of Advanced Studies - East Africa

25 Certificate of Advanced Studies (CAS) students (Female:11, Male:14) in the current cohort 2022-2023

7 from national/local organisations and 19 from International/UN agencies. Students enrolled are from 14 different countries (Somalia, South Sudan, Ethiopia, Mozambique, Tanzania, Cameroon, Kenya, Nigeria, Sudan, Zimbabwe, Malawi, Uganda, Ghana, Eritrea).



EiE Fundamentals - East Africa

49 EiE Fundamentals Graduates

- Pestalozzi Foundation: 24 graduates from Ethiopia, Tanzania and Mozambique (Female:12, Male:12) and 100% of participants were from the foundation's National/Local implementing partners.
- South Sudan: 25 graduates (Female:11, Male:14), 8 participants from national/local NGOs and 17 International/UN agencies.





EiE Fundamentals training for the Pestalozzi Foundation

The EiE Fundamentals course was delivered for the Pestalozzi Foundation, including their local and national implementing partners in June 2022. The course took 50 hours across a two and half month training period. The course aims to equip country office education staff with a knowledge of the fundamental concepts, phases and tools of education in emergencies.

EiE Fundamentals training in South Sudan

This training was designed to enable participants to adapt their education programmes to emergencies, to facilitate continued response to the protection, wellbeing and learning needs of affected children, and/or launch new EiE responses to meet protection, wellbeing and learning needs of children affected by emergencies. Similar to the fundamentals course delivered for the Pestalozzi foundation, a 3-day training was delivered in South Sudan in November 2022. The training targeted Save the Children Sudan's country office education professionals and its implementing partners from 12 organisations. It covered the fundamental competencies of initiating, designing and implementing an EiE response in their context.

“

“We are preparing to fundraise for drought affected areas in collaboration with our operational partner. And the learnings we had are being utilised in the needs assessment process considering cross cutting issues like gender.”

Pestalozzi graduate

“

“We have used the knowledge of EiE fundamentals to respond to Akobo, the materials the team pre-positioned in Bor South are coming in handy for such a response. The team is knowledgeable and have confidence in the approaches to respond to the crisis.”

South Sudan graduate

According to post-course surveys of the EiE Fundamentals course



90%



of learners that have graduated from the Fundamentals in East and Southern Africa have said that cross cutting themes in EiE were the most useful component to learn and apply in their work.

81%



who took the Fundamentals course have said that the most useful area was how to improve outcomes on teaching and learning.

100%



of graduates go on to apply the learning in their work.

74%



are able to trial new approaches to practice based on their experience of the Fundamentals.

65%



of graduates in the region are going on to influence internal and external policy and practice.



EiE Certificate of Advanced Studies - Middle East, North Africa and Eastern Europe

26 EiE CAS students in the current cohort, 2022-2023

(Female:13, Male:13) – 9 from national/local NGOs and 17 from International and UN agencies.

Students enrolled are from a range of 10 locations (Greece, Lebanon, Ukraine, Yemen, Jordan, Türkiye, Syria, Lebanon, Palestine, Iran).



EiE Fundamentals - Middle East, North Africa and Eastern Europe

50 EiE fundamentals graduates

- Yemen 26 graduates (Female:10, Male:16) – 20 from local/national and 14 from international organisations.
- Jordan 24 graduates (Female:14, Male:10) – 12 from National/local organisations.



Education in Emergencies in the Middle East, North Africa, and Eastern Europe



The EiE Fundamentals course was delivered face-to-face in Yemen in August. This course aims to recognise contextual challenges and enhance the capacity of EiE practitioners to deliver and support quality EiE programming. The course was facilitated by three EiE Certificate of Advanced Studies (CAS) graduates, showing the sustainability of the EiE capacity strengthening across the region.

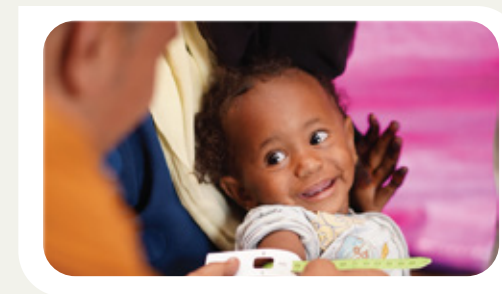
The EiE Fundamentals course in Jordan was the HLA's first Arabic face-to-face training in the region. The training programme had two components: the self-study part where participants studied at their own pace on Kaya, and a face-to-face training covering 6 different modules. Different training methodologies were taken into consideration to enhance the engagement of the participants including group work, case studies, presentation, games, reflections, role play and dialogue.

“

“As someone who is passionate about promoting access to quality education in crisis situations, I found the course to be challenging and rewarding. It’s crucial that we equip ourselves with the necessary knowledge and skills to ensure that emergency-affected populations have access to essential education. Education shouldn’t take a back seat during crises. It’s one of the most important tools we have in building resilience and empowering individuals and communities to build a brighter future.”

I’ve learned a lot from this course and I’m excited to take what I’ve learned and apply it in my work and daily life. Let’s continue to advocate for access to education during emergencies so that everyone, no matter where they are in the world or what crises they’re facing, can have the opportunity to learn and grow.”

Ayat Al Aqaraa, IRC Jordan



Public health

Training Toolkit on Simplified Approaches for the Detection and Treatment of Child Wasting

This global training toolkit was created in collaboration with nutrition experts from SCUK, IRC, UNICEF and Action Against Hunger. In addition to detailed session plans, additional training resources, assessment tools and patient monitoring tools are provided, along with implementation guidance for programme decision-makers.

The toolkit, which is hosted on Kaya, aims to support training of community health workers to detect and treat children with wasting in the community and train and support caregivers to monitor their own children for malnutrition.

The protocols on which the training is based were developed through synthesis of available evidence and experience from across the partnership and within the global Simplified

Approaches Working Group. It is envisaged that they will aid scale-up of treatment in areas of high patient demand and low resources and fragile contexts where travel to centralised treatment centres is difficult.

Following the launch of the toolkit in late 2022, we supported the consortium in dissemination of the toolkit through global webinars. The first of these was to over 30 Save the Children Country office programme staff in collaboration with SCI and SCUK. Subsequently we co-presented a webinar on Family MUAC (mid-upper arm circumference for identifying malnutrition) to 578 participants, in collaboration with the consortium and the Global Nutrition Cluster.



Public health

READY Outbreak Readiness and Response Learning Hub



Development of the READY Outbreak Readiness and Response Learning Hub commenced in April 2022. Accessible on Kaya, this is a unique resource, comprising a curated collection of courses and digital simulations related to diverse aspects of outbreak preparedness and response, including two new READY-developed courses: “WASH in Epidemics” and “Infant and Young Child Feeding Remote Counselling”.

The READY Learning Hub was developed by HLA’s digital and learning teams in partnership with Save the Children US, UK-MED and Johns Hopkins. This is the first time that this collection of outbreak-related learning products have been brought together in one user-friendly digital learning space and will make it much easier for first-line outbreak responders and trainers to rapidly and easily identify suitable content for them and their teams. The development process included formal user testing of the hub, following the hub’s soft launch

in September 2022, through written survey, participant observation and focus group discussion, involving 86 technical advisors and programme staff in 28 countries, to generate user-led improvements to navigability and functionality. Feedback on the content of the hub was strongly positive – users felt that the course catalogue was comprehensive and appreciated the inclusion of courses from external providers. Having all of the outbreak-specific content centred in one location was welcomed and identified as addressing a recognised difficulty that responders and coordinators had faced.

The Learning Hub hosts an extensive course catalogue, of over 50 courses and two simulations, with more to be added in 2023. By the end of the year, **over 4,000 learners had enrolled** on a learning course on the hub with over **1,000 enrolments** separately in both East & Southern Africa and West & Central Africa.

[Access the hub.](#)



WASH in Epidemics

The new course introduces learners to the role of water, sanitation and hygiene in an infectious disease outbreak setting. It focuses specifically on respiratory, fecal-oral, and direct contact infectious disease outbreaks.

This course is designed for individuals responding to a variety of humanitarian crises, in which an infectious disease outbreak is also occurring. Learners taking this course should have an understanding of the various WASH interventions typically used in a humanitarian response, though need not be WASH specialists; this course is applicable for all humanitarian responders.

The course is available in English, French, Spanish and Arabic. In 2022, the course had over **3,000 learner enrolments**.



[Find out more.](#)



Infant and Young Child Feeding (Remote Counselling)

This new course is designed for Infant and Young Child Feeding (IYCF) counsellors designed to equip learners with the knowledge and skills to remotely counsel clients to understand, adopt and sustain optimal IYCF behaviors and practices during infectious disease outbreaks and in other remote settings.

By the end of the course, learners are able to remotely assess the nutrition situation of their client and their child, analyse potential feeding challenges, and act to address those challenges. The course also provides additional considerations for IYCF counselling in specific remote settings, including infectious disease outbreaks, conflict areas, and during migration or displacement events. The course is available in English, French, Spanish, Arabic and Indonesian. In 2022, the course had nearly **1,000 learner enrollments**.



[Find out more.](#)



Localised Leadership

To support our vision for a localised humanitarian sector, we promote and prioritise diverse and inclusive leadership practices with the aim to increase opportunities for professional development of under-represented groups.

Humanitarian Operations Programme

The Humanitarian Operations Fundamentals Programme (HOP) covers the essential elements of setting up and running a humanitarian response. HOP provides humanitarians with a platform for a successful career, allowing you to gain theoretical knowledge and practice the skills you need to respond to the kind of emergencies you face – and skills you can then share with others.



In 2022 there were 25,701 enrollments with 12,038 completing all online modules. [Find out more.](#)

FIELD



Field managers play a pivotal role in humanitarian response, but many lack experience and often have to learn on the job. The Field Managers in Emergencies Learning and Development (FIELD) Programme was developed by humanitarians for humanitarians.

In 2022 there were 23,996 enrollments with 10,311 completions of the whole pathway. [Find out more.](#)

Coaching and mentoring



We see coaching and mentoring as an important aspect of professional development; a vital capacity-strengthening tool that can empower learners to achieve their full potential at an individual and at an organisational level.

In 2022, there were 80 matches for our Across Organisational Mentoring Programme (AOMP). The AOMP is connecting individuals across participating humanitarian and development organisations, drawing on experience across the sector to support professional development through mentoring.



“*I've gained a lot of clarity on what my professional strengths and interests are, and why, in a safe and judgement free space. I have felt supported and encouraged in my leadership journey and in shaping my role to draw on my personal strength. I have gained a huge amount of confidence and feel ready to apply to more senior roles largely as a result of this programme. My mentor is fantastic.*

Mentee, AOMP 2022

“*It has been wonderful so far having a mentor to bounce ideas off and talk things through, outside of my organisation, and it has really helped me to see things more clearly in a different light.*

Mentee, AOMP 2022

“*Several benefits: I am learning from the mentees, I can improve my mentoring & coaching skills, and I love the contact with people from different cultural backgrounds and organisations.*

Mentor, AOMP 2022

“*Knowledge about other NGOs, As mentor, I find very interesting to have mentoring relationships with different profiles, positions, and answer to their specific needs. It brings me out of my comfort zone!*

Mentor, AOMP 2022

Strengthening Civil Society

This pillar aims to invest in the development of operational, technical and institutional capacity of local and national actors as one of the first steps to advancing effective localisation while recognising the concept of capacity sharing.

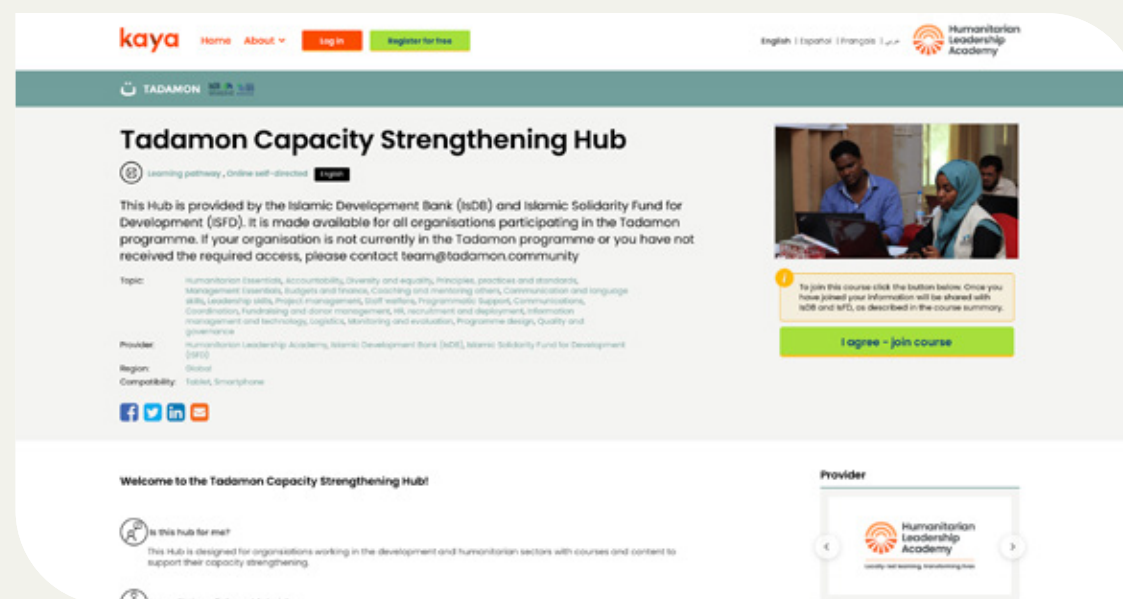
TADAMON: Strengthening the Capacity of Local Humanitarians

We partnered with the Islamic Development Bank (IsDB) and the Islamic Solidarity Fund for Development (ISFD), to provide civil society organisations with resources to support their learning and capacity-strengthening needs through an exciting initiative called 'TADAMON'.

TADAMON is a partnership program sponsored by ISFD, managed by IsDB, and implemented by the United Nations Development Program (UNDP) and other strategic partners. It aims to reach hundreds of civil society organisations in 57 Member Countries of the Organization for Islamic Cooperation

(OIC). To support the learning needs of these organisations, a dedicated online learning hub has been created on Kaya, the Humanitarian Leadership Academy's online learning platform.

[Find out more.](#)



The screenshot shows the 'Tadamon Capacity Strengthening Hub' page on the Kaya platform. The page includes a navigation bar with 'kaya' logo, 'Home', 'About', 'Log in', and 'Register for free'. Below the navigation bar, there are language options (English, Español, Français, العربية) and the Humanitarian Leadership Academy logo. The main content area features the title 'Tadamon Capacity Strengthening Hub' and a description: 'This Hub is provided by the Islamic Development Bank (IsDB) and Islamic Solidarity Fund for Development (ISFD). It is made available for all organisations participating in the Tadamon programme. If your organisation is not currently in the Tadamon programme or you have not received the required access, please contact team@tadamon.community'. There is also a 'Topic' section listing various subjects like 'Humanitarian Essentials', 'Accountability, diversity and equality', etc. A 'Provider' section lists 'Humanitarian Leadership Academy, Islamic Development Bank (IsDB), Islamic Solidarity Fund for Development (ISFD)'. A 'Region' section lists 'Global' and a 'Compatibility' section lists 'Tablet, Smartphone'. There are social media icons for Facebook, Twitter, LinkedIn, and YouTube. A 'Welcome to the Tadamon Capacity Strengthening Hub!' section includes a question 'Is this hub for me?' and a question 'How will I benefit from this hub?'. A 'Provider' section shows the Humanitarian Leadership Academy logo and a 'Join this course' button.



“

“We are excited to announce the launching of the TADAMON online learning hub for civil society organizations that was designed to be accessed from phones, tablets, laptops, and PCs so that users may access it whenever and wherever they are.

The hub aims to reach hundreds of civil society organizations in 57 OIC Member Countries to support the learning needs of these organizations and reduce poverty in IsDB member countries through the development and humanitarian initiatives.

It supports them in increasing the education of refugees and remote communities, creating jobs, building resilience, and contributing to more robust community livelihoods.”

A representative of IsDB

“

“The TADAMON online learning hub on Kaya, under the partnership between IsDB-ISFD and the Humanitarian Leadership Academy of Save The Children, is key in providing civil society organisations participating in the Programme with quality resources to support their individual and organisational learning and capacity strengthening needs through bespoke learning pathways.”

Gareth Owen
Humanitarian Director
Save the Children UK



[Read about one of Tadamon's civil society participants](#)

Strengthening Civil Society - Localisation

Partnerships

Fostering and maintaining Strategic Partnerships remains one of our key objectives. In 2022, we continued to work closely with the Partnership Brokers Association to roll out the Partnership Brokers Training Programme (PBT) to our staff, with an aim of cascading the learning to our partners in 2023 and beyond.

The PBT aims at fostering key attributes of effective partnering; promoting principled partnering that promote diversity, equity and mutual benefit; co-creating and navigating context-relevant partnership models whilst overcoming common partnering challenges such as transactional partnership models.

The programme fulfils one of our key objectives of developing and harnessing strategic coalitions and alliances for localisation.



Strengthening Civil Society – Localisation

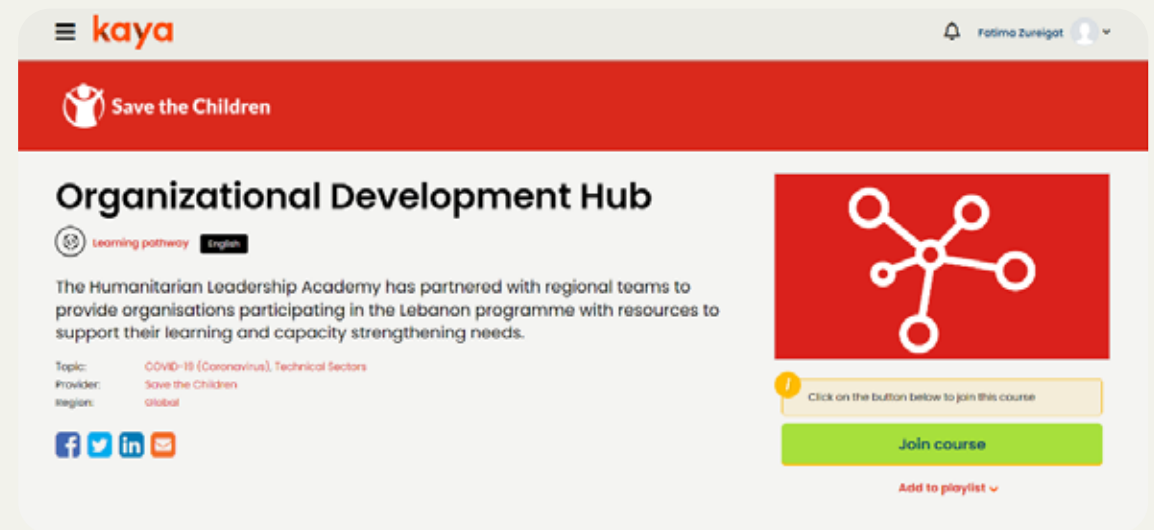
Capacity

In 2022, we piloted a unique Institutional Capacity Strengthening approach as a means of supporting organisations that adopt, own and sustain their own learning.

The Save the Children Lebanon Country Office and the Middle East, North Africa and Eastern Europe (MENAEE) Regional Centre engaged partner organisations in a process consultancy starting with Organisational Capacity Assessments (OCA) using an internally developed OCA tool. Partners assessed themselves on development areas such as Finance & Grants, Governance & Structure, Participation, Influence & Legitimacy, Networking & Communication, Culture & Inclusion, Management & HR, and MEAL.

Results of the assessments have seen the HLA MENA EE Regional Centre work closely with the country office to co-create learning solutions including a specialised organisational learning hub on Kaya, planned face-to-face

learning (sharing) sessions, mapping exercise on subject matter experts and planned coaching & mentorship. The above approach is unique due to various factors such as the use of a regional OCA tool - a great example of a locally-led initiative; and the consultative process between the partners, country office and HLA to co-create learning solutions.



The screenshot shows a Kaya learning hub page for Save the Children. The page features a red header with the Kaya logo and the Save the Children logo. Below the header, the title "Organizational Development Hub" is displayed, along with a "learning pathway" label and "English" language selection. The main content area contains a description: "The Humanitarian Leadership Academy has partnered with regional teams to provide organisations participating in the Lebanon programme with resources to support their learning and capacity strengthening needs." Below this, there are fields for "Topic: COVID-19 (Coronavirus), Technical Sectors", "Provider: Save the Children", and "Region: Global". Social media icons for Facebook, Twitter, LinkedIn, and Email are visible. On the right side, there is a red box with a white network diagram icon, a yellow callout box with the text "Click on the button below to join this course", a green "Join course" button, and a red "Add to playlist" link.

We also continued to drive forward the localisation agenda within the Save the Children movement, with representation in regional working groups and the Localisation Task Team. We led localisation country office self-assessments and development of action plans aimed at championing localisation roadmaps among country teams.

We supported Save the Children International country offices in East and Southern Africa to conduct **localisation self-assessments** adapting the NEAR localisation performance measurement framework.

We also supported the **facilitation of a localisation workshop**. Dubbed '**Reimagining Localisation in ESA**', the unique 3-day forum brought together staff and partner representatives from 14 country offices from East and Southern Africa as well as HLA representatives from West & Central Africa, Middle East and Asia.

The primary goal of the workshop was to increase a collective understanding of localisation from a national, regional, and global perspective while creating a platform to share learning, best practices, successes and challenges.



Strengthening Civil Society - Localisation

Capacity

We also organised our first capacity sharing thinkshop, targeting a total of 19 SCI staff, partners and government officials.

We were able to run through a 2.5 day process on what programmes with High Impact and Low Cost would look like in an area affected by drought. The outcome was a bank of ideas that can be converted into concepts as well as a documented process on how to run a thinkshop.

Lessons from this were then applied in the South Sudan country office with 25 participants to get a definition and understanding of what constitutes capacity sharing. 83% of the participants agreed or strongly agreed that they could apply the learning in their roles.



"I expected to learn through the facilitators' presentations but this was the other way round as I was made to generate ideas through mind googling. This made the whole process to be very engaging and interesting"

A Government Representative



Our learning community

Our learning community

In 2022 we have seen our social media community continue to grow and inspire hundreds of thousands around the world, and we'd like to take this opportunity to thank all of

our followers for your interest, engagement and support for our work last year. Our learning community has gone from strength to strength – thank you for being part of it!

Social media in numbers

By the end of 2020

879,644
followers



By the end of 2021

1,036,381
followers



By the end of 2022

1,130,000
followers



HPass Learner of the Year campaign

In November, we ran our HPass Learner of the Year campaign on social media to motivate, inspire and acknowledge the achievements of our learning community.

HPass Humanitarian Learner of the Year was awarded to people who had shown dedication to developing their humanitarian skills and knowledge, as evidenced by the number of badges on their myHPass profile. Learners received either a Bronze, Silver or Gold badge depending on whether they have earned 20, 30 or 60 badges before the end of the year. Learners were very proud of their achievements, and it helped to inspire others!



“A colleague of mine who works in the field of humanitarian work referred me to this wonderful platform. Since registering on Kaya, I learn periodically and permanently and develop my skills and knowledge in several fields. I love recording my academic progress with HPass badges, which I think is a great motivator, and I'm proud to be an HPass Learning Leader. My favourite resource is HOP Fundamentals. I'm very proud to be awarded the HOP Fundamentals certificate!

Khalid from Sudan



“The learning has changed my outlook, it’s opened my eyes to some of the challenges faced by our colleagues on the ground. I found most of the courses very relatable”.

Constance from Côte d’Ivoire [Read her story.](#)

“I recommend all my colleagues and friends to take courses on Kaya as these courses are free but precious! I attended several trainings in my 24-year career but the pathways on Kaya have a worth. The team have worked out quality modules which will benefit the learners. I request my humanitarian learner friends to keep capacity strengthening as the top priority please!”

Azhar from Pakistan [Read his story.](#)



Our research and evidence work

Our research work

In 2022, we produced a summary of all of our research and evidence products to help ensure the Humanitarian Leadership Academy's work was based on evidence. These are highlighted in [this Summary](#), where you can find the full-length research and evaluations on our Preparedness Portfolio; our Coaching and Mentoring offer; our Global Civil Society Learning Trends, our work on Localisation in East and Southern Africa; and our legacy programme 'Strengthening Effective Humanitarian Partnerships', all of which we released at the start of 2022.

We also reviewed our own frameworks, tools and approaches to be able to generate a strong evidence base, allowing us to be confident in our findings, so that we can continue to evidence good practice around what works for humanitarian learning; share learner stories about successes and understand the value of our work.



We focused on reviewing and refreshing our **Theory of Change** which will be launched in 2023. This gave us time to critically assess and reflect on broad conversations within the humanitarian system. We created a robust theory that is valid until 2030 to really push not just the HLA but the wider system into action to deliver on our localisation commitments.

With our ever-growing audience and ever-increasing interest in humanitarian learning, we have conducted a review with our Regional Centres to explore how we can identify learning needs differently. The review highlights the breadth and depth of information of experts in technical sectors, local organisations and our learners. Combined with existing system wide sources of information, we were able to develop clear recommendations to progress this process into the new year where we hope to have a robust system to assess global needs.

Finally, we have also explored how data science can help the HLA understand and contextualise our learning offer more effectively, and will be spending 2023 trialling and testing different models and approaches.



Theory of Change
animation

Theory of Change
infographic

A woman wearing a vibrant, multi-colored sari (red, blue, yellow, and pink) is holding a smartphone in her hands. She is looking down at the screen. A white, semi-transparent fan-shaped graphic with multiple segments is overlaid on the phone and her hands. The background is softly blurred, showing other people in similar attire.

**The next step in
our journey**

The next step in our journey

The rapid expansion of our response presence, learner community and partnerships, alongside our strategic direction focusing on leadership, technical expertise and civil society strengthening, are a great launch pad to take us into the next part of our journey. This next stage will see our offer strengthened, our reach expanded and a multiplication of our impact through partnerships.

We will continue to build and enable our regional centres, including ensuring our newest centre in Latin America and the Caribbean is supported and enabled to respond. We will expand and improve our learning catalogue to be locally relevant and targeted in multiple languages for some of the most pressing humanitarian contexts. Through investment in the Kaya platform, we will enable greater accessibility of learning and upgrade the digital learning experience. As part of deepening our leadership pillar, we are partnering with the Eco-leadership Institute to introduce a more inclusive and ecosystemic leadership paradigm to the humanitarian sector.

We are also strengthening Civil Society Organisations including in the Ukraine conflict and Türkiye-Syria Earthquake by

providing capacity strengthening pooled funds and supporting organisational development. All of this generates learning and evidence that can be applied across the globe. Mobilising the HLA's 1.2 million social media followers and 650,000 registered learners we are planning to launch the inaugural Humanitarian Xchange in February 2024.

We want the Humanitarian Xchange to become a key date in the humanitarian calendar as the open access centrepiece of an annual event series with smaller events in regional and response settings around the world. This will support a global digital community connecting learners and organisations around the theme of a new humanitarian era. We envisage that this will be part of a step change in how we build and stimulate alliances, engage with our audience and demonstrate impact.

Combining our deep knowledge, practice and partnerships at the front lines of humanitarian capacity strengthening with a powerful influencing platform will play an important role in shifting power for the humanitarian sector.



Acknowledgements

Acknowledgements

We would like to thank the IKEA Foundation, the Lego Foundation, UNICEF, USAID, the READY initiative, the START Network, Save the Children International, the Red Cross, the People's Postcode Lottery, MHPSS Collaborative, the Islamic Development Bank, Islamic Solidarity Fund for Development, CAFU and the Disasters Emergency Committee for providing funding for us to carry out this critical work.

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Join our 1.2 million followers on social media!



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Any questions? Get in touch:

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