



Knowledge, evidence
and learning for
development

Humanitarian learning resource guide

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About this report

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Overview

This guide is designed to provide FCDO staff and other interested parties with information about free online courses and materials they can use to develop or refresh their **humanitarian technical competencies**. It is not an exhaustive list but provides a starting point for those working to support FCDO's humanitarian objectives. Further resources may be added. The listing does not attempt to provide a sector by sector guide. It briefly explains what each course or resource is, what it covers, and how long it takes (where information is available). The courses and resources are mostly aimed at people with a general level of knowledge about humanitarian response or development. Most online courses require registration and can be started whenever the user wants. Inclusion in this list does not mean that courses or resources are officially endorsed by FCDO or K4D.

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1. Humanitarian technical competencies: overarching resources

Course/resource	Time / input required
<p>UK Humanitarian Reform Policy (DFID; 2017)</p> <p>This policy document responds to the evolving global context and explains both innovations and improvements in the UK's humanitarian response. It covers five main areas, including: i) protecting people in crises: upholding humanitarian norms and principles; ii) managing risk better – investing in preparedness and resilience; iii) a new approach to protracted crises: investing in the future; iv) Improving the international system; and v) a world class UK response to rapid-onset disasters.</p>	20 pages
<p>Humanitarian action: Reading pack (K4D, 2020)</p> <p>This reading pack provides an introduction to humanitarian action. It covers the core principles of humanity, impartiality, neutrality, and independence, and issues with adherence to them; the framework of international humanitarian law; humanitarian standards; the humanitarian system; issues around humanitarian expansion due to increasing needs and rising budgets; major humanitarian policies; and efforts to reform humanitarianism.</p>	Suggests 9 readings. Accompanied by a video presentation (17 mins).
<p>Humanitarian Cross-Cutting Themes and Future Directions Course: E-learning (Cornerstone OnDemand Foundation)</p> <p>This course addresses important trends and cross-cutting issues that must be considered in all humanitarian operations such as gender, disability, environment, protection, HIV/AIDS and disaster risk reduction (DRR). It looks at personal and operational security and the most common threats humanitarians face and best practices to respond. This course also provides trends in humanitarian technology, including innovations that change and impact the way humanitarians do their work through crowdsourcing and GPS-mapping.</p>	Self-paced, 4 hours.

Humanitarianism: Applying Key Principles and Key Standards: E-learning

(Cornerstone OnDemand Foundation)

This two-part course gives an overview of the main principles and key standards of humanitarian action. It covers some of the most important principles of aid work, including impartiality, participation, doing no harm, accountability and some of the most important standards for performance in aid work as they relate to coordination, protection, communication/feedback and Sphere minimum standards. It uses realistic scenarios to apply those principles and standards to challenges faced in assisting disaster-affected communities. This course is designed for both new aid workers and those with more experience who could benefit from a refresher.

Self-paced, 1 hour each.

Note: Learners must complete Humanitarianism, **Part 1 - Applying Key Principles** of this series before proceeding to Humanitarianism, **Part 2 - Applying Key Standards**.

See also: **Humanitarian Context, Systems, and Standards Course** for a more in-depth course.

6 hours.

World Humanitarian Summit – Chair’s summary: Guidance (2016)

This presents the main conclusions from the May 2016 summit. It covers five core responsibilities to be used as a framework to improve the collective response to humanity: 1) political leadership to prevent and end conflict; 2) uphold norms that safeguard humanity; 3) leave no one behind; 4) change people’s lives: from delivering aid to ending need; and 5) invest in humanity.

8 pages.

See also: The **Grand Bargain**, launched during the WHS by some of the largest donors and humanitarian organisations who have committed to get more means into the hands of people in need and to improve the effectiveness and efficiency of the humanitarian action. It focuses on: greater transparency; more support and funding tools to local and national responders; increasing the use and coordination of cash-based programming; reducing duplication and management costs with periodic functional reviews; improving joint and impartial needs assessments; including people receiving aid in making the decisions which affect their lives; increasing collaborative humanitarian multi-year planning and funding; reducing the earmarking of donor contributions, and harmonising and simplifying reporting requirements.

The **Grand Bargain annual independent report 2020** recommends four key areas of action for lasting change.

118 pages.

2. Planning and managing relief operations

Course/resource	Time / input required
<p>The Sphere Handbook in Action: E-learning (Sphere Project; 2016)</p> <p>This course aims to strengthen the effective use of the Sphere Handbook, Humanitarian Charter and Minimum Standards in Humanitarian Response. It was created before the 2018 edition. It uses realistic scenarios to help learners get acquainted with the core messages of the Handbook and how to use it holistically. Its six modules cover issues such as accountability to affected people, participation, strengthening capacities and two-way communication with affected people; needs assessment, response design, monitoring and evaluation, coordination; protecting people’s dignity, safety, rights; staff care and build back safer.</p>	<p>Self-paced; 9 hours. Certificate available upon completion.</p>
<p>Introduction to the Core Humanitarian Standard: E-learning (CHS Alliance, the Sphere Project, Groupe URD and IECAH)</p> <p>This module introduces the Core Humanitarian Standard on Quality and Accountability (CHS), which tells organisations and individuals how to ensure they deliver quality, effective and accountable humanitarian responses. The Nine Commitments of the Core Humanitarian Standard are explained in this course. Each commitment includes key actions and organisational responsibilities and indicators.</p>	<p>Self-paced; about 1-2 hours. Certificate available upon completion.</p>
<p>Humanitarian Programme Cycle: Guidance (OCHA)</p> <p>This website hosts guidance, templates, and information related to the humanitarian programme cycle (HPC), which is a coordinated series of actions undertaken to help prepare for, manage and deliver humanitarian response. Its five elements consist of: needs assessment and analysis; strategic response planning; resource mobilisation; implementation and monitoring; and operational review and evaluation.</p> <p>Some available guidance includes:</p> <p>Step-by-Step Practical Guide for Humanitarian Needs Overviews, Humanitarian Response Plans and Updates (2020)</p> <p><i>See also: The implementation of the humanitarian programme cycle</i> (IASC, 2015)</p>	<p>30 pages. 31 pages.</p>

Humanitarian Needs Assessment Training: E-learning (Harvard Humanitarian Initiative, 2016)

This four-part course is designed to provide an overview of the humanitarian needs assessment process. Assessments are looked at from various angles, from the field level to the capitol level, and through the eyes of an assessment coordinator as well as enumerators on the ground. Through experiential scenarios, users are taught how to prepare and design effective humanitarian assessments, as well as how to manage the process of collecting and analysing primary data.

Self-paced.
Certificate available upon completion.

Useful to all regardless of tool of choice, the course uses the **KoBoToolbox**, which was developed by the Harvard Humanitarian Initiative. It is an open source suite of tools for data collection and analysis in humanitarian emergencies and other challenging environments.

Coordinated needs assessment: E-learning (ACAPS; 2015)

This six-module course focuses on coordinated needs assessments. Modules cover key concepts relating to: coordinated needs assessments; links to decision making; the framework for coordinated needs assessments; the good enough principle; the assessment cycle, and basic principles.

Self-paced, with additional suggested reading.
Modules up to 11 mins.

Guidelines on Data Issues in Humanitarian Crisis Situations: Guidelines (UNFPA, 2010)

These guidelines address key data issues related to the preparedness, acute, chronic and post-crisis phases of humanitarian emergencies. They provide an overview of the main data needs for each phase, challenges to obtaining reliable data and information, plausible approaches to data collection, management and use, and the strengths and weaknesses of the methods considered.

87 pages.

See also: **Data Collection in Humanitarian Response: A Guide for Incorporating Protection** (InterAction Protection Working Group, 2003)

15 pages.

Gender and humanitarian issues: Reading pack (GSDRC; 2014)

This resource provides a quick introduction to the differences between the needs, capacities and perceptions of women and men, and boys and girls in relation to humanitarian assistance following a natural or man-made disaster. It contains: practical guidelines and examples from the literature on key sectors (such as agriculture and food security, housing, education, health and water, sanitation and hygiene); guidance and examples on how and why to collect sex- and age-disaggregated data; and articles on sexual violence against men and women to help the reader critically reflect on the term 'gender based violence'.

Suggests 11 readings and 10 discussion questions.

Gender Equality in Humanitarian Action: E-learning (Inter-Agency Standing Committee; 2017)

This six module course provides introductory guidance – through information and practical examples – on the fundamentals of applying a gender-equality approach across all stages of the humanitarian programming cycle, based on the content of the IASC’s 2017 **Gender Handbook for Humanitarian Action**.

Self-paced; 90 minutes.
Certificate available upon successful completion.

Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (Global Protection Cluster & IASC, 2015)

These guidelines provide practical guidance and effective tools for humanitarians and communities to coordinate, plan, implement, monitor and evaluate essential actions for the prevention and mitigation of gender-based violence, throughout all stages of humanitarian response—from preparedness to recovery. It gives specific guidance on the thematic areas of camp coordination and camp management: child protection; education; food security and agriculture; health; housing, land and property; humanitarian mine action; livelihoods; nutrition; protection; shelter, settlement and recovery; water, sanitation and hygiene, and humanitarian operations support sectors.

326 pages.

Further resources and updates (e.g. on COVID-19) can be found on the **GBV Guidelines website**.

See also: VAWG in emergencies: Humanitarian guidance note (DFID; 2018 – available internally)

Humanitarian inclusion standards for older people and people with disabilities (ADCAP; 2018)

The **Humanitarian Inclusion Standards for older people and people with disabilities** are designed both to strengthen the accountability of humanitarian actors to older people and people with disabilities, and to support the participation of older people and people with disabilities in humanitarian action. This learning session contains a brief introductory video about the Humanitarian Inclusion Standards, a PDF document containing the Standards, and a PDF document about **lessons learned from implementing the standards** (Practice Guide). This guide shares good practices and challenges that have emerged through the experience of the Age and Disability Capacity Programme (ADCAP) implementing partners, in embedding inclusion of older people and people with disabilities within their humanitarian policies and practices.

264 pages.

160 pages.

See also: ADCAP’s e-learning course on **Comprehensive Accessible Humanitarian Assistance for Older People and People with Disabilities**.

Self-paced; 1 hour.

Inclusion of persons with disabilities in humanitarian action: Guidelines (IASC, 2019)

The guidelines aim to provide practical guidance on including persons with disabilities in all aspects of humanitarian programming and coordination, to increase capacity among humanitarian stakeholders to develop and implement quality programmes that are inclusive of persons with disabilities, and to increase and improve the participation of persons with disabilities and organisations of persons with disabilities in preparedness, response and recovery. The guidelines are designed primarily for use by national, regional and international humanitarian actors who are involved in policymaking, coordination, programming and funding.

200 pages.

In order to support the uptake of the Guidelines and promote learning by example, a **case study report** was also produced, which presents 39 short case studies on inclusive practices for persons with disabilities in humanitarian action and disaster risk reduction (DRR). It is designed for humanitarian stakeholders with limited experience of working with and for persons with disabilities, as well as for organizations of persons with disabilities (OPDs) planning to engage in humanitarian action and DRR. The report does not provide technical guidance but complements the IASC Guidelines by drawing lessons from field practices.

60 pages.

See also: **Ageing and disability in humanitarian response: Humanitarian guidance note** (DFID; 2015)

8 pages

Core commitments for children: E-learning (UNICEF; 2010)

This course provides an overview of core commitments for children in humanitarian action. It covers the elements of the core commitments to children; the four pillars of humanitarian reform; what the cluster approach is; and how it is activated.

Self-paced; 2 hours.

Protection Mainstreaming: E-learning (Cornerstone OnDemand Foundation)

This course introduces the key elements of protection mainstreaming and explores how to apply protection standards as in response to natural disasters, complex humanitarian emergencies, and support for Internally Displaced Persons (IDPs).

Self-paced, 30 mins.

See also: **Minimum Inter-Agency Standards for Protection Mainstreaming** (2012).

Safeguarding Essentials: E-learning (Humanitarian Leadership Academy, 2019)

This course will build understanding of what safeguarding is in the humanitarian and development sector. It will look at a diverse range of safeguarding issues affecting vulnerable groups and focus on the 'non-negotiables for conduct' in safeguarding.

Self-paced, 1-1.5 hours.

Certificate available upon successful completion.

Introduction to Sexual Exploitation and Abuse: E-learning (InterAction)

This short course provides an introduction to identifying and preventing sexual exploitation and abuse for humanitarian professionals of any level.

About 30 mins.

Certificate available upon completion.

Being Accountable to Affected People: E-learning (CHS Alliance, the CDAC Network, Ground Truth Solutions, Sphere, and the Humanitarian Leadership Academy)

This course introduces key concepts in accountability at every stage of the project cycle and helps ensure you always act in a way that is accountable to the people affected by humanitarian response, using scenarios to aid in understanding.

Self-paced; 2 hours.

Certificate available.

See also: Humanitarian Guidance Note: Accountability to Affected Populations (AAP) (DFID, 2018 - available internally)

A Red Cross Red Crescent Guide to Community Engagement and Accountability (CEA): Guidance (ICRC & IFRC, 2016)

This guide offers advice and support to improve community engagement and accountability (CEA) across all programmes or operations. It looks at integrating community engagement and accountability into the programme cycle, including assessments; design and planning; implementation and monitoring; evaluation and learning; as well as community engagement and accountability in rapid onset emergencies and institutionalising CEA.

108 pages.

See also: [Community Engagement Hub](#), hosted by British Red Cross

Cash Learning: E-learning (CALP, 2020)

A page full of different links that brings together a series of online training modules on cash and voucher assistance (CVA). Includes a **fundamentals** course, but also more specific modules on: **coordinating multi-sector cash and voucher assistance, market analysis, humanitarian CVA and links to social protection, urban CVA, remote cash delivery, etransfers** and more.

Self-paced.

Modules of 30 mins to 4 hours.

See also: [Virtual Learning](#) on the CashHub, hosted by British Red Cross. [Humanitarian Guidance Note: Cash Transfer Programming](#) (DFID, 2013)

6 pages.

Protracted displacement – uncertain paths to self-reliance in exile: Guidance (ODI; 2015)

This paper presents a pilot tool to help users understand the opportunities for self-reliance and livelihood assistance afforded by various situations of displacement: a basic typology for where assistance is needed and what kind of assistance may be best suited to the situation at hand. It provides an overview of protracted displacement and examines the legal framework and protection environment; access to markets and the private sector; the capacities, resources and assets of the displaced; and the environment for external intervention.

54 pages

Contingency planning: Learning module (UNHCR; 2011)

This module provides a practical introduction to scenario-based contingency planning. It covers: what contingency planning is; why and when to plan; who the planners are; how to initiate and maintain the process; how to develop scenarios and estimate needs; how to assess capacities and resources; how to identify potential response gaps; how to establish and support working groups; how to consolidate the plan; and using the plan and the process. Each chapter ends with a short test, allowing readers to assess their understanding of the material.

Self-paced; 148 pages.

Conflict sensitivity: Topic guide (GSDRC; 2014)

This topic guide provides an overview of conflict sensitivity as a concept and tool to help aid actors understand the unintended consequences of aid and act to minimise harm and achieve positive outcomes. It discusses the applicability of conflict sensitivity, and highlights the methods, advantages, and disadvantages of the three key conflict-sensitive approaches and tools: Do No Harm, Peace and Conflict Impact Assessment and Aid for Peace. It also covers applying conflict sensitivity to particular sectors, including humanitarian programming, and provides links to other resources.

41 pages

See also: **How to guide to conflict sensitivity: Guidance** (Conflict Sensitive Consortium, 2012)

52 pages

Toolkit for Principled Humanitarian Action - Managing Counterterrorism Risks: Guidance (NRC; 2020)

This **toolkit** aims to raise awareness of counterterrorism-related risks so that humanitarian organisations can identify and mitigate these, and to make risk management approaches accessible to a broad range of staff who can use these in their day to day work.

88 pages.

Urban context analysis toolkit: Guidance (Stronger Cities Consortium, 2017)

The urban context analysis toolkit contains a set of practical tools (work plan, questionnaires, analysis tables, report templates) tailored to conducting analysis that informs context specific responses – targeting both the displaced and host communities – in an urban crises setting.

40 pages.

See *also*: Further learning from the **Stronger Cities Initiative** and the **Urban Crises Learning Partnership**.

DFID value for money in humanitarian programming: Guidance (DFID; 2011)

This paper outlines the principles and process that DFID uses to embed Value for Money (VfM) considerations within its rapid onset and protracted humanitarian programming. It covers DFID's thinking; the VfM model; the principles of measuring VfM in humanitarian programmes; assessing VfM in rapid onset crises; and assessing VfM in protracted crises.

5 pages

See *also*: Value for money toolkit: Humanitarian guidance note (DFID, 2014 – available internally).

Introduction to evaluating humanitarian action: E-learning (ALNAP & UNICEF, with UNEG & EvalPartners; 2016)

This course provides an overview of evaluation practice in humanitarian contexts, alongside concrete guidance, tips and insights from experienced practitioners. The course covers planning for utilisation; evaluation design; inception phase; desk review; engaging affected people; field methods and evaluation under constraints; real-time evaluations; humanitarian impact evaluations, and analysis, outputs, dissemination and take-up.

Self-paced.

Includes 10 units consisting of lectures (25 mins on average); readings (40 pages on average); and tests (10 questions).

This course expands on the pilot version of ALNAP's **Evaluation of humanitarian action guide**.

Certificate available on successful completion.

3. Humanitarian theory and architecture

Course/resource	Time / input required
<p>Building a better response: E-learning (Humanitarian Academy at Harvard; 2017)</p> <p>The Building a Better Response (BBR) project aims to enhance the capacity of national and international NGO workers and other humanitarian actors to engage with the international humanitarian coordination system in a way that improves coordination and responds to the needs of crisis-affected populations. It is led by the International Medical Corps in collaboration with Concern Worldwide and the Harvard Humanitarian Initiative.</p> <p>A training programme was designed in response to consultations with the international humanitarian community. This involves an online tool to walk through an emergency response, providing an introduction to engaging with the international humanitarian coordination system (available online / offline / low-bandwidth and in English and a number of other languages). The e-learning course has six units: Foundations of Humanitarian Action; The International Humanitarian Architecture; The Cluster Approach; Planning and Funding the Humanitarian Response; International Law and Humanitarian Standards; and Complex Humanitarian Emergencies.</p>	<p>E-learning course is self-paced. User can focus on particular sections if desired.</p> <p>No time requirement given.</p> <p>Certificate available on completion.</p>
<p>Humanitarian overview – from principles, to coordination: Reading pack (HEART; 2016)</p> <p>This reading pack provides an introduction to humanitarian principles; key conventions and codes of conduct; humanitarian actors; humanitarian coordination mechanisms, with a focus on the health cluster; and humanitarian financing.</p>	<p>Suggests 6 readings, 5 questions. Video (6 mins).</p>
<p>Localization - what it means and how to achieve it: Guidance (IFRC, 2018)</p> <p>This paper provides some key lessons learned and recommendations on how localisation can and should take place and what it should look like.</p> <p>See <i>also</i>: 2020 Guidance notes from the Grand Bargain Localisation Workstream on partnership; financing; capacity strengthening; coordination; gender; and donors and intermediaries.</p>	<p>6 pages.</p>

Working effectively in conflict-affected and fragile situations: Guidance (DFID; 2010)

This paper provides an overview of DFID Briefing Papers written in line with OECD-DAC Principles for Good International Engagement in Fragile States and Situations. It gives readers a sense of the main issues to bear in mind when engaging in situations of conflict and fragility and of the nine papers in the series. The series includes: **Analysing conflict and fragility**; **Do no harm**; **Links between politics, security and development**; **Promoting non-discrimination**; **Aligning with local priorities**; **Practical coordination mechanisms**; **Act fast ... but stay engaged**; **Risk management**; and **Monitoring and evaluation**.

20 pages

For further reading on state fragility and the challenge of international engagement see: GSDRC **Fragile states: Topic guide** (2016).

64 pages

UN Humanitarian Civil-Military Coordination (UN-CMCoord): E-learning (UN; 2015)

This course brings together practitioners and experts to discuss humanitarian civil-military coordination concepts and principles and their practical applications in responding to natural disasters and complex emergency settings.

Self-paced, approx. 10 hours.

It is based on the UN-CMCoord **Field Handbook** and covers key humanitarian concepts and coordination mechanisms and their relation to civil-military cooperation; military organisations' functions in relation to civil-military cooperation; relevant civil-military cooperation guidelines; and guidance on how to implement civil-military cooperation in natural disasters and complex emergencies.

175 pages.

Certificate available upon completion.

World Bank Group Strategy for Fragility, Conflict, and Violence 2020–2025: Guidance (World Bank; 2020)

This paper sets out the framework used by the World Bank Group for understanding fragility, conflict, and violence and the measures planned to increase the effectiveness of their development support to both low- and middle income countries that are dealing with diverse challenges, including high levels of violence, forced displacement shocks, and subnational conflict.

138 pages.

See also: **Forcibly Displaced: Towards a Development Approach Supporting Refugees, the Internally Displaced, and their Hosts** (World Bank, 2016)

187 pages.

4. International humanitarian law and principles

Course/resource	Time / input required
<p>International legal frameworks for humanitarian action: Topic guide (GSDRC; 2013)</p> <p>This topic guide provides an overview of the international legal frameworks for humanitarian action that provide guidance on delivering assistance in a variety of challenging contexts. The guide covers international humanitarian law (IHL); international human rights law, international refugee law and international criminal law, which can operate at the same time as IHL; international disaster response laws, rules and principles, for organisations operating in disaster areas not subject to IHL; challenges in relation to non-state actors; the responsibility to protect; and compliance and enforcement challenges.</p>	<p>57 pages</p> <p>Can be read from start to finish or with a focus on specific sections.</p>
<p>Introduction to IHL and its relevance for humanitarian actors: E-learning (PHAP; 2015)</p> <p>This webinar provides a short overview of IHL with a focus on its significance for humanitarian actors. It looks at examples of practical situations in which an understanding of IHL is critical for those working in the humanitarian field.</p>	<p>40 mins.</p>
<p>Introduction to International Humanitarian Law: E-learning (ICRC; 2016)</p> <p>This course introduces in more detail the basics of international humanitarian law (IHL) for non-specialised audiences. The nine modules cover the origins of IHL; its main sources; conflict classification; protected persons; the conduct of hostilities; implementation of IHL; and international crimes.</p> <p>See also: International Humanitarian Law: Answers to your Questions (ICRC, 2014)</p>	<p>Self-paced; around 5 hours.</p> <p>100 pages.</p>
<p>International Normative Framework in Humanitarian Protection: E-learning (NRC, ProCap, UN OCHA, 2018)</p> <p>This course outlines the relevant bodies of law and other normative guidance on protection and increases understanding of how the legal framework both informs and provides the foundation of protection work. Its modules cover International Human Rights Law; International Humanitarian Law; Refugee Law; and application of the IDP Guiding Principles.</p>	<p>Self-paced; 2-3 hours.</p> <p>Certificate available upon completion.</p>

The UK and International Humanitarian Law (IHL) - An Introduction to the Law of Armed Conflict: E-learning (FCO & British Red Cross)

This course provides an introduction to the key principles of IHL, focusing on: definitions, principles and institutions; legal framework; targeting, special protections and practical application of IHL principles; state responsibility for IHL violations; and provides with further reading and resources. It is aimed at those working on geographic areas that are affected by ongoing conflict or post-conflict work with international institutions that are involved in IHL work, such as the UN, NATO, International Committee of the Red Cross (ICRC), international courts and human rights bodies.

45 mins.

See also: **The UK and international humanitarian law: Guidance** (UK Government, 2019)

The legal protection of refugees: E-learning (PHAP)

This course looks at the key concepts in international refugee law; other legal frameworks relating to the protection of refugees, including IHL and IHRL; states' legal obligations towards refugees and limitations of those obligations; the applicability of existing legal frameworks to the current "migration/refugee crisis", and challenges in applying the frameworks in practice.

90 mins

See also: More detailed self-study modules are available from UNHCR, including: **An Introduction to International Protection; Refugee Status Determination; Human Rights and Refugee Protection (Vol. 1 or Vol.2); Statelessness; Resettlement; Guidance on refugee return.**

Longer self-study.

5. Crisis risk and resilience

Course/resource	Time / input required
<p>Toward Resilience - Principles in Practice: E-learning (Care, Catholic Relief Services, Mercy Corps, Oxfam, Save the Children and World Vision)</p> <p>This course draws on Toward Resilience: A Guide to Disaster Risk Reduction and Climate Change Adaptation (Practical Action, 2013) and helps practitioners to better understand how the 10 principles that support integrated Disaster Risk Reduction and Climate Change Adaptation programming can be put into practice in areas where communities are threatened by disasters and the effects of climate change. Based on real world case studies.</p>	1 hour 15 mins.
<p>Knowledge on resilience: Learning resources (Evidence on Demand; 2016)</p> <p>Evidence on Demand put together a series of resources on resilience, covering: what is resilience (including DFID's Defining Disaster Resilience approach paper and the GSDRC Disaster Resilience Topic Guide); social protection and climate resilience; measuring resilience; risk management and financing; and designing for infrastructure resilience. Includes separate glossary and acronyms lists.</p>	Documents of up to 73 pages
<p>Anticipating and responding to shocks – livelihoods and humanitarian responses: Topic guide (Evidence on Demand; 2015)</p> <p>This topic guide is a resource for people working on livelihoods, to help them to think, position themselves and act in fast-changing high-stakes environments. It covers the meaning and characteristics of shocks, crises and emergencies; humanitarian response, how it works, and how it differs from longer-term development assistance; tools and examples to examine how crises affect livelihoods (and vice versa); the 'protection' domain of humanitarian work; and opportunities for livelihoods interventions to bridge the humanitarian–development divide.</p>	61 pages. Best read as a whole for a complete understanding, but sections can be read separately.
<p>Introduction to Disaster Risk Management: E-learning (World Bank)</p> <p>This course introduces contemporary concepts and practices in disaster management and discusses the paradigm shift from re-active to pro-active approaches.</p> <p>See also: Fundamentals of Disaster Risk Finance</p>	Self-paced. No time requirement given.

DAC Recommendation on the Humanitarian-Development-Peace Nexus: Guidance

(OECD, 2020)

This document outlines the Development Assistance Committee (DAC) Recommendation on the Humanitarian-Development-Peace Nexus. It aims to provide a comprehensive framework that can incentivise and implement more collaborative and complementary humanitarian, development and peace actions, particularly in fragile and conflict-affected situations.

12 pages.

See also: **Light Guidance on Collective Outcomes – Planning and implementing the humanitarian-development-peace nexus in contexts of protracted crisis** (IASC, 2020).

25 pages.

Donors at the triple nexus: lessons from the United Kingdom (Development Initiatives, 2019).

72 pages.

Financing the nexus gaps and opportunities from a field perspective (NRC, 2019)

48 pages.

6. Other sources of humanitarian training, guidance, and knowledge

FCDO

FCDO produced a number of humanitarian technical guidance notes cover topics such as: Accountability to affected persons; **Ageing and disability**; **Cash programming**; Cholera; Famine prevention and response; Mental health and psychosocial support; Preparedness; Sexual and reproductive health; Shelter; Value for money (general toolkit; in rapid response/preparedness; and cash programming); and Violence Against Women and Girls in emergencies. Available internally for FCDO staff.

International Academy GLO (Global Learning Opportunities platform)

The International Academy has a number of courses that may be of relevance, in addition to the **IHL** course listed above, including, Multilateral Architecture (with Open University/24hrs) and **Law, Foreign Policy and you** (with Open University/12hrs). FCDO staff will need to create an account.

DisasterReady.org

DisasterReady.org offers more than 600 free **training resources** covering core topics such as humanitarianism; programme/operations; protection; staff welfare; management and leadership; staff safety and security; and soft skills. Courses can be taken anywhere in the world at your own pace and are available in English, French, Spanish, and Arabic.

Free **Core Humanitarian Certification** is available by passing 4 tests in the following areas: Humanitarian Context, Systems and Standards; Building Blocks for Humanitarian Practice; Humanitarian Cross-Cutting Themes and Future Directions; Disaster Response (online simulation).

Humanitarian Leadership Academy

Provides and hosts a range of free online courses through its **online platform Kaya**. Includes learning pathways such as **Humanitarian essentials**; **Humanitarian Operations Programme Fundamentals**; and **Humanitarian Curriculum**, which gather together different individual modules.

Red-R

Red-R offers **training courses** for humanitarian aid workers. They include courses in safety and field security management; humanitarian essentials; management; training of trainers; logistics; Water, Sanitation & Hygiene; needs assessment; shelter; inclusion and protection; health; refugee response; information management; and monitoring & evaluation. Courses take place across the world and costs vary.

It also offers a free, online technical advice service for humanitarians working in disaster-affected countries: **knowledgepoint.org**

Advanced Training Program on Humanitarian Action (ATHA)

The ATHA website provides useful learning resources for humanitarians including interactive briefings and podcasts. See **policy projects**; **thematic overview pages**; and ATHA **seminars** on key humanitarian issues (via vimeo).

Professionals in Humanitarian Assistance and Protection (PHAP)

PHAP's website provides further learning opportunities for humanitarian professionals, including a system of live online continuous learning.

PHAP offers a **Credentialing Program** with certificates available in Understanding the Humanitarian Ecosystem; International Legal Frameworks for Humanitarian Action; Applying Humanitarian Principles in Practice; Monitoring, Evaluation, Accountability, and Learning; Cash

and Voucher Assistance; and Humanitarian Needs Assessment. Each certification requires passing a rigorous multiple-choice question assessment (costs USD 80 (USD 65 for PHAP members) per certificate).

Reliefweb

Reliefweb (OCHA) provides a searchable **list of humanitarian training programmes**, both free and fee-based. It also contains content that is most relevant to global humanitarian workers and decision-makers on a 24/7 basis, enabling them to make informed decisions and to plan effective responses.

The Centre for Humanitarian Data

The **Centre for Humanitarian Data** (OCHA) is focused on increasing the use and impact of data in the humanitarian sector. The Centre is focused on four areas: 1) **data services**; 2) **data literacy**; 3) **data responsibility**; and 4) **predictive analytics**.

Humanitarian Response

Humanitarian Response (OCHA) aims to be the central website for Information Management tools and services, to support efficient, effective, and coordinated humanitarian response through the sharing of operational information during either a protracted or sudden onset emergency. The global site is complemented by country-specific emergency sites.

Humanitarian InSight

The **Humanitarian InSight** website (OCHA) provides the latest verified information on needs of delivery of the humanitarian response relating to different crises as well as financial contributions. It tracks progress, gaps, and achievements, and provides visual and easy to use information on all crises.

ALNAP

ALNAP contains the humanitarian sector's largest **library** of resources on humanitarian evaluation, learning and performance

GSDRC

GSDRC provides a depository of humanitarian resources, including helpdesk reports responding to questions from FCDO humanitarian advisors. See **all humanitarian resources** (from many publishers) or just **those from GSDRC**.

The Humanitarian Library

The **Humanitarian Library** is an inter-agency, inter-sector, crowd-sourced and community-moderated platform where humanitarian aid knowledge is shared on a real-time basis.

Twitter and LinkedIn

Twitter and LinkedIn can be useful places to track new evidence and practice if you follow a variety of people and organisations working on humanitarian issues, such as those listed in this guide.

Kuno

Kuno's learning page hosts courses, workshops, Ted talks, podcasts, webinars and e-learning modules for both beginners and those with a background in humanitarian assistance.

Edx and Coursera

edx.org and **coursera.org** offer free online courses run by universities across the world. Some of these courses relate to humanitarian competencies.

7. Annex: Additional resources

Course/resource	Time / input required
<p>Education in Emergencies: Guidance (Cambridge Education, 2017)</p> <p>This guidance note pulls together the most robust evidence available to date on education in emergencies and combines this with DFID adviser experience of programming in three different emergency contexts: protracted conflict; refugee crises; natural disasters in non-conflict settings. It focuses on six thematic areas within these settings: political settlements, accountability, cost-effective delivery, quality and learning, protection and inclusion, and data, monitoring and evaluation.</p>	44 pages.
<p>Education for Refugees and IDPs in Low- and Middle-Income Countries: Topic Guide (HEART, 2016)</p> <p>This topic guide is designed for people working on providing education for refugees and Internally Displaced Persons (IDPs). It provides an overview of the key issues, and signposts relevant sources for further information and reading. It gives a global overview of forced displacement and education; maps the state of research, policy, and practice in refugee education; maps the state of research, policy, and practice in IDP education; and identifies and explore best practice, and existing and potential future opportunities and innovations, in the field of education and forced displacement.</p>	93 pages.
<p>Health responses to humanitarian crises: Reading pack (HEART; 2016)</p> <p>This reading pack provides an introduction to humanitarian health responses, including multi-sectoral approaches; key health topics, risk-factors and responses; assessment and monitoring; and the health systems approach.</p>	Suggests 6 readings, 5 questions. Video (10 mins).
<p>Social Protection - A Primer: E-learning (Centre for Social Protection, 2020)</p> <p>This course teaches the basics of social protection – what it is and how it works. It explores key concepts and definitions, regional differences, core issues in building social protection systems, and reflects on the future of social protection.</p>	Self-paced; 4-6 hours. Certificate available upon successful completion.

Programming for nutrition outcomes: E-learning (LSHTM)

This free course has been designed to explore the complicated problem of undernutrition, highlight its multi-sectoral causes and identify potential programmatic solutions. The design of the course was supported by DFID, specifically with DFID advisers in mind. There are 3 core modules (incl. **Scale of the Problem; Causes and Consequences of Undernutrition; Methods of Nutritional Assessment**), but once completed can also access 14 specialist modules (incl. several specifically emergency focused).

Approx 3 hrs per module.
Certificate available for a fee upon completion.

Social Protection across the Humanitarian-Development Nexus. A Game Changer in Supporting People Through Crises: E-learning (European Commission, 2019)

This course presents the main objectives, principles and core instruments of social protection; discusses social protection and humanitarian action; and introduces the important features of social protection systems and approaches in crisis contexts that reflect currently promising practices. It looks at targeting, engaging stakeholders, and meeting the needs of vulnerable groups.

Self-paced; 4 hours.

See also: [Socialprotection.org e-learning](https://socialprotection.org/e-learning)

Collecting Data for the Inclusion of Persons with Disabilities in Humanitarian Action: E-learning (Humanity & Inclusion; 2019)

This four-module course, aimed at humanitarian programme, technical and MEAL staff, provides an understanding of how to plan for and use the Washington Group Questions (WGs) to identify persons with disabilities in humanitarian action. Additional resources and tools are also available as part of this course. Available in English, French and Arabic.

Duration: around 2 hours.
Certificate upon completion.

Humanitarian Hands on Tool (HHoT) (CBM, 2017)

The Humanitarian Hands-on Tool, known as HHoT, is designed to provide aid workers in the field with clear, practical and detailed instructions on making relief and recovery work disability inclusive. HHoT is an app that can be downloaded to any mobile device and is easy to use. It offers simple one-page guidelines for all issues relevant to the design and implementation of emergency response. Topics are broken down into 'task cards', each describing common tasks or processes and how to make them inclusive. Once downloaded, all the information in the app is available offline.

Sustainable Development in Humanitarian Action: E-Learning (IFRC, 2019)

This course will show you how to incorporate sustainability into humanitarian action, looking at sustainability in the supply chain and field operations of a humanitarian organisation, covering the three dimensions of sustainable development: economic efficiency, social equity and environmental preservation.

Self-paced; 8 hours (2 hours over 4 weeks)
Certificate available for £52.

Environment in Humanitarian Action: E-learning (UNEP & OCHA, 2020)

The course provides humanitarian actors with information on how to effectively integrate environmental issues into humanitarian response and early recovery strategies. It highlights the key opportunities, misconceptions and challenges for mainstreaming environmental issues into humanitarian action.

Self-paced; 2-3 hours.
Certificate available upon completion.

Integrated Food Security Phase Classification (IPC): E-learning (FAO; 2019)

A) **Introduction:** outlining the concepts on which the IPC is based and provides all the necessary information to appreciate and critically use IPC products).

Duration: 1.5 hours

B) **Protocols for acute food insecurity:** It provides step-by step guidance to complete the Protocols for each of the four Functions of the IPC, and the special Protocols for areas with limited or no humanitarian access.

Duration: 6 hours.

Building data responsibility into humanitarian action: Guidance (OCHA, 2016)

This paper identifies the critical issues humanitarians face as they strive to responsibly use data in operations. It also proposes an initial framework for data responsibility.

18 pages.

Acceptance strategies in conflict: Reading pack (GSDRC; 2015)

This reading pack provides an introduction to acceptance as a risk management strategy for humanitarian response based on reducing threats to aid workers by reducing the motivation of others to harm them.

Suggests 5 readings and 5 discussion questions.

Wellness and Resilience for Frontline Workers and Managers: E-learning

(Humanitarian Leadership Academy, 2018)

This course looks at the impact that stress is having on the lives of humanitarian workers and how to build personal and organisational resilience. It helps develop personal action plans and increased knowledge of various wellness and resilience techniques to apply during stressful situations.

About 120 minutes including pre and post assessment.

Certificate upon completion.

Psychological first aid – guide for field workers: Guidance

(WHO, World Trauma Foundation & World Vision International; 2011)

This guide covers psychological first aid – humane, supportive and practical help for people suffering serious crisis events.

64 pages

Economic Development in Fragile and Conflict-affected States: Topic Guide (GSDRC, 2015)

This Topic Guide draws on lessons from programmes and case studies to explore which types of economic development interventions can be effective in fragile and conflict affected states and which factors have contributed to successes and failures. It considers programmes spanning six economic development objectives: private sector development – business climate reform; private sector development – market development; job creation; agriculture; infrastructure; and natural resource management.

49 pages

Humanitarian crises, emergency preparedness and response – the role of business and the private sector: Guidance (ODI, King's College London, OCHA & Vantage Partners; 2014)

This paper examines the role of business and the private sector in humanitarian aid. Accompanying case studies of Kenya, Jordan, Indonesia and Haiti are also available.

37 pages

Communication is aid: E-learning (Communicating with Disaster Affected Communities Network; 2012)

This course is about communicating with crisis-affected communities. The later modules are interactive, scenario-based challenges and involve learners having to make key decisions to do with communication during an earthquake, a post-conflict situation, and a hurricane/flood.

Self-paced; 3 hours 20 mins.

The **Communicating with Disaster Affected Communities Network** has a number of different training and tools available.

NATO CMI/CIMIC awareness course: E-learning (Civil-Military Cooperation Centre of Excellence; 2015)

This e-learning course provides an introduction to NATO civil-military cooperation.

Self-paced. Certificate available. No time requirement given.

OCHA reference guides on humanitarian normative decisions: Policy guidance

(OCHA; 2011)

These reference guides outline 1) **the normative developments on the coordination of humanitarian assistance in the UN General Assembly and the Economic and Social Council since the adoption of UN General Assembly resolution 46/182** and

1) 135 pages

2) **the normative decisions of key governing bodies of funds, programmes and specialised agencies of the United Nations System in humanitarian assistance.**

2) 111 pages

Humanitarian Innovation Guide: Guidance (elhra)

The Humanitarian Innovation Guide is an online resource designed to provide targeted support to individuals and organisations attempting to develop innovative solutions to the challenges facing humanitarian assistance, resulting in a more effective humanitarian response.