

Background

Effective humanitarian aid is only possible if efforts are adaptive to evolving contexts and target the most vulnerable – which is a changing designation. This requires real-time information, reflection and learnings that feed into decision-making. New approaches to organisational learning are needed to incorporate substantive feedback from affected people, partners and implementers in a more 'real-time' manner. This facilitates effective response decision-making, especially in volatile contexts, and prioritisation of assistance. Following World Vision's independent verification against the Core Humanitarian Standard, World Vision committed to identify approaches that can better identify the most vulnerable and implement real-time, practical evaluative processes in complex, volatile contexts.

Learning for Adaptation: Lessons from Ukraine, Somalia and Sudan

World Vision developed new learning guidelines – *Learning for Adaptation (L4A)* - based on research with internal and external key informants. This new resource:

- guides intentional and structured learning
- promotes a learning culture in emergency responses, and
- 3 enables evidence-based decision-making.

To verify feasibility in volatile environments, L4A was piloted in three highly complex humanitarian response operations in Sudan, Somalia and Ukraine. These offices applied multiple learning methodologies, including real-time evaluations, real-time learning events, after action reviews, and accountability assessments, to achieve their learning objectives. Based on these learnings, offices took action to integrate new child protection and staff conduct questions into

assessments, post-distribution monitoring and evaluation tools, develop updated evacuation plans, fill vacant positions and improve targeting procedures to better leverage local knowledge, leading to higher quality responses.

The lessons drawn from L4A have equipped the pilot responses with guidelines, tools and knowledge about intentional and proactive learning. Frontline workers who participated in the pilot are largely confident that the L4A guidelines can support World Vision to better adapt to changing contexts.

World Vision is dedicated to fostering an organisational learning culture that promotes continuous improvement in its humanitarian aid efforts, whether rapid or protracted. To facilitate this, the L4A guideline will be translated into Arabic, Ukrainian, Spanish and French, enabling World Vision to disseminate and utilise the framework across the organization effectively.

Understanding vulnerability: How to prioritise in the face of overwhelming need

Understanding the distinction between vulnerability and needs is crucial in humanitarian assistance, as it ensures effective prioritisation in the face of insufficient funding. World Vision partnered with Overseas Development Group Humanitarian Policy Group to conduct research to understand better the vulnerability concept and its applicability in humanitarian assistance. We found that needs were commonly

misinterpreted as vulnerability. By re-focusing on vulnerability – that is, what makes people at risk of heightened needs due to future shocks - World Vision will be able to provide targeted assistance that mitigates and minimises potential needs to increase resilience. The findings provide the foundation for World Vision to better apply vulnerability analysis across the programme management cycle.



Driving greater impact

With this refreshed approach to organisational learning and vulnerability analysis and its broad operational footprint, World Vision is well placed to design and implement relevant, quality programmes.

World Vision is exploring opportunities to:



Adapt learning tools for strengthening organisational learning capacity of local partners



Strengthen vulnerability analysis tools, including using emerging technology

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