

humanitarian  
leadership  
academy

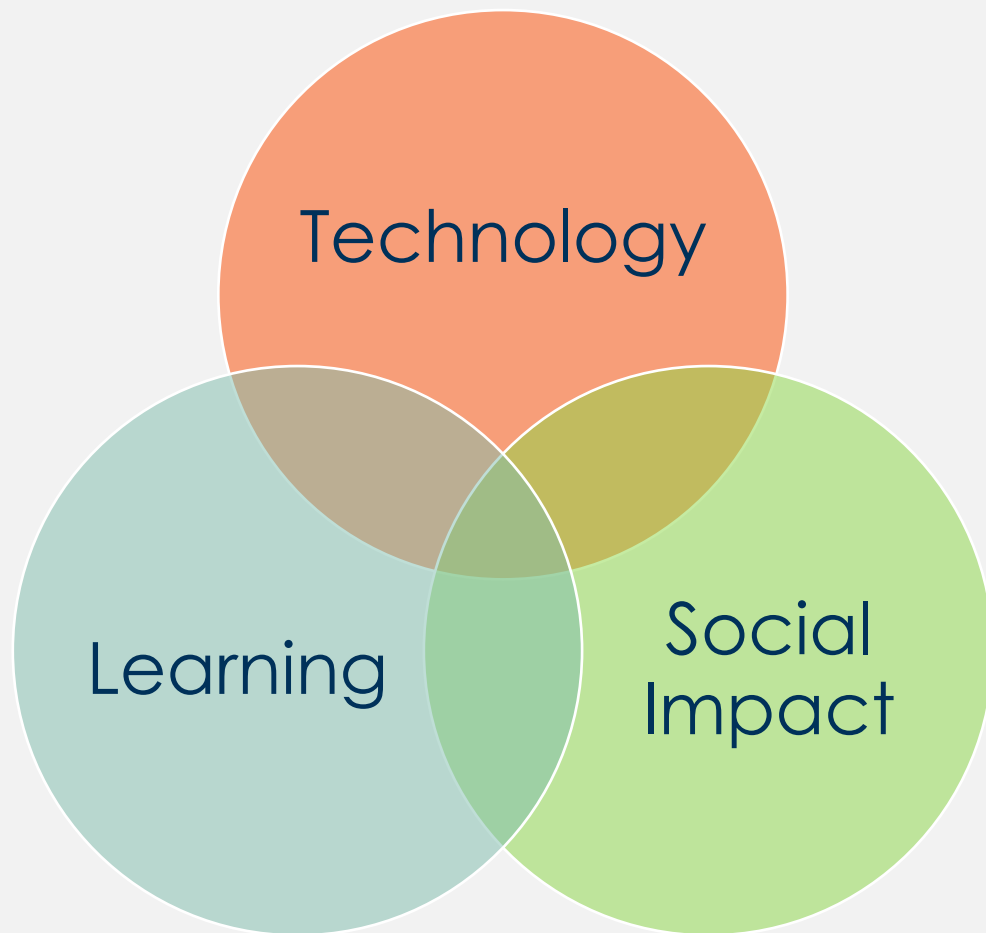


# Future of Learning

@AcademyHum

[humanitarianleadershipacademy.org](https://humanitarianleadershipacademy.org)

[humanitarianleadershipacademy.org/innovation](https://humanitarianleadershipacademy.org/innovation)



## Atish Gonsalves

Global Innovation Director,  
Humanitarian Leadership Academy

Founder,  
Gamoteca

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a.gonsalves@Humanitarian.Academy





**More than 1% of people** across the planet right now are caught up in **major humanitarian crises**.

The international humanitarian system is more effective than ever at meeting their needs – but global trends including poverty, population growth and climate change are leaving more people than ever vulnerable to the devastating impacts of conflicts and disasters.

People In Need: 131.7M  
People to Receive Aid: 93.6M  
Funding Required: \$21.9B



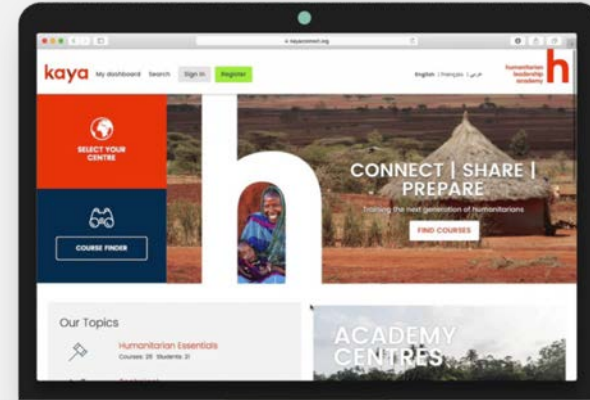
To enable people  
around the world to  
prepare for and  
respond to crises in  
their own countries.

**Our challenge**

How do we create & share  
learning that is engaging,  
scalable and impactful?

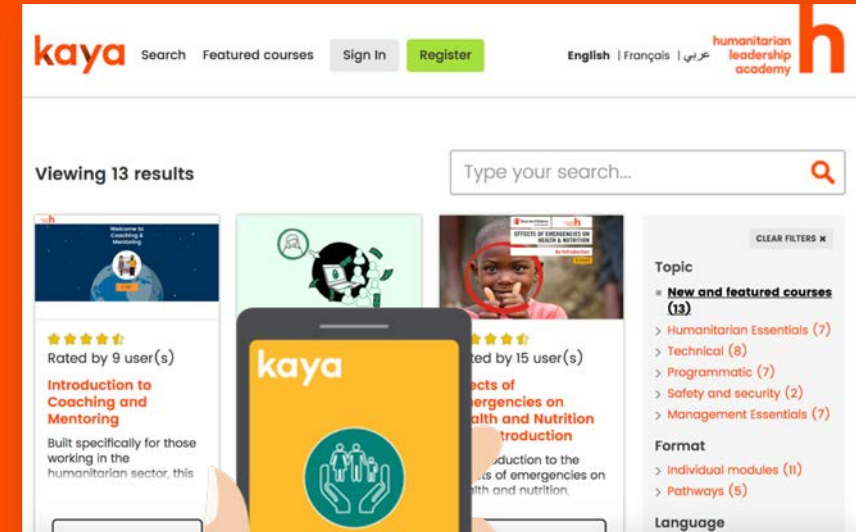
# How we work

- ✓ A **global marketplace** of learning, Kaya, making learning accessible to everyone: [KayaConnect.org](https://KayaConnect.org)
- ✓ A **network of local partners** creating and sharing relevant learning



# Our eLearning platform **kaya**

- ✓ Launched in May 2016, we have **95,000+** learners and growing
- ✓ 23% of users from very fragile states in crisis and 26% are from countries hosting large populations of refugees. Top 10 countries: **Kenya, Philippines, Syria, Nigeria, UK, US, Yemen, Iraq, Uganda, Bangladesh**
- ✓ **400+ free online courses**, in up to 10 languages
- ✓ **Six learning portals** with the following partner organisations: Norwegian Refugee Council (NRC), International Rescue Committee (IRC), War Child, Save the Children UK, the Cash Learning Partnership (CaLP) and Voluntary Service Overseas (VSO)





Learning that enables others to create  
and share more learning?

# Innovation in Learning

***Creatively problem solving to  
add new value***



## **Learning about Innovation**

Learning around process, practices and behaviours, focus on co-creation and user-centred design (UCD)



## **Innovation in Learning**

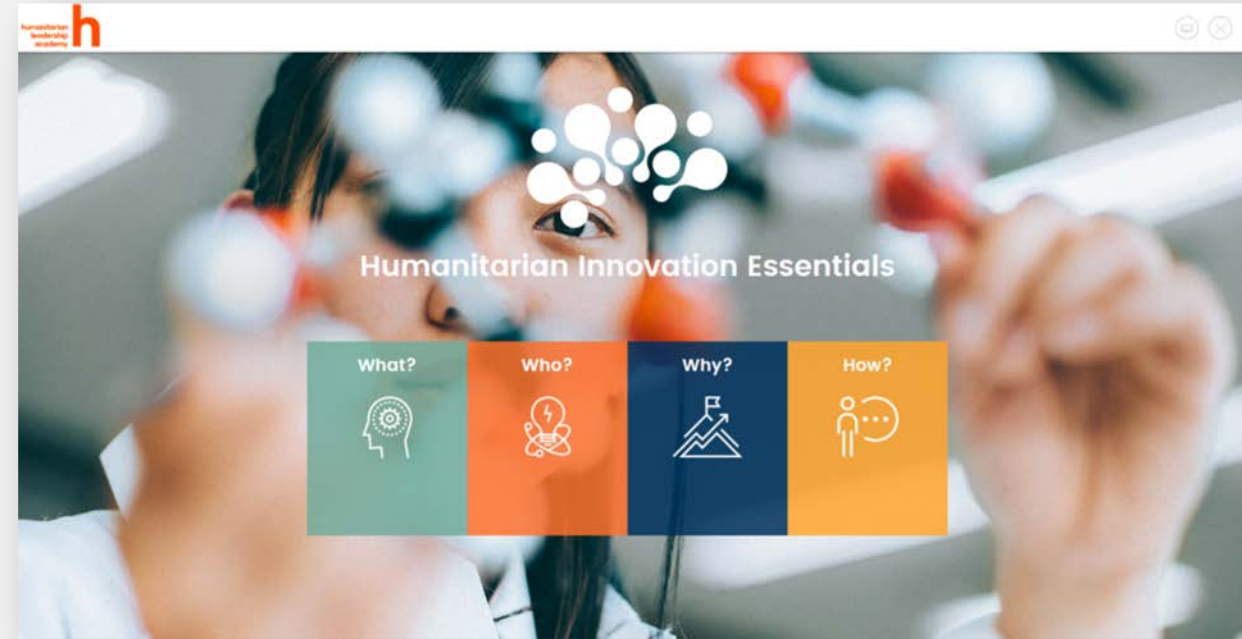
Uncovering new ways of creating and delivering knowledge to users in different cultures and contexts



# Learning about Innovation

(demystifying innovation)

- ✓ **Innovation Essentials** - provides first clear steps on how to innovate from within your own organisation, with examples from the humanitarian sector.
- ✓ **Humanitarian Futures & Foresight** – learn about foresights methods & tools (from Institute For The Future) and humanitarian signals & trends (global signals, with specific focus on East Africa)



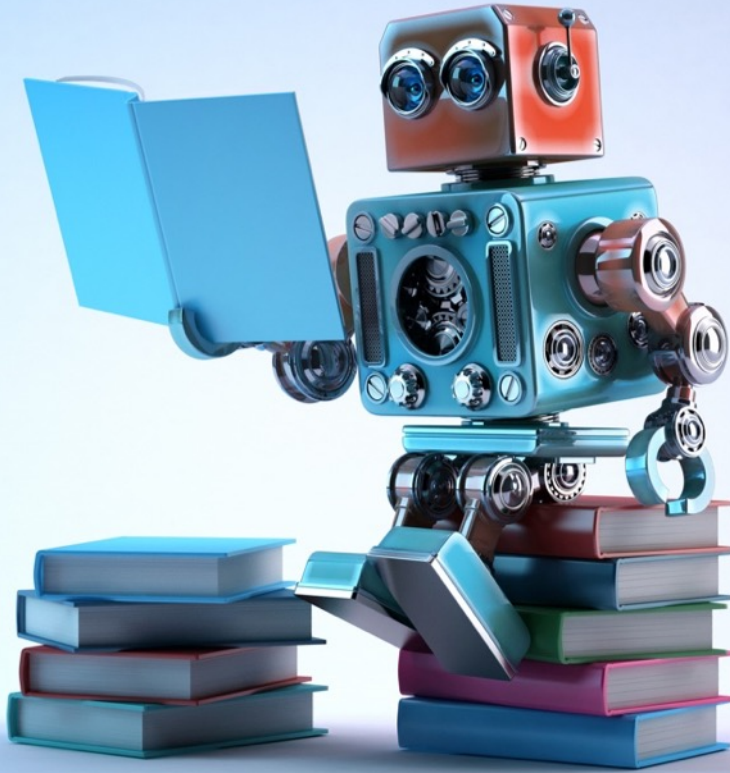
FREE ONLINE COURSE  
starts on 8 October 2018



**Humanitarian  
Futures & Foresight  
MOOC**

# Learning Trends

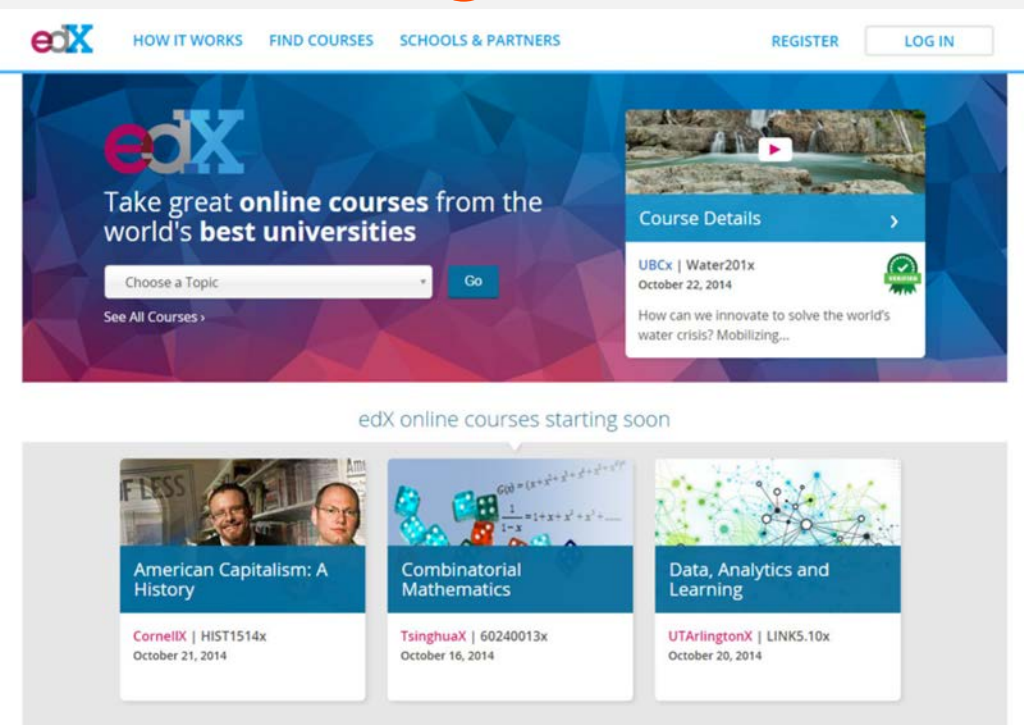
- ✓ Modular, personalised, continuous
- ✓ Nano-degrees, micro-credentials
- ✓ Use of AR/VR
- ✓ AI-in-Ed
- ✓ Gamification



# Learning - Modular, bite-size and continuous



# Nano degrees, micro-credentials



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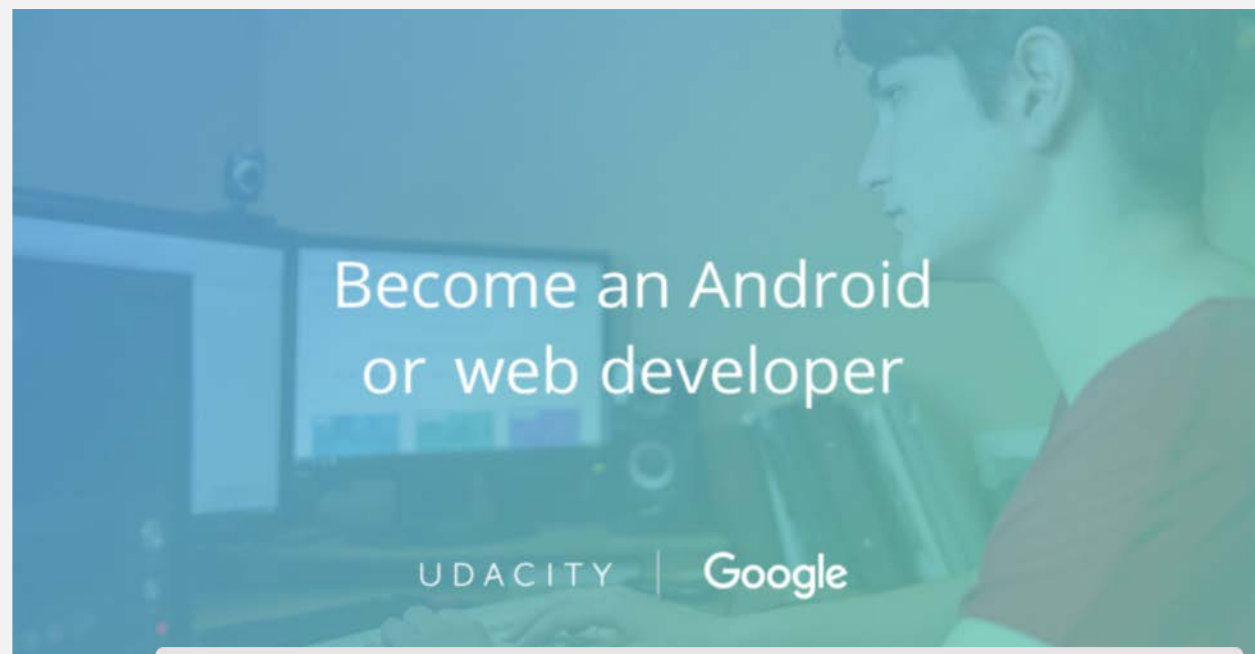
Course Details >

UBCx | Water201x  
October 22, 2014

How can we innovate to solve the world's water crisis? Mobilizing...

edX online courses starting soon

- American Capitalism: A History  
CornellX | HIST1514x  
October 21, 2014
- Combinatorial Mathematics  
TsinghuaX | 60240013x  
October 16, 2014
- Data, Analytics and Learning  
UT ArlingtonX | LINKS.10x  
October 20, 2014



Become an Android or web developer

UDACITY | Google



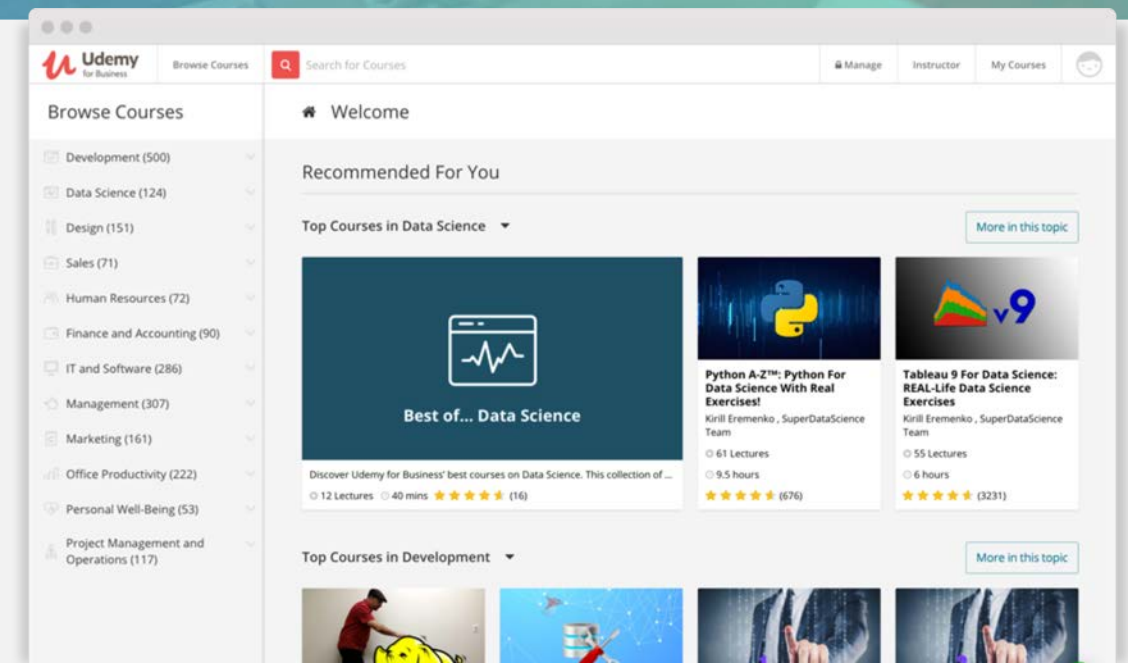
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Welcome

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- Tableau 9 For Data Science: REAL-Life Data Science Exercises  
Kirill Eremenko, SuperDataScience Team  
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Top Courses in Development >

# Augmented and Virtual Reality



# AI-in-Ed

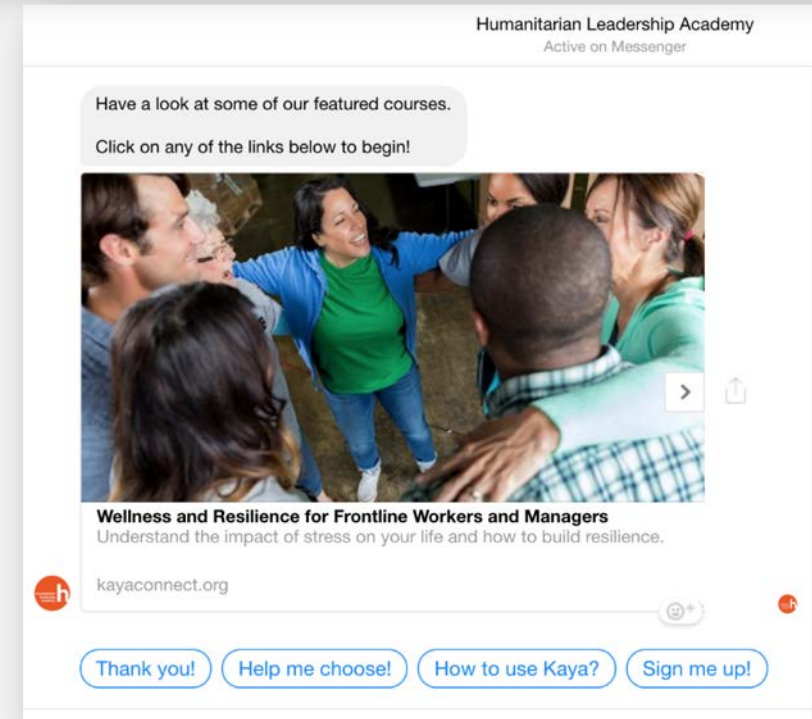
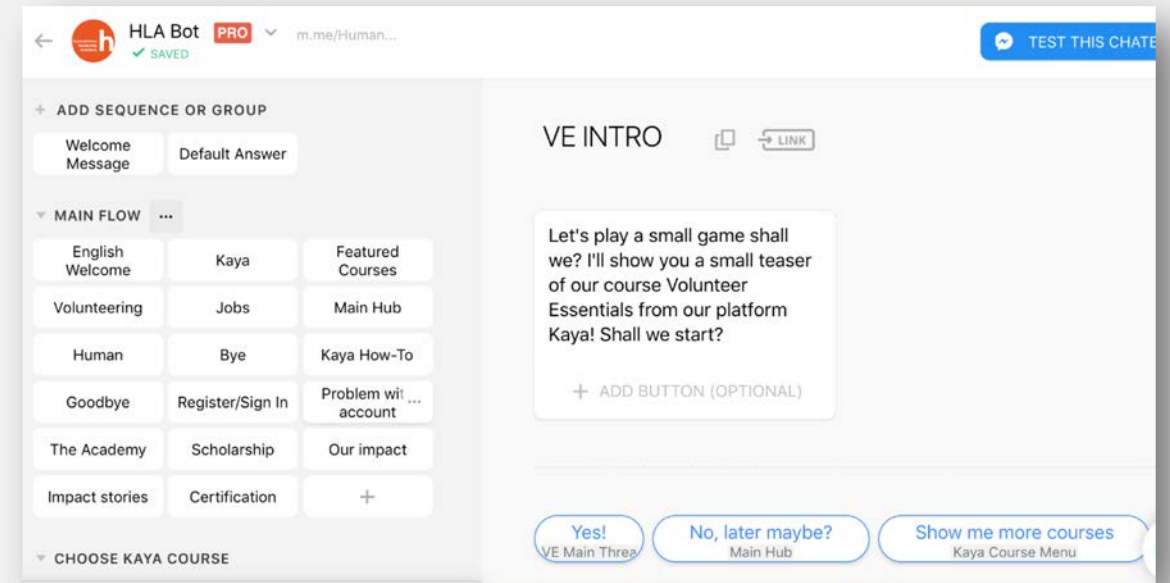


# Incremental innovation



# 1. Chatbots

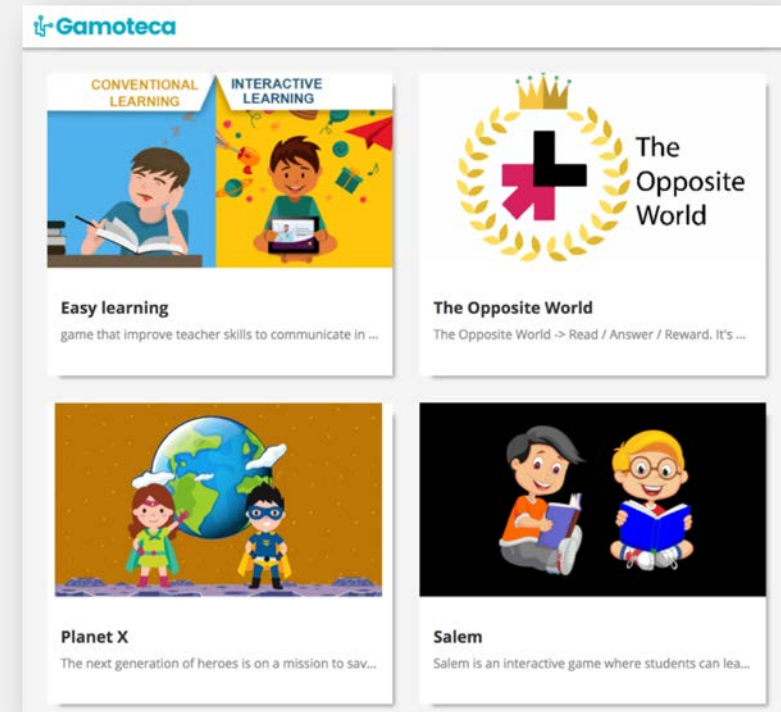
- ✓ Building out **content nuggets**, learning pathways accessible via social media
- ✓ Helping users **discover Kaya courses**
- ✓ **Activate 500K Facebook followers**, facilitating more effective user engagement and sign-ups
- ✓ Take users on **learner's journeys** to help them understand the role of volunteers in the field





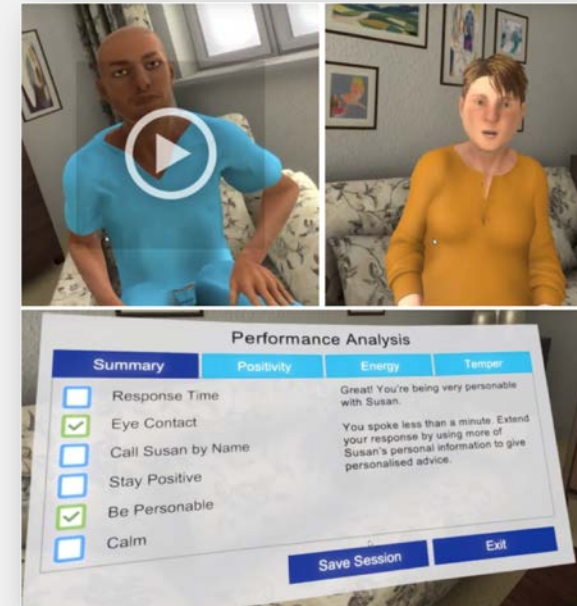
## 2. Gamification

- ✓ Games **co-created by local partners** for solving local needs
- ✓ Introduced **role playing, narrative-based journeys, scenarios, peer-to-peer learning, simulation** exercises
- ✓ Games **integrated within existing learning on Kaya**, e.g. coaching & mentoring, volunteer essentials

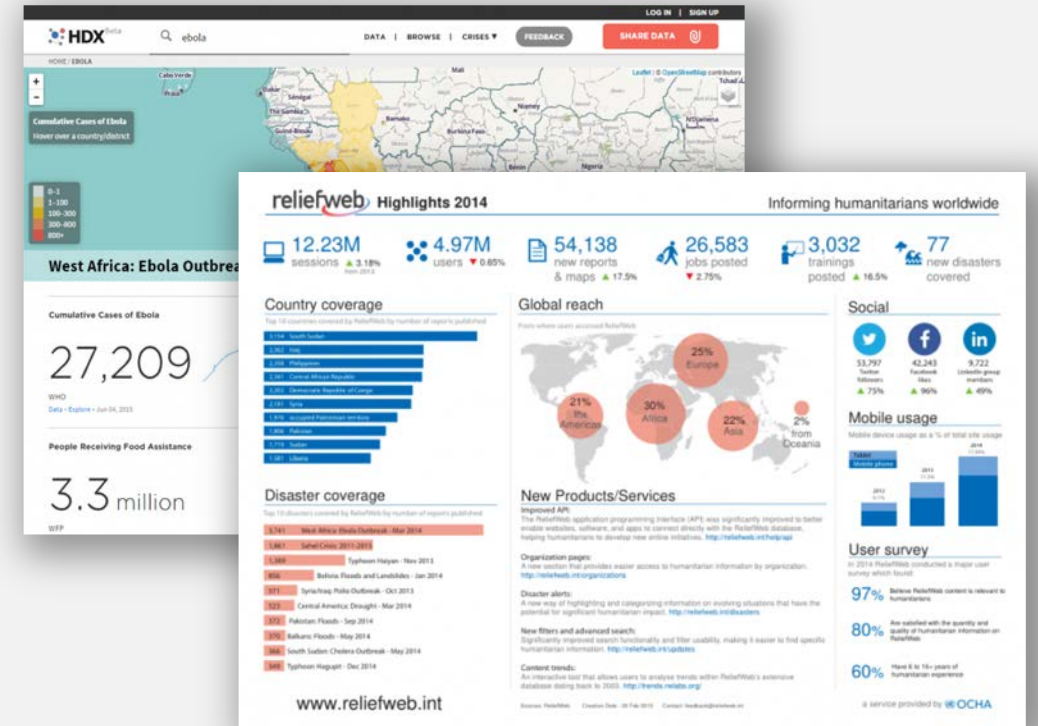


# 3. Immersive learning (VR)

- ✓ Enhancing **crisis-immersion and empathy building** using VR for volunteer and staff training
- ✓ Short VR films/media that **integrate well with existing learning pathways**
- ✓ Exploring the use of **VR "body swapping" simulation** combined with analytics of speech, tone and emotion for safeguarding training



# 4. Predictive learning



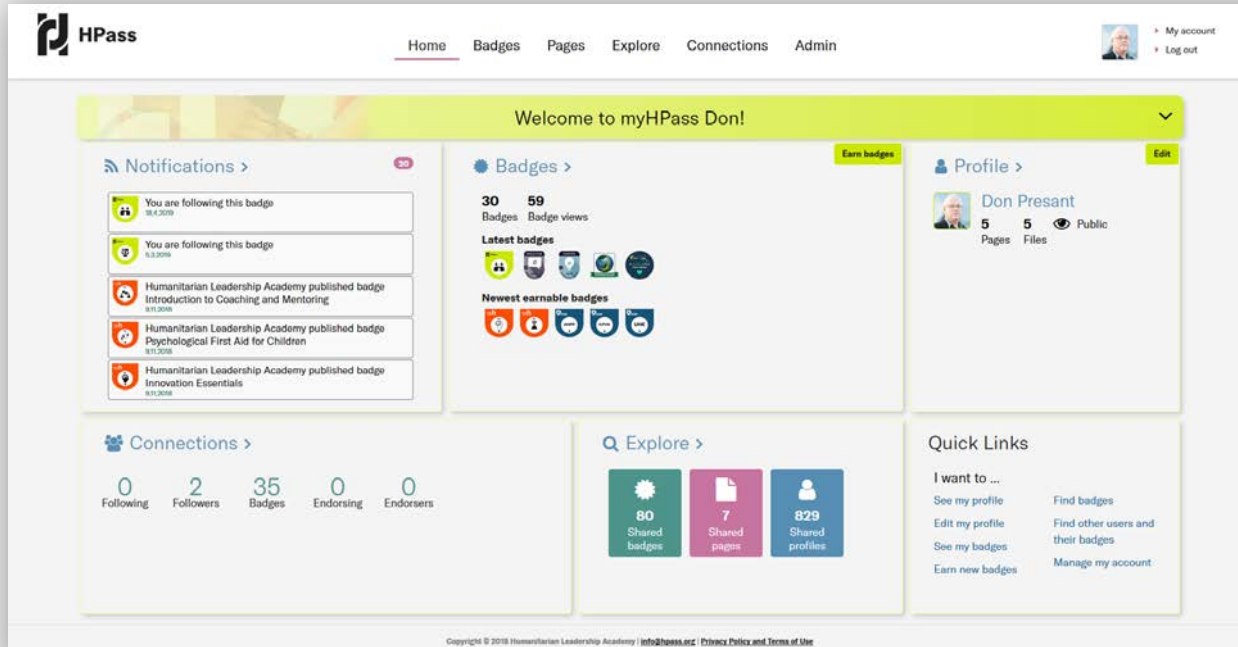
- ✓ Learner history on Kaya (access, registration/completion, feedback)
- ✓ Learning history of similar learners
- ✓ Related courses



- ✓ Crisis data
- ✓ Upcoming disasters (climate models)

- ✓ Predictive & personalised learning, e.g. course on disaster preparedness before typhoon season

# 5. Blockchain for credentialing



- ✓ **A trusted credentialing system** to recognise skills, learning, experience of humanitarians
- ✓ **Badges** can be issued manually, or automatically from a range of learning platforms
- ✓ Learners can **share them via social media**, as a link from a CV or as part of an e-signature

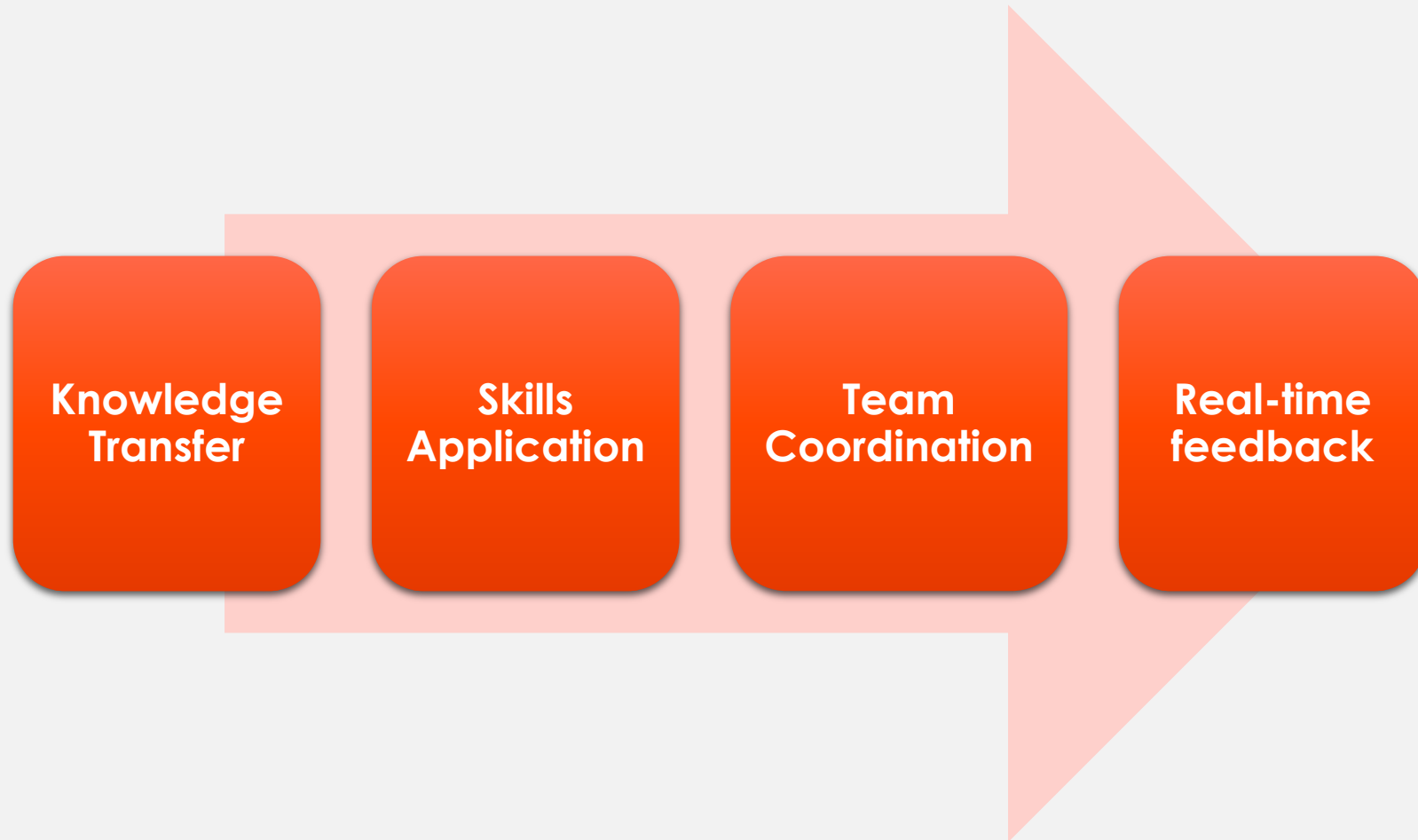
- ✓ **“Edublocks”** built on Hpass that use blockchain can add additional authentication, durability and integrity

A top-down view of several hands of different skin tones stacked together in a circle, symbolizing teamwork and collaboration. The hands are positioned in a way that suggests a group effort or a shared goal. The background is a soft, out-of-focus blue, and the entire image has a semi-transparent blue overlay.

# Gamification – Case Study

Co-created games for collaborative real-life learning

# How can we get to practice-based learning with real-time feedback?



# Simulations Exercises

- ✓ Simulations exercises are used for security & emergency response training
- ✓ Organising simulations are costly – actors, props, complex scheduling
- ✓ Tracking progress and providing real-time feedback is almost impossible with larger teams



# UNHCR Security Training



**Notification  
of the  
Incident**

**Assembling  
the Team**

**Planning**

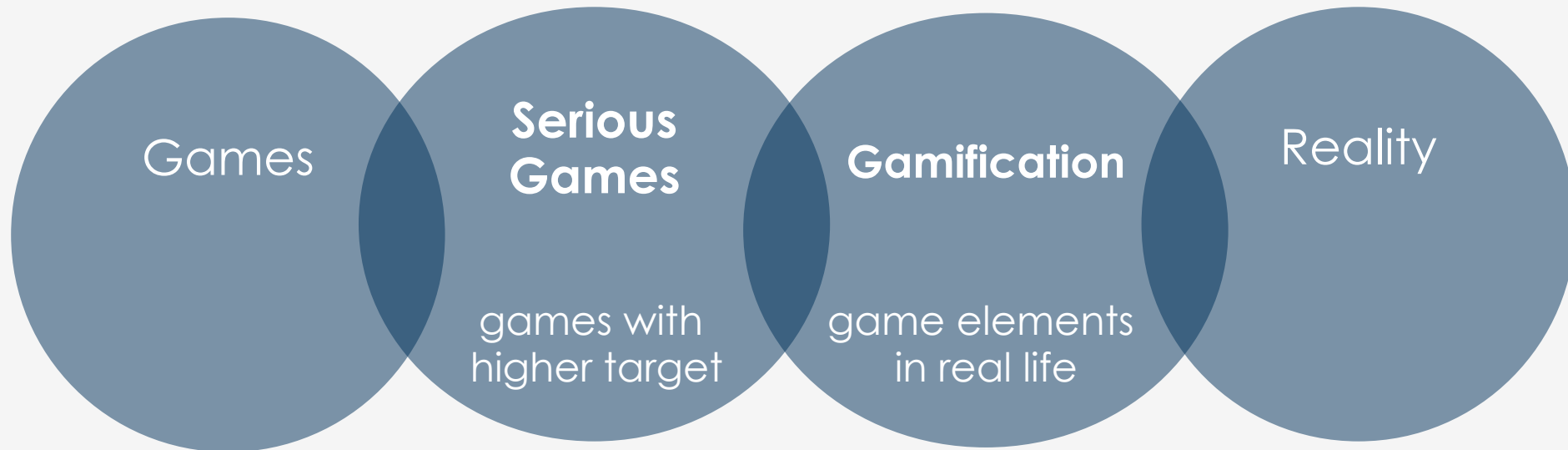
**Responding**

**Negotiating**





# Combine elements of both gamification and serious games



# Allows everyone to easily create their own learning

The screenshot displays the Gamoteca platform interface. At the top left is the Gamoteca logo, and at the top right is a user profile for 'hlaadmin'. The main content area features a game card with a green background and an illustration of a man and a woman. The card has buttons for 'DESIGN', 'SCHEDULE', and 'SHARE' at the top, and an 'EDIT' button at the bottom right. The title of the game is 'An Exercise in Coaching and Mentoring', and the description states: 'This game will help you to put into practice the coaching skills you have learnt as part of the Introduction to Coaching and Mentoring course. It will enable you to: 1. Practically apply your coaching knowledge and skills 2. Assess the impact of your coaching practice'. Below the description, it notes 'Original game created by Kabir, Humanitarian Leadership Academy'. The right sidebar contains two sections: 'Upcoming events' with a 'Virtual Event' scheduled for March 20, 2019, at 9:50 AM UTC, with 0 slots free, organized by Levi Varga, and buttons for 'ENROLL' and 'CONTACT ORGANISER'; and 'Roles' with an 'EDIT' button and a list of roles: Coach (blue square), Facilitator (grey square), and Coachee (red square).

# Role-based learning for peer-to-peer interactions and feedback

**Gamoteca**

< BACK   ADD SCREEN ~


Coach	Coachee
<b>0. Introduction</b> Receives Information	<b>0. Introduction</b> Receives Information
<b>0.1. Overview</b> Receives Information	<b>0.1. Overview</b> Receives Information
<b>1.1. Your Role</b> Receives Information	<b>1.1. Your Role</b> Receives Information
<b>1.2. Your Coachee</b> Receives Information	<b>1.2. Your Coach</b> Receives Information
<b>2. An Example</b> Receives Information	<b>2. An Example</b> Receives Information
<b>3.1. Level 1 - Preparation</b> Receives Information	<b>3.1. Level 1 - Preparation</b> Receives Information
<b>3.2. Level 1 - Help from the Course</b> Receives Information	<b>3.2. Level 1 - Coach Introduction</b> Receives Information
<b>3.3. Level 1 - Your Introduction</b> Captures Video	<b>4.1. Level 1 - Feedback Part I</b> Answers Question
<b>4.1.1. Level 1 - Feedback Part I</b> Receives Information	<b>4.2. Level 1 - Feedback Part II</b> Answers Question

### An Exercise in Coaching and Mentoring / Coach

TEXT	IMAGE	IMAGE 360°	VIDEO	VIDEO 360°	CHOICE
TEXT FEEDBACK	SEND IMAGE		SEND VIDEO		

Display feedback from:

4.1.2   Level 1 - Feedback Part I




You may want to think about how you build rapport with your coachee.

Score  point

Appear  minutes after the game starts (0 = no time constraint)

Ending screen

Level 1 - Feedback Part I



You may want to think about how you build rapport with your coachee.

# Real-life game play... about fun, experimentation and learner feedback loops

The screenshot displays a mobile application interface for a learning game. At the top, there is a 'Back' button and a '3 pts' indicator. Below this is a 'Game Feed' section with a '0 pts' indicator and a game controller icon. A list of items is shown, with the first item selected. This item is titled 'Level 2 - Your Coach's Response' and includes a video player showing a coach speaking. Below the video, there is text instructing the user to watch the video and think about two specific points. At the bottom of the screen, a 'COMPLETED' status with a checkmark is visible.

< Back 3 pts

0 pts Game Feed

All < Back

Level 2 - Your Coach's Response

Coach answered Level 2 - Response to Issue:

Watch the video of your coach addressing your issue. Think about:

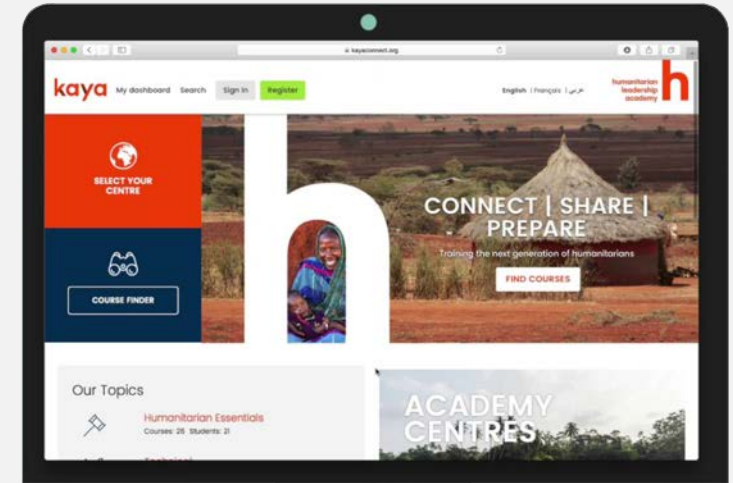
1. If the questions asked by the coach helped you think and reflect
2. The extent to which their approach helped in addressing your issue

You will be requested to provide feedback on the next screen.

COMPLETED ✓



# Design thinking methodology for co-creation “Learning Hackathons”



Create spaces to **capture local learning** through design thinking



**Identify, test and incubate** ed-tech and learning-tech solutions



**Scale tools, content, tech** through

- Learning platforms
- Supporting other organisations



# Key takeaways

1. **Signup to learn:** [KayaConnect.org](https://kayaconnect.org) and join one of our courses
2. Combine innovative tech with **user-centred design to enable others to co-create learning**
3. **Collaborate with us** on gamification, chatbots, immersive & predictive learning

*"The future is already here, it just isn't evenly distributed."*

William Gibson, Tech Writer

