
the Humanitarian Leader

**The role of Humanitarian Studies in education and
research for sector transformation**

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THE HUMANITARIAN LEADER:

The role of Humanitarian Studies in education and research for sector transformation

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Abstract

The international humanitarian aid sector is struggling to meet the increasing demands driven by displacement, protracted emergencies, new conflicts, and the climate crisis. Recent funding cuts make it even harder to respond to those needs, sparking renewed calls for a system transformation. Accompanying the humanitarian sectors' expansion, growing complexity and ongoing reform process, has been the recent emergence of Humanitarian Studies as an academic field of scholarship. This is reflected in the proliferation of humanitarian-titled and focused degree programs, journals, and research initiatives, particularly visible in the Global North. This paper explores what Humanitarian Studies contribute to humanitarian aid and the sector - including its ongoing reform. Recently published research findings show that Humanitarian Studies play a key role in providing humanitarian education and generating humanitarian research relevant to humanitarian policy and practice. However, Humanitarian Studies could be much more inclusive, critical and interdisciplinary. Access to Humanitarian Studies degree programs needs to be expanded, and Humanitarian Studies education needs to be much more contextualised. In addition, Humanitarian Studies research outputs need to be more accessible and practical for humanitarian work.

Relevance to system transformation

This paper highlights how Humanitarian Studies can drive humanitarian sector transformation by informing policy, enhancing practice, and contributing critical, interdisciplinary perspectives. However, to truly support sector reform, the field must become more inclusive, accessible, and contextually relevant—especially through broader education access and practical, usable research for humanitarian actors.

Introduction

The United Nations (UN) Office for the Coordination of Humanitarian Affairs (OCHA) estimates that a new record high of 305 million people will require humanitarian assistance in 2025 (OCHA, 2024). Main drivers for human displacement and rising humanitarian needs are conflict and the global climate crisis, with civilian populations bearing the brunt (OCHA, 2024). The international humanitarian aid sector is overwhelmed and overstretched (OCHA, 2021). Ongoing structural issues and recent funding cuts have further impacted on the aid sector's ability to effectively address humanitarian needs, thereby sparking renewed calls for reforms and a system overhaul (Aloudat, 2025; Mishra, 2025).

The humanitarian sector has grown into a multi-billion-dollar industry, intended to address human suffering and save lives. Since its formal emergence after the end of World War II, the humanitarian sector has grown, become more complex and has expanded its scope of activities. Past failures in planning and implementing humanitarian programs were linked to a lack of coordination, a lack of accountability, interfering political agendas, ineffective leadership, the use of untrained personnel as well as funding gaps – among others – leading to the inability to effectively address the needs of crisis-affected populations. Examples include ill-managed responses to the Rwandan Genocide in 1994, the Indian Ocean tsunami in 2004, the Syrian Civil War (2011 – present), the Haiti earthquake in 2010 and the Ebola crisis in Africa in 2014 and 2018, to name a few (Colombo & Pavignani, 2017; Ferris & Kirisci, 2016; Gallardo et al., 2015; James, 2016; Mayhew et al., 2021). Such failures and subsequent lessons-learned exercises led to increased professionalisation, a re-thinking of humanitarian response approaches, as well as large-scale reforms to humanitarian aid and the sector over the past decades. Yet, the critiques of the humanitarian sector keep multiplying, with growing calls for much greater levels of research to address the humanitarian sector's key challenges.

Accompanying the increased professionalisation and ongoing transformation in humanitarian aid and the sector, has been the emergence of Humanitarian Studies as an academic field of scholarship over the past two or three decades. This is reflected in the proliferation of humanitarian university degrees, the ballooning of humanitarian research initiatives and the emergence of humanitarian academic journals, predominantly in the Global North, and especially visible in the European Union, the United Kingdom (UK), the United States of America (USA) and Australia (González et al., 1999; Rainhorn et al. 2010; Stibral, 2021; Stibral et al., 2022; Stibral, 2023). Driving the emergence of this new academic field appears to be the growing interest in studying humanitarianism, the demand for formal qualifications and the need for research that addresses the aid sector's challenges. The emergence, evolution and constitution of Humanitarian

Studies remains an under-researched phenomenon. Also under-investigated are the contributions that this new field could or should be making to humanitarian action, the humanitarian sector and humanitarianism more broadly.

This paper summarises recent critical insights into what Humanitarian Studies currently is and should be contributing to humanitarian aid and the sector, including its ongoing transformation. It presents the main lines of my recent research critically examining the emergence of Humanitarian Studies, which was based on 47 interviews with humanitarian thought leaders¹. I argue that Humanitarian Studies play a key role in providing humanitarian education and in generating humanitarian research relevant to humanitarian aid and the sector. However, Humanitarian Studies could be much more inclusive and interdisciplinary. Access to Humanitarian Studies degree programs needs to be expanded, and Humanitarian Studies education needs to be much more contextualised. In addition, Humanitarian Studies research outputs need to be more accessible and practical for humanitarian work. This paper is relevant to scholars engaged in teaching, research, and curriculum (re)design in Humanitarian Studies. Findings in this paper are also relevant to humanitarian practitioners and change makers that seek to understand and utilise Humanitarian Studies' contributions to transforming humanitarian aid and the sector.

Humanitarian Studies play a key role in providing humanitarian education and in generating humanitarian research relevant to humanitarian aid and the sector.

The next section summarises the emergence of Humanitarian Studies and examines the role of humanitarian academia based on past and current core debates. The subsequent section summarises critical insights on the contributions that Humanitarian Studies currently is and should be making to humanitarian aid and the sector based on latest research. A concluding section provides key recommendations.

¹ These humanitarian thought leaders came from Humanitarian Studies and allied fields (such as Development Studies, Refugee Studies and Emergency and Disaster Management) and included senior-level humanitarian practitioners with technical and vast field experience. Scholars and practitioners included key figures from all regions around the world. Interviewees were diverse by age, gender, cultural and ethnical backgrounds, as well as varying countries of origins in which they were based, have lived, or have worked. For further reference, please access: Stibral, A. A. (2023). *The emerging 'Humanitarian Studies' academic field of scholarship—a critical analysis* (Doctoral dissertation, Deakin University)

The emergence of Humanitarian Studies and the role of humanitarian academia

Humanitarianism is not just a philosophy, ideology, and a field of practice; it has become a scholarly vocation (Barnett, 2008). As a scholarly field, Humanitarian Studies has only emerged in the last two or three decades (Gorin, 2024; Stibral, 2023). Forerunners or sisters of this new field include Development Studies, (Forced Migration and) Refugee Studies and Disaster Studies. The ballooning of Humanitarian Studies as an academic field of scholarship is reflected in the proliferation of humanitarian-titled and focused academic degree programs (especially on the postgraduate level), humanitarian-titled and focused academic journals as well as humanitarian research centres and institutes around the world (Rainhorn et al., 2010; Stibral et al., 2022; Stibral, 2023; Walker et al., 2010). Numerous universities offer humanitarian education and research programs. Key regions that supply those courses are those considered to be high-income regions/countries, including Europe, Australia, Canada and the USA (Gorin, 2024; Ingrassia et al., 2014; Johnson et al., 2013; Khorram-Manesh et al., 2015; Rainhorn et al., 2010; Stibral et al., 2022).

Hilhorst observes that most humanitarian education and humanitarian research institutes are based in the Global North, but that “[t]he picture is less skewed with regards to disasters related to natural hazards, where we find many leading institutes in the Global South. However, faculties and courses dealing with humanitarianism in the Global South are scarce” (Hilhorst, 2020, para. 7). Indeed, humanitarian-related degree programs, for example in Disaster Studies, Emergency and Disaster Management, Sustainable Development, and Peace and Conflict Studies, are ballooning in the Middle East, Africa, and Asia (Stibral, 2021; Stibral 2023). Yet, the vast majority of humanitarian-titled and focused programs and institutes are predominantly visible in the Global North, with Global South initiatives in that regard largely out of sight (Stibral, 2023). Gorin (2024) argues that with most humanitarian degree programs and academic publications being based in and driven by institutions in the Global North, significant access barriers are created for students from the Global South and power imbalances in knowledge production and dissemination are highlighted. On a global level, the International Humanitarian Studies Association (IHSA) was launched in 2009, and has become a prominent, multi-disciplinary network and platform for studying humanitarian crises, bringing together scholars and practitioners from around the world (IHSA, 2023).

In terms of the role and contributions of humanitarian academia and Humanitarian Studies, there are several – at times opposing – views among scholars and practitioners. González et al. (1999, p. 21) view Humanitarian (Development) Studies as a foundation to analyse “the underlying causes of humanitarian crisis and

[for] formulating appropriate strategies for rehabilitation and development.” Eberwein (2009) acknowledges Humanitarian Studies as a new scientific enterprise, however voices that is unclear whether and how this nascent field contributes to empirical insights and theory development.

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Research highlights the key role of higher education in professionalising the humanitarian workforce. For instance, Burrell Storms et al. (2015, p. 111) believe that university education has the potential to strengthen the professionalisation of the humanitarian sector by leveraging the value of interdisciplinary knowledge building and sharing, analysis and critical thinking. The European Universities on Professionalization on Humanitarian Action (EUPRHA) Project is an initiative that seeks to contribute to the professionalisation of the humanitarian sector with the development of the Humanitarian Action Qualifications Framework aimed at improving the recognition of university qualifications for academic and professional mobility (Aardema & Churrua-Muguruza, 2014).

While theory-based Humanitarian Studies formal education is insufficient to transform a person into a humanitarian aid worker (Burrell Storms et al., 2015; Rainhorn et al., 2010), Humanitarian Studies education is critical because the humanitarian sector needs higher levels of responsiveness to emerging trends and issues, strategic and critical thinking, and more educated, trained and qualified humanitarian personnel (Burrell Storms et al., 2015). Others support this conviction, including Gallardo et al. (2015) who argue that personnel operating in disaster situations should hold task-related, profession-specific, and cross-disciplinary competencies, obtained through accredited education and training at academic affiliated centres. Musa et al.’s research (2009) also provides evidence for the need for humanitarian degree programs that provide education, research and training focused on humanitarian work. The authors conclude that there is a need for Humanitarian Studies, and they call for an expansion of special academic programs pertaining to humanitarian practice (Musa et al., 2009, p. 215).

Burkle et al. (2009, p. 248) stress that humanitarian academia has become an important partner in the humanitarian community, however the authors point

to the under-recognised value and contributions of academia to humanitarian aid and the sector. Burkle et al. (2009) emphasise the key role of scholars and academic institutions in promoting and accelerating best practices into policy and their significant role in addressing the humanitarian sector's ongoing and future challenges. However, an essential weakness of the humanitarian community is its inability to translate humanitarian action into policy, arguably an area where academia could and should play a role (Burkle et al., 2009). Burkle et al.'s (2009) push for a stronger nexus between academia, policy and practice is echoed by Rainhorn et al. (2010, p. 27) who point out the remaining challenge for humanitarian (and development) actors to appreciate "the implications of scientific and technological discovery when it comes to anticipating and mitigating humanitarian threats." Weiss (2013) urges that aid agencies should work much more closely together with scholars in framing research and making important data available. VanRooyen (2024) argues that humanitarian research is more important than ever and essential in today's rapidly evolving crisis landscape. Humanitarian research provides critical insights into the root causes of conflict, helps anticipate future challenges like climate change, and supports evidence-based, context-sensitive interventions (VanRooyen, 2024). I conclude that a robust bridge between humanitarian theory and practice is not yet established but is clearly much needed.

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Another issue with humanitarian research according to Eberwein (2009) is that it is mainly produced by and in the Global North and that it is biased towards addressing humanitarian practice issues when it should also be addressing the humanitarian sector's challenges, including the aid sector's transformation: "research has to move beyond diagnosis and the focus of how to improve humanitarian action to explanatory models of the functioning of both...agencies and the humanitarian system at large and its transformation" (Eberwein, 2009, p. 14). Eberwein (2009) and Weiss (2013) further point to the need for more qualitative and longitudinal data generated in Humanitarian Studies.

Key contributions that (humanitarian) academia should add to humanitarianism are pertinently summarised by Walker (2004, p. 27): 1.) A body of knowledgeable and skilful individuals carrying out relevant research to

enhance our understanding of the depth, breadth, and complexity of the humanitarian field, 2.) A repository of knowledge in the form of libraries, journals, databases, and conferences, 3.) The ability to provide critical and objective advice (such as research that is different to the output of private consultancies) and, 4.) Teach a commonly accepted curriculum, allowing students to graduate with a recognised qualification.

More recently, Sandvik (2025) called attention to the impacts of the unprecedented changes to the humanitarian aid sector and its potential collapse on Humanitarian Studies. The field faces reduced funding and risks producing outdated or irrelevant research unless it adapts quickly to shifting realities. Humanitarian Studies must urgently reassess its role, and outputs to remain viable (Sandvik, 2025).

In summary, Humanitarian Studies has recently started to emerge as a new academic field of scholarship. The field plays a key role in professionalising humanitarian aid and the sector by providing pathways for formal education and skill development, enhancing critical thinking, and generating research that is (or should be) addressing the humanitarian sector's key challenges. Thus, Humanitarian Studies' contributions to humanitarian aid and the sector seem highly valuable. However, challenges remain, including bridging the gap between humanitarian theory and practice, expanding research, improving research quality and addressing the aid sector's evolving needs. Moreover, a stronger connection between research, policy and practice is urgently required.

Findings summarised in this paper drawn from my doctoral research are both timely and significant, particularly in light of the profound transformations currently affecting the humanitarian aid sector, as well as the recent questioning of the role and future of Humanitarian Studies (Sandvik, 2025). The next section collates the latest research findings on Humanitarian Studies' contributions to the humanitarian sector, including its transformation. It aims to present the main lines of my research and discuss some of its implications.

Humanitarian Studies' contributions to formal education and skill provision

When asked what Humanitarian Studies is or ought to be contributing to humanitarian aid and the sector, interviewees agreed that this new field plays a considerable role in providing formal humanitarian education and critical skills. However, access to Humanitarian Studies degree programs needs to be broadened and, Humanitarian Studies education needs to be much more contextualised.

To start with, there was strong agreement among respondents that the objective of Humanitarian Studies is to provide formal, deeper-level education, skill provision and training of current and prospective humanitarian practitioners and possibly also scholars. Humanitarian Studies teaching curricula ought to inform, educate, theorise and problematise humanitarian issues that other fields and disciplines may not be investigating. Humanitarian Studies should also provide a platform for critique, self-critique, critical reflections and analyses. In addition, Humanitarian Studies education should focus on providing data, producing and sharing knowledge, and generating scholarship relevant to humanitarian aid, the sector and humanitarianism more broadly. Moreover, there are opportunities for Humanitarian Studies to contribute to professionalisation.

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The topics, skills, knowledge and competencies that Humanitarian Studies curricula could or should entail and provide were enormous – from research and monitoring and evaluation skills, critical thinking, problem-solving, technical and humanitarian sector-related knowledge, geopolitics, conflict and prevention, political economy of aid, man-made and natural hazard induced disasters, climate change and international humanitarian law, to ethical and professional practice, leadership, field preparedness, effective communication, trauma-informed practice, teamwork and management skills. However, there was no agreement on what a Humanitarian Studies core curriculum could or should entail. There also seems to be tension regarding whether Humanitarian Studies curricula should be more theory or practice-focused and provide more technical versus more generalist skills. Further research is required to identify what a core curriculum in Humanitarian Studies could or should look like. I also concluded that Humanitarian Studies is one of several avenues to attain formal knowledge and education, but insufficient to produce well-rounded and well-prepared humanitarians (see also Rainhorn et al., 2010). Importantly, interviewed humanitarian thought leaders highlighted that humanitarian training, informal and non-academic professional development and field-based experience are just as important as having a university qualification in the context of the humanitarian professionalisation discourse.

Respondents vastly agreed that Humanitarian Studies education should provide humanitarian-focused skills and knowledge and embed much more strongly critical

approaches to analysing humanitarianism, humanitarian action and critiquing the humanitarian sector. Interviewees stressed that Humanitarian Studies should broaden different perspectives on studying and analysing humanitarianism and humanitarian action, namely via interdisciplinary lenses and through non-Western perspectives. Respondents exclaimed that Humanitarian Studies is not yet sufficiently interdisciplinary and that non-Western histories and methods to teach and learn about humanitarianism and the aid sector are scarcely applied in this emerging field. This is an interesting finding, given that there is emerging literature and discourses on non-Western histories, and non-Western approaches to humanitarianism and humanitarian aid, along with critiques of Global North humanitarianism (for instance, Fiddian-Qasmiyeh & Pacitto, 2015; Moussa, 2014; Woods, 2008; Yeophantong, 2014).

Many interviewees were critical of the fact that Humanitarian Studies programs are predominantly multiplying in the Global North and what this might mean about access to Humanitarian Studies education by prospective students from all regions in the world. Some respondents felt that this development would create a form of exclusion. Examples of exclusion according to respondents include limited access due to countries where programs are being offered, affordability and cost. Expensive tuition fees of degrees offered in high-income countries were seen as problematic – especially for international students. Language can also present a barrier to accessing Humanitarian Studies education for those students whose first language is not English.

However, respondents felt that exclusion is mitigable, for instance via increasing course offerings in languages other than English (which is already happening at various institutions), increasing scholarships and subsidies for disadvantaged students to access Humanitarian Studies education, increasing digital course delivery and, increasing the locally-led design of Humanitarian Studies programs in the Global South by the Global South, with contextualised education tailored to the needs of certain countries and regions. Interviewees further stressed that if Humanitarian Studies seeks to be a global field or discipline, then it then it needs to be global, in terms of organisation, of practice and contribution.

I conclude that Humanitarian Studies could be much more interdisciplinary and inclusive. The access to Humanitarian Studies programs needs to be broadened, and Humanitarian Studies education needs to be much more contextualised.

Humanitarian Studies' contributions to transforming aid and the sector

When asked about Humanitarian Studies' role and contributions in relation to transforming humanitarian aid and the sector, respondents emphasised the critical

function of humanitarian research for policy and practice. Likewise, Humanitarian Studies' generated critiques can act as a powerful voice for calling out the sector. However, Humanitarian Studies research outputs need to be more accessible and practical for humanitarian work.

Humanitarian Studies' generated critiques can act as a powerful voice for calling out the sector. However, Humanitarian Studies research outputs need to be more accessible and practical for humanitarian work.

To start with, humanitarian research is not just produced in Humanitarian Studies, but across various fields and disciplines, including Refugee Studies, Development Studies, Disaster Studies, Public Health and Anthropology among others. This reveals significant opportunities for interdisciplinary collaboration to develop more holistic and nuanced understandings of humanitarian issues. Interviewees mostly agreed that Humanitarian Studies lack interdisciplinarity. Nearly three-quarters of the interviewees stated that Humanitarian Studies should be interdisciplinary and, if it already is, that quality should be augmented. This finding aligns with existing literature and debates on the need and value for interdisciplinarity in Humanitarian Studies (for instance, Guilloux, 2009). This new, burgeoning field could much better integrate other, closely allied fields into research production.

Humanitarian Studies' role is to provide a platform for critique, critical thinking and reflections and generating research that is relevant to humanitarian practice, the humanitarian sector and humanitarianism more broadly according to three-quarters of interviewed research participants. Many interviewees asserted that critical research provides a basis for evidence-based policy and aid programming.

Respondents identified opportunities for Humanitarian Studies to play a significant role in contributing to humanitarian aid and the sector, including its transformation process. For instance, Humanitarian Studies can act as a critical voice and as a tool to promote change. Generated research provides new knowledge, a crucial body of literature, critique, reflections, and, as some respondents argued, perhaps also solutions to pressing issues and innovation. If translated into and implemented as policy recommendations and actions, the research could impact the transformation, for instance by leading to better practices. Those findings agree with existing debates on the role of research for policy and practice. Depending on how research is interpreted, translated, leveraged and applied, research plays a critical role in informing policy and practice, and in evidence-based decision-making (Oliver & Boaz, 2019; Tseng, 2012).

VanRooyen (2024) specifically highlighted the critical role of humanitarian research in developing evidence-based strategies that can be translated into meaningful operational changes.

Some respondents believed that Humanitarian Studies can generate objective and independent research, critical for providing advice and directions to humanitarian stakeholders. However, other respondents were critical about Humanitarian Studies' ability to impact change and transformation of the aid sector. Multiple responders stressed that change and transformation require political will and action. However, the literature underlines that for humanitarian aid to remain effective, the sector must invest in timely, accessible, and actionable research that informs policy, fosters innovation and ultimately leads to more adaptive and sustainable responses (VanRooyen, 2024).

To conclude, Humanitarian Studies was not seen as the implementer of change. However, there are critical opportunities for this mushrooming field to play an important role in the ongoing transformation process of humanitarian action and the sector. Those include the generation of important data and evidence as well as critiques and calling the sector out, relevant to amending practice and policy. Thus, Humanitarian Studies can be seen as a vital stakeholder and resource for evidence for humanitarian agencies, humanitarian leaders and change makers.

Nonetheless, several issues with Humanitarian Studies' research need to be addressed by various stakeholders. Firstly, the humanitarian sector must move beyond simply listening to actively engaging with research and evidence. Many interviewees noted that, historically, the aid sector appeared disengaged from academic insights—highlighting a critical opportunity to better integrate research into practice, inform decision-making, and improve outcomes on the ground. This finding aligns with existing literature and debates on the need for an improved theory-policy-practice nexus (for instance, Burkle et al., 2009; Rainhorn et al., 2010; Weiss, 2013). Reciprocal humanitarian academia-industry partnerships and collaborations should also be expanded and enhanced according to respondents.

The humanitarian sector must move beyond simply listening to actively engaging with research and evidence.

Secondly, Humanitarian Studies' research outputs need to be more implementable, accessible and practical for humanitarian work and should be translated into clear

policies and easy-to-understand practice directions. Many interviewees found that (humanitarian) research takes too long and that there is a slow process of commencing research and then generating and disseminating the data to the wider public. Respondents called for research to be conducted more quickly and be actionable. Whilst this is a relevant and critical need, this challenge is something which—for better or worse—is a reality of academia and rigorous research and, consequently, might not be always supplied quickly to industry and practitioners.

Thirdly, a lack of access to humanitarian research was also mentioned as a main concern for humanitarian thought leaders. This includes academic jargon, an issue highlighted as a key issue for practitioners, non-academic audiences as well as those whose first language is not English. This issue was pointed out both by interviewed practitioners as well as academics. Respondents—from all regions in the world—called for research to be more accessible and easier to understand for non-academic audiences. Interviewees demanded a change of jargon and an agreed terminology, so that everyone understands, and the process of sharing and understanding humanitarian research becomes more inclusive. Humanitarian research should be communicated to the industry in succinct ways, practitioner and policy-oriented, and through pieces that are understandable and actionable according to interviewees. While this critique is relevant, various academic and non-academic outlets already apply innovative and inclusive approaches to ensure access to (humanitarian) research dissemination. Some journals publish works for academic and non-academic audiences and they publish their articles in languages other than English (for example, this journal and *Alternatives Humanitaires*), thus reaching a much bigger audience. Another example is the *International Review of the Red Cross*, where journal articles are frequently published in languages other than English, including Russian, French, Chinese, Spanish and Arabic.

Access issues also entail monetary elements. The critique is relevant, yet the academic sector has already commenced to address such issues, for instance via Open Access options, via which readers do not have to pay money to access articles. However, authors often must pay large amounts of money to have their works published in highly ranked journals, which poses a barrier, not only for Humanitarian Studies researchers outside the Global North but also for researchers from around the world and across disciplines (Stibral, 2023).

In conclusion, whilst Humanitarian Studies is not perceived as the driver or implementor of change, this nascent field is an important stakeholder in the ongoing humanitarian reform process. Humanitarian Studies can and should be used as a critical source of information, data and evidence for stakeholders engaged in designing and implementing policies and humanitarian reforms. However, Humanitarian Studies research outputs need to be more accessible and practical for humanitarian work.

Conclusion

This paper highlights the strong consensus on the critical role Humanitarian Studies should play in equipping current and future practitioners and scholars with the necessary skills, knowledge, and critical perspectives to engage meaningfully with humanitarian issues. There are concerns about the exclusionary tendencies of degree programs concentrated in the Global North, but there are actionable solutions, such as multilingual course offerings, scholarships, digital access, and locally-driven Humanitarian Studies program development in the Global South. These are key pathways to making Humanitarian Studies education more accessible, contextual and globally relevant.

There are concerns about the exclusionary tendencies of degree programs concentrated in the Global North, but there are actionable solutions, such as multilingual course offerings, scholarships, digital access, and locally-driven Humanitarian Studies program development in the Global South. These are key pathways to making Humanitarian Studies education more accessible, contextual and globally relevant.

There is a clear opportunity for Humanitarian Studies to act as a critical voice and catalyst for change and innovation. While Humanitarian Studies holds significant potential to influence and support the transformation of humanitarian aid and the sector, the field's impact is currently limited by a lack of accessibility and practicality, and a lack of interdisciplinary integration. Humanitarian Studies' research must be more inclusive and actionable, with stronger engagement between academia and the humanitarian sector.

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