

## UN-OCHA Anticipatory Action - Process Learning

### Introduction

The Centre for Disaster Protection (CDP) has been engaged to support UN-OCHA in developing and implementing a learning plan to capture key lessons and results from anticipatory action pilots. This includes supporting real-time process learning for each pilot, as well as offering a theory of change and proposed strategy for tracking key indicators to measure short-, intermediate- and long-term outcomes from pilot anticipatory action planning and implementation (in cases where triggers are reached).

The following document describes a proposed approach to the process learning activities, which will be adapted with input and feedback from the OCHA team and partner organizations, particularly in light of adjusted roll-out plans to account for the particularities of working in the context of Covid19. The approach may also be adjusted as learning occurs on the utility and ease of participation in the Action Learning Reviews for all parties involved.

### Indicative Review Periods and Activities

#### Pre-Inception

**STEP 1:** 30-45 minute conversation and early reflection session with roll-out team members on concept note and conversations with in-country colleagues  
*Timing: TBD*

#### Inception

**STEP 2:** 1-hour facilitated Action Learning Review with 6-12 roll-out team members on buy-in and partnership development  
*Timing: TBD*

**STEP 3:** Qualitative interviews with 4-6 stakeholders  
*Timing: At completion of Inception phase*

#### Validation

**STEP 4:** 1-hour facilitated Action Learning Review with roll-out team and partner representatives on intervention validation and AA Plan  
*Timing: Post validation process*

**STEP 5:** Interviews with OCHA team and 5-8 stakeholders involved in AA Plan development, validation and implementation (if triggered)

**End-line Lessons Learned PPT Report and share-out**  
*Timing: 2-3 weeks following end of validation process*

## Purpose of process-learning:

Process learning is designed to capture how AA pilots are being designed and implemented in real-time. This allows OCHA to capture qualitative data on the benefits of the process, as well as learning about how the process supports high-quality AA plans and eventually (in the event a trigger is reached) effective implementation.

## Process Learning Components:

### 1. Action Learning Reviews

We propose to facilitate a total of three (3) Action Learning Reviews. These are 60-90 minute facilitated sessions intended to efficiently capture lessons from the AA pilot roll-out process and

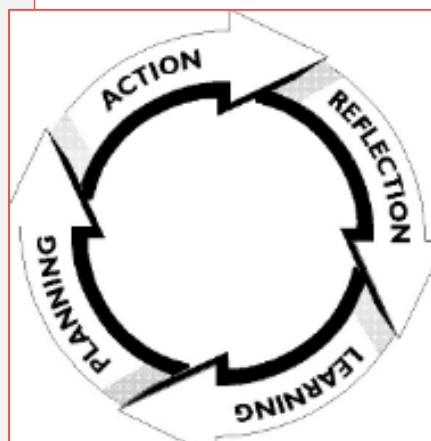
provide an opportunity for real-time reflection and feedback among partner organizations. They are designed to rapidly document learning on what is working well, what is being learned, and what might need greater focus or attention going forward.



### Action Learning

Action learning is a process that involves identifying and addressing implementation lessons in real-time, and drawing on the knowledge, experience and capabilities of participants through skilled questioning to produce new and actionable learning. Action Learning Reviews enable small groups to reflect on and identify important lessons using a structured and systematic approach. Initially developed by Reg Revans, action learning follows the process in the diagram to the right, supporting integration of learning into future planning and action.

Source: Hoogenboom, J. and B. Britton, 2020. Innovations in Action Learning: connecting individual, collective and organisational learning in PAX's action learning programme.



CDP will work with OCHA to identify and invite a total of 6-10 OCHA and partner representatives to participate in this process, ideally with a minimum of 50% country-level representation. This ensures strong HQ/country-level communication in the process. We propose to structure the Action Learning Reviews in the following way:



- **Collaboratively identify 3 priority hypotheses** relevant to the current stage of the pilot. These hypotheses may reflect key assumptions from the Theory of Change. However, more importantly, they should reflect actual areas of immediate and critical interest on the part of the roll-out team.
- **Have each participant share out** the extent to which they see the hypothesis holding true based on what has been done so far.
- **Facilitate a discussion to capture why** participants have the perspective they do, what learning has emerged about that hypothesis, and (as time allows) ideas to apply the learning going forward.

This process is intended to both facilitate structured and transparent conversations about the pilot roll-out process with partners, and to document learning in real-time.

## 2. Qualitative research on lessons learned

In addition to the information gathered through the Action Learning Reviews, CDP is supporting OCHA in collecting qualitative data on how to do AA in real-time by conducting qualitative one-on-one interviews with people who have been closely involved in the process, both at the HQ and country level. A final Lessons Learned Report will be drafted that combines information from a desk review of relevant documents, along with findings from the Action Learning Reviews and the key informant interviews.

## References:

ChangeQuest (2018). Bridges Transition Model for Change.

[https://www.changequest.co.uk/wp-content/uploads/bridges\\_model\\_v1.0-1.pdf](https://www.changequest.co.uk/wp-content/uploads/bridges_model_v1.0-1.pdf)

Hoogenboom, J. and B. Britton, 2020. 'Innovations in Action Learning: connecting individual, collective and organisational learning in PAX's action learning programme', Praxis Series Paper No. 10. Oxford: INTRAC. <https://www.intrac.org/wpcms/wp-content/uploads/2020/02/Praxis-Series-Paper-No-10-Innovations-in-Action-Learning.pdf>