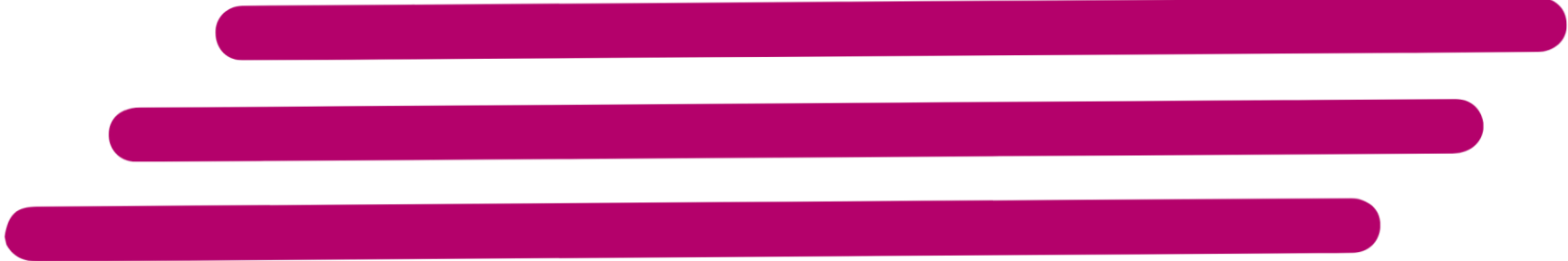




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WITH LEARNING COMES CHANGE OR DOES IT....

Juliet Parker, ALNAP

FORUM

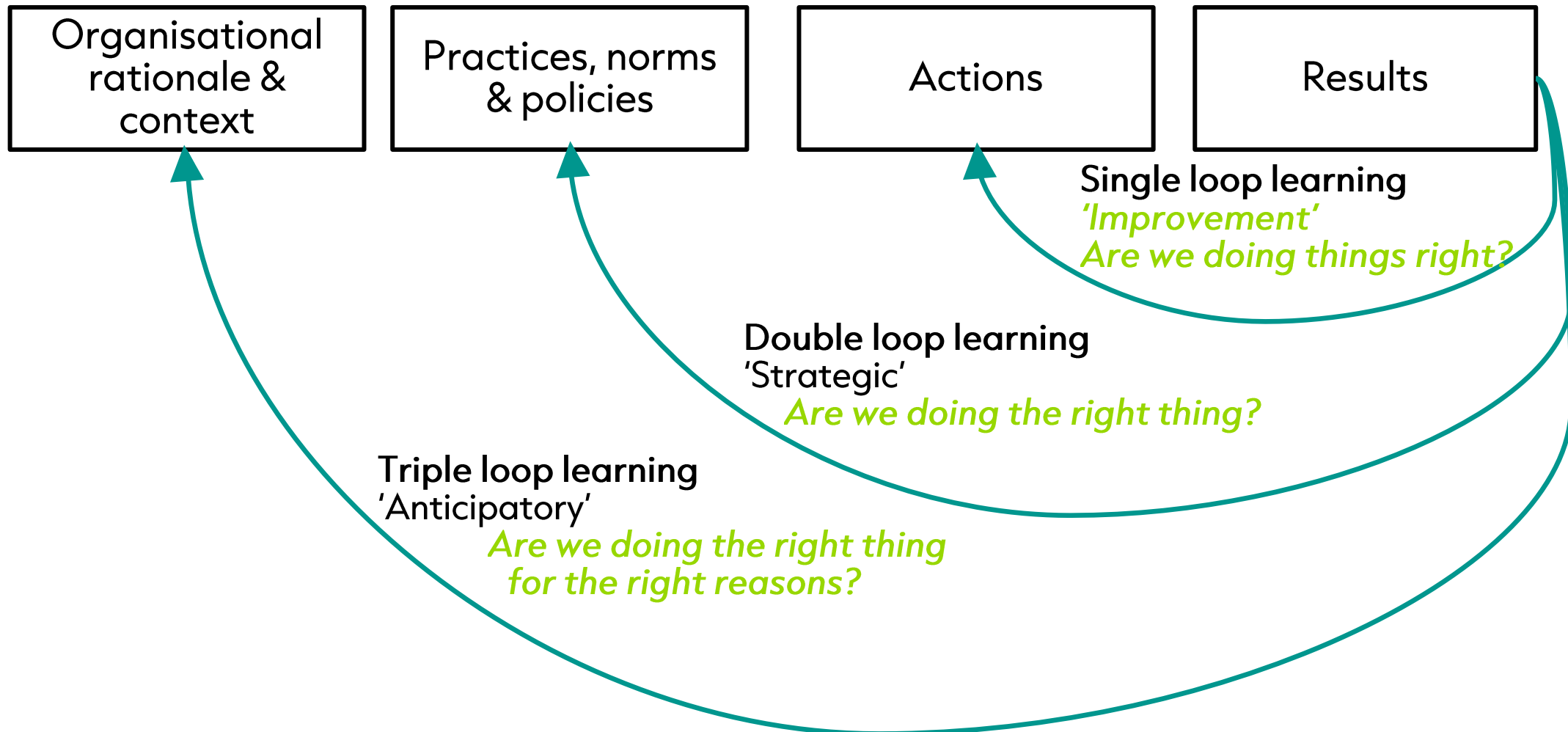
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A teal-colored diagonal bar that serves as a background for the number 1.

1

KEY FINDINGS FROM ALNAP'S WORK ON LEARNING AND CHANGE

STUCK IN SINGLE LOOP LEARNING



BUREAUCRATISATION OF LEARNING

PROS:

- ◆ Building a deep repository of knowledge of single loop and improvement learning.
- ◆ Vital for incremental improvements



CONS:

- ◆ Single loop and improvement learning can act as a defense against changing to double and triple loop/strategic learning and anticipatory learning.

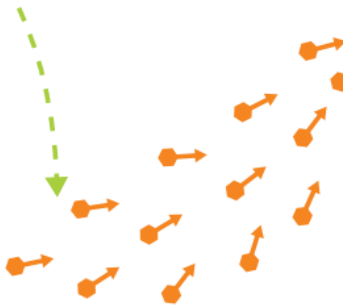


Operational agencies emphasis is on action, rather than learning – but maybe shifts are beginning to happen?

SYSTEMIC LEARNING FRAMEWORK

Niches

New experience and learning



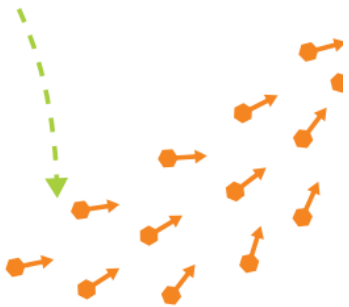
Testing of old assumptions
with new ways of working

Niches provide a test bed for
doing things differently

SYSTEMIC LEARNING FRAMEWORK

Niches

New experience and learning

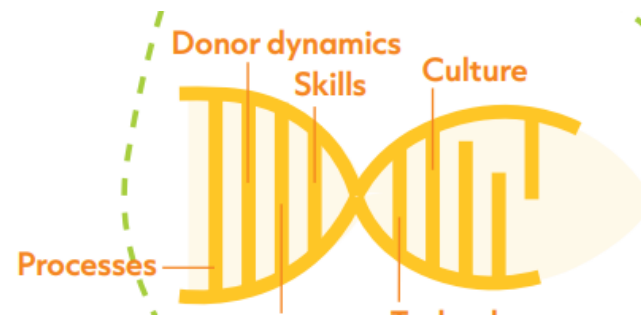


Testing of old assumptions
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Regimes

The institutional architecture of
the humanitarian system

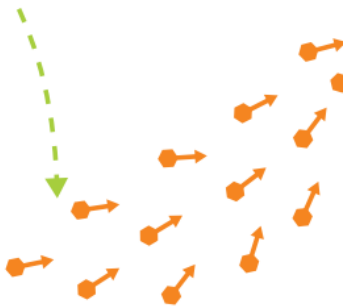


Established sets of practices,
processes, skills, technologies,
organizational cultures and
associated rules and values

SYSTEMIC LEARNING FRAMEWORK

Niches

New experience and learning

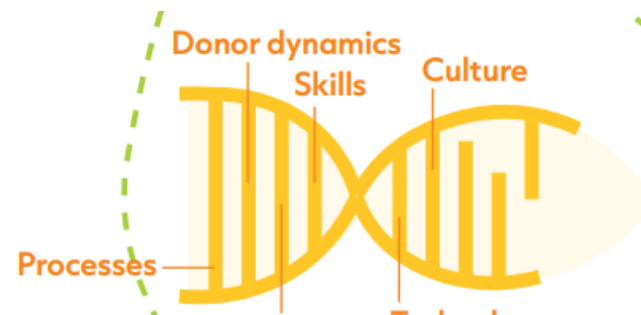


Testing of old assumptions with new ways of working

Niches provide a test bed for doing things differently

Regimes

The institutional architecture of the humanitarian system



Established sets of practices, processes, skills, technologies, organizational cultures and associated rules and values

Landscape

Wider contextual factors that shape the sector and the interactions of actors within it



Institutional norms
Sudden changes in the ecological environment

SOCIO-TECHNICAL LANDSCAPE (exogenous context)

The humanitarian sector 'regime' is dynamically stable, with changes happening continuously and incrementally.

SOCIO-TECHNICAL REGIMES

NICHE INNOVATIONS



Crisis and other landscape changes put pressure on the sector, creating windows of opportunity for learning.

Learning within the new emerging regime has an influence on the landscape, shaping future crisis responses.



Existing regimes influence niche activities through shared learning networks, events and dialogue.

Specific crises see new approaches 'break through' using targeted learning to take advantage of windows of opportunity.

Niche learning becomes aligned and accumulates as new crises arise, creating momentum and wider interest.

Small groups and networks experiment with novel approaches, and undertake learning processes to assess their effectiveness and communicate emerging lessons.

TIME



SOCIO-TECHNICAL LANDSCAPE
(exogenous context)

The humanitarian sector 'regime' is dynamically stable, with changes that occur continuously

Crisis and other landscape changes put pressure on the sector, creating windows of opportunity for learning.

Learning within the new emerging regime has an influence on the landscape, shaping future crisis responses

Learning is complex and non-linear

Learning is political

There are key systemic 'entry points' for learning and change

NICHE INNOVATIONS

Small groups and networks experiment with novel approaches, and undertake learning processes to assess their effectiveness and communicate emerging lessons.

TIME

A large, white, sans-serif number "2" is centered within a teal-colored parallelogram that is tilted to the right. The parallelogram has a white border and a slight gradient.

SOME FINDINGS FROM OTHER ALNAP STUDIES AND PROCESSES

CURRENT BARRIERS TO LEARNING-DRIVEN IMPROVEMENTS IN PERFORMANCE

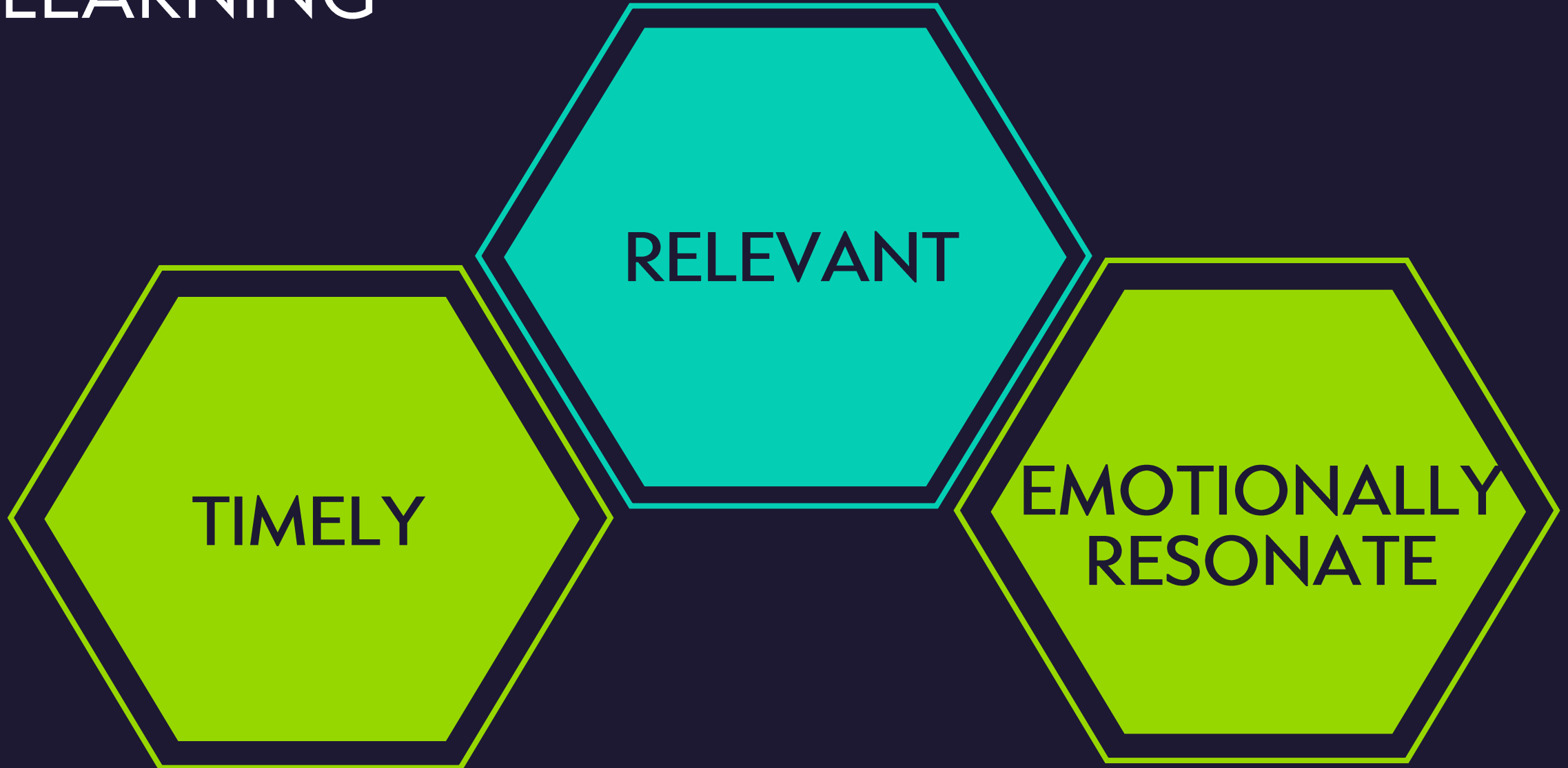
Today it is less about lack of evidence, and more about...

1. Inequitable access to knowledge production and utilisation

2. The ability to make sense of what exists

3. The true complexity of how and when learning leads to change

COMMUNICATING HUMANITARIAN LEARNING



CHARACTERISTICS COMMON TO ALL HUMANITARIAN AUDIENCES

1

Highly motivated to learn

2

Independent decision makers – they seek advice not answers

3

Very busy, little time to focus on learning

4

Prefer to learn through interaction

5

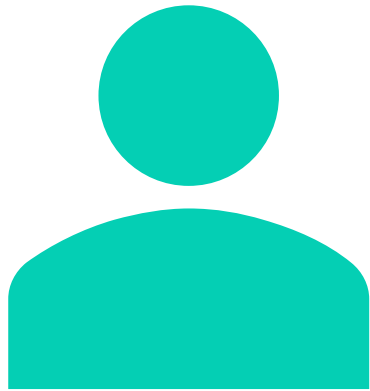
Don't seek out new sources of info – stick to the same trusted sources

LEARNING ORIENTED GROUPS (SEGMENTS)

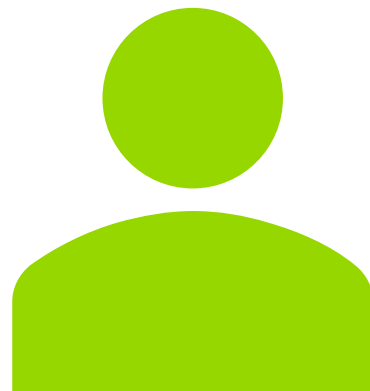
IMPLEMENTERS



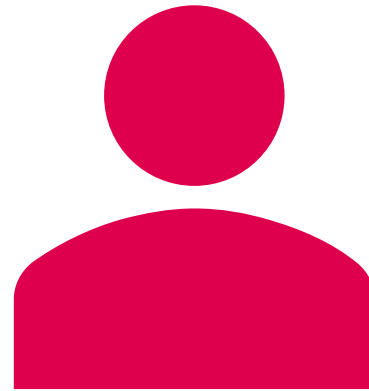
EVIDENCE
GENERATORS



POLICY-MAKERS
&
FUNDERS



SECTOR
REFLECTORS &
INFLUENCERS



NEW
HUMANITARIANS



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WHAT ARE THE IMPLICATIONS OF THIS
AS WE LOOK FORWARD?

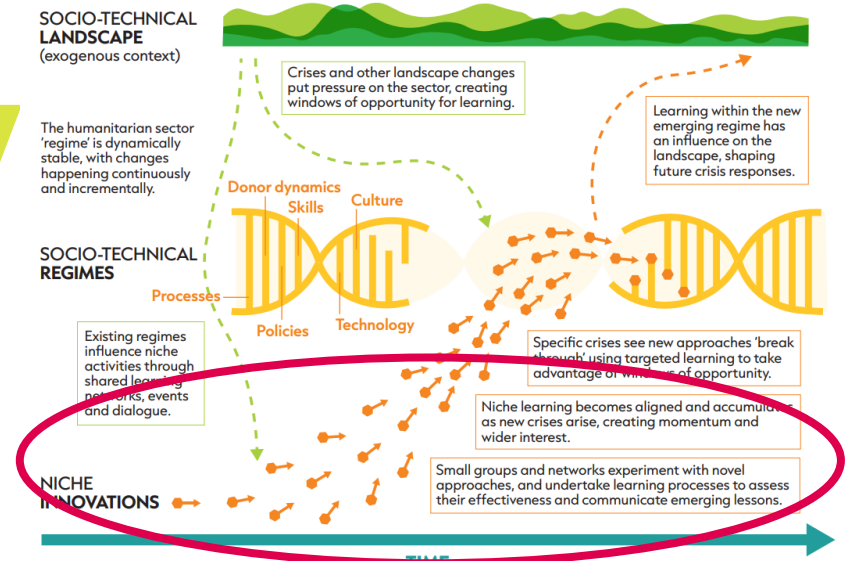
SOME CONSIDERATIONS:

**Develop
tighter
learning
loops**

**Capitalise on
the learning
that already
exists**

**Push back
against
disincentives to
collective
learning**

INCREASE AND DIVERSIFY THE LEARNING SPACES THAT EXIST ACROSS THE SECTOR



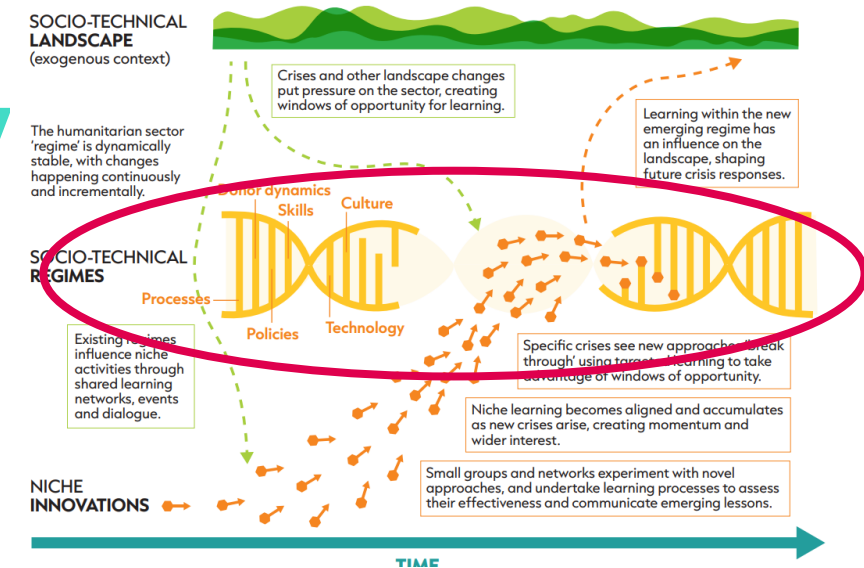
This means...

- Understanding and addressing inequities and power dynamics around humanitarian information
- Funding more diverse learning initiatives
- Tailoring the communication of humanitarian learning and opportunities for exchange

BE MORE RECEPTIVE AND RESPONSIVE TO THE WEALTH OF LEARNING THAT EXISTS

This means...

- ◆ Supporting learning opportunities that shake up the status quo.
- ◆ Creating incentive structures that support a system that is receptive and responsive to learning
- ◆ Affirming the critical role of leadership.





*Learning starts with listening.
Learning doesn't start with talking.*

*Adama Coulibaly
Oxfam Global Programme Director*



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