PROCESS LEARNING FOR DISASTER RISK FINANCING

CENTRE FOR DISASTER PROTECTION

GUIDANCE NOTE

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About the Centre for Disaster Protection

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1 INTRODUCTION

What is process learning?

Process learning is the act of capturing, sharing, and integrating important lessons that emerge while in the process of developing and refining a new approach to complex problems.

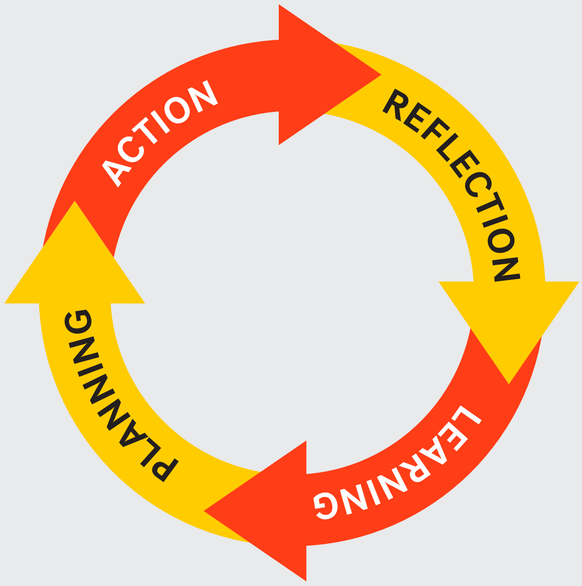
In the context of disaster risk finance (DRF), process learning is a critical tool for understanding how new methods of anticipating and minimising the impacts of disaster are being designed and implemented in real-time, within highly complex systems. It allows us to document and discuss the benefits and challenges, as well as to learn about and adjust the underlying assumptions about how DRF works best. The learning cycle is intended to support increased quality of DRF initiatives and their implementation.

Process learning is a kind of action learning

Action learning involves identifying and addressing lessons in real time, and drawing on the knowledge and experience of participants to produce new and actionable insights.

Action learning discussions enable small groups to reflect on and identify lessons using a structured and systematic approach. Initially developed by Reg Revans, action learning follows the diagram to the right, supporting the 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.



This guidance document offers practical steps on how to capture lessons from DRF initiatives, providing an opportunity for real-time reflection and feedback for those designing and implementing DRF systems, as well as key partner organisations. The guidance is designed to help capture and communicate learning on what is working well, which assumptions are holding true (or not) and what needs to be adjusted or changed.
This guidance builds on and complements the Centre's '7 Keys to Unlock Effective DRF'. Process learning is particularly relevant to the characteristic of constant improvement – embedding scrutiny and learning into DRF initiatives to ensure quality and effectiveness.[1]

1 Scott, Z. (2020) 'Improving constantly: embedding scrutiny and learning in disaster risk financing', guidance note, Centre for Disaster Protection, London. Centre_DRF_Paper1_17Dec.pdf (squarespace.com)

Reasons for investing in process learning

Designing and implementing DRF programmes requires navigating significant complexity.

Elements of this complexity include:

- challenging old ways of thinking about and responding to disasters;
- calling for mindset, behaviour and systems change;
- balancing competing interests, incentives, requirements and trade-offs;
- scarcity of funds for disaster preparedness and response;
- and coordinating across a wide range of national, regional, and international partners and stakeholders.

The strong relationships, trust, processes, technical foundations (modelling and triggers), and operating systems required for DRF to function effectively take time to develop and refine in each new context. For this reason, it is important to document, analyse, and share lessons about what has worked as expected, what unexpected benefits and challenges may have arisen, and what assumptions need to be adjusted. This learning can serve to improve future iterations – and ultimately, to support the quality, scalability and sustainability of DRF solutions.

What to expect from process learning?

Benefits of process learning include:

- **Greater transparency across partners** about the lessons that have emerged, signalling what worked well and strengths in the approach to DRF, as well as where improvements and adjustments could be made.
- **Cultivation of a learning culture** within the organisation and across partners that prioritises honesty and humility about the challenges of doing DRF well, and the need to collectively adjust, adapt and improve over time.
- **Re-aligned assumptions** that better reflect the reality of the context, including a greater understanding of the resources, time, capacity, technical tools and relationships needed to design and operationalise a strong DRF system.
- **Identification of polarities to manage** (as opposed to problems to solve) and where to focus attention and resources to find a well-balanced approach.

A note on polarities

When challenges arise while designing and implementing DRF programmess, it can be tempting to search for solutions. In many cases, complex trade-offs and competing priorities represent a set of polarities that must be managed rather than problems that can be solved. Making this distinction can ease the feeling that we are stuck between a set of impossible and competing demands, and normalise the challenges encountered when trying to transform disaster response.

A polarity is the tension between two opposite or seemingly contradictory tendencies, perspectives, or requirements. Neither pole can be ignored without consequence, representing ongoing and intractable issues to navigate.

A simple example in the context of DRF programming is to think about 'results' vs. 'relationships'. Both are crucial to achieving the ultimate purpose of DRF. However, during the process of designing and implementing new systems, they can be in tension, and one may become over-prioritised. There are benefits to focusing on either pole, as well as potential risk.

Focus on relationships:

- **Benefits** – strong and trusting partnerships, transparency, learning, collaboration, collective action, improved coordination and impact.
- **Risks** – the process gets bogged down and approach is weakened through consensus building and compromise to generate buy-in. Opportunities to save lives, dignity and livelihoods are missed, because everything takes too long.

Focus on results:

- **Benefits** – measurable results demonstrate how DRF can mitigate the impact of disasters and provide proof of concept to expedite scaling up; emphasis is on speed, efficiency, effectiveness.
- **Risks** – systems are not locally anchored, key stakeholders are insufficiently involved / informed on the process, approach and intent; lack of trust and transparency.

Further examples of polarities to manage in DRF are provided in Annex 3.

Source: Johnson, B. (2014) *Polarity Management, Identifying and Managing Unsolvable Problems* (2nd ed.). HRD Press

2 FOUNDATIONS OF EFFECTIVE PROCESS LEARNING

This section offers principles and distinctions that can be useful when undertaking process learning. It may be worth discussing these openly with the client or partner team that has committed to process learning, in order to align expectations.

Principles

- **Cultivate a learning mindset**. Innovation takes courage. It involves taking risks, acknowledging what we don't know or understand, and being committed to learning from shortcomings and mistakes. Challenges will arise, requiring openness and creativity to overcome. Establishing an open and supportive approach will allow people to name and celebrate what is working, while also documenting and integrating important lessons learned.
- **Establish a shared interest in process learning**. Collecting, analysing, documenting and sharing lessons learned takes time and intention, not only on the part of those leading process learning, but also from the core DRF team, their partners and stakeholders. For this reason, it is essential to establish a clear interest in process learning with the client and to ascertain their level of commitment to making it a success. How they communicate with partners and stakeholders will factor significantly in generating buy-in from others.
- **Build trust and transparency**. The client or partner must be sure that process learning is wholly intended to support and strengthen their efforts. Identify any upfront agreements needed, so they can commit to transparency in sharing outputs and lessons with participants, stakeholders – and ideally, the broader DRF community. Building this trust includes ensuring anonymity for all perspectives collected, or offering the client the opportunity to review and comment on any outputs before they are publicly shared.
- **Learning is an active, collective process**. Learning requires time spent reflecting, asking questions, listening, documenting and discussing different perspectives. It must include the voices and views of those closest to implementation and incorporate themes identified in beneficiary surveys where possible. Ideally, lessons can be identified and discussed in a collective setting (through a focus group, for example), where people can hear each other's perspectives. Carving out time for consistent and collective reflection and discussion about lessons learned is important, but not easy.
- **Independent and impartial reflection offer unique value**. There is power in an independent external partner leading the reflection process. This independence may also allow interviewees or focus group participants to share more openly and frankly what they saw as primary challenges with the process. Finally, it can lead to added weight and credibility to lessons learned. In some cases, the significance of the project and level of risk will also call for a peer review, that encompasses a technical review, editorial review and professionalism review.

Working with a theory of change

Ideally, the client or partner will be working with an established theory of change (ToC) that outlines the expected impact pathways of the instrument or programme they are designing and implementing. This can be very helpful in identifying priority themes to explore through process learning. For example, what has the team learned about whether the creation of early action plans and use of a trigger mechanism has led to the disbursement of funds within the expected timeframes?

If the team has not yet developed a ToC, it is important to gain a strong understanding of what they hope to accomplish.

Having a discussion early on about what themes will be most important to explore allows for a 'right-sizing' of the process learning approach, focusing on what is most critical to the team. Bear in mind that many new and additional themes may arise over the course of the project. It is important to stay curious and stay in conversation about where to focus.

What is a theory of change?

A ToC offers a structured visual explanation for how change is expected to happen.
It documents the steps by which a set of inputs and activities is expected to lead to the intended outcomes and ultimate impact of an organisation, initiative or programme. Often, these steps are implicitly assumed by the stakeholders involved. Ideally, a ToC is developed through a consultative process that asks stakeholders to articulate the logical causal pathways by which change is expected to happen, and the assumptions and conditions of success needed for it to hold true. InsuResilience Global Partnership recently developed a ToC that can serve as a useful example.[2]

2 Biswas, S. & Lyon, Al (2020) 'InsuResilience Global Partnership Theory of Change: Summary', Oxford Policy Management.

● 3 'HOW TO' GUIDANCE FOR PROCESS LEARNING

This section outlines a step-by-step process for conducting process learning. The approach will need to be adapted to each context. There is a balance to strike in being flexible and responsive to the needs of the team and project, while also remaining true to the intent and integrity of the process learning exercise.

Identify key themes and assumptions

STEP 1: Using document reviews, meeting observation and discussion, generate a strong understanding of the DRF system and the client's role, as well as how process learning will best serve them.

STEP 2: With the client or partner, identify the three or four most relevant themes and assumptions to learn from.

STEP 3: Based on selected themes and/or assumptions, identify the ideal timeframe and approach to gather data, reflect and integrate lessons.

Gather and document perspectives

STEP 4: Identify 10-15 people (core team members, partners, stakeholders, implementers) who can offer informed and diverse perspectives on the selected themes and assumptions.

STEP 5: Gather data through observation, Bilateral interviews and/or facilitated group discussions. Explore key themes and identify whether assumptions have held true.

STEP 6: Analyse the data, looking for patterns, themes, polarities, and areas for further exploration and discussion.

Write up, share and integrate lessons learned

STEP 7: Write a brief on key lessons, why they are important, and how the learning could be integrated in the future.

STEP 8: Share and validate the learning with the core team and partners. Identify and act on opportunities to share lessons more widely with all stakeholders and the broader DRF community.

STEP 1 Generate understanding of the DRF system, the client team's role, and how process learning will best serve them

Through discussion, document reviews and questions, build understanding of the DRF system being designed or implemented and the client team's specific role. What is the context (global, regional, national) within which they are operating? Is there a unique learning opportunity associated with this particular DRF system that could be relevant more broadly to the client and across the DRF field?

During this first step, orient the client to the process learning principles and approach. Align expectations about what they can expect, the time investment needed from themselves and partners, and the anticipated benefits. Agree on the specific format for the learning brief. For example, in some cases, conducting a larger ex-post study may be worthwhile, if few lessons were formally captured in real time[4]. In other cases, focusing on a set of priority themes and capturing lessons in a presentation format[5] may be better adapted to wider sharing and sparking ongoing discussion.

In all cases, engaging the core DRF team in the design of the process learning exercise is important, to ensure that the focus and outputs will best serve their unique interests and needs.

This is also the time to build trust by re-affirming the intent of process learning, cultivating a relationship of *partnership* rather than *evaluator*.

Finally, make any agreements needed to promote openness and transparency with the findings. When thinking about which agreements to make in support of transparency, gauge the client's level of comfort with sharing findings publicly. Consider what would help them be more comfortable and consider sharing examples of past DRF projects where publicly shared learnings have benefited the client.

Learning from trigger development in Malawi

Process learning from UN-OCHA's anticipatory action pilot in Malawi[3] initially focused on, learning from the development of a dual shock framework for flooding and dry-spells. Over the course of the pilot, however, it became clear that the richest learning was emerging from the challenges encountered in developing a reliable trigger for dry spells and floods would not ultimately be included in the framework. The subsequent process learning therefore focused entirely on trigger development, and underlying assumptions.

3 BGettliffe, E. (2022) 'Malawi Anticipatory Action: Process Learning on Trigger Development', learning report, Centre for Disaster Protection, London.

4 Gettliffe, E. (2021) 'UN OCHA anticipatory action. Lessons from the 2020 Somalia pilot', Centre for Disaster Protection, London.

5 Getliffe, E. (2021). 'Process Learning from UN-OCHA 2020 Monsoon. Anticipatory Action Pilot in Bangladesh'. Centre for Disaster Protection.

STEP 2 Identify the most relevant themes and assumptions for learning

Depending on the context and setting of the DRF project, some clear learning priorities may emerge.

Identifying core assumptions to test allows for a more targeted approach that provides information and learning crucial to the current and future success of the project.

The following questions may be useful to identify key assumptions:

- Where do we anticipate there could be the greatest barriers to designing and implementing a successful DRF system in this context?
- What assumptions are most likely to be put to the test in this context?
- What assumptions are in-country stakeholders most interested in learning about.

Once the themes and associated assumptions have been identified, prioritise the top two or three. This allows for a more targeted approach, to generate actionable learning that can be integrated into future DRF programming.

Assumptions explored on trigger development in Malawi

The primary process learning theme was:

- *Lessons from developing a new trigger for dry spells in Malawi*

The underlying assumptions considered crucial to the pilot's success were:

- *The trigger is deemed legitimate by partner organisations and relevant government agencies*
- *The trigger has a clear causal relationship with the shock*
- *The timing of the trigger aligns with the required windows of action*
- *Timely and accurate data on the selected shock is available to facilitate modelling*

Further sample assumptions from UN-OCHA's anticipatory action pilots can be found in Annex 2.

STEP 3 Plan timeframes to gather data, reflect, and integrate learning

The timeframes for gathering data will depend on the assumptions you have selected, as well as operational considerations such as seasonal windows and the likelihood of DRF payouts and response. Document what milestones need to be reached in order to gather information about whether the selected assumptions have held true. Allocate the necessary time for gathering, reflecting on, analysing and processing this information into a learning brief.

It is useful at this stage to be introduced to other partners and stakeholders with whom you will be interacting to gather data. The more that all relevant parties can be made aware of the process learning approach from the beginning, including the key themes and assumptions identified for deeper learning, the more likely they are to engage and contribute to the learning culture described in Step 1.

This is also an important time to identify any potential barriers to the learning process, and to support the team in developing strategies to overcome them. For example, are there power or trust dynamics that could make it difficult for open sharing? What messages might mitigate that challenge?

STEP 4 Identify partners and stakeholders who can offer perspective

Identify those on the project team, within partner agencies, key government contacts, and other global or in-country stakeholders who will be able to offer relevant and informed perspectives. Ideally, you will interview 10-15 people, in order to build a well-rounded understanding of the assumptions being explored. This number may change depending on the project, however – what is most important is to bring in the voices and perspectives of those not directly responsible for leading the DRF project, so that external perspectives and opinions are included.

It is important to note that interests and objectives among stakeholders may not be aligned. Additionally, people's perspectives may be limited by their level of involvement. Capturing and understanding a wide range of perspectives remains important.

Ideally, the concept of process learning will have been communicated from the start, so people will be expecting to periodically provide their input and feedback on what is being learnt about key assumptions, and the unexpected benefits and challenges that have arisen.

STEP 5 Gather data to explore priority themes and assess the validity of assumptions

The aim of data gathering is to collect qualitative information in a focused way and to foster dialogue between the core DRF team and other partners and stakeholders. The tone of these conversations is very important, with an emphasis on building a collective learning mindset that allows partners to acknowledge challenges and lessons, in the spirit of improving the quality and effectiveness of the system.

Decide with the team on the most appropriate way to gather data, which could include bilateral interviews, facilitating action-learning discussions (focus groups), observation of team meetings, or some combination of the above. Consistently observing meetings during the development of a new DRF scheme will allow for deeper understanding of the context and challenges arising. It can also help team members familiarise themselves with an external learning partner.

Bilateral interviews and action-learning discussions each have their pros and cons, and the best approach is likely to include combining the two. In bilateral interviews, where responses are anonymised, people may feel freer to share their full perspectives – including views that may be unpopular. In group action-learning discussions, not everyone is likely to share as openly, but there are the benefits of facilitating discussion, sharing, considering, and responding to differing perspectives.

Ensure that the interviewer is skilled in their ability to establish rapport and solicit frank and fair feedback from participants. As standard in any type of qualitative research, provide participants with background information on the purpose and intent of the interview or focus group, how findings will be used and shared, and ask for their informed consent to participate. Inform participants on whether/how the information they share will be anonymised, and make sure to follow all protocols for doing so.

Data gathering should be done in a semi-structured way. Consistency in soliciting input on pre-agreed questions is important, in order to collect and analyse enough perspectives on priority themes to compile a full and useful picture. However, topics and issues may arise that were not originally anticipated. The interviewer must actively discern in the moment how narrowly to follow the planned flow, and when to dive deeper into discussions on unanticipated but significant topics for learning.

Below is a basic structure for data collection, to analyse the accuracy of critical assumptions.

For a group discussion:

- **Ask participants to share** the extent to which they see a selected assumption holding true. What has facilitated or prevented the assumption from holding true? What might be some ways to address any identified barriers to the assumption holding true?
- **Facilitate a discussion to capture why** participants hold their perspectives. Examine where there is consensus and where is there disagreement; what learning has emerged; and how might that be applied.
- Finally, make sure to give an **opportunity for participants to share and discuss any other critical learnings**.

For bilateral interviews:

- **Ask to what extent interviewees see their assumption(s) holding true**, based on what has been accomplished to date. What has facilitated or prevented the assumption from holding true? What might be some ways to address any identified barriers to the assumption holding true?
- **What have been the specific benefits of the process undertaken?** What have been some of the challenges?
- Finally, give an **opportunity for interviewees to share and discuss any other critical learnings** on the process of designing and implementing the project or instrument.

Sample interview structure from Malawi UN-OCHA pilot:

There are four assumptions from the ToC that we'll look at. These are:

- Selected triggers are deemed legitimate by partner organisations and relevant government agencies.
- Triggers have a clear causal relationship with the shock.
- The timing of the trigger aligns with the needed windows of action.
- Timely and accurate data on the selected shock is available to facilitate modelling.

For each of these, I'll ask the following questions:

- To what extent has the assumption held true?
- What facilitated or prevented the assumption from holding true?
- What might be some ways to address barriers identified to the assumption holding true?

I'll also ask a couple broader questions:

- What have been the benefits of the process undertaken to date, in terms of trigger design?
- What have been the most significant challenges?
- What have been your most important lessons learned?
- What would you recommend as the way forward for the 2022 trigger revision?

STEP 6 Analyse data, looking for patterns, themes, polarities and areas that need further exploration and inquiry

In analysing the data collected, look for areas where agreement and consensus emerge, and implications for the DRF system. These may signal important successes, unexpected benefits, or lessons learned on what went well, and why. Themes may also emerge pointing at polarities that need to be managed, areas that need more resources, greater attention, or deeper research and understanding. Examples of common polarities at play in DRF systems are listed in Annex 5.

At this stage, it is critical as an external learning partner to bring an objective view to analysing and interpreting findings. For example, in cases where interviewees have strongly differing perspectives, what larger lesson might this offer on the conflicting interests or objectives that must be effectively managed, in order to have a well-functioning system? Is it possible to uncover important polarities that would be useful to articulate and bring to light, in order to ultimately generate greater alignment? Different stakeholders may want DRF programmes to manage different (and sometimes competing) risks or exposures – therefore, any conclusions should consider the broader impact of the programme and its aims.

Finally, recognise that important wisdom and insights may emerge among outlier or minority perspectives. These should be as important signals calling for further inquiry and understanding. They may also indicate areas where more sensitisation around DRF processes and systems is needed.

STEP 7 Write the learning brief

When drafting the learning brief, include key themes and lessons, why they are important, and how the learning could be integrated in the future. Highlight the factors that impacted whether assumptions held true and the implications for the DRF system. It is best to think about the user and aim for a format and length that is easy to share and digest.

The following outline can offer a basic structure for the brief:

- Introduction to the DRF system and context
- Name the themes and assumptions explored, including why they were selected, their unique relevance at this time, and their relevance within the broader DRF field
- Summary and analysis of partner/stakeholder perspectives and what has been learned about the themes and assumptions explored
- Discussion of broader learning on polarities at play and areas that need further inquiry and exploration
- Conclusion – ideas for applying the learning going forward

Once drafted, share the brief with the team for validation and feedback. If time allows, share the draft with all interviewees for a round of feedback and comments.

In some cases, the implementing team may not have the experience or expertise to offer an adequate technical assessment of the performance of the DRF instrument / system itself, or the lessons learned that are presented within the learning brief. In such cases, there is value in having additional external experts providing complementary technical inputs or acting as peer reviewers.

STEP 8 Identify and act on opportunities to share and integrate lessons

In partnership with the core DRF team, identify opportunities to collectively share the lessons with stakeholders, and the broader DRF community. Findings from process learning should be cross-referenced with findings from other monitoring, evaluation and learning (MEL) systems. Process learning may offer complementary insights into how/why certain results were achieved (or not) and possible avenues for improvement in the future.

The power of learning lies in its ability to help us adapt and improve where needed, and just as importantly, to celebrate and build on successes. Explore together how lessons emerging from process learning and other MEL activities can be integrated into future programming. Questions to explore include:

- How can we collectively explore ways to actively integrate these lessons in future programming?
- How might the integration of lessons learned be documented and revisited?
- Is it possible to host a facilitated workshop with key partners and stakeholders dedicated to addressing areas for improvement in future planning and action?
- How can successes be built upon and leveraged in the future?
- What adjustments are needed to operate with more accurate assumptions about this context?
- Which polarities or competing priorities are causing the greatest tension within our team or among the broader group of stakeholders?
- How might we manage these polarities and trade-offs more effectively?
- What are our priority next steps for effectively integrating this learning?

Encourage the team to take full ownership of the lessons captured, the opportunity for continuous improvement in DRF and the public good they have contributed to, by committing to transparency and a learning culture.

ANNEX 1

Further reading on action learning

Centre for public impact - What is Action Learning:
https://www.centreforpublicimpact.org/insights/what-is-action-learning

Innovations in Action Learning
https://www.intrac.org/wpcms/wp-content/uploads/2020/02/Praxis-Series-Paper-No-10-Innovations-in-Action-Learning.pdf

Further reading on polarities

Both/And Leadership:
https://hbr.org/2016/05/both-and-leadership

Polarity Partners:
https://www.polaritypartnerships.com/

ANNEX 2

Sample assumptions from OCHA's anticipatory action pilots

	Assumptions
Activity selection & opperational feasibility	Partner agencies select activities that are operationally possible within the relevant timeframes
	OCHA/partner agencies select activities that are impactful in mitigating the impacts of the shock for vulnerable people
	Planning interventions ahead of time leads to higher-quality activities and more developmental co-benefits than in a standard response
	OCHA has adequate capacity to lead pilots and/or the necessary partnerships to crowd-in analytical,financial and operational expertise
	Field colleagues allocate the time and human resources needed to develop A Frameworks and/or OCHA provides surge capacity to fill identified gaps
	The framework design includes accountability to affected people, incorporating voices and perspectives of vulnerable populations likely to be most impacted by the shock
	The activity selection process is informed by evidence-based practices for each cluster to mitigate the impact of shocks
	Partner agencies have necessary relationships with implementing partners (IP's)
	Implementing partners understand distinctions between AA, preparedness and rapid response, and see the benefits of AA
	IP's are willing to shift to AA and are operationally ready in the available timescales

	Assumptions
Political and institutional context	Institutional mandates and ways of working do not disincentivise AA
	Bureaucracy or parallel planning processes do not act as barriers to effective coordination
	Automated decisions are not overruled for political reasons
	Policymakers are content with a no-regrets approach
	Evidence generated on the benefits of A catalyses institutional change
	It is possible to integrate AA into existing systems and bureaucracies
Implementation	Some early action is triggered in pilot countries
	Beneficiaries receive and trust information on what support will be provided and behave accordingly
	Other shocks (including COVID-19) do not disrupt pilot implementation
	Partner agencies implement selected activities within the relevant timeframes
	Implementing partners are able and willing to implement interventions ahead of identifiable humanitarian need
Trigger development	Timely and accurate data on the selected shock is available in pilot countries to facilitate modelling
	Selected triggers are deemed legitimate by partner organisations and relevant government agencies
	Triggers have a clear causal relationships with the shock
	The timing of the trigger aligns with the needed windows of action
Crisis Financing	CERF (and other organisations) restructure funds so they can be used for AA, or create new funds specifically for A which are adequately resourced
	CERF effectively shares evidence on the benefits of AA & it is sufficient to convince other organisations to follow CERF's lead

ANNEX 3

Common polarities at play in DRF systems

POLE1	POLE 2
• Needs-based approach	• Risk-based approach
• Need to establish objective triggers	• Using subjective knowledge and judgement
• Clear humanitarian problems	• Non-humanitarian solutions needed
• Need to be disciplined around discrete shock	• Necessity to respond to compounding shocks
• HQ focus • Government priorities	• Field focus • International partner priorities
• Establishing agreed-upon terms and methods	• Engaging in process of co-discovering solutions
• Inclusive and consulting of everyone	• Building a coalition of willing and able
• One-off pilot projects	• Building something sustainable
• Context-specificity	• Generalisability
• Pilot success	• DRF system success
• Operating with need in protracted crises in mind	• Planning for something better in the future
• Reality of the need to invest upfront to build systems that are more efficient and effective in the long term	• Realities of major funding gaps and the need to prioritise limited resources
• Working in an unpredictable environment	• Wanting to provide funding predictability
• Flexibility - adapting to the needs of partners	• Speed - being prescriptive and detailed
• Pressure to move ahead quickly	• Creating buy-in, ownership, building on existing systems
• Generating results	• Generating learning
• Keeping operations going	• Innovating
• Urgent requests and tasks	• Important work and tasks
• Colleagues don’t have capacity or will to engage	• Colleagues don’t feel empowered and critique efforts
• Recognising challenges	• Celebrating successes

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