

LEARNING REVIEW

**DFID RESPONSE TO THE RECENT SOUTHERN AFRICA  
HUMANITARIAN CRISIS:  
RECOMMENDED ACTIONS**

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT  
PRETORIA, 24–25 SEPTEMBER 2003

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**ACRONYMS**

AAR	After Action Review
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
APD	Africa Policy Dept
CHAD	DFID Conflict & Humanitarian Affairs Department
CO	DFID Country Office
DBS	Direct Budget Support
DFID	Department for International Development, UK
ECHO	European Commission's Humanitarian Aid Office
HROD	Human Resources Operations Department
ISP	Institutional Strategy Paper
LR	Learning Review
MIS	Management Information Systems
NAO	National Audit Office
NGO	Non Governmental Organisation
ODI	Overseas Development Institute
PRSP	Poverty Reduction Strategy Paper
SADC	Southern Africa Development Community
SAHC	Southern Africa Humanitarian Crisis
UNCAP	UN Consolidated Appeal Process
UNCD	United Nations Commonwealth Department
UKREP	UK Representative
VAC	SADC Vulnerability Assessment Committee

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## 1. BACKGROUND

1. DFID is estimated to have spent in the region of £ 120 million on responding to the recent humanitarian crisis in Southern Africa. From a response of this size and scope, there are bound to be lessons that can be learnt. It is appropriate for DFID to capture and build on these lessons as quickly as possible, which the time-frame and objectives of a full evaluation do not permit. In addition, this will help DFID respond to issues raised in the National Audit Office report on improving DFID's response to humanitarian emergencies; the International Development Committee report on the humanitarian crisis in Southern Africa; and the current development of DFID's Hunger & Vulnerability Strategy for Southern Africa.

2. In order to capture this learning, DFID Africa Division adapted the techniques of After Action Review (AAR) to conduct a Learning Review of DFID's response to the Southern Africa humanitarian crisis. The **objective** of the Learning Review, as defined by DFID Africa Division and confirmed by participants, was to learn immediate lessons from the Department's handling of the Southern Africa humanitarian crisis with a view to:

- modifying DFID's current (2003-4) emergency response in the region;
- improving DFID's response to any future crises in the region<sup>1</sup>;
- contributing to DFID's longer term planning for development in the region.

3. This report presents the **recommended actions** generated by the Review. Further information about **conducting a Learning Review** is available in Annex 1; and about the **specific focus, outputs and feed back** on the DFID SAHC LR in Annex 2. Annex 5, which is for DFID internal use only, is a transcription of the **intermediate learning outputs** recorded during the Review meeting. This documents the rich information shared during the LR about what went well with DFID's response to the humanitarian crisis in individual countries and across the region, what didn't go so well, and the learning points and recommended actions from this experience.

4. DFID's Learning Review process was supported by a team from the Overseas Development Institute who advised and consulted on method and focus and prepared separately-available resource documents in support of the Review<sup>2</sup>. DFID Africa Division intends to share in various internal and external fora the learning captured during the Review regarding both Review **process** and recommended **actions**, and will review progress with recommended actions in mid-2004.

## 2. KEY LEARNING POINTS

5. A Learning Review process requires a clear focus in order to generate learning and action points. Normally, the focus is on the objectives set for the activity, i.e. in this context on the objectives set for DFID's response to the SAHC. However, perhaps because the SAHC was a slow-onset crisis and the triggers and operational context varied significantly

<sup>1</sup> Including prevention measures.

<sup>2</sup> Slater, R (2003) *Chronology of the recent Southern Africa humanitarian crisis: international, regional and country responses* (with accompanying expenditure tables)

Clay, E (2003) *International and DFID response to the recent Southern Africa humanitarian crisis: selected issues from reviews and evaluations*.

Cromwell, E and I McConnan (2003) *DFID's response to the Southern Africa humanitarian crisis: Learning Review purpose, objectives and key issues*.

These documents are available from [l.goldberg@odi.org.uk](mailto:l.goldberg@odi.org.uk).

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across the six countries involved, DFID did not set out unified explicit objectives for all staff to work to (for more on DFID's objectives see Annex 5). Therefore, for this Learning Review **key issues** on which to focus were identified instead through a prior email consultation with invitees and a plenary discussion at the start of the review event. The identified issues fell into three groups:

- **Information** because lack of confidence in and comparability between estimates of need and impact hampered response;
- The **operational context** of the response because there are lessons to be learnt relating to the comparative advantage of different stakeholders, channels, etc;
- **DFID's internal systems** because there are lessons to be learnt about office procedures, comparative advantage of and relationships between different parts of the organisation, and functions such as provision of information.

6. The influence of HIV/AIDS and the changing nature of vulnerability in the region were acknowledged to be important issues that cut across all these groups. After the event, it was recognised that, largely due to shortage of time, the Learning Review did not sufficiently discuss these overarching issues and related "big picture" questions concerning the nature of the crisis (was it a crisis? did it affect the region uniformly or differently in each country? What was the relative significance of food production failure and increasing vulnerability?) and the response (proportionality, content). It may be possible to take these up in DFID's planned January 2004 Southern Africa policy forum.

7. What follows here is a summary of key learning points from the Review. The "rich picture" learning from the Review is transcribed in Annex 5.

8. DFID experience in responding to SAHC varied significantly between countries and between parts of the organisation: in hindsight, it appears that whilst there was a set of common systemic factors (poor economic growth, the HIV/AIDS pandemic, declining governance) pushing the countries across Southern Africa towards crisis, **the specific crisis triggers and the operational context for response** – and therefore the appropriate shape of donor response – **were significantly different**. Contrast Mozambique and Zimbabwe, for example: in the latter, the nature of the land reform programme implemented from 2000 onwards was a significant trigger and constraints in political relations between government and donors meant NGOs played a large part in the response; whereas in Mozambique, there remain doubts as to whether the marginally reduced availability and access to food in harvest years 2001 and 2002 constituted a crisis, and in any case government had well developed disaster preparedness plans and response networks. Comparing any other combination of countries in the region reveals equally disparate circumstances.

9. The **private commercial sector and NGOs appear to have had comparative advantage** over the UN agencies **in some response activities**: NGOs in achieving effective grass-roots distribution quickly; and the commercial private sector in significantly cheaper domestic imports of food which could have sourced the response more cost-effectively in a number of countries, government regulations permitting. Thus one learning point concerns the possibility of funding a range of response channels in addition to the UN CAP, which for the SAHC absorbed a very significant proportion of DFID's response.

10. DFID country programmes would welcome more guidance regarding resources they can expect from CHAD and how to assess, prepare for and deal with slow-onset emergencies. DFID's decisions about when and at what scale to respond in future slow-

onset crises would be assisted by the development of internal guidelines similar to those that already exist for rapid-onset disasters<sup>3</sup>. DFID will address this as part of the follow-up to this Learning Review.

11. **Questions about the adequacy and accuracy of early warning information and vulnerability assessments** are a common feature of ex-post analyses of humanitarian crises and certainly **apply in relation to SAHC**. Addressing information failures requires long-term commitment from governments and donors (to maintaining early warning systems through the good years as well as the bad) and inter-agency agreement on indicators to be used and on collection methods<sup>4</sup>. A complicating factor in the case of SAHC has been the need to develop rapidly indicators which take account of the impact of the HIV/AIDS pandemic on vulnerability and therefore on the appropriate form and channels for humanitarian response. An additional lesson from SAHC has been the need to devote resources not only to the collection and analysis of information, but also to its dissemination, to inform parliament, press, NGO and other constituencies about DFID's analysis and response. It is worth noting, however, that optimal information for humanitarian decision-making is increasingly recognised as something of a holy grail and the challenge may better be specified as "How can we make the best decisions with the available information?".

12. Looking ahead, there is increasing recognition that the SAHC marked a watershed in the development trajectory in Southern Africa and **there cannot be a return to "business as usual"**, i.e. the development strategies that donors and governments have been following in the region over the last two decades. Specifically, it appears that there will need to be explicit commitment and resources devoted to what is becoming known as "stabilization" (an important component of this being the provision of safety nets for a significant proportion of the population for a substantial period of time), which at present is the "missing middle" in the relief to development transition.

### 3. RECOMMENDED ACTIONS

13. The following recommended actions were identified during the Review by participants, recorded for the three separate planning horizons on which the Review focussed.

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<sup>3</sup> CHAD (2003) *Responding to Rapid Onset Disasters: Guidance for Overseas UK Posts and Governors Offices* Department for International Development.

<sup>4</sup> For more on this, see Schofield, R (2001) "New technologies, new challenges: information management, coordination and agency independence" *Humanitarian Exchange* No.21 (<http://www.odihpn.org/pdfbin/newsletter021.pdf>); Darcy, J and C-A Hoffmann (2003) "Humanitarian needs assessment and decision-making" *HPG Briefing* No.13 (<http://www.odi.org.uk/hpg/papers/hpgbrief13.pdf>)  
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Action	Who	When
<b>Response to current crisis (2003-04)</b>		
<b>Information needs:</b>		
1. Review DFID information needs about current operation	A Smith/T Kelly	by 30 October
2. Review & make better use of mechanisms for monitoring price/market information, incl. identifying gaps	T Kelly with country offices & regional trade programme in partnership with FEWSNET	By November
<b>DFID systems:</b>		
3. Brief MPs/UK Press in November on current Southern Africa crisis (concert timing with NAO Review, Select Committee visits)	A Smith/T Kelly Press office	By November
<b>Operational context:</b>		
4. Feed Southern Africa CO views into DFID position on UN CAP Review	Tom Kelly with COs	Check date
5. Arrange further dialogue with South African authorities	A Smith/Tom Kelly/Sam Sharpe	Oct/Nov
<b>Preparedness for future crises in Southern Africa</b>		
<b>Information needs:</b>		
6. COs to map available information systems, quality, gaps, and identify needs	COs, Tom Kelly to compile	mid-2004
7. Agreed programme for continued support through SADC Secretariat and national governments for development of monitoring systems to collect and analyse information on and indicators of poverty, vulnerability, programme impact	Tom Kelly and CO programmes	mid-2004
8. Agree TORs for study on HIV/AIDS links with nutrition and possibly other humanitarian issues	APD/Policy Division & CHAD	End 2003
9. Review outcomes of SADC and country GM policy development	Tom Kelly with COs and Policy Division	mid 2004
10. Review support for FIVIMS	Policy Division	Tbc in consultation with Policy Division
11. Review available information on infrastructure bottlenecks and mitigation measures	Yusaf Samiullah with APD and COs	End 2003
<b>DFID systems:</b>		
12. Consult on TORs for Africa-Division wide Humanitarian Unit <sup>5</sup> with mix of appropriate skills	Anthony Smith	End Oct 2003
13. Agreement on work programme & ToR for CHAD/APD guidance on handling slow-onset emergencies	CHAD/Humanitarian Unit/APD	By end Dec 2003
14. Prepare pro-forma for support from CHAD	CHAD	End Oct
15. Propose Africa Division debate on need to ensure country programmes take account of vulnerability/ stabilisation/safety nets/disaster contingency planning in programming (note	A Smith, Dougie Brew and CHAD	Oct 2003

<sup>5</sup> Proposed to be established within Africa Division during 2004.

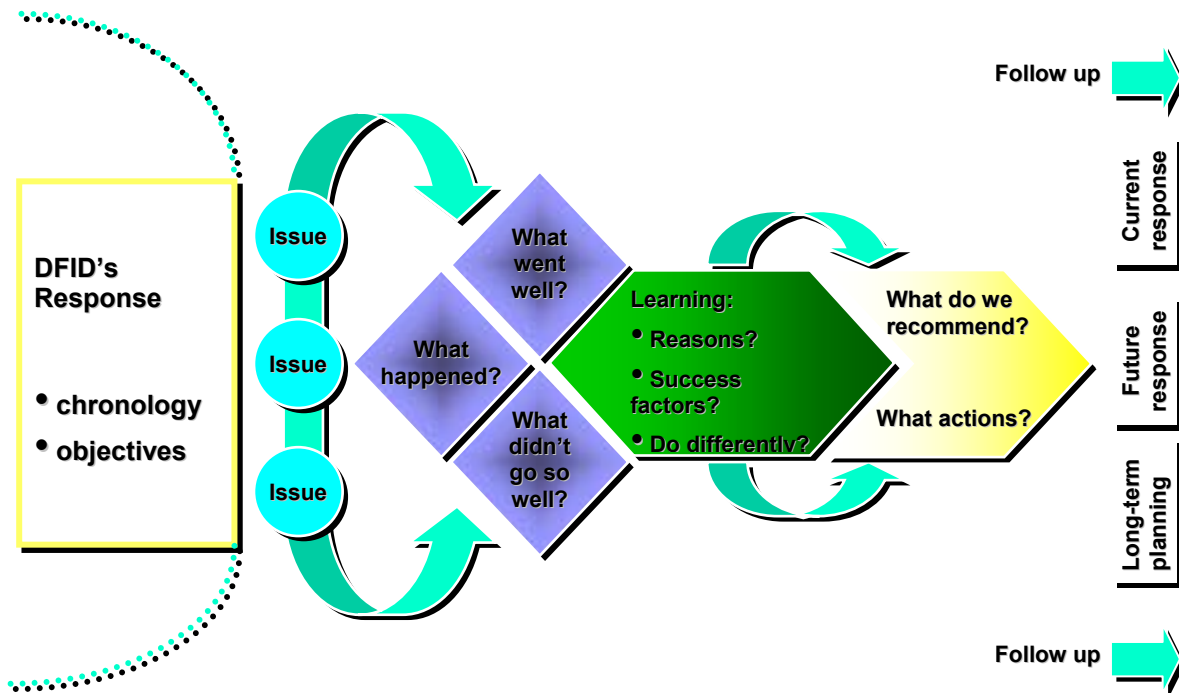


Action	Who	When
implications for DBS strategy; Country Assistance Programmes; PRSPs, etc.)		
16. Develop proposal for ensuring country office contingency and preparedness planning including: <ul style="list-style-type: none"> <li>• Needs</li> <li>• Responsibilities</li> </ul>	A Smith, Humanitarian Unit	First ¼ 2004
17. Establish separate MIS codes for humanitarian spends country by country	A Smith, Richard Dewdney	By Feb 2004
18. Establish list/database of experienced DFID staff to advise, guide future response	CHAD with HROD	End Mar 2004
19. Establish mechanism for information exchange and assessment of proportionality across Africa Division on humanitarian actions	Humanitarian Unit	During 2004
20. Establish guidelines on information management for Ministers, media and MPs, including targeted information to MPs on “what is a crisis”, media response strategy (contact with NGO press teams), monthly press briefings	Humanitarian Unit	During 2004
<b>Operational context:</b>		
21. Review responsibilities and mechanisms for consultation with and roles of stakeholders (NGOs, private sector, government agencies, South Africa, ECHO etc) and prepare guidance	Humanitarian Unit	During 2004
22. Prepare proposal for UNDP support to SADC and governments to update disaster management plans – plus regular audit	Tom Kelly, Country Offices	November
23. Africa Division input to ISP Reviews with UN agencies	A Smith, D Brew with CHAD, COs, UNCD, UKREP Rome	On-going
<b>DFID’s planning for long term development in Southern Africa</b>		
<b>DFID systems:</b>		
24. Hold DFID policy forum to discuss links to vulnerability and programme responses, including: <ul style="list-style-type: none"> <li>• Need for clarity &amp; policy agreement;</li> <li>• encouraging country take-up of these issues and include them in country assistance planning;</li> <li>• encouraging cross country learning, e.g. on safety nets;</li> <li>• taking a regional overview of regional food markets issues.</li> </ul>	A Smith	Jan 2004
25. Address within DFID Hunger & Vulnerability Strategy: <ul style="list-style-type: none"> <li>• Support for analysis of regional food supply and reserves, market measures;</li> <li>• Support for development of monitoring and impact analysis in PRSPs related to vulnerability (VAC contribution);</li> <li>• Strengthen strategy for influencing SADC on hunger and vulnerability issues.</li> </ul>	Tom Kelly	Jan 2004

## ANNEX 1: CONDUCTING A LEARNING REVIEW

A1.1 The process for the Learning Review was based on an adaptation of After Action Review (AAR)<sup>6</sup> and is outlined in Diagram A1.1.

**Diagram A1.1 Model for the Learning Review**



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A1.2 This approach was chosen because it has been shown to provide a simple, clear structure that enables complex issues to be explored and “unpacked”, in a way which moves the discussion forward to identify learning and specific recommendations for the future. A Learning Review is not an evaluation since it does not make judgements about effectiveness. At its best, it is an inclusive and participatory process that generates new perspectives and shared understandings of the events under discussion.

A1.3 A Learning Review discussion is structured around the following questions:

- What did we intend to do? The group recaps on the objectives of the programme under review.
- What actually happened? Participants recap on what happened – sharing perspectives in order to establish an agreed understanding of what took place is important before moving into discussion of issues. For example, this might include confirming key events or agreeing on the definition of a particular issue.

<sup>6</sup> For more on AAR, see Sexton, R and McConnan, I. *A comparative study of After Action Reviews in the context of the Southern Africa Crisis*. [www.alnap.org](http://www.alnap.org) which also includes case studies of the experience of the British Red Cross, ALNAP and World Vision in using and adapting After Action Review. SAHC DFID Learning Review, September 2003

- What worked? What went well? When these points have been captured, the group is asked for the reasons behind these successes, and their recommendations for the future.
- What didn't go well? What went wrong? What was difficult? Again, the group discusses and records the reasons, and what can be learnt. Given what we know now, what will we do differently next time? What advice would we give to colleagues / a similar team in the future?
- What actions do we now recommend? The group records specific recommendations, who will be acting on these and by when.

A1.4 After the review, the written record – in this case, this report – is verified by participants and disseminated to internal and external stakeholders as appropriate.

### **Method for DFID SAHC Learning Review**

A1.5 In this Learning Review, the above discussion of the three identified key issues took place in small working groups. Groups visited each of three “issue stations” in turn, where the outputs of the structured discussion were recorded on flip charts. Discussions were moderated and recorded by an “issue facilitator” who stayed with the issue station while the groups rotated, in order to be able to summarise and add to the thinking of the previous group. This “carousel process” meant that everyone (except the issue facilitator) had the opportunity to discuss each of the issues in turn.

A1.6 The issue facilitators recorded people's views of “what worked well” and “what didn't work so well” on separate sheets. Learning points were elicited from this information and recorded, followed by identification of recommended actions (facilitators notes are transcribed in full in Annex 5).

A1.7 Recorded learning points and recommended actions were then viewed by the full group to be checked for accuracy and achievability. Finally, action points were consolidated and organised into three groups relevant to:

- DFID's response to current crisis (2003-04);
- DFID's preparedness for future crises in Southern Africa; and
- DFID's planning for long-term development in Southern Africa.

and responsibilities and time-frame were added by the full group for each recommended action (listed in full in Section 3 of this report).

A1.8 See Annex 2 for participants feedback on the Learning Review process and outcomes.

## ANNEX 2: DFID SAHC LEARNING REVIEW: RECORD OF PROCESS

A2.1 This Annex records the purpose, objectives, outputs and follow-up agreed for the DFID SAHC Learning Review; participants' expectations and feedback; and observations on process from the ODI support team.

### Purpose, objectives, outputs and follow-up

A2.2 The broad **purpose** of a Learning Review is to enable staff and the organisation as a whole to improve their performance by reflecting on, and learning from, past experience.

A2.3 The **objective** of this Learning Review, as defined by DFID Africa Division and confirmed by participants, was to learn immediate lessons from the Department's handling of the Southern Africa humanitarian crisis with a view to:

- modifying DFID's current (2003-4) emergency response in the region;
- improving DFID's response to any future crises in the region<sup>7</sup>;
- contributing to DFID's longer term planning for development in the region.

A2.4 All past and present DFID staff involved in the Department's response to the SAHC were invited to participate in the Learning Review. Starting two months prior to the Review event, DFID Africa Division and the ODI support team conducted an e-mail consultation amongst invitees to establish the desired outputs from the Learning Review and three key issues for discussion during the Review event (see Section 2 of this report). The ODI support team prepared a series of documents<sup>8</sup> to resource the discussions.

A2.5 The fact that DFID staff involved in the crisis were not asked to work to a unified set of objectives from the start of the response (for more on objectives, see Annex 5) meant that the Learning Review could not follow the standard AAR approach of discussing outcomes *in relation to* agreed objectives. This generated diverse discussions and perhaps underlined the country-specific nature of the SAHC (see Section 2 of this report).

A2.6 The Review event was limited to 1 ½ days, which curtailed the time available for sharing understanding of "what happened", discussing "big picture" lessons relating to development trajectories in Southern Africa, and checking and confirming recommended actions.

A2.7 The **output** of the Learning Review was a series of action points for each objective generated through discussion of the three key issues that had been identified through the advance email consultation with invitees and then modified by participants.

A2.8 **Follow-up** to the Learning Review was agreed as follows:

- this report to be circulated to Minister, Permanent Secretary, DG Regional Programmes, Head of Africa Division, Africa Division and CHAD staff, stressing the importance of establishing an Africa Division Humanitarian Unit;

<sup>7</sup> Including prevention measures.

<sup>8</sup> Slater, R (2003) *Chronology of the Southern Africa humanitarian crisis 2001-03: international, regional and country responses* (with accompanying expenditure tables)

Clay, E (2003) *International and DFID response to the Southern Africa humanitarian crisis 2001-03: selected issues from reviews and evaluations*.

Cromwell, E and I McConnan (2003) *DFID's response to the Southern Africa humanitarian crisis: learning review purpose, objectives and key issues*.

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- Anthony Smith to provide a short article on process, lessons and recommendations to ALNAP (the Active Learning Network for Accountability and Performance in Humanitarian Action) for circulation amongst its member organisations, who are drawn from the international humanitarian sector;
- DFID to Review progress with recommended actions in mid-2004.

## **Participants' Expectations and Feedback**

### **Summary of expectations of the Learning Review**

A2.9 Participants saw the Learning Review as a potential opportunity to reflect, share experience and identify lessons about:

- What constitutes an appropriate, proportionate response in slow-onset emergencies;
- What information is needed, what the triggers should be for a response, and what systems can support this;
- How to close the gap between humanitarian response and development, and the need to recognise stabilisation as a key phase;
- The implications of a changed context in Southern Africa (governance, HIV/AIDS etc);
- How to move forward on issues of HIV/AIDS, vulnerability, planning for stabilisation and development;
- How to interface with key partners and governments;
- What links in terms of learning and experience need to be made with other regions.

### **Feedback on the Learning Review**

A2.10 Feedback at the close of the event indicated a consensus that the Learning Review had been useful and positive. Participants noted in particular that the Review had enabled a frank and open exchange of ideas, knowledge and experience. While the process was broadly thought to have worked, the main complaint was a lack of sufficient time, in particular for discussion of learning and recommended actions.

A2.11 Suggested improvements included: ensuring that the time allocated for the Learning Review is realistic, and including plenary sessions that set the Review in its wider context and enable fuller discussion of underlying structural issues.

A2.12 It was also suggested that the Learning Review represents the start of a process of dialogue, which will need to be both continued and followed up.

**Table A2.1: Summary of verbal and written feedback on Learning Review process**

<b>Worked well:</b>
<ul style="list-style-type: none"> <li>• <b>Good opportunity to come together, share ideas and experience, and reflect</b></li> <li>• <b>A free, frank and dynamic discussion and exchange of ideas by practitioners</b></li> <li>• Grateful to be able to join this group</li> <li>• The method allowed experience to be shared and access to knowledge</li> <li>• The carousel groups were interesting and the carousel process worked well</li> <li>• Could have achieved more (of course!) but produced many good action points</li> <li>• Pleased – positive that CHAD will be taking forward actions</li> <li>• This is the start of a process - must follow up</li> <li>• There's further to go to get a change in thinking</li> <li>• The first time to analyse ourselves, we should continue to do this and keep the dialogue open</li> <li>• Feel confident that we have good plans and arrangements</li> <li>• Facilitation – a good job</li> <li>• Good pre-meeting preparation of documents which will continue to be of use to DFID later</li> </ul>
<b>How to improve it:</b>
<ul style="list-style-type: none"> <li>• <b>Could have done with further half or full day</b></li> <li>• <b>Too rushed, especially at the end, when the most important decisions were being taken.</b></li> <li>• Distillation of lessons learned resulted in a loss of the quality of the arguments. Recommendations too condensed.</li> <li>• More time to articulate recommendations would have meant some learning points would not have been lost</li> <li>• Time to review actions in light of what worked / didn't work</li> <li>• The actions may need another iteration</li> <li>• More HIV focus re actions / what worked</li> <li>• The meeting should have been more clearly "set in context"</li> <li>• The first session should have been on the bigger picture</li> <li>• Original structure good<sup>9</sup>. Possibly needn't have given so much scope for group to change it!</li> <li>• More plenary sessions with clearer focus for break out groups</li> <li>• Not sure how much value added by carousel approach - discussions lost the buzz the third time round</li> <li>• Issue facilitators were not party to discussions of the other two groups' issues</li> <li>• Facilitation needed a "harsher hand" and to capture the random points</li> <li>• Timing: should have been done closer to the time of the response</li> </ul>
<b>Expectations that were not fulfilled:</b>
<ul style="list-style-type: none"> <li>• A better understanding of the characteristics of the crisis, whether it was different, and what the longer term implications are</li> <li>• Should look at proportionality in this kind of Review</li> <li>• Didn't get to grips with wider issues</li> <li>• Don't forget urban livelihoods</li> </ul>

**Note:** bold indicates points repeated by a number of participants.

## ODI Support Team's Recommendations

A2.13 The Learning Review achieved its explicit objectives in that it generated specific action points with clearly allocated responsibilities and timing. An additional achievement of the Review was the building of relationships and a foundation for future dialogue and communication. This was made possible by bringing together for the first time a region-wide group of past and present DFID staff involved in the crisis, for a rich exchange of views, knowledge and experience.

A2.14 Our observation was that some needs and interests expressed during the meeting, particularly concerning discussion of lessons for longer-term development trajectories,

<sup>9</sup> (Which devoted more time to initial discussion of shared understanding of what happened.)

could not be accommodated within the agreed objectives. Participants' feedback and our own observations suggest some areas for improvement, should a Learning Review be run again. We recommend that a future Learning Review could be improved by:

- A (small) **planning group** that represents the needs and interests of all groups of participants to advise/liaise with the team organising the event so that the process and focus meets all groups' requirements. Also to identify channels through which actions would be taken forward; agree roles and process for reaching agreement; participate in review of progress etc.
- Allow **2 – 2 ½ days** for the Review event, possibly limited to one or two key issues – as one participant observed, the time and costs required are small compared to those of the action under review.
- A substantial (half day?) discussion in plenary of **context and big issues**, as well as “what happened” (chronology) and objectives of the action under review.
- Followed by plenary discussion of **pre-agreed key issues** to identify “what worked” and “what didn't work so well”, leading to categorisation of themes within each issue to provide focus for discussion by working groups.
- Small working groups identify **learning points and recommended actions** from the themes identified for one key issue each and then report back to plenary.
- Learning points and recommended actions viewed and amended in plenary (facilitated by technical support person), with emphasis on checking “read-across” from learning points to actions. May need more than one iteration.
- **Consolidation of action points** in table format to show allocation of responsibility and timeframe (by persons with authority to do so).
- Substantial time (min. half day) allocated to plenary **discussion and confirmation of action points**; agreement on **dissemination and follow-up**; and **feedback** on the Learning Review.
- Provide sufficient support staff with technical understanding of the key issues to act as **facilitators and rapporteurs** for plenary and working group discussions, to avoid the need to tie up participants. Also to ensure the full rich picture of discussions is documented.
- Recognise the need to **keep learning and communication channels open** after the Review event, and to **track and review implementation** of recommended actions over time.

## ANNEX 3: DFID SAHC LEARNING REVIEW: TIMETABLE

Wednesday 24 September		Thursday 25 September	
11.15	Arrival and coffee	8.00	<b>Introduction to the day</b>
11.30	<b>Welcome and introductions</b> <ul style="list-style-type: none"> <li>• How the Learning Review came about and the process to date (AS/EC)</li> <li>• Purpose, objectives, outputs, agenda (IM)</li> <li>• Working together and roles</li> </ul>	8.15	<b>Reviewing the key issues - continues</b> <ul style="list-style-type: none"> <li>• Second and third rounds of discussion in groups</li> <li>• Each group adds to the previous group's thinking</li> </ul> <p><i>Break as agreed with the group</i></p> <ul style="list-style-type: none"> <li>• Groups finalise the learning points and recommended actions for each issue</li> </ul>
12.15	<b>Mapping the crisis: chronology and DFID's objectives</b> <ul style="list-style-type: none"> <li>• What happened? Key points in the chronology (EC)</li> <li>• What were we trying to do? Objectives at key stages (HP/RH)</li> </ul>	11.00	<b>Review of learning points and recommended actions</b> <ul style="list-style-type: none"> <li>• The full group reviews and checks the outputs so far</li> <li>• Discussion of proposed actions</li> </ul>
1.15	Lunch	1.00	Lunch
2.15	<b>Prioritising the key issues for discussion</b> <ul style="list-style-type: none"> <li>• Agree the key issues for discussion (EC)</li> <li>• Process for discussions in groups ("carousel"); expected outputs (IM)</li> </ul>	2.00	<b>Agreement on actions to be taken</b> <ul style="list-style-type: none"> <li>• Agree action points in relation to 1) the current response 2) future response 3) food security planning</li> </ul>
3.00	<b>Reviewing the key issues</b> <ul style="list-style-type: none"> <li>• First round of Learning Review discussions in groups</li> </ul> <p><i>Tea and coffee available at 3.30pm</i></p>	3.00	<b>Next steps</b> <ul style="list-style-type: none"> <li>• Report and verification</li> <li>• Dissemination of results of the Learning Review</li> <li>• Follow-up</li> </ul>
5.15	<b>Brief review of the day</b>	3.30	<b>Feedback on the Learning Review</b>
7.00	Dinner	4.00	<b>Close</b>



## ANNEX 4: DFID SAHC LEARNING REVIEW: PARTICIPANTS

<i>Name</i>	<i>Location</i>
BARKWORTH, CLARE	DFID Zambia
BARRETT, TOM	DFID South Africa (now DFID Zimbabwe)
BREW, DOUGIE	Policy Division
COMPTON, JULIA	DFID Mozambique
DAVIES, MARK	DFID Malawi
GRAHAM, STEVE	DFID Zambia
HANLEY, ERIC	DFID Zimbabwe (now DFID Bangladesh)
HANSELL, JOHN	DFID Zimbabwe (now retired)
HEWITT, BEN	CHAD (now DFID Press Office)
HOLDEN, ROB	CHAD
HUDSPETH, CLAUDIA	CHAD (now UNICEF)
KELLY, MARION	DFID Zimbabwe
KELLY, TOM	DFID South Africa
KEOGH, ERICA	M&E Team, Zimbabwe
POTTER, HARRY	DFID Malawi
SAMIULLAH, YUSAF	DFID South Africa
SMITH, ANTHONY	Africa Division
TROY, PETER	CHAD
WRIGHT, GILL	DFID Zimbabwe
CROMWELL, ELIZABETH	Technical discussant, ODI
McCONNAN, ISOBEL	Facilitator, ODI