



FFT WORKSHOP FACILITATOR'S GUIDE

The FFT Workshop is designed to be flexible for your team's availability. It can be conducted in a full-day in person, 2 half-day sessions, or 2-3 hour sessions over 5 days. It is possible to host a remote workshop, though the preparation will be more time consuming.

Also note that the one-day agenda is very full. For teams that have never done a reflection like this, some of the activities may take longer than this agenda suggests, and the first time implementation of the full workshop may take closer to one and a half days. Future iterations will have fewer activities, and people will be more familiar with the expectations and practiced in the kind of analytical and critical thinking that is required.

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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
30 min Facilitator & Program Manager 8:00 - 8:30	Welcome / Intro	<p>Objective: Set tone and establish expectations for the day.</p> <p>Slides 1-2. Welcome. This workshop is an opportunity for everyone to stop and take a breath, listen, observe, reflect, and think, generate new ideas, energy, and pathways forward; to remember why we love and do our work, and be even more conscious, present, and thoughtful about our performance.</p> <ul style="list-style-type: none">This workshop aims to help you identify strong practices and evidence, missed opportunities and learn lessons from the implementation of this program. <p>Slide 3. Objectives of the workshop (noted on slide). By the end of the day we will have a deeper understanding of what makes the program strong and what opportunities we have to improve. We will document aspirations, lessons learned and action items to improve the quality of future programs and adapt our own work to better meet the needs of our community members.</p> <p>Slide 4. This FFT Workshop is a model of what we call ‘pause and reflect,’ which is rooted in evidence-based reflection using USAID’s Collaborating, Learning and Adapting (CLA) framework. CLA was coined by USAID to describe a set of practices to help improve development effectiveness, and we’ll talk about it in more detail later. (there’s a bit more on the slide as well)</p> <ul style="list-style-type: none">USAID’s ADS Chapter 201 defines pause and reflect as “a component of learning and adaptive management, the act of taking time to think critically about ongoing activities and processes and plan for the best way forward.”	Flip chart with groups Powerpoint slides



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30 min Facilitator & Program Manager 8:00 - 8:30	Welcome / Intro	<p>Slide 5. And as a reminder about why we think CLA is important, it's not just about how we work, but why that matters - it is always in service of improved performance and delivery of objectives. USAID has done research and has evidence of the ways that using CLA practices can make individuals, teams, and organizations better, and how that translates into improved outcomes. That's why our workshop today is focused on program performance and quality - and ways that CLA can help us improve.</p> <p>Slide 6. Before getting into the agenda, let's briefly talk about rules for the day. I have a few - do you have more? No cell phones or laptops please - the purpose of this is to be present, be thoughtful, be respectful - so please pay attention, engage but let others be heard as well. Since this is an emergency program, and you are all important, there may be the need to respond to emails or phone calls. If the occasion arises, please take your phone or computer outside to respond so it doesn't distract others or detract from the discussion in the room.</p> <ul style="list-style-type: none">Let's also remember to not name or blame individuals - if we want to discuss issues or challenges, let's not get personal, but talk about systems or functions, not point fingers at people - whether they are here or not. And when providing feedback or comments, be candid and forthright, but respectful and constructive.	Flip chart with groups Powerpoint slides



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30 min Facilitator & Program Manager 8:00 - 8:30	Welcome / Intro	<p>Slide 7. Agenda. In general, the focus of this workshop will be looking at what and how well the program has done in terms of its performance and quality (what we do). We will also be reflecting on how CLA can help us work better, and what that means to us (how we do it). We'll start with introductions, a little quiz on CLA to remember what it's about. Then we'll get into small group work.</p> <p>During a self-assessment session prior to this workshop, your leadership reviewed a list of Learning Questions framed around performance and quality and identified some areas worthy of greater reflection by all of you. They also identified the key evidence and data from the program to answer these questions and are making that source data available to you. We have assigned each of you to a small group based on your technical expertise and experience, and each small group was assigned a question and will have access to the source data. The outcome of the small group work will be identifying some observed strengths and opportunities, and the data from these sources that support them, reflected on Flip Charts for others to view. There will be a gallery walk so you can look at one another's work and reflect a bit more on the CLA components and examine how CLA was or could have been a part in what you observed.</p> <p>After lunch, in small groups once again, we'll ask you to consider the Aspirations - what should things look like in the future both in terms of WHAT we do (programming) and HOW we do it (CLA), and what the Results of that might be. We'll look at connections across these SOAR headings and identify Lessons Learned. Finally we'll work together to share these Lessons as Action Items, prioritize and plan for moving these ideas forward to help improve program outcomes for our team and future emergency teams.</p>	Flip chart with groups Powerpoint slides



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Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
30 min Facilitator & Program Manager 8:00 - 8:30	Welcome / Intro	<p>Slide 8. We only have a short period of time to cover a lot of ground. We know we won't get to everything. As things come up that are worth delving into, but are outside the scope of our learning priorities for today, or if you think you don't have enough information to answer your questions, we will put those into the "Outstanding Questions" and we'll designate a time and person for follow up.</p> <ul style="list-style-type: none">• That's our welcome and setup and now let's get to know each other a little bit. (move to Slide 9) <p>Ice Breaker Activity (slide 9): Form a circle and we'll do a simple ball toss. When the ball is tossed to you, state your name, role, and tell us the best thing about your job - a time you were excited or happy or proud - something good about being on this team with this program... Toss the ball to someone else, etc. [maybe facilitator can make notes about the types of things people say, e.g., service to communities, part of the team, helping humanity, solving problems, being outdoors, working with numbers, helping people understand something, changing lives, etc.]. Make the point that today is about recognizing what's good and what's possible - being reflective, but also aspirational. It's not about 'what went wrong' but what's good and what can be better moving forward.) [Other versions of this activity include: Facilitator throwing a ball to someone else and telling her name, her position and the last location she was at for a non work related trip. The person picking the ball did the same and if two people were in the same location, they had to squat.]</p>	Flip chart with groups Powerpoint slides



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Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
60 min Facilitator & Program Manager 8:30 - 9:30	Session 1: Introductory Exercises: Program Timeline and CLA Self- Assessment	<p>Slide 10. For Session 1, we'll be doing two introductory exercises, the first a Project Timeline, and the second a CLA self-assessment. Let's start with the timeline.</p> <p>Objective 1: Collectively recognize the internal and external factors and forces that have influenced the program's performance.</p> <p>Slide 11. Program Timeline (40 minutes)</p> <ul style="list-style-type: none">• The Planning Team has started preparing a program timeline, which you can see on the wall [or start from scratch - it's up to you]. It's organized by quarter since the program began, but you can also think about the phases of the program lifecycle - program planning, start-up, implementation, closeout. We've asked the Planning Team to identify a few of the key events or activities that stood out in each period to get us started. You can see they are different colors. One set of events is key program achievements, one is external events, one is internal events or changes, and the last is local or community issues or events.• You will work in groups at your table. Each group will be assigned one of these 4 categories.<ul style="list-style-type: none">a. Program achievements might be first delivery, completion of the baseline, a seed fair, or something.b. External events could be a coup, a flood, price increases, other Implementing Partner activities, etc.c. Internal events could be hiring key staff, or turnover, addition or closure of complementary programs, change in a partner, etc.)d. Local events might be community meetings, media, support or resistance by some aspects of the local communities, handover ceremonies, etc.	<p>Somewhat prepared Project Timeline on sticky wall or with masking tape on the wall - a large scale version that the group can interact with. With 4 colors of sticky notes or paper to add to the timeline.</p> <p>Either online Mentimeter quiz OR Have a flipchart and use stickers to mark CLA self-assessment</p>



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60 min Facilitator & Program Manager 8:30 - 9:30	Session 1: Introductory Exercises: Program Timeline and CLA Self- Assessment	<p>Write these events on the color assigned to your table for your category, one on each sticky note or card. When completed, have them come up to the wall and place them in the right time period. Allow 20 minute for the groups to finish their posting. Then another 10 minutes for people to reflect on the timeline and other groups' work, adding other items from other categories as appropriate. Then 10 minutes for plenary debrief, questions like:</p> <ul style="list-style-type: none">• What were the major accomplishments of the program?• Where were there roadblocks or delays and why?• When and how did the external changes affect program design and implementation?• When and why did the biggest program shifts take place?• What connections can you draw between external changes or community issues and program events? <p>Objective 2: Get a temperature check on how people think the program is doing for each of the 6 CLA components identified.</p> <ul style="list-style-type: none">• Quick online Quiz (20 minutes)	<p>Somewhat prepared Project Timeline on sticky wall or with masking tape on the wall - a large scale version that the group can interact with. With 4 colors of sticky notes or paper to add to the timeline.</p> <p>Either online Mentimeter quiz OR Have a flipchart and use stickers to mark CLA self-assessment</p>



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60 min Facilitator & Program Manager 8:30 - 9:30	Session 1: Introductory Exercises: Program Timeline and CLA Self- Assessment	<p>Slide 12. CLA Framework</p> <ul style="list-style-type: none">As I mentioned earlier, this FFT Workshop is grounded in the CLA framework. CLA - stands for what? [Prompt from the group to see if they know Collaboration, Learning and Adaptation.] By way of reminder, CLA was developed by USAID to define a set of practices that are actually proven to improve development effectiveness and outcomes. These are the core components of CLA (see slide) - the whole picture, which includes how CLA is used in the program cycle (the collaboration, learning and adaptation), but also important to remember that it's about enabling conditions too - culture, processes and resources. This framework is central to how USAID runs its missions and teams, and what it expects of implementing partners. [review the components if needed] <p>Slide 13. CLA Self-Assessment Quiz</p> <ul style="list-style-type: none">Here is the list of CLA components we are looking at, representing the Program Cycle. I am going to read a bit about each of these CLA categories and explain a bit more what each is about. Then you are going to assess how well the program has been doing for each. Green means it is intentional and systematic in how you work, Amber means it sometimes happens, or to some extent is in practice, Red means not at all.Now, take out a smart phone or laptop, and go to Mentimeter.com, and enter the code you see on the screen. After I read each card, take a quick moment to assess the program's level of 'maturity' in this area. Just a gut reaction for now. We'll look at collective results, and then come back to this later. [get notetaker to help setup the mentimeter quiz, and advance each question as you go, reading from the USAID cards about each category.]	<p>Somewhat prepared Project Timeline on sticky wall or with masking tape on the wall - a large scale version that the group can interact with. With 4 colors of sticky notes or paper to add to the timeline.</p> <p>Either online Mentimeter quiz OR Have a flipchart and use stickers to mark CLA self-assessment</p>



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60 min Facilitator & Program Manager 8:30 - 9:30	Session 1: Introductory Exercises: Program Timeline and CLA Self- Assessment	Slide 14. CLA Quiz Results <ul style="list-style-type: none">[Make sure the results are projected online]. Now let's look at the results... any surprises there? We'll be talking more about CLA a little later, so I'm not going to spend a lot of time on this, but just take a few seconds to see where consensus is about where you are stronger or weaker, and what that might mean, how things might be different - worse or better - if you were doing things differently. Most of today is going to be about the program performance itself - what you've done - both generally, and in terms of specific technical sectors or activities. but keep these components in mind and what difference they did make - or could have made in how things went. We'll come back to it again! Now we're going to split into groups.	Somewhat prepared Project Timeline on sticky wall or with masking tape on the wall - a large scale version that the group can interact with. With 4 colors of sticky notes or paper to add to the timeline. Either online Mentimeter quiz OR Have a flipchart and use stickers to mark CLA self-assessment



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90 min Facilitator 9:30 - 11:00	Session 2: SOAR Part 1 - Strengths and Opportunities	<p>Slide 15. Split into groups</p> <ul style="list-style-type: none">We've pre-assigned each group to reflect on a different learning question. The flip chart has your small group assignments - please join your assigned small group table. <p>Allow people to move to their respective tables.</p> <p>Slide 16. Objective: Identify strengths and opportunities from a review of your program/sector's performance and quality, using and highlighting evidence.</p> <p>Slide 17. Introduction of Learning Questions: 5 min</p> <ul style="list-style-type: none">We're framing this first exercise around issues of program performance and wanting to understand how the program has done/is doing, what's been learned, what evidence we have. What do we mean by program performance? We aren't going to review all this in detail, but we know time, scope and budget are the trifecta of program management. Time and budget are straight forward, and scope - [time allowing, pose question to the group - what does scope mean? how do they define it?] We often think of scope as indicators and whether we met our objectives and targets. But we know that's not all the information we need, right? That doesn't tell us how well we performed, how participants felt about things, whether we targeted the right populations, and lots of things. So think of Scope as a few things - Results, but also Quality, and Gender and Protection. And then also cross-cutting themes like humanitarian coordination, and sustainability.During a self-assessment session prior to this workshop, your leadership reviewed this list of questions and identified 4 areas worthy of greater reflection by all of you, and put together a plan to gather the data needed to answer these questions, and prepare for this workshop. Note that these are to be considered either for the program as a whole, or as a specific technical sector. Your learning question will tell you your assignment. There is a Flip Chart prepared with all of the Learning Questions, so you know what other groups are working on.	<p>Flip chart of learning questions/groups</p> <p>SOAR Discussion Guides (tailored to the selected learning questions)</p> <p>Data Sources</p> <p>Flip chart SOAR templates</p>



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90 min Facilitator 9:30 - 11:00	Session 2: SOAR Part 1 - Strengths and Opportunities	<p>Slide 18. SOAR Analysis Framework (5 minutes intro)</p> <ul style="list-style-type: none">• Slide 18. Next thing to introduce is the SOAR analysis framework. Similar to a SWOT analysis in how it works, this approach is designed to help think through the strengths of what is working and working demonstrably well, and the opportunities where things could be done better or differently, Aspirations are the visions or hopes for what you want this program or team to DO or BE? Results are thinking about what we look like if those Aspirations are achieved and successful. Right now, we'll just be focused on the Strengths and Opportunities. So as you think about the Learning Questions and look at the data, you'll be identifying Strengths and Opportunities. Now the steps.• Step 1. As we noted, each group has been assigned a different Learning Question. The SOAR Discussion Guide on your table has the Learning Question in more detail, the technical sector it applies to (if appropriate), and a list of probing questions to help you analyze more deeply what this topic means, and what happened in your program? Also note the Source Data made available [either in hard copy or by link to google folder]. This should be how you start to answer these questions - look for data that helps you understand how things went and what the reality is. If you think information is missing, speak to the Facilitator and he/she will try to find it for you, or you can ask someone in the room directly if you want and you think they'll have information.• Step 2. Based on your previous discussion around the Learning Question and the data and evidence you have reviewed, identify a few Strengths or successes for the program based on this question - what has been noteworthy, impactful, or innovative (list 3-5 items on flip chart) according to the data. In the corresponding column (Key Findings), note the data point (and source) you've looked at to say it's successful or strong.	<p>Flip chart of learning questions/groups</p> <p>SOAR Discussion Guides (tailored to the selected learning questions)</p> <p>Data Sources</p> <p>Flip chart SOAR templates</p>



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90 min Facilitator 9:30 - 11:00	Session 2: SOAR Part 1 - Strengths and Opportunities	<ul style="list-style-type: none">Now do the same for the Opportunities you've identified for what could make things better or provide a better emergency response to needs - how could we do things differently to see a better result in future programs?. Again, list 3-5 items on the flip chart), and list the data points/source data in the right hand column. If you have time, reflect too on the program timeline we did earlier - about what events interfered or affected the best intentions - what didn't you see coming and why? What were the assumptions you made about the work that were faulty - What could be done differently to better anticipate some of these events? <p>Slide 19. SOAR Flip Chart Template</p> <ul style="list-style-type: none">Your preformatted Flip Charts look like this - so fill out the top with your group members, the Question you're working on, and as you identify the strengths, note the Evidence or Key Findings - the actual data points - cost overrun or schedule delays, PDM results, CARM data points, etc. What data supports your argument here - try to be specific. Note that we will talk about Aspirations and Results in Part 2 of this exercise, this afternoon. Note that it might be helpful to write the Strengths and Opportunities on sticky notes and place them on the flipchart. This will facilitate later activities and allow for some maneuverability.	Flip chart of learning questions/groups SOAR Discussion Guides (tailored to the selected learning questions) Data Sources Flip chart SOAR templates



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90 min Facilitator 9:30 - 11:00	Session 2: SOAR Part 1 - Strengths and Opportunities	<p>Slide 20. Facilitation Notes.</p> <ul style="list-style-type: none">Note that on the discussion guide, there are some facilitation notes available to help your conversation. Here are some highlights (listed on the slide). Be aware of power dynamics in your group, and make sure everyone has the chance to talk, and try the COIN approach for sensitive issues. Note also that there is an element of Tacit Knowledge - what people know through their experience, intuition, and interactions: what they heard or saw in the market (e.g., resale of commodities); what they saw through field visits and observations (e.g., farmers still not using new practices); what participants said in casual conversations (e.g., husband isn't happy with wife participating); what partners reported (e.g., have heard that CRS seeds are of better quality). Prompt people to share any of these types of anecdotes or experiences to add to an understanding of the issue. If things come up that are significant, and were unknown to others, think about how that could have been learned and shared earlier? What difference would it have made? Remember everyone here has a different job, and a different experience, so make sure we compare perspectives.I'll come around the room to make sure the instructions are clear in your small group guide. At the end of the exercise you will have created a flip chart that we will post for a gallery walk.You will have 80 minutes to complete your exercise. I suggest you spend about 40 discussing the questions, and we'll notify you at the halfway point so you can spend the next 40 minutes identifying Strengths and Opportunities, and completing the Flip Chart SOAR template. We'll reconvene at [time] and I'll give you a 5 minute warning. We'll then take about 10 minutes to debrief	<p>Flip chart of learning questions/groups</p> <p>SOAR Discussion Guides (tailored to the selected learning questions)</p> <p>Data Sources</p> <p>Flip chart SOAR templates</p>



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90 min Facilitator 9:30 - 11:00	Session 2: SOAR Part 1 - Strengths and Opportunities	<p>Facilitator circulates around the room and makes sure each group understands the exercise and the process. Be aware of groups that are confused because the time is short to finish the exercise so make sure to help struggling groups to stay on track.</p> <p>Slide 21. Debrief: 10 min</p> <ul style="list-style-type: none">We'll do a quick debrief and ask someone from each table to explain in 2 min their exercise and a key takeaway their group had. The takeaway could be an area they disagreed, an area that needs attention or something that surprised them, or an observation about the program timeline that they connected to their findings. After each group explains their takeaway, other groups respond with any similarities or connections to what they found. The next group presents, others respond, and so on. Notetaker should note the themes and commonalities on a flipchart. It's important to compare these strengths and opportunities across topics and do some consolidation of ideas as part of the debrief, building into the next Gallery Walk. <p>Facilitator notes:</p> <ul style="list-style-type: none">Some issues we hope get noted and if they don't come up, the facilitator can probe about as they circulate around the groups. How did any actual implementation data you looked at match the original documents or plans? Did things change over time? Why and how? Did you note issues that maybe should have signaled a change and didn't? Was a problem identified, how? How was that documented? What things do you know happened or changed, but there is no documentation of? What evidence do we have about partner or participant voices and experiences in this area? Do we know what they thought about this issue or how they experienced it? [this question will vary a bit depending on the Learning Question, but always look for opportunities to bring the question of partners and participant voice into the discussion].What other questions do you wish we had addressed here? [note on flipchart - may be worth digging into later]	<p>Flip chart of learning questions/groups</p> <p>SOAR Discussion Guides (tailored to the selected learning questions)</p> <p>Data Sources</p> <p>Flip chart SOAR templates</p>



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Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
15 min Facilitator 11:00 - 11:15	Break	Slide 22. COFFEE/TEA BREAK <ul style="list-style-type: none">We will return in 15 minutes for a gallery walk where you will explore each others' Strengths and Opportunities. Please help us stay on time by returning at [time]. [Facilitator and helpers place CLA cards and matching stickers on tables during the break and arrange the Flip Charts around the room, with post-it notes near each for comments].	
45 minutes Facilitator 11:15 - 12:00	Gallery Walk	Slide 23. Objective: Strengths and Opportunities are further refined through Q&A and added insights from other group members. Slide 24. Gallery Walk Exercise: 30 min <ul style="list-style-type: none">With Flip Charts from the morning exercise posted around the room, we'll do a "gallery walk" and give everyone a chance to review each others' charts and observations, ask questions, and make comments. One person will stay at each station to share and explain about their Evidence, Strengths and Opportunities, and answer questions. Visitors can post comments with post-it notes, to make additions, or add additional insights. Groups will move every 5 minutes. (20 minutes) Slide 25 and 26. CLA stickers. <ul style="list-style-type: none">[slide 25] Quick reminder about CLA and the six categories we discussed. I've got some stickers here representing these 6 categories, and you have them on your table.	SOAR Flip Charts posted on the wall for each group Sticky notes available for comment on flip charts CLA-colored stickers available CLA cards on tables



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45 minutes Facilitator 11:15 - 12:00	Gallery Walk	<ul style="list-style-type: none">[slide 26] As you look at the charts (and your own as well), think about what CLA practices match what you see on the flip charts and place the appropriate sticker. [The facilitator takes an example of a strength, asks the group, leads them to identify one of the components, checks for agreement, and puts a sticker up. They repeat once more for an opportunity - noting the difference between columns - under Strengths it means we've done it well, under Opportunities, it means maybe we could do better.] How many of them may have been, or could have been, affected by CLA practices, either doing them well, or not doing them enough. Did good coordination help in some cases, or M&E got us data that helped us adapt quickly. Or maybe doing some of these practices better might have helped - coordinating more earlier, testing our logic earlier, or allocating enough resources to learn. Where do these CLA categories relate to what you see on the charts? (same 20 minutes)[Flip back to slide 25 to display the CLA components while people are looking.] <p>Slide 27. Back to the Gallery Walk Exercise and Debrief in Groups (10 minutes)</p> <ul style="list-style-type: none">After looking at each others' group findings (strengths and weaknesses and data - don't need to dwell on CLA yet), go back to your original group and discuss what you saw. Identify connections, similarities, or shared challenges between your strengths or opportunities, and the other groups'. How might their strengths help your areas, or how did the 'opportunities' or challenges they presented also impact you, or maybe were similar to yours? Was their data and evidence to support their listings? What does this mean to the team as a whole?	SOAR Flip Charts posted on the wall for each group Sticky notes available for comment on flip charts CLA-colored stickers available CLA cards on tables



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45 minutes Facilitator 11:15 - 12:00	Gallery Walk	DEBRIEF GALLERY WALK: 15 minutes <ul style="list-style-type: none">Facilitator asks for each team to report out on the connections they found between their work and the other groups' (again, not CLA specific - that will come next). What common themes were noticed? What was surprising? What was recognizable and confirmatory? Focus on the Data too. In the overall experience, were there questions your group couldn't answer - the data or evidence was incomplete? Were there things you thought you knew, but couldn't find data that supported it? I noted the idea of Tacit Knowledge in the facilitation notes for the small group work - letting people reflect on other types of knowledge and knowing - experience, observation, etc. What are some examples? How could that information have been captured, learned or shared during the program? [notetaker should note observations on another flipchart] [note that the CLA discussion will come next, so find other connections first]	SOAR Flip Charts posted on the wall for each group Sticky notes available for comment on flip charts CLA-colored stickers available CLA cards on tables
15 minutes Facilitator 12:00 - 12:15	Session 3: CLA Reflection	Slide 28. Objective: Apply CLA concepts to program performance and see connections between what we do and how we do it. <ul style="list-style-type: none">[note facilitator has already placed CLA cards on tables and stickers are already on the Strengths and Opportunities flip charts] Slide 29. Session 3: CLA Reflection. Introduction: 15 min <ul style="list-style-type: none">Now let's talk about the CLA insights. Let's look at Strengths first - what colors are most represented? What's missing? Remember what these practices are about [Facilitator can go through each on the list and look for how it's represented on the charts and probe more.] Are we doing well, any thoughts or surprises?	Have results from earlier CLA self-assessment ready to display



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15 minutes Facilitator 12:00 - 12:15	Session 3: CLA Reflection	<ul style="list-style-type: none">• Now let's compare this to the results of the assessment we did this morning. [project the results on the slide]. Do these initial assessments match what you're seeing on the charts now, what you've applied to actual program concepts and data? [Facilitator should help highlight differences or how they seem similar, but also call on teams individually to share insights, both on their own work, and others.] Think some more about what this means to the program - how could these CLA practices make a difference in your work?• And now we'll look at the CLA stickers on the Opportunities charts - these are probably things we should be doing better. What do you observe? Again compare to the earlier assessments, any discrepancies or anything you would change about your assessment, now that you're thinking not about the program in the abstract, but in specifics?• In the afternoon we'll be talking more about the future and what we want to do better or differently - what aspirations we have and actions we want to take, so make some notes about these observations that you can bring to that conversation. Keep these thoughts in mind - we're going to talk more about not just what we do and program performance, but also , HOW we do it as a team.	Have results from earlier CLA self-assessment ready to display
45 minutes 12:15 - 1:00	Lunch	Slide 30. Break for lunch	



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Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
15 minutes Facilitator or Volunteer 1:00 - 1:15	Energizer	Slide 31. Welcome back (sit wherever you want) (15 minutes for welcome and energizer) <ul style="list-style-type: none">• Welcome back from lunch! This is a tough time in the day's schedule, as you've worked hard in the morning, now have eaten a good lunch, and now it's time for a nap. Or better yet, it's time for an Energizer!• First Revisit CLA Stickers - Any more thoughts or conversations during lunch about CLA and its impact? Remember this afternoon we'll be talking not just about WHAT we do as a program team, but HOW we do it, so this will be important to keep in mind.• ENERGIZER: Something very energetic or stretchy - chair yoga, or some mild aerobics, or a simple dance (Macarena or the electric slide or something) - something to get people moving and loosened up. Slide 32. Agenda for afternoon.	Energizer prepared
45 min Facilitator 1:15 - 2:00	Session 4: SOAR Part 2 - Aspirations and Results	Slide 33. OBJECTIVE: Participants identify and discuss their Aspirations for the program's future, and the tangible Results that their achievement will lead to. Let's go back to our small groups from this morning and take out your discussion guide again.	SOAR Discussion Guide Data sources prepared ahead of workshop Flip Chart Template



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
45 min Facilitator 1:15 - 2:00	Session 4: SOAR Part 2 - Aspirations and Results	Slide 34. Learning Question - SOAR Part 2: Aspirations and Results (45 minutes) Step 1: 20 min <ul style="list-style-type: none">Think about your ‘aspirations’ - what or how do you want this program to be - moving forward, or for the next program or renewal phase? Who do you want to be, and what do you want to be part of? This can be personal, about your work, or your team, or the program, or country office or team, or about the communities we serve - wherever you see hope for what comes next. Think of the strengths and opportunities already discussed and imagine a hopeful, impactful future? Think also about What we do - programmatically - what do you see happening; and How we work - in terms of team or organizational practices like CLA? Not too little (I hope I can get my report done on time), and not too big (hope we have world peace), but somewhere in between!Take 5 minutes to let each team member write down their own ideas. Now: Share within your group and discuss - how similar are they? How different? Where is the focus? Are there examples of both What we do and How we work? Facilitators will circulate to hear discussion and ask questions. Now agree on the items (however many there may be) that seem achievable or something you can imagine taking concrete steps toward - something in our control. Note them on the flip chart, trying to make sure you have examples of both types of Aspirations - what we do (e.g., programmatic) and how we do it (e.g., CLA practices).	SOAR Discussion Guide Data sources prepared ahead of workshop Flip Chart Template



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
45 min Facilitator 1:15 - 2:00	Session 4: SOAR Part 2 - Aspirations and Results	Step 2 (10 minutes) <ul style="list-style-type: none">Results. Now think about what your program would look like with this Aspiration met. What Results would be seen or experienced, either by the program team, program participants, partners or others. How does making this change lead to better performance? Think about the data sources you have reviewed - what is measured, or should be? Be specific or general, whatever makes sense for the aspiration, but try to be as tangible as possible. If it is clear how these Results could be measured (e.g., specific PDM questions improved, budget issues, increased number of participants who could be reached, greater change in outcome indicators), please be specific about what that measurement looks like. If it's more qualitative - something maybe we're not sure yet how to capture, it's okay - we can at least name it! Better team morale, participant satisfaction, better inclusion of adolescent girls, better cluster coordination, increased partner capacity, etc. Slide 35. Aspirations and Results Debrief (10 minutes) <ul style="list-style-type: none">Each group should quickly report out on their list of Aspirations - paired with the Results they expect this to lead to. Group 1 goes first, Group 2 goes next, starting with comments about the first group's aspirations and any similarities they see, and then listing their own. Group 3 follows, also pointing out similarities with others, and listing their own. Group 4 (if there are 4 groups) does the same. Group 1 has the opportunity to offer any more observations or insights they heard from others.	SOAR Discussion Guide Data sources prepared ahead of workshop Flip Chart Template



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
60 minutes 2:00 - 3:00	Session 5: The Collective Picture	<p>Slide 36. The Collective Picture (60 minutes)</p> <ul style="list-style-type: none">Objective. Consolidate what participants have learned so far by drawing connections across groups.[Before doing the next exercise, make sure to take photos of each flip chart in its current form - each group should probably do that for their own record.] <p>Slide 37. Collective Picture</p> <p>Step 1: Re-organize group ideas by SOAR headings. 15 min</p> <ul style="list-style-type: none">Each small group is now designated one aspect of the SOAR framework - Strengths, Opportunities, and Aspirations/ Results [this can be done in the original groups, or if you want to change things up, count off by 3 or 4 (depending on the number of groups) to create new groups and new conversations]. Create a new space on the wall or floor, and each group takes the sticky note items from each group/ learning question for its category (e.g., all the Strengths sticky notes are taken from the individual group flipcharts and grouped in a new space, thematically, on the floor, or on the wall. Same for Opportunities and Aspirations/ Results). Groups should organize or cluster the sticky notes, grouping them by common themes, content, issues, or concerns. <p>Step 2: Draw connections across the SOAR headings for shared themes/content. (15 minutes)</p> <ul style="list-style-type: none">Now the groups take these SOAR groupings, and look across the other two sets of notes (Strengths look at Weaknesses and Aspirations, etc.) to see where similar themes or ideas occur. E.g., if there was a group of stickers around Early Warning Systems that appeared in strengths, look for something related to EWS in opportunities, and aspirations/results, even if the issues are different (e.g., there was an 'opportunity' challenge with getting timely payments, but there was a strength related to local capacity and sustainability of EWS groups, and an 'aspiration' about getting better projections for payments). Take masking tape or draw lines and arrows to connect these themes across SOAR grouping, and label them by their main shared 'content theme' (EWS, food distributions, partner relations, etc.). [Facilitator can create new flip charts for the content themes identified through the connections.]	<p>SOAR Discussion Guide</p> <p>Data sources prepared ahead of workshop</p> <p>Flip Chart Template</p>



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
60 minutes 2:00 - 3:00	Session 5: The Collective Picture	<p>Slide 38: Connections to Lessons</p> <p>Step 3: Look for connections across the SOAR headings, by 'content theme'. (30 minutes)</p> <ul style="list-style-type: none">Identify the main content headings and if needed let people subdivide in other groups to explore them in more depth [if there are too many of these connections, may need to prioritize, or let people self-select among the choices]. Each group should explore the connections for their content area across Strengths, Weaknesses and Aspirations/Results, thinking about how to achieve the Aspirations/Results by building on the strengths and addressing the identified Opportunities. They then look to see if there are other strengths or opportunities that might be related to this, or if other people can help explore the issue (e.g., bring in a finance person to talk with the technical team, etc.) E.g., from the Indonesia pilot, one of the weaknesses was that payments were not done on time and BVAs were not accurate, so the EWS coordinator could not project how many EWSs should be put in place every quarter. EWS and finance people discussed together and ended with an agreement that the program teams need to liquidate the program expenses on time, so that the finance team can generate accurate BVAs, and the EWS coordinator can get their accurate report for projections.Each content group should now take the Flip Chart created for their content theme, highlighting their observations, the different connections, and a pathway to achieving the desired result. This can be represented in any way they find meaningful, but should identify a specific action to take. These can be framed as Lessons Learned (see below)Lessons Learned format [one option]. Represent it by<ul style="list-style-type: none">Hypothesis. What I/we expected to happenLearning. What really happened, using data or evidence and explain as much as possible what went wrong or right (this could be things that worked better than anticipated, or not as well as we thought]Suggestion. What I/we should differently do moving forward or next time	SOAR Discussion Guide Data sources prepared ahead of workshop Flip Chart Template



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
10 min 3:00 - 3:10		Slide 39. Coffee/Tea Break - Very quick break, grab tea, go back to your tables and we'll be moving on to Action Planning	
40 min Facilitator/ Program Manager 3:10 - 3:50	Session 6: Action Planning	Slide 40. OBJECTIVE: Begin to identify clear next steps for an Action Plan for addressing Lessons Learned and achieving Aspirations. Feel good that we've achieved something and know how to move forward where we didn't succeed. Slide 41. Action Planning - Introduction: 5 min <ul style="list-style-type: none">If the program is continuing or seeking additional funding, these recommendations will be critical to strengthening the future program and will be useful for action planning. However, regardless of the continuation of the program, these recommendations are valuable to other programs to learn from and should be shared through internal knowledge management channels and potentially developed into a case study to be shared more broadly for wider learning. Activity: 20 min <ul style="list-style-type: none">In the same groups, start with the Suggestions in your Lessons Learned charts to identify the specific actions required. Using a google sheet (each group will create a separate tab in a shared file), start to fill out the Action Plan template. We'll start with the first item and work through the matrix. Let's change the language if needed to be a bit more action-oriented, thinking through how specific the aspiration is, or if it needs to be broken down into a few steps (don't identify them yet). If it's a clear action on its own, finish the matrix. Name the person responsible for seeing this through - not just doing, but being responsible to approve and push it forward - like in a RACI chart. We don't need to decide the due date now, but think about the resources that would be needed - what people, tools, money, etc. Put in what the result will be. think about Impact and Effort - and rate it low, medium or high. If it will be very impactful if done well - rate it high, if it will take a lot to achieve, also rate it High. Finally - note the Expected Result - this should be linked to the Aspirations/ Results.	Action Plan - online - to be projected



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
40 minutes Program Manager 3:50 - 4:30	Reflection on Action Plan	<p>Slide 42. Reflection on Action Plan</p> <ul style="list-style-type: none">• The Program Manager facilitates this session.• Projecting the action plans on the projector, each group will explain their actions, where it came from, and what details they have provided.• As they are presented, the PM checks to see where this action comes from, asks more questions about the data and connections they used to come up with the action, and debates what impact and expected results will come from it.• If the PM doesn't agree, they can remove the action, make changes, combine items, etc. Some items may be integrated by pooling resources, or linked in other ways. E.g., MRED had both DRR and livelihoods components. In order to increase resilience the team decided that it would be more cost effective to identify solutions that benefit both DRR and Livelihoods, such as planting water absorbing plants near flooded areas, so that if flooding happens, the plans will absorb the water faster and also provide a source of livelihoods. Etc.• Time allowing, once all groups have presented their 'Lessons Learned', go back to your original groups and reflect on the Aspirations/Results you had originally imagined, based on the Learning Questions, the Strengths and Opportunities. Are they reflected in these Actions? Is anything missing?• Make recommendations for any actions that are missing from the plan so far.• Add in and discuss if needed.• The PM discusses what is needed to refine and finalize this process, and who will be responsible for what.	



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
4:30 - 5:00 Facilitator and Program Manager 30 min	Session 7: Wrap Up	<p>Slide 43. Objective: Summarize the day, explain next steps, and share key takeaways with one another.</p> <p>Slide 44. Wrap-up and next steps (10 min)</p> <ul style="list-style-type: none">• The Planning Team for this workshop will take this Action Plan and work on refining and completing it, and putting it into action.• They will also take all the materials from this workshop - the strengths and opportunities, the highlighted data and evidence and achievements, the aspirations and results and develop a Learning Brief to document it all.• Address the “Outstanding Questions” list and make sure they each have a designated owner and time for follow up.• Thank you all for your active participation and contributions to improving the program.• You are all now responsible, even if you don’t have an ‘action’ to do - you’re responsible as a team for moving it forward, for realizing your colleagues’ and your own aspirations and making this program and future programs as good as they can be, and working as efficiently and positively together as a team.	Workshop Evaluation Form Flip chart posted by the door titled “Learning Takeaway”



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
4:30 - 5:00 Facilitator and Program Manager 30 min	Session 7: Wrap Up	Slide 45. Closing activity: 20 min <ul style="list-style-type: none">Now we'll do a closing activity, but will send you an evaluation survey to complete in the next few days. To close, everyone please grab a post-it and a pen. Let's just remember for a minute everything we did today. We started by thinking back over the last year and detailing the program's timeline - what happened when, and what external factors influenced our work. We also reflected on CLA components and practices, how we are doing, and how they can contribute to making us better. We dug deep into some difficult and complex questions about our work - various facets of performance and quality - and how we're doing - focusing on the successes and strengths, and the ways we can improve ourselves. We looked at a lot of data about this program, evidence and details maybe you were not previously aware of. We dreamt a little of what could be, and brought those dreams down to earth by anticipating positive results and improvements, and imagining the next steps forward. Most importantly, we practiced a skill called 'pause and reflect' - that's what all of this was about! With that in mind: .Think of 1 sentence that summarizes 1 key takeaway you have from the day. It can be anything whether it's related to the process, the facilitation, the workshop content or the program.Write your sentence on a post-it (Give the group 2-3 minutes to think and write down their learning takeaway).We'll let each participant share their learning and then leave your post-it on the flip chart by the door as you leave - so make it clear and legible!Please self-monitor and share your sentence without elaboration so we can hear from everyone and also close on time.	Workshop Evaluation Form Flip chart posted by the door titled "Learning Takeaway"



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FOLLOW-THROUGH

Time Speaker	Topic	Purpose Description	Tools Used/ Prep Required
4:30 - 5:00 Facilitator and Program Manager 30 min	Session 7: Wrap Up	<ul style="list-style-type: none">Go around the room starting with a volunteer and moving clockwise around until everyone has gone. Let the program manager have the final word. Thank the group for inviting you into their program to facilitate their learning experience. <p>Slide 46. Final Image - remember to BE - to notice, observe, listen, sense, trust, notice, - Pause and Reflect, and most importantly - BE - and BE hopeful.</p> <p>Thank you.</p>	Workshop Evaluation Form Flip chart posted by the door titled “Learning Takeaway”