FFT PLANNING MEETING FACILITATOR'S GUIDE

- The Planning Team consists of the Facilitator, Program Manager, MEL Manager/Director/Lead, Operations Manager, and (if appropriate) HAT Manager.
- Expect to spend approximately 1 hour for this meeting.
- Complete the FFT Planning Template based on the results of this meeting

Before this meeting

- MEL Manager updates the Learning Question Matrix with the appropriate Technical Sectors for the program being reviewed and considers any sector-specific adaptations and questions that may be appropriate.
- Program Manager schedules the Planning Meeting, requesting that participants think in advance about the areas they think most important for learning.
- Program Manager should ensure that program documents (BVAs, IPTT, PDMs, reports, etc.) are up-to-date and available for all Planning Team members.

During this meeting - 3 Key Steps

1) Right questions: Choose priority learning questions
2) Right data: Make a plan to prepare data sources for reflection
3) Right people: Assign participants to the right small groups

STEP 1. RIGHT QUESTIONS

Choose 2-4 priority learning questions. One of the key goals of this meeting is to determine the specific learning questions to be explored in the FFT workshop. To help teams identify these questions, the Learning Question Matrix has been developed. This tool provides seven performance components (time, scope, budget, accountability, sustainability, gender and protection mainstreaming, and humanitarian coordination). Each component is represented by one or two overarching questions, and linked to a set of deeper probing questions to more fully explore what it means to be 'on time' or 'on scope' or 'accountable' (see the **Learning Questions - Brief** for an overview). There is also a set of columns matrixed with these components that represent the BHA technical sectors. Any of these seven performance components can be considered through the lens of a specific technical sector.

At the FFT Planning Meeting, attendees should share their thoughts about strengths and opportunities, based on experience and recent program documentation. Everyone should have some sense of what worked well and what didn't, what the strengths, opportunities, and potential lessons or unanswered questions are from this program. The Learning Question Matrix will then be reviewed and the group will discuss which areas seem most relevant for the workshop based on the earlier conversation. Questions can be selected from the list of key Program Performance components, but the question can be asked at the program level (e.g., reviewing results for the entire program), or about a specific Technical Sector. If any Planning Team member is struggling to focus on a specific area for prioritizing at the workshop, there is a Decision Tree in the Learning Questions Matrix that will ask some basic questions and take them through a review process that may help. We recommend selecting 2-4 questions for the workshop. The number of questions selected should reflect the number of small groups that will be in attendance at the workshop. The FFT Planning Team will select two to four (2-4) questions to be discussed in depth at the FFT workshop. Note that selecting questions most critical to understanding the program's performance and the performance of future programs will contribute to the workshop's success.

If there are other questions that seem more relevant and are not represented by this set, they can be added and articulated, but they will need to be fleshed out by the team to reflect a key question and a set of deeper probing questions as well. Some questions are more complex than others and may require more time beyond the workshop to unpack learning. That is ok. If more time is needed, the workshop can be the starting point and further exploration can be outlined in the action plan.

STEP 2. RIGHT PEOPLE

Identify workshop participants. Once learning questions have been identified, determine who should participate in the FFT Workshop. Consider the team members below as potential participants, but think about available space and facilitation requirements. A session like this should never be more than 30 people, but 20-25 is probably more effective.

a. Any program team members, including program management, technical teams, the MEL teams, team members that analyze conflict, operations, security, procurement, logistics, finance and others who may benefit and contribute towards a deeper understanding of the program's performance and context, and learning

b. Program partners, and their relevant teams, if their role relative to the Learning Questions is significant (Note that partners can bring a unique perspective to discussions and can enrich our learning with their lessons and feedback, so their participation in these sessions is strongly encouraged)

c. Other key program stakeholders, including peers, consultants and members from various cluster groups, food security cluster representatives, representatives from donor and local communities

d. Colleagues from other countries with similar programs who may be able to replicate the experience of the program, as well as the pause and reflect practice

e. Representatives from HQ, regional or country offices that may contribute to discussions, and help to share learnings and ideas with other programs and offices.

The list of participants should represent a mix of roles and responsibilities across the program, but should allow for substantive discussion on the Learning Questions selected. The participants should be assigned to small groups based on the Learning Questions (see the FFT Planning Template). Label the groups with the Learning Question they will be reflecting on. Groups should be cross-sectional, with a mix of technical, operations and finance, M&E, crisis analytics, security, and other functions. Don't put all the finance people in one group, or all the WASH people in one. Ensure that cross-cutting positions like DRR, gender, and protection, if part of the project, are included and spread across the small groups to address the cross cutting themes that are being considered in the discussion. If there are only one or two of these types of positions in the project, they should be in a group where their participation can optimize the topic being discussed either because it's known as a weakness or because it will allow the discussion to go deeper.

Smaller groups are able to have deeper discussion, but without the relevant stakeholders in the conversation there may be missing knowledge to dive deeper into the topic. Therefore it is recommended that groups have a minimum of 5 to 7 people including someone familiar with the data, and a mix of people with varying types of knowledge and perspective on the subject. This size should maximize group interaction - if groups are too small the relevant people may not be present or voices may not be diverse; if groups are too big some people may not be heard in the crowd. (Note the below chart is part of the **FFT Planning Template** and the names should be filled out in that document.)

	Group 1	Group 2	Group 3	Group 4
Learning Question				
	1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6. 7.

STEP 3. RIGHT DATA

MAKE A PLAN TO PREPARE DATA SOURCES FOR REFLECTION

Data preparation is a critical step in the workshop planning stage to ensure that the right data is up-to-date and ready for group reflection. The Learning Question Matrix identifies recommended data sources for each question. This section provides more detail on this step. **First**, for the data sources noted for the selected Learning Questions, check them as 'required' in the **Data Planning Details** template. There is more information available in the Data Sources tab in the **Learning Questions Matrix**, and suggestions for how some of these data sources could be prepared in the **Data Presentation Suggestions**. Note that some sources are considered Planning documents and should be the original versions of these items used in the proposal (e.g., budget or IPTT) or in early program stages (e.g., gender analysis). Others are Implementation documents that should reflect implementation details over time (BvAs, M&E data, survey results, PDM reports, etc.). **The key here is ensuring that relevant data is available for participants to meaningfully reflect on the learning questions and find answers about their program's performance.**

If the data is not available or will not be updated for the workshop, you may want to consider choosing another learning question or another technical sector altogether. If the data is not clean and prepared in an understandable way (see Data Presentation Suggestions for guidance and examples), speak with the responsible team members to identify the level of effort needed to prepare and clean the data and present it in the recommended format. Work with your teams to identify an individual or group of people who can clean and present the data in the suggested fashion.

Second, during this meeting, individuals most appropriate for preparing these various sources can be assigned by the Planning Team. Their names can be added to the **Data Planning Details** template.

It is important to engage a wide range of staff members in preparing data – not just the MEL team. This will make ownership of and engagement with data more widespread and increase awareness and understanding of the range of data sources to be used during program implementation.

Note that different questions may use the same data source, but may pull from different parts of the source document, such as PDM questions related to safety and security, compared to PDM questions about timeliness of the deliveries. It may be helpful to note such distinctions in the Data Planning template. The Program Manager will be responsible for communicating these responsibilities with the appropriate team members and clarifying their role. They can prepare presentations or materials to share as pre-reading before the event, or to share during the workshop.

Third, it will be helpful to create a shared drive (e.g., Google Drive or SharePoint) and start a FFT Workshop folder and subfolders for each of the four learning questions. Team members working on preparing source data can use it to store and share key files. To ensure data security, de-identify data before sharing. Share relevant data with designated small groups (see Step 4) before the workshop for pre-reading as necessary.

- Be sure that the Implementation data is up-to-date but shows periodic results as well.
- Do not share additional information beyond what is required for the workshop.
- Files should be named [DATE_COPY OF document name_FfT Workshop]
- Ensure everyone has access to view the files.

TIP

Update Your Data Sources: Before the pause and reflect session, program teams should update all relevant data sources that will be used for the pause and reflect. For example, market assessments, which are required for any program distributing cash or goods - including especially food security programs - should be updated to accurately reflect current market dynamics. Local food security analyses are also useful, as are more macro-level projections developed by the Integrated Phase Classification (IPC), the Famine Early Warning Systems Network (FEWSNET), or the Global Information and Early Warning System (GIEWS). The same is true for protection risk assessments, conflict analysis, etc. Up-to-date information about the context is important to inform learning and make relevant recommendations for future program iterations. Analyzing PDMs, cluster data or smaller scale market monitoring allows teams to update existing assessments with more current information.

Fourth, at the workshop, owners of the source data should be prepared at a minimum to summarize the purpose, key findings, who provided the data, and their prepared data visualization or table for their small group.

AFTER THIS MEETING

As noted above, the Program Manager is responsible for contacting the team members assigned to prepare data sources for the FFT Workshop. The Facilitator, however, needs to make sure that upon completion of the meeting the **FFT Planning Template** is updated with the Right Questions, Right People and Right Data identified. The Facilitator will ensure the appropriate follow-up for additional planning and preparation.