

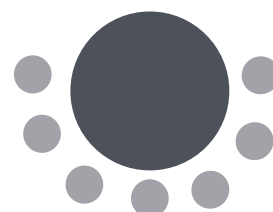
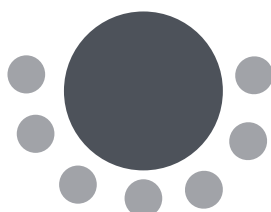
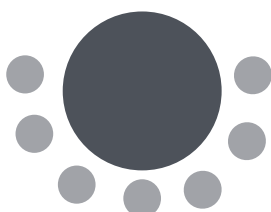
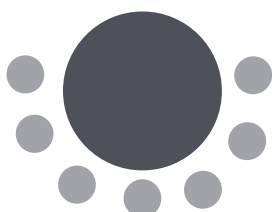


SETTING UP FOR THE WORKSHOP

FACILITATOR'S WORKSHOP GUIDE

Room Set Up:

- Post-its, markers, sharpies and masking tape
- Set up the room with enough “Crescent Round” style tables for each small group (e.g., 4), with 5-7 chairs at each table. Make sure you have a table for each learning area.
- Set up an additional table and chairs for the facilitator's materials and any people assisting in facilitation.



Materials needed:

- Projector and screen
- Colored sticky notes or half sheets of paper for notes
- Flip chart pages on walls (Use a slide deck if virtual)
 - Workshop Agenda
 - Workshop Learning Objectives (see below)
 - Small groups assignments by component (can list separately and post at each table)
 - Outstanding questions - As the workshop proceeds there will be more questions arise than there is time to explore; make sure to capture these questions for continued reflection and identify a follow up time they will be addressed
 - Parking Lot (and other extra flip charts as needed)
 - Ground Rules for workshop
- Sticky wall or taped sections to represent the Program Timeline matrix



PREPARE

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- Flipcharts with SOAR analysis templates prepared.
- CLA self-assessment prepared on Mentimeter ([mentimeter.com](https://www.mentimeter.com))
- USAID CLA Maturity Index cards
- Stickers matching CLA colors
- Other stickers for voting (e.g., stars or check-marks, etc.)
- Name tags (if appropriate)

Facilitation tips:

- Program Manager intro: **should introduce the session, making clear what they hope to accomplish, and what they expect participants to get from it. They should also mention why pausing and reflecting is important for the program and the team, and how this helps to capture learning and adapt while listening to all voices.** Should acknowledge uncertainty around individual jobs and contracts, but point out that the learning is important regardless, is part of our collective commitment to the sector and to the communities, and the experience is something every participant will take with them in whatever they do. Note gratitude for their hard work, and their openness during this event and willingness to learn and improve.
- In small groups, be sure to allow everyone's voice to be heard. For example, start conversations with posing a question, allowing everyone to consider their own responses, make notes, and then go around to hear everyone's initial thoughts. Make sure no single voices dominate the discussion.
- Center your answers to questions around data as much as possible - looking for data first, and then drawing conclusions.
- 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?



PREPARE

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- Always look for disaggregations and any evidence of different impacts or experiences for different groups, such as gender, age, or other vulnerable groups.
- If there is difficulty coming to consensus on what issues to list, use some secret voting (ask the Facilitator to help manage), or just use them all! There will be global voting on Action Items in plenary, so more ideas are better. Sharing diverse opinions or explanations will enrich the conversation and generate additional discussion.
- **COIN:** When discussing a sensitive issue, use the COIN approach - break it down in terms of 'I' and how an individual experienced and interpreted a challenging situation:
 - **Context** (where and when it happened, what was the context)
 - **Observation** (what actions or behaviors did they observe - just the facts, not an interpretation)
 - **Impact** (what was the impact of this behavior or action on them (or the team/program) - why does it matter?)
 - **Next** (what should happen next, how to resolve or fix the issue)

LEARNING OBJECTIVES:

1. To identify key learning from [program name] and create an action plan based on it to help improve future programming.
2. To use key CLA concepts to improve program performance.
3. To increase capacity of all program staff to work with various data sources in understanding program performance and quality and promoting adaptive management.