**TESTING THE CALP *CTP MONITORING GUIDANCE IN EMERGENCIES* – FEEDBACK QUESTIONS FOR AGENCIES APPLYING THE GUIDANCE IN PRACTICE**

Thank you for your interest in the CaLP *CTP Monitoring Guidance in Emergencies*, in particular how to apply it in practice, and provide feedback to CaLP. This is essential to enable us to ensure that the Guidance is fit for purpose, and to make any necessary revisions based on the feedback gathered from this testing phase.

In this document, you’ll find:

1. The essential and optional questions we would like practitioners using the Guidance to answer
2. The suggested template for providing feedback
3. Guidance on how to do an After Action Review, should you and your team choose to use this approach to gather and consolidate feedback on the use of the Guidance

**Please submit completed feedback, and any queries or comments you may have, to Ruth McCormack (CaLP Senior Programme Officer) at** **programmes@cashlearning.org**

**TESTING THE GUIDANCE: Essential and Optional Questions for Users to Answer**

**Essential Questions:**

1. Short summary of the context and project in which the test took place
2. Which sections of the guidance were most useful? What made these sections useful?
3. Which sections of the guidance were not useful? Why were these sections not useful? How could these sections be improved?
4. Was anything missing from the guidance?
5. General recommendations to improve the guidance?
6. Which indicators (process, output and outcome) were used? Which were useful/ not useful and why?
7. What is the best/most useful format for the guidance - online/offline/app/pdf/presentation?
8. Please provide 1 or 2 real life examples explaining how different sections of the guidance were used (two paragraphs maximum for each example). These examples can then be included in the updated guidance to help other practitioners think through how to apply the guidance.

**Additional Optional Questions:**

1. Did the project attempt to monitor household’s ability to meet basic needs and/or changes in coping strategies (e.g. using an expanded coping strategy index)? If yes, which tool(s) were used and how useful was the information collected with this tool(s)? Please send copies of the tools to CaLP if possible.
2. General recommendations for improvements/revisions
3. What the project team see as the minimum standards and key actions that should be promoted in the guidance context (or others if the guidance does not cover it)

**feedback template**

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| **1. Summary of the context and project in which the pilot took place** |
| * 1. Piloting period (dates):
 | * 1. Organisation:
 |
| * 1. Country:
 | 1.4. Context: |
| 1.5. Name[[1]](#footnote-1) (optional): | 1.6. Email address (optional): |
| 1.7. Project summary (scale, objectives etc.): |

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| **2. Feedback on guidance sections**  |
| 2.1. How useful was the monitoring for CTP guidance to you? | Not useful 1 2 3 4 5 the monitoring guidance fulfilled its purpose completely |
|  |  |
| 2.2. Which sections of the guidance did you find most useful? Please provide details |
| Section | Reasons section was useful | How the section could be improved |
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| 2.3. Were any sections of the guidance not useful? Please provide details |
| Section | Reasons section was not useful | How the section could be improved |
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| 2.4. Was anything missing from the guidance? |
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| 2.4.1 If Yes, what would you add, please provide the resources.  |

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| 2.5. Do you have any general recommendations to improve the guidance? |
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| **3. Which indicators were most useful for your context? Which indicators were not useful?** |  |  |
| 3.1. Indicator type (process/output/outcome) | 3.2. Indicator | 3.3. Was the indicator useful? Y / N | 3.4. Reasons – can include challenges in applying the indicators |
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| **4. What is the best/most useful format for this guidance?** |
| Format | Tick as appropriate |
| Printable PDF |  |
| Website |  |
| Mobile/tablet application |  |
| Other: please specify |  |

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| **5. Case Study Examples** |
| Section of guidance | Short case study detailing how the section of the guidance was applied |
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**GUIDANCE FOR UNDERTAKING AN AFTER ACTION REVIEW**

**What are after action reviews?**

An after action review (AAR) is a discussion of a project or an activity that enables the individuals involved to learn for themselves what happens, why it happened, what went well, what needs improvement and what lessons can be learned from the experience.  The spirit of an AAR is one of openness and learning - it is not about problem fixing or allocating blame.  Lessons learned are not only tacitly shared on the spot by the individuals involved, but can be explicitly documented and shared with a wider audience.

**Steps and tips for successful AARs**

ARRs usually take the form of a simple meeting. This meeting may take place over a couple of hours or a couple of days, depending on the scale of the project:

1. **Call the meeting as soon as possible and invite the right people**AARs should be conducted as soon as possible after the event. The reasons are simple - memories are fresh, participants are available and where appropriate, learning can be applied immediately. As well as the project manager and the key members of the project, it may be useful to invite the project client or sponsor and also members of any project teams who are about to embark on a similar project.
2. **Create the right climate**The ideal climate for an AAR is one of trust, openness and commitment to learning. AARs are learning events, not critiques, and so should not be treated as performance evaluation. There are no hierarchies in AARs - everyone is regarded as an equal participant and junior members of the team should feel free to comment on the actions of senior members. Make it clear that the purpose of the meeting is to help future projects run more smoothly by identifying the learning points from this project.
3. **Appoint a facilitator**It can be useful to appoint a facilitator to help the team to learn by drawing out answers, insights and previously unspoken issues; to ensure that everyone has an opportunity to contribute; and to help create the right climate and ensure that blame is not brought in. The facilitator should be someone who was not closely involved in the project, so that they can remain objective.
4. **Work through the questions outlined in section 2.3.1**Facilitator can guide discussions around each question ensuring the discussions are inclusive and not dominated by a few people in the group. You might also decide to construct a flow chart of what happened, identifying when and how the guidance was used, deliverables and decision points. This can help you to see which parts of the guidance were particularly effective or ineffective.
5. **Ensure that everyone feels fully heard before leaving the meeting**It is important that participants do not leave the meeting feeling that they have not been heard or that things have been left unsaid.
6. **Recording the AAR**It is important to have a clear and interesting account of the AAR and its learning points, both as a reminder to those involved and in order to effectively share that learning with others. You should aim to include things like: lessons and guidelines for the future; some background information about the project to help put these guidelines into a meaningful context; the names of the people involved for future reference; and any key documents such as project plans or reports. Bear in mind who will be using your account and ask yourself if you were to be the next project leader, would this account and the lessons in it be of benefit to you?
1. Please add your name and email address if you are happy for CaLP to contact you (should they need to) regarding follow up on any details in the feedback you have provided [↑](#footnote-ref-1)