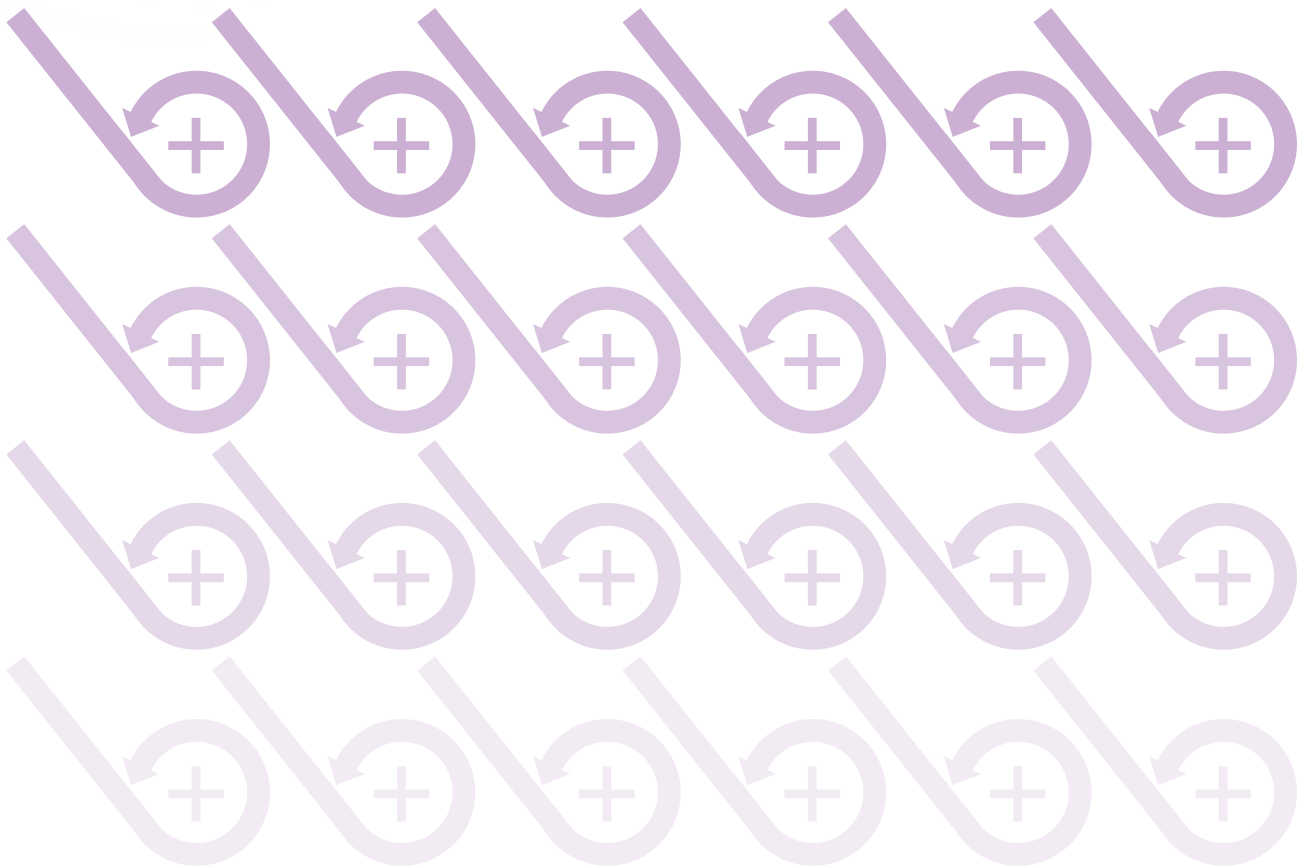


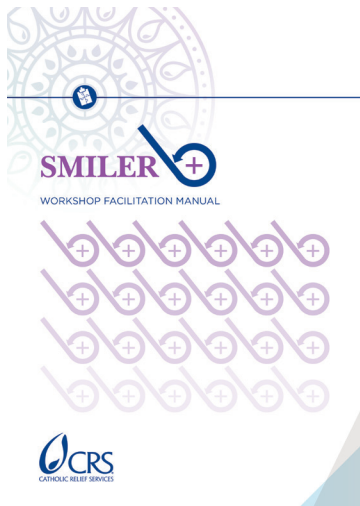


# SMILER



WORKSHOP FACILITATION MANUAL





**Catholic Relief Services** is the official international humanitarian agency of the United States Catholic community. CRS' relief and development work is accomplished through programs of emergency response, HIV, health, agriculture, education, microfinance and peacebuilding. CRS eases suffering and provides assistance to people in need in more than 100 countries, without regard to race, religion or nationality.

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# Acronyms

<b>COP</b>	chief of party
<b>CP</b>	country program
<b>CRS</b>	Catholic Relief Services
<b>DIP</b>	Detailed Implementation Plan
<b>FCRM</b>	feedback, complaints and response mechanism
<b>ICT4D</b>	information and communications technology for development
<b>IPTT</b>	Indicator Performance Tracking Table
<b>MEAL</b>	monitoring, evaluation, accountability and learning
<b>MPP</b>	MEAL Policies and Procedures
<b>PIA</b>	privacy impact assessment
<b>PII</b>	personally identifiable information
<b>PIRS</b>	Performance Indicator Reference Sheet
<b>PIRT</b>	Partner Indicator Reporting Table
<b>PM</b>	project manager
<b>Q&amp;A</b>	questions and answers
<b>RF</b>	results framework
<b>SMILER</b>	Simple Measurement of Indicators for Learning and Evidence-based Reporting
<b>SO</b>	strategic objective
<b>SOW</b>	scope of work
<b>ToC</b>	theory of change




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# Introduction

The purpose of this *SMILER+ Facilitation Manual* is to support a facilitator to plan and run the SMILER+ workshop. This manual follows a sequential approach to designing SMILER+ MEAL systems as part of Step 2 in the SMILER+ process map (See *SMILER+ Guide*).

Each session includes:

- Objectives to orient each session
- Key messages associated with the value and role of each MEAL system component
- Resources including  SMILER+ templates, slides and handouts
- A session plan that facilitators can adapt to project context and priorities, including  suggested participatory activities.
-  Quality checks to enable participants to reflect on and improve draft outputs
- Action plan items to complete session work and plan for key next steps

These session plans (see Table 1) outline a common approach to SMILER+ MEAL system development and have been organized into a multi-day workshop structure. The facilitator should adapt the session plans and timing for each SMILER+ workshop.

## Alternatives to workshop

While SMILER+ recommends a participatory workshop as part of MEAL system development, teams may also use the session plans to guide individual work or small work sessions, to advance MEAL components if a workshop is not feasible or appropriate in their context.

The key factors to consider when adapting the session plans are the scope and complexity of the MEAL system, the MEAL requirements or key learning priorities, the experience and expertise of participants, the availability of existing forms for use in the system, the availability of existing feedback, complaints and response mechanisms, and the time allocated for the SMILER+ workshop.

Specifically, the facilitator should revisit:

- Duration of each session and timing for activities within sessions
- Depth of orientation needed on key concepts (i.e., safeguarding or responsible data) as well as the project strategy itself, to prepare for session activities
- Participatory activities, to ensure they are appropriate to the participants' experience level
- Key messages to incorporate local priorities or program quality commitments
- Framing of sessions when adapting an existing system versus creating one from scratch (i.e., data collection forms)

**Table 1. SMILER+ workshop session overview**

	Session title	Objectives	Session outputs	Suggested duration
1	<b>Welcome and introduction to SMILER+</b>	<ul style="list-style-type: none"> <li>■ Understand the SMILER+ approach to MEAL system development and the role of the workshop within SMILER+.</li> <li>■ Understand the objectives and outputs of the workshop.</li> <li>■ Establish the general ground rules of the workshop.</li> </ul>	-	45 minutes
2	<b>Overview of project MEAL requirements and MEAL design documents</b>	<ul style="list-style-type: none"> <li>■ Understand the theory of change, and project objectives and strategy.</li> <li>■ Become familiar with MEAL requirements (CRS and donor).</li> <li>■ Understand how the MEAL system will reflect wider project design documents and decisions.</li> </ul>	-	2 hours
3	<b>Stakeholder communication plan</b>	<ul style="list-style-type: none"> <li>■ Identify the project stakeholders and their key information needs.</li> <li>■ Plan to meet key stakeholder information needs using a variety of communication methods throughout the project cycle.</li> </ul>	<ul style="list-style-type: none"> <li>■ Stakeholder communication plan</li> <li>■ Session 3 action plan</li> </ul>	3 hours
4	<b>Learning plan</b>	<ul style="list-style-type: none"> <li>■ Understand the contribution of learning to good adaptive management practices and improved program quality.</li> <li>■ Develop a learning plan to advance each project-level learning question.</li> </ul>	<ul style="list-style-type: none"> <li>■ Learning plan</li> <li>■ Session 4 action plan</li> </ul>	3 hours
5	<b>Data flow maps</b>	<ul style="list-style-type: none"> <li>■ Map the flow of data from collection to storage to analysis, and then to use, communication and reporting, to identify opportunities for greater integration and efficiency in the MEAL system.</li> </ul>	<ul style="list-style-type: none"> <li>■ Data flow map(s)</li> <li>■ Session 5 action plan</li> </ul>	5 hours
6	<b>Feedback, complaints and response mechanisms</b>	<ul style="list-style-type: none"> <li>■ Understand the role of feedback, complaints and response mechanisms (FCRMs) in improving accountability to community members, meeting agency and donor safeguarding requirements and in adaptive management practices.</li> <li>■ Become familiar with CRS feedback and complaints categories, and how to respond to and refer different types of feedback and complaints received.</li> <li>■ Understand the feedback, complaints and response channels selected for the project.</li> <li>■ Map the flow of project feedback and complaints, per category, from receipt to response, including processes, roles and responsibilities, and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>■ Feedback, complaints and response mechanism flowchart</li> <li>■ Session 6 action plan</li> </ul>	4 hours

	Session title	Objectives	Session outputs	Suggested duration
7	<b>Data collection forms</b>	<ul style="list-style-type: none"> <li>■ Outline data collection forms that include all required data elements related to indicators, analysis plans and other stakeholder information needs.</li> <li>■ Understand the approach for collecting and documenting consent as part of data collection.</li> <li>■ Develop draft instructions for each data collection form.</li> </ul>	<ul style="list-style-type: none"> <li>■ Draft data collection forms</li> <li>■ Data collection instructions</li> <li>■ Draft feedback and complaints forms</li> <li>■ Session 7 action plan</li> </ul>	4 hours
8	<b>Reporting formats</b>	<ul style="list-style-type: none"> <li>■ Outlined reporting formats to meet all project reporting requirements and needs.</li> <li>■ Determine due dates and responsibilities associated with the reporting process.</li> </ul>	<ul style="list-style-type: none"> <li>■ Partner quarterly report</li> <li>■ CRS quarterly report</li> <li>■ Annual report</li> <li>■ Reporting due dates table</li> <li>■ Session 8 action plan</li> </ul>	2 hours
9	<b>Enabling environment</b>	<ul style="list-style-type: none"> <li>■ Clarify the roles and responsibilities of CRS and partner MEAL and sectoral staff and project management, in MEAL system implementation.</li> <li>■ Identify support and resources needed for MEAL system implementation.</li> </ul>	<ul style="list-style-type: none"> <li>■ MEAL working group draft scope of work (SOW)</li> <li>■ MEAL support and resources table</li> <li>■ Session 9 action plan</li> </ul>	3 hours
10	<b>Action plan and close</b>	<ul style="list-style-type: none"> <li>■ Plan for the launch of the MEAL system, and its review and revision during project implementation.</li> <li>■ Reflect on workshop progress and submitted an evaluation form.</li> </ul>	<ul style="list-style-type: none"> <li>■ Session 10 action plan</li> </ul>	1 hour

# Key Preparation Activities

Undertake the following activities in preparation for the workshop:

1. **Review key project documents.** This will help ensure the SMILER+ session outputs are appropriate to the project context and, importantly, to ensure integration with project design documents and across MEAL system components. Table 2 provides a list of the key documents for review, but there may be additional or different documents to include based on project context.
2. **Meet with the project manager (PM) or chief of party (CoP) and MEAL coordinator.** This will provide an opportunity to raise questions based on the initial review of project documents—including the SMILER+ workshop planning tool—and to better understand the operating context as well as the team’s expectations for the workshop. Ask about the level of experience and expertise among workshop participants and confirm that the initial MEAL design documents have been validated and updated as part of wider project design validation activities. This meeting may also be a good time to finalize or update any of the resources needed during the workshop, i.e. feedback, complaints and response mechanism planning worksheet or MEAL policy requirements checklists, if they are not complete.
3. **Create the MEAL system components checklist.** Based on the document review and the meeting with the team, create a MEAL system components checklist specific to the project’s requirements and priorities. This will be introduced in Session 1 and used to guide workshop session planning and track completion of outputs.
4. **Develop an agenda for the SMILER+ workshop.** The agenda should provide the planned duration for each session within the overall time allocated for the workshop, and be cross-checked with the MEAL system components checklist to ensure alignment. Ask the PM or CoP and the MEAL coordinator to review the agenda before it is finalized.
5. **Arrange for workshop logistics.** Secure an appropriate meeting space for the workshop. Sessions include many visual and participatory activities so wall space and tables for group work will be helpful. Ensure that coffee/tea and lunch will be available as per the workshop agenda. Request access to materials such as a projector and screen, flipcharts, sticky notes or markers, and printing facilities.
6. **Establish an online site for the SMILER+ outputs.** Establish a site on which to post key workshop documents for reference by participants before and during the workshop, and as part of follow-up and finalization of the MEAL system.



7. **Distribute the agenda and pre-workshop reading material to participants.**  
Share the final agenda with workshop participants along with recommended pre-workshop reading as appropriate. Ensure participants have access to key documents on the SMILER+ workshop site. It is recommended that workshop participants are familiar with the MEAL design documents and the *SMILER+ Guide to MEAL System Development* if they have limited MEAL experience.
8. **Adapt and develop session content.** Develop a detailed facilitation guide for each session based on the general plan provided here, considering the decisions noted in the SMILER+ planning tool. The opportunity to use participatory activities, such as quizzes or puzzles, is highlighted in each session outline. The facilitator should adapt and develop content for all participatory activities. Seek relevant worked examples to use as a reference during each session, and update the slides provided so they align with the detailed session planning and content.
9. **Identify and orient a document manager.** The document manager will support the facilitator during the workshop by organizing the workshop materials and drafts, posting updated materials for reference by participants, and documenting key discussion points as needed. Provide an orientation for the document manager on the SMILER+ agenda, the focus of key sessions and the plans for posting MEAL system components and other workshop outputs as they are completed. Ensure that the document manager can access and update the SMILER+ site.

**Table 2. SMILER+ workshop document review checklist**

Project report templates	Reviewed
Country-level data compliance checklist	
Detailed Implementation Plan (DIP)	
Donor MEAL requirements	
Donor reporting templates	
Donor safeguarding policy	
Feedback, complaints and response mechanisms (FCRM) worksheet	
Indicator Performance Tracking Table (IPTT)	
Learning agenda, if any	
Learning questions	
MEAL budget	
MEAL narrative	
MEAL plan or Performance Indicator Reference Sheet (PIRS)	
MEAL requirements planning checklist	
Organogram or staffing plan	
Partner Indicator Reporting Table (PIRT)	
Partner safeguarding policy	
Privacy impact assessment (PIA)(if available)	
Proframe	
Results framework (RF)	
SMILER+ workshop planning tool	
Stakeholder analysis (if any)	
Theory of change (ToC)	

# SMILER+ Workshop Session Plans

## SESSION 1: WELCOME AND INTRODUCTION TO SMILER+

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### Session objectives



By the end of the session, participants will have:

- Understood the SMILER+ approach to MEAL system development and the role of the workshop within SMILER+.
- Understood the objectives and outputs of the workshop.
- Established the general ground rules of the workshop.

### Key messages


- SMILER+ is a step-by-step process for developing a locally appropriate, use-oriented MEAL system, from design and launch, to implementation and refinement.
- A SMILER+ workshop is an opportunity for participatory development of key MEAL system components, as conceptualized in key project design documents and shaped by donor and MPP requirements and field realities.
- The SMILER+ workshop will produce drafts of key MEAL components that are reviewed and tested before finalization. The key components to be drafted at SMILER+ are the stakeholder communication plan; learning plan; data flow map(s); feedback, complaints and response mechanisms flowchart; feedback and complaints forms; reporting formats, reporting due dates table, and data collection forms and instructions.

### Resources

- Workshop agenda
- MEAL system components checklist
-  SMILER+ Session 1 Slides
-  SMILER+ process map

## Suggested session plan

[Estimated duration: 45 minutes]

Topic	Suggested method	Facilitation notes
Welcome	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> <li>■ Highlight the value of engagement by sectoral and MEAL staff to develop the MEAL system</li> </ul>
Introductions	Plenary	<ul style="list-style-type: none"> <li>■ Icebreaker of facilitator's choice</li> </ul>
Agenda and logistics	Plenary	<ul style="list-style-type: none"> <li>■ Review agenda for the workshop. Allow time for Q&amp;A.</li> </ul>
Ground rules	Plenary	<ul style="list-style-type: none"> <li>■ Brainstorm and document common norms for the workshop.</li> </ul>
Introduction to SMILER+	Plenary	<ul style="list-style-type: none"> <li>■ Reflect with participants on the role of an integrated MEAL system in overall program quality.</li> </ul>
	Small groups	 <b>Suggested participatory activity:</b> Ask participants to reflect on experiences when they did and when they did not have strong MEAL systems, and what difference that made for project quality.
	Plenary	<ul style="list-style-type: none"> <li>■ Present the SMILER+ process map. Describe each step and activity, as well as the key MEAL components produced.</li> <li>■ Explain the role of the workshop in the SMILER+ process, emphasizing the work done before and after the workshop.</li> <li>■ Present the MEAL system components checklist developed for the project and identify how this links into the workshop agenda.</li> <li>■ Describe how quality checks will be used to refine draft MEAL system components, and how action plans will be used to identify next steps to finalize each component.</li> <li>■ Allow time for Q&amp;A.</li> </ul>

## SESSION 2: OVERVIEW OF PROJECT MEAL REQUIREMENTS AND MEAL DESIGN DOCUMENTS

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### Session objectives


By the end of the session, participants will have:

- Understood the theory of change and project objectives and strategy.
- Become familiar with MEAL requirements (CRS and donor).
- Understood how the MEAL system will reflect project design documents and decisions and ensure evidence-based adaptive management and learning.

### Key messages

- The MEAL system will be designed to reflect donor requirements and applicable CRS MEAL Policies and Procedures (MPPs), which vary based on project scope and budget.
- MEAL systems should be designed to meet stakeholder information needs and to inform ongoing project decision-making and adaptive management.
- The SMILER+ workshop will build upon key project and MEAL design documents to develop a locally appropriate, use-oriented MEAL system.



### Resources

-  SMILER+ Session 2 slides
- Theory of change
- Results framework
- Proframe
- MEAL policy requirements checklist
- Donor MEAL requirements
- MEAL plan or Performance Indicator Reference Sheet (PIRS)
- Detailed Implementation Plan

**Reminder!** Prepare a results framework puzzle for small group exercises, and a quiz on donor and MPP requirements (or other pre-workshop reading), if you chose to use these participatory activities.

## Suggested session plan

[Estimated duration: 2 hours]

Topic	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> </ul>
Project strategy and Proframe	Plenary	<ul style="list-style-type: none"> <li>■ Introduce the theory of change and results framework (RF). Allow time for Q&amp;A.</li> <li>  <b>Suggested participatory activity:</b> Create a puzzle of the RF and ask participants to recreate the RF. Debrief on the correct RF structure.         </li> <li> <b>Note:</b> Before proceeding, provide an in-depth overview of project activities, if needed, to ensure a common level of understanding among participants.         </li> <li>■ Present the indicators, measurement methods and assumptions in the Proframe.</li> <li>■ Emphasize how monitoring and evaluation methods will work together, and explain the use of mixed methods (quantitative and qualitative) planned in the MEAL system.</li> <li>■ Present major risks and critical project issues as they relate to assumptions in the theory of change.</li> <li>■ State the importance of monitoring assumptions to enhance overall project learning and impact.</li> </ul>
MEAL requirements	Plenary Pairs Plenary	<ul style="list-style-type: none"> <li>■ Present MEAL policy requirements checklist and donor MEAL requirements.</li> <li>  <b>Suggested participatory activity:</b> Ask participants to work in pairs to complete a quiz on donor and MPP requirements. Allow time for Q&amp;A.         </li> <li>■ Identify the primary ways that these requirements will be integrated into the MEAL system components.</li> <li>■ Allow time for Q&amp;A.</li> </ul>
MEAL plan	Plenary	<ul style="list-style-type: none"> <li>■ Present the MEAL plan (or PIRS).</li> <li>■ Show examples of the indicator definitions and explain how they will be used in tool development and planning for analysis.</li> <li>■ Highlight plans for analysis (including comparison groups) in the MEAL plan or PIRS.</li> <li>■ Allow time for Q&amp;A.</li> </ul>
MEAL in the Detailed Implementation Plan	Plenary	<ul style="list-style-type: none"> <li>■ Present key MEAL activities included in the project DIP, i.e. quarterly review meetings and evaluation events.</li> <li>■ Highlight light monitoring activities in the DIP and explain how the timing of monitoring activities (start and end) will be oriented around the implementation timeline to enable light checks, and to ensure data availability during quarterly review meetings and other events.</li> <li> <b>Note:</b> Present the key project activities to be monitored as part of the overall MEAL system if applicable.         </li> <li>■ Allow time for Q&amp;A.</li> </ul>

## SESSION 3: STAKEHOLDER COMMUNICATION PLAN

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### Session objectives

By the end of the session, participants will have:

- Identified the project stakeholders and their key information needs.
- Planned to meet key stakeholder information needs using a variety of communication methods throughout the project cycle.




### Key messages

- Effective communication with stakeholders will help to establish trust between the project team and community members, manage expectations related to project activities, build greater accountability, and contribute to adaptive management practices.
- Information needs vary based on role, perspective, opportunity and individual vulnerability characteristics, and will differ across project phases.
- The timing and frequency of communication with stakeholders should take into account opportunities for data use, learning and collaboration, as well as any seasonal factors or rate of change that would influence the availability of data or other information.

### Output



- Stakeholder communication plan
- Session 3 action plan



### Resources

-  SMILER+ Session 3 slides
-  SMILER+ stakeholder communication plan template
-  SMILER+ common stakeholder information needs
- Detailed Implementation Plan
- MEAL plan or PIRS
- Stakeholder analysis (if any)

## Suggested session plan

[Estimated duration: 3 hours]

Topic	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>Introduce session objectives and key messages.</li> </ul>
Stakeholder communication plan	Plenary	<ul style="list-style-type: none"> <li>Present the stakeholder communication plan. Describe its purpose and content. Emphasize that the plan should be updated during implementation as information needs or communication opportunities change. Refer to a worked example.</li> <li>Allow time for Q&amp;A.</li> </ul>
Stakeholder identification	Plenary	<ul style="list-style-type: none"> <li>Generate a list of key stakeholders, building on the project stakeholder analysis, if available.</li> </ul>
	Pairs	<p> <b>Suggested participatory activity:</b> Brainstorm: <i>Who will need information about this project to fulfill their role or otherwise contribute to its larger objectives?</i> In pairs, participants note ideas on notecards and post them on the wall.</p>
	Plenary	<ul style="list-style-type: none"> <li>Categorize key stakeholders into groups, e.g., government, community-based organizations and local leaders, community members, donors, CRS and partner project staff, CRS and partner leadership and sectoral teams, other stakeholders.</li> <li>Reflect on the quality checks and update the stakeholders and categories as needed.</li> </ul> <p> <b>Quality checks:</b></p> <ul style="list-style-type: none"> <li>Have subgroups within the community been identified that may have different information needs or communication preferences, i.e. participants and non-participants, and by key vulnerability characteristics?</li> <li>Is the level of detail on stakeholders consistent across categories and sufficient to determine information needs and means of communication?</li> </ul> <ul style="list-style-type: none"> <li>Complete the <i>Stakeholders</i> column of the SMILER+ stakeholder communication plan template.</li> </ul>
Information needs, timing and frequency	Plenary	<ul style="list-style-type: none"> <li>Present the <i>Common stakeholder information needs</i> handout, highlighting the level of detail expected. Ask participants to brainstorm additional information needs relevant to the project activities and context as well as any organizational information needs.</li> <li><b>Note:</b> <i>Create a consolidated list of information needs for participants to use in the following exercise.</i></li> </ul>
	Small groups	<ul style="list-style-type: none"> <li>Assign each group two or three stakeholder categories. Ask groups to identify each category's key information needs, and their timing and frequency. Suggest teams refer to the MEAL plan and the DIP to determine timing and frequency.</li> </ul>
	Plenary	<ul style="list-style-type: none"> <li>Each small group presents information needs, timing and frequency. Allow time for peer review.</li> <li>Refer to the quality checks and update stakeholder communication plan as needed.</li> </ul>

Topic	Suggested method	Facilitation notes
Information needs, timing and frequency	Plenary	 <b>Quality checks:</b> <ul style="list-style-type: none"> <li>• Are differing information needs identified throughout project cycle, at start-up, during implementation and at close-out?</li> <li>• Do the information needs identified reflect: <ul style="list-style-type: none"> <li>▪ Learning priorities,</li> <li>▪ Reporting requirements,</li> <li>▪ Checks on satisfaction and quality of services,</li> <li>▪ Adaptive management practices, and</li> <li>▪ Collaboration with other actors?</li> </ul> </li> <li>• Have CRS Global Results and other wider agency learning needs been incorporated as appropriate?</li> <li>• Do the timing and frequency of information needs reflect the timing and frequency of project decisions as well as any key seasonal considerations?</li> </ul>
Stakeholder communication plan	Small groups	<ul style="list-style-type: none"> <li>■ Divide the participants into small groups to complete the <i>Means of Communication</i>, <i>Materials Needed</i>, and <i>Person Responsible</i> columns of the SMILER+ stakeholder communication plan template for their stakeholder category(ies).</li> <li>■ Each group presents their work for peer review.</li> <li>■ Refer to quality checks and update the communication plan as needed.</li> </ul>  <b>Quality checks:</b> <ul style="list-style-type: none"> <li>• Are a variety of communication means included to ensure information is accessible to the targeted audiences?</li> <li>• Are opportunities for informal and interactive communication included, particularly with community members?</li> <li>• Are communication plans integrated with other project activities for greater efficiency?</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>



## SESSION 4: LEARNING PLAN

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### Session objectives

By the end of the session, participants will have:

- Understood the contribution of learning to good adaptive management practices and improved program quality.
- Developed a learning plan to advance project learning questions.





### Key messages

- Project-level learning contributes to agency-level learning by determining how common strategies and agency good practices apply in different contexts and how their adaptation can address challenges and reflect local priorities, thus informing the refinement of agency strategies based on project-level evidence.
- The purpose of project-level learning is to build evidence related to change pathways in order to improve project interventions, to understand why approaches were effective or ineffective, and to validate or revise the theory of change.
- Learning contributes to good adaptive management practices when teams seek unintended changes and monitor assumptions and changes in context, in addition to planned reflection on monitoring and evaluation results.
- Learning questions and the learning plan should evolve during the life of the project as the team answers initial questions and new learning needs arise.

### Outputs

- Learning plan
- Session 4 action plan


### Resources

-  SMILER+ Session 4 slides
- MEAL narrative
- Learning questions
- Learning agenda (if available)
-  Compass Standard 11, [Key Action 3](#) and [Key Action 4](#)
-  SMILER+ learning plan template
- Detailed Implementation Plan
-  SMILER+ action plan template

## Suggested session plan

[Estimated duration: 3 hours]

Topics	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> </ul>
Learning questions, learning approach and learning plan template	Plenary	<ul style="list-style-type: none"> <li>■ Reference the project's approach to learning as stated in the MEAL narrative. Present the project learning questions and explain how they are linked to the theory of change. Identify whether and how these learning questions contribute to a wider learning agenda.</li> <li>■ <b>Note:</b> <i>If participants are not accustomed to the CRS approach to learning, provide a larger orientation here, highlighting the linkages between learning and assumptions in the theory of change, light monitoring and adaptive management practices.</i></li> <li>■ Reference the key role of quarterly review meetings in project learning, as noted in Compass Standard 11, <a href="#">Key Action 3</a> and <a href="#">Key Action 4</a>.</li> <li>■ Present the learning plan template and refer to a worked example for one learning question. Allow time for Q&amp;A.</li> </ul>
Refine learning questions	Small groups  Plenary	<ul style="list-style-type: none"> <li>■ Assign one or two learning questions to each small group and ask them to imagine the types of decisions that could be made when the learning questions are answered, and what difference this would make for project participants. Ask groups to identify whether sub-questions are needed under each learning question to better structure and sequence learning activities.</li> <li>■ Each small group presents the likely decisions associated with each learning question and suggested sub-questions as needed. Allow time for Q&amp;A.</li> <li>■ Finalize learning questions (and sub-questions) based on group feedback.</li> </ul>
Learning plan	Small groups	<ul style="list-style-type: none"> <li>■ Assign one or two learning questions to each small group and ask them to complete the learning plan template for these questions. Ask that groups refer to the MEAL plan to identify indicators and possible disaggregation(s) for each learning question, and refer to the DIP to align the timing and sequence of learning with related project implementation activities and decision-making opportunities.</li> </ul> <p><b>Note:</b> <i>Ask groups to include content on data visuals in the learning plan as time allows.</i></p>

Topics	Suggested method	Facilitation notes
Learning plan	Plenary	<ul style="list-style-type: none"> <li>■ Consolidate the group work into one learning plan.</li> <li>■ Each group presents learning plan content for assigned learning questions for feedback from participants.</li> <li>■ Allow time for Q&amp;A.</li> <li>■ Refer to the quality checks and update the learning plan as needed.</li> </ul> <p> <b>Quality checks:</b></p> <ul style="list-style-type: none"> <li>• Have sub-questions been included to help structure and sequence the specific learning question and learning plan in general?</li> <li>• Does the learning plan reference community feedback and complaints to answer learning questions?</li> <li>• Do the plans for data disaggregation reflect emerging subgroups of participants, such as doers and non-doers of intended behavior change?</li> <li>• Does the timeline align with key milestones in project implementation, such as evaluation events?</li> <li>• Does the timeline reflect any seasonal factors that determine availability of data or influence timely decision-making?</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>

## SESSION 5: DATA FLOW MAPS

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### Session objectives

By the end of the session, participants will have:

- Mapped the flow of data from collection to storage to analysis, and then to use, communication and reporting, in order to identify opportunities for greater integration and efficiency, and other improvements to the MEAL system.




### Key messages

- Data flow maps describe the flow of information from collection to data use, communication and reporting by identifying appropriate data storage, management and analysis processes.
- Data flow maps document the frequency and timing of data flow, as well as the roles and responsibilities around it, in order to support good data management practices.
- Data flow maps should be updated over the life of the project as the MEAL system adapts to changing information needs or identifies opportunities for greater efficiency.

### Outputs

- Data flow map(s)
- Session 5 action plan


### Resources


-  SMILER+ Session 5 slides
-  SMILER+ data flow map template
- MEAL plan or PIRS
- Detailed Implementation Plan
- Stakeholder communication plan
- Learning plan
- Organogram or staffing plan
-  SMILER+ action plan template
- Privacy impact assessment (if available)

**Reminder!** Set up wall space for creating visual data flow map(s), either one map for the full MEAL system or one for each strategic objective (SO) as determined with the project team.

## Suggested session plan

[Estimated duration: 5 hours]

Topics	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> <li>■ Give an overview of data flow map.</li> <li>■ Show example of data flow map and explain the use of arrows and boxes, highlighting references to flow and frequency along the arrows and focal point within the boxes. Allow time for Q&amp;A.</li> </ul>
	Small groups	<p> <b>Suggested participatory activity:</b> Ask participants to consider use of data flow maps (who, when and how) and draw an image to represent the role or value of the data flow map in the wider MEAL system. Encourage creativity!</p>
Map data flow	Plenary	<ul style="list-style-type: none"> <li>■ Refer to the inputs (MEAL plan or PIRS, and DIP, stakeholder communication and learning plan) and show how they align with sections of the data flow maps.</li> <li>■ Present the organogram or staffing plan associated with MEAL responsibilities as a reference in data flow map development.</li> </ul>
	Small groups	<ul style="list-style-type: none"> <li>■ Ask one group to post data sources and tools on the wall using notecards (reference materials: MEAL plan or PIRS). Ask another group to post <i>data use and reflection events</i>, and <i>data reporting and communication</i> on the wall using notecards (reference materials: Learning plan and stakeholder communication plan and DIP).</li> </ul>
	Plenary	<ul style="list-style-type: none"> <li>■ Present plans for storage of monitoring data and reference how the database(s) will be represented in the data flow map(s). Flag which datasets have personally identifiable information (PII) and risk mitigation strategies as presented in a privacy impact assessment (if available)</li> <li>■ Refer to process for reporting on CRS Global Results (if applicable).</li> </ul>
	Pairs	<ul style="list-style-type: none"> <li>■ In pairs or small groups, participants will identify the frequency, timing and focal point of data flow including the steps for data analysis. Assign data collection tools as entry points for this exercise.</li> </ul>
	Plenary	<ul style="list-style-type: none"> <li>■ Consolidate the map if needed (if multiple maps, one for each SO, for example).</li> </ul>
	Gallery walk	<ul style="list-style-type: none"> <li>■ Ask participants to review the mapped content, ensuring completeness and consistency with content in the MEAL plan or PIRS, DIP, learning plan and stakeholder communication plan. Allow time for Q&amp;A.</li> </ul>
	Plenary	<ul style="list-style-type: none"> <li>■ Refer to quality checks and allow time to update the map as needed.</li> </ul>

Topics	Suggested method	Facilitation notes
Consolidate map	Plenary	 <b>Quality checks:</b> <ul style="list-style-type: none"> <li>• Does the data flow map show the planned use of both qualitative and quantitative data in ongoing project data use opportunities?</li> <li>• Does the map include all secondary data sources relevant to project information needs?</li> <li>• Does the map show that the MEAL system will meet all stakeholder information needs, and support ongoing data use?</li> <li>• Does the map show that all planned data collection is necessary for stakeholder communication, reporting and use?</li> <li>• Does the map identify how databases will be consolidated?</li> <li>• Is the timing and frequency of analysis practices feasible given resources and staff time?</li> <li>• Are staff observations and quality checks included in the map to support good monitoring practices?</li> <li>• Have the steps and sequence of both partner and CRS reporting processes been reflected in the map?</li> <li>• Does the map ensure there is a chance to reflect on data before reporting?</li> <li>• Are there any specific points in the data flow process at which key staff may become overburdened, and what alternatives might help prevent these?</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>

## SESSION 6: FEEDBACK, COMPLAINTS AND RESPONSE MECHANISMS

### Session objectives

By the end of the session, participants will have:

- Understood the role of feedback, complaints and response mechanisms (FCRMs) in improving accountability to community members, meeting agency and donor safeguarding requirements and in adaptive management practices.
- Become familiar with CRS feedback and complaints categories, and how to respond to and refer different types of feedback and complaints received.
- Understood the FCRM channels and the response channels selected for the project.
- Mapped the flow of project feedback and complaints, per category, from receipt to response and use, including processes, roles and responsibilities, and documentation.





### Key messages

- FCRMs provide a voice for community members in programmatic decisions, contribute to responsiveness to community needs, and are necessary to identify protection and safeguarding risks and allegations in the community.
- Response to all feedback and complaints received increases community trust in the FCRM and the organization itself, whether response takes the form of meeting information needs, referral, changes to implementation, or an explanation of why change is not feasible.
- Feedback and complaints are documented and categorized in order to protect confidentiality, ensure data privacy, answer information requests, address safeguarding allegations, inform adaptive management practices, and for referral to other actors as needed.
- Face-to-face channels are a valuable source of feedback, particularly programmatic feedback and complaints, and are considered a vital part of every FCRM.

### Outputs

- Feedback, complaints and response mechanism flowchart
- Session 6 action plan



### Resources

-  SMILER+ Session 6 slides
- CRS Safeguarding Policy
- CRS Code of Conduct and Ethics
- Partner safeguarding policy
- Donor safeguarding policy
- CP accountability framework (if available)
- MEAL narrative
-  Feedback, complaints and response mechanism planning worksheet
- CRS feedback and complaints categories
- Relevant examples of feedback and complaints to be categorized
-  SMILER+ feedback, complaints and response mechanism flowchart template
- Stakeholder communication plan
-  SMILER+ action plan template


**Reminder!** Develop feedback and complaint examples relevant to the project context for use during the categorizing exercise.

## Suggested session plan

[Estimated duration: 4 hours]

Topics	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>Introduce session objectives and key messages.</li> </ul>
Orientation to FCRM	Plenary  Pairs	<ul style="list-style-type: none"> <li>Provide an overview of policies and requirements relevant to the FCRM (CRS Safeguarding Policy, CRS Code of Conduct and Ethics, partner safeguarding policy, donor safeguarding policy, CP accountability framework if available).</li> <li><b>Note:</b> Provide a larger orientation on the principles of safeguarding if appropriate and time allows.</li> <li> <b>Suggested participatory activity:</b> In pairs, ask participants to articulate the values and principles that FCRMs uphold. Create a composite list of ideas. Ask for further reflection on how FCRMs should be implemented to demonstrate these values and principles.</li> </ul>
Overview of project FCRM	Plenary	<ul style="list-style-type: none"> <li>Present the project FCRM as described in the MEAL narrative, and the channels selected in the FCRM planning worksheet. Explain how the FCRM is integrated with wider CP accountability frameworks or FCRMs if applicable.</li> <li>Allow time for Q&amp;A.</li> </ul>
CRS feedback and complaints categories	Plenary  Small groups	<ul style="list-style-type: none"> <li>Introduce standard CRS feedback and complaints categories and actions appropriate for each type of feedback received.</li> <li>Allow time for Q&amp;A.</li> <li> <b>Suggested participatory activity:</b> Provide examples of feedback and complaints relevant to the project context, and ask participants to work in small groups to categorize them. Check that all answers are correct and ask if any of the actions appropriate to the feedback and complaints were surprising.</li> </ul>
FCRM flowchart	Plenary  Small groups	<ul style="list-style-type: none"> <li>Present the FCRM flowchart template, highlighting the references to the flow, frequency and focal point for each step between receiving and responding. Explain how the CRS feedback and complaint categories are reflected in the flowchart. Allow time for Q&amp;A.</li> <li>Assign each group one of the project FCRM channels. Ask each to create the flowchart for their assigned channel considering the <i>flow, frequency and focal point</i> for each step in the FCRM process. How will feedback and complaints be: <ul style="list-style-type: none"> <li>Received?</li> <li>Processed (documented, categorized, referred, stored)?</li> <li>Responded to (acknowledged, answered, appealed)?</li> <li>Used (analyzed, summarized, communicated)?</li> </ul> </li> </ul>



Topics	Suggested method	Facilitation notes
FCRM flowchart	<p>Small groups</p> <p>Plenary</p>	<p><b>Note:</b> Suggest that each group refers to the CRS feedback and complaints categories as a key resource for mapping feedback flow; to the stakeholder communication plan when planning for communication; and to the data flow map to identify opportunities to use feedback in project decision-making.</p> <ul style="list-style-type: none"> <li>■ Each group will present the flowchart for their channel. Allow time for Q&amp;A.</li> <li>■ Refer to quality checks and update flowchart as needed.</li> <li>■ Integrate each group flowchart into one central flowchart.</li> </ul> <p> <b>Quality checks:</b></p> <ul style="list-style-type: none"> <li>• Will the FCRM ensure feedback and complaints are appropriately processed, referred and responded to as per donor and agency requirements?</li> <li>• Are face-to-face channels articulated and documented in the flowchart and appropriately integrated with project implementation activities?</li> <li>• Are channels that actively seek feedback integrated with other monitoring (or evaluation) activities as feasible?</li> <li>• Have potential barriers to accessing FCRM for more vulnerable community members been addressed in the flowchart?</li> <li>• Does the flowchart represent both CRS and partner staffing structures and internal policies and processes associated with FCRM?</li> <li>• Does the flowchart reflect the budget and technology available for FCRM?</li> <li>• Does the flowchart present key opportunities to use programmatic feedback and complaints along with monitoring data in project decisions and adaptive management (in line with the data flow map)?</li> <li>• Does the flowchart reflect CRS and partner values, principles and policies associated with accountability and safeguarding?</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>

## SESSION 7: DATA COLLECTION FORMS

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### Session objectives

By the end of the session, participants will have:

- Outlined data collection forms that include all required data elements related to light monitoring, indicators, analysis plans and other stakeholder information needs.
- Understood the approach for collecting and documenting consent as part of data collection.
- Developed draft instructions for each data collection form.




### Key messages

- It is good practice to obtain consent for collection and use of monitoring data, and for collection and referral of feedback and complaints information, noting it is required for evaluation and research data in the MEAL Policy.
- Data collection forms should collect only need-to-know information in order to minimize collection of personally identifiable information and reduce the burden of data collection on respondents.
- Instructions for data collection will contribute to data quality, ensuring that data collectors understand how to ask questions, record data, and follow the structure and skip logic of data collection forms.

### Outputs

- Draft data collection forms
- Draft data collection instructions
- Draft feedback and complaints forms
- Session 7 action plan


### Resources


-  SMILER+ Session 7 slides
- Existing data collection forms (to be used or adapted, if available)
- Data flow map
- FCRM flowchart
- CRS [Responsible Data Values & Principles](#)
- MEAL plan or PIRS
- PIRS for CRS Global Results (if appropriate)
-  SMILER+ action plan template
-  SMILER+ country-level data compliance checklist

**Reminder!** Develop a list of data collection forms identified in the data flow map and FCRM flowchart, for use during session activities.

## Suggested session plan

[Estimated duration: 4 hours]

Topics	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> <li>■ Review <i>CRS Responsible Data Values &amp; Principles</i>.</li> </ul>
Introduction to form development	Plenary  Small groups	<ul style="list-style-type: none"> <li>■ Present the list of data collection forms noted in the data flow map and FCRM flowchart. Highlight which forms will collect qualitative data and which will collect quantitative data.</li> <li>■ Present project approach for collecting and documenting consent or assent.</li> <li>  <b>Suggested participatory activity:</b> Ask participants to review the <i>CRS Responsible Data Values &amp; Principles</i> and reflect on how the project plans for collecting consent or assent uphold these values and principles.         </li> <li>■ Work through one example form, demonstrating the expected level of detail, what is included in the instructions, and what work will be done after the workshop to finalize the forms.</li> <li>■ Allow time for Q&amp;A.</li> </ul>
Form development	Small groups           Plenary	<ul style="list-style-type: none"> <li>■ Divide participants into small groups by strategic objective (SO) or sector, and assign each group one or more forms to develop.</li> <li>■ <b>Note:</b> <i>Forms should be assigned to the relevant SO/sector team, and general forms (registration, FCRM, etc.) could be assigned to a cross-sectoral team or a MEAL team.</i></li> <li>■ Ask groups to develop assigned forms following these steps:           <ol style="list-style-type: none"> <li>1. List the indicators that will be included in each form.</li> <li>2. Identify the data elements needed to collect data for each indicator by referring to the indicator definitions in the MEAL plan or PIRS.               <ul style="list-style-type: none"> <li>• <b>For quantitative tools:</b> Develop lists for closed-ended questions, including 'other' options as needed.</li> <li>• <b>For qualitative tools:</b> Develop probing questions to solicit additional information as needed.</li> </ul> </li> <li>3. Include skip rules to ensure internal logic of tool flow.</li> <li>4. Determine the demographic data needed in each form by referring to the plans for analysis and learning questions.</li> <li>5. Include language for seeking and documenting consent in the forms in accordance with government, donor and agency requirements and overall good practices (as referenced in the country-level data compliance checklist).</li> <li>6. Draft instructions that identify the data source, frequency of collection, approach for selection of respondents as needed, and approach for collecting consent from respondents.</li> </ol> </li> <li>■ Organize peer review of the draft tool outlines. Allow time for Q&amp;A.</li> <li>■ Refer to the quality checks and update forms as needed</li> <li>■ <b>Note:</b> <i>The data flow map may need to be updated to reflect insights via data collection form development.</i></li> </ul>

Topics	Suggested method	Facilitation notes
Form development	Small groups	 <b>Quality checks:</b> <ul style="list-style-type: none"> <li>• Do all forms include demographics questions, including those to identify vulnerable groups, and other data elements needed to support analysis and learning?</li> <li>• Are forms structured in a way that reflects logical flow between topics and questions?</li> <li>• Is the language and approach for seeking and documenting consent from respondents appropriate given local literacy levels?</li> <li>• Are forms collecting the minimum amount of data, particularly personally identifiable information, needed to support analysis and meet information needs?</li> <li>• <b>For quantitative data collection tools:</b> Are multiple-choice categories complete and mutually exclusive, including 'other' as needed?</li> <li>• <b>For qualitative data collection tools:</b> Are questions phrased in such a way as to elicit discussion, and followed by appropriate probing questions?</li> <li>• Have any leading questions been removed or rephrased so that the desirable answer is not implied?</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>

## SESSION 8: REPORTING FORMATS

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### Session objectives

By the end of the session, participants will have:

- Outlined reporting formats to meet all project reporting requirements and needs.
- Determined due dates and responsibilities associated with the reporting process.





### Key messages

- Reports should include results and narrative that describe successes and challenges, community feedback and complaints, and recommendations for improving implementation through adaptive management.
- Reports should be drafted following reflection events in order to enhance data interpretation sections, and be reviewed prior to final submission to ensure completeness and clarity.
- The indicator performance tracking table (IPTT) and Partner Indicator Reporting Table (PIRT) should be used (as annexes) to support narrative report content with targets and achievements where relevant.

### Outputs

- Partner quarterly report format
- CRS quarterly report format
- Partner annual report format
- CRS annual report format
- Reporting due dates table
- Session 8 action plan


### Resources


-  SMILER+ Session 8 slides
- Indicator Performance Tracking Table (IPTT)
- Partner Indicator Reporting Table (PIRT)
-  [Compass quarterly report template](#)
-  SMILER+ reporting due dates table template
- Data flow map
- Stakeholder communication plan
-  SMILER+ action plan template
- Project report templates

**Reminder!** Refer to the data flow maps to create a list of required reports (and indicators associated with each report) and to initial project report templates (developed during other project start-up activities) for use during session activities.

## Suggested session plan

[Estimated duration: 2 hours]

Topics	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> </ul>
Overview of project reporting	Plenary	<ul style="list-style-type: none"> <li>■ Present a list of project reports, and indicators associated with each report, highlighting the corresponding information in the data flow maps. Note which reports will be submitted by partners and which will be submitted by CRS.</li> <li>■ Introduce the Indicator Performance Tracking Table (IPTT) and Partner Indicator Reporting Table (PIRT). Explain how they relate and reference the role each table plays in reporting.</li> <li>■ Allow time for Q&amp;A.</li> </ul>
Draft reporting forms	<p>Plenary</p> <p>Small groups</p>	<ul style="list-style-type: none"> <li>■ Share the initial report templates developed during other start-up activities as a starting point for developing full report formats, which reflect project indicators and stakeholder communication needs.</li> <li>■ Present the recommended reporting content: summary of implementation and activities; targets and results to date (quantitative and qualitative); community feedback and complaints received; interpretation of results, citing successes and challenges, changes in context and updates to project assumptions; recommendations to address gaps or improve quality of implementation; action plan; and human interest stories, photos and videos of activities. Annexes—IPTT or PIRT, data collection tools as appropriate—help integrate the results with the interpretation in the report narrative).</li> <li>■ Ask participants to add to or adapt the list of recommended reporting content based on their experience.</li> <li>■ Assign each group a reporting template: partner quarterly report, CRS quarterly report, partner annual report, CRS annual report (and others as relevant). Provide each group with the list of indicators associated with each report. Ask each group to develop the format as needed by referring to the data flow map(s), stakeholder communication plan, donor reporting requirements and recommended reporting content list created by the group.</li> <li>■ Organize peer review of the draft report outlines.</li> <li>■ Refer to the quality checks and update the formats as needed.</li> </ul> <p> <b>Quality checks:</b></p> <ul style="list-style-type: none"> <li>• Do the reporting formats fulfill donor reporting requirements?</li> <li>• Do the reporting formats align with the CRS quarterly report, building on partner quarterly reports, etc?</li> <li>• Do the reporting formats refer to the appropriate timeline, with annual reports referring to annual targets and results, for example?</li> <li>• Do reporting formats include appropriate annexes, considering the IPTT and PIRT, etc?</li> </ul>

Topics	Suggested method	Facilitation notes
Reporting timeline	Plenary	<ul style="list-style-type: none"> <li>■ Refer to the reporting content in the data flow maps. Highlight that reflection events come before reporting to contribute to adaptive management and good communication practices.</li> <li>■ State the value of having sectoral experts review draft reports prior to finalization.</li> <li>■ Present the reporting due dates table and explain the columns.</li> <li>■ Explain that sectoral reviewers should be included as 'others involved' in the table.</li> </ul>
	Small groups	<ul style="list-style-type: none"> <li>■ Ask each small group to complete the reporting due dates table for their assigned report.</li> </ul>
	Plenary	<ul style="list-style-type: none"> <li>■ Consolidate group work into one table. Each group will present their work for feedback.</li> <li>■ Refer to the quality checks and update the reporting due dates table as needed.</li> </ul>
Reporting timeline	Plenary	<p> <b>Quality checks:</b></p> <ul style="list-style-type: none"> <li>• Does the reporting timeline refer to donor submission dates?</li> <li>• Does the reporting timeline align deadlines with the timing and frequency for data use events as presented in the data flow map, ensuring data are reflected upon and used in decision-making before reporting?</li> <li>• Does the reporting timeline take into account any seasonal factors that will affect data availability or timely decision making?</li> <li>• Does the reporting due dates table include relevant reviewers for each draft report?</li> <li>• Does the reporting due dates table provide feasible review periods for reviewers?</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>

## SESSION 9: ENABLING ENVIRONMENT

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### Session objectives

By the end of the session, participants will have:

- Clarified the roles and responsibilities of CRS and partner MEAL and sectoral staff and project management, in MEAL system implementation.
- Identified support and resources needed for MEAL system implementation.




### Key messages

- It is important that MEAL and sectoral staff and project management have clear roles and responsibilities associated with the MEAL system, as well as the support and resources needed to fulfill those roles.

### Outputs

- MEAL working group draft scope of work (SOW) (if applicable)
- MEAL support and resources table
- Session 9 action plan


### Resources


-  SMILER+ Session 9 slides
- Data flow map
- Feedback, complaints and response mechanism flowchart
- Stakeholder communication plan
- DIP
-  SMILER+ MEAL support and resources table template
- MEAL budget
-  SMILER+ action plan template



## Suggested session plan

[Estimated duration: 3 hours]

Topics	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> </ul>
MEAL roles and responsibilities	Plenary  Small groups  Gallery walk	<ul style="list-style-type: none"> <li>■ Refer to the project documents that state key roles and responsibilities for MEAL and sectoral staff, and project management: data flow map(s), FCRM flowchart, stakeholder communication plan, and DIP.</li> <li>■ Break participants into small groups by job grouping: CRS and partner MEAL staff; CRS and partner project management; and CRS and partner sectoral staff.</li> <li>■ Ask small groups to review key resources and identify the responsibilities cited for their group, both those with primary responsibilities and contributing roles.</li> <li>■ Each group posts their list of responsibilities. Allow time for discussion and clarification of group work.</li> <li>■ Refer to quality checks and update lists of responsibilities as needed.</li> </ul> <p> <b>Quality checks:</b></p> <ul style="list-style-type: none"> <li>• Are the responsibilities listed complementary, without overlap or gaps in terms of MEAL system implementation?</li> <li>• Are the responsibilities aligned with job descriptions for each group?</li> <li>• Are primary and contributing roles allocated to ensure strong ownership of the MEAL system by project management and sectoral teams?</li> <li>• Do any of the responsibilities listed require further explanation before the team can take them forward?</li> <li>• Are there any staff that may be overburdened with the current allocation of roles and responsibilities?</li> <li>• Are there ways to make MEAL system implementation more efficient by realigning roles?</li> </ul> <ul style="list-style-type: none"> <li>■ Allow time for Q&amp;A.</li> </ul>
Support and resource needs	Plenary  Small groups  Plenary	<ul style="list-style-type: none"> <li>■ Introduce the MEAL support and resources table and state its purpose in contributing to quality MEAL system implementation. Allow time for Q&amp;A.</li> <li>■ In the same small groups by job title, ask participants to complete the MEAL support and resources table, including suggested actions to address gaps. Encourage participants to refer to the DIP and MEAL budget when considering support and resources needed.</li> <li>■ Ask groups to present their support and resources needs as well as ideas to address them.</li> <li>■ Allow time for group discussion. Refer to the quality checks and update the table as needed.</li> <li>■ <b>Note:</b> Encourage participants to highlight up to five priority actions if the list of support and resource needs is extensive.</li> </ul>

Topics	Suggested method	Facilitation notes
Support needed	Small groups	 <b>Quality checks:</b> <ul style="list-style-type: none"> <li>• Are there ways that teams can work together differently to address support and resources gaps?</li> <li>• Have ICT4D-related support and resource needs been clearly reflected?</li> <li>• Can actions to address gaps be consolidated or integrated for increased efficiency?</li> <li>• Do (priority) resource and support needs reflect the sequence of MEAL activities and those related to data quality and data use as appropriate?</li> </ul>
MEAL working group (if planned)	Plenary	<ul style="list-style-type: none"> <li>■ Present initial plans for a MEAL working group and highlight the role that it will play in MEAL system implementation. Allow time for Q&amp;A.</li> <li>■ Share an example of a MEAL working group scope of work (SOW) and ask participants to suggest how it can be adapted to the project context.</li> <li>■ Determine who will participate and what role they will play, and include this in the draft SOW.</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>

## SESSION 10: ACTION PLAN AND CLOSE

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### Session objectives

By the end of the session, participants will have:

- Planned for the launch of the MEAL system, and its review and revision during project implementation.
- Reflected on workshop progress and submitted an evaluation form.




### Key messages

- The MEAL system components drafted in the workshop must be reviewed, tested and finalized (and translated, if necessary) before the launch of the MEAL system.
- Maintenance of the MEAL system during project implementation will require the commitment and support of project leadership.

### Outputs

- Session 10 action plan

### Resources

-  SMILER+ Session 10 slides
-  SMILER+ process map
- MEAL system components checklist
-  SMILER+ action plan template
- Evaluation form for workshop participants

**Reminder!** Before beginning this session, update the MEAL system components checklist, ensuring all names of components and tools are correct and that progress has been documented.

## Suggested session plan

[Estimated duration: 1 hour]

Topics	Suggested method	Facilitation notes
Introduction	Plenary	<ul style="list-style-type: none"> <li>■ Introduce session objectives and key messages.</li> </ul>
Review of MEAL system components checklist	Plenary	<ul style="list-style-type: none"> <li>■ Present the SMILER+ process map and highlight all that has been accomplished during the workshop.</li> <li>■ Share the updated MEAL system components checklist and highlight progress to date.</li> <li>■ Present the platform for sharing the MEAL system components during review, testing and finalization, and for documenting updates during implementation.</li> <li>■ Allow time for Q&amp;A.</li> </ul>
Planning for MEAL system launch and implementation	Plenary Small groups Plenary	<ul style="list-style-type: none"> <li>■ Refer to the launch and implementation of the MEAL system as presented in the SMILER+ process map.</li> <li>■ Assign each group a key activity associated with MEAL system launch (training and orientation) and implementation (review and revise, and reflection events).</li> <li>■ Each group will share suggestions for questions and comment by other participants.</li> </ul>
Action plan	Plenary	<ul style="list-style-type: none"> <li>■ Review the SMILER+ action plan content and adapt as needed.</li> <li>■ Complete the action plan for this session.</li> </ul>
Close	Plenary	<ul style="list-style-type: none"> <li>■ Ask participants to share feedback on the MEAL system development process and recommendations for future workshops.</li> <li>■ Ask participants to complete an evaluation of the workshop.</li> <li>■ <b>Note:</b> Invite the PM or CoP to provide closing thoughts, emphasize the role of program management in MEAL, and congratulate participants on their work completed to date.</li> </ul>





  
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