

# GRiF Learning Plan

Version 2: Updated November 2021



**Global Risk Financing Facility**

Supporting Early Action to Climate Shocks, Disasters, and Crises

# Table of Contents

<i>Acronym List</i> .....	3
<i>1. Introduction</i> .....	4
<b>1.1. Background and Purpose</b> .....	4
<b>1.2 How GRiF Learning Fits within Broader World Bank Learning Practices</b> .....	4
<b>1.3 Mainstreaming Gender Equity in GRiFs Learning Plan</b> .....	6
<i>2. GRiF Learning Activities</i> .....	6
<b>2.1. Learning Workshops</b> .....	7
<b>2.2 GRiF Technical Talks</b> .....	9
<b>2.3 GRiF Newsletters</b> .....	9
<b>2.4 Learning Briefs</b> .....	10
<b>2.5 GRiF Evidence-base and Learning Library</b> .....	11
<b>2.6 Trainings</b> .....	12
<i>3. Measuring the Quality and Utility of GRiF Learning Outputs</i> .....	12
<i>Annex I: How to Design a Workshop</i> .....	14
<i>A. Steps</i> .....	14
<i>B. Illustrative Workshop Agenda</i> .....	15
<i>C: Illustrative Workshop Facilitation Guide</i> .....	16
<i>D: Post-Workshop Feedback Survey</i> .....	18
<i>Annex II: Estimated LOE to carry out learning plan</i> .....	20

## Acronym List

CCSA	Cross-Cutting Solutions Area
CDRF	Crisis and Disaster Risk Finance
CoP	Community of Practice
DRF	Disaster Risk Finance
DRFIP	Disaster Risk Finance and Insurance Program
DRR	Disaster Risk Reduction
EFI	Equitable Growth, Finance and Institutions Practice Group
FCI	Finance, Competitiveness and Innovation
GFDRR	Global Facility for Disaster Risk Reduction
GP	Global Practice
GRiF	Global Risk Finance Facility
ICR	Implementation Completion Report
ISERS	International Society of Environmental Relationship and Sustainability
ISR	Implementation Status Report
KM&L	Knowledge Management and Learning
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MOF	Ministry of Finance
MTR	Mid-Term Review
ODI	Overseas Development Institute
OLC	Open Learning Campus
PAD	Program Appraisal Document
QER	Quality Enhancement Review
ROE	Return on Expectations
TOC	Theory of Change
TT	Task Team
TTL	Task Team Lead
WB	World Bank
WBG	World Bank Group



# 1. Introduction

## 1.1. Background and Purpose

The Learning Plan proposed here outlines a process and methods to provide value-added learning activities that complement GRiF's ongoing work.<sup>1</sup> The overarching objective of this Learning Plan is to ensure that information and data emerging from the Global Risk Financing Facility (GRiF) operational activities and from GRiF's Monitoring, Evaluation and Learning (MEL) framework are broadly shared and used both in operational decision-making and in broader circles of knowledge exchange and learning. More specifically, the objectives are to:

- i. **Improve the operational efficiency** of GRiF financed projects by sharing knowledge that enables evidence-based decision-making;
- ii. **Create a robust knowledge exchange** among GRiF stakeholders to foster innovation and accountability; and
- iii. **Foster sustainability by ensuring that GRiF learnings are institutionalized** through the creation of a knowledge base that can be maintained, scaled and used.

## 1.2 How GRiF Learning Fits within Broader World Bank Learning Practices

This Learning Plan aligns with broader World Bank learning programs. First, GRiF's learning strategy expects to make contributions to the Climate and Disaster Risk Financing (CDRF) team's learning program, including its flagship Financial Protection Academy, which is its training and capacity-building program.<sup>2</sup> The key learning outcomes of the CDRF's program are:

- i. **Create a Knowledge Economy:** Ensure that stakeholders are trained and motivated to actively apply the knowledge and skills in their daily work and provide a sustainable platform for knowledge creation, curation, and exchange
- ii. **Mainstream Risk Financing:** Empower clients in Ministries of Finance (MOF), related ministries and stakeholders to establish, evaluate and implement Disaster Risk Financing Programs as part of their overarching risk financing strategy
- iii. **Improve Operational Efficiency:** Deepen the cross-cutting nature of the overall work of the DRFIP and lay the groundwork for more effective operational work

---

<sup>1</sup> The World Bank's 2015 review of learning and results noted that a learning strategy should "give sufficient weight to behavioral drivers, to rigorous measurement of results so that meaningful learning can take place, and to the achievement of results so that learning for learning's sake can be avoided." (p. x) It also states that a critical gap in institutionalizing learning is that "Bank staff perceive the lack of institutional incentives as one of the biggest obstacles to learning and knowledge sharing." (p. 2) World Bank Group (2015). Learning and Results in World Bank Operations: Toward a New Learning Strategy, Evaluation 2. Independent Evaluation Group, Washington, DC. Available at: <https://ieg.worldbankgroup.org/evaluations/learning-results-wb-operations2>

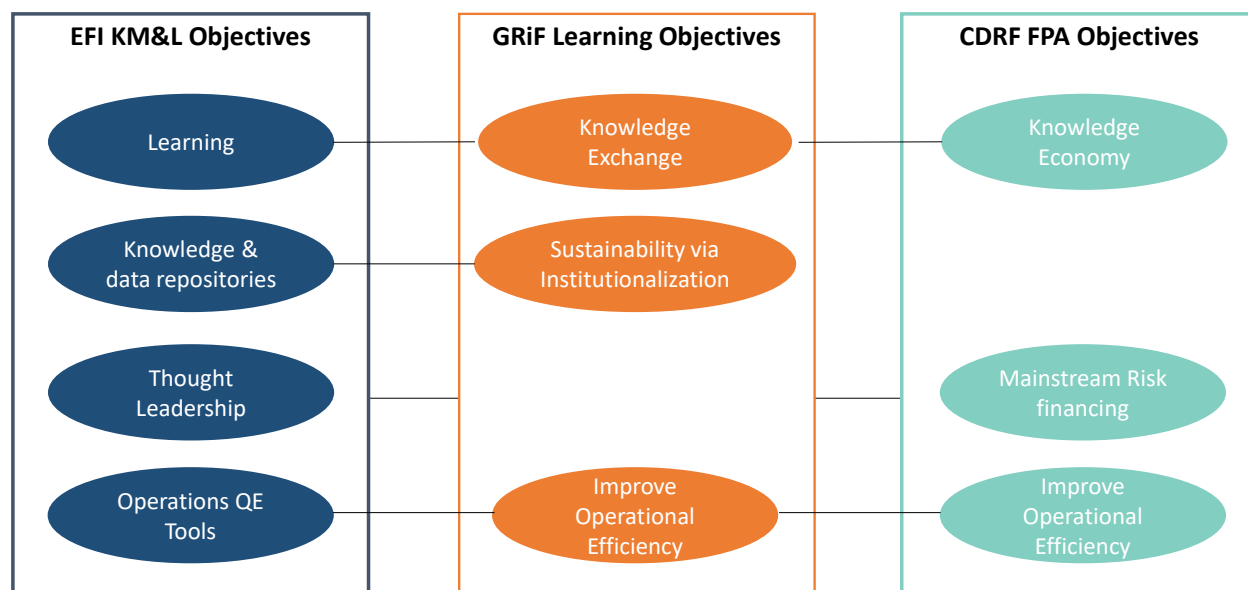
<sup>2</sup> See <https://www.financialprotectionforum.org/publication/financial-protection-academy-simplified-version>

The strategy is also aligned with the larger learning strategy of the Equitable Growth, Finance and Institutions (EFI) Practice Group as outlined in the EFI Knowledge Management and Learning (KM&L) Action Plan.<sup>3</sup> The key pillars and objectives of the EFI KM&L are as follows:

- i. **Learning:** to (i) enhance staff technical skills and the quality of client deliverables; (ii) boost operational responsiveness; (iii) deliver impactful knowledge dissemination
- ii. **Knowledge and data repositories.** To (i) capture and organize core knowledge from operational activities and global research; (ii) furnish front line teams with knowledge and tools to support analytical work; (iii) support development of integrated and fit for purpose solutions
- iii. **Thought Leadership:** to (i) equip policy makers, private sector and academia with lessons and approaches; (ii) promote bottom up collaboration and knowledge generation (CoPs); (iii) engage and collaborate with IMF, CSOs, IOs, MDBs and Partners on core development issues.
- iv. **Operations/Quality Enhancement Tools:** to (i) harvest knowledge of the EFI country teams to inform ongoing/future engagements; (ii) guide strategic global-regional operational discussions and planning; (iii) provide vetted expertise to enhance quality of operational deliverables; (iv) monitor key operational performance indicators

The GRiF Learning Plan was developed in consultation with the KM&L Specialist for the Bank’s Disaster Risk Finance and Insurance Program (DRFIP), who also oversees the Financial Protection Academy. **Table 1** below illustrates how these different learning plans intersect.

**Figure 1: Relationship between the GRiF Learning Plan and other WB Learning Initiatives**



<sup>3</sup> EFI KM & LEARNING (KM&L) ACTION PLAN, draft internal document, December 2019.

### 1.3 Mainstreaming Gender Equity in GRiFs Learning Plan

Recognizing the strong relationship between gender equality and disaster resilience, there is a clear imperative to integrating gender dimensions within the context of DRF. GRiF commissioned the development of a Gender Action Plan (GAP) in 2021 to outline actions the Secretariat can take to strengthen its capacity to support its grantees to deliver gender informed DRF solutions, and to foster knowledge exchange on this issue with its partners. The GAP recommended the mainstreaming of gender in GRiFs MEL.

Gender will be incrementally mainstreamed in GRiF’s learning activities that are referenced in this plan, and a special focus on women will be adopted given women suffer disproportionately higher impacts in disasters than men.

## 2. GRiF Learning Activities

To achieve the GRiF learning objectives, the Learning Plan lays out a series of activities and outputs. These include: (i) GRiF Learning workshops; (ii) GRiF Technical Talks; (iii) GRiF Newsletters; (iv) GRiF Learning Briefs; (v) and GRiF Evidence-base and Learning Library. Table 2 shows how each of these activities/outputs link up to the key learning objectives.

**Table 1: Mapping GRiF Learning Objectives to Activities/Outputs**

Activity/Output	Objective I: Improve Operational Efficiency	Objective II: Robust Knowledge Exchange	Objective III: Sustainable, Institutionalized knowledge base
GRiF Learning workshops	x	x	x
GRiF Technical Talks	x	x	x
GRiF Newsletters		x	x
GRiF Learning Briefs		x	x
GRiF Evidence-base and Learning Library			x

In the sections below each GRiF learning activity/output is further described, including a recommended frequency, target audience, expected outputs, and level of effort to develop and implement. These features are summarized in Table 2.

**Table 2: Key Features of GRiF Learning Activities**

Activity	Minimum Frequency	Target Audience	Outputs	Level of effort
GRiF Learning workshops – Internal Peer Learning	1 per year	WB staff and consultants	<ul style="list-style-type: none"> <li>learning brief</li> <li>workshop recording</li> <li>satisfaction survey</li> </ul>	Per workshop 8 days junior 3 days senior

Activity	Minimum Frequency	Target Audience	Outputs	Level of effort
GRiF Learning workshop - External	2 per year	WB staff and consultants Donor Technical Committee InsuResilience Partners External interested in DRF	<ul style="list-style-type: none"> <li>• learning brief</li> <li>• workshop recording</li> <li>• satisfaction survey</li> </ul>	Per workshop 8 days junior 3 days senior
GRiF Technical Talks	1 per month	WB staff and consultants Donor Technical Committee InsuResilience Partners External interested in DRF	<ul style="list-style-type: none"> <li>• learning brief</li> <li>• recording</li> <li>• satisfaction survey</li> </ul>	12 per year 23 days junior 4 days senior
GRiF Newsletters	4 per year	WB staff and consultants Donor Technical Committee InsuResilience Partners External interested in DRF	It is an output	Per letter 6 days Junior 2 days Senior
GRiF Learning Briefs	As generated by learning activities	WB staff and consultants Donor Technical Committee InsuResilience Partners External interested in DRF	It is an output	Per Brief 4 days junior 1 day Senior 2 days UX designer
GRiF Evidence-base and Learning Library	As generated by learning activities	GRiF Secretariat	It is an output	none
Trainings	Need based	GRiF Secretariat	Training materials	Per Training 15 days Junior 10 days Senior

## 2.1. Learning Workshops

Learning workshops serve to discuss and exchange findings from GRiF research. Currently, this plan identifies two broad types of learning workshops: Internal and External.

**Internal workshops (Peer learning)** are predominantly targeted to internal World Bank staff, focusing on a specific learning or key operational challenge where the findings may be useful to other teams within the bank.

**External workshops** cast a wider net and seek to share findings from GRiF research that may appeal to a broader audience of stakeholders interested or invested in DRF. A key audience for these external workshops will be the GRiF Technical Committee, donors and donor representatives along with InsuResilience partners.

The planning of these workshops will vary depending on the topic. Some targeted workshops may take the format of a one- or two-hour virtual presentation followed by a question and answer session. Others will be more extensive, spanning 1-2 days, and include multiple presenters and breakout sessions. This

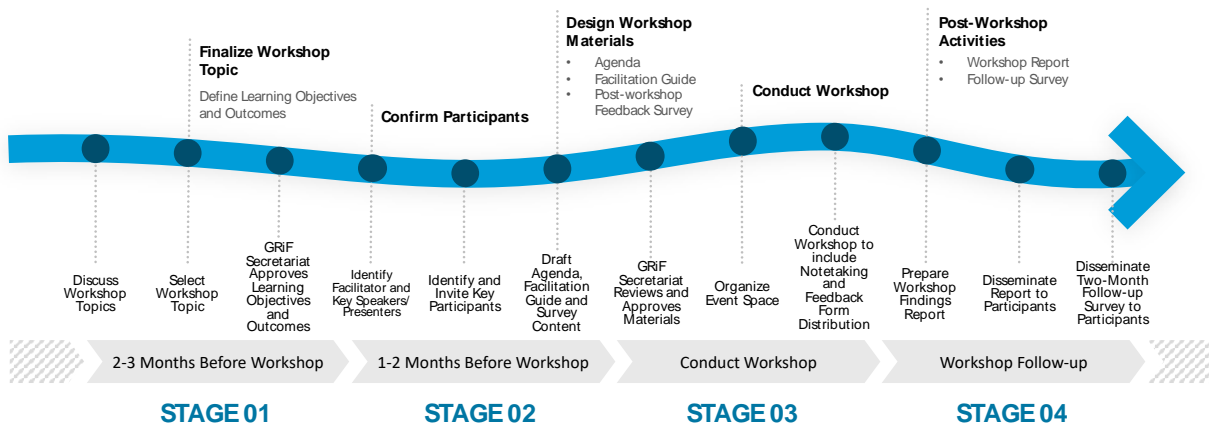
plan recommends that each workshop be organized as an experiential training event to ensure that the material discussed is retained, active discussion is fostered, and learnings are internalized<sup>4</sup> (see Box 1).

**Box 1:** According to Kolb (1983), effective learning is achieved when a person/participant progresses through a cycle of four hands-on or experiential stages:  
**Concrete Experience:** having a concrete experience where the subject matter is explained, and the participant confirms understanding it;  
**Reflective Observation:** where participants review and reflect on the experience which leads to:  
**Abstract Conceptualization:** the formation of abstract but related concepts and the ability to generalize these concepts, making them applicable to participant-specific experiences, which are then used:  
**Active Experimentation:** to test hypotheses in future situations, resulting in new experiences.

In general, the preparation involved in planning these workshops follows the same standard steps from identifying a topic and audience, securing participation, designing the materials, facilitating the workshop, and completing a workshop report or learning brief that can be disseminated through different channels. The high-level steps and timing are found in Figure 2. For more information on how to plan a workshop or webinar, see Annex X or see the Financial Protection Forum’s [Creating Winning Webinar](#) publication.

**Gender:** There will be gender balance across all speakers and facilitators for internal and external learning workshops.

Figure 2: Internal Workshop Planning Timeline



**How Learning Workshops fit into the GRiF Learning objectives.** The workshops primarily feed into Objective 2: Knowledge Exchange. Depending on the workshop topic and audience, these workshops can also feed into Objective 1: Improve Operational Efficiency objective. Finally, the outputs from these workshops, namely learning briefs or blog posts, feed into the Objective 3: Sustainability through Institutionalization objective.

**Target Audience:** Mixed. For internal workshops, the audience is primarily WB staff and consultants. External workshops could be targeted more narrowly to donors and InsuResilience partners or could be extended to a webinar format that is open and targets the broader DFR community.

<sup>4</sup> See Kolb’s experiential training model.



**Recommended Frequency.** At a minimum, two external workshops and one internal workshop per year. The timing of these workshops will be tied to the generation of learnings and knowledge through the GRiF MEL Framework rolling evaluation plan and the GRiF monitoring framework.

**Outputs:** (i) learning brief (or workshop report); (ii) recoding of workshop that could be more broadly shared; and (iii) satisfaction survey to identify other topics and improve future workshop implementation.

**Estimated Level of Effort:** While the actual LOE will depend on the length and venue of the workshop (physical vs. virtual); the below provides an estimate for workshop content planning and delivery (exclusive of logistics). Senior learning specialist/ MEL specialist: 3 days. Junior learning specialist/MEL specialist: 8 days

## 2.2 GRiF Technical Talks

Large organizations that manage complex programs with many moving pieces face the challenge that valuable knowledge and learning in the heads of operational managers never get documented and shared with others in the organization who might benefit from this experience. To address the issue, this learning plan recommends a GRiF Technical Talks which focuses on presenting key features, challenges, or interesting experiences of existing projects where a GRiF grant has been awarded; the plan proposes a one-hour virtual presentation and Q&A.

**How Learning Workshops fit into the GRiF Learning objectives.** The GRiF Technical Talks addresses learning objectives I and II. The outputs from the Technical Talks, presentation recording, learning briefs and possible related blog posts, feed into the Objective 3: Sustainability through Institutionalization objective.

**Recommended Frequency.** One per month.

**Target Audience:** Both internal and external audiences.

**Outputs:** (i) speaker presentation and recording; (ii) learning brief; and (iii) possibly a blog post.

**Estimated Level of Effort:** The LOE includes working with the Secretariat to identify possible speakers, coordinating with the speaker, facilitating the presentation, writing up a learning brief. This effort is estimated for the year as identifying speakers is an ongoing process. Senior learning specialist/ MEL specialist: 4 days. Junior learning specialist/MEL specialist: 23 days

**Gender:** There will be gender balance across all speakers and facilitators for all Technical Talks.

## 2.3 GRiF Newsletters

GRiF Newsletters share relevant and timely information on GRiF operations more broadly. The newsletter includes blurbs that highlight different activities and often link to longer articles or reports

(see [here](#) for an example). The current sections of the GRiF Newsletter include: Virtual Highlights; Project in Focus sections; and Related News, including Media Mentions, links to relevant publications, and World Bank blogs. The outputs from GRiF learning activities should be featured here – for example, the newsletter could mention a recently added learning brief or a link to a GRiF Technical Talks presentation.

**How GRiF Newsletter fits into the GRiF Learning objectives.** The newsletter feeds into Objective 2: Create a Knowledge Exchange and Objective 3: Sustainability through Institutionalization.

**Recommended Frequency.** Quarterly.

**Target Audience:** Internal World Bank, InsuResilience Partners, Donors, and broader DRF community.

**Outputs:** It is an output.

**Estimated Level of Effort:** The LOE includes working with the Secretariat to identify topics for the newsletter, writing the text, organizing dissemination via mailchimp. Senior learning specialist/ MEL specialist: 6 days. Junior learning specialist/MEL specialist: 2 days

**Gender:** There will be consideration to ensure communication materials disseminated have male and female authors / leaders.

## 2.4 Learning Briefs

Learning Briefs document GRiF learnings in a short readable and visual format that can be shared across a variety of platforms such as the GRiF website, GRiF Newsletters, EFI or FCI Newsletters, the InsuResilience website, DRF CoP Newsletter or Blog, etc.

While this plan suggests what might be turned into a learning brief (e.g. workshop outputs, Technical Talks findings, etc.), any type of review findings from other WB operational practices could be turned into a learning brief (see box x).

### Box x: MTRs as a Learning Brief

Mid-Term Reviews (MTRs) are a standard part of WB project reporting. Findings from these reviews that relate to the GRiF component of a sector project could be turned into a learning brief. Ideally, a GRiF MEL Specialist would participate in some of these reviews. However, if not possible due to funding, scheduling, or restricted travel, the MEL Specialist could work with Review team members to ensure specific questions on GRiF activities are asked during the review process; or, alternatively, conduct post-review interviews with Review team members.

Learning briefs are 1-2-page layouts that include clear and meaningful explanatory visuals. In addition to answering the ‘who, what, where, when, why’ questions, each brief should contain key contact information on where to find more material.

**How GRiF Learning Briefs fit into the GRiF Learning objectives.** The briefs feed into Objective 2: Create a Knowledge Exchange and Objective 3: Sustainability through Institutionalization.

**Recommended Frequency.** As needed, generated by GRiF Learning activities.

**Target Audience:** Internal World Bank, InsuResilience Partners, Donors, and broader DRF community.

**Outputs:** It is an output.

**Estimated Level of Effort:** The LOE includes writing of the brief and the design of the visual. Senior learning specialist/ MEL specialist: 1 days. Junior learning specialist/MEL specialist: 4 days. We also recommend 2 days' time of a graphic designer to put together the visual.

## 2.5 GRiF Evidence-base and Learning Library

This Learning Plan proposes that the GRiF Secretariat create and maintain an Evidence Base/Learning Library for GRiF. The library's location (document management system, intranet, etc.) depends on internal bank protocols, or may need to be developed. Until a space is created, this Plan recommends the MEL Specialist maintain a working matrix of GRiF MEL documentation and learning outputs, ensuring that the documents are housed on a centralized internal intranet or drive. This step is critical to ensure knowledge is institutionalized and not lost when people move posts.

**Error! Reference source not found.** presents the key elements of this matrix with the knowledge based on what is known today.

*Table 7: Example Evidence Base Matrix*

Area	Outputs
MEL Documentation	GRiF MEL Framework Theory of Change GRiF Learning Plan Contribution/Evidence Matrix Gender Action Plan
Evaluations	Evaluation 1: GRiF Influence on WB DRF
Annual Reports	2019, 2020
Portfolio Data	Pipeline
	Monitoring data
	Grant proposals
GRiF Newsletters	3 to date
GRiF Learning workshops	TBD: Planning data, Presentations, Recordings
GRiF Learning Briefs	TBD
GRiF Technical Talks	TBD: Planning data, Presentations, Recordings

**How GRiF's Learning Library fits into the GRiF Learning objectives.** The library feeds into Objective 3: Sustainability through Institutionalization.

**Recommended Frequency.** Updated as new learning materials are created.

**Target Audience:** GRiF Secretariat.

**Outputs:** It is an output.

**Estimated Level of Effort:** n/a

## 2.6 Trainings

Training will be designed for special themes and topics. Development of trainings would be very selective and would be based on where there are significant gaps for themes and priorities that are particularly relevant for knowledge creation, capacity building, and strengthening overall operations of GRiF projects.

The first topic identified for training, is Gender and CDRF. The training will be developed as an introduction/fundamental level learning offering. This training will prototype concepts and methods for gender informed design of Disaster Risk Finance (DRF) projects. The goal is to help practitioners design and implement DRF solutions that could equally benefit women and men.

**How Trainings fit within GRiF learning objectives.** The Trainings feed into all three GRiF learning Objectives, namely Objective 1: Improve operational efficiency; Objective 2: Create a knowledge exchange; and Objective 3: Sustainability through Institutionalization.

**Recommended Frequency.** Need based.

**Target Audience:** Internal World Bank, InsuResilience Partners, Donors, and broader DRF community.

**Outputs:** Training materials

**Estimated Level of Effort:** The LOE includes working with the Secretariat to identify priority trainings. Senior learning specialist/ MEL specialist: 12 days. Junior learning specialist/MEL specialist: 15 days

**Gender:** There will be gender balance across all trainers, presenters, and facilitators for internal and external trainings

## 3. Measuring the Quality and Utility of GRiF Learning Outputs

The activities and outputs proposed in this learning plan link up to the GRiF MEL Framework through Activity\_3: Bring together a wide range of stakeholders (NGOs, donors, and private sector) via project work.<sup>5</sup> The authors of the learning plan propose slightly changing the original indicators for this activity to ones that better reflect the comprehensive learning strategy. The proposed changes are detailed in Table 4.

---

<sup>5</sup> Note, in the original GRiF MEL Framework there was an Activity 4: Design & operationalize MEL framework and communications strategy; however, in subsequent conversations it was agreed that this activity should be rolled up into Activity 3.

Table 3: Linking the GRiF learning plan to the GRiF results framework

Original Indicators	Proposed new indicators
<ul style="list-style-type: none"> <li>Annual GRiF internal learning event held (Y/N)</li> </ul>	<ul style="list-style-type: none"> <li>Number of GRiF learning events held, stratified by type of event (internal workshop, external workshop, Technical Talks).</li> <li>Average satisfaction level of events (based on the satisfaction survey – see Annex 1)</li> </ul>
<ul style="list-style-type: none"> <li>No. of conferences/events where GRiF participates in a discussion/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Number of GRiF Learning outputs created, stratified by type (Learning Brief, Newsletter)</li> <li>Number of downloads of learning outputs from GRiF website</li> </ul>
<ul style="list-style-type: none"> <li>No. of GRiF research studies/evaluations produced (disaggregated by ongoing and completed)</li> </ul>	<ul style="list-style-type: none"> <li>Keep the same</li> </ul>

# Annex I: How to Design a Workshop

## A. Steps

To develop robust learning events, the GRiF MEL Specialist should pursue the following steps.

1. **Discuss possible workshop topics with the GRiF Secretariat.** Ideally, these discussions should happen 2-3 months prior to the proposed event. Topics of workshops will be generated from the sources of learning identified in Table 1.
2. **Define learning objectives and outcomes GRiF wants to achieve.** The learning objectives will be driven by the subject matter of the workshop; however, a key focus for these internal workshops is to share lessons learned of what worked (and did not work) in the design and implementation of GRiF grants so that task teams working on other similar projects in different contexts can benefit from the experience and incorporate best practices while avoiding common pitfalls. Clearly identifying the objectives will help shape the design of the workshop activities and materials.
3. **Identify a facilitator and key speakers/presenters.** The Plan assumes that the GRiF MEL Specialist or an internal WB learning specialist will facilitate most of these internal events. Depending on the final design, the workshop may involve internal or external speakers or presenters. The MEL Specialist will need to reach out and secure their participation. Ideally, this step should happen 1-2 months in advance of the event to accommodate busy schedules.
4. **Identify and invite key participants.** The MEL Specialist should work with the GRiF Secretariat to identify the target audience for the workshop. The MEL Specialist should then develop a short 1-2 paragraph abstract of the learning event, share it with the target audience and secure participation. Again, given busy schedules, it is best that this step takes place 1-2 months in advance of the event.
5. **Design workshop materials.** While the exact content and activities of each workshop will vary, all of them should include the following materials:
  - Workshop agenda. Includes the abstract and a detailed schedule of activities (see Annex I for sample agenda).
  - Workshop facilitation guide. Follows the agenda but provides specific instructions to the facilitator, such as how to: conduct introductions and ice breakers; introduce speakers; identify materials needed to conduct each session; divide participants into smaller working groups, etc. (see Annex II for sample facilitation guide).
  - Post-workshop feedback survey. The participants take a brief survey following the workshop to solicit feedback on its content, to help inform future activities. Depending on the facilitation mode (in-person or virtual), the survey can be in a hard copy or distributed via Google Forms (See Annex III for example survey).

The GriF Secretariat should review and vet the design workshop materials at least one week prior to the event.

6. **Organize the event space.** If the event is virtual, this step involves creating a meeting via Microsoft Teams and/or Webex. An in-person event is more complex and will require securing event space, organizing refreshments, and ensuring proper materials on hand.
7. **Conduct workshop.** To support the facilitation of the workshop, the MEL Specialist will either act as or assign a rapporteur to ensure that real-time observations and questions asked during the GRiF workshops are captured, and notes are taken. The gathered information will be included in the workshop findings report, in addition to the data collected through the Google-based feedback form discussed below (or hard copy, depending on the facilitation mode).
8. **Send out post-workshop feedback survey.** The survey should come to participants via email (Google Form link) within three business days of the conclusion of the workshop. The feedback form will be vetted and approved by the GRiF Secretariat and may include date, time and location; attendance including the role/affiliation/title of the attendee; individual workshop feedback responses; and lessons learned from each iteration of a workshop.
9. **Prepare a workshop-findings report.** A short 3-5-page report that summarizes the objectives, implementation, and findings of the workshop, including participant feedback data. The report should be completed within two weeks of the conclusion of the workshop. If appropriate, based on the content shared during the workshop, the MEL Specialist may suggest developing a *WBx Talks: Knowledge Note* for wider dissemination within the Bank.
10. **Disseminate the report to workshop participants and store in GRiF Learning Library.** Finally, the MEL Specialist should always follow up with participants to share workshop findings. A copy of the final report should also be housed in the GRiF Learning Library for future reference.
11. **Send out a two-month follow-up email.** The purpose of the email is two-fold. First, it requests additional information from workshop participants on how they have applied (or have been constrained from applying) what they had learned during the workshop in their work. Second, it allows workshop participants to suggest other topics of interest for internal learning workshops.

## B. Illustrative Workshop Agenda

Each agenda should provide, at a minimum, the following information:

- The title of the workshop and the duration (time) of each session;
- The specific learning objectives for the workshop broken down by session;
- The mode of workshop facilitation – in-person or virtual; and
- A specific accounting for each hour of the workshop with the content including related activities, presentations and/or handouts.

The illustrative agenda below is intended to guide the workshop developer in their planning. All materials produced for GRiF workshops should conform to the World Bank and GRiF style guides, prior to submission to the GRiF Secretariat for review.

GRiF Lessons Learned Workshop (Illustrative)				
Time	Topic	Objectives	Content/Activities	Handouts
8:30 – 9:00 am (30 minutes)	Session 1: Training Introduction	<ul style="list-style-type: none"> <li>Participants introduce themselves and their respective offices</li> <li>Participants become familiarized with workshop objectives and the agenda</li> </ul>	<ol style="list-style-type: none"> <li>Welcome</li> <li>Participants introduce themselves</li> <li>Review workshop objectives and agenda</li> <li>Workshop norms</li> <li>Expectations</li> <li><u>Activity</u>: 10-minute Partner Quiz (can be facilitated at in-person and via breakout rooms if virtual)</li> </ol>	None
9:01 – 10:30 am (1 hour, 29 minutes)	Session 2: Capturing and Applying Lessons Learned	<ul style="list-style-type: none"> <li>Understand the purpose of contextualizing lessons learned and applying them to improve program outcomes</li> <li>Understand the transferability of development interventions</li> </ul>	<ol style="list-style-type: none"> <li><u>Presentation</u>: Introduction to utilization and contextualization using GRiF-specific examples</li> <li><u>Activity</u>: In small groups of three, each participant will share and document lessons learned that will be reported out to the group</li> </ol>	Handout 1
10:31 – 10:50 am	Break (refreshments and networking)			
10:51 – 12:00 pm (1 hour, 9 minutes)	Session 3: Reporting out from Session 2	<ul style="list-style-type: none"> <li>Demonstrate lessons learned and their applicability to development intervention improvement</li> </ul>	<ol style="list-style-type: none"> <li>Presentation: Each team will present its findings and share key challenges or constraints (if present) to applying the lessons learned. Each team will have 20 minutes for presentation, and questions and answers</li> </ol>	
12:01 – 12:30 pm (29 minutes)	Session 4: Closing Remarks and Next Steps (including Personal Action Planning)			

## C: Illustrative Workshop Facilitation Guide

The information provided below is intended to guide GRiF’s development of workshop facilitation guides such that: (i) GRiF provides detailed instructions to facilitators including expectations regarding workshop content and timing; and (ii) facilitators are able to tailor workshops for specific GRiF stakeholders without compromising quality.

The facilitation guide developed for each workshop should include the elements of the table of contents below. An illustrative template for each content-specific section of the Workshop Facilitation Guide is included below the table of contents.

### **Workshop Facilitation Guide Table of Contents:**

#### Acronym List

- Introduction to the Facilitator’s Guide
- Facilitator’s Preparation and Timeline
- How to Use the Facilitator’s Guide
  - Instructions and Approval Processes for Tailoring Workshops
- Proposed Workshop Schedule



- E. Connecting with Participants before the Workshop
  - a. Email Notification Template
    - i. Introduction of Facilitator
    - ii. Purpose and Format of the Workshop
  - b. Read Ahead Materials (if applicable)
- F. Workshop Preparation Checklist for Facilitators
- G. Workshop Activity Options
  - a. Opening Introductions
  - b. Content-specific Applications
  - c. Closing Activities
- H. Session-specific Content (see template below)<sup>8</sup>
  - a. Session 1: [include title]
  - b. Session 2: [include title]
  - c. Session 3: [include title]
  - d. XXX
  - e. XXX
  - f. Session 6: Personal Action Planning
  - g. Session 7: Closing and Next Steps
- I. Supporting Participants after the Workshop
  - a. Post-workshop Feedback Forms and Analysis
  - b. Post-workshop Report Template, Timeline and Approval Processes
- J. References

**Facilitation Guide Template for Session-specific Content:**

Each content-specific session of the workshop should include a Session-at-a-Glance table drawn from the agenda and a detailed Session Content table that includes the information necessary for the facilitator to successfully conduct the workshop.

***Session 1: Session-at-a-Glance***

<b>GRiF Internal Lessons Learned Workshop (Illustrative)</b>				
<b>Time</b>	<b>Topic</b>	<b>Objectives</b>	<b>Content/Activities</b>	<b>Handouts</b>
<b>8:30 – 9:00 am</b> (30 minutes)	Session 1: Training Introduction	<ul style="list-style-type: none"> <li>• Participants introduce themselves and their respective offices</li> <li>• Participants become familiarized with workshop objectives and the agenda</li> </ul>	<ul style="list-style-type: none"> <li>i. Welcome</li> <li>ii. Participants introduce themselves</li> <li>iii. Review workshop objectives and agenda</li> <li>iv. Workshop norms</li> <li>v. Expectations</li> <li>vi. <u>Activity</u>: 10-minute Partner Quiz (can be facilitated at in-person and via breakout rooms if virtual)</li> </ul>	None

***Section-specific Content***

<b>Session 1 Overview</b>	<b>Content</b>
<p><b>Title: <i>Session 1 – Training Introduction</i></b></p> <p><b>Time: 30 minutes</b></p>	<p><b>Welcome</b> [each section should detail the specific steps, including the preferred workshop content that the facilitator should review prior to moving on to the next section of the agenda]</p> <p><b>Participants introduce themselves</b></p>

<p><b>Supporting Materials:</b> None</p>	<p><b>Review workshop objectives and agenda</b></p>
<p><b>PPT Slide Images:</b></p> <div style="background-color: #cccccc; width: 100%; height: 60px; margin-top: 10px;"></div> <div style="background-color: #cccccc; width: 100%; height: 60px; margin-top: 10px;"></div>	<p><b>Workshop norms</b></p> <p><b>Expectations</b></p> <p><b><u>Activity:</u> 10-minute Partner Quiz</b> (can be facilitated at in-person and via breakout rooms if virtual)</p>

## D: Post-Workshop Feedback Survey

During the closing session of the workshop, the facilitator will discuss next steps, including the consolidation of the workshop report and the post-workshop feedback survey that participants will receive via Google Forms link. The illustrative content of the survey questions appears below and can be adapted to gather specific data as determined and approved by the GRiF Secretariat. All surveys should include an introduction that states the purpose of the feedback survey and a closing statement that thanks the workshop participant for their feedback.

### Questions (illustrative):

1. (open-ended) To what extent were the topics covered in the workshop relevant to you and your work? *Please be as specific as possible so that the GRiF can ensure a tailored workshop experience.*
  
2. (open-ended) Did the workshop meet your expectations? Why or why not? *Please be as specific as possible to help the GRiF improve future workshop engagements.*
  
3. (Five-point Likert-scale: 1=unacceptable and 5=outstanding) How would you rate the quality of the workshop?

4. (Five-point Likert-scale: 1=unacceptable and 5=outstanding) How would you rate the quality of the workshop facilitator?
5. (open-ended): What suggestions do you have to improve this workshop?
6. (open-ended): To what extent were the mix of presentation and activities suitable to the workshop topic?
7. (Five-point Likert-scale: 1=strongly disagree and 5=strongly agree) Do you agree or disagree that participation and interaction were encouraged throughout the workshop sessions?
8. (open-ended): Please identify the two most important things you learned from the workshop.
9. (open-ended): As the GRiF develops internal learning workshops, what topics would you like to see included?

## Annex II: Estimated LOE to carry out learning plan

	Junior	Senior	UX Designer
Generate topic and agenda, working with Secretariat	1	1	
Identify and secure presenter(s) participation	2		
Develop presentation materials	3	1	
Facilitate workshop	1	1	
manage satisfaction survey and results	1		
<b>Total</b>	<b><u>8</u></b>	<b><u>3</u></b>	<b><u>0</u></b>
Identify speakers	5	1	
Coordinate schedules/presentations for each workshop	15	2	
facilitate series	3	1	
<b>Total</b>	<b><u>23</u></b>	<b><u>4</u></b>	<b><u>0</u></b>
Generate ideas for content with Secretariat	1	0.5	
Gather content and write up stories + drafts/finalize	5	1.5	
<b>Total</b>	<b><u>6</u></b>	<b><u>2</u></b>	<b><u>0</u></b>
Write up draft Brief	3	1	1.5
Revise and finalize	1		0.5
<b>Total</b>	<b><u>4</u></b>	<b><u>1</u></b>	<b><u>2</u></b>
Identify priority trainings, working with the Secretariat	0	2	
Technical input into training materials	2	6	
Manage presenters	5	1	
Deliver trainings/manage training delivery	5	2.5	
Manage training surveys	3	0.5	
<b>Total</b>	<b><u>15</u></b>	<b><u>12</u></b>	

<b># of workshops</b>	3
<b># of newsletters</b>	4
<b># of Briefs</b>	15
<b># of trainings (indicative)</b>	2

Total Annual LOE			
	Junior	Senior	UX Designer
Workshops	24	9	
Technical Talks	23	4	
Newsletters	24	8	
Briefs	60	15	30
Trainings	15	12	
<b>Total:</b>	<b>146</b>	<b>48</b>	<b>30</b>