

RESOURCE

Sample participatory activity to use during check-in meetings with educators: After Action Reviews

ABOUT THIS RESOURCE

We often use After Action Reviews during our monthly meetings with our educators. After Action Reviews are a structured way to de-brief during or after a project to analyze what happened, why it happened, and how it can be done better. We particularly like After Action Reviews because they are quick, can be done in groups, and allow all educators to share what is going well (and not so well) in their work.



About Projet Jeune Leader

PJL is a youth-founded, youth-led, and youth-centered nonprofit organization established in Fianarantsoa, Madagascar. Since 2013, Projet Jeune Leader has delivered comprehensive sexuality education to young and very young adolescents (ages 10-16) in Madagascar's public middle schools, partnering closely with schools and school districts. To do this, we recruit dynamic young adults (aged 18-25) for their positive gender attitudes and potential as role models, train them rigorously over two months, and hire them under a full-time, paid contract if they pass an end-of-training assessment. We then integrate each of them into a partner public school where they teach a year-long, time-tabled CSE course to multiple grades using our age-segmented, gender-transformative, 27-module curricula. When they are not teaching, educators provide a package of other essential services (enrichment activities, counseling, medical referrals, and programs for parents and teachers).

About the Guidance Tool: *CSE We Can Count On*

Projet Jeune Leader has developed “CSE We Can Count On,” a publication sharing strategies, actionable guidance, and tools that we use in our work with tens of thousands of students, parents, teachers, and school officials in Madagascar to build and harness community support for in-school comprehensive sexuality education. This document, which accompanies the guidance tool, shares one of the resources that we use regularly.



Read “CSE We Can Count On” and accompanying resources at www.projetjeuneleader.org/resources/community-support.

The uses and success of this resource are undeniably dependent on the context in which CSE is being delivered. Even so, we hope that it serves as a source of inspiration and creativity for others – civil society organizations, international non-governmental organizations, and even governments – committed to delivering in-school comprehensive sexuality education in their own contexts.

After Action Reviews for CSE

After Action Reviews (AARs) are used for gathering and sharing lessons learned within an organization or program. With AARs, CSE educators and supervising staff can identify best practices (to use across communities and schools) and common mistakes (to avoid repeating). This is important in CSE – where regular adjustments and improvements can ensure educators are always delivering an effective and relevant program.

Basics of an After Action Review

After Action Reviews compare the intended progress and results to what is actually happening / happened. In essence, AARs are asking: 1) what is going well / went well? and 2) what should we be looking at (to improve)?

While it is possible to use an After Action Review to debrief about educators' work in general, focusing on **key discussion topics** can produce more productive discussions and lesson sharing.

For example, a CSE program can use an AAR with its educators to learn more about successful strategies and common pitfalls regarding:

- Educator readiness to deliver a curriculum
- Creating the right classroom conditions for effective teaching and learning
- Students' motivation
- Parents' cooperation
- Resistance within communities

AARs can be short and quick, and all educators should participate. There are many ways to conduct an AAR – the example below uses written brainstorming. [This resource](#) also shares more guidance about using After Action Reviews in practice.

Example of After Action Review activity

Resources needed:

- Two different colors of small squares of paper (for example, post-it notes), enough for each participating educator to receive at least one of each color
- Large board or flipcharts
- At least one facilitator

Steps:

1. Pass around the scraps of paper or post-its. Ask educators to take at least one piece of paper of each color. Write the **key discussion topic** on a whiteboard or flipchart to help the educators focus on the main purpose
2. Ask each educator to write at least one thing most **CHALLENGING** about the **key discussion topic** on one color of paper. Each idea should be on a separate piece of paper.
3. On the other color paper, ask educators to write at least one **REWARDING** thing (e.g., success story, or something that went well) about **the key discussion topic**.
4. When educators have finished writing, ask them to come post their paper on the board / flipchart at the front. Keep the challenges and rewards on separate sides of the board / different flipcharts. The facilitator should quickly read through the papers and start to group them together by themes (for example, themes for the topic *Parents' Cooperation* might be 'parents do not understand what the CSE program is,' or 'parents are requesting their own workshops about CSE').
5. When all educators have posted their response, give a verbal summary of the emerging themes. At this point, you can ask educators to share their stories, or provide more clarification on what they have written or what they think about some of the ideas.
6. If the meeting allows for it, the supervisor can then address some of the challenges and rewards more in-depth. The goal of the in-depth discussion is to engage all educators in sharing their successful strategies and avoiding common pitfalls regarding the topic of discussion. The supervisor should make note of any recommendations that should be shared with other program leaders – this can contribute to organization-wide learning.
7. At the end, thank educators for their input and participation. Assure participants that if their challenges were not addressed during the discussion, the supervisor will carefully consider their points after the meeting and follow-up with more information, support, and/or training.



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