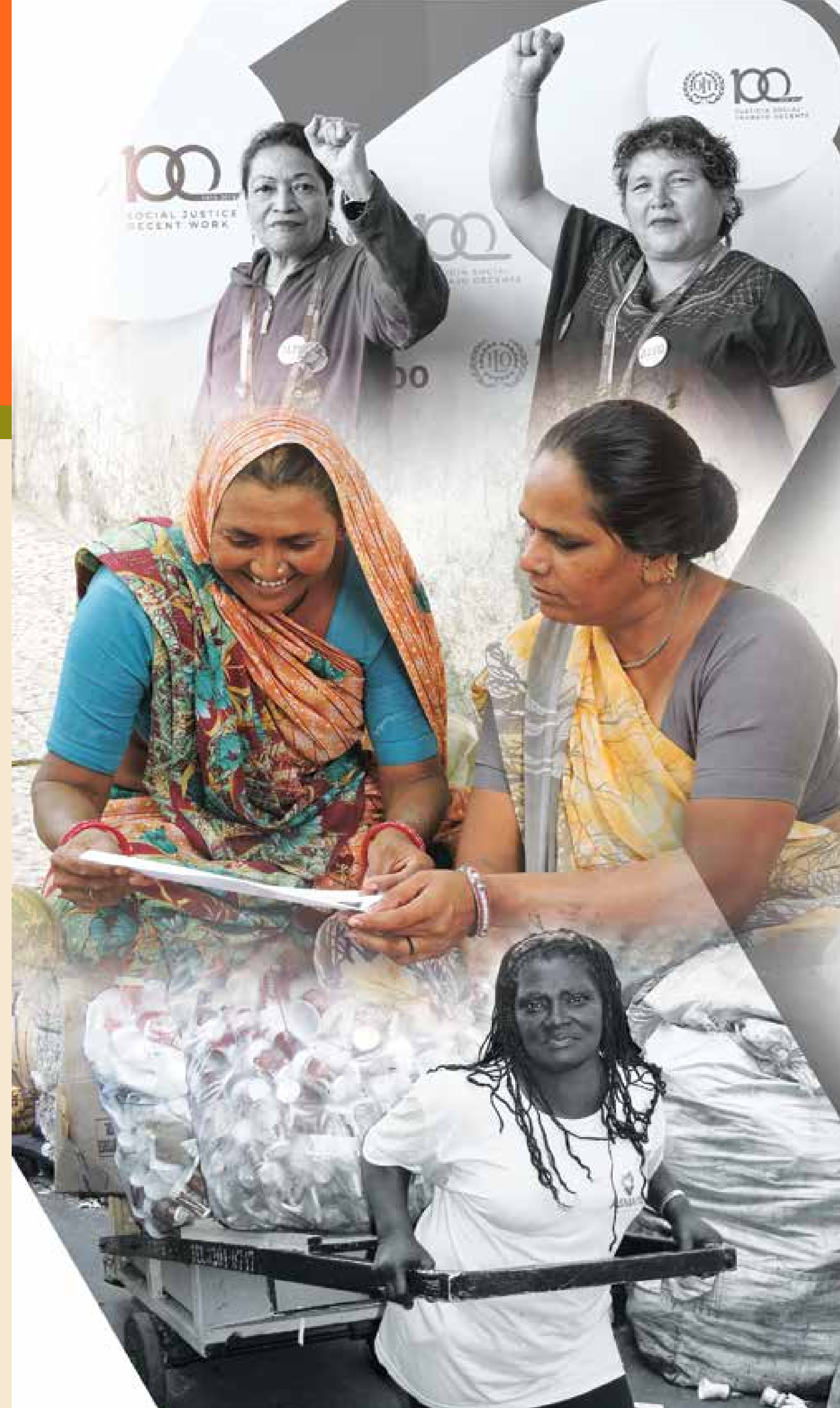
WIEGO

Women in Informal Employment: Globalizing and Organizing

WIEGO MONITORING, LEARNING AND EVALUATION TOOLKIT

TOOL 3

How to evaluate your training or workshop, during and after



Developed by: **BARBARA KLUGMAN**
with inputs from Carmen Wilson-Grau
and WIEGO team members

MAY 2022

Cover Photos, from top to bottom:

On the right side is Fidelia Hernández de Subuyuj from Guatemala. She was part of the IDWF delegation, in representation of the affiliate: Sindicato de Trabajadoras Domésticas Similares y a Cuenta Propia (SITRADOMSA) at the C190 meeting in Geneva, Switzerland in 2019. Photo credit: S. Trevino

Domestic workers in Delhi are not registered under the social security authority. This has resulted in their exclusion from emergency cash grants, which have been extended to registered groups of unorganized sector workers, such as construction workers. Photo credit: K. Hughes

Dona Maria Brás, a tireless force in helping Brazilian waste pickers overcome persecution and gain respect and security as members of cooperatives ventures. She was one of the founders of the Association of Paper, Cardboard, and Recyclable Materials (ASMARE Coop). Photo credit: S.Dias

Publication date: May 2022
ISBN number: 978-92-95122-07-9

Published by Women in Informal Employment: Globalizing and Organizing (WIEGO)

A Charitable Company Limited by Guarantee
Company No. 6273538, Registered Charity No. 1143510

WIEGO Limited
521 Royal Exchange, Manchester
M2 7EN, United Kingdom

www.wiego.org

WIEGO
Women in Informal Employment: Globalizing and Organizing

HOW TO EVALUATE YOUR TRAINING OR WORKSHOP, DURING AND AFTER

We would like to thank Conny Hoitink for her shared expertise on OH, her suggested improvements and review of the French translation. Renata Farias and the translators from Abrapalabra Servicios Lingüísticos for the Spanish and French translation. And Valentina Reid for her work with layout of these tools.

MAY 2022

WIEGO'S MLE TOOLKIT has a series of tools, each with a different focus. You may need to use some of them together.

If you can bring together the same people you trained before and collectively evaluate if and how well the training enabled them to take action afterwards, please use the separate tools: *A participatory outcome harvest, analysis and strategic reflection workshop (Tools 5 and 6).*

WIEGO MONITORING, LEARNING AND EVALUATION TOOLKITS:

1. How to write an outcome statement
2. How to harvest outcomes you notice in your day-to-day work
3. **How to evaluate your training or workshop during and after**

4. Where to find outcomes of research uptake and how to use them for learning and adaptation
5. How to conduct a participatory evaluation workshop: Harvesting outcomes
6. How to conduct a paticipatory outcomes evaluation workshop: Analysis and strategic learning
7. How to conduct *an online* participatory evaluation workshop: Harvesting outcomes
8. How to conduct *an online* participatory outcomes evaluation workshop: Analysis and strategic learning

THE FOCUS OF THIS TOOL

You want to know if and why your training or capacity-building event worked well:

1. Did it motivate participants?
2. Did it strengthen participants' knowledge and confidence to use that knowledge?
3. Did participants then actually use that knowledge or new relationships after they leave?
4. And did it help participants and WIEGO achieve our intended outcomes of influencing external actors?
5. Given our findings, how can we improve our training or capacity building event when we next do it?

This document gives ideas on what methods to use to answer the above questions without bringing the original participants back into a workshop. You can adapt them to your specific context and audience.

Throughout this tool there is mention of MBOs and Nets. MBO refers to 'membership-based organizations' such as organizations of street vendors or domestic workers or waste-pickers or home-based workers. WIEGO uses 'Nets' to refer to networks of such MBOs.

NOTE: If you want to do a participatory evaluation of your training workshop or tool at a workshop with participants who you trained at an earlier workshop, see WIEGO MLE Tools 5 and 6: 'How to conduct a participatory evaluation workshop' or Tools 7 and 8 for online versions of these.

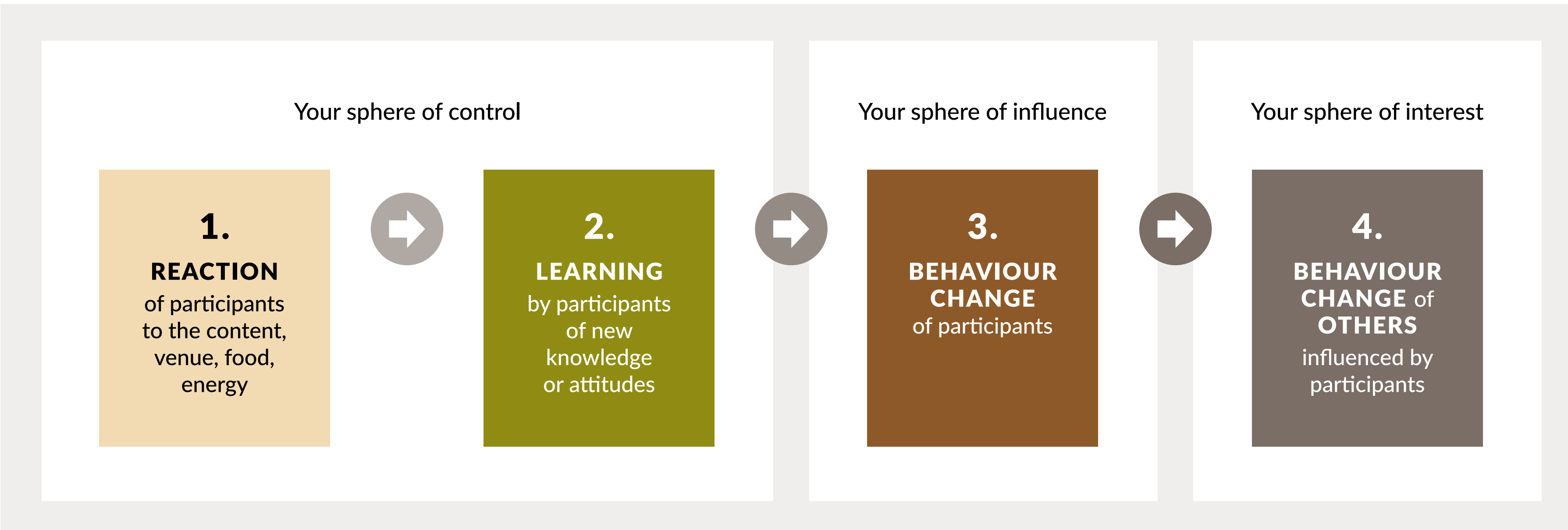
SECTION A

THE THEORY UNDERLYING OUR APPROACH

THE THEORY UNDERLYING OUR APPROACH

The four questions mentioned under the focus of this tool are central to the theory of effective training described in The New World Kirkpatrick Model and adapted[1] for WIEGO's use – we need to understand participants' reaction, learning, their behaviour change and behaviour change of others:

The ability of participants to do things differently (levels 3 and 4) after your event may also be influenced by **EXTERNAL FACTORS** over which you have little control – the organizational, social and political environment the participants go back to, their sense of self and so on.



1 *The New World Kirkpatrick Model describes the 4th level as 'results' which in our case is about participants influencing others – their organizations, other informal workers, MBOs, employers etc.*

The New World Kirkpatrick Model describes these levels as follows:

1. REACTION	2. LEARNING	3. BEHAVIOUR CHANGE	4. INFLUENCE ON OTHERS
The degree to which participants find the training favourable, engaging and relevant to their jobs or activism as indicated by their satisfaction; engagement; sense of its relevance	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training as indicated by their: knowledge, skill, attitudes, confidence, commitment	The degree to which participants apply what they learnt during training when they are back on the job or in their own communities or movements (assuming that in that context there are supportive processes or systems that reinforce, encourage, and reward these actions)	The degree to which external actors change their behaviours in response to actions taken by participants

You need to plan your capacity development toolkits, workshops or your conferences with these levels in mind. You need to ensure that what success looks like for you, is the same as what success looks like for participants.

- Are they interested in and keen to gain this knowledge?
- To use it in their own organizations?
- To influence those you hope they will influence?

SECTION B

OUPUTS DURING WORKSHOP ACTIVITY RECORD, REACTIONS AND LEARNING

CONTENTS

OUPUTS DURING WORKSHOP
ACTIVITY RECORD, REACTIONS, AND LEARNING

WHY ASSESS THESE?

You are doing the capacity-strengthening work or holding a conference, in order to achieve your intended outcomes. So why assess reaction and learning (levels 1 and 2), when you are doing the work in order to influence the behaviour and influence of participants on others (levels 3 and 4)?

ACTIVITY: You may have set a goal about how many people you want to reach, or what kinds of people in different places. Your funders may want to know about this too.

REACTION: If this is a workshop or tool you have not used before, you need to know if people enjoy the workshop – people's satisfaction, engagement, and sense of the relevance of the material is very important if they are going to learn anything, and to be motivated to use it. So, you need to test your methods and content. Once you have tested and improved it and you are confident of a positive reaction, you may not want to assess this in the future, unless you use the approach in a different context or with very different participants.

LEARNING: Again, if this is a new workshop or tool or if this is a group of participants you do not know a lot about, or in a different context, you need to see if the new knowledge or skills the workshop intends to share actually 'land' – do people leave with the knowledge, skills and attitudes they need in order to effectively use these to influence others? Do they leave confident in how to use these, and committed and excited about doing so?

If participants' overall reactions and learning from the workshop or toolkit or conference are not very positive, then you need to make changes to your content and methods.

ACTIVITY RECORD

For your records, at each event you should record any information that you need to know about who attended. You can create a registration form that you fill in as people accept your invitations to the event, or once they are there. Only ask for information that you are going to use (for your own planning/evaluation or for reporting to your funder). For example, some or all of these:

Name	
Name of Organization	
Phone Number	
Email	
City	
Country	
Gender (W/M/Non-binary)	
Age	

REACTION

1. REACTION	The degree to which participants find the training favourable, engaging and relevant to their jobs or activism as indicated by their satisfaction; engagement; sense of its relevance

You can assess participants' reaction and learning before they leave the event. **You do not have to do this.** Usually, you can observe participants' reaction to the venue, the agenda (is it too full? is it boring?) and so on. But if you have questions or concerns about specific aspects, then you can assess reaction in order to strengthen how you do this next time.

- Do you need to check if participants felt that your content (talks, activities, tools) were relevant?
- Do you need to check if the venue and logistics worked for them? – you know that when people are unhappy about logistics or food, this often undermines their experience of an event.

If you do, then do it while everyone is still there.

You can find out general reaction, or reaction to specific things you want to know about.

A general assessment of reaction

If you just want to know people's overall reaction, ask them to think about the following:

"If we do this event again,
what should we:

- KEEP
- CHANGE
- ADD
- REMOVE"

By seeing what aspects they choose to respond to, you will know what they feel most strongly about.

Doing it in writing:

- Give people a handout with these four aspects written on one page with spaces between, and ask them to fill them in.

or

- Write these up on a board or flip chart and ask people to come and write in their views under each; or to write their views on post-its and stick them where they belong.

or

- Send these in an email or surveymonkey.com and ask people to respond.

Doing it through conversation:

- In a plenary conversation: go through these four aspects one at a time – "what should we continue doing if we run an event like this again?"; "What should we change?"; "What should we add?"; "What should we remove or not do in future?"

or

- In groups of 3-5: If it is an environment where people are uncomfortable giving critical feedback, rather ask people to have this conversation in groups, where they come to conclusions on each point – keep, change, add, remove – and share only their conclusions in plenary. This protects individuals who might feel vulnerable giving honest feedback.

This is a simple method and allows you to see what is most on people's minds. Keep a record for you to use when you do your 'After Action Review'[2] of the event. You can also do this after the event using a survey – see below.

2 *Darling, M. et. al.*, 'Emergent learning: a framework for whole-system strategy, learning, and adaptation', *The Foundation Review, 8(1) 2016: 59-73, pp68. See WIEGO MLE Toolkit 6: How to analyse and use outcomes for strategic learning.*

Reaction to specific aspects of the event

If you want to know their experience of specific aspects, you can explore them one at a time.
Here are 3 methods – where people demonstrate their views with their bodies or with their voices, or in writing:

Methods	Responding with bodies	Responding with voices	Responding in writing
Participants reaction to any of these aspects of the event: • Venue • Food • Location • Accommodation • Materials provided • Agenda or course structure	You can use this method for each aspect of the event listed in the column on left: • Ask everyone who loved the venue to stand on the right; everyone who didn't like it to stand on the left; those who don't have an opinion stand in the middle or • Ask everyone who loved it to stand and everyone else to stay seated Count or look for rough proportions and record these e.g. 'Most' or 'About half' of the participants did not like the venue or food or whatever you have asked about. If you want more specific information, then at that point ask – "why did you like it" to the one group, "why did you not like it?" to the other group.	Ask people in groups to discuss what about the venue met their needs and what did not. You can ask about whichever aspect(s) you want to know about. Each group report back to plenary. Note-taker keep a record.	**IN GROUPS:** • Ask people in groups to discuss what about the venue (and any other aspects) met their needs and what did not. Each group to write down what they liked on one piece of paper and put them into a box marked 'LIKED' in the front or back of the room; and write what they did not like on another paper and put it into the 'DISLIKED' box. or **AS INDIVIDUALS:** • Either create a handout with your questions and ask each person to fill it in – you can also put it online[3] for those who can work online. Or put them up on a flip chart and follow description above. Or you can use a survey format – see below.
	Do this for each topic that you are concerned about – venue, food etc. **Keep a record** of either numbers who responded positively or negatively, or rough proportions of participants who responded positively or negatively and summarise the main reasons given.		

You can also do this after the event using a survey – see below.

3 *For example, using* surveymonkey.com

A SURVEY ON GENERAL OR SPECIFIC REACTION TO THE EVENT

Ideally gather information about participants' reactions at the event. If for some reason you can't do this, and if participants all use email, you can survey participants for their reaction to the event as a whole, or you can ask more specific questions about each aspect. However, remember that only a small number are likely to respond!

Examples of general questions:

How would you rate the event overall as a worthwhile use of your time? (circle one letter grade)

A+	A	A-	B+	B	B-	C+	C	C-	D	E	F
Excellent			Good			Adequate			Poor		

or

	Poor	Passable	Good	Very Good	Excellent
How well was the conference/training organized?	1	2	3	4	5

Examples of specific questions:

	Poor	Passable	Good	Very Good	Excellent
How well was the programme agenda organized?	1	2	3	4	5
How acceptable was the food?					
How acceptable was the venue?					
How acceptable was the accommodation?					
How would you assess the materials provided?					
If you would like to explain your responses, please do so here:					

LEARNING

2. LEARNING	The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training as indicated by their: shifts in knowledge, skill, attitudes, confidence, commitment, consciousness

Do you need to know if participants understood key concepts or how to use particular tools? Do you want to know if they shifted their thinking or feelings or attitudes about an issue?

This information will tell you about the quality of your training or conference or workshop. It is within your control to improve the way you run your events, to ensure that participants understand the content well.

So, you might want to evaluate learning if you are trying out new methods or tools and are not yet sure if they resonate with these participants.

The best way to find out is to build time into your agenda to check if they can use the concepts or tools presented in the sessions. Here are some different ways you can do this:

Group work consolidating and presenting essential information

Divide participants into groups and ask each group to prepare a presentation on the new information or concept, to present back at plenary. Choose the format for their presentation that seems best suited to the question you will ask them.

For example:

- the front page of a newspaper
- the topics for a radio show
- a poem
- a drawing – provide paper, coloured pens, and possibly stickers or other things they can use in their design
- a statue – this is a good method if it is a single concept. The group will use their bodies to create the statue and after everyone has seen the statue, they will explain it.

After listening to and watching the presentations your team will be clear about whether the information was clear enough. You can then fill in any gaps or explain anything in more depth as needed.

The groups will need about 20 minutes to work out their key points, and another 20 to create their presentation. Then you need plenary time for the presentations.

Note: You can also do this in online break-out groups.

KEEP A RECORD of the numbers or proportions of participants with different degrees of understanding of the issues as manifest through this exercise. You will use this in your After Action Review, and may need it for reporting to your funder.

A quiz

You can do a quiz (or online poll) at the end of a topic session or exercise for example,

- "if you think you could explain 'global value chain' to your sister or uncle, please stand up" (or indicate 'yes' or 'no' in the online poll).
- If only a few people stand up, ask those people to each stand in a different part of the room and ask the others to break into groups around those who stood up. The person who stood up then shares his/her/their understanding in the smaller groups and asks what is not clear and tries to clear it up. Any remaining questions they bring into plenary. (If working online, move people into break-out groups for this exercise.)
- In plenary ask people to report any concepts that remain difficult and those who ran the session can address them.

For a group of 20 or more, you would need about 45 minutes to do this.

KEEP A RECORD of the numbers or proportions of participants with different degrees of understanding of the issues as manifest through this exercise. You will use this in your After Action Review, and may need it for reporting to your funder.

A presentation applying new information to participants own context

- If you have shared key data, for example statistics on informal workers in a particular context, ask people in groups to prepare presentations using those statistics, but give each group a different target audience e.g.
  - their members
  - a trade union
  - their local authority
  - a corporation that they are trying to influence
- You can use this method also if you have shared a new concept, like administrative justice, or health and safety.
- Ask each group to then do a presentation using the data or new concept.
- After the presentation, facilitators can ask the presenters where they were confident and where they were not; facilitators and other participants can also add in any information or ideas about how to communicate the information better.

For each presentation, you will need to give the group 15-30 minutes to prepare, assuming you have already engaged them on the actual statistics or other information; 10 minutes for the presentation; and 20-30 minutes for the debrief.

KEEP A RECORD of the numbers or proportions of participants with different degrees of understanding of the issues as manifest through this exercise. You will use this in your After Action Review, and may need it for reporting to your funder.

WERE TOOLS EASY TO USE?

If your event is training participants to use tools, for example to train others in a particular approach, or to use a particular form or method, ideally you need to make time in your event for them to try out using these ‘on’ other participants.

- Break people into groups and have each group prepare to use the tool in a session with other participants, making clear that it is a demonstration and giving them a clear time-limit.
- Give them time to run the session.
- Ask participants to give feedback either through just asking what is clear and what is not, or by specifically testing for understanding – see methods on pages 11 and 12.

KEEP A RECORD of the quality of the presentations by different groups. You will use this in your After Action Review, and may need it for reporting to your funder.

SECTION C

OUTCOMES
AFTER THE EVENT
BEHAVIOUR CHANGE AND INFLUENCE ON OTHERS

CONTENTS

OUTCOMES AFTER THE EVENT
BEHAVIOUR CHANGE BY PARTICIPANTS AND OTHERS

3. BEHAVIOUR CHANGE	The degree to which participants apply what they learnt during training when they are back on the job or in their own communities or movements (assuming that in that context there are supportive processes or systems that reinforce, encourage, and reward these actions)
4. INFLUENCE ON OTHERS	The degree to which external actors change their behaviours in response to actions taken by participants

WHY ASSESS THESE?

You organized this event because it fits into your theory of change. You are hoping that the event will influence participants, as individuals or groups, to do something different. For this reason, your priority is to understand if the event influenced participants' behaviour – did they do anything differently after the event (level 3, behaviour change); and did whatever they did, in turn, influence any others (level 4, influence on others)?

People may only use ideas, skills, tools learnt at your event, or apply the greater confidence or new attitudes they developed at the event, long after the event. Work out how long after your event you hope to see participants do something differently and follow up then.

Remember that your course/workshop/conference alone may not determine whether participants use it afterwards.

- Their personal motivation and confidence will influence what they do.
- Whether they are in an organizational, political or social environment or context which allows them to use this information will also influence them.

To find out if participants have used new information or approaches or tools you can use different approaches:

1. **OBSERVE** what they do and how well they do it;
2. **INTERVIEW** them, asking what they have used from the event, what they have done differently since the event and if and how their actions influenced any others;
3. **SURVEY** them to find out this information.

1. OBSERVE CHANGES

If you work with or spend a lot of time with the people who attended the event, you may be able to observe them applying their new knowledge or tools or confidence. You should record this when you see it *in the format of an outcome statement*[4] and after some time you can review your records to see if, overall, your event had the level of influence you hoped it would.

For example, WIEGO team members indicate paying close attention to the Facebook page of leaders and other workers who use it to share resources.

See the template below on how to frame your write-up of the changes you witness, to ensure that you have a verifiable record and enough information for you to analyse if and how well your event worked.

Template for recording an outcome that you observed

- Please write down what you observed a participant from one of your trainings doing that shows how they have used information or the toolkit from your training.
- Please fill out a separate paper for each participant who does so.

Outcome Questions	1. Outcome Description
WHO? • What is the name and organization of the participant?	
WHAT? • What did that person do? • Put the actual action in one sentence: e.g. "s/he/they told…"; "She organized…"; "She trained…"; "She negotiated"	
WHEN? • On what date? • Or over what months? • In what year?	

4 *See WIEGO MLE Toolkit 2 ´How to harvest outcomes you notice in your day-to-day work´*

Outcome Questions	1. Outcome Description
WHERE? • At what event did you observe this action? • In what town and country? • Was this at local/state/national/regional or international level?	

Significance Question	2. Significance Write-Up
From your perspective, why is this outcome meaningful in relation to the Programme and WIEGO's intended outcomes?	

Contribution Questions	3. Contribution Description*
WHO? • Which WIEGO programme or Net (network of organizations) or MBO (membership-based organization) ran the training that the participant in the outcome attended before the event where you observed this participant?	
WHAT? • What is the name of the training event and/or the name of the toolkit?	
WHEN? • The date or dates of the training (days, month, year)	
WHERE? • The venue, city, and country where the training happened	

Your Details	Please put your details here in case WIEGO or an external evaluator have to ask you more about this outcome:
Name:	
Email:	

If the outcome you witnessed was not an action of a participant in the training but a response to that participant, you can still record in the format above, but the 'who' of the outcome description will be the company or policymaker or ally that the participant influenced.

In that case the 'contribution' will be whatever the participant did, using information from the training. So, you may find that the first outcome you record is the action of the participant, and the second outcome is what someone the participant influenced then did. In which case your first outcome is the contribution to the second outcome.

2. INTERVIEW PARTICIPANTS TO IDENTIFY CHANGES

You can do an open interview with the general questions in the box below to identify any shifts in behaviour. After the box, we explain in more detail.

Interview questions and reasons to ask them

Level 3: behaviour change

- 'Have you used any of the information/tools from the event?'

This will tell you about if and to what extent they are doing something differently.

If they say yes, ask,

- 'Please give me some examples of where and when you did this, with which people?'

These examples are the 'behaviour change' outcomes you are harvesting. Make sure you find out exactly when and where the participant did what, and write this down.

SEE WIEGO TOOL:

- How to write an outcome statement (Toolkit 1)

Level 4: Influence on others

Then ask,

- 'After you used this information/tool, did you see any others do anything differently?'

You can be more specific about 'others' once you know where they used the information. For example, if they used it in negotiations, you could ask,

- 'After you used this information/tool,
  - did the bosses change their minds or do anything new or different?
  - did members (of the participant's organization) make any new decisions?

If you want to know what they found easy or difficult, so that you can improve the event content or methods, then add a question:

- 'What did you find easy or difficult when you used this information/tool? – In what way should we improve the workshop or training content?'

This is especially important when participants tell you they have not used the information or tools. You want to understand if this is because they are not confident to use them or if the reason is external factors you have no control over. This is not outcome information, it is information about the quality of your event or tool, to help you improve it; or information to inform your strategies – under what circumstances or in what contexts this information or tool are useful for you to achieve your intended outcomes.

- 'Have you made contact with anyone you met at the event?' (behaviour change)

If they say 'yes', ask,

- 'Can you give me some examples: who did you contact and where did that lead?' (potentially 'influence on others')

These examples are the 'influence on others' outcomes you are harvesting – where a participant influenced by your event then influences others. Make sure you find out exactly when and where the person or institution influenced by the participant did what, and write this down.

SEE WIEGO TOOL:

- How to write an outcome statement (Toolkit 1)

You also need to know if any actions taken by participants have had negative consequences (negative outcomes). This is important both to see where things are going wrong, and to work out if your event could have addressed this potential challenge. For this reason, ask,

- Did any of the groups or individuals you spoke to using the ideas, information or tools from the event respond negatively, in a way that makes your work more difficult?

If they say 'yes', ask,

- Please explain who (which person or institution) responded negatively to your intervention. When and where did this happen?

You will write this up as an outcome statement.

Then ask,

- Why do you think this happened?

This too will help you understand broader contextual factors that are likely to influence participants' ability to influence others, and your ability to achieve your intended outcomes.

3. SURVEY

If participants are literate and use email, a survey[5] can be easiest to find out if they have used information, tools or new relationships.

Cautions:

- WIEGO team members have mixed experiences with surveys and especially scales; they suggest you may have to talk through the questions to support workers in responding while some MBO leaders will find them accessible.
  - So, you need to be clear about for which target groups surveys will provide solid information.
- Even when people find it easy to understand survey questions and instruments, many do not respond to surveys; and often when people respond to surveys, they do not give the detail of outcomes that you need.
  - For this reason, your survey questions need to be as specific as possible and you need to be prepared to repeatedly ask people to respond.

Here are the kinds of survey questions you can ask that will make clear whether participants did anything differently because of what they learnt or people they met at your event, and what kinds of changes they have made, or changes they have influenced others to make.

You can adjust the statements on the left to match what you are hoping participants will do. The questions also ask if there have been any negative consequences from actions they took because of ideas/information they got at your event.

5 *Ideas for survey tables adapted from Jane Davidson,* Building causation into survey items and outcomes, *11 February 2011*

Participants' use of ideas or tools:

How much did the workshop influence you to use or share the ideas or information or tools?	No influence (as yet)*	Slight influence (so far)	Noticeable influence	Very strong influence
• in your organization				
• in your discussions with or training of workers				
• in meetings with potential allies				
• in negotiations with employers				
If you have used ideas or tools from the workshop, please give a few examples. In each case, please say what you did, with which people or groups, where and when.				

** 'no influence as yet' is framed this way because we realise that change takes time.*

Participants' influence on actions of others:

Using the information or tools from the workshop, how much influence have you had on the behaviour or actions of any of the people or institutions above, since you engaged with them?	No influence (as yet)*	Slight influence (so far)	Noticeable influence	Very strong influence
Please give some example of what other people have done differently, after you engaged with them. Please make clear where and when, who did what, that shows how you influenced them.				

** 'no influence as yet' is framed this way because we realise that change takes time.*

ANALYSIS:

The information from each of the questions above will give you one overall outcome e.g. "After (date of our event), 20 out of 100 participants had used ideas, information or a tool gained at our event with others in their organizations."

You can also write up each example as its own outcome, because each has a different actor.

SEE WIEGO TOOL:

- How to write an outcome statement (Toolkit 1)

Participants following up contacts they made at your event:

Have you made contact with any other people or groups you met there for the first time, in order to get or share information or develop potential alliances or for any other reason that furthers your objectives?	YES	NO
Please give some examples. In each case, please say who you made contact with (or who made contact with you) for what reason, when and where or how (by email, phone, social media or at an event)?		
Do you still plan to follow up with any person or group you met there?	YES	NO

ANALYSIS:

The ‘yes/no’ information will give you one overall outcome e.g. “After (date of our event), 20 out of 100 participants had followed up with people they met at our event (name of event) for the first time.”

You can also write up each example of how a participant has followed up with someone, as individual outcome statements because each has a different actor.

The ‘yes/no’ information on whether people still plan to take action will alert you as to whether participants still feel motivated to take action (although they may feel obliged to respond ‘yes’ in the survey!); and on whether you should do a follow-up survey later on. These are not yet outcomes, but a sign of continued motivation.

Negative outcomes of the event:

Did any of the groups or individuals you spoke to using the ideas, information or tools from the event respond negatively, in a way that makes your work more difficult?	YES	NO
Please describe when and where, which person or institution responded negatively to your intervention. Why was this a negative consequence in terms of what you are trying to achieve?		

This information will alert you to risks involved in the contents of or ways in which you ran the event, that you need to address going forward, and for any future similar events. Alternatively, it will alert you to contextual factors that may influence your strategy going forward. You would discuss these findings with your team members, to see if you need to adjust your training strategy at all.

SECTION D

MAKING SENSE OF YOUR FINDINGS

AFTER ACTION REVIEWS

MAKING SENSE OF YOUR FINDINGS

AFTER ACTION REVIEWS

Your event team should discuss the findings either immediately after the event or as soon as you have gathered and analysed the findings on reaction and learning (levels 1 and 2). You will use your conversation to identify if you need to make any changes to improve participants' experience of the event and ability to understand the issues and use the tools, or follow up on new relationships.

You should also have an after-action review once you have gathered outcome information (level 3 – behaviour change; level 4 – influence on others). This aims to draw on the information you have gathered to understand if and why your training achieved its objectives, so that you can make improvements going forward.

SEE WIEGO TOOL:

- 'How to analyse outcomes' for support in aggregating outcomes (Tool 6)

You can use the following questions to guide your learning and strategy conversation during your after-action review[6]:

WHAT? What happened? What facts or observations stood out?

- What changes was WIEGO/the programme/the strategy/the activity hoping to influence?
- What actual changes (outcomes) happened? – that is, have any of the people or institutions that we engaged with changed the way they are talking about the issues, taken action on the issues, changed policies or practices?
  - Were any of these changes (outcomes) unexpected?
  - Which were positive – that is, in line with our objectives?
  - Were any negative – that is, undermining our objectives? If so, which?
  - To what extent do these outcomes indicate we are making the progress we had hoped to make by now?

6 *The term 'After-Action Review' and these questions are adapted from Darling, M. et. al., 'Emergent learning: a framework for whole-system strategy, learning, and adaptation',* The Foundation Review, *8(1) 2016: 59-73, pp68. They also draw from* 'What, So What, Now What? W[3]', Liberating Principles, Liberating Structures: including and unleashing everyone, http://www.liberatingstructures.com/principles/ *accessed 22 Oct 2018. Here we have incorporated this into the AAR and added a 'Why'.*

SO WHAT? WHY did this happen? What patterns or conclusions are emerging? What hypotheses can we make?

- Were there other contributing factors – other actors? Shifts in context? Did the context stay the same, or did it increase or diminish the chances of our/MBO's/Net's strategy/activity having the influence we had hoped for?
- What helped us to get the results we hoped for? What was it about our activities or our choice of and support to MBOs or Nets that contributed to influencing the changes?
- What stopped us from doing so?
- What challenges were we/our grantees not prepared for and how did we/they handle them?

NOW WHAT? What actions make sense?

- What aspects of how we did our activities, will we continue with or improve?
  - In making this decision, consider whether there have been shifts in context we need to take account of; windows of opportunity that are opening or closing.
- Which aspects of our strategy/activities will we change in order to be best positioned to achieve our objectives?
- What steps will we take? Who will do what by when?

NOTES

We will improve WIEGO's MLE Tools as we use them.
Please let us know if you have any suggestions: info@wiego.org

NOTES

NOTES

NOTES

ABOUT WIEGO

Women in Informal Employment: Globalizing and Organizing (WIEGO) is a global network focused on empowering the working poor, especially women, in the informal economy to secure their livelihoods. We believe all workers should have equal economic opportunities, rights, protection and voice. WIEGO promotes change by improving statistics and expanding knowledge on the informal economy, building networks and capacity among informal worker organizations and, jointly with the networks and organizations, influencing local, national and international policies. Visit www.wiego.org.