

WIEGO MONITORING, LEARNING AND EVALUATION TOOLKIT

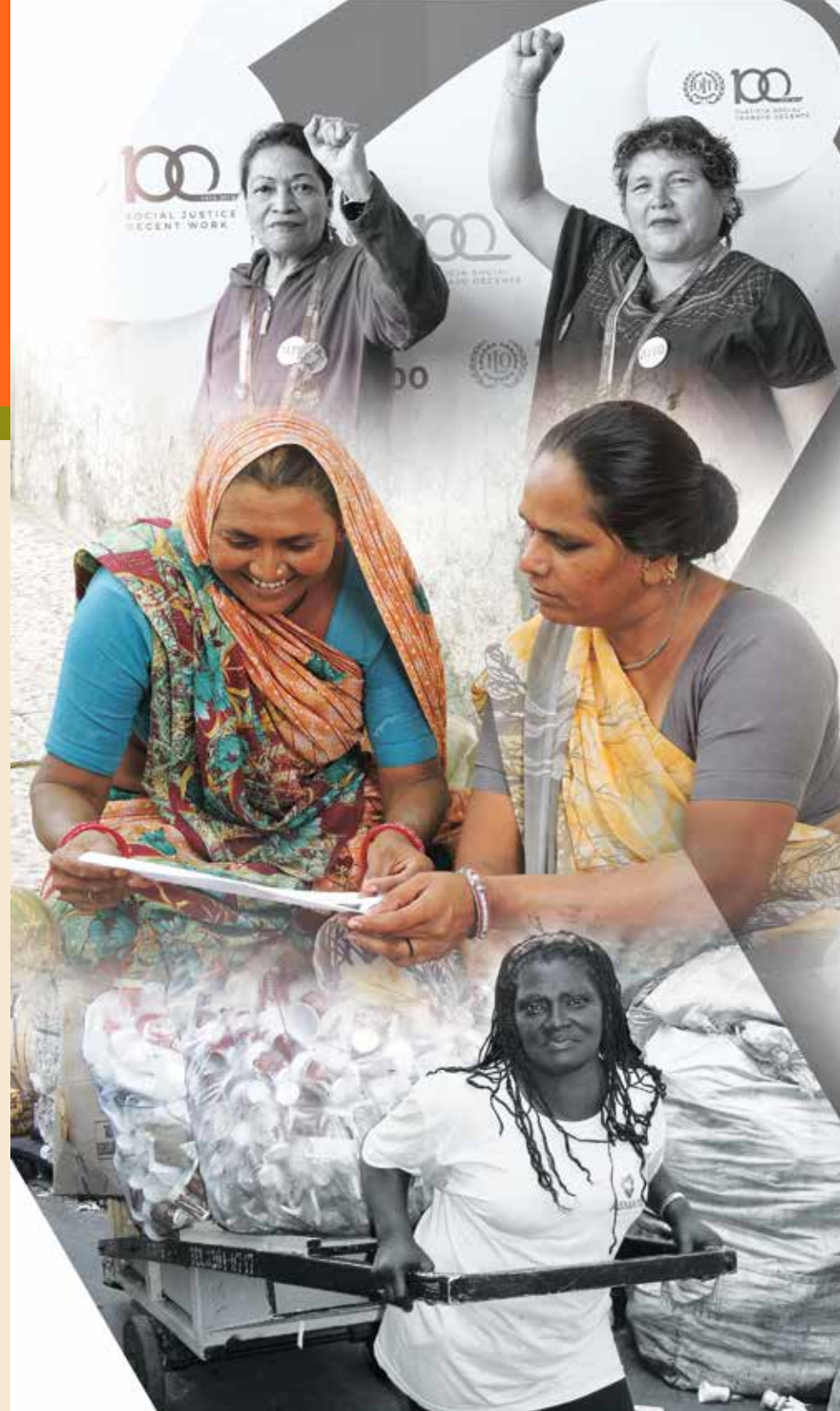
TOOL 6

How to conduct a
participatory outcomes
evaluation workshop:

Analysis and strategic learning

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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

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HOW TO CONDUCT A PARTICIPATORY EVALUATION WORKSHOP:

Analysis and strategic learning

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.

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 participatory outcomes evaluation workshop: Analysis and strategic learning

1 Analysing and interpreting the data from the harvest

3 Agenda

4 Part 7: Review the quality of outcome descriptions harvested

5 Part 8: Gather and categorize the data – identifying patterns

9 Part 9: Analyse and interpret it together

9 9.1 Qualitative – relationships between outcomes

11 9.2 Quantitative patterns in outcome categories

13 9.3 Negative outcomes

13 9.4 What can we learn and plan to do differently in future?

14 Closing

15 Consolidating decisions and documenting findings after workshop

17 Annex: Questions when planning and when evaluating interventions

18 Before Action Review

19 After Action Review

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

This tool is on how to categorize, analyse and interpret outcomes already harvested using Tool 5, in a workshop setting. Tool 5 takes you through how to support participants in a workshop to harvest:

- WIEGO outcomes – that is changes made by informal workers, Nets or MBOs¹ that WIEGO has influenced directly, for example through a training or other intervention
- and outcomes that those workers, Nets or MBOs in turn have influenced through their own actions
- or outcomes that WIEGO has influenced directly – assuming this is an internal WIEGO workshop rather than a workshop with informal workers.

Tool 6 demonstrates how you collectively categorize, analyse, and interpret the outcomes identified during the workshop 5. This tool comes in this face-to-face version and in an online version (Tool 8).

The workshops described in these two tools aims to strengthen capacity of participants in telling their stories and in analysing their influence and its strategic implications.

1 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.



The length of the workshop depends on how many outcomes you are categorizing and analysing. It might range from 1 hour to 2.5 hours. You can do it as part of a broader workshop, or as a stand-alone event.

SECTION A

ANALYSING AND INTERPRETING THE DATA FROM THE HARVEST

CONTENTS

- 3 Agenda
- 4 Part 7: Review the quality of
 outcome descriptions harvested
- 5 Part 8: Gather and categorize the
 data – identifying patterns
- 9 Part 9: Analyse and interpret it together
 - 9 9.1 *Qualitative – relationships
 between outcomes*
 - 11 9.2 *Quantitative patterns
 in outcome categories*
 - 13 9.3 *Negative outcomes*
 - 13 9.4 *What can we learn and plan
 to do differently in future?*
- 14 Closing



ANALYSING AND INTERPRETING THE DATA FROM THE HARVEST

Tool 5: How to conduct a participatory evaluation workshop – harvesting outcomes – provides a six-step process for harvesting outcomes. This tool assumes you already have the outcomes. It recognises that you will not have checked the quality of each outcome, so it builds that into this workshop process.

This tool takes you through how to workshop the analysis and interpretation of the outcomes to reflect on if and how well you and your partners are having the influence you hope to have.



- How long this takes will depend on
 - how many outcomes you have to categorize and analyse;
 - how well drafted they are, that is whether you have to spend time engaging each participant to strengthen the specificity of the outcomes they have drafted;
 - whether participants are willing to just read out ‘their’ outcomes, or whether they feel determined to tell everyone the context and details behind each outcome.
- Facilitation is the key to ensuring that everyone focuses on the outcome as written, rather than the broader story.
- For these reasons, this tool doesn’t provide timing for each step so you will need to think about this in advance, based on the above factors.

Your evaluation questions are:

- Did participants use knowledge and information, or skills gained through WIEGO’s intervention?
 - Did those actions then influence the person or institution that participants were hoping to influence – their employers, government etc.?
 - If you are doing this workshop within WIEGO, rather than with informal workers, Nets (networks of organizations) or MBOs (membership-based organizations), then you will be focusing your evaluation question on
 - which external actors WIEGO influenced to do what?
- and
- do these outcomes provide the kinds of signs of progress your theory of change intended, or other signs that you need to consider as you rethink on your strategies?

You are going to do the analysis with the whole group so that they can all learn about what actions have been taken and what influence they have had so far, and then discuss what this means for your change strategy.

Ensure you have one or two good rapporteurs who can write down the outcomes as people say them, unless you are sure that you will be able to read everyone’s write-ups, because you will need to record all of these outcomes!

AGENDA

Amount of time in minutes	Actual time <i>Fill in for your time zone</i>	Topic
TOOL 5 WORKSHOP: Harvesting Outcomes		
15		Part 1: Objectives and process
45		Part 2: Demonstrating story-telling of outcomes & how to draft them
60	<i>Alone in evening, or during workshop</i>	Part 3: Harvesting everyone's stories of what they have done differently
30		Part 4: Reviewing outcomes
15		Part 5: Did you influence anyone else?
30		Part 6: Each participant records who she or her organization influenced to do what differently
		Post-workshop debrief and planning for next workshop
TOOL 6 WORKSHOP: Analysis and strategic learning		
5		Welcome and orientation
15		Part 7: Reviewing the quality of outcome descriptions
60		Part 8: Gather and categorize the data – identifying patterns
		Part 9: Analyse and interpret together
30		9.1 Relationships between outcomes
60		9.2 Quantitative patterns in outcome categories
15		9.3 Negative outcomes
30		9.4 What can we learn and plan to do differently in future?
10		Closure



5 minutes

As you will have had a break since harvesting, welcome participants and orient them to the agenda of this workshop.

PART 7: REVIEW THE QUALITY OF OUTCOME DESCRIPTIONS HARVESTED



15 minutes (7 minutes per participant in the couple)

Here is a suggested step for reviewing the quality of outcomes harvested. Your alternative option is to build this into Part 8, when people read out their outcomes, you can pick up if information is missing or unclear and ask people questions to improve it. But the flow will work better if the outcomes are already clear and specific.

Break participants into twos.

Ask them to each read their outcome descriptions to the other, who has to ensure that the WHO, did WHAT, WHEN and WHERE is clear. Where it is not clear, each person will make changes on their draft. Have the format of outcome descriptions up on the wall:

WHEN
did the social
actor change?



WHERE
did the change
take place?



WHO
is the social
actor?



WHAT
did the actor
do differently?



Outcome
description

PART 8: GATHER AND CATEGORIZE THE DATA

– IDENTIFYING PATTERNS



45-60 minutes

(depending on how many outcomes there are, and if people will read their outcomes or will explain them in longer stories)

Preparation

Put on the wall, separate sheets of paper each with its own heading:

WHO

Did WHAT

WHEN

WHERE (On this chart create two columns – country, level: individual, local, provincial, national, international)

WHERE	
Country	Level
If you are working with a group all from one country, you may want to know the name of the town or area.	(individual, local, provincial, national, regional, international)

You are now going to hear each person's outcome descriptions.

Go around the room asking each person to read one of their outcome descriptions as they have written it, without further explanation.

As person 1 reads their story, consider if it is a positive or negative outcome. If it is a negative outcome, ask the participant to put it in a place where you have written 'negative outcomes'. You will come back to all negative outcomes in Part 9.

Assuming it is a positive outcome, think about what kind of actor they have referred to. How would you categorize the actor? You could ask the whole group this question also. Write that category under 'WHO'.

WHO

Person 1 reads their story and you write under WHO, what category of person. At the moment WIEGO is using these categories, so use them but if people mention one that does not fit, then add that too:

- Informal worker(s)
- MBOs – membership-based organizations
- Nets – networks
- Trade union body
- Other strategic allies
- Academics or researchers/ think tanks
- Media
- General public
- Company or private sector
- Individual employer
- Government (including local to international)
- Funder (Bilateral Agency/ Foundation)

You may be able to guess what some categories of 'actors' will be and put them on the sheet in advance – and you can have with you the categories WIEGO's Impact Team is currently using. If you cannot anticipate the kinds of actors, participants will have influenced, then just listen, come to agreement with the group on the type of 'actor', and then write it down, but using WIEGO's current categories as far as possible.

Either against the type of actor you have already listed, or the new type, put a mark 'I'.

Next time an outcome involved that same actor, you will put another 'I' there.

So, after all participants have described their outcomes, you may land up with a mix of types of external actors in the outcomes, for example,

Informal worker IIII IIII IIII I
Individual employer IIII
Company II
MBO IIII IIII
Government IIII

You can do a sideways line for every 5th one, so that they are easy to count later; for example, 16 informal workers are the 'who' in their outcomes.

You do not ask each person to read the 'who' in their outcome. Instead, each person reads their full outcome description. After categorizing the 'who' in person 1's outcome, you go on to categorize the 'WHAT' in that person's outcome and so on.

Then, on your **WHAT** sheet, write down what type of action they took.

Here are some examples of what the actions might be:

- Increased members
- Strengthened Net or MBO governance/policy
- New funding
- Use of WIEGO tools, materials, or position (includes invitations to WIEGO to publish or present findings)
- Strengthened alliance or coalition
- Increased participation in negotiations (with employers, corporations)
- Increased participation in advocacy (with governments)
- Shift in narrative or message
- Shift in action or practices
- Shift in policy/law/ court judgement

You may be able to guess what some kinds of actions will be – again drawing on the list of ‘what’ categories WIEGO already uses, also mentioned in Tool 8, *and put them on the sheet in advance; if not just listen, come to agreement with the group on the type of action, and then write it down.*

Again, as each person reads their outcome, check with the group what type of change this is and put a mark against the type of change it fits into. Ultimately you could land up with something like this:

Strengthened MBO governance |||||

Strengthened alliance or coalition ||||

Use of WIEGO tools, materials or position |||||

Increased participation in negotiations with employers/companies ||||

Increased participation in advocacy with government |||||

Shift in narrative or message
(e.g., decision maker committed to take action) |||

Shift in action or practice
(e.g., employers changed employment contract) ||

Similarly, mark **WHEN**

Decide in advance if you want to analyse by the month and the year, or only the year.

The advantage of analysing by month is that you can see how soon after the original training workshop, or other WIEGO interventions, participants started using their new knowledge or skills or toolkit.

Sometimes, the outcome will not be easy to give a single date to e.g. “From June to August 2018, in Delhi I ran workshops with MBO members”. In such a case, just note the year.

OR you can mark the first or last month of the activity. Whatever you choose, do it the same way for all of them, so it is consistent.

Assuming you ran your training workshop in early June 2019, you could fill in your categories on the ‘WHEN’ sheet in advance:

2019

June 2019

July 2019

August 2019

Sept 2019

Oct 2019

Nov 2019

Dec 2019

2020

Jan 2020

Feb 2020

(the workshop where you are harvesting outcomes is in early March 2020)

There is a 2019 without a month for cases where the month is not clear or it was over a long period, and similarly with 2020.

After hearing all the stories (outcome descriptions) you will land up with numbers of outcomes next to each month:

2019	III
June 2019	II
July 2019	II
August 2019	
Sept 2019	I
Oct 2019	III III
Nov 2019	III
Dec 2019	
2020	III
Jan 2020	II
Feb 2020	III II
Etc.	



NOTE: while doing the above activity, some outcomes participants read out may not be completely clear, so you will use your discussion to clarify. Ask them to then add into their written version whatever additional explanation they have given.

WHERE

Listen to the outcome description person 1 reads and on your 'WHERE' sheet, write down the country in the left column and the 'level' in the right-hand column:

Country	Level (individual, local, provincial, national, regional, international)
Zambia III	<ul style="list-style-type: none"> Individual (e.g. if worker was talking with boss who is an individual employer) III III
South Africa III I	<ul style="list-style-type: none"> Local (e.g., if worker or MBO was talking with a company operating in one city or with municipal government or with informal workers in a local market) III III I
Rwanda III III	<ul style="list-style-type: none"> Provincial (e.g. if MBO was talking with provincial government or provincial trade union) II
Senegal III	<ul style="list-style-type: none"> National (e.g. if MBO was talking with national government or national company) III III
Ghana III	<ul style="list-style-type: none"> Regional (e.g. if a judge of the IACHR or the European Court of Human rights makes a decision) I
Kenya III III	<ul style="list-style-type: none"> International (e.g. if Net for the first time negotiated at ILO) III

So, once you have gone around the room, you will have done this for each outcome description, doing **WHO**, **WHAT**, **WHEN** and **WHERE**. Keep going around until everyone has read all of their outcome descriptions.

ALERT: When planning this workshop, and specifically Part 8, you need to have decided if you are going to analyse relationships between outcomes, rather than only focusing on quantities. If you want to explore relationships and look for outcome chains, then you will implement Part 9.1 below at the same time as you are having individuals read out their outcomes during Part 8. **It is worth doing this unless** the group participating is working on entirely different issues in different places and hence unlikely to be influencing actors in ways that are mutually reinforcing.

If you are only going to do a quantitative analysis of patterns (Part 9.2 below), then collect all of the participants' write-ups of their outcomes now – you will use them to illustrate your numerical analysis and to put into the WIEGO MLE system.

PART 9: ANALYSE AND INTERPRET IT TOGETHER

The analysis has three dimensions:

1. Qualitative – considering the relationship between outcomes and if and how groups of outcomes indicate progress in relation to your intended outcomes or other unintended outcomes.
2. Quantitative patterns – using the proportions of different types of actors, types of changes, the timing and location of changes to understand if and how well the initiative is showing signs of progress towards your intended outcomes or other unintended outcomes.
3. Negative outcomes – what we can learn from them.

9.1 Qualitative – relationships between outcomes



30 minutes

To see the relationships between outcomes, during Part 8, you should have each participant stick the outcome they read on the wall after reading it to the group. Or, at the end of Part 8 you invite participants to group their outcomes.

You set up the wall in advance, depending on what kind of patterns you think are likely.

For example, if you know that a number of participants have been trying to influence one company put that company's name on the wall and have participants stick all outcomes related to that company under its name.

You can take this a step further if you think these outcomes happened over a period of time, by putting a time-line underneath, for example:

Name of Company				
July 2019	Sept 2019	Nov 2019	Jan 2020	Mar 2020

Participants then put their outcome descriptions near to the relevant time.

Alternatively, you could do this for a specific strategy, for example:

Building a home-based workers network				
July 2019	Sept 2019	Nov 2019	Jan 2020	Mar 2020

Once all the outcomes are on the wall in relation to one social actor or one issue that one or a few participants have been addressing, then either in plenary, or dividing people into groups if you have a number of these groupings of outcomes up, invite participants to do some sense-making of their outcomes. Ask them to draw arrows or use a piece of string to show which outcomes influenced subsequent outcomes.

Use your learning questions to reflect on what these patterns tell you:

- Is that what you all expected to see? If not, why?
- What prevented you achieving the changes you hoped for; or what about these changes are unexpected?
- Are they positive or negative?
- What can you learn about the role your intervention played in influencing these outcomes?
- Should you make changes to the intervention?

(See Annex: “Questions when planning and when evaluating interventions.”)

9.2 Quantitative patterns in outcome categories



60 minutes

Once you have been around the room as many times as it takes for all participants to read out all of their outcomes, you then add up the count for each category.

WHO

Informal worker IIII IIII IIII I = 16

Individual employer IIII = 4

Company II = 2

MBO IIII IIII = 9

Government IIII = 4

Discuss in plenary – is this what you would have expected? Does anything surprise you? Does anything worry you? Did you expect to have influenced different actors?

When you prepare to facilitate, have a look at the structured learning approach laid out in Annex: “Questions when planning and when evaluating interventions” – to remind you how to ask evaluative learning questions.

You might conclude that change takes time so at this point you mostly hoped to see workers using the information, which is what the evidence above indicates, rather than them having influenced others with that information. But maybe by later in the year you will see more changes made by government or by employers.

Participants may open a conversation about 16 having taken action alone, nine describing actions taken by their MBOs. How did this come about?

Participants may be surprised that they took so few or so many actions. They may discuss why this is the case. Did some participants take many actions and even influence others to take actions, whereas other participants did not, or did fewer? If so, discuss why this is – is it about them operating in more or less difficult contexts? Is it about the quality of MBO support? What lessons can WIEGO learn about if and how to address these issues in your training or toolkit or other interventions? What lessons can participants gain about strengthening their ability to take action and to influence others?

Whatever questions and issues emerge, this is a key learning moment for WIEGO and for the participating MBOs and network representatives to reflect on if and how well the original training workshop, toolkit or other intervention enabled them to take action.

Did WHAT?

Write up totals of the ‘what’ types of changes in the outcomes:

Strengthened MBO governance IIII = 5

Strengthened alliance or coalition IIII = 4

Use of WIEGO tools, materials or position IIII IIII = 9

Increased participation in negotiations with employers/companies IIII = 4

Increased participation in advocacy with government IIII IIII = 8

Shift in narrative or message (e.g., decision maker committed to take action) IIII = 3

Shift in action or practice (e.g. employers changed employment contract) II = 2

Discuss in plenary

Again, use the learning approach to encourage discussion of the analysis of each of the outcome categories. Ask if anything about this is expected or unexpected, surprising, worrying etc. Does it suggest WIEGO's strategies, and those of the participating Nets or MBOs are working well? Not so well? Why? Are these factors within your control? Use the structured learning approach laid out in Annex: "Questions when planning and when evaluating interventions".

WHEN?

2019		= 3
June 2019		= 2
July 2019		= 2
August 2019		
Sept 2019		= 1
Oct 2019		= 8
Nov 2019		= 5
Dec 2019		
2020		= 5
Jan2020		= 2
Feb 2020		= 7

Once you have counted the marks, everyone will be able to see when most actors made changes.

Again, use the learning approach to encourage discussion of the when most and when few outcomes took place. Ask if anything about this is expected or unexpected, surprising, worrying etc.

For example, it looks like some of us took action immediately, and others only took action only just before this workshop? What seemed to make you decide when to use the toolkit, or take whatever actions the workshop is focusing on?

WHERE

Count the number of outcomes per country and at each level.

Country	Level (individual, local, provincial, national, regional, international)
Zambia =3	• Individual (e.g. if worker was talking with boss who is an individual employer) =8
South Africa =6	• Local (e.g., if worker or MBO was talking with a company operating in one city or with municipal government or with informal workers in a local market) =12
Rwanda =9	• Provincial (e.g. if MBO was talking with provincial government or provincial trade union) =2
Senegal =4	• National (e.g. if MBO was talking with national government or national company) =10
Ghana =5	• Regional (e.g. if a judge of the IACHR or the European Court of Human rights makes a decision) =1
Kenya =8	• International (e.g. if Net for the first time negotiated at ILO) =2

Discuss for example, why are we seeing more activity in one country than another?

Are there external factors that made it easier or harder to take action, or to influence others? Is it because of the strength of our MBO or Net?

What does this mean for the way WIEGO did the training or toolkit or other intervention?

What should WIEGO keep doing; what should it do differently next time?

9.3 Negative outcomes



15 minutes

If participants wrote up negative outcome descriptions, you will have created a pile of them during the workshop. Now is the time to read through them; group them if they are closely related. Read each outcome or each group where there are a related group of negative outcomes to participants. Use your learning questions in the Annex to make sense of them.

What was WIEGO's role in influencing this negative outcome? Why did it happen? Could you have avoided it? Does it create any new opportunity? What lessons does it raise about shifts in context that your intervention needs to address? What lessons does it raise about the quality or content of the intervention itself – do you need to change anything?

You can draw tentative conclusions, but you will only make final decisions when you have completed your analysis.

Keep copies of the negative outcomes to record in WIEGO's overall outcome harvest system.

9.4 What can we learn and plan to do differently in future?

After analysing and interpreting the WHO, WHAT, WHEN, WHERE of the positive outcomes, discuss the significance and implications of the outcomes as a whole.

- What do they mean for us going forward in having the influence we hoped this training or toolkit or conference or other intervention would enable?
- Looking back, are there ways we could have done the intervention better? (Ask people to talk in threes and then report back.)
- Are there ways the tools/materials could be more helpful (again discuss in twos or threes and then report). Participants could discuss what they found easy and what they found difficult when using the materials.
- Thinking back to our discussion of negative outcomes (9.3), will this change any of our thinking and decisions?

Record the key ideas emerging.

Decide on how to take this forward – if this is the appropriate forum, make decisions here and now about next steps. If not, then agree on who will take forward your strategic thinking, when and where.

Discuss with participants what material they need in order to share the lessons generated together with their own organization or group. This will guide what you prepare for them after the workshop.

CLOSING



10 minutes

Close the workshop in whatever way you usually do. For example, you can ask each participant for a word to describe how they feel or what they have learnt, saying the words to a drum beat.

Thank participants and make clear how you will follow-up.

SECTION B

CONSOLIDATING DECISIONS AND DOCUMENTING FINDINGS AFTER WORKSHOP



CONSOLIDATING DECISIONS AND DOCUMENTING FINDINGS AFTER WORKSHOP

Gather up all of the outcomes written by participants and the flip charts that have categorized the outcomes. Number the outcomes that are grouped together on the walls and take photos of each group of outcomes.

Type them up in whatever format your programme is using, for example into Word, or into Excel.

Also type up any outcome chains as case studies.

You will also have notes from your rapporteur on issues emerging, lessons the group has generated and any decisions it has made, or it has referred to any other decision-making space. Ensure these documents and the issues that need further discussion or decisions go to the appropriate team leaders or forums.

An evaluation report

If this is part of your usual WIEGO work, your lists of outcome descriptions – plus the WIEGO contributions you have added in – will be part of your six-monthly outcome reporting.

If, in addition, this is work funded by a particular funder, or done in collaboration with another organization and you want to report specifically to them, all these materials will provide the basis for a brief report recording:

- what proportions of various types of actors and types of outcomes were influenced by your intervention
- one or two stories of change from the outcome chains
- what insights you have drawn from these patterns
- what lessons you have drawn from this

You can append all of the actual outcomes to your evaluation report except for any that participants indicated need to be kept in confidence.

SECTION C

ANNEX: QUESTIONS WHEN PLANNING AND WHEN EVALUATING INTERVENTIONS

CONTENTS

- 18 Before Action Review
- 19 After Action Review



ANNEX: QUESTIONS WHEN PLANNING & WHEN EVALUATING INTERVENTIONS

We routinely reflect on our actions – whether small actions or entire campaigns, grantmaking strategies or capacity development initiatives – we use the ‘Before-Action Review’ and ‘After-Action Review’ approach into which we have added the W3 approach:

WHAT? SO WHAT/WHY? NOW WHAT?¹

BEFORE ACTION REVIEW QUESTIONS

These are the kinds of questions you will use when planning your conference or developing the toolkit and planning the training workshop on how to use the toolkit. They will help you ensure your plans draw on your past experience and are closely tied to your objectives:

- What changes are we hoping to influence?
- What will these changes look like?
 - that is who will do what differently after our intervention?
- What challenges might we encounter in influencing people/institutions to make these changes?
- What have we learnt from similar situations?
- When will we debrief on the activity in an ‘After Action Review’? (other evaluators call it a ‘debrief’)

¹ The Before- and After-Action Review questions are adapted by Barbara Klugman 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 also drawing from ‘What, So What, Now What? W3’, Liberating Principles, Liberating Structures: including and unleashing everyone, <http://www.liberatingstructures.com/principles/> accessed 22 Oct 2018.

AFTER ACTION REVIEW QUESTIONS

These are the kinds of questions you will ask when planning the outcome harvest workshop, and again during the workshop, when analysing the outcomes participants have generated.

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

- What changes was the training or conference or other intervention/overall strategy 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 in the strategy?

NOW WHAT? What actions make sense?

- What aspects of how we did our strategy/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 strategic objectives?
- What steps will we take? Who will do what by when?

SO WHAT? WHY are the above important? 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 activity/strategy having the influence we had hoped for?
- What helped us to get the results we hoped for? What was it about our strategy/activities that contributed to influencing the changes?
- What stopped us from doing so?
- What challenges were we not prepared for and how did we/they handle them?
- What lessons can we draw from the negative outcomes?

NOTES

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

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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.