



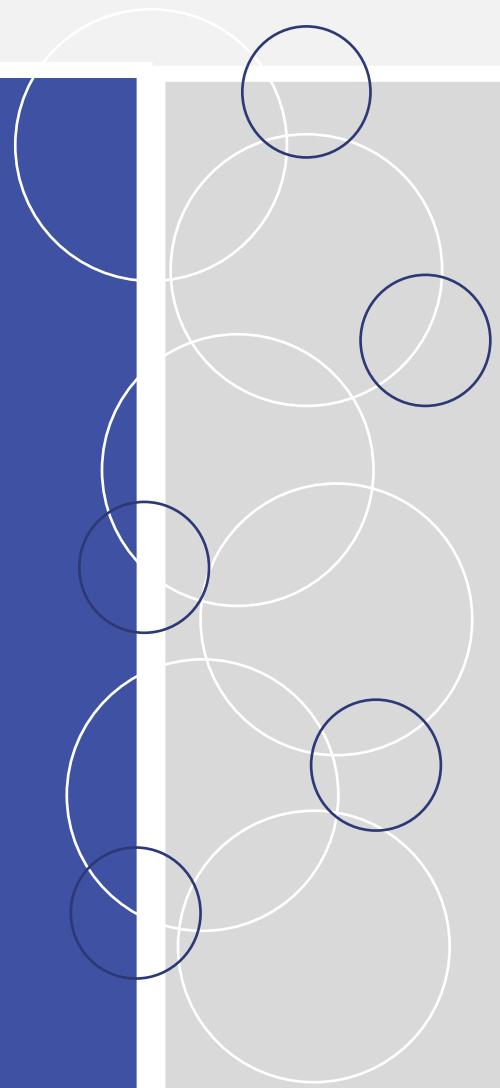
## Session 2

# ILAB Learning for Adaptation and Accountability

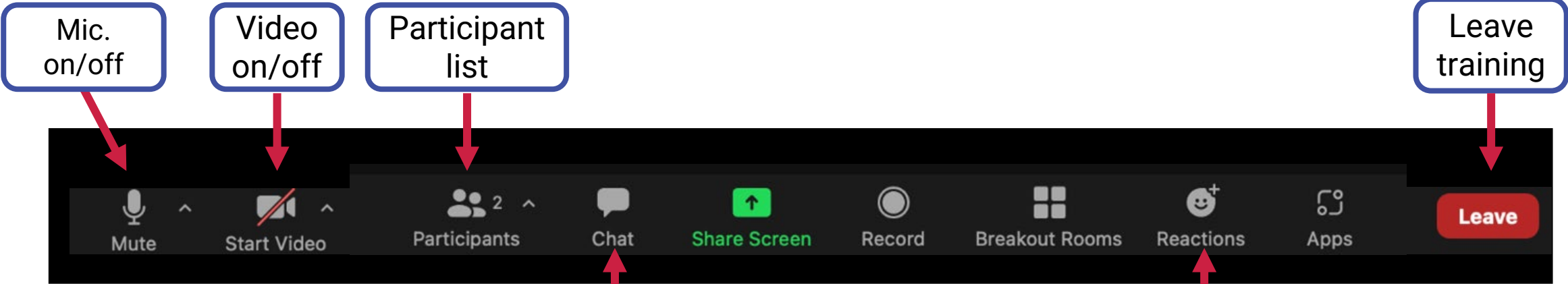
June 2023



BUREAU OF INTERNATIONAL LABOR AFFAIRS

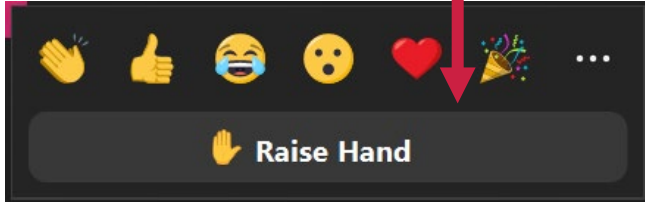


# Zoom Meeting Functions



See Chat

Reactions / Raise Hand



*Reactions/Raise Hand:  
When clicked, the hand symbol will appear in the top left of your screen.*



**Which country are you joining us from?**

Join at  
**slido.com**  
**#3221 897**



## How familiar are you with learning for action goals?

I'm an expert

0%

I have some solid background

0%

I have some basic knowledge

0%

I'm completely new to this

0%

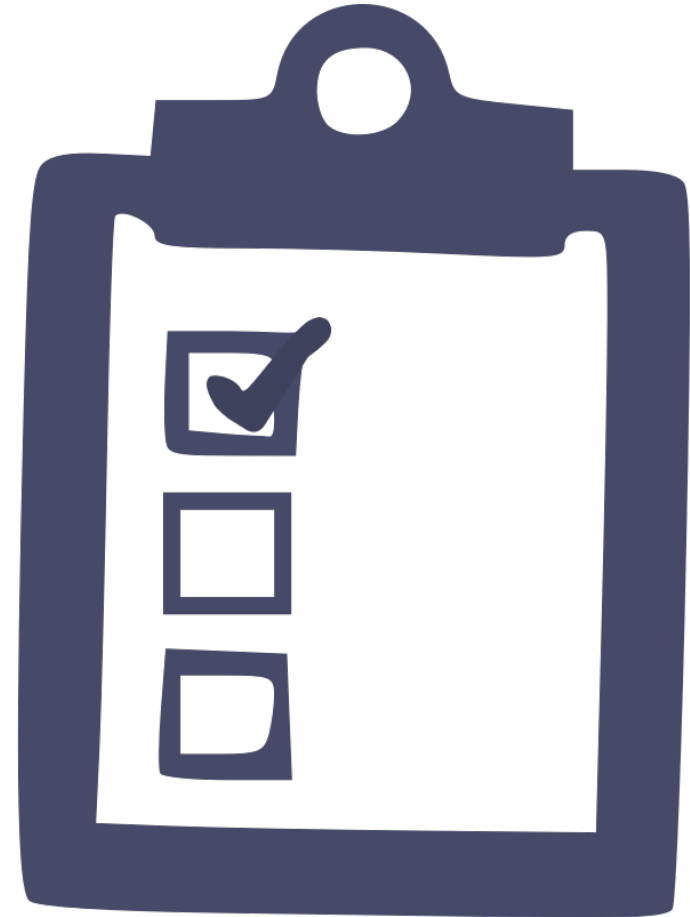
Join at  
**slido.com**  
**#2109 971**

# Our Training Session Goals

- Understand **Project-Level Learning for Action Goals**
  - Describe what learning for action goals are and their application in ILAB projects
  - Describe components of learning for action goals
  - Identify steps for developing learning for action goals
- Understand **ILAB's Standard Outcome Indicators**
  - Understand the importance of ILAB's standard outcome indicators for tracking ILAB portfolio-level performance
  - Understand how project indicators can contribute to ILAB's standard outcome indicators
  - Understand how to select and adapt indicators for tracking project-level performance

# Shared Norms for the Workshop

1. Enjoy each day. **Have fun.**
2. **Participate actively** by sharing your knowledge, opinions, and questions.
3. Cell phones and electronic **devices off** or on vibrate.





# Module 1

## Understand Project- Level Learning for Action Goals

June 2023



# Agenda

**1** Learning for Action Basics

---

**2** Steps for Developing Learning for Action Goals

---

**3** Including Complexity in Learning for Action Goals

---

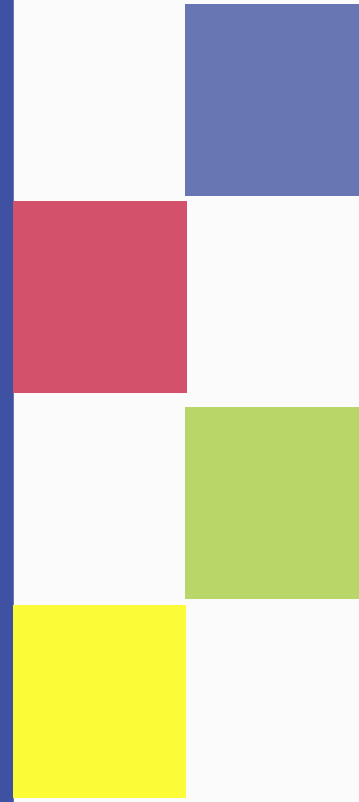
**4** Exercise

---





# Section 1: Learning for Action Basics



# What Is Learning for Action?

- The process of:
  - Identifying questions / knowledge gaps / assumptions / emergent outcomes that may impede informed program design and implementation
  - Identifying way(s) to fill those knowledge gaps
  - Specifying how to use the knowledge gained

# How Can Learning for Action Be Useful?

- Encourages program success by identifying and prioritizing the knowledge needed to make informed program decisions
- Informs MEL plans, PMPs and evaluation plans so that they provide information for decision-making



# Components of a Learning for Action Goal

- **Learning question**
  - The question you want answered
- **Learning activity(ies)**
  - How you will find the answer
- **Learning action(s)**
  - How the answer will be documented and used
  - Who will use the information and when



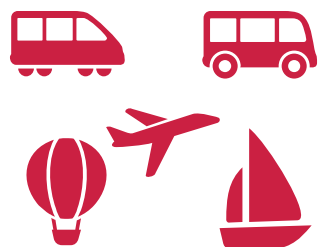
# How Learning for Action Feeds into MEL Planning

- Learning for action questions may be answered through:
  - Monitoring data
    - Develop indicators and plans for collecting and using the data to answer the questions
  - Mid-term or end-of-program evaluation
    - Include the questions in the evaluation plan
    - Ensure the evaluation design can answer those questions
  - Other learning activities
    - Design and plan the activities, along with plans for data use
  - Any combination of the above

# Summary



**Set intention:** Learning for Action Goals set the direction and plan for use



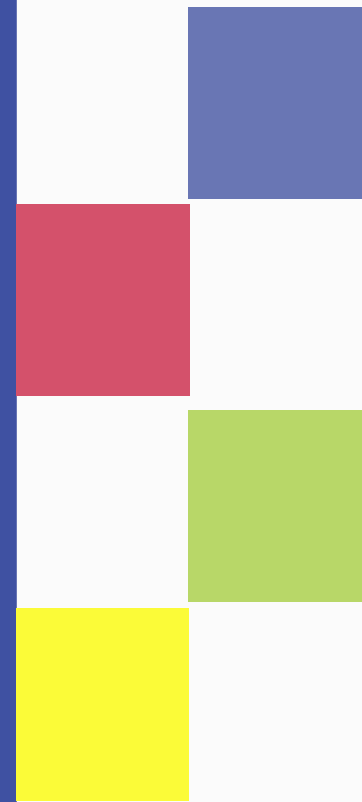
**Get practical:** Monitoring, evaluation and other plans specify how and when the information will be collected



**Learning for action:** The Learning for Action Goals describe how data from MEL and other sources are used for decision-making



## Section 2: Steps for Developing Learning for Action Goals





# Collaborate with Stakeholders

- Which stakeholders to engage?
  - Identify stakeholder through regular stakeholder mapping exercises
  - Include stakeholders at multiple levels (i.e., not just community leaders, but community members, as well)
  - Seek information on diverse perspectives (directly or indirectly)







# Collaborate with Stakeholders

- When to engage stakeholders?
  - At every stage of the learning to action goals
- How to engage stakeholders?
  - Learning-to-action workshop with multiple stakeholders
  - Get feedback through one-on-one interactions





# Develop & Prioritize Learning Questions

- What makes a question good?
  - Addresses a specific knowledge gap
  - Answers will be relevant/useful for management
  - Answerable with available resources\* and in the given context





# Develop & Prioritize Learning Questions

- Types of questions:
  - Questions you would want an evaluator to ask about your program
  - Questions about program theory of change/causality
  - Questions in the technical evidence base
  - Complexity-aware questions



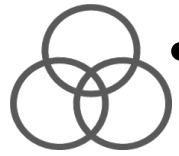


# Develop & Prioritize Learning Questions

- Prioritize
  - Limit the number of questions to what is reasonable to obtain answers for with the resources you have
- How to prioritize questions:
  - Required by donors/project management
  - Most critical for program success/adaptation
  - Have significant impact on the community (e.g., emergent outcomes, risks, inclusion)



# Develop & Prioritize Learning Questions



- Plan for agile learning:
  - Review and revise learning questions to reflect information needs as they evolve



# Design Approach(es) for Answering Learning Questions

- Specify when the answers are needed
  - Periodically throughout the project: Monitoring data
  - At midpoint or end of program: Evaluation data
  - At other specified times: Data from other learning activities
- Specify how the answers will be used and by whom
- Specify the type/quality of data needed and how it will be collected
  - Depends on use of data
- Specify the resources that will be used to answer the question
  - Budget, time, people
- Specify how the answers will be disaggregated

# Design Approach(es) for Answering Learning Questions



- Plan for agile learning:
  - Allocate resource to allow learning needs to evolve as the project and its context changes

# Answer Learning Questions

- Carry out the learning for action approach(es) to provide data when needed by decision makers
- Plan for agile learning: Some calendar adjustments may be needed
- Analyze the data to get the answer(s) to the question(s)
- Focus the findings presentation on intended purpose and use



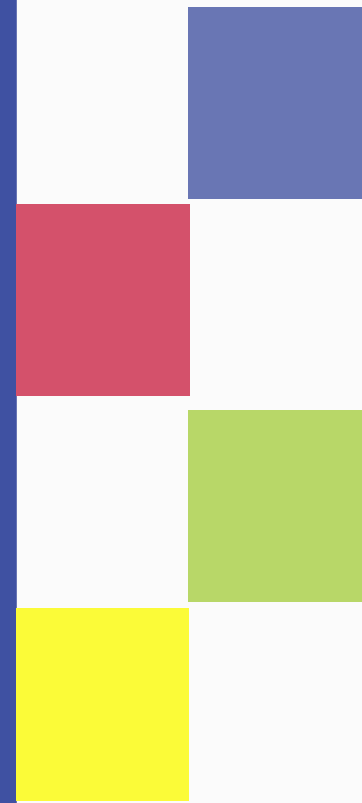


# Facilitate Evidence-Informed Action

- Return to Learning for Action Goals to overcome "last mile" barriers to data use
- Share with stakeholders, adjusting to stakeholder preferences in when and how to share information
  - Share with ILAB in TPRs
  - Share with program staff – management decision points
  - Share with stakeholder groups
- Collaboratively reflect on the learnings
- Document data-based decisions and follow-up on actions taken



## Section 3: Including Complexity in Learning for Action Goals



# Complexity-Aware MEL Helps to Steer Projects Adaptively

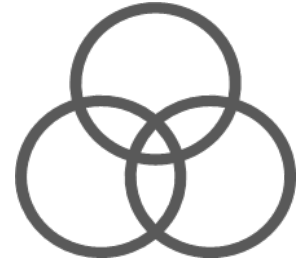


# Where and how is your project sensitive to complexity? Where and when do we need to learn and adapt?

## Four Complexity-Aware MEL Questions

1. What **contextual factors** are likely to influence achievement of desired outcomes, either positively or negatively?
2. How do others **perceive and value** the situation and the project? How will that influence their interactions with the project?
3. What **emergent (unpredicted) outcomes** is the project contributing to?
4. What is the **pace of change**? What new opportunities or constraints may arise in response to changes in the context?

# Integrating CAMEL into Learning for Action Goals



---

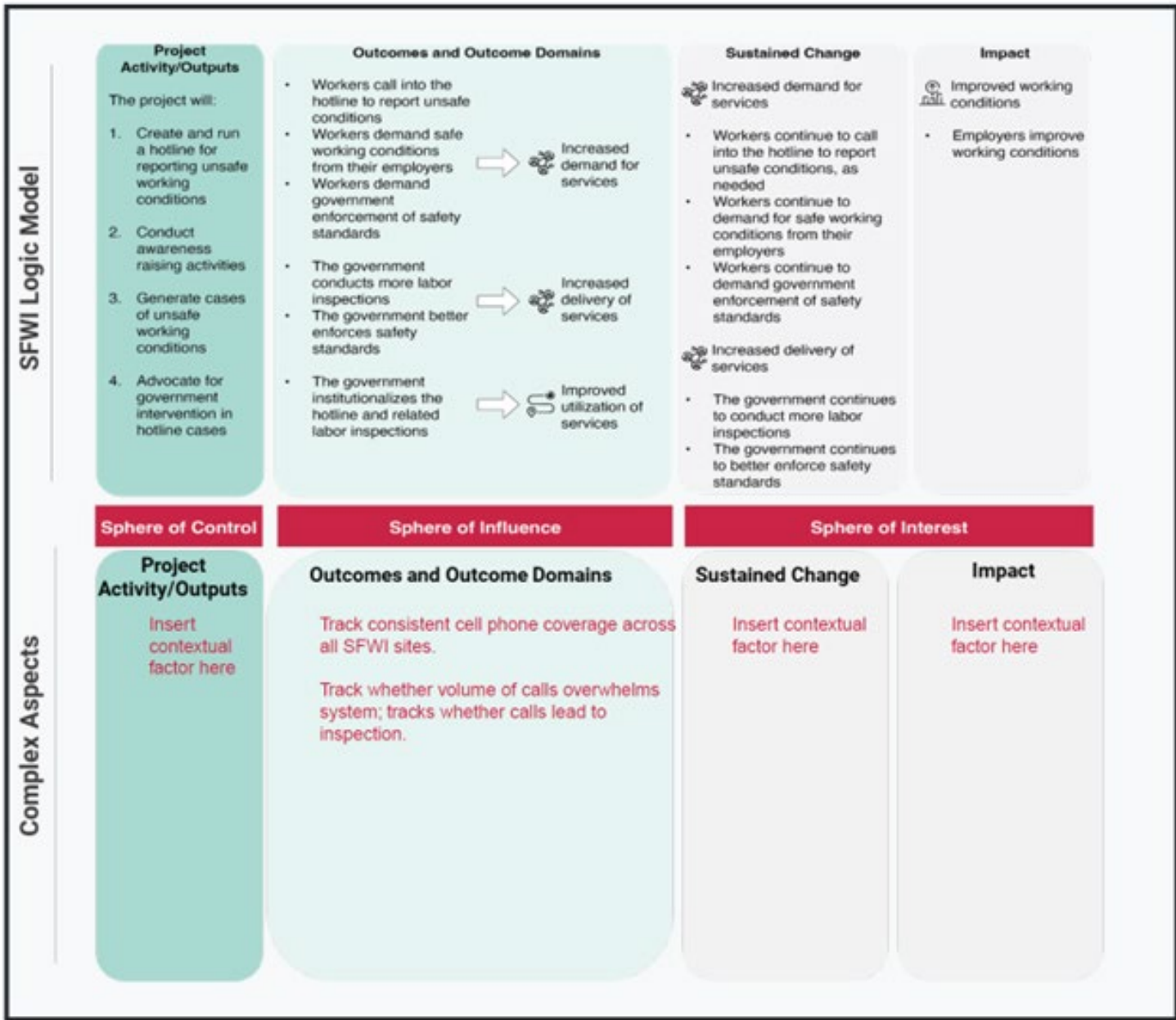
## 1. Collaborate with Stakeholders

- Engage stakeholders throughout the Learning for Action process on how the context influences the project in complex ways
- Seek information on diverse perspectives (directly or indirectly)

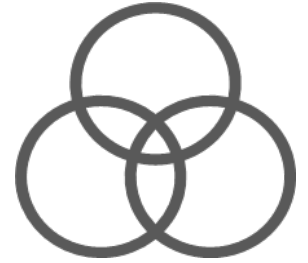
---

## 2. Develop and Prioritize Learning Questions

- Review complexity-enhanced logic model and ask 4 Complexity-Aware MEL Questions to develop and prioritize learning questions
- Pinpoint where the project logic model is sensitive to change and when information will be useful
- Plan for agile learning: Review and revise learning questions to reflect info needs as they evolve



# Integrating CAMEL into Learning for Action Goals

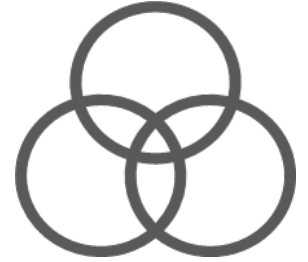


---

## 3. Design Approach(es) for Answering Learning Questions

- **Track the influence of complexity on the project.** Monitor and evaluate where and how the project is sensitive to complexity. Use the 4 questions to integrate complexity into monitoring and evaluation.
- Methods choices should **prioritize timeliness** and use in data quality trade-offs
- **Plan for agile learning:** Allocate resource to allow learning needs to evolve as the project and its context changes.

# Integrating CAMEL into Learning for Action Goals



---

## 4. Answer Learning Questions

- **Monitor and evaluate** complex aspects of project and context
- **Plan for agile learning:** some calendar adjustments may be needed to ensure use

---

## 5. Facilitate Evidence-Informed Action

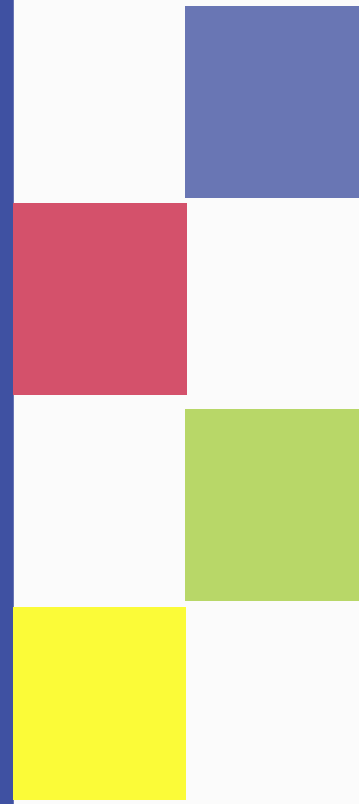
- **Use data to inform** adaptive management



# Questions?



# Section 4: Exercise





# Safe Farm Workers' Initiative (SFWI)

- Background
  - Location: Otlandia
  - Industry: Agriculture
  - Problems addressed by SFWI:
    - Long hours
    - Low pay
    - Inadequate safety standards
  - Root causes:
    - Lack of government enforcement of labor safety standards
    - Decreased worker demand for safe working conditions



# Safe Farm Workers' Initiative (SFWI)

- **Intervention**

- Implement a hotline for agriculture workers to report unsafe working conditions
- Hold information sessions with agriculture workers about their right to safe working conditions and the existence of the hotline to support them if that right is violated
- Share reports through presentations and round table discussions of unsafe working conditions (from hotline data) with the labor inspectorate and advocate for their intervention to enforce safety standards

# Small Group Exercise Instructions

- Each group will be given the a Jamboard with the SFWI description and a list of roles.
- Each group member will choose a role to play in the exercise and read the related role card.
- Work together to identify and prioritize 3-4 learning questions for the SFWI project. Each group member should play their selected role during this discussion.

# Small Group Exercise Instructions

- Prepare for share back:
  - How did the presence of a variety of stakeholders enhance the discussion? How did it create challenges?
  - What other challenges did you experience during the discussion?
  - What was one “aha!” moment you experienced during the discussion?

# Possible Roles

- SFWI MEL Leader
  - SFWI program staff
  - Agricultural employees' representative(s)
  - Labor inspectors' representative(s)
  - Staff from other workers' rights-focused community organizations
- 
- Once you have received your role, read your role card (slides 4-9)

# Role Card: SFWI MEL Leader

- Facilitate discussion:
  - Begin by reviewing the slides on “What makes a good question?” and “Types of questions.”
  - Ask group members for suggestions of learning for action questions that are of interest to them and facilitate the discussion, ensuring all group members have a chance to participate.
  - Once the group has brainstormed 2-4 learning for action questions, shift the discussion to prioritizing the questions, asking other group members to weigh in on which questions should be the highest priority.
  - About 15-20 minutes into the discussion, stop the discussion of learning for action questions. (It’s okay if the group has not finished prioritizing the questions. The goal is just to experience the process.) Ask participants:
    - How did the presence of a variety of stakeholders enhance the discussion? How did it create challenges?
    - What other challenges did you experience during the discussion?
    - What was one “aha!” moment you experienced during the discussion?



# Role Card: SFWI Program Staff

- Your primary interests are:
  - Determining whether the program works
  - If so, determining how the program works and for whom
  - Identifying potential barriers to program success so you can determine how to address them

# Role Card: Agricultural Employees' Representative(s)

- Your primary interests are:
  - Ensuring that the program provides true benefit to agricultural employees
  - Ensuring the safety and well-being of agricultural employees
  - Ensuring equitable distribution of risks and benefits across all types of agricultural employees

# Role Card: Labor Inspectors' Representative(s)

- Your primary interests are:
  - Ensuring that the program does not put undue pressure on the labor inspectorate, given its existing resources
  - Ensuring the safety and well-being of labor inspectors

# Role Card: Staff of Other Workers' Rights-Focused Community Organizations

- Your primary interests are:
  - Ensuring that the program provides true benefit to workers
  - Ensuring the safety and well-being of workers
  - Ensuring equitable distribution of risks and benefits across all types of workers

# Share Back

# Thank You!