



**FIT FOR THE
FUTURE**

Training for Regenerative Leadership

Module 7

Measuring Impact and Ensuring Continuous Regeneration

Developed by EMVIO | 2026

PROJECT NUMBER: 2024-1-FR01-KA220-VET-000244092



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7. Measuring Impact and Ensuring Continuous Regeneration

Impact measurement, feedback systems, learning loops, and continuous improvement

by EMVIO

7.1 Introduction

Topics and Key Concepts

This module focuses on how organisations can understand whether their actions are creating real change.

Many organisations measure activities. For example, they count how many workshops they organised, how many people attended, or how many documents they produced. These numbers are useful, but they do not always show real impact. Real impact asks deeper questions:

What changed because of our actions?

Who benefited?

Who was left out?

What did we learn?

What should we improve next?

This module helps participants move from “we did something” to “we understand what changed and how to act next.” It builds on the previous modules by focusing on evidence, reflection, learning, and continuous improvement. It asks how organisations can check whether these ideas are becoming visible in practice.

The module connects with the FitLab Self-Assessment Tool, which supports individuals and organisations in reflecting on inclusion, equity, diversity, systems thinking, sustainability, leadership, and bias. The FitLab also includes a database of case studies, good practices, and interviews that can support learning and improvement.

Topic of the Module:

The topic of this module is **measuring impact and ensuring continuous regeneration**. The module focuses on practical ways to collect and use evidence. Evidence can include numbers, feedback, observations, stories, self-assessment results, and examples from daily practice.

The aim is not to create complex evaluation systems. The aim is to help participants use simple tools to understand progress and improve their work.

In vocational education, training organisations, SMEs, NGOs, and similar contexts, impact measurement should help people make better decisions. It should not become a bureaucratic exercise.

The module is linked to the EQAVET quality assurance cycle, which supports continuous improvement in VET through planning, implementation, evaluation/assessment, and

review/revision. This cycle is based on the Plan-Do-Check-Act logic and can be applied at provider level and system level (European Commission, EQAVET).

The module also uses the OECD evaluation criteria as simple “lenses” for reflection. OECD explains that criteria such as relevance, effectiveness, impact, and sustainability should be applied thoughtfully and according to context, not mechanically (OECD, 2021).

Key Concepts:

- **Impact Measurement:** Impact measurement is the process of understanding what changed because of an action, project, policy, activity, or practice. It looks beyond activities and outputs. It asks whether people, teams, organisations, or systems are different because of what was done. In this module, impact measurement is used in a simple and practical way.
- **Activity:** An activity is something that is done. Examples:
 - A training session is delivered.
 - A meeting is organised.
 - A new feedback form is created.
 - A diversity workshop takes place.
 - Activities show effort, but they do not prove change.

- **Output:** An output is the direct product of an activity. Examples:

- 25 people attended a training session.
- A guide was produced.
- A survey was completed.
- A self-assessment was filled in.

Outputs are useful, but they still do not show whether behaviour, culture, or decision-making has changed.

- **Outcome:** An outcome is a change that happens because of an activity. Examples:

- Participants understand bias better.
- A team starts using more inclusive meeting practices.
- Managers ask for feedback before making decisions.
- Employees feel more able to express concerns.

Outcomes are closer to real change.

- **Impact:** Impact is a broader and more meaningful change. Examples:

- An organisation becomes more inclusive over time.
- Decision making becomes more transparent.
- Staff from different backgrounds have better access to opportunities.
- Learning environments become safer and more participatory.

Impact often takes time. It is rarely visible immediately.

- **Indicators and Metrics:** Indicators are signs that help us understand whether change is happening. They can be quantitative or qualitative.

Quantitative indicators use numbers. Example:

- percentage of staff who report feeling heard in meetings.

Qualitative indicators use descriptors, feedback, stories, or observations. Example:

- staff describe that meetings now include more voices.

BetterEvaluation explains that measures, indicators, and metrics help describe context, implementation, and results in an evaluation process (BetterEvaluation, 2022).

- **Feedback System:** A feedback system is a way to regularly collect input from people affected by decisions and actions. Feedback may come from employees, learners, trainers, managers, partners, or external stakeholders. A feedback system is useful only when the organisation uses the feedback to make decisions.
- **Learning Loop:** A learning loop is a cycle of action, reflection, learning, and adjustment. A simple learning loop asks:
 - What did we plan?
 - What happened?
 - What will we change?

Learning loops help organisations avoid repeating the same mistakes.

- **After-Action Review:** An After-Action Review is a simple method for team learning. It helps a group reflect on what was expected, what actually happened, what worked, what did not work, and what should be done differently next time (BetterEvaluation, 2022).

In this module, the After-Action Review is used as a short learning tool.

- **Continuous Improvement:** Continuous improvement means regularly checking what works and what needs to change. It is not about perfection. It is about learning step by step.

In regenerative organisations, continuous improvement supports long-term health, participation, inclusion, and adaptation.

- **Continuous Regeneration:** Continuous regeneration means that an organisation does not treat change as a one-time project. It keeps learning from its people, context, results, and mistakes. It asks how work can create better conditions for people, communities, and systems over time. It is not a final destination, but an ongoing practice of reflection and renewal.

Overall Goals

The overall goal of this module is to help participants measure and improve the impact of their organisational practices in a simple, useful, and continuous way. The module supports participants in moving from activity-based thinking to impact-oriented thinking. It also helps them connect evidence, feedback, and self-assessment results with practical decisions.

By the end of the module, participants should be able to:

- identify one area for improvement,
- define one useful indicator, and
- design one small learning loop that can support continuous regeneration in their organisation.

Learning Objectives

Upon completing this module, participants will be able to:

Knowledge (Knowing):

- Describe the difference between activity, output, outcome, and impact.
- Explain why impact measurement is important for inclusive and regenerative organisations.
- Recognise the role of feedback systems and learning loops in continuous improvement.
- Understand how self-assessment can support organisational learning.
- Describe how the EQAVET quality cycle can support improvement in VET-related contexts.

Skills (Know-how):

- Identify one organisational practice that should be measured or reviewed.
- Use the Fit Lab Self-Assessment Tool as a starting point for reflection.
- Select one relevant indicator linked to inclusion, leadership, sustainability, or systems thinking.
- Distinguish between useful evidence and superficial data.
- Apply a simple After-Action Review to support learning and improvement.
- Design one small 30-day improvement experiment.

Attitudes (Attitudes):

- Develop openness to feedback and evidence.
- Value learning from mistakes as part of organisational growth.
- Show willingness to use data and reflection for improvement, not blame.
- Demonstrate responsibility for monitoring impact in their own professional context.
- Support a culture of continuous learning and regeneration.

Resources

BetterEvaluation. (n.d.). *After action review*. <https://www.betterevaluation.org/methods-approaches/methods/after-action-review>

BetterEvaluation. (2021, November 6). *Developmental evaluation*. <https://www.betterevaluation.org/methods-approaches/approaches/developmental-evaluation>

BetterEvaluation. (2022). *Key performance indicators*. <https://www.betterevaluation.org/tools-resources/key-performance-indicators>

European Commission. (n.d.). *About EQAVET*. Employment, Social Affairs and Inclusion. https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training/about-eqavet_en

European Commission. (n.d.). *EQAVET quality assurance cycle*. Employment, Social Affairs and Inclusion. https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training/about-eqavet/eqavet-quality-assurance-cycle_en

European Training Foundation. (n.d.). *ISATCOVE: The International Self-Assessment Tool for Centres of Vocational Excellence*. <https://www.etf.europa.eu/en/what-we-do/isatcove-international-self-assessment-tool-centres-vocational-excellence>

OECD. (n.d.). *Evaluation criteria*. <https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html>

OECD. (2021). *Applying evaluation criteria thoughtfully*. OECD Publishing, Paris, <https://doi.org/10.1787/543e84ed-en>

7.2 Activities

Activity 1: Icebreaker “What Are We Measuring?”

Duration: 8 minutes

Learning Objectives:

- Participants engage with the module topic.
- Participants become aware of what their organisations already measure.
- Participants recognise that not everything important is currently measured.

Trainer / Facilitator note
The purpose of this icebreaker is not to judge organisations. The purpose is to show that organisations often measure what is easy to count, not what matters most.

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer / facilitator welcomes participants and introduces the topic with this sentence: “Today we will explore how to know whether our actions are creating real change.”	Plenary session	None	1 minute
Participants individually write down two things their organisation already measures (examples may include attendance, training hours, number of participants, satisfaction scores, or number of events), and one thing their organisation should measure but probably does not measure yet (examples may include sense of	Individual work	Sticky notes or paper, pens	3 minutes

belonging, quality of participation, trust, access to opportunities, or changes in decision-making)			
Participants, one by one, place their notes on two flipcharts: “What we already measure” and “What we should understand better.” While doing so, they say their name and organisation.	Individual work	Sticky notes or paper, pens	2 minutes
The trainer / facilitator briefly comments on the difference between counting activities and understanding impact.	Plenary session	Flipcharts	2 minutes

Transition
Use this sentence to close the activity: “Measurement becomes useful when it helps us understand what changed and what we need to improve.”
Transition to Activity 2: “We have now seen that organisations often measure what is easy to count. Next, we will clarify the difference between activities, outputs, outcomes, and real impact.”



Activity 2: From Activity to Impact

Duration: 17 minutes

Learning Objectives:

- Participants understand the difference between activity, output, outcome, and impact.
- Participants learn to avoid confusing “what we did” with “what changed.”
- Participants apply this distinction to simple examples from their professional context.

Trainer / Facilitator input

The trainer / facilitator presents the following simple framework:

An **activity** is what we do. An **output** is what we produce directly. An **outcome** is what changes for people, teams, or organisations. An **impact** is the broader and longer-term difference created. This distinction is important because many organisations stop at activities and outputs. For example:

- Activity: We organised a workshop on inclusive leadership.
- Output: 20 managers attended.
- Outcome: Managers started using more inclusive meeting practices.
- Impact: More employees feel heard and involved in decisions over time.



The OECD evaluation criteria help organisations ask better questions about their actions. For this module, the most useful questions are:

- Effectiveness: Are we achieving what we intended?
- Impact: What difference are we making?
- Sustainability: Will the benefits last?

These criteria should be used as thinking lenses, not as a rigid checklist (OECD, 2021).

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer / facilitator explains the four concepts: activity, output, outcome, impact.	Plenary session	Short slide or flipchart	5 minutes
Participants are divided into small groups. Each group receives a worksheet with examples and classifies them as activity, output, outcome, or impact.	Group work	Prepared worksheet	5 minutes
Each group shares one example that was difficult to classify.	Plenary session	Worksheet	3 minutes

The trainer / facilitator summarises the key distinction: activity and output show what happened; outcome and impact show what changed.	Plenary session	Flipchart	4 minutes
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Facilitator Note

To keep the activity within time, the facilitator should assign only a limited number of the prepared examples. The aim is not to classify many examples, but to make sure participants understand the difference between activity, output, outcome, and impact.

Transition

Transition to Activity 3: “Now that we have clarified what impact means, we will use the Fit Lab Self-Assessment Tool to identify one real area where better evidence could support improvement.”



Material: Activity and Impact Sorting Cards (Answer Key for Trainers)

Instructions for the trainer

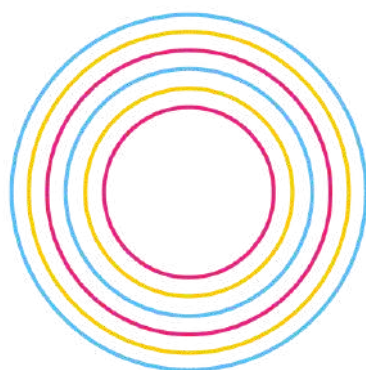
Participants classify each statement into one of four categories:

- **Activity** – What we do.
- **Output** – What we produce directly.
- **Outcome** – What changes for people or organisations.
- **Impact** – The wider or longer-term difference created.

Cards

Card Statement	Category
A workshop on inclusive leadership was organised.	Activity
25 managers attended the workshop.	Output
Participants completed the Fit Lab Self-Assessment Tool.	Output
A new internal feedback form was created.	Output
Team members started sharing feedback more openly.	Outcome
Managers began asking for input before making decisions.	Outcome
Staff reported feeling more included in team discussions.	Outcome

Card Statement	Category
More employees from different backgrounds participate in decision-making.	Impact
The organisation developed a regular review process for inclusion practices.	Outcome / Impact
The organisation became more inclusive and responsive over time.	Impact
Three meetings were held to discuss sustainability.	Activity
A short report on organisational gaps was produced.	Output
The team changed the way meetings are facilitated.	Outcome
Learners reported feeling safer to express their opinions.	Outcome
The organisation improved its long-term learning culture.	Impact





MODULE 7 ACTIVITY 2

MATERIAL: ACTIVITY AND IMPACT SORTING WORKSHEET

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Material: Sorting Statements Table)

Classify the statements into their correct category

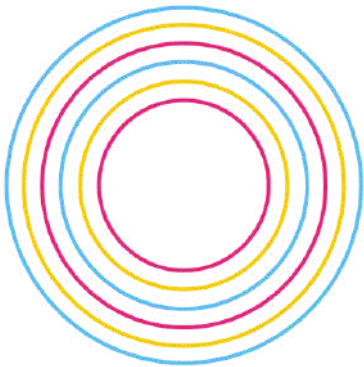
Write the number of each statement under the category you think is correct. Use each number only once.

Statements:

1. A workshop on inclusive leadership was organised.
2. 25 managers attended the workshop.
3. Participants completed the Fit Lab Self-Assessment Tool.
4. A new internal feedback form was created.
5. Team members started sharing feedback more openly.
6. Managers began asking for input before making decisions.
7. Staff reported feeling more included in team discussions.
8. More employees from different backgrounds participate in decision-making.
9. The organisation developed a regular review process for inclusion practices.
10. The organisation became more inclusive and responsive over time.
11. Three meetings were held to discuss sustainability.
12. A short report on organisational gaps was produced.
13. The team changed the way meetings are facilitated.
14. Learners reported feeling safer to express their opinions.
15. The organisation improved its long-term learning culture.

Categories:

Activity What we do	Output What we produce directly	Outcome What changes for people or organisations	Impact The wider or longer-term difference created





Module 7 | Activity 2

Activity and Impact Sorting Task

Trainer support slides

Developed by EMVIO

May 2026



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1.1 From “what we did” to “what changed”

Organisations often measure what is easy to count.

But real improvement needs deeper questions:

- 1 What changed?
- 2 Who benefited?
- 3 Who was left out?
- 4 What should we improve next?

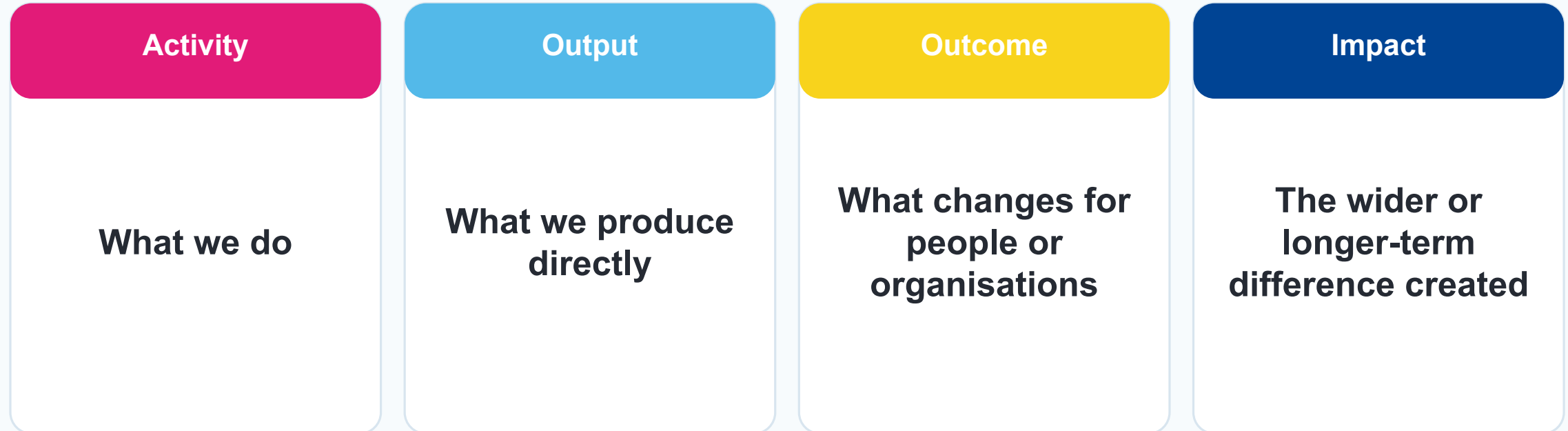
Counting activities is useful.
It does not prove impact.

Trainer note

Use this slide to shift participants from reporting effort to understanding change.

1.2 The four levels

Activity, Output, Outcome, Impact

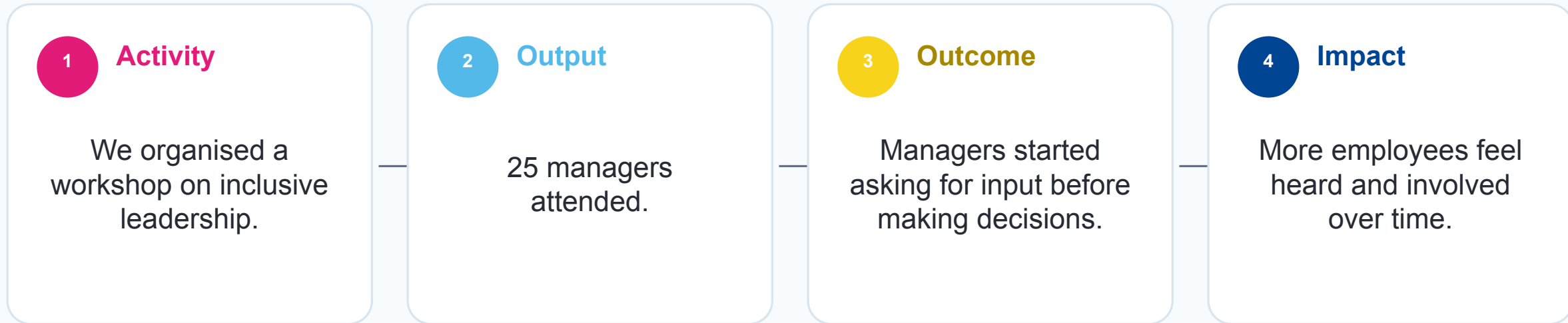


Focus on the shift: done → produced → changed → long-term difference

Trainer note: Ask participants to classify each statement by the strongest level it represents.

1.3 One example across the four levels

Example: Inclusive Leadership Workshop



Key idea: the same initiative can be described at different levels — the deeper levels show change.

1.4 Sorting task

Your task

- Read each statement on the worksheet.
- Write the number of each statement under the correct category.
- Discuss examples that could fit more than one level.

Trainer note

Statement 9 can be discussed. It may be an outcome if the review process is newly created, or impact if it becomes embedded and changes the organisation over time.

Categories

 **Activity**

 **Output**

 **Outcome**

 **Impact**

Thank you

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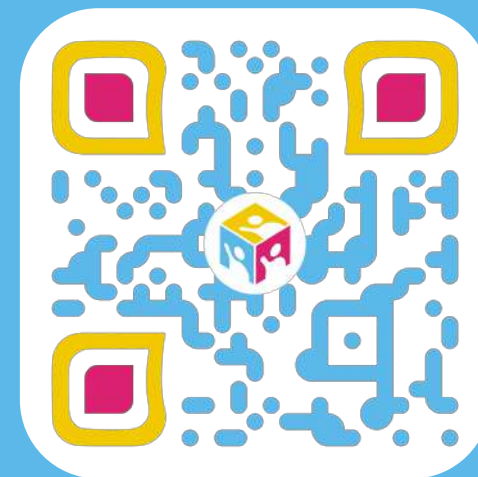
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Thank You

Scan for more



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Activity 3: Fit Lab SAT Snapshot and Evidence Map

Duration: 33 minutes

Learning Objectives:

- Participants use the Fit Lab Self-Assessment Tool as a starting point for reflection.
- Participants identify one area where their organisation needs better evidence.
- Participants connect self-assessment results with practical questions for improvement.

Trainer / Facilitator input

The Fit Lab Self-Assessment Tool helps individuals and organisations reflect on inclusion, equity, diversity, systems thinking, sustainability, leadership, and bias. For Module 7, the SAT is not used as a final judgement. It is used as a diagnostic starting point.

The key question is: **“What does this result tell us, and what evidence do we need next?”**

This approach is similar to other VET self-assessment frameworks, such as ISATCOVE, which supports VET providers in collecting and interpreting evidence, identifying strengths and gaps, and planning improvement actions.

Connection with Fit Lab SAT

The trainer / facilitator can assist participants to work with one of the following Fit Lab routes:

Employees, Teachers and Trainers / Leaders and Managers

Suggested SAT areas for this module:

Systems Thinking and Sustainability / Diversity, Equity and Inclusion / Leadership Mindset and Regenerative Leadership

The choice depends on the participant's role.

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer / facilitator explains that participants will use the SAT as a reflection tool, not as an exam. The aim is to identify one area where more evidence is needed, not necessarily to complete a full evaluation.	Plenary session	Fit Lab link	5 minutes
Participants choose the SAT route that fits their role: Employees, Teachers and Trainers, or Leaders and Managers. The trainer / facilitator briefly supports participants who are unsure which route to select.	Individual work	Laptop, tablet	3 minutes

Participants select one relevant SAT area: Systems Thinking and Sustainability, Diversity, Equity and Inclusion, or Leadership Mindset and Regenerative Leadership. They are encouraged to choose the area most relevant to their current professional context.	Individual work	SAT page	3 minutes
Participants answer selected SAT statements or briefly review any previous SAT results. They focus only on one section, not on the whole tool, so the activity remains manageable within the available time.	Individual work	SAT page	8 minutes
Participants complete the Evidence Map worksheet. They identify one strength, one gap, one evidence source they already have, one evidence source they need, and one group of people whose voice should be included.	Individual work	Evidence Map worksheet	9 minutes
Participants share in pairs. Each person briefly explains one gap and one possible source of evidence. The partner can ask one clarifying question or suggest one additional evidence source.	Pair work	Completed worksheet	3 minutes
The trainer / facilitator closes by asking: “What kind of evidence would help your organisation make a better decision?” Participants are invited to keep this question in mind for Activity 4, where they will build one useful indicator.	Plenary session	None	2 minutes



Transition

Transition to Activity 4: “You have now identified one area where your organisation needs better evidence. In the next activity, we will turn this evidence need into one practical indicator that can help your organisation understand progress and make better decisions.”



MODULE 7 ACTIVITY 3

MATERIAL: FIT LAB SAT SNAPSHOT WORKSHEET

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Material: Fit Lab SAT Snapshot Worksheet

Purpose

This worksheet helps participants use the Fit Lab Self-Assessment Tool as a starting point for reflection. It is not an exam. It helps participants identify where more evidence is needed.

Worksheet

Name:	
Organisation / role:	
Date:	
1. SAT route selected	
Please select one:	
☐ Employees, Teachers and Trainers	☐ Leaders and Managers
2. SAT route selected	
Please select one:	
☐ Systems Thinking and Sustainability	☐ Leadership Mindset and Regenerative Leadership
☐ Diversity, Equity and Inclusion	☐ Other: _____
3. What seems to be working well?	
Write one strength you noticed	

4. What seems weak, unclear, or missing?

Write one area that needs more attention

5. What evidence do we already have?

Examples: survey results, feedback forms, team discussions, meeting notes, learner feedback, HR data, observation.

6. What evidence are we missing?

What do we need to know better?

7. Who should be asked or involved?

Examples: employees, learners, trainers, managers, HR staff, external partners.

8. What decision could this evidence support?

Example: changing meeting practices, improving feedback channels, reviewing access to training, adjusting leadership practices.





MODULE 7 ACTIVITY 3

MATERIAL: EVIDENCE MAP WORKSHEET

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Material: Evidence Map Worksheet

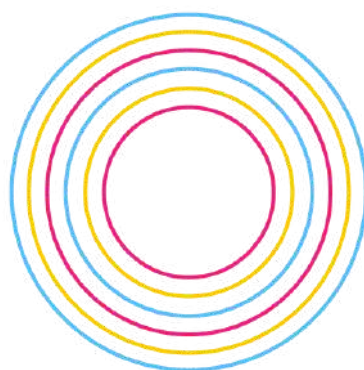
Purpose

This worksheet helps participants organise available and missing evidence. It supports the shift from general impressions to clearer decision-making.

Worksheet

Question	Participant notes
What issue are we trying to understand?	
Why does this issue matter?	
What do we already know?	
What evidence supports this?	
What do we not know yet?	
Whose voice is missing?	
What type of evidence would help us?	☐ Numbers ☐ Feedback ☐ Observation ☐ Stories ☐ Documents ☐ Other

Question	Participant notes
How could we collect this evidence simply?	
What decision could this evidence help us make?	
What issue are we trying to understand?	



Activity 4: Indicator Lab – “One Useful Indicator”

Duration: 32 minutes

Learning Objectives:

- Participants understand what makes an indicator useful.
- Participants create one simple indicator linked to a real organisational issue.
- Participants combine quantitative and qualitative evidence.

Trainer / Facilitator input

An indicator should help an organisation understand progress. A useful indicator is not just easy to count. It should be relevant, understandable, realistic, and connected to a decision.

BetterEvaluation highlights that performance indicators should be selected carefully because poor indicators can lead to wrong conclusions or wrong behaviour (BetterEvaluation).

For example:

- Weak indicator: Number of inclusion meetings organised.
- Better indicator: Percentage of team members who report that they can contribute ideas during meetings.
- Even better when combined with qualitative evidence: Short examples from staff describing whether meetings feel more inclusive.

The aim is to use both numbers and stories. Numbers show patterns. Stories explain meaning.

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer/ facilitator presents the idea of a useful indicator. They explain that an indicator should help the organisation understand progress and support a decision. The facilitator gives simple examples, such as measuring whether more people feel heard in meetings, instead of only counting how many meetings took place.	Plenary session	Slide or flipchart	7 minutes
Participants work in small groups each group briefly compares the issues identified in Activity 3. The group then chooses one issue to work on. This can be one participant's issue, a common issue shared by more than one participant, or a realistic example agreed by the group. The selected issue must be relevant, realistic, and important for their organisational context. The facilitator reminds them to choose one clear issue, not a broad organisational problem.	Group work	Evidence Map worksheet	4 minutes
Groups complete the Indicator Card. They define the issue, the desired change, one possible indicator, the type of evidence needed, how the evidence will be collected, how often it will be reviewed, who should be involved, and what decision the indicator could support.	Group work	Indicator Card worksheet, pens	14 minutes

Groups exchange their completed Indicator Card with another group. Each group reviews the other card using three guiding questions: Is the indicator clear? Is it realistic to collect the evidence? Is it useful for decision-making? They can also suggest one improvement to make the indicator more inclusive or practical.	Group work	Completed Indicator Cards, Good Indicator Checklist	4 minutes
Each group takes back its Indicator Card and improves it based on the feedback received. They refine the wording of the indicator, adjust the evidence source if needed, and make sure the indicator is simple, useful, and linked to a real decision or action.	Group work	Indicator Card worksheet, Good Indicator Checklist	3 minutes

Facilitator Note
If a group struggles to create an indicator, the facilitator may provide one sample indicator and ask the group to adapt it to their own context. Sample indicators: Inclusion: Percentage of team members who report that they can contribute ideas during meetings. Leadership: Number of decisions where staff were consulted before final approval. Sustainability: Number of recurring practices simplified or reduced to lower workload and resource use. Systems thinking: Number of improvement actions reviewed with input from more than one role or department. Feedback culture: Percentage of staff who report that feedback leads to visible changes.



Transition

Transition to Activity 5: “You have now created one useful indicator. The next step is to make sure that this indicator does not remain on paper. In the following activity, we will connect it to a small learning loop and define one realistic 30-day improvement experiment.”



MODULE 7 ACTIVITY 4

MATERIAL: INDICATOR CARD

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Material: Indicator Card

Purpose

This card helps participants create one useful indicator. The indicator should be simple, realistic, and connected to a decision.

Indicator Card

1. Issue we want to understand

Example: Not everyone feels heard in team meetings.

2. Desired change

What do we want to improve?

Example: More people contribute ideas, questions, and concerns during meetings.

3. Indicator

What sign will show progress?

Example: Percentage of team members who say they had a real opportunity to speak during the last meeting.

4. Type of evidence

- ☐ Quantitative evidence
- ☐ Qualitative evidence
- ☐ Both

5. How will we collect the evidence?

Example: short anonymous survey, group reflection, observation, feedback form.

6. How often will we review it?

- ☐ Weekly ☐ After each activity
- ☐ Monthly ☐ Other: _____
- ☐ Every 3 months

7. Who should be involved?

8. Who will be responsible for following up?

9. What decision will this indicator support?

Example: changing meeting rules, offering training, reviewing communication, improving access to opportunities.





Material: Good Indicator Checklist

Purpose

Participants use this checklist to improve their indicator.

Good Indicator Checklist

A useful indicator should be:

- ☐ **Clear** – Everyone understands what it means.
- ☐ **Relevant** – It is connected to the issue we want to improve.
- ☐ **Realistic** – We can collect the evidence without too much effort.
- ☐ **Useful** – It helps us make a decision.
- ☐ **Balanced** – It does not rely only on numbers.
- ☐ **Inclusive** – It considers different voices and experiences.
- ☐ **Reviewed** – It will be checked regularly.

Final reflection

What should we improve in our indicator?

Activity 5: Learning Loop and 30-Day Improvement Experiment – “What Will We Change Next?”

Duration: 20 minutes

Learning Objectives:

- Participants apply a simple learning loop to connect evidence with action.
- Participants use After-Action Review questions to reflect on what can be learned from a past or current organisational action.
- Participants define one small and realistic 30-day improvement experiment.
- Participants identify what evidence they will collect to understand whether the experiment helped.

Trainer / Facilitator input
A learning loop helps an organisation use evidence in a practical way. Without a learning loop, data may be collected but not used.



In this activity, participants move through three connected steps:

- **Review** – What can we learn from a past or current action?
- **Plan** – What small improvement can we test next?
- **Act and check** – What evidence will show whether the action helped?

The **After-Action Review Worksheet** helps participants reflect on what happened, who benefited, who may have been left out, and what should change next time. It can be used after a meeting, training, workshop, or organisational action.

The **Learning Loop Worksheet** helps participants turn this reflection into a simple improvement cycle: plan, act, check, and adjust.

The **30-Day Improvement Experiment Card** helps each participant leave the module with one realistic action that can be tested in their own professional context.

For complex and changing environments, evaluation should support adaptation and learning. Developmental evaluation is useful because it provides feedback that helps people adjust actions while change is happening (BetterEvaluation, 2022).

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer / facilitator introduces the purpose of the activity. They explain that participants will not create a full evaluation plan. Instead, they will use one indicator or evidence question from Activity 4 and turn it into one realistic improvement experiment. The facilitator presents the three-step logic: review, plan, and test.	Plenary session	Indicator Card from Activity 4, Learning Loop Worksheet, After-Action Review Worksheet, 30-Day Improvement Experiment Card	2 minutes
Participants choose one indicator or evidence question from Activity 4. They may use the group indicator from Activity 4 or adapt it into a personal evidence question for their own organisational context. They then think of one past or current organisational action connected to this issue, such as a meeting, training, feedback process, inclusion activity, or internal change. Using the After-Action Review Worksheet, they answer only three key questions: What worked well? Who may have been left out? What should change next time?	Individual work	Indicator Card, After-Action Review Worksheet, pens	4 minutes

Participants complete the Learning Loop Worksheet. They define what they want to improve, what small action they could test, what evidence they will collect, who should give feedback, and when they will review the evidence. The trainer / facilitator supports participants and reminds them to keep the action simple and achievable.	Individual work	Learning Loop Worksheet, pens	6 minutes
Participants transfer their idea into the 30-Day Improvement Experiment Card. They write their focus area, the small action they will test, who needs to be involved, what evidence will show whether it helped, when they will review it, and one possible risk or difficulty.	Individual work	30-Day Improvement Experiment Card, pens	5 minutes
Participants briefly share their improvement experiment with a partner. Each person explains the action they will test and the evidence they will use. The partner gives one quick suggestion to make the experiment clearer, more realistic, or more inclusive.	Pair work	Completed 30-Day Improvement Experiment Card	3 minutes



Trainer / Facilitator note

The aim is not to complete a detailed evaluation plan. Participants should leave with one realistic improvement experiment, one evidence source, and one review moment.

If time is limited, the After-Action Review Worksheet can be used in a shortened way during the session and then offered as a follow-up tool for participants to use with their own teams.

The key message is: **Evidence becomes useful only when it leads to learning, adjustment, and action.**

Transition

Transition to Activity 6: “You have now defined one small improvement experiment. To close the module, we will reflect on the main insight you want to take forward and the personal commitment you are ready to make.”





MODULE 7 ACTIVITY 5

MATERIAL: AFTER-ACTION REVIEW WORKSHEET

Developed by EMVIO | April 2026

PROJECT NUMBER: 2024-1-FR01-KA220-VET-000244092



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Material: After-Action Review Worksheet

Purpose

This worksheet supports group reflection after an activity, meeting, workshop, or organisational action.

After-Action Review Worksheet

Activity / action reviewed:

Date

1. What was supposed to happen?

2. What actually happened?

3. What worked well?

4. What did not work well?

5. Who benefited?

6. Who may have been left out?

7. What did we learn?

8. What should we change next time?





MODULE 7 ACTIVITY 5

MATERIAL: 30-DAY IMPROVEMENT EXPERIMENT

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Material: 30-Day Improvement Experiment

Purpose

This card helps each participant leave the module with one realistic action. The action should be small enough to test within 30 days.

30-Day Improvement Experiment Card

My focus area:

- ☐ Inclusion
- ☐ Leadership
- ☐ Sustainability
- ☐ Systems thinking
- ☐ Feedback and learning
- ☐ Other: _____

The issue I want to improve:

The small action I will test:

Who needs to be involved?

What evidence will show whether it helped?

When will I review it?

What might make this difficult?

How can I reduce this risk?

My commitment sentence:

In the next 30 days, I will





MODULE 7 ACTIVITY 5

MATERIAL: LEARNING LOOP WORKSHEET

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Material: Learning Loop Worksheet

Purpose

This worksheet helps participants turn evidence into action. It follows a simple improvement cycle: plan, act, check, adjust.

Learning Loop Worksheet

1. Plan

What do we want to improve?

What small action will we test?

2. Do

Who will do it?

When will it happen?

3. Check

What evidence will we collect?

Who will give feedback?

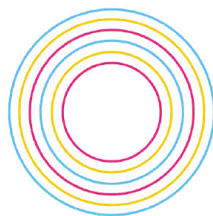
When will we review the evidence?

4. Act

What will we do with what we learn?

- ☐ Continue the action
- ☐ Adjust the action
- ☐ Stop the action
- ☐ Try a different action
- ☐ Ask more people for feedback

What is the next step?



Activity 6: Closing Reflection – “My Impact Commitment”

Duration: 10 minutes

Learning Objectives:

- Participants summarise the key insights and lessons from the module.
- Participants identify one concrete action they can take personally.
- Participants recognise one opportunity to support continuous regeneration in their team or organisation.

Trainer / Facilitator input

This activity helps participants summarise their learning and define one personal next step. Since participants have already developed a 30-day improvement experiment, this closing reflection focuses on their key insight, personal commitment, and next step after the module.

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer / facilitator introduces the purpose of the closing reflection. They explain that this final step helps participants summarise what they learned and identify one concrete action they can take after the session. The facilitator then distributes the closing reflection worksheet.	Plenary session	Closing Reflection worksheet	1 minute



Participants complete the worksheet individually. They are asked to reflect on the key ideas of the module, the evidence their organisation currently uses, one missing feedback source, and one small improvement action they could test in their own professional context.	Individual work	Worksheet, pens	6 minutes
Participants turn to the person next to them and share one sentence from their worksheet. This can be their main insight, one useful indicator, or one action they plan to test in the next 30 days.	Pair work	Completed worksheet	2 minutes
The trainer / facilitator invites participants to keep their worksheet as a practical reminder for future action. The session closes with the message: “Continuous regeneration starts when we use evidence to learn, adjust, and act again.”	Plenary session	None	1 minute



MODULE 7 ACTIVITY 6

MATERIAL: CLOSING REFLECTION WORKSHEET

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Material: Closing Reflection Worksheet

Purpose

This worksheet helps participants summarise their learning and define one personal next step.

Closing Reflection Worksheet

One idea I understood more clearly today:

One thing my organisation measures too much:

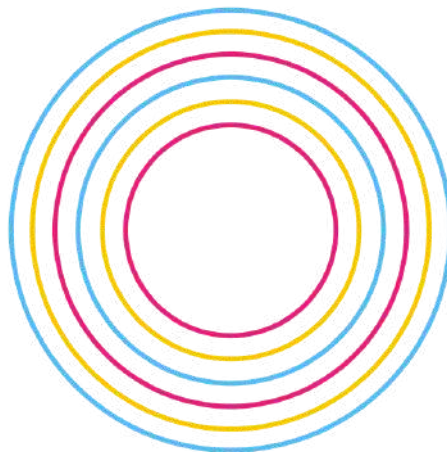
One thing my organisation should understand better:

One useful indicator I could use:

One feedback source I should listen to more carefully:

One small action I will test in the next 30 days:

One sentence I want to remember from this module:



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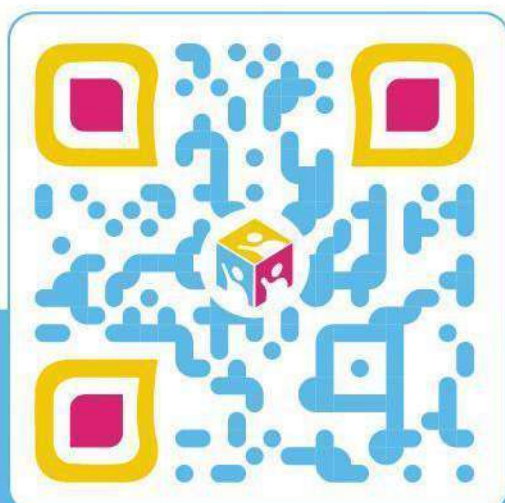
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