Knowledge for Health Project
Knowledge Management and Storytelling Training Workshop in Ethiopia: Evaluation Findings

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Acknowledgments

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Contents

Acronyms

AAR	After-Action Review
K4Health	Knowledge for Health (Project)
KM	Knowledge Management
M&E	Monitoring and Evaluation
NGO	Non-governmental Organization
PHE	Population, Health, and Environment
USAID	United States Agency for International Development

Executive Summary

The Knowledge for Health (K4Health) Project has facilitated and hosted several trainings to strengthen the capacities of global health professionals to use knowledge management (KM), storytelling, and other related techniques and tools in their work. However, until recently, we had not systematically evaluated learning outcomes from these trainings. Building on our research activities to assess the effects of various training opportunities and techniques on participant knowledge, skills, and practice over the past year, K4Health evaluated a two-and-a-half-day training workshop titled "Storytelling as a Knowledge Management Tool for Population, Health, and Environment (PHE) Advocacy." The workshop, held October 2–4, 2017, in Bishoftu, Ethiopia, aimed to improve local capacity for KM and storytelling among PHE partners.

This research activity sought to answer two research questions:
1. Which factors—including logistics, session topics, and training approaches—facilitated or hindered a successful training event?
2. How did participants learn about/use knowledge during and after the training?

K4Health used survey instruments to collect data at three sequential stages to enhance and validate findings. All of the participants received the survey invitation, and their participation was voluntary. Our evaluation activity resulted in a number of key findings and recommendations that can be considered for future KM and storytelling training opportunities, as shown in the following table.

Table 1: Key Findings, Implications, and Recommendations

Key Finding	Implication	Recommendation
Prior to the training workshop, the top two skills that participants were <u>hoping to learn</u> included: 1) basic storytelling principles and 2) basic KM principles. The same two categories were chosen as top skills that participants <u>learned</u> during the training.	There was a good match between the audience needs and the content covered during the training. About half (ranging from 40% to 60%) of the participants had identified themselves as being new to KM and/or storytelling and wanted to increase their basic understanding.	Continue to assess the needs, interests, and skill levels of the intended audience(s) to inform training design by, for example, consulting with training organizers and partners in country and/or conducting a short survey a few weeks prior to the training workshop.

Key Finding	Implication	Recommendation
The training workshop increased the confidence and comfort levels of participants to use KM tools and approaches and storytelling skills. All participants chose "very confident" as their response to "I can describe how storytelling can be used as a KM strategy."	Participants were able to relate storytelling and advocacy to a larger KM effort. The core theme "storytelling as a KM tool for advocacy" resonated well with participants.	Continue to offer introductory sessions on KM, even though KM is not a sole focus of the training. It will be useful for participants to have some common understanding of KM prior to sessions that focus more on specific skill building.
Participants suggested a longer training workshop (either longer days or more days).	Participants felt they would highly benefit from additional practice or hands-on sessions to master certain skills and opportunities to reflect on how to integrate new skills and learning outcomes in their work settings.	Consider offering a longer workshop if the training is going to cover multiple skill sets, such as KM and storytelling. Consider adding time to support each participant to identify concrete next steps in an action plan format. Consider providing participants with an opportunity to practice their skills through remote coaching or mentorship after the workshop.

Background

Evaluation of Training on Knowledge Management and Storytelling

The Knowledge for Health (K4Health) Project has facilitated and hosted several trainings to strengthen the capacities of global health professionals to use various knowledge management (KM), storytelling, and other related techniques and tools in their work. However, until recently, we had not systematically evaluated learning outcomes from these trainings. Building on our research activities to assess the effect of various training opportunities and techniques on participant knowledge, skills, and practice over the past year, K4Health plans to continue strengthening the systematic processes to assess the effectiveness of trainings and to document the value and success of training methods on KM, storytelling, and other related topics.

K4Health's Knowledge Management and Storytelling Training in Ethiopia

The two-and-a-half-day training titled "Storytelling as a Knowledge Management Tool for Population, Health, and Environment (PHE) Advocacy" was led by K4Health, in partnership with PHE Ethiopia Consortium (PHE-EC), and funded by U.S. Agency for International Development (USAID) core funds.

The training was held October 2–4, 2017, in Bishoftu, Ethiopia, and attended by 31 participants working in PHE in diverse organizations, including local government units and local and international non-governmental organizations (NGOs). The training aimed to improve local capacity for KM and storytelling among PHE partners and had three principal learning objectives:

- demonstrate an understanding of basic KM and storytelling principles to apply in their work,
- identify the main components of effective interviewing and photography techniques for use in storytelling, and
- identify their own next steps in collecting stories related to PHE, using the Family Planning (FP) Voices methodology.

The workshop strategically used various KM and learning techniques—such as an expectation wall, fishbowl exercise, knowledge café, and interactive quiz (similar to *Jeopardy!*™)—throughout the training and incorporated time for small group discussions and hands-on practice sessions or studio time.

Research Questions and Methods

Research Questions

This research activity sought to answer two research questions:
1. Which factors—including logistics, session topics, and training approaches—facilitated or hindered a successful training event?
2. How did participants learn about/use knowledge during and after the training?

Research Methods

K4Health used survey instruments to collect data at three sequential stages to enhance and validate findings. All of the participants received the survey invitation and their participation was voluntary.

- **Pre-training survey (October 2, 2017):** At the beginning of the workshop, participants filled out a paper survey that included questions about demographics and their comfort and experience with KM and storytelling.
- **Training workshop feedback survey (October 4, 2017):** During the final workshop session, participants completed a paper survey to provide feedback on the facilitation and organization of the event and their perceived value of various approaches and focus areas.
- **Post-training survey (November 6–17, 2017):** Approximately one month after the training, participants received an invitation to fill out an online survey to report their knowledge about and continual use of skills and techniques they learned. The survey was open for two weeks.

Table 2: Linkages among Research Objectives, Instruments, and Data Collection Timing

Research Questions	Timing		
	Pre-Training	Training Feedback	Post-Training
1. Which factors facilitated or hindered successful training events?		X	
2. How did participants learn about/use knowledge during and after the training?	X		X

The survey was comprised of mostly closed-ended questions, with several open-ended questions included to provide additional depth or context to specific areas. Quantitative data

from the closed-ended questions of all three survey instruments were combined and analyzed using Excel. Responses to the open-ended questions were manually coded and analyzed to identify emerging common themes.

Findings

Participant Characteristics

The pre-training survey was filled out by 28 participants. Of these respondents, 17 also responded to the post-training survey. The most frequent answers for each survey were the same for both the pre- and post-stages:

- Gender: male (pre and post: 76%)
- Age range: between 25 and 44 years old (pre: 70.5%, post: 82%)
- Job function: program manager (pre: 36%, post: 29%)
- Number of years worked: one to five years (pre: 64%, post: 47%)
- Organizational affiliation: NGO (pre: 81%, post: 94%)
- Primary PHE areas of focus: environmental conservation and food security (pre: 42%, post: 33.5%), family planning and reproductive health (pre: 17%, post: 33.5%)

At the beginning of the workshop, participants were asked if they had a professional background in KM. About one-third (pre: 32%) reported a background in KM. See Appendix A for more details.

Use of Knowledge Management and Storytelling Prior to the Workshop

Before the training workshop, participants provided responses to open-ended questions about how they used KM and storytelling in their work.

Use of Knowledge Management at Work

Many participants reported that they had been using KM approaches and tools—although they used different terms for similar tools and activities—but had not been doing so systematically, and a few participants specifically pointed out the random or ad-hoc nature of their KM activities. A variety of responses described types, purposes, and outputs of KM activities, as shown in Table 3.

Table 3: Use of Knowledge Management Prior to the Workshop

Activity Type	Purpose	Output
• To document and share project information, best practices, success stories, and lessons learned within teams or organizations • To collect and analyze data for monitoring and evaluation (M&E) purposes and for helping partners and stakeholders take appropriate actions	Knowledge sharing, decision making, performance improvement, scaling up	Reports and other print materials, email, newsletters, social media, traditional media (TV, radio)

Use of Storytelling at Work

Several participants reported that they had used storytelling for advocacy purposes by collecting personal stories from project beneficiaries on specific health issues as part of their ongoing documentation efforts. They often highlight stories and/or short quotes in annual progress reports or other narrative reports for donors, partners, and stakeholders.

Change in Experience Level with Knowledge Management

Participants were asked about their level of experience and comfort with KM. Notable shifts occurred between the pre-training and post-training surveys. The proportion of participants who rated themselves as a novice in using KM decreased from 44% (pre) to 12% (post); consequently, the proportion of participants who rated themselves as proficient increased from 44% (pre) to 65% (post) and the proportion of participants who rated themselves as expert increased from 12% (pre) to 23% (post).

Table 4: Knowledge Management Experience Level

KM Experience Level	Pre (n=25)	Post (n=17)
Novice	44%	12%
Proficient	44%	65%
Expert	12%	23%

Change in Definition of Knowledge Management

Both pre- and post-surveys asked participants to define or describe KM in their own words. Table 5 shows how the definitions changed due to the training and provides example quotes.

Table 5: Trends in Definition and Example Quotes at Two Data Collection Stages

Stage	Trends in Definition	Example Quotes
Pre	While KM was defined in various ways, the definitions typically focused on internal or organizational KM activities and centered on various KM process stages including: • collecting/documenting; • organizing/packaging, and • sharing/disseminating. Several participants provided a simplistic definition using the term "manage" to broadly describe the KM process and its purpose.	"KM is a component of an organizational strategy [that] the organization tries to identify, collect, organize, document, and disseminate its lessons and practices." "Managing useful experiences of wisdom in a certain cause and applying it in a correct way."
Post	KM definitions became more notably consistent among participants. They have gained a common understanding that KM is a "systematic" process using structured and integrated approaches to collect knowledge and connect people. In addition to mentioning various KM process stages, more participants were including purposes and/or audiences in their definition.	"Systematic management of knowledge assets." "Systematic process of collecting knowledge and connecting people to it so they can act effectively."

Change in Perceived Value of Storytelling

Both pre- and post-surveys asked participants to express their thoughts about the value in using storytelling for their work. Table 6 shows how their statements changed due to the training and provides example quotes.

Table 6: Trends in Storytelling Value Statements and Example Quotes at Two Data Collection Stages

Stage	Trends in Definition	Example Quotes
Pre	Storytelling was valued because it adds in-depth insight and real-life experience to the description of an issue, and helps to make a case, communicate with wider public audiences, mobilize donors and stakeholders, generate resources, and plan or re-program activities.	"It increases the reliability of the project performance." "Selling my organization's work and sometimes using it as a case to convince donors and other partners." "For future programming and planning of projects.
Post	While the trends remained similar overall, there was notable and increased emphasis on efforts made by storytelling approaches to provide human and emotional elements to facts and data, and to emphasize the importance of PHE-integrated interventions.	"Storytelling is a powerful tool to draw a human element into effecting a certain action." "Storytelling explains our results by bringing real-life examples to the target audience so that everyone can understand and remember what we did in simple terms. It also helps our advocacy effort by supporting data with emotion."

Change in Knowledge Management and Storytelling Skills (Expectation and Actual Learning)

Prior to the training workshop, participants were supplied with a list of skills and asked to identify three that they hoped to learn during the training. One month after the workshop, participants were asked to identify three skills they had learned during the training.

Prior to the training, many participants hoped to gain their understanding on basic storytelling (pre: 81%) and basic KM principles (pre: 74%). Due to the training, many participants indicated that they understood basic storytelling principles (post: 81%) and basic KM principles (post: 81%). While only about one-third (pre: 30%) of participants had hoped to strengthen interview skills, the participants who selected it as one of the three skills that they learned more than doubled (post: 63%).

Table 7: Skills Participants Hoped to Learn (Pre) and Learned (Post)

Skills*	Pre (n=27)	Post (n=16)
Understand basic storytelling principles	81%	81%
Understand basic KM principles	74%	81%
Strengthen interviewing skills	30%	63%
Develop steps in collecting stories	56%	56%
Strengthen photography skills	33%	38%
Develop steps in curating and packaging stories	26%	44%
Develop steps in promoting stories	26%	31%

*The statements are listed in descending order of the post data.

Change in Confidence Level Performing Knowledge Management and Storytelling Tasks

Participants indicated how confident they were to perform a variety of KM- and storytelling-related tasks. Before the training workshop, few participants indicated they felt very confident to perform a number of these tasks (pre: ranging from 4% to 8%). However, after the workshop, participants indicated that their confidence level, in general, had increased tremendously due to the training, and many of them felt very confident to perform a number of these tasks (post: ranging from 35% to 100%).

For example, the proportion of participants who were very confident in their ability to describe how storytelling can be used as a KM strategy increased from 4% (pre) to 100% (post). Similarly, the proportion of participants who were very confident in their ability to identify one or more KM tools and techniques greatly increased from 7% (pre) to 94% (post). While initially none (pre: 0%) of the participants felt very confident defining KM and its relevance in context of their own work, as a result of the training, 94% (post) reported they now felt very confident in their skills.

Table 8: Ratings of Statements About Confidence Level (Not, Somewhat, or Very Confident)

KM task statements*	Pre (n=28)			Post (n=17)		
	Not	Some-what	Very	Not	Some-what	Very
I can describe how storytelling can be used as a KM strategy	43%	53%	**4%**	0%	0%	**100%**
I can define KM and its relevance in the context of own work	21%	79%	**0%**	0%	6%	**94%**
I can identify one or more KM tools and techniques (e.g., after-action review, communities of practice, knowledge café, peer assist, etc.)	39%	54%	**7%**	0%	6%	**94%**
I can explain how storytelling can be an advocacy tool	57%	39%	**4%**	0%	17%	**83%**
I can apply elements of effective interviewing	27%	65%	**8%**	0%	35%	**65%**
I can package and promote interview contents in multiple ways	59%	37%	**4%**	0%	41%	**59%**
I can identify places/people to gather support in KM/storytelling	40%	52%	**8%**	6%	41%	**53%**
I can apply elements of good photography	53%	39%	**8%**	6%	59%	**35%**

*The statements are listed in descending order of the post data on the answer choice "very."

Experience in Storytelling Activities

Conducting Interviews

Before the training workshop, only 37% of participants said they had conducted interviews for a storytelling purpose and provided some examples. In general, the purpose was to generate best practices or successful case stories to share with donors and partners. Participants interviewed

PHE project beneficiaries, including health service providers, patients, and farmers, as well as stakeholders and experts of relevant health fields. Most of the interviews were conducted about one year ago. A few participants reported that they conduct interviews periodically.

One month after the training workshop, participants were then asked if they had conducted interviews for a storytelling purpose since the workshop. About one-third (35%) of participants said "yes" and provided specific examples. One participant coordinated interviews with project beneficiaries—including a religious leader, model women, and school teachers—to document stories about family planning- and reproductive health-related experiences. Another participant interviewed their program director and field staff to capture stories as part of a larger project evaluation. Another participant experience included collecting stories with a district administrator to learn about how project outcomes have been recognized and applied in the planning of current activities and future interventions. Altogether, almost all (90%) of the participants either conducted interviews or planned to conduct interviews in the near future.

Publishing Stories

Prior to the workshop, two participants published stories from the interviews they had conducted and provided examples as follows:
- For their organization and statement purpose (www.slmethiopia.info.et)
- In leaflets and websites (Africa Biodiversity Association and PHE-EC)

One month after the training, participants were asked if they published stories from the interviews they had conducted. Two participants provided specific examples as follows:
- Stories were published in a print version of lessons-learned materials
- Facebook; My-Life-My-Choice Program website (The Development Fund of Norway)

In addition, several participants shared their plans to publish stories in the near future and provided the URL www.phe-ethiopia.org as the site to which they would publish their stories. Other participants mentioned Facebook, and one participant indicated that they would use their project's Facebook page: https://www.facebook.com/Yenigatwogradio.

Sharing of Information/Resources Obtained from the Workshop

The vast majority (82%) of participants indicated that they shared information or resources they obtained at the training program, including presentation slides and reading materials, with their co-workers and/or colleagues. Many participants shared training information and materials, in both electronic and hard copies, with their co-workers and partner organizations, and also gave a debrief or presentation during a meeting.

Participants indicated that their co-workers and colleagues were very pleased with the information and training materials. Several participants had opportunities to discuss with their co-workers how to apply and integrate KM and storytelling in their work. For example, one participant was planning an internal KM training for their project staff members, and another participant was helping their co-workers use storytelling techniques in their projects.

Use of Knowledge Gained from the Workshop

Over half of participants (59%) said they have used the information they learned or the knowledge they gained from the training in their work. Several participants provided details about how they used specific information or knowledge upon their return from the training workshop (examples below).

- Introduced KM basics and various tools to staff members, government partners, and field practitioners to improve their knowledge of KM so that they could also enhance their contributions towards their community interventions.
- Used KM tools, such as an after-action review, to evaluate an event organized by the project. It helped the project to identify strengths and weaknesses and set action points for future work.
- Organized a knowledge café session to share different project experiences with project staff members.
- Used storytelling skills to write stories and testimonies in the project report for donors.
- Shared storytelling and interview techniques with field office staff who then had an opportunity to interview project beneficiaries for the purpose of publishing best-practices materials for donors, relevant government offices, community members, and partner organizations to motivate them to take action.

Event Feedback

During the closing session of the workshop, 30 participants completed a paper survey through which they provided feedback on various aspects of the event, including logistics and coordination and suggestions for future trainings. Overall, feedback was extremely positive.

Overall Quality

Participants were asked to rate the overall quality of the workshop. Of these respondents, 77% rated it as excellent and 23% rated it as good. No one rated it lower (fair, poor, or bad).

Overall Impressions

Participants were asked about their impressions of the training workshop. Overall, the

participants had overwhelmingly positive feedback. The vast majority was very satisfied with the design and delivery of the workshop materials. For example, over 75% of participants strongly agreed with the following statements: "the workshop achieved its objectives," "I will make use of the materials after the workshop is over," and the "topics discussed are important and relevant to my work." Out of nine quality statements included in the questions, seven statements received only "agree" or "strongly agree" ratings. Only one person selected "disagree" to two statements.

Table 9: Overall Impressions of the Training Workshop (N=30)

Statements*	Impressions (N=30)		
	Disagree	Agree	Strongly agree
The workshop achieved its objectives.	0%	15%	85%
I will make use of the materials after the workshop is over.	0%	18%	82%
Topics discussed are important and relevant to my work.	0%	23%	77%
The workshop gave me adequate opportunity to participate (speak up) during the sessions.	0%	30%	70%
The workshop gave me an opportunity to network with other participants.	0%	37%	63%
I am satisfied with the design and delivery of the workshop materials.	0%	43%	57%
My knowledge and skills on the key topics definitely improved and I will be able to use them in my work.	0%	47%	53%
The pace of the workshop was appropriate.	3%	47%	50%
The workshop activities gave me sufficient practice and feedback.	3%	52%	45%

*The statements are listed in descending order of the "strongly agree" data

Participation in Future Workshops

Participants were asked if they would participate in similar workshops that were relevant to their job if they were offered in their region. Most of the participants (83.5%) said they would always participate, while the rest (13.5%) said they would sometimes participate. Only one parson answered "rarely" to the question.

Discussion and Group Work Balance

Participants were asked about the balance of presentations and group work or discussion. Almost all (97%) of the participants said there was a good balance between the two aspects of the workshop, while one participant said there was too much discussion and group work. No one indicated that there were too many presentations.

Learning about Facilitation

Participants provided responses to an open-ended question asking what they learned about facilitation in the workshop. Participants thought a number of elements were critical to successful facilitation, including the following:
- Participatory approach and friendly facilitation to encourage and motivate the audience to discuss their ideas and share experiences
- Flexibility, blending, and balance of facilitation styles—such as presentations, discussions, case scenarios, group work, and other activities—to accommodate different learning needs and interests of the audience
- Effective use of visuals and energizers to keep the audience engaged and entertained

For example, one participant wrote, "I have learned a lot of things from this workshop. It's more participatory, encouraging, helpful, practical, and attractive. All the presenters and facilitators have good knowledge and experience in regards to […] storytelling, photo essay, KM, and tools."

Suggestions for Improvement

Participants were asked to provide comments on how the workshop could be improved. Many participants indicated that the workshop was successful and suggested to keep up the good work. About one-third of participants suggested a longer workshop by adding more time (e.g., three to five full days) to cover additional topics or components (e.g., communication skills, advanced photo/video editing techniques) and/or to practice their new skills and linking their learning outcomes with real situations at work (e.g., by developing an action plan).

Most Valuable and Least Valuable Parts

Participants were asked to provide comments on which parts of the workshop were most valuable to them. Many participants listed various topic areas—including storytelling as a KM tool as well as specific components of storytelling, KM, interviewing, and photography—that were particularly relevant to them. In addition, participants listed the materials used and shared during the workshop and interaction with other participants as well as practical sessions and discussion.

Participants were also asked to indicate the least valuable sessions or tools. One participant provided a specific comment and wrote there should have been enough time to evaluate all the stories.

Recommendations

Our evaluation activity resulted in a number of key findings and recommendations that should be considered when planning future KM and storytelling training opportunities or knowledge-sharing events.

Table 10: Key Findings, Implications, and Recommendations

Key finding	Implication	Recommendation
Prior to the training workshop, the top two skills that participants were <u>hoping to learn</u> included: 1) basic storytelling principles, and 2) basic KM principles. The same two categories were chosen as top skills that participants <u>learned</u> during the training.	There was a good match between the audience needs and the content covered during the training. About half (ranging from 40% to 60%) of the participants had identified themselves as being new to KM and/or storytelling and wanted to increase their basic understanding.	Continue to assess the needs, interests, and skill levels of the intended audience(s) to inform training design by, for example, consulting with training organizers and partners in country and/or conducting a short survey a few weeks prior to the training workshop.
The training workshop increased the confidence and comfort levels of participants to use KM tools and approaches and storytelling skills. All participants chose "very	Participants were able to relate storytelling and advocacy to a larger KM effort. The core theme "storytelling as a KM tool for	Continue to offer introductory sessions on KM, even though KM is not a sole focus of the training. It will be useful for participants

Key finding	Implication	Recommendation
confident" as their response to, "I can describe how storytelling can be used as a KM strategy."	advocacy" resonated well with participants.	to have some common understanding of KM prior to sessions that focus more on specific skill building.
Participants suggested a longer training workshop (either longer days or more days).	Participants felt they would highly benefit from additional practice or hands-on sessions to master certain skills and opportunities to reflect on how to integrate new skills and learning outcomes in their work settings.	Consider offering a longer workshop if the training is going to cover multiple skill sets, such as KM and storytelling. Consider adding time to support each participant to identify concrete next steps in an action plan format. Consider providing participants with an opportunity to practice their skills through remote coaching or mentorship after the workshop.

One of the challenges with this study design is achieving a 100% response rate on the post-training online survey. Because the participation was voluntary, we were not able to collect feedback from all of the event participants. However, we were still able to achieve 60% response rate (17 out of 28 people who participated in the pre-training survey). Because the trends in participant characteristics were similar, we reasonably assume that we have reliable data. In addition, the benefit of conducting the post-training survey one month later is that we can examine whether or not knowledge sharing and use happened beyond their initial intention stage. Also, we do not recommend administering the post-training survey onsite. By conducting the post-event survey one month after the event, we were able to examine whether or not knowledge sharing and use happened beyond their initial intention stage and avoid potential reporting bias that can happen due to the excitement of the event. Overall, the findings indicate that participants were highly satisfied with the training workshop—from the logistics and venue to the session topics and facilitations. They learned a variety of KM and storytelling skills that they found useful and relevant for their work and organization and were motivated to apply those skills to advance the PHE agenda in the Ethiopia.

Appendix A: Participant Characteristics

Characteristics	Pre (n=28)	Post (n=17)
Gender		
Female	24%	24%
Male	76%	76%
Age range		
18–24 years	7.5%	0%
25–34 years	37%	47%
35–44 years	33.5%	35%
45–54 years	11%	6%
55–64 years	11%	12%
65 or older	0%	7%
Job function		
Program manager	36%	29%
Information/communication officer	24%	35%
Technical advisor	20%	6%
Director	12%	6%
Monitoring and evaluation officer	4%	18%
Researcher/evaluator	4%	0%
Service provider	0%	6%

Characteristics	Pre (n=28)	Post (n=17)
Number of years worked		
<1 year	8%	12%
1–5 years	64%	47%
6–10 years	12%	23%
11–15 years	0%	6%
15+ years	16%	12%
Organization affiliation		
NGO (local or international)	81%	94%
Government/ministry	19%	6%
Primary population, health, and environment areas		
Environmental conservation and food security	42%	33.5%
Family planning and reproductive health	17%	33.5%
Maternal and child health	8%	7%
HIV and other infectious diseases	8%	0%
Gender	0%	13%
Multiple areas (including environmental conservation, family planning, water and sanitation, nutrition, etc.)	25%	13%
Background in knowledge management		
Yes	32%	N/A
No	67%	