

GUIDELINE TO OUTCOME HARVESTING FOR ACT CHURCH OF SWEDEN AND ITS PARTNERS



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Content

1. Measure what matters or – why we have prepared a ‘guide’ to outcome harvesting.....	2
Why this guide?.....	2
We don’t have time!	2
So, what is the added value?	3
An unintended, positive side-effect.....	3
2. What is ‘outcome harvesting’	3
3. Steps in an outcome harvesting process	5
4. Planning an outcome harvesting workshop and verifying findings.....	9
4.1 Planning an outcome harvesting workshop	10
4.2 Facilitating the outcome harvesting	12
Draft agenda for two-day workshop.....	14
Group work:	16
Formulating outcomes:.....	16
4.3 Substantiating outcomes	17
Annex I: Outcome template for group work (annex to report).....	19
Annex II: Guide to complete the outcome template	21

Guide to Outcome Harvesting for Act Church of Sweden and its Partners

1. Measure what matters or – why we have prepared a ‘guide’ to outcome harvesting.

Organizations that are effective and create results, focus on and measure what really matters to them: Their objectives and the outcomes that will – eventually – lead to the objectives. They ‘measure what matters’¹.

What matters in development cooperation are the changes we and our partners contribute to in people’s lives. How poor and marginalized people come to realize that they have rights, and how they begin to claim them. Or how decision makers and authorities change their policies and/or practices to the benefit of disadvantaged population groups after years of advocacy. Or – perhaps – how our work resulted in surprising results, either positive or negative, that no-one could have imagined, when we started the project, but which tells us a lot about ‘how we contribute to change’.

Yet, all too often what ‘matters’ is not what we measure. Too often, we are caught by the urgency and importance of other aspects of our cooperation with partners, including how funds were spent, how activity plans were implemented or how our partners adhered to new procedures and guidelines.

Why this guide?

This guide is meant as an inspiration and resource guide to Act Church of Sweden’s (Act Church of Sweden) program managers and practitioners, who communicate and cooperate with Act Church of Sweden’s partners about their direct work with beneficiaries, and who are responsible for Act Church of Sweden’s annual program reporting.

The guide offers:

- A ‘lense’ and an approach to joint reflections and analysis of the *changes* that Act Church of Sweden’s partners contribute to was and how these changes are achieved”.
- Practical advice and ideas on how Act Church of Sweden staff can facilitate this reflection and joint analysis in cooperation with partners and, in particular, in annual outcome harvesting partner workshops that can inform the annual reporting.

We don’t have time!

Annual outcome harvesting workshops are - admittedly – time consuming. Before they are planned, conducted and findings and discussion from the workshops have been captured in an annual report, one will easily have spent a week of work.

¹ John Doerr, ‘Measure What Matters’, 2018

Yet a week – or more – is time that most program managers spend anyway on annual reporting, as they read partners' reports, contact partners to ask clarifying questions, send emails and wait for and process replies. This time can be saved if one applies an outcome harvesting approach to monitoring and learning instead.

So, what is the added value?

Using the outcome harvesting approach to monitoring, reporting (and learning) will help program managers:

- Strengthen the focus on the changes that Act Church of Sweden and its partners contribute to, rather than on the activities implemented.
- Create a space for improved dialogue, inquiry, and collective curiosity about how Act Church of Sweden and its partners contribute to change, and why.
- Focus more on learning, while not forgetting the need for Act Church of Sweden and partners to be accountable.
- Make reporting and monitoring more interesting and fun and,
- Improve reporting and learning.

An unintended, positive side-effect

Act Church of Sweden is not and should not be responsible for developing partners' capacities in outcome harvesting. Yet a positive side effect of the approach, and of inviting partners on board the outcome harvesting process, is likely to be that participating partner representatives leave the workshops with inspiration about how to develop their own next report to Act Church of Sweden, and that space is created to engage in a dialogue about one of the most important aspects of Act Church of Sweden's partnership with organizations abroad: The *change* they contribute to and *how* they contribute.

2. What is 'outcome harvesting'²

Outcome harvesting is designed for situations, where program planners and implementers are interested in learning about *achievements* rather than activities, and about *effects* rather than implementation. It is especially useful, when the aim is to understand the *process of change* and how the outcomes contribute to this change, rather than simply to accumulate a list of results.

² The guide is informed by Ricardo-Wilson Grau's 'Outcome Harvesting, Principles, Steps and Evaluations Application', 2018

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Outcome harvesting is a method that enables evaluators and program managers to identify, formulate, verify, and make sense of all outcomes (changes) – positive or negative, planned, or unplanned – that an intervention has contributed to, and to determine **how** the intervention contributed to the change (outcome). It can be used to assess how – or to what extent - outcomes in an LFA or plan were achieved. At the same time, it embraces all the other outcomes that no-one imagined at the planning stage.

As such, the outcome harvesting approach embraces the dynamic – and often complex – nature of development. It considers the fact that multiple actors often contribute towards the same outcome, and that outcomes can be unpredictable and not always progressive by nature.

Outcomes are usually changes in beneficiaries or social actors' behavior (actions) and relations or in institutions – including churches, authorities, or government policies, bylaws, practices and/or procedures. Changes in people's attitudes or knowledge are not 'real' outcomes, but can sometimes be an indication that changes in behavior may materialize at a later stage.

For a short introduction to outcome harvesting, follow the link in the picture below:

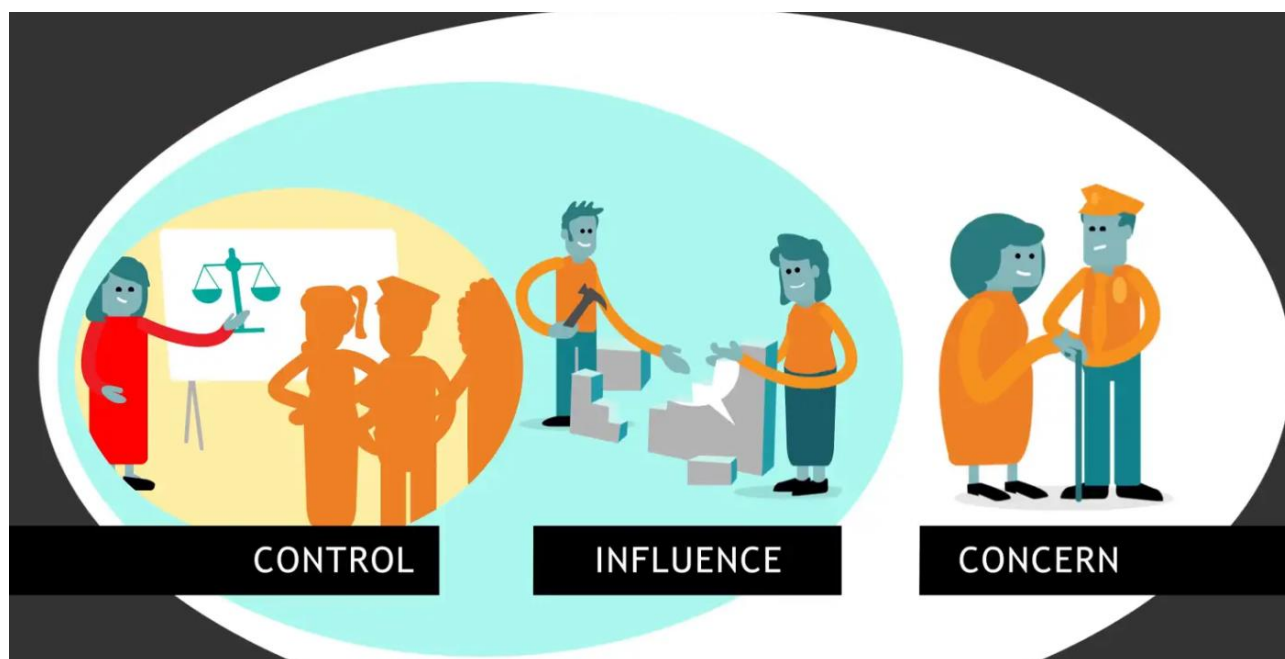


Table one below provides an example of outcomes according to different categories:

Type of Change/outcome	Example
Changes in policies	Political party includes a quota of 20% for women in its decision-making bodies.
Changes in circumstances	Small famers and their families are food secure.
Changes in behavior	<p>Partners implement micro projects in cooperation with local community members.</p> <p>Small farmers introduce new, climate resilient crops.</p> <p>Women address the local church leadership and complain about cases of domestic violence.</p>
Changes in relations	<p>Civil society leaders across religious and ethnic lines meet and trust each other enough to discuss sensitive issues related to conflicts.</p> <p>Participants across ethnic lines recognize the grievances of the other party, understand their mutual views, and discuss them without tension.</p>
Change in knowledge	Women know that violence in all its forms is unacceptable and where they can seek help, if they are subject to violence, either at home or elsewhere.
Change in practices	<p>Local authorities respond to acts of violations and support social cohesion within their areas by providing spaces for meetings and activities.</p> <p>Partners apply do no harm principles in their planning and implementation of interventions.</p>

3. Steps in an outcome harvesting process

There are six steps in an outcome harvesting process:

- Design the outcome harvest.
- Review documentation.
- Engage with human resources.

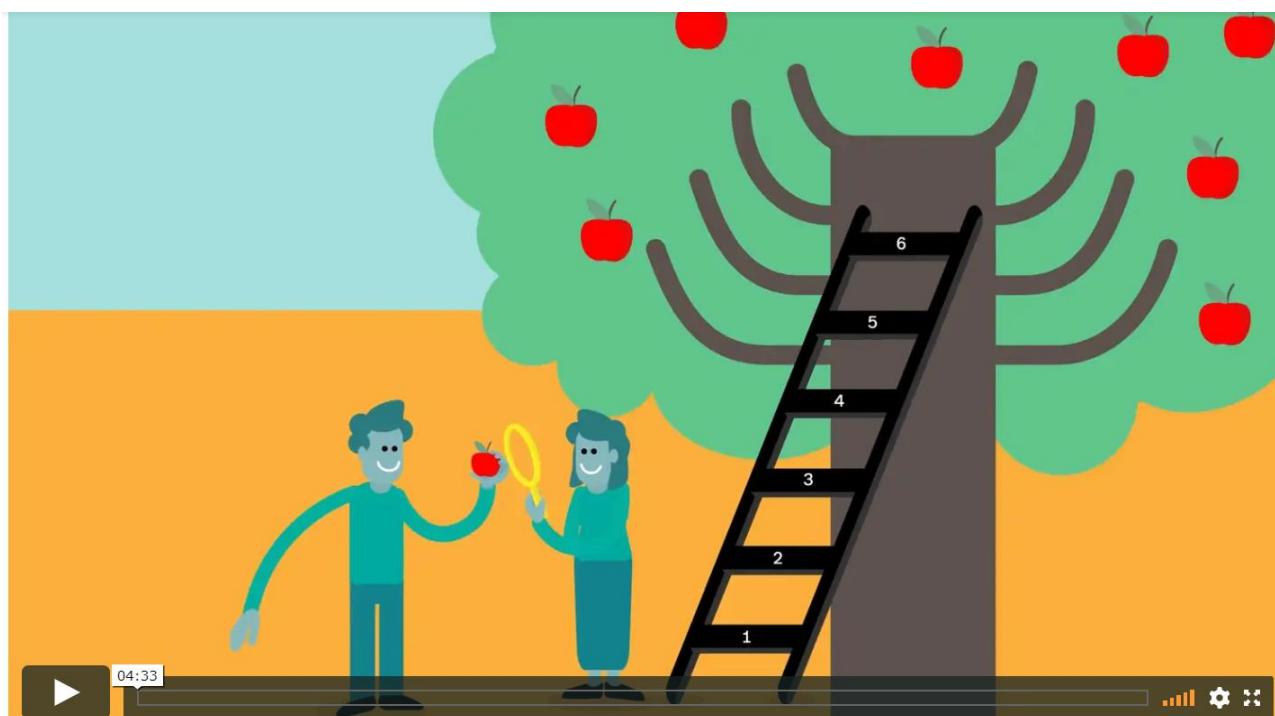
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- Substantiate with external sources.
- Analyze findings.
- Support use.

The six steps are not wholly distinct. They may overlap and can be iterative, as the harvest evolves and adapts to the context and its users. For example, there may be no written evidence or visual documentation of outcomes to review (step 2), in which case one may need to skip this step and engage with human resources directly (step 3). What should be substantiated (step 4) will depend on outcomes of step 3 etc.

For a short, visual introduction, click the link in the picture below:



As the six steps are overlapping, they are described in clusters of two each, below. Step one and two focus on preparation. Step three and four on data collection. Step five and six on analysis, reporting and future use. Each step is described to fit into Act Church of Sweden's current monitoring practices.

Step 1 and 2: Design the outcome harvest and review documentation.

Step one and two is about identifying the purpose of the outcome harvesting process and thus the questions that the exercise should answer.

Act Church of Sweden partners should be invited to define which questions they want the exercise to answer. This increases the relevance of the exercise to them, their ownership, and their commitment. Other questions are linked to Act Church of Sweden's own need for information for the annual report and for internal learning.

The purpose of the exercise for Act Church of Sweden is to:

- Identify outcomes that the country program has achieved, both planned and unplanned, positive and negative.

Harvest question:

- *What were the planned and unplanned, positive and negative, outcomes that materialized during the program's implementation?*
- *To what extent do these outcomes fulfil or help the program progress towards our planned 'bridging outcomes'?*

- Reflect on how the program has contributed and on how other drivers and barriers have affected the results/outcomes.

Harvest question:

- *How did the project and other factors and actors contribute to the outcomes?*

- Summarize lessons learnt and – if the findings make it relevant – propose changes in the program strategy and/or activities in the year to come.

Harvest questions:

- *What are the main lessons learnt about how change has happened, and how can these findings be used in future planning? For instance:*
- *Does the program produce more of one certain type of outcome?*
- *Are some activity types more effective in contributing to outcomes than others? If so, why?*
- *Are some 'social actors' more receptive to change than others? If, so, how may that be?*

As mentioned, Act Church of Sweden's partners may have other questions they would like the outcome harvest to answer.

These questions could *for instance* relate to:

- The outcomes of a specific component or a project.
- How change took place in a certain part of their work.
- The influence of particular factors, actors, or activities on an outcome they have achieved.

Such insights may be used to inform the partners' future work too.

To ensure that the harvesting process is relevant and useful for Act Church of Sweden's partners, it is important that partners contribute to defining the purpose of the harvest.

The design – what you want to look at during the harvest - can also be informed by existing documentation of outcomes if such documentation is available.

Documentation can for instance include monitoring reports or 'signs of outcomes' such as bylaws, policy statements or policies of pictures which the harvesters

may want to understand in more detail, when they engage with human resources in steps three and four.

Signs of outcomes

Signs of outcomes could be:

- A policy statement produced by politicians targeted by the program.
- A bylaw that has changed during the intervention.
- Pictures from a demonstration of women protesting gender-based violence.
- Minutes with decisions.

Step 3 and 4: Engage with human resources and substantiate findings about outcomes

Steps three and four are the actual harvesting of outcomes. These stages focus on:

- a) Identifying and gathering information about changes that have occurred with the social actors, i.e . politicians, women, church leaders, church constituency members and organizations that the program targets.
- b) Understanding how the Act Church of Sweden' partners (change agents) have contributed to these changes.

Such information can be gathered through workshops with partner representatives and their field workers, who have participated in the program's implementation. Section 3.1 below describes how to plan an outcome harvesting workshop.

Once outcomes have been identified and formulated, they can be substantiated – or verified – through interviews with external observers, direct beneficiaries, or stakeholders, who did not participate in the workshop. They may have experienced the change/outcome themselves and can therefore also often contribute with knowledge about the outcomes, and how they were achieved.

The purpose of the substantiation can either be to strengthen the understanding of the outcomes that were formulated during the workshop by adding more details, or to validate outcomes through a triangulation (testing if other, independent, sources agree with the outcome formulation), or both. Section 3.3 includes examples of questions that may be used either for validation of outcome formulations or for adding to the understanding of the outcome and its significance.

Step 5 and 6: Analyze the data and support the use of findings

Analyzing the outcomes can be done by first organizing outcome statements, so they are manageable. For example, they can be categorized by theme (some outcomes relate to a policy change, others to changes in

direct beneficiaries' or rights holders' behavior, or to the way a local church addresses a certain issue. They can also be categorized according to their significance/how important you think they are, according to geography or according to the **social actor** that has been influenced to change. The latter corresponds with Act Church of Sweden' reporting format for annual program analysis and reporting.

Reporting in a complex world

As mentioned in section one, an outcome harvesting approach embraces the dynamic – and often complex – nature of development. We learn when we embrace this complexity.

Unfortunately, the complexity is often lost, when we try to squeeze all findings under the headline of one bridging outcome or objective. To preserve the complexity, write all the outcomes that belong to the social actor in the template for annual program analysis.

Then describe *how* – and *why* – you think they contribute or don't contribute to progress towards the bridging outcome for that social actor.

Remember: The bridging outcome is 'only' a reflection of your 'best bet', when you planned the program. It does not necessarily reflect reality. So, if the outcomes you have harvested tells you that the program is moving in a different direction, or that status quo is a more realistic outcome than progress, then it is your bridging outcome that must change. Not your findings.

The following pages describes steps three and four, as these are the ones that requires the most organizing and involves the most people.

4. Planning an outcome harvesting workshop and verifying findings

There are usually three sources of information that Act Church of Sweden and its partners can use for data collection and substantiation of findings:

- A) Documents produced during the reporting period. As mentioned, these can for instance be bylaws that are passed, policies, minutes from meetings, campaign materials etc. These may be identified in the design phase (step two).
- B) Findings from an outcome harvesting workshop.
- C) Interviews with social actors (e.g., rights holders, church leaders, representatives of authorities), who have been part of the program, and who can validate findings from the workshop.

Section 4.1 (below) describes the planning of an outcome harvesting workshop. Section 3.2 provides guidance for the substantiation of findings after the workshop.

4.1 Planning an outcome harvesting workshop

When to conduct outcome harvesting workshops: Outcome harvesting processes and the corresponding workshops can be held at any time during a program's lifetime, although not too soon after the initiation, as it may take time for outcomes to materialize. It is recommended to arrange the first outcome harvesting and workshop approximately one year after the program's start unless the program builds on some previous phases. It is preferable to conduct the workshop face to face, as this provides a better opportunity for socializing and engaging in informal discussions. Such discussions are often very useful to fully understand the depth and scope of a program.

Purpose: The overall purpose of the outcome harvesting workshop is to provide a safe space for Act Church of Sweden staff and partner representatives to identify and reflect on outcomes – positive and negative, expected, and unexpected – that the program has contributed to within the past one to two years of the program's implementation.

The specific formulation of questions that the outcome harvesting process should answer, should, as mentioned, be done in cooperation with Act Church of Sweden's partners. This strengthens the likelihood that the process will be relevant to Act Church of Sweden, as well as its partners, and that partners are motivated to use the findings in future planning.

To provide a space for participants to reflect freely on all outcomes, and to avoid them focusing on outcomes narrowly related to program activities only, it is recommended to leave the program's result framework in the drawer, until the workshop has taken place. This allows participants to think more freely about the program's outcomes/results. Comparing harvested results with the result framework can wait until after the workshop and be part of an analysis of the findings.

Who should participate: Invite stakeholders, who have been instrumental in planning and implementing the project. These may for instance include:

- Staff from project implementing organizations. Inviting directors can be fine for other reasons, but they rarely possess the detailed knowledge about the changes and change dynamics on the ground.
- Trainers and advisors.
- Volunteers and activists.

Ideally, participants should represent all aspects of the program. If the workshop is held online, then access to a reliable internet connection might be a selection criterion too.

Be aware of group dynamics and participants' ability to engage for the time of the workshop. Avoid participants who, by virtue of their position or personality, may be so dominant that they discourage full participation or other participants in the discussions, or participants who are too busy to spend two full days. For the sake of group dynamics, limit the number of participants to 15-20 people.

The facilitator: The 'experts' in an outcome harvesting process are the users of the outcome harvest, beneficiaries, and those who have been directly involved in the intervention's implementation. As the workshop facilitator, it is therefore Act Church of Sweden program managers' job to serve as a coach and mentor (and not e.g., an external expert), and to facilitate that workshop participants share as much information as they can about the program's outcomes (also the negative outcomes), their significance and how the intervention and other factors and actors contributed to these outcomes. It is also the facilitator's job to stimulate reflection and ask questions that will inspire the participants to provide answers to the harvest questions formulated in the design phase (step 1).

The facilitator can do this by:

- Clarifying the ground rules and explaining the purpose and approach.
- Creating a safe and welcoming atmosphere.
- Being appreciative in his or her inquiry during plenary discussions and presentations.
- Asking open questions that stimulate reflection.
- Inviting participants to look for patterns in the outcomes they have identified.

If the workshop is held online, please make sure to appoint a co-host, who can help with the technical aspects of the meeting. This may include admitting participants into the meeting room, dividing people into break-out rooms, keeping an eye on the chat function, if participants use this to ask questions, notice who 'raises their hands' and wish to speak etc..

The setting: Make sure to conduct the workshop in a room with enough space for participants to work in groups and – ideally – with walls, where participants can post their outcomes. Arrange the tables in a way that allows for participants to engage and talk to each other during the two days of work. If the workshop is held online, please make sure that you yourself are seated in a quiet place with a reliable internet connection.

Materials: The approach is highly participatory and invites everyone to join the discussion. Make sure you have enough note blocks, A5 post-it blocks (or colored paper and tape), speed makers and pens for everyone to be able to write, if you conduct the workshop face to face.

Note taking: It is hard to facilitate group and plenary discussions and take notes at the same time. Make sure to appoint a note taker, who can record each group's discussions and key findings from the presentations during the two days.

Online meetings – set the ground rules.

Setting ground rules is important for any meeting or workshop. But perhaps even more so for online workshops. Online workshops are still a 'new disciple' for many of us, so it might be useful to communicate in advance what you expect of the participants and how they can contribute to make the workshop a positive, productive, and inclusive experience for everyone.

You can share your expectations and ground rules together with the agenda in advance. You can also repeat them, when the workshop starts.

Expectations – a few examples:

- Make sure – if possible, – that the connection is stable, and that you are ready for the set time.
- Keep the camera turned on during the entire session, so that other participants can see your face and body language.
- Avoid back-light – this makes it difficult for other participants to see you.
- Raise your hand or use the chat function, if you wish to say something.
- Mute your mike, when you are not talking.
- Turn off your phone and close your mail program to avoid distractions.
- Silence means agreement.
- Don't repeat yourself or others.

4.2 Facilitating the outcome harvesting.

The tables overleaf provide a draft outline of the agenda items to be covered in an Outcome Harvesting workshop. Corresponding slides for presentation and introduction to group work is available in a separate document and are designed to take participants through each of the questions that will enable them to formulate outcomes and use the template for change stories (Annex I) for reporting towards the end of the workshop.

The agenda has been formulated for a context, where participants are able to meet physically. The timing is indicative and should be adjusted based on the group dynamics and discussions that develop during the workshop.

The same items should be covered, if the workshop is held online. In an online setting, it is recommended to divide the process into three modules over three days, as it can be hard to maintain concentration in front of a computer screen a full day.

The three online modules would be:

- Module one: Introduction to outcome harvesting and formulating of outcomes.
- Module two: Reflection and elaboration on how the project activities contributed, and the significance of outcomes achieved.
- Module three: Reflection on the positive/negative contribution of other factors and implications of the findings for the program in the year(s) to come.

A large part of the workshop, either online or face to face, should be devoted to group work, as this provides an opportunity for all participants to be active at the same time. Zoom and other online meeting tools support group work too and offer the opportunity to split larger groups up into break-up rooms. Remember stationary for the process, if the workshop is held face to face, including post-its, markers, flip charts and a projector. Reflection on outcomes is a creative process, and everybody should have an opportunity to write – or draw – what he or she thinks. If the workshop is held online, ask one participant per group of share his/her screen for note taking and brainstorming.

Facilitators should make sure to end all group work sessions with a plenary discussion, where groups can present their work, answer questions and receive inputs from the other participants.



Draft Agenda for an outcome harvesting workshop (Two-day face to face, three days online)

Day 1

	Day one	Purpose
9:00-10:00	<p>Welcome.</p> <p>Presentation of the agenda, the outcome harvesting questions to be answered and the participants.</p> <p>Formulating ground rules.</p> <p>Brief recap of the project's objectives and outcomes.</p>	<p>Participants are familiar with each other, the agenda, and the questions the outcome harvest should answer.</p> <p>Consensus about the ground rules for a safe, productive, and fun workshop.</p> <p>Participants are familiar with the project's outline.</p>
10:00-12:00	<p>Module I: Introduction to outcome</p> <p>Harvesting:</p> <ul style="list-style-type: none"> - Why is outcome harvesting useful? - What is outcome harvesting? - What is an outcome – and how do you formulate one? - Introduction to group work? <p>(slides 1 – 15)</p> <p>Group work: Formulating outcomes.</p>	<p>Participants know what an 'outcome' is and how to formulate an outcome.</p> <p>Participants have had the opportunity to relate the methodology to their own work context through the formulation of a few outcome examples in plenary, so that they can formulate outcomes themselves during group work.</p>
Lunch		
13 00 – 14:30	<p>Group work: Formulating outcomes cont.</p> <p>Group presentation of outcomes.</p>	<p>Participants formulate outcomes (continued):</p> <p>Participant cluster outcomes according to themes or social actors influenced. Initial patterns are briefly discussed.</p>
14:30 – 15:00	<p>Joint reflection: Are some outcomes more frequent than others?</p>	<p>Participants reflect on how the intervention activities (trainings, interactions, workshops, campaigns) have contributed to the identified outcomes.</p>
15:00 – 16:00	<p>Module II: Plenary introduction and group work: How did the project contribute (slide 16)?</p>	

Day 2

	Day two	Purpose
9:00-10:00	<p>Recap from day one.</p> <p>Presentation of program.</p> <p>Module II cont: Introduction to the concept 'significance' (slide 17): Participants' reflections on how significant they find the outcomes.</p>	<p>Participants are reminded of findings and insights from the first workshop day.</p> <p>The facilitator is informed about participants' perceptions and feelings from the first day. Possible workshop adjustments to answer questions are made.</p> <p>Participants know what 'significance' is, so they can engage in reflections about the outcomes' significance during group work.</p>
10:00-12:00	<p>Module III: Introduction to 'barriers and drivers' (slide 18-20):</p> <p>Group work: Participants' reflections on drivers and barriers that may have affected the outcomes.</p> <p>Presentation in plenary.</p>	<p>Participants know what 'barriers and drivers' are, so they can engage in reflections about factors that have contributed positively or negatively to the outcomes identified.</p>
Lunch		
13:00 – 14:30	<p>Joint reflection and analysis (30 minutes) (slide 21):</p>	<p>Findings about significance, drivers and barriers are summarized and discussed in plenary.</p>
14:30 – 15:00	<p>Reporting: Distribute outcome harvesting template. Ask participants to complete it based on the workshop findings. Encourage use of computers.</p>	<p>Based on discussions, the facilitator highlights patterns of key issues, for instance about drivers or barriers of key importance to the intervention.</p>
15:00 – 16:00	<p>Recap. Thank you for today.</p>	<p>Answers to the outcome harvesting questions (presented on day one) are formulated based on findings and lessons learnt.</p> <p>Findings are recorded.</p>

Group work:

Forming groups can be done in advance or directly during the workshop. It may be useful to form groups in advance, if participants are ignorant about each other's work and limited in their abilities to respond to reflections of other participants.

You can form groups on the spot if workshop participants represent a homogeneous group. Groups can either work on their own outcomes throughout the two days or work in 'world' cafés.

The world café approach implies that groups (of about four to six participants) sit around tables or stand around a 'workstation', together with a "host". The host facilitates the groups' discussions (formulation of outcomes, contribution, significance, barriers and drivers). During the next group work, participants move to a next table or work-station – and continue the group work, which is now built upon the work of the previous group. The "host" welcomes new participants and informs them about the results of the previous work at the table or workstation. Finally, the results of all groups will be reflected on in a joint plenary session.



Formulating outcomes:

It is important that participants are fully informed about what an outcome is and know how to formulate one, before you start the first round of group work (This makes the final reporting easier too).

The introduction 10 am – 12 am on day one is therefore of key importance. Don't rush it but leave space for participants to practice the formulation of outcomes, before you start the group work (slide 13-14).

As development practitioners, we tend to ‘pollute’ the language with difficult abbreviations and sentence constructions that are far from simple. However, the more complicated a sentence, the more difficult it is to understand. Encourage participants to formulate simple sentences in active voice and present or past tense. Passive sentences should be avoided. The sentences should – as a minimum – include a subject (this is the social actor to whom the change relates – see slide 13), a verb and an object (these describe the change). Slide 14 includes examples of sentences formulated using this formula. Sentences should enable us to understand *who*, *what*, *when* and *where* the change took place.

3.3 Substantiating outcomes

Findings from the workshop can be substantiated – or verified – through interviews with some of the targets (social actors), who have benefitted from the intervention, and who can contribute with knowledge about the outcomes and how they were achieved. This validates and increases the credibility of the workshop’s findings.

Identify before the workshop, who it might be useful to talk to³ and set up a meeting and remember that ‘less is more’: Often, we are tempted to ‘play it safe’ and consult more people about the outcomes than is necessary for credibility. Instead, ‘credible enough’ means only substantiating enough outcomes and consulting with enough people, so that those who are to use the outcome statements (Act Church of Sweden and partners) will trust that they are solid evidence.

There are basically two ways to validate or substantiate outcomes.

A) *Sharing outcome descriptions from the workshop*

The first method is well suited to *validate outcomes* as one or more outcome formulations are shared with the informant. The informant is asked to complete the following record of opinion:

To what degree are you in agreement with the description of [insert outcome]?:

Fully agree []

Partially agree []

Disagree []

Comments, if you like:

³ Ideally, informants should be identified after the workshop, when outcomes have been identified. But for the sake of time and CO2, you can plan interviews that you assume will be relevant in advance. Other interviews may be conducted on skype later.

The method is easy, as the outcomes can be shown directly to the informant without any further preparation. This makes the method useful for validation. The outcomes can even be shared in a questionnaire that is distributed electronically. The method's limitation is that the nature of the interview does not leave much space for additional substantiation or 'new perspectives' to what was discussed in the workshop, because informants reflect on the work of workshop participants directly.

Open questioning technique

The second method is well suited to *gather more details* about the outcome and its significance, as it uses open questions about the presence of the outcome, the *added value or benefit* of the intervention in general or to the informant. The questions are used as an *indirect* way for informants to reflect on outcomes of the intervention, including outcomes identified during the workshop and their drivers and barriers. The interviewer can then compare the answers with the outcomes from the workshop and use them to substantiate the workshop findings.

The method requires that questions are formulated after the workshop and is therefore slightly more time consuming than the first method. It is often also more informative, however.

The textbox overleaf provides examples of questions that have been used to substantiate findings from an outcome harvesting workshop in Kenya.

Open questions about outcomes

Outcomes related to women's ability to challenge gender based violence:

- Why did you decide to join this women's group?
- In what way was the information you received important to you?
- In what way was meeting and socializing with other women important to you?
- Did you experience any negative effects of your participation (if so, what)?

Outcomes related to peace building across ethnic and religious lines of division:

- What do you know about the project's efforts to build trust and understanding between the two groups involved in the project?
- In what way were you involved in these efforts?
- In what way do you think these activities (meetings) were useful to the two groups – and to you?
- What changes, if any, do you see in terms of the way participants interact with each other? Either during the meetings or outside the meeting venues?
- What other changes – if any – do you see? (e.g. changes in perceptions or behavior)?
- How important do you think these changes are?
- Are there other factors – except for the meetings supported by the project – that have contributed to this development? If so, what are they?
- What do you think are the barriers to further promote peace and reconciliation between the two groups?

Annex I: Outcome template for group work (annex to report)

What is an outcome?

- An 'outcome' is a change in the **behavior, relations, institutional practices or policies** of the people, political parties, or other institutions that your project aims to influence.,
- An outcome can be either **planned, unplanned, positive, or negative**.
- An outcome is a change that you have **contributed** to substantially. But there may be other factors that have contributed as well.

Use the table below to report the outcomes that your project has contributed to. Complete the table for each outcome. Please read the instruction for each of the categories 1-4, before you complete the table. The instruction is found on page two.

DOCUMENT			PAGE
Template for documenting stories of changes in behavior in actors			1(1)
PREPARED BY	DATE	DOCUMENT REFERENCE	VERSION
International department	2019/03/01		1.1

Stories of change

This template is part of the Act Church of Sweden's work inspired by outcome harvesting. By collecting outcomes, we can better understand the changes in behavior of social actors that our efforts contribute to. This helps our systematic reflection, learning and adaptation of our programs and strategies. Program partner organizations can contribute by filling out this template, and in doing so helping Act Church of Sweden to learn more about their understanding of and contribution to changes in behavior of social actors.

Description of the outcome - the observed change in behavior of a social actor:

1. What change (outcome) did you observe?
2. In what way did your organization possibly contribute to this change?
3. In what way did Act Church of Sweden possibly contribute to this change?
4. Were there other factors that contributed to the outcome, either positively or negatively?
5. How significant (important) is the outcome and why? What made you happy/sad/confused about it?



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6. What difference does it make that we are a church?

Name of organisation:

Act Church of Sweden Programme:

Date and place of observation:

Goal or general objective that the observation relates to:

Annex II: Guide to complete the outcome template.

1) Outcome Description:

In one or two sentences, summarize the observable change in the behavior, relationships, activities, or actions of a social actor influenced by your activities/the project over the past 12 months. That is, *who* changed *what*, *when* and *where*?

- **Who:** Be as specific as possible about the individual, group, community, organization, or institution that changed without sharing names that can bring people or institutions in danger.
- **What:** State concretely what changes were noted in behavior, relationships, activities, policies, and/or practices.
- **When:** Be as specific as possible about the date when the change took place.
- **Where:** Similarly, include the political or geographic locality with the name of the community, village, town, or city where the actor operates – locally, nationally, regionally, and/or globally.

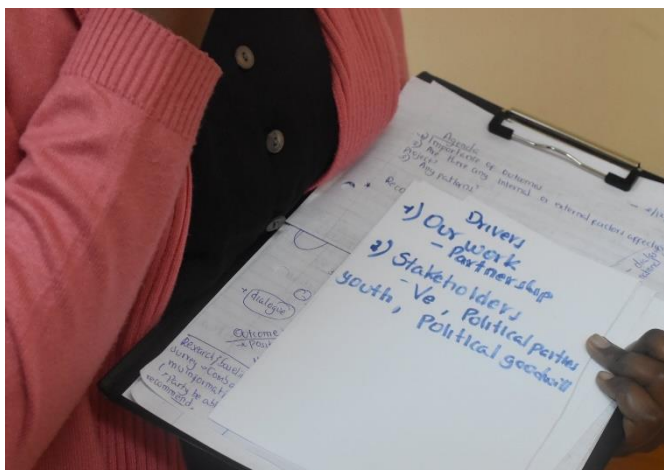
2/3) Your/the project's contribution:

In one or two sentences, what was the project's role and the role of Act Church of Sweden in influencing the outcome? How did it inspire, persuade, support, facilitate, assist, pressure, or even force or otherwise contribute to change in the social actor?

Describe the project's activities, processes, products, and services that you consider influenced the outcome. Keep in mind that, while the outcome must be plausibly linked to the project's activities, there is rarely a direct, linear relationship between an activity and an outcome. Also, one activity may influence two or more outcomes.

4) ,Contributing factors:

Outcomes often are influenced by a variety of **other factors**, related to the context, the social actors themselves or other activities you have conducted over a period longer than 12 months. Thus, please mention these factors or the activities you have implemented from before that influenced the outcome.



5) Significance:

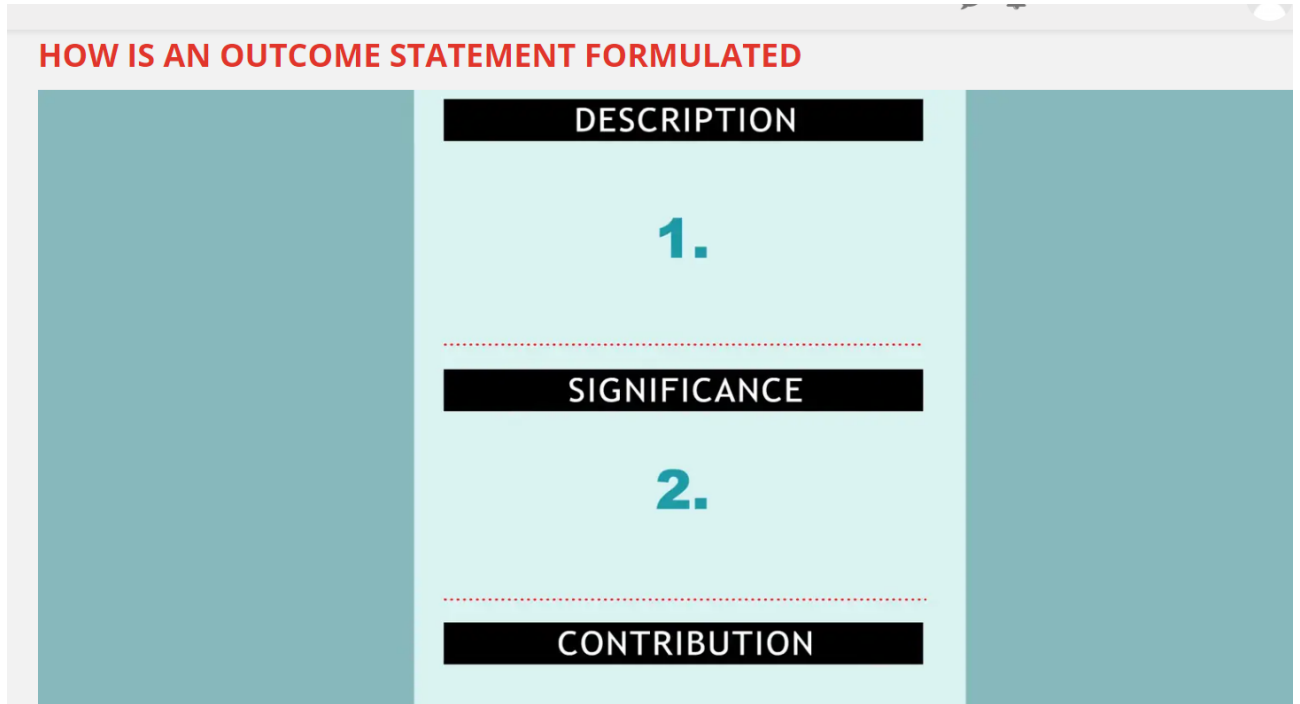
Outcomes can be more or less significant – or important. Either in terms of their potential to contribute to broader goals or bridging outcomes. Or in terms of their ability to demonstrate ‘what works’ when one wants to create change.

Describe how significant – or important – you think your outcome is.



Church of Sweden 

For more inspiration, press on the link in the picture overleaf below.



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