Outcome Mapping

What is in a name?
Key terms in Outcome Mapping

What is an Outcome?

A behavioural change in a social actor that we have contributed to.

Individual | Group or community | Action activities | Relationships

SOCIETAL ACTOR | BEHAVIOUR

Institution | Organisation | Practices | Policies

Outcomes are changes in behaviour, relationships, attitudes or policies (and practices, skills, knowledge, that are observable) of individuals, groups, or organisations.

…or early signs of change (intermediate outcomes).

Image from Outcome Harvesting intro video.

What do we mean by *mapping?*

OM assumes that social issues are constructed by social actors and therefore in order to change the systems, we need to change the actors in the system.

SOCIAL ISSUES

Mapping out who needs to change and how … and then monitoring who is changing and how

and remember….

Complex development issues are created and perpetuated by the actors in the system.

Capacities to address complex issues are distributed across different actors.
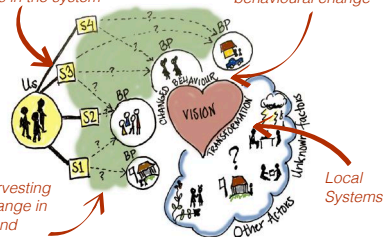

Overview of OM

Four key ideas in Outcome Mapping

Designing programs around influencing behavioural change key in actors in the system

Outcomes as behavioural change

Journaling / harvesting behavioural change in order to learn and adapt programs

Local Systems

VISION

OUTCOME MAPPING STEPS

- Vision
- Mission
- Identification of boundary partners
- Outcome challenges
- Progress markers
- Strategy maps
- Organisational practices
- M&E

Step 1&2: Vision and Mission

What do we hope the local system will look like in the future?

What can we bring to the system?

Taking the actor maps and starting to think how we want this to look in the future.
What would a functional system look like which has overcome the problems we hope to see change?
Vision picture

Step 1: Describe the Vision

A vivid picture of hopes and dreams

Bunong communities are proud of their culture and language and are freely using it, with the support of the government and other institutions, in their daily lives. A growing number of Bunong communities have MTB MLE in their communities, which is rapidly increasing student progress and success. Parents are engaged in the learning of their children and are passing on valuable cultural knowledge in a dynamic way. Villagers are participating in included in all kinds of education and decision making. The government and NGOs are increasingly paying attention to language and culture issues. The villagers' increased interaction with others and and the pride of their heritage, is causing the wider Cambodian society to be positively influenced by Bunong culture.

helpful to do a detailed actor mapping or SNA to explore connections and relationships in more detail.
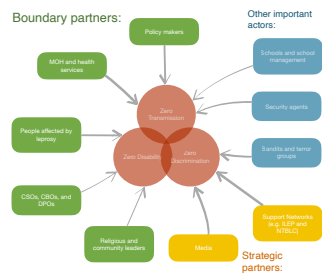
Step 3: Boundary Partners

- On whose actions does the success of the program most depend?
- Who will you try to influence?
- *Note: boundary partners have boundary partners!*
- *Note 2: Beneficiaries can be a Boundary Partner (or not).*

Program = control

Influence

Interest

- 🟢 Boundary partners
- 🔵 Other Stakeholders
- 🔴 Beneficiaries

Boundary Partners

- Individuals, groups, or organisations with whom the program interacts **directly**….
- …whose behaviour activities relationships and policies are **significant** the vision to emerge….
- …with whom we have (or can develop) enough relationship to **realistically** be able to influence their behaviour attitudes relationships or policies.
- We will monitor and **learn from and with** them.

Leprosy Mission Example

Basic Actor Mapping

Boundary partners:

Other important actors:

- Policy makers
- MOH and health services
- People affected by leprosy
- CSOs, CBOs, and DPOs
- Religious and community leaders
- Schools and school management
- Security agents
- Bandits and terror groups
- Support Networks (e.g. ILEP and NTBLC)
- Media

Strategic partners:

Zero Transmission / Zero Disability / Zero Discrimination

The beginning of actor focused theory of change

Step 4: Outcome Challenges

Outcome Challenges = a mini vision for each boundary partner.

"Ideally, in order to contribute to the vision, how will the boundary partner be behaving or acting differently? What new relationships will have been formed? How will existing ones change?"

Outcome challenge

EXAMPLE OUTCOME CHALLENGE

Outcome Challenge 1: The program intends to see **local communities** that recognize the importance of, and engage in, the planning of resource management activities in partnership with other resource users in their region. These communities have gained the trust of the other members of the partnership and the recognition of government officials so that they can contribute constructively to debates and decision-making processes. They are able to clearly plan and articulate a vision of forest management activities and goals that is relevant to their context and needs. They call upon external technical support and expertise as appropriate. They act as champions for model forest concepts in their communities and motivate others in the partnership to continue their collaborative work.

What kinds of change do you see described?
Not a short "statement" - About creating a rich picture of desired change.

Tools to dig deeper - 1
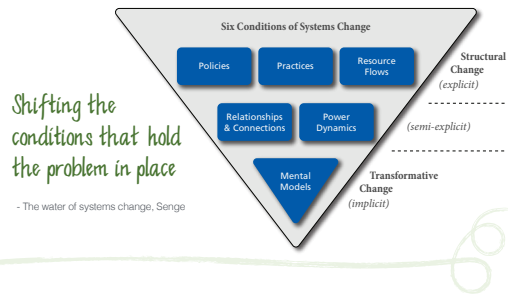
Quickly mention a few tools which can help us think more deeply about these "actor mini-visions"

1. Water of systems change. How do we hope this actor will think/relate/ behave in relation to these conditions.

https://www.fsg.org/publications/water_of_systems_change

Tools to dig deeper - 2

2. Everyday political analysis

Is what they want clear? (change, status quo, political power, wealth?)

What is it that influences and constrains this actor? Consider: Theology, Norms, Religious artefacts and practices, Internal power relations and hierarchy

SMCs tools for religious literacy can also be useful here

https://www.dlprog.org/publications/research-papers/everyday-political-analysis

Step 5: Progress Markers

Not indicators…
Buckets to collect behavioural change in!

3 Levels of change…
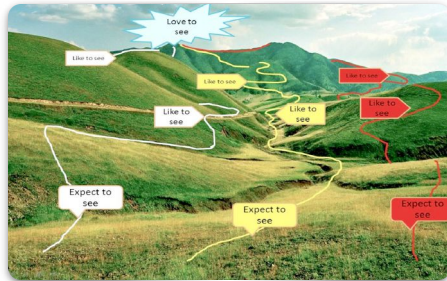
Some examples…

Expect to see community members…
- articulating why culturally relevant education is important to them

Like to see community members…
- creating new cultural content which can be used in education (book, songs, drama etc.)

Love to see community members…
- with traditional knowledge (elders) teaching children and youth in school about culture.
- connecting with other villages around issues of culturally relevant education for increased voice with authorities.

Progress Markers

- Who? Is doing what? How?
- Should be seen as a set, which describe the complexity of the change process.
- A framework to help collect evidence (buckets)
- Around 10 - 15, most should be like to see level
- How can the program know that the boundary partner is moving towards the outcome?
- What milestones will be reached as the boundary partners move towards their intended role in contributing to the vision?

Example

EXPECT TO SEE LOCAL COMMUNITIES:	
1	Participating in regular model forest (MF) partnership meetings
2	Establishing a structure for cooperation in the partnership that ensures that all local interests are represented (mechanics of setting up the structure)
3	Acquiring new skills for involvement in the MF
4	Contributing the minimum human and financial resources necessary to get the MF operational
LIKE TO SEE LOCAL COMMUNITIES:	
5	Articulating a vision for the MF that is locally relevant
6	Promoting the MF concept and their experiences with MFs
7	Expanding the partnership to include all the main forest users
8	Calling upon external experts when necessary to provide information or meet technical needs
9	Requesting new opportunities for training and extension
10	Producing and disseminating concrete examples of benefits arising from MF activities
11	Identifying opportunities for collaboration with other institutions and actors
12	Identifying opportunities for, and successfully obtaining, funding from a range of sources
LOVE TO SEE LOCAL COMMUNITIES:	
13	Playing a lead role in resource management with view to long- and medium-term benefits
14	Sharing lessons and experiences with other communities nationally and internationally to encourage other MFs
15	Influencing national policy debates and policy formulation on resource use and management

An actor focused theory of change showing increasing engagement and initiative.

Around 10 - 15, most should be like to see level

(from OM manual)

further examples included - including system change and resilience concepts

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Progress Marker Example

including system change and resilience concepts

Cambodia example

Participation…

IMPORTANT!! We have only shown the outputs of the process…

- Who would you include in this process?
- Can you include the boundary partners (or at least a focus group) themselves?
- How can you help them to participate in this process?
- It may take some time to understand enough about the boundary partner to make meaningful progress markers - so the framework may need to be updated.

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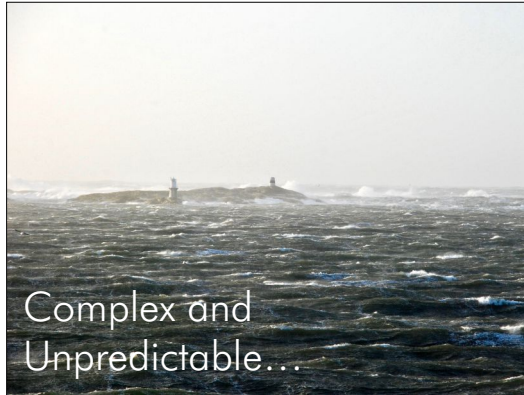
we don't know what we are going to do until we get there!
learning from the situation, what is changing, what is not changing, what is working, not working.

Complex and Unpredictable…

Step 6: Strategy Maps

- **Hold lightly** - OM keeps strategies lightly as the notion of "best practices" are often limited in supporting work in complexity.
- **Be creative** - OM recognises that there is a variety of approaches to achieving social change, from direct intervention at the individual level through to indirect environmental influence.
- **Learn and adapt** - OM chooses to explore what works from our own practices in context, through collecting "evidence" or stories of change, inspiring action research.

    Can use existing planning frameworks

MATRIX 1: STRATEGY MAP

STRATEGY	CAUSAL	PERSUASIVE	SUPPORTIVE
	I-1	I-2	I-3
Aimed at a Specific Individual or Group	• Cause a direct effect • Produce an output e.g., Deliver money, obtain research, prepare a report	• Arouse new thinking/skills • Always expert-driven • Single purpose e.g., Capacity-building activities, skill enhancement, methodological workshops, training	• Build a support network • Based on a supporter/mentor who guides change over time (this could be one person or a group of people) • Involvement is more frequent and sustained • Nurturing for self-sufficiency • Multipurpose (broader intent) e.g., Program member who provides regular guidance and input, expert (management, fundraising...)
	E-1	E-2	E-3
Aimed at Individual's or Group's Environment	• Change physical or policy environment • Incentives, rules, guidelines e.g., Technical transfer, policy change, Internet access, terms of reference (TOR)	• Disseminate information/ messages to a broad audience • Create a persuasive environment • Change/alter message system e.g., Radio, TV, Internet, publications, conferences, findings, workshops	• Create a learning/action network • Boundary Partners working together and collectively supporting each other on a regular basis e.g., Research network, participatory research program

Tool to think about what different ways we can try to influence the boundary partner

Choose some initial strategies which are meaningful to begin with to make an initial 6 month activity plan

*Note we had a webinar on the 10th June to look at alternative approaches to thinking about making these strategy maps.
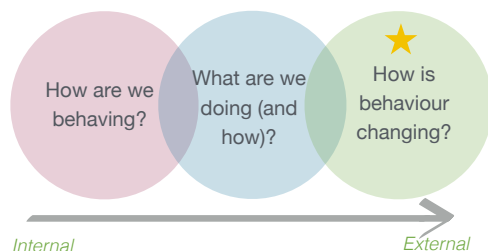

Step 7: Organisational Practices

How does your team or organization stay relevant, viable and effective?

- keep learning
- foster creativity & innovation - testing new approaches
- seek better ways to assist your partners (feedback)
- maintain your niche
- maintain high level support (communication)
- build relationships
- share learning

By Jeph Mathias - from OMLC training - based on organisational practices in OM manual

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Step 8: Monitoring with OM

How are we behaving?

What are we doing (and how)?

How is behaviour changing?

Internal → External

Slide 1

Monitoring behaviour with OM

JOURNAL (Evidence) +
Progress marker achievement

Slide 2

Progress Marker Journal

From the manual…

This is an area of a lot of adaptation and innovation

Slide 3

Evidence collection Journal

Date	Progress Marker Number	Evidence	Possible Contribution	Entered by
2 March	V2	Tum and two friends talked with the director of education during a workshop and challenged them to think more about their village who do not understand the language.	ICC encouraging the village members to join the education planning workshop.	Lamy
7 March				

note that this is VERY similar to outcome harvesting!

Progress marker monitoring

Srae Ktum Village Progress Tracking

for every village

different ways of grading change - seedling, bushes (growing well),

forest (sustainable)

Creating regular rhythms and spaces for organisational reflection and learning from the evidence collected

Monitoring using outcomes

AFTER we have experienced change, we can be very concrete and specific about each change.

when things are unpredictable it is impossible to be SMART (just guess work)
…but looking backwards we need to be like good journalists! We need to be specific…

In June, teachers in X village reported 3 cases to the health centre.

On 23rd August, the government released new guidelines on leprosy.

In 2019 Donor Y started to support X CBOs in raising awareness about leprosy.

Some basic example outcomes from The Leprosy Mission

YOUR HONOUR, WHAT WE HAVE HERE IS CLEAR EVIDENCE…
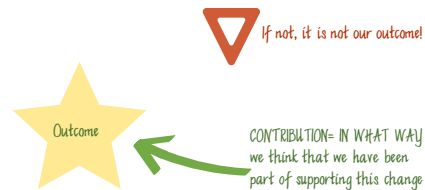
EXHIBIT A
EXHIBIT B
EXHIBIT C
EXHIBIT D

"The plural of anecdote is evidence"

collecting small stories of change = who is doing something new!

Outcome Descriptions

Contribution

Contribution … not attribution!

though changes we see that we have not contributed too can still be interesting to capture and learn from!
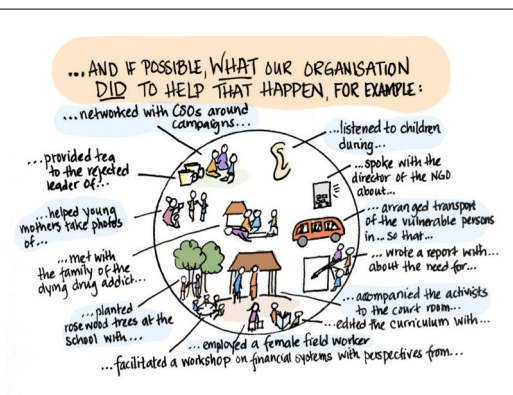
Contribution … not attribution!

Also helpful to look at significance - why is this interesting to us.

Significance

Why is this significant?

Why is this significant?

Outcomes, contribution, and significance are all part of learning (monitoring and evaluation).

- **OUTCOME: What** was the change that happened? (Who, what, when, where, how, and with who?)
- **CONTRIBUTION:** How were **we** part of that story of change?
- **SIGNIFICANCE:** Why are we especially interested in this change?
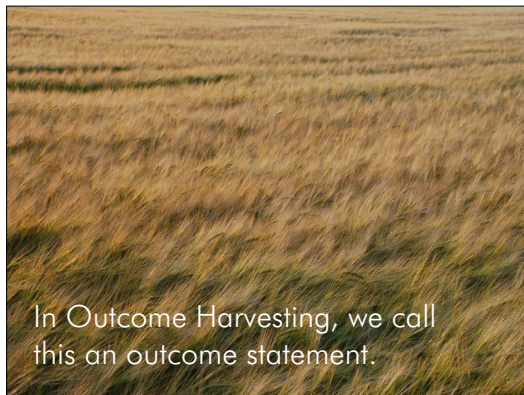
In Outcome Harvesting, we call this an outcome statement.

When using OH for monitoring, key to focus on early signs of change!
Outcomes often build on each other to create a bigger story of change… and contribution. (outcome chains)

Remember that the first signs of change can be significant! They can help you to adjust your strategies.

Intro to an OH tool (table/form)

Outcome Story Title	Outcome Description (Who did what, how, when, and with whom? DIFFERENTLY)	Contribution from partner organisation X on the field	Significance to Partner Organisation (Why was this outcome important to you?)
	maximum 1-2 sentences	maximum 1-2 sentences	

Outcome Story Title	Description	Significance	Contribution
Pastor is allowing Christians to use his house as they are not allowed into Wat	During the floods in 2018 some small houses in Wat Thnal were flooded complety. The people were not allowed into the temple because they were Christian (not rejected by monk, but by village chief). The pastor therefore helped the 8 familes and provided space for them to stay under his house.	Traditionally people slept at the temple during floods. However, christians are often discriminated against by other villages. The pastor was therefore able to support a vulnerable group.	Pastor was trained at EFC DPR training.
Churches connecting beyond denomination boundaries	Since the formation of the network churches in the province are connecting across demoniational boundaries. "Now we are like families" We all have phone numbers of other members in the network. They also have a Facebook messenger group.	Churches did not use to connect between denominations. Pastors used to be independant (isolated) and disconnected from others. This is core to EFCs purpose.	Identified EFC contributions: Non-denominational ability to convene churches, creating a forum to discuss the need for a network. EFC seeded the idea of a network and helped to show ways to form the network.

Examples from EFC evaluation in Cambodia (in this case we had 70+ outcomes, in other evaluations we have had up to 800! … though not all were strictly speaking outcomes)

Homework No. 1

Watch the three introduction videos on Outcome Harvesting (Total 15 min, link on Fabo)

Homework No. 2

1. Identify one outcome based on what you have seen in a partner report or in your own social change work.

2. Write each part of the outcome and include significance of the change and your contribution to the change.

3. Post on to google sheets (see link in Fabo)

LEARNING LOOP