



Eval tool designed by LATE ricardo Wilsom Grau - wrote a book.
a participatory process with a focus on helping organisations use evaluation findings! (utilisation focused)
based on ideas from outcome mapping (which is a planning and monitoring tool.)

increasingly used in a simplified form as an monitoring tool - focus of today



not really like harvesting (easy) ... more like searching for mushrooms in the forest! ... takes some time and practice

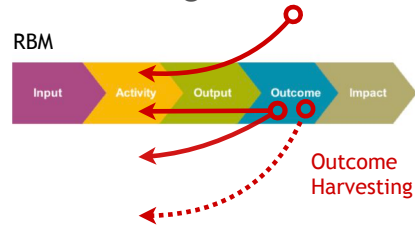


Reminder sounds simple, but not as easy as it first seems! Takes a bit of practice.

Not outputs - They have made a change in their behaviour

Image from Outcome Harvesting intro video.

Reverse logic



One of the key elements ...

no matter what planning tool has been used, it looks at results in terms of outcomes

Find the outcomes first - expected and unexpected

Link back to planned activities (and even to other external factors which created the outcome)

OH Steps - evaluation

- Design
- Review documentation and draft outcomes
- Engage with informants (staff, project stakeholders, other actors)
- Substantiation.
- Analysis and Interpretation
- Supporting the use of findings

Steps if doing as a full evaluation - often simplified as a monitoring tool
often done in an iterative process - collect some outcomes, substantiate, what does this seem to be saying ... this process identifies some more, refine, check, interpret... and so on...

Design

- What do you hope to find out?
- Create journal tools (e.g. google sheet!)
- Who will keep things tidy? Do you need support?
- Schedule times for analysis and reflection



Gather outcomes

- Review Documents
- Journal by staff
- Workshops e.g.:
 - timeline
 - network analysis / actor mapping
 - resilience lens
- Interviews



Substantiation?

Interviews:

- perspectives,
- fact-checking / triangulation
- depth
- causality and further outcomes
- listening for contribution and significance

Takes time! (often left to evaluation)



Interviews - IRL, skype, could also use surveys
all depends on time and money - what is most useful and can contribute to learning for all?

Analysis, Interpretation, and usage.

- Initial coding - categorising outcomes in different ways.
- Participatory processes to explore:
 - Who is changing? How?
 - What unexpected and or negative change is happening?
 - What strategies appear to be working?
 - Lenses: Gender, resilience, relationships, ...
 - What should we do more of / differently / instead?

Finding Patterns and Meaning...

*Bright spots ... Positive
Deviance ... pink dolphin!*

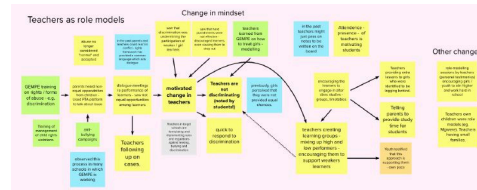


*highlights values and rich
learning opportunities*

Note that this wasn't directly based on just the outcomes database, but used outcomes/data gathered from a substantiation process as a starting point to explore a broader change process linking together outcomes that were observed.

Finding Patterns and Meaning...

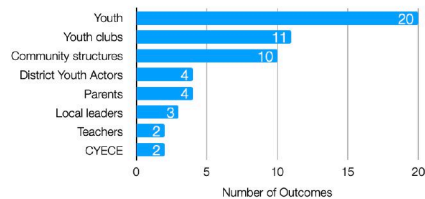
*Looking for outcomes /
behavioural chains...*



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Finding Patterns and Meaning...

*Who is changing...
counting and filtering!*



Finding Patterns and Meaning...

What kind of change is happening?

Using coding to filter and quantify the qualitative data

Tag	Description	Total	Lusaka	Livingstone	Kaoma
Total Number Outcomes:		112	74	17	14
Awareness	Increased awareness among youth	26	22	1	0
confidence	Youth expressing that they have increased self-confidence	24	19	2	0
Arts	actors increasing skills in arts	25	16	2	5
life transformation	Stories of lives being transformed "testimonies"	15	12	2	2
child-parent relations	changes in relationships between parents and children	15	11	4	2
leadership	Youth taking leadership	16	11	1	2
GBHR	changes regarding GBHR awareness, practices and attitudes	16	11	3	1
education	perceived increased interest in school work and better performance	15	6	5	3
sharing	actors sharing what they have learned with others	14	8	2	3
community capacity	using skills gained to enhance capacity of community structures / forums (e.g. leaders, organising, coaching)	14	7	2	3
drugs	Changes related to stopping drug abuse	10	9	1	0
support	actors working to support / encourage BCC activities / participation	8	8	0	0
advocacy	actors advocating for issues of concern	7	6	1	0

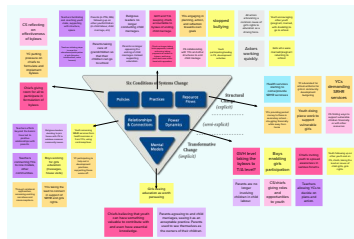
...also often do this about contribution too, to also understand patterns in contribution

These codes can be “open” (grounded theory approach) or pre-defined in a theoretical framework (e.g. resilience) or the program theory/ToR

Can also include cross cutting issues like gender and disability inclusion

Finding Patterns and Meaning...

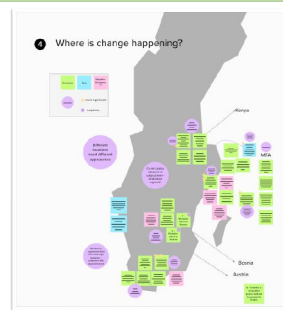
Explore conditions of systems change...



Finding Patterns and Meaning...

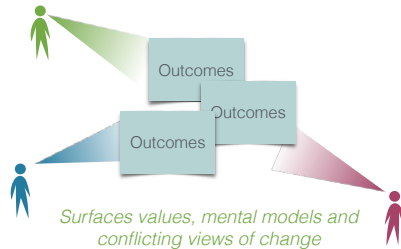
What kind of change is happening where?

Putting outcomes on the map!



Finding Patterns and Meaning...

Workshops to explore perspectives...



Winning outcomes!

When
In September 2019, members of the Sabaot and Bukusu Councils of elders from Mt. Elgon reached out to each other and resolved the simmering water conflict between them.

Who
Behaviour Change

Where
The Sabaot and Bukusu councils of elders attended a training on conducting peace dialogues organized by Free Pentecostal Fellowship in Kenya (FPFK) in 2018

Plausible contribution
In the past, such emerging conflicts were left unattended to by the elders leading to ethnic violence characterized by massive displacements and killings. The elders therefore helped a great deal in resolving the conflict

Some Cautions...

- Often people confuse outputs and outcomes. Outcomes are behaviour changes (+ or -) in those the project is influencing.
- Careful with "summaries" - outcomes are not overarching statements of change, they are specific points of evidence.
- Don't have to be high level - early signs are important to capture.
- Careful with words like increased or improved (usually too vague).
- Specific, specific, specific ... should be able to go and "see" the outcome described.

An evaluator or journalist could go to Mt Elgon, meet the elders and others in the area and learn more about this outcome - the hallmark of a good outcome.

Makes you curious to hear their stories. How did the change happen? What other factors contributed? What do other people say? How have things developed since then ... this could be done through a substantiation process.

outputs - e.g. x people have been trained - what did they do with the training. Early signs can be interesting (e.g. made plans, worked with new people, but would need to be supported about why this is significant).
individual and early changes - e.g. Tomisin's story about Abdul - the small stories add together.
vague outcomes - probably at least one outcome in there, but needs more work to bring it to the surface.

Small groups

- Have a look at the feedback on the google drive
- Reflect back to the group your experience of writing outcome statements - easy? hard? restricting? helpful?
- Discuss with group - What questions do you have about outcome statements and outcome harvesting?
- Write up in the Mural space - we will use these for the following Q&A

OM and OH in reality! -
implications for desk officers

LEARNING
LOOP

Implications for desk officers

- What should you advise partners? OM or OH ... or something else!
- What should the design process and specific tools look like?
- How can / should they be used?
- How can they connect to reporting?



To use or not to use!

- Does the project/program seek to address complex social issues?
 - If yes, the project/program implementers are going to need flexible planning tools to help you learn and adapt.
- Does the project/program follow the development of the groups (boundary partners) it seeks to influence?
 - OM and OH question “silver bullet” approaches, in favour of the testing and development of multiple strategies over time.

There are ways of integrating with LFA - good resources on the OMLC website on this.

Does it work at larger scales? Yes - it is used by many larger organisations - but it does require careful thought about who you actually influence! OM focuses on learning with/from the people we are actually influencing.

Monitoring: OM vs OH

OM	OH
	
<ul style="list-style-type: none">+ reminds what to look for per actor+ gives framework for analysis- boxed in (forget to look outside)- heavier structure and tools require effort to develop (but give you a good ToC)	<ul style="list-style-type: none">+ Open - encourages looking everywhere!+ lightweight, easier to get started (can be easily added to existing systems)- Less clear how to analyse- can get stuck in what is familiar

OM

boxed in (forget to look outside) - often there are important things happening in actors which aren't boundary partners, or behaviours which are captured in the progress markers (can have an “other” progress marker) heavier structure and tools - can feel heavy. A lot to design and tools to get set up and use.

OH

Less clear how to analyse - “what do I do with this” (see later examples)

Monitoring with OH

Outcome Harvesting Light!



Regularly scanning for outcomes and maintaining a database

Using a tool like a timeline to help surface changes as a team on a regular basis

Maintaining a database - google, podio (LPI, WCM)

Adding OH processes to OM in order to help scan wider than the BPs and PMs

Other options, ask partners to go through a process like this and report the most significant outcomes every six months ... (Approach similar to KRF)

Small groups

- What ideas do you have for how you could apply / integrate OM and OH in your work?
- How would you use them OR relate to them if used by a partner? How would they affect your role as a desk officer?
- write up your ideas the Mural space - we will share this back in plenary.

What we hope you remember!

Social change is complex (unpredictable, dynamic, different perspectives) so...

- Hold partners accountable to learning!
- Support partners in developing systems awareness and tools for learning about outcomes (like OM and OH!)
- Encourage partners to focus learn *with* the actors they are seeking to influence.
- See projects as a process of discovery!
- Create space - you will need to stop requiring some things in order to allow time for good evidence collection and reflection!

try to understand the actors in the system (actor focused ToC)
figure out who you can influence and how (actor focused planning)
...and who you need to strategically work with (cooperation strategy)
make sure you are learning and adapting as you go... see projects as a process of discovery! (MEL - MLE)
Push yourself to be inclusive (include actors in monitoring!)
focus learning on behavioural changes of the actors in the system
keep questioning your boundaries

Extra examples

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ICC - Cambodia

Tools: OM used by small teams to monitor village level change.

2 days per month reflection and learning using progress markers by each team.

6-monthly MSC and timelines.

Evaluated by OH.

What the tools did: Enabled the teams to move from an activity focus to tailored support to community reflection and action.

Dedicated! They owned the M&E system.

Action research pilot → program in 2 provinces with 70 staff.



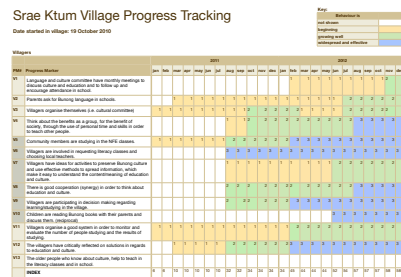
“how we know what we are going to do next”

Evidence collection Journal

Date	Progress Marker Number	Evidence	Possible Contribution	Entered by
2 March	V2	Turn 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



for every village (approx 70 locations!)

we could see where change was happening / not happening, what

kind of change was happening,

helped support dialogue on desired change and contribution

Data Management

We used google:

- The 10 teams could contribute in real time wherever they were
- We could aggregate data from all the teams
- Google could do rough translations of journals in local languages
- M&E staff, program managers, and donors could all access our monitoring data in realtime
- Made some simple dashboards to help communicate the data



now some of the projects we have worked with have taken this even further, community groups are using progress markers themselves as part of their own action and reflection.

CYECE - Malawi

Tools:

OM used as project design

Every year project teams work with youth club members to monitor change in youth and other community actors.

PMs used more as reflection framework - not so much ongoing journalling.

Gives overview of youth club development.

Useful for reporting and highlighting adaptive measures.



CYECE - Data gathering / reporting

<p>OUTCOME CHALLENGE: The project intends to see youth clubs that have the necessary tools and equipment, are aware of girls' rights and are ensuring that girls are not dropping out of school, and are conducting awareness campaigns on the girls' right to education. The project also intends to see boys acting as champions of girls' rights, girls aware of their potential in achieving their goals, and girls and boys are working together with no discriminations based on gender.</p> <p>ASSESSMENT/PLANNING THE CHANGE:</p> <p>NO CHANGE <input checked="" type="checkbox"/> DOO LITTLE CHANGE <input checked="" type="checkbox"/> DOO SIGNIFICANT CHANGE THAT REQUIRES FURTHER SUPPORT <input checked="" type="checkbox"/> DOO SIGNIFICANT CHANGE INDEPENDENT OF PROJECT <input type="checkbox"/> DOO</p>			
<p>EFFECT TO SEE / PROGRESS MEASURES</p> <p>Youth clubs are developing a membership criteria inclusive of girls and vulnerable groups eg. Orphans</p>	<p>OBSERVED OUTCOMES RELATED TO ACHIEVING THE PROPOSED MEASURES</p> <p>Village X</p> <p>Village Y</p> <p>Village Z</p>	<p>FOLLOW UP / CORRECTIVE MEASURES</p>	<p>Rating</p> <p>Very rare</p>

CYECE - Reflection

Additional reflection questions per actor:

- Were there any unanticipated outcomes/changes?
- Which factors or actors contributed towards achievement of progress markers?
- If you are not reaching progress markers, please analyse here what could be the reasons for that:
- Source of evidence: e.g. minutes of the meeting, monthly reports, activity reports etc:
- Lessons learnt and recommendations for the project: remember also that progress markers can be modified if there is need.

CYECE - heat map

[illegible]

We put this together to help them explore the differences in change across the geographical areas

numbers refer to levels described in previous reporting sheet:

0 no change, 1 = little change, 2=significant change that requires project support, 3 = significant change independent of project
(not sure I like this scale, but it is what they used!)

Made in spreadsheet using conditional formating

Child Safe - Thailand

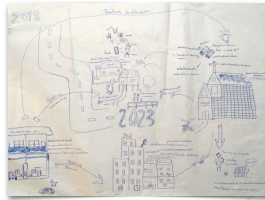
Tools: Low tech with visuals

Notebooks to journal outcomes in each actor

Visual images to remind them of their Outcome Challenges.

What the tools did: Enabled all staff to see the wider system (who is involved)

Allowed all staff to participate in monitoring and own the process!



by contrast...low tech
team had few reporting requirements!!!

WCM - Myanmar

Semi-remote evaluation in a conflict area.

Tools: OH conducted by staff using a closed Facebook group for outcome collection and support.

Actor mapping to understand system.

What the tools did: Strengthened analytical skills! Enabled systems thinking around resilience. Enthusiasm!

Findings from OH and a resilience lens used as a basis for OM design.



UNICEF - Cambodia

Evaluation of Government's Multilingual Education National Action Plan

Tools: OH using focus groups and "Discovery Workshops" to triangulate outcomes from various perspectives at every level of the education system.

What the tools did: enabled sharing of perspectives - children's, parents', teachers', ministry, indigenous perspectives...

800+ outcomes!

creation of an actor-focused theory of change (OM-inspired!)



This is an elaborate (and expensive!!!) evaluation process

How often should we collect outcomes?

- **MGVS** - every week collecting small outcomes using OH
- **IBCDE** - every month using OM (observed behaviours for each BP in each village)
- **Chab Dai** - every month using OH (2 or 3 outcomes per project)
- **Palme Centre** - every 6 months in dialogue meetings with partners using a hybrid OM/OH approach

Adapt the tools - What fits with your context?

a lot of variation - depends on how quickly change happens and how often you have contact with those who are changing.

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