


SMC OM/OH
CoP - 28 Jan 2021

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Second half time to discuss and share more about the challenges we are facing ... or any successes to celebrate!

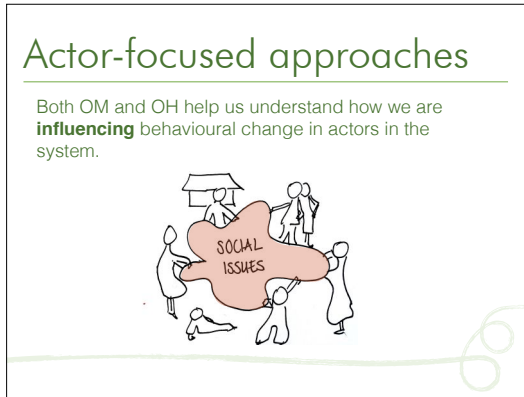

Actor-focused approaches

Both OM and OH help us understand how we are **influencing** behavioural change in actors in the system.



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help us understand this local system and how we are influencing behavioural change

Outcome Mapping in a picture

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

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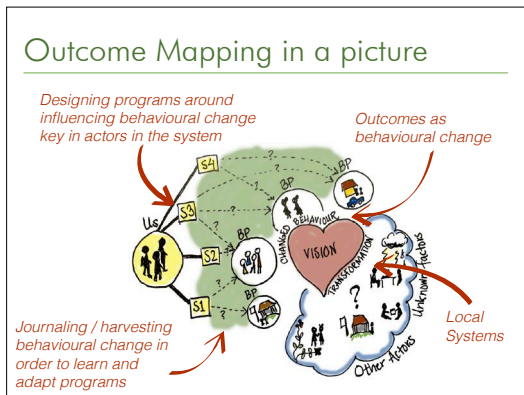
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Local Systems

journaling OBSERVED OUTCOMES (actual behavioural changes)

What is an Outcome?

A behavioural change in a social actor that we have contributed to (or hope to).



Within OM and OH there is quite a specific definition of an Outcome...

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.

OUTCOME MAPPING STEPS

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

OM is not a fixed 12 step tool. It is a way of thinking and approach with tools taking social actors seriously as the agents of change. OM discusses boundaries (limitations) of influence and designs around this.

Each context requires its own adaptation and will evolve, as OM evolves!

Today we are going to show one example of OM in practice, and how we then used OH to evaluate this project.

Thanks to Veera for letting us use them as a case!

Using OM and OH The case of Taksvärkki

Adapted from a presentation by Veera Blomster, Taksvärkki

LEARNING
LOOP



Finnish CSO

- Global citizenship education in Finland
- Development cooperation projects
- Human rights and youth empowerment.
- From youth to youth approach



Malawian CSO

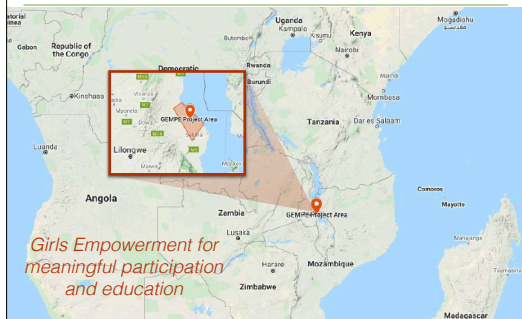
- Children's rights, gender and SRHR
- youth-to-youth and meaningful youth participation
- Capacity building, advocacy, community mobilization and communication

Key features/principles

- Actors' engagement in OM design
- How the tools supported change and attention to systems change
- Local staff's capacity in OH
- The role of a supporting partner

What this case will highlight

GEMPE Project - Location



OM design: A bottom up approach

- Taksvärkki co-facilitated a design workshop with CYECE
- Involvement of community members and policy makers in defining the problems and design of OM

Planning workshop in Salima, January 2017

- Current state
- Vision
- Mission
- Boundary partners
- Outcome challenges
- Progress markers
- + Revalidating workshop in May 2018 with the actual project actors from T/A Makanjira and Kuluwuunda



Taksvärkki with CYECE
Then reworked with community actors

“Felt like a best practice!”

- Edward Chikwama (Program Director CYECE)

The vision statement:

In five years' time, every girl in Salima is empowered to defend her rights, to attend and complete school, be literate, perform well, and reach out her goals. After completing school, the girls in Salima are employed or involved in business and holding different positions of leadership. The rates of early child marriages, child labor and school dropouts have decreased. Young women and girls are self-motivated from quality education, and contributing to the development of their community



The mission statement

Through the vision, the project aims to create an enabling environment and empower the girls and young women to fully enjoy their rights. This will be done through capacity building, advocacy, awareness raising campaigns, networking and community mobilization.



Voting about boundary partners:

- Young girls (7)
- Teachers (6)
- Parents (5)
- Community Based Organizations (3)
- Chiefs (3)
- Health workers(eg doctors) (3)
- Youth Clubs (3)



| OUTCOME CHALLENGES | |
|---|--|
| Boundary partner 1: Youth Clubs | 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 discrimination based on gender. |
| Boundary partner 2: Chiefs and faith leaders | The project intends to see chiefs and faith leaders that are establishing and implementing bylaws on girls' education, taking the lead in ending child marriages and are using community gatherings in advocating and sensitizing people on the importance of girls' education. Furthermore, the project intends to see chiefs ensuring cultural and traditional practices are not violating rights of girls while faith leaders are not officiating child marriages. |
| Boundary partner 3: Community Development and school related structures (Area Development Committee, Village Development Committee, Mother Groups, PTA's, SMC) | The project intends to see community development (ADC, VDC) and school related structures (MG, PTA, SMC) that are aware of girls rights and sexual gender based violence, that ensure that bylaws are implemented and in collaboration with other actors (teachers, chiefs etc.) put an end to child marriage, that give the youth platforms to participate in community development initiatives and that promote the inclusion of all vulnerable groups. The project also intends to see the community development and school related structures with initiatives on school development and supporting needy girls to be in school. |

| OUTCOME CHALLENGES | |
|---------------------------------|--|
| Boundary partner 4: Teachers | The project intends to see teachers that are aware of girls' rights and act as role models, that provide guidance and counseling to girls that are establishing youth clubs in schools that empower and protect girls and promote their participation in various school activities. |
| Boundary partner 5: Parents | The project intends to see parents that aware and uphold girls' rights, that take a great responsibility in promoting girls education, provide guidance and counselling and contribute towards ending child marriages. |

| Youth Clubs |
|---|
| PM Expect to see progress markers |
| 1 Youth club members are attending trainings fully and acquiring skills related to participation and girls rights |
| 2 Youth clubs are developing a membership criteria inclusive of girls and vulnerable groups eg. Girls with Disabilities (GwDs) |
| 3 Youth clubs are mobilizing girls including GwDs to join youth clubs and participate in youth club activities |
| 4 Youth clubs are organising trainings, exchange visits and other capacity building initiatives for girls participation, SRHR and education |
| Like to see progress markers |
| 5 Girls are attending and participating in decision making structures at community level |
| 6 Youth clubs are ensuring that young women and girls are participating in youth club activities |
| 7 Girls are assuming leadership roles in decision making platforms |
| 8 Youth club members are reporting cases of violations on girls' rights to relevant authorities. |
| 9 Youth club members (boys in collaboration with girls) are conducting awareness campaigns on rights of girls |
| 10 Girls are assuming leadership roles in youth clubs |
| 11 Youth clubs are empowering girls to speak out issues affecting them |
| 12 Youth clubs are networking and linking with other community development structures in support of girls SRHR, education and participation |
| Love to see progress markers |
| 13 Youth clubs are ensuring all girls are attending school |
| 14 Youth clubs are denouncing child marriages and supporting girls to denounce child marriages |

This formed the basis of them making action plans per actor. Didn't use strategy maps, but as we found out in the evaluation, their strategies were very diverse and tailored to the various actors, supporting them directly and their relationships and social context.

| Example of monitoring tool | | | |
|--|--|---|----------------------------------|
| <p>Outcome Challenge: The project intends to see <i>youth clubs</i> 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 discrimination based on gender.</p> <p>Assessment/Measuring the Change:</p> <p>NO CHANGE = 000 LITTLE CHANGE = 000 SIGNIFICANT CHANGE THAT REQUIRES PROJECT SUPPORT = 000 SIGNIFICANT CHANGE, INDEPENDENT OF PROJECT = 000</p> | | | |
| EXPECT TO SEE PROGRESS MARKERS | OUTCOMES RELATED TO ACHIEVING THE PROGRESS MARKERS | FOLLOW UP / CORRECTIVE MEASURES | RATING |
| Girls are attending and participating in decision making structures at community level | <p>➤ Few girls attend and participate in community structures. Very few are members of different community committees. Clubs are disintegrated because they are run as people who cannot contribute good ideas in such forums</p> <p>MPHONGEDDO YOUTH CLUB</p> <p>➤ I've girls participate in decision making forums. I get a number of VEC, and girls get to be members of the VEC for their communities, so girls are present in the other community committees</p> <p>TITANIANE YOUTH CLUB</p> <p>➤ Girls are given a chance to attend and participate in</p> | <p>➤ There is need for civic educating clubs and community committees of importance of girl participation in community committees and decision making forums</p> <p>MPHONGEDDO YOUTH CLUB</p> <p>➤ Most community members do not know the importance of girl participation. There is need for more educational meetings with them on this.</p> <p>TITANIANE YOUTH CLUB</p> <p>➤ Youth club will write letters to chiefs asking them to encourage girls during election of members for different community committees.</p> | <p>000</p> <p>000</p> <p>000</p> |

We liked how they reflected on this per youth club WITH youth clubs and thought about follow-up - i.e. support to adaptive management “what should we do next”

Would have liked to see a bit more concrete evidence *journalled* - i.e. when did these things happen? ...but this format was useful for them!

| | Yvich | Musawethu | Maringalala | Tyapene | Mitshakweni | Mukungwana | Musikhusa | Kamacha | Tlindane | Dorika Bay | Average |
|---|-------|-----------|-------------|---------|-------------|------------|-----------|---------|----------|------------|---------|
| Expect to see progress markers | 1 | | | | | | | | | | |
| 1 Youth club members are attending trainings fully and acquiring skills related to participation and girls rights | 1 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2.3 |
| 2 Youth clubs are developing a membership criteria inclusive of girls and vulnerable groups eg. GwDs | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2.0 |
| 3 Youth clubs are mobilizing girls including GwDs to join youth clubs and participate in youth club activities | | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1.7 |
| 4 Youth clubs are organising trainings, exchange visits and other capacity building initiatives for girls participation, SRHR and education | | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1.2 |
| Like to see progress markers | 2 | | | | | | | | | | |
| 5 Girls are attending and participating in decision making structures at community level | | 1 | 1 | 0 | 1 | 1 | 1 | 2 | 2 | 1 | 1.1 |
| 6 Youth clubs are ensuring that young women and girls are participating in youth club activities | | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1.7 |
| 7 Girls are assuming leadership roles in decision making platforms | | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0.8 |
| 8 Youth club members are reporting cases of violations on girls' rights to relevant authorities. | | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 1.1 |
| 9 Youth club members (boys in collaboration with girls) are conducting awareness campaigns on rights of girls | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2.0 |
| 10 Girls are assuming leadership roles in youth clubs | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2.8 |
| 11 Youth clubs are empowering girls to speak out issues affecting them | | 1 | 0 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1.2 |
| 12 Youth clubs are networking and linking with other community development structures in support of girls SRHR, education and participation | | 2 | 2 | 1 | 2 | 2 | 2 | 0 | 0 | 2 | 1.4 |
| Love to see progress markers | 3 | | | | | | | | | | |
| 13 Youth clubs are ensuring all girls are attending school | | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2.0 |
| 14 Youth clubs are denouncing child marriages and supporting girls to denounce child marriages | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1.0 |
| YC Progress Index | | 36 | 36 | 39 | 41 | 36 | 43 | 32 | 30 | 36 | 37.6 |


Was hard to get an overview using their reporting tool, so we made it into a heat-map to help highlight patterns.

Note that right hand summary is a simple average of the ratings

The bottom (very crude!) index is a sum of each rating weighted by level (e.g. a 2 in a love to see level = 6 index points) - it gives an overall impression of how well each location is doing.


Tools supporting system change

Through the evaluation, we saw

- Participatory design secured high relevance
 - Clarity of vision: common discourse
 - a wide variety of busy actors, including the very capable youth!!
 - staff awareness of outcomes as behavioural change staff
- 


Staff capacity for OH

Through the evaluation, we saw

- Awareness of outcomes
 - Commitment to learning:
designing questions for
substantiation, interpretation...
- 

The role of the supporting partner

Through the evaluation, we saw Taksvärkki

- explicitly encouraging partner use of OM and OH.
 - creating proposal and reporting formats and M&E tools that fit with OM
 - using OM/OH to inform ToC
 - aggregating output data
 - engaging with partners to inform next programme ToC and ensuring actor focus
- 

OH Process...

<http://tak20eval.wordpress.com>



Look at the website to see how we ran the OH process

OH Database

Database run collaboratively on google sheets - tabs for different actors, use spreadsheet to work on outcomes together (comments/feedback/checklist)

ToC under construction

The diagram illustrates the 'ToC under construction' (Theory of Change under construction). It shows a flow from 'Taksivärkki' (a yellow box) to 'Local Partners' (a green box). 'Local Partners' then connects to several stakeholders: 'Decision Makers' (purple box), 'Service Providers' (purple box), 'Community structures' (purple box), 'Parents' (pink box), 'Religious leaders' (pink box), 'CSOs / Strategic Partners' (blue box), and 'Youth Structures' (yellow box). 'Youth Structures' is further connected to 'Youth to Youth' (yellow box) and 'Youth' (yellow box). 'Youth' is also connected to 'Youth Structures'. The entire system is supported by a 'Supportive Environment' (yellow oval) and a 'Local System' (grey box). The 'Local System' is also connected to 'Youth Structures' and 'Youth'.

Based on the evaluation we put together this draft ToC - Taksvärkki is now using this to create general descriptions and a progress marker “menu” based on what partners have already put together. Several years of working closely with partners on OM has enabled them to get to this place.



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