1

OM and OH - A quick reminder!

LEARNING
LOOP

2

Whenever we are trying to help people to change behaviour (rather than just providing a technical solution) …
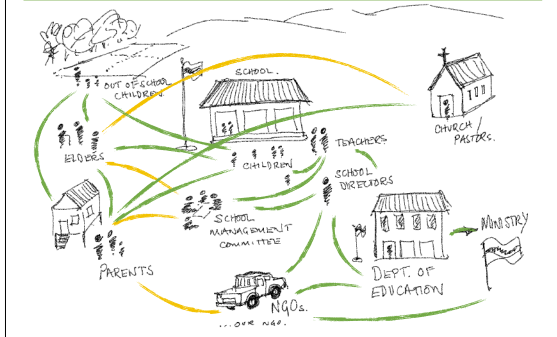
We are working with complex social change!

3

Complex social systems

Social issues are constructed and perpetuated by social actors…

…therefore, to change the system, we need to influence the behaviour of actors in the system.

Local Systems

4

What might this look like
…
question the boundaries!
What are the power relations? influence? Think religious actors too - they often play an important role in shaping norms (for better or worse!).

Who is doing what differently?

5

A learning culture

See ourselves more as detectives and explorers – learning is integrated into everything we do!

6

7

Right tools for the job!

8

OM and OH???

- **Outcome Mapping (OM)** = a whole project management approach

- **Outcome Harvesting** = monitoring and evaluation tool

9

Focus on outcomes

Interest

Influence

Control

Activities → Outputs → Outcomes → Impact

Influence of other factors and actors
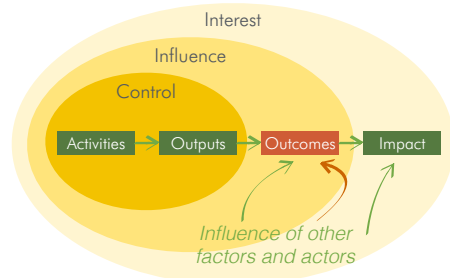
You are probably familiar with the way our programmes are designed with inputs, activities, outputs etc.
In work with complex issues, our focus needs to be on our sphere of influence, where we can learn from how things are changing, and how we are supporting that change.

Slide 10

What is an Outcome?

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

SOCIETAL ACTOR
- Individual
- Group or community
- Institution
- Organisation

BEHAVIOUR
- Action activities
- Relationships
- Practices
- Policies

10

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.

Slide 11

Outcome Mapping

LEARNING LOOP

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Slide 12

OUTCOME MAPPING STEPS

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

12

Five key ideas in Outcome Mapping

13

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

Co-design with boundary partners

Outcomes as behavioural change

Journaling / harvesting behavioural change in order to learn and adapt strategies
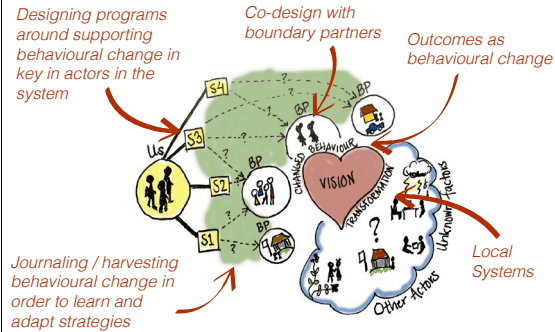
Local Systems
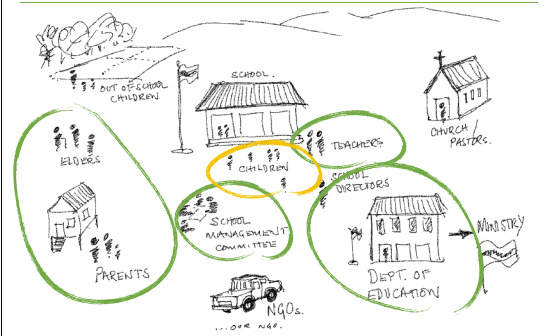
Boundary partners…

14

Looking at our picture of the local system and identifying who are our boundary partners - the people who we have relationship with, who we can support and influence, and are strategic for the overall change (impact) we hope to see.

Progress Markers

15

Not indicators…
Buckets to collect behavioural change in!

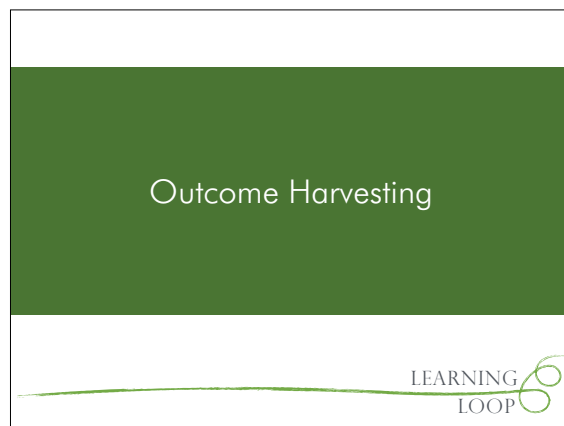|	EXPECT TO SEE LOCAL COMMUNITIES:
1	Participating in regular model forest (MF) partnership meetings
2	Establishing a structure for cooperation in the partnership that ensures that all local interests are represented (mechanics of setting up the structure)
3	Acquiring new skills for involvement in the 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

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

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				

17 note that this is VERY similar to outcome harvesting!

Progress marker monitoring

18 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

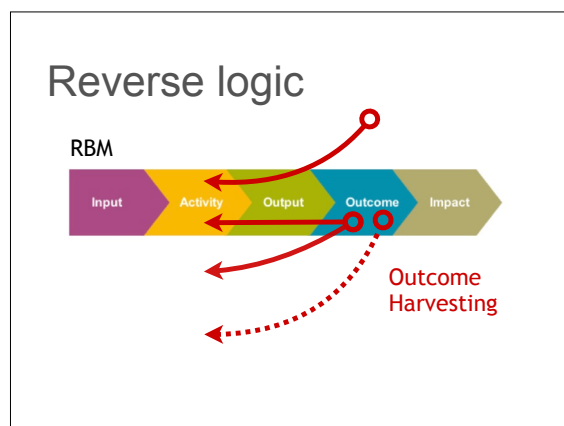# Outcome Harvesting

LEARNING
LOOP

Outcome Statements

1. **Outcome Description:** Who changed? In what way?
2. **Contribution:** How were **we** part of that story of change?
3. **Significance:** Why are we especially interested in this change?

All three parts support learning and reflection

The core of OH is about gathering outcome statements…

Reverse logic

RBM

Input | Activity | Output | Outcome | Impact

Outcome
Harvesting

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)

Slide 22

OH Steps

- **Design** - what do we want to find out about? How?
- **Draft outcomes** based on what you already know - from documentation and staff.
- **Harvest outcomes** with other stakeholders.
- **Substantiation** - check and develop outcomes further with key informants as needed.
- **Analysis and Interpretation**
- Supporting the **use** of findings - adaptive management

22

Steps if doing as a full evaluation … can also be done as a simplified process of collecting outcomes

Slide 23

Create a rich picture of the kinds of change that we are contributing to…

…and a rough picture of the extent of these changes.

23

Typically in outcome harvesting we try to gather a set of 50 or more outcomes, to give a rich picture… Unlike quant methods we can scan broadly, looking for all the different kinds of change we are contributing to. OH does not give us a precise picture of how much a specific change is happening (if we know what specific changes we want to see then quant methods are more useful). In complex systems change, there are many factors, and we often don't know what to specifically measure, so OH helps us to gain a broad picture.

Slide 24

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	

24

25

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

OH gives us a framework - a discipline - in collecting story data that enables us to then analyse it in useful ways.

Monitoring Outcomes…

- Outcomes = Short stories about change
- Paying attention to first signs of change in the system of actors - *emergent change*.
- Not only looking for planned results - *unintended change*
- Learning with others - *perspectives on change*
- Adaptive management and learning - *working with change*

26

OM and OH with youth and children

LEARNING LOOP

27

OM: 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.

Useful for reporting and highlighting adaptive measures.

Gives overview of youth club development.

28   See more at https://tak20eval.wordpress.com/

CYECE - heat map

29   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

OH: 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!)

30   This was an elaborate (and expensive!!!) evaluation process