



Evaluation4Impact

Evaluation expertise and coaching

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Outcome harvesting

Dr. Michael Steffens

My thanks go to
 Goele Scheers, Richard Smith and John Mauremootoo for having used their
 original set of slides with only some adaptations. Trainings with them can be
 booked on: <http://outcomeharvesting.training>



Goele Scheers



Richard Smith

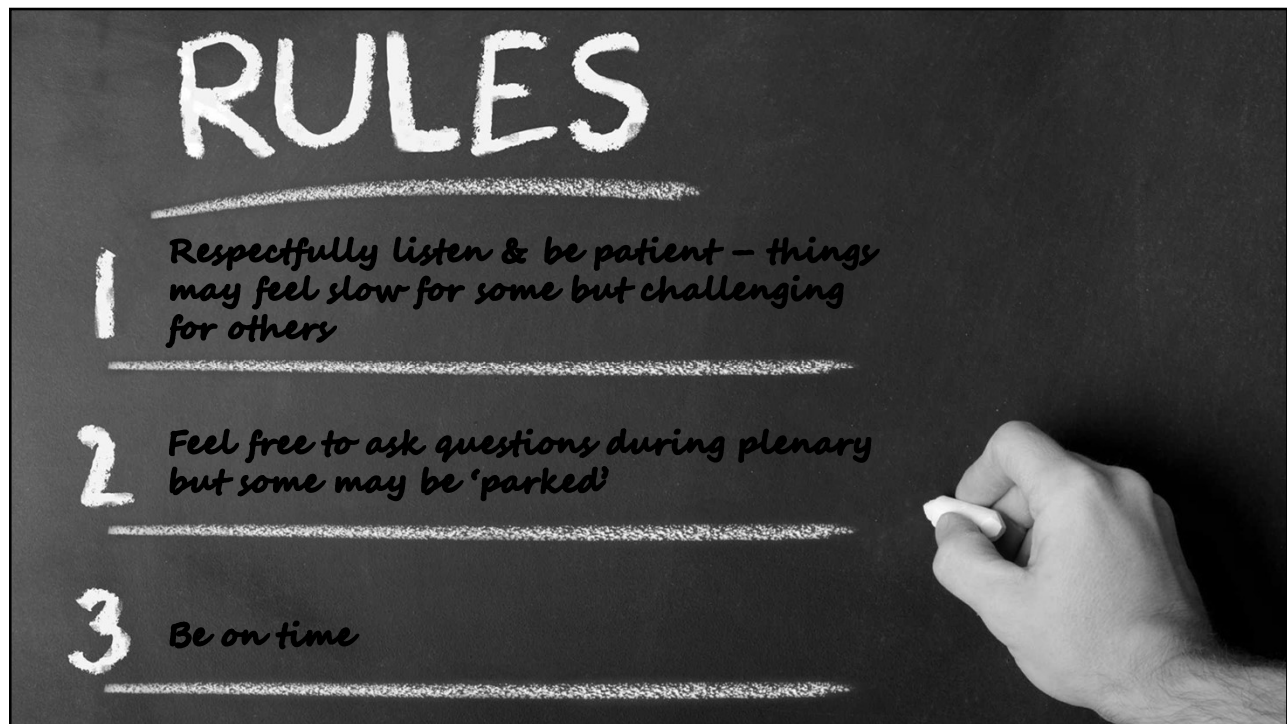


John Mauremootoo

Outcome harvesting workshop – Eval Mena

10:00 – 10:10	Welcome and Introduction
10:10 – 11:00	Why use Outcome Harvesting, key concepts
11:00 – 11:15	Tea break
11:15 – 12:30	Step 1: Design the harvest
	Step 2: Review documentation, Draft Outcomes
12:30 – 13:30	Lunch
14:00 – 15:00	Step 3: Engage informants
	Step 4: Substantiate
15:00 – 15:10	Short break
15:10 – 16:00	Step 5: Analyse, Interpret
	Step 6: Support use of findings

Q&A throughout the sessions



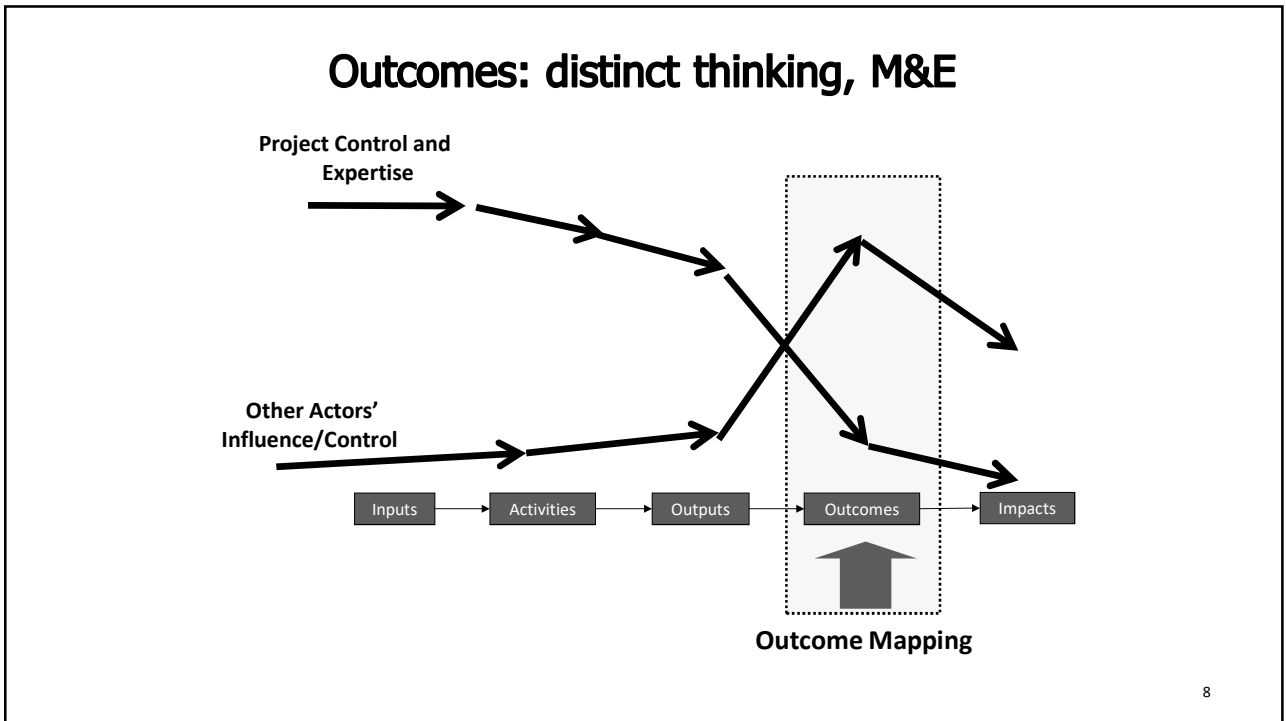
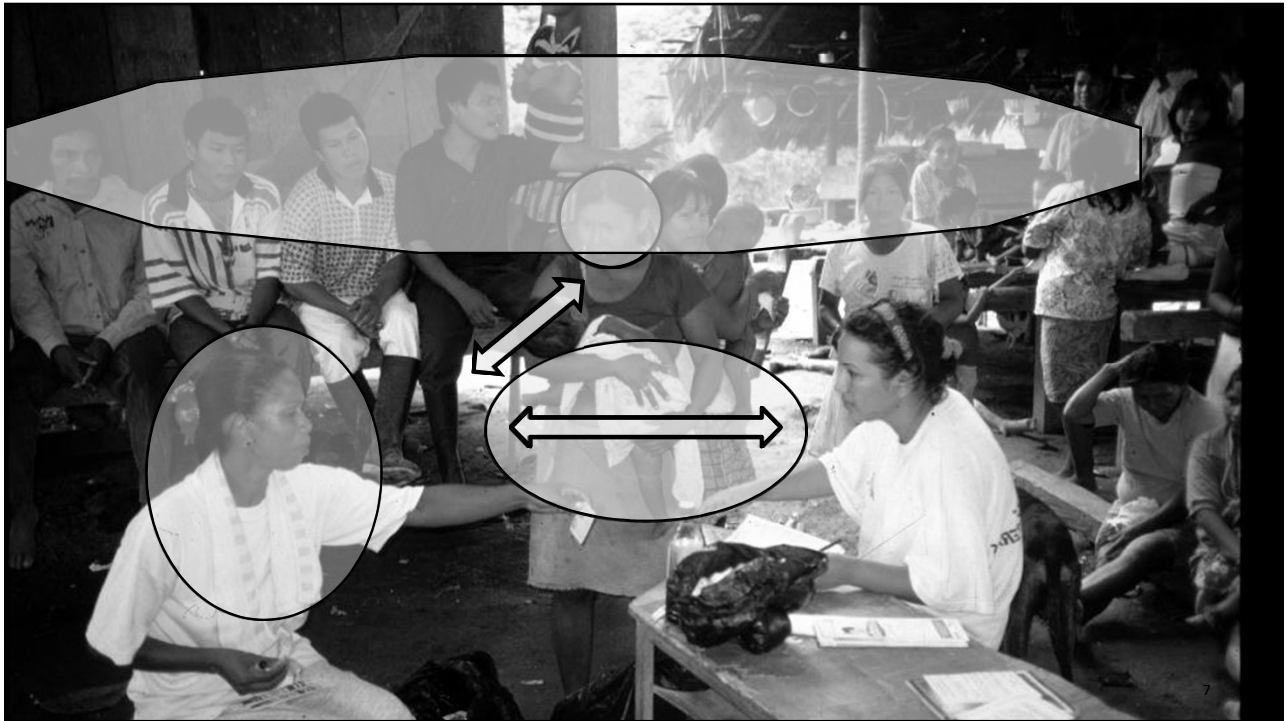
Developed by Ricardo Wilson-Grau and colleagues Barbara Klugman, Claudia Fontes, Fe Briones Garcia, Gabriela Sánchez, Goele Scheers, Heather Britt, Jennifer Vincent, Julie Lafreniere, Juliette Majot, Marcie Mersky, Martha Nuñez, Mary Jane Real, Natalia Ortiz and Wolfgang Richert.

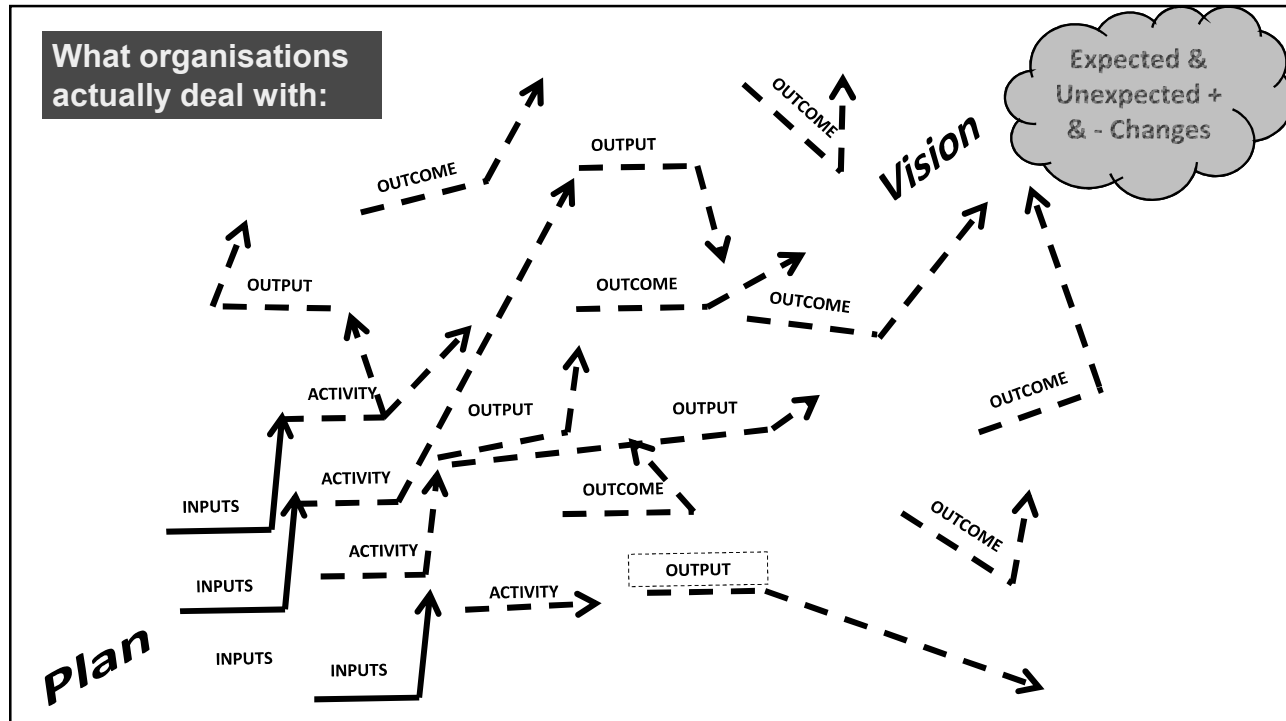


Outcome
mapping



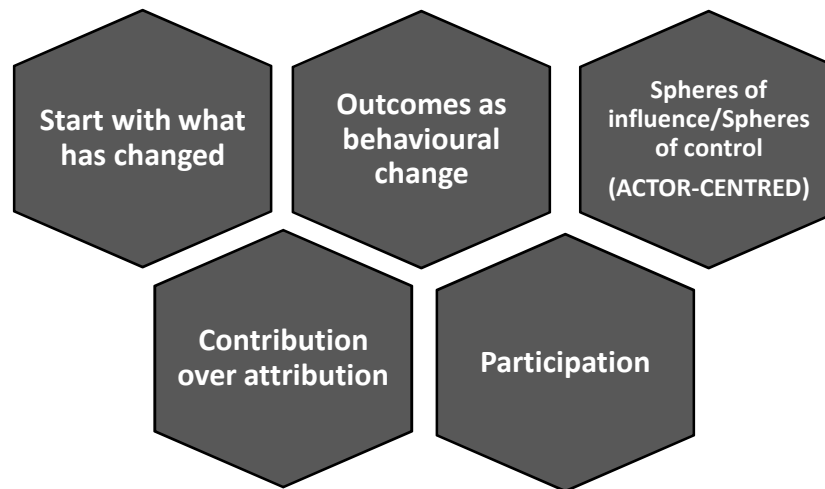
Utilization Focused
Evaluation





**Key outcome
harvesting concepts**

Key Outcome Harvesting Concepts



11

1. Start with what has changed

Outcome Harvesting collects evidence of what has been achieved and what works backward to determine whether and how an intervention contributed to the change.



Effect → Cause

Working backwards from observable changes...



Detective

Auto mechanic

Epidemiology

Archaeologist

Effect → Cause

13

2. Outcomes as behavioural change

OH/OM: An observable change in behaviour i.e. relationships, activities, policies or practice...

...that has been influenced by the intervention...

Inputs → Activities → Outputs → Outcomes → Impacts

OECD: *The likely or achieved short-term and medium-term effects of an intervention's outputs.*

OH definition is consistent with OECD

Adapted from the Outcome Mapping manual (Earl, Carden and Smutylo, 2001)



14

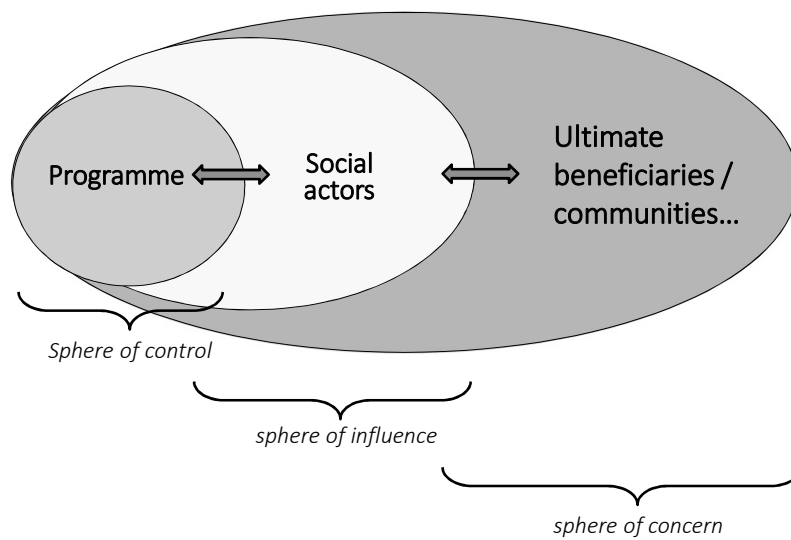
Activity or outcome?



What is the difference between an activity and an outcome? What is the difference between an output or an outcome?

15

3. Sphere of control / influence / concern



16

- Who are the social actors that contribute to or hinder the achievement of the goals of the programme?
- Who have you influenced through your actions?

Tipping Point (Bangladesh/Nepal):

- Girls Fun groups
- Parent groups
- Traditional Leaders
- ...

Cereal Value Chain (Mali):

- Farmer Organisations
- Grain Traders
- Agro-dealers
- ...

Family for Every Child (Network):

- Network members
- Board
- Government actors
- UNICEF
- ...

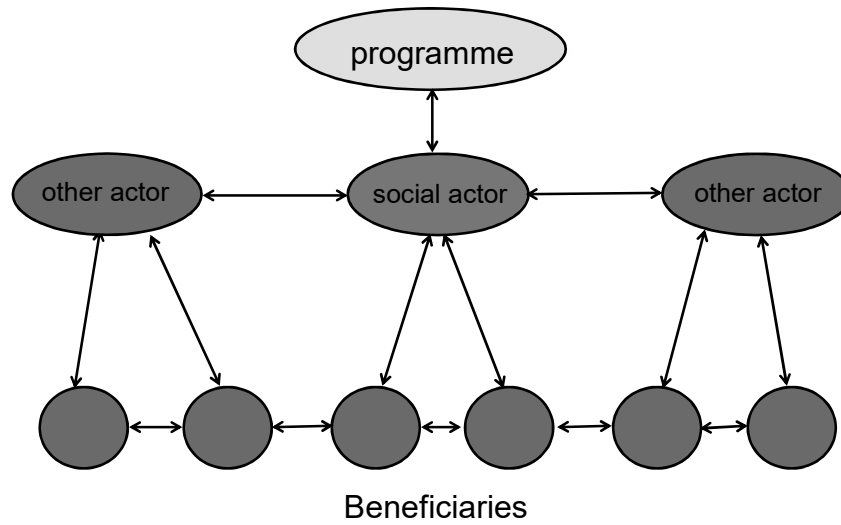
4. Contribution over attribution



Dear Mr. Gandhi, the contribution of spinning cloth to the fall of the British Empire is not clear to us?

Adapted from a cartoon written by M.M. Rogers and illustrated by Ariv R. Futzal, Wirdya S. Ary W.S. Creative team for Search for Common Ground Indonesia

4. Contribution over attribution



19

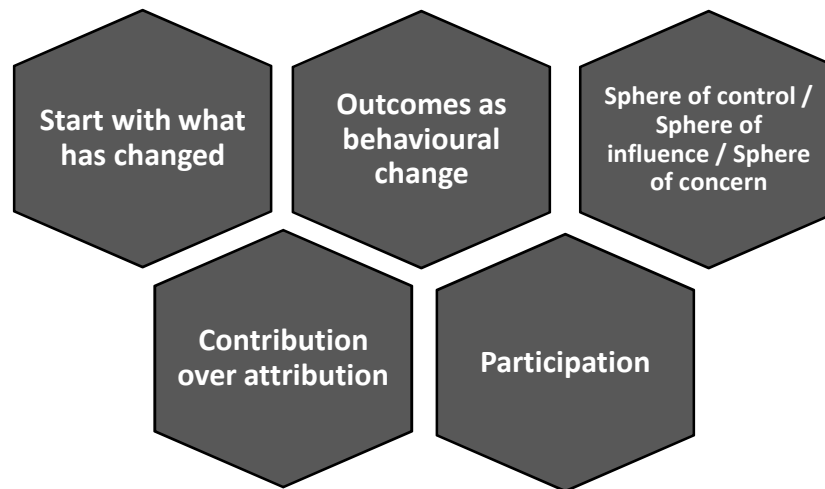
5. Participation



20

10

Where do you see entry points for a gender focus?



21

What is feminist about outcome harvesting?

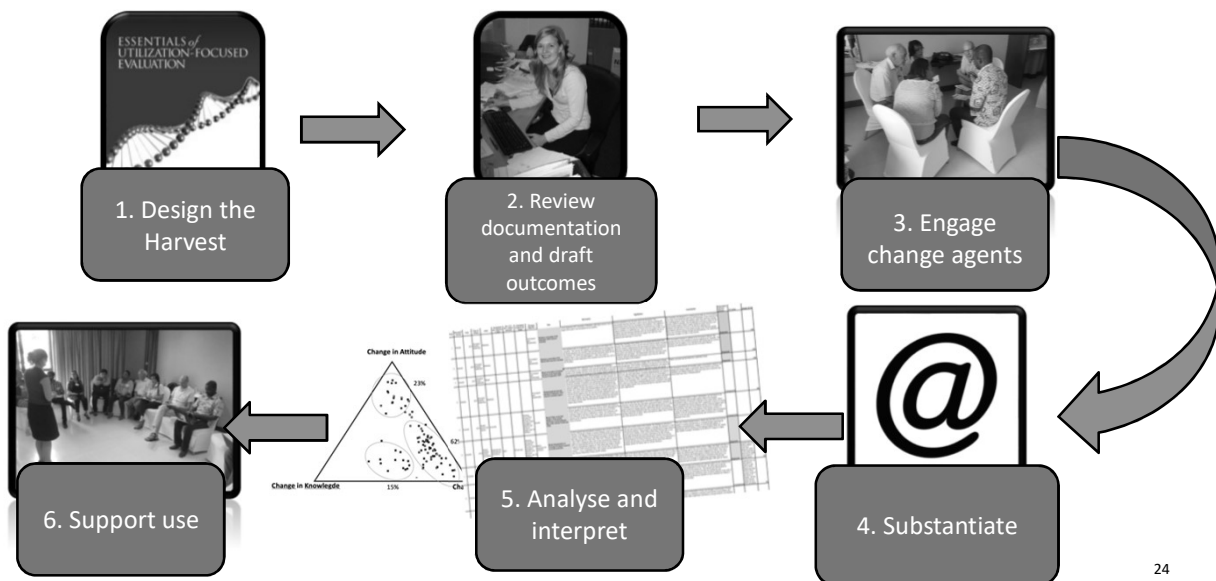
- **Fundamental to a feminist approach is participation** – that those affected by an intervention need to be involved throughout the cycle of planning, implementing, evaluating and improving it.
- This is not only a utilisation-focused approach, but one that **recognizes that in the design itself, those who could be using findings for learning, need to be inputting on the purpose and shape of the evaluation** and doing the sense-making along the way with the evaluators.
- **OH recognizes the need to identify and name collaboration which is an aspiration of feminism:** Like other methods steeped in a recognition that social change in complex contexts happens in neither a linear nor predictable way, OH focuses on the **contribution of the initiative, looking for a plausible or reasonable explanation of its direct or indirect influence on outcomes** rather than seeking to attribute changes in their entirety to the initiative being evaluated.
- **Oh recognises the importance of process:** Feminism gives attention to process, to the values embodied in the way individuals and institutions behave, and to recognising small steps that are signs of increased empowerment or agency.
- OH, is however, **limited to focusing on outcomes**. It does not have a conceptual lense to analyse relationships, rather it highlights changes.

See Barbara Klugman's entry on: <https://gendereval.ning.com/profiles/blogs/what-is-feminist-about-outcome-harvesting>

22

Outcome Harvesting in Practice

6 OH steps

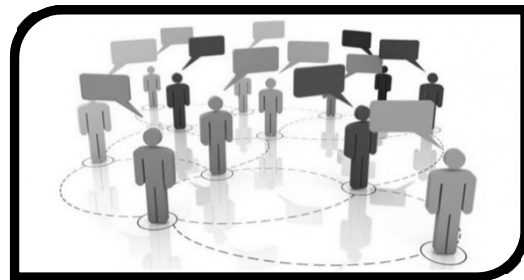




Learning objectives

At the end of this session you will:

- Understand the different **elements of an outcome harvesting design**
- Be familiar with the **main players in an outcome harvest**



Exercise 1: Who is who?

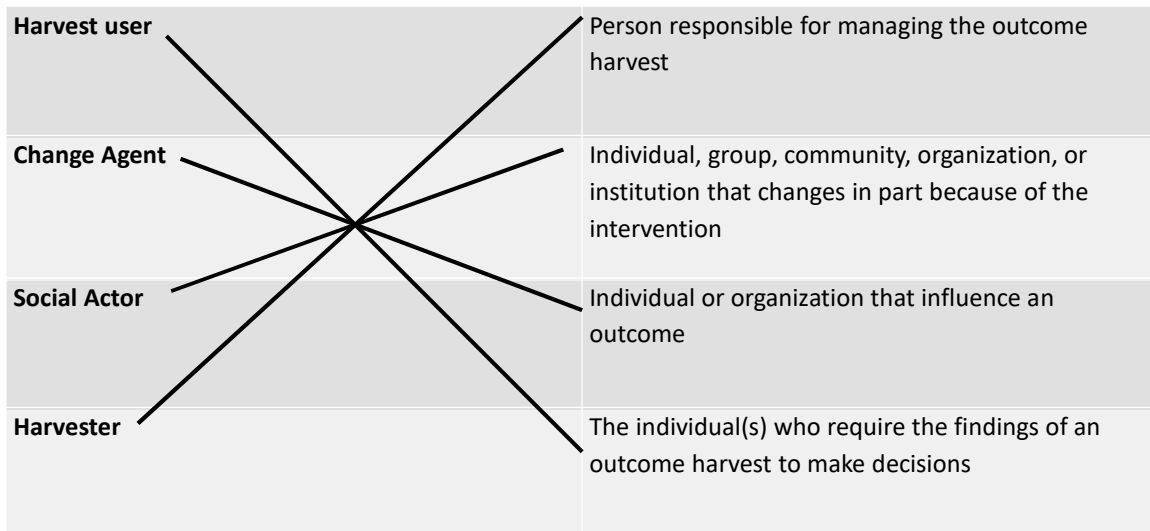


Handout 1: Individually, connect each player with the correct description

Time: 5 minutes

27

Who Are the Main Players in an Outcome Harvest?



Handout 1

28

Outcome defined as a change in a social actor

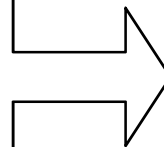


Who are the social actors in your programmes, or programmes you evaluated in the past?

29

Main elements of an outcome harvest design

- Users, uses and useful harvest questions
- What information to collect
- Level of detail required
- Data sources
- Initial reflection on substantiation
- Classification for analysis
- Timeline



To be revisited during harvest

30

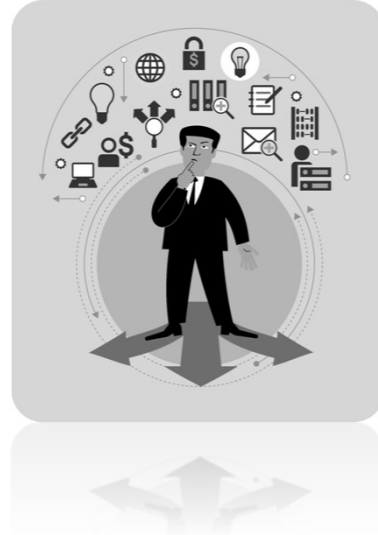
Users and uses

Users:

- Who will use this information? In other words, who will take action based on the findings?

Uses:

- Once the evaluators collected all the outcomes, what will this information be used for?



31

Choosing data sources

- Informants should be: authentic, reliable and believable
- best informants are the change agents



32

Useful or actionable harvest questions



- To what extent do the outcomes we influenced in 2009-2011 represent patterns of progress towards our strategic objectives?
- Do the outcomes indicate progress towards building a sustainable network?
- Do the outcomes indicate that xxx's work has influenced other stakeholders in their yyy policy and practice?

33

Useful evaluation questions CPC

1. What do the outcomes indicate about the effectiveness of the network in terms of (i) identifying and prioritizing what to learn, (ii) promoting learning and sharing what has been learned, and (iii) monitoring and evaluating learning?
2. To what extent do the outcomes indicate that the learning fostered by the network has translated into child protection practice and policy development?
3. To what extent do the outcomes indicate that other child protection organizations operating in crisis contexts consider that CPC fills a learning need and has shared agendas and priorities?



34

Users and uses

Users of the Outcome Harvest: The primary intended users of the evaluation are the donor's management team for the grant portfolio. In contrast, the grantee change agents would be one audience for the evaluation.

Uses of the Outcome Harvest: There are two primary intended uses of this evaluation: (1) to document the outcomes of 8 years of grant making, and (2) to improve the strategy of portfolios at the foundation that are oriented toward democratizing global governing institutions or nurturing a "field."

Useable Question: What has been the collective effect of grantees on making the global governance regime more democratic and what does it mean for the portfolio's strategy?

Data collection methods: focus group discussions, semi-structured surveys, interviews



35

How much detail?

Short or long descriptions

CPC full blown outcome TF-L-15: The CPC *Livelihoods Manual for Humanitarian Practitioners* developed by TF Livelihoods is being used by key CP actors including UNDP (since 2009) and UNHCR.

Author: Josh Chaffin, Women's Refugee Commission, Coordinator of the CPC TF Livelihoods

Outcome statement

The *Livelihoods Manual for Humanitarian Practitioners* was developed by the WRC as a complementary piece of work with CPC TF Livelihoods which is led by the WRC to provide practitioners with usable information and helpful tools so that they can design and implement more effective livelihood programs—programs that are based on market demand and contextually appropriate; that build on the existing skills and experience within the target population; and that enhance the dignity and options for the displaced. It provides both guidance on livelihood interventions (such as training and placement programs, cash- and food-for-work, building in-camp economies, agrarian interventions, microfinance, enterprise development) as well as non-intervention guidelines (working with host governments, public-private partnerships, remittances).

From Oct 2011, UNHCR started using the *Livelihoods Manual for Humanitarian Practitioners* in its own livelihood training, and the Manual will be part of all such trainings 2012-2014. UNDP has been using the *Livelihoods Manual* in its trainings since Nov. 2009. UNDP used the WRC's livelihoods manual for an echo training of 25 regional UNDP staff coming from the East and Horn of Africa in 2009 and have integrated it into their own draft guidance. UNHCR held their first regional training in Kampala for their own staff based in the Great Lakes and East Africa regions in Nov 2011 for 30 UNHCR staff and used the manual as the key resource document. UNHCR has scheduled two additional trainings in 2012 in Asia and the Middle East and plan to use the manual as the key resource for these as well – reaching additional UNHCR staff based in those two regions.

Demand for the manual and training was, and remains, robust. From May to December of 2009, TF Livelihoods published and distributed globally nearly 2500 hard copies of the Field Manual (*Livelihoods Manual for Humanitarian Practitioners*). 1500 copies were downloaded from the WRC website in 2009, and 2800 copies were downloaded 2010-11. Demand for all training events using the manual in Africa, Asia, and Europe was such that the trainers had to turn people away.

Significance statement

Significance to evaluation question 2

The development process and wide dissemination of the CPC *Livelihoods Manual* has had direct effects on child protection practice and policy development as indicated by the high demand for the manual and its use by the CP community including its uptake at UNHCR and UNDP.

Relevance to other evaluation questions:

Evaluation question 1: The demonstrated demand for the manual and accompanying training workshop

36

OH Design for monitoring

- Integrated into existing monitoring cycle
- Only design once, but revise based on uses and users



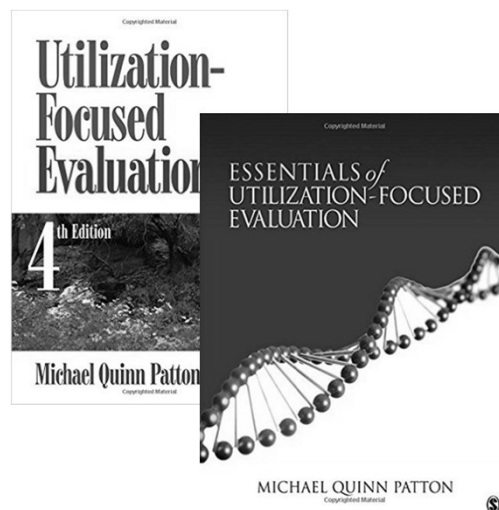
37

OH and Utilization Focused Evaluation

<http://www.utilization-focusedevaluation.org/>

- Participatory
- Users and uses
- Useful questions
- Negotiate methods / required credibility
- Data sources
- Make users aware of trade-offs
- Process and findings useful
- Support use

https://wmich.edu/sites/default/files/attachments/u350/2014/UFE_checklist_2013.pdf



38

Exercise 3: Develop an Evaluation Design for the Assam Project

Users of the Outcome Harvest:	
Uses of the Outcome Harvest:	
Useable Question:	
Data Collection Method:	

Handout 2

39



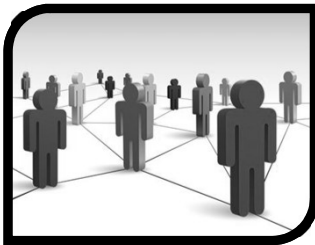
Time

- Requires substantial time investment from informants
- Days needed depend, amongst others, on number of outcomes and data sources

40

Learning Objectives:

- Understand the different elements of an OH design
- Be familiar with the main players in an outcome harvest



Stakeholders
(Users and Uses)



Change agents



Evaluation
questions and data
sources

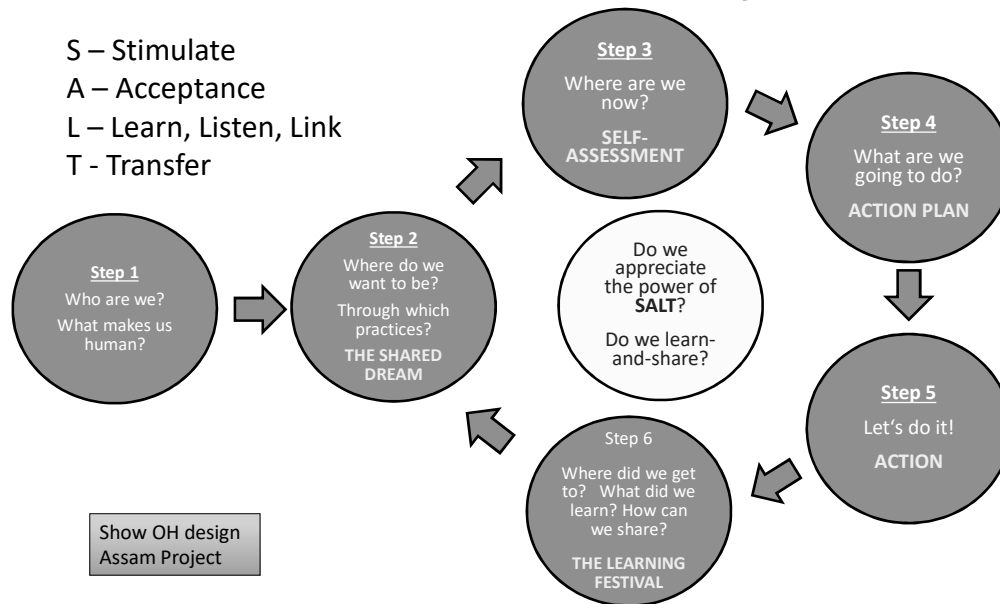
41

Case studies

42

Example of the CLPC project in Assam

S – Stimulate
A – Acceptance
L – Learn, Listen, Link
T – Transfer



43

Women Empowered for Leadership (WE4L), HIVOS

Aim

- To ensure women have equal opportunities and the capacity to fully participate in political life and decision-making processes, while also creating more public recognition and support for women in leadership positions.

Where

- Jordan, Lebanon, Malawi, Zambia and Zimbabwe

Why

- Women worldwide experience serious obstacles that limit their chances to seek leadership positions in civic organizations, political parties and public institutions. This hinders their ability to put their needs, ideas and priorities on the political agenda and have them taken into account by political and policy decisions.

How

- Women Empowered for Leadership (WE4L) uses a combination of advocacy, skills training, knowledge tools and coalition-building. The program works directly with potential women leaders, as well as with political parties, trade unions, civil society organization, the media and the creative sector. Hivos and our local partners provide strategic, media and communication expertise.

44

Child Protection in Crisis Network (CPC)

Aim

- The Child Protection in Crisis (CPC) Network was established in 2008 to strengthen and systematize child care and protection in crisis-settings. It pursues its mission through innovative research that builds evidence to affect change in child protection policy and practice. Strong partnerships are the link between evidence and policy change.

Where

- 250 agencies in 32 countries; established knowledge transfer mechanisms in 5 countries [(Indonesia, Liberia, Sri Lanka, Uganda and Jordan (Middle East initiative)]

How

- We are committed to a field-based approach, informed by demand at community, district and national levels. We have created and sustained direct links with local, national, regional and global networks, and include relevant stakeholders from the concept stage on, taking time to understand the context and dynamics of the communities in which we work, thus ensuring we focus on priority areas where research, leading to change, is needed. CPC findings and products are shared with key stakeholders and are disseminated locally, nationally and internationally through discussion, policy briefs, reports, learning events, curriculum reform, and academic papers (Handout 4).

45



**Step 2: Review documentation,
Draft outcomes**

46

Review documentation

The harvesters review reports, evaluations, press releases, and any other material on file to identify outcomes and the activities used to achieve them.



47

Exercise 3: Identify relevant information



What are relevant written sources of information for your own project?

48

Elements of an outcome

1. Outcome description
2. Significance
3. Contribution



49

Who changed behaviour?



What changed?



• **When** ?



And where?



OUTCOMES

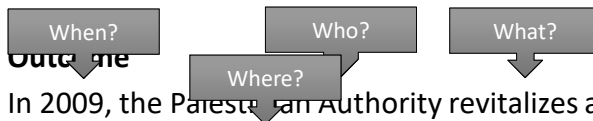
Outcome example 1



In April 2010, the National Child Protection Agency in Rwanda created new procedures and guidelines for linking national and community child protection mechanisms.

51

Outcome example 2



In 2009, the Palestinian Authority revitalizes an employment fund for qualified people living in Palestine.

Contribution

In 2007, a research report on the economic impact of unemployment in Palestine was released. The Global Call to Action against Poverty (GCAP) coalition in Palestine followed up by coupling dialogue with the government and popular mobilization – including the “Stand Up and Be Counted” campaign, which mobilized 1.2 million people in 2008. Working with the Ministry of Labor, the coalition helped secure multilateral funding and delineate management of the fund.

Handout 3

52

Significance

Helps to answer the “so what?” question. Why is this change noteworthy?

Significance criteria could include:

- The outcome’s contribution towards intended impact (“relevance”)
- Importance for a stakeholder group
- If the change is the first of its type
- Degree to which it represents a systemic change
- Its contribution towards sustainability

Handout 3. *First example of a complete outcome statement*

53

Contribution

- What activities and outputs of the change agent plausibly contributed to the change in the social actor, however partially, indirectly and even unintentionally?
- The link between contribution and outcome should be plausible!

54

Outcome example 3

When?

Outcome

In 2011, the Department of Social Welfare in Sri Lanka published guidance for district authorities on how to mainstream the reduction of physical risk to children through the delivery of their services in conflict areas.

Who?

Where?

What?

Significance

Mainstreaming child protection in government services is commonly a challenge. Research in other conflict areas has shown that the risk of physical harm to children can be significantly reduced if government services adopt risk reduction measures. No such risk reduction guidance existed in Sri Lanka before 2011.

Contribution

In 2010, Ms AB, a student had learned the principles of risk reduction to children in conflict situations in an OU/CPC course and subsequently adapted these principles in the published guidance when employed by the Department of Social Welfare.

55



Step 3: Engage with change agents

Change agents

Individual or organization that influences an outcome



57

Engage with change agents

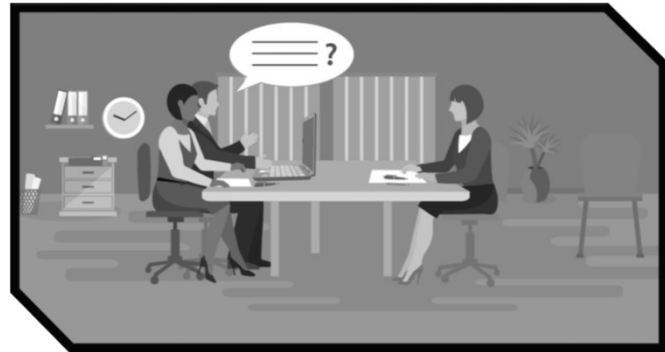
- To review or complete outcomes
- To harvest (more) outcomes



58

Harvest methods

- E-mail
- Google docs
- Skype
- Interviews
- Focus groups
- Document Analysis



59

The evaluator facilitates the identification and formulation of outcomes.



60



The evaluator examines:

1. Outcomes are specific and coherent
2. Plausible relation between the outcome and contribution
3. Acceptable rational supporting the significance

Example google docs

1a) Internal Outcome 10 (a change in behaviour of actors inside the network)

Outcome description

In which actor inside the network have you been able to observe change that was influenced by the Family for Every Child network? Please name this person, group or institution and describe in max. three sentences **what** this actor did that was new or different. Be as specific as possible about **when** this happened and **where**.

New members joining since 2015 have benefited from a 'buddy visit' to an established member as part of their induction - induction and engagement of new members is enhanced by more direct member to member interaction, providing a platform for future relationships, and in a way that involved a greater contribution of a wider number of members. Specifically, Taller de Vida, FOST, Jordan River Foundation and Naba'a have benefited from this already.

Significance

Briefly explain why the outcome is important. The challenge is to contextualise the outcome so that a reader who does not have country and topical expertise will be able to appreciate why this outcome is significant.

Induction and engagement of new members is enhanced by more direct member to member interaction, providing a platform for future relationships, and in a way that involves a greater contribution of a wider number of members.

Contribution

Describe how Family for Every Child contributed to that change. How do you know that this change was a result— partially or totally, directly or indirectly, intentionally or not of the work of Family for Every Child? Please be concise. Describe in a few sentences what was done, by whom, when and where as specifically as possible.

Members volunteered or agreed to host buddy visits. Secretariat helped with the small grants and booked the travel.

Sources of information

Please mention the names of everyone who provided information on the outcome.

Hugh (Kate and Fran can also provide more)

Substantiation

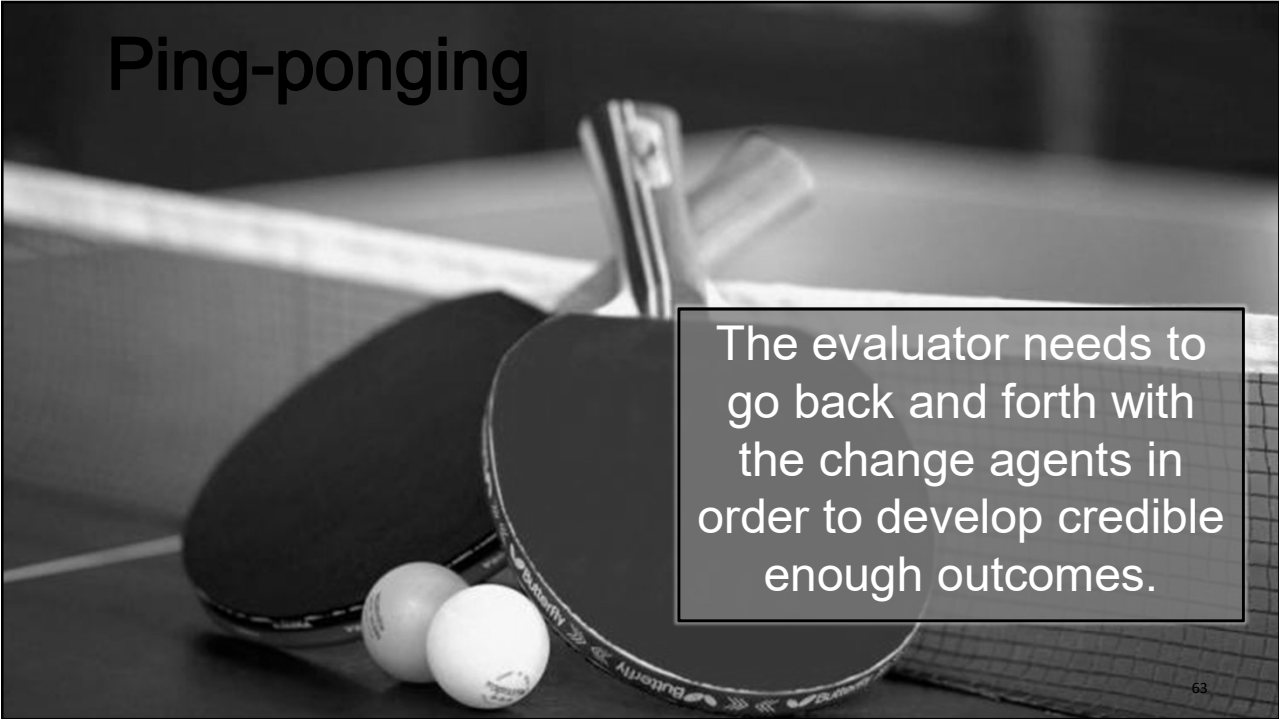
Please mention the links to all written material that could provide evidence to support the outcome (for example: publications, project reports, policy documents).

Goele Scheers
5:10 PM May 10

Resolve

How do you know that the engagement of these members is enhanced? What are these members doing differently than other members who joined when there were no buddy visits? Can you describe the change using active verbs?

Ping-ponging



The evaluator needs to go back and forth with the change agents in order to develop credible enough outcomes.

Identifying and formulating outcomes



With your own examples identify outcomes in the annual reports you brought along. Try to identify at least three outcomes and formulate a full outcome statement.



Outcomes defined as

- A. An observable and significant change in a social actor's behaviour, relationships, activities, policies or practice that has been achieved...
- B. ... and that has been influenced by the intervention.



An outcome...

...is not about what you did.



...is about who changed because of what you did.



67

Formulating outcomes

Outcome Description: In *which actor* have you been able to observe change that was influenced by your organisation/programme? Please name this person, group or institution and describe in max. three sentences **what** this actor did that was new or different. Be as specific as possible about **when** this happened and **where**.

Significance: Briefly explain why the outcome is important. The challenge is to contextualise the outcome so that a reader who does not have country and topical expertise will be able to appreciate why this outcome is significant.

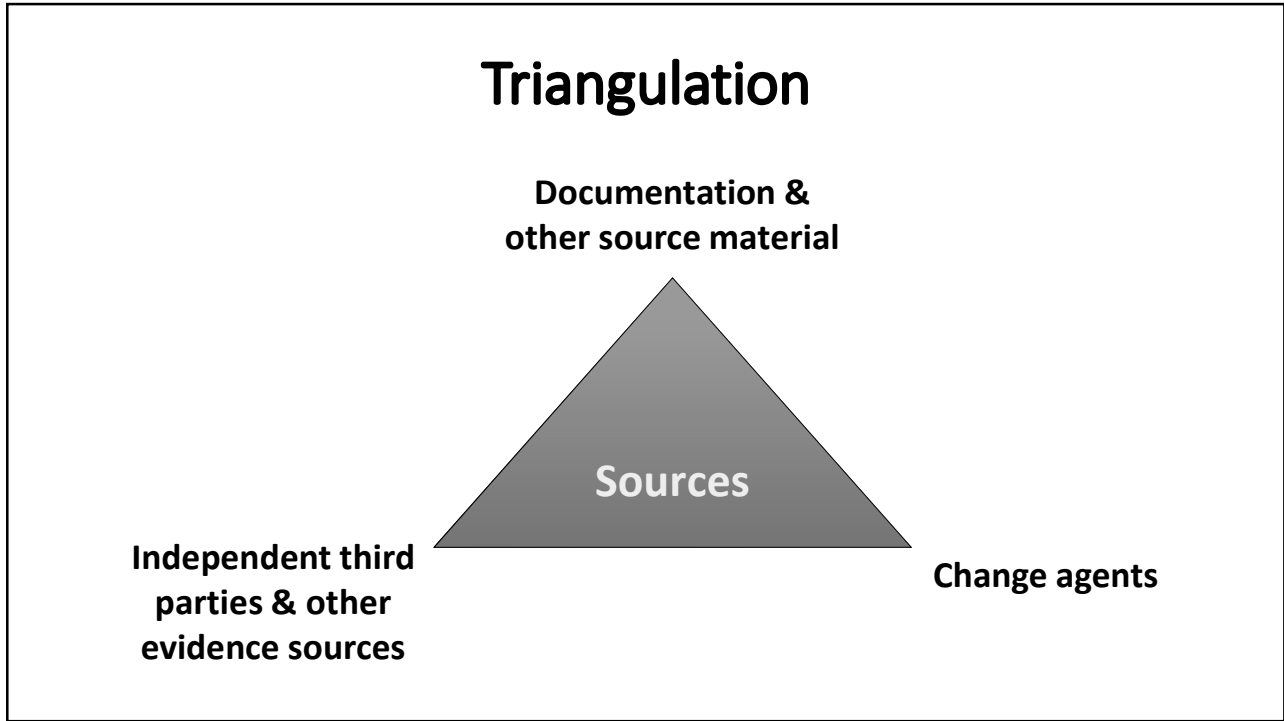
Contribution: Describe how your programme contributed to that change. How do you know that this change was a result— partially or totally, directly or indirectly, intentionally or not of the activities of your programme? Please be concise. Describe in a few sentences what was done, by whom, when and where as specifically as possible.

Step 4: Substantiate

Substantiation

Confirmation of the substance of an outcome description by an informant knowledgeable about the outcome but independent of the change agent.

Britt & Wilson-Grau, 2013



Why substantiate?

Substantiation questionnaire

Present the outcome descriptions to one or more credible (independent, knowledgeable) person(s) and ask them to go on record with their opinion:

- 1. To what degree are you in agreement with the description of the **outcome**?
- Fully agree Partially agree Disagree
- I do not feel qualified to answer (please state why)
- Comments (optional):
-
- 2. To what degree are you in agreement with the description of XXX's **contribution**?
- Fully agree Partially agree Disagree
- I do not feel qualified to answer (please state why)
- Comments (optional):
-
- 3. How much do you agree with the description of the **significance of the outcome**?
- Fully agree Partially agree Disagree
- I do not feel qualified to answer (please state why)
- Comments (optional):

Step 5: Analysis and interpretation of
the outcome data

Analysis

Reflect on and organise the outcomes so that they can be interpreted in ways that will enable you to answer the Outcome Harvesting questions

The screenshot shows a software interface for managing a 'Regional programme outcome'. On the left, there is a grid with columns for 'Indicator', 'Target', 'Actual', and 'Status'. The grid contains various indicators related to local self-government and interethnic relations. On the right, there is a detailed description of the 'State Agency on local-self government and interethnic relations' in Kyrgyzstan, including its mandate, current work, and significance. Below the description, there are sections for 'GPPAC contribution' and 'Sources of information'. At the bottom, there is a section for 'Outcome attachments' with a list of files and their descriptions.

Excel

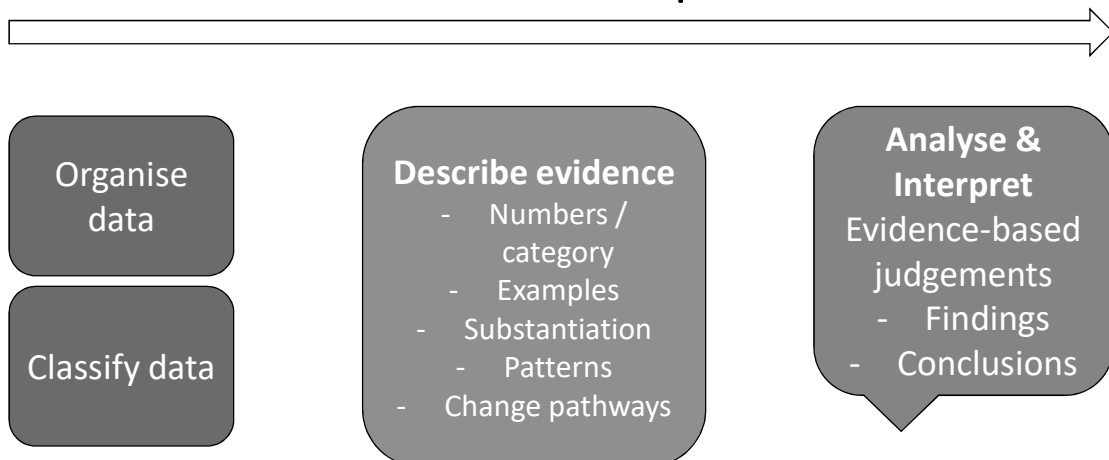
OH data classification

Number	Outcome	Significance	Contribution	??	??
1					
etc					

Develop a classification system for OH data

- Handout 7. Data classification
- Individually, think of data classifications that would help answer evaluation question 2
- 4 groups. Discuss and agree 1. classification fields, 2. categories for each field. Record on flip charts.
- Plenary: Reflect on challenges. Confirm classification system to use in next exercise.

From data to interpretation



Analysis examples

190 civil society social accountability in Mongolia - outcomes at a glance

World Bank / SDC,
2013
Richard Smith
Jeremy Gross
Amaraa Dorj

SDC—Local NGO Capacity Building

69 Outcomes in total, each relevant to or exceed SDC's pre-defined objectives

- 51 Outcomes demonstrate the application of knowledge from the intervention
- 7 Outcomes suggest a sustained influence of the intervention
- 5 Outcomes cite engagement between CSOs and their community

World Bank—Social Accountability

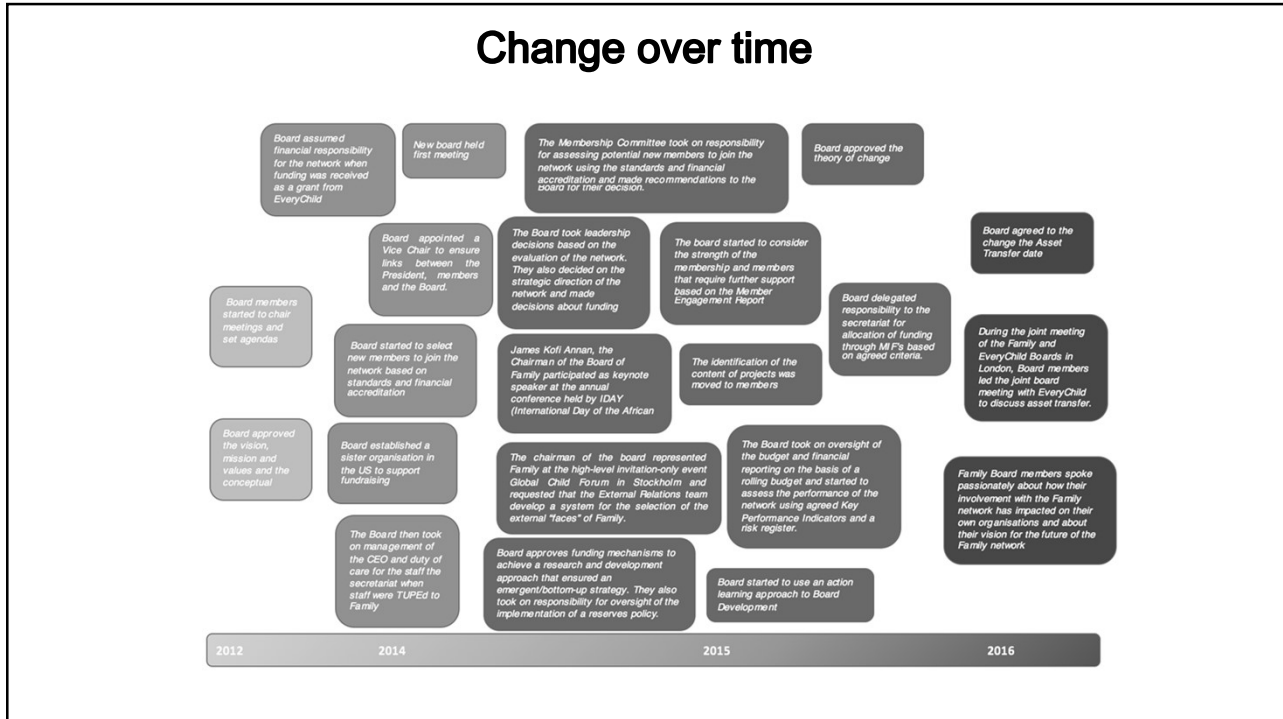
93 Outcomes in total, each relevant to or exceed the Bank's pre-defined objectives

- 71 Outcomes suggest a sustained influence of the intervention
- 59 Outcomes demonstrate the application of social accountability knowledge gained through the intervention
- 29 Outcomes show dissemination of social accountability
- 24 Outcomes cite constructive engagement, demonstrating a deepening awareness of social accountability
- 14 Outcomes show successful fundraising for implementation of social accountability activities after the intervention
- 11 Outcomes show demand for support in using social accountability concepts and tools
- 11 Outcomes show networking of practitioners
- 9 Outcomes directly relevant to the mining value chain
- 7 Outcomes describe working with the private sector
- 7 Outcomes demonstrate advocacy of social accountability
- 5 Outcomes involve engaging the media

World Bank—Public Procurement

28 Outcomes in total, each relevant to or exceed the Bank's pre-defined objectives

- 25 Outcomes suggest the potential sustainability of the Partnership for Public Procurement
- 14 Outcomes are at the aimag (provincial) level
- 12 Outcomes are at the national level
- 11 Outcomes demonstrate strengthened capacity of CSOs in procurement monitoring
- 8 Outcomes show influence on road maintenance, specifications and planning
- 7 Outcomes show support for self-governing CSO networks
- 5 Outcomes show support for Ministry of Finance in its development of implementing rules and guidelines on CSO participation and oversight
- 2 Outcomes at the Ulaanbaatar level



Step 6: Support Use

Use should be considered throughout

Utilization-Focused Evaluation begins with the premise that evaluations should be judged by their utility and actual use. Therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that will be done, from beginning to end, will affect use. ~
Michael Quinn Patton



2 types of use

Use of findings

Using the results of the evaluation for decision-making or other actions of the users

Process use

Individual changes in thinking and behaviour, and program or organizational changes in procedures and culture, that occur among those involved in evaluation as a result of the learning that occurs during the evaluation process.

Examples

Use of findings

- Inform what was done and is being achieved
- Take decisions to modify the model or intervention
- Plan future work

Process use

- Improve communication
- Enhancing shared understanding
- Focusing programs: What gets measured gets done
- Increase participation and ownership
- Capacity-building for those involved, deepening evaluative thinking
- Fostering a learning culture

The Evaluation/Monitoring Report

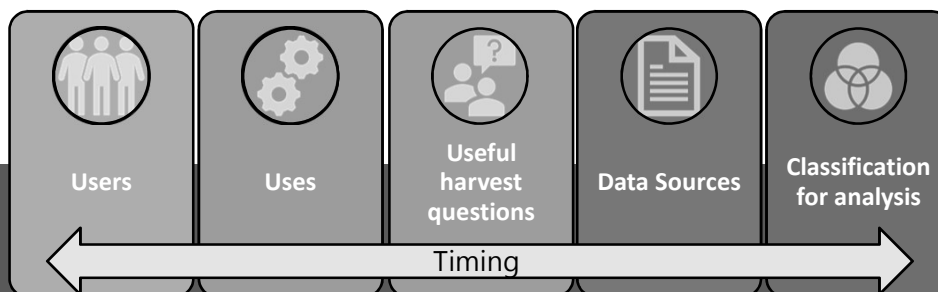
Producing a report is
not the purpose of M&E



Recommended points for discussion

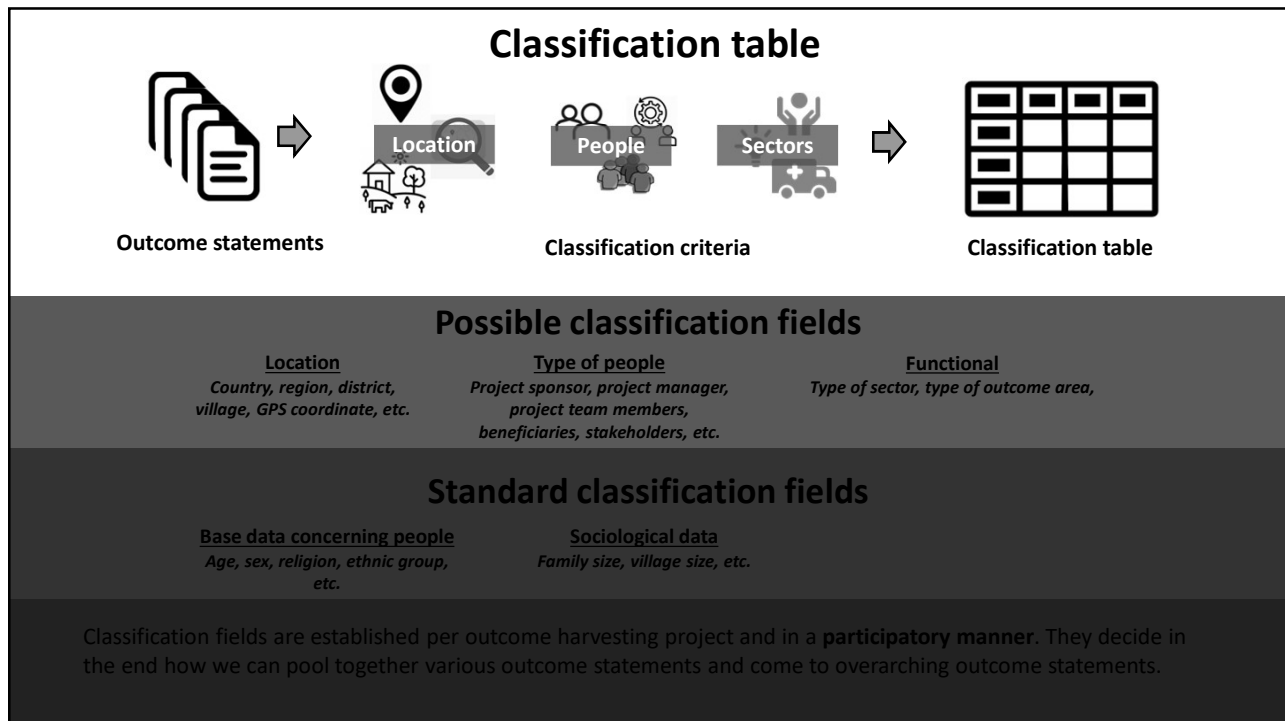
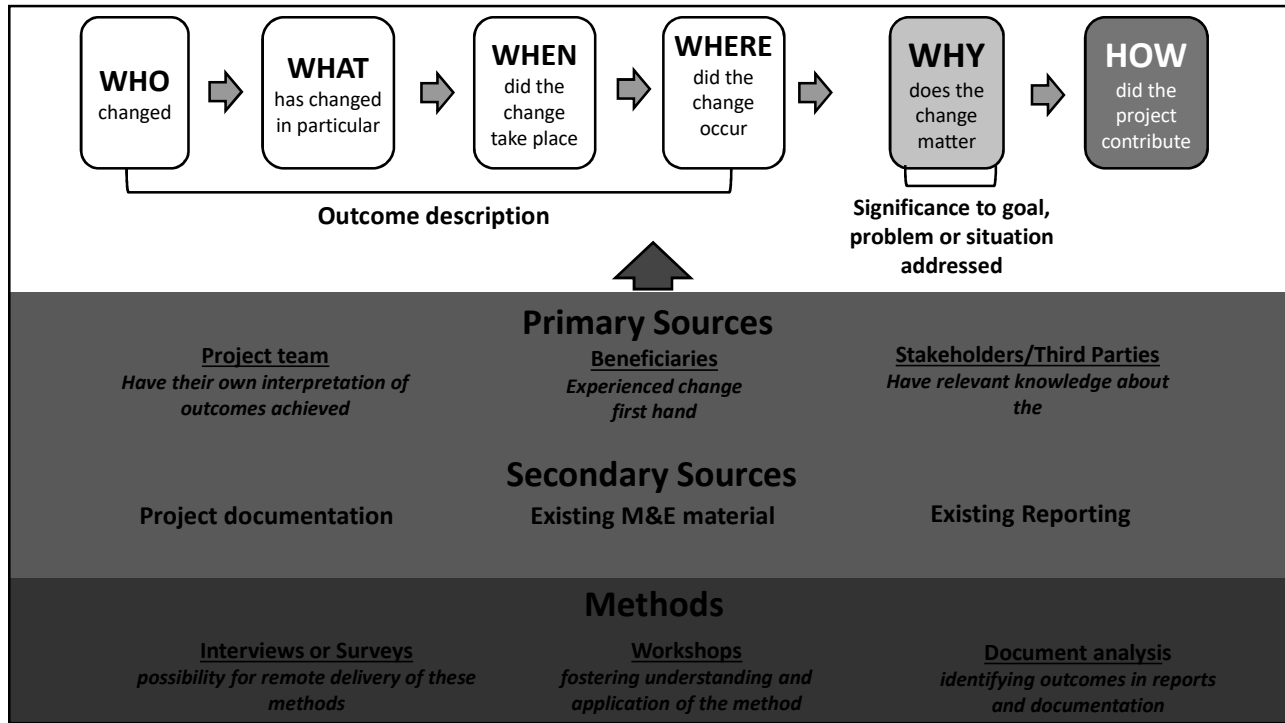
- Outcome Harvest findings are one of many important factors to determine what decisions or actions they will take.
- There are usually other political, legal, public perception, financial, programmatic, and ethical considerations that must be considered.
- Consequently, harvesters can recommend discussion points around harvest findings, but rarely can make recommendations for action.
- Yet, when invited to do so, harvesters are well-positioned to support, and even facilitate, the use of the findings of the harvest.

Outcome Harvesting Design



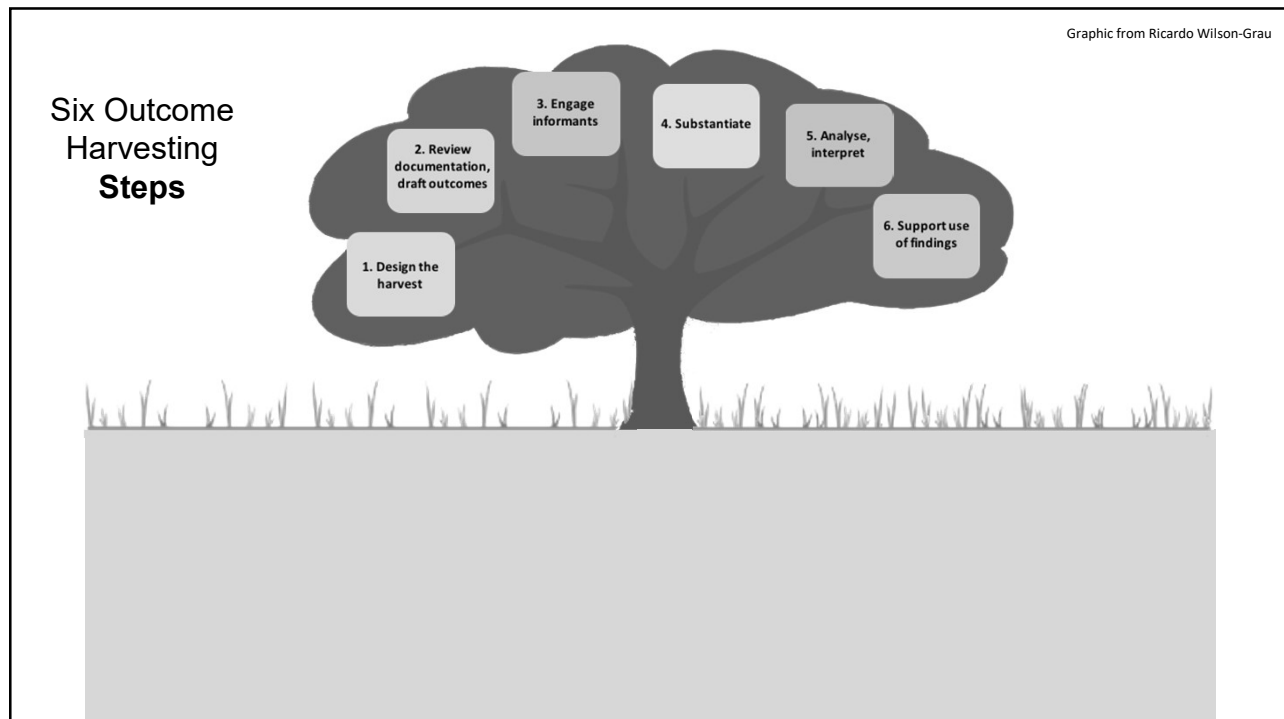
The outcome harvesting design should then also be **given a timeline** and **an initial reflection on how the substantiation process** could be conducted should be discussed.

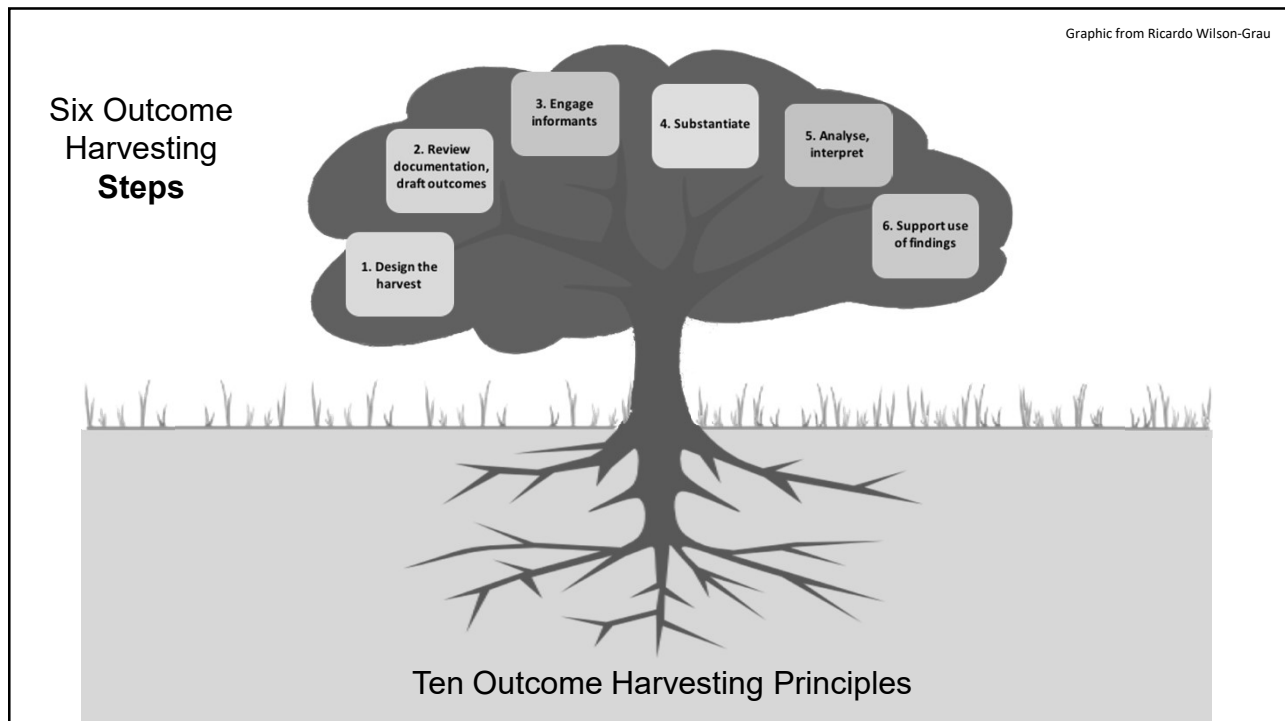
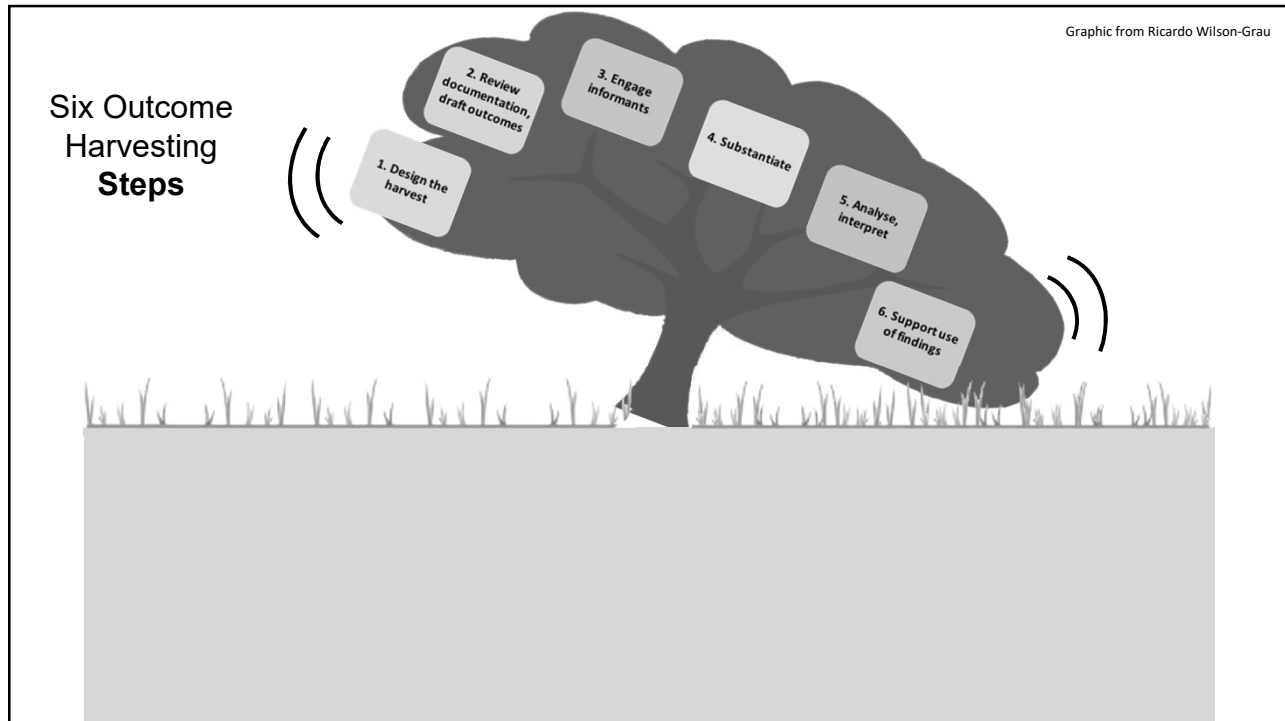
All of these elements should be **revisited during the outcome harvesting process**.

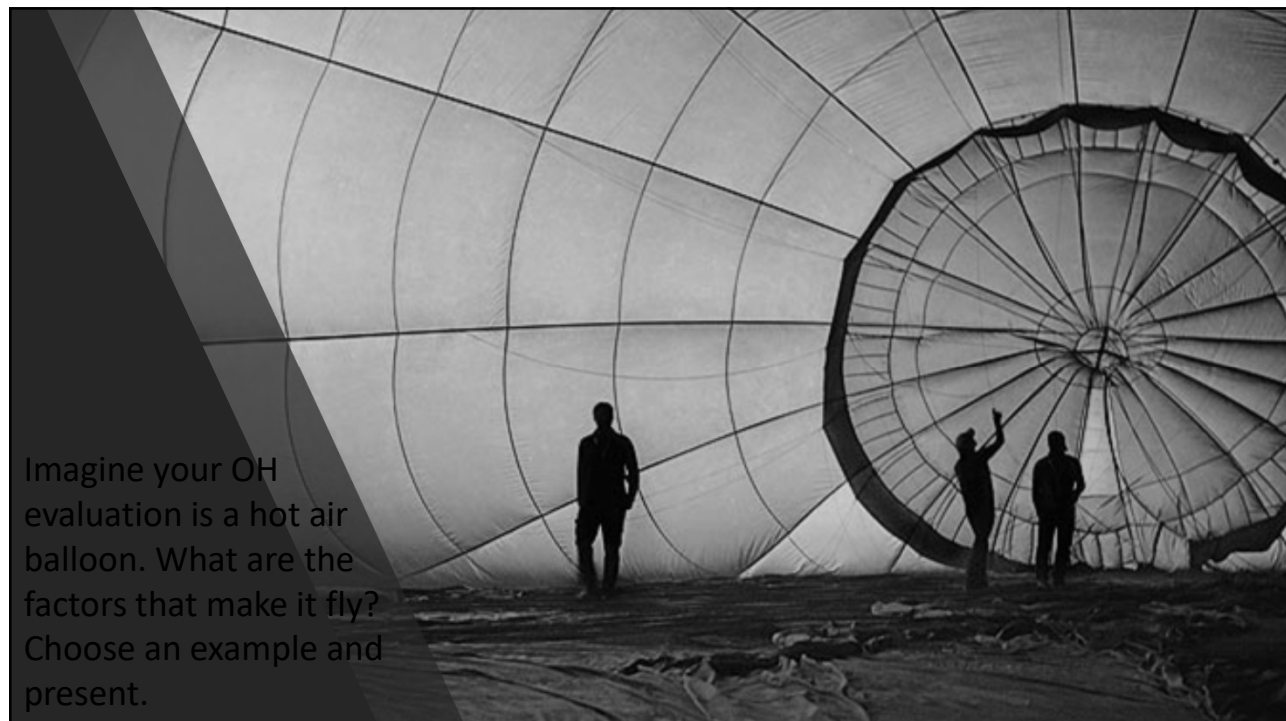
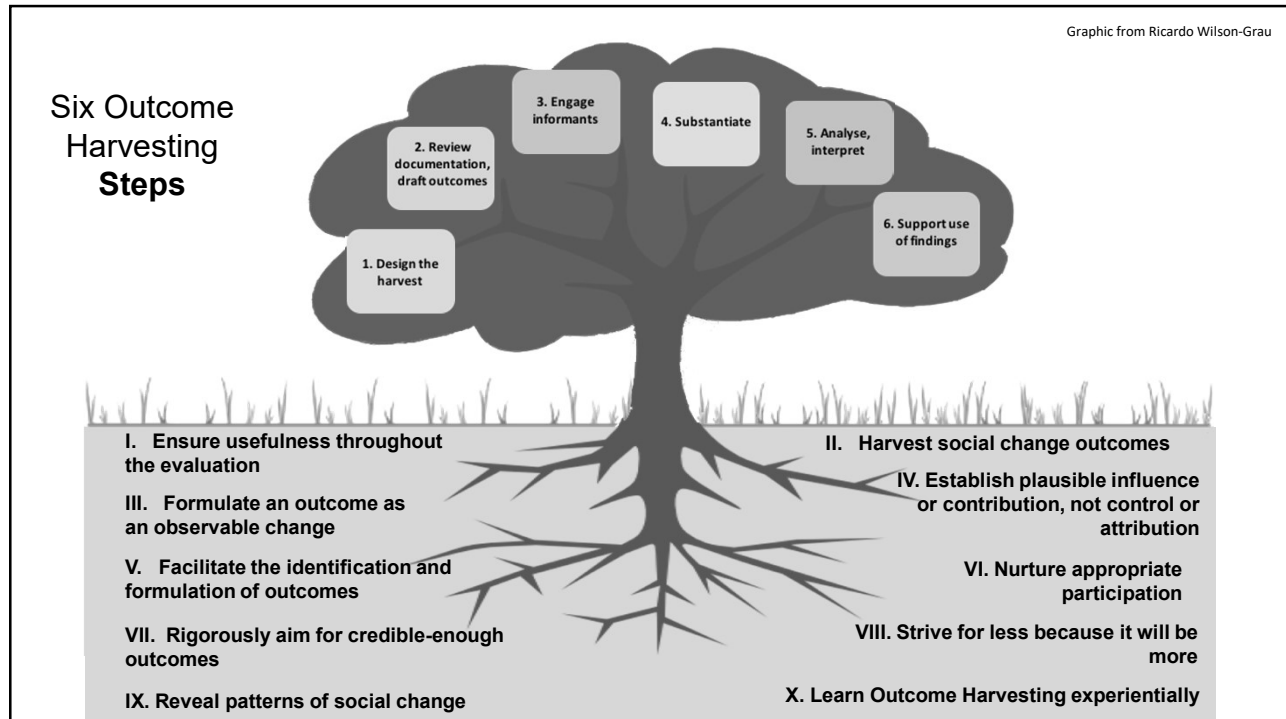


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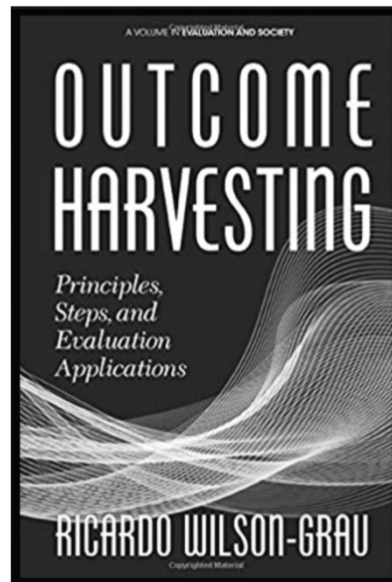
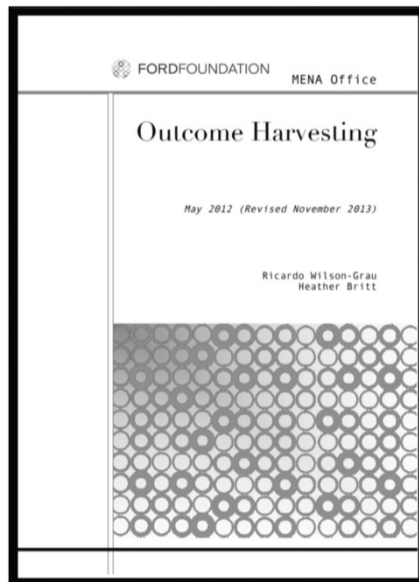




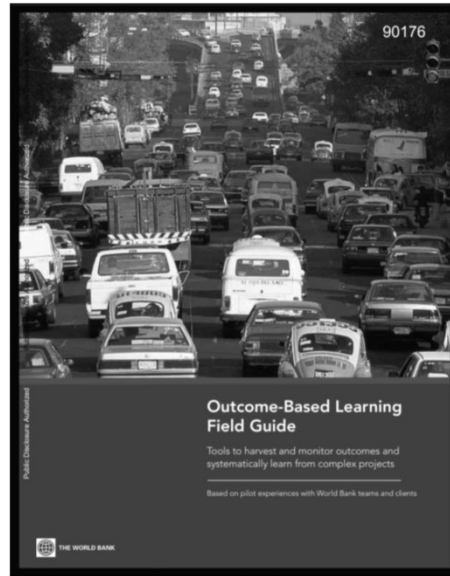
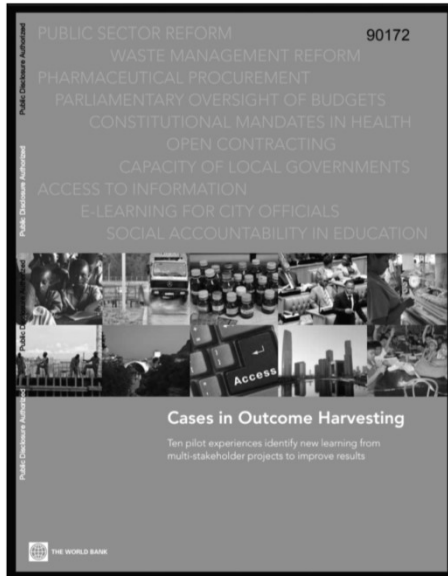


Do you have any open questions regarding outcome harvesting?

Further Reading



Further Reading



99



Evaluation4Impact

Evaluation expertise and coaching

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