ANNEX 1

OUTCOME MAPPING – BUILDING LEARNING AND REFLECTION INTO DEVELOPMENT PROGRAMS
Summary

Introduction

Outcome Mapping (OM) offers a methodology that can be used to create planning, monitoring, and evaluation mechanisms enabling organisations to document, learn from, and report on their achievements. It is designed to assist in understanding an organisation's result, while recognising that contributions by other actors are essential to achieving the kinds of sustainable, large-scale improvements in social and ecological well-being toward which the organisation is working.

We decided to follow this methodology in order to evaluate our TGH program. To make the midterm evaluation a success, we will need the help and collaboration of each country team leader and their teams. Therefore, we encourage you to read more about OM by either referring to this summary or by accessing the full document on our website: http://www.mcgill.ca/trauma-globalhealth, click on 'resource center' and then on 'tool kit.' There, you will find the document called 'Outcome Mapping: Building Learning and Reflection into Development Programs. This link will take you to the IDRC's web site where you can find the full document and other relevant information. We will have to rely on your help since OM depends largely on self-assessment data generated by TGH program teams and their partners. Ideally, the teams share an understanding of the purpose of their work, work collaboratively, and value each other's opinion. This leaves room for discussion of different viewpoints and building of consensus.

What is Outcome Mapping?

The focus of OM is on people rather than the development impact of a program, defined as changes in more or less subjective states – such as "policy relevance", "poverty alleviation", or "reduced conflict." That is, Outcome Mapping focuses on one specific type of result: *outcomes as behavioural change*. **Outcomes** are defined as changes in the behaviour, relationships, activities, or actions of the people: individuals, groups, and organisations with whom a program works directly. These **changes** are aimed at contributing to specific aspects of human and ecological well-being by providing partners with new tools, techniques, and resources to contribute to the development process.
OM assumes that the boundary partners control change and that, as external agents, development programs only facilitate the process by providing access to new resources, ideas, or opportunities for a certain period of time. In this context, **boundary partners** are defined as those individuals, groups, and organizations with whom the program interacts directly and with whom the program anticipates opportunities for influence.

Outcome mapping is divided into three stages:

1. **Intentional design:** the first stage helps a program establish consensus on changes it will help to bring about and plan the strategies it will use. It helps answer four questions: What is the vision to which the program wants to contribute? Who are the program's boundary partners? What are the changes that are being sought? And how will the program contribute to the change process?
2. **Outcome and Performance Monitoring:** the second stage provides a framework for the ongoing monitoring of the program's actions and the boundary partners' progress toward the achievement of outcomes. It is based largely on systematized self-assessment.
3. **Evaluation Planning:** the third stage helps the program identify evaluation priorities and develop an evaluation plan.

The following figure illustrates the three stages and respective steps of Outcome Mapping:

<u>When is Outcome Mapping best used?</u>

OM is best used from the start of a project, <u>but</u> can also be used as an assessment tool (for external or self-assessment) either during or at the end of the project cycle. If used after a project is underway, it will usually require a reformulation of vision, mission, boundary partners, and outcome challenge statements, as few project statements can be directly translated into behavioural terms without consultation among the key participants.
Since we will be using OM for the mid-term evaluation exercise and beyond rather than from the start of the project, we were forced to review our original aim and objectives in order to reformulate our *vision*, the *mission statement*, and define our *outcome*

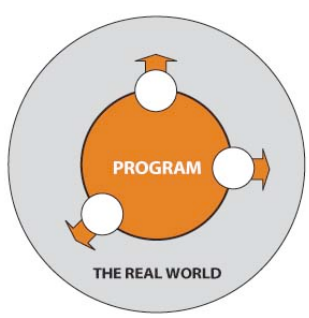
challenges, so that they would reflect individual and/or group behaviour, relationships, activities, or actions.

To view these changes, please refer to the TGH Mid-Term Evaluation protocol.

Stage 1: Intentional design

Intentional design implies that a program structures its activities based on the changes it intends to help bring about. Furthermore, its actions should be chosen so as to maximize the effectiveness of its contributions to development. The logic of the program is articulated by seven steps to outline the vision, mission, boundary partners, outcome challenges, graduated progress markers, strategy maps, and organizational practices. We reduced our intentional design to describing/identifying a vision, mission, boundary partners, outcome challenges, and progress markers. We refrained from outlining a strategy map and organisational practices. The reason is that the program is well underway and would not necessarily profit from creating maps and outlining organisational practices.

1. **Describe the vision:** The *vision* statement describes why the program is engaged in development and provides an inspirational focus. It includes large-scale development-related changes; economic, political, social, or environmental changes; and broad behavioural changes in key boundary partners.
   The vision is related to the program's objectives but goes deeper, is broader in scope, and is longer-term. The ultimate achievement of the vision lies beyond the program's capability; however, its activities should contribute to and facilitate that end. The vision represents the *ideal* that the program wants to support and should be sufficiently broad and inspirational to remain relevant over time.
2. **Identify the mission:** The *mission* describes how the program intends to support the *vision*. It states the areas in which the program will work toward the vision, but does not list all the activities in which the program will engage. Rather, it is an ideal statement about how the program will contribute.
3. **Identify the boundary partners:** Boundary partners are those individuals, groups or organisations with whom the program interacts *directly* and with whom the program can anticipate opportunities for influence. A figure of boundary partners illustrates this:



○= Program's Boundary Partners

For example, the boundary partners of the Douglas Institute - McGill University are the country teams: the Centro de Investigaciones Biomédicas y Psicosociales (CIBP), in Guatemala; the Facultad de Salud Pública y Administración at the Universidad Peruana Cayetano Heredia (UPCH), in Peru; the Center for Victims of Torture (CVICT), in Nepal; and INASIA-PRDA, in Sri Lanka. The boundary partners of the respective country teams consist, on the other hand, of the governmental and nongovernmental organisations with whom they interact and work directly in the implementation of the program.

4. **Identify the outcome challenge:** *Outcomes* are defined as the effects of the program 'being there', with a focus on how actors behave as a result of being reached. An outcome challenge describes how the behaviour, relationships, activities, or actions of an individual, group, or institution will change if the program is successful. They should be idealistic, but also *realistic*.
   The 'challenge' is for the program to help bring about these changes. Because changes in people, groups, and organisations cannot be understood in isolation from one another, the outcome challenge incorporates multiple changes within a single statement rather than breaking them up into separate statements.
5. **Develop graduated progress markers:** For each of the outcome challenges *graduated progress markers* are identified. Progress markers represent the information that the program can gather in order to monitor achievements toward the desired outcomes. They are generally framed in terms of 'Who is doing what? How?' Progress markers cannot be phrased as simply "yes" or "no" questions. A set of progress markers represents a *change model* for the boundary partner. Cumulatively, they illustrate the complexity and logic of the change process.
   We have identified over 30 progress markers. Since this is a mid-term evaluation exercise, we did not include all outcome challenges and its respective progress markers. Instead, we focused on progress markers outlined in the year 1 and year 2 TGH Program original proposal.
6. **Complete strategy map:** The purpose of the strategy map is to identify the strategies used by the program to contribute to the achievement of an outcome. A strategy map can be created for each outcome challenge.
7. **Articulate organisational practices:** The purpose of this step is to identify the organizational practices that the program will use to be effective. Taken together, these organizational practices describe a well-performing organization that has the potential to sustain change interventions over time. Some of the practices relate directly to the activities being undertaken, whereas others relate to the "care and feeding" of the program so that it can thrive. In this step, the program reviews the outcome challenges and identifies the organizational practices that will best help it to contribute to the intended change in its boundary partners. In Stage Two, Outcome and Performance Monitoring, a monitoring process can be devised for these practices.

Stage 2: Outcome & Performance Monitoring

During Outcome & Performance Monitoring, a framework can be developed in order to monitor: the progress of boundary partners towards the achievement of outcomes; the program’s strategies to support outcomes; and the organizational practices used. First, however, they **set monitoring priorities** (Step 8). Monitoring and evaluation priorities need to be set so as not to waste human and financial resources. Thus, the first task is to define what will be monitored on an ongoing basis and what will be evaluated in depth in the future. Outcome Mapping identifies three types of information that can be monitored on an ongoing basis: the organizational practices being employed by the program to remain relevant, innovative, and viable; progress toward the outcomes being achieved by boundary partners; and the strategies that the program is employing to encourage change in its boundary partners.

Three **data collection tools** can be used for performance monitoring: 1) an **outcome journal** (Step 9) is suggested for collecting data on the boundary partners’ achievement of progress markers; 2) a **strategy journal** (step 10) is suggested for collecting data on the program’s actions in support of the boundary partner; and 3) a **performance journal** (step 11) is suggested for collecting data on the organizational practices being employed by the program to remain relevant, innovative, sustainable, and well connected to its environment.

With regular use of these self-assessment tools, the team can reflect upon, and enhance, its performance throughout the implementation of the program. Staff will have the means to ask themselves regularly, ‘How can we get better at what we are doing so as to increase our contributions to outcomes?’

Although we appreciate regular self-assessment, we do not want to impose journal keeping on our boundary partners. Furthermore, we do not put a lot of emphases on stage 2, since our focus is the mid-term evaluation and not outcome and performance monitoring.

Stage 3: Evaluation Planning

At the Evaluation Planning stage, Outcome Mapping provides a method for the program to identify its evaluation priorities and develop an evaluation plan. By conducting an evaluation, the program can choose a strategy, issue, or relationship to study and assess it in depth. There will never be enough time and resources for a program to evaluate everything, and therefore priorities should be set.

The **evaluation plan** (step 12) provides a short description of the main elements of the evaluation to be conducted by the program. It outlines the evaluation issue, the way findings will be used, the questions, the information sources, the evaluation methods, the evaluation team, the dates for the evaluation, and the approximate cost. Even if an evaluation is being done primarily to meet an accountability requirement for an external donor or manager, it can also be used to generate new knowledge, support learning, question assumptions, plan and motivate future activities, or build the analytical capacity of those involved.

The information needs of the primary user of the evaluation findings are paramount.

Evaluation methods:

- *Questionnaire survey*. Involves a printed or electronic list of questions; is distributed to a predetermined group of individuals; individuals complete and return questionnaire to a central location)
- *Surface-mail or faxed survey.* The target population is large; you will require a large amount of categorical data; you require quantitative data and statistical analyses; you want to examine the responses of designated subgroups; the target population is geographically disperse; you want to clarify your team's objectives by involving team members in a questionnaire-development exercise; you have access to people whom can process and analyse this type of data accurately.
- *E-mail or web page survey*. You have the appropriate software and knowledge of this method; your respondents have the technological capabilities to receive, read, and return the questionnaire by email; time is of the essence.
- *Face-to-face interview.* You need to incorporate the views of key people; the target population is small; your information needs call for depth rather than breadth; you have reasons to believe that people will not return a questionnaire.
- *Telephone interview.* The target population is geographically dispersed; telephone interviews are feasible (cost, trust of respondent…)
- *Group technique including interview, facilitated workshop, focus group discussion.* You need rich description to understand client needs; group synergy is necessary to uncover underlying feelings; you have access to a skilled facilitator and data has been recorded; you want to learn what the stakeholders want through the power of group observation)
- *Document review.* The relevant documents exist and are accessible; you need a historical perspective on the issue; you are not familiar with the organisation's history; you need hard data on selected aspects of the organisation.

We decided to generate a questionnaire based on the identified outcome challenges and respective progress markers. By asking for specific information for each progress marker, we hope to be able to monitor achievements toward the desired outcomes (see TGH Midterm Evaluation protocol).