

Guide – How to write Outcome Statements.

Introductory comments:

It is important to note two different uses of the word outcome:

1. An *Outcome* (capitalised and in italics) is the change/achievement described by Harvesters as a result of, or related to, programme intervention. This is how the term is used in Outcome Harvesting
2. A programme outcome (not capitalised) is a description of the long-term expected result of the programme, as described in the Programme Theory of Change, and as submitted to donors as part of your project's proposals and Results Framework. It is correct to assume that Outcomes harvested in the OH process all contribute to an understanding of whether the programme outcomes are being achieved.

Outcome Harvesting steps – Programmes teams

Programme teams and partners will use the information from the data collection activities, alongside other sources such as partner's reports, evaluation, press releases, and other documentation to identify outcomes and write outcome statements.

The description should be intelligible to third parties without contextual or thematic expertise. They must be written so they stand alone – they should be self-explanatory.

Remember to actively select your outcomes from a diverse range of sources and actors (gender, age, ethnicity, socio-economic status/ position etc.) for a more inclusive approach, recognising that some sources may be harder to reach than others.

Step 1: Manage outcomes - Add outcome

Name of the Outcome:

In 15 words or less, please give your *Outcome* a title which will help you identify it in a (long) list of outcomes over a number of years. A good title should include who did something, and what they did. When defining who make sure you include key aspects of gender identity and diversity where safe to do so e.g. A young male combatant of X ethnicity

A title is better if it is active (“XX approved”) than passive (e.g. “was approved by XX”). Or if the *Outcome* represents a change in people’s lives, it should include the change. Tip: The title should sound like a newspaper heading!

Examples of good titles are:

1. Young men and women from X rural or urban community engage with local government to discuss conflict related policy changes.
2. Former male or female prisoners from Jail Ogaden create the Association of Somali Region Victims and Survivors.
3. Female or male members of 25 Youth Peace Platforms in X community in Nigeria lead diverse community based projects.
4. Significant higher representation from governments, banks and regional NGOs at The EC/Swiss Government Compliance Dialogue. (with gender disaggregation)

Step 2: Enter the outcome harvesting data

An outcome is when someone else does (or experiences) something differently as a result of your influence – *but not your money*.

Examples of Outcomes can be:

1. behavioural change resulting from project strategies,
2. national, regional or local statistics evidencing change (you can draw on any sex and gender-disaggregated data to help inform this section.)
3. laws or policies change

Who did something different? Naming the person, institution or group. Use as much detail as possible (Think about their status, gender identity, the space in which they operate whether local, national, international or all)

What did they do different? What did they do differently?(Use active verbs , ‘He instructed’, ‘she provided’. Limit yourself to describing the action).

How do you categorize the main actor?

When did the change happen? (This can be as specific as the day in which the change was observed or the years over which change has been increasingly observed).

Where did this change happened? Changes can happen in a geographic area or in a less concrete space such as media, social media, platforms etc (If relevant, please indicate if the change happened in any of the following (1) a mixed / single sex space (2) a formal / informal space (3) a 'high level' international policy/ national or locally led space.)

Relation to programme plans

Which project(s) does this outcome relate to?

Which project objective(expected outcome) this outcome relates to (Please refer to the objectives set in the logframe or theory of Change).

Does this outcome relate to a previous outcome? (If this Outcome is a further development of a change that you had previously recorded, then you can link these Outcomes together. This will allow you in future to pull up linked Outcomes and make an assessment of progress over time easier – especially as this programme has a three-year time frame.)

Which programme level objective this outcome relates to? Please refer to the objectives set in the theory of Change.

Significance

Why is this change significant? You are seeking to record the connection between the context, and the change.

Please describe in 50 words or less why you think this change represents an achievement of importance. To help you, here are six questions you can ask yourself when writing your response:

- Is this the first time?
- Who is it significant for?
- Think about the gender identity of that person/ group of people (gender, age, ethnicity, socio-economic status, rural/urban, (dis)ability, sexual and gender minorities) and the significance of this in relation to that change.
- Does it represent changed behaviour by one person or by many people?
- Is it likely to be sustainable, e.g. does it represent a once-off or more systemic change going forward?
- Think about the change and if it happens at the personal, social (family and community) or institutional level
- Is it a first step to achieving your programme outcome in your logframe or ToC, or does it show that your programme outcome has been achieved?
- Does it or will it affect many people?

Contribution

How did you or the partners contribute to this outcome? Here you can start to record the activities or resources that the team, the partners and/or the communities put into making the change possible.

50 words or less, describe what specific action or activity you took or what resources you provided which contributed to this *Outcome*? This is a crucial part of the *Outcome* Statement, and shows how you played a part in making change happen. How did you facilitate, inspire, persuade, advocate towards or deliver on achieving the *Outcome*? (Was there any way in which you facilitated or carried out your work that supported the specific inclusion of a particular person/community group / hard to reach group who would otherwise have been excluded?)

Please be very specific, and include:

- a) *What you did or provided (e.g. the activity or actions that you took, quantified where possible: 3 meetings, 8 press releases, 12 community training sessions, 24 support visits to victims)*
- b) *When you did it (date or month or period, time of day)*
- c) *How it resulted in the Outcome.*

In addition, your contribution should be verifiable.

What contributions were made by others? (Think about those who may be invisible in the public space but who may have played a role behind closed doors e.g. women's groups, wives of officials, young people who may not be considered as leaders. Etc)

Please list any other actors that worked towards the same *Outcome*. This should include people/organisations you collaborated with, but also those you did not collaborate with, but whose contribution to achieving the *Outcome* was important. It should become clear from this section to what extent your contribution is part of a bigger effort towards achieving change.

Evidence

Do you have adequate evidence (either from documents, case studies, quotes, weblinks, photos or substantiation) to consider this outcome verified?

You can attach a report or a photo which evidences the *Outcome*, or a weblink to a press article which describes the *Outcome*.

Step 3: First step analysis – Rating significance and contribution

How significant would you say this outcome is?

Using the following scale, please indicate how significant you think this outcome is, taking all the above information into account:

Positive Significance

1 = a small step towards achieving the programme's expected outcomes

2 = an important change or achievement that reflects progress towards achieving the programme's expected outcomes

3 = a significant contribution to the achievement of the programme's outcomes

4 = this outcome is evidence that the programmes' expected outcome is achieved

5 = significant positive change going beyond what was expected in the programmes' strategy

Negative Significance

-1 = a small negative change or lack of change which indicates a lack of progress towards objectives (requires careful monitoring)

-2 = a negative change which moves the programme further away from its objectives (requires consideration of adaptation of activities)

-3 = a negative change which moves the programme further away from its objectives and presents risks to the programme's progress (necessitates adaptation of activities)

-4 = a negative change which presents a significant risk to the programme's progress or operations (requires a reassessment of programme objectives/strategy)

-5 = a major negative change (may require programme closedown/withdrawal)

How high would you rate your contribution to the effect (using a scale of low / medium / high)?

Using the following scorecard, please rate the contribution of the programme to this outcome, taking all the above information into account:

Low = programme activities were relevant to the achievement of the Outcome but it may have happened even if the programme had not been involved

Medium = programme activities seem to have facilitated the achievement of the Outcome, though there were other factors at play which also contributed to its achievement

High = programme activities were a key contributor to the achievement of the Outcome and it would probably not have happened without the programme intervention

Step 4: Organisational Frameworks

Does this outcome contribute to one of CR's overarching outcomes on gender-sensitive and inclusive peacebuilding?

Yes/ No

Please mark the relevant gender and inclusion indicators:

- ☐ Gender, peace and security (GPS)
☐ Broader inclusion
☐ Women, peace and security (WPS)
☐ Internal gender and inclusion (IGI)

Gender indicator tagging guidance:

(a) Gender, peace and security (GPS) – increased understanding of gender sensitive conflict analysis, gender norms and masculinities in relation to violent conflict.

- Project or programme focuses on looking at the **power dynamics between different gender identities** (female/male/other) and how gender norms and expectations relate to peacebuilding and overcoming conflict.
- The work includes the use of **gender-sensitive conflict analysis** (GSCA) as a starting point to understanding, responding to and transforming the ways in which gender inequality causes conflict and discrimination, exclusionary politics and violence against some groups in society.
- Work may incorporate an **intersectional approach** to examine how gender power dynamics in each context – including how ethnicity, age, class, (dis)ability, sexual orientation, indigeneity etc. – shapes how different people interact with and experience conflict and peace.
- Work on men and **masculinities** may be included within this category.

(b) Broader inclusion – increased meaningful participation of diverse groups and the hard to reach

- Project or programme adopts an inclusive approach and takes action to **support the meaningful participation of excluded groups** and those who are harder to reach (e.g., people with disabilities, sexual and gender minorities, different ethnic or religious identities) in peace processes.
- This category may also be **used in conjunction with GPS / WPS / YPS** for example: if the project or programme is focused on the inclusion of people from a specific ethnicity but also looks at increasing the role of women or youth within that category.

(c) Women, peace and security (WPS) – Increased women's meaningful participation and decision-making in peace processes

- Project or programme focuses primarily on **supporting women's** increased access, meaningful participation and decision-making in mediation, conflict resolution, peacebuilding and peace processes. Programme incorporates the UNSCR 1325 framework and / or adaptation

of it to the context, and may include a focus on one of the four WPS pillars of **prevention**, protection, **participation**, relief and recovery.

(d) Youth, peace and security (YPS) – youth engagement and leadership and intergenerational dialogue—

- Project or programme focuses on the inclusion and meaningful participation in decision-making of **young women and men** in mediation, conflict resolution, peacebuilding processes and initiatives. This includes prioritising the role of young people in peacebuilding and the implementation of UNSCR 2250 and subsequent resolutions.

(e) Internal gender and inclusion (IGI)

- Project or initiative focuses on changes to or transformation of **internal CR organisational systems, policy and process** to create a more inclusive culture and an enabling environment for gender and inclusion to be effectively implemented.
- This code is primarily for use by gender advisors or HR. Please speak with a gender adviser before allocating expenses to this category if you are not on the HR team.

Which Peace Goal(s) does this Outcome relate to?

Please mark the relevant Peace Goal(s)

- ☐ Goal 1: Adaptive and alternatives paths to peace
- ☐ Goal 2: Connecting people and peace efforts
- ☐ Goal 3: Inclusion, gender, and influence
- ☐ Goal 4: People centred policy

Peace Goal tagging guidance:

GOAL 1. ADAPTIVE AND ALTERNATIVE PATHS TO PEACE - PEACEBUILDING OVERCOMES BARRIERS TO CREATING PEACEFUL SOCIETIES

Tag your Outcome to this Peace Goal if it:

- Involves a change in the attitudes, perceptions and policies of actors that are (or were) obstructive/resistant to peaceful changes
- Is part of a new/alternative/adaptive/innovative peacebuilding response to a conflict challenge
- Involves progress in dialogue, mediation and compromise between actors in a conflict/peace process
- Shifts the discourse around conflict from divisive to more constructive language

- Is something that was previously considered impossible but has become normal, accepted or up for discussion

GOAL 2. CONNECTING PEOPLE AND PEACE EFFORTS - MORE COHERENT INITIATIVES HELP PREVENT AND REDUCE VIOLENT CONFLICT

Tag you Outcome to this Peace Goal if it:

- Strengthens connections, complementarity and learning between different peace initiatives in a context
- Connects local peace initiatives to national, regional and international initiatives (and/or networks)
- Supports interactions and relationships between community-level actors and higher-level institutions, processes and powerholders
- Connects communities or actors which were previously divided, increasing mutual understanding between them

GOAL 3. INCLUSION, GENDER AND INFLUENCE - EXCLUDED GROUPS INFLUENCE APPROACHES TO BUILDING PEACE

Tag you Outcome to this Peace Goal if it:

- Involves broader and more diverse participation in peace initiatives, in terms of gender, age, disability, ethnicity, and other forms of identity and status.
- Creates new spaces or structures for marginalised people to engage and challenge powerholders and influence their decisions
- Relates to a positive influence on a peace process effected by a member of a marginalised group
- Represents a breakthrough in the engagement of a “no-go” or hard to reach population

GOAL 4. PEOPLE CENTRED POLICY - INTERNATIONAL PEACEBUILDING SUPPORT PUTS PEOPLE FIRST

Tag you Outcome to this Peace Goal if it:

- Relates to international institutions and governments prioritising the prevention of violent conflict through peaceful means
- Relates to international institutions and governments seeking and responding to peacebuilding perspectives/needs and/or adopting locally-led/participatory approaches to understanding and responding to conflict.
- Involves international networks, academics and policy-makers and practitioners drawing on peacebuilding evidence for policy impact
- Improves good peacebuilding “donorship” - longer term, sustainable, flexible approaches to funding and project management
- Reduces international legal and regulatory obstacles to peacebuilding

Note: The focus of Peace Goal 4 is international policy/actors. This includes multilateral organisations (e.g. UN), peacebuilding networks and bilateral donor institutions. It may also include actors which are external to a context in which CR

works, but influential in that context e.g. third countries, regional organisations, regional powers, peacekeeping missions, INGOs etc. It usually does not include the national government in the context, which is likely to be an internal actor to the conflict system and covered by Peace Goals 1, 2, and 3.

Step 4: Review and support – MEL Team

Review will be done by the MEL “validators. All *Outcomes* should be reviewed through a back-and-forth process with the programmes teams, so adequate time will need to be allocated to the process.

Outcome Review

Was this outcome substantiated?

To be filled in by the MEL team.

Not all Outcomes need to be substantiated. To decide whether to substantiate an Outcome, please consider the following questions:

1. How significant is this Outcome?
2. How significant is the outcome for inclusive peacebuilding?
3. How central is this Outcome to the Theory of Change/ logframe of the programme?
4. Has this Outcome already been verified through the attachment of reports, press articles, web links or other independent source?
5. Are there other ways in which this Outcome has already been triangulated? How reliable are the other sources of information used?

Who substantiated this Outcome?

To be filled in by the MEL team.

If possible, fill in the name of the person who was contacted to substantiate the Outcome (make sure that you do no harm, ask the person if they want to be named, if not use general terms).

Did the substantiator agree with the Outcome statement?

To be filled in by the MEL team.

Indicate whether the substantiator fully agreed, partially agreed, or disagreed with the Outcome statement and why.

Which indicators of Conciliation Resource’s result framework is the outcome related to ?

To be filled in by the MEL team.

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