Objectives:

- Understand Pathway’s Theory of Change
- Review Midterm Evaluation Objectives
- Introduce Outcome Mapping key concepts
Pathways – Theory of Change

CARE PATHWAYS THEORY OF CHANGE

More Secure and Resilient Livelihoods
Food and Nutrition Security, Coping and Adapting Ability

Productivity ↔ Equity ↔ Empowerment
and Profitability

1. Capacity
   Knowledge, skills and relationships
   Self-confidence and conviction of power

2. Access
   Access to productive resources, assets and markets
   Appropriate and reliable services and input

3. Productivity
   Improved yields and income through the adoption of sustainable agriculture and value addition

4. Household Influence
   Contribution to and influence over income and decision-making

Enabling Environment
More positive and enabling attitudes, behaviors, social norms, policies and institutions

CARE’S PATHWAYS APPROACH is based on a global theory of change that addresses the underlying causes of poverty and women’s exclusion in agriculture through increased productivity and empowerment of women farmers and more equitable agriculture systems at scale. Across each of the implementing countries, CARE has identified five common and closely inter-related change levers that must be impacted to achieve the Pathways goal of more secure and resilient livelihoods.
Midterm Review Purpose and Key Questions:

**Purposes:**
1. Contribute to the learning agenda and test our theory of change (emphasis on Change levers 4 + 5)
2. Contextualize meanings of key terms in our TOC
3. Monitor for gender-based violence
4. Support teams to meet empowerment objectives
5. Build qualitative capacities of staff/partners

**Key questions:**
- Are we on track toward equity and empowerment?
- If yes, what is supporting those changes?
- If not, how can we adjust the program to better support the actors’ pathways toward equity, empowerment, productivity?

March 1, 2017
# Key areas of inquiry:

<table>
<thead>
<tr>
<th>Area of inquiry</th>
<th>Key questions</th>
<th>Target groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making</td>
<td>What do ideal/equitable decisions look like for impact groups?</td>
<td>1. MHH 2. FHH 3. Polygamous</td>
</tr>
<tr>
<td></td>
<td>What changes are being observed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is contributing to these changes?</td>
<td></td>
</tr>
<tr>
<td>Women’s empowerment</td>
<td>How does an “empowered” woman look, act? What does an equitable partnership</td>
<td>1. Impact group women (mixed group)</td>
</tr>
<tr>
<td></td>
<td>look like? What changes are being observed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is contributing to those changes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>partnership look like? What changes are being observed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What factors are contributing to these changes?</td>
<td></td>
</tr>
<tr>
<td>Community leader views</td>
<td>What changes have been observed?</td>
<td>Community/traditional/Religious authorities</td>
</tr>
<tr>
<td></td>
<td>What are contributing to those changes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is role of CLs in supporting change?</td>
<td></td>
</tr>
<tr>
<td>Couples’ narratives</td>
<td>How are these themes (above) reflected in couples’ history?</td>
<td></td>
</tr>
<tr>
<td>Cross-cutting themes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gender-based violence trends</td>
<td>• Workload-sharing</td>
</tr>
<tr>
<td></td>
<td>• Role of collective membership</td>
<td>• Role of productivity and income</td>
</tr>
</tbody>
</table>
Methodology: Outcome Mapping
"I think you should be more explicit here in step two."

- HARRIS
Challenges in evaluating interventions

✓ Establishing cause & effect in complex systems
✓ Reporting on emerging outcomes
✓ Timing – when to evaluate
✓ Reconciling different perspectives
✓ Encouraging adaptive learning
✓ Measuring what did not happen
✓ Managing vested interests & power differentials
✓ Seeking ‘sustainable’ results
What we get funded to do:

Thanks to Ricardo Wilson-Grau
What we actually deal with:

Expected & Unexpected + & - Changes
Social change can be…

- Beyond the control of the intervention
- Independent of project duration
- Non-linear
- Cumulative, with tipping points
- Dynamic, multi-directional
- Emergent

Challenge: Capturing social and behavior change
As we engage with the actors, behaviours and dynamics can emerge which are unpredictable, unexpected, uncontrolled non-linear and which further influence the actors and their interrelationships.

Thus, we are dealing with varying degrees of UNCERTAINTY.
**OM is...**

- A participatory method for PM&E of projects that aim for **social change**
- Is ‘**actor-centered**,’ focusing on **changes in behaviour** of a group or individual with whom the project or program works
- Oriented towards organizational learning, adjusting the intervention

**OM is helpful when...**

- Intended results include **changed behaviors or relationships**;
- Desirable results may **evolve** or **emerge**;
- You want to enhance team **understanding of change processes**
Outcomes:
Changes in behaviors, actions, or relationships

Outcome Challenge:
Describes one target group’s ideal actions, relationships, behaviors

Progress markers:
Mini-indicators of change (specific actions, behaviors)
1. Outcome Challenges

✓ About a single target group

✓ Describes how one target group is contributing maximally to the vision.

✓ Defines one target group's ideal actions, relationships & activities.

Key questions:

1. Ideally, in order to create maximally to the vision, how would the target group be behaving?

2. Imagine that in 3-5 years, the program has been extremely successful. What is your target group doing (to contribute to the vision)?
Example Outcome Challenge:

Outcome Challenge 1:
The program intends to see local communities that recognize the importance of, and engage in, the planning of resource management activities in partnership with other resource users in their region. These communities have gained the trust of the other members of the partnership and the recognition of government officials so that they can contribute constructively to debates and decision-making processes. They are able to clearly plan and articulate a vision of forest management activities and goals that is relevant to their context and needs. They call upon external technical support and expertise as appropriate. They act as champions for model forest concepts in their communities and motivate others in the partnership to continue their collaborative work.
Greater awareness…
*Empowered women*…
Community ownership…
Reduced conflict…
Increased collaboration…
Governmental commitment…
Gender sensitivity…
Equal access…
Budgetary transparency…
Active participation…
Poverty alleviation…
Strengthened capacity…

Mind your language!
Instructions:

• The end goals of the Pathways program are empowerment, equity, productivity. Imagine that in 3 years from now, the program has been extremely successful.

➢ What is your target group doing to contribute maximally to the vision?

Choose a target group:
• Impact group members
• Male champions and husbands
• Community leaders

• Write an Outcome Challenge for your target group
• Describe behavioral changes, actions, and necessary relationship changes for your target group.
• Draw a picture setting out the ideal scenario
Questions for Reflection:

• How might an outcome challenge help us to understand and manage the Pathways Program?
• How does the outcome challenge complement (support) the results-framework indicators?
• If the impact groups’ visions are different from ours (or competing with each other), what are the implications for program managers?
Progress Markers

Love to see
(Deep transformation)

Like to see
(Active engagement)

Expect to see
(Early positive responses)
Progress Markers Are:

- A graduated set of (usually 15) statements describing a progression of changed behaviors in a target group

- Changes in actions, activities and relationships leading up to the ideal outcome challenge statement

- Define what it would:
  - **Expect** to see its target group doing
  - **Like** to see its target group doing
  - **Love** to see its target group doing

- Describe a changed behavior by the target group that can be **monitored and observed**
Progress markers: Mini-indicators of behavior change
Progress markers answer the questions:

How can the programme know the target group is moving toward the Outcome Challenge?

What would they be doing?

What milestones would be reached as the target group moves towards their intended role in contributing to the vision?
Why *Graduated* Progress Markers?

Articulate the complexity of the change process

Allow negotiation of expectations between the program and its partners

Permit early assessment of progress

Encourage the program to seek the most profound transformation possible

Help identify mid-course improvements
Progress Marker Checklist

Each Progress Marker:

✓ Describes a changed behaviour by the boundary partner
✓ Can be monitored & observed

As a set, Progress Markers:

✓ Are graduated from preliminary to more profound changes in behaviour
✓ Describe the change process of a single boundary partner
# Outcome Monitoring Journal

Period of monitoring and data collection:

Contributors to Monitoring Update:

Name of the person(s) who compiled the journal:

Outcome Challenge:

Based on your analysis of each progress marker, please indicate the number on the scale that best represents the boundary partner's progress in achieving the progress marker (1 indicates no activity towards the progress marker while 7 represents full achievement of the progress marker)

<table>
<thead>
<tr>
<th>Progress markers</th>
<th>What happened (who, how, what, where)</th>
<th>Date (when)</th>
<th>Strategy Used and its Effectiveness</th>
<th>Follow up/corrective measures</th>
<th>Evidence (documents etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thanks to Kevin Kelpin