



CHANGE INSIDE AND OUT

An Outcome Harvesting plus Attitude Change toolkit
for peacebuilders and other changemakers

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Written by Michelle Garred and Malaka Refai



Front cover: Conducting an Outcome Harvesting plus Attitude Change evaluation in Burundi.
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and local churches to bring whole-life transformation to the poorest communities.

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CONTENTS

BACKGROUND	3
GLOSSARY	4
Acronyms	4
Definitions	4
1 INTRODUCTION	6
1.1 Why use Outcome Harvesting?	6
1.2 Outcome Harvesting basics	7
1.3 Why add attitude change?	9
1.4 Does OH+AC work outside of peacebuilding?	10
1.5 Are there situations in which OH+AC does <i>not</i> work well?	11
1.6 How to use this toolkit	11
2 GETTING STARTED – USING OH+AC TO RETHINK RESULTS	13
2.1 Identifying behaviour changes	13
2.2 Recognising attitude changes	16
2.3 How behaviour changes and attitude changes work together	17
2.4 Achieving higher-level social change	18
2.5 Optional: Consider preliminary categories of BCs and ACs	19
3 CONSIDERATIONS IN THE PROJECT DESIGN PHASE	20
3.1 Establish a goal and a theory of change	20
3.1.2 Project goal	20
3.1.3 Theory of change	21
3.2 Don't we need a logical framework?	22
4 OH+AC IN THE MONITORING PHASE	23
4.1 How to document behaviour changes and attitude changes	24
4.2 How to distinguish BCs from ACs	27
4.2.1 Identify BCs and ACs through colour coding	29
4.2.2 Clarify BCs and ACs through probing	29
4.2.3 Document changes in the template	29
4.2.4 Other tips on distinguishing BCs from ACs	31
4.3 Establishing a shared documentation system	31
4.4 Learning review for progress and adaptation	32

5	OH+AC IN THE EVALUATION PHASE	33
5.1	First step: Plan the harvest	34
5.2	Second step: Identify and document behaviour changes and attitude changes	35
5.3	Third step: Engage with sources to refine documentation of behaviour changes and attitude changes.....	38
5.4	Fourth step: Substantiate behaviour changes and understand attitude changes	40
	5.4.1 Substantiation of BCs – and understanding of ACs – through the social actors who experienced the changes	41
	5.4.2 Substantiation of BCs through independent observers.....	42
5.5	Fifth step: Analyse and interpret.....	46
	5.5.1 Pattern analysis through categories.....	46
	5.5.2 Analysis through significance rating.....	47
	5.5.3 Analysis through diagramming BC and AC pathways	47
	5.5.4 Answering the harvest questions.....	48
5.6	Sixth step: Support use of findings.....	49
6	MORE TIPS ON ADVANCED APPLICATIONS	50
6.1	How to substantiate multiple similar individual-level behaviour changes	50
	6.1.1 How to cluster the individual BCs	51
	6.1.2 How to substantiate the BC clusters.....	51
	6.1.3 Other considerations.....	52
6.2	Deepening the analysis of attitude change.....	53
	6.2.1 Attitude change analysis through qualitative coding	54
	6.2.2 Attitude change tracking through quantitative surveys.....	54
	6.2.3 Attitude change analysis through 'unpacking'.....	55
7	APPLICATION TO SECTORS OUTSIDE OF PEACEBUILDING	56
7.1	Church and community mobilisation process (CCMP)	56
	7.1.1 Stages of CCMP	56
	7.1.2 Pillars of church and community mobilisation (CCM) success.....	57
	7.1.3 A CCMP example.....	59
7.2	Advocacy	60
	7.2.1 Reflection questions	60
	7.2.2 A peace advocacy example.....	61
8	RESOURCES FOR FURTHER LEARNING	62
	On Outcome Harvesting.....	62
	On attitudes and attitude change	62
	On effectiveness for peacebuilding and social change.....	63

BACKGROUND

Outcome Harvesting plus Attitude Change (OH+AC) grew out of a learning collaboration involving Tearfund, [Peace Catalyst International](#) and Michelle Garred of [Ripple – Peace Research & Consulting](#). The concept was born in a Tearfund Iraq evaluation and Egypt consultation led by Michelle in 2018, and rough-piloted in a Peace Catalyst evaluation led by Michelle in 2019. Tools were piloted in a more developed form in a Tearfund Egypt evaluation led by Malaka Refai with remote support from Michelle in 2019.

Mariam Tadros and Kyle Hanna provided visionary guidance within Tearfund, together with Lydia Powell. Rebecca CE Brown did the same within Peace Catalyst. Inspired Muslim and Christian peacebuilders in Egypt and the USA shared not only their hands-on experiences, but also their reflections and feedback on the developing OH+AC methodology. Sadly, we must withhold their names – but we trust that they know who they are.

There are a number of colleagues who provided formative feedback or technical input during the OH+AC process. They receive credit for our victories, and no blame for our errors. They include: David Steele, Rebecca Herrington, Juan Clavijo, Roman Katsnelson, Isabella Jean, Mark Rogers, Jessica Baumgartner-Zuzik, Barbara Klugman, Steff Deprez, Goele Scheers, Carmen Wilson-Grau and Richard Smith.

This toolkit is a trial version, so thanks in advance to all who will share their feedback to shape improvements. You can share feedback at [Tearfund OH+AC Toolkit Google group](#). Let's work together to make OH+AC as useful as it can possibly be.

In memory

Evaluator Ricardo Wilson-Grau, the creator of Outcome Harvesting, was famously generous towards OH adaptations, assuming they respected OH's core principles. He advocated for making evaluation relevant to faith-based practitioners, even as he considered himself non-theist and areligious. He guided Michelle's early thinking on OH+AC, before he passed away on 30 December, 2018.

Dr. Rick Love, the President of Peace Catalyst, was new to evaluation and embraced it in full force. He established a goal of developing a monitoring, evaluation and learning system for Peace Catalyst by 2020, and recruited Michelle into the Board of Directors to help push it along. Rick's cancer battle prevented his hands-on involvement in the pilot learning, and he left us on 29 December, 2019.

We miss these towering leaders and friends, and hope to make them proud.

GLOSSARY

Acronyms

AC	Attitude change
BC	Behaviour change
OH	Outcome Harvesting
OH+AC	Outcome Harvesting plus attitude change
CCM	Church and community mobilisation

Definitions

Advocacy

Influencing the decisions, policies and practices of powerful decision-makers, to address underlying causes of poverty, bring justice and support good development.

Attitude change (AC)

A broad catch-all term for individual change in areas including perceptions, fears, emotions, opinions, knowledge, beliefs and spirituality. Attitude changes are internal and therefore invisible, distinct from behaviour changes, which are external and therefore observable.

Behaviour

Includes actions, activities, policies, practices and relationships.

Behaviour change (BC)

See 'Outcome'.

Behaviour change statement (BC statement)

A summary statement with four essential components: the description of a particular behaviour change, the contribution of the project towards that change, the significance of that change, and (in OH+AC) the related attitude change(s). The statement must be very specific in order to be substantiated.

Catalytic model

A catalyst is an agent that provokes or speeds significant change or action. In the catalytic country model, all partners and all projects will be catalytic. This means that they will be influencing and equipping in nature, rather than focused on grassroots project delivery work.

Church and community mobilisation process (CCMP)

A Tearfund effort in which a local church works with its local community to identify and respond to needs together. The local church acts as a facilitator in mobilising the community, working with the community, not for the community.

End users

People who will use monitoring or evaluation findings to directly inform their decisions or actions, and who can commit to being engaged in guiding a 'harvest' throughout its process. In OH, the end users are sometimes also called harvest users.

Harvest

A monitoring or evaluation exercise using Outcome Harvesting methodology.

Outcome

Something that others do in a new or different way as a result of your work ([Saferworld, 2016](#)). More specifically, a change in the behaviour (actions, activities, policies, practices or relationships) of a social actor (individual, group, community, organisation or institution). The change must be observable, and must happen as a result of a project, programme, initiative or intervention. In OH+AC, we call this a behaviour change. (An attitude change is not considered an outcome because it is not observable.)

OH resource person

A person with general skills in monitoring, evaluation and learning, and specific skills in OH, who works alongside the project team as a coach and process facilitator. The resource person is always external to the project team. They may be an adviser or manager from a different Tearfund team (such as the Thematic Support Team or Impact and Effectiveness Team) or they may be an external consultant.

Project team

The team staff – and sometimes volunteers – who are responsible for project implementation 'on the ground'.

Raw story

The original, unedited testimonial of an informant when responding to the question: 'What behaviour and/or attitude changes have you noticed in yourself or other participants during (or as a result of) this project?'

Social actor

Includes the individuals, groups, communities, organisations or institutions that may be influenced by the project to change their behaviour.

Substantiate/substantiator

To substantiate a behaviour change means to confirm a written behaviour change statement with a substantiator (a person who is knowledgeable about the change, yet separate from the project team and its implementing partners).

1 INTRODUCTION

Welcome!

Is your context so complex and fast-changing that your logical framework feels disconnected from reality? Or does your project plan emerge over time in ways that make it difficult to predict detailed results? In those contexts, the Outcome Harvesting methodology for behaviour-focused monitoring, evaluation and learning can be a great solution. Outcome Harvesting was developed over the last 15 years by Ricardo Wilson-Grau and colleagues.

This toolkit presents an adaptation of Outcome Harvesting. We call it 'Outcome Harvesting plus Attitude Change' (OH+AC). We add attitude change in cases where individual inner transformation is essential to the success of the project – such as peacebuilding across lines of religious or ethnic identity. Recognising attitude change helps us better understand the processes of behaviour change and social change.



For a quick, lively introduction, see the video '[The benefits of Outcome Harvesting](#)' (DCA Learning Lab, 2019).

We have pilot tested the addition of attitude change twice so far – and we welcome your feedback to inform the next revision of the toolkit.

The toolkit is written for teams implementing projects in which behaviour changes and attitude changes matter – and also for the monitoring and evaluation resource people who support them. It looks at OH+AC through the lens of peacebuilding, and highlights examples and principles of how this methodology can be applied across other areas of Tearfund's work.

1.1 Why use Outcome Harvesting?

Outcome Harvesting (OH) is well suited to social change initiatives in complex contexts. By 'complex', we mean a context in which every event has multiple causes, and the causes interact with each other in dynamic and unexpected ways. It is extremely difficult to predict what will happen next – and what will be the specific results of your project intervention.

A traditional project planning framework (a logical framework) depends on simple logic and predictable results. However, in situations of complexity – including many contexts of fragility and conflict – the situation is fluid and volatile, and it is not possible to meaningfully predict detailed results in advance. It is of course possible to improve a logical framework by using it in a less rigid, more adaptive way. However, in a truly complex context, a logical framework rarely reflects reality.

Advanced tip: For deeper learning on complexity, check out [Complexity theory and conflict transformation](#) (Hendrick, 2009).

Additionally, OH is well suited to programme models that are participant-led and emergent. For example, in peacebuilding projects, Tearfund often creates a safe space for diverse people to gather, and helps to nurture their growth as agents of change – but *the participants themselves determine what their change initiatives will look like*. When working in a catalytic mode, Tearfund may invest in casting vision, developing capacity

and mobilising people towards an overarching goal – without knowing specifically how the participants will choose to reach that goal. In such cases it is not possible – or appropriate – to predict the specific details of the future results.

In these situations, OH can help because it is not based on preconceived plans. It allows the project team to simply identify and analyse the results that have taken place – without any obligation to a pre-existing log frame. It does so in a participatory way that is focused on using evaluation to improve future programming.

1.2 Outcome Harvesting basics

What is an outcome? In OH, an outcome is an observable change in behaviour. It is a change that you can see in the actions, activities, policies, practices or relationships of an individual, group, community, organisation or institution that you are seeking to influence. In other words, it is something that others do in a new or different way as a result of your work. In this toolkit, to help ensure clear understanding in English and in translation, we call an outcome a **behaviour change (BC)**.

Outcome = behaviour change

Note that in Tearfund's usual vocabulary, the word 'outcome' means something different. For Tearfund, an outcome usually refers to the overall medium and/or long-term changes that a project is expected to achieve. Both meanings are perfectly acceptable. However, the definition of an outcome in this toolkit is an observable behaviour change by a social actor, which can take place in the short, medium or long term.

OH invites project teams and participants to share powerful stories of change, and describe the journey by which change happens.

For Tearfund and partners, it is important to recognise that the BCs we are describing are not about you. Instead, they are about *changes in the lives and work of other people*, the social actors that you seek to influence. Ideally, most projects work towards BCs that promote a desired, intended type of social change. However, OH can also help you discover BCs that are unintended or surprising.

In Outcome Harvesting, we do three important things:

- **Identify** and describe BCs that project teams, participants and other stakeholders have observed taking place.
- **Substantiate** the BCs, by collecting evidence to confirm whether the change has indeed taken place, and how the project contributed towards it.
- **Analyse** and interpret the BCs so that we can learn and improve future projects.

The details on how to identify, substantiate and analyse BCs are described in all the sections that follow.

For best results, you should understand and experience OH before adding attitude change. If OH is new to you, here are some resources from creator Ricardo Wilson-Grau to help you get started:

- [Three-minute video](#) (2017) on OH
- ['Outcome harvesting'](#) (2013) – a free introductory download
- [Outcome harvesting: Principles, steps and evaluation applications](#) (2018) – a book available for purchase
- OH website: <https://outcomeharvesting.net>
- OH forum discussion group: sign up at <https://outcomeharvesting.net>

In OH, there is a *lot* of room for flexibility in adaptation to your context. However, there are nine **key principles** that should always be followed (adapted from Wilson-Grau, 2018). The process principles include:

- 1. Usefulness.** The harvest should meet the practical needs of the end users – the people who will apply the findings to inform decisions and actions – so they are involved in every important decision about the process.
- 2 and 3. Participation plus coaching.** The project team knows the project best. The roles of the project team, project participants, substantiators and end users are highly participatory. An OH resource person provides coaching and facilitation where appropriate.
- 4. Simplicity.** Do only the work that is necessary to achieve your OH objectives. Simplicity is powerful and effective.
- 5. Experience.** Seek coaching or mentoring from an OH resource person as you learn hands-on how to do OH.

The content principles include:

- 6 and 7. Outcomes and social change.** OH captures the progress (or regression) of social change. An outcome must be consistently defined as an observable behaviour change by a social actor. (An attitude change is a very important additional factor – but it is not observable, so it is not an outcome.)
- 8. Believable contribution.** We do not claim that a project 'caused' a BC, because there is usually more than one cause. Instead, we explore whether the project made a believable contribution towards influencing the BC, and if so, how.
- 9. Credibility.** The right level of rigour is the level of rigour that is credible enough to meet the needs of the end users.

For Tearfund purposes, the 'OH resource person' is a coach and process facilitator who has general skills in monitoring, evaluation and learning, and specific skills in OH. They support the project team in the design and monitoring phases, and provide leadership to guide the team in the evaluation phase. The resource person will be external to the project team. They may be an adviser or manager from a different Tearfund team, or they may be an external consultant.

1.3 Why add attitude change?

'Progress is impossible without change, and those who cannot change their minds cannot change anything.'

George Bernard Shaw

Attitude change (AC) is about changing our minds – including our perceptions, fears, emotions, opinions, knowledge, beliefs and spirituality – in relation to the world and other people. In OH+AC, AC is a broad catch-all term that refers to any change that happens inside a person and is therefore invisible. This is very different from a BC, which is external and observable. AC and BC are not the same – but they can mutually influence each other.

For example, in one peace initiative in Iraq, many BCs resulted from people of different ethno-religious groups coming together in unusual ways – to form interfaith action teams, to lobby for play spaces accessible to children of all groups etc. Those BCs were external and observable. However, when asked about the underlying success factors, participants talk often about ACs. In the words of one female leader: 'The coexistence that happened between people was a huge step... For me to be able to bring 20 women from different faiths was a miracle. I managed to win their trust, especially considering that the tribal spirit of some prevents the women from coming out to mix.'



In a similar peace initiative in Egypt, Christian and Muslim youth formed interfaith friendships in a way that was unusual within their context. Their first-time attendance at an interfaith event was a courageous BC. This created an opportunity for AC: a decrease in fear and mistrust towards youth from 'the other' group. Over time, that AC contributed to a further BC: the formation of interfaith relationships in which the youth repeatedly chose to spend time 'hanging out' together. In the future, those same youth may go on to help facilitate the same transformation in others, or to advocate for justice in interfaith teams.

Attitudes matter in identity-related peacebuilding because they shape how people relate to others who are different from themselves. For example, conflicts between groups that have different ethnicities, nationalities or faith affiliations can touch deeply on people's own self-identity. In these situations, progress towards peace almost always involves inner change and transformation. If we aim to utilise our OH findings, then in some projects it is not enough to assume that ACs have taken place. We need to understand specifically what types of attitude changes have taken place, how they developed and under what conditions, in order to plan how we will nurture those ACs through future programming.

So, what is the main difference between OH and OH+AC?

Standard OH practice does not focus on ACs. Practitioners of standard OH sometimes refer to an assumed AC when describing the significance of a BC, but they do not prioritise the analysis of ACs. This is because attitudes are not observable or verifiable – unless they lead towards a BC that can be visibly seen. Substantiated BCs are a more credible form of evidence.

OH+AC is also centred and structured around BCs, for exactly the same reasons. However, OH+AC also adds supporting data on ACs in *specific situations where attitudes are essential to achieving or understanding the project results*. This is the case when intergroup conflict involves people's self-identities, and also when project stakeholders are people of faith, as described below.

Attitudes also matter when project stakeholders are people of faith. Every faith tradition has a theology to explain the central importance of inner transformation, and its relationship to outward behaviour. This reflects the powerful importance of attitudes in faith-based worldviews. For many people of faith, it does not make sense or convey credibility to ask about outward behaviour without simultaneously asking about inward attitudes. As both authors of this toolkit can attest, an evaluator who tries to do so in a deeply faith-based setting will likely be met with silence and blank stares. Evaluation is more relevant and useful to faith-motivated stakeholders when it engages their worldviews by paying attention to attitudes.

ACs are very important, but inner transformation alone does not lead to peace or progress. BCs are required to create lasting impact. This is discussed further in Section 2.

1.4 Does OH+AC work outside of peacebuilding?

Yes! OH is well established, and it has been proven to work for any type of initiative that aims at social change through the behaviour changes of social actors. We have pilot tested the addition of ACs twice so far in the evaluation of interfaith peacebuilding projects, leading to the learnings shared in this trial version toolkit.

We believe that OH+AC will also be applicable to other social change initiatives in which attitudes are important. In this trial version, we start by giving attention to advocacy and to the church and community mobilisation processes (CCMP). Both are centrally important to Tearfund, and are often integrated with peacebuilding in the toolkit examples:

- Interfaith peacebuilding involves collaboration with people of faith – so you will see parallels to many types of work that involve mobilising faith communities.
- Peacebuilding includes peace advocacy – so you will see parallels to any type of advocacy and influencing initiative. In fact, OH is used widely around the world to evaluate lobbying, advocacy and policy change initiatives.

EXAMPLE

Mobilising faith communities in Uganda

'Church and community mobilisation gave us comprehensive, *mind-transforming* functional education that touches every aspect of life... There has been a lot of *behavioural change* towards self-help and development.'

From a male interviewee in Tearfund's *Flourishing churches, flourishing communities* (2018); *italics added*¹

We also aim to reflect the importance of working catalytically within Tearfund, by providing examples throughout the toolkit that feature horizontal network development and movement building. Finally, gender is a recurring theme as women and men, girls and boys, may shift their roles in ways that promote equality while working together for peace.

For readers who are not peacebuilders, there is also a special consideration in Section 7 to help you reflect on how the principles found in the toolkit could apply to other sectors. We aim to review this aspect of the trial version toolkit after further testing and feedback. You can share feedback at: [Tearfund OH+AC Toolkit Google group](#).

1.5 Are there situations in which OH+AC does *not* work well?

Yes, there are. OH+AC is an excellent methodology, but it is not appropriate for every situation. OH is not recommended in the following situations:

- Direct service delivery. Services such as providing food or medical assistance are extremely important. However, they do not usually involve social change. OH works well in social change initiatives that involve transformations in human behaviour.
- Predictable results. If your context is relatively easy to understand *and* your project model includes clearly predictable results, then you do not need OH. A traditional logical framework will probably meet your needs.

Also, if you do choose to use OH, this doesn't necessarily mean that you need AC. AC is an optional addition. You should add AC only if attitudes are centrally important to achieving or understanding the project results. Otherwise, it's best to keep things simple by using OH alone. If you're unsure about this decision, please discuss it with a Tearfund thematic adviser or Impact and Effectiveness team member.

1.6 How to use this toolkit

The toolkit describes the use of OH+AC in the design, monitoring and evaluation phases of a project. Each section includes the essential core steps plus additional optional resources that may be helpful depending on your circumstances. The toolkit is structured around the project cycle to encourage and enable Tearfund project teams to focus on BCs at all times, even during the implementation and monitoring phase. Recognising BCs through the project cycle helps to reveal the meaning in their work.²

This toolkit is written for project teams – the staff, volunteers and partners who directly lead and implement project activities – plus the OH resource people who support them. At the beginning of each section, you will

¹ Flowers, Charlotte (2018) *Flourishing churches, flourishing communities: Church and community mobilisation in Uganda*, Teddington: Tearfund and Bath Social and Development Research Ltd

² If you do not work with Tearfund, or you are not involved in project design (Section 3) and monitoring (Section 4), you might opt to go directly to Section 5 on evaluation. Key cross-references will be noted, so that you don't miss anything.

see a note that describes more specifically how both project teams and OH resource people should use that section. The toolkit is written in a simple way, which we hope will be easy for people with diverse backgrounds to use. 'Advanced tips' are scattered throughout for those readers who wish to go deeper.

Advanced tip: For more learning on Outcome Harvesting plus Attitude Change, see the bibliography of free downloadable resources in Section 8.

The toolkit applies first and foremost to projects that build peace across lines of religious or ethnic identity, since those are the types of projects in which OH+AC has been tested. Sometimes those peacebuilding efforts stand alone, and sometimes they are integrated with other types of projects.

All of the examples in the toolkit are from Tearfund or Tearfund partner projects, unless they are labelled otherwise. All examples are used by permission. Names and dates have been changed, and locations have been omitted, to protect the identity and security of the participants.

Got feedback on this trial version? We welcome your input as we learn!

Please share it at [Tearfund OH+AC Toolkit Google group](#). The discussion group will remain active until at least September 2021, if not longer. We will use your insights, ideas and experiences when we revise this toolkit in the future.

2 GETTING STARTED – USING OH+AC TO RETHINK RESULTS

Section 2 is written mainly for the project team, but is also useful for the OH resource person. The support of the OH resource person is optional during this phase. They can orient the project team and partners on OH+AC to make next steps easier.

Now that we know we need to keep our eyes and ears open for BC and AC, you must be asking yourself, 'What does this all mean?' Before you start using OH+AC, it is very helpful for the project team and all project partners to get familiar with the core concepts. This is useful for two reasons:

- Discovering BCs unleashes learning! For partners who are absorbed in simply implementing activities, a focus on BCs will prompt a shift to thinking about higher-level results. It can powerfully change the way that partners understand their work.
- Learning about BCs and ACs makes it easier to identify those changes when they occur. Identification of changes will be essential in the monitoring phase (Section 4) and evaluation phase (Section 5).

Keep in mind: This toolkit was designed and written in English. As with any new terminology and concept, be sure to use translations that make sense in your context. Also, test and double-check the translated terms in order to make sure everyone understands.

2.1 Identifying behaviour changes

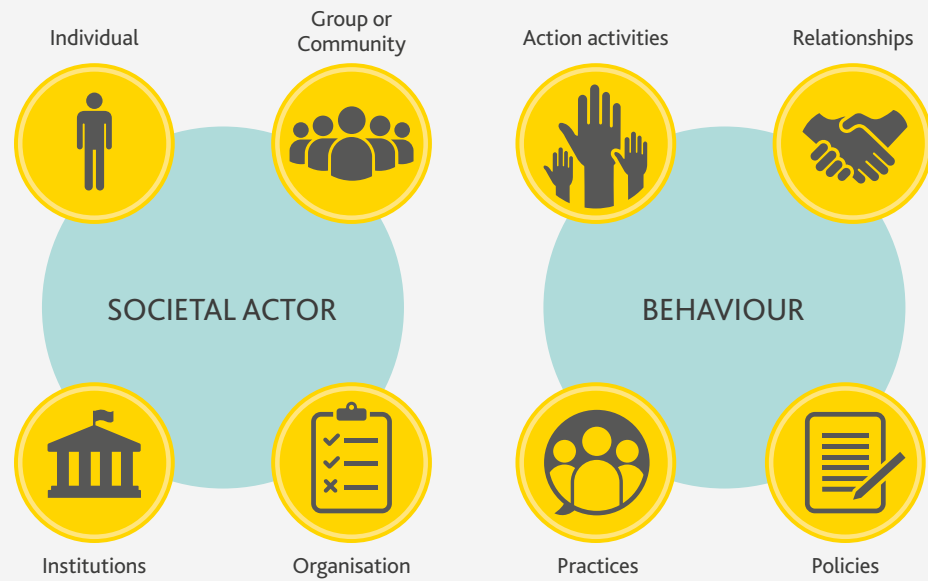
OH involves simple and engaging concepts, but that does not necessarily mean that the process is easy. One of the most challenging and important steps is identifying BCs accurately, in a way that distinguishes them from other types of results.

Rethink results together!

Share the tools in Section 2 with all the implementers of your project. This includes the project team in your own organisation and in any other partner organisation that will later participate in OH. Ideally, hold a workshop in which you can actively practise identifying and describing BCs and ACs, together with the help of an OH resource person.

A BC is something that others do in a new or different way as a result of your work or influence. A social actor can be an individual, a group or community, an institution or an organisation. Their change in behaviour may involve actions, activities, policies, practices or relationships. Also, BCs can be positive or negative, intended or unintended. Discovering unintended BCs is a strength of OH.

What is an outcome?



Source: Wilson-Grau (2017)

A BC is *not*:

... **an activity**. An activity is something that your project team does, such as delivering a training event.

... **an output**. An output is a product or service that is delivered through your activity, such as 126 people attending the meeting that you hosted. Activities and outputs can lead towards BCs – but they are not BCs.

... **an attitude change**. An attitude change is an internal, invisible change within a person. For example, an individual changed her opinion as a result of the meeting you hosted. ACs are important! But they are not BCs.

In the case of a meeting you hosted, a resulting BC might be: a meeting participant invited someone of a different ethnic group to share a meal together for the first time, or she contacted her representative in parliament to express her views on a new policy concern.

Advanced tip:

We know that outcomes are not about changes inside of the organisation that is leading a project. Outcomes are about changes in the lives and work of *other social actors*. However, sometimes when two or more organisations are collaborating together, there are uncertainties about whether it is okay to consider changes within a non-lead organisation as outcomes. The decision depends on the relationship.

For example, if Organisation A gives Organisation B a grant to implement a project, then a change in Organisation B – for example, a new policy on equity in staffing – would not be considered an outcome, but rather just part of Organisation B doing its job. On the other hand, if Organisation A supports Organisation B with the primary goal of helping to develop Organisation B's capacity, then the adoption of a new equity policy in Organisation B would be considered an outcome. This is an important distinction that you should discuss with your OH resource person.

Sharpen your skills: Is this a behaviour change?

	What changed (through the influence of your project)?	Is it a behaviour change (BC)?
PERSON-TO-PERSON PEACE	A man shares a meal with a person from another religious group for the first time.	Yes.
	A woman consistently hosts interfaith meals in her home every month.	No – because it is not a change, but rather an existing habit.
	The same woman begins to train others to host interfaith meals in homes all over the city.	Yes.
	A man feels happy after meeting people from a different religious group for the first time, and strongly wishes to do so again.	Yes. Meeting with people from a different religious group for the first time is a BC. (Feeling happy about it is an AC.)
PEACE ADVOCACY	Your project team reveals information on the internet about atrocities committed against a particular ethnic group.	No – it is an activity.
	Your internet publication gets 25,000 'hits' (readers).	No – it is an output. (However, if some are new readers representing new audiences, those may be BCs.)
	After learning about the atrocities, a boy feels deeply shocked and sad.	No – it is an AC.
	After learning about the atrocities, the same boy spontaneously stands up in a public gathering to express his sense of responsibility and remorse.	Yes. Remorse is an AC – but publicly expressing it is a BC.
	After learning about the atrocities, the same boy launches an awareness-raising club at his school.	Yes.
BUILDING PEACE NETWORKS	Two professional networks, representing people with very different political views, begin joint learning exchange activities.	Yes.
	Ten per cent of the members get very angry about the joint learning activities, and they quit the networks.	Yes. Quitting is unintentional and perhaps negative – but it is a BC. (Getting angry is an AC.)
	The professional networks change the location of their meetings to better accommodate members with disabilities.	Yes.
	The professional networks jointly persuade a government employment agency to improve the disability access to its building.	Yes.

2.2 Recognising attitude changes

'For religious peacebuilders, attitudinal change is not merely a precursor to behavioural change. Instead, it is viewed as a central, underlying dynamic that pervades the entire transformation process.'

Steele and Wilson-Grau, 2016, p 8

AC is a catch-all idea that refers to shifts in perceptions, fears, emotions, opinions, knowledge, beliefs, spirituality etc. Of course, none of those words mean exactly the same thing. Beliefs are clearly different from knowledge. But for the practical purposes of OH+AC, what's important is that all of these ACs take place within the invisible inner life of a person. This distinguishes them from BCs, which are observable from the outside. Here are some examples.

Attitude changes may sound like this...

- I always thought that those people were so different. But after eating dinner together, I realised that we have a lot in common.
- I now feel more confident in expressing myself, because I know that I have something valuable to say.
- I never expected anybody from that enemy country to care about me. But they did!
- When I heard the stories, it became clear that people are being deprived of their human rights. Something must be done.
- I used to think that that religion was for debate. Now I believe it is for sharing.
- Emotionally, I can better accept different opinions, ideas, levels of status etc.
- We have developed an unprecedented level of trust. That's very rare among people from our different ethnic groups.
- I was surprised to see a girl leading a mixed-gender youth peace team. That's very unusual in our community. But now I believe they are doing the right thing.
- I am now open to people of other faiths. It makes me a better Christian.
- I have a new direction. I want to devote myself to a better future for my people.

All of these examples were expressed by real people during peace, advocacy or development projects. Their names are withheld to protect their identities.

Of course, not all ACs are positive. In one recent peace project, participants reported becoming discouraged, because the warm and respectful atmosphere that had been created within the project did not exist anywhere else in their city. After hearing this, the project team began to focus on equipping the participants to apply their new skills in the 'real world'.

Have you noticed that all of these ACs are self-reports? They are all being named and described by the person who experienced them! This is normal, because the only person who fully understands an AC is the one who experiences it. ACs are not observable, as BCs are. ACs alone are not considered credible evidence, because self-reports of internal transformation are easily exaggerated due to the natural human desire to please others, and they are difficult to verify.

On the other hand, ACs and BCs paired together provide excellent evaluation data. An external BC helps to verify an internal AC by making it visible. Understanding ACs opens up clarity on the process through which

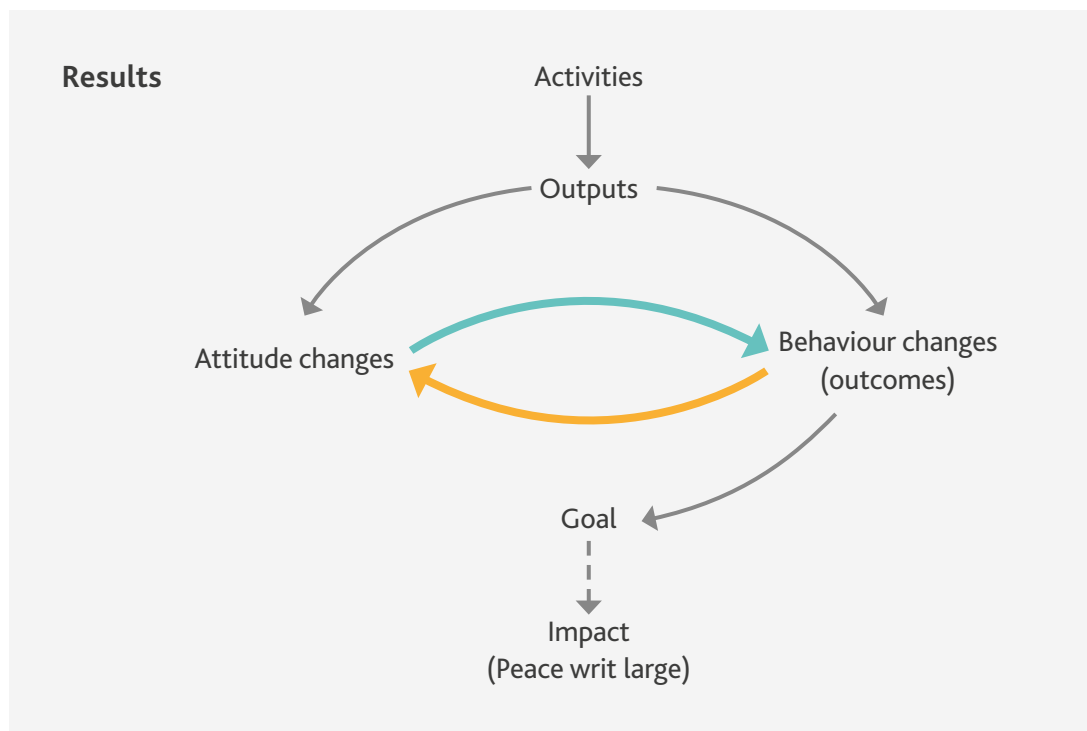
BCs happen. BCs plus ACs can tell us not only what has changed, but how and why it changed, which equips us to better influence change in our future programming.

Advanced tip: AC research is a lively area of social psychology. To begin to dig deeper, see Section 6.2 and also see the bibliography of free downloadable resources in Section 8.

2.3 How behaviour changes and attitude changes work together

Your team will be working a lot with BCs, ACs and the interaction between them – so it's important to have a clear understanding of how those changes lead towards your goal and impact.

The diagram below shows how your activities and outputs lead to higher-level results, both BCs and ACs. Those BCs and ACs interact with each other and cause each other to develop. Both are very important and they are mutually interdependent. However, **BCs are required to achieve impact**. An inner change (AC) will transform the inside of a person, and it may also lead to the courage and motivation to make an outward change (BC). However, only the BC transforms that person's actions in ways that affect other people, and can potentially affect an entire society. This is why BCs are so very central to project planning and to OH.



This diagram can also help you think in a fresh way about your activities. How might you design your activities in ways that help the interaction between BC and AC to flourish?

For example, an interfaith project in Egypt planned a series of youth trainings as a way to introduce peacebuilding concepts and encourage the young people to interact with each other. While considering the desired changes (different identity groups interacting, dispelling misinformation and fears about 'the other'), the project team realised from past experience that the moments when participants really engage with each other in organised events is during the free time. So they decided to plan residential events in which participants could spend five solid days together, with at least half of the time unstructured.

Can BCs happen without ACs?

Yes. BCs can be influenced by other factors, such as circumstances, incentives and even laws. However, OH+AC places a special focus on the relationship between ACs and BCs because it is pivotally important for transforming conflicts that cross lines of ethnic and religious identity. In a situation of identity-based conflict, a BC that occurs without an underlying AC may not be sustainable.

Given this unpressured time, BCs influenced ACs, which in turn influenced BCs. The longer the participants spent together, the more new friendships unfolded. Those youths are now on their way to making a lasting joint impact in their communities.

2.4 Achieving higher-level social change

We add AC to OH when individual transformation is essential to the project's success. When any individual experiences ACs and BCs, it is important. However, it is also limited. Individual transformation alone is not enough to achieve a higher-level social change.

Here are four ways in which individual transformation can become a building block of higher-level social change.

1. The **type of individual** involved. All individuals have equal value and deserve to be involved in peacebuilding. However, *individuals who hold formal, informal or potential influence* are more likely to catalyse higher-level social change.
2. The **type of social actor** that changes. When individual change leads towards *change in a group, community, organisation or institution*, then there is greater potential for higher-level social change.
3. The **nature of change**. When individual change leads towards a *change in public policy – or a change in structure or process by a governance actor* – then there is the potential for higher-level social change.
4. The **scale of change**. When a few individuals are transformed in one location, the social change will remain local. However, when the *number of transformed individuals grows and their placement expands geographically*, then there is the potential for a shift in cultural norms and practices, which can lead to higher-level social change.

Project teams that are focused on individual transformation should consider how they can contribute to higher-level social change in at least one of the four ways described above. This doesn't necessarily mean doing more work – it might mean linking up with a strategic partner. Similarly, OH+AC resource people should actively encourage and watch for higher-level social change potential.

2.5 Optional: Consider preliminary categories of BCs and ACs

Now that you understand more about how BCs and ACs work, you may find it useful to create some preliminary lists of the types, or categories, of BCs and ACs that you think are likely to emerge in your project. Considering the categories in advance may help you to better understand what you and your team are aiming for. It may also help you adjust along the way to continue encouraging the changes to happen.

Caution: The best source of BC and AC categories is data from an earlier phase of your own project, or a highly similar project. If you don't have that, you can still give preliminary thought to categories. But keep your mind open. A key strength of OH is identifying changes that are *unexpected*.

However, do not let these categories limit your thinking. If, for example, a preliminary category of BC is 'increased interaction between mothers of different ethnic groups', don't let this make you miss other behaviours and attitudes that could be changing. Also, there are ways the interactions could show themselves other than mothers embracing each other in public. So, keep in mind that categories are simply a broad way of organising the behaviours and attitudes, and that they are subject to change.

In the Egyptian Muslim-Christian peacebuilding project mentioned above (Section 2.3), some of the BC categories included:

- new friendships across lines of faith and gender
- cross-faith visits to places of worship
- sharing information about different spiritual practices across faiths
- changes in body language and use of physical space within the network created by the project
- new or increased engagement in other youth peace initiatives

There were also AC categories that were identified, including:

- decrease in fear, and increase in trust, towards people from other faith groups
- increased ability to feel comfortable in the presence of people who are different, especially within the network created by the project
- group cohesion across faiths – a sense of becoming 'like a family' within the project
- broadened awareness of personal spirituality (outside of/beyond a place of worship)
- changes in views and perceptions about people from other groups (both faith and gender)
- self-confidence in communicating and relating with people from other groups
- becoming calmer and less reactive – thinking before speaking or acting

You will revisit these categories later, during the monitoring or evaluation phases, so be sure to avoid premature conclusions too early in the project. This may be especially important in a new type of project that requires you to keep a particularly open mind as you watch what emerges. The monitoring phase will be discussed in Section 4, and the evaluation phase in Section 5 of the toolkit.

3 CONSIDERATIONS IN THE PROJECT DESIGN PHASE

Section 3 is written mainly for the project team, but is also useful for the OH resource person. OH resource person support is optional during this phase. They can help you think through important issues of project design.³

OH is not a project design methodology. In fact, the use of OH for monitoring, evaluation and learning imposes very few demands about what should be done in the project design phase. This flexibility can be very helpful in emergent project models.

At the same time, experience indicates that attention to your goal and your theory of change will make your project more effective. This is especially important for grassroots project teams that have rich experience in implementation but less experience in planning. We include some light resources here to support your planning process.

3.1 Establish a goal and a theory of change

'If you don't know where you are going, you'll end up someplace else.'

Yogi Berra

3.1.1 Project goal

OH does not encourage the detailed prediction of results. However, effective projects do have a clear sense of overall direction. This is their project goal.

The project goal is a specific, observable change that can be realistically achieved. It should be stated clearly so that you will know when you have achieved it.

A few examples:

- 'People from Ethnic Group A and Ethnic Group B will establish a first-ever inter-ethnic public collaboration to address the common good of the community.'
- 'The national parliament will approve protection for the rights of minority religious groups, in ways that are legally enforceable.'

³ If you do not work with Tearfund, or you are not involved in project design (Section 3) and monitoring (Section 4), you might opt to go directly to Section 5 on evaluation. Key cross-references will be noted, so that you don't miss anything.

Advanced tip:

There are many different types of advice on project goals and theories of change. This toolkit draws on [Reflecting on peace practice](#) (CDA, 2016) because its simplicity is compatible with Outcome Harvesting. Another excellent resource is [Designing for results](#).

Your project goal should:

- be based on context analysis that identifies the conflict and peace drivers your project seeks to influence, and reflects the perspectives of diverse people with differing views.
- make a feasible contribution towards 'Peace writ large' (the macro-level change needed within the context). Your project will not be the only one contributing towards 'Peace writ large' – but the way in which your project aims to contribute should be clear and believable.

3.1.2 Theory of change

The theory of change is an explanation of how you think your actions will lead to the project goal. Reflecting on this will help to reveal – and challenge – your assumptions. Be sure to keep in mind the question of how individual change becomes a building block of higher-level social change (as explained in Section 2.4).

The simplest way to form a theory of change is as follows:

If [activity],
then [expected change],
because [rationale – why do you think this change will happen?]

For example:

If agents of change are nurtured, equipped and connected with each other, with other peacebuilders and with sectoral experts,
then they will drive peace efforts within their communities and more widely across the country,
because when individuals with a similar cause come together in a supportive community, the confidence, resilience and skill of their efforts will increase.

If awareness is significantly raised among engaged and influential members of the religious majority regarding the discrimination faced by religious minorities,
then the issue will become part of the public policy agenda,
because the religious majority is largely sympathetic yet unaware of the extent of the discrimination problem.

If your project has several different objectives supporting its overall goal, or if your project works at more than one level of society, you may need more than one theory of change. But if theories of change are new to you, then one is an excellent place to start!

3.2 Don't we need a logical framework?



This section contains emergent content. It is a work in progress. Your feedback is needed so that we can continue to sharpen this methodology. Send your feedback to [Tearfund OH+AC Toolkit Google group](#).

No! In OH, *you do not need a logical framework*. OH does not encourage the detailed prediction of results. If you do have detailed predictions, your OH resource person will ask you to set them aside – at least temporarily – while harvesting BCs and ACs.

However, in many cases, Tearfund's processes or your donor partner may require that you develop a logical framework. What to do? First, you might discuss the issue with the donor to determine whether this is really a necessary requirement. If it is necessary, then it is possible to develop a logical framework that is compatible with OH by observing two key principles.

1. Use broad BC types or categories (Section 2.5), rather than prescriptive predictive details, when describing future results. Use substantiated BCs as the means of verification.

Here are some examples, adapted from a project in which the goal is to establish a network of peacebuilders that actively facilitates reconciliation processes at the local level.

Results	Objectively verifiable indicators	Means of verification
Network members report changes in their own personal lives	Percentage of network members who include personal changes in their change reports	BCs (preferably substantiated)
Network members launch new reconciliation initiatives in their local communities	Number and significance ratings of new initiatives recorded in change reports	BCs (preferably substantiated)
Network members collaborate for mutual support	Percentage of new initiatives co-led by more than one member	BCs (preferably substantiated)
Community members report changes in people and relationships	Number and significance ratings of such changes per change reports	BCs (preferably substantiated)
Community members report changes in the practices or policies of organisations	Number and significance ratings of such changes per change reports	BCs (preferably substantiated)

2. Always remain alert for unforeseen types of BCs. For example, perhaps a nearby university will be so inspired by your project that they open a new reconciliation studies centre. Perhaps some project participants who are lawyers will use what they learn to help reform aspects of the legal system. Those BCs may be very real, despite not having been foreseen in the logical framework.

4 OH+AC IN THE MONITORING PHASE

Section 4 is written mainly for the project team, but is also useful for the OH resource person. OH resource person support is recommended during this phase. They can strengthen the quality and usage of the monitoring data. This helps the project team to learn, adapt and prepare for a successful evaluation.⁴

OH is widely used across organisations during the monitoring phase to make their projects more effective. Projects that use OH for monitoring usually reduce or even stop their other monitoring activities, to avoid duplicating efforts. At the same time, a future OH+AC evaluation does not strictly require OH+AC monitoring. If you miss monitoring, you will still be able to do an OH+AC evaluation later.

Monitoring BCs and ACs during implementation allows the project team to:

- capture changes before they are forgotten. This means more change data will be available to support future evaluation and learning.
- understand the emergent early project results, so that you can adapt and improve, even while the project is still underway. For example:
 - Do the positive changes detected correspond to the categories that you tentatively expected to see (Section 2.5)? Or do you see possible indications of a different pattern? What can you learn from this information? Are there any project adaptations that should be considered?
 - Are there any unexpected changes? Are they positive or negative? If positive, how might you build on them? If negative, how can you adapt to avoid or mitigate those effects?

In monitoring BCs and ACs, the core question to ask is: **'What behaviour changes or attitude changes have you noticed so far in this project?'**

The project team is mainly responsible for documenting the BCs and ACs that emerge in response to this question, using the templates and tools below, ideally with the support of an OH resource person. It is best if the project team can document BCs and ACs in 'real time' whenever they see change happening, and then review that documentation together every quarter or twice per year. However, if 'real time' documentation isn't possible, then the quarterly or twice-yearly review is a good opportunity to catch up.

Keep your eyes open!

BCs can be expected or unexpected, positive or negative. Unexpected BCs are a rich source of learning.

In the monitoring phase, BCs and ACs can come from several sources. The project team will observe BCs directly. You will hear 'raw stories' of change emerge spontaneously from project participants, partners and other stakeholders – and when you do, you should document the BCs and ACs contained within those stories. Optionally, you can also ask participants directly about BC and ACs during your planned monitoring activities, including informal conversations, key informant interviews and focus group discussions. Participant

⁴ If you do not work with Tearfund, or you are not involved in project design (Section 3) and monitoring (Section 4), you might opt to go directly to Section 5 on evaluation. Key cross-references will be noted, so that you don't miss anything.

involvement in monitoring is recommended, especially for projects that are participant led or empowerment focused. Later, in the evaluation phase, participant involvement becomes essential for all projects.

Sample monitoring templates and tools for documenting BCs and their related ACs can be found below.

4.1 How to document behaviour changes and attitude changes

Documenting all the BCs and ACs can get overwhelming, so a table is needed to organise all the information you are about to collect. This table helps with organising information and with supporting you in asking the core questions you need to ask while monitoring the changes in behaviour and attitude.

This documentation may appear routine, but it is incredibly important. You are capturing the real-life results of your project. They need to be documented clearly and accurately in order to learn and adapt during the monitoring phase, and substantiate with evidence later in the evaluation phase.

Each row of the table template will correspond to one clear BC. All the important data that supports and enriches that particular BC are found within the row, including the related AC (or ACs). When completed, that row will be called a BC statement.



For excellent guidance on this point, see the video ['How is an outcome statement formulated?'](#) (DCA Learning Lab, 2019).

Change documentation template

	Description of behaviour change – Who? What? When? Where?	Optional: Source – Who or Where?	Contribution of the project – What? When?	Optional: Contribution of other actors or factors – What? When?	Significance – Why?	Related attitude change – What?
1	<p>WHO experienced the change? (Include full name, gender, age, role and also religion or ethnicity if relevant.) WHAT changed in behaviour (actions, activities, policies, practices or relationships)?</p> <p>WHEN did the change take place? (Provide a date.) WHERE did the change occur? How do you know that this represents a change, rather than the continuation of an ongoing behaviour?</p>	<p>WHO reported the change? Or WHERE did the information come from? If appropriate, include the date the change was identified.</p>	<p>Specifically, WHAT did the project do that helped to cause or bring about the change? WHEN did the project make this contribution? (Provide a date.)</p>	<p>WHAT other human actors or contextual factors may have helped to cause or bring about this change? WHEN did those factors take place?</p>	<p>WHY is this change important within its context, in this particular place at this particular time, in relation to the project goal?</p>	<p>WHAT changed in attitude (including perceptions, fears, emotions, opinions, knowledge, beliefs, spirituality etc?) Be specific and include nuance.</p>

Change documentation template – with example

	Description of behaviour change – Who? What? When? Where?	Optional: Source – Who or Where?	Contribution of the project – What? When?	Optional: Contribution of other actors or factors – What? When?	Significance – Why?	Related attitude change – What?
1	<p>Sheikh Mohamed Mahdy (male, 50, local religious leader, Muslim) and Mayor George Wassouf (male, 52, local leader, Christian) would sit on opposite sides of the room during project activities and trainings at the start of the project in October 2014. After two years (by October 2016), they would sit next to each other and drink from the same glass.</p>	<p>Peter Mousa (local partner) as reported to Mayor Ibrahim, Project Officer, on 15 December, 2016.</p>	<p>The sheikh and mayor are from the same village, but were first introduced formally by project staff in October 2014, during the first quarter of implementing the project. The subsequent project activities and trainings were focused on creating spaces to build relationships, which was an opportunity that allowed the friendship to develop.</p>	<p>Since the start of the project, the sheikh and the mayor have participated in other initiatives together from 2015 onwards. While the friendship started in this project, those other initiatives could have made the BC come about quicker.</p>	<p>In this context, there are Muslims and Christians who believe they can 'catch' the religion of the other person if they share a glass or a meal. For them to share a glass signifies a high level of comfort between the two. This change is in line with the project objective to build interfaith relationships.</p>	<p>Increased trust in people of other faiths, and ability to feel comfortable in their presence. Decreased fear of religious 'contamination' or conversion.</p>

It is important to understand well the purpose and meaning of each column, as follows:

Description of behaviour change (BC)

A BC is an external change in the actions, activities, policies, practices or relationships of an individual, group, community, organisation or institution. The change must be observable, and must happen as a result of a project, programme, initiative or intervention. Document it as specifically and precisely as possible, using the prompt questions in the template. Be sure to consider, and communicate, how you know that this is actually a change, rather than the continuation of an ongoing behaviour. Put just one BC on each row; if there are multiple BCs, place them in separate rows.

Optional: Source

If you document who reported the change – or where the information came from – then you will know where to look when you need more information in the future. This column is not required – but it is very useful, particularly in large projects that generate a high number of BCs.

Contribution of the project

To identify your own project's contribution, identify which specific activity caused the change to happen, and when that activity occurred. It might be an inspiration that was sparked during a project event, or even something as simple as the project creating the space that allowed the participants to meet. This allows you to claim the influence of your project, and could also help inform a future analysis of which types of project activities are most effective. Dates and timings matter, because if the contribution did not take place during the project period, then the behaviour change did not result from that particular project.

Note that indirect contributions may also be important. For example, an institution might experience a BC that was influenced strongly by one of your project participants, even if the project never contacted that institution directly.

Remember to consider unintended contributions. They are still contributions, and they need to be recognised and understood.

Optional: Contribution of other actors and factors

This column is not required – but it can be very useful. It is often important to acknowledge the contributions of other actors or factors. It is probable that the project you are implementing has other factors going on around it, be they planned or unplanned projects, activities or just daily life. It is important to take note of what is going on around you and how it could be influencing the behaviour and attitude changes your team is monitoring.

Organisations often partner both formally and informally during implementation. By acknowledging the contribution of partners, you are better able to pinpoint who did what. For example, during an interfaith peacebuilding evaluation, the evaluator discovered that a local Protestant pastor, who was not directly involved in the project, had started to open the doors of his church to those beyond his congregation. He had village-wide peacebuilding intentions, so he directly encouraged the project participants and created space for them to take action. He also encouraged peace work by other people in the community. This pastor contributed significantly to the success of the project, and the project in turn supported his vision for the community.

Nothing occurs in a vacuum! So, during the life of your project, be sure to regularly ask yourself: 'What other work is occurring in this area? How has it contributed towards BCs and ACs?' and: 'How might changes in the context be influencing the BCs and ACs that we are monitoring?'

Significance

For the significance, it is useful to indicate why the change is important – both in terms of context and at this moment in time. This can help in monitoring, since there is potential for turnover within the project team, so it can serve to inform incoming team members. It can help with reporting, since funding for projects is often external, which means donors may not be aware of context and the nuances you are working with. Overall,

it allows you to contextualise why this change is important. Implementers often know this instinctively, but outsiders do not – so it's important to state it clearly.

Advanced tip:

In standard OH, some practitioners sometimes mention ACs in the Significance column. In OH+AC, the ACs have a column of their own.

Related attitude change (AC)

An AC is an internal, individual change in areas such as perceptions, fears, emotions, opinions, knowledge, beliefs, spirituality etc. Document here any AC that is reported as being related to the BC, whether as a cause, an effect or simply a correlated experience. This column is not used in standard OH practice, but it is essential in OH+AC.

A potential AC can be initially reported by any source. However, only the individual who experienced the AC can confirm its accuracy and describe what it means, how it came about and specifically how it relates to the BC. Thus ACs need to be substantiated by the individual who experiences them, in addition to independent observers.

It is possible that you may identify ACs that do not appear to be related to any BC, and therefore they do not fit in any BC row. In that case, document them carefully in a separate table or list. You will not be able to substantiate these ACs, because they are not observable. However, you can reflect on what they might tell you about how change is unfolding (or not) within the project. In the future, those 'lone ACs' may eventually lead to BCs, and/or they may help to inform deeper AC research (see Section 6.2).

If your monitoring includes changes in individuals, give attention to informed consent. As soon as it is possible to establish a data use agreement with participants, please do so. If there is any delay, then carefully shield the identity of the individual in a way that aligns with the standards of your organisation, until such a time as you can establish a data use agreement. After the data use agreement is established, it is normal in OH for the individual's name to be disclosed, unless the circumstances require special security or confidentiality.

4.2 How to distinguish BCs from ACs

'I have always thought the actions of people to be the best interpreters of their thoughts.'

John Locke⁵

Section 2 provides introductory guidance on identifying BCs and ACs. Even so, when you first start using OH, it will take time to learn to recognise the BCs within a participant story. In OH+AC, it also takes time to learn to listen for ACs and distinguish them from BCs. After some practice, you will be able to do this quickly. However, at first you may benefit from an optional bridge step in which you record and analyse the 'raw story', which is the initial unedited response to the question about changes in behaviour and attitudes, before

⁵ This quote was modified to make it gender-inclusive.

you try to fill in the change documentation template. The raw story will emerge as a jumble of BCs and ACs, but this process will help you work towards clear BC statements.

Let's practise with a raw story that came out during a focus group discussion in a recent interfaith peace-building evaluation. The project supported several groups of about 15 Muslim and Christian youth to participate in a five-day joint residential workshop away from their homes, so that they could have enough time to develop friendships. The evaluator sat down with seven participants and asked: 'What behaviour or attitude changes have you noticed so far, either in yourself or other participants, while participating in this project?'

One of the many raw stories that emerged was reported by Nancy, a female Christian participant, who noticed a change in her fellow Muslim male participant, Mahmoud.

'At the start of the project Mahmoud was quite sceptical, but this did not prevent him from participating in discussions. He joined this peacebuilding project because he was curious about it. We both learnt about this project through our involvement in another youth engagement project that was being implemented throughout this governorate, and wanted to have something to do that got us out of our homes. I witnessed Mahmoud change a lot during his participation in this project. He's much more accepting now. The one negative was that it was difficult for him to go from our workshop space to his day-to-day life, since we became like a family during the project. He's much better at communicating now. Mahmoud is now clearly expressing his feelings when we get into arguments and he is much easier to talk to. He has begun engaging in our community more and is actively looking for ways to create situations where Muslims and Christians can engage with one another. He has even accepted an invitation to speak a few words during a Sunday service at a Protestant church in his village. That pastor has been working for some time to try and build positive relationships between his congregation and the village at large, since Muslim/Christian relationships are neither prevalent nor very positive in our governorate.'

This raw story has a lot to unpack. There are many behaviours, attitudes and assumptions in this statement. There is even the addition of another person at the end. There is clearly more than one BC, but it may be difficult and even inappropriate to stop Nancy for clarification in the middle of a heartfelt story. Instead, you can allow the entire raw story to emerge, and document it carefully. Once the raw story is documented, you can do a simple analysis to identify and clarify the key changes before recording them in your template.

Be very clear on whether you are documenting a quote or a paraphrase. If possible, make an audio recording to ensure accuracy and maximise data capture. You may be able to use the additional data for deeper AC analysis at a later time – see Section 6.2.

4.2.1 Identify BCs and ACs through colour coding

Use a simple colour mark-up to identify the initial BCs and ACs in the raw story, as follows:

'At the start of the project Mahmoud was quite sceptical, but this did not prevent him from participating in discussions. He **joined this peacebuilding project (1)** because he was curious about it. We both learnt about this project through our involvement in another youth engagement project that was being implemented throughout this governorate, and wanted to have something to do that got us out of our homes. I witnessed Mahmoud change a lot during his participation in this project. **He's much more accepting now (2)**. The one negative was that it was **difficult for him to go from our workshop space back to his day-to-day life (3)**, since **we became like a family (4)** during the project. He's **much better at communicating now (5)**. Mahmoud is now **clearly expressing his feelings (6)** when we get into arguments and he is **much easier to talk to (7)**. **He has begun engaging in our community more (8)** and is **actively looking for ways to create situations where Muslims and Christians can engage with one another (9)**. He has even accepted an invitation to **speak a few words during a Sunday service (10)** at a Protestant church in his village. That pastor has been working for some time to try and build positive relationships between his congregation and the village at large, since Muslim/Christian relationships are neither prevalent nor very positive in our governorate.'

Key: **Yellow text** = behaviour change **Blue text** = attitude change

4.2.2 Clarify BCs and ACs through probing

After identifying the BCs and ACs, you will notice that some of them require further clarification. Each of the BCs must be observable, so many of the changes in this raw story will need further probing. You will need to ask Nancy more questions, including but not limited to the following:

1. *'Joined this peacebuilding project.'* In order to determine if this is an actual BC, you have to probe further to find out if this is the first peacebuilding project he has participated in. (If it's a repeated behaviour, it's probably not a BC.)
2. *'He's much more accepting now.'* This can be tentatively considered an AC. Yet how does Nancy know what is happening inside of her friend? In reality, she doesn't. She has probably observed a BC that is making an underlying AC visible, without knowing for sure what the underlying AC is. Also, how does she know this is a result of the project and not due to other circumstances?
3. *'Difficult for him to go from the workshop space back to his day-to-day life.'* Again, how does Nancy know? Has Mahmoud spoken about this? Or has Nancy observed a BC that is making the AC visible?

4.2.3 Document changes in the template

When it is time to put this information into the template, each clear BC will have its own separate row. Here is an example of what the template may look like at this point in the process, based on the raw story above.

Description of behaviour change

	Description of behaviour change <i>– Who? What? When? Where?</i>	Optional: Source <i>– Who or Where?</i>	Contribution of the project <i>– What? When?</i>	Optional: Contribution of other actors or factors <i>– What? When?</i>	Significance <i>– Why?</i>	Related attitude change <i>– What?</i>
	<p>Mahmoud El Oraby (male, 21, Muslim) joined project PEACE in 'Lovely Village' in Egypt in January 2017. This is Mahmoud's first time to participate in peacebuilding or peace-related activities of any kind.</p>	<p>Nancy Hany (22, Christian), fellow participant of residential workshop, as reported to evaluator, Malaka Refai, on 17 July, 2019.</p>	<p>Project PEACE Programme Manager reached out in December 2016 to youth already engaged in local youth initiatives on other themes, as a way to target youth who were interested in working for peace in the community.</p>	<p>Mahmoud learnt about this project from ACT, a youth education initiative in his village that he was involved in from January 2016 until now. He was also eager to get out of the house.</p>	<p>Youth who are already engaged in their communities are able to continue engagement with a peacebuilding lens. Mahmoud was new to peacebuilding, and among the project objectives is to establish participants as future peacebuilders.</p>	<p>Increased interest in opportunities to learn about 'the other'. Increased desire to interact.</p>
	<p>Before participating in the project, Mahmoud would not engage with or speak to individuals of other faiths or from other villages. Now in March 2018 Mahmoud engages with people of other faiths and people who are not from the same village.</p>	<p>Nancy Hany (22, Christian), fellow participant of residential workshop, as reported to the evaluator, Malaka Refai, on 17 July, 2019.</p>	<p>The project's facilitated sessions created a space from its inception in January 2017 where Mahmoud was able to meet and get to know people who are different from him, with whom he would not have engaged prior to his participation.</p>	<p>In this cultural context, there are few public spaces where Muslim/Christian, male/female friendships can grow. Project PEACE provides this space, and the friendships that develop are in line with the objective to create interfaith friendships among local youth.</p>	<p>Increase of tolerance towards 'the other'. Perceiving people as individual humans, rather than just members of 'the other' group.</p>	<p>Increase of tolerance towards 'the other'. Perceiving people as individual humans, rather than just members of 'the other' group.</p>
	<p>Mahmoud verbally shared he has difficulty going back to his day-to-day life, because he feels safe and accepted in the space the project has created. This was shared during the second residential workshop in mid-2018 (an unintended negative effect).</p>	<p>Nancy Hany (22, Christian), fellow participant of residential workshop, as reported to the evaluator, Malaka Refai, on 17 July, 2019.</p>	<p>From January 2017 onwards, the project's facilitated sessions created a space of trust and respect where participants could freely and safely share views, which is not found in their day-to-day lives.</p>	<p>Youth in this context have a need for safe, inclusive spaces where they can share their views and build relationships, especially across faith lines.</p>	<p>An increasingly uncomfortable feeling of disconnect in the world outside the project.</p>	<p>An increasingly uncomfortable feeling of disconnect in the world outside the project.</p>
	<p>Mahmoud visited a Christian church in his village for the first time in January 2018, and shared a few words during the Sunday service.</p>	<p>Nancy Hany (22, Christian), fellow participant of residential workshop, as reported to the evaluator, Malaka Refai, on 17 July, 2019.</p>	<p>From January 2017 onward, the project's sessions created and facilitated a safe space for interfaith self-expression and listening over time. Through the experience, participants would engage outside of the project space to learn more about each other's faith.</p>	<p>Both Mahmoud and Daniel, the inviting pastor, have participated in other peace initiatives that have taken place at the same time as Project PEACE.</p>	<p>In this context, it is very unusual for a Muslim to visit a church, let alone speak during the service. Other project participants visited the church with Mahmoud, having decided to do so together.</p>	<p>Self-confidence. Previously, he felt passive and just 'let life sort of happen to him'. Now he has the confidence to take risks for peace.</p>

Note the importance of documenting Nancy as the source, so that if you were unable to ask all the probing questions necessary to create a strong BC statement, you could go back to her for further clarification. This is very common. (If you need to conceal selected details to protect participants, then do so – but no more than necessary.)

At the same time, the ACs are of course tentative, because you haven't yet spoken to Mahmoud. Only Mahmoud will be able to say for sure whether he has become 'more accepting'. Mahmoud may in fact contradict Nancy by describing his own ACs in a very different way. You should talk to Mahmoud soon (see Section 5.4.1), to demonstrate respect for his ownership over his own story, and to validate or substantiate the content.

It is worth noting that in this evaluation, many end users were surprised that the main AC underlying Mahmoud's powerful BC of speaking at a church service was a shift in self-confidence. This was quite different from the types of ACs that end users had expected to see, such as increased acceptance and trust. Even so, the importance of the confidence boost was later affirmed by other participating youth, so it can now be built into the next-phase project plan.

4.2.4 Other tips on distinguishing BCs from ACs

As you practise and gain experience, keep in mind the following:

- Be attentive also to unprompted self-professions of ACs (for example, after learning about atrocities, a boy spontaneously stands up in a public gathering to express his sense of responsibility and remorse). The AC is of course an AC. However, the action of voluntarily expressing it verbally in a public setting can be considered a BC. These self-professions may indicate a significant emergent change – one that merits attention in data collection, and looking in follow-up for subsequent future BCs.
- Be extra attentive in contexts where the culture does not encourage open expression of inner thoughts and feelings. This could include some governance and professional settings. It could also include contexts in which women and girls are discouraged from speaking their minds. Social actors in such settings may be less likely to verbalise their ACs – but that doesn't mean the ACs aren't happening. When you identify a BC, look for creative ways to ask the person about their inner thoughts and perspectives. (See also the sample questions for understanding ACs in Section 5.4.1.)
- In policymaking circles, when you hear a verbal or written expression of intent to support a particular action or vote in a particular way, that external expression of intent can be considered an early-phase BC. It can be followed up over time to determine whether the intent is actually carried out, and what other changes it catalyses within policy cycle, resulting in more significant BCs.

Remember, if you identify ACs that do not appear to be related to any BC, document them carefully on a separate table or list. In the future, those 'lone ACs' may eventually lead to BCs, and/or they may help to inform deeper AC research (see Section 6.2).

4.3 Establishing a shared documentation system

The template above provides the format required for documenting BCs and ACs during the monitoring phase. At the simplest level, this is all you need.

However, if there is more than one team member involved in documenting BCs and ACs, then you may need a shared system to combine your insights. Popular technical solutions include the following:

- A shared online template using word processing software. Tearfund uses Google Docs with version history. (Word processing facilitates easy editing of change statements, which is extremely important when your OH resource person helps you to clarify the documentation during the monitoring and evaluation phases. Also, later on in the evaluation phase, it is easy to paste the template contents from a word processor into a spreadsheet, which can facilitate analysis of the patterns found within the BCs and ACs.)
- A brief online survey that organises the responses into a spreadsheet. (Each survey response serves to document one change. Each project team member will complete the survey many times.)

- A database, either a flexible data capture tool such as Podio, or a database customised specifically for your organisation.

These solutions will allow project team members to document BCs and ACs at any time, following their own rhythm. However, it is important to establish deadlines to ensure that everyone does get their BCs and ACs documented, and to provide a basis for regular learning, adaptation and reporting. (The interval might be monthly, quarterly or twice per year, depending on the project.) Whatever technical solution you choose, remember to protect security and confidentiality to whatever extent your project requires it. Save old, outdated versions of your change statements (just in case), rather than destroying them. And be sure to save extra copies of all your electronic files in a safe place.

4.4 Learning review for progress and adaptation

There will, of course, be data analysis in the evaluation phase (Section 5). However, you don't need to wait until evaluation time to reflect on the project's progress, and to identify trends and patterns in the results. In fact, analysis is essential in the monitoring phase, because it helps you to make adaptations that improve the project, even while you are still implementing it.

A periodic learning review can be pivotally helpful in improving your documented BC statements. This will make your future evaluation easier and more productive. It will also unlock immediate learning about how your project is unfolding, and the significance of its emerging results, to help you improve the next phase of project implementation.

Useful questions for your learning review might include:

- Do you see anything in the data that surprises you? What is it?
- Do you see the approximate number of BCs and ACs that you expected in the data? Many more? Many fewer? What does that mean?
- Is every sub-team, geographic location and/or project workstream reporting BCs and ACs? If not, what does that mean?
- Is there a roughly equal number of BCs and ACs, or does the data emphasise one more than the other? What does that mean?
- Review the tentative BC and AC categories that you identified during the design phase. Do those categories reflect the reality of how the project is now unfolding? Is there any need to adjust the categories?
- What patterns do you see in the relationship between BCs and ACs? Are there any repeating linkages? Which types of BC appear to lead to AC, and vice versa?
- Do you see any patterns in how the contributions of your own project link with or complement the contributions of other actors or factors?
- Are there unexpected BCs or ACs, either positive or negative? Do they require any action?
- What signs do you see that individual transformation is leading towards higher-level social change? Which types of actors are changing? What is the nature of the change? What is the scale of change? What does this tell you about the potential effectiveness and eventual impact of the project? (See Section 2.4 for more information.)
- Based on all the above learnings, is there any way in which you should adapt the project to make it more effective?

For additional analytical tools that are helpful in learning from BCs and their related ACs, see Section 5.5 (on analysis during evaluation).

However, since you are still in the monitoring phase and your BCs have not yet been substantiated, you may wish to do a light interim check of their accuracy before engaging in any deep analysis. You can do this by validating some or all of the BC statements with the individual or group who experienced the change. They will probably provide important clarifications or even corrections, and you will learn a lot in the process.

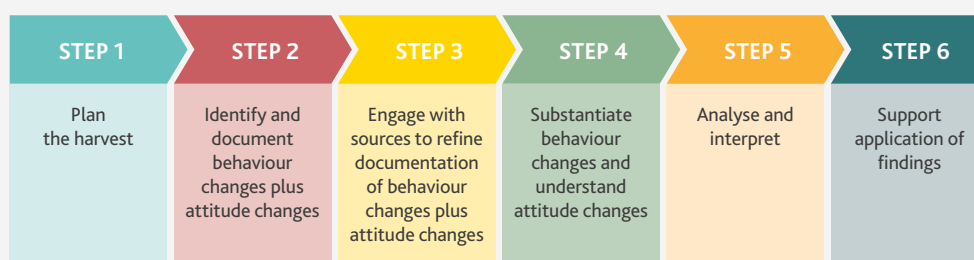
5 OH+AC IN THE EVALUATION PHASE

Section 5 is written mainly for the OH resource person, but is also useful for the project team. OH resource person support is essential during this phase, because the OH resource person will lead the evaluation. However, it is a very collaborative process in which the project team will be deeply involved.

OH+AC is led by the resource person during the evaluation phase. As the resource person, you will facilitate a process in which the project team and other end users can actively participate. You will also ensure rigor in the documentation, substantiation and analysis of BCs and ACs.

This OH+AC harvest will follow the six core OH steps. The new AC components will require time and effort... and they will also add insight and value! It will be your job to help the project team to distinguish clearly between BCs and ACs and analyse the relationship between them. If you are not yet confident of this new skillset, please ask Tearfund (Peacebuilding Unit or Impact and Effectiveness Team) to help you find a coach to support your first OH+AC experience.⁶

Steps to Outcome Harvesting plus Attitude Change



Adapted from Wilson-Grau, 2018

Project team tip: Do you need an external consultant?

Your OH resource person could come from within Tearfund, or they could be an external consultant. In either case, they need enough objectivity to question assumptions and insist on evidence. An external consultant is often perceived as more objective, which is helpful if you need credibility with external audiences. Other considerations include budget and familiarity with the organisation. It is also possible to form a hybrid team that includes both insiders and externals. If you decide to recruit an external consultant, specify that the evaluation will be done using OH methodology. Look for someone with strong experience in OH and an interest in adapting OH by combining it with AC.

⁶ Or, if you don't work with Tearfund, ask the toolkit authors via michelle@michellegarred.net

5.1 First step: Plan the harvest

Planning involves working with the end users to confirm the harvest's purpose and identify its primary questions. The end users are people who will use the evaluation findings to directly inform their own decisions or actions, and who can commit to being engaged throughout the process. Their role is important in ensuring that the evaluation findings are applied to improve future programming. Some of the end users may be members of the project team; others may be managers or specialists from other parts of the organisation.

Resource person tips for communicating on OH+AC

1. The addition of AC to OH should not compromise the clear definition of what an outcome is. An outcome is an observable BC by a social actor. So be careful what you say. Be sure to talk about BCs *plus* ACs, and never imply that ACs are outcomes. Use your modelling and coaching skills to help others do the same.
2. The addition of AC does not change the BC-centred logic of the OH process. BCs remain the backbone of the process, and the related ACs are a highly valuable 'extra'. This preserves the integrity of OH. It also adds value to AC research by linking BCs that can help to triangulate (verify) the AC's otherwise invisible existence.
3. The AC analysis examples in this toolkit are simple, because many projects have limited time and resources. However, the process proposed in this toolkit is intentionally capable of generating AC data that is rich and deep. That AC data can be analysed in advanced ways if time and resources permit. See Section 6.2.

The harvest's purpose should always be utilisation, rather than a report sitting on a shelf. But let's get more specific. What decisions or actions will the end users be taking? Is the project ongoing in another phase, or is it expanding? If the project is ending, can the findings be applied to other similar projects, or to inform a broader organisational strategy? Is learning the only goal, or is there also a need to demonstrate accountability to donors, operational partners and/or project participants? The way you define the purpose should shape the harvest questions (or evaluation questions) and the process plan.

The harvest questions – up to a maximum of approximately five – should also prioritise utilisation as they set out the questions that the harvest must answer.

EXAMPLE

Harvest questions adapted from a recent OH+AC pilot

1. What observable BCs have occurred among individual youth participants in our project?
2. Which ACs are most significantly related to those BCs among individual youth participants? Specifically, which project activities contributed towards those ACs?
3. In what ways have other youth projects in the same community co-influenced the same changes? Have the projects coordinated with each other to optimise this co-influence? If so, how?
4. What are the project's unintended or unexpected BCs and ACs? Has the project adapted in order to maximise positive results and avoid negative results? If so, how?
5. What is the evidence that this project's grassroots-level BCs are contributing towards higher-level social change – or have the potential to do so in the near future?

Once your harvest questions are defined, build upon them to determine what information you will need to answer each question, and how you will get that information. Ideally that information may include the project's own OH+AC monitoring data.

If you have any questions that cannot be answered through OH, then you will need additional streams of data. OH is sometimes combined with other methods, especially during the evaluation phase. This can be very enriching, but it also requires extra time and resources.

Deeper guidance on planning a harvest from Ricardo Wilson-Grau:

- ['Outcome Harvesting'](#) (2013) – a free introductory download.
- [Outcome Harvesting: Principles, steps and evaluation applications](#) (2018) – a book available for purchase.

Plan well for participant protection and ethics. As a resource person, you have already developed your own approach to evaluation ethics. Please simply note these three issues that are particularly important in OH+AC:

- In contexts of conflict and violence, be sure that your evaluation plan is conflict-sensitive (doing no unintentional harm to intergroup relationships), and your engagements with participants are trauma-informed (doing no unintentional harm to individuals).
- In projects that are participant led or empowerment focused, make an extra effort to ensure your evaluation plan is genuinely respectful and participatory. Don't allow a less-than-participatory evaluation to undermine the participants' self-leadership.
- Give special attention to informed consent and data use agreements, because you will be asking participants to share highly personal information. Be transparent about how you will use the data, who will have access to it and whether or not participant names will be included in your reports. If it is possible in your context, write up a clear data usage agreement document for the participants to sign.

5.2 Second step: Identify and document behaviour changes and attitude changes

This section describes how to identify BCs and ACs, and document them in a draft form.

Before you start, be sure that you are very clear on how to use and communicate these core concepts:

- what BCs and ACs are, and how they relate to each other (see Section 2)
- how BC (outcome) statements are documented (see Section 4.1)

There are three ways to identify BCs and ACs within the project that you are evaluating. You might use just one of these sources or you might combine them, depending on the project.

1. If possible, use the project's OH+AC monitoring records. If the project team has been keeping these records, there will be a wonderful wealth of data. This data may be 'raw' at first; in the next step, you will refine it through a consultative process.

Expect the unexpected! Keep your mind and your process open for BCs that have not yet been reported. Those may be the most interesting BCs.

Note: If the project team has been monitoring only BCs, you can still use this data. You can start now with the BCs, and then begin to explore the related ACs when you reach the third and fourth steps.

2. Review general project documents – such as quarterly reports, annual reports, publicity etc. You may see BCs or ACs indicated clearly, even if it requires some follow-up to find the related details.
3. Use key informant interviews (or, less commonly, focus group discussions) to identify BCs and ACs by asking the project team, participants or partners: 'What behaviour changes or attitude changes have you noticed in (or as a result of) this project?' In most projects, you will find that people are eager to talk.

If you're not sure whom to select for interviews, consider starting with a survey. A survey could ask the same open-ended question: 'What behaviour changes or attitude changes have you noticed in (or as a result of) this project?' This will provide an overview of perspectives, and allow you to identify some particularly important changes – whether intended or unintended – to follow up through interviews. For this purpose, the survey must invite or require the respondents to share their names and contact information – so consider the disadvantages carefully before you proceed.

Other tips for identifying BCs and ACs through interviews:

- See Section 4.2 for guidance on how to draw out and distinguish between the BCs and ACs.
- If respondents are talking mostly about activities and outputs, then probe further: 'That sounds like a great activity! Did you notice any changes in behaviours or attitudes happening as a result?' The activity or output being mentioned may actually be the project's contribution towards a significant BC.
- Document BCs and ACs as clearly and completely as possible. The BC statements must be clear and complete in order to substantiate them. The more nuanced the AC documentation, the more valuable it will be. You can refine this during the next step – but it's easier if you document it clearly the first time.
- Include names and dates, plus locations where relevant. These details are important in establishing the credibility of the BCs. Of course, this information is subject to data use agreements, and some of it may be sensitive. If you need to conceal details to protect participants, then do so – but no more than necessary.

Change documentation template

To document BCs and ACs, use the same template used during the monitoring phase (and shown below). For detailed instructions on this template, see Section 4.1.

Description of behaviour change – Who? What? When? Where?	<i>Optional: Source</i> – Who or Where?	Contribution of the project – What? When?	<i>Optional: Contribution of other actors or factors</i> – What? When?	Significance – Why?	Related attitude change – What?

5.3 Third step: Engage with sources to refine documentation of behaviour changes and attitude changes

This step improves the clarity and rigour of the BC statements. Each row of the template will become one distinct BC statement. You will work on this refinement mainly with the project team. Other sources might include partners, participants or even documents. This step may not sound exciting – but it is essential for ensuring a successful substantiation process in the fourth step.

First, remember that there will probably be some items in your template that are activities and outputs, rather than BCs and ACs. Try to probe again: 'Did you notice any changes in behaviours or attitudes as a result of that activity?' Then delete the activities and outputs from the template.

Next, ask a lot of questions. In some cases, you may need to talk to the same project team members, participants or partners for a second or third time, because refining the documentation is an iterative process. Ask about the BCs and ACs in a way that helps your sources to respond as specifically as possible. A participant sharing an AC such as, 'Tatiana is more open-minded after participating in the project,' is great, but what does that really mean? How do they know? Does that AC relate to any BCs? If there is any room for doubt about specifically what a BC or AC means, then you need to refine the BC statement until it is clear. This process is often iterative, involving a lot of back-and-forth conversation with sources. (See Section 4.2 if you need a refresher on how to draw out and distinguish between the BCs and ACs.)

For practice, look at the table below and try to guess if the BCs and ACs are clear enough to go on to the next step. Keep in mind that the contribution and significance also need to be described with an equal level of clarity.

Sharpen your skills: Is this clear enough?

Behaviour change	Attitude change	Clear enough?	Why?	Suggested revision
Participants are able to express themselves more clearly.		No!	What does clear expression look like? Is it the same for each participant? Are they formulating ideas, or is it merely a matter of increased comfort with the group?	At the start of training in January 2014, all 15 participants would share very broad, unspecified responses during discussions. By the end of the training in March 2014, the same 15 participants would clearly share feelings, identify their assumptions and push to dig deeper to explore areas previously outside of the group's comfort zone.
15 participants (male/female, Muslim/Christian, ages 20–31) went on to engage in other peacebuilding projects in their region after being introduced to peacebuilding for the first time in this project.		Yes!	The number of people the change happened to is clear, as is the action that occurred.	
Participants are more comfortable with one another.	No!	No!	There is neither a clear behaviour nor an attitude. Where is the change? What are they doing for the first time? Which participants? What does 'comfort' look like?	The third group of participants started out the training programme by physically sitting a distance apart from one another and only verbally greeting one another. By the end of the project, the participants hug when greeting one another and sit close.
At the start of the project in January 2018, Khadjia (female, Muslim, 24) would sit far removed from the group and not participate in the discussions. By June 2018, she was sitting with the group, sharing her thoughts and hugging other female participants.		Yes!	It is clear who changed, what the behaviour was that changed, how it changed and when the change took place.	

5.4 Fourth step: Substantiate behaviour changes and understand attitude changes

'I'll believe anything, no matter how wild... if there is evidence for it.'

Isaac Asimov

When you reach this phase of the evaluation, be prepared for even more data to come your way. To substantiate a BC means to confirm the content and meaning of the BC statement with a person who is knowledgeable about the BC, but separate from the project team and its implementing partners.

Is substantiation different in OH+AC?

Yes! It is a little bit different. The same basic OH substantiation principles apply. However, please note:

- You can't substantiate ACs, because they are not visible. In OH+AC, only the observable BCs can be substantiated. The related ACs are also important but they are treated differently. ACs are analytically explored with the aim of understanding.
- You will engage with two distinct types of substantiators: 1) the social actors who personally experienced the BCs – because only they can contribute additional understanding of the related ACs, and 2) independent observers who are knowledgeable about the change but are not a part of the project team. The suggested number of substantiators per BC is two – one of each type.
- There are many ways to substantiate, including written communication such as email, and sometimes even public documents, news coverage, social media postings etc. However, in OH+AC, interviews are preferred because the conversation increases understanding of how and why the BC happened, including the important role of ACs.

Before you begin, make two key decisions about standards of rigour:

1. What proportion and types of BCs will you seek to substantiate? It's not always necessary or possible to substantiate 100 per cent of the BCs. The general answer is that the substantiation process must be rigorous enough to meet the needs of the end users. In that sense, each evaluation is unique. In cases where not all BCs are substantiated, the proportion could reasonably range from 20 per cent in an internal learning evaluation to 80 per cent in an evaluation focused on accountability towards external partners who require a higher level of rigour. The decision requires careful discussion with the end users, and criteria for selecting which BCs to substantiate based on their significance (see Section 5.5.2) or their potential for advancing learning.
2. How will you define the levels of substantiation? If the two substantiators fully agree with both the description of the behaviour change and the contribution of the project, then you can say with confidence that the BC is 'fully substantiated'. However, what should you do in cases of partial agreement or differing perspectives? When this happens, the BC is often considered 'partially substantiated'. If both substantiators disagree with either the description of behaviour change or the contribution of the project, then the BC is 'not substantiated'. There is some flexibility in how you define this, but you must communicate your standard clearly and apply it consistently.

5.4.1 Substantiation of BCs – and understanding of ACs – through the social actors who experienced the changes

In this step, you will engage directly with the social actors who have experienced BCs, including:

- individuals who have experienced a change
- representatives of groups or institutions in which changes have taken place

It is best to consult these actors at the beginning of the substantiation phase. Speaking first to the social actors who have experienced BCs demonstrates an ethical respect for their 'ownership' over their own story. Also, they will likely clarify details that lead you to revise the BC statement before you proceed to substantiate it with independent observers. Even if you have talked to them before, perhaps in the monitoring phase, it is worth updating the conversation because the BC may have changed or created ripple effects over time.

The preferred mechanism is a key informant interview. Your goal is first to confirm and deepen the understanding of the BC from the perspective of those who experienced it, and then probe the process of change to identify and understand the related ACs. The latter is important, because only the individual who experienced the AC can provide understanding of the AC. Therefore, this interview usually requires more time than an interview with an independent observer. It will probably be sensitive, so be sure to carefully process the data use agreements.

Sample guide for this key informant interview

Getting started

'I've been told that you have experienced some significant changes as a result of this project. That's important, because it helps us to learn about the project's effectiveness. I'd like to ask you more about that now.'

Substantiating the BC

Ask to what extent the interviewee is in agreement with the following parts of the BC statement:

- description of behaviour change
- contribution of the project
- optional: contribution of other actors or factors
- significance

Always ask if the interviewee has any clarifications or additions. Since they themselves experienced the BC, they probably do have something more to say, and it needs to be carefully noted.

To support this reflection, show the BC statement to the interviewee in writing. If appropriate, you may ask the interviewee to fill in the substantiation form provided in Section 5.4.2.

However, if seeing their own BC displayed in that formalised format makes the interviewee feel uncomfortable, then you could alternatively use a simple sheet of notebook paper to show the BC statement in writing.

Understanding the AC(s)

- Good questions to ask include:
- With reference to the BC: Why did you decide to make this behaviour change?
- How would you describe the shift in your inner life (your perceptions, beliefs, ideas etc)?
- In your experience, what factors encouraged (enabled) this change? What factors previously discouraged it?
- Have any of the people around you (such as family, friends, co-workers) noticed this change? If yes, how did they react?
- Have any other people experienced similar changes during (or as a result of) this project? Why, or why not?
- What difference do you think this change will make in your future? The future of the community?

5.4.2 Substantiation of BCs through independent observers

When you substantiate with independent observers, you are seeking a form of verification (triangulation) that increases rigour and credibility. To maximise credibility, an independent observer should openly share their name 'on the record', except in rare cases where anonymity is required to protect their security.

Work with the project team to identify appropriate independent observers for each BC, and get their contact information. Note that each independent observer typically covers only one or two BCs. Also ask the project team about general availability patterns for substantiators. You don't want to plan your substantiation interviews for a week when most people are on holiday!

You will be talking with a lot of people in order to substantiate the BCs you have harvested, so it's important to introduce yourself and the process in a clear and concise way. This is important in all interactions – be they face to face interviews, phone calls or emails. The template for introduction should help you with this process.

Template for introduction

Dear [name],

My name is _____. I'm an [insert role] and affiliated with [either name of the project, or a person that they are familiar with in the project]. We are working on an evaluation for [name of project] in order to better understand the effects among project participants and within the community. We value your perspective, because it will help us to learn more about what is working well and how it can be further developed.

I would like to request your input on an aspect of changes that may have occurred as a result of [name of project]. Specifically, I would ask about [insert brief BC reference here]. There are three short multiple-choice questions, plus an option to comment further if you wish. I estimate this will take 10–15 minutes of your time. I will mention your name and the name of your organisation in the final report, with your approval. [Pause here to process data use agreements as appropriate.]

Before meeting with an independent observer, prepare the BC statement to be substantiated, the substantiation form and the data use agreement forms. Make the BC statement available in writing. For you, this helps to communicate the BC statement in consistently the same way each time you mention it. For the independent observer, if they are literate, it helps them to understand the change that you are asking about, and ideally mark in writing their own responses on the substantiation template (below).

If you are conducting a phone interview, you can email these documents to the independent observer in advance. If you need to fill out the substantiation template on behalf of the independent observer, you can ask them to check its accuracy before you finalise it.

Sample substantiation form

Description of behaviour change	Contribution of our project	<i>Optional:</i> Contribution of other actors or factors	Significance	Related attitude change
To what extent are you in agreement? <input type="checkbox"/> Fully agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree <input type="checkbox"/> No opinion	To what extent are you in agreement? <input type="checkbox"/> Fully agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree <input type="checkbox"/> No opinion	To what extent are you in agreement? <input type="checkbox"/> Fully agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree <input type="checkbox"/> No opinion	Please comment: From your perspective, does this assessment of significance align with your own perspective? Do you have any disagreements or additions?	Please comment: From your perspective, how common is this particular type of attitude change among other project participants?
Comments	Comments	Comments	Comments	Comments

Advanced tip: Substantiation with independent observers always involves rating their level of agreement on the description of the BC, the contribution of the project, and the contribution of other actors or factors (if available). These are considered the most observable and objectively verifiable components of the BC statement.

However, some OH evaluators do not seek to substantiate significance. Significance is relatively subjective and opinions may differ – yet hearing the independent observers' views can strongly enhance understanding of the BCs. Likewise, asking an independent observer to comment on ACs is obviously subjective – but potentially quite useful if triangulated against other data.

Since OH+AC aims to enhance the understanding of how BCs happen, we encourage you to explore significance and ACs with independent observers whenever possible. You can make your own decision, in consultation with the end users.

While the previous form will help you communicate with individual substantiators, the template below will help you in tracking the overall results of your substantiation efforts.

Substantiation tracking template

	Description of behaviour change	Contribution of the project	Optional: Contribution of other actors or factors	Significance	Related attitude change	Substantiator name, role, other relevant info
1	<p>Substantiation of description:</p> <p><input type="checkbox"/> Fully agree</p> <p><input type="checkbox"/> Partially agree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> No opinion</p> <p>Comments</p>	<p>Substantiation of contribution:</p> <p><input type="checkbox"/> Fully agree</p> <p><input type="checkbox"/> Partially agree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> No opinion</p> <p>Comments</p>	<p>Substantiation of other actors or factors:</p> <p><input type="checkbox"/> Fully agree</p> <p><input type="checkbox"/> Partially agree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> No opinion</p> <p>Comments</p>	<p>Comments on significance:</p> <p>Please comment: From your perspective, does this assessment of significance align with your own perspective? Do you have any disagreements or additions?</p> <p>Comments</p>	<p>Comments on attitude change:</p> <p>Please comment: From your perspective, how common is this particular type of attitude change among other project participants?</p> <p>Comments</p>	
2						
3						

Substantiation tracking template – with example

	Description of behaviour change	Contribution of the project	Optional: Contribution of other actors or factors	Significance	Related attitude change	Substantiator name, role, other relevant info
1	At the start of the training in February 2015, both male and female, Muslim and Christian participants would physically cross their arms or keep their arms up their sleeves. By the end of the training in March 2015, participants would share physical space by keeping their arms open, shaking hands, hugging, and leaning a head on a shoulder while watching a film.	In every facilitated session from February 2015 onwards, a space was provided where participants learnt together and got to know one another to the point where there was great familiarity among the group.	No known contribution from other peace projects since it's more about the specific group at the training than the intervention.	In this cultural context, these physical changes indicate a change in the relationship. Hugging and physical contact is not observed much between different genders, so to go from not touching at all to male/female, Muslim/Christian hugging indicates a high level of comfort and intimacy.	Decreased fear, increased trust in one another across faith lines. Ability to feel comfortable in each other's presence.	Martina Boutros, female, Christian project participant
	<p>Substantiation of description:</p> <input checked="" type="checkbox"/> Fully agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree <input type="checkbox"/> No opinion	<p>Substantiation of contribution:</p> <input checked="" type="checkbox"/> Fully agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree <input type="checkbox"/> No opinion	<p>Substantiation of other actors or factors:</p> <input checked="" type="checkbox"/> Fully agree <input type="checkbox"/> Partially agree <input type="checkbox"/> Disagree <input type="checkbox"/> No opinion	<p>Comments on significance:</p> <p>Please comment: From your perspective, does this assessment of significance align with your own perspective? Do you have any disagreements or additions?</p> <p>Comments</p> <p>I think this statement is very true. Individual personality factors are also important in shaping how people interact.</p>	<p>Comments on attitude change:</p> <p>Please comment: From your perspective, how common is this particular type of attitude change among other project participants?</p> <p>Comments</p> <p>I think the majority of the participants did experience this type of attitude change – but not everybody. I know one participant who did not appear to change at all.</p>	
2						

5.5 Fifth step: Analyse and interpret

After substantiation is complete, it is time to 'make meaning' out of the results. What patterns do you see among the BCs and their related ACs? What are the implications of those patterns for the project's next phase, or for other similar projects in the future?

A BC or AC category should be:

- distinct – conceptually different from other categories
- defined – with its meaning clearly spelled out
- meaningful – to you, the project team and the end users
- useful – helpful in answering the harvest questions

Adapted from Wilson-Grau, 2018

The three interrelated methods below are all common in OH, and we adapt them here by adding ACs. All three methods can be used in ways that help you answer the harvest questions, in order to fulfil the purpose of your evaluation, as described below.

5.5.1 Pattern analysis through categories

Categories help you to distinguish between different types of BCs and ACs, so that you can map out the big picture of project results, and also identify patterns in how BCs and related ACs interact with each other. It is possible to develop more than one set of categories, which gives you more than one lens for analysis.

Here are some possibilities to consider, together with the project team and/or end users:

- Categorise inductively by setting aside your assumptions and simply looking at the BCs to identify and group those with obvious similarities. Separately, do the same thing with the ACs. This is always worth doing – because the patterns may surprise you.
- Revisit any preliminary categories envisioned at the beginning of the project (Section 2.5). Do the project's results align with the categories that the team expected to see? Are any of the expected BC or AC categories missing? Are there any unexpected surprises?
- Create special categories for the unintended negative BCs and ACs, so that you can reflect on them in more detail. Do you see any repeating patterns?
- Categorise according to a particular harvest question, as seen in the example below.

EXAMPLE

In a peer agency, a harvest question in an advocacy evaluation asked: 'What types of policy influence BCs are seen in this project?' Category analysis revealed that the highest proportion of policy BCs occurred in the resource extraction sector, at the national level. A smaller proportion of policy BCs occurred in local initiatives to reduce gender-based violence. Among those local changes, many were made by tribal leaders rather than formal government officials, after those tribal leaders experienced ACs including increased awareness and shifts in perspective on gender-based violence during project training events. The project team is now considering how to further support the governance role of tribal leaders in the next phase of programming.

At this stage, if you have been documenting a large number of BC statements using word processing software (for its text editing benefits), you may wish to carefully copy and paste all the template contents into spreadsheet software (for its analysis and graphics benefits). Using a spreadsheet, you can filter the core components of the BC statement by their categories, quantitatively analyse their inter-relationships and then display the results visually.

5.5.2 Analysis through significance rating

Not all BCs are equal in importance. Some BCs have more influence than others when it comes to achieving the project goal within the operating context. You have already described 'significance' as one of the required core components of a BC statement. Now in the analysis phase, you can optionally go one step further to establish significance ratings.

Significance can be rated simply as low, medium or high. However, it is important to specify clear criteria. The most common criterion is to rate the importance of each BC in achieving the project goal within the project's unique context. Alternatively, you could shape the criteria to fit the harvest questions. For example, if one question asks how the project might build on individual changes in order to pursue macro-change, then one could rate the potential of each BC to lead to higher-level social change in the future.

These ratings can be assigned by one or two staff who are deeply familiar with the context – or, better yet, by collaborative consensus across the whole project team. For best results, rate the BCs only. (It is not recommended to rate the ACs, because that would be a very subjective exercise.) The significance ratings become another type of category to help inform pattern analysis, as described in the previous sub-section.

EXAMPLE

An interfaith peace project in the USA rated the significance of its BCs according to their likelihood of catalysing expanded grassroots peace activity or inclusive institutional change. They discovered that 40 per cent of the highly significant BCs involved faith leaders (imams, priests etc). That was quite surprising, because faith leaders made up only 10 per cent of the project's participants. The project team is now considering whether and how to increase the involvement of faith leaders in project activities and in promoting and nurturing ACs.

Peace Catalyst International evaluation, 2019

5.5.3 Analysis through diagramming BC and AC pathways

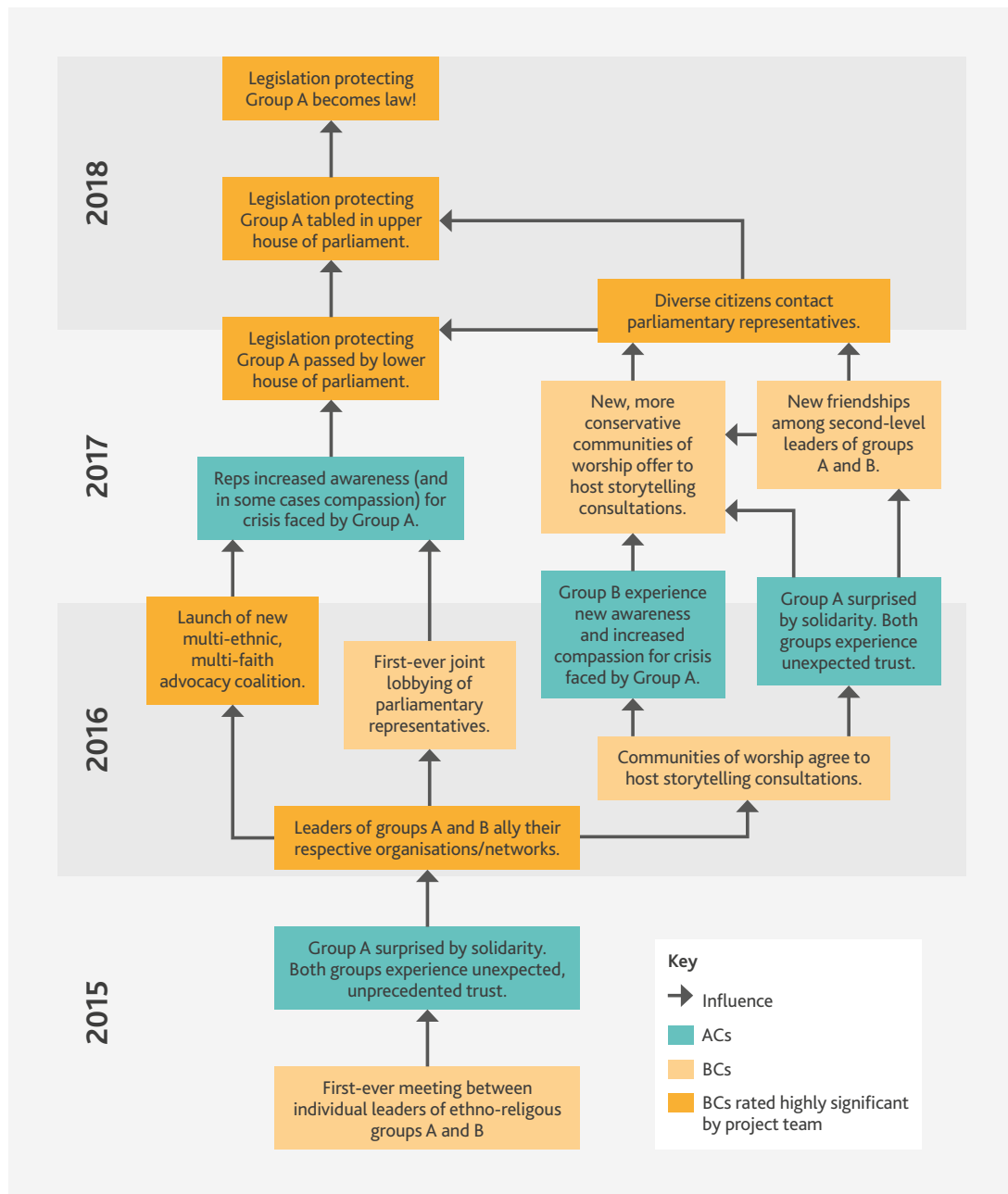
Diagrams can bring to life how the BCs and ACs actually work together to create social change in real life. You can see how one BC leads to another, and even how activities that appear separate may influence and interact with each other. You can also see the pivotal influence of the ACs, and see how individual transformations can contribute to higher-level social change.

In the example below – which is modified from a recent peer agency harvest in the USA – it is clear that important peace advocacy gains would not have taken place without powerful shifts in attitudes such as awareness, solidarity, trust and compassion between two identity groups of different religions and ethnicities. Some of the ACs relating to solidarity were surprising to key leaders within the project. They had not fully realised that expressing care and concern towards a suffering group that previously perceived them as indifferent – or even as enemies – would catalyse a profound change in relationship that led to collaboration in advocacy and eventually to changes in public policy.

This is a simplified diagram for demonstration purposes. Your diagrams may be more complex.

Diagram of BCs and ACs in a cross-identity peace advocacy project

EXAMPLE



5.5.4 Answering the harvest questions

Draw upon the BC and AC analysis, plus any other data you have analysed, to provide findings in response to each harvest question. In this phase, it may be appropriate to shift from a facilitative role into a more evaluative role, especially if you have been asked to provide an independent external perspective. Even so, the development of recommendations is often best done in collaboration with the end users and/or the project team.

5.6 Sixth step: Support use of findings

'Outcome harvesting holds itself to the standard of actual use and not just usability because the purpose of the approach is to support social change.'

Wilson-Grau, 2018, p 132

If you have answered the harvest questions well, congratulations! Take a break and reward yourself. But you are not finished. To practise OH+AC means to prioritise the use of the findings in real life.

Here are some pathways to usage that you as a resource person can facilitate:

- Support end users as they review all recommendations promptly and thoroughly, to make decisions and to ensure follow-up and implementation.
- Broaden learning by continuing to discuss the findings and their implications with not only the project team and end users, but also other stakeholders.
- Review the BC and AC categories that came out during your analysis. Use these categories to shape the monitoring framework for the next phase or, with some adaptations, for similar projects.
- Review the ACs that stood out as important in achieving highly significant BCs. How might those ACs be nurtured in the next phase of the project, or in similar projects?
- Review the unintended BCs and ACs. If negative, how can they be mitigated during the next phase of programming? If positive, what can you learn from them?
- Use pattern analysis of BCs and ACs (Section 5.5.1) to test the project's theory of change. If the theory predicts that a certain activity will lead to particular BCs or ACs, did that happen? Did you learn anything about the conditions under which it happens?

Also, don't forget to share your learnings on the use of OH+AC! Please share feedback with us at [Tearfund OH+AC Toolkit Google group](#) so that we can continue to refine and disseminate OH+AC. Also, please share it with others who might find it useful.

6 MORE TIPS ON ADVANCED APPLICATIONS

Section 6 is written mainly for the OH resource person, but is also useful for the project team.

This section addresses two advanced applications that might require guidance. First, Section 6.1 addresses the substantiation of multiple similar individual BCs. Then Section 6.2 provides ideas on how to deepen the analysis of the ACs using your evaluation data.

6.1 How to substantiate multiple similar individual-level behaviour changes



This section contains emergent content. It is a work in progress. Your feedback is needed so that we can continue to sharpen this methodology. Send your feedback to [Tearfund OH+AC Toolkit Google group](#).

Do you have a lot of individual-level BCs, some of which look very similar? Do you wonder what to do with them? Don't worry. You are not alone. This sometimes happens in projects that have a component emphasising individual change, especially in the early awareness-raising phases. For example, in the first year of a peace project, many people may establish a first-time friendship with a person from a different identity group.

The usual guideline in OH is 'one social actor per BC'. However, that can feel overwhelming when you have multiple similar individual changes. You will not have enough time to substantiate them one by one.

So, here is a recommended way to proceed:

1. Document every individual BC in your usual BC tracking template, even if briefly. Do this because a BC by a single actor remains the key building block of evidence. It is important to know approximately how many micro-BCs of a particular type have been reported, in order to understand the scale of change.
2. Cluster together the individual BCs that are highly similar. Write a collective BC statement to describe the cluster. Do this because in social change initiatives, patterns are far more significant than individual behaviours.
3. Substantiate the clustered individual BCs as a collective group. Do this because it will produce more useful results than substantiating the highly similar BCs individually.

That probably sounds pretty simple. On the surface, it is simple. But there are some challenging aspects that arise, so we address the 'how to' below.

6.1.1 How to cluster the individual BCs

EXAMPLE

Individual BC clusters from an interfaith peace project:

- formation of new friendships across faith groups
- formation of new friendships across gender groups
- changes in body language and physical space in the presence of other faith groups
- newly shared spiritual practices across faiths
- new or increased engagement in other interfaith peace initiatives

How should I decide which individual BCs to cluster? They should be very similar in the specific details that matter within the project. For example, BCs in which 'people make a new first-time friend from a different identity group' are similar enough to cluster. However, BCs in which 'people take follow-up action after a project event' are not specific or similar enough to cluster. You may want to ask some project participants if the cluster definitions make sense in their experience.

How many individual BCs are required to make a cluster? This will vary depending on the type of project and the number of people involved. As a general guideline, clusters of five or more will probably work best.

Do I have to cluster all the individual BCs? No, you don't have to cluster them all. You will probably have some clusters of individual BCs plus other individual BCs that stand uniquely alone. Both are fine.

6.1.2 How to substantiate the BC clusters

You probably remember that in OH+AC, it is important to have two kinds of substantiators (Section 5.4). Both kinds of substantiators are addressed here.

Substantiating BC clusters with the individual social actors who changed

This process is largely the same as the process for substantiating individual BCs with the individuals who experienced them (see Section 5.4.1).

The only change is that the preferred mechanism here is a focus group discussion. This is significantly different from a standard OH process, in which all substantiators are individuals. It is recommended in OH+AC because back-and-forth interchange among participants who have experienced similar changes can significantly expand the learning about the process of how change happened, including ACs. If a focus group is not possible for reasons of logistics or confidentiality, then you can also use selective key informant interviews.

Be prepared for surprises! For example, through group discussion, you may also find that different social actors demonstrate the same observable BC even though their internal ACs were quite different.

Substantiating BC clusters with independent observers

You can proceed almost exactly as you would in substantiating a normal BC (Section 5.4.2) via key informant interviews or written communication. There are just two differences: 1) It is advisable to have more independent observers – ranging from at least three via key informant interviews, up to dozens via email or electronic survey. 2) The questions will be framed and written differently to accommodate the higher number of respondents, as shown below.

- *Change description/scale:* Show the written change description, and ask a question about perceived scale, for example:

'What percentage of the project participants do you think have experienced this change?'

- Around 5%
- Around 15%
- Around 25%
- Around 50%
- Around 75%
- Around 85%
- Around 95%

Note that this question requires the independent observers to be clear on approximately how many participants are in the project and who they are. If this doesn't fit your project, try a different question to ask substantiators to estimate the scale of change. Higher ratings are not necessarily better in the case of change description/scale.

- *Contribution:* Show the written contribution summary, and ask about the independent observer's level of agreement. For example: 'On a scale of 0 to 10, in which 0 means complete disagreement and 10 means complete agreement, to what extent do you agree with this statement?'

Disagree 0 1 2 3 4 5 6 7 8 9 10 Agree

- *Significance:*⁷ Show the written significance summary, and ask a question about the independent observer's level of agreement. For example: 'On a scale of 0 to 10, in which 0 means complete disagreement and 10 means complete agreement, to what extent do you agree with this statement?'

Disagree 0 1 2 3 4 5 6 7 8 9 10 Agree

Be sure to follow each question with an opportunity for comment, so that the independent observer can explain their reasoning. Sometimes those explanations are very important! After consulting all independent observers, average the ratings as needed. Note and interpret any big divergences. Note that the ratings represent perceptions, not facts, and the statistics are indicative of patterns, but not rigorous.

6.1.3 Other considerations

When working with individual-level BCs, keep in mind that most of them represent small changes with limited socio-political impact. However, some do have the potential to lead towards future changes with greater socio-political impact. Here are some questions to help you realistically assess that potential:

- Is the predominance of individual BCs found only within a particular phase or workstream within the project? (If so, then the individual BCs might be a stepping stone towards greater impact. On the other hand, if individual BCs define the entire project, then it will probably have a limited impact.)
- Do any of the individual-level BCs involve key social actors who are well positioned to broadly influence other people, institutions or policies?
- Do the many individual-level BCs point towards a higher-level BC that may be in the process of emerging at the group or institutional level? If yes, how can that higher-level change be encouraged and nurtured?
- Do you see any other patterns to indicate whether and how the individual BCs frequently lead to other changes?

For more resources on higher-level social impact, see Section 2.4.

⁷ Some OH evaluators do not seek to substantiate significance (see Section 5.4.2).

6.2 Deepening the analysis of attitude change



This section contains emergent content. It is a work in progress. Your feedback is needed so that we can continue to sharpen this methodology. Send your feedback to [Tearfund OH+AC Toolkit Google group](#).

The AC analysis examples in this toolkit are simple, because many peace projects have limited time and resources, and because the OH+AC methodology has capacities that haven't yet been fully tested. However, the OH+AC methodology proposed in this toolkit is capable of generating AC data that is rich and deep, as a basis for advancing AC analysis in peacebuilding across identity lines, and in any other project in which attitudes matter.

First, to make this possible, plan ahead to ensure that you get full transcripts of all your interviews. This means asking the participants' permission to make an audio recording, using reliable recording equipment, and then paying to have the conversation transcribed by either a trusted individual or an online transcription service. Be sure to uphold any necessary confidentiality or security agreements.

Next, consider the three analytical possibilities below, which can be used either separately or in combination.

6.2.1 Attitude change analysis through qualitative coding

The understanding of ACs and their relationship to BCs can be deepened through qualitative coding. Coding refers to computer-assisted identification and analysis of thematic trends within the transcribed interview data.

EXAMPLE

In a recent interfaith peace project in the USA, a small sample of ten mid-project interviews with team leaders were coded to test the use of this method within OH+AC. This led to some important new insights that are now being factored into future project plans. (Peace Catalyst International evaluation, 2019)

- The ACs and BCs revealed in the interviews were both very frequent (and within 25 per cent of the same level of frequency).
- ACs and BCs were not limited to new peacebuilders. They occurred regularly among experienced team leaders.
- The ACs included new awareness of specific spiritual similarities between Muslims and Christians, increased feelings of 'closeness' in their partnerships, and a willingness to work together across estranged religious sub-groups, as well as a fresh sense of motivation and hope.
- ACs occurred not only between Muslims and Christians, but also frequently between religious sub-groups (eg 'mainline' and 'evangelical' Protestants) and across sectors (eg religious actors and police).
- When a BC leads to an AC, that BC is very often about 'showing up' to put oneself in contact with people who are different. Under certain conditions, contact creates an environment that is conducive to ACs.
- Some of the behaviours that led to ACs are not actually new (eg repeat attendance). Yet they still produced ACs.
- ACs included personal shifts in awareness and changes in one's inner level of motivation and encouragement.
- Some of the ACs are not first-time occurrences, but rather significant expansions of ACs that were already in progress.
- Interviewees spoke often about blocked BCs, meaning desired BCs that did not come to pass. In every case, they mentioned attitudes as a reason for the blockage.

6.2.2 Attitude change tracking through quantitative surveys

Surveys are mentioned elsewhere in this toolkit, but mainly for purposes of eliciting open-ended responses or rough perception ratings. Using surveys to track ACs requires deeper expertise in survey design and in statistics. Some basic start-up considerations are identified here, to help you identify what's possible in your project.

Question style

Attitude surveys often use Likert scales to gauge the extent to which a respondent agrees with a particular statement. Odd numbers of options (five, seven or nine) are often used to allow for a neutral response in the middle. For example:

The people that I meet from other faith groups have diverse personalities.

___Almost never ___Rarely ___Neutral ___Often ___Almost always

When I see an opportunity to interact with people of other ethnic groups, I take it.

___Almost never ___Rarely ___Neutral ___Often ___Almost always

Timing

Pre- and post-surveys are useful, but it is even better to survey at multiple points in time during the project. The surveys should ideally be taken at the same interval by all individuals within a group, which makes it possible to identify attitude changes at the group level. Tracking attitude change at the individual level is also possible, but it is sensitive and it requires significant technical capacity to track an individual over time while maintaining their anonymity.

If pre-and post-surveys are not possible, the limited alternative is to give the survey only once during the evaluation, and to incorporate follow-up questions that seek to identify change. For example, after posing one of the opinion questions above, an additional Likert-rated follow-up question could ask: 'How much has your view on this question changed since you began participating in the project?'

Social desirability bias

It is normal for survey respondents to be aware of which responses the organisers prefer, and this may affect their responses. This bias can be reduced by:

- using self-administered questionnaires without involving a face-to-face enumerator
- consistently placing the least desirable response option first
- keeping the survey confidential (no names or individually identifying information)
- creating an accepting atmosphere that encourages honest self-disclosure
- interspersing a few behaviour questions among the many attitude questions

Selection of ACs:

Your survey design will include decisions on what types of ACs should be tracked and how to articulate them. These decisions are not simple or easy. The best sources to draw on are AC findings from a previous phase of the project, or another very similar project in a similar context, possibly supplemented by external research.

6.2.3 Attitude change analysis through 'unpacking'

By 'unpacking', we mean separating out the multiple elements that OH+AC includes in the catch-all term 'attitude change', in order to study them separately. While perceptions, fears, emotions, opinions, knowledge, beliefs and spirituality are all part of internal transformation, they are certainly not the same things. If you have the time and resources for advanced analysis, you may want to unpack them.

By separating these elements, you can consider how they relate to each other. For example, [Steele and Wilson-Grau](#) (2016) focus on beliefs, arguing that the way people express their beliefs is an indication of the status of their underlying attitudes towards other identity groups. On the other hand, training experts often separate knowledge from other types of attitudes, and focus on the interaction between them (for example, see [Reilly](#), 2013).

7 APPLICATION TO SECTORS OUTSIDE OF PEACEBUILDING

The examples in this toolkit reflect a peacebuilding lens, but OH+AC can also be used in other sectors. OH+AC is a good fit for projects that are focused on social BC, and in which inner AC is essential for achieving or understanding the project results. For Tearfund and its partners, OH+AC may be especially applicable within the advocacy and church and community mobilisation process (CCMP) sectors.

When using OH+AC in those sectors, you can explore the same questions that are asked throughout this toolkit in order to identify the BCs and ACs to which your project has contributed. This section uses reflection questions and examples to guide you through the application of OH+AC to CCMP and Advocacy.

7.1 Church and community mobilisation process (CCMP)

Tearfund's aim in CCMP is that a well-facilitated church and community mobilisation process impacts people holistically – spiritually, economically, socially and intellectually. This begins with changing their attitudes about themselves, God, the environment and their neighbour. These outcomes can be seen at church level, at community level and in individuals and groups within the community (see Tearfund's *Church and community mobilisation in Africa*, p 9).⁸

ACs are obviously a central aspect of this work. Some anticipated changes are that individuals will:

- perceive themselves to be of value and made in God's image
- understand their God-given potential to transform their lives
- see themselves as stewards of God's resources
- recognise the importance of including community members who are marginalised

What are some possible BCs that would indicate that these ACs have taken place? Can you think of a specific example from one of your own past projects? Not all ACs produce immediate BCs – sometimes it takes time – but it's important that internal transformation should eventually result in outward action.

7.1.1 Stages of CCMP

In Tearfund's CCMP approach, there are typically five stages that make up the process of mobilising churches. In cases of mobilising faith communities other than Christian churches, some similar principles and processes are likely to apply. There are reflection questions below for identifying potential BCs and ACs in each stage.

1 – Awakening the church

The church understands its biblical mandate for holistic ministry and begins to apply it, and thus becomes 'salt and light' in the community.

- A result of this stage is that the church builds relationships with the community. Think about the demographics and relational context in one particular, unique community. What are some ACs and BCs that might occur at this stage?

2 – Church and community description

People 'read' into their reality and desire to transform it themselves, using the resources available.

8 Gaw, Helen (ed) (2017) *Church and community mobilisation in Africa*, Teddington: Tearfund.

- A result of this stage is that the church and community understand the general situation they are in. This understanding is an anticipated AC, so you will not be able to directly observe it. What are some accompanying BCs that could indicate that this stage is moving in the right direction?

3 – Information-gathering

The church and community have accurate information that describes their situation, which when analysed will enable them to make informed decisions.

- This stage requires the church and community to work together. What are some behaviours that will help facilitate this process? What attitudes will support, and be supported by, those behaviours?

4 – Analysis

The church and community deeply understand their situation and are motivated to transform it positively and holistically.

- Think again of a particular, unique community. Given your understanding of attitudes in both church and community, do you think that church and community will have similar perceptions about their situation? Or will their perceptions differ? If so, in what ways?

5 – Decision

The church and community make informed decisions that, if implemented, will cause their situation to be transformed in a holistic and God-honouring manner.

- Might there be BCs that reflect not only individual transformation, but also institutional changes at the level of the church, community-based organisations or even local government? What types of potential BCs might those be?

What other sorts of BCs, or categories of change, do you think will arise through this process? Are there BCs that need to happen in order to move on to another stage?

7.1.2 Pillars of church and community mobilisation (CCM) success

In addition to these stages, Tearfund also has nine 'pillars' of church and community mobilisation (CCM), which are principles for success (pictured below). Many of these require ACs.

- What are the enabling conditions that allow such ACs to take place?
- What behaviours can be observed that indicate an AC has occurred?

Nine pillars of CCM

1 – Transformation of the self

- total change of the person – physical and spiritual
- lasting personal transformation – not just superficial change
- change in perspective – who we are in God's perspective and in relationship with each other

2 – Relationships

- understanding that relationship is critical to transforming the self
- relationship with God
- relationship with each other
- relationship with the environment

3 – Sustainability

- long-term change
- people-owned, people-driven development
- people learning from successes and failures

4 – Empowerment of people

- people discovering for themselves (self-discovery)
- people taking charge of their situation
- people having a voice and expressing themselves freely
- people ultimately determining their destiny
- people being released to use their own resources

5 – Process rather than product

- a focus on people rather than things
- walking with the people at their pace rather than driving or dragging them (though this may take longer)
- a step-by-step 'walk' into discovery
- change from within comes first and external things change as a result

6 – Reaching God-given potential

- people discovering what the Bible says they can become and what they can do in God's power
- people overcoming fear and other barriers, taking action to transform their situation in faith
- people celebrating achievement by glorifying God

7 – Resources

- given by God; therefore, appreciate him and worship him because of this
- available, if we look hard enough
- people using resources properly, increasing their well-being and reducing poverty

8 – Local church being transformed and transforming its immediate community

- local church being God's instrument for transformation of the self and whole-life
- transformation for everyone
- local church stirring its immediate community to change for the better
- each believer playing a key role in personal and community change

9 – Changed change agents

- training quality facilitators passionate for whole-life transformation
- facilitators who are themselves changed and passionate to change others
- facilitators who multiply themselves by training others

7.1.3 A CCMP example

There are a great number of change stories found in Tearfund's *Flourishing churches, flourishing communities*, which was an assessment of CCMP work in Uganda. We can use this as a source to practise identifying BCs and ACs, in order to develop BC statements.

Take this quote from one of the participant stories:

'My hope is now higher than five years back. Then, I lived as a woman who was limited by what I could do. What could I do as a woman? Nothing! But now I know I can do anything because of the training I got from all these organisations we have talked about... Yes, I can contribute to well-being improvement in this community. I have been trained on how to make energy-saving stoves and I can train others on how to build them to save the environment.'

Female, 59, Angopet, p 13

The building of stoves is a BC. This is something she did not do before the project, and as a direct result of the project she makes the stoves AND teaches others. Using this information, we can put it into the OH+AC template to document this change.

Description of behaviour change – Who? What? When? Where?	Contribution of the project – What? When?	Significance – Why?	Related attitude change – What?
In early 2011, after attending a Tearfund training session, female (59) of Angopet began to make energy saving stoves in her village.	Tearfund partners provided the training that allowed her to learn the skill to build stoves and pass on the knowledge to others, supported by spiritual nurture activities for personal growth.	She can now pass on knowledge that helps the village members cook at a low cost, be environmentally conscious and maintain a link with the local church.	New self-perception as a female, and as a person with capacities who has something to contribute. Hope.
In late 2011, female (59) of Angopet begins to teach others in her village how to make energy-saving stoves.			New concern for the well-being of others. Building a relationship with God and her community members.

See also Section 4.2 for more guidance on how to convert a 'raw story' into one or more BC statements.

7.2 Advocacy

While advocacy work may not have the same clear and established stages as CCMP, it is very much focused on change at all levels: individual, community, societal and governmental.

7.2.1 Reflection questions

Reflect on one particular advocacy project that is familiar to you, and consider:

- What BCs have occurred during project implementation that allowed for lasting impact to occur? What ACs were related to those BCs?
- When a project is raising public awareness, what sort of BCs could you monitor to ensure your message is being received and acted upon? What about when you are lobbying? What sorts of ACs might be required to enable those desired BCs?

Advocacy work is often focused on high-level BCs, the end results of mobilising people to influence policy. Yet in order for that higher-level change to occur there are community members that need to help pressure and influence the intended policy change (see the diagram in Section 2.3). While BCs allow the institutional change to occur, there is also a need for internal ACs that push the BCs along. Consider:

- What are some potential BCs that could be observed that indicate your mobilisation messages have been received by community members?
- What about potential ACs that would inform those BCs and either sustain the change or allow follow-up action to occur?
- How will your monitoring system factor in the various levels of BCs and ACs? For example, how might change move beyond the individual level to affect social and political institutions, laws and policies etc?

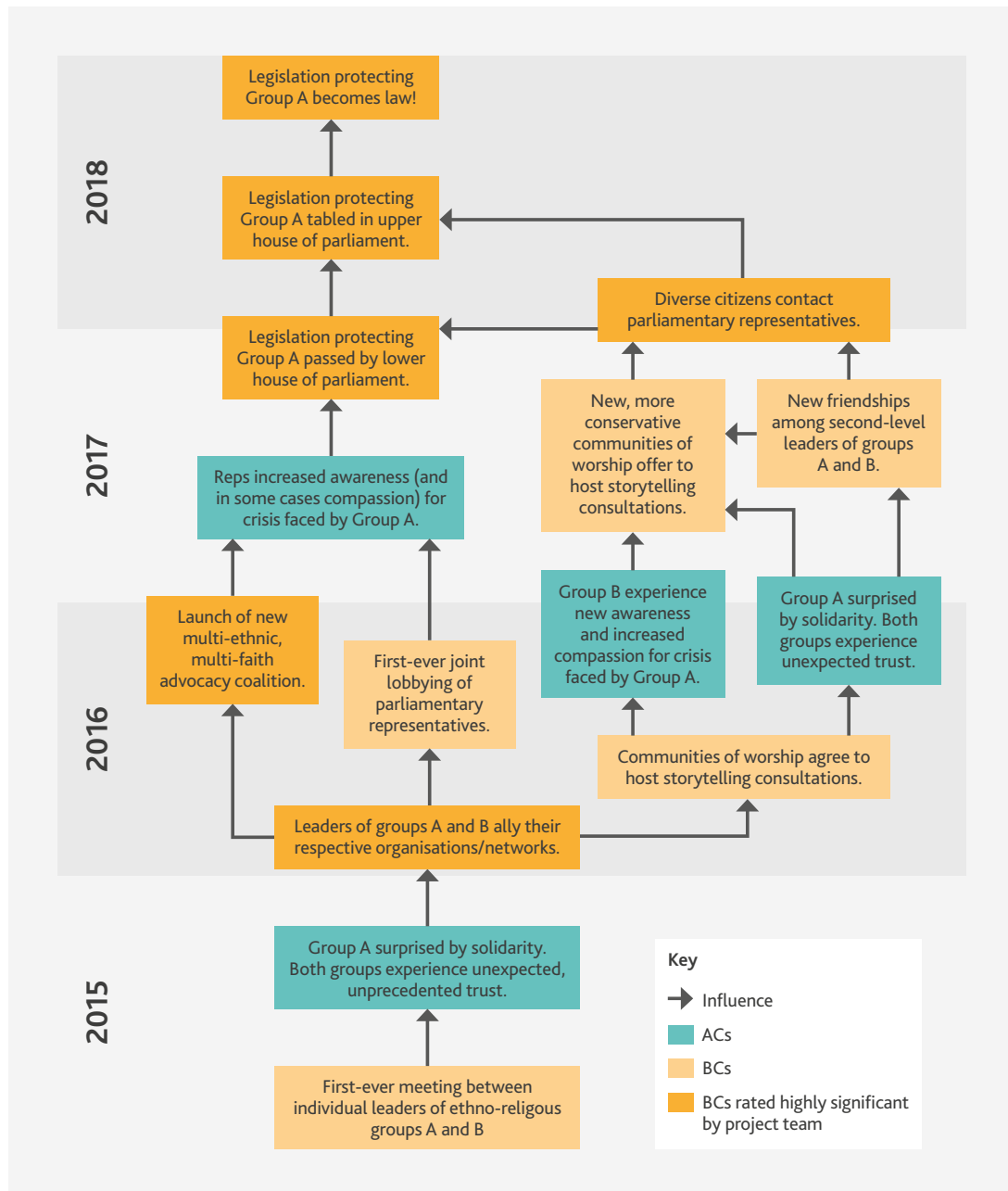
Other questions to consider as you reflect on a particular past advocacy project:

- Are there any power dynamics at play that you have to be mindful of when conducting a harvest?
- Are expectations different for advocacy allies, advocacy targets and communities? How would this be seen in the anticipated BCs and ACs?

7.2.2 A peace advocacy example

Consider also this diagram repeated from Section 5.5.3, which illustrates the interaction of the BCs and ACs in a cross-identity peace advocacy project. While not every BC had a related AC, the ACs that did emerge were pivotal in making the BCs possible. Every AC was also sparked by a BC that made it possible.

EXAMPLE



8 RESOURCES FOR FURTHER LEARNING

With the exception of the recent (2018) flagship book on OH by Ricardo Wilson-Grau, all other resources listed here are available to download at no cost.

On Outcome Harvesting

DCA Learning Lab (2019) – Instructional videos

- [The benefits of Outcome Harvesting](#)
- [How is Outcome Harvesting done?](#)
- [How is an outcome statement formulated?](#)

Outcome Harvesting website: <https://outcomeharvesting.net>

Outcome Harvesting forum discussion group: <https://outcomeharvesting.net/forum/>

Saferworld (2016) *Doing things differently: Rethinking monitoring and evaluation to understand change*, London: Saferworld.

Wilson-Grau, Ricardo (2017) '[What is Outcome Harvesting?](#)' – introductory video

Wilson-Grau, Ricardo (2018) *Outcome Harvesting: Principles, steps and evaluation applications*, Information Age Publishing.

Wilson-Grau, Ricardo and Heather Britt (2012; revised 2013) *Outcome Harvesting*, Ford Foundation.

World Bank (2014) *Outcome-based learning field guide: Tools to harvest and monitor outcomes and systematically learn from complex projects*, Washington, DC: World Bank.

On attitudes and attitude change

Albarracín, Dolores and Sharon Shavitt (2017) '[Attitudes and attitude change](#)', *Annual Review of Psychology*, vol 69 (1) pp 1–29.

Bohner, Gerd and Nina Dickel (2011) '[Attitudes and attitude change](#)', *Annual Review of Psychology*, vol 62 (1) pp 391–417.

Dovidio, John, Angelika Love, Fabian Schellhaas and Miles Hewstone (2017) '[Reducing intergroup bias through intergroup contact: Twenty years of progress and future directions](#)', *Group Processes and Intergroup Relations*, vol 20 (5) pp 1–15.

Dovidio, John, Fabian Schellhaas and Adam Pearson (2018) '[The role of attitudes in intergroup relations](#)', to appear in Albarracín, Dolores and Blair Johnson *The handbook of attitudes*, Psychology Press.

Reilly, Elena (2013) *Peacebuilding knowledge, attitude and skills: Desk review and recommendations*, Learning for Peace and Unicef.

Steele, David and Ricardo Wilson-Grau (2016) *Supernatural belief and the evaluation of faith-based peacebuilding*, The Peacebuilding Evaluation Consortium.

On effectiveness for peacebuilding and social change

CDA Collaborative Learning Projects (2016) [*Reflecting on peace practice \(RPP\) basics: A resource manual*](#), Cambridge, MA: CDA Collaborative Learning Projects.

Church, Cheyanne and Mark Rogers (2006) *Designing for results: Integrating monitoring and evaluation in conflict transformation programs*, Washington, DC: Search for Common Ground.

- [Manual part 1](#)
- [Manual part 2](#)

Hendrick, Diane (2009) [*Complexity theory and conflict transformation: An exploration of potential implications*](#), University of Bradford.

Woodrow, Peter, Nick Oatley and Michelle Garred (2017) [*Faith matters: A guide for the design, monitoring & evaluation of inter-religious action for peacebuilding*](#), The Peacebuilding Evaluation Consortium.



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