Change Inside and Out

An Evaluator's Guide to Outcome Harvesting + Attitude Change

Revised 2024

by Michelle Garred with Min Ma

Ripple
Peace Research
& Consulting

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About the cover photo: This nature-inspired image, courtesy of Ajijchan, embodies the OH+AC vision of how social change develops. It illustrates the interconnectedness of Behavior Change and Attitude Change, in which each mutually catalyzes the other, forming a dynamic feedback loop or even an ongoing spiral, as depicted on pages 16 and 22. May this Guide inspire and support your integration of attitudes into Outcome Harvesting practice.

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Contributors

Advisory Team

Over the course of one year, these colleagues generously contributed their expertise to collaboratively make sense of the experiences and feedback generated by four years of OH+AC practice, discern what it all meant for the future, and seek the best ways of writing it down. Their insight, commitment and camaraderie are beyond compare. This team deserves credit for all good things within this Guide – while Michelle accepts responsibility for any shortcomings.

Jael Dharamsingh: Jael works at the intersection of religion, conflict and peace, and she has supported peacebuilding initiatives in a number of contexts. She possesses over 12 years of experience in humanitarian and development programming, specializing in strategy, impact measurement, and systems thinking. She led Tearfund in adopting OH+AC across its programming in conflict-affected and fragile contexts with the invaluable support of Michelle Garred. More recently, she designed and implemented OH+AC for an interreligious peacebuilding program working with 50 civil society organizations based in Ethiopia, Indonesia, Iraq, Kenya, Mali, Nigeria and Uganda.

Michelle Garred, PhD: Michelle is the Founder and Principal at Ripple Peace Research & Consulting LLC, which provides program design, program evaluation and practical research services to organizations working on intergroup relations across cultural, religious, national, racial, ethnic and other lines of difference. Her leadership on OH+AC has been shaped by her longstanding passions for facilitating highly collaborative learning processes and adapting transformative tools for use by faith actors. She has published widely on the roles of faith and identity in social change. A recovering "global nomad," Michelle now works at home in the USA as well as internationally, in English and Spanish.

Conny Hoitink: Conny is a co-facilitator of the global Outcome Harvesting community of practice. As an Outcome Harvesting consultant, she advises on and implements the introduction of Outcome Harvesting for monitoring, evaluation and learning. Since 2004, when they both worked at Oxfam Novib, she collaborated at regular intervals with Ricardo Wilson-Grau, who introduced her to complexity thinking. In a time when result-based management was dominant, it was exciting to develop tools for dealing with uncertainty, rapid change and dissent. This laid the foundation for engagement with Outcome Harvesting. Conny has lived in India, Mali and Zambia and is now based in the Netherlands.

Barbara Klugman, PhD: Barbara works freelance supporting social justice networks, NGOs and funders in strategy development and evaluation-for-learning. Her background is in social justice and women's rights activism, both internationally and in South Africa, coupled with experience as a funder. She has published on the theory and practice of conducting, training for and evaluating policy advocacy, including advocacy for sexual and reproductive rights. This includes manuals on evaluating training, research and learning from outcomes of day-to-day work in the WIEGO Monitoring, Learning and Evaluation Toolkit. She is a visiting professor at the School of Public Health, University of the Witwatersrand, South Africa.

Min Ma: Min is the Founder and Principal at Data+Soul Research in Boston, USA. She has led research and evaluation projects in the social sector for more than 15 years – from evaluating community health coalitions in the United States to designing child labor prevention programs in East Africa. Min practices culturally responsive and equitable evaluation and draws from a broad range of evaluation, social science, and human-centered design methods. Outcome Harvesting is an important part of her data+soul toolbox because it lends itself to emergence and storytelling. Within the US, she uses Outcome Harvesting to support funder and coalition learning across the many layers of systems change.

Jeph Mathias: With feet on both sides of the fence between being privileged and colonized, Jeph, an Indian/New Zealander, is doubly challenged. Bringing his whole self into evaluation, Jeph prioritizes participation, social/environmental justice, inclusion and decolonization – values to which OH lends itself and which Jeph's radically participatory OH takes further. Recent highlights include Kenyan street youth evaluating then redesigning with police; high-security prisoners defining questions then harvesting outcomes to answer them; men and women (!) jointly harvesting and sensemaking in Afghanistan; and a conference keynote co-presented with a Māori prisoner. Being participatory and being sensitive to attitudes is Jeph being Jeph.

Lydia Powell: Lydia is an impact measurement specialist with expertise in qualitative, participatory research methods for community development settings. She has designed, advised and trained teams in the use of innovative impact tools that measure multiple dimensions of human wellbeing. As Impact Lead at Tearfund, she supported the development of the Outcome Harvesting + Attitude Change trial version toolkit, and she is excited about this next edition. Lydia holds a BA in Social Anthropology and an MPhil in Development Studies, both from Cambridge University. Her thesis explored the role of alternative education programs in low-resource contexts based on experience in Guatemala, Zambia and the UK.

Malaka Refai: Malaka is a peacebuilding consultant with over ten years of experience including project design, monitoring and evaluation in Egyptian and international settings. She has deep roots in multi-faith community-led action and women's empowerment, and a strong track record of building rapport with diverse research participants. She co-developed the Outcome Harvesting + Attitude Change approach with Michelle and deployed it for evaluations in Egypt, Burundi, Southeast Asia and a global setting. She loves the power of storytelling, which is a big aspect of the OH methodology.

Editor

Stephanie Carey: Stephanie is the Grants Manager and leads internal evaluations for Peace Catalyst International (PCI), a nonprofit that equips diverse groups to cross lines of difference on personal and community levels. She currently lives in Bosnia and Herzegovina (BiH), where she is president of the peacebuilding association "Nit" and assists other organizations in applying for grants, creating internal evaluation strategies and customizing monitoring and evaluation plans for the Bosnian context. She became acquainted with Outcome Harvesting + Attitude Change via Michelle Garred and has since led OH evaluations within PCI in the United States and internationally and in various grant-funded projects in BiH.

Feedback and Suggestions

Acronyms and Glossary

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OH+AC   Outcome Harvesting + Attitude Change

OH   Outcome Harvesting

BC   Behavior Change

AC   Attitude Change

SMART   Specific, Measurable, Achieved, Relevant and Time-Bound

SVP   Specific, Verifiable and Plausible

WIEGO   Women in Informal Employment: Globalizing and Organizing

OM   Outcome Mapping

Attitude Change (or AC)

A broad catch-all term for a change in areas including perceptions, emotions, opinions, knowledge, assumptions, beliefs, values, and even spirituality and worldview. Attitude Changes are internal and therefore invisible. This distinguishes them from behavior changes, which are external and therefore observable.

Behavior

Includes actions, activities, formal agendas, policies, practices and relationships.

Behavior Change (or BC)

See "Outcome".

Behavior Change Statement (or BC Statement)

A Behavior Change Statement is one unit of data within an OH+AC data set. It includes not only the description of a behavior change but also its significance, contribution details and related attitude change. (In mainstream OH, this is called an Outcome Statement.)

Harvest

A monitoring (progress tracking), evaluation or learning exercise using Outcome Harvesting methodology.

Outcome

A change in the behavior (actions, activities, formal agendas, policies, practices, or relationships) of a social actor (individual, group, community, organization or institution) as a result of a program (or a project, initiative or intervention). In other words, something that others do in a new or different way as a result of one's work.[1] In OH+AC, we call this a Behavior Change. (An Attitude Change is not considered an outcome because it is not observable.)

Social Actor

Includes the individuals, groups, communities, organizations or institutions that may be influenced by a program to change their behavior or attitude.

Substantiate/Substantiator

To substantiate a Behavior Change Statement means to formally confirm it with a substantiator (a person who is independent of the program implementation team yet knowledgeable about the program).

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1   Saferworld. 2016. Doing Things Differently.

SECTION A

Introduction

This Guide updates the learning on Outcome Harvesting + Attitude Change (OH+AC), an adapted version of Outcome Harvesting (OH) that adds the consideration of *attitudes* while upholding OH's primary concepts and core principles. Whereas OH centers *behavior change* among social change actors, attitudes can be a valuable addition to OH wherever inner transformation is essential for achieving the outward behavior change that drives social change program results, or wherever attitudes are particularly central to the worldview of program stakeholders. There has been significant experience and feedback since the trial version OH+AC toolkit, originally published by Tearfund, was launched in 2020. It is time to share what we have learned.

One key learning is that most colleagues find it easier to learn OH+AC if they already have a solid grasp of OH. So, unlike the trial version toolkit, this update is **designed for evaluation facilitators with some OH experience**. We assume some evaluation basics, and we keep the reminders of OH basics to a minimum. However, we do not assume that you are an OH expert or that English is your first language. We aim to explain the addition of attitude considerations to OH in a way that is complete and clear.

But first!

If you are new to OH, we recommend starting with resources like this:

- Free learning tools and resources at https://outcomeharvesting.net/
- Outcome Harvesting: Principles, steps, and evaluation applications by Ricardo Wilson-Grau
- Outcome Harvesting Training by Goele Scheers and Richard Smith

After you gain experience with OH, that will be the best time to try OH+AC.

This section contains…

OH+AC Background

OH+AC grew out of a collaborative learning process involving Michelle Garred of Ripple Peace Research & Consulting, Tearfund and Peace Catalyst International. Our five early experiments took place in Iraq, Egypt and the USA in 2018-19. The tools were then formally piloted in a 2019 Tearfund Egypt evaluation led by advisory team member Malaka Refai with remote support from Michelle. Michelle and Malaka wrote and customized the OH+AC trial version toolkit for Tearfund, who graciously agreed to share the resource openly for all to use.

OH+AC was born in the context of peace work, specifically interreligious action for peace. The footprint of this history is still visible in the examples that we share. However, it quickly became clear that the applicability of OH+AC is much broader, as affirmed by colleagues working on racial and gender equity, environmental and climate justice, leadership development and many other types of programming. Any OH evaluation in which it is particularly **important to understand the interplay between attitudes and behaviors** is an invitation to consider OH+AC, as explained in detail in the Rationale section (page 12).

Since the launch of the trial version toolkit, we have gained experience through 13 OH+AC evaluation exercises conducted by our authors or advisory team members, and gratefully received and analyzed feedback from more than 30 other users. Our OH+AC processes have improved greatly, but this updated Guide is not the final word on OH+AC. It is simply the beginning of a new learning cycle, in which we look forward to continuing to learn together. You can share feedback and experiences using the contact points in the box below.

If you have feedback on this Guide, email info@ripple-peace.net.

If you are an OH+AC practitioner ready to exchange learnings, go to groups.google.com, search for the group "OH+AC Learning Exchange," and then request to join it.

OH Foundations

OH was developed by Ricardo Wilson-Grau and colleagues from 2002 onwards in the international development and advocacy sectors. OH is characterized by the primary concepts of retrospective logic, behavior change outcomes, a six-step process and a set of core principles.

Retrospective logic

OH is a unique approach to evaluating social change programs because it uses retrospective logic, identifying outcomes after they occur rather than making detailed outcome predictions in advance. The original reason for using retrospective logic was to more adequately address challenges faced by programs that work within complex contexts, where most outcomes are influenced by multiple actors and factors that interact with each other in dynamic, nonlinear ways that are difficult to predict or replicate. In complex contexts, it can become nearly impossible to accurately foresee the specific results of your program. There is a need to loosen one's grip on prediction and embrace the concept of emergence, which creates room for outcomes to be identified as they arise.

In addition to complexity, we've observed other important reasons why colleagues value retrospective logic:

• Retrospective logic is a good fit for participant-led program models. Where the aim of a program is to equip and empower participants to chart their own course of action, it can be meaningless and even counterproductive to predict detailed outcomes in advance.

• Retrospective logic can help to improve cultural responsiveness and multicultural validity in evaluation. The evaluation field's emphasis on linear prediction reflects an Enlightenment-era rationalism that does not resonate with how most people view the world. In contrast, embracing emergence honors diverse ways of thinking and knowing.
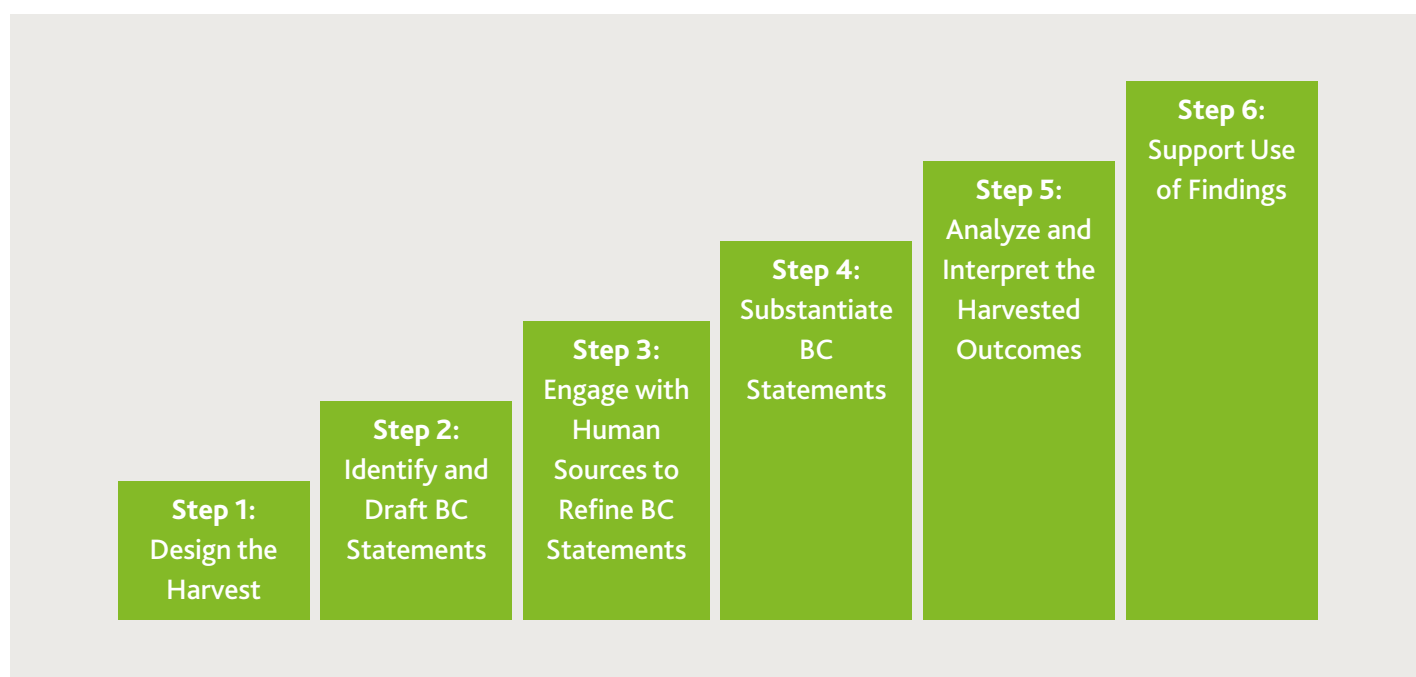
Behavior change outcomes

In OH, an outcome is distinctively defined as an observable change in behavior. Such behavior changes include shifts in the actions, activities, formal agendas, policies, practices or relationships of a social actor.[2] In other words, an outcome is something that others do in a new or different way as a result of your work.[3] Outcomes may be small or large, direct or indirect, intended or unintended. In fact, discovering unintended outcomes is a strength of OH. In this Guide, to ensure clarity, we refer to an OH outcome as a Behavior Change (or BC, for short).

> Outcome = Behavior Change (BC)

OH steps

At first glance, the OH process appears similar to any evaluation process. However, Steps 2, 3 and 4 are quite unique. These are the steps that deal with the retrospective identification, documentation and substantiation of BCs.[4]

Step 1: Design the Harvest

Step 2: Identify and Draft BC Statements

Step 3: Engage with Human Sources to Refine BC Statements

Step 4: Substantiate BC Statements

Step 5: Analyze and Interpret the Harvested Outcomes

Step 6: Support Use of Findings

OH core principles

When author Michelle asked Ricardo if she could adapt OH by integrating attitudes, he encouraged her with the same generous response that he offered to all evaluators. He emphasized that OH has a lot of room for flexibility in adaptation to various programs and contexts, but a set of core guiding principles should always be followed.[5]

OH core **content principles** include:

- **Social change outcomes:** OH captures the progress (or regress) of social change. A social change **outcome is defined as an observable change in behavior** by a social actor. (Note that a change in attitude is a very important additional factor – but since it is not observable, it is not considered an outcome in OH.)

- **Plausible contribution:** We do not claim that a program "caused" a BC, because there is usually more than one cause. Instead, we explore whether the program made a credible contribution towards influencing the BC, and if so, how.

- **Rigor:** The "right" level of rigor (or meticulousness) is the level of rigor that is credible enough to meet the needs of the primary users.

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2   In OH, the term "social actor" refers to an individual, group, community, organization or institution that one may influence through a program.
3   Saferworld. 2016. Doing Things Differently.
4   We have modified slightly the terminology used to describe Steps 2, 3 and 4 to reflect the way that we experience OH in practice. You can find Ricardo Wilson-Grau's original version in Annex A (page 55).
5   These principles have been resequenced and rephrased for the purposes of this Guide. You can find Ricardo Wilson-Grau's original wording in Annex A.

OH core **process principles** include:

- **Usefulness:** The evaluation should meet the practical needs of the primary users – the people who will apply the findings to decisions and actions. Therefore, primary users are involved in every important decision about the process.

- **Coached participation:** The people who experience the program know it best. The roles of the program implementers, participants, substantiators and primary users are highly participatory. The OH evaluator provides coaching and facilitation to help them make good use of OH tools.

- **Simplicity:** Do only the work that is necessary to achieve your OH objectives. Simplicity is powerful and effective.

- **Experiential learning:** Seek coaching or mentoring from an experienced OH mentor as you learn hands-on how to do OH.

If you choose not to follow these principles, that does not make your effort any less valuable or valid. However, it does indicate that you may be doing something other than OH. OH+AC is committed to upholding these core principles of OH. Therefore, we bring in **attitude changes (ACs) as a new data component**, which does not change in any way the foundational definition of an outcome as an observable change in behavior. We are aware of two other potentially useful approaches to acknowledging ACs during an OH evaluation, both of which are summarized in Annex B (page 56).

What do we Mean by "Attitude Change?"

Attitude Change is a **broad, catch-all term** for an internal change in an area including perceptions, emotions, opinions, knowledge, assumptions, beliefs, values, and even spirituality and worldview. Attitude changes are not observable, unlike behavior changes, which are external and therefore observable.

Attitude changes may sound like this...

- I always thought that those people were so different. But after eating dinner together, I realized 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.

- We have really begun to feel like a family.

- When I heard the stories, it became clear that people are being deprived of their civil rights. Something must be done.

- I used to think that religion was for debate. Now I believe it is for sharing.

- We have developed an unprecedented level of trust.
  That's very rare among people from our different ethnic groups.

- Emotionally, I can better accept different opinions, ideas, levels of status, etc.

- I was surprised to see a girl leading a mixed-gender peace team. That's never happened before in our community. But now I believe they are doing the right thing.

- More and more, whenever I pray, I just want to go outdoors. My spirituality connects to nature. I don't want to stay inside the building.

- Life is hard. But I am slowly understanding that some aspects of my life have been made easier by the color of my skin.

- I have a new direction. I want to devote myself to a better future for my people.

Tips for Navigating this Guide

This Guide is structured around the six steps of the OH process:

Step 1: Design the Harvest

Step 2: Identify and Draft BC Statements

Step 3: Engage with Human Sources to Refine BC Statements

Step 4: Substantiate BC Statements

Step 5: Analyze and Interpret the Harvested Outcomes

Step 6: Support Use of Findings

We begin each step by briefly summarizing the key considerations of standard OH and the big-picture changes that occur when you add ACs to your data. This is followed by practical instructions and examples.

OH, like all approaches, involves some recurring challenges, most of which are addressed in the resources available from the online Outcome Harvesting Community.[6] In this Guide, we address in detail only the challenges that are caused or modified by the addition of AC data.

We use the term "evaluation" broadly, including not only formal evaluations but also monitoring exercises, progress tracking and periodic learning reviews. Similarly, we use the term "program" broadly, including projects, initiatives and other types of interventions.

Throughout the Guide, real-world evaluation examples will be marked with the puzzle piece icon at the left. All examples are used by permission. Names and dates have been changed and some locations have been omitted to protect the identities of the people involved.

How to Connect and Give Feedback

We want to hear from you!

If you have feedback on this Guide, email info@ripple-peace.net.

If you are an OH+AC practitioner ready to exchange learnings, go to groups.google.com, search for the group "OH+AC Learning Exchange," and then request to join it.

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6   See https://outcomeharvesting.net/.

SECTION B

Rationale: Why Add Attitude Change?

> ❝ *Progress is impossible without change, and those who cannot change their minds cannot change anything."*
>
> George Bernard Shaw, 19th century playwright and political influencer

Attitude change (AC) is about changing our minds – including our perceptions, emotions, opinions, knowledge, beliefs, values, spirituality, worldview, etc. – in relation to ourselves, other people and the world around us. Borrowing social psychology terminology, we use AC as a broad, catch-all term that refers to any change that happens inside a person and is therefore not directly observable. This is different from Behavior Change (BC), which is external and therefore directly observable. ACs and BCs are clearly not the same thing – but they mutually influence each other.

AC data can add significant value to OH in two situations:

• Where attitude change is **essential to achieving program results** – because, in such situations, considering attitudes in evaluation is a key aspect of understanding how social change happens.

• Where attitudes are **central to the worldview of the program implementers or social actors** – because, in such situations, considering attitudes can help to enhance cultural responsiveness and multicultural validity.

In this section, we explore those situations in more detail, consider the high-level implications for how we practice OH, and articulate the enabling conditions that make OH+AC possible.

This section contains…

Understanding How Social Change Happens

Most people involved in social change would agree that attitudes matter. Yet ACs are not considered in mainstream OH and they are sometimes neglected in other areas of evaluation practice. So we need to take a deeper look at how ACs add value to OH at both program level and systems level.

Program-level change

Real-world implementers know that ACs and BCs are often interdependent. For example, in a Tearfund peace program 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 highly visible and exciting. However, when asked about the underlying success factors, participants often spoke about the deep ACs involved in **revising their understanding of their own social identity** in relation to people different from themselves. In the words of one female leader: "The coexistence that happened between people was a huge step … For me to be able to bring together 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."

Many OH practitioners would evaluate this program by focusing on BCs while assuming that the presence of BCs means that ACs are also taking place. That assumption is often true. However, it may not provide enough information to inform future programming with an understanding of *how change is happening* or might happen in the near future. Where ACs are essential for producing program results, we need a nuanced understanding of the nature and the influence of those ACs.

ACs can sometimes surprise us and cause us to revisit our implicit theories about how change happens. For example, in one Tearfund-supported interreligious peace program in Egypt[7] – which serves as a frequent source of examples throughout this Guide – the aim was to develop relationships and collaboration between Christian and Muslim youth. One highly significant BC involved the case of a Muslim youth who visited and spoke publicly inside a Christian church. Most of the evaluation's primary users assumed a shift in the Muslim youth's perception of his Christian neighbors because that was the type of AC that the program had actively tried to produce. However, the youth clarified that his perceptions were not the primary issue and that what had changed was his self-confidence. Before the program, he felt passive and just "let life sort of happen" to him. After he began participating in the program, he gained the confidence to take risks for peace.[8] The confidence boost experience was later affirmed by other participating youth, so now, the strengthening of youth confidence can be factored into the next-phase program design.

Where program results depend on ACs, an evaluation should identify specifically what types of ACs have taken place, how the program contributed toward those ACs, and what is the relationship between the ACs and the significant BCs. This is essential for developing and testing accurate theories of change to guide future work.

Systems-level change

Theories about social change within the context of complex adaptive systems,[9] which are closely related to OH's emphasis on complexity,[10] consistently include a central focus on mental models. Systems theory pioneer Donella Meadows defines mental models broadly, including assumptions, values and beliefs. In other words, *"mental models" in systems theory hold roughly the same meaning as "attitudes"* in OH+AC (and in social psychology). Meadows argues that mental models are not just any part of the system, but actually the most influential part of the system. Mental models may be the **most strategic place to intervene** within a system in order to change it.[11]

Meadows and other systems theorists have often used the image of an iceberg to represent a system, pointing out that the most influential aspects are not necessarily the events and behaviors visible above the waters' surface, but rather the foundational mental models (attitudes) concealed below the waterline. We have adapted the iceberg here (below) to demonstrate the same concepts in terms that resonate with OH+AC practitioners.

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7   Led by advisory team member Malaka in 2019 with remote support from author Michelle.

8   This may be an example of self-efficacy, which refers to "a person's belief in their ability to succeed in a particular situation." (See Lopez-Garrido summary for Simply Psychology). This is a relevant type of attitude to keep in mind, because it directly influences behavior.

9   A complex adaptive system is "an interconnected set of elements that is coherently organized in a way that achieves something" (Meadows. 2009. Thinking in Systems, p.11).

10   For more on using both systems thinking and complexity science in evaluation see: Bustamante, Baker and Vidueira. 2021. Systems Thinking and Complexity Science – Informed Evaluation Frameworks.

11   Meadows. 1999. Leverage Points: Places to Intervene in a System.

Events

What is happening right now?

What human behaviors are influencing current events?

Behavior patterns

What are the patterns and trends of behavior over time?

How do the behavior patterns relate to each other?

What social, political or other structures make this behavior patterns resilient to change?

Attitudes

What perspectives, assumptions, beliefs, values etc. shape the human behaviors within the system?

The implication for evaluators working on systems-level change is that we should consider attitudes when developing and testing theories of change, or else we risk missing the key building blocks of program effectiveness. In OH, this means **considering ACs and how they interact with BCs when evaluating any system-level, social change** initiative.

This is why we insist that ACs are so very important. At the same time, OH reminds us that inner transformation alone does not lead to social change. ACs must influence and catalyze BCs in order to create a lasting impact. This is discussed further on .

Cultural Responsiveness and Multicultural Validity

Attitudes matter when an evaluation's primary users, program implementers or social actors say that they matter. Evaluation is far more respectful, relevant, rigorous and useful when it engages and honors the worldviews of its stakeholders. Importantly, some of the same people who embrace mainstream OH's retrospective logic may be put off by its exclusive focus on behavior change.

It is common to think of cultural responsiveness[12] as a way to build good relationships – but it goes far beyond that. Alignment with the cultural context is increasingly recognized as a **core criterion for rigor in evaluation**, as emphasized by the closely related concept of multicultural validity.[13] This is particularly important in complex, adaptive programs[14] – the same types of programs in which OH shines. We view cultural responsiveness through a broad lens, since culture is a shared pattern of meaning that can be held by any social group, whether it be an ethnic group, a neighborhood, an organization or a professional cohort.

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12 For information on this theme, watch the 2023 presentation by Dr. Wanda Casillas to the MEAL Hub at the Joint Learning Initiative on Faith and Local Communities.
13 For a starter resource see: Kirkhart. 1995. Seeking Multicultural Validity: A Postcard from the Road. (You may need to set up an account at academia.edu to access this free download.)
14 Lynn and Preskill. 2016. Redefining Rigor: Increasing Credibility and Use.

For example:

- **Attitudes matter when collaborating with people of faith.** Every faith tradition has a theology to explain the importance of inner transformation and its relationship to outward behavior. This reflects the importance of attitudes in faith-based worldviews. For many people of faith, it does not make sense or convey credibility to ask about outward behavior without acknowledging inward attitudes.[15] As author Michelle can attest, an evaluator who tries to do so in a deeply faith-based setting will likely be met with silence and blank stares.

- **Attitudes matter in indigenous evaluation frameworks.** In North America, there is growing evaluator awareness of the importance of respecting indigenous sovereignty and ways of knowing. Despite the diversity of indigenous cultures, there is usually a multifaceted respect for different types of knowledge. This includes not only empirical knowledge (which may include BCs) but also traditional stories and knowledge that is revealed through dreams, visions and spiritual practices (which may include ACs).[16] An exclusive focus on observable behavior would probably not be relevant or respectful in this context.

- **Attitudes matter in the culture of workers' organizations**, which aim to build the confidence and capacities of informal workers to take action to improve their working conditions. Informal workers need, in the first instance, to see themselves as workers – a shift in sense of self – with rights in relation to international or national law, in order to become comfortable and inspired by the idea of joining a workers' organization.[17]

How BCs and ACs Interact to Drive Social Change

It is important to have a clear understanding of how BCs and ACs interact and how those changes can produce progress toward the program goal and long-term impact. We offer the diagram below to help conceptualize how activities and outputs lead to outcome-level results, both BCs and ACs. Both are important, and they are **mutually interdependent**. The BCs and ACs catalyze and influence each other, sometimes repeatedly, as in a feedback loop or spiral.

That being said, **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). Nonetheless, only the BC transforms that person's actions in ways that affect other people and can potentially affect an entire society.[18] This is why BCs are so very central to OH.

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15 For more, see: Steele and Wilson-Grau. 2016. Supernatural Belief and the Evaluation of Faith-Based Peacebuilding.

16 For more, see: AIHEC. 2009. Creating Knowledge.

17 WIEGO. Challenges of Organizing Informal Workers.

18 Admittedly, some people may not agree fully with this statement. For instance, The Consciousness Project is exploring whether collective brain waves can directly influence events. However, that research is in its infancy, and it is unlikely to de-center human behavior as the primary path to social change.

OH+AC Simple Results Diagram

Activities

↓

Outputs

Attitude Changes (ACs)

Behavior Changes (BCs, outcomes)

Social change
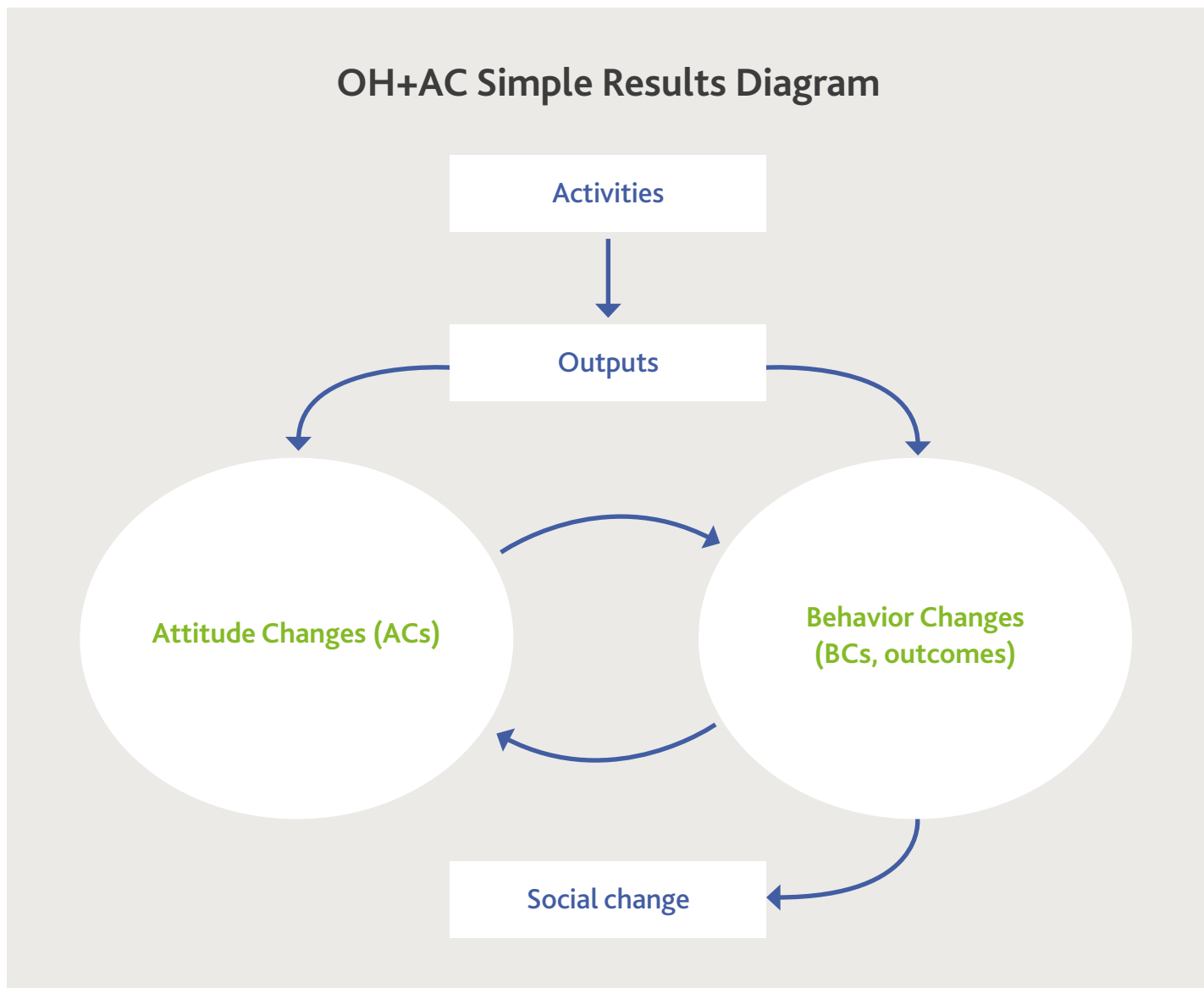
Most evaluators are very familiar with the assumption that ACs can lead to BCs. Yet OH+AC highlights the reality that BCs can also lead to ACs. For example, in the aforementioned Tearfund-supported peace initiative in Egypt, Christian and Muslim youth formed interfaith friendships in a way that was unusual 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.

How BCs Relate to ACs within OH+AC

In OH+AC, the **BCs remain the logical backbone of the evaluation process** and the anchor of each BC Statement. AC data is an additional component of that BC Statement, alongside Significance and Contribution.

With this arrangement, **BC data and AC data complement each other analytically**. BC data can tell you *what* changed, but AC data may be required if you want to understand *why* and *how* the change occurred. AC evidence alone is sometimes considered less credible because self-reports of internal transformation may be subject to social desirability bias,[19] and the ACs' non-observable nature makes them difficult to verify. However, AC data that is paired with associated, substantiated BCs can become credible and robust.

The OH data template adapted for including AC data (more deeply explored on) is typically structured like this, with the placement of the added ACs highlighted in yellow.

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19 Social desirability bias refers to the tendency to tell evaluators what they want to hear, due to the natural human wish to present oneself in a positive manner and to please others.

Description of behavior change (BC) –Who? What? When? Where?	Optional: Source –Who or where?	Contribution of the program –What? When? Where?	Optional: Contribution of other actors or factors –What? When?	Significance –Why?	Optional: Related attitude change (AC) –Who? What? When?

Illustrative BCs and ACs in Egypt Youth Program

In the Egyptian interreligious youth peace program example mentioned above, several BC and AC categories were identified, as shown in the table below. You can see that ACs, like BCs, include both numerous individual changes plus some other changes that are truly collective in nature, such as the shift toward a shared sense of family-like cohesion.

Illustrative BC categories	Illustrative AC categories
New friendships across lines of faith	**Decrease in fear, increase in trust** towards people from other faith groups
Cross-faith visits to places of worship	A collective **sense of becoming "like family"** within the project
Sharing information about different spiritual practices across faiths	**Changes in views and perceptions** about people from other groups (both faith and gender)
Collective **changes in body language** and **use of physical space** within the network created by the project	**Self-confidence in communicating** and relating with people from other groups
New or increased engagement in other youth peace initiatives	**Increased calmness and patience** – thinking before speaking or acting

Enabling Conditions for Using OH+AC

As discussed, ACs can add value to OH evaluations where attitudes are essential to achieving program results, and where attitudes are particularly central to the worldview of program stakeholders. Additionally, there are two other important enabling conditions to consider before deciding to incorporate AC data into an evaluation.

Evaluation team capacity

You need to have enough capacity to document, refine and analyze a more complex data set. Mainstream OH requires a significant level of effort. Adding ACs means adding a new component to your data set, so the **required level of effort will increase**. The evaluation team (and possibly also the program implementers) will need more time and skill to identify and work with ACs throughout the process. To make the most of the OH+AC findings, the primary users will also need to have the capacity to meaningfully adjust the program or its theory of change based on the evaluation findings.

Communication with social actors

When including ACs in OH, you must also be able to **communicate with some or all of the social actors influenced by the program**. OH+AC cannot be done solely on the basis of documents, or even solely on the basis of deep engagement with the program implementers. OH+AC also requires direct, meaningful engagement with social actors, which makes it a particularly people-centered process.

Here's why: Unlike BCs, ACs are not observable, so they can only be verified by the person(s) who experienced them. It is fine to get reports of probable ACs from third parties. However, only the person(s) who experienced the AC can confirm or clarify what really changed and unpack its underlying meaning. Therefore, the evaluation team must have sufficient access, conversational skills and language capacity to communicate face-to-face or online with the social actors whose attitudes were influenced by the program.

If these enabling conditions are only partially in place, then consider adding AC data to a relevant portion of your data set, rather than the entire data set, as discussed on If these enabling conditions are not in place at all, then OH+AC may not be feasible in your current situation. In that case, you might consider some other approaches to acknowledging attitudes during an OH evaluation, which are summarized in Annex B ().

SECTION C

Understanding Attitude Change: A Deeper Dive

Among the colleagues who provided feedback on the trial version OH+AC toolkit, many requested more information on how ACs are conceptualized in OH+AC. We heartily agree – so this section provides a somewhat deeper dive into understanding ACs and how they can show up in a program's theory of change.

> " *Without inner change there can be no outer change. Without collective change, no change matters.*"
>
> angel Kyodo williams, founder of the Center for Transformative Change

OH+AC borrows from social psychology in using "attitude" as a **broad catch-all term** that refers to the internal, non-observable elements that shape people's judgments about something. That "something" might be themselves, other people, places, objects, ideas or situations. The core unit of analysis is the individual, and this serves as the foundation for exploring broader, more collectively held attitudes.[20] The primary **purpose of researching attitudes is to understand how they change and their relationship to behaviors**.

This section contains...

What does "Attitude Change" include?

Attitude is clearly a broad concept, which can be broken down in different ways.

Social psychologists divide attitudes into **three basic types**:[21]

1. Cognitive (thinking) attitudes

2. Affective (feeling) attitudes

3. Attitudes about behavior

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20 Jhangiani and Tarry. 2022. Principles of Social Psychology, ch.4.1.
21 Ibid.

OH+AC provides practical illustrations by pointing out that shifts in attitudes may include changes in:

- Perceptions

- Emotions

- Opinions

- Knowledge

- Assumptions

- Beliefs

- Values

- Spirituality

- Worldview

- and any other internal, non-observable elements that shape people's judgments

Wait a minute: Is knowledge the same as attitude?

Colleagues sometimes ask why we include knowledge within the attitudes term, since some capacity development frameworks distinguish knowledge from attitudes. Or they ask why we include both beliefs and values within the attitudes term, since some thinkers consider them to be distinct. Clearly, none of these words mean exactly the same thing!

However, OH+AC follows social psychology in defining attitude as a broad, catch-all term. (Note that this is similar to the way systems theorists use a broad definition of "mental models," as discussed on page 13.) For the practical purposes of OH+AC, what matters most is that all ACs take place within the invisible inner life of a person. This distinguishes them from BCs, which are observable from the outside. Juxtaposing ACs and BCs makes it possible to explore the interaction between internal attitude shifts and external behaviors and to discover how this interaction affects social change.

Making a premature or rigid sub-division between types of ACs can add unnecessary complication to the evaluation process and cause you to miss other emergent patterns in the data. Therefore, we recommend waiting until the analysis phase (Step 5, page 45) to flexibly explore sub-themes such as changes in knowledge, beliefs and values – or any other attitudinal themes that are important within your theory of change – as flexible categories of ACs. For more on category-based analysis, see Step 5, page 46 and page 49.

How do Attitudes Influence Behaviors?

It is common for evaluators to assume that attitudes influence behaviors. Social psychology helps nuance this assumption by clarifying that the influence of attitudes upon behaviors is **not always uniform or consistent**. The level of influence can vary depending on the nature of the ACs and BCs involved, as well as the context. There are a few well-tested principles to indicate that attitudes show a stronger influence on behaviors when:[22]

- The attitude and the behavior occur within the same social context, and

- The person involved is not overly concerned with peer pressure or fitting in, and

- The researcher/evaluator has defined and analyzed attitudes in specific (rather than generalized) ways.

Beyond that, there is a lot of context-specific research available on this theme, and you might find a study that is directly relevant to your program. Alternatively, you can identify the most influential ACs for yourself through iterative cycles of OH+AC data collection and analysis.

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22 Ibid. For more on this theme, see the periodic meta-reviews of attitude change research found in the Annual Review of Psychology, the newest of which is: Albarracin and Shavitt. 2018. Attitudes and Attitude Change. See also the annals of the Journal of Social Psychology.

How do Behaviors Influence Attitudes?

OH+AC asserts that the **influence between BCs and ACs is mutual and bi-directional**. BCs can influence ACs, in addition to the more commonly recognized situation of ACs influencing BCs. This concept is not often discussed among evaluators – but it often rings true in real-world experience. The mutual influence between BCs and ACs often takes the form of a feedback loop or spiral, as visualized in the results diagrams on page 16 and 22.

Social psychology research has also identified some of the mechanisms through which **behaviors can influence ACs**, such as:[23]

- When a person engages in an unexpected or unusual behavior, their thoughts and feelings about that behavior are likely to change.

- When a person is unsure of their attitudes about something, they sometimes look to their own behavior as a guide or point of reference.

- When a person realizes that an aspect of their behavior does not live up to their values (attitudes), they may change either the behavior or the attitude to ensure alignment.

Other Influences on Behavior

ACs are a primary influencer of BCs, but not necessarily the only influencer.[24] What we call Ability and Opportunity play an important role, as do social norms.

Ability and opportunity

Ability and opportunity refer to the circumstances, incentives and even laws that can **make it easier or harder to change a behavior**.[25] For example, author Michelle has experienced an AC about animal rights and she aspires to become a vegetarian. However, this would likely result in food insecurity, given her extensive allergies to non-meat protein sources. She lacks the ability to eat a nutritionally complete vegetarian diet, so it is difficult to change her meat-eating behavior.

Ability and opportunity are key program planning considerations. OH practice can also help to identify ability or opportunity obstacles that might not have been recognized at the outset, giving program implementers an opportunity to adapt the program accordingly.

Social norms

Norms can be highly influential in programs that aim to encourage behavior change. A social norm is what people in a particular social group believe to be typical behavior, or appropriate behavior, or both. Closely linked to culture and worldview, these reciprocal expectations can have a significant influence on behavior.[26]

For example, while US Americans have diverse views on environmental issues, the social norms around littering have changed to the point that most Americans would now feel ashamed to be caught throwing their trash on the ground.[27] Littering has also been made illegal, reducing the opportunity to drop trash without risking punishment. However, the punishment remains inconsistent, so it is unlikely to make much difference in the absence of changed social norms. Working together, laws and norms have significantly reduced littering.

Social norms are a very particular type of attitude, specifically a collectively held attitude about behavior that is *focused on the behavior of other people, rather than oneself*. This means that even as we think about the influence of social norms on behavior, we can also **use our OH+AC tools to explore whether and how social norms might be changing** within our programming context.

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23 Jhangiani and Tarry. 2022. Principles of Social Psychology, ch.4.3.

24 The question of other influences on behavior is a very lively niche within the social sciences. However, this niche is complicated and it includes a rational choice emphasis that may not align fully with the realities of social change programming. We offer here some selective, simplified highlights that can usefully inform OH+AC practice.
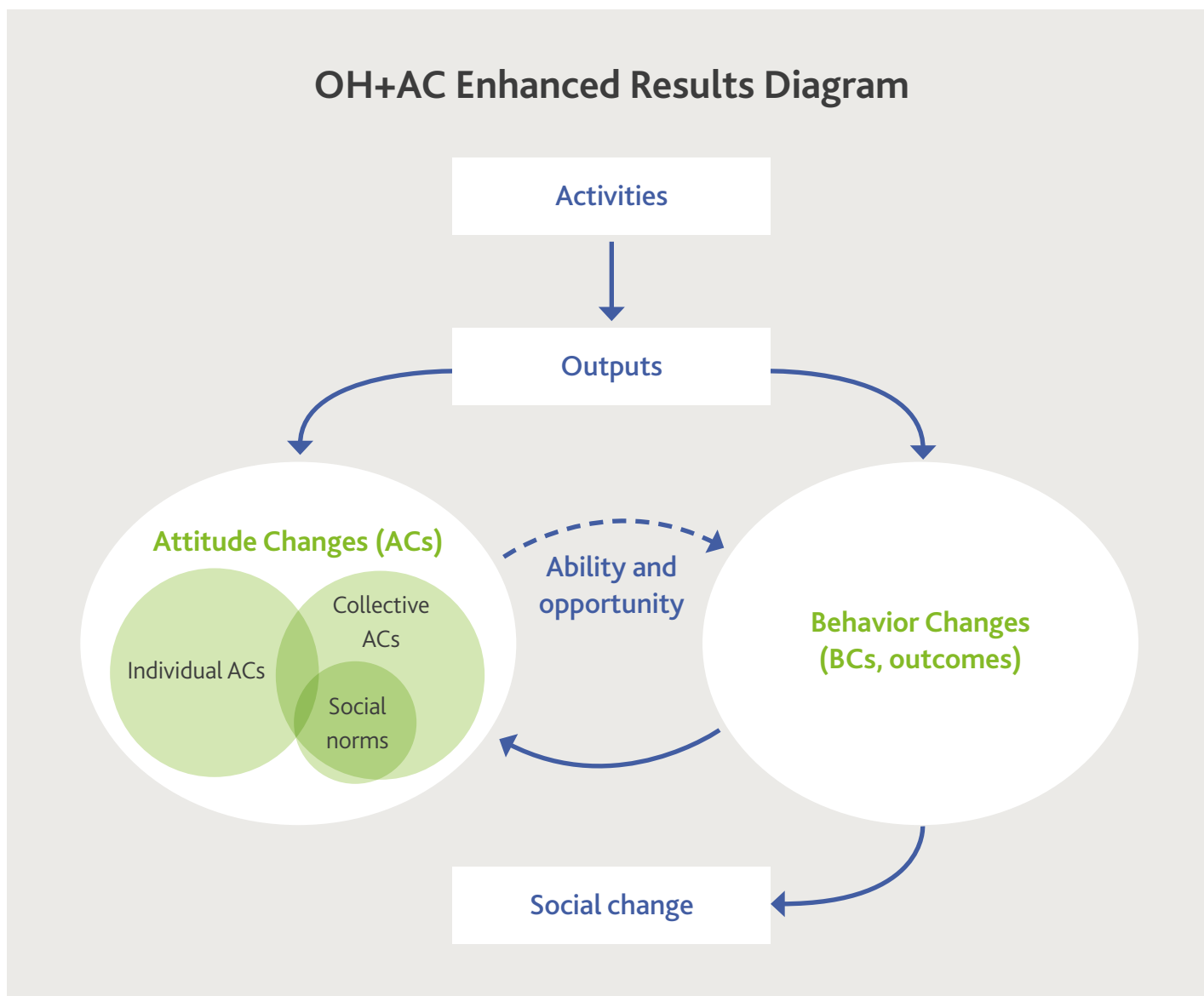
25 We draw here on the Theory of Planned Behavior (see Sansom summary for ASCH), the Fogg Behavior Model (see dedicated website), and the COM-B model (Michie, van Stralen and West. 2011. The Behavior Change Wheel.)

26 Mackie et al. 2012. What are Social Norms? How are they Measured?

27 Lee Ann. 2013. Case Study: How we Changed the Behavior of Littering.

Enhanced OH+AC results diagram

Adding these considerations to our results diagram, we now visualize them as follows.

OH+AC Enhanced Results Diagram

Activities

Outputs

Attitude Changes (ACs)

Individual ACs

Collective ACs

Social norms

Ability and opportunity

Behavior Changes (BCs, outcomes)

Social change

This results diagram captures a higher level of nuance, which is useful for recognizing the multi-faceted influences of ACs as well as ability and opportunity on the aim of changing human behavior.

STEP 1

Design the Harvest

When Designing the Harvest, your aim is to work together with the primary evaluation users to make the key decisions that will frame and lay the groundwork for the evaluation effort. Where appropriate, we encourage consulting the program implementers and social actors during this step in the process as well.

We trust that you have experienced this step in mainstream OH – so we focus here on highlighting what may be new or different when you choose to add ACs to your OH evaluation. Key tips include:

- Develop evaluation questions that reflect the interest in ACs and their inter-relationship with BCs

- Consider what level(s) of BCs you will focus on, and how you will address the possibility of a high volume of repetitive BCs

- Plan how to communicate directly with social actors, while considering the ethical sensitivities of exploring their ACs

- Plan ahead for an analysis process that includes inductive categorization and explores the relationships between BC categories and AC categories

This step contains…

Identify Evaluation Questions

With the primary users, ensure that the evaluation questions **include the ACs** taking place within the program and their dynamic inter-relationship with the BCs. The table below illustrates some sample questions.

> ### Sample OH+AC Questions for Progress Tracking or Evaluation
>
> - What significant program outcomes (BCs) have been identified? To what extent do they indicate progress toward the program's long-term aims?
>
> - What significant ACs have been identified? To what extent do they indicate progress toward the program's long-term aims?
>
> - What did we, or those we work with, do that contributed to these significant BCs? (Or, if you are undergoing a deeper causal pathway analysis: How, why and under what conditions did these significant BCs develop?)[28]
>
>   - What are the AC types/categories most strongly related to each category of significant outcome (BCs)? How strong is this correlation? What is the direction of influence (ACs influencing BCs, or BCs influencing ACs, or both)?
>
>   - Has the program influenced BCs in other ways that do not involve ACs?
>
>   - Have other actors or factors shaped and catalyzed the BCs?
>
>   - Has the change process differed across contexts? If so, how?
>
> - What BCs and ACs have been unintended or unexpected? Has the program adapted accordingly? If so, how?
>
> - What has been learned about refining the program's theory of change? How can the program continue to expand and mature the outcomes (BCs) toward sustainable, higher-level social change?

Note that it is not necessary for every question to explicitly include ACs. Additionally, it is not necessary for every question that does include ACs to be applied equally to every component of the program being evaluated. If you have a multifaceted program and limited capacity, you might choose to **selectively explore ACs within some facets** but not others. For instance:

- You might focus on a small handful of highly significant BCs, and include ACs only in relation to those BCs, to enhance the understanding of how those BCs happened.

- In a multisite program, you might add AC data to your evaluation in only one site, because this site is preparing to review and expand its program design.

- In a program that features grassroots mobilization followed by collective advocacy, you might add AC data only within the mobilization facet because you need to know what motivates people to make the courageous decision to participate.

Determine the "Right" Approach to Rigor, Level and Repetition

As ever in OH, the "right" level of rigor and detail is the level that provides the type of data required by the purposes of the primary users. The rigor considerations do not change much when adding ACs – except to note that **increasing rigor requires more time** in OH+AC, because there is an additional component of data (ACs) to gather and analyze. On the other hand, the questions of level and repetition may require more explanation, as seen below.

Level

OH always has the potential to identify BCs at different social levels, which range on a spectrum from the micro (such as small individual changes) to the macro (such as institutional or society-wide changes). It can be helpful to consider **where on the micro-macro spectrum** you will focus your efforts, depending on the evaluation questions and the nature of the program.

The consideration of level becomes even more important when you decide to include ACs in your OH evaluation. This happens because the base (but not only) unit of analysis for AC research is the individual. Therefore, when using OH+AC, you may naturally feel pulled toward individual-level change. If a focus on individual change suits your purposes, that is fine. If not, then be sure to plan intentionally for the harvest of higher-level BCs (and ACs).

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28 For resources on what this means and how to pursue it, see the Causal Pathways network [website](#).

Repetition

In OH, it is common to observe a significant number of BCs that appear repetitive. This can happen when a single social actor experiences a process involving multiple closely related changes, or multiple social actors experience highly similar BCs. If you are using OH+AC with a focus on individual BCs, perhaps driven by the prospect of understanding the related individual ACs, then the likelihood of repetition will increase.

It's important to recognize that this repetition is a good thing, because it is a data pattern that tells you something about the results of the program. At the same time, this repetition can potentially lead to a very large and detailed dataset, which requires a great deal of time, particularly during data collection (page 26) and refinement (page 34).[29] This may – or may not – be necessary to answer your evaluation questions. Therefore, it is important to consider whether and how you will seek to reduce the volume if repetition arises. You may revisit this decision at several points during the evaluation – but it will help greatly in the design phase.

When considering repetition in your data set, which is likely when using OH+AC with a focus on individual BCs, here are two key things to think about:

1. **Do you want to reduce the volume of repeating BCs?**
   If the repetitive BCs are not necessary for answering your evaluation questions, then you may want to reduce their volume. On the other hand, that large, repetitive data set may be essential if your evaluation questions aim to develop a nuanced understanding of how change happens. For instance, if you are in the early phases of a program that builds upon individual awareness raising and transformation, or if you are developing theories of change, then repetitive BCs are a treasure trove of priority information. In that case, you'll probably want to retain and develop the details.

2. **If you decide to reduce the volume of repetitive BCs, how will you do it?**
   If you decide to reduce, here are two good options for you to consider.

If you have …	You can reduce volume like this …	Cautions and tips
Multiple BCs within one social actor's story or experience	During Steps 2-3 (data collection and refinement), **prioritize** and document one or two of the social actor's most significant BCs as BC Statements. If you don't yet know which are most significant, then select the most recent (since BCs tend to build upon each other to gain significance over time). Optionally, interim BC steps can be documented in the Contribution column.	Keep all of the underlying data for future use. If you later discover that you deprioritized an important small change, you should be able to retrieve it. You may also want to use those small changes to construct an 'outcome chain' or change process story to use alongside the data of patterns of changes.
Many similar BCs experienced by different social actors	In Step 4 (substantiation), **cluster** highly similar BC Statements together temporarily for purposes of substantiation.	Check the BC Statements: Is it only the Change Descriptions that are highly similar, or is it also the Contribution, Significance and related ACs? If only the Change Description is similar, you could lose some very important insights by forcing a cluster.
A need for both brevity and nuance	Consider a **best-of-both-worlds** option: Pair the reduction options described above with the detailed documentation of a few purposively selected change process stories, to provide nuance in understanding how change happens.	

Note that we do not generally recommend combining BCs by integrating similar changes experienced by different social actors into the same BC Statement. That practice may sacrifice the accuracy of the Contribution, Significance or AC components, and it will greatly restrict your options during Steps 4 (Substantiation, page 40) and 5 (Analysis, page 45).

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29 One cutting-edge possibility for reducing the time requirements of Steps 2 and 3 is the use of AI. At the time of writing, Goele Scheers is testing a "Harvest Helper" bot that can assist in identifying and refining outcomes. This version is for mainstream OH, not OH+AC.

Identify Data Sources and Data Collection Methods

In OH, there are many potential sources for the identification of BCs (outcomes), including document review, observations by program implementers, and observations or self-reports from the social actors influenced by the program. The same is generally true in OH+AC. However, OH+AC carries an added requirement to **communicate with some or all of the social actors** influenced by the program, because they are the only ones who can verify or clarify the ACs that they have experienced. This can happen at any time during Steps 2, 3 or 4. Earlier is often better, because an accurate understanding of the ACs will help you to make better decisions as the evaluation progresses, and engaging with social actors during Step 2 or 3 can free up more time and resources to engage with other substantiators during Step 4.

Additionally, note that OH+AC data collection means asking these participants to share **highly personal information** about their internal change processes (or lack thereof). This may involve some special ethical considerations, as summarized in the box below.

Ethical Considerations in OH+AC Data Collection

- Give special attention to **data use agreements**. Mainstream OH derives some of its rigor from keeping everyone "on the record," but this expectation may be modified to protect individuals if necessary. Be extra careful when processing informed consent for all aspects of data management and usage.

- In contexts of injustice or conflict, be sure that your evaluation plan is **conflict-sensitive** (avoiding unintentional harm to relationships)[30] and **trauma-informed** (avoiding unintentional emotional harm to participants).[31]

- Be mindful of how **power dynamics** can influence conversations about attitudes. For example, advisory team member Jeph recalls an evaluation in which interviewee fathers were happy to comment on their daughters' attitudes toward education. What the daughters (in girls-only groups) said was, in fact, very different. Both were revealing – but the fathers' comments revealed more about themselves than they did about their daughters. It became clear that contributing to fathers' attitude change was essential for girls' education, but required sensitivity and a nuanced understanding of social dynamics. Power and gender dynamics between the interviewer and interviewee may also impact the types of attitudes revealed.

- Select a **data collection format** that best enables appropriate handling of sensitive information. A key informant interview is often appropriate if topics are sensitive and confidentiality is critical. On the other hand, a focus group may be appropriate if the group already has a high degree of trust and existing confidentiality protocols. For example, co-author Min facilitated a successful OH+AC focus group of a bi-weekly learning community focused on racial equity. Participants had already established a high level of trust grounded in a clear set of group agreements. This enabled an open exploration of what ACs and BCs had emerged from their work together.

- When coaching for **participatory data collection**, ensure adequate time is spent discussing how the team will manage confidentiality and ask questions using trauma-informed interviewing techniques. It is also important to discuss how the team will debrief and otherwise support one another should they themselves be triggered during an interview.

- Include or **consult participants on decisions** related to these ethical considerations to ensure their self-leadership and a respectful evaluation plan.

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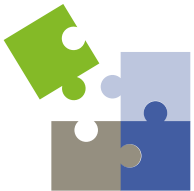
30 For resources, see the Conflict Sensitivity Community Hub website.
31 For resources, see the 2021 AEA365 blog series on this theme, curated by Martha Brown.

Plan Your Preliminary Approach to Data Analysis

Your plans for data analysis (Step 5, page 45) should influence key decisions on data collection and refinement (Step 2, page 28 and Step 3, page 36). When adding ACs to OH, there are two things to keep in mind.

Inductive vs. deductive categorization

In mainstream OH, there is often a "creative tension" between inductive category identification (allowing categories to emerge from the data in alignment with OH's retrospective logic) and deductive category identification (identifying categories in advance based on the theory of change, which can help to speed up the OH process). The inductive approach is better aligned with the OH core concept of retrospective logic, but the deductive approach can help to speed things up.

In OH+AC, the deductive identification of AC categories may carry more risk for confirmation bias (since ACs cannot be observed) than the deductive identification of BC categories. This may lead you to make premature assumptions or miss unexpected patterns in the data. Therefore, it is advisable to either stick to an **inductive approach when identifying AC categories**, or else practice a blend by using both deductive and inductive approaches.

Exploring the relationships between categories

In mainstream OH, exploring the correlations between two different categories, or two different types of categories, can be an important aspect of your analysis. In OH+AC, this technique can become especially prominent as a way to analyze the correlations between BCs and ACs. It helps to think in advance about what types of correlations you might want to explore. (See page 49 for instructions and examples.)

STEP 2

Identify and Draft BC Statements

In OH Step 2, your aim is to identify BCs from sources potentially including program monitoring (progress tracking) documents, the program implementers or the social actors being influenced by the program and then make an initial effort to document BC Statements. Each BC Statement contains multiple components – but the **BCs are the consistent backbone of both the conceptual logic and the data set**.

In OH+AC, you will **add ACs as an additional component of the BC Statement**. This changes absolutely nothing in terms of the centrality of BCs as the anchor of the BC Statement. However, it does require some adjustments to your process and enhancements to your skill set, as described in this step.

This step contains…

Preparing your Data Template

If you are documenting your data in a table or spreadsheet, each row will correspond to one BC, which becomes the anchor of the BC Statement. All other data components that enrich that particular BC will be found in supporting columns. You will **add one new column** to capture the "Related Attitude Change," which is an AC believed to be directly related to the BC that anchors the BC Statement.

If you are documenting your data in a database, all the same principles will apply. You will add one new data field to capture the "Related Attitude Change" and ensure it is linked to the BC that anchors the BC Statement.

The recommended data template is pictured below, including an example. For a blank copy of this data template, suitable for reference or sharing, see Annex C (page 58). If you are using a database or qualitative analysis software, each column will typically occupy one field. We trust that you have experienced the writing of BC Statements in your previous work on mainstream OH, so we focus here on what changes when you add a column for ACs.

Data Template for BC Statements

Description of behavior change (BC) – Who? What? When? Where?	Optional: Source – Who or where?	Contribution of the program – What? When? Where?	Optional: Contribution of other actors or factors – What? When?	Significance – Why?	Optional: Related attitude change (AC) – Who? What? When?
WHO changed their behavior? (Full name, gender, age, role, identity makers such as ethnicity or religion if relevant) WHAT changed? (Actions, activities, formal agendas, policies, practices, relationships) WHEN did the change take place? (Date) WHERE did the change take place? (Location)	WHO or WHERE did the info come from?	WHAT did the program do that helped to cause this change? WHEN did the program make this contribution? (Date) WHERE did this contribution take place? (Location)	WHAT other human actors or contextual factors may have helped to cause or bring about this change? WHEN did those take place?	WHY is this change important within its context, in this particular place at this particular time, in relation to the program goal?	WHO changed their attitude? (If not already stated) WHAT changed in attitude? (Perceptions, emotions, opinions, knowledge, beliefs, values, spirituality, worldview, etc.) WHEN did the AC occur? (Approximate date and/or timing in relation to program milestones)
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 program activities and training at the start of the program in October 2014. After two years (by October 2016), they would sit next to each other and drink from the same glass.	Peter Mousa (local partner) as reported to May Ibrahim, program Officer, on 15 December 2016.	The sheikh and mayor are from the same village, but were introduced formally by program staff in October 2014, during the first quarter of the program. The subsequent program activities and trainings were focused on creating spaces to build relationships.	Since the start of the program, the sheik and the mayor have participated in other initiatives together from 2015 onwards. While the friendship started in this program, those other initiatives could have made the BC come about quicker.	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 program objective to build interfaith relationships.	The sheikh reported increased trust in people of other faiths, and ability to feel comfortable in their presence. Decreased fear of religious 'contamination' or conversion. From approximately the fourth meeting onward.

To use the new "Related AC" column, recall that an AC is an internal, non-observable change in perceptions, emotions, knowledge, beliefs, etc., as a result of your program. Document here any AC that is reported as being related to the BC, whether as a cause, an effect or simply a correlated experience. Explain what has changed, with **specificity and nuance**, and also when the change occurred. ACs often cannot be pinned down to a single date, but you can identify a time period or a relative time in relation to program milestones.

Note also that the presence of ACs influences the use of the other components. Two components considered optional in OH but recommended as essential in OH+AC are:

- **Source:** This is essential information in OH+AC because you need to know whether the source was the same person(s) who experienced the change. If not, then you'll need to find a way to communicate with that person(s) later.

- **Contribution of other actors and factors:** If you are using OH+AC in order to better understand how social change happens, then it is essential to consider the contributions of additional actors and factors beyond the boundaries of your own program.

Identifying BCs and ACs through Document Review

The availability of program documents such as progress tracking data, interim reviews or media reports tends to vary widely. However, if they exist, then by all means use them. You may see BCs or ACs indicated clearly in the text, though rarely paired together. These are leads that you can follow up on and refine during Step 3 (page 36). Draft them in the table, but remember these are tentative until confirmed with a human source.

If you have outcome-centered OH monitoring (progress tracking) data, you are off to a privileged start. If there are no ACs in the data, don't worry! You can ask about the ACs across either the whole program or a priority aspect of the program when you engage human sources in refinement during Step 3 (page 36).

Identifying BCs and ACs with Human Sources

When working with human sources, including the program implementers, the social actors influenced by the program, or other program stakeholders, the most important thing to recognize is this: **You cannot ask your human sources to distinguish clearly between BCs and ACs**. That is your job as the evaluator. It may stretch your skills at first, but it will get easier and more enjoyable with practice.

"Starter" questions

In our OH+AC experience, there are two useful starter questions for beginning to open up a harvesting communication[32] with one or more human sources.

> ### Sample OH+AC "Starter" Questions
>
> - What has changed in your experience since the start of this program? Are you doing or feeling anything differently?
>
> - What behavior changes or attitude changes have you noticed so far in this program, in yourself or other people? How did those behavior changes happen?

Capturing a raw story

Both of these questions are likely to **elicit a "raw story,"** which is an unedited response to your question, in which BCs, ACs and other details will be jumbled up together. After some practice, you will be able to identify ACs and distinguish them very quickly from the BCs, so that you can identify them (Step 2, page 28) and begin to refine them through follow-up questions (Step 3, page 36) within the same conversation. However, you may benefit at first from an optional bridge step in which you record and analyze the raw story before proceeding.

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32 Methods may include direct observation, informal conversation, key informant interviews, focus group discussions, participatory workshops, or even survey leads followed up by direct engagement. Across all these methods, the same overarching questioning strategies will apply.

Let's practice this step with a raw story that came out during a focus group discussion in the aforementioned interfaith peace evaluation in Egypt. The program 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 behavior or attitude changes have you noticed so far, either in yourself or other participants, while participating in this program?"

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.
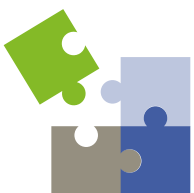
Nancy's Raw Story

"At the start of the program, Mahmoud was quite skeptical, but this did not prevent him from participating in discussions. He joined this peace program because he was curious about it. We both learned about this program through our involvement in another youth engagement program 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 program. He's much more accepting now. The one negative was that it was difficult for him to go from our workshop space back to his day-to-day life, since we became like a family during the program. 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 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 contains a great deal, including a significant number of behavior and attitude changes. One of the changes – the difficulty in returning to day-to-day life – is unintended. There is even the surprise addition of a new person at the end. All of this needs unpacking, but it may be difficult and even inappropriate to stop Nancy for clarification in the middle of a heartfelt story. Instead, you might allow the entire raw story to emerge and capture an audio recording.[33] Later on, you can do a simple analysis to identify the key changes before recording them in your template.

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

Nancy's Raw Story – Marked Up

Green text = Behavior Change. Blue text = Attitude Change.

"At the start of the program, Mahmoud was quite skeptical, but this did not prevent him from participating in discussions. He joined this peace program because he was curious about it. We both learned about this program through our involvement in another youth engagement program 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 program. He's much more accepting now. The one negative was that it was difficult for him to go from our workshop space back to his day-to-day life, since we became like a family during the program. 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 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."

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33 Audio recording is preferable, but if necessary, you could alternatively document the raw story by hand, taking care to be very clear on whether you are quoting or paraphrasing.

Probing for clarification

After identifying the BCs and ACs, you will notice that some of them require further clarification. When you continue your conversation with Nancy, you may find that Step 2 (page 28) begins to overlap with Step 3 (page 36). You will surely ask Nancy about the BCs to ensure that they represent new or changed behaviors, and that you capture all the necessary details that are so important in mainstream OH. Additionally, you can ask Nancy some questions about the ACs, possibly including the following:
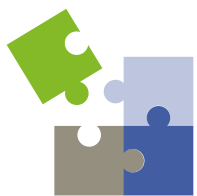
- **How does she know?** When Nancy described Mahmoud's changes, she mentioned that "He's much more accepting now" and "It was difficult for him to go from the workshop space back to his day-to-day life." These can be tentatively considered ACs. But how does Nancy know what is happening inside of her friend? Has Mahmoud told her about it? Or has Nancy observed BCs that made the underlying ACs visible? If it's the latter, can you probe further to help Nancy articulate those very important BCs? (**Note:** In this real-world program, it became clear that Mahmoud had, in fact, talked openly during a workshop about his difficulty returning to day-to-day life, which prompted the implementers to consider program adaptations. However, all of the other ACs required additional verification and clarification directly from Mahmoud.)

- **Are there any missing ACs?** You might notice that the BC about speaking a few words in a Protestant church is particularly significant – and that there is no AC clearly attached to it. You could ask Nancy about this, and also ask Mahmoud when you speak to him. (**Note:** In this real-world program, Mahmoud actually attributed his speaking in a church to an AC of which Nancy was not aware: an increase in self-confidence. This is an example of how ACs can surprise us, as discussed on page 13.)
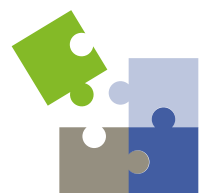
> ### Caution!
>
> ACs should be considered tentative until you've heard from the person(s) who experienced them. This can happen during Steps 2, 3 or 4.

Keep in mind that Nancy's story on Mahmoud, and your conversation with her about Mahmoud, may also point toward BCs or ACs that are happening in Nancy's own life. You can keep your ears open and ask her about it.

Using the OH+AC data template

When you are ready to put the data into the template, each clear BC will anchor a BC Statement that occupies its own separate row. Here is an example of what the interfaith youth program BCs identified by Nancy may look like after they are fully clarified, documented and refined.

Nancy's Story in Data Template Format

Description of Behavior Change (BC) – Who? What? When? Where?	Optional: Source – Who or where?	Contribution of the program – What? When? Where?	Optional: Contribution of other actors or factors – What? When?	Significance – Why?	Optional: Related attitude change (AC) – Who? What? When?
Mahmoud El Oraby (Male, 21, Muslim) joined the program PEACE in 'Lovely Village' in Egypt in January 2017. This is Mahmoud's first time to participate in peace-related activities of any kind.	Nancy Hany, 22, Christian, fellow participant of residential workshop as reported to evaluator, Malaka Refai on July 17, 2019	The program PEACE Program 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.	Mahmoud learned about this program 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.	Youth who are already engaged in their communities are able to continue engagement with a peace lens. Mahmoud was new to peace work and among the program objectives is to establish participants as future peace actors.	When invited to the first PEACE program activity, Mahmoud El Oraby felt increased interest in opportunities to learn about 'the other.' Increased desire to interact.
Before participating in the program, Mahmoud would not engage 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.	Nancy Hany, 22, Christian, fellow participant of residential workshop as reported to the evaluator, Malaka Refai on July 17, 2019	The program'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 and whom he would not have engaged with prior to his participation.		In this cultural context, there are few public spaces where Muslim/Christian, male/female friendships can grow. The program PEACE provides this space and the friendships that develop are in line with the objective to create interfaith friendships among local youth.	After the first residential workshop, Mahmoud felt more tolerant towards 'the other.' Perceiving people as individual humans, rather than just members of 'the other' group.
Mahmoud visited a Christian church in his village for the first time in January 2018 and shared a few words during the Sunday service.	Nancy Hany, 22, Christian, fellow participant of residential workshop as reported to the evaluator, Malaka Refai on July 17, 2019	From January 2017 onward, the program's sessions created and facilitated a safe space for inter-faith self-expression and listening over time. Through the experience, participants would engage outside of the program space to learn more about each other's faith.	Both Mahmoud and Pastor Daniel, the inviting pastor, have participated in other peace initiatives that have arisen after the start of the program PEACE.	In this context, it is very unusual for a Muslim to visit a church, let alone speak during the service. Other program participants visited the church with Mahmoud, having decided to do so together.	Mahmoud felt more confident. Previously, he felt passive and just "let life sort of happen to him." During 2017, he gradually developed the self-confidence to take risks for peace.

Frequently Asked Questions on Identifying ACs

After the basic distinctions between BCs and ACs become more natural and intuitive, you may find yourself with some further questions. These often include the following.

> 66 *Struggles for liberation are attempts to shift realities, to invite the community to see the world differently."*
>
> **Barbara A. Holmes**[34]

What if nobody is talking about ACs?

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, as well as cultures in which people communicate in indirect ways on challenging topics. 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 verbalize 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 how the BC came about, or how the person(s) felt about the BC**. These lines of questioning can help to uncover ACs.

Can verbalizing an AC ever become a BC?

Yes, in our judgment, sometimes it can. We consider it a BC **when a person chooses to talk about a significant AC for the first time in an unprompted manner**, especially if it comes at some potential cost to their own emotional comfort or social reputation.[35] For example, after learning about atrocities committed against a minoritized group, a young man from the dominant social group spontaneously stands up in a public gathering to express his feeling of responsibility and remorse. The feeling of responsibility and remorse is, of course, an AC. However, the act of voluntarily articulating in a public setting can be considered a BC that merits documentation and onward tracking.

What to do with "lone ACs"?

You may identify some ACs that do not appear to be related to any BC, and therefore do not fit in any BC Statement row. First, double-check your thinking to be sure that those data bits really are ACs, as opposed to leads on potential BCs that may be discovered through follow-up. Next, all of the data bits that truly are "lone ACs" can be carefully **documented in a separate list**. Because BCs are the conceptual backbone of the process, there can be no BC Statement without a BC. Yet keep that separate list as a core component of your data because those "lone ACs" do matter.

The **lone ACs may tell you something about how change is unfolding** (or not) within the program. For instance, if you see a large number of ACs that appear potentially significant yet are not catalyzing BCs, why is that, and what might it mean for the next phase of the program? Additionally, in the future, those "lone ACs" may eventually catalyze BCs, or they may help to inform deeper AC research.

In your list of lone ACs, be sure to track: whose attitude changed, in what way, approximately when, and what is the source of this data. You might also choose to track the contribution and significance, if known. See Annex D ([page 59](#)) for one example of what this can look like in a spreadsheet format.

What about quantitative AC research?

In the broader world of evaluation and research, surveys are commonly used for exploring attitudes and ACs. Most often, these are quantitative surveys using self-ratings on Likert-type scales administered at two or more points in time to identify changes. A credible AC survey demands great precision in attitudinal definitions, question wording and attention to social desirability bias. While the design of quantitative surveys is beyond the scope of this OH+AC Guide, we do find them to be a useful complementary approach.

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34 Holmes. 2020. Race and The Cosmos, p.136.
35 If such verbalizations happen often in your program, then you may need to contextualize your own criteria for determining when to consider them BCs.

When pairing OH+AC with quantitative AC surveys, we **prefer to sequence OH+AC first, to maintain an inductive approach** that is in keeping with the OH core concept of retrospective logic. The complementary possibilities include:

- OH+AC findings can be used when deciding what types of ACs to ask about in the survey and how to word the questions.[36]

- AC surveys can be used to triangulate (reconfirm) the existence of the AC patterns identified using OH+AC. They can also be very useful in determining how many people experienced the ACs and to what extent.

Recommended instructional guides on AC quantitative surveys

- Measures of Success: a Toolkit for the Evaluation of Interfaith Engagement by the Woolf Institute, 2021

- Designing, Implementing and Evaluating the Impact of Social Mixing Programmes by Tropp and Morhayim, 2022

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36 Alongside your context-specific OH+AC findings, it is also a good idea to consult generalizable research studies when designing a survey.

| Section A Introduction | Section B Rationale: Why Add Attitude Change? | Section C Understanding Attitude Change: A Deeper Dive | Step 1: Design the Harvest | Step 2: Identify and Draft BC Statements | Step 3: Engage with Human Sources to Refine BC Statements | Step 4: Substantiate BC Statements | Step 5: Analyze and Interpret the Harvested Outcomes | Step 6: Support Use of Findings |

STEP 3

Engage with Human Sources to Refine BC Statements

Congratulations! You now have a data set full of draft BC Statements, and that is a big achievement. We suggest that you pause and take stock of the situation before you continue to work with human sources, including social actors and program implementers, to refine the write-up of your BC Statements.

As with previous steps, we trust that you have some experience of refining BC Statements in mainstream OH – so here we focus mainly on what may be new or different in OH+AC. Key tips include:

- Describe the AC as specifically as possible, including a reference to who experienced this change and at what point in the program process.

- If you plan to engage in data refinement "ping-pong" with the social actors influenced by the program, ensure a quality interaction by considering balance, sequencing and communication style.

This step contains…

Review your Data Set

In Step 1, you made your initial evaluation plan without knowing exactly what your data would look like. Now that the draft BC Statements are in your hands, it makes sense to pause briefly to reflect on your data set and update your process before beginning to refine the BC Statements. Consult primary users as appropriate.

| Section A Introduction | Section B Rationale: Why Add Attitude Change? | Section C Understanding Attitude Change: A Deeper Dive | Step 1: Design the Harvest | Step 2: Identify and Draft BC Statements | Step 3: Engage with Human Sources to Refine BC Statements | Step 4: Substantiate BC Statements | Step 5: Analyze and Interpret the Harvested Outcomes | Step 6: Support Use of Findings |

Guidelines for Refining BC Statements

First, take a quick look to ensure that your BC Statements fall within the parameters of your evaluation by reporting BCs that:

- occurred during the window of time being evaluated and

- are relevant to the program's aims.

Next, as you work on improving the quality of the BC Statements, there are two sets of **criteria to guide your efforts**.

1. "SMART" criteria originally developed for OH by Ricardo Wilson-Grau,[37] as available on the Outcome Harvesting Community website.

2. Simplified "SVP" criteria developed by OH community facilitator and OH+AC advisory team member Conny. "SVP" stands for the principles of Specific, Verifiable and Plausible, as detailed below.[38]

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37 SMART stands for Specific, Measurable, Achieved, Relevant, Time-Bound. Add citation.
38 French-speaking readers will also recognize the abbreviation for s'il vous plaît, or please. We are seeking high quality BC Statements, please!

	"SVP" Guidelines for Refining BC Statements		
	Specific	**Verifiable**	**Plausible**
Guidance on overall BC Statement	The BC Statement should be specific and clear enough that a primary user without special knowledge of the subject matter or the context will be able to understand and appreciate its meaning. Can some aspect of the change be quantified to communicate its size or scope?	The BC Statement should be factual and include the details necessary for an independent observer to substantiate its claims. Who changed what? When and where?	The BC Statement should contain a logical, believable link between the behavior change and the contribution of the program. (Note that the contribution can be direct or indirect, intended or unintended, expected or unexpected.)
Guidance on AC component	The AC should be described in terms that are as specific as possible.	The AC should be verified (and clarified if needed) by the person(s) who experienced it. It should be associated with a related BC, as part of a BC Statement, because the BC provides observable evidence.	The AC description should include a statement of when it happened (for example, a date or in relation to a program milestone). This helps to establish the nature of the link between the AC and the BC.

Quality "Ping-Pong" with Social Actors

We appreciate Ricardo Wilson-Grau's "ping-pong" metaphor for describing the iterative, back-and-forth, "gentle but rigorous" process of refining BC Statements in collaboration with human sources."[39] This is sometimes the most time-consuming – and most important – part of an OH evaluation. If you maximize collaboration when refining BC Statements, then your data may enjoy a high level of internal verification even before it is presented to independent substantiators in Step 4.

The same is true for OH+AC, and potentially even more so. As in OH, your human sources can include the program implementers, the social actors influenced by the program and potentially other program stakeholders. However, in OH+AC, the need to hear about ACs directly from the person(s) who experienced them can lead to an **increased emphasis on engaging with the social actors**. A potential emphasis on social actors prompts considerations such as:

- **Balance:** While it's very important to communicate with the social actors influenced by the program, keep in mind the importance of balancing their perspectives with those of program implementers and other stakeholders. This balance will diversify perspectives and help to ensure that higher-level BCs are well-represented within the data set.

- **Sequencing:** If you find that you need to communicate with both social actors and program implementers about the same BC Statement(s), think carefully about who you will consult first. There is no single "right answer," but there are some principles that may help: Sooner is often better when it comes to discussing an AC with the person(s) who experienced the changes. It can be helpful and respectful to give the last word on a BC Statement to the human source who has the deepest "ownership" of the behavior change.

- **Communication:** While every situation is unique, it's helpful to think about how the communication needs of the social actors influenced by the program might differ from those of the program implementers. Social actors, especially program participants, may be potentially more likely to bring:

  – A micro-level perspective

  – A higher level of motivation for talking about BC Statements

  – A smaller amount of available time

  – A greater likelihood of communication gaps with the evaluators due to language, culture and lifestyle differences

  – A lower tolerance for detailed email communication

  – A stronger appreciation for in-person and group communication formats

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39 Wilson-Grau. 2018. Outcome Harvesting, p.112.

If these observations are true for the social actors you are working with, then it's worth thinking creatively about the format of your communication and the ways in which you can weave trust-building, empowerment and reciprocity.

- **Discussing personal change:** Talking about ACs usually involves asking social actors to share highly personal information about their internal change processes. See the ethical considerations previously unpacked on page 26.

STEP 4

Substantiate BC Statements

Wilson-Grau describes substantiation as a formal confirmation from a person who is independent of the program implementation team, yet knowledgeable about the program. He points out that OH substantiation can serve **two purposes**:[40]

- Verifying the accuracy of the data, and

- Expanding the understanding of the change that has taken place.

Both are important in OH+AC, especially since ACs are often added with the goal of better understanding social change and how it happens.

As has been stressed above, **direct communication with the social actors** who experienced changes is essential at some point during the OH+AC process. ACs that have not been verified by the people who experienced them should not be assumed credible or ethical. So, if you have not yet directly heard from those social actors, then it needs to happen to the highest extent possible during Step 4.

When approaching different types of substantiators, key considerations include:

- Substantiation with a social actor who experienced change (a self-substantiator) **may be highly personal** if it includes asking the person to verify or clarify their own AC. This requires sensitivity in process design, communication and ethics.

- An **observer of change will not be able to verify the AC component** of the BC Statement, because the AC is not observable. Your choices are: 1) invite the observer to comment more generally on the AC or 2) omit the AC when communicating with the substantiator (while keeping it within your data set).

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40 Wilson-Grau. 2018. Outcome Harvesting, p.150.

Planning the Details of Substantiation

Review design decisions

Take a look back at the decisions you made during Steps 1 and 3 on how you will manage repetitive BCs. Step 4 (now) is your opportunity to cluster highly similar BC Statements together for substantiation purposes. For the advantages and disadvantages of this decision, see page 25. The sections below include tips on working with clustered or high-level BC Statements.

Decide which BC Statements to substantiate – and with whom

As always in OH, you'll need to decide, together with the evaluation's primary users, what proportion of the BC Statements you will attempt to substantiate. In OH+AC, when selecting which BC Statements to substantiate, your choices should reflect, among other criteria, the reasons why you added ACs to your OH data set in the first place. In other words, be sure to substantiate the BC Statements that are important for answering the AC-related evaluation questions.

When deciding who you will ask to substantiate, consider that there are **different types of substantiators** with different advantages and disadvantages. A social actor who experienced a change (a self-substantiator) is the only person who can verify or clarify an AC. If you did not communicate earlier in the process with those social actors who changed, then you will need to include as many as possible among your Step 4 substantiators. At the same time, substantiation with an observer of change is often interpreted as a higher standard of credible evidence of BCs, which may be important based on the primary users' plan for using the evaluation findings. Therefore, it is usually **helpful to combine different types of substantiators** within your plan. For a more detailed summary of these considerations, see the table below.

	Considering Different Types of Substantiators		
	Self-substantiators	**Observers**	
Type/definition	Social actors whose change is described in the BC Statement you are seeking to substantiate	Social actors who did not experience the change described in the BC Statement that you are seeking to substantiate, but who are knowledgeable about it	Third-party observers (such as family members, co-workers, community leaders or representatives of peer organizations that are not affiliated with the program implementers team)
Advantage	Verify or clarify their own ACs; deepen the understanding of ACs in relation to BCs	Offer a close-up perspective on change and deep understanding of the context	Have greater perceived objectivity, higher standard of credible evidence and potential breadth of perspective
Disadvantage	(Perceived as) less objective	Cannot verify the AC	Cannot verify the AC

Substantiation with a Self-Substantiator of Change

This step provides tips on how to deal with ACs when asking a social actor to substantiate a BC Statement that captures their own changes (a self-substantiator).

Format and process

A substantiation with a social actor who changed is usually done via a key informant interview. It is usually best to start by exploring the content of the BC Statement in an **open conversational manner**, rather than showing the written BC to the self-substantiator. To understand why, just imagine how unsettling it might feel to receive a BC Statement that has been written about you – especially if it includes a sensitive AC! Nonetheless, in many cases, it will be appropriate to share and verify the written BC Statement *after* the conversation.

This process **may lead to changes in the AC component**. If so, then it is advisable to follow up and discuss this with the source who originally reported the change – often a program implementer – unless data usage agreements or other ethical considerations prevent you from doing so.

Note that if you are seeking to substantiate clustered or high-level BCs, then alternative methods including focus group discussion might be appropriate, as described on page 44, below.

Opportunity: Introducing ACs during substantiation

Asking a social actor to substantiate their own change is an opportunity to add ACs into your OH process, even if ACs were never discussed during the previous steps. After discussing the BC, just follow up with one or more exploratory probing questions like those found in the box below. If there has been an AC, and you have earned the social actor's trust, they will probably tell you about it. Then you can work with the social actor to add it to the BC Statement, taking care to ask if they have any clarifications or additions.

Probing Questions for Discovering ACs during Substantiation:

- Why did you decide to make that (behavior) change?

- Was it difficult to make that (behavior) change? Why?

- What factors encouraged or enabled the (behavior) change? What factors discouraged it?

- How do you feel now about the (behavior) change?

- What difference do you think this (behavior) change will make in your future? In the future of the community?

- Have any of your family members or friends noticed this (behavior) change? If yes, how did they react?

Clustered or high-level BCs

If you are seeking to substantiate clustered or high-level BC Statements with the social actors who changed – and potentially also explore collective ACs, including shifts in social norms – then consider adopting a substantiation **approach that brings in a number of perspectives**, such as conducting multiple key information interviews, or convening focus group discussions or validation workshops. The interplay of multiple perspectives will result in nuanced information that can be used not only to verify the BC Statement but also to deepen the understanding of how change has happened.

Here are some points to consider when planning this type of substantiation interaction:

- As always, the number and identity of participants will matter greatly in ensuring a high-quality and useful interaction.

- Think about how best to frame the interaction, based on the context. Will you ask participants to respond directly to the pre-drafted BC Statement(s), or rather ask about the underlying themes using a more open, organic form of discussion?

- Unlike a substantiation via key informant interview, it will not be possible to get your substantiators to agree on the exact wording of the BC Statement(s). You will need to use your own judgment while being as true as possible to the data.

- Under certain circumstances, it might be desirable to add a learning or application question. For instance, once the group has collectively confirmed their own clustered or high-level BC Statement(s), you could ask their views on the implications for the future.

Alternatively, if you want to estimate how many people or groups experienced a particular type of BC or AC, including a shift in social norms, then it may be useful to incorporate a quantitative method, such as a survey, into your evaluation plan (see page 34).

Ethical considerations during substantiation with a social actor

Because ACs can be highly personal, we encourage you to review the ethical considerations in Step 1 (page 26) when planning for substantiation with social actors.

There may be a need to guard against social desirability bias. Additionally, be aware that your substantiation effort may send **unintended implicit messages about the desirability of specific behaviors and attitudes**.
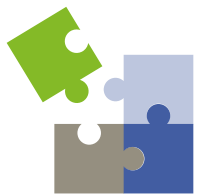
Here is an eye-opening example: A formative OH+AC evaluation of an anti-domestic violence program in a rural community found that domestic violence incidents were indeed decreasing – because many wives were changing their attitudes and behaviors to avoid being beaten by their husbands. Due to cultural pressures, the program was reinforcing a blame-the-victim message that was quite the opposite of what had been intended.

The evaluators *chose not to substantiate* these changes with the wives, because they knew that the wives would likely interpret the substantiation conversation as further encouragement to blame themselves for their husband's behavior. However, the evaluators did, of course, share this finding with the program implementers to help inform adaptation and future programming. The challenges that you face may be different – but it's always important to consider the potential for unintended implicit messaging during substantiation.

Substantiation with an Observer of Change

This step addresses how to deal with ACs when asking an observer to substantiate a BC Statement that captures a change in someone other than themselves. The observer may be a social actor who observed the change rather than experiencing it, or they may be a third-party observer.

Format and process

Substantiation with an observer is typically done via a key informant interview or an email exchange. It sometimes involves showing the substantiator a written BC Statement and providing a written template (see Annex E on page 60), including scaled response options such as fully agree, partially agree, disagree, etc. In other cases, the interaction is less structured and more conversational.

> ### Important!
>
> ACs are not observable. ACs can only be verified or clarified by the people who experienced them. Therefore, it is **not possible for an observer to substantiate the AC component** of a BC Statement.

When substantiating a BC Statement with an observer, you have two options for dealing with the AC component:

1. Invite the observer to comment on the AC or

2. omit the AC when communicating with the substantiator.

The pros, cons and cautions associated with each option are summarized in the table below.

	Options when substantiating with an observer	
	Invite the observer to comment on the AC	**Omit the AC**
What to do	Invite the observer to contribute to learning by asking questions like: From your own perspective, how common is this particular type of attitude change among other program participants? How does it relate to the achievement of the program's aims? See Annex E ([page 60](#)) for a sample substantiation template that deals with both ACs and Significance in this manner.	Omit the AC when communicating with this substantiator. (The AC will still remain within your data set.)
Advantages	Elicits nuance on attitude and processes of social change within the context	Makes the substantiation easier and more concise
Disadvantages and cautions	Be sure that this AC is verified "on the record" by the person who changed, and that you have permission to share the information in this way, before you present it to an observer. Some ACs may be considered too personal to discuss with an observer, especially if that observer holds some form of power over the social actor who changed.	This is a missed opportunity to deepen understanding of attitudes and social change processes within the context.

Clustered or high-level BCs

If you are seeking to substantiate a clustered or high-level BC Statement with an observer of those changes, then the broad reach of these BCs makes it desirable to use a substantiation method that provides a **wide perspective**. Options include:

- Choose an observer whose role, position or personality gives them a broad, panoramic point of view of the change(s) that have occurred.

- Choose to engage more than one observer to increase the range of perspective, as well as increase credibility if you are substantiating particularly significant BC Statement(s).

- If your observer is a social actor who observed the change rather than experiencing it, and there are multiple such observers, consider also the possibility of a focus group discussion.

Ethical considerations during substantiation with an observer

Take care with power dynamics when using the results of an observer substantiation process. This is generally important in OH, and even more so in OH+AC processes that engage social actors and program implementers deeply on **sensitive topics**.

- The observer is undeniably important because their views are independent of the program implementation team. Their perspective is unique and valuable – but that doesn't necessarily mean that they are more knowledgeable than the program implementers or the social actors.

- If you are considering editing the BC Statement based on observer comments, take care to triangulate what they have said against other perspectives and sources of information. Discuss the edit with the program implementers or social actors who were the source of the original BC Statement to re-confirm accuracy and honor their ownership within the process.

STEP 5

Analyze and Interpret the Harvested Outcomes

OH+AC analysis is exciting because it reveals how BCs and ACs interact to produce social change. As ever in OH+AC, BCs remain the conceptual backbone of the process. The **main purpose of adding ACs is to explore key aspects of how BCs happen**, answer the evaluation questions and help inform future programming.

We assume that you already have some skills for analyzing OH data. With that said, the practice of OH analysis is evolving quickly, so we provide here a few excellent resources on OH analysis basics.

But first!

If you feel a need for more information on **OH analysis basics**, we recommend starting with resources like this:

- MEL Tool #8: "How to Conduct an Online Participatory Outcomes Evaluation Workshop" by advisory team member Barbara Klugman for WIEGO: an overview of analytical methods, plus tips on facilitating participation.

- "Outcome Harvesting Workshop: Sensemaking" by Stine Chen Consulting for Oxfam: an in-depth look at mapping outcomes in relation to a theory of change or a timeline.

Building upon the foundation of mainstream OH analysis, our aim in this step is to highlight the new possibilities that arise when you add ACs. In this way, you can adapt your existing data analysis skills to produce something new.

This step contains…

A note on software: Analytical software is a big help – and sometimes a necessity – when identifying patterns in OH+AC data. Software preferences vary widely, so we keep this Guide simple by referencing widely familiar and affordable applications, including Excel and Dedoose.[41] We also recognize that while software is an important tool, the ultimate meaning-making still comes from human beings.

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41 As a cutting-edge possibility, at the time of writing Goele Scheers is testing a "Harvest Analyst" bot that assists in categorizing BCs and detecting patterns. This version is for mainstream OH, not OH+AC.

Diverse Participation in Analysis

It is not unusual for participation to decline in the analysis and interpretation phase of an OH evaluation. In fact, even Wilson-Grau has talked about shifting your role at this point to become less of a facilitator and more of an evaluator.[42] We do recognize that analysis often involves technical processes that demand evaluator skills. However, we encourage you to continue facilitating participation!

Data interpretation and sensemaking can be profoundly contextual and cultural processes. In mainstream OH, we need a diverse team featuring cultural insiders to ensure that we accurately understand the meaning of the behavior patterns that we observe. In OH+AC, this is even more important, because the **non-observable nature of ACs means that outsider interpretations are more likely to be wrong or incomplete**. Additionally, the social actors, program implementers and primary users will be more likely to use the evaluation learnings if they have co-discovered those learnings for themselves.

The sections below include brief prompts and tips on how to plan for participation. We also encourage you to tap into the rich external resources available on participatory practice.[43]

Categorizing ACs

ACs can and should be categorized, just like BCs (see page 17 for an example). The categorization will surface insight that is useful in itself and also lay the foundation for analyzing how BCs and ACs have interacted.

> ## Tips for Categorizing ACs
>
> - A category should be:[44]
>
>   - Distinct: conceptually different from other categories
>
>   - Defined: with its meaning clearly spelled out
>
>   - Meaningful: to you, the program team and the primary users
>
>   - Useful: helpful in answering the evaluation questions
>
> - An AC, like a BC, can belong to more than one set of categories.
>
> - Take time for inductive categorization, preferably together with a diverse team that includes a high proportion of cultural insiders. Set aside your preconceived expectations and simply look together at the ACs to see what themes emerge. In mainstream OH, this is consistent with retrospective logic. In OH+AC, inductive thinking is even more important because of the intangible nature of ACs.
>
> - Don't forget the "lone ACs!" These are the ACs that do not currently appear to be related to any BC, so you have set them aside on a separate list (see also page 34). If you identify a strong category within the lone ACs you may ask: In this program, is there a type of AC that has occurred frequently but not yet influenced behavior? If so, why?

Categorization is the most basic level of OH+AC analysis. Yet, if you make the most of it, you can learn a lot. The box below provides some sample questions to help guide reflection.

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42 Wilson-Grau. 2018. Outcome Harvesting, p.169.

43 For starter resources, see the Participatory Methods website by the Institute of Development Studies or Participatory Evaluation: Theories and Methods for Remote Work (2020) by Evaluation + Learning Consulting.

44 Adapted from Wilson-Grau. 2018. Outcome Harvesting, p.173.

BC Chain Diagrams

BC Chain diagrams are common in mainstream OH analysis as a way to visualize the multi-step process through which significant BCs develop. These diagrams go by several different names and involve many fascinating variations in technique. Whatever your preferred technique, this type of diagram can almost certainly be **meaningfully adapted to include and depict the influence of ACs**. Additionally, the diagram can become the centerpiece of a lively sensemaking conversation among diverse stakeholders.

There are two main approaches to integrating AC data in a BC chain diagram, depending on the level of precision within your AC data. In either approach, it is essential to **make a visual distinction in the symbols used to represent ACs and BCs** to emphasize that they are different. Also, note that the diagram may include sensitive personal information, so **make sure you have permission** before sharing it.

Approach #1: Visualize ACs as separate from BCs

This approach is useful for showing specifically how ACs and BCs have interacted and influenced each other. This is possible **when your AC data is precise and credible enough to determine the sequence of the interactions** between ACs and BCs. This is why we probe during Steps 2 and 3 to find out *when* the AC occurred in relation to either the calendar date or the program milestones. If this data is precise, then you can visually separate ACs from BCs to demonstrate how they have interacted.

Let's take an example from a 2019 peer agency evaluation in the Global North.[45] It illustrates significant advocacy gains that 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 related to solidarity were surprising to key social actors within the program. They had not fully realized that expressing care and concern towards a suffering group that previously perceived them as indifferent – or even as enemies – could catalyze a profound change in relationship that led to collaboration in advocacy and eventually to impacting public policy. The sample diagrams below are simplified for demonstration purposes. Real-life BC chain diagrams can become considerably more complex.

Example: A cross-identity human rights advocacy project in the Global North

---
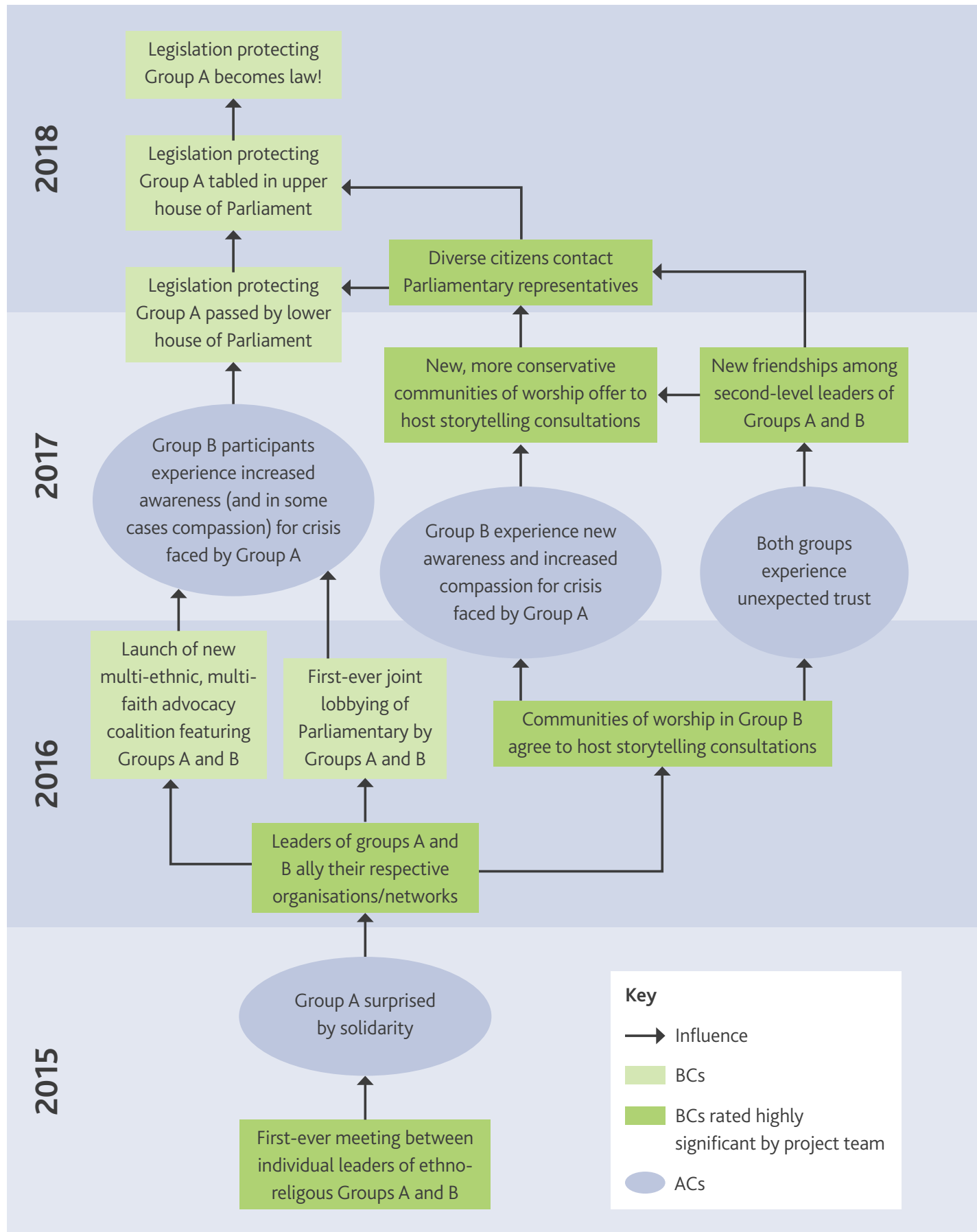
45 Some details of this example have been modified for learning purposes.

Approach #2: Visualize ACs as linked to BCs

If your AC data is not precise enough to confidently determine the sequence of interaction, then you can append the ACs as a supporting component of the BCs, as seen in the excerpted example below. This approach may also be preferable **if you want to visually emphasize the centrality of BCs** in the way that you present your diagram.
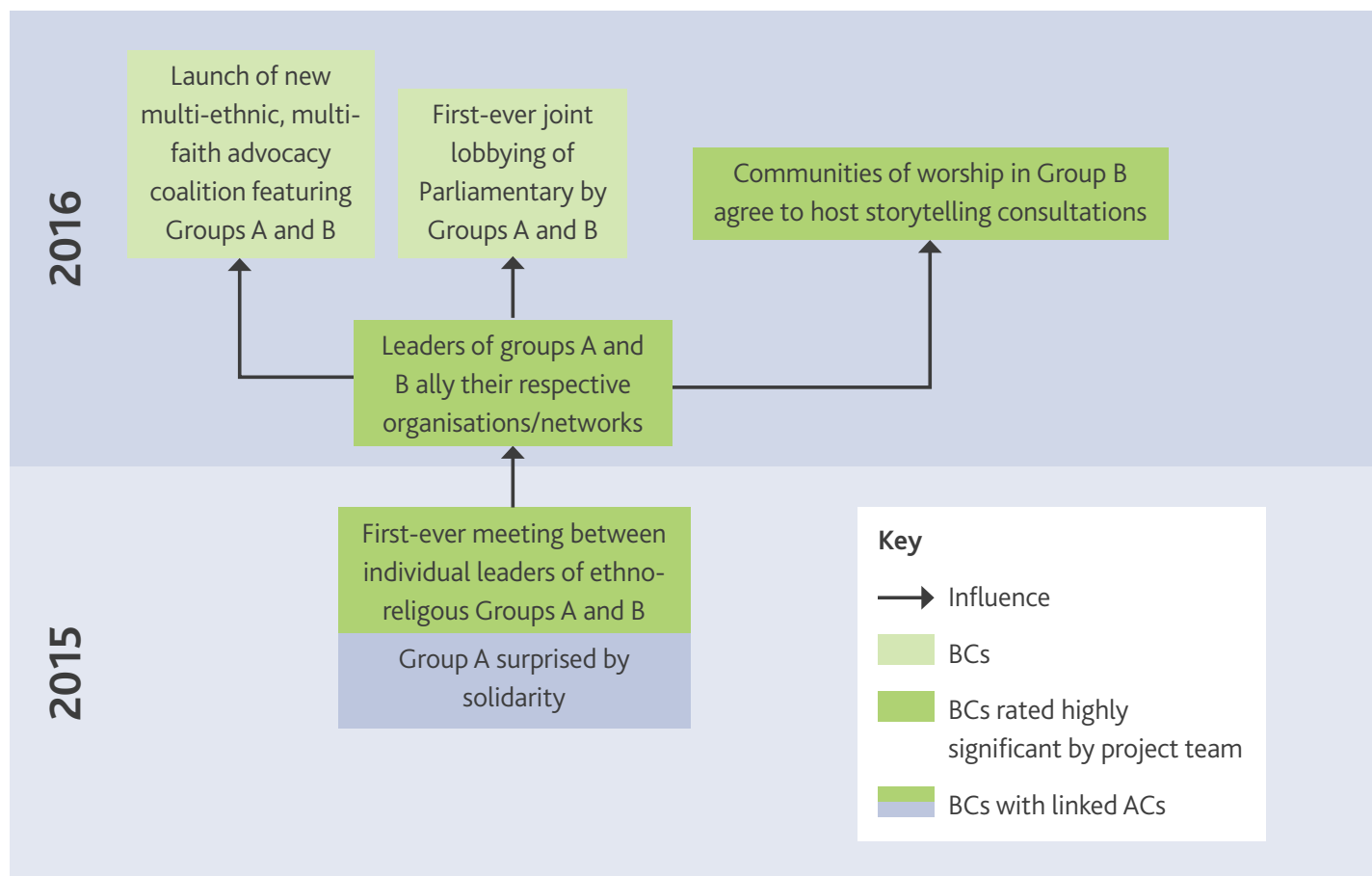
Correlating AC Categories with BC Categories

In mainstream OH, it is increasingly common to analyze the correlation between categories of BCs and other categories derived from the description, contribution or significance columns. Extending this practice to include ACs can be a powerful way of **exploring how BCs and ACs interact across your data set**. The technical steps need to be done by the evaluation team, but the process of reflecting on their meaning can be widely inclusive and participatory.

Example: Who changed where, and why

An evaluation question on an advocacy program in East Africa asked: "What types of policy influence BCs are seen in this program?" Category correlation 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 traditional tribal leaders rather than state officials, after those traditional leaders experienced ACs, including increased awareness and shifts in perspective on gender-based violence during program training events. Based on this learning, the program team is now considering how to further support the governance role of traditional leaders in the next phase of programming.

Implementing this analysis requires quantifying your qualitative data to create a **correlation or crosstab table**. If your data set is small, you can do this through manual counting. For larger data sets, possibilities include the Excel "pivot table" function or the Dedoose "code co-occurrence matrix" function.

Is it really OK to quantify qualitative data?

In our judgment, yes, but there are some risks that need to be mitigated. Chris Allan and Atalie Pestalozzi[46] unpack the challenges for OH practitioners by pointing out that not all outcomes are the same, and that some users' natural bent towards statistical analysis may contribute to misinterpretation. To mitigate these risks, they recommend working collaboratively during analysis, disclosing very clearly the strengths and limitations of the methods and using visual images rather than numerical tables to help users understand the data.
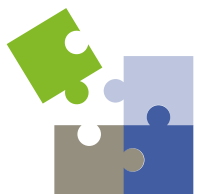
For example, the crosstab table below comes from the first phase of a gender-focused leadership development program involving 30 religious women. The table aims to better understand the most prominent BCs experienced by the participants by correlating them with the most prominent ACs. The AC categories represent attitudinal shifts experienced by the participants themselves, as well as other social actors whom they influenced.[47]

Crosstab Table: BCs and ACs in gender-focused leadership development

		Behavior Changes					
		New/changed leadership behavior (48)		Developed new partnerships (30)		New/changed relational behavior (18)	
Attitude Changes	1: Experienced an increase in confidence/courage (27)	15	or 31%	3	or 10%	0	or 0%
	2: Experienced a change in gendered perceptions of other females (18)	0	or 0%	3	or 10%	6	or 33%
	3: Experienced new spiritual guidance (15)	12	or 25%	6	or 20%	3	or 17%
	4: Contributed to AC in other social actors (33)	12	or 25%	15	or 50%	9	or 50%

This crosstab table contains a number of important insights – which become easier to "see" when visualized in a different format. The first visualization, below, focuses on the **correlation between BCs and ACs among the same social actors** (rows 1-3 of the crosstab table above). The bar graph format makes it intuitively clear that "new or changed leadership" (the first column) is the BC most strongly related with the ACs. In particular, the ACs on "increase in confidence/courage" and "experienced new spiritual guidance"[48] appear to be driving the BC on changed leadership behavior.

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46 See their two-part post entitled Not Everything that Counts can be Counted: Visualizing OH Data Effectively (2023) on the OH website.
47 Some details of this example have been modified for learning purposes.
48 This AC represents experiences in which the participants perceived that the divine was guiding them toward a particular way of thinking or course of action.

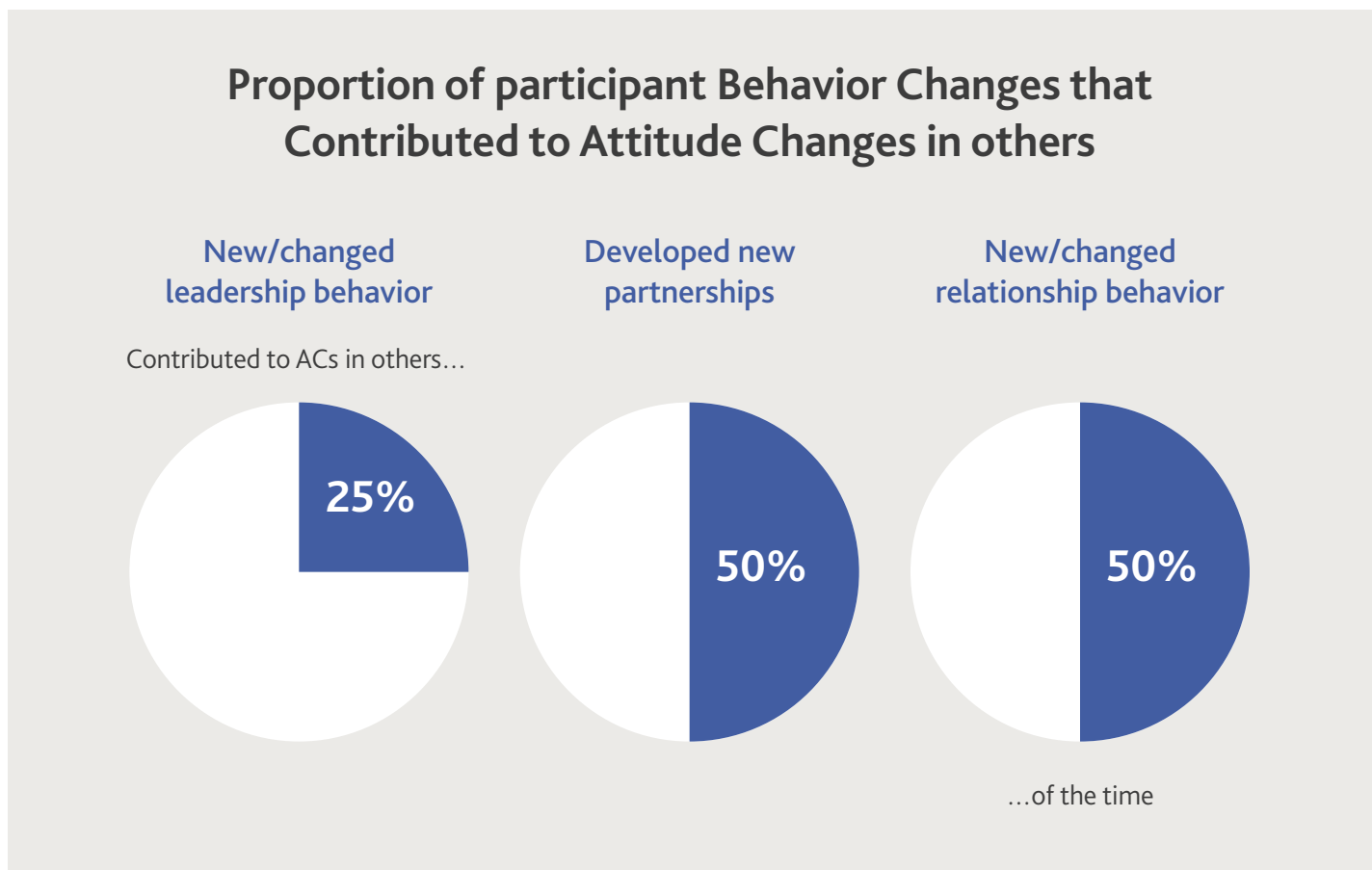|		Behavior Changes		
		New/changed leadership behavior (48)	Developed new partnerships (30)	New/changed relational behavior (18)
Attitude Changes	1: Experienced an increase in confidence/ courage (27)	▆	▍	
	2: Experienced a change in gendered perceptions of other females (18)		▍	▆
	3: Experienced new spiritual guidance (15)	▆	▆	▍

The second visualization below **focuses on the correlation between BCs in the primary program participants and the ACs that they influenced in other social actor**s (row 4 of the crosstab table above). Interestingly, the two BCs that were understated in the first visualization (the second and third columns) now appear as the standouts in this second visualization. Both "developed new partnerships" and "new/changed relational behavior" – which are BCs focused on engagement with other people – were related 50% of the time with ACs in other social actors. Specifically, the BC Statements mention that the BCs came first, and the ACs followed. These valuable insights are made possible by analyzing the correlation between BC and AC categories – a key practice within OH+AC.

Proportion of participant Behavior Changes that Contributed to Attitude Changes in others

New/changed leadership behavior	Developed new partnerships	New/changed relationship behavior
Contributed to ACs in others…		
25%	**50%**	**50%**
		…of the time

Theory of Change Analysis

The BC-AC correlation technique described above lends itself directly to theory of change analysis. That same technique can also be used to correlate program contribution categories with BC or AC categories. In this way, you will see **which program outputs are catalyzing outcome-level change, and how BCs and ACs are interacting at the outcome level**. This is essential information for the evidence-based development or testing of theories of change.

For example, in the women's leadership development project discussed above, the participants' development of a hands-on service program – even if it was new and small – correlated strongly with BCs and ACs in both the participants and other social actors. This challenged the program implementers' assumption that the service projects would become influential only after they had time to grow and develop. It became clear that in this program, the influence of the service projects needed to be taken seriously from the start.

This type of analysis **demands collaborative engagement** with social actors, program implementers or primary users, but the AC observations may prompt new breakthrough learnings. When a visual process is called for, consider a participatory mapping of BCs and ACs against a large diagram of the program's logic model using a wall or a digital whiteboard.

Post-Analysis Reflection on ACs in the Theory of Change

- What did we expect would happen with the ACs in this program?
- What actually happened with the ACs in this program?
  - Were any ACs more influential than expected? Were any less influential?
  - To what extent did the analysis confirm – or challenge – the BC-AC relationships envisioned in our theory of change?
- Why did things happen in these ways?
- What does all of this tell us about the program's theory of change?
- What should be our next step?

STEP 6

Support Use of Findings

As an OH evaluator, you are no doubt familiar with the utilization-focused emphasis of mainstream OH. Everything that you do is oriented towards collaborative application and forward planning, knowing that an evaluation that becomes merely a report is not a success.

If you have chosen to include ACs in your OH evaluation, then it's important to **ensure that the AC learnings are fully considered during the application phase**. If the addition of ACs has added value to this evaluation, then it may also add value to the organization's ongoing future work. The considerations below will help to make that a reality.

> ## This step contains…
>

Develop or Revise Theories of Change

One of the primary reasons for considering attitudes within OH is to better understand how change happens so that program designs can be improved. This means helping the primary users or program implementers to apply the evaluation findings to shape, question and revise a program's theories of change.

As a first step, **use your OH+AC evaluation findings to conduct a theory of change analysis**, as described above on page 52.

Then, **consider triangulating your evaluation findings with external research**:

- Are there any evidence-based social psychology principles that shed light on how ACs and BCs might influence each other within your theory of change? (See page 20 and 21.)

- Are there any available studies on how ACs and BCs have interacted in similar programs implemented in similar contexts?

- If the external research on ACs contradicts your own evaluation findings, how will you explore and make sense of that contradiction as you move toward the future?

Theories of change that are informed by OH – and useful in future OH evaluations – should ideally be **actor-focused**. This means that it is very clear which program implementer or social actor is expected to contribute toward or experience each AC or BC. There are no vague assumptions about who will do what and no use of the passive voice.

A Sister Approach: Outcome Mapping for Actor-Focused Planning

If your context is predictable enough to go deeper into actor-centered program design and progress tracking, then consider Outcome Mapping (OM). OH actually got its start as an adaptation of OM, so the two approaches are conceptually aligned around social actor behavior change as the pathway toward social change. **OM is focused on planning** and progress tracking, while OH is focused on evaluation. Like OH, OM is centered around behavior change outcomes. However, you can integrate ACs as an additional data component using the same principles found in this OH+AC Guide. Key resources include:

- The Outcome Mapping Learning Community at https://www.outcomemapping.ca

- "Outcome Mapping and Outcome Harvesting: Common Concepts, Differences and Uses"[49]

Identify Process Learnings on Working with ACs

If the inclusion of ACs in an OH evaluation has been a new experience, then it becomes particularly important to identify what has been learned about the evaluation process itself and how this may be applied in the future. With the primary users or program implementers, reflections may include the following:

Reflections

What did we learn about…

- promising ways to engage social actors in talking about their own personal change process?

- promising ways to discuss ACs with observers who are substantiators?

- the role of attitudes in culturally responsive evaluation or multicultural validity?

- the place of diverse participation in analyzing and making sense of ACs?

- our own growth and transformation processes?

What will we aim to do more, less or differently in the next OH+AC evaluation?

We hope that you will share with us what you're learning!

If you have feedback on this Guide, email info@ripple-peace.net.

If you are an OH+AC practitioner ready to exchange learnings, go to groups.google.com, search for the group "OH+AC Learning Exchange," and then request to join it.

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49 Written in 2021 by the facilitators of both communities of practice.

Outcome Harvesting Steps and Principles

This tree image depicts the OH steps and principles in their original and unedited form.[50]

3. Engage with human sources

4. Substantiate with external sources

2. Review documentation

5. Analyze and interpret

1. Design the Outcome Harvest

6. Support use of findings

Process principals

I.   Facilitate usefulness throughout the harvest

II. Nurture appropriate participation

III. Coach human sources to formulate outcome statements

IV. Strive for less because it will be useful

V.   Learn Outcome Harvesting experientially

Content principles

VI.   Harvest social change outcomes

VII. Formulate an outcome as an observable change

VIII. Establish plausible influence of the intervention

IX.   Ensure credible-enough outcomes

50 Wilson-Grau. 2018. Outcome Harvesting, p.45.

Other Ways to Acknowledge Attitudes

As discussed in Section A ([page 5](#)), OH+AC adds attitudes as a new component of OH data, without changing in any way the foundational OH definition of an outcome as an observable change in behavior. We feel, of course, that OH+AC adds a great deal of value wherever inner transformation is essential for achieving the outward behavior change that drives social change, or wherever attitudes are particularly central to the worldview of program stakeholders.

At the same time, we are also aware of two other potentially useful approaches to acknowledging attitudes within an OH evaluation. Some of our advisory team members use these approaches at times, depending on their purpose, context and constraints. The distinctions, pros and cons are summarized below.

Use of the Significance Column

In mainstream OH, it is not unusual for evaluators to comment on attitudes in the Significance component of the BC Statement. Importantly, this is the easiest way to acknowledge attitudes within an OH evaluation. However, it may include attitude changes that are assumed rather than verified, and it is likely to crowd out the other important content – particularly the contextual nuance – that is normally captured in the Significance component.

Change Harvesting

This alternative approach changes and broadens the definition of an outcome to include not only observable behavior changes, but also changes in attitudes and other non-observable factors. It sacrifices the OH core principle of outcome definition, so it may be best to call it something other than OH. To make that distinction, author Michelle calls it "Change Harvesting," following the lead of evaluator Mike Clulow.[51] This approach has some notable advantages, including ease of intuitive learning when engaging program participants as data collectors and analysts. However, it may sacrifice the credibility and power of OH's behavior-based articulation of outcomes.

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51 Clulow. 2015. Change Harvesting: An Outcome Mapping-Based Approach to Capture Complex Gender Transformative Change.

Comparison Table

	Outcome Harvesting + Attitude Change	Use of Significance Column	Change Harvesting
How attitude considerations are added	Attitude changes (ACs) are an additional component in the BC Statement. The definition of "outcome" (BC) remains unchanged.	In mainstream OH, it is possible to comment on attitudes in the Significance component of the BC Statement.	The definition of an "outcome" is broadened to include non-observable changes, including attitudes. Behavior change and attitude change may be understood as different points on the same continuum, rather than two distinct phenomena.
Advantages	Preserves the OH core principles, including the rigor that comes from the focus on observable behavior change. Supports analysis of the interaction between attitude change and behavior change in a process of social change.	Preserves the OH core principles, including the rigor that comes from the focus on observable behavior change. Easy and fast to implement, with no additional requirements beyond mainstream OH.	Relatively easy and intuitive to learn, which is particularly helpful when program participants are engaged as data collectors or analysts. Relatively fast to implement, with little additional time requirement beyond mainstream OH.
Disadvantages	Relatively more challenging to learn. Relatively more time-consuming to implement, adding significant requirements to the already demanding process of mainstream OH.	Attitude changes are likely to crowd out other important content normally captured in the Significance component. May include attitude changes that are assumed rather than verified.	Sacrifices some OH core concepts and principles, including the rigor that comes from the focus on observable, verifiable behavior change. Does not permit analysis of the interaction between attitude change and behavior change in a process of social change.

Data Template for BC Statements

	Description of behavior change (BC) – Who? What? When? Where?	Optional: Source – Who or where?	Contribution of the program – What? When? Where?	Optional: Contribution of other actors or factors – What? When?	Significance – Why?	Optional: Related attitude change (AC) – Who? What? When?
	WHO changed their behavior? (Full name, gender, age, role, identity makers such as ethnicity or religion if relevant) WHAT changed? (Actions, activities, formal agendas, policies, practices, relationships) WHEN did the change take place? (Date) WHERE did the change take place? (Location)	WHO or WHERE did the info come from?	WHAT did the program do that helped to cause this change? WHEN did the program make this contribution? (Date) WHERE did this contribution take place? (Location)	WHAT other human actors or contextual factors may have helped to cause or bring about this change? WHEN did those take place?	WHY is this change important within its context, in this particular place at this particular time, in relation to the program goal?	WHO changed their attitude? (If not already stated) WHAT changed in attitude? (Perceptions, emotions, opinions, knowledge, assumptions, beliefs, values, spirituality, worldview, etc.) WHEN did the AC occur? (Approximate date and/or timing in relation to program milestones)
1						
2						
3						
4						
5						

For further explanation, see page 28.

Sample Format for List of "Lone ACs"

You may identify some ACs that are not related to any BC. These "lone ACs" do not fit any BC Statement row – yet they do matter, so it is important to keep track of them in a separate list.

The format of this list can vary widely at your discretion. This sample represents how author Michelle tracks lone ACs when using spreadsheets. Yes, it looks like the BC Statement documentation template, but without the BCs! Michelle does this to remind herself that AC data, while valuable, is analytically limited in the absence of BCs. While the AC column is obviously the most important part of this list, she also likes to capture source, contribution and significance information where possible.

If you prefer a different format, feel free to create your own. What matters is simply keeping track of lone ACs so that you can learn from them, and potentially relate some of them to future BCs (for more explanation, see page 34).

	Description of behavioral change (BC) – Who? What? When? Where?	Optional: Source – Who or where?	Contribution of the program – What? When? Where?	Optional: Contribution of other actors or factors – What? When?	Significance – Why?	Optional: Related attitude change (AC) – Who? What? When?
	NONE IDENTIFIED TO DATE					WHO changed their attitude? (If not already stated) WHAT changed in attitude? (Perceptions, emotions, opinions, knowledge, beliefs, values, spirituality, worldview, etc.) WHEN did the AC occur? (Approximate date and/or timing in relation to program milestones)
1						
2						
3						

Template for Substantiation with an Observer

This template represents the questions typically asked[52] during substantiation with an observer of change. You may share the template with the observer, or simply use it as a guide in verbal interviews, depending on the circumstances.

Description of Behavior Change	Contribution of our Program	Contribution of other Actors or Factors	Significance	Related Attitude Change
(insert your text here)	(insert your text here)	(insert your text here)	(insert your text here)	(insert your text here)
To what extent are you in agreement? ☐ Fully agree ☐ Partially agree ☐ Disagree ☐ No opinion	To what extent are you in agreement? ☐ Fully agree ☐ Partially agree ☐ Disagree ☐ No opinion	To what extent are you in agreement? ☐ Fully agree ☐ Partially agree ☐ Disagree ☐ 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 program participants?
Comment	Comment	Comment	Comment	Comment

For further explanation, see page 43.

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52 Adapted from Wilson-Grau. 2018. Outcome Harvesting, p.160.

ANNEX F
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Note: Online URLs are accurate as of March 29, 2024.

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