

Complexity Aware Monitoring (CAM) Workshop Series

Session 2: Preparing for CAM

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June 23, 2021



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Introduction

- Housekeeping
- Resources



Objectives

SESSION OBJECTIVES:

- ✓ Prepare MOMENTUM staff for implementing CAM approaches
- ✓ Support MOMENTUM staff to strengthen their Theories of Change (TOC)
- ✓ Improve participants' understanding of how to adapt CAM approaches to their award/activity context and to develop a plan to implement CAM

WORKSHOP OBJECTIVES:

- ✓ Improve participants' knowledge of and understanding of CAM
- ✓ Improve participants' ability to use CAM
- ✓ Expand participants' networks of CAM practitioners within and outside the MOMENTUM suite of awards

Today's Presenters



LUCY WILSON

CAM Consultant,
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Today's Session

PART 1

Preparing for CAM

PART 2

Developing a Strong TOC

PART 3

Adapting CAM to specific contexts and developing an implementation plan

PART 4

Wrap-Up & Pause and Reflect



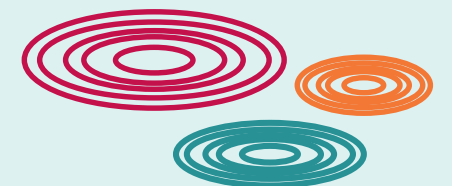
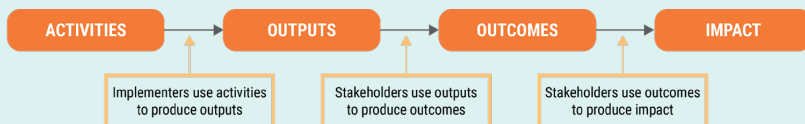
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Preparing for CAM



Review from Last Week

- Complexity is common in most situations under MOMENTUM awards.
- CAM can help answer questions not easily addressed by traditional M&E.
- CAM approaches can be mixed and matched together, and also integrated with traditional performance M&E.
- Adaptive learning and CAM approaches are complementary.
- Ripple effect mapping is one useful CAM approach. It can identify unanticipated outcomes and factors contributing to outcomes.



How is CAM different from traditional M&E?

Both CAM and traditional performance M&E build from the same tools and concepts - and can complement one another.

However, CAM approaches may help to address different purposes and sometimes call for new different skills and perspectives.





Overview of section: preparing for CAM

- Defining the purpose
- Building the skills
 - Qualitative inquiry
 - Facilitation
- Integrating the perspectives
 - Systems-thinking
 - Adaptive learning
- Having the tools
 - Causal frameworks

What is the purpose of our M&E?

1. We need to show accountability to our funder.
2. We want to improve the implementation of our project.
3. We want to be responsive and accountable to our stakeholders.
4. We want to expand knowledge about effective interventions in our field.

Different purposes call for different approaches.

Choose approaches to fit the multiple purposes.

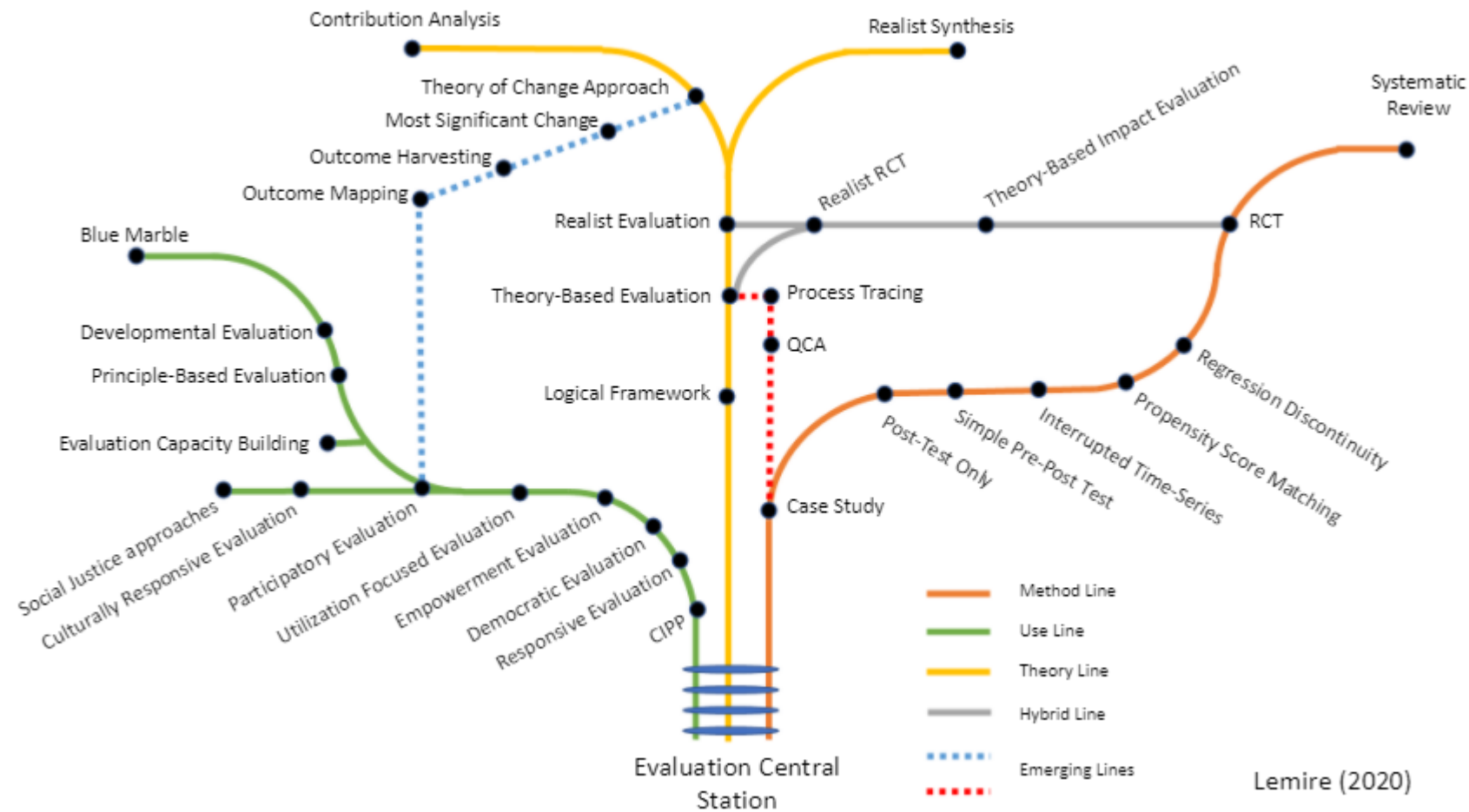
This **research** is really going to help move our field forward.



This **evaluation** is really going to help our program become more effective.



The Evaluation Theory Metro Map (Lemire, 2020)



Comparing CAM to Research Methods

	CAM	RESEARCH
Purpose	Improve programs; responsible to stakeholders	Expand knowledge about what works
Questions	Is our intervention leading to our intended outcomes in this situation?	Could this intervention lead to similar outcomes if replicated?
Situations	Non-linear, complex, long-term, etc.	Randomizable, controllable, etc.

How do we bring rigor to CAM?

- Demonstrate contribution (& show collaborations)
- Document, verify, & seek validation by third parties
- Use participatory engagement, validation, and triangulation of data sources to reduce bias
- Build from an evidence-based causal framework - and work to strengthen the causal framework

Building skills for CAM implementation

CAM may require different skills than traditional performance M&E.

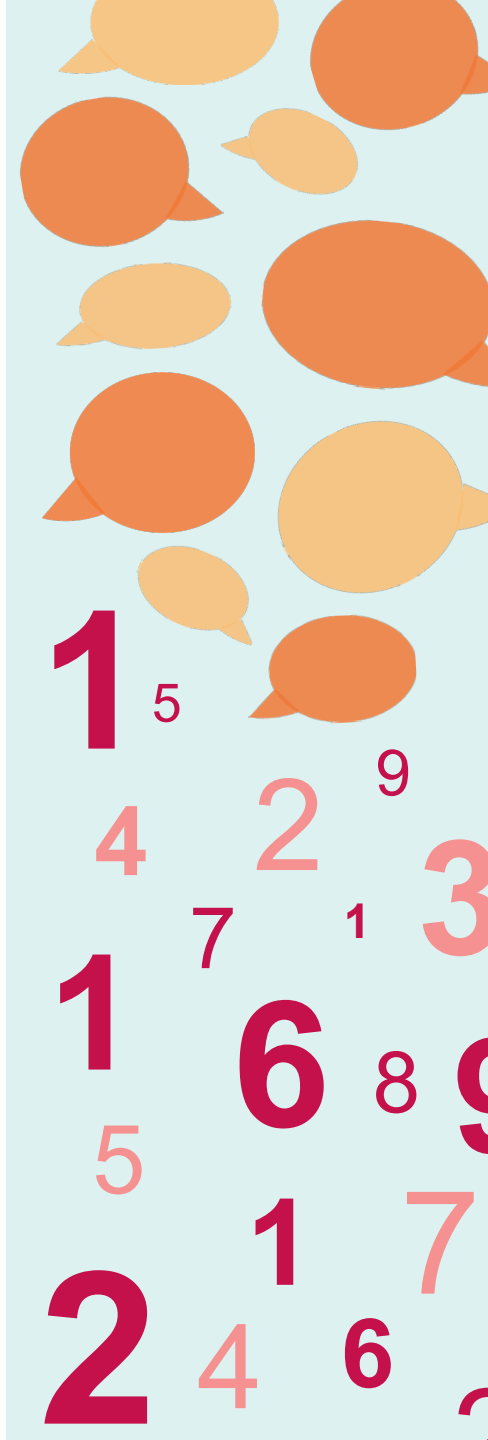
- ❓ What skills are needed?
- ❓ Do you or others on your team have these skills? Or within your organization?
- ❓ Can you work on building these skills within your/your team's current work responsibilities?
- ❓ What resources are available to learn from?
- ❓ Who else can you reach out to within the MOMENTUM suite?

Qualitative versus quantitative

While CAM approaches do not necessarily use qualitative data collection and analysis methods, many of them do.

This means:

- Greater emphasis on telling a story
 - What was the context?
 - What other factors contributed?
 - How did what happened differ from what was intended?
- Less emphasis on statistical analysis
 - Were targets met?
 - How did A compare to B?



What skills are needed for this type of qualitative inquiry?

Knowing how to:

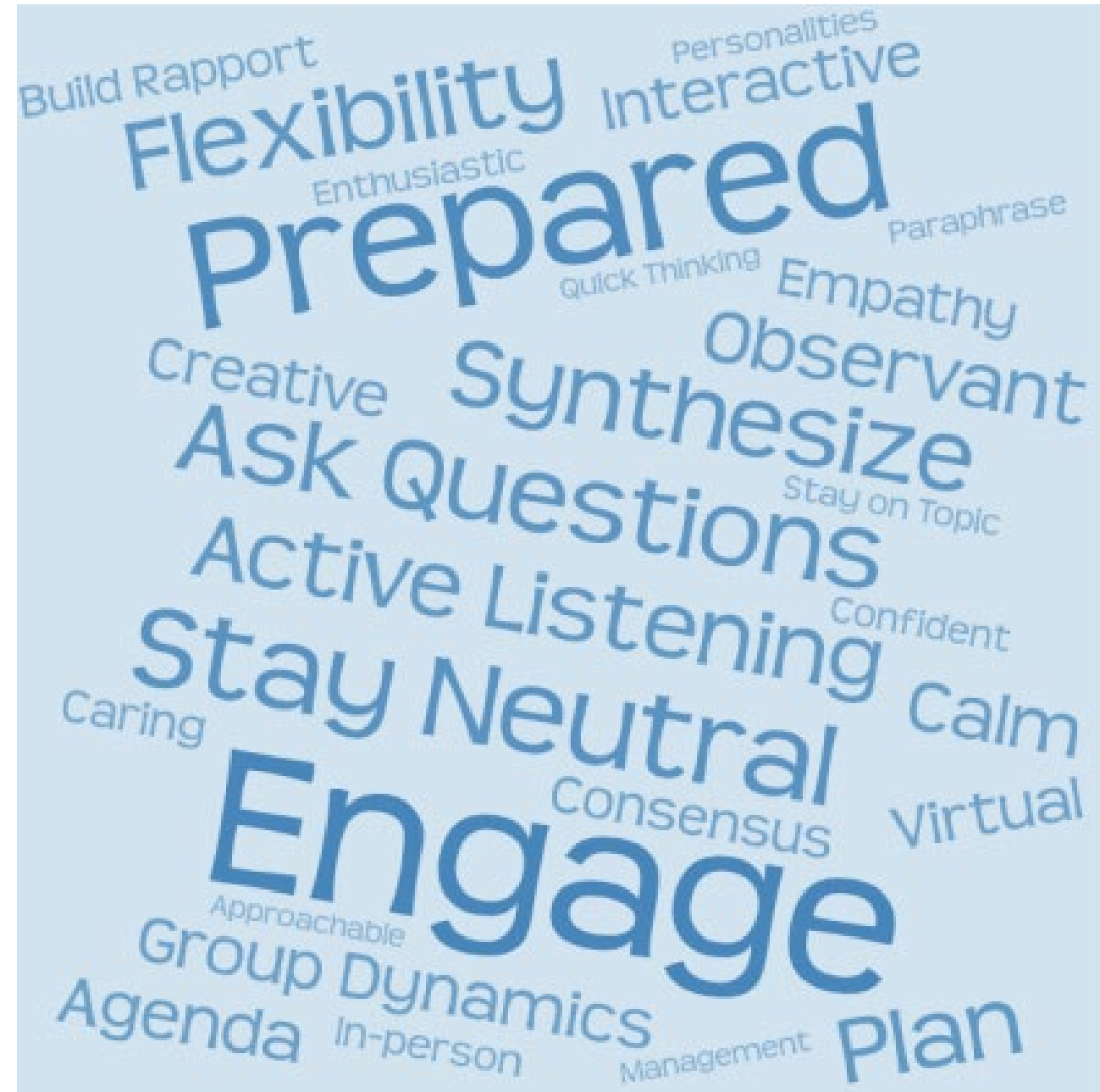
- Engage a wide range of stakeholders
- Elicit stories from stakeholders who might not have realized that their stories are relevant or important
- Find themes that emerge from across the stories
- Write up the results in a way that tells the whole story
- Integrate quantitative elements into the story where possible
- Validate the story to ensure it is evidence-based, accurate, and representative



Facilitation skills

Considerations for preparation:

- How big will the group be?
- How diverse will the group be?
- Will the facilitation be virtual or in-person?
- What kind of information do you need to gather from the group?



Resources for facilitation

- Liberating Structures book and [website](#)
- Barefoot Guide to Designing and Facilitating Creative Conversations
- Facilitating Evaluation, by Michael Quinn Patton
- Local trainings, such as by EnCompass

This list is just a beginning.

What resources have you found useful to strengthen your facilitation skills?

Who here is a strong facilitator?

Bringing a systems-thinking perspective

Make a simple systems map: Take the outcomes and impact from your causal framework.

- Besides your project/intervention, who and what else may affect the same outcomes and impact? These are “elements”.
- How do those elements interact with each other, and with your project? These are “connections”.
- Identify “loops” – where change in one element creates changes in other element(s) and then back to the first element.

DEFINITIONS:

A **system** is the broad set of ever-changing stakeholders, their diverse perspectives, their interrelationships, and the boundaries within which they engage, as they work towards a common purpose.

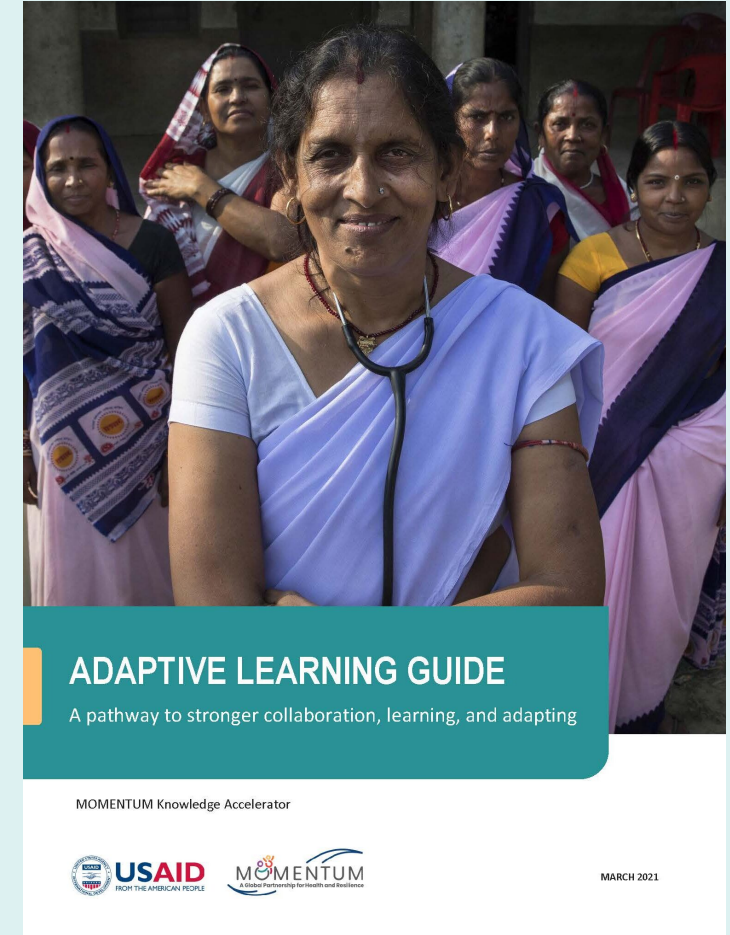
Systems-thinking is the consideration of the entire system.

Ensuring an adaptive learning perspective

This may require:

- Developing the culture, leadership, institutional support, and practices needed for project staff to be ready to use new information to effectively adapt and change.
- Building skills and good habits in communication and listening, recognizing failure and seeking out solutions, and regularly reviewing data and using it for improvement.

As an M&E officer, you can engage team members, support regular data use, and reinforce and model positive behavior.



A (not-very-accurate) description of how to implement (some) CAM approaches:

- Step 1.** Develop a strong causal framework.
- Step 2.** Ask stakeholders to help you expand on or further strengthen the causal framework.
- Step 3.** Collect data.
- Step 4.** Use your strong, evidence-based causal framework to validate your findings.
- Step 5.** Improve your causal framework based on what you learned.
- Step 6.** Repeat from Step 1.

MORAL OF THIS STORY: A strong causal framework is essential!



2

Developing a Strong TOC



Poll

1. **Have you been involved in developing a theory of change for any intervention or project?**
2. **Have you been involved in developing a theory of change for MOMENTUM?**

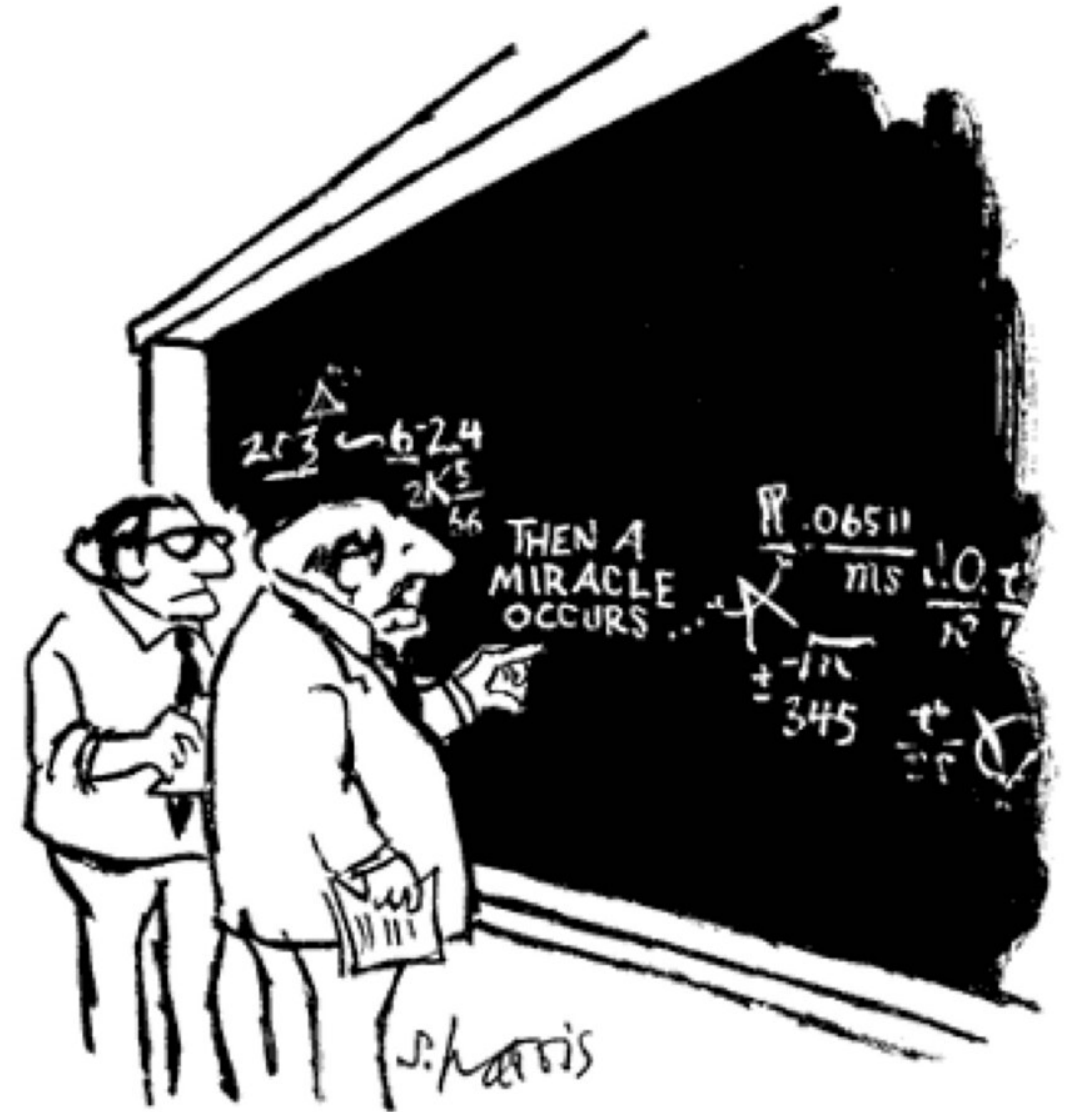
What is a Theory of Change?

“A comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.” (Center for Theory of Change*)

[*www.theoryofchange.org/what-is-theory-of-change/](http://www.theoryofchange.org/what-is-theory-of-change/)

- Visual representation of the causal pathways through which the intervention is expected to achieve its impact within the constraints of the setting
- Each program activity is linked to one or more outcomes
- Each outcome is defined and assigned indicators
- Can be empirically tested at each step
- Often incorporates feedback loops and other non-linear processes
- Ideally, can be continually refined through the adaptive learning cycle

A theory of change is especially focused on mapping out the “missing middle” between what a program or intervention does (its activities) and how these lead to the desired goals



“I think you should be more explicit here in step two.”

MOMENTUM THEORY OF CHANGE

MOMENTUM ACTIONS AT ALL LEVELS

STRENGTHEN PUBLIC AND PRIVATE HEALTH SERVICE DELIVERY

- Introduce evidence-based approaches & interventions
- Strengthen service readiness to manage, deliver and learn
- Improve quality of care delivered (incl. provider behaviors)
- Strengthen data use for improved system performance

ADDRESS SOCIAL FACTORS INFLUENCING HEALTH

- Listen / engage individuals, families, and communities (including youth) for client-centered care
- Take social norms into account in designing solutions
- Foster gender equality
- Promote dignity, respect, and equity in healthcare services

STRENGTHEN RESILIENCE

- Build and strengthen strategic health and non-health partnerships, including private sector engagement
- Build and bolster resilient communities and societies
- Foster iterative collaboration, learning & adaptation

INTERMEDIATE OUTCOMES

ASSOCIATED WITH R1

- Increased availability of **evidence-based, quality MNCHN/FP/RH services**
- Improved **person-centered care** including provider-client interactions
- Increased **demand for and utilization** of quality MNCHN/FP/RH services
- Improved **MNCHN/FP/RH practices** by individuals, families, and communities

ASSOCIATED WITH R2

- **Strengthened engagement** of civil society, local institutions, community-based and faith-based organizations

ASSOCIATED WITH R3

- Increased engagement of **local technical leadership** at global level
- Increased **national & subnational absorptive, adaptive and transformative capacity**
- Increased **national & subnational commitment**
- Increased **national resources** for MNCHN/FP/RH service delivery
- Increased **individual, household, community level resilience**

ASSOCIATED WITH R4

- **Strengthened strategic, cross-sectional and innovative partnerships** for MNCHN/FP/RH

R1

SCALED-UP AND SUSTAINED ACCESS TO AND **EQUITABLE USE** OF EVIDENCE-BASED, **QUALITY** MNCHN/FP/RH INFORMATION, SERVICES/CARE, AND INTERVENTIONS IN PUBLIC AND PRIVATE HEALTH SECTORS (INCREASED **EFFECTIVE COVERAGE**)

GOAL

REDUCTION IN MNC MORBIDITY & MORTALITY


ITERATIVE, CONTINUOUS LEARNING AND ADAPTATION, INCLUDING ENGAGEMENT OF PARTNERS IN GLOBAL TECHNICAL LEADERSHIP

ASSOCIATED WITH R3

ACCELERATED COUNTRY PROGRESS ON THE JOURNEY TO SELF-RELIANCE

BROADER FACTORS INFLUENCING ACTIONS AND SUCCESS

SHOCKS AND STRESSES | READINESS TO SUCCEED WITH USAID SUPPORT | GOVERNMENT AND STAKEHOLDER COMMITMENT | SOCIOCULTURAL & ECONOMIC CONTEXTS



Other
frameworks
used in
monitoring and
evaluation

Logic model

Causal framework

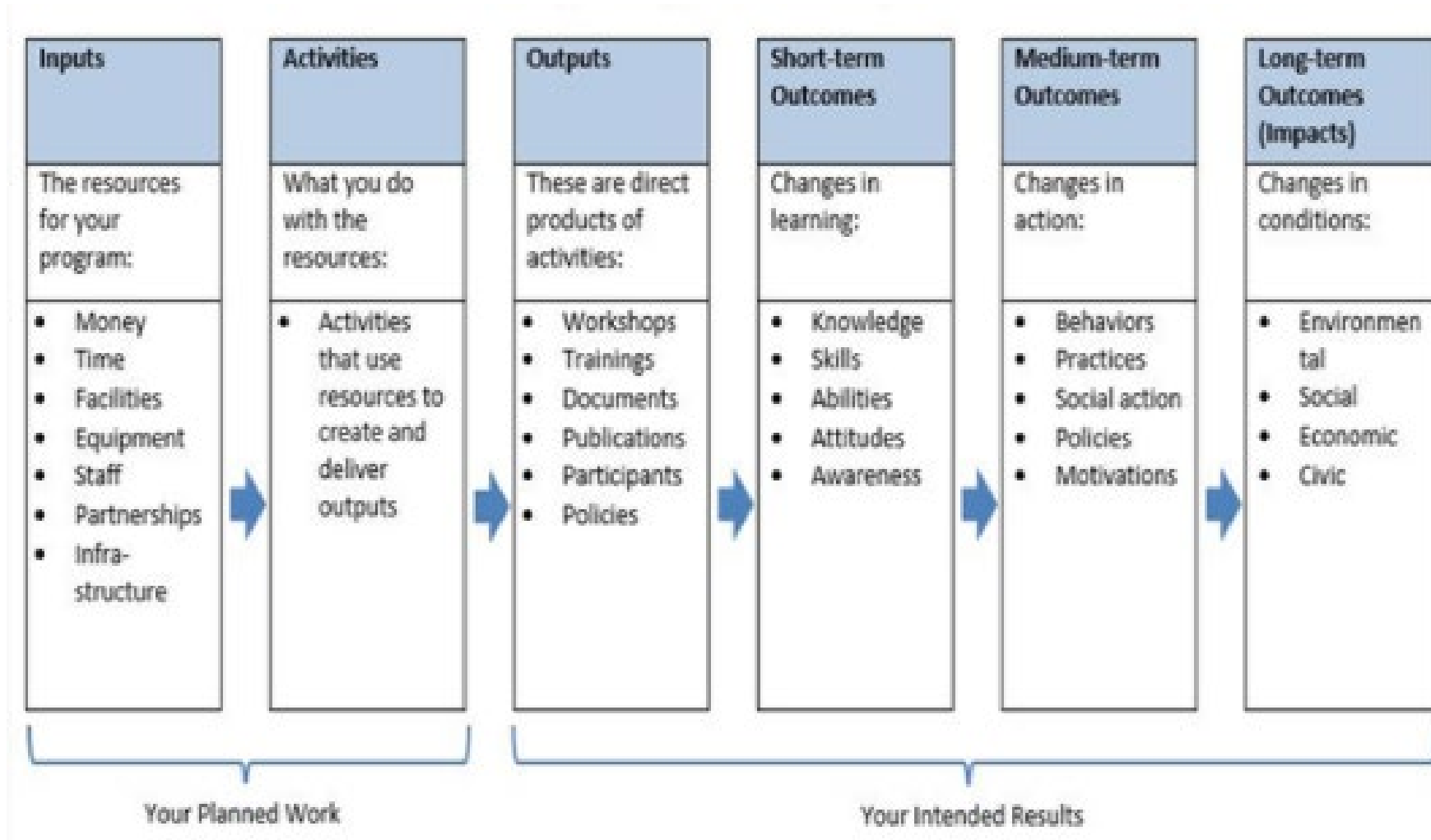
Results framework

Log frame

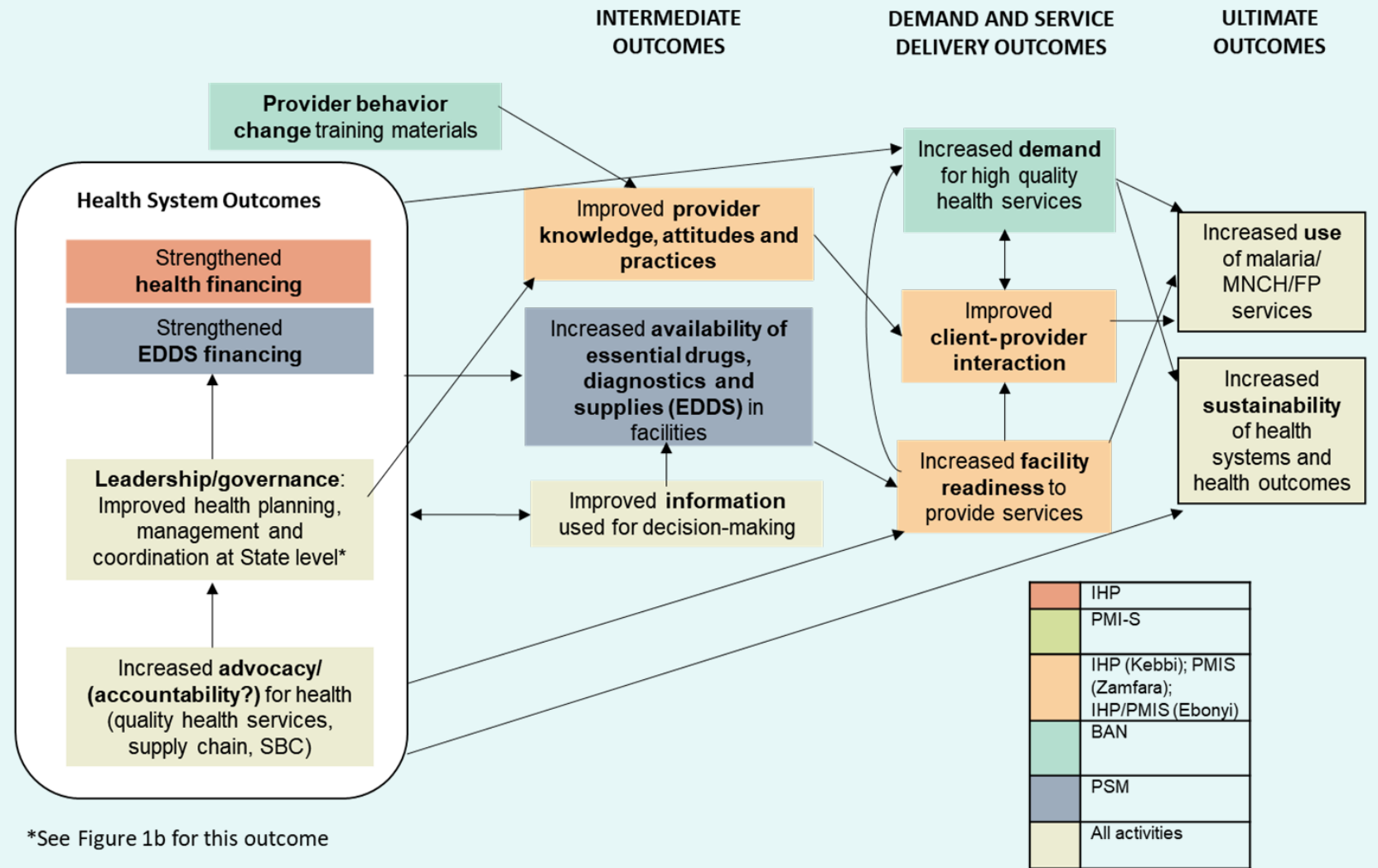
Example of a logic framework (or log frame)

HIERARCHY OF OBJECTIVES	PERFORMANCE INDICATORS	DATA SOURCES	ASSUMPTIONS & RISKS
<p><i>Goal</i></p> <p>Longer-term project impact</p>	<p>Measurable indicators for Goal</p>	<p>Data sources for verifying status of Goal-level indicators</p>	<p>Assumptions/risks between Goal and Super-Goal</p>
<p><i>Purpose</i></p> <p>Near-term project impact. The essential motivation for undertaking the project</p>	<p>Measurable indicators for End- of- project Impact</p>	<p>Data sources for verifying status of Purpose -level indicators</p>	<p>Assumptions/risks between Purpose and Goal</p>
<p><i>Outputs</i></p> <p>The deliverables of the project</p>	<p>Measurable indicators for Outputs</p>	<p>Data sources for verifying status of Output-level indicators</p>	<p>Assumptions/risks between Outputs and Purpose</p>
<p><i>Activities</i></p> <p>Smaller work packages needed to accomplish each Output</p>	<p>Budget Summary</p>	<p>Data sources for verifying status of budget and Activities</p>	<p>Assumptions/risks between Activities and Outputs</p>

Example of a logic model



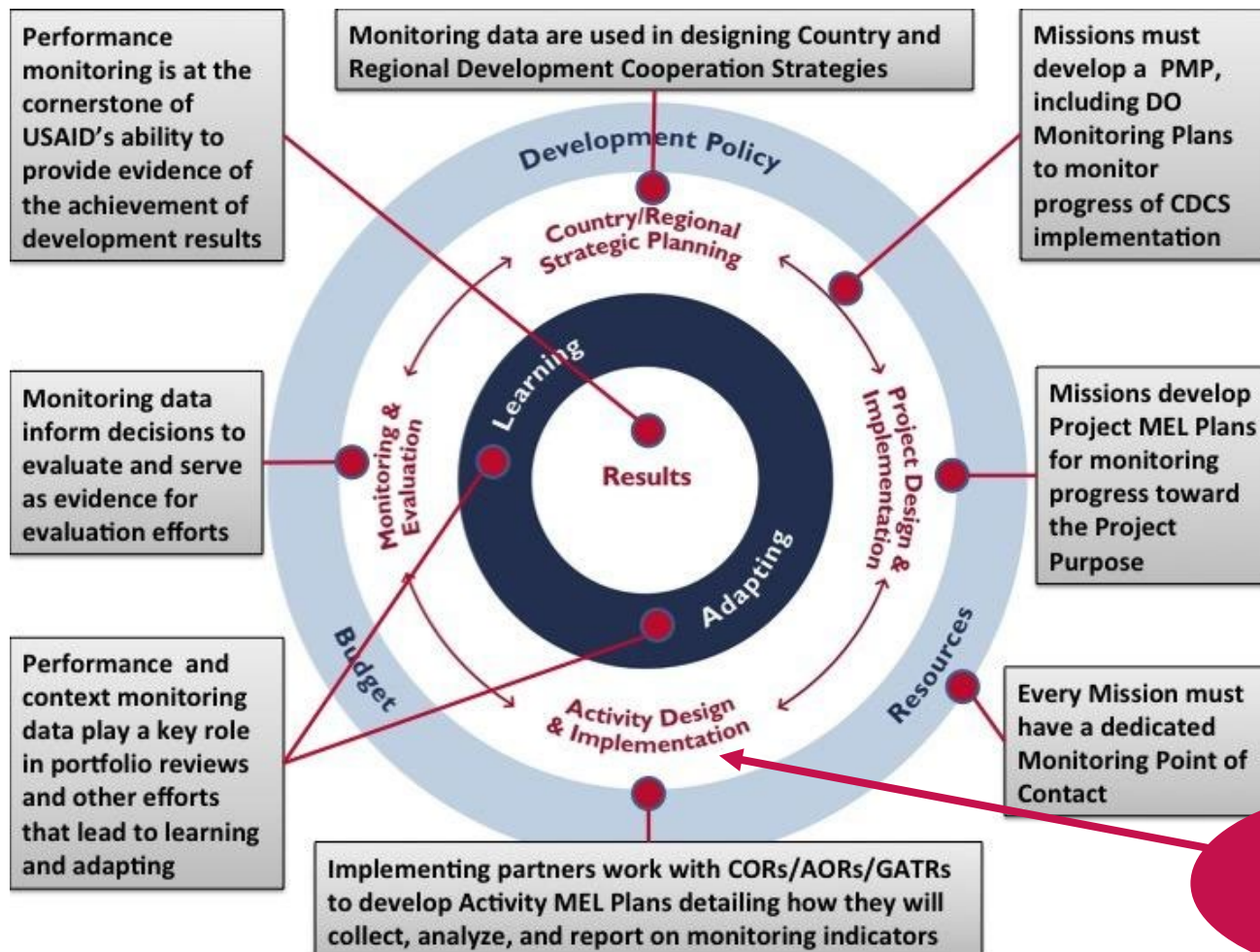
TOC of Integrated Health Project in Nigeria (Overall)



*See Figure 1b for this outcome

Gender integration flows throughout

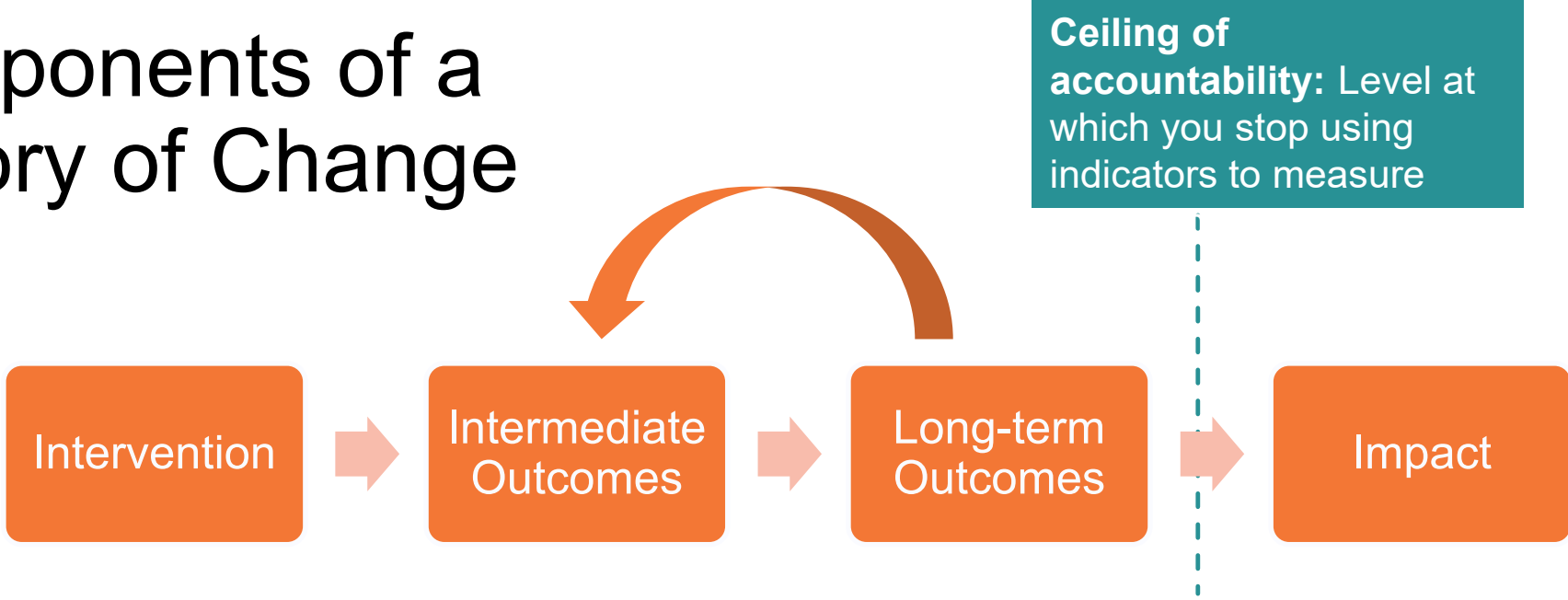
When is a Theory of Change developed and used?



**Develop
intervention
TOC**

- Ideally, initially developed during intervention design phase, and in collaboration with stakeholders
- Ideally used for all evaluations of complex interventions
- In practice, often initially developed by evaluation staff in collaboration with intervention designers and implementers during the evaluation design phase

Components of a Theory of Change



Different components of the complex intervention

Intermediate and final outcomes the program is theorized to change

The ultimate change the program may contribute toward achieving

External conditions beyond the control of the project that positively or negatively influence the outcomes to be achieved

Assumptions

Characteristics of individuals or interventions that are implicit within the causal pathway

MOMENTUM THEORY OF CHANGE

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ADDRESS SOCIAL FACTORS INFLUENCING HEALTH

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Intervention

INTERMEDIATE OUTCOMES

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- Increased **individual, household, community level resilience**

ASSOCIATED WITH R4

- **Strengthened strategic, cross-sectional and innovative partnerships** for MNCHN/FP/RH

Intermediate Outcomes

R1
SCALED-UP AND SUSTAINED ACCESS TO AND **EQUITABLE USE OF EVIDENCE-BASED, QUALITY MNCHN/FP/RH INFORMATION, SERVICES/CARE, AND INTERVENTIONS** IN PUBLIC AND PRIVATE HEALTH SECTORS (INCREASED **EFFECTIVE COVERAGE**)

Long-term Outcome

GOAL

REDUCTION IN MNC MORBIDITY & MORTALITY

Impact

ITERATIVE, CONTINUOUS LEARNING AND ADAPTATION, INCLUDING ENGAGEMENT OF PARTNERS IN GLOBAL TECHNICAL LEADERSHIP

ASSOCIATED WITH R3

ACCELERATED COUNTRY PROGRESS ON THE JOURNEY TO SELF-RELIANCE

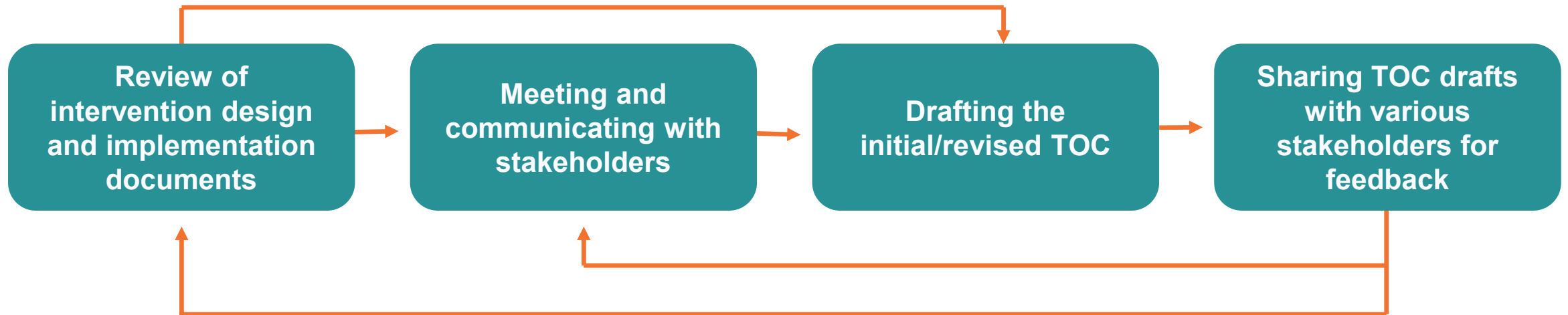
BROADER FACTORS INFLUENCING ACTIONS AND SUCCESS

Assumptions

SHOCKS AND STRESSES | READINESS TO SUCCEED WITH USAID SUPPORT | GOVERNMENT AND STAKEHOLDER COMMITMENT | SOCIOCULTURAL & ECONOMIC CONTEXTS

Steps in Developing a Theory of Change

ITERATIVE PROCESS INVOLVING:

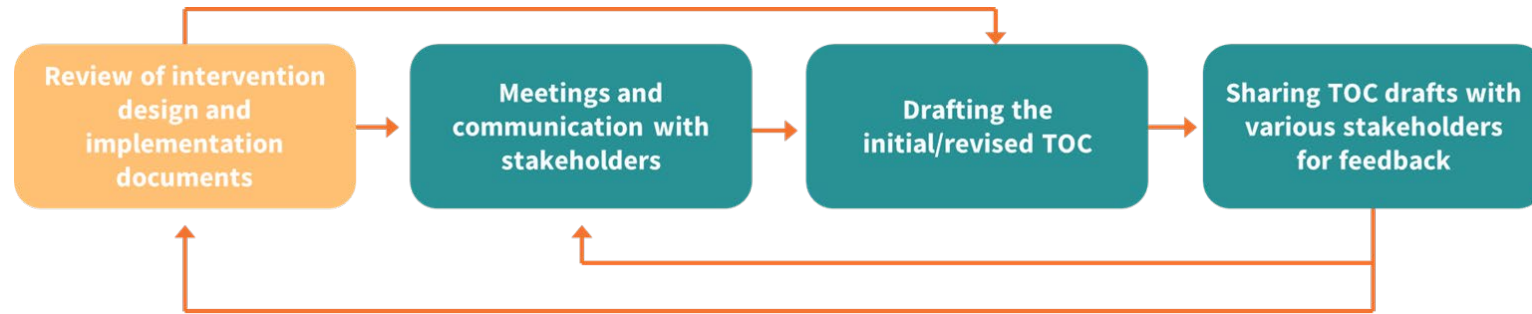


Developing a TOC for Botswana Comprehensive Care for Orphans and Vulnerable Children



- A multi-sectoral program for orphans and vulnerable children (OVC) and their families
- Focused on improving HIV and health, economic, and educational outcomes for adolescent OVC transitioning to adulthood
- **Goal: AIDS Free Generation**

Developing a TOC: Review of Documents



- E.g., RFA/RFP, strategy documents, needs assessment summaries, work plans, etc.
- Overview of how designers at the donor and project level conceptualized how the intervention would work
- Often broad strokes, with emphasis on the impact and some long-term outcomes



Issue Date: February 18, 2016
Deadline for Questions: March 03, 2016 at 12:00 p.m. (Pretoria time)
Closing Date: March 18, 2016
Closing Time: 11:00 a.m. (Pretoria time)
Subject: Notice of Funding Opportunity (NFO) Number: RFA-674-16-000004
Program Title: Botswana Comprehensive Care and Support for Orphans and Vulnerable Children

Ladies and Gentlemen:

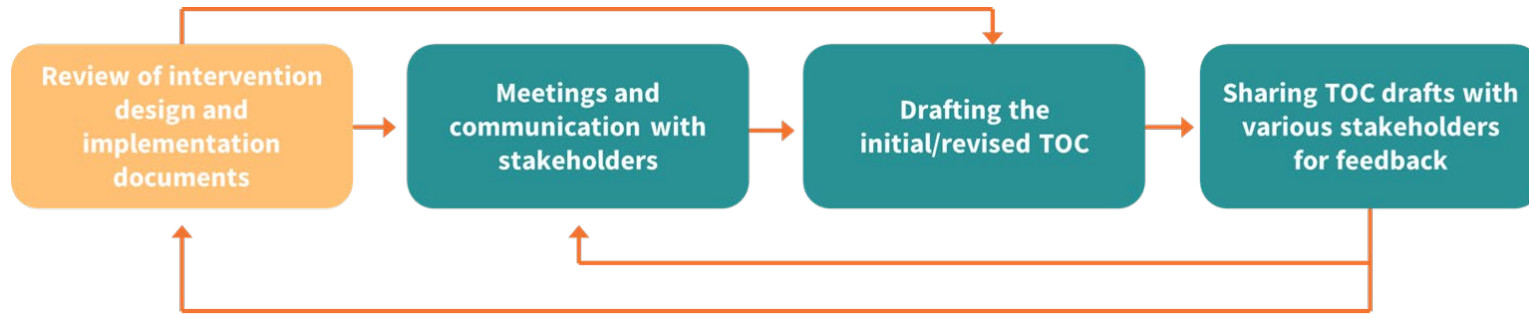
The United States Agency for International Development Southern Africa (USAID/SA) is seeking applications for a Cooperative Agreement from a qualified organization to fund a program entitled Botswana Comprehensive Care and Support for Orphans and Vulnerable Children. Any non-governmental organization [including, but not limited to, Private Voluntary Organizations (PVOs), Public International Organizations (PIOs), local nongovernmental organizations, faith-based organizations (FBOs), universities, foundations, for-profit entities and others] are eligible to apply under this Notice of Funding Opportunity (NFO). USAID/SA encourages applications from potential new partners.

Subject to the availability of funds, an award is planned to be made to the responsible applicant whose application best meets the objectives of this funding opportunity and the selection criteria contained herein. While one award is anticipated as a result of this NFO, USAID reserves the right to fund any or none of the applications submitted.

For the purposes of this NFO, the term "Grant" is synonymous with "Cooperative Agreement"; "Grantee" is synonymous with "Recipient"; and "Grant Officer" is synonymous with "Agreement Officer". Eligible organizations interested in submitting an application are encouraged to read this funding opportunity thoroughly to understand the type of program sought, application submission requirements and evaluation process.

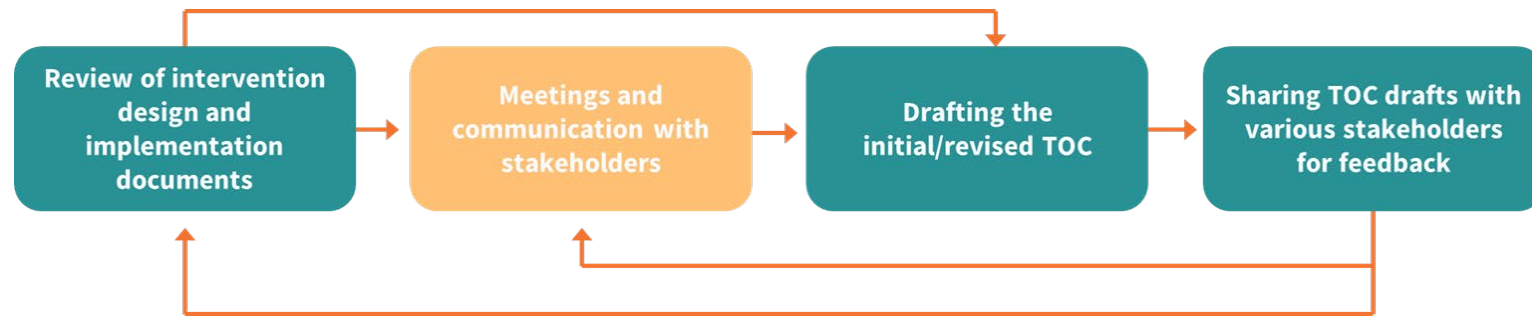
To be eligible for award, the applicant must provide all information as required in this NFO and meet eligibility standards in Section C of this NFO. This funding opportunity is posted on www.grants.gov and may be amended. Potential applicants should regularly check [grants.gov](http://www.grants.gov) to ensure they have the latest information pertaining to this NFO. Applicants must have available or download the Adobe program to their computers in order to view the NFO and save the

Developing a TOC: Review of Documents



- Note all questions that arise from review of documents, including around:
 - Details of interventions
 - How interventions link to outcomes
 - Assumptions of donors, intervention designers and implementers

Developing a TOC: Meeting and Communicating with Stakeholders

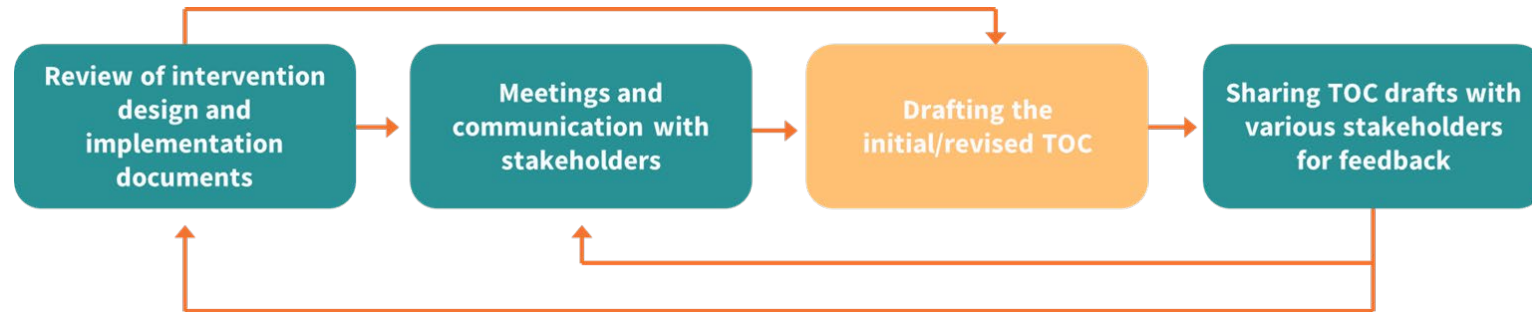


- Intervention designers
- Intervention implementers, including headquarters and field staff at all levels
- National and local government officials
- Donors

Developing a TOC: Meeting and Communication with Stakeholders

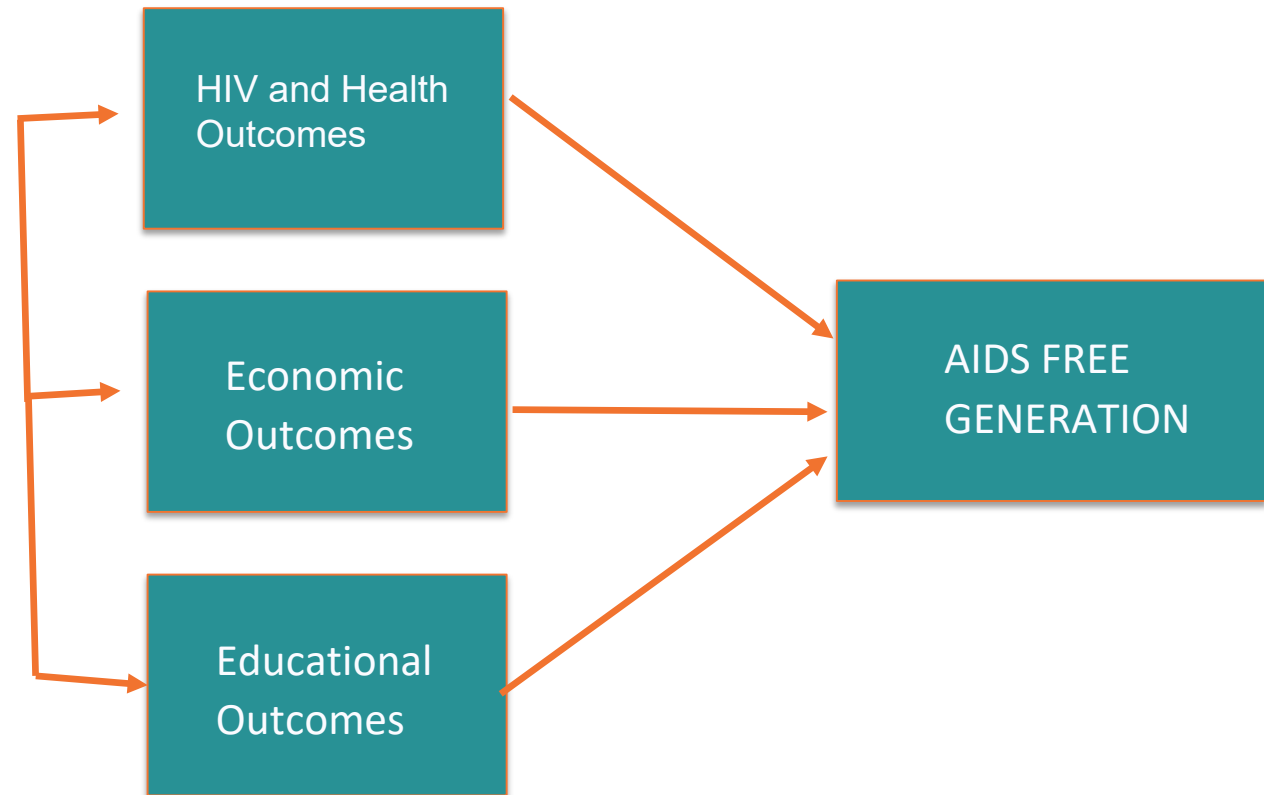
	Intervention Designers	Intervention Implementers	National and Local Government Officials	Donors/Funders
Impact	●		●	●
Outcomes	●			
Intervention	●	● Scope, quantity, responsible partners		
Links between Impact, Outcomes and Interventions	●	●		
Assumptions (ext. conditions)			●	●
Ceiling of Accountability			●	●

Developing a TOC: Draft Initial TOC

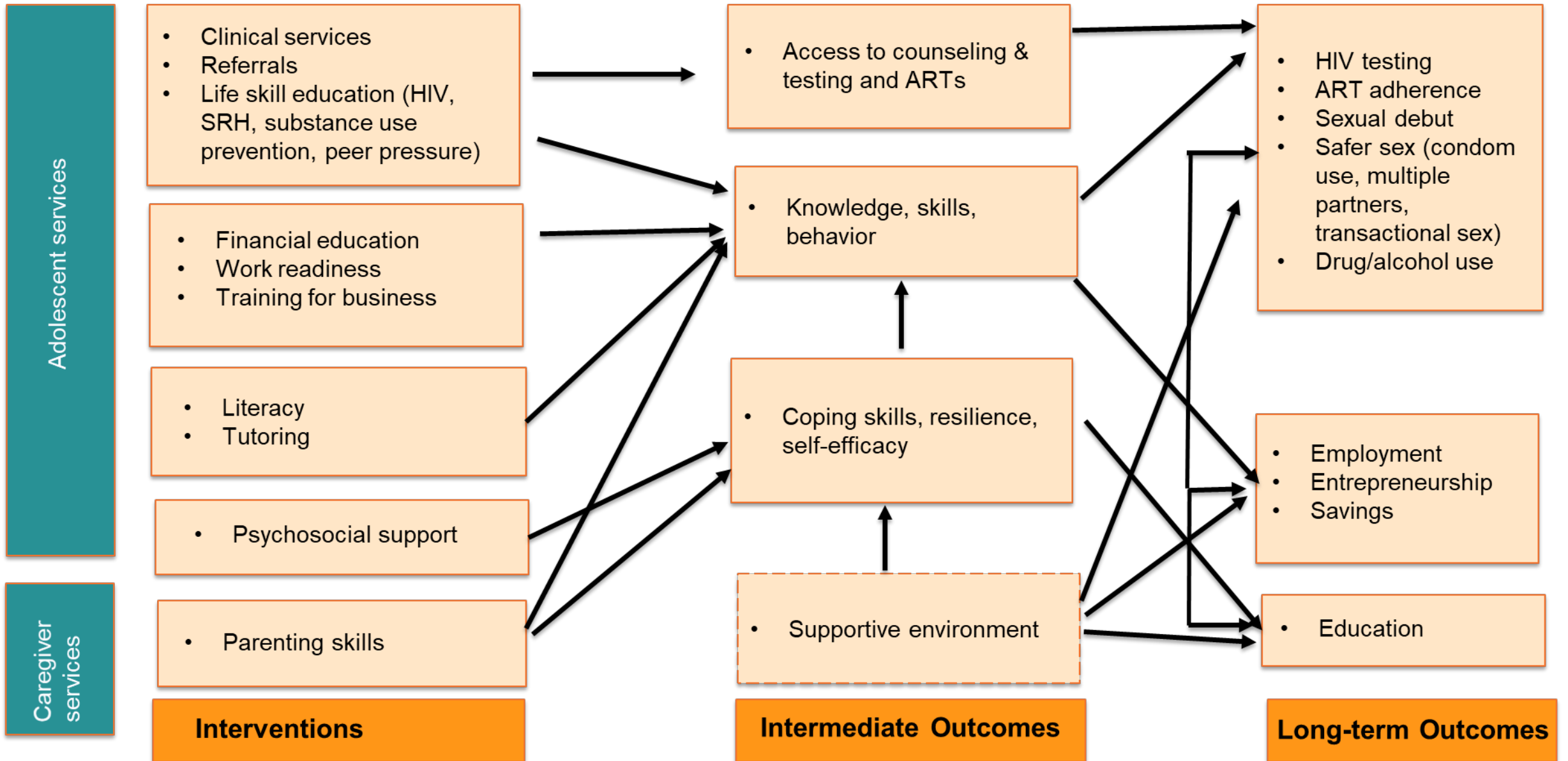


- Start with impact and long-term outcomes, and their links – these are often the most straightforward
- Next, focus on the most straightforward activities (e.g., trainings, clinical services, etc.) and their links to outcomes (intermediary and/or long-term)
- Focus on the least well-defined components of intervention last
 - Community mobilization
 - Partnership strengthening
 - Supportive environment

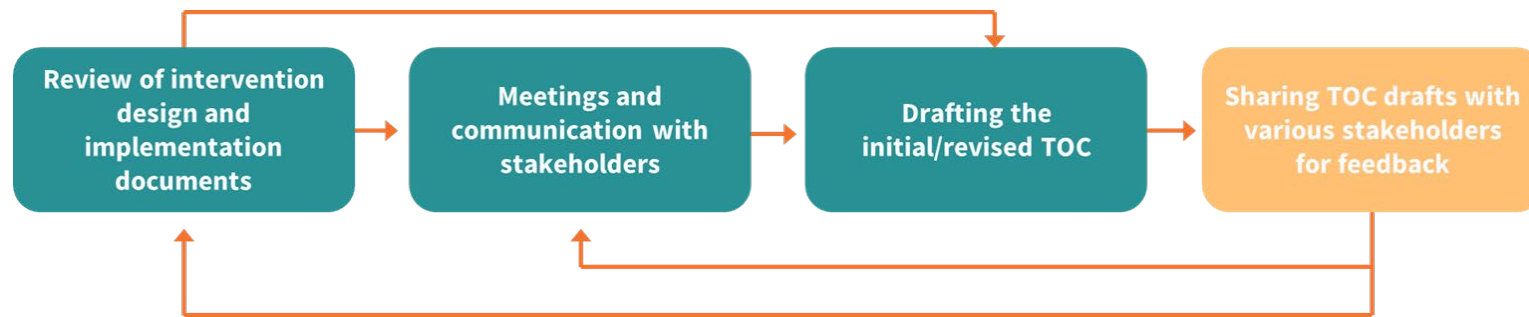
Impact and outcomes of Botswana Comprehensive Care for Orphans and Vulnerable Children



Draft TOC: Botswana Comprehensive Care and Support for Orphans and Vulnerable Children (BCCSOVC)



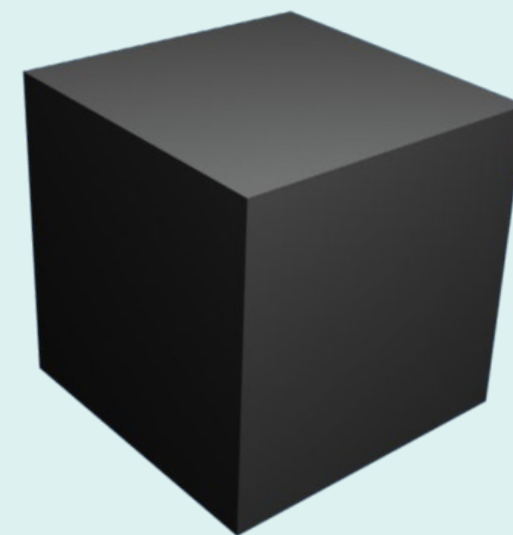
Developing a TOC: Share Draft TOC with Stakeholders



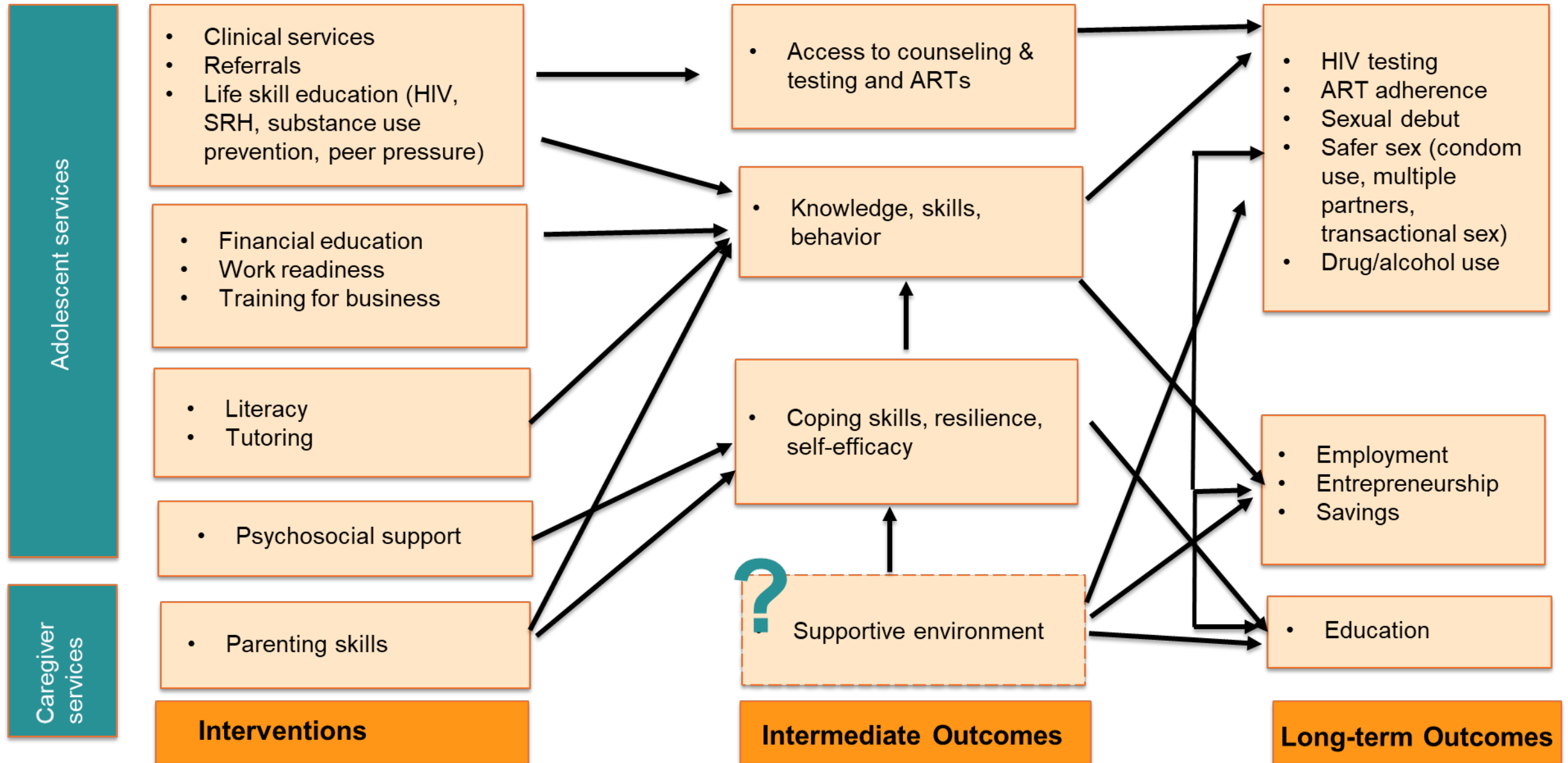
- Ideally, hold a meeting with stakeholders, emphasizing that the TOC should represent what they envision and hypothesize for the intervention, outcomes and impact
- Present all components of the draft TOC as initially understood by review of documents and previous communications and discussions
- Ask:
 - What components need refining and revising?
 - What is missing?
 - Do the links (i.e., arrows) between interventions, outcomes and impact make sense? Are there additional connections not documented?
 - Are the assumptions realistic?

Developing a TOC: Share Draft TOC with Stakeholders

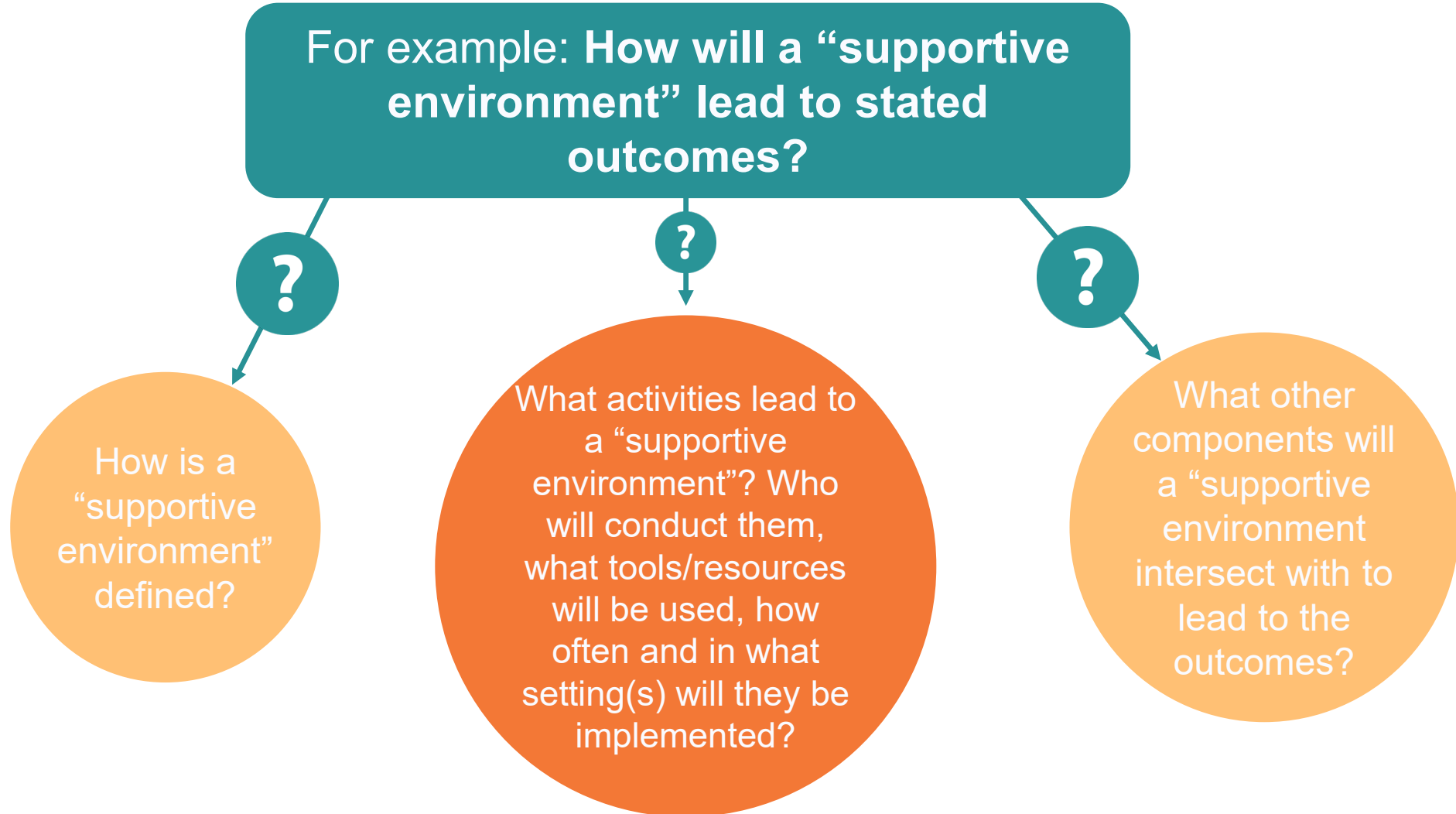
Unpack the “black box” of how interventions lead to outcomes, including defining ambiguous terms and getting as specific as possible



Draft TOC: Botswana Comprehensive Care and Support for Orphans and Vulnerable Children (BCCSOVC)

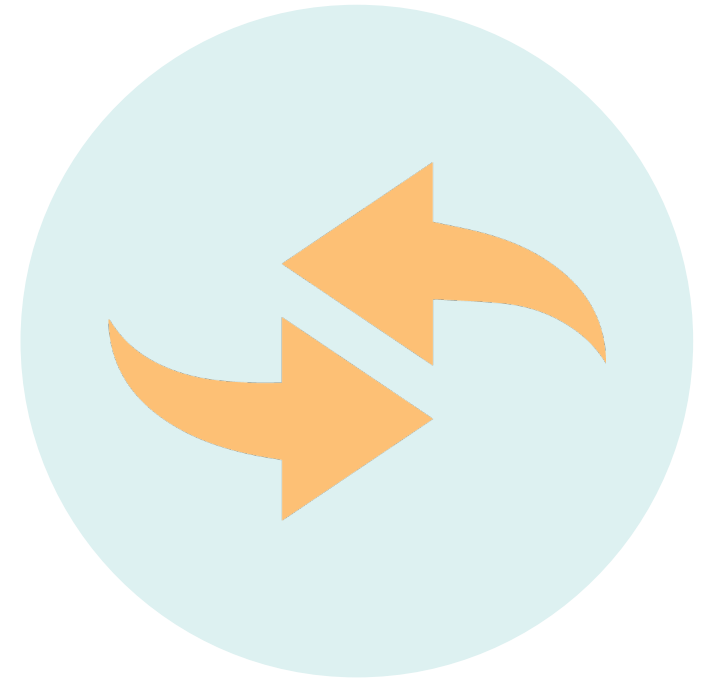


Developing a TOC: Share Draft TOC with Stakeholders



Developing a TOC: Revise TOC

- Revise TOC based on meeting with stakeholders
- Continue communicating with stakeholders and reviewing documents as additional information is gleaned and you have more questions
- Share revised TOC with stakeholders



Final TOC for BCCSOVC

Adolescent services

Caregiver services

- Clinical services
- Referrals
- Life skill education (HIV, SRH, substance use prevention, peer pressure)

- Financial education
- Work readiness
- Training for business

- Literacy
- Tutoring

- Psychosocial support

- Food baskets/vouchers
- Toiletries, school uniforms
- HH goods (blankets)

- Parenting skills

Interventions

- Access to counseling & testing and ART

- Knowledge, skills, behavior

- Coping skills, resilience, self-efficacy

- Supportive environment

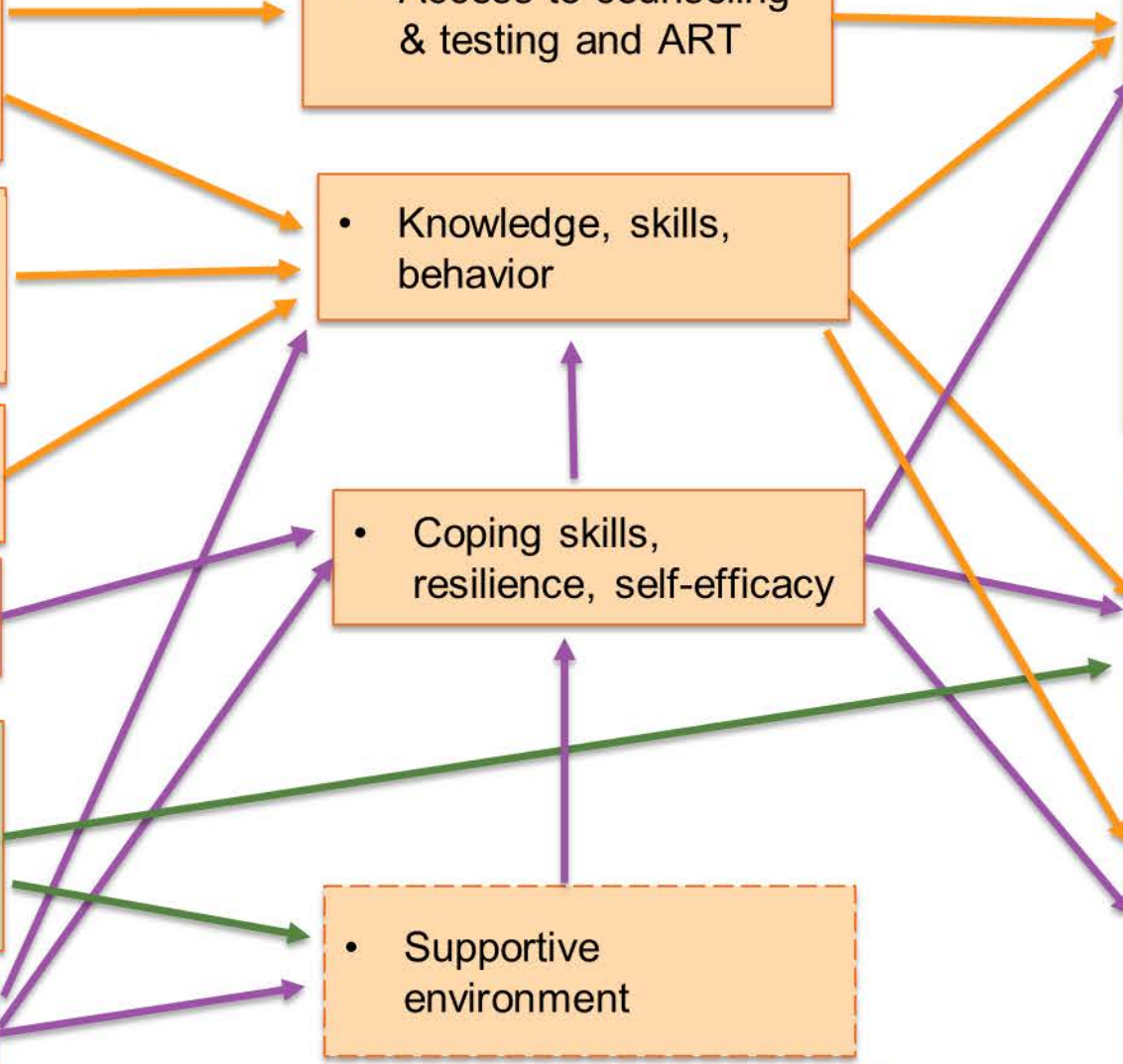
Intermediate Outcomes

- HIV and Health
- HIV testing
 - ART adherence
 - Sexual debut
 - Safer sex (condom use, multiple partners, transactional sex)
 - Drug/alcohol use

- Economic Stability
- Employment
 - Entrepreneurship
 - Savings

- Education
- Staying in school
 - Completing and passing secondary school

Long-term Outcomes



Key Takeaways of Developing a TOC

- ✓ Evaluations of all complex interventions (i.e., complex evaluations) should start with a TOC
- ✓ Developing a TOC of complex evaluations is an iterative process
- ✓ Multiple stakeholders should be engaged in its development and finalization
- ✓ There is no rigid structure for a TOC, though some components are recommended

Break

4 MINUTES TO:

- stretch
- refill your coffee
- get a snack
- pet your cat/dog
- meditate
- visit the facilities
- drink some water
- gaze out the window



ACTIVITY:

Breakout Discussion — 15 minutes

- Introduce yourself (briefly)
- Have you worked on a TOC before or been part of a team that developed a TOC?
- Did the TOC development process go the way Mahua described in her presentation? What was different?
- What would you do differently in the future? What steps or aspects of TOC development do you think are most likely to be skipped or done differently from what Mahua described?
- To what extent do you think TOC's are important for activities and interventions at the sub-award levels?
- Do you plan on developing them for these activities?



3

Adapting CAM to the Context & Developing an Implementation Plan

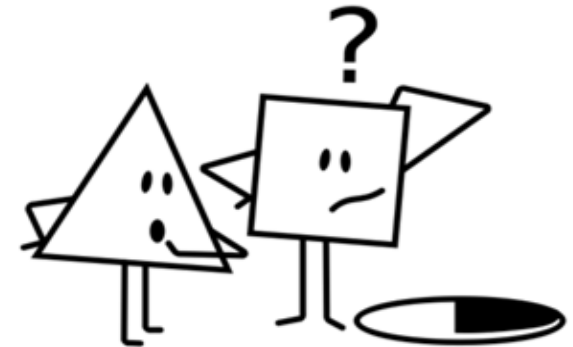
Adapting CAM to our Context

Why?

- Complex environments require adaptive programs and M&E
- Can be used at multiple levels (country, award, etc.)

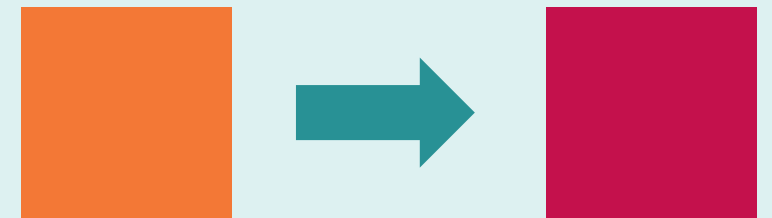
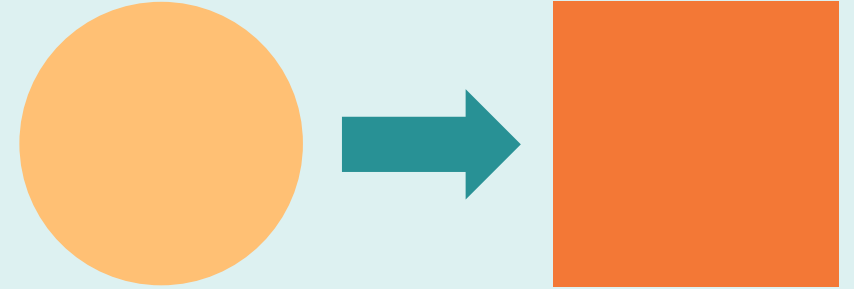
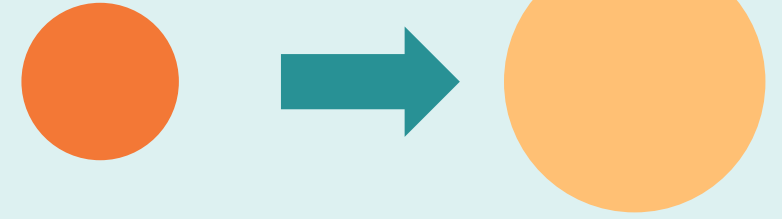
Some considerations...

- Which aspects of the approach are relevant?
- Which aspects are integral to the rigor?



What are some options for adaptation?

- Size (workshop/meeting, project, award, strategy, etc.)
- Revise terminology
- Integrating into existing systems (e.g., data collection, reporting)
- Different methods for adaptive learning
- Mixing and matching



Adapting CAM for this workshop series

Adaptation needed due to activity's relatively small size and short duration

Approaches used:

- Most significant change
- Pause and reflect
- Outcome Mapping

MOMENTUM



TRAINING/WORKSHOP SURVEY

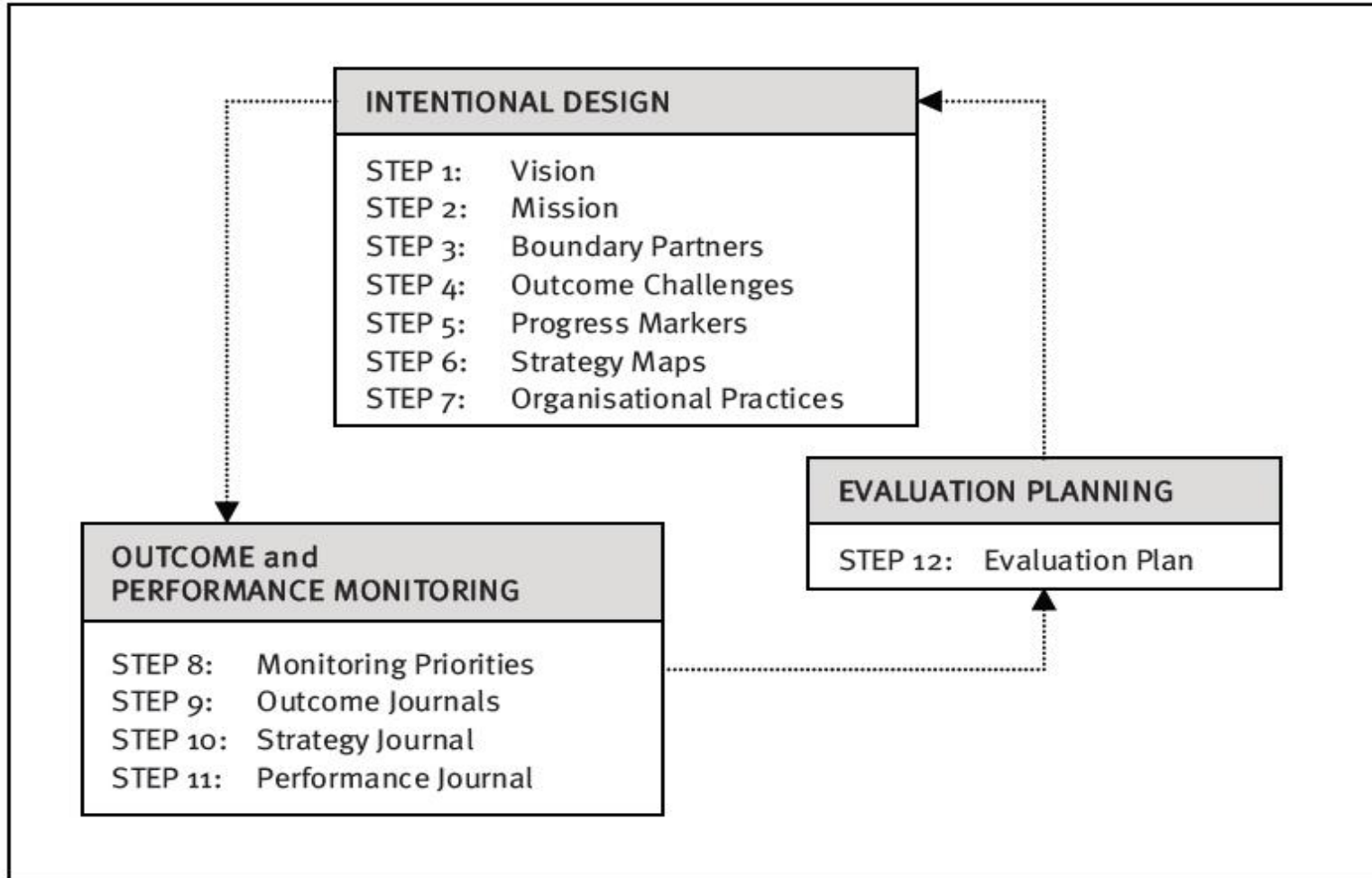
Monitoring & Evaluating MOMENTUM's Knowledge Management

These questions cover a range of aspects and can be used when evaluating a technical training or workshop. If a post-test training survey is planned, training organizers can draw on these questions as needed. Questions are adapted from surveys used in the following projects: [Passages](#), [Maternal Child Survival Program](#), and [International Association of Public Health Logisticians](#).

Domain	Question	Scale/Answer Options
Quality	Overall, how would you rate the content, format, and delivery of [training/workshop name]?	1- Very Poor 2- Poor 3- Average 4- Very Good 5- Excellent
Value	Overall, [training/workshop name] provided information that is useful to my work or to the work of my colleagues/organization/project.	1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree
Quality	The facilitators explained key information and concepts clearly.	1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree
Value	[Training/workshop name] responded to a specific knowledge, information, skill, or practice gap that I have experienced or seen among my colleagues.	1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree
Uptake	Within the next year, I plan to use what I learned during [training/workshop name] in my work or research. For example, I plan to use tools/resources	1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree



What is Outcome Mapping?



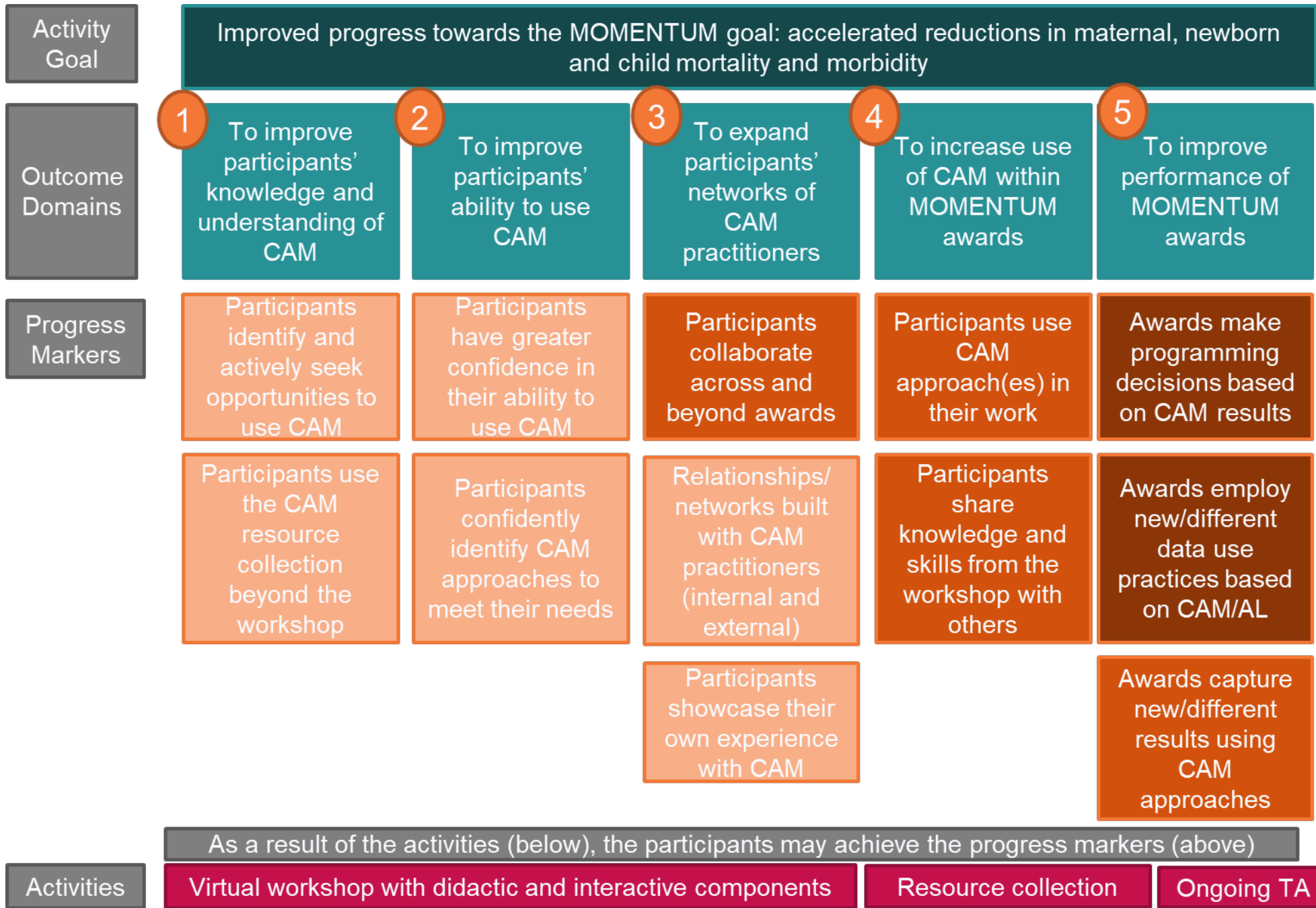
Earl, Sarah, Fred Carden and Terry Smutylo (2001). *Outcome Mapping; Building Learning and Reflection into Development Programs*, International Development Research Centre (IDRC)

How is this different from other causal frameworks?

- Participatory, visual, and optimistic
- Incorporates both strategy planning and results monitoring
- Tries to capture the unintended / unexpected in advance
- Progress markers are like indicators, but more loosely observable or “documentable” rather than measurable
- Indicators tend to stand alone, while progress markers make up a map/story of change process

CAM Workshop Outcome Map

- Want to see/ realistic
- Like to see/ optimistic
- Love to see/ idealistic



EXAMPLES:

Adapting Outcome Mapping for the Workshop

Pulled from existing sources:

Vision and Mission → Workshop Outline

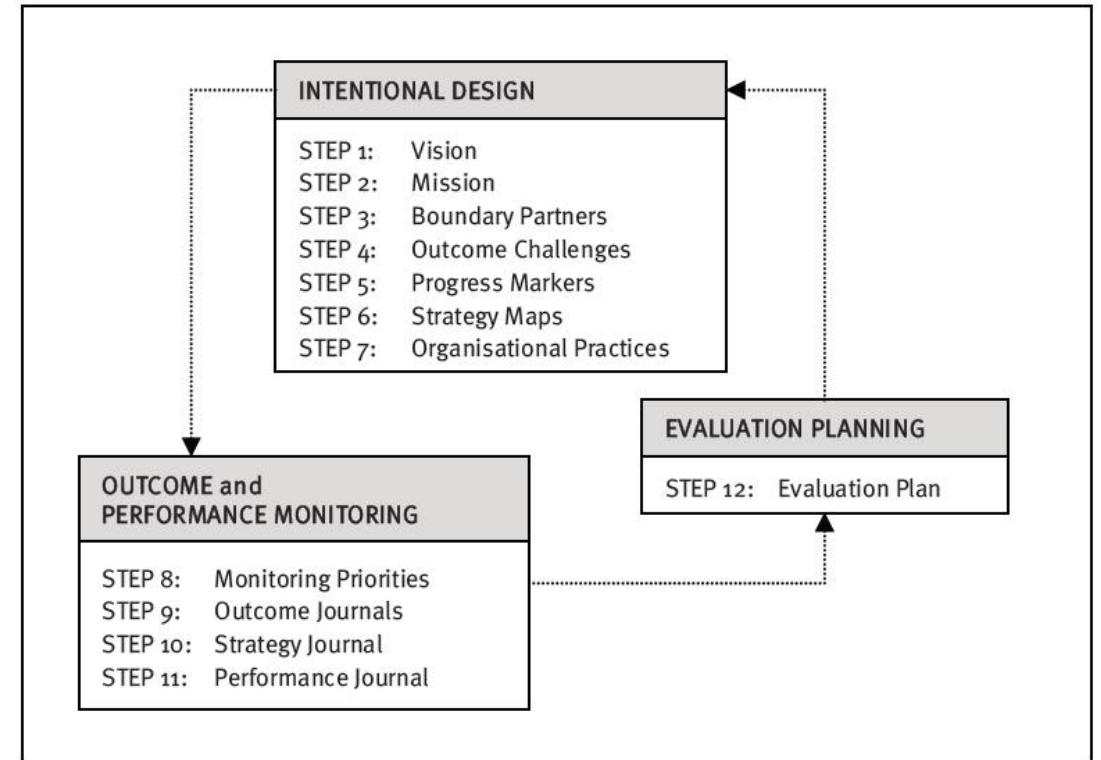
Strategy Map → Workshop Outline

Modified terminology:

“Outcome Challenges” → outcome domains and workshop objectives


Modified format:

Journals → surveys, standard workshop reporting mechanisms and pause and reflect sessions



But if you are
going to adapt...

Don't skip the
documentation!



You will figure lots of things out for
yourself. Just remember* to leave
notes for everyone else.

– Oliver Jeffers

How do I document my CAM approach?

Implementation plan/protocol/outline/poem/limerick/novel etc.

- Helpful to communicate with stakeholders
- Helps to work through which approaches to choose and how to adapt



Resources for CAM

- Skills and Resources for CAM
- Intensity/LOE- Frequency and depth is key
- Type of Engagement

		CAM Approach								
		Social Network Analysis	Causal Link Monitoring	Outcome Mapping	Sentinel Indicators	Pause & Reflect	Outcome Harvesting	Most Significant Change	Ripple Effects Mapping	Contribution Analysis
Ease of Use	Skills & resources required	1-3	2, 3	2, 3	2	1	2	1, 2	2, 3	2
	Intensity/Level of effort	1, 2	1	2	1	1	2, 3	2, 3	2	2, 3
	Type of engagement	1	1, 2	1, 2	3	2	3	1, 2	1	2, 3

*1 = Can be implemented by community level entity; 2= Can be implemented by MOMENTUM project staff; 3= Outside assistance likely needed.

**1 = Able to integrate within existing staff workload and/or short-term engagement of external assistance; 2 = Moderate dedicated staff time needed and/or medium-term engagement and/or; 3 = Dedicated staff needed and/or longer-term external engagement

†1 = Best as in-person engagement with group or in community setting; 2 = Easily adapted for virtual engagement with videoconferencing and related technologies; 3 = Able to complete remotely via desk reviews, email, phone calls, online surveys, etc.



4

Wrap-Up & Pause and Reflect

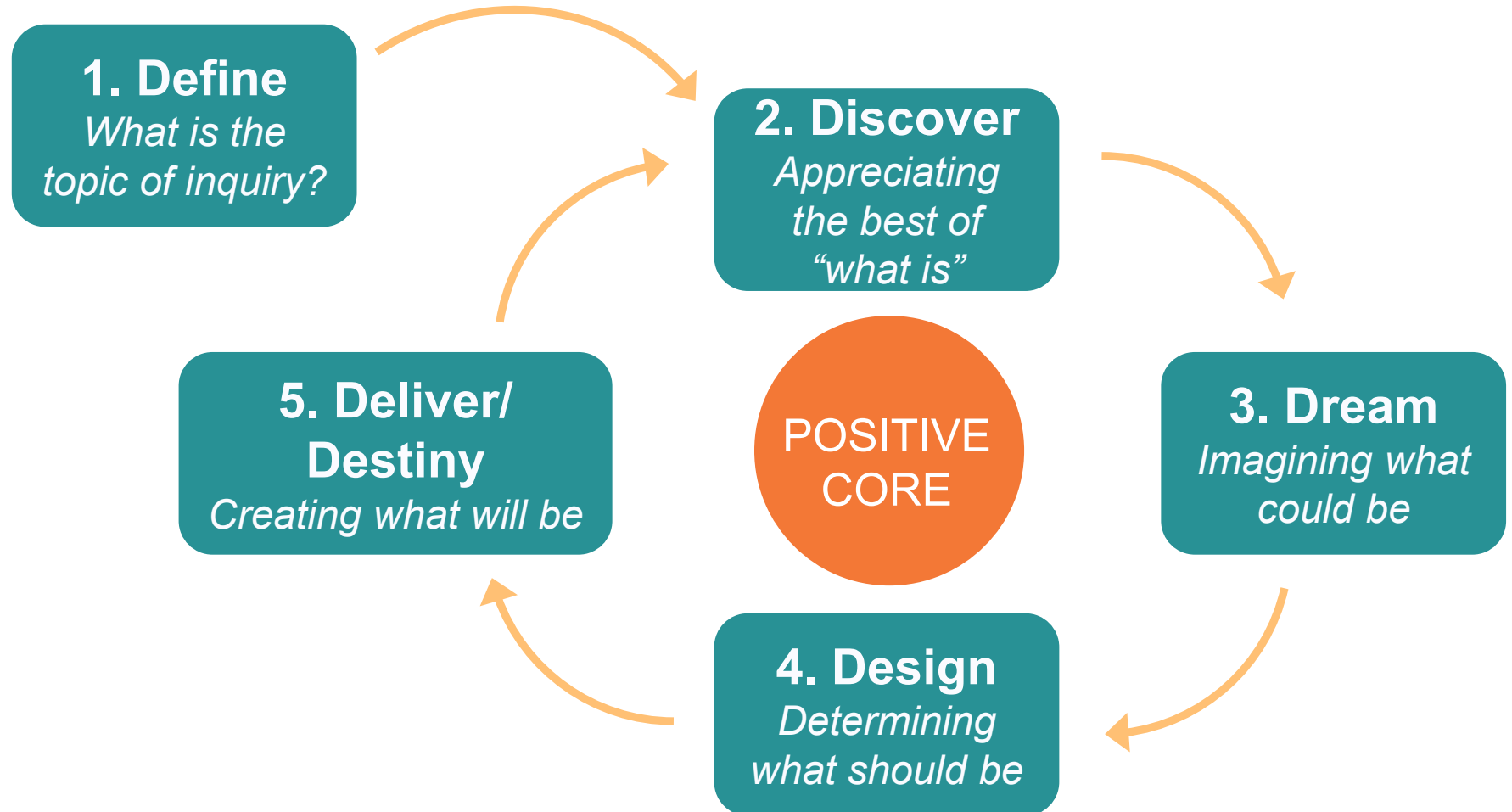
Today's Main Take-Aways

- While CAM and traditional performance M&E build from the same tools, CAM approaches may help to address different questions and sometimes require different skills and perspectives.
- Skills and perspectives relevant to CAM include qualitative inquiry, facilitation, systems-thinking, and adaptive learning.
- A strong theory of change is essential for CAM implementation.
- Developing a TOC is an iterative process that includes 1) review of documents; 2) discussion with stakeholders; 3) drafting/revising the TOC; and 4) sharing the TOC with stakeholders.
- CAM approaches can be adapted to the specific context in which you use them.
- For M&E of this CAM workshop series, we are using and adapting: Pause & reflect, Most significant change, and Outcome mapping.

In the next session: Wednesday, June 30th

- CAM Approach Deep Dive: Pause and Reflect
- Introduction to Pause and Reflect approaches
- More examples of CAM in practice - Round Robin with MOMENTUM colleagues
- Don't forget to register: [Session 3 Registration](#)

Pause and Reflect (Appreciative Inquiry)



Pause and Reflect (Appreciative Inquiry)



QUESTIONS:

- *What went well?*
- *What **could**_we do in the following sessions? (remember, think big!)*
- *What **should**_we do in the following sessions?*
- *How should we do it?*



PROCESS:

- 1-minute of silent reflection
- Using RiseUp Pad, answer the first three questions
- Discussion

THANK YOU

MOMENTUM Knowledge Accelerator is funded by the U.S. Agency for International Development (USAID) as part of the MOMENTUM suite of awards and implemented by Population Reference Bureau (PRB) with partners JSI Research and Training Institute, Inc. and Ariadne Labs under USAID cooperative agreement #7200AA20CA00003. For more information about MOMENTUM, visit USAIDMomentum.org. The contents of this PowerPoint presentation are the sole responsibility of PRB and do not necessarily reflect the views of USAID or the United States Government.



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