

CHAIN OF OUTCOMES

The Chain of Outcomes form, based on work by Earl, Carden, and Smutylo in *Outcome Mapping: Building Learning and Reflection into Development Programs*, is offered as a way to systematically describe the stages or flow of a conservation education project. A conservation curriculum or workshop is provided **so that** a change occurs in the participants, **so that** they are able to do a new thing, **so that** something else happens, and so on. Each step that is described can be a point for evaluation if the outcome described is worth measuring and of interest to the program planners.

Filling out the Chain of Outcomes form can help planners look at the program in a logical way without getting jumbled. The Chain of Outcomes can also be used for planning evaluations other than outcome evaluation.

Chain of Outcomes For REAP CEP Projects

We provide _____

So That...

So That...

So That...

So That ...

So That...

REAP CEP 2005 Revision 2004.je.ngs

Based on Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: Building learning and reflection into development programs*. Ottawa: International Development Research Centre.

DIRECTIONS FOR COMPLETING CHAIN OF OUTCOMES FORM FOR REAP CEP PROJECTS

1. Describe in one or two words what your project “is”. This would not be the title of the project but a simple way to describe what you are providing such as a service, a product, a workshop, or a combination of workshop and products.
2. You are providing _____ **so that** the *people* who interact with your project can do something, or know something as a result. It helps to think of this in terms of people attending, participating, receiving something, or changing their behavior as a result of that “something”. People’s behavior or attitudes may change in stages. People start with gaining an awareness that results in a chain of likely behaviors until they get to the results or outcomes you expect people to achieve or do. Phrasing your sentences in terms of the audience who interacts with your project may be helpful.
3. Your chain of outcomes can end with only one or two statements or your participants may go through many stages when interacting with your project. REAP CEP projects with teachers are likely to be described by 3 or more stages if the end result is that they will teach differently (see example). Your project may take people who are already “aware” and show them how to do something **so that** they can show others (train-the-trainer). Or your project may help people who are “aware” learn more detailed information **so that** they can make better choices for themselves or others. Longer chains do not mean a project is better than one that has one or two stages in the chain. There is no one right way to use the Chain of Outcomes form.
4. The Chain of Outcomes describes what is important that happens as a result of the project. One stage may be clearly the most important to examine in an evaluation plan. You do not need to evaluate every stage listed. You may choose to evaluate what you think is the strongest outcome of your project, whether or not it’s the last one listed. You may evaluate one of the early stages of your project because those outcomes are more critical to carrying out a new technique or idea.

Chain of Outcomes form for REAP CEP was based on Based on Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: Building learning and reflection into development programs*. Ottawa: International Development Research Centre.

Chain of Outcomes For REAP CEP Projects
EXAMPLE

We provide a weekend of camping, and activities in the Loess Hills

So That...

Teachers, natural resource professionals, volunteers, and local citizens can learn about prairies and the Loess Hills from experts and enthusiasts

So That...

People will increase their knowledge, be more comfortable in the outdoors, and be inspired

So That...

They will incorporate prairie and Loess Hills information in their teaching, professional work, volunteering, and local decision making

So That ...

Prairies in other places and in the Loess Hills, and the Loess Hills landform are protected, restored, and utilized in sustainable ways.

So That...
