

## **Making the intentional design more practical**

### ***Categorising progress markers and realigning strategy maps***

Teacher Education and Child Vulnerability Programme (2008-2013) – VVOB Zimbabwe

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#### **Recognising the challenge of a heavy intentional design.**

VVOB's Teacher Education and Child Vulnerability Programme has 10 boundary partners. This presented the programme implementation team and its boundary partners with two practical challenges:

1. Seven boundary partners are departments within the eleven teacher training colleges the programme is working with. This gives a total of seventy seven boundary partner groups in different locations in the country.
2. Rather long lists of progress markers and support strategies were developed for each boundary partner during the initial outcome mapping workshops.

These two challenges contributed to an unattractive and heavy intentional design and monitoring system that had the risk of being unpractical.

#### **Making the intentional design more practical**

The intentional design was adjusted in three major ways to make it more practical.

1. The various progress markers for each boundary partner were categorised in major categories that emerged during the analysis of the baseline survey. This reduced the number of progress markers and also made the progress markers more comprehensive descriptions of process behaviours which are easier to monitor over time.
2. The strategy maps were realigned to the programme's intermediate result areas. This reduced the long lists of strategy maps and removed overlaps between identical support strategies for different boundary partners. (*intermediate result areas were identified during the development of the programme's mission and provide a results monitoring framework which is a requirement for the donor and local authorities*).
3. Organisational practices were included in the support strategies and are aligned to a specific intermediate result area on organisational learning at the level of the implementing organisation and the boundary partners.

**Categorised progress markers and realigned support strategies are shown in the tables below. The revised programme concept diagram at the end of this document visualises the adjusted intentional design set up.**

### Boundary Partner: Co-curricular Student Bodies

#### Outcome Challenge:

The programme would like to see co-curricular student bodies designing termly club action plans that include OVC related issues. They hold regular club meetings to plan and coordinate activities; keep minutes of those meetings and record all club activities so progress reports can be presented to patrons. College support structures, dean of students, administrations and club patrons are invited to meetings and their support is sought for club activities. The co-curricular student bodies organise training workshops for their members and the whole student body. They source OVC related information for resource centres, conduct college-based awareness campaigns and mobilise more students to join clubs. They work together with other clubs in the college; organise inter-college activities involving all co-curricular club representatives and network with organisations and institutions. The clubs initiate OVC-related outreach programmes and participate in existing community OVC activities. They also provide expertise and manpower in support of OVC related college activities such as staff development, peer training and PM&E of the programme.

#### Progress Markers

*The programme expects, likes, loves to see co-curricular student bodies that...*

1. facilitate the functioning of the club  
(e.g. Organise club meetings, keep club activity records, present records to patrons, elect executive recognised by college administration, involve higher authorities in club meetings, seek support from college admin for carrying out club activities, campaigns to increase membership,...)
2. provide OVC related services to the college community  
(e.g. Develop OVC related action plans, organise training workshops for club members and other students, support OVC related college activities through provision of expertise and manpower in staff development, peer training, P,M&E of programme; source OVC learning materials to enrich resource centres; conduct college based awareness campaigns focusing on OVC;...)
3. actively network  
e.g. Collaboration with other clubs in the college, enhance communication with clubs from other colleges, inter college activities, network with organisations and institutions. )
4. provide OVC related services out of college communities.  
(e.g. Initiate OVC related outreach programmes outside the college community and participate in existing community OVC activities.)

### Boundary Partner: Co-curricular support structures.

#### Outcome Challenge:

The programme would like to see the co-curricular support structures participate in student club meetings and activities; supporting the clubs with writing proposals and the development of their action plans; encouraging members to interact with local OVC; facilitating exchange visits for club members (nationally and internationally); providing a platform for college clubs to share their experiences and challenges; and promoting collaboration between the different student support structures. They keep abreast with developments in OVC issues and cascade this information to colleagues, club members and new students. They organise regular steering team meetings, keep records of meetings, activities and steering team assets. They time-table club and steering team activities in the college calendar. They spearhead the development of OVC related college policy and collaborate with staff development committees to organise OVC related staff development activities. They draw on expertise within student clubs to organise OVC related activities for the whole student body.

#### Progress Markers

*The MOHTE-VVOB programme expects, likes, loves to see co-curricular support structures that...*

1. coordinate the general functioning of curricular support structure  
(e.g. Regular meetings of the steering teams that support student clubs, record keeping of steering team meetings and activities, time table activities in college calendar, asset management.)
2. support general working of the student clubs  
(e.g. Participate in club meetings & activities, help in developing and implementation of action plans by club members, assist clubs in writing proposals.)
3. Organise OVC specific activities towards students  
(e.g. OVC related orientation programmes for new students, cascade OVC information to steering team members and club, bring students in touch with OVC reality, organise OVC activities/workshops for steering team members, clubs and whole student body.)
4. Spearhead development of OVC policy at college level.
5. organise outreach activities towards college staff and students.  
(e.g. involvement in staff development activities and development of psycho-social support structures for staff and students)

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| <p>6. network in and out of college<br/>(e.g. Facilitate exchange visits for club members, provide platform for college clubs to share experiences on mainstreaming OVC related issues, promote collaboration between various student support structures such as integration of resource centres and joint activities,...)</p> |
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### Boundary Partner: Staff Development Committees

#### Outcome Challenge:

The programme would like to see staff development committees be continuously developing and implementing staff development workshops with a focus on OVC. They facilitate the inclusion of Staff Development activities in the college calendar. The SDC interacts with the whole college community: inviting college administration to meetings, assisting lecturers with review of syllabi; collaborating with IT unit to facilitate ICT support for OVC related staff development, organising OVC related in-service training workshops for school-based TP mentors, assisting lecturers and students in the use of M&E. They are constantly networking with SDCs in other colleges as well as with OVC-related organisations. They are open-minded, willing to learn, accepting other colleagues' views.

#### Progress Markers

*The MOHTE-VVOB programme expects, likes, loves to see staff development committees that...*

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| 1. coordinate general functioning of staff development committee<br>(e.g. Incorporate members of various departments and other committees already involved in staff development, inclusion of activities in college calendar, involve higher authorities, consultation with other boundary partners on OVC issues, collaborate with IT units, regular communication with HODs and LICs) |
| 2. organise specific OVC related staff development activities<br>(e.g. Develop and organise OVC related staff development workshops and assist lecturers and students monitoring attitude and behaviour change towards OVC issues)  |
| 3. assist OVC related curriculum development<br>(e.g. Assist lecturers to review syllabi.)  |
| 4. organise OVC related in-service training workshops for school based TP mentors   |
| 5. actively network<br>(e.g. Establish and strengthen networking partnerships with OVC related organisations. Draft funding proposals to DTE for OVC workshops)   |

### Boundary Partner: Early Childhood Development (ECD) Departments

#### Outcome Challenge:

The programme would like to see the ECD department review syllabi to be OVC friendly and monitor implementation of reviewed ECD curriculum. The department will organise workshops, seminars and meetings in which teachers and communities are actively involved; it will encourage student-teachers to plan and undertake outreach programmes and advocacy activities, it will implement programmes for training para-professionals as assistant teachers and support OVC related in-service training programmes for practising ECD teachers. The department would seek support from college administration for production of OVC learning materials by ECD lecturers. The ECD department will carry out OVC related research; will source information on OVC (using ICT) and provide this information to existing resource centres. The ECD department will develop model ECD centres for children from surrounding communities. The target groups are the student teachers, teachers in primary schools, the children and the community.

#### Progress Markers

*The programme expects, likes, loves to see ECD departments that ...*

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| 1. Facilitate reorientation of ECD curriculum towards child vulnerability (OVC)<br>(e.g. syllabus review meetings; monitoring implementation of OVC integrated ECD syllabi through students work, exams, micro teaching, students research projects, feedback from teaching practice; source OVC related learning materials, support students in OVC advocacy such as use of banners, placards, speeches, debates, drama...) |
| 2. Develop ECD learning materials which include OVC issues.  |
| 3. Carry out OVC related research promoting the involvement of student teachers  |
| 4. Community outreach<br>(e.g. Involve teachers & communities when organising OVC related workshops or meetings. Encourage students to undertake community outreach projects, develop model ecd centres for children from community around the college.)   |
| 5. Implement training programmes for ECD para professionals<br>(e.g. implement training programmes for paraprofessionals to train as assistant teachers. Seek and document feedback from para professionals on their experiences concerning OVC issues during teaching practice.)  |
| 6. Support OVC related in-service training programmes for practicing ECD teachers in schools.  |

<b>Boundary Partner: College administration.</b>
<p><b>Outcome Challenge:</b> The programme would like to see college administration participate and support OVC activities, playing an active role in the management of the OVC programme and participating in the programme's progress monitoring and evaluation meetings. They initiate and facilitate the infusion and inclusion of OVC content in the college policy and co-fund OVC related activities. The college administrations take the lead in facilitating the development and implementation of IT policy in the colleges.</p>
<p><b>Progress Markers</b> The programme expects, likes, loves to see college administrations that...</p>
1. Participate in OVC related activities
2. Support and facilitate the development and implementation of OVC policy at college level.
3. Facilitate establishment and functioning of IT support structures and IT policy
4. Play an active role in the management and monitoring and evaluation of the OVC programme.
5. Co-fund OVC related activities

<b>Boundary Partner: College academic boards.</b>
<p><b>Outcome Challenge:</b> The college academic board recommends review of syllabi for all subject areas to integrate OVC. Upon DTE final approval the college academic board ensures that the subject areas correctly implement the approved syllabi. They advocate for the harmonisation of activities across OVC related initiatives. College academic board also follows up on progress in development and implementation of OVC and IT related policies.</p>
<p><b>Progress Markers</b> The programme expects, likes, loves to see college academic boards that...</p>
1. Facilitate review of syllabi in view of OVC issues (e.g. recommend review & approve reviewed syllabi)
2. Support implementation of the OVC programme (e.g. lobby college admin for support, follow up on OVC&IT policy, request termly reports from HODs on progress of OVC related work in their departments, authorise termly staff development plans presented in their meetings, advocate for harmonisation of activities across OVC related initiatives.)

<b>Boundary Partner: IT support structures</b>
<p><b>Outcome Challenge:</b> The programme would like to see College IT support structures maintain college IT equipment and actively participate in acquisition of suitable hardware and software. They set up basic services such as email and internet access for staff and students. They plan and implement basic ICT training programmes for college staff and student teachers. This is done in close collaboration with computer and statistics unit of MoHTE, college administrations and staff development committees. They lobby with college administration for inclusion of ICT requirements in the college budget and advocate actively for the development and use of ICT management tools such as ICT policy and IT equipment maintenance procedures. IT support structures also work out strategies to ensure future continuity of ICT activities and to promote the use of e-learning methodology by lecturers.</p>
<p><b>Progress Markers</b> The MOHTE-VVOB programme expects, likes, loves to see IT support structures that...</p>
1. Play active role in acquisition, maintenance and security of IT equipment.
2. Facilitate establishment and functioning of IT support structures
3. Participate actively in development of IT policy
4. Provide training to college staff and college students and promote use of e-learning
5. Work out strategies to ensure continuity of ICT activities and lobby with college admin for inclusion of IT requirements in college budget

**Boundary Partner: Department of Teacher Education (DTE)**

**Outcome Challenge:**  
The programme would like to see DTE moderating and approving reviewed syllabi. In so doing DTE controls standards and assures quality through assessment and supervision of OVC programmes in the colleges. DTE supports lecturers through staff development programmes on OVC and networking between colleges; they assist in the training of paraprofessionals in OVC issues in ECD programmes specifically. They support research and policy development on OVC in the colleges.

**Progress Markers**  
The MOHTE-VVOB programme expects, likes, loves to see the department of teacher education (DTE) ...

1. moderate and approve reviewed syllabi
2. support implementation of the programme (e.g. Assist OVC related staff development programmes, support ovc related research and policy development, assist in training of (ECD) para professionals, support networking between the colleges.)

**Boundary Partner: Department of Planning and Institutional Development (PID)**

**Outcome Challenge:**  
The programme would like to see the PID review policies as well as monitoring and evaluation tools to incorporate OVC issues, facilitating the involvement of the beneficiaries in these processes. They research and disseminate information on best practices and OVC and facilitate the creation of an OVC-related database for the education sector. The department strengthens collaboration with other stakeholders; and carry out joint monitoring of OVC programmes with MoESC. They mobilise resources for OVC programmes and facilitate the establishment of the position of an OVC coordinator.

**Progress Markers**  
The MOHTE-VVOB programme expects, likes, loves to see the PID...

1. play an active role in monitoring and evaluation of the programme (e.g. Joint monitoring with PID, review existing M&E tools to incorporate OVC, ...)
2. mobilise resources for the programme (e.g. establish position of project coordinator responsible for OVC issues at MHTE, ....)
3. advocate and disseminate information (e.g. Advocacy and information dissemination of OVC related information within the relevant departments of PID (MHTE) and PRD (MESC); research and disseminate information on best practices related to OVC, facilitate the creation of an OVC related database for the education sector.)
4. support OVC related policy development (e.g. review existing policies to incorporate OVC and gender issues; put in place a reporting mechanism on abuse of OVC by both PID and PRD.
5. actively network (e.g. collaborate with other stakeholders on OVC; strengthen linkages and collaboration with the National Plan of Action for OVC; ...)

**Boundary Partner: Computers and Statistics Unit (CSU).**

**Outcome Challenge:**  
The programme would like to see CSU continuously upgrading its own capacity and assist all colleges in establishing college based IT support structures responsible for facilitating maintenance and usage of ICT resources. Provide second level support to college IT support structures to develop their capacity and to facilitate continuous availability of ICT services in the colleges. CSU assists colleges to develop ICT management tools such as ICT policy and maintenance procedures. CSU actively collect, analyse and disseminate OVC data to stakeholders. CSU actively networks with other organisations and works closely with its peer CSU at MoESC to exchange data on OVC. It sources funding towards supporting activities of college IT support structures. They support the establishment of IT policy at Ministry level.

**Progress Markers**  
The MOHTE-VVOB programme expects, likes, loves to see a Computers and statistics unit in the Ministry that...

1. develops its own capacity (e.g. upgrade capacity in terms of knowledge, skills, statistical skills, knowledge to analyse data on OVC, human resources, equipment,...)
2. supports college IT support structures (e.g. assist colleges in establishing IT support structures and to develop ICT management tools such as ICT policy and maintenance procedures; develop capacity of college IT support structures; source funding for college IT support structures,...)
3. spearhead development of IT policy at MHTE level.
4. manages and disseminates information on OVC. (e.g. collect, capture, analyse, share and disseminate OVC data to colleges and other stakeholders; actively network with other organisations and closely work with its peer CSU at MESC to exchange data on OVC.)

**Programme strategies in support of boundary partners (funding and material support is assumed in various strategies)**

Intermediate Result: Co-curricular activities and outreach	Intermediate Result: Staff development and curriculum development	Intermediate Result: Early childhood development	Intermediate Result: Policy (OVC & IT)	IR: In-service training teachers
<b>Training and facilitation of staff development processes related to addressing educational needs of orphans and other vulnerable children</b>				
<ul style="list-style-type: none"> <li>• Training of student clubs and student support structures (eg to develop skills, attitudes, values towards OVC, planning, M&amp;E, club administration,...)</li> <li>• Initiate and support OVC related community outreach activities providing opportunities for student support structures to promote participation of lecturers and students in already existing outreach activities.</li> <li>• Promote development of support systems for lecturers (e.g. lecturers affected by HIV/AIDS, abuse, ...) in collaboration with student support structures and other organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in development of appropriate staff development models through provision of technical assistance.</li> <li>• Assist in identifying needs and working out specific training for members of staff development committees.</li> <li>• Assist staff devpt committee to develop specific staff development sessions and to facilitate syllabus review in view of OVC.</li> <li>• Provide opportunities for scholarships for staff development committee members.</li> <li>• Facilitate relevant training of IT support personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with staff development structures to develop and implement an OVC orientation programme for ECD lecturers.</li> <li>• Facilitate capacity development by ECD lecturers and student teachers concerning OVC related issues, (e.g. research, teaching approaches, sourcing materials from internet, advocacy, M&amp;E ....).</li> <li>• Technical expertise for development of ECD learning materials.</li> <li>• Technical expertise for development and implementation of training programmes for para-professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Technical assistance for development of college IT policy.</li> <li>• Facilitate development of OVC policy at college level. (focus on co-curricular support structures)</li> <li>• Lobby for CA support for OVC and IT policy development and implementation.</li> <li>• Lobby for establishment of, and support for IT support structures</li> </ul>	<ul style="list-style-type: none"> <li>• Assist staff development committees in development and implementation of <b>training programmes for school based mentors (teachers)</b> of students on teaching practice.</li> </ul>
<b>Continuous mentoring of boundary partners</b>				
<ul style="list-style-type: none"> <li>• Continuous mentoring of student support structures (follow-up, support, visits, communication, co-organising, facilitate networking between and integration of various clubs &amp; club activities within college...)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up visits and on the job support of staff devpt committees.</li> <li>• Regular Participation in meetings of staff development committees and staff development activities.</li> <li>• On the job support of IT support structures</li> </ul>	<ul style="list-style-type: none"> <li>• Regular on the job support of ECD departments (e.g. syllabus review, implementation of reviewed ECD syllabi, research, ICT, training of paraprofessionals, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate development of financial management system for management of programme funds at college level.</li> </ul>	
<b>Intermediate Result: Organisational learning (involving boundary partners and support team)</b>				
<i>Communication and networking (sharing your best wisdom with the world and prospecting for new ideas)</i>	<i>Obtaining support of higher powers</i>	<i>Engaging in organisational reflection and freely exchange feedback with bp</i>	<i>Experimenting to remain innovative</i>	
<ul style="list-style-type: none"> <li>• Establish programme website with separate pages for the various result areas</li> <li>• Technical support for information dissemination and sensitisation activities (e.g. newsletter production, lobby for collection of stories for newsletter and website, website update, provision of specific learning materials,...)</li> <li>• Creating opportunities for networking (e.g. linking boundary partners with other organisations / institutions; inter college exchange, provide information on potential field visits, conferences, attachment programmes and support participation in these, initiate research, engage experts, ....)</li> <li>• Support archiving of hard and soft copies of records of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in <b>academic board</b> meetings to facilitate             <ul style="list-style-type: none"> <li>○ Technical support on OVC and awareness of AB members</li> <li>○ Follow up on syllabus review (incl electronic copies of syllabi)</li> <li>○ identification of training needs</li> <li>○ discussions on progress of the programme</li> <li>○ AB support for development and implementation of college based OVC and IT policy.</li> </ul> </li> <li>• Engage with <b>DTE</b>:             <ul style="list-style-type: none"> <li>○ Orientation of DTE on OVC issues and the goals of the programme.</li> <li>○ Facilitate involvement of DTE in OVC related college activities. (e.g. forwarding information and invitations, visits to DTE )</li> <li>○ Support OVC related capacity development programmes for DTE</li> <li>○ Facilitate networking between DTE and other universities and organisations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Regular planning, monitoring and evaluation meetings with boundary partners</li> <li>• Involve college administrations in M&amp;E processes             <ul style="list-style-type: none"> <li>○ Training in M&amp;E</li> <li>○ Support college administrations in setting up M&amp;E system for OVC activities at college.</li> <li>○ Invite college administrations to M&amp;E meetings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exploring literature not normally associated with the programs work</li> <li>• Taking on special challenges: experimentation, group activities, paying attention to group physical, spiritual and mental health</li> </ul>	

# Programme concept diagram

