



TEACHER EDUCATION AND CHILD VULNERABILITY PROGRAMME, VVOB-ZIMBABWE (2008-2013) - OUTCOME MAPPING -

Intentional design



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1. Introduction

The Teacher Education and Child Vulnerability Programme (2008-2013) is a collaboration between the Zimbabwe Ministry of Higher Education and VVOB (Flemish Office for Development Cooperation and Technical Assistance) and is based around **two central assumptions**:

- The problems faced by orphans and vulnerable children (OVC) are fundamentally impacting the education system of Zimbabwe: both demand and supply of education are changing; so are the roles of the teacher and the school; the content of the curriculum, teaching methodologies etc.
- The efforts undertaken to benefit OVC, will benefit the entire education system.

With at least 1.3 million orphans and vulnerable children¹, Zimbabwe is facing an enormous, and internationally acknowledged, development problem. There is a national agenda as well as visible commitment at national and local level, supported by Government and a number of donors. Despite the economical crisis, the Zimbabwean people still experience education as a priority sector in which they are prepared to invest substantially. This commitment by parents to send their children to school is most certainly not applicable to all countries and should be considered a major advantage.

It is remarkable that the existing education structures and training courses for teachers have the potential to integrate the different aspects related to the educational needs of OVC.

The needs of OVC are multi-disciplinary (health, nutrition, protection, social inclusion, psychosocial support and economic support are determining factors besides education) and will be approached as such; ensuring the programme does not exist or work in isolation.

Conceptually, institutional capacity building in teacher education is seen as the most efficient and sustainable approach that can be employed by VVOB to support education programmes for OVC. This concept also embraces the basic principle of inclusive education whereby the formal education sector is capacitated to address the different educational needs of orphans and vulnerable children.

2. Using Outcome Mapping to develop the intentional design of the programme

The programme makes use of the Outcome Mapping approach because it is an actor-centred approach that helps to build learning and reflection into the programme. At the same time it assists the programme to work towards the capacity development of existing structures within the 14 teacher training colleges and the Ministry of Higher and Tertiary Education. Various boundary partners within the colleges and the Ministry will be supported and capacitated to realise certain outcomes that together will form the stepping-stones for, and guarantee the realisation of, the programme's intermediate result areas.

Three outcome mapping workshops were organised to develop the intentional design for VVOB's new Teacher Education and Child Vulnerability Programme (2008-2013).

1. First OM workshop 14-15 May 2007, Clarifying the vision, mission and boundary partners.
 - a. *Stakeholders present*: Ministry of higher education representatives, Principals from teachers' colleges, strategic partners, VVOB representatives.

¹ 'Zimbabwe National Strategic Plan for Education of Girls, Orphans and Other Vulnerable Children 2005-2010, 2006. http://www.kubatananet/docs/chiyounicef_zim_national_strategic_plan_0610.pdf



- b. *Outcomes of the workshop:* Vision and Mission of the new programme and identification of the programme's key result areas and boundary partners.
2. Second OM workshop 11-14 July 2007, developing progress markers and strategy maps.
 - a. *Stakeholders present:* Ministry of higher education representatives, Vice Principals from teachers' colleges, college coordinators, students, strategic partners, VVOB representatives.
 - b. *Outcomes of the workshop:* An operational plan that outlines how the programme will measure its contribution towards the key result areas and the changes in its boundary partners and the strategies the programme will employ to support its partners.

3. Vision and mission of the Teacher Education and Child Vulnerability Programme

Vision

Zimbabwean teachers have the capacity and commitment to address the needs of OVC so that they achieve their full potential in life. School environments and communities are child friendly, non-stigmatising, gender sensitive and are supportive for both the teacher and the OVC. There are enabling policy frameworks in place for addressing the needs of Orphans and Vulnerable Children.

Mission

In support of the vision, the programme will work in 7 key areas through which it will seek to support the Zimbabwe education system to produce supportive teachers with all competencies and attitudes to address the needs of the OVC in order to ensure their development, safety and well-being.

With a focus on the OVC, the programme will direct its activities towards supporting:

1. the development of enabling policy frameworks at the level of teachers colleges (both primary and secondary) and Ministry of Higher and Tertiary Education (MoHTE);
2. staff development with a focus on OVC issues and relevant teaching methodologies through pre-service and in-service training of lecturers and teachers;
3. curriculum development through infusion of OVC related topics in existing subject areas in teacher training colleges;
4. early childhood development through training programmes for para-professionals who do not have academic qualifications but are directly involved in early childhood education programmes.
5. management and dissemination of up to date information related to OVC and the use of ICT in support of OVC related activities.
6. co-curricular and community outreach activities that seek to benefit the OVC.
7. developing organisational practices that focus on learning and accountability by the programme and its local partners.

Through these key areas the programme will seek to promote various issues related to the needs of the OVC. Without being exhaustive, these include: life skills, counselling, HIV/AIDS prevention and mitigation, child protection, health, up to date information about the OVC, treatment education, psycho-social guiding skills, practical skills related to livelihoods (e.g. nutrition, hygiene, sanitation, water, environmental sanitation), gender, girl child, stigma, discrimination, referral systems, skills to promote a safe environment for OVC at school.



4. Key Result Areas

Intermediate Result 1:	Ministry and colleges develop and implement enabling policy on OVC
Intermediate Result 2:	Management, lecturers and student teachers are aware of the educational needs of OVC and have capacity and attitude to address these needs through various subjects, topics and methodologies.
Intermediate Result 3:	Colleges integrate OVC issues in ECD training programs
Intermediate Result 4:	Teacher training college organise co-curricular and outreach activities related to educational needs of OVC
Intermediate Result 5:	Teachers and school communities of selected regions are aware of educational needs of OVC and address these needs through various subjects, topics and methodologies.
Intermediate Result 6:	The programme is enabled to remain efficient, effective, relevant and sustainable by developing organisational practices that focus on learning and accountability by the programme and its local partners.

5. Boundary Partners and Outcome Challenges

In order to reach the vision, and to contribute to the mission, the programme has identified its Boundary Partners, and the contributions they would like to see these Boundary Partners making.

Boundary Partner: Co-curricular student bodies (college based)	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.
Boundary Partner: Co-curricular support structures (college	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



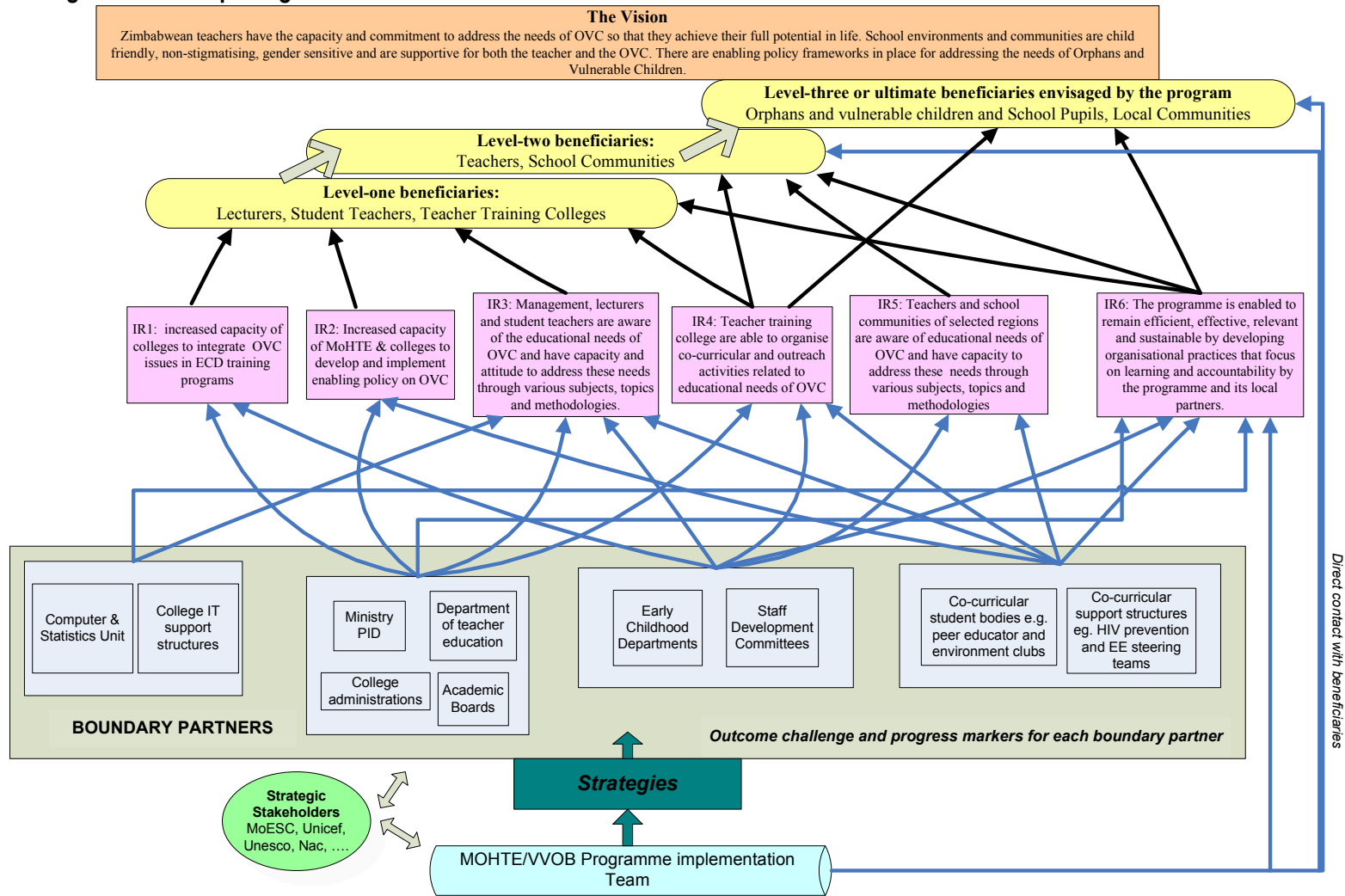
<p>based)</p>	<p>action plans; encouraging members to interact with local OVC; facilitating exchange visits for club members (nationally and internationally); providing a platform for college clubs to share their experiences and challenges; and promoting collaboration between the different student support 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.</p>
<p>Boundary Partner: Staff Development Committees (college based)</p>	<p>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.</p>
<p>Boundary Partner: Early Childhood Departments (college based)</p>	<p>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.</p>
<p>Boundary Partner: College administrations (college based)</p>	<p>Outcome Challenge: 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>Boundary Partner: College academic</p>	<p>Outcome Challenge: The college academic board recommends review of syllabi for all subject areas to integrate OVC. Upon DTE final approval the</p>



boards (college based)	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.
Boundary Partner: IT support structures (college based)	Outcome Challenge: 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.
Boundary Partner: Department of Teacher Education (DTE) (University of Zimbabwe)	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.
Boundary Partner: Computers and statistics unit (CSU) (Ministry of Higher education)	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.
Boundary Partner: Department of Planning and Institutional Development (PID) (Ministry of Higher Education)	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.



6. Programme Concept Diagram





7. Progress Markers and Strategy Maps

In order to reflect on the Boundary's Partners' progress towards the Outcome Challenges, a graduated set of progress markers was developed for each Boundary Partner in order to measure change, process and results.

Strategy maps were also developed for each Boundary Partner in order to identify and plan where the programme needs to support Boundary Partners in making progress towards their Outcome Challenges through their Progress Markers. Each Strategy Map identifies what the programme should do in order to produce an immediate output, build capacity, provide sustained support, influence policy, disseminate information and establish networks.

Co-curricular student bodies

The programme expects to see Co-curricular student bodies:	
1	develop co-curricular action plans with inclusion of OVC activities
2	Organise regular club meetings and compile and store minutes and registers
3	keep records of all club activities.
4	present progress reports to patrons
5	elect executive co-curricular club committees that are recognised by the institution's administration.
6	invite college administration, patrons and dean of students to attend and support co-curricular club meetings.
7	seek support from college administrations for carrying out club activities.
The programme would Like to see Co-curricular student bodies:	
8	organise training workshops targeting co-curricular club members and other students
9	Provide expertise and manpower in support of OVC related college activities (staff development, peer training, P,M&E of programme)
10	different clubs working together to organise OVC related activities.
11	source OVC related material and information to enrich resource centres
12	implement strategies to increase membership in the co-curricular clubs.
13	conduct college based awareness campaigns focussing on OVC.
14	enhance communication among student clubs from the different teacher-training colleges.
The programme would Love to see Co-curricular student bodies:	
15	organise inter-college activities of all co-curricular club representatives to share OVC information.
16	network with organisations and institutions.
17	initiate OVC related outreach programmes outside the college community.
18	participate in existing community OVC activities.
Strategies to be carried out by the programme in support of the co-curricular student bodies:	
1	Funding and material support for OVC-related club activities (college-based and outreach)
2	Training (eg to develop skills, attitudes, values towards OVC, planning, M&E, club administration,...)
3	Technical support for production and distribution of college newsletter (input from various clubs)



	and national newsletter.
4	Provide web page on club activities on the programme website
5	Continuous mentoring (follow-up, support, visits, communication, co-organising, facilitate networking between and integration of various clubs & club activities within college...)
6	Creating opportunities for networking (e.g. initiate research, linking clubs with other organisations / institutions; provide information on potential field visits, conferences and support participation in these,)

Co-curricular support structures

The programme expects to see the Co-curricular support structures:	
1	Organise regular meetings (of the steering teams that support student clubs)
2	Participate in student club meetings and activities.
3	Keep records of steering team meetings & activities.
4	Time table club and steering team activities in college calendar.
5	Keep inventories of steering team assets.
6	Incorporate OVC information in orientation programme for new students.
The programme would Like to see Co-curricular support structures:	
7	Assist clubs in writing proposals.
8	Keep abreast with developments in OVC issues and then cascade the information to other steering team members and club members.
9	Support development and implementation of action plans by club members
10	Organise workshops on OVC related issues for club members.
11	Encourage club members to interact with local OVC so as to appreciate their plight.
12	Participate in staff development activities in collaboration with Staff Development Committee
13	Organise OVC related activities targeting students, drawing on the expertise of student bodies.
14	Spearheading development of OVC policy at college level.
15	develop psycho-social support systems for college staff and student teachers.
The programme would Love to see Co-curricular support structures:	
16	Facilitate exchange visits for club members at national and international levels.
17	Providing a platform for college clubs to share their experiences and challenges in mainstreaming OVC related issues.
18	Encourage all students to get involved in OVC related activities
19	Promote collaboration between the different student support structures (e.g. integration of resource centres, joint activities,)
Strategies to be carried out by the programme in support of the co-curricular support structures:	
1	Funding and material support for OVC related student support structures (e.g. HIV/AIDS and EE steering committees, ...).
2	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.
3	Training (eg to develop skills, attitudes, values towards OVC, planning, M&E, club administration,...)
4	Technical support for information dissemination and sensitisation activities (e.g. newsletter production, lobby for collection of stories, website update, provision of specific learning



	materials,...)
5	Support archiving of hard and soft copies of records of activities.
6	Facilitate development of OVC policy at college level.
7	Continuous mentoring (follow-up, support, visits, communication, co-organising, facilitate networking between and integration of various clubs & club activities within college...)
8	Creating opportunities for networking (e.g. linking clubs with other organisations / institutions; inter college exchange, provide information on potential field visits, conferences and support participation in these, initiate research,)
9	Promote development of support systems for lecturers (e.g. lecturers affected by HIV/AIDS, abuse, ...) in collaboration with student support structures and other organisations.

Staff development committees

The programme expects to see staff development committees:	
1	Incorporate members of departments and other committees that are already involved in staff development (e.g. ICT, TP, EE and HIV/AIDS coordinators).
2	Develop and implement OVC related staff development programmes.
3	Facilitate the inclusion of the staff development activities in college calendar.
4	Invite administration to attend OVC related meetings and staff development workshops.
The programme would Like to see staff development committees:	
5	Conduct consultative meetings with relevant boundary partners such as college admin, TP department, ICT on OVC issues.
6	Assist lecturers to review syllabi in order to infuse OVC issues in it.
7	Collaborate with IT unit to facilitate ICT support for OVC related staff development.
8	Draft funding proposals to DTE for OVC workshops.
9	Communicate regularly with HODs, LICs, to ensure high attendance to awareness workshops on OVC issues.
The programme would Love to see staff development committees:	
10	Organise OVC related in-service training workshops for school based TP mentors.
11	Establish and strengthen networking partnerships with OVC related organisations.
12	Assist lecturers and students in designing and using qualitative monitoring instruments on attitude and behaviour change towards OVC issues.
Strategies to be carried out by the programme in support of staff development committees.	
1	Funding and material resources in support of staff development activities that help to achieve programme goals.
2	Assist in development of appropriate staff development models through provision of technical assistance.
3	Assist in identifying needs and working out specific training for members of staff development committees.
4	Assist staff devtpt committee to develop specific staff development sessions and to facilitate syllabus review in view of OVC.
5	Assist in development and implementation of training programmes for school based mentors (teachers) of students on teaching practice.
6	Provide web page on staff development activities and curriculum development on the programme website.



7	Lobby for stories from staff development committee members for inclusion in programme newsletter and website.
8	Support staff development committees to keep hard and soft copies of records of activities.
9	Follow up visits and on the job support.
10	Regular Participation in meetings of staff development committees and staff development activities.
11	Provide opportunities for scholarships for staff development committee members.
12	Facilitate organisation of national meetings where various staff development committee members learn from shared experiences and plan the way forward.
13	Facilitate networking with other organisations to keep abreast with new trends, share experiences, participate in conferences and attachment programmes,...

Early Childhood Development Departments (ECD)

The programme expects to see Early Childhood Development Departments:	
1	hold meetings to incorporate OVC issues in the ECD syllabi.
2	actively involve teachers and communities when organising OVC related workshops or meetings.
The programme would Like to see Early Childhood Development Departments:	
3	monitor implementation of OVC integrated ECD syllabi (e.g. students work, exams, micro teaching, students research projects, ...).
4	encourage ECD student teachers to plan and undertake community outreach projects that benefit the OVC.
5	Source for OVC related learning materials (from internet, other organisations, ...) and forward to relevant college resource centre.
6	carry out OVC related research promoting the involvement of student teachers.
7	implement programmes for para-professionals to train as assistant teachers.
8	support ECD student teachers in advocacy on OVC issues (e.g. use of banners, placards, speeches, debates, drama...)
9	seek and document feedback from para professionals and student teachers on their experiences concerning OVC issues during teaching practice.
10	Support OVC related in-service training programmes for practicing ECD teachers in schools.
The programme would Love to see Early Childhood Development Departments:	
11	Develop model ECD centres for children from the communities surrounding the college
12	produce ECD learning materials which include OVC issues.
Strategies to be carried out by the programme in support of early childhood departments.	
1	Funding and material support towards OVC related activities of the ECD departments.
2	Collaborate with staff development structures to develop and implement an OVC orientation programme for ECD lecturers.
3	Facilitate capacity development by ECD lecturers and student teachers concerning OVC related issues, (e.g. research, teaching approaches, sourcing materials from internet, advocacy, M&E ...).
4	Technical expertise for development of ECD learning materials.
5	Technical expertise for development and implementation of training programmes for para-professionals.



6	Provide web page for ECD on programme website.
7	Lobby for stories for inclusion in college and programme newsletters
8	Regular on the job support (e.g. syllabus review, implementation of reviewed ECD syllabi, research, ICT, training of paraprofessionals, etc...)
9	Facilitate linkages with various organisations (sources of information and expertise, field visits, conferences, twinning, resource mobilisation, community outreach, ...)

College Administrations (CA)

The programme expects to see the College Administrations:	
1	Participate in OVC related activities.
The programme would Like to see College Administrations:	
2	Support and facilitate the development and implementation of OVC policy at college level.
3	Play an active role in the management of the OVC programme.
4	Facilitate establishment and functioning of IT support structures and IT policy.
5	Participate in the on going progress monitoring and evaluation meetings of the OVC programme.
The programme would Love to see College Administrations:	
6	Co-fund OVC related activities
Strategies to be carried out by the programme in support of the college administrations (CA):	
1	Funding for policy development activities.
2	Training in M&E
3	Lobby for CA support for OVC and IT policy development and implementation.
4	Lobby for establishment of, and support for IT support structures.
5	Facilitate development of financial management system for management of programme funds at college level.
6	Support CAs in setting up M&E system for OVC activities at college.
7	involve CAs in M&E of the national OVC programme (eg. Invitations to M&E meetings).
8	Technical assistance for development of college OVC policy.
9	facilitate linking CAs from various colleges (eg principals & vice principals meetings)

College Academic Boards (AB)

The programme expects to see the College Academic Boards:	
1	Recommend the review of syllabi incorporating OVC issues
2	Sit to approve reviewed OVC related syllabi
The programme would Like to see College Academic Boards:	
3	Lobby college administration to support OVC related activities.
4	follow up on progress concerning development and implementation of college based OVC and IT policy.
5	Request a termly report from HODs on the progress of the OVC related work in their departments.
6	Authorise termly staff development plans presented during their meetings.



The programme would Love to see College Academic Boards:	
7	Advocate for the harmonisation of activities across OVC related initiatives.
Strategies to be carried out by the programme in support of the college Academic Boards (CA):	
1	Participate in academic board meetings to facilitate <ul style="list-style-type: none"> • Technical support on OVC • OVC awareness of AB members • Follow up on syllabus review (incl electronic copies of syllabi) • identification of training needs • discussions on progress of the programme • AB support for development and implementation of college based OVC and IT policy.

IT support structures

The programme expects to see IT support structures:	
1	actively participate in acquisition of suitable hardware and software.
2	maintain ICT equipment in the college.
3	lobby with college administration for inclusion of ICT requirements in the College budget.
The programme would Like to see IT support structures:	
4	Set up college Internet and e-mail services.
5	provide security for college ICT assets.
6	train staff to acquire basic ICT skills
7	provide support for ICT training programmes for student teachers
8	Participate actively in development and use of ICT management tools such as ICT policy and maintenance procedures
The programme would Love to see IT support structures:	
9	Assist in development of college intranet.
10	work out strategies to ensure continuity of ICT activities
11	promote the use of e-learning methodology by lecturers.
Strategies to be carried out by the programme in support of the IT support structures in the colleges.	
1	Funding and provision of equipment in support of capacity development of College IT support structures.
2	Facilitate relevant training of College IT support personnel according to agreed capacity development plan.
3	Facilitate development of ICT policy at college level.
4	facilitate a consultative process with various stakeholders to develop a realistic and sustainable plan to strengthen IT support structures in the colleges: <ul style="list-style-type: none"> • clarify responsibilities • developing a capacity development plan for various IT support structures in the various colleges.
5	Avail regular on the job support.
6	Facilitate networking with other organisations, which hold opportunities for strengthening college, IT support structures.



Computers and Statistics Unit at the Ministry of Higher Education (CSU) in the Ministry of Higher Education

The programme expects to see the CSU:	
1	upgrade their own capacity (knowledge, skills, human resources, equipment, clear TORs)
2	assist colleges in establishing IT support structures (e.g. college IT units) responsible for facilitating maintenance and usage of ICT resources in support of OVC programmes.
The programme would Like to see CSU:	
3	Assist colleges (through e.g. IT support structures, college admins, academic boards, student bodies, ...) to develop ICT management tools such as ICT policy and maintenance procedures.
4	Develop and strengthen capacity of college IT support structures.
5	Develop in house statistical skills and knowledge to analyse data on OVC.
6	Spearhead development of IT policy at Ministry level.
7	collect, capture, analyse, share and disseminate OVC data to stakeholders.
The programme would Love to see CSU:	
8	actively source funding towards supporting activities of college IT support structures.
9	actively network with other organisations and closely work with its peer CSU at MoESC to exchange/share data on OVC.
Strategies to be carried out by the programme in support of the Computers and Statistics Unit (CSU)	
1	Funding and provision of equipment in support of capacity development of CSU.
2	Facilitate relevant training of CSU personnel according to agreed capacity development plan.
3	Facilitate development of ICT policy at MHTE level.
4	facilitate a consultative process with various stakeholders to develop a realistic and sustainable plan to strengthen CSU: clarify responsibilities of CSU (e.g. support to colleges and MoHTE) developing a capacity development plan for CSU which the programme can support.
5	Avail continuous on the job support.
6	Facilitate networking with other organisations which hold opportunities for strengthening CSU.

Department of Teacher Education (DTE) in the University of Zimbabwe

The programme expects to see the Department of Teacher Education:	
1	Moderate and approve reviewed syllabi
The programme would Like to see the Department of Teacher Education:	
2	Assess and supervise the implementation of the approved syllabi
3	Assist in the training of para-professionals in OVC-issues in ECD programmes.
4	Support lecturers through staff development programmes on OVC issues
5	Support research on OVC issues
6	Support OVC related policy development in colleges.
The programme would Love to see the Department of Teacher Education:	



7	Support networking between the colleges.
Strategies to be carried out by the programme in support of the department of teacher education (DTE).	
1	Orientation of DTE members on OVC issues and the goals of the programme.
2	Facilitate and lobby for involvement of DTE in OVC related college activities. (e.g. through forwarding information and invitations, visits to DTE offices...)
3	Support OVC related capacity development programmes for DTE staff.
4	Facilitate networking between DTE and other universities and organisations. (e.g. guest lectures, research, ...)

Department of Planning and Institutional Development (PID) in the Ministry of Higher Education

The programme expects to see PID:	
1	review existing policies to incorporate OVC issues and gender sensitivity.
2	advocacy and dissemination of OVC related information within the relevant departments of PID (MHTE) and PRD (MoESC).
3	review existing M & E tools to incorporate OVC (e.g. EMIS, ED46 form,...)
4	collaborate with other stakeholders (e.g. MoESC, Min of Health, Public Service) on OVC.
The programme would Like to see PID:	
5	mobilise more resources for OVC programmes
6	Joint monitoring of OVC programmes by PID (MHTE) and PRD (MOESC) quarterly.
7	put in place a reporting mechanism on abuse of OVC by both PID and PRD.
8	strengthen linkages and collaboration with the National Plan of Action for Children (e.g. policy development; collaboration between programme, PID, MoESC, donors, civil society, ...)
9	research and disseminate information on best practices related to OVC.
10	facilitate the creation of an OVC related database for the education sector.
The programme would Love to see PID:	
11	facilitate the establishment of the position of project coordinator responsible for OVC issues in the MHTE.
12	facilitate involvement of the beneficiaries in the planning, designing, monitoring and evaluation of OVC related programmes. (e.g. through inclusion in policy, ...)
Strategies to be carried out by the programme in support of PID.	
1	Initiate and facilitate consultative meetings to get common understanding about the goals and activities of the programme.
2	involve PID in administration of the programme.
3	Facilitate the development of abuse reporting mechanisms.
4	Facilitate development of MHTE level OVC related policy.
5	involve PID in monitoring and evaluation of the programme.
6	facilitate cooperation between MHTE and MOESC (e.g. through inviting to programme activities, involvement in programme administration,)



8. Organisational practices

Organisational practices focus on the question of how the programme team will operate to sustain itself and fulfil its mission. The intent in dealing with the organisational practices is to focus on the operating style of the program, making explicit how the group will ensure ongoing creativity and monitoring of its activities, and how it will make itself into a reflective organization.

Organisational Practice	Description of activities
1. Prospecting for new ideas, opportunities and resources	<ol style="list-style-type: none"> 1. Networking with other organisations through Internet, media and interaction with members 2. Exchange visits – locally, regionally and internationally 3. Identifying resource persons: Expertise/Consultants 4. Needs assessment for further expansion of the programme 5. Establishment and use of a resource centre 6. Establishment and use of a data base system
2. Seeking feedback from key informants	<ol style="list-style-type: none"> 1. Consultation meetings with Boundary partners and other organisations. 2. Reviewing reports from BPs and follow up on critical issues that might emerge. 3. Evaluation workshops with BPs 4. Use questionnaires and interviews for data collection. 5. Site visits for the purpose of monitoring 6. Effective use of ICT: e-mail, website, phone, ...
3. Obtaining the support of your next highest power	<ol style="list-style-type: none"> 1. Regular communication with next highest power (ie. higher level decision bodies in the organisation/programme) <ul style="list-style-type: none"> • Information (lobbying and advocacy) • Consultation (face to face dialogue) • Giving both verbal and written feedback (reports and briefings) • Avail action plans to Head Office and College administrations. 2. Facilitate representation from higher powers at different fora, eg planning; monitoring and evaluation 3. Involvement of the next highest office in OVC activities (eg training workshops etc) 4. Offer opportunities for capacity enhancement of representatives of next highest office (to enable the highest understanding of programme activities and needs)
4. Assessing and (re)designing products, services, systems and procedures	<ol style="list-style-type: none"> 1. Check on objectives of the programme 2. Come up with a monitoring and evaluation tool 3. Go out to the field to assess and evaluate effectiveness, relevance and efficiency 4. Report writing which comes up with recommendations and implementation to add value 5. External evaluation to critique systems and procedures 6. Link with organisations working with OVC
5. Freely exchange feedback with boundary partners to add value (checking	<ol style="list-style-type: none"> 1. Regular planning, monitoring and evaluation meetings with BP 2. Analyse progress reports from BP and respond accordingly. 3. Requesting feedback from beneficiaries 4. Tap into relevant experiences from VVOB, boundary partners and others



up on those already served to add value)	
Group 6: Sharing your best wisdom with the world	<ol style="list-style-type: none">1. Networking through active participation in workshops, conferences (regional and international)2. Sharing experiences through the media: Press releases, press statements, media interviews,3. Programme publicity: programme brochure and fliers, promotional information, communication and educational materials e.g. t-shirts, calendars, pens, caps,4. Research projects + info. Dissemination + publication5. Programme website.6. Participation in educational exhibitions: e.g. Trade fair, Harare show, Travel expo, musical galas and festivals7. Establish procedures to share individual learning with others
Group 7: Experimenting to remain innovative	<ol style="list-style-type: none">1. Being consultative and willing to fuse ideas from other organisations implementing similar projects2. Incorporating people with new skills and knowledge by engaging experts3. Having a research team coming up with new and innovative ideas
Group 8: Engaging in organisational reflection	<ol style="list-style-type: none">1. Team building activities2. Self assessment activities3. Utilising and adapting to lessons I earned from monitoring and evaluation processes.4. Allowing for flexibility in communication – vertical, horizontal