

Ministry of Higher and
Tertiary Education

VVOB

MoHTE-VVOB Cooperation Programme 2008-2013

***Supporting the education system in Zimbabwe towards quality education
for all and to address the needs of orphans and other vulnerable children
(OVC)***

Operational Planning Framework 2008-2010 - Outcome Mapping

Draft

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1. Introduction to Outcome Mapping

The evaluation unit of the Canadian International Development Research Centre (IDRC) developed the Outcome Mapping methodology because it had encountered fundamental challenges in assessing and reporting on development impact. While development organisations are under pressure to demonstrate that their programs result in significant and lasting changes in the well-being of large numbers of their intended beneficiaries, such ‘impacts’ are often the product of a confluence of events for which no single agency or group of agencies can realistically claim full credit. As a result, assessing development impacts, especially from the perspective of an external agency, is problematic.

To address this challenge, a methodology, outcome mapping has evolved, which characterises and assesses the contributions development programmes make to the achievement of outcomes. It takes a learning-based and use-driven view of evaluation guided by principles of participation and iterative learning, encouraging evaluative thinking throughout the programme cycle by all programme team members.

The full outcome mapping process includes three stages (see diagram below)



Stage One, the intentional design, helps a program clarify and reach consensus on the marco-level changes it would like to support and to plan the strategies it will use. The intentional desing stage answers four key questions Why?—Vision statement, How?---Mission, strategy maps, Who?---Boundary partners and strategic partners, What?—outcome challenges and progress markers.

Intentional design	
Why?	Vision Statement
How?	Mission, Strategy Maps, Organisational Practices
Who?	Boundary Partners, Strategic Partners
What?	Outcome Challenges, Progress Markers

Stage Two, Outcome and Performance Monitoring, provides a framework for ongoing monitoring of the programme’s actions in support of its boundary partners’

progress towards the achievement of outcomes. The program uses progress markers, a set of graduated indicators of behavioural change identified in the intentional design stage to monitor outcomes (Outcome Journal). It also uses a Strategy Journal to monitor strategies and activities of the programme in support of its boundary partners and a Performance Journal to monitor organizational practices. The monitoring framework helps the programme to reflect on and improve performance and to collect data on the results of its work.

Stage Three, Evaluation Planning, helps the programme set evaluation priorities so that it can target evaluation resources and activities where they will be most useful. An evaluation plan outlines the main elements of the evaluations to be conducted.

For more information on the structure of Outcome Mapping, visit the IDRC website: http://www.idrc.ca/en/ev-26586-201-1-DO_TOPIC.html

2. Vision and Mission

The programme's vision and mission were developed during a first outcome mapping workshop of 14-15 May 2007 at MTB, Harare.

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 6 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 OVCs in order to ensure their development, safety and well-being.

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

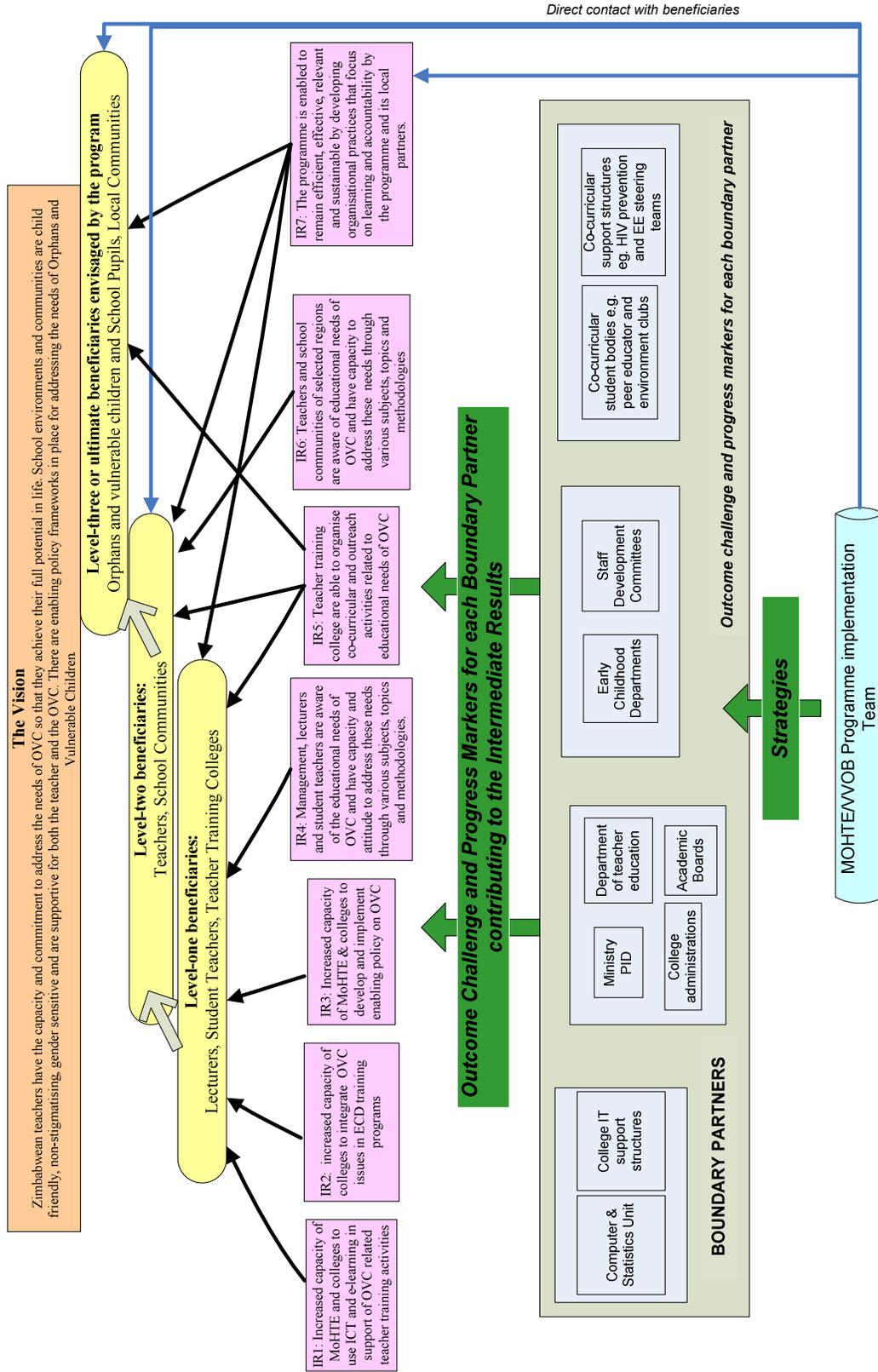
1. the development of enabling policy frameworks at the level of teachers colleges (both primary and secondary) and Ministry of Higher and Tertiary Education (MoHTE);
2. staff development with a focus on OVC issues and relevant teaching methodologies through pre-service and in-service training of lecturers 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.

Through these key areas the programme will seek to promote various issues related to the needs of the OVC. Without being exhaustive, these include: lifeskills, 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.

The programme will seek to enhance capacity of existing structures within colleges and Ministry, will build upon lessons learned from the previous MoHTE-VVOB cooperation programme and will strive towards sustainability of the various initiatives that it will support.

Programme Concept Diagram



4. Intermediate Result Areas and Indicators

Specific objective derived from Mission: To develop capacity and improve the quality and relevance of teacher preparation in function of educational needs of orphans and vulnerable children (OVC)	
Intermediate result area (IR)	Indicators
IR1: Increased capacity of MoHTE & colleges to develop and implement enabling policy on OVC	<ol style="list-style-type: none"> 1. Policy in support of OVC programme is developed, approved and in use in all colleges. 2. % of the colleges that have a strategic document that supports all activities in terms of the OVC programme. 3. % of the colleges that have implemented action plans towards the realisation of the OVC strategic plan. 4. % of the colleges that have an adequate M&E system in place for the evaluation of the OVC programme. 5. % of the colleges that are positively evaluated with regards to the implementation of the implementation of the OVC related action plans.
IR 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.	<ol style="list-style-type: none"> 1. % of the colleges with a detailed staff development plan with focus on OVC. 2. % of the colleges with specific committees that organise staff development activities related to OVC at least once every term. 3. % of the subjects in which OVC themes have been integrated. 4. M&E-instrument (for surveying last year students) to monitor the quality of the OVC programme is developed. 5. % of colleges/lecturers who are positively evaluated with regards to the integration of OVC themes in teacher education.
IR3: Increased capacity of MoHTE and colleges to use ICT and e-learning in support of OVC related teacher training activities	<ol style="list-style-type: none"> 1. CSU is strengthened to support ICT related issues in the programme. 2. % of the colleges with functional IT support structures that are responsible for the management of IT equipment and systems and for basic IT training of college staff. 3. % of the colleges that actively communicate information and develop networks in view of OVC.
IR4: increased capacity of colleges to integrate OVC issues in ECD training programs	<ol style="list-style-type: none"> 1. % of the colleges that have reoriented the ECD curriculum in view of the educational needs of OVC. 2. % of the ECD lecturers in the various colleges who carry out research pertaining education and OVC. 3. % of the colleges where ECD lecturers are involved in the production of relevant learning materials. 4. % of ECD lecturers and students initiating and carrying out OVC related outreach programmes in ECD. 5. Number of college-initiated in-service training workshops on OVC issues for para-professionals and mentors.
IR5: Teacher training college are able to organise co-curricular and outreach activities related to educational needs of OVC	<ol style="list-style-type: none"> 1. % of the colleges that have a functional structure that is responsible for the support of student clubs that organise outreach activities for college students and communities. 2. % of the colleges where student clubs organise OVC related activities in the colleges and surrounding communities.
IR6: Teachers and school communities of selected regions are aware of educational needs of OVC and have capacity to address these needs through various subjects, topics and methodologies.	<ol style="list-style-type: none"> 1. % of the colleges that provide support to schools in the establishment of mentoring systems for student teachers (incl. ECD students) on teaching practice. 2. Number of teachers in selected districts that have the necessary capacity and attitude to address educational needs of OVC.

<p>IR7: 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.</p>	<ol style="list-style-type: none"> 1. The programme is engaged in organisational reflection and review through a utilisation focused M&E-system. 2. The programme displays accountability towards the various programme stakeholders and the donor. 3. The programme is actively prospecting for new ideas, opportunities and resources. 4. the programme has strong internal and external communications systems, is shareing its best wisdom witht he world, and is actively networking. 5. the programme is assessing and (re)designing its procedures, systems and processes in view of changing needs and learning experiences. 6. Effective programme operations established and ensured throughout the implementation.
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5. Boundary Partners, Outcome Challenge, Progress Markers and Strategy Maps

Outcome Challenges, Progress Markers and Strategy Maps were developed during a second outcome mapping workshop of 11-14 July 2007 at MTB, Harare.

5. Boundary Partner: Co-curricular Student Bodies	08 LMH	09 LMH	10 LMH
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 <i>The MOHTE-VVOB programme expects, likes, loves to see co-curricular student bodies that...</i>	08	09	10
<i>Expect to see</i>			
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.			
<i>Like to see</i>			
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.			
<i>Love to see</i>			
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 of MoHTE-VVOB programme in support of co-curricular student bodies.	08	09	10
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,)			

5. Boundary Partner: Co-curricular support structures.	08 LMH	09 LMH	10 LMH
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 <i>The MOHTE-VVOB programme expects, likes, loves to see co-curricular support structures that...</i>	08	09	10
<i>Expect to see</i>			
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.			
<i>Like to see</i>			
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. Involvement 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.			
<i>Love to see</i>			
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 of MoHTE-VVOB programme in support of co-curricular support structures.	08	09	10
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.			

3. Boundary Partner: College administration.	08 LMH	09 LMH	10 LMH
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.			
PROGRESS MARKERS <i>The MOHTE-VVOB programme expects, likes, loves to see college administrations that...</i>	08	09	10
<i>Expect to see</i>			
Participate in OVC related activities.			
<i>Like to see</i>			
1. Participate in the on going progress monitoring and evaluation meetings of the OVC programme.			
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.			
<i>Love to see</i>			

6. Co-fund OVC related activities			
Strategies of MoHTE-VVOB programme in support of college administrations.	08	09	10
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)			

4. Boundary Partner: College academic boards.	08 LMH	09 LMH	10 LMH
Outcome Challenge: 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.			
PROGRESS MARKERS <i>The MOHTE-VVOB programme expects, likes, loves to see college academic boards that...</i>	08	09	10
<i>Expect to see</i>			
1. Recommend the review of syllabi incorporating OVC issues			
2. Sit to approve reviewed OVC related syllabi			
<i>Like to see</i>			
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.			
<i>Love to see</i>			
7. Advocate for the harmonisation of activities across OVC related initiatives.			
Strategies of MoHTE-VVOB programme in support of college academic boards.	08	09	10
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. 			

5. Boundary Partner: Computers and Statistics Unit (CSU).	08 LMH	09 LMH	10 LMH
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 <i>The MOHTE-VVOB programme expects, likes, loves to see a Computers and statistics unit in the Ministry that...</i>	08	09	10
<i>Expect to see</i>			
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.			
<i>Like to see</i>			
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.			
<i>Love to see</i>			
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 of MoHTE-VVOB programme in support of Computers and Statistics Unit in the Ministry.	08	09	10
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: <ul style="list-style-type: none"> 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.			

6. Boundary Partner: IT support structures	08 LMH	09 LMH	10 LMH
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.			
PROGRESS MARKERS <i>The MOHTE-VVOB programme expects, likes, loves to see IT support structures that...</i>	08	09	10
<i>Expect to see</i>			
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.			
<i>Like to see</i>			
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			
<i>Love to see</i>			
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 of MoHTE-VVOB programme in support of IT support structures.	08	09	10
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: - 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.			

7. Boundary Partner: Department of Teacher Education (DTE)	08 LMH	09 LMH	10 LMH
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	08	09	10
<i>The MOHTE-VVOB programme expects, likes, loves to see DTE</i>			
<i>Expect to see</i>			
1. Moderate and approve reviewed syllabi			
<i>Like to see</i>			
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.			
<i>Love to see</i>			
7. Support networking between the colleges.			
Strategies of MoHTE-VVOB programme in support of DTE.	08	09	10
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, ...)			

8. Boundary Partner: Staff Development Committees	08 LMH	09 LMH	10 LMH
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	08	09	10
<i>The MOHTE-VVOB programme expects, likes, loves to see staff development committees</i>			
<i>Expect to see</i>			
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.			
<i>Like to see</i>			
1. Conduct consultative meetings with relevant boundary partners such as college admin, TP department, ICT on OVC issues.			
2. Initiate and facilitate OVC related staff development workshops			
3. Assist lecturers to review syllabi in order to infuse OVC issues in it.			
4. Collaborate with IT unit to facilitate ICT support for OVC related staff development.			
5. Draft funding proposals to DTE for OVC workshops.			
6. Communicate regularly with HODs, LICs, to ensure high attendance to awareness workshops on OVC issues.			
<i>Love to see</i>			
7. Organise OVC related in-service training workshops for school based TP mentors.			
8. Establish and strengthen networking partnerships with OVC related organisations.			

9. Assist lecturers and students in designing and using qualitative monitoring instruments on attitude and behaviour change towards OVC issues.			
Strategies of MoHTE-VVOB programme in support of staff development committees.	08	09	10
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 devpt 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,			

9. Boundary Partner: Department of Planning and Institutional Development (PID)	08 LMH	09 LMH	10 LMH
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 <i>The MOHTE-VVOB programme expects, likes, loves to see PID</i>	08	09	10
<i>Expect to see</i>			
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.			
<i>Like to see</i>			
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.			
<i>Love to see</i>			
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 of MoHTE-VVOB programme in support of PID.	08	09	10
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,)			

10. Boundary Partner: Early Childhood Departments (ECD)			
<p>Outcome Challenge:</p> <p>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>PROGRESS MARKERS</p> <p><i>The MOHTE-VVOB programme expects, likes, loves to see ECD</i></p>	08	09	10
<i>Expect to see</i>			
1. hold meetings to incorporate OVC issues in the ECD syllabi.			
2. actively involve teachers and communities when organising OVC related workshops or meetings.			
<i>Like to see</i>			
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.			

Support OVC related in-service training programmes for practicing ECD teachers in schools.			
<i>Love to see</i>			
10. Develop model ECD centres for children from the communities surrounding the college			
11. produce ECD learning materials which include OVC issues.			
Strategies of MoHTE-VVOB programme in support of ECD .	08	09	10
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, ...)			

5. 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.

<i>Organisational Practice</i>	<i>Description</i>
	Needs to be further specified and worked out in the next workshop
Prospecting for new ideas, opportunities and resources	<ol style="list-style-type: none"> 1. Networking with other organisations 2. Exchange visits/ staff – locally, regionally and internationally 3. Sourcing for resource persons: Expertise/Consultants 4. Needs assessment for further expansion of the programme
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 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, ...
Group 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 feedback (reports) • 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)
Group 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 OVC)
Group 5: checking up on those already served to add value	<ol style="list-style-type: none"> 1. Regular evaluation meetings with BP 2. Analyse progress reports from BP 3. Requesting feedback from BPs OVCs (MoESC) 4. Meetings between the team, BP and strategic partners 5. Consultation with HO and national meetings with colleges
Group 6: Sharing your best wisdom with the world	<ol style="list-style-type: none"> 1. Networking through workshops, conferences (regional and international) 2. networking through the media: Press releases, press statements, media interviews, 3. Programme publicity: programme brochure and fliers, promotional materials e.g. t-shirts, calendars, pens, caps, 4. Research projects + info. Dissemination + publication 5. Programme website. 6. Participation in educational exhibitions: e.g. Trade fair, Harare show, Travel expo, musical galas and festivals
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 projects 2. Incorporating people with new skills and knowledge 3. 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 activities 2. Self assessment activities 3. Utilising and adapting to lessons I earned from monitoring and evaluation processes. 4. Allowing for flexibility in communication – vertical, horizontal