



## Baseline instruments for Teacher Education and Child Vulnerability Programme (2008-2013)

### Guidelines for support team members responsible for collecting the baseline data

Within the new Ministry of Higher Education and VVOB cooperation programme (2008-2013) we will use an outcome journal to track changes over time in the programme's boundary partners. (*Boundary partners are those individuals, groups or organisations with whom the programme interacts directly and with whom the programme can anticipate some opportunities for influence.*)

It is possible that a boundary partner set includes multiple groups. Let us use the example of 'co-curricular student bodies' to clarify this. Co-curricular student bodies are one of the boundary partners of the new programme. In fact, this boundary partner consists of 14 'co-curricular student bodies' because there is one in each of the 14 teacher training colleges.

To be able to monitor changes over time in these boundary partners it is necessary to establish each boundary partner's starting point in terms of the progress markers. (*Progress markers are a set of graduated indicators of changed behaviours for a boundary partner that focus on the depth or quality of change.*) For example, it could be possible that 'co-curricular student bodies' of some colleges have already achieved certain progress markers as compared to 'co-curricular student bodies' from other colleges. Noting these differences at the beginning of the programme helps us to establish the baseline against which progress can be reported over time.

This document contains baseline instruments for specific boundary partners that will help you to collect data concerning the boundary partner's starting point in terms of the progress markers.

### ***How to fill the baseline instruments?***

Different approaches can be used to fill the baseline instruments, e.g. focus group discussions or interviews with the boundary partner, self-assessment by the boundary partner, personal observation, etc....

The baseline instruments are boundary partner specific and provide you with the necessary space for you to give the following information:

- **General information:** Name of the college (for college based boundary partners), date of data collection, approach used for data collection and name of people who collected the data.
- **Information about progress markers:** For each progress marker you will be able to:
  - indicate the boundary partner's starting point by choosing one of the following three categories:
    - Low: no activity or limited activity towards progress marker,
    - Medium: moderate activity towards progress marker
    - High: strong actions in favour of progress marker can be noted.
  - Write clarifying comments

**NOTE: In the baseline instruments we are not using Outcome Mapping Terminology but use more recognisable terms:**

**\* Boundary partners are called strategic partners**

**\* Progress Markers are called indicators of professional practice**



### Guidelines for boundary partners involved in the baseline data collection.

Drawing from the current VVOB projects such as Zimpath, St<sup>2</sup>eep and Citep, the Ministry of Higher and Tertiary Education and VVOB have planned a new 6-year cooperation programme that will run from 2008 to 2013. The overall objective of this programme is to develop capacity and improve quality and relevance of teacher preparation in function of addressing the educational needs of orphans and vulnerable children.

The programme will seek to support capacity development processes of various strategic partners within primary and secondary teacher training colleges. To be able to monitor changes over time concerning these capacity development processes it is necessary to establish the starting point (i.e. baseline) of each strategic partner before the start of the programme. The attached instrument will help us to collect such baseline data.

As a representative of an important strategic partner we would be very grateful if you could assist us in filling the attached baseline instrument. (A member of the VVOB support team is available to assist you in completing the instrument.

The baseline instrument has the necessary space for you to give the following information:

- **General information:** Name of the college (for college based boundary partners), date of data collection, approach used to complete the instrument (e.g. based on discussions during meeting, personal observation, ...) and name of people who completed the instrument.
- **Information about the indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children:** For each indicator you will be able to:
  - Indicate the strategic partner's starting point by choosing one of the following three categories:
    - Low: no activity or limited activity towards progress marker,
    - Medium: moderate activity towards progress marker
    - High: strong actions in favour of progress marker can be noted.
  - Write clarifying comments



<b>1. Strategic Partner: Co-curricular Student Bodies</b>
<b>Name of the college:</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</b>
<p><b>Outcome Challenge:</b> 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&amp;E of the programme.</p>
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
<p>1. develop co-curricular action plans with inclusion of OVC activities (O: low O: Medium O: High) <i>Comments:</i></p>
<p>2. Organise regular club meetings and compile and store minutes and registers (O: low O: Medium O: High) <i>Comments:</i></p>
<p>3. keep records of all club activities. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>4. present progress reports to patrons (O: low O: Medium O: High) <i>Comments:</i></p>
<p>5. elect executive co-curricular club committees that are recognised by the institution's administration. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>6. invite college administration, patrons and dean of students to attend and support co-curricular club meetings. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>7. seek support from college administrations for carrying out club activities. (O: low O: Medium O: High) <i>Comments:</i></p>



8. organise training workshops targeting co-curricular club members and other students (O: low O: Medium O: High) <i>Comments:</i>
9. Provide expertise and manpower in support of OVC related college activities (staff development, peer training, P,M&E of programme) (O: low O: Medium O: High) <i>Comments:</i>
10. different clubs working together to organise OVC related activities. (O: low O: Medium O: High) <i>Comments:</i>
11. source OVC related material and information to enrich resource centres (O: low O: Medium O: High) <i>Comments:</i>
12. implement strategies to increase membership in the co-curricular clubs. (O: low O: Medium O: High) <i>Comments:</i>
13. conduct college based awareness campaigns focussing on OVC. (O: low O: Medium O: High) <i>Comments:</i>
14. enhance communication among student clubs from the different teacher-training colleges. (O: low O: Medium O: High) <i>Comments:</i>
15. organise inter-college activities of all co-curricular club representatives to share OVC information. (O: low O: Medium O: High) <i>Comments:</i>
16. network with organisations and institutions. (O: low O: Medium O: High) <i>Comments:</i>
17. initiate OVC related outreach programmes outside the college community. (O: low O: Medium O: High) <i>Comments:</i>
18. participate in existing community OVC activities. (O: low O: Medium O: High) <i>Comments:</i>
<b>Any other comments/observations you would like to mention?</b>



<b>2. Strategic Partner: Co-curricular support structures.</b>
<b>Name of the college:</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</b>
<p><b>Outcome Challenge:</b> 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.</p>
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
1. Organise regular meetings (of the steering teams that support student clubs) (O: low O: Medium O: High) <i>Comments:</i>
2. Participate in student club meetings and activities. (O: low O: Medium O: High) <i>Comments:</i>
3. Keep records of steering team meetings & activities. (O: low O: Medium O: High) <i>Comments:</i>
4. Time table club and steering team activities in college calendar. (O: low O: Medium O: High) <i>Comments:</i>
5. Keep inventories of steering team assets. (O: low O: Medium O: High) <i>Comments:</i>
6. Incorporate OVC information in orientation programme for new students. (O: low O: Medium O: High) <i>Comments:</i>
7. Assist clubs in writing proposals. (O: low O: Medium O: High) <i>Comments:</i>
8. Keep abreast with developments in OVC issues and then cascade the information to other steering team members and club members. (O: low O: Medium O: High) <i>Comments:</i>



9. Support development and implementation of action plans by club members (O: low O: Medium O: High) <i>Comments:</i>
10. Organise workshops on OVC related issues for club members. (O: low O: Medium O: High) <i>Comments:</i>
11. Encourage club members to interact with local OVC so as to appreciate their plight. (O: low O: Medium O: High) <i>Comments:</i>
12. Involvement in staff development activities in collaboration with Staff Development Committee (O: low O: Medium O: High) <i>Comments:</i>
13. Organise OVC related activities targeting students, drawing on the expertise of student bodies. (O: low O: Medium O: High) <i>Comments:</i>
14. Spearheading development of OVC policy at college level. (O: low O: Medium O: High) <i>Comments:</i>
15. develop psycho-social support systems for college staff and student teachers. (O: low O: Medium O: High) <i>Comments:</i>
16. Facilitate exchange visits for club members at national and international levels. (O: low O: Medium O: High) <i>Comments:</i>
17. Providing a platform for college clubs to share their experiences and challenges in mainstreaming OVC related issues. (O: low O: Medium O: High) <i>Comments:</i>
18. Encourage all students to get involved in OVC related activities (O: low O: Medium O: High) <i>Comments:</i>
19. Promote collaboration between the different student support structures (e.g. integration of resource centres, joint activities, ....) (O: low O: Medium O: High) <i>Comments:</i>
<b>Any other comments/observations you would like to mention?</b>



<b>3. Strategic Partner: Staff Development Committees</b>
<b>Name of the college:</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</b>
<p><b>Outcome Challenge:</b> 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&amp;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>
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
<p>1. Incorporate members of departments and other committees that are already involved in staff development (e.g. ICT, TP, EE and HIV/AIDS coordinators). (O: low O: Medium O: High) <i>Comments:</i></p>
<p>2. Develop and implement OVC related staff development programmes. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>3. Facilitate the inclusion of the staff development activities in college calendar. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>4. Invite administration to attend OVC related meetings and staff development workshops. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>5. Conduct consultative meetings with relevant boundary partners such as college admin, TP department, ICT on OVC issues. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>6. Assist lecturers to review syllabi in order to infuse OVC issues in it. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>7. Collaborate with IT unit to facilitate ICT support for OVC related staff development. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>8. Draft funding proposals to DTE for OVC workshops. (O: low O: Medium O: High) <i>Comments:</i></p>



<p>9. Communicate regularly with HODs, LICs, to ensure high attendance to awareness workshops on OVC issues. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>10. Organise OVC related in-service training workshops for school based TP mentors. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>11. Establish and strengthen networking partnerships with OVC related organisations. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>12. Assist lecturers and students in designing and using qualitative monitoring instruments on attitude and behaviour change towards OVC issues. (O: low O: Medium O: High) <i>Comments:</i></p>
<p><b>Any other comments/observations you would like to mention?</b></p>





4. Strategic Partner: Early Childhood Development (ECD) Departments
<b>Name of the college:</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</b>
<p><b>Outcome Challenge:</b> 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>
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
<p>1. hold meetings to incorporate OVC issues in the ECD syllabi. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>2. actively involve teachers and communities when organising OVC related workshops or meetings. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>3. monitor implementation of OVC integrated ECD syllabi (e.g. students work, exams, micro teaching, students research projects, ...). (O: low O: Medium O: High) <i>Comments:</i></p>
<p>4. encourage ECD student teachers to plan and undertake community outreach projects that benefit the OVC. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>5. Source for OVC related learning materials (from internet, other organisations, ...) and forward to relevant college resource centre. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>6. carry out OVC related research promoting the involvement of student teachers. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>7. implement programmes for para-professionals to train as assistant teachers. (O: low O: Medium O: High) <i>Comments:</i></p>



<p>8. support ECD student teachers in advocacy on OVC issues (e.g. use of banners, placards, speeches, debates, drama...) (O: low O: Medium O: High) <i>Comments:</i></p>
<p>9. seek and document feedback from para professionals and student teachers on their experiences concerning OVC issues during teaching practice. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>10. Support OVC related in-service training programmes for practicing ECD teachers in schools. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>11. Develop model ECD centres for children from the communities surrounding the college (O: low O: Medium O: High) <i>Comments:</i></p>
<p>12. produce ECD learning materials which include OVC issues. (O: low O: Medium O: High) <i>Comments:</i></p>
<p><b>Any other comments/observations you would like to mention?</b></p>



<b>5. Strategic Partner: College administration.</b>
<b>Name of the college:</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</b>
<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.
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
1, Participate in OVC related activities. (O: low O: Medium O: High) <i>Comments:</i>
2. Support and facilitate the development and implementation of OVC policy at college level. (O: low O: Medium O: High) <i>Comments:</i>
3. Play an active role in the management of the OVC programme. (O: low O: Medium O: High) <i>Comments:</i>
4. Facilitate establishment and functioning of IT support structures and IT policy. (O: low O: Medium O: High) <i>Comments:</i>
5. Participate in the on going progress monitoring and evaluation meetings of the OVC programme. (O: low O: Medium O: High) <i>Comments:</i>
6. Co-fund OVC related activities (O: low O: Medium O: High) <i>Comments:</i>
<b>Any other comments/observations you would like to mention?</b>



<b>6. Strategic Partner: College academic boards.</b>
<b>Name of the college:</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</b>
<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.
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
1. Recommend the review of syllabi incorporating OVC issues (O: low O: Medium O: High) <i>Comments:</i>
2. Sit to approve reviewed OVC related syllabi (O: low O: Medium O: High) <i>Comments:</i>
3. Lobby college administration to support OVC related activities. (O: low O: Medium O: High) <i>Comments:</i>
4. follow up on progress concerning development and implementation of college based OVC and IT policy. (O: low O: Medium O: High) <i>Comments:</i>
5. Request a termly report from HODs on the progress of the OVC related work in their departments. (O: low O: Medium O: High) <i>Comments:</i>
6. Authorise termly staff development plans presented during their meetings. (O: low O: Medium O: High) <i>Comments:</i>
7. Advocate for the harmonisation of activities across OVC related initiatives. (O: low O: Medium O: High) <i>Comments:</i>
<b>Any other comments/observations you would like to mention?</b>



<b>7. Strategic Partner: IT support structures</b>
<b>Name of the college:</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</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>
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
1. actively participate in acquisition of suitable hardware and software. (O: low O: Medium O: High) <i>Comments:</i>
2. maintain ICT equipment in the college. (O: low O: Medium O: High) <i>Comments:</i>
3. lobby with college administration for inclusion of ICT requirements in the College budget. (O: low O: Medium O: High) <i>Comments:</i>
4. Set up college Internet and e-mail services. (O: low O: Medium O: High) <i>Comments:</i>
5. provide security for college ICT assets. (O: low O: Medium O: High) <i>Comments:</i>
6. train staff to acquire basic ICT skills (O: low O: Medium O: High) <i>Comments:</i>
7. provide support for ICT training programmes for student teachers (O: low O: Medium O: High) <i>Comments:</i>
8. Participate actively in development and use of ICT management tools such as ICT policy and maintenance procedures (O: low O: Medium O: High) <i>Comments:</i>
9. Assist in development of college intranet. (O: low O: Medium O: High) <i>Comments:</i>



10. work out strategies to ensure continuity of ICT activities (O: low O: Medium O: High) <i>Comments:</i>
11. promote the use of e-learning methodology by lecturers. (O: low O: Medium O: High) <i>Comments:</i>
<b>Any other comments/observations you would like to mention?</b>



<b>4. Strategic Partner: Computers and Statistics Unit (CSU).</b>
<b>Date of data collection:</b>
<b>How were the data collected? (which approach was used?):</b>
<b>Name of people who collected the data:</b>
<p><b>Outcome Challenge:</b> 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.</p>
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
<p>1. upgrade their own capacity (knowledge, skills, human resources, equipment, clear TORs) (O: low O: Medium O: High) <i>Comments:</i></p>
<p>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. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>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. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>4. Develop and strengthen capacity of college IT support structures. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>5. Develop in house statistical skills and knowledge to analyse data on OVC. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>6. Spearhead development of IT policy at Ministry level. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>7. collect, capture, analyse, share and disseminate OVC data to stakeholders. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>8. actively source funding towards supporting activities of college IT support structures. (O: low O: Medium O: High) <i>Comments:</i></p>



9. actively network with other organisations and closely work with its peer CSU at MoESC to exchange/share data on OVC. (O: low O: Medium O: High)  
*Comments:*

**Any other comments/observations you would like to mention?**





9. Strategic Partner: Department of Planning and Institutional Development (PID)
<p><b>Outcome Challenge:</b> 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.</p>
<i>Indicators of professional practice related to addressing educational needs of Orphans and Vulnerable Children</i>
<p>1. review existing policies to incorporate OVC issues and gender sensitivity. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>2. advocacy and dissemination of OVC related information within the relevant departments of PID (MHTE) and PRD (MoESC). (O: low O: Medium O: High) <i>Comments:</i></p>
<p>3. review existing M &amp; E tools to incorporate OVC (e.g. EMIS, ED46 form,...) (O: low O: Medium O: High) <i>Comments:</i></p>
<p>collaborate with other stakeholders (e.g. MoESC, Min of Health, Public Service) on OVC. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>4. mobilise more resources for OVC programmes (O: low O: Medium O: High) <i>Comments:</i></p>
<p>5. Joint monitoring of OVC programmes by PID (MHTE) and PRD (MOESC) quarterly. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>6. put in place a reporting mechanism on abuse of OVC by both PID and PRD. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>7. strengthen linkages and collaboration with the National Plan of Action for Children (e.g. policy development; collaboration between programme, PID, MoESC, donors, civil society, ...) (O: low O: Medium O: High) <i>Comments:</i></p>
<p>8. research and disseminate information on best practices related to OVC. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>9. facilitate the creation of an OVC related database for the education sector. (O: low O: Medium O: High) <i>Comments:</i></p>
<p>10. facilitate the establishment of the position of project coordinator responsible for OVC issues in the MHTE. (O: low O: Medium O: High) <i>Comments:</i></p>



11. facilitate involvement of the beneficiaries in the planning, designing, monitoring and evaluation of OVC related programmes. (e.g. through inclusion in policy, ...) (O: low O: Medium O: High)  
*Comments:*

**Any other comments/observations you would like to mention?**