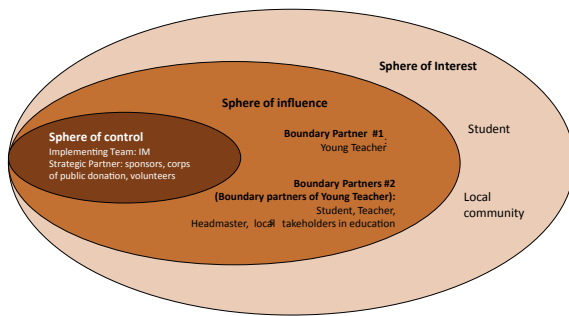# Use of Outcome Mapping for Education Improvement Planning, Monitoring, Evaluation & Learning
Indonesia Mengajar (Indonesia Teaching Movement)

INDONESIA MENGAJAR

Intentional Design

Sphere of Interest
Sphere of influence
Sphere of control
Implementing Team: IM
Strategic Partner: sponsors, corps of public donation, volunteers
Boundary Partner #1 — Young Teacher
Boundary Partners #2 (Boundary partners of Young Teacher): Student, Teacher, Headmaster, local stakeholders in education
Student
Local community

Intentional Design was developed with guidance from Outcome Mapping Manual; without participation of boundary partners, instead in a workshop of early team members of Indonesia Mengajar with the presence of expertise in education.

Two levels of intentional design:

1. *Intentional Design Level 1*
   - Implementing team: Indonesia Mengajar & Boundary partner: Young Teachers
   - A set of outcome challenge, progress markers, strategy maps and organizational practices

2. *Intentional Design Level II*
   - Implementing team: Young Teachers
   - Boundary partners: students, teacher, stakeholders consisting of principal, parent, community, and local government
   - Each actor has a set of outcome challenge, progress markers, and strategy maps

Changes after reflection of one year implementation:
- Adding one boundary partner at second level: school principal
- Set the outcome challenge and progress markers of the principal
- Revise several progress markers

VISION
MISSION

Intentional Design Level 1
Intentional Design Level 2

Outcome Challenge Young Teacher — Progress Markers — Expect, Like and Love to see
Outcome Challenge Student — Progress Markers — Expect, Like and Love to see
Outcome Challenge Teacher — Progress Markers — Expect, Like and Love to see
Outcome Challenge School Principal — Progress Markers — Expect, Like and Love to see
Outcome Challenge Local Stakeholder — Progress Markers — Expect, Like and Love to see

Strategy Map | Strategy Map | Strategy Map | Strategy Map | Strategy Map

As one behavior entity, interrelated influence of positive behavior

Organizational Practices IM and Young Teachers
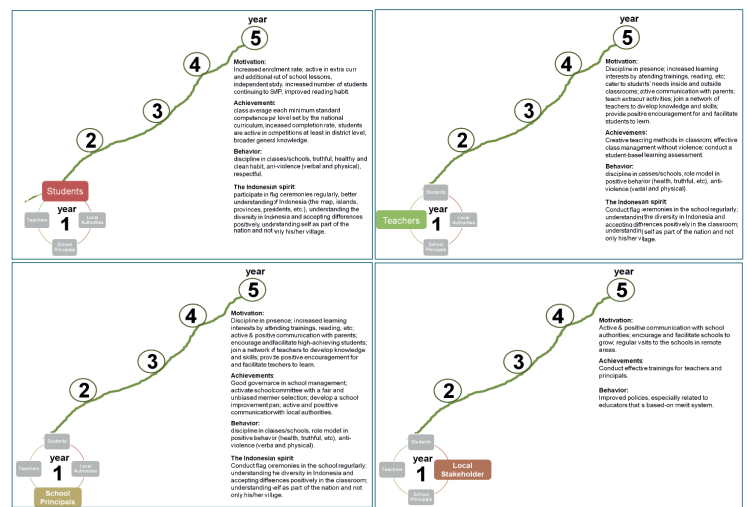
Monitoring, Evaluation, Learning & Reporting (MELR) System

At start, Indonesia Mengajar develop all monitoring tools from Outcome Mapping Manual suggestions: outcome challenges journal, strategy journal, organizational practices journal, and program response journal

Challenges:
Overwhelming journals for both level:
- All filled and reported by Young Teacher two times a year, as individual and group
- Problem of collecting by Young Teacher and Indonesia Mengajar
- Problem of analyzing by Indonesia Mengajar
- Reporting for accountability and fund raising
- Have not used written Journal of Program Response and Organizational Behavior of Indonesia Mengajar

Adaptation:
- Simplification of journals
- Combined with reports on output (program implementation), adapting significant change stories, Reflective focused discussion on site and post deployment event, qualitative measure (progress index), adapting outcome harvesting, self and peer assessment of Young Teacher leadership progress

Planning	Monitoring	Evaluation	(Data) & Learning	Reporting
Intentional Design Level 1 – Young Teacher	• All journals (outcome challenge & progress markers; strategy; organizational practices and learning) submitted 2 times a year (month 5 and 10), for individual and group • Report on program implementation submitted 2 times a year (month 5 and 10) • Self and peer assessment submitted 2 times a year (month 5 and 10) • Reflective focused discussion at site (once a year, month 6) Journals, program implementation report, self & peer assessment month 5, used for coaching/mentoring by IM	-Interview by assessor on leadership development Annual evaluation: analyze journal and site visit result via discussion	Recap program implementation report, self & peer assessment month 10 Interview result & feedback Management of developing Young Teacher leadership for improvement of next year plan	Leadership Porto folio of individual Young Teacher Annual report: program outputs & outcome
Intentional Design Level II	• All Journals (outcome challenge & progress markers, strategy and learning) of Student, Teacher, Principal and Stakeholder behavior, submitted 2 times a year, for individual and group Journals month 5, used for coaching/mentoring by IM	Annual evaluation: •analyze journals month 10th and site visit result • reflective forum at post deployment event • collection of change stories • evaluation discussion on program management	• Reflective Forum (discussing the journals at site) • Reflective forum at post deployment event • collection of strategies • collection of change stories • improvement plan on Program management	Annual report • progress of outcome challenge each school & per region • supporting change stories • shared strategies

MELR Cycle

Planning:
1. Intentional design for 5 year plan
2. Annual work plan
→ Monitoring 1 (5th month)
→ Monitoring 2 (10th month)
→ Annual Evaluation
→ Learning for next year work plan
↩ (back to Planning)

Outcome Mapping
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