



# How to Increase the Impact of an Educational Program in a Fragile Context?

Case study on the development of educational program ETAGE in the Democratic Republic of Congo and its scalability  
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## ABSTRACT

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Much hard work has already been done to set up decent educational programs in fragile contexts to meet the ambition of Sustainable Development Goal 4. Fragile contexts are the world's most dangerous places focusing on security, political and governance considerations. To make these programs succeed in these contexts, solutions need to be scaled up to reach more people. This thesis investigates how the number of assisted educational development programs can be increased. The aim was to put this to practice through this case study on the development of an educational program and its scalability.

The chosen case is the development of a model by the local VVOB-team in the Democratic Republic of the Congo. With this development, VVOB wants secondary agricultural schools to manage their production units well for both entrepreneurship education and income generation purposes. The second aim is to maintain ties with specialised services, small and medium-sized enterprises and farmers' organisations for the continuous professional development of teachers in educational entrepreneurship. The final aim is to better use low-cost and relevant pedagogical tools for entrepreneurship education.

During this study, research was done through surveys, structured interviews, document analysis, and field notes collection and analysis. The Management Systems International framework was applied to the development of the ETAGE-model in order to find out which optimisations to this model could be done in order to improve the scalability.

The findings of this process were that effective demand through the political system is a crucial success factor when aiming at scaling up. Next to that, monitoring and evaluation of the model while designing are of great importance. Also, the simplicity of the model and thorough evaluations, preferably by an external partner, are crucial to increasing the program's impact and scalability.

The results show that the chosen Management Systems International framework is a valuable tool to help organisations move their education programs from pilot to scale as it offered a thorough manner to detect the lacks and offers suggestions. As a suggestion for further research: the good permanent documentation of projects that go from pilot to scale will remain very important. This will not only strengthen insights but also increase the impact of future projects.

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Key words: sdg4, pilot to scale, fragile contexts, education

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## ABBREVIATIONS AND TERMS

BMC	Business Model Canvas
CPD	Continuous Professional Development
DFID	Department for International Development
DRC	the Democratic Republic of the Congo
ETAGE	Model of VVOB DRC, Enseignement Technique Agricole et Entrepreneuriat = Technical Agricultural Entrepreneurial Education
IFAD	International Fund for Agricultural Development
IIRR	International Institute of Rural Reconstruction
IPP	Provincial Inspection Services
MEPSP	Ministry of Primary, Secondary and Vocational Education
MSI	Management Systems International
OECD	Organization for Economic Co-operation and Development
SAT	Scalability Assessment Tool
SDG	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
VVOB	Flemish governmental organisation for Education for Development

# 1 INTRODUCTION

## 1.1 Research topic

### 1.1.1 Justification

“Education is a human right, yet about 258 million children and youth are out of school, according to data for the school year ending in 2018. The total includes 59 million children of primary school age, 62 million lower secondary school age and 138 million of upper secondary age” (UNESCO Institute for Statistics, n.d.). The global learning crisis is undeniable. This has severe implications for a child’s life prospects regarding health and economic empowerment. Quality education is a catalyst to successfully achieving these and all other Sustainable Development Goals (SDG’s). “SDG Target 4.1 aims to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030” (United Nations, 2021).

Hard work has already been done to set up decent programs in fragile contexts to meet the ambition of SDG 4.1. Fragile contexts are the world’s most dangerous places focusing on security, political and governance considerations (Hartmann & Linn, 2008). To succeed, these solutions need to be scaled up to reach people everywhere. Many of those development solutions create more of a whimper than a wave. Herein lies the problem. This is surprising when one considers that scaling up is at the core of the development model that donor agencies purport to follow. “Scaling up has been treated as something that occurs spontaneously and organically when successful development interventions are identified rather than as a challenge in and of itself” (Chandy C., Hosono, A., Kharas, H. J., & Linn, J. F., 2013). Regularly pilot projects are developed to replicate or expand successes or hand them over to developing country governments to do the same. However, only a tiny share makes it beyond a pilot phase. Therefore, donors are more likely to report one-time, localised success stories than examples of transformative wide-reaching progress. Even when a dedicated effort is made to transition from pilot to program, scale is rarely achieved. (Chandy et al., 2013).

So, organisations active in development understand the necessity to rise above splintered projects. Organisations wonder how to scale up their innovations and pilot projects. There are still lots of questions about the repercussions of following a logical scaling-up approach. How can it be ensured that it does not just stop at well-intentioned initiatives? How can they be organised evidence-based? Can the effectiveness be mapped in the future to enable a continuous improvement cycle?

This thesis is about increasing the number of people assisted through educational development programs. This is a big ambition, and the clout power of the author is somewhat limited. Nevertheless, applying it to an organisation's work can be the first step.

It was the intention of this thesis to follow the process of developing an education model. Then to use the development of the model as a case study and test it against a framework in order to be able to make recommendations regarding scalability. This organisation and other organisations could improve the scalability of their future projects with these recommendations.

The Flemish organisation VVOB for Education for Development is active in the Democratic Republic of Congo. VVOB originally was the abbreviation for **V**laamse **V**ereniging voor **O**ntwikkelingssamenwerking en Technische **B**ijstand = Flemish Association for Development Cooperation and Technical Assistance. Since their work scope is international, the organisation chose not to use this name any longer in their communication. They are currently known as VVOB – Education for Development. The local VVOB-team in the Democratic Republic of the Congo was developing the ETAGE-model (Enseignement Technique Agricole et Entrepreneuriat/Technical Agricultural Entrepreneurial Education). With the development of the model, VVOB wants secondary agricultural schools to manage their production units well for both entrepreneurship education and income generation purposes. The second aim is to maintain ties with specialised services, small and medium-sized enterprises and farmers' organisations for the continuous professional development of teachers in educational entrepreneurship. The final aim is to better use low-cost and relevant pedagogical tools for entrepreneurship education.

This development process was the ideal situation to use as a case study. This in order to provide suggestions on which features are essential when developing for scaling up.

### **1.1.2 VVOB in general**

From the perspective of the goals of a Master Thesis, one is to produce realistic development measures for an organisation and the field. The choice was consequently made to apply it to an existing context, namely VVOB. VVOB is an international non-profit with over 35 years of experience improving the quality, efficiency and effectiveness of education systems.

VVOB receives funding from the Belgian Development Cooperation and the Flemish Government. Financial partners include Belgium, Brookings Institution, DFID, DR Congo, Dubai Cares, Ecuador, The ELMA Foundation, Mastercard Foundation, Enabel, the European Union, Flanders, J-PAL, Porticus, Save the Children, UNESCO, Schneider Foundation, USAID and UNICEF. Contributions adding up to an yearly budget of close to 14 million euros. (VVOB, 2021b.)

VVOB counts on scientific input and advice from, and exchange and learning with, a global network of valued expertise partners. These expertise partners include universities, teacher training colleges and educational service providers for teacher and school leadership development; the Forum for African Women Educationalists (FAWE) for gender in education; UNESCO on the teaching profession; the Brookings Institution for policy issues; the Abdul Latif Jameel Poverty Action Lab (J-PAL) and Pratham for evidence-based programming; and the Research for Equitable Access and Learning (REAL) Centre at Cambridge University for learning and research on teacher performance (VVOB, 2021b). VVOB employs around 175 employees worldwide. VVOB is based in Brussels, with offices in other countries such as Cambodia, DR Congo, Ecuador, Rwanda, Zambia and South Africa.

VVOB aims to be both impactful and sustainable. They concentrate on the professional growth of educators and successful school leadership in four educational subsectors by improving local education actors' capacity.



“The student’s socio-economic background, the quality of teaching and school leadership have the most significant impact on educational achievement” (VVOB 2021a). As a result, they are fiercely dedicated to the specialized development of these essential actors.

They boost teachers' professionalisation by improving the institutes tasked with their preliminary training and continuous professional development and persons in charge of mentoring and coaching new educators. “This way, the pedagogical and didactic skills of both new and experienced teachers are strengthened” (VVOB, 2021b).

“VVOB is also committed to the professional development of **school leaders**. Effective school leadership creates an environment in which teachers provide quality work. School leaders guide, support and develop their teachers and have, as such, a significant impact on the learning outcomes of learners, too”. (VVOB, 2021b.)

They propose technical resolutions in technical assistance that **reinforces the government and local education authorities' capacity**. This mainly involves ministries of education and organisations that deliver professional development chances to educators and principals. Next to practical and technical educational knowhow, VVOB offers process assistance. Concurrently, they try to guarantee that their partners progressively take the control as the program continues. This ensures the **sustainability** of the results.

By working with the four educational subsectors, they want to achieve four goals:

- “Teachers and school leaders in **early education** (and in the transition to primary education) provide an equal start to all learners to ensure their full development during their future education.
- Teachers and school leaders in **primary education** use appropriate pedagogical and didactic methodologies to improve literacy, numeracy and life skills in all learners.
- Teachers and school leaders in **general secondary education** (and transition to it) ensure all learners acquire the necessary 21st-century skills.

- Teachers and school leaders in **technical and vocational education and training** prepare all learners for society's needs and decent work” (VVOB, 2021b) .

VVOB’s idea is that quality education can merely be accomplished if **equity**, and gender equity, is safeguarded.

### 1.1.3 VVOB in the Democratic Republic of DR Congo (DRC)

VVOB has been aiding education in the DRC as from 1987. With enormous volumes of rich land accessible, farming will continue to be the employment sector that employs most of the Congolese youngsters, as shown in Figure 1.

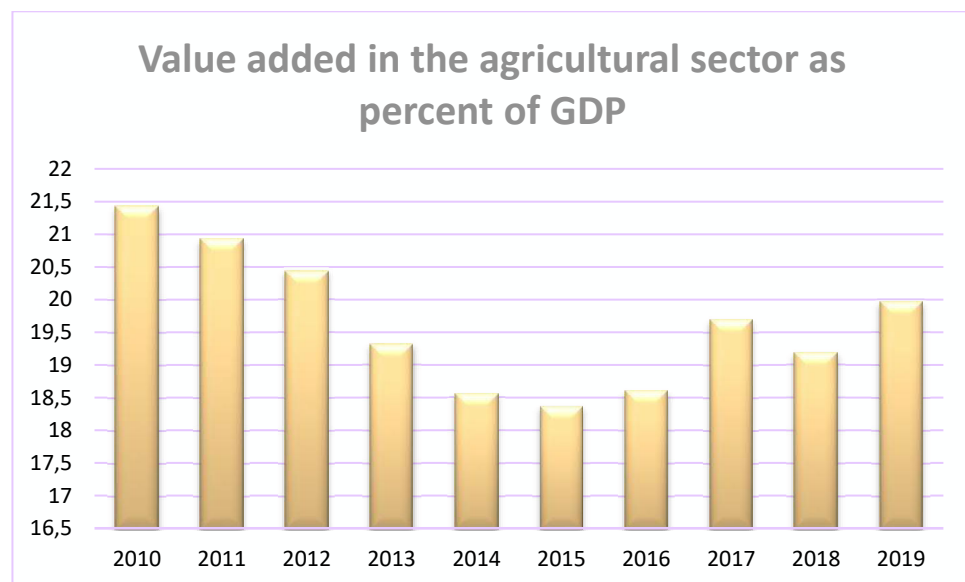


FIGURE 1: Value added in the agricultural sector as a per cent of GDP in the Democratic Republic of the Congo (modified the Global Economy, 2021)

The Congolese youth needs a combination of an entrepreneurial attitude and technical proficiencies in agriculture. VVOB created the program for entrepreneurship education for the DRC’s secondary agricultural technical education during a former cycle. VVOB currently invests in teachers and school leadership.

The focus of VVOB in DRC is on secondary education and secondary technical and vocational education and training (TVET).

Their key areas of work include:

**“Continuous professional development of teachers** – Training and coaching teachers to use an active pedagogy in the classroom; to better manage their school’s production units, the school farm where produce is harvested and sold; and link theory to practice by employing these production units as a learning resource.

**School leadership development** – Supporting school leaders to put “agriprenurship” at the heart of their school’s mission; to improve oversight and transparency of their school’s production units, and create spaces where teachers can collaborate to integrate entrepreneurship education across courses.

**Enabling environment** – Preparing local inspection services to provide training and pedagogical counselling on entrepreneurship education to secondary agricultural technical school”. (VVOB, 2021a.)

## **ETAGE**

In the current project ETAGE, VVOB runs their project, in the Secondary TVET schools, in 3 provinces (Bas-Fleuve, Cataractes and Lukaya), as shown on the map in picture 1.

## Intervention area

★ VVOB office



PICTURE 1: Intervention area of VVOB in RDC (VVOB, 2021)

The timing of ETAGE is 2017-2021 with a budget of € 4 476 500,00 donated by Belgium. This project is targeted at school leaders and teachers in technical agricultural schools in these provinces. This is to let them acquire the needed competencies to improve the quality and the relevance of teaching for all learners.

For this project, VVOB teamed up with 30 selected secondary agricultural technical schools, the Ministry of Primary, Secondary and Vocational Education (MEPSP) and 3 Provincial Inspection Services (IPP). In DRC, the provincial inspection services have a dual role. They do have to train and counsel schools but also have a controlling function.

By the end of the ETAGE-program, the secondary agricultural schools should

- manage their production units well for both entrepreneurship education and income generation purposes,
- maintain ties with specialised services, small and medium-sized enterprises and farmers' organisations for the CPD of teachers in educational entrepreneurship,
- use low-cost and relevant pedagogical tools for entrepreneurship education.

The IPP should

- offer relevant and quality professional development trajectories on entrepreneurship education to school leaders and teachers,
- organise the integrated model on entrepreneurship education at the provincial level and share the model with the national level. (VVOB, 2021a.)

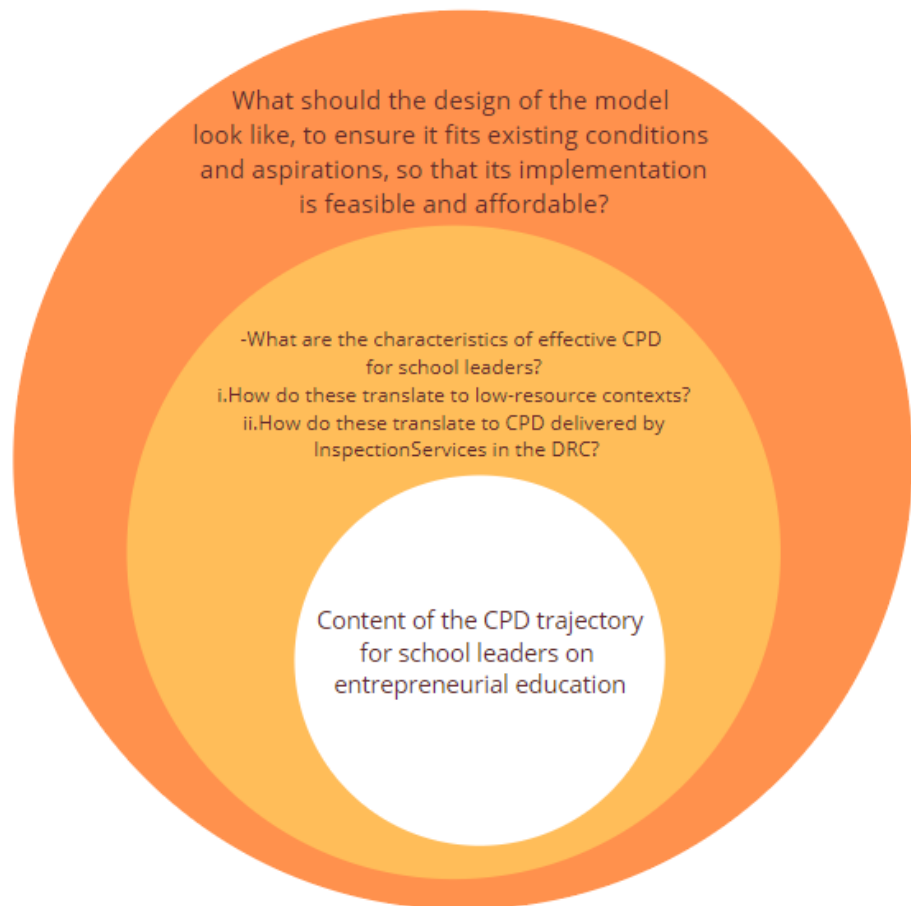
## **1.2 Research question**

A pressing question in this context, and at an early stage of the process, was “What should be the features of the ETAGE-model, to ensure it fits existing conditions and aspirations so that its implementation (nation-wide in the DRC) is feasible and affordable?”.

The idea is to audit if the currently developed ETAGE-model meets the standards of what has been scientifically researched and tested internationally within this field. This outcome should help VVOB DRC and VVOB-teams in other regions in the future to build their models as optimal as possible. This should enable the scaling-up process if there is a need to enlarge the number of beneficiaries.

While the local VVOB-team works on the inner layer topics, as visualized in picture 2, for the ETAGE-project, research to answer the outer layer question will be conducted by the author. As this will be a dynamic and ongoing process, the ambition is to implement the model's development findings immediately. So, the thesis work focuses on the outer layer while simultaneously the VVOB-team

works on the content of the CPD (Continuous Professional Development) trajectory. This builds a model that meets the scientific approved scaling-up standards at the end of the current VVOB-cycle in the DRC.



PICTURE 2: Visualisation of collaboration author vs VVOB RDC (Kemel, 2021).

All this abovementioned had led to a more general and suitable for lots of contexts, research question “How to increase the impact of an educational program in a fragile context to reach a higher number of beneficiaries?”.

More specifically, this thesis is aimed at a specific part of the planning phase of these educational programs. It hopes to find an answer to the following question:

- What needs to be taken into account during an educational program's planning phase in a fragile context?

### 1.3 Structure of thesis

The thesis is structured as follows:

Chapter 2: **Literature review**; the theory of scaling up is being discussed along with several frameworks that have been used in the past. The framework to function as a lens for this thesis will be chosen.

Chapter 3: **Methodology**; The chosen approach and methodology for different research phases are presented in this chapter.

Chapter 4: **The chosen theoretical framework** will be discussed in detail.

Chapter 5: An overview of the various **results** building up to the **recommendations**.

Chapter 6: Offers some **reflections** on whether the chosen framework was suitable to find answers to the research question.

## 2 LITERATURE REVIEW

Starting from a research question extracted from an existing context, the first challenge was finding which vocabulary should define local interventions' expansion in these earlier described contexts.

There are many well-reported examples to be found in Western business organisations about the implementation of change. Many theories from the field of change and organisational management could offer answers. “Service providers in wealthy and developing countries alike find themselves under pressure to reduce costs, improve social outcomes and clarify why it has proven challenging to accelerate the spread of best practice” (Hartmann & Linn, 2008).

However, some critical differences are still not covered in these widely available theories and frameworks, namely the specific context. The context discussed in this thesis geographically, politically and sociologically pertains to a “fragile state”. Fragile states are diverse contexts characterised by what the OECD calls “the combination of exposure to risk and insufficient coping capacity of the state, system or communities to manage, absorb or mitigate those risks” (OECD, 2016).

Within these contexts, one must work with complicated risks and find ways of acclimating to ruptures instigated by conflict, calamity, ecological stress, drained social capital and hollowed-out labor forces. Furthermore, because VVOB works a lot in such contexts, it was even more significant to look for portrayed situations from similar contexts.

Multiple literature reviews learned that the terminologies “scaling up”, “development”, “interventions”, “fragile contexts” ... were the keywords that led to the most interesting resources.



## 2.1 Definitions

The literature uses different definitions and considers different kinds of dimensions of scaling up.

The first definition is altered from the definition designed by the World Bank after the conference on scaling up in Shanghai;

“Scaling up means expanding, adapting and sustaining successful policies, programs or projects in different places and over time to reach a greater number of people.” (Simmons, 2008).

This definition suggests that scaling up is, furthermore, next to projects, about programs and policies. This definition contrasts with the definition suggested by the partakers in the Going to Scale workshop in Silang - Philippines;

“Scaling up brings more quality benefits to more people over a wider geographical area, more quickly, more equitably, and more lastingly.” (IIRR, 2000).

Hartmann and Linn (2008) find that “more equitably” is not relevant for all development and policies. The part on “more quickly” is not correct in their view, too, since they see scaling up as a gradual process.

Different definitions for specific sectors are numerous in the literature. The background paper for the World Bank Rural Development Strategy defines scaling up as:

“To efficiently increase the socioeconomic impact from a small to a large scale of coverage.” (Csaki & Tuck, 2000).

United Nations states that:

“Scaling up entails following dimensions: social (social inclusiveness), physical (replication), political (policy and budget commitments) and conceptual (changing the mindset and power relations – a deep transformation of power and administrative structures).”(UNDP, 2021)

Simmons and Shiffman (Simmons, 2008) define in a health-sector's publication:

"The deliberate efforts to increase the impact of health service innovations successfully tested in pilot or experimental projects as to benefit more people and to foster policy and program development on a lasting basis." (Simmons, 2008)

Hartmann and Linn (Hartmann & Linn, 2008) state that "scaling up is not only about the quality of impact, scale and sustainability". According to them, "it involves a multidimensional process of change and adaptation". They prefer to follow Uvin (1995), who identifies different aspects of scaling up:

**Quantitative scaling up = horizontal scaling up = scaling out:** The goal is to geographically spread to more people and communities and increase its receiver base in a particular location.

**Functional scaling:** The goal is to expand by expanding the scope. An example is given: a program specialised in nutrition adds agricultural development to their activities.

**Political scaling up:** This concerns expansion through influencing the political process by working with state agencies, parliamentarians and political parties.

**Organisational scaling up = institutional scaling up:** This involves creating a new institution, the involvement of other institutions or the expansion of the organisation implementing.

Hartmann and Linn (2008) use following definition of scaling up in their IFAD Scaling Up Framework:

" Expanding, replicating, adapting and sustaining successful policies, programs or projects in geographic space and over time to reach a greater number of people."

## 2.2 Available literature

Before summarizing the available literature on scaling up, there is a need to point out that a considerable part of the literature found concentrates on a certain case or thematic sector. There is a lack of cumulative evidence on this topic. Most of the literature reviews examples of scaling up with success. Only very few portray the failure to scale up. A summary overview of case studies can be found, but there is a shortage of systematic review of scaling up literature. So, there are not many frameworks available that offer a proper identification of the importance of the determinators of success or failure in scaling up.

The information found places accents on a proper preparation and management process which is vital for successful scaling up. The Management Systems International-framework (MSI, 2012) made the most precise analysis of the scaling-up process. They designed a management framework for practitioners. They use a three-step and ten-task process. Their approach's focus lies on proper planning, which starts from the initial project design before the realization of a test phase is finished.

Binswanger and Nguyen (Binswanger & Nguyen, 2005) designed a plan for scaling up development programs. Their process contains many similarities to that of MSI (2012). Binswanger and Aiyar (2003) point out the necessity for proper logistical planning and uncomplicated rules that can be reproduced without problems. They state that "scaling up requires precise assignment of a long list of functions to specific actors at different levels, and clear instructions on what they should do, how to do it and what are the ways to achieve it." They find the use of manuals that have been tested on the field essential.

Binswanger and Aiyar (2003) emphasise detailed planning and management next to evaluation, learning, and advocacy. Davis and Iyer (2002) emphasise the need for patience, decent development of processes fit for the environment. This should be manifested in updated guides to enhance ongoing learning. They stress the need for satisfying systems for sharing and spreading knowledge among all parties involved.

Previously mentioned research stated that scaling up needs long-term planning. Long-term is here defined as a 10 to 15-year period. Other researchers, Simmons, Fajans and Ghiron (2007), Paul (2019) and Samoff and Molapi Sebatane (2001), stress the need for a slow-staged approach. Stakeholders should be offered enough time to learn by doing and to adapt the innovation to their context. Hancock (2003) writes that some more time must be granted to allow the stakeholders to do some testing, adapting and simplifying the innovation.

At last, Binswanger and Aiyar (2003) point out that scaling up is more likely to succeed in the program is focused. Stakeholders will be confronted with some challenges as the scaling-up process takes the innovations across administrative and political boundaries. When the innovations are taken to a national level, they will be confronted with policy and institutional, political, fiscal/financial, technical, market related and legal issues. The more straightforward the framework is, the more manageable the stakeholder's relationship is, the more chances of success are given.

### **2.3 Main concepts**

From the literature review, two frameworks were retained to apply the ETAGE-case.

The first approach, the "IFAD framework" was initially published under the title "Scaling Up: A Framework " Lessons for Development Effectiveness from Literature and Practice" by Hartmann and Linn (2008). This approach was then used and more expanded in the perspective of an institutional scaling up review of and collaboration with the International Fund for Agricultural Development (IFAD). This framework is suitable for forming a wide understanding of the scaling up agenda and the major elements concerned.

The second approach, the "MSI framework" (MSI, 2012), was created by Management Systems International, a consulting agency with a focus on design and application of policy and management answers to development difficulties. Confronted by the needs of millions of exposed people, it advocates for focusing on both problems at the same time. MSI worked on a management framework for

practitioners. After broad experience using this framework from various geographical perspectives. This publication came with a toolkit, which offers examples of specific management tools referred to in the framework.

While different in application and purpose, both approaches share a standard orientation and lots of similar elements. They are complementary in terms of application.

However, since the IFAD framework is a more general analytical framework, it was considered appropriate to choose the MSI framework to apply to the ETAGE-case. It has a more specific planning approach. It is best fitting for managing the design and application of particular scaling up routes. It will be the best way to find answers to the research question and will offer the VVOB-staff practical tools to finetune their work in the future further.

The theory and practice underlying this framework come from the discipline of “strategic management”. Moreover, it draws strongly from the literature on scaling up, strategic planning and development of organisations (Hartmann & Linn, 2008).

This framework was tested with 22 pioneering programs in different countries (Cooley & Papoulidis, 2017). It acted as a foundation for exchanges with academics and policymakers. It has been adjusted to reflect lessons from those experiences.

VVOB is part of the target audience for which this framework has been designed, and the stakeholders in their collaborations can enormously benefit from applying this to the context they are working in. By working with VVOB during the designing and implementation of their program and meanwhile applying this framework, and the corresponding toolkit during this case study, to the VVOB RDC context, the goal is to offer suggestions on “How to increase the impact of an educational program in order to influence a bigger number of receivers?”

### **3 METHODOLOGY**

#### **3.1 Research philosophy**

The first item to question is whether this thesis would be approached as pure scientific research? In that case, the theoretical framework would indicate a relevant scientific discussion. The research results would be published in research publications in order to address the scientific community. If this first question would be answered positively, then the philosophy of science, whether ontological, epistemological or methodological, would be discussed here before selecting concrete methods. The scientific paradigms (positivism, constructivism and criticism) would make the author consider different approaches.

However, this thesis is not aimed at searching for and creating new knowledge for science itself without any immediate connection to applications. Would it then better be categorised under “Applied research”? This type of research is based on the results of basic research and applied to practice.

Nevertheless, since it originates in an organisations' development needs and desire to affect changes, this thesis's philosophy is to deliver research-oriented development work. Its purpose is to outline, develop and implement solutions. In research-oriented development work, matters are not only described or elaborated but better alternatives are sought for them and carried forward in practice (Ojasalo, Moilanen, Ritalahti, 2020).

The differences between scientific research and research-oriented development work are mainly the goals. Is the aim to produce new theory about phenomena or achieve improvement or new solutions in practice? Or is the aim to create new professional knowledge? This thesis aims to renew competence and knowledge base in working life by documenting tacit knowledge that can serve as a qualitative foundation for future development projects.

## 3.2 Research approach

The approach of this thesis includes:

- Data being collected systematically and critically by evaluating data from the perspective of both practice and theory
- Different methods are being used in multiple ways
- A process where active interaction between different participants is stressed

A **deductive approach** is used in this thesis since the starting point for this work is the MSI framework. Later data were collected and analysed, based on the MSI framework, to develop a set of recommendations.

A significant side-note to make concerning the research conducted is that one should be aware that this thesis has been written during the worldwide Covid-19 crisis.

The first contact between the commissioner and the author dates back to March 2020. Some travel restrictions already occurred at that time, but some hope to travel to the Congo in August to conduct research. However, due to the travel restrictions and to stop the virus, travel was impossible. All research had to be conducted on distance. More on the technical implications will be discussed further in this chapter.

## 3.3 Time horizon

The research, in order to be able to formulate an answer to the research question, was cross-sectional. The research was conducted in a time frame between June 2020 and November 2020.

It was planned to make this time frame more compact, but due to Covid-19 and travel restrictions, the initial planning had to be adapted.

### 3.4 Research ethics

At the start of the collaboration between the author and the commissioner, conditions were stipulated in an agreement. VVOB's HR guidelines have to be followed, namely, the Code of Conduct, Integrity Policy, Child and Youth Protection Policy. Besides that, guidelines concerning communication, financial and ethical principles needed to be obeyed. The more practical outcomes of these stipulations will later be discussed in chapter 5.

### 3.5 Research strategy and data collection methods

To clarify the research strategy of this thesis, one should understand that the same steps, as provided in the framework, were being followed. Every task and the according tool from the provided toolbox (MSI, 2012) will be thoroughly discussed in chapter 5. The structure follows the steps of the framework and offers tools associated with several tasks, as presented in Table 1. These tools may be used in a strict linear sequence but also parallel.

TABLE 1: Overview of Scaling Up steps with according sub-tasks and tools (MSI, 2012)

Scaling Up Steps	Sub-Tasks	Guides and tools
Step 1: Develop a Scaling Up Plan	<ul style="list-style-type: none"><li>- Create a Vision</li><li>- Assess Scalability</li><li>- Fill Information Gaps</li><li>- Prepare Scaling Up Plan</li></ul>	MODEL MAPPING T1: Reverse LogFrame T2: Visual Mapping T3: Model Profile T4: Evidence Standard ASSESSING FEASIBILITY T5: Methods Screen T6: Scalability Assessment

Nevertheless, there will be special attention to the chosen data acquisition method and type of analysis used at this stage.

In development project work, the versatility of methods is central (Ojasalo et al., 2020). The methods utilised in this type of research are versatile because it does



not restrict any method. Consequently, it was a conscious choice to employ different methods to obtain different information and perspectives to support the development work.

### **3.5.1 Survey**

A survey was done because this was the most appropriate method for situations in which the subject matter is already known well, and the aim is to ensure that the information holds true (Wolf, Joye, Smith & Fu, 2016).

A non-probability sampling method, more specifically, convenience sampling, was utilised. For this sampling technique, the author selected respondents based on the author's subjective judgment and the local VVOB-team rather than random selection. The respondents were selected from the population only because they were conveniently available to the author. All respondents work as an inspector for the department of education in DRC. The author relied on this type of sampling because of its speed, cost-effectiveness and ease of availability of the sample. 13 members, which formed a heterogeneous group of the IPP, took the survey.

This pen and paper survey consisted of 28 Likert scale questions on a 3-point scale (cf appendix 1). The survey was anonymous. The survey was held on 29 July 2021 in Kisantu (RDC). The person who introduced the survey to the group was Joseph Disengomoka Mutualala (Technical Assistant of VVOB RDC). It took ninety minutes, and the session was recorded through Microsoft Teams to enable the author, who was abroad due to travel restrictions, to follow along. Due to limited digital possibilities, the forms filled in were photographed and sent through WhatsApp to the author.

The purpose of this survey was to estimate the scalability of the ETAGE-model. The SAT checklist, provided by the toolbox (MSI, 2012), was used. The original checklist was translated into French beforehand.

The results of this survey were processed statistically in Excel following the framework's guidelines (cf appendix 2).

### **3.5.2 Interviews**

Two structured interviews were done with two members of the VVOB-team, Katrien Spruyt, technical assistant, and Noam Janssens, country program manager. As for their purpose and conduction, these interviews resemble surveys. The interviewer had an exact structure for the interview, derived from the MSI Framework toolbox (cf appendix 3). This meant that all interview questions have been prepared in advance and employed in all interviews. The interview consisted of open-ended and close-ended questions. These contextual interviews were held online through Microsoft Teams. These two interviews lasted approximately 20 minutes. Depending on their role in the team, some questions were discussed more thoroughly. These interviews were done through Microsoft Teams based on the toolbox's structured interview templates supporting the theoretical MSI framework.

### **3.5.3 Desk research**

Documents produced by VVOB and other stakeholders included helpful information about the development target. Documents analysed for this project were: memos, project reports, minutes of meetings and two newsletters. These documents were made available through the Microsoft Teams-site of VVOB DRC and analysed by the author.

“Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge.” (Corbin & Strauss, 2008.)

“Document analysis was used in combination with other qualitative research methods as a means of triangulation. The aim was to draw upon multiple (at least two) sources of evidence; that is, to seek convergence and corroboration through the use of different data sources and methods. Apart from documents, such sources include interviews, participant or non-participant observation, and physical artefacts.” (Bowen, 2009.)

### **3.5.4 Field notes**

Next to the more traditional research strategies and data collections methods abovementioned, the deliberate choice was made to use field notes. “This refers to notes created by the researcher during the act of conducting a field study to remember and record the behaviours, activities, events, and other observation features. Field notes are intended to be read by the researcher as evidence to produce meaning and understand the culture, social situation, or phenomenon being studied. The notes may constitute the accurate data collected for a research study or contribute to it, such as when field notes supplement conventional interview data or other data gathering techniques.” (Schwandt, 2015.)

The aim of using these field notes was to note pertinent details of the large amounts of conversations with the VVOB-team and a way to spend some moments deliberately reflecting on the whole of the conversation. These came quickly immediately following the conversation that unfolded over time.

These field notes were kept as separate document. The content was not included in transcripts but collected with study data and protected in the same way as to the video recorded during the survey.

## 4 MSI AS A FRAMEWORK

The chosen MSI framework (MSI, 2012) is organised around three steps and ten tasks. The essence of the MSI framework is embodied in a 3-step, 10-task approach.

As this thesis needs to function as a working document for VVOB, the main details of the MSI framework will be explained beneath. To accommodate readability the MSI framework will not be referenced in every paragraph.

Step 1: Develop a scaling-up plan

- Create a vision
- Assess scalability
- Fill information gaps
- Prepare a scaling-up plan

Step 2: Establish the pre-conditions for scaling up

- Legitimise change
- Build a constituency
- Realign and mobilise resources

Step 3: Implement the scaling-up process

- Modify organisational structures
- Coordinate action
- Track performance and maintain momentum

Only Step 1 of the MSI framework: “Develop a Scaling Up Plan”, will be applied in this case study to find an answer to the research question and, therefore, it is discussed in more detail in this chapter. This step includes four distinct tasks, namely:

First task: Creating vision

Second task: Assessing scalability

Third task: Filling information gaps

Fourth task: Preparing a scaling-up plan

Results obtained during the first step include a genuine evaluation of the likelihood and boundaries for scaling up. Besides, this step contains a discussion on the development of documents and the building of assistance required later on in the process.

#### **4.1 Creating Vision**

As stated in the previous chapter, there is a shortage of acknowledgement of elementary descriptions and a lack of well documented cases about scaling up. This task focuses on establishing a solid vision of successful scaling up to differentiate among strategies. This vision will become the benchmark for assessing scalability and determining what else needs to be accomplished before starting with the scaling-up process. This task will include four different elements:

- Deciding on what is being scaled up?
- Defining the “how” of scaling up?
- Reflecting on the who’s of scaling up?
- Establishment the scaling-up effort's expected scope

In this and the following paragraphs, the above questions and more are explored. It is organised around “what”, “how”, “who” and “where” the scaling up will occur.

##### **The Model: What is Being Scaled up?**

The process starts by clarifying what is to be scaled up. In the following, it will be referred to as the “model”. A model is customarily rooted in a project and can consist of technical, process and organisational elements.

To precisely report the precise specifications for the rationale and substance of what is to be scaled up, the World Bank publication (2003) is used. This publication introduced a helpful set of categories initially developed by the U.S. Center for Drug Abuse Prevention. These categories distinguish between:

- “An innovation – minimal objective evidence
- A promising practice – anecdotal reports and testimonial
- A model – positive evidence in a few cases

- A good practice – clear evidence from several settings/evaluations
- A best practice – evidence of impact from multiple settings, meta-analyses and expert reviews
- A policy principle – proven in multiple settings, considered widely applicable and a “truism” essential for success”

### **The Methods: How Will Scaling Up Be Accomplished?**

The next part of the first task involves defining a strategy for how the model can best be broadened to lots of people. However, it can be helpful to distinguish between several distinct ways of achieving scale. The MSI framework (MSI, 2012) groups third stage “Expansion”-methods into three categories:

- Expansion
- Replication
- Collaboration

These categories can be differentiated from one another by the degree to which the “originating organisation” (the organisation that managed the initial project) remains to manage implementation as the model goes to scale.

**Expansion** is about scaling the model by increasing its scope. This can be done by growth, typically by dividing into new locations or target groups. Another way is decentralisation. Two other franchising methods are operating as agents or clones and spin-off, where pieces of the originating organisation operate autonomously.

**Replication** includes the increased use of the process, technology, or service delivery model by convincing the public sector, to take up and implement the model. Replications can happen between organisations of the same type or different organisations.

**Collaboration** falls somewhere in between expansion and replication.

## **Organisational roles: Who Performs the Key Functions?**

Furthermore, a decision is needed concerning who will do what for the scaling up to succeed.

Simmons (2008) developed two different organisational roles in scaling up.

- “The originating organisation that develops and pilots the model
- The adopting organisation that takes up the model”

Adopting organisations may be newly created or pre-existing.

In joint strategies for scaling up, intermediary organisations are also vital in designing and creating partnerships. Strategies that depend on expansion or replication often play a role in strengthening and assessing the roles required of both organisations.

Thus, this third element entails identifying the best organisations to perform every function and the main organisational transformations that scaling up will ask.

## **Dimensions of Scaling Up: Where Does the Scaling Up Occur?**

Previously three of the four vital elements of scaling up have been reviewed. The fourth dimension needed to end the scaling-up process's vision is the scope of the planned scaling up effort dimension. This can occur along any of the following five vectors:

- Extending to other locations
- Serve more people in presently served places
- Offering additional services to existing clients
- Broadening to new groups of clients
- Applying existing methods to new problems

From the first stage, in the pilot project's funding documents, it is vital to spend enough attention to scaling up. It is necessary to invest in clear communication about each other's vision the preparedness to work toward the solution. Also timing is key. Discussion should be considered before the pilot project has well started or is completed. Taking the time to assess and compare substitutes is essential and could be done by independent individuals.

Ideally, scaling up is foreseen during the design of a project. To facilitate this, organisations can consider a seminar setting with representatives from the originating organisation, possible contributors, potential adopting organisations, and other stakeholders.



## **4.2 Assessing Scalability**

The next part of the process includes reaching conclusions about the scalability of the program. Some of the elements that affect scalability correlate to the model. A lot of them correlate with the bigger picture of scaling up.

### **Determining the viability of the Model for Scaling Up**

During the analysis of the various pilot project's comparative scalability, Ruth Simmons (2008) listed seven criteria founded on characteristics of successful innovations: innovations must be CORRECT:

- “1) **C**redible, based on sound evidence or espoused by respected persons or institutions.
- 2) **O**bservable to ensure that potential users can see the result in practice.
- 3) **R**elevant for addressing persistent or sharply felt problems.
- 4) Have a **r**elative advantage over existing practices.
- 5) **E**asy to transfer and adopt.
- 6) **C**ompatible with the existing users' established values, norms and facilities.
- 7) Able to be **t**ested or **t**ried without committing the potential user to complete adoption when results have not yet been seen.”

### **Analysing the Organisational and Social Context**

It is essential to detect the organisational characteristics that ought to be held on to, reconstructed or changed for effective scaling up. In pinpointing the possibly distinctive elements of the organisation that implemented the pilot project – elsewhere in this thesis called the “originating organisation” - the categories and methodology used in the Institutional Development Framework (Renzi, 1996) are a helpful guide. These are:

- “Organisational culture and values/principles
- Staffing skills and requirements
- Management and leadership styles
- Financial system and resources
- External partnerships
- Monitoring and Evaluation”

### **4.3 Filling Information Gaps**

In general, the task following building a vision and finalizing a scalability assessment is developing a scaling-up plan. However, the first and second task almost always expose information gaps that need to be covered before advancing a plan. The next task is devoted to fill up such gaps.

While guesses will do in some cases, governments demand robust proof before commencing a strenuous effort to scale up an intervention. The items frequently found to be missing include:

- Analysis of demand for the service among the larger population.
- Cost-analysis of the model.
- Evaluation of impact.
- Possible simplification of the model.
- Identification of resources needed to transfer the model.

Cooley (2014) states that “this stage of the scaling-up process is a particularly vulnerable one because neither the pilot project, nor the potential adopting organisation has a budget of dedicated personnel to conduct the needed analysis. Thus, it should be a priority for governments, foundations, and other interested groups to find practical ways to support and facilitate this task”.

### **4.4 Preparing a Plan**

The first step results in a doable scaling up plan. This relatively brief document ought to summarise the thinking throughout the previous three tasks. Audiences for the plan are internal (the Board of the originating organisation) and external (adopting organisation, government agencies and possible funders), and the document should be authored with these spectators in mind.

For the scope of this thesis, the focus will be on the first three steps. An actual plan will not be created. The framework will be applied to the model in order to detect which parts of the model were not sufficiently elaborated and to make suggestions to the organisation. This in order to improve scalability. The second,

“Establish the pre-conditions for scaling-up”, and the third step “, Implement the scaling-up process”, will not be a part of the outcome of this case study.

## 5 RESULTS

In agreement with the toolkit (MSI, 2012), which is part of and provided by the MSI framework, the according sub-tasks and tools will be applied to the ETAGE-project in this section. Every task and the according tool from the provided toolbox will be thoroughly discussed in this chapter. The structure follows the steps of the framework. The tools can be undertaken next or after each other. To accommodate readability the toolkit will not be referenced in every paragraph.

### 5.1 Creating vision

#### Mapping the model

In order to build a vision for ETAGE, the following elements will be the building bricks:

- Clarification of the model, innovation or project
- Identification of the methods
- Determination of the organisational roles involved
- Establishment of the scope of the scaling-up effort

#### Tool 1: Reverse LogFrame

The purpose of this first chosen tool is to provide a logical and straightforward explanation of the goals. It reversely engineers the traditional Log Frame to map out: (Martinez & Cooper, 2020.)

- “The key goals
- Outputs
- Outcomes
- Activities of a particular intervention”

To set up this Reverse LogFrame for ETAGE, an analysis of the external and internal documents was made and discussed with the VVOB-team in DRC during two interviews which were explained in the methodology chapter. The results, and at the same time, the goals of the ETAGE-model, are summarized in Table 2.

TABLE 2: ETAGE LogFrame

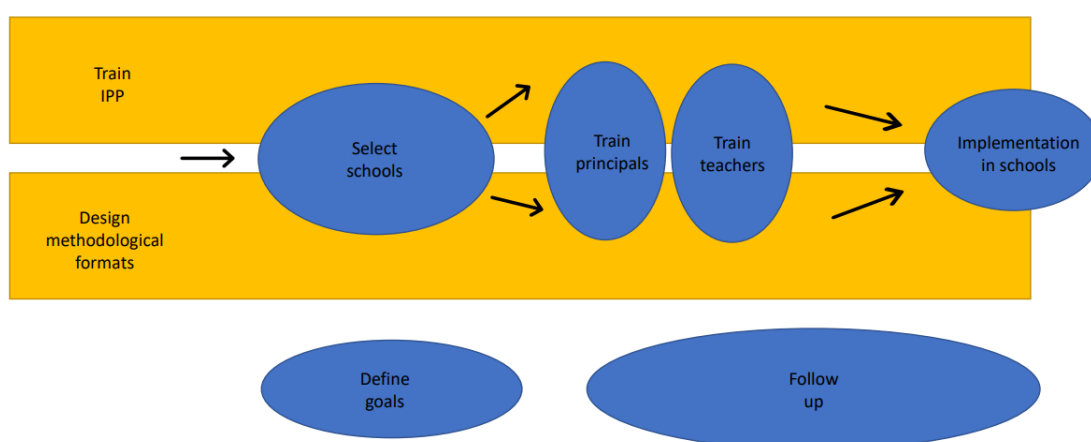
<b>GOAL</b>	<b>← OUTCOMES</b>	<b>← OUTPUTS</b>	<b>← ACTIVITIES</b>
Students are enabled to start their own business in the field of green agricultural entrepreneurship	<ul style="list-style-type: none"> <li>- Stronger capacity of the various school inspection services and the division at the provincial level</li> <li>- Improved relations between schools and the labour market</li> <li>- Stronger capacity of school in the field of green agricultural entrepreneurship</li> <li>- Effective and efficient support for Technical Agricultural Education in 2 educational provinces of the Democratic Republic of Congo (Kongo Central I &amp; II) Specific (30 technical agricultural schools)</li> </ul>	<ul style="list-style-type: none"> <li>- The integrated and documented intervention model is planned at the provincial level of the three educational provinces of Bas-Fleuve, Cataractes and Lukaya and shared at the national level. This model includes didactic and educational tools and templates for school leadership training and entrepreneurship education at agricultural technical schools</li> </ul>	<ul style="list-style-type: none"> <li>- Team of technical assistants of VVOB created, in cooperation with inspection services, methodological formats</li> </ul> <p>Content:</p> <ol style="list-style-type: none"> <li>0. Modules for inspection services</li> <li>1. How to develop and implement a clear vision on entrepreneurship in education</li> <li>2. Rational management of resources for professional use of the production units</li> <li>3. Build relationships with the world of work and specialised services</li> <li>4. Inferring entrepreneurial skills to learners</li> </ol> <ul style="list-style-type: none"> <li>- Workshops to test the newly designed materials and instruct inspection services on how to implement this</li> </ul>

## Tool 2: Visual mapping

The visual mapping tool was utilised to fully identify the key steps and specify the elements and norms of an intervention. Path diagrams will help get hold of the model's core before digging into each step's details.

To set up this Visual Mapping for ETAGE, an analysis of the external and internal documents was made and discussed with the VVOB-team in DRC during several team meetings.

Picture 3 should help stakeholders understand the specific elements of the model in an effortless manner.



PICTURE 3: Specific elements of ETAGE-model

## Tool 3: Model Profile

The information in tool 3 helps actors agree on the scope – the who and where – of scaling up. It will clarify the organisational profile.

This mapping exercise includes identifying the less quantifiable parts of the model and. Participants in the pilot should provide information on the organisation's vision, mission, values, staffing, funding, HR and core competencies.

The result of this exercise must contain multiple components of the model:

- Technical elements such as technology, HR, supplies, training, ...

- Process elements such as stakeholder dialogues, training supervision and community sensitisation
- An organisational profile such as vision and mission, culture and transparency in decision-making
- Context such as the political, economic, physical, economic environment in which the pilot took place. This information is needed to compare both contexts. The two main types of this contextual information are target population (age, gender, education levels, ethnicity) and environment (employment rates, ethnic diversity, major economic activities, political systems).

To set up this Model Profile for ETAGE, an analysis of the external and internal documents was made and discussed with the VVOB-team in DRC during several team meetings. An overview of the results is presented in Table 3. The table clarifies the organisational profile and the particular social context.

TABLE 3: Model profile of ETAGE-model

Technical elements	Process elements	Organisational profile	Contextual elements
<p><b>HR:</b> Composition of VVOB-team at the DRC (1 country program manager – 4 technical assistants – 3 assistants logistics/administration &amp; finances) (VVOB, n.d.) + back-up from the head office in Brussels - Belgium</p> <p><b>Technology:</b> Use of IT; not available for local inspection services – need for a low-tech approach</p> <p><b>Supplies:</b> VVOB bought scooters for inspectors to be able to visit schools – small investments by VVOB in production units – didactic materials for school (e.g. didactic calendar – didactic game by Hogent – manual on fish farming – print of the model)</p> <p><b>Training:</b> own VVOB Academy on communication and capacity development – Cooperation with Flemish universities of applied sciences.</p>	<p>Stakeholder dialogues</p> <p>Community sensitization (Journée de biodiversité)</p> <p>Training supervision</p> <p>Monitoring (VVOB set up own set of indicators, e.g. Method harvesting)</p> <p>Existing curricula</p> <p>...</p>	<p>VVOB:</p> <p>Existing staff in pilot areas</p> <p>Subscribes to gender (VVOB &amp; Forum for African Women Educationalists, 2019) and social equity</p>	<ul style="list-style-type: none"> <li>- Geographical &amp; demographical situation in DR Congo (World Bank, 2020)</li> <li>- Agriculture in the DRC (Cashion, 2016)</li> <li>- Youth unemployment rate of 8% (Worldbank, 2020)</li> <li>- Political instability (<i>DRC Legislators Trash Parliament as Political Crisis Deepens</i>, 2020)</li> <li>- System school fees (Nyirabihogo, 2017)</li> <li>- Political will to promote entrepreneurship but implementation remains limited (Ministère de l'Enseignement Primaire Secondaire et Initiation à la Nouvelle Citoyenneté et al., 2016)</li> </ul>

### Tool 3a: Describing the originating organisation

According to the MSI framework, this tool should be adopted to describe the originating organisation. To describe the originating organisation, two structured interviews with vital informants, as discussed in the methodology part, were needed to collect all information.

Based on these results, a description of VVOB as an organisation was made as described in Table 4;



TABLE 4: Results of exercise with Tool 3a for ETAGE

VVOB is a Flemish state agency. The current ETAGE-model has been in operation for three years, since 2017. VVOB has been supporting education in the DR of the Congo since 1987. Foreign assistance donor resources amount to € 4 476 500,00, provided by the Belgian government for this purpose. The location of the model's activities is Province Kongo Central, existing educational provinces Bas-Fleuve, Cataractes and Lukaya. Two hundred thirty-five men, 15 women and 250 students were affected by the model during the last 12 months. The staff consists of 4 technical staff members and one supervisory staff to implement the model. Besides that, there are two admin staff members.

VVOB monitored the model's introductions before implementation began. The organisation did evaluate the introduction of the model to determine the effectiveness in comparison to previous practices since there were none. The organisation did not evaluate the cost-effectiveness of the model.

Concerning the leadership at VVOB, compared to former projects, there is a strategic difference with the approach of former projects of VVOB (Janssens, 2020). For this project, VVOB chooses to work directly with an operational partner on a lower level and directly with the schools. In former projects, there was a collaboration with the Ministry of Education.

VVOB chose to do so because the organisation was aware that if they implemented it on a higher level, not much of the original model would be left when it effectively reached the schools. Next to that, the Belgian government decided that actions had to be taken at a civil level because the DR of the Congo did not want to organise elections.

During former projects, the partners were less involved. VVOB designed and the inspection documents. For ETAGE, VVOB chooses to start to hand it over to the partners from halfway through the project. Due to a thorough, reflective process and a new Program Manager that came into the program, they managed to do so. The exit of VVOB in the DR of the Congo in 2021 initiated this.

“The vision of VVOB is that quality education is the foundation for development. VVOB contributes to an equitable world in which governments are capacitated to respect, protect and fulfil the right to quality education for every learner without any form of discrimination” (VVOB, 2021b). Thus, these are significant pillars of the ETAGE-model. Nevertheless, in this model, there was a clear emphasis on quality. Where in other VVOB-projects of the world, this can be equity.

VVOB’s Code of Conduct (VVOB, 2019) stipulates that professional integrity is crucial in professional relations and leadership. The VVOB-team in the DR of the Congo employed a participative approach towards the partners. Inspection services were engaged at any team. This did slow down the process but proved to be very vital. This induced a clash between the participative approach versus the hierarchy in the inspection services' organisational structure.

Initially, the documentation process of this model was perceived in another way. In the LOG frame, a provincial upscaling was included. An upscaling nationwide is not the priority of VVOB. VVOB did not intend to implement the scaling up. They designed the intervention and are willing to facilitate the scaling up. VVOB will not be in the region at the time of the actual implementation. VVOB could have played their part as an intermediary.

The VVOB-team is aware of the different aspects of the decision-making process. The team discussed the matter at a national level. At the same time, exciting dynamics originated at the provincial level of the inspection services. They decided to form a team themselves and take control of the scaling-up process themselves. The national inspection services' general inspector expressed the idea to appoint an ambassador school in every province.

#### **Tool 4: Evidence standards**

This part does not recommend the usage of a particular tool. It offers suggestions to include an assessment of the evidence of the impact of the model. Is there any proof that the original model worked? A determination of the correct type of evaluation is needed at this point. Some considerations for gathering evidence to support the case for scaling up is needed.

Moreover, significant data is preferred, although often not possible. Other types of data:

- Impact data
- Outcome data
- Output data
- Activity data

are more common, though credibility is lower. Data on effectiveness is necessary but insufficient.

VVOB RDC is convinced that a profitable production unit is not the best indicator for the model's success. In cooperation with the inspection services, the team has set up an own set of indicators and targets based on the objectives and goals. During the ETAGE-project, these results for these indicators were monitored. Next in Table 5 an overview of the descriptions of the different indicators that are aimed to be monitored, can be found.

TABLE 5: Description of the different indicators

Indicator	Description
1	Number of principals of technical agricultural schools capacitated by the program
2	Number of teachers of technical agricultural schools capacitated by the program
1.1	Level of satisfaction of principals concerning the relevance and quality of the continuous professionalisation offered

1.2	Number of principals that have participated in at least 80% of the professionalisation opportunities offered in the professionalisation trajectories
1.1.1	Level of development of the continuous professionalisation trajectories of principals
1.1.2	Degree of implementation of the continuous professionalisation trajectories of principals
1.2.1	The extent to which the IPP independently carries out the training provided for in the continuous professionalisation trajectories of principals
1.2.2	Number of schools supported by the IPP around entrepreneurship education
1.3.1	Number of schools with viable and transparent production units
2.1	Level of teacher satisfaction with the relevance and quality of the continuous professionalisation offered
2.2	Number of teachers who have participated in at least 80% of the professionalisation opportunities offered in the trajectories
2.1.1	Degree of progress in the development of continuous professionalisation trajectories for teachers
2.1.2	Degree of progress in the implementation of continuous professionalisation trajectories for teachers
2.2.1	Number of schools that have established at least one relationship that has translated into support in the continuous professionalization of teachers
2.3.1	The extent to which the IPP independently carries out the training provided for in the continuous professionalization trajectories of teachers
2.3.2	Number of schools that are supported by the IPP around entrepreneurship education
2.4.1	Number of schools with production units with suitable equipment
2.4.2	Number of schools that use production units as a learning medium
2.5.1	Number of schools with educational materials for entrepreneurship education

2.5.2	Number of schools where the teachers of the entrepreneurship course and the practical course use the teaching aids disseminated
3.1	Availability of a consolidated document on the integrated intervention model
3.2	Availability of a plan at the level of the educational province for the replication of the model in all the schools of the province
3.1.1	Degree of progress in the documentation of the intervention model
3.2.1	Degree of progress in planning and sharing the intervention model

## 5.2 Assessing Scalability

A second sub-task provided by the MSI framework to optimize the process of planning an educational program in a fragile context is assessing the scalability. The following tools aims to define the needed actors for success.

### Tool 5: Methods screen

This tool should facilitate identifying an strategy by helping organizations choose among different scaling up methods. The framework groups scaling up strategies into three approaches.

This exercise helps the organization select the best scaling-up method by equating the pilot project's characteristics or model with each scaling-up method's pros and cons. A list of the different factors that affect the scaling-up method's choice was offered to the VVOB-DRC team of 5 staff members. During a team meeting on the 20<sup>th</sup> of July 2020, they orally discussed the different factors. A summary made by the team of their discussion can be found in the appendix 4.

There was unanimity within the team that the model is very process intensive. There was some doubt among the team members whether they deliver a complete model. However, since the model reports multiple practices, like the use of Business Model Canvas (BMC) and ways to manage the production units, it is meant to be a complete model rather than one specific practice. The team agreed on the strength of VVOB and discussed it. They made a small SWOT analysis of the IPP, which play a critical role in the model. The weak points were budget and

expertise, but they were overruled by the strengths and opportunities: availability of inspectors and their strong motivation, the fact that the model is already well-known within the IPP and that even the higher levels of hierarchy at the IPP are already very convinced about the model. When discussing the source of financing, the item about the adjusted regulations on school fees came up. This implies some uncertainty about how the implementation will be financed.

The team is aware of the fact that the abovementioned will play a crucial role in the trajectory. The model has not yet been formally evaluated. The team is convinced of the observability of the results. Every trimester VVOB meets with the partners to show and discuss the program's results and challenges. This is documented in reports which measure the progress of the indicators. The results are furthermore visible in the schools.

Nevertheless, the team is aware that not all results have the same visibility or are related to the efforts of the ETAGE-model. The team is convinced that they still have to simplify the existing data to transfer the model to other organisations quickly. The team strongly believes in a decent quality of governance. Once the model is upscaled, there will be no more NGOs present. The team perceives the social homogeneity as high. The target audiences are inspectors and teachers. They almost all have the same educational level and earn approximately the same salary. The team points out that there is a lack of women in both groups.

With the answers given by the VVOB-team in RDC and visible in Table 3, it is clear that **expansion** will be the most appropriate approach for ETAGE. The summary of that discussion can be found in the appendix 4. This is also why VVOB collaborated with the IPP from the very start, with the collaboration between VVOB and IPP forming the originating organization. Moreover, IPP, on a larger geographical scale, being the adopting organization. So, it will not be necessary to transfer the whole model.

TABLE 6: Results of group discussion VVOB RDC based on MSI-framework (MSI, 2012)

Factors to Consider	Method Preferred
<b>Type of Model</b>	
Technology Intensive	Any
Process Intensive	Expansion or Collaboration
<b>Comprehensiveness of Model</b>	
Specific Practice	Any
Complete Model	Expansion
<b>The capacity of Originating Organization</b>	
Strong	Expansion or Collaboration
Weak	Replication
<b>Source of Financing</b>	
Internal	Any
External	Replication or Collaboration
<b>Availability of Formal Evaluation and Documentation of the Model</b>	
Yes	Any
No	Expansion
<b>Observability of Results</b>	
High	Any
Low	Expansion
<b>Ease of Transfer to Other Organizations</b>	
High	Replication or Collaboration
Low	Expansion
<b>Quality of Governance</b>	
High	Replication
Low	Expansion or Collaboration
<b>Presence of NGO Networks</b>	
Strong	Replication
Weak	Expansion or Collaboration
<b>Social Homogeneity</b>	
High	Any
Low	Replication

### Tool 6: Scalability Assessment Tool (SAT)

The following tool provided by the MSI framework is SAT. This tool should enable the identification of factors affecting a model's scalability. The tool has multiple purposes:

- Offering help to determine if scaling up is an interesting option.
- Assessing how easy that process could be.
- Pinpointing options to improve its scalability.

The SAT was initially developed by MSI (MSI, 2012) (cf appendix 1) based on a literature review on innovation diffusion and scaling up.

SAT is divided into seven sections and an accompanying score sheet:

1) Credibility: The extent to which the model is believable. The sources of credibility can be qualitative, quantitative or anecdotal evidence, recommendations from experts or commendations by prominent people.

2) Observability: The extent to which the model's results are observable. Since most relevant stakeholders will not be experts in the field; seeing is believing.

3) Relevance: Is the model relevant to the stakeholders? Is there an effective and objective problem? Is it a problem for policymakers? Is it a problem for the potential beneficiaries?

4) Relative advantage: Has the model advantages over existing practices? Are there alternative solutions or responses?

5) Easy to adopt: Is the model transferable to other contexts? Does the model match up with the culture, capabilities and incentives of potential large-scale implementers.

6) Testable and Adaptable: Can the model be tried on a small scale without a considerable use of resources? Can the model be adapted to new contexts and still remain effective?

7) Affordable: Is the model more cost-effective than other models? Is it affordable for potential implementers?



The Scalability Checklist (cf appendix 1) is a basic test of scalability based on the theoretical framework. Every check put in A indicates an easier scaling up, and every check in C represents a complicating factor. The checklist is intended to encourage dialogue and analysis.

The data acquisition method applied for this tool was the survey mentioned in the previous chapter. The results were analyzed according to the guidelines of the toolbox (cf appendix 2). Based on these results and considering the existing theoretical frameworks on these matters, a set of findings and recommendations was made.

### **5.3 Filling Information Gaps**

Along the process some information gaps were detected and immediately discussed with the team.

### **5.4 Preparing a Plan**

The consolidation of all the steps as mentioned above is the preparation of a Scaling Up Plan. The MSI framework provides a template for such a plan. This document should summarize the thinking and analysis that has been done during the previous process. It is divided into the following parts:

- Part I:       The need
  - Vision: What? How? Who? Where?
  - Evidence
- Part II:      Actions
  - Timetable, roles and responsibilities
  - Resources and budget

It is not the aim here to write a retroactive Scaling Up Plan. With all the available knowledge now, after research and after the model has been written and already implemented locally, this would be too easy an assignment that would yield little added value for future projects. There would also be overlap with the reflective work of the VVOB-team at the closing of the current project. The idea is to, within

the framework of the Scaling Up Plan, offered by the MSI framework, list the suggestions where there is still potential for improvement. Identifying these potential pitfalls should help organizations with such projects in the future avoid them.

There is a clear understanding within the group of VVOB-team and inspection services about the course and sequence of the different sessions, supported by well-illustrated manuals. However, one should stay aware of the absolute need for these models' low complexity at all times. As stated in the recommendations derived from the scalability assessment, the simplicity and the uncomplicated relationship between the actors will be more likely to guarantee the swiftness and chances of success when implementing.

## 5.5 Recommendations

Concerning the **credibility and observability** of the ETAGE-model, the author noted several positive results based on the research above. ETAGE is based on sound evidence. The impact of ETAGE is evident in casual observation, and the impact is tangible. There is evidence that ETAGE works in diverse social contexts. The actors should be aware of some challenges too. ETAGE has, at the time of the research, not (yet) received (enough) support from influential individuals or institutions. There has not yet been a precise, independent external evaluation.

Concerning this topic, several recommendations can be made. To ensure that leaders and institutions (inspection services) will continue to pay attention to scaling up, it is **essential to create an effective demand through the political system**. This involves more than providing information about ETAGE. Leaders need to be retold to put the scaling-up process on their agendas. It is in their own interest.

It is appropriate to regularly install feedback from monitoring and evaluation systems during the original small-scale of pilot operation. These can be impact evaluations undertaken with randomized samples, preferably by an external partner. This partner should ideally be technically qualified but also independent. Secondly, already include monitoring and evaluation in the model while designing it.

Since the adopting organization will need to embed this in their institutional and managerial culture, this is the key to success while scaling up. But in most organizations an exception rather than the rule.

Concerning **the relevance of the model and the comparison to alternatives**, the author noted several positive results. ETAGE is relevant. It addresses an objectively significant, persistent problem, and it addresses a need that is clearly felt. Other current solutions which address the same issue are not considered adequate. Since no other solutions are at hand, scalability will improve. The actors should be aware of some challenges. There is objective evidence of superiority to current solutions, but not convincing enough or not clear enough for the stakeholders.

There is already enough advocacy for this issue but a lack of objective evidence that convinces the stakeholders. It is vital to build on an ongoing process for monitoring and evaluations (MSI, 2012). ETAGE is an intervention that is transaction-intensive, hierarchical and non-discretionary. It is suited for evaluation and evaluation.

Concerning **the ease of transfer and adoption**, ETAGE contains components that can be easily added to existing systems. The model is transparent and easily replicable. It has low complexity. Smooth scalability can be challenging since ETAGE is needs quite some resources and is process-heavy. This can make long-term support and project sustainability difficult.

Therefore, it is crucial to focus on quality training, coupled with appropriate incentives. The pilot process is meant to develop an efficient program design, but the efforts are wasted if the lessons learned are not consistently applied. Training helps to transfer technical expertise and organizational values to new members of staff and ensures that these assets are not reduced as the organization expands. Binswanger and Nguyen (2005) stress the importance of training, and Binswanger and Aiyar (2003) focus on developing manuals to support the implementation. The development of ETAGE should be supported by the preparation of relevant training for new and existing personnel within the inspection services. "Even though, one has to keep in mind that training is generally not sufficient for

creating an adequate institutional capacity while essential for effective scaling up. Training is often seen as the universal response in the face of capacity shortage, forgetting the importance of other factors that are critical to success. In particular, the creation of adequate incentives and accountabilities” (Kohl, 2007).

Regarding **the ease of further testing and funding**, it is very positive that users can test ETAGE on a limited scale. Nevertheless, there are some concerns about a sustainable source of funding for ETAGE. One can have some doubts concerning the cost-effectiveness. ETAGE itself does not guarantee internal funding.

Consequently, it would be interesting to develop cost data on ETAGE. The implication of the financial expenditures need to be thought off before start of the scaling up process. This should include an assessment of how unit costs will change as the program expands. Also, one needs to explore the willingness to pay.

Concerning **planning**, research stated that scaling up needs long-term planning. Long-term is here defined as a 10 to 15-year period. Other researchers, Simmons, Fajans and Ghiron (2007), Paul (2019) and Samoff and Molapi Sebatane (2001), stress the need for a slow-staged approach. Stakeholders should be offered enough time to learn by doing and to adapt the innovation to their context. Hancock (2003) writes that some more time must be granted to allow the stakeholders to do some testing, adapting and simplifying the innovation.

## 6 REFLECTIONS

In this last chapter, it is wise to reflect whether the chosen MSI framework and toolbox were the appropriate manner to answer the research question. The following reflections are therefore crucial in this consideration.

- The MSI framework clearly showed where the lacks were situated. There was more need for evidence on the impact. This was only a limited reclaimed area within the development of the model. The framework showed that there was more need for data on the impact of the model and cost-effectiveness. It also pointed out that establishing the demand outside of the pilot area is of utmost importance when aiming at upscaling.
- The offered toolbox gives enough freedom to make the different exercises chronologically or in random order, depending on the development process.
- The tools offered are sometimes very concrete, such as the SAT checklist, and others are open but with a solid link to, e.g. project management. However, in whatever form, the tools can always be applied to the different educational contexts in “fragile states”. No substantive translation was required.
- Language barrier: In terms of content, no translation work was required, but to be able to use the material, a translation from English to French was needed. Some nuances may have been lost through the translation that could have affected the results to a limited extent.
- If there were more well-documented examples of educational programs that have attempted or succeeded in moving from pilot to scale, this could be an exciting source for further research. Unfortunately, there is still a shortage of this to date.

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# APPENDICES

## Appendix 1. SAT-checklist

18th of July 2020

Dear participant

My name is Miek Kemel and I am a Master student "Educational Leadership" at TAMK, Tampere in Finland. For my thesis, I am executing research development work for VVOB. Because you are a staff member of the inspection services and participator in the ETAGE-program, I am inviting you to participate in this research study by completing the attached survey.

The following questionnaire, plus the accompanying brainstorm/group discussion, will require approximately 2 hours to complete. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name. Copies of this project will be provided to my TAMK supervisor, Ms. Tuula Andersson. If you choose to participate in this project, please answer all questions as honestly as possible and return the completed questionnaire promptly to the facilitator of this session. Participation is strictly voluntary and you may refuse to participate at any time.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding the potential success of the upscaling of the ETAGE-model nationwide. If you would like a summary copy of this study please return the information asked on the Request for Information Form to me via e-mail ([miek.kemel@tuni.fi](mailto:miek.kemel@tuni.fi)). Completion and return of the questionnaire will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at the number listed below.

If you are not satisfied with the manner in which this survey is being conducted, you may report (anonymously if you choose so) any complaints to [paivi.mayor@tuni.fi](mailto:paivi.mayor@tuni.fi).

Sincerely,

Miek Kemel

+32 476 870335 – [miek.kemel@tuni.fi](mailto:miek.kemel@tuni.fi)

\*\*\*\*\*

### REQUEST FOR INFORMATION

Please e-mail this info to [miek.kemel@tuni.fi](mailto:miek.kemel@tuni.fi)

Name:

Reply-to e-mail:

\*\*\*\*\*

PLEASE DO NOT RETURN THIS FORM WITH YOUR SURVEY

## Scalability assessment

Est-ce qu'est le modèle fiable?	1	Il y a peu ou pas de preuves solides	Le modèle est basé sur des preuves solides		
	2	Aucune évaluation externe indépendante n'a été réalisée	Une évaluation externe indépendante a été réalisée		
	3	Il n'existe pas des preuves substantielles que le modèle marche dans divers contextes	Il existe des preuves substantielles que le modèle marche dans divers contextes		
	4	Le modèle n'est pas soutenu par des personnalités et institutions éminentes	Le modèle est soutenu par des personnalités et institutions éminentes		
Dans quelle mesure les résultats du modèle sont-ils observables?	5	L'impact n'est pas très visible; difficile à communiquer au public	L'impact est très visible pour une observation occasionnelle; tangible		
	6	Le modèle n'est pas clairement associé à l'intervention	Le modèle est clairement associé à l'intervention		
	7	Il y a actuellement peu ou pas de preuves avec un attrait émotionnel clair	Les preuves et la documentation existent avec un attrait émotionnel clair		
Quelle est la pertinence du modèle?	8	Le modèle aborde un problème qui affecte peu de gens ou qui a un impact limité	Le modèle aborde un problème objectivement significatif et persistant		
	9	Le modèle aborde une question qui est faible ou invisible sur l'agenda politique	Le modèle aborde une question qui figure actuellement en bonne place dans l'agenda politique		
	10	Le modèle répond à un besoin qui n'est pas fortement ressenti par les bénéficiaires potentiels	Le modèle répond à un besoin fortement ressenti par les bénéficiaires potentiels		
Le modèle a-t-il un avantage relatif sur les pratiques existantes?	11	Les solutions actuelles pour ce problème, à côté d'ETAGE, sont jugées adéquates	Les solutions actuelles pour ce problème, à côté d'ETAGE, sont considérées comme inadéquates		

	12	Il y a peu ou pas de preuves objectives de supériorité par rapport aux solutions actuelles	L'efficacité supérieure d'E-TAGE par rapport aux solutions existantes est clairement établie
	13	Une efficacité supérieure à d'autres modèles innovants n'est pas établie	Une efficacité supérieure à d'autres modèles innovants est établie
Le modèle est-il facile à transférer et à adopter?	14	Le modèle nécessite des systèmes, des infrastructures ou des ressources humaines nouveaux ou supplémentaires	Le modèle peut être mis en œuvre dans des systèmes, des infrastructures et des ressources humaines existants
	15	Le modèle est un ensemble complet ou complet de plusieurs composants	Le modèle contient quelques composants facilement ajoutés aux systèmes existants
	16	Il y aura une énorme différence entre les pratiques et les comportements actuels pour la population cible (=chefs, professeur, élèves)	Ce sera un petit pas par rapport aux pratiques et comportements actuels de la population cible (=chefs, professeur, élèves)
	17	Ce sera un grand pas par rapport aux pratiques et à la culture actuelles des inspecteurs	Ce sera un petit pas par rapport aux pratiques et à la culture actuelles des inspecteurs
	18	De nombreux décideurs participent à l'acceptation de l'adoption du modèle	Peu de décideurs sont impliqués dans l'acceptation de l'adoption du modèle
	19	Il y a une efficacité démontrée dans <b>seulement un</b> ou seulement des cadres pilotes	Il y a une efficacité démontrée dans <b>divers contextes</b> organisationnels
	20	Le processus et / ou les valeurs sont une composante importante du modèle	Le processus et / ou les valeurs ne sont pas une composante très importante du modèle
	21	Les composants et les activités du modèle sont techniquement sophistiqués	Les composants et les activités du modèle ont une faible sophistication technique
	22	L'objectif du modèle n'est pas une technologie ou une technologie qui n'est pas facilement reproductible	L'innovation clé est une technologie claire et facilement reproductible, par ex. vaccin
	23	Le modèle a une grande complexité avec de nombreux composants. Il s'agit d'un package intégré.	Le modèle a une faible complexité. C'est simple avec peu de composants et facilement ajouté aux systèmes existants
	24	Le modèle comprend une supervision et un suivi substantiels pour la mise en œuvre	Le modèle comprend peu de supervision et de travail de suivi

Dans quelle mesure le modèle est-il testable?	25	Il n'est pas possible de tester le modèle sans adoption complète	Il est possible de faire tester le modèle par les utilisateurs à une échelle limitée
Existe-t-il une source de financement durable?	26	Il y a peu de preuves de supériorité du modèle en termes de rentabilité	La rentabilité du modèle est supérieure aux solutions existantes ou autres
	27	La modèle a besoin d'un petit engagement des fonds	La mise en œuvre du modèle nécessite un engagement important de fonds
	28	Il n'y a pas de financement interne. Le modèle dépend d'une source de financement externe	Le modèle lui-même dispose de son propre financement interne (par exemple, les frais d'utilisation) ou d'une dotation

Model Categories		A ⊕✓	←Scaling Up is easier	B ⊕✓	Scaling Up is harder→	C ⊗
A. Is the model credible?	1		Based on sound evidence		Little or no solid evidence	
	2		Independent external evaluation		No independent external evaluation	
	3		There is evidence that the model works in diverse social contexts		There is no evidence that the model works in diverse social contexts	
	4		The model is supported by eminent individuals and institutions		The model is supported by few or no eminent individuals and institutions	
B. How observable are the model's results?	5		The impact is very visible to casual observation; tangible		The impact is not very visible; not easily communicated to public	
	6		Clearly associated with the intervention		Not clearly associated with the intervention	
	7		Evidence and documentation exists with clear emotional appeal		Currently little or no evidence with clear emotional appeal	
C. How relevant is the model?	8		Addresses an objectively significant, persistent problem		Addresses a problem which affects few people or has limited impact	
	9		Addresses an issue which is currently high on the policy agenda		Addresses an issue which is low or invisible on the policy agenda	
	10		Addresses a need which is sharply felt by potential beneficiaries		Addresses a need which is not sharply felt by potential beneficiaries	
D. Does the model have relative advantage over existing practices?	11		Current solutions for this issue are considered inadequate		Current solutions are considered adequate	
	12		Superior effectiveness to current solutions is clearly established		Little or no objective evidence of superiority to current solutions	
	13		Superior effectiveness to other innovative models established		Superior effectiveness to other innovative models not established	
E. How easy is the model to transfer and adopt?	14		Implementable within existing systems, infrastructure, and human resources		Requires new or additional systems, infrastructure, or human resources	
	15		Contains a few components easily added onto existing systems		Is a complete or comprehensive package of multiple components	
	16		Small departure from current practices and behaviors of <i>target population</i>		Large departure from current practices and behaviors <i>for target population</i>	
	17		Small departure from current practices and culture of <i>adopting organization(s)</i>		Large departure from current practices and culture of <i>adopting organization(s)</i>	
	18		Few decision makers are involved in agreeing to adoption of the model		Many decision makers are involved in agreeing to adoption	

Model Categories		A ⊕✓	←Scaling Up is easier	B ⊕✓	Scaling Up is harder→	C ⊗
	19		Demonstrated effectiveness in <b>diverse</b> organizational settings		Demonstrated effectiveness in <b>only one/pilot</b> organizational setting	
	20		The model is not particularly value or process intensive		Process and/or values are an important component of the model	
	21		Low technical sophistication of the components and activities of the model		High technical sophistication of the components and activities of the model	
	22		Key innovation is a clear and easily replicated <i>technology</i> , e.g. vaccine		Focus of the model is not a <i>technology</i> , or one which is not easily replicated	
	23		Low complexity; simple with few components and easily added on to existing systems		High complexity with many components; integrated package	
	24		Includes little supervision and monitoring		Includes substantial supervision and monitoring for implementation	
F. How testable is the model?	25		Able to be tested by users on a limited scale		Unable to be tested without complete adoption at a large-scale	
G. Is there a sustainable source of funding?	26		Superior <b>cost-effectiveness</b> to existing or other solutions clearly established		Little evidence of superiority in terms of <b>cost-effectiveness</b>	
	27		Requires a large commitment of funds at scale		Requires a small absolute commitment of funds at scale	
	28		The model itself has its own internal funding (e.g., user fees) or endowment		No internal funding; the model is dependent on external funding source	
Total number of checks						

## Appendix 2. Arithmetic processing of SAT results in Excel



				check
Question 1	0	0	100	100
Question 2	8	15	77	100
Question 3	0	8	92	100
Question 4	23	8	69	100
<b>A. Is the model credible?</b>	<b>7,75</b>	<b>7,75</b>	<b>84,5</b>	<b>100</b>
Question 5	0	0	100	100
Question 6	0	15	85	100
Question 7	0	23	77	100
<b>B. How observable are the model's results?</b>	<b>0,0</b>	<b>12,7</b>	<b>87,3</b>	<b>100</b>
Question 8	8	0	92	100
Question 9	0	8	92	100
Question 10	0	17	83	100
<b>C. How relevant is the model?</b>	<b>2,7</b>	<b>8,3</b>	<b>89,0</b>	<b>100</b>
Question 11	85	15	0	100
Question 12	0	42	58	100
Question 13	10	45	45	100
<b>D. Does the model have relative advantage over existing practices?</b>	<b>31,7</b>	<b>34,0</b>	<b>34,3</b>	<b>100</b>
Question 14	23	8	69	100
Question 15	8	8	83	99
Question 16	69	8	23	100
Question 17	85	0	15	100
Question 18	77	8	15	100
Question 19	33	0	67	100
Question 20	92	0	8	100
Question 21	23	38	38	99
Question 22	0	8	92	100
Question 23	0	8	92	100
Question 24	100	0	0	100
<b>E. How easy is the model to transfer and adopt?</b>	<b>46,4</b>	<b>7,8</b>	<b>45,6</b>	<b>99,8</b>
Question 25	0	23	77	100
<b>F. How testable is the model?</b>	<b>0</b>	<b>23</b>	<b>77</b>	<b>100</b>
Question 26	22	22	56	100
Question 27	23	8	69	100
Question 28	31	38	31	100
<b>G. Is there a sustainable source of funding?</b>	<b>25,3</b>	<b>22,7</b>	<b>52,0</b>	<b>100</b>

## Appendix 3. Interview questions

<b>1. Type of agency/organization</b> (check one box)							
<i>Government</i>				<i>Private Sector</i>			
National Ministry		State Agency		Not for Profit		For Profit	
<b>2. Number of years model has been in operation</b> (check one box)							
Less than 3		3-5		6-10		More than 10	
<b>3. Budget used implementing the model</b>							
Year 1 budget of model (SUSD)				Percent of total originating agency budget, Year 1			
Latest full annual budget (if different from Year 1)				Percent of total originating agency budget, last year			
<b>4. Location of activities of model</b> (check one box)							
All in one district		In multiple districts, but in same/single state/province		In multiple states/provinces, but not all		Nation-wide (all states/provinces)	
<b>5. Which of the following best describes the sources of funding the organization used to finance the introduction and use of the model?</b> (Check all that apply):							
a. Financed internally from general revenues or budget allocation of the organization							
b. Self-financed on a fee for service basis							
c. Special resources provided to the organization from national or local government sources for this purpose							
d. Foreign assistance donor resources provided by one or more foreign government, foundation, or corporation for this purpose							
e. National donor resources provided by one or more local foundation or corporation for this purpose							
<i>Provide any important additional information on the method used to finance the model below:</i>							
<b>6. Number of people affected by or receiving service(s) from the model during the last 12 months</b> (total number from ALL service sites combined)							
# Men		#Women		Children under 12		Total	
6a. <b>Average</b> number of people served or affected per service site/area (only for models implemented in multiple sites)							
# Men		#Women		Children under 12		Average of all people served	
<b>7. Staff hours per day required to implement model</b> at original site (for multiple delivery sites, use an average)							
Total number of staff implementing		Average number of hours worked		Average number of staff per		Average number of full-time staff required per	



model in all locations		per staff member		location		location	
<b>7a. Supervisory staff (technical) hours required to implement model</b> (for multiple delivery sites, use an average)							
Total number of supervisors implementing model in all locations		Average number of hours worked per supervisor person		Average number of supervisors per location		Average number of full-time supervisors required per location	
<b>7b. Administrative staff hours required to implement model</b> (for multiple delivery sites, use an average)							
Total number of admin staff implementing model in all locations		Average number of hours worked per admin staff person		Average number of admin staff per location		Average number of full-time admin staff required per location	
<b>7c. Total of ALL staff hours required to implement model</b> (totals and averages of all three above):							
Total number of staff implementing model		Total full-time equivalent required from all staff (total number of 8 hour days)		Average number of all staff per location		Average number of full-time staff per location	
<i>If there are more types of staff required to implement the model, add additional lines and repeat the exercise.</i>							
<b>8. Which of the following best describes the originating organization's monitoring and evaluation of its model?</b>							
<i>Options</i>						<i>Check all that Apply</i>	
a. The organization <b>did not monitor</b> or evaluate implementation of the model in any structured way.							
b. The organization monitored the introduction of the model against a <b>timeline and set of progress/ results benchmarks</b> it established before implementation began.							
c. The organization evaluated the introduction of the model for the purpose of determining whether it was as <b>effective as or more effective</b> than previous practices.							
d. The organization evaluated the introduction of the model for the purpose of determining whether it was as <b>cost-effective as or more cost-effective</b> than previous practices.							
<i>Provide any additional comments on the monitoring and evaluation of the introduction of the model in the space below.</i>							
<b>9. In the view of the originating organization's leadership, in what ways is the model a significant improvement over past practices?</b>							
<b>9a. In the view of the originating organization's leadership, what aspects of their vision, values, or culture, if any, contributed to the successful development and implementation of the model?</b>							
<b>10. In the view of the originating organization's technical/supervisory staff, in what ways is the model a significant improvement over past practices?</b>							

<b>10a. In the view of the originating organization's <i>technical/supervisory staff</i>, what aspects of the organization's vision, values, or culture, if any, contributed to the successful development and implementation of the model?</b>			
<b>11. In the view of the originating organization's <i>front-line service/delivery staff</i>, in what ways is the model a significant improvement over past practices?</b>			
<b>11a. In the view of the originating organization's <i>front-line service/delivery staff</i>, what aspects of the organization's vision, values, or culture, if any, contributed to the successful development and implementation of the model?</b>			
<b>12. Which of the following best describes the <i>interest/commitment</i> of the originating organization's leadership to <i>scaling up the model</i>? (Check only one response)</b>			
a. Views scaling up positively, but is not committed to playing an active role			
b. Committed to scaling up, but does not perceive itself as capable of leading that process			
c. Committed to scaling up and leading the effort to do so			
<b><i>Provide any important additional comments below.</i></b>			
<b>13. Which of the following best describes the originating organization's <i>view of its capacity</i> for scaling up the model? (Check only response per column)</b>			
a. Capacity to <b>scale up model themselves</b>	<i>Select one</i>	b. Capacity to <b>advise/ supervise others</b> in how to scale up the model	<i>Select one</i>
Very limited capacity		Very limited capacity	
Some capacity		Some capacity	
Strong capacity		Strong capacity	
<b><i>Provide any important additional comments in the space below.</i></b>			
<b>Briefly describe the decision-making process (i.e., on whose authority) that enables the scale up of the model or allows others to scale it up (e.g., the CEO, board of directors, management team, donor, etc.). Include any conditions the decision makers may place on allowing others to scale up the model.</b>			

## Appendix 4. Extract of summary of team meeting

### Type de modèle ?

À forte intensité technologique ou à forte intensité de processus 5

Unanime

### Exhaustivité du modèle ?

Pratique spécifique 2

modèle complet 2

Entre les deux 2

Le modèle décrit quelques pratiques (comme l'utilisation de BMC et des outils de gestion) et couvre seulement un aspect spécifique dans le domaine plus large de l'enseignement technique agricole, néanmoins l'aspect de l'éducation à l'entrepreneuriat. Pour l'éducation à l'entrepreneuriat plusieurs sujets sont traités comme il y a aussi plusieurs compétences visées dans le processus de développement de compétences des CdE et les enseignants. Mais peut-être on peut pas dire que ça nous donne vraiment un modèle complet.

### Capacité de l'organisation d'origine (IPP dans ce cas)?

Forte 2

Faible 3

Comme la question est assez large, la réponse donnée dépend de l'interprétation sur quels capacités on considère de l'IPP

### Faiblesses :

- Maîtrise et disponibilité de **NTIC** (Nouvelles Technologies d'Information et Communication) est faible à très faible pour la plupart des inspecteurs.
- **Budgétaire** : à cause des conditions actuelles, les services de l'inspection doivent fonctionner avec des budgets presque non existants.
- **Expertise**. Un petit noyau des personnes étaient impliqués dans le programme de VVOB de manière très intensive. Mais pas tout le monde de l'inspection a eu la même formation ou est déjà capable de répliquer les activités.

### Points forts :

- Disponibilité des inspecteurs
- La motivation des inspecteurs.
- La logique et même le vocabulaire de notre programme sont bien connus et suivis par les membres de l'inspection
- L'inspection est clairement organisée et très hiérarchique. Comme les échelles les plus élevées sont convaincues du modèle, l'intégration peut être commandée à partir de ce niveau.

**Source de financement ?**

Interne 2

Externe 3

Maintenant, l'inspection est financée par des fonds nationales pour ce qui concerne les salaires. Avant, les frais de fonctionnement étaient assurés par des primes payés par les écoles. Depuis l'année scolaire 2019 – 2020, la gratuité de l'éducation est annoncée, ce qui implique que les parents ne doivent pas payer des frais supplémentaires aux écoles. Actuellement, il n'y a pas des fonds pour nourrir la formation continues des équipes scolaires.

Raison pour laquelle que 3 collègues réfèrent a une source externe pour financer l'intégration du modèle dans le travail de l'IPP. La source n'est pas encore connue mais est indispensable pour réussir à répliquer les activités. Ce point d'attention sera crucial pendant le trajectoire de plaidoyer.

**Existe-t-il une évaluation formelle et une documentation du modèle ?**

Oui 2

Non 3

Le modèle même n'a pas encore une évaluation, seulement le programme d'ETAGE est évalué. à partir de ces résultats, l'efficacité de l'intervention peut être démontré. Pareil pour la documentation : les interventions du programme ETAGE sont documenter. Ce base de données doit être recadré pour maintenant arriver au modèle même.

**Observabilité des résultats ?**

Elevée 4

Faible 1

Chaque trimestre VVOB réunisse ses partenaires pour montrer et discuter ses résultats et les défis du programme. Les résultats sont d'abord documenté dans les rapports qui mesurent le progrès des indicateurs bien définis. A côté de ça, les résultats du programme ETAGE sont observables dans les écoles atteintes. Mais, pas tous les résultats ont la même visibilité ou sont clairement à attribué aux efforts du programme ETAGE

**Facilité de transfert vers d'autres organisations ?**

Elevé 4

Faible 1

Le modèle doit être le plus simple que possible pour partager avec des autres partis intéressés.

Le côté faible est que VVOB travaillait en close, pas de grand partage avec des autres partenaires en dehors l'inspection même.

**Qualité de la gouvernance ?**

Elevée 5 ou faible unanime

Le structure et les responsabilités sont très claires.

**Présence de réseaux d'ONG ?**

Faible 5 unanime

**L'homogénéité sociale ?**

Elevée 4 ou faible 1 neutre (question trop ouverte)

L'inspection est très homogène, même aussi avec les enseignants.

Presque le même niveau des études, de salaires,... Aussi une manque de présence de femmes.



































































































































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