Step by Step Guide

To Design District-Led VMMC Sustainability Workplans Using Client-Centred Approaches

What's inside?

- BACKGROUND
- PURPOSE OF THE TOOLKIT
- OVERVIEW
- KEY ELEMENTS TO SUSTAINABILITY
- STEP-BY-STEP WORKSHOP INSTRUCTIONS

Table of Contents

Background

According to the National Accelerated Strategic and Operational Plan, modeling suggests that reaching and retaining 80% coverage in Zimbabwe will avert 212,000 new HIV infections by 2025 and achieve financial savings of up to $1.13 billion by 2025. Continued funding is imperative to realize the full potential impact of VMMC, and to maintain the reduction of new infections.

For each district to remain on course to achieving the public health impact and financial savings goals, and to sustain those gains over time, districts must maintain VMMC coverage at 80%. As districts push to achieve and maintain coverage, the collective implementation approach must shift towards a more sustainable and integrated model, with a systematic approach for supporting Ministry of Health and Child Care (MoHCC) -led program management and integration of work across the various pillars into existing MoHCC, Ministry of Primary and Secondary Education (MoPSE), and community structures.

Purpose of this toolkit

This toolkit is a step-by-step guide for country-level teams designing district-led VMMC sustainability programs targeting adolescent boys 10-14 years old. It focuses on the operational tactics and human centered design activities to engage stakeholders in a 5-day design sprint workshop to transition districts from program-run to district-led VMMC programming and to create a district-specific sustainability workplan.

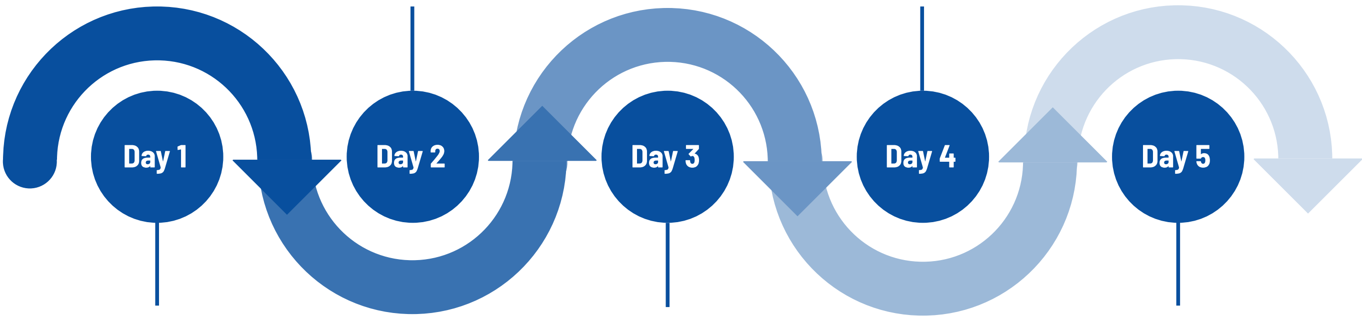
The workshop capitalizes on the knowledge and experience of key stakeholders from Ministry of Health and Child Care (MoHCC), Ministry of Primary and Secondary Education (MoPSE), National AIDS Council, local government and PSI; and program influencers and users such as adolescent boys, parents, educators, providers, community leaders and other key stakeholders.

Overview

Over the course of 5 days, district stakeholders learn and lead the human centered design process to gather insights, collaborate and synthesize information, design and prototype solutions, and create a workplan. The final step is a debrief with district leadership who do not participate throughout the workshop. Each of these steps is described in great detail with resources and tools to accompany each activity.

Insight Gathering
District teams gather insights from users in the field using participatory interview techniques.

Solutions and Workplans
District teams brainstorm and prototype solutions to identified challenges and turn solutions into an actionable workplan.



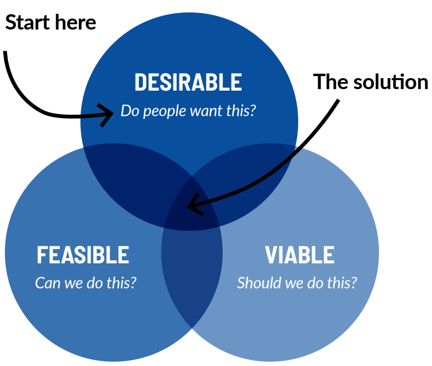
Learning and Practice
Learn about VMMC sustainability in Zimbabwe. District Baseline Results, and district teams learn HCD process in preparation for them to lead the process.

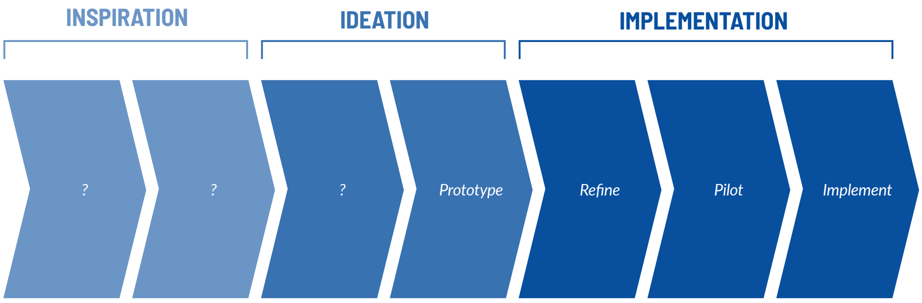
Collaborative Synthesis
Collaborative synthesis activities to understand users' perspectives and experiences as well as stakeholder identification of challenges and barriers per pillar.

Leadership Debrief
Debrief with key stakeholders and District Medical Officer (who do not attend the full workshop) on key learnings, solutions and workplan.

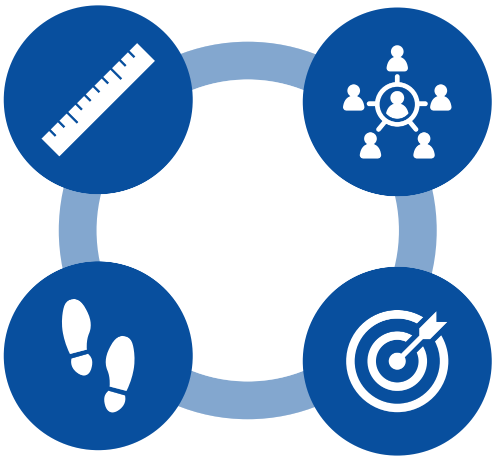
Human-Centered Design

Workshops use human-centered design (HCD), a creative problem solving approach that starts with gaining a deep empathy for the consumers and their needs, and evolves to working with the consumers and their communities to rapidly develop, test, and refine tailor-made solutions that suit their needs and are desirable, feasible, and viable.





Key Elements of Sustainability



RIGOROUS & MEASURABLE

District-led baseline assessments were conducted to assess district readiness for progress toward sustainability. Collaborative workshops built on baseline assessment results and midline or end-line assessments will measure changes against the baseline.

USER-CENTRED

District-specific plans are rooted in user-centered design approach, involving key audiences of the VMMC program-- boys, parents, educators, VMMC supervisors, providers, community leaders and key stakeholders from MoHCC and MoPSE.

DISTRICT-LED

A wide range of representatives from the MoHCC and MoPSE gathered to use a collaborative approach to creating their district's sustainability plan. Acting as facilitators, PSI supported the Ministries in developing their plans.

DISTRICT-SPECIFIC

District teams gathered insights from members of their communities and worked together to synthesize insights, identify challenges, barriers and motivators, and to develop solutions to district-specific findings, culminating in a detailed workplan centered around the six pillars of sustainability.

STEP 1: Day 1

Background, Learning & Practice

Learn about VMMC sustainability, review baseline assessment, introduce HCD, and practice participatory interview techniques. Review district progress on baseline pillars, build capacity of stakeholders in human-centered design, and train on and practice interview techniques.

Facilitator Guide

What it is: The facilitator guide is a detailed agenda for each day (Monday – Thursday) and provides detailed instructions for each activity throughout the empathy, insights and prototype human-centered design workshop.

Rationale: It keeps the facilitator on task with the goals and objects of each activity. It provides a guide for the sequence and timing of each activity.

How to use it: Follow each day from start to finish. Add in additional ice breakers or energizers to prompt participation and excitement as needed. Adjust timing as needed if activities take longer or shorter than expected.

Link: Facilitator Guide
Link: Workshop Agenda
Link: VMMC Sustainability Workshop Logistics

Presentation Materials

What they are: A combination of presentations include 1) background information on VMMC sustainability (i.e. STIP), 2) key findings from previous workshops, 3) IPSOS research on VMMC behavioral adoption process, and 4) introduction to Human Centered Design and design sprint process and practice.

Rationale: The background on sustainability provides the big picture of the workshop and enables participants to understand the rationale for sustainability and the process. The key findings from other workshops gives stakeholders an idea of what type of information that might come out through their process. Due to the shortage of research on boys 10-14, the IPSOS behavioral adoption research for men ages 15-29 provides a foundation in the behavior change process related to VMMC. This provides all stakeholders an understanding of the behavioral adoption process and allows them to dig deeper during insight gathering. The design sprint presentation is the main presentation that guides the workshop; day one includes an overview of the process as well as slides to guide stakeholders to practice interview techniques.

How to use them: The presentation on sustainability is presented by a provincial or local district official, i.e. provincial VMMC officer prompting buy-in from local stakeholders. This presentation is typically done after introductions and is the first presentation to provide clarity on the objectives of the workshop. The key findings from EIP pilot districts and IPSOS behavioral adoption presentations are conducted by someone on the provincial or district team. The design sprint process is presented by the main facilitator.

Learn about VMMC sustainability, review baseline assessment, introduce HCD, and practice participatory interview techniques. Review district progress on baseline pillars, build capacity of stakeholders in human-centered design, and train on and practice interview techniques.

Link: VMMC Sustainability Overview
Link: Baseline Assessment and Six Pillars
Link: Pilot District Key Insights
Link: VMMC IPSOS Overview
Link: Design Sprint Slides

Participant & Interview Template

What it is: Two templates are used in preparation of the workshop to coordinate attendees for the workshop and interviewees to meet with on Day 2:

1. participant attendees which includes stakeholders who should attend the workshop;
2. interviewee list for those who will be interviewed during the user insight gathering process.

Rationale: These lists are important to ensure that:

1. all stakeholders who need to attend are invited for the appropriate time (some on the first day, and most for the entire week); and
2. that the appropriate people are identified and confirmed for user insight gathering.

How to use it: Share the participant and interviewee templates with the district VMMC officer to identify and confirm stakeholders and interviewees. Ask the VMMC officer to review the logistics needs (organizing locations of interviewees) against the list and ensure that interviewees are confirmed.

Link: Participant and Interviewee Template

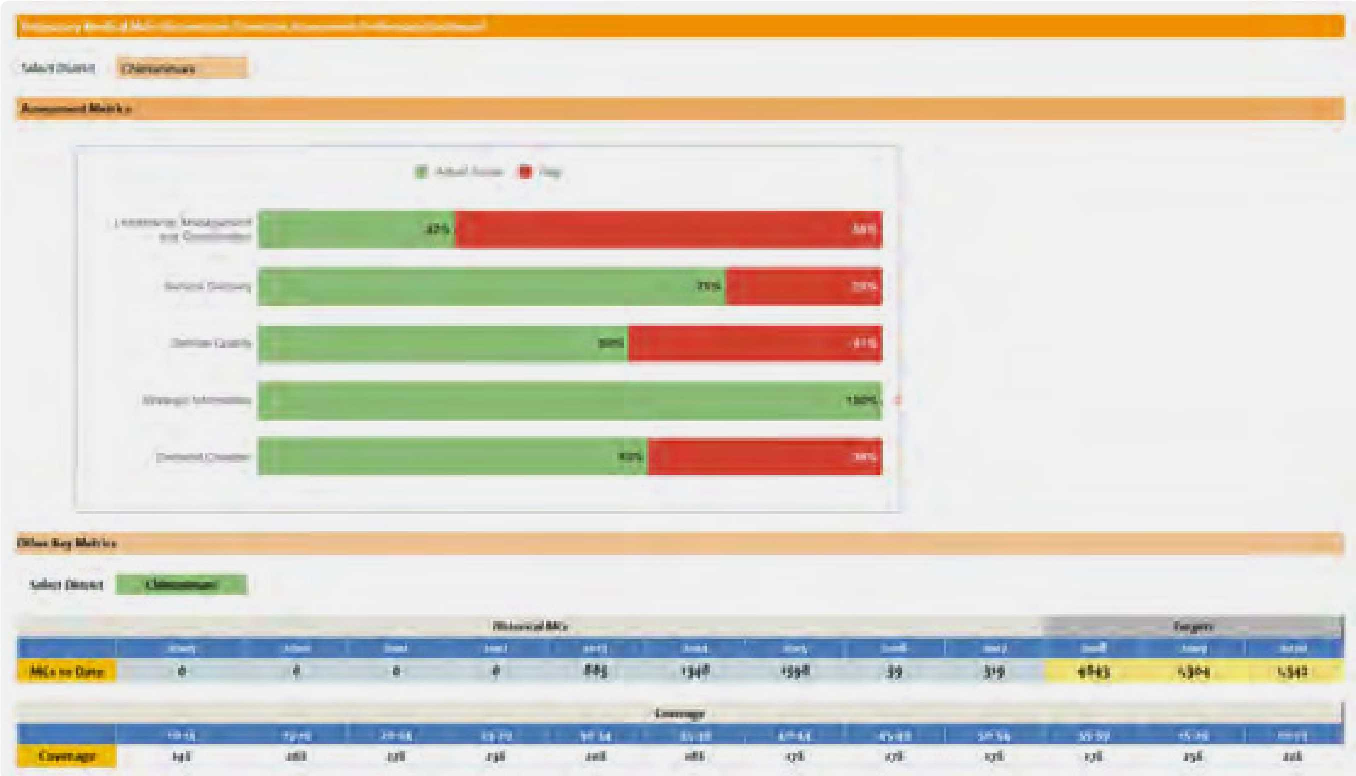
Baseline Results

What it is: The baseline assessment results are findings from interviews with District Health Executive (DHE) members on where the district stands on the 6 pillars of sustainability (demand creation; service delivery; quality assurance; strategic information; leadership, management and coordination; and financing).

Rationale: The baseline assessment results provide a baseline for stakeholders to understand how their district is performing against the pillars of sustainability. This provides guidance as stakeholders break into teams to brainstorm barriers and solutions by pillar towards the sustainability plan.

How to use it: The provincial VMMC officer presents the baseline assessment results when sharing the sustainability presentation. Thus, they are able to provide a greater depth of information at a local level which will inform stakeholders as they break into groups for pillar activities in Step 4 (day 3). In the activity, stakeholders use baseline assessment scores to understand areas of opportunity within their districts.

Link: Sample Baseline Assessment Results



STEP 2: Day 2

User Insight Gathering

Stakeholder teams of 2-3 are deployed to the field to gather insights from key audiences of the program to understand users' needs and experiences. Detailed logistics planning is done in advance to facilitate the movement of 11 teams and 30+ interviews in one day.

Interview Packets

What it is: The interview packets are tailored to each given audience (adolescent boys, parents, educators, providers and community leaders) and include resources for the interviewing techniques (circle of influence, dreams and wishes game and journey map).

Rationale: The interview packets are designed to ensure that each team going out for insight gathering interviews have the materials and information needed. Each packet should be reviewed for content before each workshop as some materials can be lost from week to week.

How to use it: Each team doing insight gathering interviews are provided one or two (boys and parents) interview packets. Each team is responsible to check the contents of their packets prior to departing for insight gathering.

Link: Insight Gathering Guides: Boys
Link: Insight Gathering Guides: Parents
Link: Insight Gathering Guides: Schools
Link: Insight Gathering Guides: Providers
Link: Insight Gathering Guides: Community Leaders

Each interview packet contains:

- interview guide
- circle of influence flipchart
- circle of influence cards
- dreams and wishes flipchart
- dreams and wishes cards
- journey map templates
- post-it notes
- markers/pens
- note taking paper
- list of interviewees

Assign Teams & Interviewees

What it is: A template where stakeholder teams are assigned to the interviewees they will interview for insight gathering on day 2.

Rationale: This is a way to organize the stakeholder teams based on professional experience and to remove bias during interviews. Each interviewee is assigned 2-3 stakeholders to conduct interviews. Each stakeholder team is assigned between 2-4 interviews depending on audience.

How to use it: Assign each audience stakeholders to conduct their insight gathering interviews.

Link: Team List Sample

Specifications for assigning teams:

- **Adolescent boys should have no more than 2 people conducting interviews as more than 2 people could overwhelm them**
- **Ensure that stakeholder from education do not interview other educators; and stakeholder who are providers do not interview providers. For example, the district nursing officer (DNO) should interview community leaders or others such as educators and not providers – thus reducing response bias by the interviewee. Likewise, the district schools inspector (DSI) should not interview educators but rather providers. In fact, by having providers interview educators and vice versa, the stakeholders gain empathy for their each other, which has shown to be beneficial and a significant step towards collaboration**
- **Each stakeholder team is assigned an animal name as a way to keep track of the different teams across a variety or logistical needs**

Create Team Lists

What it is: A list of interviewees with their name, location and contact information.

Rationale: This list proves to be critical as each team of stakeholders goes to the field to conduct user insight interviews. This list provides the information needed for the stakeholders to find their interviewees; it also serves as a way to cross reference that each team has sufficient people to interview.

How to use it: On a piece of blank paper list the group animal name, along with the interviewees' names, geographic location and contact information. This goes inside the packet for each group as they go to the field for interviews.

Create Routing Plan

What it is: The routing plan maps locations for field interviews.

Rationale: This process maps the geographic locations of each interview. This exercise provides visibility to possible logistical challenges and is an important step to ensure that there are sufficient vehicles and resources available to conduct the interviews in the time permitted.

How to use it: After the list of interviewees is consolidated, the district VMMC officer draws a map of the geographic locations for the sites in which the stakeholders will conduct user insight interviews. The VMMC officer then determines which vehicles will take different teams to sites and in which order. This map is reviewed with all stakeholders on the morning of the user insight field interviews to ensure that all stakeholders know which vehicle they are with and where they are going. Each driver provides their phone number to stakeholders and each driver can take their drawn map with them as a reference for locations.

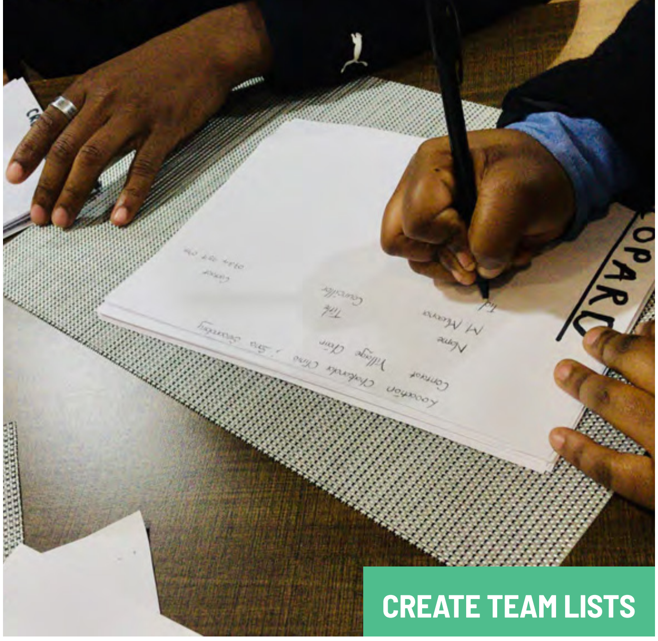
Link: VMMC Sustainability Workshop Logistics

Circle of Influence

What it is: An activity to understand who the interviewee listens to, who influences them, and why those individuals are influencers.

Rationale: To build rapport with the interviewee and gather background context for who in their life influences their decision making and why.

How to use it: The interviewee places the cards on the circles (influencers with the most influence would be placed closest to the center, and those with the least influence would be placed furthest away). Once he/she has placed the cards, ask questions to understand why he/she put each influencer there. Probe into them if any are particularly surprising insights. Let him/her add additional influencers if anyone is missing.


CREATE TEAM LISTS


CREATE ROUTING PLAN


CIRCLE OF INFLUENCE

Dreams & Wishes

What it is: An activity to understand the interviewee's dreams and wishes and how circumcision might affect those.

Rationale: To help us understand what interviewees aspire to, and what will motivate them to support circumcision.

How to use it: Ask the interviewee to rank the cards in order of what is least important to most important. Once the interviewee has made the placements, ask him/her to add at least two dreams/wishes that are missing. Ask questions to understand why he/she placed the cards in that order. If anything is surprising, probe into his/her thought process when placing it there.

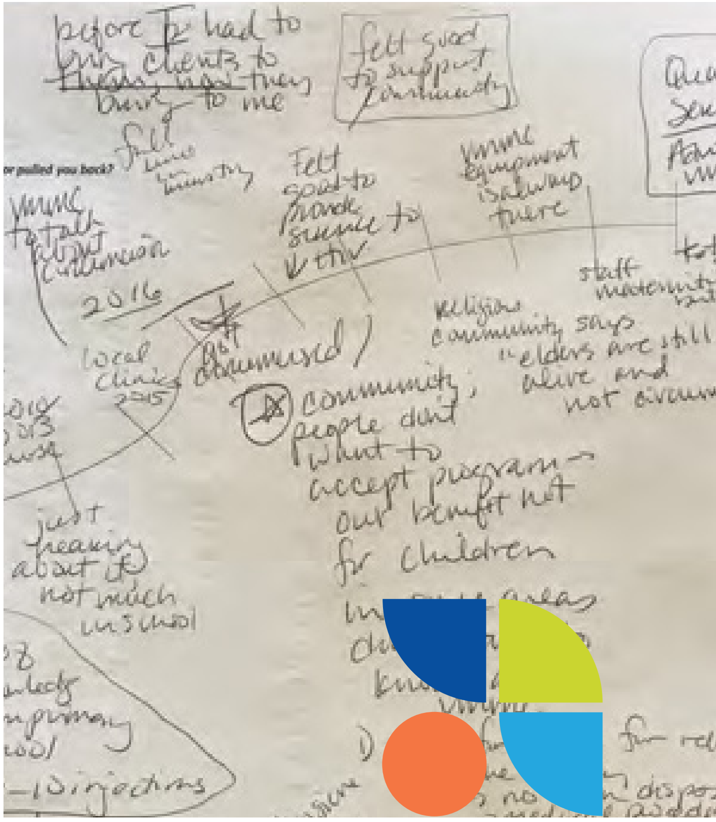
Link: Insight Gathering Guides: Boys
Link: Insight Gathering Guides: Parents
Link: Insight Gathering Guides: Schools
Link: Insight Gathering Guides: Providers
Link: Insight Gathering Guides: Community Leaders

Journey Map

What it is: An activity to understand the interviewee's journey with circumcision and to gain insight to motivations and barriers along the way from awareness of circumcision to their end goal which depends on which target audience is completing the journey map.

Rationale: To understand the different phases of the interviewee's journey and what was pushing him/her forward or pulling him/her back in each phase.

How to use it: Starting with when he/she very first heard of circumcision, ask the interviewee to tell the story of his/her journey. Map out every time he/she had an interaction related to circumcision (talked about, heard about, thought about, experienced, etc.). Map positive experiences above the line and negative experiences below, for a visual snapshot of the journey. Probe into anything unclear or surprising.

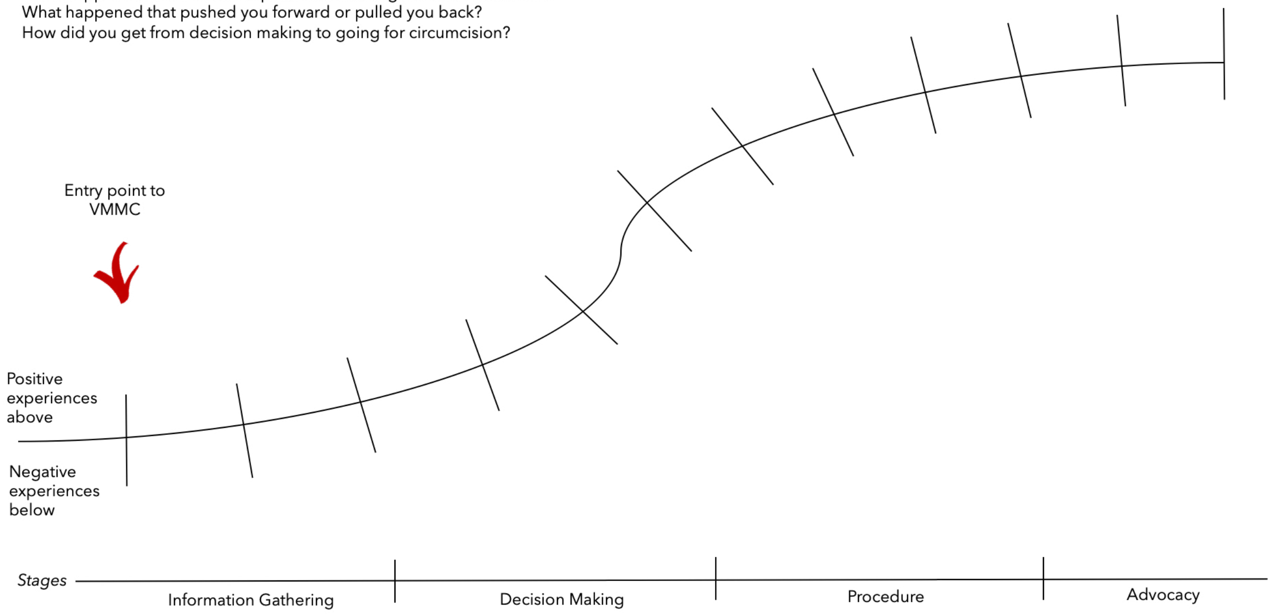


Link: Journey Map Template

Example Provider Journey

What happens along the journey?

When and where did you first hear about circumcision?
What happened at the different phases of learning about circumcision?
What happened that pushed you forward or pulled you back?
How did you get from decision making to going for circumcision?



Collaborative Synthesis

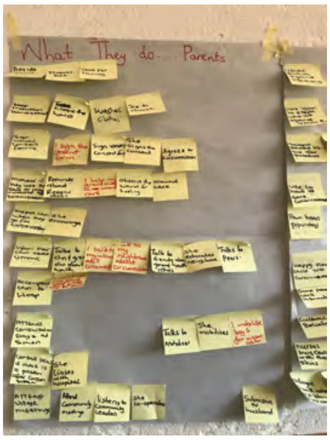
Collaboratively synthesize user insights using human-centered design techniques such as empathy maps, journey maps and frameworks to make sense of the information gathered. Break into groups based on pillars and expertise to brainstorm and prioritize key challenges for sustainability, conduct a root cause analysis of prioritized barriers, and apply key ideas to the framework.

Empathy Map

What it is: Empathy maps are a way for stakeholders to put themselves in the experience of the user.

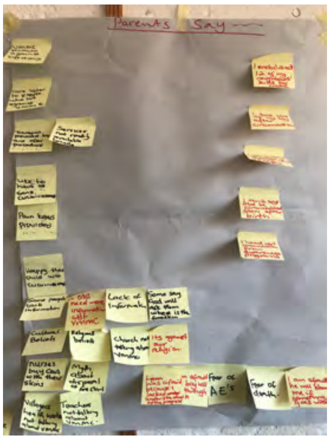
Rationale: The process of empathy maps take stakeholders through different layers of experience from a surface level – what someone "does" to the next level of what they might "say" and another layer of depth in what the user "thinks" and ultimately what they "feel". By understanding the multifaceted layers of behavior and the motivations and barriers that emerge through this exercise, stakeholders are able to see the user's experience in a more holistic and personcentered approach.

How to use it: Each team puts up four flipcharts, the first one is labeled with what the target audience "does"; then each team member individually writes on post-it notes what they believe (based on their interviews) the audience interviewed "does". These are general observations and could be inferred from the interviews or could be direct quotes from the interview. For the "does" flip chart, each post-it should begin with a verb and should be one action per post-it. Teams have between 3-5 minutes to write as many post-its individually as possible. Once they finish the team approaches the flip chart and the first person posts their post-its along the left side of the flipchart. Each person to follow matches their post-its against the themes that are posted by the first person. They can then theme each row with a common topic. The groups continue with the same method for the remaining "say", "think" and "feel" charts.



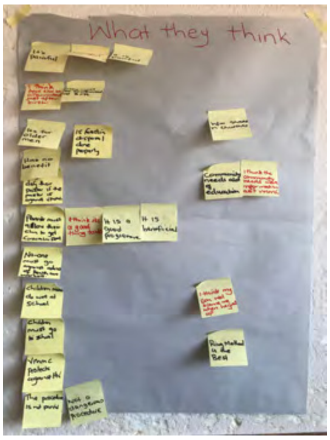
What parents do examples:

- Talks to health workers
- Looks at a brochure
- Talks to village headman
- Talk with her husband
- Asks her son questions



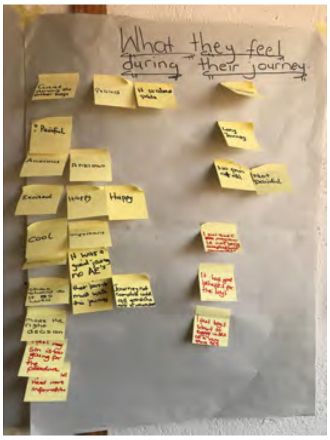
What parents say examples:

- How long does it take to heal?
- Will this be accepted in our culture?
- What happens if the wound is infected?



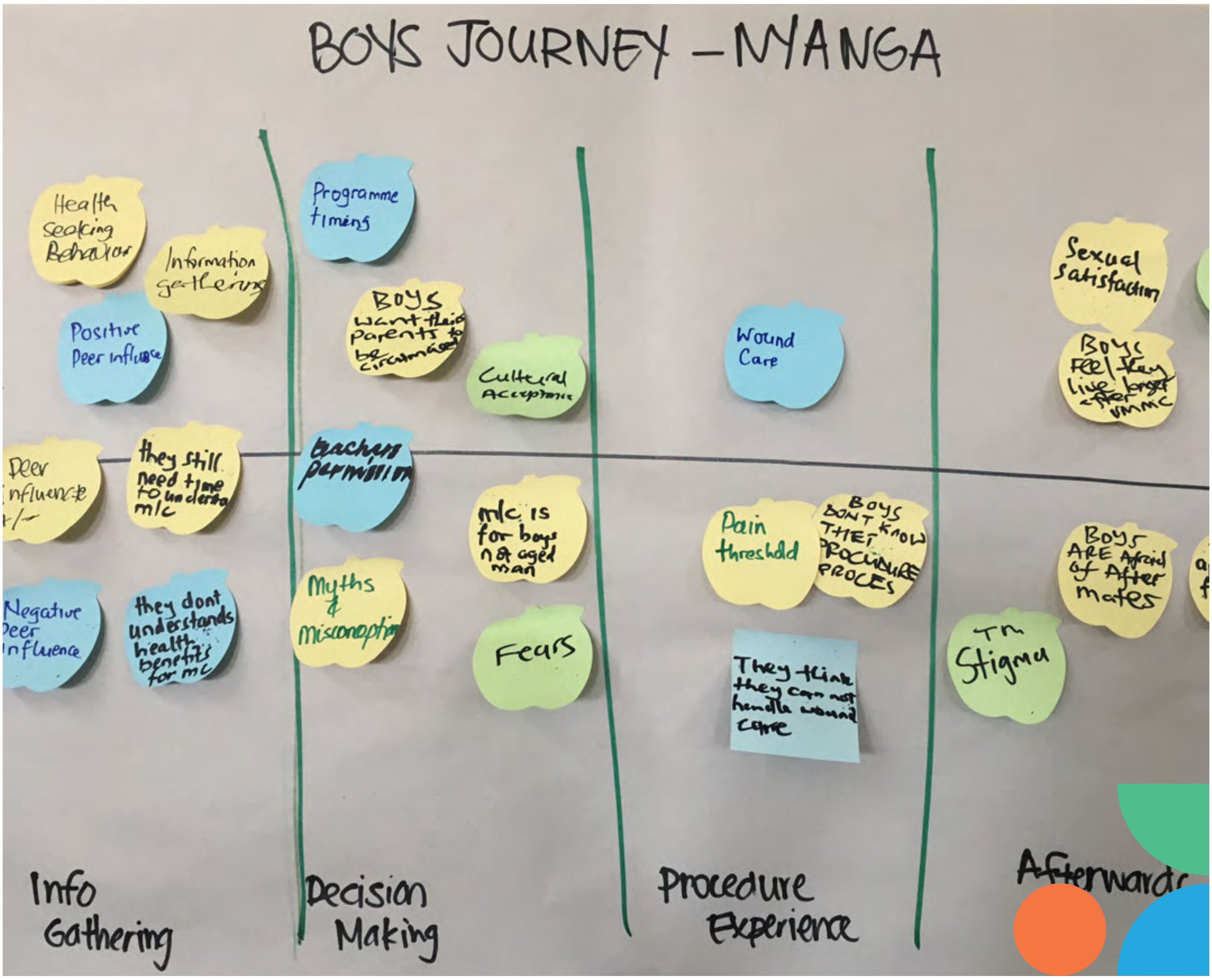
What parents think examples:

- I don't understand the process
- What if later in life my son realizes he didn't want to be circumcised?
- Will he blame me?



What parents feel examples:

- Worried about the procedure
- Nervous about community acceptance
- Confused about the VMMC process



Journey Map

What it is: Teams create a generic journey map for their target audience based on the most common themes in the empathy maps.

Rationale: The journey map compiles the experiences of the users who were interviewed. It brings to life the key motivators and barriers along the journey and identifies areas of opportunities, either to utilize momentum of motivation or to collaborate as stakeholders to resolve barriers and make awareness/ access to services easier and better.

How to use it: Stakeholders identify the most relevant post-it themes and create a new journey map based on their interviews. Motivations are placed in the top portion of the map and barriers along the bottom portion. Stakeholders can divide the flip chart of the journey into stages of awareness, consideration/ information gathering, decision making, and advocacy and place postits in the areas that make the most sense. Stakeholders then take time in a round robin fashion to go around the room and observe the journey maps. Teams typically have 3 minutes per journey map and move around the room in a clockwise direction, as a team. Stakeholders have the option to add additional post-its as they move to the different journey maps.

Voting

What it is: Stakeholders vote on top motivators and barriers on their journey map. Votes should represent motivators and barriers that are particularly important to sustainability.

Rationale: By voting on the top barriers and motivations, the stakeholders are able to focus attention on the top priority areas to be successful in a sustainable program. Each stakeholder feels that their voice is heard in raising the top priority areas for a successful program.

How to use it: Once all stakeholders have seen each map, the teams return to their original journey map and receive four voting stickers. They then vote on the most important motivators or barriers for the audience to be successful with the sustainability program.

Pillar Framework Audiences

What it is: The Pillar Framework is a synthesis tool that creates a chart with key audiences across the top, and pillars of sustainability along the side. This chart is displayed on a large wall and used to map motivators and barriers against audiences and pillars.

Rationale: The framework helps map motivators and barriers across audiences and pillars to ensure key insights from each is identified and addressed. The framework gives the district an organized way to understand the challenges and opportunities unique to the district and offers a visual representation of this.

How to use it: Stakeholders re-write their top motivators and barriers and place them on the Pillar Framework under the quadrant that is most appropriate for the audience/ sustainability pillar.

Brainstorm Prompts

What it is: A series of prompts is used to guide teams in brainstorming challenges they face related to their pillar.

Rationale: These prompts encourage groups to think specifically about different time frames to encourages expansive thinking and to ensure groups consider the issue from many perspectives.

How to use it: Groups organize by pillar are given one prompt at a time to brainstorm and discuss. Groups think of as many answers to the question as they can, writing their answers on post-it notes. Groups are encouraged to have discussions while brainstorming their challenges to flesh out as many ideas as possible. After groups exhaust their ideas for the first prompt (about 5-10 minutes), the second prompt is given and the process is repeated until all prompts have been shared. At the end of all prompts, groups put all of their challenges up on a flipchart and prioritize as a group through discussions or voting.

The prompts used were:

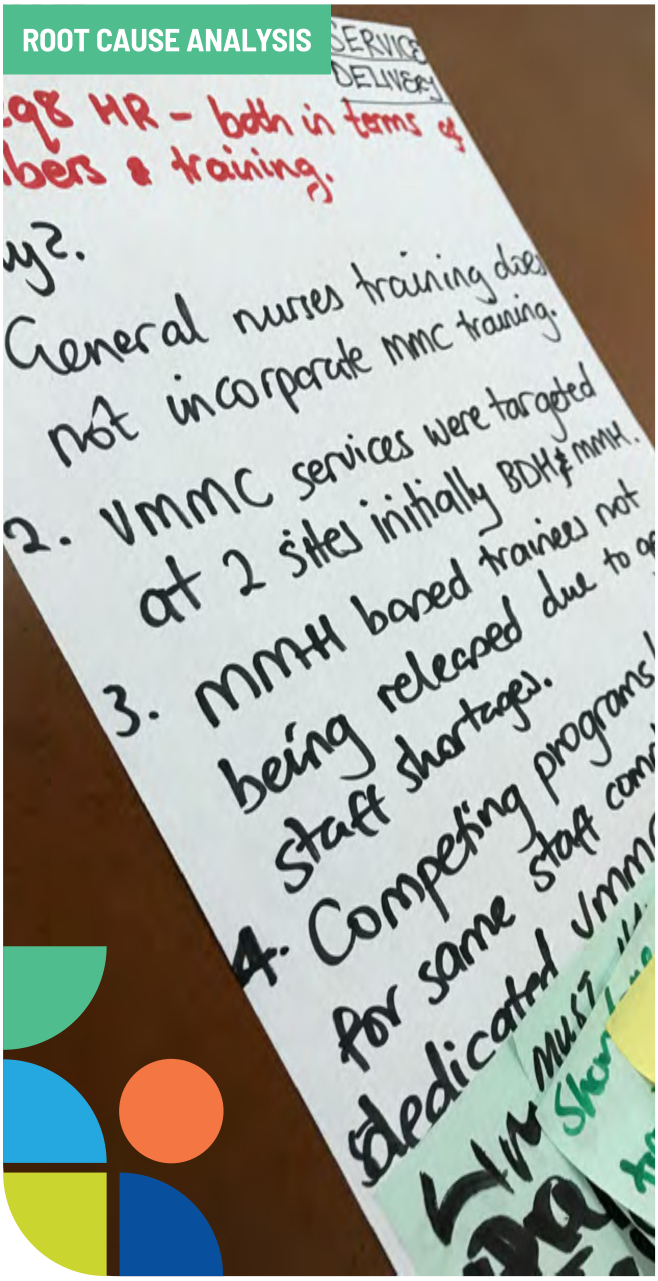
- Related to your pillar, what challenges or barriers have you faced or heard of...
  - In the last week?
  - In the last month?
  - In the last year?
- What challenges or barriers do you anticipate in the future?

Root Cause Analysis

What it is: The 5 Whys Root Cause Analysis is an exercise that is used to cut quickly through the outer symptoms of a problem to identify the root cause. The exercise is based on repeating and answering the question, Why? or Why is this problem occurring? Each answer forms the basis of the next question, until a root cause is reached. While the rule of thumb is to ask the question Why? five times, it may need to be asked more or less than five times to reach the root cause.

Rationale: Often times, challenges experienced by implementation teams are symptoms of a larger or more entrenched problems. This exercise is a way to get to the root of a problem so that solutions will address the root, rather than the symptoms, of the problem.

How to use it: Write your problem or barrier on the top of a fresh flipchart. As a group, ask "Why is this problem is occurring?" Together, answer the question and write it on the flipchart. Search for answers that are grounded in fact—they must be things that have actually happened, not guesses at what might have happened. Now, ask "Why?" to your new statement and answer as a group. Repeat 5 times or until you agree you are at the root cause of the problem. Once a root cause has been determined, groups craft a problem statement based on the exercise.



Example 5 Why's:

- Barrier: The consolidated monthly report was submitted late.
  Why? One team missed the deadline for running the monthly report.
  Why? No one was onsite to run the report.
  Why? The person who normally runs the report was sick, so there was no one on site to do her job.
  Why? No one else knows how to run the report.
  Why? No one was identified as a back-up.

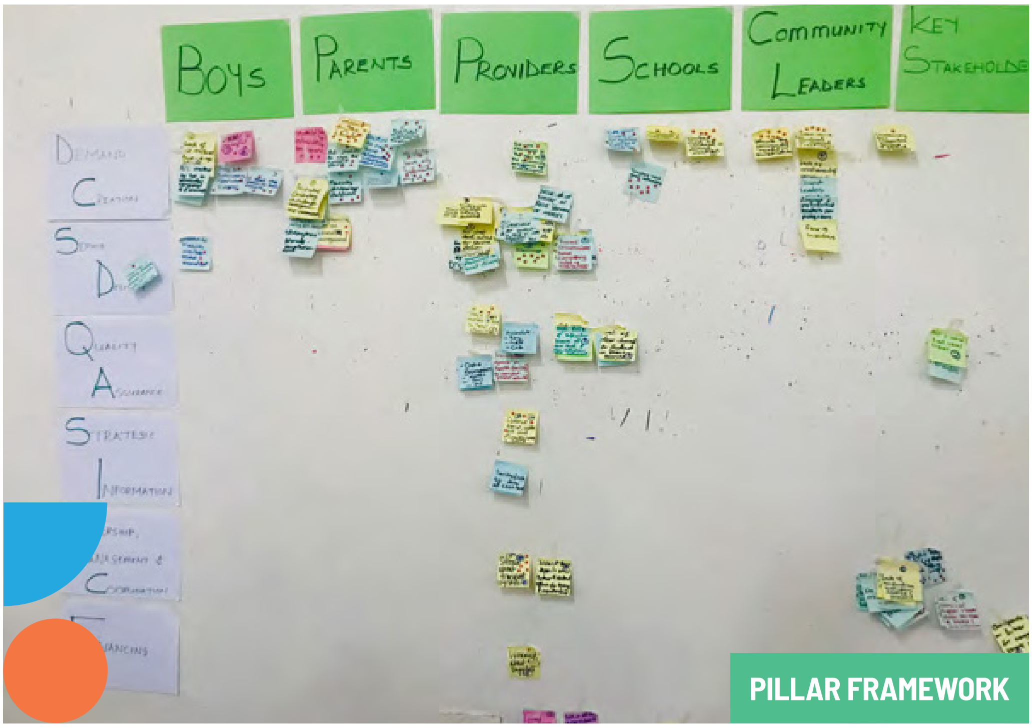
- Problem Statement: No one is identified as a back-up for running the report, so reports are easily delayed.

Pillar Framework

What it is: The Pillar Framework is a synthesis tool that creates a chart with key audiences across the top, and pillars of sustainability along the side. This chart is displayed on a large wall and used to map motivators and barriers against audiences and pillars.

Rationale: The framework helps map motivators and barriers across audiences and pillars to ensure key insights from each is identified and addressed. The framework gives the district an organized way to understand the challenges and opportunities unique to the district and offers a visual representation of this.

How to use it:
Following the root cause analysis, groups map each problem statement on the Pillar Framework. Groups place the problem statement on the framework under the relevant audience and against the relevant pillar.



PILLAR FRAMEWORK

Pillars of sustainability	Target audiences: BOYS	PARENTS	PROVIDERS	SCHOOLS	COMMUNITY LEADERS	KEY INFLUENCERS
DEMAND CREATION	Limited age appropriate information for boys 10-14	Lack of access to VMMC information	Lack of sensitization among non-MC providers	Lack of training for school health masters, school heads; lack of access to information	Lack of information about VMMC	
SERVICE DELIVERY			Lack of commodities for boys during and after procedure (refreshments and underwear); Lack of vehicles to mobilize boys; Lack of airtime to communicate with schools, parents, etc.; Lack of trained nurses in rural areas			
QUALITY ASSURANCE			Under reporting of adverse events; Lack of mentorship to rural health areas; Lack of privacy in clinics for procedures			
STRATEGIC INFORMATION			Lack of capacity for DHIO; poor data quality; data inconsistency			
LEADERSHIP, COORDINATION & MANAGEMENT						Lack of multisectoral collaboration with other stakeholders

STEP 4: Day 4

Develop Solutions

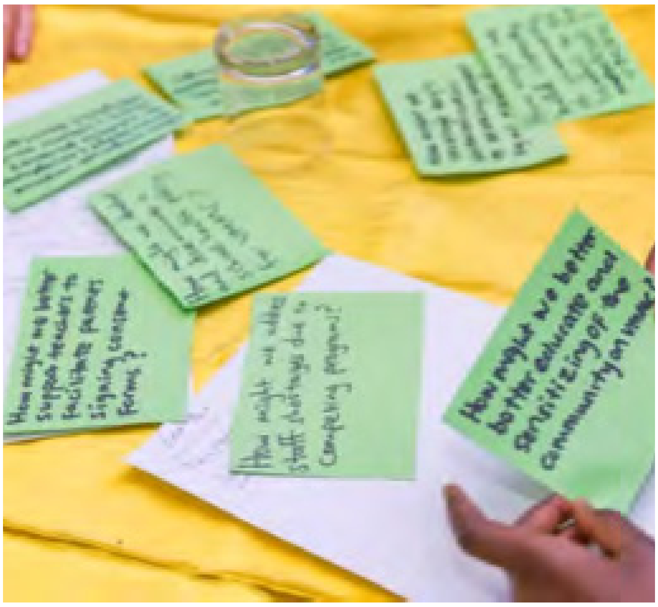
Using pillar framework, craft district-specific design opportunities, or How Might We Questions based on prioritized barriers and motivators. Brainstorm solutions to How Might We questions, land brainstormed ideas, and create prototypes of solutions.

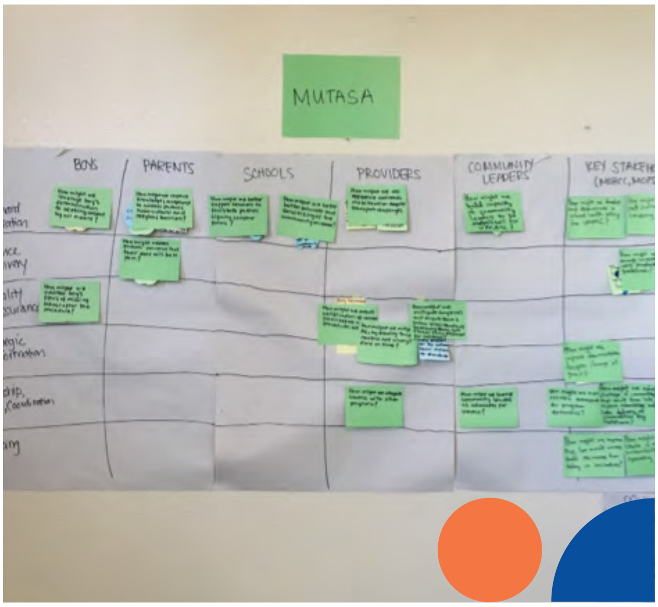
How Might We Questions

What it is: A *How Might We* question is a question that frames your previously identified design challenge and is usually used to launch brainstorming or solution development.

Rationale: By framing the question with *How Might We* it indicates that there is a solution, and likely many possible solutions, to the challenge that follows. These questions allow the next stage to be generative and fluid in how the problem might be solved, rather than searching for one perfect solution. A *How Might We* question is specific, yet broad enough to allow for a range of potential solutions.

How to use it: Begin by looking at the barriers and motivators identified across your framework. If relevant, group repeat or similar ideas together. For each identified barrier or motivator, try rephrasing it into a question, beginning with How Might We. Ensure that the *How Might We* question is not so narrow that it suggests a particular solution. If so, try to rewrite your question, broadening it. Your question should frame your specific design challenge to direct your brainstorm but should be broad enough to allow for many solutions to be generated.





How Might We examples:

- How might we research, design and distribute IEC materials for adolescent boys 10-14 years old?
- How might we collaborate with community leaders to gain their influence for VMMC?
- How might we decentralize services to all clinics?
- How might we get more providers trained and certified for VMMC?
- How might we reduce data discrepancies between DHIS2 and other data sources?
- How might we utilize existing vehicles and resources to meet the needs of VMMC?
- How might we have formal engagements between MoHCC and MoPSE?
- How might we develop multi-sectoral coordination among stakeholders?

Brainstorm

What it is: Brainstorming is a collaborative ideation method to generate many ideas and to help groups come up with creative solutions. Brainstorm sessions are usually time bound and focused on coming up with solutions to a specific question or problem.

Rationale: Brainstorming allows participants to spontaneously come up with ideas, be inspired by others' ideas, and build on each other's ideas in a creative, judgement-free manner. Wild and out-of-the box ideas are encouraged to inspire expansive and creative thinking. Ideas are later refined and further developed.

How to use it: Participants in the brainstorm stand near a flipchart or whiteboard, each equipped with post-it notes and a marker. For a pre-determined amount of time and focused on a specific question or problem, individuals write or draw their ideas on a post it, read it and share it up on the flip chart. All participants listen and write ideas as they come to them on post-its, sharing the ideas with the group and on the flipchart when able. Groups aim to come up with as many ideas as possible in the allotted amount of time. Brainstorming should be participatory, both out loud and visual, and should encourage creativity. During a brainstorm, judgement is deferred to allow for a safe and creative space for ideas.

THE BEST BRAINSTORMING HAPPENS WHEN PARTICIPANTS FOLLOW THE SEVEN BRAINSTORMING RULES

How Might We examples:

- Defer Judgement: Any idea is a good idea in a brainstorm! Refrain from critiquing ideas at this phase so everyone feels free to share any idea, even a silly one. Sifting, critique and refinement will be done at a later stage.
- Encourage Wild Ideas: Even if an idea isn't realistic, it may spark a new idea for someone else.
- Build on the Ideas of Others: Listen to and expand on ideas from other participants, getting the idea closer to a solution. Think "and," rather than "but" to be generative and open.
- Stay Focused on the Topic: While brainstorming is creative and generative, be sure solutions are addressing the specific topic at hand.
- One Conversation at a Time: All ideas should be heard and having one conversation at a time more effectively allows for building on one anothers' ideas.
- Be Visual: Drawings and other visual representations help solidify an idea early on and may help others see your idea in a different light.
- Go for Quantity: The best way to find one great idea is a to come up with many.

Prototype

What it is: A prototype is an early, draft, or model version of an idea to test the concept with users before investing time and money in development. Prototypes can be made at any level from very low (paper and pen mock-up) to very high (almost real) fidelity.

Rationale: Prototyping helps us to break an idea up into easily digestible and testable components, to learn about what does or doesn't work about our idea by seeing how users react to it, to answer specific questions we have about our idea, and to enable us to course correct and refine ideas.

How to use it: Making a prototype involves making something visual or physical that helps you better imagine the possibilities and the pitfalls of your solution, as well as explain it more easily to others. Your prototype should break up your idea into easily understandable parts and should help you answer a specific question about your idea.

How you build your prototype will depend on what your idea is and what you are trying to learn. A prototype can be anything, but some examples of prototypes may be:

- Create a 3-D model of your idea
- Create a mock-up of an app or website
- Role play a service or experience using any props that might bring your idea to life
- Make an advertisement for your product or service
- Draw a diagram that maps out the structure or process of your idea

STEP 5: Day 4

Create Workplan

Based on the work done so far, flesh out details of solutions and develop them into a usable workplan. Develop a detailed, actionable workplan for implementing solutions identified, including individuals responsible and resources required.

Guiding Questions

What it is: Once solutions have been identified and prototyped, details of how to implement the solution will be fleshed out through a series of guiding questions. Together, groups will answer each of questions for each solution created.

Rationale: These questions help groups turn a prototype to an implementable solution. These questions guide groups to determine the detailed, actionable steps required to implement the idea, and to think through all of the people and resources required.

How to use it: As a group, teams answer the five guiding questions for each solution. Responses should be written down on post-it notes which will be used in the next activity to begin to develop the workplan.

Guiding Questions

- Who (be specific!) will implement this idea?
- What activities do they need to do?
- What do we already have that we can leverage to make this happen?
- What needs to be created or developed to make this happen?
- What technical support is needed?

Workplan Development

What it is: Groups will use the answers to the guiding questions to begin to detail out the workplan for each solution.

Rationale: Building the workplan together in a visual manner will allow all participants to share their input and expertise and to make sure the workplan is realistic, achievable and solving the identified problems.

How to use it: Groups will take the post-its answering the guiding questions and share them on a flip chart, focusing on one How Might We Question, or one solution at a time. Groups will list out the key activities required for implementation, as well as responsible people and resources needed for each activity.

Electronic Template

What it is: An electronic template was created to ensure work planning is captured by all groups and so that all solutions and activities across the six pillars can be combined into one actionable workplan. The workplan template is based on the guiding questions and workplan development activity.

Rationale: Using a uniform workplan across all groups and all pillars will allows for the workplans to be combined into one district-specific workplan that addresses all key challenges with identified solutions.

How to use it: Groups take the work completed in the workplan development exercise and enter the information into the workplan template. After the workshop, the facilitator combines all workplans together to create a complete district workplan.

Link: Workplan Template

Pillar: STRATEGIC INFORMATION
Completed by: Trinos Nyoni, Suuko Mudenda, Theophilus Shanganya
Date completed: 8/29/19

	Who is going to implement this?	What do they need to do?	What do we already have that we can leverage?	What needs to be created or developed?	What technical assistance is needed?	2019						2020					
						J	A	S	O	N	D	J	F	M	A	M	J
1. How might we...	..improve coordination btween departments/organsations to reduce late submissions for data entry																
Solution 1 Title:	Interdepartmental/inter organasational meetings																
Activity	DHE,DA, DAC, wild for life, m	Conduct bio monthly meetings	key personnel from various institutions(DHE , DAC , Wild for life , DA)	a plan/ schedule for meetings					x	x	x	x	x	x	x	x	x
Activity	DHE,DA, DAC, wild for life, m	Send invitations		develop workplan					x			x		x			x
Activity	DHE,DA, DAC, wild for life, m	Resources mobilisation															
Activity	DHE,DA, DAC, wild for life, m	Prepare meeting agendas															
2. How might we...	...we reduce data discrepancies despite transport and network challenges																
Solution 1 Title:	Decentralisation of the DHIS2 , to allow for clincs to enter their own DATA																
Activity	DHE , DA	to have information systems decentralised to clinics	few trained personnel that will be manning the offices at clinc level	Procurement of computers, gadgets for entering data,	Training other staff on DHIS2, inputting of data a				x	x	x	x	x	x	x	x	x
Activity	DHE , DA	Purchase more machines like computers ,and other Internet facilities		create user friendly template	Training non computer basic applications				x								
Activity	DHE , DA	inception meetings															
Activity	DHE , DA	Training of cadres who will be using computers															
Activity	DHE , DA	Creating power backup															
Activity	DHE , DA	set up VSAT internet															
Solution 2 Title:	Data review meetings																
Activity	DHIO,DHE	mobilise personnel for these meetings	personnel and venue	agenda for the meeting and to engage other relevant stakeholders					x	x	x	x	x	x	x	xx	
Activity	DHIO,DHE			create user friendly template													
3. How might we...	..... develop a culture of strategic information to ensure quality and completeness of data																
Solution 1 Title:	Training need and mentorship																
	DHE, DA, personnel in	support and supervision visits to	trained and skilled personnel														

Demand Creation | Service Delivery | Quality Assurance | Strategic Information | Leadership, Mgmt, & Coord | Financing | +

STEP 6: Day 5

Create Workplan

Debrief with key stakeholders and District Medical Officer to share learnings, solutions, and workplan from the workshop.

Leadership Debrief

What it is: A debrief meeting with key district leadership who were unable to attend the entire workshop. This was usually a debrief with the District Medical Officer (DMO).

Rationale: Empower MoHCC participants in the workshop to share the results of the workshop with the DMO in a way that promotes ownership, displays collaboration, and encourages next steps to be taken.

How to use it: Earlier in the workshop, task relevant MoHCC representatives with sharing back on the pillar they are working on during the debrief. Identify a person to chair the meeting. Ideally this person will be from the MoHCC, though PSI representatives are also important participants in the meeting. If relevant and possible, share the overview of the district report (as much as possible), have individuals share and report on their pillars and facilitate discussion.

www.psh.org.zw