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DAY 1

MIS and ANIMALS (Animal Magic)

Purpose: To start to get a sense of what the participants think about MIS and how they feel about MIS

Process: Ask the participants 'If you had to associate MIS with an animal – what animal would it be and why? (Their animal may represent their own relationship with MIS, it may represent functions of information management, it may represent some of the physical characteristics of information management). Ask that each person writes the name of their animal down on a blank card as well as their own names.

Have the group put up their animal cards on the flipcharts on the wall and tell other participants why they have chosen that animal. (If you have two facilitators, you can divide the group in half)

Debrief

Reflect on some of the analogies brought up in the room i.e. highlight the key characteristics of Information Systems based on the chosen animals. Example, if a participant says “African Dog because the way information is managed in Africa is different from the Western world”; use the analogy to highlight some of your key pieces of content in the curriculum i.e. in this case it would be: “just because there’s a fancy system working in Sweden doesn’t mean it can be replicated exactly to work in Kenya – the context is totally different and always needs to be considered.”

SUCCESS FACTORS AND CHALLENGES FOR MIS

Purpose: To elicit from participants what experience they have had with an MIS or an Integrated System for Information Management and to establish within that experience what was successful and why? And what was unsuccessful and why? We are trying in this activity to get the participants to discover the golden musts and must nots of implementing an MIS.

Preparation: Handout to each group of delegates a set of A6 pieces of paper and a red and green flipchart marker per group.

Process: Ask the delegates to discuss in their groups:

(If all the participants are from different countries in Africa, you may need to let participants from the same country work together for this activity)

In your experience of implementing an MIS in your country (in whatever level of complexity – either program level or integrated across programs) what were the reasons the implementation and current functioning works well and what are the reasons the implementation and current functioning doesn’t work well?

As the discussion goes, ask the participants to note in green pen key reasons that the MIS implementation and current functioning worked/work well and conversely in red pen



key reasons that the MIS implementation and current functioning did not work/ doesn't work well. (The participants are going to present their findings back to the broader group).

Debrief: Ask each group to give you their key reasons for success and the key reasons for lack of success. Write these up on two different flipcharts – one in green pen and one in red.

Summarize key findings for the participants – you will keep referring to these during the 3 days.

JARGON BUSTERS: PROGRAM MIS

(Please note that this activity occurs twice in your process – Day 1 MIS program terminology and Day 2 Integrated MIS terminology)

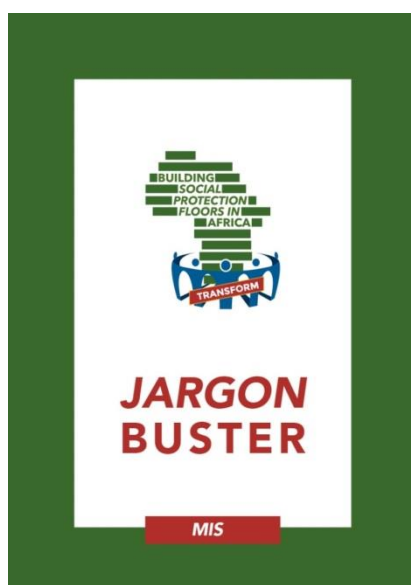
Purpose: To test participants' knowledge of terminology

Preparation: Hand out a jargon explanation sheet and a set of jargon cards (day 1: Program MIS jargon cards and day 2: Integrated system jargon cards).

One participant at a time needs to take responsibility for picking up a card and explaining the word in such a way that the other participants can get the word but the participant who is explaining the word may not say the word. Only the person explaining may look at the hand out and the word. The group is given one minute per word to guess it and if they haven't guessed the word after a minute then the explainer must tell them the word. The next person in the group then gets a turn to explain.

Debrief: Once all the jargon words have been completed, the facilitator needs to ask the group which words are unclear and clear up any misunderstandings.

Answers to the Jargon Busters for Program MIS



Jargon busters relating to Program MIS

Key Terminology	Definition
Database	A system to organise, store and retrieve large amounts of data easily – in modern days synonymous with ‘registry’
Registry	An official written record of names or events or transactions – in modern days synonymous with ‘database’.
Program Management Information System (MIS)	A system that transforms retrieved data from a program’s database (or in some cases, different databases linked to different modules) into information that can be used for efficient and effective management. To do so, computerised MISs are based on tailored <i>application software</i> that allows for the input, processing and output of information. In social protection literature, the term MIS is mostly associated with program-level management information systems
Information Requirements	i.e. What data needs to be stored and managed. These are defined by program staff on the basis of program objectives and the core functions that need to be supported. For example, a MIS supporting a complaints and appeals process or a comprehensive M&E system will have additional information requirements compared to a program that uses a MIS only for registration, enrolment and payment purposes.
Hardware Infrastructure	This refers to the necessary infrastructure to securely collect and store large amounts of data (computers, PDAs, servers, etc). Options for hardware technology vary, depending on the size of schemes, the overall context (remoteness, power supply, etc), levels of security guaranteed and the particular operations to be undertaken.
Telecommunications System	This includes the network infrastructure – local area network and wide area network – that enables the necessary links between the software and the databases that feed into it. The choice of such system depends on local context (e.g. availability and reliability of internet).
Interoperability	A characteristic of a product or system, whose interfaces work with other products or systems, present or future, in either implementation or access, without any restrictions
Data privacy	System for ensuring data/information is not misused or lost, potentially exposing households to further vulnerability
Data validation	Process of ensuring that a program operates on clean, complete and correct/accurate data (linked to ensuring data integrity). This may involve a series of data checks.
Data Integrity	Data integrity is the overall completeness, accuracy and consistency of data. This can be indicated by the absence of alteration between two instances of a data record.
Data	Information in ‘raw’ format (unprocessed)
Information	Data that has been processed and transformed into something useful (e.g. an indicator)

MYTHBUSTERS: PROGRAM MIS

Purpose: To elicit current thinking about Program MIS and start to have discussions that can change beliefs around integrated MIS. The robust debate in this activity is more important than whether or not the group comes up with the correct answer. In certain contexts, answers that you have as myths may in fact be the truth.

Preparation: Hand each group a set (approximately 4-6 per group) of Program MIS cards (cards 1-12). Some groups will get the same cards.

Process: Ask each group to discuss the statements that they have been given and say whether they think they are a myth or the truth.

Debrief: Referring to the answers outlined below go through the 'Program MIS' mythbuster slides asking each group who discussed that particular myth what they said and why. Guide them according to your answers.

(Answers to Mythbuster Program MIS cards on next 2 pages)



MYTHBUSTER CARDS: PROGRAM MIS: DAY 1

CARD NUMBER	STATEMENT	ANSWER
1	You don't necessarily need an electronic MIS for a Social Protection Program	True – you can run a social protection program purely on paper with no digitization or using a very basic Excel-based database (however, this is much less effective)
2	An MIS is a database	False - MIS are an application software that helps to input, extract and transform data from program databases
3	Management Information Systems are a simple way to improve SP program processes	False - not simple! Very complex to set-up, though of course they do simplify life hugely once they are adequately up and running
4	The design of a MIS can be fully outsourced to IT developers	False - interactive, modular, ongoing process and strong ownership and support needed from program team
5	Your MIS solution should be context specific	True – importing solutions from elsewhere is unlikely to work in your context as your program MIS needs to respond to your needs
6	Program MISs always support all of the SP administrative functions, including: registration and enrollment of beneficiaries, payments/delivery, complaints and appeals, monitoring and evaluation, conditionality compliance, etc	False - they support the functions they have been programmed to support, nothing more than that.
7	Program MISs ensure transparency and good governance of Social Protection Programs	True – for example, they enable a streamlined process for beneficiary data validation/verification and for payment reconciliation
8	Databases linked to an MIS need to store huge amounts of data in order to be useful	False - they only need to collect/store data that is essential to program functioning. Important to clearly set informational requirements from the start.

9	In remote areas where there is limited internet access, MISs will not work	False - there are options for such contexts, including batch-sending (via CD, USB, etc) program info when needed etc. This does not mean the rest of the system should not be run through an MIS.
10	An MIS can really support decision making and management but it needs to be carefully designed to do this	True – it will only support decision making and management if it has been designed to do so (e.g. correct reports pre-programmed to be accessed at the click of a button)

UNDERSTANDING PROGRAM MIS IN THE PARTICIPANT'S CONTEXTS

Purpose: To get a sense of what Program MIS looks like for each of the participants in order for you to refer back to as you cover the content sections on Program MIS. This activity also helps your participants to really understand what we mean by program MIS.

Process: Organise the participants into country groups (these may be as small as two). If there is only one person from a particular country, ask them to join a group or alternatively to form a pair with another 'single' individual.

- Ask the participants to discuss in their groups the questions that are up on the slide. It's important that you specify we are referring to social protection MIS only and not to MIS in other sectors.

They should record their answers.

Debrief: Ask the delegates the following question:

- What insight have you had (if any) through answering these questions? (It might be an insight on their actual MISs or alternatively it could be a new understanding around a particular concept to do with program MIS)

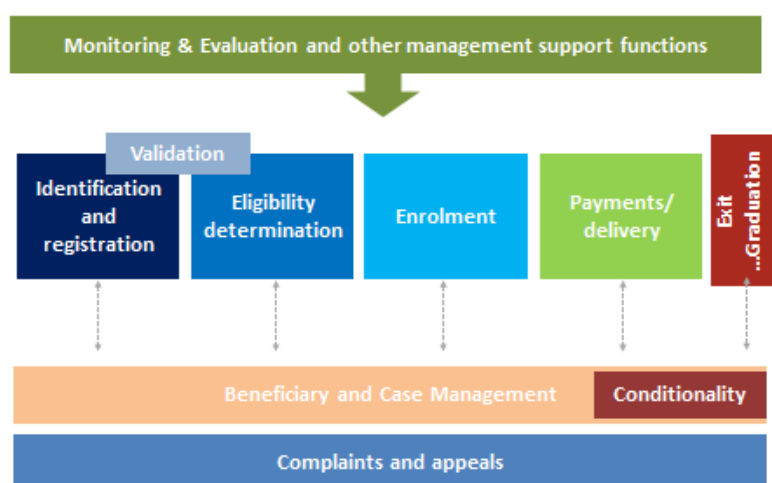
STICKY DOT ACTIVITY: MIS AND ITS CORE FUNCTIONS

Purpose: Links in with understanding program MIS in each participant's context:

To get a sense of 2 aspects a) which functions are being carried out electronically and which ones are not in each participant's context and b) which functions are being well supported and which ones could be improved. By functions we are referring to: Monitoring and Evaluation, Identification and Registration, Validation/Authentication, Eligibility determination and enrolment, Payments, Exit, Complaints and Appeals, Case Management.

Process (use the 2 slides in the slide pack with notes to help you)

Write the functions up on a flipchart.



Give each group 4 colours of sticky dots. Tell the delegates the colour code:

- Colour 1 = supported electronically
- Colour 2 = not supported electronically
- Colour 3 = well supported (electronic or manual)
- Colour 4 = not well supported (electronic or manual)

Ask the groups to stick their colours up on the chart according to what they feel.

Some probing questions to ask the participants to help them decide on their placement:

- M&E system: Is it possible at the press of a button to get the information you need? e.g. to compare inputs vs outputs OR number of days taken to process an application.
- Are you using the system to validate and authenticate your data i.e. data checks, consistency checks, outlier checks – e.g. are your ghosts being paid?
- Conditionality: do you have a system that allows you to automatically monitor conditionality?
- Is your complaints and appeals system monitored electronically and does it categorize complaints and aggregate them upwards?

Debrief

Once all the dots have been stuck up on the flipchart, you should have a very coherent ‘big picture’ overview of what’s being supported and what isn’t. Comment on the picture that presents itself.

TRANSFORMATION SCENARIOS

Purpose: To help delegates realise that MIS problems are not always technology problems but in fact, they are often people problems. You cannot ignore the human element when considering MIS solutions.

Process: Hand out a scenario to each group (1,2 or 3). Each scenario poses a problem and asks the delegates what they would do in this situation. Explain to the participants that there isn’t a right answer. The purpose of this is to have a discussion and hopefully come up with a solution that they could possibly apply to their contexts.

Debrief: Hear from each of the groups what their solution was and discuss. Re-iterate the point that MIS solutions are about people transformation as much as they are about systems transformation.



SCENARIO

The World Bank has offered you funding to better manage your data and information within your program. Their funding will enable you to progress from gathering data on paper to gathering data electronically. You are very excited about the prospect, however your staff has said that they don't want to change from the paper based system of gathering data. They are comfortable with the paper based system and don't want to learn a new system.

WEATHER CHECK OUT

Purpose: A way to end the day and give you a good sense of how your participants are feeling.

Process: Ask each participant to describe how they are feeling in accordance to weather conditions. They don't have to tell you but if they'd like to tell you then they should also say why. A participant might say 'I'm feeling sunny because I now understand X' or 'I'm feeling like fog because I still feel like MIS is a minefield of confusion'.

Make a mental and then written note of any information you gained during this activity which you need to address e.g. information you may need to spend more time on.

DAY 2

CHECK IN

Purpose: To get all the participants to focus on MIS again and ensure that all the voices are in the room before your voice takes over with content. The purpose of a check-in, is not to get into a long conversation. The participants should therefore not respond to what anyone says. They should merely listen.

Process: Welcome the participants back and remind them that yesterday you asked them to think of any 'a-has' they might have had regarding something that wasn't clear and now is, or alternatively to talk about something that has shifted their way of thinking regarding Management information systems.

If any participant does not have anything to say or does not want to say anything, they can merely say 'pass.'

As the facilitator you need to keep track of who has spoken and who hasn't, as the participants will speak as they wish to and not necessarily in consecutive order.

Debrief: Summarize the key 'a-has' and mindset shifts and write them up in your own time.

MYTHBUSTERS II

Purpose: To elicit current thinking about integrated MIS and start to have discussions that can change beliefs around integrated MIS

Preparation: Hand each group a set of 3 integrated system for social protection information management statements (some groups may have the same ones).

Process: Ask each group to discuss the statements that they have been given and say whether they think they are a myth or the truth.

Debrief: Referring to the answers outlined below, go through the 'Integrated' mythbuster slides asking each group who discussed that particular myth, what they said and why. Guide them according to your answers.



Mythbuster II: INTEGRATION DAY 2

CARD NUMBER	STATEMENT	ANSWER
13	There is only one key approach to use when developing an Integrated System for Information Management and that's a Social Registry	False – depending on the objectives of integration pursued and the country set-up, other options may be more appropriate (e.g. Integrated beneficiary registry)
14	Regardless of the selected approach to integration (e.g. social, virtual or integrated beneficiary registry), a government will be able to have an overview of who receives what in terms of a grant	False - only possible within an integrated beneficiary registry unless there are explicit data sharing agreements between individual programs and social registry
15	Integration is mainly a policy issue requiring political and institutional arrangements rather than technical “fixes”	True – no IT company will ever be able to design a system that responds to government needs, unless government leads the process. The choices that will inform design are also highly political and involve coordination with many different stakeholders (information is power)
16	Integration across the Social Protection Sector increases risks to data privacy and security	True – the more data is integrated across a wide range of data sources, the higher the risks of misappropriation and misuse (imagine a malevolent dictator having access to data on every possible aspect of a citizen's life). That is why many high income countries, as UK, have not allowed interoperability.
17	If a country does not have 100% of population with national ID they will not be able to integrate data and information management for social protection as there will be no unique identifier for data-matching.	False - there are solutions countries have found to the problem of low ID coverage (see Base Document section 4.7.1). For example, using data matching algorithms (though this complicates integration!)
18	In an integrated system, all linkages between databases are bi-directional	False - often these links are not bi-directional (depends on data sharing agreements) and non digital (batch-sending) CDs rather than web service)
19	An MIS is the backbone of the effective implementation of Social Protection Programs	True – If your information is not well managed - through a paper based or electronic MIS, your social protection program or system will not be effective
20	What matters most when creating an integrated system for information management is the level connectivity, interoperability and linkages between different systems; NOT the creation of a super-sized registry	True - The most important aspect of integration is ensuring that information from different programs ‘talks to each other’. A supersized registry is not the aim of integration

21	The aim of developing an integrated system for Information Management should be to ensure a more equitable, responsive and efficient delivery of service	True – That's your ultimate goal of integration
22	It's not possible to integrate your program MISs if they are paper based	False – Integration is merely the process of one piece of information, informing another. Of course this can be done if the information is on paper, in exactly the same way as it's done if the information is electronic. What do you think happened before the invention of computers?

JARGON BUSTERS: Process: As per Day 1

ANSWERS TO INTEGRATION TERMINOLOGY

Key Terminology	Definition
Integrated System for Information Management (for Social Protection)	Refers to the broader system that enables the flow and management of information within the Social Protection sector and sometimes beyond, to other sectors (sometimes also called Social Protection Information System).
Feasibility study	An assessment of the practicality of a proposed plan or method.
Needs assessment	A systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". In the case of an MIS solution 2 questions would be asked "What is our current MIS system? What do we want our MIS system to be able to do? The gap between two = your needs.
Single Registry	For years this has been a common term used to refer to an integrated solution for data and information management in the social protection sector (e.g. across program). However, it is used to refer to very different approaches to integration in different countries (and is never truly 'single!'), so does not ensure clarity. What matters is not the name but what they do (their function and data flow, which varies widely from country to country).
Unified database, poverty database, integrated database, Central Beneficiary Database, Common Beneficiary System (etc)	Terms that countries have used to describe their integrated solution for data and information management in the social protection sector. All synonyms to some extent: what matters is not the name but what they do (their function and data flow, which varies widely from country to country).
Integrated MIS	A software application (conceptually similar to program MIS, allowing for the input, processing and output of information) that enables integration across different databases within the social protection sector and beyond.
Integrated Beneficiary Registry	<i>New terminology key actors in the sector are moving towards to ensure conceptual clarity:</i> a database/registry which consolidates data on beneficiaries across all existing program databases. It decentralises the process of data collection to individual programs but centralises selected services: primarily M&E, planning and selected processes that can be managed at a central level). Other terms used by countries: Central Beneficiary Database, Common Beneficiary System, etc.
Social Registry	<i>New terminology key actors in the sector are moving towards to ensure conceptual clarity:</i> A centralised database/registry based on a national data collection effort, to be used for the determination of eligibility into social programs. Social registries can be operationalised in many different ways, affecting their overall functionality.
Unique Identifier	Unique number associated to each citizen which enables integration across databases. These are most often based on a national identification number, used by the governments of many countries as a means of tracking their citizens, permanent residents, and temporary residents for the purposes of work, taxation, government benefits, health care, and other governance-related functions.

LINKING ACTIVITY

Purpose: To get participants to engage with the advantages of integration but also too, what needs to be in place in order to achieve this integration.

Preparation: Delegates should all have read pages 20 and 21 in their base doc

Process: Hand out either an operational question sheet or a policy question sheet to each group. Try and ensure that there is an even spread between the groups who get the policy hand out and the groups who receive the operational hand out.

Ask the Participants to link the needs to the advantages i.e. say what needs to be in place in order to realise that advantage.

Ask the groups to swap their answer sheet with another group (policy groups should give to operational and operational groups to policy)

Hand out the relevant answer sheet to each group and ask them to mark the other groups answer sheet and then give it back. The important thing to mark them on is whether or not they missed out links – don't be too concerned if they put in extra arrows.

Ask each group to give the other groups answer sheet back

Debrief: Establish what the learnings were from that exercise.

OPERATIONAL NEEDS	WHAT NEEDS TO BE IN PLACE IN ORDER FOR THOSE NEEDS TO BE MET?
Facilitate integration of multiple information systems	There needs to be a broad awareness of what is existing, what services are provided and how they are provided (data sharing, etc.)
Improve budget planning and ability to model and test policy changes	Need some form of unique ID
Ensure monitoring measures and intermediary information flows to multiple stakeholders	
Enable data transfer to transition between systems as their circumstances change	
Enable manage error and fraud and ensure multiple payments (e.g. large credit or debit)	
Decrease the burden on staff (e.g. less paperwork and less manual reporting)	The system should respond to needs at all levels and to the level of the system
Decrease the burden on staff (e.g. less paperwork and less manual reporting)	Build a system that can be used by all levels and to the level of the system
Reduce duplication of effort (e.g. example, with data collection activities) and potentially establish a common entry point for social protection	There needs to be a common entry point for social protection
Establish common systems across all systems (e.g. payment systems, governance mechanisms, etc.) increasing efficiency and saving money	
Establish more efficient emergency response (e.g. example, by creating additional payments for social protection recipients in areas affected by an emergency for a limited period) and verified social services	Define needs to know what is emergency and daily information on the social services

Example of hand out

CRACK THE QUESTION

Purpose: To get participants to engage with the material on the benefits and risks of full integration.

Materials: Crack the question cards and answer sheets

Process: Hand out 3 question cards to each one of the four groups. Explain to the participants that they need to refer to the information in their base documents in order to establish the answers to their questions. (section 4.6 and section 4.7)

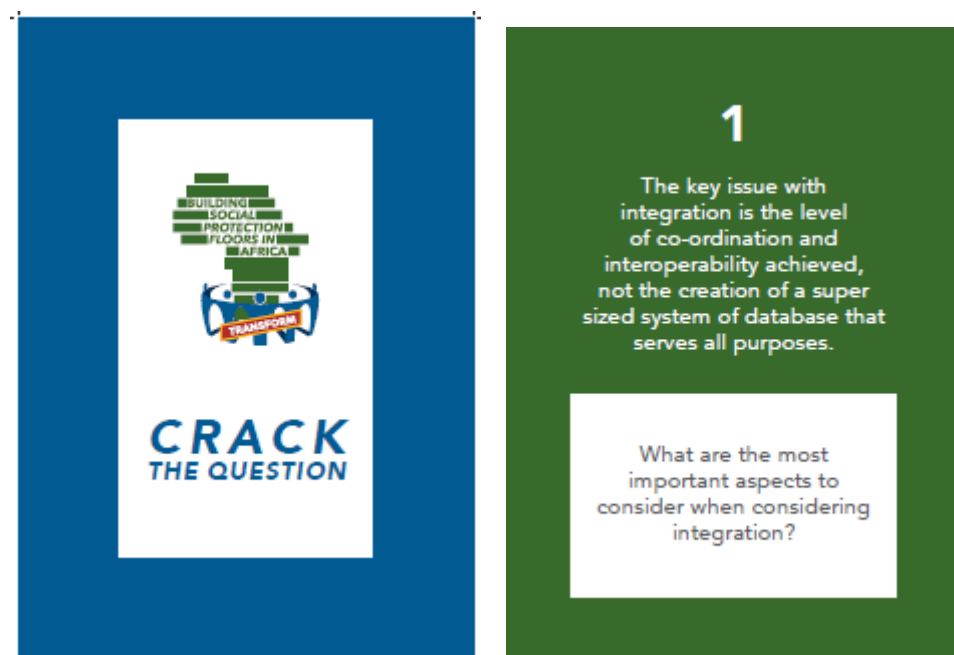
Ask that the groups discuss their questions and come up with their answers.

On completion explain that group 1 is going to explain their answers to group 2 and vice versa and group 3 is going to explain their answer to group 4 and vice versa.

Give the groups time to get seated

Hand out the answer sheets to each of the groups (enough for people to share in pairs) and ask that the presentations begin. Once group 1 has finished presenting to group 2 and been marked, ask that group 2 explain their answers to group 1 for marking.

Example of Crack the question cards



INTEGRATION APPLICATION ACTIVITY

OPTION 1: Type of integration

Purpose: To highlight to participants what needs to be considered in context for full integration to happen

Process: Hand out a scenario to each group.

Ask the groups to read through their scenario and consider their answers to the questions as stipulated on the hand out.

The groups should then present back to the broader group.

They need to give feedback:

- Is the context right for full integration
- If so, why
- If not, why not
- If we decide on full integration what type of integration should we consider?

Debrief: Comment on the answers as each group presents



SCENARIO 3

Imagine you are in a country where the Prime Minister has been pushing for the use of information and communication technologies (ICT) to improve the activities of public sector organisations (S-Government). Specifically, within the Social Protection sector, your Ministry has been commissioned to 'improve the efficiency and effectiveness of service delivery' by using technology services to the extent possible.

How would you set up a system that enables the achievement of these objectives, given the following constraints and opportunities in your country?

- Programme/Initiative**
 - You run 3 major social assistance programmes, each of which currently has its own data collection approach (which you do not particularly trust in terms of quality), database and programme staff.
 - You have a second system for social insurance in the formal sector, but no social insurance provision for the informal sector.
- Local government context**
 - You have a solid system for national identification, including smart ID cards containing biometric information.
 - Other social sector Ministries have already invested in strong databases and MIS systems.
 - The legislation on data privacy and security is very strong and provides for international standards.
 - The broader legislative and institutional framework for e-government is already in place.
 - High penetration of internet and mobile phones.
- Implementation capacity**
 - You have a highly trained network of social assistants at community level who work out of social welfare departments that are widely distributed across the country.
 - In central level, there is the possibility of creating an ad hoc unit focused on data integration, including staff capable in ICT and programming.
- Infrastructure and budget**
 - Bandwidth is available across the country, including in remote locations.
 - All social welfare departments have working computers/hardware.
 - Given the strong government endorsement, you have been given considerable budget allocations for the pilot phase.

QUESTIONS

- Do you think that information integration would be the right approach in this context?
- If yes, then what approach to information integration would work best - developing a single registry, integrated beneficiary registry or virtual registry? Share your reasons for choosing a particular approach.
- If not, then why not?

OPTION 2: Transformational case studies

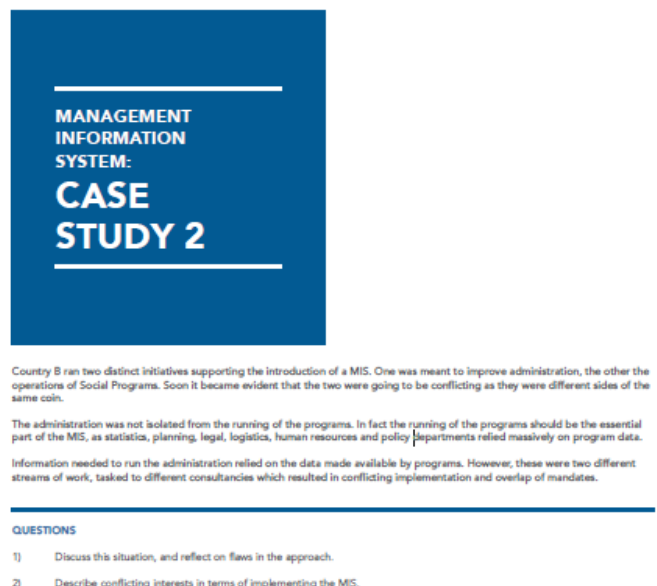
This activity should be reserved for participants who are in a strategic position.

Hand out a scenario to each group (one per group)

Ask the groups to discuss their answers to the questions posed on the handout

Ask each group to present back their findings.

Comment as they present.



MANAGEMENT INFORMATION SYSTEM: CASE STUDY 2

Country B ran two distinct initiatives supporting the introduction of a MIS. One was meant to improve administration, the other the operations of Social Programs. Soon it became evident that the two were going to be conflicting as they were different sides of the same coin.

The administration was not isolated from the running of the programs. In fact the running of the programs should be the essential part of the MIS, as statistics, planning, legal, logistics, human resources and policy departments relied massively on program data.

Information needed to run the administration relied on the data made available by programs. However, these were two different streams of work, tasked to different consultancies which resulted in conflicting implementation and overlap of mandates.

QUESTIONS

- Discuss this situation, and reflect on flaws in the approach.
- Describe conflicting interests in terms of implementing the MIS.

DAY 3

Activity: Continuum Check in

Duration: 30 min

Purpose:

- To establish how the participants perceive their level of understanding of MIS by getting them to move their bodies.
- For you as the facilitator to get a 'physical photograph' of the current level of understanding in the room.

Process: Alert the participants to the piece of masking tape set out along the floor at the back of the room.

Explain to them that you are going to ask them a question and you want them to stand on the line according to their answer.

Question 1:

When you started this course, rate your level of understanding and knowledge of MIS

1= next to no knowledge and 10 = a deep level of knowledge and thorough understanding.

Debrief: a) Comment on how the big picture looks i.e. if they are all standing below 5 you can note that most people were not feeling particularly comfortable with MIS

b) Ask a couple of the outliers about their position i.e. if someone is standing on 8 or 9 it would be interesting to understand what their reason behind attending the course was.

c) If someone is standing on 1 you can ask if they had ever worked in MIS before.

Question 2:

Now 2 days later, rate your level of understanding and knowledge of MIS

1 = still very little understanding; 10 = a much better understanding than I had before.

Debrief: a) Comment on the big picture again. Hopefully note that generally people are feeling like they have a better understanding of MIS.

b) If some people are still standing in the region of 1,2,3 ask them about why they are standing there and why they are still feeling 'in the dark'.

c) You can ask the 9s and 10s if there was anything in particular that really helped to make MIS clearer to them?

Question 3:

How equipped do you feel about applying the knowledge you have learned about MIS to your context?

1= not equipped at all i.e. I have the knowledge but would have NO idea how to apply it and
10 = I have the knowledge and no exactly what to do when I get back to my country.

Debrief to the participants standing below 6: Explain to them that today is going to really focus on application so hopefully they will feel a lot more equipped to employ what they have learned in their country by the end of today. At the same time the application of knowledge is a journey and the best way to learn is to start. So encourage them to start applying what they've learned as soon as possible on return otherwise the longer they wait the harder it'll be. Important for each of them to consider what their first insight into action is going to be.

SCUFFED SHOE DIVIDER

Purpose: To break participants into new groups

Process: Ask delegates to line up in order of smartest to most casual shoes (always provides a good laugh) and then count them off into groups depending on number of delegates.

Quite a fun way is to count off in another language (you could use this opportunity to learn to count to 4 in the language of one of the delegates). Here's an example of counting off in Japanese with hand signals, which is quite a fun addition – you can make up hand signals for any language.

Ichi – sign = scratch yourself

Ni – sign = touch your knee

San – sign = make the shape of a round ball to represent the sun

Shi – sign = make the sign of a woman's body with your hands

Teach the group the number and hand signals and check that they've got it.

Then ask them to count and make the signs as you go down the line counting people off into the four groups of (ichi, ni, san and shi).

Activity: 2/4/8

Purpose: To familiarize delegates with the questions they should be asking when they conduct a needs assessment

Process:

1) Divide the participants into pairs. Tell all the participants to close their eyes and then tap ½ of the participants lightly on the heads. Ask all participants to stand up and those that have been tapped to please raise their hands. Each participant who does not have their hand in the air should pair up with one that does – preferably one not at their table.

2) Ask the participants to sit down together and write up on a piece of paper (they should please have their manuals closed but you can alert them to the question page in their base docs to revise before they start the exercise) the kind of questions they think would be useful to ask when doing a needs assessment. The topics to take into consideration include: Broad Social Protection Policy, e-governance, existing programs and information requirements. In pairs you would like them to consider the kinds of questions they should ask for each of these topics.

3) Once you as a pair can think of no other questions to ask for each of the components, stand up and wait for another pair to stand up too. Once another pair has stood up, get together as a foursome. Compare your questions and consolidate all your questions on one of your lists as well as come up with any others that you may have considered in the meantime.

4) Once, as a foursome, you can think of no other questions to ask, stand up and wait for another foursome to join you. Repeat the same procedure, consolidating all your questions on one list and of course coming up with any new ones too.

5) On completion of step 4, open your manual as a group of 8 and see if there are any questions in the manual that you have not considered.

Debrief: 1) Ask the groups of 8 to share with you any questions that they did not consider asking i.e. questions that were in the manual that they had not come up with.

2) Ask the groups to share with you any questions that they came up with that were not stipulated in the manual.

APPLICATION OF KOTTER'S 8 STEP PROCESS OF CHANGE

Purpose: To ensure that participants know how to practically apply Kotter's change model.

Process: Hand out one of 2 change scenarios to the participants (the same scenarios that were used on day 1). Ask that they talk about the solution to these problems in terms of Kotter's 8 steps. In other words stipulate their solution in terms of step 1 – 8. Have the slide showing the 8 steps up while the delegates are participating in this activity.

Debrief: Ask that each group present their solution back to a group who is working through the same scenario.



IMPLEMENTING A MIS IN YOUR CONTEXT

Purpose: To ensure that the participants are able to transfer what they have learned so far in the MIS module and transfer it back to their own contexts.

Process:

- 1) *Step 1: Decide on your country.* Ask the participants to choose the country of one of the participants in each group to base this activity on e.g. if two participants are from Namibia, one from Kenya and one from Zambia the participants may choose Namibia because that's where the majority of the group are from or alternatively they may choose Kenya based on the current MIS.
- 2) *Step 2: Map out your country's context.* Hand each group the hand out which shows the kinds of parameters they should consider. Each group should map out their current country context on a flipchart.








- 3) *Step 3: Decide what you would like your system to achieve:* i.e. what your objectives are. Hand out each group the hand out which outlines the objectives that could be achieved. It's important to explain to delegates that they cannot choose all of the objectives - they need to limit their choices in accordance with what is physically possible.
- 4) *Step 4: Based on your context, needs and your objective propose your MIS solution.*

The solution needs to be presented to another group and needs to include the following:

- Explain your key source of data i.e. where and how are you gathering your data from
- Make clear what your different program MISs are (stipulate all program MISs on the same colour cardboard)
- Explain your solution for integration (use another colour of cardboard) – this will most likely be an Integrated Beneficiary or Social Registry

- Explain what other databases your main database should link to i.e. share data with e.g. Civil Registry, National ID database, Health or Education MIS etc.
- Explain what kind of link it would be: indicate this through different arrows

Bold line 	Direct linkage between two databases (e.g. web service access)
Dotted line 	Indirect link (batch process, CDs etc)
 Double arrow 	Info flows both directions
Single arrow 	Info flows just in one direction

Below is an example of what their mapping might look like. This needs to be presented to the broader group:

