



ACTIVITY GUIDE

DAY 1

POLICY MAKERS MODULE

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1. PARTNER PORTRAIT GAME (20 minutes)

PURPOSE: To get the participants know each other using a very relaxing method. This session is meant to get the participants know each other. This is done by having the participants draw their faces and then introduce their partner. This activity elicits a laugh, make people feel welcome and relaxed.

PROCESS: Explain that you are now going to test the drawing skills the participants acquired in kindergarten school. They have to follow the following steps:

Step 1: Distribute a A4 size paper and a permanent marker to each participant.

Step 2: Each person draws his face using the marker.

Step 3: Find a partner and share full information i.e. name, organisation and title so that they can be introduced fully to the class. They can also say which name they want to be used in being addressed in the training.

Step 4: Each participant stands and introduces his or her partner

Step 5: After all the introductions everyone sticks the portraits on the wall.

DEBRIEF: It's very important that the facilitator summarise some of the key characteristics such as organisations and gender composition of the participants.

2. THE LEADERSHIP DANCE (15 minutes)

PURPOSE: To demonstrate that their actions have a key impact on the actions of others. What they do, others will do and how they do it will have a major influence on others too

PROCESS: Divide the group equally into two halves - Group A & Group B.

Ask each group to get into pairs within their groups. (If there are an uneven number of participants in one group then one of the groups can form a threesome as opposed to a pair). Ask each pair to select a leader, the other member of the pair then becomes the follower.

Briefing: Invite half of the leaders (e.g. if there are 10 leaders, first invite 5 from the right side of the room (Group A) and then invite the remaining 5 from the left side of the room (Group B). Tell the leaders that they are going to enter into a dance with their followers. The leaders are going to hold up their hands and the follower's eyes should be about 5cm away from the leader's hands. Everything the leader does with their hand, the follower needs to follow with their heads.

Group A/ Group B briefing (the leaders from Group A should not be privy to Group B's briefing and vice versa).

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Briefing to Group A leaders:

Do very gentle movements, keep your hands on one level, move slowly back and forth, move slowly from side to side.

Briefing to Group B leaders:

Your movements need to be quite energetic. Make your followers go down to the floor. Make their heads go around. Make them run backwards and forwards.

Ask the Leaders to go back to their followers and line them up so that the followers from each group have their backs to one another i.e. Group A and Group B's followers should not be able to see what the other ones are doing. (If possible, put the two groups on opposite sides of the room).

Instructions to the whole group: "Followers you are going to enter into a dance with your leader. Your leader is going to hold up their hands. Followers your face needs to be about 5cm away from the leader's hands and your face needs to follow their hands. Wherever the leader's hands go, your heads should go too."

DANCE: PART 1: Start the dance and give the participants 30 – 60 seconds to dance. (There should be a visible difference (to you) between group A and B's dances).

Stop the dance

DANCE: PART 2:

Now ask all the followers and leaders to swap roles i.e. the leaders become followers and the followers become the leaders within the same pair. This time you are NOT going to brief the leaders. The same instructions apply i.e. 'Leaders you are going to guide your followers through a dance. Followers your head should follow your leader's hands'.

Start the dance in the same lines and let the dance continue for 30-60 seconds. (You may well observe that the "new and un-briefed" leaders in Group A lead differently to their "new and un-briefed" counterparts in Group B).

Notice what happens. You will probably find that the followers of the 'wild' leaders lead more 'wildly' and the followers of the 'gentle' leaders, lead more gently. (Learning: Our leaders are our role models. Therefore, as a leader, it is so important for you to walk the talk. You are being watched and role modelled all the time).

Stop the dance

DEBRIEF:

Ask for feedback from the 1st group of followers in Group B. Your questions should be something like:

1) "How was that for you?"

2) "How did your experience of being a follower influence your leadership when you became a leader?"

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Ask the same from the initial followers in Group A. Ask the initial followers if the way they were led by their leaders, affected the way they lead when they became leaders?

Share your observations and point out the fact that you had briefed the initial leaders in Group A and B to lead differently. You had not however briefed the second set of leaders. You left it up to them to decide how they wanted to lead.

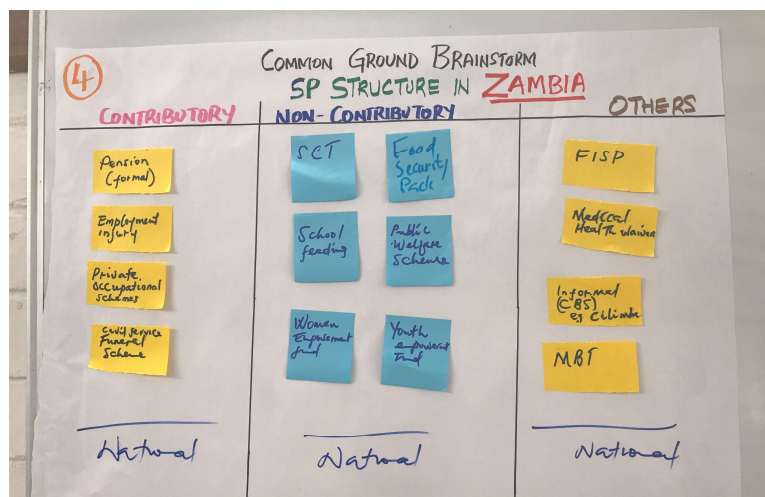
Ask the whole group what their experience teaches us about Leadership. *You may get comments like:*

- * The way you treat your people will affect the way your people treat you.
- * The title of “Leader” gives you immense power and you need to use that power responsibly.
- * As a Leader, you are a role model, whatever you do your people watch and follow. Therefore, you need to ‘walk the talk’.
- * Your role as a leader is to think about how to get work done through others and create the best environment for them to do their best work.

3. COMMON GROUND BRAINSTORM (SP structure in country) (20 minutes)

PURPOSE: Define common ground that will be useful throughout the curriculum: How is social protection structured in country? What are the key programmes? How does contributory vs. non-contributory fare? The activity will also show there is knowledge in the room. It will be essential, however, to stress from the start we are hereby mapping the *status quo*... which is not necessarily how we would want a system to look i.e. which is not ideal – let’s not get stuck thinking inside the box!

Preparation: prepare big poster (consisting of two portrait-oriented flipchart sheets) and hang it on the wall where all participants have good sight of it.



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PROCESS:

3 minutes: Task introduction: map SP in our country/ies based on our framework/s, we will start with an initial small group brainstorm and then move to plenary. Share slide.

10 minutes” Brainstorm in small mixed or country groups

17 minutes: Plenary discussion building a ‘map’ of existing SP programmes in country/ies on flipchart – explain we will be using this throughout the curriculum (stick flip chart on wall)

Useful Notes: Brainstorms are open and fast-paced, so it needs to have you encourage them (by affirming their existing knowledge and experience), and to set some excitement and hi-energy going into it (pace the room, talk in a range of tones and speeds but never softly and slowly, etc.). Following the group discussions, ask the spokesperson from each group to give you their key insights on the structure of the SP System in the country (1 minute per group!), with new groups adding any missing information.

Once you have their insights, you can start the brainstorm mapping. On the big poster, start from the top of the flipchart and draw a long rectangle saying ‘social protection’ then ask the room what you should be putting under that?

- Do they have contributory programmes? Which? What are they called? What type of coverage do they have?
- Do they have no contributory programmes? Which? What are they called? What type of coverage do they have?
- What other programmes – related to social protection - and policies do they have? How do these fit in the picture? How do different programmes such as those discussed earlier relate to each other/coordinate?

Keep on drawing as you receive the answers... and if delegates do not know you can tell them to find out and come back with that information on the next day.

DEBRIEF: (‘so what’, ‘now what’): Once you have the full picture ask them if they are happy with your physical representation? Do they fill this system comprehensively addresses the needs of those who are vulnerable? If so why, if not why not? Tell them we are hereby mapping the *status quo*, which is not necessarily how we would want a system to look like – let’s not get stuck in thinking only within existing boxes! Also tell them we will be using this flip-chart map over the next few days to inform our thinking during the various modules.

4. JOLTS (20 minutes)

PURPOSE: To emphasise that as policy makers they may think they have exhausted everything to their limit, but this reminds that there will always be more room to expand beyond horizons. There will always be space for more. This can be a result of a better mindset, or better planning.

PROCESS OPTIONS (Choose one of the following)

1. WATER PENNY PROCESS (Ideal if all participants have equipment however can be done by facilitator if limited equipment available.)

Materials: A smallish coin, pipette (or syringe), paper towel, water, and a flat surface.

Instructions: Allow 10 – 15 minutes. Ask the delegates how many drops of water they think will fit on the coin before the water runs over the edge. Write the answers up on a flipchart. You can offer a prize for the one who guesses closest. Place drops (not too big) carefully onto the coin one at a time and ask delegates to count them. (Delegates can then do this on their own coins if you have enough equipment.).

You will notice that far more droplets can fit on the coin than expected, because of the strength of the surface tension of the water. If you look closely, the water on top of the coin is often thicker than the coin itself. It is quite impressive.

DEBRIEF: Be careful of setting your expectations too low. Our beliefs can limit us, so it is important these self-limiting beliefs are kept in check to ensure we reach the full potential

2. BIG ROCKS PROCESS:

To start with, the facilitator will show the audience an empty jar and tell them that they want to fill it with rocks, stones, and sand. To start with, they will try and fill it by putting the small items in first and then progressively adding the larger stones. First, they will fill the bottom with water and sand. Then they will pour in a bunch of pebbles, then they will put in some large rocks. Lo and behold, the large rocks will sit on top of the pebbles and sand on the bottom and they will not go in.

Next, they will take the approach of adding the ‘big rocks first’. Now they will put in the large rocks, then sprinkle in some pebbles and a little sand before finally pouring on the water. As if by magic, the sand, pebbles, and water will now settle in around the large stones and thus more will fit into the jar.

DEBRIEF: The lesson with this demonstration is that starting each day with your top priorities or most important tasks first, will allow you more time and energy to complete the smaller tasks. Doing big tasks at the start of the day/year when you have lots of time, energy and resources will allow you to do a good job. Then at the end you can ‘fit in’ the smaller tasks when you get the time and without needing the same amount of energy or focus.

5. WHY SOCIAL PROTECTION? Developing Scenarios (30 minutes)

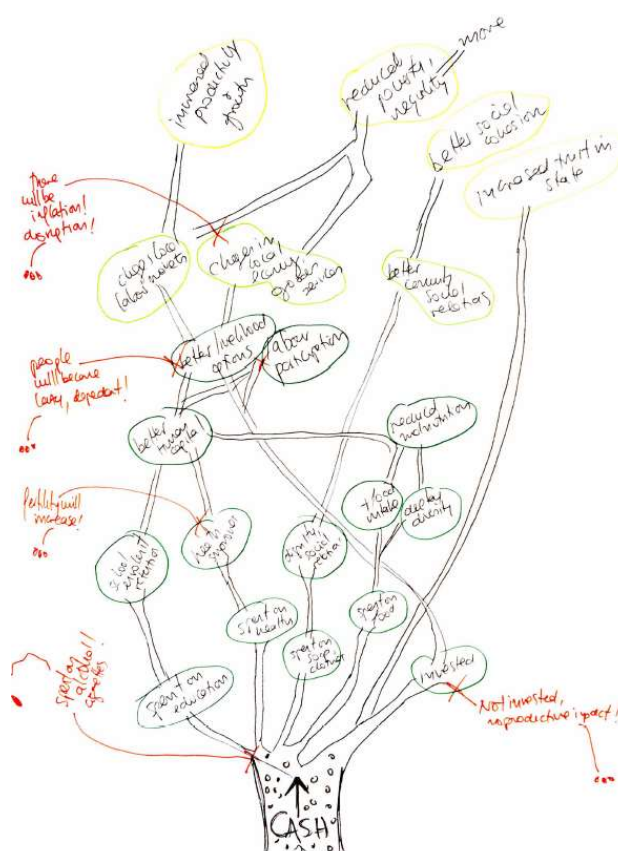
PURPOSE: To have delegates brainstorm on individual and societal impacts of SP. To lure participants out of their current comfort zones relating to typical SP chains of events and change theory through developing ‘complicated’ scenarios. See also ‘Learning debrief’ below.

PROCESS: Invite participants to gather in 4 mixed groups: groups 1&2 will focus on the ‘positive outcomes’ of receiving cash and groups 3&4 on the ‘negative outcomes’ of not receiving it. Ask them to nominate a ‘*facilitator*’ (supported by the rest of the team) within each group. **Ask each group to identify 2-3 aspects of choice** and follow the briefs for each type of group here below.

Groups 1 and 2 ‘Positive Outcomes’ of receiving cash transfer

Question (on slide): Imagine this woman receives cash for social assistance. How does that affect her, her community and society at large? Develop a scenario in the shape of a tree depicting how the possible chain of events could unfold.

- *Brief for facilitator and group:* Develop a theory of change thinking about positive impacts at individual, community, and especially societal level. Represent each ‘impact’ as a leaf on a branch, growing upwards: individual impacts in one colour at the bottom, community impacts in another colour in the middle and societal impacts in a third colour at the top (see image). The group also needs to be responding to the provocations of the two complicators as they build their ‘tree’.



- *Brief for complicators:* complicators need to put spanners in the wheels of the facilitator and his/her team by drawing on anecdotal evidence of cash transfers not working or triggering negative behaviour (think about newspaper articles, widely held beliefs!). At each level, they need to be thinking: what could go wrong? These inputs are then added in red as leaves falling off the tree. (See image). Examples could include: money being spent on alcohol and cigarettes, cash making people lazy and dependent, etc.

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Groups 3 and 4 *'Negative Outcomes' of not receiving cash transfer*

Question (on slide): What if she does not receive the cash? What would happen then? Develop a scenario in the shape of a tree depicting how the possible chain of events could unfold.

- *Brief for facilitator and group:* Develop a theory of change thinking about negative impacts of not receiving that assistance at individual, community, and especially societal level. Represent each 'negative impact' as a root of a tree, growing downwards: individual impacts in one colour at the top, community impacts in another colour in the middle and societal impacts in a third colour at the bottom (reverse of image above). The group also needs to be responding to the provocations of the two complicators.
- *Brief for complicators:* complicators need to put spanners in the wheels of the facilitator and his/her team by drawing on anecdotal evidence to show that social protection is not needed to support her, as other policies can and will play this role. E.g. economic growth at national level will trickle down to her, quality education (e.g. pre-school for her kids) is all she needs, etc. they will draw these in RED and add them to the roots picture.

Give small mixed participant groups 20 min to develop their scenarios on a flip chart showing the sequence of events, and how one thing leads to another on the personal, community and society at large level. Walk around the groups to observe their progress and clarify any questions they may have.

DEBRIEF (what): Let each group's spokesperson present the most important and the most contested aspects of their scenario, ideally focusing briefly on each level.

Learning debrief (so what, now what): Ask participants what they have learned from the exercise, or draw this out yourself on a separate flipchart, with key learnings including: a) social assistance may be catered at individuals and their households, but can have strong societal impacts (e.g. social cohesion; b) there are many negative associations around SP, but these are mostly rooted in fears, beliefs and anecdotal evidence: one falling tree makes much more noise than a whole forest growing.

Then use slides to confirm that there is substantive regional evidence supporting these pathways and debunking some of the myths.

6. MYTH BUSTER (15 minutes)

Myth busters (program level – then same for integrated level but different cards) (15’)

PURPOSE: To elicit current thinking about social protection and start to have discussions that can change beliefs around it

PROCESS: Form four groups. Explain that they have 1 minutes to discuss each statement and decide whether it is a truth or myth stating reasons for their belief.

Option 1: Show Video

-Show VIDEO if possible: instead of slides [HTTPS://WWW.UNICEF-IRC.ORG/ARTICLE/1619/](https://www.unicef-irc.org/article/1619/)
OR this VIDEO [HTTPS://WWW.UNICEF-IRC.ORG/ARTICLE/1619/](https://www.unicef-irc.org/article/1619/)

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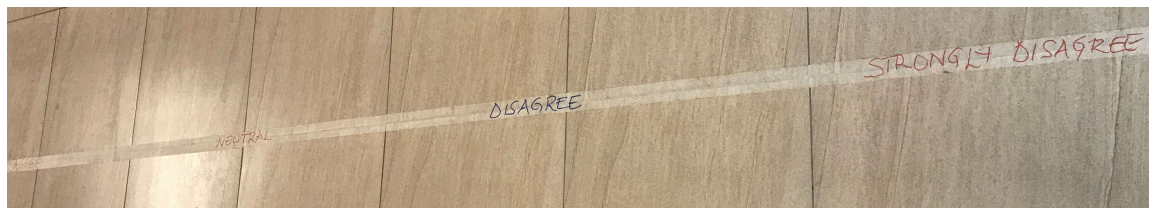
Option 2:

DEBRIEF (what): Referring to the answers outlined below, go through the SP Myth Buster slides asking each group who discussed that particular myth what they decided and why. Guide them accordingly.

CARD NUMBER	STATEMENT	ANSWER
1	When there are documented stories of misuse, it is wise for governments to not invest in Social Protection	FALSE: Alcohol and Tobacco represent only 1-2% of food expenditure. -No evidence of increased expenditure on alcohol, etc.
2	Transfers are just a handout & do not contribute to development	FALSE: In Zambia cash transfers increased farmland by 36%, and the use of seeds, fertiliser, and hired labor
3	Cash transfers does not cause dependency; it facilitates productivity and multiplier effects for local economy	TRUE: In Malawi, Zambia...there is evidence of reduction in casual labor and more productive activities.
4	Social protection should focus on the poor and vulnerable groups of populations than the able bodied and healthy	FALSE: We all need social protection at one time or another. Lifecycle approach to SP is important.
5	Child focused grants increase fertility rate	FALSE: Early pregnancy was reduced by 34% in Kenya, 10.5% in S. Africa.
6	Governments with the most sophisticated statistics bureaus should not have a problem extending coverage to the poor	FALSE: It depends on more than that including policy, political will/commitment, prioritisation, etc.
7	Governments with well-established SP policies and strategies have succeeded in extending quality SP coverage	FALSE: It depends on so many other things including financing.
8	Governments should use internationally defined SP concepts to achieve development goals	FALSE: Definitions should be locally owned and based on context
MYTHBUSTER CARDS: SOCIAL PROTECTION		

Learning Debrief (so what, now what): elaborate on any golden threads in terms of the issues that most raised discussions within the groups. Why did we hold those beliefs?

7. SP LINE-UP (15 minutes)



PURPOSE: Debate and exploration of controversial statements relating to SP to challenge current mind-sets and thinking

Preparation: Using a roll of masking tape, tape down a line onto an open area of the floor 10 meters long, and straight. Mark one side as 'Strongly agree' and one side as 'Strongly Disagree' (e.g. on a sheet of paper on the floor).

PROCESS: Explain to people that they will be 'voting with their feet' by moving along the line depending on their answer to each of the controversial statements presented (2 in total)... we will then ask a few candidates to understand why they have chosen to stand there.

Use these statements:

1. Cash transfers are a government hand out
2. Social Protection is not a human right

DEBRIEF: Debrief happens on an ongoing basis after each question. Invite sharing from a few of the people all along the line-up line – try to probe to better understand their position (why are you standing here?). Invite people to shift around if their opinions change once they have heard their colleague's thoughts. Manage your time carefully - make sure you have enough time for all two statements.

Learning debrief ('so what, now what'): this exercise is a great way to get a sense of the sentiment in the room and to clarify content from the delegates experiences. Engage in constructive dialogue to debunk myths where needed, but also to share that every opinion is valid and comes from deep-seated motivations – dialogue and coordination will involve exploring those.

8. LEGAL FRAMEWORK: Country Scenarios (20 minutes)

Option 1

Key Message: This is a big “so what?” for the module; it helps to connect the more abstract concepts of rights, accountability, and governance into something practical they see the use.

Objective: Participants will practically review the positive/negative effects of existence and/or nonexistence of a social protection related legal framework; and the benefits they can get from improving in their home country.

Question: (on slide)

Identify an **Existing** social protection related Legal Framework in your country. Analyse the presence and/or absence of:

1. Rights based design and implementation?
2. Link to a national law/policy?
3. Key design elements e.g. definitions, beneficiary identification, qualifying conditions/conditionalities, benefits, & levels of benefits?
4. Sources/ funding/Main institutional arrangements?
5. What if it did/does not exist?
6. At what levels does it matter? Why does it make a difference?

Instructions:

-Gather participants in four mixed groups. Each group nominates one presenter. The group analyses an SP legal framework of their choice using the listed question on the slide. Each group presents in plenary.

-Use a flip chart and create your own format

-See activity slide and slide notes.

Key Instruction for Mts: The Mts need to provide trainees with a handout summarising one specific SP policy doc they can use for this exercise. This needs to be contextualised in each country, therefore the Mts must prepare in advance should they chose to use this Country Scenario. An alternative scenario can be selected instead; details for it are on the activity guide.

Option 2

WORST CASE SCENARIO (20 minutes)

Activity: Mamba is a democratic country located in the Pacific Ocean whose economy is powered by the blue economy (export of sea food) and iron. Mamba has 23 ministries and among these, the Ministry of Social Development was for more than 40 years treated as of secondary importance and was not considered critical to the development of Mamba country. Despite Mamba posting an economic growth rate of 6 percent for the last 10 years poverty had remained pervasive and endemic. Through the sustained efforts of the development partners, social protection has moved up the development agenda and has seen 1900 percent budget increase to the Ministry of Social Development in the last 5 years.

The Ministry is now implementing the pensions for older persons (given to anyone above 65 years) reaching 650,000 individual beneficiaries. The ruling government has seen its approval ratings go up tremendously. Donor funds are pouring in at unprecedented rates. The donors are providing 30 % of the pension funds.

The Ministry does not have a law that provides for the creation and management of pensions for older persons. The administrative guidelines were developed by the Ministry but are weak as they are flouted from time to time by the Minister (His comment is that guidelines were meant for the programme and not vice versa). The Chief Accountant though highly qualified for the job has been told and convinced that the Ministry was the *ministry of the poor* and as such some payment decisions had to be made in the interest of the poor and not always follow the financial regulations to the last letter. The Internal Audit Unit has been accused of standing in the way of development by questioning too many payments. The Chief Secretary to Cabinet who is a Presidential appointee has not been able to provide adequate protection to the Chief Accountant and the Internal Auditor.

Instructions

Given the above governance systems what could go wrong and in what ways?

What would be the worst impact if something went wrong? What would be the worst-case scenario?

Suggest measures of preventing the worst-case scenario from happening?

9. GOVERNANCE QUESTIONS ACTIVITY (25 minutes)

PURPOSE: To explore the strengths weaknesses and risks that are associated with decentralisation.

PROCESS: Divide the participants into 4 groups. Use any method to form the groups. Have two groups do one question and the other two the other. It could be based on interest, birthday months or colour of clothes. Distribute the question handout and give each participant his or her own copy of the question. Let the groups choose a chairperson and a group spokesperson who will present on behalf of the group. The group should understand the question before they tackle the assignment. Put me the responses on the cards. One idea per card. Stick the cards on a flip chart on the wall for presentation.

DEBRIEF:

1. Institutions

In some countries the implementation of social assistance programmes is delegated to semi-autonomous bodies (in South Africa the implementation is done by the South African Social Security Agency) while the policy making remains with Ministries. Do you think that this model facilitates better administration and governance of social protection? In what ways?

2. Decentralisation

A common definition of decentralisation is the transfer of authority and functional responsibility from the central government to other government organisations, including local government or autonomous agencies.

As decision making authority moves away from the centre the risks in terms of policy incoherence increase and quality control cannot be guaranteed. So, it is important to continuously train the agencies so that quality control is maintained.

What are the risks of decentralisation in the delivery of social protection? To what extent should the delivery of social protection be decentralised?

You could use the following template as a guide. Put your responses on cards.

- Functions to be devolved/delegated.
- Units delegated to.
- Risks.

10. STAKEHOLDER MAPPING ACTIVITY (30 minutes)

PURPOSE: To understand the complexity of SP coordination and the main stakeholders involved, including a focus on their interest and influence (i.e. how much and how should they be involved). It will also stress important factors that may have been forgotten.

Preparation: Explain matrix for stakeholder analysis on slide using slide notes... ask them to think about their country and brainstorm all potential stakeholders that 'have a stake' in social protection reform (government, private sector, civil society, etc.). Separate into table groups with flipcharts and cards. Ask to write their key stakeholders on cards and place them around the flipchart on their table where they will have drawn same graph as on the slide.



Prepare one large flipchart for the wall by sticking four flipcharts together (each square is one square of the matrix) as per image below (but empty!).

PROCESS: While teams are discussing and mapping at their tables walk round and make sure all is clear.

DEBRIEF: ask each group to present in turn adding two-three stakeholders each to the large flipchart on wall explaining *why* they are placing them there. The next group adds two-three more and comments on whether previous were placed 'correctly' according to them (*get debate going!*). Continue going round the room till all stakeholders are finished and then go to next slide (where are beneficiaries placed? Discuss.)

11. M&E NEEDS AT THREE LEVELS (Optional) (20 minutes)

- 1) Use the handout to brainstorm information needs at your level: What do these stakeholders need to know? Transform these into indicators if possible
- 2) How can these be obtained in practice (data sources, actors, institutional arrangements)
- 3) Appoint a group's spokesperson to present the five most important features of your groups' system

Distribute the three work group signs at three flip charts around the room

Invite participants to gather in 3 different similarly sized groups according to their interest: 1 Central level policy/strategic, 2 Central level managerial, 3 Local level (as described in more detail here below) and distribute the relevant handout to each group

- Central level policy/strategic stakeholders: e.g. Donors, Planning Ministry, Parliament. Those that are only interested in high-level indicators that are useful for planning and strategy
- Central level managerial stakeholders: e.g. Programme managers in implementing Ministry. These are actors that need to be managing day to day operations and business processes effectively. Across the country!
- Local level stakeholders: e.g. local level implementers, NGOs/Civil Society etc. These are actors that need in depth knowledge of local level information

12. CRACK THE QUESTION: When did you last use M&E in your personal life?

- This is supposed to be an ice breaker for the M&E module. The MT should only gather a few comments and continue with lecture.

13. GROUP EXERCISE: Scenario (Optional) (20 minutes)

Entrench M&E

Scenario

Obama is a middle-income country whose economy is propelled by the sale of commodities in particular tin, bauxite, and gold. In order to address poverty in a holistic manner, the country launched the National Social Protection Policy 5 years ago. The policy recognises that social protection will only grow if Monitoring and Evaluation underpin all the pillars in the policy. The Chief Secretary to Cabinet (most senior public officer in government) has discovered with horror and shock that the entire public service has an appalling negative culture towards M and E. You have been recently appointed as the Chief Strategist for the Ministry and your key result area is to entrench the culture of supply and demand of M&E in the Ministry.

To achieve this objective, consider the following details:

Funding

- a. To give impetus to the policy the Ministry has been spending millions of dollars each year on M&E activities.
- b. The Ministry is facing a lot of financial audit queries regarding maladministration mainly misapplication of funds.

Structures and Trainings

- a) All ministries and regional governments have created dedicated M&E units whose core mandate is to undertake M&E activities.
- b) The Ministry besides the M&E unit has sent officers in other departments and units such for M&E trainings in Europe, and Brazil through the South to South cooperation.
- c) The M&E System which was developed by the Consultants at a cost of 01 million dollars is in place.
- d) A lot of funding is spent on study tours to learn the best M&E practices. The Minister, Assistant Minister and all the Directors have participated in several study tours and want more study tours

Usage of Data

- a) All impact evaluation reports done in respect of the social assistance programs in the last 3 years were just filed after submission by the external evaluators contracted.
- b) None of the recommendations were discussed by management let alone implemented by the Ministries.
- c) Monitoring reports are viewed with suspicion that they are meant to expose the weaknesses of the officers.
- d) The Minister thinks the performance evaluation reports reflects a hidden agenda championed by his enemies meant to tarnish the good image of the Ministry and ultimately have the Minister fired!

Instructions:

- Come up with 2 positive incentives that will encourage supply and demand of M&E information.
- Come up with 2 penalties for not supplying and using M&E information.
- Suggest of 2 ways of how you can constantly remind all units and departments on the importance of M&E.

Write down your information on a flip chart.



ACTIVITY GUIDE

DAY 2

POLICY MAKERS
MODULE

14. SCEPTICS AND BELIEVERS (30 minutes)

PURPOSE: For participants to experience the ‘other side’ of a position and to find merit in it as well as practice how to speak to different perspectives around SP being a mere expenditure or investment more persuasively

Preparation: Set-up two flip chart stations with an approximately 3m long masking tape line facing the flip chart to divide the sceptics side from the believers’ side, so they face each other (as two opposing teams)

PROCESS: Divide participants into two groups. Ask each group to divide their flip chart into a sceptics and believers’ column and appoint a note taker and facilitator. Ask participants in the group to split up and start off somewhere on either the Sceptic or Believer side, and explain that each side will be taking turns to contribute their views with the time allocated to them relating to the statement presented on the slide. Participants may switch sides (between arguing from the Sceptic and the Believer side as many times as they wish as long as they do when it is that side’s turn to contribute their views and arguments. It is not about “being” a Believer or a Sceptic, but “arguing” from that perspective.

Introduce the statement on the slide *“Social protection is not only expenditure but also investment, the Finance Ministry should therefore increase the social protection budget for redistribution”* and invite groups to get organised and start with the activity.

Each group’s facilitator must manage time, take notes, and allocate turns to the different sides as follows:

6’ Sceptic side - 6’ Believer side - 6’ Sceptic side – 6’ Believer side

DEBRIEF: Debrief in plenary inviting each groups’ facilitator to present their points and checking whether the two groups have made similar points, and how sceptics were being convinced by believers. Below (in no particular order) is an incomplete set of possible points that may come up for illustration and preparation purposes only.

So, what, now what? sceptics’ opinions are deep rooted, and we may have some of these as well – despite being SP practitioners – evidence is not enough to convince people. We need to be able to fully understand their positions in order to reason with them, touching those ‘buttons’ which will resonate.

POLICY MAKERS MODULE: ACTIVITY GUIDE

Sceptics	Believers
<ul style="list-style-type: none"> • Creates a breeding ground for corruption • Unaffordable • Does not build a competitive economy in a globalised context • Fosters dependency and laziness • Huge training initiatives are required before this can even begin to have a hope of starting – don't have the resources • The income gap/inequality can be addressed in other, better ways - by 'trickle-down' economics • SP can be changed or repealed – our constitution isn't a 'bible' • Increases the danger of paternalism and creates a behaviour disincentive • Creates a bloated bureaucracy that becomes an unproductive drain on state resources 	<ul style="list-style-type: none"> • Clear guidelines to avoid mismanagement can be put in place and strictly and transparently monitored • Typically, efficiency can occur • SP builds an inclusive economy • Research shows that SP actually feeds and grows the economy and decreases poverty and dependency • SP serves people, our most vulnerable fellow citizens, and arguing against it lacks political will and ultimately could be political suicide • SP is a human right • A healthy, able, and engaged workforce is a productive one

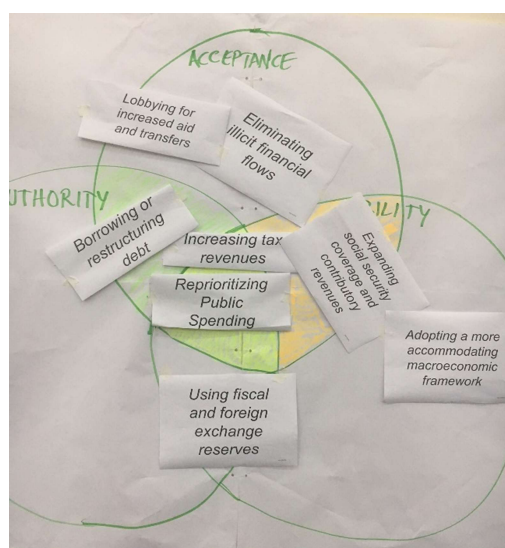
Ask participants to share an important mind shift, and where and how they intend to use it in their current work environment.

15. **TRIPLE “A” ACTIVITY: Expanding the Fiscal Envelope (35 minutes)**

PURPOSE: To reflect on the barriers and enablers to expanding the financial envelope from a political economy perspective – assessing real feasibility and achievability of 8 different options. These are the **Triple A Cards** containing financing options to be used:

Lobbying for increased aid and transfers	Reprioritising public spending
Eliminating illicit financial flows	Increasing tax revenues*
Borrowing or restructuring debt	Using fiscal and foreign exchange reserves
Adopting a more accommodating macroeconomic framework	Expanding social security coverage and contributory revenues

*Also consider discussing tax reform. You might look at the chapter on financing in the State of Social Assistance in Africa report as background. <https://www.africa.undp.org/content/rba/en/home/library/reports/the-state-of-social-assistance-in-africa-report.html>



Preparation: Tape 2 flipchart sheets together (portrait orientation to obtain a large square) and draw the three interlocking circles on them, giving each circle a name: **ACCEPTANCE, AUTHORITY, ABILITY**. Post this poster on the wall for all participants to be able to gather in front of it during this activity.

PROCESS: Invite participants to study the slide with the three interlocking circles of Acceptance, Authority, and Ability. Explain each using questions within the boxes as a guide. Distribute one card to each volunteer. Then ask the volunteers to reflect and share

their response by raising their hand. First, they should say as from which perspective they are responding (Are they Government, NGO). They should say if the financing option is acceptable, they have the authority and they have the ability to pursue it. Then they should go and paste the card on the Triple A big flip chart.

DEBRIEF: Invite each group to stand up and present their ‘answer’ to the plenary, sticking their card on the spot within the circles they have chosen. Ask whether others in the room agree or disagree... get a debate going! Once all eight options have been assessed, see whether there are any in the central ‘sweet spot’ and ask whether those appear to be truly feasible... and whether they should be therefore prioritised?

16. POOR RELIEF VS LIFE CYCLE (10 minutes)

PURPOSE: To get participants to take a stand on which approach they most agree with

Materials: Masking tape and cards/ paper with poverty relief written on one and life cycle approach written on the other.

Set up: A piece of masking tape dividing the room or a continuum line up (depending on how you wish to run the activity)

PROCESS: Have teams discuss each word...and how they relate to each other. Ask them to stand on one side if they believe for and agree with Poor Relief; or on the other if they believe for Life Cycle.

DEBRIEF: Stressing core doubts and areas of confusion. Explain that some of these words are effectively overlapping and used by different actors in different ways. We should never get stressed over a word but always ask clarification on what that word means in any given context. Example of 'Social safety net' which is the word used by the World Bank to refer to social assistance.

17. SIMULATION ROLE PLAY ACTIVITY (30 minutes)

PURPOSE: To afford the delegates an experiential opportunity to see SPF from the perspective of those beneficiaries they serve through role playing, to see potential for shifting their beliefs

PROCESS: Give same set of 6 cards to 2 groups and also another set of 6 cards to 2 groups. We want to see if they will arrive at the same beneficiaries. If the 2 groups working on the same set of cards can choose different beneficiaries, then they will appreciate more the complexity of selection. Tell them to think carefully about the character on their card (Where do they live? When did they last eat? What might they hope for? How much can they do to change their situation if they wanted to? etc.) and prepare for a roleplay discussion.

The groups should discuss how social protection should be distributed amongst them in the group – **because** (show slide) **ONLY 3 of them can receive it.**

POLICY MAKERS MODULE: ACTIVITY GUIDE

Simulation Role play Character Cards

22-year-old HIV+ man, unemployed, living in a squatter settlement 20km from city centre	Owner of a shop in the countryside, the only one for miles, who charges very high prices and offers credit
20-year-old unemployed male, recently released from prison after serving a sentence for house-breaking	High-functioning young woman of 19 with Down's Syndrome (mild to severe retardation) from a wealthy city family
Under-age male migrant labourer living in the city in a men's hostel known for its violent out-breaks	Poor, rural boy of 9 for whom often the only meal each day is the one his school gives him
Qualified doctor based in a rural hospital who lost the use of both her arms in a car accident	Illiterate, poverty stricken, elderly bedridden person living in a large city
Domestic worker with 3 jobs, trying meet the living costs for a family of 6 children	Illiterate, low skilled foreign migrant worker with 7 years of education
State Social Protection worker in the community, who has XDR-TB	Unpaid volunteer childcare worker who run a crèche for 15 infants out of her 1 room shack

Rules:

- Listen to each other's arguments
- Only 3 can receive Social Protection
- Decide on who and why

DEBRIEF: Unpack by asking

- What happened?
- How did they feel and why?
- Who got the SP? And why? (How would you generalise this in terms of distributing social protection across a nation? And what design option would you consider to identify households like this one? And how would you implement this choice (e.g. registration)?
- What valuable lessons can you draw from this?

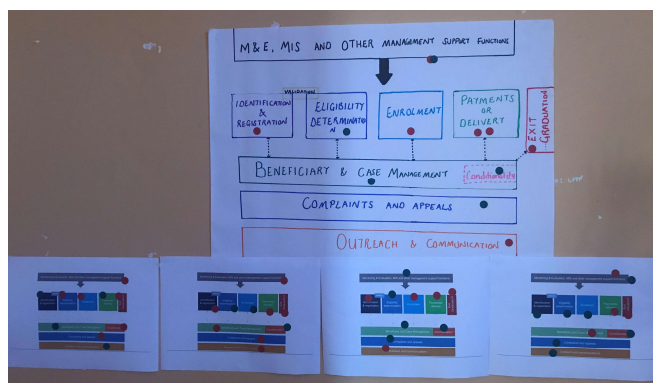
18. SP ADMINISTRATION SYSTEM (30 minutes)

PURPOSE: To give participants the opportunity to unpack which parts of their administration systems are functioning well and which parts need some attention. From this exercise a plan of what needs some action should become clear.

Preparation: Divide the group into 5 groups or any odd number of groups (an odd number of groups is important as it gives you a majority vote). Give one Administration system A3 handout to each group. Give each group 10 green dots and 10 red dots (if you don't have red and green dots then any 2 colours will suffice). On the wall stick up one piece of flipchart paper with the Admin functions replicated on it.

PROCESS: Put up the slide (#50) with the questions and ask that the group analyse their administration system by sticking green dots on the parts of their admin system that they feel are functioning well and red dots on the areas that need improvement (they need to be able to qualify why they have answered as they have). Next, they should reflect on what can be done to address areas that are not performing well.

Activity debrief: In plenary the groups should then come and stick their admin functions A3 handouts under the large Admin functions poster (see picture). Go through each function and with each function, place a red or green dot on the function in accordance with the group's pictures (majority rules i.e. if 3 groups have a red dot and 2 have a green dot on their A3 posters then the red dot wins). For each function ask; "why they said it was red or green and if red, what are possible solutions to changing the problem?"



DEBRIEF: Once the full picture is in front of you, alert the participants to it and make them aware of all that they have in their power to change to improve their Admin system. Alert the participants to the fact that they are going to be required to write up an individual action plan for Administration and one of their own ideas or another idea they have heard in the room may well be the idea they wish to action.

19. WHAT ROLE DO YOU PLAY IN SOCIAL PROTECTION? (15 minutes)

PURPOSE: To help participants understand that they have a role to play in building comprehensive SP Systems.

PROCESS: Ask the participants to do a 'Paired Dialogue Walk' where they find a partner and go for a private walk outside the training venue, and answer the following questions:

1. What are you doing as policy maker to enable the uplift through SP and equality?
2. What do you think is holding you back?
3. What is expected of you and what can you do in the SP in your country?

DEBRIEF: When all pairs have returned, pick 3-4 pairs to report back their “aha” moments.

This is a great opportunity for an aha! on their part where they realise that if they did 'x' or stopped doing 'y' they could actually fundamentally affect the individual – community – country shifts.

IDENTIFY SOCIAL PROTECTION REFORMS (This is option B activity on leadership) (15 min)

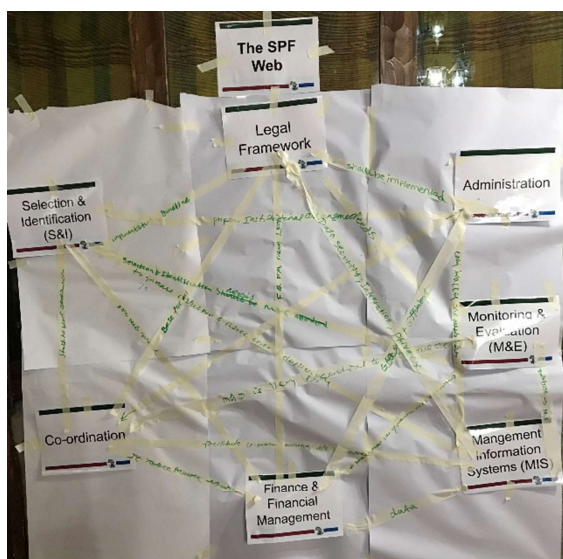
Objective: To reflect on the barriers and enablers for expanding social protection provisions in their specific countries of work in terms of coverage and quality of benefits. This is in reference to the individual policy makers and their mandate. It aims to assess real feasibility and achievability.

This is a new activity that utilises the Triple A; it is an individual (Not group) activities:

1. Delegates are individually requested to identify a Social Protection reform
2. They are then asked to apply the Triple A criteria to analyse the 3As. They could identify reforms like,
Create SP agency, develop a social assistance act, develop a SP coordination unit, a SP policy etc.

Learning Debrief: Ask the participants to share their experience for the activity. Document key challenges faced despite the mandate they have. Document some best practices. What are some of the key takeaways?

20. WEAVING IT ALL TOGETHER ON THE SP WEB (30 minutes)



PURPOSE: Participants understand that all SP elements are interrelated, and that those interrelationships are as important as the individual elements, and form a complex web, which makes any SP System a ‘Living System’.

Preparation: Assemble all the SP Key take-out posters for the different topics covered throughout the previous days close to the SP Web poster (which was introduced on Day 1 of the training already).

PROCESS: Spend about 3 min revisiting all the SP topic key take out posters. Then explain that we are now returning to the SP Web to complete all the ‘systemic’ interdependencies, relations and connections – based on the takeaways, insights and mind-set shifts relating to all the topics covered throughout the previous days and what you know now.

Ask the delegates: Draw a picture of you on a block that you think you belong and continue to link with who you individually think you are linked in the work you do?

Then introduce and play the videoclip *How Wolves Change Rivers* (4m33s) as a practical example of a real web operating (for wolves in nature) and how linkages can be complex, developments and shifts in the living system unforeseen and powerful beyond expectations.

Emphasize that our role as SP practitioners is more that of system developers rather than machine operators.

Spend 15 minutes in a mind mapping style plenary inviting participants to gather in a semi-circle with their chairs facing the SP Web poster, and taking turns to contribute their ‘systemic’ interdependencies, relations and connections – keep recording them all on their behalf labelling each connection/arrow on the web, or invite participants to take turns in contributing to the web themselves one after the other.

DEBRIEF:

- Ask participants to share which relations and interdependencies have been most useful to discover for them as practitioners.
- Ask participant what specific actions they will undertake to improve these interdependencies in their own SP work context.

21. INDIVIDUAL TRANSFER ACTIONS

(OPTION B: You can replace with Joint Action Plans) (20 minutes)

PURPOSE: Participants identify the 3 most important and realistic individual transfer actions that they commit to undertake as a result of the learning and transformation experienced during the training week.

PROCESS: Start by briefly introducing Kotter's 8 step model for change: 1. Establish/Create urgency, 2. Create/Form a guiding/powerful coalition, 3. Create a vision for change, 4. Communicate the vision, 5. Remove obstacles/empower others, 6. Create short term wins, 7. Consolidate/Build on the change, 8. Anchor the changes in corporate culture/anchor new approaches.

You may want to read up in more depth using this source: <https://www.kotterinternational.com/8-steps-process-for-leading-change>.

Now invite participants to if they wish use Kotter's '7 steps of change' framework to develop a 'next steps' plan and get practical about how they themselves might initiate and support transformation in their own SP context.

Based on your leadership and transformation and experiential learning journey in the two days, where can you make the most meaningful and transformative contribution to the SP system as an individual?

Give them about 5 min to think about where they can make the most meaningful and transformative contribution to their SP system as an individual, based on all the insights and learnings they gained throughout the training.

Ask them to identify the 3 most important and realistic action steps they are willing to undertake in their personal capacity, and then give them about 12 min. to record and elaborate on their top 3 actions using the Individual L&T Action Plan forms (one per participant).

DEBRIEF:

Debrief in pairs: Participants are invited to pair up with someone else to share (on a voluntary basis) and discuss some of the action steps they have identified and how to hope to realise them

Plenary Debrief: To invite participants to share some of their action steps that they would like to find synergies or request support from others for.

NOTE: The final outcome needs to be recorded by MTs and submitted to the organising agency and coordination hub. The group should nominate a keeper/custodian of these commitment plan that we could get in touch with for follow up afterwards. The MTs can take pictures/ videos and share with Coordination Hub as well.

