



# FACILITATOR GUIDE

## 2-DAY MODULE

TRANSFORM  
FOR POLICY MAKERS

DAY 2: Finance, S&I, Admin,  
MIS, SP in Action

# SETUP & MATERIALS

## Day 2: Finance, S&I, Admin, MIS, SP in Action

### Set up prior to day 2:

- Test laptop, projector and speakers
- Assemble the socio-metric signs in 4 different piles (for Socio-metric activity)
- Create and hang up a big poster consisting of two portrait orientation flipchart sheets (for Common Ground Brainstorm - SP structure in country – activity)
- Ensure large, combined poster (6 flipcharts) still available for the SP Web activity.


### Materials:


- Printed Socio-metric signs
- Laptop, projector and white screen
- 4 Flip chart stands with sufficient paper
- Sufficient different colour marker pens
- Red and green sticky dots
- Masking tape
- Prestik
- Triple A Materials
- S&I Simulation Cards
- SP Administration System Slide
- Individual L&T Action Plans
- Certificates

DAY 2: Finance, S&I, Admin, MIS, SP in Action






## DAY 2: Policy Makers TRANSFORM Training


<i>Time</i>	<i>Session</i>	<i>Description</i>	<i>Set up &amp; Materials</i>
8:30-8.50 (20 min)		Check in and Today's Agenda	
NEW SECTION	Financing and Finance Management	<b>Key Message:</b> <ul style="list-style-type: none"> <li>Investment in SP (and therefore coverage etc.) primarily depends on policy space and less on fiscal space.</li> <li>Important to understand and explore the various financing options available for SP.</li> <li>There are a number of alternative means through which countries can mobilise revenues to pay for social protection, each imposing differential burdens on different population sub-groups</li> <li>Political commitment for social protection reform is influenced by adequate long-term planning, sufficient resource mobilisation and financial and economic evidence on its costing and social and economic returns</li> <li>Public support for financing of social protection is supported by equitable and sustainable financing</li> </ul>	
8:50-9:20 (30 min)	Activity: Sceptics and Believers  	<p>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</p> <p>Task intro: divide participants into two groups. Ask each group to divide their flip chart into a sceptic 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</p>	2 Flipchart stands with a 3m long masking tape line facing the flip chart to divide the cynics side from the believers' side, so they face each other (as two opposing teams)

		<p>from the Sceptic and the Believer side as many times as they wish). It is not about “being” a Believer or a Sceptic, but “arguing” from that perspective.</p> <p>Facilitator to manage time, take notes and allocate turns to the different sides as sceptics or believers.</p> <p><b>Refer to Activity 14 in the Activity Guide.</b></p>	
9:20-9:40 (20 min)	Finance Mini-Lecture	<p>Objective:</p> <ul style="list-style-type: none"> <li>• To understand that Investment in SP (and therefore coverage etc.) primarily depends on policy space and less on fiscal space.</li> <li>• Important to understand and explore the various financing options available for SP.</li> <li>• There are a number of alternative means through which countries can mobilise revenues to pay for social protection, each imposing differential burdens on different population sub-groups</li> <li>• Social insurance/contributory plays an important role in creating revenues for equitable and sustainable financing. Extension of social insurance contributes to mobilising domestic revenues through the progressive broadening of the tax and contribution base through the formalisation of the economy in the long run.</li> </ul>	Slides
9:40-10:15 (35 min)	Triple A 	<p>Purpose: To help the participants understand how they can mobilise funding for Social Protection at District Level</p> <p><b>Refer to Activity 15 in the Activity Guide.</b></p>	<ul style="list-style-type: none"> <li>• Flipchart sheets with the 3A circles drawn on – one per group.</li> <li>• A (3 flipchart sheet) triple A poster,</li> <li>• 1 set of (8) A5 Triple A cards.</li> <li>• Each group should have a triple A card and an A3 Triple A poster. The large Triple A poster should be up on the wall.</li> </ul>




10:15-10:20 (5 min)	Key Take-Aways	<p>Invite participants to contribute their major AHA moments, resulting in SP learning take-aways, insights and mind shifts on the topic of Financing &amp; Financial Management.</p> <p>Use the following three questions to elicit participant contributions:</p> <ul style="list-style-type: none"> <li>• What do you know now that you did not know before?</li> <li>• What shift in your thinking did you experience?</li> <li>• What would you do differently now?</li> </ul>	One flip chart with the title Financing to record all the contributions
NEW SECTION	Selection & Identification	<p>Key Messages:</p> <ul style="list-style-type: none"> <li>• To understand the principle of progressive realisation, which recognises the human right of social security and determines prioritisation and progressive extension in a transparent, accountable, and participatory manner.</li> <li>• The use of life cycle S&amp;I approach ensures that all sections of the population are considered and their respective vulnerabilities</li> <li>• To understand that selection is complex; hence clear criteria is necessary before you start selection</li> <li>• The choices you are making now influence the future. Use the opportunity to think broadly on the life cycle that cover everyone; and the “progressive realisation” to prioritise; start with what can be done now and move stage by stage.</li> </ul>	
10:20-10.40 (20 min)	Mini lecture	<p>Objective: To understand the principle of progressive realisation, which recognises the human right of social security and determines prioritisation and progressive extension in a transparent, accountable, and participatory manner.</p> <p>-The use of life cycle S&amp;I approach ensures that all sections of the population are considered and their respective vulnerabilities</p>	Slides
10:40-11:00 (20 min)	MORNING TEA BREAK		

11:00-11:10 (10 min)	Poor Relief Vs Life Cycle 	<p><b>Purpose:</b> To get participants to take a stand on which approach they most agree with.</p> <p><b>Refer to Activity 16 in the Activity Guide.</b></p>	<ul style="list-style-type: none"> <li>• Masking tape and cards/ paper with poverty relief written on one and life cycle approach written on the other.</li> <li>• A piece of masking tape dividing the room or a continuum line up (depending on how you wish to run the activity)</li> </ul>
11:10-11:40 (30 min)	Mini Simulation-Understanding the Complexity of S&I 	<p><b>Purpose:</b> To help participants understand that S&amp;I is an extremely complicated process and that unless you have clear criteria from which you are making your selection, you will end up making choices based on your emotions and mental constructs.</p> <p><b>Refer to Activity 17 in the Activity Guide.</b></p>	<ul style="list-style-type: none"> <li>• S&amp;I cards</li> <li>• Give each table 6 S&amp;I cards</li> </ul>
11:40-11:50 (10 min)	Key Take-Aways	<p>Invite participants to contribute their major AHA moments, resulting in SP learning take-aways, insights and mind shifts on the topic of Selection &amp; Identification.</p> <p>Use the following three questions to elicit participant contributions:</p> <ul style="list-style-type: none"> <li>• What do you know now that you did not know before?</li> <li>• What shift in your thinking did you experience?</li> <li>• What would you do differently now?</li> </ul>	
NEW SECTION	SP Administration	<p><b><u>Key Messages:</u></b></p> <ul style="list-style-type: none"> <li>• Administration is the backbone of a comprehensive social protection system. It ensures the provision of social protection services in a way that is timely, efficient, and effective – ultimately serving the needs of beneficiaries</li> </ul>	

		<ul style="list-style-type: none"> <li>Social protection administration does not 'end' with the delivery of core functions (registration/enrolment/payments). Essential role in terms of determining quality and enhancing accountability is played by complaints and appeals mechanism, communications, and case management.</li> </ul>	
11.50-12:10 (20 min)	Mini lecture 1. Payments & Delivery 2. Exit & Graduation 3. Complaints & Appeals 4. Outreach & Comms 5. Conditionality	<p><b>Objective:</b> Understand that administration is the backbone of a comprehensive social protection system. It ensures the provision of social protection services in a way that is timely, efficient, and effective – ultimately serving the needs of beneficiaries</p> <p>-Social protection administration does not 'end' with the delivery of core functions (registration/enrolment/payments). Essential role in terms of determining quality and enhancing accountability is played by complaints and appeals mechanism, communications, and case management.</p> <p><b>Materials:</b> Slides</p> <p>Note: The items discussed under Admin are in summary form for this module. If participants request more details, they can be referred to the Base document and its summary.</p>	Slides
12:10-12:40 (30 min)	SP Admin System Activity  	<p><b>Purpose:</b> 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.</p> <p><b>Refer to Activity 18 in the Activity Guide.</b></p>	<ul style="list-style-type: none"> <li>•Poster with the Admin functions, green and red sticky dots</li> <li>•Stick up an Admin functions poster on the wall – one per group and give each group a strip of red and green dots.</li> </ul>
NEW SECTION	Management Information Systems (MIS)	<p><b>Key Messages:</b></p> <ul style="list-style-type: none"> <li>Developing an Integrated System for Information Management can ensure a more equitable, responsive, and inclusive distribution of resources while also increasing the efficiency and effectiveness of delivery and most importantly – better serving citizens.</li> </ul>	

		<ul style="list-style-type: none"> <li>Integration and sharing of information is mainly a policy issue linked to negotiation between relevant parties requiring political and institutional arrangements rather than 'technical' fixes.</li> <li>Design and implementation of such systems requires investment in the right skills.</li> </ul> <ol style="list-style-type: none"> <li>Highlight how MIS can facilitate the life of social protection officials, managers, as well as policy makers</li> <li>No one size fits all – need contextual and adapted solutions</li> </ol>	
12:40-13:00 (20 min)	Mini-Lecture	<i>Purpose:</i> Introduce the participants to what will be covered in MIS and what an MIS is. Highlight that:	Slides
13:00-13:05 (5 min)	Key Take-Aways: <i>SP Admin and MIS</i>	<p>Invite participants to contribute their major AHA moments, resulting in SP learning take-aways, insights and mind shifts on the topic of Administration and MIS</p> <p>Use the following three questions to elicit participant contributions:</p> <p>What do you know now that you did not know before?</p> <p>What shift in your thinking did you experience?</p> <p>What would you do differently now?</p>	Create one flip chart with the title MIS to record all the contributions
<b>13:05-14:00 (55 min)</b>	<b>LUNCH</b>		
14:00-14:15 Option A (15 min)	SP Learning in Action: What role do you play in SP? 	<p><i>Objective: to help participants understand that they have a role to play in building comprehensive SP Systems</i></p> <p>-This is a great opportunity for an a-ha 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.</p> <p><b>Refer to Activity 19 in the Activity Guide.</b></p>	<ul style="list-style-type: none"> <li>Papers/cards</li> <li>Pair Work (recommended- see pair walk guidance in the slide).</li> </ul>



Option B (15 min)	Leadership Activity Identify the SP Re- forms 	<i>Objective: With the new understanding, to reflect on the barriers and enablers to expanding social protection provisions in their specific countries of work in terms of coverage and quality of benefits from the standpoint of the policy makers 'mandate – assessing real feasibility and achievability. These can be top line, institutional- level interventions, with a medium-long term timeframe (e.g. development of a new legal framework, etc)</i>	<ul style="list-style-type: none"> <li>•Papers/cards</li> <li>•Individual activity with de-brief in plenary (see activity guide).</li> </ul>
14:15-14:45 (30 min)	Weaving it all together on the SP Web 	<p><i>Purpose:</i> To understand that all the functions of Social Protection fit together and that in fact Social Protection is a system.</p> <p><b>Refer to Activity 20 in the Activity Guide.</b></p>	<ul style="list-style-type: none"> <li>•The SP building block cards, flipchart paper or masking tape.</li> <li>•Participants seated in front of the building block cards which are stuck up on the wall or on flipchart paper, similar to how they were on Day 1.</li> </ul>
14:45-15:00 (15 min)	Individual Leadership & Transformation Action Plan 	<p><i>Purpose:</i> to get participants to commit to actions that they are going to implement in their work context. The thinking behind the verbal commitment is that they held accountable to their commitment by their line manager, their peers and themselves.</p> <p><b>Action Plans can be developed at Individual OR Functional Level (District, Ministry, or National Level). Timeframe can be 60-12 months, actions should be few but definitively under the control of participants (in contrast, the Leadership activity (option B above) refers to broader reforms to be realised at country level, in the medium- long term)</b></p>	<ul style="list-style-type: none"> <li>• Flipchart, Action Plan handouts</li> <li>• Participants seated in a circle with a commitment sheet on the flipchart off to one side. Each participant signs their commitments on the flipchart.</li> </ul>

		<p><b>NOTE:</b> The Action Plans (individuals or joint plans) needs to be photographed or recorded by MTs and submitted to the organising agency and the Coordination Hub. The group should nominate a keeper/custodian of these commitment plan that the organising agency and/or the Hub could get in touch with for follow up afterwards. The MTs can take pictures/ videos and share with Coordination Hub as well.</p> <p><b>Refer to Activity 21 in the Activity Guide.</b></p>	
15:00-15:30 (30 min)	Open Mic Closure & Feedback Forms	Objective: Participants get the opportunity to state their key learning, what stood out the during the training and any other personal observations.	
15:30-16:00 (30 min)	Certification & Closure	<ul style="list-style-type: none"> <li>Each Participant received a signed certificate of completing TRANSFORM course</li> <li>If there is a senior guest of honor visiting, then this is the time they will do the formal close and issue the certificates. Alternatively, if there's no guest of honor then let the closing words be done by the facilitators and issue certificates.</li> </ul>	Signed Certificates
<b>16:00</b>	<b>DEPARTURE</b>		