



FACILITATOR GUIDE

2-DAY MODULE

TRANSFORM
FOR POLICY MAKERS

DAY 1: SP Intro, Legal, GOV &
COO, M&E

SETUP & MATERIALS

DAY 1: SP Intro, Legal Frameworks, Governance & Coordination, M&E

Room Setup in advance of Day 1 commencement:

- Group tables hosting between 5 and 8 participants at each table
- Table for registration (Set up as participants enter or outside the training room)
- Table for facilitator materials (along the wall)
- Official table at the front of the room
- Projector set up and checked (might have to be moved forward to accommodate officials)
- Enough space for participants to gather/stand for group activities
- Large flipchart surface for the Building Blocks of SP section. Ideally 6 flipcharts stuck together (Refer Activity 20 in Activity Guide)



Materials:

- Participant name labels
- Agenda print-outs for each participant
- Curriculum files for each participant
- USB drives for each participant
- Laptop, projector and white screen
- 4 Flip chart stands with sufficient paper
- Sufficient different colour marker pens
- Blank A4 paper
- Blank A7 cards
- Masking tape
- Prestik
- SP System Building Block Signs
- SP Concepts & Definitions handout
- Any materials required for a Jolt in the Jolt section
- Legal Framework Scenario
- 2 Coordination Questions

DAY 1: SP Intro, Legal, GOV & COO, M&E





DAY 1: Policy Makers TRANSFORM Training




Time	Session	Description	Set up & Materials
8:30-9:10 (40 min)	Official Opening and Introductions	<i>Purpose: Official opening by hosts; facilitators to introduce themselves,</i>	
9:10-9:40 (30 min)	Partner Portrait Game (let us know one another) 	<i>Purpose: Participants introduce themselves to each other in a fun way. Some ideas to do this are the following. Pick only one.</i> Partner Portrait Game (Refer to the Activity Guide), or Each participant gives his/her name in a funny way, or Pretend like you have met a long-lost friend?	<ul style="list-style-type: none"> • Agenda printouts for each participant • Participant name labels
9:40-10:00 (20 min)	Introduction to Transform	<i>Purpose: First introduction to Policy Makers TRANSFORM and the materials and how they will be used.</i> <i>Materials: Slides Background and Methodology, Materials and Trainers.</i>	<ul style="list-style-type: none"> • Curriculum files and USB drives for each participant
10:00-10:10 (10 min)	The Building blocks of Social Protection (Web)	<i>Purpose:</i> To ensure the participants understand the key functions that constitute a Social Protection System. <i>Process:</i> Setup up each of the building block signs in a circle on the large flip-chart space and introduce delegates to the respective building blocks of SP. Note: This chart will form the starting point for Activity 20 in the Activity Guide. Refer for more information.	<ul style="list-style-type: none"> • Large paper poster formed by using 6 flipcharts • Prestick • SP System Building Block Signs
10:10-10:25 (15 min)	The Leadership Dance 	Objective: To demonstrate that Senior Officials' 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. Refer to Activity 2 in the Activity Guide for detailed instructions on how to conduct the activity.	


DAY 1: SP Intro, Legal, GOV & COO, M&E



		<p>Directing the debrief:</p> <p>1) <i>“How was that for you?”</i></p> <p>2) <i>“How did your experience of being a follower influence your leadership when you became a leader?”</i></p> <p>Ask the whole group what their experience teaches us about Leadership. <i>You may get comments like:</i></p> <ul style="list-style-type: none"> * 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. 	
10:25-10:40 (15 min)	Introduction to Social Protection: Core Concepts	<p>Purpose: To introduce the first concepts of SP including contributory vs non-contributory</p> <p>MTs: Ensure to include the handouts in the list of materials for printing</p>	Share the printed SP concepts and definitions as handouts
10:40-11:00 (20 min)	MORNING TEA BREAK		

11:00-11:20 (20 min)	Common Ground Brainstorm 	<p>Purpose: To establish what the Social Protection programs in that country are.</p> <p>Note: Labour market interventions are closely related but not part of social protection as per ILO definitions. However, in some countries labor market interventions are considered part of SP and this is why they are included here.</p> <p>Refer to Activity 3 in the Activity Guide.</p>	<ul style="list-style-type: none"> • Flipchart paper, 3 colours of cards, prestick • <i>Stick two pieces of flip-chart paper (horizontally) next to each other, on the wall and on it write contributory, non-contributory and other at the top</i>
11:20-11:35 (15 min)	Jolt 	<p>Key Message: To emphasise that as policy makers they may think they have exhausted everything to their capacity and limit, but they still have room to expand beyond horizons. There will always be space for more.</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Water Penny: A short exercise to demonstrate how our thoughts can be limiting. Delegates estimate how many droplets of water will fit on a coin, but the answer is invariably significantly higher than anyone thinks, emphasising the importance of awareness around self-limiting beliefs and truly unleashing our potential. (See Activity Guide for detailed instructions on the set up and conducting of this activity.) 2. Big Rocks: A powerful visual activity aimed at showing the importance of working smart, prioritising and planning so as to deliver the best results. We often make excuses about not having enough time, when actually we could look at the way we use that time to enhance our productivity. <p>Refer to Activity 4 in the Activity Guide for detailed instructions and setup.</p>	Each jolt is prepared and follows the described steps found under Activity guide and slides notes.



11:35-11:50 (15 min)	State & Functions of Social Protection in Africa & in your country	Mini-Lecture: Discussion of country specific cases (progress and challenges) & functions of SP	Slides
11:50-12:20 (30 min)	Why Social Protection? Developing Scenarios 	<p><i>Purpose:</i> To enable participants to see the benefits of SP at an individual, community and country level.</p> <p>Explain that SP is broader, but we are focusing on cash transfers as their impact is quite easy to trace. We could do the same exercise with any other type of programme. Explain this exercise is often referred to as a 'theory of change' and is step zero for any impact evaluation of a given programme: e.g. what did we expect to happen and how can we measure that?</p> <p>Refer to Activity 5 in the Activity Guide.</p>	<ul style="list-style-type: none"> • A piece of flipchart paper per group and red & green ink pens • Create a tree to model what you would like each group to do. Give each group a piece of flipchart paper.
12:20-12:35 (15 min)	Myth Busters 	<p>Materials: Myth busters answers outline-handout</p> <p>Purpose: To elicit current thinking about social protection and start to have discussions that can change beliefs around it</p> <p>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.</p> <p>Refer to Activity 6 in the Activity Guide.</p>	<ul style="list-style-type: none"> •Option 1: Facilitator prepares and runs the video for debriefing •Option 2: Facilitator prints the myths busters answer outline and reads to participants
12:35-12:50 (15 min)	SP Line-Up 	<p><i>Purpose:</i> Debate and exploration of controversial statements relating to SP to challenge current mindsets and thinking</p> <p><i>Instruction:</i> explain that participants are asked to 'vote with their feet' on four different SP statements for two rounds of line-up questions and invite a few delegates to share why they place themselves where they do for each question.</p> <p>Refer to Activity 7 in the Activity Guide.</p>	<ul style="list-style-type: none"> •One long line of masking tape along floor

NEW SECTION	Legal Frameworks	Key Messages: <ul style="list-style-type: none"> • Social Protection is a human right and not a charitable undertaking • National systems have responsibility to develop regulations that will address the specific challenge and myths associated with social protection (such as SP becoming a moral hazard as people might take advantage of free hands outs). • National governments can use statutory instruments for the effective delivery of SP services • How legal framework support many other facets of social protection (coordination, SP financing, MIS etc.) 	
12:50-13:05 (15 min)	Mini-Lecture	<p>Objective: Understand that a strong legal framework is a vehicle to uphold human rights principles in governance, administration, and social protection service delivery</p> <p>-Legal Frameworks & Rights-Based Approaches.</p>	Slides
13:05-14:00 (55 min)	LUNCH		
14:00-14:20 (20 min)	Legal Framework: Country Scenario 	<p><i>Objective:</i> 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.</p> <p><i>Materials:</i> Question on slide</p> <p><i>Set up:</i> Participants form four 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.</p> <p>-Use a flip chart and create your own format</p> <p>-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</p>	Materials: Legal framework scenrios



DAY 1: SP Intro, Legal, GOV & COO, M&E



		<p>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.</p> <p>OR Use the Worst-Case Scenario: Details are on the Activity Guide</p> <p>Note: The user/country may opt either of the two activities depending on what works better for their delegates given context and nature of their social protection system.</p> <p>Refer to Activity 8 in the Activity Guide.</p>	
14:20-14:25 (5 min)	Key Take Aways	<p><i>Objective:</i> To capture the main 3 key lessons:</p> <ul style="list-style-type: none"> •What do you know now that you did not know before? •What shift in your thinking did you experience? •What would you do differently now? 	<ul style="list-style-type: none"> • Flipcharts • Invite participants to contribute their major AHA moments, resulting in SP learning take-aways, insights and mind shifts on the topic of Legal Framework • Create one flip chart with the title Legal • Framework to record all the contributions
NEW SECTION	Governance & Coordination	<p>Key Messages:</p> <ul style="list-style-type: none"> • That coordination in the field of social protection is a necessity to improve the effectiveness, efficiency and consistency of the social protection system: by pooling the best of our resources we can provide better solutions; diversity of thinking and skills which can produce better results and better quality services. • There needs to be clear lines of responsibility, decision making, and accountability for good governance – at all levels (connecting the discussions on decentralisation) 	

		<ul style="list-style-type: none"> For coordination, roles, responsibilities and processes need to be defined and enforced. But also, coordination for the benefit of whom? The target populations! Policy maker's role is to lead the country in the domestication and prioritisation of SP, in coordination with relevant stakeholders in countries. While social assistance has often been donor driven, through TRANSFORM we want to promote leadership amongst local actors at all levels. Well-structured governance system have the capacity to ensure that programmes are well designed and managed. 	
14:25-14:50 (25 min)	Scenario on 2 Questions 	Scenario on 2 Questions: i) Independent Institutions ii) Decentralisation Refer to Activity 9 in the Activity Guide.	Use Activity guide and print outs
14:50-15:10 (20 min)	Mini-Lecture	<i>Objective:</i> To understand that coordination in the field of social protection is a necessity to improve the effectiveness, efficiency and consistency of the social protection system: by pooling the best of our resources we can provide better solutions; diversity of thinking and skills which can produce better results and better quality services	Slides
15:10-15:40 (30 min)	Stakeholders Mapping 	<i>Purpose:</i> To understand who the stakeholders are i.e. who should we be networking, co-operating, collaborating, and integrating with? Are we communicating and coordinating with our beneficiaries? Refer to Activity 10 in the Activity Guide.	<ul style="list-style-type: none"> •Flipchart paper (4 pieces stuck together) drawn up to resemble the slide, prestick or spray glue, cards •Stick the Stakeholder map on the wall with enough space for everyone to stand in front of it. A7 cards for each table.

15:40-16:00 (20 min)	AFTERNOON TEA BREAK		
NEW SECTION	Monitoring & Evaluation	Key Messages: <ul style="list-style-type: none"> • There is no “one size fits all” model that they can replicate but rather that their situation will be unique and proposed solutions need to be adjusted to existing institutional and organisational capacity of their systems • While some aspects of governance and institutions may seem beyond their level of influence or reach, that there are nevertheless many elements that emanate as a result of their own immediate roles, responsibilities, and actions • M&E helps policy makers to appreciate the importance of supply & demand balance • It helps to know that as policy makers they have a role to enhance the update of information (demand) 	
16:00-16:15 (15 min)	Mini-Lecture	CRACK THE QUESTION: When did you last use M&E in your personal life? Slide 67. <ul style="list-style-type: none"> • This is supposed to be an icebreaker for the M&E module. The MT should only gather a few comments and continue with lecture. <p>Objective: Understand there is no “one size fits all” model that they can replicate but rather that their situation will be unique and proposed solutions need to be adjusted to exiting institutional and organisational capacity of their systems</p> <p>-While some aspects of governance and institutions may seem beyond their level of influence or reach, that there are nevertheless many elements that emanate as a result of their own immediate roles, responsibilities, and actions</p> <p>-M&E helps policy makers to appreciate the importance of supply & demand balance.</p> <p>Refer to Activity 12 in the Activity Guide.</p>	Slides

Optional Activities for M&E			
(20 min)	M&E needs at 3 levels 	-Use the handout to brainstorm information needs at your level: What do these stakeholders need to know? Transform these into indicators if possible -How can these be obtained in practice (data sources, actors, institutional arrangements) -Appoint a group's spokesperson to present the five most important features of your groups' system Refer to Activity 11 in the Activity Guide.	<ul style="list-style-type: none"> • Flipcharts, paper, sticky notes/cards • 3 groups
(25 min)	Group Exercise 	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. Refer to Activity 13 in the Activity Guide.	<ul style="list-style-type: none"> • Write down your information on a flip chart.
16:15-16:30 (15 min)	Key Take Aways for Governance & Coordination and M&E	Similar to other blocks	
16:30-16:40 (10 min)	Wrap up & End of Day 1		