



Future steps in social protection capacity development in Africa

According to the university experts involved in this project, curriculum development benefits from being done locally. Social protection curricula ultimately aim to benefit local people. A local and bottom-up design process ensures that as many local voices are heard as possible and that the curriculum is properly contextualized for local needs. Part of grounding curricula to the local context may be the incorporation of indigenous knowledge. Capacity development projects additionally need to align with other public policy needs and priorities.

Donors are encouraged to fund African research and publication projects. These projects are highly beneficial as they help cultivate local knowledge and expertise and ensure contextualized and up-to-date learning materials. Capacity would also benefit from teaching and research staff visiting between countries in the region.

High quality social protection education is a significant ongoing investment. However, Mutale Wakanuma from the institute for Social Policy points out that domestic education is essential to capacity: “For you to have enough human resource to be able to run competently you need to train quite a number of staff a number of individuals to deliver social protection. So if you are sending out big numbers it becomes much more expensive to do that and very unsustainable in the long run.”

EU-SPS: CO-OPERATION WITH 11 COUNTRIES AND REGIONAL ORGANIZATIONS IN AFRICA AND ASIA

The EU Social Protection Systems (EU-SPS) Initiative supports national, regional and international expert institutions in 11 mainly low income countries in their efforts to develop inclusive and sustainable social protection (SP) systems.

Partner countries:

Cambodia, Ethiopia, Indonesia, Kyrgyz Republic, Malawi, Mozambique, Namibia, Tanzania, Togo, Vietnam and Zambia.

Funding:

the EU, OECD and Government of Finland.

Implementation:

OECD Development Centre and Government of Finland’s National Institute for Health and Welfare (THL). The four-year initiative was launched in 2015. Germany joined the initiative in 2016, with parallel funding through GIZ on behalf of BMZ.

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A domestic education furthermore puts students in touch with local issues. This is particularly ensured by a curriculum development process which takes place locally. As Assistant Dean Tamara Chansa Kabali from the University of Zambia puts it: “when you are developing a curriculum, you are developing it for the local people. Having it done here means a lot more people being involved.”

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