

**REPORT ON THE TRANSFORM 5 DAY
LEADERSHIP AND TRANSFORMATION
CURRICULUM ON BUILDING AND
MANAGING SOCIAL PROTECTION
FLOORS IN AFRICA**

NAMIBIA

25 FEBRUARY - 1ST MARCH, 2019

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1. Introduction

With support from the European Union Social Protection Systems (EUSPSS), a TRANSFORM 5 Day Introductory curriculum training workshop was held in Otjiwarongo, Namibia from 25th February, 2019 to 1st March, 2019. This training brought together a wide array of participants from institutions such as the Ministry of Poverty Eradication and Social Welfare, University of Namibia Science and Technology, Office of the Vice President, Ministry of Home Affairs and Immigration, Office of the Prime Minister, Ministry of Agriculture, Ministry of Commerce and Industrialisation, Ministry of Gender Equality and Child Affairs, National Social Security Commission, United Nations Development Programme and the World Food Programme. This TRANSFORM application was facilitated by Mr. Stanfield Michelo, Ms Catherine Chames, Ms Consolata Ntoburi, and Mr. Mawutor Ablo.

The overall goal of the of the training was to create a systems thinking mind shift change around social protection. The specific objectives were to;

1. Appreciate the complexity and interdependence of your current social protection situation when assessing your needs;
2. Envisage solutions and possibilities for your context based on your 'mind shifts' and experiences from similar contexts;
3. Conclude what and how you want to change on you personal leadership & transformation journey in SP;

The Namibia Executive Director (Permanent Secretary) Ms. Esther Lusepani from the Ministry of Poverty Eradication and Social Welfare (MPESW) officially opened the workshop. She welcomed everyone and was happy that despite the busy budgeting time in Government, the staff had found time to attend the workshop which was a testament of their commitment to the advancement of social protection in Namibia. She urged the participants to share and gain as much as possible from the training as it will equip participants to make a contribution to social protection and gain the necessary skills to execute their mandates. She emphasised that TRANSFORM was an African initiative and that "*in our effort of leaving no one behind, social protection had become a human right*". She further said that Namibia had drafted the National Social Protection Policy and had embarked on a nationwide consultation process to ensure buy-in and ownership by the Namibians.

2. Content Highlights

The curriculum was applied in full except for a few minor amendments to the activity on *coordination country activity*, activity on the *weaknesses and strengths of the community based targeting (CBT)*, *proxy means test (PMT)* and *categorical mechanisms and the M&E activity on cross questioning*. The adult pedagogical methodology was fully appreciated by multiple participants as evidenced by robust engagement during group work. In some cases, participants asked for more time in order to accommodate intra group debates.

- ❑ The session on the social protection framework elicited a hot debate on the classification of some programmes as they could not be classified as either contributory or non-contributory as they seemed to have both elements. For instance, the food for work programme was partially contributory as the beneficiaries paid for the food through providing their labour which labour could even be monetarised. Equally the Vehicle Accident Fund was financed through a fuel levy but was given to any car accident victim regardless of whether they bought fuel or not; Majority described the social protection as a thorny issue in Namibia, quite important but fragmentation of programmes and silo-based thinking hindering optimal realization of impacts and increase in coverage.
- ❑ During the first day, the participants were very reserved and withdrawn but this changed on day 2 in the afternoon as they got to know one another and the Master trainers and began participating actively. Besides the activities, the trainers used many ice-breakers, jokes jolts, energisers which also injected a 'sense of fun' into the room. Judging from the various comments from the participants, the curriculum was well received. For instance, one participant remarked that *"two weeks ago I was advocating for funding cuts to social protection programmes but now I had made a 180 degrees turn and I wanted funding to be increased to social protection."*
- ❑ The participants appreciated the journaling and leadership sessions embedded in the course structure as it provided an opportunity to self-reflect on their professional journey and the legacy they wish to leave behind. It was also instrumental for the male participants as most of them have never journals of their plans and achievements.
- ❑ The general division of the tasks was such that each Master Trainer was allocated sessions to deliver and it was deliberately done such that each one experienced and delivered the general check in, leadership and transformation check in, activities and lectures. This was particularly important for Ms Consolata Ntoburi and Mr Mawutor Ablo who were running sessions for the first time. Mr Michelo had an added task of observing Consolata so as to document her performance for the purpose of accreditation;
- ❑ The Master Trainers held a 1-1.5 hour debriefing session after each day to discuss the successes, plan for the next day and areas for growth. On the whole the feedback given was honest and constructive in order to assist with learning and improving performance and
- ❑ Based on the analysis of the data contained in the feedback forms, it can be confidently concluded that the objectives of the training were achieved. An overall rating of 8.3 out of 10 was given for course content and facilitation (see below on feedback from participants).

3. Lessons learnt

During the application a few lessons were learnt which will help to improve the delivery of the training. The major lessons include:

- ❑ The *application to home country coordination activity* need to be adapted so as to remove the ambiguity. Instead of using all of the question cards for the activity (what, why, when, where, how) the team selected only the “what” and “why cards”. Using these cards to analyse the situation of coordination in social protection in Namibia, they then had to select three ways in which coordination could be strengthened in the system. These were presented in plenary.
- ❑ The activity on the strengths and weaknesses of the community based targeting and proxy means test and categorical targeting need to be expanded and made more flexible enough to take into account the situation on the ground. In the case of Namibia, they neither employ CBT nor the PMT and as such these concepts have little practical “relevance”. Instead Namibia employs the means test, categorical targeting and self-targeting for most of the programmes. Thus, it would be more helpful to expand the activity to include the means test and the self-targeting (bringing the methodologies to 5) so that the Facilitator can have the leeway to choose any 3 methodologies that have more relevance to that particular country. The CBT and PMT are very relevant in countries like Ethiopia, Malawi Zambia and Ghana.
- ❑ The facilitator guide does not describe how the general *check in* activity is supposed to be done and this leaves everything at the discretion of the Facilitator. This poses an inherent risk of having the session delivered differently in different applications by different facilitators.
- ❑ If possible, considerations should be made to revise some of the slides with very detailed contents for example the MIS slides on integration were quite dense and the participants had a challenge relating the directional arrows.
- ❑ The administration module is quite long and may require additional time to deliver as most of the participants being administrators themselves were really keen to understand the concepts and apply them to their local contexts.

4. Feedback from Participants

A total of 25 of the course participants completed a post-workshop evaluation questionnaire. Participants’ responses concerning the general course content and structure were all positive. A total of 84 % of the participants said that the course had met their expectations (52 % good and 32% excellent). In terms of mindset shift, 84 % of the participants had experienced a mindset shift around social protection (32% good and 52 % excellent). Further details are outlined in the table below.

Table 1: Participants’ Opinions about the General Course Content (N=25)

	Poor	Below Average	Average	Good	Excellent
COURSE					
This curriculum met my expectations			2	13	8
This course improved my knowledge of Social Protection			2	10	13
I can practically apply many of my learnings to my work situation			4	12	9
My mindset around Social Protection has shifted			4	8	13
The instructional methods used during the training were effective			2	12	11
FACILITATORS					
The facilitator/s were knowledgeable on the topics of Social Protection				8	17
The explanation of the tasks was clear			1	13	11
The facilitator/s were well prepared				12	13
The facilitator/s were approachable and encouraging			1	8	16
The facilitators brought content to life			1	8	16

Most the participants felt strongly satisfied with the general content of the course and the facilitators giving a rating of either good or excellent. None of the participants responded negatively.

‘Improving knowledge of Social Protection,’ and ‘a shift in mindset on social protection’ were rated as excellent by majority of participants.(can we use %?)

For facilitators, their knowledge on social protection, as well as being approachable and encouraging, and bringing content to life were also rated excellent majority of participants. The ooverall average rating of the curriculum was 8.3 out of 10

Most Useful Activities

The MIS lecture was the most frequently mentioned activity (mentioned by 28 % respondents). Selection and identification and the group activities were highlighted

by 20 % respondents as being the most useful. M & E was found to be most useful by 16 % respondents and financing by 12 % respondents. The sceptics and believers activity and coordination were highlighted by 8 % respondents as being useful.

Curriculum highlights

The Social Protection Web was a curriculum highlight for most of the respondents. Other common highlights in ranked by popularity were MIS, Selection and Identification journaling coordination, social protection definitions and the country exercise and mapping exercise. Other highlights mentioned by respondents include the importance of legal framework, Namibia's budgeting process, M & E and Social Protection Skills.

Suggestions for Improvement

A few suggestions for improvement were noted by participants. The most common one, highlighted by four participants is that more local context should be given and more African examples be discussed. Additionally, three respondents feel that the workshop should last longer. This, it was argued, would help avoid compacted activities. However, one respondent felt the workshop was too long.

Another recommendation from three participants is that there should be regular refresher workshops and more Transform workshops in general. Other suggestions mentioned by individual respondents include: inclusion of practical exercises in the community, the groups receiving a summary of points going forward, that social protection training be mainstreamed into other activities (such as disaster risk reduction) and that they receive training of trainers training. Additionally, it was suggested that there be better adherence to time schedule, activities are more selectively chosen, and that stakeholders' involvement is more clarified.

5. Follow up Liaison

In order to have an idea of the impact of the training 2 participants (Charles Karita from the MPESW and Helena Adjamba from the Ministry of Gender Equality and Child Welfare) were appointed as liaisons to do a light impact evaluation. Their task would be to periodically keep in touch with other participant and find out what activities/outputs/outputs had been achieved as stipulated in their individual action plans.

6. Final Observations, Recommendations, Conclusion

It would be helpful to adapt the 2 activities (strengths and weaknesses of various selection and identification mechanisms activity and coordination activity) so as to make them more relevant to the training.

The general check in is an important activity that sets the tone in terms of motivation and injection of energy for the day. Therefore, it is important to describe

in the facilitator guide how the general check in should be conducted. This would ensure that there is consistency, standardisation, and adherence to the quality of this activity.

The TRANSFORM training was able to live up to its billing as the majority of the participants were satisfied with the training. After experiencing the “aha” moment that actually every person was a leader regardless of the position that they held in an organisation, some of the participants emerged from the workshop highly motivated and ready to go and move the social protection agenda forward in their own organisations. The participants also made significant commitments through the individual action plans as to how they would contribute to change and provide leadership in their work places including moving forward the dialogue on social protection as an investment and promoting coordination of social protection activities across the different ministries/departments. They promised to organise meetings in their workplaces to share their experiences in the TRANSFORM training. The Director of MPEWS committed to lobby for increased investment in social protection to increase coverage of programmes in Namibia while ensuring efficiency and effectiveness of the initiatives.

The following quotes extracted from the evaluation forms reflect this sentiment:

"The course tapped into my leadership potential in my role in my organization"

"It transformed my thinking towards SP and also introduced me to a deeper understanding of SP"

"It has increased my knowledge of SP, increased my understanding of how the different sectors of Namibian government function to achieve poverty eradication goals. It has introduced me to new professional contacts. It empowered my feelings that I can change myself and Namibia for the better!"

ATTACHMENTS

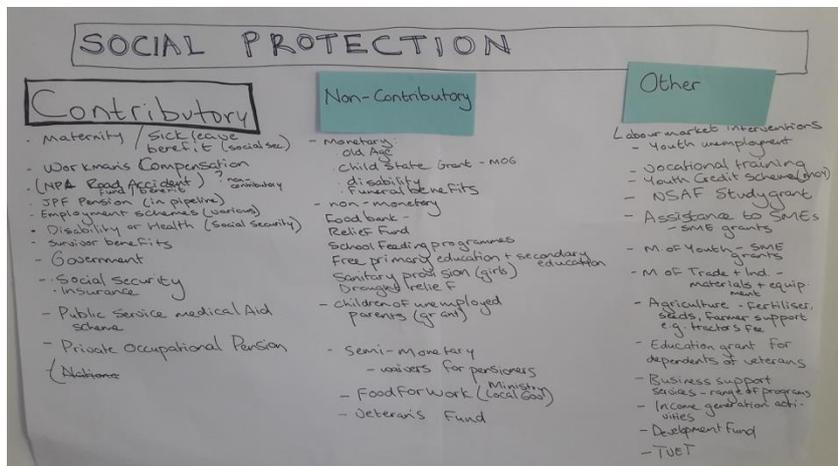
LIST OF PARTICIPANTS FOR THE TRANSFORM WORKSHOP

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PICTURES





Skeptics

SCPTICS	BELIEVERS
→ Laziness	→ Economic development
→ Dependency Syndrome	→ The more you give, the more you receive
→ Vulnerability	→ ↑ product demand
→ Biaseness	→ Inclusive: Employed & unemployed
→ Very expensive	→ National obligation
→ Depletes economic resources	→ Not discriminatory
→ Corruption	→ Create happiness
→ Promotes teenage pregnancy	→ Basic human right
→ Increases crimes against old-age	→ Productive society
→ Promote irresponsibility	→ Social stability
→ Lack of respect	→ Improved health care
	→ Enhance human capacity
	→ Reduce crimes & substance abuse



