



THE REPUBLIC OF UGANDA  
Ministry Of Gender, Labour  
& Social Development

# TRANSFORM

## INSTITUTIONALISATION IN UGANDA



ROADMAP Document | **JUNE 2024**

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# ACRONYMS

<b>BA</b>	Bachelor of Arts
<b>CSC</b>	Civil Service College
<b>ESP</b>	Expanding Social Protection Programme Secretariat
<b>ESP-PMU</b>	Expanding Social Protection Programme- Programme Management Unit
<b>EU</b>	European Union
<b>GoU</b>	Government of Uganda
<b>MA</b>	Master of Arts
<b>MGLSD</b>	Ministry of Gender, Labour and Social Development
<b>MoU</b>	Memorandum of Understanding
<b>MT</b>	Master Trainer
<b>NGO</b>	Non-Government Organisation
<b>NSPP</b>	National Social Protection Policy
<b>PhD</b>	Doctor of Philosophy
<b>QA</b>	Quality Assurance
<b>ToT</b>	Training of Trainers
<b>UMI</b>	Uganda Management Institute
<b>UNICEF</b>	United Nations Children's Fund
<b>WFP</b>	World Food Programme

# FOREWORD

Over time since approval of National Social Protection Policy in 2015, Ministry of Gender, Labour and Social Development has been coordinating efforts towards establishing a comprehensive social protection system for the country. One way of achieving this has been building a pool of human resources with appropriate skills in all the aspects of social protection programming and implementation. Transform training approach has been identified as one of the most effective training approaches that that meets the desired level of knowledge and skills. Uganda is taking painstaking steps in institutionalising Transform in the country to make it accessible at the lowest cost. It is for this reason that the Ministry has been developing a roadmap to guide this process.

This roadmap provides some key lessons gathered to inform its development, the phases that Uganda will follow to institutionalise Transform and the actions that need to be taken in those phases. It also provides a costing template that will enable the country to come up with cost estimates for each phase and some proposals on possible funding sources.

Essentially, the roadmap outlines a common plan to follow in each phase of institutionalisation. Developed through a broad consultative process in Uganda and other countries that provide learning prospects for Uganda's institutionalisation journey, it is my belief and conviction that this roadmap will lead to effective institutionalisation and sustainability of Transform in the Uganda.

This roadmap is thus a systematic process management tool that will be used alongside other supporting strategies and Action Plan with roles and responsibilities assigned to help stakeholders understand the required steps that will contribute to its implementation and success.

The three phases of focused of this roadmap that include; the short, medium and long term and the form institutionalisation will take in each of those phases are well articulated by the roadmap to guide the users.

I am therefore pleased to invite actors, practitioners and all the stakeholders in the space of capacity building and training social protection to embrace this roadmap and be kin to utilise it to build a pull of skills and knowledge that will take social protection programming and implementation to desired level envisioned by the National Social Protection Policy.



PERMANENT SECRETARY

# INTRODUCTION

This document provides a strategic framework to help Uganda Government officials to follow a planned course of action for the institutionalisation of Transform and keep different relevant actors informed, involved and on track in delivering institutionalisation. It communicates both aspirations (through the institutionalisation vision and the long-term goal) as well as programs and specific initiatives to achieve institutionalisation. The objective of the roadmap is to outline the process that effectively communicates the how, when and for who institutionalisation will be delivered.

The process of institutionalisation will result in a change in delivery of Transform training specifically, and social protection training overall, with the vision of having these housed in higher institutions of learning in the long term. This means that a range of stakeholders will have to buy into the vision and the process followed to translate that vision into reality. The roadmap will help to provide a cohesive framework for all stakeholders, a basis to estimate costs and a means to measure progress.

It is important that the roadmap clarifies the diverse roles of stakeholders. The Ministry of Gender, Labour and Social Development (MGLSD) needs to be clear on how to communicate the roadmap to important actors and to keep them engaged throughout the process as a catalyst to sustainability. The ESP secretariat will need to be strategic as they work at the intersection of critical yet diverse actors to keep them engaged and feeling a sense of ownership in the institutionalisation process and outcomes. Involvement of key stakeholders is a very important part of transform institutionalization.

## Understanding this Roadmap

The term roadmap used in this document refers to a link document between a strategy and implementation plan. It describes the key outcomes and the order in which these should be delivered. This Roadmap will not serve as a simple list of 'to-dos'. It will form a strategic and logical plan to achieve the ordered steps for institutionalisation and the strategies that will be used, to achieve successful institutionalisation. The Roadmap will provide an elaborate direction and map of the Institutionalisation programme. Effectively, the Roadmap is a self-management tool that stakeholders can use throughout the institutionalisation process. Overall, the roadmap will help achieve the following:

- Describe the vision and agreed approach;
- Provide a guiding document for executing the institutionalisation;
- Get different stakeholder perspectives in alignment;
- Facilitate planning for the phased priorities and different options for institutionalisation;
- Communicate progress and status of the institutionalisation.

Throughout the process, actors can use the roadmap to keep an eye on the direction and steps they are taking and reflect on how effectively and efficiently these steps lead to successful institutionalisation. The roadmap can also inform external evaluation if there is need to assess the performance of institutionalisation activities. As the roadmap will outline the proposed sequence of events for the institutionalisation, it can also be used to benchmark progress and inform change of course, if needed.

Stakeholders should treat the institutionalisation Roadmap as a living document. This means it should be regularly discussed, priorities reconsidered, cost estimates revisited to remain reflective of changes over time and updated as necessary and shared with relevant stakeholders.

This roadmap document was informed by the outcomes of the consultations with national level institutions. these include key Ministries, Departments and agencies, Civil Society Organisations, Academic institutions, training institutions, Transform Hub and other country actors, that have been part of institutionalisation in Ethiopia, Ghana and Zambia, as well as a literature review undertaken to provide practical and strategic data for the Transform Institutionalisation process that the MGLSD in Uganda has embarked on.

This roadmap document contains seven sections. The first section provides a brief introduction. The second section details methodology outlining the process followed to design the institutionalisation roadmap for Uganda. The findings of the entire process are detailed in the third section that is titled building the roadmap. The section that follows contains the actual roadmap to institutionalisation. The section on financing the roadmap follows while the sixth section speaks to quality assurance, both of which are concerned with sustaining institutionalisation, through a reflection on costing and sources of financing and quality assurance to ensure the preservation of quality of training. The final section; section seven draws the fundamental conclusions. In annex to this document are some proposed action points arising out of the document validation.

## Methodology for Developing the Roadmap

### Analysis of the Situation

Conducting a situation analysis to understand the context within which institutionalisation would happen in Uganda, was important. This situation analysis was informed, in large part, by review of literature and by stakeholder consultations, held in 2023, with different key stakeholders in the sector.

The situation analysis consisted of scrutiny of the overall environment in which institutionalisation will be implemented. An analysis of the objectives of the institutionalisation, the perspectives of various stakeholders on institutionalisation, based on the context in Uganda, an exploration and redefinition of the challenge that would be addressed plus an analysis of any potential options, as well as an analysis of the stakeholders that were critical to the institutionalisation of Transform.

The methodology used for the literature review was a systematic review. This involved conducting database searches using broad search strings. The search strings considered varying aspects linked to the way Uganda had conceptualised institutionalisation. As such one search string considered universities, higher education, or any derivative of that. The second string had to do with in-service and pre-service learning, engaged learning, transformative learning or action learning or any derivative of that. The third string had to do with organizational change, organizational development, institutionalization or any derivative thereof.

These broad search strings brought up nearly 400 titles. These were then filtered into articles that were capacity building centred, pre-service level and in-service learning with the focus on institutionalization and an additional Uganda filter. This excluded multiple articles that were more university-specific, while some were not really applicable to the Ugandan learning context. Following this, 37 articles were subjected to a full text screening before looking only into articles that focus on factors and operational strategies that contribute to successful institutionalization. With that, the study ended up with 12 unique yet diverse titles that were relevant for informing institutionalisation in Uganda. The titles included some national policy and strategy documents, case study, some comparative studies and some non-empirical papers.

Within the systematic review, the aim was to provide justification for the approach selected for institutionalisation, the context and factors that will contribute to the institutionalization process, the stakeholders and how these relate to each other and how success will be understood, measured and sustained over time and how institutionalisation will be successfully implemented.

### Consultations with relevant stakeholders

Stakeholder consultations were conducted during a week-long in-country mission in Kampala, Uganda. The mission included a series of consultative discussions with selected stakeholders from the Government of Uganda, potential off-taker institutions and development partners. The week-long consultations took place between October 2<sup>nd</sup> and 6<sup>th</sup> 2023.

The consultations collated a range of views from the institutional and individual consultations, held with the three main stakeholder groupings named above. The input gathered from the discussions and the agreed ways forward were documented in a synthesized consultation report. The consultations were part of the process to understand the needs, capacities, realities and preferences of key stakeholders in the institutionalisation process and outcome. The aim was to refine and align

the thinking and arrive at a collective perspective of the nature and the form institutionalisation should take in order for it to work for Uganda, maintain quality and be sustainable over time, while ensuring that the objectives for which institutionalisation is sought are achieved.

The consultations helped to inform the decisions made on the route to take for Uganda's institutionalisation of Transform, an analysis of three potential off-taker institutions, and the form in which institutionalization would be done.

The table below contains a list of stakeholders, by stakeholder group, that were consulted during the mission:

Government	Off-taker Institutions	Development Partners
<ul style="list-style-type: none"> <li>Ministry of Gender, Labour and Social Development (MGLSD)</li> <li>Expanding Social Protection Programme - Programme Management Unit (ESP-PMU)</li> </ul>	<ul style="list-style-type: none"> <li>Civil Service College</li> <li>Nsamizi</li> <li>Makerere University</li> </ul>	<ul style="list-style-type: none"> <li>World Food Programme (WFP)</li> <li>UNICEF</li> </ul>

Refer to Annex 1 for the detailed stakeholder schedule for consultations held.

### Country Lessons

The third part of the methodology was the Learning Exchange discussions held with countries that have institutionalised Transform in different formats, with different time spans since institutionalisation, and following unique processes. The country lessons were intended to inform Uganda's process, choices and format of institutionalisation. While the initial intention was to learn from five case study countries, only three country cases were undertaken through conducting interviews with actors involved in the process. The three countries included Zambia, Ghana and Ethiopia. Kenya will be visited for lesson learning during a mission to be undertaken by GoU officials.

The three countries offered Uganda different learning opportunities based on how Uganda conceptualised its institutionalisation with potential off-taker institutions i.e. CSC (best lessons from Kenya), Nsamizi (best lessons from Ghana), Makerere (best lessons from Zambia) and MGLSD (best lessons from Ethiopia). Ethiopia also offered potential lessons on sustaining institutionalisation the table below details this:

**Table 1: Possible Case Studies**

Country and program	Key considerations of interest	Critical notes
1) Kenya	Has anchored institutionalization in the Kenyan School of Governance.	<ol style="list-style-type: none"> <li>Who do we want to train?</li> <li>At what cost?</li> <li>Will this model work for the demand that we have?</li> <li>Is this what can work in the short, medium or long term?</li> <li>What does successful institutionalization look like in the case of an off-taker institution?</li> <li>What tradeoffs are we be comfortable with?</li> </ol>
2) Ghana	Trained Lecturers from an off-taker	<ol style="list-style-type: none"> <li>For whom does this form of</li> </ol>

Country and program	Key considerations of interest	Critical notes
	University to deliver Transform in its current structure	<ul style="list-style-type: none"> <li>1. institutionalization work?</li> <li>2. At what cost?</li> <li>3. Where do we have demand?</li> <li>4. What are our low hanging fruit?</li> <li>5. Which modalities of Transform will we institutionalise, in this form?</li> <li>6. What does successful institutionalization look like?</li> <li>7. What tradeoffs are we comfortable with?</li> </ul>
3) Zambia	Converted content from Transform using Transform Trainers and University staff to create Social Protection courses at BA and MA level	<ul style="list-style-type: none"> <li>1. Who do we want to train?</li> <li>2. At what cost?</li> <li>3. Do we have demand?</li> <li>4. Is this a low or high hanging fruit that can work in the short or the medium to long term?</li> <li>5. What does successful institutionalization look like?</li> <li>6. What tradeoffs are we comfortable with?</li> </ul>
4) Ethiopia	A very early adopter of institutionalization and may provide the greatest lessons of sustaining and safeguarding quality of the Transform package	Lessons over time

Ultimately, the three country lessons were gathered through telephone interviews by the consultant for Ethiopia, Ghana and Zambia while the pending lessons from Kenya will be through a country visit, to be held in Nairobi Kenya, by GoU officials.

The learning exchanges were designed to generate recommendations for refining Uganda's institutionalisation process, decisions and outcomes, to provide the country a better chance at sustainable institutionalisation.

To ground the Learning Exchange Conversations, each country discussion had a unique set of questions that were appropriate to the lessons being sought. The discussions included lessons, challenges, successes and recommendations for moving institutionalisation forward and for sustaining it over time.

### **Key Questions Answered to Inform Institutionalisation**

While the methodology included 3 distinct, yet interrelated components, all three components sought to answer 6 overarching questions as listed below:

**1) What are the main factors that influence successful/unsuccessful Institutionalization? What in the Ugandan Web would enable or constrain institutionalization of Transform?**

The elements that bear on this question include, in the main, resources, political commitment, location of responsibility, policy and planning and procedures.

**2) Are there any specific institutional and/or organisational characteristics in relation to the factors that enable or constrain institutionalization that we need to explore? How many have characteristics that enable/constrain institutionalisation?**

Based on an understanding of the factors that constrain/enable institutionalisation, primary and secondary data on institutional and organizational make up will be analyzed in order to assess the extent to which potential off-taker institutions are a suitable selection.

**3) What can we learn from the regional and national experience and literature about how other countries have promoted and achieved institutionalisation? What are some of the key lessons learned and challenges relevant to the Ugandan context? What lessons does success offer and what lessons does failure offer? How can these lessons be best utilized to deliver successful and sustainable institutionalisation?**

An exploration of different country lessons will be compiled through initial desk based exploration and later through learning tours to the countries to get relevant lessons for Uganda and its unique context.

**4) Uganda's institutionalization readiness. To what extent are the elements that support successful institutionalisation already in place? These can be in the form of respective structures, trainers and financing/resources. What is a conducive political-economy and policy environment that determines readiness? How do we manage these to ensure successful and sustainable institutionalisation?**

This would require assessing data on the readiness and how to foster readiness for Uganda. What lessons can we learn from local experience that are relevant to the Transform institutionalization?

**5) What are some of the main options to strengthen institutionalisation in Uganda? How feasible are these options within the current country context, and how acceptable would they be at national and subnational levels?**

Options were generated, based on literature review, data analysis, and consultations with in country and regional counterparts and key stakeholders. Options regarding the design of the institutionalisation initiative, including on how to select off taker institutions, trainers and modalities would then be explored.

**6) What is the recommended approach to promoting institutionalisation, and what processes, human and financial resources, systems and mechanisms would need to be put in place to operationalize it?**

This roadmap is thus informed by the lessons that emerged from the process after undertaking the review of literature, the stakeholder consultations and the lesson learning. The most viable option for Uganda has been recommended. Proposals on how to operationalize the recommended approach are based on data analysis of all inputs from literature review, consultations and lesson learning.

## Building the Roadmap

### Overall Environment in which institutionalisation will be Implemented

The Government of Uganda through the Ministry of Gender, Labour and Social Development (MGLSD) formulated the National Social Protection Policy (NSPP), which was approved by Cabinet in November 2015. The vision of the Policy is “a society where all individuals are socially secure and resilient to socio-economic risks and shocks”. The policy articulates the role of social protection in national development and provides a foundation for establishing a comprehensive social protection system for Uganda with three components, namely: contributory social security; direct income support; and social care and support services.

One of the priority areas of the NSPP is to enhance the institutional capacity for provision of comprehensive social protection services, while the Programme Plan of Intervention (PPI) - action plan for implementation of the NSPP- identifies enhanced human resource capacity for the design, implementation and coordination of Social Protection interventions as one of its priority activities under objective four.

In 2018/19, the Government and partners conducted a capacity needs assessment of all MDAs and district local governments responsible for implementing social protection and found lack of the necessary knowledge and expertise among social protection practitioners as one of the major gaps in the management, implementation, and delivery of social protection. This culminated in the development of a Capacity and Institutional Development Plan, which elaborates the various training requirements, approaches, strategies and well as institutions to provide the training.

A key finding was that majority of existing trainings and courses have not been sufficiently contextualized and that delivery methods are often theoretical and not relatable. It was recommended that efforts are put into adapting courses and trainings to the Ugandan context. During this analysis, stakeholders singled out the TRANSFORM approach as a participatory, and adaptable model that can be leveraged to deliver social protection training.

The African Union and ILO backed approach is being embraced by many stakeholders as a home-grown, adaptable model for delivering social protection training. Unfortunately, because it is relatively new, the approach relies on a small pool of Master Trainers who are in high demand, both within Africa and beyond. This makes the approach very expensive to rollout using the current modality. To address this challenge, MGLSD seeks to institutionalise the TRANSFORM Curriculum into a Government-owned institution with the capabilities of providing pre and in-service training for social protection practitioners in the public service, development agencies, civil society organisation and private sector.

### Uganda's institutionalization readiness

#### Priority focus

**Understanding that the main priority is to plug the in-service capacity gaps in Uganda, this will be the priority focus for institutionalisation.** This deviates slightly from the initial conceptualisation that prioritised institutionalisation for both pre and in-service learners. While this will be achieved in the ultimate vision for institutionalisation, this will no longer be the priority in the short term. The short term will respond to the immediate capacity needs, and gaps for in-service staff. Therefore, while pre and in-service will remain the scope of wider focus for institutionalisation, pre-service will

only happen in later phases, in order to build the requisite frameworks, and capacities as well as support the off-taker institutions to be ready to anchor the institutionalisation.

#### Process

Sufficient time is required to ensure readiness, of potential off-taker institutions, to anchor Transform institutionalization. Overall, there is understanding that there are many ways that institutionalization can be said to have occurred, depending on how it is understood by the proponents in Uganda. However, it is also understood that for further institutionalization, it is necessary to introduce changes to institutional policies and processes, align or change the framework for evaluation to take into account the Transform programme and its design needs, and ultimately change the work processes or aspects of these processes in the institution that will anchor the programme. The MGLSD recognizes that achieving these changes in the proposed anchor institutions, might take longer than desired. Therefore, it becomes important to take into consideration, the low hanging fruit that will enable them achieve some wins, while the changes required to anchor institutionalization in an off-taker institution are being worked on.

#### Placing

There are a number of options considered regarding where to place Transform as it is being institutionalized. Each of these options have their own pros and cons that are important to take into consideration. Overall, nonetheless, it is understood that for the potential anchor institutions, the protocols to institutionalise are heavy, compared to housing trainers under MGLSD. During the in-country consultations, three potential off-taker institutions were consulted, namely Civil Service College , Makerere University and Nsamizi. Uganda Management Institute (UMI) is yet to be consulted. As the character and roles of these institutions are significantly varied, a potential course of action that emerged during the consultation was using a collaboration of the anchor institutions to institutionalise. As this has been done before, it is also a viable option to consider a collaborative roll-out that can utilize the strengths of each of the off-taker institutions.

#### People

The people, in reference here, are the trainers that would rollout Transform, following institutionalization. The guise that this would take, has fundamental implications for the direction to take and on the off-taker institution. It is thus important to consider whether the off taker institution has the necessary people, whether through an existing faculty or through the requisite expertise required for Transform delivery. During the consultation, it was found that the two potential off-takers were at different points in this regard. While Nsamizi had the staff with an appropriate level of social protection and a department that would anchor Transform, Civil Service College did not have this skills-set nor a faculty that had a similar set of expertise that could deliver social protection training like Transform. However, both had their own unique strengths and limitations. Another possibility for trainers is to have a cohort that is loosely assembled under the Ministry of Gender Labour and Social Development and convened intermittently to respond to availability of training when it comes up. It was generally felt that the latter option i.e. trainers under MGLSD is the most feasible in the short term, and will be the preferred way to go, while off-taker institutions are being prepared to anchor Transform.

#### Package

The package, as it is referred to here, relates to the thinking about how Transform will be institutionalized and the form that it will take in its delivery. While the most straight-forward is the wholesome use of the Transform curriculum, this may not be a possibility or may be a more tedious

process, to adopt in some institutions, particularly because institutions have their own standards for curriculum style, curriculum use and adoption. A few options were discussed as follows:

1. Wholesome adoption of Transform curriculum (in pedagogical methods, number of training days, use of accredited trainers and content) – Possible in the short term through training trainers that will be convened under MGLSD to provide training on demand.
2. ‘Sessionalisation’ of transform content in existing induction/training programme to mainstream it into other institutional core curriculum – Possible in off-taker institutions in the medium term to facilitate for curriculum adaptations, determination of training approach and trainer support needs as well as how this will be monitored to ensure the effective use of Transform. This poses the greatest challenge for monitoring and requires careful monitoring for quality control purposes.
3. Unbundling of Transform and reconstruction into higher learning institutions’ Social Protection Curriculum – Possible in the long term, in institutions of higher learning, offering Bachelors and Masters programmes to co-create a degree at Bachelor and/or Masters level that is informed, in the main by the Transform curriculum. Offers the greatest potential for sustainability in the long term
4. Having an online version – Re-creating a version of the Transform online training, for Uganda, that is hosted on the MGLSD website. Offers great potential for sustainability and regular availability of the package, on demand, particularly for in-service use
5. Having a hybrid of all the above – Packaging these options in phases and agreeing to achieve all of them as a short, medium and long term agenda for the institutionalization of Transform.

Preservation of quality and resourcing

#### *Quality*

In the consultation, it was found that the potential anchor institutions have their own in-house and external quality control and quality assurance mechanisms that can be utilised to preserve the quality of the Transform programme. However, these are not necessarily tailored to preserving the quality of Transform as a package as much as they are a routine quality control mechanism that they can extend to controlling quality under Transform. This is an important consideration because Transform quality is underpinned by a number of specific considerations which include:

- Use of a specified number of accredited Master Trainers that deliver the trainings regularly
- Use of a controlled adult learning pedagogical approach
- Infusion of regular research, national and international in the delivery of the trainings
- Specifications for preparations, room set up and external environment use
- Post training feedback from participants; and
- Post training analysis and reporting by trainers
- Oversight by the Transform Hub

Any Quality Control measures would need to keep these in mind to effectively report that the quality has been preserved. The oversight function can be redefined for the context, in agreement with the Hub, but it is essential to keep the programme accountable on a more frequent, on-going basis.

#### *Resourcing*

This aspect is closely linked to sustaining the institutionalisation over time. Questions of what happens after the initial steps of institutionalisation were raised by several stakeholders. The institutionalisation agenda responds to the need to roll out social protection training to a significant

number of implementers, policy makers and other actors involved in the social protection delivery chain, across the country, on the one hand, and on the other, looking at extending and making available social protection training at pre-service level, for those that might be interested in pursuing a career in the field of social protection.

The question that arises therefore is how and by who will this roll-out be financed? Sustaining the institutionalisation will require considerable investment. Current Transform Trainings have been financially supported, in the main, by development partners. Future financing of the training will require funds from other sources including government and fees for accessing the training. During the consultations, government indicated that there is potential to leverage the capacity building budget that treasury makes available for government agencies to resource the trainings. Also, it was felt that there could be budget room created at Local Government level to make funds available for district trainings.

It was agreed that as a short term measure, the government make available a training target number that can be used to project financing needs in the short term and estimate cost, as a basis for clarifying whether such cost can be met by Central and Local Government budgets or see how much of the cost can be covered by government and what the deficit would be that the government would lobby partners to support. Also, if fee-taking institutions took on the institutionalisation, it would be possible to resource Transform using the fees. However, this would strictly need to be on a cost recovery basis as Transform cannot be provided for profit making.

### **Learning from regional and national experience**

An exploration of different country lessons was compiled through a combination of desk-based exploration and country interviews with the countries. This was done in order to get relevant lessons for Uganda and its unique context. The three countries included were Ethiopia, Ghana and Zambia. The basis for the country selection were the different lessons that they offered for the anchor institution options they offered along with other considerations. Ethiopia offered the Ministry-based anchor with trainers loosely assembled through the Ministry responsible for social protection (lessons for MGLSD). Ghana offered lessons of a social work institution as an anchor (Lessons for Nsamizi), while Zambia anchored their training through the University of Zambia (lessons for Makerere). The findings are captured below:

#### **Ethiopia**

Ethiopia was the first country to undertake a ToT for a cohort of national trainers. These were trained to roll out district trainings in-country. This was done in 2017, following shortly after the International Cohort of MTs was trained. A total of 40-45 Trainers were trained; drawn from Government, particularly the Ministry with the policy mandate for social protection. The trainers were accredited to be national trainers in 2018. However, while Ethiopia had 45 accredited trainers, no trainings have ever been conducted using the national trainers.

#### **Ghana**

Ghana went the route of anchoring institutionalisation in a social welfare training institution. Trainers were selected on a non-competitive basis. Some were lecturers but not necessarily from the institution, while others were industry specialists and others were playing a dual role of lecturing and working as SP specialists. The lecturers were trained as National Trainers in a ToT that took place in Accra. The process of accreditation was expeditious with the second level of accreditation being undertaken a week after the ToT was conducted. A total of 15 trainers were trained and all of them were going to be convened under the institution.

The institutionalisation was supported by an EU funded NGO who made available the entire budget to support the ToT process. Following this, the idea was that the government and the school would fund subsequent trainings. Following the accreditation of trainers, Ghana has not conducted a single training through the national trainers that underwent the accreditation.

### Zambia

In Zambia, the University started off with the introduction of a Bachelor and Masters offering of social protection training, using Transform as a springboard but subjecting the course development to further consultation and scrutiny. The final product was Transform informed, but decisively distinct to cover pre-service needs of the BA programmes and professional needs of the MA programme. The training development was supported by Transform funding partners and at least three Transform Master Trainers were involved in the development of the curricula.

The curriculum and content development took an estimated 18 months to complete, commencing in 2017 and lasting until 2018, including the necessary approvals, before the courses were offered as part of the University's main courses.

So far, a little over 160 students have enrolled into both programmes, (over 60 in two intakes of the MA training and about 100 students are enrolled in the BA programme). In comparison to other courses, the BA programme does not attract the number of students that are required to make the programme viable but it has started off with better numbers than some older courses such as philosophy.

### Main Lessons gathered from the three Case Study Countries

	Ethiopia	Ghana	Zambia
Priority focus	In-service capacities	Pre and In-service	Pre and In-service
Process	Ethiopia purposively handpicked trainers from the Ministry that was responsible for social protection although they were not the main implementing agency for the PSNP, which sat under the Ministry responsible for agriculture.	Ghana randomly hand-picked industry experts and academicians that were trained and accredited to be National Trainers under the anchor institution that was identified, i.e., the social work institute.	Zambia began the process alongside the Transform Course roll-out in 2017 but it was not until 2021 that they took the first cohort in their BA and MA programmes. They were not necessarily a Transform institutionalization initiative with the University of Zambia but because Transform rollout was swifter than the University Course introduction, the curriculum was informed by Transform in terms of content referencing and use of selected Master Trainers.
Placing	Ministry Responsible for Social Protection	Social Work Institute	University
People	Ministry Officials	A mix of industry experts and academicians	University Lecturers
Number of people trained	45	15	N/A
Package	Adopted Transform Introductory Package as is. Policy Level Curriculum - best suited for policy	District Curriculum adopted as is	Bachelor of Arts in Social Policy and Master of Arts in Social Protection

	makers		
<b>Number of Trainings Conducted</b>	None	None	1 BA 2 MA
<b>Preservation of quality</b>	Never implemented	Never implemented	Aligned to University QA mechanism as it is not Transform Institutionalisation
<b>Preservation of resourcing</b>	<p>Not achieved. All funding provided by UNICEF.</p> <p>Not driven by needs but by supply – Didn't think about sustainability and negotiate financing from government.</p>	Not achieved. All funding provided by EU funded NGO	EUSPS Funded the process. Some delays in course introduction were also because of aligning timing with the funders. Sustained through university fees. These have been aligned to fee structure of other similar programmes
<b>Key Lessons</b>	<ul style="list-style-type: none"> <li>Cherry pick the Trainers. Get the trainees right. Be very selective. Looking out for trainers, not just their ability to learn, but to deliver the training. Interview applicants and be sure they fit</li> <li>Do not plunge people into a training room Start with them being learners to acquaint them with the content and the mechanics of the training.</li> <li>Do not rush the process – Make sure identified trainers appreciate the content, process and tools before taking them through the ToT. Then bring out the trainer in them.</li> <li>Offer continuous coaching and mentoring for a period after the ToT</li> <li>Do not yield to the temptation to be visible too soon and do not do it simply because there is funding. This threatens sustainability</li> <li>Understanding transform is essential and so should not be rushed. If it is rushed, the country risks spending 60 – 70 thousand USD and not showing value for money over time</li> <li>Mind the lapse between the ToT and substantive training</li> <li>Beware of Transform fatigue on the part of funders and on the demand side</li> <li>Ministry turnover threatens sustainability</li> <li>Transform is resource intensive so needs documents printed, 5 days of participants training. This is likely not going to be</li> </ul>	<ul style="list-style-type: none"> <li>Ensure you assign leadership ad have a clear structure that keeps the national trainers motivated</li> <li>Develop a sustainability plan for the institutionalised programme.</li> <li>Organise trainees into a group and assign responsibilities in order for them to keep communication and momentum for the institutionalisation</li> <li>Include a funding strategy – Plan to include sustainability</li> <li>An accountability mechanism and structure for people trained with clear reporting obligations</li> <li>Has been beneficial to individuals and has allowed them to have greater impact in the community but has not resulted in collective impact as was desired by the programme</li> <li>Trainer selection was not competitive</li> </ul> <ul style="list-style-type: none"> <li>Be mindful of who leads the process and what their motivations are. If the institutionalisation is valued for its funding, leadership may be usurped by people who are not passionate about the programme more than the personal opportunity due to the availability of resources</li> <li>From the outset be clear what the administrative arrangements of the programme are so that new comers do not derail the programme when they do not get what they expected.</li> <li>From the beginning, design the programme with institutionalisation. This way it will be easier to assimilate in public institutions, as they have mandate to support other government institutions.</li> <li>Get high level ownership such as vice chancellor, as Zambia did, to introduce this as a university programme and thus create that ownership. Helps to manage ownership and internal politics</li> <li>National stakeholder meeting useful to understand programme acceptability, to tailor curriculum to reflect SP needs of your context, the structure, learning about existing courses, institutions offering them, if any, and gaining buy-in and consensus for course introduction.</li> <li>Learning visits are useful in</li> </ul>	

	funded by a government with already limited resources or district level budgets.		<ul style="list-style-type: none"> <li>final decision on course naming and curriculum design and what level to pitch the course content at.</li> <li>Conforming to the University system and housing it in an existing programme creates sustainability beyond donor funding. A standalone course creates sustainability problems</li> <li>interdisciplinary nature of SP demands external specialists and/or faculties. The host department then has a lot of challenges as this increases coordination responsibility for the department head who cannot sanction them directly, only through the Dean or VC</li> <li>BA has not had as high demand as the MA</li> </ul>
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### KEY DECISIONS AND RECOMMENDATIONS - Agreed Approach and Ways Forward to delivering Institutionalisation

The consultation facilitated a thorough discussion of the options and challenges to address sustainable, high quality institutionalisation of Transform. The consultation came up with a number of useful outcomes. The institutionalisation conversation has taken distinct shape and decisions have been made on how to proceed, as follows:

**1. Phased Institutionalisation:** Institutionalisation will not happen in one go, because ultimately the appetite is to provide both pre and in-service training. This will cover the multi-sector range of actors that have a role in social protection including actors that are not necessarily directly involved in implementation of social protection such as policy makers and members of parliament and other actors who provider complementary services like health, education, agriculture and production sectors, among others. In order to achieve this, institutionalisation will set out short, medium- and long-term objectives. The short term will respond to the immediate in-service capacity gap. This will be done through MGLSD anchoring the institutionalisation by training trainers who will be assembled to provide training when required. These will be loosely convened and will mirror the current situation with the international MTs. The medium and long term will follow to ensure the requirements are put in place, parallel to the short-term implementation of trainings. The medium term will focus on building a platform for integrating online training onto the MGLSD website and introducing transform training as sessions in the Civil Service College induction trainings for the public sector. The long term will include the design of transform-inspired curriculum for universities and training institutions. The time periods delineated as short, medium and long term will be as follows:

	Short term	Medium term	Long term
<b>Duration</b>	1 – 2 Years	2 – 5 Years	5+ Years
<b>Capacity Needs</b>	Immediate in-service	Professional capacity	Pre-service, on-going in-

	training needs	needs	service and professional development capacity needs
<b>Modality</b>	Loosely assembled trainers through MGLSD	Online and Civil Service College (CSC)	Nsamizi and Makerere and other training institutions that meet minimum requirements.
<b>Certification</b>	Standard Transform Certification	e-certificate (online modality) Induction Certificate (CSC)	Academic Certification (Diploma, Degree and Masters)

This notwithstanding, based on the discussion of the validation meeting, it was felt that it would be prudent to revisit the phased approach decision.

**2. Resource availability:** A costing template has been developed that the Ministry can apply to try and establish a budget for the rollout of the country-wide trainings. Understanding what the costs will be by phase will help with resource planning and fundraising. This will inform MGLSD and partners about the required budget and will enable government to make financing commitments and approach partners to finance the deficit.

**3. Technology alternative:** One option is to leverage technology to make the Transform curriculum available online through the MDLSD website for in-service, on-demand training. This can be adapted based on the e-Transform package, but provided as a self-paced curriculum (unlike the e-transform which is e-facilitated).

**4. Learning Visits:** As other countries have already implemented variations of Transform institutionalisation, lessons from such countries became central to Uganda's own thinking and design. It was decided and agreed that MGLSD will undertake learning visits to pick lessons from selected countries to inform the steps and shape that country-level institutionalisation should take. This emerged as a key learning from Zambia who undertook extensive learning visits to help them design their courses. As this might not take place for the first phase, it should be considered for the final phase, which might include the design of a tertiary level qualification in social protection, that is transform inspired or informed.

**5. Securing buy-in for institutionalisation:** To ensure that key stakeholders are in support of and see the value of institutionalisation, more work will need to be done to get stakeholders rallying behind the institutionalisation agenda. This will be important too for ensuring that other partners chip in to contribute to the financing deficit.

Ultimately, some of the key lessons for Uganda are:

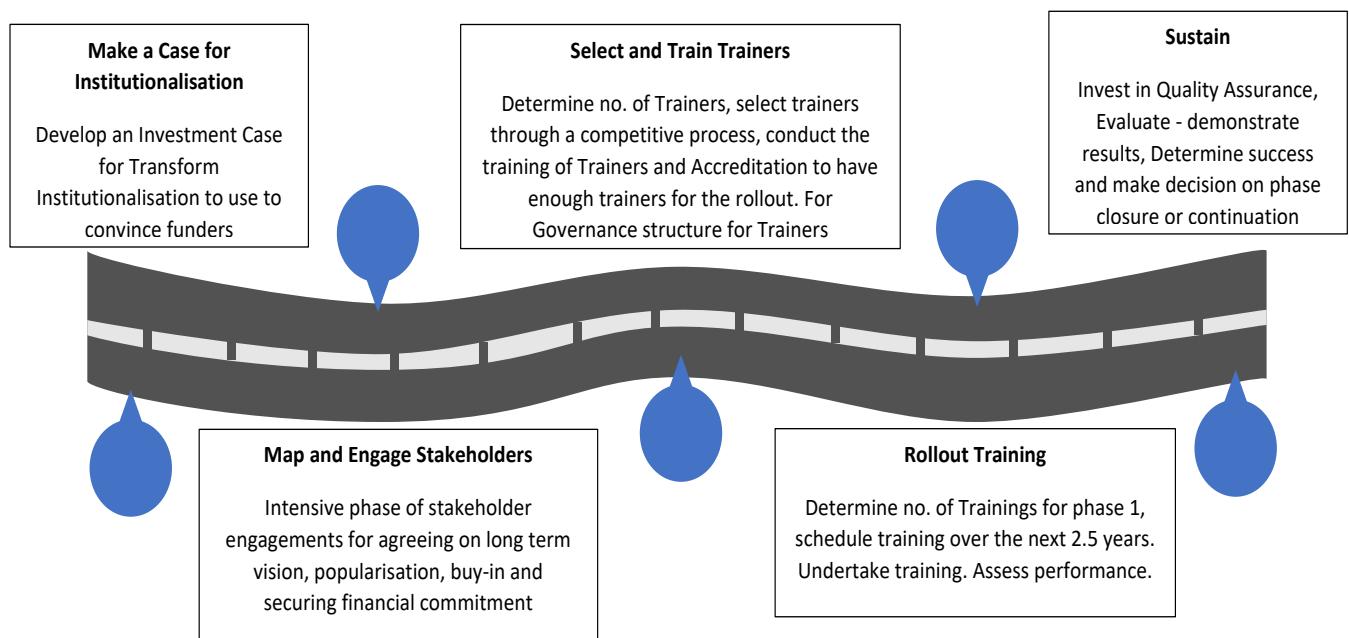
- The success rate for Transform institutionalisation in many countries is still worryingly low. There were value for money concerns raised in the consultations that are worth thinking through carefully as the country moves forward
- Currently, it would appear that institutionalisation through the introduction of a university course is the most sustainable, although it is relatively premature to draw such conclusions. This is particularly so even when one considers that the second round of the BA programme in Zambia was not run

- In the consulted countries, the national trainers have not been used once to conduct country or district level trainings for a range of reasons. It would thus be prudent to secure resources and outline a plan with a minimum number of trainings to be conducted in the short term. It also becomes more critical to seriously consider expediting the final phase of introducing the university level qualification.
- Considering the lesson offered by Ethiopia about resisting the urge to champion institutionalisation in response to available funds, it will be important to upfront any agreement with the government to allocate funding to transform roll-out in the capacity development plan.
- The institutionalisation design should build a structure that will have leadership for ensuring action is taken, funding is sourced, quality assurance is guaranteed and accountability for results is embedded.

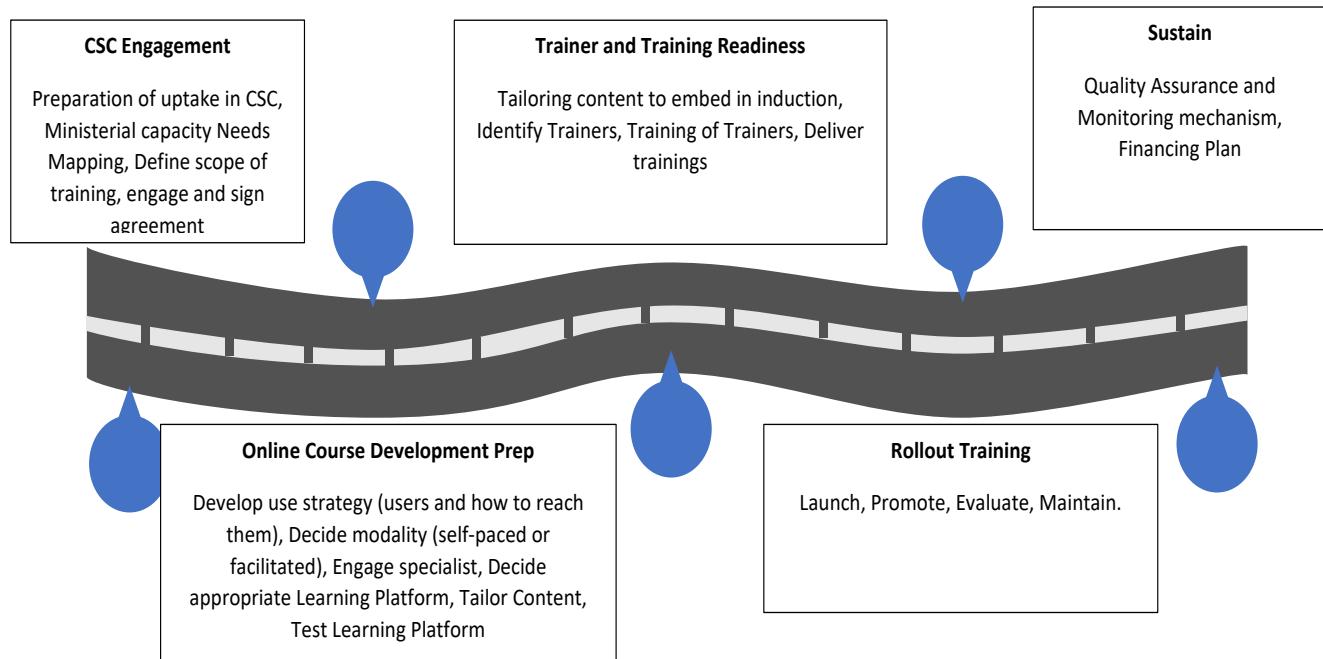
## Roadmap

The roadmap for institutionalisation follows the three phases for institutionalising Transform. This is presented in a stepwise schematic to represent the roadmap

### Phase 1 Roadmap - MGLSD

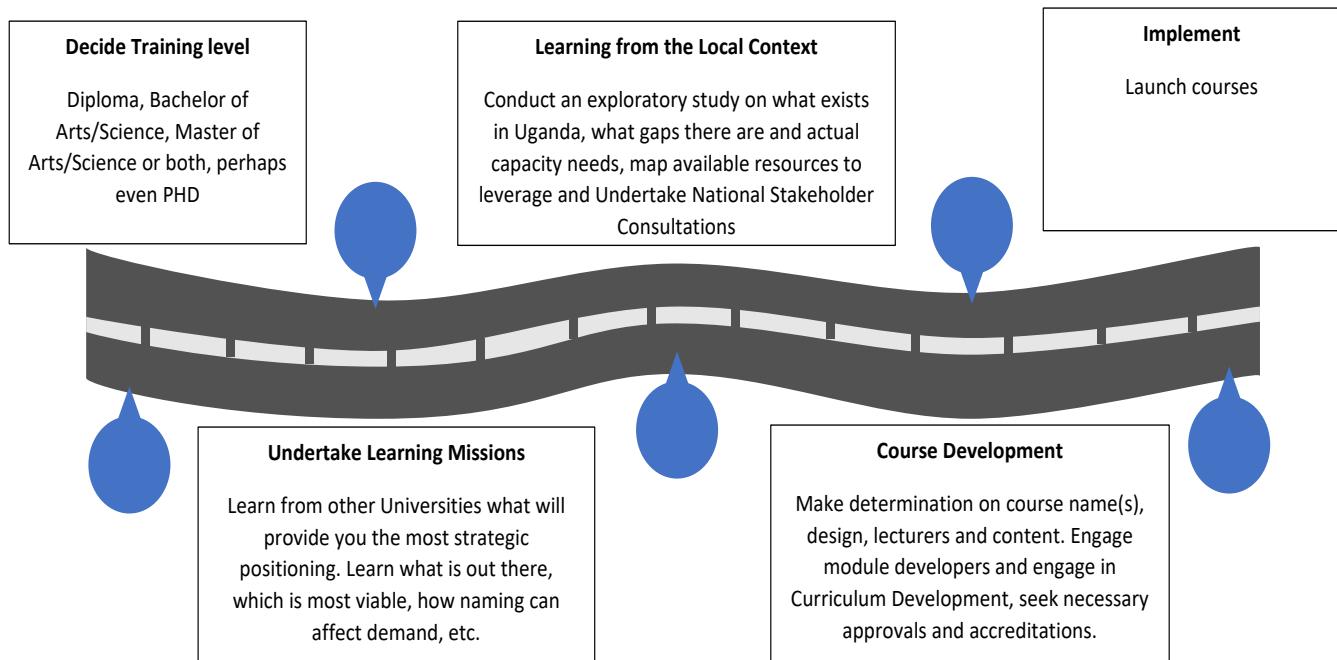


## Phase 2 Roadmap - CSC and Online



### PHASE 3 Roadmap - Makerere

Decide Training level - BA, MA or both, Undertake Learning Missions, Hold National Stakeholder Consultations, Make determination on course name, design, lecturers and content, Engage in Curriculum Development, Seek necessary approvals and accreditations, Launch Courses, Evaluate



## Funding the Roadmap

### Costing institutionalisation

The cost of delivering a regular transform programme, with three international trainers, over a five-day period, has been a huge contributor to the move to institutionalise Transform in Uganda. As such, it was felt that having a group of accredited national trainers to deliver Transform locally will offset a significant chunk of the spending that is gobbled up in one training.

While there will be considerable cost saving with the institutionalisation, funding is not available in an earmarked vault for this purpose. This, therefore, requires deliberate thinking about how funding to cover the costs of running Transform trainings, once institutionalised, will be mobilised and what the sources will be.

Funding any training on a sustained basis must include sufficient financial commitment to cover the adaptation, training of trainers and accreditation, and the continued delivery of the curriculum over time. Undeniably, a bedrock of effective and sustainable institutionalisation is the availability of funding (both from domestic and external sources) to cover application costs. As such, it is essential to carefully consider how funding government, development partners and other private sources can be systematically secured in the short, medium and in the long term of the Transform institutionalisation.

Nonetheless, in order to speak about funding availability, it is paramount to understand what the financing needs are, as this will form the basis for the budget that will need to be made available. The best way to make these estimates is to use an ingredients-based model and estimate these costs based on the target number of individuals that the GoU would like to train through Transform. This will help to ensure that cost estimates are accurate and the global sum of funding needed is a reliable estimate.

In addition, considering that the approaches are different across the phases, it will be important to gather all financial information across the different formats of institutionalisation in the three phases. The cost elements that will determine total cost will vary in each phase as the anchor institutions will differ in every phase and might have a different approach for each phase. This makes the costing relatively cumbersome and in need of a rigorous process to correctly estimate costs of housing Transform.

Once the financing needs have been established, a thorough mapping of funding streams should be done. This is essential to inform the national financing and sustainability strategy for Transform in Uganda.

The table below provides guidelines on how to come up with complete estimates of funding needs for the three phases of institutionalising Transform in Uganda:

Short-term	Medium-term	Long-term
Trainer Preparation Costs	Institution Preparation Costs	Course Preparation Costs
<ul style="list-style-type: none"> <li>a. Decide number of Trainers to undergo ToT (15 – 25)</li> <li>b. Gather cost data for first and second level of accreditation training (venue, accommodation, materials, learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Determine the proportion of GoU officials and partners that Uganda would like to train during the second phase of institutionalisation (critical for CSC)</li> </ul>	<ul style="list-style-type: none"> <li>a. Obtain cost information for course development at Diploma, Bachelor and Masters' levels</li> <li>b. Calculate the total cost of training and thus establish</li> </ul>

<p>expert/observers' fees, equipment, Travel, DSA + administration) (Approximately USD 70,000, using Ethiopia costs)</p> <p>c. Estimate trainer-specific costs for Uganda for both accreditation levels (second level includes cost of delivery of training application plus learning expert costs)</p> <p>(c = b/a)</p> <p>e.g. <math>70,000/45 = \\$1,556</math></p> <p>d. Add cost of material adaptation</p> <p>e. Calculate the total cost of accreditation training and thus establish total trainer preparation budget for phase one</p> <p><math>TPC = (a*c) + d</math></p> <p>Where</p> <p><math>a</math> = number of Trainers to undergo ToT</p> <p><math>c</math> = trainer-specific costs for Uganda</p> <p><math>d</math> = Cost of material adaptation</p> <p>e.g. <math>(1556*15)+10000 = 33,333</math></p>	<p>b. Decide type and number of modalities to be used for the training (online and CSC proposed)</p> <p>c. Acquire estimates of integrating training platform on MGLSD Website</p> <p>d. Estimate trainer, course and material preparation costs for induction through CSC<sup>1</sup></p> <p>e. Compute the total cost of institutional preparation for phase two</p>	<p>total course preparation budget for phase three</p>
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Training Delivery Costs Per Phase		
<p>c. Determine the proportion of GoU officials and partners that Uganda would like to train during the first phase of institutionalisation (146 DLGs x 25 pax equals 3,650, would demand 730 trainings if 11 training per district is the target) (if 8 trainings per year by 5 groups, total target number to train in phase 1 is 1,000 individuals)</p> <p>d. Work out number of trainings to be conducted in phase one to</p>	<p>Online</p> <p>f. Establish delivery costs for online training (course re-design, set up, maintenance, promotion, annual fees and tech-support)</p> <p>CSC</p> <p>g. Define GoU officials and partners targeted under phase 2 of institutionalisation with CSC</p> <p>h. Work out number of trainings to be conducted in phase two (CSC) to cover the target number of people for this phase<sup>2</sup></p> <p>i. Calculate total cost per learner for</p>	<p>f. Decide number of learners that Uganda would like to train during the third phase of institutionalisation (Diploma, BA Degree, MA Degree)</p> <p>g. Work out number of trainings to be conducted in phase three to cover the number of people to be trained</p> <p>Calculate the total cost of training and thus establish total training delivery budget for phase one</p>

<sup>1</sup> Decision to train additional CSC trainers or utilise phase 1 pool of trainers (prudent to already include some CSC trainers in phase one, if CSC is a viable option for the medium term)

<sup>2</sup> a bit more nuanced to determine value for money as training will not be delivered on basis of relevance to trainees role in Government

<p>cover the number of people to be trained (40 trainings – 8 trainings per year per group times 5 groups)</p> <p>e. Estimate the cost per learner for the delivery of a given training application. (Approximately USD 720 with international MTs (GoU concept note estimates \$18,000 per training. Less \$10,500 in trainer fees and less air travel costs plus stipend/honorarium for National Trainers)</p> <p>f. Calculate the total cost of training and thus establish total training delivery budget for phase one</p> <p>(Approximately USD 720,000 with international MTs)</p> <p>Without MTs fees, this amount reduces to \$300,000</p>	<p>the delivery of a given training application.</p> <p>Calculate the total cost of training (online + CSC) and thus establish total training delivery budget for phase two</p>	
Total Funding Needs per phase		
<p>h. Add the total cost of trainer preparation plus the training delivery total and thus establish required budget for phase one</p> <p>(Approximately USD 400,000 with international MTs)</p>	<p>i. Add the total cost of trainer preparation and training delivery total and thus establish required budget for phase two</p>	<p>j. Add the total cost of course preparation and training delivery total and thus establish required budget for phase one</p>

Once this has been done, Estimate the proportion of GoU officials and partners that Uganda would like to train during the different phases of institutionalisation

### Funding Options

In most cases, Transform applications are partner funded and thus the cost of training delivery has not been drawn from domestic resources. As the GoU institutionalises Transform, a strategy for financing the institutionalisation and rollout of the trainings will need to carefully consider sustainability. This will be particularly challenging if the country is largely funded by development partners as they will likely make determination on a number of parameters linked to the delivery of the training, as well as quality aspects. The risk of Transform fatigue may also undermine sustainability if the government does not take leadership in financing Transform institutionalisation.

It is important that GoU take the leadership in financing the institutionalisation, the rollout and in communicating the vision of the institutionalisation and the outcomes of it, in order to demonstrate value for money. This will enable GoU to have authority and oversight of the process, the priorities and the results. However, this does not mean that GoU should look at being the sole funder of the training, rather, it means that GoU should drive the institutionalisation agenda and direction. This can be done by:

- Mapping all possible funding sources that contribute to social protection and other capacity building in Uganda that can be redirected towards social protection training.
- Direct investment where it is needed by providing a strategic framework that points prospective and existing funders to Transform training.
- Engage Development Partners in the strategy to direct resources for social protection capacity building to the Transform methodology as the preferred training method for any social protection training
- Run rigorous promotions, communication and engagement campaigns to demonstrate results emerging from use of Transform training and persuade key funding stakeholders to invest in sustaining the institutionalisation of Transform in Uganda based on evidence of impact.

In terms of options for financing Transform institutionalisation in the short, medium to the long term, the following options seem optimal:

Short Term	
Project Funding	Use available funds earmarked for institutionalisation by current strategic partner(s)
Treasury Funding	Tap into funds available for capacity building annually by GoU to secure a specified number of Transform trainings
Partner Funding	Seek grants and donations through Development Partners, Trusts, Foundations, International NGOs and other sources that can be reached through various formats of resource mobilisation
Medium Term	
Partner Funding	Invest time to raise funds through proposal writing, private sources and development partners
Institutional Funding	Engage anchor institution to co-fund trainings through the use of their funded modalities
Earmarked Treasury Funding	Negotiate secured funding through funds available to local governments at the devolved level and earmarking a portion of funds for capacity building
Long Term	
Institutional Funding	Engage anchor institution(s) to utilise their existing and funded marketing, promotion and recruitment avenues to mobilise resources for delivering Transform
Tuition fees	Through the provision of self-sponsored or scholarship funded training programmes
Partner Funding	Seek grants and donations through Development Partners, Trusts, Foundations, International NGOs and other sources that can be reached through various formats of resource mobilisation

## Quality Assurance

A substantial part of sustaining the institutionalisation is Quality Assurance (QA). For Uganda, quality assurance will need to be thought of in relation to the specific phases that will implement distinct forms of institutionalisation.

Not only does it need to be conducted as a requirement of Transform, but it will be important for Uganda to proactively prevent quality failure. Transform, as a brand applies rigorous quality assurance measures, that have resulted in learner satisfaction and assurance of high-quality

trainings and overall positive learner experience. The QA has been an in-built feature in Transform throughout the course development process. This has meant that the design, trainer preparation, the delivery and the post training reflection assures continuous delivery of a transformative, high-quality learner experience during Transform trainings.

The following are proposed for Uganda's QA:

- **Usability testing** – the Package will be adapted or maintained at each phase of institutionalisation. It will thus be important to assess the usability of the package with every iteration. For instance, one of the lessons provided by Ethiopia points very well to this. The holistic adoption of the introductory programme might not translate efficiently for application at subnational level. While Transform is a standard package with defined modules, it is also an adaptable programme that is designed to respond to specific contexts in different African Countries. It will thus be important to use this fluidity in the design as the first opportunity for QA.
- **Feature testing** – What are some of the features of the Transform Curriculum and how are these relevant to the Ugandan context and level at which the training will be delivered. What features of the training curriculum will work best for what audience and for which channel? This should be the second level of QA. Some curriculum features for instance will be necessary to remain the same, to change or to be cast off depending on the phase focus (think about phase one subnational capacity development needs, phase two induction training through CSC or online curriculum and certain course features in Transform and how these would work or for stretched out tertiary level trainings). The features could be current modules or module combinations or aspects of those modules that might not be relevant to the context or sub-context.
- **System testing** - this will involve evaluation of how the various components of the Transform system interact together in the case where national trainers deliver transform, where CSC anchors the institutionalisation and where Makerere delivers drawn out courses. This is a big picture reflection on what is making the system function well or affecting the systems performance.
- Developing standards to ensure quality delivery of institutionalised Transform.
  - **Course/Learning Quality Standards**
    - Curriculum Design
    - Curriculum Delivery
    - Curriculum appearance and organisation
    - Course relevance
    - Learner engagement, activity and interaction
    - Assessment and Feedback
    - Technology, policies and supporting resources
  - **Trainer Quality Standards**
    - Trainer competency based identification and selection
    - Trainer preparation through ToT
    - Trainer Accreditation
    - Post training assessment of Trainer
    - Continued and regular practice of training delivery
  - **Material Quality Standards**
    - Quality of instructional materials
    - Usability and relevance of instructional materials

- Accessibility of instructional materials
- Sufficiency of instructional materials
- Learner Quality Standards
  - Include entry minimums for the trainees to ensure they are able to assimilate any training material they are exposed to in the training. These can include:
    - Years of exposure to social protection or relevant field
    - Highest academic qualification and subject specialisation
    - Line of work and relevance to social protection system
    - Leadership and implementation levels of different participants

## Action Points

### Action Points

1. Conduct a mapping of government and partner capacity building spending trends to estimated possible expenditure appetite for Transform institutionalisation
2. To increase the value of Social Protection training and create demand for pre-service training in SP especially, consider the following:
  - a. Include social protection in competency requirement framework for job openings
  - b. Creating a social protection professional body/authority to give social protection training an air of respectability
3. Can the proposed phases be revisited to make them more responsive and fit the context of Uganda and take into account the range of learning institutions available and with devolved reach at subnational level. This will increase accessibility if we have a wider scope with institutions that have infrastructure in different regions
4. Consider other training levels and certifications including starting in primary schools, using non-traditional learning pathways such as churches, introducing post graduate certification, etc.
5. Include civil society as trainers and as a target audience for the training. This is an important consideration also as you consider Civil Service College because clarity is important whether they can open to audiences outside civil service
6. Think about whether phases should remain as they are (in terms of duration) and whether they should overlap or be mutually exclusive
7. Start on advocacy and popularisation early
8. Develop a financing strategy for the institutionalisation – include exploration of potential funding sources including the ESP capacity building funds
9. Explore feasibility of having social protection as a course unit in other existing programs. This could offset the concern about showing certificate of financial availability. There is an actual immediate opportunity for this as the University is currently doing curriculum review.
10. Consider the social protection institute that has been established by the Uganda Parliamentary Forum
11. Think about naming and value of whether to carry the name transform – do a pros and cons analysis
12. Is it possible to decentralise the Transform Hub so that Uganda has one at national level
13. The implementation of the roadmap is a multi-stakeholder task. It will be useful to highlight some of the key stakeholders and propose their roles and responsibilities as some immediate next steps

## Conclusions

As articulated in this document, the institutionalisation process is a multi-phase, multi-stakeholder and multi-level process that will need to be carefully managed, supported and coordinated by stakeholders with an interest in capacitated frontline staff in the delivery chain of social protection. It will thus be important to get many stakeholders to buy-in and support the roadmap and idea of institutionalisation.

The roadmap provides some key lessons gathered to inform its development, the phases that Uganda will follow to institutionalise Transform and the actions that need to be taken in those phases. It also provides a costing template that will enable the country to come up with cost estimates for each phase. Some proposals on possible funding sources are also provided.

Essentially, the roadmap outlines a common plan to follow in each phase of institutionalisation. The roadmap has been developed through a broad consultation process in Uganda and other countries that provide learning prospects for Uganda's institutionalisation journey. It is hoped that following the outlined process and bearing in mind the lessons that have informed the roadmap will lead to greater sustainability.

This roadmap should thus be a systematic, process management tool that will be accompanied by other supporting strategies and Action Plan with roles and responsibilities assigned. This will help stakeholders understand the required steps that will contribute to the implementation and success of the Institutionalisation roadmap.

This Roadmap is focused on three key phases, the short, medium and long term and the form institutionalisation will take in those phases, which institutions will anchor institutionalisation in each phase. It is built around prioritised themes with specific steps and includes a costing tool and quality assurance proposals to ensure sustainability.

## Annex 1

## SCHEDULE OF STAKEHOLDER CONSULTATIONS ON TRANSFORM

02<sup>nd</sup> TO 06<sup>th</sup> OCTOBER, 2023

S/N	MDA	Date	Time	Officers to be Met	Contact Details	Remarks
1.	Ministry of Gender, Labour and Social Development (MGLSD)	Thursday, 5 <sup>th</sup> October, 2023	2:00pm	Mr. JAMES EBITU	<a href="mailto:jamesebitu@gmail.com">jamesebitu@gmail.com</a>	Complete
		Tuesday, 3 <sup>rd</sup> October, 2023	12:00	Mr. LYDIA NABIRYO		Complete
2.	Expanding Social Protection Programme - Programme Management Unit (ESP-PMU)	Monday, 2 <sup>nd</sup> October, 2023	2:00pm	Mr. STEPHEN KASAIJA Mr. PAUL ONAPA Ms. HELLEN ACHAN Mr. SAM ACODU Mr. ZEPHANIAH OGEN Ms. BEATRICE OKILLAN Mr. FRANCIS TAHINDUKA		Complete
3.	Ministry of Public Service – Public Service College Team	Monday 2 <sup>nd</sup> October, 2023	9:00am	Mr. SIMON BWIRE and Team	<a href="mailto:simonbwire@yahoo.ca">simonbwire@yahoo.ca</a> 0788734421	Complete
4.	Makerere University	Tuesday 3 <sup>rd</sup> October, 2023	10:00am	Prof. PETER ATEKYEREZA	<a href="mailto:peeki100@gmail.com">peeki100@gmail.com</a> 0756309276	
				Dr. JANESTIC	<a href="mailto:janestic@gmail.com">janestic@gmail.com</a> 0706339564	Complete
5.	Nsamizi College	Wednesday 4 <sup>th</sup> October,	12:00pm	Mr. KANYESIGYE CHARLES	<a href="mailto:kanyesigyecharles@yahoo.com">kanyesigyecharles@yahoo.com</a>	Complete

		2023			0772407004	
6.	Uganda Management Institute (UMI)	Friday 6 <sup>th</sup> October, 2023	10:00am	Ms. ROSE KWANTAMPORA	0772065658	Cancelled
7.	United Nations Children's Fund (UNICEF)	Thursday, 5 <sup>th</sup> October, 2023	2:00pm	Mr. TAWANDA CHINEMBIRI	<a href="mailto:tchinembiri@unicef.org">tchinembiri@unicef.org</a> 0772147005	Complete
8.	UN World Food Programme (WFP)	Friday, 6 <sup>th</sup> October, 2023	12:00 Noon	Ms. SANDRA SILVER Mr. BRIAN KISWI Ms. RITAH NAMWIZA Mr. Daniel Putan	<a href="mailto:sandra.lopessilva@wfp.org">sandra.lopessilva@wfp.org</a> <a href="mailto:brian.kiswii@wfp.org">brian.kiswii@wfp.org</a> <a href="mailto:ritah.namwiza@wfp.org">ritah.namwiza@wfp.org</a> <a href="mailto:daniel.putan@wfp.org">daniel.putan@wfp.org</a>	Complete
9.	International Labour Organization (ILO)	Friday, 6 <sup>th</sup> October, 2023	10:00am	Ms. MWENYA KAPASA	<a href="mailto:kapasa@ilo.org">kapasa@ilo.org</a>	Complete
10.	SIDA	Thursday, 5 <sup>th</sup> October, 2023				Cancelled
11.						
12.	EU	Thursday, 5 <sup>th</sup> October, 2023				Cancelled
13.	Irish Aid	Thursday, 5 <sup>th</sup> October, 2023				Cancelled
14.	Ethiopia					Completed
15.	Ghana					Completed
16.	Zambia					Completed

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