Guidelines

for Facilitating the Implementation

of EPWP's Social Sector Training

EXPANDED PUBLIC WORKS PROGRAMME

CONTRIBUTING TO A NATION AT WORK

November 2007

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Glossary of Terms and Acronyms

TERM	DEFINITION
BCEA	Basic Conditions of Employment Act
CBO	Community Based Organisation
CHBC	Community Health Based Coordinator
CSS	Community Safety and Security
DCS	Department of Correctional Services
DoH	Department of Health
DoE	Department of Education
DoL	Department of Labour
DoL/PSC	Department of Labour Provincial Selection Committee
DPW	Department of Public Works
DSD	Department of Social Development
DTI	Department of Trade and Industry
EPWP	Expanded Public Works Programme
ESP L2	Employment Services Practitioner – Level 2
ETDPSETA	Education Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assuror
HCBC	Home/ Community Based Care
HRD	Human Resource Development
HWSETA	Health and Welfare Sector Education and Training Authority
M&E	Monitoring and evaluation
MoU	Memorandum of Understanding
MTEF	Medium-Term Expenditure Framework
NSDS	National Skills Development Strategy
NGO	Non-Governmental Organisation
NPO	Not for Profit Organisation
NQF	The National Qualifications Framework
NSF	National Skills Fund
NSF/DIS	National Skills Fund Disbursement Information System
PDI	Previously disadvantaged individual
RPL	Recognition of Prior Learning
SAQA	The South African Qualifications
SARS	South African Revenue Services
SETAs	Sector Education Training Authorities
SPWP	Special Public works Programme
SSP	Refers to the Social Sector Plan of the EPWP
TA	Technical Assistance
US	Unit Standard

Section 1

1.1 Introduction to the Guideline

This Guideline has been written primarily as a document that will be used by provincial officials responsible for implementing the Department of Public Work's (DPW) Expanded Public Works Programme (EPWP) Social Sector Training. It provides relevant tools and information to inform the effective planning, management, implementation and monitoring, and review of training in general, and EPWP's social sector training in particular.

All six sections of the document provide generic project/programme implementation tools and information and, where relevant and available, information specific to EPWP social sector programmes. The information is provided in narrative, flowchart and table formats to facilitate the reading and use of the document. A concerted effort was made to keep the information and content of the Guideline as concise as possible.

1.2 Background

The Social Sector Programme is one of four EPWP's designed to provide marginal communities with a combination of skills training and work experience, thereby contributing to employment creation and poverty alleviation. Established government structures and public funds are used to implement the EPWP.

The Social Sector Plan (SSP) identified two areas of focus for the first phase of implementation. They are:

1) Home/Community Based Care (HCBC), which incorporates the provision of a range of care giving in home-based health and socially related services; and

2) Early Childhood Development (ECD), which deals with the provision of care/ schooling for children between the ages of 0 to 6 years.

In 2006, a third area of social sector training was included dealing with Community Safety and Security (CSS). Training is offered to Safety Volunteers to safeguard the interests of community safety in schools, trains and public facilities.

The education and training courses currently offered for ECD and HCBC social sector training are listed in Annexure A. This information was sourced from the DPW's Training Manual for Training on EPWP Projects (2007 – 2008). Annexure B provides general information on how to organise and run effective meetings.

The designated implementers of HCBC and ECD social sector training programmes are the corresponding provincial departments of a designated Social Sector Cluster of three national government departments, i.e.:

1. Department of Social Development (DSD)
2. Department of Education (DoE); and
3. Department of Health (DoH).

Provincial Departments of Safety and Security are responsible for the implementation of training related to Safety Volunteers.

In addition, implementation is expected to involve strategic partnerships with relevant Sector Education Training Authorities (SETAs), the Department of Labour (DoL), education and training providers, civil society organisations, municipalities and other relevant stakeholders and partners.

Historically, practitioners servicing the HCBC and ECD sectors have been either volunteers or employees of community-based (CBOs) and non-profit organisations (NGOs). Unfortunately, many of these practitioners lacked the necessary qualifications, skills and expertise to perform their functions optimally and with confidence. Moreover, much of the training available in these sectors is not accredited and is often provided by under-resourced NGOs. Research shows that in addition to meeting the ambitious targets specified in the SSP, a key challenge to the implementation of social sector training relates to converting all training into accredited programmes, and to linking the training of beneficiaries more explicitly to a range of exit opportunities.

1.3 Rationale

This document is a response to requests from the provinces and other social partners for a generic social sector training implementation guideline that clarifies the requirements for complying with EPWP social sector training objectives, and assists in fast tracking the implementation of training. Based on research undertaken to inform the development of the guideline, the EPWP found that while some provincial departments had managed to implement training without experiencing major blockages, many others struggled to access funding for their social sector programmes. Moreover, it appeared that the designated implementers and their respective social partners do not have a common understanding of the training framework applicable to the sector. In addition, it was found that some officials were struggling to comply with DoL and SETA processes.

It should be noted that the intention of this Guideline is not to recreate what already exists in terms of successful practice, but to build and expand on it. For this reason a number of stakeholders in the sector were consulted to provide input on what needs to be addressed in such a guideline.

In addition, a draft version of this Guideline was work shopped with key stakeholders in 8 provinces during September and October 2007, and the relevant inputs and feedback incorporated into the final document.

1.4 Purpose of the Guideline

The primary purpose of this Guideline is to provide provincial implementation officials and their strategic partners with:

1. Relevant information on the funding windows available for social sector training
2. Generic procedures to follow for accessing this funding
3. A set of project management methods and tools that can be used to effectively implement training programmes; and
4. A clearer understanding of EPWP training processes and requirements in the Social Sector.

It is recommended that the Guideline be used in combination with the DPW's Training Manual for Training on EPWP Projects (2007 – 2008), which provides greater depth and detail on the focus of EPWP programmes in general, and DoL's support for EPWP projects, in particular.

1.5 Description of Key Concepts and Terms Used in EPWP Training

Concept	Description
Accredited training provider	A training provider who is accredited through a relevant Education and Training Quality Assurance (ETQA) body. Training providers are accredited for specific qualifications and unit standards.
Assessment	This refers specifically to the assessment of learning programmes that are aligned to unit standards and qualifications on the NQF. Assessment involves a structured process to gather evidence about a learner's competence in order to make a judgement of competence.
CBO	This refers to Community Based Organisations, which are selected to implement EPWP projects.
Credit	One credit on the NQF is equal to 10 notional hours that contribute to a unit standard or qualification. Credits can be obtained through either structured learning or work place learning.
ETQAs	These are quality assurance bodies that are assessed and registered by the South African Qualifications Authority (SAQA) to accredit training providers, and to quality assure the provision of education and training programmes.
Implementers	The EPWP is implemented through "implementing agents" or "implementers" – these can be public bodies, municipalities, contractors or provincial departments who manage the delivery of the project.
NQF	The South African Qualifications Authority (SAQA) set up the National Qualifications Framework. It offers a learning pathway consisting of eight levels and three bands: General Education and Training; Further Education and Training; and Higher Education and Training. The NQF is an attempt to integrate all elements of the education and training system, and to enable a learner to progress from any starting point.

Concept	Description
Learnership	A learnership is a nationally recognised occupationally related qualification that combines structured learning with work-place experience. A learnership consists of a specified number of credits and usually takes about one year to complete. The learning may consist of a number of NQF aligned short courses, which make up the qualification. Three parties enter into a learnership contract: an employer, a learner and a training provider.
Unit Standard	A Unit Standard refers to registered statements of desired education and training outcomes and their associated assessment criteria, together with administrative and other information as specified by regulations
Skills Programme	A skills programme is an accredited short course registered with a relevant SETA. The programme, when completed, constitutes credits towards a qualification registered in terms of the NQF as defined by SAQA.

Section 2

2.1 The Training Programme Cycle

A training programme can be described as a system, which is made up of processes, procedures and methods for the purpose of providing education, capacity development and/or skills provisioning.

A **system** is a set of interrelated ideas, principles or rules.

A **process** consists of operations, activities or functions that are logically related and which occur, or are performed, in succession. The completion of a process results in a measurable or verifiable outcome.

A **procedure** is a series of formal steps (or a course of action) that are performed in order to complete a specific task or activity.

A **method** is a consistent, orderly and documented way of accomplishing something.

Each training programme activity is made up of a set of sub-activities or tasks. Specific procedures and methods must be used to accomplish these activities and tasks. Together all of this must be integrated into a logical and cohesive process to form a framework for a training programme system.

From a generic perspective, the training programme process can be viewed as a series of fundamental steps, as illustrated in the following diagramme. Key activities/tasks related to each of these steps is presented in Section 4.

Training Activity	Description of Activity
1. Determine training needs	Define and clarify what training is to be implemented
2. Choose a training strategy	Determine the best strategy for achieving the training objectives.
3. Learner selection, skills audit and RPL	Define the procedures and criteria that will be used to assess and select learners, and conduct skills audits and RPL assessments
4. Select training provider/s	Define the procedure that will be used to select service providers
5. Develop a process for managing the implementation of training	Develop procedures and methods for managing the implementation of training.
6. Develop procedures and methods to report on training	Define and clarify all reporting requirements (both internal and external)
7. Develop procedures to monitor and evaluate training	Identify formative and summative procedures and methods that will be used to monitor and implement the training process
8. Certification	Define procedures and processes to certify learner achievement

2.2 Key Steps for Planning and Implementing an EPWP Social Sector Training Process

In order to construct effective service delivery based training programmes, the following steps and considerations are presented. It should be noted, however, that while all steps are useful to consider, it is not always necessary to carry out or follow every step strictly in the order presented. The planning and implementation of programmes should be viewed as a dynamic and interactive process influenced by environmental conditions and specific contexts. Therefore, users of this document are encouraged to consider and select the options that are relevant and useful to their particular circumstances and project management styles. Nevertheless, it is very important that adequate consideration be given to all key steps before developing a customized plan for the implementation of activities.

BASIC STEPS	CONSIDERATIONS
STEP 1: Identify how the implementation of training can support the programme objectives. This is the **WHY** of training	❑ Assess the needs of the communities targeted for training interventions ❑ Determine the resources available in the communities and identify opportunities for strategic partnerships ❑ Find out if anyone else is doing (or has done) similar training or intervention ❑ Form strategic partnerships to assist with the implementation of the programme. These partnerships should clearly define the roles and responsibilities of each organization. (NB: It is important to be realistic about each partner's resources, needs and limitations. Also, make sure the goals are of mutual interest and benefit to each partner).
⬇	
STEP 2: Set specific, measurable goals for each training programme. This is the **WHAT** of training	❑ Determine what type of training programmes to implement (e.g. skills programmes or learnerships; accredited/ non-accredited) and the educational goals of the programmes. ❑ Consider options for assessment (e.g. pre-assessment for learner placement purposes, Recognition of Prior Learning and programme assessment, and quality assurance) **The WHAT will define** ❑ What human, financial, physical, and intellectual requirements will be required to ensure successful implementation

BASIC STEPS	CONSIDERATIONS
⬇	
STEP 3: Develop a training plan The plan should include: the **WHO** the **WHAT** the **WHEN** the **WHERE**; and the the **HOW** of training.	**The WHO will define:** ❑ Who will be trained? ❑ Who will do the training? ❑ Who will select the learners and how? ❑ Who will coordinate the training? **The WHAT will define:** ❑ What forms of training will be implemented? **The WHEN will define:** ❑ When the training will happen? **The WHERE will define:** ❑ Where the training will take place? **The HOW will define:** ❑ How long the training programme will last? ❑ How much it will cost? ❑ How training provision will be managed, monitored and quality assured? ❑ How the strategic partners must work together to achieve the desired goals? ❑ How the various tasks will be assigned?
⬇	
STEP 4: Select one or more training programmes for implementation	❑ Ensure that the training design and training materials meet your stated objectives
⬇	

BASIC STEPS	CONSIDERATIONS
STEP 5: Implement (or outsource) and manage the training programme	❑ Develop a checklist of al implementation considerations and allocate roles and responsibilities ❑ If the programme is to be outsourced, then a thorough understanding of public sector procurement processes and procedures is required
⬇	
Step 6: Monitor and evaluate the training process, i.e. all the steps in this list.	❑ Document and record key information about the training process and outcomes ❑ Identify lessons learned and incorporate into the next training cycle

2.3 Key Considerations in the Management of Training Interventions

The research findings of the EPWP social sector training confirm that a project management approach is required if provincial departments are to effectively, efficiently and responsively implement EPWP's social sector training. Essentially, project management involves designing a plan of action to organise and manage resources to deliver all the tasks/activities required to complete a project or undertaking within a defined scope and time frame, while taking into account quality assurance issues and cost constraints.

This approach requires that key components be addressed in the planning and preparation phase, in particular:

- Careful selection of achievable activities to meet the objectives of the project
- Specified quality criteria
- Identified success factors
- Reasonable and achievable timeframes
- Approval of an adequate budget
- Availability of the skills and knowledge (i.e. subject matter expertise and/or technical expertise) required to successfully carry out specific activities
- Availability of any other resources (e.g. admin support, management capacity, internal or external technical expertise, etc.) required to accomplish the task
- Adequate consideration of significant risks and barriers to implementation, as well as strategies to address them

- Ability to prioritise; and
- A driver/leader/champion of the project.

2.4 Key Roles and Responsibilities of Project Managers

In order to successfully achieve the aims of a project, Project Managers of the EPWP's social sector training must understand that:

- Projects/programmes have limited scope and timeframes, and therefore visible leadership and process management are critical
- Effective and continuous communication throughout the project cycle and between all role players must be emphasised and prioritised
- Good project management is never based on assumptions or guesswork, it involves a process of active engagement throughout the project cycle which continuously seeks to clarify and confirm
- It is critically important to include "buffers "in the planning stage to compensate for aspects (most frequently relating to cost and human resource requirements) that were unforeseen or unexpected in the original business/action plan. Oftentimes, too much optimism and too many assumptions by programme designers lead to unrealistic (and therefore unmet) project goals.
- The continuous improvement of overall performance should be a permanent objective of any project. A monitoring and evaluation activity in each step of the project, together with a factual approach to decision-making to ensure continual improvement, can achieve this objective; and
- The various implementation partners and service providers of a project are interdependent. Therefore it is important to promote a mutual beneficial relationship between the project office and its partners, to enhance the ability of both to create value.

Section 3

3.1 Choosing a Training Strategy

Choosing a training strategy is similar to developing a “business plan” for implementing training and should be done before any training actually takes place. The purpose of the strategy is for the project team to decide **WHO** the beneficiaries of the training are, **WHAT** training programmes will be offered, and set a framework for **HOW** the training will be implemented.

Using a strategic framework will enable the project team to have a proper and common understanding of some of the key components of the project, which are oftentimes either not considered at all or inadequately considered, thereby negatively affecting the achievement of set goals and timelines.

It is proposed that in order to effectively implement social sector training, a training strategy should be selected in consideration of the following processes:

1. Project Management
2. Business Planning
3. Partnership Development and Management
4. Marketing and Communication
5. Risk Management
6. Procurement.

These processes are discussed in greater detail below.

1. Project Management Process

Main Purpose of Process:	To ensure that projects are adequately scoped, monitored and managed to meet the approved budget, time schedule and quality outcomes

Fundamental Project Management Activity	Description of Activity
1. Critically examine the need for the intervention	Define and clarify the objectives of the project
2. Design a business plan	Identify the task, inputs, outputs and dependencies related to the project Secure necessary funds for implementation
3. Design a project management plan	Select the project management team Determine roles and responsibilities and accountability structures Develop guidelines and procedures for project management based on actual project needs
4. Implement the project plan	Follow implementation procedures
5. Monitor and evaluate implementation process	Follow formative and summative monitoring and evaluation procedures
6. Close-out project	Follow close-out procedures
7. Meet reporting requirements	Understand reporting requirements and timelines

2. Business Planning Process

Main Purpose of Process:	To review the department's operations and develop an annual operational plan to implement social sector training to meet departmental/ provincial targets

Fundamental Business Planning Activity	Description of Activity
1. Determine what interventions needs to be planned	Define and clarify the objectives of the project and critically assess context for implementation (SWOT exercise) including previous implementation, if applicable
▼	
2. Review vision, mission, aims of goals and objectives	Examine relevance of vision, mission and aims against Departmental, provincial and national objectives
▼	
3. Develop a business plan	Identify the core activity, discrete task, inputs, outputs and dependencies related to the project Secure necessary funds for implementation
▼	
4. Consult with internal and external authority structures to obtain approval for draft Plan	Secure necessary approval for plan and prepare for implementation
▼	
5. Operationalise the Business Plan	Follow implementation procedures
▼	
6. Monitor and review the annual strategic planning process	Follow formative and summative monitoring and evaluation procedures

3. Funding Strategy

MAIN PURPOSE OF PROCESS: To source the necessary funds to support the implementation of a project.

Fundamental Funding Strategy Activity	Description of Activity
1 Determine what funds have to be raised	Define and calculate all cost requirements of project to be implemented and prepare budget request
2 Choose a funding strategy	Determine the best strategy for securing the funds required
3. Apply for funds	Comply with funding application requirements
4. Manage and administer funds	Develop procedures for managing and administering funds in compliance with funder's requirements
5. Monitor and review the annual strategic planning process	Comply with the terms and conditions of the funding contract and verify that expenditure of funds complies with contractual requirements

4. Partnership Management Process

MAIN PURPOSE OF PROCESS:	To develop, manage and maintain strategic partnerships in order to achieve the provinces objectives

Fundamental Partnership Management Activity	Description of Activity
1. Assess the need for partnerships	Define and clarify what strategic partnerships are required to ensure success of the project
▼	
2. Identify prospective partner/s	Clarify nature of partnership with various partners and critically examine and prioritise their contribution to project
▼	
3. Determine the terms of the partnership	Negotiate and agree to terms of partnerships
▼	
4. Enter into a partnership agreement	Develop and clarify terms and conditions and roles and responsibilities of respective partners
▼	
5. Manage and monitor the partnership process	Follow procedures for managing partnerships
▼	
6. Close the partnership/s	Critically review partnership process and implement procedures for closing-out partnership

5. Marketing and Communication Process

MAIN PURPOSE OF PROCESS:	To promote common understanding on the purpose and activities of a project and to build mutually beneficial relationships between all parties involved in a project.

Fundamental Marketing and Communication Activity	Description of Activity
1 Develop a communication and marketing strategy	Define and clarify the objectives of the project and determine the objectives of communications and marketing
▼	
2. Identify the platform, cycle and content of communication and marketing for the	Develop detailed implementation plan with budget for achieving communication and marketing goals
▼	
3. Operationalise the communication and marketing strategy	Follow implementation procedures
▼	
4. Monitor and review marketing and communications strategy and implementation	Follow evaluation procedures

6. Risk Management Process

MAIN PURPOSE OF PROCESS: To minimise risk and ensure adequate control of resources

Fundamental Risk Management Activity	Description of Activity
1. Determine what risks need to be managed	Review discrete activities of implementation plan including resource allocations
2. Develop a risk management plan	Prioritise risks and rate consequences of risk in terms of project implementation
3. Implement the risk management plan	Follow implementation procedures
4. Monitor and review the risk management implementation process	Follow monitoring and review process

7. Procurement Process

Main Purpose of Process:	To conduct public procurement in a fair, equitable, transparent and competitive manner and comply with necessary legislation and regulations

Fundamental Procurement Activity	Description of Activity
1. Determine what needs to be procured	Define and clarify what is to be procured
2. Choose a procurement strategy	Determine the best strategy for achieving the procurement objectives
3. Solicit bids	Solicit bids based on a set of procedures
4. Evaluate bids received	Evaluate the bid offers in line with the specifications set out in the procurement document
5. Award the contract	Enter into a contract with the successful bidder
6. Administer contract and verify that all contractual requirements are met	Comply with the terms and condition of the contract and verify the procurement complies with all contractual requirements.

3.3 A Basic Approach to Developing a Training Budget

3.3.1 Defining a training budget

A training budget is an estimated financial plan for the training. It shows the detailed costs of the training and includes all the expenses that you anticipate will be incurred. A good budget is reasonable and consistent with the training needs.

3.3.2 Basic elements of a training budget

The basic elements of a budget include a list of expenses that are grouped into categories or line items. An example of some typical budget categories for a training programme is shown in the table below.

Typical Budget Categories for a Social Sector Training Programme

EXPENSE CATEGORY	DESCRIPTION
1. Materials and equipment	Training manual Stationary Rental of overhead projector
2. Labour	Training Facilitator(s)
3. Transport	Of Learners (e.g. taxi) Of Trainers (e.g. mileage for personal car; air flights)
4. Accommodation	Of Learners Of Trainers
5. Workshop costs	Venue rental Teas and Coffees Meals
6. Monitoring and evaluation	Data collection, analysis, report writing
7. Stipends	Paid to learners
Subtotal of Costs	
8. Administrative Fees	(Usually 10% of Subtotal Cost from above)
Subtotal of Costs and Administrative Fees	
9. Contingency	(Usually 10% of Subtotal Cost and Admin Fee from above)
TOTAL COST	

3.3.3 Things to remember about developing a training budget

- The budget must be prepared by someone who is very knowledgeable about training programmes in general, knows a great deal about the EPWP and its funding requirements specifically, and has good financial sense.

- Have one or more experienced people review the final budget to check calculations and ensure that all expenses have been included.

- Be careful not to use too high a percentage to calculate “Administrative Fees” and "Contingency". A person reviewing the budget wants to see that it is a reasonable representation of expected costs for the training programme.

- Estimate the expenses as accurately as possible. If you underestimate costs, you may not be able to deliver the training within the budget. If you overestimate costs you will have a lot of money left over after training, which might show that you have weak budgeting skills or that you were trying to get more money than you really needed.

- A good format for a training budget is a spreadsheet or table that includes:

  - All expenses grouped by category
  - A description of each item in each category
  - The unit (i.e. individual) cost of each item
  - A description of the type of units (e.g. number of learners)
  - The number of units (i.e. the quantity); and
  - Total cost

  An example of the column headings for a training budget is shown below.

Budget Category	Unit	Unit Cost	No. of Units	Total Cost
1. Materials and equipment				
Training manual	Per learner	R		R
Stationary	Per learner	R		R
Rental of overhead projector	Per projector	R		R
2.				
3.				

3.3.4 Checklist For Submission of Bids to Treasury for Social Sector Training

Provinces submitting bids to National Treasury for funding support to implement social sector training must ensure that the following is included in their submissions:

- That it is EPWP aligned in terms of the funding requirements for training
- That it includes a three-year rolling budget
- That the budget line items include the following costs:
  - Programme development
  - Stipends
  - Implementation of training
  - Mentorship
  - ETQA support
  - Procurement
  - Marketing advocacy and mobilization
  - HR capacity (i.e. how many persons will be required on what basis (part or full/time) for what duration and what rate of payment)
- That it adequately motivate and justifies the request made
- That it includes a risk management strategy

For additional guidance and more specific details related to bid submission, Social Sector Programme Managers are advised to study the most recent version of the National Treasury Guidelines.

3.4 A Basic Approach to Monitoring and Evaluation

Evaluation and monitoring considerations are a key component of effective project management because the process used to monitor and evaluate a project provides a framework through which effective assessment of systems, processes, products or services can be facilitated. It is a process that assumes the pre-existence of aims, objectives or a description of the object of evaluation. Thus, the absence of such information weakens the potential effectiveness of evaluation and prevents timely interventions to either salvage a project during the implementation process, or terminate it to prevent the misuse and/or wastage of resources. The areas of monitoring and evaluation discussed below are not prescriptive, but serve as a guide to ensure that the evaluation intervention is as comprehensive as possible.

3.4.1 Aim of Monitoring and Evaluation

The monitoring and evaluation process serves to determine, in a systematic and objective manner, whether a product, process or service was delivered according to its intended objectives, standards, needs or requirements, and to identify any deviations or problems and how lessons learnt may inform future action.

3.4.2 Purpose of Evaluation

The purpose of evaluation, which includes the monitoring process, could be to improve the process of implementation whilst the work is being done **(formative evaluation**) or to assess the quality of deliverables at the completion of work (**summative evaluation**).

A formative evaluation may be needed when some of the following issues (or related issues) arise:

- When there is a change in the assumptions of the service/good required that has an effect on implementation

- When the scope of the project is complex and the implementation time frame is long

- When the project leader believes that the objectives are not being met, or there are differences with a commissioned service provider on whether or how the objectives are being met.

3.4.3 Phases in the Evaluation Process

There are different phases to an evaluation process, which are described below.

*What is the **focus** of the evaluation?*

Generally, the focus of the evaluation determines the following:

- Who or what will be evaluated
- Why the evaluation is necessary
- Which internal or external factors impact on the evaluation; and
- Who will be the consumers/users of the evaluation? (For instance, other regulations such as the requirements of the Basic Conditions of Employment applicable to special Public Works Programmes may influence the type of evaluation criteria used by provincial governments to evaluate social sector training programmes).

*What are the **sources** of evaluation information/data?*

An evaluation assumes that some form of monitoring has taken place, through which information has been collected. Thus, feedback from progress reports or meetings will be essential.

Sources of Information/Data	
People	Staff, stakeholders, users
Performance	Test scores; observation of performance; job success; work samples
Documentation	Reports; proposals; policies etc.

***How** will the evaluation be conducted?*

The choice of evaluation methods ranges quite significantly. It could vary from a short go-around at a workshop to get feedback from participants on likes and dislikes, to a full-scale internal organizational evaluation using a range of techniques over an extended period. The choice of method depends upon the focus of the evaluation, and could be either quantitative or qualitative in nature, or both.

Qualitative methods	
Method	**What it measures or records**
Interviews, group or individual (structured or unstructured/public or anonymous)	Records responses and opinions of individuals or groups
Questionnaire (open-ended)	Records responses and opinions
Case studies	Experiences and characteristics of selected persons
Simulations	Observe behaviour in simulated setting
Advisory groups	Ideas and opinions of selected persons with particular skills/exposure
Diary	Records own behaviour and reactions using narrative script.
Quantitative methods	
Inventory checklist	Tangible objects are checked or counted.
Questionnaire (closed)	Records responses and opinions using continuum or scales.
Performance test	Scoring performance against set standards.

***Who** will conduct the evaluation?*

The evaluator could be internally or externally based, depending upon the focus of the evaluation.

*What are the main **evaluation questions** to be answered?*

- What was done? (Process, system, product, service, tasks etc)
- Who did what? (Identify those who were assigned responsibilities)
- How were things done?
- Why were they done in a particular manner?

- How effectively and efficiently were things done? (Both a qualitative and quantitative measure; budget/costs; positive and negative externalities or unintended consequences)
- What remedial/corrective action can be taken?
- What lessons can we learn for the future? What are the recommendations for future actions?

*To **whom** will the evaluation report go?*

The findings and recommendations in evaluation reports can be shared with those whom it will impact most, as well as those in decision-making positions (e.g. EPWP, DSD, DoH, DoE, DoL, etc.).

*How will **lessons learned** be **integrated** into current and future activities?*

An evaluation is only as valuable as the extent to which it leads to continual improvement in organizational activities. Thus, clear recommendations need to be identified and used to inform current and future activities.

3.4.4 Examples of Types of Evaluation

The following table provides examples of different types of evaluation.

1. Evaluation to Inform the Selection of Consultants/Services Providers

Key Areas	Meaning
Level of understanding	Does the consultant reflect an understanding of the terms of reference/scope of work/ objectives/ nature of the EPWP social sector programme?
Approach, process and communication	Are the work plans and proposed communication processes compatible with organizational culture?
Sustainability and transfer of skills	- Will the entity be able to maintain the work at the end of the project? - What skills transfer needs to take place?
Consultant capacity and experience	- Is there a match between the consultant profile and the organisation's requirements?
Representivity (PDI status) and sensitivity to issues of diversity	- Does s/he have PDI status? - Do the project outcomes/activities reflect diversity?

Key Areas	Meaning
Project management and cost-benefit analysis (budget and cost-effectiveness)	- What is the quality of project planning and time frames? - People management skills? - Financial documentation/cost efficiency?
General impressions	- Will the entity use this consultant again?

2. Assessment of Proposals

There are three levels of assessment of proposals, including administrative, technical and cost assessment. This may apply to both tender and non-tender proposals offering to provide a range of products or services. All the elements of evaluation, as discussed above, may be incorporated within these different levels of assessment.

Administrative assessment	- Does the proposal meet administrative requirements? - Does it include all the necessary documentation? - What kind of impression (for e.g. professionalism versus sloppiness) does it project?
Technical assessment (functional criteria)	- Does the proposal meet the functional/technical criteria (weighted/ unweighted) as established by the Bid Evaluation panel? - Is the proposal coherent and adequate in meeting the project requirements? - Is specialist advice (external) needed to assist in the assessment?
Cost/Price assessment	- Do the figures add up correctly, and is it clear and detailed? - Is the proposal within the estimated project budget limits?

Section 4

4.1 Allocation of Roles and Responsibilities

There appears to be much variation across the nine provinces regarding the allocation of roles and responsibilities of the different government departments and their partners in the implementation of social sector training. In order to facilitate the successful implementation of social sector training, it is vitally important that roles and responsibilities in terms of meeting provincial implementation targets for social sector training be properly defined and adhered to. Defining and allocating roles and responsibilities for implementing social sector training will address some of the problems currently experienced in the rollout of training in the provinces. The potential benefits of clearly delineating roles and responsibilities include:

- Promoting responsibility and accountability
- Facilitating effective project management of training programmes
- Increasing collaboration across government departments and implementing partners
- Identifying gaps in training implementation
- Clarifying who is responsible for sourcing funds
- Effectively measuring levels of effort
- Avoiding duplication
- Facilitating monitoring and evaluation
- Streamlining implementation
- More effective use of human and financial resources
- Ensuring that required skills and expertise is identified

Given the autonomy within which provinces operate, it is not possible to prescribe specific roles and responsibilities in this Guideline. However, It is recommended that the DPW's Training Manual for Training on EPWP Projects (2007– 2008) be used to guide provincial departments and their training partners in this process. Specifically, the section of the manual dealing with social sector training outlines the following broad roles and responsibilities for provincial departments and their designated training partners:

Roles and Responsibilities of Social Sector Training Partners

<table>
<tr><th>ROLEPLAYER</th><th>ROLES and RESPONSIBILITIES</th></tr>
<tr><td>The Service Delivery Agencies (NGOs, CBOs etc)</td><td>Service Delivery Agencies are responsible for the overall implementation of the EPWP projects under the guidance of the public bodies/lead departments.

Their responsibilities are to:

• Sign contracts with EPWP learners
• Adhere to the norms and standards of the EPWP
• Facilitate and manage employment opportunities for learners
• Report on employment and training opportunities
• Facilitate training and record keeping
• Provide exit counselling
• Host learnerships (if applicable)

<u>Note</u>: An NGO/CBO must meet the following criteria in order to receive funding from an EPWP project:

• Be registered with the Department of Social Development
• As applicable, be registered with the South African Revenue Services (SARs) for tax purposes
• EITHER be accredited with the relevant SETA for training that is aligned to unit standards and is formally assessment OR be registered on the Department of Labour database</td></tr>
<tr><td>Department of Social Development</td><td>The specified role of the Department of Social Development in relation to the HCBC programme is to:

• Mobilise community and support committees
• Provide material assistance
• Provide childcare support and services
• Provide counselling and support
• Provide social security services
• Offer capacity building services
• Network and facilitate referrals to health providers
• Pay stipends</td></tr>
<tr><td>Department of Health</td><td>The specified role of the Department of Health in relation to the HCBC programme is to:

• Provide basic home care supplies and conduct home visits
• Provide information and educational services and material
• Provide counselling and support
• Network and facilitate referrals to health providers
• Pay stipends</td></tr>
</table>

<table>
<tr><th>ROLEPLAYER</th><th>ROLES and RESPONSIBILITIES</th></tr>
<tr><td>Department of Education</td><td>The Department of Education’s role in relation to ECD programme is to:
Pay stipends for training that targets learners aged 0 to 4
Provide learning support materials for ECD learner and teachers</td></tr>
<tr><td>Department of Public Works</td><td>The Department of Public Works role is to:
Provide technical assistance to the HWSETA regarding the registration of learnerships (if applicable)
Co-ordinate training across the projects
Collate data on training
Generally coordinate social sector training</td></tr>
<tr><td>Department of Labour</td><td>The Department of Labour will supports the rollout of training by:
Advising on programme policies, training, qualification frameworks and exit strategies
Working with the SETAs on expanding their mandate regarding the EPWP
Providing necessary support to the training component by assisting with quality assurance and monitoring the role of SETAs.
Providing financial support through the National Skills Fund</td></tr>
<tr><td>Training Providers</td><td>Training providers selected from the Department of Labour’s database or through a SETA lists of accredited training providers will be responsible for:
Providing accredited and non-accredited training to the social sector programmes
Assessing learners who have been through their training programmes
Providing certificates for learners who have successfully completed learning programmes
Conducting recognition of prior learning assessments for learners as required</td></tr>
<tr><td>SETAs</td><td>Designated SETAs are expected to play the following roles in the Social Sector training:
To fund training
To quality assure training providers in their respective sectors
Liase with SAQA regarding the registration of unit standards and qualifications
Liase with the Department of Labour regarding the registration of learnerships
Register Assessors to assess learners against unit standards and qualifications</td></tr>
</table>

As a further guide to determining more specifically defined roles and responsibilities for implementation within a province, the roles and responsibilities framework that was designed and successfully implemented by the Western Cape DoH for implementing HCBC training is presented below. Provinces are advised to use this framework as a guide to inform their own approach to defining roles and responsibilities for implementing social sector training.

ROLEPLAYER	ROLES and RESPONSIBILITIES
Provincial Human Resources Directorate (HRD)	• Strategic Oversight • Funding and MTEF projections • Supply chain management • Project management • Project leadership over training matters • Guidelines and Frameworks • Finance and Recruitment • Monitoring and Evaluation • Reporting • Impact evaluation
Programme Managers	• Project leadership over service delivery matters • Management of programmes • Contracts, Service Level Agreements • Policy guidelines, protocols • Project reports • Inputs into processes • MTEF Projections • Monitoring and Evaluation processes
Regional HRD's	• Implementation plan • Convene and coordinate Regional Task Team Meetings • Regional business plans: projected expenditure • Co-ordination, implementation and monitoring of all logistics • Venue, accommodation, transport and meals • Procurement of services • Payment of suppliers via regional finance division • Fin against Budget sub-programme 6.5 • Monitor regional cash flow • Inform NPOs through CHBCs (TAs) • Logistical arrangements • Arrangements for recruitment and payment of relief workers • Liaison with NGO and Training Provider • Reports: CBS reports in collaboration with CBS • Coordinators

ROLEPLAYER	ROLES and RESPONSIBILITIES
NGO partners	• Recruit new learners for programme • Ensure availability of learner information • Recruit Relief workers • Ensure availability of relief worker information • Support and deliver services for learners • Providing support to Regional Office via CHBCs (TA's) • Providing support to Training Provider via CHBCs (TA's) • Practical mentoring and supervision of learners
Community Health Based Coordinators (CHBCs)/Technical Assistants (TAs)	• Link between NGOs and Regional Programmes/ HRD • Technical assistance to NGOs and Regional HRD • Co-ordinate with NGO's • Recruitment of learners • Ensure completed application forms are submitted to Regional HRD • Learner selection in collaboration with NGO and Regional HRD • Ensure learner information provided to Regional HRD • Relief workers • Ensure relief worker information provided to Regional HRD
Training Providers	• Screening and selection of learners onto programme • Training schedules/ curricula clearly communicated • Induction and orientation to include NGOs and CHBCs/TAs • Flexibility in providing material in all languages • Assessment and moderation • Brief NGOs on practical requirements • Mentoring and coaching: NGO co-ordinator • Training reports
HWSETA	• Site visits • ETQA evaluation audit • Moderation and verification of learners

4.2 Checklist for Provincial Social Sector Programme Managers

The following checklist presents some of key activities that needs to be considered when planning and implementing EPWP social sector training programmes. These key activities have been linked to the 8 Training Steps outlined and described in Section 2 of the Guideline.

It should be noted that if a departmental training centre assumes responsibility for the provision of training then the bulk of the activities listed below would be directly relevant. However, even in situations where Programme Managers are not directly responsible for some of these functions, because they have been assigned to their respective NGO partner and/or service contractor, it is important to be aware of these tasks in order to monitor the quality and delivery of outsourced services.

Issue	Yes	No	Decision
Step 1: Determine Training Needs			
• Have you selected the training programmes for which training will be offered?			
• Is the programme accredited and have you verified that the required unit standards are registered?			
• Does the course meet the credit requirements in terms of fundamental, core and elective components?			
• Have you decided who will assess, moderate and verify learner achievements?			
• Is the programme a Learnership or Skills Programme?			
• Do you know the differences between and requirements of a learnership and skills programmes?			
• If you are offering a skills programme, have you considered what qualification the programme links to?			
• Have you calculated the number of credits attached to your learning programme?			
• Do you understand the requirements of the theoretical and practical stages of training required of your selected training programme?			

Issue	Yes	No	Decision
Step 2: Choose A Training Strategy			
• Have you developed a project plan and realistic budget for implementing your social sector-training programme?			
• Has the plan and budget been approved?			
• Has a funding strategy been developed and approved?			
• If applying for DoL funds, have the DoL grant application procedures been followed?			
• If applying for SETA funds, have the SETA grant application procedures been followed?			
• If applying for Treasury Funds, has the plan for expenditure been accepted by the Head of Department and Treasury?			
• Have you considered the conditions attached to the different funding sources?			
• Have you determined the implementation dates?			
• Are there issues around the learner stipend that you need to resolve and by when?			
• Have you decided who would administer the stipend payment?			
• If the learner is already employed, have you considered what to do with the stipend?			
• Has you considered how the logistical costs of training will be managed and by whom?			
• Have you considered how and when the employers of learners for the workplace experience will be selected?			
• Has a marketing and communication strategy been developed?			
• Have you considered a building block approach to this training programme?			

Issue	Yes	No	Decision
Step 3: Learner Selection, Skills Audit & RPL			
• Have you determined the profile of the learners you want to target for the training (i.e. age, gender, location, previous educational background, previous work experience, etc.)?			
• Have you decided where to recruit your learners from (e.g. unfunded/ funded NPOs, CBOs, etc.)?Have you decided who would be responsible for recruiting the learners?			
• Have the necessary learner application forms been developed?			
• Will assistance be provided to learners in completing the application forms?			
• Will learners go through a placement test? If yes, who will conduct these tests?			
• Have you decided who will be responsible for reviewing and processing application forms?			
• Have you decided what the expected turn around time for processing applications will be?			
• Has this time been factored into the schedule?			
• Have you decided how who will notify the successful applicants?			
• Will there be a learner induction process?			
• Have you decided who will be responsible for the induction?			
• Will you be implementing Recognition of Prior Learning (RPL)?			
• If yes, have you adequately considered the time and resource requirements of implementing RPL?			
• Who will conduct the RPL Assessments?			
• Has a learner appeal process been designed?			

Issue	Yes	No	Decision
Step 4: Select Training Providers			
• Have you decided how training providers would be sourced?			
• If using a public procurement process to recruit training providers, has sufficient time been allocated to the process (± 3 months)?			
• Does your department have a registration process for contracted service providers?			
• Who will assist with and oversee the registration process?			
• Have you decided how the ltraining providers be contracted?			
• Have you decided how service delivery will be managed and monitored?			
• Have you decided what type of reporting will be expected of training providers?			
• Have you decided on how payment will be made to providers?			
• Have you decided how to deal with training service providers who fail to meet your delivery targets and quality criteria?			

Issue	Yes	No	Decision
Step 5: Develop a Process for Managing the Implementation of Training			
• Have roles, responsibilities and authority levels of the different project partners been negotiated and agreed to?			
• Have the lines of communication and feedback processes been defined and agreed to by all project partners?			
• Have you determined who will assume responsibility for logistical arrangements for training (includes venue, equipment, refreshments, accommodation, transport etc.)?			
• Have you decide who will conduct the site verification and what minimum criteria will apply?			
• Have you considered who will conduct learner assessments?			
• Have you considered who will pay the learner stipends?			
• Have you decided who will manage the learner appeal process?			
• Have you developed policies, procedures and tools for effectively managing the training?			
• Have you informed potential employers of the terms and conditions of BCEA applicable to SPWP employees?			

Step 6: Develop Procedures and Methods to Report on Training			
• Do you know what reporting requirements need to be met and the deadlines for submission?			
• Have you decided who will be responsible for compiling and submitting reports?			
• Have you decided who will be responsible for verifying the accuracy of information prior to submission?			
• Have you clarified the delegations of authority and approval process in terms of reporting?			

Issue	Yes	No	Decision
Step 7: Develop Procedures to Monitor and Evaluate Training			
• Are the processes for monitoring and evaluation of the training programme been defined?			
• Have you decided who will assume responsibility for monitoring and evaluation?			
• Have you decided how the information will be used and shared?			
• Have you developed procedures for incorporating lessons learned into your review and future planning?			

Step 8: Certification of Learner Achievement			
• Have you decided who will certify successful learners and how this will be done?			
• Have you decided who will be responsible for managing and monitoring the certification of learners?			
• Have you considered how SAQA requirements in terms of recording learner achievement and certification will be complied with and by whom?			
• Have you ensured that necessary security check in place to prevent fraudulent practices in terms of learner certification?			

Section 5

5.1 Funding Sources

There are three potential funding sources that can be used to fund EPWP Social Sector Training:

1) Department of Labour
2) National Treasury
3) SETAs.

5.2 Department of Labour Funding

5.2.1 Description of DoL Funds Available for EPWP Social Sector Training

The Skills Development ACT and Skills Development Levies Act established a training levy grant system and a National Skills Fund (NSF). Of the funds collected through levies, 80% are transferred to the Sector Education and Training Authorities (SETAs) to be used for skills development grants to employers in one of 23 designated economic sectors. The remaining 20% goes into a (DoL created and managed fund (the NSF) to fund areas of national skills priorities. One of the key national priorities is to reduce unemployment and underemployment through social development.

The Social Development Funding window of the NSF is one of several funding windows. It is the only window currently allocated and disbursed through the Provincial Offices of the Department of Labour (DoL). Social development projects are designed to assist the following beneficiaries:

- Unemployed and underemployed people – to be assisted through provincial and local skills development programmes;
- Retrenched workers – to be assisted through the social plan programme;
- People with disabilities – to be assisted through the employment programme for people with disabilities; and
- Prisoners – to be assisted through the prisoner-training programme.

DoL funds are allocated to the following categories of skills development programmes:

1. Learnerships that have been registered by a SETA with the DoL;
2. Skills programmes that contribute credits towards a qualification registered in terms of the National Qualifications Framework (NQF);
3. Short courses that are registered with SETAs and the South African Qualifications Authority (SAQA); and
4. Short courses that are not registered with SAQA but which address high priority skills development or social needs and where there is no equivalent registered course.

The specified intended beneficiaries of funding from the socials development window are: unemployed and underemployed South African citizens, with particular reference to designated groups, viz. blacks, women, youth and people with disabilities. Some projects may focus on a specific group of beneficiaries such as women, youth, retrenches, people with disabilities, people who have recently become victims of natural disasters, or micro-entrepreneurs.

A national agreement, a Memorandum of Understanding (MoU) exists between the DoL and the DPW/EPWP Unit. This agreement covers all funding requirements for all EPWP projects in all 4 sectors for all the training i.e. Life Skills and Technical Skills. Therefore, implementing departments do not need to negotiate and have separate MoUs with the Department of Labour for the funding of EPWP training. All departments, municipalities or public bodies implementing EPWP training can access the EPWP funds though provincial Departments of Labour.

As in the MoU between the DoL and EPWP unit, the costs of the training are shared between the Department of Labour and the implementer as follows:

- The DoL pays the training providers directly for the following services:

  - the delivery of the training course
  - learner assessments and certification
  - the cost of the training venue
  - stationery, course manuals and training equipment.

- The DoL expects the Social Sector partner to funded the following expenses from the own budget as per the MoU:

  - Transport during training (this can be avoided if training is provided within reasonable walking distance)
  - Accommodation (this can also be avoided, as above)
  - Stipends or daily wages if training is done during project implementation. The amount paid is equal to 100% of the daily wage for the project. In other sectors, according to the Special Code of Good Practice, it varies between 75% to 100% of the daily wage
  - Food during training (the implementer should decide whether to provide food during training or not). However, if training is provided before the start of the project where stipends are not paid, it is recommended that food and transport be provided during the training.

It is therefore important for provincial implementers that partner with the DoL to roll-out social sector training include the abovementioned costs to their own budgets.

5.2.2. Process and procedures for Accessing Funds from the DoL to Support EPWP Social Sector Training

The EPWP, in association with the DoL, has recently developed and finalised a business process that must be followed when requesting funds from the DoL for the training of workers and volunteers in any of the three EPWPs. Training for the EPWP beneficiaries is provided through the DoL's provincial offices and labour centres.

There are two processes that apply to DoL funds:

Process A – This procedure deals with the process of applying for DoL NSF funds on an annual fiscal cycle basis. In this option, the DoL will approve an annual amount for EPWP projects to be accessed on a quarterly draw down basis.

Process B – This procedure deals with the process for applying to access training funds through provincial DoLs, which have already been approved by national DoL.

The following table presents the activity steps linked to the processes:

Activity Steps for Process A: Application for DoL Funds

Overall Responsibility	Step	Time Frames	Templates/ Forms to be Completed
EPWP Programme Manager	**Step 1:** Identify training needs Task 1: Public bodies identify training needs and submit to the Provincial Programme Manager Task 2: Programme Manager presents training needs to the EPWP National Training Support Unit	Once per quarter Exact dates are determined on an annual basis and are available from Programme Managers	EPWP Training Needs Template
EPWP National Training Support Manager	**Step 2:** EPWP consolidates all provincial training needs into a comprehensive annual plan with a national training budget **Step 3:** Apply for DoL funds Task 1: EPWP applies to DoL for funding by submitting provincial plan and budget for an additional training programme Task 2: Provincial DoL recommends request for additional funds from DoL/NSF	1 week	EPWP National Budget Template
EPWP National Training Support Manager	**Step 4:** Provincial DoL notifies provincial programme manager/ SS of the outcome of the funding request	1 week	DoL Forms EPWP Letter of confirmation
DoL Head Office	**Step 5:** Release and distribute funds Task 1: National DoL Finance Division releases requested annual budgets to the provincial DoL on a quarterly draw down basis. Task 2 Provincial DoL arranges distribution of funds on draw-down basis.	1 week	DoL Forms

Activity Steps for Process B

Process B assumes that:

1. Funds have been approved by DoL head office and are available through the provincial DoL offices; and

2. Approved EPWP Training Plans and budgets have been submitted to the Provincial DoL.

Overall Responsibility	Step	Time Frame/ Due Date	Templates/ Forms to be Completed
DoL Head Office	**Step 1:** Provincial Training Plans are forwarded to Provincial DoL's and then sent to provincial Labour Centres	Quarterly basis	EPWP Training Needs Template - 2007 / 2008
EPWP Programme Manager; DoL Area Managers and ESP L2	**Step 2:** Provincial social sector departments jointly complete and submit applications for funding, together with verification letter confirming EPWP status and that site is funded, to provincial DoL coordinator and EPWP. Task: National EPWP and DoL officials conduct joint site visit to provinces to assist relevant officials in completing the necessary EPWP/DoL Application Forms and verify the information submitted **Step 3:** National EPWP Programme Manager checks that the necessary forms (x 4) are submitted to the National DoL Skills Development Unit for capturing on its database	2 days	Learner information template Training plan Application for Skills Development Form (PCP form / NSF form) DoL verification of a project form Verification of an EPWP Project letter
DoL Labour Centre Area Managers; EPWP Programme Manager	**Step 4:** Data captured: DoL captures the information on its National Skills Fund Disbursement Information System (NSF/DIS)	2 days	Learner information template Training plan Application for Skills Development Form (PCP form / NSF form) DoL verification of a project form Verification of an EPWP Project letter

Overall Responsibility	Step	Time Frame/ Due Date	Templates/ Forms to be Completed
DoL Provincial Office	**Step 5:** Training Plan approved Task 1: The Training Plan is presented to the pre-PSC and the PSC for approval Task 2: 2 days after the PSC sitting, PSC sends out reports to EPWP Programme Managers Task 3: Managers cc EPWP National Support Unit	2 weeks	DoL PSC forms
DoL Provincial Office; EPWP Programme Manager	**Step 6:** Logistics meeting and signing of contract Task 1: Scheduling / confirming of training logistics: A logistics meeting is convened between the training provider, DoL, project manager, social facilitator and contractor to finalise training logistics Task 2: Signing of Contract: Training provider signs contract immediately after the meeting	2 weeks	Course Task Lists Draft Training schedule presented by the training provider
DoL Provincial Office; EPWP Programme Manager	**Step 7:** Approved Training Programme Implemented Task 1: Training provider implements training Task 2: Programme Manager of relevant departments and DoL monitor quality of the training.	Determined as part of planning process	Training Monitoring Report Form Certificates for learners
EPWP Programme Manager	**Step 8:** Placement Target: National EPWP completes and forwards the DoL Placement Statistics Form to the DoL	As soon as possible after completion of training	DoL Placement Statistics Form

It should be noted that there is also a Process C, which deals with new projects that are not included in the annual training plan submitted. Implementers can apply for these funds on request. The process and procedures for the application of these funds are very similar to Process A and are available from the DoL of the EPWP.

5.2.3 Deadlines for Submission of Provincial Training Plans to EPWP

The following table presents the quarterly deadlines for the submission of provincial training plans with budgets to the EPWP to apply for DoL funds. It should be noted that only the month that the plans are due are indicated, because the actual date of submission is determined on an annual basis.

Time Period	Who	What	To Whom	Due Dates
1st Quarter: April to June	Provincial Social Sector Project Manager	Training Plan - 1st quarter	EPWP Director of Training	February
2nd Quarter: July to Sept	Provincial Social Sector Project Manager	Training Plan - 2nd quarter	EPWP Director of Training	May
3rd Quarter Oct to Dec	Provincial Social Sector Project Manager	Training Plan - 3rd quarter	EPWP Director of Training	September
4th Quarter Jan to March	Provincial Social Sector Project Manager	Training Plan - 4th quarter	EPWP Director of Training	November

5.2.4 DoL Reporting Requirements

Training providers and projects must, when submitting claims, supply the DoL provincial department with statistics on gender, age, qualification, race and disability status of the learners.

The provincial DoL is also required to collect statistics on the following criteria for the DoL:

- Number of trainees targeted for training and how many have successfully completing a course
- Amount of money spent on programme
- Training priorities - established, emerging and new
- Geographic location of project, i.e. rural/urban sector.

5.2.5 Criteria used to Award DoL Funds

The DoL Provincial Executive Manager (PEM) is responsible for deciding which projects to fund. The PEM relies on advice from the Provincial Selection Committee (PSC) and is guided by the Provincial Skills Development Forum.

5.2.6 Key Considerations

It should be noted that one of the National Skills Development Strategic Objectives for 2005 to 2010 requires that any NSF funds allocated for training must place in employment **70%** of the people trained. The placement must be done within two months from the completion of the training and must be for a period of a minimum of 3 months. In order to meet this requirement the learner who is placed is expected to be either be:

- Self-employed; or
- Working in a social development project; or
- Employed in the formal sector; or
- Have a learnership agreement with an employer.

A further condition attached to DoL funds is that the placement must be identified before the training starts. If the learners are to work on a social development project, or in any other employment opportunity, the learning programme must be completed by the time the skills are needed on the project. The DoL funds can also be used to fund on-the-job training for people who are already working on projects, but who need additional skills.

DoL documents state that where learnerships are part of a social development initiative, the relevant SETAs must develop and fund the learnerships and if scare skills are identified, the information is to be referred to the relevant SETA.

For more information and detail on the DoL's Social Development Funding Window, please refer to the DPW's Training Manual for Training on EPWP Projects (2007 – 2008). For example, it describes the Human Resource Development and National Skills Development Strategies, various Skills Development legislation, and sector and provincial skills plans.

5.3 National Treasury Funding

In 1998 the South African government adopted a rolling budget system called the Medium-Term Expenditure Framework (MTEF). This system enables the government to develop annual budgets that take into consideration national and provincial spending needs spread over a three-year timeframe, and which are aligned with its medium-term policy priorities.

The Public Finance Management Act of 1999 supports the MTEF by emphasising effective and efficient government expenditure, accountability and transparency. It stipulates the roles and responsibilities of government officials in the management of public resources, and sets stringent financial reporting and information requirements. Together the MTEF and PFMA shift the focus of government budgets away from just the control of inputs, to accountability based on results and performance. They ensure that government budgets can be assessed in terms of what is prioritised and achieved, and not only on what was allocated and spent.

Each year the Minister of Finance announces the MTEF in parliament and outlines the following key elements:

- A medium-term fiscal framework

  This is an overview of how the South African economy is expected to perform over the next three years. It determines the amount of public revenue expected to be available for government spending.

- An overview of how revenue will be allocated across government for each year over the three-year period

  This includes the split of revenue amongst the spheres of government, i.e. national and provincial governments, and municipalities.

- The 3-year spending plans of each national and provincial government department

  These plans identify how much money each department is allocating to specific programmes and sub-programmes.

Each year National Treasury publishes MTEF guidelines to assist national and provincial departments in preparing their budgets. The document describes the budgeting process and establishes milestones and critical dates. The milestones and dates for 2008 are shown in the following table.

Milestone	Date
MTEF Guidelines, Chief Financial Officer (CFO) Letter	June
Submission of Infrastructure Funding Requests	**July**
MinComBid: Discussion of spending and policy priorities	July
Cabinet Lekgotla: Considers policy priorities and MTSF	July
MinComBud: Fiscal Framework and Sector Policy Issues	August
Budget Submissions	**August**
Budget Council Lekgotla: Revised Fiscal Framework, Division of Revenue (DoR), and Policy Issues	August
MinComBud & Finance MECs: DoR Discussion	September
MTEC Discussions	Late Aug- Mid Sept
MinComBud: consideration of MTEC recommendations & MTBPS themes	Beginning of Oct
Extended Cabinet: Approval of Division of Revenue	October
National Assembly: Tabling of MTBPS	**October**
Cabinet: Approval of MTEF	November
National Assembly: Tabling of the Budget	**February**

A major emphasis of the 2008 Treasury Guidelines is on the budgeting framework for infrastructure and capital projects. The Guidelines do not provide specific guidance to provincial departments on how to access funds, rather they discuss the provincial budgeting process and the format in which provincial governments must present their budgets to National Treasury in order to obtain approval.

5.4 SETA Funding

5.4.1 Introduction

The objective of the National Skills Development Strategy (NSDS) is to develop and improve the skills base in South Africa so that the country can achieve higher levels of competitiveness internationally. The major purpose of the SDA is to develop skills that relate to the needs and demands of the economy, society and each learner, and to do this in a manner which links with South African Qualifications Authority (SAQA).

The main function of the 25 SETA's is to contribute to the upgrading of skills - to bring skills to the employed, or those wanting to be employed, in their respective sectors. SETAS have to do this by ensuring that people learn skills that are needed by employers and communities. Training must be to agreed standards within a national framework, wherever possible. All training, wherever it is provided, should be subject to quality control and, where appropriate, is compared to the best international standards. To achieve this a SETA must:

- Develop a sector skills plan
- Implement the sector skills plan
- Develop and administer learnerships
- Support the implementation of the National Qualifications Framework (NQF)
- Undertake quality assurance
- Disburse levies collected from employers in their sector
- Report to the Minister of Labour and to SAQA.

Currently the two SETAs that are linked to the implementation of the EPWP's social sector training in ECD and HCBC are the ETDP SETA (Education, Training and Development Practices Sector Education and Training Authority) and the HWSETA (Health and Welfare Sector Education and Training Authority). More SETAs will become involved as more areas of focus are identified.

Although government expects that SETAs will fund EPWP training that has yet to materialise. In reality, SETAs still appear to be engaged in a process of clarifying their involvement and support for EPWP. Therefore the relevant SETAs linked to social sector training have yet to develop guidelines and procedures for how the implementers of social sector training can access discretionary grant funding and other technical support from them. Provincial implementers of EPWP social sector training are therefore advised to visit the relevant SETA websites or contact the SETAs directly to access current information and advice on the nature and extent of SETA support to EPWP programmes in general, and social sector training in particular.

5.4.2 What else can SETAs offer?

In addition to being a source of potential funding for social sector training, it should be noted that the SETAs can play a significant and instrumental role in influencing policy and decisions as well as in addressing some of challenges and opportunities as it relates to EPWP training programmes in general and social sector training in particular. Working collaboratively with other stakeholders they might be able to strategically assist provinces to craft solutions and design strategies to drive the EPWP forward. In particular, SETAs should be approached by provinces to assist them in assuring the quality of provision, certification, RPL, learner selection, accreditation of E & T providers etc. Clearly, SETAs have an integral role to play in fast-tracking the implementation of social sector training and therefore it is important that SETA be convinced of the benefits of engaging on a one on one basis with individual departments in the social sector in order to develop stronger working relationship with the respective Departments. .

Section 6

This section presents a brief summary of key information on conditions of employment applicable to workers on Special Public Works Programmes (SPWP), and key aspects and measurement indicators included in the EPWP's reporting and Monitoring and Evaluation system.

6.1 Codes of Good Practice for SPWP

In 2002, the Minister of Labour Gazetted a Code of Good Practice for Special Public Works Programmes (SPWP). This allows for special employment conditions to facilitate greater "work opportunities" on Public Works Programmes. Work opportunities are paid work created for an unemployed individual on an EPWP project for any period of time. The same individual can be employed on different projects and each period of employment will be counted as a work opportunity.

The Code of Good Practice includes a provision that entitles workers in an EPWP programme to a training entitlement of at least 2 paid "training days" per month of service.

One training day is equivalent to at least 7 hours of formal training, which is categorised as literacy and numeracy, life skills, vocational skills and business skills. It includes the assessment of prior learning of work seekers.

6.2 Conditions of Employment in SPWP

Section 50 of the Basic Conditions of Employment Act, 1997 (gazetted in January 2002) represents a Ministerial Determination establishing conditions of employment for workers in SPWPs. The terms and conditions outlined in this section of the Act clarify the rights, roles and responsibilities of employers and employees in a SPWP. It should be noted that the following terms and conditions apply ONLY to workers employed in elementary occupations on a SPWP, and NOT to persons employed in supervisory and management positions of a SPWP.

Clause	Terms and Conditions on a SPWP
Terms of Work	❑ Employment is offered on a temporary basis ❑ In any five-year cycle, employment can not exceed 24 months in duration ❑ The temporary employment does not qualify for contribution to the Unemployment Insurance Act 30 of 1966

Clause	Terms and Conditions on a SPWP
Normal Hours of Work	❑ 40 hours ❑ 5-day workweek ❑ Not to exceed 8 hours on any day ❑ An employer and worker may mutually agree on a 4-day workweek of 10-hour days ❑ A task-rated worker can be asked to work a maximum of 55 hours a week on an assigned task.
Meal Breaks	❑ Workers have a right to a 30 minute unpaid meal break after working a maximum of 5 hours ❑ Employers have a responsibility to take reasonable steps to ensure that workers are relieved of their duties during the meal break ❑ An employer is allowed to request a worker to perform duties during a meal break if those duties cannot be left unattended and/or performed by someone else.
Sick Leave	*That workers:* ❑ Who work 4 or more days per week earn the right to claim sick pay ❑ Who are unable to work due to illness or injury are entitled to claim 1 day's paid sick leave for every full month worked in terms of a contract
Sick Leave	*That Employers:* Before paying sick-pay can ask the worker to produce a certificate, issued and signed by a medical practitioner, stating that the worker was unable to work on account of sickness or injury if the worker is – ❑ Absent from work for more than 2 consecutive days; or ❑ Absent from work on more than 2 occasions in any 8-week period.
Maternity Leave	*A pregnant worker has the right to:* ❑ 4 consecutive months of unpaid maternity leave with no employment-related benefits ❑ Return to work after maternity leave if her contract has not ended and to start a new cycle of twenty-four months employment.

Clause	Terms and Conditions on a SPWP
Family Responsibility Leave	Workers, who work for at least 4 days per week, are entitled to 3 days paid family responsibility leave each year
Statement of Conditions	*At the start of employment, an employer is required to issue the worker with a statement containing the following:* 1. The employer's name and address and the name of the SPWP; 2. The tasks or job that the worker is to perform; 3. The period for which the worker is hired or, if uncertain, the expected duration of the contract; 4. The worker's rate of pay and how this will be calculated; and the training that the worker will receive during the programme. *Furthermore the employer is required to:* ❑ Ensure that these terms are explained in a suitable language to any employee who is unable to read the statement ❑ Supply each worker with a copy of these conditions of employment.
Keeping Records	Every employer is required to keep a written record of at the following: ❑ The worker's name and position; ❑ In the case of a task-rated worker, the number of tasks completed; ❑ In the case of a time-rated worker, the time worked; ❑ Payments made to each worker Note: The employer must keep this record for a minimum period 3 years after the completion of the SPWP.

Clause	Terms and Conditions on a SPWP
Payment	An employer must pay all wages at least monthly in cash or by cheque or into a bank account *Payment in cash or by cheque must take place:* ❑ at the workplace or at a place agreed to by the worker; ❑ during the worker's working hours or within fifteen minutes of the start or finish of work; ❑ in a sealed envelope which becomes the property of the worker. An employer is required to provide the worker with the following information in writing: ❑ the period for which payment is made; ❑ the numbers of tasks completed or hours worked; ❑ the worker's earnings; ❑ any money deducted from the payment; ❑ the actual amount paid to the worker. If the worker is paid in cash or by cheque, this information must be recorded on the envelope and the worker must acknowledge receipt of payment by signing for it. If a worker's employment is terminated, the employer is required to pay all monies owed to that worker within one month of termination.
Compensation for Injuries and Diseases	❑ The employer is responsibility for arranging for all SPWP workers to be covered in terms of the Compensation for Occupational Injuries and Diseases Act, 130 of 1993. ❑ If a worker is unable to work because of a work related injury, s/he is entitled to be paid 75% of earnings for up to three months by the employer. ❑ The employer has the right to claim a refund of monies paid from the Compensation Commissioner.

Clause	Terms and Conditions on a SPWP
Termination	An employer has the right to terminate the employment of a worker for good cause after following a fair procedure. *In this case the worker:* ❑ will not receive severance pay on termination ❑ is not required to give notice to terminate employment. (Note: a worker who wishes to resign should advise the employer in advance to allow the employer to find a replacement) *Furthermore a worker who:* ❑ Is absent for more than 3 consecutive days without notifying the employer is deemed to have terminated the employment contract. (However, may be re-engaged if a position becomes available for the balance of the 24-month period) ❑ Does not attend required training events, without good reason, will have terminated the contract. However, the worker may be re-engaged if a position becomes available for the balance of the 24-month period.

6.3 Monitoring and Evaluation (M&E) Requirements for the EPWP

6.3.1 Objectives of EPWP's M&E System

- To check that EPWP is still on the right track
- To provide an early warning about what is not working and to take appropriate and corrective action
- To ensure financial accountability
- To gather credible and useful information on lessons learned to inform decision-making and planning

6.3.2 EPWP Requirements for Setting up a M&E System

- Sets clear goals and objectives
- Establishes baselines
- Sets targets
- Develop indicators
- Is clear
- Is relevant

- Provides data on economic returns
- Is adequate
- Can be monitored
- Provides data and information

6.3.3 Key Indicators for Quarterly Reporting

The provincial implementers of EPWP social sector training are expected to submit quarterly reports of progress towards meeting their respective delivery targets. The key indicators used in the reporting framework include the following:

- Job Opportunity
- Person years of employment
- Government Expenditure
- Person Training Days
- Demographic Data
- Project Wage Rate.

A more detailed description of these indicators and the information required from implementing agencies is presented in the table below.

Monitoring Indicators	Description	Information Required
#1 Job Opportunities	Paid work created for an individual on an EPWP project for any period of time, within the employment conditions of the code of good practice for special public works programmes. In the case of social sector projects, learnerships will also constitute job opportunities. The same individual can be employed on different projects and each period of employment will be counted as a job opportunity	Number of workplace opportunities created through programme
#2 Person years of employment	1 Person year = 230 days of work (i.e. 365 days – 104 weekend days – 10 public holidays – 21 annual leave days), inclusive of paid sick leave. For task-rated workers, tasks completed should be used as a proxy for 40 hours of work, based on a task completed in a week.	Person-days of work

Monitoring Indicators	Description	Information Required
# 3 Government Expenditure	Government expenditure = actual expenditure (as defined by National Treasury) on projects and supporting infrastructure, including feasibility studies and research, but excluding government administration costs. Expenditure per job created = total project cost divided by job opportunities created. This must be reported with and without the cost of research and feasibility studies, as they will inflate the expenditure per job created in the initial period.	Actual expenditure in Rands
# 4 Person-Days of Training	1 training day = at least 7 hours of formal training. Formal training is further categorised as: literacy & numeracy, life skills, vocational skills and business skills, and includes the assessment of beneficiaries. For each category of training a distinction will be made between accredited and non-accredited training days. In the case of the social sector (and for all sectors from 2005/06) information on credits (towards NQF qualifications) and NQF qualifications acquired will also be reported	Number of person-days used in training
# 5 Demographic Data	The proportion of beneficiaries that fall within the following categories must be recorded: ❑ Youth (i.e. 18 – 35 years of age) ❑ Women ❑ People with Disabilities The definitions contained in the Preferential Procurement Regulations of 2001 for these categories of beneficiaries will be utilised.	Number of Youth, Women and People with Disabilities targeted
# 6 Daily Wage Rate	Daily wage rate (whether task-rated or time-rated) per individual project.	Daily wage by project. If there are different wage rates for different beneficiaries the average worker wage is to be reported.

6.3.4 Institutional Arrangements for M&E

The following structures have been established to coordinate and oversee the monitoring and evaluation function of EPWP projects:

- The EPWP National Steering Committee for the EPWP
- National Sector Coordinating Departments, which includes the DPW, DEAT, DTI, DSD, and sector-coordinating committees
- National EPWP Sector Steering Committees which include core departments per sector
- National Training Steering Committee under DOL
- Provincial Steering Committees.

Section 7

7.1 Discussion

To successfully implement EPWP's social sector training at a provincial level requires a proper fit between **Function** (*what needs to be done*) and **Form** (*developing an effective operating system and having the right people to implement it*). In order for complex and large-scale to be successfully implemented, adequate time and resources must be allocated particularly during the important planning and preparation phase. If this phase is properly handled and proper controls are put in place, then the actual implementation of training will require less effort. It is also important to have effective and visible leadership that is able to provide diligent administrative oversight and promotes effective and continuous communication between all role players throughout the project cycle.

In spite of the best systems and infrastructure, not all problems can be anticipated, especially when new and untested programmes are being implemented. Project teams must therefore recognize and accept the reality that issues and problems will arise and that there might be a need for "fire fighting". What is important is that these issues and problems are dealt with in an efficient and timely manner, and that the lessons learned are used to improve future programmes.

If the social sector cluster of departments are to achieve their ambitious delivery targets and crosscutting social sector training goals, then they will need to find creative avenues to promote and support a culture of inter-related project management. These government departments will need to establish a synergistic working relationship, as well as full cooperation and coordination in order to successfully promote and support a culture of inter-related project management. A project management approach, using an interdepartmental project team with the required skills and expertise, can effectively work horizontally across government departments to expedite delivery. If project management skills and tools are effectively and deliberately incorporated into the strategic and business planning processes, then it is very likely that service delivery will be accelerated and improved.

7.2 Conclusion

As was stated at the outset, this Guideline was designed for the purpose of encouraging provincial Programme Managers of EPWP Social Sector Training to use a project management approach to implement their programmes. The information, approaches and tools provided are to assist Social Sector Programme Managers and their implementing partners to effectively and confidently plan, manage, implement and monitor and review training in general, and EPWP's social sector training in particular. It is not expected that all of the information provided will be useful to all Programme Manager. What is expected is that Programme Managers will be able to select what is relevant to their particular context and requirements. Programme Managers and implementing partners are also encouraged to use the remaining information as assurance that the implementation of social sector training and the use of public resources are guided by good practice that promotes efficiency, effectiveness and responsiveness, and adhere to principles of accountability and transparency.

It should be noted that this Guideline does not include documents and information, which are by their nature time bound, and therefore periodically revised, amended and updated. These include application forms whose deadlines for submission are revised annually, reporting templates, government Acts and Regulations and other relevant documents. The EPWP Social Sector Unit in the DPW has undertaken to develop and package a separate toolkit of these time bound documents and related information.

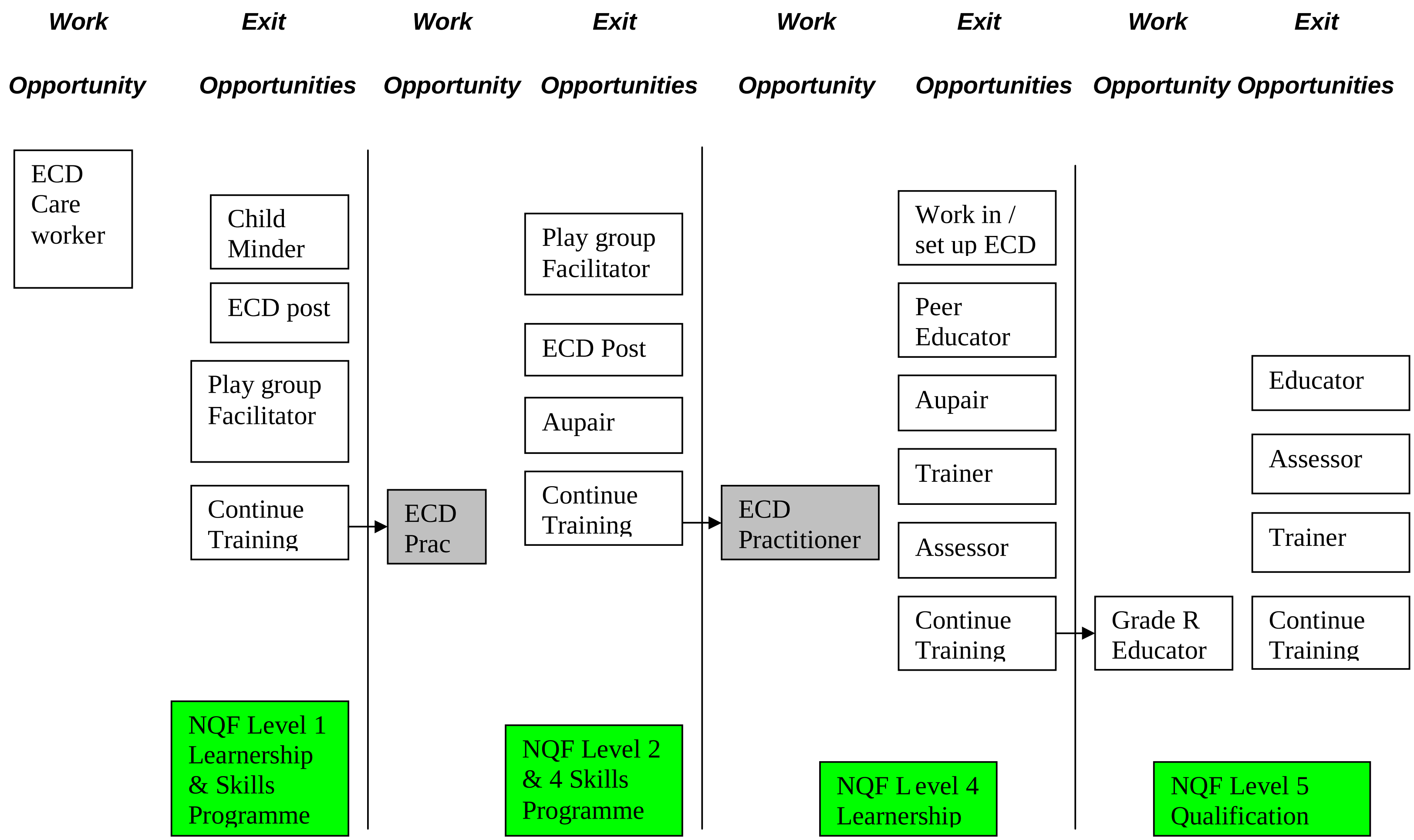
ANNEXURE A
Education and Training Courses
Currently Offered for ECD and HCBC Social Sector Training

The ECD programme is provided in the diagram below. However the EPWP training for ECD practitioners is currently focused on:

ECD Worker Level 1	The learners in this programme are trained against the Level 1 learnership or the Level 2/3 skills Programme
ECD Practitioner Level 4	The learners in this programme are trained against the Level 4 learnership
ECD Support Staff	These training programmes are directed to the cook, gardening and administration staff employed at ECD centres – although these positions are not a part of the ECD Practitioners they do provide employment and development opportunities for unemployed people in communities.

Error!

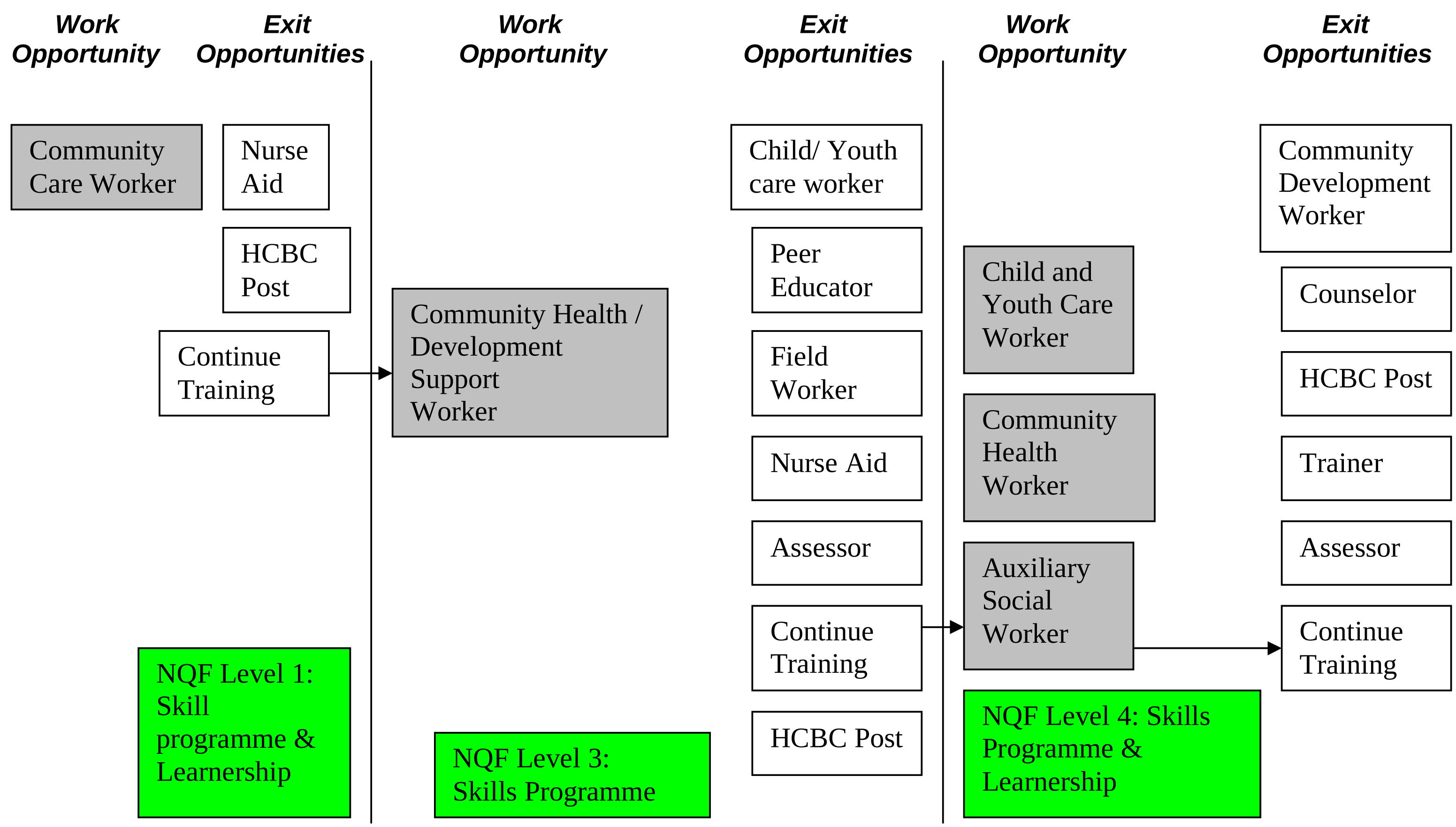
Early Childhood Development (ECD) Overview



Home Community Based Care

This programme targets 122 240 work opportunities, 17 400 of which will be through learnerships over five years through a three pronged programme in partnership with the Health and Welfare Sector Education Authority (HWSETA). The summary of the plan is outlined below:

Home Community Based care (HCBC) Overview



However; the EPWP training is currently focused on the Level 1 – Ancillary Health Care Worker and the NQF level 3 the Home Health Care and the Health Sciences and Social Services: Development Services certificates

ANNEXURE B

How to Run an Effective Meeting

1. Introduction

A meeting can be described as a gathering of at least two people for the purpose of discussing an issue or making a decision. In a business environment the purpose of a meeting will usually relate to one or more of the following:

1. Communication
2. Administration
3. Decision-making.

While a good meeting can be very productive and yield excellent results, a bad meeting can be a tremendous waste of time and resources. Usually the difference between a good meeting and a bad meeting is determined by two factors: 1) good planning and 2) preparation. Although planning and preparation initially take time and effort, they most often result in a meeting that produces positive and constructive outcomes.

Although there is no ideal way to plan and run every meeting, it is useful to ensure that some basic tasks are completed:

- before,
- during, and
- after the meeting.

2. Before the Meeting

In order to lay the groundwork for success some basic tasks must be taken care of before the meeting takes places.

A. Set goals for the meeting

Setting goals for a meeting requires answering two questions:

1. What is the purpose of the meeting?
2. What must be accomplished?

The answers to those questions will determine the goals of the meeting. It is important to set goals that are realistic and *achievable for that meeting*. The next step is to decide what must be done at the meeting to achieve each goal. This will determine the agenda for the meeting.

B. Make sure the meeting is necessary

Once the goals of the meeting are determined, take a moment to consider whether a meeting is the best way to achieve the goals. An unnecessary meeting wastes the time of everyone involved in preparing, conducting and attending the meeting. If the goals can be achieved in a more effective or economical way, then a meeting should not be convened.

C. Prepare an Agenda

An agenda is an outline of the key topics that will be addressed at the meeting. Some items on the agenda are procedural (e.g. taking attendance) and are part of every agenda. The other agenda items are directly related to the specific goals of that meeting. The agenda establishes the order in which each item will be dealt with during the meeting.

The agenda will usually have the date, time and location of the meeting printed at the top. This is followed by each main item and sub-item that the meeting will address. It is a good idea to include who will be responsible for leading or facilitating each item.

It is also recommended that each item include an estimated time allotment, and the purpose or expected outcome of each main item. For example, the purpose of some items might be informational or for discussion, while other items might require a decision.

Normally the final agenda is not the work of only one person. Instead, one person leads the process and consults with other key individuals for advise and suggestions before finalising the agenda.

Sample Framework for an Agenda

Notice of meeting of __*(name of committee)*__ to be held on __*(date)*__ at __*(time)*__ at __*(venue)*__
.

AGENDA

Attendance
Apologies

1. Acceptance of the agenda
2. Adoption of minutes from the previous meeting
3. Matters arising from the minutes
4. New business (matters for discussion)
   a)
   b)
5. Financial report (if applicable)
6. General
   a)
   b)
7. Announcements
   a)
   b)
8. Date, time and venue of next meeting
9. Closure

Sometimes preparing a good agenda can take a lot of time and hard work. However, experience shows that the additional time and effort will result in a more effective and productive meeting.

When the agenda is finalised it should be distributed to each person who should attend the meeting. This will allow them to make comments on the agenda and give them time to prepare for the meeting.

Once the agenda is set and distributed to people it can only be changed at the meeting with the approval of the people in attendance.

D. Announce the meeting

Inform everyone involved of the scheduled date, time and location of the meeting. Make sure that the meeting is held at a convenient time and place. Sending last-minute reminders can significantly increase attendance at the meeting.

Ask everyone to inform you if they will not be able to attend. This is particularly important for people who are in charge of an item on the agenda. If a person cannot attend, ask them for a report on the status of any task they were assigned. This will allow you to report on the status of the task at the meeting.

If convening a meeting is the best way to achieve your goals, then it is critical that the necessary people attend and that they have the authority to make the necessary decisions. If key decision makers cannot attend, then it is better to postpone the meeting. If the decision maker sends a delegate in his/ her place, make sure that person is authorised to make decisions.

Distribute copies of the agenda for the coming meeting, minutes of the previous meeting and background material.

E. Distribute background material

Little will be accomplished at the meeting if people come unprepared. Starting a meeting by distributing large amounts of reading material that people are unfamiliar with is a sign of very poor planning.

If background material is distributed, make sure that everyone has enough time to study it before the meeting takes place. Don't underestimate the amount of time it will take people to review the material and prepare adequately.

Deciding what background material to distribute may require some research and effort. However, time spent on identifying the material will help people make more informed decisions at the meeting.

F. Arrange the logistics

Each meeting will require arranging some basic logistics. Some of these include:

- Arranging a convenient, well-equipped, comfortable and accessible venue for the meeting
- Making sure that any required equipment (e.g. flip charts, markers, data projectors, tape recorders and tape, etc.) is available and in good working order.
- Arriving at the venue early to make final preparations

- Checking that the lighting, sound, ventilation and air conditioning/ heating are functioning properly
- Arranging the seating in a way the ensures everyone can seen and hear adequately, and that facilitates group interaction
- If appropriate, distributing any handouts or other material in front of each person's chair
- Having enough copies of the previous minutes and any necessary forms (e.g. attendance register, declaration of secrecy, etc.) available
- Having extra copies of the agenda available for distribution
- If necessary, placing signs on the door and in other locations stating which meeting is taking place
- If necessary, providing name tags
- Greeting people when they arrive
- If appropriate, supplying refreshments.

3.2.3 During the Meeting

A well-prepared and well-facilitated meeting will result in discussions and decisions that yield productive results. One of the keys to ensuring an effective meeting is the efficient management and use of time. A meeting that stays focused on each task and makes orderly progress in dealing with each issue will generate enthusiasm, commitment and a feeling of accomplishment from participants.

A. Basic Meeting Facilitation Skills

An effective chairperson or facilitator is essential to a successful meeting. This person must ensure that:

- the group abides by the rules/ procedures of the meeting
- all items on the agenda are addressed
- the meeting stays focused on the agenda
- everyone's right to participate is respected
- order and mutual respect is maintained
- an accurate record is kept of the meeting
- the meeting starts and ends on time.

The chairperson/ facilitator should set a positive and productive tone for the meeting. He/ she must be well prepared and work diligently to help the group reach consensus. If consensus cannot be reached, the chairperson/ facilitator should help the group understand any differences they have on a particular issue.

Other things that the chairperson/ facilitator does to assist the meeting:

- Ask open-ended questions that stimulate thinking and discussion. For example, the question, *why will this decision affect the delivery date?* will stimulate a specific response, whereas the question *Will this decision affect the delivery date?* will get a yes/ no answer.

- Listen carefully to each person. If people don't understand what someone is saying ask the person to clarify

- Remain calm and neutral if the meeting starts to get out of order.

- Don't allow the group to make hasty decisions just because it is getting late. Unresolved issues should be tabled until the next meeting.

- Summarise key discussions when necessary to check for common understanding and group consensus.

- Use or refer to the background material that was sent to people before the meeting. This will reinforce the need for people to review the material before the meeting so that the meeting time can be spent on being productive.

- Use the person's name when recognising their turn to speak. This helps the secretary keep an accurate record of the discussion and makes the meeting more personal.

- When a person suggests an idea or states an opinion, don't say that they are wrong. It is better to remain open-minded and ask the group for other comments on the issue. If necessary, use a “parking lot” to record unresolved or unscheduled issues and return to them when time permits, or put them on the agenda for the next meeting.

- Try to get the meeting to end in a positive atmosphere.

- Review the minutes of the meeting to ensure they are accurate and to follow-up on decisions that were made.

B. Recording the proceedings

A secretary or note-taker is responsible for keeping an accurate record of the meeting, especially the decisions that were made, what action must be taken and who is responsible. This can be done using detailed notes from the meeting. In cases where important decisions are made the entire meeting can be recorded on cassette tape.

At a minimum, the minutes should include:

- the names of all who were present, including the times that they arrived and left the meeting
- a summary of all key discussions
- any decisions that were made

- any tasks that were assigned
- details of all motions and amendments, including the names of each person making a motion and each person seconding the motion

The minutes are an official and legal record of the meeting. At the next meeting the minutes are presented to the group for confirmation that they are complete and accurate. When the group accepts the minutes, the chairperson and the secretary must sign them.

The person responsible for recording and preparing the minutes must be well organised, a good listener and dedicated to ensuring accuracy.

C. Establishing a quorum

A formal meeting cannot conduct business unless enough people are present to constitute a quorum. A quorum is defined as *the smallest number of people needed to be present at a meeting before it can officially begin and before official decisions can be taken.*[1]

For an official committee a quorum usually consists of ½ the total members of the committee, plus 1. For example, a committee with 6 official members would require that 4 members (i.e. 3+1) be present at the appointed time for the meeting. If a quorum is not present within a reasonable time after the announced starting time, then the meeting should disband and be reconvened at a later date.

D. Basic meeting format

Although the agenda sets the order of the meeting, a basic format for conducting the meeting might include the following:

- The chairperson opens the meeting on time and welcomes everyone
- It is determined whether a quorum exists.
- Attendance is taken and any apologies for absences recorded
- The agenda is presented and approved, or revised and approved
- The minutes of the previous meeting are read and approved, or corrected and approved
- The chairperson introduces each item on the agenda in the order that it appears
    - The chairperson facilitates the meeting and ensures that it stays focused and on time
    - Each agenda item should:
        - be defined, (i.e. what is the topic or problem);
        - the process for dealing with the agenda item explained (e.g. small-group discussion and report back, presentation by member followed by open discussion, etc.); and

[1] Cambridge Dictionaries Online: http://dictionary.cambridge.org

    - the objective established (i.e. to discuss, debate, inform, make a decision, etc.).
- When discussing a complex issue it may be necessary to break it down into different components for detailed discussion.
- The chairperson decides when discussion on an issue will stop.
- The chairperson makes sure that tasks are assigned, responsibilities are delegated and specific dates for action are established.
- When all the main items on the agenda have been addressed, any necessary announcements can be made.
- If there is no other business or announcements a date for the next meeting can be agreed on and the meeting adjourned.

3.2.4 After the Meeting

A. Prepare and Distribute the Minutes

The minutes of the meeting should be prepared and distributed within 24 hours. It is important to do this quickly because it reinforces the importance of the meeting. It also allows people who were assigned tasks to get started immediately, while the meeting is still fresh in their minds. The minutes serve as a reminder to people that they made commitments during the meeting and they must fulfil them

B. Follow-up

During a meeting a person may make a commitment to complete a task or assignment, then fail to fulfil the commitment before the next meeting. Meetings can be made more effective if contact is made with these people between meetings to follow-up on their progress. Although it is the responsibility of each person to fulfil their obligations, checking on their progress will increase the likelihood that they will complete the assignment. One characteristic of effective meetings is the establishment of accountability. Everyone in the group must understand that