Project Management Manual

for ABET Practitioners

Prepared by the The Directorate: Adult Education & Training
The Department of Education · Pretoria April 2000

First Edition

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ADULT EDUCATION & TRAINING

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Project Management

A manual for ABET Project Managers

Contents

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- All project managers who assisted with this publication so as to ensure that we develop many more project managers in the ABET field

Project Management

A manual for ABET Project Managers

Contents

1. The purpose of this manual

- to provide you with an opportunity to further develop your level of understanding of the theory behind project management; and
- to provide you with an opportunity of drawing upon your own experiences of implementing ABET projects.

2. The structure of the manual

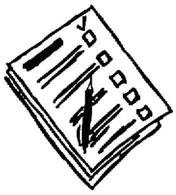
The programme is divided into ten modules. It is designed to be interactive and you are expected to work through the activities.

Included is a Resource Section in which detailed documents, which we use as supportive material, are housed.

3. Some conventions we use

We use the following symbols throughout the modules to indicate the different type of activity we wish you to become engaged in :

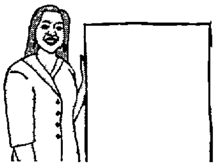
An activity where you record your own ideas in the space provided.



An activity where you "check off" those items you agree with.

An activity where you to engage in discussion with your colleagues preferably in a group.

An activity where you engage in discussion with a colleague.



An activity where you should be able to make a presentation.

Project Management

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Objectives of this module

By the end of this module you will be able to :

- ◎ define common terms used in discussions about project management;
- ◎ describe how projects differ from 'normal' work;
- ◎ identify and describe the major phases of projects;
- ◎ explain the inter-relationship between these phases; and
- ◎ identify the common characteristics in projects in the public sector.

In this module we deal with the theoretical framework which underpins all projects. In Module Two we will consider real-life examples which will enable us to see how this theory is reflected in practice.

1.1 What is a "project"?

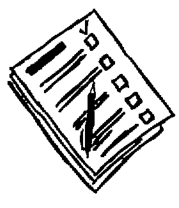
We often hear comments such as :

"I'm busy on a project for ...."
"When is the next project meeting?"

Even school children nowadays seldom do homework, they are involved in "projects" instead.

One well-known writer in the field of project management has suggested that you know that you are working on a project when

- ◎ you are running out of time;
- ◎ there's no money; and
- ◎ you can't get enough people to do it.



ACTIVITY 1

Defining a 'project' — **Time : 5 Mins.**

Please provide your own definition (or list of the main characteristics) of a 'project'.

____

____

____

Discuss your responses with your colleagues.

The question "What are the chief characteristics of a project?" is not as simple as it might appear to be. Confusion has crept in because many organisations nowadays run a great part of their "normal" work as a series of projects.

Nevertheless, it seems that a project does differ from other kinds of work inasmuch as:

- it has a clearly-defined and **limited life-span**;
- it is fairly **unique** (a one-off, or at best a "few-off");
- it has clearly recognisable phases in a **life-cycle**;
- it has its **own budget**;
- it has a **single point of responsibility** (the project manager) which differs from the normal line-management structure;
- it incorporates **clearly defined roles** for the members of the project team.

Here are some formal definitions of a project as produced by writers in this field :

Rodney Turner (1993) defines a project as *"an endeavour in which human (or machine) material and financial resources are organised in a novel way to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to deliver beneficial change defined by quantitative and qualitative objectives."*

The Project Management Institute in its Project Management Book of Knowledge (1996) defines a project as *"a temporary endeavour undertaken to create a unique product or service. Temporary means that every project has a definite end. Unique means that the product or service is different in some distinguishing way from all similar products or services."*

Van der Waldt and Knipe (1998) define project management as *"a set of principles, methods, tools and techniques for the effective management of objective-oriented work in the context of a specific and unique organisational environment"*.

A more useful definition is provided by Michael Thomsett in his 'Little Black Book of Project Management' where he suggests that the three major variables which help distinguish a project from any other kind of activity are time, budget and result.

He goes on to explain that

- projects have specific starting and ending points and incorporate careful controls over completion phases within the project;
- a project's budget is usually separate from the normal departmental budget; and
- projects result in the completion of specific, defined tasks or series of tasks and these tasks provide the prime motivating force behind the project.

We still feel that, together with our colleagues involved in our project, we can produce a much more useful and user-friendly definition ourselves and we shall attempt to do so in the next activity.

ACTIVITY 2
Still defining a 'project'

Time : 5 Mins.

Please refine your own definition.

"A project is ______________________________

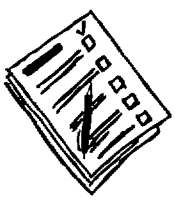
____

____

____

____

We hope that this definition will serve you well but before we leave this matter, let us consider some of the activities which we label "projects" and see if they conform to our definition. We will also see if we can add examples from our own work experience to this list.



ACTIVITY 3
Examples of "projects"

Time : 5 Mins.

Below is a list of projects from the world of work home and work. Decide if each of these meets the requirements of our definition.

Activity	Tick
Moving office	
Streamlining admission procedures	
Building a house	
Launching a new cosmetic range of products	
Arranging an overseas trip	
Now let us add to this list from our own work experience :	

Discuss your responses with your colleagues.

1.2 Components of a Project

We now move to an examination of the components found in projects. It is commonly believed that there are four major components in the life-cycle of a project. This classification into components is useful because it helps us to both manage and to control projects.

ACTIVITY 4
'Managing' versus 'Controlling' **Time : 10 Mins.**

Is there a difference? How would you define this difference?

"Managing" = ________________________________

____

____

____

"Controlling" = ______________________________

____

____

____

Discuss your responses with your colleagues.

We have already noted that projects have distinct and defined lifetimes. The prime components to be found in the life-cycle of a project are :

- The **Concept Phase** in which
  - the idea is born;
  - the options and alternatives are considered; and
  - the feasibility is decided.
- The **Design and Development Phase** in which
  - the overall approach is planned;
  - aims, objectives and targets are decided upon;
  - the details of schedules, procurement matters, resources and budgets are formulated; and
  - the whole process is sketched out.

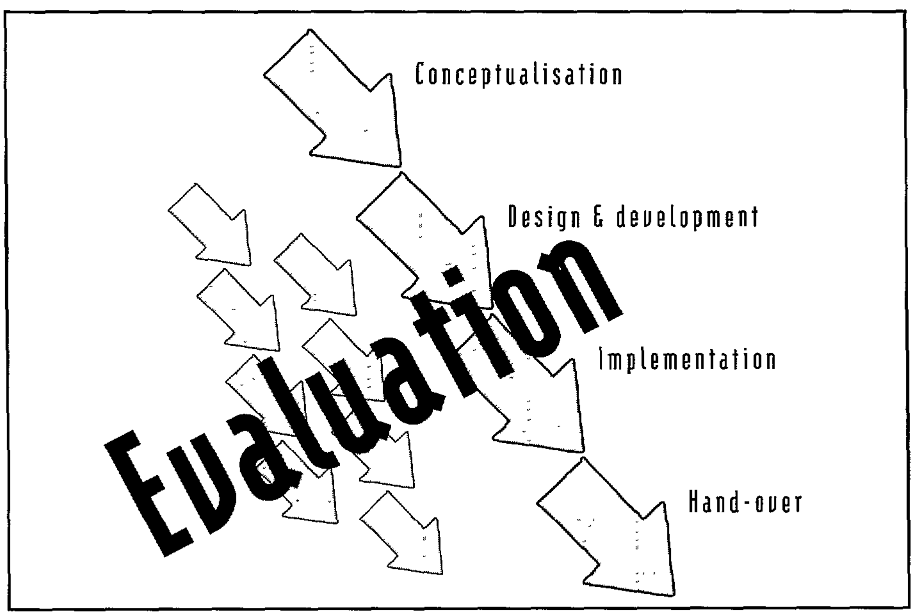
- The **Implementation Phase** in which
  - the plan is put into operation;
  - a close watch over the various stages and aspects of implementation is maintained; and
  - changes and adaptations are made as required.
- The **Hand-over** (or sometimes referred to as the Commissioning) **Phase** in which
  - the outcomes of the project are handed-over;
  - budgets are closed and accounts reconciled; and
  - reports and other products of the project are handed over.

We believe that there is a fifth phase - one that is frequently neglected in project management.

- The **Evaluation Phase** in which
  - on-going assessment is made of the progress of the project and of its various components;
  - the performance of the project team is monitored ; and
  - an overall judgement of the success of the project is produced.

We will deal with each of these components in turn and in some detail. For the moment, however, it should be noted that although these components appear to be fairly sequential (i.e. it is hard if not impossible to do the second phase before you have done the first, etc.), this sequence, or cycle, is not rigid or a one-off activity in a project. Various parts of a project may have their own, smaller cycles of these five phases and some phases may reoccur at different times in the life-cycle of the project. This is particularly true of the Evaluation Phase.

Thus, the overall pattern may look something like the figure below.



Each of these phases is marked by some end-point. For example, the conceptualisation phase is likely to end with the presentation of the ideas and a decision on whether to proceed with the project or not. Similarly, after the design and development phase has been completed, there needs to be a decision about proceeding to the actual implementation. Finally, when the implementation phase has been completed, there should be some form of "handing-over" the results/recommendation/products of the project. You will note, however, that we have suggested that the Evaluation Phase is all pervasive. We will return to this matter later in this module.
The degree of consultation and negotiation implied in this process is important. Most unsuccessful projects fail over the matter of appropriate and on-going communication. It is important to note, though, that more is not necessarily better. In other words, it is possible to spend too much time talking and too little time doing. Successful communication is about quality as well as about quantity.

Failure to provide for a proper and adequate hand-over phase, in which the results of the project are displayed and reported upon, is known as "**over-the-wall**" project management. This phrase is used in the same way as the "black box" notion is used, that is, when what is happening is kept concealed from outside observers and the final product is simply presented at the end of the day. It goes without saying that one should guard against accusation of "over-the-wall" behaviour. Educators are particularly sensitive to over-the-wall behaviour and often accuse project managers of this.

ACTIVITY 5
"Over-the-wall"

Time : 10 Mins.

1. Why do you think educators are particularly sensitive to this type of behaviour?
2.What can be done to limit these perceptions?

Discuss your responses with your colleagues.

1.3 Level of Effort

In recent years the study of project management has led to the conclusion that there has been a shift in the amount of effort put into each of the phases of a project.

ACTIVITY 6
The shift in the level of effort

Time : 5 Mins.

In which phase do you think the greatest amount of effort used to be put?

☐ Conceptualisation ☐ Design ☐ Implementation ☐ Hand-over ☐ Evaluating

In which phase do you think there has been an increase of effort recently?

☐ Conceptualisation ☐ Design ☐ Implementation ☐ Hand-over ☐ Evaluating

In which phase do you think greater effort should be put?

☐ Conceptualisation ☐ Design ☐ Implementation ☐ Hand-over ☐ Evaluating

Discuss your responses with your colleagues.

The various phases in a project can also be considered in terms of the

- inputs
- processes
- key activities
- 'hold points'
- outputs; and
- decision points involved in each phase.

Below we present a Table which sets out the phases of a project in terms of the six aspects listed above.

You will note that the evaluation phase is not included in this Table. Why is that so? Where on the Table would you consider evaluation would play a major role?

Project Phases

Concept	Design	Implementation	Hand-over
Input • Problem or opportunity • Project brief	Input • Approval to proceed with design and development	Input • Approval to proceed with implementation	Input • Notification of completion
Process • Drawing up a project proposal • Undertaking a feasibility study • Determining the specifications • Establishing the expected outcomes	Process • Designing the methodology • Drawing up budgets, schedules • Assigning personnel • Preparing materials	Process • Awarding sub-contracts • Procuring equip-ment and materials • Putting things into action	Process • Testing the product • Examining outcomes in terms of objectives • Writing reports
Key Activities • Gathering ideas and information • Discussing • Writing	Key Activities • Developing ideas • Producing materials • Gathering teams members	Key Activities • Putting into practice	Key Activities • Analysing • Discussing • Writing
Hold Points • Priorities • Costs	Hold Points • Personnel availability • Costs	Hold Points • Supplies • Ill health • Costs	Hold Points • Delays • Availability of people
Output • Feasibility report	Output • Plan	Output • Completion certificate	Output • Report
Decision • Proceed to design?	Decision • Carry on with implementation?	Decision • Completed?	Decision • Acceptance by client?

We need to examine certain aspects of this table in greater detail.

ACTIVITY 7
Project phases **Time : 15 Mins.**

1. How useful is it to consider the phases of a project in terms of inputs, processes, key activities, hold points, outputs and decisions?
2. What is a 'hold point'? Why are they important?

Discuss your responses with your colleagues.

1.4 Project Parameters

During a project's life, management focuses on three basic parameters: quality, cost and time. A successfully managed project is one that is completed at the specified level or quality, on or before the deadline, and within budget.

1.5 The question of evaluation

It has become increasingly important to incorporate some form of formal evaluation within a project. This is not simply to keep a check on the project team - it has more positive effects. If done properly, evaluation can alert the project team to a need for changes, or for re-working certain aspects of the project. It provides the detail necessary to make informed decisions about such changes and minimises the tendency to respond to 'gut-reactions' about the progress being made which tend to be extreme in their nature.

We will deal with the question of effective evaluations of projects in a later module. For the moment, let us simply remind ourselves of the major types of evaluation.

ACTIVITY 8
Evaluation Models **Time : 15 Mins.**

What do you understand by the following terms used in evaluating?

"summative evaluation" = ______________________________

____

____

"formative evaluation" = ______________________________

____

____

"fourth generation evaluation" = ______________________________

____

____

____

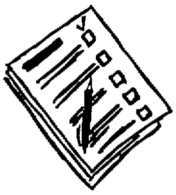
Discuss your responses with your colleagues.

1.6 Public sector projects

The underlying principles of project management apply equally to public and private sector projects. Projects in the public service, however, operate in a somewhat different environment - where, paradoxically, there is greater bureaucracy and control and there is also a strong culture of entitlement amongst the citizens.

In order to effectively cope with these tensions, the project manager in the public sector requires even greater negotiating and leadership skills than his counter-part in the private sector. We will return to this question in a later module when we consider the qualities of good project managers, but for the moment let us consider the following.

It is sometimes said that we in South Africa now spend too much time consulting and too little doing. We need to discuss the problem of maintaining a balance between involving significant people and getting on with the job.



ACTIVITY 9

Consulting, collaborating and co-ordinating — **Time : 10 mins.**

Please explain the difference between these three activities.

Consulting = ____

Collaborating = ____

Co-operating = ____

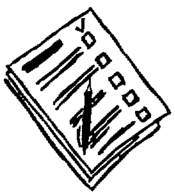
Discuss your responses with your colleagues.

1.7 Review of this module

At the start we listed the objectives of this model as
"By the end of this module you will be able to :

- define common terms used in discussions about project management;
- describe how projects differ from 'normal' work ;
- identify and describe the major phases of projects;
- explain the inter-relationship between these phases; and
- identify the common characteristics in projects in the public sector."

Please complete Activity 10 below.



ACTIVITY 10
Review

Time : 5 mins.

How confident are you that you can do these things?

- define common terms used in discussions about project management
  - ☐ Very confident
  - ☐ Quite confident
  - ☐ Uncertain
  - ☐ Very uncertain
- describe how projects differ from 'normal' work
  - ☐ Very confident
  - ☐ Quite confident
  - ☐ Uncertain
  - ☐ Very uncertain
- identify and describe the major phases of projects
  - ☐ Very confident
  - ☐ Quite confident
  - ☐ Uncertain
  - ☐ Very uncertain
- explain the inter-relationship between these phases
  - ☐ Very confident
  - ☐ Quite confident
  - ☐ Uncertain
  - ☐ Very uncertain
- identify the common characteristics in projects in the public sector
  - ☐ Very confident
  - ☐ Quite confident
  - ☐ Uncertain
  - ☐ Very uncertain

ACTIVITY 11
Test yourself

Time : 10 mins.

1. Briefly outline the characteristics of each of the phases of a project.

2. Define the following terms :
   (a) "over-the-wall",
   (b) "hold point", and
   (c) "formative evaluation".

3. What is the most common cause of project failure? Why is this so?

4. Check either True or False in response to each of the following statements.

True	False	
☐	☐	A project is an ongoing venture or activity.
☐	☐	Projects are initiated by whomever is in charge.
☐	☐	Anyone can be a project manager.
☐	☐	The project manager is responsible for carrying out the project.
☐	☐	Quality is not important in projects.
☐	☐	Completing a project in time is one important parameter of project management.
☐	☐	Completing a project within budget is not important.

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

Project Management

A manual for ABET Project Managers

Contents

Objectives of this module

By the end of this module you will be able to

- conduct a feasibility study on a project proposal; and
- implement a formal project selection process.

2.1 Conducting a feasibility study

We are familiar with the concept of feasibility studies as we practice this type of activity in our everyday life. We frequently ask ourselves "Is it worth it?" when we set about a particular activity. In many cases, the benefit is obvious (such as patching a hole in the roof of the house) whilst in others the benefits may be more subtle and not immediately apparent.

In project management, we conduct feasibility studies largely to assess whether or not the task/issue/problem can be best addressed by setting up a special project. We are also concerned about the costs of such a project and the impact it will have (both beneficial and otherwise) on our working environment.

A feasibility study is a mini-project itself and it should, therefore, display most of the same characteristics of a full-blown project but on a much smaller scale. It should at least address the following questions :

- Who will be responsible for this study?
- Who else will be involved?
- What information do we have on the main project proposal?
- How much detail do we want?
- By when do we need this study to be completed?
- How much will it cost in terms of money, time and other resources?

2.1.1 Appointing a feasibility study team

Responsibility will need to be given to someone to run this study. He/she will then have to involve others because of their areas of special expertise. Ideally a representative of the team which will undertake the main project (if it proves to be feasible) should be included.

2.1.2 Planning the feasibility study

It is useful to follow the same process as used for any project . This was the case in the one we are currently considering. It incorporates the main phases of a project cycle of conceptualisation; designing and developing; implementing and hand-over. Evaluation is likely to be summative and will result in the decision on whether to proceed with the main project or not.

2.1.3 Implementing the feasibility study

Ideally, a feasibility study should do the following things :

- conduct a stakeholder analysis;
- establish the viability of the client's needs;
- evaluate perceived constraints;
- gather existing information;
- consider alternatives and options ; and
- conduct a cost-benefit analysis.

In order to conduct a stakeholder analysis, it is necessary to identify the major stakeholders (some of whom may not be immediately apparent). It is useful to consider each of the items included in Activity 1 below when attempting to draw up a list of stakeholders for any project.

ACTIVITY 1
Identifying the stakeholders

Time : 5 mins.

Please consider any project with which you are familiar.

Who thought of it?	The Originator(s)
Who will pay?	The Sponsor(s)
Who will own it?	The Owner(s)
Who is keen for it to happen?	The Champion(s)
Who will conduct it?	The Project Team
Who will support it?	The Promoter(s)

ACTIVITY 1 (cont)
Identifying the stakeholders

Who will use its results?	The User(s)
Who else will benefit?	Latent Beneficiary/ies

Discuss your responses with your colleagues focusing on possible conflicts of interest between the various stakeholders.

It is a useful exercise to list these stakeholders, to summarise their needs and expectations and to prioritise these (if possible). A Table on which such information can be recorded is provided below.

Stakeholder	Needs and Expectations	Priority

These varied needs and expectations can (and frequently will) clash. It is important to identify where these clashes might occur and to anticipate them even if you are unable to prevent them. It is unlikely that you will be able to please everyone equally, but many of the conflicts, if anticipated and addressed, can be minimised.

The starting point for most projects is a perceived need. It, therefore, becomes important for the feasibility study to give closer attention to the **identification of the real client(s)**. Is the one who pays necessarily the major client? Who else may be classified as a client as opposed to an incidental beneficiary of the project?

Having identified the client(s), it is necessary to conduct some form of viability check on the expectations he/she/they hold. In doing so, it is important to consider the aspects included in the list given on the next page.

Viability Check

The location	How accessible is it? How will it influence the implementation of the project?
The size	Is the project too ambitious? Too large? Too small? Do we have the resources and expertise to conduct this project?
Willingness	How willing will people be to get involved and to respond to the project? What resistance is likely?
The timing	Is this the best time? How much of an interruption will the project cause?
The need	How strongly do people feel about this? Is there anyone who might seek to frustrate this project?
The benefits	What will these be? Will they outweigh the costs (in terms of money, time, commitment, disruption)?

In a feasibility study, one should also give consideration to the number and the type of **constraints** one is likely to meet when conducting the main project. These are best sub-divided into

- internal project constraints;
- internal client constraints; and
- external constraints.

Internal project constraints refer to those aspects that will hinder the project team from completing their tasks that can be attributed to the project structure and personnel themselves. They include matters such as

- the degree of expertise available;
- the time that can be dedicated to the project;
- the equipment required by the project team;
- the resources available to the team in terms of office space and consumable materials; and
- the ease of communication available to the team.

Constraints attributable to the client most frequently include the following

- finances and the ease of access to cash;
- accessibility to the project team;
- the speed in which decisions which affect the project can be reached;
- rivalries within the client base; and
- the emergence of new expectations of the project.

External constraints are those which cannot be directly attributed to either the project team or to the client. These would include

- the general political, economic and social climate which might influence the progress of the project;
- legal restraints;
- unexpected climatic conditions; and
- the reliability of essential equipment (e.g. telephones, motor vehicles).

ACTIVITY 2
Project constraints

Time :10 mins.

Please itemise constraints in a project with which you are familiar under the following headings :
(a) Internal project constraints,
(b) Client-based constraints, and
(c) External constraints.

Discuss your responses with your colleagues.

Having done all of this, the feasibility study is still far from over. It still needs to deal with the matters of evaluating possible alternatives, with the gathering of detailed information and with the conducting of a cost-benefit analysis.

In order to effectively consider possible alternatives to the proposed project, one needs to perform some form of breakdown of the proposal into its likely components. This can be performed in a number of different ways, but one common method is that of performing a work breakdown structure analysis. We will deal with this strategy in greater detail in a later module but we need to know a little about it at this point.

A work breakdown structure analysis does exactly what you think it would do. It takes the proposed project and lists all the different tasks which will need to be performed and analyses how they relate to one another. This exercise results in a large chart which summarises all the activities envisaged in the main project.

As far as the feasibility study is concerned, this analysis allows one to gather information about the client and about the resources of the proposed project team. It leads us to ask some important questions - not only of the proposed project as a whole, but also of the different components within it. This is important because we need to consider not only whole-sized alternatives to the proposed project but also smaller-scale options which we might substitute for parts of the proposed project.

The sorts of questions we need to ask relate to

- time (is this the most time-efficient way of going about things?);
- cost (is this the most cost efficient way of doing this?);
  NOTE : NOT necessarily the cheapest
- quality (how good a job will be done?);
- resources (what will each task need in terms of person-hours, materials and equipment?); and
- technical aspects (are we using the most efficient equipment available to us?).

ACTIVITY 3
Considering alternatives

Time :5 mins.

What difficulties do you anticipate in performing such an analysis of possible alternatives?

Discuss your responses with your colleagues.

Finally, in a feasibility study there needs to be some attempt at drawing up a cost-benefit analysis. There are a number of ways of going about this.

Firstly, it is important to understand the whole concept of added-value and of value management. The former term has entered into our everyday language but is often used in a rather loose manner. In essence, it means what value is added to a product or to a situation by performing the particular action which we propose.

For example, if I decide to clean my computer how will this make things better? Will it actually help the computer to operate more efficiently? Or is it just as likely to damage it? Is the time I spend on cleaning the computer time well spent? This I can only judge if I can say what else I might be spending the time on. It is also possible that the added value will come from the improved working environment in which I have to operate (thus preventing me from becoming ill) or from the aesthetic appearances which make my customers more likely to give me their money.

Value management is a process by which one tries to

- eradicate unnecessary expenditure;
- clarify the client's needs and propose ways of meeting these;
- promote innovative thinking;
- optimise resource-usage;

- prevent wastage;
- identify quality control mechanisms; and
- find the most cost-effective methods (not simply the cheapest).

Once this exercise has been performed, one is able to conduct a cost-benefit analysis. This is simply comparing costs (in terms of money, time, resource utilisation, energy and disruption) against benefits (in terms of resolving difficulties, streamlining approaches, maximising on potential, and rewarding those who deserve to be rewarded).

Three principles are often employed in conducting this analysis. The first is known as the **Pareto improvement criterion**. Simply stated, this asks the question:

Will the project make some people better off without making anyone worse off?

This is unlikely. Therefore, one has to enumerate who will benefit and by how much they will benefit and contrast this with a list of those who will be worse off and in what way they will be worse off.

The **Hicks-Kaldor test** actually asks the same question but phrases it a little differently to bring out a slightly different focus. This test asks:

Will the aggregate gains exceed the aggregate losses?

This question may be more readily answered when one is comparing the advantages of building a dam but is not so clear when considering an activity such as the introduction of Outcomes-based Education.

The third approach to cost-benefit analysis is referred to as the **willingness-to-pay** approach.

This is again slightly different from the previous two approaches. It asks :

Is someone prepared to pay for this?

This payment is, as we have seen, not limited to money. It suggests that if there is a powerful enough champion for the project, then it should go ahead. It is founded on a supply-and-demand approach to development and it favours top-down reforms. It does not see a necessity to achieve consensus before undertaking the project; it is more readily disposed to meeting the wishes of significant (and often powerful) people or groups of people. Consequently, it is sometime seen as the champion of monopolies and of 'oligopolies' (which are groups of people, companies or institutions).

ACTIVITY 4
Cost-benefit analysis

Time : 10 mins.

1. Which of the three approaches listed above do you prefer? Why?
2. What are the peculiar problems education projects face in establishing cost-benefits?
3. How might these difficulties be overcome?

Discuss your responses with your colleagues.

Before proceeding to the next section, let us pause to review what we have covered so far in this module.

We have concentrated on conducting a feasibly analysis. In doing so, we have considered

- why one would perform a feasibility study at all;
- how one would plan a feasibility study;
- how one would go about identifying the stakeholders associated with a particular project;
- how one would ascertain the expectations of the client(s);
- how one would conduct a simple viability check;
- how one would identify and classify the possible constraints on a proposed project; and
- how one would conduct a cost-benefit analysis.

ACTIVITY 5
Test yourself

Time : 10 mins.

1. Why would one undertake a feasibility study? What benefits would you expect from such a study?
2. Using a project with which you are familiar as an example, identify the following stakeholders :
   The originator(s)
   The client(s)
   The user(s)
   The champion(s)
   Latent beneficiaries

ACTIVITY 5 (cont) Test yourself

3. How would the following factors influence your decision on whether a project was viable or not?
   The timing
   The location(s)
   The size
4. It has been suggested that constraints might originate from three different sources. Please provide one example of the type of constraint which might originate from each of these sources.
   Internal to the project
   The client base
   External to both of these
5. What would you consider the most important factors you should consider when conducting a cost-benefit exercise?

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

2.2 Project selection

Even after one has conducted a feasibility study, one might still be left with choices to make. It is possible that one might have to select which project(s) to undertake at any particular time, or which project proposal to select when two or more are on offer. The following section will assist you in making a wise decision.

Much of the theory which has developed around the selection of projects relates to the commercial and industrial world. Nevertheless, there are useful aspects which will assist us as education managers.

We can classify models used to select projects into one of two categories :

- financial models; and
- scoring models.

2.2.1 Financial models

Financial models can become quite complicated as they deal with projections on income, expenditure and profit margins. We cannot, however, dismiss them as irrelevant to our types of projects as so many of the decisions which do effect us are founded on financial consideration.

The first of the financial models is the commonly used one. It is known as the payback period model and it simply sets about the task of estimating how long it will take for the financial investment made in a project to be made good through improved income. Consequently, the resultant figure is normally, but not always, expressed as years and months.

The second financial method in common usage is that of return on investment. This is a mathematical calculation performed following two formulae. It is only useful if we have access to the financial statements of institutions and we can attribute changes in these to the effects of the project.

As you can see, neither of these two methods is particularly useful for education projects where to talk in terms of monetary profits is almost meaningless.

ACTIVITY 6
Financial models — **Time : 10 mins.**

1. How useful do you find the payback period model?
2. What use, if any, can you find for the other financial models referred to above?

Discuss your responses with your colleagues.

2.2.2 Scoring models

Scoring models owe much to the work of the two Meredith's (J. and S. J.). In their simplest form, a list of the factors considered important is drawn up by those reviewing the project proposals. The different proposals are then checked against these lists to see the extent to which they have the desired qualities and those considered to be undesirable are avoided. Different factors can be assigned different weights and the degree to which each project conforms to the factor in question can be rated on a scale of, say 1 to 5.

A score is then obtained by multiplying the rating given for each factor by the weighting assigned to that factor, and all these scores added together. The project with the highest score wins.

ACTIVITY 7
Scoring

Time : 10 mins.

1. Please draw up a list of factors you would consider important for a project with which you are familiar. Attach a weighting to each factor.
2. What would you consider the advantages of using such a scoring system to be?

Discuss your responses with your colleagues.

The Table below lists some of the factors which have been suggested as important in drawing up such a list. Spend some time examining this list and deciding for yourself how relevant each factor is in the projects with which you are familiar.

ACTIVITY 8
Important factors

Time : 10 mins.

Please examine the following list and indicate the degree of importance you attach to each (High, Medium, Low)

Production Considerations	
Factor	**Importance**
Methods of implementation	
Time to be up and running	
Period of disruption	
Use of equipment and other resources	
Specialist equipment required	
Safety considerations	

Financial considerations	
Factor	**Importance**
Costs of materials	
Time costs	
Payback period	
Outlay required	
Cost of staff (re)training	
Financial risk	

Personnel considerations	
Factor	**Importance**
Skill requirements and availability	
Level of resistance to change	
Effect on communications systems	
Effect on job descriptions	
Effect on morale	

Administrative and other considerations	
Factor	**Importance**
Compliance with legal requirements	
Reaction from other stakeholders	
Risk taken	
Impact on 'normal' administration	
Impact of possible failure	

Discuss your responses with your colleagues.

2.3 Information gathering

From the above discussions it is evident that when selecting the project, the nature of the information required falls into four categories:

I. **Time** How much time? How urgent is urgent? What will happen if the status quo is maintained?

II. **Cost** How much money do you need? How much will be saved by changing the procedure?

III. **Quality** To what standard must the outcome be measured?

IV. **Quantity** How many? What will happen if quality is sacrificed for quantity?

All four categories must be balanced against each other. As with all projects, properly informed sacrifices must be made to achieve the objective.

2.4 Conclusion

In this module we have attempted to examine methods used to assist in the selection of which project to choose and which to reject. This is always a matter of judgement, but the methods described in this model help to make that judgement better informed and more clearly structured. This prevents a haphazard, at worst, and a completely intuitive, at best, process of selection.

The project selection processes seeks to:

- Assess both the **product** (what will be achieved) and the **process** (how it will be achieved) of the instituted instrument of change (project);
- Determine the **indicators of success** (tangible/quantifiable as well as qualitative results);
- Analyse project **viability** with regards to its **cost effectiveness, institutional and organisational capacity** and **operational systems;**
- Measure the **impact** of the project to determine if it has addressed the **need** expressed in the **objectives.**

Our objectives were

"By the end of this module you will be able to

- *conduct a feasibility study on a project proposal; and*
- *implement a formal project selection process."*

ACTIVITY 9
Review

Time : 5 mins.

How confident are you that you can do these things?

- conduct a feasibility study on a project proposal

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

- implement a formal project selection process

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

ACTIVITY 10
Test yourself

Time : 10 mins.

1. Briefly outline how you would set about conducting a scoring system to evaluate project proposals.
2. What in essence do the following do?
   "the payback period model"
   "the return on investment model"

Project Management

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We consider this module to be central. Whether you are involved in drawing up project proposals, or in adjudicating between competing proposals, or in liaising with project managers, a greater understanding of the topics we consider during this module will be of considerable importance. It is largely a question of 'speaking the same language' and the more effectively this can be done, the less likelihood there is of misunderstandings and conflict.

Objectives of this module

During this module we will

- identify the various ways in which the costs of projects are classified;
- become familiar with ways used to estimate these costs; and
- consider the relevance of these in our own work.

A very major component in selecting, managing and evaluating projects is that of costs. There are many reasons to do careful planning for project costs. The main function of a good budget is to monitor the costs of a project while it is in progress, and to avoid overruns. You cannot estimate the cost of your project until you know how long it will take, since the time of labour is typically the most significant cost item. Therefore, you will have to use your work breakdown structure and project schedule as the starting point for developing your project budget. During this module we will examine common methods used to estimate costs.

3.1 Estimating Costs

There are a number of categories of costs and a number of different methods of calculating these. An example is provided on page 26r of the Resources Section of this manual.

The categories contained in this estimate of costs are:

- personnel time
- administration
- overhead
- travel, venues and subsistence
- printing and production costs

ACTIVITY 1
Estimating costs

Time : 15 mins.

Please refer to page 26r of the Resources Section.

1. How do you react to the costs as estimated in this proposal?
2. What other (hidden) costs do you think there are?

Discuss your responses with your colleagues.

3.2 The theory behind costing

As you might have suspected, there is a wealth of theory produced about the best methods of costing projects. We need to start with a consideration of some of the terminology in common usage.

There are four major categories (starting from the least accurate method of estimating costs and moving towards the most accurate):

- conceptual estimates;
- feasibility estimates;
- definitive estimates; and
- actual costing.

Most of these categories employ a variety of terms within them

Category	% level of accuracy	Common terms
Conceptual	+/- 75	'order of magnitude', 'budget figure', 'ball-park figure', 'thumb suck'
Feasibility	+/- 90	'preliminary estimate', 'comparative estimate'
Definitive	+/- 95	'detailed estimate', 'project control estimate', 'quotation', 'tender'
Costing	100	'account', 'invoice', 'bill', 'bill of materials'

ACTIVITY 2

Relating these to the life-cycle **Time : 15 mins.**

Whilst the answers are fairly obvious, it is still useful for us to see whereabouts in the life cycle of the project these estimates would be made.

Life-cycle phase	Estimating technique
Conceptual	
Design & development	
Implementing	
Commissioning	
Evaluating	

Discuss your responses with your colleagues.

There are also many mores categories of costs than those which we used in our national decade of reading conference proposal example.

Theorists have indicated that these can be usefully classified as:

- direct costs;
- indirect costs;
- time-related costs;
- labour costs;
- procurement costs;
- transport costs;
- project office costs; and
- preliminary and general (P&G) costs.

A cursory glance at this list immediately suggests that these categories are not mutually exclusive (i.e. the same cost could be classified into a number of categories). We would like to spend some time considering the various ways in which these costs are accounted for in the general accounting system but also in the minds of those who support (or oppose) the project.

3.2.1 Direct costs

As the term implies, these costs can be directly attributed to the running of the project. Modern accounting practices favour the allocation of as many as possible of project costs to this category as it is easier to budget, monitor and control such expenditure.

Direct costs would include

- costs incurred by the running of the project office;
- the labour costs for people who are working on the project;
- costs for materials, consumables and machine parts;
- costs for equipment specially purchased for the project; and
- the cost of 'bought-in services' where the services of a third party are used.

The beauty of direct costs is that accountants have no difficulty in allocating the full expense against the project's budget.

3.2.2 Indirect costs

Here things get a little more tricky in accounting terms. Most indirect costs are also called '**overheads**'. These tend to arise in the following categories

- management costs such as the salaries of those whose work touches upon the project (such as personnel people, general staff personnel etc.);
- labour costs such as those of cleaners, security personnel etc.;
- materials costs such as incidental stationery, cleaning materials etc.;
- equipment costs such as the use of the photocopying machine whose hire charges must be paid;
- other costs such as the training of project personnel, insurance, depreciation, rent and municipal rates.

As you can imagine, it is difficult to accurately estimate these costs and yet they can be substantial. The most common method of including these is to add a percentage factor to the man-hour rates charged for the project. It is not difficult to see why accountants dislike that practice.

3.2.3 Time-related costs

At first sight, this seems straightforward. Surely, time-related charges are simply the hourly rates of the money paid to employees in salaries. A closer consideration of this matter, however, reveals certain difficulties. Many costs change over time. The real costs of rents, for example, can easily change during a project - as can labour costs. Labour costs are affected by efficiency. Exhausted project workers achieve less and take longer to complete the project, thus costing more.

3.2.4 Labour costs

Again, at first glance this seems simple but it can, in fact, be fairly complicated. We are all aware of the fact that employees cost more than the salary they receive. There are other costs such as medical aid contributions, pension scheme contribution, holidays, 'perks', sick-leave, housing subsidies etc. Furthermore, most projects seek to make a profit if for no other reason than to bide one over until the next project comes along. All these factors need to be taken into account when deciding on what rate to charge for labour.

3.2.5 Procurement costs

Here we are not referring to the procurement of a project. Rather, we are referring to the need to procure materials, equipment and services during the course of a project. Time is needed to do this and it is quite common for a 10 to 20% additional charge to be made over and above the actual cost of the item to cover its procurement.

The mixture of use of old and new stock in a project further complicates this practice. Ideally the old stock would be charged out at cost and the new, which has to be especially procured for the project, charged with the premium added on.

Once again, it is easy to see how this matter causes accountants grave concern.

3.2.6 Transport costs

There are a number of terms in common practice around this topic.

- 'Ex-works' is when the purchases must bear the costs or organising, delivering, transporting and insuring goods;
- 'Free-on-board' (FOB) is when the supplier pays those costs up to the loading of the goods onto the transport vehicle;
- 'Cost, Insurance and Freight' (CIF) is where the supplier pays for everything except any custom's duties; and
- 'Delivery duty paid' (DDP) is where the supplier pays for everything.

3.2.7 Project office costs

This is one of the areas of cost, which is frequently separated out and sometimes forms the basis of a separate contract within the total project. Equally frequently, however, is the practice of ignoring these costs and seeing them as best accounted for within the basic hourly rate charge. Amongst the costs of running a project office are those which relate to salaries, rental, services, supplies and training.

3.2.8 Preliminary and general (P&G) costs

For the sake of convenience initial start-up costs are often separated out. This is particularly useful if the project requires people to relocate themselves to a new site. There can be a number of costs associated with this stage of a project including :

- rental;
- equipment hire;
- security;
- access provision and control;
- travelling expenses;
- transport and deliveries;
- furniture removals; and
- cleaning and clearing.

Allow us to remind you that these categories are simply common and useful ways of subdividing costs. Consequently, the same cost (e.g. rentals) can be found in a number of different categories. Naturally, this does not mean that it is counted more than once in any accounting system.

We need to spend some time translating this theoretical framework into the arena of practice and, thereby, to draw upon your experience and expertise in dealing with real-world projects.

With a group of colleagues select a particular real-life project with which you are familiar and subject the costs to an analysis following the system described above.

ACTIVITY 3
The classification of costs **Time : 15 mins.**

1. List the major components of costs under the headings of 'direct' and 'indirect'.
2. Can we now do the same thing but use the headings of 'people costs' and 'other costs'.
3. How relevant is each of the following categories in the projects with which you work? Why do you think this is so?
   (a) Procurement costs,
   (b) Project office costs, and
   (c) Transport costs.

Discuss your responses with your colleagues.

3.3 Methods of presenting estimates

In the previous section we dealt with a variety of categories used in analysing and presenting the various costs involved in a project. Now we turn to an examination of some of the techniques which are used to assist in coming to these bottom-line figures.

3.3.1 The 'jobbing' method

This is a method by which all of the operations required to complete each 'job' are put together. In this way, the entire project is divided up into a number of different 'jobs' and the cost of each one can be calculated.

For example, a training programme could at the implementation phase involve at least three different 'jobs'. These could include the drawing up of the workshop material, the presentation of the workshop and the compilation of a final manual based on the experience of applying the original manual.

Each of these jobs have costs relating to time, labour, materials, transport, preliminary and general, and the project office. It would be relatively simple to calculate the varying costs for each of these 'jobs'.

Breaking down costs into the various 'jobs' is also known as 'job costing' and 'operational estimating'.

It is unusual, and possibly even unwise, to attempt a jobbing breakdown of costs at the stage of tendering but it becomes a more useful technique after the awarding of the contract and is an essential part of managing a project using the critical path method which we will consider in a later module.

3.3.2 The 'factoring' method

This method expresses the different components of a project as a percentage of the total costs. Consequently, it might be said that the management fees of a project are 5% of the price and consumables are 10%.

It is obvious that this method relies on an accurate forecast of the total costs and it is usually only used after a number of similar projects have been conducted so that greater confidence in its accuracy can be established.

Some people refer to this method as a 'component ratio' or a 'parametric' method.

3.3.3 The 'time-based' method

This method is a quick way of drawing up a 'ball-park' figure. It involves taking the cost of a previous, similar project and adding an inflation rate. This rate is determined from a publicly declared Cost Price Index but the whole process is a little more complicated than it might seem as different components have different cost price indices.

3.3.4 The 'economies-of-scale' method

This method is used when a contractor gets involved in similar jobs which differ in size. It allows for savings which can occur as a result of dealing in bulk. As we all know it is seldom that a task twice as big as a previous one costs exactly twice as much. The areas in which such savings can occur are:

- in what are known as 'indivisibles' (such as telephone rental which costs the same regardless of the number of calls you make a month);
- through specialisation (where different people can specialise in a single task and thus become more efficient at it);
- because of technical equipment (where bigger and better machines like photocopiers can do the job more speedily and efficiently); and
- through 'scaling' (where buying in bulk costs less).

It is interesting to note that more is not always better. If an organisation or a project gets too big, it tends to become more bureaucratic and bound down by procedures. This is considered to be a "diseconomy of scale".

3.3.5 The 'unit-rate' method

This method is also referred to as the 'parameter costs' method. This approach is particularly useful where there is a lot of repetitive work. It is relatively simple to calculate the unit costs of photocopying, or of mileage claims. Some care does, however, have to be exercised against assuming that things cost the same wherever you do them as remote locations generally cause prices to rise because of the inaccessibility of materials and maintenance services.

3.3.6 The 'daywork' method

Here a simple calculation of the costs per day of the project is calculated. This figure is useful in projects where the bulk of the costs is in time. It enables a client to makes a quick comparison between contending candidates.

A variation of this approach is often used in training projects where the cost per individual trained is quoted to demonstrate the cost-effectiveness of the programme.

You need to spend some time discussing the relevance of these methods to your work with your colleagues. We have provided space below for you to make any notes or any points you may want to make during the discussion.

3.4 Contingency planning

Allowance needs to be made for the out-of-ordinary happenings during the life of a project. Many of these are so common that to use the term "unexpected" is inappropriate. The most common are :

- underestimating the amount of work required;
- incurring additional work because of flaws in your original design;
- having to rework things where mistakes have been made;
- labour and equipment standing idle waiting for something else to be completed;
- machinery misbehaving;
- industrial action and strikes;
- ill-health of employees;
- unusual increase in costs (such as that of petrol); and
- failure of others (often the client) to deliver on time.

It is common practice to build in clauses within a contract to cover some, if not all, of these contingencies. It is also common practice to add a percentage mark-up to protect against these and to itemise this as "contingencies" in the budget presented.

Some useful tips in keeping potential problems under control are :

- Keep new technology under control (it is always tempting to buy the latest and greatest).
- Be scrupulously careful to avoid misinterpretations between the client and the provider.
- Be sure to include a factor to cover risk and uncertainty.
- Avoid averages of time costs - rather itemise the costs of professional, administrative personnel, field-workers etc.
- Get the time schedules right - avoid being over optimistic.
- Document the problems which arise - this will help in future projects as well as in reaching an amicable solution in the present one.
- Be scrupulously careful to ensure that items are debited to the appropriate category on the budget.
- Remember that cheap is seldom best.
- Ensure that everything is included (as far as is humanly possible).

3.5 Conclusion

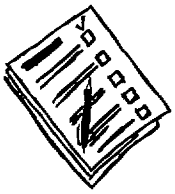
In this module we have given considerable attention to the whole question of getting the cost estimate right. We have done so not only because the question of money is so vital to the success of a project, but also because we feel it is important that you are familiar with the various terms and methods which project contractors might use in discussions with you. You might also find this useful when you are approaching a potential donor with an idea about a possible project.

Our objectives were

"By the end of this module you will be able to

- *identify the various ways in which the costs of projects are classified;*
- *become familiar with ways used to estimate these costs; and*
- *consider the relevance of these in our own work.* "

It would be helpful if you would, once again, complete the review activity. .



ACTIVITY 4
Review

Time : 5 mins.

How confident are you that you can do these things?

◎ identify the various ways in which the costs of projects are classified

☐ Very confident

☐ Quite confident

☐ Uncertain

☐ Very uncertain

◎ see a relevance for these in your own work

☐ Very confident

☐ Quite confident

☐ Uncertain

☐ Very uncertain

Discuss your responses with your colleagues.

ACTIVITY 5
Test yourself

Time : 10 mins.

1. List the various categories of costs commonly used in project management activities.
2. What do you understand by the following terms?
   (a) "free on board",
   (b) "delivered duty paid",
   (c) "jobbing", and
   (d) "daywork"
3. What action would you take to protect the project against the "unexpected"?

In the following modules we consider the processes involved in proposal submission.

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Objectives of this module

By the end of this module you will have

- considered some of the current sources of financial support for projects within the educational field;
- examined current tendering procedures; and
- considered means by which we can most effectively promote project development.

4.1 Invitations to tender

4.1.1 The first steps

In the normal course of events, projects emerge because :

- someone has an idea on how to improve on how things are currently done;
- some fundamental change occurs and people (or systems) also need to change;
- irregular events occur and the 'normal' staff do not have time to attend to these; or
- some benefactor or donor wishes to provide assistance to meet perceived needs.

In any event, at an early stage the idea is usually translated into **an invitation to tender** (in the case of a South African government supported project) or a **Request for Assistance (RFA)** (in the case of a donor-supported project).

A series of events precedes the stage of implementation of a project. It is useful for us to follow an example of how to get a project up and running. No doubt, you will have examples of your own which have followed similar paths and these you should share with your colleagues.

Usually projects first come to our attention by means of a press advertisement. An example is reproduced on page 49r - 52r of the Resource Section . Others, as you know, are to be found in the Government Tender Bulletin and are expressed in a manner similar to the provided example.

ACTIVITY 1
Request for assistance

Time : 5 mins.

Below we list some of the important points contained in this advert. Please indicate why you think these particular phrases were chosen.

" ...design and implement a research programme for tracking and evaluating the impact ..."
" ...invites applications from suitable agencies ..."
" ...applications must be directed to ..."
"Requests for copies of the detailed specifications and any further information must be faxed ..."

Discuss your responses with your colleagues.

4.1.2 Project specifications

The project specifications were then supplied to interested parties. Please refer to the example of a Request for Assistance specification supplied in the Resources Section pages 2r - 14r now.

In our next activity we will extract the significant details from this document to establish some ground rules about preparing project specifications.

ACTIVITY 2
Project Specifications

Time : 15 mins.

Please refer to pages 2r - 14r in the Resources Section.
Time : 15 Mins.

1. What is the prime purpose of this project?
2. How is the agency expected to go about achieving this?
3. How big would you consider this project to be? Why do you say this?
4. What is the time frame for the project? Is this reasonable?

Discuss your responses with your colleagues sharing your opinions regarding the appropriateness of this document.

From this exercise, we believe we can establish some ground rules for the production of good project specifications.

ACTIVITY 3
Golden rules for project specifications **Time : 10 mins.**

Please consider the following rules :
Be clear about 'deliverables'. What are the 'deliverables' in this example?
Be reasonable about time deadlines. How much time is given in this example?
Provide sufficient (not excessive) detail. Is this done in this case?
Provide information about skills and other qualities required of the providers. How adequately is this done in this example?
Be clear about pricing. Does this example provide clear guidelines for pricing?

Discuss your responses with your colleagues.

4.2 Sources for projects in Education

Currently, South Africa is enjoying considerable attention and support from foreign governments and donor agencies. This is something of a 'window of opportunity' as it is unlikely that this level of support will continue indefinitely.

There are also a number of local agencies who either fund projects themselves, or, more usually, act as project overseers for overseas funders.

Please list those you are familiar with as indicated in Activity 4 below.

ACTIVITY 4
Sources of support for projects **Time : 10 mins.**

Foreign donors ______________________________

____

Local Agencies ______________________________

____

Any Others ______________________________

____

Discuss your responses with your colleagues focussing on ways in which these sources might be accessed.

4.3 The government tender board

Please refer to pages 30r - 48r in the Resources Section.

In this section, we will consider the procedures laid down by the government tender board.

ACTIVITY 5
The tender board **Time : 10 mins.**

Review the tender board documentation provided and make notes using the following headings.

- The tender bulletin
- The tender procedures
- The tender forms
- The tender selection process
- Informing tenderers of the award

Discuss your responses with your colleagues.

ACTIVITY 6
Provincial procedures **Time : 10 mins.**

Discuss the procedures and problems you face in dealing with project procurement in your own province with your colleagues.

4.4 Other agencies

International donors such as the European Union and USAID also have procedures which have to be followed to access support for your project. You are encouraged to conduct research into the procedures used by international donor organisations. The EU and the USAID are major international agencies who support projects in educational development and you may want to start with them.

ACTIVITY 7
International donor's procedures — **Time : Self-directed.**

Conduct an investigation of the EU's and/ or USAID's and/ or any other international donor's procurement procedure using the following headings :

The tender bulletin
The tender procedures
The tender forms
The tender selection process
Informing tenderers of the award

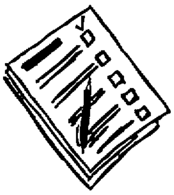
4.5 Conclusion

In this module we have spent some time considering the procurement methods employed within the state tender board, by some international donor countries and by local agents operating within the field of educational project work.

Our objectives were

"By the end of this module you will have

- *considered some of the current sources of financial support for projects within the educational field;*
- *examined current tendering procedures; and*
- *considered means by which we can most effectively promote project development."*



ACTIVITY 8
Review

Time : 5 mins.

◎ list current sources of financial support for projects within the educational field

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

◎ explain current tendering procedures

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

◎ critically evaluate effective means of promoting project development.

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

Discuss your responses with your colleagues.

ACTIVITY 9
Test yourself

Time : 10mins.

Briefly outline the stages normally employed in procuring a project within the field of education.

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

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Objectives of this module

By the end of this module you will have

- advanced your understanding of methods commonly employed in drawing up project proposals;
- examined a particular proposal in some detail; and
- consolidated the aspects covered in the previous modules.

In the previous modules we have focused on the variety of activities which occur from the time when the idea of running a project first emerges to the stage when the project is ready to run. We have attempted to examine these activities from two different viewpoints - that of a person interested in establishing a project and that of a person who has to respond to someone who wants to set up a project.

We have done this by a consideration of:

- exactly what it is that distinguishes a project from other forms of activity;
- the various phases in the life-cycle of a project from its conception up to its commissioning (hand-over) and evaluation;
- recent and real examples of projects;
- the factors which influence the decision on whether to proceed with a project or not such as that a feasibility study, common constraints on projects, performing a cost-benefit comparison, and conducting financial and 'scoring' test on the viability of projects ;
- the methods employed in estimating the costs and other effects of projects; and
- the requirements of, and procedures used in, project procurement.

In the second part of this programme we will concentrate on the skills required in **managing projects as they run** by a consideration of:

- the analytical and control tools available to project managers;
- the skills required in managing "things" around a project;
- those involved in managing people; and
- evaluation techniques.

Please would you now refer to the project proposal given on pages 15r - 27r in the Resources Section.

5.1 The components

Whilst it is obvious that each proposal will be unique in most respects (this is one of the distinguishing characteristics of projects which we established in Module One, after all), there is still something of a template for the production of project proposals.

5.1.1 The proposer's claims

It is in the nature of project work that one is competing against other proposers or against those who remain cynical about the value of projects. In either case, it is necessary to declare why you feel you should conduct this project. This requires you to summarise your claim to expertise and to demonstrate that you are correctly tuned into the needs of the client.

ACTIVITY 1
Claim to fame — **Time : 5 mins.**

1. In which of the sections of the proposal do you feel the proposer makes this 'claim to fame?'
2. How successful do you consider them to be in making their claim? Why do you say this?

Discuss your responses with your colleagues.

5.1.2 The objectives

These are stated in section A5 of the proposal and seek to confirm that the client and the tenderer have a common understanding of what is expected. Some of these objectives and aims are translated into "deliverables" in section A6 of the proposal.

ACTIVITY 2
Aims and deliverables — **Time : 5 mins.**

- How achievable are the objectives, in your opinion?
- What other 'deliverables' grow out of this proposal?
- What would lead you to believe that the proposer would be able to deliver on these objectives and 'deliverables'?

Discuss your responses with your colleagues

5.1.3 The activities

The proposal lists the various activities to be undertaken during this project.

ACTIVITY 3
The activities

Time : 5 mins.

Are you in agreement with proposed activities? Are you satisfied with the amount of detail provided?

Discuss your responses with your colleagues.

5.1.4 Cost estimates

We have had a cursory glance at these during Module Four. We would now like to consider these in greater detail.

ACTIVITY 4
The classification of costs

Time : 15 mins.

1. List the major components of costs for this particular project under the headings of 'Direct' and 'Indirect".
2. Can we now do the same thing but use the following headings of 'People-Costs' and 'Other Costs'.
3. How relevant is each of the following categories to this particular project? Why do you think this is so?
   (a) Procurement costs,
   (b) Project office costs, and
   (c) Transport costs.

Discuss your responses with your colleagues.

5.2 Assessing this project

Let us assume that a feasibility study was conducted earlier and the decision to conduct this project was done as a result of this. We now have to assess the worth of this particular proposal - using some of the techniques we looked at in Module Three.

You will recall that we stated that constraints could be viewed as emanating from three sources :

- internal project constraints;
- internal client constraints; and
- external constraints.

ACTIVITY 5

Constraints applicable to this project — **Time : 5 mins.**

Please examine the following list of constraints and comment on the degree to which each is, in your opinion, significant for this project.

(a)	Internal (project) :	The time that is proposed be dedicated to the project
(b)	Internal (project) :	The resources available to the project team.
(c)	Internal (client) :	The possible emergence of new expectations during the project.
(d)	External :	The general social, political and economic conditions which will affect the project.
(e)	External :	Legal restraints.

5.3 Financial and scoring models

In a previous module we considered both these models as theoretical concepts in selecting the right project.

ACTIVITY 6

Financial and scoring assessment — **Time : 5 mins.**

1. Would you employ a financial model to assess the worth of this proposal? If so, which?
2. Which factors would you select and what weighting would you give to each to 'score' this proposal?

Discuss your responses with your colleagues.

5.4 General format and contents of a project proposal

I Project justification

Stating the problem and providing the evidence for the need by giving background information, facts, figures and situational analysis.

11 Expected results

Describing the solution which is presented as :

- long term goals
- specific and measurable objectives
- outputs, etc.

III Project strategy, operations and structure

A description of:

- the project area
- the beneficiaries
- activities that will take place
- management and administrative systems
- resources and mode of utilisation
- controls and accountability
- roles of stakeholders, etc.

IV Monitoring and evaluation systems

Describing the tracking and recording system which facilitates progress assessment e.g.

- monitoring tools
- evaluation plan
- audits, etc.

V Budget

A costing of the project showing:

- funding period
- expenditure lines
- amounts, etc.

VI Executive Summary and Appendices

They are often requested in most formal documents such as proposals and reports.

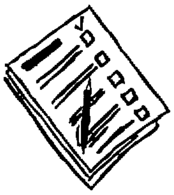
5.5 Conclusion

In this module, we have spent some time revising some of the principals we examined in previous models by applying them to a particular proposal.

Our objectives were

"By the end of this module you will have

- *advanced your understanding of methods commonly employed in drawing up project proposals;*
- *examined a particular proposal in some detail; and*
- *consolidated the aspects covered in the previous modules."*



ACTIVITY 7
Review

Time : 5 mins.

How confident are you that you can do these things?

- explain the components commonly used in the drawing up of education-based project and justify their functions?

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

- reach a well-informed decision on the worth of this proposal.

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

ACTIVITY 8
Test yourself

Time : 5 mins.

Explain how highly (or otherwise) you would value the proposal in the Resource Section pages 15r - 27r. Give reasons for your judgement.

Project Management

A manual for ABET Project Managers

Contents

In our previous models we have concentrated on the processes involved in getting projects up and running. In this module we commence our examination of the task which befalls us as we attempt to actually run the projects successfully. This will be the main focus later in the programme and thus we will simply lay the foundations for that in this module.

Objectives of this module

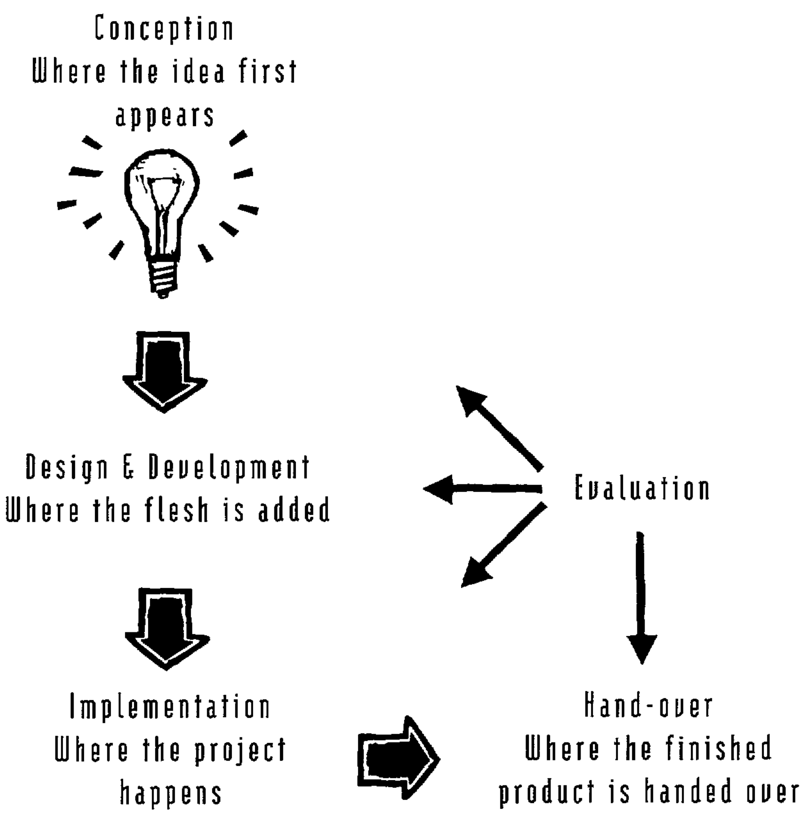
By the end of this module you will have

- a "bird's eye view" of the whole process of managing projects on the ground; and
- a greater understanding of the "scope management", "work breakdown structure" and the "critical path method" used in managing projects.

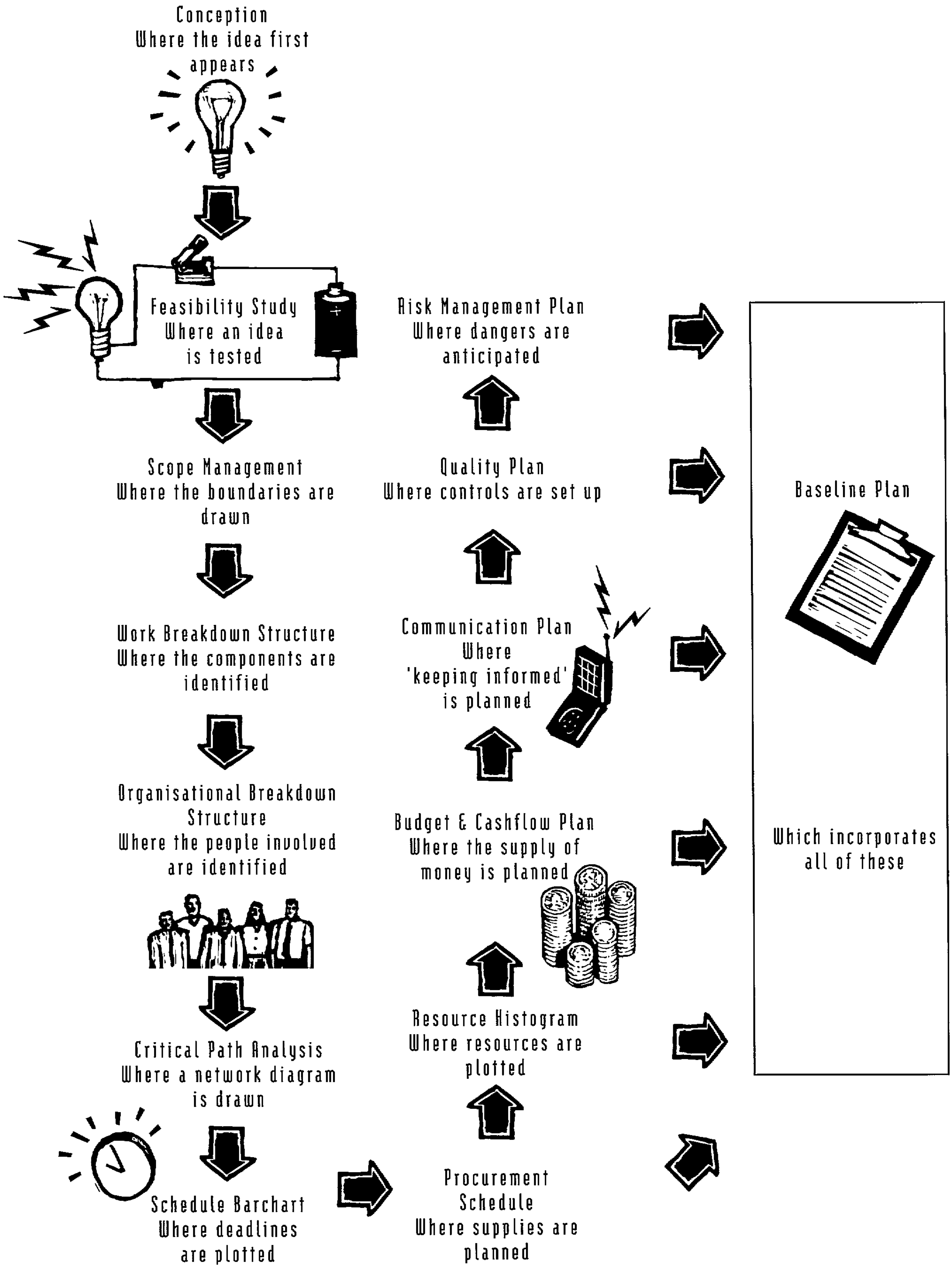
The secret to successful project management remains sound planning. In this module, therefore, we are still discussing planning for success but our focus moves towards developing planning instruments which will assist in the actual running of the project.

In the normal course of events, we would have selected our project, done our feasibility study, estimated costs and examined constraints, and invited proposals from possible project providers. As a potential provider responding to the call for proposals we should set about a detailed analysis of the scope of the work required, the various components into which the work can be subdivided, and a critical path analysis. We will study these components in this module.

We have already noted that the life cycle of a project normally follows this pattern :



We now add to that skeletal analysis by suggesting the following pattern. Please note that all this is still part of planning (conception and design and development) but clearly these tools will be used during the running of the project.



6.1 Scope Management

This is the most commonly used of all the management tools. It involves a concerted effort to establish exactly what will be done in this project, and equally importantly, what will not be done. It sets the parameters. The tool can be used for the whole project, or during the work breakdown activity, or in drawing up the contract for the provision of services from the team members of the project.

Whilst we are currently considering scope management as a planning tool, the activity of managing the scope of the project is also a management activity which needs to run throughout the life-cycle of the project. If at any time you allow the scope to get out of hand you will either run out of resources (particularly time and money) or you will fail to achieve the objectives of the project.

6.1.1 Scope planning

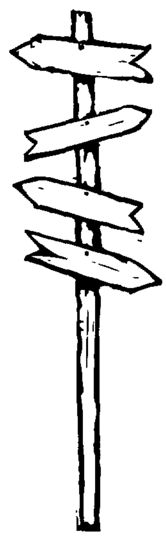
This is the first part of this activity. Here the objective is to

- define the boundaries of the project;
- confirm this understanding of the project amongst the stakeholders;
- establish the basis of an agreement between the client and the contractor by specifying objectives and deliverables;
- provide a guideline and a restraint during the implementation phase; and
- provide a means of assessing the success of the project in the commissioning (hand-over) phase.

The Project Management Book of Knowledge defines scope planning as

"... the process of developing a written scope statement as the basis for future project decisions including, in particular, the criteria used to determine if the project or phase has been completed successfully."

It is important to note that this scope statement needs to be detailed and clear. It provides the basis of understanding between all the parties involved and any changes to it must be communicated to all and result in the re-writing of the scope statement. It is important to emphasise that this must be written down.



ACTIVITY 1
Scope planning

Time : 10 mins.

1. What would you consider the scope of a project you are engaged in the moment to be?
2. What important factors would you consider are commonly excluded from the scope of projects?

Discuss your responses with your colleagues.

The scope statement is verified by all the stakeholders. There, therefore, needs to be a system whereby any changes achieve the same verification. In most cases, such changes are agreed upon by the technical experts involved in the project and then verified by the stakeholders. If too much freedom is involved in allowing changes to be introduced from any of the stakeholders, the whole project can disintegrate and all the time and effort put into the original planning will be wasted. Consequently, any changes should always be carefully controlled and limited.

It is useful to develop a number of forms which can be used to keep control over any changes and to ensure that the documentation in the baseline plan remains up-to-date and accurate. Before discussing this, however, we need to establish the likely causes for changes to occur.

It is suggested in the literature on project management that these most frequently occur because of :

- a non-conformance report (NCR) in which someone (usually an evaluator) alerts the project management team to a failure to produce what was expected;
- a concession request in which the service provider asks for a change because of particular circumstances which have emerged during the implementation phase; and
- a change request which can come from any of the stakeholders (and therefore should be kept to a bare minimum) and arises from a rethink.

It is useful to distinguish between these three types of change and to identify the form on which they are made in such a way as to distinguish one from another.

Suggestions are provided in the Resource Section on pages 28r - 29r.

Whilst these forms clearly increase the paper work and thus slow down the project, they are nevertheless essential to ensue that proper control is exercised and that proper channels of accountability are used.

All forms used to bring about changes in the scope of the project are filed with the other document in the baseline plan. By ensuring that this happens, anyone wishing to obtain a clear and up-to-date picture of the project in action has simply to consult the baseline plan file.

ACTIVITY 2

Forms **Time : 15 mins.**

Please examine the forms on pages 28r and 29r of the Resource Section and make any notes you might wish to make as a result of our discussion on them.

6.1.2 Project closeout

Scope management also requires one to ensure that all important information is recorded about the project so as to be of assistance for future projects and to serve as a record of the current project.

An essential part of this process would be the formal evaluation of the project, but much needs to be done before this can be completed.

At each stage of the project a report (or reports) should have been written which highlight the achievement of objectives, any variation which occurred and any other significant pieces of information or comment. It is advisable to include recommendations for possible changes in future projects made by the significant participants in this one. It is, of course, likely that the evaluator will in any case canvass such opinions and recommendations in a separate exercise.

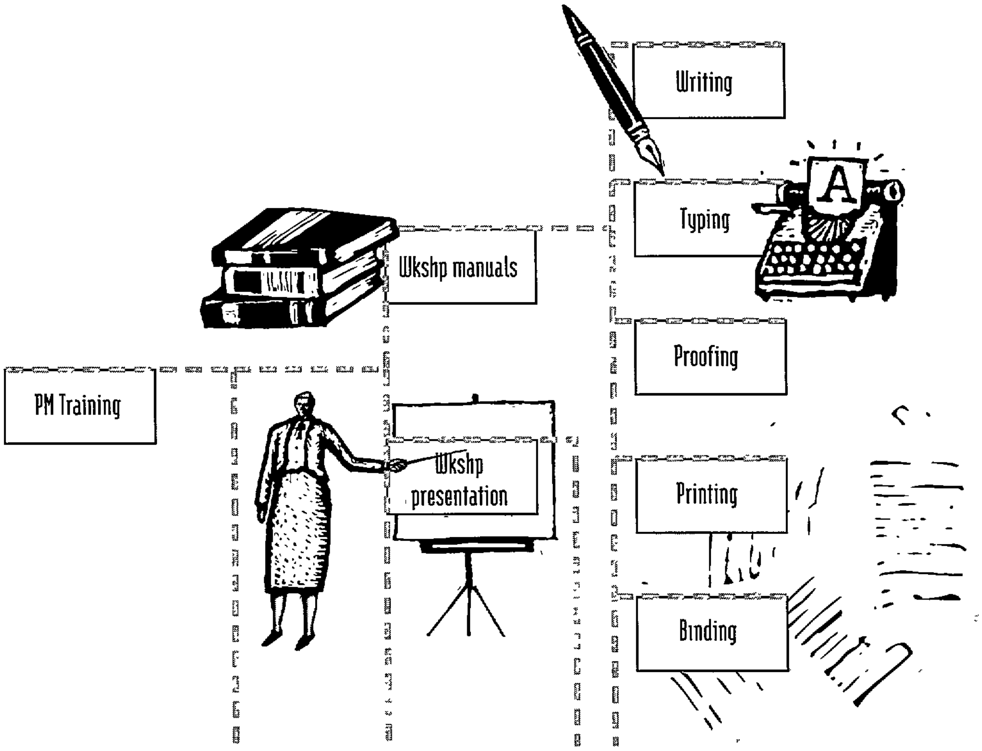
The closeout procedure would also entail the gathering together of the important documents in the baseline files and closing off this file.

6.2 Work breakdown structure

The purpose of the work breakdown structure is to divide the scope of work produced for the entire project into smaller, manageable pieces. Each section can then be costed, planned and assigned to a responsible person for overseeing it.

This breakdown is best done in a diagrammatic form but it can be done in a tabular form. A tabular form would simply have main headings and subheadings underneath these.

Part of the diagrammatic form would look something like this :



These divisions are simply the result of the breakdown of the various aspects of the project into its component activities. At this time there is no indication of a logical flow or of a progression of tasks.

Similar breakdowns can be produced for

- the overall organisation of the people involved in the project,
- the expected costs (the budget);
- the subcontracting system;
- the various sites or locations of the project; and
- the various stages of the project.

ACTIVITY 3
Work breakdown structure

Time : 10 mins.

Please continue the process outlined on the previous page for this project but deal with the project presentation phase.
Space is provided on the next page for this activity.

It is suggested that work breakdown diagrams do not range over more than four levels as they become cumbersome. If more than four levels are required, separate sub-diagrams should be drawn.

Within each box there can be an indication of the level relating to the particular items (e.g. 1 followed by 1.1 and then by 1.1.1). It is also useful to record the number of person-hours (or even costs) estimated for each of these activities. Thus a single box might be :

1.1.1 **Workshop Book Writing** **56 Person hours**

Review your efforts with your colleagues.

ACTIVITY 4
Usefulness of the WBS — **Time : 10 mins.**

Please comment on the pros and cons of constructing a *work breakdown structure.*

6.3 The critical path method

In order to add another dimension to this activity in which the sequence of tasks need to be arranged, the critical path method has been developed. It arose from what was known as the programme evaluation and review technique (PERT) and has come to replace that activity.

The CPM (which is sometimes referred to as the Critical Path Analysis - CPA) attempts to balance the two aspects of time and cost within each task. Thus, it becomes clear by using this method not only in which direction the flow of tasks must go, but also the time and cost of each task within the whole project.

6.3.1 Gathering the information needed

Having completed a work breakdown structure, one is in a position to list all the different activities involved in any project. These tasks are also classified into levels (e.g. top level = 1,2 etc.; next level = 1.1., 2.1 etc.).

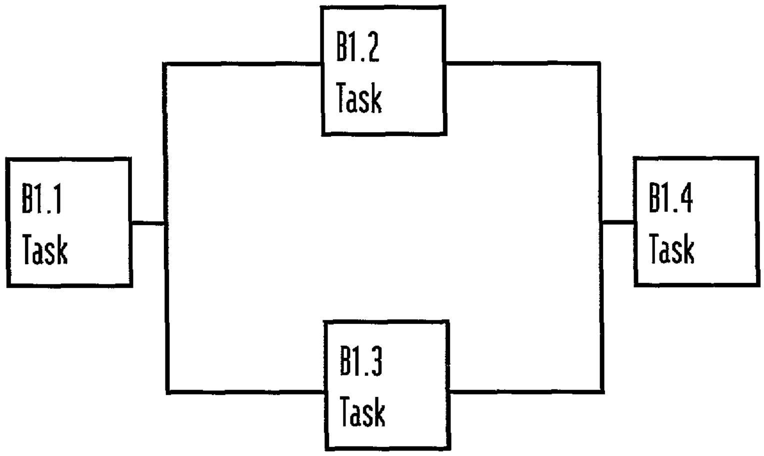
Now we need to decide if these activities need to follow one another or if some can go on at the same time as others (i.e. 'in series' or 'in parallel').

ACTIVITY 5
Series or parallel — **Time : 10 mins.**

In our example of the project we are currently engaged upon, are there any activities which you believe could be conducted in parallel? If so, please provide one or two examples.

Discuss your responses with your colleagues.

The matter would be represented diagrammatically in this manner :



To get to the stage at which one is able to draw such a diagram, one must first construct a logical table which specifies the activity which logically precedes it and which logically succeeds it.

In our example of the present project, these are some tasks which logically follow each other.

1. writing workshop materials;
2. typing these;
3. proof-reading these;
4. printing these;
5. binding copies;
6. packing copies; and
7. despatching these.

It is, therefore, simple to plot them on an activity logic table :

Preceded by	Activity	Followed by	Duration	Date
-	1	2	6	1/8/99
1	2	3	3	8/9/99
2	3	4	4	13/8/99
3	4	5	2	15/8/99
4	5	6	1	16/8/99
5	6	7	1	17/8/99
6	7	-	-	-

This could, of course, get more complicated over a period of time (but note NOT in terms of logic) because someone might be typing while someone else is still writing the next module.

In order to have all the information needed for a critical path analysis, we need to decide

- how much time is needed for each of the activities; and
- on which day the activity should start and finish.

This start and finish day should include the earliest possible dates (to start and to finish), the target dates, and the latest possible dates.

This information is recorded in an activity box like this (not all systems do it exactly the same way) :

Early start		Early finish
Float	A1 Description	Duration
Late start		Late finish

An example taken from a training project would begin to look like this :

1		6		7		9
5	A1 Writing materials	6		2	A2 Typing materials	3
6		11		12		14

We calculated the earliest possible finish day of task A1 by taking the start day (1) and adding the duration (6) and minus 1 to get 6.

Now to calculate the earliest start day for A2 we took the earliest finish day for A1 and added 1 (as we can only start the day after A1 is finished).

To calculate the earliest finish day for A2 we took the start day (7) and adding the duration (3) and minus 1 to get 9.

To calculate the late start and finish dates we assign the first one. For example, if we can start on day 6 for activity A1 and still complete the process in time, we assign the latest start date for A1 as 6.

We then calculate the late days for both activities in the same way as we did the earliest ones.

The only calculation left, then, is that called the 'float'. This is also known as 'slack' because it is the room we have for delaying or extending an activity. If we are pushed for time this will always be '0' but it is calculated by taking the early start from the late start (= 5).

We have thus added some important information to our activity boxes and these can be incorporated into the critical path analysis diagram.

Much of the drudgery of doing these calculations is taken away by computer software packages which do it all automatically for you. When it is all done, the critical path method presents a diagram which not only explains the processes which the project will follow, but also the logical sequences, and the time measurements. All this can be read off a single diagram rather like a cricket score book can reconstruct every action for every ball in that match.

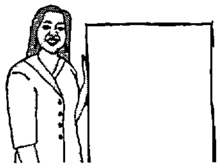
6.3.2 Errors to avoid

The whole process can go horrendously wrong if you make logical errors and believe that some tasks can be performed before others are finished (for example, if you think someone can type a page before someone has finished writing it, you are wrong). Surely, they can type one page whilst someone else is writing the next, but this is a calendar activity not a logical one.

Most of the software packages automatically alert you to errors of this kind which might be expressed in :

- logical loops (where things are going around in circles);
- logical 'dangles' (where the logical flow is not completed and some task is left unconnected to its next one); and
- a redundancy precedence relationship (where you have indicated an unnecessary previous activity).

This sounds very complicated but is simply very detailed and very logical. Still we need time to study and to practise this method.



ACTIVITY 6
Practice

Time : 10 mins.

Please refer to the proposal in your Resource Book on pages 15r - 27r.
Make a selection of activities and express these in a critical path analysis diagram.

Discuss your responses with your colleagues.

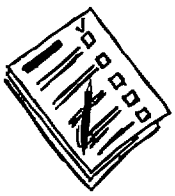
6.4 Conclusion

In this module, we have introduced a number of management tools which are employed in the planning and implementing stages of a project.

Our objectives were

"By the end of this module you will have

- *a "bird's eye view" of the whole process of managing projects on the ground; and*
- *a greater understanding of the "scope management", "work breakdown structure" and the "critical path method" used in managing projects."*



ACTIVITY 7
Review

Time : 5 mins.

How confident are you that you can do these things?

- see the overall picture of the project management planning phase?

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

- explain the concepts of 'scope management', 'work breakdown structure' and 'critical path analysis'?

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

ACTIVITY 8
Test yourself

Time : 10 mins.

1. Why do we call scope management, work breakdown structures and critical path analysis 'tools' of the project manager?
2. Briefly describe how scope management works.
3. Briefly explain how work breakdown structures help us manage projects?
4. What information is contained in the activity box of a critical path analysis?
5. What other contribution does a critical path analysis make to better project management?

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

Project Management

A manual for ABET Project Managers

Contents

Objectives of this module

During this module we will :

- analyse different styles of leadership;
- consider ways of maintaining motivation;
- examine means of delegating responsibility; and
- consider ways of preventing and dealing with conflict.

7.1 Leadership

7.1.1 The difference between 'leading' and 'managing'

D.G. Charlton (1992) has suggested the following differences between leading and managing :

with regard to ...	Leaders	Managers
change	⊙ further change; ⊙ strive to change peoples' ideas; ⊙ like to innovate; ⊙ seek to develop others; and ⊙ strive for fundamental change.	⊙ prefer to maintain the present; ⊙ do what they consider to be necessary; ⊙ administer; and ⊙ are more inclined to accept cosmetic change.
people	⊙ place considerable reliance on others; ⊙ consider themselves to be of equal value as others; ⊙ invest in others; ⊙ trust others; ⊙ like to consult others; and ⊙ strive to foster intrinsic motivation.	⊙ place high reliance on systems; ⊙ consider themselves to be superior; ⊙ place greater trust in systems and structures; ⊙ prefer to make decisions alone; and ⊙ believe in the "stick-and-carrot" approach to motivation.
time orientation	⊙ are more future orientated	⊙ are more present orientated

John Kotter (1988) summarises the difference by saying that managers *plan, budget, organise, staff, control* and *problem-solve* whilst leaders *create a sense of direction, communicate that vision, energise, inspire* and *motivate.*

This dual demand made upon project managers to manage and to lead can result in some interesting dilemmas. Moss Kanter in his book "When Giants Learn to Dance" suggests that the dilemma is often expressed in the following dichotomies (adapted) :

Managers are expected to:

be entrepreneurial and risk-taking	*but*	not to lose money
invest in the future	*but*	remain profitable now
do everything you're doing now but even better	*but*	spend more time communicating
lead and direct	*but*	participate, listen, co-operate
know everything about your business	*but*	delegate more
work all hours	*but*	keep fit
be single-minded in your commitment	*but*	be flexible and responsive
be 'lean' and 'mean'	*but*	be a good employer
be creative and innovative	*but*	stick to the task in hand
decentralise to empower	*but*	centralise to be efficient
have a sense of urgency	*but*	plan

Activity 1 provides an opportunity to reflect on these conflicting demands and to share your own experiences.

ACTIVITY 1
Leading and Managing

Time : 15 mins.

Consider the following questions from your own experience. Relate this more specifically to project work.

1. How valid are Charlton's and Kotter's claims in your opinion?
2. From your own experience, how would you say project managers can both lead and manage? Which is more important?

7.1.2 The question of authority

It was Max Weber, the great German economist, who suggested that the authority of leaders is derived from one or more of three sources :

- **tradition** (where historical factors influence the way in which a person in a particular position is regarded);
- **legal-rational systems** (where the position held by the individual is backed by a system which supports the need for leadership); and
- **charismatic qualities** (where the personal characteristics of the individual inspire others to follow him/her).

To these one might add

- **expertise** (where the superior knowledge and skills of the person in question is recognised); and
- **bargaining power** (where incentives are offered to others to acknowledge the authority of someone).

Some writers have preferred to see this whole matter as a question of *power* rather than of *authority*. They suggest that power over others is exercised through :

- physical power (real and threatened);
- resource power (its degree of scarcity and its accessibility);
- position (which normally relates to access to information);
- expertise (the individual's own knowledge and skills);
- charisma (personality and persuasiveness); and
- disruption (the ability to undermine, sabotage or demotivate).

To these have been added what are sometimes termed 'unseen' methods of influencing others :

- the ecology (the work place environment); and
- inspiration (infectious enthusiasm, dedication, trust, confidence).

ACTIVITY 2
Power and Authority Time : 15 mins.

Consider the following questions from your own experience in project work.

1. What blend of these is required for a successful project manager?
2. What pressures are there upon project managers to exert their authority over members of the team?

7.1.3 What makes someone a leader?

In a similar manner, there have been a number of theories advanced for the development of leadership qualities :

- leaders are born not made (i.e. there are inherent personality characteristics which lead to successful leadership);
- real leaders display democratic styles of leadership (as opposed to autocratic or 'laisser-faire' ones);
- leaders control the granting and denying of rewards (especially monetary ones);
- leaders develop the ability to 'read' others and to draw on their strengths and thus obtain their support; and
- specific individuals emerge as leaders in specific situations.

Writers sometimes refer to what they term 'visionary leaders'. These people are

- imaginative;
- experienced;
- intuitive;
- analytical;
- seek after excellence;
- are able to identify mismatches readily;
- communicate efficiently;
- practise true empowerment;
- are calculated risk-takers;
- tend to be independent thinkers; and
- are strongly action-orientated.

Other theorists have expressed it thus :

- they must be highly intelligent but not too clever;
- they must be forceful but also sensitive to people's feelings;
- they must be dynamic but also patient;
- they must be fluent communicators but also good listeners;
- they must be decisive but also reflective;
- they must have expertise but be willing to hand over responsibility.

ACTIVITY 3
The making of leaders

Time : 15 mins.

Consider the following questions from your own experience in project work. Which of these theories do you favour? Why?

7.1.4 What kind of leader are you?

Try the following test. Chose the most appropriate response for you on each of the 22 items in the questionnaire. The choices are :

A = Always F = Frequently O = Occasionally S = Seldom N = Never

No.	Item	A	F	O	S	N
1	I act as spokesman of a group.					
2	I encourage overtime work.					
3	I allow members considerable freedom in their work.					
4	I encourage the use of uniform procedures.					
5	I permit members to use their own judgement.					
6	I stress keeping to time.					
7	I 'needle' members for greater effort.					
8	I try out my ideas with the group.					
9	I tolerate postponement and uncertainty.					
10	I keep the pace of the work going.					
11	I settle conflicts as they occur					
12	I concentrate on details.					
13	I control what should be done.					
14	I delegate some responsibility.					
15	Things generally turn out the way I predicted.					
16	I assign tasks to each member.					
17	I am willing to make changes.					
18	I trust members to make good judgements.					
19	I control the work schedule.					
20	I explain my actions to the group.					
21	I allow the group to set its own pace.					
22	I require the group to follow standards and procedures.					

Calculate your score :

Draw a circle around the item number for the following items
7, 9, 12, 22
Write the number 1 in front of each of these circled items if you answered **Seldom** or **Never** to them.

Write a number 1 in front of all the other (uncircled) items if you answered **Always** or **Frequently** to them.

Place a circle around the 1s if you have them for items
3, 5, 7, 14, 17, 18, 20, 21, 22
Now count the number of 1s which you have circled and record this total.

Write that total here

P =	

Count the number of uncircled 1s and write that here

T =	

Are you more task (T) orientated than people (P) orientated?

7.2 Motivation

A recent survey of over 2000 workers suggests that people are motivated in the workplace for the following reasons :

- material reward (20% of the sample);
- opportunity to exercise leadership and decision-making;
- the satisfying of a need for variety and challenge;
- a genuine interest in the job bordering on a form of vocation;
- job security;
- pleasant working conditions; and
- recognition in the form of status and prestige.

We are well aware of the theories on motivation of Maslow and of Herzberg. On the next page is a table which translates the work of both of these by listing the corresponding work needs of project workers.

Maslow's Hierarchy	Herzberg's 'factors'	Project workers needs
Physiological	"Hygiene"	Remuneration Favourable working conditions Effective work flow
Safety needs	"Hygiene"	Job security Appropriate grievance procedures Supervision and guidance
Social needs	"Hygiene"	Group cohesion Team work Opportunities to interact with others Recognition of achievement
Self-esteem	"Motivation"	Participation in decision-making Status Achievement Recognition for achievement Feeling of progress Responsibility for work
Self actualisation	"Motivation"	Able to be creative Performing preferred work

Adams (1975) suggested that individuals were less self-centred and were more likely to be motivated by comparing their lot with that of others in the work place.

Each employee, he maintains, compares his/her achievements and rewards with those of similar employees. If they perceive their efforts to be greater than their colleagues and their rewards similar or less, they become demotivated. In an unexpected way, if employees perceive their efforts to be lesser than those of similar colleagues and their rewards similar or greater, they also develop feelings of dissatisfaction and tension which, in turn, demotivate them.

The Japanese theorist William Ouchi developed what he called 'Theory Z' with regard to motivation. He considered that well-motivated workers are to be found in environments which display the following characteristics :

- there is security of tenure;
- rewards are given on one's contribution not on length of service;
- responsibility lines are clearly drawn;
- control is exercised through systems not personalities; and
- the life-style and family life of the employee are recognised as being of importance.

ACTIVITY 4
Motivation

Time : 15 mins.

Consider the following questions from your own experience in project work.

1. What motivates project workers?
2. How can motivation be improved?

7.3 Controlling

The art of controlling a project is crucial for success as projects have, by their very nature, limited time and resources.

In order to ensure appropriate control over members of a project team

- realistic, attainable and (as far as possible) measurable standards must be set;
- the actual performance of the project member should be observed;
- formal evaluation procedures should be established and evaluations conducted; and
- clear systems and procedures for addressing unsatisfactory performance should be established.

Much conflict can be avoided if the scope of work describing the expectations of each member of the project team is clearly formulated. Strategic 'hold points' should be indicated in the scope management plan and time should be set aside for review meetings.

ACTIVITY 5
Controlling

Time : 15 mins.

Consider the following questions from your own experience in project work.

1. What advantages do project managers have in controlling their employees compared to managers in normal line management positions?
2. What difficulties have you experienced in controlling members of project teams?

7.4 Managing time

There are four parts to managing the time on a project :

- defining the activities to be performed;
- sequencing these;
- developing a time schedule; and
- controlling that schedule.

Having followed a scope management process, which included a work breakdown structure, you will be very aware of the activities that need to be performed in your project. If you have proceeded further and employed a critical path method of analysis, you will have the sequencing very much under control. Even if you have not performed a critical path analysis, the mere exercise of developing the flow chart that emerges from a work breakdown structure will ensure that you have a sequence of activities.

In order to develop a schedule we need to have the following information **for each of the activities** :

- a start date;
- a duration time; and
- an end date.

To determine the duration of an activity, one normally relies on one's own experience and expertise and estimates this. There are mathematical models that employ probability theory and the so-called 'law of averages' to assist with estimates. The critical path method uses these, as does the Graphical Evaluation and Review Technique (GERT) and the Program Evaluation and Review Technique (PERT).

We are, however, most likely to employ the Gantt bar chart in the scheduling of our project. When Microsoft canvassed their clients they found that 90% preferred the Gannt bar chart to any other scheduling tool.

A bar chart lists the activities (from the scope of work) in the left-hand column and plots these against a time scale on the other axis. The result looks like this :

Activity	Mon	Tues	Wed	Thurs	Fri	Mon	
	1	2	3	4	5	8	
A1							
A2							
A3							

If this schedule is computer-based it is possible to include a number of variables and to select those which you want to display as well as the order in which you want to display them.

For example,

- the person responsible for each activity can be included on the schedule;
- critical path activities (with a float of '0') can be identified;
- activities which must be done this week or day can be identified;
- activities with the possibility of an early start can be selected; and
- hold-points can be highlighted.

Furthermore if you employ MSProject you can identify events/milestones/key dates (which are activities with a zero duration - that is, they must occur on that day).

Actual progress of the project can also be plotted on the bar graph and compared with the original plan.

Activity	Mon	Tues	Wed	Thurs	Fri	Mon	
	1	2	3	4	5	8	
A1							
A2							
A3							

ACTIVITY 6
Bar charts

Time : 10 mins.

Consider the following questions from your own experience in project work.

1. How helpful is the use of bar charts in scheduling project work?
2. What problems have you faced with the use of scheduling graphs?

7.5 Delegation

Skillful delegation is the key to success in project work - even more so than in the 'normal' work place.

Successful delegation involves :

- assigning a function, duty or task to an employee;
- specifying observable 'deliverables' for the function/duty/task;
- allocating sufficient authority so that the employee can command the resources to complete the function/duty/task; and
- the gaining of a commitment from the employee to complete the function/duty/task.

The absence of any one of these factors will seriously limit the chances of successful delegation.

ACTIVITY 7
Delegating

Time : 15 mins.

Consider the following questions from your own experience in project work.

1. How helpful are scope management techniques in achieving successful delegation in project work?
2. What problems have you faced in delegating duties?

7.6 Conflict management

It has been suggested that conflicts occur in the workplace as a result of

- disagreement about 'facts' (such as about what actually happened);
- disagreement about expectations held by one or other party;
- disagreement about values being promoted or disregarded;
- disagreement about approaches being adopted;
- feelings of having one's opinions or feelings disregarded;
- intentional or unintentional insults;
- an absence of confidence or trust; and
- dissatisfaction with work conditions.

The following strategies have been suggested as means of dealing with conflict that might arise in the project team or with clients and beneficiaries :

- separation of the conflicting parties (on a temporary or permanent basis);
- 'smoothing' (i.e. placing emphasis on areas of agreement and viewing disagreement as relatively minor and acceptable);
- compromising (i.e. finding a middle-path acceptable to both parties);
- appealing to rules and regulations;
- seeking arbitration of a third, disinterested party; and
- enforcing (i.e. exercising authority of one's position or the letter of the law.

The Thomas Kilmann Conflict Mode Instrument suggests that conflict resolution can be viewed as operating along two axes - that of

- co-operativeness, and
- assertiveness.

He suggests that there are four quadrants describing ways of resolving conflict :

- the tortoise (where there is low assertiveness and low co-operativeness);
- the teddy-bear (where there is low assertiveness and high co-operativeness);
- the shark (where there is high assertiveness and low co-operativeness); and
- the owl (where there is high assertiveness and high co-operativeness).

He further suggest that there is a middle path (that of the fox) which attempts to straddle all four responses.

ACTIVITY 8
Conflict management

Time : 15 mins.

Consider the following questions from your own experience in project work.

1. Are there other causes of conflict in project work?
2. How can conflict in project work be best avoided?
3. How have you handled conflicts that have arisen? What lessons have you learned?

7.7 Presentations

Summarise your views on each of the following topics and share them with colleagues :

- leading and managing;
- motivating team members;
- managing time;

- controlling the project;
- delegating responsibility; and
- resolving conflicts.

7.8 Review of this module

At the start we listed the objectives of this module as

" During this module we will :

- *analyse different styles of leadership;*
- *consider ways of maintaining motivation;*
- *examine means of delegating responsibility; and*
- *consider ways of preventing and dealing with conflict."*

ACTIVITY 9
Review

Time : 5 mins.

How confident are you that you can do these things?

- analyse different styles of leadership

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

- consider ways of maintaining motivation

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

- explain how to effectively delegate responsibility

☐ Very confident
☐ Quite confident
☐ Uncertain
☐ Very uncertain

ACTIVITY 9 (cont) Review

◎ explain ways of preventing and dealing with conflict.

☐ Very confident

☐ Quite confident

☐ Uncertain

☐ Very uncertain

ACTIVITY 10
Test yourself

Time : 10 mins.

1. Briefly list the characteristics of a good project leader.
2. Define the following terms :
   (a) 'legal-rational' authority,
   (b) 'hygiene' factors',
   (c) 'theory z',
   (d) 'deliverables', and
   (e) 'a Gannt bar-chart'.
3. What can be done about uncooperative members of a project team?

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

Project Management

A manual for ABET Project Managers

Contents

Objectives of this module

During this module we will

- examine appropriate financial management and control procedures;
- analyse ways of ensuring that resources are produced timeously and in the required quantities;
- consider how to manage and control equipment; and
- establish how to manage a premature closedown.

8.1 Managing money

The successfully financial management of a project can be attributed to

- accurate budgeting and estimating;
- the successful application of systems and procedures;
- insistence on proper documentation and authorisation; and
- regular reviews of the financial status of the project.

8.1.1 Managing the budget

A budget is, of course, simply an estimate of the income and expenditure anticipated during the project, which is then subdivided into a number of categories. In order to successfully manage the budget, a regular account of the actual receipts and expenditure must be recorded against the budgeted items.

Regular financial meetings must be held to review progress and to ensure that shortfalls or under-expenditure trends are recognised at an early stage and appropriate permission obtained for any variations from the original budget.

A very common and useful method of recording this information in the form of a statement would look something like this after one month into the project :

	This Month			Project To Date	
Item	**Actual**	**Budget**	**Variance**	**Actual**	**Budget**
Fees					
Time	6800,00	6800,00	0,00	6800,00	338580,00
TOTAL	**6800,00**	**6800,00**	**0,00**	**6800,00**	**338580,00**
Travel & subsistence					
Airfares	0,00	1500,00	1500,00	0,00	6500,00
Carhire	0,00	800,00	800,00	0,00	4500,00
Meals	0,00	200,00	200,00	0,00	570,00
TOTAL	**0,00**	**3500,00**	**3500,00**	**0,00**	**11570,00**
Production					
Printing	0,00	0,00	0,00	0,00	18000,00
Telephone	154,00	200,00	46,00	154,00	800,00
Courier Services	0,00	0,00	0,00	0,00	3500,00
TOTAL	**154,00**	**200,00**	**46,00**	**154,00**	**22300,00**
Committee					
Meals	510,00	600,00	90,00	510,00	3000,00
Travel	542,35	1000,00	457,65	542,35	6000,00
Secretarial	1250,00	2500,00	1250,00	1250,00	8000,00
TOTAL	**2302,35**	**4100,00**	**1797,65**	**2302,35**	**17000,00**
GRAND TOTAL	**9256,35**	**14600,00**	**5343,65**	**9256,35**	**389450,00**

A similar, but different, document which is also commonly maintained is that of a Cash Flow Statement. Such a document would look like this :

	January	February
Brought forward	8500,00	8177,25
Income	4500,00	0,00
TOTAL	**13000,00**	**8177,25**
Expenditure		
Materials	652,67	632,00
Labour	3500,00	5300,00
Transport	87,32	0,00
Accommodation	457,00	0,00
Telephone	125,76	123,87
Courier	0,00	200,00
TOTAL	**4822,75**	**6255,87**
Closing balance	8177,25	1921,38

and so on for the duration of the project.

ACTIVITY 1
Budget documentation

Time : 15 mins.

Consider the following questions from your own experience in project work.

1. How common are these methods of presenting budgets and spending?
2. How do these documents assist project managers to maintain control over the project's money?
3. What are the common pitfalls to be avoided in managing a project budget?

8.1.2 Accounting procedures

Proper accounting requires proper documentation. The most common and most necessary documents you are likely to employ are :

- a cheque book;
- receipts;
- invoices/statements;
- petty cash vouchers;
- credit notes;
- delivery notes; and
- purchase orders.

Source Documents for financial transactions

When Selling	Source Document issued or received by the project	When Buying
TO client	Cash receipt	FROM supplier
TO client	Statement/Invoice	FROM supplier
TO client	Pro-formo Invoice	FROM supplier
TO client	Credit note	FROM supplier
FROM the project	Purchase order	TO supplier

There are also other documents which relate directly to banking and the maintenance of a petty cash float.

Banking transactions		Petty cash transactions	
TO bank	Deposit slip	TO Petty Cash	Petty cash
TO project	Stamped deposit slip		voucher
TO bank	Cheque		
TO project	Cheque counterfoil		
	Bank Statement		
	Cancelled cheques		

A Cash Book must also be maintained. A Cash Book is simply a document which records all the monies deposited into and paid out of the project account. Every financial transaction is recorded on a daily basis. It also makes reference to other documents received or issued which relate to each of those transactions. This allows anyone to calculate the amount of money left in the bank account at any time.

An example of a Cash Book is provided on the next two pages.

A Cash Book is a bound book with pre-numbered pages. It is a valuable document and should be kept in a safe place at all times.

At the end of each month the bank issues a statement of all the activity which has occurred during that month in that account. This is used to reconcile the Cash Book by ensuring that the two documents match.

Project managers must maintain a Cash Book, and, if applicable, a Petty Cash Book. Other accounting documents (such as Sales and Purchase Journals, Accounts Receivable and Payable Ledgers, Creditor and Debtors Journals, Assets Registers) are the affair of book-keepers and accountants. Medium to large projects should employ a bookkeeper - at least on a part-time basis. In many cases, donor organisations maintain their own accounting systems which relieves you from some of this responsibility.

All of the necessary accounting books can be maintained from a Cash Book and its related documents. Balance sheets can be prepared, reconciliation conducted, and reports produced.

For further information on this aspect of project management, see the excellent publications on 'Basic Bookkeeping' produced by the First National Bank, Deloitte & Touche and the Small Business Development Corporation which are available from branches of CNA.

Cash Book

No.1

Name of the project: ________________________ Month ending: _____________

Receipts

Date	Receipt No.	Received from	Description	Account No.	VAT Amount	Bank deposit	Acs Rec. Code

Page_________of_________pages

Payments

Date	Receipt No.	Payed to	Description	Account No.	VAT Amount	Amount	Acs Pay. Code

Page__________of__________pages

ACTIVITY 2
Maintaining a Cash Book

Time : 10 mins.

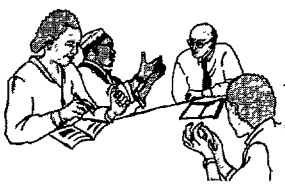
Consider the following questions from your own experience in project management.

1. Why so much documentation?
2. What can go wrong with the use of these documents and with the maintenance of a Cash Book?

8.1.3 Financial reporting and cash flow

The importance of regular and thorough meetings to review the state of the finances cannot be over-stressed.

Even with the most thorough of these, however, a common problem faced in project work is that of a cash flow. Frequently, payments are withheld until work has been completed, but there is a need for funding up-front to complete this work. The availability of credit facilities to projects is restricted as they can be viewed as a high risk area because of the temporary nature of their life-span.



ACTIVITY 3
Cash flow problems

Time : 5 mins.

Consider the following question from your own experience in project management.

What mechanisms can be employed to overcome problems of cash flow within projects?

8.2 Managing procurement

The procurement of materials, services and equipment requires not only carefully planning, but also careful management.

Having listed the various items required in the scope statement, one needs to extract the relevant information on :

- what exactly is required;
- when is it required;
- how much is required;
- from where it can be procured.

This procurement list can be translated into a procurement schedule and recorded on the bar schedule produced for the project. Factors (such as process related to the receiving of the goods, their storage, their transport and the issuing of purchase orders, invoices and delivery notes) need to be noted.

Conditions relating to the final ownership of equipment purchased during a project need to be negotiated and procedures to move stock from the assets register of the project onto that of the Department or the sponsor need to be followed.

The 'Just-in-time' policy developed by Japanese industries assisted in providing them with a competitive edge over their western competitors. Such a system, however, requires close management and dependable suppliers. It has at the centre of its philosophy :

- the 'kanban' or 'pull' system where an efficient signal system needs to be in place to alert project managers to the forthcoming need for materials or services; and
- a placing of confidence in people to 'get it right first time' and to eliminate wastage of time and materials. This has resulted in high levels of motivation and productivity in many Japanese enterprises.

Whilst this step into JIT management may be too bold for most project managers, at the barest minimum there needs to be careful

- resource estimating;
- resource forecasting (where timing becomes central);
- resource availability checks;
- resource smoothing (where people and other resources are moved to where there is the greatest present need for them); and
- resource control mechanisms (where easily accessible records of the location of all resources are maintained).

ACTIVITY 4
Resource management

Time : 10 mins.

Consider the following questions from your own experience in project work.

1. How often is proper procurement management neglected? What might be done to remedy this?
2. How can up-to-date records of the location of equipment be best maintained?

8.3 Managing the work environment

It is common for projects to operate from locations that are :

- make-shift; or
- clearly temporary; or
- owned by the client or the beneficiary; or
- used for other, 'normal' business.

It is also common for these premises to be less than conducive for concentrating the mind on the project. Furthermore, many donor organisations are reluctant to allocate funds for the setting up or equipping of project offices.

ACTIVITY 5
Managing the work environment

Time : 5 mins.

Consider the following question from your own experience.
How can this matter be best attended to?

8.4 Managing equipment

The equipment we require in most of our projects is relatively simple. In most cases, it involves the production and the duplication of documents. For this word-processing packages, desk-top computers, and photo-copying equipment are most frequently required. Tasks which require greater sophistication of equipment are normally 'out-sourced'.

The 'hire' option is an attractive one for project managers because :

- it normally takes care of any responsibility for equipment maintenance;
- it enables project workers to have up-to-date equipment at their disposal;
- it lessens the need to share equipment;
- it pleases accountants who can attribute such costs to 'direct costs'; and
- it takes care of problems of ultimate ownership of the equipment.

This 'hire' option is, of course, extended to car rentals and hotel accommodation in those projects that involve visits to particular sites.

There can, however, be restrictions imposed by the Department or the sponsor requiring the securing of three quotations. This practice is a wise one to follow in any event.

Whilst equipment failure is a common factor in project work, it is by no means the most common source of failure or of project management stress.

ACTIVITY 6
Managing equipment

Time : 10 mins.

Consider the following questions from your own experience.

1. What has been the major cause of project management stress in your experience?
2. How can the problems of equipment failure be best limited in a project?
3. How common is it in your experience to obtain three quotations for the procurement of equipment or other services on hire? Why is this so?

8.5 Managing a premature close-down

In the event of a premature closedown of the project a variety of control documents would be up-dated and handed over.
These would be included in the baseline documents and incorporate :

- the project charter,
- any contracts,
- the scope documents,
- the work breakdown structure,
- scheduling documents,
- change requests,
- concessions,
- non-conformance reports,
- procurement schedules,
- time sheets,
- budgets,
- cash flow statements,
- the Cash Book,
- receipts and invoices,
- bank statements and cheque books,
- agenda and minutes of meetings,
- job descriptions,
- any performance evaluations,
- any interim reports, and
- other evaluation reports.

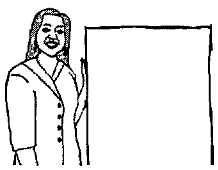
A final closedown report would need to be compiled.

ACTIVITY 7
A premature closedown

Time : 10 mins.

Consider the following questions from your own experience.

1. What are the most likely causes of a premature closedown?
2. What might hinder your readiness to produce all these documents in the event of a premature closedown?



You will be asked to make a presentation which summarises the views expressed in your group on the activities listed in this module :

- budget documentation,
- maintaining a Cash Book,
- managing the cash flow,
- procurement management,
- managing the work environment,
- managing equipment, and
- managing a premature closedown.

8.6 Review of this module

At the start, we listed the objectives of this model as
" *During this module we will*

- *examine appropriate financial management and control procedures;*
- *analyse ways of ensuring that resources are produced timeously and in the required quantities;*
- *consider how to manage and control equipment; and*
- *establish how to manage a premature closedown.*"

ACTIVITY 8
Review

Time : 5 mins.

How confident are you that you can do these things?

◎ explain and implement appropriate financial management and control procedures

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

◎ enumerate ways of ensuring that resources are produced timeously and in the required quantities

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

◎ explain how to effectively delegate responsibility

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

◎ manage and control equipment

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

◎ manage a premature closedown

- [ ] Very confident
- [ ] Quite confident
- [ ] Uncertain
- [ ] Very uncertain

ACTIVITY 9
Test yourself

Time : 10 mins.

1. Explain the important factors to be considered in ensuring sound financial management of a project.
2. Define the following terms :
   (a) a 'Cash Book',
   (b) 'cash flow',
   (c) 'a petty cash voucher',
   (d) 'bank reconciliation', and
   (e) 'procurement smoothing'.
3. How can the need for equipment for a project be best handled?
4. How can the event of a premature closedown be best handled?

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

Project Management

A manual for ABET Project Managers

Contents

.99.

Objectives of this module

During this module we will

- consider some of the differences between the public and private sectors which might impact on quality management;
- analyse various methods of disseminating projects;
- examine evaluation techniques applicable to project work; and
- consider the question of risk management.

9.1 Public versus private sector

It has been suggested that the fundamental differences between the working environment in the public sector compared with that in the private sector impact upon project management. Writers have listed the major differences between the two sectors to be :

Public Sector	Private Sector
operates in a power-sharing system between central and provincial governments	operates more independently (bar those involved in a global organisation)
has a considerable and slow-responding bureaucracy	is more responsive and streamlined
is less affected by market changes	readily responds to the market
has greater procedural and system-based limitations	has fewer organisational barriers
is more sensitive to public opinion	is more sensitive to client opinion
is policy driven	is profit driven
is slower to act	is more conscious of time factors
has few performance-related measures	is more performance orientated
is less personality reliant	is often strongly influenced by individual personalities
places social change as less central to policy formulation	places social change at the centre of policy
views projects as means of accelerating change	views projects as means of increasing efficiency
assures job security	relates job security more closely to performance

ACTIVITY 1

Public versus private sector

Time : 15 mins.

Consider the following questions from your own experience.

1. How valid do you consider this comparison to be?
2. How does this impact on project management?
3. How can the negative impact on the quality of projects in the public sector be limited?
4. It is further suggested that as the South African public sector is engaged in a transformational process at the moment, there are even greater demands made on all managers (project managers included). How would you describe these demands?

9.2 The dissemination process

One of the prime concerns in obtaining value for money in developmental and capacity-building projects relates to the ease in which benefits can be spread to as wide an audience as possible. Frequently, costs limit the number of direct participants in any project and one seeks to empower others by passing on some of the benefits from the project. In many cases, this dissemination strategy is an integral part of the project.

Fundamentally, there are only three recognised methods of dissemination :

- the replication model;
- the 'change agent' approach; and
- the project-pack approach.

The replication model is a simple one in which a pilot project is followed by a main project, which is, in turn, replicated at different sites. The classical Research, Development and Diffusion (R, D & D) methodology is well suited to this replication model and to a 'centre-to-periphery' developmental approach. It assumes that '*best practice*' can be identified by '*experts*' who are able to transmit this to '*recipients*'. In so doing, it reveals a strong connection with a particular view of knowledge as empirical and waiting to be discovered.

The commonly applied '*cascading*' and '*train-the-trainer*' models employ a replication approach to the task of dissemination.

Theorists have suggested that there are two further stages in this model. The benefits of the project must be *installed* and *institutionalised*.

The second model has been employed in many of the French-speaking countries of Africa. Here key personnel within communities are identified and provided with intensive training. They returned to their localities and subtly influenced their communities by applying the training they had received.

The third model involves the production of largely self-teach materials packaged attractively and supported by available communication technology. These packs are distributed widely and provide the basis for capacity-building within communities.

ACTIVITY 2
Dissemination models

Time : 15 mins.

Consider the following questions from your own experience.

1. What are the strengths and weaknesses of each of the models? How might the negative aspects of each be limited?
   (a) the replication model,
   (b) the change agent model, and
   (c) the project pack model

2. How difficult is it to incorporate formative evaluation into a project? Why?

9.3 Evaluation

And then they said to Halcolm, "Tell us, Aged One, what is evaluation?"
"It is many things to many people, my children," he replied solemnly, " -many different things."
"So many things to so many people, Master. We are still unclear. Is there not some way to tell us more simply so we can understand what it means to evaluate?"
"It is written in the Great Book. To evaluate is to do unto others as you would not have them do unto you."
From Halcolm's Universal Encyclopedic Dictionary of Evaluation

Most projects within our field rely on an independent evaluator for an assessment of their impact. In conducting such an evaluation an evaluator can :

- exercise a degree of expertise (of the evaluator, of a third party, or found in established literature);
- make comparisons (with other similar projects);
- obtain the views of the participants and recipients;

- observe the project in action;
- measure changes effected by the project; and/or
- monitor deadlines and deliverables.

It is important to recognise that whilst no evaluation is value-free, bias can be avoided. In the words of Guba and Lincoln (proponents of the 'fourth generation' evaluation paradigm) ;

The fourth generation "takes the position that evaluation outcomes are not descriptions of the 'way things really are' or 'really work' or of some 'true' state of affairs, but instead represent meaningful construction that individual actors or groups of actors form to "make sense' of the situations in which they find themselves."

ACTIVITY 3
Measurement versus judgement

Time : 20 mins.

Read the following extract. Discuss its implications for project evaluation.

The Snow White Evaluation

Not so long ago, in a faraway kingdom, there lived a Queen whose beauty was matched only by her vanity. She desired to be assured that her beauty was unparalleled. While she was constantly so assured by her loyal court subjects, she came to doubt their objectivity. She knew they feared the powerful spells she could cast when provoked by something that displeased her, like any suggestion that she might not be the fairest of the fair.

Having been well schooled in the lore of queens, she became obsessed with the desire to obtain one of those magic talking mirrors mentioned in ancient tales. Lacking a magic mirror, the Queen stood daily in front of her quite ordinary mirror, repeating hopefully :

Mirror, mirror, on the wall,
Who's the fairest of them all?

Her distress at receiving no answer grew until one day she shouted in rage :

Stupid mirror on the wall,
Why in hell don't you answer my call?

The silence that followed her outburst was short lived, for that quite ordinary mirror suddenly became quite extraordinary :

Sorry, my Queen, for making you vexed,
But the question you pose is terrible complex.

The Queen was startled but not speechless. In a twinkling she had overcome all sense of shock, and with queenly cool she proceeded to pose yet again her burning question :

Mirror, mirror, tell me at last,
Am I the fairest that this world hast?

The Queen waited expectantly, but, alas, the magical mirror seemed once again to have lost its magic, or at least its voice. The Queen was becoming convinced that her obsession had made her hallucinatory, when finally the mirror spoke again, this time at length :

Sorry my Queen, for this slight delay,
But I've been in search of a practical way
To approach your question with scientific care,
There are a few things of which to beware.

We'd have to observe all women there are,
The ones who are near, the ones who are far.
Even in fairy tales the task is so great,
Our evaluation data would be soon out of date.
Two years in the making such research would be,
And then the results would be old, you see,
Might be thought invalid by those who behold
A Queen whose appearance must change over years,
Giving statisticians 'maturation effects' fears.

Now instead of the universe we might try a sample,
But the size of the sample would have to be ample,
And then there's the chance we'd miss the most pretty.
That design would leave doubts : a validity pity.

Nor is measurement easy in a case like this.
Judgements of beauty are like judgements of bliss.
What's beauty to the gander, may not be to the goose;
The definitions, I fear, are terribly loose.

Then, too, it would seem, the question needs rephrasing,
So that, scientifically speaking, it isn't so fazing.
It would help if you asked this magic mirror on the wall,
'Within how many standard deviations does my beauty fall?'

And then there's the problem of political propriety,
When studying beauty in today's society.
Some might raise objections reflecting the schism
Over whether beauty judgements constitute sexism.

So, you see, my Queen, the study can hardly be done,
But wait! Here's data from a new computer run;
Observations just made at your stepdaughter's college,
By fraternity boys with very personal knowledge,
Definitely show that of all the girls in the dorm,
Your stepdaughter's beauty is way above the norm.
Compared to all girls we have on our file,
Your stepdaughter's in the 99th percentile.

The Queen was incensed that her stepdaughter, of whom she had long been jealous, should receive such a judgement, while she, the Queen, received no satisfaction from the mirror. Her rage renewed, she took hold of her jewelled hairbrush to smash the mirror. As she cocked her arm to deliver the fatal blow to scientific reflection, the mirror hastened to add a mitigating observation.

Your stepdaughter's ranking is from a small study,
The results of which are clearly quite muddy.
There's really no call for you to feel exasperation
Over some psych student's first draft dissertation.

As for yourself, Queen, I've searched far and wide,
There just is no research that yet can provide
The statistics on beauty, your question to answer.
The norms just aren't there. All the funds went to cancer.

But this current state of knowledge does permit one conclusion,
(For the absence of numbers need not result in confusion),
Based on available data as to who is now most fair,
Your Queenship's royal visage is simply beyond compare.

The Queen relented from her threatened blow. The mirror's snow-white job proved to be quite effective. She immediately arranged for her stepdaughter to have a fatal accident while serving as a control subject in research on dwarfism. But seven dwarfs in the experiment rescued her from the machinations of the evil experimenter, an unscrupulous researcher living off fat royal grants, who, nevertheless, managed to always avoid having his proposals reviewed by the local committee for the protection of human subjects.

The Queen became a lavish supporter of social science research on new ways of studying beauty. While awaiting a methodological breakthrough, she purchased her own personal Apple IX computer and commissioned a software package that allowed her to use dummy data to run simulations showing that she was, indeed the fairest of the fair.

When the breakthrough failed to come, and she had grown tired of alternately running simulated beauty studies and playing Kingdom Invaders on the castle computer, she cast a spell on the whole kingdom. This spell put everyone to sleep for a hundred years in the hope that, by then, somewhere in the rest of the world an evaluator would have developed new methods to deal with the practical problems so arduously detailed by the magical mirror. The spell is timed to wear off any year now. This book was written to warn evaluators worldwide that the Queen's rage will be turned on them if she awakens to find no progress in practical evaluation.

Source : Patton, M.Q. (1982) Practical Evaluation pp. 11-13

Good project evaluation involves at least seven functions :

- it monitors design, development and implementation activities and deadlines;
- it marshals information and arguments to enable a meaningful analysis of the strengths and weaknesses of the project and of its outcomes to be made;
- it provides a critique of the project's ability to balance the need for autonomy (of the project team) and that of responsibility (to the various clients);
- it illuminates the commonality and the conflicts amongst the various participants;
- it harnesses perspectives which compare performance against intentions;
- it protects the rights and careers of the participants; and
- it emphasises the context in which the project operated.

Such evaluators

- expect to find conflict and not consensus;
- seek for a shared understanding (not consensus) amongst stakeholders;
- recognise the need to accommodate different view-points;
- respect the need to engage all the major parties involved in the project in the evaluation;
- have regard for the consequences of the evaluation on stakeholders and their careers;
- actively solicit opinions and judgements;
- emphasise the context in which the project operated;
- recognise that a transfer of the evaluation findings will be dependent upon contextual similarities; and
- accept that evaluations end only when resources run out.

In order to obtain the maximum benefit from a project evaluation, an independent evaluator should be appointed at the start of the project so that :

- hold points can be established where advancement to the next phase is halted until formative evaluation reports can be made;
- all participants can have access to the evaluation process; and
- ownership of the evaluation process can be divorced from that of the project team.

ACTIVITY 4
Project evaluation

Time : 15 mins.

Consider the following questions from your own experience.

1. How do you react to the roles of the evaluator as suggested above? How desirable are they? How realistic are they?
2. How might evaluations with which you are familiar have been improved?

9.4 Quality control

A related but slightly different aspect is that of quality control. This refers to the quality assurance monitoring function. Often part of this task is ascribed to the independent evaluator who must ensure that deliverables are delivered and that the basic quality of them is at an acceptable standard.

In most cases in our field of interest, this involves a monitoring of the development of materials, their delivery (either physically or by means of presentation seminars) and their absorption into the system.

In large-scale projects it is necessary to employ some form of sampling method as it is not possible to inspect each article or to observe every presentation. The formulation of this sample is dependent on a number of factors (not least of all availability and cost) but efforts must be made to ensure that it is representative and, therefore, stratified (which simply means that all identifiable sectors are appropriately represented in the sample).

ACTIVITY 5
Monitoring

Time : 10 mins.

Consider the following question from your own experience.
What obstacles often occur to limit the success of monitoring processes?

9.5 Risk Management

The Project Management Book of Knowledge defines risk management as "the processes concerned with identifying, analysing and responding to uncertainty. It includes maximising the results of positive events and minimising the consequences of adverse events."

Whilst it is probably true to say that the consequences of risks diminish as the project moves closer to completion, the cost effects of these increase proportionally.

In order to protect projects from unnecessary risks, these have to be
- identified;
- quantified;
- have both their causes and effects established;
- have a value attached to them;
- have a possible response strategy developed for each; and
- have a control mechanism put in place to manage them.

The most common risks to project success are
- changes in expectations or requirements*;
- design errors or omissions;
- poorly defined roles and responsibilities;
- poor estimates of costs;
- poor communication; and
- the lack of appropriately-skilled staff.

(* Note : So-called '*turnkey projects*' are those in which much of the influence of the client is removed by handing over responsibility for the entire project from design to hand-over to the project team.)

Other external risks (such as social or natural upheavals) can seldom be predicted but their damage can sometimes be deflected through the securing of appropriate insurance.

The drawing up of a list of risks is best done in a brainstorming session where likelihoods are established rather than 'gloom and doom' scenarios painted. The 'risk tolerance' of the sponsor and other clients needs to be estimated or established. Often this is done in financial or time terms (i.e. how much rescue money is available and how fixed are the deadlines?)

Then the probability of each of these risks eventuating must be established as 'likely', 'possible' or 'unlikely' and their effects on the progress of the project described.

Responses to these events can be planned by

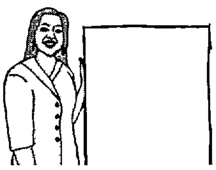
- identifying 'triggers' (which are signs that things are about to go wrong);
- developing avoidance strategies;
- establishing mitigation actions (where the effects are reduced by contingency planning and actions);
- deflecting their effect (to third party service providers or insurers); and/or
- establishing the degree of acceptance of the consequences of these risks actually occurring through a rescheduling process or taking a financial loss.

ACTIVITY 6
Risk management

Time : 15 mins.

Consider the following questions from your own experience.

1. What in your experience have been the most common causes of problems in projects? Could these risks have been anticipated and planned for?
2. How readily can the costs (and other effects) of these be measured?



You will be asked to make a presentation which summarises the views expressed in your group on the activities listed in this module :

- private versus public sector differences;
- dissemination techniques;
- project evaluation;
- quality control and monitoring; and
- risk management.

9.6 Review of this module

At the start, we listed the objectives of this model as

" During this module we will

- *consider some of the differences between the public and private sectors which might impact on quality management;*
- *analyse various methods of disseminating projects;*
- *examine evaluation techniques applicable to project work; and*
- *consider the question of risk management."*

ACTIVITY 7

Review

Time : 5 mins.

How confident are you that you can do these things?

- explain the differences between the public and private sectors which might impact on quality management

☐ Very confident

☐ Quite confident

☐ Uncertain

☐ Very uncertain

- analyse various methods of disseminating projects

☐ Very confident

☐ Quite confident

☐ Uncertain

☐ Very uncertain

- enumerate and evaluate evaluation techniques used in project work

☐ Very confident

☐ Quite confident

☐ Uncertain

☐ Very uncertain

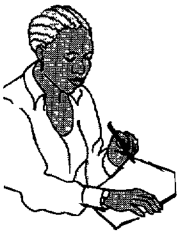
- describe and implement risk management

☐ Very confident

☐ Quite confident

☐ Uncertain

☐ Very uncertain



ACTIVITY 8
Test yourself

Time : 10 mins.

1. Compare the effectiveness of the various methods of disseminating the benefits of projects.
2. Describe the main characteristics of the fourth generation evaluation paradigm.
3. How can the risks to a project be identified, quantified and prepared for?
4. What problems are presented in monitoring the progress of a project?

Discuss your responses with your colleagues and revise the sections in this module where you are uncertain or very uncertain about any topics. If you need further help use the list of contacts provided at the end of this manual.

Resource Section

Detailed documents and supportive material

Project Management

Contents

NATIONAL DEPARTMENT OF EDUCATION
DIRECTORATE: ADULT EDUCATION AND TRAINING (AET)
PROJECT SPECIFICATION

ITEMS A - I

REQUEST FOR ASSISTANCE (RFA) SPECIFICATION: The monitoring, evaluation, development, support and research of the impact of specific training interventions on adult learners so as to enhance the quality of training programmes and to counter the effects of dilution of the national training-of-trainers programme at provincial, regional/district and centre level in all nine provinces.

1. PURPOSE

To award contracts to nine research and development agencies (one per province) to:

- design and implement a research programme for tracking and evaluating the impact of the Department of Education's application of a cascade training-of-trainers model on the performance of learners registered in Adult Basic Education and Training (ABET) and General Education and Training Certificate (GETC) programmes at public Adult Learning Centres in each province
- generate evaluative and analytical reports based on the findings of this research
- design and implement a support programme for the trainers engaged in the cascade training-of-trainers programme at national, provincial and regional/ district level
- supply adequate personnel in each province to provide a monitoring, evaluation, development, support and research service to the ABET divisions of provincial departments of education.

2. BACKGROUND AND MOTIVATION

2.1 Educator development is arguably the most significant strategy for education and development because competent educators are the key to quality education and, unless they support change, most efforts at reconstruction will be ineffective. Educator-related costs also form the bulk of the education budget and therefore represents a huge investment by our country.

2.2 Educator development in ABET has taken on a new urgency since basic education to all South Africans is constitutionally recognised. The right to basic education means that all adults have the right to quality learning and teaching in which the adult educator has a major role to play.

2.3 Given the history of adult educator training in this country it has become imperative that training programmes (PRESET and INSET) of high standards for adult practitioners are developed and implemented.

2.4 As part of the development of ABET training programmes the Directorate: Adult Education and Training, in collaboration with other role-players, participated in the development of norms and standards for adult educators. These standards inform the development of training programmes. It is believed that these standards will support the development of committed, competent and reflective teaching professionals as well as to improve the quality of existing professional practice.

2.5 With the launch of the Curriculum 2005 in 1998 the Directorate, in collaboration with the provinces, recognises the importance of providing adult educators with the necessary training programmes that will enable them to deliver adult education and training learning programmes effectively. Adult educators must be enabled to make the shift from content-based education to outcomes-based education.

2.6 The training will be in the form of an INSET programme. The INSET programme will fulfil the following purposes:

- curriculum-related INSET;
- INSET for retraining;
- INSET for upgrading; and
- INSET for organisational development.

2.7 To be more specific, the types of training to be offered include:

- orientation to national laws, structures, regulations, policies and plans;
- orientation to adult education principles, philosophy and values
- curriculum development training, including outcomes-based and content-related training
- learning support material development training
- application of learning support materials training
- teaching methodologies and strategies training
- assessment strategies and procedures training
- learning programme design and development
- learner support and counselling
- monitoring and evaluation training
- exposure to lifelong learning principles
- organisational development training
- project management, leadership and administration training
- governance training

2.8 The Directorate views this INSET programme as essential to all adult educators and must be seen as a critical component of the overall human resource development strategy of the country.

2.9 The Directorate favours the application of a cascade model which allows for training offered at a national level to be replicated at provincial level and which impacts significantly on educators and trainers at the chalkface. Thus the national training must be in the form of a training-of-trainers programme.

2.10 The Directorate established a team of national ABET Core Trainers in January 1998 consisting of 90 practitioners drawn from all nine provinces. This national team will be responsible for the delivery of training programmes in the provinces.

2.11 Mass-scale provision of ABET is a priority that must provide adults with the foundation for access to lifelong learning and enable them to adapt and contribute to social and economic development in a rapidly changing context. The efficiency and effectiveness of programmes need to be maximised in order to meet the complex and diverse needs of adult learners particularly at basic (general) education and training levels. Monitoring and evaluation of Department of Education-provided general education and training programmes for adults need to be conducted regularly to ensure that these programmes are flexible, responsive, developmental and directed at the specific requirements of targeted learning audiences.

2.12 Accountability, through effective monitoring and evaluation is the key to the success of the education transformation process in South Africa. Thus the Adult Education and Training Directorate recognises monitoring and evaluation as an important component for the creation and sustenance of a fully functioning, effective ABET system in which insightful programme planning and successful, goal-directed implementation form critical parts. In a climate of decreasing international and national public sector resources, which places development work with adults under threat, monitoring and evaluation processes will continue to be used as a key strategy for accountability and reporting to ensure 'value for money' and a continuing effective and efficient delivery of ABET.

2.13 The National Education Policy Act (Act no. 27 of 1996) assigns a key responsibility to the Minister of Education for monitoring and implementation of national policies and evaluating education provision and performance. Since this pertains to ABET as well, the responsibility of the Minister can only be carried out effectively if an appropriate monitoring and evaluation system for ABET is in place.

2.14 Without a well managed, responsive and accountable process for tracking both the process of implementation and its quality, the objective set for each element of the Multi-year Implementation Plan will not be realised. The approach and methodology for the tracking, monitoring and evaluation of the activities associated with the Multi-year Implementation Plan will be based on identified indicators. A combination of survey/ongoing and regular audit, monitoring exercises and in-depth evaluation research need to be used.

2.15 The monitoring and evaluation strategy is thus inextricably linked to the research and development needs. Insofar as the Directorate: Adult Education and Training has adopted a cascade model for the training-of-trainers, it is critical that proper monitoring and evaluation activities, in conjunction with research and development work are tied to the successful execution of this model. The Directorate is convinced, however, that the emphasis should be placed on development and therefore seeks to link the implementation of support strategies intimately with its overall monitoring and evaluation strategy, particularly as it proceeds to use the cascade model more and more in its training interventions.

2.5 The following information pertains to the details of a specific RFA as administered by the Fund-holder Trust on behalf of the Department of Education as advertised in The Mail and Guardian and The City Press, 3 – 5 July 1998.

3. RFA SPECIFICATIONS

- The agency will be managed and monitored by the Department of Education: Adult Education and Training Directorate in collaboration with its provincial counterparts
- The agency will be contracted by the Fund-holder Trust and all payments will be from its account.

The successful agencies (one per province) will provide a service to the national Directorate: Adult Education and Training and its provincial counterparts in the following areas:

3.1 Gather information about the progress with regard to the implementation of the cascade model down from national to provincial to regional/district to centre level

3.2 Conduct an audit for the province which focuses on training needs and capacity of the Provincial Core Trainers to meet those needs

3.3 Identify the support needs of the Provincial Core Trainers collectively and individually

3.4 Put in place mechanisms and interventions (including counselling, workshops, on-site feedback, etc.) to develop the capacity of Provincial Core Trainers collectively and individually to deliver an effective training service at regional/ district level through to centre level

3.5 Generate an evaluative and analytical research study of the overall intervention for each province which focuses on the impact of the training intervention on performance of learners registered in ABET and GETC programmes at Public Adult Learning Centres **(Broad guidelines with regard to the nature of this research is provided in Appendix A).**

To provide an effective service the agency must:

3.6 Make provision for at least one of its members to attend national training interventions for the period of the contract. The cost of attending national training events must be built into the proposed budget submitted with the application. (Scheduled training interventions for the contract period is attached in Appendix B)

3.7 Assist the Provincial Core Trainers with planning at provincial level to cascade the training

3.8 Design and implement instruments for the monitoring, evaluation and research of training-of-trainers programmes offered at provincial and regional/ district level and their impact on adult learners in Public Adult Learning Centres

3.9 Generate detailed analytical research reports based on the monitoring and evaluation of the training interventions initiated by the Department of Education at national level and replicated at provincial and regional/ district level in accordance with the application of a cascade model

3.10 Submit bi-monthly reports which include the analysis/evaluation of data collected and recommendations for the further development of the training interventions already completed, those in process and those planned against their (potential) impact to the Department of Education: Adult Education and Training Directorate and to the Heads of Education in every province

3.11 Provide adequate personnel to:

- Conduct an audit of training needs of Provincial Core Trainers
- Attend national training interventions
- Provide the necessary guidance and support to the Provincial Core Trainers
- Monitor the quality of the training programmes offered to the practitioners at regional/ district level
- Monitor the quality of the training programmes offered to the educators at centre level
- Monitor the quality of delivery to learners at Public Adult Learning Centres
- Collect data at the various levels to feed into the research

The agency will take responsibility for:

3.12 Planning, design, scheduling and co-ordination of the audit, monitoring, development, support and research processes

3.13 Designing of instruments for the audits, monitoring and evaluative research

3.14 All logistical arrangements for the audits, monitoring, development and support interventions and research

3.15 Its own budgetary needs including fees, accommodation, subsistence and travel expenses, stationery, etc. that will be used during the above processes

3.2 Agencies must specify very clearly which item(s) they are applying for in accordance with the following key :

ITEM	PROVINCE
A	Eastern Cape
B	Free State
C	Gauteng
D	KwaZulu-Natal
E	Mpumalanga
F	North West
G	Northern Cape
H	Northern Province
I	Western Cape

4. REPORTING AND TIME-FRAMES

4.1 The agency will be contracted from the date of its appointment (expected to be on or about the 1 September 1998) until the 30 June 1999 or at least 10 days after the Provincial Core Trainers have cascaded the Learning Support Materials training to the regional/ district level (whichever happens first)

4.2 Reports are due as follows:

- An **audit report** which includes recommendations on training needs, must be forwarded to the Directorate: Adult Education and Training and to the Heads of Education in every province on or before 31 October 1998.
- **Formative reports** (i.e. information collected, analysis of data, evaluations and recommendations) must be provided to the national Directorate: Adult Education and Training and to the provincial Head of Education every alternative month, starting in October 1998.
- A final **summative report** will be submitted to the national Directorate: Adult Education and Training and the provincial Head of Education by 30 June 1999 or at least 10 days after the Provincial Core Trainers have cascaded the Learning Support Materials training to the regional/ district level (whichever happens first).

5. RFA SUBMISSION

The RFA submission should include:

5.1 Name, address, contact numbers and other relevant information about the agency.

5.2 A comprehensive project proposal including
- a comprehensive schedule of planned interventions;
- details of the audit methodology and resource allocation (human and financial);
- details of the monitoring and evaluation methodology and resource allocation (human and financial);
- details of the envisaged development and support methodology and resource allocation (human and financial);
- details of the research methodology and resource allocation (human and financial); and
- a listing of the responsibilities that the agency undertakes.

5.3 Financial considerations including
- itemised details of expenditure, e.g. personnel costs, travel, accommodation, subsistence, material development, layout and design, printing and photo-copying, compiling of report, procurement of materials, etc.;
- a schedule of payments.

5.4 Available supporting documents providing a profile of the agency, e.g. latest annual report and audit report.

5.5 Brief curriculum vitaes of the implementing officers (manager/co-ordinator, trainers, materials developers, etc.).

5.6 A description of work/ research/ projects previously undertaken (please provide references).

5.7 An indication of general knowledge of outcomes-based education, the cascade training model, the ABET Policy, the Multi-year Implementation Plan and relevant Provincial Plans.

5.8 Details of how progress will be monitored and reported

6. EVALUATION OF THE RESPONSES TO THE REQUEST FOR APPLICATIONS (RFA)

6.1 A panel, including representatives of the national and provincial Departments of Education will evaluate all proposals and may require an agency to give a verbal presentation.

6.2 The suitability of RFAs will be evaluated against the following criteria:

CRITERIA	RATING		
	YES	NO	POINTS (1-10)
1. High quality proposal that outlines a well-prepared and meaningful monitoring, evaluation, development, support and research programme.			
2. A thorough understanding of the ABET Policy, especially with regard to AET practitioner development, monitoring and evaluation and research and development			
3. Familiarity with the National Multi-year Implementation Plan and relevant Provincial Plans.			
4. A clear understanding of outcomes-based education and training.			
5. A clear understanding of the context within which adult education and training, specifically ABET, is provided.			
6. Demonstrated expertise in the development of instruments for audits, monitoring, assessment and evaluative research.			
7. Demonstrated capacity to provide an effective and efficient service.			
8. A proven track record of delivery.			
9. Openness and willingness to work under the management of the Department of Education: Adult Education and Training Directorate and its provincial counterparts.			
10. Similar work done and experience in the training of adults.			
11. State of readiness to implement the training programme within the limited time available for preparation.			
12. Demonstrated expertise in research and development.			
13. Ability to work with people from diverse backgrounds and at different levels of development			

CRITERIA	RATING		
	YES	NO	POINTS (1-10)
14. Well thought out support mechanisms			
15. Clear planning strategies			
16. Flexible and responsiveness to provincial needs			
17. Professional and technical ability.			
18. A clear preparation, implementation and follow-up schedule.			
19. Cost effectiveness (value for money).			

In addition to the criteria listed above, the standard RFA provisions that promote affirmative action for historically disadvantaged individuals, particularly for women, will hold. Also it must be noted that service providers with existing infrastructure operational in the province will be prioritised above service providers from outside the province.

6.3 A panel will determine suitability and the procedure, which will be followed and will require each member of the panel to evaluate the responses to the RFA on an individual basis and thereafter a collective decision will be taken.

6.4 The price (as stipulated by the Funder/ Fund-holder budget) will, in the final instance, be taken into account and the highest score will not necessarily be the determining factor in the adjudication of the RFA.

6.5 The panel reserves the right to award only selected portions of the service required on the basis of financial limitations.

7. CONTRACTUAL ARRANGEMENTS

7.1 GENERAL

The agency will operate according to the terms laid down by the Fund-holder Trust and the Department of Education consisting of the Director: AET and/or her assignee in accordance with a Bilateral Agreement in this regard. The agency will be expected to liaise with the Department of Education regarding all associated requirements of the project.

7.2 PERIOD OF APPOINTMENT

The appointment will be from the date of appointment (on or about the 1 September 1998) until the tabling of a satisfactory final written report (by 30 June 1999 or at least 10 days after the Provincial Core Trainers have cascaded the Learning Support Materials training to the regional/ district level - whatever happens first). However, the Directorate reserves the right to cancel the contract should circumstances necessitate this.

7.3 TERMS OF PAYMENT

Payment will be effected after satisfactory completion of the project, or any aspect of the project, in accordance with the schedule of payments, as agreed upon by the Directorate. An original invoice must be submitted before payment can be effected. The payment will be made on receipt of a specified invoice certified as correct by the provincial Project Manager and countersigned by the Directorate: Adult Education and Training, and the completion of the prescribed Fund-holder Trust documentation. Should there be any unforeseen delay in service delivery, payment schedules will be re-negotiated between the Project Manager/ Directorate: Adult Education and Training and the agency.

7.4 WARRANTY

7.4.1 The agency is expected to warrant that they will perform the service as described in this document in accordance with the standards of care and diligence normally practiced by the recognised project management firms in performing services of a similar nature.

7.4.2 If during the 3 month period following the dates of the project completion, it is shown that there is an error in the agency's services as a result of the agency not meeting the standard of care warranted, the agency shall promptly be notified in writing and shall perform such corrective services as may be necessary to remedy such errors.

7.5 USE OF INFORMATION

7.5.1 The Department of Education will become the owner of all information, materials, manuals, instruments and reports collated and compiled by the agency in the execution of their duties. Documents and related information prepared by the agency for this contract may therefore not be reproduced or distributed or made available in any way without the written consent of the Department of Education.

7.5.2 All information and documents will be regarded as confidential and may not be made available to any unauthorised person or institution without written consent from the Department of Education.

7.5.3 The agency is entitled to general knowledge acquired in the execution of the agreement and may use it, provided that it shall not be to the detriment of the Department of Education and/ or the Funder/ Fund-holder Trust.

7.5.4 On termination of the agreement, for whatsoever reason, all documents, materials, reports, etc. must be handed over to the Department of Education.

7.6 RECUSAL

If during the execution of the project, the agency becomes aware of interests by an associated party or parties in any aspect of the project, they are to notify the Department of Education of any such interests in writing. The affected party or parties must recuse themselves with regard to matters relating to such interest.

8. INFORMATION SESSIONS:

The Department of Education will convene information sessions with prospective applicants in accordance with the following schedule:

ITEMS	PROVINCE	DATE	TIME	VENUE
A	Eastern Cape	13 July 1998	14h00 –17h00	East London Museum
D	KwaZulu-Natal			(next to the Guild Theatre)
I	Western Cape			Upper Oxford Street
				East London
C	Gauteng	14 July 1998	10h00 –13h00	Room 123
E	Mpumalanga			Centre for Continuing
H	Northern Province			Education
				Wits University
				West Campus
				Yale Road, Johannesburg
B	Free State	15 July 1998	10h00 –13h00	Louis Botha Hall
F	North West			Lebohang Building
H	Northern Cape			c/o St. Andrews and
				Markgraaff Streets
				Bloemfontein

APPENDIX A

NATURE OF RESEARCH

Components of research:

- **Conduct an audit of training needs of Core Provincial Training Team.** Each province is meant to have 10 Core Trainers who participate in national training programmes on a regular and consistent basis. This may however vary from province to province.
- **Monitor, assess and evaluate the implementation of the cascade training model and their impact as training programmes are replicated from national to provincial to regional/district to centre levels.** The Directorate has proposed this three-tier training model (i.e. before direct delivery to learners) but provinces may opt to increase (not preferred) or decrease (preferred) the number of tiers at provincial level. Observation and on-site feedback are the preferred methodologies.
- **Monitor, assess and evaluate the quality of delivery to learners at Public Adult Learning Centres in the respective provinces.** Provinces may select specific centres (that are participating in pilots, for example) and random sampling could also be used.

Research frameworks:

1. Longitudinal study

The research agency should be able to measure the impact of training interventions by measuring performance of public Adult Learning Centres before the training was provided and after the training was provided against indicators developed jointly with the national Department of Education and its provincial counterparts. These indicators could be extracted from measures such as:

- performance of individual learners (before and after training intervention)
- changes in attrition rates of individual learners (before and after training intervention)
- attitudinal indices (before and after training intervention)
- quality of teaching services (before and after training intervention)
- overall performance of public Adult Learning Centres (before and after training intervention)

2. Experimental/ Control studies

Research of public Adult Learning Centres where training has been offered to staff (experimental group) against centres where training has not been offered to staff (control group) could be undertaken.

APPENDIX B

Each agency must identify at least one member of staff who will attend the national training interventions and a team has to be allocated to participate in provincial- and regional/district-level training interventions:

TRAINING INTERVENTION	NATIONAL LEVEL	PROVINCIAL LEVEL
Training on monitoring and evaluation of ABET systems	Dec 1998 – exact date to be set	Jan – Mar 1999
Training on assessment procedures	28 Sept – 2 October 1998	Oct – Dec 1998
Training on ABET level 4 (GETC) outcomes-based education and learning programme design	11 – 15 Jan 1999	Jan – Apr 1999
Governance Training	No national training offered	Sept 1998 – Mar 1999
Training on learning support material	Mar 1999 school holidays – exact date to be set	Apr – Jun 1999

- All national training will take place in Pretoria or Johannesburg, Gauteng. Exact venues and dates will be confirmed.
- Provincial and regional/ district level training to be negotiated at provincial level.

Proposal to the Transitional National Development Trust
The National Arts Council
The National Department of Education
The Department of Arts, Culture, Science and Technology
The DVV/IIZ German Adult Education Association
The Print Media Association

First submitted to:
The Office of the Deputy President
On 21st January 1999

A proposal to declare 2000 – 2010 a National Decade of Reading in South Africa

Table of Contents

A. Summary of Request

A1. Introduction

A2. Whose Responsibility is it to increase Readership in South Africa?

According to UNESCO's *Planning and organising READING campaigns, A guide for developing countries,* the answer is that it is everybody's responsibility. But nobody or no organisation in South Africa seems to be willing or empowered to take this responsibility on for the country as a whole. The gaps in the South African reading and writing environment have been investigated and reported on in an excellent research document commissioned by the Department of Arts, Culture, Science and Technology entitled *Research Report on Book Development in South Africa,* released in 1997. These recommendations need to be worked on in a systematic and dedicated fashion so that all current and future efforts to increase readership are enhanced. To date, nothing has been done to take these findings and recommendations forward at a national level or even to test their viability amongst stakeholder groups. Individual organisations active in the area of raising readership levels in South Africa are no doubt doing good work in their own particular field of emphasis or expertise. READ Educational Trust handles reading for children in secondary school, the ERA Initiative has done work for adults who are not proficient readers, the Print Media Association has come on board more recently putting millions of rand into a campaign to induce the 'alliterate' back to reading and the Centre for the Book, amongst other things, promotes World Book Day. Contributions to a newspaper campaign or a Readathon effort are in progress, but no organised, nationally conceptualised and vetted plan of action that will reach all South African people has been undertaken.

A3. Goal for 1999

To call a national conference of key stakeholder bodies including writers, illustrators, booksellers, publishers, library services, language specialists, government departments, the SABC, SANGOCO, the International Reading Association, Unesco, Multi Purpose Community Centres and key reading organisations, in order to harness support to declare 2000 – 2010 the National Decade of Reading in South Africa

A4. Rationale

All relevant reading organisations from civil society and government initiatives need to come together to examine and workshop the Findings and Recommendations of the *Research Report on Book Development in South Africa* and add their own concerns to the agenda at a national conference on reading. This conference should not be just a talk shop that exposes or espouses successful strategies and leaves delegates to take the implementation further. The desired outcome of the conference should be strategised in advance and a plan produced that will enhance the piecemeal efforts of various concerned active bodies with a national strategy that incorporates these efforts and ties them into an overall well considered, 10 year plan for the country. This suggestion does not intend to do away with innovative initiatives on the ground, nor does it seek centralisation of administration to the disempowerment of smaller bodies. Too many sad lessons have been learned from steps like this being taken in other fields. However, a recommendation to establish an Inter-Ministerial Working Group to oversee book development or a special project to increase readership under the President's office might have positive implications for all involved.

A5. Objectives of the Decade of Reading

- To get everybody in South Africa reading, reading again, talking about reading, spending money on reading, teaching someone to read or selling reading material.
- To highlight that the next best thing to a countrywide literacy campaign, would be a national reading campaign in which people took responsibility for developing their own literacy skills in their own time and at their own pace.
- To instill the value, raise the profile, popularise the benefits of reading and elevate reading as a core outcome of learning.
- To inculcate the reading habit for other than sheer utilization and examination purposes
- To ensure the provision of books and other materials adequate in number and variety, relevant to our culture and situation at a price that all can afford
- To identify problems which militate against the development of good reading habits
- To initiate and execute activities that would eliminate these obstacles.

A6. Evaluation of Project

No project, plan or campaign of this magnitude should be launched without a rigorous procedure of evaluating the effect it is having on a regular basis through out the duration and at the end. Independent research agencies should be employed, preferably different ones to monitor different aspects of the campaign. A simple target would be to aim for 10 million South Africans to have adopted the reading habit by 2010 who had not been regular readers before. However, we would need to have not one, but a set of specific targets that would take into consideration gender, rural, urban, youth, aged, children, first language, second language, the disabled, special audiences eg Aids matters etc. The criteria for the various evaluations need to be decided by the governing body or Board very early in the process and an adequate budget allocated.

B

B1. Activities during 1999

1. Lobby through the Education Ministry, the President's office and the NGO sector to declare the decade 2000 – 2010 the National Decade of Reading in South Africa.
2. Take whatever steps are necessary to make this a legal decision or an Act of Parliament.
3. Examine the BDCSA Research Report, especially the Findings and Recommendations alongside any other relevant reports published since then.
4. Run mini-workshops as a lead up to the national conference around the Findings and Recommendations with the most relevant people who would be affected by them.
5. Gather support, commitment or endorsement (in writing) from all the players mentioned in A and big business.
6. Have all mini-workshops consider what might be the best structure, organisation or body to take things forward on a national level.
7. Liaise with the International Reading Association and Unesco for their support, presence, papers and investment in the conference.
8. Commission a fact finding mission into the status of reading in South Africa, what is happening where by whom and what can be done to enhance this work so we have full knowledge of our terrain before the conference.
9. Schedule and advertise the conference in the vicinity of the week 6th- 10th September so that it straddles International Literacy Day. This date allows for much of the work outlined here to be undertaken from April – August 1999 and allows 3 months to consolidate plans for the launch of the Decade of Reading by New Year's Eve of the year 2000. (already too late)
10. Design and produce Everybody's Reading Again paraphernalia like bookmarks, buttons, posters, T-shirts, vests, ties, caps.
11. Work closely with the media to ensure that everybody in SA is aware that something important around reading is happening or being launched and will in time affect their lives on a personal level.
12. Put out a tender for a national song to promote reading. Appoint an appropriate panel of judges.

B2. Minimum National Support necessary to ensure success

1. Endorsement from the offices of the President, Deputy President and every Ministry. Reading is one activity that crosses all boundaries and is key to every other developmental campaign.
2. Special Teacher/Student programmes installed in schools to increase the profile of reading.
3. Commitment from the SABC, radio and television, presenters and producers, programme designers and continuity announcers from the bottom to the top.
4. Community radio stations. Even if only a few are targeted in each province and the input from presenters subsidised.
5. Planning for a special Book Hawkers entrepreneurial programme of training in selling, how to make a profit and how to keep the business growing.
6. Commitment from commercial publishers that they will try to bring books to people at reasonable prices.
7. Commitment to stock from one (or more) major chain store to ensure availability of reading material in places that people frequent in the regular course of their shopping.
8. Commitment from a national distribution agency to carry books to places they were not accustomed to going (if the chain store does not offer a warehouse deal).
9. Commitment from the corporate sector. If everybody's reading again then reading is 'IN' in the workplace! In the canteen, in the training rooms and at lunchtime.
10. A percentage of corporate funds to be allocated to the Decade of Reading on an annual basis.
11. Newspapers to profile reading and reading activities.
12. Commitment from the library services to transform itself.
13. Support from all medium-to-high profile sports-people, religious leaders, politicians and artists.

C. Reasons for reading and reasons for a national reading campaign

Unesco has long been concerned with the question of reading. The plan of action entitled "Books for All" launched during International Book Year 1972 singled out promotion of the reading habit, as one of the four principal objectives for worldwide action. More recently, the Unesco World Congress on Books (London, June 1982) adopted a set of six targets for the 1980's with the overall aim of moving "Towards a reading society", and emphasised the need to create a reading environment in all types and at all levels of society.

The importance of reading – to the individual and to the community at large - has never been questioned, and much attention has been paid to improving methods and techniques for teaching the skill of reading. It is only gradually, however, that specialists and laymen alike have become aware that reading is more than the ability to decode letters and symbols – that it is, in fact a process that depends upon a host of personal and environmental factors, and a habit that must be stimulated and encouraged if its full benefits are to be reaped. Nowhere has this proved more evident than in the developing countries where massive efforts to spread literacy have often foundered for lack of sufficient materials and motivation to transform a newly acquired skill into an indispensable and rewarding part of everyday life.

"efforts to promote the reading habit will be most effective if they involve virtually all segments of society at every level, from the family, community and school through local, intermediate and national levels of government".

Readership promotion programmes generally combine the efforts of publishers, booksellers, librarians, educators, authors, translators, governments and other segments of the population. Organisers of these campaigns recognise that the concept of lifelong learning through reading is one that requires support and attention by all those who already appreciate books and reading. They also know that the benefits of literacy are not only of an economic nature but also can have significant positive impact on the quality of the intellectual and spiritual lives of individuals, and help all segments of the population become true participants in the development of their countries. Perhaps through these efforts governments will come to recognise that the development of the reading habit is as essential to the well being of the country as universal primary education and basic literacy programmes.

Source: Planning and organising READING CAMPAIGNS
A guide for developing countries
Ralph C Staiger and Claudia Casey
International Reading Association
Unesco 1983

D. Is there really enough work for 10 years?

There are about 40 primary Recommendations with several secondary suggestions in Appendix A of the Research Report on Book Development in South Africa. These, along with the Findings that precede them, are too long to reproduce in this proposal. However, for the purpose of motivating for a National Decade of Reading, I have grouped these Recommendations under particular headings so that the kind of work that will be necessary, can be seen at a glance. To follow up on each recommendation will require time, energy, steadfastness and a dedicated plan of action over a sustained period of time. The 9 areas that the Findings and Recommendations cover are: The book sector as a whole, The reading environment, The writing environment, Women and the book sector, Language, Publishing, Distribution, Economic challenges and Copyright

D1. Categories of Recommendations

D1.1 Advocacy, Promotion, Awareness Raising and Public Relations Strategies*

- Reading Campaigns require a multi-faceted 'all on board' approach that would entail extensive liaison with media, schools and all relevant stakeholder groups.
- A national conference be held by all women involved in the print media to discuss the status quo and to design and embark on a strategy which will lead to further research and begin to create opportunities for women.
- Grants to outstanding booksellers.
- The President's Literary Awards Ceremony for the best writing and publishing each year in specific categories. Every award's ceremony will be held on April 23rd World Book Day. The first will occur on April 23rd 2001 as the criteria will only be published during the year 2000.
- The scheduling of a national Book Week with accelerated programmes, book-fairs, reading and writing competitions.
- The institution of the SA Reading Hour, which will at first be once a month but by 2004 will be once a week and by 2007 will be every day when all South African stop doing everything else that they do and read something of their choosing.
- Library Week when libraries go on a special campaign to improve and promote their services.
- Writer's Week
- The Readathon
- A range of writing competitions in areas in which there is a dearth of publishing in South Africa, like indigenous children's stories, women's writings, the African languages. These will be run in conjunction with relevant bodies working in these fields.

* *Contains ideas of the author as well as official recommendations.*

D1.2 Legal, Lobbying, Pioneering – Specific Recommendations to Government

- Establish an Inter Ministerial Working Group to oversee Book Development
- Public procurement is the key lever for speeding up book development.
- Prioritise reading proficiency as a core learning outcome in all 11 languages.
- Ministerial support to facilitate young children's access to books.
- The development of writing in our country needs to begin at school.
- Various strategies need to be employed to provide support to writers.
- Review of tax on earnings generated from the publication of creative work.
- Implement strategies for the increased participation of women in book development.
- Various initiatives to be undertaken within the education system to build the status of African languages.
- Work closely with the PANSALB and National Language Services to promote the African languages
- Investigate translation as a short-term strategy, grant support for indigenous African language publishing and grants for translators.
- Public spending is necessary for redirecting publishing priorities.
- Public and private sector cooperation is necessary around educational publishing.
- There is considerable potential for small business development in the book sector, particularly in the book-selling field.
- Transformation of library provision.
- Stimulate cultural exchange between SA writers and publishers and their counterparts in other African countries.
- Strengthen trade relations with Africa; closer interface between book sector and DTI
- Public expenditure on books whether nationally, provincially or locally should not be subject to VAT or government departments purchasing books for education and library usage should reclaim the VAT amount as input VAT.
- An interdepartmental Task Group established comprising the Department of Arts, Culture, Science and Technology, the Department of Education, the Department of Trade and Industry and the Department of Finance together with representation from each of the components of the book sector (writers, publishers, printers, booksellers, librarians), to devise a strategy for cost-effective public expenditure on books.
- Revision of Regulations promulgated under Section 13 of the Copyright Act and the need for a copyright licensing agency.

D1.3 Planning, Networking, Management and Administration

- Strategies for the development of Multi Purpose Community Centres as reading rooms.
- Partnerships need to be forged to initiate joint projects between the public, private and NGO sectors so as to address present deficiencies in general publishing.
- Work with SAWFED to strengthen writer support systems.
- Work with Higher Education to build translation capacity
- Maintain close contact with international agencies active in this field to ensure that South African developments take cognisance of international thinking.

D1.4 Monitor progress on specific Recommendations to the Book Sector

- The diverse interest groups concerned with book development, book production and reading need to organise themselves into a single sector represented by a Sectoral organisation.
- The book sector should align itself with emerging trends for information disclosure and establish a sectoral database.
- The book sector needs to view itself as a single entity and establish an Industry Training Board which is responsible for the systematic development of the full range of skills required by the sector, ensure that qualifications are developed within the National Qualifications Framework according to the criteria and guidelines laid down by the South African Qualifications Authority, and in so doing lay the basis for career paths (vertical as well as horizontal mobility) within the sector.
- In view of the poor representation of women at senior level throughout the book sector, it is recommended that as part of the sectoral skills development plan, specific targets be set for the training of women particularly in regard to managerial and leadership training.
- Build African Language publishing capacity.
- Build general capacity around the professional, management, financial and editorial needs of the sector.

E. A National Decade of Reading Campaign to be established by a fully representative Reading Conference would deal with the real and pressing need to develop the book environment in the ways stated above. It would require:

- Sustainable funding and support for the administrative functions of the organisation, from a non-partisan source;
- A clear programme of action which concentrates on developmental priorities, rather than the commercial promotion of the industry;

- The power to offer suitable incentives to those members of the book sector that attempt to institute developmental changes within their own organisation in order to ensure systemic change in the environment.
- Operational independence from any one component of the industry.

It is therefore advisable that this body, be established as an independent organisation with the following functions amongst others that will be determined over time:

- Mobilise funds from the private and public sector to initiate and support projects aligned to book development priorities, including projects related to writing, reading, translation, literacy and development publishing
- Encourage and promoting the development of South African literature as a cohesive genre incorporating all the subcomponents of English, Afrikaans and African literature.
- Promote South African literature, books and writers locally and internationally
- Establish a resource centre and an archive, which would include materials relevant to all aspects of the books sector within SA for members of the sector and the public generally. (This might be the function of the Centre for the Book).
- Liaise closely with existing institutions such as the National Language Service, Foundation for the Creative Arts, National English Literary Museum and the Nasionale Afrikaanse Letterkundige Museum to strengthen their endeavours and launch coordinated projects.
- Act as impartial facilitator for debates between the state and the sector and within the sector
- Identify priority research issues, undertaking or commissioning such research and making public the findings of such work.
- Establish an ongoing awareness programme to educate decision –makers within and outside government on the economics of books.
- Initiate and present ongoing events and exhibitions for members of the public in order to strengthen, promote and raise the status of books, literature, reading and language development.
- Foster an ongoing debate within the book sector through workshops, a newsletter and meetings on issues of interest and concern to the whole industry.
- Act as the general 'home' of books and literature within South Africa, thereby functioning as the public face of the sector by offering general information to the public, distributing publications and offering exhibitions in a variety of media on the book sector, including South African literature.
- Act as an Advisory body to government in matters relating to books, book development and literature.
- Encourage regional and international interest in the South African book sector, but equally promoting an awareness of the international environment within the local industry.

This organisation would initially be dependent on financial support from government, but should be able to mobilise funds from the private sector and from donors once the Foundation is functioning and delivering benefits to the sector and the public at large.

The governance of the Institute would be vested in a Board of Directors that should include members of the book sector to be appointed by public hearing and by representatives appointed from relevant ministries such as the DTI, Finance, DACST, Education and any others deemed relevant.

F. A 6 month initial budget (to gather viewpoints and support)

Budget Item	Breakdown	Total Amount
Conference Coordination	Coordinator R10 000 x 6 months Administration R5 000 X 6 months	R 90 000
Pre-conference workshops	12 X R5000 as an average cost	R 60 000
Commissioning of key papers and consultant fees	4 papers at R2000 and 4 consultants at R1000 per day	R 30 000
Conference advertising and administration	Postage, e-mail, invitations, printing, faxing, phoning	R 25 000
Conference	Venue, catering, accommodation 120 delegates @ R300 per head	R 36 000
Conference printing	Programmes, folders, bookmarks	R 20 000
Travel	Cost subsidies for national speakers And worthy organisations	R 20 000
Conference Helpers	Minute takers; scribes; computer facilities	R 12 000
Sundry Costs		R 12 000
Total		R305 000

G. Future Funding

Despite almost 8 months of lobbying government we are no clearer on the support we have mustered for this declaration although we take hope from Minister of Education, Professor Kader Asmal. Successful and sustainable fundraising would benefit from unequivocal support.

The above budget reflects estimates. It cannot yet be known how many delegates will need to attend to ensure the conference is representative. I am hoping that international speakers will attend at their own cost as part of their international reading portfolios. If this is the first step towards a national decade of reading that the President's office endorses, it should not be a problem raising any additional funds we may need from the National Development Agency, the National Arts Council and various corporate funding conduits. We also think that post conference costs like advertising the campaign and producing launch paraphernalia should be the subject of a separate budget. It would be imperative for the NDA to consider this proposal as the start to a (10 year) long term funding commitment.

H. Conclusion

A reading campaign of this magnitude is essential to bolster all other nation building projects: to support the awareness campaign against contracting HIV, efforts to empower women and children against abuse and to add meaning to the notion of an African renaissance. This is our vision, our plan and we have the energy, commitment and willingness to work with all players. Empower us to get South Africa reading!

Change Request

Number		Date	
Initiated by			

Change requested	
Reasons for change	

Approved by

Name	Signature	Date

Project Communication

Number		Date	
Initiated by			

Description

Comments/
Instructions

Acknowledged by

Name	Signature	Date

Please proceed thus:

Start immediately and quote within 7 days ☐

Start immediately on unit rates ☐

Do NOT start, quote within 7 days ☐

APPLICATION FOR TAX CLEARANCE CERTIFICATE
(IN RESPECT OF TENDERS)

IT IS A CONDITION OF TENDER THAT -

1 It is an absolute requirement that the taxes of the successful tenderer MUST be in order, or that suitable arrangements have been made with the Receiver of Revenue to satisfy them.

2 The ST 5.1 FORM, Application for Tax Clearance Certificate (in respect of tenders), must be completed by the tenderer in all respects and submitted to the Receiver of Revenue where the tenderer is registered for income tax purposes. That Receiver of Revenue will then furnish the tenderer with a Tax Certificate that will be valid for 60 days from date of issue. This Tax Clearance Certificate must be submitted in the original with the tender, that is before the closing time and - date of the tender. Failure to submit an original and valid Tax Certificate MAY invalidate your tender

3 Each party to a Consortium / Sub-contractors must complete a separate Tax Clearance Certificate. Copies of the Application for Tax Clearance Certificate are available at any Receiver's Office.

DECLARATION OF INTEREST

1 Any legal person, including persons employed by The State, or persons who act on behalf of the State persons having a kinship with persons employed by the State, including a bloodrelationship, may make an offer or offers in terms of this tender invitation. In view of possible allegations of favouritism, should the resulting tender, or part thereof, be awarded to persons employed by the State, or to persons who act on behalf of the State, or to persons connected with or related to them, it is required that the tenderer or his authorised representative shall declare his position vis-‡-vis the evaluating authority and/or take an oath declaring his interest, where -

- the tenderer is employed by the State on behalf of the State; and/or

- the legal person on who's behalf the tender document is signed, has a relationship with persons/a person who are/is involved with the evaluation of the tender(s), or where the declaring acts and persons who are involved with the evaluation of the tender.

In order to give effect to the above, the following questionnaire shall be completed and submitted with the tender.

2 Are you or any person connected with the tender, employed by the State? *YES / NO

2.1 If so, state particulars.

____

____

3 Do you, or any person connected with the tenderer, have any relationship (family, friend, other) with a person employed in the department concerned or with the State Tender Board or its administration and who may be involved with the evaluation or adjudication of this tender? *YES / NO

3.1 If so, state particulars.

____

____

4 Are you, or any person connected with the tenderer, aware of any Relationship (family, friend, other) between the tenderer and any Person employed by the department concerned, State Tender Board or its administration, who may be involved with the evaluation or adjudication of this tender? *YES/NO

4.1 If so, state particulars.

____

____

Signature of Declarant	Tender number	Date

Position of Declarant	Name of Company or Tenderer

Delete whichever is no applicable

IMPORTANT CONDITIONS
PROFESSIONAL SERVICES

1. The tender forms are drawn up so that certain essential information is to be furnished in a specific manner. Any additional particulars shall be furnished on the enclosed questionnaire or in a separate annexure.

2. The tender forms should not be retyped or redrafted, but photocopies may be prepared and used. Additional offers may be made by any item, but only on a photocopy of the page in question or on other forms obtainable from the Chief Director: Office of the State Tender Board, Private Bag X49, PRETORIA, 0001. Any additional offers made in any other manner may be disregarded.

3. Should tender forms not be filled in by means of mechanical devices, for example typewriters, ink (preferably black) must be used to complete tenders.

4. Tenderers shall check the numbers of the pages and satisfy themselves that none are missing or duplicated.

5. In terms of paragraph 17 of the General Conditions and Procedures (ST 36) firm tender prices are preferred. Consequently tenderers shall clearly state whether or not prices will remain firm for the duration of the contract.

6. Of non-firm prices are tendered, paragraphs 52.1 to 52.4 of the General Conditions and Procedures (ST 36) shall apply.

7. The tender prices shall be given in the units shown.

8. All prices shall be quoted in South African currency.

9. Unless specifically provided for in the tender document, no tenders transmitted by telegram, telex, facsimile or similar apparatus shall be considered.

10. These conditions form part of the tender and failure to comply therewith may invalidate a tender.

TENDER

1. We hereby tender to supply all or any of the supplies and/or to render all of any of the services described in the attached documents to the Government of the Republic of South Africa on the terms and conditions and in accordance with the specifications stipulated in the tender documents (and which shall be taken as part of, and incorporated into, this tender) at the prices and on the terms regarding time for delivery and/or execution inserted therein.

2. We agree that -
   a. the offer herein shall remain binding upon me/us and open for acceptance by the State Tender Board during the validity period indicated and calculated from the closing time of the tender;

   b. this tender and its acceptances shall be subject to the terms and conditions contained in the General Conditions and Procedures (ST 36) and Preference Certificate (ST 11) with which I am/we are fully acquainted;

   c. if I/we withdraw my/our tender within the period for which I/we have agreed that the Tender shall open for acceptance, or fail to fulfil the contract when called upon to do so, the State may, without prejudice to its other rights, agree to the withdrawal of my/our tender or cancel the contract that may have been entered into between me/us and the State and I/we will then pay to the State any additional expense incurred by the State having either to accept favourable tender or, if fresh tenders have to be invited, the additional expenditure incurred by the invitation of fresh tenders and by the subsequent acceptance of any less favourable tender; the State shall also have the right to recover such additional expenditure by set-of against moneys which may be due or become due to me/us under this or any other tender or contract or against any guarantee or deposit that may have been furnished by me/us or on my/our behalf for the due fulfilment of this or any other tender or contract and pending the ascertainment of the amount of such additional expenditure to retain such moneys, guarantee or deposit as security for any loss the State may sustain by reason of my/our default;

   d. if my/our tender is accepted the acceptance may be communicated to me/us by letter or order by ordinary post or registered post and that SA Post Office Ltd shall be regarded as my/our agent, and delivery of such acceptance to SA Post Office Ltd shall be treated as delivery to me/us;

   e. the law of the Republic of South Africa shall govern the contract created by the acceptance of my/our tender and that I/we choose domicilium citandi et executandi in the Republic (full address of this place)

____

____

3. I/We furthermore confirm that I/we have satisfied myself/ourselves as to the correctness and validity of my/our tender; that the price(s) and rate(s) quoted cover all the work/item(s) specified in the tender documents; and that the price(s) and rate(s) cover all my/our obligations under a resulting contract and that I/we accept that any mistakes regarding price(s) and calculations will be at my/our risk.

4. I/We hereby accept full responsibility for the proper execution and fulfilment of all obligations and conditions devolving on me/us under this agreement as the Principal(s) liable for the due fulfilment of this contract.

5. I/We agree that any action arising from this contract may in all respects be instituted against me/us and I/we hereby undertake to satisfy fully any sentence or judgement which may be pronounced against me/us as a result of such action.

6. I/We declare that I/we have participation /no participation in the submission of any other offer for the supplies/services described in the attached documents. If in the affirmative, state name(s) of tenderer(s) involved

____

____

7. Are you duly authorised to sign the tender? *YES/NO

8. Has the Declaration of interest (ST 12) been duly completed and included with the other tender forms? *YES/NO

**Delete whichever is not applicable*

SIGNATURE(S) OF TENDERER OR ASSIGNEE(S) ....
DATE ....

Please complete the following in block letters

Capacity and particulars of the authority
Under which this tender is signed ....

Name of tenderer ....

Postal address ....

....

Telephone number(s) (Toll free if applicable) ....

Facsimile number(s) ....

Tender number ....

Name of contact person ....

See reverse for important conditions

NB: Each tender must be submitted in a separate. Sealed envelope on which the name and address of the tenderer, the tender number and the closing date must be clearly endorsed. The tender must be addressed and posted to the Chief Director: Office of the State Tender Board, Private Bag X 49, Pretoria, 0001, so as to reach the destination not later than the closing time or deposited in the tender box in the arcade, 122 Paul Kruger Street, (corner of Paul Kruger and Vermeulen Streets), Pretoria before the closing time.

IMPORTANT CONDITIONS

1. Failure on the part of the tenderer to sign this tender form (ST 8) and thus to acknowledge and accept the conditions in writing or to complete the attached forms, questionnaires and specifications in all respects, may invalidate the tender.

2. Tenders should be submitted on the official forms and should not be qualified by the tenderer's own conditions of tender. Failure to comply with these requirements or to renounce specifically the tenderer's own conditions of tender, when called upon to do so, may invalidate the tender.

3. If any of the conditions on this tender form (ST 8) are in conflict with any special conditions, stipulations or provisions incorporated in the tender, such special conditions, stipulations or provisions shall apply.

4. This tender is subject to the State Tender Board regulations made in terms of section 13(1) of the State Tender Board Act, 1968 (Act 86 of 1968), and the General Conditions and Procedures (ST 36) as published in State Tender Bulletin 1421 dated 17 May 1991 and subsequent amendments thereto and re-issues thereof.

Copies of the regulations and conditions are obtainable from the Office of the State Tender Board.

PRICING SCHEDULE {ST 7 (3)}

(Professional Services)

NB: USE INK, PREFERABLY BLACK, TO FILL IN THIS FORM

CLOSING TIME: 11.00 ON .... TENDER NO.: RT ....

NAME OF TENDERER: ....

VALIDITY: 60 DAYS

ITEM NO.	DESCRIPTION	TENDER PRICE IN RSA CURRENCY INCLUSIVE OF VALUE ADDED TAX
1.	Appointment of a consortium of consultants to provide assistance To Provincial Education Department Employer: National Department of Education Enquiries: Mrs. H Ackerman Tel: (012) 312-5161	
2.	The accompanying information must be used for the formulation of proposals.	
3.	Tenderers are required to indicate a ceiling price based on the total estimated time for completion of all phases and including all expenses inclusive of VAT for the project	R ....
4.	PERSONS WHO WILL BE INVOLVED IN THE PROJECT AND RATES APPLICABLE (CERTIFIED INVOICES MUST BE RENDERED IN TERMS HEREOF)	

PERSON AND POSITION	HOURLY RATE	DAILY RATE
....	R	
....	R	
....	R	
....	R	
....	R	

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5. PHASES ACCORDING TO WHICH THE PROJECT WILL BE COMPLETED, COST PER PHASE AND MAN-DAYS TO BE SPENT

PERSON AND POSITION	HOURLY RATE	DAILY RATE
....	R	.days
....	R	.days
....	R	.days
....	R	.days

5.1 Travel expenses (specify, for example rate/km and total km, class of airtravel, etc). Only actual costs are recoverable. Proof of the expenses incurred must accompany certified invoices.

DESCRIPTION OF EXPENSE TO BE INCURRED	HOURLY	RATE	DAILY RATE
	....	....	R ....
	....	....	R ....
	....	....	R ....
	....	....	R ....
TOTAL:	....	....	....

5.2 Other expenses, for example accommodation (specify, e.g. Three star hotel, bed and breakfast, telephone cost, reproduction cost, etc.) On basis of these particulars, certified invoices will be checked for correctness. Proof of the expenses must accompany invoices.

DESCRIPTION OF EXPENSE TO BE INCURRED	RATE	QUANTITY	AMOUNT
	....	....	R ....
	....	....	R ....
	....	....	R ....
	....	....	R ....
TOTAL:	....	....	....

6. Period required for commencement with project after acceptance of tender ....

7. Estimated man-days for completion of project. ....

8. Are the rates quoted firm for the full period of contract? (Paragraph 17 of ST 36). ....

9. If not firm for the full period, provide details of the basis on Which adjustments will be applied for, for example consumer Price index (Paragraph 52, 52 and 54 of ST 36) ....

....

....

10. Are you registered in terms of sections 23(1) or 23(3) of the Value-Added Tax Act, 1991 (Act No. 89 of 1991) *YES/NO

10.1 If so, state your VAT registration number ....

Any enquiries regarding tendering procedures may be directed to the -

Office of the State Tender Board: Ms. R Potgieter
Tel: (012) 324-1560 X233
Or for technical information -
Department of Education
Dr. D P VISSER
Tel: (012) 312-5480

NOTE: All delivery and/or railage costs must be included in the tender price.

IMPORTANT: Have forms ST 5.1; ST 7.3; ST 8; st 11.1 AND st 12 been completed in all respects and signed?

Have the contents thereof been noted by the tenderers? *YES/NO

**Delete whichever is not applicable*

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Tender No:..................................
(To be inserted by Tenderer)

PREFERENCE CERTIFICATE FOR REQUIREMENTS LESS THAN R2,0 MILLION IN VALUE (ST 11.1)

NB. BEFORE COMPLETING THIS CERTIFICATE, TENDERERS MUST CAREFULLY STUDY THE GENERAL CONDITIONS AND GENERAL DEFINITIONS AS WELL AS THE DEFINITIONS AND DIRECTIVESS APPLICABLE TO EQUITY OWNERSHIP BY PREVIOUSLY DISADVANTAGED INDIVIDUALS/WOMEN IN AN ENTERPRISE.

1. GENERAL CONDITIONS

1.1 The preference point system is applicable to all local manufacturers/ suppliers/service providers.

1.2 Failure on the part of a tenderer to fill in and/or to sign the certificate may be interpreted to mean that point preference is not claimed.

1.3 The State Tender Board reserves the right to require of a tenderer, either before a tender is adjudicated or at any time subsequently, that he/she should substantiate any claim in regard to preference, in any manner required by the Board.

2. GENERAL DEFINITIONS

The defined words and expressions commencing with capital letters, shall have the meanings hereby assigned to them unless such meanings are inconsistent with the context of a particular tender or contract.

2.1 Control: The possession and expressions of legal authority and power to manage the assets, goodwill an daily operations of a business and the active and continuous exercise of appropriation managerial authority and power in determining the policies and directing the operations of the business.

2.2 Commercially useful Function. The performance of real and actual work, or the provision of services, in the execution of any contractual obligation which the business has the skill and expertise to undertaken and the responsibility of management and supervision.

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2.3 Equity Ownership: The percentage ownership and control, exercised by individuals within an enterprise determined in accordance with part 3.

2.4 Owned: Having all the customary elements of ownership, including the right of decision-making and sharing all the risks and profits commensurate with the degree of ownership interests as demonstrated by an examination of the substance, rather than the form of ownership arrangements.

2.5 Previously Disadvantaged individuals ((PDI): For the purpose of the contract, the refutable resumption shall be made that South African citizens who fall into population groups that had no franchise in national elections prior to the introduction of the 1983 and 1993 constitution are Previously Disadvantaged individuals. It is incumbent on individuals to demonstrate their claims to fall into such population groups on the basis of identification and association with and recognition by the members of such group.

2.6 Woman : A female person who is a South African citizen.

3. ESTABLISHMENT OF PDI/WOMAN EQUITY OWNERSHIP IN AN ENTERPRISE

3.1 Equity ownership shall be equated to the percentage of an enterprise which is owned by individuals, or in the case of a company, the percentage shares that are owned by individuals who are actively involved in the management and daily business operations of the enterprise and exercise control over the enterprise, commensurate with their degree of ownership.

3.2 Where individuals are not actively involved in the management and daily business operations and do not exercise control over the enterprise commensurate with their degree of ownership, equity ownership may not be claimed.

4. ADJUDICATION USING A POINT SYSTEM

4.1 Responsive tenders will be adjudicated by the State using a system which awards points on the basis of:
*the tendered price
*Equity Ownership

4.2 The tenderer obtaining the highest number of points will usually be awarded the contract.

4.3 The preference point system should be calculated on the comparative price only.

4.4 Points scored will be rounded off to 1 decimal place.

4.5 In the event of equal points scored, the tender will usually be awarded to the tenderer scoring the highest number of points for equity owned by previously disadvantaged individuals.

5. POINTS AWARDED FOR PRICE (Np)

5.1 A maximum of 88 points is allocated on the following basis:

$$Np \cdot 8 \left[1 \cdot \frac{(P \cdot Pm)}{Pm}\right]$$

Where Np = the number of tender adjudication points awarded for price
Pm = the price of the lowest tender on a comparative basis.
P = in each case the comparative price of the relevant tender.

6. POINTS AWARDED FOR THE TENDERED CONTRACT PARTICIPATION GOAL (Nc)

6.1 A maximum of 12 (twelve) points may be awarded to businesses which are legal entities,registered as an income tax payer with the South African Revenue Service, are independent and continuing enterprises for profit which perform Commercially Useful Functions as set out in 6.2 and 6.3 below subject to the provisions of 6.4.

6.2 Equity Ownership by Previously Disadvantaged Individuals

$$Nep = \frac{10xEp}{100}$$

where Ep is the percentage Equity Ownership of Previously Disadvantaged individuals within the enterprise, determined in accordance with 3, and Nep is the number of points awarded on that basis.

6.3 Equity Ownership by Woman

$$New = \frac{2xEw}{100}$$

where Ew is the percentage Equity Ownership of Women within the enterprise determined in accordance with 3, and New is the number of points awarded on that basis.

6.4 Points will be denied where enterprises are adjudged not to perform Commercially Useful Functions in meeting their contractual obligations or where enterprises subcontract to others more than 25% of the value of the contract at the time of award, exclusive of all VAT and all allowances for contingencies, escalation and provisional sums.

7. TOTAL TENDER ADJUDICATION POINTS

7.1 The total number of tender adjudication points awarded (N), is the sum of:

Np + Nep + New (not to exceed 100).

8. TENDER DECLARATION

8.1 Tenderers who wish to claim points in respect of Equity Ownership must complete the Declaration at the end of form ST 11.1.

9. EQUITY OWNERSHIP CLAIMED (See Declaration)

9.1 PDI Equity Ownership ....% = ... number of points out of 10

9.2Women Equity Ownership ....% = ... number of points out of 2

DECLARATION

a. Name of firm:. ____________________

b. Postal address: ____________________

____

____

c. Physical address: ____________________

____

____

____

d. Telephone No.: ____________________

e. Fax No.: ____________________

f. Contact person: ____________________

g. Company/enterprise: ____________________

Income tax reference number : ____________________

h. VAT registration number: ____________________

____

i. Company registration number: ____________________

1. TYPE OF FIRM

☐ Partnership

☐ One person business/sole trader

☐ Close corporation

☐ Company

☐ (PTY) Limited

(TICK ONE)

2. DESCRIBE PRINCIPAL BUSINESS ACTIVITIES

____

____

____

____

____

____

____

3. COMPANY CLASSIFICATION

- [ ] Manufacturer
- [ ] Supplier
- [ ] Professional service provider
- [ ] Other service providers, e.g. transporter, etc.

(TICK ONE)

4. TOTAL NUMBER OF YEARS THE FIRM HAS BEEN IN BUSINESS? ______________________________

5. STREET ADDRESSES OF ALL FACILITIES USED BY THE FIRM

(E.G. WAREHOUE, STORAGE SPACES, OFFICES, ETC.).

5.1 ______________________________

____

____

5.2 ______________________________

____

____

5.3 ______________________________

____

____

6. DO YOU SHARE ANY FACILITIES?

☐ Yes ☐ No

(TICK ONE)

If yes, which facilities are shared? . ______________________________

____

With whom do you share facilities (name of firm(s) / individual(s) ______________________________

____

____

____

What is the other firm's principal business activities? ______________________________

____

____

7. LIST ALL PARTNERS, PROPRIETORS AND SHAREHOLDERS BY NAME, IDENTITY NUMBER, CITIZENSHIP, PDI STATUS AND OWNERSHIP, AS RELEVANT.

REFER TO PARAGRAPH 3,2 AND 3.2 OF ST 11.1

Name	Position occupied in enterprise	Identity number	Citizen-ship	PDI (Yes/No)*	Date of Ownership	% owned by PDI's	% owned by Women

NOTE: Where owners are themselves a company or partnership, identify the ownership of the holding firm. *Refer to paragraph 2.5 of ST 11.1

8. HOW MANY PERMANENT STAFF MEMBERS ARE EMPLOYED BY THE FIRM

I/We, the undersigned, who warrants that he/she is duly authorised to do so on behalf of the firm certify that points claimed, based on the equity ownership indicated in paragraph 9 of the foregoing certificate, qualifies the firm for the preference(s) shown and I/we acknowledge that:

i The information furnished is true and correct.

ii The Equity Ownership claimed is in accordance with the General Conditions.

iii Not more than 25% of the value of the contract at the time of award, exclusive of VAT and all allowances for contingencies and escalation, will be subcontracted to other parties.

iv in the event of a contract being awarded as a result of preferences claimed as shown in paragraph 9, the contractor may be required to furnish documentary proof to the satisfaction of the State Tender Board that the claims are correct.

v If the claims are found to be too high, the State Tender Board may, in addition to any other remedy. it may have -

a. recover from the contractor all costs or damages incurred or sustained by the State as a result of the award of the contract; and/or

b. cancel the contract and claim any damages which the State may suffer by having to make less favourable arrangements after such cancellation; and/or

c. as provided for in State Tender Board Regulation 3(6), impose on the contractor a penalty not exceeding 5% of the value of the contract.

SIGNATURE(S) OF TENDERER(S) ....

WITNESSES:

1. ....DATE: ....

..........................ADDRESS: ....

....

....

2. ....DATE: ....

..........................ADDRESS: ....

....

....

REQUEST FOR APPLICATIONS (RFA)

ADULT EDUCATION & TRAINING

REQUEST FOR APPLICATIONS (RFA)

The Department of Education is currently implementing the Policy Document on Adult Basic Education through executing its obligations in terms of the National Multi-year Implementation Plan for Adult Education and Training: Provision and Accreditation. As part of this effort, the Fund-holding Trust, on behalf of the Adult Education and Training Directorate, invites applications from suitable agencies (an 'agency' is defined as an individual, an organisation/ institution, a group of individuals, a group of organisations/ institutions or any combination of the above) for the following items:

Item	Province	Item	Province	Item	Province
A	Eastern Cape	D	KwaZulu-Natal	G	Northern Cape
B	Free State	E	Mpumalanga	H	Northern Province
C	Gauteng	F	North West	I	Western Cape

ITEMS A - I

To award RFAs to nine research and development agencies (one per province) to:

- design and implement a research programme for tracking and evaluating the impact of the Department of Education's application of a cascade training-of-trainers model on the performance of learners registered in Adult Basic Education and Training (ABET) and General Education and Training (GETC) programmes at public Adult Learning Centres in each province
- generate evaluative and analytical reports based on the findings of this research
- design and implement a support programme for the trainers engaged in the cascade training-of-trainers programme at national, provincial and regional/ district level
- supply adequate personnel in each province to provide a monitoring, evaluation, development, support and research service to the ABET divisions of provincial departments of education

The successful agencies (one per province) will provide a service to the national Directorate: Adult Education and Training and its provincial counterparts in the following areas:

- Gather information about the progress with regard to the implementation of the cascade model down from national to provincial to regional/district to centre level
- Conduct an audit for the province which focuses on training needs and capacity of the Provincial Core Trainers to meet those needs
- Identify the support needs and make interventions to develop the Provincial Core Trainers collectively and individually
- Generate an evaluative and analytical research study of the overall intervention for each province which focuses on the impact of the training intervention on performance of learners registered in ABET and GETC programmes at public Adult Learning Centres

The criteria for agencies applying includes:

- High quality proposal that outlines well-prepared and meaningful programmes.
- A thorough understanding of the ABET Policy, especially with regard to AET practitioner development, and organisational development
- Familiarity with the National Multi-year Implementation Plan and relevant Provincial Plans.
- A clear understanding of outcomes-based education and training.
- A clear understanding of the context within which adult education and training, specifically ABET, is provided.
- Demonstrated capacity to provide an effective and efficient service.
- A proven track record of delivery.
- Openness and willingness to work under the management of the Department of Education: Adult Education and Training Directorate and its provincial counterparts.
- Similar work done and experience in the training of adults.
- State of readiness to implement the programme within the limited time available for preparation.

- Demonstrated expertise in materials development.
- Ability to work with people from diverse backgrounds and at different levels of development
- Well thought out support mechanisms proposed
- Knowledge of Education Management Information Systems
- Professional and technical ability.
- A clear preparation, implementation and follow-up schedule.
- Cost effectiveness (value for money).

In addition to the criteria listed above, the standard RFA provisions that promote affirmative action for historically disadvantaged individuals, particularly for women, will hold.

All RFA submissions should include:

- A clear indication of the item that the agency is applying for
- Name, address, contact numbers and other relevant information about the agency.
- A comprehensive project proposal including:
    - a comprehensive plan for the interventions including a tentative time-schedule;
    - details of the programme (content, areas of focus, etc.);
    - a listing of the responsibilities that the agency undertakes.
- Financial considerations including
    - itemised details of expenditure, e.g. personnel costs, travel, accommodation, subsistence, material development, layout and design, printing and photo-copying, compiling of report, procurement of materials, etc.;
    - a schedule of payments.
    - Available supporting documents providing a profile of the agency, e.g. latest annual report and audit report.

- Brief curriculum vitaes of the implementing officers (manager/ co-ordinator, trainers, materials developers, etc.).
- A description of work/ research/ projects previously undertaken (please provide references).
- An indication of general knowledge of outcome-based education and training, the ABET Policy, the Multi-year Implementation Plan, relevant Provincial Plans and Organisational Development.
- Details of how progress will be monitored and reported

All applications must be directed to:
Fund-holding Trust
Attention: Ms. Sharpeye
PO Box 007
PRETORIA
2050
Fax: (012) 439 -0005

Closing date: 30 July 1999

Request for copies of the detailed specifications and any further information must be faxed to the number provided as no telephone queries will be entertained.

LIST OF USEFUL CONTACTS

ORGANISATION	ADDRESS	TELEPHONE	FAX
Directorate: Adult Education And Training	Private Bag X895 Pretoria, 0001	(012) 3125493 (012) 3125515	(012) 3242059
Provincial ABET Heads			
Mpumalanga:			
Mrs Ntuntu Molemane	P O Box 251863 Middelburg, 1050 The Galleries C/O Jan Van Riebeeck And Verdoorn Streets Middelburg	(013) 249-8612	(013) 282-7375
Northern Cape:			
Mrs Melita Mohlala	Private Bag X5020 Kimberley, 8306 Hayston Road Hadison Park, Kimberly	(053) 839-6500	(053) 839-6580
Free State:			
Mr Khotso Mosoeu	Private Bag X20565 Bloemfontein, 9300 Syfrets Centre 65 Maitland Street, Bloemfontein	(051) 4048000	(051) 4048218
Eastern Cape			
Mr George Sonkwala	Private Bag X0032 Bisho, 5605 Rm 1911 1st Floor Global Life Building Circular Drive, Bisho	(040) 6350357/8/9	(040) 6351331
Gauteng:			
Mr David Diale	P O Box7710 Johannesburg, 2000	(011) 355-1781	(011) 333-5545
North West:			
Mr Thabo Nd'lovu	Private Bag X2044 Mmabatho, 8681 Ground Floor: Abet Section Garona Building Lucas Mangope Highway, Mmabatho	(018) 387-3460	(018) 387-3028/ 4170

ORGANISATION	ADDRESS	TELEPHONE	FAX
Kwazulu-Natal:			
Mrs Nomaqhawe Ndlela	Private Bag X9044 Pietermaritzburg, 3200 Third Floor 228 Pietermaritz Str Pietermaritzburg, 3200	(033) 3552338/ 2111	(033) 420275
Western Cape			
Ms Anelia Coetzee	Private Bag X9114 Cape Town, 8000 19th Floor Project 166 Hans Strijdom Ave, Cape Town	(021) 403-6049	(021) 419-5967
Northern Province:			
Ms Onica Dederen	Private Bag X9489 Pietersburg, 0700 Block A: Abet Division 101 Dorp Street, Pietersburg	(015) 297-0110	(0152) 97-0885
Department of Labour	COTT Private Bag x5 Olifantsfontein, 1665	(011) 3162451	(011) 3164763
South African Qualifications Authority (SAQA)	Postnet Suite 248 Private Bag X06 Waterkloof, 0145	(012) 3469151	(012) 3465812/3
Provincial ABET councils /forums:			
Free State	PO Box 8860, Bloemfontein, 9300	(051) 4479511	(051) 4479511
Mpumalanga	PO Box 251863, Middelburg, 1050	(013) 2434980	(013) 2827375
Northern Province	Box 4124, Aquapark, Tzaneen, 0850	(015) 3071470 (015) 3076837	(015) 3075302
Northern Cape	c/o N. Cape Youth Commission Private Bag x5016, Kimberley, 8301	(053) 8315780	(053) 8332102
Gauteng	Private Bag X10, Weltevreden Park, 1715	(011) 6750630	(011) 6750618
KwaZulu-Natal	c/o NASA, 2nd Floor Suite No. 5, 39 Gale Street, Durban, 4001	(031) 3046611	(031) 3046338

ORGANISATION	ADDRESS	TELEPHONE	FAX
Provincial ABET councils /forums: (cont)			
Western Cape	c/o WCED, Private Bag X91144 Cape Town , 8000	(021) 4036049	(021) 4195967
Eastern Cape	c/o Education Department Private Bag X0032, Bisho, 5605	(040) 6350357/8	(040) 6351331
North West	c/o Education Department Private Bag X2044, Mmabatho, 8681	(018) 3873460	(018) 3873028
Nationally organised business :	c/o Reunert Colleges Private Bag X049 Benoni, 1500	(011) 9141700	011-9142791
Nationally organised labour :	c/o NUM 7 Rissik Street, Johannesburg, 2001	(011) 8337012	(011) 8366051 (011) 3395080
National Practitioner bodies :	SADTU, PO Box 6401 Johannesburg, 2000	(011) 3344830/1	(021) 9341617 (011) 3344836
	NAPTOSA, PO Box 79141 Rethabile, 0122	(012) 8011385	(012) 8011385
	AETASA, 77 De Villiers Street Joubert Park, Johannesburg	(0331) 947807	(0331) 947841
National provider bodies			
NGO Coalition	PO Box 90, Wits, 2050	(011) 3338975/6/7	(011) 3338978
Project Literacy,	460 Proes Street PO Box 57280, Arcadia, Pretoria 0001	(012) 3233447	(012) 3210966

ORGANISATION	ADDRESS	TELEPHONE	FAX
Further Education and Training Board	PO Box 30978 Braamfontein	(011) 4031966	(011) 4031967
Higher Education sector	c/o CACE, UWC Private Bag X17 Bellville, 7535	(021) 9592798/9 9592231	(021) 9592481
Nationally organised youth	National Youth Commission 7 Joyce Street, Riveria, Kimberley, 8301	(053) 8315780	(053) 8332102
Nationally organised women	Commission for Gender Equality 10th Floor, Braamfontein Centre 23 Jorissen Street Johannesburg, 2017	(011) 4037182	(011) 4037188
Nationally organised education for learners with special needs	c/o DEAFSA PO Box 20027, Willows Bloemfontein, 9320	(051) 4479345	(051) 4443443
National Development Agency	4th Floor Promat Centre Braamfontein, 2017	(011) 4036650	(011) 4032515
European Union (EU)	PO Box 945 Groenkloof, 0027 Pretoria	(012) 464319	(012) 469923
United States of America Development Agency (USAID)	PO Box 55380 Arcadia Pretoria, 0007	(012) 3238869	(012) 3236443
Swedish Development Agency (SIDA)	IParioli Complex 1166 Park Street PO box 13477, Hatfield 0028, Pretoria	(012) 4266454	(012) 4266464

Bibliography

Burke, R — Project Management Planning & Control Techniques
Promatec, 1999

Lowrey, G — Managing Projects with Microsoft Project '98, Van Norstrand Reinhold, 1997

Maslow, A — Motivation & Personality, 1987

Meredith, J & Samuel, J — Project Management A Managerial Approach Wiley, 1995

Project Management Institute — Project Management Book of Knowledge, 1996

Turner, R — Handbook of Project-Based Management
McGraw-Hill, 1995

Van der Walt, G & Knipe, A — Project Management for Strategic Change and Upliftment
Thomson, 1998

Also, if you have access to the internet try these sites:

www.trainingzone.co.uk
www.pmi.org
www.microsoft.com/southafrica/