



**Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTEMENT VAN ONDERWYS**
Private Bag X0032, BISHO, 5605, SOUTH AFRICA

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

Provincial Curriculum Guidelines (PCG 02/2005)

Organising and Conducting Workshops



Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTEMENT VAN ONDERWYS
Private Bag X0032, BISHO, 5605, SOUTH AFRICA

Chief Directorate: Curriculum Management

Siyasebenzisana • Working Together • Samewerking

Provincial Curriculum Guidelines: PCG 02/2005
Organising and Conducting Workshops

Preamble

- The following guidelines have been developed to assist in the organisation of Curriculum workshops and to ensure the successful achievement of the outcomes of workshops.
- The Guidelines are binding on all curriculum personnel employed by the Provincial Education Department.

PREPARATION CHECKLIST

	✓	✗
<input type="checkbox"/> Have you confirmed the expected number of participants ?		
<input type="checkbox"/> Have the participants been officially notified of the dates, times and venue/s of the workshop?		
<input type="checkbox"/> Has the venue been booked ? (where necessary)		
<input type="checkbox"/> Has the booking been confirmed and furniture arrangements organised?		
<input type="checkbox"/> Is the equipment in the venue adequate and in working order ? If not, make other arrangements.		
<input type="checkbox"/> Have you contracted a caterer? (where necessary)		
<input type="checkbox"/> Is the total amount as per budget and has it been confirmed by your supervisor?		
<input type="checkbox"/> Are there sufficient copies of all materials (e.g. programmes, policy documents etc.) for all participants?		
<input type="checkbox"/> Are there sufficient copies of registers and any other forms required (e.g. evaluation forms, biographical data sheets, etc.) for all participants?		
<input type="checkbox"/> Have stationery and other materials needed for the workshop been procured? (e.g. labels on which participants can write their names)		
<input type="checkbox"/> Are there enough copies of the workshop programme for all participants?		
<input type="checkbox"/> Have all the necessary transport arrangements been made?		
<input type="checkbox"/> Has accommodation been booked? (where necessary)		

BEFORE THE WORKSHOP

- ☐ Notices should be sent out at least two weeks in advance.
- ☐ Participants should be informed what to bring (e.g. learning area statements, policy documents etc.).
- ☐ Schools are required to submit returns indicating the names of participants who will attend. **(Annexure A)**
- ☐ Ensure that all facilitators have had a planning session to allocate roles and responsibilities.
- ☐ Agree on and list expected outcomes of the workshop.
- ☐ Arrive early on the first day of the workshop to set up the venue and registration tables. Decentralise registration tables to speed up the process.
- ☐ Ensure that the venue is set up for group work rather than cinema style. (If possible, prepare the venue the night before.)
- ☐ Create an OBE environment by displaying posters, charts, etc. and putting up newsprint and labels around the room, e.g. 'parking lot', where appropriate.

- ❑ Provide a box (e.g. a shoe box) in which participants can put any questions, comments, concerns etc.
 - Questions and concerns can either be addressed each day or at the end of the workshop, at the discretion of the facilitator.
 - Participants' questions are frequently unrelated to the workshop. It should be made clear at the start of the workshop that these will not be addressed and should be directed to the appropriate person in the district/provincial office.

N.B Obtain prior approval for the catering through normal processes of procurement

DURING THE WORKSHOP

- ❑ Ensure that the outcomes of the workshop are clearly displayed, articulated and understood by all.

1. Registration and attendance

- As far as possible participants should not attend out of their circuits/clusters or exceed the number of teachers they have indicated (unless prior arrangements have been made and reasons are valid). On the first day, facilitators should have a list of schools expected to attend, so that any variation can be addressed.
- Ensure that the programme is available at registration, and that all participants sign the register.

2. Registers

Note that registers are official documents which are filed by the curriculum section. Original copies are required for the processing of payments to caterers and must be certified correct by the facilitator.

2.1 Attendance Registers

- A single official attendance register must be used for the duration of the workshop, and provision should be made on the register for morning and after-lunch sessions.
- The attendance register should be numbered to accommodate the number of participants who are expected to attend.
- The facilitator should ensure that all relevant information is filled in.
(Annexure B)
- All participants must sign the attendance register each day.
- If a participant is absent, the facilitator will insert a capital letter 'A' in the relevant column on the register at the end of the day.
- The facilitator must ensure that the attendance register is collected and stored safely each day.

2.2 Leave register

- The facilitator should draw the participants' attention to the attendance requirements for the workshop and clearly point out that they are required to fill in the leave register.
- Any participant requesting leave from the workshop should complete the official leave register. **(Annexure C)** Any written apologies received should be attached to the register.
- Participants who arrive late or leave at any stage before the end of the day's proceedings are also required to fill in the leave register.

2.3 Materials register

- Only one copy of each document should be given to each participant. Do not allow participants to take documents on behalf of those who are absent.
- The facilitator should ensure that the distribution of materials is organised and that all participants sign the materials register. **(Annexure D)**

3. Materials

- It is very important that all extra/spare documents are collected, stored safely and returned to a central point at the end of the workshop, as this has major budget implications.
- The facilitator should assist in the administration of materials such as kokis, prestik, etc. and ensure that reusable items are collected at the end of the workshop. Reminder: it costs about R12.00 to replace a koki pen.
- Hand out materials as required.
- Materials should be stored in a place which is not easily accessible to participants.

4. Catering

- Encourage caterers to observe stipulated times (punctuality).
- All caterers (service providers and institutions) contracted to cater for workshops are being paid. If participants have any complaints about the catering, they should report these to the facilitator immediately so that the problem can be resolved.
- Under no circumstances should any facilitator or participant assist in the serving of meals as the caterer is paid to do this.

5. Atmosphere/ethos

- The entire team and the way in which each person conducts him or herself will determine the atmosphere of the workshop. It is very important to be professional, particularly with regard to conduct and dress, and create a strong work ethic.
- Open each day with a prayer devotion/minute's silence as appropriate to the group.
- Every member of the team must be well prepared for their presentation and/or session and show total commitment to the task.
- Ground (or house) rules must be negotiated and displayed at the start of the workshop, and all participants are expected to respect them. Get them to agree to:
 - switch off their cell phones
 - keep to the agreed times of tea breaks and meals and return to the venue punctually
 - participate actively in the workshop
 - respect people when they are speaking

There may be other house rules that facilitators wish to set that are particular to their circumstances and training venue.

6. Facilitation

- During the workshop, facilitators should consciously:
 - assume a leadership role and lead by example
 - model OBE in their facilitation methods and approaches
 - use interesting ice-breakers
 - link activities by pointing out how the previous activity relates to the next one
 - end each day on a high note
 - be sensitive to gender, culture, religion, values, etc. and avoid jokes, ice-breakers, activities, etc. that may be offensive to any particular group
 - encourage meaningful discussion and critical debate, promote tolerance and respect for different points of view
 - be sensitive to and cater for various levels of knowledge, ability and expertise of participants
 - avoid being confrontational, aggressive, derogatory, judgemental or bossy, but at the same time be firm and maintain control of all interactions, intervening if necessary
 - be approachable, understanding, empathetic, supportive and flexible.

- Remember that facilitation is in many senses an exercise in human relations and your task often includes changing the mindset of participants.

7. Support

- Facilitators are accountable for the workshop and should therefore delegate responsibilities to each member of the facilitation team, and co-facilitators should support them in whatever way they can.
- An official should always be available to assist in answering any questions or concerns.
- In the absence of official representation, deliver a motivating message on behalf of the relevant Chief Director/Director.
- District workshops will be monitored and supported by officials of the Provincial Department of Education.
- Note that the workshop may not be interrupted or disrupted by departmental officials, teacher union officials, publishers or any other person except where such visits are relevant and by prior arrangement.
- If considered appropriate, alternative opportunities to address the participants may be made at the discretion of the facilitator, e.g. book displays, etc.

AT THE END OF THE WORKSHOP

1. Evaluation

- The facilitator should respond to concerns placed in the question box on a daily basis and/or at the end of the workshop. Facilitators should use their discretion in deciding which items should be handled during these sessions.
- On the last day, at the end of the workshop, participants are required to complete the evaluation forms (**Annexure E**) and hand them in to the facilitator.
- Participants are not required to include their names on evaluation forms.
- The needs identified by participants on the evaluation forms should be used to inform future workshops and on-going support.
- The facilitators could complete an evaluation form as a team, sign it and submit it to their supervisor/s. This would serve as self-evaluation and would help identify strengths and weaknesses to be acted upon before future workshops.

2. Closure

- Before participants leave, the facilitator should bring the workshop to a close by reviewing the list of expectations drawn up at the beginning of the workshop, indicating those that have been met. If any expectations have not been met, reassure participants that an opportunity will be provided to deal with these in future workshops.
- Facilitators could lead the group in singing the national anthem before closing.

AFTER THE WORKSHOP

Submission of returns

- Facilitators should delegate individuals to take responsibility for the safe keeping of important documentation such as registers, evaluation forms, left-over materials, etc.
- All registers and evaluation forms should be submitted to supervisors on the facilitators' return to the office.
- Compile and forward the Workshop report to Head Office on the reporting template provided. **(Annexure F)**

Conclusion

All Curriculum Personnel are obliged to adhere to the content outlined in this guideline document. Templates provided should be used to ensure the uniformity and quality of training workshops conducted throughout the province.



.....
S.P. Govender
Chief Director: Curriculum Management

Date: 15 September 2005