



This action is funded by the European Union

ANNEX 2

of the Commission Implementing Decision on the Annual Action Programme 2015 in favour of the Republic of South Africa to be financed from the general budget of the European Union

Initial Action Document for a Public service training and capacity building programme

1. Title/basic act/ CRIS number	Public service training and capacity building programme - CRIS number: DCI-AFS/038-276 Financed under Development Cooperation Instrument (DCI)			
2. Zone benefiting from the action/location	South Africa The action shall be carried out at the following location: South Africa			
3. Programming document	Multi-Annual Indicative Programme (MIP) between the Republic of South Africa and the European Union for the period 2014-2020			
4. Sector of concentration/ thematic area	Sector 3 of the 2014-2020			
5. Amounts concerned	Total estimated cost: EUR 10 000 000 Total amount of EU budget contribution EUR 10 000 000			
6. Aid modality(ies) and implementation modality(ies)	Project Modality Combination of management modes: direct and indirect management Type of financing modalities: procurement, programme estimates grants			
7. DAC code(s)	Main DAC code - 11110 Education policy and administrative management Sub-code 1 - 11430 Advanced technical and managerial training			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/ good governance	<input type="checkbox"/>	<input type="checkbox"/>	x
	Aid to environment	x	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	<input type="checkbox"/>	X	<input type="checkbox"/>
	Trade Development	x	<input type="checkbox"/>	<input type="checkbox"/>
Reproductive, Maternal, New born and child health	x	<input type="checkbox"/>	<input type="checkbox"/>	

	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	x	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	x	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	x	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	x	<input type="checkbox"/>	<input type="checkbox"/>
9. Global Public Goods and Challenges (GPGC) thematic flagships	Not relevant			

SUMMARY

This project will focus on capacity and institutional strengthening of the recently established National School of Government (NSG), which replaces a previous institution, Public Administration Leadership and Management Academy (PALAMA). It will contribute to the overall objective 3 of the 2014-2020 Multi-annual Indicative Programme between South Africa and the European Union, and more particularly, its specific objective 3: *'The authority, experience, competence and support provided to public service staff to do their jobs is enhanced'*. In the context of the National Development Plan (NDP): Vision 2030 and the 2014 Public Administration Act, the NSG is to define and implement new and more effective ways of learning and teaching to bring substantial change in public service performance across the three spheres of government (i.e. from national to local level). Embedded in South Africa's agenda for development and transformation is the eradication of all forms of discrimination, through a Public Service that is representative, accountable, efficient and equally responsive to the needs of all. The NSG has undertaken to respond to the Government's call to contribute to the achievement of gender equity targets, through integrating gender perspectives and gender issues in all its capacity building initiatives. Systems and human resource capacity, research and capacity development, work-place training as well as collaboration and strategic partnerships have been identified as key areas to be addressed for the NSG to become more effective in fulfilling its strategic mandate. The project will be implemented through direct and indirect management modes and these may combine a mix of procurement and programme estimates for optimal results.

1. CONTEXT

1.1 Sector/Country/Regional context/Thematic area

The NSG, as a legislated organ of State, was established in October 2013 through a Presidential Proclamation, effectively replacing the previous institution, PALAMA. The establishment of the NSG is a culmination of institutional transformation in the pursuit of public service training that is relevant and responsive to the country's long-term strategic plan (the NDP) in terms of professionalising the public service in a capable and developmental state. Unlike its predecessors (South African Management Development Institute (SAMDI) and PALAMA), which focused mainly on management and leadership, the NSG has assumed a primary strategic responsibility to lead public sector learning and development programmes and related services. It is guided by uniform policy, norms and standards across a public sector, constituted of approx. 2.161 million civil servants employed across national, provincial and local governments, as well as other government entities.

The Public Administration Management Act, 2014 (PAM Act), seeks to ensure the progressive realisation of the constitutional values and principles governing public administration across the three spheres of government¹.

The Medium-Term Strategic Framework (MTSF), Outcome 12 (*An Efficient & Effective Development-orientated Public Service*) and the NDP: Vision 2030 (*State capacity and readiness to deliver*) inform the role of the NSG. This places the NSG at the forefront of influencing and impacting the quality, extent and impact of the development of human resource capacity in public institutions through applied learning and development. As the official training arm of government, the NSG has the mandate to build professional capacity, support career advancement and improve service delivery to the citizens of South Africa. The NSG has to provide needs-driven and applied training and development that will ensure that the public service is professional, efficient and effective in terms of resource use and service delivery. This focus must be development-oriented, puts citizens first and builds a public service that is both transparent and accountable to all citizens².

The programme/project will deal with workflows of the NSG and building customised skills for individuals wishing to enter the public service. The overall aim of this programme/project is to support initiatives at the NSG, in line with the NDP, to build a professional public service and a state that is capable of playing an effective and transformative role in addressing poverty alleviation and employment creation.

1.1.1 Public Policy Assessment and EU Policy Framework

There have been little but positive changes to the context that are in favour of ensuring continued co-operation between the EU and South Africa, as per the MIP 2014-2020. Whilst plans were underway during the drafting of the MIP to establish the NSG and envisaged a new MTSF 2014-2019, these changes further support co-operation in the area of public service training to build a capable state that will be developmental in nature.

On risk analysis, the MIP has foreseen that there will not be any major policy shift from the situation that was evident during programming.

National Development Plan (NDP)

The NDP is the base programming document. The NDP envisages that South Africa builds a state that is capable of playing a transformative and developmental role and that the public service is central to facilitating the country's development agenda. This is in line with section 195 of the Constitution of South Africa, which envisages a public service that will promote a high standard of professional ethics, be developmental, be transparent and accountable, and maximises human potential, amongst others. To give effect to these Constitutional principles, the State, through the NDP and the PAM Act supports the building of the human capacity of the state. This is envisaged through: (i) establishing uniform and high entrance requirements and standards into the public service; (ii) emphasising professionalism, discipline, ethics and commitment to serve; and (iii) introducing human resources practices that will enable the state to function more effectively.

Medium Term Strategic Framework (MTSF)

The MTSF has dedicated three (of its fourteen) outcomes to public service transformation and improvement. The NSG, with partners such as the Department of Public Service &

¹ National level, Provincial level and Local Government level.

² Section 195 of the South African Constitution, 1996; and the Public Administration & Management Act, 2014

Administration, is tasked to contribute to the following three outcomes in support of the government vision:

- Outcome 5: A skilled and capable work force to support an inclusive growth path;
- Outcome 9: A responsible, accountable, effective and efficient local government system;
- Outcome 12: An efficient, effective and development-oriented public service and an empowered, fair and inclusive citizenship;

The Public Administration and Management (PAM) Act

In support of outcomes 5, 9 and 12 of the MTSF, the establishment of the NSG as a higher education institution - as contained in the PAM Act, 2014 (Act No. 11 of 2014) - will require the NSG to undertake the following mandate:

1. Promote the progressive realisation of the values and principles governing public administration and enhance the quality, extent and impact of the development of human resource capacity in institutions through training and development.
2. The NSG will endeavour to turn every public sector workplace into a training space and develop conscientious public servants through strengthening of strategic partnerships and promoting targeted and applied education and training of public servants.

The National School of Government (NSG)

The establishment of the NSG represents a shift in the approach to public service training, ensuring that the ideals envisaged in the Constitution, the NDP and the PAM Act are realised through interventions by the NSG. The NSG represents a strategic shift from the initial focus on mainly management and leadership development to a wider approach across the three spheres of government. The shift in the strategy of the NSG requires **pre-service training** and selection of young talent for a transformed and innovative public sector. This requires an understanding of organisational performance, with particular emphasis on the setting of norms, standards and ethics that enhance the integrity of the public service and improved service delivery.

The NSG will be different from a 'traditional university' with practical job-related interventions for improved performance across all three spheres of Government. The NSG will contribute towards improvement of public sector delivery through innovative, research-based, needs-driven and policy-oriented capacity-building interventions. The collaboration with policy development departments such as the Department of Public Service & Administration (DPSA) is therefore evident. The NSG also differentiates itself through the key role it is playing in supporting the African Union with its capacity development initiatives.

1.1.2 Stakeholder analysis

Beneficiaries & Target groups

The primary beneficiaries of this programme will be the NSG and its officials and civil servants at national, provincial and local government level. The secondary beneficiaries will be citizens who will experience public service delivery within the ambits of efficiency and effectiveness of service delivery improvement.

The target groups for the project are: (i) new entrants into the public service; (ii) those who wish to enter and pursue careers in the public service; and (iii) senior management and middle management within government and its institutions.

Accordingly, the programme targets the following:

- An estimated 20,000 first time entrants are employed into the public service in line with the Employment Equity Act. The recruitment and selection policies of the Government of South Africa ensure gender equity and representativeness in learner in-take with employment.
- The yearly intake of under graduates from participating universities (22) are 64,547³ and the number of graduates that participated on the Breaking to Barriers programme during 2015/16 who wish to pursue careers in the public service was 2750. The yearly intake for Internship Programmes during the past three years was 25,000 graduates employed for 12 months to enhance their work experiences.
- Senior and middle management within government and its institutions in critical line functions linked to service delivery includes departments such as Human Settlement, Education, Health, Public Works and Agriculture. The management development programmes also aims at empowering women managers/aspirant women managers with strategic and functional skills.
- The NSG contracted 145 Individual Contractors on the current database and also have a partnership with 8 Universities to provide for a further 135 Lecturers to be available. The Induction Programme has 250 Trainers ready and available to provide the Induction and orientation training. Trainers contracted to the NSG to meet minimum requirements and follow uniform procedures approved by the NSG in teaching and assessment. All Training and Development staff and providers will be subjected to gender training.

Stakeholders

The NSG is mandated to provide training across the three spheres of government to a diverse target group ranging from new entrants to most senior managers in the public sector. Given its size and complex mandate, the NSG works with a number of stakeholders to ensure quality, relevant training, and development interventions.

To ensure quality and relevant training informed by actual needs, key stakeholders will be the Department of Public Service and Administration (DPSA), the Public Service Commission, the Department of Higher Education and Training, the National Treasury, the Department of Cooperative Governance, the Department of Performance Monitoring & Evaluation (DPME) in the Presidency, the Public Sector Education and Training Authority, the South African Qualifications Authority, and the Auditor-General. The NSG will in particular work in close collaboration with the Department of Public Service and Administration (Human Resources Development (HRD) Unit) to implement some of the learning programmes around youth development and assessment.

Other stakeholders that will be involved in, or influenced by, the programme implementation include higher and further education institutions, provincial academies, the Public Service Trainers Forum, South African Local Government Association (SALGA) Centre for Leadership and Development as well as private training institutions and independent training providers, and Management Development Institutes in Africa.

³ 2011 HEMIS data (August 2012)

1.1.3 Priority areas for support/problem analysis

The main priority of the NSG, as a newly transformed entity, is to further transform itself to configure its services to be responsive and relevant to the needs of the public service across the three spheres of government. It must ensure that the learning and development interventions are guided by policy, norms, standards and monitoring and evaluation (M&E), that must be applied uniformly across the entire public service. The NSG is, therefore, mandated to ensure that it offers programmes that develop a professional, responsive and capable public sector, driven by the imperative of a developmental state. The NSG is also expected to respond through learning and teaching interventions to the challenges and gaps documented in the Management Performance Assessment Tool (MPAT)⁴, the Auditor General's reports, Public Service Commission reports, including other research that informs the NDP.

The NSG must deliver increased training programmes, many of which are now compulsory, by putting in place the required technologies related to information and communications technology (ICT) and e-Learning. These platforms are enablers of more effective learning and development to outreach to the targeted audience, across the 3 spheres of government. The use of blended learning approaches, combining technology and contact sessions, will lead to the efficacy of the NSG to enable civil servants to undertake learning and training remotely at their own pace in an applied manner. The NSG also has to find the best possible learning model through integration of design, development and delivery of learning programmes.

The NSG also needs to strengthen the following:

- (i) Key elements of an Integrated Management System, including the Student Information & Content Management Systems (SICMS) that will assist the NSG to function as a 'knowledge hub';
- (ii) Up-scaling of programmes delivered through e-Learning through linking-up with other systems and providing a platform for multi-media learning;
- (iii) Quality Assurance and Curriculum Development Systems, including the mainstreaming of e-Learning and the use of multi-media for learning. The look and feel of learning programmes needs to better reflect the new image of the NSG;
- (iv) Marketing and awareness-raising to position the NSG as the 'knowledge hub', as it seeks to fully establish itself as a strategic and well-functioning institution.

The establishment of the NSG is defined by the following critical features which must be prioritised for development support:

- The institutional development and governance structures invested in to ensure the future transition into a higher education institution;
- Ensuring a wider reach and spread of education and training across public administration (i.e. three spheres of government) as envisaged in the PAM Act;
- Supporting the imperatives of government's outcomes approach to performance – of which is to ensure an efficient, effective and development-oriented public service – for the NSG to make contributions towards making the public service a career of choice;
- Guiding public service learning and development through well-defined and uniform policy, norms and standards, including incorporation of Ethics & Integrity into the curricula;
- Professionalising the public service through pre- and in-service learning and development, through, *inter alia*, compulsory interventions and mandatory training days;

⁴ From the Department of Monitoring & Evaluation in the Presidency.

- Undertaking impactful research and strategic diagnostic analysis of learning and development needs, for public administration reform and effectiveness improvements;
- Developing a generic curriculum and a functional learning area framework, incorporating learning design principles, including active and action-learning – whilst making use of cutting-edge learning and development tools and IT platforms;
- Re-shifting of focus from individually-driven training demands to individual *and* institutional training needs, based on assessments of institutional performance by oversight structures such as the Auditor-General and Department of Planning, Monitoring & Evaluation (DPME);
- Integrating and collaborating with networks of learning and development institutions, and practitioners, providing the public service with affordable access to quality learning and development opportunities;

2. RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
Frequent and rapid changes of Heads of Departments, Ministers, Members of Executive Councils (MECs) at Provincial level and Executive Councils at Municipal level might delay implementation.	L	The NDP recognises the importance of properly regulating the interface between the political and administrative dimensions of the State to prevent high turnover of heads of departments.
Factors other than training, such as systemic issues, physical and human resource and other social factors, may affect public service capacity negatively.	M	Organisational support with implementation of training interventions are part of the new strategic focus of the NSG
Insufficient project management capacity by the NSG, especially in terms of EU procedures	M	Specific support could be provided to address implementation capacity gaps.
Assumptions		
Improved skills and capacity within the public service will contribute towards better service delivery. The reconstituted “new School of Government” will have enhanced mandate and capability to meet project obligations. There will be buy-in (especially with regard to political leadership) from all partners and stakeholders. Customised curricula, based on diagnostic approaches, will meet the general demand for training, identified through needs analysis within the country.		

3. LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1. Lessons learnt

Recently the NSG, through EU funding, has undertaken a project to develop a strategy to mainstream e-Learning in the operations of the NSG. This project has revealed numerous gap areas which the NSG needs to address in order to make teaching and learning more effective as an intervention. This project has provided valuable lessons to the NSG in terms of how e-Learning and ICT-based platforms could be leveraged more effectively to advance learning amongst others.

The EU has also funded an exchange programme between the NSG and European Schools of Administration to exchange lessons and practices on using Case Studies as learning and teaching solutions.

This will require the development of institutional support systems and frameworks to provide after-care that supports training and applied continuous learning. This is a key component to ensuring participants of training return back to a work environment with the required policy and systems to implement learning (i.e. organisation development in support of learning to enhance the enabling environment).

3.2. Complementarity, synergy and donor co-ordination

The proposed programme will complement past and current interventions in the sector funded by the EU and other development partners such as Germany. Most notably, the programme will complement work already funded by the EU (and EU Institutes of Public Administration) on the development and use of Case Studies, as learning and teaching tools, to enable participants to solve real life challenges that they experience in their work places. This is meant to bridge the gap between theoretical learning and practice. Secondly, the programme will complement the support to Public Financial Management (PFM) in the National Treasury and e-Learning in the NSG. Whilst PFM support focuses mainly on financial management, the proposed programme will focus on broader capacity-development, particularly in human resource management and public sector efficacy, through better placement and utilisation of human resources.

The e-Learning project has highlighted gaps in the ICT infrastructure of the NSG which must be addressed in order to have an adequate e-Learning system in place that will aid in teaching and learning across the vast public service. E-Learning remains an important component for learning and teaching given the numbers that the NSG must reach. This will contribute towards the development of relevant curriculum for the public service.

Complementarity and synergy also exists with other development partner efforts in the sector. The proposed EU intervention is designed at a high level, in that it seeks to build and transform the methodology of skills development across the entire public service [and arms of government]. In collaboration with other donors, improvements will complement the various interventions such as: (1) the facility for public service improvement by Belgium; (2) Provincial legislature programme and advanced courses in Human Rights by the Government of Flanders; (3) Government Support Programme by Germany (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH); and (4) Building a Capable State Project: 2013-2018, focusing on building accountable institutions and public sector capacity by the Canadian International Development Agency. (5) The World Bank supports accountability in the public sector through its Open Government Partnership Programme. Other bilateral development partners in the area are the USA, United Kingdom and Switzerland. These interventions happen at different scales and geographic locations within South Africa.

As a member of the Governance Donor Partners Forum (GDPF), the EU has explored areas of harmonisation, hence the choice to focus on the NSG institutional strengthening as a new institution. Teaching and learning would then take place within the new school's design, where other donors would then work within that framework. The government of South Africa also participates in the GDPF for purposes of Donor Co-ordination. The National Treasury also convenes donor co-ordination forums to harmonise the use of ODA. The NSG may also use the opportunity of this project to convene on a regular basis, to be defined, various donors supporting public service capacity.

3.3. Cross-cutting issues

The cross-cutting issues in the proposed programme are gender, youth, disability, good governance and service delivery. The proposed programme will seek to ensure that youth development receives top priority, particularly through pre-service training and in strategic partnerships with selected universities entered-into by the NSG.

Gender will remain a top priority, as skills development will be targeted in a manner that seeks to promote women representation and promotion into senior positions to ensure gender parity. The training interventions for youth will monitor the outcomes for young women and the NSG will continue to refine gender equality instruments to improve gender equality.

4. DESCRIPTION OF THE ACTION

4.1. Objectives/results and options

In line with the log-frame attached as Appendix, the objectives and result areas to meet the demands and needs identified are briefly motivated here below.

The **overall objective** of the MIP, laying the basis for co-operation with the NSG, is *"To assist the state in fulfilling its developmental and transformative role, notably through improving service delivery"*.

The **Specific Objective** of the proposed programme is: *To improve public sector capacity through education, training and development by NSG"*.

This will be achieved through addressing four expected **Result Areas**, notably:

- Result 1: Improved systems development and HR capacity for the National School of Government (NSG) to fulfil its training and development mandate.
- Result 2: Strengthened research and curriculum development for increased responsiveness and relevance of training and development in meeting the needs of the public sector.
- Result 3: Improved efficacy of the public sector workplace through training and development.
- Result 4: Strengthened NSG through collaboration and strategic partnerships at domestic, regional and international levels.

Each result area is further justified as follows.

R1: Improved systems development and HR capacity for NSG to fulfil its training and development mandate.

Creation of an enabling environment in the NSG to fulfil its training and development mandate for the public sector calls for certain improvements and reforms to enable the NSG to deliver on the required scale. The key enablers at the centre of improving the NSG are: (i) improving the ICT environment as an enabler of teaching and learning; (ii) establishing a responsive Business Model; and (iii) establishing IT infrastructure that is comprised of many building blocks.

The NSG does not have adequate systems, therefore responsiveness to the public sector needs is limited and is compromising service delivery efficacy, in terms of its financial management and human capacity deployment.

The lack of an Integrated Training Management & Information System (ITMIS) results in challenges to meet the norms and standards required by legislation. The NSG also experiences pressure due to the backlog with Compulsory Induction Programmes, which will increase with

effect from April 2016, with compulsory training for Senior Management Service (SMS) members. Training delivery must be transformed from an existing ad-hoc system to a preferred technology-based platform. This strategic shift will enable blended learning and leverage of best-practice approaches to targeted and applied learning and development.

To facilitate the increasing mandate and workload of the NSG, a process of institutional strengthening must be undertaken as a matter of priority to position the NSG as the business 'hub' for all public sector learning and development needs. In this regard, an enterprise-wide business process mapping and specification will need to be undertaken to establish new integrated structures, systems and processes to fulfil its strategic mandate more effectively and to strengthen its business model.

The current reality is that the NSG does not have in-house capacity to provide training and relies on outsourcing of this service to private providers. The establishing principle of the NSG is to find a balance between external expertise and in-house capacity to deliver training. The use of private trainers has often led to uneven ways of teaching and learning, thus defeating the purpose of uniform training, teaching, learning and assessment in line with the needs and founding principles of the NSG and needs of the public service.

A professional cadre of trainers is needed to respond to the increased demand for compulsory training, including amongst others, SMS and Induction programmes. The professionalisation of trainers will require amongst others, the development of tools, procedures and processes for the recruitment, placement and performance management of the trainers.

This will provide them with career path needs to be developed and fully implemented to have balance of on-board and external providers. It will also require that the data-base of quality external capacity is established and the Training-of-Trainers will be required.

Ultimately, for NSG to be (re)positioned as the strategic 'hub' for all public sector learning/training and development (across all 3 spheres of government), it must devise and adopt a Marketing & Communications Strategy to sensitise the target audience⁵, facilitate awareness-raising and renewed demand for tailored programmes and diagnostic tools developed by NSG.

R2: Strengthened research and curriculum development for increased responsiveness and relevance of training and development in meeting the needs of the public sector.

The priority for the NSG is to develop diagnostic capacity that will be used to undertake a public sector needs analysis. This is essential in order to inform curriculum design, based on real needs that are relevant and critical, and to also create prerequisites applicable to specific posts/appointments. This diagnostic capacity will be used to determine not only individual training needs but also to diagnose poor organisational performance. The development of an assessment centre and Recognition of Prior Learning (RPL) will assist Government Officials to identify development areas and through RPL have the opportunity to get recognition for past learning and experience. This will enable them to take up further development that assists with career progression.

The process of diagnostic analysis will assist in determining what capacities and values should consistently be established across the public sector in order to ensure professionalism, responsiveness, a developmental orientation and on-going evidence-driven learning. This

⁵ Direct Beneficiaries: National Departments/Entities; Provincial/Local Government; Parliament; Provincial Legislatures; Municipalities/Councils and traditional leaders. Key Stakeholders: Strategic Partners and Service Providers.

approach will assist the public sector to analyse needs and evaluate outcomes and impact in order to develop systemic and institutional capacity and responsibility.

The monitoring & evaluation of learning interventions will also be required, to undertake evaluations at the workplace and support post-learning interventions that enhance the implementation and absorption of learning. The NSG needs to contribute towards the improvement of public sector delivery through innovative, research-based, needs-driven and policy-oriented capacity-building interventions, based on these diagnoses.

As the NSG is mandated to lead public sector training and to co-ordinate such training, with a view to creating a uniform public service that allows for mobility of officials within and across Departments, the NSG needs to strengthen its research function considerably. Strengthening of the research function will ensure that there is strategic curriculum development, based on the actual needs as identified during diagnosis. This will ensure that the curriculum is quality-assured in facilitating uniform teaching, assessment and evaluation procedures and practice, and that appropriate appointment prerequisite criteria is developed. This research-based approach will utilise Case Studies to focus on best-practice scenarios and enable more evidence-based development, teaching, learning and transformation processes. The research and development of Case Studies, and the design of curricula to be rolled-out through e-Learning, will be part of the improved methodology, using multi-media to provide training and development. This will enhance the practical relevance and up-scaling of training to be delivered.

To facilitate behavioural and attitudinal change across the public sector, in an effort to address poor organisational and individual performance in service delivery, as well as addressing corruption, it is necessary for the NSG to design, develop and incorporate Ethics & Integrity management into the curriculum. This will apply the principles across all levels of staffing and across all spheres of government on a piloted and phased basis. This progressive roll-out is critical for achieving sustainable transformational change and for meaningful learning to take place throughout the public service.

R3: Improved efficacy of the public sector workplace through training and development.

The establishment of the NSG reflects the fact that South Africa needs to move towards a stricter merit-based system that will attract the best talent into the public service and, at the same time, ensure that new entrants into the public service are trained on the requirements of government. It is also critical that on-going workplace-based learning and development is devised to enhance career progression and to help retain high-performers and achievers within the public sector. The priority for government is that staff at all levels must have the authority, competencies, experience and authority to do their jobs and contribute to service delivery outputs. The state requires that the right people are correctly recruited into its service and that further skills are developed, as and when needed.

The priority is to put in place a formal Graduate Recruitment Scheme that will enable the recruitment of best talent into the public service. Emphasis is placed on the need to ensure that such recruitment is based on uniform and formal assessment mechanisms that strengthen the credibility of recruitment practices. The NSG must also undertake a Compulsory Induction Programme (CIP) that is aimed at new entrants into the public service and also targeted at those who transfer or are promoted to new roles within the public sector. Pre-service Training is important in that the state needs a clear vision of where the next generation of public servants will come from and how specialist and technical skills will be developed. NSG will thus, through pre-service training, and in partnership with Higher Education Institutions, try to shape the curriculum and content of what is taught in schools and colleges. It will also initiate an Internship Programme that will allow students to gain relevant and insightful work experience.

This will also be essential in developing technical and specialist skills that are configured to the needs of the state.

To strengthen the SMS cadre, a Directive on Compulsory Training for SMS⁶ members has been signed-off by the Minister of public service and administration. The need was expressed for Mentoring & Coaching Programmes at the workplace to support newly-appointed SMS members and to augment applied learning and development. Further to this, the development of the leadership cadre in the Government remains a priority (in line with the Constitution and the PAM Act), for which Ethics & Integrity Development Programmes will be required to engender transformational change in workplace behaviour and attitudes.

To improve service delivery at the work place requires a practical learning programme that focuses on the actual place where services are delivered. The training programme on *Khaedu* - which means to ‘challenge’ service delivery problems and find innovation solutions - needs to be reviewed in particular to targeting Municipalities at Local Government level to address serious service delivery problems experienced.

Leadership development, as well as training of Parliamentary and Provincial officials, Councillors and Traditional Leaders will be an important part with the compulsory SMS training to professionalise the Management and Leadership cadre. Ethics and key issues such as governing and governance, providing the required strategic leadership in achieving the Vision 2030, set-out in the NDP, will strengthen the Public Service further.

R4: Strengthened NSG through collaboration and strategic partnerships at domestic, regional and international levels.

Partnerships with domestic tertiary and higher educational institutions have to be strengthened through establishment of a dialogue forum and this will be prioritised.

One of the characteristics of leading training institutions is their inter-connectedness across the globe with strategic partners that share valuable information on learning and development. This need will require NSG to identify and collaborate with strategic partners domestically, regionally and internationally. The engagement with strategic partners will strengthen the NSG as a ‘knowledge hub’ within the Government of South Africa, in turn promoting visibility and credibility of the NSG.

South Africa plays a strategic role on the African Continent and the NSG participates on behalf of the Minister of Public Service & Administration on African Union (AU) programmes related to Capacity Development. The NSG also participates on the African Union Special Technical Committees (AU-STC nr.8) supporting capacity-development initiatives of the AU programme through the hosting of the Administrative Management Development Institute Network (AMDIN), which the Africa Union Special Technical Committee (AU-STC) views as their capacity development arm on the African Continent. The domestication of the “*African Charter on values and principles for the public service in Africa*” is a key programme to be developed through expertise at the NSG, enhancing good governance within the African Public Services. The NSG will also be a key role player with a joint Capacity development initiative for the South African Development Community (SADC) Region.

⁶ The Cabinet approved on 22 October 2014 the “Directive on Compulsory Capacity Development, Mandatory training days and minimum entry requirements for Senior Management Services (SMS). The aim of the Directive is to instill a culture of compulsory, continuous development amongst SMS members in order to keep abreast of global demands for management and technical skills. The Directive further attempts to instill a culture of continuous development and make training more relevant to improve service delivery at the workplace.

Communities of Practice, based on integration and collaboration on the African Continent, are needed in order to reinforce peer reviews between the institutions. The creation of virtual forums and exchange programmes for sharing intellectual capital (curriculum)/motivational speakers from the African Continent and Europe is one of the deliverables of this Result Area⁷. Given the new direction taken by the NSG, there is a greater need to forge partnerships with other relevant bodies and Schools of Government on the African Continent, and the rest of the world, with a view to learning their tried, tested and successful practices on public sector governance and administration, as well as performance improvement.

4.2. Main activities

Main activities under each expected result area would include the following:

Result 1: development of an Integrated Training Management & Information System; development of uniform Quality Assurance and Curriculum Development systems; Professional development of trainers to meet the uniform standards of the NSG.

Result 2: development and use of capacity diagnostic tools⁸; monitoring and evaluation of existing and new programmes; capacity-building on research to strengthen curriculum development; Pilot training aimed at integrity and ethics in the public sector; design and development of e-Learning materials in 5 priority areas for government.

Result 3: provide leadership and management training; pilot graduate recruitment and selection across the three spheres of government; develop and pilot the means to facilitate on-the-job and peer support for newly appointed senior managers; provide compulsory induction training to management and non-management officials at various levels of government (national, provincial and local) as well as training to elected officials.

Result 4: develop strategic partnerships with similar institutions and explore new ways of thinking across domestic, regional and international borders. Joint-learning offerings with and through selected universities; new and existing partnerships with Management Development Institutes in Africa, in Europe and with other relevant actors will be further developed and fostered; and development of effective and innovative dialogue fora.

4.3. Intervention logic

The logic behind the proposed intervention within the NSG is that, through focusing efforts on the institutional strengthening for better training delivery, the NSG will be in a better position to deliver training more effectively and efficiently within its scope and mandate. Given the transitional stage of the NSG into a fully-fledged institution, which will be at the centre of government learning and training, the NSG will be poised to provide services at a scale that is desired and within the uniform quality assurance framework developed.

The expected results will be a strengthened NSG that is resourced and equipped, being able to provide quality training that is based on actual needs, scoped through diagnostic analysis and delivered by competent trainers and institutional partners. This will in turn, contribute to

⁷ The recent engagement with Ireland and Latvia (Public Management Training Institutes) should continue as a Community of Practice/Dialogue Forum and could be expanded to include L'École nationale d'administration (ENA) (France)

⁸ Diagnostics tools for organisational assessments as well as individual and team assessments.

improved public service performance, resulting from enhanced training and development interventions, facilitating transformational change through behavioural and attitudinal changes at individual and organisational levels.

An indicative logical framework is attached in Appendix.

5. IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a Financing Agreement with the partner country, referred to in Article 184(2)(b) of Regulation (EU, Euratom).

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried-out, and the corresponding contracts and agreements implemented, is 48 months from the date of entry into force of the Financing Agreement.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute technical amendments in the sense of point (i) of Article 2(3)(c) of Regulation (EU) No 236/2014.

5.3 Implementation modalities

A combination of direct and indirect management modes will apply.

Financial provisions will be made for technical co-operation, logistical and operational support, evaluations and audit, as well as communication and visibility. Project management support may have to be provided, based on an assessment of NSG capacity to manage the project and its different contractual aspects.

5.3.1. Procurement (direct management)

Subject in generic terms, if possible	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Result Area 1	Services	2-4	Quarter 3 of 2016
Result Area 2	Services	2-4	Quarter 3 of 2016
Result Area 3	Services	2-4	Quarter 3 of 2016
Audit and Evaluations	Services	3-4	Quarter 1 of 2018 and Quarter 1 of 2020
Communication and visibility	Services	1-2	Quarter 4 of 2016

5.3.2. Indirect management with the partner country

A part of this action with the objective of improving public sector capacity through education, training and development by the NSG may be implemented in indirect management with the Republic of South Africa in accordance with Article 58(1)(c) of the Regulation (EU, Euratom) No 966/2012 according to the following modalities:

The Republic South Africa will act as the contracting authority for the procurement and grant procedures. The Commission will control ex ante all the procurement procedures except in cases where programme estimates are applied, under which the Commission applies ex ante control for procurement contracts above EUR 50,000 (or lower, based on a risk assessment) and may apply ex post control for procurement contracts up to that threshold. The Commission will control ex ante the grant procedures for all grant contracts.

Payments are executed by the Commission except in cases where programmes estimates are applied, under which payments are executed by the the Republic of South Africa for ordinary operating costs, direct labour and contracts below EUR 300,000 for procurement and up to EUR 100,000 for grants.

In accordance with Article 190(2)(b) of Regulation (EU, Euratom) No 966/2012 and Article 262(3) of Delegated Regulation (EU) No 1268/2012, the Republic of South Africa shall apply procurement rules of Chapter 3 of Title IV of Part Two of Regulation (EU, Euratom) No 966/2012. These rules, as well as rules on grant procedures in accordance with Article 193 of Regulation (EU, Euratom) No 966/2012, will be laid down in the financing agreement concluded with the Republic of South Africa.

5.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility, in terms of place of establishment for participating in procurement and grant award procedures, and in terms of origin of supplies purchased, as established in the basic act and set-out in the relevant contractual documents, shall apply subject to the following provision:

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 9(2)(b) of Regulation (EU) No 236/2014, on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.5. Indicative budget

The budget of EUR 10 000 000 is detailed as follows:

	Category with activities	EU contribution (Amount in EUR)	Indicative third party contribution, in currency identified
5.3.1.1	NSG Systems development (result area 1&2- 1.1 /1.2/1.3/ and 2.1) <i>Direct Management</i>	2 350 000	N.A.
5.3.1.1	Learning programmes (result area 2&3 – 2.2/2.3/2.4/2.5/ 3.1/3.2/3.3/3.4) <i>Direct Management</i>	4 000 000	N.A.
5.3.1.2	Domestic and international collaborations (result area 4 – 4.1/4.2/4.3) (Includes equipment & operating costs) <i>Indirect Management</i>	2 550 000	N.A.
5.3.1.1	Evaluation and Audit. <i>Direct Management</i>	350 000	N.A.
5.3.1.1	Communication and Visibility. <i>Direct Management</i>	300 000	N.A.
	Contingency	450 000	N.A.
	Total cost	10 000 000	N.A.

5.6. Organisational set-up and responsibilities

This project will be implemented under a Financing Agreement to be signed between the Government of South Africa and the European Commission.

Under the indirect management the NSG, under the Department of Public Service and Administration (DPSA) will be the implementing Agency of the project. The Principal (Director General) of the NSG will be the Accounting Officer for the project and will be supported in the execution and management of the project by the Deputy Director General for Corporate Management and the Chief Financial Officer, both from the NSG.

For direct and indirect management a Project Steering Committee (PSC) will be established. The PSC will be co-chaired by a representative from the NSG and the EU Delegation. Members to the PSC will include representatives of the EU Delegation, NSG, DPSA and National Treasury. The role of the PSC will be amongst others, to provide oversight and guidance on project implementation and management. The PSC will also decide on the scope and nature of contracts to be entered into under the project as well as approve the project's activity planning and review progress on project implementation.

A Project Management Unit (PMU), will be appointed within the NSG to ensure that implementation of the project located in different governmental units take place according to the agreed modalities and scope of the programme. The PMU will report to the PSC on a regular basis.

5.7. Performance monitoring and reporting

As per National Treasury regulations, each Department has to prepare an Annual Performance Plan (APP) that is submitted to the National Treasury. The APP with indicators and targets is reviewed quarterly and progress is published in the Department's Annual Reports. The Auditor General, in addition to performing financial audits, also does performance audits. The Department of Performance Monitoring and Evaluation (DPME) collects data on Departmental performance.

Partners involved in the collection of data will be the National School of Government, DPME, and DPSA as well as the Public Service Commission. The DPME will collect data on departmental performance of the public service to show improvements made as a result of public service improvement through training and development as well as reforms that may be proposed from the programme. The Department of Public Service and Administration will also collect data on various aspects of the programme. The sources of verification will be the above-mentioned department's annual reports that contain baselines and indicators. Project reports will complement data collection where baselines are not available. These baselines will then be used to inform future country's planning in the APP. Since the Action is/will be aligned to the partner's policy, systems for performance monitoring as described above will be used, in addition to project's reports to track and measure programme performance.

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action,

difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the logframe matrix. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.8. Evaluation

Having regard to the importance of the action, mid-term and final evaluations will be carried out for this action or its components via independent consultants contracted by the Commission.

A mid-term evaluation will be carried out for learning purposes, in particular with respect to how the enterprise architecture helps the NSG to have a wider and impactful training reach across the three spheres of government.

A final evaluation will be carried out at the beginning of the closure phase for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that some initiatives such graduate recruitment and pre-service training are new initiatives.

The Commission shall inform the implementing partner at least 1 month in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Indicatively, two contracts for evaluation services shall be concluded under a framework contract in, respectively, 2018 and 2020.

5.9. Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

Indicatively, one contract for audit services shall be concluded

5.10. Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated before the start of implementation and supported with the budget indicated in section 5.6 above. Visibility actions may cover all priority areas of the Multi annual indicative programme in force at the time of execution of this project and of relevance to the project components.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

APPENDIX A- INDICATIVE LOG-FRAME MATRIX (FOR PROJECT MODALITY)⁹

The activities, the expected outputs and all the indicators, targets and baselines included in the log-frame matrix are indicative and may be updated during the implementation of the action without an amendment to the financing decision. The indicative log-frame matrix will evolve during the lifetime of the action: new lines will be added for listing the activities as well as new columns for intermediary targets (milestones) when it is relevant and for reporting purpose on the achievement of results as measured by indicators

	Intervention logic	Indicators	Baselines(incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall Objective: Impact	To assist the State in fulfilling its developmental and transformative role, notably through improving service delivery.	Level of Public Sector Performance for better service delivery improved in the MPAT scores and Auditor General's reports Number of departments submitting & implementing Service Delivery Improvement Plans	40% departments not compliant according to MPAT in 2011/12 85% in the 2012/15 MTEF in 2012/15 MTEF (DPSA)	80% departments compliant according to MPAT and Auditor General 2019/20 95% of Departments compliant on quality, submission & implementation rate of SDIP in 2015/2020 MTEF (DPSA)	MPAT Studies by the DPM&E and PSC Development Indicators Reports by DPME Progress report on the SDIPs Compliance rate by national and provincial departments for 2015/18 cycle produced.	MPAT Studies/ Reports compiled and available to NSG Development Indicators reports available StatsSA reports available
Specific Objectives: Outcome(s)	To improve Public Sector Capacity through professionalization by Education, Training and Development (ETD) by NSG.	Number of public sector employees enrolled in capacity building initiatives*	45,575 public servants trained (2012-13)	52,600 trained in 2016/17 54,700 trained in 2017/18 56,750 trained in 2018/19 59,000 trained in 2019/20	DPSA annual report; NSG annual report	DPSA and NSG Annual reports tabled regularly

Result Area 1: Improved systems development and HR capacity for NSG to fulfil its training and development mandate.

	Intervention logic/Outputs	Indicators	Baselines(incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
1.1	Enterprise-wide business processes and specifications mapped-out	<ul style="list-style-type: none"> Develop detailed Business Process Maps for individual Business Units across the NSG Identify ICT solutions to match the Business Processes identified in BPM 	<ul style="list-style-type: none"> No NSG process map exists Systems and processes are not integrated 	<ul style="list-style-type: none"> Processes identified and mapped-out Systems identified for training delivery 	<ul style="list-style-type: none"> Mapping Report Project Progress Report 	<ul style="list-style-type: none"> Required skills available and appointed to undertake process mapping
1.2	Business Enterprise Architecture developed for NSG to deliver training across the three spheres of Government	<ul style="list-style-type: none"> Business architecture developed Microsoft SharePoint implemented Student information management system developed Improved hardware for enterprise resource planning Wide area network bandwidth to meet standards for an integrated training management system 	<ul style="list-style-type: none"> Business Enterprise Architecture currently not in place No electronic costing model exists 	<ul style="list-style-type: none"> NSG integrated system for improved performance implemented Increased business/debt collection 	<ul style="list-style-type: none"> Approved Business Enterprise Architecture Costing Model developed Project Progress Report/Project Audit/ Inventory Report 	<ul style="list-style-type: none"> Lack of required skills internally to successfully implement the Business Architecture

⁹ Mark indicators aligned with the relevant programming document mark with "*" and indicators aligned to the EU Results Framework with "**".

		<ul style="list-style-type: none"> • Electronic/Blended platforms refined • Cost recovery mode/systems live • Document Management System live 				
1.3	Professional training cadre in place to provide training and development	<ul style="list-style-type: none"> • Policy to professionalise training and development of public service updated • NSG systems/procedures for trainers developed • Trainers promote issues of gender equality in the classroom • Data-base for training capacity developed/populated 	<ul style="list-style-type: none"> • No policy/systems in place for professionalisation of trainers • Trainers have not undergone Gender Mainstreaming training • No coherent database for training capacity available 	<ul style="list-style-type: none"> • Training policy/systems in place • NSG database for training capacity established • Gender Mainstreaming training provided to all trainers 	<ul style="list-style-type: none"> • Training & Development Strategy • Project Reports • Attendance registers 	<ul style="list-style-type: none"> • Clarity on T&D Strategy
1.4	Improved positioning of NSG through a Communications & Marketing Strategy	<ul style="list-style-type: none"> • C&M Strategy developed/implemented • NSG positioned as 'learning hub' • The strategy will emphasise that all NSG learning materials are gender-sensitive as well as cognisant of the diversity of learning needs based on different socio-economic, political, racial, religious or cultural backgrounds, as well as disabilities. 	<ul style="list-style-type: none"> • No C&M Strategy exists • Poor positioning of NSG (PALAMA legacy) 	<ul style="list-style-type: none"> • C&M Strategy approved/implemented • NSG mandate strengthened (PAM Act) • Awareness/reach across 3 Spheres of Government 	<ul style="list-style-type: none"> • Website hits/visits • Number of Enquiries/Requests • Surveys • Strategy with emphasis on the promotion of gender equality 	<ul style="list-style-type: none"> • Clarity on C&M Strategy • Increased outreach across 3 Spheres of Government

Result Area 2: Strengthened research and curriculum development for increased responsiveness and relevance of training and development in meeting the needs of the public sector.

	Intervention logic	Indicators	Baselines(incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
2.1	Develop a diagnostic tool to identify development needs at the workplace	<ul style="list-style-type: none"> • Diagnostic tool developed/implemented in selected Departments • Number learning needs identified through the diagnostic tool 	<ul style="list-style-type: none"> • No Diagnostic Tools exist • No Assessment Centre exists 	<ul style="list-style-type: none"> • Organisation/individual TNA framework (phased) • Assessment Centre framework/RPL implemented • Phased implementation across 3 Spheres of Government (Pilots) 	<ul style="list-style-type: none"> • Benchmarking • Framework Reports • Evaluation Reports 	<ul style="list-style-type: none"> • Diagnosis possible at organisational level
2.2	Monitoring & Evaluation of training and learning implementation at the workplace (at national provincial and local levels)	<ul style="list-style-type: none"> • New M&E Tool adopted/live • M&E of 5 Learning/Training formats/materials evaluated and monitored 	<ul style="list-style-type: none"> • M&E framework exists for national provincial levels only • No post-training/intervention evaluation exists 	<ul style="list-style-type: none"> • M&E for increased NSG scope • Qualitative/quantitative indicators developed for M&E/impact assessments • Pilots (3 Spheres) implemented with strategic partners 	<ul style="list-style-type: none"> • M&E Reports 	<ul style="list-style-type: none"> • M&E system strengthened to match increased scope
2.3	Development of blended learning and training solutions	<ul style="list-style-type: none"> • E-learning material developed in five government priority learning areas • Number of Multimedia (ICT) utilised to support broader learning • Number of municipalities linked to the 	<ul style="list-style-type: none"> • Limited capacity outside the e-Learning Unit within NSG Branches/public sector to implement e-Learning programmes 	<ul style="list-style-type: none"> • Capacity within NSG Curriculum Development/Training Delivery available to roll-out scaled-up training 	<ul style="list-style-type: none"> • Project Reports • E-Learning Training Programmes developed 	<ul style="list-style-type: none"> • Skill may lack to provide organisation development • Agreement on role for e-Learning within NSG for

		NSG ICT infrastructure				training to public sector
2.4	Development of research approaches to provide Case Studies for evidence-based learning	<ul style="list-style-type: none"> Percentage of learning programmes using Case Studies Number of Case Studies developed according to quality assured standards Number of workshops on Case Study research/teaching for NSG staff Case Study repository established Case Studies disseminated to support applied learning All the case studies will emphasize the promotion of equal human rights and integrate gender perspectives and gender issues 	<ul style="list-style-type: none"> No Case Study research and repository exists 	<ul style="list-style-type: none"> Share/disseminate CS R&D results Exposure to Case Study R&D and teaching created CS teaching/learning developed - 10 case studies developed Comprehensive Case Study Repository established 	<ul style="list-style-type: none"> Case Study Repository Case Studies utilised in learning programmes 	<ul style="list-style-type: none"> Skills available to write-up/disseminate/use Case Studies
2.5	Design, develop and pilot Ethics & Integrity Management Programmes	<ul style="list-style-type: none"> Ethics Officers Programme developed /piloted in key Departments Ethics & Integrity Programmes piloted/ progressively rolled-out (3 Spheres) The promotion of equal human rights and a gender perspectives will be integrated in the content 	<ul style="list-style-type: none"> No Ethics & Integrity Curriculum/Programme exists 	<ul style="list-style-type: none"> E&I Programme Developed for 3 Spheres (Pilots) E&I integrated into all Leadership/Management Programmes 	<ul style="list-style-type: none"> Ethics & Integrity Handbook Accredited Training/ToT framework developed 	<ul style="list-style-type: none"> E&I Handbook adopted at senior level

Result Area 3: Improved efficacy of the public sector work place through training and development						
	Intervention logic	Indicators	Baselines(incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
3.1	Implement Mentoring & Coaching programme	<ul style="list-style-type: none"> Number of departments participating in M&C Programme M&C Programme (Non-Senior Managers) piloted in Departments Number of Mentors/Coaches trained The promotion of equal human rights and a gender perspectives will be integrated in the content 	<ul style="list-style-type: none"> Basic Mentorship and Coaching (M&C) Programme developed (not costed) 	<ul style="list-style-type: none"> Mentors developed/available on database Advanced Mentorship Programme costed/applied in workplace M&C programme presented to 300 middle managers and 150 Senior Managers 	<ul style="list-style-type: none"> Database of trained Mentors Project Reports Dept. Agreements/MoUs 	<ul style="list-style-type: none"> Participants available for Mentoring/Coaching Senior Management buy-in/support
3.2	Pre-service training and development programme implemented (3 Spheres of Government)	<ul style="list-style-type: none"> Number of graduates/new recruits completing pre-service T&D Number Youth Development Programmes implemented under BB2E Bursary Scheme for unemployed youth established/available Number of Internship Programmes established/co-ordinated by NSG The promotion of equal human rights and a gender perspectives will be integrated in the content 	<ul style="list-style-type: none"> No trainers capacitated and programmes piloted 	<ul style="list-style-type: none"> Trainers capacitated and programmes piloted 10,000 Graduates complete preservice training 10,000 Youths completed BB2E Development of Cadet Learner programme (work and study) 1,000 participate on Internship programme 	<ul style="list-style-type: none"> Programme Reports NSG & DPSA Annual Reports 	<ul style="list-style-type: none"> Youth identifiable for training
3.3	Compulsory Induction programmes delivered	<ul style="list-style-type: none"> Number of Induction Programmes – SMS/Non-SMS and Parliamentary/ Legislature/Municipalities/Traditional Leaders Integrated learning model developed and implemented The promotion of equal human rights and a gender perspectives will be integrated in the content 	<ul style="list-style-type: none"> Level-specific programme for each category non-existent Integrated learning model exist partly 	<ul style="list-style-type: none"> All new entrants (SMS, Non-SMS and 'Political'/Traditional) Integrated learning model implemented 	<ul style="list-style-type: none"> Data-base of new entrants Programme Reports NSG & DPSA Annual Reports 	<ul style="list-style-type: none"> Willingness by structures and traditional leaders to participate
3.4	Leadership & Management development programmes	<ul style="list-style-type: none"> Number of L&M Programmes developed/implemented on priority themes Leadership programme for collective leadership established The promotion of equal human rights and a gender perspectives will be integrated in the content 	<ul style="list-style-type: none"> Competency framework for public service SMS not in place No leadership platform exist 	<ul style="list-style-type: none"> Competency framework for public service SMS in place SMS Leadership Seminars presented Leadership platform for collective leadership/ seminars established - 8 seminars per year 	<ul style="list-style-type: none"> Programmes developed Programme Reports NSG & DPSA Annual Reports Leadership seminar reports 	<ul style="list-style-type: none"> Learning framework and competencies for Public Sector aligned
3.5	Performance Management and Development Programme (PMDP)	<ul style="list-style-type: none"> PMDP developed and piloted Number of PMDP presented at all three spheres of government 	<ul style="list-style-type: none"> No capacity development programme at all three spheres of Government 	<ul style="list-style-type: none"> Capacity development programme at all three spheres of Government – 1500 persons trained 	<ul style="list-style-type: none"> Programme report NSG & DPSA Annual Reports 	<ul style="list-style-type: none"> Learning framework and competencies for Public Sector aligned

Result Area 4: Strengthened NSG through collaboration and strategic partnerships at domestic, regional and international levels.						
	Intervention logic	Indicators	Baselines(incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
4.1	Strategic Partnerships with domestic ETD Institutions established	<ul style="list-style-type: none"> Number of HEI in Strategic Partnership with the NSG Dialogue Forum established for co-ordination of training in the Governance Sector 	<ul style="list-style-type: none"> Information partly exists 	<ul style="list-style-type: none"> Research on key collaborations undertaken/maintained SRM framework developed/ commenced Data-base on Institutions of strategic value to NSG Establish collaboration forum with HEI on development programmes 	<ul style="list-style-type: none"> Agreements developed /managed (MOUs, SLAs, etc.) 	Willingness by HEI t participate on partnership meetings / forums
4.2	Strategic partnerships with African Institutes of Public Administration & Management	<ul style="list-style-type: none"> Number of strategic partnerships on areas of collaboration signed Number of workshop series on identified areas for AU-STC Capacity development programme 	<ul style="list-style-type: none"> SADC capacity-building stagnated No learning programme for AU / Africa Charter on values /principles 	<ul style="list-style-type: none"> Joint Capacity-Development Workshops Learning programme for AU Capacity development programme/ Africa Charter on values /principles implemented; - 10 interventions across Africa 	<ul style="list-style-type: none"> Workshop Reports MOUs, SLAs, etc. 	<ul style="list-style-type: none"> Participation by SADC partners/ AU member countries
4.3	Strategic international partnerships in Europe and other parts of the world	<ul style="list-style-type: none"> Number of strategic partnerships on areas of collaboration signed Number of workshop series on identified areas International Peer to Peer learning 	<ul style="list-style-type: none"> Last seminar took place in October 2013 Framework developed for international partnerships and peer learning 	<ul style="list-style-type: none"> Knowledge-sharing/dissemination across strategic partnerships/ formations EU dialogue facility utilised for partnerships with 5 International Training Institutions 	<ul style="list-style-type: none"> Workshop Reports MOUs, SLAs, etc. 	<ul style="list-style-type: none"> Partnership/institutional agreements approved for exchange/dialogue programmes

Abbreviations:

BB2E: Breaking Barriers to Entry Programme

DPME: Department of Performance, Monitoring & Evaluation

ETD: Education, Training & Development

HEI: Higher Education Institution

MOU: Memorandum of Understanding

PSC: Public Service Commission

RPL: Recognition of Prior Learning

SLA: Service Level Agreement

SMS: Senior Management Service

SRM: Stakeholders Relations Management

TNA: Training Needs Analysis