REVISED SYLLABUS

REPORT 191 (NATED)

MUNICIPAL ADMINISTRATION N5

REPUBLIC OF SOUTH AFRICA

CODE NUMBER: 21010055

IMPLEMENTATION DATE: JANUARY 2015
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1. Aims
2. Duration of instruction
3. Evaluation
4. Semester mark
5. Examination
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1. AIMS

1.1 GENERAL AIMS

• To provide the student with a comprehensive representation of the South African municipal government system and the administrative processes involved in running a local authority.

• To enable the students to carry out the functions applicable to an administrative post in a municipal authority with confidence after completion of the necessary practical training in municipal administration.

• To provide students with the necessary knowledge of the management processes with specific reference to personnel administration and financial management in local authorities.

1.2 SPECIFIC AIMS

• To enable students to gain knowledge of and skill in personnel matters as found in municipal authorities.

• To enable students to gain knowledge of and insight into the role played by key officials in Municipal Administration.

• To enable students to gain knowledge of and skill in the role played by the Municipal Manager in Municipal Administration and personnel administration on local level.

• To enable students to gain knowledge of and skill in public participation and public relations as applied in municipalities.

2. DURATION OF INSTRUCTION

Full time: A minimum of 5 hours per week per semester.
Part time: A minimum of 3 hours per week per semester.

3. EVALUATION

Evaluation is conducted on a continuous basis by means of short classes and revision tests, formal tests, an internal semester test, practice orientated assignments and an external examination.

3.1 Internal evaluation

3.1.1 Class and revision tests
Short classes and revision tests are given on a regular basis and are aimed at rectifying problems before proceeding with new modules. Classes and revision tests can be short daily tests that take up a short time of each period, and are compiled and marked in accordance with the amount of work done in the module. Exercises done by students, as well as short assignments, can also be marked and can count towards the semester mark for class and revision tests.

3.1.2 Formal tests

In addition to the classes and revision tests, a formal test is conducted on completion of a module or work unit. These tests are compiled in the form of period or hour tests and are aimed at evaluating students’ knowledge on completion of module or work units.

3.1.3 Practice-orientated assignments

Students are given practice-orientated assignments and projects on completion of modules or units of work to evaluate whether they have mastered the practical component of Municipal Administration. Student performance with regard to zeal, punctuality in completing tasks or assignments, conscientiousness, interest, dedication, adaptability, etc. which should be gradually developed to facilitate entrance to the world of work, is also included. These marks, in relation to the weighted value of the indicated modules, form part of the final semester mark.

4. SEMESTER MARK

4.1 A semester mark is determined out of 100 and is compiled from formal tests and internal examination marks allocated to assignments and practical projects. The semester mark is compiled as follows:

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal test</td>
<td>20%</td>
</tr>
<tr>
<td>Practical assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Internal examination</td>
<td>50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

4.2 To gain entrance to the external examination, a candidate must obtain a sub-minimum of 40% as the semester mark. If entrance to the examination is achieved, a semester mark, on a 40:60 basis, in combination with the external examination mark, will form part of the final (promotion) mark.

4.3 Semester marks obtained are valid for the two years following directly on the examination in which the original semester mark was initially used. After that this mark is no longer valid. The student must thus register again for the same subject and obtain a new semester mark.

5. EXAMINATION

5.1 The examination paper will be compiled, moderated and marked externally.

5.2 Recall, application, analysis, synthesis and evaluation of learning content are important aspects in ascertaining a student’s knowledge and understanding of
the learning content of the instructional offering. The following weighted values are consequently awarded to each category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weighted Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall</td>
<td>30-40</td>
</tr>
<tr>
<td>Application</td>
<td>20-30</td>
</tr>
<tr>
<td>Synthesis</td>
<td>10-20</td>
</tr>
<tr>
<td>Analysis</td>
<td>10-20</td>
</tr>
<tr>
<td>Evaluation</td>
<td>10-20</td>
</tr>
</tbody>
</table>

5.3 A three hour paper totalling 200 marks will be set at the end of the semester.

6. PASS REQUIREMENTS

6.1 To pass Municipal Administration N5, a candidate must obtain a final mark of 40% by addition of the semester mark and the examination mark in a 40:60 ratio, providing that a sub-minimum of 40% is obtained as a semester mark as well as an examination mark.

7. GENERAL INFORMATION

7.1 The practical components are aimed at preparing the student for the world of work in general and at the execution of Municipal Administration functions in particular.

7.2 It is thus necessary that the student acquires practical experience in the field of Municipal Administration by doing assignments which are directly related to administrative functions as dealt with in the public institutions. Students must, by means of visits to public institutions and the reading and studying of relevant material regarding public affairs, keep in touch with developments and changes in the field of Municipal Administration. Visits by experts in the central, provincial and local government institutions, and visits by students to these institutions, can play a vital role in helping them to gain the necessary background concerning public affairs.

7.3 The weighted value of the modules out of 100 indicates the relative importance of each module with regard to the teaching time allocated to it as well as to its relative examination value.

8. LEARNING CONTENT

<table>
<thead>
<tr>
<th>MODULE</th>
<th>WEIGHTED VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Development of Local Authorities (2 weeks)</td>
<td>10</td>
</tr>
<tr>
<td>Module 2: Reasons for existence of Local Authorities (0,5 week)</td>
<td>5</td>
</tr>
<tr>
<td>Module 3: Determining Municipal Boundaries (2 weeks)</td>
<td>10</td>
</tr>
</tbody>
</table>
Module 4: Environmental factors influencing rendering of services by Municipalities (0.5 week) 5

Module 5: Relationship between different levels of Government and co-operation between Municipalities on the same level (1 week) 8

Module 6: Powers and functions of Municipalities (0.5 week) 5

Module 7: Services rendered by Municipalities (1.5 week) 12

Module 8: Municipal elections (2 weeks) 10

Module 9: Municipal councillors (2 weeks) 10

Module 10: Office-Bearers of Municipalities (1.5 weeks) 10

Module 11: Committee systems of Municipalities (0.5 week) 5

Module 12: Meeting procedures for Municipalities (1 week) 10

TOTAL 100

9. LITERATURE REFERENCE

Reference Books


Acts of Parliament


Guidelines and notes.


10. DETAILED SYLLABUS
MUNICIPAL ADMINISTRATION N5

MODULE 1: DEVELOPMENT OF LOCAL AUTHORITIES.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Introduction</td>
<td>1.1 Note only the background and environment of this theme</td>
</tr>
<tr>
<td>1.2 Development up to 1994</td>
<td>1.2 Explain briefly the social, economic and administrative development of South Africa up to 1994 with reference to the periods:</td>
</tr>
<tr>
<td></td>
<td>• 1652 - 1800</td>
</tr>
<tr>
<td></td>
<td>• 1800 - 1900</td>
</tr>
<tr>
<td></td>
<td>• 1900 - 1983</td>
</tr>
<tr>
<td></td>
<td>• 1984 - 1994</td>
</tr>
<tr>
<td>1.3 Development from 1995 – 2000</td>
<td>1.3 Explain the development for the period 1995 - 2000 by referring to the:</td>
</tr>
<tr>
<td></td>
<td>• Acts of Parliament</td>
</tr>
<tr>
<td></td>
<td>• Main objectives of local government</td>
</tr>
</tbody>
</table>

DIDACTIC GUIDELINES

With reference to learning objectives 1.1 – 1.3

1. The content of this module forms the basis of the existing local authorities in South Africa and the students should therefore be familiar with specific social, economic and administrative themes in the development of South Africa.

2. Invite experts from the municipality to elucidate on this theme.

3. Make use of suitable national and local newspapers as a point of departure for class discussions and to stimulate opinions about these sub-themes.

EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.

2. Well-defined paragraphs could be expected in explaining and defining ideas.

3. Use case studies for identification, selection and application of knowledge.
SOURCES


MUNICIPAL ADMINISTRATION N5

MODULE 2: REASONS FOR EXISTENCE OF LOCAL AUTHORITIES

CONTENT

2.1 Introduction

2.2 Reasons for existence

LEARNING OBJECTIVES

Students must be able to:

2.1 Note the essence of this theme

2.2 Mention at least ten reasons which can explain the right of existence of local authorities

DIDACTIC GUIDELINES

With reference to learning objectives 2.1 – 2.2:

1. Invite experts from the municipality to address students regarding this theme.

2. Make use of suitable national and local newspapers as a point of departure for class discussions and to stimulate opinions about these sub-themes.

EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.

2. Well-defined paragraphs could be expected in explaining and defining ideas.

3. Use case studies for identification, selection and application of knowledge.

SOURCES


<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Introduction</strong></td>
<td>3.1 Note the environment of this theme</td>
</tr>
<tr>
<td><strong>3.2 Demarcation Board</strong></td>
<td>3.2 Explain the role of the Demarcation Board by referring to the:</td>
</tr>
<tr>
<td></td>
<td>• Composition</td>
</tr>
<tr>
<td></td>
<td>• Qualifications of Board Members</td>
</tr>
<tr>
<td></td>
<td>• Appointment procedures</td>
</tr>
<tr>
<td><strong>3.3 Demarcation</strong></td>
<td>3.3 Explain the theme of demarcation by referring to the:</td>
</tr>
<tr>
<td></td>
<td>• Demarcation factors</td>
</tr>
<tr>
<td></td>
<td>• Demarcation procedures</td>
</tr>
<tr>
<td></td>
<td>• Determination of boundaries</td>
</tr>
<tr>
<td></td>
<td>• Ward establishment</td>
</tr>
<tr>
<td></td>
<td>• Lodging a grievance on the demarcation of boundaries</td>
</tr>
<tr>
<td><strong>3.4 Categories of Municipalities</strong></td>
<td>3.4 Describe and distinguish between the three categories of Municipalities</td>
</tr>
</tbody>
</table>

**DIDACTIC GUIDELINES**

With reference to learning objectives 3.1 – 3.4

1. Invite officials from the municipality to elucidate the process of demarcation.

2. Make use of suitable national and local newspapers as a point of departure for class discussions and to stimulate opinions about these sub-themes.

**EVALUATION**

1. Short questions may be used to evaluate a few ideas on the terms used.

2. Well-defined paragraphs could be expected in explaining and defining ideas.

3. Use case studies for identification, selection and application of knowledge.
SOURCES


MUNICIPAL ADMINISTRATION N5

MODULE 4: ENVIRONMENTAL FACTORS INFLUENCING THE RENDERING OF SERVICES BY MUNICIPALITIES.

CONTENT

LEARNING OBJECTIVES
Students must be able to:

4.1 Introduction

4.1 Note the environment of this theme

4.2 Environmental Factors

4.2 Describe this theme by referring to the following factors:

- Physical
- Social
- Economic
- Judicial
- Political
- Religious

DIDACTIC GUIDELINES

With reference to learning objectives 4.1 – 4.2

1. Invite speakers from different municipalities to compare the municipalities in order to show that the municipalities are influenced differently.

2. Consult local and national newspapers for articles which highlight this theme.

EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.

2. It is expected of students to explain each of the themes or sub-themes in paragraph or essay form.

3. Use case studies for identification, selection and application of knowledge.

SOURCES


## CONTENT

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must be able to:</td>
</tr>
</tbody>
</table>

### 5.1 Introduction
5.1 Only note the environment of this Theme

### 5.2 Levels of Government
5.2 Discuss the different levels of government and their roles in Municipal Administration

### 5.3 Relationship between Municipalities and Central Government
5.3 Explain and discuss the role of Central Government with reference to the role of:
- Parliament
- President
- Cabinet

### 5.4 Relationship between Municipalities and Provincial Authorities
5.4 Explain the influence of Provincial Authorities on Municipalities with reference to the role of the Premier

### 5.5 Relationship and co-operation between Municipalities
5.5 Describe the structures to enhance co-operation with reference to the different categories of municipalities:
- District councils
- District Intergovernmental Forum (DIF)
- Inter-Municipality Forum

### 5.6 Structures established by Central Government to enhance co-operation
5.6 Describe the following structures to enhance co-operation between municipalities:

## DIDACTIC GUIDELINES

With reference to learning objectives 5.1 – 5.5

1. Authoritative speakers from different departments in the municipalities can be invited to address the students. They can point out how the functioning of their departments is influenced by higher authorities.
2. Make use of suitable national and local newspapers as a point of departure for class discussions and to stimulate opinions about these sub-themes.
3. The South African Constitution can be used as reference in explaining the different levels of government and its roles.
4. Theoretical discussions must be supplemented by examples from practice.

EVALUATION
1. Short questions can be used to test certain concepts or terms.
2. Explanations with regard to the themes can be tested by means of complete and well structured paragraphs.
3. Case studies can be used to evaluate the interpretation and application of knowledge.

SOURCES

MUNICIPAL ADMINISTRATION N5

MODULE 6: POWERS AND FUNCTIONS OF MUNICIPALITIES.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Introduction</td>
<td>Students must be able to:</td>
</tr>
<tr>
<td>6.2 Powers and Functions</td>
<td>Students must be able to:</td>
</tr>
<tr>
<td>6.3 Division of powers between District and Local</td>
<td>Students must be able to:</td>
</tr>
<tr>
<td>Municipalities</td>
<td>Students must be able to:</td>
</tr>
<tr>
<td>6.4 Provincial responsibilities of Municipal Councils</td>
<td>Students must be able to:</td>
</tr>
</tbody>
</table>

DIDACTIC GUIDELINES

With reference to learning objectives 6.1 – 6.4

1. Experts from municipalities could be invited to address students on these themes.

2. Students can compare different municipalities to determine how the power to render services is shared between the municipalities.

3. Use articles from newspapers to give the theory a practical basis for its application.

EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.

2. Well-defined paragraphs could be expected in explaining and defining ideas.

3. Use case studies for identification, selection and application of knowledge.

SOURCES


MUNICIPAL ADMINISTRATION N5

MODULE 7: SERVICES RENDERED BY MUNICIPALITIES

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Introduction</td>
<td>7.1 Note only the background and environment of this theme</td>
</tr>
<tr>
<td>7.2 Structure of a municipality</td>
<td>7.2 Describe the structure of a municipality in order to render services</td>
</tr>
<tr>
<td>7.3 Characteristics of services</td>
<td>7.3 Describe the characteristics of services as prescribed in the Constitution and Systems Act</td>
</tr>
<tr>
<td>7.4 Classification of services</td>
<td>7.4 To identify and describe the services rendered by referring to the following types of services:</td>
</tr>
<tr>
<td></td>
<td>• Health</td>
</tr>
<tr>
<td></td>
<td>• Recreation</td>
</tr>
<tr>
<td></td>
<td>• Utility</td>
</tr>
<tr>
<td></td>
<td>• Public works services</td>
</tr>
<tr>
<td></td>
<td>• Protection services</td>
</tr>
</tbody>
</table>

DIDACTIC GUIDELINES

With reference to learning objectives 7.1 – 7.4

1. Students should study different municipalities to determine the different services rendered by the municipalities

2. Students should study the structures in the municipality that are accountable and responsible for service delivery to determine how effective the rendering of services is in the municipality.

3. Students should consult local and national newspapers and identify articles which indicate how inhabitants give expression about the standard of services rendered as well as their satisfaction with the services.

4. Newspaper articles can be used to stimulate discussion in class.
EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.
2. Well-defined paragraphs could be expected in explaining and defining ideas.
3. Use case studies for identification, selection and application of knowledge.

SOURCES

## MUNICIPAL ADMINISTRATION N5

### MODULE 8: MUNICIPAL ELECTIONS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1 Introduction</strong></td>
<td><strong>8.1</strong> Note the importance of this theme</td>
</tr>
<tr>
<td><strong>8.2 Voter qualification</strong></td>
<td><strong>8.2</strong> Identify the qualifications to vote in the municipal elections and reasons why voters can be disqualified from voting</td>
</tr>
<tr>
<td><strong>8.3 Voters’ roll</strong></td>
<td><strong>8.3</strong> Explain the importance of the voters’ roll and how it is prepared and used during the elections</td>
</tr>
<tr>
<td><strong>8.4 Electoral Wards</strong></td>
<td><strong>8.4</strong> Describe how the electoral wards are determined</td>
</tr>
<tr>
<td><strong>8.5 Elections and Independent Electoral Commission (IEC)</strong></td>
<td><strong>8.5</strong> Note the essence of the role played by the IEC</td>
</tr>
<tr>
<td><strong>8.5.1 Prior to election day</strong></td>
<td><strong>8.5.1</strong> Describe the preparations prior to the day of elections by referring to:</td>
</tr>
<tr>
<td></td>
<td>• IEC local representatives</td>
</tr>
<tr>
<td></td>
<td>• Parties contesting the election</td>
</tr>
<tr>
<td></td>
<td>• Voting stations</td>
</tr>
<tr>
<td></td>
<td>• Ballot papers</td>
</tr>
<tr>
<td></td>
<td>• Voting compartments</td>
</tr>
<tr>
<td></td>
<td>• Officials during election</td>
</tr>
<tr>
<td></td>
<td>• Voting materials</td>
</tr>
<tr>
<td><strong>8.5.2 Day of election</strong></td>
<td><strong>8.5.2</strong> Describe the voting on election day referring to:</td>
</tr>
<tr>
<td></td>
<td>• Hours of voting</td>
</tr>
<tr>
<td></td>
<td>• Opening of voting stations</td>
</tr>
<tr>
<td></td>
<td>• Duties of the officials</td>
</tr>
<tr>
<td></td>
<td>• Voting procedure</td>
</tr>
<tr>
<td></td>
<td>• Closing of voting stations</td>
</tr>
<tr>
<td></td>
<td>• Counting of votes</td>
</tr>
</tbody>
</table>

### DIDACTIC GUIDELINES

With reference to learning objectives 8.1 – 8.5.2
1. Invite representatives from the IEC offices in their region to address the students.
2. Visit IEC offices to study the results of the last municipal election.
3. Study local and national newspapers to start class discussions.

EVALUATION
1. Short questions may be used to evaluate a few ideas on the terms used.
2. Well-defined paragraphs could be expected in explaining and defining ideas.
3. Use case studies for identification, selection and application of knowledge.

SOURCES
MUNICIPAL ADMINISTRATION N5

MODULE 9: MUNICIPAL COUNCILLORS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Introduction</td>
<td>Students must be able to:</td>
</tr>
<tr>
<td>9.1 Note the role of the councillor in municipalities</td>
<td>9.1 Note the role of the councillor in municipalities</td>
</tr>
<tr>
<td>9.2 Membership of council</td>
<td>9.2 Describe the conditions under which the membership of councils is determined</td>
</tr>
<tr>
<td>9.3 Disqualification</td>
<td>9.3 Identify and explain reasons why councillors can be disqualified from serving in the council</td>
</tr>
<tr>
<td>9.4 Code of Conduct</td>
<td>9.4 Describe how the Code of Conduct regulates the behaviour of councillors</td>
</tr>
<tr>
<td>9.5 Status of Councillors</td>
<td>9.5 Describe the status of the councillors briefly</td>
</tr>
<tr>
<td>9.6 Functions of the Councillor</td>
<td>9.6 Describe the functions of the councillor by referring to the:</td>
</tr>
<tr>
<td></td>
<td>• Role of representation</td>
</tr>
<tr>
<td></td>
<td>• Participation in committees</td>
</tr>
<tr>
<td></td>
<td>• Deliberations in council meetings</td>
</tr>
<tr>
<td></td>
<td>• Public liaison</td>
</tr>
</tbody>
</table>

DIDACTIC GUIDELINES

With reference to learning objectives 9.1 – 9.6

1. Invite the councillor of the ward to explain how the needs of the community are determined.

2. Students and lecturers should attend one council meeting to determine how decisions are taken.

3. Use articles from local and national newspapers as a starting point for discussions in class.

EVALUATION
1. Short questions may be used to evaluate a few ideas on the terms used.
2. Well-defined paragraphs could be expected in explaining and defining ideas.
3. Use case studies for identification, selection and application of knowledge.

SOURCES

### MUNICIPAL ADMINISTRATION N5

#### MODULE 10: OFFICE-BEARERS OF MUNICIPALITIES

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Introduction</td>
<td>10.1 Note only the background and environment of this theme</td>
</tr>
<tr>
<td>10.2 Executive Leadership System</td>
<td>10.2 Distinguish between the different systems and briefly describe the following systems:</td>
</tr>
<tr>
<td></td>
<td>• Plenary System</td>
</tr>
<tr>
<td></td>
<td>• Executive System</td>
</tr>
<tr>
<td></td>
<td>• Collective Executive System</td>
</tr>
<tr>
<td>10.3 Mayor/Executive Mayor</td>
<td>10.3 Describe the role of the mayor/executive mayor by referring to:</td>
</tr>
<tr>
<td></td>
<td>• The election</td>
</tr>
<tr>
<td></td>
<td>• The functions and powers</td>
</tr>
<tr>
<td>10.4 Deputy Mayor/Executive Mayor</td>
<td>10.4 Describe the role and method of appointment of the deputy mayor/executive mayor</td>
</tr>
<tr>
<td>10.5 Chairperson of committees</td>
<td>10.5 Describe the role of the chairperson of the different meetings</td>
</tr>
<tr>
<td>10.6 Speaker</td>
<td>10.6 Describe the role of the speaker in terms of election</td>
</tr>
<tr>
<td>10.7 Whip</td>
<td>10.7 Describe the position of the whip in the council</td>
</tr>
</tbody>
</table>

### DIDACTIC GUIDELINES

With reference to learning objectives 10.1 – 10.7

1. Invite officials from the municipality to determine which system is used in the municipality.
2. Invite the ward councillor to discuss the different roles of the office-bearers.
3. Use articles from the newspapers as a starting point for class discussions.
EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.
2. Well-defined paragraphs could be expected in explaining and defining ideas.
3. Use case studies for identification, selection and application of knowledge.

SOURCES

## CONTENT

**11.1 Introduction**

**11.2 Types of committees**

11.2.1 Collective Executive committee System (Single or Management Committee)

11.2.2 Committees to assist Executive Committees (Multiple Committee System)

**11.3 Mayoral Committee**

**11.4 Metropolitan Sub Councils**

**11.5 Ward Committees**

### LEARNING OBJECTIVES

Students must be able to:

**11.1 Note the background and environment for this theme**

**11.2.1 Describe this system in detail by referring to:**
- Composition
- Functions
- Advantages
- Disadvantages

**11.2.2 Describe this system in detail by referring to:**
- Types
- Advantages
- Disadvantages

**11.3 Describe the functions of the Mayoral Committee in detail**

**11.4 Describe the role of the sub councils by referring to:**
- Establishment
- Composition

**11.5 Describe in detail the role of the ward committees by referring to:**
- Composition
- Purpose

### DIDACTIC GUIDELINES

With reference to learning objectives 11.1 – 11.5
1. Contact the local authority to determine which system is used and what the names of the committees are.

2. Invite experts from the municipalities to address the students.

EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.

2. Well-defined paragraphs could be expected in explaining and defining ideas.

3. Use case studies for identification, selection and application of knowledge.

SOURCES


# Module 12: Meeting Procedures for Municipalities

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<td>12.2 Describe in detail why meetings are held</td>
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<td>12.9 Motion and resolutions</td>
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• Process of introducing a motion
• Resolution of motion

DIDACTIC GUIDELINES

With reference to learning objectives 12.1 – 12.9

1. Students should attend a council meeting and compile a report on their visit.
2. Invite experts from the municipality to discuss the content of this module
3. Students should try and obtain an agenda and a notice of a council meeting.
4. Use notices from the newspapers as a starting point of class discussion.

EVALUATION

1. Short questions may be used to evaluate a few ideas on the terms used.
2. Well-defined paragraphs could be expected in explaining and defining ideas.
3. Use case studies for identification, selection and application of knowledge.

SOURCES