MPAT LEARNING CASES WORKSHOP

Group 3:
Strategic Management
24th June 2013

GAUTENG
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Kuyasheshwa - "Gauteng working better"

Introduction

- *"working with their teachers, principals, and parents, guided and supported by the Department, they have not only produced the best matric results in the country, they have produced the best matric results our province has seen since the birth of our democracy" – MEC*
  - Department's leadership team to act on its purpose 'to ensure quality learning and teaching takes place in the classroom every day'.
  - Combining the innovative use of effective strategy management frameworks with hands-on leadership
  - "*we don't say we are doing well. But we do it because this is how we understand our work and how best to do it*".

Overview and Background of GDE

Overview of the GDE

- GDE mandated by the Constitution to provide basic education to all learners in Gauteng

- Department uses a two-tier approach
  - Head Office: responsible for operational policy and M&E
  - 15 District Offices: Provides direct services to learners , educators , schools and local communities

- GDE employs 85 711 people in the 2013 academic year and over 2 million learners (with 1.8 million in the public schooling sector)

Overview – Organisational / Reporting Structure GDE
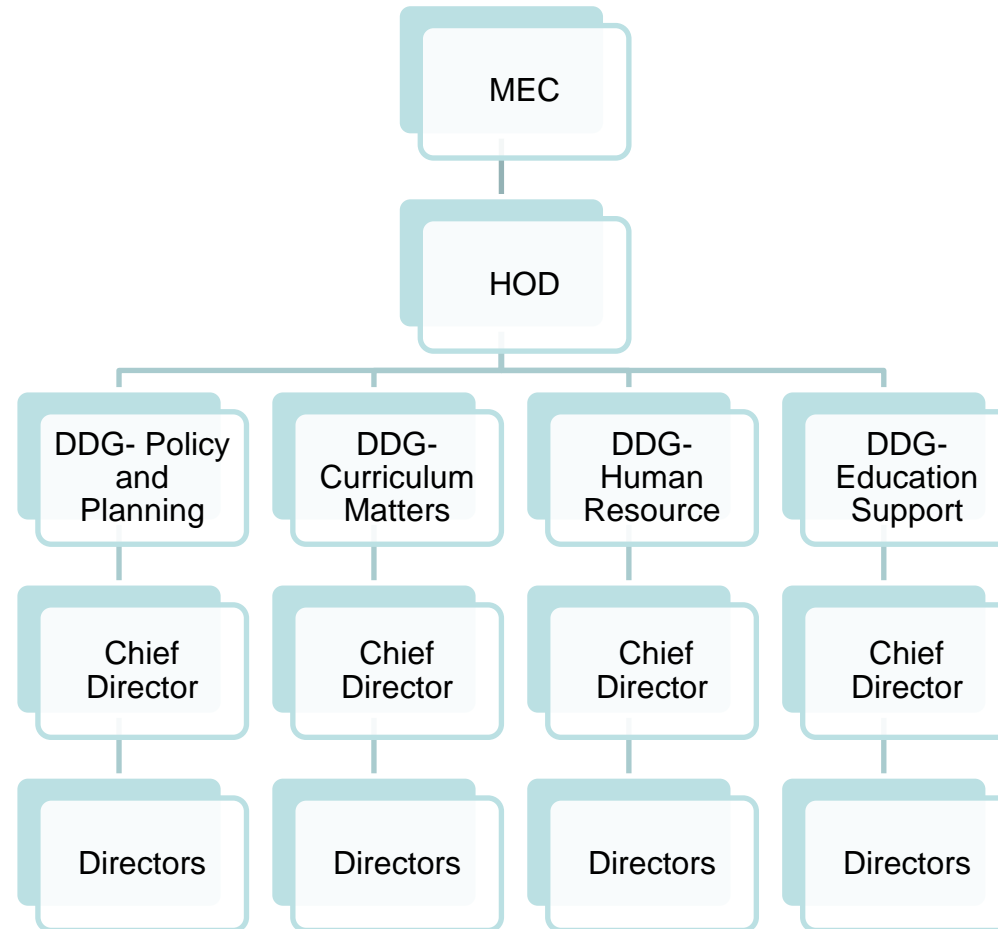
Impetus for change (1)

- In 2009 the President called for the country to make education a 'Societal Priority'

- Successes leading up to 2009:
  - Improved grade 12 results
  - More learners having access to education
  - Poverty alleviation methods introduced (nutrition and scholar transport)

- Challenges facing education prior to 2009
  - Poor learner performance in primary schools
  - Emphasis was on oversight and regulations instead of direct support to the classroom
  - Lack of parental/ stakeholder involvement in education

- Use Strategic Management to drive the process of seeing results in the classroom
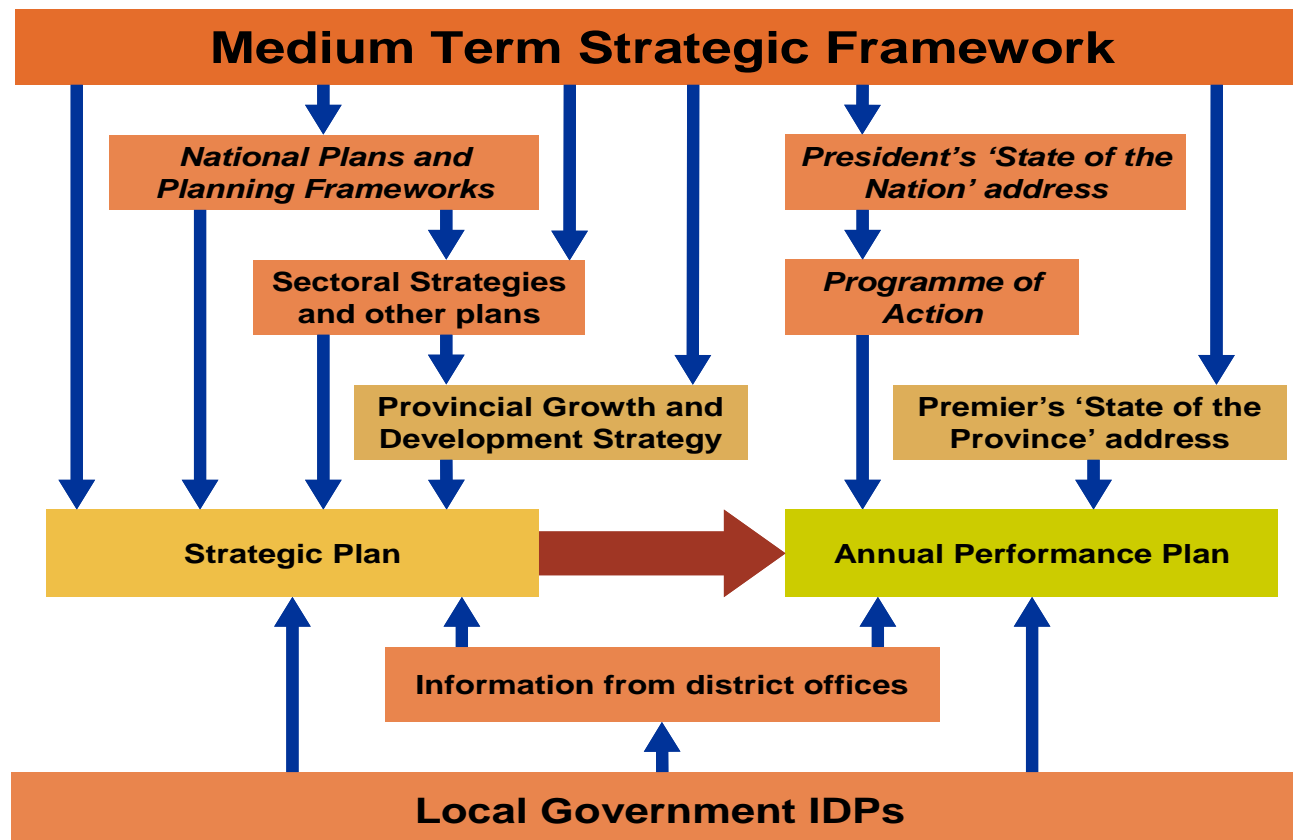
GDE Goals

- **Goal 1:** Ensuring that Gauteng has effective schools and learning institutions.

- **Goal 2:** GDE Head Office and Districts - Providing relevant, coordinated and effective support.

- **Goal 3:** Enabling young people to make the transition from school to further education and or work that provides further training opportunities.

- **Goal 4:** Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.

Impetus for change (2)

- Classroom as the "unit of change"
- Provide direct support to schools
- Set clear targets and activities based on strategies and interventions
  - Basis of the Strategic Plan 2009-14
  - Annual Performance Plan
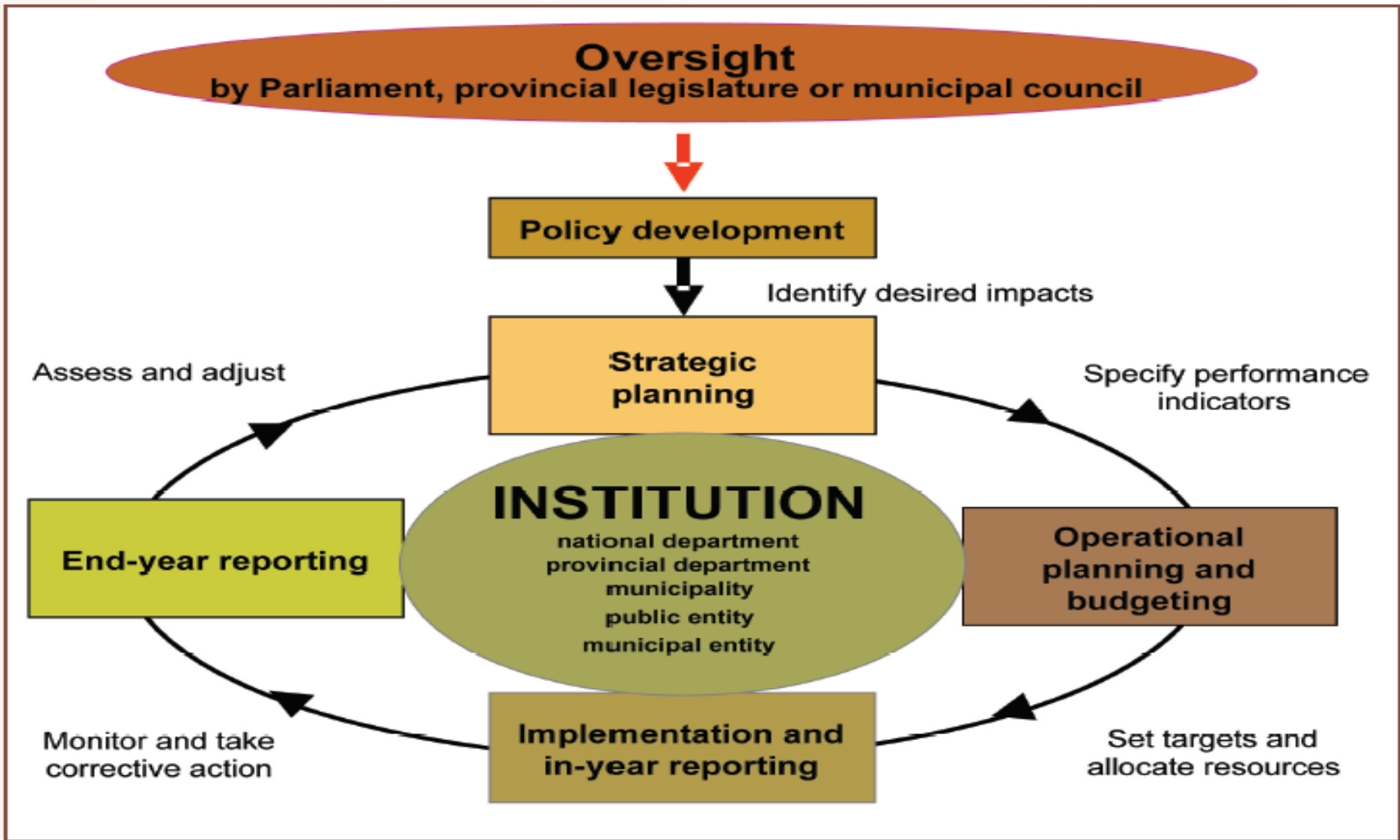 - Measure the performance – baseline information

A PLANNING FRAMEWORK

At the beginning of each term of office, the President and Cabinet issue a Medium Term Strategic Framework (2009-2014) which is usually supported by other short, medium and long term planning initiatives, aimed at translating the governing party's election mandate into reality.

Medium Term Strategic Framework

- *National Plans and Planning Frameworks*
- *President's 'State of the Nation' address*
- **Sectoral Strategies and other plans**
- *Programme of Action*
- **Provincial Growth and Development Strategy**
- **Premier's 'State of the Province' address**
- **Strategic Plan**
- **Annual Performance Plan**
- **Information from district offices**
- **Local Government IDPs**
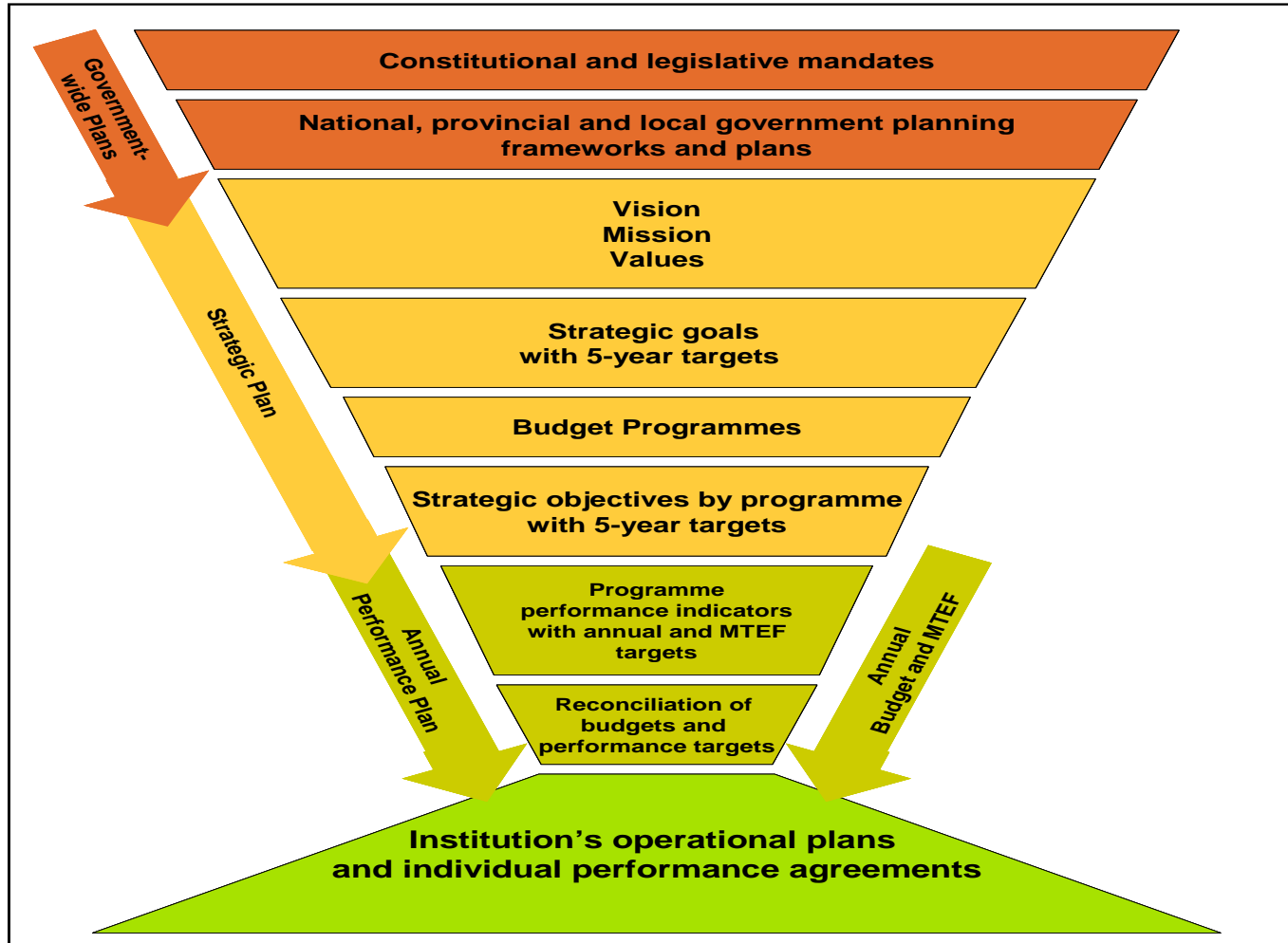
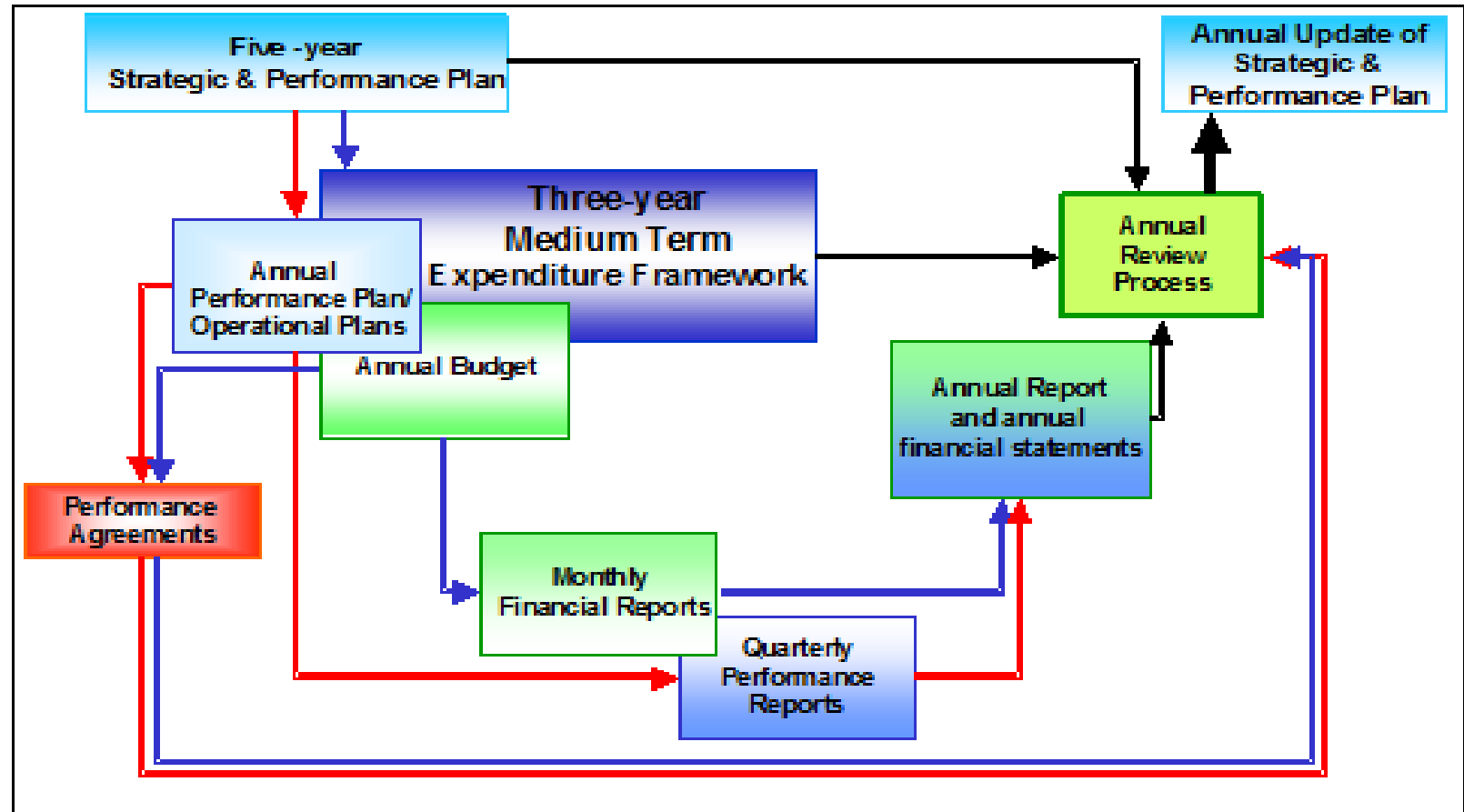# Strategic Management Approach

Strategic Management Approach

- Planning and Budgeting Cycle
- Timelines (calendar of all activities)
- Monitoring and Evaluation Framework
- Framework and Plans communicated to all Staff through inputs and consultation
  - Based on the 'Logic Model'
  - Resources, activities and outcomes to be achieved

Implementing Strategic Management

THE HIERARCHY IN THE RELATIONSHIP BETWEEN PLANNING CONCEPTS

Government-wide Plans

Strategic Plan

Annual Performance Plan

Annual Budget and MTEF

Constitutional and legislative mandates

National, provincial and local government planning frameworks and plans

**Vision
Mission
Values**

**Strategic goals
with 5-year targets**

Budget Programmes

**Strategic objectives by programme
with 5-year targets**

Programme performance indicators with annual and MTEF targets

Reconciliation of budgets and performance targets

**Institution's operational plans
and individual performance agreements**

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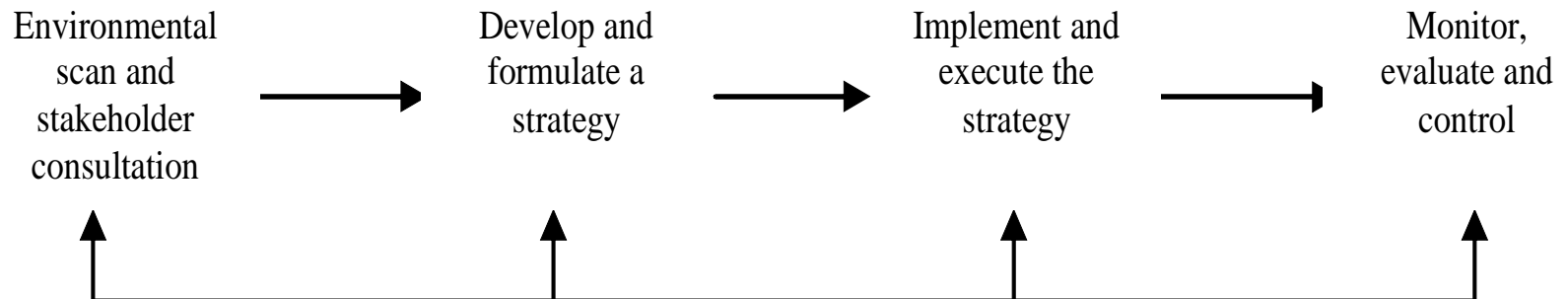# Links between planning, budgeting and reporting processes

Implementing strategic management

- Approval and submission of the strategic plan
  - Logic Model – determine current situation and review of past plans and performance
  - Stakeholder consultation
- 'Army of Hope' – bring change to schools – mobilises al stakeholders to around a clear vision of change with 'accountability and delivery'
- Strategy and Plan is not negotiable – but how to achieve the high level targets.
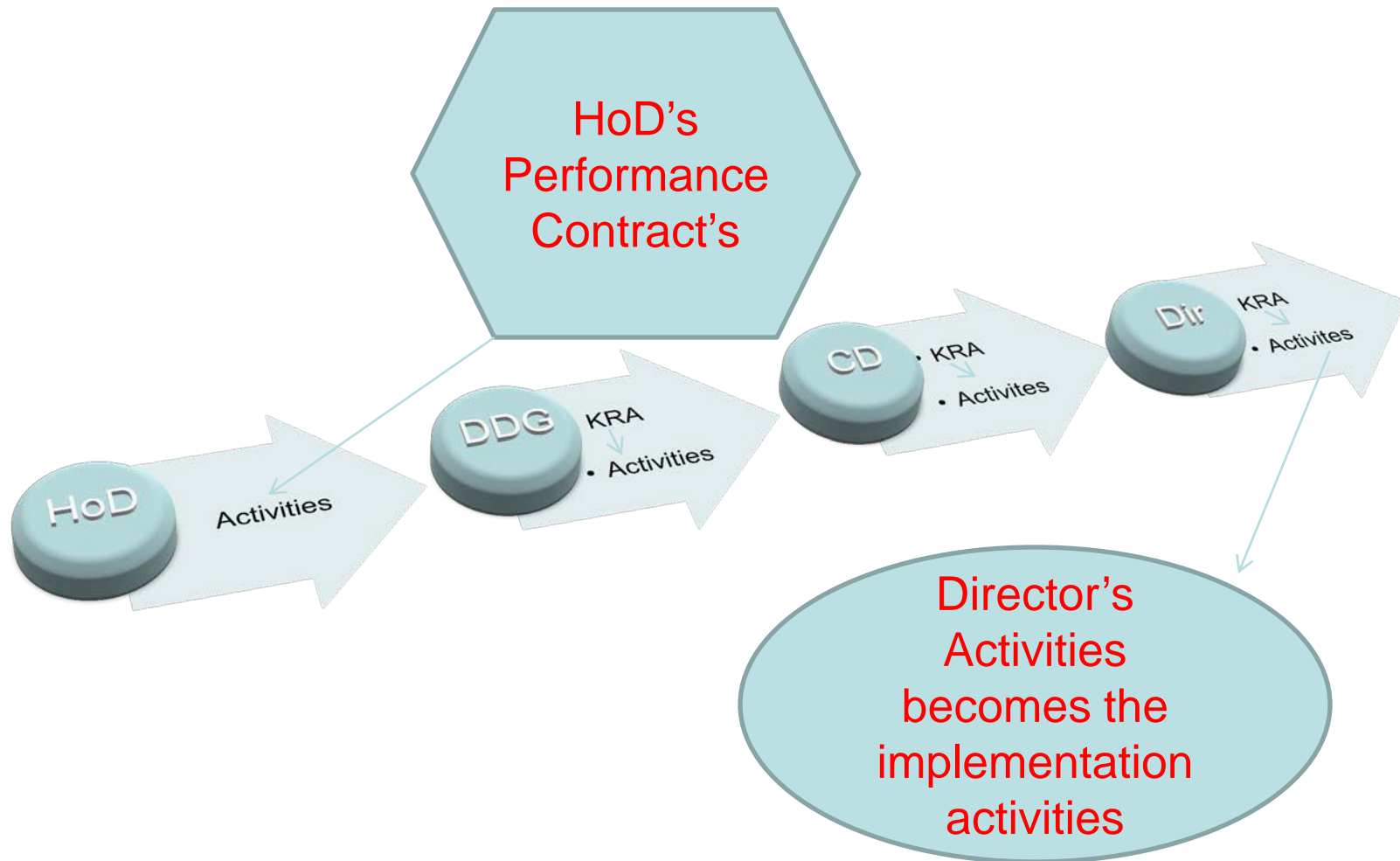
STRATEGIC PLANNING PROCESS

- *Creating a strategy-focused organisation*
- *Strategic management process*
- *Strategy implementation process*

| Environmental scan and stakeholder consultation | → | Develop and formulate a strategy | → | Implement and execute the strategy | → | Monitor, evaluate and control |

Implementing strategic management - Macro Planning

- APP provides the opportunity to revised targets and reprioritised where necessary

- Tracking of progress and achievements

- Macro Planning Session annually (June)

- Formulation of plans and strategies together with budget bids – activities and targets
  - Resources are then allocated

- Monitoring and evaluation of each directorates plan, budget, activities and targets – key performance indicators – that lead to the performance contract of all senior managers

Departmental Flow

HoD's Performance Contract's

Director's Activities becomes the implementation activities

HoD — Activities

DDG — KRA · Activities

CD — KRA · Activites

Dir — KRA · Activites

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Implementation Strategy

Objective	Activity	Performance Indicator	Baseline	Target

Please Note: When compiling the Macro Plan the DDG's KRA's must be included as a minimum but Directorate's plans are not limited to these KRA's

Key:

Objective: The KRA from the DDG's Contract

Activity: What activities will be completed in the financial year to achieve the objective

Performance Indicator: What should be done to indicate that the objective has been achieved

Baseline: Where the unit is currently at in achieving the activity/objective

Target: The target that should reached by the end of the financial year

Tracking Progress (1)

- Monitoring at GDE refers to the function that occurs when implementers ensure that the actual activities conform to the planned and intended ones.

  - All activities conform to the plan and ensure the desired outcome
  - Monitoring is done on a monthly and quarterly basis with verification visits conducted when needed.
  - With the head office, district, and school structure the Department has had to innovate with its monitoring activities,
  - Team sent out to verify certain delivery or reported achievements

- A recent example of the drive for improvement is the creation of virtual circuits and clusters:

  - In this approach, an official is responsible for clusters of between 8 to 15 schools. By visiting schools on a scheduled frequency, pressure points and improvements are identified.
  - The Department is continuously reflecting on the most efficient distribution of resources while maintaining an adequate and effective level of support.

Tracking Progress (2)

- Evaluation is the exercise that 'methodically and objectively assesses the degree to which the objectives of a programme or project have been or are being achieved'.

- Evaluation takes place through reviews on a 5 year, annual and then bi-annual basis.

- Based on feedback from the progress report, the Department then shifts money and resources to areas that need them.

- An innovative tool that the department uses in the evaluation process is the 'Tracking Grid'.
  - The Secretariat in the office of the HOD maintains a log of decisions taken.
  - The log is a simple list of decisions with timelines and responsible people.
  - Each decision is checked for compliance using a red, green or orange indicator.
  - At the executive management meeting that is chaired by the MEC the tracking grid is displayed.
  - Actions that have not been delivered by the due date have a red indicator and are dealt with immediately.

Reporting

- Reporting involves the 'systematic and timely provision of information on what has been done at regular intervals'.

- Internal reporting occurs in meetings that are scheduled through an annual calendar that is approved by the MEC.
  - The meeting schedule is made up of weekly, monthly and quarterly sessions for the different management levels.
  - Then there are line-report meetings at the executive and senior management levels. While these meetings are time consuming and numerous they are considered to be a necessity. It enables management to ensure that the organisation on track to achieve its targets and to provide support where necessary.

- Besides the internal reporting GDE reports to a variety of regulatory institutions including:
  - National Department of Basic Education,
  - The office of the Premier,
  - The National and Provincial Legislatures,
  - The Auditor-General,
  - Provincial and National Treasury and
  - The Presidency.

Coping Mechanisms

- To cope with the challenging demand for reporting and information from external sources, the department has been working on developing a business intelligence system.

- The aim of the BI system is that an automated information management system will replace a majority of the work that is currently done manually.

- GDE is currently working on developing an information system to alleviate this challenge.

- Dashboard of performance based on the targets set for the Department

Leadership

Leadership involvement

- In GDE MEC and executive plays a very involved role at both the strategic and operational levels

- This support is ensured through an approach of 'collective leadership'.

- At head office, the leadership team has a way of working that is collaborative and designed to achieve common goals.

- Employees in leadership roles at GDE have an education background with a specific number of years of teaching experience in the classroom, depending on the management level.

  - This gives the management team a nuanced understanding of the support that is needed in the classroom with regards to strategic planning, monitoring and evaluation.

  - Senior managers use their experience to support, empower and coach more junior members of the team. This goes beyond mere advice and mentoring. It extends to the open door policy and freedom to communicate at all levels.

On the Horizon (1)

- Even as the Department is able to claim that all planning is 'data driven' most officials point to the need to optimise the manner in which data is collected, analysed and used.
    - GDE is in the process of automating the collection of data using information systems. If effect, this will enable responsible officials to spend less time on collecting and submitting data for the various external stakeholders that have a need for it
    - The Department already focuses on trying to consolidate the various data requirements of stakeholders into a generic template where possible.

On the Horizon (2)

- GDE will improve in ensuring alignment with the multi-year strategy articulated by the MEC.

    - The Planning Directorate would prefer to move beyond mere acceptance of the compliance in plans and budget bids.

    - The sustained drive to align operational plans with Department plans, combined with diligent monitoring, evaluation and reporting systems, places GDE at a vantage point going forward.

    - For improvement in delivery the Department can put in place mechanisms for people to take accountability for results.

Good Practices

- GDE has a strong framework for planning, monitoring and evaluation that are embedded at all levels of the organisation.

- Implementation is ensured through the use of both formal and informal tools and methodologies. Amongst these are the Logic Model, the Monitoring and Evaluation Framework and the Tracking Grid.

- GDE is decision-making that is based on data and evidence; leadership that stresses urgency in service delivery and performance

  - move beyond mere oversight and compliance to provide genuine support in the area that matters most, which is learner performance.

Conclusion

- The executive management in GDE has been involved in an extraordinary way in all aspects of the strategy process.

- The MEC played an intimate hands-on role in the formulation of the five-year plan.

  - She instigated the effort to go and speak to people at all levels to find out what should be done.

  - Upon approval of the strategy, she ensured that the excellent monitoring and evaluating framework was adhered to and that people are not let off if they do not produce results.

  - There is a high probability that for the remainder of her term her message of 'deliver, or, deliver' will translate into better performance.

The End