

GOVERNANCE AND ACCOUNTABILITY

Gauteng Department of Education

JUNE 2013



GAUTENG
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Kuyasheshwa - "Gauteng working better"

GDE Vision and Mission

Vision

Ensuring every learner in Gauteng does well at school and leaves our institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life.

Mission

To ensure quality learning and teaching take place in the classroom every day.

Provincial Goals

The core of the Strategic Goals of the Department is aimed at delivering Quality Education in the Classroom, everyday. The focus of the Department will therefore be to:

1. Ensure that Gauteng has effective schools and learning institutions
2. Ensure that GDE head office and district offices provide relevant, coordinated and effective support
3. Enable young people to make the transition from school to further education and or work that provides further training opportunities
4. Strengthen GDE's partnerships with all stakeholders, resulting in education becoming a societal priority

Introduction (1)

- Vision: Ensure every learner does well and quality learning takes place
- GDE mandated by the Constitution to provide basic education to all learners in Gauteng
 - GDE employs 85 711 people in the 2013 academic year and over 2 million learners (with 1.8 million in the public schooling sector)
 - Over 60% of learners are in No Fee Schools and have access to feeding schemes
 - 57 000 are transported daily through the scholar transport programme

Introduction (2)

- Key challenge: despite near universal enrolments, the quality of education in terms of outcomes is not optimal.
- MEC - attempted to work with all stakeholders, unions, teachers and districts, to create an “army of hope” to change Gauteng schools by aiming to provide 80% support and 20% compliance to ensure quality, learner focused learning. This is on the assumption that “support leads to compliance”.
- The Executive Management Team visits schools and districts twice a month. This means they “leave offices and see what is happening on the ground”.
- Decisions and activities – managed through a Tracking Grid – ensures accountability and governance

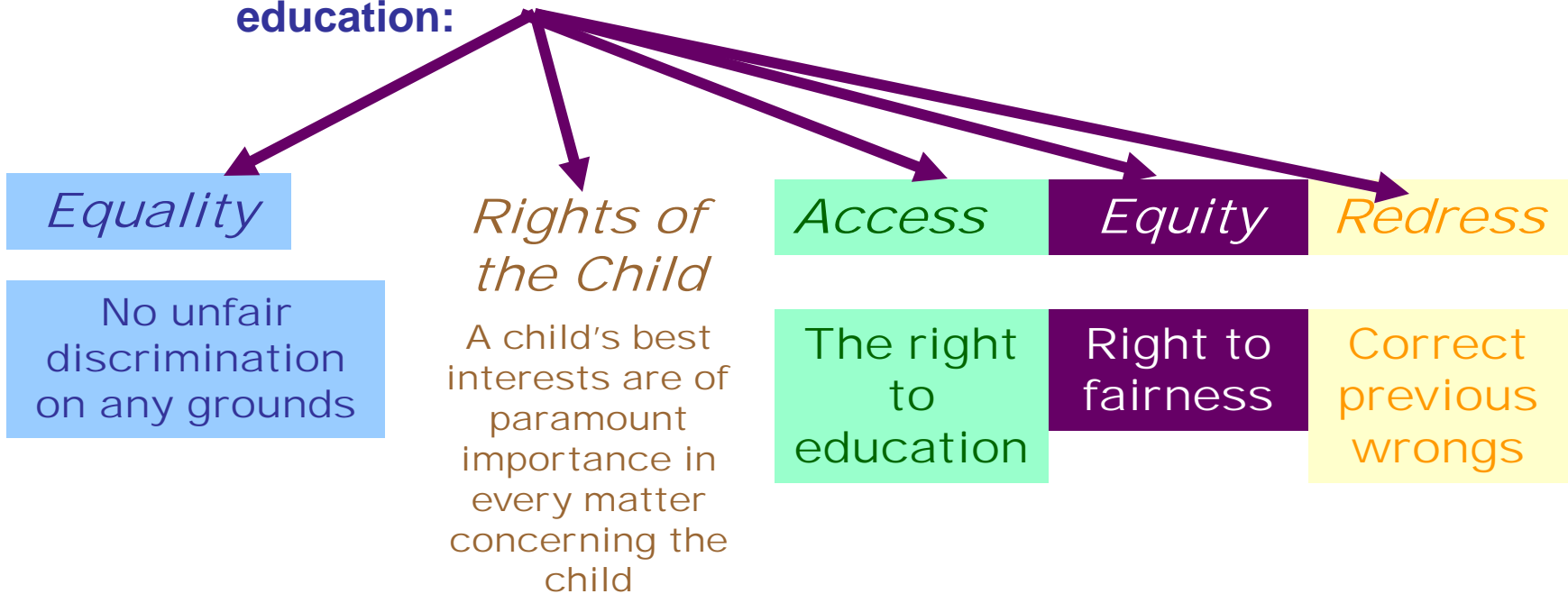
- Four targeted intervention programmes:
 - Foundation phase
 - Senior primary phase
 - Transition from primary to secondary school
 - Senior secondary intervention programme

What is the good practice about?

- Leadership committed to action and holding staff to account for service delivery targets
- HOD's performance contract is published and his performance targets are directly linked to these deliverables found in the APP
- The performance contracts of each senior staff member is in turn linked to the APP/Strategic Plan - As such every senior official is accountable to each other and the DDG and HOD for delivery in the department – and their continued employment.
- Senior decision-makers who are directly responsible for deliverables have direct and regular access to the HOD and the DDG.
 - This accessibility lubricates responsiveness and rapid problem-solving.
 - It also enables regular on-going reporting with inbuilt mechanisms to check progress against
 - The system of reporting (showing compliance) is directly linked to performance (showing accountability). Staff are able to articulate how their tasks are linked to service delivery targets that are integral to the Strategic Plan and the Goals for quality education.
 - Performance management systems are clearly and unambiguously linked to the attainment of results that impact on the quality of education.

EDUCATION LEGISLATIVE FRAMEWORK

- The Constitution is the highest law of the land. It is also a statement of the vision of the future of South Africa that all South Africans desire.
- Sections of the Constitution that are particularly applicable to education:



Background

The AG (Supreme Audit Institution) – Constitutional mandate to strengthen our country's democracy by

- enabling oversight
- Accountability and
- Governance in the public sector

The overall purpose is to build public confidence by verifying and validating the credibility of info on outcomes and results

- Many countries spend more money on education than any other social service provided by government. As a result there is a need to manage resources, viz. financial, physical and human, cost-effectively. At the same time we need to ensure that the education system is on a high performance trajectory.
- Against this background of high costs and quality of education, the core reason for establishing a monitoring system is the need for accountability. Further in South Africa, a major transformation of the education system is in progress.
- Monitoring data can act as warning lights as they help identify problems areas which can lead to the development and implementation of strategic interventions to improve performance and quality. Monitoring can diagnose strengths and weaknesses and as a result can influence the allocation of resources and the promotion of best practices.

Legislative Framework

- National Education Policy Act, 1996
- Monitoring and evaluation of education
 - (1) The Minister shall direct that the standards of education provision, delivery and performance throughout the Republic be monitored and evaluated by the Department annually or at other specified intervals, with the object of assessing progress in complying with the provisions of the Constitution and with national education policy, particularly as determined in terms of section 3 (3).
 - (2) Each directive issued in terms of subsection (1) shall comply with the provisions of any law establishing a national qualifications framework, and shall be formulated after consultation with the bodies referred to in section 5 (1).
 - (3) The Department shall undertake the monitoring and evaluation contemplated in subsection (1) by analysis of data gathered by means of education management information systems, or by other suitable means, in co-operation with provincial departments of education.

National Education Policy Act, 1996

- Monitoring and evaluation of education
 - (4) The Department shall fulfill its responsibilities in terms of subsections (1) to (3) in a reasonable manner, with a view to enhancing professional capacities in monitoring and evaluation throughout the national education system, and assisting the competent authorities by all practical means within the limits of available public resources to raise the standards of education provision and performance.
 - (5) The Department shall prepare and publish a report on the results of each investigation undertaken in terms of subsection (3) after providing an opportunity for the competent authority concerned to comment, which comment shall be published with the report.
 - (6) If a report prepared in terms of subsection (5) indicates that the standards of education provision, delivery and performance in a province do not comply with the Constitution or with the policy determined in terms of section 3 (3), the Minister shall inform the provincial political head of education concerned and require the submission within 90 days of a plan to remedy the situation.
 - (7) A plan required by the Minister in terms of subsection (6) shall be prepared by the provincial education department concerned in consultation with the Department, and the Minister shall table the plan in Parliament with his or her comments within 21 days of receipt, if Parliament is then in ordinary session, or, if Parliament is not in ordinary session, within 21 days after the commencement of the first ensuing ordinary session of Parliament.

The Constitution

Mediated

Mediated

White Paper No. 1 on Education and Training of 15 March 1995

Constitutional imperatives:
equality access, equity, redress,
rights of the child

Transformation targets:
access, equity, redress, quality

White Paper 2:
Organisation,
governance,
funding of schools

White Paper 4: A
Programme for the
Transformation of
FET

White Paper 5:
Early
Childhood
Development

White Paper
6: Special
Needs
Education

Primary Legislation: School Education Act,
South African Schools Act, Adult Basic
Education and Training Act

Primary Legislation:
Further Education and
Training Act

Subordinate Legislation and Policy at National and Provincial (Gauteng) Levels

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Primary Legislation: School Education Act, South African Schools Act, Adult Basic Education and Training Act.

Primary Legislation: Further Education and Training Act

White Paper 5: Early Childhood Development

National Norms and Standards for School Funding

Exemptions of Parents from the Payment of School Fees

Regulations for the Admission of Learners

Regulations and Rules for Governing Bodies of Public Schools

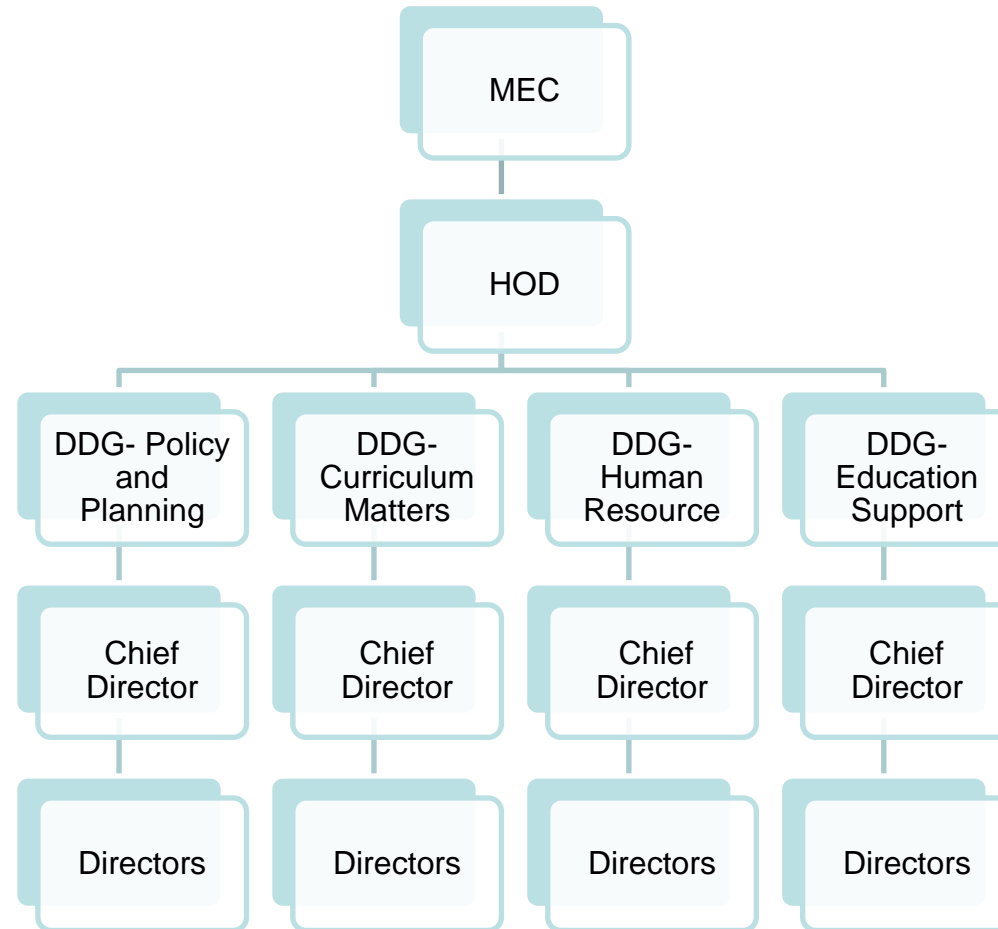
Determination of Minimum Requirements of Constitution and Standing Orders of Governing Bodies of Public Schools

Policies to give effect to section 11 (Academic board), section 15 (Student Representative Council), section 16 (Disciplinary measures), section 17 (Admission), and 21 (Financial records and statements)

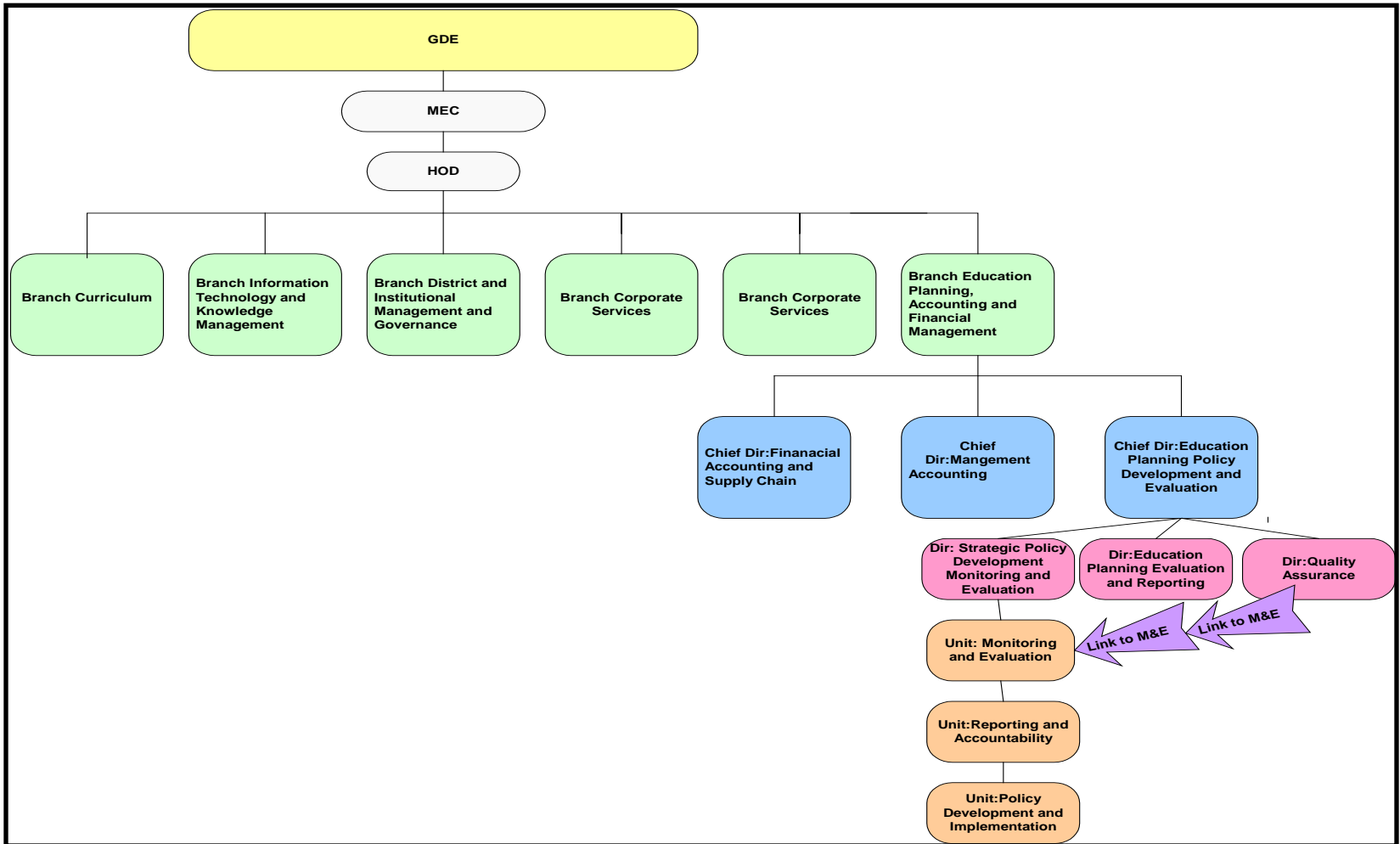
Transforming ECD in Gauteng: Early Childhood Development (ECD) Policy

Achievement measured in Quarterly Reviews, Annual Reports and Ten Year Assessment of Achievement

Overview – Organisational / Reporting Structure GDE



Organisational Structure of M&E in GDE



Levels of Accountability

EMT

- The structure is chaired by the MEC
- Consist of HOD, DDGs, Chief Directors, Director for Strategic Planning and Director for Strategic Policy development and Monitoring

BMT

- The structure is chaired by the HOD
- Consist of the senior managers in the Department
- Purpose – adopt quarterly reports and make strategic policy decisions

ESMT

- The structure is chaired by the HOD
- Mainly consist of District Directors and other relevant managers from Head Office
- The primary focus – the service delivery between Districts and Schools

Levels of Accountability

HOD's Performance Review sessions

- Chaired – by HOD
- Consist of HOD, HR, M&E, & Finance
- Progress reports against the performance contracts of the DDGs

Matlotlo

- Chaired by the CFO / delegated person
- Progress report on the monthly expenditure against programmes and set targets by directors

Monitoring for the GDE

- Monitoring is defined as the continuous process of examining the delivery of programme/project outputs. Monitoring is carried out during the implementation of the programme with the aim of correcting any deviation from the operational objectives.
- Monitoring will take place on two levels as outlined below: programme and performance monitoring will take place

Programme Monitoring

Continuous assessment of the delivery of programme activities, outputs and outcomes.

Purpose

To correct and improve any deviation from operational objectives and targets

Performance Monitoring

Periodic measure of inputs, activities, outputs and outcomes. Can be operationalised as target levels of performance-comparing performance levels.

Purpose

Public Accountability and to assist budget decisions

GDE 5 Year Strategic Plans

Macro M&E Plan for GDE

Branch

Chief Directorates

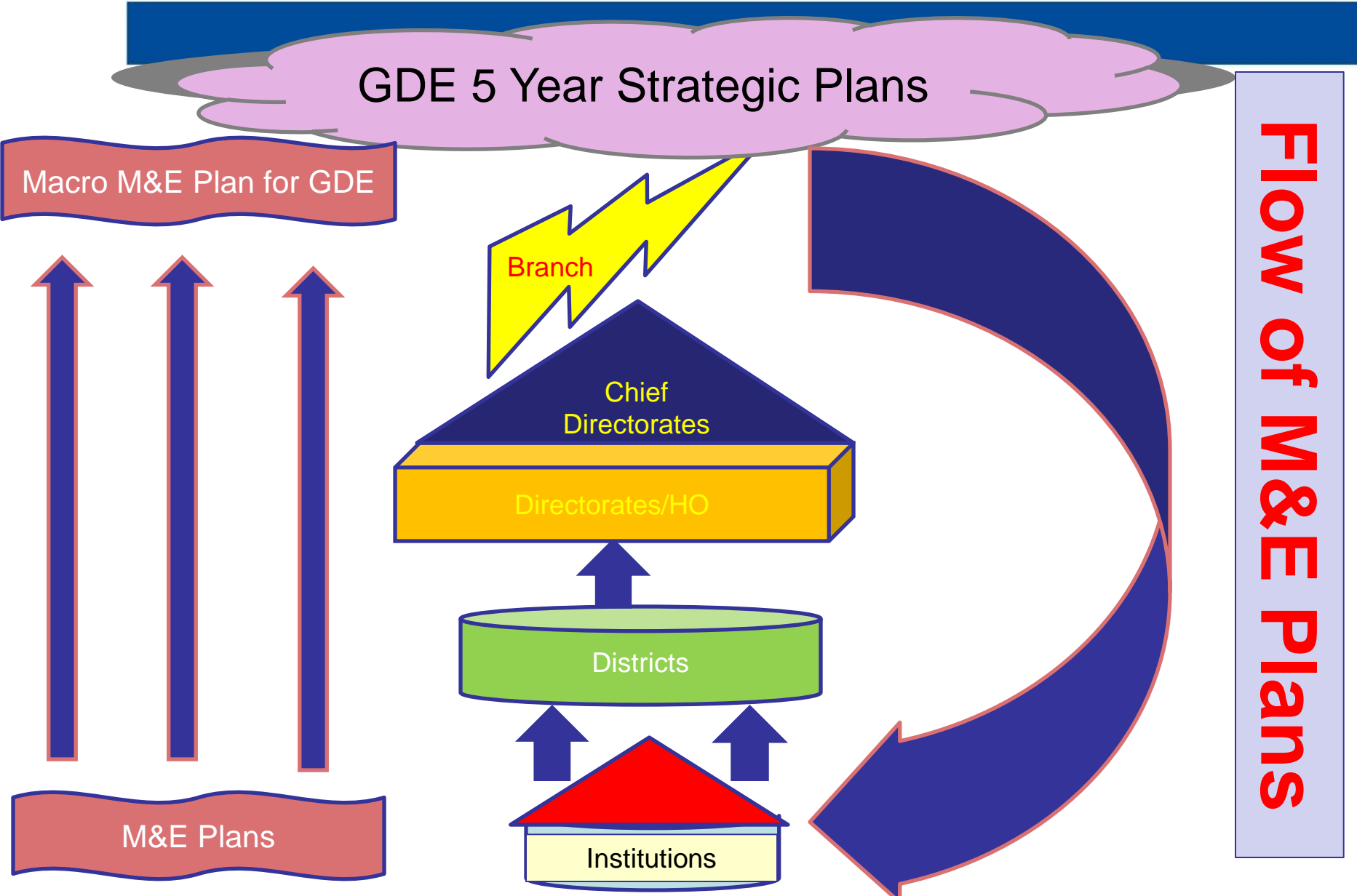
Directorates/HO

Districts

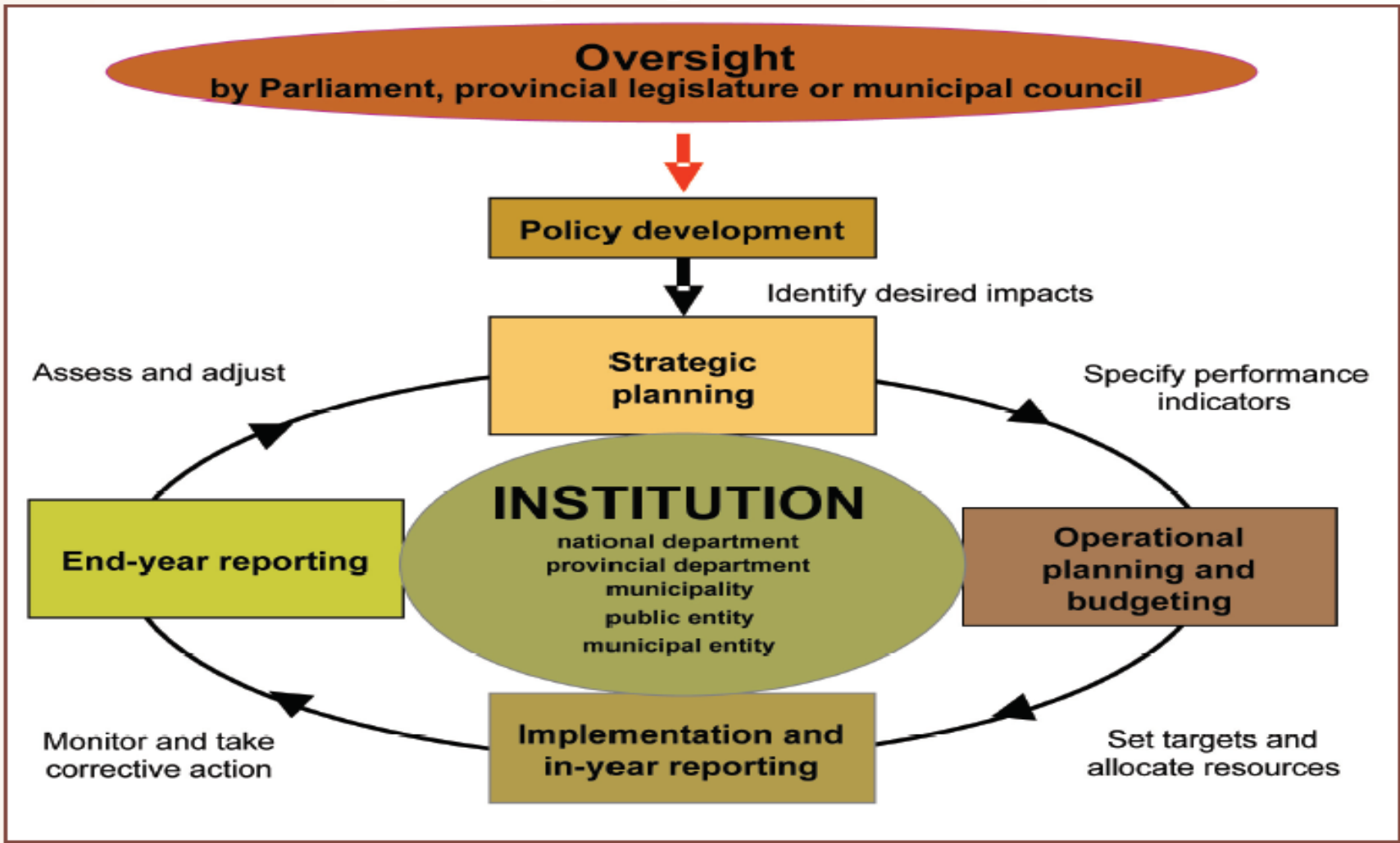
Institutions

Flow of M&E Plans

M&E Plans



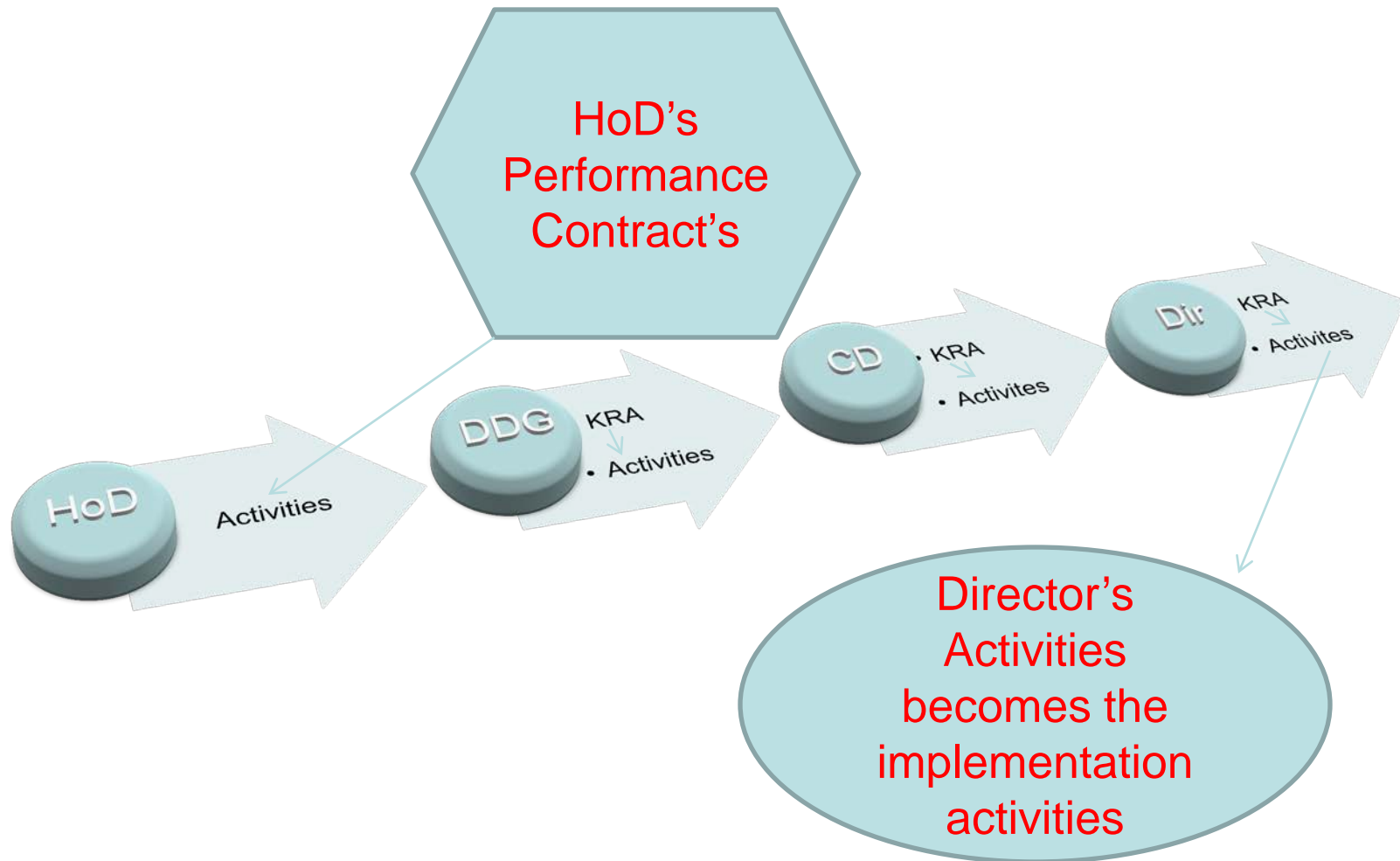
Planning, budgeting and reporting cycle



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

Departmental Flow



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 be reached by the end of the financial year

Driving force of service delivery (1)

- The MEC, with her HOD and the DDG are the champions of creating and maintaining a work ethic based on rigorous checking and holding to account of their own and their teams' performance.
- The role of leadership is a critical driving force to achieving the goals.
- Managers do not have to "sit with a problem", as there is an established culture of sharing information, seeking advice and joint problem solving.
- The HOD has his performance contract printed in the APP. This inspires staff, as well as sending a clear message of how serious the department is about delivery against targets.
- "Army of Hope"(2009) - strategy is strongly focused on service delivery mandates and principles. They are integral to job descriptions and delivery is non-negotiable.

Driving force of service delivery (2)

- Decisions/Plans related to improvement are based on research and information
 - Fact-finding exercise - sought information on “what will make education work” in schools.
- The main components of this plan for quality education was:
 - The Gauteng Primary Language and Mathematics Strategy (GPLMS) that was phased in.
 - The Senior School Improvement Programme (SSIP) initially focused in Grades 10, 11 and 12 and has extended to Grades 8 and 9.
 - Nutrition, infrastructure and safety comprise the comprehensive support provided to schools to ensure a conducive learning and teaching environment.
- In the Delivery Agreement in the 2012/2013 Annual Performance Plan all outputs are linked to these programmes. All targets are linked to internal compliance procedures.

Regular, rigorous reporting linked to targets (1)

- Compliance is non-negotiable.
- It is through synchronised tracking over time that adherence to the targets is measured.
- Officials found wanting are required to account for this in performance appraisals which are held quarterly.
- Strong leadership is backed up by a set of aligned reporting procedures that demand adherence and accurate information which is verified within the department by their own internal Reporting and Accountability Unit.
- A Calendar of Compliance and a Tracking Grid enable the unit is able to determine the extent of progress.
- Data based evidence that is gathered is synchronised with reports that are reflect progress (or not) aligned to targets and timelines.

Regular, rigorous reporting linked to targets (2)

- Reports in the department are living documents that are used continually to determine progress in relation to targets.
- Targets and performance, including employment contracts of senior leaders, all reporting mechanisms – financial and non-financial, plans of action, tracking grids are linked to deliverables and dates.
- A single reporting template has been developed. This provides quantitative information to support qualitative data. This is a quarterly report where each directorate reports against APP and Department priorities.
- Reports on progress against the APP are submitted monthly and quarterly and progress is checked through monthly meetings (EMT, ESMT and weekly Top Management meetings)

Performance Monitoring and Evaluation

- New strategy in 2009 brought new momentum for change and forced people into a strong performance imperative that is embedded and linked to delivery.
- Delivery is non-negotiable in the department and all actions are geared to reflecting the extent to which targets are being achieved.
- This system is based on verifiable outputs.
- Using the strategic plan, targets are set for each directorate and unit and each unit manager, chief directors, the DDG and the HOD. These targets are linked to deliverables and form the basis of performance appraisals.
- Quarterly appraisals are held with the HOD:
- In appraisals: the reports and expenditure reports, performance against targets, the Tracking Grid and the Calendar of Compliance are used to determine progress.
- Deliverables linked timelines, together with who is responsible for what is a feature of the department's reporting and accountability practice.

Advantages of the Accountability model

The model provide basis for:

- the assessment of progress in respect of the provincial plans / programmes/ projects and strategies towards achieving the strategic goals and objectives of the Department.
- The implementation of the monitoring and evaluation framework as a tool to ensure **access to reliable, timely information** and to track the performance of the education system.
- striving for **transparency** and **accountability** throughout the system by all relevant parties,
- achieving **compliance with legislation** and other requirements.
- improvement in **service delivery** and
- **Promotion of quality learning**

Conclusion – *“we want things done”*

- The vision of the department, along with strong leadership and a relentless focus on delivery, is at the heart of high levels of performance in the GDE.
- It was also evident that consequences for under- or non-performance are to be expected, making a solutions-focused attitude critical to success, professionally and in the department.
- It would seem that by focusing on the deliverables, rather than the person delivering, people responsible for delivery are inspired to raise their game and live up to these stated expectations. In so doing, compliance to service delivery mechanisms become a channel for expressing the vision of the department.