



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Draft Framework Document on Business Processes, Operations and Project Management

by
Office of the Director-General

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Introduction

Policy context and References/Sources

This document is aligned to the 2011 DPSA policy document *Business Process Management Framework and Methodology for the Public Service*, as well as the Association of Business Process Management Professionals International *BPM Common Book of Knowledge (BPM CBOK®)*. It is designed to give expression to the demands of the National Development Plan (NDP) of 2012 as drafted by the National Planning Commission (NPC), Chapter 9: Education. Some material in this document is derived from Rob Davis and Eric Brabänder (2007) - *ARIS Design Platform - Getting Started with BPM*.¹ Other sources include AIIM.org, as well as Bhatti, A., 2nd Edition, *Business Process Management* (presentation), and Petra Popovičová (BPM, presentation). The most recent version of the DPSA Operations Management Framework (DPSA, 2016, <http://www.dpsa.gov.za/documents/omf/Operations%20management%20framework1.pdf>) is also extensively referenced.

The DBE's value proposition

The DBE directly serves the public in the matter of reissuing, issuing and certifying the National Senior Certificate, as one of its Strategic Deliverables. Similarly, the DBE also directly serves the public in providing some helpdesk functionality, as well as protective legislation which guarantees the rights of all learners to access free public basic education, e.g. through the South African Schools Act (No 84 of 1996), which is aligned to the human rights delineated in the Constitution of the Republic of South Africa (1996, as amended).

However, it might also be argued that the primary clients of the DBE are in fact the Provincial Education Departments (PEDs henceforth). It is the PEDs who receive direct benefit from the DBE on a daily basis, in the form of:

- Norms and standards documents (policy)
- Guidelines (policy guidance)
- Circulars (policy changes, notifications)
- Curriculum Assessment Policy Statements (CAPS)
- Educational content and textbooks (Learning and Teaching Support Material, LTSM), catalogues of the same;
- Various national programmes such as the South African School Administration and Management System (SA-SAMS), the National School Nutrition Programme (NSNP), the former Kha Ri Gude adult literacy programme, the Second Chance programme, the Accelerated School Infrastructure Development Initiative (ASIDI), and
- Various core Information and Communication Technology (ICT) services such the Education Management Information System (EMIS), the National Education Infrastructure Management database (NEIMS), the Learner Unit Record Information and Tracking System (LURITS), the

¹ BPMd = Business Process (M)o(d)eling. BPMd is one of the processes used in BPM.

Senior Certificate and National Senior Certificate systems (SC and NSC); and national assessments generally.

However, DBE does directly benefit other levels of the hierarchy in the Basic Education sector. For example, at District and Circuit level, DBE provides:

- Support of Teacher Resource Centres; and
- District Director engagements directly with the Minister and DG.

Finally, the DBE even engages teachers directly on some occasions, for example:

- Defining the teacher professional development frameworks — both in ICT, with the *Professional Development Framework for Digital Learning* (2017) and more generally with the ISPFTED — *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011–2025 Technical Report*.
- Providing training in special circumstances, directly, in partnership with PEDs or other stakeholders
- Advising the South African Council of Educators (SACE) on which courses are required for Continuing Teacher Professional Development (CTPD).

It is therefore of interest to know how these services (or this value proposition) will be delivered to the beneficiaries and through which processes. This exercise is conducted for the sake of improving service delivery.

What is BPM?

Business process management (BPM) is “a discipline in operations management that uses various methods to discover, model, analyze, measure, improve, optimize, and automate business processes.”² It involves identifying, classifying, documenting, measuring, analysing, improving, integrating and maintaining processes. The greatest advantage of business process management is that it helps managers understand how things are really done in the institution, revealing problems, bottlenecks and inefficiencies that could remain hidden in any typical institution that on face-value may seem functioning normally.³

According Guide to The BPM CBOK®,⁴

"Business Process Management (BPM) is a disciplined approach to identify, design, execute, document, measure, monitor, and control both automated and non-automated business processes to achieve consistent, targeted results aligned with an department's strategic goals. ... BPM involves the deliberate, collaborative and increasingly technology-aided definition, improvement, innovation, and management of end-to-end business processes that

² Jeston, John; Nelis, Johan (2014). *Business Process Management*. Routledge. ISBN 9781136172984.

³ DPSA, 2016

⁴ Connie Moore, Tony Benedict, Nancy Bilodeau, Phil Vitkus, 2013; "The BPM Profession - ABPMP International". www.abpmp.org. Retrieved 20 January 2018.

drive business results, create value, and enable a department to meet its business objectives with more agility. BPM enables an enterprise to align its business processes to its business strategy, leading to effective overall department performance through improvements of specific work activities either within a specific department, across the enterprise, or between departments.”

Bhatti defines BPM as:

“a systematic approach that is used to make an organization's workflow effective, efficient and responsive to changing environment.” (p3).

Hence,

“Every kind of business provides products or services to their customers with the objective to generate revenue and to add value to the customer at the end of the ‘value-chain’. This value can be created in different ways depending on the kind of business... With ever-increasing competition for different markets, resources, jobs and skills; only businesses that can deliver value to all their different stakeholders, in an efficient and cost-effective way, will survive.” (Davis et al., 2007, p1).

and

a “Business Process” [is] “the definition of the tasks, and the sequence of those tasks, necessary to deliver a business objective” (Davis et al., 2007, p6)... “Business Process Management [is] a systematic approach to managing and improving an organisation’s business by the active, coordinated management of all aspects of the specification, design, implementation, operation, measurement, analysis and optimisation of business processes in order to effectively and efficiently deliver business objectives.” (p7).

In short, business process management is the process whereby the business of the organisation — in this case the DBE — is managed in such a way as to have clear, efficient processes with clear, measurable deliverables.

Features of Operations Management as mandated by DPSA

The DPSA (2016) has published an Operations Management Framework which discusses the delivery of five key components of Operations Management: running the day to day business operations of the Department. Operations management processes and deliverables should consist of these components:

1. A departmental Business Process Framework/Policy/Guideline and Plan (BPM, this document);
2. A Service Delivery Model (SDM);
3. The Standard Operating Procedures (SOPs);
4. Service Standards (SS) and
5. Service Charters (SC).

This present document serves to provide (1). Item (3), the SOP, is defined or identified during the BPM processes, and hence, what operating procedures are necessary. Each Branch and Directorate will have different SOPs. The remaining are beyond the scope of this document, however some drafts are attached as annexures.

Document types

1. **SOPs, SDIPs, SDC/SCs and SDMs** are aimed at improving service delivery. A service delivery charter is a public document that sets out the standards of service that service beneficiaries can expect from a governmental institution. Service standards help to measure the extent to which set objectives are met. The goal of an SDIP is to provide a mechanism for continuous, incremental improvement in service SYSTEMS delivery, and as such SDIPs must be credible, effective and realistic.
2. **The Annual Operations Plan (AOP)** sets out what the institutions intends on doing in the upcoming financial year
3. **The Annual Performance Plan (APP)** identifies the performance indicators and targets that an institution will seek to achieve in the upcoming budget year.
4. An **SDM** details an institution's mandated services, service beneficiaries, current method of delivery, analysis of current method of delivery and possible improved method of delivery. "The transformation of the public service from a rules-bound bureaucracy to a results-driven institution is accelerated" (DPSA, 2016, p14).
5. An **Organisational Functionality Assessment (OFA)** is a process that is used to assess and diagnose, based on evidence, whether all the necessary service delivery enablers are in place to support delivery processes in an optimal and accountable manner.
6. **Service Delivery Improvement Plans (SDIPs)** are tools used to ensure the continuous and incremental improvement of service delivery. SDIPs is neither an operational plan nor an Service Delivery Model (SDM). SDIPs however need to be developed carefully to avoid these pitfalls:
 - 6.1. Some of the institutions still list and confuse a "service" with a "function"
 - 6.2. Some of the SDIPs have more than five key services
 - 6.3. Some of the SDIPs have the same current and desired standards(i.e. there is no service delivery improvement "gap").

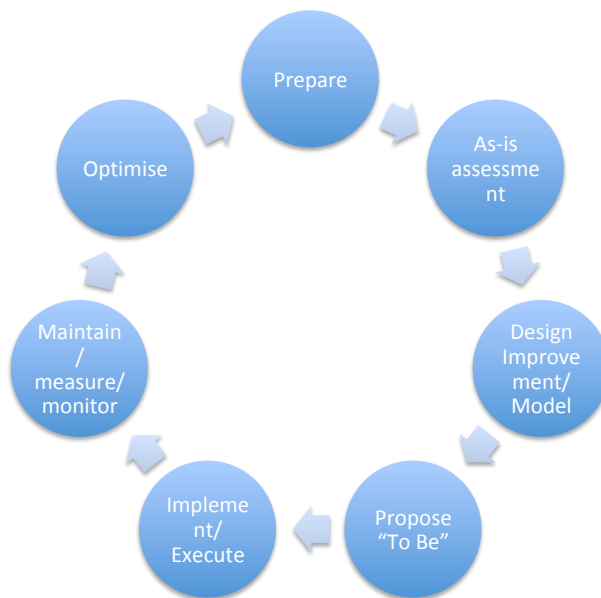
BPM vs SDM

It is important to distinguish between standard operating procedures (SOPs), and service delivery standards and models (SSes, SDMs). Service delivery refers to deliverables received by the beneficiaries, in the case of DBE, this is represented by PEDs, districts, district officials, schools, learners, parents, etc. Standard Operating Procedures refers to how the work is done at DBE. SOPs may include the delivery of outputs which benefit the beneficiaries, but not always directly. BPM to a large extent can be used to map SOPs, but not develop SDMs, SSes, SDIPs, etc. In the first six chapters of this document we discuss BPM; it is only in the last chapter (7) that we discuss actual service delivery to the PEDs and the public.

The BPM cycle

The Department needs a roadmap to guide it through the right steps in the right order. This roadmap starts with recognising the need for change and setting realistic goals. Then a plan supported by adequate resources and schedules can be developed. As presented in the DPSA (2011) document, BPM can be broken down into six stages (also seen in Bhatti, p10):

1. Preparation and Activation
2. “As is” status quo investigation
3. Determining the improvement approach - Designing and modeling
4. Proposing the “To Be” status
5. Implementing the “To Be” status - Execution of the Strategy
6. Maintaining and measuring outcomes - Monitoring and Optimisation.



The BPM lifecycle, DPSA 2011.

The diagram is based on the DPSA-provided chart (2011). It is important to note that these stages are a cycle; that is, once the “as is” is understood, and the implementation is in progress, any changes suggested by the monitoring process will lead to an optimisation process, and hence, a further improvement in the design process. As pointed out in Davis et al. (2007, p3), if a task does not add value to a process, it is merely bureaucracy and therefore may be unnecessary.

Davis et al., (2007, p7) identify four stages which are similar to those above: (1) Strategy; (2) Design; (3) Implementation; and (4) Control. As we see above, these steps are equivalent to DPSA’s (1) Preparation; (3) Designing and modeling; (5) Implementing; and (6) Maintaining and measuring. Elements of the model proposed by Davis et al. will therefore be incorporated into that proposed by DPSA (2011); in particular, as Davis et al., 2007, p7 point out, changes in strategy must be reflected by changes in business processes. Likewise, DPSA’s OMF comprises four quadrants which are similar to BPM. We place these two models next to each other for comparison:

DPSA 2011 (BPM)	DPSA 2016 (OMF)
Purpose: optimising internal processes	Purpose: ensuring delivery of services
1. Preparation and Activation	1. Operations Strategy
2. “As is” status quo investigation	
3. Determining the improvement approach - Designing and modeling	2. Operations Design

DPSA 2011 (BPM)	DPSA 2016 (OMF)
4. Proposing the “To Be” status	
5. Implementing the “To Be” status - Execution of the Strategy	3. Operations Planning and Control (Implementation)
6. Maintaining and measuring outcomes - Monitoring and Optimisation .	4. Operations Analysis and Improvement

We will consider the DPSA OMF in more detail in Chapter 7.

Consequences of Lack of BPM and BPM benefits

As argued in the DPSA document, p3,

“Demand for increased effective and efficient service delivery require continuous attention from Government. In the Public Service Act of 1994, as amended state that the Executive Authority is responsible for the effective and efficient functioning.”

However, poor processes — too complex, unclear, unknown, ambiguous, or inconsistently applied — can lead to not only staff dissatisfaction but also poor service delivery. If there is a lack of proper BPM in a department, the results may therefore be:

- Fragmented results obtained from processes
- Unresolved problems
- Waste of resources
- Low productivity
- Employee dissatisfaction
- Service recipient dissatisfaction

(DPSA, 2011, p24). BPM can also bring the following benefits (www.aiim.org/bpm; also Bhatti, p8):

- Consistent execution reduces process cycle time; Process business critical activities faster
- Defines roles and responsibilities that increases employee efficiency and satisfaction
- Helps for continuous process improvement that provides foundations for BPR
- Helps in measuring KPIs and thus improves accountability
- Helps in standardization of procedures
- Improves beneficiary satisfaction by delivering better and enhanced value; Improve beneficiary service and retention
- Improves operational efficiency that results in the avoidance of wastage and loss of company resources; Reduce staff and office overhead and numbers
- Improves process quality, reliability and output
- Improves strategic decision-making by providing correct information at correct time. It provides end-to-end performance visibility and optimization of resources
- Increase visibility into operational efficiencies and bottlenecks

- Maximizes process visibility that helps in reducing costs
- Promotes communication and collaboration between departments
- Promotes organizational flexibility and business agility
- Promotes safe working conditions that protect company resources
- Reduce business risks
- Reduce duplications
- Reduce overall IT costs
- Reduce the number of errors and exceptions
- Simplifies regulatory compliance.

These processes must be pursued so as to ensure rapid change, reduce costs, and ensure delivery (DPSA, pp5-8; Davis et al., 2007, pp8-9). In the next series of six chapters, we detail the six steps outlined above according to the DPSA (2011) document.

DPSA (2011, p27) enjoins us to ensure that:

- The department has an approved framework for BPM (this document)
- A BPM system must exist in the department, as well as an organisational structure responsible for the development, deployment and maintenance of the BPM system.
- A BPM training plan must exist in the department.
- Management must conduct periodic assessment of the department's BPM system, including their own BPM skills.
- Management must ensure that BPM targets are set for reviews and that action plans are developed to improve the BPM status of the department.
- Management must keep records of BPM review results and the BPM status of the department.
- All Process Management activities must be effectively communicated down the line.
- Management must build a culture of continuous quality improvement in their business activities or work.

It is proposed that the DBE can achieve these goals by:

- Defining and documenting the Department's BPM system and processes, using e.g. flowcharting (BPMd) tools;
- Managing projects properly using formal project management and tracking of processes and progress, preferably in a digital system;
- Processes must be owned by responsible officials (DPSA, 2011, p27);
- Processes must be properly designed (DPSA, 2011, p28);
- Work instructions must be properly documented (DPSA, 2011, p29);
- Officials must be trained (DPSA, 2011, p29);
- Compliance must be monitored (DPSA, 2011, p30);
- Process performance must be monitored (DPSA, 2011, p31); and
- There must be constant process improvement, review and evaluation (DPSA, 2011, p32).

It is with these goal in mind therefore that this document is presented along with a recommended project plan for rollout of BPM in the department. The diagram on the page that follows outlines the six-step process recommended by DPSA.

Digital Approaches

The DBE's business processes can be gradually automated.^{5 6 7} It is recommended that the DBE start with automation of:

- **Project reporting and monitoring** through project management tools, particularly around APPs (Annual Performance Plans), KPIs (Key Performance Indicators), and PMDS, using **Business Intelligence dashboards**;
- **Automation/workflow processing** e.g. of submissions, Parliamentary Questions, Director-General memoranda, and related work; and
- **HR/Salary/Leave processes** where there are gaps in such processes in existing systems.

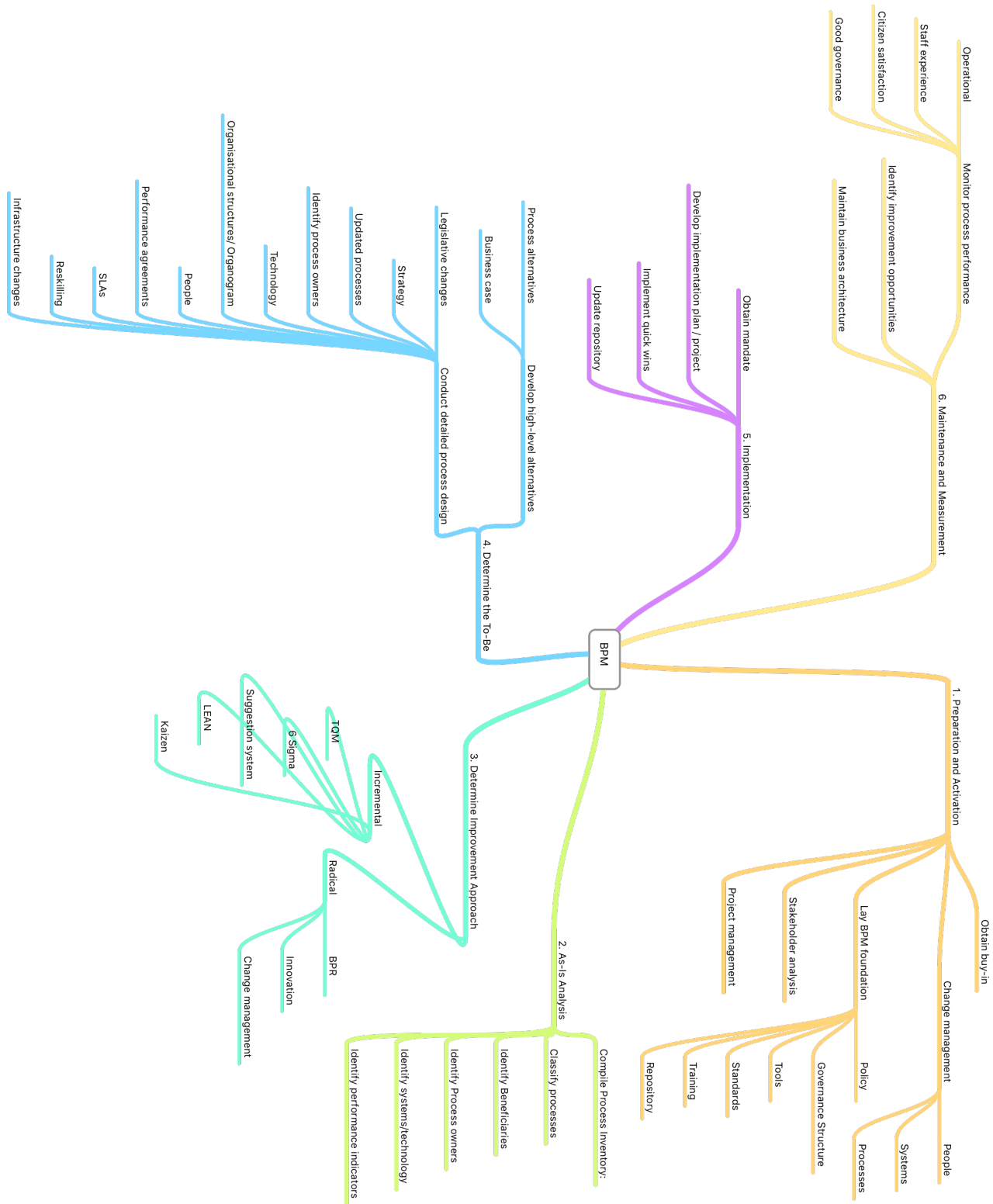
A key reason to convert business processes into ICT-based workflows is to ensure that there is transparency around execution times and therefore the costs involved. (Davis et al., 2007, p10).

In the chapters that follow, we consider each of the six stages identified above.

⁵ It is worth noting that the six steps proposed above are similar to the TOGAF proposed by the GITO Council. See Appendix 3 for more.

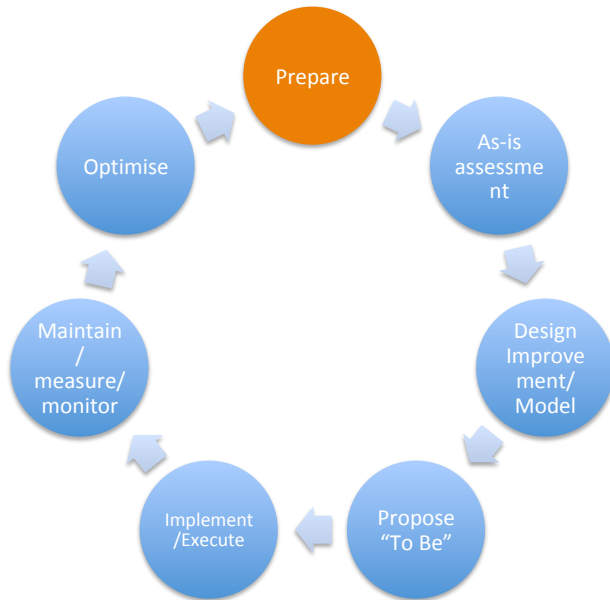
⁶ Furthermore, modern BPM practice has not only room for digital approaches to modeling, using Business Process Modeling Notation, XML Process Definition Language, and Business Process Execution Language (AIIM, p20), to automate execution of business processes, but, it also can automate the mapping of, and monitoring of, ongoing processes. These approaches will not be used beyond modeling with flowcharting software (BPMd), followed by digitisation of processes which are amenable to digitisation. There may well however at a later date be need to implement modern Enterprise Resource Planning (ERP) solutions (Davis et al., 2007, p4) and Enterprise Content Management. (AIIM, p23). The advantage to digital monitoring tools is that it is possible to have a dashboard overview of the business processes. Whether the DBE has implemented a full true BPM architecture, particularly a modern ERP system, is something to be determined in the process.

⁷ Davis et al., 2007, p5.



1. Preparation and Activation

In this chapter we will discuss the DBE's strategy for Preparation and Activation of formal BPM processes.



-Following a business process management methodology ensures that appropriate and efficient application and implementation of business processes is followed. The purpose of business process management is to assist governmental institutions in identifying, mapping, designing, reviewing, redesigning and managing business processes. (DPSA, 2016, p50).

-Undocumented processes results in compromised service delivery. As a result, consistent quality standards are difficult to maintain. As an example, when an official – who does not follow a formally-mapped and documented process – leaves the institution

for other employment, the new official who will fill the position will have to figure out how to perform the work and as a result, service delivery suffers. (DPSA, 2016, p48)

The purpose of the **Preparation and Activation** stage is to obtain and secure buy-in; Develop a change management plan; Lay the business process management foundation; Conduct a stakeholder analysis and categorisation; and Undertake project management (GTAC is recommended by DPSA 2016, p59). For more on Project Management, see Chapter 7, which deals with running operations post-optimisation. Part of the stage includes the alignment of:

- Organisation strategy
- Business processes
- Resources
- Systems and technology
- Service beneficiary needs
- Shared business processes (reduced silos), interdependent processes (Core processes, support processes, and management processes)
- Need to aim for greater maturity levels (processes are managed) (DPSA, 2016, p53).

The steps are as follows:

1. Obtain buy-in

In this phase, we engage the Director-General to ensure that the envisaged process is acceptable. Normally, a memorandum or submission would be written.

2. Change management (initial)

- 2.1. **People.** Engage change management processes. More on Change Management is discussed in chapter 5 on implementation.
- 2.2. **Processes.** Identify which processes may be affected or assessed and what the effect will be if changes are made.
- 2.3. **Systems/Technology.** Identify which systems will be affected or assessed and what the effect will be if changes are made.
- 2.4. In the BPM toolkit provided in the annexures, we will see that the People/ Processes/ Technology Rubric is used to identify the various factors in the various Business Processes, when performing the Mapping exercise.

3. Lay BPM foundation

- 3.1. **Policy.** Identify which policies affect the processes identified and whether changes need to be made. In this we may consider the Department's Strategic alignment with legislation to represent its strategy — in this case, the delivery of free public basic education. Strategic alignments with the National Development Plan (NDP, 2012), and Action Plan (2015) are therefore key.
- 3.2. **Governance Structure.** Identify which governance structures affect the processes identified and whether changes need to be made.
- 3.3. **Tools.** Identify which tools affect the processes identified and whether changes need to be made.
- 3.4. **Standards.** Determine which standards need to be in place or which are affected.
- 3.5. **Training.** Identify whether significant process changes will likely occur and prepare to train staff for revisions. Naturally, until we have studied the "As is" (status quo) and identified which processes are likely to change, this is somewhat uncertain. Similarly, until we have determined the proposed changes, no training manuals can be produced.
- 3.6. **Repository.** Ensure that a Knowledge Management repository with all relevant manuals is set up or available, e.g. on the DBE Intranet site, the shared drive, etc. Through adopting learning and knowledge management, the Government will also reduce the loss on return on investment by reducing the use of consultants. The purpose of Learning and Knowledge Management (LKM) is to provide conceptual clarity and leadership that allows public service institutions to implement LKM successfully and develop benchmarks that assist assessment parameters contributing to informed decisions over and around knowledge management for all spheres of the Government.
- 3.7. **Activation.** Alert staff to the start of the process.

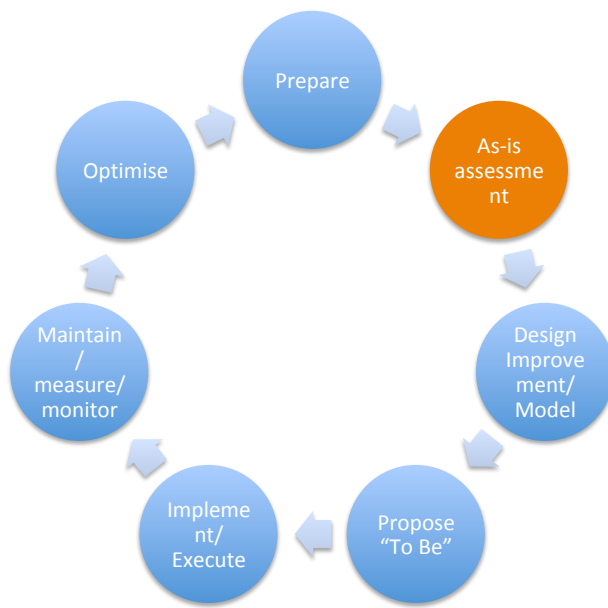
4. Stakeholder analysis

Identify which officials are impacted by the process changes, and which beneficiaries. For example, if changes are proposed in line with the NSC Service Delivery Improvement Plan, then officials in the National Assessments and Public Examinations directorate, as well as NSC candidates, would all be affected.

5. Project Manage

It is recommended that the DBE then engages formal Programme and Project Management processes (PPM), in line with the **PMBOK** (Project Management Book of Knowledge) methods, to ensure successful rollout of the BPM mapping process. More on this is discussed in Chapter 7. A project charter and Gantt is available.

2. “As-is” Status



In this chapter we will discuss the approach to existing business processes. Status quo interviews and a review of existing documents would be a first step.

The purpose of this phase is to determine “who does what, in what sequence, [and] what services or products are produced?”

In this phase we diagrammatise what the Department does, and identify existing weak points or bottlenecks, as per the BPM mapping template provided in the annexures.

The result of this analysis will feed into the “to-be” or desired state or processes. (Davis et al.,

2007, p9). In effect, we model the business processes in this stage. The model must be a representation of the real thing; built to a certain level of detail; and be representative of a snapshot in time of the business processes. (Davis et al., 2007, p29).

In this phase we will: Analyse the business strategy; Define the business process architecture; Identify and appoint the process owners (if they do not already have such ownership); Document/map the process (BPM); Establish the process performance measures; Measure process performance; **analyse process performance**; Determine process vision (A description of the ideal future). To **analyse process the performance**, we must check : Throughput; Time; Quality; Costs; Service beneficiary satisfaction; and Process performer morale.

Mapping the Process

In the mapping process, the existing Business Process Architecture will be mapped. In summary, in order to map the process, we consider the following:

- Process scope, name, purpose, start/end, boundary.
- Legislative alignment.
- People processes and technology.
- Inputs/Outputs. Beneficiaries. Activities, resources.

The business processes have a variety of levels. In the “As is” stage, we identify these levels, with an eye towards improving the processes, using a similar model and levels, in the “Improvement Approach” stage.

The levels (according to Davis et al., 2007, p50) are:

Level	Description	Components
1	Enterprise Map	<ul style="list-style-type: none"> • Enterprise Processes • Organisational Units • Business Objectives
2	Process Area Maps	<ul style="list-style-type: none"> • Process Areas • Directorates • Services
3	Main Process Models	<ul style="list-style-type: none"> • Main Processes • Delivery Units • Products
4	Process Models	<ul style="list-style-type: none"> • Processes • Delivery Teams • IT-Systems
5	Activity Models	<ul style="list-style-type: none"> • Activities • Roles • System Functions

These levels can be customised for the DBE. Part of the BPM process will be to accurately map the DBE's process structure according to a model like the above. A variety of mapping models are available, depending on the view (Davis et al., 2007, pp32-3) we select, e.g. whether we focus on the organogram or structure (how entities relate to each other), or whether we focus on products and outputs (e.g. NSC certificates, textbooks, policy documents).

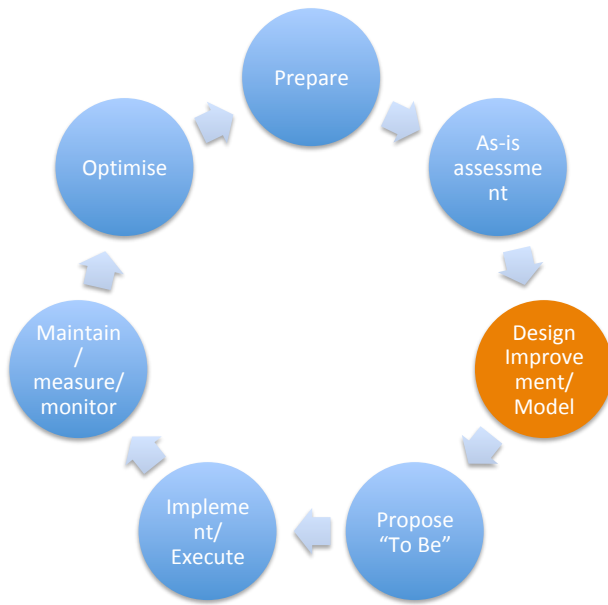
Part of the business process mapping will involve the creation of flowcharts. Each “box” in a flowchart represents a different type of function, event, entity, product, or decision; much like the “views” identified below.

What View?

Davis et al., 2007, pp32-3 recommend that we select a specific view on the business processes:

- **“Organisation View** – static models of the structure of the organisation. Includes: departments, people resource and roles in hierarchical organisation charts, technical resources (e.g. equipment, transport etc.) and communications net- works.
- **Data View** – static models of business information. Includes: data models, knowledge structure, information carriers, technical terms and database models.
- **Function View** – static models of process tasks. Includes: function hierarchies, business objectives, supporting systems and software applications.
- **Product/Service View** – static models of the structures of products and services. Includes: product trees, products, services.
- **Process (Control) View** – dynamic models showing the behaviour of processes and how they relate to the resources, data and functions of the business environment. Includes: Event-driven process chains, information flow, materials flow, communications diagrams, product definitions, flow charts and value chain diagrams. For the DBE's purposes, this is the view we will adopt.

3. Improvement Approach



“BPM is ... a management philosophy for creating agile departments capable of transforming their business processes in pursuit of extraordinary results. It embeds business process thinking in departments such that they can continually change and adapt, efficiently and effectively, to suit ever-evolving services, economic, political and social conditions” (DPSA, 2011, p7).

In this phase we will identify the DBE’s approach to improving existing BPM processes to ensure greater responsiveness to the needs of the DBE’s beneficiaries. The target will be to reveal problems, bottlenecks, and inefficiencies. DPSA (2016) also speaks to

the process of Business Process Redesign, or BPR, discussed below.

1. Identification of processes

Whilst in the “as is” phase we identified existing processes, in this stage, the improvement approach, we identify processes which would be suitable for optimisation.

2. Comparison of similar processes

In this stage we compare similar processes to see which processes are duplicated unnecessarily, particularly within one workflow, or, where two or more directorates are performing the same functions unnecessarily. So, whilst all directorates may have a process, for example, to report on expenditure, this would not constitute an unnecessary duplicate, since all directorates are required to report on spend. However, if two directorates, for example, were issuing NSCs, then the process of issuing NSCs would involve a duplicate.

3. Identification of redundancy / duplication

Once redundancies are identified, determination needs to be made as to where the process correctly belongs (which directorate), and whether the duplication is unwarranted.

4. Identification of obsolete processes

In this phase, we consider processes which may no longer be necessary. For example, if submissions to the Director-General are digitised, there is no more need to capture records of the submissions in spreadsheets, since the digital system already captures the submissions.

5. Proposals for improvement of Business Process Design

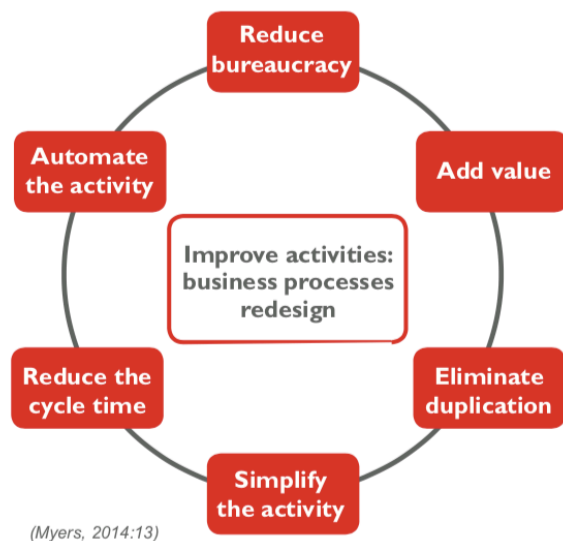
In this phase, proposals are drawn up to rationalise the department's processes; specifically elimination of bottlenecks; elimination of duplicate, redundant and obsolete processes; and improvements to the efficiencies of existing processes.

Once the processes are identified for improvement, the Department needs to: determine the Improvement Approach: either incremental or radical.

Once the approach is selected, further change management processes need to be undertaken to ensure that officials are comfortable with the changes. These two approaches (incremental or radical) are described below.

6. Determine improvement approach

- *Radical improvement:*
 - Business process redesign
 - Business process reengineering
 - Business process innovation
- *Incremental improvement approaches:*
 - Total Quality Management
 - Kaizen
 - Six Sigma
 - Lean
 - Suggestion systems
 - Work measurement and productivity



6.1. Incremental Improvement

The approach might be rapid/radical or might be incremental. In the case of **incremental** approaches, the DPSA (2011, p17 onwards) recommends the following.⁸ More on these models can be found online.

1. Total Quality Management (TQM)

TQM is a comprehensive and structured approach to organisational management that seeks to improve the quality of products and services through ongoing refinements in response to continuous feedback.

2. Six-Sigma

Six Sigma seeks to improve the quality of process outputs by identifying and removing the causes of defects (errors) and minimizing variability in business processes. It uses a set of quality management methods, including statistical methods, and creates a

⁸ Cited verbatim from DPSA 2011.

special infrastructure of people within the organization ("Black Belts", "Green Belts", etc.) who are experts in these methods.

3. Suggestion systems

Suggestion systems is a method by which the ideas and suggestions of the employees are communicated upward through the management hierarchy.

4. Lean

"Lean," is a production practice that considers the expenditure of resources for any goal other than the creation of value for the end service recipient to be wasteful, and thus a target for elimination. Basically, Lean is centred on preserving value with less work.

5. Kaizen

Kaizen refers to activities that continually improve all functions, and involves all employees from the highest to the lowest levels in the department. It also applies to processes, such as purchasing and logistics, that cross organisational boundaries into the supply chain. By improving standardized activities and processes, kaizen aims to eliminate waste.

6.2. Rapid/Radical Improvement

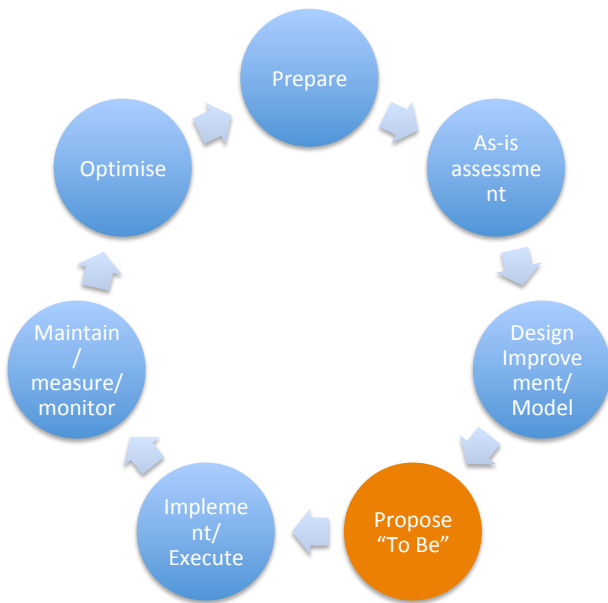
6.2.1 In Rapid or Radical improvement, the DBE would consider:

- Business process reengineering (BPR): the analysis and redesign of workflow within and between departments; and
- Business Process Innovation: Innovation which takes place when an existing practice is reviewed and replaced by something better.
- BPR is "The realignment of business process strategies through the use of an analytic tool and an intense consultation process. BPR is an off-shoot of BPM implementation that involves a great deal of risk due to change management." (Bhatti, p4).

6.2.2 So what is the BPR methodology? According to Bhatti, p23 (verbatim citation):

- BPR is the redesign of business processes to achieve improvements as discussed in the introduction.
- A BPR review starts with understanding the "as is" situation.
- BPR adopts a new value system that places emphasis on beneficiaries' needs. BPR removes unnecessary organisational layers and eliminates unproductive activities
- Firstly, BPR redesigns functional organisations into cross-functional teams.
- Secondly, BPR uses technology to improve data dissemination and decision-making process.

4. Proposed “To Be”



In this phase we will examine the DBE’s proposed new business processes.

A.Replacing old processes

Processes identified in Phase 3, *Improvement Approach*, will be rationalised and synergised to ensure compatibility, reduction of duplication, contradiction, or inconsistency. Redundant, duplicate and inconsistent processes will be replaced with new homogenised, rationalised and synergised processes. These have been identified in the “as is” phase.

B.Automation

One of the goals of the DBE’s BPM process is to “implement BPM systems ... to build flexible automated processes, and then via integrated reporting and simulation tools, monitor and adjust these processes in real time to ensure that they are both optimal and aligned with the strategy.” (DPSA, p7).

In this phase, there are two main high-level phases each with sub-phases.

1. Develop high-level alternatives

In this phase, we determine what needs to be done.

- 1.1. **Process alternatives.** Firstly, we propose alternative processes identified earlier.
- 1.2. **Business case.** Secondly, we draw up the business case to change the processes.

2. Conduct detailed process design

2.1. To-be:

- *Redesign the process* (Improve activities (improve it); Configure process flows (streamline it); Design information flows around the process (informate it); Grow knowledge around the process (mind it); Structure roles around the process (resource it)); *build the “to be” process*. Redesign a process and make it more efficient before automating. (DPSA, 2016, p66). *Reduce bureaucracy; add value; Eliminate duplication; simplify the activity, reduce the cycle time, automate the activity.*
- *Real Value Adding (RVA) activities that add value to the service beneficiaries of the process*
- *Business Value Adding (BVA) activities that add value to the business but not the service beneficiaries*

- *Non-Value Adding (NVA) activities that do not add value to the service beneficiaries or to the business*

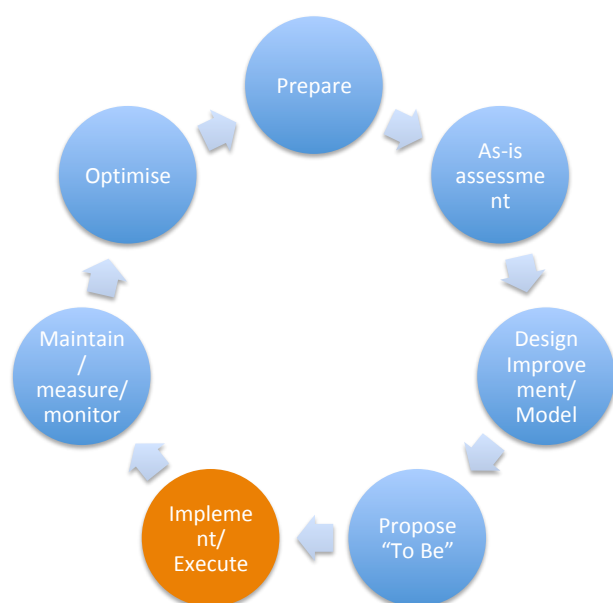
2.2. How can technology improve Business Processes?

- *Any processes of the following types can be automated:*
 - *Informational*
 - *Sequential*
 - *Tracking/Geographical*
 - *Disintermediating (taking out the middle man)*

3. Steps to follow

- 3.1. Legislative changes.** If any legislative changes are required to enact the process change, DBE needs to lobby DPSA to change the legislation.
- 3.2. Strategy.** Here the DBE will determine how to go about making the necessary changes.
- 3.3. Updated processes.** In this phase, the processes will be updated or redesigned.
- 3.4. Identify process owners.** The relevant process owners are contacted and informed of the upcoming change and engaged on the matter.
- 3.5. Technology.** Any relevant new technology needed for the revised process is identified. Changes may be made to ICT infrastructure, e.g. introduction of knowledge management systems (repositories).
- 3.6. Organisational structures / Organogram / Staffing.** Any relevant changes to staffing are determined and presented to Minister and DPSA for approval.
- 3.7. Performance agreements / SLAs.** Any changes to performance agreements, KPIs or APPs are determined and new service level agreements, KPIs or APPs are drawn up for the affected officials (process owners).
- 3.8. Re-skilling.** Process owners will need new skills and training and possibly training in new software where applicable.

5. Implementation



In this phase we consider the DBE's approach to implementing new business processes. Once the revised processes are approved, the next stage is to *implement* the intended changes. The following high-level phases apply.

Transform the process: Obtain implementation mandate; Develop implementation plan; Implement quick wins; Update repository; Celebrate success; Train officials

Manage the process: Measure process performance; Obtain feedback from process stakeholders; Monitor process performance

Leadership commitment and buy-in are of the utmost importance

1. Obtain mandate

In this phase, the Office of the Director-General: Business Process Unit, will obtain permission to enact the changes recommended.

2. Develop implementation plan / project

Next, the project plan/charter is drawn up for the changes. A sample project charter is attached.

3. Implement quick wins first

Easier process changes, which have low risk to the value chain, are introduced first as per the stages identified in the previous chapter (engage DPSA on the organogram and on any legislative changes needed, engage affected staff, train/re-skill affected staff, implement, etc.)

4. Implement more taxing changes

Introduce changes into the more sophisticated systems, bearing in mind the risks to the business processes and the value chain that are implied by the changes.

5. Update repository

Documentation and knowledge management repositories are updated with new documentation or manuals on the revised processes.

6. The Theory of Change

Without the support and acceptance of people on the ground, even the best strategy or technology is doomed to fail. It is thus imperative that an effective change management strategy be incorporated into the BPM Strategy for the DBE.

The theory of change addresses how we will go from the state that we are trying to change, to the desirable outcome, and the steps required to make that change. We therefore need to briefly explain the theory of change.⁹

1. The first matter is what are we trying to change? What is the problem, and what outcomes or results do we expect? We gave the problem statement in the introduction. “Outcomes” are the results of change. They are:
 - Are something we can create or control
 - Derived from the problem statement (given earlier)
 - Based on the changes required in a target group; in our case, teachers and learners;
 - Define what the result is going to be (what change will happen)
 - Give measurable indicators of change, or are measurable
 - Give a timeframe for delivery of the change.
2. The second aspect that needs consideration is **what inputs we require** to accomplish change? By inputs we mean the resources and information that we need to achieve our outputs or activities, and where those resources and information are coming from. If we’re not careful about this stage, we can compromise further stages and the change management process itself.
3. The third stage involves defining what we want as **immediate outcomes**, or “low hanging fruit” or “quick wins”. What can we change immediately on the way towards our goals that would be something we can act on immediately? We can call these “Immediate outcomes”. What do we need to do to cause these immediate outcomes? We need to define what processes will be implemented, or the “HOW”, followed by what services, goods or changes will be delivered or carried out. What activities need to be undertaken? What do we have to produce or do to achieve immediate outcomes? What are the timeframes and responsibilities? Who will carry out the immediate changes? All of these considerations define our first stages of change.
4. We next need to define **intermediate outcomes**, or what we expect as a mid-way stage between the final outcomes, and the immediate outcomes.
5. **Final outcomes**. We need to define what we expect the final outcomes to be.
6. **Ongoing change**. How are changes going to be perpetuated, and how are we going to encourage people to continue with the change process, and not revert to previous behaviours?

We can see at the very least, the following will change:

- How officials report their progress, KPIs, workflows.
- How work occurs.
- How decisions are taken and at what level(s).
- What is delivered to DBE’s beneficiaries.

⁹ The following section is adapted from Ngeleza, B., op. cit.

7. Change Management Programme

The following is a summary of a change management programme.¹⁰

Stage	Process	Resolution
1	<i>Identify problem</i>	Inefficient business processes or similar (to be identified)
2	<i>Identify inputs</i>	Information about processes
3	<i>Immediate outcomes</i>	Officials will be familiar with BPM
4	<i>Intermediate outcomes</i>	Officials will use revised processes
5	<i>Final outcomes</i>	DBE will have revised processes institutionalised
6	<i>Ongoing change</i>	M&E, a model and implementation for ongoing support

Broadly, two areas should be covered:

- Change Management for BPM Strategy
- Change Management BPR Capability

8. Change Management BPM Strategy

In order to give the BPM Strategy the impetus it requires, an effective Change Management Strategy needs to be included as part of this BPM Strategy. This Change Management Strategy aims to:

- Ensure buy-in of the BPM vision and strategy;
- Facilitate the resolution of contentious issues that may arise (including for example matters related to issues of overstepping of boundaries);
- Ensure that all stakeholders are consulted;
- Ensure that proper communication of progress and key decision are effectively disseminated; and
- Identify potential grievances as a result of the decisions being made (both overtly expressed, as well as hidden).

In part, the development of this Strategy document aims to fulfil the above. However, it is also recommended that Road Shows be undertaken so as to socialise this Strategy document with PEDs, and in particular, identify areas where PEDs feel that there are issues of overstepping of boundaries (e.g. where DBE claims mandate for processes or functions which are properly PEDs' mandate), or grievances.

¹⁰ cf. Ngeleza, B., op. cit.

9. Change Management Capability

It is the nature of organisations to implement changes over time. Some of these changes can have a profound impact on people both positively and negatively. It is also natural that most people resist change or are fearful of change. Therefore, it is imperative that an effective Change Management Capability be established, e.g. through capacity assessments. This process should be able to assist management with Capacity Building and Training.

10. Capacity Building

It is imperative that capacity-building takes place in the following respects:

- **Community capacity building** — that is, the community around directorates which are to receive BPR are capacitated to manage the change and understand what it entails;
- **Officials' capacity building** — that is, the officials which are to receive BPR are capacitated to manage the change and understand what it entails;
- **Focusing on successful transformation of the Education Sector** — that is, the directorates, PEDs, Districts and Circuits which are to receive BPR are capacitated to manage the change and understand what it entails;
- **Engagement with labour unions** — ensuring that labour unions understand and support the changes that BPR will cause.

11. Revising Organogram

There may be a requirement to revise the organogram or structure of the department if it is found that some processes are redundant, duplicated or strongly overlap between directorates. DBE needs effective organisational structures to deliver on its mandate and on the priorities set by the State. (DPSA, 2016, p166).

- Six Phases of the Organogram Revision:
 - **Diagnostics:** Diagnose the problem/opportunity, understand business drivers and current performance, determine design principles and alternative solutions
 - **Determine requirements:** Determine capabilities, behaviour and define service model
 - **Design:** Design future organisation
 - **Plan:** Complete business case and plan for implementation
 - **Implement:** Implement the new structure
 - **Monitor and Evaluate:** Evaluate new organisation structure

12. Change management: Risks

A big obstacle to BPR is whether beneficiaries and officials are ready for change, and this can affect people's attitudes. There are a number of requirements that officials need to meet in order to be ready for change. One obstacle, relevant here, is *perceptual*, that is, officials may perceive the changes as an obstacle or delay in their workflow. We may therefore recognise that it's important to select the right directorate(s) to start to implement BPR. Areas of weakness, which may hinder deployment of BPR, include:

- Possible lack of leadership or willingness to engage with new processes or change
- Possible lack of district and PED support structures.
- Resistance to technologies, solutions or new processes that are perceived to replace them or make them redundant; especially digital reporting systems which track SLAs;
- Resistance to public coaching or assessment, e.g. by a trainer;
- Resistance to tests of proficiency in system use or KPI measures.

13. Training

It is for these reasons (risks), that it is imperative to train staff on new processes. Training should feature:

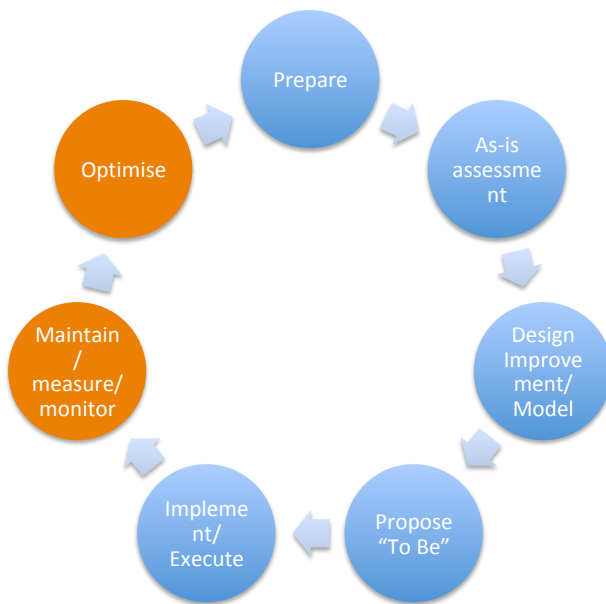
- In-service training
- Training new staff
- Training in the use of the systems, where applicable
- Training in new processes; and
- Communicating how technical solutions or systems meet the business requirements better (Davis et al., 2007, p11).

14. Communication of Change

- The Sector needs to better Communicate on the BPM initiatives and specifically on the changes that are likely to occur.
- Advocacy programmes, publicity, and Road Shows, are recommended.

6. Maintenance and Measurement

“If you can’t measure it, you can’t manage it.” - Drucker, P., in Davis et al., 2007, p11.



In this phase of BPM, we consider the DBE’s approach to controlling, maintaining and evaluating BPM processes. It is important to measure the outputs of business processes to see whether they are meeting the specified targets defined in KPIs (Davis et al., 2007, p11). In this phase, therefore, we propose that there are three high-level processes and some sub-processes.

- Monitor process performance;
- Identify improvement opportunities;
- Maintain business architecture.

The sub-processes involve:

- Documentation of work instructions
- Training on designed processes
- Monitoring of compliance
- Measuring process performance
- Continuous process improvement
- Process review when needed
- Avoiding silo mentality (DPSA, 2016, p80)

1. Monitor process performance

In this phase, we monitor the revised processes over a period of time to establish their efficacy.

- Operational.** This phase serves to evaluate whether the revised processes have improved service delivery, outputs, efficiency, and reduced bottlenecks.
- Staff experience.** This phase allows the evaluation of staff satisfaction with the revised processes, particularly the process owners.
- Beneficiary satisfaction.** This phase considers the process outputs and who the intended beneficiaries are, and whether they have an improved experience. So, for example, if the Service Delivery Improvement Plan (SDIP), is to improve the efficiency and quality of the NSC issuance and re-issuance, the general public would be interviewed to establish whether they found the SDIP to be effective/preferable.
- Good governance.** The end result of these improved processes should be good governance.

2. Identify improvement opportunities.

In this phase, we establish whether the processes can be improved further or whether the new processes are acceptable.

3. Maintain business architecture / Implement improvements.

In this phase, if there are improvements which can be made, they should be made, otherwise the system is then maintained, including updating necessary documentation in the repository.

7. Operations and Project Management

This final chapter describes the operations (programmes) and project management approaches to be used. Once a programme's business processes have been redesigned, it is necessary to also consider how solutions or service delivery is rolled out and maintained. That is, the bureaucracy does not run for its own sake, but to deliver services to the identified beneficiaries: PEDs, districts, learners, teachers, etc.

“For this purpose, officials should always try to remain abreast of current trends and more effective and efficient ways of operating” (DPSA, 2016, p31).

“Human resources, business processes, and systems and technology should not be evaluated separately as they cannot occur in sequence, but rather in parallel. The selected mode of delivery will impact on the technology solution, which will impact on the human resource requirements and *vice versa*.” (DPSA, 2016, p32)

“Each service must be mapped and managed, each service must have a standard operating procedure developed, each service must have a service standard set, each service must be reflected in the service delivery charter of an institution, and the institution's organisation structure must cater for the delivery of each one of the services.” (DPSA, 2016, p43).

In this section, we consider two aspects of operations management: operations management of bureaucratic procedures, and project management (of temporary projects).

As mandated by DPSA (2016), DBE must identify how to improve through determination of:

- A **Service Standards (SS) document**
- A **Service Charter (SC)**
- A **Service Delivery Model (SDM)** and
- A **Service Delivery Improvement Plan (SDIP)**

Some of these documents are attached as Annexures.

Operations Management

Operations Management (managing day-to-day operations) involves:

1. **Developing an operations strategy.** Operations strategy. It is vital that operations managers have a set of general principles with regards to how services will be delivered, which can guide decision making towards the institution's long- term goals.
2. **Designing operations.** Operations Design is the activity of designing the form, shape and composition of products, services and processes, and is crucial to the operation's activities. Designing and delivering services to service beneficiaries.
3. **Planning and controlling operations.** Planning and control is the activity of deciding what operations resources should be doing and verifying this by continuous monitoring operations. All operations can be modelled as input-transformation-output processes. Operations

managers need to understand what the institution is trying to achieve. Managing operational resources.

4. **Analysis of operations and improvement thereof.** Operations analysis and improvement. It is operations managers' continuing responsibility to improve the performance of their operations.

Service Delivery Model (SDM)

A Service Delivery Model (SDM) describes how an institution will deliver its services. Output of strategic planning process. The strategy designed informs the SDM (plan).

Service delivery cycle:

1. **Institutional setup** (preparation and buy-in, as-is analysis, identifying symptoms of poor delivery)
 1. Develop an institutional service delivery model policy
 2. Obtain institutional buy-in
 3. Appoint a champion to drive the service delivery model development
2. **Development of the SDM** (The SDM must define the mandate, services, delivery method, and beneficiaries. It can be used to identify areas of collaboration between silos. Must include BPM and quality management, and risk analysis. The beneficiaries are the ones who define the standards.)
 1. Prepare information
 2. Confirm mandates
 3. Define services
 4. Determine the method of service delivery
 5. Decide on appropriate service delivery models
 6. Identify risks and assumptions
3. **Implementation of the SDM**
 1. An implementation plan must be developed that reflects each step, task and responsibility
4. **Review**

STANDARD OPERATING PROCEDURES

Standard Operating Procedures (SOPs) are for repetitive tasks. SOPs require the specification in writing of "what should be done", "when", "where", by "whom" and "how".

- SOPs specify what should be done, when, where, by whom and how. SOPs detail and describe regularly recurring work that is to be conducted within an institution. (DPSA, 2016, p108).
- Current copies of SOPs need to be made readily accessible for reference in the work areas of those individuals actually performing the activity
- SOPs will reduce system variation
- Well-written SOPs facilitate training.
- Identifying planned and agreed-upon roles and actions.

- Assist auditors understand what is being achieved.
- Need to be designed to minimise paperwork, restrictiveness, and “malicious compliance”
- Must be concise, clear in purpose
- **Development stages:**
 - **Preparation:** Develop a guidance document; Obtain and secure buy-in; Identify priority processes; Develop a repository. Proposed format/table of contents:
 - Name of the institution
 - Title of the SOP
 - Purpose of the SOP
 - Authorisation
 - Version number
 - References
 - Clear instructions
 - A link to the process referenced
 - The date of implementation or the effective date
 - Page number
 - Rationale
 - An identifying number
 - **Development:** Determine objective of the standard operating procedure; Appoint the standard operating procedure writer or team; Produce the standard operating procedure; Indicate responsibility; Authorise the procedure; Distribute
 - **Implementation considerations:** Enable officials to use it; empower and supply champions; encourage and enforce.
 - **Review:** Impact assessment; Change in business processes; determine how often to review.

SERVICE STANDARDS

- Institutions must publish the standard of services that can be expected from them.
- Service standards are the rules of engagement for providing services to service beneficiaries. Service standards include service delivery targets such as waiting times and hours of operation. Service beneficiaries are entitled to know what they should expect from the institution, how services will be delivered and what they cost, and what service beneficiaries can do when services they receive are not acceptable. (DPSA, 2016, p134)
- A service standard is a reasonable and measurable expectation from the side of the service beneficiary and an honest commitment by the service provider to meet or exceed that expectation. (DPSA, 2016, p134)
- **Three** types of standards: **structure**, **process** and **outcome** standards.

The Eight *Batho Pele* Principles

1. Consultation
2. Service standards.
3. Access
4. Courtesy
5. Information
6. Openness and transparency
7. Redress
8. Value for money

- Must be *appropriate, acceptable, and adhere* to Batho Pele: *Consultation; Access; Information; Openness and transparency; Courtesy; Redress; Value for money*
- **SMART** (DPSA, 2016, p137)
- **Criteria to consider:**
 - Are the standards meaningful to service beneficiaries?
 - Are standards attainable?
 - How are standards to be communicated?
 - Do standards comply with national standards and legislation?
 - Are standards affordable?
 - Are performance measures in place and are achievements reported?
 - Are standards based on consultation?
 - Are standards owned by managers?
 - Are standards reviewed and updated?
- **Five development phases:**
 - **Preparation:** Obtain buy-in; Develop a change management programme; Develop a policy; Appoint a champion
 - **Set service standards:** Know your business (identify beneficiaries, deliverables, etc.), Consult stakeholders; set SMART standards
 - **Empower officials:** Inform and train
 - **Manage service standards:** Publish, implement, monitor, improve, review.
 - **Communicate and reward:** Communicate, measure performance, reward, ensure there is a service delivery charter.
- **Good service is visible in:**
 - Responsiveness
 - Competence
 - Easy access
 - Courtesy
 - Good communication
 - Reliability and accuracy
 - Security
 - Appearance of officials
 - Attractive physical facilities

SERVICE DELIVERY CHARTER

- A service delivery charter is a public document that set out the standards of service that service beneficiaries can expect from a governmental institution, as well as complaints mechanisms. It should be developed to suit the needs of individual institutions. (DPSA, 2016, p153).
- The main challenge facing institutions is to move from “knowing” to “doing”. The institution has to discover ways of working that encourage new attitudes and organisational cultures and which develop new skills and competencies. To help transform attitudes and the culture of the public service from a “can’t do” rules-bound mindset to a “can and will do” service delivery commitment, the Government introduced the concept of Batho Pele – putting people first. (DPSA, 2016, p151).

- Reinforce the institution's or the component's commitment to service delivery improvement for all end-users
- Help the institution or component rise to the challenge of treating citizens as service beneficiaries and meeting their demands equitably and fairly
- Communications with service beneficiaries on the basis of service standards, indicators and targets will reduce the potential for misunderstandings and misinterpretation. (DPSA, 2016, p156).
- **Should contain:**
 - The name of the institution
 - The physical, postal and e-mail addresses of the institution
 - The days and times that the institution is open to the public
 - A list of the (core) services provided
 - A statement of the service standards that service beneficiaries can expect
 - An explanation of how queries and/or complaints will be dealt with
 - A statement of the service beneficiary's rights
 - A statement of the service beneficiary's obligations
 - A pledge to maintain service standards.
- **Five phases:**
 - **Preparation:** Obtain buy-in; Develop a guideline; Appoint champion
 - **Design:** Who are we?; Where can we be found?; What are our services and products?; What are our service standards?; How will we deal with complaints?; What are your rights?; What are your obligations?
 - **Consultation:** Get buy-in and commitment
 - **Publishing:** Once the service delivery charter is completed, it should be published and widely distributed
 - **Review:** It is crucial to review the service delivery charter to ensure that it is still relevant

OPERATIONS PLANNING AND CONTROL

Operations management

1. **Operations management** is concerned with institutional operations managers' activities, decisions and responsibilities. It involves providing services and adding value to service beneficiaries, and ensuring that they receive the correct services and the preferred outcomes.
 1. **The service beneficiary experience.** The service beneficiary experience is the direct and personal understanding of, and response to, a service beneficiary's participation in the service process and its outputs. Many institutions provide a combination of products and services. However, it is not the relative amount of product versus the service that an institution offers, but rather the value that the service beneficiary derives from the product or service. (DPSA, 2016, pp174-5).
 2. **Relationship between cost, quality and time in operations.** The perception is that improving quality or time will result in higher costs, and likewise a

decline in cost must involve a decline in quality. Planning and control is concerned with the reconciliation between what the service beneficiary requires and what the operation's resources can deliver. Planning is a formalisation of what is intended to happen at some time in the future. However, a plan does not guarantee that an event will actually happen. Service beneficiaries change their minds about what they want and when they want it. Institutions may not always deliver on time, machines may fail, or officials may be absent through illness. Control is the process of coping with changes. (DPSA, 2016, p179).

Operational Forecasting / Planning

- 2. OPERATIONAL FORECASTING.** Operations managers need to put actions into place that will deliver the required outputs at the required times. Two important aspects associated with forecasting are: 1. the expected level of demand; 2. the forecast's degree of accuracy. A good forecast will also be timely and reliable, given in meaningful units, e.g. time or cost; simple to understand/use, and cost-effective. Should be quantitative as far as possible to avoid risks of subjectivity of one person (DPSA, 2016, p184). Other methods can be surveys, expert research/opinions. Furthermore, forecasts should be monitored continuously for accuracy and adjusted as it doesn't meet expectations.
- 3. OPERATIONAL PLANNING.** Operations managers need to develop an operations plan to ensure that an institution has all of the resources required to perform the work to deliver services to service beneficiaries. In turn, the institution's work flow should remain uninterrupted.
 - 1. Operational planning** is the day-by- day and month by month planning for what your institution is doing.
 - 2. Strategic planning** determines the entire direction of the institution, including what it is not doing but should be doing.
 - 3.** The two forms of planning must be integrated, but must not be confused.
 - 4. Questions to consider:**
 1. What are the strategies and tasks that must be undertaken?
 2. Who are the persons who have responsibility of each of the strategies/tasks?
 3. When involved determining the timelines in which strategies/tasks must be completed?
 4. How much of the amount of financial resources will be provided to complete each strategy/task?
 5. Where will the work be done, especially if there is more than one office?
 1. Where are we now?
 2. Where are we heading?
 3. How are we going to get there?
 4. What are the main risks?

6. Be clear about where you will get the necessary resources and Use those resources efficiently. Clearly define the most critical resource requirements, including human capital and financial. Every strategy must have an “owner” which is the person who will be held responsible for that strategies’ implementation, and Setting timelines and Setting performance indicators
7. Reduce risks where possible, and prepare contingency plans where necessary
8. Think about the long-term future of the project, including its sustainability, Estimate of project lifespan, sustainability and exit strategy.
5. Ensure you’ve evaluated: As-Is (SWOT), To-Be, and SMART (objectives)
6. **Parts of the operational plan:**
 1. Clear objectives
 2. Activities to be delivered
 3. Quality standards
 4. Desired outcomes
 5. Official and resource requirements
 6. Implementation timetables
 7. A process for monitoring progress
7. Use Loading, sequencing, scheduling and monitoring, e.g. with Gantt charts.
 1. Loading, which dictates the amount of work that is allocated to each part of the operation
 2. Sequencing, which decides the order in which work is tackled within the operation
 3. Scheduling, which determines the detailed timetable of activities and when activities are started and finished
 4. Monitoring and control, which involve detecting what is happening in the operation, re-planning if necessary, and intervening in order to impose new plans

Operational Control and Adjustment

4. **OPERATIONAL CONTROL AND ADJUSTMENT.** After implementing the new operations plan, managers will be required to control it. Through in-period monitoring, operations managers will be able to gather the information required to determine whether the plan is performing in the expected manner. As things do not always run as expected within the working environment, operations managers will need to know how to adjust their plans in order to maintain the levels of production required.
 1. Operations control and adjustment should be an ongoing process of learning, embedding a process of continual improvement and development. The key to evaluating is to know what you are measuring. (DPSA, 2016, p212)
 2. Set the standards, Measure actual performance, Identify possible causes, Take corrective action / solutions (cycle).
 3. Standards and measures to check, may include: Timelines, Performance measures, Responsibilities, Physical resources, budget.
 4. Types of control include: feedback (measuring after activities), feed-forward (preplanned measures), concurrent (steering during activities), internal and external.

Types of tests of operation performance (DPSA, 2016, p217):

Test type	Meaning/purpose
Purpose test	Is there a clear reason for the measure?
Truth test	Does it measure what it is meant to measure?
System test	Is there a clear system to ensure that the results will be acted upon to achieve the purpose?
Focus test	Does it measure only what it is meant to measure?
Consistency test	Is it consistent whenever whoever measures it?
Access test	Are the results available and easily understood?
Clarity test	Is ambiguity possible in the interpretation of results?
Timeliness test	Can and will the data be analysed quickly enough for appropriate action to be taken?
Cost test	Is it worth the cost of collecting and analysing the data?
Gaming test	Will the measure encourage any undesirable behaviours?

Other measures of operations performance include: Quality, speed, dependability, flexibility, and cost. (DPSA, 2016, p221)

Organisational Functionality Assessment (OFA) is a process used to determine whether all necessary service delivery enablers are available to ensure that service is delivered to beneficiaries in an optimal manner. OFA toolkit elements assess whether the requirements for optimal service delivery are in place and functional.

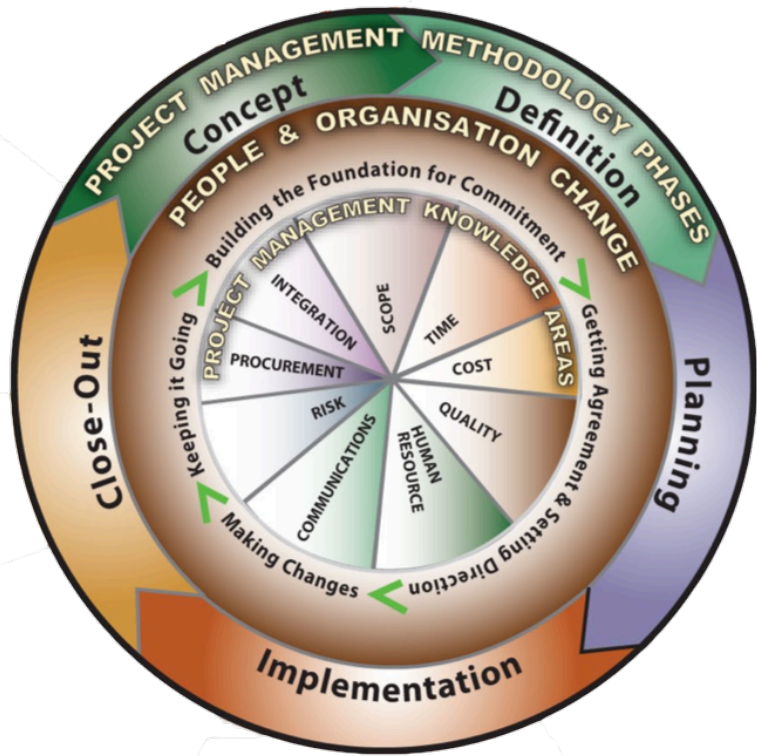
- Capacity to deliver
- Resource utilisation and deployment
- Institutionalised systems, policies and processes.

Productivity refers to how effectively and efficient institutional inputs are translated into outputs. How effectively and efficiently inputs (labour, finances, and infrastructure) are being translated into high quality outputs (goods and services).

Project Management

The DBE has partnered with the Government Technical Advisory Centre (GTAC) on the matter of project management, and GTAC relies primarily on PMBOK. The Director-General signed the usage of Project Management in ICT projects into effect on 25 May 2017. Minimum compliance with this method would comprise:

- Writing up a project charter, defining the milestones and deliverables, timelines, risks, mitigations, and responsible officials; and drawing up a Gantt Chart to match;
- Determining the budget applicable to the project;
- Rollout and Monitoring rollout against milestones and against budget;
- Reporting on the same and keeping the Charter and Gantt up to to date.



This diagram¹¹ illustrates the Project Management business process as recommended by GTAC. The main processes, as illustrated above, are as follows:

Primary phase	Sub-phase/steps	Deliverable
1. Conceptualisation	Determine what needs to be done	
	Determine who needs to be involved	
	Define the desired outcome	
	Define the approach to be taken	
	Obtain commitment to proceed	
	Identify lessons learnt	Business Case document
2. Definition	Identify the project manager	
	Define the project governance and organisation structure	

¹¹ Courtesy of GTAC, 2016

Primary phase	Sub-phase/steps	Deliverable
3. Planning	Recruit the core team	
	Document the project scope	
	Get agreement and set direction	
	Identify lessons learnt	Project Charter document
	Define the scope in detail	
	Determine necessary resources	
	Develop a schedule and budget	
	Develop communications, quality & knowledge management plans	
	Plan to manage risks	
	Decide how to monitor	
4. Implementation	Develop the project plan	
	Identify lessons learnt	Integrated project plan
	Kick off	
	Execute project tasks and activities as planned	
	Track and communicate progress	
	Monitor and control project issues, changes and risks	
	Manage team and resources	
	Manage beneficiaries, partners and stakeholders	
	Review and approve outputs	
	Identify lessons learnt	
5. Close-out	Update project plans or close out	Implementation completed
	Complete outstanding tasks	
	Review lessons learnt	
	Create project archives and knowledge transfer	
	Hand over to operations (e.g. implementers going forward)	
	Institutionalise change	Project end.

Annexure 1: Acronyms

ABPMP	Association of Business Process Management International
AG	Auditor-General
AMESA	Association for Mathematics Education of South Africa
ANA	Annual National Assessments
ANSI	American National Standards Institute
AOP	Annual Operations Plan
AP	Access Point. A WiFi device.
APP	Annual Performance Plan
APP	Annual Performance Plan
APSD	Africa Public Service Day
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
ASS	Annual School Survey
ASSITEJ	International Association Theatre for Young People and Children
BAS	Basic Accounting System
BFR	Big Fast Result
BI	Business Intelligence
BO	Build, Operate
BOT	Build, Operate, Transfer
BPA	Business Process Architecture
BPMN	Business Process Mapping Notation
BPR	Business Process Reengineering
BVA	Business Value Adding Activities
BYOD/T	Bring Your Own Device/Technology
CAD	Computer Aided Design
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Application Technology
CD	Compact disk
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CMS	Content Management System
COBIT	Control Objectives for Information and Related Technology (COBIT): ICASA management framework.
COPs	Communities of Practice

CPD	Continuing Professional Development
CPSI	Centre for Public Service Innovation
CPTD	Continuing professional teacher development
CPU	Central Processing Unit
CR	Completion Rate
CRM	Customer Relations Management
CSI	Corporate Social Investment
CSI	Citizen Satisfaction Index
CSIR	Council for Scientific and Industrial Research
CSR	Corporate Social Responsibility
DAC	Department of Arts and Culture
DBE	Department of Basic Education
DD	Deputy Director
DDG	Deputy Director-General
DDG	Deputy Director-General
DG	Director-General
DG	Director-General
DHA	Department of Home Affairs
DHE	Department of Higher Education
DHET	Department of Higher Education and Training
DIET	District Institutes of Education and Training
Dir	Director/Directorate
DLP	Digital Light Processing
DoC	Department of Communications
DoH	Department of Health
DOH	Department of Health
DoT	Department of Transport
DPME	Department of Performance Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DPSA	Department of Public Service and Administration
DRC	District Resource Centre
DRDLR	Department of Rural Development and Land Reform
DRM	Digital Rights Management
DST	Department of Science and Technology
DST	Department of Science and Technology

DTDC	District Teacher Development Centre
DTI	Department of Trade and Industry
DTPS	Department of Telecommunications and Postal Services
DTT	Digital Terrestrial Television
DVD	Digital Versatile Disk
e-Admin	Electronic Administration
e-ANA	Electronic Annual National Assessment
e-LTSM	Electronic Learning and Teaching Support Materials
ECA	Electronic Communications Act
ECD	Early Childhood Development
ECMA	European Computer Manufacturers Association
EFMS	Education Facility Management System
EGRA	Early Grade Reading Assessment
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
EPA	Environmental Protection Agency
EPMDS	Employee Performance Management and Development Systems
ePub	Electronic Publication, a type of container (XML + Zip). An e-Book.
ERP	Enterprise Resourcing Planning
ESR	Educator-School Ratio
ETDP	Education and Training Development Practises
FET	Further Education and Training
FET	Further Education and Training
FIFO	First-In-First-Out
FOSAD	Forum of South African Directors-General
FOSS	Free and Open Source Software
Ft	Feet
GB	Gigabyte: 1 billion bytes
Gb	Gigabit: 1 billion bits (1 bit = one-eighth of a byte)
Gbps	Gigabits per second
GDE	Gauteng Department of Education
GER	Gross Enrolment Rate
GET	General Education and Training
GHS	General Household Survey
GIS	Geographic Information System

GITO	Government Information Technology Office
GTAC	Government Technical Advisory Centre
GTAC	Government Technical Advisory Centre
GUI	Graphical user interface
HDD	Hard disk drive
HDMI	High-Definition Multimedia Interface
HE	Higher Education
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HL	Home language
HO	Head Office
HOD	Head of Department
HoD	Head of Department
HR	Human Resources
HSPA	High Speed Packet Access
HSRC	Human Sciences Research Council
HTML	Hypertext mark-up language
ICASA	Independent Communications Authority of South Africa
ICT	Information and Communication Technology
ID	Identity Document
IDP	Integrated Development Plan
IEB	Independent Examinations Board
IIAL	Incremental Introduction of African Languages
IP	Internet Protocol
IP5	Forum of the five largest intellectual property offices in the world
IQMS	Integrated Quality Management System
ISO	International Standardisation Organisation
ISO	International Organisation for Standardisation
ISP	Internet Service Provider
ISPA	South African Internet Service Providers Association
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
IT	Information Technology
KMF	Knowledge Management Framework
KPI	Key Performance Indicator
KPI System	Key Performance Indicator System

KRA	Key Result Area
LAN	Local Area Network
LCD	Liquid Crystal Display
LER	Learner-Educator Ratio
LIFO	Last-In-First-Out
Linux	A free/open source operating system
LKM	Learning and Knowledge Management
LMS	Learning Management System
LOT	Longest Operation Time
LSEN	Learners with Special Education Needs
LSM	Learner Support Material
LSR	Learner-School Ratio
LTE	Long-Term Evolution
LTSM	Learning and Teaching Support Materials (e-LTSM: electronic LTSM)
LURITS	Learner Unit Record Information and Tracking System
M&E	Monitoring and Evaluation
Mb	Megabit (1 million bits)
MB	Megabyte (1 million bytes)
Mbps	Megabits per second
MCQ	Multiple Choice Questions/Questionnaire
MEC	Member of the Executive Council
MEC	Member of the Executive Council
MFP	Multi-function printer
MIOS	Minimum Interoperability Standards
MIS	Management Information System
MISS	Minimum Information Security Standards
MOOC	Massive Online Open Course
MoU	Memorandum of Understanding
MPSA	Minister for Public Service and Administration
MS	Microsoft
MSDF	Michael and Susan Dell foundation
MST	Mathematics, science and technology
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
MTSF	Medium-Term Strategic Framework

NACTU	National Council of Trade Unions
NAEP	National Assessment of Educational Progress
NCS	National Curriculum Statement
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NEIMS	National Education Infrastructure Management System
NEPAD	New Partnership for Africa's Development
NER	Nett Enrolment Rate
NGO	Non-governmental organisation
NICPD	National Institute for Curriculum Professional Development
NPM	New Public Management
NQF	National Qualifications Framework
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NT	National Treasury
NVA	Non-Value Adding Activities
OA	Open Access
ODF	Open Document Format
OECD	Organisation for Economic Co-operation and Development
OEM	Original Equipment Manufacturer
OER	Open Educational Resource(s)
OLED	Organic Light Emitting Diode
OMF	Operations Management Framework
OMS	Operations Management System
OS	Operating System
OSS	Open Source Software
PAIA	Protection of Information Act
PANSALB	Pan South African Language Board
PC	Personal Computer
PCI	Peripheral Component Interconnect

PD	Pure Data
PDF	Portable Document Format (Adobe Acrobat document)
PDP	Professional Development Portfolio
PED	Provincial Education Department
PERSAL	PERsonnel and SALary Information System
PFMA	Public Finance Management Act
PIRLS	Progress in Reading and Literacy Study
PLC	Programmable Logic Controller / Professional Learning Community
PLN	Professional Learning Network
PMDS	Performance Management and Development
PMO/PMU	Project Management Office / Unit
PoC	Proof of Concept
PoP	Point of Presence
PPN	Post-Provisioning Norms
PPP	System Public-Private Partnership
PPP	Public-Private Partnership
PR	Promotion Rate
PSA	Public Service Act
PSC	Public Service Commission
PSMF	Public Service Management Framework
PSP	Public Service Productivity
PSW	Public Service Week
PTD	Professional Teacher Development
PTDI	Provincial Teacher Development Institute
PTEDC	Provincial Teacher Education Development Committee
QA	Quality Assurance
QoS	Quality of Service; how traffic is prioritised
QQT	Quality, Quantity, Time
QQTC	Quantity, Quality, Time and Costs
R&D	Research and Development
RAM	Random Access Memory
RFB	Request for Bid
RSA	Republic of South Africa
RVA	Real Value Adding Activities
SA-SAMS	South African Schools Administration and Management System

SA-SAMS	South African School Administration and Management System
SaaS	Software as a Service
SAASTA	South African Agency for Science and Technology Advancement
SABS	South African Bureau of Standards
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADTU	South African Democratic Teacher Union
SAICA	South African Institute of Chartered Accountants
SAMR	Substitution, Augmentation, Modification, and Redefinition
SANReN	South African National Research and Education Network
SAQA	South African Qualifications Authority
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SCM	Supply Chain Management
SDIP	Service Delivery Improvement Plan
SDM	Service Delivery Model
SETA	Sector Education and Training Authorities
SETA	Sector Education and Training Authority
SGB	School Governing Body
SII	Service Improvement Initiative
SIP	Strategic Infrastructure Projects
SITA	State Information Technology Agency
SLA	Service Level Agreement
SLA	Service Level Agreement
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
SME/SMME	Small to Medium Enterprise, Small, Medium and Micro Enterprise
SMM	Senior Management Meeting
SMS	School Monitoring Survey / Short Messaging Service / Seat Management Services (RFT 285)
SMS	Senior Management Service
SMT	School Management Team
SO	Strategic Objectives
SOA	Service-Oriented Architecture
SOP	Standard Operating Procedure
SOT	Shortest Operating Time

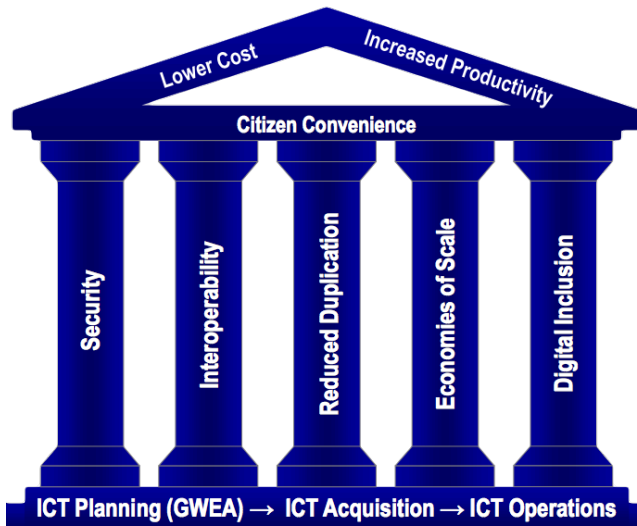
SPC	Statistical Process Control
Stats SA	Statistics South Africa
SWOT	Strengths Weaknesses Opportunities Threats
TB	Terabyte
TCO	Total Cost of Ownership
TCP/IP	Transmission control protocol/internet protocol
TD	Teacher Development
TECH4RED	Technology for Rural Education
TENET	Tertiary Education and Research Network of South Africa
Thutong	National Education Portal
TIMSS	Trends in Mathematics and Science Studies
TLI	Teacher Laptop Initiative
ToR	Terms of Reference
TPACK	Technical, Pedagogical and Content Knowledge
TPD	Technical Procedure Development
TQM	Total Quality Management
TR	Transition Rate
UFSICTISE	University of the Free State ICT Innovation in School Education
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPS	Uninterruptible Power Supply
URS	User Requirement Specification
USAASA	Universal Service and Access Agency of South Africa
USAF	Universal Services Access Fund
USAO/USO	Universal Service and Access Obligations
USB	Universal serial bus
VAT	Value-Added Tax
VLE/S	Virtual Learning Environment/Solution
VoIP	Voice over IP; Internet-based telephony
VPN	Virtual Private Network
VSAT	Very Small Aperture Terminal; satellite connectivity
WAN	Wide Area Network
WCED	Western Cape Education Department
WCG	Western Cape Government

WEF	World Economic Forum
WiFi	Wireless Fidelity, Wireless Internet
WPTPS	White Paper on the Transformation of the Public Service

Annexure 2: TOGAF and GWEA

e-Governance

The DBE also has **internal governance** processes. These are well-defined and implemented, however, they are primarily paper-based and email-based. This BPM strategy envisions e-Governance, that is, where DBE and PEDs workflows are migrated to digital solutions. Ideally, business processes must move to full digital automation as far as possible to maximise efficiency of workflows.



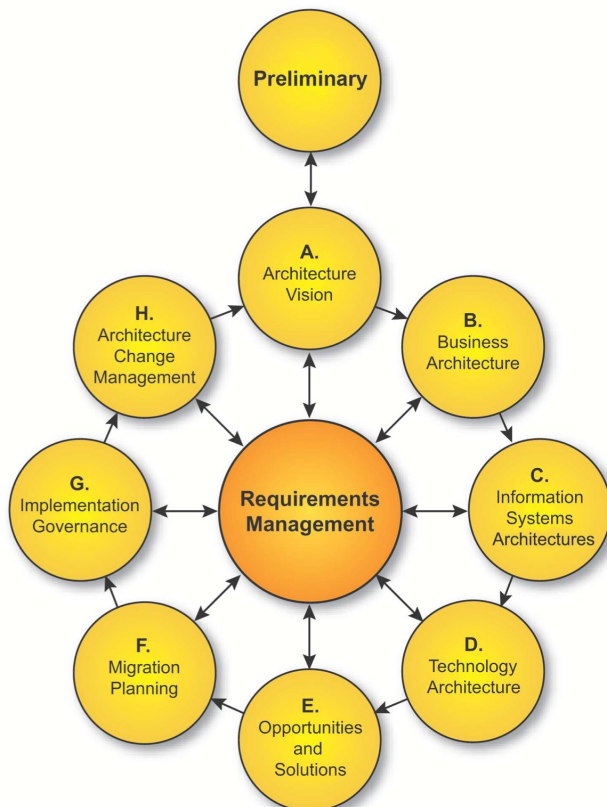
The agreed GITOC recommendation for Enterprise Architecture is the **GWEA (Government-Wide Enterprise Architecture)** derived from **TOGAF (The Open Group Architecture Framework)**. The GWEA starts with a general consideration of the goal of ICTs in Government as captured in the ICT House of Values diagram:¹²

As the reader can see, the **House of Values** aims to achieve lower cost, increase productivity, and citizen convenience, by focusing on five pillars, namely, *security, interoperability, reduced duplication, economies of scale, and digital inclusion*.

The purpose of **GWEA** is “To define the

GWEA/TOGAF

“An enterprise architecture brings together business models (e.g. process models, organisational charts, etc.), and technical models (e.g. systems architectures, data models, state diagrams, etc.). Using these models, it is possible to trace the impact of organisational change on IT systems and also the business impact caused by changes to the systems.” (Davis et al., 2007, p28).



Architecture Development Cycle

¹² GWEA Framework 1.2, 2009, p5

minimum standard by which to use an Enter-prise Architecture approach to develop and construct National and Depart-mental ICT Plans and Blueprints in the Government of South Africa.”¹³

The GWEA process is called **TOGAF** (The Open Group Architecture Framework), and was accepted by the GITO Council in 2007-2008.¹⁴ TOGAF defines how solutions which are intended to meet business needs are determined, designed, and deployed.¹⁵

¹³ GWEA Framework 1.2, 2009, p14

¹⁴ GWEA Framework 1.2, 2009, p16

¹⁵ TOGAF Version 9, 2009, 978-90-8753-230-7 OGspecs@opengroup.org, p54

Annexure 3: Service Charter

The Service Charter Preamble

We, the parties in the Department of Basic Education (DBE) representing the State as Employer and public servants:

- Affirm our commitment to upholding the values and principles of public administration enshrined in Section 195 of the Constitution and other laws, policies and frameworks;
- Uphold the Constitutional responsibility of the State clearly articulated in the Bill of Rights to deliver services to the citizenry;
- Note the continued efforts of the State and public servants in building a developmental state that is inclined towards addressing the needs of the majority of the population particularly those that had been historically disadvantaged;
- Acknowledge the service delivery challenges in the public service;
- Equally concerned about the increasing manifestation of corruption in the public service and the negative impact it has on the socioeconomic and political landscape of the country;
- Believing in the rich history of our democratic dispensation which entrenches values and principles of human rights, social, economic and political rights;
- Motivated by the proven value of collaboration in building a new South Africa, and encouraged by the willingness of all the parties in working towards a common goal of finding mutually-beneficial solutions to our common challenges.

Commit ourselves to this Charter.

Objectives of the Service Charter

The Charter seeks to:

- Improve service delivery programmes;
- Reinforce officials' commitment to service delivery improvement for the benefit of all citizens;
- Clarify the rights and obligations of each of the parties;
- Acknowledge and reward excellent performance;
- Professionalise and encourage excellence in the public service;
- Enhance performance;
- Facilitate a process to define service standards in various sectors;
- Strengthen processes and initiatives that prevent and combat corruption;
- Facilitate social dialogue among the partners;
- Help government departments rise to the challenge of treating citizens with dignity and expectations meeting their demands equitably and fairly; and
- Ensure an effective, efficient and responsive public service.

Scope of the Charter

The Charter shall apply to the State as Employer and employees who:

- Are employed by the State; and
- Fall within the registered scope of the DBE.

Definition of the Service Charter

- This Service Charter is a social contract, commitment and agreement between the State and public servants. It is a written and signed document which sets out the partners' roles and responsibilities to improve performance, enhance and fast track the delivery of services to improve the lives of our people.
- It is a document that enables service beneficiaries to understand what they can expect from the State and will form the basis of engagement between government and citizens or organs of civil society.

PARTIES TO THE DBE AGREE TO A SERVICE CHARTER ON THE FOLLOWING TERMS

Article 1

Purpose of the Charter

7. This Charter shall:

- 7.1. Define the services offered by the State to the citizens of South Africa;
- 7.2. Outline the service standards that underpin the services offered by the State;
- 7.3. Register the commitments by the State as Employer towards public servants; and
- 7.4. Specify commitments by public servants towards the citizens.

Article 2

Who We Are

8. This Department shall identify itself as:

- 8.1. As the State we are also the Employer.
- 8.2. We employ public servants and are required to provide the necessary resources and a conducive working environment for the delivery of services.
- 8.3. We are public servants employed by the State and we serve the people of South Africa.

Article 3

Where We Are Found

9. This Department:

- 9.1. As the State we are found in the national departments with mandate in the national sphere, located at 222 Struben Street, Pretoria, 0001, South Africa; and
- 9.2. As public servants we are found in the employ of the State.

Article 4

The Services We Provide

10. This Department:

- 10.1. The services provided by the DBE includes Basic Education, for which the DBE has mandate.
- 10.2. Basic Education here means education prior to Higher Education; that is, education in primary and high schools, adult education for illiterate adults, in the General and Further Education and Training spheres. Our mandate does not include Technical Vocational Education and Training Colleges, nor Higher Education Institutions such as Universities;
- 10.3. Our Mandate is given to us by the The South African Schools Act (84/1996);
- 10.4. We have mandate to create and provide legislation, policy, norms and standards, and guidelines, for implementation in schools; as well as any and all transversal (national) projects and programmes, including and not limited to the Accelerated Schools Infrastructure Development Initiative (ASIDI); the National Schools Nutrition Programme (NSNP); Operation Phakisa ICT in Education; the Curriculum Assessment Policy Statements (CAPS), determining the nature, content and structure of curriculum broadly; defining standards for teacher training and quality, and administering national assessments and examinations (including the National Senior Certificate, NSC). Furthermore, the DBE has mandate to inspect and monitor progress of implementation of its policies in any and all Provincial Education Departments (PEDs) in any provinces.

Article 5

Service Standards

11. This Department shall have:

- 11.1. Clearly defined service standards for its sector;

11.2. Meet the following service standards:

- 11.2.1. Serve citizens promptly and courteously at all service delivery points;
- 11.2.2. Provide friendly and helpful service;
- 11.2.3. Help service users make the right choices in accessing services;
- 11.2.4. Provide appropriate signage and information desks;
- 11.2.5. Public servants must wear name tags for easy identification when engaging the public;
- 11.2.6. Answer telephone calls and emails promptly (calls to be answered immediately, and emails to be answered within 24 hours);
- 11.2.7. Ensure shorter queues at service delivery points;
- 11.2.8. Respond to queries and complaints promptly;
- 11.2.9. Resolve customer complaints fairly, consistently and promptly; and
- 11.2.10. Encourage service users to make suggestions on how to better the services offered.

All public institutions must visibly display *Batho Pele* (“People First”) Call Centre and the Anti-Corruption Hotline numbers.

Article 6

Commitments by the State as Employer

12. The State commits to:

- 12.1. The provisions enshrined in Sections 28-31 of the Constitution, particularly Section 29; as well as the South African Schools Act; the Labour Relations Act, and other applicable labour legislation, so as to:
 - 12.1.1. Create an enabling environment within the provisions of available resources for public servants to perform their duties;
 - 12.1.2. Implement conditions of service that fairly reward public servants,
 - 12.1.3. Maintain a disciplined public service;
 - 12.1.4. Develop a feedback mechanism that will allow the public to compliment or raise complaints about the conduct and attitudes of public servants and the quality, time lines and efficacy of the services they provide;
 - 12.1.5. Facilitate a rewards and recognition system commensurate with the values and principles of this Charter that focuses on individuals and the DBE’s beneficiaries (parents, teachers, learners, school governing bodies, principals, district officials, etc.);
 - 12.1.6. Introduce modern and innovative procedures and systems for the delivery of services;
 - 12.1.7. Implement information and communication technology policies and programmes to support and improve the delivery of services;
 - 12.1.8. Implement governance systems that optimise management of resources, risk management and audit management;

- 12.1.9. Simplify procedures and ease formalities related to access and delivery of services;
- 12.1.10. Implement service delivery improvement programmes;
- 12.1.11. Introduce systems and processes that facilitate citizens' access to government services;
- 12.1.12. Institute national accountability and integrity systems to promote value-based societal behaviour and attitudes as a means of preventing corruption;
- 12.1.13. Recognise that public servants have the right to create or belong to associations, trade unions or any other group as provided for by applicable laws;
- 12.1.14. Recognise that public servants within applicable laws shall have the right to engage in collective bargaining; and
- 12.1.15. Membership or non-membership of a political party shall not be used as criteria for appointment into the public service.

Article 7

Commitments by Public Servants

13. Public servants commit to:

- 13.1. The provisions enshrined in Sections 28-31 of the Constitution, particularly Section 29; as well as the South African Schools Act; the Labour Relations Act, and other applicable labour legislation, so as to:
- 13.2. Be faithful to the Republic, honour the Constitution and abide by the laws in the execution of duties;
- 13.3. Promote the unity and wellbeing of the South African nation in performing official duties;
- 13.4. Loyal execute the policies of government in the performance of duties;
- 13.5. Serve the public in an unbiased and impartial manner in order to create confidence in the public service;
- 13.6. Be polite, helpful and reasonably accessible in dealing with the public, at all times treating members of the public as customers who are entitled to receive high standards of service;
- 13.7. Have regard for the circumstances and concerns of the public in performing official duties and in the making of decisions affecting them;
- 13.8. Provide timely service towards the development and upliftment of all South Africans;
- 13.9. Not unfairly discriminate against any member of the public on account of race, gender, ethnic or social origin, colour, sexual orientation, age, disability, religion, political persuasion, conscience, belief, culture or language;
- 13.10. Not abuse their position in the public service to promote or prejudice the interest of any political party or interest group;

- 13.11. Respect and protect every person's dignity and rights as contained in the Constitution;
- 13.12. Recognise the public's right of access to information, excluding information that is specifically protected by law, in terms of the Promotion of Access to Information Act (Act. No.2 of 2000);
- 13.13. Co-operate fully with other employees to advance the public interest;
- 13.14. Execute all reasonable instructions by persons officially assigned to give them, provided these are not contrary to the provisions of the Constitution and/or any other law;
- 13.15. Refrain from favouring relatives and friends in work-related activities and never abuse authority or influence other employees, nor be influenced to abuse authority;
- 13.16. Use the appropriate channels to air grievances;
- 13.17. Commit to the optimal development, motivation and utilisation of staff and the promotion of sound labour and interpersonal relations;
- 13.18. Deal fairly, professionally and equitably with other employees;
- 13.19. Be creative in thought and in the execution of duties, seek innovative ways to solve problems and enhance effectiveness and efficiency within the context of the law;
- 13.20. Not engage in any transaction or action that is in conflict with or infringes on the execution of official duties;
- 13.21. Accept the responsibility to undergo ongoing training and self-development;
- 13.22. Be honest and accountable in dealing with public funds and use the property of the public service and other resources effectively, efficiently, and only for authorised official purposes;
- 13.23. Promote sound, efficient, effective, transparent and accountable administration;
- 13.24. Act against fraud, corruption, nepotism, maladministration and any other act which constitutes an offence, or which is prejudicial to the public interest;
- 13.25. Give honest and impartial advice, based on all available relevant information;
- 13.26. Honour the confidentiality of matters, documents and discussions, classified or implied as being confidential or secret;
- 13.27. Demonstrate professionalism, competency, excellence, transparency and impartiality in the performance of official duties;
- 13.28. Dress and behave in a manner that enhances the reputation of the public service when performing official duties;
- 13.29. Be punctual at work, meetings and events;
- 13.30. Under permitted circumstances act responsibly as far as the use of alcoholic beverages or any other substance with an intoxicating effect is concerned;
- 13.31. Not use official position to obtain private gifts or benefits during the performance of official duties nor accept any gifts, donations, rewards in kind or cash, or benefits when offered as these may be construed as bribes;
- 13.32. Not use or disclose any official information for personal gain or the gain of others;
- 13.33. Not, without approval, undertake remunerative work outside official duties or use office equipment for such work;
- 13.34. Demonstrate integrity and respect all rules, values and established codes of conduct in the performance of official duties;
- 13.35. Declare financial interests at specified times according to prescribed laws and procedures; and

- 13.36. Declare and recuse themselves from any official action or decision-making process which may result in improper personal gain.

Article 7

Commitment to Batho Pele Principles

14. In carrying out their duties, public servants commit to Batho Pele Principles:

- 14.1. Consultation: Citizens should be consulted about the level and quality of the public services they receive and, wherever possible, should be given a choice regarding the services offered;
- 14.2. Service Standards: Citizens should be told what level and quality of public service they will receive so that they are aware of what to expect
- 14.3. Access: All citizens have equal access to the services to which they are entitled;
- 14.4. Courtesy: Citizens should be treated with courtesy and consideration;
- 14.5. Information: Citizens should be given full, accurate information about the public services to which they are entitled;
- 14.6. Openness and transparency: Citizens should be told how national and provincial departments are run, how much they cost, and who is in charge;
- 14.7. Redress: If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic, positive response; and
- 14.8. Value for money: Public services should be provided economically and efficiently in order to give citizens the best value for money.

Article 9

Implementation

15. This agreement shall come into effect on the date it enjoys majority support and will remain in force unless terminated or amended by agreement.

Article 10

Dispute Resolution

16. Dispute Resolution: Any dispute about interpretation or application of this agreement shall be dealt with according to the dispute resolution procedure of the DBE or a competent labour court.

Annexure 4: Service Standards

1. WHO ARE WE?

The Department of Basic Education is responsible for policy development, monitoring and oversight but also is running concurrent services with Provincial Education Departments (PEDs). The certification process is the end product of the 12 years schooling period for a learner and is provided by Chief Directorate: National Assessment and Public Examinations under Branch: Planning, Information and Assessment. The three qualifications the learner is issued with on completion of the Grade 12, are Senior Certificate (SC), National Senior Certificate (NSC) and Senior Certificate (as amended). The three forms of certificates are basic requirements entry at institutions of higher learning and places of work and therefore Department is expected at all times to reflect on whether this crucial service to the citizens of the country are functioning optimally or not.

As the Certification Unit is dealing with the public directly, the need for improvement has been identified on:

- The turnaround times in processing applications and issuing of certificates upon request.
- The monitoring of delivery of bulk certification by Provincial Education Departments to schools and learners

2. SERVICE BENEFICIARIES

The Certification Unit has identified the following as the beneficiaries for the service being rendered:

- Learners
- Parents
- Institutions of higher learning and
- Potential employers

3. SERVICES RENDERED

The following are the services that the Certification Unit is expected to render to the Departments' clients. The Certification Unit receives applications from the beneficiaries for the below service on a daily basis.

- Statement of Results
- Confirmation Letters
- Replacement/Duplicate certificates
- Verification of qualifications
- Authentication of records for foreign embassies

4. PARTNERSHIPS

In rendering services efficiently and on time, the Department needs other stakeholders as the data is extracted from various sources, i.e. for marks, printing and system maintenance.

- Provincial Education Departments
- Independent Assessment Bodies
- Umalusi

- SITA

5. CURRENT SERVICE DELIVERY STANDARDS

The current service standards as observed at the certification unit can be captured as follows with respect for each service that is rendered:

- Statement of Results – immediately
- Confirmation Letters – immediately
- Replacement/Duplicate certificates – 4 weeks
- Verification of qualifications – 7 days
- Authentication of records for foreign embassies – 24 hours

6. CONSULT STAKEHOLDERS

- Internal
- External

7. SET STANDARDS

MINIMUM OPERATION STANDARDS FOR CERTIFICATION PROCESS

Service	Current	1 st year	2 nd year	3 rd year
Statement of Results	i	i	i	i
Confirmation Letters	i	i	i	i
Replacement/Duplicate certificates	4w	3w	2w	2w
Verification of qualifications	7d	5d	3d	2d
Authentication of records for foreign embassies	24h	12h	6h	3h

i - immediately; w-week; d-day; h-hour.

Key service	Service beneficiary	Current standard		Desired standard		
		2016/17		2017/18	2018/19	2019/20
Issuing of Replacement / duplicate certificates	Learners; Parents; Institutions of Higher Learning; Employment institutions	Quality	Turnaround time for the replacement of certificates is currently 2 – 4 weeks	Turnaround time for replacement of certificates will be 2-3 weeks	Turnaround time for replacement of certificates will be 2 weeks	Turnaround time for replacement of certificates will be 1 ½ weeks
		Quality	Replacement of certificates turnaround time is currently 2-4 weeks	Monitoring of Certification processes to eradicate rejected certificates	Monitoring of Certification processes to eradicate rejected certificates	Monitoring of Certification processes to eradicate rejected certificates
		Consultation	<p>The Department Communicates with clients via e-mail, post and telephone: Certification@dbe.gov.za</p> <p>Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16</p> <p>P/BAG X 895, PRETORIA, 0001.</p>	<p>Communicates with clients via e-mail, post and telephone: Certification@dbe.gov.za</p> <p>Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16</p> <p>P/BAG X 895, PRETORIA, 0001</p> <p>Suggestion box at the entrance of Certification unit</p>	<p>The Department Communicates with clients via e-mail, post and telephone: Certification@dbe.gov.za</p> <p>Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16</p> <p>P/BAG X 895, PRETORIA, 0001</p> <p>Suggestion box at the entrance of Certification unit</p>	<p>The Department Communicates with clients via e-mail, post and telephone: Certification@dbe.gov.za</p> <p>Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16</p> <p>P/BAG X 895, PRETORIA, 0001</p> <p>Suggestion box at the entrance of Certification unit.</p>
		Access	Clients can access the service through Walk-ins Address: Sol Plaatje House Public Certification 222 Struben Street, Pretoria	Clients can access the service through Walk-ins Address: Sol Plaatje House Public Certification 222 Struben Street, Pretoria	Clients can access the service through Walk-ins Address: Sol Plaatje House Public Certification 222 Struben Street, Pretoria	Clients can access the service through Walk-ins Address: Sol Plaatje House Public Certification 222 Struben Street, Pretoria

Key service	Service beneficiary	Current standard		Desired standard		
		2016/17		2017/18	2018/19	2019/20
		Courtesy		The “sms” facility to update clients of the progress must be implemented	The “sms” facility to update clients of the progress must be implemented	The “sms” facility to update clients of the progress must be implemented
		Openness and transparency	Clients are kept informed via letters and telephone. Changes in tariffs are updated on the website	Clients are kept informed via letters and telephone. Changes in tariffs are updated on the website	Clients are kept informed via letters and telephone. Changes in tariffs are updated on the website	Clients are kept informed via letters and telephone. Changes in tariffs are updated on the website
		Information	Updated information is available on the website, e.g. Application forms, tariffs, and procedures	Updated information is available on the website, e.g. Application forms, tariffs, and procedures	Updated information is available on the website, e.g. Application forms, tariffs, and procedures	Updated information is available on the website, e.g. Application forms, tariffs, and procedures
		Redress	Response to complaints via letters/e-mail. Complaints are monitored	Response to complaints via letters/e-mail. Complaints are monitored	Response to complaints via letters/e-mail. Complaints are monitored	Response to complaints via letters/e-mail. Complaints are monitored
		Value for money	Issuing and replacement of certificates enables service beneficiaries to get admission to Tertiary Institutions and get jobs.	Issuing and replacement of certificates enables service beneficiaries to get admission to Tertiary Institutions and get jobs.	Issuing and replacement of certificates enables service beneficiaries to get admission to Tertiary Institutions and get jobs.	Issuing and replacement of certificates enables service beneficiaries to get admission to Tertiary Institutions and get jobs.
		Time	Replacement/ duplicate certificates are issued in 2-4 weeks.	Replacement/ duplicate certificates are issued in 2-3 weeks.	Replacement/ duplicate certificates are issued in 2-weeks.	Replacement/ duplicate certificates are issued in 1½ weeks
		Cost	Re-issue certificate R88 Statement of results- R37	Implement revised tariffs on the 1 st of April	Implement revised tariffs on the 1 st of April	Implement revised tariffs on the 1 st of April
		Human Resources	Total staff 13 1 Deputy Director; 1 Senior Admin Officer; and 11 Senior Admin Clerks	Total staff 15 1 Deputy Director; 1 Assistant Director 1 Senior Admin Officer; and 12 Senior Admin Clerks	Total staff 16 1 Deputy Director; 1 Assistant Director; 2 Senior Admin Officer; and 12 Senior Admin Clerks	Total staff 17 1 Deputy Director; 1 Assistant Director; 2 Senior Admin Officers; and 13 Senior Admin Clerks

Annexure 5: BPM Toolkit

The DBE developed a simple toolkit to capture the BPM maps of each directorate. Only unique processes were captured, per directorate; common processes, such as drafting responses to DG memoranda, Parliamentary Questions, and Submissions, have been digitised, but their processes are well-known, and documented. The toolkit is attached.

The Maps are all completed and available in a separate document. They align with Standard Operating Procedures for the most case, and are linked to APPs for the most case. The reader can therefore refer to independent SOP documents or the Maps for the standard procedures.

Step 1. Identify

What is the process called? : submission authoring

Step 2. Strategic Alignment

In this section, indicate the strategic alignment of the process and type of process. It can be part of any or even all of the below.

Is this process present in or part of... ?	Yes/No
APP	N/A
MTSF	
Operational Plan	
NSLA (Relevant branches only)	
MTEF	
MTSF	
Action Plan	
NDP	

Step 3: Describe

For each process answer the following:

3.1 Process type

Is this process part of...	Yes/No
A project (with a definite beginning and definite end)	No
A programme (ongoing activity)	Yes

3.2 People

Identify:

Who: Business process is performed by officials who wish to submit a proposal to upper management in order to receive permission to carry out the proposal. Examples might be proposals or requests to write letters to provincial education departments (PEDs)

How: The official is required to perform a task that requires a permission request. For example, the official comes up with an idea of an initiative and wishes to proceed.

When/Where: At the DBE offices, ad hoc (no specific timetable).

3.3 Processes

Identify:

What: The official completes a “submission” template (digitally or on paper), and a “route form” which identifies the signatories

How: Digitally/on paper

When/Where: N/A

3.4 Technology

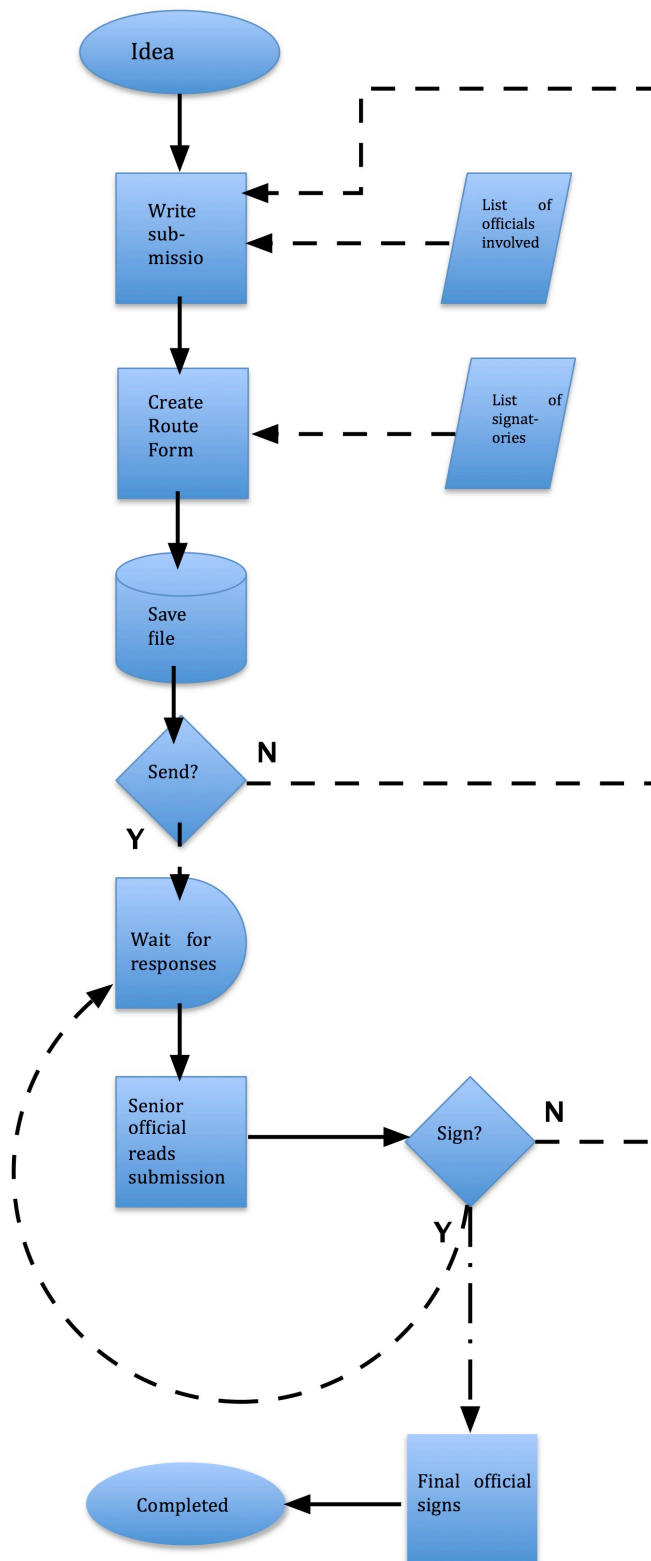
Identify:

What: Word processor or digital submission system

How: Typed

When/Where: N/A

Step 4. Diagrammatise



Annexure 6: BPM Implementation Plan

The DBE implementation of BPM was carried out according to a Gantt-like chart. Directorates were contacted and requested for their maps. Where necessary, they were supported in designing them. Limited numbers of copies of Microsoft Visio were distributed for this purpose. One directorate elected to have the maps designed professionally. Maps were then inspected for inefficiencies and revised maps were sent back to directorates where they contained errors or inefficiencies.

Table 1						
Date	GTAC PPM rollout		Revision of DBE BPM including DPSA OMF and SDIP		Boxfusion/ Smartgov	
		sub-stage		sub-stage		sub-stage
Wed, 3 Jan 2018	Train in PPM at DBE					
Fri, 5 Jan 2018					Boxfusion meeting	
Thu, 25 Jan 2018	GTAC meeting					
Tue, 6 Feb 2018					Engage SCM on RT15	
					Engage GITO on machine capacity	
					Identify Trainers/ Admins	
Wed, 7 Feb 2018					Produce training manual	
Thu, 8 Feb 2018					Clear test database	
Tue, 13 Feb 2018					Identify Training dates for Admins	
Thu, 15 Feb 2018					Boxfusion meeting	
Mon, 19 Feb 2018					Open system to Branch C	
Mon, 19 Feb 2018					Testing system	
Tue, 20 Feb 2018						Testing system
Wed, 21 Feb 2018						Testing system
Thu, 22 Feb 2018	GTAC meeting					Testing system

Mon, 26 Feb						Testing system
Tue, 27 Feb 20						Testing system
Wed, 28 Feb						Testing system
Thu, 1 Mar 20						Testing system
Fri, 2 Mar 20	Training session 2					Testing system
Mon, 5 Mar 20						
Tue, 6 Mar 20						
Thu, 8 Mar 20					Boxfusion meeting	minutes
Fri, 9 Mar 20						
Thu, 15 Mar 20						
Fri, 16 Mar 20				Preparation for GDE meeting		
Mon, 19 Mar			GDE meeting plus Champions meeting	minutes		
Tue, 20 Mar 20						
Thu, 22 Mar 20					Boxfusion meeting	minutes
Fri, 23 Mar 20	Training session 3	Roll out PPM templates at DBE (email to Comms Dir)				Testing system
Mon, 26 Mar						Testing system
Wed, 11 Apr	Training session 4					Testing system
Fri, 4 May 20						Testing system
						Testing system
Tue, 8 May 20		Assisting ODG staff with PPM			Meeting with CFO to cost solution	Testing system
Wed, 9 May 20		Assisting ODG staff with PPM				Testing system
Thu, 10 May		Assisting ODG staff with PPM		Contact Branch P		Obtain list of staff members to be added to system for whole department
		Assisting ODG staff with PPM		Engage Branch P		Get budget indication from CFO

Fri, 11 May 2018		Assisting ODG staff with PPM				Testing system
Mon, 14 May 2018		Assisting ODG staff with PPM			Start submission for acquisition of Boxfusion	Testing system
Tue, 15 May 2018		Assisting ODG staff with PPM				Testing system
Fri, 18 May 2018		Assisting ODG staff with PPM				processing e-submissions
Mon, 21 May 2018						Testing system
	Produce submission report					Testing system
Thu, 24 May 2018						Testing system
Fri, 25 May 2018					Request quote from GITO again ; edit submission	Testing system
Mon, 28 May 2018						Testing system
Wed, 30 May 2018	Design PMO and strategy amendments					
Thu, 31 May 2018			Follow up with Thulara on SOPs Follow up with Pillay on DPSA site	Identify scope	Get List of users	Testing system
Fri, 1 Jun 2018	Send out DG letter to DDGs		Phase 1: Scoping and template development	Draft templates		Testing system
Mon, 4 Jun 2018			Meet with Branch champions	Present templates		Testing system
Tue, 5 Jun 2018						Testing system

Wed, 6 Jun 2018	Identify champions to go to branches on the matter of the Templates for GTAC					Testing system
Thu, 7 Jun 2018						Testing system
Fri, 8 Jun 2018					Finalise submission for acquisition of Boxfusion	Testing system
Mon, 11 Jun 2018						processing e-submissions
Tue, 12 Jun 2018						Testing system
Thu, 14 Jun 2018					Send figures to Vodacom	Testing system
Mon, 25 Jun 2018						Testing system
Wed, 27 Jun 2018	Decide how to train on GTAC and prepare revised materials - delegate to Danie				Make purchase decision	Testing system
Thu, 28 Jun 2018						Testing system
Fri, 6 Jul 2018	Design Delivery units at DBE (PMO and CMU)			Document Branch P processes		Testing system
Mon, 9 Jul 2018				Document Branch P processes		Testing system
Wed, 11 Jul 2018			Phase 2: Process mapping and optimisation			
Mon, 16 Jul 2018	Revise templates			Gathering BPM maps		
				Gathering BPM maps		
Tue, 14 Aug 2018		Design new GTAC Course		Gathering BPM maps		
Thu, 16 Aug 2018						

Mon, 20 Aug	Discuss TOR for PMO ; Design new GTAC course			Gathering BPM maps		
				Gathering BPM maps		
Thu, 30 Aug				Request summaries of DPSA site from Mokha		
Mon, 3 Sep	Adjust powerpoint with GTAC inputs					
Tue, 4 Sep						
Thu, 6 Sep	Schedule training for directors in GTAC	Identify training dates and coordinate	Identify outstanding maps/ directorates	Gathering BPM maps		
Fri, 7 Sep			Last chance BPM mapping	Gathering BPM maps		
Mon, 10 Sep				Gathering BPM maps		
Tue, 11 Sep			Readings of DPSA OMF	Incorporate findings into BPM plan	BAC finalisation	Note: rescheduled
Mon, 17 Sep			Last chance BPM mapping	Gathering BPM maps		
Tue, 18 Sep			Finalise DPSA OMF framework for DBE	Inspect BPM maps for optimisations		
Wed, 19 Sep				Inspect BPM maps for optimisations		
Thu, 20 Sep				Inspect BPM maps for optimisations		
Fri, 21 Sep					Finalise procurement	
Thu, 27 Sep		Start GTAC training round 5				
Mon, 1 Oct						
Tue, 2 Oct	Resubmit TOR for PMO				Deploy solution	Change manage for Branch A
Wed, 3 Oct	Discuss TOR For CMU		Phase 3: Production of Operational Manuals	Finalise manual		Change manage for Branch I

Fri, 5 Oct 2018	Create submission for CMU			Inspect BPM maps for optimisations	Engage change management processes	Change manage for Branch C
Mon, 8 Oct 2018	Finalise PMU + CMU design			Adjust manual		Change manage for Branch P
Tue, 9 Oct 2018			Phase 4: publish manual and send to DPSA	Submission		Change manage for Branch D
Wed, 10 Oct 2018			Phase 4: Recommendations for digitisation			Change manage for Branch R/ ODG
Fri, 12 Oct 2018				Produce recommendations document		
Mon, 15 Oct 2018	Present GTAC outputs o training to BMM request permission to take to HEDCOM			Obtain buy-in from stakeholders		Change manage for Branch S
Tue, 16 Oct 2018		Contact PEDs to see who wants training		Socialise at management forums		
Wed, 17 Oct 2018				Officialise		Change manage for Branch T
Wed, 14 Nov 2018		Commence PEDs training				

Annexure 7: Service Delivery Improvement Plan

Existing SDIP

The DBE has identified the issuance of public certificates as its top priority for service improvement. The existing SDIPs follow.

•VISION

Our vision is of a South Africa in which all our people have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

•MISSION

Our mission is to provide leadership with respect to provinces, districts and schools in the establishment of a South African education system for the 21st century.

•VALUES

Placing the interest of our children first, the Department adheres to the following values

- ♣ People: Upholding the Constitution, being accountable to the Minister, the government and the people of South Africa.
- ♣ Excellence: Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.
- ♣ Teamwork: Cooperating with one another and with our partners in education in an open and supportive way to achieve shared goals.
- ♣ Learning: Creating a learning organisation in which staff members seek and share knowledge and information, while committing themselves to personal growth.
- ♣ Innovation: Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

•STRATEGIC GOALS

Programme 1: Administration

Programme purpose: To manage the Department through the provision of strategic and administrative support. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning.

Sub-programmes: Ministry; Department Management; Corporate Service; Office of the Chief Financial Officer; Internal Audit and Risk Management and Office Accommodation.

Strategic objectives:

- ♣ Improved capacity of the Department of Basic Education.
- ♣ Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.

Programme 2: Curriculum Policy, Support and Monitoring

Programme purpose: Develop curriculum and assessment policies and monitor and support their implementation.

Sub-programmes: Curriculum Policy Support and Monitoring; Curriculum implementation and monitoring; Kha Ri Gude Literacy Project and Quality Enhancement Programmes.

Strategic objectives:

- ♣ Improve teacher capacity and practices.
- ♣ Increase access to high quality learning materials.
- ♣ Strengthen partnerships with all stakeholders resulting in education becoming a national priority.
- ♣ Universalise access to Grade R.

Programme 3: Teachers, Education Human Resource and Institutional Development

Programme Purpose: To promote quality teaching and institutional performance through the effective supply, development and utilisation of human resource.

Sub-programmes: Teachers, Education Human Resources and Institutional Development; Education Human Resources Management; Education Human Resources Development and, Curriculum and Professional Development Unit.

Strategic objectives:

- ♣ Improve teacher capacity and practices.
- ♣ Strengthen school management and promote functional schools
- ♣ Strengthen the capacity of district offices.

Programme 4: Planning, Information and Assessment

Programme Purpose: To promote quality and effective service delivery in the basic education system through planning, implementation and assessment.

Sub-programmes: Planning, Information and Assessment; Information Management Systems; Financial and Physical Planning; National Assessments and Public Examinations; National Education Evaluation and Development Unit; and Planning and Delivery Oversight Unit.

Strategic objectives:

- ♣ Establish a world class system of standardized national assessment
- ♣ Strengthen school management and promote functional schools
- ♣ Strengthen the capacity of districts offices
- ♣ Strengthen partnerships with all stakeholders, resulting in education becoming

♣ a societal priority.

Programme 5: Educational Enrichment Services

Programme Purpose: to develop policies and programmes to improve the quality of learning in schools.

Sub-programmes: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and, Grant Implementation, Monitoring and Reporting.

Strategic objectives:

- ♣ Strengthen school management and promote functional schools.
- ♣ Strengthen partnerships with all stakeholders, resulting in education becoming
- ♣ a societal priority.

•LEGAL MANDATE

The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, nonracist and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

The National Education Policy Act (NEPA) (1996) inscribed into law the policies, legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that would collaborate in the development of a new education system.

The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. Its purpose is to ensure that all learners have access to quality education without discrimination. It further articulates the parameters of compulsory schooling, which refers to children aged 7 to 15. It provides for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, through school governing bodies, is now effected in public schools countrywide.

In addition to these legislative mandates, the government has identified twelve outcomes as a key focus of work between 2010 and 2014 and has made education the apex priority. It has placed education and skills development at the centre of this administration's priorities. The Department of Basic Education is therefore mandated to deliver on Outcome 1: **Improved quality of basic education**. This outcome, captured in a Delivery Agreement signed by the Minister of Basic Education and the President of the Republic of South Africa, is therefore the core legal mandate framework of the Department of Basic Education.

Subsequent to the Delivery Agreement for Outcome 1: Improved quality of basic education, the DBE developed a sector plan known as the **Action Plan to 2014: Towards the Realisation of**

Schooling 2025. This plan sets out clear measurable targets in terms of realising Outcome 1. This medium- to long-term plan identifies key interventions to improve the quality of learning, improve education management and administration and allow for the monitoring of progress against a set of measurable indicators covering all aspects of basic education.

Declaring Improving the Quality of Basic Education as Outcome 1 of the South African Government demonstrates the government's commitment to basic education. The Department of Basic Education (DBE) identified its first strategic priority as ensuring that teachers are in class, on time, teaching using textbooks and programmed lesson plans. The DBE's commitment to this priority is articulated through Goal 19 of The Action Plan which seeks to ensure that every learner has access to the minimum set of textbooks and workbooks required. This goal has also been identified by the Minister as one of five priority goals.

•LISTED SERVICES

Core functions of the department

- ♣ Improve the quality of teaching and learning
- ♣ Undertake regular assessment to track changes in learner performance
- ♣ Improve early childhood development
- ♣ Providing human resource capacity (right skills at the right time)

This SDIP reflects the commitment of the Department to undertake activities effectively and on time to produce the agreed-upon outputs that will in turn contribute to achieving

Outcome 1, '*improved quality of basic education*'.

For the purpose of this SDIP the Department will focus on Learning and Teaching Support Materials (LTSMs) as a key improvement lever, as outlined in the *Action Plan* and the Delivery Agreement for Outcome 1.

•WHY LTSM?

LTSMs are at the heart of curriculum delivery in schools. They provide teachers with support materials to focus on core curriculum aspects of learning required to master the appropriate competencies. They assist in pacing teachers and they supplement teacher knowledge and resources available to learners, creating an enabling environment for learning. Furthermore, considering the recent management challenges in LTSM provisioning and delivery, addressing this area is of key importance for the DBE and the sector as a whole.

• LTSM Definition

For the purpose of the Department of Basic Education's SDIP, the Department refers to LTSM under the following definition and context:

"LTSM" - means a variety of learning and teaching materials used in classrooms. These range from teacher created resources to commercially produced classroom resources such as wall charts, workbooks, textbooks, readers, stationery, science kits etc.

“Core LTSM” - refers to the category of LTSMs that is used to teach the entire curriculum of a subject for a Grade. Generally this would comprise of textbooks, workbooks, learner books and teacher guides. For the Foundation and Intermediate Phases this includes graded readers. In the Intermediate and Senior Phase this includes a core reader for the teaching of literature.

The Department of Basic Education (DBE) is committed to ensuring that every learner and teacher has access to the minimum set of material required to implement the national curriculum, as stipulated in the Minimum Schoolbag Guidelines. In the DBE’s drive to strengthen and support curriculum implementation in South African schools, textbooks, workbooks and other educational resources have become crucial factors in ensuring improved educational performance.

The mandate of the sector including provinces as recorded in *Action Plan to 2014 – Towards the realisation of schooling 2025* is to provide a textbook for each subject for each learner to achieve universal coverage of textbooks and workbook by 2014 towards improvements in learner performance and to support.

The DBE sees the provision of textbooks as a necessary classroom resource towards the achievement of its teaching and learning objectives. The provision of a textbook for each learner in each subject is the ultimate goal of the sector and a key strategic outcome addressing goals 18 and 19 of the Action Plan to 2014.

•SITUATIONAL ANALYSIS

In terms of textbook provisioning, the Department of Basic Education (DBE) is mandated to develop the national catalogues of textbooks, while the responsibilities of Provincial Education Departments (PEDs) are to procure for schools in their province as well as to ensure that the procured books are delivered to each school. The responsibility of monitoring lies with both the PEDs and the DBE, with the DBE providing more support and oversight to all PEDs.

•The development and release of the National Catalogue of Textbooks

The development of the national catalogue of textbooks was a recommendation of the Ministerial Task Team on LTSM in 2010. Based on this recommendation the process began in 2011 with the national catalogue for Grades 1-3 and 10; Grades 4-6 and 11 in 2012, and lastly, Grades 7-9 and 12 in 2013. In each of these cases, the catalogue is developed in the year preceding the phased-in implementation of the Curriculum and Assessment Policy Statement (CAPS) for the relevant grades.

In instances where there are no suitable books received to enable the development of a catalogue in certain subjects, the DBE develops addenda catalogues to fill in those gaps.

In order to develop the catalogues the DBE develops Terms of Reference for the submission of LTSM for possible inclusion in the national catalogue. A review process on the acceptance of materials received is then completed based on quality, scope and CAPS alignment of received materials. The process map for this aspect has been developed and is shared in the Terms of Reference in order to provide service providers with clear information on processes and criteria.

•Support to provinces through Monitoring and Oversight

To standardize provincial textbook provisioning functions and to provide oversight and support to provinces, the DBE developed and disseminated the Basic Education Sector Management Plan for the Procurement and Delivery of Textbooks.

•Provincial Management Plans for the procurement and delivery of textbooks

Part of DBE's oversight is to request the provinces to submit provincial plans that are aligned to the DBE's plan and to report against the plan to ensure timeous delivery of textbooks.

•Further monitoring and support by DBE

♣Monitoring and support through meetings with provinces and publishers

The DBE established an LTSM management forum, comprising of the DBE, provincial LTSM coordinators as well as a committee of publishers.

♣Monitoring and support through provincial visits

The DBE further monitors and supports through visits to the provinces to engage with provincial and district officials and school personnel, and to visit schools, district offices and provincial warehouses

♣Monitoring and support through provincial progress report

The DBE receives regular written reports (quarterly or weekly) from provinces on the progress in the provincial textbook procurement and delivery process and also engages with provinces telephonically.

♣Monitoring and support through HEDCOM and CEM

The DBE reports on monitoring to different high level structures within the Department, i.e. HEDCOM and CEM. The purpose for this is to strengthen accountability on the part of provinces as well as inform the structures of progress or lack thereof to enable the necessary remedial steps to be taken.

♣Monitoring through the Director General's office

To strengthen monitoring and support by the DBE, the Director-General (DG) engages consistently with the Provincial Heads of Education, mainly through written correspondence. For example, requesting provinces to align their management plans to the DBE's plan so that the entire country achieves delivery of textbooks to schools on schedule. Defaulting provinces subsequent received letters.

♣Preparations for annual procurement and delivery

The DBE developed an Annual Basic Education Sector Plan for the Procurement and Delivery of Textbooks. Subsequent to that, provinces were requested to provide their management plans, with their timeframes aligned to the DBE's plan.

With regard to textbooks, the Delivery Agreement emphasizes that whilst the development of teaching materials by teachers themselves can have positive effects, in general the textbook is the most effective tool to ensure consistency, coverage of content, appropriate pacing and better

quality instruction. Good textbooks must become more available to learners and teachers and should be used regularly. To ensure that weaker and poorly focused textbooks are eliminated in the system, the department finalized a comprehensive National Catalogue for textbooks. The National Catalogue provides the basis for the department to report on the percentage of learners who have access to the required textbooks. Through the 2013 catalogue, good textbooks will become increasingly available to learners and teachers.

•CHALLENGES/CONTRIBUTING FACTORS

The advent of the Curriculum and Assessment Policy Statement (CAPS) necessitates a major shift in terms of how state resources can be better utilised to meet the challenges associated overhauling a curriculum. These challenges include making available to every learner CAPS aligned textbooks for every subject. As much as the Department of Basic Education (DBE) is committed to the universal provisioning of textbooks, this commitment does not negate that the quality of textbooks and their fitness for purpose should remain the mainstay of this provisioning.

South Africa has traditionally relied on the publishing industry for the development of textbooks, while government maintained the role of developing the curriculum. The centralization of the development of the national catalogue, where emphasis is placed on the educational merit as well compliance to the curriculum of textbooks, has ensured the production of quality textbooks. However, the development of textbooks that remain inaccessible to learners is counterproductive. The provincial budgetary trends for the past two years indicate that financial resources allocated for textbook procurement are not sufficient to meet the demand of universal coverage at present textbook prices.

The DBE needs to achieve value for money in textbook provisioning which will ensure that the effectiveness of textbooks is maintained while ensuring that quality is not compromised.

Considerable attention has been devoted in recent years to ensuring that where the department delivers textbooks to schools, these are delivered on time and according to the requirements of the school. These issues, whilst important, cover only a part of the larger picture of learner access to the right materials. Schools are required to develop appropriate textbook retention policies to improve access to textbooks by monitoring and managing their current textbook register. This is not always the case, these policies are often poorly implemented which increases the strain on the budget for acquiring textbooks.

Approximately 30% of schools buy textbooks with funds that are transferred from the department and the challenges experienced by these schools would obviously be different to those experienced by schools who receive textbooks directly from the department. The dynamics of economies of scale indicate that through centralizing the purchase of LTSM a lower unit price can be achieved. The cost of a colour reader is less than half when the order reaches 50 000 copies. In other words the DBE budget could go twice as far in providing books to all schools. A significant factor contributing to the textbook pricing environment is the fragmented nature of orders placed with publishers- often one title attracts multiple small orders resulting in multiple print runs at a high cost. This results in the general industry practice of pricing based on small quantities and therefore making textbooks significantly more expensive.

The unit cost of producing a textbook is largely influenced by the quantity produced. This is due to the fixed cost, such as editing and design, being spread across more copies. Similarly, the cost of printing decreases per unit as the quantity increases. This due to the printing process having a fixed cost component. Therefore the economies of scale are crucial factor in achieving affordable textbook prices. Put differently, through consolidating orders at national or provincial level the Department of Basic Education could drastically reduce the price per book.

Section 21 Schools have the right to do their own procurement. It thus becomes difficult for the department to monitor the quality of the procurement in every Section 21 schools. Section 20 Schools receive books through central procurement. This is advantageous because bulk orders made by the Provincial Education Departments result in cheaper unit costs. Thus schools are able to procure more LTSM from their allocation and are easily monitored by the department.

Different studies have attempted to answer questions that tend to point to underlying problems in the system. In particular, it is clear that in many schools and classrooms the way teaching occurs must change. The programme of action of government states that 'Teachers are to be in class, on time, teaching and making use of textbooks'. This echoes the Triple T: Teachers, Text and Time of the Quality Learning and Teaching Campaign (QLTC), a multi-stakeholder campaign, which underlines the importance of 'teachers, textbooks and time' in improving learning. For the purpose of this task, the Department prioritized the delivery of textbooks and related learning support materials, as one the mechanisms that would improve the quality of our education outcomes, with special emphasis on textbooks as the vehicles towards the inculcation of basic skills of reading, writing and arithmetic.

•PROCESS MAPPING AND UNIT COSTING

Following the release of the national catalogues and the Basic Education Sector Plan for the Procurement and Delivery of Textbooks and Stationery by the DBE, all provinces have aligned their activities to meet the deadline for the delivery of textbooks to schools.

Process Mapping

Below are phases that the DBE has put in place to ensure that all learners receive quality textbooks for every subject on time.

PHASE 1: DEVELOPMENT, PROVISION AND DISTRIBUTION OF NATIONAL CATALOGUES

Performance targets	Activities	Performance indicators	Responsibility
Development of national LTSM catalogue	(a) Publishers submit LTSM for evaluation (b) evaluation of LTSM for inclusion on the national catalogue (c) finalization and approval of the national catalogue	National LTSM catalogue is developed	Department of Basic Education

Dissemination of the national LTSM catalogue to provinces	National LTSM catalogue sent to provinces	Provincial Education departments receive the National LTSM catalogue	Department of Basic Education
National LTSM catalogue customised to meet provincial needs	National LTSM catalogue customised	Provincial Education departments customise the National LTSM catalogue	Provincial Education Departments
Printing and provision of disks of National LTSM Catalogue to Districts/ Regions/ Circuits/Wards	(a) National LTSM catalogue printed and disks made (b) Catalogues packed, and delivered to District/ Region/Circuit/Ward Offices	Provincial Education departments print / make disks of the National LTSM catalogue and deliver to District/Region/Circuit/ Ward Offices	Provincial Education Departments
Distribution of catalogues to schools	Catalogues distributed to schools	Districts/Regions/ Circuits/ Wards distribute catalogues to schools	District/Region/Circuit/ Ward
Registration of publishers on the provincial data base	Publishers register on the provincial data base	Publishers registered on the provincial data base	Provincial Education Departments
DBE Monitoring and supporting of distribution of catalogues to schools	(a) DBE holds regular (quarterly/monthly) meetings with provincial officials to discuss printing and distribution of catalogues to schools (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring	(a) Provinces are supported and monitored (b) schools receive catalogues	Department of Basic Education

PHASE 2: DEPARTMENTAL READINESS FOR ORDERING OF TEXTBOOKS AND STATIONERY

Performance targets	Activities	Performance indicators	Responsibility
Development of Provincial LTSM Procurement Management Plan	(a) Consultation with key internal and external role players (b) Drafting and finalization of 2013 Management Plan	Provincial LTSM Procurement Management Plan finalized for implementation	Provincial Education Departments
Finalization and approval of model for distribution of LTSM	Appointment of Distribution Agency/ Agencies	Distribution Agency/ Agencies appointed	Provincial Education Departments
Organization of warehousing and packaging of LTSM	Setting up of provincial/ district warehouses	Provincial/district warehouses set up	Provincial Education Departments / Districts

Finalization of list of schools	Confirmation of school data: (a) schools per district/circuit/ward, (b) school details (c) learner numbers	List of schools finalized	Provincial Education Departments / Districts
Distribution of budgets to schools	(a) National Treasury allocates budget to provincial treasury (b) Provincial Treasury allocates to Provincial Education Department (c) PED allocates budget per school according to learner numbers and quintile (d) Section 20 schools receive letter with budget allocation (e) Funds for Section 21 schools deposited in their bank accounts	Schools receive budgets	Provincial Education Departments / Districts

PHASE 3: SCHOOLS PREPARED FOR REQUISITION PROCESS

Performance targets	Activities	Performance indicators	Responsibility
Schools prepared to complete requisitions	Workshops held with Section 20 and Section 21 school principals on requisition process.	Circuits/Ward managers workshop school principals	Circuit/Ward managers
Holding of book displays/ exhibitions by publishers	(a) Publishers informed of dates/venues for book displays (b) Schools informed on dates/venues for book displays (c) Book displays held in circuits/wards	Book displays are held in circuits/wards, principals and teachers empowered to make LTSM selections	Provincial Education Departments/Districts/Regions / Circuits/Wards
DBE Monitoring and supporting of preparation of schools for requisition process	(a) DBE holds regular (monthly) meetings with provincial officials to discuss plans for preparation of schools for requisition process (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring	(a) Provinces are supported and monitored (b) schools prepared for requisition process	Department of Basic Education

PHASE 4: REQUISITION PROCESS FOR SECTION 20/21 SCHOOLS

Performance targets	Activities	Performance indicators	Responsibility
Completion of requisition forms by Section 20 schools	Section 20 schools complete requisition forms	Requisition forms completed by Section 20 schools	Section 20 school principals
Submission of requisition forms by Section 20 schools to circuit/ward offices	Section 20 schools submit requisition forms to circuit/ward offices	Requisition forms submitted by Section 20 schools to circuit/ward offices	Section 20 school principals
Audit of requisition process for Section 20 schools	(a) Checking and correction of requisition forms for accuracy and completeness (b) identification and follow-up of non-submissions	Requisition forms for all Section 20 schools in a circuit/ward are accurately completed and ready for collection	Circuit/ward/managing agent/province
Collection of Section 20 requisition forms from circuit/ward offices and delivery to Provincial offices / Managing Agent	(a) Requisition forms collected from circuit/ward offices (b) Requisition forms delivered to Provincial offices / Managing Agent	Requisition forms for all Section 20 schools in a circuit/ward are collected and delivered to Provincial offices / Managing Agent	Circuit/ward/managing agent
Processing of Section 20 Requisitions	Section 20 requisition forms processed	Purchase orders generated from submitted requisitions	Provincial Education Departments/managing agent
Issuing of purchase orders to publishers/book sellers	Purchase orders issued to publishers/book sellers	Purchase orders issued to publishers/book sellers	Provincial Education Departments/managing agent
Placement of orders with book sellers by Section 21 schools	Section 21 schools place orders with book sellers	Orders for Section 21 schools placed with book sellers	Section 21 school principals
Monitoring of placement of orders by Section 21 schools	Textbook procurement processes of section 21 schools monitored	Section 21 schools place their orders	Provincial Education Departments/Districts/Regions / Circuits/Wards
DBE Monitoring and supporting of requisition process	(a) DBE holds regular (monthly) meetings with provincial officials to discuss implementation of requisition process (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring	(a) Provinces are supported and monitored (b) schools submit requisition forms / orders (c) orders placed with publishers	Department of Basic Education

PHASE 5: RECEIVING AND DISTRIBUTION

Performance targets	Activities	Performance indicators	Responsibility
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Delivery of stationery to provincial/district warehouses	Suppliers deliver stationery to provincial/district warehouses	Stationery delivered to provincial/district warehouses	Suppliers
Packaging of stationery per school	stationery orders packaged per school	Stationery is packaged per school	Provincial Education Departments/managing agent
Delivery of stationery to schools	Stationery orders delivered to schools	Stationery is delivered to schools	Provincial Education Departments/managing agent
Printing & delivery of textbooks to warehouses	(a) Textbooks printed by publishers (b) Textbooks delivered to provincial warehouses	Textbooks are delivered to warehouses	Publishers
Packaging of Material per school	Textbook orders packaged per school	Textbooks are packaged per school	Provincial Education Departments/managing agent
Delivery of Material to schools	Textbook orders delivered to schools	Textbooks are delivered to schools	Provincial Education Departments/managing agent
DBE Monitoring and supporting of delivery of material to schools	(a) DBE holds regular (monthly) meetings with provincial officials to discuss delivery of material to schools (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring	(a) Provinces are supported and monitored (b) textbooks are delivered to warehouses (c) textbooks are delivered to schools and distributed to learners	Department of Basic Education

PHASE 6: MONITORING AND REPORTING

Performance targets	Activities	Performance indicators	Responsibility
Reporting on textbook delivery by schools	(a) Schools check and verify orders received (b) Schools report non-delivery and incorrect orders to ward/circuit	Wards/circuits receive reports of non-delivery and incorrect orders from schools	School principals
Reporting on textbook delivery by districts	(a) Wards/circuits receive reports of non-delivery and incorrect orders from schools (b) Wards/circuits report non-delivery and incorrect orders to districts (c) Districts report to provinces	Districts receive reports of non-delivery and incorrect orders from wards/circuits	Wards/circuits/districts

Monitoring and reporting on textbook delivery by provinces	(a) Provinces perform spot-checks on each stage of the requisition and delivery process (b) Provinces/managing agent correct delivery discrepancies (c) Provinces report to DBE on delivery/non-delivery of textbooks	Provinces/managing agents correct errors in orders; schools receive correct textbooks	Provinces
Monitoring and supporting textbook delivery by DBE	(a) DBE holds regular meetings with provincial officials and publishers to discuss delivery/non-delivery of textbooks (b) DBE monitors adherence to provincial procurement management plans using provincial reporting tools (c) DBE undertakes visits to provinces to provide support and monitoring	(a) Provinces are supported and monitored (b) Textbooks are delivered to schools and distributed to learners	Department of Basic Education

♣ Unit costing

The average cost of a textbook as found in the Foundation Phase (Grades 1-3) National Catalogue that was released in 2011 for the implementation in 2012 is estimated at R 84.00.

The average cost of a textbook as found in the Intermediate Phase (Grades 4-6) National Catalogue that was released in 2012 for the implementation in 2013 is estimated at R 70.62.

The average cost of a textbook as found in the Senior Phase (Grades 7-9) National Catalogue that was released in 2011 for the implementation in 2012 is estimated at R 106.54.

The average cost of a textbook as found in the Further Education and Training Phase (Grades 10-12) National Catalogue that was released in 2011 for the implementation in 2012 is estimated at R 142.89.

It should be noted that these average prices include VAT but do not include delivery and/or storages costs. Provinces are applying different procurement models; hence the unit cost will differ per province. The provincial SDIP's will indicate an accurate unit cost as all costs such as Agency fee's, discounts/penalties will be considered and calculated to arrive at particular unit cost.

•SERVICE BENEFICIARIES

The provision of textbooks to all South African schools is intended for the full implementation of the curriculum by all learners and teachers.

•STANDARDS SETTING FOR THE KEY SERVICE

The provision of textbooks for learners all public schools:

Beneficiaries	Current Standard	Desired Standard of service		
		2016	2017	2018
Quantity	There have been challenges with the procurement and delivery of textbooks to schools. The DBE and provinces has taken the approach to streamline and standardise the development of the National catalogue and the procurement and delivery of textbooks in schools as well as monitoring.	The DBE in collaboration with provinces will achieve 97 to 100% delivery of CAPS aligned textbooks to schools for Grades 7-9 and 12 by end of October 2013.	97 to 100% delivery of CAPS aligned textbooks	97 to 100% delivery of CAPS aligned textbooks
Redress	Some provinces are procuring centrally and they have begun to benefit from the economies of scale. This means that provinces are able to cater for all learners in the province – including Learner Special Education Needs.	5 000 brailled workbooks delivered to full service schools for learners with visual impairment .	5 000 brailled workbooks delivered to full service schools for learners with visual impairment	5 000 brailled workbooks delivered to full service schools for learners with visual impairment .
Access	Procurement and delivery of textbooks assist in providing access to LTSMs. However, retrieval of textbooks contributes to expanding access to materials for all learners in the province.	LTSM retrieval policy approved and tools and system developed for monitoring retrieval at provincial, district and school level	LTSM retrieval policy implemented and quarterly reports on LTSM retrieval at provincial, district and school level	
Value for money and cost	Some provinces are procuring centrally and they have begun to benefits from the economies of scale. This means that provinces are able to cater for all learners in the province – including those from poor households (in lower poverty quintiles schools)	Systems developed for monitoring textbook provision and retrieval by quintile (or no fee status).	Reporting system implemented on provisioning textbooks and retrieval by quintile (or no fee status) in all districts.	Quarterly reports institutionalised in all districts and used to guide allocation at that level

Quality	<p>The National Catalogue is restricted to no more than 8 titles per category. This provides teachers with a choice of comparable titles that offer sufficient variety to be appropriate for the diversity of classrooms nationally, while benefiting from improved economies of scale. This is the maximum number of approved titles, while the minimum number will depend on the number of submitted titles that meet the required quality standards. The process of making an informed choice of learning material requires much work from information gathering, sampling to review. Therefore the smaller the number, the more likely teachers are to make well considered choices, conversely a large number could be debilitating.</p> <p>Queries received by the DBE regarding choice of texts issues need to be addressed and resolved to enhance rational choice of appropriate texts</p>	<p>Queries received by the DBE will be reported on quarterly by type and issue.</p> <p>Benchmark set for query resolution for CAPS aligned textbooks and workbooks</p>	<p>15% improvement in the queries received and resolved by the DBE on queries on CAPS aligned textbooks and workbooks</p>	<p>15% improvement in the queries received and resolved by the DBE on queries on CAPS aligned textbooks and workbooks</p>
Courtesy	<p>The DBE and provinces considers learners and teachers in schools as their clients and therefore the service of providing textbook is very crucial project for the DBE and province.</p>	<p>Each province and district provided with a named official to deal with workbook and textbook queries for DBE provided materials.</p>	<p>Each province and district provided with a named official to deal with workbook and textbook queries for DBE provided materials.</p>	<p>Each province and district provided with a named official to deal with workbook and textbook queries for DBE provided materials.</p>

Openness and Transparency	The development of the National Catalogue requires interested parties to submit their material for selection and when the catalogue is released, publishers are able to market their approved material. In order to enable transparency, the evaluation processes must be open and information available on the process..	Website availability of the following: All CAPS aligned workbooks, all CAPS aligned textbook titles on the National Catalogue, all contact numbers for query resolution, and the evaluation process to be embarked on including timelines.	Summary reports on LTSM evaluation process is noted by HEDCOM and CEM. Web site updated on the available documentation	Summary reports on LTSM evaluation process is noted by HEDCOM and CEM Web site updated on the available documentation
Consultation	The DBE holds quarterly meetings with provinces to assess progress and challenges regarding the procurement and delivery of textbooks in schools. This forums accommodates all stakeholders such as Publisher's Association of South Africa, African Publisher's Association, etc.	The Provincial Heads of Education Departments and Education MEC' are consulted quarterly on all matters relating to LTSM The DBE will strengthen communication with all stakeholders.	Quarterly reports by districts on LTSMs will be requested by DBE on delivery of textbooks, workbooks and stationery to schools.	Quarterly reports by districts on LTSMs will be requested by DBE on delivery of textbooks, workbooks and stationery to schools.
Human Resources	Development of the National Catalogue The DBE utilises the services of subject specialist from districts and provinces and lecturers from Higher Education institutions. Procurement and delivery of textbooks in schools Different provinces have different procurement models to ensure the smooth provision of textbooks in schools	Norms and standards for LTSM teams with roles and responsibilities approved and established provincially LTSM structures set up provincially with requisite skills to oversee the procurement and delivery of textbooks and other LTSM at school, district, and provincial level. Skills must include officials from Supply Chain Management, Curriculum and Finance.	Skills and competency audit of all LTSM teams carried out to drive strengthening interventions. Training developed on areas of challenge identified in the audit .	Training implemented on areas of challenge identified in the audit .
Time	The procurement and delivery of textbooks to schools must be complete by end of October of the previous year.	The procurement and delivery of textbooks to schools must be complete by end of October of the previous year.	The procurement and delivery of textbooks to schools must be complete by end of October of the previous year.	The procurement and delivery of textbooks to schools must be complete by end of October of the previous year.

Possible SDIPs

The principle is that the DBE does have some transversal mandates for the public directly which can be improved upon and identified in the SDIPs. What does DBE do for schools, districts, and PEDs, apart from defining CAPS and providing guidelines, norms and standards?

DBE value chain: Delivering Free Public Basic Education



DBE value chain: Delivering Free Public Basic Education

TYPE	BRA NCH	DESIGN	BUILD/ CREATE	ENGAGE PEDS	DEPLOY	SDIP	OUTPU T	ASSES S
PRIM ARY ACTIV ITY	C	Determine curriculum content	Create curriculum content / select content	Engage PEDs for delivery	Deliver curriculum content (textbooks, LTSM, lesson plans, etc).	Revision of Curriculum to align with MST Strategy ; revise curriculum to be ready for 21st Century skills and 4th Industrial Revolution		
	I	Design new school buildings	Build new schools		Handover new schools	Delivery of school buildings		
	S	Design social support interventions for learners	Create social support interventions and enablers	Engage PEDs for delivery	Deliver social support solutions to learners	Develop tool to monitor schools for safety		

	T	Design teacher support interventions	Create teacher support interventions and enablers, training	Engage PEDs and HEIs for delivery	Deliver teacher support solutions, trained teachers	Greater standardisation of courses between HEIs and SACE; development of national standards in teacher quality and teacher training course content	Free Public Basic Education delivered	Assess success of initiatives in delivering basic education
SUPPORT ACTIVITY	D/ PDO U	Perform continuous oversight of delivery at district level				?		
	P	Design monitoring and assessment tools	Build monitoring and assessment tools e.g. SAMS, NSC	Engage PEDs for delivery	Deliver NSC to schools; monitor schools, etc.	Improvement of the issuance of public certificates; commencement of development of modernised SA-SAMS		
	R/ ODG	Inform, determine and deliver policy through various mechanisms, communications, and policy documents; maintain oversight of sector				Improvement of business processes to accelerate delivery across the sector.		

	A	Support DBE officials in performing their tasks	Envisaged: GITO to assist deployment in schools	GITO supporting in delivering Operation Phakisa as per the ICT Strategy		
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Annexure 8: Project Charter for BPM Rollout

Project Background

*Outline the context for the project by briefly explaining the current organisational environment. Provide necessary background to understand **why** the project was started. Under what circumstances was it initiated? Focus on relevant facts about the surrounding situation that are of importance to the project team, i.e. Provide references to appropriate sections of the **Business Case**, if one has been developed.*

Each of the Department of Basic Education (DBE) Branches and chief directorates and directorates currently have their own unique Business Processes which include Process Mapping and Standard Operating Procedures that were developed to suit the specific Branch and its chief directorates and directorates' requirements, according to its own purpose and strategic objectives.

The DBE requires the development of an Integrated Business Process System, initially to be followed manually using wordprocessing templates. The System must include Process Mapping and Standard Operating Procedures for the entire Department's operations and activities/processes that will serve as a single integrated Business Process System. It will also be necessary to develop Operational Manuals for each of the Branches and chief directorates and directorates.

Project Scope

*Project scope describes the work that must be done to complete the project. Define the scope of this project by documenting the project's purpose, benefits, as well as impacts, outcomes, outputs and performance indicators in the sections below. The information provided here will serve as the basis for making future project decisions and for confirming or developing common understanding of project scope among the stakeholders. Provide further scope details and explain how changes to project scope will be managed in the **Scope Management Plan**.*

Project Purpose

*Explain the purpose of this project by describing, at a high level, **what** will be done. What is this project aiming to achieve? What is its vision? What need or opportunity will it address? What problem will it solve?*

The Office of the Director-General: Business Process Management (ODG), has therefore determined a need to document the business processes of the Department of Basic Education (DBE) in order to identify:

- Duplicate or inefficient processes
- Excessively complex processes
- Processes which could be digitised
- Ways to make the business processes more efficient
- As well as to merely document the processes so that they are clearly documented for new officials at the DBE.

Strategic Alignment	
<p><i>Provide an indication of the project's strategic importance by describing the linkages to government priorities or organisational strategies. Also, show how this project is supported.</i></p>	<p>It is designed to fast track the implementation of solutions on critical delivery issues highlighted in the National Development Plan (NDP) such as improved delivery of free public Basic Education to the citizens of South Africa.</p> <p>Summary of key alignments:</p> <p>Action Plan to 2019</p> <ul style="list-style-type: none"> • Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy (by ensuring the business processes and project management processes are properly aligned). • Increase access amongst learners to a wide range of media, including computers, which enrich their education. • Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment, by first ensuring the structures and processes established at DBE can be used as templates in PEDs. • Ensure that funds are utilised transparently and effectively by ensuring that Supply Chain Management processes are properly understood, managed and controlled. <p>NDP Chapter 9 (p302 onwards)</p> <ul style="list-style-type: none"> • The NDP in Chapter 9 calls for improvement in the delivery of Basic Education. In the context of improved business processes, project management, and workflow management, the NDP speaks to the role of key stakeholders in supporting the DBE (p302), the long-term goals for basic education (p305); Performance management (p310), • Results oriented processes with mutual accountability (p311) and reliable measures of delivery are mandated in the NDP (p311). • Improving process and project management aims to achieve these things. <p>The White Paper 7 of 2004</p> <ul style="list-style-type: none"> • Monitoring, Evaluation, Administration and Management (White Paper, p38,p29) through digital solutions such as automated or digital business processes and workflows. <p>MTSF Alignment</p> <ul style="list-style-type: none"> • Streamlining administrative processes and improve turnaround times, and strengthen accountability and responsiveness. (MTSF, p33)