



**LIMPOPO**

PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

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DEPARTMENT OF  
**EDUCATION**

**POLICY ON PLANNING AND  
MANAGEMENT OF PROGRAMME  
PERFORMANCE.**

***August 2011  
POLOKWANE***

TABLE OF CONTENTS

1 PURPOSE ..... 3

2 BACKGROUND ..... 3

3 PROBLEM DEFINITION..... 3

4 THE IMPORTANCE OF PERFORMANCE INFORMATION MANAGEMENT ..... 4

5 POLICY OBJECTIVES ..... 4

6 LEGAL FRAMEWORK ..... 5

7 SCOPE ..... 5

8 DEFINITIONS OF CONCEPTS ..... 5

9 PROCESSES AND PROCEDURES ..... 6

    9.1 Planning Processes..... 6

    9.2 Development of strategic outcomes oriented goals..... 7

    9.3 Guidance on use of resources to deliver on mandates. .... 7

10 PLANNING, BUDGETING AND THE REPORTING CYCLE..... 8

11 DEVELOPMENT OF PERFORMANCE INDICATORS. .... 10

12 IDENTIFICATION OF INDICATORS ..... 10

    12.1 Definition of indicators ..... 11

    12.2 Criteria for good performance indicators..... 11

    12.3 Variation of indicators ..... 12

13 DEVELOPMENT OF PERFORMANCE TARGETS ..... 13

    13.1 Steps in setting targets: ..... 13

    13.2 'SMART' principle ..... Error! Bookmark not defined.

14 FREQUENCY OF PLANNING & REPORTING PROCESSES ..... 14

15 Performance Reporting..... 15

16 Role designation ..... 16

18 Data Analysis ..... 22

19 Data Management and Storage..... 22

20 COMPLIANCE SCHEDULE ..... 23

21 PERFORMANCE REVIEW..... Error! Bookmark not defined.

22 POLICY REVIEW..... Error! Bookmark not defined.

## **1 PURPOSE**

The purpose of this policy framework is to outline processes and procedures that will guide the department in planning and managing programme performance information.

## **2 BACKGROUND**

Treasury Regulations 5.3.1 of 2007, stipulates that the Accounting Officer of an institution must establish procedures for quarterly reporting to the Executive Authority to facilitate effective performance monitoring, evaluation and corrective actions. The accounting officer should also develop and implement effective controls over data collection and establish clear guidelines for the validation of performance data. *Framework for Managing Programme Performance Information* document by National Treasury also emphasizes the need to outline departmental policies on managing information.

It is against this background that the present policy framework is introduced in the Department.

## **3 PROBLEM DEFINITION**

The Provincial Department of Education is currently using an Interim Policy Manual which is not detailed enough to provide a comprehensive picture on planning and working with performance information in the Department. Prior to the Interim Policy Manual, the department relied on national prescripts without an internally developed guiding document accessible to all employees of the institution.

The Provincial Department of Education also experiences challenges in the accuracy, validity and completeness of the reported performance information within and across branches and units. A point identified by Auditor General and Internal Audit in the past two years.

Performance Information is very critical in assessing the functioning of an organization. Since there is scanty outline of performance management processes and procedures, it is

necessary to develop elaborate Performance Information Management Policy Framework to guide the entire institution on planning and working with performance information.

#### **4 THE IMPORTANCE OF PERFORMANCE INFORMATION MANAGEMENT**

Performance Information is an essential component of effective management across departments and in informing all stakeholders. The availability of high quality, authoritative information to decision makers supports the delivery of department's programme and services, thus enabling departments to be more responsive and accountable to stakeholders.

Performance information indicates how well an institution is meeting its goals and objectives; which policies and process are working. Making the best use of available information and knowledge is crucial for improving the execution of department's mandate. Performance information is key to effective management, including planning, budgeting, implementation, monitoring and reporting. It also facilitates effective accountability, enables provincial legislature, members of the public and other interested parties to track progress, identify the scope for improvement and better understanding the issues involved.

#### **5 POLICY OBJECTIVES**

- To plan, monitor and report on the implementation of departmental programmes and projects.
- To improve systems and processes required to manage performance;
- To match organizational goals with all relevant mandates, policies, strategies and plans;
- To act as an early warning indicator to the MEC, Accounting Officer and Senior Management by diagnosing challenges, instigate necessary intervention strategies in a timely manner, benchmarking, and reduce operational risks.



## 6 LEGAL FRAMEWORK

This policy is guided by the following legal policies:  
Legislation/Policy

- The Constitution of the RSA (Act 108 of 1996, as amended)
- Public Service Act (Act 103 of 1994, as amended) and its regulations
- Public Finance Management Act (Act 1 of 1999 as amended by Act 29 of 1999) and its regulations
- Framework for Managing Programme Performance Information
- Policy Framework for the Government Wide Monitoring and Evaluation System
- Guidelines for the Development of a Monitoring and Evaluation System for Limpopo Province
- Guide for Implementation of Provincial Quarterly Performance Reports
- EXCO Decision No 70/2009

## 7 SCOPE

This policy framework shall be applicable to all components and units in the Limpopo Department of Education.

## 8 DEFINITIONS OF CONCEPTS

Key concepts used in this policy framework are defined below in order to facilitate understanding of their requirements:

- **Planning:** describes the process of setting goals, developing strategies, and outlining tasks and schedule to achieve the goals
- **Performance Information:** it denotes quantitative and qualitative information collected systematically and used as evidence for making judgments and achievement in relation to objectives, plans or intentions. It is information about performance that is suitable for use as evidence in decision making.

- **Performance Audit:** A performance audit is an independent evaluation of the measures implemented by management to ensure the efficient, effective and economic use of resources. Performance audits offer management invaluable insights into their organization's operations by assessing how successfully objectives are being met. These observations, in turn, enable management to refine systems and further improve performance. A performance audit differs from the other audit functions that public sector organizations must already perform each year:
  - The internal audit which is control and risk-focused
  - The external or statutory audit performed in accordance with relevant auditing and accounting standards
  - The audit of performance information which is a statutory obligation of the Auditor-General, looking at performance against predetermined objectives
- **Audit of Performance Information:** Focused on a specific government policy or management process. The criterion for executing this audit is based on the traits, namely: economy, efficiency and effectiveness which is done by subject matter experts.

## 9 PROCESSES AND PROCEDURES

### 9.1 Planning Processes

The Presidency and National Treasury guides that institutions should focus on the achievement of outcomes oriented planning as departments are now guided by 12 Outcomes. Provincial Departments of Education are responsible for Outcome 1 (quality basic education) and 5 (skilled personnel). In line with this, the Provincial Department of Education ensures that its Annual Performance Plan and Strategic Plan, adhere to outcomes-oriented planning.

Planning in the department is done through various stages to ensure consultation and ownership of the plans. One strategic planning session should be held to provide strategic direction for the period under review. This process is followed by branch, Districts and FET Colleges planning workshops.

## 9.2 Development of strategic outcomes-oriented goals

National Treasury guides that strategic outcomes oriented goals identify areas of institutional performance that are critical to the achievement of the mission. **Strategic outcomes oriented goals should focus on impacts and outcomes**, but in exceptional circumstances may deal with other aspects of performance. A strategic outcomes oriented goal should ideally be written as a statement of intent that is specific, measurable, achievable, relevant and time-bound (SMART).

It is important that goals relate to the national priorities for the sector or cluster. Strategic outcomes oriented goals normally span at least five years. Treasury also guides that if a strategic outcomes oriented goal has been stated in a SMART way, progress in achieving that goal can be tracked directly. If a strategic outcomes-oriented goal statement is not SMART, then the institution should identify suitable proxy performance indicators to track progress in achieving the goal. The statements for the proxy indicators should be SMART.

## 9.3 Guidance on use of resources to deliver on mandates.

The following key concepts should guide all planning and budgeting within the Department:

- a) **Inputs:** all the resources that contribute to the production and delivery of outputs. Inputs are "what we use to do the work". They include finances, personnel, equipment and buildings.
- b) **Activities:** the processes or actions that use a range of inputs to produce the desired outputs and ultimately outcomes. In essence, activities describe "what we do".
- c) **Outputs:** the final products, or goods and services produced for delivery. Outputs may be defined as "what we produce or deliver".
- d) **Outcomes:** the medium-term results for specific beneficiaries that are a consequence of achieving specific outputs. Outcomes should relate clearly to an institution's strategic goals and objectives as set out in its plans. Outcomes are "what we wish to achieve".
- e) **Impacts:** the results of achieving specific outcomes, such as reducing poverty and creating jobs.

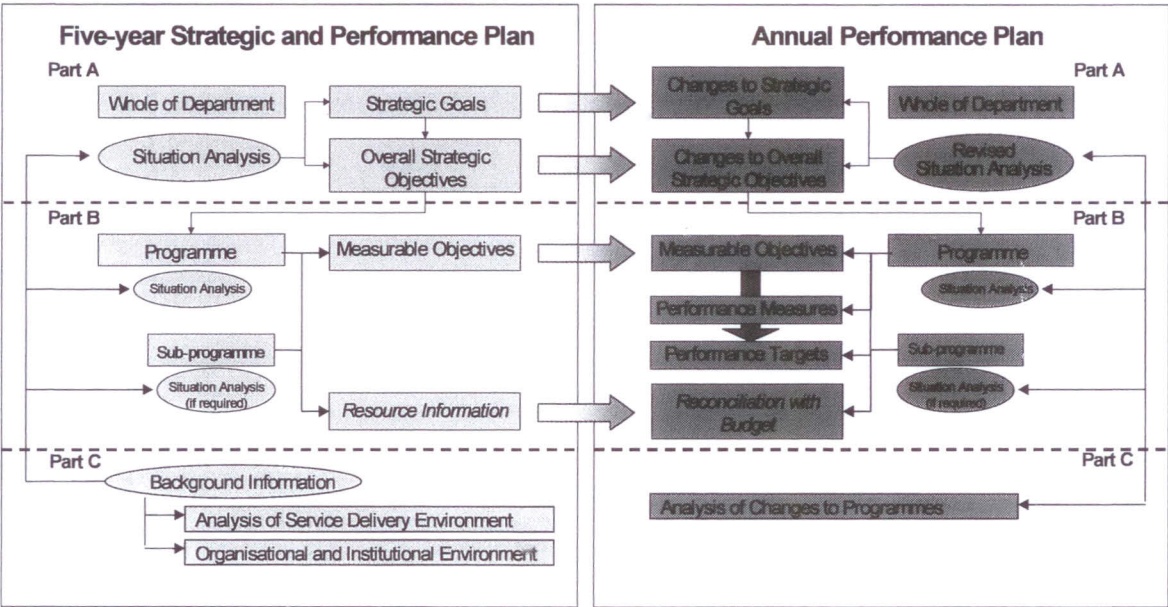


- f) **Performance Indicator (or “indicator”)**: a pre-determined signal that a specific point in a process has been reached or result achieved.
- g) **Baseline**: A description of the status quo, usually statistically stated, that provides a point of comparison for future performance
- h) **Targets**: Desired level of performance for a performance measure (e.g., client satisfaction target = 95%).

## 10 PLANNING, BUDGETING AND THE REPORTING CYCLE

Key documents that guides department to deliver on their mandates are: (a) five-year Strategic Performance Plan (SPP) and (b) Annual Performance Plan (APP). Figure 1 below provides guidance in respect of compilation of strategic and annual performance plans.

**Fig 1: Strategic Performance Plans**



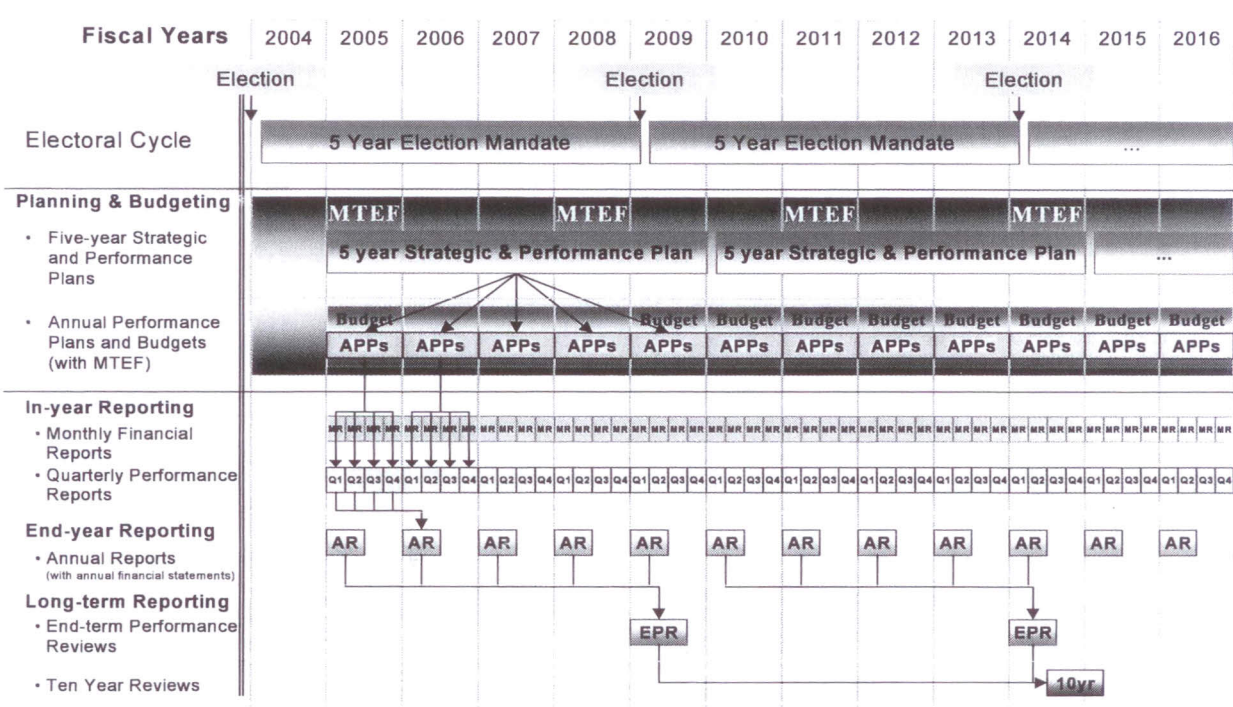
Source: Treasury Framework for strategic plans and annual performance plans: August 2010.



**The relationship and timing of different accountability documents.**

One of the critical ingredients within and across accountability documents is their relationship with each other. Figure 2 below provides clear guidance to the frequency of processes as well as the relevant documents: Planning & budgeting; In-year reporting; end-year reporting and, Long-term reporting.

**Figure 2: Relationship and timing of accountability documents**



Source: Treasury Framework for strategic plans and annual performance plans: August 2010.

Plans and budget should be interrelated to improve operational effectiveness. It is important for budget plans to be linked to strategic and performance plans to ensure that key objectives and priorities are budgeted for and achieved. However, operational plans have to be developed within the context of limited resources, informed by longer term plans and priorities.

**Budget programme structures – the relationship between plans and budgets**

Budget programme structures provide the key link between an institution’s objectives and its detailed operational budgets. To provide this link the budget programme structure (programmes and sub-programmes) should reflect the main areas of

responsibility or service delivery within an institution's mandate. LDoE's budget programme structure should provide a stable framework linking successive plans and strategic priorities to budget allocations and performance indicators that track delivery over the medium to long term.

**Activity-based costing:**

Branches and units need to define performance enhancing processes, cost those processes and establish the (unit) costs of delivery. This information should inform the calculation of budgets and the choice of performance targets.

## **11 DEVELOPMENT OF PERFORMANCE INDICATORS.**

Performance indicators are measurable evidence that a desired result has been met or the extent to which it has been met.

National Treasury recommends that indicators be quantitative and trendable. They must be specific, numerical measurements that track progress towards achieving the goals of a department or public entity. Indicators may reflect inputs, activities, outputs, outcomes, or, in certain instances, explanatory information about the factors that could affect performance.

It is further recommended that indicators be quantitative and mostly use numbers. As a general rule, these numbers must be absolute values, and not percentages. Where Branches opt to use percentages, they must be accompanied by absolute values (for example 60% (15 000)) (Treasury Guidelines: Preparation of the estimates of National Expenditure 2011 issued in November 2010).

## **12 IDENTIFICATION OF INDICATORS**

Indicators may be derived from a number of sources: national legislation and policy, provincial legislation and policy, treasury regulations etc. In selecting and reviewing indicator sets, the minimum number of indicators consistent with effective M&E will be used. This acknowledges that each indicator identified entails both a cost and an informational benefit to the legislative institution. Furthermore, the process of indicator identification will be consultative, involving as many of the stakeholders who are involved in reporting on the indicator and who will be using the resultant information as is practically possible.

Identification and update of indicator sets will take into consideration the following factors:



- ❖ Statutory requirements;
- ❖ Validation through recognition in the research literature;
- ❖ Responsiveness to changes over time and among different populations;
- ❖ Availability – ideally on an annual basis from official statistics sources;
- ❖ An appropriate mix in the hierarchy of indicators to cover all areas of the results chain: inputs, outputs, outcomes and impacts.

### 12.1 Definition of indicators

A good performance indicator should adhere to National Treasury guidelines and be:

**Reliable:** the indicator should be accurate enough for its intended use and respond to changes in the level of performance.

**Well-defined:** the indicator needs to have a clear, unambiguous definition so that data will be collected consistently, and be easy to understand and use.

**Verifiable:** it must be possible to validate the processes and systems that produce the indicator

**Cost-effective:** the usefulness of the indicator must justify the cost of collecting the data.

**Appropriate:** the indicator must avoid unintended consequences and encourage service delivery improvements, and not give managers incentives to carry out activities simply to meet a particular target.

**Relevant:** the indicator must relate logically and directly to an aspect of the institution's mandate, and the realization of strategic goals and objectives.

### 12.2 Criteria for good performance indicators

All government institutions are encouraged to pay particular attention to developing indicators that measure economy, efficiency, effectiveness and equity using data collected through these and other direct indicators.

- **Economy indicators:** explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economic. Economy indicators only have meaning in a relative sense.
- **Efficiency indicators:** Efficiency indicators are usually measured by an input: output

ratio or an output: input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time.

- **Effectiveness indicators:** explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals.
- **Equity indicators:** explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on.

### 12.3 Variation of indicators

Typical direct indicators include cost or price, distribution, quality, quantity, dates and time frames, adequacy and accessibility.

- Cost or price indicator are both important in determining the economy and efficiency of service delivery
- Distribution indicators relate to the distribution of capacity to deliver service and are critical to assessing equity across geographic areas, urban-rural divides or demographic categories. Such information could be presented using geographic information system.
- Quality indicators relate to number of inputs, activities or Outputs. Quantity indicators should generally be time-bound e.g. number of inputs available at the specific point in time, or the number of outputs product over a specific time period .
- Quality indicators reflect the quality of that which is being measured against predetermined standard. Such as standard should reflect the needs and expectations of affected parties while balancing economy and effectiveness. Standard could include legislated standard and industry codes.
- Dates and time frame indicators reflect timeliness of service delivery. They include service frequency measures, waiting times, response time, turnaround time, time frames for service delivery and timeliness of service delivery.
- Adequate indicators reflect the quantity of input or output relative to the need or demand – “is enough being done to address the problem?”



- Accessibility indicators reflects the extent to which the intended beneficiaries are able to access services or output .Such indicator could include distance to service point, travelling time and waiting time.

#### *‘SMART’ principle*

A useful set of criteria for selecting performance targets is the "SMART" criteria:

- **Specific:** the nature and the required level of performance can be clearly identified
- **Measurable:** the required performance can be measured
- **Achievable:** the target is realistic given existing capacity
- **Relevant:** the required performance is linked to the achievement of a goal
- **Time-bound:** the time period or deadline for delivery is specified.

## 13 DEVELOPMENT OF PERFORMANCE TARGETS

For all targets set, a baseline should be provided to ensure comparability.

### 13.1 Steps in setting targets:

- Identify your performance indicators as explained above.
- Identify the baseline for each indicator. A baseline is the current level of performance that the institution aims to improve. In most instances this is the level of performance recorded in the year prior to the planning period. So, in the case of annual plans, the baseline will shift each year and the first year's performance will become the following year's baseline.
- Set performance targets for each performance indicator:
- Performance targets express a specific level of performance that the institution, programme or individual is aiming to achieve within a given time period.
- Set performance standards for each indicator where possible:

These standards express the minimum acceptable level of performance, or the level of performance that is generally expected. These should be informed by legislative requirements, departmental policies and Service-Level Agreements.

The decision to express the desired level of performance in terms of a target standard depends on the nature of the performance indicators. Often standards and targets are complementary. For example, the standard for issuing out indicative figures to schools i.r.o. of school funding norms is 30 September each year.

14 FREQUENCY OF PLANNING & REPORTING PROCESSES

The branch head for Quality Assurance and Education Planning has a responsibility to coordinate strategic planning sessions at Departmental level at least once a year as per PFMA stipulations. The plans drafted through these processes should then be presented to Management and Executive Authority for consideration and approval. .

Additional roles are outlined below:

Activity	Responsibility	Frequency	Time-Frame
Development of Branch Plans	Branch Heads	Annually	As per the Department's calendar of activities for the period under review.
Development of District Plans	District Senior Managers	Annually	
Development of Circuit Plans	Circuit Manager	Annually	
Development of FET Colleges plans	CEO	Annually	
Collection and coordination of data	Senior Manager: Strategic Planning & Research	3 times a year	
Capturing of plans into Departmental plan system	Senior Manager: Strategic Planning & Research	Annually	
Development of Departmental plans:	General Manager: Education Planning	Annually	
Review of plans	Branch Heads	3 times a year	

15 PERFORMANCE REPORTING

Three types of reports shall be compiled as follows:

- Monthly reports;
  - Quarterly reports and;
  - Annual Report.
- **Monthly Reporting:** This will be undertaken according to templates issued by the Strategic Planning Unit for the purpose of reporting to the Accounting Officer and the Executive Authority.
  - **Quarterly Reporting:** This will be undertaken according to templates issued by the Strategic Planning Unit for the purpose of reporting to the Accounting Officer and the Executive Authority.
  - **Annual Reporting:** This will be undertaken according to templates issued by the Strategic Planning Unit for the purpose of reporting to the Accounting Officer and the Executive Authority..
  - **Completed Programme Reports,** (monthly, quarterly, and annual reports and tools thereof) must be overseen by the relevant General Manager or Head of Office before being dispatched to the Strategic Planning Unit.

Roles and responsibilities for management and reporting of performance information shall be as follows:

Activity	Responsibility	Frequency	Time Frames
Compilation of Branch and Office Monthly Reports	Branch/Office Heads	Monthly	As per the Department's calendar of activities.
Review of monthly reports: Accuracy, validity, reliability, Completeness, etc.	Sub-Branch Heads	Monthly	
Compilation of Branch / Office Quarterly Reports	Branch /Office Heads	Quarterly	
Compilation of Branch / Office Annual Reports	Branch / Office Heads	Annually	
Collection and coordination of data for Departmental Annual Report	Senior Manager: Strategic Planning & Research	Annually	
Capturing of reports into	Senior Manager:	Quarterly and	

Departmental Report system	Strategic Planning & Research	Annually	
Development of Departmental Annual Report	GM: Education Planning.	Annually	
Review of Reports: Accuracy & validity Completeness	Branch Head SGM: QA & Education Planning	4 times a year	

### 16 ROLE DESIGNATION

The roles, responsibility and accountability in relation to planning, implementation, reporting and management of performance information;

Table 1: Responsibilities

MEC Education	5. General Managers
Head of Department	6. Senior Mangers
Senior General Managers	7. Managers
Chief Financial Officer	

#### Oversight Bodies

1. Limpopo Legislature
2. Limpopo Provincial Treasury
3. National Treasury
4. Office of the Premier
5. Department of Basic Education (DBE)

These are set out as follows:



#### Member of Executive Council (MEC)

The MEC for Education will monitor and evaluate the effectiveness and efficiency with which the LDE utilizes public resources in its activities to reach its objectives and mandate. The MEC will utilise reports on performance information to provide political oversight and direction for the department as a whole to ensure that the desired outcomes and impact are achieved. The MEC is accountable to the provincial EXCO and to the provincial legislature and should provide these institutions with full and regular reports concerning matters under their control. Finally, the MEC should also oversee the department's management of performance information ensure that it complies with Treasury Regulations on performance information.

#### Head of Department (HoD)

The Head of Department, as Accounting Officer, has responsibility to ensure that the department fulfils its reporting requirements to the Executive Authority (MEC).

Specifically in relation to performance management, the Head of Department will:

Submit of reports to bodies referenced in Section 7;

Ensure that department maintains appropriate performance information systems;

Ensure there is senior management buy-in to management of performance information;

Ensure that prompt action is taken in response to performance management information;

Publish performance information;

Ensure that appropriate capacity exists for management of performance information.

#### Senior General Managers (SGM)

Senior General Managers are responsible for:

Establishing and maintaining the performance information processes and systems within their areas of responsibility;

Ensuring information is available within the stipulated time and format to the HoD, with means of verification;

Ensuring that financial information is on par and correctly relates to/with the performance information within the branch;

Ensuring that management of performance information are included in the Performance Agreements of their staff;

Ensuring the integrity of information provided;

Utilising data and information for decision-making;

#### Chief Financial Officer (CFO)

The CFO is responsible for:

Ensuring that department's performance information is made available within the required timeframes;

Ensuring that financial information is on par and correctly relates to/with the performance information as reported by Branch Managers;

Ensuring financial support information is provided in good time for reporting properly by Branches (variance reporting);

Ensuring departmental compliance with Auditor General (AG) requirements for financial and non-financial submissions.

Ensuring that management of performance information are included in the performance agreements of their staff;

#### General Managers

General Managers are responsible for:

Establishing and maintaining the performance information processes and systems within their areas of responsibility;

Ensuring that information is available within the stipulated time and format to the SGM, with means of verification;

Ensuring that financial information is on par and correctly relates to/with the performance information within the sub-branch;

Ensuring that management of performance information are included in the performance agreements of their staff;

Ensuring the integrity of information provided;

Utilising data and information for decision-making;

#### Senior Managers

Senior Managers are responsible for reporting on performance to the General Managers. Their responsibilities will include the following:

Maintaining auditable information relevant in the format and timeframes requested by the Strategic Planning unit;

Ensuring that all required means of verification are submitted to the Strategic Planning unit in the stipulated format and time;

Maintaining performance information systems within their sections;

Monitoring programme performance within their units at all times;

Ensuring that management of performance information are included in the performance agreements of their staff;

Ensuring integrity of information provided;

Utilising data and information for decision-making;

Developing data collection tools for relevant indicators;

Providing financial information in the format and within timeframes requested by the budget, salaries and expenditure sub-branch;

#### Senior Manager Strategic Planning

The Senior Manager Strategic Planning is responsible for:

Coordinating the monthly, quarterly and annual performance reports;

Ensuring that verification of performance information against source documents are correct;

Ensuring that submission of reports take place in accordance with legislative requirements;

Management and evaluation of the reporting policies and procedures;

Ensuring that consolidated monthly, quarterly and annual reports are aligned to SPP/APP;

**Managers: Strategic Planning & Research.**

- Compile Departmental plans in line with all prescripts and Treasury guidelines
- Compile Departmental reports (Quarterly & Annual) in line with all the relevant prescripts and Treasury guidelines
- Ensure that reports and Means of Verification are aligned to the indicator, objective and goal.

**Managers**

Middle managers (Level 11 – 12) including district managers are responsible for reporting on performance to the Senior Managers in order to ensure that they fully discharge the above responsibilities, including:

Provide monthly, quarterly and annual reports to senior managers;

Provide project/programme progress reports to senior managers;

Ensuring the quality of the data collection and design of data collection tools;

Providing financial information in the format and within timeframes requested by the senior managers;

Maintaining auditable information relevant to their areas of control to substantiate all financial amounts and performance information;

Ensuring that all means of verification is submitted to senior managers;

Providing performance information in the format and timeframes requested by senior managers;

Maintaining the performance information systems within their areas of responsibility;



Using performance information to make decisions;

### **Lower level officials**

All other officials are responsible for:

Reporting on a monthly, quarterly and annual basis against individual workplan;

Capturing of data;

Ensuring the collection and submission of means of verification within stipulated timeframes utilising departmental tools and templates;

Ensuring the utilisation of departmental tools and templates;

Ensuring that means of verification being submitted are relevant to the particular indicators;

Preparing projects and or activities and submitting those to supervisors within stipulated timeframes.

### **Strategic Planning**

The Head of the Strategic Planning Unit will be responsible for ensuring:

that the plans and reports meet the requirements of Treasury and other legislation and policies.

Assess performance and provide feedback.

## **17 COLLECTION AND MEANS OF VERIFICATION**

The Means of Verification (MoV) will be determined during the planning process when indicators and targets are finalised to ensure that such indicators are identifiable and measurable. Strategic Planning & Research Unit will develop the means of verification plan template to be completed by Heads of Branches.

The following programme documents will be used as means of verification for monitoring and evaluation in the LDE:

- |                              |  |
|------------------------------|--|
| Attendance registers;        | Analysis/statistical Reports;          |
| Minutes of meetings;         | Presentations/reports to stakeholders; |
| Financial Reports;           | Policy Implementation reports; and     |
| Monitoring Reports;          | Research Reports;                      |
| Performance Progress Reports |  |

For this to happen, line managers have to provide credible means of verification, put systems and processes in place - bearing in mind the time, effort and cost factors of measuring such indicators.

**18 DATA ANALYSIS**

- The responsibility for analysis data should be carried out across the three management levels (SGMs; General Manages and Managers) as follows: .
- ❖ Checking the alignment of performance targets with the APP;
  - ❖ Analysing performance reports by comparing actual achievements with the planned outputs;
  - ❖ Strategising around performance gaps with corrective measures and actions;
  - ❖ Analysing and verifying the credibility and validity of the proposed means of verification for the targets;
  - ❖ Providing feedback for branch correction and clarifications;
  - ❖ Compiling departmental performance analyses for performance analysis and review.

**19 DATA MANAGEMENT AND STORAGE**

Performance information will be stored electronically by the Strategic Planning Unit while hard copies of the performance information will be stored by the Records Management Unit.

## 20 COMPLIANCE SCHEDULE

- Strategic Performance Plans: every 5 years.
  - All Branch Heads should submit their inputs for the strategic plans to the SGM for QA & Education Planning by the last working day of June
- Annual Performance Plans: Annually.
  - All Branch Heads should submit their inputs to the SGM for QA & Education Planning by the last working day of June each year.
- Quarterly Report: Quarterly.
  - All Branch Heads should submit their quality assured quarterly reports to the SGM for QA & Education Planning within five days after the end of each quarter.
- Monthly Reports.

All General Managers should submit their quality assured monthly reports to their respective SGMs within five days after the end each month.

## 21. QUALITY ASSURANCE OF PERFORMANCE INFORMATION:

As indicated under planning and reporting processes, quality assurance should be done to ensure the following:

- Accuracy and validity of information: The responsibility of this activity is with the Branch Heads.
- Completeness and adherence to Treasury guidelines: The SGM for QA & Education planning is the custodian.

Tracking of performance information.

The following system of tracking movement of information across the different levels will be implemented to ensure its quality; Completeness; credibility; accuracy and validity:

- Information from Managers - Senior Managers - General Managers - SGMs, HOD - MEC should indicate the date of receipt; the date forwarded to the next level and the inputs made.



## **22. PERFORMANCE REVIEW**

The department will conduct four quarterly performance review sessions as per the Annual Calendar of activities for the period under review. Progress reported should be evaluated and reports compiled and shared with branches.

## **23. PERFORMANCE REVIEWS AND OTHER INTERNAL PROCESSES**

A performance agreement summarises the official duties and responsibilities that are attached to an appointment or position, and may include a performance-related incentive and reward system for managing an official's job performance.

A performance agreement specifies individual performance targets for the accounting officer and other officials.

Performance agreements must be signed by the end of April in line with the Department of Public Service and Administration's requirements.

Performance agreements must be linked to the achievement of the Strategic Plan, the implementation of the Annual Performance Plan, and the annual budget. At the end of the financial year each official's performance must be reviewed in relation to the agreement.

It is important to note that, except with the Member of the Executive Council, the outlined roles of all other officials should be reflected in the performance contract and of which its progress is reviewed quarterly and annually.

## **24. Electronic Reporting System.**

The Limpopo Department of Education has developed an electronic reporting system for implementation by all its employees for reporting on performance. The system is now being trialled across branches for full implementation in the next financial year. Management and implementation of such a system will be directed by the department.

25. POLICY REVIEW

This policy takes effect from the day of approval. This policy will be subjected to review annually from the date of its approval through consultation with all stakeholders and amendment will be done when need arises.

Non-compliance with these procedures may result in the department not meeting its monitoring, reporting and evaluation obligations, whereas late submission and non-submission reduces the value of the information to being historical as decisions should have been taken based on the basis of accurate information. Failure to provide information is not only illegal and grounds for sanctions under the PFMA (Public Finance Management Act) to take effect, but also reflects poor management and work ethic. Accordingly, managers and supervisors will be expected to comply with these responsibilities.

POLICY APPROVAL

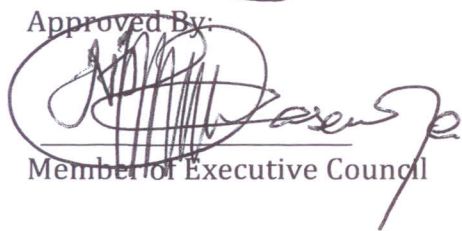
The commencement date of this Policy will be with effect from the date signed by the Executive Authority.

Recommended for Approval By:

  
Head of Department

2011/12/05  
Date

Approved By:

  
Member of Executive Council

06/12/2011  
Date

## GUIDELINES ON MANAGEMENT OF NON-FINANCIAL PERFORMANCE INFORMATION. 2011

### GUIDELINES ON MANAGEMENT OF NON-FINANCIAL PERFORMANCE INFORMATION.

#### 1. **BACKGROUND.**

The accounting officer should develop and implement effective controls over data collection and establish clear guidelines for the validation of performance data.

#### 2. **PROBLEM STATEMENT.**

The Provincial Department of Education at times experiences challenges in the accuracy, validity and completeness of the reported performance information within and across branches and units. A point identified by Auditor General and Internal Audit in the past two years.

#### 3. **IMPORTANCE OF PERFORMANCE INFORMATION MANAGEMENT**

Performance Information is very critical in assessing the functioning of an organization. It is also an essential component of effective management across departments and in informing all stakeholders. The availability of high quality, authoritative information to decision makers supports the delivery of department's programme and services, thus enabling departments to be more responsive and accountable to stakeholders.

Performance information indicates how well an institution is meeting its goals and objectives; which policies and process are working. Making the best use of available information and knowledge is crucial for improving the execution of department's mandate.

#### 4. **PERFORMANCE REPORTING**

Three types of reports shall be compiled as follows:

- **Monthly Reporting:** This will be undertaken according to templates issued by the Strategic Planning Unit for the purpose of reporting to the Accounting Officer and the Executive Authority.
- **Quarterly Reporting:** This will be undertaken according to templates issued by the Strategic Planning Unit for the purpose of reporting to the Accounting Officer and the Executive Authority.
- **Annual Reporting:** This will be undertaken according to templates issued by the Strategic Planning Unit for the purpose of reporting to the Accounting Officer and the Executive Authority.

#### 5. **QUALITY ASSURANCE.**

Quality assurance should be done to ensure the following:

- Accuracy and validity of information: The responsibility of this activity is with the Branch Heads.
- Completeness and adherence to Treasury guidelines: The SGM for QA & Education planning is the custodian.

Completed Programme Reports, (monthly, quarterly, and annual reports and tools thereof) must be overseen by the relevant General Manager or Senior General Manager before being dispatched to the Strategic Planning Unit.



REPORT REVIEW FORM.

NB: This form should be attached to the report when sent to the next level. The reviewer should keep a copy of this for audit purpose.

Name of Reviewer:

Rank:

Name of Report:

Reporting period:

Date Received:

COMMENTS ON THE REPORT:

#	CRITERIA	COMMENTS
1.	Timeliness: Was the report submitted on time?	
2.	Completeness: Does the report cover all PMs for the period under review?	
3.	MoVs: Are all achievements supported by relevant means of verification?	
4.	Accuracy: Are the amounts, numbers and other data reported appropriately?	
5.	Validity: Have the reported performance occurred and pertains to the unit/sub-branch/branch?	

I, ..... hereby certify that I have reviewed the report according to the above criteria and am satisfied that the report is complete, accurate and valid.

Signature

Date

Name of Supervisor:

Rank of Supervisor:

Date submitted to supervisor: