Framework for Strategic Plans and Annual Performance Plans

Department of Higher Education and Training
CETC Strategic Planning Workshop

21 September 2015

Presentation Outline

- Strategic Overview
- DHET Vision and Mission
- Planning Framework
- Oversight on System Performance
- Expected PSET System Performance Targets

Strategic Overview

Despite many achievements since 1994, major challenges remain:

- Growth in provision still inadequate to meet demand
- System is not sufficiently diverse
- Quality must still be improved
- Below optimal functioning of many institutions, including the SETAs and the NSF
- Weak linkages between educational institutions and the workplace

These challenges are intensified by the structural challenges of unemployment, poverty and inequality.

Strategic Overview

On the demand side:

- Ensure that the skills needed to drive our country's economic growth and social development is **delivered** at an increasing rate
- Availability of quality skills will enhance both investment and service delivery

On the supply side:

- Must serve a growing number of **young** people and **adults**
- Provide different entry points into and pathways through the learning system
- Quality learning wherever learning takes place
- Easy pathways across the different learning sites

Strategic Overview

- In 2014 the Department released the White Paper for Post School Education and Training (PSET).
- The White Paper has created a framework that defines the Department's vision for PSET, its focus and priorities in the short, medium and long term.
- Earlier this year the Department tabled in Parliament a Strategic Plan (2015 to 2020) - which was developed on the basis of the vision espoused in the:
  - National Development Plan – vision 2030;
  - 2014-2019 Medium Term Strategic Framework (MTSF); including the Ministers Outcome 5 agreement with the President; and
  - Policy imperatives of the White Paper.

Strategic Overview

Vision **-** Leading Post-School Education and Training for growth

Mission **-** To provide national strategic leadership in support of an integrated Post-School Education and Training system (PSET) towards improved quality of life of South African citizenry

Strategic goals with key milestones for the 5 years (2015 to 2020)

- Our strategic intent is to provide for the PSET System in terms of:
  - sound legislative frameworks;
  - improved capacity; and direct services
- Facilitate a strong stakeholder network
- Ensure business excellence within the Department

Budget Programmes Architecture

The Department currently has **5 funded programmes** (branches) i.e.

- **Programme 1: Administration -** provides strategic leadership, management and support to the Dept.
- **Programme 2: HRD, Planning and Monitoring Coordination -** provides strategic direction in the development, implementation and monitoring of departmental policies and the HRDS-SA
- **Programme 3**: **University Education -** Develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. Provides financial support to universities, NSFAS
- **Programme 4: VCET -** Plan, develop, implement, monitor, maintain, and evaluate, national policy, programmes, assessment practices and systems for college sectors (TVET and CETC)
- **Programme 5**: **Skills Development -** Promote and monitor the national skills development strategy. Develop a skills development policy and regulatory framework for an effective skills development system
- **Programme 6: (CET in 2016)**

Planning Framework

- Framework for Strategic Plans and Annual Performance Plans issued to national departments in September 2010.
- Guide on what should be in SP and APP - taking other existing policies, plans and the budget into consideration.
- To improve the quality of accountability documents particularly performance information
- Align planning, budgeting, implementation, monitoring and evaluation, and reporting – in line with the GWM&E
- National Treasury Instruction Note No. 33 indicates what is prescribed

Strategic Plans

- Sets out institution's policy priorities, programmes and project plans for 5-year period, within scope of available resources
- Should be aligned to broader government strategies
- Should ideally not be changed over the 5-year period unless there are significant policy changes relating to the mandate or the service delivery environment

Key concepts in the Strategic Plan (1)

Strategic outcome oriented goals

- Goals identify areas of institutional performance that are critical to the achievement of the mission
- Should relate to the national priorities for the sector
- Should be realistic and achievable
- Should ***ideally*** be written as a statement of intent that is specific, measurable, achievable, relevant and time-bound (SMART)
- Must be future orientated and indicate where a department ultimately wants to be with its service delivery/performance – high level

Strategic Outcome Oriented Goal	To provide a sound Post-School Education and Training legislative framework
Goal statement	*Goal Statement:* *To steer the Post School Education and Training System by developing 35 and reviewing 19 legislative frameworks (including new policies, Acts, guidelines, models and regulations) by March 2020*

Key concepts in the Strategic Plan (2)

Strategic objectives

- Strategic objectives are developed at programme level and **Must** clearly state what the institution intends doing (or producing) to achieve its strategic goals.
- Should be written as a performance statement that is SMART and must set a performance target the institution can achieve by the end of the period of the Strategic Plan.
- Objectives in the Strategic Plan must span 5 years, performance targets set in relation to those strategic objectives in the APP must cover the present budget year and the MTEF.
- Must describe things that the institution is directly responsible for doing/ delivering under its respective programmes and sub-programmes.

Strategic Objective	Vocational and Continuing Education and Training steering mechanisms development (Acts, Policies, and Regulations)
Objective Statement	To develop 9 and revise 5 legislative and guiding frameworks aimed at steering the Vocational and Continuing Education and Training sector by 31 March 2020
Baseline	Number of (Acts, Policies, and Regulations)
Justification	This objective will ensure that all VCET institutions are functioning optimally within the applicable acts, policies and regulations relevant thereto
Links	Linked to NDP, MTSF and White Paper

Key concepts in the Strategic Plan (3)

Specific √
Measurable √
Achievable √
Relevant √
Time-bound x

Strategic Objective	Vocational and Continuing Education and Training steering mechanisms development (Acts, Policies, and Regulations)
Objective Statement	To develop 9 and revise 5 legislative and guiding frameworks aimed at steering the Vocational and Continuing Education and Training sector **by 2019**
Baseline	Number of (Acts, Policies, and Regulations)
Justification	This objective will ensure that all VCET institutions are functioning optimally within the applicable acts, policies and regulations relevant thereto
Links	Linked to NDP, MTSF and White Paper

Development of 9 and revise 5 legislative and guiding frameworks

DHET has steering mechanisms as one of its many specific sector interventions. Previous introduced Acts, Regulations and Policies)

Number of new steering mechanisms developed

This objective will ensure that all VCET institutions are functioning optimally

Annual Performance Plans

- Aims to link the plans, budgets and the performance of an institution
- Presents programme performance indicators and targets – to achieve goals & objectives over MTEF
- **Quarterly performance reports** will be expected based on the quarterly targets set in the APPs
- APPs will inform Annual Reports

Key concepts in the APP - Performance Indicators

- Core set of performance indicators and targets in its Annual Performance Plan to track its on-going performance
- Internal comprehensive list of indicators, but only list of core indicators in budget documents and the Strategic Plan
- Ensure consistency of indicators in all documents i.e. SP, APP, AR and budget documents

Key concepts in the Annual Performance Plan (2)

Targets

- Applicable in the Strategic Plan (5-year target) and Annual Performance Plan (annual and quarterly targets)
- The baseline and targets must be expressed in terms of numbers and if a % is used, then the absolute numbers must be presented as well
- Baseline (current level of performance) & targets for strategic objective and programme performance indicator (current year + MTEF).
- Where appropriate, the annual targets for the budget year need to be broken into quarterly targets

Key concepts in the Annual Performance Plan (3)

Targets

Programme performance indicator		Audited/Actual performance			Estimated performance 2014/15	Medium-term targets		
		2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
1.1	Number of artisan learners registered nationally		21 849	27 670	27 000	29 750	30 750	31 750
1.2	Number of artisans qualified	10 000	15 277	18 110	13 000	20 110	21 110	22 110

Oversight on System performance

The Department will be intensifying its oversight monitoring and assess the impact of all planned interventions through the following performance indicators, amongst others:

- The number of headcount enrolments in TVET and CET Colleges
- Certification rates in TVET and CET qualifications
- TVET and CET throughput rates
- The number of students enrolled in Universities
- Success rates in Universities
- National artisan learners trade test pass rates.

Planning Timelines

- Strategic Plan – every five years (immediately after general elections)
- Annual Performance Plans
  - 1st draft end August
  - 2nd draft end November (coincides with final budget allocation from National Treasury)
  - Finalisation of Targets and Performance Indicators/Technical Indicator Descriptions – January/February
  - Tabling in Parliament – March/April
- Operational Plans (per programme)
- Production of performance reports - Quarterly
- Annual Report – end May

Some of the Expected System Performance Outcomes/Targets for 2019/20

Public Universities

Performance Indicator	**Baseline** (2012 academic year)	**2019 Target** (2018 academic year)
Students enrolled in public higher education studies at universities **(n)**	950 000	1 070 000
Success rates at universities **(%)**	76%	78%
Graduates in Engineering Sciences from universities **(n)**	9 974	57 000
Graduates in initial Teacher Education from universities **(n)**	13 740	99 000
Proportion of universities meeting standards of good governance **(%)**	New indicator	100%
Research Masters graduates **(n)**	6 076	34 000

TVET Colleges

Impact Indicator	Baseline	2019 Target
Number of headcount enrolments in TVET Colleges	670 455	1 238 000 Headcount enrolments in TVET Colleges by 2018 (2015/16: 725 000)
Certification rates in TVET qualifications	NC(V) L4: 37%	NC(V) L4: 65% (2015/16: 59%)
	N3: 51%	N3: 65% (2015/16: 53%)
	N6: 41%	N6: 65% (2015/16: 53%)
Lead time to issue certificates to qualifying	12 months	Certificates issued to qualifying candidates within 3 months (2015/16: 9 months)
Qualifying TVET students obtaining financial assistance	273 679	1 000 000 (2015/16: 200 000)
TVET lecturers undergoing specified hours of work in industry for specified periods every two years from 2019		30% (2015/16: 6%)

Skills Development

Performance Indicator	Baseline	2019 Target
New artisans qualified per annum **(n)**	18 110	24 000
Work based learning opportunities **(n)**	49 678	140 000
National artisan learners pass trade test rate (including INDLELA) **(%)**	45%	65%
National artisan learners employed or self-employed **(%)**	65% (HSRC research report)	80%
Proportion of SETAs meeting standards of good governance **(%)**	New indicator	100%

STRATEGIC PLANNING

The strategic planning session answers the following:

- Who are we?
- Where are we today?
- How do we want to conduct ourselves?
- Where are we going?
- How are we going to get where we want to go?
- What's the best way to measure our progress toward getting there?

BARRIERS TO STRATEGIC PLANNING

- Lack of environmental knowledge (e.g. new legislation, policies, social changes, etc)
- Reluctance to establish goals and objectives (e.g. lack of vision, fear of failure, lack of commitment from management).
- Time and financial constraints (e.g. tight budget)
- Comfort zones (previous success with a certain strategy)
- Ever-changing leadership
- Resistance to change

Obstacles are things a person see when he takes his eyes off his goal.
(E. Joseph Cossman)

higher education
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THANK YOU

http://www.dhet.gov.za/SitePages/Doc_StrategicPlans.aspx

http://www.dhet.gov.za/SiteAssets/Latest%20News/White%20paper%20for%20post-school%20education%20and%20training.pdf

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