

Deloitte.

Deloitte Education



“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we have, not what we are given, that separates one person from another.”

- Nelson Mandela

Deloitte Education

Deloitte brings world-class best practice, on the ground experience, an impeccable track record of delivering success in the Education sector, intimate knowledge of the institutional and sector challenges, proven tools and methodologies - such as the implementation of the Education Enterprise Value Map, and a market-leading team.

Deloitte in Africa

Deloitte has one of the largest professional services footprint in Africa, with over 5500 professionals in Southern Africa and providing services to 51 countries.



The Deloitte Africa Desk

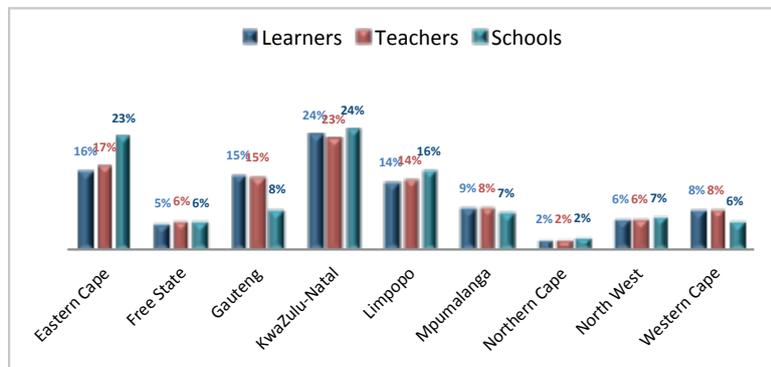
The Deloitte Africa Desk is equipped to help with the challenges and opportunities of operating across this vast African continent. Africa is an exciting place to grow; but also poses its unique challenges. Africa offers the most sustainable real GDP growth prospects of all emerging markets, according to forecasts by the World Bank among others. The size and diversity of continental African markets present unique challenges for local, national and international organisations.

A number of our clients acknowledge that the support provided by the Deloitte Africa Desk, coupled with the fact that we stay close to them throughout the investment and implementation phases, have played a key role in enabling them to grow their organisation in Africa.

Education challenges in South Africa

An educated population remains the fundamental platform for economic growth and social development as underpinned by an effective education system. The South African basic education population consists of 12 283 875 learners in ordinary public and independent schools that attended 25 851 schools and were served by 420 608 educators as per Education Statistics in South Africa 2011.

The table indicates the spread of learners, teachers and schools per province with KwaZulu-Natal being the largest serving province:



Education is South Africa's single biggest budget item, as reflected by the National Budget. The percentage spend on education is higher than the average of developing countries and spending per learner is on par with international standards.

Despite Government's apex priority in terms of monetary commitment and policy framework, a number of national and international studies in recent years have shown that the educational achievement of learners in South Africa is unacceptably poor.

Four independent studies confirm the poor performance of South African learners, according to the World Data on Education report as published by UNESCO (2010/2011). All these studies indicate that South African learners have exceptionally low levels of basic literacy and numeracy skills compared to learners in other countries that participated.

The Global Competitiveness Report for 2011/2012, from the World Economic Forum, outlines a detailed country profile including global rankings. The following indicators show South Africa's ranking in terms of education:

Indicator	Ranking (out of 142 countries)
Secondary education enrollment	51
Tertiary education enrollment	97
Quality of the educational system	133
Quality of math and science education	138
Quality of management schools	13
Internet access in schools	100
Availability of research and training services	47
Extent of staff training	27
Quality of primary education	127
Primary education enrollment	118

The poor performance spanning across the education sector suggests a poorly functioning education system and many assessments have been done to understand the reasons for the failures.

There is a need for government, society and business to join forces in implementing sustainable solutions to address the weaknesses in the education system. As Deloitte, we are committed to contributing our skills and wealth of experience in education to work together with national and provincial departments in improving the quality of basic education.



Our services

Improving learning outcomes requires leadership and vision on the part of government, but international experience shows that this is not enough. There must be a sufficient degree of agreement and commitment amongst the various stakeholders.

Our services focus on the improvement of core processes and systems to provide a sustainable solution within a holistic approach.

Our approach is systemic; with a focus on the integration of national and provincial systems and the alignment of strategies and goals ensuring the improvement of learner outcomes is placed at the centre.

We focus mainly on three cycles within the education system namely planning, functional area execution and data management.

Centralised Education Management Information System (CEMIS)

CEMIS is an online learner tracking system that monitors and tracks learner movements, including the enabling of online transactions for schools and enabling them to use the CEMIS database. This is the first learner tracking system that has been implemented in Africa and favourably compares to the best in the world.

One of our provincial clients had a goal to have an online learner tracking system in place that could monitor and track learner movements in the whole of the province. The challenge was to train, up-skill and collect the data of approximately 1 500 schools and 1 million learners. The project began with an advocacy campaign and followed a rigorous, deployment and collection programme. Deloitte pulled in all the stakeholders in the department and managed to get the buy in of all the schools. Online transactions were effected and learner tracking was rolled out across the province. All 1 500 schools were enabled to upload and successfully use the data in the CEMIS database. All surveys and promotions were done online.

Turnaround Strategies for Provincial Departments

We develop and implement turnaround strategies spanning across all programmes with a focus on the Department's planning activities, performance gaps in functional areas and data management. Our approach incorporates a skills transfer model to ensure that a long-term sustainable solution is achieved. This model is integrated with a performance management system to ensure accountability.

Deloitte is currently leading the turnaround strategy and implementation for one of the provincial Departments of Education. The project is focused on the closing of performance gaps in targeted areas of the Department, including the continuous on-site work in achieving a clean audit through resolving the Auditor-General's qualifications and findings and to provide assistance with the improvement of the overall internal control environment through the implementation of feasible and practical systems.

Data management also forms one of the core solutions incorporating the integration of a reporting framework.

Learner and Educator Audits

A learner and/or educator audits enables the leadership team to understand the impact of ineffective data management on the quality of service delivery to schools in the province. We provide a quantitative analysis of existing data management and how it impacts on decisions such as post provisioning, transfer payments and school support. These audits are normally performed by following a scientific approach to sampling and unannounced school visits.

A learner audit was conducted at 100 schools across a province during 2012 and key learnings from this exercise assisted the department to understand the impact of inaccurate information on the quality of service delivery to schools in the province and to identify weaknesses in data management processes.

Post Provisioning System

Our solution is based on the development, management and support of an online, web-based Post Provisioning Management Solution and the building of capacity in Education Planning, Provisioning and Management (at Head Office, District and School levels) which are aligned with national policy. This solution is also aligned to National Outcome 1: Improve the quality of learning and the sub-output, referring to the strengthening of school management and promotion of functional schools as outlined in the following diagram:



National Education Infrastructure Management System (NEIMS) and Asset Management

Assessments of capital infrastructure at schools are done by including the capturing of data onto the NEIMS database and development of norms and standards for work inspectors. We provide support in asset management through planning, budgeting, asset counts, reconciliations and accounting support. We provide project management support in the rolling out and monitoring of physical facilities projects and assists with future capital investment plans.

An illustrative project was developed for the a national department which started with the mobilisation and inception phase where a detailed assessment of 30,130 public institutions began in 2005.

The project outcomes achieved were as follows:

- A national master list was issued and assessed.
- All sites were captured on the NEIMS database.
- Norms and standards were developed.
- A capital investment plan was developed.
- A facilities management system was developed.

We further assisted the Department to update and technically enhance the School Register of Needs (SRN) as per the Public Finance Management Act. As a team, we visited and accurately assessed 30,130 public institutions, captured the data, developed norms and standards and developed and implemented a capital investment plan to guide capital investments in education facilities. The project consisted of a national project team with five provincial project offices including 180 assessors.

We provide support in asset management through planning, budgeting, asset counts, reconciliations and accounting support

South African School Administration and Management System (SASAMS)

We developed a training methodology for the SASAMS software solution and have delivered it successfully in two provinces.

We assisted the Department with a project that entailed the provision of training to 100 schools in SASAMS across seven education districts where training was provided to schools and officials. The Department has subsequently developed, an online iSAMS solution based on the SASAMS software.

Following the SASAMS training, Deloitte rolled-out SASAMS to 5,600 schools in the another province including training to schools and officials. In addition, a Data Warehouse was developed, consolidating data extracted from the schools as they become operational on SASAMS. This ensured that business intelligence can now be extracted from the system, facilitating data driven policy and decision making. Our team also conducted a learner audit, which yielded critical results to inform policy, and improved internal control.

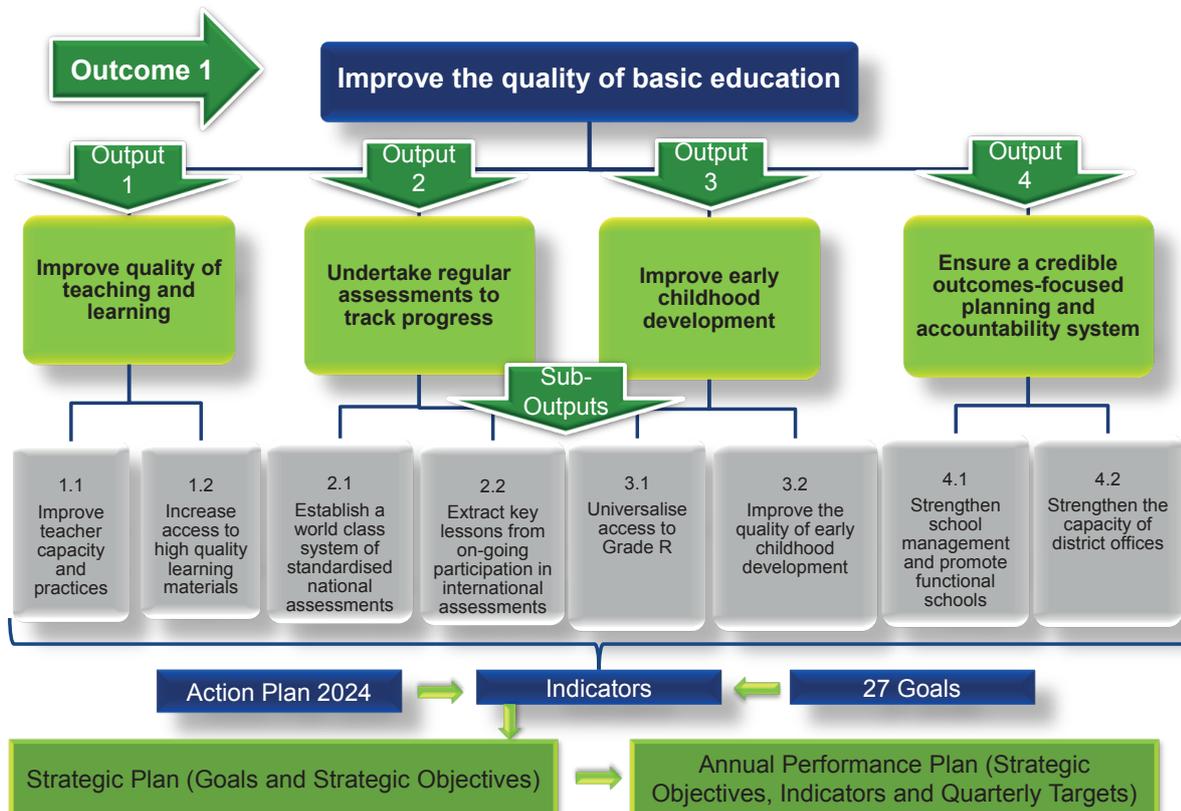


Performance Information (Planning and reporting on pre-determined objectives)

Our understanding of national objectives and Action Plan 2014 (that outlines the realisation of schooling 2025) enables us to assist with a process whereby broader national objectives are aligned with the Strategic Plan and Annual Performance Plan with specific reference to performance indicators, data sources, quarterly reporting templates and performance management contracts. We developed a performance assessment tool to analyse the Department’s performance against National requirements based on current performance. This process is focused on statutory compliance to achieve clean audits as it relates to the planning and reporting cycles of pre-determined objectives.

We assisted the Strategic Management Unit of two provincial departments to verify the accuracy and validity of its performance data prior to inclusion in the Department’s Annual Report. We also assisted another provincial department with the verification of performance information and aligning the performance information documents with national objectives and performance management contracts. We provided assistance in ensuring compliance with statutory requirements.

The following diagram indicates our approach to the integration of the delivery agreement of the MEC with the rest of the Department.



Assessment of the Quality and Safety of Learner Transport

Deloitte assisted a provincial department with the overhaul of their transport management system that included the assessment of all relevant systems and processes within the learner transport system, an analysis and simulation of optimal transport routes, drivers and parameters, assessing all Service Level Agreements (SLA's) and procurement requirements relating to the learner transport industry in the Western Cape and proposing a new operating model and learner transport system for the sustainable management of the industry and service providers.

Learner Teaching Support Material (LTSM) Tracking System

We implement a project management tool and database for LTSM planning, tracking, procurement, delivery, optimisation and monitoring reports to ensure that learner material is obtained, delivered, tracked and reported as per a predetermined project plan.

Leave Audit

Deloitte provides PERSAL specific solutions and assistance in ensuring the accuracy of personnel data and the assessment of leave credits for educators.

We conducted a leave audit at a provincial department on 32000 files in conjunction with the Auditor-General. The data was captured on a database and uploaded onto PERSAL and validated to ensure data accuracy.

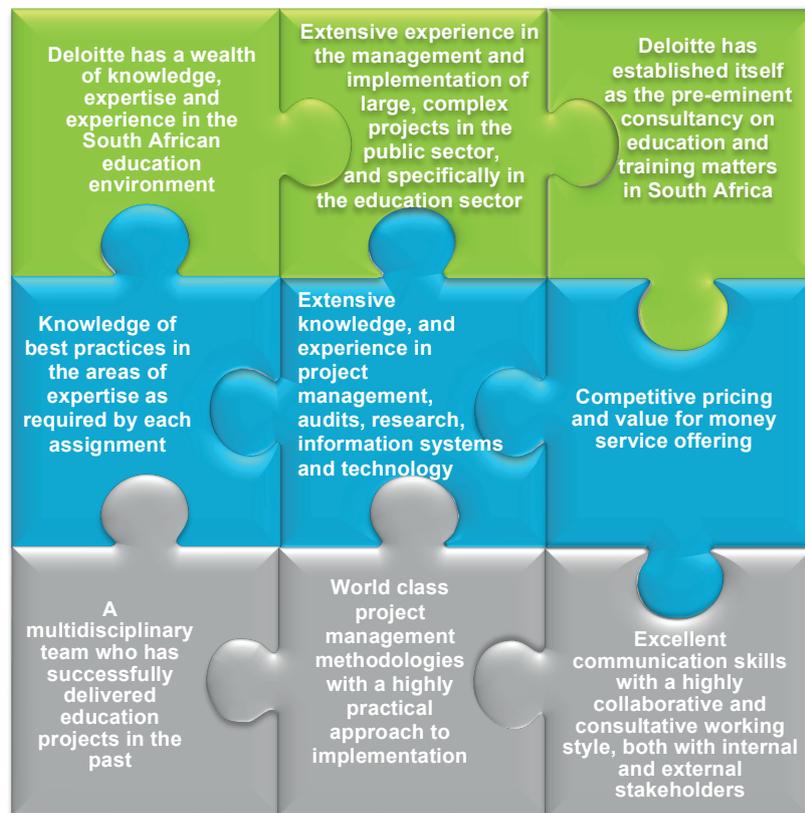
We were appointed to calculate the leave credits for educators and PSA staff in the three provinces. As part of these assignments we recruited and trained members from local communities to undertake the leave credit calculations.

**We assisted the Strategic
Management Unit of two
provincial departments to verify
the accuracy and validity of its
performance data prior to
inclusion in the Department's
Annual Report**

Project and Programme Management

Deloitte uses PMM4/ Prince II project management tools to set-up and operate a Programme Management (PM) Office. This would typically include the defining and setting up of the PM Office including programme management processes, procedures and tools and providing project management services through the integration of a Risk Sharing Model.

The Deloitte value proposition



For more information please contact:



Gaba Tabane
Director
E-mail: gtabane@deloitte.co.za
Tel: +27828916429



Corné Oberholzer
Director
E-mail: coberholzer@deloitte.co.za
Tel: +27824157142



Omri van Zyl
Associate Director
E-mail: ovanzyl@deloitte.co.za
Tel: +27824175724



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