PUBLIC SERVICE EXCELLENCE AWARD 2018

ENTRY FORM

Theme:

"Embracing Innovative Technologies and Processes for Public Service Enhancement"

PUBLIC SERVICE EXCELLENCE AWARD 2018

INTRODUCTION

The Public Service Excellence Award (PSEA) is one of the many tools used to drive the public service towards becoming a more dynamic, customer-centric and highly performing institution. It encourages team work and a culture of excellence across the public service.

Its overall objective is to recognise and reward meritorious efforts of Ministries/Departments and their respective Section/Division/Unit which have strived and travelled the extra mile to improve public service delivery and customer satisfaction in a noticeable manner. It is also a reliable instrument to foster innovative management practices in public sector organisations.

THE THEME

The theme chosen for the 2018 Edition of the PSEA is *"Embracing Innovative Technologies and Processes for Public Service Enhancement".* This theme is meant to give an added dimension to the ongoing effort of Government to enhance the quality of public service in line with Vision 2030 and the 3-Year Strategic Plan.

THE AWARD

The best three submissions will receive the Gold, Silver and Bronze Awards in order of merit. The Winners will also be offered cash prizes as follows:

Gold Award   :   Rs 100,000
Silver Award :   Rs 60,000
Bronze Award :   Rs 40,000

ELIGIBILITY

All Ministries/Departments or Divisions/Units are eligible to participate in the Award.

However, Grand Winners of the previous editions of the Award are not eligible for participation for the next two editions following the year of their award.

ADJUDICATION

A Panel of Jury will be set up to assess the submissions.

APPLICATION

Applications should be submitted on the appropriate Form which is available on the website of this Ministry at http://civilservice.govmu.org. Information provided by participants should be factually correct, comprehensive and concise.

A hard copy, duly signed by a member of Senior Management, and a soft copy of the submission should reach this Ministry by **15 April 2019 at 16:00 hrs** at the following address:

Administrative Reforms Division
Ministry of Civil Service and Administrative Reforms
Level 10, SICOM Building 2, Corner Chevreau & Rev Jean Lebrun Streets, Port Louis
Tel: 405 4100 (PABX) - Extension: 10224 / 10225
Fax: 211 5047
Email: mcsa-aru@govmu.org
Website: http://civilservice.govmu.org

All submissions should be typewritten. **Handwritten or incomplete submissions will not be considered.**

NOTES FOR GUIDANCE

In their submission, organisations are required to bring forth their achievements for the past 12 months in terms of *"Best Practice" (as defined below)* and provide a substantive overview thereof so as to justify what qualifies them to be the potential winner of the Award. Organisations are encouraged to include written documentary evidence in support of their write-ups.

Definition of a Best Practice

A Best Practice is the implementation of a method/process/procedure/activity that has proven to work efficiently and effectively and produced remarkable results, and is, therefore, recommended as a model for other organisations to emulate.

For Office Use

Ref: ……………………………………………

Date of receipt of Entry Document: .………… /.………… /.…………

Date of acknowledgement: .………… /.………… /.…………

ENTRY FORM

1. **PROFILE OF ORGANISATION**

Name of organisation	: PROFESSOR HASSAN RAFFA STATE SECONDARY SCHOOL
Address	: ROYAL ROAD, BOIS PIGNOLET TERRE ROUGE
Full name *(Block Letters)* **of Contact Person**	: MINTA HURRYMAN
Post held by Contact Person	: EDUCATOR SECONDARY
E-mail Address	: mhurryman@yahoo.com
Telephone Number	: 59104624
Contact address, if different from above	: …………………………..……...………….. …………………………………...……...…… …………………………………...………..
Name *(Block Letters)* **and Signature of Senior Manager who validated the submission**	: M. AKEEL BUNDHOO *(SIGNATURE)*………………………………..
Telephone Number of the Senior Manager	: 2488576
Title of the Best Practice	: Online Mark Lists for Educators
Start date	: 19 February 2018

2. AREAS OF BEST PRACTICE

Organisations are requested to submit a well-defined Best Practice that has contributed to make substantial changes/improvements in management practices inspired by a combination of any of the ten pillars below. *(Pillars concerned by the practice must be selected from the list below)*

☐	**Growth and Development** *Public Sector business, programme and service delivery solutions that facilitate the inclusion of social and economic growth, keeping pace with the way society is evolving and are reflective of the diverse Nation we serve.*
☐	**Business Transformation** *Anticipation and responsiveness to the evolving client needs through modernisation and business transformation including the efficient use of resources and effort in developing a new workplace, culture and ethos.*
☐	**Innovation and Acceleration** *Making use of science, research, technology, innovation, institutional knowledge, data analytics, smart practices, shared information and knowledge for ideas generation and concept mapping.*
√	**Digital Transformation** *Making use of technology, E-platforms (such as e-procurement, etc), tools and applications as an accelerator for improved quality service, efficiency, productivity, performance and results.*
☐	**Smart Process** *Making use of objective-oriented systems to simplify and automate business processes to be forward-thinking, rapid, responsive and efficient.*
☐	**Strong Governance and Institutional arrangements** *Ensuring that the right oversight and guidance for good governance, compliance, ethics, integrity, transparency, accountability, legal, operational and performance frameworks are in place.*
☐	**Performance** *Ensuring greater coordination and clarity of objectives, goals, roles and responsibilities and performance outcomes and providing the right tools, resources equipment and physical environment to enhance efficiency, productivity and employee commitment and motivation.*
☐	**Capacity Building and Capability Development** *Developing capacity, capability and learning to ensure that employees are continuously adopting and developing new skills, capabilities and technical/behavioural competencies while giving high priority to digital skills.*
☐	**Implementation** *Planning, design and implementation of projects, programmes and priorities are integrated so that the right people, funding, resources, logistics, infrastructure are in place and there is a shared ownership of outcomes.*
☐	**Customer Satisfaction: The Bottom line** *Improvement in customer experience and making public services efficient, transparent and equitable based on consultation and feedback from clients. The public and clients are at the heart of policy development, programmes, services and actions.*

3. EXECUTIVE SUMMARY

3.1 Provide an executive summary of the Best Practice successfully implemented by your organisation. *(Not more than 300 words)*

Professor Hassan Raffa State Secondary School is an educational institution that provides education to students aged 12 to 20. A variety of subjects are taught at secondary level by a staff of 50 educators.

One of the duties of educators is to input marks in mark lists and in student report books at the end of each school term.

In 2018, a team was set up to facilitate the work of educators. Since all educators have been given a free Office 365 account, online mark lists were created and put on the Office 365 platform.

Now educators can fill in marks in the online mark lists from anywhere with their smart phone, laptop or Tablet PC provided they are connected to the Internet.

Moreover, report sheets are generated from the mark lists using mail merge. So, educators no longer have to input marks and remarks in report books for each student. All totals and ranks are calculated automatically. Also, remarks are automatically generated based on the marks scored by students.

All educators at the PHR SSS are very appreciative of this new practice. Parents also are very happy to receive printed and legible report sheets for their wards.

Furthermore, a copy of all the mark lists are kept on the OneDrive of the Ministry of Education since second term 2018. The mark lists can be consulted by all authorised persons at any time.

4. MOTIVATION FOR THE ADOPTION OF THE BEST PRACTICE

4.1 What were the problem areas faced by the organisation and how were beneficiaries affected? *(Not more than 300 words)*

At the end of each school term, there were long queues of educators in the School Superintendent's office. Educators had to wait for their turn to input marks in the mark lists. Grade masters had to do lots of calculations to determine whether students had passed or failed.

After the mark lists, educators had to fill in report books. This task was quite tedious as educators had to enter marks, ranks and remarks in the report books of more than 100 students. Moreover, the same reports books had to be filled in by several educators.

Educators wasted a lot of time waiting to get hold of report books of their students. Sometimes, educators had to wait for several days before getting the opportunity to fill in the report books.

Every now and then report books were torn, lost or misplaced. This situation was quite problematic and educators had to go to the School Superintendent's office several times to fill in new report books.

Occasionally, educators would miss filling a few report books and after verification, these educators would be called to the office during school holidays to complete the work.

This situation was quite annoying to the educators and to the Rector.

4.2 Describe the plan or strategy adopted to address the problem areas using the ten pillars at Section 2. List down and describe the main elements of the plan or strategy, focusing especially, on their innovative feature(s) and the expected or intended effects. *(Not more than 500 words)*

The Rector, together with the School Management Team, brainstormed to find ways to alleviate the end of term task of filling mark lists and report sheets.

One solution proposed was to ask educators to come to school to fill in the mark lists and report books during school holidays. This solution was rejected by most educators as they did not want to lose their holidays. Also, there was no guarantee that when they would come to school the mark lists/ report books would be available. They would waste much time. The Rector also was not agreeable as he needed several days to sign the report books. This would eventually delay the distribution of results to responsible parties of students.

Another solution proposed was to give all mark lists and reports books to one subject department for one or two days so that all teachers from the department could fill in the mark lists and report books. Then the mark lists and report books would be passed on to another department. This solution was tried during the first term, but it did not work as some educators were absent when the documents were in their department.

The third solution proposed was to set up an online mark list which would calculate totals, grades and ranks automatically. The Rector also wanted to generate remarks according to students' performance in each subject.

After much research and through trial and error, the ICT educator was able to set up the online mark list. The mark list was created using MS Excel and appropriate formulae were used so that all necessary calculations would be done automatically. Report sheet templates were designed in MS Word so that the data from the mark lists could be inserted into report sheets.

The Office 365 platform was used to host the electronic mark list as it would allow several users to fill in marks simultaneously. Besides, in April 2018, the ministry of education had provided all educators with an Office 365 account free of charge.

Using "Teams" on the Office 365 platform, a private group was created. All educators from PHR SSS were added to the team and the online mark list was uploaded. Training sessions were organised to explain to educators how to access the mark list and how to input marks. Some Supply teachers, who did not have an Office 365 account, were given links to access the mark lists.

Benefits of the new system
- Decrease work load of educators as they would just fill in the online mark lists. No need to calculate totals and ranks. No need to fill in report books.
- No lost or misplaced report books.
- No queuing in the School Superintendent's office.
- Legible report sheets.

5. METHODOLOGY

5.1 What were the quantitative and/or qualitative targets or key performance indicators that were set for the implementation of the Best Practice? *(Not more than 300 words)*

Quantitative key performance indicators:

Effectiveness and efficiency of the new system
To complete the end of term filling of mark lists successfully with a minimum amount of effort.
To eliminate calculation mistakes.

Time factor
To reduce time taken by educators to fill in mark lists/ report books. Instead of wasting several days and doing tedious work, the work should be completed within a few minutes.

Qualitative key performance indicator:

Educators' satisfaction
This is an indicator of the level of satisfaction of educators towards the Best Practice and how far it meets the needs of educators. If educators are happy, they will work better.

5.2 (i) Describe in details the involvement of employees and, if any, other stakeholders in the identification of the problem areas. *(Not more than 300 words)*

Meetings in connection with the Best Practice were organised on a weekly basis. The Rector, the Senior Management Team, the School Superintendent and the ICT teacher met to discuss the problems encountered by educators when filling mark lists and report books.

Problems were identified and a list made. In subsequent meetings, proposals were sought from all members on how the identified problems could be solved.

All members of the team brainstormed on each and every idea to determine how it could be beneficial to increase the efficiency of filling mark lists and producing report sheets for students.

(ii) How far were employees and, if any, other stakeholders involved in problem solving and decision making? *(Not more than 300 words)*

Once the solution was identified, the help of the ICT educator was sought to work on the electronic mark list. The Rector wanted to implement the new system before the end of the 2nd term 2018.

The ICT teacher created the electronic mark lists and included the necessary formulae to do calculations automatically. She also created the report sheets templates which would be linked to the mark lists to generate report sheets.

The School Superintendent and his assistant provided the list of students and subjects.

Since time was limited, two other educators also collaborated with the ICT teacher to transfer the names of students into the electronic mark lists.

The two educators also piloted the new system, tested it for errors and suggested improvements which were included in the final system.

Training sessions were carried out with all members of the teaching staff so that they would be able to complete the task easily. A short video demonstration of the new system was shown to all educators. Also, a manual was produced containing all the necessary instructions.

5.3 How was team work and team spirit fostered to achieve objectives? *(Not more than 300 words)*

Team work and team spirit were very important and helped to achieve the main objective.

Communication through ICT tools and WhatsApp facilitated interaction between members of the team.

The members of the Senior Management Team talked to the educators informally, selling the vision of the e-mark list which could be accessed by many educators at the same time.

A meeting was organised with all heads of department (HODs) to explain the new system and its benefits. The HODs were asked to encourage educators from their department to accept the new system with a positive attitude.

The benefits of the new system were highlighted:
- No need to manually fill in report books
- No mistakes in calculations
- No need to go to the School Superintendent office several times
- No queuing and waiting for turns

5.4 What were the measures taken to ensure that resources were used optimally? *(Not more than 300 words)*

Resources identified: people, time, ICT tools

The ICT educator and 2 other members of the teaching staff would be working on the electronic mark list.

Tasks were allocated according to each member's capability. The ICT educator was designated to take over all technical tasks while the other educators would work on student lists.

A school laptop was put at the disposition of the ICT educator. She was not given replacement periods and could work on the electronic mark list whenever she was free.

There was minimum paper waste as everything was done using ICT tools.

6. IMPLEMENTATION OF THE BEST PRACTICE

6.1 Explain how the Best Practice was implemented. *(Not more than 300 words)*

Once the electronic mark lists were ready, it was piloted and many changes were brought. One of the major changes was how student rank was being calculated subject wise and class wise.

A private team was created on the Office 365 platform by the ICT teacher. All educators who had a username and password were added to the team.

The electronic mark lists were uploaded on the platform and all members of the team could access the excel sheets through the Internet.

Files were shared with educators who did not have an Office 365 account by a link to their e-mail.

The Rector and the Deputy Rector were also added to the team so that they could monitor the filling of mark lists.

Training was carried out and educators were given step by step instructions to access and fill in the online mark lists.

6.2 How were obstacles/bottlenecks resolved? *(Not more than 300 words)*

During the staff meetings, the Rector asked educators to share their views on the new way of filling mark lists and report sheets.

Some members of the staff were quite apprehensive of the new system. They thought it was going to be difficult. Some said that they would prefer to write their own personal remarks in report sheets.

A few training sessions were organised, in which the ICT educator explained
- How to access the Office 365 platform
- How to access and the mark lists
- How to fill in the mark lists

A printed copy of instructions was given to all educators. A video demonstration was shown to further enhance understanding of the new system.

Some educators who still had difficulties were invited to seek the help of the ICT educator for a hands-on training session.

6.3 State specifically how the health and safety issues and environment-friendly concepts were taken on board while implementing the Best Practice. *(Not more than 300 words)*

- Individual report sheets were created for students.
- Report books were no longer needed.
    - No lost or misplaced report books.
    - The shelves on which report books were kept could be cleared.

- No queues in the School Superintendent's office.
    - Educators could use their time more productively instead of wasting time waiting for their turn and running after report books.

- Less phone calls to educators who had not filled in marks for a particular class or student.

6.4 Explain the monitoring and feedback process during the implementation of the Best Practice. *(Not more than 300 words)*

Educators were given one week to fill in marks in the electronic mark lists.

The ICT educator monitored the mark lists and submitted a report to the Rector on a daily basis.

Educators who were not comfortable with the new system contacted their colleagues or the ICT educator for help.

From time to time, the Rector and the Deputy Rector also checked the online mark lists to see whether marks had been entered for all subjects.

Feedbacks and suggestions from educators were given due consideration and changes were made to the system where necessary.

6.5 Name at least two risk factors that arose in implementing the Best Practice and explain those factors and/or risks briefly. *(Not more than 200 words)*

- **No access to the Internet at school**
  Some educators did not have an Internet connection at home and asked to have access to the Office 365 platform at school. This was not possible as the Internet connection provided by the Ministry was not adequate. These educators had to seek help from colleagues.

- **Overwriting marks by accident**
  Since the mark lists were shared documents, all educators had access to the same sheets. Marks could be deleted or overwritten by accident.

During the training sessions, educators were asked to be careful and to input marks in appropriate columns.

As far as formulae were concerned, the ICT educator protected the cells with a password to avoid editing or deletion.

7. EVALUATION OF THE BEST PRACTICE

7.1 Explain how was the evaluation of the impact of the Best Practice conducted*? (Not more than 300 words)*

One week after the implementation of the Best Practice, educators were asked to express their appreciation of the online mark lists in a staff meeting.

90% of the educators were very satisfied with the new system. They felt that their work load had been reduced drastically. They had completed the filling of marks at home in a short period of time. They were also happy that they did not have to fill in hundreds of report books.

4 educators who were not ICT literate stated that they had problems with the new system and they were not comfortable with ICT tools. Some colleagues proposed to help them to input marks. They were also encouraged to start using ICT tools.

The "feel-good factor" could be felt among educators and many of them thanked the Rector and the ICT educator for simplifying their work.

7.2 Describe the impact of the Best Practice on the level of services provided to key customers and on the environment, society. *(Not more than 300 words) (Please provide data by comparing targets v/s actual performance, before-and-after indicators, and/or other types of statistics or measurements)*

Before the implementation of the Best Practice, educators would spend at least 3 days filling in report books. Now they spent a maximum of 1 hour to fill in marks in mark lists and their work was completed.

No calculation mistakes. No waiting times. No queues. No need to wait for turns.

No more crowds in the School Superintendent's office.

8. REPLICATION TO OTHER ORGANISATION

8.1 How can the Best Practice be replicated to other organisations? *(Not more than 200 words)*

The Best Practice can be replicated to other schools as assessment marks are input in mark lists and report books in all schools at the end of each term.

A template for the mark lists as well as one for the report sheets can be set up and shared on the Office 365 platform.

Each school can customise the templates and share them privately with its team of educators.

In this way, educators from all schools can benefit from the Best Practice.

8.2 Based on your organisation's experience, name up to three factors which you consider as indispensable to replicate the Best Practice. (*Not more than 200 words*)

(1) Support from the management

Support from the management is a top contributor to change management success. The leadership of the Rector is of utmost importance for the success of the project. Without support from the management, bringing changes to a system is impossible. The management provides tools and resources to set up and implement any Best Practice.

(2) Positive attitude to change

The way people respond to change and innovation affects their personal performance. A positive attitude conveys optimism and ability to bring constructive changes in the work place. Therefore, educators with a positive attitude will adapt easily with a new system.

(3) Training

Training allows people to understand, accept and embrace changes in their environment. It enhances their knowledge and strengthens the skills needed to adapt to the new system. Trained people do their work more efficiently.