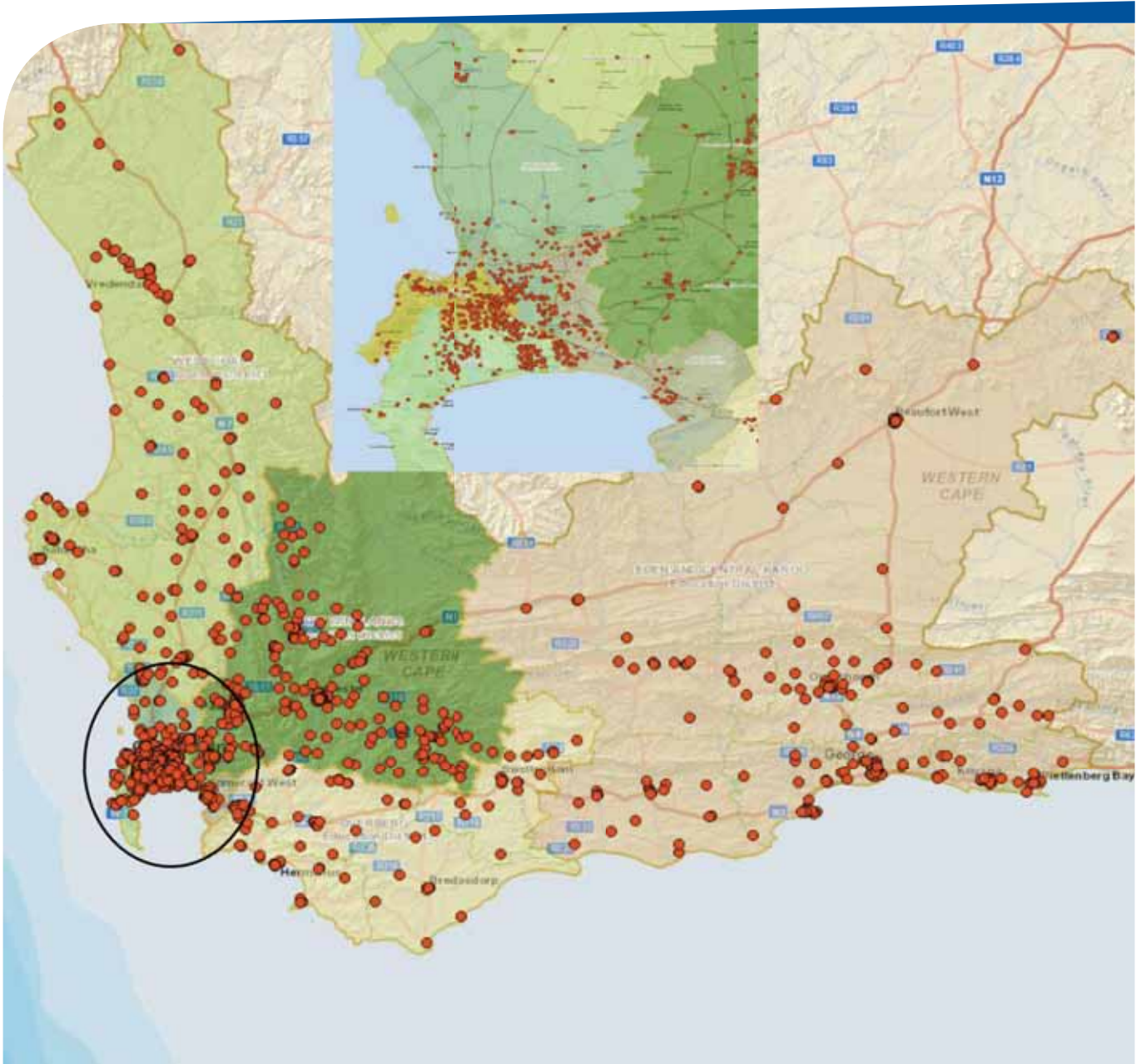




Western Cape  
Government

Education



# Customer Satisfaction Survey Report 2016

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# CUSTOMER SATISFACTION SURVEY 2016

## 1. Executive Summary

The Customer Satisfaction Survey (CSS) has been conducted since 2009 and is an instrument that provides schools opportunity to (i) indicate the frequency of using certain of the District and Head Office services; (ii) rate the quality of these services, and (iii) provide written feedback on any of the elements covered in the survey. While the CSS of previous years asked responses from a sample of schools, the CSS-2016 targets all schools. A maximum of 5 educators and public servants per education institution was invited to respond.

The survey sent to schools is attached as [Annexure A](#). This report summarises the findings of the survey.

### 1.1 The Respondents

Item	2016	2015	2014
Schools sampled	1517	764	764
Schools responded	918	305	455
% Response	61%	40%	60%
<b>Number of respondents</b>	<b>3131</b>	<b>1124</b>	<b>1731</b>

In respect of post level and experience, the respondents present the following profiles:

Experience	Period	Post Level 1	Post Level 2	Post Level 3	Post Level 4	Post Level 5	Post Level 6	Grand Total
Less Than 5 Years	2014	114	5	6	4	3		132
	2015	100	6	6	6	1	1	120
	<b>2016</b>	<b>311</b>	<b>29</b>	<b>23</b>	<b>26</b>	<b>31</b>	<b>1</b>	<b>421</b>
5 - 10 Years	2014	113	20	7	9	8		157
	2015	93	20	3	2	5		123
	<b>2016</b>	<b>273</b>	<b>66</b>	<b>19</b>	<b>30</b>	<b>68</b>	<b>6</b>	<b>462</b>
11 - 19 Years	2014	133	70	27	15	4	1	250
	2015	83	51	21	13	2	1	171
	<b>2016</b>	<b>225</b>	<b>103</b>	<b>71</b>	<b>54</b>	<b>37</b>	<b>2</b>	<b>492</b>
20 - 30 Years	2014	253	187	148	127	3	7	725
	2015	137	125	81	89	2	6	440
	<b>2016</b>	<b>343</b>	<b>301</b>	<b>210</b>	<b>220</b>	<b>19</b>	<b>41</b>	<b>1134</b>
More Than 30 Years	2014	118	101	112	130	3	3	467
	2015	61	58	74	73	1	3	270
	<b>2016</b>	<b>116</b>	<b>126</b>	<b>153</b>	<b>181</b>	<b>14</b>	<b>32</b>	<b>622</b>
<b>Grand Total</b>	2014	731	383	300	285	21	11	1731
	2015	474	260	185	183	11	11	1124
	<b>2016</b>	<b>1268</b>	<b>625</b>	<b>476</b>	<b>511</b>	<b>169</b>	<b>82</b>	<b>3131</b>
<b>Average %</b>	2014	42%	22%	17%	16%	1%	1%	100%
	2015	42%	23%	16%	16%	1%	1%	100%
	<b>2016</b>	<b>40%</b>	<b>20%</b>	<b>15%</b>	<b>16%</b>	<b>5%</b>	<b>3%</b>	<b>100%</b>

## 1.2 Summary of the Responses

There are slightly lower ratings for many of the elements this year, as compared with 2015. Since half of the schools were surveyed in 2014 and the other half in 2015 it could also be useful to consider the average of those two years alongside the responses of all schools in 2016. In the detailed 2016 report that follows, the ratings on a 5 point scale are unpacked and provide further insights.

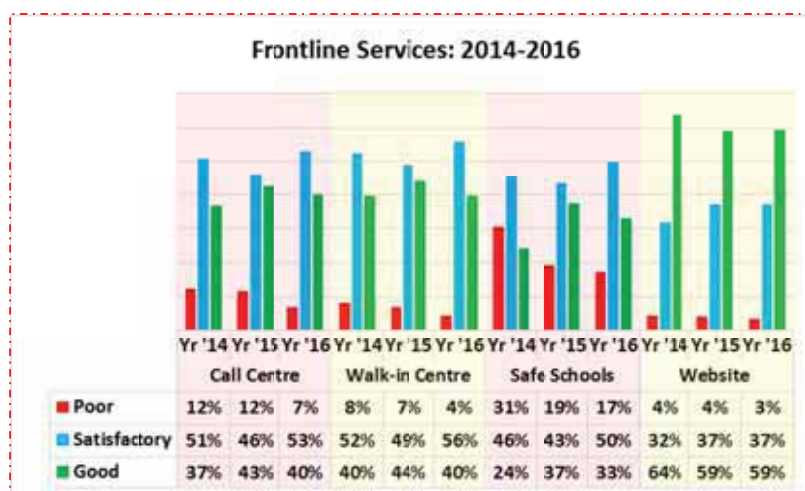
### 1.2.1 Services Used

In this category, respondents were asked to indicate utilization levels of the support services offered at Head and District Offices. The table below summarises the responses for 2014-2016. The responses are largely similar to those in 2014 and 2015, with an average of ±40% using services more than 5 times over the period 2014 – 2016.

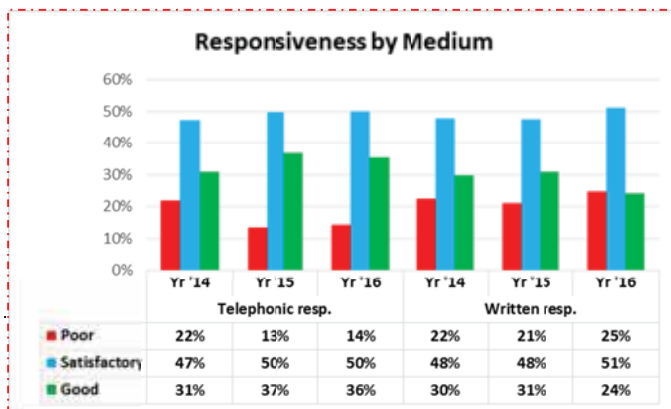
**Table 3: Responses to Services Used**

No	Area	Period	Never	1 - 2 times	3 - 5 times	5 - 10 times	11 + times
1.	Visited the walk-in/visitors' centre at Head Office	2014	42%	27%	17%	7%	7%
		2015	47%	25%	15%	6%	7%
		<b>2016</b>	<b>57%</b>	<b>22%</b>	<b>11%</b>	<b>4%</b>	<b>5%</b>
2.	Called the WCED Call Centre	2014	27%	22%	19%	11%	21%
		2015	29%	23%	17%	12%	19%
		<b>2016</b>	<b>26%</b>	<b>21%</b>	<b>18%</b>	<b>11%</b>	<b>24%</b>
3.	Telephoned an official at Head Office	2014	25%	20%	18%	13%	23%
		2015	28%	21%	18%	11%	22%
		<b>2016</b>	<b>24%</b>	<b>22%</b>	<b>17%</b>	<b>12%</b>	<b>24%</b>
4.	Telephoned an official at the District Office	2014	19%	16%	18%	16%	31%
		2015	21%	16%	17%	15%	31%
		<b>2016</b>	<b>18%</b>	<b>17%</b>	<b>18%</b>	<b>14%</b>	<b>33%</b>
5.	Consulted the WCED website	2014	10%	14%	17%	15%	45%
		2015	9%	13%	17%	17%	45%
		<b>2016</b>	<b>9%</b>	<b>13%</b>	<b>17%</b>	<b>17%</b>	<b>45%</b>

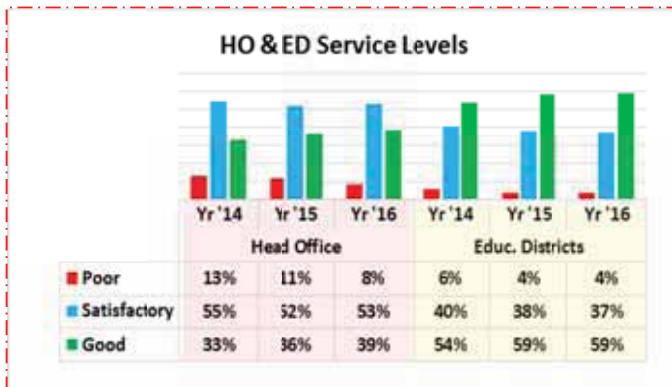
### 1.2.2 Frontline Services – Call and Walk-In Centres, Website and Safe Schools Call Centre



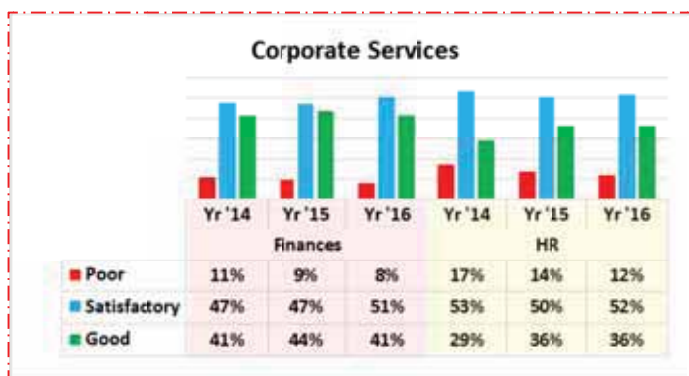
1.2.3 Responsiveness by medium – telephonic and written enquiries



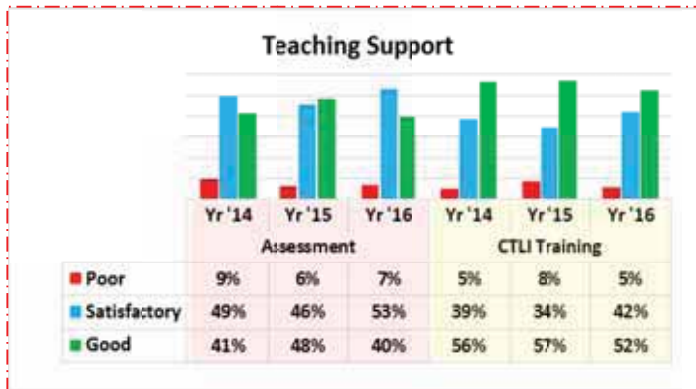
1.2.4 Head Office and Education Districts



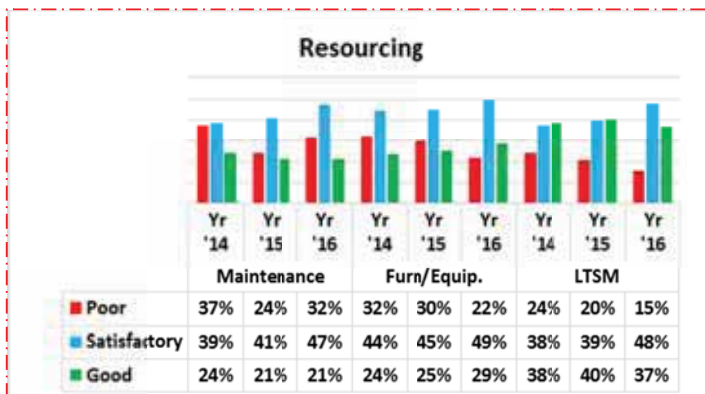
1.2.5 Corporate Services – Financial Management and HR Management Support



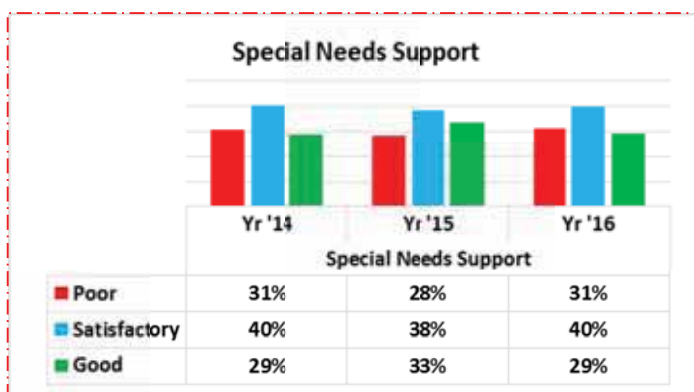
1.2.6 Systems to support teaching – Assessment & CTLI



1.2.7 Resourcing – Infrastructure & Maintenance, Equipment & Furniture & LTSM

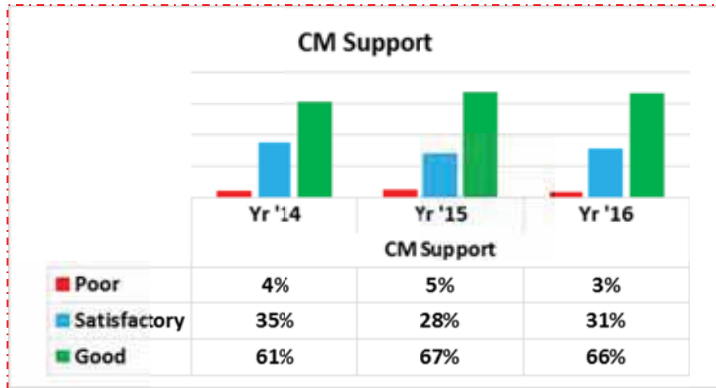


1.2.8 Special Needs

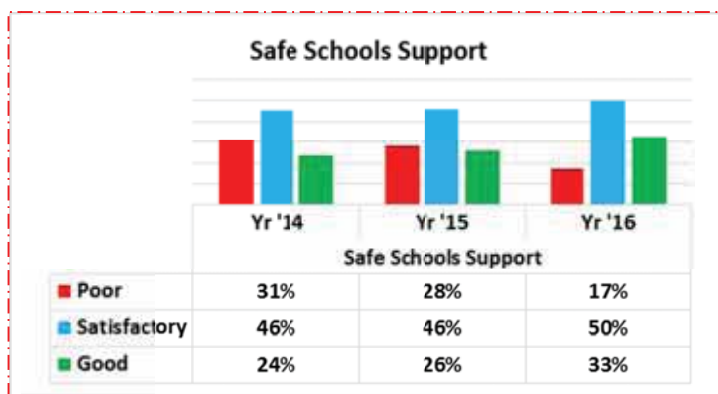


### 1.2.9 Ratings for CM Support

Note that there has been a 2016 function shift in Districts with the posts of both Circuit Team Managers and Institutional Management and Governance Managers (IMGGM) being discontinued. For the purposes of gaining an understanding of the impact of the new Circuit Manager posts the historical figures for the IMGGM are provided



### 1.2.10 Safe School Support





### 1.3 Comments of Respondents

Respondents were provided space to comment, compliment or complain about any of the services surveyed. The following drew the most reaction: i) Education Districts; (ii) Head Office Support; (iii) Response to telephonic queries, and (iv) Maintenance Support

### 1.4 Concluding Remarks

Areas for particular attention are:

1. Any kind of frontline service

Responsiveness by all officials to the needs of schools both in terms of dealing effectively and with accountability with documents received and in terms of communication with schools. The ratings on responses on written services has gone down, off a base that was already low.

2. Resourcing

Complaints about the supply and quality of furniture and equipment and the quality and challenges of infrastructure matters need to be grappled with.

3. Special Needs Education

New indicators have been included which show promising responses. There remains a challenge with the perceived shortage of psychologists and space in special schools for learners in need of high support.

4. People Management

Responses on the new elements have provided additional insights into gaps and challenges.

It will be important for all sectors to look not only at their own specialist sector ratings but at the ratings for generic services in order to identify specific steps to improve on any rating of “exceptionally poor”. The comments also illuminate areas of weakness and make suggestions for improvement.



## 2. The 2016 Survey

### Introduction

The Customer Satisfaction Survey (CSS) has been conducted annually since 2009 and seeks feedback from school personnel on the support services rendered by (i) Head Office and (ii) the District Offices. Where previous surveys targeted a sample of schools, the 2016 survey invited all public schools to respond. The 2016 CSS is largely similar to the ones used in previous years. Once again the survey is a combination of (i) closed-ended questions and (ii) sections to provide feedback on any of the areas covered in the survey.

In the continuous process of improving service delivery to all its clients, the WCED has a vested interest in ensuring not only positive perception of its services but that the services reach all the beneficiaries of the organization. The CSS provides an important window through which the organisation can look at itself and inform strategy.

This report is divided into three sections: (1) the profile of respondents; (2) detail on the overall ratings; (3) comments of the respondents.

### 2.1 The Sample Schools and Respondents

#### 2.1.1 The Schools: ALL public schools were invited to respond.

School Type	Period	Schools Selected	Actual <u>Schools</u> Responding	Actual <u>Respondents</u>	% Schools Responding
LSEN	Yrs. '14 & '15	73	32	139	44%
	Yr '16	68	27	102	40%
Primary School	Yrs. '14 & '15	1083	544	1983	50%
	Yr '16	1076	681	2286	63%
Secondary School	Yrs. '14 & '15	372	184	733	49%
	Yr '16	374	210	743	56%
Grand Total	Yrs. '14 & '15	1528	760	2855	50%
	Yr '16	1518	918	3131	60%

2.1.2 **The Staff responding:** a maximum of 5 educators per school were asked to respond.

2.1.3 **Responses per Education District**

District	CSS 2016 Total Schools	2016 Responses	2016 % Responses	2016 Nr of Respondents	CSS 2014 & 2015 Schools	CSS 2014 & 2015 Responses	CSS 2014 & 2015 % Responses	2014 & 2015 Nr of Respondents
<b>Cape Winelands</b>	282	263	93%	919	282	142	50%	546
<b>Eden And Central Karoo</b>	216	122	56%	418	225	114	51%	381
<b>Metro Central</b>	216	108	50%	339	229	116	51%	432
<b>Metro East</b>	183	79	43%	302	155	71	46%	271
<b>Metro North</b>	198	108	55%	378	220	110	50%	460
<b>Metro South</b>	208	110	53%	339	200	95	48%	338
<b>Overberg</b>	86	43	50%	141	85	43	51%	154
<b>West Coast</b>	129	85	66%	295	132	71	54%	273
<b>Grand Total</b>	<b>1518</b>	<b>918</b>	<b>60%</b>	<b>3131</b>	1528	762	50%	2855

2.1.4 **Respondents per job-title**

Job Title	Yr 2016	Yr 2016 % of ALL	Yr 2014 & 2015	Yr '14 & '15 of ALL
Principal	722	23%	649	23%
Deputy Principal	360	11%	392	14%
HOD	541	17%	559	20%
Senior Educator	191	6%	268	9%
Educator	885	28%	878	31%
Other	432	14%	109	4%
	<b>3131</b>	<b>100%</b>	<b>2855</b>	<b>100%</b>

2.1.5 **Respondents per Years of Experience**

Experience Category	Yr 2016	Yr 2016 % of ALL	Yr 2014 & 2015	Yr '14 & '15 of ALL
Less than 5 years	421	13%	252	9%
5 - 10 years	462	15%	280	10%
11 - 19 years	492	16%	421	15%
20 - 30 years	1134	36%	1165	41%
More than 30 years	622	20%	737	26%
<b>Grand Total</b>	<b>3131</b>	<b>100%</b>	<b>2855</b>	<b>100%</b>

### 3. Overall Responses

In the survey, respondents could select their responses from one of the following:

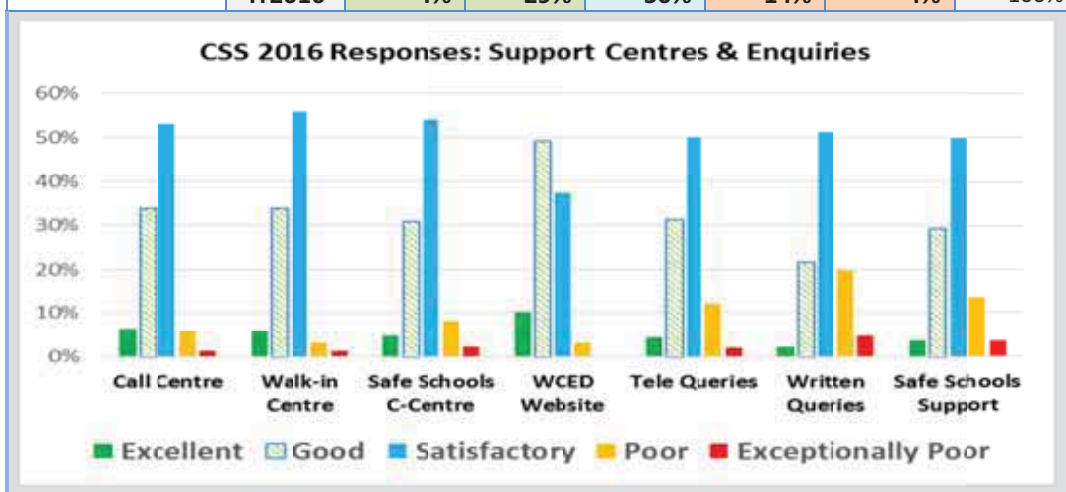
(i) Exceptionally Poor; (ii) Poor; (iii) Satisfactory; (iv) Good; (v) Excellent.

#### 3.1 Service Levels

##### 3.1.1 Communication: Support Centres and Enquiries

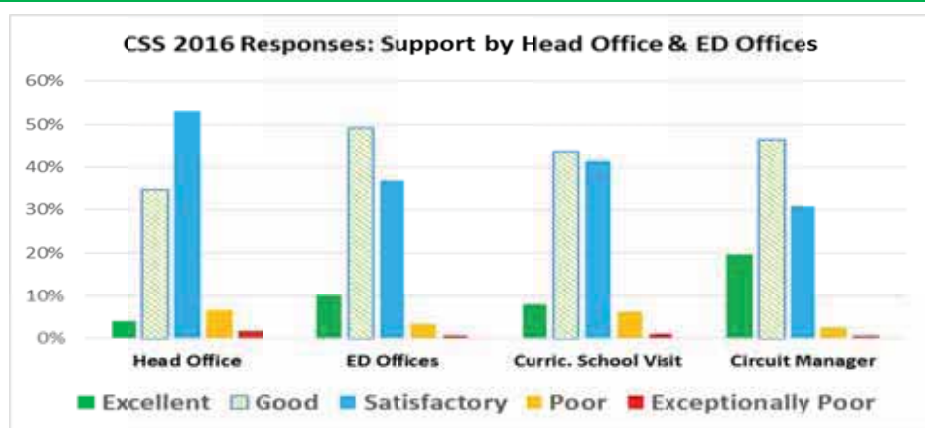
**Table 8: Responses – Support to schools and communication to Head and ED Offices**

Question	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor	Grand Total
WCED call centre [corporate (personnel & finance) matters]	Yr2014	4%	33%	51%	10%	2%	100%
	Yr2015	5%	38%	46%	10%	2%	100%
	Yr2016	6%	34%	53%	6%	1%	100%
WCED walk-in centre (corporate and exam matters)	Yr2014	4%	35%	52%	7%	1%	100%
	Yr2015	5%	40%	49%	5%	1%	100%
	Yr2016	6%	34%	56%	3%	1%	100%
WCED Safe Schools call centre	Yr2014	4%	28%	52%	13%	3%	100%
	Yr2015	4%	33%	43%	15%	5%	100%
	Yr2016	5%	31%	54%	8%	2%	100%
WCED website	Yr2014	12%	48%	36%	3%	1%	100%
	Yr2015	9%	50%	36%	3%	1%	100%
	Yr2016	10%	49%	37%	3%	0%	100%
Response to telephonic enquiries	Yr2014	3%	28%	47%	18%	4%	100%
	Yr2015	4%	33%	50%	11%	2%	100%
	Yr2016	4%	31%	50%	12%	2%	100%
Response to written enquiries	Yr2014	2%	27%	48%	18%	5%	100%
	Yr2015	4%	27%	48%	19%	3%	100%
	Yr2016	2%	22%	51%	20%	5%	100%
Safe Schools Support	Yr2014	2%	21%	46%	21%	9%	100%
	Yr2015	3%	23%	46%	20%	8%	100%
	Yr2016	4%	29%	50%	14%	4%	100%



### 3.1.2 Support by Head Office and ED Managers

Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
Head Office	Yr2014	2%	31%	55%	10%	2%
	Yr2015	3%	33%	52%	10%	1%
	<b>Yr2016</b>	<b>4%</b>	<b>35%</b>	<b>53%</b>	<b>7%</b>	<b>2%</b>
Education District Offices	Yr2014	7%	47%	40%	5%	0,3%
	Yr2015	9%	50%	38%	3%	0%
	<b>Yr2016</b>	<b>10%</b>	<b>49%</b>	<b>37%</b>	<b>3%</b>	<b>0%</b>
Curriculum School Visit Support	Yr2014	7%	42%	41%	9%	2%
	Yr2015	9%	42%	36%	11%	3%
	<b>Yr2016</b>	<b>8%</b>	<b>44%</b>	<b>41%</b>	<b>6%</b>	<b>1%</b>
CM Support	Yr2014	17%	44%	35%	3%	1%
	Yr2015	19%	48%	28%	4%	1%
	<b>Yr2016</b>	<b>20%</b>	<b>46%</b>	<b>31%</b>	<b>3%</b>	<b>0%</b>



### 3.1.3 Special Schools

Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
SE Needs Support Social Worker	Yr2014	3%	20%	42%	27%	10%
	Yr2015	4%	25%	41%	23%	7%
	<b>Yr2016</b>	<b>4%</b>	<b>26%</b>	<b>47%</b>	<b>17%</b>	<b>5%</b>
SE Needs Support Psychologists	Yr2014	3%	22%	38%	26%	11%
	Yr2015	4%	23%	38%	27%	8%
	<b>Yr2016</b>	<b>4%</b>	<b>25%</b>	<b>44%</b>	<b>20%</b>	<b>6%</b>
Learning Support Advisor: visits to schools*	<b>Yr2016</b>	<b>7%</b>	<b>40%</b>	<b>43%</b>	<b>8%</b>	<b>2%</b>
Learning Support Teacher: support to learners*	<b>Yr2016</b>	<b>7%</b>	<b>35%</b>	<b>45%</b>	<b>9%</b>	<b>3%</b>
Support to SBST*	<b>Yr2016</b>	<b>4%</b>	<b>25%</b>	<b>50%</b>	<b>18%</b>	<b>4%</b>

\* These items appear for the first time in 2016

### 3.1.4 Educator Training, LitNum Support & Assessments

Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
Educator Training at the CTLI	Yr2014	10%	47%	39%	4%	1%
	Yr2015	9%	49%	34%	7%	2%
	Yr2016	9%	44%	42%	4%	1%
Admin of Assessments/ Exams	Yr2014	5%	36%	49%	8%	1%
	Yr2015	6%	43%	46%	5%	1%
	Yr2016	5%	39%	49%	5%	1%
Administration of Gr 3, 6 & 9 Testing*	Yr2016	8%	45%	42%	4%	1%
Language And Mathematics Strategy Support*	Yr2016	5%	37%	49%	8%	1%
Matric Support Programme*	Yr2016	7%	39%	47%	6%	1%
E-Learning Strategy Support*	Yr2016	2%	26%	56%	12%	3%

\* These items appear for the first time in 2016

### 3.1.5 HR, Finance , CEMIS and Communication

Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
HR Management Support	Yr2014	3%	27%	53%	15%	2%
	Yr2015	3%	32%	51%	12%	2%
	Yr2016	3%	33%	52%	10%	2%
E-Recruitment Management	Yr2014	4%	25%	50%	17%	4%
	Yr2015	4%	31%	47%	15%	4%
	Yr2016	3%	29%	55%	10%	3%
Admin & Financial Management Support	Yr2014	6%	36%	47%	9%	2%
	Yr2015	5%	38%	47%	8%	2%
	Yr2016	5%	37%	51%	6%	2%
E Info Management CEMIS Support	Yr2014	10%	44%	38%	5%	2%
	Yr2015	9%	46%	39%	5%	1%
	Yr2016	12%	48%	37%	3%	0%
Communication Schools	Yr2014	6%	40%	46%	7%	1%
	Yr2015	7%	41%	44%	6%	1%
	Yr2016	7%	44%	43%	5%	1%
Online system for Learner Placement*	Yr2016	6%	37%	49%	7%	1%
Administration of Salaries matters*	Yr2016	9%	41%	41%	7%	2%
Admin of service conditions*	Yr2016	4%	37%	49%	8%	2%
Admin of Employee Relations*	Yr2016	3%	29%	58%	8%	2%
Staff Performance Systems*	Yr2016	6%	39%	48%	6%	1%

\* These items appear for the first time in 2016

### 3.1.6 LTSM, Infrastructure & Equipment/Furniture

Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
Infrastructure Maintenance Support	Yr2014	3%	21%	39%	29%	9%
	Yr2015	2%	19%	38%	29%	12%
	Yr2016	2%	20%	47%	22%	9%
Equipment/Furniture Supply Support	Yr2014	2%	22%	44%	24%	8%
	Yr2015	3%	22%	45%	23%	8%
	Yr2016	3%	26%	49%	18%	4%
Textbook Supply [Textbooks Material Support]	Yr2014	7%	40%	43%	8%	2%
	Yr2015	6%	40%	42%	9%	3%
	Yr2016	9%	46%	39%	5%	1%

### 3.1.7 Social Support: Nutrition, LTS and HIV/Aids & MOD Centres

Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
Nutrition Programme Support	Yr2014	16%	51%	28%	4%	1%
	Yr2015	16%	52%	27%	3%	3%
	Yr2016	14%	48%	32%	4%	2%
LTS Support	Yr2014	4%	35%	38%	14%	10%
	Yr2015	4%	36%	39%	12%	8%
	Yr2016	5%	32%	48%	11%	5%
HIV Aids Project Support	Yr2014	1%	16%	54%	21%	7%
	Yr2015	1%	22%	50%	20%	7%
	Yr2016	2%	23%	54%	16%	4%
MOD Centre Programme*	Yr2016	3%	26%	54%	13%	4%

\* This item appears for the first time in 2016

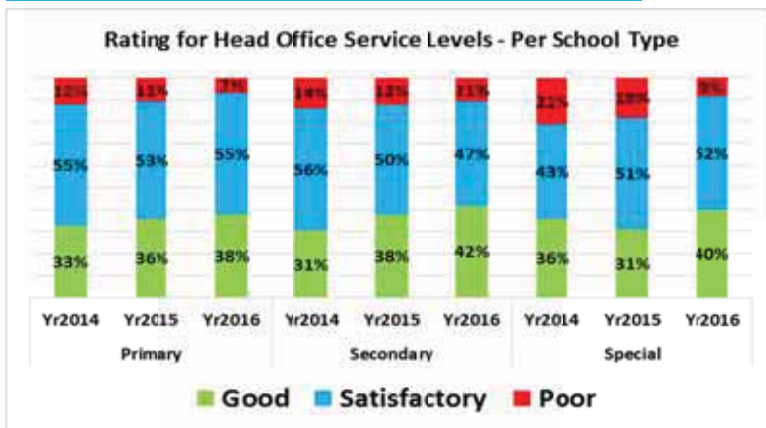
### 3.2 Responses to elements of the current WCED Head-Office Service Delivery Charter

Category	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
Response To Written Enquiries Within 5 Days	2%	22%	51%	20%	5%
Process Requests Within 14 Days	3%	24%	54%	16%	4%
Provide Progress Report If There Are Delays	1%	19%	52%	21%	6%
Attend to queries with promptness professionalism & courtesy	4%	30%	56%	8%	2%
Apologise for errors and take corrective action	2%	23%	54%	16%	5%

### 3.3 Rating Service Levels of Head Office – by School Type

**Table 16: Service ratings of Head Office per school type**

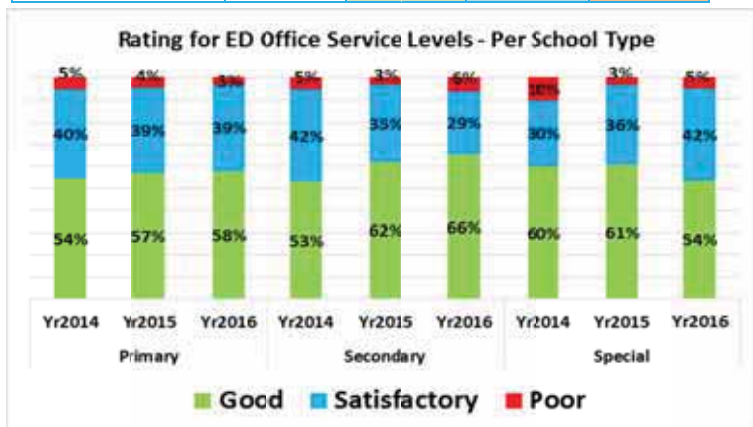
School Type	Period	Good	Satisfactory	Poor
Primary	Yr2014	33%	55%	12%
	Yr2015	36%	53%	11%
	Yr2016	38%	55%	7%
Secondary	Yr2014	31%	56%	14%
	Yr2015	38%	50%	12%
	Yr2016	42%	47%	11%
Special	Yr2014	36%	43%	21%
	Yr2015	31%	51%	18%
	Yr2016	40%	52%	9%



### 3.4 Responses per school type of ED Offices Service Levels

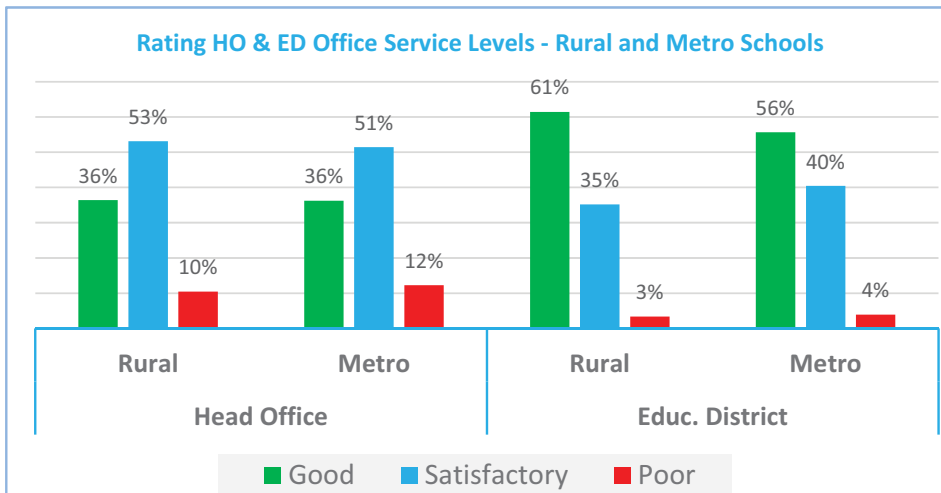
**Table 17: Service ratings of ED Offices per school type**

School Type	Period	Good	Satisfactory	Poor
Primary	Yr2014	54%	40%	5%
	Yr2015	57%	39%	4%
	Yr2016	58%	39%	3%
Secondary	Yr2014	53%	42%	5%
	Yr2015	62%	35%	3%
	Yr2016	66%	29%	6%
Special	Yr2014	60%	30%	10%
	Yr2015	61%	36%	3%
	Yr2016	54%	42%	5%



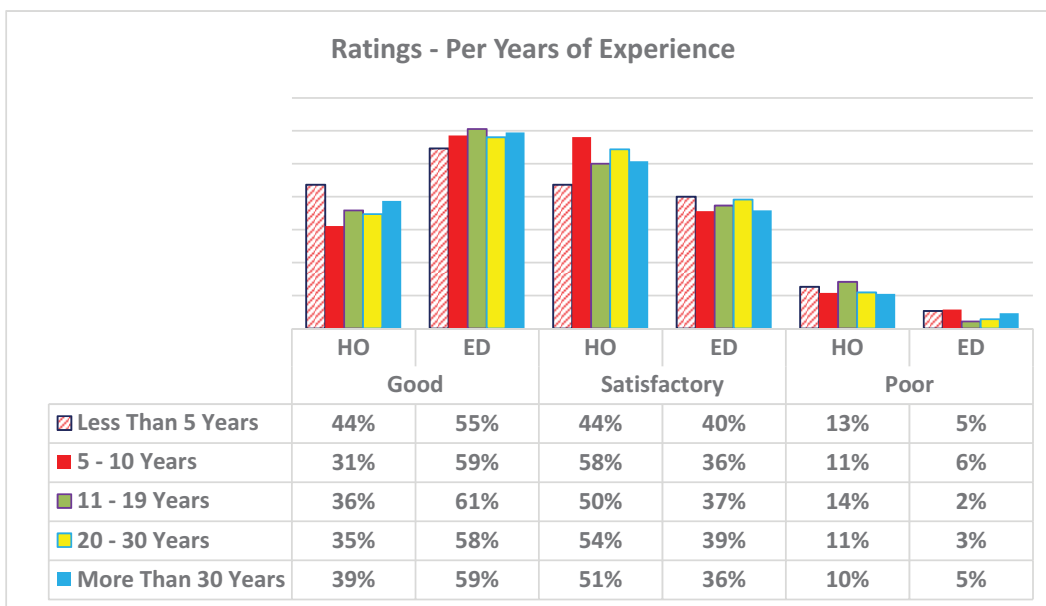


### 3.5 Difference between Ratings of Rural and Metro Schools



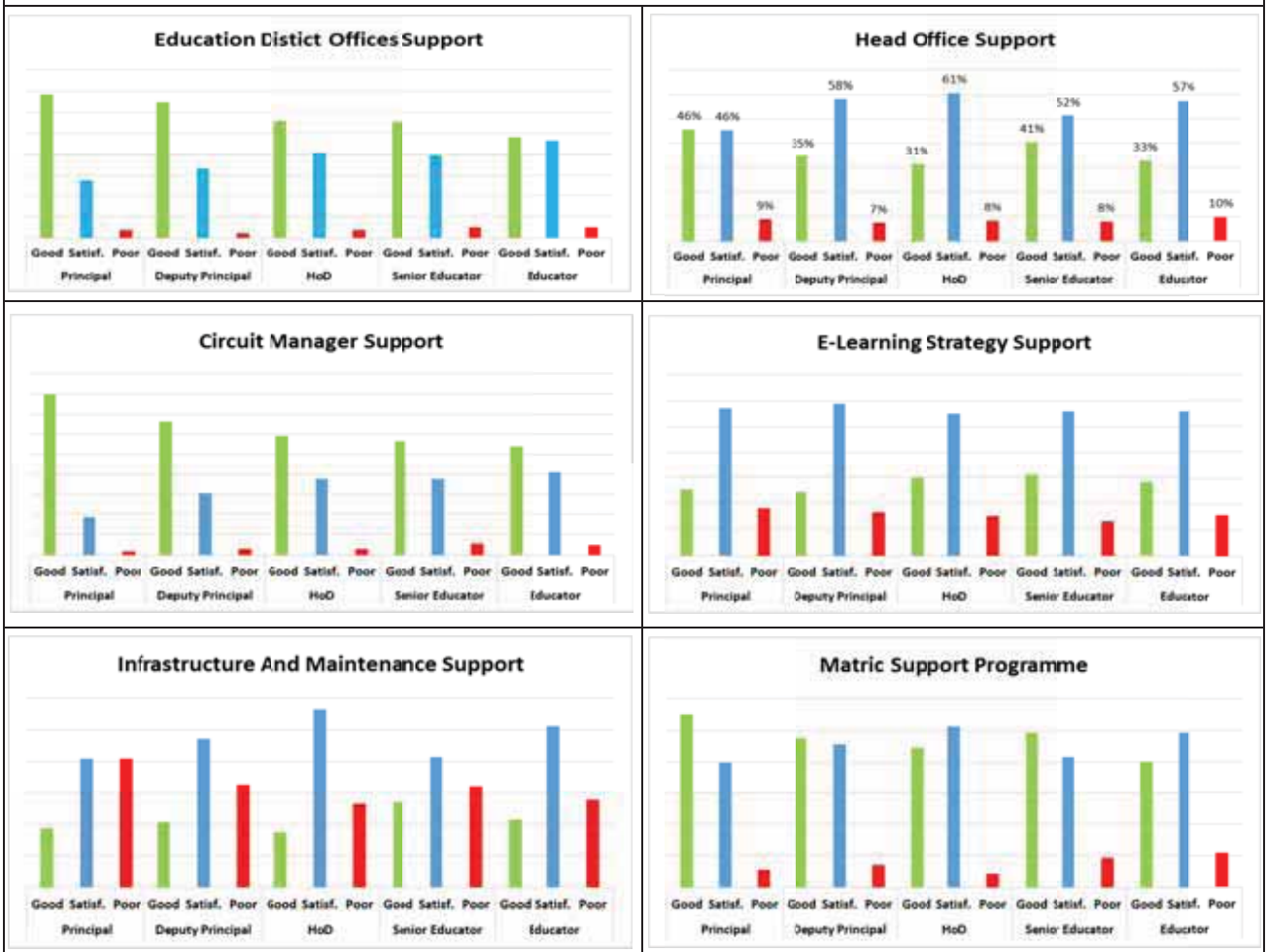
### 3.6 Differences between Ratings of Service Levels – per Years of Experience

#### 3.6.1 Rating Head Office and ED Office Service Levels



### 3.7 Responses per Job Type – Selected Items

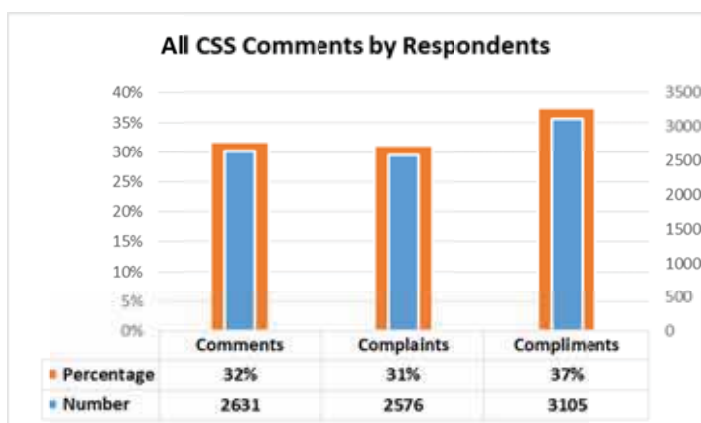
Element	Principal			Deputy Principal			HoD			Senior Educator			Educator		
	Good	Satisf.	Poor	Good	Satisf.	Poor	Good	Satisf.	Poor	Good	Satisf.	Poor	Good	Satisf.	Poor
Head Office Support	46%	46%	9%	35%	58%	7%	31%	61%	8%	41%	52%	8%	33%	57%	10%
Education Distict Offices Support	69%	27%	4%	65%	33%	2%	56%	41%	4%	55%	39%	5%	48%	47%	5%
Circuit Manager Support	80%	18%	2%	66%	31%	3%	59%	38%	3%	56%	38%	6%	54%	41%	5%
Safe Schools Support	31%	47%	23%	31%	52%	16%	35%	50%	15%	35%	44%	21%	30%	56%	14%
Curriculum School Visit Support	52%	41%	7%	52%	44%	5%	50%	41%	9%	54%	39%	7%	49%	42%	9%
E-Learning Strategy Support	25%	57%	18%	24%	59%	17%	30%	55%	15%	31%	56%	13%	28%	56%	16%
Matric Support Programme	55%	40%	5%	48%	46%	7%	44%	51%	4%	49%	42%	9%	40%	49%	11%
Administration Of Gr 3&5 And 9 Testing	47%	46%	7%	45%	51%	4%	30%	63%	7%	32%	60%	8%	35%	58%	7%
Learner Transport Scheme Support	44%	45%	11%	32%	52%	16%	34%	46%	20%	49%	38%	12%	31%	51%	18%
Infrastructure And Maintenance Support	19%	41%	41%	21%	47%	33%	17%	56%	26%	27%	41%	32%	21%	51%	28%
HRM Services (e.g Staff Provisioning)	43%	47%	10%	38%	50%	12%	29%	58%	13%	33%	51%	16%	30%	56%	14%
Admin of Service Conditions (e.g. Housing)	47%	47%	6%	42%	50%	8%	35%	55%	10%	41%	43%	16%	35%	52%	13%
Admin of E'e Relations, e.g. Misconduct	37%	54%	9%	32%	57%	10%	27%	63%	10%	32%	53%	15%	28%	61%	11%
E-Recruitment Management	33%	53%	15%	35%	51%	15%	29%	62%	9%	34%	50%	16%	31%	56%	13%
Admin of Salaries	58%	36%	6%	51%	43%	5%	46%	43%	11%	49%	36%	15%	42%	47%	11%



#### 4. Feedback/Comments

##### 4.1. Overall Picture

Overall the CSS 2016 attracted more than 8000 comments by the respondents, with the overall picture as follows:



Respondents commented on all the areas surveyed, but by far the most comments were about (1) Head Office Support, and (2) Education Office Support. The 10 areas attracting the most comments are:

Nr	Survey Element	Comment	Complaint	Compliment	Tot. Comments
1	Education District Offices Support	22%	7%	71%	554
2	Head Office Support	41%	11%	47%	539
3	Response To Telephonic Enquiries	37%	36%	27%	440
4	Infrastructure And Maintenance Support	28%	70%	3%	403
5	Circuit Manager Support	10%	1%	88%	384
6	Curriculum School Visit Support	28%	19%	53%	351
7	WCED Website	41%	11%	49%	344
8	Specialised Support By Psychologists	45%	44%	11%	305
9	School Nutrition Programme Support	19%	17%	63%	293
10	Safe Schools Support	29%	50%	22%	290

More than 5 % of ALL Comments			Between 4% & 5 % of ALL Comments		

Sets of the comments will be provided to each section to enable them to interpret the responses received so they can implement improvements accordingly.

## 4.2. Selection of Comments

A selection of the comments is provided below with some discussion. The figures show that there is general appreciation for services rendered. The comments listed have been chosen because they are representative and because they point to service challenges that the WCED needs to know about so that it can step in to effect improvements. A small selection of compliments is also included to illustrate the qualities and attributes of good service that respondents appreciate.

A study of the responses per post level showed that the principals in general rated services the highest and that the teachers in general gave the lowest ratings. Therefore the comments of principals and of teachers were prioritised in making this selection.

### Response to telephone calls

Because the scores show a drop from a low 37% "good" rating of this important frontline service in 2015 to 35% in 2016, some details are provided below.

⊗ I have contacted the WCED's head office telephonically before & found it very troublesome. First it was a mission to get someone to answer the calls; and when they eventually did i was redirected to someone else so many times i felt like leaving everything

⊗ It is a massive frustration for secretaries/pa's that they can never get through to the correct people telephonically. Even the main lines just ring and ring (often for days on end)

⊗ You get sent from department to department with no officer to help with your enquiry.

☹ Reference numbers per query would make the flow of processes more professional and formal.

⊗ Often phone rings with no reply in certain offices. Messages often not responded to.

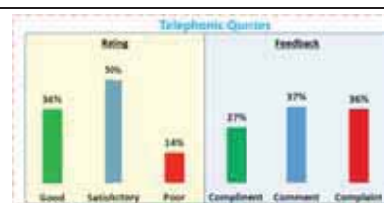
⊗ Very often a call will not be answered or will take (sometimes) up to 10 minutes to be answered.

😊 All the time when I make a call I get friendly consultants who offers good service.

⊗ Head office official are most of the time not in their offices to answer calls from schools of teachers or they even don't respond on telephone calls especially in the case of urgent personal matters of teachers.

😊 The person needing to contact me kept phoning until they reached me.

⊗ Nobody returns telephone calls at head office



### Response on written enquiries

The 29% "Good" rating of 2015 has dropped to 24% in 2016. This relays an important message to officials.

⊗ The response to written requests is non - existing and suggests it needs to be beefed up as educators often don't have enough time to visit the place during the week

⊗ Response to written enquiries must be confirm in writing that the person have received the post/emails



### WCED walk-in centre (Human Resources and Finance matters)

⊗ Staff members at WCED give incorrect information and documentation merely disappear and needs to be re-submitted before action is taken. Very few seems to be willing to bite the bullet and get the job done as quickly as possible.

⊗ Impractical location - struggle to get there, long queues.

⊗ Long lines. Incompetent staff. No direct contact with person in charge.

😊 All staff at walk-in centre are doing their daily job exceptionally well. If you call, you get answers and when you visit, you see friendly smiling people




**Provide Progress Report If There Are Delays**

☹️ Feedback given on any delays or progress hardly happens. I must follow up myself.

☹️ Had difficulty with housing subsidy, wasn't informed that certain information was still required and when queried was addressed very rude

☹️ The department does not usually contact a person who has an enquiry or request and sometimes leaves a long period of time without a progress report.




Category	Sub-category	Percentage
Rating	Good	21%
	Satisfactory	52%
	Poor	27%
Feedback	Compliment	3%
	Comment	47%
	Complaint	50%

**Safe Schools Call Centre**

A number of comments on the Safe Schools call centre point to unanswered phones. This could indicate a staffing challenge as there are also compliments. Nevertheless the concerns about queries not being followed up are a point of concern.

☹️ The phone rings and rings and rings, if you leave a message they never phone back.

😊 They are always helpful and very supportive - address needs immediately and follow up



Category	Sub-category	Percentage
Rating	Good	40%
	Satisfactory	53%
	Poor	7%
Feedback	Compliment	58%
	Comment	17%
	Complaint	25%


**Safe Schools Support**

This is a thorny topic. Comments cover a range of issues from fencing and societal challenges to appreciation for holiday programmes.

☹️ Little / no response received re some referrals.

☹️ Whenever safety is to be considered, WCED does not take responsibility. Cars that are damaged on school property, learners being robbed, educators being robbed has no importance.

😊 Very knowledgeable and friendly



Category	Sub-category	Percentage
Rating	Good	38%
	Satisfactory	50%
	Poor	12%
Feedback	Compliment	22%
	Comment	29%
	Complaint	50%

**Language and Mathematics Strategy Support**

There were many compliments in this category, with noticeably more praising the support for Mathematics teaching. Responses of teachers were of interest in this section.

☹️ The school has barriers. Teachers have to strategize and implement interventions. Very little support from district. Promises of visits but not forthcoming.

☹️ Taking away learner support teacher at our school had a definite negative influence on my pupils

😊 A huge amount of time and effort is done to ensure quality of learning. Our district officials are really empowering teachers!


☹️ If support to maths + language can occur more frequently, it can make a sizeable difference to results.

☹️ Need more support for Maths and English not in the form of more testing but rather teaching strategies.

😊 Support given, relevant and helpful. Make it compulsory for all teachers concerned to attend their workshops

☹️ Will appreciate if more can be done to empower inter-sen math teachers with mathematics strategies.

😊 We are provided with many opportunities to attend workshops to improve our language and mathematics teaching.

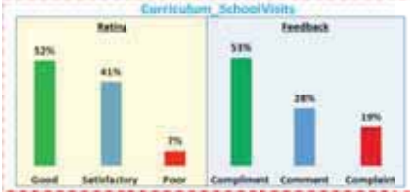


Category	Sub-category	Percentage
Rating	Good	42%
	Satisfactory	49%
	Poor	9%
Feedback	Compliment	49%
	Comment	42%
	Complaint	9%

**Curriculum support visits**

Attention is paid to the comments of HODs, Senior Teachers and teachers in this section. Many of them point to problems in attitude of the officials. There are also numerous examples of comments where individuals and teams are singled out and praised both for professional skills and for warm and supportive attention provided.

- ☹️ *Advisors do not consider the environment situations. Every school must be treated according their reality. Poor areas are not able to keep up with areas where parents give support. Our learners are learning on they own without parental assistance.*
- ☹️ *Department is out of touch in terms of student disruptiveness and its impact on curriculum delivery. Boots camps and expulsion for robbing others of education is required*
- ☹️ *What is the purpose of a curriculum advisor? They hardly visit the school to support. Most of them visit in the 4th term when help in needed at the start of the year.*
- ☹️ *They need to change their bad attitudes towards teachers.*
- 😊 *Congratulate curriculum advisor with their excellent support to schools. They make a real difference. Keep it up*




Category	Good	Satisfactory	Poor
Rating	52%	41%	7%
Category	Compliment	Comment	Complaint
Feedback	53%	28%	19%

**E-learning support**

It must be noted that many comments refer to the fact that schools WISH to receive e-learning equipment and training or for all their classrooms to benefit and not only some of them.


- ☹️ *Opportunities does exist at CTLI but only if you attend a Maths or Eng course. Would like an opportunity to attend a barriers workshop during school holidays as it is difficult to find a substitute.*
- ☹️ *Our school is still waiting on e-learning to give our learners a better understanding of technology.*
- 😊 *E-learning support by WCED improved my ability to use technology in class*



Category	Good	Satisfactory	Poor
Rating	29%	56%	15%
Category	Compliment	Comment	Complaint
Feedback	19%	48%	33%

**Matric support**

- 😊 *The department need to monitor how successful is the supporting programs implemented*
- 😊 *There is a lot of programmes which only focuses on the little group of matriculants. The great amount of attention on matrics should be shifted to other support programmes such as programmes for drop-out learners. Also learners who are at risk.*




Category	Good	Satisfactory	Poor
Rating	46%	47%	7%
Category	Compliment	Comment	Complaint
Feedback	34%	59%	6%

**Circuit Manager Support**

This group has been given the strongest support of any group in the WCED.

- 😊 *I hereby would like to compliment the WCED for their speedy support and guidance. We appreciate the energy and time with regard to any issue we dealing with. WCED especially with our circuit manager.*
- 😊 *CM is always ready for providing professional support and guidance. Has an "open-door" policy. Also displays interest and care towards members of staff.*
- 😊 *Mrs X has the welfare of circuit y at heart. She supports us with understanding and provides hands-on guidance with relation to our concerns. I feel supported as we are going through challenges to improve our results. She visits regularly.*




Category	Good	Satisfactory	Poor
Rating	66%	31%	3%
Category	Compliment	Comment	Complaint
Feedback	68%	30%	2%

**Grade 3, 6 & 9 Tests**

Many comments indicated a confusion with the Annual National Assessments so the rating might be lower than merited. The concerns were largely about pressure on learners.

- ☹️ *This system places unnecessary stress on learners and teachers. It is an unwelcoming environment for learners to be tested in this manner. It is also unfair to schools that have much more barriers and difficulties to battle with.*
- ☹️ *I would like to know why we still need to write gr 3&6 systemic test as no other provinces do. Why is the tests such a big secret? Can't they split the 2 subjects over two days? Why must IEDP learners write as well as scribed learners?*



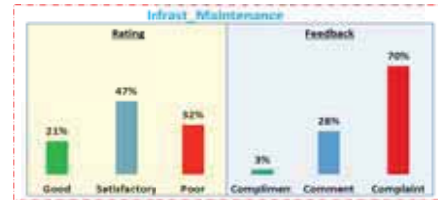
Category	Good	Satisfactory	Poor
Rating	40%	53%	7%
Category	Compliment	Comment	Complaint
Feedback	58%	36%	26%



### Infrastructure and Maintenance

The comments were detailed and reflected a large number of schools experiencing serious challenges in respect of infrastructure and maintenance matters.

- ⊗ A progress report of some sort!
- ⊗ Not sufficient attention is given to smaller schools
- ⊗ We have been complaining about the maintenance of our strong room since year..., I cannot remember. Our strong room has poor ventilation. Hence all our assets (including money) become damp and grow fungus. To date, there has been no progress at all.
- ⊗ Seems Q5-schools get no infrastructure / maintenance support: in 2015 two requests for maintenance was submitted, both were declined and referred to SGB to handle.
- ⊗ Our school is 90 years old and in dire need of a complete maintenance programme; viz. Painting, plumbing, building repairs, etc.
- ⊗ There are many leaks in the school's roof that must be fixed. The Grade R building needs to be seen to - foundation has moved and floor is uneven with cracks in walls
- ⊗ School should be assisted with maintenance of school property. It should be a priority. Assistance with safety and security also required



### Equipment & Furniture Supply Support

Comments focused on the challenges of receiving less stock than requested and on the quality of the furniture.

- ⊗ Furniture is of low quality and the supply is delayed.
- ⊗ Not enough desks for learners - school has to buy own furniture
- ⊗ Please send us decent office equipment. We need Foundation Phase chairs. Dont send us plastic chairs
- ⊗ Request for furniture order not met. The school has to carry the burden of purchasing shortages.
- ⊗ It takes long plus minus 6-12 months for furniture and equipment to arrive. WCED need to look at quality of furniture made by these service providers.



### E-information Management - CEMIS Support

This service has experienced warm appreciation for some years. It could be of value for other sections to enquire what their service model is to see how they could duplicate it.

- 😊 I would like to compliment all the CEMIS support staff - they are so helpful, always polite and to date have always "fixed" whatever problem i have had. Promptly too.
- 😊 Support with CEMIS at head office, excellent CEMIS support staff go out of thier way to address the school's challenges
- 😊 I would really like to thank the CEMIS support staff - 99% of the time they can help quickly over the telephone. Once we needed a technician and he was there the next day on time. It makes my life so much easier. Thank you!



### Human Resource Management Services (e.g. Staff Provisioning, Employee Wellness, Staff Exits)

All the People Management elements attracted a large number of comments. In some respects the teachers not on the SMT might not be aware of the distinctions in roles of the various sections. Compliments tend to be directed at individuals who have assisted in resolving problems. Of note is the 43% "good" expressed by principals, and the 30% rating by teachers.

- ⊗ Alle navrae i.v.m. personeel is besonders swak: Nuutaangestelde personeel wat tot 3mnde vir salarisse-oplossing-Epos aan direkteur van onderwys. Wisselvallige persone wat werk met aanstellingsdokumente. Dokumente wat verlore raak.
- ⊗ If i made use of the services provided by ICAS, i found it very helpful and the support was extra-ordinary.
- ⊗ Strategic planning for human capital provisioning has neglected to address short term and longer term subject specific needs. Technology subjects, maths and physical sciences are obvious examples.
- ⊗ Teachers are treated with aloofness and not as a human resource that the WCED depends on.





**Administration of service conditions (e.g. Leave, housing, pension, etc.)**

Several comments are provided in an effort to illustrate the types of struggles teachers are contending with. Both HODs and teachers score this service 35% "Good" with 13% of teachers rating it "Poor"

- ⊗ WCED in CT really treats me badly. They are not helpful at all and very rude. I struggled with my pension fund and resignation. I was there 3 times and every time something was wrong. The guy that helped me was so rude-i didn't want to go back.
- ⊗ It always takes me 3-4 months to sort out my housing subsidy. The lease gets lost, e-mails are not responded to. I've always gave 3-4 months to sort out a new housing contract to get my subsidy.
- ⊗ I have a problem with housing allowance. So far i have phoned 4 times and every time i get told phone back in a month's time
- ☺ I would like to have regular updates of my years of service, available capped leave as well as sick leave. This information should be reflected quarterly on my salary slip
- ⊗ When i as principal do not recommend leave and provide reasons, my requests are ignored. There are a few cases where leave forms have been submitted but doesn't reflect on HCLMS.
- ⊗ I was medically boarded after decl. medically fit to resume a perm position, my application had gone missing on four occasions. No feedback, no response was given except when i enquired four months later. I was sent a letter of rejection, no investigation
- ☺ I received good feedback and communication via email with regards to housing allowance queries.
- ⊗ I was not informed that I had two documents to submit to process housing allowance. After various emails I was put in contact with the correct person



**Staff Performance Systems**

While some comments note the value of the Systems, criticisms dwelt on the effort needed to complete the documentation

- ⊗ IQMS is just working on paper. Development for teachers is not always taking place as indicated on the staff development programme of the school.
- ⊗ On paper IQMS looks like a wonderful system, but in practice, takes too much time. The amount of paperwork and time it involved is not worth the 1% increase we get!
- ⊗ IQMS and SPMDS are extremely cumbersome, labour intensive and time-consuming.



**E-recruitment Management**

This question attracted responses that were detailed and emotional, second only to the tone of the comments on Infrastructure and Maintenance.

- ⊗ Complete self-compiles CV is much more comprehensive and indicative of the candidates competencies. Too many great applicants fall through the cracks here.
- ⊗ In my opinion the system should be "re-designed". It is impossible to do sound and proper sifting. Good candidates can easily be over-looked.
- ⊗ The online e-recruitment systems helps us, but is very unstable. It crashes more and more in busy (application) times
- ⊗ System not good at all. Need to improve on it or go back to where you applied manually also to ensure accuracy.
- ⊗ The e-recruitment online is the most frustrating to work with it is really almost impossible to go online and complete an application.
- ☺ E-recruitment is a great thing, but there is always challenges w.r.t internet. Normally your system can't handle a huge load on last 2 days. Why release a vacancy list in holidays and not give notice via internet to all registered educators.
- ⊗ The e-recruitment system is not user friendly. Very often teachers miss out on posts due to the ineffective system. A lot of the time problems is at WCED
- ⊗ E-recruitment management- there are a lot of problems regarding this system. For example no qualifications are uploaded to the system. People can lie about things they do because evidence are only provided at the interviews.
- ⊗ You apply for a position, but you never get feedback.
- ⊗ Uiters ongemaklike stelsel en maak soveel meer moeite vir opvoeders. Jy kan nie 'n algemene profiel opstel nie, want elke skool het unieke vereistes so elke keer moet jy dit hersien.



### Administration of Salaries and Pay Slips matters

Inspection of the comments shows fairly widespread appreciation of the salary administration and a focus on only getting the slips late.

- 😊 Administration of salaries pay slip matters is of a high quality communication.
- 😞 New staff are often not paid on time despite the school ensuring that all the necessary documentation is timeously provided.



### Head office

Comments across the board about Head Office point to impersonality. The ratings show a drop in scoring on responses to phone calls and to lost documentation.

- 😞 The security officers are the "face" of WCED. They could be more polite in their approach. For e.g. they could ask "how can i help you?" instead of "what!!" they could be more informed and proactive.
- 😞 I never get the necessary response if I have an enquiry. I have to call back a few times before i get any help. Most of the time the person is not there or will "call back".
- 😊 Good service and empathetic human resource staff members
- 😊 Head office support is now better than before as I was one of the principals who complained about telephone protocol. I in turn try to be as accommodating as possible to improve the level of service delivery of the WCED to all. Thanks for improving.



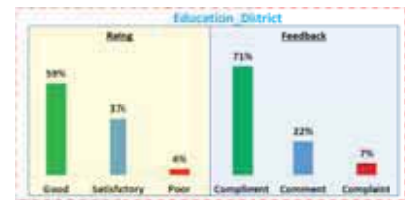
### Education District Office

The ratings for the services of the Districts are high with 59% of respondents rating their service level either "Good" or "Excellent". This appreciation shows in three ways in the comments:

- Singling out and naming of individuals or teams directly for thanks or appreciation
- A large volume of comments
- Detailed comments.

While 69% of the 722 principals who responded rated the service "Good" or "Excellent", only 48% of the 885 teachers felt the same. The comments of the teachers did not provide great clarity on why their response was less enthusiastic. The remarks below might give a clue that those who have been employed for longer are noting relative improvements and also be a factor of the fact that their roles mean they have a different kind of involvement with the district officials.

- 😊 Excellent, prompt support. Well organized office. Pleasure to work with.
- 😊 Every time I contact district X-my query is treated with importance. If the person can't help me, I am directed to the relevant person. Makes it an easy quick-fix phone call. Thanks for that all officials on the curriculum side.
- 😊 Attending workshops for mathematics is fruitful.
- 😊 The district officials' support has improved tremendously. They are approachable, accommodative and very supportive
- 😊 Given the huge number of stakeholders, WCED must be commended for keeping the ship afloat.
- 😞 We never get to speak to the relevant official for your problem and they never get back to you.
- 😊 In general the quality of service provided by head office and district has improve over the last 5years. Congrats!!
- 😞 As a first year teacher I feel that I don't get enough support from the district office and I'd appreciate visits to my classroom, which I haven't got at all.



## 5. Concluding Comment

This survey is significant as it is the first one of all public schools and has attracted a good response rate.

Points for discussion are:

- 5.1 What will sections do to take the probes further in order to pinpoint problems and ensure optimal service?
- 5.2 Should the WCED set its sights lower for the turnaround times in the Charter or should the officials take steps to build the turnaround times and details into their routines?
- 5.3 Questions arising out of analysis and discussion on the comparative ratings provided by respondents with differing ages/years of service or who have different levels of seniority. See Tables 3.6 and 3.7.
  - 5.3.1 Do officials provide better service when the principal him- or herself calls or makes requests?
  - 5.3.2 Does the WCED render enough support to new or young teachers?
  - 5.3.3 Are officials responsive enough to the needs of teachers irrespective of age or rank?

\*\*\*\*\*

## ANNEXURE A: Responses per Municipality – Selected Stats

Responses per Local Municipality. [For convenience of presentation, the categories used are (1) **Good** – Excellent, Good & Satisfactory, and (2) **Poor** – Poor & Exceptionally poor

District and Local Municipality	Call Centre		Walk-in Centre		Head Office Support		ED Support		Curric. School Visit Support		E-learning Support		Lang. & Maths Strategy		Circ. Manager Support		Learning Supp. Advisor		NSNP		LTS	
	Good	Poor	Good	Poor	Good	Poor	Good	Poor	Good	Poor	Good	Poor	Good	Poor	Good	Poor	Good	Poor	Good	Poor	Good	Poor
<b>Cape Winelands</b>	97%	3%	97%	3%	93%	7%	97%	3%	93%	7%	87%	13%	91%	9%	98%	2%	91%	9%	97%	3%	91%	9%
Breede Valley	98%	2%	96%	4%	94%	6%	98%	2%	92%	8%	86%	14%	89%	11%	97%	3%	90%	10%	96%	4%	90%	10%
City Of Cape Town	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	0%	100%	100%	0%	100%	0%	0%	100%	100%	0%	100%	0%
Drakenstein	97%	3%	97%	3%	94%	6%	97%	3%	93%	7%	84%	16%	92%	8%	97%	3%	91%	9%	97%	3%	90%	10%
Langeberg	93%	7%	97%	3%	87%	13%	94%	6%	93%	7%	81%	19%	92%	8%	98%	2%	91%	9%	97%	3%	91%	9%
Stellenbosch	96%	4%	100%	0%	100%	0%	98%	2%	95%	5%	92%	8%	86%	14%	97%	3%	88%	12%	92%	8%	94%	6%
Witzenberg	96%	4%	99%	1%	91%	9%	98%	2%	97%	3%	91%	9%	95%	5%	98%	2%	93%	7%	99%	1%	92%	8%
<b>Central Karoo</b>	93%	7%	83%	17%	95%	5%	98%	2%	87%	13%	82%	18%	92%	8%	98%	2%	93%	7%	86%	14%	61%	39%
Laingsburg	80%	20%	75%	25%	80%	20%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	50%	50%
Beaufort West	95%	5%	86%	14%	97%	3%	97%	3%	84%	16%	79%	21%	92%	8%	97%	3%	93%	7%	88%	12%	69%	31%
Prince Albert	100%	0%	100%	0%	100%	0%	100%	0%	88%	13%	80%	20%	86%	14%	100%	0%	86%	14%	67%	33%	33%	67%
<b>Eden</b>	94%	6%	99%	1%	95%	5%	97%	3%	94%	6%	87%	13%	93%	7%	97%	3%	89%	11%	94%	6%	88%	12%
Bitou	95%	5%	100%	0%	100%	0%	95%	5%	100%	0%	88%	13%	100%	0%	94%	6%	94%	6%	100%	0%	92%	8%
George	93%	7%	100%	0%	91%	9%	96%	4%	93%	7%	83%	17%	89%	11%	97%	3%	82%	18%	84%	16%	82%	18%
Hessequa	92%	8%	100%	0%	98%	3%	98%	2%	93%	7%	89%	11%	95%	5%	98%	2%	87%	13%	100%	0%	93%	7%
Kannaland	95%	5%	100%	0%	93%	7%	100%	0%	95%	5%	83%	17%	90%	10%	100%	0%	81%	19%	100%	0%	88%	13%
Knysna	100%	0%	100%	0%	90%	10%	100%	0%	100%	0%	84%	16%	90%	10%	100%	0%	89%	11%	94%	6%	92%	8%
Mossel Bay	90%	10%	97%	3%	98%	2%	97%	3%	93%	7%	94%	6%	94%	6%	98%	2%	98%	2%	96%	4%	89%	11%
Oudtshoorn	98%	2%	96%	4%	96%	4%	98%	2%	95%	5%	86%	14%	93%	7%	95%	5%	95%	5%	98%	2%	88%	12%
<b>City Of Cape Town</b>	92%	8%	95%	5%	91%	9%	95%	5%	92%	8%	85%	15%	90%	10%	97%	3%	90%	10%	93%	7%	74%	26%
<b>Overberg</b>	87%	13%	90%	10%	89%	11%	98%	2%	96%	4%	79%	21%	94%	6%	96%	4%	93%	7%	96%	4%	88%	13%
Cape Agulhas	90%	10%	90%	10%	91%	9%	100%	0%	100%	0%	70%	30%	82%	18%	90%	10%	100%	0%	100%	0%	89%	11%
Overstrand	89%	11%	95%	5%	93%	7%	100%	0%	97%	3%	88%	12%	100%	0%	100%	0%	97%	3%	100%	0%	79%	21%
Swellendam	93%	7%	100%	0%	88%	13%	96%	4%	97%	3%	83%	17%	96%	4%	96%	4%	96%	4%	100%	0%	89%	11%
Theewaterskloof	81%	19%	82%	18%	86%	14%	96%	4%	94%	6%	71%	29%	92%	8%	94%	6%	88%	12%	90%	10%	91%	9%
<b>West Coast</b>	90%	10%	96%	4%	89%	11%	95%	5%	96%	4%	80%	21%	90%	10%	96%	4%	87%	13%	91%	9%	87%	13%
Bergrivier	81%	19%	92%	8%	88%	12%	89%	11%	97%	3%	67%	33%	86%	14%	95%	5%	82%	18%	87%	13%	77%	23%
Cederberg	85%	15%	88%	12%	92%	8%	100%	0%	97%	3%	96%	4%	95%	5%	100%	0%	90%	10%	100%	0%	90%	10%
Matzikama	90%	10%	100%	0%	91%	9%	97%	3%	97%	3%	89%	11%	94%	6%	100%	0%	94%	6%	90%	10%	87%	13%
Saldanha Bay	89%	11%	96%	4%	78%	23%	89%	11%	93%	7%	66%	34%	76%	24%	95%	5%	80%	20%	81%	19%	84%	16%
Swartland	95%	5%	100%	0%	94%	6%	98%	2%	96%	4%	81%	19%	94%	6%	95%	5%	88%	12%	92%	8%	90%	10%

## Appendix B – Summary of Responses over years

Survey Area	Year 2014			Year 2015			Year 2016			Yr 2016
	Yr'14 Pod	Yr'14 Satisf	Yr'14 Good	Yr'15 Pool	Yr'15 Satisf	Yr'15 Good	Yr'16 Pool	Yr'16 Satisf	Yr'16 Goo	
WCED_CallCentre	12%	51%	37%	12%	46%	43%	7%	53%	40%	
WCED_Walkincentre	8%	52%	40%	7%	49%	44%	4%	56%	40%	
WCED_SafeSchools	31%	46%	24%	19%	43%	37%	17%	50%	33%	
WCED_Website	4%	32%	64%	4%	37%	59%	3%	37%	59%	
Response_Telephonic	22%	47%	31%	13%	50%	37%	14%	50%	36%	
Response_Written	22%	48%	30%	22%	48%	31%	25%	51%	24%	
Head_Office	13%	55%	33%	11%	52%	36%	8%	53%	39%	
Education_District	6%	40%	54%	4%	38%	59%	4%	37%	59%	
Literacy_Numeracy	13%	45%	41%	13%	42%	45%	9%	51%	40%	
Curriculum_Training	11%	42%	47%	10%	40%	50%	5%	42%	52%	
Curriculum_Schoolvisit	11%	41%	48%	13%	36%	51%	7%	41%	52%	
CTM_Support	7%	42%	51%	8%	39%	53%	3%	31%	66%	
SE_Needs_Curriculum	31%	40%	29%	28%	38%	33%	31%	40%	29%	
School_Visit	31%	43%	25%	32%	39%	29%	10%	43%	47%	
SE_Needs_Support_Social	36%	42%	22%	30%	41%	29%	22%	47%	30%	
SE_Needs_Support_Psych	37%	38%	25%	35%	38%	27%	27%	44%	29%	
SE_Needs_Assessment	37%	44%	19%	30%	46%	24%	22%	50%	29%	
Admin_Assessments	9%	49%	41%	6%	46%	48%	7%	53%	40%	
Educ_Training_CTLI	5%	39%	56%	8%	34%	57%	5%	42%	52%	
Financial_Management	11%	47%	41%	9%	47%	44%	8%	51%	41%	
HR_Management	17%	53%	29%	14%	50%	36%	12%	52%	36%	
E_Recruitment_Man	22%	50%	29%	19%	47%	35%	13%	55%	32%	
E_Info_Man_CEMIS	7%	38%	54%	19%	47%	35%	3%	37%	60%	
Infrast_Maintenance	37%	39%	24%	41%	38%	21%	32%	47%	21%	
Equip_Furniture	32%	44%	24%	30%	45%	25%	22%	49%	29%	
Textbooks_Material	10%	43%	47%	12%	42%	46%	6%	39%	55%	
LTS	24%	38%	38%	20%	39%	40%	15%	48%	37%	
HIV_Aids	29%	54%	17%	20%	39%	40%	20%	54%	26%	
SafeSchools	31%	46%	24%	28%	46%	26%	17%	50%	33%	
Communication_Rating	9%	46%	46%	28%	46%	26%	6%	43%	51%	
<b>MOD Centre support</b>							17%	54%	29%	
<b>Return Telephone Call Within 24 Hours</b>							27%	48%	25%	
<b>Process Requests Within 14 Days</b>							19%	54%	26%	
<b>Provide Progress Report If There Are Delays</b>							27%	52%	21%	
<b>E-Learning Strategy Support</b>							15%	56%	29%	
<b>Language And Mathematics Strategy Support</b>							9%	49%	42%	
<b>Matric Support Programme</b>							7%	47%	46%	
<b>Learning Support Teacher: Support To Learners</b>							12%	45%	43%	
<b>SBST For Learners With Moderate To High Support Needs</b>							22%	50%	29%	
<b>Administration Of Gr 3, 6 &amp; 9 Testing</b>							7%	53%	40%	
<b>Online System To Support Learner Placement</b>							8%	49%	43%	
<b>Administration Of Service Conditions</b>							10%	49%	41%	
<b>Administration labour relations matters</b>							10%	58%	32%	
<b>Staff Performance Systems (SPMDS, PMDS, IQMS)</b>							7%	48%	45%	
<b>Administration Of Salaries And Pay Slips Matters</b>							9%	41%	50%	
<b>Attend To Queries With Promptness Professionalism &amp; Courtesy</b>							10%	56%	34%	
<b>Apologise For Errors And Take Corrective Action</b>							21%	54%	25%	

These appear in the CSS2016 for the first time

## ANNEXURE C

### CUSTOMER SATISFACTION SURVEY 2016

This survey invites WCED school personnel to air their perceptions of various services provided by the employer. Each of your ratings should be based on your current overall impression. We thank you for investing time and effort into helping us improve the overall standards of services.

Position: (Mark X)	Principal	Deputy-Principal	Head of Department	Senior Educator	Educator	Admin staff	Other
Years of teaching/public service experience:						Post Level:	

A. Frequency of Services Used						
Please mark the appropriate frequency box with an X.						
No.	In 2013 – 2016 I have	Frequency of Services Used				
		Never	1-2 times	3-5 times	5-10 times	11+ times
1.	Visited Head Office					
2.	Visited District Office					
3.	Visited the walk-in centre at Head Office					
4.	Visited the H/O Examinations walk-in centre					
5.	Called the WCED Call Centre					
6.	Called the WCED Safe School call Centre					
7.	Called the WCED Examinations help line					
8.	Telephoned an official at Head Office					
9.	Telephoned an official at the District Office					
10.	Consulted the WCED website					

**Rating Scale:** 1 = Exceptionally poor; 2 = Poor; 3 = Satisfactory; 4 = Good; 5 = Excellent.

B. Frontline Service: WCED Client Services. For this section, will you please provide detail where your rating is "2" or "1"					
No.	Question	Rating	No.	Question	Rating
11	WCED call centre [corporate (personnel & finance) matters]		12	WCED walk-in centre (Human Resources and Finance matters)	
Detail:			Detail:		

C. Strategies, Programmes, Systems and or Services offered					
No.	Question	Rating	No.	Question	Rating
1.	Head Office support		23.	Training at Cape Teaching and Leadership Institution	
2.	Education District Offices support		24.	Mass participation opportunity and access Development and growth (MOD) Programme	
3.	Response to telephonic enquiries		25.	School Nutrition Programme Support	
4.	Return telephone calls within 24 hours		26.	HIV/AIDS Project Support	
5.	Response to written enquiries within 5 days		27.	Examinations and assessment support	
6.	Process requests within 14 days		28.	Administration of Gr 3, 6 and 9 testing	
7.	Provide progress report if there are delays		29.	Learner Transport Scheme Support	
8.	Communication to Schools		30.	Infrastructure and maintenance support	
9.	WCED E-learning portal		31.	Text Book supply	
10.	WCED website		32.	Equipment & Furniture Supply Support	
11.	WCED Safe Schools Call Centre		33.	Online system to support Learner Placement	
12.	Safe Schools Support		34.	E-information Management – CEMIS Support	
13.	Curriculum School Visit Support		35.	Human Resource Management Services (e.g. Staff Provisioning, Employee Wellness, Staff Exits)	
14.	E-learning Strategy support		36.	Administration of service conditions (e.g. leave, housing, pension, etc.)	
15.	Language and Mathematics Strategy Support		37.	Administration of Employee Relations matters, i.e. misconduct, grievances and disputes	
16.	Matric Support Programme		38.	Staff Performance Systems (SPMDS, PMDS, IQMS)	
17.	Circuit Manager Support		39.	E-recruitment Management	
18.	Learning Support Advisor: Visits to Schools		40.	Financial Management Support	
19.	Learning Support Teacher: Support to Learners		41.	Administration of Salaries and Pay slip matters	
20.	Specialised Support by social workers		42.	Attend to queries with promptness, professionalism & courtesy	
21.	Specialised Support by psychologists		43.	Apologise for errors and take corrective action	
22.	Support to School-based support team (SBST) for learners with moderate to high support needs		#		

\*\*\*\*\*

This section is for brief feedback on any of the points in the questionnaire. You are provided with space for **commenting** and/or complaining and/or providing a compliment.

Firstly indicate whether you want to provide a comment, complaint or compliment by ticking in the appropriate box and then you need **only indicate the category number** on the questionnaire that you wish to write about.

**N.B.:** The questionnaire will be captured electronically and there is a **limit of 30 words (±180 characters)** per comment.

1. Provide the relevant category number (Only C, 1 - 44):

Comment: <input type="checkbox"/>	Complaint <input type="checkbox"/>	Compliment <input type="checkbox"/>
<hr/> <hr/> <hr/>		

2. Provide the relevant category number (Only C, 1 - 44):

Comment: <input type="checkbox"/>	Complaint <input type="checkbox"/>	Compliment <input type="checkbox"/>
<hr/> <hr/> <hr/>		

3. Provide the relevant category number (Only C, 1 - 44):

Comment: <input type="checkbox"/>	Complaint <input type="checkbox"/>	Compliment <input type="checkbox"/>
<hr/> <hr/> <hr/>		