



Western Cape  
Government

Education



# Customer Satisfaction Survey

Report 2019

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# CUSTOMER SATISFACTION SURVEY REPORT 2019

## 1. Executive Summary

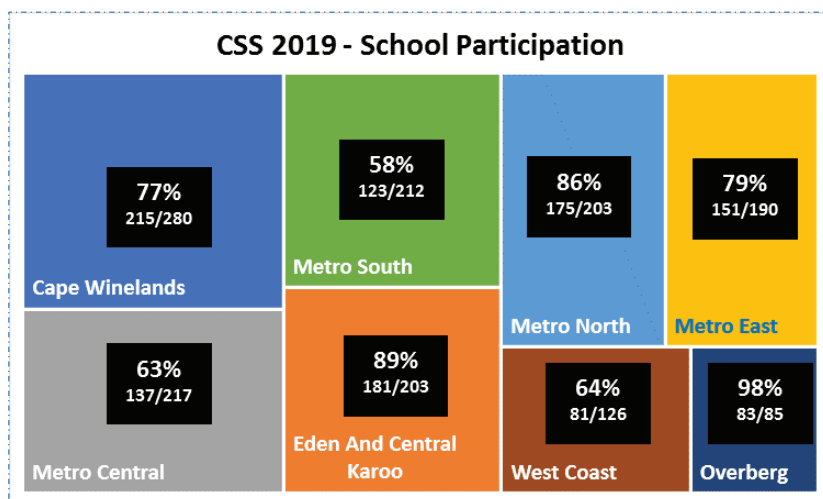
The 2019 Customer Satisfaction Survey (CSS) was completed by 1146 (75.6%) of the 1516 public ordinary and special schools, an increase of 3.2% compared to 2018. A total of **6303** staff members at the institutions completed the survey, marking an increase of 16.9% on the 2018 survey. The CSS was again made available on the Centralised Education Management Information System (CEMIS) allowing a maximum of 10 respondents per school. As in previous years, the CSS surveyed (i) how frequently certain services, offered by education districts (EDs) and head office (HO), were used by school staff, and (ii) how school staff perceived the levels of these different services.

The following rating scale was used in the survey: **0** = Not applicable; **1** = Exceptionally poor; **2** = Poor; **3** = Satisfactory; **4** = Good; **5** = Excellent

### 1.1. Responses - the responses summarised:

Table 1: The 2019 response rates – Public Ordinary and Special Schools					2018 Responses			2019 vs 2018 [schools]
Districts	Total Schools	Schools Responded	Rate	Individuals	Schools	School Rate	Individuals	
Cape Winelands	280	215	77%	1110	263	93%	1271	-48
Eden & Central Karoo	203	181	89%	920	198	98%	898	-17
Metro Central	217	137	63%	744	180	83%	804	-43
Metro East	190	151	79%	791	129	69%	658	22
Metro North	203	175	86%	1100	78	39%	528	97
Metro South	212	123	58%	687	71	34%	459	52
Overberg	85	83	98%	476	78	92%	294	5
West Coast	126	81	64%	475	95	75%	482	-14
<b>Grand Total</b>	<b>1516</b>	<b>1146</b>	<b>76%</b>	<b>6303</b>	<b>1092</b>	<b>72%</b>	<b>5394</b>	<b>54</b>

Despite the marked increase in the number of respondents, Cape Winelands, Metro Central and West Coast show a notable drop in their 2019 responses with the highest decline in Cape Winelands from 93% to 77%. Responses from other EDs have increased, on average, by about 22% with the highest increase in responses from Metro North (47%).



1.2. Responses per School

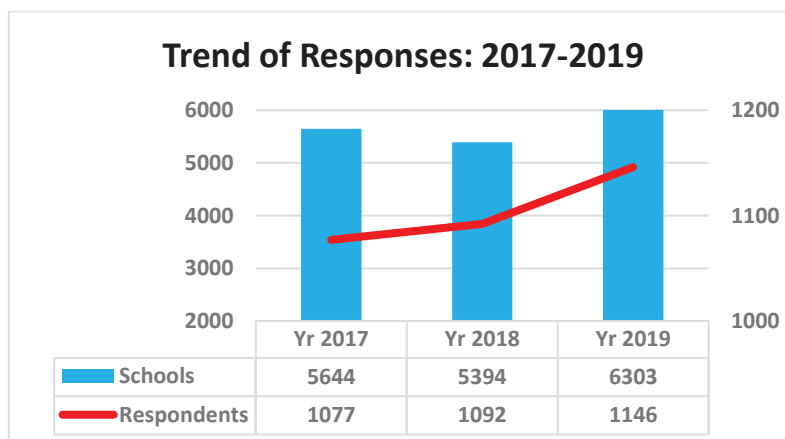
All schools we invited to complete a maximum of ten (10) questionnaires. The following provides a per-Circuit summary of the number of responses per school:

Table 2: Frequency of responses by schools

District	Number of Respondents per School										Total
	1 Resp	2 Resp	3 Resp	4 Resp	5 Resp	6 Resp	7 Resp	8 Resp	9 Resp	10 Resp	
Cape Winelands	50*	22	19	17	19	10	10	6	2	60	215
Eden & Central Karoo	38	23	20	16	10	10	3	11	7	43	181
Metro Central	28	12	11	11	15	4	7	8	7	34	137
Metro East	31	12	10	14	20	13	7	6	5	33	151
Metro North	31	11	12	5	8	15	13	10	10	60	175
Metro South	25	14	8	9	9	6	5	4	4	39	123
Overberg	8	10	9	11	5	5	5	4	5	21	83
West Coast	11	10	4	11	2	5	7	4	3	24	81
Total	222	114	93	94	88	68	57	53	43	314	1146
Percentage	19%	10%	8%	8%	8%	6%	5%	5%	4%	27%	100%

\*Read: at 50 schools only 1 person responded. Etc.

1.3. Trend of Responses 2017 – 2019



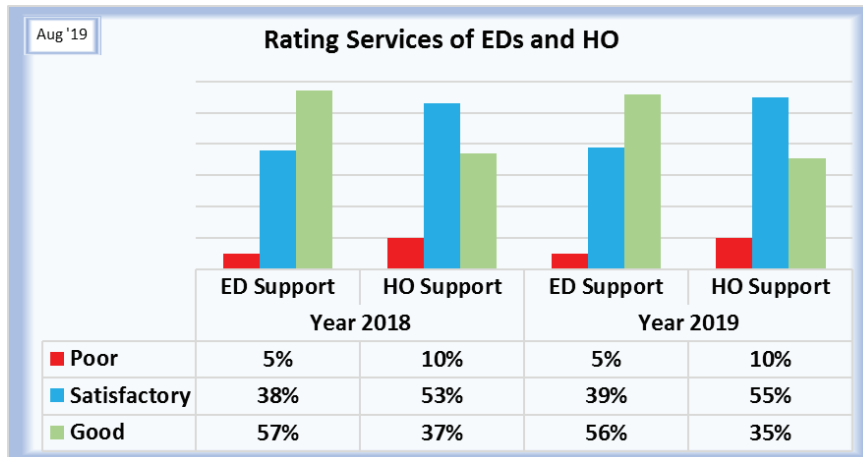
1.4. Respondents by Post Level:

Table 3: Responses per Post level

Position	2018	2019
Admin Staff	757	916
Deputy Principal	482	549
Educator	2078	2487
HoD	827	979
Other	77	135
Principal	891	930
Senior Educator	282	307
<b>Grand Total</b>	<b>5394</b>	<b>6303</b>

1.5. The overall responses to the services rendered by EDs and HO are as follows:

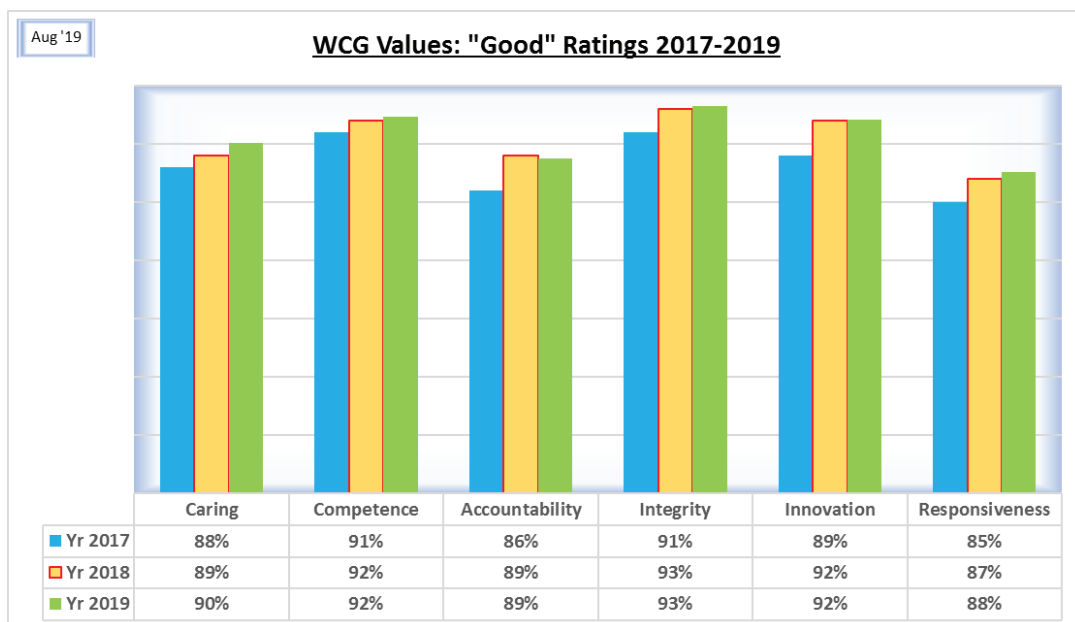
Table 4: Rating ED and HO services						
Rating	Year 2017		Year 2018		Year 2019	
	ED Support	HO Support	ED Support	HO Support	ED Support	HO Support
Poor	6%	13%	5%	10%	5%	10%
Satisfactory	39%	52%	38%	53%	39%	55%
Good	55%	35%	57%	37%	56%	35%



The rating of how schools perceive the support from EDs has retained its rating of 95% (satisfactory and good), as the rating of H/O services has stayed at 90% (satisfactory and good).

1.4 The values of the Provincial Government of the Western Cape: How school personnel perceive the WCED living out those values

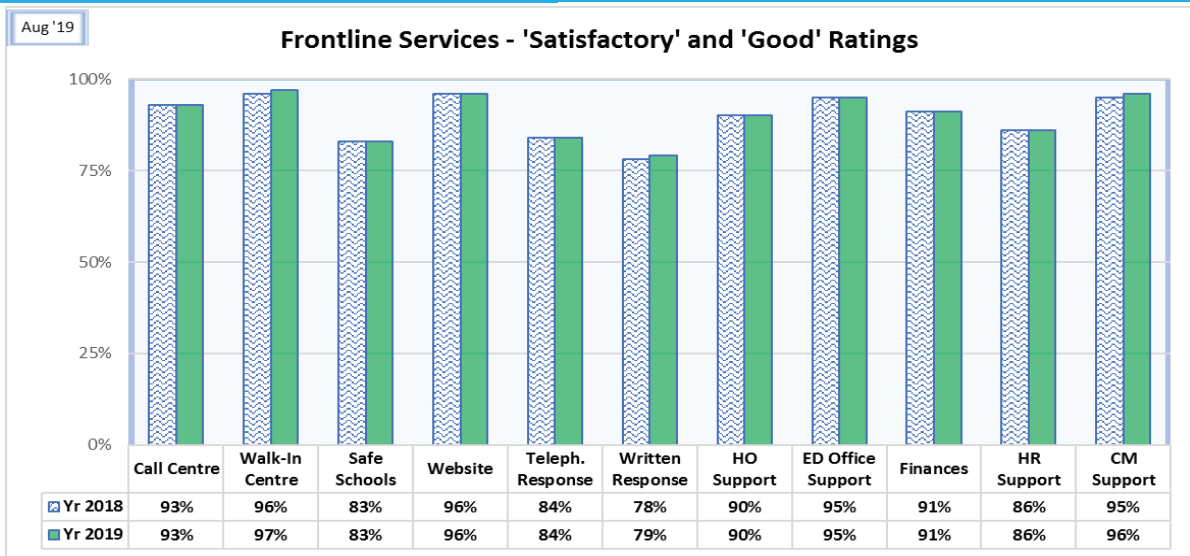
“Good” ratings have remained at around 90%.



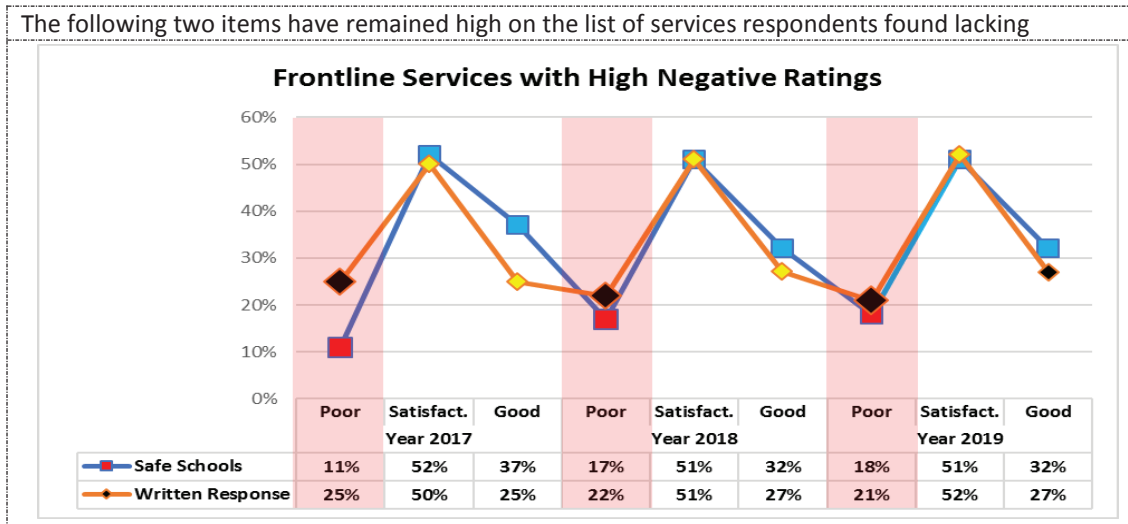
1.5 Summary of Frontline Services

**Table 5: Summary of ratings for selected frontline services – 2017 to 2019**

Item	Year 2017			Year 2018			Year 2019		
	Poor	Satisfact.	Good	Poor	Satisfact.	Good	Poor	Satisfact.	Good
Call Centre	9%	44%	46%	6%	52%	41%	6%	54%	39%
Walk-In Centre	4%	56%	40%	4%	57%	39%	4%	59%	38%
Safe Schools	11%	52%	37%	17%	51%	32%	18%	51%	32%
Website	5%	43%	52%	5%	43%	53%	4%	44%	52%
Teleph. Response	17%	49%	34%	15%	48%	36%	16%	50%	34%
Written Response	25%	50%	25%	22%	51%	27%	21%	52%	27%
HO Support	13%	52%	35%	10%	53%	37%	10%	55%	35%
ED Office Support	6%	39%	55%	5%	38%	57%	5%	39%	56%
Finances	9%	47%	44%	9%	49%	42%	9%	50%	41%
HR Support	14%	50%	36%	14%	53%	33%	14%	55%	31%
CM Support	5%	34%	61%	5%	32%	63%	5%	34%	62%



The overall ratings of 2019 are more or less the same as those of 2018. Note also that the “poor” rating for Written Responses remain above 20%. Ratings for Safe School Support (18%) and Telephone Responses (16%) achieved similar high “poor” ratings, as in 2018.



## 1.6 Highlights of Ratings

The following items received relatively high ratings of approval, all of them having received similar ratings in 2018:

Element	2018	2019
CM Support	63%	62%
NSNP Support	61%	60%
ED Office Support	57%	56%
Website	53%	52%
CEMIS Support	53%	51%
School Visits	49%	51%

In contrast, the following elements received more negative ratings (*these are where the “Poor” rating is 20% and more*):

Element	2018 Ratings			2019 Ratings		
	Poor	Satisfact.	Good	Poor	Satisfact.	Good
Infrastructure & Maintenance Support	27%	48%	25%	29%	50%	22%
Progress Reports	24%	53%	22%	25%	53%	22%
Apologise for Errors	23%	52%	25%	23%	52%	25%
Specialised Support by Psychologists	22%	45%	33%	22%	46%	33%
Response to Written Queries	22%	51%	27%	21%	52%	27%
HIV/AIDS Support	16%	54%	30%	21%	54%	25%

Of concern is the fact that two frontline services, (1) providing progress reports on queries logged and (2) apologising for errors committed again appear high up on the list of high “Poor” ratings. About a third of complaints are logged by staff from rural districts.

## 1.7 Comments

Over 6000 comments were posted, ranging from raving compliments to raving irritation. The most compliments were for the services delivered by the education district offices while most of the complaints were levelled at the administration of salaries and payslips. Many compliments were passed for the circuit managers and school visits. Several complaints are also lodged against poor telephonic services with the recurring complaint that clients are often sent in circles and end up with unresolved queries. Head office and Safe Schools support also come in for a large number of complaints. Despite this, head office receives more compliments than complaints. Overall the compliments outnumber the complaints by 39% to 27%.

## 1.8 Concluding Comments

### Overall comments

1. **Response Rate**: the increase of about one thousand respondents (17%) leads us to believe that institution staff see value in completing the survey. On average the responses per school have increased by 3.2%, with Metro North having increased their response rate by 40% while Cape Winelands, Central and West Coast all show a drop of more than 10% in the number of schools responding.
2. **Rating Head Office and Districts**: both have retained satisfactory to good ratings of 90%. As in 2018, there are many compliments for the friendly and efficient services delivered to school staff.
3. **Living out the Values of the Western Cape Government**: With 2019 celebrated as the The Year of the Learner “Developing a Values Mindset”, the WCED used the 6 Values adopted by the WCG to reflect upon perceptions and plan for further improvements. The CSS is a useful tool in monitoring the perceptions of institution staff and provides bases for intervention.
4. **Recurring Issues**: unfortunately written (down from 22% to 21%) and telephonic (up from 15% to 16%) responses attract too great an amount of poor responses. Safe Schools is a multi-pronged element and one that needs the focussed attention of various stakeholders to be dealt with effectively. Its “poor’ rating has increased from 17% to 18%.
5. **Services to Special Schools**: these ratings have been low for several years which has been a source of concern and anxiety for that section, especially if it is not clear if the service is considered inadequate or if the issue is under-staffing. However, the responses this year start to indicate that the attention paid to improvements required might be showing results.
6. **Positives**: in every survey to date there has been more optimism than negativity. The 2019 survey continues this tradition and the many compliments and votes of confidence are highly prized.
7. **Action required**: The primary value of the CSS is the fact that it can be used as an important source for the planning of proper redress. Many of the issues raised have featured in social media as well and we have to work towards more tangible progress. Visible deeds and empathetic action speak as loud as the best slideshows and posters. We should all become active agents in our delivery within the organization.



## 2. THE 2019 CUSTOMER SATISFACTION SURVEY REPORT

### Introduction

The Customer Satisfaction Survey (CSS) has been conducted annually since 2009 and serves as a means for school staff to (i) rate, and (ii) comment on the services rendered by Education District (ED) offices and Head Office (HO). All public schools are invited to respond to the survey that is made available on the Centralised Education Management Information System (CEMIS).

The CSS is an important exercise in evaluating service levels and planning fruitful interventions. As in the previous year, the report is divided into three sections: (1) the profile of respondents, (2) the detailed overall ratings, and (3) comments of the respondents.

## 3. The Respondents

### 3.1 Responses per Education District

Table 8: The CSS 2018 & 2019 schools – respondents per ED								
District	CSS 2018 Schools	2018 Responses	2018 % Responses	2018 Respondents	CSS 2019 Schools	2019 Responses	2019 % Responses	2019 Respondents
Cape Winelands	282	263	93%	1271	280	215	77%	1110
Eden & Central K	203	198	98%	898	203	181	89%	920
Metro Central	216	180	83%	804	217	137	63%	744
Metro East	188	129	69%	658	190	151	79%	791
Metro North	199	78	39%	528	203	175	86%	1100
Metro South	210	71	34%	459	212	123	58%	687
Overberg	85	78	92%	294	85	83	98%	476
West Coast	126	95	75%	482	126	81	64%	475
<b>Grand Total</b>	<b>1509</b>	<b>1092</b>	<b>72%</b>	<b>5394</b>	<b>1516</b>	<b>1146</b>	<b>76%</b>	<b>6303</b>

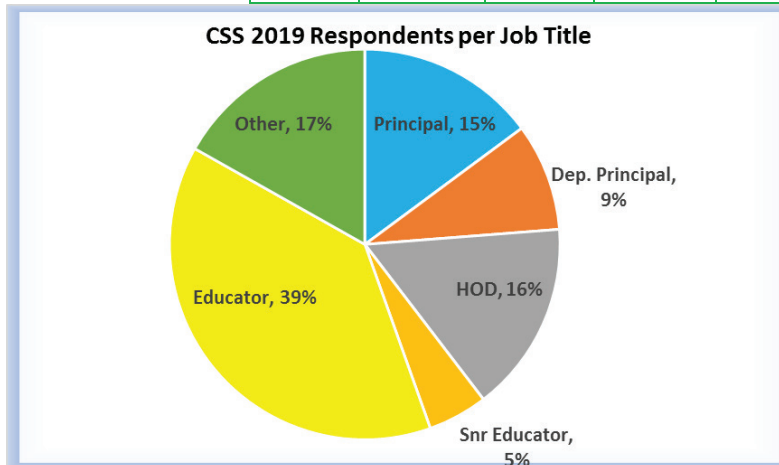
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**Response Rate:** the increase of about one thousand respondents (17%) leads us to believe that institution staff see value in completing the survey. On average the responses per school have increased by 3.2%, with Metro North having increased their response rate by 40% while Cape Winelands, Central and West Coast all show a drop of more than 10% in the number of schools responding

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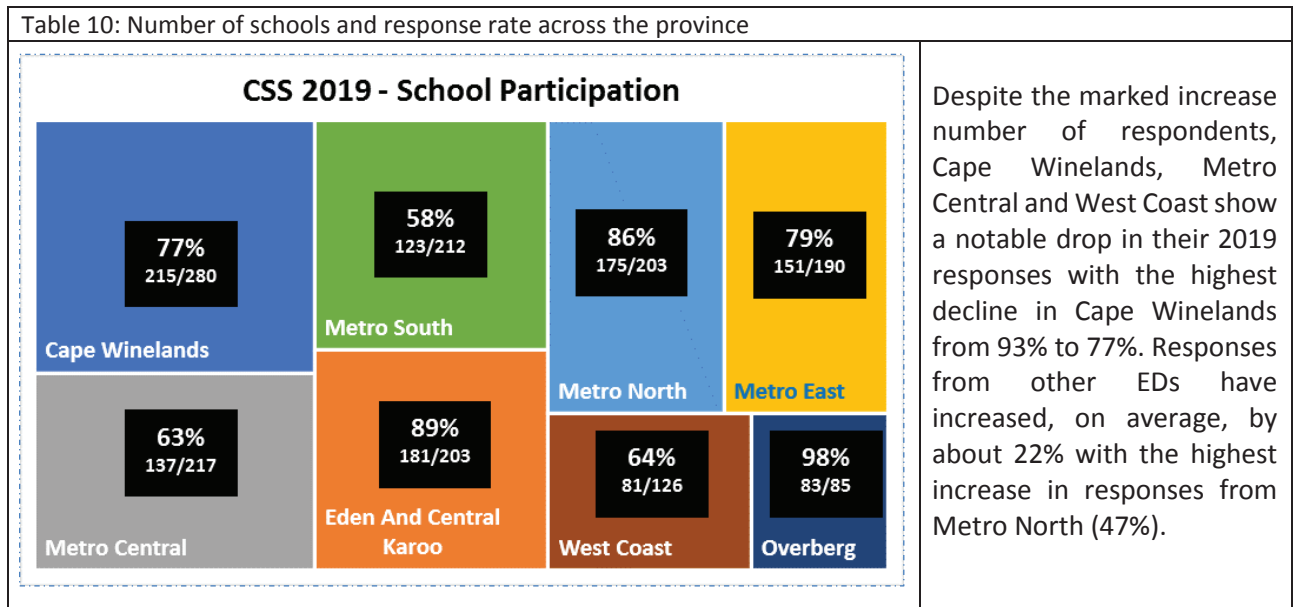
### 3.2 Respondents per job-title

Job Title	Yr 2017	Yr 2017 % of ALL	Yr 2018	Yr 2018 % of ALL	Yr 2019	Yr 2019 % of ALL Resp.
Principal	876	16%	891	17%	930	15%
Deputy Principal	493	9%	482	9%	549	9%
HOD	901	16%	827	15%	979	16%
Senior Educator	326	6%	282	5%	307	5%
Educator	2360	42%	2078	39%	2487	39%
Other	688	12%	834	15%	1051	17%
	5644	100%	5394	100%	6303	100%



### 3.3 Respondents mapped across the province

Table 10: Number of schools and response rate across the province



### 3.4 Respondents per Years of Experience

Experience Category	Yr 2017	Yr 2017 % of ALL	Yr 2018	Yr 2018 % of ALL	Yr 2019	Yr 2019 % of ALL Resp.
Less than 5 years	839	15%	823	15%	<b>1020</b>	<b>16%</b>
5 - 10 years	982	17%	1003	19%	<b>1276</b>	<b>20%</b>
11 - 19 years	941	17%	900	17%	<b>1098</b>	<b>17%</b>
20 - 30 years	1909	34%	1675	31%	<b>1823</b>	<b>29%</b>
More than 30 years	973	17%	993	18%	<b>1086</b>	<b>17%</b>
<b>Grand Total</b>	<b>5644</b>	<b>100%</b>	<b>5394</b>	<b>100%</b>	<b>6303</b>	<b>100%</b>

It is an important point to repeat that the WCED teaching corps is an aging group and that it is imperative to attract young persons into the fold. In the context of a world that is technologically rapidly advancing, it is essential that teaching and learning habits be revised to gain optimally. Although the older generation of teachers has an important contribution to make, there has to be a steady influx of younger teachers to ensure continual systemic renewal and inflow of fresh ideas, energy and approaches.

### 3.5 Frequency of Services Used

The basic services afforded to the WCED clients are listed below. It contains a summary of the frequency of usage over the last 3 years.

No	Area	Period	Never	1 - 2 times	3 - 5 times	6 - 10 times	11 + times
1.	Visited the walk-in/visitors' centre at Head Office	Yr2017	59%	22%	10%	4%	4%
		Yr2018	59%	23%	10%	4%	3%
		Yr2019	56%	25%	10%	4%	3%
2.	Called the WCED Call Centre	Yr2017	32%	23%	17%	10%	18%
		Yr2018	28%	24%	18%	11%	19%
		Yr2019	29%	23%	19%	10%	18%
3.	Telephoned an official at Head Office	Yr2017	33%	24%	16%	9%	18%
		Yr2018	30%	24%	17%	9%	19%
		Yr2019	30%	23%	16%	10%	19%
4.	Telephoned an official at the District Office	Yr2017	27%	20%	17%	12%	25%
		Yr2018	24%	20%	18%	12%	27%
		Yr2019	23%	19%	17%	12%	27%
5.	Consulted the WCED website	Yr2017	12%	16%	21%	17%	34%
		Yr2018	12%	17%	21%	16%	35%
		Yr2019	11%	18%	22%	16%	32%

## 4. Overall Responses

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

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

### 4.1 Service Levels

#### 4.1.1 Communication: Support Centres and Enquiries

Question	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
WCED call centre [corporate (personnel & finance) matters]	Yr2017	2%	6%	53%	34%	6%
	Yr2018	2%	3%	57%	35%	4%
	Yr2019	2%	5%	54%	34%	5%
WCED walk-in centre (corporate and exam matters)	Yr2017	1%	3%	56%	34%	6%
	Yr2018	1%	3%	57%	34%	5%
	Yr2019	1%	3%	59%	33%	5%
WCED website	Yr2017	1%	4%	43%	46%	7%
	Yr2018	1%	4%	43%	46%	7%
	Yr2019	1%	3%	44%	44%	7%
Response to telephonic enquiries	Yr2017	3%	13%	49%	31%	4%
	Yr2018	3%	12%	48%	33%	4%
	Yr2019	3%	13%	50%	30%	4%
Response to written enquiries	Yr2017	6%	19%	50%	22%	3%
	Yr2018	5%	17%	51%	24%	3%
	Yr2019	5%	17%	52%	24%	3%
Safe Schools Support	Yr2017	4%	14%	49%	29%	4%
	Yr2018	4%	13%	51%	28%	3%
	Yr2019	4%	14%	51%	28%	3%

The “Poor” ratings for telephonic and written enquiries, as well as for Safe School support, are noticeably high. The challenges which have sustained their negative ratings over the last few years need to be effectively managed. This requires specific understanding of the detail in the comments provided in order for appropriate action plans to be developed and implemented. One cannot over-emphasize the importance of services that are so vitally important and, in many cases, the only means of access to many of our staff. The many desperate-sounding comments bear testament to the frustration experienced. While we cannot address all issues at the same time, the organisation should ensure that these services have robust action plans to put them on an upward trajectory.

#### 4.1.2 Support by Head Office and ED Offices

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Head Office	Yr2017	2%	10%	52%	32%	3%
	Yr2018	2%	8%	53%	33%	3%
	<b>Yr2019</b>	<b>2%</b>	<b>8%</b>	<b>55%</b>	<b>32%</b>	<b>3%</b>
Education District Offices	Yr2017	1%	5%	39%	45%	10%
	Yr2018	1%	4%	38%	47%	10%
	<b>Yr2019</b>	<b>1%</b>	<b>4%</b>	<b>39%</b>	<b>46%</b>	<b>10%</b>
Curriculum School Visit Support	Yr2017	2%	7%	42%	42%	8%
	Yr2018	2%	6%	43%	42%	8%
	<b>Yr2019</b>	<b>1%</b>	<b>6%</b>	<b>43%</b>	<b>43%</b>	<b>8%</b>
CM Support	Yr2017	2%	4%	34%	43%	18%
	Yr2018	1%	3%	32%	43%	20%
	<b>Yr2019</b>	<b>1%</b>	<b>3%</b>	<b>34%</b>	<b>43%</b>	<b>19%</b>

	Yr2019 Head Office	Yr2019 ED Offices	Yr2019 Curr. School Visits	Yr2019 CM Support
Poor	10%	5%	7%	4%
Satisfactory	55%	39%	43%	34%
Good	35%	56%	51%	62%

For the period 2017-2019, on average, participants rated the services (Satisfactory to Excellent) of head office and districts as follows:

1. CM Support = 95.2%
2. Education District Offices = 94.5%
3. Curriculum School Visit Support = 92.1%
4. Head Office = 88.9%

Rating Head Office and Districts: both have retained satisfactory to good ratings of 90%. As in 2018, there are many compliments for the friendly and efficient services delivered to school staff.

#### 4.1.3 Specialised Education

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
SE Needs Support Social Worker	Yr2017	6%	18%	46%	26%	5%
	Yr2018	4%	15%	47%	29%	5%
	Yr2019	<b>4%</b>	<b>16%</b>	<b>46%</b>	<b>29%</b>	<b>5%</b>
SE Needs Support Psychologists	Yr2017	7%	20%	44%	24%	4%
	Yr2018	5%	17%	45%	28%	5%
	Yr2019	<b>5%</b>	<b>17%</b>	<b>46%</b>	<b>28%</b>	<b>5%</b>
Learning Support Advisor: visits to schools	Yr2017	2%	8%	42%	40%	8%
	Yr2018	2%	6%	43%	42%	8%
	Yr2019	<b>2%</b>	<b>7%</b>	<b>42%</b>	<b>40%</b>	<b>10%</b>
Learning Support Teacher: support to learners	Yr2017	3%	9%	42%	38%	8%
	Yr2018	2%	7%	43%	39%	8%
	Yr2019	<b>2%</b>	<b>7%</b>	<b>43%</b>	<b>37%</b>	<b>10%</b>
Support to SBST	Yr2017	4%	17%	50%	27%	3%
	Yr2018	3%	13%	51%	29%	4%
	Yr2019	<b>3%</b>	<b>13%</b>	<b>49%</b>	<b>30%</b>	<b>5%</b>

On average, over the last 3 years, participants of the CSS rated the Specialised Education services (Satisfactory to Excellent) in the following ranking order:

1. Learning Support Advisor: visits to schools = **92.1%**;
2. Learning Support Teacher: support to learners = **89.7%**;
3. Support to SBST = **82%**;
4. SE Needs Support Social Worker = **79.1%**, and
5. SE Needs Support Psychologists = **76.2%**.

#### 4.1.4 Educator Training, LitNum Support & Assessments

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Educator Training at the CTLI	Yr2017	2%	6%	44%	39%	8%
	Yr2018	1%	5%	44%	41%	9%
	Yr2019	<b>2%</b>	<b>4%</b>	<b>45%</b>	<b>41%</b>	<b>8%</b>
Admin of Assessments/ Exams	Yr2017	2%	8%	50%	36%	4%
	Yr2018	2%	6%	49%	37%	5%
	Yr2019	<b>2%</b>	<b>6%</b>	<b>52%</b>	<b>36%</b>	<b>5%</b>
Administration of Gr 3, 6 & 9 Testing	Yr2017	2%	6%	44%	42%	6%
	Yr2018	1%	4%	43%	44%	8%
	Yr2019	<b>2%</b>	<b>5%</b>	<b>47%</b>	<b>41%</b>	<b>6%</b>
Language and Mathematics Strategy Support	Yr2017	2%	8%	49%	36%	5%
	Yr2018	2%	7%	51%	35%	5%
	Yr2019	<b>1%</b>	<b>7%</b>	<b>51%</b>	<b>36%</b>	<b>4%</b>
Matric Support Programme	Yr2017	3%	7%	48%	36%	6%
	Yr2018	4%	7%	49%	35%	6%
	Yr2019	<b>3%</b>	<b>6%</b>	<b>51%</b>	<b>34%</b>	<b>6%</b>
E-Learning Strategy Support	Yr2017	4%	13%	51%	29%	3%
	Yr2018	3%	11%	53%	30%	3%
	Yr2019	<b>3%</b>	<b>12%</b>	<b>53%</b>	<b>29%</b>	<b>3%</b>

**Table 15:** On average, over the period 2017-2019, participants of the CSS rated the Educator Training, LitNum Support and Assessments services (Satisfactory to Excellent) in the following ranking order:

1. Administration of Gr 3, 6 & 9 Testing = 93.7%;
2. Educator Training at the CTLI = 93.6%
3. Language and Mathematics Strategy Support = 90.9%;
4. Admin of Assessment/Exams = 90.5%;
5. Matric Support Programme = 90.4%;
6. E-Learning Strategy Support = 89.2%

#### 4.1.5 HR, Finance, CEMIS and Communication

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
HR Management Support	Yr2017	4%	11%	53%	29%	3%
	Yr2018	3%	10%	53%	30%	3%
	Yr2019	<b>3%</b>	<b>11%</b>	<b>55%</b>	<b>28%</b>	<b>3%</b>
E-Recruitment Management	Yr2017	3%	9%	52%	32%	4%
	Yr2018	3%	7%	53%	33%	4%
	Yr2019	<b>2%</b>	<b>8%</b>	<b>55%</b>	<b>32%</b>	<b>4%</b>
Admin & Financial Management Support	Yr2017	3%	8%	49%	36%	5%
	Yr2018	2%	6%	49%	37%	5%
	Yr2019	<b>2%</b>	<b>7%</b>	<b>50%</b>	<b>36%</b>	<b>5%</b>
E Info Management CEMIS Support	Yr2017	1%	4%	40%	45%	10%
	Yr2018	1%	3%	42%	44%	9%
	Yr2019	<b>1%</b>	<b>4%</b>	<b>44%</b>	<b>43%</b>	<b>8%</b>
Communication to Schools	Yr2017	1%	6%	43%	43%	7%
	Yr2018	1%	6%	45%	41%	7%
	Yr2019	<b>1%</b>	<b>6%</b>	<b>46%</b>	<b>39%</b>	<b>7%</b>
Online system for Learner Placement*	Yr2017	2%	7%	51%	35%	4%
	Yr2018	<b>2%</b>	<b>6%</b>	<b>52%</b>	<b>36%</b>	<b>4%</b>
	Yr2019	<b>3%</b>	<b>11%</b>	<b>53%</b>	<b>29%</b>	<b>3%</b>
Administration of Salaries matters	Yr2017	2%	8%	41%	40%	9%
	Yr2018	2%	7%	42%	40%	9%
	Yr2019	<b>3%</b>	<b>9%</b>	<b>42%</b>	<b>38%</b>	<b>8%</b>
Admin of service conditions	Yr2017	3%	9%	52%	33%	4%
	Yr2018	3%	7%	54%	33%	4%
	Yr2019	<b>2%</b>	<b>8%</b>	<b>54%</b>	<b>33%</b>	<b>3%</b>
Admin of Employee Relations	Yr2017	3%	10%	58%	27%	3%
	Yr2018	3%	9%	57%	28%	3%
	Yr2019	<b>3%</b>	<b>10%</b>	<b>57%</b>	<b>28%</b>	<b>2%</b>
Staff Performance Systems	Yr2017	2%	7%	49%	37%	5%
	Yr2018	2%	6%	50%	38%	5%
	Yr2019	<b>1%</b>	<b>6%</b>	<b>51%</b>	<b>37%</b>	<b>5%</b>
* Online system for learner placement: it is concerning that there is a downturn in the approval rate since this system has become hugely important in the planning/budgeting processes of the department						

#### 4.1.6 LTSM, Infrastructure and Equipment/Furniture

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Infrastructure Maintenance Support	Yr2017	8%	20%	48%	22%	2%
	Yr2018	7%	20%	48%	23%	2%
	<b>Yr2019</b>	<b>7%</b>	<b>22%</b>	<b>50%</b>	<b>20%</b>	<b>2%</b>
Equipment/Furniture Supply Support	Yr2017	5%	16%	49%	27%	3%
	Yr2018	5%	16%	51%	26%	2%
	<b>Yr2019</b>	<b>4%</b>	<b>14%</b>	<b>52%</b>	<b>27%</b>	<b>3%</b>
LTSM Support	Yr2017	2%	7%	42%	41%	7%
	Yr2018	2%	7%	47%	37%	7%
	<b>Yr2019</b>	<b>2%</b>	<b>7%</b>	<b>45%</b>	<b>40%</b>	<b>6%</b>

On average, over the last 3 years' participants of the CSS rated the LTSM, Infrastructure and Equipment/Furniture services (Satisfactory to Excellent) in the following ranking order:

1. Textbook Supply [Textbooks Material Support] = 90.8%;
2. Equipment/Furniture Supply Support = 80.0%
3. Infrastructure Maintenance Support = 72.0%

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

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Nutrition Programme Support	Yr2017	2%	4%	31%	49%	14%
	Yr2018	2%	4%	33%	48%	14%
	<b>Yr2019</b>	<b>2%</b>	<b>3%</b>	<b>34%</b>	<b>47%</b>	<b>14%</b>
LTS Support	Yr2017	6%	11%	46%	33%	4%
	Yr2018	7%	9%	48%	32%	4%
	<b>Yr2019</b>	<b>6%</b>	<b>10%</b>	<b>48%</b>	<b>31%</b>	<b>4%</b>
HIV Aids Project Support	Yr2017	6%	17%	51%	23%	2%
	Yr2018	4%	12%	54%	27%	3%
	<b>Yr2019</b>	<b>5%</b>	<b>16%</b>	<b>54%</b>	<b>23%</b>	<b>2%</b>
MOD Centre Programme	Yr2017	4%	11%	55%	26%	3%
	Yr2018	4%	9%	56%	28%	3%
	<b>Yr2019</b>	<b>4%</b>	<b>10%</b>	<b>56%</b>	<b>27%</b>	<b>3%</b>

On average, over the last 3 years' participants of the CSS rated the NSNP, LTS and HIV/AIDS and MOD Centres services (Satisfactory to Excellent) in the following ranking order:

1. Nutrition Programme Support = 94.2%;
2. MOD Centre Programme = 85.9%;
3. LTS Support = 83.7%;
4. HIV Aids Project Support = 79.7%



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

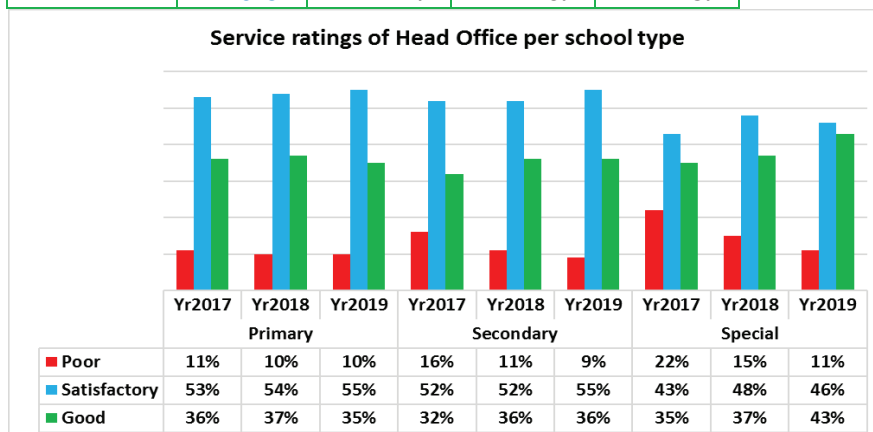
Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Response to Written Enquiries Within 5 Days	Yr2017	6%	19%	50%	22%	3%
	Yr2018	4%	13%	54%	27%	2%
	Yr2019	<b>5%</b>	<b>17%</b>	<b>52%</b>	<b>24%</b>	<b>3%</b>
Process Requests Within 14 Days	Yr2017	5%	15%	53%	25%	3%
	Yr2018	4%	14%	54%	27%	2%
	Yr2019	<b>4%</b>	<b>14%</b>	<b>55%</b>	<b>24%</b>	<b>3%</b>
Provide Progress Report If There Are Delays	Yr2017	7%	18%	53%	20%	1%
	Yr2018	6%	18%	53%	21%	2%
	Yr2019	<b>6%</b>	<b>19%</b>	<b>53%</b>	<b>21%</b>	<b>2%</b>
Attend to queries with promptness professionalism & courtesy	Yr2017	4%	11%	52%	30%	3%
	Yr2018	3%	10%	52%	32%	3%
	Yr2019	<b>2%</b>	<b>11%</b>	<b>54%</b>	<b>29%</b>	<b>3%</b>
Apologise for errors and take corrective action	Yr2017	7%	17%	51%	23%	2%
	Yr2018	6%	17%	52%	23%	2%
	Yr2019	<b>5%</b>	<b>18%</b>	<b>52%</b>	<b>23%</b>	<b>2%</b>

On average over the last 3 years' participants of the CSS rated the elements of the current WCED Head-Office Service Delivery Charter (Satisfactory to Excellent) in the following ranking order:

1. Attend to queries with promptness professionalism & courtesy = 87.3%;
2. Process Requests Within 14 Days = 81.8%;
3. Response to Written Enquiries Within 5 Days = 77.7%;
4. Apologise for errors and take corrective action = 77.3%;
5. Provide Progress Report If There Are Delays = 74%

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

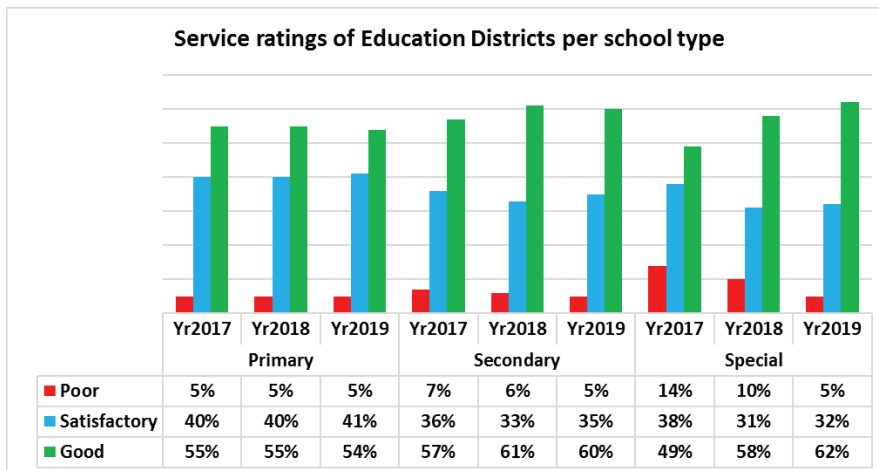
School Type	Period	Poor	Satisfactory	Good
Primary	Yr2017	11%	53%	36%
	Yr2018	10%	54%	37%
	Yr2019	<b>10%</b>	<b>55%</b>	<b>35%</b>
Secondary	Yr2017	16%	52%	32%
	Yr2018	11%	52%	36%
	Yr2019	<b>9%</b>	<b>55%</b>	<b>36%</b>
Special	Yr2017	22%	43%	35%
	Yr2018	15%	48%	37%
	Yr2019	<b>11%</b>	<b>46%</b>	<b>43%</b>



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

Table 22: Service ratings of ED Offices per school type

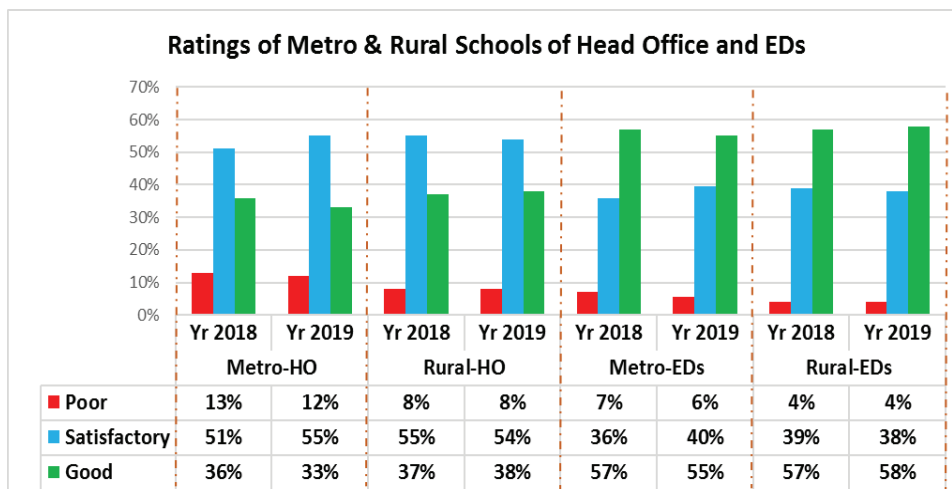
School Type	Period	Poor	Satisfactory	Good
Primary	Yr2017	5%	40%	55%
	Yr2018	5%	40%	55%
	Yr2019	<b>5%</b>	<b>41%</b>	<b>54%</b>
Secondary	Yr2017	7%	36%	57%
	Yr2018	6%	33%	61%
	Yr2019	<b>5%</b>	<b>35%</b>	<b>60%</b>
Special	Yr2017	14%	38%	49%
	Yr2018	10%	31%	58%
	Yr2019	<b>5%</b>	<b>32%</b>	<b>62%</b>



#### 4.5 Difference between Ratings by Rural and Metro Schools

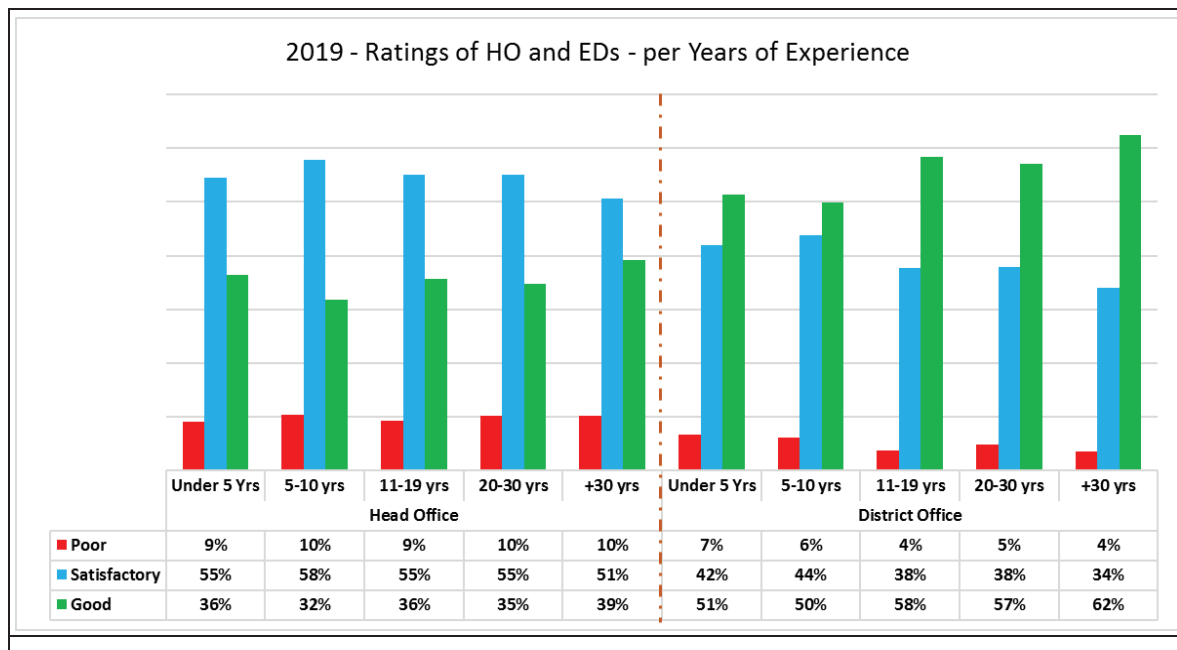
Table 23: Ratings per Metro & Rural Districts of Head Office and District Office Services

Rating	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
	HO - CSS 2018		EDs - CSS 2018		HO - CSS 2019		EDs - CSS 2019	
Poor	13%	8%	7%	4%	<b>12%</b>	<b>8%</b>	<b>6%</b>	<b>4%</b>
Satisfactory	51%	55%	36%	39%	<b>55%</b>	<b>54%</b>	<b>40%</b>	<b>38%</b>
Good	36%	37%	57%	57%	<b>33%</b>	<b>38%</b>	<b>55%</b>	<b>58%</b>



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

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



## 4.7 Responses per Job Type – Selected Items

Table 24: summary of selected responses – per educator type [CSS 2019]

CSS Element	Principal			Deputy Principal			HoD			Snr Educator & Educator		
	Poor	Satisf.	Good	Poor	Satisf.	Good	Poor	Satisf.	Good	Poor	Satisf.	Good
Education District Offices Support	2%	25%	73%	2%	35%	64%	5%	36%	59%	8%	46%	46%
Head Office Support	9%	50%	41%	9%	53%	38%	11%	54%	35%	12%	57%	31%
Circuit Manager Support	2%	15%	84%	3%	30%	67%	4%	34%	61%	7%	42%	51%
Safe Schools Support	22%	48%	30%	16%	56%	29%	18%	49%	33%	18%	51%	31%
Curriculum School Visit Support	7%	39%	55%	6%	41%	53%	6%	39%	56%	8%	44%	48%
E-learning Strategy Support	20%	49%	31%	14%	56%	30%	15%	48%	37%	14%	54%	32%
LST: Support to Learners	9%	36%	56%	8%	42%	50%	10%	45%	45%	12%	45%	43%
Online System: Learner Placement	17%	54%	29%	15%	50%	34%	12%	52%	36%	15%	55%	31%
Infrastructure and Maint. Support	39%	46%	16%	29%	52%	19%	26%	52%	22%	28%	49%	23%
Equipm. & Furn. Supply Support	19%	51%	30%	15%	52%	32%	19%	50%	31%	20%	52%	28%
CEMIS Support	3%	40%	57%	3%	41%	56%	6%	42%	52%	7%	48%	45%
HRM Support	9%	54%	37%	12%	57%	32%	15%	56%	29%	18%	54%	28%
Administration Support	6%	39%	55%	8%	44%	48%	12%	43%	45%	15%	41%	44%
Support to SBST	15%	47%	38%	14%	51%	34%	16%	49%	35%	20%	48%	32%
NSNP Support	4%	25%	72%	3%	35%	62%	5%	33%	62%	8%	36%	56%

### Comments on Table 24

The expectation is that there would be differences of opinions across the different job types. However, when comparing the ratings (good and excellent) of principals and deputy principals, a difference of  $\pm 6\%$  is observed. When the responses of principals and HoDs and those of principals and senior educators & educators are compared, the difference is  $\pm 11\%$ . The most significant differences are for ED Office Support and Circuit Manager Support. The table below illustrates the differences of opinions for selected CSS elements.

CSS Element	Principal			Deputy Principal			Diff.	HoD			Diff.	Snr Educator & Educator			Diff.
	Poor	Satisf.	Good	Poor	Satisf.	Good		Poor	Satisf.	Good		Poor	Satisf.	Good	
ED Office Support	2%	25%	73%	2%	35%	64%	9%	5%	36%	59%	14%	8%	46%	46%	27%
CM Support	2%	15%	84%	3%	30%	67%	17%	4%	34%	61%	23%	7%	42%	51%	33%
Admin Support	6%	39%	55%	8%	44%	48%	7%	12%	43%	45%	10%	15%	41%	44%	11%
NSNP Support	4%	25%	72%	3%	35%	62%	10%	5%	33%	62%	10%	8%	36%	56%	16%

## 4.8 The values of the Provincial Government of the Western Cape

### Our Core Values

#### Values

Your values are the things in your life that's important to you. Your values come from your beliefs and guide you in how you live your life.

#### Western Cape Government (WCG) Core Values

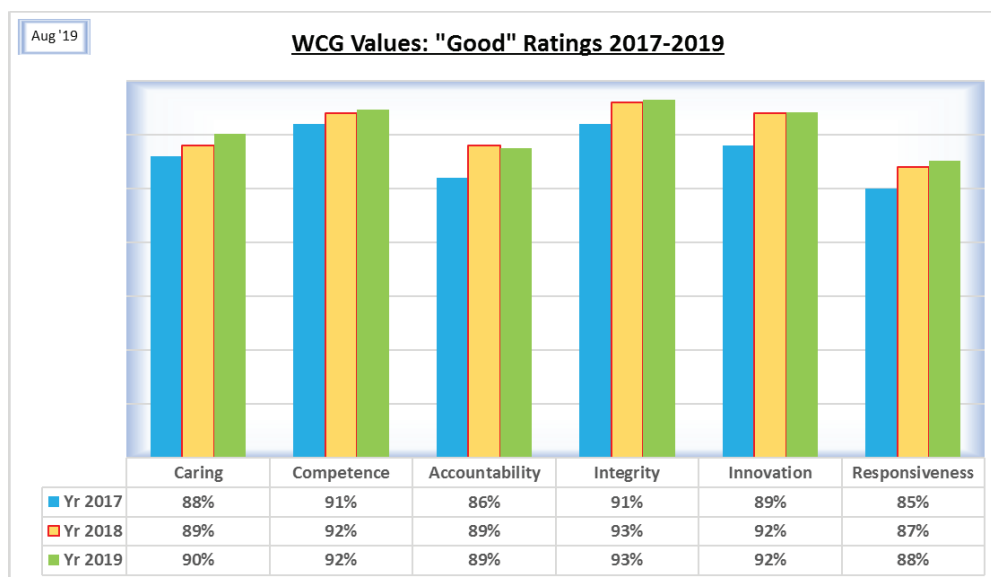
These are our Core Values: **Caring, Competence, Accountability, Integrity, Innovation and Responsiveness**. Each of us needs to embody these qualities so that we can work Better Together. Help us live them every day!

The first Barrett Values Survey was conducted in May 2010, targeting employees on salary levels 9-16, Heads of Department (HoDs) and ministers.

Based on the 2010 results, core values were adopted, **Caring, Competence, Accountability, Integrity and Responsiveness**, the vision and mission were drafted. In 2015, **Innovation** was added to the set of values.

Source: <https://mygov.westerncape.gov.za/about-wcg/culture-values/our-core-values>

The CSS provides a snapshot of the perception of how office-based staff live out these values. The graph below illustrates a relatively high approval rate, but also shows clearly that there are areas where there should be concerted efforts for improvement.



## 5. Feedback/Comments

### 5.1 Summary of Survey Elements with Highest Response Rates

Respondents had opportunity to write a comment to every single question and the following areas attracted the most responses:

Nr		Total	Compliment	Complaint	Comment
1.	Education District Offices support	551	369	45	137
2.	Head Office Support	422	165	100	157
3.	Circuit Manager Support	334	255	9	70
4.	Response to telephonic enquiries	325	103	124	98
5.	Curriculum School Visit Support	305	177	39	89
6.	Administration of Salaries and Pay slip matters	280	63	154	63
7.	Safe Schools Support	279	58	113	108

<b>Notes on items most commented on</b>	
Comments from the <b>2019</b> Report. [This section restricted to areas that attracted the most complaints and compliments. Refer to table above]	
1.	<u>ED Office Support</u> : once again the many positive comments about support from the district office are a highlight with some staff going as far as naming individuals; here and there complaints are raised about poor telephone responses, a problem that is all too often raised across the organization.
2.	<u>Head Office Support</u> : as with previous surveys, compliments outnumber complaints. However, the same criticism is levelled at the frustration of poor handling of telephone queries, missing correspondence, delay in responses. An extreme comment: "The consultant was very rude to my son when he collected his matric certificate". Lapses in administration one could possibly justify, but we should not tolerate rude behaviour under any circumstances!
3.	<u>Circuit Manager Support</u> : there are very few but very strong negative remarks about CMs who allegedly provide poor support, are non-responsive and adopt a "condescending attitude". In the overwhelming number of compliments, respondents go as far as naming their circuit manager.
4.	<u>Response to telephonic enquiries</u> : this is covered in number 2 in this section (Head Office Support) as well. The fact that the number of complaints outnumber the compliments should concern us. As a recurring issue, what are we going to put in place in respect of analysing the problem and initiating remedial action?
5.	<u>Curriculum School Visit Support</u> : as the numbers show, the compliments far outnumber the complaints, the latter being mainly expressing the need for more visits.
6.	<u>Administration of Salaries</u> : the complaint is simple: salary slips are delivered way too late and the question is asked why those cannot simply be e-mailed. <i>Why can't payslips be e-mailed? Is it more cost effective to print and distribute the thousands of payslips?</i>
7.	<u>Safe School Support</u> : the continued dissatisfaction with safe schools support perhaps raises the question of whether the expectations are unrealistic and whether clients at school realise that the effectiveness depends on various stakeholders, an important one being the community. In many cases the threats at schools arise from the surrounding society. There is, however, an understanding of the challenges faced by the section and there are compliments for prompt responses and reliable support.

## 6. Concluding Comments

- Addressing Front and Back Office Issues: the CSS of 2019 raises similar issues in respect of the telephone and mails, the fact that clients often struggle to get hold of the right persons to assist with queries. In repetition, e-mails and the telephone is to many clients the only means of access to deal with their queries and we are failing in our duties if we have so many dissatisfied customers. Have we properly investigated what the root causes are, why telephone calls are dropped or go unanswered? What do we put in place to monitor regularly that there are no blocks in the system and that we provide the services we are obliged to deliver?
- Our Personnel: there are many compliments for the services rendered by both head and district offices. Many are mentioned by name and it is good to put on record that all over the organisation there are people whose actions and hearts are focussed on delivering their best. Well done, WCED!
- Our learners, teachers and parents: a major purpose of the CSS is to gauge the perceptions of the services delivered to institutions, where our most important clients, teachers and learners, sit. We are not only providing infrastructure, learning and teaching material, safety and security, but have an important role in ensuring that our learners are provided with a path to adopt responsible and productive lives as adults. This is a very demanding role but we often forget that the big ideals are realised by putting and keeping in place the small nuts and bolts.
- The Organization: At the heart of improving the quality of service is changing attitudes and behaviour, of course buttressed by robust systems. Where human behaviour fails, our systems should provide alerts, prompted by strong indicators and focussed management. Our education system is huge and has immense demands to meet. Whilst practices have to be sophisticated and smart, they must be rooted in simplicity. Our responsibilities are huge but should never be bogged down and trapped by overly complicated systems and practices.
- Thanks!! A special word of thanks to all those who spent time away from their busy schedules to complete the survey. The CSS measures the manner and extent to which we live our values. The need for conversation that unpack meaning and expectations of these behaviours has never been more evident than now. The purpose of the CSS is to provide the basis for corrective action and provide us evidence to celebrate the many women and men who make it possible for the organization to fulfil its vision.

### ANNEXURE A: Responses per Municipality – Selected Stats

Table 26: CSS 2019 Responses per Local Municipality. [For convenience of presentation, the rates reflected below are a combination of the categories (1) Excellent, (2) Good, and (3) Satisfactory]

Municipality	HO Support		EDO Support		Tele Queries		Written Queries		Curric. Visit Support		CM Support		Social Workers	
	Yr 2018	Yr 2019	Yr 2018	Yr 2019	Yr 2018	Yr 2019	Yr 2018	Yr 2019	Yr 2018	Yr 2019	Yr 2018	Yr 2019	Yr 2018	Yr 2019
CoCT City Of Cape Town	87%	88%	93%	94%	82%	81%	76%	77%	92%	93%	94%	95%	77%	77%
Breede Valley	93%	90%	96%	94%	89%	86%	85%	81%	92%	91%	96%	95%	90%	78%
Drakenstein	94%	90%	96%	96%	89%	87%	82%	82%	93%	94%	98%	97%	79%	80%
Langeberg	88%	87%	92%	92%	87%	74%	78%	72%	89%	95%	95%	89%	87%	79%
Stellenbosch	93%	95%	98%	97%	89%	85%	83%	86%	97%	94%	99%	97%	74%	76%
Witzenberg	94%	94%	99%	97%	95%	92%	85%	87%	97%	96%	97%	99%	92%	91%
<b>Cape W Overall</b>	<b>92%</b>	<b>91%</b>	<b>96%</b>	<b>95%</b>	<b>90%</b>	<b>85%</b>	<b>82%</b>	<b>81%</b>	<b>94%</b>	<b>94%</b>	<b>97%</b>	<b>95%</b>	<b>84%</b>	<b>81%</b>
Beaufort West	92%	91%	93%	96%	83%	89%	74%	83%	94%	98%	95%	98%	72%	87%
Laingsburg	100%	100%	100%	100%	95%	100%	100%	100%	100%	92%	100%	96%	90%	52%
Prince Albert	100%	100%	100%	100%	100%	92%	80%	100%	100%	87%	100%	100%	100%	93%
<b>Central K Overall</b>	<b>97%</b>	<b>97%</b>	<b>98%</b>	<b>99%</b>	<b>93%</b>	<b>94%</b>	<b>85%</b>	<b>94%</b>	<b>98%</b>	<b>92%</b>	<b>98%</b>	<b>98%</b>	<b>88%</b>	<b>78%</b>
Bitou	98%	90%	100%	90%	95%	91%	93%	91%	95%	100%	100%	100%	85%	80%
George	91%	93%	94%	95%	87%	90%	79%	82%	96%	90%	93%	93%	87%	88%
Hessequa	92%	96%	96%	97%	90%	87%	82%	88%	94%	98%	98%	98%	86%	88%
Kannaland	88%	88%	100%	100%	85%	79%	81%	76%	98%	100%	100%	100%	95%	93%
Knysna	92%	96%	96%	100%	89%	95%	80%	93%	94%	98%	97%	98%	82%	92%
Mossel Bay	90%	95%	94%	100%	87%	90%	80%	85%	93%	94%	94%	98%	82%	93%
Oudtshoorn	95%	95%	97%	98%	89%	90%	82%	84%	94%	94%	98%	97%	98%	97%
<b>Eden Overall</b>	<b>93%</b>	<b>93%</b>	<b>97%</b>	<b>97%</b>	<b>90%</b>	<b>88%</b>	<b>83%</b>	<b>86%</b>	<b>95%</b>	<b>94%</b>	<b>97%</b>	<b>97%</b>	<b>86%</b>	<b>84%</b>
Cape Agulhas	89%	85%	98%	92%	76%	77%	67%	71%	89%	79%	95%	88%	90%	75%
Overstrand	92%	96%	96%	97%	91%	89%	83%	83%	99%	94%	99%	97%	84%	79%
Swellendam	85%	95%	97%	96%	86%	86%	79%	81%	97%	97%	100%	99%	89%	87%
Theewaterskloof	90%	90%	98%	97%	83%	86%	68%	74%	99%	95%	96%	97%	84%	83%
<b>Overberg Overall</b>	<b>89%</b>	<b>92%</b>	<b>97%</b>	<b>95%</b>	<b>84%</b>	<b>84%</b>	<b>74%</b>	<b>77%</b>	<b>96%</b>	<b>91%</b>	<b>98%</b>	<b>95%</b>	<b>87%</b>	<b>81%</b>
Bergervier	93%	94%	94%	95%	86%	89%	70%	79%	88%	94%	98%	97%	77%	84%
Cederberg	96%	80%	98%	93%	94%	79%	93%	75%	99%	100%	97%	100%	92%	100%
Matzikama	97%	81%	92%	89%	78%	80%	72%	65%	97%	95%	100%	94%	77%	78%
Saldanha Bay	80%	94%	89%	92%	75%	84%	61%	76%	90%	93%	97%	92%	64%	75%
Swartland	90%	91%	96%	95%	84%	80%	77%	70%	97%	91%	94%	95%	81%	76%
<b>West Coast Overall</b>	<b>91%</b>	<b>88%</b>	<b>94%</b>	<b>93%</b>	<b>83%</b>	<b>82%</b>	<b>75%</b>	<b>73%</b>	<b>94%</b>	<b>95%</b>	<b>97%</b>	<b>96%</b>	<b>78%</b>	<b>83%</b>
<b>Overall</b>	<b>90%</b>	<b>90%</b>	<b>95%</b>	<b>95%</b>	<b>85%</b>	<b>84%</b>	<b>78%</b>	<b>79%</b>	<b>93%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>81%</b>	<b>80%</b>

N.B. All 2019 ratings below those of 2018 are highlighted in ORANGE.

## ANNEXURE B – Summary of Responses over years

Table 27: overall responses 2017-2019

Survey Area	Year 2017			Year 2018			Year 2019		
	Poor	Satisfactory	Good	Poor	Satisfactory	Good	Poor	Satisfactory	Good
WCED Call Centre	9%	44%	46%	6%	52%	41%	6.4%	54.2%	39.4%
Teleph Queries	17%	49%	34%	15%	48%	36%	16.2%	49.8%	34.1%
Written Queries	25%	50%	25%	22%	51%	27%	21.4%	51.9%	26.7%
Progress Reports	25%	53%	22%	24%	53%	22%	24.8%	52.9%	22.3%
Attend To Queries Promptly	15%	52%	33%	12%	52%	35%	13.5%	54.4%	32.1%
Apologise For Errors	24%	51%	25%	23%	52%	25%	23.4%	51.7%	24.9%
Communications To Schools	7%	43%	49%	7%	45%	48%	7.5%	46.0%	46.5%
E-Learning	17%	51%	32%	8%	49%	43%	7.3%	51.2%	41.5%
Website	5%	43%	52%	5%	43%	53%	4.1%	44.2%	51.7%
Safe Schools Call Centre	11%	52%	37%	11%	55%	34%	11.3%	53.1%	35.6%
Safe School Support	18%	49%	33%	17%	51%	32%	17.7%	50.7%	31.6%
Exams Support	9%	50%	40%	10%	59%	31%	9.3%	61.8%	28.9%
School Visits	10%	42%	48%	7%	44%	49%	6.8%	42.6%	50.6%
E-Learning Strat	17%	51%	32%	14%	53%	33%	14.3%	53.2%	32.5%
Lang & Maths Strategy	10%	49%	41%	9%	51%	40%	8.4%	50.9%	40.7%
Matric Support Programme	10%	48%	42%	10%	49%	41%	8.5%	51.5%	40.0%
CM Support	5%	34%	61%	5%	32%	63%	4.7%	33.5%	61.8%
LSA Support To Learners	12%	42%	47%	9%	43%	47%	9.7%	43.3%	47.0%
Specialised Support By Social Workers	24%	46%	30%	19%	47%	34%	19.9%	46.1%	34.0%
Specialised Support By Psychologists	28%	44%	29%	22%	45%	33%	21.5%	45.8%	32.6%
Support SBST: Learners with special needs	20%	50%	30%	17%	51%	32%	16.4%	49.0%	34.7%
Training At CTLI	8%	44%	48%	6%	44%	50%	6.0%	44.8%	49.2%
Mod Centres	15%	55%	29%	13%	56%	31%	14.3%	55.6%	30.0%
NSNP Support	6%	31%	63%	6%	33%	61%	5.5%	34.1%	60.4%
HIV/AIDS Support	23%	51%	25%	16%	54%	30%	21.1%	53.7%	25.2%
Admin Of 3, 6 & 9	7%	44%	48%	5%	43%	52%	6.3%	46.7%	47.0%
LTS Support	17%	46%	37%	16%	48%	36%	16.2%	48.3%	35.5%
Infrastr And Maintenance Support	28%	48%	23%	27%	48%	25%	28.7%	49.5%	21.8%
Text Book Supply	9%	42%	49%	9%	47%	44%	9.2%	44.8%	46.0%
Furn. & Equipm Supply	21%	49%	29%	21%	51%	28%	18.3%	52.1%	29.6%
Online Support To Learner Placement	10%	51%	40%	8%	52%	40%	14.2%	53.1%	32.7%
CEMIS Support	5%	40%	54%	5%	42%	53%	5.6%	43.8%	50.7%
HR Support	15%	53%	32%	14%	53%	33%	14.0%	55.1%	30.9%
Admin Of Service Conditions	11%	52%	37%	10%	54%	37%	10.0%	53.8%	36.2%
Admin Of Labour Relations	13%	58%	29%	12%	57%	30%	12.6%	57.2%	30.2%
Staff Performance Management	9%	49%	42%	8%	50%	42%	7.3%	51.2%	41.5%
E-Recruitment	12%	52%	36%	10%	53%	37%	9.9%	54.7%	35.5%
Finance Management Support	10%	49%	40%	9%	49%	42%	8.8%	49.9%	41.3%
Admin Of Salaries	10%	41%	49%	10%	42%	48%	11.5%	42.4%	46.0%
HO Support	13%	52%	35%	10%	53%	37%	9.9%	54.8%	35.3%
ED Office Support	6%	39%	55%	5%	38%	57%	5.0%	39.0%	56.0%
WCED Walk-In Centre (Hr & Finances)	7%	55%	38%	4%	57%	39%	6.4%	54.2%	39.4%
Process Requests within 14 Days	19%	53%	28%	17%	54%	29%	18.4%	54.8%	26.8%



## ANNEXURE C - The 2019 CSS

### CUSTOMER SATISFACTION SURVEY 2019

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 standard 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 2014 - 2018 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					
11.	Used WCED Education Portal					

**Rating Scale:** 0 = Not applicable; 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
12	WCED call centre [corporate (personnel & finance) matters]		13	WCED walk-in centre (Human Resources and Finance matters)	

Detail:

Detail:

#### C. The values of the Provincial Government of the Western Cape: How do you rate WCED's display and application of these values during delivery of services?

No.	Values	Rating	No.	Values	Rating
1	Caring		4.	Integrity	
2.	Competence		5.	Innovation	
3.	Accountability		6.	Responsiveness	

#### D. Strategies, Programmes, Systems and or Services offered

No.	Question	Rating	No.	Question	Rating
1.	Head Office support		23.	Specialised Support by social workers	
2.	Education District Offices support		24.	Specialised Support by psychologists	
3.	Response to telephonic enquiries		25.	Support to School-based support team (SBST) for learners with moderate to high support needs	
4.	Return telephone calls within 24 hours		26.	Training at Cape Teaching and Leadership Institution	
5.	Response to written enquiries within 5 days		27.	Mass participation opportunity and access Development and growth (MOD) Programme	
6.	Process requests within 14 days		28.	School Nutrition Programme Support	
7.	Provide progress report if there are delays		29.	HIV/AIDS Project Support	
8.	Attend to queries with promptness, professionalism & courtesy		30.	Examinations and assessment support	
9.	Apologize for errors and take corrective action		31.	Administration of Gr 3, 6 and 9 testing	
10.	Communication to Schools		32.	Learner Transport Scheme Support	
11.	WCED E-learning portal		33.	Infrastructure and maintenance support	
12.	WCED website		34.	Text Book supply	
13.	WCED Safe Schools Call Centre		35.	Equipment & Furniture Supply Support	
14.	Safe Schools Support		36.	Online system to support Learner Placement	
15.	H/O Examinations walk-in centre		37.	E-information Management – CEMIS Support	
16.	Curriculum School Visit Support		38.	Human Resource Management Services (e.g. Staff Provisioning, Employee Wellness, Staff Exits)	
17.	E-learning Strategy support		39.	Administration of service conditions (e.g. leave, housing, etc.)	
18.	Language and Mathematics Strategy Support		40.	Administration of Employee Relations matters, i.e. misconduct, grievances and disputes	
19.	Matric Support Programme		41.	Staff Performance Systems (SPMDS, PMDS, IQMS)	
20.	Circuit Manager Support		42.	E-recruitment Management	
21.	Learning Support Advisor: Visits to Schools		43.	Financial Management Support	
22.	Learning Support Teacher: Support to Learners		44.	Administration of Salaries and Pay slip matters	