



Western Cape
Government

Education



Customer Satisfaction Survey Report 2020

CONTENTS

1	Executive Summary	2
2	The 2020 Survey	8
	Introduction	
3	The Respondents	
3.1	Responses per Education District	8
3.2	Respondents per job-title	9
3.3	Respondents mapped across the province	9
3.4	Respondents per Years of Experience	10
3.5	Frequency of Services Used	10
4	Overall Responses	
4.1	Service Levels	
4.1.1	Communication: Support Centres and Enquiries	11
4.1.2	Support by Head Office and ED Offices	12
4.1.3	Specialised Education	13
4.1.4	Educator Training, Literacy and Numeracy Support & Assessments	13
4.1.5	HR, Finance, CEMIS Support & Communication	14
4.1.6	LTSM, Infrastructure & Equipment/Furniture	15
4.1.7	Social Support: Nutrition, LTS, MOD Centres and HIV/Aids	15
4.2	Responses to elements of the current Head-Office Service Delivery Charter	16
4.3	Elements placed in 2020 for the first time	16
4.4	Transform to Perform	17
4.5	Rating Service Levels of Head Office - by School Type	19
4.6	Rating Service Levels of Education District Offices - by School Type	19
4.7	Differences between the Ratings of Rural and Metro Schools	20
4.8	Differences between Ratings of Service Levels - per Years of Experience	20
4.9	Responses per Job Type – Selected Items	21
4.10	The values of the Provincial Government of the Western Cape	21
5	Feedback/Comments	22
	Summary of Survey Elements with Highest Response Rates	
	Random Selection of Comments	
6	Concluding Comments	22
	Annexure A: Summary- per Municipality	23
	Annexure B: Summary of overall responses to the CSS - 2018 to 2020	24
	Annexure C: The Customer Satisfaction Survey of 2020	25

CUSTOMER SATISFACTION SURVEY REPORT 2020

1. Executive Summary

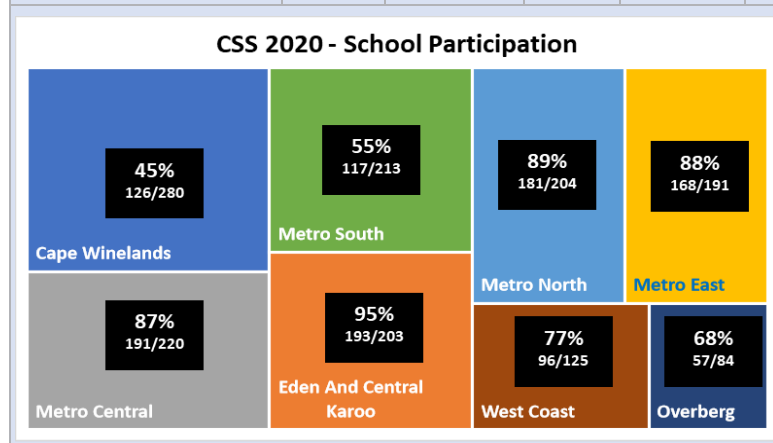
The 2020 Customer Satisfaction Survey (CSS) was completed by 1129 (74%) of the 1520 public ordinary and special schools. A total of **6522** staff members at the institutions completed the survey, marking an increase of 8.3% on the 2019 survey. It is important to mention that this CSS was conducted during National lockdown because of Covid-19 and that, besides being unable to operate normally, schools had the challenge to provide tuition of some sort, feed learners dependent on the National School Nutrition Programme (NSNP) as well contend with vandalism and destruction of school property. Despite all these negative factors, the response rate is still regarded as commendable, given the actual increase in the number of respondents.

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 of 2020 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 2020 response rates – Public Ordinary and Special Schools					2019 Responses			2020 vs 2019 Individuals]
Districts	Total Schools	Schools Responded	Rate	Individuals	Total Schools	School Rate	Individuals	
Cape Winelands	280	126	45%	767	280	77%	1110	-343
Eden & Central Karoo	203	193	95%	1062	203	89%	920	142
Metro Central	220	191	87%	1028	217	63%	744	284
Metro East	191	168	88%	1031	190	79%	791	240
Metro North	204	181	89%	1109	203	86%	1100	9
Metro South	213	117	55%	693	212	58%	687	6
Overberg	84	57	68%	306	85	98%	476	-170
West Coast	125	96	77%	556	126	64%	475	81
Grand Total	1520	1129	74%	6552	1516	76%	6303	249



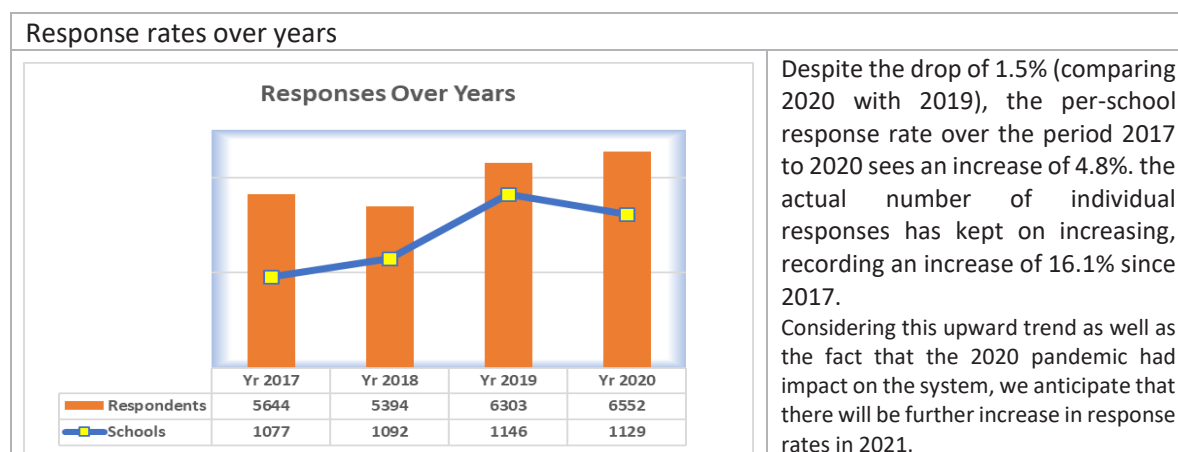
- For the CSS of 2020, Cape Winelands (45%) and Metro South (55%) have significantly lower response rates than all the other districts.
- Overall, however, the number of individuals increased by 4%.
- The per-school response rate dropped by 1.5%. Considering that schools have had to contend with the impact of Covid-19, this is still commendable

1.2. Responses per School

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

District	Number of Respondents per Circuit										Total
	1	2	3	4	5	6	7	8	9	10	
Cape Winelands	8	12	10	16	10	15	7	10	14	24	126
Eden & Central Karoo	28	22	23	24	22	22	27	25			193
Metro Central	20	22	16	18	22	21	18	19	15	20	191
Metro East	18	19	20	20	18	19	15	18	21		168
Metro North	18	17	19	17	18	18	15	21	21	17	181
Metro South	8	8	12	17	16	24	14	10	8		117
Overberg	13	23	21								57
West Coast	20	26	14	12	24						96
										Total Schools	1129

1.3. Responses over years: 2017 – 2020

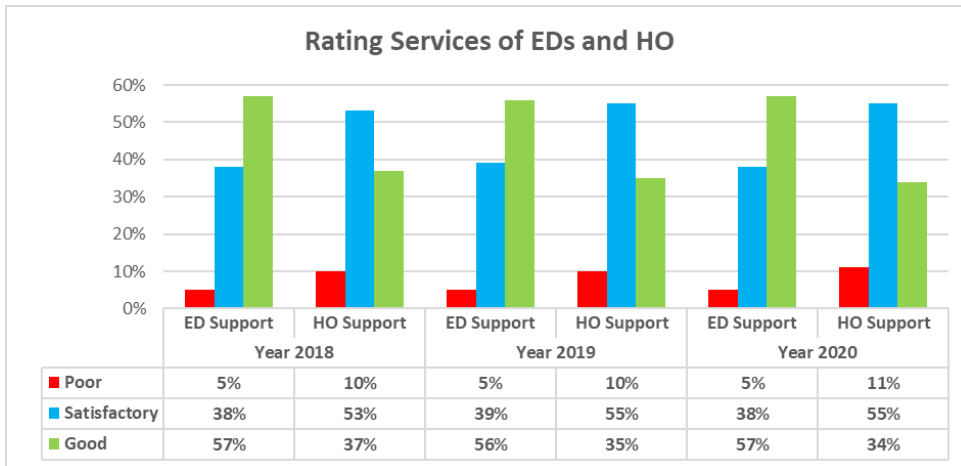


1.4. Respondents by Post Level:

Position	2018	2019	2020	Comment
Admin Staff	757	916	849	<ul style="list-style-type: none"> It is good to report that almost 60% of school principals have participated, enabling important insight into management perceptions of service levels of districts and head office. Significant too is the increase of 11% in educator responses, possibly as a result of more teachers taking on areas of responsibilities during the pandemic. The drop in admin staff responses may be as a result of administrative pressure during the pandemic.
Deputy Principal	482	549	553	
Educator	2078	2487	2750	
HOD	827	979	1074	
Other	77	135	109	
Principal	891	930	902	
Senior Educator	282	307	315	
Grand Total	5394	6303	6552	

1.5. The Overall Responses to the services rendered by EDs and HO are as follows:

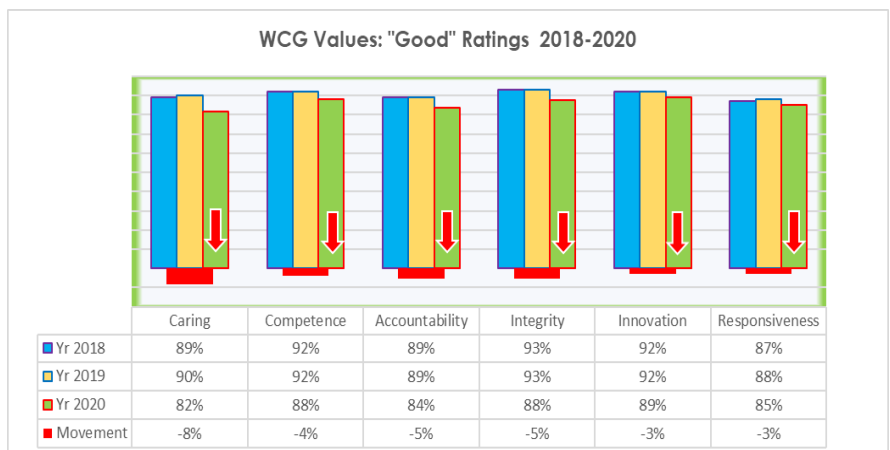
Rating	Year 2018		Year 2019		Year 2020	
	ED Support	HO Support	ED Support	HO Support	ED Support	HO Support
Poor	5%	10%	5%	10%	5%	11%
Satisfactory	38%	53%	39%	55%	38%	55%
Good	57%	37%	56%	35%	57%	34%



The “Good” and “Satisfactory” levels for both head and district offices remain high, with the ED offices retaining 95% approval rating. This, during national lockdown, can be attributed to the constant and steady flow of clear and concise communication, timeous response to ensure that schools are safe, usable and ready to receive learners when schools re-opened on 1st June 2020, both through providing the necessary sanitation and screening equipment as well as through infrastructure response.

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

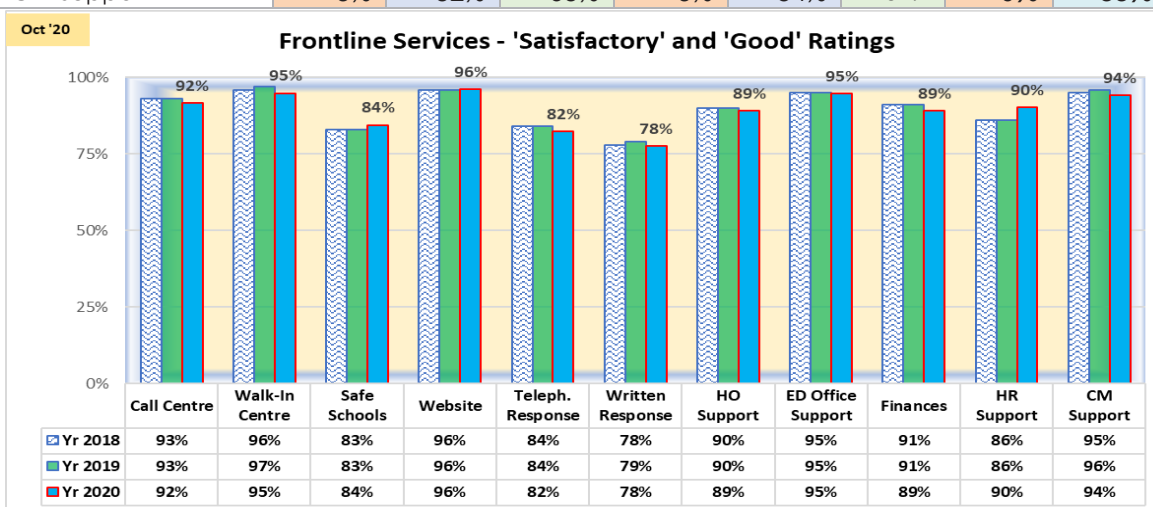
On average the approval rating of these values shows an overall drop of about 5%. This drop in the perception is slight when the circumstances would lead one to expect a more significant drop. This is a testament to the conduct and response of the majority of officials during a very difficult period.



1.5 Summary of Frontline Services

Table 5: Summary of ratings for selected frontline services – 2018 to 2020

Item	Year 2018			Year 2019			Year 2020		
	Poor	Satisfact.	Good	Poor	Satisfact.	Good	Poor	Satisfact.	Good
Call Centre	6%	52%	41%	6%	54%	39%	8%	57%	35%
Walk-In Centre	4%	57%	39%	4%	59%	38%	5%	61%	33%
Safe Schools	17%	51%	32%	18%	51%	32%	11%	52%	36%
Website	5%	43%	53%	4%	44%	52%	4%	40%	56%
Exam Walk-in Centre	11%	55%	34%	13%	55%	32%	11%	63%	26%
Telephone Response	15%	48%	36%	16%	50%	34%	18%	50%	32%
Written Response	22%	51%	27%	21%	52%	27%	22%	50%	27%
HO Support	10%	53%	37%	10%	55%	35%	11%	55%	34%
ED Office Support	5%	38%	57%	5%	39%	56%	5%	38%	57%
Finances	9%	49%	42%	9%	50%	41%	11%	52%	37%
HR Support	14%	53%	33%	14%	55%	31%	10%	53%	37%
CM Support	5%	32%	63%	5%	34%	62%	6%	33%	61%



The overall ratings of 2020 are more or less the same as those of 2019. The HR Support has shown a marked increase, from 86% to 90%, the positive result ascribed to concerted efforts to improve practices.

The “poor” ratings for Written responses remain above 20%. Ratings for Safe School Support (18%) and Telephone responses (16%) continue to reflect high “poor” ratings, as in 2019. Where decreases occurred, it should be noted that services may have been closed for periods or operations were run by skeleton staff.

1.6 Highlights of Ratings

The following items received relatively high ratings of approval, practically all of them having received similar ratings in 2019. Of note are the increases of (1) E-learning, 42%-55%, and (2) Communication to schools, 46%-51%.

Table 6: Elements receiving high approval ratings			
Element	2018	2019	2020
NSNP Support	61%	60%	62%
CM Support	63%	62%	61%
ED Office Support	57%	56%	57%
Website	53%	52%	56%
E-Learning	43%	42%	55%
Communications To Schools	48%	46%	51%

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

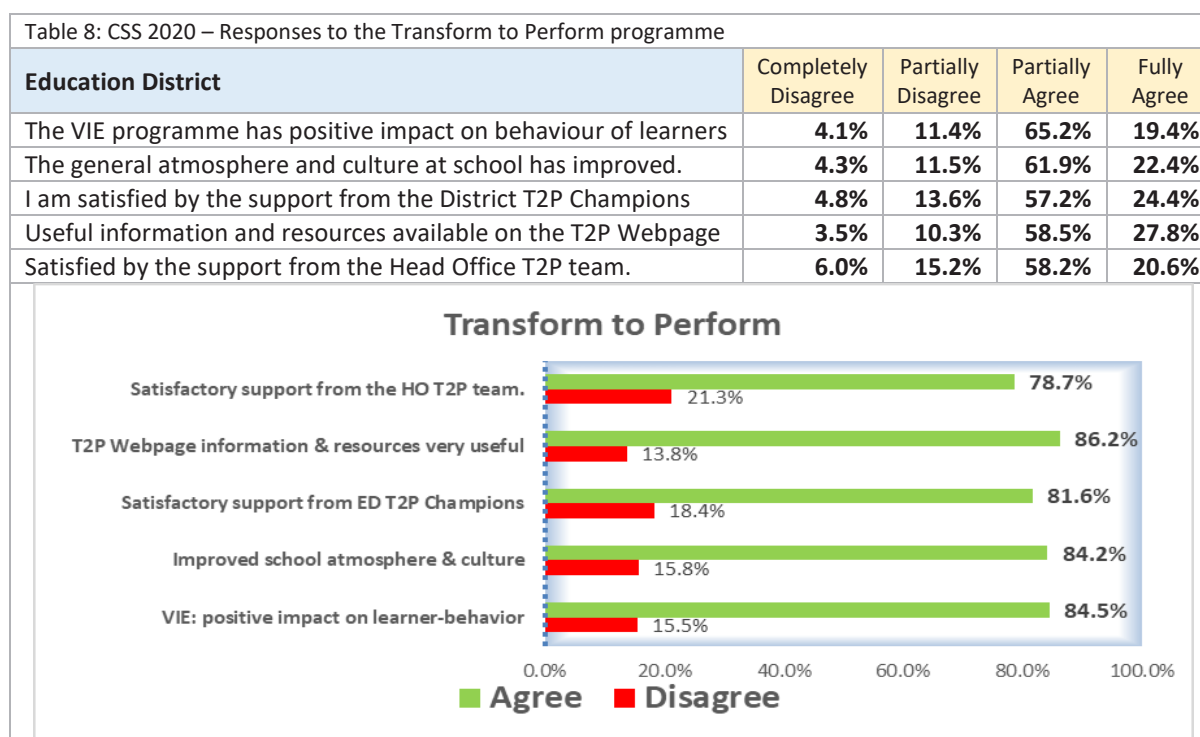
Element	2019 Ratings			2020 Ratings		
	Poor	Satisfact.	Good	Poor	Satisfact.	Good
Progress Reports	25%	53%	22%	28%	52%	20%
Infrastr And Maintenance Support	29%	50%	22%	28%	50%	22%
Apologise For Errors	23%	52%	25%	24%	51%	24%
HIV/AIDS Support	21%	54%	25%	23%	57%	20%
Specialised Support By Psychologists	22%	46%	33%	23%	48%	29%
Written Queries	21%	52%	27%	22%	50%	27%
Admin Of Labour Relations	13%	57%	30%	21%	57%	22%
Process Requests within 14 Days	18%	55%	27%	21%	52%	28%

The two frontline services, (1) providing progress reports on queries logged and (2) apologising for errors reappear as areas of concern. These, with the other on the list are important elements in measuring the quality of our services to the schools. Special attention should be paid to enhance the quality of these, bearing in mind that they have a direct bearing on the quality of teaching and learning.

1.7 Comments

The 2020 CSS again saw over 6000 comments posted. Of these, 43% are compliments and 24% complaints. The services of district offices attracted the most comments of which 70% were compliments. Telephone responses and the administration of salary matters respectively received 45% and 53% complaints. Head office received 33% compliments and 26% complaints, compared to 39% compliments and 27% complaints in 2019.

1.8 Transform to Perform



1.9 Concluding Comments

Overall comments

1. **Response Rate:** By the time the CSS was due for completion by schools, the country was still in lockdown and schooling had not returned to normal. For this very reason, the increased response rate is commendable. The two rural districts should investigate their drop in the response rate.
2. Rating Head Office and Districts: these elements remain important, as a measure of comparison of the perceived differences in quality of service delivered by the two support offices. There is a difference of 5% for good service in favour of district offices, showing a sustained trend of the last few years. The favourable comments for district offices underlines the difference in relationship with their schools.
3. Living out the Values of the Western Cape Government: With 2020 celebrated as the ***The Year of Functional Schools***, “*Developing a values-driven team*”, the WCED the organizational effectiveness was especially tested with the advent of Covid-19. The myriad of challenges facing especially our schools, the drop in approval rates can perhaps be described by the agony experienced across all levels.
4. Recurring Issues: School staff keep complaining about response levels to their queries and, understandably, about our aging infrastructure. While infrastructure is a long-term matter, there should be ways to fairly quickly improve the day-to-day responses, i.e. in respect of dealing with telephone and written correspondence AND instilling the culture of providing feedback and resolve issues in the shortest possible time.
5. Positives: Many of the recipients, in their comments, expressed appreciation for the level of support services, showing an understanding of the challenges that offices face in their day-to-day operations.
6. Transform to Perform: the CSS shows that the implementation of Transform to Perform and Growth Mindset, directly targeting learners, has a clear improvement in the general atmosphere and culture at school.

2. THE 2020 CUSTOMER SATISFACTION SURVEY REPORT

Introduction

The annual Customer Satisfaction Survey (CSS) has been conducted since 2009 and is 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 participate, and the survey is available on the Centralised Education Management Information System (CEMIS).

The CSS allows the organization to evaluate the perception of the quality of services delivered to them and also serves as basis for intervention. As in previous years, 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

District	CSS 2019 Schools	2019 responses	2019 % responses	2019 respondents	CSS 2020 Schools	2020 responses	2020 % responses	2020 respondents
Cape Winelands	280	215	77%	1110	280	126	45%	767
Eden & Central K	203	181	89%	920	203	193	95%	1062
Metro Central	217	137	63%	744	220	191	87%	1028
Metro East	190	151	79%	791	191	168	88%	1031
Metro North	203	175	86%	1100	204	181	89%	1109
Metro South	212	123	58%	687	213	117	55%	693
Overberg	85	83	98%	476	84	57	68%	306
West Coast	126	81	64%	475	125	96	77%	556
Grand Total	1516	1146	76%	6303	1520	1129	74%	6552

The 2020 CSS was completed by 1129 (74%) of the 1520 public ordinary and special schools,. A total of **6552** staff members at the institutions completed the survey, marking an increase of 4% on the 2019 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.

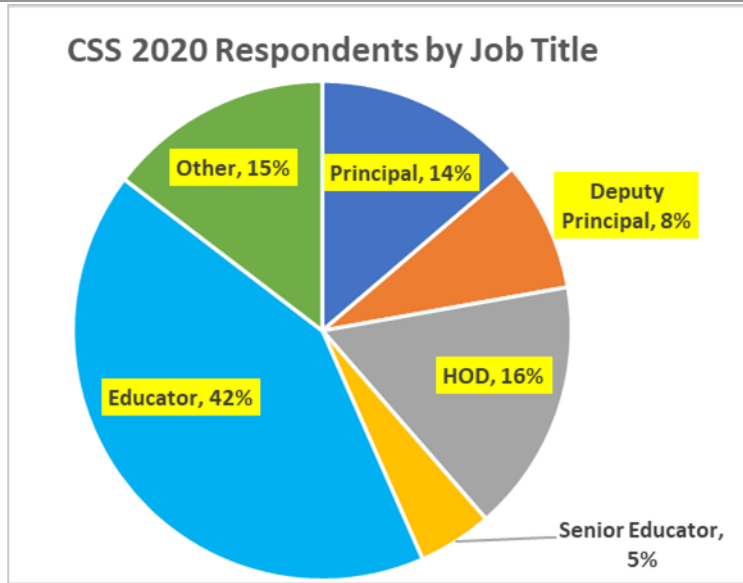
Response Rate: the continued increase in respondents is confirmation of the fact that institution staff sees value in the survey. There is concern in the fact that there are districts that have seen in dramatic drop in their response rate.

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

3.2 Respondents per job-title

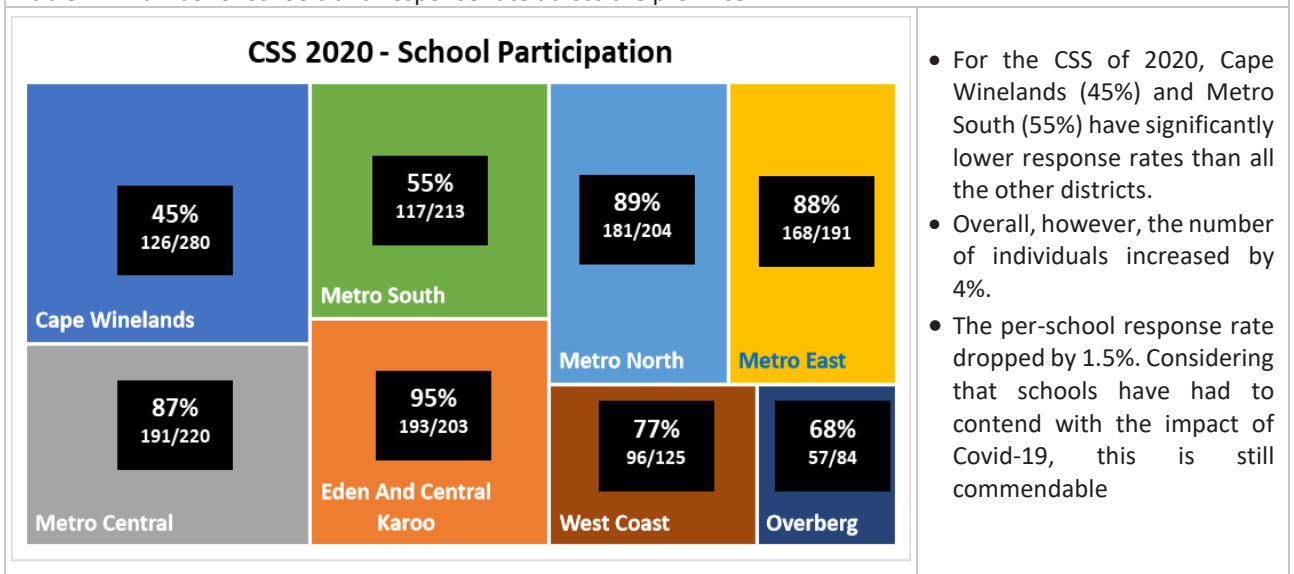
Table 10: Respondents per job title

Job Title	Yr 2018	Yr 2018 % of ALL	Yr 2019	Yr 2019 % of ALL	Yr 2020	Yr 2020 % of ALL
Principal	891	17%	930	15%	902	14%
Deputy Principal	482	9%	549	9%	553	8%
HOD	827	15%	979	16%	1074	16%
Senior Educator	282	5%	307	5%	315	5%
Educator	2078	39%	2487	39%	2750	42%
Other	834	15%	1051	17%	958	15%
	5394	100%	6303	100%	6552	100%



3.3 Respondents mapped across the province

Table 11: Number of schools and response rate across the province



3.4 Respondents per Years of Experience

Experience Category	Yr 2018	Yr 2018 % of ALL	Yr 2019	Yr 2019 % of ALL	Yr 2020	Yr 2020 % of ALL
Less than 5 years	823	15%	1020	16%	1062	16%
5 - 10 years	1003	19%	1276	20%	1478	23%
11 - 19 years	900	17%	1098	17%	1121	17%
20 - 30 years	1675	31%	1823	29%	1791	27%
More than 30 years	993	18%	1086	17%	1100	17%
Grand Total	5394	100%	6303	100%	6552	100%

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 optimum progress. 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 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	Yr2018	59%	23%	10%	4%	3%
		Yr2019	56%	25%	10%	4%	3%
		Yr 2020	61%	23%	10%	4%	3%
2.	Called the WCED Call Centre	Yr2018	28%	24%	18%	11%	19%
		Yr2019	29%	23%	19%	10%	18%
		Yr 2020	33%	25%	17%	9%	16%
3.	Telephoned an official at Head Office	Yr2018	30%	24%	17%	9%	19%
		Yr2019	30%	23%	16%	10%	19%
		Yr 2020	36%	25%	14%	8%	17%
4.	Telephoned an official at the District Office	Yr2018	24%	20%	18%	12%	27%
		Yr2019	23%	19%	17%	12%	27%
		Yr 2020	28%	20%	16%	11%	25%
5.	Consulted the WCED website	Yr2018	12%	17%	21%	16%	35%
		Yr2019	11%	18%	22%	16%	32%
		Yr 2020	10%	14%	21%	18%	38%

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]	Yr2018	2%	3%	57%	35%	4%
	Yr2019	2%	5%	54%	34%	5%
	Yr 2020	2%	6%	57%	30%	4%
WCED walk-in centre (corporate and exam matters)	Yr2018	1%	3%	57%	34%	5%
	Yr2019	1%	3%	59%	33%	5%
	Yr 2020	5%	7%	63%	24%	2%
WCED website	Yr2018	1%	4%	43%	46%	7%
	Yr2019	1%	3%	44%	44%	7%
	Yr 2020	1%	3%	40%	47%	9%
Response to telephonic enquiries	Yr2018	3%	12%	48%	33%	4%
	Yr2019	3%	13%	50%	30%	4%
	Yr 2020	4%	14%	50%	28%	4%
Response to written enquiries	Yr2018	5%	17%	51%	24%	3%
	Yr2019	5%	17%	52%	24%	3%
	Yr 2020	5%	17%	50%	23%	4%
Safe Schools Support	Yr2018	4%	13%	51%	28%	3%
	Yr2019	4%	14%	51%	28%	3%
	Yr 2020	4%	12%	50%	30%	4%

Being important elements of day-to-day delivery, it is not surprising that (1) Response to written queries, (2) Response to telephonic queries, and (3) Safe School Support continue to attract higher adverse ratings. We must look into how, especially correspondence with school staff can be improved by introducing practices that adhere strictly to the prescribed response times and, amongst other, have supervisors provide statistics on a monthly basis of the types of queries received and whether they have been effectively dealt with.

In the case of Safe Schools, one must see this in the context of the challenges that face certain communities. Some are faced with deep-rooted tradition of gangsterism and violence, with our learners and educators frequently the victims. Hamstrung by limited staff numbers and challenges in attaining and maintaining cooperation with the various communities and law enforcement, Safe Schools is faced with an arduous task! Improvement in the Safe School space can be attributed to the swift response to issues of school safety with the support of the sister department, such as the South African Police Services (SAPS).

Improvement in website can be attributed to the lockdown and need to access online platforms, the quality of material and ease of navigation of the site.

4.1.2 Support by Head Office and ED Offices

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Head Office	Yr2018	2%	8%	53%	33%	3%
	Yr2019	2%	8%	55%	32%	3%
	Yr 2020	3%	8%	55%	30%	4%
Education District Offices	Yr2018	1%	4%	38%	47%	10%
	Yr2019	1%	4%	39%	46%	10%
	Yr 2020	1%	4%	38%	45%	12%
Curriculum School Visit Support	Yr2018	2%	6%	43%	42%	8%
	Yr2019	1%	6%	43%	43%	8%
	Yr 2020	1%	5%	41%	43%	9%
CM Support	Yr2018	1%	3%	32%	43%	20%
	Yr2019	1%	3%	34%	43%	19%
	Yr 2020	2%	4%	33%	41%	20%

	CM Support	ED Office Support	HO Support	School Visits
■ Poor	6%	5%	11%	6%
■ Satisfactory	33%	38%	55%	41%
■ Good	61%	57%	34%	53%

For the period 2018-2020, on average, participants rated the services (Satisfactory to Excellent) of head office and districts as follows:

1. CM Support = 94% (95.2%)
2. Education District Offices = 95% (94.5%)
3. Curriculum School Visit Support = 94% (92.1%)
4. Head Office = 89% (88.9%)

Rating Head Office and Districts: the high satisfactory to good ratings have been retained. There is a repeat of the 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	Yr2018	4%	15%	47%	29%	5%
	Yr2019	4%	16%	46%	29%	5%
	Yr 2020	5%	15%	49%	26%	5%
SE Needs Support Psychologists	Yr2018	5%	17%	45%	28%	5%
	Yr2019	5%	17%	46%	28%	5%
	Yr 2020	6%	17%	48%	24%	5%
Learning Support Advisor: visits to schools	Yr2018	2%	6%	43%	42%	8%
	Yr2019	2%	7%	42%	40%	10%
	Yr 2020	2%	6%	44%	39%	9%
Learning Support Teacher: support to learners	Yr2018	2%	7%	43%	39%	8%
	Yr2019	2%	7%	43%	37%	10%
	Yr 2020	2%	7%	46%	36%	8%
Support to SBST	Yr2018	3%	13%	51%	29%	4%
	Yr2019	3%	13%	49%	30%	5%
	Yr 2020	3%	12%	52%	29%	4%

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%** (92%);
2. Learning Support Teacher: support to learners = **90%** (90%);
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, Literacy and Numeracy Support & Assessments

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Educator Training at the CTLI	Yr2018	1%	5%	44%	41%	9%
	Yr2019	2%	4%	45%	41%	8%
	Yr 2020	2%	5%	47%	37%	8%
Admin of Assessments/ Exams	Yr2018	2%	6%	49%	37%	5%
	Yr2019	2%	6%	52%	36%	5%
	Yr 2020	2%	6%	51%	36%	5%
Administration of Gr 3, 6 & 9 Testing	Yr2018	1%	4%	43%	44%	8%
	Yr2019	2%	5%	47%	41%	6%
	Yr 2020	2%	6%	48%	39%	6%
Language and Mathematics Strategy Support	Yr2018	2%	7%	51%	35%	5%
	Yr2019	1%	7%	51%	36%	4%
	Yr 2020	2%	6%	51%	36%	5%
Matric Support Programme	Yr2018	4%	7%	49%	35%	6%
	Yr2019	3%	6%	51%	34%	6%
	Yr 2020	3%	5%	47%	38%	7%
E-Learning Strategy Support	Yr2018	3%	11%	53%	30%	3%
	Yr2019	3%	12%	53%	29%	3%
	Yr 2020	3%	10%	52%	31%	4%

Table 17: On average, over the period 2018-2020, participants of the CSS rated the Educator Training, LitNum Support and Assessments services (Satisfactory to Excellent) in the following ranking order:

- i. Administration of Gr 3, 6 & 9 Testing = 93.7%;
- ii. Educator Training at the CTLI = 93.6%
- iii. Language and Mathematics Strategy Support = 90.9%;
- iv. Admin of Assessment/Exams = 90.5%;
- v. Matric Support Programme = 90.4%;
- vi. 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	Yr2018	3%	10%	53%	30%	3%
	Yr2019	3%	11%	55%	28%	3%
	Yr 2020	3%	7%	53%	33%	4%
E-Recruitment Management	Yr2018	3%	7%	53%	33%	4%
	Yr2019	2%	8%	55%	32%	4%
	Yr 2020	3%	8%	51%	34%	5%
Admin & Financial Management Support	Yr2018	2%	6%	49%	37%	5%
	Yr2019	2%	7%	50%	36%	5%
	Yr 2020	3%	8%	52%	32%	5%
E Info Management CEMIS Support	Yr2018	1%	3%	42%	44%	9%
	Yr2019	1%	4%	44%	43%	8%
	Yr 2020	2%	5%	46%	40%	8%
Communication to Schools	Yr2018	1%	6%	45%	41%	7%
	Yr2019	1%	6%	46%	39%	7%
	Yr 2020	1%	6%	42%	42%	9%
Online system for Learner Placement	Yr2018	2%	6%	52%	36%	4%
	Yr2019	3%	11%	53%	29%	3%
	Yr 2020	3%	10%	53%	31%	4%
Administration of Salaries matters	Yr2018	2%	7%	42%	40%	9%
	Yr2019	3%	9%	42%	38%	8%
	Yr 2020	4%	12%	45%	32%	6%
Admin of service conditions	Yr2018	3%	7%	54%	33%	4%
	Yr2019	2%	8%	54%	33%	3%
	Yr 2020	4%	10%	56%	27%	3%
Admin of Employee Relations	Yr2018	3%	9%	57%	28%	3%
	Yr2019	3%	10%	57%	28%	2%
	Yr 2020	3%	10%	60%	25%	2%
Staff Performance Systems	Yr2018	2%	6%	50%	38%	5%
	Yr2019	1%	6%	51%	37%	5%
	Yr 2020	2%	7%	52%	34%	5%

* Being such an important element in providing access to quality education, a keen eye is kept on how effective the Online system for learner placement is regarded. This year's experience is regarded in a more positive light than the previous year, an important aspect, and pointing to the fact that the ongoing efforts to smarten the system is paying some dividends.

4.1.6 LTSM, Infrastructure and Equipment/Furniture

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Infrastructure Maintenance Support	Yr2018	7%	20%	48%	23%	2%
	Yr2019	7%	22%	50%	20%	2%
	Yr 2020	8%	20%	50%	20%	2%
Equipment/Furniture Supply Support	Yr2018	5%	16%	51%	26%	2%
	Yr2019	4%	14%	52%	27%	3%
	Yr 2020	4%	15%	52%	25%	3%
LTSM Support	Yr2018	2%	7%	47%	37%	7%
	Yr2019	2%	7%	45%	40%	6%
	Yr 2020	2%	8%	48%	37%	6%

On average over the last 3 years' participants of the CSS rated the LTSM, Infrastructure & 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	Yr2018	2%	4%	33%	48%	14%
	Yr2019	2%	3%	34%	47%	14%
	Yr 2020	2%	3%	33%	48%	14%
LTS Support	Yr2018	7%	9%	48%	32%	4%
	Yr2019	6%	10%	48%	31%	4%
	Yr 2020	6%	10%	52%	28%	3%
HIV Aids Project Support	Yr2018	4%	12%	54%	27%	3%
	Yr2019	5%	16%	54%	23%	2%
	Yr 2020	5%	18%	57%	18%	2%
MOD Centre Programme	Yr2018	4%	9%	56%	28%	3%
	Yr2019	4%	10%	56%	27%	3%
	Yr 2020	4%	12%	57%	24%	3%

Over the period 2018 - 2020 participants of the CSS rated the NSNP, LTS and HIV/AIDS and MOD Centres services (Satisfactory to Excellent) in the following ranking order (the 2017-2019 ratings in brackets):

1. Nutrition Programme Support = 94.5% (94.2%);
2. MOD Centre Programme = 85.9% (85.9%);
3. LTS Support = 83.8% (83.7%);
4. HIV Aids Project Support = 80.0% (79.7%)

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

Table 21: Elements from Head Office Service Delivery Charter						
Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Response to Written Enquiries Within 5 Days	Yr2018	4%	13%	54%	27%	2%
	Yr2019	5%	17%	52%	24%	3%
	Yr 2020	5%	17%	50%	23%	4%
Process Requests Within 14 Days	Yr2018	4%	14%	54%	27%	2%
	Yr2019	4%	14%	55%	24%	3%
	Yr 2020	5%	16%	52%	24%	3%
Provide Progress Report If There Are Delays	Yr2018	6%	18%	53%	21%	2%
	Yr2019	6%	19%	53%	21%	2%
	Yr 2020	7%	21%	52%	18%	2%
Attend to queries with promptness professionalism & courtesy	Yr2018	3%	10%	52%	32%	3%
	Yr2019	2%	11%	54%	29%	3%
	Yr 2020	3%	11%	52%	30%	4%
Apologise for errors and take corrective action	Yr2018	6%	17%	52%	23%	2%
	Yr2019	5%	18%	52%	23%	2%
	Yr 2020	6%	18%	51%	22%	2%

On average, over period 2018-2020, participants of the CSS rated the elements of the current WCED Head-Office Service Delivery Charter (Satisfactory to Excellent) in the following ranking order (2017-2019 in brackets):

1. Attend to queries with promptness professionalism & courtesy = 86.6% (87.3%);
2. Process Requests Within 14 Days = 81.2% (81.8%);
3. Response to Written Enquiries Within 5 Days = 78.1% (77.7%);
4. Apologise for errors and take corrective action = 76.5% (77.3%);
5. Provide Progress Report If There Are Delays = 74.3% (74%)

4.3 Elements placed in 2020 for the first time

Table 22: elements introduced in the CSS for the first time in 2020					
Category	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Online Feedback to complaints logged	4%	14%	59%	21%	2%
Staff Provisioning incl. contract appointments	3%	10%	52%	30%	4%
Employee Wellness support	6%	14%	54%	24%	3%
Staff Performance Systems (SPMDS PMDS IQMS)	2%	7%	52%	34%	5%
The functionality/usefulness of PMPS	3%	7%	53%	33%	4%
SGB Development support	3%	11%	55%	28%	3%
Information provided during Pandemic	1%	6%	39%	43%	12%
Pension service / Exit management	4%	10%	56%	27%	3%
Administration of leave including PILIR	2%	6%	58%	30%	3%
Management of Misconduct	3%	10%	60%	25%	2%
Labour Relations Training Interventions	5%	16%	57%	20%	2%
Vacancy management	4%	10%	57%	26%	3%
E-recruitment system	3%	8%	51%	34%	5%

4.4 Transform to Perform

Transform to Perform (T2) is a strategy that sprouted from the WCED's determination to transform its organisational culture into a values-driven one. As an extension of the organisation, and systemic in nature, it is ultimately aimed at transforming the hearts and minds of all role players in education and ultimately improve the belief system, behaviour and ultimately results of our learners.

The 2020 CSS has yielded positive improvements in the pillars that had thus far been rolled out, namely Values in Education (ViE) and Growth Mindset (GM). The first of the pillars rolled out to whole schooling communities was ViE. The intention with it was organisational culture change (i.e. the way things are done, atmosphere and culture at schools and the behaviour of learners). The roll out was preceded by getting all corporate and academic institutions of the WCED to adopt Cultural Change indicators. These include, among others, the WCED's vision and mantras that had to be displayed at school. Through a system of District Champions engaging with schools and after establishing School Change Teams – the latter had to in turn engage the whole school with core values that they had to not only display but understand and live out. Resultantly, it is noteworthy that the advent and implementation of ViE has had a resoundingly positive impact on for example learner behaviour as measured in the CSS. In total, participants in the survey who fully agree and partially agree that it has had a positive impact on learner behaviour, is as high as 84.6%.

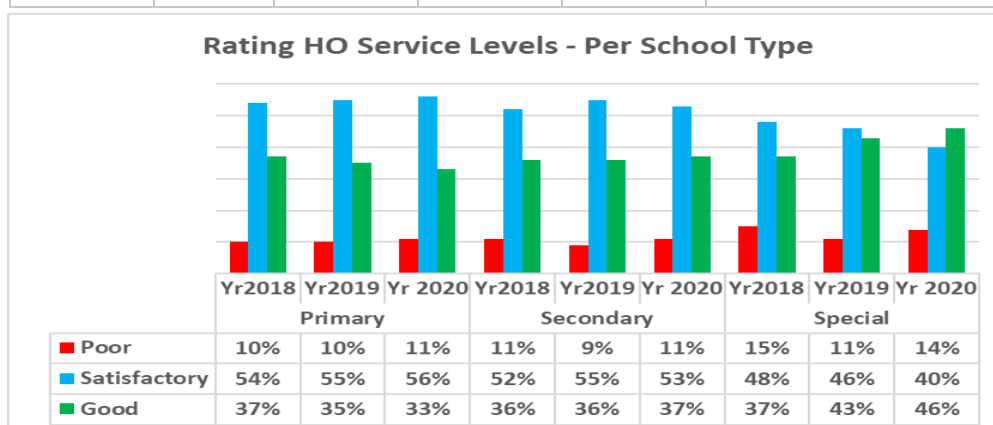
Also rolled out was the Growth Mindset pillar to selected grades. GM too specifically targeted learner belief and confidence believing that learners who realise that they are able “to do” or “can do” as opposed dismissively thinking that they “can't”, translated to learners who were more willing to engage with the work and their teachers rather than default to poor behaviour that often mask their poor belief that they cannot do the work. More confident in their belief and ability, learners are more engaged in school work and hence better behaved. The bonus of such a mindset is, of course improved learner performance. Again, the CSS shows that the implementation of GM, directly targeting learners, has a clear improvement in the general atmosphere and culture at school which exceeds 84% (Partially agree 61.9% + Fully agree 22.4%).

Question	Completely Disagree	Partially Disagree	Partially Agree	Fully Agree
ViE: positive impact on learner-behavior	4.1%	11.4%	65.2%	19.4%
Improved school atmosphere & culture	4.3%	11.5%	61.9%	22.4%
Satisfactory support from ED T2P Champions	4.8%	13.6%	57.2%	24.4%
T2P Webpage information & resources very useful	3.5%	10.3%	58.5%	27.8%
Satisfactory support from the HO T2P team.	6.0%	15.2%	58.2%	20.6%

4.5 Rating Service Levels of Head Office – by School Type

Table 24: Service ratings of Head Office per school type

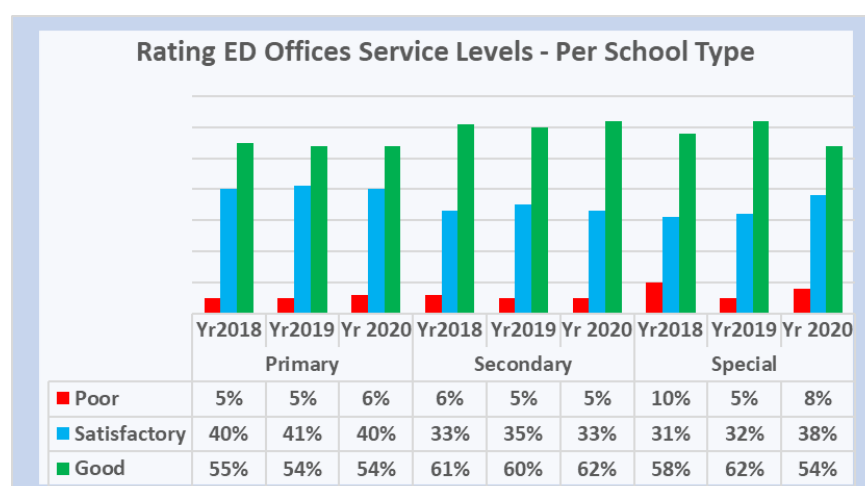
School Type	Period	Poor	Satisfactory	Good	Comment
Primary	Yr2018	10%	54%	37%	1. The ratings of primary and secondary schools are fairly similar and the comments tells us that the value of personal attitudes towards service beneficiaries play a huge role in how favourable the rating is. Simply put, a little bit of courtesy goes a long way. 2. The 'Poor' ratings by Special schools has much to do with the lack of access to specialised services, Social Workers and Psychologists.
	Yr2019	10%	55%	35%	
	Yr 2020	11%	56%	33%	
Secondary	Yr2018	11%	52%	36%	
	Yr2019	9%	55%	36%	
	Yr 2020	11%	53%	37%	
Special	Yr2018	15%	48%	37%	
	Yr2019	11%	46%	43%	
	Yr 2020	14%	40%	46%	



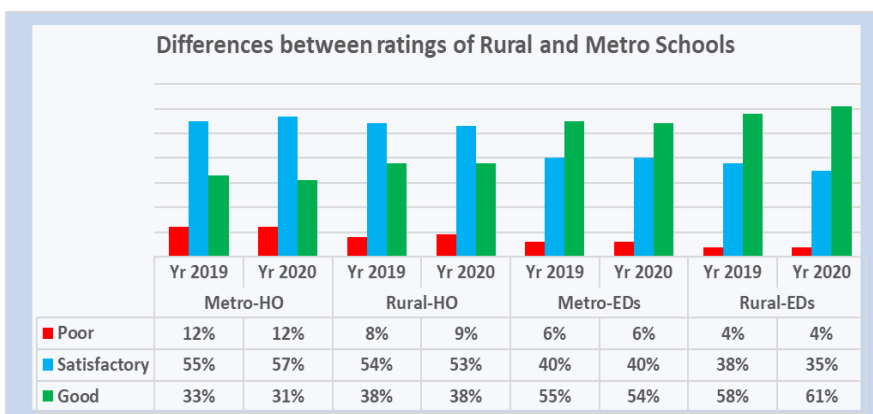
4.6 Responses per school type of ED Offices Service Levels

Table 25: Service ratings of ED Offices per school type

School Type	Period	Poor	Satisfactory	Good	Comment
Primary	Yr2018	5%	40%	55%	1. Both Ordinary school types give district offices higher ratings than they give head office. 2. As in the case of service ratings for head office, the negative ratings for district offices, as gleaned from the comments, are related to the lack of specialised support staff to schools. 3. It needs to be repeated that much of the positive ratings is rooted in the relationships with schools that develop over time.
	Yr2019	5%	41%	54%	
	Yr 2020	6%	40%	54%	
Secondary	Yr2018	6%	33%	61%	
	Yr2019	5%	35%	60%	
	Yr 2020	5%	33%	62%	
Special	Yr2018	10%	31%	58%	
	Yr2019	5%	32%	62%	
	Yr 2020	8%	38%	54%	



4.7 Difference between Ratings by Rural and Metro Schools

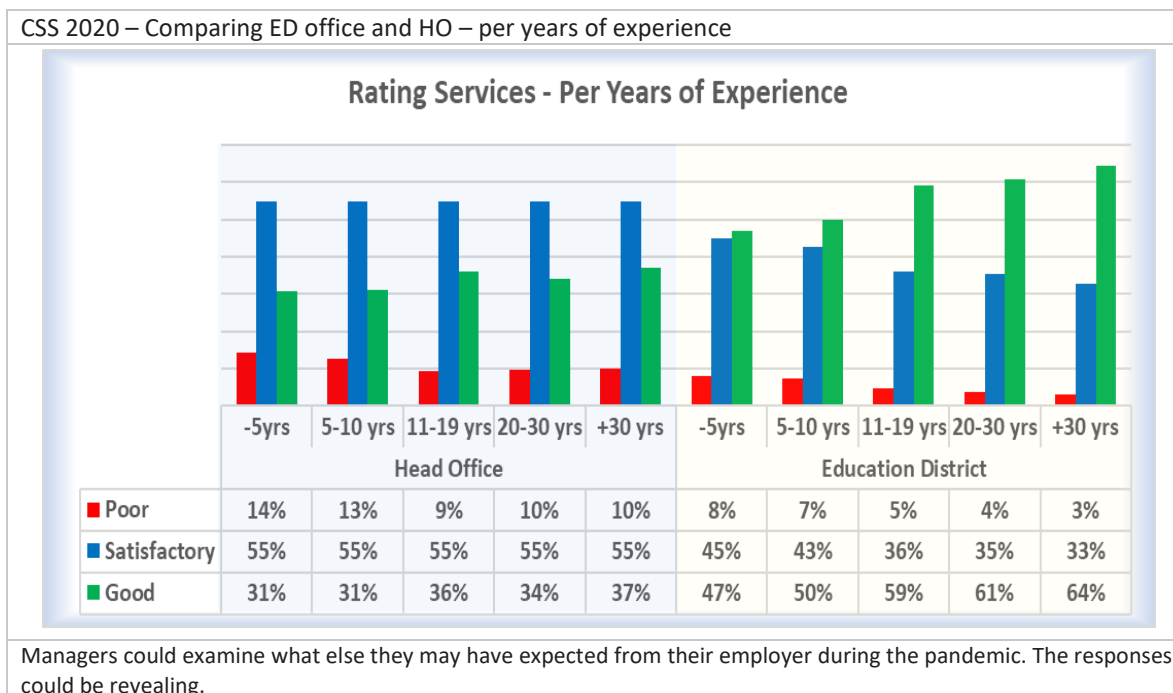


- The differences in ratings for district offices is confirmed in the graph above. It can partly be ascribed to the greater involvement of district staff in the feeding and assisting with learners transport schemes during the pandemic. Our schools can sometimes overlook the fact that for certain services to work, cooperation between districts and head office is essential.

Rating	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
	HO - CSS 2019	EDs - CSS 2019	HO - CSS 2020	EDs - CSS 2020	HO - CSS 2020	EDs - CSS 2020	HO - CSS 2020	EDs - CSS 2020
Poor	12%	8%	6%	4%	12%	9%	6%	4%
Satisfactory	55%	54%	40%	38%	57%	53%	40%	35%
Good	33%	38%	55%	58%	31%	38%	54%	61%

4.8 Differences between Ratings of Service Levels – per Years of Experience

4.8.1 Rating Head Office and ED Office Service Levels



4.9 Responses per Job Type – Selected Items

Table 27: summary of selected responses – per educator type [CSS 2020]

Area	Deputy Principal			HoD			Principal			Senior Educator		
	Poor	Satisf.	Good	Poor	Satisf.	Good	Poor	Satisf.	Good	Poor	Satisf.	Good
Head Office support	8%	57%	35%	9%	59%	32%	9%	52%	39%	16%	54%	30%
Education District Offices support	2%	37%	61%	4%	39%	57%	2%	25%	73%	7%	36%	57%
Circuit Manager Support	4%	29%	67%	5%	38%	58%	1%	14%	85%	10%	37%	53%
Safe Schools Support	14%	51%	35%	16%	51%	32%	18%	45%	38%	17%	52%	31%
Curriculum School Support	4%	39%	58%	3%	39%	58%	3%	37%	60%	6%	37%	57%
Support for reading strategy	10%	49%	41%	10%	52%	38%	8%	53%	39%	11%	52%	37%
Covid-19 Support for @homelearning	14%	51%	36%	12%	47%	41%	14%	46%	41%	16%	43%	41%
E-learning Strategy support	10%	55%	35%	11%	53%	35%	12%	50%	38%	13%	53%	34%
T2P Strategy and Support	12%	60%	28%	13%	60%	27%	11%	55%	34%	16%	54%	30%
Language & Mathematics Strategy Support	5%	50%	45%	6%	49%	44%	4%	50%	46%	10%	47%	42%
School Nutrition Programme Support	4%	34%	63%	4%	35%	61%	5%	25%	70%	6%	38%	56%
HIV/AIDS Project Support	25%	60%	15%	24%	57%	18%	24%	56%	20%	23%	54%	23%
Learner Transport Scheme Support	11%	57%	32%	16%	52%	32%	10%	44%	45%	17%	55%	28%
Infrastructure and maintenance support	25%	52%	23%	28%	53%	20%	32%	45%	23%	23%	58%	18%
Support to Online Learner Placement	13%	53%	34%	12%	57%	32%	11%	50%	38%	18%	54%	28%

The pattern of previous years is repeated in that educators report less favourably about services than staff on higher ranks. The interaction of post level 1 and 2 teachers would usually be about salaries and leave matters, and these we know are not positively regarded by school staff who have complained consistently about unsatisfactory services. The support received by ED offices has remained the most positively rated element, a fact that can, amongst other be ascribed to the more frequent interaction with schools.

4.10 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.

For example, honesty is always the best policy, and that trust has to be earned.

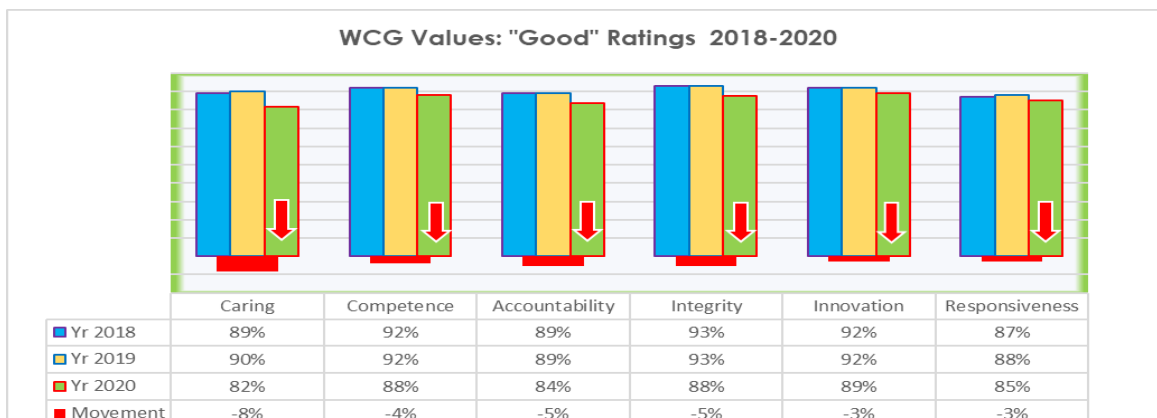
Western Cape Government (WCG) Core Values

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 following is a summary of the current ratings compared to previous years. There have been overall drops in the ratings, a fact that can be partly ascribed to the advent of Covid-19 and its undue pressure. This does not mean that we will not probe intently at what other factors could have influenced these views.



5. Feedback/Comments

5.1 Summary of Survey Elements with Highest Response Rates

Respondents were given opportunity to write a comment to every single question, categorising it as either as (1) just a COMMENT, (2) a COMPLAINT, or (3) a COMPLIMENT. The following areas attracted the most responses:

Nr		Total	Comment	Complaint	Compliment
1.	Education District Offices support	666	23%	6%	70%
2.	Head Office support	562	42%	26%	33%
3.	WCED E-learning portal	429	29%	8%	63%
4.	Curriculum School Support	353	31%	9%	59%
5.	Response to telephonic enquiries	328	31%	45%	24%
6.	Communication to Schools	226	31%	9%	60%
7.	Safe Schools Support	211	36%	33%	31%
8.	Administration of Salaries and Pay slip matters	201	30%	53%	16%

Notes on selected items most commented on

Comments from the **2020** Report. [This section confined to those areas that attracted the most complaints and compliments. Refer to table above]

1. ED Office Support: the large percentage of compliments for good service continues! The small number of complaints express discontent with being unable to make telephonic contact and lack of support in matters of curriculum and infrastructure.
2. Head Office Support: many of the complaints are about poor communication practices. A satisfying number of compliments have been recorded.
3. WCED e-Learning Portal: the e-Learning portal has received resounding approval, respondents expressing huge satisfaction with what has been made available to them. A few complaints were lodged about the portal not being fully operational.
4. Curriculum School Support: the many compliments confirm the apparent healthy relationship between ED support staff and the schools. This covers compliments for good support in respect of curriculum matters as well as general administration matters.
5. Response to telephonic queries: with “Administration of salaries and pay slip matters”, this has attracted the highest number of complaints. The biggest complaints are unanswered calls, being sent from pillar to post and staff not very efficient at dealing with complaints. In fairness, there are many compliments for efficiency and effectiveness in this area.

6. Concluding Comments

- **Response Rate**: By the time the CSS was due for completion by schools, the country was still in lockdown and schooling had not returned to normal. For this very reason the increased response rate is commendable. The two rural districts should investigate their drop in response rate.
- **Rating Head Office and Districts**: these elements remain important, as a measure of comparison of the perceived differences in quality of service delivered by the two support offices. There is a difference of 5% for good service in favour of district offices, showing a sustained trend of the last few years. The favourable comments for district offices underlines the difference in relationship with their schools.
- **Living out the Values of the Western Cape Government**: With 2020 celebrated as the The Year of Functional Schools, “Developing a values-driven team”, the WCED the organizational effectiveness was especially tested with the advent of Covid-19. The myriad of challenges facing especially our schools, the drop in approval rates can perhaps be described by the agony experienced across all levels.
- **Recurring Issues**: School staff keep complaining about response levels to their queries and, understandably, about our aging infrastructure. While infrastructure is a long-term matter, there surely must be ways to fairly quickly improve the day-to-day responses, i.e. in respect of dealing with telephone and written correspondence AND instilling the culture of providing feedback and resolve issues in the shortest possible time.

ANNEXURE A: Responses per Municipality – Selected Stats

Table 29: CSS 2020 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 2019	Yr 2020	Yr 2019	Yr 2020	Yr 2019	Yr 2020	Yr 2019	Yr 2020	Yr 2019	Yr 2020	Yr 2019	Yr 2020	Yr 2019	Yr 2020
CoCT City Of Cape Town	88%	88%	94%	94%	81%	80%	77%	76%	93%	93%	95%	94%	77%	76%
Breede Valley	90%	92%	94%	94%	86%	88%	81%	81%	91%	96%	95%	96%	78%	81%
Drakenstein	90%	88%	96%	93%	87%	86%	82%	80%	94%	93%	97%	94%	80%	83%
Langeberg	87%	84%	92%	91%	74%	77%	72%	67%	95%	95%	89%	96%	79%	79%
Stellenbosch	95%	91%	97%	98%	85%	93%	86%	86%	94%	99%	97%	94%	76%	81%
Witzenberg	94%	92%	97%	97%	92%	86%	87%	87%	96%	96%	99%	94%	91%	83%
Cape W Overall	91%	89%	95%	94%	85%	86%	81%	80%	94%	95%	95%	95%	81%	82%
Beaufort West	91%	87%	96%	88%	89%	81%	83%	71%	98%	94%	98%	91%	87%	84%
Laingsburg	100%	90%	100%	100%	100%	90%	100%	75%	92%	100%	96%	100%	52%	85%
Prince Albert	100%	90%	100%	100%	92%	89%	100%	67%	87%	95%	100%	100%	93%	95%
Central K Overall	97%	88%	99%	90%	94%	83%	94%	71%	92%	95%	98%	93%	78%	85%
Bitou	90%	100%	90%	100%	91%	94%	91%	89%	100%	100%	100%	98%	80%	88%
George	93%	95%	95%	100%	90%	92%	82%	88%	90%	99%	93%	96%	88%	88%
Hessequa	96%	93%	97%	98%	87%	82%	88%	85%	98%	96%	98%	99%	88%	89%
Kannaland	88%	86%	100%	94%	79%	74%	76%	66%	100%	98%	100%	100%	93%	82%
Knysna	96%	97%	100%	99%	95%	91%	93%	89%	98%	97%	98%	99%	92%	89%
Mosel Bay	95%	87%	100%	96%	90%	85%	85%	73%	94%	96%	98%	92%	93%	91%
Oudtshoorn	95%	93%	98%	96%	90%	83%	84%	87%	94%	96%	97%	98%	97%	97%
Eden Overall	93%	92%	97%	95%	88%	86%	86%	80%	94%	96%	97%	96%	84%	88%
Cape Agulhas	85%	83%	92%	100%	77%	73%	71%	57%	79%	100%	88%	95%	75%	62%
Overstrand	96%	96%	97%	98%	89%	87%	83%	81%	94%	98%	97%	95%	79%	83%
Swellendam	95%	86%	96%	100%	86%	78%	81%	79%	97%	100%	99%	100%	87%	86%
Theewaterskloof	90%	92%	97%	99%	86%	81%	74%	72%	95%	97%	97%	93%	83%	83%
Overberg Overall	92%	92%	95%	99%	84%	82%	77%	75%	91%	98%	95%	95%	81%	82%
Bergrivier	94%	92%	95%	94%	89%	87%	79%	79%	94%	92%	97%	94%	84%	83%
Cederberg	80%	100%	93%	98%	79%	83%	75%	82%	100%	100%	100%	95%	100%	84%
Matzikama	81%	94%	89%	98%	80%	83%	65%	81%	95%	98%	94%	100%	78%	83%
Saldanha Bay	94%	88%	92%	94%	84%	78%	76%	71%	93%	94%	92%	95%	75%	85%
Swartland	91%	86%	95%	92%	80%	80%	70%	79%	91%	94%	95%	87%	76%	76%
West Coast Overall	88%	91%	93%	95%	82%	82%	73%	78%	95%	95%	96%	94%	83%	81%
Overall	90%	89%	95%	94%	84%	82%	79%	77%	93%	94%	95%	94%	80%	80%

N.B. All 2020 ratings below those of 2019 are highlighted in ORANGE.

ANNEXURE B – Summary of responses over years

Table 30: overall responses 2018-2020

Survey Area	Year 2018			Year 2019			Year 2020		
	Poor	Satisfactory	Good	Poor	Satisfactory	Good	Poor	Satisfactory	Good
Admin Of 3, 6 & 9	5%	43%	52%	6%	47%	47%	7%	48%	45%
Admin Of Labour Relations	12%	57%	30%	13%	57%	30%	21%	57%	22%
Admin Of Salaries	10%	42%	48%	12%	42%	46%	17%	45%	38%
Admin Of Service Conditions	10%	54%	37%	10%	54%	36%	14%	56%	30%
Apologise For Errors	23%	52%	25%	23%	52%	25%	24%	51%	24%
Attend To Queries Promptly	12%	52%	35%	14%	54%	32%	14%	52%	34%
CEMIS Support	5%	42%	53%	6%	44%	51%	7%	46%	47%
CM Support	5%	32%	63%	5%	34%	62%	6%	33%	61%
Communications To Schools	7%	45%	48%	8%	46%	46%	7%	42%	51%
ED Office Support	5%	38%	57%	5%	39%	56%	5%	38%	57%
E-Learning	8%	49%	43%	7%	51%	42%	5%	40%	55%
E-Learning Strat	14%	53%	33%	14%	53%	33%	13%	52%	35%
E-Recruitment	10%	53%	37%	10%	55%	35%	11%	51%	38%
Exams Support	10%	59%	31%	9%	62%	29%	8%	51%	41%
Finance Management Support	9%	49%	42%	9%	50%	41%	11%	52%	37%
Furn. & Equipm Supply	21%	51%	28%	18%	52%	30%	20%	52%	28%
HIV/AIDS Support	16%	54%	30%	21%	54%	25%	23%	57%	20%
HO Support	10%	53%	37%	10%	55%	35%	11%	55%	34%
HR Support	14%	53%	33%	14%	55%	31%	10%	53%	37%
Infrastr And Maintenance Support	27%	48%	25%	29%	50%	22%	28%	50%	22%
Lang & Maths Strategy	9%	51%	40%	8%	51%	41%	8%	51%	41%
LSA Support To Learners	9%	43%	47%	10%	43%	47%	10%	46%	45%
LTS Support	16%	48%	36%	16%	48%	36%	17%	52%	32%
Matric Support Programme	10%	49%	41%	9%	51%	40%	8%	47%	45%
Mod Centres	13%	56%	31%	14%	56%	30%	15%	57%	27%
NSNP Support	6%	33%	61%	6%	34%	60%	5%	33%	62%
Online Support To Learner Placement	8%	52%	40%	14%	53%	33%	12%	53%	35%
Process Requests within 14 Days	17%	54%	29%	18%	55%	27%	21%	52%	28%
Progress Reports	24%	53%	22%	25%	53%	22%	28%	52%	20%
Safe School Support	17%	51%	32%	18%	51%	32%	16%	50%	35%
Safe Schools Call Centre	11%	55%	34%	11%	53%	36%	11%	52%	36%
School Visits	7%	44%	49%	7%	43%	51%	6%	41%	53%
Specialised Support By Psychologists	22%	45%	33%	22%	46%	33%	23%	48%	29%
Specialised Support By Social Workers	19%	47%	34%	20%	46%	34%	20%	49%	31%
Staff Performance Management	8%	50%	42%	7%	51%	42%	9%	52%	39%
Support SBST: Learners with special needs	17%	51%	32%	16%	49%	35%	15%	52%	33%
Teleph Queries	15%	48%	36%	16%	50%	34%	18%	50%	32%
Text Book Supply	9%	47%	44%	9%	45%	46%	10%	48%	43%
Training At CTLI	6%	44%	50%	6%	45%	49%	7%	47%	45%
WCED Call Centre	6%	52%	41%	6%	54%	39%	8%	57%	35%
WCED Walk-In Centre (Hr & Finances)	4%	57%	39%	4%	59%	38%	5%	61%	33%
Website	5%	43%	53%	4%	44%	52%	4%	40%	56%
Written Queries	22%	51%	27%	21%	52%	27%	22%	50%	27%

ANNEXURE C – The 2020 CSS

CUSTOMER SATISFACTION SURVEY 2020

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 2016 - 2020 I have	Frequency of Services Used				
		Never	1-2 times	3-5 times	6-10 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					
12.	Used the WCED online Feedback mechanism (Complaints, Complements or Enquiries)					

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. Strategies, Programmes, Systems and or Services offered

No.	Question	Rating	No.	Question	Rating
1.	Head Office support		29.	Support to School-based support team (SBST) for learners with moderate to high support needs	
2.	Education District Offices support		30.	School Nutrition Programme Support	
3.	Response to telephonic enquiries		31.	Training at Cape Teaching and Leadership Institute	
4.	Return telephone calls within 24 hours		32.	Mass participation opportunity and access Development and growth (MOD) Programme	
5.	Response to written enquiries within 5 days		33.	HIV/AIDS Project Support	
6.	Process requests within 14 days		34.	Examinations and assessment support	
7.	Provide progress report if there are delays		35.	Administration of Gr 3, 6 and 9 testing	
8.	Attend to queries with promptness, professionalism & courtesy		36.	Learner Transport Scheme Support	
9.	Apologise for errors and take corrective action		37.	Infrastructure and maintenance support	
10.	Communication to Schools		38.	Text Books supply	
11.	WCED E-learning portal		39.	Equipment & Furniture Supply Support	
12.	WCED website		40.	Online system to support Learner Placement	
13.	WCED Safe Schools Call Centre		41.	E-information Management – CEMIS Support	
14.	Safe Schools Support		42.	Online Feedback to complaints logged	
15.	H/O Examinations walk-in centre		43.	Staff Provisioning including contract appointments	
16.	Curriculum School Support		44.	Employee Wellness support	
17.	Support for reading strategy		45.	Staff Performance Systems (SPMDS, PMDS, IQMS)	
18.	Support for @homelearning during Covid-19		46.	The functionality/usefulness of the People Management Practices System (PMPS)	
19.	E-learning Strategy support		47.	SGB Development support	
20.	T2P Strategy and Support		48.	Information provided during Pandemic	
21.	Access to Library Services		49.	Pension service / Exit management	
22.	Language and Mathematics Strategy Support		50.	Administration of leave, including PILIR	
23.	Matric Support Programme		51.	Management of Misconduct	
24.	Circuit Manager Support		52.	Labour Relations Training Interventions	
25.	Learning Support Advisor: Support to Schools		53.	Vacancy management	
26.	Learning Support Teacher: Support to Learners		54.	E-recruitment system	
27.	Specialised Support by social workers		55.	Financial Management Support	
28.	Specialised Support by psychologists		56.	Administration of Salaries and Pay slip matters	

D. 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
57.	Caring		60.	Integrity	
58.	Competence		61.	Innovation	
59.	Accountability		62.	Responsiveness	

E. Statements as they pertain to the Transform to Perform Strategy (T2P).		Fully agree	Partially agree	Partially disagree	Completely disagree
63.	The VIE programme has had a positive impact on the behavior of learners				
64.	The general atmosphere and culture at school has improved.				
65.	I am satisfied by the support received from the District T2P Champions				
66.	I am satisfied by the support received from the Head Office T2P team.				
67.	The information and resources available on the T2P Webpage is very useful				
68.	The general atmosphere and culture at school has improved.				

F. Comments, complaints and compliments section

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 - E, 1 - 68):

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

2. Provide the relevant category number (only C - E, 1 - 68):

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

3. Provide the relevant category number (only C - E, 1 - 68):

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



**Western Cape
Government**

Education