



Western Cape  
Government

Education

**FOR YOU**



# Customer Satisfaction Survey Report 2021

# CONTENTS

<b>1</b>	<b>Executive Summary</b>	<b>2</b>
<b>2</b>	<b>The 2021 Survey</b>	<b>11</b>
	Introduction	
<b>3</b>	<b>The Respondents</b>	
3.1	Responses per Education District	<b>11</b>
3.2	Respondents per job-title	<b>12</b>
3.3	Respondents mapped across the province	<b>13</b>
3.4	Respondents per Years of Experience	<b>13</b>
3.5	Frequency of Services Used	<b>14</b>
<b>4</b>	<b>Overall Responses</b>	
4.1	Service Levels	
4.1.1	Communication: Support Centres and Enquiries	<b>14</b>
4.1.2	Support by Head Office and ED Offices	<b>15</b>
4.1.3	Specialised Education	<b>16</b>
4.1.4	Educator Training, Literacy and Numeracy Support & Assessments	<b>16</b>
4.1.5	HR, Finance, CEMIS Support & Communication	<b>17</b>
4.1.6	LTSM, Infrastructure & Equipment/Furniture	<b>18</b>
4.1.7	Social Support: Nutrition, LTS, MOD Centres and HIV/Aids	<b>18</b>
4.2	Responses to elements of the current Head-Office Service Delivery Charter	<b>19</b>
4.3	Elements placed in 2020 for the first time	<b>19</b>
4.4	Transform to Perform	<b>20</b>
4.5	Differences between the Ratings of Rural and Metro Schools	<b>22</b>
4.6	Differences between Ratings of Service Levels - per Years of Experience	<b>22</b>
4.7	The values of the Provincial Government of the Western Cape	<b>23</b>
<b>5</b>	<b>Feedback/Comments</b>	<b>24</b>
	Summary of Survey Elements with Highest Response Rates	
	Random Selection of Comments	
<b>6</b>	<b>Concluding Comments</b>	<b>25</b>
	<b>Annexure A: Summary- per Municipality</b>	<b>26</b>
	<b>Annexure B: Summary of responses per Branch – 2017 to 2021</b>	<b>27</b>
	<b>Annexure C: The Customer Satisfaction Survey of 2021</b>	<b>29</b>

## CUSTOMER SATISFACTION SURVEY REPORT 2021

### 1. Executive Summary

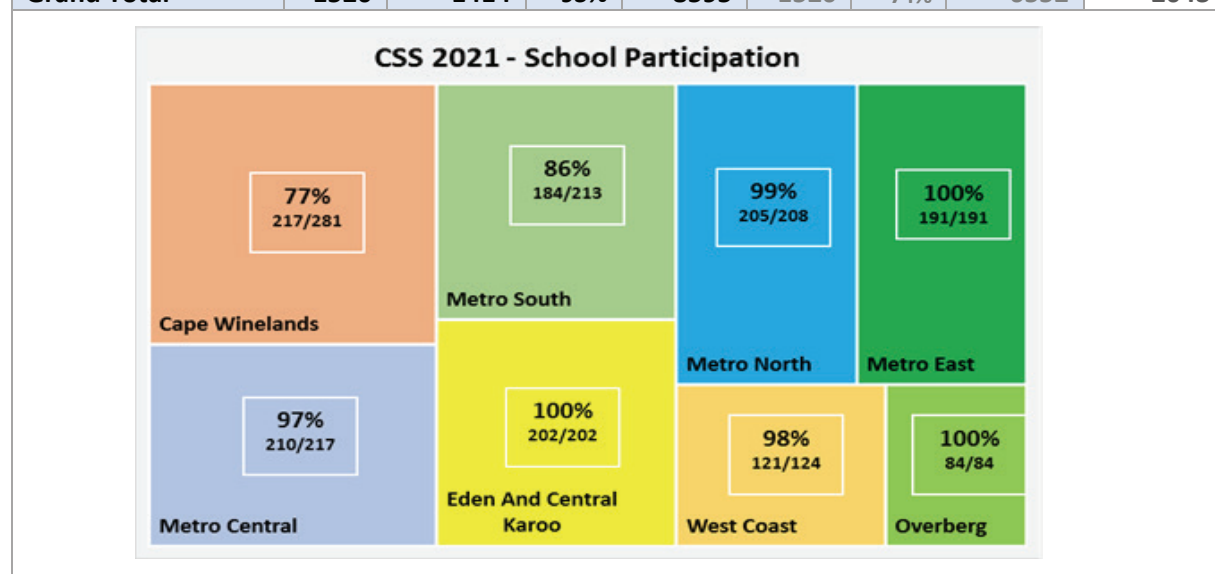
The 2021 Customer Satisfaction Survey (CSS) saw an increase of over two-thousand responses, compared to the 2020 survey. Of particular note is the fact that 93% of schools responded, a remarkable number, considering that the survey is voluntary. When compared with 2020, this is an increase of almost 20%. This survey has been conducted against the backdrop of an education sphere that has been de-stabilised by Covid-19 and one has to express appreciation for institution staff who made every effort to conduct business as usual.

As in the past many years, the 2021 CSS was made available to schools on the Centralised Education Management Information System (CEMIS), requesting that a maximum of 10 staff members from the schools kindly complete the survey. The survey again asked (i) how frequently schools accessed education district offices and head office, and, most importantly, how institution staff perceived the quality of these different services. In respect of the rating scale, the following was used:

**0 = Not applicable; 1 = Exceptionally poor; 2 = Poor; 3 = Satisfactory; 4 = Good; 5 = Excellent**

#### 1.1. Responses - the response rates summarised:

Table 1: The 2021 response rates – Public Ordinary and Special Schools					2020 Responses			Difference [Individuals]
Districts	Total Schools	Schools Responded	Rate	Individuals	Total Schools	School Rate	Individuals	
Cape Winelands	280	217	77%	1297	280	45%	767	530
Eden & Central Karoo	203	202	100%	1158	203	95%	1062	96
Metro Central	220	210	97%	1269	220	87%	1028	241
Metro East	191	191	100%	1318	191	88%	1031	287
Metro North	204	205	99%	1378	204	89%	1109	269
Metro South	213	184	86%	1022	213	55%	693	329
Overberg	84	84	100%	430	84	68%	306	124
West Coast	125	121	98%	723	125	77%	556	167
<b>Grand Total</b>	<b>1520</b>	<b>1414</b>	<b>93%</b>	<b>8595</b>	<b>1520</b>	<b>74%</b>	<b>6552</b>	<b>2043</b>

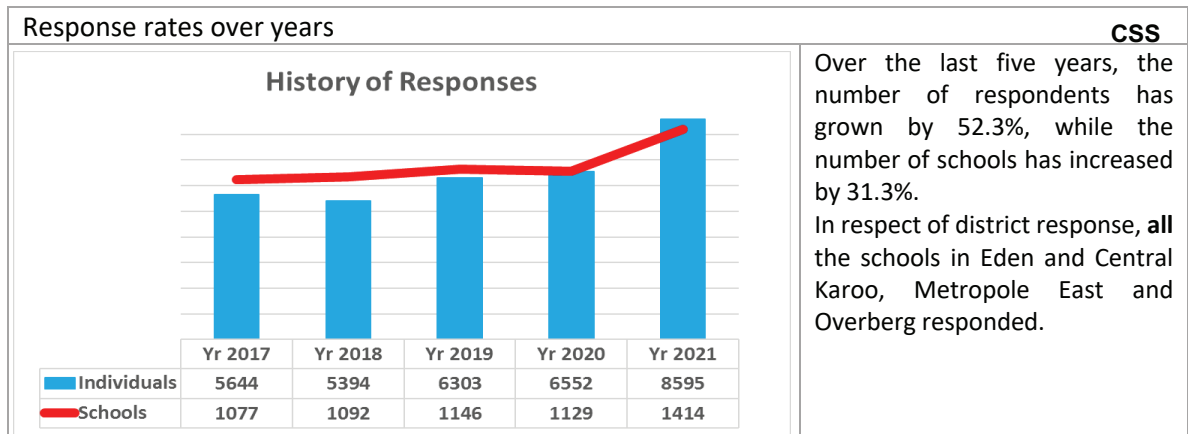


1.2. Responses per District Circuit

Across the district Circuits, the response rate was as follows:

District	Number of Respondents per Circuit										CSS
	1	2	3	4	5	6	7	8	9	10	Total
Cape Winelands	28	32	11	21	14	21	23	23	18	26	<b>217</b>
Eden & Central Karoo	28	24	26	24	24	22	27	27			<b>202</b>
Metro Central	22	23	21	20	24	20	22	21	16	21	<b>210</b>
Metro East	21	21	21	22	22	21	21	21	21		<b>191</b>
Metro North	20	18	20	19	20	20	21	23	22	22	<b>205</b>
Metro South	14	14	16	25	18	25	26	26	20		<b>184</b>
Overberg	31	29	24								<b>84</b>
West Coast	26	25	24	22	24						<b>121</b>
<b>Total Schools</b>											<b>1 414</b>

1.3. Responses over years: 2017 – 2021

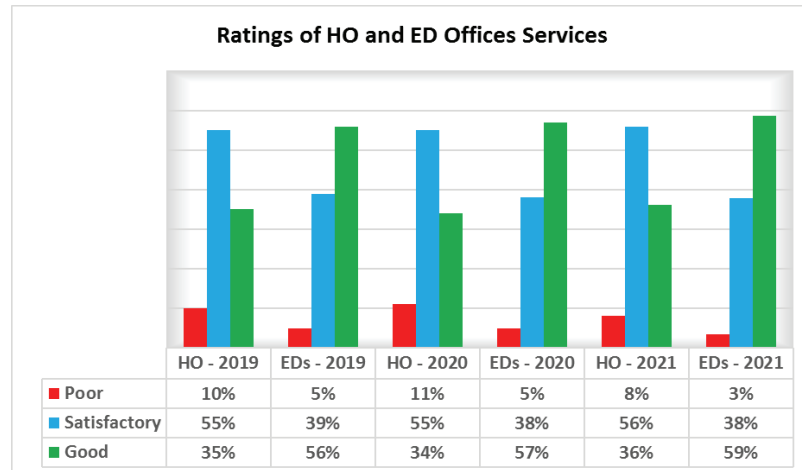


1.4. Respondents by Post Level:

Position	2018	2019	2020	2021	Comment
Admin Staff	757	916	849	<b>1248</b>	Over time, it is good to see the increase in the number of senior school personnel that have completed the survey. The principals of almost 80% of institutions completed the survey.
Deputy Principal	482	549	553	<b>763</b>	
Educator	2078	2487	2750	<b>3425</b>	
HOD	827	979	1074	<b>1359</b>	Considering the high rate of responses, we should ensure that feedback is provided and that good plans are drawn up to ensure that we address issues
Other	77	135	109	<b>229</b>	
Principal	891	930	902	<b>1172</b>	
Senior Educator	282	307	315	<b>399</b>	
<b>Grand Total</b>	<b>5394</b>	<b>6303</b>	<b>6552</b>	<b>8595</b>	

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

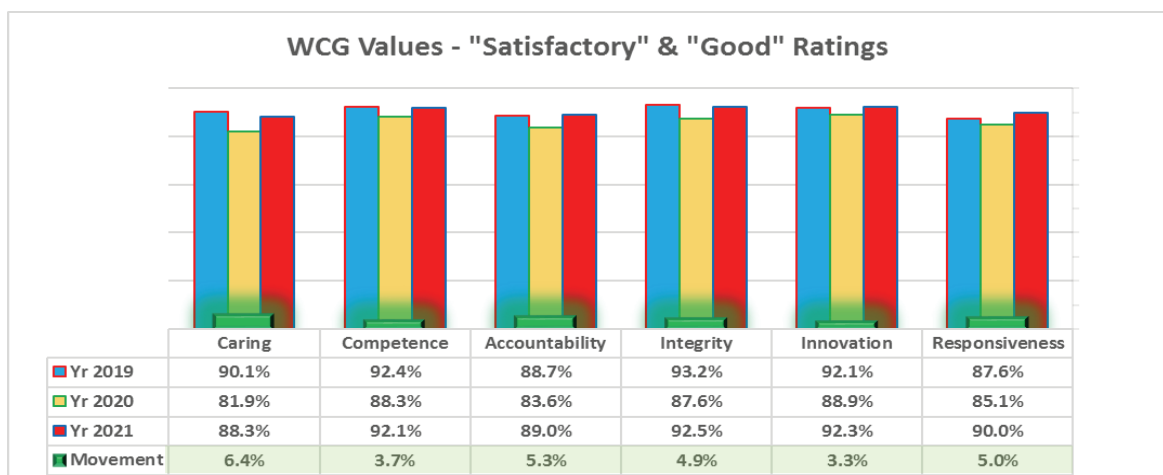
Rating	Year 2019		Year 2020		Year 2021	
	ED Support	HO Support	ED Support	HO Support	ED Support	HO Support
Poor	5%	10%	5%	11%	3.5%	8.1%
Satisfactory	39%	55%	38%	55%	38.0%	55.6%
Good	56%	35%	57%	34%	58.5%	36.3%



Head Office and the various education district offices have retained high ratings for “Satisfactory” and “Good” services. Since the personnel at district offices work more closely with schools, on a regular basis, it is perhaps understandable that their relationships may end up more agreeable and thus result in better ratings. This has been the pattern over time and not expected to change any time soon.

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

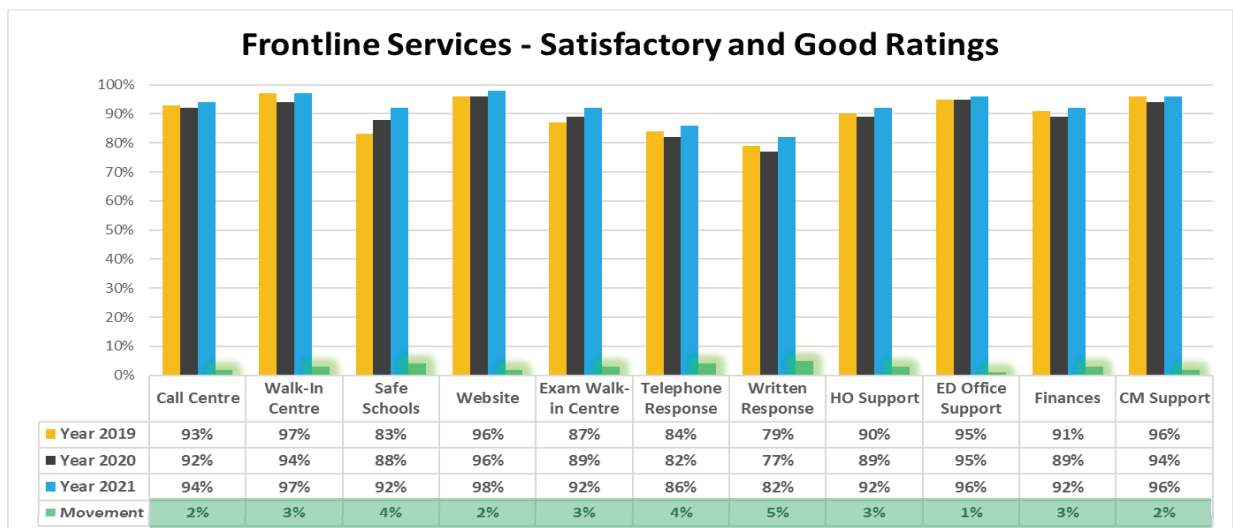
The Covid-19 has placed extra pressure on our institutions and, by implication, all staff in support of our schools. this period has also been an important test of the how our support staff live out the values prescribed by the provincial government. It is thus highly encouraging to see that overall there is an improvement of almost 5% in how public servants are seen to be living out the values. It is important evidence in showing that during a difficult period, schools could rely on quality responses and professional delivery.



## 1.7 Summary of Frontline Services

**Table 5: Summary of ratings for selected frontline services – 2019 to 2021**

Item	Year 2019			Year 2020			Year 2021		
	Poor	Satisfact.	Good	Poor	Satisfact.	Good	Poor	Satisfact.	Good
Call Centre	6%	54%	39%	8%	57%	35%	6%	59%	35%
Walk-In Centre	4%	59%	38%	5%	61%	33%	3%	63%	34%
Safe Schools	18%	51%	32%	11%	52%	36%	8%	51%	41%
Website	4%	44%	52%	4%	40%	56%	2%	38%	60%
Exam Walk-in Centre	13%	55%	32%	11%	63%	26%	7%	61%	31%
Telephone Response	16%	50%	34%	18%	50%	32%	15%	51%	35%
Written Response	21%	52%	27%	22%	50%	27%	18%	51%	31%
HO Support	10%	55%	35%	11%	55%	34%	8%	56%	36%
ED Office Support	5%	39%	56%	5%	38%	57%	4%	38%	58%
Finances	9%	50%	41%	11%	52%	37%	9%	52%	40%
CM Support	5%	34%	62%	6%	33%	61%	4%	32%	64%



In all the elements above, each has shown an upward trend over the last three years. Of significance is the increase in positive ratings for telephone and written responses, two elements often the target of school personnel's ire. Safe Schools had been especially at the coalface of providing support during Covid-19, not only in respect of personal protective equipment, but also to deal with burglaries and other social challenges some of our schools are subjected too. Their positive rating has increased by 4%, perhaps suggesting that their delivery has been favourably viewed. One of the main ideas taken from all this is that we hope for this trend to be sustained and increased over time.

## 1.8 Highlights of Ratings

The following are actually regular items that receive high “Good” ratings, each and every one an important element in ensuring that schools are places providing good teaching and learning, as well as solid social support to our learners. As the vehicle for good systems, it is good to see CEMIS Support in this group, a welcome nod of approval from our schools.

Element	2018	2019	2020	2021
NSNP Support	61%	60%	62%	67%
CM Support	63%	62%	61%	64%
ED Office Support	57%	56%	57%	58%
Website	53%	52%	56%	60%
E-Learning	43%	42%	55%	62%
Communications to Schools	48%	46%	51%	52%
CEMIS Support	53%	51%	47%	51%

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

Element	2020 Ratings			2021 Ratings		
	Poor	Satisfact.	Good	Poor	Satisfact.	Good
Apologise for Errors	24%	51%	24%	20%	53%	27%
Infrastructure and Maintenance Support	28%	50%	22%	23%	52%	25%
Progress Reports	28%	52%	20%	22%	55%	23%
Library Services	21%	56%	23%	20%	54%	26%

Although it has might show an improvement in its rating, it is still of concern that school staff feel not sufficient happens in respect of apologising for errors as well as providing updates on matters. Infrastructure and library services are two elements that require long-term planning and one can only hope for commitment to keep working in the proper direction.

## 1.9 Transform to Perform

Education District	Year 2020			Year 2021		
	Poor	Satisfact.	Good	Poor	Satisfact.	Good
The VIE programme has positive impact on behaviour of learners	4.1%	76.6%	19.4%	3.6%	72.7%	23.7%
The general atmosphere and culture at school has improved.	4.3%	73.4%	22.4%	4.7%	70.0%	25.2%
I am satisfied by the support from the District T2P Champions	4.8%	70.8%	24.4%	4.7%	67.3%	28.0%
Useful information and resources available on the T2P Webpage	3.5%	68.8%	27.8%	5.4%	69.3%	25.2%
Satisfied by the support from the Head Office T2P team.	6.0%	73.4%	20.6%	2.9%	62.7%	34.4%

1.10 History of Responses to Selected Items

<b>Table 9: Summary of selected responses, 2018-2021</b>						
<b>Element</b>	<b>Yr 2018</b>	<b>Yr 2019</b>	<b>Yr 2020</b>	<b>Yr 2021</b>	<b>Diff 2020 &amp; 2021</b>	<b>Diff 2018 &amp; 2021</b>
Total Responses	5394	6303	6552	<b>8595</b>	<b>2043</b>	3201
Schools responded	1092	1146	1129	<b>1414</b>	<b>285</b>	322
Principals/Deputies	1373	1479	1455	<b>1935</b>	<b>480</b>	562
Other Teaching Staff	3187	3773	4139	<b>5412</b>	<b>1273</b>	2225
Public Servants	834	1051	958	<b>1248</b>	<b>290</b>	414
<b>WCG Values:</b> (Satisfactory & Good)						
Caring	89%	90%	82%	<b>88%</b>	<b>6%</b>	-1%
Competence	92%	92%	88%	<b>92%</b>	<b>4%</b>	0%
Accountability	89%	89%	84%	<b>89%</b>	<b>5%</b>	0%
Integrity	93%	93%	88%	<b>92%</b>	<b>4%</b>	-1%
Innovation	92%	92%	89%	<b>92%</b>	<b>3%</b>	0%
Responsiveness	88%	88%	85%	<b>90%</b>	<b>5%</b>	2%
<b>Ratings</b> (Satisfactory & Good)						
Apologise For Errors	77%	77%	76%	<b>80%</b>	<b>4%</b>	3%
CM Support	96%	96%	94%	<b>96%</b>	<b>2%</b>	0%
ED Office Support	95%	95%	95%	<b>96%</b>	<b>1%</b>	1%
Finances	92%	91%	89%	<b>92%</b>	<b>3%</b>	0%
HO Support	90%	90%	89%	<b>92%</b>	<b>3%</b>	2%
Process Requests within 14 Days	82%	82%	79%	<b>85%</b>	<b>6%</b>	3%
Safe School Support	83%	82%	89%	<b>92%</b>	<b>3%</b>	9%
Support SBST: SNE	84%	84%	85%	<b>89%</b>	<b>4%</b>	5%
Telephone Response	85%	84%	82%	<b>86%</b>	<b>4%</b>	1%
Written Response	78%	78%	78%	<b>82%</b>	<b>4%</b>	4%
<b>WCED General Service Delivery Standards</b> (Satisfactory & Good)						
Return telephone calls within 24 hours	85%	84%	82%	<b>86%</b>	<b>4%</b>	1%
Response to written enquiries within 5 days	78%	78%	78%	<b>82%</b>	<b>4%</b>	4%
Process requests within 14 days	82%	82%	79%	<b>85%</b>	<b>6%</b>	3%
Provide progress report if there are delays	76%	75%	72%	<b>78%</b>	<b>6%</b>	2%
Attend to queries with promptness, professionalism & courtesy	88%	86%	86%	<b>89%</b>	<b>3%</b>	1%
Apologise for errors and take corrective action	77%	77%	76%	<b>80%</b>	<b>4%</b>	2%
Return telephone calls within 24 hours	73%	72%	70%	<b>75%</b>	<b>5%</b>	2%

1.11 Comments

The 2021 CSS attracted close to 9000 comments from respondents. The categories, selected by respondents themselves, show the following breakdown:

<b>Category</b>	<b>%</b>
Comment	35%
Complaint	21%
Compliment	44%



The respondents categorise their responses themselves, and in certain instances this categorisation is incorrect, e.g. comments are sometimes complaints, and complaints are compliments. By and large the table above is an accurate reflection. The items attracting the largest number of comments are:

<b>Table 10:</b> Trends in respect of total Comments on various items	
<b>Item</b>	<b>% of ALL</b>
EDO Support	10.9%
e-learning portal	8.6%
HO support	7.4%
Curriculum school Support	5.6%
Response to telephonic queries	4.3%
CM Support	3.5%
Safe Schools Support	3.4%
Communication to schools	3.2%

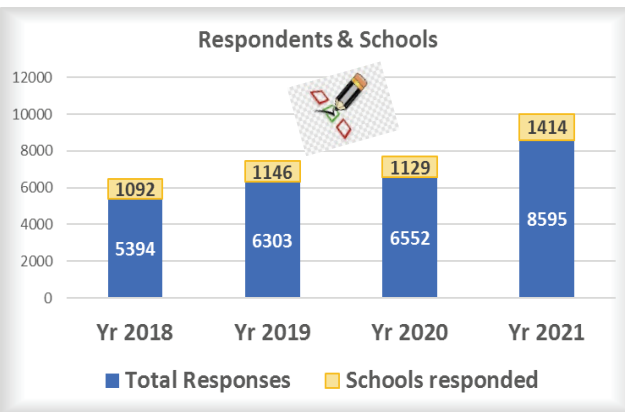
### 1.12 Concluding Comments

#### **Overall comments**

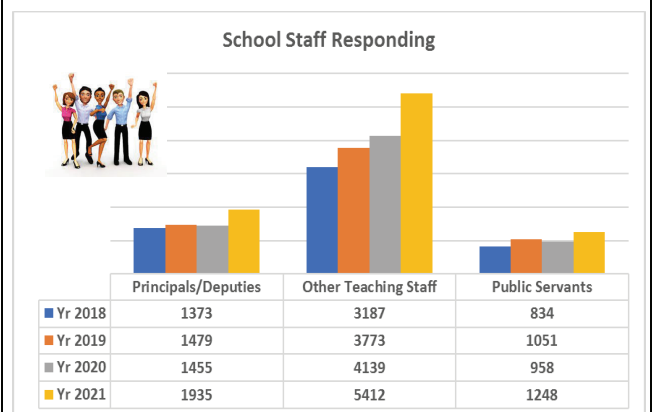
1. **Response Rate:** The 2021 CSS drew a record number of responses, a phenomenon that has much to do with the willing cooperation of institution and district staff. For the first time, also, we have had EDs with a 100% response rate. Considering the many pressures that stem from Covid-19, it is commendable that institution staff have set aside time to respond to the survey. A 93% response rate by schools is far more than could ever be expected!
2. **Rating Head Office and Districts:** as the centres of support to schools, it is important to know how service levels are perceived. For both centres the positive rating has increased from 2020, an important point, considering the increased demand for support through this period. Testimony of the appreciation for both these centres is to be found in the many compliments posted by respondents.
3. **Living out the Values of the Western Cape Government:** compared to 2020, there is a significant improvement in all the values. In repetition, considering the pressure the entire organization has been under, since the onset of Covid-19, this is recorded as important motivation.
4. **Recurring Issues:** As stated in last year's report, institution staff consistently complain about unsatisfactory telephonic and written responses from head office, as well as the lack of feedback and progress reports. Infrastructure maintenance also reappears as a source of frustration.
5. **New Items:** of the new items introduced in 2021, perhaps the most significant ones are: (i) Support for the reading strategy, and (ii) Support for @homelearning during Covid-19. Both have received relatively high approval ratings
6. **Positives:** The hundreds of positive comments are important in underlining the fact that there are continued efforts to deliver quality service to our institutions and that there are many dedicated staff members dedicated to do just that. In many cases, the individuals are actually mentioned by name. It draws attention to the fact that, in most cases where there is unsatisfactory service delivery, there definitely is room for improvement, and that individuals can make a huge difference to overall satisfaction.

## Summary of CSS Responses

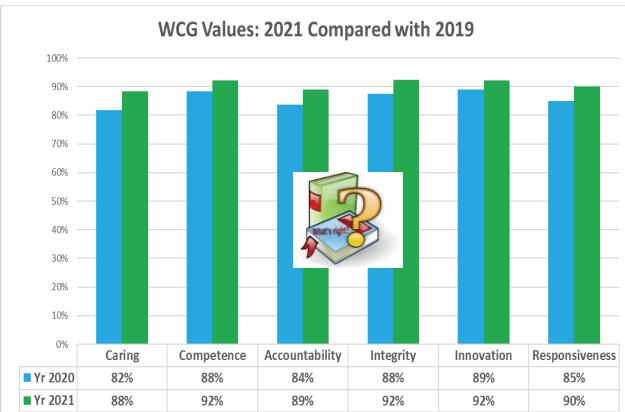
### Total Responses



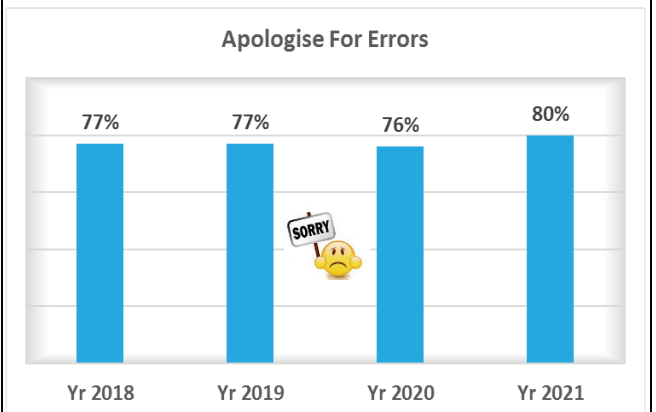
### School Staff Respondents



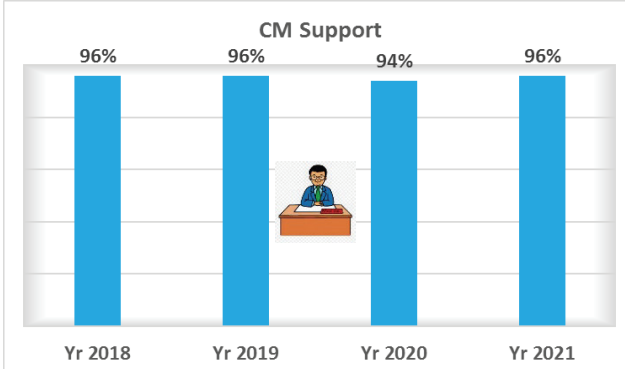
### WCG Values



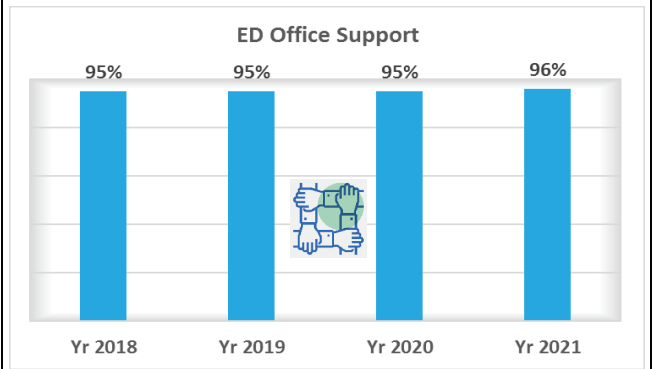
### Apologise for Errors



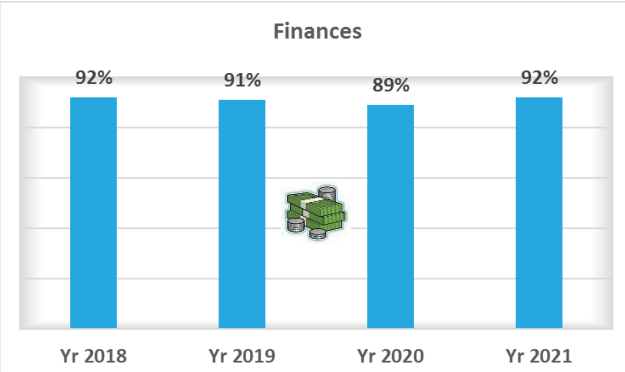
### CM Support



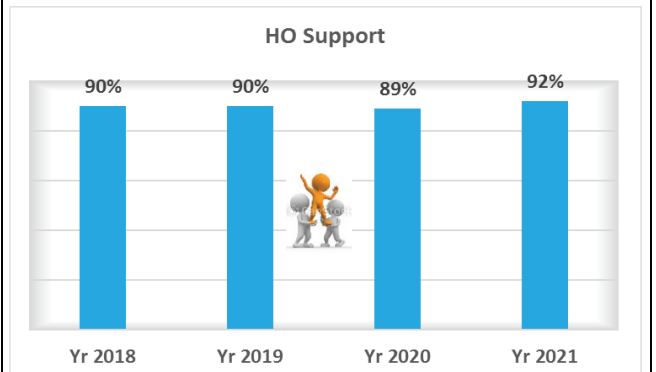
### ED Office Support



### Finances

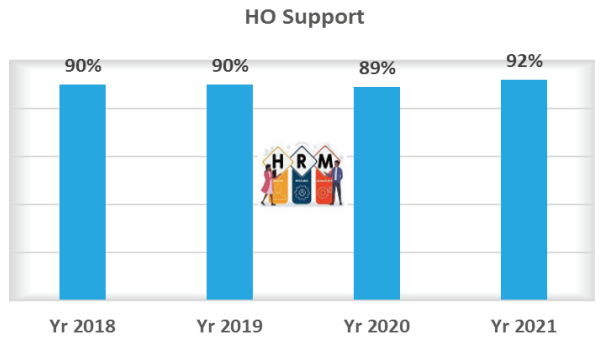


### HO Support

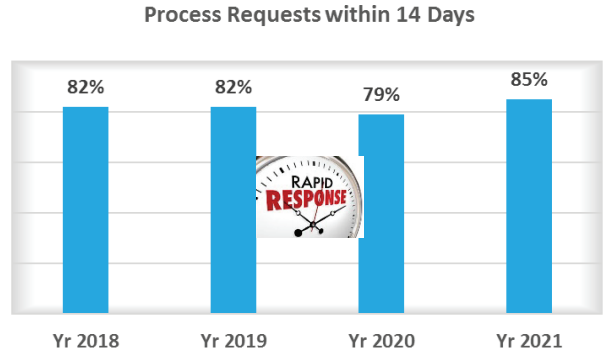


**Summary of CSS Responses (continued)**

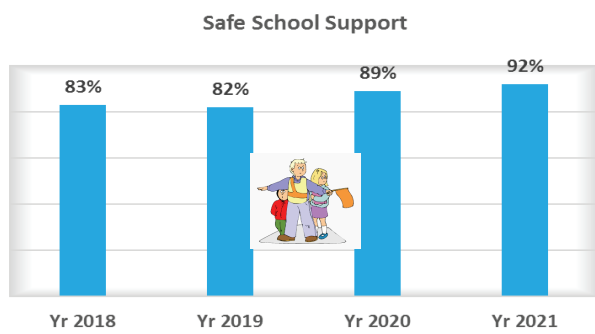
**HR Support**



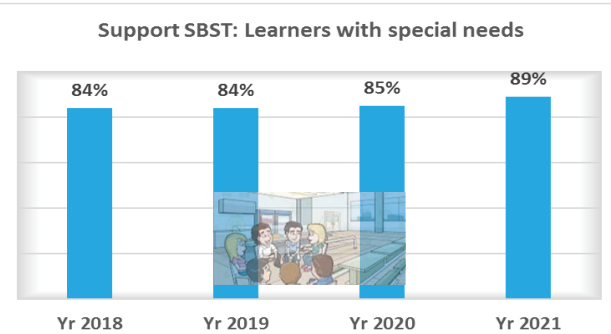
**Process Requests within 14 Days**



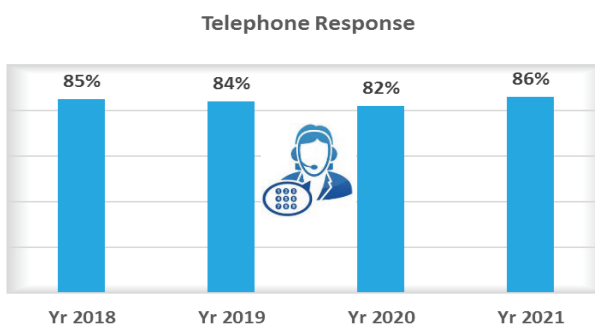
**Safe School Support**



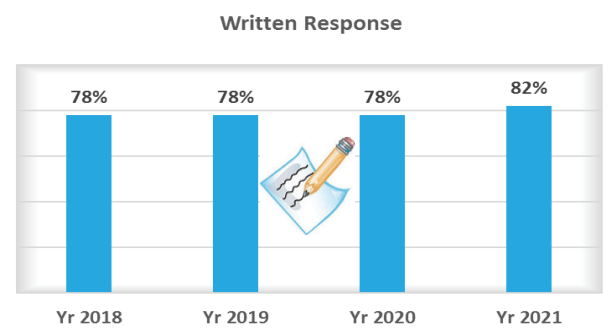
**Support SBST: Learners with special needs teacher**



**Telephone Response *telephone***



**Written Response *writing/pen***



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## 2. THE 2021 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). As in the past many years, the 2021 CSS was made available to schools on the Centralised Education Management Information System (CEMIS), requesting that a maximum of 10 staff members from the schools kindly complete the survey.

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.

The 2021 Customer Satisfaction Survey (CSS) saw an increase of over two-thousand responses, compared to the 2020 survey. Of particular note is the fact that 93% of schools responded, a remarkable number, considering that the survey is voluntary. When compared with 2020, this is an increase of almost 20%. This survey has been conducted against the backdrop of an education sphere that has been unsettled by Covid-19 and one has to express appreciation for institution staff who made every effort to conduct business as usual.

The survey again asked (i) how frequently schools accessed education district offices and head office, and, most importantly, how institution staff perceived the quality of these different services. In respect of the rating scale, the following was used:

**0 = Not applicable; 1 = Exceptionally poor; 2 = Poor; 3 = Satisfactory; 4 = Good; 5 = Excellent**

## 3. The Respondents

### 3.1 Responses per Education District

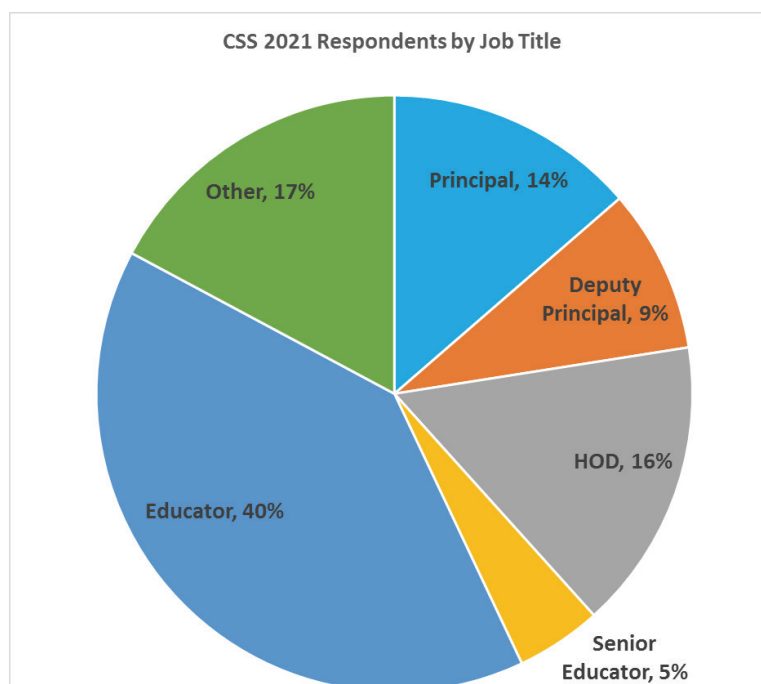
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<b>Grand Total</b>	<b>1520</b>	<b>1414</b>	<b>93%</b>	<b>8595</b>	<b>1520</b>	<b>74%</b>	<b>6552</b>	<b>2043</b>

The 2021 CSS was completed by 1414 (93%) of the 1520 public ordinary and special schools, an increase of 19% on the 2020 survey. A total of **8595** staff members at the institutions completed the survey, compared to **6552** in 2020, an increase of **31%**. As in previous years, CSS was made available on the Centralised Education Management Information System (CEMIS) allowing a maximum of 10 respondents per school. 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. Besides rating services as per the scale below, respondents were able to write a comment for each response. This survey attracted close to 9000 comments, most of them affirming a positive perception of the services delivered.

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

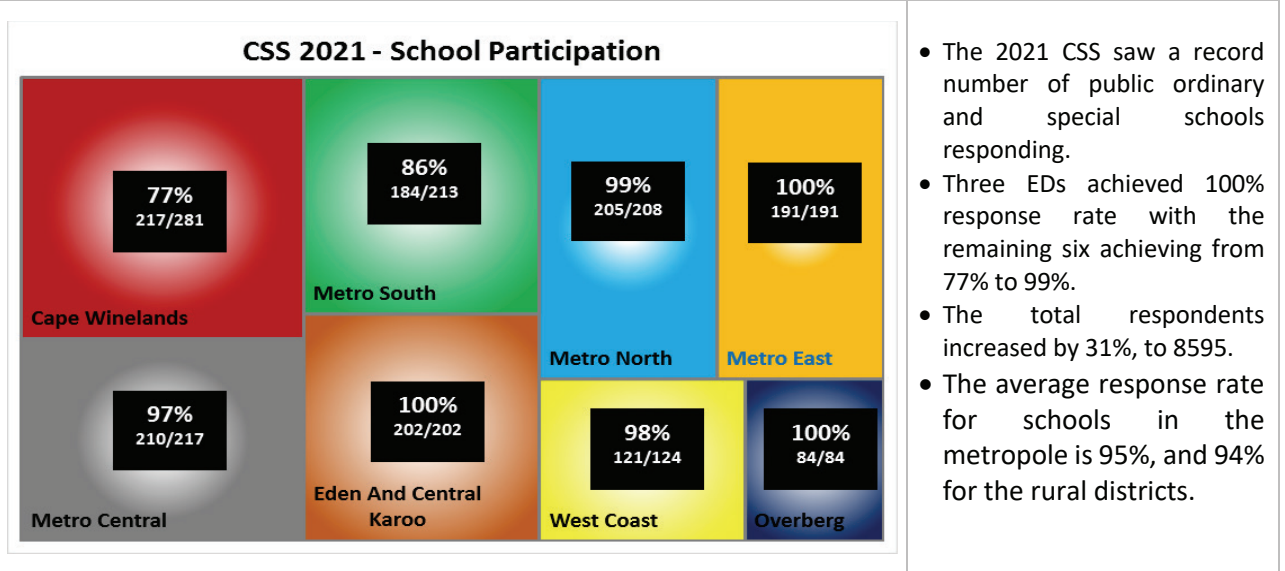
### 3.2 Respondents per job-title

Job Title	Yr 2019	Yr 2019 % of ALL	Yr 2020	Yr 2020 % of ALL	Yr 2021	Yr 2021 % of ALL
Principal	930	15%	902	14%	1172	14%
Deputy Principal	549	9%	553	8%	763	9%
HOD	979	16%	1074	16%	1359	16%
Senior Educator	307	5%	315	5%	399	5%
Educator	2487	39%	2750	42%	3425	40%
Other (including Admin Staff)	1051	17%	958	15%	1477	17%
<b>Overall</b>	<b>6303</b>	<b>100%</b>	<b>6552</b>	<b>100%</b>	<b>8595</b>	<b>100%</b>



### 3.3 Respondents mapped across the province

**Table 13:** Number of schools and response rate across the province



### 3.4 Respondents per Years of Experience

**Table 14:** Respondents per Years of Experience

Experience Category	Yr 2019	Yr 2019 % of ALL	Yr 2020	Yr 2020 % of ALL	Yr 2021	Yr 2021 % of ALL
Less than 5 years	1020	16%	1062	16%	<b>1431</b>	<b>17%</b>
5 - 10 years	1276	20%	1478	23%	<b>1918</b>	<b>22%</b>
11 - 19 years	1098	17%	1121	17%	<b>1586</b>	<b>18%</b>
20 - 30 years	1823	29%	1791	27%	<b>2220</b>	<b>26%</b>
More than 30 years	1086	17%	1100	17%	<b>1440</b>	<b>17%</b>
<b>Grand Total</b>	<b>6303</b>	<b>100%</b>	<b>6552</b>	<b>100%</b>	<b>8595</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 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 rendered to the WCED clients are listed in the table below. It contains a summary of the frequency of usage over the last 3 years.

**Table 15: Responses to Services Used**

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	Yr 2019	56%	25%	10%	4%	3%
		Yr 2020	61%	23%	10%	4%	3%
		<b>Yr 2021</b>	<b>61%</b>	<b>23%</b>	<b>10%</b>	<b>3%</b>	<b>3%</b>
2.	Called the WCED Call Centre	Yr 2019	29%	23%	19%	10%	18%
		Yr 2020	33%	25%	17%	9%	16%
		<b>Yr 2021</b>	<b>37%</b>	<b>25%</b>	<b>16%</b>	<b>8%</b>	<b>14%</b>
3.	Telephoned an official at Head Office	Yr 2019	30%	23%	16%	10%	19%
		Yr 2020	36%	25%	14%	8%	17%
		<b>Yr 2021</b>	<b>38%</b>	<b>23%</b>	<b>15%</b>	<b>9%</b>	<b>15%</b>
4.	Telephoned an official at the District Office	Yr 2019	23%	19%	17%	12%	27%
		Yr 2020	28%	20%	16%	11%	25%
		<b>Yr 2021</b>	<b>27%</b>	<b>19%</b>	<b>16%</b>	<b>11%</b>	<b>26%</b>
5.	Consulted the WCED website	Yr 2019	11%	18%	22%	16%	32%
		Yr 2020	10%	14%	21%	18%	38%
		<b>Yr 2021</b>	<b>11%</b>	<b>14%</b>	<b>18%</b>	<b>17%</b>	<b>41%</b>

## 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

**Table 16: Responses – Support to schools and communication to Head and ED Offices**

Question	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
WCED call centre [corporate (personnel & finance) matters]	Yr 2019	2%	5%	54%	34%	5%
	Yr 2020	2%	6%	57%	30%	4%
	<b>Yr 2021</b>	<b>2%</b>	<b>5%</b>	<b>59%</b>	<b>30%</b>	<b>5%</b>
WCED walk-in centre (corporate and exam matters)	Yr 2019	1%	3%	59%	33%	5%
	Yr 2020	5%	7%	63%	24%	2%
	<b>Yr 2021</b>					
WCED website	Yr 2019	1%	3%	44%	44%	7%
	Yr 2020	1%	3%	40%	47%	9%
	<b>Yr 2021</b>	<b>0%</b>	<b>2%</b>	<b>38%</b>	<b>48%</b>	<b>12%</b>
Response to telephonic enquiries	Yr 2019	3%	13%	50%	30%	4%
	Yr 2020	4%	14%	50%	28%	4%
	<b>Yr 2021</b>	<b>3%</b>	<b>12%</b>	<b>51%</b>	<b>30%</b>	<b>5%</b>
Response to written enquiries	Yr 2019	5%	17%	52%	24%	3%
	Yr 2020	5%	17%	50%	23%	4%
	<b>Yr 2021</b>	<b>4%</b>	<b>14%</b>	<b>51%</b>	<b>26%</b>	<b>5%</b>
Safe Schools Support	Yr 2019	4%	14%	51%	28%	3%
	Yr 2020	4%	12%	50%	30%	4%
	<b>Yr 2021</b>	<b>3%</b>	<b>9%</b>	<b>51%</b>	<b>32%</b>	<b>5%</b>

Traditionally the (1) Response to written queries, (2) Response to telephonic queries, and (3) Safe School Support attract more adverse responses. These all have gained more positive ratings in the 2021 Survey, of significance since our institutions have all been faced with the challenges brought about by Covid-19. It could be that staff generally displayed more empathy during a time that caused a huge amount of stress and anxiety and people were more aware of their mortality. On the other hand, it could also be true that, with institutions and offices not operating at normal hours, there could have been a drop in the usage of services. However, it might be, it is a positive sign that there is a more favourable perception of the services that schools receive.

Safe Schools saw an increase of 4% in positive ratings. Considering that the section was at the forefront in supporting schools during Covid-19, this is commendable. This could go some way in recognising the section as important liaison between the communities and the department. Our communities are pivotal role players in making our schools more effective.

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

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
<b>Head Office</b>	Yr 2019	2%	8%	55%	32%	3%
	Yr 2020	3%	8%	55%	30%	4%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>56%</b>	<b>33%</b>	<b>4%</b>
<b>Education District Offices</b>	Yr 2019	1%	4%	39%	46%	10%
	Yr 2020	1%	4%	38%	45%	12%
	<b>Yr 2021</b>	<b>1%</b>	<b>3%</b>	<b>38%</b>	<b>45%</b>	<b>13%</b>
<b>Curriculum School Visit Support</b>	Yr 2019	1%	6%	43%	43%	8%
	Yr 2020	1%	5%	41%	43%	9%
	<b>Yr 2021</b>	<b>1%</b>	<b>3%</b>	<b>43%</b>	<b>43%</b>	<b>9%</b>
<b>CM Support</b>	Yr 2019	1%	3%	34%	43%	19%
	Yr 2020	2%	4%	33%	41%	20%
	<b>Yr 2021</b>	<b>1%</b>	<b>3%</b>	<b>32%</b>	<b>42%</b>	<b>22%</b>

For the period 2019-2021, on average, participants rated the services (Satisfactory to Excellent) of head office and districts as follows (2021 total in brackets):

1. CM Support = 95% (96%)
2. Education District Offices = 95% (96%)
3. Curriculum School Visit Support = 94% (95%)
4. Head Office = 91% (93%)



### 4.1.3 Specialised Education

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
SE Needs Support Social Worker	Yr 2019	4%	16%	46%	29%	5%
	Yr 2020	5%	15%	49%	26%	5%
	<b>Yr 2021</b>	<b>3%</b>	<b>12%</b>	<b>47%</b>	<b>31%</b>	<b>7%</b>
SE Needs Support Psychologists	Yr 2019	5%	17%	46%	28%	5%
	Yr 2020	6%	17%	48%	24%	5%
	<b>Yr 2021</b>	<b>4%</b>	<b>14%</b>	<b>47%</b>	<b>29%</b>	<b>7%</b>
Learning Support Advisor: visits to schools	Yr 2019	2%	7%	42%	40%	10%
	Yr 2020	1%	5%	44%	40%	10%
	<b>Yr 2021</b>	<b>1%</b>	<b>5%</b>	<b>44%</b>	<b>40%</b>	<b>10%</b>
Learning Support Teacher: support to learners	Yr 2019	2%	7%	43%	37%	10%
	Yr 2020	<b>2%</b>	<b>7%</b>	<b>46%</b>	<b>36%</b>	<b>8%</b>
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>45%</b>	<b>39%</b>	<b>9%</b>
Support to SBST	Yr 2019	3%	13%	51%	29%	4%
	Yr 2020	3%	13%	49%	30%	5%
	<b>Yr 2021</b>	<b>2%</b>	<b>9%</b>	<b>47%</b>	<b>35%</b>	<b>7%</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 (2021 total in brackets):

1. Learning Support Advisor: visits to schools = **93%** (94%);
2. Learning Support Teacher: support to learners = **91%** (93%);
3. Support to SBST = **86%** (89%);
4. SE Needs Support Social Worker = **82%** (85%), and
5. SE Needs Support Psychologists = **80%** (83%).

### 4.1.4 Educator Training, Literacy and Numeracy Support & Assessments

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Educator Training at the CTLI	Yr 2019	2%	4%	45%	41%	8%
	Yr 2020	2%	5%	47%	37%	8%
	<b>Yr 2021</b>	<b>1%</b>	<b>4%</b>	<b>45%</b>	<b>40%</b>	<b>10%</b>
Admin of Assessments/ Exams	Yr 2019	2%	6%	52%	36%	5%
	Yr 2020	2%	6%	51%	36%	5%
	<b>Yr 2021</b>	<b>1%</b>	<b>5%</b>	<b>50%</b>	<b>38%</b>	<b>6%</b>
Administration of Gr 3, 6 & 9 Testing	Yr 2019	2%	5%	47%	41%	6%
	Yr 2020	2%	6%	48%	39%	6%
	<b>Yr 2021</b>	<b>2%</b>	<b>5%</b>	<b>52%</b>	<b>37%</b>	<b>5%</b>
Language and Mathematics Strategy Support	Yr 2019	1%	7%	51%	36%	4%
	Yr 2020	2%	6%	51%	36%	5%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>51%</b>	<b>36%</b>	<b>5%</b>
Matric Support Programme	Yr 2019	3%	6%	51%	34%	6%
	Yr 2020	3%	5%	47%	38%	7%
	<b>Yr 2021</b>	<b>2%</b>	<b>4%</b>	<b>45%</b>	<b>40%</b>	<b>9%</b>
E-Learning Strategy Support	Yr 2019	3%	12%	53%	29%	3%
	Yr 2020	3%	10%	52%	31%	4%
	<b>Yr 2021</b>	<b>2%</b>	<b>8%</b>	<b>52%</b>	<b>33%</b>	<b>4%</b>

**Table 19:** On average, over the period 2019-2021, 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 = 93.7%
- iii. Admin of Assessment/Exams = 93.0%;
- iv. Matric Support Programme = 92.3%;
- v. Language and Mathematics Strategy Support = 90.9%;
- vi. E-Learning Strategy Support = 87.0%

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

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
E-Recruitment Management	Yr 2019	2%	8%	55%	32%	4%
	Yr 2020	3%	8%	51%	34%	5%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>50%</b>	<b>36%</b>	<b>6%</b>
Admin & Financial Management Support	Yr 2019	2%	7%	50%	36%	5%
	Yr 2020	3%	8%	52%	32%	5%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>52%</b>	<b>34%</b>	<b>5%</b>
E Info Management CEMIS Support	Yr 2019	1%	4%	44%	43%	8%
	Yr 2020	2%	5%	46%	40%	8%
	<b>Yr 2021</b>	<b>1%</b>	<b>4%</b>	<b>44%</b>	<b>42%</b>	<b>9%</b>
Communication to Schools	Yr 2019	1%	6%	46%	39%	7%
	Yr 2020	1%	6%	42%	42%	9%
	<b>Yr 2021</b>	<b>1%</b>	<b>4%</b>	<b>42%</b>	<b>43%</b>	<b>10%</b>
Online system for Learner Placement	Yr 2019	3%	11%	53%	29%	3%
	Yr 2020	3%	10%	53%	31%	4%
	<b>Yr 2021</b>	<b>2%</b>	<b>8%</b>	<b>53%</b>	<b>33%</b>	<b>5%</b>
Administration of Salaries matters	Yr 2019	3%	9%	42%	38%	8%
	Yr 2020	4%	12%	45%	32%	6%
	<b>Yr 2021</b>	<b>3%</b>	<b>9%</b>	<b>47%</b>	<b>34%</b>	<b>7%</b>
Staff Performance Systems	Yr 2019	1%	6%	51%	37%	5%
	Yr 2020	2%	7%	52%	34%	5%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>52%</b>	<b>35%</b>	<b>5%</b>

\* 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

**Table 21: LTSM, Infrastructure and Furniture/Equipment**

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Infrastructure Maintenance Support	Yr 2019	7%	22%	50%	20%	2%
	Yr 2020	8%	20%	50%	20%	2%
	<b>Yr 2021</b>	<b>5%</b>	<b>18%</b>	<b>52%</b>	<b>23%</b>	<b>2%</b>
Equipment/Furniture Supply Support	Yr 2019	4%	14%	52%	27%	3%
	Yr 2020	4%	15%	52%	25%	3%
	<b>Yr 2021</b>	<b>3%</b>	<b>13%</b>	<b>52%</b>	<b>28%</b>	<b>3%</b>
LTSM Support	Yr 2019	2%	7%	45%	40%	6%
	Yr 2020	2%	8%	48%	37%	6%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>45%</b>	<b>41%</b>	<b>7%</b>

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] = 91.7%;
2. Equipment/Furniture Supply Support = 81.7%
3. Infrastructure Maintenance Support = 73.7%

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

**Table 22: NSNP, LTS and HIV/AIDS& MOD Centres**

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Nutrition Programme Support	Yr 2019	2%	3%	34%	47%	14%
	Yr 2020	2%	3%	33%	48%	14%
	<b>Yr 2021</b>	<b>1%</b>	<b>2%</b>	<b>29%</b>	<b>48%</b>	<b>19%</b>
LTS Support	Yr 2019	6%	10%	48%	31%	4%
	Yr 2020	6%	10%	52%	28%	3%
	<b>Yr 2021</b>	<b>5%</b>	<b>8%</b>	<b>51%</b>	<b>32%</b>	<b>5%</b>
HIV Aids Project Support	Yr 2019	5%	16%	54%	23%	2%
	Yr 2020	5%	18%	57%	18%	2%
	<b>Yr 2021</b>	<b>4%</b>	<b>15%</b>	<b>56%</b>	<b>23%</b>	<b>2%</b>
MOD Centre Programme	Yr 2019	4%	10%	56%	27%	3%
	Yr 2020	4%	12%	57%	24%	3%
	<b>Yr 2021</b>	<b>3%</b>	<b>8%</b>	<b>57%</b>	<b>29%</b>	<b>3%</b>

Over the period 2019 - 2021 participants of the CSS rated the NSNP, LTS and HIV/AIDS and MOD Centres services (Satisfactory to Excellent) in the following ranking order (the 2021 ratings in brackets):

1. Nutrition Programme Support = 95.3% (96%);
2. MOD Centre Programme = 86.3% (89%);
3. LTS Support = 84.7% (88%);
4. HIV Aids Project Support = 79.0% (81%)

## 4.2 Responses to elements of the Service Delivery Charter

<b>Table 23: Elements from Head Office Service Delivery Charter</b>						
Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Response to Written Enquiries Within 5 Days	Yr 2019	5%	17%	52%	24%	3%
	Yr 2020	5%	17%	50%	23%	4%
	<b>Yr 2021</b>	<b>4%</b>	<b>14%</b>	<b>51%</b>	<b>26%</b>	<b>5%</b>
Process Requests Within 14 Days	Yr 2019	4%	14%	55%	24%	3%
	Yr 2020	5%	16%	52%	24%	3%
	<b>Yr 2021</b>	<b>3%</b>	<b>12%</b>	<b>55%</b>	<b>26%</b>	<b>4%</b>
Provide Progress Report If There Are Delays	Yr 2019	6%	19%	53%	21%	2%
	Yr 2020	7%	21%	52%	18%	2%
	<b>Yr 2021</b>	<b>5%</b>	<b>17%</b>	<b>55%</b>	<b>21%</b>	<b>2%</b>
Attend to queries with promptness professionalism & courtesy	Yr 2019	2%	11%	54%	29%	3%
	Yr 2020	3%	11%	52%	30%	4%
	<b>Yr 2021</b>	<b>2%</b>	<b>9%</b>	<b>53%</b>	<b>31%</b>	<b>5%</b>
Apologise for errors and take corrective action	Yr 2019	5%	18%	52%	23%	2%
	Yr 2020	6%	18%	51%	22%	2%
	<b>Yr 2021</b>	<b>4%</b>	<b>16%</b>	<b>53%</b>	<b>24%</b>	<b>3%</b>

On average, over period 2019-2021, participants of the CSS rated the elements of the current WCED Head-Office Service Delivery Charter (Satisfactory to Excellent) in the following ranking order (2021 totals in brackets):

1. Attend to queries with promptness professionalism & courtesy = 87% (89%);
2. Process Requests Within 14 Days = 82% (85%);
3. Response to Written Enquiries Within 5 Days = 79% (82%);
4. Apologise for errors and take corrective action = 77% (80%);
5. Provide Progress Report If There Are Delays = 75% (78%)

## 4.3 Elements placed in 2020 for the first time

<b>Table 24: elements introduced in the CSS for the first time in 2020</b>						
Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Online Feedback to complaints logged	Yr 2020	4%	14%	59%	21%	2%
	<b>Yr 2021</b>	<b>3%</b>	<b>11%</b>	<b>64%</b>	<b>21%</b>	<b>2%</b>
Staff Provisioning incl. contract appointments	Yr 2020	3%	10%	52%	30%	4%
	<b>Yr 2021</b>	<b>3%</b>	<b>8%</b>	<b>53%</b>	<b>32%</b>	<b>4%</b>
Employee Wellness support	Yr 2020	6%	14%	54%	24%	3%
	<b>Yr 2021</b>	<b>4%</b>	<b>11%</b>	<b>54%</b>	<b>28%</b>	<b>4%</b>
Staff Performance Systems (SPMDS, PMDS, IQMS)	Yr 2020	2%	7%	52%	34%	5%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>52%</b>	<b>35%</b>	<b>5%</b>
The functionality/usefulness of PMPS	Yr 2020	3%	7%	53%	33%	4%
	<b>Yr 2021</b>	<b>4%</b>	<b>11%</b>	<b>51%</b>	<b>29%</b>	<b>4%</b>
SGB Development support	Yr 2020	3%	11%	55%	28%	3%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>53%</b>	<b>35%</b>	<b>5%</b>
Information provided during Covid-19	Yr 2020	1%	6%	39%	43%	12%
	<b>Yr 2021</b>	<b>1%</b>	<b>3%</b>	<b>39%</b>	<b>44%</b>	<b>12%</b>
Pension service / Exit management	Yr 2020	4%	10%	56%	27%	3%
	<b>Yr 2021</b>	<b>3%</b>	<b>9%</b>	<b>55%</b>	<b>29%</b>	<b>3%</b>
Administration of leave including PILIR	Yr 2020	2%	6%	58%	30%	3%

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>56%</b>	<b>32%</b>	<b>3%</b>
Management of Misconduct	Yr 2020	3%	10%	60%	25%	2%
	<b>Yr 2021</b>	<b>3%</b>	<b>7%</b>	<b>59%</b>	<b>29%</b>	<b>3%</b>
Labour Relations Training Interventions	Yr 2020	5%	16%	57%	20%	2%
	<b>Yr 2021</b>	<b>4%</b>	<b>14%</b>	<b>57%</b>	<b>24%</b>	<b>2%</b>
Vacancy management	Yr 2020	4%	10%	57%	26%	3%
	<b>Yr 2021</b>	<b>2%</b>	<b>8%</b>	<b>57%</b>	<b>30%</b>	<b>4%</b>
E-recruitment system	Yr 2020	3%	8%	51%	34%	5%
	<b>Yr 2021</b>	<b>2%</b>	<b>6%</b>	<b>50%</b>	<b>36%</b>	<b>6%</b>

#### 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 schoolwork 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	Yr 2020	4.1%	11.4%	65.2%	19.4%
	<b>Yr 2021</b>	<b>3.6%</b>	<b>10.7%</b>	<b>62.0%</b>	<b>23.7%</b>
Improved school atmosphere & culture	Yr 2020	4.3%	11.5%	61.9%	22.4%
	<b>Yr 2021</b>	<b>4.7%</b>	<b>10.9%</b>	<b>59.1%</b>	<b>25.2%</b>
Satisfactory support from ED T2P Champions	Yr 2020	4.8%	13.6%	57.2%	24.4%
	<b>Yr 2021</b>	<b>4.7%</b>	<b>12.3%</b>	<b>55.0%</b>	<b>28.0%</b>
T2P Webpage information & resources very useful	Yr 2020	3.5%	10.3%	58.5%	27.8%
	<b>Yr 2021</b>	<b>2.9%</b>	<b>8.5%</b>	<b>54.2%</b>	<b>34.4%</b>
Satisfactory support from the HO T2P team.	Yr 2020	6.0%	15.2%	58.2%	20.6%
	<b>Yr 2021</b>	<b>5.4%</b>	<b>13.3%</b>	<b>56.1%</b>	<b>25.2%</b>
Responses on the 5 Questions asked show a positive increase between 3% and 6% with an average positive increase (partially and fully agree) of 84% since 2020					

The responses of schools on the impact of the transform to perform strategy and support by District T2P leads and Head Office project managers show an increase from 29% to 35% (good and excellent support rendered). The detailed responses are as follows:

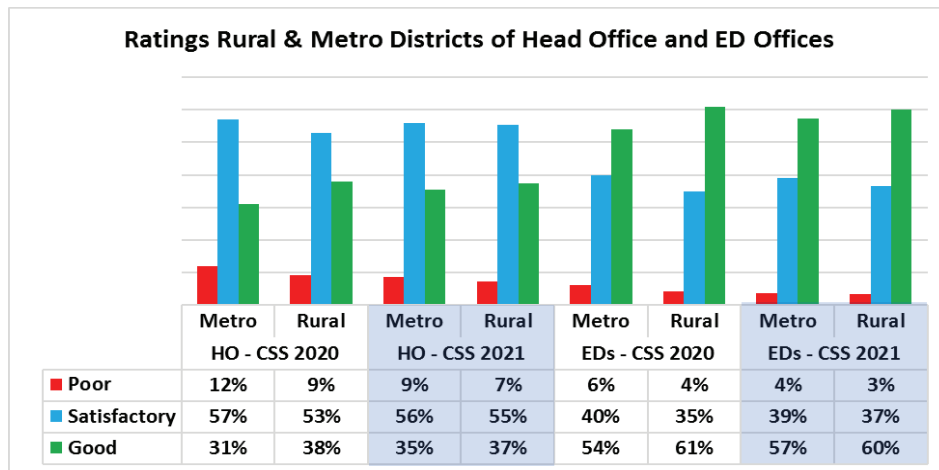
	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
T2P Strategy and Support	Yr. 2020	3%	10%	58%	26%	3%
	<b>Yr. 2021</b>	<b>2%</b>	<b>7%</b>	<b>56%</b>	<b>31%</b>	<b>4%</b>

#### 4.5 Difference between Ratings by Rural and Metro Schools – Head Office and District Offices Services

The differences in ratings for district offices and head office are confirmed in the table and graph below. This pattern has persisted over the last many years, perhaps best explained by the differences in relationships. As a matter of course the ED offices have far more contact with schools, and clearly have relationships of good quality.

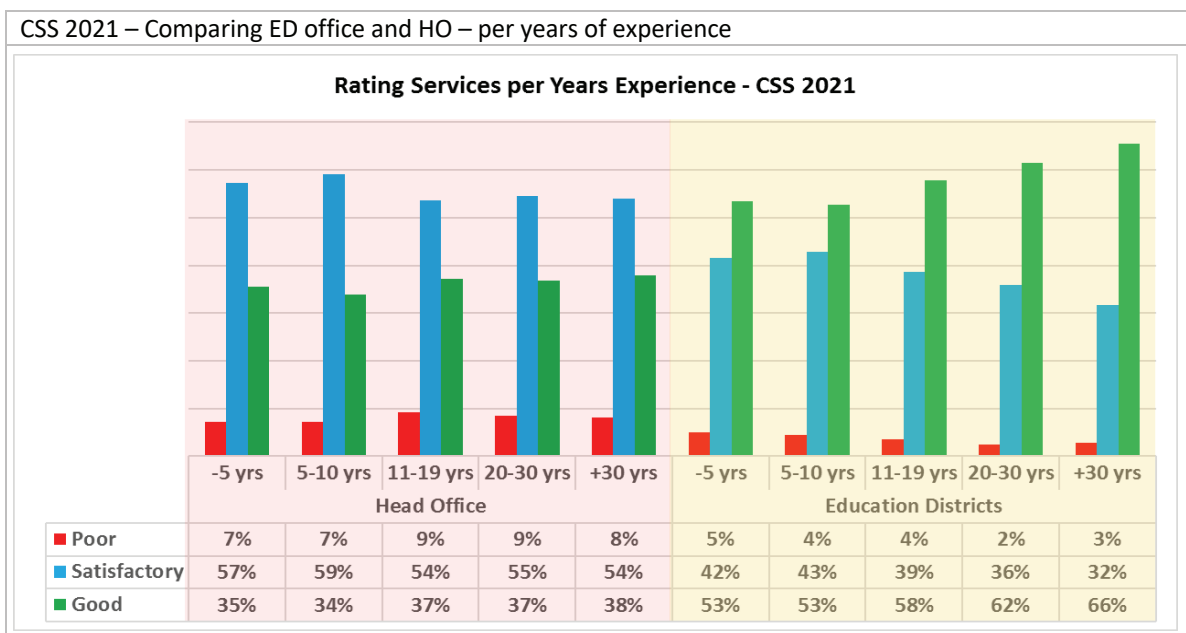
**Table 27: Ratings per Metro & Rural Districts of Head Office and District Office Services**

Rating	HO - CSS 2020		HO - CSS 2021		EDs - CSS 2020		EDs - CSS 2021	
	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
Poor	12%	9%	6%	4%	9%	7%	4%	3%
Satisfactory	57%	53%	40%	35%	56%	55%	39%	37%
Good	31%	38%	54%	61%	35%	37%	57%	60%



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

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



The data suggests that those longer in teaching acknowledge greater levels of satisfaction with services, which usually comes with the development with relationships over years. The differences in good ratings between the two office types is also apparent again.

#### 4.7 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.

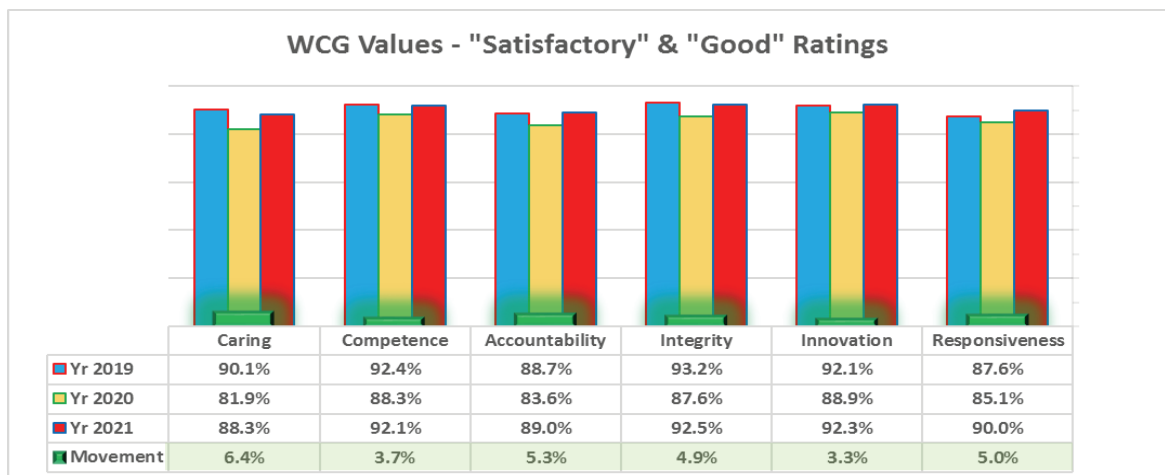
**Western Cape Government (WCG) Core Values**

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 ratings across years. It is thus highly encouraging to see that overall there is an improvement of almost 5% in how public servants are seen to be living out the values. It is important evidence in showing that during a difficult period, schools could rely on quality responses and professional delivery.





## 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	Focus Area	Total	Comment	Complaint	Compliment
1.	<b>Education District Offices support</b>	<b>968</b>	29%	4%	<b>67%</b>
2.	<b>WCED E-learning portal</b>	<b>759</b>	31%	6%	<b>62%</b>
3.	<b>Head Office support</b>	<b>696</b>	37%	24%	<b>39%</b>
4.	<b>Curriculum School Support</b>	<b>500</b>	32%	8%	<b>60%</b>
5.	<b>Response to telephonic enquiries</b>	<b>370</b>	35%	37%	<b>28%</b>
6.	<b>Circuit Manager Support</b>	<b>303</b>	14%	2%	<b>84%</b>
7.	<b>Communication to Schools</b>	<b>297</b>	36%	14%	<b>49%</b>
8.	<b>Safe Schools Support</b>	<b>283</b>	41%	28%	<b>31%</b>

#### **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: as in previous years, the large percentage of compliments for good service continues! Complaints from clients focus on: poor response rates, repetitive workshops, delayed or no feedback, unprofessional attitude and behaviour.
2. WCED e-Learning Portal: school staff have retained the high approval of this service, one which was especially important during the Covid-19; appreciation is expressed at the availability of learning and teaching material; questions are raised about links not working and material not updated.
3. Head Office Support: the compliments are frequently directed at individuals who have impressed with prompt and reliable action; complaints are focussed on poor response rates, especially telephones that go unanswered.
4. Curriculum School Support: this can be linked to the district office support and CM visits, all receiving very high approval rates; curriculum advisors and other personnel are sometimes mentioned by name for the excellent service they deliver; a few respondents complained about the stress caused by Covid-19 and the need for additional and relevant curriculum information.
5. Response to telephonic queries: this has again attracted a large number of complaints, the usual being unanswered telephones and lack of feedback to queries; a few individuals are mentioned by name for their good service.

## 6. Concluding Comments

### Overall comments

1. **Response Rate:** The 2021 CSS drew a record number of responses, a phenomenon that has much to do with the willing cooperation of institution and district staff. For the first time, also, we have had EDs with a 100% response rate. Considering the many pressures that stem from Covid-19, it is commendable that institution staff have set aside time to respond to the survey. A 93% response rate by schools is far more than could ever be expected!
2. **Rating Head Office and Districts:** as the centres of support to schools, it is important to know how service levels are perceived. For both centres the positive rating has increased from 2020, an important point, considering the increased demand for support through this period. Testimony of the appreciation for both these centres is to be found in the many compliments posted by respondents.
3. **Living out the Values of the Western Cape Government:** compared to 2020, there is a significant improvement in all the values. In repetition, considering the pressure the entire organization has been under, since the onset of the pandemic, this is recorded as important motivation.
4. **Recurring Issues:** As stated in last year's report, institution staff consistently complain about unsatisfactory telephonic and written responses from head office, as well as the lack of feedback and progress reports. Infrastructure maintenance also reappears as a source of frustration.
5. **New Items:** of the new items introduced in 2021, perhaps the most significant ones are: (i) Support for the reading strategy, and (ii) Support for @homelearning during Covid-19. Both have received relatively high approval ratings
6. **Positives:** The hundreds of positive comments are important in underlining the fact that there are continued efforts to deliver quality service to our institutions and that there are many dedicated staff members dedicated to do just that. In many cases, the individuals are actually mentioned by name. It draws attention to the fact that, in most cases where there is unsatisfactory service delivery, there definitely is room for improvement, and that individuals can make a huge difference to overall satisfaction.
7. **Impact of the pandemic:** this CSS did not ask any questions about Covid-19 since the organization was consistently busy with providing support and monitoring this matter. Significant to this exercise is the hugely improved response rate and that our institutions had actually expressed confidence in the services delivered to them.
8. **A word of thanks:** in the comments posted by respondents, several individuals and teams are mentioned by name for good services rendered. We express a sincere word of thanks and also encourage those who might be facing undue challenges in giving their best to reflect upon the value of single instances where a client has received prompt and effective responses. The fact is, most do not expect immediate resolution, but do value immediate reaction. Let us move forward on all positive aspects!

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## ANNEXURE A: Responses per Municipality – Selected Statistics

Table 29: CSS 2021 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 2020	Yr 2021	Yr 2020	Yr 2021	Yr 2020	Yr 2021	Yr 2020	Yr 2021	Yr 2020	Yr 2021	Yr 2020	Yr 2021	Yr 2020	Yr 2021
<b>CoCT</b>	<b>88%</b>	<b>91%</b>	<b>94%</b>	<b>96%</b>	<b>80%</b>	<b>85%</b>	<b>76%</b>	<b>81%</b>	<b>93%</b>	<b>96%</b>	<b>94%</b>	<b>96%</b>	<b>76%</b>	<b>84%</b>
<b>City of Cape Town</b>	<b>88%</b>	<b>91%</b>	<b>94%</b>	<b>96%</b>	<b>80%</b>	<b>85%</b>	<b>76%</b>	<b>81%</b>	<b>93%</b>	<b>96%</b>	<b>94%</b>	<b>96%</b>	<b>76%</b>	<b>84%</b>
<b>Cape Winelands</b>	<b>92%</b>	<b>94%</b>	<b>94%</b>	<b>96%</b>	<b>88%</b>	<b>87%</b>	<b>81%</b>	<b>81%</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>	<b>97%</b>	<b>81%</b>	<b>85%</b>
Breede Valley	88%	91%	93%	96%	86%	86%	80%	83%	93%	94%	94%	97%	83%	85%
Drakenstein	84%	89%	91%	96%	77%	79%	67%	76%	95%	95%	96%	97%	79%	87%
Langeberg	91%	89%	98%	95%	93%	82%	86%	79%	99%	93%	94%	98%	81%	73%
Stellenbosch	92%	94%	97%	95%	86%	88%	87%	86%	96%	97%	94%	96%	83%	88%
<b>Cape W Overall</b>	<b>89%</b>	<b>91%</b>	<b>94%</b>	<b>96%</b>	<b>86%</b>	<b>85%</b>	<b>80%</b>	<b>81%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>97%</b>	<b>82%</b>	<b>84%</b>
Beaufort West	87%	96%	88%	96%	81%	90%	71%	86%	94%	98%	91%	94%	84%	68%
Laingsburg	90%	87%	100%	100%	90%	80%	75%	85%	100%	100%	100%	93%	85%	88%
Prince Albert	90%	100%	100%	100%	89%	94%	67%	75%	95%	100%	100%	100%	95%	100%
<b>Central K Overall</b>	<b>88%</b>	<b>95%</b>	<b>90%</b>	<b>97%</b>	<b>83%</b>	<b>89%</b>	<b>71%</b>	<b>85%</b>	<b>95%</b>	<b>99%</b>	<b>93%</b>	<b>95%</b>	<b>85%</b>	<b>74%</b>
Bitou	100%	96%	100%	100%	94%	96%	89%	98%	100%	98%	98%	100%	88%	98%
George	95%	94%	100%	97%	92%	90%	88%	89%	99%	96%	96%	96%	88%	93%
Hessequa	93%	93%	98%	98%	82%	90%	85%	85%	96%	99%	99%	98%	89%	95%
Kannaland	86%	97%	94%	98%	74%	85%	66%	83%	98%	97%	100%	100%	82%	80%
Knysna	97%	97%	99%	99%	91%	92%	89%	90%	97%	98%	99%	100%	89%	86%
Mossel Bay	87%	90%	96%	94%	85%	83%	73%	77%	96%	95%	92%	94%	91%	87%
Oudtshoorn	93%	94%	96%	98%	83%	89%	87%	90%	96%	98%	98%	99%	97%	97%
<b>Garden Route Overall</b>	<b>92%</b>	<b>94%</b>	<b>95%</b>	<b>97%</b>	<b>86%</b>	<b>89%</b>	<b>80%</b>	<b>88%</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>	<b>98%</b>	<b>88%</b>	<b>92%</b>
Cape Agulhas	83%	93%	100%	96%	73%	73%	57%	70%	100%	90%	95%	93%	62%	82%
Overstrand	96%	95%	98%	100%	87%	96%	81%	89%	98%	99%	95%	100%	83%	85%
Swellendam	86%	87%	100%	99%	78%	90%	79%	81%	100%	94%	100%	95%	86%	83%
Theewaterskloof	92%	93%	99%	98%	81%	87%	72%	84%	97%	98%	93%	97%	83%	82%
<b>Overberg Overall</b>	<b>92%</b>	<b>92%</b>	<b>99%</b>	<b>99%</b>	<b>82%</b>	<b>88%</b>	<b>75%</b>	<b>83%</b>	<b>98%</b>	<b>96%</b>	<b>95%</b>	<b>97%</b>	<b>82%</b>	<b>83%</b>
Bergivier	92%	94%	94%	93%	87%	87%	79%	88%	92%	97%	94%	97%	83%	87%
Cederberg	100%	93%	98%	94%	83%	86%	82%	75%	100%	97%	95%	94%	84%	79%
Matzikama	94%	96%	98%	98%	83%	80%	81%	84%	98%	96%	100%	96%	83%	84%
Saldanha Bay	88%	91%	94%	95%	78%	79%	71%	80%	94%	99%	95%	93%	85%	83%
Swartland	86%	92%	92%	99%	80%	80%	79%	80%	94%	97%	87%	97%	76%	88%
<b>West Coast Overall</b>	<b>91%</b>	<b>93%</b>	<b>95%</b>	<b>96%</b>	<b>82%</b>	<b>82%</b>	<b>78%</b>	<b>82%</b>	<b>95%</b>	<b>97%</b>	<b>94%</b>	<b>95%</b>	<b>81%</b>	<b>85%</b>

## ANNEXURE B – Summary of responses per Branch

**Table 30: Office of the Superintendent General, including D: Communication and D: BSSM**

		2017	2018	2019	2020	2021	Ave
1	WCED Call Centre	90%	94%	94%	92%	94%	<b>93%</b>
2	WCED Walk-in Centre (Human Resources and Finance matters)	93%	96%	96%	95%	97%	<b>95%</b>
3	Head Office support	87%	90%	90%	89%	92%	<b>90%</b>
4	Response to telephonic enquiries	83%	85%	84%	82%	85%	<b>84%</b>
6	Response to written enquiries within 5 days	75%	78%	79%	78%	82%	<b>78%</b>
7	Process requests within 14 days	81%	83%	82%	79%	85%	<b>82%</b>
8	Provide progress report if there are delays	75%	76%	75%	72%	78%	<b>75%</b>
9	Attend to queries with promptness, professionalism & courtesy	85%	88%	86%	86%	89%	<b>87%</b>
10	Apologise for errors and take corrective action	76%	77%	77%	76%	80%	<b>77%</b>
11	Communication to Schools	93%	93%	92%	93%	95%	<b>93%</b>
12	WCED website	95%	95%	96%	96%	98%	<b>96%</b>
13	T2P Strategy and Support ( <i>new</i> )	0%	0%	0%	0%	91%	<b>91%</b>
14	Online Feedback to Complaints Mechanism ( <i>new</i> )	0%	0%	0%	0%	86%	<b>86%</b>
15	Caring			90%	82%	88%	<b>87%</b>
16	Competence			92%	88%	92%	<b>91%</b>
17	Accountability			89%	84%	89%	<b>87%</b>
18	Integrity			93%	88%	92%	<b>91%</b>
19	Innovation			92%	89%	92%	<b>91%</b>
20	Responsiveness			88%	85%	90%	<b>88%</b>

**Table 31: DDG O**

		2017	2018	2019	2020	2021	Ave
21	Education District Offices support	94%	95%	95%	95%	96%	<b>95%</b>
22	WCED Safe Schools Call Centre	89%	89%	89%	89%	92%	<b>90%</b>
23	Safe Schools Support	82%	83%	82%	84%	88%	<b>84%</b>
24	Circuit Manager Support	95%	95%	95%	94%	96%	<b>95%</b>
25	Learning Support Advisor: Support to Schools	0%	0%	0%	0%	94%	<b>94%</b>
26	Learning Support Teacher: Support to Learners	88%	91%	90%	90%	93%	<b>90%</b>
27	Specialised Support by social workers	76%	81%	80%	80%	85%	<b>80%</b>
28	Specialised Support by psychologists	72%	78%	78%	77%	83%	<b>78%</b>
29	Support to SBST for learners with moderate to high support needs	79%	83%	84%	85%	89%	<b>84%</b>
30	School Nutrition Programme Support	94%	94%	94%	95%	97%	<b>95%</b>
31	MOD Centre Programme Support	85%	87%	86%	85%	89%	<b>86%</b>
32	Online system to support Learner Placement	90%	92%	86%	88%	90%	<b>89%</b>
33	SGB Development support ( <i>new</i> )	0%	0%	0%	0%	93%	<b>93%</b>
34	Information provided during <b>COVID-19</b> Pandemic ( <i>new</i> )	0%	0%	0%	0%	96%	<b>96%</b>
35	Education District Office COVID-19 support ( <i>new</i> )	0%	0%	0%	0%	93%	<b>93%</b>
36	Head-office COVID-19 support ( <i>new</i> )	0%	0%	0%	0%	92%	<b>92%</b>

**Table 32: DDG C**

		2017	2018	2019	2020	2021	Ave
37	WCED E-learning portal	83%	92%	93%	95%	97%	<b>92%</b>
39	Support for reading strategy ( <i>new</i> )	0%	0%	0%	0%	90%	<b>90%</b>
40	Support for @homelearning during Covid-19	0%	0%	0%	0%	86%	<b>86%</b>
41	E-learning Strategy support	83%	86%	86%	87%	89%	<b>86%</b>
42	Language and Mathematics Strategy Support	90%	91%	92%	92%	93%	<b>92%</b>
43	Matric Support Programme	90%	90%	91%	92%	94%	<b>91%</b>
44	Training at CTLI	93%	94%	94%	93%	95%	<b>94%</b>
45	HIV/AIDS Project Support	76%	84%	79%	77%	81%	<b>79%</b>
46	Examinations and assessment support	91%	90%	91%	92%	94%	<b>92%</b>

Table 33: **DDG CS**

		2017	2018	2019	2020	2021	Ave
47	Staff Provisioning including contract appointments	0%	0%	0%	0%	90%	<b>90%</b>
48	Employee Wellness support	0%	0%	0%	0%	86%	<b>86%</b>
49	Staff Performance Systems (SPMDS, PMDS, IQMS)	91%	92%	93%	91%	93%	<b>92%</b>
50	The functionality/usefulness of the PMPS ( <i>new</i> )	0%	0%	0%	0%	84%	<b>84%</b>
51	Pension service / Exit management ( <i>new</i> )	0%	0%	0%	0%	88%	<b>88%</b>
52	Administration of leave, including PILIR ( <i>new</i> )	0%	0%	0%	0%	92%	<b>92%</b>
53	Management of Misconduct ( <i>new</i> )	0%	0%	0%	0%	90%	<b>90%</b>
54	Labour Relations Training Interventions ( <i>new</i> )	0%	0%	0%	0%	82%	<b>82%</b>
55	Vacancy management ( <i>new</i> )	0%	0%	0%	0%	90%	<b>90%</b>
56	E-recruitment system	88%	90%	90%	89%	92%	<b>90%</b>
57	Financial Management Support	90%	91%	91%	89%	91%	<b>90%</b>
58	Administration of Salaries and Pay slip matters	90%	90%	88%	83%	88%	<b>88%</b>

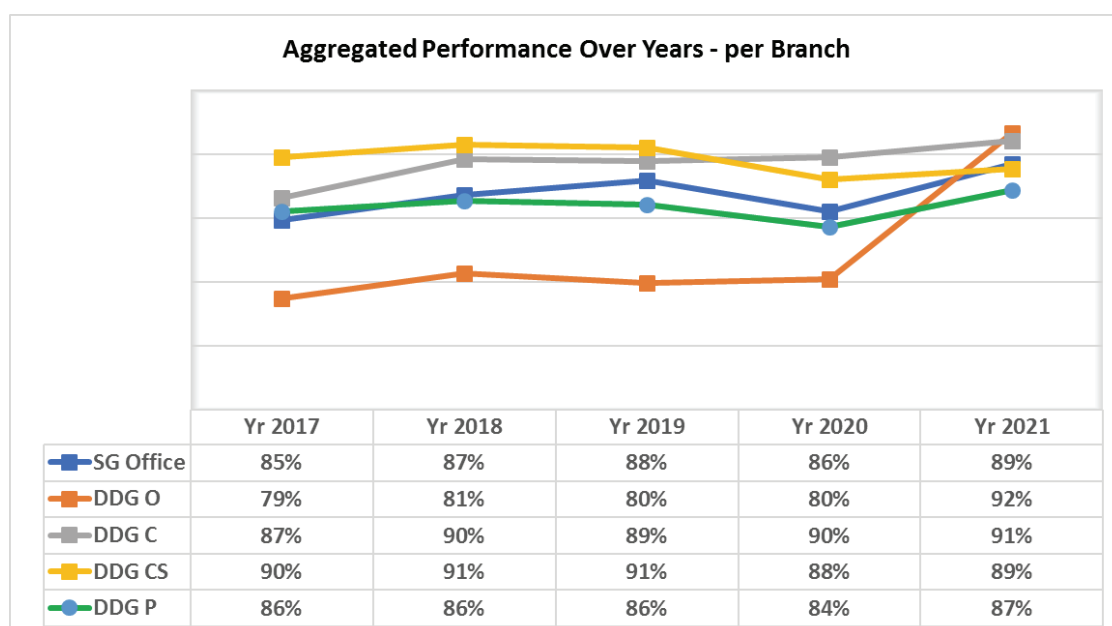
Table 34: **DDG P**

		2017	2018	2019	2020	2021	Ave
59	Access to Library Services	0%	0%	0%	79%	80%	<b>80%</b>
60	Administration of Gr 3, 6 and 9 testing	93%	95%	94%	93%	94%	<b>94%</b>
61	Learner Transport Scheme Support	83%	84%	84%	83%	87%	<b>84%</b>
62	Infrastructure and maintenance support	72%	73%	71%	72%	77%	<b>73%</b>
63	Text Books supply	91%	91%	91%	90%	93%	<b>91%</b>
64	Equipment & Furniture Supply Support	79%	79%	82%	80%	84%	<b>81%</b>
65	E-information Management – CEMIS Support	95%	96%	94%	93%	95%	<b>95%</b>

## Summary per Branch

Table 35: Aggregated performance over years per Branch

Branch	2017	2018	2019	2020	2021
Office of the SG	<b>85%</b>	<b>87%</b>	<b>88%</b>	<b>86%</b>	<b>89%</b>
DDG O: Branch institutional development & Coordination	<b>79%</b>	<b>81%</b>	<b>80%</b>	<b>80%</b>	<b>92%</b>
DDG C: Curriculum and Assessment Management	<b>87%</b>	<b>90%</b>	<b>89%</b>	<b>90%</b>	<b>91%</b>
DDG CS: Corporate Services	<b>90%</b>	<b>91%</b>	<b>91%</b>	<b>88%</b>	<b>89%</b>
DDG P: Education Planning Infrastructure and maintenance support	<b>86%</b>	<b>86%</b>	<b>86%</b>	<b>84%</b>	<b>87%</b>



## ANNEXURE C – The 2021

### CUSTOMER SATISFACTION SURVEY 2021

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 2017 – 2021 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 CTLI	
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>		

\*\*\*\*\*



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