

# WESTERN CAPE EDUCATION DEPARTMENT

## SERVICE DELIVERY IMPROVEMENT PLAN (SDIP):

*Service One: Examinations Registrations and Client Service Support*

*Service Two: Communication to Parents and Citizens*

**01 April 2018 - 31 March 2021**



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Annexure A	Extracts from the BizProjects training guide
Annexure B	A typical monthly reporting template.
Annexure C	WCED Evaluation Strategy/Plan the 2016 – 2019 and 2018 – 2021
Annexure D	Extract from WCED Annual Performance Plan 2018 - 2019 including linked mandates
Annexure E	Extract from the signed Business Process Optimisation (BPO) Phase 1 Report for WCED.
Annexure F	The prescribe the Programmes and sub-programmes structure for provincial education departments.
Annexure G	Extract from EXCO minutes of 10 December 2015 and 14 December 2017.
Annexure H	High Level Business Process Map 1: Examinations Registrations and Client Service support & 2: Communication to Parents and Citizens
Annexure I	Next level BPO Maps

## Abbreviations & Acronyms

APP	Annual Performance Plan	IIWG	IDP Indaba Working Group
AR	Annual Report	MEC	Minister of Electoral Council
BML	Broad Management and Leadership	NSC	National Senior Certificate
BPM	Business Process Map	PDI	Process Design and Improvement
CSS	Customer Satisfaction Survey	PPF	Provincial Principals' Forum
DBS	Directorate: Business Strategy and Stakeholder Management	SC	Senior Certificate
DoIP	Department of the Premier (Western Cape)	SDIP	Service Delivery Improvement Plan
DPME	Department of Performance Monitoring and Evaluation	SOP	Standard Operating Procedure
DPSA	Department of Public Service and Administration	SP	Strategic plan
EXCO	Executive Committee	WCED	Western Cape Education Department
HoD	Head of Department	WCG	Western Cape Government

## Official Sign Off

It is hereby certified that this Service Delivery Improvement Plan:

- was developed under the leadership of the WCED Head of Department (driver) and his SDIP team in collaboration with representatives from the Business Units in the Western Cape Education Department and Directorate Process Design and Improvement within the Department of the Premier; and
- is aligned with the WCED Strategic Plan 2015 – 2019 as well as the Annual Performance Plan (APP) 2018/19; and
- is compiled with the latest available information from Departmental Business Units and related statutory sources.



**Mr Andre P Clausen**

**Process Owner: Key Service 1 – Examinations Registration and Client Service Support**

**Date: 2018/03/05**



**Mr Paddy Attwell**

**Process Owner: Key Service 2 – Communication to Parents and Citizens**

**Date: 2018/03/05**

**Approved by:**



**Mr Brian K Schreuder**

**Accounting Officer: Western Cape Education Department**

**Date: 2018/03/07**

**Authorised by:**



**Ms Debbie Schäfer**

**Executive Authority: Education**

**Date: 2018/03/14**

## 1. SDIP Development Approach

### 1.1 Introduction

The Service Delivery Improvement Plan (SDIP 2018-2021) for the Western Cape Education Department (WCED) is informed by the WCED Strategic Plan 2015-2019, and is aligned to the WCED Annual Performance Plan for 2018/19-2020/21. This SDIP sets out the service that the WCED intends to improve over for the next three years. The following services were adopted for improvement for the period 1 April 2018 till 31 March 2021:

- Service one: Examinations Registration and Client Service Support
- Service two: Communication with Parents and Citizens

It is important to mention that the WCED consciously decided to retain the identified services of the then approved WCED SDIP 2016 – 2019 duly submitted to the oversight authorities including the Department of Public Service and Administration.

### 1.2 Preparatory process

#### Preparatory work and consultations:

The table below represents the SDIP development process in tabular format illustrating meetings held (consultations with stakeholders); the dates/periods and the respective attendees or groups in support of the SDIP development/approval.

No.	Purpose of meeting / submission	Dates	Attendees (groups) or stakeholders
1.	As guided by DPSA and DoTP on developing creditable and realistic SDIP's	Feb – Sep 15	SDIP Coordinator
2.	Reflective analysis of education issues identified within the various stakeholder engagements and consultative forums where WCED representatives partake.	1 Apr 15 – 31 Mar 16	<ul style="list-style-type: none"> <li>• Broad Management and Leadership meetings</li> <li>• Customer Satisfaction Surveys</li> <li>• EXCO management meetings</li> <li>• Municipal IDP consultative structures</li> <li>• Premier's Coordinating Forum (PCF)</li> <li>• Provincial Education Labour Council (PELRC)</li> <li>• Provincial Principals' Forum</li> <li>• Provincial Education Labour Relations</li> </ul>

			<ul style="list-style-type: none"> <li>• Council (PELRC)</li> <li>• Presidents' Hotline</li> <li>• Complaints mechanisms</li> </ul>
3.	SDIP (2016 – 2019) Service Standards approved by EXCO	10 Dec 2015	WCED EXCO members
4.	SDIP (2016 -2019) quality assured by DoTP (PDI)	15 -29 Feb 16	CD: Organisational Development (DoTP)
5.	SDIP 2016 -2019 approved by EA.	8 Mar 16	WCED EXCO and EA
6.	2016 Customer satisfaction survey – assessment of service delivery standards	Jun – Sep 16	All Education Service sites
7.	SDIP 2016 -2019 implemented at operational (Process Owner).	1 Apr 16 – 31 Mar 17	<ul style="list-style-type: none"> <li>• Process owners</li> <li>• Respective line managers</li> <li>• Respective line staff</li> <li>• Support components</li> </ul>
8.	Reflective analysis of education issues identified within the various stakeholder engagements and consultative forums where WCED representatives partake.	Extended to include new SDIP 2018 - 2021	<ul style="list-style-type: none"> <li>• Broad Management and Leadership meetings</li> <li>• Customer Satisfaction Surveys</li> <li>• EXCO management meetings</li> <li>• Municipal IDP consultative structures</li> <li>• Premier's Coordinating Forum (PCF)</li> <li>• Provincial Education Labour Council (PELRC)</li> <li>• Provincial Principals' Forum</li> <li>• Monitoring and Evaluation processes</li> <li>• Feedback mechanisms</li> </ul>
9.	Batho Pele Impact Assessment Network (BPIAN) – feedback of DPSA meetings and quarterly feedback	14 Dec 16	Western Cape SDIP coordinators
10.	Batho Pele Impact Assessment Network (BPIAN) – feedback of DPSA meetings and quarterly feedback	2 May 17	Western Cape SDIP coordinators
11.	Batho Pele Impact Assessment Network (BPIAN) – feedback of DPSA meetings and quarterly	12 Jul 17	Western Cape SDIP coordinators

	feedback			
12.	DPSA workshop on SDIP assessment feedback – Port Elizabeth	23-25 Aug 17	All National and Provincial Departmental SDIP coordinators and reps of Office of the Premiers.	
13.	Batho Pele Impact Assessment Network (BPIAN) – feedback od DPSA meetings and quarterly feedback	6 Dec 17	Western Cape SDIP coordinators	
14	WCED EXCO discussion on SDIP services SDIP 2018- 2021	14 Dec 17	WCED EXCO members	
15.	WCED EXCO discussion on SDIP services	14 Jan 18	WCED EXCO members	
16.	DPSA and DoIP (BPIAN) workshop on SDIP – guidance and support	30 Jan 18	Western Cape SDIP coordinators	
17.	Reflected and refinement of the analysis/findings of the available data / information on education issues identified.	1 Jan 18 – 31 Mar 18	<p>Relevant Services business units' managers and relevant staff</p> <ul style="list-style-type: none"> <li>• Broad Management and Leadership meetings</li> <li>• Customer Satisfaction Surveys</li> <li>• EXCO management meetings</li> <li>• Municipal IDP consultative structures</li> <li>• Premier's Coordinating Forum (PCF)</li> <li>• Provincial Education Labour Council (PELRC)</li> <li>• Provincial Principals' Forum</li> <li>• Provincial Education Labour Relations Council (PELRC)</li> <li>• Presidents' Hotline</li> <li>• Complaints mechanisms</li> </ul>	
18.	WCED EXCO discussion on SDIP 2018 -2021 progress feedback	22 Feb 18	WCED EXCO members	
19.	SDIP quality assured by OD and returned to Department for amendments	13 Feb – 2 Mar 2018	Directorate: PDI	
20.	SDIP 2018 -2021 approved by EA.	8 Mar 18	WCED EXCO and EA	



21	Final signed off SDIP submission to DoTP	9 Mar 18	SDIP Coordinator
22.	Collated SDIPs of all WC Provincial departments submit to DPSA	15 Mar 18	DoTP (PDI)

Details of SDIP Team:

In response to the Department of the Premier (DoTP) circulars announcing the implications of the newly approved Public Service Regulations (PSR) 2016, in respect of SDIP establishments and the accompanied Department of Public Service and Administration (DPSA) Draft Framework effective 1 September 2016 and subsequent updated Toolkits: Service Delivery Improvement Planning.

The WCED Executive Committee (EXCO) decision-making structure established the SDIP implementation team supported by the DoTP Directorate: Process Design and Improvement (PDI). It was further agreed that the HoD assume the Driver/Champion role for the SDIP 2018 – 2021. The decision was captured within the WCED EXCO minutes of 10 December 2015 for the SDIP 2016 – 2019 and 14 December 2017 for the SDIP 2018-2021. In accordance with the approved Delegations of Powers in respect of the PSR for 2010 and 2016, as amended.

The representatives of the SDIP team are mainly from the Middle to Senior Management Services echelon ranging from Chief Organisation Development Practitioner (Assistant Director) to Chief Director (Examinations & Assessment Management), supported by all members of the WCED EXCO. The inclusion of the frontline services staff of both directorates proved invaluable to ensure inclusivity and continuity of the project. The EXCO was kept abreast of developments and exercised their decision making at required stages to ensure successful development and implementation.

The below table outlines the SDIP team their names, designations, representation within the respective units and their salary levels and contact details. Note that the SDIP team was adjusted to include the latest list of officials.

Business Unit	Name	Designation	Salary level	Contact no
Office of MEC for Education  WCED Executive management structure	D Schäfer	MEC for Education (WC)	17	21 483 6571
	B Schreuder	Head of Department <b>(Driver of SDIP)</b>	16	21 467 9280
	P Beets	DDG-Curriculum and Assessment Management	15	21 467 2346
	T Matseliso	DDG-Institutional Development and coordination	15	21 4672530

Business Unit	Name	Designation	Salary level	Contact no
	A Lewis	DDG- Education Planning	15	21 467 2022
	L Ely	DDG-Corporate Services	15	21 467 2537
	T Singh	Chief Director	14	21 467 2541
<b>Chief Directorate Assessment and Examinations;</b>	A Clausen	Director	13	21 467 2945
	L Bredenkamp	Deputy Director	11	21 467 2943
	M Ludick	Assistant Director: Client Services	9	21 467 2246
	P Attwell	Director: Communication	13	21 4672531
	M Merton	Deputy Director: Editorial and Language Services	11	21 467 2707
<b>Directorate Communication</b>	N Makosana	Deputy Director: Client Servicer	12	21 467 2825
	M De Vos	Deputy Director: Media Production (Manager: Edu media)	11	21 689 9536
	A Hanekom	Assistant Director: Corporate Communication Support	9	21 467 2531
	W Conrad	Director Business Strategy and Stakeholder Management	13	21 467 2382
<b>Directorate Business Strategy and Stakeholder Management</b>	E Gierdien	Deputy Director ( <b>SDIP coordinator</b> )	11	21 467 2234
	S Africa	Deputy Director	11	21 466 9552
	R Morris	Chief Organisation Development Practitioner	9	21 466 9538

### 1.3 Communication Plan

The purpose of the Communication Plan is to define the communication requirements for the approved SDIP 2018 - 2021 and how information will be distributed. The table below depicts the following, in relation to the Communication Plan for the SDIP

- **“Who (Responsible)”**: Who is responsible to communicate the information
- **“What”**: What information will be communicated (e.g. Approved SDIP, SDIP Implementation Plan, Progress on SDIP Implementation, etc.)
- **“How”**: How the information will be communicated (e.g. in meetings, via email, via telephone, web portal, etc.)
- **“When”**: When information will be distributed (e.g. due dates/ the frequency of communications)
- **“Why”**: reason(s) for communication

Who	What	When	How	Why
WCED SDIP Coordinator	Approved SDIP 2018 – 2021 to DoTP	9 Mar 2018	Hand delivered copy and electronic version for storage.	For collation of all Provincial SDIPs
DoTP	SDIP 2018 – 2021 submitted to DPSA	Due for submission by 29 Mar 2018	Electronic and priority mail of originals.	Compliance requirement
WCED SDIP Coordinator	SDIP 2018 – 2021 submitted to DoTP	Apr 18	Hand delivered copy and electronic version for storage.	Coordination within the Province
WCED SDIP Coordinator	SDIP 2016 – 2019 report to DPSA	1 Apr 18	Use Treasury/DoTP template of AR 2017/ 18	Compliance report
WCED SDIP Coordinator	SDIP 2016 – 2019 report (2017/18)	1 Apr 18 (AG)	Use DPSA template for 2017 /18	Compliance report for Annual Report 2017/18
WCED web-designer	SDP 2018 – 2021 place on the WCED website	30 Apr 18	Align the document with the brand compliance guidelines	To share with stakeholders via the WCED website
WCED SDIP Coordinator	SDIP 218 – 2021 to process owners line Managers	30 Apr 18	Report using BizProjects reporting and EXCO discussions	To manage and report regularly
SDIP Champion/Driver (HoD)	Drive the SDIP 2018 -2021 implementation	30 Apr 18	Drive using the EXCO agendas	EXCO members will be tasked to drive improvement within Branches. Feedback and discussion on progress on a quarterly basis.
WCED SDIP	Operationalise the	Bi-monthly	The internal staff	Process owners

Coordinator	SDIP 2018 - 2021			meetings and adhoc meetings must be used	and line managers must engage staff on SDIP targets and its expectations. (at least bi-monthly)
WCED SDIP coordinator & DoTP (IDP)	In collaboration with DBS, Process Owners, Line managers and their staff develop relevant Standard Operating Procedures (SOP)	Continuously		Use of the DPSA and or DoTP templates for consistency	To ensure SOPs per process within the SDIP are realised by the end of targeted periods.
Individual process owners & line managers	SDIP 2018 – 2021 Targeted material depicting the standards to be achieved and share with the beneficiaries.	Continuously		As per of the Bizprojects methodology targets for deliverables must be determined and reported upon.	Use the Operational Management Framework template for standards development and record-keeping
Process Owners and Line managers	Quarterly progress reports on SDIP Implementation	Quarterly		Report using BizProjects reporting and / EXCO discussions	Monitoring and EXCO discussions
WCED SDIP Coordinator	Input the Table Annual Report 2017 2018 – inclusive of SDIP Report	Annually by 30 Sep		Use the DPSA reporting template to inform the reporting requirements.	Compliance tabling of AR 2017/18
WCED web-designer	Annual Report 2017 2018 – inclusive of SDIP Report on WCED website	30 Sep 18		Align the document with the brand compliance guidelines	Compliance tabling of AR 2017/18
WCED SDIP Coordinator	Request quarterly progress reports	31 Jan 19		Report using BizProjects reporting and EXCO discussions	Monitoring and EXCO discussions
WCED SDIP Coordinator	Report bi-annual progress report	31 Jan 19		Collation of the quarterly reports for the Bi-annual report.	Monitoring and reporting to DoTP

#### 1.4 Implementation Plan

The Western Cape Government (WCG) is implementing an Enterprise Project Management system (called BizProjects) across all Departments. This implementation aims to deliver a consolidated project and portfolio management solution that will address the central government and departmental requirements in a flexible and

structured manner while delivering against the various governance structures within all levels, in Provincial and National departments.

The 'Biz' systems are aimed at creating an easy, automated, and integrated system for province-wide monitoring and evaluation. This will help the WCG to offer a unified way of monitoring and reporting province-wide performance. We will be in a better position as together we will be able to use the performance information for further analysis and evaluation that will improve service delivery.

While the system is available for provincial-wide monitoring and evaluation, WCED, the Directorate: Business Strategy and Stakeholder Management (DBS) will avail the Departmental BizProjects tools to operationalize the respective SDIP within the Directorates and supporting components for internal management only. Training and application support will be provided during planning and execution of the SDIP over the 3 years. See **Annexure A** - Extracts from the BizProjects training guide.

Key implementation activities linked to the Project management processes are the following:

- Project Context
- Project Schedule & Planned Cost
- Project Planning Factors
- Challenges
- Deliverables
- Issues
- Risks
- Spatial Location
- Communication Plan

### **1.5 Monitoring – and Reporting plan**

The Departmental Project Office (within DBS) the Departmental BizProjects allows for automated reporting based on the need (weekly, monthly, quarterly, etc.) while the DPO office will have viewing rights to the management of the projects, the respective Line managers will be responsible for the updates on the system and the associated progress reporting. See Annexure B - A typical monthly reporting template.

As per the cyclical reporting on progress reporting at various levels, the Process owners and their managers will prepare quarterly reports for EXCO (second highest decision-making committee within WCED) discussion and improvements. These quarterly reports culminate into the Annual Report Part B (SDIP) for tabling as well as the annual SDIP report for DPSA due by end May yearly.

### **1.6 Evaluation plan**

The WCED Evaluation Plan for 2017 – 2020 sets out the intentions of the national evaluation planning model in general terms and places the WCED plan in context of its own Monitoring and Evaluation Policy.

It notes the Provincial Strategic Plan and the WCED's own three Strategic Goals and demonstrates that the three projects identified for Evaluation are directly linked to the three goals of the Department.

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### 3 Goals of WCED and Objectives of Provincial Strategic Goal

Improve Language and Maths  
Improve Grade 12 results

Improve education  
provisioning in poorer  
communities

Evaluation of Maths  
Science and  
technology Grant

Evaluation of Plan to  
Improve Maths and  
Language in 104 schools  
(Gr R - 3)

Evaluation of School  
Nutrition Plan

As per the WCED Evaluation Strategy/Plan the SDIP 2016 – 2019 and 2018 – 2021 do not require impact assessments (evaluations for the next 3 years) other priority programmes/projects were identified. See **Annexure C** - WCED multi-year Evaluation Plan). The WCED Multi-Year Evaluation Plan is attached. However, as part of the Line managers' responsibility and to support the improvements of the SDIP 2018-2021, internal evaluations will be concluded to inform the required improvements of services.

#### 1.7 Change Management plan

Each Line Manager/Process Owner is responsible to ensure that a Change Management Plan (if applicable/required) is developed and implemented for the SDIP (for the development phase and implementation process). Should the need arise for assistance/advice in this process, it is the responsibility of the Line Manager/Process

Owner to liaise with Directorate Organisational Behaviour (OB) within the Department of the Premier, who offers the following Change Management services transversally to Provincial departments:

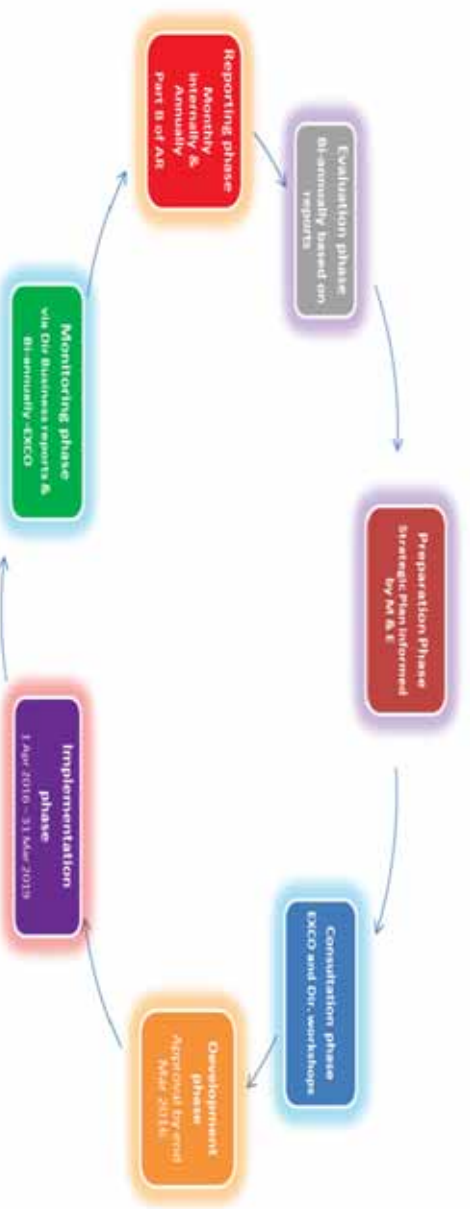
- Facilitate Change Management interventions related to Employee, Team and Organisational Behaviour aspects;
- Facilitate and advise on Change Management interventions for Organisational Culture;
- Facilitate and advise on Change Management for organisational refinement projects; and
- Facilitate and advise on Change Management for ICT systems implementation.

In terms of the SDIP, each Line Manager/Process Owner is responsible to ensure that a Change Management Plan (if applicable/required) is developed for the SDIP (for the development phase and implementation process).

### 1.8 SDIP Implementation, monitoring and reporting methods

The Service Delivery Improvement Plan is aligned to the strategic plan objectives with a specific focus on improving identified services. The implementation of the Plan is infused into the day to day operational activities of the Department, in particular the projects in which the standards are located.

The improvement actions planned herein will be monitored through internal monitoring mechanisms, including quarterly tabling for the Departmental EXCO and Annual Reporting as required. Below the typical SDIP cycle:



## 2 Strategic overview

### 2.1 Vision

To provide quality education for every learner in every classroom in every school in the province.

In support of the Western Cape Provincial Government vision - to Creating opportunity for all through improved education outcomes. This is given expression through three over-arching goals:

1. An improvement in the level of language and mathematics in all schools;
2. An increase in the number and quality of passes in the National Senior Certificate; and
3. An increase in the quality of education provision in poorer communities.

## **2.2 Mission**

To provide quality education to all learners in the province through the following:

- Overall planning for, and management of, the education system;
- Education in public ordinary schools;
- Support to independent schools;
- Education in public special schools;
- Early Childhood Development (ECD) in Grade R;
- Training opportunities for teachers;
- A targeted feeding programme and other poverty alleviation and safety measures; and
- Support to teachers through provision of basic conditions of service, incentives and an employee wellness programme.

## **2.3 Values**

- The prime importance of the learner;
- The values of the South African Constitution and the Bill of Rights;
- Excellence through the supply of, and support for, an equipped, positive and flourishing teaching cohort that is professional and dedicated;
- Accountability and transparency; and
- Integrity and excellence in administrative and support functions.

Apart from the values indicated above, the Western Cape Education Department also subscribes to the values of the Western Cape Government:





## 2.4 Legal Mandate, Listed Services and relevant stakeholder

### 2.4.1 Legislative and other mandates

The Department's work is determined by several national, provincial legislation and policies. The various mandates inform the business model still applicable to WCED and the organisational structure and its Annual operations management plans. Please consult WCED Strategic and Annual Performance Plans for linked mandates and its impact on this Service Delivery Improvement Plan 2018 – 2021. See **Annexure D** – Extract from WCED Annual Performance Plan 2018 -2019

### 2.4.2 Legal Framework for SDIP

The development of the SDIP is informed by Section 195(5) of the South African Constitution (1996), which states that “the public administration must be governed by democratic values and principles”:

- a. A high standard of professional ethics must be promoted and maintained;
- b. Efficient, economic and effective use of resources must be promoted;
- c. Public administration must be development-oriented;
- d. Services must be provided impartially, fairly, equitably and without bias;
- e. People's needs must be responded to, and the public must be encouraged to participate in policy-making;
- f. Public administration must be accountable;
- g. Transparency must be fostered by providing the public with timely, accessible and accurate information;

- h. Good human resource management and career-development practices, to maximise human potential, must be cultivated; and
- i. Public Administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation".

The implementation of these principles is governed by a Regulatory Framework, which includes the following, (but not limited to):

- i. Public Service Act, No. 103 of 1994;
- ii. Public Service Amendment Act, No. 5 of 1999;
- iii. Public Service Commission Act, No. 46 of 1997;
- iv. Promotion of Administrative Justice Act, No. 3 of 2000;
- v. Public Finance Management Act, No. 1 of 1999;
- vi. Public Service Regulations, 2016;
- vii. White Paper on the Transforming Public Service Delivery (Batho Pele), 1997; and
- viii. White Paper on Human Resource Management in the Public Service, 1997.

The intention of developing an SDIP is to facilitate the commitment of Government Institutions to continuous service delivery improvement mechanisms that seek to improve the nature and quality of the actual service being provided and the manner in which the service is delivered.

### **2.4.3 Our Service beneficiaries (Customers/Clients)**

- Learners
- Educators
- Public Service staff
- National Government Department Officials
- Provincial Government Department Officials
- Local Municipality Officials
- NGO staff members
- Citizens/General Public
- Parents
- School Governing Body (SGB) members
- Community forums
- Education interest groups
- Journalists

### **2.4.4 Our Stakeholders**

- Other departments/institutions/components in Government at a National and Provincial level
- Labour Unions; Principals' Forum; School Governing Body Associations
- Special interest groups
- NGOs
- Community leaders

- Local Government structures
- Institutions of Higher Learning
- Official Donor Assistance
- International Bodies (Public Administration)
- Citizens/ Parents

#### 2.4.5 WCED structured stakeholder engagements

The table below depicts the key consultative mechanisms and key structured stakeholder engagements with beneficiaries. It should be mentioned that the table is not an all-inclusive list within WCED.

CONSULTATIVE MECHANISMS BY WESTERN CAPE EDUCATION DEPARTMENTS			
Izimbizo	Community Outreach	Complaints Mechanisms	Forums of different nature
<ul style="list-style-type: none"> <li>• National Department of Basic Education Ministry</li> <li>• Premier's Coordinating Forum (PCF) – chaired by the Premier of WC, with Mayors, Municipal managers, Ministers and HoDs</li> </ul>	<ul style="list-style-type: none"> <li>• Ministerial/ Provincial EXCO-led structures (PTM)</li> <li>• Provincial Department of Local Government (lead): Integrated Development Planning (IDP) between municipalities and sector departments</li> <li>• Provincial Thusong Programme</li> <li>• DPME: Back to Basics Programme</li> <li>• DPME: Frontline Service Delivery Monitoring (Provincial)</li> </ul>	<ul style="list-style-type: none"> <li>• Presidential Hotline</li> <li>• Provincial Hotline</li> <li>• Departmental feedback/ complaints mechanism</li> <li>• Annual Customer Satisfaction Surveys (school staff)</li> <li>• On-line feedback/ complaints mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Education Council (advisory committee)</li> </ul>
WCED STAKEHOLDER CONSULTATIVE MECHANISMS			
Stakeholder Groups	Other WCED forums	Governance & Administration structures	Labour Relations Collective Bargaining
<ul style="list-style-type: none"> <li>• Provincial Principals' Forum</li> <li>• School Governing Body Associations Forum</li> <li>• Representative</li> </ul>	<ul style="list-style-type: none"> <li>• Council of Education Ministers (CEM)</li> <li>• HEAD-COM: Heads of Departments for</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Management Team (PTM) - HoDs of Provincial departments</li> <li>• Provincial Minister</li> </ul>	<ul style="list-style-type: none"> <li>• Collective Bargaining Council</li> <li>• Provincial Education Labour Caucus</li> </ul>

Council of Learners (RCLs)	Education and its various sub-committees <ul style="list-style-type: none"> <li>• HRM Planning Forum</li> <li>• HRD Forum</li> <li>• Departmental Training Committee</li> <li>• Quarterly Batho Pele Forum meetings</li> <li>• Assessment Coordinators' Forum</li> </ul>	of Education with Executive Management (WCED) / MIN-EXCO <ul style="list-style-type: none"> <li>• WCED EXCO</li> <li>• WCED Chief Directors and higher Senior managers (TOPCO)</li> <li>• Broad Management &amp; Leadership - all Senior managers within WCED</li> <li>• Middle Management Structure (informal) - all managers level 11 – 12</li> </ul>	(Education Unions) <ul style="list-style-type: none"> <li>• Provincial GPSSBC Multi-Lateral Forum with Public Service Unions</li> </ul>
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#### 2.4.6 Listed services

The following core services are offered by the WCED (see Annexure B), in line with service beneficiaries:

- Overall planning for, and management of, the education system
- Education in ordinary public schools
- Support to independent schools
- Education in public special schools
- Early Childhood Development (ECD) in Grade R
- Training opportunities for teachers and non-teachers
- A targeted feeding programme and other poverty alleviation and safety measures
- Support to teachers through provision of basic conditions of service, incentives and an employee wellness programme

The listed services are derived from the legislative mandates, National Department of Basic Education and the Programme management structures centrally determined under the National Treasury / Department of Performance Monitoring and Evaluations. These mandates are outlined in detail within the WCED Annual Performance Plan (APP).

Furthermore, refer to Annexure E: WCED Business Process Architecture [extract from the signed Business Process Optimisation (BPO) Phase 1 Report for WCED], which depicts the Department's services linked to the organisational structure, its assigned functions and responsibilities.

### 3. Situational Analysis

The Department of Basic Education in consultation with National Treasury and DPME agree to the format of the Provincial Education Departments. The standard format is attached as Annexure F for reference. The format prescribes the Programmes and sub-programmes structure of the Annual Performance plans and annual reports. When performance reviews against determined targets are concluded quarterly to designated oversight authorities, they eventually culminate into a concluded Annual Report.

Internally listed performance achievements relate directly and or indirectly to the services the WCED offers. These are then identified for improvement (if required) as we work towards delivery of the Strategic Plan and or the Medium Term Strategic Framework.

WCED is fortunate to have had the current SDIP 2016 -2019 include the same identified services for the SDIP 2018 – 2021. Reflection on the performance and possible improvements could be gauged directly from introspection by the relevant Managers and reporting structures, inclusive of the WCED EXCO.

It should be mentioned that Statistics South Africa data was not directly reflected upon during these exercises, but is an important source which feeds our WCED Central Education Management Information System (CEMIS).

The delivery against the Batho Pele principles is reflected within the current SDIP 2016 - 2019 of which an assessment was conducted by DPSA. The assessment inputs were considered and influenced the improvements reflected within the SDIP 2018 – 2021.

A number of key monitoring tools, analytics of stakeholder structures and reflection on service deliveries pertinent to the identified services are depicted below:

#### 3.1 Annual Customer Satisfaction Survey and Reports

The Customer Satisfaction Survey (CSS) has been conducted since 2009 and 2017 is the second year in which ALL Public schools were invited to respond. The Survey provides staff at schools the opportunity to:

- (i) indicate the frequency of using certain of the District and Head Office services;
- (ii) rate the quality of these services, and also
- (iii) comment briefly on any of the elements covered in the survey.

A total of 5 644 institution-based personnel from 1 077 (72%) public schools responded. Compared to 2016, this is an increase of more than 2 000 responses. With 2017 celebrated as the Year of the Teacher, the number of respondents per school has been increased from 5 to 10, a proactive attempt to expand opportunity for responses from

our institution staff. Respondents ranged from post level 1-6 with most respondents in the range of 20-30 years experience.

The below table depicts the comparative responses to the WCED Customer Satisfaction Reports 2015 – 2017 for selected Frontline Services, where ratings of 1 and 2 = Poor, 3 = Satisfactory and 4 - 5 = Good.

Item	Ratings of Selected Frontline Services								
	Year 2015			Year 2016		Year 2017			
	Poor	Satisfactory	Good	Poor	Satisfactory	Poor	Satisfactory	Good	
Call Centre	9%	44%	46%	7%	53%	40%	9%	44%	46%
Walk-In Centre	6%	28%	66%	4%	56%	40%	6%	28%	66%
Safe Schools	11%	52%	37%	17%	50%	33%	11%	52%	37%
Website	5%	43%	52%	3%	37%	59%	5%	43%	52%
Telephone Response	17%	49%	34%	14%	50%	36%	17%	49%	34%
Written Response	25%	50%	25%	25%	51%	24%	25%	50%	25%
HO Support	13%	52%	35%	8%	53%	39%	13%	52%	35%
ED Office Support	6%	39%	55%	4%	37%	59%	6%	39%	55%
Finances	9%	47%	44%	8%	51%	41%	9%	47%	44%
HR Support	14%	50%	36%	12%	52%	36%	14%	50%	36%
CM Support	5%	34%	61%	3%	31%	66%	5%	34%	61%

Based on the visits and use of the services of service beneficiaries during the reporting periods it was clear that our visitors and client service centres offered opportunities to address the communication and specifically the client services interface with service recipients. The challenge to improve the access of specific client services were identified as long term challenges which should be addressed incrementally with due consideration for cost, timing and technological advancements.

The below table is an indication from the Customer Satisfaction Survey participants' use of WCED accessible services between 2015 - 2017.

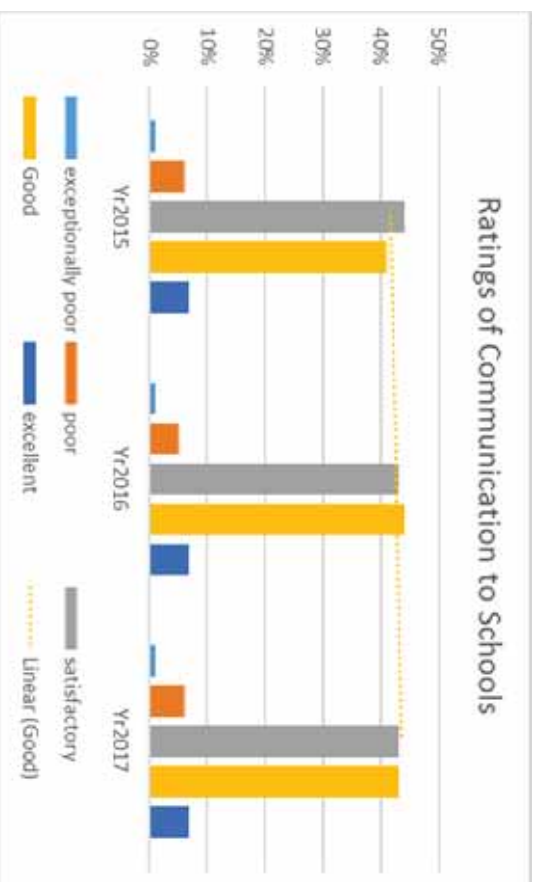
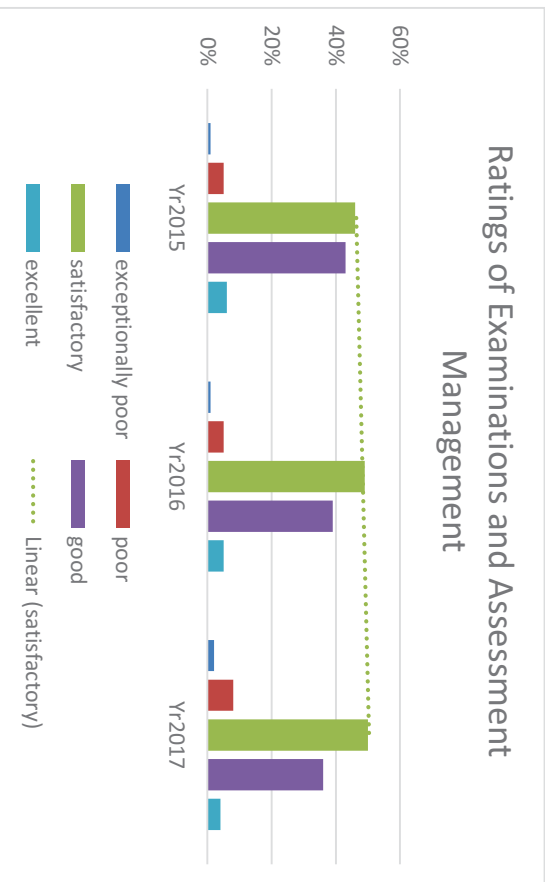
Area	Periods	Never	1 - 2 times	3 - 5 times	6 - 10 times	11 + times
Visited the walk-in /visitors' centre at Head Office	2015	47%	25%	15%	6%	7%
	2016	57%	22%	11%	4%	5%
	2017	59%	22%	10%	4%	4%
Called the WCED Call Centre	2015	29%	23%	17%	12%	19%
	2016	26%	21%	18%	11%	24%
	2017	32%	23%	17%	10%	18%
Telephoned an official at Head Office	2015	28%	21%	18%	11%	22%
	2016	24%	22%	17%	12%	24%
	2017	33%	24%	16%	9%	18%
Telephoned an official at the District Office	2015	21%	16%	17%	15%	31%
	2016	18%	17%	18%	14%	33%
	2017	27%	20%	17%	12%	25%
Consulted the WCED website	2015	9%	13%	17%	17%	45%
	2016	9%	13%	17%	17%	45%

	2017	12%	16%	21%	17%	34%
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The satisfaction levels of service beneficiaries which support the priority services for improvement are illustrated below. Communication is critical, and the improvement specifically to Examinations and Assessment management queries areas require immediate attention. The communication areas would be addressed across the organisation with specific service beneficiaries in mind. The project to improve the Client Services of the department was a service of the previous SDIP cycle. However, the need for enhancements to the Call Centre technology is illustrated by the dip in service satisfaction. The department is confident that the future enhancements would once again lift the satisfaction levels of communications in general.

<b>Responses – Support to schools and communication to Head and ED Offices</b>							
Question	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent	Grand Total
<b>WCED call centre [corporate (personnel &amp; finance) matters]</b>	Yr2015	2%	10%	46%	38%	5%	100%
	Yr2016	1%	6%	53%	34%	6%	100%
	Yr2017	2%	6%	53%	34%	6%	100%
<b>WCED walk-in centre (corporate and exam matters)</b>	Yr2015	1%	5%	49%	40%	5%	100%
	Yr2016	1%	3%	56%	34%	6%	100%
	Yr2017	1%	3%	56%	34%	6%	100%
<b>WCED website</b>	Yr2015	1%	3%	36%	50%	9%	100%
	Yr2016	0%	3%	37%	49%	10%	100%
	Yr2017	1%	4%	43%	46%	7%	100%
<b>Response to telephonic enquiries</b>	Yr2015	2%	11%	50%	33%	4%	100%
	Yr2016	2%	12%	50%	31%	4%	100%
	Yr2017	3%	13%	49%	31%	4%	100%
<b>Response to written enquiries</b>	Yr2015	3%	19%	48%	27%	4%	100%
	Yr2016	5%	20%	51%	22%	2%	100%
	Yr2017	6%	19%	50%	22%	3%	100%
<b>Safe Schools Support</b>	Yr2015	8%	20%	46%	23%	3%	100%
	Yr2016	4%	14%	50%	29%	4%	100%
	Yr2017	4%	14%	49%	29%	4%	100%

The tables below illustrate the responses to specifically the two identified areas for improvements which illustrate a trajectory of improvement over the years under review. This by no means indicates that the management is satisfied. Identified improvements to specific areas will be unpacked over the next 3 years.



### 3.2 Stakeholder Engagements

#### 3.2.1 The Provincial Principals' Forum

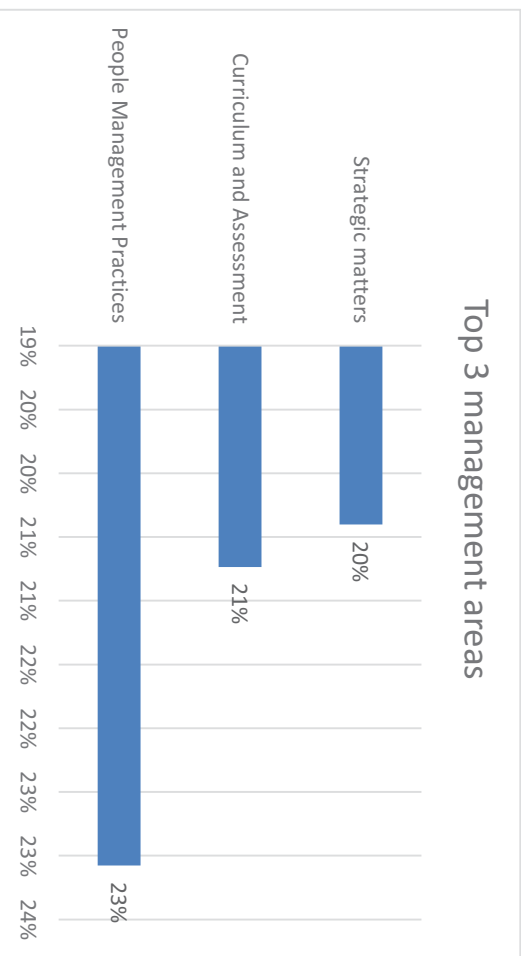
The Provincial Principals' Forum meets quarterly with the WCED management (lead by the HoD) to discuss items of concern and of mutual interest. The forum further seeks clarity on Education policy matters and gives their input to implementation challenges. A cursory analysis of the 15 meetings held between 2015 – 2017 revealed the following, which is depicted below:

Of the 299 agenda items discussed, the top 3 areas of delivery covered the following: People Management Practices (HR) 69, Curriculum and Assessment (62) and Strategic Matters (61).



The People Management Practices (HRM) and Curriculum and Assessment would naturally be the biggest area of concern/interest as the Principals are the direct line-managers responsible for implementation of these policy matters. The Strategic items are mostly the items the HoD shares with the forum of an analysis/reporting nature for reflection and insight.

The Forum's structure and composition, cannot change focus, but the quality of engagements can always improve to influence education policy implementation within the Western Cape.



### 3.2.2 Stakeholder Engagements with communities (via Municipal IDP processes)

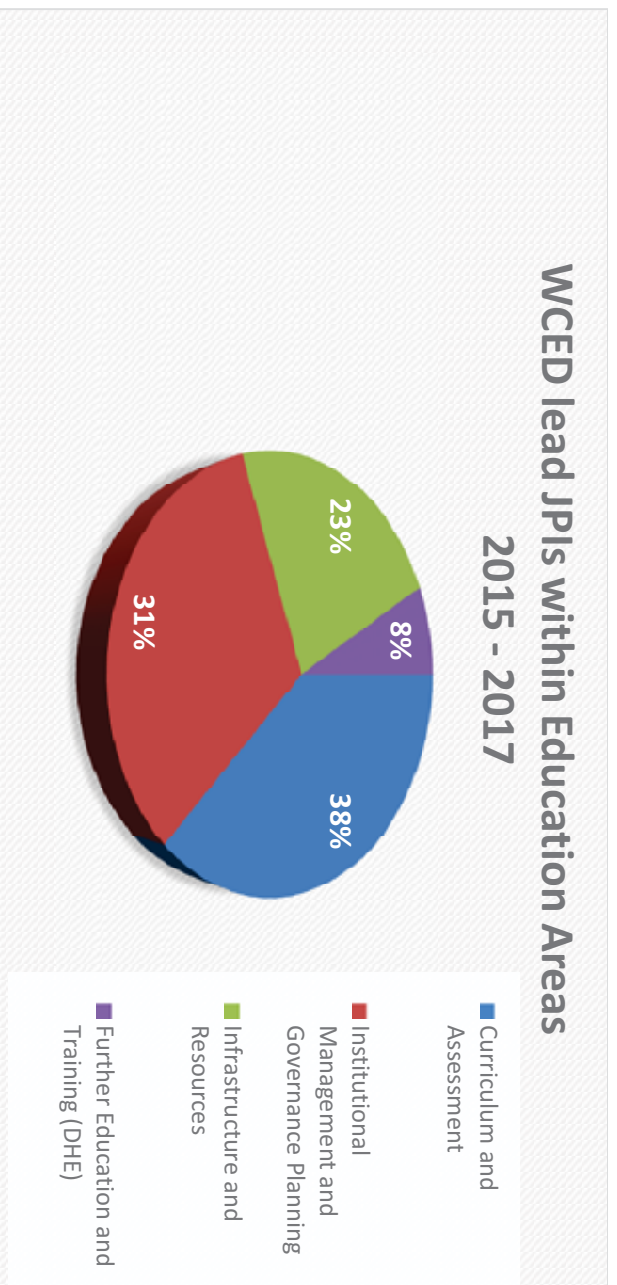
The WCED is integrally involved with the Municipal Integrated Development Plans (IDP) processes annually. District officials (circuit managers) are requested to attend the community engagements within municipal wards and towns. Their contributions are invaluable to position community priority needs and offer feed-back to the Education District and Head-office structures which influences WCED priority needs and delivery.

The Province engaged in a priority needs assessment with municipalities which informed the process to determine the Strategic Joint Planning initiatives between Sector departments and municipalities, to which lead- and support departments/entities/ municipalities were assigned. WCED are the lead department for the following Joint Planning Initiatives (13) agreed upon for delivery and reporting (2015 -2017).

Municipality	JPIs	Municipality	JPIs
Beaufort West Municipality	1	Overstrand Municipality	1
Bergervier Municipality	1	Prince Albert Municipality	1
Bitou Municipality	1	Saldanha Bay Municipality	1
George Municipality	1	Swartland Municipality	1
Hessequa Municipality	1	Swellendam Municipality	1
Mossel Bay Municipality	1	Witzenberg Municipality	1
Oudtshoorn Municipality	1	Total	<b>13</b>

Progress and improvements were reported to the IDP structures including the Premier's Coordinating Forum, chaired by the Premier. The forum is represented by the Mayors, Municipal Managers, MECs of Provincial Departments and their Heads of Departments.

The analysis of the JPIs illustrate the links with the Education areas and their respective services. Education policy issues are the cross cutting element identified through the JPI processes and its deliverables. Improved communications of these policies are key to successful implementation and application. The JPI's and its associated projects over the years have been declared either concluded, operationalised within planning processes and or still active and requiring regular progress feedback. The top 4 Education areas identified as community needs are reflected as percentages below:



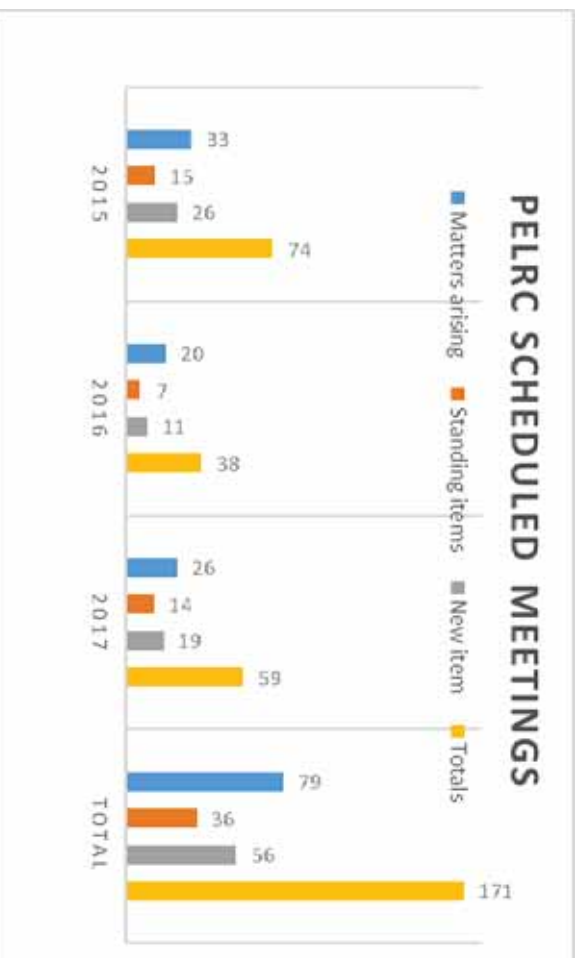
At present WCED lead JPIs status is as follows: 7 JPIs are still active, of which 2 were proposed to be closed (concluded – Municipalities to agree), 1 must be re-assigned to Department of Higher Education (FET Colleges mandates) and the balance (4) require quarterly progress feedback.

The education policy issues requiring clarity and information sharing at the municipality engagement level are amongst others; School Admission policies, Access to Infrastructure development/maintenance (schools), Learner Transport policy, School and Learner Safety, Language policies, curriculum choices leading to employment opportunities, examination and assessment (progression) criteria, etc.

### 3.2.3 Provincial Education Labour Relations Council

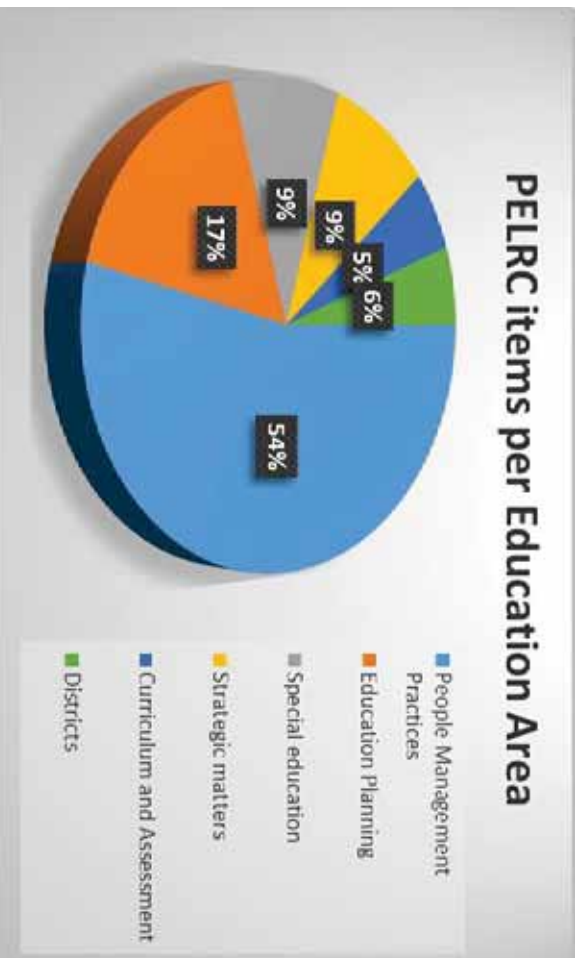
- The Provincial Education Labour Relations Council (PELRC) is the provincial chamber in which the WCED manages the relationship with Educator Unions with the aim of ensuring harmony and labour peace. The number of PELRC representatives are as follows:
  - Employer (WCED) – 10;
  - South African Democratic Teacher's Union (SADTU) 7;
  - National Professional Teacher's Organisation of South Africa (NAPTOSA) – 2 and
  - Suid-Afrikaanse Onderwysunie (SAOU) - 1.

At least 4 scheduled meetings under the elected chairmanship of union officials are held annually with the objective to ensure labour harmony amongst the largest group of employees within the WCED. The graph below illustrates the agenda type items spread over the 2015 – 2017 years.



During the past 3 academic years, a total of 12 scheduled meetings and 1 special meeting were held. 171 items were discussion-points on the respective agendas, of which WCED's standing items covered, amongst others, the following:

- Dispute Prevention;
- Employer Health and Wellness;
- Integrated Quality Management System (IQMS);
- Medium Term Expenditure Framework (staffing expenditure);
- National Teacher Awards (NTA);
- Redesign/Alignment of Districts and
- Whole School Evaluation (WSE).



In respect of the pie chart above, which represents the top 6 education areas under discussion at the PELRC meeting; it is obvious that the bread and butter issues will be the most covered area, i.e. People Management Practices. However, items on discussion covers the entire spectrum of education and depicts a soundly managed stakeholder engagement which is value adding. The fact that issues require clarity, also points towards the need for improved communication with stakeholders. The most appropriate communication means needs to be explored per management area to address the unique challenges experienced.

### **3.2.4 Broad Management and Leadership**

The Broad Management and Leadership (BML) structure is an important stakeholder engagement of Senior Managers, chaired by the HOD of WCED. BML meets at least once a quarter and holds a Strategic Planning Session once per annum; and could invite experts to render assistance and advice on various topics relating to the education landscape.

The graph below depicts the BML agenda topics spread across the branches of the department.

## BML topics 2015 - 2017



Clearly on average the Corporate Services topics featured more on the agendas. This supports the focus of 2015 and 2016 to reflect on budget vs. expenditure and people management issues by the then HOD and the new with effect 1 November 2016.

The Department of the Premier leads a provincial wide exercise in support of the SDIP 2016 – 2019 development process, i.e. Business Process Optimisation (BPO). This involved all Senior managers of the WCED rating all services managed by each SMS members. The individual ratings were collated and aggregated using the priority needs tool. The following list was offered to WCED for deliberation and during discussions at EXCO agreed to the below-mentioned priorities for Business Process Optimisation (BPO) for the department. See Annexure G

### Original list:

1. Manage Specialised Education Support Services 3.85
2. Provide Recruitment and Selection Service 3.50
3. Manage Cape Teaching and Leadership Institute 3.45

### WCED EXCO final list:

1. Manage Specialised Education Support Services 3.85
2. Provide Recruitment and Selection Service 3.50
3. Management of Examinations and Printing Administration 3.40

The exercise culminated in the BPO Phase 1 Report shared with relevant line-managers as DoIP PDI attempt to establish business process Maps and standard operating procedures within all department of the province.

On the back of the BPO Phase 1 Report and further consultations with the SDIP team lead to the determination of the two prioritised services for the SDIP 2016 – 2019. EXCO agreed to the services within the Directorate Communication and Directorate: Examinations Administration. i.e.:

Service One: Examinations Registrations and Client Service support

Service Two: Communication to Parents and Citizens

See **Annexure G:** Extract from EXCO minutes of 10 December 2015 and 14 December 2017.

This is certainly not the only focus of the BML structure. The agenda over academic years include preparing for the new academic year, reflecting on results/delivery achieved and planning for the New Year in respect of all the policy areas of education. It's the platform from which the Strategic Plan, in line with government agendas, is plotted and manoeuvred.

### 3.2.5 Auditor- General and Audit Committee findings

The WCED achieved Clean Audit Awards for three years in a row, including 2017/18, and is the first Provincial Education Department to achieve this. The Financial Management Improvement Plan (FMIP) is the WCED official means to track the progress improvement of findings to the Auditor-General's opinion of the department.

The following table indicates the overall implementation rate based on the number of action plans handed over since the 2013/14 financial year to 31 December 2017. Figures are reported cumulatively.

Handed over	Expired	Action Plans Implemented	Action Plans in Progress to be Followed Up in 2017/18
2013/14	62	61	1 closed out
2014/15	45	44	1 closed out
2015/16	17	17	0
2016/17	48	44	14 (2 closed out)
2017/18	34	5	5
<b>Overall</b>	<b>206</b>	<b>173</b>	<b>23</b>

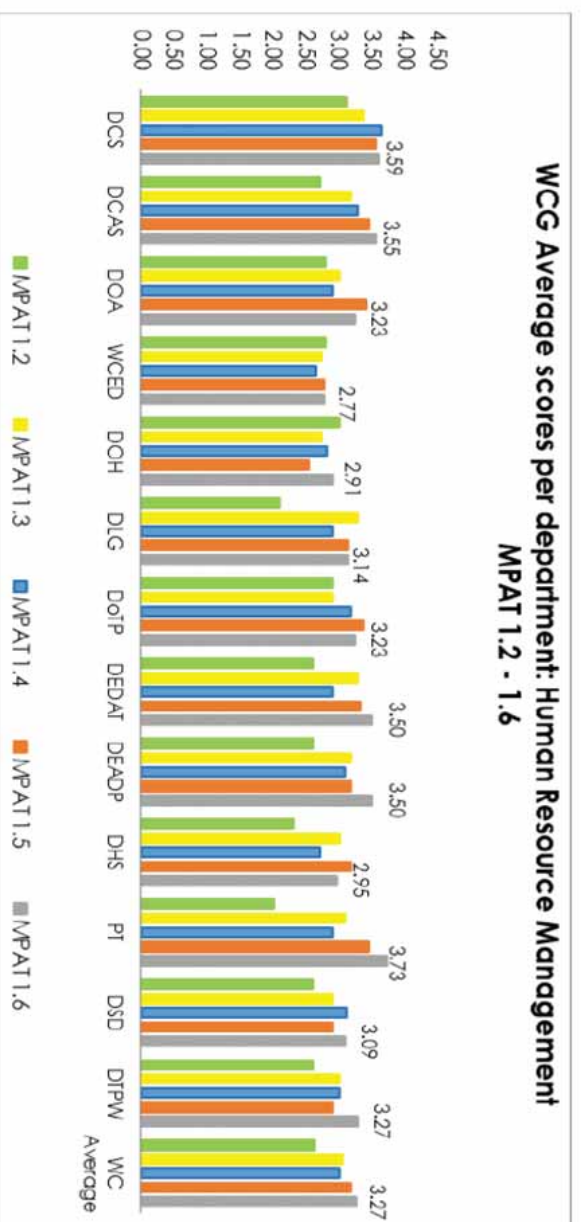
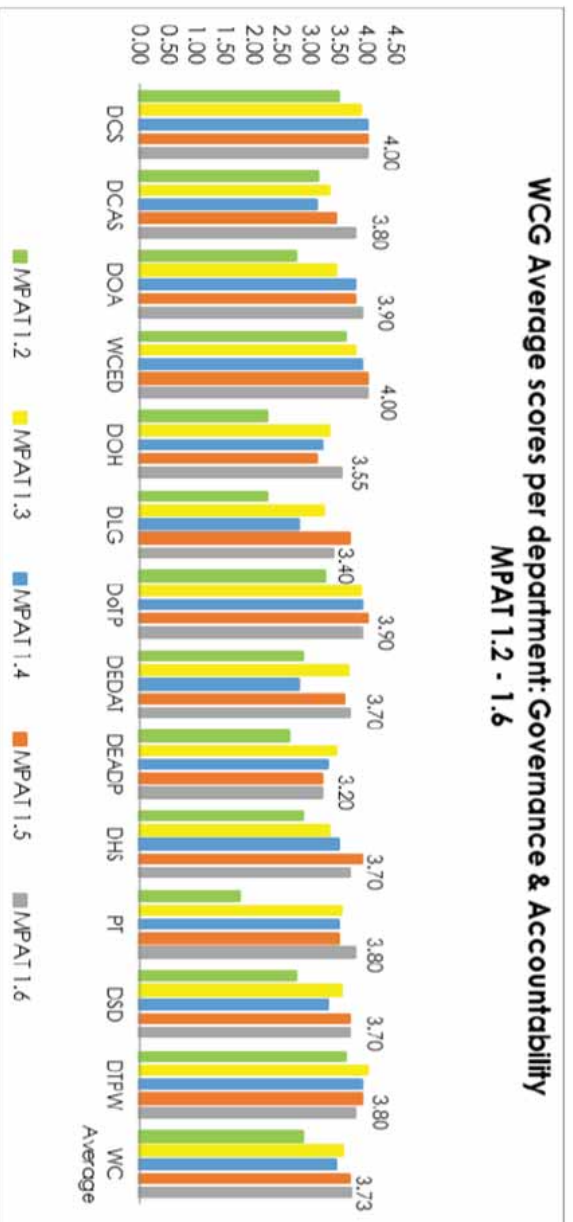
In general, the education challenges centre around operational level improvement of plans. The quarterly reporting by the Internal Control Unit of the WCED at EXCO meetings ultimately leads to improvement of service delivery across the Department.

### 3.2.6 DPME MPAT comparative scores

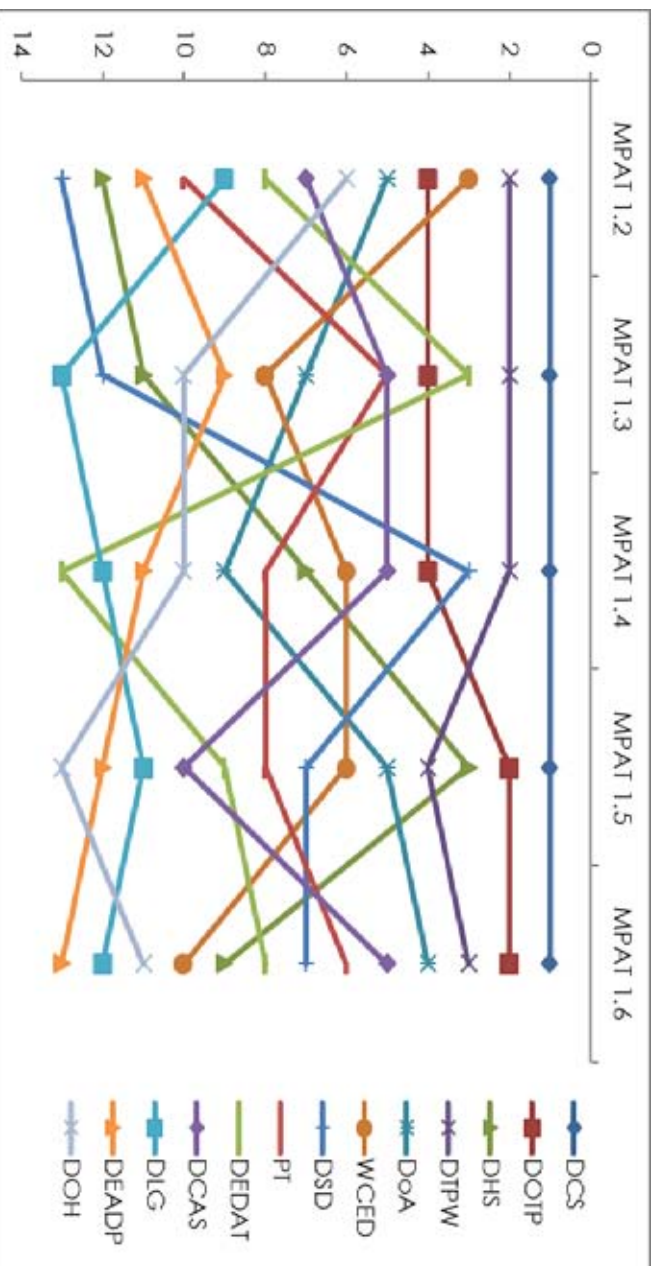
MPAT focuses on management practice in four key performance areas (KPAs): Strategic Management, Governance and Accountability, Human Resource Management, and Financial Management. Departments assess themselves against a set of standards and provide evidence of their compliance. These assessments are moderated, and opportunities to challenge the moderation are provided and adjustments can be made

based on the evidence provided. This elaborate process brings some measure of objectivity to the process. The WCED have consistently scored above 3.5 from a possible 4 for its Governance and Accountability management area of MPAT. The enormity of managing a large department of 40 000 employees is a challenge on its own. However, the improvement strides to its weakest MPAT scoring area, i.e. Human Resources Management, is a constant focus of the Department. This should be seen against the back-drop of the largest department in the Western Cape, but also the best performing Provincial Education Department in South-Africa.

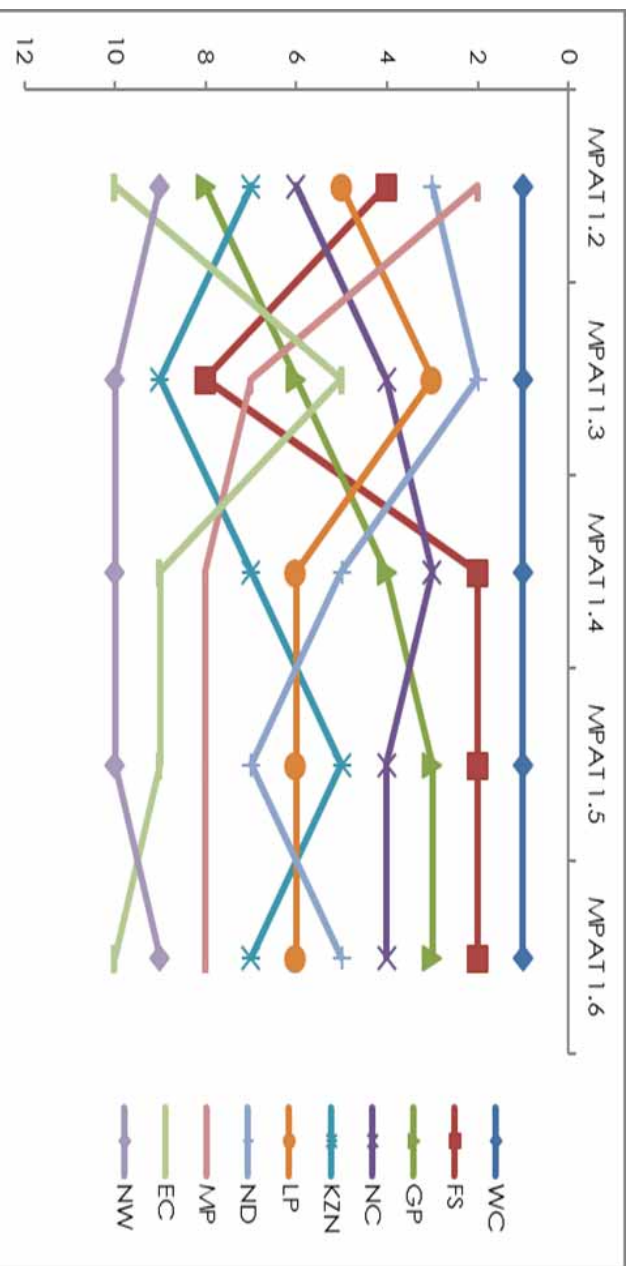
The below graphs illustrate the Provincial Departments of the Western Cape's MPAT achievements over the years for Governance & Accountability and Human Resources Management.



The graphs below illustrate the WCG department's rankings, in relation to MPAT 1.2 to 1.6:



The diagram below depicts the overall ranking of the provinces and national departments, in relation to MPAT 1.2 to 1.6:



In the context of the MPAT application, it should be mentioned that the standards levels are increased year-on-year with the objective to improve government service delivery overall. These changes of standards are mostly applied to the 4 level areas (delivering



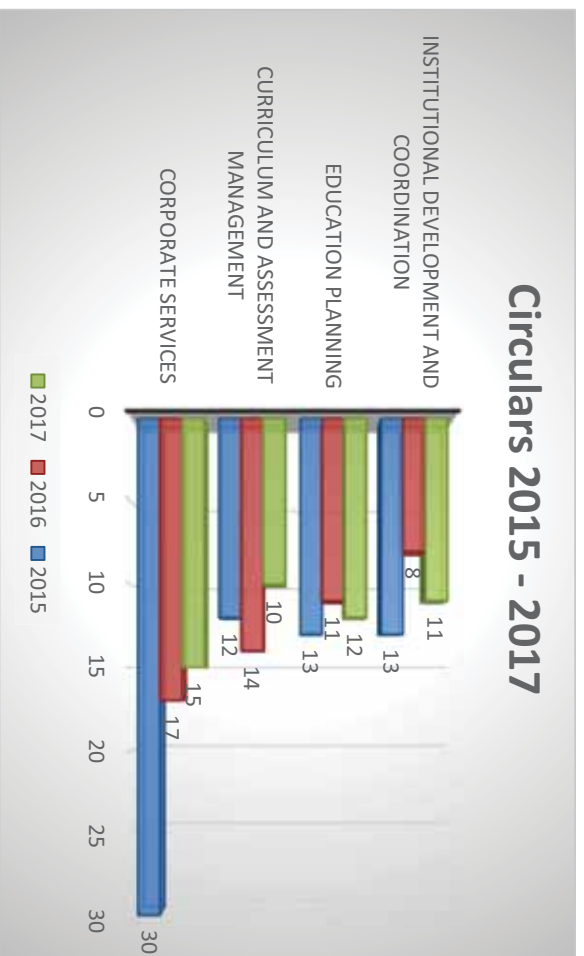
smartly) while the 3 areas are the policy requirement areas, which are updated based on individual promulgations.

Key to successful application and management of the MPAT areas are communication processes, especially in a large organisation with multi-levels of delivery (Head-office, District Offices and Schools).

### 3.3 Communication to schools

Annually WCED communicates policies, implementation plans, monitoring activities, share reports, etc. to relevant service beneficiaries via the official Circulars and Circular minutes. Circulars require approval/signature by the Head of Department while Circular minutes are approved/signed by the relevant Branch Head, i.e. Deputy Director-General. Since all schools have access to e-mails, these communications are sent electronically for the relevant education officials attention.

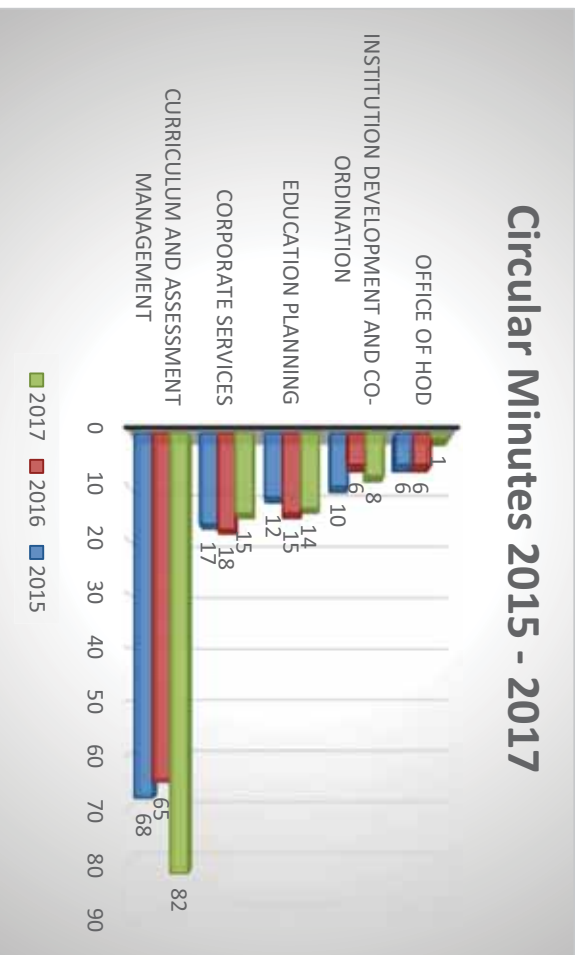
Through an analysis of the circulars issued during the past 3 years it is evident that WCED communicates continuously, specifically to schools. The graph below provides an indication of the circulars and circular minutes, excluding HoD quarterly letters to Principals distributed to schools during the years 2015 - 2017.



During the 3 years, the different Branches within education issued on average 13 Circulars per annum, except for Corporate Services during 2015. However, the Branch Curriculum and Assessment Management issues significantly more circular minutes annually compared to the rest.

A cursory analysis of the circular minutes issued by the Branch Curriculum and Assessment Management, reveals that the examination and assessment criteria and preparations for examinations require communication with schools and examination sites across the province. The most effective means of communication remains via e-mail to

education sites. The challenge, however, remains whether the WCED can reduce the number of formal communications to its stakeholders.



### 3.4 Complaints mechanisms

#### 3.4.1 Customer Satisfaction Surveys

The analysis of the complaints received via the Customer Satisfaction Survey over the last 3 years are listed the below communication as the area that requires urgent attention. The comments, complaints and complements section of the annual Customer Satisfaction Survey must be read against the average responses to the options. On average the survey reports illustrate 29% comments; 35% complaints and 36% complements.

The specific client services were prioritised to offer an improved service. The need to improve the service to learners and educators involved with examination and assessment issues were prioritised as the next area of attention.

Comments	Complaints	Complements	Totals
1489	1830	1857	5176
29%	35%	36%	100%

The top 6 complaints for the 2015 CSS		Top 6	
SERVICE QUESTIONS			

Equipment and Furniture Supply Support	11%
Infrastructure Maintenance Support	7%
Response to Telephonic Enquiries	7%
Text Books and Support Material Support	6%
Special Education Needs Support by Psychologists	5%
Special Education Needs Support by Social Workers	5%
<b>The top 6 complaints for the 2016 CSS</b>	
<b>SERVICE QUESTIONS</b>	<b>Top 6</b>
Infrastructure and maintenance support	12%
Response to telephonic enquiries	6%
Safe Schools Support	6%
Specialised Support by psychologists	6%
Specialised Support by social workers	5%
Administration of Salaries and Pay Slips matters	5%
<b>The top 6 complaints for the 2017 CSS</b>	
<b>SERVICE QUESTIONS</b>	<b>Top 6</b>
WCED call centre [Human Resources and Finance matters]	15%
Telephonic enquiries Response to	6%
WCED walk-in centre (Human Resources and Finance matters)	6%
Infrastructure and maintenance support	5%
Administration of Salaries and Pay slip matters	4%
Specialised Support by psychologists	4%

### 3.4.2 The President's Hotline

The Presidential Hotline, 17737, should be used when all your attempts to get assistance from a Government Department, Province, Municipality or State Agency have failed. It is not only a complaints line. You can call to share your views or provide solutions to the challenges in your community.

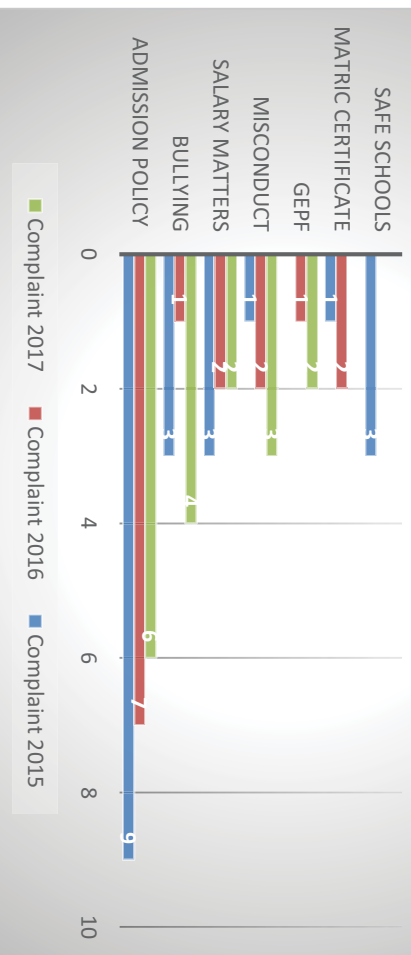
The analysis of the President's Hotline, which is managed within the Province at DoP and the coordinating directorate within WCED Communication Directorate, offers the following insights:

During the period 2015 – 2017, the Department received a total of 84 logged calls for follow-up, of which 1 complaint was erroneously linked with the WCED, while it was resolved as a Department of Health issue.

80% of calls logged were registered as complaints and the 20% as enquiries. Obviously enquiries are resolved within a quicker turn-around time. The Department, using its Head-office structure, Education District offices and or Schools, resolved all 84 items on average within 23 days.

The cursory analysis of the education issues for complaints received from 2015 – 2017 is as follows:

## Education complaints issues 2015 - 2017



The top 7 issues are listed above, which in general shows a general decrease trend.

Admission policies of schools, bullying and educator salary matters are the top areas of complaints. However, WCED invests heavily in its attempt to address these issues.

The comparatively higher number of complaints pertaining to admissions should be viewed against the backdrop of the in-migration of approximately 20 000 learners into the province per annum. The vast majority of these would not have used the enrolment platforms available online. As a consequence, tremendous strain is placed on the system.

The early enrolment campaign is geared at parents and citizens' responsibility to apply early for enrolment at school entry and for secondary admission. We encourage applying to more than 1 school to improve the chances of acceptance.

The Anti-Bullying campaign is another, where marketing is applied to address the many media means to spread the message to citizens and learners.

### 3.5 Summarised findings of the situational analysis

- Communication, in different formats practised by staff at the Head-Office and the District-offices, is the lowest rated service of the Department according to the annual WCED Customer Satisfaction Survey Reports.
- The implementation of National and or Provincial policies will remain a challenge for Line-managers with general acceptance and understanding of the intensions for service beneficiaries creating the most issues.
- WCED should consciously look at all its stakeholder engagements and introduce strategies to improve the overall effectiveness of its structures and to improve the quality and impact of its engagements.

- The WCED model of communication via School Governing Bodies to parents holds its own challenges. Needs of communities are either addressed via formal channels (SGB and or Community engagements).
- Community engagements offer more challenges: Parents have the choice to admit their children at schools outside their residential areas and the needs emanating from these engagements are not necessarily the needs of the residential communities.
- The harmony and labour peace is the greatest risk of an educational department. However, while the focus remains fixed on the policy implementation challenges, WCED is seen to deliver well compared to other provincial departments.
- WCED Governance and Accountability is perceived as exceeding expectations in relation to the MPAT lens of the Department of Monitoring and Evaluation (DPME). Over time we would expect that standards within the area be increased to move all government departments forward towards improved service delivery.
- The number of circulars issued to schools (service beneficiaries) are driven by the number of policies and its implementation challenges experienced. Hence, to address and or reduce the numbers of circulars is not necessarily the only (best) way to address the challenges. One should implement a longer term strategy in-line with the policy implementation processes associated with the applicable policy. These phases of policy implementation, review and assessment is cyclical in nature.
- Complaints over the periods of the Annual Customer Satisfaction Survey (2010 -2017) average 1/3 of all comments received; which equal the number of compliments.
- The complaints, comments and compliments are channelled for noting and action, annually. This also drives improvement of delivery and allows for line managers to introduce initiatives to directly and or indirectly address the "shortcomings" identified.
- The President's hotline is a complaints mechanism which offers a different lens on complaints and should not be addressed in isolation.

These summarised findings will be included as either solutions and or challenges for solutions within the identified services of the SDIP 2018 – 2021.

#### 4. Action Planning: Key Service 1 – Examinations Registration and Client Service Support:

KEY SERVICE	SERVICE BENEFICIARY	PERFORMANCE AREA	Current Quantity: Overall Performance	Desired Quantity: Overall Performance	Desired Quantity: Overall Performance	Desired Quantity: Overall Performance
			BASE YEAR 0 PERFORMANCE LEVELS	YEAR 1: PERFORMANCE TARGET	YEAR 2: PERFORMANCE TARGET	YEAR 3: PERFORMANCE TARGET
Examinations Registrations and Client Service support	<ul style="list-style-type: none"> <li>Learners</li> <li>Educators</li> <li>Public Service staff</li> <li>Officials from other National- and Provincial Government Departments</li> <li>Officials from Local municipalities</li> <li>Staff members of NGO's</li> <li>Citizens</li> </ul>	<p>Performance area 1: Examination Registration</p> <p>Performance area 2: Client Service Support</p>	<p>13 000 clients assisted at the Walk-in Centre (located at Head Office) for SCA registrations</p> <p>15 000 clients assisted at the Walk-in Centre (located at Head Office) for NSC registrations</p>	<p>10 000 clients assisted at the Walk-in Centre (located at Head Office) for SCA registrations</p> <p>10 000 clients assisted at the Walk-in Centre (located at Head Office) for NSC registrations</p> <p><i>It is envisaged that the reduction in the number of clients assisted at the Walk-in Centre (located at Head Office) would be due to the increase in the number of</i></p>	<p>7 000 clients assisted at the Walk-in Centre (located at Head Office) for SCA registrations</p> <p>7 000 clients assisted at the Walk-in Centre (located at Head Office) for NSC registrations</p> <p><i>It is envisaged that the reduction in the number of clients assisted at the Walk-in Centre (located at Head Office) would be due to the increase in the number of</i></p>	<p>5 000 clients assisted at the Walk-in Centre (located at Head Office) for SCA registrations</p> <p>4 000 clients assisted at the Walk-in Centre (located at Head Office) for NSC registrations</p> <p><i>It is envisaged that the reduction in the number of clients assisted at the Walk-in Centre (located at Head Office) would be due to the increase in the number of</i></p>

				<i>clients accessing the registration service on-line or at their closest District Office (if the service is decentralized)</i>	<i>clients accessing the registration service on-line or at their closest District Office (if the service is decentralized)</i>	<i>clients accessing the registration service on-line or at their closest District Office (if the service is decentralized)</i>
Process mapping & unit costing	See Annexures G reflecting the High Level Business Process Map 1: Examinations Registrations and Client Service support as well as the listed SOPs either concluded and or work-in-progress.					
Problem analysis and Problem statement	<p>The Chief Directorate Assessment and Examinations manages the administration, conduct and resulting processes for the following five examinations annually:</p> <ul style="list-style-type: none"> <li>• National Senior Certificate (NSC) in November;</li> <li>• NSC Supplementary during February/March;</li> <li>• Senior Certificate (SC) during May/June;</li> <li>• AET Level 4 examinations in May; and</li> <li>• AET Level 4 examinations in November.</li> </ul> <p>The Directorate Examinations Administration renders the following information and administrative services to its clients throughout the year, although enquiries regarding specific examinations and functions tend to peak during registration periods and the period in which results are announced:</p> <ol style="list-style-type: none"> <li>1. Registrations for examinations;</li> <li>2. Result enquiries;</li> <li>3. Request for replacement certificates;</li> <li>4. Application and enquiries about re-marking; and</li> <li>5. Advice on which subject combinations would lead to certification.</li> </ol>					

The Walk-in Centre assists the following clients:

1. Unemployed youths not in possession of a matric certificate;
2. Unemployed adults who left school at grade 9 level or earlier wanting to complete matric;
3. Working adults not having matric;
4. Working adults who were in matric and failed matric wanting to acquire a matric qualification;
5. Adults who are illiterate and wanting to acquire a qualification viz. AET and thereafter a Senior Certificate;
6. Youths who were in matric before and either failed or passed and are wanting to improve their qualification (status); and
7. Adults who have lost or damaged their original NSC/SC certificate and require a replacement copy.

The WCED offers the option of on-line registration to candidates entering the Senior Certificate examination. Candidates can register on-line for the Senior Certificate examination on the following link <http://wcedonline.westerncape.gov.za>. However, the use of this service is limited due to the clientele's lack of computer skills, familiarity with and access to the internet. As a result, clients travel to the Walk-in Centre for assistance with their registration. It is clear that many adult learners are not comfortable to do on-line registration, hence the increased numbers visiting the Examinations' Walk-in Centre at Head Office where assistance and guidance is available. Candidates, who are not familiar with computers, find it daunting to do on-line registration due to the complexity of the service (on their level). On the other hand, candidates who are familiar with a computer find on-line registration quite straightforward and easy.

The Walk-in Centre compiles information leaflets on examination related issues, viz. registration, re-mark and re-checks and certification matters. It is the responsibility of the walk-in centre to pre-empt the type of queries for each process on the examination calendar and to ensure that information brochures, booklets and leaflets are available for clients to assist them with related queries. Information on the WCED website is also updated on a regular basis to ensure that the most recent information is available.

A dedicated Client Services Manager was appointed for the Examinations' Walk-in Centre since 2012 when the Walk-in Centre formed part of the service delivery unit of the Certification Section.

The following are some of the challenges faced with regards to this service:

- Infrastructure and Personnel:
  - Inadequate walk-in centre space at Head Office to assist clients with on-line registration is challenging. A district-based examination registration venue that is client focussed and where clients can be assisted with



	<p>their on-line registration would be beneficial. If the service is district specific, the influx could be easily controlled and managed.</p> <ul style="list-style-type: none"> <li>○ The Examinations' Walk-in Centre in its current form and location was established in May 2013 after a work-study investigation. The Centre is staffed with a Manager (ASD) (this post is vacant and was recently advertised) and 4 Administrative officers. Servicing in excess of 40 000 clients annually, it was soon found that the allocated space and personnel were inadequate to handle the number of clients, especially in the peak period when results are released or during examination registration periods.</li> <li>○ Challenges currently being experienced at the Walk-in Centre include small cramped cubicles, a lack of space to manage the number of clients streaming to the Centre during peak periods and lack of proper telephone infrastructure and training for officials to manage the telephonic enquiries.</li> <li>○ Staff shortages (created by post vacated by the Walk-in Centre Manager – the post has been advertised and should be filled in the next 3 – 6 months).</li> <li>○ Queries of learners from other provinces wishing to conclude examinations or complete their matric qualifications within WC. This creates an increased need for writing venues for repeat candidates.</li> <li>○ No. of Examination centres required accommodating adult learners (SCA) and repeat learners (NSC) continues to increase. Current investigation into the use of community and church halls in the creation of centralised examination venues. Engagement with schools to avail their premises for the exam.</li> <li>○ Filling of vacancies (the vacant Consultant's position has been advertised and should be filled in the next 3 – 6 months)</li> <li>● It is an ongoing challenge for certification back office staff to manage both the telephone enquiries for the Examinations Directorate and to complete processing of applications and emailed correspondence regarding certification and resulting. Telephones within the Certification Office are manned from 7:30 – 16:00. The examinations hotline telephone number 021 467 2300 is currently open to all certification officials to assist clients.</li> <li>● Challenges with security staff – wishing to assist staff vs staff manage their own? - a number of complaints have been logged where clients have received incorrect information from security staff servicing the Certification Walk-in Centre.</li> </ul> <p>The following are some of the current and future plans to address the abovementioned challenges:</p> <ul style="list-style-type: none"> <li>● Training needs – ongoing training of staff in managing client complaints and exam related policy changes.</li> <li>● Improve access to Examination registration services at District offices for beneficiaries.</li> <li>● Dedicated Client Service (telecoms tracking system) – it is critical for enquiries to be tracked to ensure that all matters are resolved.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Future plans for the Examination Client Service included: <ul style="list-style-type: none"> <li>○ The establishment of examination help desks in selected districts that were piloted in 2016/17. Staff were subsequently withdrawn from the District offices as most functions were still centralised and there were too few officials at Head Office to finalise deliverables.</li> <li>○ The expansion of the on-line registration function which now includes on-line applications for re-marks and certification requests will be piloted (2018/19). Increased advocacy and information sharing through the local media will enhance the utilisation of on-line platforms in the Department (2018/2019).</li> </ul> </li> </ul>				
	<b>Performance area</b>	<b>Current overall quantity of the poor performing service</b>	<b>Desired overall quantity of the poor performing service Year 1</b>	<b>Desired overall quantity of the poor performing service Year 2</b>	<b>Desired overall quantity of the poor performing service Year 3</b>
	<b>Performance area:</b> Examinations Client Service support	37 809 clients assisted at the Walk-in Centre	33 000 clients will be assisted at the Walk-in Centre	30 000 clients will be assisted at the Walk-in Centre	27 000 clients will be assisted at the Walk-in Centre
		24 795 switchboard calls attended to by exams personnel	22 316 switchboard calls are estimated to be attended by exams personnel	20 000 switchboard calls are estimated to be attended by exams personnel	18 000 switchboard calls are estimated to be attended by exams personnel
		8 050 applications for certificates processed	9 000 applications for certificates processed	10 000 applications for certificates processed	11 000 applications for certificates processed

		11 124 applications for statement of results were processed	12 224 applications for statement of results were processed	13 446 applications for statement of results were processed	14 790 applications for statement of results were processed
	<b>Performance area:</b> Examinations Registration	17 644 candidates are registered for the SC(a) exam 4 885 users created accounts (27.7%) for on-line registrations (SC)	17 000 (60%) on-line registrations (SC, NSC repeat)	26 000 (75%) on-line registrations (SC, NSC repeat). In 2019, the <i>(Supplementary exam will also be written in June, hence the increase in candidates)</i>	30 000 on-line registrations (SC, NSC repeat)
		85% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form	85% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form	90% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form	90% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form
		2 325 verifications of qualifications concluded	2560 verifications of qualifications requests will be concluded	2850 verifications of qualifications requests will be concluded	3200 verifications of qualifications requests will be concluded

		4 238 requests for re-mark of subjects/ matric results were received	4 700 requests for re-mark of subjects/ matric results are estimated	5 200 requests for re-mark of subjects/ matric results are estimated	5 800 requests for re-mark of subjects/ matric results are estimated
		69 642 persons accessed the WCED NSC Results webpage	76 606 persons accessed the WCED NSC Results webpage	83 606 persons accessed the WCED NSC Results webpage	91 966 persons accessed the WCED NSC Results webpage
		19 400 Individual NSC Results were accessed on the WCED NSC Results webpage	21 607 Individual NSC Results were accessed on the WCED NSC Results webpage	21 850 Individual NSC Results were accessed on the WCED NSC Results webpage	22 070 Individual NSC Results were accessed on the WCED NSC Results webpage
<b>Professional standards (None)</b>	<b>Current professional standards</b>	<b>Desired changes (if applicable)</b>	<b>Desired changes (if applicable)</b>	<b>Desired changes (if applicable)</b>	<b>Desired changes (if applicable)</b>
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
N/A for improvement					
<b>Legal standards if applicable (including Standard Operating Procedures sops)</b>	<b>Current legal standards &amp; approved standard operating procedures</b>	<b>Desired changes (if applicable and revised SOPs)</b>	<b>Desired changes (if applicable and revised SOPs)</b>	<b>Desired changes (if applicable and revised SOPs)</b>	<b>Desired changes (if applicable and revised SOPs)</b>
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	

	<p>Services are provided in accordance with:</p> <ul style="list-style-type: none"> <li>• National Policy on the Conduct, Administration and Management of the National Senior Certificate Examination</li> <li>• Umalusi Circulars on issuing of certificates and examination enrolment</li> </ul> <p><i>(note: legal standards above are national determined, hence WCED not in a position to change annually)</i></p>	<p>Services are provided in accordance with:</p> <ul style="list-style-type: none"> <li>• National Policy on the Conduct, Administration and Management of the National Senior Certificate Examination</li> <li>• Umalusi Circulars on issuing of certificates and examination enrolment</li> </ul> <p><i>(note: legal standards above are national determined, hence WCED not in a position to change annually)</i></p>	<p>Services are provided in accordance with:</p> <ul style="list-style-type: none"> <li>• National Policy on the Conduct, Administration and Management of the National Senior Certificate Examination</li> <li>• Umalusi Circulars on issuing of certificates and examination enrolment</li> </ul> <p><i>(note: legal standards above are national determined, hence WCED not in a position to change annually)</i></p>	<p>Services are provided in accordance with:</p> <ul style="list-style-type: none"> <li>• National Policy on the Conduct, Administration and Management of the National Senior Certificate Examination</li> <li>• Umalusi Circulars on issuing of certificates and examination enrolment</li> </ul> <p><i>(note: legal standards above are national determined, hence WCED not in a position to change annually)</i></p>
Manage Examination Registration	Completed	To be reviewed to ensure continuous improvement	Revised SOP to be implemented (documented lessons learnt and areas for	SOP revised to address areas of improvement

			improvement)	
Manage Certifications Examinations and Walk-In-Centre Services	In progress. To be completed by end financial year 2017/18	SOP to be implemented	SOP to be reviewed to align to decentralized model (if decentralization model is implemented)	Revised SOP implemented (documented lessons learnt and areas for improvement)

<b>Batho Pele Principles</b>	<b>Current Standard</b>	<b>Desired Standard: YEAR 1 (2018/19)</b>	<b>Desired Standard: YEAR 2 (2019/20)</b>	<b>Desired Standard: YEAR 3 (2020/21)</b>
Consultation:	Clients are consulted through: <ul style="list-style-type: none"> <li>Assessment Coordinators' Forum meetings held</li> <li>4 Exam Coordinators' Forum meetings held per annum</li> <li>4 x Provincial Principals' Forum meetings held quarterly</li> <li>4 x Provincial Education Labour Relations Council (PELRC) meetings held quarterly</li> <li>Annual Customer Satisfaction Survey Report concluded</li> </ul>	Clients are consulted through: <ul style="list-style-type: none"> <li>Quarterly Assessment Coordinators' Forum meetings held per annum</li> <li>4 Exam Coordinators' Forum meetings held per annum</li> <li>4 x Provincial Principals' Forum meetings held quarterly</li> <li>4 x Provincial Education Labour Relations Council (PELRC) meetings held quarterly</li> <li>Annual Customer Satisfaction Survey Report concluded by end September</li> <li>Suggestion box within the</li> </ul>	Clients are consulted through: <ul style="list-style-type: none"> <li>Quarterly Assessment Coordinators' Forum meetings held per annum</li> <li>4 Exam Coordinators' Forum meetings held per annum</li> <li>4 x Provincial Principals' Forum meetings held quarterly</li> <li>4 x Provincial Education Labour Relations Council (PELRC) meetings held quarterly</li> <li>Annual Customer Satisfaction Survey Report concluded by end September</li> <li>Manage the suggestion</li> </ul>	Clients are consulted through: <ul style="list-style-type: none"> <li>Quarterly Assessment Coordinators' Forum meetings held per annum</li> <li>4 Exam Coordinators' Forum meetings held per annum</li> <li>4 x Provincial Principals' Forum meetings held quarterly</li> <li>4 x Provincial Education Labour Relations Council (PELRC) meetings held quarterly</li> <li>Annual Customer Satisfaction Survey Report concluded by end September</li> <li>Manage the suggestion</li> </ul>

		Exams Client Service Centre during operating times	box and feedback mechanism during the financial year	box and feedback mechanism during the financial year
Courtesy:	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 96% (satisfaction to excellent ratings to WCED website 2017 CSS report</li> <li>• 84% (satisfaction to excellent ratings to responses to telephone enquiries within the 2017 CSS report</li> <li>• 75% (satisfaction to excellent ratings) to response to written enquiries within the 2017 CSS report.</li> </ul>	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 97 % (satisfaction to excellent ratings to WCED website 2018 CSS report</li> <li>• 97 % (satisfaction to excellent ratings to responses to telephone enquiries within the 2018 CSS report.</li> <li>• 97 % (satisfaction to excellent ratings) to response to written enquiries within the 2018 CSS report.</li> </ul>	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 98 % (satisfaction to excellent ratings to WCED website 2019 CSS Report.</li> <li>• 98 % (satisfaction to excellent ratings to responses to telephone enquiries within the 2019 CSS report.</li> <li>• 98 % (satisfaction to excellent ratings) to response to written enquiries within the 2019 CSS report.</li> </ul>	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 98 % (satisfaction to excellent ratings to WCED website 2020 CSS Report.</li> <li>• 98 % (satisfaction to excellent ratings to responses to telephone enquiries within the 2020 CSS report.</li> <li>• 98 % (satisfaction to excellent ratings) to response to written enquiries within the 2020 CSS report.</li> </ul>
Access:	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• Via the Walk-in Centre: 2nd floor Grand Central Towers (weekdays from 07:30 – 16:00).</li> </ul>	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• Via the Walk-in Centre: 2nd floor Grand Central Towers (weekdays from 07:30 – 16:00). (January until 17: 00)</li> <li>• A work study investigation for 2018/2019 will be lodged to investigate the feasibility of decentralising this function to all districts</li> </ul>	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• Via the Walk-in Centre: 2nd floor Grand Central Towers (weekdays from 07:30 – 16:00). (January until 17: 00)</li> <li>• The outcomes of the work study report will be phased-in during implementation</li> </ul>	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• Via the Walk-in Centre: 2nd floor Grand Central Towers (weekdays from 07:30 – 16:00). (January until 17: 00)</li> <li>• The outcomes of the work study report will be phased-in during implementation</li> </ul>
Information	Information is communicated through:	Information is communicated through:	Information is communicated through:	Information is communicated through:

	<ul style="list-style-type: none"> <li>486 193 bulk sms sent to clients and stakeholders. Individual emails are also sent to clients</li> </ul> <p>Stakeholder platforms:</p> <ul style="list-style-type: none"> <li>No of Circulars and communicate via schools</li> <li>No of Media briefings</li> </ul>	<ul style="list-style-type: none"> <li>500 000 bulk sms sent to clients and stakeholders. Individual emails are also sent to clients (no <i>(influenced by no of registrations)</i>)</li> <li>Develop pamphlets to share information with service beneficiaries leading up to registration peak times.</li> </ul> <p>Stakeholder platforms:</p> <ul style="list-style-type: none"> <li>No of Circulars and communicate via schools</li> <li>No of Media briefings</li> <li>Share information using the Thusong Programme within the Province (subject to annual revised programme)</li> </ul>	<ul style="list-style-type: none"> <li>500 000 bulk sms sent to clients and stakeholders. Individual emails are also sent to clients (<i>influenced by no of registrations</i>)</li> <li>Develop pamphlets to share information with service beneficiaries leading up to registration peak times.</li> </ul> <p>Stakeholder platforms:</p> <ul style="list-style-type: none"> <li>No of Circulars and communicate via schools</li> <li>No of Media briefings</li> <li>Share information using the Thusong Programme within the Province (subject to annual revised programme)</li> </ul>	<ul style="list-style-type: none"> <li>500 000 bulk sms sent to clients and stakeholders. Individual emails are also sent to clients (<i>influenced by no of registrations</i>)</li> <li>Develop pamphlets to share information with service beneficiaries leading up to registration peak times.</li> </ul> <p>Stakeholder platforms:</p> <ul style="list-style-type: none"> <li>No of Circulars and communicate via schools</li> <li>No of Media briefings</li> <li>Share information using the Thusong Programme within the Province (subject to annual revised programme)</li> </ul>
Openness & transparency:	<p>Openness and transparency is further achieved through:</p> <ul style="list-style-type: none"> <li>The publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website)</li> <li>Annual Performance plans (APP) tabled by end Feb.</li> <li>Annual Reports (AR) tabled by end Sep</li> </ul>	<p>Openness and transparency is further achieved through:</p> <ul style="list-style-type: none"> <li>The publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website)</li> <li>Annual Performance plans (APP) tabled by end Feb.</li> <li>Annual Reports (AR) tabled by end Sep</li> </ul>	<p>Openness and transparency is further achieved through:</p> <ul style="list-style-type: none"> <li>The publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website)</li> <li>Annual Performance plans (APP) tabled by end Feb.</li> <li>Annual Reports (AR) tabled by end Sep</li> </ul>	<p>Openness and transparency is further achieved through:</p> <ul style="list-style-type: none"> <li>The publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website)</li> <li>Annual Performance plans (APP) tabled by end Feb.</li> <li>Annual Reports (AR) tabled by end Sep</li> </ul>



	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>On-line (website) feedback mechanisms</li> </ul> <p><i>Documents above are printed based on legislative quantities required. It is advertised on the WCED's website that print copies can be provided based on motivational requests.</i></p>	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>Improved on-line (website) feedback mechanism (conclude a SOP)</li> </ul> <p><i>Documents above are printed based on legislative quantities required. It is advertised on the WCED's website that print copies can be provided based on motivational requests.</i></p> <ul style="list-style-type: none"> <li>Increase information sharing by using the Thusong Programme within the province (subject to annual revised programme)</li> </ul>	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>Improved on-line (website) feedback mechanism (improve on SOP implementation)</li> </ul> <p><i>Documents above are printed based on legislative quantities required. It is advertised on the WCED's website that print copies can be provided based on motivational requests. provided based on motivational requests.</i></p> <ul style="list-style-type: none"> <li>Increase information sharing by using the Thusong Programme within the province (subject to annual revised programme)</li> </ul>	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>Improved on-line (website) feedback mechanisms (investigate an automotive system)</li> </ul> <p><i>Documents above are printed based on legislative quantities required. It is advertised on the WCED's website that print copies can be provided based on motivational requests.</i></p> <ul style="list-style-type: none"> <li>Increase information sharing by using the Thusong Programme within the province (subject to annual revised programme)</li> </ul>
<b>Redress:</b>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <ul style="list-style-type: none"> <li>Contact and Walk-in centres</li> <li>4 238 request for re-mark of subjects/ matric results</li> <li>69 642 persons accessed the WCED NSC Results</li> </ul>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <ul style="list-style-type: none"> <li>Contact and Walk-in centres</li> <li>4 700 request for re-mark of subjects/ matric results</li> <li>76 606 persons accessed the WCED NSC Results</li> </ul>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <ul style="list-style-type: none"> <li>Contact and Walk-in centres</li> <li>5 200 request for re-mark of subjects/ matric results</li> <li>83 606 persons accessed the WCED NSC Results</li> </ul>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <ul style="list-style-type: none"> <li>Contact and Walk-in centres</li> <li>5 800 request for re-mark of subjects/ matric results</li> <li>91 966 persons accessed the WCED NSC Results</li> </ul>

	<p>webpage</p> <ul style="list-style-type: none"> <li>19 400 Individual NSC Results were accessed on the WCED NSC Results webpage</li> </ul>	<p>webpage 21 607</p> <p>Individual NSC Results were accessed on the WCED NSC Results webpage</p>	<p>webpage</p> <ul style="list-style-type: none"> <li>21 850 Individual NSC Results were accessed on the WCED NSC Results webpage</li> </ul>	<p>webpage</p> <ul style="list-style-type: none"> <li>22 070 Individual NSC Results were accessed on the WCED NSC Results webpage</li> </ul>
Value for money:	<p>The costs for replacement matric certificates, education qualifications, etc. are kept to a minimum</p> <ul style="list-style-type: none"> <li>Cost for confirmation of results: R40</li> <li>Cost for combined certificates: R97</li> <li>Cost for duplicate copies of certificates: R97</li> <li>Cost for Duplicate Teacher diplomas: R97</li> <li>Cost for application for remark: R98</li> <li>Cost for application for re-check: R23</li> <li>Cost for application to view a script: R192</li> </ul> <p><i>Costs indicated above are national tariffs which are revised on an annual basis</i></p>	<p>The costs for replacement matric certificates, education qualifications, etc. are kept to a minimum</p> <ul style="list-style-type: none"> <li>Cost for confirmation of results: R43</li> <li>Cost for combined certificates: R107</li> <li>Cost for duplicate copies of certificates: R107</li> <li>Cost for Duplicate Teacher diplomas: R107</li> <li>Cost for application for remark: Fees not available yet</li> <li>Cost for application for re-check: Fees not available yet</li> <li>Cost for application to view a script: Fees not available yet</li> </ul> <p><i>Costs indicated above are national tariffs which are revised on an annual basis</i></p>	<p>The costs for replacement matric certificates, education qualifications, etc. are kept to a minimum</p> <ul style="list-style-type: none"> <li>Cost for confirmation of results: R46</li> <li>Cost for combined certificates: R118</li> <li>Cost for duplicate copies of certificates: R118</li> <li>Cost for Duplicate Teacher diplomas: R118</li> <li>Cost for application for remark: Fees not available yet</li> <li>Cost for application for re-check: Fees not available yet</li> <li>Cost for application to view a script: Fees not available yet</li> </ul> <p><i>Costs indicated above are national tariffs which are revised on an annual basis</i></p>	<p>The costs for replacement matric certificates, education qualifications, etc. are kept to a minimum</p> <ul style="list-style-type: none"> <li>Cost for confirmation of results: R46</li> <li>Cost for combined certificates: R130</li> <li>Cost for duplicate copies of certificates: R130</li> <li>Cost for Duplicate Teacher diplomas: R130</li> <li>Cost for application for remark: Fees not available yet</li> <li>Cost for application for re-check: Fees not available yet</li> <li>Cost for application to view a script: Fees not available yet</li> </ul> <p><i>Costs indicated above are national tariffs which are revised on an annual basis.</i></p>
Human resources:	<ul style="list-style-type: none"> <li>1 X Chief-Director (SL 14)</li> <li>1 X Director (SL 13)</li> <li>2 X Deputy-Directors (SL 11)</li> </ul>	<ul style="list-style-type: none"> <li>1 X Chief-Director (SL 14)</li> <li>1 X Director (SL 13)</li> <li>2 X Deputy-Directors (SL 11)</li> </ul>	<ul style="list-style-type: none"> <li>1 X Chief-Director (SL 14)</li> <li>1 X Director (SL 13)</li> <li>2 X Deputy-Directors (SL 11)</li> </ul>	<ul style="list-style-type: none"> <li>1 X Chief-Director (SL 14)</li> <li>1 X Director (SL 13)</li> <li>2 X Deputy-Directors (SL 11)</li> </ul>

	<ul style="list-style-type: none"> <li>• 2 X Service Managers (SL 9)</li> <li>• 10 X Admin Officers (SL 7)</li> <li>• 4 X Admin Clerks (SL 5)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 X Service Managers (SL 9)</li> <li>• 10 X Admin Officers (SL 7)</li> <li>• 4 X Admin Clerks (SL 5)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 X Service Managers (SL 9)</li> <li>• 10 X Admin Officers (SL 7)</li> <li>• 4 X Admin Clerks (SL 5)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 X Service Managers (SL 9)</li> <li>• 10 X Admin Officers (SL 7)</li> <li>• 4 X Admin Clerks (SL 5)</li> </ul>
<b>Cost:</b>	<p>Operating Budget</p> <ul style="list-style-type: none"> <li>• Current salary bill: R128 414 000</li> <li>• Computer related equipment: R2 295 398.64</li> <li>• Furniture &amp; Other Equipment: R9 425 660.84</li> </ul>	<p>Operating Budget</p> <ul style="list-style-type: none"> <li>• Current salary bill: R128 414 000</li> <li>• Computer related equipment: R2 295 398.64</li> <li>• Furniture &amp; Other Equipment: R9 425 660.84</li> </ul>	<p>Operating Budget</p> <ul style="list-style-type: none"> <li>• Current salary bill: R139 073 000</li> <li>• Computer related equipment: R2 295 398.64</li> <li>• Furniture &amp; Other Equipment: R9 425 660.84</li> </ul>	<p>Operating Budget</p> <ul style="list-style-type: none"> <li>• Current salary bill: R149 226 000</li> <li>• Computer related equipment: R2 295 398.64</li> <li>• Furniture &amp; Other Equipment: R9 425 660.84</li> </ul>
<b>Time:</b>	<p>Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround time dependent on external factors</p> <ul style="list-style-type: none"> <li>• Duplicate matric certificates will be issued 6 weeks after receipt of correctly completed applications form and payment</li> <li>• Duplicate education qualification/ certificate will be issued 6 weeks after receipt of correctly completed applications form and payment</li> </ul>	<p>Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround time dependent on external factors</p> <ul style="list-style-type: none"> <li>• Duplicate matric certificates will be issued 5 weeks after receipt of correctly completed applications form and payment</li> <li>• Duplicate education qualification/ certificate will be issued 5 weeks after receipt of correctly completed applications form and payment</li> </ul>	<p>Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround time dependent on external factors</p> <ul style="list-style-type: none"> <li>• Duplicate matric certificates will be issued 4 weeks after receipt of correctly completed applications form and payment</li> <li>• Duplicate education qualification/ certificate will be issued 4 weeks after receipt of correctly completed applications form and payment</li> </ul>	<p>Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround time dependent on external factors</p> <ul style="list-style-type: none"> <li>• Duplicate matric certificates will be issued 3 weeks after receipt of correctly completed applications form and payment</li> <li>• Duplicate education qualification/ certificate will be issued 3 weeks after receipt of correctly completed applications form and payment</li> </ul>

	<ul style="list-style-type: none"> <li>• The outcome of verifications will be communicated/ provided within 72 hours of receipt of the on-line application</li> <li>• On-line confirmation of subject(s) passed will be communicated/ provided within 48 hours after receiving request</li> </ul> <p><i>Note: Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround times are dependent on external factors</i></p>	<ul style="list-style-type: none"> <li>• The outcome of verifications will be communicated/ provided within 72 hours of receipt of the on-line application</li> <li>• On-line confirmation of subject(s) passed will be communicated/ provided within 48 hours after receiving request</li> </ul> <p><i>Note: Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround times are dependent on external factors</i></p>	<ul style="list-style-type: none"> <li>• The outcome of verifications will be communicated/ provided within 48 hours of receipt of the on-line application</li> <li>• On-line confirmation of subject(s) passed will be communicated/ provided within 36 hours after receiving request</li> </ul> <p><i>Note: Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround times are dependent on external factors</i></p>	<ul style="list-style-type: none"> <li>• The outcome of verifications will be communicated/ provided within 36 hours of receipt of the on-line application</li> <li>• On-line confirmation of subject(s) passed will be communicated/ provided within 24 hours after receiving request</li> </ul> <p><i>Note: Certificates are printed and issued by Umalusi (Pretoria), therefore turnaround times are dependent on external factors</i></p>
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## 5. Action Planning: Key Service 2 – Communication to Parents and Citizens:

KEY SERVICE	SERVICE BENEFICIARY	PERFORMANCE AREA	BASE YEAR 0 PERFORMANCE LEVELS	YEAR PERFORMANCE 1: TARGET	YEAR PERFORMANCE 2: TARGET	YEAR PERFORMANCE 3: TARGET
Communication with Parents and Citizens	<ul style="list-style-type: none"> <li>Learners</li> <li>Educators</li> <li>Public Service staff</li> <li>Officials from other National- and Provincial Government Departments</li> <li>Officials from Local municipalities</li> <li>Staff members of NGO's</li> <li>Citizens</li> </ul>	Performance area: Communication	WCED concentrate its available resources on at least 4 major media campaigns annually to its parents and citizens linked to its strategic priorities.	WCED wishes to maximize its resources and improve communication with parents and citizens with the focus on at least 4 major media campaigns linked to the strategic priorities.	WCED wishes to maximize its resources and improve communication with parents and citizens with the focus on at least 4 major media campaigns linked to the strategic priorities.	WCED wishes to maximize its resources and improve communication with parents and citizens with the focus on at least 4 major media campaigns linked to the strategic priorities.
Process mapping & unit costing	See annexures H related to High Level Business Process Map 2: Communication to Parents and Citizens and related SOPs, either concluded and or work-in-progress.					
Problem analysis and Problem statement	<p>The Western Cape Education Department (WCED) is the lead department for Provincial Strategic Goal 2 (PSG2), namely, to improve education outcomes and opportunities for youth development.</p> <p>More specifically, the WCED has identified the following key objectives to achieve this goal:</p> <ul style="list-style-type: none"> <li>Improvement in the level of language and mathematics in all schools;</li> <li>Increase in the number and quality of passes in the National Senior Certificate; and</li> <li>Increase in the quality of education in poorer communities.</li> </ul> <p>The role of the Directorate: Communications is to support the achievement of these goals by providing corporate communication support via a range of services. This Service Delivery Improvement Plan will focus in particular on</p>					

communication with parents via paid-for campaigns and public media coverage.

The WCED will use a range of media to communicate its messages. These include face-to-face communication, such as meetings and presentation; print media; and communication via electronic media, such as the internet, radio and television. Our challenge is to choose the right medium for the message, and the budget available.

The Directorate: Communications will use all of these which can be included in the SDIP in due course. This SDIP will focus in particular on paid-for campaigns and public media coverage, with the following objectives:

- Position our strategic objectives as our top priorities;
- Inform and educate parents and citizens on the importance of these priorities, what the WCED is doing to achieve these objectives, and what parents can do to support them; and
- Use our communication budget effectively and efficiently to achieve these objectives.

Further challenges which directly affect the delivery of the directorate, in as far as the service beneficiaries are concerned, include the following:

- A new HoD was appointed with effect from 1 December 2016 and key senior management positions were filled. The HoD chartered a new vision, a re-focus on the values and declared 2017 as the Year of the Teacher. The directorate had to include this new campaign in its delivery amongst the already budgeted 4 major campaigns.
- 2018 was declared the Year of Values Driven Learning and the priority focus on the Water crises of the Western Cape.
- WCED Integrated focus 2017 – 2019: Transform to Perform 18/19
- The filling of the Language Services Manager vacancy would allow more focus on supporting services within communication:
  - Education Update: WCED News of school events (on-line) and <https://wcedonline.westerncape.gov.za/home/newspaper.html>
  - WCED@work (biweekly internal publication)
- The investment in training and software applications, allows for shorter turn-around times to editorial and translation services to clients.
- There is still a need to market the services to WCED clients especially new employees.
- The Directorate already benefitted from the filling of the; Assistant-Director: Marketing and Office Manager post. The other key Communication vacancies should translate in similar increase in delivery.

	<ul style="list-style-type: none"> <li>o Walk-in Centre Manager</li> <li>o ASD: Digital Media and Communication Support;</li> <li>o Head of Language Services; and</li> <li>o Edu-media Production Officer.</li> </ul> <ul style="list-style-type: none"> <li>• The need to translate Social media platforms to positive/negative education impacts</li> <li>• Reduced no of circulars, especially to schools. Collated messages instead of fragmented circulars/policy directives.</li> <li>• The Director has retired and is currently appointed on contract while the process to appoint a successor is underway. Provision must be made for a handover period to ensure seamless continuity and delivery.</li> </ul> <p>Edu-media is a support service of the WCED that provides the following services to the WCED and Provincial departments:</p> <ul style="list-style-type: none"> <li>• Desktop Publishing (DTP),</li> <li>• Maintenance of the WCED on-line website,</li> <li>• Compact Disk (CD)/ Digital Video Disk (DVD) duplication,</li> <li>• Printing,</li> <li>• Audio &amp; video production</li> </ul> <p>Currently WCED directorates forward request to the service centre based on their needs without due consideration for the cumulative effect of parallel priorities.</p> <p>Staffing matters reflects vacancies to the following key positions:</p> <ul style="list-style-type: none"> <li>• Chief Admin Clerk – earmarked for filling 2018/2019;</li> <li>• Senior Operator – earmarked for filling 2018/2019;</li> <li>• Video Producer – retirement at end Feb 2018; and</li> <li>• Chief Operator – incumbent indicated that he will retire at the end of August 2018;</li> </ul>				
	<b>Performance area</b>	<b>Current overall quantity of the poor performing service</b>	<b>Desired overall quantity of the poor performing service Year 1</b>	<b>Desired overall quantity of the poor performing service Year 2</b>	<b>Desired overall quantity of the poor performing service Year 3</b>
	Communication	4 Annual Major campaigns to support WCED	4 Annual Major campaigns to support WCED	4 Annual Major campaigns to support WCED	4 annual Major campaigns to support WCED

		strategic objectives concluded.	strategic objectives	strategic objectives	strategic objectives
		<b>Current sub-quantity of the poor performing service</b>	<b>Desired sub-quantity of the poor performing service Year 1</b>	<b>Desired sub-quantity of the poor performing service Year 2</b>	<b>Desired sub-quantity of the poor performing service Year 3</b>
	<b>Performance area:</b> Media Services	83 media statements on key activities and developments relevant to key strategic objectives were published	75 media statements on key activities and developments relevant to key strategic objectives	80 media statements on key activities and developments relevant to key strategic objectives	85 media statements on key activities and developments relevant to key strategic objectives
		43.3% positive media coverage relevant to key strategic objectives was achieved	50% positive media coverage relevant to key strategic objectives	50% positive media coverage relevant to key strategic objectives	50% positive media coverage relevant to key strategic objectives
		Language services: Editing and Translation  <ul style="list-style-type: none"> <li>• 1 198 documents</li> <li>• 4 437 pages</li> </ul>	Language services: Editing and Translation  <ul style="list-style-type: none"> <li>• 1 318 documents</li> <li>• 4 881 pages</li> </ul>	Language services: Editing and Translation  <ul style="list-style-type: none"> <li>• 1 450 documents</li> <li>• 5 369 pages</li> </ul>	Language services: Editing and Translation  <ul style="list-style-type: none"> <li>• 1 595 documents</li> <li>• 5 906 pages</li> </ul>
		2 264 Edu-media services requested (incl. DTP, Maintenance of the WCED on-line website; <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> CD/DVD	2 379 Edu-media services requested (incl. DTP, Maintenance of the WCED on-line website; <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> CD/DVD	2 616 Edu-media services requested (incl. DTP, Maintenance of the WCED on-line website; <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> CD/DVD	2 878 Edu-media services requested (incl. DTP, Maintenance of the WCED on-line website; <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> CD/DVD



		duplication, printing, audio & video production)	duplication, printing, audio & video production)	duplication, printing, audio & video production)	duplication, printing, audio & video production)
	<b>Performance area:</b> Marketing Services:	<p>Number of impacts achieved through:</p> <p><u>Early Enrolment Campaign:</u></p> <p>21 830 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices</p> <p><u>Matric Support Campaign:</u></p> <p>55 000 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools</p>	<p>Number of impacts planned</p> <p><u>Early Enrolment Campaign:</u></p> <p>22 000 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices</p> <p><i>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R &amp; 6)</i></p> <p><u>Matric Support Campaign:</u></p> <p>55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools</p> <p><i>(total depend on actual Grade 12 enrolment confirmed by Jun)</i></p>	<p>Number of impacts planned</p> <p><u>Early Enrolment Campaign:</u></p> <p>21 830 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices</p> <p><i>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R &amp; 6)</i></p> <p><u>Matric Support Campaign:</u></p> <p>55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools</p> <p><i>(total depend on actual Grade 12 enrolment confirmed by Jun)</i></p>	<p>Number of impacts planned</p> <p><u>Early Enrolment Campaign:</u></p> <p>21 830 posters and 265 000 pamphlets distributed to 1 083 schools and 8 District offices</p> <p><i>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R &amp; 6)</i></p> <p><u>Matric Support Campaign:</u></p> <p>55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools</p> <p><i>(total depend on actual Grade 12 enrolment confirmed by Jun)</i></p>

		<p><u>Mathematics and Language Campaign:</u></p> <p>2017/18 campaign focussed on producing water themed language and mathematics exercise booklets distributed to 95 572 Grade 6 learners to support water saving at home and in schools.</p> <p><u>Governing body election campaign:</u></p> <p>Distribution of 1 096 000 pamphlets and 22 530 to 1 083 000 learners in 1 083 schools to reach parents of learners.</p>	<p><u>Mathematics and Language Campaign:</u></p> <p>Traditional marketing campaign using, radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners.</p> <p><u>Anti-Bullying Campaign</u></p> <p><u>A budgeted amount of R550 000</u> <i>(total depend on actual enrolment confirmed by Feb)</i></p>	<p><u>Mathematics and Language Campaign:</u></p> <p>Traditional marketing campaign using, radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners.</p> <p><u>Anti-Bullying Campaign.</u></p> <p><u>A budgeted amount of R582 450</u> <i>(total depend on actual enrolment confirmed by Feb)</i></p>	<p><u>Mathematics and Language Campaign:</u></p> <p>Traditional marketing campaign using, radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners.</p> <p><u>Anti-Bullying Campaign.</u></p> <p><u>A budgeted amount of R616 815</u> <i>(total depend on actual enrolment confirmed by Feb)</i></p>
		100% compliance with brand requirements achieved	100% compliance with brand requirements achieved	100% compliance with brand requirements achieved	100% compliance with brand requirements achieved

	<b>Performance area:</b> On-line services	<ul style="list-style-type: none"> <li>• 700 000 million visits to web site</li> <li>• 209 728 E-portal users to date</li> <li>• 98% satisfied visitors to Walk-in Centre</li> <li>• 88% for the Call Centre (Customer Survey feedback)</li> <li>• 100% compliance with brand identity on website</li> </ul>	<ul style="list-style-type: none"> <li>• 1 million visits to web site</li> <li>• 210 000 E-portal users</li> <li>• 100% satisfied visitors to Walk-in Centre</li> <li>• 90% for the Call Centre (Customer Survey feedback)</li> <li>• 100% compliance with brand identity on website</li> </ul>	<ul style="list-style-type: none"> <li>• 1 million visits to web site</li> <li>• 250 000 E-portal users</li> <li>• 100% satisfied visitors to Walk-in Centre</li> <li>• 92% for the Call Centre (Customer Survey feedback)</li> <li>• 100% compliance with brand identity</li> </ul>	<ul style="list-style-type: none"> <li>• 1 million visits to web site</li> <li>• 280 000 E-portal users</li> <li>• 100% satisfied visitors to Walk-in Centre</li> <li>• 94% for the Call Centre (Customer Survey feedback)</li> <li>• 100% compliance with brand identity on website</li> </ul>
	<b>Professional standards</b>	Current professional standards	Desired changes (if applicable) <b>Year 1</b>	Desired changes (if applicable) <b>Year 2</b>	Desired changes (if applicable) <b>Year 3</b>
	(N/A)				
	<b>Legal standards if applicable (including Standard Operating Procedures sops)</b>	Current legal standards & approved standard operating procedures	Desired changes (if applicable and revised SOPs) <b>Year 1</b>	Desired changes (if applicable and revised SOPs) <b>Year 2</b>	Desired changes (if applicable and revised SOPs) <b>Year 3</b>
		Services are provided in accordance with:	Services are provided in accordance with:	Services are provided in accordance with:	Services are provided in accordance with:

	<ul style="list-style-type: none"> <li>Existing legislation on communication procedures required for implementing policy and intervention</li> <li>WCG Communication Policy</li> <li>WCG corporate identity guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Existing legislation on communication procedures required for implementing policy and intervention</li> <li>WCG Communication Policy</li> <li>WCG corporate identity guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Existing legislation on communication procedures required for implementing policy and intervention</li> <li>WCG Communication Policy</li> <li>WCG corporate identity guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Existing legislation on communication procedures required for implementing policy and intervention</li> <li>WCG Communication Policy</li> <li>WCG corporate identity guidelines</li> </ul>
Communication to Parents and Citizens (high-level)	High Level Business Process Map developed	Detailed (As-Is) Standard Operating Procedure Manual developed	Detailed (To-Be) Standard Operating Procedure Manual to be developed.	
Reception of Clients at WCED Head Office Reception Area (related)	Standard Operating Procedure Manual Concluded 2013			Standard Operating Procedure Manual to be reviewed

<b>Key Service 2: Communication to Parents and Citizens</b>				
<b>BATHO PELE PRINCIPLES</b>				
	<b>Current Standard</b>	<b>Desired Standard: YEAR 1 (2018/19)</b>	<b>Desired Standard: YEAR 2 (2019/20)</b>	<b>Desired Standard: YEAR 3 (2020/21)</b>
Consultation:	Client are consulted though: <ul style="list-style-type: none"> <li>2017 Annual Customer</li> </ul>	Client are consulted though: <ul style="list-style-type: none"> <li>2018 Annual Customer</li> </ul>	Client are consulted though: <ul style="list-style-type: none"> <li>2019 Annual Customer</li> </ul>	Client are consulted though: <ul style="list-style-type: none"> <li>2020 Annual Customer</li> </ul>

	<p>Satisfaction Report concluded and uploaded on the WCED website.</p> <ul style="list-style-type: none"> <li>• 1 200 items recorded using the On-line feedback mechanism</li> <li>• 4 x Principals Forum held</li> <li>• 4 x PELRC meetings held</li> <li>• Quarterly Analysis of media publications concluded and reported upon.</li> </ul>	<p>Satisfaction Report concluded and uploaded on the WCED website.</p> <ul style="list-style-type: none"> <li>• 1 320 items recorded using the On-line feedback mechanism</li> <li>• 4 x Principals Forum held</li> <li>• 4 x PELRC meetings held</li> <li>• Quarterly Analysis of media publications concluded and reported upon.</li> </ul>	<p>Satisfaction Report concluded and uploaded on the WCED website.</p> <ul style="list-style-type: none"> <li>• 1 452 items recorded using the On-line feedback mechanism</li> <li>• 4 x Principals Forum held</li> <li>• 4 x PELRC meetings held</li> <li>• Quarterly Analysis of media publications concluded and reported upon.</li> </ul>	<p>Satisfaction Report concluded and uploaded on the WCED website.</p> <ul style="list-style-type: none"> <li>• 1 597 items recorded using the On-line feedback mechanism</li> <li>• 4 x Principals Forum held</li> <li>• 4 x PELRC meetings held</li> <li>• Quarterly Analysis of media publications concluded and reported upon.</li> </ul>
Courtesy:	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 96% (satisfaction to excellent ratings to WCED website</li> <li>• 84% (satisfaction to excellent ratings to responses to telephone enquiries.</li> <li>• 75% (satisfaction to excellent ratings) to response to written enquiries.</li> <li>• 43.3% positive media coverage relevant to key strategic objectives was achieved</li> </ul>	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 98% (satisfaction to excellent ratings to WCED website</li> <li>• 86% (satisfaction to excellent ratings to responses to telephone enquiries.</li> <li>• 77% (satisfaction to excellent ratings) to response to written enquiries.</li> <li>• 50% positive media coverage relevant to key strategic objectives</li> </ul>	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 98% (satisfaction to excellent ratings to WCED website</li> <li>• 88% (satisfaction to excellent ratings to responses to telephone enquiries.</li> <li>• 79% (satisfaction to excellent ratings) to response to written enquiries.</li> <li>• 50% positive media coverage relevant to key strategic objectives</li> </ul>	<p>Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> <li>• 99% (satisfaction to excellent ratings to WCED website</li> <li>• 90% (satisfaction to excellent ratings to responses to telephone enquiries.</li> <li>• 82% (satisfaction to excellent ratings) to response to written enquiries.</li> <li>• 50% positive media coverage relevant to key strategic objectives</li> </ul>
Access:	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• At WCED Head Office, 2nd Floor, Grand</li> </ul>	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• At WCED Head Office, 2nd Floor, Grand</li> </ul>	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• At WCED Head Office, 2nd Floor, Grand</li> </ul>	<p>The service is accessible-:</p> <ul style="list-style-type: none"> <li>• At WCED Head Office, 2nd Floor, Grand</li> </ul>

	<p>Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <ul style="list-style-type: none"> <li>• Operating times: Mon-Fri, 07:30 – 16:00</li> <li>• WCED website <a href="http://wcedonline.westerncape.gov.za">http://wcedonline.westerncape.gov.za</a> operational 24/7</li> <li>• 8 X District offices (See Service Charter: Access list on Website)</li> </ul>	<p>Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <ul style="list-style-type: none"> <li>• Operating times: Mon-Fri, 07:30 – 16:00 (Extended hours for Client services 07:00 – 17:00)</li> <li>• WCED website <a href="http://wcedonline.westerncape.gov.za">http://wcedonline.westerncape.gov.za</a> operational 24/7 and Multi-channel client service interaction (In addition to website, WCED Education Portal <a href="http://wcedportal.co.za/">http://wcedportal.co.za/</a>)</li> <li>○ 8 X District offices (See Quarterly Updated Service access list on Website)</li> <li>○ Provincial Thusong Programme included as distribution points to campaign items (subject to annual revised programme)</li> </ul>	<p>Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <ul style="list-style-type: none"> <li>• Operating times: Mon-Fri, 07:30 – 16:00 (Extended hours for Client services 07:00 – 17:00)</li> <li>• WCED website <a href="http://wcedonline.westerncape.gov.za">http://wcedonline.westerncape.gov.za</a> operational 24/7 and Multi-channel client service interaction (In addition to website, WCED Education Portal <a href="http://wcedportal.co.za/">http://wcedportal.co.za/</a>)</li> <li>○ 8 X District offices (See Quarterly Updated Service access list on Website)</li> <li>○ Provincial Thusong Programme included as distribution points to campaign items (subject to annual revised programme)</li> </ul>	<p>Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <ul style="list-style-type: none"> <li>• Operating times: Mon-Fri, 07:30 – 16:00 (Extended hours for Client services 07:00 – 17:00)</li> <li>• WCED website <a href="http://wcedonline.westerncape.gov.za">http://wcedonline.westerncape.gov.za</a> operational 24/7 and Multi-channel client service interaction (In addition to website, WCED Education Portal <a href="http://wcedportal.co.za/">http://wcedportal.co.za/</a>)</li> <li>○ 8 X District offices (See Quarterly Updated Service access list on Website)</li> <li>○ Provincial Thusong Programme included as distribution points to campaign items (subject to annual revised programme)</li> </ul>
Information	Early Enrolment Campaign:	Early Enrolment Campaign:	Early Enrolment Campaign:	Early Enrolment Campaign:

	<p>21 830 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices</p> <p><u>Matric Support Campaign:</u> 55 000 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools</p> <p><u>Mathematics and Language Campaign:</u></p> <p>2017/18 campaign focussed on producing water themed language and mathematics exercise booklets distributed to 95 572 Grade 6 learners to support water saving at home and in schools.</p>	<p>22 000 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices</p> <p><i>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R &amp; 6)</i></p> <p><u>Matric Support Campaign:</u> 55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools <i>(totals depend on actual Grade 12 enrolment)</i></p> <p><u>Mathematics and Language Campaign:</u></p> <p>Traditional marketing campaign using, radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners.</p>	<p>21 830 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices</p> <p><i>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R &amp; 6)</i></p> <p><u>Matric Support Campaign:</u> 55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools <i>(totals depend on actual Grade 12 enrolment)</i></p> <p><u>Mathematics and Language Campaign:</u></p> <p>Traditional marketing campaign using, radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners.</p>	<p>21 830 posters and 265 000 pamphlets distributed to 1 083 schools and 8 District offices</p> <p><i>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R &amp; 6)</i></p> <p><u>Matric Support Campaign:</u> 55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools <i>(totals depend on actual Grade 12 enrolment)</i></p> <p><u>Mathematics and Language Campaign:</u></p> <p>Traditional marketing campaign using, radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners.</p>
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	<p><u>Governing body election campaign:</u></p> <ul style="list-style-type: none"> <li>• Distribution of 1 096 000 pamphlets and 22 530 to 1 083 000 learners in 1 083 schools to reach parents of learners.</li> <li>• Language services marketing</li> <li>• Document flow of service requests</li> </ul> <p><i>Target numbers are dependent on learner enrolment and no of schools</i></p>	<p><u>Anti-Bullying Campaign</u> <u>A budgeted amount of R550 000</u></p> <ul style="list-style-type: none"> <li>• Distribution of 1 096 000 pamphlets and 22 530 to 1 083 000 learners in 1 083 schools to reach parents of learners.</li> <li>• Language services marketing</li> <li>• Document flow of service requests</li> </ul> <p><i>Target numbers are dependent on learner enrolment and no of schools</i></p>	<p><u>Anti-Bullying Campaign</u> <u>A budgeted amount of R582 450</u></p> <ul style="list-style-type: none"> <li>• Distribution of 1 096 000 pamphlets and 22 530 to 1 083 000 learners in 1 083 schools to reach parents of learners.</li> <li>• Language services marketing</li> <li>• Document flow of service requests</li> </ul> <p><i>Target numbers are dependent on learner enrolment and no of schools</i></p>	<p><u>Anti-Bullying Campaign</u> <u>A budgeted amount of R616 815</u></p> <ul style="list-style-type: none"> <li>• Distribution of 1 096 000 pamphlets and 22 530 to 1 083 000 learners in 1 083 schools to reach parents of learners.</li> <li>• Language services marketing Document flow of service requests</li> </ul> <p><i>Target numbers are dependent on learner enrolment and no of schools</i></p>
Openness & transparency:	<p>Openness and transparency is further achieved through:</p> <p>The following publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ul style="list-style-type: none"> <li>• Annual Performance plans (APP) tabled by end Feb.</li> <li>• Annual Reports (AR) tabled by end Sep</li> </ul>	<p>Openness and transparency is further achieved through:</p> <p>The following publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ul style="list-style-type: none"> <li>• Annual Performance plans (APP) tabled by end Feb.</li> <li>• Annual Reports (AR) tabled by end Sep</li> </ul>	<p>Openness and transparency is further achieved through:</p> <p>The following publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ul style="list-style-type: none"> <li>• Annual Performance plans (APP) tabled by end Feb.</li> <li>• Annual Reports (AR) tabled by end Sep</li> </ul>	<p>Openness and transparency is further achieved through:</p> <p>The following publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ul style="list-style-type: none"> <li>• Annual Performance plans (APP) tabled by end Feb.</li> <li>• Annual Reports (AR) tabled by end Sep</li> </ul>



	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>On-line website feedback mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>Improved on-line (website) feedback mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>Improved on-line (website) feedback mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Annual Citizen's Report disseminated by end Nov</li> <li>Improved on-line (website) feedback mechanisms</li> </ul>
Redress:	<p>Redress is offered via responses to the following channels:</p> <ul style="list-style-type: none"> <li>Use of Social media</li> <li>Written feedback (contact and Walk-in centres)</li> <li>On-line (website) feedback mechanisms</li> </ul>	<p>Redress is offered via responses to the following channels:</p> <ul style="list-style-type: none"> <li>Management of Social media</li> <li>Improve turnaround time to written feedback (contact and Walk-in centres)</li> <li>Managed on-line (website) feedback mechanisms</li> </ul>	<p>Redress is offered via responses to the following channels:</p> <ul style="list-style-type: none"> <li>Management of Social media</li> <li>Improve turnaround time to written feedback (contact and Walk-in centres)</li> <li>Managed on-line (website) feedback mechanisms</li> </ul>	<p>Redress is offered via responses to the following channels:</p> <ul style="list-style-type: none"> <li>Management of Social media</li> <li>Improve turnaround time to written feedback (contact and Walk-in centres)</li> <li>Managed on-line (website) feedback mechanisms</li> </ul>
Value for money:	<ul style="list-style-type: none"> <li>WCED website <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> operational 24/7</li> <li>Edu-media produce publications and</li> </ul>	<ul style="list-style-type: none"> <li>WCED website <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> operational 24/7 and Multi-channel client service interaction (In addition to website, WCED Education Portal <a href="http://wcedportal.co.za/">http://wcedportal.co.za/</a>)</li> <li>Edu-media produce publications and</li> </ul>	<ul style="list-style-type: none"> <li>WCED website <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> operational 24/7 and Multi-channel client service interaction (In addition to website, WCED Education Portal <a href="http://wcedportal.co.za/">http://wcedportal.co.za/</a>)</li> <li>Edu-media produce publications and</li> </ul>	<ul style="list-style-type: none"> <li>WCED website <a href="http://wcedon-line.westerncape.gov.za">http://wcedon-line.westerncape.gov.za</a> operational 24/7 and Multi-channel client service interaction (In addition to website, WCED Education Portal <a href="http://wcedportal.co.za/">http://wcedportal.co.za/</a>)</li> <li>Edu-media produce publications and</li> </ul>

	reprographic services of limited amounts less than market related costs to WCED internal components.	publications and reprographic services of limited amounts less than market related costs to WCED internal components.	reprographic services of limited amounts less than market related costs to WCED internal components.	reprographic services of limited amounts less than market related costs to WCED internal components.
Human resources:	<ul style="list-style-type: none"> <li>• 1 x Director (SL 13)</li> <li>• 2 x Deputy-Directors (SL 11)</li> <li>• 1 x Production Manager (Edu media) (SL 11)</li> <li>• 1 x Web and Media Designer (SL 8)</li> <li>• 2 x Graphic Designers (SL 8)</li> <li>• 1 x Client Services Manager (SL 9)</li> <li>• 1 x Acting Client Services Manager (SL9)</li> <li>• 20 x Client Service Agents (SL 7)</li> <li>• 1 x (vacant) Language Services Manager</li> <li>• 5 x Language Practitioners</li> <li>• 1 x Marketing, Production and Office Manager (SL 9)</li> <li>• 1 x General assistants (SL 9)</li> <li>• 1 x Office assistance (SL3)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x Director (SL 13) <u>Advertised and filled</u></li> <li>• 2 x Deputy-Directors (SL 11)</li> <li>• 1 x Production Manager (Edu media) (SL 11)</li> <li>• 1 x Web and Media Designer (SL 8)</li> <li>• 2 x Graphic Designers (SL 8)</li> <li>• 2 x Client Services Manager (SL 9)</li> <li>• 20 x Client Service Agents (SL 7)</li> <li>• 1 x Language Services Manager</li> <li>• 5 x Language Practitioners</li> <li>• 1 x Marketing, Production and Office Manager (SL 9)</li> <li>• 1 x General assistants (SL 9)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x Director (SL 13)</li> <li>• 2 x Deputy-Directors (SL 11)</li> <li>• 1 x Production Manager (Edu media) (SL 11)</li> <li>• 1 x Web and Media Designer (SL 8)</li> <li>• 2 x Graphic Designers (SL 8)</li> <li>• 2 x Client Services Manager (SL 9)</li> <li>• 20 x Client Service Agents (SL 7)</li> <li>• 1 x Language Services Manager</li> <li>• 5 x Language Practitioners</li> <li>• 1 x Marketing, Production and Office Manager (SL 9)</li> <li>• 1 x General assistants (SL 9)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x Director (SL 13)</li> <li>• 2 x Deputy-Directors (SL 11)</li> <li>• 1 x Production Manager (Edu media) (SL 11)</li> <li>• 1 x Web and Media Designer (SL 8)</li> <li>• 2 x Graphic Designers (SL 8)</li> <li>• 2 x Client Services Managers (SL 9)</li> <li>• 20 x Client Service Agents (SL 7)</li> <li>• 1 x Language Services Manager</li> <li>• 5 x Language Practitioners</li> <li>• 1 x Marketing, Production and Office Manager (SL 9)</li> <li>• 1 x General assistants (SL 9)</li> </ul>

	<ul style="list-style-type: none"> <li>• Vacant 1 x Operator (SL5)</li> <li>• Vacant 1 x Producer Audio and visual (CS Educator PL2)</li> <li>• 1 x Head Producer: Audio and visual</li> <li>• Vacant 1 x Admin Clerk (SL 5)</li> </ul> <p><i>Man hours required per service has not been determined.</i></p>	<ul style="list-style-type: none"> <li>• 1 x Office assistance (SL3)</li> <li>• 1 x Operator (SL5)</li> <li>• 1 x Producer Audio and visual (CS Educator PL2)</li> <li>• 1 x Head Producer: Audio and visual</li> <li>• 1 x Admin Clerk (SL 5)</li> </ul> <p><i>Man hours per service to be determined in support of SOP development.</i></p>	<ul style="list-style-type: none"> <li>• 1 x Office assistance (SL3)</li> <li>• 1 x Operator (SL5)</li> <li>• 1 x Producer Audio and visual (CS Educator PL2)</li> <li>• 1 x Head Producer: Audio and visual</li> <li>• 1 x Admin Clerk (SL 5)</li> </ul> <p><i>Man hours per service to be determined in support of SOP development.</i></p>	<ul style="list-style-type: none"> <li>• 1 x Office assistance (SL3)</li> <li>• 1 x Operator (SL5)</li> <li>• 1 x Producer Audio and visual (CS Educator PL2)</li> <li>• 1 x Head Producer: Audio and visual</li> <li>• 1 x Admin Clerk (SL 5)</li> </ul> <p><i>Man hours per service to be determined in support of SOP development.</i></p>
Cost:	<ul style="list-style-type: none"> <li>• Operating Budget: R8 343 000</li> <li>• Current salary bill: R18 007 000</li> <li>• Computer related equipment: R578 467.73</li> <li>• Furniture &amp; Other Equipment: R335 700.40</li> </ul> <p>Major Project costs =</p> <ul style="list-style-type: none"> <li>• Language and Mathematics Campaign: R1 500 000</li> <li>• Early Enrolment Campaign: R850 000</li> <li>• Matric Support Campaign: R850 000</li> </ul>	<ul style="list-style-type: none"> <li>• Operating Budget: R8 831 000</li> <li>• Current salary bill: R19 519 000</li> <li>• Computer related equipment: R612 597.33</li> <li>• Furniture &amp; Other Equipment: R355 506.72</li> </ul> <p>Major Project costs =</p> <ul style="list-style-type: none"> <li>• Language and Mathematics Campaign: R1 650 000</li> <li>• Early Enrolment Campaign: R935 000</li> <li>• Matric Support Campaign: R935 000</li> <li>• Anti-Bullying Campaign R550 000</li> <li>• Ad-hoc Campaigns to</li> </ul>	<ul style="list-style-type: none"> <li>• Operating Budget: R9 338 000</li> <li>• Current salary bill: R21 138 000</li> <li>• Computer related equipment: R648 740.57</li> <li>• Furniture &amp; Other Equipment: R376 481.62</li> </ul> <p>Major Project costs =</p> <ul style="list-style-type: none"> <li>• Language and Mathematics Campaign: R1 747 350</li> <li>• Early Enrolment Campaign: R990 165</li> <li>• Matric Support Campaign: R990 165</li> <li>• Anti-Bullying Campaign R582 450</li> <li>• Ad-hoc Campaigns to</li> </ul>	<ul style="list-style-type: none"> <li>• Operating Budget: R9 879 604</li> <li>• Current salary bill: R22 364 004</li> <li>• Computer related equipment: R687 016.26</li> <li>• Furniture &amp; Other Equipment: R398 694.04</li> </ul> <p>Major Project costs</p> <ul style="list-style-type: none"> <li>• Language and Mathematics Campaign: R1 850 443.65</li> <li>• Early Enrolment Campaign: R1 048.455</li> <li>• Matric Support Campaign: R1 048.455</li> <li>• Anti-Bullying Campaign R616 815</li> <li>• Ad-hoc Campaigns to support the</li> </ul>

	<ul style="list-style-type: none"> <li>Ad-hoc Campaigns to support the department's Strategic Objectives: R700 000 budgeted</li> </ul>	<p>support the department's Strategic Objectives: R1 000 000 budgeted</p>	<p>support the department's Strategic Objectives: R1 059 000 budgeted</p>	<p>department's Strategic Objectives: R1 121 481 budgeted</p>
Time:	<p><b>Media Liaison:</b></p> <ul style="list-style-type: none"> <li>90% of media queries are responded to on the same day, and others within 3 days. These include getting expert information from appropriate functionaries and verification by directors, as required</li> </ul> <p><b>Marketing Campaigns:</b></p> <ul style="list-style-type: none"> <li>An average of 4 months' project plan execution. These include project coordination with appropriate role players, i.e. Time, cost (budget), quality. Where impact is most needed and most effective</li> </ul>	<p><b>Media Liaison:</b></p> <ul style="list-style-type: none"> <li>90% of media queries are responded to on the same day, and others within 3 days. These include getting expert information from appropriate functionaries and verification by directors, as required</li> <li>Develop a SOP for media queries process</li> </ul> <p><b>Marketing Campaigns:</b></p> <ul style="list-style-type: none"> <li>An average of 3 months' project plan execution. These include project coordination with appropriate role players, i.e. Time, cost (budget), quality. Where impact is most needed and most effective</li> </ul>	<p><b>Media Liaison:</b></p> <ul style="list-style-type: none"> <li>90% of media queries are responded to on the same day, and others within 3 days. These include getting expert information from appropriate functionaries and verification by directors, as required</li> <li>Advocacy of media queries SOP within WCED</li> </ul> <p><b>Marketing Campaigns:</b></p> <ul style="list-style-type: none"> <li>An average of 3 months' project plan execution. These include project coordination with appropriate role players, i.e. Time, cost (budget), quality. Where impact is most needed and most effective</li> </ul>	<p><b>Media Liaison:</b></p> <ul style="list-style-type: none"> <li>90% of media queries are responded to on the same day, and others within 2 days. These include getting expert information from appropriate functionaries and verification by directors, as required</li> <li>Improve turn-around time based on SOP</li> </ul> <p><b>Marketing Campaigns:</b></p> <ul style="list-style-type: none"> <li>An average of 3 months' project plan execution. These include project coordination with appropriate role players, i.e. Time, cost (budget), quality. Where impact is most needed and most effective</li> </ul>

## **6. Conclusion**

The WCED is committed to delivering on its mandatory obligations and will continuously strive to improve its services to its clients and appropriately account to its stakeholders. There is a deliberate intent from the Top Management to see to the successful implementation of the improvement plan and achieve the objectives set out in this document.