Western Cape Government

FOR YOU — Education

Directorate: Business Strategy and Stakeholder Management

Customer Satisfaction Survey
Report 2022

ACKNOWLEDGEMENTS

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ACRONYMS AND ABBREVIATIONS

CEMIS – Centralised Education Management Information System

CSS – Customer Satisfaction Survey

DDG O – Branch Institutional Development & Coordination

DDG C – Curriculum and Assessment Management

DDG P – Education Planning Infrastructure and Maintenance Support

DDG CS – Corporate Services

ECD – Early Child Development

ED – Education District

ECK – Eden and Central Karoo

GM – Growth Mindset

HO – Head Office

HOD – Head of Department

LTSM – Learning and Teaching Support Material

LTS – Learner Transport Scheme

MC – Metro Central

ME – Metro East

MOD - Mass Participation, Opportunity and Access, Development and Growth

MN – Metro North

MS– Metro South

NSNP - National School Nutrition Programme

SBST - School-based Support Team

SE – Specialised Education

SG – Superintendent General

T2P – Transform 2 Perform

ViE – Values in Education

WCED – Western Cape Education Department

Executive Summary

The annual CSS has been conducted for 13 years. It is designed to provide an opportunity to the WCED employees to provide feedback on the services they receive. It is deployed through CEMIS and school principals are requested to encourage educators and staff to complete the survey. A maximum of 10 employees from each school were encouraged to participate.

Participants were requested to express their level of satisfaction with services rendered using a five-point scale starting from extremely poor to excellent. Approval was captured by the following responses "Satisfactory, good and excellent", while disapproval was captured by "extremely poor and poor". All items that were included in the survey received approval from more that 80% of the participants, with the majority exceeding the 90% level.

The main findings are:

1. **Evaluation of services that participants used**:
   o Frontline services approval rating from more than 90% of the participants.
   o Support received from Education District Offices, Circuit Managers, Curriculum Support teams received approval rating from more than 95% and Head Office support received approval from more than 92% of the participants.

2. **Evaluation of support provided by SNE**:
   o Learning support advisor visits to schools received approval rating from more than 94% of the participants.
   o The availability of psychologists when needed received approval rating from about 85% of the participants.

3. **Evaluation of specialised services (Academic):**
   o Administration of Assessment and Examinations received approval rating from about 95% of the participants.

4. **Evaluation of specialised services (Administrative):**
   o All items under this category received approval rating from more than 90% of the participants.

5. **Evaluation of specialised services (Provisioning):**
   o The services rendered by the Directorate responsible LTSM support received approval rating from about 87% of the participants while infrastructure maintenance support received that rating from 80% of the participants.

6. **Evaluation of specialised services (Social support):**
    o The nutrition support received approval rating from over 90% participants while HIV/ Aids support received that rating from 80% of the participants.

7. **Responses to items related to service delivery charter:**
    o 90% of the participants rated the item "attend to queries with promptness professionalism and courtesy" as satisfactory to excellent.

8. **Responses to WCG values and Batho Pele Principle:**
    o Nearly all the Batho Pele Principles received approval rating from about 90% of the participants with the exception for Redress and Openness principles.

9. **Items placed for the first time**:
    o All the items placed for the first time in the 2022 CSS received approval rating from over 80% of the participants. The except was questions relating to GBV which obtained a lower rating.

10. **Feedback/comments:**
    o Education districts achieved the highest percentage of compliments for good service.

1.   Introduction

The annual Customer Satisfaction Survey (CSS) has been conducted since 2009 and is as a means for school staff to rate and comment on the services rendered by Education District (ED) offices and Head Office (HO).

The 2022 Customer Satisfaction Survey (CSS) recorded a marginal increase of over two-hundred responses, compared to the 2021 survey which had a record high increase of over two thousand. It is important to also note the school participation rate decreased by (-1,1%) in 2022 CSS as only 91% of schools responded. This is still an outstanding proportion given that the survey is voluntary.

2.   Aim

The aim of the CSS is to explore and gather feedback that can be used to improve the overall WCED clients' experience, from the services and support provided. It allows the WCED to evaluate the perceptions of the quality of services delivered and serves as basis for interventions. As in previous years, the report is divided into three sections: the profile of respondents, the detailed overall ratings, and comments of the respondents.

3.   Method of Survey

Survey research is a quantitative research technique used for gathering information from respondents. As in the past, the 2022 CSS was made available to schools on the Centralised Education Management Information System (CEMIS), requesting that a maximum of 10 staff members from the schools complete the survey.

The CSS asked participants the following:

i.   How frequently certain services, offered by Education Districts (EDs) and head office (HO), were used by school staff.

ii.   How school staff perceived the levels of these different services.

iii.   Besides rating services as per predetermined scale, respondents were requested to write a comment for each response.

4. Findings

4.1 Respondents

Table 1: The <u>2022</u> response rates – Public Ordinary and Special Schools

| Districts | Total Schools | Schools Responded | Rate | Individuals | 2021 Responses | | | 2022 vs 2021 [Individuals] |
					Total Schools	School Rate	Individuals	
Cape Winelands	282	173	61%	**1 083**	280	77%	1 297	**-214**
Eden & Central Karoo	202	195	97%	**1 065**	203	100%	1 158	**-93**
Metro Central	220	217	99%	**1 199**	220	97%	1 269	**-70**
Metro East	191	191	100%	**1 363**	191	100%	1 318	**45**
Metro North	212	212	100%	**1 660**	204	99%	1 378	**<u>282</u>**
Metro South	215	203	94%	**1 285**	213	86%	1 022	**<u>263</u>**
Overberg	84	83	99%	**477**	84	100%	430	**47**
West Coast	125	124	99%	**707**	125	98%	723	**-16**
Grand Total	**1 531**	**1 398**	**91%**	**8 839**	1 520	93%	8 595	**244**

The 2022 CSS was completed by 1 398 (91%) of the 1 531 public ordinary and special schools, contracting (-1.1%) compared to the 2021 survey. A group of **8 839** staff members at the institutions completed the survey, compared to **8 595** in 2021, an increase of **3%**.

Table 2: Full record of school responses – CSS 2022

District	Full	None	Only Started	Partly	Grand Total	Total Incomplete
Cape Winelands	173	78	7	24	**282**	**31**
Eden & Central Karoo	195	0	3	4	**202**	**7**
Metro Central	217	1	0	2	**220**	**2**
Metro East	191	0	0	0	**191**	**0**
Metro North	212	0	0	0	**212**	**0**
Metro South	203	2	4	6	**215**	**10**
Overberg	83	0	0	1	**84**	**1**
West Coast	124	0	0	1	**125**	**1**
Grand Total	**1 398**	**81**	**14**	**38**	**1 531**	**52**

Table 3: *District Circuit Response Rate*

District	District Circuits										ED
	1	2	3	4	5	6	7	8	9	10	
Cape Winelands	61%	31%	41%	70%	30%	100%	81%	100%	74%	54%	**61%**
Eden & Central Karoo	100%	80%	100%	96%	100%	100%	100%	96%			**97%**
Metro Central	100%	100%	100%	100%	100%	100%	100%	100%	96%	91%	**99%**
Metro East	100%	100%	100%	100%	100%	100%	100%	100%	100%		**100%**
Metro North	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	**100%**
Metro South	78%	95%	90%	100%	96%	100%	92%	96%	100%		**94%**
Overberg	100%	97%	100%								**99%**
West Coast	96%	100%	100%	100%	100%						**99%**
										Overall	**91%**

From the total of 1 531 of schools, 1 398 completed the 2022 CSS, 81 did not attempt, 14 only started and 38 partly completed. All the circuits participated in the 2022 CSS although the contribution rate varies. Metro East and North seen a 100% participation rate and the least participation was by Cape Winelands circuits reflected by an overall 61% participation rate. Circuits 5, 6 and 3 registered the lowest participations at 30%, 31% and 41% respectively.

Figure 1: *CSS Responses Over Years 2017 - 2022*

Years	2017	2018	2019	2020	2021	2022
Individuals	5 664	5 394	6 303	6 552	8 595	8 839
Schools	1 077	1 092	1 146	1 129	1 414	1 398
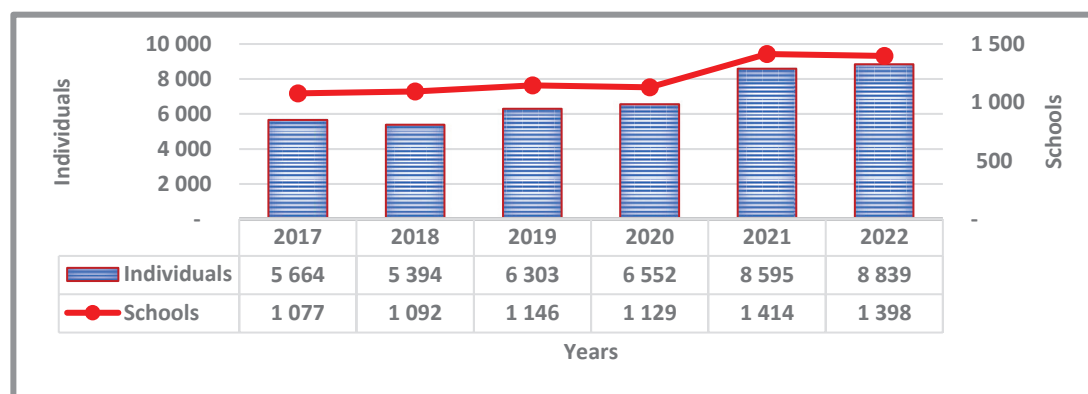
For the 5-year period, individuals participation recorded an increase of approximately 10% and schools a 6% average growth.

4.1.1 Respondents by job-title

Table 4: *Responses by job-title*

Table 13: Responses per Post level						
Position	**2018**	**2019**	**2020**	**2021**	**2022**	**Diff 2021/22**
Principal	891	930	902	1172	**1 181**	1%
Deputy Principal	482	549	553	763	**848**	11%
HOD	827	979	1 074	1 359	**1 519**	12%
Senior Educator	282	307	315	399	**398**	0%
Educator	2 078	2 487	2 750	3 425	**3 346**	-2%
Admin Staff	757	916	849	1 248	**1 274**	2%
Other	77	135	109	229	**273**	19%
Grand Total	**5 394**	6 303	6 552	8 595	**8 839**	3%

The participation rate between 2018 and 2022 has increased significantly in all levels. No significant increases have been registered between 2021 and 2022 for all levels except the HODs who recorded 160 more participants compared to 2021, Deputy Principals recorded more than 80 participants. Educator participation contracted by 79 (-2%) compared to 2021 CSS. It is vital to note that the participation rate in CSS 2022 compared to 2021 was significant by HOD and Deputy Principals with 12% and 11% growth respectively.

Figure 2: *Respondents by job title as a percentage of all respondents*
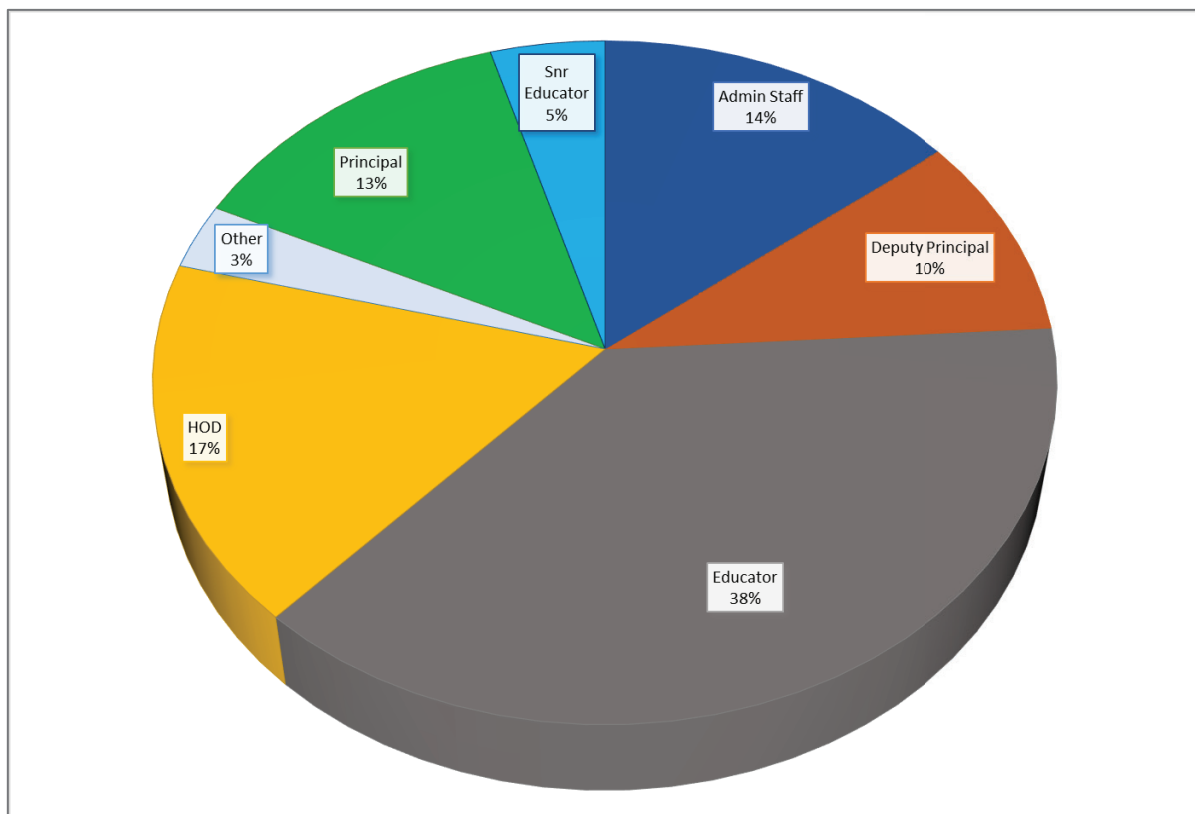
The 2022 participation rates by job title reflects the total number of officials employed at each level. As expected, more educators (38%) participated in the survey followed by HODs (17%), Admin staff (14%) and Principals (13%).

4.1.2 Respondents mapped across the province.

Figure 3: Number of schools and response rate across the province
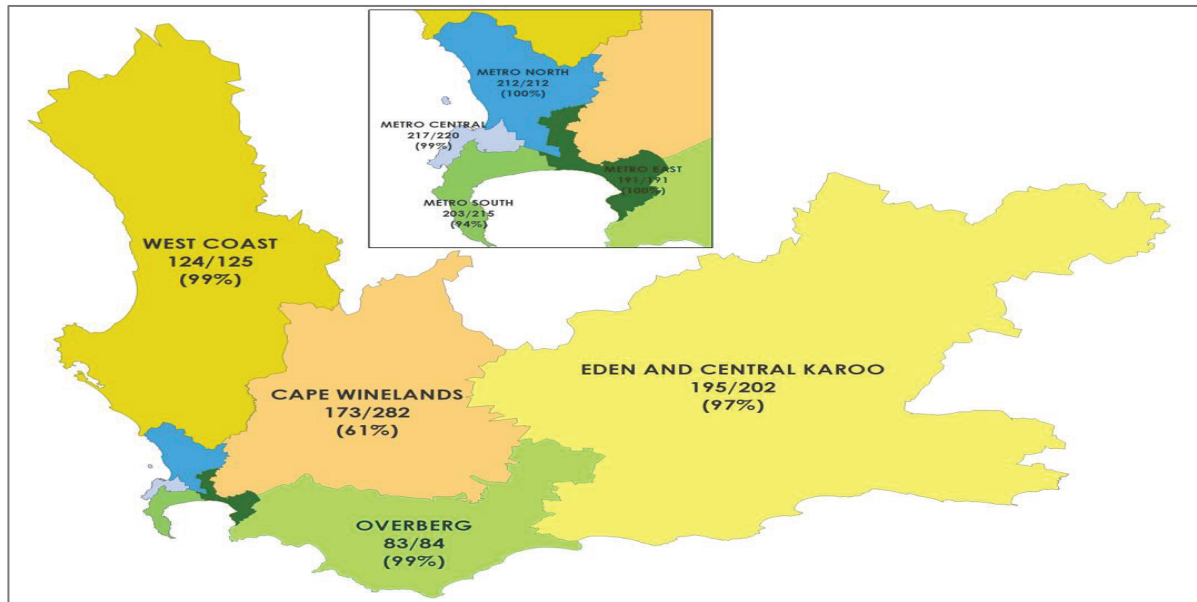
- The 2022 CSS saw a record number of public ordinary and special schools responding.
- Two EDs (ME & MN) achieved 100% response rate, MC and MS response rate is 99% and 94% respectively. For the rural district West Coast and Overberg lead with 99% each followed by ECK at 97%. Cape Winelands registered the lowest participation of 61%.
- The average response rate for schools in the metropole is 98% and 89% for the rural districts.

4.1.3 Respondents per Years of Experience

Table 5: Respondents per Years of Experience 2022

Experience Category	Yr 2019	Yr 2019 % of ALL	Yr 2020	Yr 2020 % of ALL	Yr 2021	Yr 2021 % of ALL	Yr 2022	Yr 2022 % of ALL
Less than 5 years	1 020	16%	1 062	16%	1 431	17%	**1 499**	**17%**
5 - 10 years	1 276	20%	1 478	23%	1 918	22%	**2 026**	**23%**
11 - 19 years	1 098	17%	1 121	17%	1 586	18%	**1 702**	**19%**
20 - 30 years	1 823	29%	1 791	27%	2 220	26%	**2 096**	**24%**
More than 30 years	1 086	17%	1 100	17%	1 440	17%	**1 516**	**17%**
Grand Total	6 303	100%	6 552	100%	8 595	100%	**8 839**	**100%**

All the experience categories registered an improvement in the number of participants except the 20-30 years category. The 5-10 years' experience category recorded an improvement of more than 100 participants compared to 2021 and 20- 30 years category recorded a decline of more than 120 participants. Surprisingly is the increase of more than 70 participants in the more than 30 years experience category as these officials are always seen as not interested in technology let alone completing the long surveys.

Figure 4: Respondents per years of experience
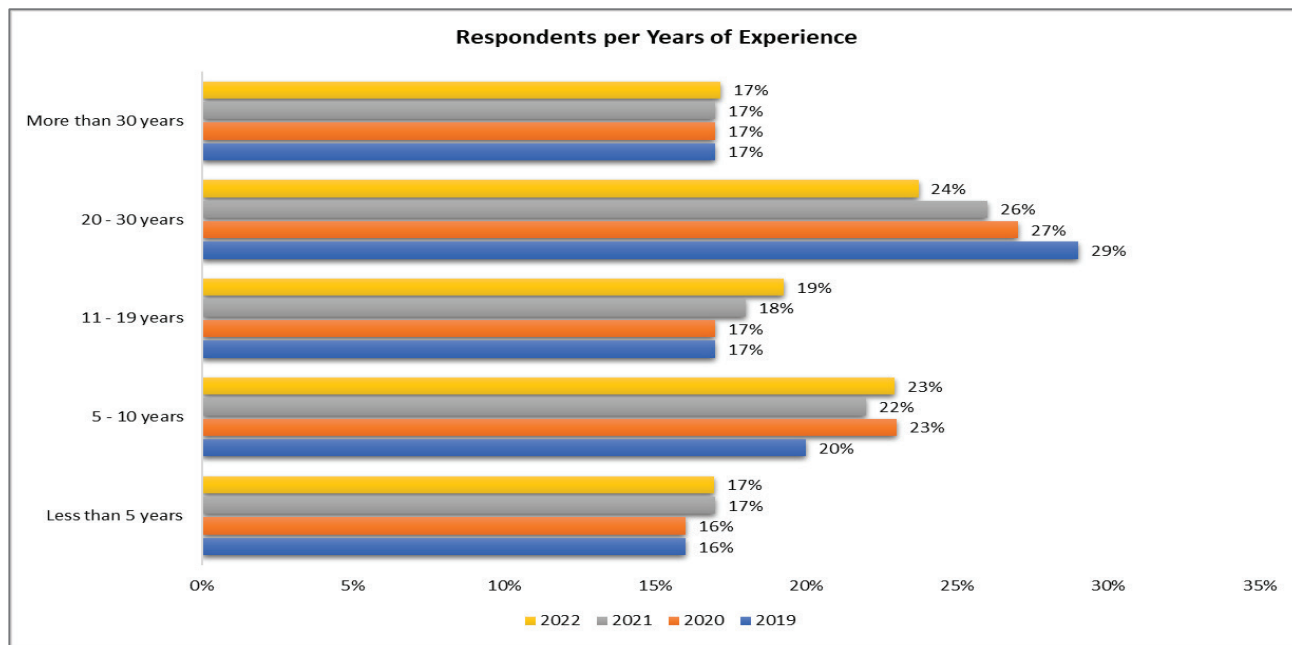
The less participation registered amongst the more than 30 years experience category might be reflecting that there are few of these officials left in the system, whereas the low participation by 5 years and less category might suggest that are new officials entering the system.

4.2   Evaluation of Services Used

4.2.1 Evaluation of frontline services used

Each participant was requested to record the number of times that each of the services that is listed in the table below was used. Table 6 displays the responses to services used and contains a summary of the frequency of usage over the last 3 years.

According to the responses recorded by participants the WCED website is the popular service used followed by "telephoned an official at District Office". Visiting the walk-in centre at HO seems not to be attractive to the participants as 61% reported that they had never used this service, while 34% reported to using it 5 times or less. The areas "called the WCED call centre and "Telephoned an official at Head Office" are also under-utilised with 38% of the participants reporting "never" for each of the two areas. The majority of participants for the two areas recorded 5 times or less, 42% and 40% for call centre and telephoned HO respectively.

Table 6: *Frequency of the Frontline Services Usage*

No	Area	Period	Never	1 - 2 times	3 - 5 times	6 - 10 times	11 + times
1.	**Visited the walk-in/visitors' Centre at Head Office**	Yr 2019	56%	25%	10%	4%	3%
		Yr 2020	61%	23%	10%	4%	3%
		Yr 2021	61%	23%	10%	3%	3%
		Yr 2022	**61%**	**24%**	**10%**	**3%**	**2%**
2.	**Called the WCED Call Centre**	Yr 2019	29%	23%	19%	10%	18%
		Yr 2020	33%	25%	17%	9%	16%
		Yr 2021	37%	25%	16%	8%	14%
		Yr 2022	**38%**	**25%**	**17%**	**8%**	**12%**
3.	**Telephoned an official at Head Office**	Yr 2019	30%	23%	16%	10%	19%
		Yr 2020	36%	25%	14%	8%	17%
		Yr 2021	38%	23%	15%	9%	15%
		Yr 2022	**38%**	**24%**	**16%**	**8%**	**13%**
4.	**Telephoned an official at the District Office**	Yr 2019	23%	19%	17%	12%	27%
		Yr 2020	28%	20%	16%	11%	25%
		Yr 2021	27%	19%	16%	11%	26%
		Yr 2022	**29%**	**20%**	**17%**	**11%**	**23%**
5.	**Consulted the WCED website**	Yr 2019	11%	18%	22%	16%	32%
		Yr 2020	10%	14%	21%	18%	38%
		Yr 2021	11%	14%	18%	17%	41%
		Yr 2022	**7%**	**13%**	**19%**	**17%**	**43%**

4.2.2 Services Used Ratings.

This section provides a summary of the participants' ratings of the services that were used. Results are presented for a three-year cycle.

Table 7: Summary of ratings for selected frontline services – 2020 to 2022

Item	Year 2020			Year 2021			Year 2022		
	P	S	G	P	S	G	P	S	G
Call Centre	8%	57%	35%	6%	59%	35%	5%	58%	37%
Walk-In Centre	5%	61%	33%	3%	63%	34%	2%	59%	39%
Safe Schools	11%	52%	36%	8%	51%	41%	7%	61%	33%
Website	4%	40%	56%	2%	38%	60%	3%	40%	57%
Exam Walk-in Centre	11%	63%	26%	7%	61%	31%	7%	61%	33%
Telephone Response	18%	50%	32%	15%	51%	35%	13%	51%	36%
HO Support	11%	55%	34%	8%	56%	36%	8%	54%	38%
ED Office Support	5%	38%	57%	4%	38%	58%	3%	38%	58%
Finances	11%	52%	37%	9%	52%	40%	9%	51%	40%
CM Support	6%	33%	61%	4%	32%	64%	3%	32%	65%

P=Poor, S=Satisfactory, G=Good

The level of client satifsaction is measured by the percentage of the participants who rate the service as either safisfactory or good. The graph below provides insights into such services. What is evident from the data is that most participants were satisfied with the services they recived from the WCED from office. Most received positive feedback from more than 90% of the participants. It is only telephone responses that received this rating from less than 90% of the participants.

Figure 5: Frontline Services Used with Ratings of Satisfactory and Good

	Call Centre	Walk-In Centre	Safe Schools	Website	Exam Walk-in Centre	Tele Response	HO Support	ED Office Support	Finances	CM Support
Yr 2020	92%	94%	88%	96%	89%	82%	89%	95%	89%	94%
Yr 2021	94%	97%	92%	98%	92%	86%	92%	96%	92%	96%
Yr 2022	95%	98%	94%	97%	94%	87%	92%	96%	91%	97%
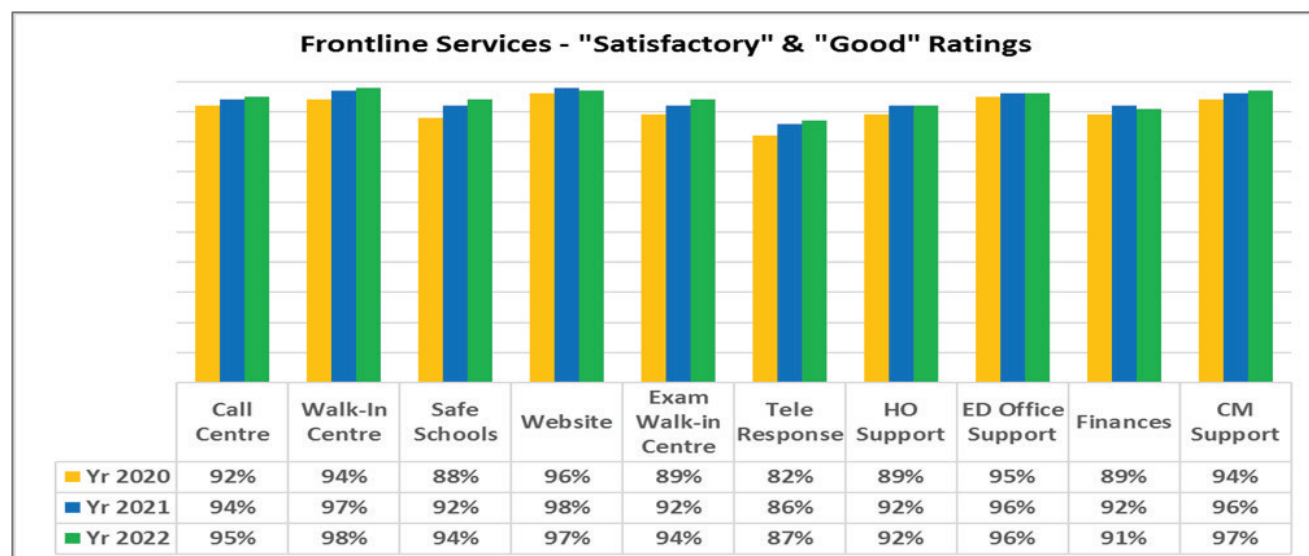
4.3 Evaluation Support Provided by Head Office and ED Offices

Participants were requested to rate the service received form the units that are listed in the table below. The scale was expanded to include "exceptionally poor" on the negative side and "excellent" on the positive side. The table below provides details of the four-year trends. The main observation is that support provided by CMs has for the last year been receiving "excellent" reviews from more than 20% of the participants. This is a great achievement for this group given that the next highest service to receive a rating of excellent received 13%.

Table 8: HO and ED Offices Support

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Head Office	Yr 2019	2%	8%	55%	32%	3%
	Yr 2020	3%	8%	55%	30%	4%
	Yr 2021	2%	6%	56%	33%	4%
	Yr 2022	**2%**	**6%**	**54%**	**33%**	**4%**
Education District Offices	Yr 2019	1%	4%	39%	46%	10%
	Yr 2020	1%	4%	38%	45%	12%
	Yr 2021	1%	3%	38%	45%	13%
	Yr 2022	**1%**	**3%**	**38%**	**45%**	**13%**
Curriculum School Visit Support	Yr 2019		6%	43%	43%	8%
	Yr 2020	1%	5%	41%	43%	9%
	Yr 2021	1%	3%	43%	43%	9%
	Yr 2022	**1%**	**4%**	**42%**	**45%**	**9%**
CM Support	Yr 2019	1%	3%	34%	43%	19%
	Yr 2020	2%	4%	33%	41%	20%
	Yr 2021	1%	3%	32%	42%	22%
	Yr 2022	**1%**	**2%**	**32%**	**43%**	**22%**

The proportion of participants that have rated the services listed below as "exceptionally poor" is so low to be insignificant. On the other hand, when the ratings of satisfactory, good and excellent are added together the following picture emerges (The percentage in brackets represents the 2021 ratings):

1. Circuit Manager Support = (96%) 97%
2. Education District Offices Support = (96%) 97%
3. Curriculum School Visit Support = (95%) 96%
4. Head Office Support = (93%) 92%

4.4 Evaluation Support Provided by Special Needs Education

Participants were requested to rate the services listed in the table below that are offered by the Special Needs Education. The scale ranged from "exceptionally poor" on the negative side to "excellent" on the positive side. The table below provides details of the four-year trends.

Table 9: *Specialised education support*

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
SE Needs Support Social Worker	Yr 2019	4%	16%	46%	29%	5%
	Yr 2020	5%	15%	49%	26%	5%
	Yr 2021	3%	12%	47%	31%	7%
	Yr 2022	**3%**	**12%**	**46%**	**32%**	**7%**
SE Needs Support Psychologists	Yr 2019	5%	17%	46%	28%	5%
	Yr 2020	6%	17%	48%	24%	5%
	Yr 2021	4%	14%	47%	29%	7%
	Yr 2022	**4%**	**13%**	**46%**	**30%**	**7%**
Learning Support Advisor: visits to schools	Yr 2019	2%	7%	42%	40%	10%
	Yr 2020	1%	5%	44%	40%	10%
	Yr 2021	1%	5%	44%	40%	10%
	Yr 2022	**1%**	**5%**	**42%**	**42%**	**10%**
Learning Support Teacher: support to learners	Yr 2019	2%	7%	43%	37%	10%
	Yr 2020	2%	7%	46%	36%	8%
	Yr 2021	2%	6%	45%	39%	9%
	Yr 2022	**2%**	**6%**	**44%**	**39%**	**9%**
Support to SBST	Yr 2019	3%	13%	51%	29%	4%
	Yr 2020	3%	13%	49%	30%	5%
	Yr 2021	2%	9%	47%	35%	7%
	Yr 2022	**2%**	**9%**	**48%**	**34%**	**6%**

From the table above, the proportion of participants that have rated as extremely poor is very low and insignificant. When the positive responses that start from a response of "satisfactory" to a response of "excellent", are examined the trend has been ratings above 90%. For this unit however there are two services that have scored below this general benchmark. While the scores are high at the 80s, it may be significant to understand why the users have intentionally and consistently given those services a slightly lower rating.

Also, it is important to note the high proportion that has rated two services as excellent. At 9% and 10%, these services require some commendation. A summary of the responses from satisfactory to excellent is presented below (2021 in brackets):

1. Learning Support Advisor: visits to schools = (94%) 94%
2. Learning Support Teacher: support to learners = (93%) 92%
3. Support to SBST = (89%) 88%
4. SE Needs Support Social Worker = (85%) 85%
5. SE Needs Support Psychologists = (83%) 83%

4.5 Evaluation of Specialised Services (Academic)

Participants were requested to rate the predominantly academic services that are listed in the table below. The scale ranged from "exceptionally poor" on the negative side to "excellent" on the positive side. The table below provides details of the four-year trends.

Table 10: *Specialised Services (Academic) Ratings*

Specialised Academic Services	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Educator Training at CTLI	Yr 2019	2%	4%	47%	39%	8%
	Yr 2020	2%	5%	47%	39%	8%
	Yr 2021	1%	4%	47%	39%	8%
	Yr 2022	**1%**	**4%**	**47%**	**39%**	**8%**
Examination and assessment support	Yr 2019	2%	6%	52%	36%	5%
	Yr 2020	2%	6%	51%	36%	5%
	Yr 2021	1%	5%	50%	38%	6%
	Yr 2022	**1%**	**4%**	**51%**	**38%**	**6%**
Admin of Gr 3,6 & 9 testing	Yr 2019	2%	5%	47%	41%	6%
	Yr 2020	2%	6%	48%	39%	6%
	Yr 2021	1%	5%	52%	37%	5%
	Yr 2022	**1%**	**4%**	**48%**	**41%**	**6%**
Language and Mathematics strategy support	Yr 2019	1%	7%	51%	36%	4%
	Yr 2020	2%	6%	51%	36%	5%
	Yr 2021	2%	6%	51%	36%	5%
	Yr 2022	**1%**	**5%**	**52%**	**37%**	**5%**
Matric Support Programme	Yr 2019	3%	6%	51%	34%	6%
	Yr 2020	3%	5%	47%	38%	7%
	Yr 2021	2%	4%	45%	40%	9%
	Yr 2022	**3%**	**4%**	**47%**	**38%**	**8%**
Elearning strategy support	Yr 2019	3%	12%	53%	29%	3%
	Yr 2020	3%	10%	52%	31%	4%
	Yr 2021	2%	8%	52%	33%	4%
	Yr 2022	**2%**	**7%**	**54%**	**33%**	**4%**

From the table above, it is clear that the participants rated all the academic services listed positively. The proportion of participants that rated Educator Training at CTLI and Matric Support programme at 8% means that these services require special commendations.

A summary of the responses from satisfactory to excellent is presented below (2021 in brackets):

1. Educator Training at the CTLI = (94%) 94%

2. Admin of assessment/Exams = (94%) 95%

3. Administration of Gr 3, 6 & 9 Testing = (94%) 95%

4. Language and Mathematics Strategy Support = (92%) 94%

5. Matric Support Programme = (94%) 93%

6. E-Learning Strategy Support = (89%) 91%

4.6 Evaluation of Specialised Services (Administrative)

Participants were requested to rate the predominantly administrative services that are listed in the table below. The scale ranged from "exceptionally poor" on the negative side to "excellent" on the positive side. The table below provides details of the four-year trends:

Table 11: HR, Finance, CEMIS and Communication

Specialised admin services	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
E-Recruitment Management	Yr 2019	2%	8%	55%	32%	4%
	Yr 2020	3%	8%	51%	34%	5%
	Yr 2021	2%	6%	50%	36%	6%
	Yr 2022	**2%**	**7%**	**51%**	**35%**	**5%**
Admin & Financial Management Support	Yr 2019	2%	7%	50%	36%	5%
	Yr 2020	3%	8%	52%	32%	5%
	Yr 2021	2%	6%	52%	34%	5%
	Yr 2022	**2%**	**6%**	**51%**	**35%**	**5%**
E Info Management CEMIS Support	Yr 2019	1%	4%	44%	43%	8%
	Yr 2020	2%	5%	46%	40%	8%
	Yr 2021	1%	4%	44%	42%	9%
	Yr 2022	**1%**	**4%**	**46%**	**41%**	**8%**
Communication to Schools	Yr 2019	1%	6%	46%	39%	7%
	Yr 2020	1%	6%	42%	42%	9%
	Yr 2021	1%	4%	42%	43%	10%
	Yr 2022	**1%**	**4%**	**45%**	**43%**	**8%**
Online system for Learner Placement	Yr 2019	3%	11%	53%	29%	3%
	Yr 2020	3%	10%	53%	31%	4%
	Yr 2021	2%	8%	53%	33%	5%
	Yr 2022	**2%**	**9%**	**52%**	**32%**	**4%**
Administration of Salaries matters	Yr 2019	3%	9%	42%	38%	8%
	Yr 2020	4%	12%	45%	32%	6%
	Yr 2021	3%	9%	47%	34%	7%
	Yr 2022	**4%**	**12%**	**45%**	**32%**	**6%**
Staff Performance Systems	Yr 2019	1%	6%	51%	37%	5%
	Yr 2020	2%	7%	52%	34%	5%
	Yr 2021	2%	6%	52%	35%	5%
	Yr 2022	**1%**	**5%**	**52%**	**37%**	**5%**

For the ratings of satisfactory to excellent all the categories recorded above 90% except "online system for learner placement" and "administration of salaries matters". Also, these two categories recorded the highest proportion of "exceptionally poor and poor".

with 19% reported exceptionally poor and poor. A summary of the responses from satisfactory to excellent is presented below (2021 in brackets):

1. E-Recruitment Management = (92%) 91%

2. Admin and Financial Management Support = (91%) 91%

3. Information Management and CEMIS Support = (95%) 95%

4. Communication to Schools = (95%) 96%

5. Online System for Learner Placement = (91%) 88%

6. Administration of Salaries = (88%) 83%

7. Staff Performance Systems = (92%) 94%

4.7 Evaluation of Specialised Services (Provisioning)

Participants were requested to rate the provisioning services that are listed in the table below. The scale ranged from "exceptionally poor" on the negative side to "excellent" on the positive side. The table below provides details of the four-year trends:

Table 12: *LTSM, Infrastructure and Furniture/Equipment*

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Infrastructure Maintenance Support	Yr 2019	7%	22%	50%	20%	2%
	Yr 2020	8%	20%	50%	20%	2%
	Yr 2021	5%	18%	52%	23%	2%
	Yr 2022	**5%**	**18%**	**52%**	**22%**	**3%**
Equipment/Furniture Supply Support	Yr 2019	4%	14%	52%	27%	3%
	Yr 2020	4%	15%	52%	25%	3%
	Yr 2021	3%	13%	52%	28%	3%
	Yr 2022	**3%**	**15%**	**52%**	**26%**	**3%**
LTSM Support	Yr 2019	2%	7%	45%	40%	6%
	Yr 2020	2%	8%	48%	37%	6%
	Yr 2021	2%	6%	45%	41%	7%
	Yr 2022	**5%**	**9%**	**49%**	**33%**	**5%**

The notable difference with trends on the items listed in the table above is that the proportion of respondents rating the services as exceptionally poor to poor has increased when compared to other items reported upon above. Linked to that observation, is the fact that the proportion of participants who rated the services from satisfactory to excellent has also dropped when compared to other services that were evaluated.

A summary of the responses from satisfactory to excellent is presented below (2021 in brackets):

1. LTSM Support = (93%) 87%
2. Equipment/Furniture Supply Support = (83%) 81%
3. Infrastructure Maintenance Support = (77%) 77%

4.8 Evaluation of Special Services (Social Support)

Participants were requested to rate the social support services that are listed in the table below. The scale ranged from "exceptionally poor" on the negative side to "excellent" on the positive side. The table below provides details of the four-year trends:

Table 13: NSNP, LTS and HIV/AIDS & MOD Centres

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Nutrition Programme Support	Yr 2019	2%	3%	34%	47%	14%
	Yr 2020	2%	3%	33%	48%	14%
	Yr 2021	1%	2%	29%	48%	19%
	Yr 2022	2%	3%	34%	46%	15%
LTS Support	Yr 2019	6%	10%	48%	31%	4%
	Yr 2020	6%	10%	52%	28%	3%
	Yr 2021	5%	8%	51%	32%	5%
	Yr 2022	5%	9%	49%	33%	5%
HIV Aids Project Support	Yr 2019	5%	16%	54%	23%	2%
	Yr 2020	5%	18%	57%	18%	2%
	Yr 2021	4%	15%	56%	23%	2%
	Yr 2022	5%	15%	55%	22%	3%
MOD Centre Programme	Yr 2019	4%	10%	56%	27%	3%
	Yr 2020	4%	12%	57%	24%	3%
	Yr 2021	3%	8%	57%	29%	3%
	Yr 2022	3%	8%	57%	28%	4%

As in the previous year, the NSNP shows a very high proportion of respondents who have rated it as "excellent". Under this category this service is the only service that has been rated above 90% for the last four years that are presented in the table. A summary of the responses from satisfactory to excellent is presented below (2021 in brackets):

1. Nutrition Programme Support = (96%) 94%
2. MOD Centre Programme = (89%) 89%
3. LTS Support = (88%) 87%
4. HIV Aids Project Support = (81%) 80%

4.9 Evaluation of items related to the Service Delivery Charter

Participants were requested to rate items relating to the Service Delivery Charter that are listed in the table below. The scale ranged from "exceptionally poor" on the negative side to "excellent" on the positive side. The table below provides details of the four-year trends:

Table 14: *Elements from Head Office Service Delivery Charter*

Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Attend to queries with promptness professionalism & courtesy	Yr 2019	2%	11%	54%	29%	3%
	Yr 2020	3%	11%	52%	30%	4%
	Yr 2021	2%	9%	53%	31%	5%
	Yr 2022	**2%**	**8%**	**59%**	**28%**	**3%**
Apologise for errors and take corrective action	Yr 2019	5%	18%	52%	23%	2%
	Yr 2020	6%	18%	51%	22%	2%
	Yr 2021	4%	16%	53%	24%	3%
	Yr 2022	**3%**	**11%**	**61%**	**23%**	**2%**

From the table above, both items have shown positive changes and one has reached the 90% mark that is a standard in other items that were rated A summary of the responses from satisfactory to excellent is presented below (2021 in brackets):

1. Attend to queries with promptness professionalism & courtesy = (89%) 90%
2. Apologise for errors and take corrective action = (80%) 86%

4.10 Evaluation of items related to the display and application of WCG Values

Participants were requested to rate how the WCED displays and applies the core values of the WCG and the National Government's Batho Pele Principles. The scale ranged from "exceptionally poor" on the negative side to "excellent" on the positive side. The graph below provides details of three-year trends for the ratings of Satisfactory and Good:

Figure 6: *WCG values- Ratings*

WCG Values - "Satisfactory" & "Good" Ratings

	Caring	Competence	Accountability	Integrity	Innovation	Responsiveness
■ Yr 2020	82%	88%	84%	88%	89%	85%
■ Yr 2021	88%	92%	89%	92%	92%	90%
■ Yr 2022	88%	92%	90%	93%	92%	89%
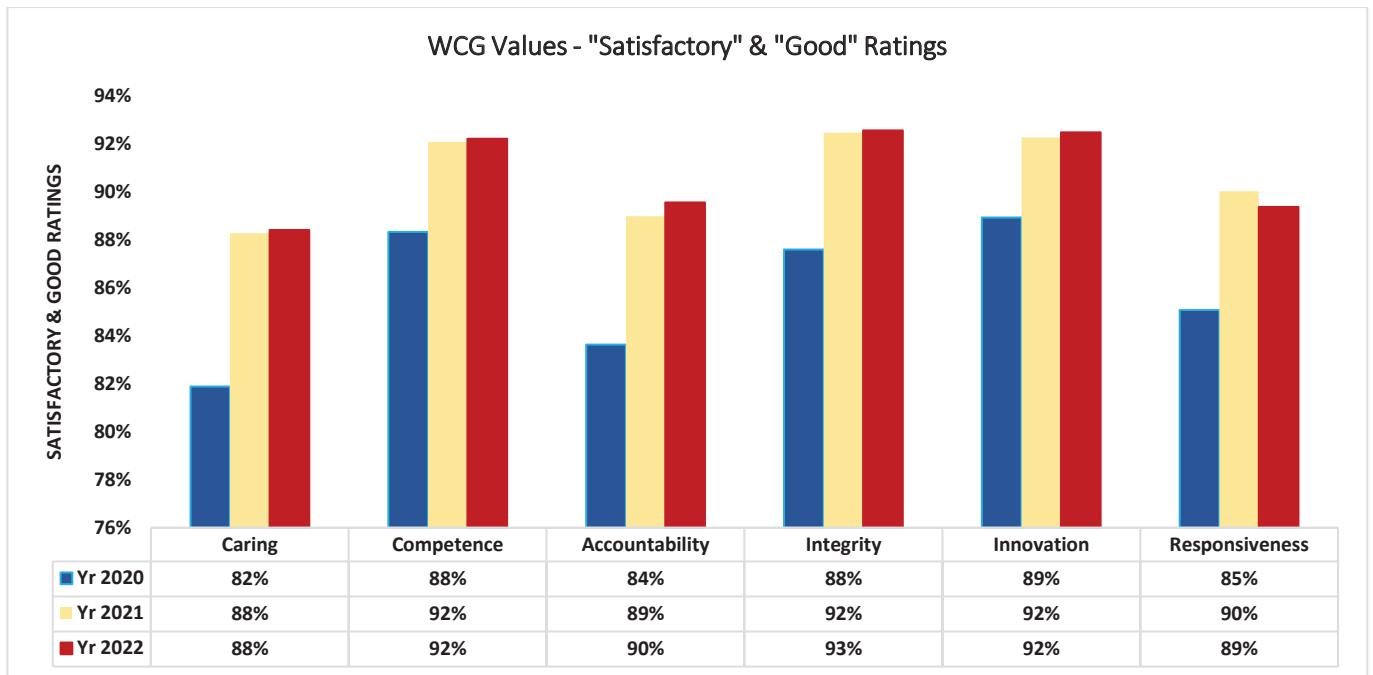
The ratings for the display and application of the core values are high and show a positive improvement year on year.

4.11 Evaluation of items related to the institutionalisation of the Batho Pele Principles

Figure 7: *Batho Pele Principles Ratings*

Ratings - Living Out the Batho Pele Principles

- Poor
- Satisfactory

Principle	Poor	Satisfactory
Consultation	8%	92%
Service Standards	3%	97%
Redress	12%	88%
Information	7%	93%
Courtesy	9%	91%
Access	8%	92%
Openness & Transparency	11%	89%
Value for money	10%	90%
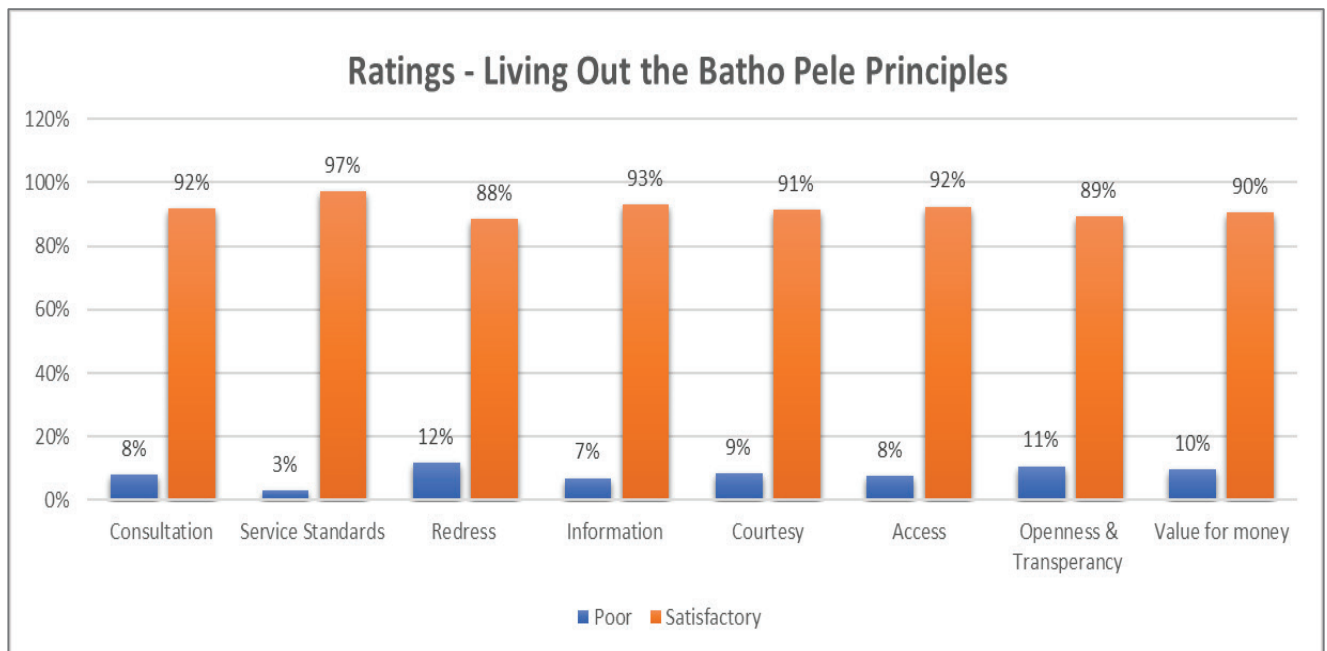
The 2022 CSS "living out the Batho Pele Principles" satisfactory ratings recorded a high of over 90% for all the principles apart from Redress and Openness & Transparency scoring below 90% rating. The principles of "redress, openness & transparency and value for money" scored over 10% for poor ratings.

4.12   Items Placed for the first time in 2022

For 2022 there were new items that were included in the CSS. These items are identified after internal consultation with responsibility managers in the interest of securing feedback for the services that they render. Participants were requested to rate the items listed in the table below. The scale ranged from "exceptionally poor" on the negative side to "excellent".

Table 15: *New Items*

Category	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Usage of Edulis Library Services	4%	12%	56%	24%	3%
Support for improved ECD learner material	2%	6%	58%	31%	3%
Support for expanded ECD curriculum	2%	7%	60%	29%	3%
Support for improved learner retention	2%	11%	61%	24%	2%
Training and support for GBV projects	5%	19%	53%	21%	2%

The details of the proportion of participants that rated these items from satisfactory to excellent are captured below:

1. Support for improved ECD learner material = 92%
2. Support for expanded ECD curriculum = 92%
3. Support for improved learner retention = 87%
4. Usage of Edulis Library Services = 83%
5. Training and support for gender-based violence projects (GBV) = 76%

4.13   Feedback/Comments

4.13.1 Summary of Survey Elements with Highest Response Rates

Respondents were given opportunity to write a note on every question answered and to categorise such a note as either a COMMENT, a COMPLAINT, or a COMPLIMENT. The survey attracted close to 9 000 notes, with most affirming positive perceptions of the services delivered. The following areas attracted the most responses:

Table 16: *Aspects of the CSS 2022 that drew the most notes.*

Nr	Focus Area	Total	Comment	Complaint	Compliment
1.	**Education District Offices support**	**979**	27%	6%	67%
2.	**WCED E-learning portal**	**617**	35%	6%	59%
3.	**Head Office support**	**751**	39%	22%	39%
4.	**Curriculum School Support**	**450**	33%	10%	57%
5.	**Response to telephonic enquiries**	**418**	32%	39%	29%
6.	**Circuit Manager Support**	**439**	18%	4%	79%
7.	**Communication to Schools**	**316**	42%	16%	42%
8.	**Safe Schools Support**	**318**	46%	23%	31%

4.14 Issues raised in sample notes

I. *ED Office Support*:

As in the previous years, a large percentage of compliments for good service continues. Complaints from clients focus on poor response rates, repetitive workshops, delayed or no feedback, unprofessional attitude, and behaviour.

II. *WCED e-Learning Portal*

This service received high percentage of the praises by school staff; appreciation is expressed at the availability of learning and teaching material.

III. *Head Office Support*

The compliments are often directed at individuals who have impressed with prompt and reliable action; complaints are focussed on poor response rates, especially telephones that go unanswered.

IV. *Curriculum School Support*

The high percentage of approvals can be related to the district office support and CM visits, all receiving very high ratings; curriculum advisors and other personnel are sometimes mentioned by name for the excellent service they deliver.

V. *Response to telephonic queries*

Like in the previous years, this item has attracted a great number of complaints, the common being unanswered telephones and lack of feedback to queries; a few individuals are mentioned by name for their good service.

4.15 Highlights of Ratings

The table below has items that consistently received "Good" ratings. All are vital in making sure that schools are providing good quality education and ensuring the necessary support is provided to learners and teachers.

Table 17: Elements receiving high appositive ratings (above 55% 'Good' rating)

Element	2018	2019	2020	2021	2022
Circuit Manager Support	63%	62%	61%	64%	65%
NSNP	61%	60%	62%	67%	61%
WCED E-learning portal	43%	42%	55%	62%	60%
ED Offices Support	57%	56%	57%	58%	58%
WCED Website	53%	52%	56%	60%	57%

On the other extreme are items that consistently receive a higher proportion of negative ratings when compared to other items *(these are where the "Poor" rating is 20% and more)*. Consequently, the proportion rating these services as satisfactory and good tends to be significantly lower than the general benchmark of 90%. The table below provides details of the items in question:

Table 18: Elements receiving a negative rating from ≥20%

Element	2020 Ratings			2021 Ratings			2022 Ratings		
	Poor	Satisfactory	Good	Poor	Satisfactory	Good	Poor	Satisfactory	Good
Infrastructure & Maintenance Support	28%	50%	22%	23%	52%	25%	23%	52%	25%
HIV/AIDS Support	23%	57%	20%	19%	56%	25%	20%	55%	25%
Training and support for GBV							24%	53%	23%

5. Concluding Remarks

i. **Response Rate**: The 2022 response rate exceeded that of 2021, with almost 9000 institution personnel responding. Of note too is the fact that 87% of principals from schools that responded completed the survey. In total 91% of public schools responded.

ii. **Rating Head Office and Districts:** This remains an interesting aspect, and the ratings for the ED offices services continues to receive more positive ratings. Overall, the ratings are quite similar to those of 2021.

iii. **Living out the Values of the Western Cape Government:** 2021 saw a notable increase in the positive ratings, which we ascribed to the heightened sensitivities brought on by Covid-19. These increases are largely intact for 2022, with a marginal drop in "Responsiveness". The Department should take to heart some of the comments posed by institution personnel who say things like: "WCED does not care for educators - only concerned about learners" and "No one ever takes any accountability". On the positive side, many compliments were posted, e.g. "Well done to the caring team for support and caring.

iv. **Recurring Issues:** The supply and maintenance of infrastructure remains an aspect drawing lower approval ratings. Discontent is expressed in comments like the following: "The school is a temporary building for the past ten years. no indication or communication of when the school will be built."; "The school is in dire need of maintenance and repair for the last number of years, and although it has been reported numerous times through the proper channels, it has not been prioritised"; Learners do not have proper tables/desks, that makes their learning poor and disruptive".

v. **Positives:** In several instances, respondents have named staff of district and head offices, complimenting them for good services. This confirms the point that responsiveness and feedback go a long way! In most cases dissatisfaction arises from lack of correspondence rather than an issue that needs time to be resolved.

Annexure A: Responses per Municipality – Selected Statistics

[For convenience of presentation, the rates reflected below are a combination of the categories (1) Excellent, (2) Good, and (3) Satisfactory]

Table 19: CSS 2022 responses per Local Municipality.

District	Municipality	HO Support Yr 2021	HO Support Yr 2022	ED Support Yr 2021	ED Support Yr 2022	Tele Queries Yr 2021	Tele Queries Yr 2022	Curri. Visit Support Yr 2021	Curri. Visit Support Yr 2022	CM Support Yr 2021	CM Support Yr 2022	Social Workers Yr 2021	Social Workers Yr 2022	Improved ECD learner Support Yr 2021	Improved ECD learner Support Yr 2022	Improved learner retention Support Yr 2021	Improved learner retention Support Yr 2022	Expanded ECD curriculum Support Yr 2021	Expanded ECD curriculum Support Yr 2022
CoCT	City of Cape Town	91%	92%	96%	96%	85%	87%	96%	95%	96%	96%	84%	84%	0%	90%	0%	85%	0%	90%
Cape Winelands	Breede Valley	94%	93%	96%	96%	87%	88%	97%	92%	97%	96%	85%	81%	0%	90%	0%	86%	0%	89%
Cape Winelands	Drakenstein	91%	93%	96%	98%	86%	91%	94%	95%	97%	96%	85%	85%	0%	95%	0%	91%	0%	95%
Cape Winelands	Langeberg	89%	92%	96%	98%	79%	86%	95%	96%	97%	98%	87%	85%	0%	94%	0%	93%	0%	95%
Cape Winelands	Stellenbosch	89%	97%	95%	98%	82%	90%	93%	96%	98%	96%	73%	92%	0%	94%	0%	91%	0%	94%
Cape Winelands	Witzenberg	94%	87%	95%	90%	88%	81%	97%	95%	96%	89%	88%	85%	0%	77%	0%	78%	0%	85%
Cape Winelands	**Cape Winelands Overall**	91%	93%	96%	97%	85%	89%	95%	95%	97%	96%	84%	85%	0%	92%	0%	89%	0%	93%
Central Karoo	Beaufort West	96%	88%	96%	92%	90%	93%	98%	92%	94%	94%	68%	68%	0%	91%	0%	87%	0%	91%
Central Karoo	Laingsburg	87%	100%	100%	100%	80%	95%	100%	100%	93%	100%	88%	92%	0%	100%	0%	89%	0%	100%
Central Karoo	Prince Albert	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	81%	0%	100%	0%	84%	0%	100%
Central Karoo	**Central Karoo Overall**	95%	93%	97%	98%	89%	91%	99%	96%	95%	97%	74%	86%	0%	95%	0%	91%	0%	95%
Garden Route	Bitou	96%	100%	100%	100%	96%	96%	98%	100%	100%	97%	98%	89%	0%	100%	0%	99%	0%	100%
Garden Route	George	94%	94%	97%	98%	90%	92%	96%	95%	96%	98%	93%	89%	0%	94%	0%	90%	0%	95%
Garden Route	Hessequa	93%	96%	98%	99%	90%	92%	99%	98%	98%	99%	95%	90%	0%	98%	0%	98%	0%	99%
Garden Route	Kannaland	97%	98%	98%	100%	85%	90%	97%	94%	100%	99%	80%	88%	0%	99%	0%	95%	0%	93%
Garden Route	Knysna	97%	99%	99%	99%	92%	91%	98%	96%	100%	97%	86%	85%	0%	96%	0%	89%	0%	92%
Garden Route	Mossel Bay	90%	78%	94%	98%	83%	85%	95%	96%	94%	98%	87%	88%	0%	93%	0%	86%	0%	93%
Garden Route	Oudtshoorn	94%	95%	98%	100%	89%	87%	98%	99%	99%	99%	97%	98%	0%	97%	0%	96%	0%	99%
Garden Route	**Eden Overall**	94%	93%	97%	98%	89%	91%	97%	96%	98%	97%	92%	86%	0%	95%	0%	91%	0%	95%
Overberg	Cape Agulhas	93%	99%	96%	97%	73%	91%	90%	95%	93%	100%	82%	90%	0%	95%	0%	87%	0%	90%
Overberg	Overstrand	95%	97%	100%	98%	96%	89%	99%	96%	100%	98%	85%	84%	0%	91%	0%	89%	0%	94%
Overberg	Swellendam	87%	94%	99%	97%	90%	89%	94%	97%	95%	97%	83%	82%	0%	85%	0%	81%	0%	75%
Overberg	Theewaterskloof	93%	94%	98%	98%	87%	83%	98%	98%	97%	100%	82%	79%	0%	90%	0%	94%	0%	91%
Overberg	**Overberg Overall**	92%	94%	99%	98%	88%	87%	96%	97%	97%	99%	83%	82%	0%	90%	0%	90%	0%	90%
West Coast	Bergrivier	94%	94%	93%	97%	87%	88%	97%	100%	97%	95%	87%	86%	0%	95%	0%	96%	0%	98%
West Coast	Cederberg	99%	91%	94%	97%	86%	85%	97%	96%	94%	99%	79%	87%	0%	91%	0%	89%	0%	93%
West Coast	Matzikama	96%	93%	98%	95%	80%	83%	96%	96%	96%	98%	84%	75%	0%	95%	0%	88%	0%	92%
West Coast	Saldanha Bay	91%	93%	95%	97%	79%	92%	99%	94%	93%	95%	83%	80%	0%	93%	0%	84%	0%	93%
West Coast	Swartland	92%	92%	99%	96%	80%	84%	97%	96%	97%	95%	88%	84%	0%	94%	0%	93%	0%	94%
West Coast	**West Coast Overall**	93%	93%	96%	96%	82%	87%	97%	96%	95%	96%	85%	82%	0%	94%	0%	90%	0%	93%

Annexure B – Summary of responses per Branch

Table 18: *Office of the Superintendent General, including D: Communication and D: BSSM*

No	Focus Area	2017	2018	2019	2020	2021	2022	Ave
1	WCED Walk-in Centre (Human Resources and Finance matters)	93%	96%	96%	95%	97%	92%	**95%**
2	Head Office support	87%	90%	90%	89%	92%	87%	**89%**
3	Response to telephonic enquiries	83%	85%	84%	82%	85%	83%	**84%**
4	Attend to queries with promptness, professionalism & courtesy	85%	88%	86%	86%	89%	87%	**87%**
5	Apologise for errors and take corrective action	76%	77%	77%	76%	80%	84%	**78%**
6	Communication to Schools	93%	93%	92%	93%	95%	88%	**92%**
7	WCED website	95%	95%	96%	96%	98%	87%	**95%**
8	Online Feedback to Complaints Mechanism	0%	0%	0%	0%	86%	84%	**85%**
9	Caring			90%	82%	88%	84%	**86%**
10	Competence			92%	88%	92%	88%	**90%**
11	Accountability			89%	84%	89%	85%	**87%**
12	Integrity			93%	88%	92%	88%	**90%**
13	Innovation			92%	89%	92%	88%	**90%**
14	Responsiveness			88%	85%	90%	84%	**87%**

Table 19: *DDG O*

No	Focus Area	2017	2018	2019	2020	2021	2022	Ave
15	Education District Offices support	94%	95%	95%	95%	96%	84%	**93%**
16	WCED Safe Schools Call Centre	89%	89%	89%	89%	92%	86%	**89%**
17	Safe Schools Support	82%	83%	82%	84%	88%	83%	**84%**
18	Circuit Manager Support	95%	95%	95%	94%	96%	75%	**92%**
19	Learning Support Advisor: Support to Schools	0%	0%	0%	0%	94%	84%	**89%**
20	Learning Support Teacher: Support to Learners	88%	91%	90%	90%	93%	83%	**89%**
21	Specialised Support by social workers	76%	81%	80%	80%	85%	78%	**80%**

No	Focus Area	2017	2018	2019	2020	2021	2022	Ave
22	Specialised Support by psychologists	72%	78%	78%	77%	83%	76%	**77%**
23	Support to SBST for learners with moderate to high support needs	79%	83%	84%	85%	89%	82%	**84%**
24	School Nutrition Programme Support	94%	94%	94%	95%	97%	81%	**92%**
25	MOD Centre Programme Support	85%	87%	86%	85%	89%	85%	**86%**
26	Online system to support Learner Placement	90%	92%	86%	88%	90%	84%	**88%**
27	SGB Development support	0%	0%	0%	0%	93%	86%	**30%**
28	Information provided during **COVID-19** Pandemic	0%	0%	0%	0%	96%	87%	**91%**
29	Education District Office COVID-19 support	0%	0%	0%	0%	93%	88%	**90%**
30	Head-office COVID-19 support	0%	0%	0%	0%	92%	88%	**90%**
31	Support for Improved ECD learner material (New)	0%	0%	0%	0%	0%	89%	**89%**
32	Support for Expanded ECD curriculum (New)	0%	0%	0%	0%	0%	89%	**89%**
33	Support for Improved learner retention (New)	0%	0%	0%	0%	0%	85%	**85%**

Table 202: DDG C

No	Focus Area	2017	2018	2019	2020	2021	2022	Ave
34	WCED E-learning portal	83%	92%	93%	95%	97%	83%	**91%**
35	Support for reading strategy *(new)*	0%	0%	0%	0%	90%	86%	**88%**
36	Support for @homelearning during Covid-19	0%	0%	0%	0%	86%	81%	**84%**
37	E-learning Strategy support	83%	86%	86%	87%	89%	87%	**86%**
38	Language and Mathematics Strategy Support	90%	91%	92%	92%	93%	88%	**91%**
39	Matric Support Programme	90%	90%	91%	92%	94%	85%	**90%**
40	Training at CTLI	93%	94%	94%	93%	95%	87%	**93%**
41	HIV/AIDS Project Support	76%	84%	79%	77%	81%	77%	**79%**
42	Examinations and assessment support	91%	90%	91%	92%	94%	89%	**91%**

Table 21: *DDG CS*

No	Focus Area	2017	2018	2019	2020	2021	2022	Ave
43	Staff Provisioning including contract appointments	0%	0%	0%	0%	90%	86%	**88%**
44	Employee Wellness support	0%	0%	0%	0%	86%	80%	**83%**
45	Staff Performance Systems (SPMDS, PMDS, IQMS)	91%	92%	93%	91%	93%	88%	**91%**
46	The functionality/ usefulness of the PMPS	0%	0%	0%	0%	84%	86%	**85%**
47	Pension service / Exit management	0%	0%	0%	0%	88%	85%	**86%**
48	Administration of leave, including PILIR	0%	0%	0%	0%	92%	89%	**90%**
49	Management of Misconduct	0%	0%	0%	0%	90%	86%	**88%**
50	Labour Relations Training Interventions	0%	0%	0%	0%	82%	81%	**81%**
51	Vacancy management	0%	0%	0%	0%	90%	87%	**88%**
52	E-recruitment system	88%	90%	90%	89%	92%	86%	**89%**
53	Financial Management Support	90%	91%	91%	89%	91%	86%	**90%**
54	Administration of Salaries and Pay slip matters	90%	90%	88%	83%	88%	78%	**86%**
55	Administration of Salaries and Pay slip matters	90%	90%	88%	83%	88%	78%	**86%**

Table 22: *DDG P*

No	Focus Area	2017	2018	2019	2020	2021	2022	Ave
56	Access to Library Services	0%	0%	0%	79%	80%	79%	**79%**
57	Administration of Gr 3, 6 and 9 testing	93%	95%	94%	93%	94%	88%	**93%**
58	Learner Transport Scheme Support	83%	84%	84%	83%	87%	82%	**84%**
59	Infrastructure and maintenance support	72%	73%	71%	72%	77%	74%	**73%**
60	Textbooks supply	91%	91%	91%	90%	93%	86%	**90%**
61	Equipment & Furniture Supply Support	79%	79%	82%	80%	84%	78%	**80%**
62	E-information Management – CEMIS Support	95%	96%	94%	93%	95%	86%	**93%**

No	Focus Area	2017	2018	2019	2020	2021	2022	Ave
63	Usage of Edulis Library services (New)	0%	0%	0%	0%	0%	81%	**81%**

Table 23: Aggregated performance over years per Branch

	2017	2018	2019	2020	2021	2022
Office of the SG	85%	87%	88%	86%	89%	86%
DDG O: Branch institutional development & Coordination	86%	88%	87%	87%	92%	84%
DDG C: Curriculum and Assessment Management	90%	91%	91%	88%	89%	85%
DDG P: Education Planning Infrastructure and maintenance support	87%	90%	89%	90%	91%	82%
DDG CS: Corporate Services	86%	86%	86%	84%	87%	84%

Annexure C: The 2022 Customer Satisfaction Survey 2022

CUSTOMER SATISFACTION SURVEY 2022

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

Position: (Mark X)	Principal	Deputy-Principal	Head of Department	Senior Educator	Educator	Admin staff	Other

Years of teaching/public service experience:			Post Level:	

A. Frequency of Services Used Please mark the appropriate frequency box with an **X**.

No.	In 2017 – 2021 I have	Never	1-2 times	3-5 times	6-10 times	11+ times
		Frequency of Services Used				
1.	Visited Head Office					
2.	Visited District Office					
3.	Visited the Walk-in Centre at Head Office					
4.	Visited the H/O Examinations walk-in Centre					
5.	Called the WCED Call Centre 0861 92 3322/0861 81 9919					
6.	Called the WCED switchboard (021 467 2000)					
7.	Called the WCED Safe School call Centre (0800 45 46 47)					
8.	Called the WCED Examinations help line					
9.	Telephoned an official at Head Office					
10.	Telephoned an official at the District Office					
11.	Used the WCED Website					
12.	Used WCED Education Portal					
13.	Used the WCED online Feedback mechanism (Complaints, Complements or Enquiries)					

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

B. Frontline Service: WCED Client Services. For this section, will you please provide detail where your rating is "2" or "1"

No.	Question	Rating	No.	Question	Rating
14.	WCED Call Centre [corporate (personnel & finance) matters] (086192 3322) This does not include the 021 467 2000 number. Service to be rated according to friendliness, professionalism, and job knowledge of staff		15	WCED Walk-in Centre (Human Resources and Finance matters) Service to be rated according to friendliness, professionalism, and job knowledge of staff as well as look and feel of Walk-in Centre space	
Detail:			**Detail:**		

C. Strategies, Programmes, Systems and or Services offered

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

No		Rating	No		Rating
58.	Caring		61.	Integrity	
59.	Competence		62.	Innovation	
60.	Accountability		63.	Responsiveness	

E. All Government departments must institutionalise the Batho Pele Principals within the delivery of services to clients:					
No	**Batho Pele Principals**	**Rating**	**No**	**Batho Pele Principals**	**Rating**
64.	**Consultation:** Clients are consulted through surveys – Campaigns – Izimbizo – Workshops		68.	**Courtesy:** Attend to issues with promptness, professionalism & courtesy	
65.	**Service Standards:** WCED communicate standards through Circulars, Policy documents and Guidelines.		69.	**Access:** All service recipients should have equal access to department-specific services on an ongoing basis	
66.	**Redress:** If the promised standard of service (or product) is not delivered, service beneficiaries should be offered an apology, a full explanation, and a speedy and effective remedy within 30 days of their complaint.		70.	**Openness & Transparency:** Clients are informed about how department is managed, how much is spent on service delivery, and who is in charge through an annual citizens report on the website.	
67.	**Information:** Clients are given full, accurate information		71.	**Value for Money:** Services provided are in line with service users' needs and financial capability.	

F. Statements as they pertain to the Transform to Perform Strategy (T2P).	Fully agree	Partially Agree	Partially disagree	Completely disagree
72.	The VIE programme has had a positive impact on the behavior of leaners			
73.	The general atmosphere and culture at school has improved.			
74.	I am satisfied by the support received from the District T2P Champions			
75.	I am satisfied by the support received from the Head Office T2P team.			
76.	The information and resources available on the T2P Webpage are very useful			

G. Comments, complaints and compliments section

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

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

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

1. Provide the relevant category number (only C - E, 1 - 76):

Comment: ☐	Complaint ☐	Compliment ☐

2. Provide the relevant category number (only C - E, 1 – 76):

Comment: ☐	Complaint ☐	Compliment ☐

3. Provide the relevant category number (only C - E, 1 - 76):

Comment: ☐	Complaint ☐	Compliment ☐

Directorate: Business Strategy and Stakeholder Management

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