



**Western Cape  
Government**

Education

# **WESTERN CAPE EDUCATION DEPARTMENT**

## **EMPLOYMENT EQUITY PLAN 2013 – 2017**

**WESTERN CAPE EDUCATION DEPARTMENTAL CONTACT DETAILS**

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<b>DATE OF APPROVAL</b>	2012-12-06

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## APPROVAL AND SIGN OFF

### I. HEAD OF DEPARTMENT (SIGN OFF)

This Employment Equity Plan (EE Plan), for the period 1 January 2013 to 31 December 2017, has been **Approved** by **PA Vinjevold** in my capacity as Head of Department.

I am satisfied and concur with the content of this EE Plan (2013 - 2017), and will strive to ensure that the department achieves its diverse and representative workforce as set out in the EE Plan for the defined period.

<b>SIGNED</b>	<b>PA VINJEVOLD</b>
<b>DESIGNATION</b>	<b>HEAD OF DEPARTMENT</b>
<b>DATE</b>	<b>2012-12-04</b>

### II. EXECUTIVE AUTHORITY (SIGN OFF)

This Employment Equity Plan (EE Plan), for the period 1 January 2013 to 31 December 2017, has been **Approved** by **DAC Grant** in my capacity as Executing Authority.

I am satisfied and concur with the content of this EE Plan (2013 - 2017), and will strive to ensure that the department achieves its diverse and representative workforce as set out in the EE Plan for the defined period.

<b>SIGNED</b>	<b>DAC GRANT</b>
<b>DESIGNATION</b>	<b>MINISTER FOR EDUCATION IN THE WESTERN CAPE</b>
<b>DATE</b>	<b>2012-12-06</b>

# SECTION ONE

## 1. INTRODUCTION

### 1.1. PREAMBLE

The Western Cape Education Department (hereafter referred to as the WCED), as part of the Provincial Government of the Western Cape, subscribes to the spirit, objectives and provisions of the National and Western Cape Constitutions, as well as the Employment Equity Act (Act 55 of 1998) (hereafter referred to as the EEA).

In addition, it subscribes to the commitment of the Province to the development of its human capital through skills development and employment equity.

The Employment Equity Plan (EEP) of the WCED is developed around the following guiding principles: Transformation, Transparency, Equality, Diversity, Representivity, Equity and Empowerment.

These principles underpin our commitment to ending discrimination and achieving equity and equality, to empowerment through affirmative action and skills development and to transformation through managing diversity and creating an organisational culture where all can reach their full potential.

The WCED supports the objectives of the EEA and its principles and commits itself to achieving equity and equality in the workplace through the following:

- (a) Consciously striving to achieve the goal of a **representative workforce**;
- (b) Promoting **equal opportunity and fair treatment** in employment through the elimination of unfair treatment;
- (c) Implementing **affirmative action measures** to redress the disadvantages in employment practices experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the department;
- (d) Eliminating employment barriers and ensuring the advancement of designated groups; and
- (e) Actively creating an **enabling environment** where a new diverse organisational culture can develop.

The WCED has been implementing Employment Equity since the development of its first EEP for 1 September 2002 to 31 August 2007, which was subsequently extended to 31 December 2007. During this phase, progress was made towards achieving

targets. In this revised plan for 1 January 2013 to 31 December 2017, the WCED commits itself to working vigorously not only to achieve numerical targets, but also to proactively eliminate all employment barriers, manage diversity and create a new organisational culture. In order to do this the plan will be endorsed at all levels from top management to the sites of employment. The plan will be implemented by all role players, with the Directorate: Human Resource Management playing a co-ordinating and monitoring role. The Employment Equity Monitoring Forum, which serves as a consultative body of stakeholders, will monitor the implementation of the plan, analyse trends and make recommendations for achieving the objectives outlined.

## **1.2. STATEMENT OF INTENT**

It is the intension of the WCED to ensure employment equity for all employees of designated groups in its operation, without causing any permanent employee to lose her/his job, in order to make the department representative of the economically active demographic distribution of the Province of the Western Cape.

Emphasis must be placed on the proper and full development and utilisation of human potential and empowerment at all levels within the department. The extent of the development must be geared towards African, Coloured, Indian, female employees and People with Disabilities, without excluding the development of other employees.

A key priority will be the development of a new organisational culture that reflects the values of the diverse workforce and which leads to new practices in leadership, management and implementation of policies at all levels.

### **It is further the intent of the WCED to:**

- Implement this plan and comply with its content in the period of five years, after which a new plan will be drafted.
- Ensure that all forms of discrimination both overt and covert are ended in order to create a diverse and skilled workforce that can address the organisational challenges of the WCED over the next five-year period.
- Ensure that all discriminatory barriers that prevent employees from designated groups from enjoying the same benefits and privileges as all other employees are eliminated.
- Put in place mechanisms to monitor and evaluate implementation.
- Advocate the plan to all stakeholders and develop a communication strategy for this purpose.

- Ensure the implementation of the EEP by equipping all employees, managers and school governing bodies (SGBs) to understand their role in promoting Employment Equity and diversity.

### 1.3. DEFINITIONS

The following definitions are applicable to the Employment Equity Plan of the WCED:

**Accelerated development programmes** aim to ensure that some members/employees' careers would be developed ahead of others and does not mean that all members/employees will be on an accelerated development programme. Those members that are on an accelerated development programme will also not necessarily be promoted but will find themselves in a pool of qualified personnel ready to compete for available posts as suitable candidates. The aim is to level playing fields where everyone can compete on an equal basis with regards to access to education, training and other opportunities.

**Act** refers to the Employment Equity Act, 1998 (Act 55 of 1998).

**Affirmative Action (AA) Measures** refer to specific/corrective measures to accelerate the advancement of target groups towards the achievement of equality in the workplace.

**Affirming** refers to a process of advancing those who were previously disadvantaged. It is thus the process whereby such groups are affirmed by way of AA programmes/plans/interventions in order to accelerate their advancement. However, the affirmative action measures shall be discontinued when the objectives of equality of opportunity and treatment have been met.

**Black people** is a generic term, which means African, Coloured, Indians.

**Department** refers to the Western Cape Education Department.

**Designated employees/group** refers to black people (Africans, Indians, Coloureds, women and people with disabilities (those with a long term or recurring physical or mental impairment sufficient to limit their employment prospects).

**Designated Employer** refers to an organ of state as defined in section 239 of the Constitution (but excluding local spheres of government, the National Defence Force, the National Intelligence Agency and the South African Secret Service) and an employer bound by a collective agreement in terms of section 23 or 31 of the Labour Relations Act.

**Broader representation** refers to the achievement of a public service that is inclusive of all previously disadvantaged groups in a manner that represents the economically active population within all occupational classes and at all post levels of the PGWC.



**Disability** refers to those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others (as stated in the WCED's Disability Strategy, 2011).

**Disadvantaged groups/previously disadvantaged groups** refer to those groups identified as having been unfairly discriminated against based on past legislation, policy prejudice and stereotypes.

**Discrimination** means any act or omission, including a policy, law, rule, practice, condition or situation which directly or indirectly imposes burdens, obligations or disadvantage on; or withholds benefits, opportunities or advantage from any person on one or more of the prohibited grounds. Distinction or preferences that may result from the application of special measures, protection and assistance taken to meet the particular requirements (e.g. People with Disabilities) are not considered discriminatory.

**Fair Discrimination** refers to discrimination that is based on a candidate's ability to satisfy the inherent job/post requirements, as stipulated in the inherent post profile. The use of unfair or indirect discrimination is not permitted.

**Unfair Discrimination** refers to an act that is unconstitutional and does not conform to the legitimate requirements of the job or post, as derived from the authorized job description or approved legal requirements/programme. Such discrimination may be of a social, personal or institutional nature.

**Indirect Discrimination** implies that, although the criterion used to distinguish may be neutral in form, it is discriminatory in effect or results. Indirect discrimination refers to rules, practices or procedures that appear to be consistent with the principles of equality, but implicitly reduce the mobility of specific groups within the WCPG because of self-perpetuating organizational rules that restrict development. Such discrimination occurs when a requirement or condition is applied equally to all employees, but the requirement or condition cannot be shown to be objectively justifiable, irrespective of race, disability, gender, sex, ethnicity, social origin, sexual orientation, colour, religion, belief, culture, language or birth, and exists to the detriment of the person concerned because s/he cannot comply with it.

**Diversity Management** refers to the comprehensive managerial process of developing an organizational environment that is conducive to tapping the full potential of all employees, is in pursuit of the organization's objectives, and where employees may progress without regard to irrelevant considerations such as personal attributes.

**Employee** refers to an individual appointed in terms of the Public Service Act or the Employment of Educators Act, in any of the individual departments of the WCPA. It includes applicants for advertised posts as it relates to the processes of filling posts.

**Employer** refers to the departments of the WCPG as juristic entities (as well as the Premier as Employer).

**Employment Equity** refers to a workplace in which no one has an unfair advantage through the elimination of unfair discrimination, as well as the implementation of specific measures to accelerate the advancement of target groups towards the achievement of equality.

**Equal opportunity** is a principle enshrined within the ideal of a representative workforce and refers to the right of all persons to participate equally in, and benefit from programmes and activities for which they are qualified.

**Inherent Job Requirements** refers to the necessary competency for the effective performance of the duties attached to a specific post. Inherent requirements should be tested against the following criteria:

- a. Must be a permanent feature of the job.
- b. Must be integral to the job – they cannot be changed without materially altering the job itself.
- c. Must be essential to getting the job done.

**Mandatory Provision** refers to the minimum legal requirements for implementing affirmative action programmes in the public service, as contained in the Public Service Regulations and Employment Equity Act.

**People with Disabilities** are defined as individuals whose prospects of securing and retaining suitable employment are substantially reduced as a result of physical or mental impairment. The scope of protection for people with disabilities in employment focuses on the effect of a disability on the person in relation to the working environment, and not on the diagnosis or the impairment.

They are considered as people with disabilities once they have met with all the criteria in the following definition:

- i) having a physical or mental impairment;
- ii) which is long-term or recurring; and
- iii) which substantially limits their prospects of entry into, or advancement in employment.

**Preferential Treatment** is not considered as ‘discrimination’ but as a means to increase a pool of members from designated groups to achieve ‘equitable representation’ in accordance with the EEA. Section 6 (2) of the Act, states that it is not unfair to discriminate on the following bases:

- a. Take affirmative action measures consistent with the purpose of this Act, or
- b. Distinguish, exclude or prefer any person on the basis of an inherent requirement of a job.

**Prior Learning** means the acceptance of alternative qualifications that will only be permitted under conditions where competency is proved through the formal assessment and recognition of prior learning and experience (RPL) by an accredited service provider.

**Reasonable Accommodation** means any modification or adjustment to a job or to the working environment that will enable a person from a designated group, including People with Disabilities, to have reasonable access to, or participate or advance in employment. This may include adjustment or modification of the physical environment, machinery and equipment and/or modification of the job content, work organization and working time to facilitate the employment of individuals, with specific reference to people with disabilities.

**Representivity** refers to the diverse composition of personnel at institution and office based levels within the WCED in terms of race and gender.

**Special Programmes** refers to training and development programmes that are designed primarily for the previously disadvantaged racial groups, women and people with disabilities aimed at enhancing their skills and improving their performance. Such programmes include training in communication skills, human relations, technological skills, etc.

**Suitably Qualified** refers to a person contemplated in sections 20 (3) and (4) of the Employment Equity Act 55 of 1998.

#### **1.4. LEGISLATIVE MANDATE**

The key legislation that governs the existence of the WCED and its operations comprises the following:

- The Constitution of South Africa
- The Constitution of the Western Cape Province
- The South African Schools Act, 1996
- The National Education Policy Act, 1996
- The Education Laws Amendment Act, 1999 (as amended)
- The South African Certification Council Act, 1986
- The Employment of Educators Act, 1998 (as amended)
- Western Cape Provincial School Education Act, 1997
- The Public Service Act, 1999 (as amended)
- The Public Service Regulation, 2001
- Basic Conditions of Employment Act, 1998
- Labour Relations Act, 1995
- Collective Agreements
- Skills Development Act, 1998
- Employment Equity Act, 1998 (as amended)
- Public Finance Management Act, 1999

#### **1.5. POLICY AND FRAMEWORKS**

- Provincial Employment Equity Policy Framework
- WCED's Disability Strategy
- Transversal Recruitment and Selection Policy
- Department of the Premier's Employment Equity Plan 2012 - 2017

# SECTION TWO

## 2. DEPARTMENTAL OVERVIEW

### 2.1. OVERVIEW OF THE WCED

The structure of the WCED comprises the Provincial Ministry of Education, headed by a Member of the Executive Council (MEC) and the provincial head office. The provincial head office is subdivided into four branches, namely Education Planning, Curriculum and Assessment Management, Institution Development and Co-ordination and Finance. In a bid to bring management and development support closer to schools, 8 District Offices have been established in the province of which four are in the metropole and four in the rural areas. This structure supports approximately 1452 schools, 6 Further Education and Training Colleges with campuses throughout the province, 830 Public Ordinary Schools that offer Grade R and 131 Public Adult Education and Training Centres.

### 2.2. VISION STATEMENT

**Creating opportunity for all through improved education outcomes.**

This is given expression through the three over-arching goals:

1. Improved literacy and numeracy in primary schools.
2. Improved number and quality of passes in the National Senior Certificate.
3. Reduction in number of under-performing schools.

### 2.3. MISSION STATEMENT

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.
- Further Education and Training (FET) at public FET colleges.
- Adult Education and Training (AET) in community learning centres.
- Early Childhood Development (ECD) in Grade R.
- Training opportunities for teachers and non-teachers.
- Provide targeted food programme and other poverty alleviation and safety measures.
- Support to teachers through provision of basic conditions of service, incentives and employee wellness programmes.

## **2.4. 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 force that is professional and dedicated.
- Accountability and transparency.
- Integrity and excellence in administrative and support functions.

## **2.5. STRATEGIC GOALS**

The strategic goals of the WCED are the following:

- 1) Improved Literacy and Numeracy in Primary Schools.
- 2) Improved number and quality of passes in the National Senior Certificate.
- 3) Reduction in number of under-performing schools.

## **2.6. PROVINCIAL STRATEGIC OBJECTIVE 2 FOCUSES FOR 2010/11–2014/15 (and through to 2019)**

- Literacy and Numeracy
- Accountability
- Faster response times and support
- Teacher morale
- Quality texts and materials
- Poverty and crime
- School maintenance
- Redress
- Increase infrastructure: new schools and new classrooms.
- School management and leadership

## **2.7. SCOPE OF APPLICATION**

This plan is applicable to all employees of the WCED, and to all prospective employees applying for posts within the WCED. The plan gives special emphasis to designated groups, i.e. people from the African, Coloured and Indian communities, women and people with disabilities, to ensure their advancement and development.

The principles of the EEP need, in addition to employment processes, to be applied at an international, national, provincial or district level when electing or appointing staff to:

- Special projects;
- Secondments;
- Representation on committees, task teams and working groups;
- Representation of attendance at meetings;
- Exposure to learning and development opportunities; and
- Access to financial aid and learnerships.

## **2.8. WORKFORCE ANALYSIS**

The WCED is in a unique situation in that it consists of two sectors, namely the Educator Sector and the Public Service Sector. Each sector is governed by different employment legislation, the Employment of Educator's Act, 1998 (as amended) and the Public Service Act, 1994 (as amended), respectively.

The head office of the WCED is physically located in the greater Cape Town Central Business District. It has eight geographically decentralised education district offices, namely:

- **Metropole**
  - Central
  - East
  - North
  - South
- **Rural**
  - West Coast
  - Cape Winelands
  - Overberg
  - Eden / Central Karoo

Its core service is rendered at 1 452 institutions throughout the province, which are clustered into the eight education district offices.

The workforce of the WCED as at 30 September 2012 comprises 34 861 permanent employees:

- Educators – 27 709
- Public Service Staff – 7 152

The posts within the WCED consist of six occupational levels:

- Top management
- Senior management
- Professionally qualified and experienced specialists and mid-management
- Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents
- Semi-skilled and discretionary decision- making
- Unskilled and defined decision- making

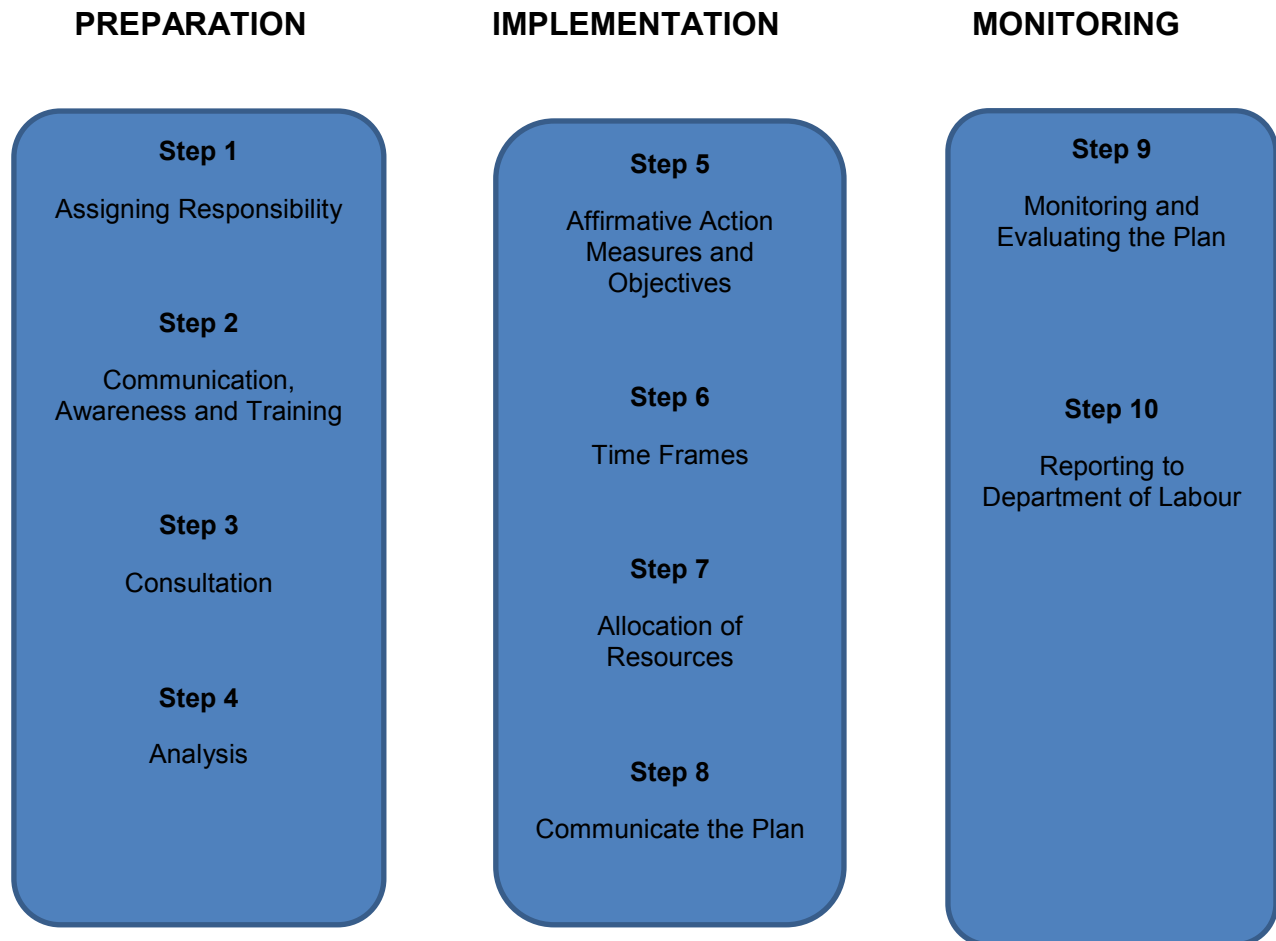
Public Service Staff are part of all six occupational levels, as opposed to Educators who are part of the occupational level: professionals.



## SECTION THREE

### 3.1. PROCESS FOLLOWED IN DEVELOPING THE EE PLAN

The department has followed these 10 steps in developing the EE Plan. These steps are as follows:



**The WCED pursued the following steps to ensure the development of the EEP:**

- (a) An Employment Equity Consultative Forum (EECF) was constituted, focusing on the Educator and Public Service Sectors respectively. This forum consisted of:
- management representatives
  - employee representatives (represented by employee organisations)
  - interest groups (Gender Focal Persons, School Governing Bodies and Disabled

Persons)

(b) Workshops for members of the EECF;

(i) Quantitative Analysis:

- Workforce profile of the respective sectors with regard to race, gender and disability, per occupational levels and post/salary level.
- Inputs as received from the various groups consulted.
- Relevant demographic information contained within the EEA and Statistics South Africa Report (2001) and the statistics of the Economically Active Population of the Western Cape, as published by Statistics SA.
- The statistics as approved by the Department of the Premier were used to ensure uniformity within the province.

(j) Qualitative Analysis:

- Existing employment policies, practices and procedures which constitute barriers.
- Inputs from various groups consulted.
- How these barriers might be eliminated.

The WCED acknowledges that the EEP has been developed while bearing two major objectives in mind:

(a) Employment Equity

- To ensure that we have a broad focus which is all-inclusive, focusing on changing practices, policies and procedures to achieve the objectives of this plan.
- To ensure the commitment of all and acknowledging that it is an ongoing process.

(b) Affirmative Action

- To use specific ways to enable designated persons to move into positions which they were prevented from entering through past practices.
- The EEP includes the broad measures to be addressed and a separate affirmative Action Policy Guideline will be developed to be read in conjunction with the EEP of the WCED.

### **3.2. PURPOSE OF THE PLAN**

To inform all interested persons and groups concerning the following:

- The situation within the WCED regarding employment equity issues;
- The identification of under-representation to be addressed;
- Challenges and strategies/measures to be put in place, to ensure that the objectives of this plan are addressed; and
- The time frames within which the department intends to actively address these issues.

This plan also ensures compliance with the intention and objectives of the EEA.

It should be noted that the WCED has developed the EEP within the broader context of Human Resource Planning, linking the plan to our Strategic Objectives and Service Delivery needs.

### **3.3. DURATION OF THE PLAN**

The WCED will adopt a successive five-year plan in order to address all issues relating to Employment Equity within the department. This five year plan will become operational when approved by the Head of Education and will cover the years 2013 – 2017.

### **3.4. THE PRINCIPLES OF THE EEP**

The EECF reviewed the principles that should guide the EEP and the following principles were agreed on:

#### **Transformation**

Transformation is one of the pivotal principles of the EEP. The WCED needs to begin a process of transforming itself at every level. The key challenges of transformation are the following:

- To transform the organisational profile of the organisation so that it reflects the demographics of the economically active population in the province; and
- To transform the organisational culture so that there is no exclusive group and that an enabling environment is created for all regardless of race, gender, disability and other differences.

## **Transparency**

Transparency would ensure that all were informed on a quarterly basis about the progress of the organisation in relation to its targets. Management is required to provide statistics of transformation, provide proof that affirmative measures have been put in place and be transparent about how they are dealing with the employment barriers.

## **Diversity**

While transformation leads to a change in the profile of the workforce, the key challenge is how diversity will be managed in the workplace. Cultural diversity training and training in understanding issues of gender, different abilities, HIV and AIDS and other differences are key to creating an enabling environment where all are respected and empowered. This requires clear policies on diversity and a process of diversity awareness training and diversity management training which needs to accompany the Employment Equity process.

## **Equality**

The overall aim of the plan is to ensure that there is equality in the workplace between all, regardless of race, culture, gender, sexual orientation, disability and other differences. This principle would ensure that there is no discrimination in the workplace and that every measure will be put in place to ensure equality.

## **Representation**

Representation is key to the plan. It ensures that all categories of the workplace are represented, that management and unions are represented and that both designated and non-designated groups have representation on the Employment Equity Consultative Forum so that their key issues can be addressed in the plan.

## **Equity**

Equity is a priority as it emphasises the role of the EEP in guiding the process of redress through equity or affirmative action measures that allow imbalances to be rectified over time. The issue of fair discrimination (preference being given to designated groups) is a key mechanism that can be used to ensure equity.

## **Empowerment**

Empowerment is key to the EEP, as the empowerment of all people and particularly the designated groups is crucial in any Employment Equity process. Empowerment as a principle covers issues such as skills development, mentorship and coaching and other key processes to ensure that the designated groups become equipped for employment and promotions.

### **3.5. AFFIRMATIVE ACTION PRINCIPLES**

The Affirmative Action Principles, which must be read in conjunction with the EEP, are applicable to all employees of the WCED in both the Educator and Public Service Sectors.

3.5.1. The department will, in terms of Chapter 1, Part VII, Section A of the Public Service Regulation, 2001, apply employment equity measures in order to:

*'ensure employment equity, fairness, efficiency and the achievement of a representative public service. Affirmative action shall be used to speed up the creation of a representative and equitable public service and to give practical support to those who have been previously disadvantaged by unfair discrimination to enable them to fulfil their maximum potential. Employment practices should maximise flexibility, minimise administrative burdens on both employer and employee, and generally prevent waste and inefficiency.'*

This will be fast tracked by the utilization of internships and bursaries, as part of the department's commitment to increase representation, aligned with the aforementioned principles.

In terms of the Chapter 1, Part VII, Section A of the Public Service Regulation, 2001, an intern employed by the department and who renders satisfactory performance during his/ her internship period, may be absorbed in a permanent capacity into a vacant substantive post.

3.5.2. In terms of Section 15.2 of the EEA, it is a statutory obligation that designated employers implement affirmative action measures relating to various employment issues. The measures or actions which should be addressed in an employment equity plan are the following:

(a) Prohibition of unfair discrimination

Results of the analysis in terms of policies, practices, procedures and attitudes will be addressed under this section in both Educator and Public Service Sectors.

(b) Ensuring reasonable representivity

Issues relating to the workforce profile and specifically the identification of under-representation will be dealt with under this section in both Educator and Public Service Sectors.

(c) Evaluation and monitoring

Issues relating to responsibilities for evaluation and monitoring will be dealt with under this section in both Educator and Public Service Sectors.

3.5.3. In addition to the above Affirmative Action Principles, the WCED has identified the following measures to be addressed as Affirmative Action barriers:

- (a) Appointment of members of the designated group;
- (b) Increasing the pool of available candidates;
- (c) Training and development of people from the designated group;
- (d) Promotion of people from the designated group;
- (e) Retention of people from the designated group;
- (f) Implement measures to increase representivity for People with Disabilities  
In line with EE targets;

In respect of disability, the Disability Strategy for the Western Cape Education Department must be read in conjunction with the Employment Equity Plan of the WCED.

- (g) Steps to ensure that members of designated groups are appointed to such positions that they are able to meaningfully participate in corporate decision-making processes;
- (h) Steps to ensure that the corporate culture of the past is transformed in a way that affirms diversity in the workplace and harnesses the potential of all employees;
- (i) Accelerated Development (for example, secondment);
- (j) Succession Management (for example, mentoring and training);
- (k) Retention Management; and
- (l) Talent Management.

3.5.4. The following legislation is to be read in conjunction with the legislation for both the Educator and Public Service Sectors:

## **Prohibition of Unfair Discrimination**

### **Statutory obligation**

Sections 5 to 8 of the EEA, read with Section 15(i) and (ii).

- Elimination of unfair discrimination in any employment policy, procedure or practice, with regard to:
  - recruitment procedures;
  - advertising procedures;
  - selection criteria;
  - appointment procedure and practice;
  - job classification and grading;
  - remuneration and benefits;
  - terms and conditions of employment;
  - job assignments;
  - work environment and facilities;
  - training and development;
  - performance and evaluation systems;
  - promotions;
  - transfers;
  - demotions;
  - succession and experience planning;
  - HIV/AIDS; and
  - disciplinary measures.
- Prohibition of unfair discrimination, directly or indirectly, on the basis of one or more grounds, with regard to:
  - race;
  - gender;
  - sex;
  - pregnancy;
  - colour;
  - disability;
  - marital status;
  - religion;
  - age;
  - sexual orientation;
  - belief;
  - conscience;
  - political opinion;
  - culture;
  - family responsibility; and
  - language.
- Prohibition of medical testing;
- Prohibition of psychological and other similar assessments.

## SECTION FOUR

### 4.1. STATUTORY OBLIGATION REGARDING ANALYSIS OF THE EDUCATOR AND PUBLIC SERVICE SECTORS

In terms of Sections 19.1 and 19.2 of the Employment Equity Act:

- (1) A designated employer must collect information and conduct an analysis, as prescribed, of its employment policies, practices, procedures and the working environment, in order to identify employment barriers which adversely affect people from designated groups.*
- (2) An analysis conducted in terms of subsection (1) must include a profile, as prescribed, of the designated employer's workforce within each occupational category and level in order to determine the degree of under-representation of people from the designated groups in various occupational categories and levels in that employer's workforce.*

### 4.2. STRUCTURE OF ANALYSIS

4.2.1. The qualitative analysis is based on the process followed to reach the measures reflected under Annexure A, while the quantitative analysis is based on the process followed to set targets as reflected under Annexures B. The interpretation of the analyses will be reported under the following sub-headings:

- Situational analysis
- Challenges
- Addressing the challenges

4.2.2. As the WCED regulates two employment sectors, the analysis, challenges and measures to be taken will be dealt with under each of the two sectors, namely:

- A) The Educator Sector and
- B) The Public Service Sector.



# EDUCATOR SECTOR

## A. EDUCATOR SECTOR

### A1. Situational analysis

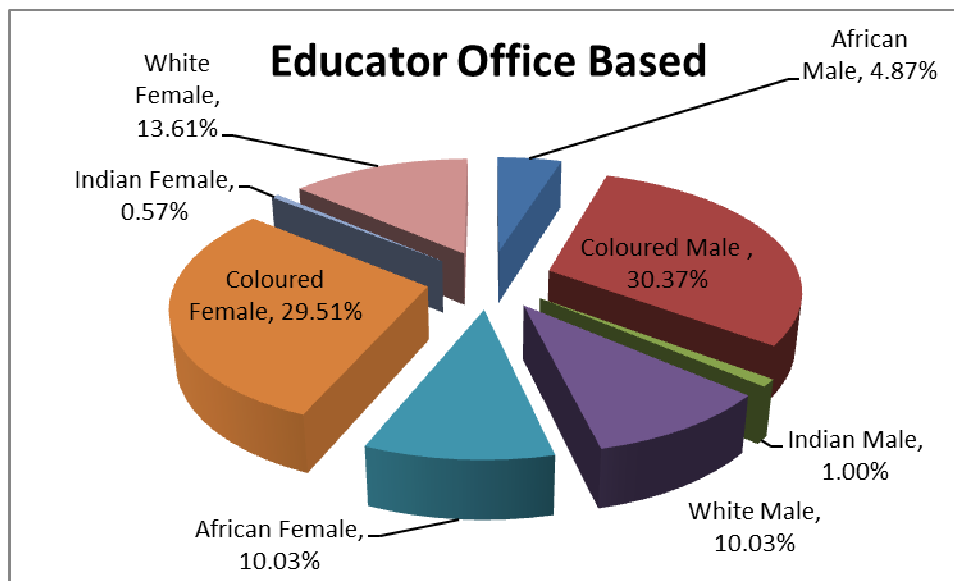
The educator sector consists of both office-based and institution-based educators, with 698 office-based educators and 27 011 institution-based educators.

#### Office-based Educators

For office-based educators, there is under representivity of female educator specialists entering management positions. On post level 6, females only represent 38.10% of the post level. Post level 5 consists of 43.51% females against 56.46% male representation. The current breakdown, as at 30 September 2012, is as follows:

**Table 1 – Office-based Educators**

Post Level	Male					Female					Grand Total
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
2	0	3	0	2	5	3	6	0	6	15	20
3	16	100	3	29	148	40	136	0	61	237	385
5	13	74	2	29	118	20	49	3	19	91	209
6	5	35	2	10	52	7	15	1	9	32	84
<b>Total</b>	<b>34</b>	<b>212</b>	<b>7</b>	<b>70</b>	<b>323</b>	<b>70</b>	<b>206</b>	<b>4</b>	<b>95</b>	<b>375</b>	<b>698</b>
%	4.87%	30.37%	1%	10.03%	46.28%	10.03%	29.51%	0.57%	13.61%	53.72%	100%

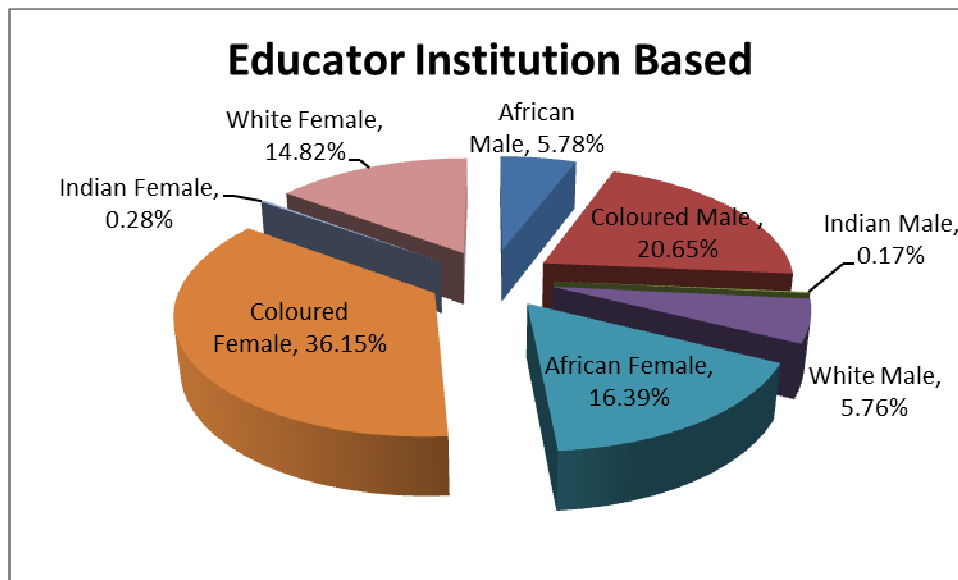


## Institution-based Educators

At institutional level, there is under representivity in terms of the number of females on post levels 3 and 4. The current breakdown, as at 30 September 2012, is as follows:

**Table 2 – Institution-based Educators**

Post Level	Male					Female					Grand Total
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
1	1 056	3 301	23	843	5 223	3 587	7 952	52	3 355	14 946	20 169
2	262	1 066	12	321	1 661	597	1 315	13	461	2 386	4 047
3	126	519	3	149	797	163	272	7	83	525	1 322
4	118	692	8	244	1 062	79	226	3	103	411	1 473
<b>Total</b>	<b>1 562</b>	<b>5 578</b>	<b>46</b>	<b>1 557</b>	<b>8 743</b>	<b>4 426</b>	<b>9 765</b>	<b>75</b>	<b>4 002</b>	<b>18 268</b>	<b>27 011</b>
%	5.78%	20.65%	0.17%	5.76%	32.37%	16.39%	36.15%	0.28%	14.82%	67.63%	100%



Although males constitute approximately 33% of institution-based educators, they are over-represented at post levels 3 and 4, i.e. 65% males against 35% females. On post level one; however, males constitute less than 30% of the educator workforce.

## **A2. Challenges**

### **A2.1. General analysis:**

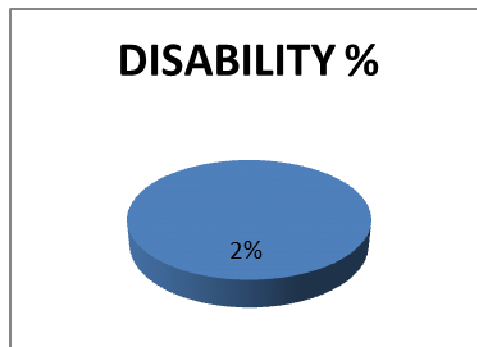
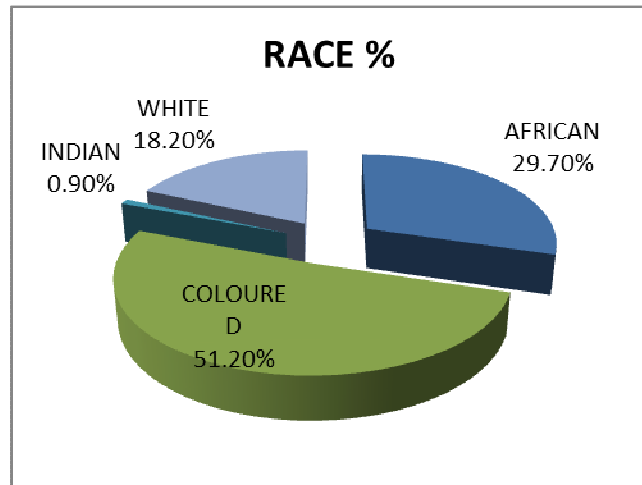
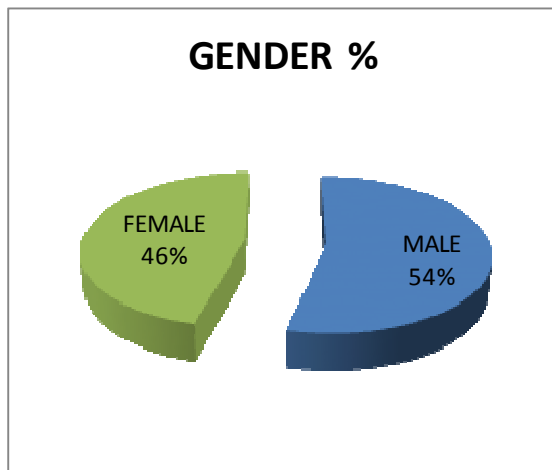
- (a) Ensuring representivity, in respect of race, gender and disability at institutional level, whilst taking account of curricular and rural institution needs;
- (b) Training and up-skilling educators to satisfy the curricular needs of institutions;
- (c) Due to the nature of work and training practices the foundation phase is regarded as a 'female domain';
- (d) Ensuring representation of African employees in higher level positions of the WCED;
- (e) Create opportunities in order to increase representivity for persons with disabilities in line with the EE targets;
- (f) Addressing diversity, stereotyping and racial tension within offices or institutions;
- (g) Addressing the Gender Glass Ceiling for promotion posts: most women occupying promotion posts are found mainly up to post level 2, and representation decreases considerably from post level 3. This is found in all levels both at Institution and Office based positions of the department;
- (h) Ensuring that systems are put in place to address gender inequity, by recognising the barriers which women face in the work environment;
- (i) Ensuring that persons with HIV/AIDS are not discriminated against in the work Environment;
- (j) Ensuring that language issues are not a barrier to representivity;
- (k) Ensuring that School Governing Bodies understand and comply with the objectives of the Employment Equity Act and the objectives of this EE-Plan;
- (l) Making teaching more attractive as a profession at especially entry levels, but also to ensure a career path for male educators;
- (m) Ensuring that the working environment provides access to disabled persons;
- (n) Addressing the organisational culture to make it more supportive of all employees;
- (o) An organisational culture in which mutual respect between all employees needs to be cultivated.

## Statistical basis for analysis

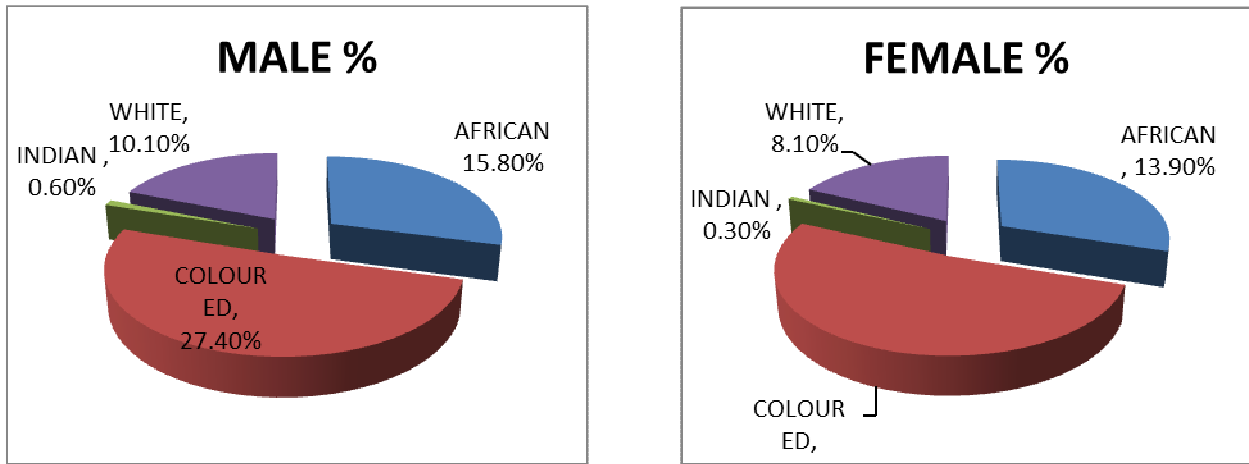
A2.2. In terms of paragraph 8.4.1 of Section 5 of the Code of Good Practice on employment equity plans, statistics regarding the economically active population would be a reflective measuring tool/benchmark to improve representation in the work force. The following tables, giving a summary of the population figures for the Western Cape, provide the statistics against which the WCED's work force has been measured.

**Table 3 - The Demographic Profile of the Western Cape (Total Population) Census 2001**

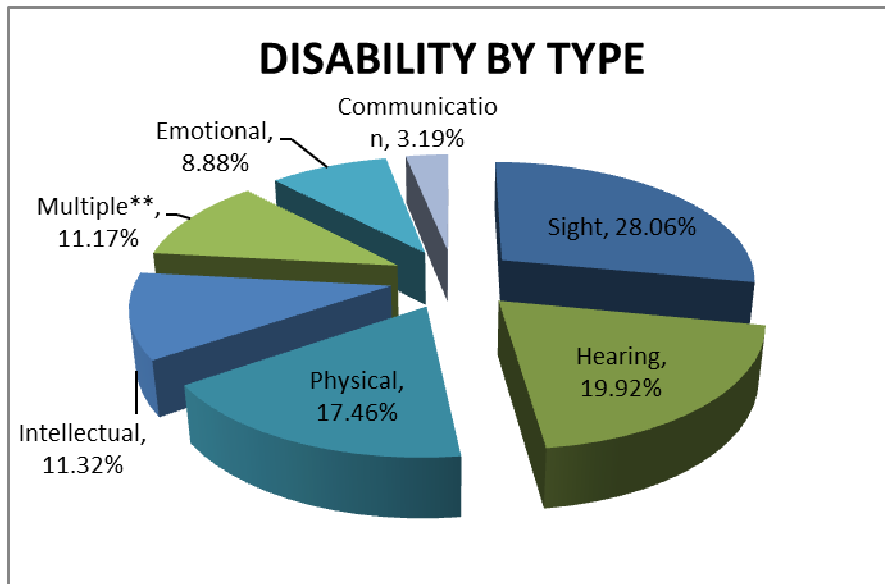
The Western Cape Education Department sets its employment equity targets based on the Western Cape's economically active population data (Census 2001). The breakdowns are as follows:



**Table 4 - The Demographic Profile of the Western Cape (Economically Active): Breakdown of Gender per Race**



**Table 5 - Distribution of Disabilities by Type (economically active persons) from Census 2001**

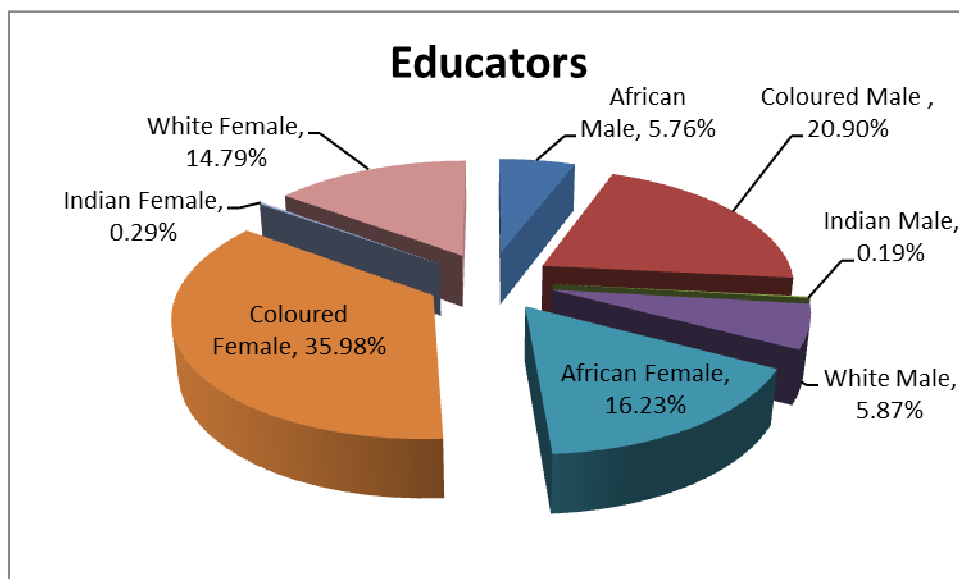


Note\*\* Persons with more than one disability are only included in the category “multiple”

A3.2.1. The profile of permanent WCED personnel for the Educator Sector is given below.

**Table 6 - Profile of Permanent WCED Personnel (Educator Sector) as at 30 September 2012**

Post Level	Male					Female					Grand Total
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
1	1 056	3 301	23	843	5 223	3 587	7 952	52	3 355	14 946	20 169
2	262	1 069	12	323	1 666	600	1 321	13	467	2 401	4 067
3	142	619	6	178	945	203	408	7	144	762	1 707
4	118	692	8	244	1 062	79	226	3	103	411	1 473
5	13	74	2	29	118	20	49	3	19	91	209
6	5	35	2	10	52	7	15	1	9	32	84
<b>Total</b>	<b>1 596</b>	<b>5 790</b>	<b>53</b>	<b>1 627</b>	<b>9 066</b>	<b>4 496</b>	<b>9 971</b>	<b>79</b>	<b>4 097</b>	<b>18 643</b>	<b>27 709</b>
%	5.76%	20.90%	0.19%	5.87%	32.72%	16.23%	35.98%	0.29%	14.79%	67.28%	100%



A2.3.2. In applying the measuring tool/benchmark for the Educator Sector of the WCED, the following are evident:

**Table 7- Over and Under-representation per Race and Gender**

<b>EMPLOYEES</b>	<b>OFFICE BASED EMPLOYEES</b>	<b>INSTITUTION BASED EMPLOYEES</b>
1. African Male	Under-representation at all levels	Under-representation at all levels
2. African Female	Under- representation on all levels	Under- represented on post levels 1&2
3. Coloured Male	Under- represented on post levels 2&3	Under- represented on post levels 1&2
4. Coloured Female	Under- represented on post levels 2,5&6	Under- represented on post levels 3&4
5. Indian Male	Under- represented on post levels 2&3	Under-representation at all levels
6. Indian Female	Under- represented on post level 3	Under- represented on post levels 2&4
7. White Female	Under- represented on post levels 2&5	Under- represented on post level 3
8. Disabled persons	Under-representation at all levels	Under-representation at all levels
9. White Male	Under- represented on post levels 2&3	Under- represented on post levels 1&2

### **A3. Addressing the Challenges**

#### **A3.1 Statutory obligations regarding ensuring equitable representation**

Sections 15.2 (d); 15.3 and 15.4 of the EEA:

- To ensure the equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the department. The measures include preferential treatment and numerical goals, but exclude quotas; and
- To retain and develop people from designated groups and to implement appropriate training measures that provide for skills development, while not excluding non-designated people from development.

#### **A3.2 Preparing the environment to ensure equity**

The WCED has taken the following initiatives to ensure that our employment policies, procedures and practices are equitable:

- A sexual harassment policy has been implemented;



- Guidelines relating to progressive discipline, possible disciplinary action and grievance procedures were made available, as well as training of line managers in this regard;
- In terms of the Skills Development Act, training committees were constituted to participate actively in developing Workplace Skills Plans for all constituencies of the WCED;
- A Gender Policy, which was approved in 2002, has been implemented and will be reviewed to align to current developments in respect to Gender Equality;
- All Educators that wish to apply for vacant posts must register their Curriculum Vitae online with effect from 1 December 2012. This process will require applicants to indicate their race and gender, as well as their disability if applicable. The aforementioned will allow the department to draw profiles of Educators with disabilities for future targeted selection; and
- Policy Directives for compliance to the EEP of the WCED have been implemented and are updated on a quarterly basis.

### **A3.3 Focus areas in working towards meeting EE targets**

- (a) Obtain the full commitment of managers to the process;
- (b) Develop management and leadership interventions related to the roles and functions of principals and office managers and build capacity amongst designated groups who are seen as most underrepresented;
- (c) Introduce training interventions focusing on diversity management (including disability management), which will support the objectives of the EEP;
- (d) On institutional and office-based levels focus should be placed on:
  - enhancing representivity through integration;
  - vertical mobility of female educators into more senior positions; and
  - measures or guidelines to accommodate disabled employees.
- (e) Explore systems to ensure the development of career paths for educators;
- (f) Explore and present alternative training interventions for disabled persons, which will accommodate their needs; and
- (g) Focus on the current quality assurance systems in respect of performance management, viz. IQMS and PMDS (Office based), which will address the real developmental needs of the underrepresented groups, linked to talent

management, succession planning, retention management and accelerated development.

### **A3.4 Addressing representation through the recruitment and selection process**

A3.4.1. The recruitment, selection and appointment procedure will be utilised to achieve the goals of representivity.

A3.4.2. The following will be used to create vacancies in the department in line with the objectives of the EEP:

- natural staff turnover (resignations, retirements, dismissals, etc.)
- transfers and promotions
- expansion of the department
- restructuring the public service

A3.4.3. Advertisement of vacancies will be used to inform and attract designated groups to apply for vacant posts within the department. The paragraph: “The WCED promotes and applies the principles of Employment Equity and is committed to effective and efficient service delivery. Persons with disabilities are welcome to apply and an indication in this regard on the application for employment form (Z 83) will be appreciated. Applicants with disabilities, that are short-listed, are requested to provide information on how the selection process can be adapted to suit their needs for purposes of reasonable accommodation. Kindly indicate disability status to facilitate the process.” is reflected in the introduction of all WCED bulletins and vacancy lists.

A3.4.4. The shortlisting process is aligned to the Employment of Educators Act, 1998 (as amended). Competency-based shortlisting criteria will be developed in accordance with the requirements and key result areas of the job description. All applications will be measured against these shortlisting criteria. A cut-off point (percentage) for suitability will be determined based on the shortlist criteria, as well as a reasonable number of candidates to be invited for an interview. Where applicable, they will be subjected to a competency assessment. Should the shortlist not be comprehensive and representative of the highest targeted designated groups according to the EE statistics, then a decision should be taken as to whether it is feasible/ practicable to source these candidates to meet the equity requirement. If so, the selection panel would then have three options: (a) They could lower the cut-off point of the shortlist to include candidates with potential. Candidates identified in this way would only be invited to an interview on condition that a full development plan will be introduced if they are appointed. (b) The panel may recommend to re-advertise the post. In the case of (a), any additional candidates added to the shortlist must meet the requirements of the post and possess the necessary competencies for the job, and their CVs must be subjected to the same shortlist criteria as those on the original application list.

A3.4.5. The use of competency- based assessment instruments or tools should be incorporated to strengthen the selection process, bearing in mind that it should be culturally unbiased.

A3.4.6. The selection panel should be representative of the designated groups as far as possible to represent the interest of all groups.

A3.4.7. The panel must make a decision as to which decision making tool they will use (scoring, consensus or both) to determine the most suitable candidate for the post.

A3.4.8. All appointments will be based on the inherent requirements of the position. School Governing Body recommendations must take into account EE by applying EE once during the shortlisting process to assist in the advancement of designated groups in line with meeting the EE targets. EE scores will be provided on a quarterly basis for each post level to advantage candidates from designated groups. The EE scores should be added after the total shortlisting scores have been calculated for each candidate. The EE scores to be added only for designated groups will be as follows:

<b>Designated Group</b>	<b>EE Score</b>
*People with disabilities	15
Highest under-representation	8
Second highest under-representation	7
Third highest under representation	6
Fourth highest under representation	5
Fifth highest under representation	4
Sixth highest under representation	3
Seventh highest under representation	2

\* Employees with a declared disability will only receive a maximum of 15 points

A3.4.9. The training and development of employees of the WCED will be the cornerstone of the achievement of Employment Equity and will focus on the needs of the department. This will be ensured by aligning the objectives of the EEP with the Workplace Skills Plan.

A3.4.10. The training, development and promotion of employees from designated groups will be conducted in a planned and accelerated manner. This will be achieved in the following ways:

- Natural Staff Turnover

To recruit candidates from designated groups for vacancies as they arise in the levels where under-representation has been identified

- Planned Route (Talent and Succession Planning)

To expose candidates selected for their potential to structured development programmes to enable them to compete for any vacancies that might arise

- Department Expansion

To identify newly created positions which will help to address the under-representation of specific groups as identified in this EEP.

# PUBLIC SERVICE SECTOR

## **B. PUBLIC SERVICE SECTOR**

### **B1. Situational analysis**

The Public Service Sector consists of two levels, namely office-based and institution-based employees. There are approximately 1 094 office-based public service employees and 6 058 institution-based public service employees.

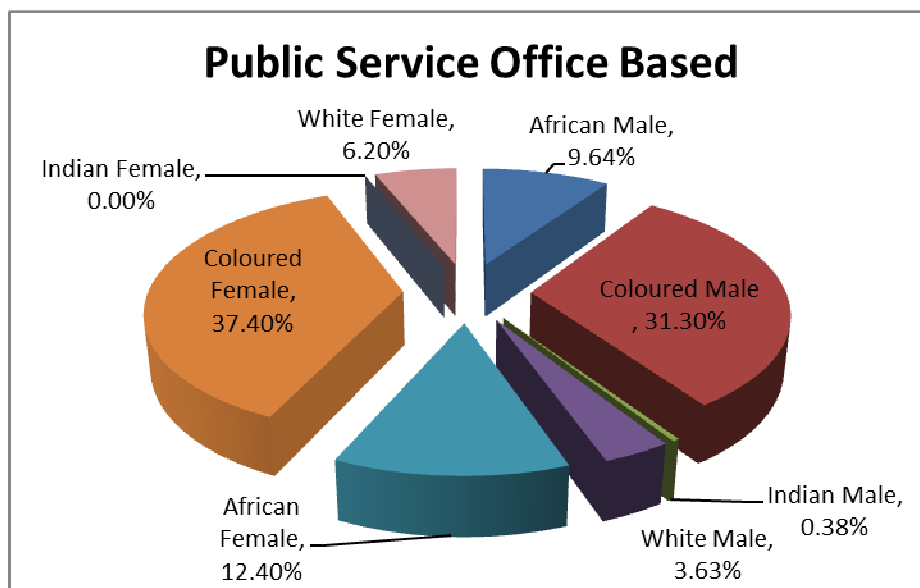
#### **Office-based Public Service Employees**

The office-based public service sector consists of occupational levels ranging over salary ranges 2 to 16. Salary levels 3 to 6 represent administrative/accounting clerks and personnel officers. On this level there is an over-representation of Coloured employees. Salary levels 7 to 8 represent various qualified employees rendering services ranging from labour relations, human resource development, personnel management, administration, accounting and school management support. In this group, there is an over-representation of Coloured males at 43%, which is 19% above the employment equity target. On this level there is a significant challenge for representivity in respect of African males and females. The mobility of this group out of the department to other provincial departments, national departments and the private sector is significantly high.

The salary levels 9 to 12, representing both assistant and deputy directors, reflects an over-representation in terms of males. This is both due to historical employment practices and staff movement: females and especially African males and females are very mobile in this group and stay on average for a maximum of 1 year in the WCED before they seize promotional positions in other provincial and national departments or the private sector. Males constitute 78.85% of the employees on this level.

**Table 1 – Office-based Public Service Employees: Levels 1 to 12**

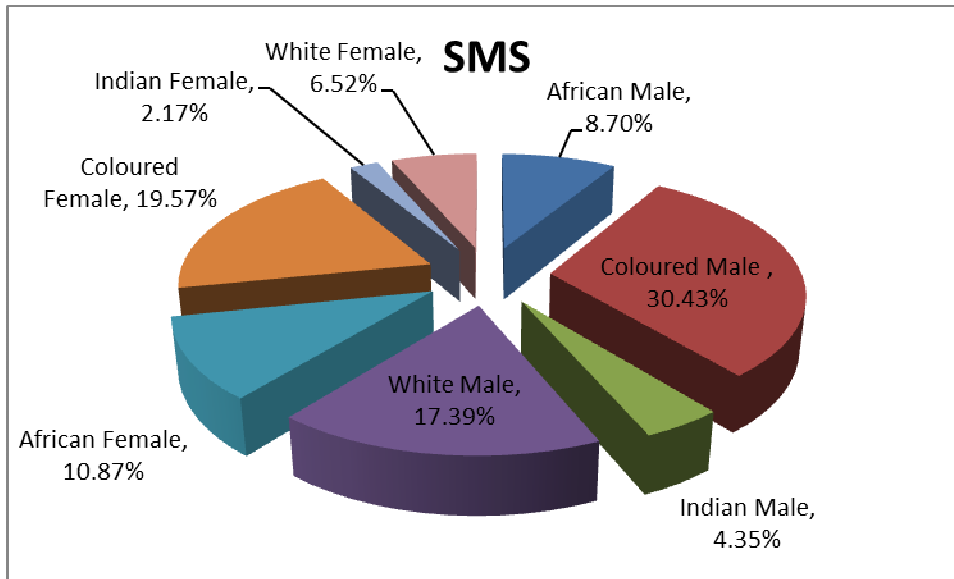
Salary Level	Male					Female					Grand Total
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
9 to 12	17	58	2	14	91	15	31	0	9	55	146
6 to 8	25	151	2	19	197	49	183	0	46	278	475
3 to 5	53	104	0	5	152	60	159	0	10	229	381
1 to 2	6	15	0	0	21	6	19	0	0	25	46
<b>Total</b>	<b>101</b>	<b>328</b>	<b>4</b>	<b>38</b>	<b>461</b>	<b>130</b>	<b>392</b>	<b>0</b>	<b>65</b>	<b>587</b>	<b>1048</b>
%	9.64%	31.30%	0.38%	3.63%	43.99%	12.40%	37.40%	0%	6.20%	56.01%	100%



Salary levels 13 to 16 represent the senior management service. This group reflects an over-representation of male managers (64%). This can be attributed to historical employment practices and the lack of suitably trained and available female employees in the middle management level.

**Table 2 – Office-based Public Service Employees: Levels 13 to 16**

Salary Level	Male					Female					Grand Total
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
13 to 16	4	14	2	8	28	5	9	1	3	18	46
%	8.70%	30.43%	4.35%	17.39%	60.87%	10.87%	19.57%	2.17%	6.52%	39.13%	100%



**Institution-based Public Service Employees**

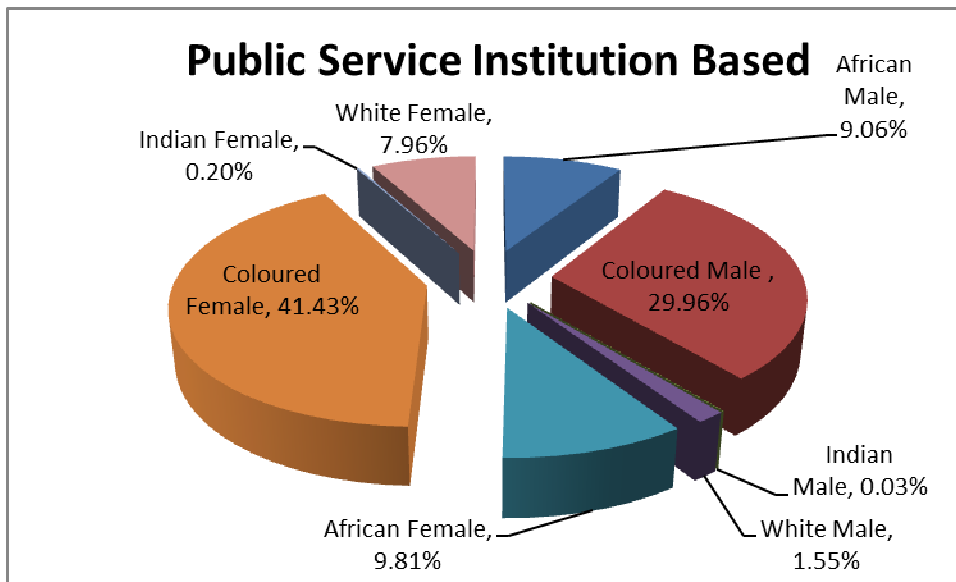
The institution-based public service employees consist of occupational levels ranging over salary ranges 1 to 12. This group is inclusive of all education institutions in the General Education and Training (GET) and Further Education and Training (FET) bands and Further Education and Training Colleges (FETC).

Salary levels 1 to 8 are represented in the GET and FET band institutions. Salary levels 1 to 3 represent general assistants and lower-level supervisory levels. This level has an over-representation in terms of Coloured employees (79.79%) due to historical employment practices. Salary levels 3 to 6 are administrative clerks (school secretaries) at education institutions and are over-represented by female employees due to historical employment practices in favour of females as school secretaries. Females on this level have a 65.73% representivity. Salary levels 7 to 8 represent professionally qualified employees who render a nursing, occupational health or social work service to institutions.



**Table 3 – Institution -based Public Service Employees: Levels 1 to 12**

Salary Level	Male					Female					Grand Total
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
9 to 12	1	1	1	1	4	0	2	0	1	3	7
6 to 8	3	53	0	8	64	30	413	7	190	640	704
3 to 5	212	776	0	76	1268	303	1241	4	261	1810	3078
1 to 2	333	781	1	9	1124	261	849	0	27	1137	2261
<b>Total</b>	<b>549</b>	<b>1815</b>	<b>2</b>	<b>94</b>	<b>2460</b>	<b>594</b>	<b>2510</b>	<b>12</b>	<b>482</b>	<b>3598</b>	<b>6058</b>
%	9.06%	29.96%	0.03%	1.55%	40.61%	9.81%	41.43%	0.20%	7.96%	59.39%	100%



**B2. Challenges**

**B2.1. General analysis**

- (a) From the numerical analysis it is evident that African employees are under-represented throughout the various occupational categories and levels of the WCED. Representation of African employees is also limited to lower-level occupations and levels. Refer to Table 7 below;
- (b) The majority of African employees on lower-level occupations and levels are also illiterate and semi-literate and need special attention to ensure development;
- (c) It is also evident from the numerical analysis that female employees occupy lower level occupations and levels within the WCED and are under-represented in higher positions, although female employees are over-represented in terms of

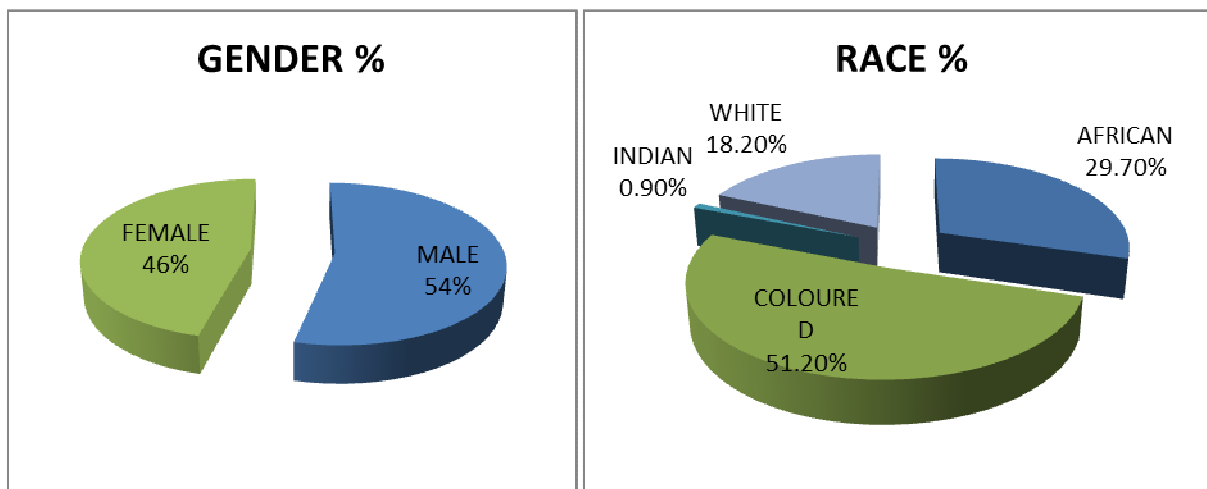
numbers. A special effort must be made to ensure that female employees are developed to compete for higher positions within the WCED;

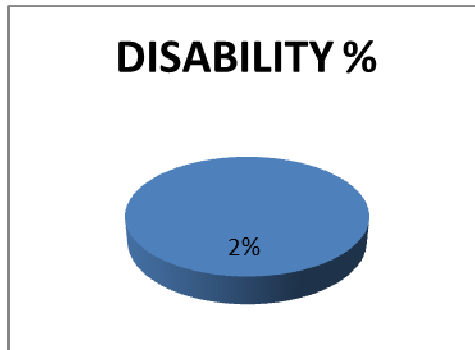
- (d) Indian employees are under-represented throughout the department;
- (e) People with disabilities are under-represented throughout the department;
- (f) Special attention must be given to diversity management throughout the Department;
- (g) Gender-issues need addressing, breaking down stereotypes and perceptions of roles of males vs. females;
- (h) To ensure reasonable representation, change must take place at institutional and office-based levels bearing in mind limited posts; and
- (i) An organisational culture in which mutual respect between all employees needs to be cultivated.

### Statistical basis for analysis

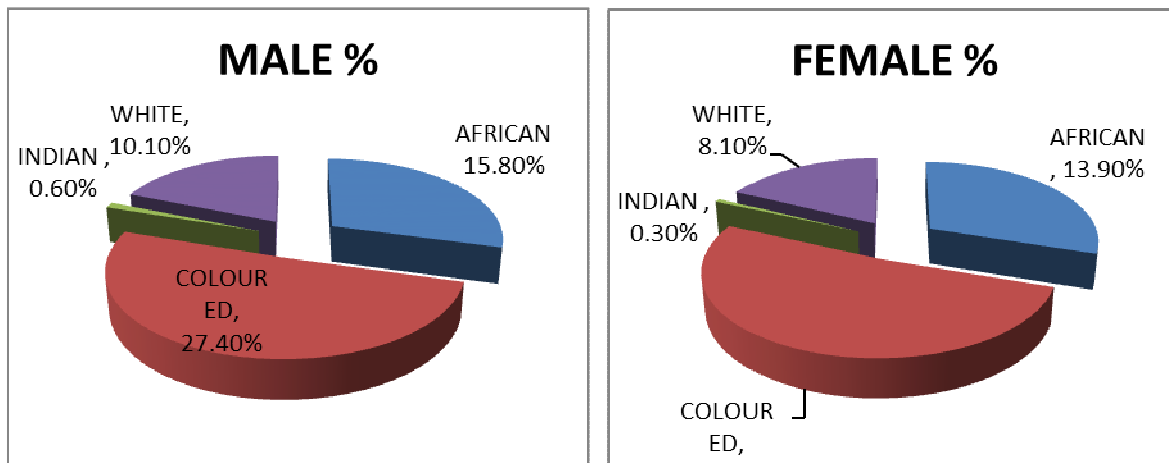
B2.2. In terms of paragraph 8.4.1 of Section 5 of the Code of Good Practice on employment equity plans, statistics regarding the economically active population would be a reflective measuring tool/benchmark to improve representation in the work force. The following tables, giving a summary of the population figures for the Western Cape, provide the statistics against which the WCED's work force has been measured.

**Table 4 – The Demographic Profile of the Western Cape (Total Population) Census 2001**

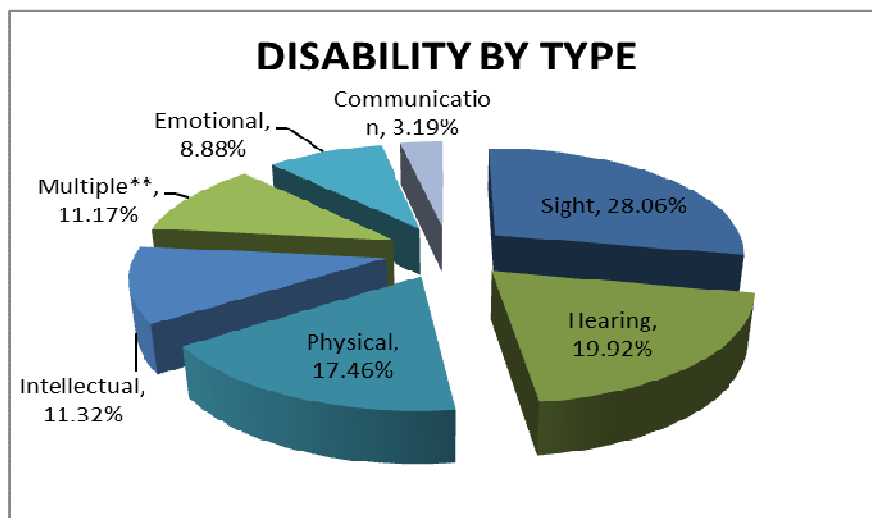




**Table 5 - The Demographic Profile of the Western Cape (Economically Active): Breakdown of Gender and Persons with Disabilities per Race**



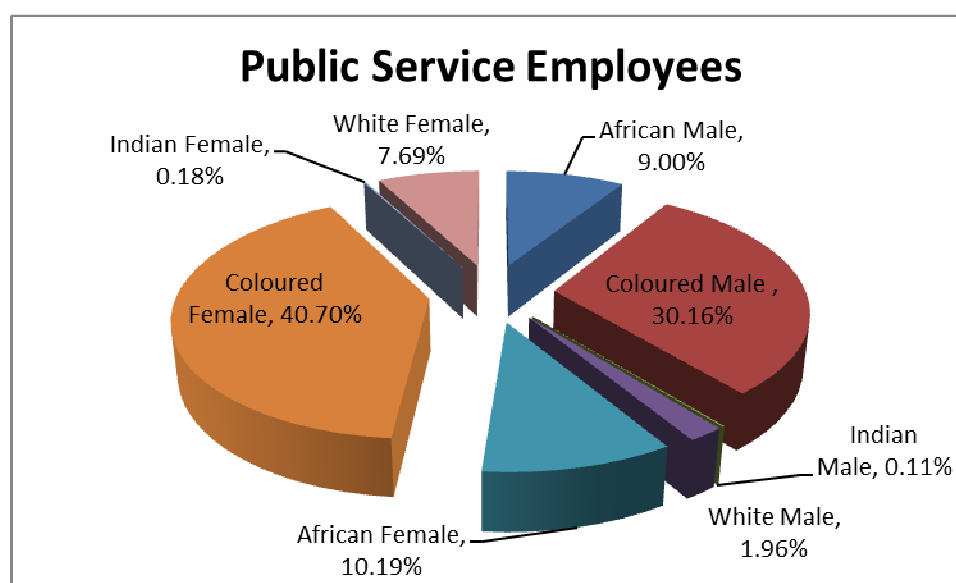
**Table 6 - Distribution of Disabilities by Type (economically active persons) from Census 2001**



Note\*\* Persons with more than one disability are only included in the category “multiple”

**Table 7 – Profile of Permanently Appointed WCED personnel (Public Service Sector) as at 30 September 2012**

Salary Level	Male					Female					Grand Total
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
1	101	270	1	3	375	85	268	0	5	358	733
2	238	526	0	6	770	182	600	0	22	804	1 574
3	161	740	0	52	953	41	544	1	28	614	1 567
4	3	58	0	4	65	6	99	0	66	171	236
5	91	286	0	25	402	316	757	4	177	1 254	1 656
6	5	96	0	11	112	31	455	5	200	691	803
7	7	41	2	5	55	23	74	0	22	119	174
8	16	67	0	11	94	25	67	2	14	108	202
9	8	30	2	3	43	11	16	0	8	35	78
10	1	7	0	2	10	0	3	0	1	4	14
11	5	13	0	5	23	3	13	0	1	17	40
12	4	9	1	5	19	1	6	0	3	10	29
13	3	11	1	7	22	4	7	0	2	13	35
14	1	2	1	0	4	1	1	1	0	3	7
15	0	1	0	1	2	0	1	0	0	1	3
16	0	0	0	0	0	0	0	0	0	1	1
<b>Total</b>	<b>644</b>	<b>2 157</b>	<b>8</b>	<b>140</b>	<b>2 949</b>	<b>729</b>	<b>2 911</b>	<b>13</b>	<b>550</b>	<b>4 203</b>	<b>7 152</b>
<b>%</b>	<b>9%</b>	<b>30.16%</b>	<b>0.11%</b>	<b>1.96%</b>	<b>41.23%</b>	<b>10.19%</b>	<b>40.70%</b>	<b>0.18%</b>	<b>7.69%</b>	<b>58.77%</b>	<b>100%</b>



B2.2.3. In applying the measuring tool/benchmark for the Public Service Sector of the WCED, the following are evident:

**Table 8 – Over and Under-representation per Race and Gender**

<b>EMPLOYEES</b>	<b>OFFICE BASED EMPLOYEES</b>	<b>INSTITUTION BASED EMPLOYEES</b>
1. African Male	Under-representation at all levels	Under-representation at all levels
2. African Female	Under- representation on all levels	Under- representation on all levels
3. Coloured Male	Under- represented on salary levels 1 to 10	Under- represented on salary levels 4 to 10
4. Coloured Female	Under- represented on salary levels 7 to 12	Over- representation on all levels
5. Indian Male	Under- represented on salary levels 1 to 8	Under- representation on all levels
6. Indian Female	Under- representation on all levels	Under- represented on salary levels 1 to 3 & 9 to 10
7. White Female	Under- representation on all levels	Under- represented on salary levels 1 to 3
8. Disabled persons	Under-representation at all levels	Under-representation at all levels
9. White Male	Under- represented on salary levels 1 to 10	Under- representation on all levels

### **B3. Addressing the Challenges**

#### **B3.1 Statutory obligations regarding ensuring equitable representation**

Sections 15.2 (d); 15.3 and 15.4 of the EEA:

- ❖ To ensure the equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the department. The measures include preferential treatment and numerical goals, but exclude quotas.

- ❖ To retain and develop people from designated groups and to implement appropriate training measures that provide for skills development, while not excluding non-designated people from development.

### **B3.2 Preparing the environment to ensure equity**

The WCED has taken the following initiatives to be in line with the requirements of the EEA:

- A sexual harassment policy was implemented;
- A policy framework on HIV/AIDS in the workplace was adopted as a collective agreement;
- A Provincial Performance Management System has been implemented;
- Guidelines relating to progressive discipline and possible disciplinary actions were made available, as was training of line managers;
- Training committees were constituted, in terms of the Skills Development Act, to participate actively in developing Workplace Skills Plans for all constituencies of the WCED; and
- A Gender Policy, which was approved in 2002, has been implemented and will be reviewed to align to current developments in respect of Gender Equality.

### **B3.3 Focus areas in working towards meeting EE targets**

- (a) Develop training interventions focusing on diversity management (including disability management), which is supportive of the objectives of the EEP;
- (b) Explore and present alternative training interventions for disabled persons, based on their needs;
- (c) Apply employment equity principles in the restructuring process;
- (d) Provide access to Adult Basic Education and Training (ABET) to personnel at lower salary levels to improve literacy and skills levels; and
- (e) Focus on a uniform system of performance management which will address the real developmental needs of the under-represented groups, linked to talent management and succession planning.

### **B3.4 Addressing representation through the recruitment and selection process**

B3.4.1. The recruitment, selection and appointment procedure will be utilised to achieve the goals of representivity, as well as the restructuring, matching and redeployment process.

B3.4.2. The following methods will be used to create vacancies in the department in line with the objectives of the EEP:

- natural staff turnover (resignations, retirements, dismissals, etc.)
- transfers and promotions
- expansion of the department
- restructuring the public service

B3.4.3. Advertisement of vacancies will be used to inform and attract designated groups to apply for vacant posts within the department. The paragraph: “The WCED promotes and applies the principles of Employment Equity and is committed to effective and efficient service delivery. Persons with disabilities are welcome to apply and an indication in this regard on the application for employment form (Z 83) will be appreciated. Applicants with disabilities, that are short-listed, are requested to provide information on how the selection process can be adapted to suit their needs for purposes of reasonable accommodation. Kindly indicate disability status to facilitate the process.” is reflected in the introduction of all WCED bulletins and vacancy lists.

B3.4.4. The shortlisting process is aligned to the Transversal Recruitment and Selection Policy. Competency- based shortlisting criteria will be developed in accordance with the requirements and key result areas of the job description. All applications will be measured against these shortlisting criteria. A cut-off point (percentage) for suitability will be determined based on the shortlist criteria, as well as a reasonable number of candidates to be invited for an interview. Where applicable, candidates will be subjected to a competency assessment. Should the candidates on the shortlist not be representative of the highest targeted designated group, according to the EE statistics, then a decision should be taken on how to obtain these candidates to meet the equity requirement. The selection panel could lower the cut-off point of the shortlist to include candidates with potential, provided that a full development plan will be introduced once such a candidate is appointed. Only the candidates within the lowered cut-off point, who are from the targeted designated group, may be invited for an interview.

Alternatively, the panel may recommend to re-advertise the post or to apply head-hunting methods. In the latter instance, the additional candidates' applications and CV's must be subjected to the same shortlist criteria, on condition that they meet the requirements of the post and possess the necessary competencies for the job.

B3.4.5. The use of competency- based assessment instruments or tools should be incorporated to strengthen the selection process, bearing in mind that it should be culturally unbiased.

B3.4.6. The selection panel should be representative of the designated groups as far as possible to represent the interest of all groups.

B3.4.7. The panel must make a decision as to which decision making tool they will use (scoring, consensus or both) to determine the most suitable candidate for the post.

B3.4.8. All appointments will be based on the inherent requirements of the position. The recruitment and selection panel's recommendations must take into account EE by applying EE once during the shortlisting process to assist in the advancement of designated groups in line with meeting the EE targets. EE scores will be provided on a quarterly basis for each salary level (public service) and post level (office-based educators) to advantage candidates from designated groups. The EE scores should be added after the total shortlisting scores have been calculated for each candidate. The EE scores to be added only for designated groups will be as follows:

<b>Designated Group</b>	<b>EE Score</b>
*People with disabilities	15
Highest under-representation	8
Second highest under-representation	7
Third highest under representation	6
Fourth highest under representation	5
Fifth highest under representation	4
Sixth highest under representation	3
Seventh highest under representation	2

\* Employees with a declared disability will only receive a maximum of 15 points

B3.4.9. On institutional and office-based levels, as a first initiative, the focus will be on promoting and focusing on:

- integration, which will enhance representivity;
- vertical mobility of female personnel; and
- measures or guidelines to accommodate disabled employees.

B3.4.10. The training and development of employees of the WCED will be an important mechanism in achieving Employment Equity while it will focus simultaneously on the needs of the department.

B3.4.11. The training, development and promotion of employees from designated groups



will be conducted in a planned and accelerated manner. This will be achieved in the following ways:

- **The Human Resource Development Strategy**  
To focus in the Workplace Skills Plan on the objectives of the EEP.
- **Natural Staff Turnover**  
To recruit candidates from designated groups for vacancies as they arise in the levels where under-representation has been identified.
- **Succession and Talent Management**  
To expose candidates selected for their potential to structured development programmes to enable them to compete for any vacancies that might arise.
- **Department Expansion**  
To identify newly created positions, which will assist in addressing under-representation of specific groups as identified in this EEP.

## **SECTION FIVE**

### **5.1. IMPLEMENTATION OF THE EEP**

In implementing the EEP, all line managers must adhere to the principles and guidelines which are spelt out in this Plan. The Plan needs to be monitored and co-ordinated from a macro-level, by providing support and assistance to all line managers and employees on the interpretation and operationalisation of the Plan. Focused strategies and programmes need to be developed to address the challenges highlighted in this Plan.

In order to ensure the successful implementation of this Plan, dedicated human and financial resources must be made available.

### **5.2. RESPONSIBILITIES**

#### **5.2.1. EE Manager**

The EE Manager is appointed by the Head of Department to ensure compliance of the EEA.

#### **5.2.2. Directorate: Human Resource Management**

The successful implementation of the EEP is dependent upon the development of all employees.

The overall responsibility of the Directorate: Human Resource Management is to drive and co-ordinate the process of implementation.

Its specific responsibilities are the following:

- Communicate the Plan to all sites of the WCED (summaries, awareness-raising and capacitating sessions);
- Ensure the compliance with due dates and targets, by regular feedback and updates to the EECF, Department of Labour and the Top Management of the WCED;
- Co-ordinate the ongoing consultative process with the EECF;
- Monitor and provide a quarterly report on the profiles and other issues in the Plan to the Head of Education, Top Management of the WCED and the EECF;
- Provide a report, as required, on an annual basis to the Department of Labour;

- Ensure the inclusion of the EE strategies and objectives into the strategic and operational plans of all business units of the WCED;
- Ensure that Employment Equity is written into the contracts of all managers, including members of the Senior Management Services; and
- Provide feedback to Institutions and offices via the issuing of quarterly Policy Directives, in line with the quarterly EE profile and targets.

The Directorate: Human Resource Management has an obligation in respect of the development of all employees and to ensure that the broad transformational agenda of the Public Service is promoted and implemented.

- To ensure that the objectives of the EEP are incorporated into the Workplace Skills Plan and that members of training committees are focused on achieving those objectives;
- To ensure that the social obligations underlying the EEP are planned for and are adhered to;
- To research and, where necessary, adapt or develop policies, procedures, guidelines and directives with regard to succession planning, human resource planning and the accommodation of disabled employees;
- To research and, where necessary, adapt or source courses with regard to management and leadership, diversity management, and institutional capacity building for improved service delivery. To develop criteria/models for ongoing learning and multi-skilling (where applicable); and
- To research and give guidance to gender issues, and ensure that gender mainstreaming occurs within the WCED; and
- Directorate: Human Resource Management is also responsible for administering rules, regulations and other prescripts regarding human capital matters within the WCED. This includes the placement of advertisements, filling of posts, selection, appointment, performance management and advice on processes, procedures and practices in handling personnel management matters.

It is, therefore, the role and responsibility of this directorate to develop applicable policies, procedures, practices and guidelines on all human capital management issues, such as:

- Giving guidance on criteria, e.g. issues relating to suitability and potential; and

- Researching and where necessary adapting or developing policies, guidelines and directives, e.g. regarding retaining human capital, and recruitment

### **5.2.3. Directorate: Labour Relations**

This directorate is responsible for the following:

- Co-ordinating negotiations, consultations and liaison with unions and representative forums, handling disputes, disciplinary matters and grievances;
- Receiving, reviewing and investigating all complaints or grievances regarding the implementation of the EEP;
- Co-ordinating the resolution of grievances regarding the implementation of the EEP; and
- Assisting with disputes emanating from the implementation of the EEP.

### **5.2.4. Other directorates and sites of the WCED**

It is the responsibility of each line manager at directorate level and all sites of the WCED to adhere to the principles and targets set out in this Plan. Furthermore, it is the responsibility of all line managers to apply all policies and practices correctly and consistently. All line managers and especially heads of directorates and institutions should consciously and committedly endeavour to narrow race, gender and disability gaps on all levels and all occupational levels. All line managers need to obtain a profile of their component to identify representation and under-representation. In order to achieve this, it is necessary to do the following:

- Identify issues with regard to vacant substantive posts, i.e. which vacant posts are funded, which vacant posts are critical for filling, which posts must be budgeted for and which posts may be abolished. This should be embarked upon in order to determine which vacancies should be earmarked to enhance representivity;
- Line managers to familiarise themselves, and their employees, with initiatives of the EEP, as well as other policies and practices in order to promote consistency and compliance;
- Finalise the Individual Performance Development Plan of each employee within the directorate or institution to address training, formal education, experience, suitability and/or potential to enable them to compete for promotional positions; and

- In building capacity amongst employees, special attention must also be given to representation on the following:
  - projects
  - committees, task teams and working groups
  - meetings at national, provincial level and international level
  - all learning opportunities
  - secondments
  - temporary / contract appointments

#### **5.2.5. Employees**

It is also the responsibility of each employee to become acquainted with the contents of the EEP. Employees must also realise that they too have an obligation in terms of their own career planning and self-development and they should make use of all opportunities to gain the necessary exposure and experience.

#### **5.2.6. Resources**

In order to fulfil the obligations as set out in the EEP, funds need to be secured. Funds must be secured per directorate, pertaining to their responsibility in ensuring that the obligations in the Plan are met.

#### **5.2.7. Dispute Resolution**

In the case of Public Service employees, should any dispute arise in the implementation of the EEP, the relevant line manager must take it up. If no amicable solution can be found to remedy the situation, then the existing dispute resolution mechanism must be followed. In the case of Educators, the dispute resolution process in terms of the ELRC constitution must be followed.

#### **5.2.8. Monitoring**

The current EECF will stay in place in order to monitor the implementation and outcome of the EEP on a quarterly basis in terms of the targets and strategies which were agreed upon in the Plan.

Other internal structures which will monitor the implementation of the Plan are the following:

- Employment Equity Manager
- Directorate: Human Resource Management, which is responsible for the development, maintenance and co-ordination of the implementation of the Plan, and

- The Top Management of the WCED.

### **5.2.9. Evaluation**

The EEP is a dynamic plan, which will be monitored and reviewed on an ongoing basis to ensure that it addresses all the issues identified, and to monitor the quality of the changes brought on by the implementation of the Plan, its directives and interventions. Any changes or revisions will be made through the consultative process and by the structures which were set up for this purpose. The WCED will make use of its current system and processes to evaluate the success of the Plan.

## SECTION SIX

The appointed Employment Equity Manager is the Chief Director: Human Resources.

The Directorate: Human Resource Management is responsible for the development and co-ordination of the process to ensure the delivery and implementation of the EEP.

The Plan was developed through the full participation of all stakeholders in education by means of a consultative process. It is with great appreciation and gratitude to the following groups that the Plan is tabled for implementation:

- All employees of the WCED who attended workshops and other interventions and who gave their inputs to this Plan;
- Members of Top Management for contributions and inputs to the Plan;
- Members of the EECF who represented their constituencies and who ensured that all concerns were addressed, and for the constructive manner in which debates were conducted and concluded, as well as for their dedicated effort to ensure that the WCED develops an Employment Equity Plan that reflects the needs of the employees and the organisation; and

ANNEXURE A:  
QUALITATIVE ANALYSIS



No.	Category	Equity barrier	Affirmative Action measures	Dates
1	Recruitment procedures	The recruitment and selection process is cumbersome and it takes very long before a vacancy is filled. This has an impact on the progress in terms of meeting the department's EE targets.	<ul style="list-style-type: none"> <li>• Selection panels must be capacitated in the recruitment and selection processes and the Recruitment and Selection Policy must be read in conjunction with the Plan and the EE targets of the Department. This will assist them in executing this process efficiently and effectively without unnecessary delays.</li> <li>• New on-line system will be rolled out to go live in January 2013 (VL1/2013).</li> </ul>	On-going
		The shortlist is not always representative and inclusive of candidates from the targeted groups as indicated by the EE Plan.	<ul style="list-style-type: none"> <li>• An EE score is allocated to each candidate during the shortlisting process to ensure the advancement of designated employees in order to meet the EE targets.</li> </ul>	On-going
		The selection panels may not fully understand the importance of the EEA and how EE should be applied in the recruitment process. In many instances they give preference to service delivery requirements over the appointment of a suitably qualified designated employee who will promote representivity.	<ul style="list-style-type: none"> <li>• Clear guidelines or information sessions must be provided to selection panels for the application of the EE targets and EE scores contained in the EE Plan and quarterly EE statistics on the current workforce required.</li> <li>• Training will be provided to SGBs and line managers.</li> </ul>	On-going

No.	Category	Equity barrier	Affirmative Action measures	Dates
2	Advertisement of positions	<p>Advertisements may not reach the targeted groups (i.e. Africans, Coloureds, PwD, women in SMS) with the required skills and competencies or with scarce and critical skills.</p>	<ul style="list-style-type: none"> <li>To fast track the recruitment of designated groups, the Department should use media that can target such candidates successfully. The Recruitment and Selection unit, along with the HR Planning and Policy unit, must identify the relevant media for targeted advertising. Advertisements may also be distributed to disability networks/ organization, which can assist in the sourcing of suitable applicants from PwD.</li> </ul>	On-going
		<p>No or limited applications of PwD are received when posts are advertised.</p>	<ul style="list-style-type: none"> <li>Annually an open advertisement may be placed in the media inviting all candidates with disabilities to apply and make their candidature available for possible vacancies in the Department in order to create a pool of PwD (database).</li> <li>Applications from designated groups with specific skills and competencies could be recorded on a database for future use and may be included in the shortlist of an advertised vacant post, provided that they meet the criteria.</li> </ul>	

No.	Category	Equity barrier	Affirmative Action measures	Dates
3	Appointments	<ul style="list-style-type: none"> <li>• Appointments do not always address EE targets of which the priority designated groups are: Africans, Coloureds, Women in management and PwDs.</li> <li>• The EE target for PwD is not met.</li> </ul> <p>Selection panels may not always consider the long-term equity targets, as indicated in the EE Plan, because of their need to meet short-term and urgent operational requirements. Consequently, there may not be a balance between operational requirements and the need to promote representivity on all salary and post levels.</p>	<p>Targeted recruitment must be done to attract under-represented groups, including PwDs.</p> <ul style="list-style-type: none"> <li>• Recruitment panels must be well advised as to how to effectively apply EE during shortlisting processes.</li> </ul>	
4	Training and Development	<p>Although the performance management system effectively links the developmental or training opportunities to the key result areas of a post, many employees do not always get the opportunity to attend functional training.</p>	<ul style="list-style-type: none"> <li>• Target and encourage the nomination of designated employees, including PwDs, for functional training and part-time bursaries to enhance their current skills and competency levels so that they can function effectively on their own level and so that they can be coached or mentored for higher posts.</li> </ul>	

No.	Category	Equity barrier	Affirmative Action measures	Dates
		<ul style="list-style-type: none"> <li>Supervisors and managers may not have mentoring skills and as a result there may be a lack of skills transfer to designated groups in order to prepare them for suitable higher posts (succession planning).</li> </ul>	<ul style="list-style-type: none"> <li>Training for MMS and SMS in coaching and mentoring skills and accelerated development programmes should be prioritised.</li> <li>Targeted training and development initiatives for women in MMS must be provided that will enhance their leadership skills. The opportunity to participate in national and provincial development programmes for women will assist them to acquire the skills as required in the SMS competency framework. This will ensure that a bigger pool of suitably qualified women in the MMS could apply for advertised SMS posts.</li> </ul>	
		<p>Employees appointed through internship and learnership programmes to enhance the appointment of designated employees with scarce and critical skills.</p>	<ul style="list-style-type: none"> <li>The Department will introduce the following measures to promote future employment: <u>Internship programmes</u> will assist the department to employ learners, students or graduates who require work-related experience. This may be a source of high-potential employees available to fast-track recruitment of young people in advertised posts. A database of potential employees must be developed and</li> </ul>	

No.	Category	Equity barrier	Affirmative Action measures	Dates
			<p>maintained for this purpose. <u>Bursaries:</u> The department may allocate part-time and full-time bursaries to enhance skills in areas where the shortage is evident. Bursary allocations are not restricted to people pursuing skills in areas earmarked as scarce or critical skills, although preference will be given to candidates studying in these fields. The Department will endeavor to address the problem of under-representation and will place emphasis in accordance with equity targets when awarding bursaries. In doing so it will create a suitable pool of qualified candidates to fill vacancies.</p>	

# ANNEXURE B:

# QUANTITATIVE ANALYSIS

## SUMMARY OF PUBLIC SERVICE OFFICE BASED EMPLOYEES (2013 – 2017)

### WESTERN CAPE EDUCATION DEPARTMENT PROJECTED NUMERICAL GOALS (2013 - 2017)

Salary Levels	Approved Posts	Total EE	Current African Employees	EE Target	African					Current Coloured Employees	EE Target	Coloured					Current Indian Employees	EE Target	Indian					Current White Employees	EE Target	White					Current Disability Employees	EE Target	PWD				
					2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017
Levels 15-16	5	4	0	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	1
%			0%							100%						0%						0%															
Levels 13-14	45	42	9	13	11	11	12	13	13	21	23	19	19	21	22	23	0	0	0	0	0	0	9	9	7	7	7	7	9	0	1	0	0	0	0	1	
%			69%							91%							0%					100%															
Levels 9-12	219	146	32	65	52	55	58	62	65	89	112	90	95	101	107	112	2	2	2	2	2	2	23	40	32	34	36	38	40	14	4	3	4	4	4	4	
%			49%							79%							99%						58%							320%							
Levels 6-8	525	481	74	155	124	133	140	148	155	334	269	215	229	242	256	269	5	5	4	4	4	4	5	65	96	76	81	86	90	96	3	11	8	8	10	10	11
%			48%							124%							95%						68%							29%							
Levels 3-5	620	382	103	184	146	156	165	174	184	263	318	255	270	286	302	318	6	6	4	5	5	6	6	15	113	90	96	101	107	113	2	12	10	11	12	12	12
%			56%							83%							93%						13%							16%							
Levels 1-2	75	48	12	22	17	19	20	21	22	34	39	30	32	34	37	39	1	0	0	0	0	0	0	14	11	11	12	13	14	0	2	0	0	0	0	2	
%			55%							87%							0%						0%							0%							
<b>Total</b>	<b>1489</b>	<b>1103</b>	<b>232.2</b>	<b>441</b>	<b>352</b>	<b>376</b>	<b>397</b>	<b>420</b>	<b>441</b>	<b>747.7764</b>	<b>763</b>	<b>611</b>	<b>647</b>	<b>686</b>	<b>726</b>	<b>763</b>	<b>13</b>	<b>13</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>116</b>	<b>272</b>	<b>216</b>	<b>229</b>	<b>242</b>	<b>255</b>	<b>272</b>	<b>23</b>	<b>31</b>	<b>28</b>	<b>23</b>	<b>26</b>	<b>26</b>	<b>31</b>
%			53%							98%							103%						43%						74%								

**EE TARGETS: 1 APRIL 2013**

SALARY LEVEL	AFRICAN		COLOURED		INDIAN		WHITE		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	1	1	1	1	0	0	0	0	4
13 to 14	6	5	10	9	0	0	4	3	37
9 to 12	28	24	48	42	1	1	18	14	176
6 to 8	66	58	115	100	3	1	42	34	419
3 to 5	78	68	136	119	3	1	50	40	495
1 to 2	9	8	16	14	0	0	6	5	58
Total	188	164	326	285	7	3	120	96	1 189

**PEOPLE WITH DISABILITIES: 1 APRIL 2013**

SALARY LEVEL	AFRICAN		COLOURED		INDIAN		WHITE		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	0	0	0	0	0	0	0	0	0
13 to 14	0	0	0	0	0	0	0	0	0
9 to 12	1	0	1	1	0	0	0	0	3
6 to 8	1	1	2	2	0	0	1	1	8
3 to 5	2	1	3	2	0	0	1	1	10
1 to 2	0	0	0	0	0	0	0	0	0
Totals	4	2	6	5	0	0	2	2	21



**EE TARGET: 1 APRIL 2014**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	1	1	1	1	0	0	0	0	4
13 to 14	6	5	10	9	0	0	4	3	37
9 to 12	29	26	51	44	1	1	19	15	186
6 to 8	71	62	122	107	3	1	45	36	447
3 to 5	83	73	144	126	3	2	53	43	527
1 to 2	10	9	17	15	0	0	6	5	62
<b>Totals</b>	<b>200</b>	<b>176</b>	<b>345</b>	<b>302</b>	<b>7</b>	<b>4</b>	<b>127</b>	<b>102</b>	<b>1 263</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2014**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	0	0	0	0	0	0	0	0	0
13 to 14	0	0	0	0	0	0	0	0	0
9 to 12	1	1	1	1	0	0	0	0	4
6 to 8	1	1	2	2	0	0	1	1	8
3 to 5	2	1	3	3	0	0	1	1	11
1 to 2	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>23</b>

**EE TARGET: 1 APRIL 2015**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	1	1	1	1	0	0	0	0	4
13 to 14	6	6	11	10	0	0	4	3	40
9 to 12	31	27	54	47	1	1	20	16	197
6 to 8	75	65	129	113	3	1	48	38	472
3 to 5	88	77	153	133	3	2	56	45	557
1 to 2	11	9	18	16	0	0	7	5	66
<b>Totals</b>	<b>212</b>	<b>185</b>	<b>366</b>	<b>320</b>	<b>7</b>	<b>4</b>	<b>135</b>	<b>107</b>	<b>1 336</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2015**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	0	0	0	0	0	0	0	0	0
13 to 14	0	0	0	0	0	0	0	0	0
9 to 12	1	1	1	1	0	0	0	0	4
6 to 8	2	1	3	2	0	0	1	1	10
3 to 5	2	2	3	3	0	0	1	1	12
1 to 2	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>26</b>

**EE TARGET: 1 APRIL 2016**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	1	1	1	1	0	0	0	0	4
13 to 14	7	6	12	10	0	0	4	3	42
9 to 12	33	29	57	50	1	1	21	17	209
6 to 8	79	69	137	119	3	1	50	40	498
3 to 5	93	81	161	141	4	2	59	48	589
1 to 2	11	10	20	17	0	0	7	6	71
<b>Totals</b>	<b>224</b>	<b>196</b>	<b>388</b>	<b>338</b>	<b>8</b>	<b>4</b>	<b>141</b>	<b>114</b>	<b>1 413</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2016**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	0	0	0	0	0	0	0	0	0
13 to 14	0	0	0	0	0	0	0	0	0
9 to 12	1	1	1	1	0	0	0	0	4
6 to 8	2	1	3	2	0	0	1	1	10
3 to 5	2	2	3	3	0	0	1	1	12
1 to 2	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>26</b>

**EE TARGET: 1 APRIL 2017**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	1	1	1	1	0	0	1	0	5
13 to 14	7	6	12	11	0	0	5	4	45
9 to 12	35	30	60	52	1	1	22	18	219
6 to 8	83	72	144	125	3	2	53	43	525
3 to 5	98	86	170	148	4	2	63	50	620
1 to 2	12	10	21	18	0	0	8	6	75
Totals	236	205	408	355	8	5	152	121	1 489

**PEOPLE WITH DISABILITIES: 1 APRIL 2017**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
15 to 16	0	0	0	0	0	0	0	0	0
13 to 14	0	0	0	0	0	0	0	0	1
9 to 12	1	1	1	1	0	0	0	0	4
6 to 8	2	1	3	3	0	0	1	1	11
3 to 5	2	2	3	3	0	0	1	1	12
1 to 2	0	0	0	0	0	0	0	0	2
Totals	5	4	7	7	0	0	2	2	30



**EE TARGET: 1 APRIL 2013**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	97	84	167	146	4	2	62	49	611
3 to 5	498	435	864	753	19	9	318	255	3 151
1 to 2	428	374	742	647	16	8	273	219	2 707
Totals	1 023	893	1 773	1 546	39	19	653	523	6 469

**PEOPLE WITH DISABILITIES: 1 APRIL 2013**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	2	2	3	3	0	0	1	1	12
3 to 5	10	9	17	15	0	0	6	5	62
1 to 2	9	7	15	13	0	0	5	4	53
Totals	21	18	35	31	0	0	12	10	127

**EE TARGET: 1 APRIL 2014**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	99	86	171	149	4	2	63	51	625
3 to 5	509	444	882	770	19	10	325	261	3 220
1 to 2	437	382	758	661	17	8	279	224	2 766
<b>Totals</b>	<b>1 045</b>	<b>912</b>	<b>1 811</b>	<b>1 580</b>	<b>40</b>	<b>20</b>	<b>667</b>	<b>536</b>	<b>6 611</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2014**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	2	2	3	3	0	0	1	1	12
3 to 5	10	9	18	15	0	0	7	5	64
1 to 2	9	8	15	13	0	0	6	4	55
<b>Totals</b>	<b>21</b>	<b>19</b>	<b>36</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>10</b>	<b>131</b>

**EE TARGET: 1 APRIL 2015**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	101	88	175	152	4	2	64	52	638
3 to 5	520	454	901	786	20	10	332	266	3 289
1 to 2	446	390	774	675	17	8	285	229	2 824
<b>Totals</b>	<b>1 067</b>	<b>932</b>	<b>1 850</b>	<b>1 613</b>	<b>41</b>	<b>20</b>	<b>681</b>	<b>547</b>	<b>6 751</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2015**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	2	2	4	3	0	0	1	1	13
3 to 5	10	9	18	16	0	0	7	5	65
1 to 2	9	8	15	14	0	0	6	5	57
<b>Totals</b>	<b>21</b>	<b>19</b>	<b>37</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>11</b>	<b>135</b>



**EE TARGET: 1 APRIL 2016**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	103	90	178	156	4	2	66	53	652
3 to 5	530	463	920	802	20	10	339	272	3 356
1 to 2	456	398	790	689	17	9	291	234	2 884
Totals	1 089	951	1 888	1 647	41	21	696	559	6 892

**PEOPLE WITH DISABILITIES: 1 APRIL 2016**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	2	2	4	3	0	0	1	1	13
3 to 5	11	9	18	16	0	0	7	5	66
1 to 2	9	8	16	14	0	0	6	5	58
Totals	22	19	38	33	0	0	14	11	137

**EE TARGET: 1 APRIL 2017**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	105	92	182	159	4	2	67	54	665
3 to 5	541	473	939	819	21	10	346	278	3 427
1 to 2	465	406	806	703	18	9	297	238	2 942
<b>Totals</b>	<b>1 111</b>	<b>971</b>	<b>1 927</b>	<b>1 681</b>	<b>43</b>	<b>21</b>	<b>710</b>	<b>570</b>	<b>7 034</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2017**

SALARY LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
9 to 12	0	0	0	0	0	0	0	0	0
6 to 8	2	2	4	3	0	0	1	1	13
3 to 5	11	9	19	16	0	0	7	6	68
1 to 2	9	8	16	14	0	0	6	5	58
<b>Totals</b>	<b>22</b>	<b>19</b>	<b>39</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>12</b>	<b>139</b>

**SUMMARY OF EDUCATOR OFFICE BASED EMPLOYEES (2013 – 2017)**

**WESTERN CAPE EDUCATION DEPARTMENT PROJECTED NUMERICAL GOALS (2013 - 2017)**

Post Levels	Approved Posts	Total EE	Current African Employees	EE Target	African					Current Coloured Employees	EE Target	Coloured					Current Indian Employees	EE Target	Indian					Current White Employees	EE Target	White					Current Employees	EE Target	PWD				
					2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017
6	96	84	12	1	1	1	1	1	1	50	0	0	0	0	0	3	1	0	0	1	1	1	19	0	0	0	0	0	0	0	0	1	0	0	0	2	1
%			1200%							0%						300%							0%														
5	244	211	33	73	60	62	65	69	73	123	125	103	107	112	119	125	5	2	2	2	2	2	48	45	36	38	40	42	45	0	5	4	4	4	5	5	
%			45%							98%							250%						107%														
3	514	385	56	152	126	129	137	144	152	236	264	219	224	238	251	264	3	5	4	4	4	4	5	90	94	78	79	84	89	94	0	10	8	8	9	10	10
%			37%							89%							60%						96%														
2	10	10	3	3	2	2	2	3	3	9	5	4	4	4	5	5	0	0	0	0	0	0	8	2	2	2	2	2	2	0	0	0	0	0	0	0	
%			100%							180%							0%						400%														
Total	864	690	117	229	189	194	205	217	229	420	394	326	335	354	375	394	17	8	6	6	7	7	8	167	141	116	119	126	133	141	0	16	12	12	13	16	16
%			51%							107%							212%						118%														



**EE TARGET: 1 APRIL 2013**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	13	11	22	19	0	0	8	6	79
5	32	28	55	48	1	1	20	16	201
3	67	59	117	102	3	1	43	35	427
2	1	1	2	2	0	0	1	1	8
Totals	113	99	196	171	4	2	72	58	715

**PEOPLE WITH DISABILITIES: 1 APRIL 2013**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	0	0	0	0	0	0	0	0	0
5	1	1	1	1	0	0	0	0	4
3	1	1	2	2	0	0	1	1	8
2	0	0	0	0	0	0	0	0	0
Totals	2	2	4	3	0	0	1	1	14

**EE TARGET: 1 APRIL 2014**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	13	11	22	20	0	0	8	7	81
5	33	29	57	50	1	1	21	17	209
3	69	60	120	104	3	1	44	35	436
2	1	1	2	2	0	0	1	1	8
Totals	116	101	201	176	4	2	74	60	734

**PEOPLE WITH DISABILITIES: 1 APRIL 2014**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	0	0	0	0	0	0	0	0	0
5	1	1	1	1	0	0	0	0	4
3	1	1	2	2	0	0	1	1	8
2	0	0	0	0	0	0	0	0	0
Totals	2	2	3	3	0	0	1	1	12

**EE TARGET: 1 APRIL 2015**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	14	12	24	21	1	0	9	7	88
5	35	30	60	52	1	1	22	18	219
3	73	64	127	111	3	1	47	37	463
2	1	1	2	2	0	0	1	1	8
<b>Totals</b>	<b>123</b>	<b>107</b>	<b>213</b>	<b>186</b>	<b>5</b>	<b>2</b>	<b>79</b>	<b>63</b>	<b>778</b>

**PEOPLE WITH DISABILITIES : 1 APRIL 2015**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	0	0	0	0	0	0	0	0	0
5	1	1	1	1	0	0	0	0	4
3	1	1	3	2	0	0	1	1	9
2	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>13</b>

**EE TARGET: 1 APRIL 2016**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	14	13	25	22	1	0	9	7	91
5	37	32	64	55	1	1	23	19	232
3	77	67	134	117	3	1	49	40	488
2	2	1	3	2	0	0	1	1	10
Totals	130	113	226	196	5	2	82	67	821

**PEOPLE WITH DISABILITIES: 1 APRIL 2016**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	0	1	0	0	0	0	0	0	2
5	1	1	0	1	1	0	0	0	5
3	2	3	0	1	2	0	1	1	10
2	0	0	0	0	0	0	0	0	0
Totals	3	5	0	2	4	0	1	2	16

**EE TARGET: 1 APRIL 2017**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	15	13	26	23	1	0	10	8	96
5	39	34	67	58	1	1	25	20	245
3	81	71	141	123	3	2	52	42	515
2	2	1	3	2	0	0	1	1	10
<b>Totals</b>	<b>137</b>	<b>119</b>	<b>237</b>	<b>206</b>	<b>5</b>	<b>3</b>	<b>88</b>	<b>71</b>	<b>866</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2017**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
6	0	0	1	0	0	0	0	0	1
5	1	1	1	1	0	0	1	0	5
3	2	1	3	2	0	0	1	1	10
2	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>16</b>



## SUMMARY OF EDUCATOR INSTITUTION BASED EMPLOYEES (2013 – 2017)

WESTERN CAPE EDUCATION DEPARTMENT PROJECTED NUMERICAL GOALS (2013 - 2017)																																										
Post Levels	Approved Posts	Total EE	Current African Employees	EE Target	African					Current Coloured Employees	EE Target	Coloured					Current Indian Employees	EE Target	Indian					Current White Employees	EE Target	White					Current Employees	EE Target	PWD									
					2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017			2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Levels 4	1529	1473	197	453	416	425	435	444	453	918	784	721	738	738	769	784	11	14	12	13	13	13	14	347	278	256	261	267	272	278	0	31	28	29	29	29	31					
%			43%							117%							79%							125%							0%											
Levels 3	1430	1328	289	791	390	397	404	414	423	791	734	674	689	689	719	734	10	13	12	12	12	12	13	232	260	240	245	249	256	260	3	29	26	26	27	28	29					
%			37%							108%							77%							89%							10%											
Levels 2	4329	4057	859	1281	1179	397	1231	1255	1281	2381	2221	2043	2088	2088	2176	2221	25	39	36	36	37	38	39	782	788	725	741	757	772	788	1	87	79	80	83	85	87					
%			67%							107%							64%							99%							1%											
Levels 1	21495	19660	4643	6362	5854	5980	6108	6235	6362	11253	11027	10144	10365	10365	10807	11027	75	193	178	182	186	189	193	4198	3912	3599	3678	3755	3834	3912	9	430	396	405	412	422	430					
%			73%							102%							39%							107%							2%											
Total	28783	26518	5989	8519	7839	7199	8178	8348	8519	15346	14766	13582	13880	13880	14471	14766	123	259	238	243	248	252	259	5562	5238	4820	4925	5028	5134	5238	13	576	530	541	553	564	576					
%			70%							104%							48%							106%							2%											

**EE TARGET: 1 APRIL 2013**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	222	194	385	336	8	4	142	114	1 405
3	208	182	360	314	8	4	133	107	1 316
2	629	550	1 091	952	24	12	402	323	3 983
1	3 125	2 729	5 418	4 726	119	59	1 997	1 602	19 775
Totals	4 184	3 654	7 256	6 329	159	79	2 675	2 145	26 481

**PEOPLE WITH DISABILITIES: 1 APRIL 2013**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	4	4	8	7	0	0	2	3	28
3	4	4	7	6	0	0	3	2	26
2	13	11	22	19	0	0	8	6	79
1	63	55	108	95	2	1	40	32	396
Totals	84	73	145	127	3	2	53	43	530

**EE TARGET: 1 APRIL 2014**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	227	198	394	344	9	4	145	116	1 437
3	212	185	368	321	8	4	136	109	1 343
2	643	562	1 115	973	24	12	411	330	4 070
1	3 192	2 788	5 536	4 829	121	61	2 041	1 637	20 205
<b>Totals</b>	<b>4 274</b>	<b>3 733</b>	<b>7 413</b>	<b>6 467</b>	<b>162</b>	<b>81</b>	<b>2 733</b>	<b>2 192</b>	<b>27 055</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2014**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	5	4	8	7	0	0	2	3	29
3	4	4	7	6	0	0	3	2	26
2	13	11	22	19	0	0	8	7	80
1	64	56	111	97	2	1	41	33	405
<b>Totals</b>	<b>85</b>	<b>75</b>	<b>148</b>	<b>129</b>	<b>3</b>	<b>2</b>	<b>55</b>	<b>44</b>	<b>541</b>

**EE TARGET: 1 APRIL 2015**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	232	203	402	351	9	4	148	119	1 468
3	216	188	374	326	8	4	138	111	1 365
2	657	574	1 139	993	25	12	420	337	4 157
1	3 260	2 848	5 654	4 932	124	62	2 084	1 671	20 635
<b>Totals</b>	<b>4 365</b>	<b>3 813</b>	<b>7 569</b>	<b>6 602</b>	<b>166</b>	<b>82</b>	<b>2 790</b>	<b>2 238</b>	<b>27 625</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2015**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	5	4	8	7	0	0	2	3	29
3	4	4	7	7	0	0	3	2	27
2	13	11	23	20	1	0	8	7	83
1	65	57	113	99	2	1	42	33	412
<b>Totals</b>	<b>87</b>	<b>76</b>	<b>151</b>	<b>132</b>	<b>3</b>	<b>2</b>	<b>56</b>	<b>45</b>	<b>553</b>

**EE TARGET: 1 APRIL 2016**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	237	207	411	358	9	4	151	121	1 498
3	221	193	384	335	8	4	142	114	1 401
2	670	585	1 162	1 014	25	13	428	344	4 241
1	3 328	2 907	5 772	5 035	126	63	2 128	1 706	21 065
<b>Totals</b>	<b>4 456</b>	<b>3 892</b>	<b>7 729</b>	<b>6 742</b>	<b>168</b>	<b>84</b>	<b>2 849</b>	<b>2 285</b>	<b>28 205</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2016**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	5	4	8	7	0	0	2	3	29
3	4	4	8	7	0	0	3	2	28
2	13	12	23	20	1	0	9	7	85
1	67	58	115	101	3	1	43	34	422
<b>Totals</b>	<b>89</b>	<b>78</b>	<b>155</b>	<b>135</b>	<b>3</b>	<b>2</b>	<b>57</b>	<b>46</b>	<b>564</b>

**EE TARGET: 1 APRIL 2017**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	242	211	419	365	9	5	154	124	1 529
3	226	197	392	342	9	4	144	116	1 430
2	684	597	1 186	1 035	26	13	437	351	4 329
1	3 396	2 966	5 890	5 137	129	64	2 171	1 741	21 494
<b>Totals</b>	<b>4 548</b>	<b>3 971</b>	<b>7 887</b>	<b>6 879</b>	<b>173</b>	<b>86</b>	<b>2 906</b>	<b>2 332</b>	<b>28 782</b>

**PEOPLE WITH DISABILITIES: 1 APRIL 2017**

POST LEVEL	AFRICAN		COLOURED		WHITE		INDIAN		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
4	5	4	8	7	0	0	2	3	31
3	5	4	8	7	0	0	3	2	29
2	14	12	24	21	1	0	9	7	87
1	68	59	118	103	3	1	43	35	430
<b>Totals</b>	<b>91</b>	<b>79</b>	<b>158</b>	<b>138</b>	<b>3</b>	<b>2</b>	<b>58</b>	<b>47</b>	<b>576</b>