

# WCED EMPLOYMENT EQUITY PLAN

## SUMMARY

### PREAMBLE

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

The WCED supports the objectives of the EEA to achieve equity in the workplace by

1. consciously striving to achieve the goal of a representative workforce;
2. promoting equal opportunity and fair treatment in employment through the elimination of unfair treatment; and
3. implementing affirmative action measures to redress the disadvantages in employment practices experienced by designated groups and ensuring their equitable representation in all occupational categories and levels in the Department.

The WCED acknowledges that the inequities of the past with respect to employment practices must be eliminated and that this requires the conscious support of all staff, especially senior management, within the organization. It also acknowledges that, as there has been a delay in developing a plan, it needs to work vigorously and speedily to implement the specifications of the plan.

This Employment Equity Plan of the WCED sets out the objectives of the Department to ensure change and the achievement of the objectives as set out in the EEA. It is acknowledged that it is a dynamic plan, the progress of which will be monitored and reviewed in a consultative manner at regular intervals.

### STATEMENT OF INTENT

In order to make the Department representative of the demographics of the economically active population of the Province of the Western Cape, it is the intent of the Western Cape Education Department to ensure employment equity for all employees of certain groups – without any permanent employee losing his or her job. Emphasis will be placed on the proper and full development and use of human potential at all levels within the Department. The development will be geared towards African, Coloured, Indian and female employees, as well as disabled people, without excluding the development of other employees. It is further the intent of the WCED to

- ◆ implement this plan and comply with its contents in a period of five years, after which a new plan will be drawn up should it be deemed necessary.
- ◆ Promote Employment Equity as an organizational imperative that addresses the shortage of certain skilled people and projected management requirements in the Department.
- ◆ Ensure the removal of all discriminatory barriers that prevent employees in the groups designated above from enjoying the same benefits and privileges as all other employees.

### PURPOSE, DURATION & AFFIRMATIVE ACTION

<b>Purpose</b>	To identify areas of under-representation that exist within the organization and, thereafter, implement strategies to address these issues.
<b>Duration</b>	To address all the issues relating to Employment Equity within the Department within the next 5 years.
<b>Affirmative Action Measures</b>	<p>Affirmative action is one of the employment mechanisms used to address the disparities that were created in the past to disadvantage certain categories of people. In order for the WCED to achieve equity, the Employment Equity Plan should,</p> <ul style="list-style-type: none"> <li>◆ Eliminate unfair discrimination, either directly or indirectly;</li> <li>◆ Ensure reasonable representation, especially of designated groups; and</li> <li>◆ Involve continual evaluation and monitoring.</li> </ul>

### SUMMARY OF ECONOMICALLY ACTIVE POPULATION (2001)

#### PERCENTAGE PER RACE GROUP

AFRICAN			COLOURED			INDIAN			WHITE			TOTAL
M	F	T	M	F	T	M	F	T	M	F	T	
14.20	14.23	28.43	24.99	27.49	52.48	0.51	0.51	1.02	8.76	9.31	18.06	100

#### GENDER

FEMALE	MALE
51.55	48.46

<b>THE EDUCATOR SECTOR</b>	
<b>1. Situation Analysis</b>	<ul style="list-style-type: none"> <li>◆ The employment policies and procedures are non-discriminatory, but guidelines need to be improved.</li> <li>◆ Discriminatory elements were found in the implementing of policies and procedures related to employment.</li> <li>◆ No evidence was found of the use of medical and / or psychological testing by the WCED.</li> </ul>
<b>2. Preparing the environment to ensure equity.</b>	<p>The following initiatives were undertaken:</p> <ul style="list-style-type: none"> <li>◆ The words “Equal Opportunity Employer” are displayed on all recruitment documents.</li> <li>◆ A sexual harassment policy is in the process of being adopted.</li> <li>◆ Training and guidelines on discipline were provided to principals and circuit managers.</li> <li>◆ Workplace skills plans were developed for all constituencies of the WCED.</li> <li>◆ Gender focal persons were appointed for all constituencies within the WCED.</li> <li>◆ A gender policy is in the process of finalization.</li> </ul>
<b>3. Challenges</b>	<ul style="list-style-type: none"> <li>◆ Under-representation of women, disabled persons and certain race groups</li> <li>◆ Under-representation of African employees in higher-level positions.</li> <li>◆ Unattractive working environment for disabled persons</li> <li>◆ Existence of racial tension and lack of diversity in the workplace.</li> <li>◆ The need for a control system to ensure that women advance to management positions.</li> <li>◆ HIV/AIDS education and counseling programmes.</li> <li>◆ Employment Equity training for SGB’s focussing on the objectives of the WCED EE – Plan.</li> <li>◆ Unattractive profession, especially at entry level.</li> <li>◆ Designated groups encounter language and support barriers within the organizational culture</li> </ul>
<b>4. Addressing the challenges</b>	<ul style="list-style-type: none"> <li>◆ Developing management and leadership interventions relevant to the WCED’s EE-Plan objectives</li> <li>◆ Building capacity amongst the most under-represented of the designated groups through training and skills development.</li> <li>◆ Conduct training interventions focussing on diversity management so as to support the objectives of the EE-Plan.</li> <li>◆ Exploring and presenting alternative interventions for disabled persons.</li> <li>◆ Exploring systems of career path development for educators.</li> <li>◆ Adopting guidelines or a protocol which addresses discrimination in the workplace.</li> </ul>
<b>5. Ensuring equitable representation</b>	<ul style="list-style-type: none"> <li>◆ Strategies include preferential treatment and numerical goals</li> <li>◆ Retaining and developing people from designated groups by implementing appropriate skills training measures.</li> </ul>

<b>THE PUBLIC SERVICE SECTOR</b>	
<b>1. Situation Analysis</b>	<ul style="list-style-type: none"> <li>◆ The employment policies and procedures are non-discriminatory, but guidelines need to be improved.</li> <li>◆ Discriminatory elements were found in the implementing of policies and procedures related to employment.</li> <li>◆ No evidence was found of the use of medical and / or psychological testing by the WCED</li> </ul>
<b>2. Preparing the environment to ensure equity</b>	<p><b>Initiatives that differ from the Educator Sector</b></p> <ul style="list-style-type: none"> <li>◆ The new Z83 form (Application for Employment) introduced</li> <li>◆ The Z27 form (Health Questionnaire) was discarded</li> <li>◆ A sexual harassment policy was adopted</li> <li>◆ HIV/AIDS policy framework adopted as a collective agreement</li> <li>◆ A new performance management system in the process of implementation.</li> </ul>
<b>3. Challenges</b>	<p><b>Challenges which differ from the Educator Sector</b></p> <ul style="list-style-type: none"> <li>◆ Under-representation of African employees, most of whom are in limited to lower-level occupations and levels and many of whom are illiterate or semi-literate.</li> <li>◆ Female employees under-represented in higher positions</li> <li>◆ Indian employees and people with disabilities under-represented throughout the Department.</li> <li>◆ Gender inequalities</li> </ul>
<b>4. Ensuring equitable representation</b>	<ul style="list-style-type: none"> <li>◆ Strategies include preferential treatment and numerical goals</li> <li>◆ Retaining and developing people from designated groups by implementing appropriate skills training measures.</li> </ul>