

WESTERN CAPE EDUCATION DEPARTMENT

EMPLOYMENT EQUITY PLAN

PREAMBLE

The Western Cape Education Department (hereafter referred to as 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 EEA).

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

- (a) Consciously striving to achieve the goal of a representative workforce; and
- (b) promoting equal opportunity and fair treatment in employment through the elimination of unfair treatment; and
- (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.

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 organisation. 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, thereby, giving rise to 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

It is the intent of the Western Cape Education Department 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 will be placed on the proper and full development and utilization of human potential at all levels within the department. The extent of 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 content in the period of five years, after which a new plan will be drawn up should it be deemed necessary.
- promote Employment Equity as an organisational imperative that addresses the shortage of certain skilled people and projected management requirements in the department.
- ensure that all discriminatory barriers that prevent employees from designated groups from enjoying the same benefits and privileges as all other employees, are eliminated.

PURPOSE OF THE EMPLOYMENT EQUITY PLAN

- (a) to ensure that all people who were discriminated against in the workplace in terms of race, gender and disability and all other people are empowered to enable them to gain access to and compete for all posts, including those at the highest level;
- (b) to ensure that the WCED is proactive in addressing the change to a new South Africa characterised by non-discrimination and fairness to all;
- (c) to strive towards achieving a department that reasonably represents the economically active demographics of the province in which we are located;
- (d) to promote Employment Equity as an organisational imperative that addresses the shortage of certain skilled people and projected management requirements in the department;
- (e) to ensure that all discriminatory barriers that prevent employees from designated groups from enjoying the same benefits and privileges as all other employees, are eliminated;
- (f) to ensure that the department complies with all provisions and requirements of the Employment Equity Act.

SCOPE

This plan is applicable to all permanent and temporary employees, with special emphasis on designated groups, i.e. people from the African, Coloured and Indian communities, women and people with disabilities. This Plan is, further, applicable to all employees employed by projects which the WCED is co-ordinating as well as all service providers who render a service to the WCED.

This Plan is also inclusive of:

- financial management and policy making opportunities
- projects
- secondments
- representation on committees, task teams and working groups
- attendance at meetings at national or provincial level
- exposure to learning opportunities

CHAPTER 1

OVERVIEW OF THE WCED

VISION STATEMENT

Effective education for all.

MISSION STATEMENT

To develop the intellectual, physical, emotional and spiritual potential of learners through effective, well-managed institutions functioning as learning organisations so that the learners may become mature and valued members of society, productive participants in the global knowledge economy and contributors to a desirable future for the country.

DEPARTMENTAL ETHOS

- All institutions as learning organisations
- Empathetic learner-centered environment
- Safe school environment
- High level of professionalism
- Well-managed and nurturing institutions
- Well-governed institutions
- Ethos of positive community interaction
- Service oriented
- Quality improvement and measurement
- Communication
- Accountability
- Within the legislative framework, reward for success or consequences for continued failure

STRATEGIC DIRECTION

Critical challenges that the Department faces:

A. Effective learning and teaching in well-managed and well-governed institutions.

- 1) The improvement of numeracy and literacy levels.
- 2) Ensuring a safe school environment in which all learners can learn and all teachers can teach.

B. The broad strategies or responses the Department chose to follow in response to the above-mentioned critical challenges:

- 1) The further development of the EMDC's' capacity to support and develop institutions by means of multi-functional teams.
- 2) Extending our Reading Schools Campaign into a Reading First Strategy and the development of intervention strategies to enhance literacy and numeracy in the foundation, intermediate and senior phases of schooling.
- 3) Continuing and extending the work done within the Safe Schools Programme of the Department.
- 4) Extending the measurement of literacy and numeracy outcomes.
- 5) Encouraging participation of learners in mathematics and science programmes in the FET Band and developing the focus schools in this field.
- 6) Operationalising an In-service Training Institute.
- 7) Using technology to support curriculum delivery.
- 8) Increasing the efficiency of the education delivery system by means of, inter alia, discipline and diligence, better trained educators, improved management and an improved learning environment.

C. The Department will pursue the following core objectives:

- 1) To provide access to quality basic education for all.
- 2) To develop the FET Band.
- 3) To enable and support schools and educators to meet their educational challenges and to increasingly promote accountability within the legislative framework.

LEGISLATIVE MANDATE

The key legislation that governs the existence of the WCED and its operations are 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.
- The Further Education and Training Act, 1998.
- The South African Certification Council Act, 1986.
- The Employment of Educators Act, 1998.
- Western Cape Provincial School Education Act, 1997.
- The Public Service Act, 1999 (as amended)
- Basic Conditions of Employment Act, 1998
- Labour Relations Act, 1995
- Collective Agreements
- Skills Development Act, 1998
- Employment Equity Act, 1998
- Public Finance Management Act, 1999

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 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 seven geographically decentralised districts, namely Education Management and Development Centres (EMDCs):

- Metropole
 - Central
 - East
 - North
 - South
- Rural
 - West Coast/Windelands
 - Breede River/Overberg
 - South Cape/Karoo

Its core service is being rendered at 1 498 institutions throughout the Province, which are clustered into the seven EMDCs.

The workforce of the WCED as at 1 April 2002 is comprised of 37 043 employees:

- Educators – 28749
- Public Service Staff – 8294

The posts within the WCED consist of eight occupational categories:

- Clerks
- Craft and related personnel
- Elementary occupations
- Legislators, Senior Officials and Managers
- Plant and machine operators
- Professionals
- Service and sales workers
- Technicians and Associate Professionals

Public Service Staff are part of all eight occupational categories, as opposed to Educators who are part of the occupational category: professionals.

PROCESS FOLLOWED

The WCED pursued the following steps to ensure the development of the Employment Equity Plan:

- (a) Initial information dissemination through the distribution of pamphlets and A3 size posters, containing a summary of the objectives of the Act
- (b) Flyers containing relevant information about the progress made with the Employment Equity process within the department
- (c) The appointment of an Employment Equity Consultant to set up structures which lay the foundation for the development of an Employment Equity Plan
- (d) Awareness-raising sessions with the Top Management of the WCED
- (e) Awareness-raising sessions with Directorates and EMDCs of the WCED
- (f) Awareness-raising and training interventions with various line managers representing all levels of the WCED
- (g) Two Employment Equity Consultative Forums (EECF) were constituted, focusing on the Educator and Public Service Sectors, respectively. These Forums consisted of:
 - management representatives
 - employee representatives (represented by employee organisations)
 - interest groups (Gender Focal Persons, School Governing Bodies and Disabled persons)
- (h) Workshops for members of the EECF
- (i) Quantitative Analysis
 - workforce profile of the respective sectors with regard to race, gender and disability, per occupational category and post/salary level
 - inputs as received from the various groups consulted
 - relevant demographic information contained within the EEA and Statistics South Africa Report (1996)
- (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 Employment Equity Plan is to be developed while bearing two major objectives in mind:

- (a) Employment Equity -
 - ensuring 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 acknowledge that it is an ongoing process.

- (d) Affirmative Action
 - to use specific ways to enable designated persons to move into positions which they were prevented from entering through past practices

CHAPTER 2

1. PURPOSE OF THE PLAN

To inform all interested persons and groups concerning–

- 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;
- The timeframes 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 Plan within the broader context of Human Resource Planning, linking the plan to our Strategic Objectives and Service Delivery needs.

2. DURATION OF THE PLAN

On 1 June 2000 the WCED reported to the Department of Labour on its profile and an updated staff profile was provided during 2001.

It is the intention of the WCED to have a 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.

3. AFFIRMATIVE ACTION MEASURES

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.

(b) Ensuring reasonable representation

Issues relating to the workforce profile and specifically the identification of under-representation will be dealt with under this section.

(c) Evaluation and monitoring

Issues relating to responsibilities for monitoring will be dealt with under this section.

Analysis and results under each heading will be reported under the following sub-headings:

- Statutory obligations
- Situational analysis
- Challenges
- Addressing the challenges

3.1 Prohibition of Unfair Discrimination

3.1.1 Statutory obligation

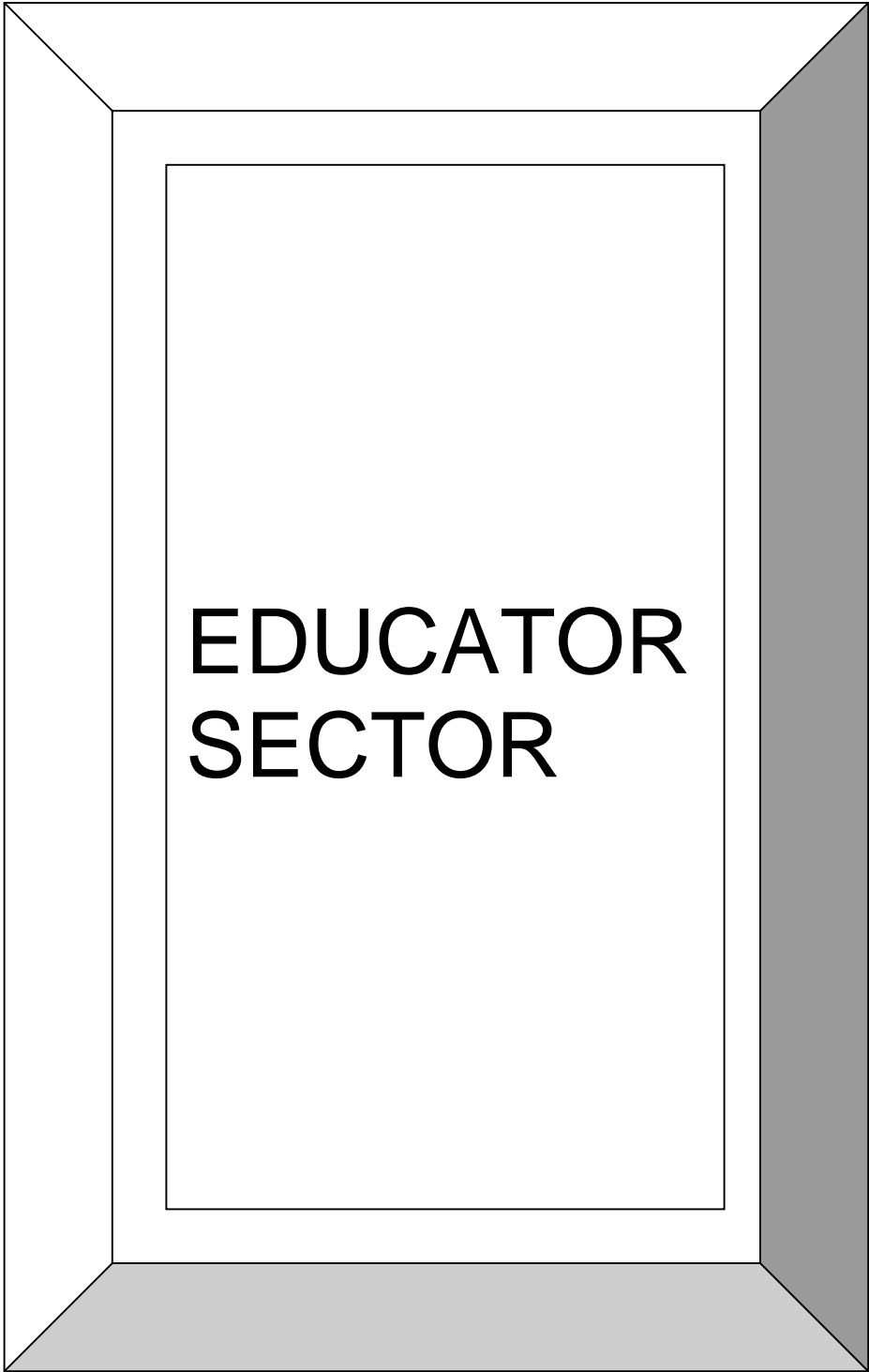
Sections 5 to 8 of the EEA, read with Section 15(i) and (ii).

- 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
 - 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
 - language
- Prohibition of Medical testing
- Prohibition of psychological and other similar assessments.

TWO SECTORS

As the WCED regulates two employment sectors, the analysis, challenges and measures will be dealt with under each of the two sectors, namely the Educator Sector and the Public Service Sector.



**EDUCATOR
SECTOR**

A. EDUCATOR SECTOR

i. Situational analysis

Results of the analysis will be reported on, rather than in-depth reporting of each of the issues mentioned above. Annexure A provides information on the analysis of the educator sector.

It is important to note that the employment policies are transversal within the Educator Sector and that negotiation and consultation with regard to employment policies are being dealt with at a National level.

During the identification of the possible barriers in terms of the employment policies and procedures, it was found that all policies do comply with the EEA and are deemed as non-discriminatory. However, there is room for improvement, especially with regard to guidelines.

The area in which discriminatory elements were found is when the policies and procedures are implemented, namely the employment practices.

In analysing the employment practices, no evidence could be found that the WCED is making use of medical-or psychological testing, where it does not form part of the inherent requirement of a post.

ii. Preparing the environment to ensure equity

Recently some initiatives were taken to ensure that our employment policies, procedures and practices are equitable:

- The wording: “Equal Opportunity Employer” is displayed in all recruitment initiatives
- A sexual harassment policy is in the process of being adopted
- Guidelines relating to progressive discipline and possible disciplinary action was made available, as well as training of principals and circuit managers in this regard
- In terms of the Skills Development Act, Training Committees were constituted to actively participate in developing Workplace Skills Plans for all constituencies of the WCED
- A Gender Focal Person was appointed and District Gender Focal Persons were nominated to represent all constituencies within the WCED
- A Gender Policy is in the process of finalisation

iii. Challenges

- (a) Ensuring representivity, w.r.t. race, gender and disability at institutional level, while taking into account curricular needs
- (b) Training and skilling educators to satisfy the curricular needs of institutions
- (c) Teaching is regarded as a predominantly female profession and the profession has become more feminised over the past decade
- (d) Due to the nature of work and training practices the foundation phase is regarded as a 'female domain'
- (e) Ensuring representation of African employees in higher level positions of the WCED
- (f) Affording opportunities for persons with disabilities to enter the work environment of the department
- (g) Addressing diversity, stereotyping and racial tension within offices or institutions
- (h) 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 of the department.
- (i) Ensuring that systems are put in place to address gender inequity, by recognising the barriers which women face in the work environment.
- (j) Ensuring that persons with HIV/AIDS are not discriminated against in the work environment.
- (k) Ensuring that language issues are not a barrier to representivity.
- (l) Ensuring that School Governing Bodies understand and adhere to the spirit of the Employment Equity Act and the objectives of this EE-Plan
- (m) Making teaching more attractive as a profession at especially entry levels, but also to ensure a career path, for especially male educators.
- (n) Ensuring that the environment provides access to disabled persons.
- (o) Addressing our organisational culture to make it more supportive of designated groups.

EMPLOYEES	OVER AND UNDER-REPRESENTATION
1. African Male	Under-representation at all levels; especially as FET educators, Education Specialists and in managerial positions
2. African Female	Under-representation at all levels; especially as FET educators, Education Specialists and in managerial positions
3. Coloured Male	Over-represented
4. Coloured Female	Under-represented at levels 3 to 5
5. Indian Male	Under-represented at all levels
6. Indian Female	Under-represented at all levels
7. White Female	Under-represented at levels 3 to 4 and in managerial positions; over-represented on Education Specialist level
8. Disabled persons	Under-represented at all levels
9. White male	Over-represented at levels 3 to 5

iii. Addressing the Challenges

- (a) To obtain the full commitment of managers to the process
- (b) To develop management and leadership interventions related to the roles and functions of principals and office managers and to build capacity amongst designated groups who are seen as most under-represented
- (c) Training interventions focusing on diversity management, which will support the objectives of the EE-Plan
- (d) Adopt a Guideline or Protocol which addresses discrimination in the work environment
- (e) On institutional level, as a first initiative, to
 - promote and focus on integration, which will enhance representivity
 - vertical mobility of female educators
 - measures or guidelines to accommodate disabled employees
- (f) Explore systems to ensure the development of career paths for educators
- (g) Explore and present alternative training interventions for disabled persons, which will accommodate their needs

iv. Ensuring equitable representation

Statutory obligations

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. Strategies include, preferential treatment and numerical goals, but which are not based on quotas.
- 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.

SUMMARY OF POPULATION

FIGURES FOR THE WESTERN CAPE

RACE					
AFRICAN	COLOURED	INDIAN	WHITE	UNSPECIFIED	TOTAL
826 691	2 146 109	40 376	821 551	122 148	3 956 875
20.9%	54.2%	1.0%	20.8%	3.1%	100%

GENDER		
Male	= 1 935 494	= 49%
Female	= 2 021 381	= 51%
Total	= 3 956 875	= 100%

**SUMMARY OF ECONOMICALLY ACTIVE POPULATION (1996)
AGES 20 TO 60 AS ON 1 April 2002 (20 = 14 years in 1996 plus 6 years)**

RACE												
AFRICAN			COLOURED			INDIAN			WHITE			TOT AL
M	F	T	M	F	T	M	F	T	M	F	T	
28365 3	27428 5	55793 8	64255 5	68644 5	1329000	1297 8	1288 9	2586 7	23993 1	24847 9	4884 10	24012 15
11%	11%	22%	27%	29%	56%	1%	1%	2%	10%	10%	20%	100%

GENDER			
Male	=	1 179 117	= 49%
Female	=	1 222 098	= 51%
Total	=	2 401 215	= 100%

WCED PROFILE OF EMPLOYEES (EDUCATOR SECTOR)

RACE												
AFRICAN			COLOURED			INDIAN			WHITE			TOT AL
M	F	T	M	F	T	M	F	T	M	F	T	
1570	3298	4868	6704	10523	17227	64	81	145	2109	4400	6509	28749
5%	11%	16%	25%	38%	63%	0.22 %	0.28	0.5%	7%	14%	21%	100%

GENDER			
Male	=	10 447	= 37 %
Female	=	18 302	= 63%
Total	=	28749	= 100%

DISABILITY (4% of Economic Active Population)			
Female	=	9	= 0.03%
Male	=	12	= 0.04%
Total	=	21	= 0.07%

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 workforce.

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

- **RACE**

- African : Under-represented: -6%
- Coloured : Over-represented: +7%
- Indian : Under-represented: -1.5%
- White : Over-represented: +1%

- **GENDER**

- Male : Under-represented: -12%
- Female : Over-represented: +12%

The Educator Sector consists of one occupational category, namely Professionals, and has 5 post levels. Within this sector there are four pillars of service delivery:

- Education Specialists (who are office based)
- Principals (Institution based)
- Educators (Institution based)
- Further Education and Training Educators (Institution based)

□ **Education Specialists**

- Post levels 1 to 5

• **RACE**

- African : Representation: 11.89%
- Coloured : Representation: 46.19%
- Indian : Representation: 1.1%
- White : Representation: 40.81%

• **GENDER**

- Female : Representation: 46%
- Male : Representation: 54%

□ **PRINCIPALS**

- Post levels 1 to 4

• **RACE**

- African : Representation: 9.92%
- Coloured : Representation: 60.1%
- Indian : Representation: 0.9%
- White : Representation: 29.06%

• **GENDER**

- Female : Representation: 27.06%
- Male : Representation: 72.9%

□ **EDUCATORS**

- Post levels 1 to 3

• **RACE**

- African : Representation: 17.8%
- Coloured : Representation: 60.9%
- Indian : Representation: 0.46%
- White : Representation: 20.75%

• **GENDER**

- Female : Representation: 66%
- Male : Representation: 33.5%

□ **FURTHER EDUCATION AND TRAINING EDUCATORS**

- Post levels 1 to 5

• **RACE**

- African : Representation: 5.1%
- Coloured : Representation: 35.62%
- Indian : Representation: 0.93%
- White : Representation: 58.35%

• **GENDER**

- Female : Representation: 53.9%
- Male : Representation: 46%

GENDER: OVERALL REPRESENTATION PER POST LEVEL

- Post levels 1 to 5

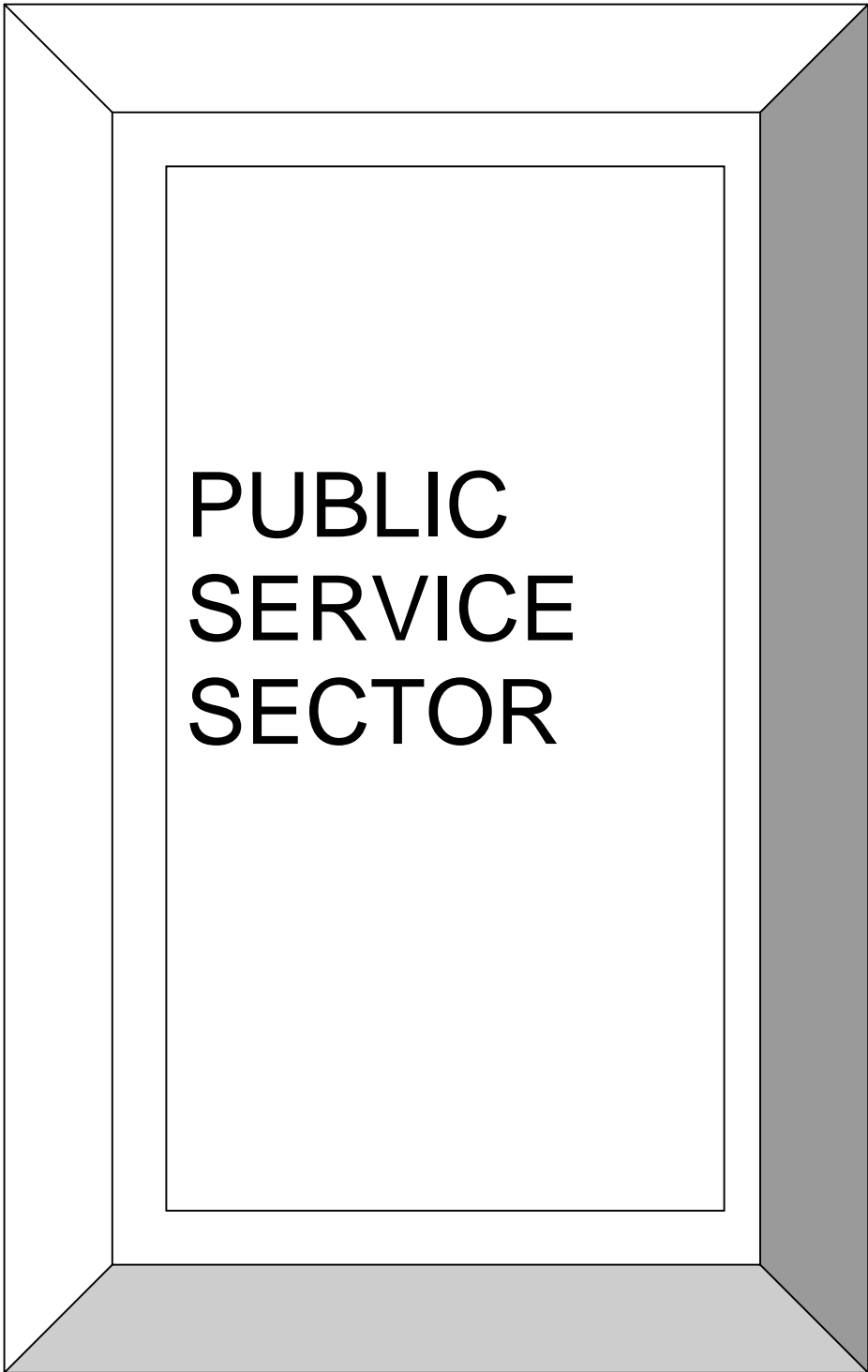
	SALARY RANGE	MALE	%	FEMALE	%	
	1	6303	29.03%	15410	70.97%	21713
	2	2003	47.87%	2181	52.13%	4184
	3	1406	71.81%	552	28.19%	1958
	4	707	82.11%	154	17.89%	861
	5	27	84.38%	5	15.63%	32
	TOTAL	10446	36.34%	18302	63.66%	28749

SUMMARY OF EMPLOYEES PER POST LEVEL: EDUCATOR SECTOR

RANK GROUP	SALARY RANGE	AFRICAN		COLOURED		INDIAN		WHITE		GRAND TOTAL
		M	F	M	F	M	F	M	F	
Educ Spec	1	0	0	1	3	0	0	1	6	11
Principal	1	0	0	11	35	0	0	2	25	73
Educator	1	1115	2682	3938	8905	29	51	953	3343	21016
FET Educ	1	16	15	126	89	0	7	111	249	613
	TOTAL	1131	2697	4076	9032	29	58	1067	3623	21713
Educ Spec	2	1	6	1	16	0	0	4	29	57
Principal	2	0	1	89	65	0	0	17	61	233
Educator	2	214	399	1171	1076	14	13	406	428	3721
FET Educ	2	3	8	46	22	1	0	36	57	173
	TOTAL	218	414	1307	1179	15	13	463	575	4184
Educ Spec	3	8	12	50	36	3	1	28	39	177
Principal	3	16	16	254	62	3	4	157	54	567
Educator	3	113	94	540	151	6	5	180	63	1152
FET Educ	3	1	1	18	3	0	0	29	11	63
	TOTAL	138	123	862	252	12	10	394	167	1959
Educ Spec	4	9	15	67	18	1	0	42	21	173
Principal	4	74	47	376	41	7	0	125	9	679
FET Educ	4	0	0	1	0	0	0	5	3	9
	TOTAL	83	62	444	59	8	0	172	33	861
Educ Spec	5	0	2	13	1	0	0	10	2	28
FET Educ	5	0	0	2	0	0	0	2	0	4
	TOTAL	0	2	15	1	0	0	12	2	32
	GRAND TOTAL	1570	3298	6704	10523	64	81	2109	4400	28749

Addressing representation

- The recruitment, selection and appointment procedure will be utilised to achieve the goals of representivity
- The following will be used to create vacancies in the department in line with the objectives of the Employment Equity Plan:
 - natural staff turnover (resignations, retirements, dismissals, etc)
 - transfers and promotions;
 - expansion of the department
 - restructuring the public service
- All appointments will, however, be based on the inherent requirements of the position. However, where an insignificant gap between possible candidates exists in terms of merit/performance, preference will be given to an employee from a designated group, should the appointment contribute to the improvement of the representation of specific designated groups.
- 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 EE-Plan with the Workplace Skills Plan.
- 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 to levels where under-representation was identified for vacancies as they arise.
 - Planned Route (Fast-Track Development)
Candidates selected for their potential will be exposed 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 under-representation of specific groups as identified in this Plan.



**PUBLIC
SERVICE
SECTOR**

B. PUBLIC SERVICE SECTOR

i. Situational analysis

Results of the analysis will be reported on, rather than in-depth reporting of each of the issues. Annexure B provides information on the qualitative analysis of the public service sector.

It is important to note that the employment policies, procedures and practices are transversal within the Western Cape Provincial Administration. They apply to all provincial departments within the Western Cape.

During the identification of the possible barriers in terms of the employment policies, procedures and practices, it was found that all policies and procedures do comply with the EEA and are deemed as non-discriminatory. However, there are distinct gaps in the implementation of these policies, especially when they are being implemented, therefore, special attention must be given to practices.

In analysing the employment practices, no evidence could be found that the WCED is making use of medical-or psychological testing.

ii. Preparing the environment to ensure equity

Some initiatives were undertaken to be in line with the requirements of the EEA:

- The wording: "Equal Opportunity Employer" is displayed in all recruitment initiatives
- The new Z83, (application for employment), was put into commission. Special notes on this form explain to the user why information regarding gender, race and disability is needed.
- The Z27, (Health Questionnaire) was taken out of commission.
- A sexual harassment policy was adopted
- A policy framework on HIV/AIDS in the workplace was adopted as a collective agreement
- A new Provincial Performance Management System is in the process of finalisation/implementation
- Guidelines relating to progressive discipline and possible disciplinary actions were made available, as well as training of line managers

- Training Committees were constituted, in terms of the Skills Development Act, to actively participate in developing Workplace Skills Plans for all constituencies of the WCED
- A Gender Focal Person was appointed and Gender Focal Persons in districts were nominated to represent all constituencies within the WCED
- A Gender Policy is in the process of finalisation

iii. Challenges

- (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.
- (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 are occupying 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 on institutional level bearing in mind limited posts.
- (i) An organisational culture in which mutual respect between men and women exists needs to be cultivated.

EMPLOYEES	OVER AND UNDER-REPRESENTATION
1. African Male	Under-representation at all levels; All occupational groupings, especially managerial positions
2. African Female	Under-representation at all levels; All occupational groupings, especially managerial positions
3. Coloured Male	Under-represented, levels 13 to 16
4. Coloured Female	Under-represented, levels 7 to 16
5. Indian Male	Under-represented at all levels; All occupational groupings
6. Indian Female	Under-represented at all levels; All occupational groupings
7. White Female	Reasonably represented
8. White Male	Under-represented, levels 1 to 8. Over-represented, levels 9 to 15.
8. Disabled persons	Under-represented at all levels, All occupational groupings

iv. Addressing the Challenges

- (a) Develop training interventions focusing on diversity management, which is supportive to the objectives of the EE-Plan
- (b) Adopt a Guideline or Protocol which addresses racial discrimination in the work environment
- (c) Explore and present alternative training interventions for disabled persons, based on their needs
- (d) Apply employment equity principles in the restructuring process.

v. Ensuring equitable representation

Statutory obligations

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, which include preferential treatment and numerical goals, but which are not based on quotas.
- Retain and develop people from designated groups and to implement appropriate training measures that provide for skills development, but not to exclude non-designated people from development.

SUMMARY OF POPULATION
FIGURES FOR THE WESTERN CAPE

RACE					
AFRICAN	COLOURED	INDIAN	WHITE	UNSPECIFIED	TOTAL
826 691	2 146 109	40 376	821 551	122 148	3 956 875
20.9%	54.2%	1.0%	20.8%	3.1%	100%

GENDER		
Male	= 1 935 494	= 49%
Female	= 2 021 381	= 51%
Total	= 3 956 875	= 100%

SUMMARY OF ECONOMICALLY ACTIVE POPULATION (1996)
AGES 16 TO 65 AS ON 1 April 2002 (16 = 10 year old at 1996 plus 6 years)

RACE												
AFRICAN			COLOURED			INDIAN			WHITE			TOT AL
M	F	T	M	F	T	M	F	T	M	F	T	
32156 1	31216 2		76554 5	81275 0		1529 0	1503 1		28369 0	29342 2		281945 1
11%	11%	22%	27%	29%		1%	1%		10%	10%		100%

GENDER		
Male	= 1 386 086	= 49%
Female	= 1 433 365	= 51%
Total	= 2 819 451	= 100%

EMPLOYEE PROFILE OF THE WCED (PUBLIC SERVICE SECTOR)

RACE												
AFRICAN			COLOURED			INDIAN			WHITE			TOT AL
M	F	T	M	F	T	M	F	T	M	F	T	
527	431	958	2 891	3 182	6073	1	11	12	265	986	1251	8294
6.35%	5.2%	11.5%	34.86 %	38.37 %	73.2%	0.01 %	0.13 %	0.14 %	3.2%	11.9%	15.08 %	100%

GENDER			
Male	=	=	44.41 %
Female	=	=	55.58%
Total	=	=	100%

DISABILITY (4% of Economic Active Population)			
Female	=	24	= 0.28%
Male	=	14	= 0.16%
Total	=	38	= 0.45%

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 workforce.

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

- **RACE**

- African : Under-represented: -10.5%
- Coloureds : Over-represented: +17.4%
- Indian : Under-represented: -1.8%
- White : Under-represented: -5.16%

- **GENDER**

- Male : Under-represented: -5%
- Female : Over-represented: +5%

- **POST LEVELS**

- Levels 1 to 6

- **RACE**

- African : Representation: 12.01%
- Coloured : Representation: 73.71%
- Indian : Representation: 0.11%
- White : Representation: 14.15%

- **GENDER**

- Female : Representation: 56.5%
- Male : Representation: 43.4%

- **POST LEVELS**

- Levels 7 to 8

- **RACE**

- African	:	Representation:	1.2%
- Coloured	:	Representation:	70.4%
- Indian	:	Representation:	1.2%
- White	:	Representation:	27%

- **GENDER**

- Female	:	Representation:	45.1%
- Male	:	Representation:	54.8%

- **POST LEVELS**

- Levels 9 to 12

- **RACE**

- African	:	Representation:	2%
- Coloured	:	Representation:	63.2%
- Indian	:	Representation:	0%
- White	:	Representation:	34%

- **GENDER**

- Female	:	Representation:	25.5%
- Male	:	Representation:	74%

- **POST LEVELS**

- Levels 13 to 16 (Senior Management Service)

• **RACE**

- African : Representation: 9.09%
- Coloured : Representation: 36.6%
- Indian : Representation: 0%
- White : Representation: 54.5%

• **GENDER**

- Female : Representation: 12.1%
- Male : Representation: 87.8%

SUMMARY OF ALL PUBLIC SERVICE EMPLOYEES PER POST LEVEL

	Race		Gender											
	I		I Total	C		C Total	A		A Total	W		W Total	Grand Total	
Sal Level	M	F		M	F		M	F		M	F			
1				81	54	135	100	43	143	11	21	32	310	
2		2	2	1475	1671	3146	265	140	405	13	26	39	3592	
3				411	269	680	119	85	204	20	70	90	974	
4		1	1	459	360	819	12	76	88	123	292	415	1323	
5				31	55	86	8	24	32	4	19	23	141	
6	1	5	6	253	702	955	20	57	77	25	494	519	1557	
7		2	2	56	32	88		2	2	13	21	34	126	
8		1	1	53	26	79		1	1	8	22	30	111	
9				25	4	29		1	1	6	5	11	41	
10				11		11				5	2	7	18	
11				11	2	13				4	6	10	23	
12				6	3	9		1	1	5	1	6	16	
13				9	1	10	1	1	2	10	1	11	23	
14							1		1	4	1	5	6	
15				1		1				2		2	3	
16				1		1							1	
X				8	3	11	1		1	12	5	17	29	
Grand Total	1	11	12	2891	3182	6073	527	431	958	265	986	1251	8294	

PUBLIC SERVICE EMPLOYEES : OFFICE BASED								
GENDER	MALE				FEMALE			
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
TOTALS	22	576	0	78	22	277	0	107
%	2.03	53.23	0.00	7.21	2.03	25.60	0.00	9.89

PUBLIC SERVICE EMPLOYEES: INSTITUTION BASED								
GENDER	MALE				FEMALE			
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
TOTALS	505	2315	1	187	409	2905	11	879
%	7.00	32.10	0.01	2.59	5.67	40.28	0.15	12.19

PUBLIC SERVICE EMPLOYEES PER OCCUPATIONAL CATEGORY

PUBLIC SERVICE EMPLOYEES: CLERKS								
GENDER	MALE				FEMALE			
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
TOTALS	45	413	1	44	230	1124	8	604
%	1.82	16.73	0.04	1.78	9.32	45.52	0.32	24.46

PUBLIC SERVICE EMPLOYEES: CRAFT AND RELATED WORKERS								
GENDER	MALE				FEMALE			
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
TOTALS	0	17	0	1	0	0	0	0
%	0.00	94.44	0.00	5.56	0.00	0.00	0.00	0.00

PUBLIC SERVICE EMPLOYEES: ELEMENTARY OCCUPATIONS								
GENDER	MALE				FEMALE			
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
TOTALS	457	2155	0	158	195	1958	2	337
%	8.68	40.95	0.00	3.00	3.71	37.21	0.04	6.40

PUBLIC SERVICE EMPLOYEES: LEGISLATORS, SENIOR OFFICIALS AND MANAGERS								
GENDER	MALE				FEMALE			
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
TOTALS	2	11	0	16	1	1	0	2
%	6.06	33.33	0.00	48.48	3.03	3.03	0.00	6.06

PUBLIC SERVICE EMPLOYEES: PROFESSIONALS								
GENDER	MALE				FEMALE			
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
TOTALS	11	69	0	29	3	45	1	35
%	5.70	35.75	0.00	15.03	1.55	23.32	0.52	18.13

PUBLIC SERVICE EMPLOYEES: SERVICE AND SALES WORKERS									
GENDER	MALE				FEMALE				
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE	
TOTALS	10	171	0	0	1	39	0	1	
%	4.50	77.03	0.00	0.00	0.45	17.57	0.00	0.45	

PUBLIC SERVICE EMPLOYEES: TECHNICIANS AND ASSOCIATE PROFESSIONALS									
GENDER	MALE				FEMALE				
RACE	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE	
TOTALS	0	24	0	11	1	13	0	4	
%	0.00	45.28	0.00	20.75	1.89	24.53	0.00	7.55	

Addressing representation

- The recruitment, selection and appointment procedure will be utilised to achieve the goals of representivity, as well as the restructuring, matching and redeployment process
- The following methods will be used to create vacancies in the department in line with the objectives of the Employment Equity Plan:
 - natural staff turnover (resignations, retirements, dismissals, etc)
 - transfers and promotions;
 - expansion of the department;
 - restructuring the public service.
- All appointments will, however, be based on the inherent requirements of the position. However, where an insignificant gap between possible candidates exists in terms of merit/performance, preference will be given to an employee from a designated group, should the appointment contribute to the improvement of the representation of specific designated groups.
- 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.
- 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 EE-Plan.
 - Natural Staff Turnover
To recruit candidates from designated groups to levels where under-representation was identified for vacancies as they arise.
 - Planned Route (Fast-Track Development)
Candidates selected for their potential will be exposed 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 Plan.

CHAPTER 3

1. IMPLEMENTATION OF THE EE-PLAN

In implementing the EE-Plan 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 programs 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.

2. RESPONSIBILITIES

2.1 Directorate: Human Resource Development

The successful implementation of the EE-Plan is dependent upon the development of all employees.

The overall responsibility of Human Resource Development is to drive and co-ordinate the process of implementation. Specific responsibilities are:

- Communicate the Plan to all sites of the WCED (summaries, awareness-raising and capacitating sessions). Advocacy.
- Ensure the compliance with due dates and targets, by regular feedback and updates.
- Co-ordinate the ongoing consultative process with the Consultative Forum(s).
- Monitoring and providing a quarterly report on the profiles and other issues in the Plan to the Head of Education and Top Management of the WCED and the Consultative Forum(s).
- Provide a Report, as required, on an annual basis to the Department of Labour.
- Ensuring the inclusion of the EE-strategies and objectives into the strategic and operational plans of all business units of the WCED.
- Ensuring that Employment Equity is written into the contracts of all managers, especially the Senior Managers.

Human Resource Development also has an obligation to 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 EE-Plan 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 that are underlying the EE-Plan are planned for and are adhered to.
- Researching and, where necessary, adapting or developing policies, procedures, guidelines and directives with regard to succession planning, human resource planning and the accommodation of disabled employees.
- Research and, where necessary, adapt or source courses, with regard to management and leadership, diversity management, institutional capacity building for improved service delivery. Develop criteria/models for ongoing learning and multi-skilling (where applicable).
- Research and give guidance to gender issues, and ensure that gender mainstreaming occurs within the WCED and that gender-sensitive budgets are drawn up.

2.2 Directorates: Personnel Management

Personnel Management is responsible for administering rules, regulations and other prescripts regarding personnel matters within the WCED. This includes the placements 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 the Directorates to develop applicable policies, procedures, practices and guidelines on all personnel management issues. The responsibilities of this component will relate to:

- Giving guidance on criteria, e.g. issues relating to suitability and potential;
- Researching and where necessary adapting or developing policies, guidelines and directives, e.g. regarding retaining personnel, recruitment, etc.

2.3 Directorate: Labour Relations

This directorate is responsible to ensure negotiations and liaison with unions and representative forums, handling disputes, disciplinary matters and grievances.

- This directorate will receive, review and investigate all complaints or grievances regarding the implementation of the EE-Plan. The component will also assist in the resolution of grievances and disputes emanating from the implementation of the EE-Plan.

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 as well as all occupational categories. 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:

- Sort out the issue around vacancies, i.e. what vacancies are funded, what vacancies are critical and what posts must be budgeted for and what posts may be abolished. This should be embarked upon in order to determine which vacancies should be earmarked to enhance representivity.
- Get acquainted with initiatives of the EE-Plan 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 to address training, formal education, experience, suitability and/or potential to enable them to compete for promotional positions.
- In building capacity amongst employees, special attention must also be given to representation on:
 - projects
 - committees, task teams and working groups
 - meetings at national and provincial level
 - all learning opportunities.

2.5 Employees

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

2.6 Resources

In order to fulfil the obligations as set out in the EE-Plan, 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.

2.7 Dispute Resolution

Should any dispute arise in the implementation of the EE-Plan it must be taken up by the relevant line manager. If no amicable solution can be found to remedy the situation, then the existing dispute resolution mechanism must to be followed.

2.8 Monitoring

The current Consultative Forums will stay in place in order to monitor the implementation and outcome of the EE-Plan 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:

- Employment Equity Manager
- Directorate: Human Resource Development, who is responsible for the development, maintenance and implementation of the Plan; and
- The Top Management of the WCED.

2.9 EVALUATION

The Employment Equity Plan of the WCED is a dynamic plan, which will be monitored and reviewed on an ongoing basis. 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.

CHAPTER 4

The appointed Employment Equity Manager is the Chief Director for Human Resource Management, Mr JH Hurter.

The Directorate: Human Resource Development is responsible for the development and co-ordination of the process to ensure the delivery and implementation of the Employment Equity Plan.

The Plan was developed through the full participation of all stake-holders 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 Consultative Forums who represented their constituencies and who ensured that all concerns were addressed. Also, for the constructive manner in which debates were entered and concluded and for their dedicated effort to ensure that the WCED develop an Employment Equity Plan reflecting of the needs of our employees and our organisation.
- Service providers and consultants who supported the process and gave meaningful contributions.

DATED AND SUBMITTED FOR FILING WITH THE DIRECTOR-GENERAL:
DEPARTMENT OF LABOUR ON THIS 30TH DAY OF AUGUST 2002.

MR RB SWARTZ
HEAD: EDUCATION
DATE: