



**Western Cape
Government**

Education

EMPLOYMENT EQUITY PLAN

1 April 2018 – 31 March 2023



<p>PLEASE READ THIS FIRST</p> <p style="text-align: center;">↓</p>	<p>DEPARTMENT OF LABOUR</p>
<p>PURPOSE OF THIS FORM</p> <p>Section 20 requires designated employers to prepare and implement an Employment Equity Plan which will achieve reasonable progress towards employment equity in the employer's workforce. An Employment Equity Plan must state-</p> <ul style="list-style-type: none"> (a) The objectives to be achieved for each year of the plan (b) The affirmative action measures to be implemented as required by section 15(2); (c) Where under representation of people form designated groups has been identified by the analysis, the numerical goals to achieve the equitable representation of suitably qualified people from designated groups within each occupational level in the workforce, the timetable within which this is to be achieved, and the strategies intended to achieve those goals; (d) The timetable for each year of the plan for the achievement of goals and objectives other than numerical goals; (e) The duration of the plan, this may not be shorter than one year or longer than five years; (f) The procedures that will be used to monitor and evaluate the implementation of the plan and whether reasonable progress is being made towards implementing employment equity; (g) The internal procedures to resolve any dispute about the interpretation or implementation of the plan; (h) The persons in the workforce, including senior managers, responsible for monitoring and implementing the plan; and (i) Any other prescribed matter. 	<p style="text-align: center;">TEMPLATE FOR EMPLOYMENT EQUITY PLAN (Section 20)</p> <p><u>Employer Details</u></p> <p>Trade name: Western Cape Education Department</p> <p>DTI Registration name: 15</p> <p>PAYE/SARS No.: 0740703672</p> <p>EE Ref No.: 1197</p> <p>Industry/Sector: Community, Social and Personal Services</p> <p>Province: Western Cape</p> <p>Tel No: 021 467 2000</p> <p>Fax No: 021 461 3694</p> <p>Postal address: Private Bag X9114, Cape Town, 8000</p> <p>Physical address: Grand Central Towers, Lower Parliament Street, Cape Town</p> <p>Name & Surname of the CEO/Accounting Officer: BK SCHREUDER</p> <p>Email address: Eduhead.Eduhead@westerncape.gov.za</p>

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SECTION 1: DEPARTMENTAL OVERVIEW

1.1 ORGANISATIONAL ENVIRONMENT

The WCED comprises the provincial ministry of education, the provincial head office, district offices and education institutions, including ordinary and special public schools and ECD sites.

There are four branches in the WCED, each headed by a Deputy Director-General. The branches are Education Planning; Curriculum and Assessment Management; Institution Development and Co-ordination and Finance. The Directorate: Communication reports directly to the Head of the Department.

The Department aims to offer a responsive and efficient organisational culture and to improve its business processes and systems on an ongoing basis. The Head Office and eight district offices of the WCED are structured and designed to provide a rapid and expert response service and support to schools and teachers. There are a total of 1449 Public Ordinary Schools and 72 schools for learners with special educational needs.

1.2 VISION

The WCED's vision is "Creating opportunity for all through improved education outcomes".

This is given expression through three over-arching goals:

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

1.3 MISSION

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

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

1.4 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 teacher cohort that is professional and dedicated.
- Accountability and transparency.
- Integrity and excellence in administrative and support functions.

1.5 STRATEGIC GOALS

The strategic goals of the WCED are as follows:

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

1.6 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 1 521 institutions throughout the province, which are clustered into the eight education district offices. The workforce of the WCED as at 31 December 2017 comprises 41 157 permanent employees:

- Educators – 32 451
- Public Service Staff – 8 706

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

SECTION 2: EMPLOYMENT EQUITY AND TRANSFORMATION

2.1 ADHERENCE TO THE EMPLOYMENT EQUITY ACT

The Western Cape Education Department's Employment Equity Plan is prepared in accordance with the requirements and provisions of the Employment Equity Act, No. 55 of 1998 (hereafter referred to as the Act). This plan documents the actions and measures put in place by the Department to advance the process of Employment Equity in the workplace, with specific emphasis on Section 2 of the Act:

- a) The promotion of equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and
- b) The implementation of affirmative action measures to redress the disadvantages in employment experienced by designated groups, to ensure their equitable representation in all occupational categories and levels in the workforce.

2.2 STATEMENT OF INTENT

It is the intention 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, to make the department broadly representative of the economically active demographic distribution of the Province of the Western Cape. This will be effected through the:

- a) Removal of all discriminatory barriers that prevent employees in the groups designated above from enjoying the same benefits and privileges as all other employees.
- b) Achievement of a diverse workforce.
- c) Implementation of affirmative action measures to redress the disadvantages in employment practices experienced by the designated groups, in order to ensure equitable representation in all occupational categories and levels in the department.
- d) Promotion of accessibility, assistive devices and reasonable accommodation for people with disabilities.
- e) Creation of an enabling environment where a new diverse organisational culture can develop.
- f) Implementation this plan and comply with its contents in a period of five years, after which a new plan will be drawn.

The WCED will also ensure that mechanisms are put in place to monitor and evaluate the implementation of this plan. The plan will be advocated extensively to all employees through various communication strategies.

2.3 THE PRINCIPLES OF THE EEP

The Employment Equity Plan (EEP) of the Western Cape Education Department (WCED) is developed around the principles of 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 principles subscribed to by the WCED is elaborated upon as follows:

2.3.1 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.

2.3.2 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.

2.3.3 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.

2.3.4 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.

2.3.5 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.

2.4 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.

2.4.1 The Department will, in terms of Chapter 1, Part VII, Section A of the Public Service Regulation, 2001, apply employment equity measures 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 utilisation 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.

2.4.2 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 underrepresentation 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.

2.4.3 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.
- g) 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.
- h) 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
- (l) Talent Management

2.4.5 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.

2.5 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 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 that refers to African, Coloured and Indian race groups.

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 broadly

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 authorised 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 organisational 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:

- a) having a physical or mental impairment;
- b) which is long-term or recurring; and
- c) 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 organisation 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.

2.6 LEGISLATIVE FRAMEWORK

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

2.7 POLICY AND FRAMEWORKS

- Provincial Employment Equity Policy Framework
- WCED's Disability Strategy
- WCG (Draft) Transversal Recruitment and Selection Policy

2.8 SCOPE

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.

2.9 DURATION OF THE PLAN

Section 20 of the Act indicates that the duration of the Employment Equity Plan may not be shorter than one year or longer than five years. The duration of this plan is 1 April 2018 to 31 March 2023.

2.10 OBJECTIVES FOR THE EE PLAN

The objectives for each year of the plan, which should be specific, measurable, attainable, relevant and time bound, are reflected in the table below:

TIMEFRAMES (e.g.)	OBJECTIVES	ACTIONS
Y1 – Y5 01/04/2018 – 31/03/2023	A demographically broadly representative workforce	<ul style="list-style-type: none"> ● Maintain and monitor monthly workforce profile. ● Identify numerical targets. ● Recruitment, selection and appointments done in line with targets set out in EE Plan.
	An organisational culture that supports diversity and equity	<ul style="list-style-type: none"> ● Cultural surveys to be done to assess the values of the employees and feedback be provided to employees and management. ● Diversity and equity-awareness programmes.
	Implement affirmative-action measures that promote equal opportunities	<ul style="list-style-type: none"> ● Identification of activities that will support the recruitment and retention of designated

TIMEFRAMES (e.g.)	OBJECTIVES	ACTIONS
		<p>groups.</p> <ul style="list-style-type: none"> ● Implement HRD strategies that will empower designated groups for advancement. ● Implement competency- based selection processes to attract competent and suitably qualified designated employees ● Targeted recruitment for under-representation of African employees, women in management and people with disabilities
	Remove employment barriers that restrict designated employees	<ul style="list-style-type: none"> ● On-going analysis of HR policies and practices to identify possible barriers in the workplace and revise policies to eliminate such barriers.
	EE reporting and communication	<ul style="list-style-type: none"> ● Annual reporting on employment-equity progress in the Department ● Regular consultation with employee representative on the EECF. ● Awareness among employees of employment-equity matters.

2.11 BARRIERS AND AFFIRMATIVE ACTION MEASURES

The WCED has identified the following barriers and affirmative action measures for implementation during the next 5-year period.

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Recruitment procedures			√	The shortlist is not always representative and inclusive of candidates from the targeted groups as indicated by the EE Plan.	An EE score is allocated to each candidate during the shortlisting process to ensure the advancement of designated employees to meet the EE targets.	01.04.2018	31.03.2023	Directorate: Recruitment and Selection

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Recruitment procedures			√	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	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	01.04.2018	31.03.2023	Directorate: Recruitment and Selection

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				appointment of a suitably qualified designated employee who will promote broad representivity.				
Advertising positions			√	Advertisements may not reach the targeted groups (i.e. Africans, Coloureds, PwD, women in SMS)	To fast track the recruitment of designated groups, the Department should use media that can target such candidates	01.04.2018	31.03.2023	Directorate Recruitment and Selection

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				with the required skills and competencies or with scarce and critical skills.	successfully. The Directorate Recruitment and Selection must identify the relevant media for targeted advertising. Advertisements may also be distributed to disability networks/organization, which can assist in the sourcing of			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					suitable applicants from PwD.			
Advertising positions			√	No or limited applications of PwD are received when posts are advertised.	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).	01.04.2018	31.03.2023	Directorate: Recruitment and Selection

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					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.			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Selection criteria			✓	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	Recruitment panels must be well advised as to how to effectively apply EE during shortlisting processes.	01.04.2018	31.03.2023	Directorate: Recruitment and Selection

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				operational requirements and the need to promote representivity on all salary and post levels.				
Appointments			√	Appointments do not always address EE targets of which the priority designated groups are: Africans, Coloureds, Women in	Targeted recruitment must be done to attract underrepresented groups, including PwDs	01.04.2018	31.03.2023	Directorate: Recruitment and Selection

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				management and PwDs.				
Job classification and grading	Not regarded as a barrier.							
Remuneration and benefits	Not regarded as a barrier.							
Terms & conditions of employment	Not regarded as a barrier.							
Work environment and facilities		✓		Buildings and/or schools are not always accessible for	Reasonable accommodation and assistive devices can be	01.04.2018	31.03.2023	Directorate: Strategic People Management

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				<p>People with Disabilities. People with Disabilities may need assistive devices to perform the functions of their jobs.</p> <p>The work environment does not always accommodate the needs of mothers –</p>	<p>procured for PwD. This will be part of the Disability Disclosure process.</p>			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				childcare facilities are not available.				
Training and development			√	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	Target and encourage the nomination of designated employees, including PwDs, for functional, management and development training and part-time bursaries to enhance their current skills and competency levels so	01.04.2018	31.03.2023	Directorate: Strategic People Management

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				functional training and/or management and development initiatives.	that they can function effectively on their own level and so that they can be coached or mentored for higher posts.			
Training and development			√	Employees appointed through internship programmes to enhance the appointment of designated	The Department has introduced the following measures to promote future employment: Internship programmes this has assisted the	01.04.2018	31.03.2023	Directorate: Strategic People Management

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				employees with scarce and critical skills. The challenge is that the interns cannot be appointed in the post after the completion of their internship, as the post must be advertised to encourage open competition.	department to employ learners, students or graduates who require work-related experience. This will be a source of high-potential employees available to fast-track recruitment of young people in advertised posts.			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					The department may allocate part-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			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					Department will endeavour 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.			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Performance and evaluation			√	Supervisors may show favouritism toward a race or gender group with which they can identify with, and thereby not apply performance management principles correctly.	Supervisors at all levels must be fully capacitated and trained in the performance management system and its principles so as to promote fairness and transparency.	01.04.2018	31.03.2023	Directorate: Strategic People Management
Succession & experience planning			√	Supervisors and managers may not have mentoring skills	Training for MMS and SMS in coaching and mentoring skills and	01.04.2018	31.03.2023	Directorate: Recruitment and Selection Directorate: CTLI

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				and as a result there may be a lack of skills transfer to designated groups in order to prepare them for suitable higher posts.	accelerated development programmes has been prioritized. Targeted training and development initiatives for women in MMS have been provided as they will enhance their leadership skills. The opportunity to participate in national and provincial			Directorate: Strategic People Management

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					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. The Management and			

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					Leadership Development Strategy will assist to identify appropriate employees that would increase the pool of eligible candidates for promotion opportunities.			
Disciplinary measures	Not regarded as a barrier.							
Retention of designated	Not regarded as a barrier.							

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
groups								
Corporate culture			√	The workplace is not always diversity sensitive.	Diversity initiatives/sensitisation programmes should be put in place throughout the Department.	01.04.2018	31.03.2023	Directorate: Strategic People Management
Reasonable accommodation			√	People with Disabilities may find it challenging to access Departmental buildings as well as	Through the Disability Disclosure process, PwD can receive assistance in terms of procuring the necessary assistive	01.04.2018	31.03.2023	Directorate: Strategic People Management

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
				access to the necessary equipment they may need.	devices, and accessibility in terms of building/schools.			
HIV&AIDS prevention and wellness programmes	Not regarded as a barrier.							
Assigned senior manager(s) to manage EE implementation	Not regarded as a barrier.							

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
Budget allocation in support of employment equity goals	Not regarded as a barrier.							
Time off for employment equity consultative committee to meet			√	Members sometimes find it difficult to get time off to attend EECF meetings.	The appointment letter that is received by the EECF member may be forwarded to the Supervisor. An indication of meeting dates for the year will also assist to ensure time	01.04.2018	31.03.2023	Directorate: Strategic People Management

CATEGORIES	BARRIERS AND AFFIRMATIVE ACTION MEASURES							
	Tick (√) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			BARRIERS (briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)	AFFIRMATIVE ACTION MEASURES (briefly describe the affirmative action measures to be implemented in response to barriers identified for each category)	TIME-FRAMES		RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			START DATE	END DATE	
					off to attend meetings.			

SECTION 3: RECRUITMENT AND SELECTION PROCESSES FOR THE WESTERN CAPE GOVERNMENT

3.1 WCG POLICY'S PURPOSE AND PRINCIPLES

3.1.1 The Western Cape Government (WCG) developed a [draft] Recruitment and Selection Policy to ensure that all recruitment and selection processes enable the recruitment of suitably qualified persons with the required competencies and abilities to do the job. The purpose of the Recruitment and Selection Policy is to define and regulate the recruitment and selection practices within the WCG in ensuring a competent, suitable and diverse workforce.

3.1.2 With due regard to the employment equity imperatives, recruitment and selection within the WCG is underpinned by the following principles:

- **Inherent job requirements:** The job description must be clear in respect of the inherent job requirements e.g. desired skills, qualifications, experience and behavioural attributes required. The job description therefore needs to be defined by two parts, i.e. job and person profile.
- **Person/job fit:** The person/job fit refers to the compatibility between the employee's skills and the job requirements. The degree to which a person's cognitive abilities, interests and personality dynamics fit those required by the job.
- **Substantive and procedural fairness:** All applicants must be given a fair opportunity for selection and all parties involved in the recruitment and selection process must ensure that it is substantively and procedurally fair, transparent and accountable. The recruitment and selection techniques must be relevant to the job-related criteria. The applicants' ability and potential to do the job should be considered.
- **Representivity:** The workforce and workplace of the WCG needs to be broadly representative of all the people of the Western Cape. The WCG remains committed to correct the imbalances of the past through the implementation of EE plans and AA measures.
- **Suitably qualified persons:** All candidates and appointees must be suitably qualified based on the person's formal qualifications, relevant experience and ability to do the job.

3.2 WCG POLICY: SCOPE OF APPLICATION

This policy applies to people who are being recruited and selected to the WCG, excluding people who are -

- employed in terms of Sections 12A and 12(2) of the Public Service Act 1994 (PSA);
- appointed in the offices of Political Office Bearers, which is dealt with in terms of the Ministerial Handbook;
- recruited in terms of the provisions of the Youth Empowerment Policy, (e.g. Internships, learnerships and bursary obligators);
- involved in any job creation initiative (e.g. Expanded Public Works Program [EPWP]);
- appointed in terms of any Act other than the PSA;
- being appointed to a post on transfer; or
- appointed as a consultant.

3.3 WCG POLICY: APPLICATION OF RECRUITMENT AND SELECTION PROCESSES

3.3.1 Advertising of Vacancies

- 3.3.1.1 The provisions of the Employment Equity Act (EEA) are directly applicable to all departments of the WCG and therefore all advertisements shall adhere to the Act and its intention to promote equitable representation in line with the approved EE Plan, without introducing absolute barriers. Advertisements must state that the selection process will be guided by the EE targets of the employing department.
- 3.3.1.2 Advertisements should be accessible to people with disabilities and, as far as can be reasonably expected, may be provided to organisations that represent the interests of people with disabilities. An advertisement shall be provided, on request, to a person with disabilities in an appropriate format.

3.3.2 Screening of Applications and Compilation of Shortlists

- 3.3.2.1 The EE numerical targets, as reflected in the department's EE Plan, shall be taken into consideration in the shortlisting process. Fair discrimination may be applied to include qualifying applicants from targeted groups.
- 3.3.2.1 Should it not be possible to include in the shortlist, candidates from the designated groups according to the applicable EE numerical targets, the selection committee must record the relevant reasons as to why candidates from the designated groups could not be included. The selection committee

must recommend to the Appointment Authority (or delegated official) to either proceed with the current process to fill the post, or to re-advertise, headhunt etc. The selection committee must motivate the recommendation by providing details e.g. as to the urgency to fill the post due to service delivery or operational requirements, the scarcity of the particular skills amongst persons from the designated groups, or any other credible reasons. The recommendation to the Appointment Authority (or delegated official) must be routed via the Employment Equity Manager who must provide advice to the Appointment Authority (or delegated official). The Appointment Authority (or delegated official) must decide as to how to proceed with the recruitment process, e.g. review the shortlisting process, to proceed with the recruitment process and thereby deviate from the target, re-advertise, headhunting etc.

3.3.3 Interviews and Assessments (Recruitment Decision)

- 3.3.3.1 The final selection of suitably qualified candidate(s) will be based on multiple selection approaches that are aligned to the job description; competency-based interviews, case studies or technical assessments, competency assessments and suitability checks, etc. The selection committee must determine the minimum qualifying combined rating score to determine which candidate/ candidates are most suitable qualified for the post.
- 3.3.3.2 Notwithstanding the final scoring of candidates who are suitably qualified, the selection committee must deliberate (taking all relevant information and consideration into account) and nominate the most suitable qualified candidate in line with the EE targets. If the nomination is not in line with the EE targets the selection committee must motivate their recommendation and provide reasons (e.g. urgency to fill the post due to service delivery or operational requirements, scarcity of skills, or other credible reasons).
- 3.3.3.3 The recommendations of the Committee must be recorded, duly motivated and certified/signed off by the chairperson of the Committee.
- 3.3.3.4 The Employment Equity Manager shall make a recommendation to the Appointment Authority (or delegated official) where the nomination of a candidate deviates from the applicable EE targets. Should the Appointment Authority (or delegated official) approve the appointment of a nominee not in line with the applicable EE targets the reasons for such a decision must be recorded.

3.3.4 HEADHUNTING (EXTENSION OF RECRUITMENT PROCESS)

3.3.4.1 Headhunting implies that (a) suitably qualifying candidate(s), meeting the advertised criteria(s), is/are approached to submit full application documentation in a requested manner and, after the verification thereof, a formal selection process is followed by the same Selection Committee, using the same selection criteria and selection techniques, to confirm suitability of the headhunted candidate(s). The provisions regarding any deviation from the EE targets remain applicable.

SECTION 4: ANALYSIS OF WORKFORCE

Workforce profile information is a snapshot of the workforce at a particular date and time, which is used below to conduct an analysis of the workforce and, at the same time, serve as baseline information for the setting of numerical goals and targets.

4.1 SNAPSHOT OF THE CURRENT WORKFORCE PROFILE

The workforce profile snapshot tables used for the conducting of the analysis to inform this plan are used below as a baseline for the setting of numerical goals and targets for each year of the plan.

Workforce profile snapshot date: 30/09/2017

Table 1: Snapshot of workforce profile for all employees, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	1	6	2	1	0	0	1	1	0	0	12
Senior management	2	8	1	8	2	11	1	1	0	0	34
Professionally qualified and experienced specialists and mid-management	133	536	8	238	62	169	6	104	0	0	1256
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	655	3 247	31	798	1 558	4 647	51	1 994	6	6	12 993
Semi-skilled and discretionary decision making	1 033	2 071	6	558	3 402	6 568	57	2 863	16	18	16 592
Unskilled and defined decision making	474	1 585	1	83	319	1 285	0	66	1	1	3 815
TOTAL PERMANENT	2 298	7 453	49	1 686	5 343	12 680	116	5 029	23	25	34 702
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	2 298	7 453	49	1 686	5 343	12 680	116	5 029	23	25	34 702

Table 2: Snapshot for workforce profile for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	1	0	1	0	0	0	0	2
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	3	4	0	1	1	2	2	0	0	0	13
Semi-skilled and discretionary decision making	0	0	0	1	1	2	3		0	0	7
Unskilled and defined decision making	2	2	0	0	2	3	0	0	0	0	9
TOTAL PERMANENT	5	6	0	3	4	8	5	0	0	0	31
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	5	6	0	3	4	8	5		0	0	31

4.2 NUMERICAL GOALS

Numerical goals include the entire workforce profile, and **NOT** the difference that is projected to be achieved by the end of this EE Plan. Below are two tables on numerical goals, one covering all employees, including people with disabilities, and the other covering people with disabilities **ONLY**.

Start date: 01.04.2018

End date: 31.03.2023

Table 3: Numerical goals for all employees, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	3	3	0	1	2	3	0	1	0	0	13
Senior management	7	8	0	3	6	8	0	2	0	0	33
Professionally qualified and experienced specialists and mid-management	942	1059	19	384	759	1054	14	314	0	0	4545
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2622	2948	52	1070	2113	2935	39	874	0	0	12655
Semi-skilled and discretionary decision making	3351	3768	67	1367	2701	3752	50	1117	0	0	16174
Unskilled and defined decision making	793	892	16	324	639	888	12	264	0	0	3828
TOTAL PERMANENT	7 718	8 678	154	3 149	6 221	8 640	115	2 573	0	0	37 247
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	7 718	8 678	154	3 149	6 221	8 640	115	2 573	0	0	37 247

Table 4: Numerical goals for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	19	24	0	8	15	21	0	6	0	0	94
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	52	67	1	21	42	59	1	17	0	0	261
Semi-skilled and discretionary decision making	67	85	1	27	54	75	1	22	0	0	333
Unskilled and defined decision making	16	20	0	6	13	18	0	5	0	0	79
TOTAL PERMANENT	154	197	3	63	124	173	2	51	0	0	768
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	154	197	3	63	124	173	2	51	0	0	768

4.3 NUMERICAL TARGETS

Numerical targets must include the entire workforce profile, and **NOT** the difference that is projected to be achieved by the next reporting period. Below are two tables on numerical targets, one covering all employees, including people with disabilities, and the other only covers people with disabilities **ONLY**.

Numerical targets: Year 1			
Start date:	01.04.2018	End date:	31.03.2019

Table 5: Numerical targets for all employees, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	1	5	2	1	0	1	1	1	0	0	12
Senior management	3	7	1	6	2	10	1	1	0	0	32
Professionally qualified and experienced specialists and mid-management	280	584	8	232	185	304	5	112	0	0	1710
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1029	3127	31	828	1619	4094	45	1633	0	0	12408
Semi-skilled and discretionary decision making	1480	2455	18	716	3203	5845	56	2483	0	0	16255
Unskilled and defined decision making	523	1413	4	128	367	1136	2	100	0	0	3673
TOTAL PERMANENT	3316	7592	64	1911	5376	11390	109	4330	0	0	34089
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	3316	7592	64	1911	5376	11390	109	4330	0	0	34089

Table 6: Numerical targets for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	4	5	0	2	3	5	0	1	0	0	20
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	13	17	0	5	9	13	2	3	0	0	63
Semi-skilled and discretionary decision making	13	17	0	6	12	17	3	4	0	0	72
Unskilled and defined decision making	5	6	0	1	4	6	0	1	0	0	23
TOTAL PERMANENT	35	44	1	15	28	41	4	10	0	0	178
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	35	44	1	15	28	41	4	10	0	0	178

Numerical targets: Year 2

Start date: 01.04.2019

End date: 31.03.2020

Table 7: Numerical targets, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	2	5	1	1	1	1	1	1	0	0	12
Senior management	4	8	1	5	3	10	1	2	0	0	32
Professionally qualified and experienced specialists and mid-management	446	738	10	270	328	492	7	162	0	0	2454
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1427	3180	36	889	1743	3805	43	1443	0	0	12567
Semi-skilled and discretionary decision making	1948	2909	30	879	3077	5321	54	2141	0	0	16360
Unskilled and defined decision making	590	1312	7	177	435	1074	5	141	0	0	3741
TOTAL PERMANENT	4417	8152	86	2221	5587	10703	111	3890	0	0	35167
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	4417	8152	86	2221	5587	10703	111	3890	0	0	35167

Table 8: Numerical targets for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	8	10	0	4	6	9	0	3	0	0	39
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	23	29	0	9	18	25	2	7	0	0	112
Semi-skilled and discretionary decision making	27	34	1	12	22	31	2	9	0	0	138
Unskilled and defined decision making	8	9	0	3	6	9	0	2	0	0	37
TOTAL PERMANENT	65	82	1	27	52	74	4	21	0	0	326
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	65	82	1	27	52	74	4	21	0	0	326

Numerical targets: Year 3			
Start date:	01.04.2020	End date:	31.03.2021

Table 9: Numerical targets, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	2	4	1	1	1	2	0	1	0	0	13
Senior management	5	8	0	4	4	9	0	2	0	0	33
Professionally qualified and experienced specialists and mid-management	611	892	13	308	472	679	10	213	0	0	3198
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1826	3233	42	949	1866	3515	42	1254	0	0	12727
Semi-skilled and discretionary decision making	2416	3362	42	1042	2952	4798	53	1800	0	0	16464
Unskilled and defined decision making	658	1212	10	226	503	1012	7	182	0	0	3810
TOTAL PERMANENT	5517	8711	109	2530	5798	10015	112	3451	0	0	36244
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	5517	8711	109	2530	5798	10015	112	3451	0	0	36244

Table 10: Numerical targets for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	11	14	0	5	9	13	0	4	0	0	57
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	33	42	1	13	26	36	1	10	0	0	162
Semi-skilled and discretionary decision making	40	51	1	17	33	46	2	13	0	0	203
Unskilled and defined decision making	10	13	0	4	8	12	0	3	0	0	51
TOTAL PERMANENT	95	120	2	39	76	107	3	31	0	0	473
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	95	120	2	39	76	107	3	31	0	0	473

Numerical targets: Year 4			
Start date:	01.04.2021	End date:	31.03.2022

Table 11: Numerical targets, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	2	4	0	1	2	2	0	1	0	0	13
Senior management	6	8	0	4	5	8	0	2	0	0	33
Professionally qualified and experienced specialists and mid-management	777	1046	16	346	616	867	12	263	0	0	3942
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2224	3287	47	1009	1990	3225	41	1064	0	0	12886
Semi-skilled and discretionary decision making	2884	3815	55	1204	2827	4275	51	1459	0	0	16569
Unskilled and defined decision making	726	1111	13	275	571	950	9	223	0	0	3878
TOTAL PERMANENT	6618	9271	131	2839	6010	9327	114	3012	0	0	37322
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	6618	9271	131	2839	6010	9327	114	3012	0	0	37322

Table 12: Numerical targets for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	15	19	0	6	12	17	0	5	0	0	75
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	43	54	1	17	34	47	1	14	0	0	211
Semi-skilled and discretionary decision making	54	68	1	22	43	60	1	18	0	0	268
Unskilled and defined decision making	13	17	0	5	11	15	0	4	0	0	65
TOTAL PERMANENT	124	158	2	51	100	140	3	41	0	0	621
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	124	158	2	51	100	140	3	41	0	0	621

Numerical targets: Year 5			
Start date:	01.04.2022	End date:	31.03.2023

Table 13: Numerical targets, including people with disabilities

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	3	3	0	1	2	3	0	1	0	0	13
Senior management	7	9	0	3	6	8	0	2	0	0	34
Professionally qualified and experienced specialists and mid-management	942	1200	19	384	759	1054	14	314	0	0	4686
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2622	3340	52	1070	2113	2935	39	874	0	0	13046
Semi-skilled and discretionary decision making	3351	4269	67	1367	2701	3752	50	1117	0	0	16674
Unskilled and defined decision making	793	1010	16	324	639	888	12	264	0	0	3946
TOTAL PERMANENT	7718	9830	154	3149	6221	8640	115	2573	0	0	38399
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	7718	9830	154	3149	6221	8640	115	2573	0	0	38399

Table 14: Numerical targets for people with disabilities ONLY

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	19	24	0	8	15	21	0	6	0	0	94
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	52	67	1	21	42	59	1	17	0	0	261
Semi-skilled and discretionary decision making	67	85	1	27	54	75	1	22	0	0	333
Unskilled and defined decision making	16	20	0	6	13	18	0	5	0	0	79
TOTAL PERMANENT	154	197	3	63	124	173	2	51	0	0	768
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	154	197	3	63	124	173	2	51	0	0	768

SECTION 5: PROCEDURES TO MONITOR AND EVALUATE THE IMPLEMENTATION OF THE PLAN

All the structures for monitoring and evaluating the progress of the plan should be specified with clear roles and responsibilities for the stakeholders involved including time frames when the monitoring takes place.

5.1 ROLES AND RESPONSIBILITIES

The ultimate responsibility for employment equity in the Department rests with the Head of Department. Hence, the application and execution of various equity matters as contemplated in the EEA rests with the Department. The following is a summary of the roles and responsibilities of various role-players in the Department, but it is not limited to these as specified:

STAKEHOLDER	ROLE/RESPONSIBILITY	FREQUENCY
HoD	<ul style="list-style-type: none"> ● Provide leadership and demonstrate personal commitment to the implementation of the affirmative-action measures and the achievement of a representative workforce (demographic goals as contained in the EE Plan). ● Ensure compliance as specified in the Employment Equity Act. ● Provide leadership and demonstrate personal commitment and support for the affirmative-action measures. 	Monthly
EE Manager	<ul style="list-style-type: none"> ● Monitor the implementation of the EE plan. ● Monitor the recruitment and selection process in terms of the demographic targets of the Department (shift required with filling of posts). 	Monthly

STAKEHOLDER	ROLE/RESPONSIBILITY	FREQUENCY
	<ul style="list-style-type: none"> ● Monitor the representivity trend of the workforce (EE statistics). 	
EECF	<ul style="list-style-type: none"> ● Review the monthly EE statistics for significant upward or downward trends in the recruitment of staff and workforce representivity. ● Monitor the implementation of the EE Plan. 	<p>Monthly</p> <p>Meet Quarterly</p>
Departmental management (SMS)	<ul style="list-style-type: none"> ● Monitor the recruitment and selection process in their units in terms of the demographic targets of the Department (shift required with filling of posts). ● Report EE matters or concerns to the top management. 	Monthly

5.1.1 HoD and Management

The Head of Department and Management are responsible for the following functions in relation to employment equity implementation:

- Provide leadership and demonstrate personal commitment to the implementation of the affirmative-action measures and the achievement of a representative workforce (demographic goals as contained in the EE Plan).
- Ensure compliance as specified in the Employment Equity Act.
- Provide leadership and demonstrate personal commitment and support for the affirmative-action measures.

5.1.2 Departmental Top Management

The departmental top management is responsible for the following functions in relation to employment equity implementation:

- Demonstrate commitment to reach the demographic goals of the Department.
- Actively promote transformation by holding managers responsible for implementing the affirmative-action measures and demographic targets in their units.

- Scrutinise and take action on reports provided by the EE manager that indicate possible discrimination and/or deviations from the EE Plan or EEA.

5.1.3 Senior Managers

The Senior Managers are responsible for the following functions in relation to employment equity implementation:

- Show commitment to reach the demographic goals of the Department.
- Monitor and maintain a representative workforce in the directorate or unit.
- Ensure that the recruitment of staff complies with the demographic targets as indicated in the EE Plan.
- Promote awareness in the directorate or unit about the EEA objectives as set out in the EE Plan.
- Initiate or discuss possible affirmative-action programmes or action plans for the respective component with the EE Manager and Top Management in order to assist with transformation in the Department. These AA programmes could be included in the EE Plan once support is granted by HoD or EEM and EECF.
- Ensure that time is allocated for feedback in the directorate by the EECF members. Allow EECF members to attend the bi-annual meetings.

5.1.4 EE Manager

The EE Manager is appointed by the HoD to execute the functions as contemplated in the EEA on behalf of the Department. The functions include, but are not limited to, those listed below:

- Represent the employer as EE Manager on the EECF and act as chairperson at the EECF meeting if the appointed chairperson is absent.
- Report directly to the HoD on the status of employment equity in the Department and bring any discrepancies or concerns from the EECF to the immediate attention of the HoD.
- Monitor the recruitment process (filling of posts) in terms of the demographic goals of the Department.
- Assist with the preparation, consultation and implementation of the EE Plan, as referred to in terms of section 20 of the EE Act.
- Assist with the preparation and consultation of the annual EE report to the Department of Labour as referred to in Section 21 of the EE Act.

- Ensure visibility or the display of the summary of the EE Act, EE Plan, EE Reports and/or any other document applicable, at each premises of the workplace as required in terms of Section 25 of the EE Act.
- Assist senior managers with availing the required budget resources to facilitate the implementation of employment equity in the Department. This includes the provision of access to/ or accessibility in buildings, and reasonable accommodation (technical assistance and assistive devices) to support persons with disabilities.
- Assist and ensure that all employees of the Department, including the elected EECF members, are sensitised to employment-equity matters on an ongoing basis.

5.1.5 Employment Equity Consultative Forum (EECF)

The EECF will consist of employer and employee representatives and will be guided by a Terms of Reference (TOR).

- EECF members have the responsibility to ensure that the interests of employee group(s) that they represent in the EECF are suitability addressed and feedback is provided to the employee groups.
- Responsible to participate in all consultation processes and attend the EECF meetings.
- Bring EE matters, regarding any employee that may have been adversely affected by any of the HR policies and practices in the workplace, to the attention of the EECF.
- Assist with the implementation of the EE Plan and the execution of compliance issues as indicated in the EEA.
- Examine the workforce profile in terms of representivity (monthly EE statistics) to determine the trend and degree of under-representation of the grouping of employees represent.

5.1.6 Directorate: Strategic People Management

The above-mentioned directorate is responsible for the following support activities:

- Assist the Department with the drafting and consultation of the successive EE Plan and annual report to the Department of Labour.
- Execute the secretariat function of the EECF in consultation with the chairperson and/or the EE Manager.

- Assess HR policies, practices and procedures that have been identified as barriers to equity.
- Incorporate and apply HR strategies that are identified as affirmative-action measures.

5.1.7 Employees

Although indirectly responsible for implementation, the following is expected from each employee:

- To be familiar with the content of the EE Plan.
- Should realise that they also have an obligation with regard to their career planning and self-development and they should make use of all available opportunities to gain the necessary exposure and experience.
- Ensure that their representatives supply feedback about the consultation process as applicable.
- Use the channel of representivity presented by the EECF members when an employee wishes to bring employment equity or discrimination matters to the attention of the EECF.

SECTION 6: DISPUTE RESOLUTION MECHANISMS

Any disputes about the implementation or interpretation of the EE Plan will be managed in terms of the prescribed dispute-resolution structures. Disputes that emanate about the implementation or interpretation of this EE Plan will be dealt with as indicated below. A clear process is to be followed to resolve disputes arising from the interpretation and implementation of the EE Plan, including the responsible persons and time-frames for each step to resolve the dispute

6.1 EE Plan

The department is required as per Section 20 of the EEA to draft and implement an Employment Equity Plan for a period of not less than one year and not exceeding five years.

Should the department fail to implement an EE Plan the employees have the right to question this. The following systematic steps should be followed should no EE plan be available within the department:

PHASE 1: The employee and his/her first level (direct) supervisor or EECF Representative:

When an employee discovers that the department has failed to implement the EE plan, he/she can file his/her discontent with his/her direct supervisor or EECF representative. A discussion session should be sufficient to resolve the matter and this should be done in writing and within 30 days.

Timeframe: *The direct supervisor/EECF representative should revert to the employee within 10 working days.*

PHASE 2: The employee and the EECF Chairperson/Manager

If the first level (direct) supervisor or EECF representative cannot provide reason/s for lack of implementation plan, the matter can be referred to the EECF Chairperson/Manager.

The first level (direct) supervisor/EECF Representative should preferably be present during the discussion sessions. At this point the disagreement must be in writing and all parties are to document their cases and keep record of their deliberations.

Time frame: *The parties should reach agreement within fifteen working days.*

PHASE 3: Grievance Procedure

If a matter remains unresolved, an employee still has recourse to the formal Grievance Procedure and will feed in where an Investigating Officer is being appointed.

Time frame: As prescribed in the Grievance Procedure.

Process of EE Plan not implemented/available/interpretation

<p>Phase 1: The employee and her/his first level (direct) supervisor/EECF Representative.</p>	<p>The employee meets with her/his first level (direct) supervisor/EECF Representative. Discussions focus on reaching agreement. Disagreement should be in writing (initially orally will suffice). If settled, sign off and continue the process.</p>	<p>Timeframe: 30 Working Days</p>
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If not settled, go to Phase 2



<p>Phase 2 The employee and the second level supervisor.</p>	<p>Employee and first level (direct) supervisor meet with the second level supervisor. The disagreement is put in writing and all deliberations documented. If settled, sign off and continue the process.</p>	<p>Time frame: 15 working days.</p>
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If not settled, go to Phase 3

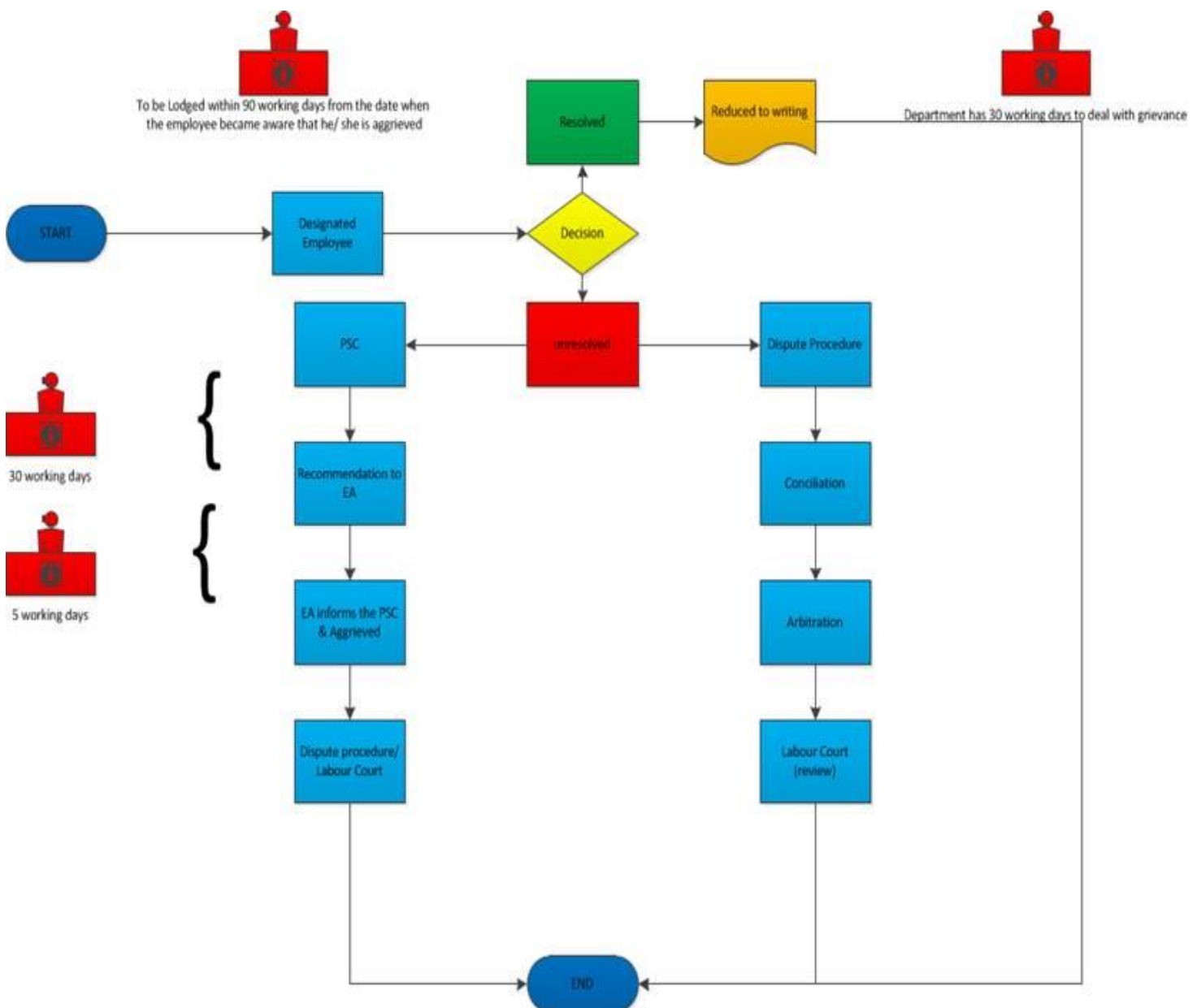


<p>Phase 3 Grievance Procedure.</p>	<p>If the matter still remains unresolved, recourse may ultimately be had to the formal Grievance Procedure and will feed in where an Investigating Officer is being appointed.</p>	<p>Time frame: as prescribed in the Grievance Procedure.</p>
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6.2 GRIEVANCES OVER UNFAIR DISCRIMINATION

In the event of a dispute or complaint around unfair discrimination or any other matter related to employment equity, employees might use any of the following mechanisms to seek redress: (1) Approach their line manager or raise the matter with the relevant Employment Equity Consultative Forum (EECF) representative or (2) Any allegations of unfair discrimination by an employee must be dealt with in terms of the formal grievance procedures. Should the grievance not be resolved at departmental level, the matter then becomes a formal dispute and the employee may refer it to the CCMA for conciliation and/or arbitration in terms of section 10 of the LR Act.

Figure 1



SECTION 7: CONCLUSION

This EE Plan 2018 -2023 confirms the WCED's commitment to employment equity and transformation.

The EE Plan will focus on setting targets to address the issue of representivity and the implementation of positive AA measures to ensure the attainment of these targets. It is necessary, though, to be mindful of the fact that while trying to attain the representivity goals, capacity building and enhancement of skills among staff to promote an effective workforce must remain paramount to ensure the optimum productivity of employees.

The EE Plan is not a static document. Circumstance change on a monthly basis due to staff mobility and organisational changes and the EE Plan must, therefore, be adjusted and adapted accordingly.

The Department prides itself on being a leader in aspects relating to transformation, it values diversity and promotes substantive equality.

The Department will endeavour to promote substantive equality by providing all persons with fair opportunities to seek employment, to develop their potential and to work in an equitable and supportive work environment. The Department values the diversity of all its employees.

SIGNATURE OF THE CHIEF EXECUTIVE OFFICER/ACCOUNTING OFFICER

Chief Executive Officer/Accounting Officer

I *B. K. Schroeder* (full Name)
CEO/Accounting Officer of _____

hereby declare that I have read, approved and authorized this EE Plan.

Signed on this *12th* day of *May* year *2018*

At place: *Cape Town*

 B. Schroeder
Chief Executive Officer /Accounting Officer