



Western Cape
Government

QUALITY EDUCATION

for every child | in every classroom | in every school in the province.

WESTERN CAPE EDUCATION DEPARTMENT

EMPLOYMENT EQUITY PLAN

2023 - 2028



PLEASE READ THIS FIRST



DEPARTMENT OF LABOUR

PURPOSE OF THIS FORM

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-

- (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 from 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.

**TEMPLATE FOR EMPLOYMENT EQUITY PLAN
(Section 20)**

Employer Details

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DTI Registration name: 15

PAYE/SARS No.: 0740703672

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SECTION 1: DEPARTMENTAL OVERVIEW

1.1 ORGANISATIONAL ENVIRONMENT

The WCED comprises of the provincial ministry of education, the provincial head office, district offices and educational 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 Corporate Services.

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 1528 Public Ordinary and Special schools combined.

1.2 VISION

The WCED's vision is "Quality education for every learner in every classroom in every school in the province".

1.3 MISSION

The vision is given expression through the following policy priorities:

1. Strengthen and expand quality learning opportunities for enhanced performance
2. Enhance and expand enabling learning environments
3. Strengthen functionality and accountability
4. Strengthen and enhance innovative adaptability and preparedness for changing context

The mission of the WCED is to ensure that:

Every child has quality learning opportunities in a functional and enabling environment to acquire knowledge, competencies, skills, and values to succeed in a changing world.

1.4 VALUES

The way the WCED pursues its vision and mission, which encompasses the Batho Pele principles, is embedded in the shared values of:

- *Integrity* - We are honest, sincere and consistent in our interactions.
- *Accountability* - We hold ourselves accountable for our actions and decisions.
- *Caring* - We care for those we work with and those we serve.
- *Responsiveness* - We respond to the needs of our clients timeously and respectfully.
- *Competence* - We pursue the skills, abilities, knowledge in order to execute our tasks effectively.
- *Innovation* - We seek new solutions to better accommodate the growing demand on our services.



These values strengthen operational efforts to improve client services; administration; support services; quality teaching and learning; and our accountability as professionals.

1.5 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 Foreshore of 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 1 568 institutions throughout the province, which are clustered into the eight education district offices. The entire workforce of the WCED as at December 2022 comprises 44 548 permanent employees:

- Educators – 35 322
- Public Service Staff – 9 226

The posts within the WCED consist of six occupational levels:

- Top management (SL 14-16)
- Senior management (SL13)
- Professionally qualified and experienced specialists and mid-management (SL 11-12)
- Skilled technical and academically qualified workers, junior management supervisors, foremen, and superintendents (SL 8-10)
- Semi-skilled and discretionary decision- making (SL 4-7)
- Unskilled and defined decision- making (SL 1-3)

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 operationalised 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 adhered to by the WCED is 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 can 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 are 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 based on 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 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 2023 to 31 March 2028.

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 01/04/2023 – 31/03/2028	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"> ● Diversity and employment 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 groups. ● Implement HRD strategies that will empower designated groups for advancement. ● Targeted recruitment for under-representation in scarce and critical

TIMEFRAMES (e.g.)	OBJECTIVES	ACTIONS
		skills.
Y1 – Y5 01/04/2023 – 31/03/2028	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.

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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			✓	Although the recruitment process has been streamlined, not all schools attend the training sessions that are available. Schools also do not understand the bigger picture in terms of the application of employment	<ul style="list-style-type: none"> Recruitment and Selection training (process and system) are done via the Cape Teaching and Leadership Institute. Training is compulsory for all WCED resource persons 	01.04.2023	31.03.2028	Directorate: Recruitment and Selection Directorate: Strategic People Management

BARRIERS AND AFFIRMATIVE ACTION MEASURES							
CATEGORIES	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			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>equity.</p> <p>Human error affects the calculation of scores.</p>	<ul style="list-style-type: none"> The training includes the application of employment equity in the recruitment process. Fair discrimination practices to be implemented and documented in the EE Plan. The R&S process is mostly automated to include the calculation of scores on the e-Recruit system. 		

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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	
Advertising positions			✓	Advertisements may not reach the targeted groups (i.e. Africans, Coloureds, PwD, women in SMS) with the required skills and competencies or with scarce and critical skills.	<ul style="list-style-type: none"> EE is applied twice during the R&S process so as to advantage designated groups. Advertising takes place through various social media platforms and professional bodies, which are used to advertise positions, thereby appealing to a wider audience. There is only one entry point for 	01.04.2023	31.03.2028	Directorate Recruitment and Selection

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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 and the R&S Helpdesk has been created to aid e-Recruit. <ul style="list-style-type: none"> • Advertisements are being translated into audio clips to assist visually disabled people. • Alternative advertising measures to be investigated to reach a wider pool of disabled candidates. 			

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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 operational requirements and the need to promote representivity on all salary and	<ul style="list-style-type: none"> Training for selection panels continues to be available for institution and office-based employees. Awareness sessions should be arranged, especially for new Circuit Managers and Principals to promote the application and understanding of employment equity. 	01.04.2023	31.03.2028	Directorate: Recruitment and Selection Directorate: Strategic People Management

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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	
Appointments			✓	post levels. Appointments do not always address EE targets, which include all designated groups i.e.: Africans, Coloureds, Women in management and PwDs.	<ul style="list-style-type: none"> Fair discrimination practices to be implemented and documented in the EE Plan. Employment Equity scores are applied twice during the R&S process to ensure representativity of designated groups. 	01.04.2023	31.03.2028	Directorate: Recruitment and Selection
Job classification				No barriers identified.				

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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 grading								
Remuneration and benefits				No barriers identified.				
Terms & conditions of employment			✓	Working hours are regulated and does not allow for much flexibility.	<ul style="list-style-type: none"> A flexible work arrangements policy to be adopted to attract applications from more and younger females in the SMS. 	01.04.2023	31.03.2028	Directorate: Strategic People Management
Work environment and		✓		Buildings and/or schools are not always accessible for People with	<ul style="list-style-type: none"> Reasonable accommodation and assistive devices can be 	01.04.2023	31.03.2028	Directorate: Strategic

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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	
facilities				Disabilities. People with Disabilities may need assistive devices to perform the functions of their jobs. The work environment does not always accommodate the needs of mothers – childcare facilities are not available.	procured for PwD. This will be part of the Disability Disclosure process. • The Disability Strategy to be revised and widely circulated to bring about awareness.			People Management
Training and development			✓	Although the performance management system effectively links the developmental or training opportunities to the key	• Target and encourage the nomination of designated employees, including PwDs, for functional, management and	01.04.2023	31.03.2028	Directorate: Strategic People Management

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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	
				result areas of a post, many employees do not always get the opportunity to attend functional training and/or management and development initiatives.	development training and part-time bursaries to enhance their current skills and competency levels so that they can function effectively on their own level and so that they can be coached or mentored for higher posts. <ul style="list-style-type: none"> • Internship programmes to assist learners, students or graduates who require work- 			

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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	
					related experience. This will be a source of high-potential employees available to fast-track recruitment of young people in advertised posts. <ul style="list-style-type: none"> To increase the pool of PwD the Department may ringfence a percentage of bursaries specifically for PwD. This would assist in enhancing competencies and building 			

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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.	skills. • 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.	01.04.2023	31.03.2028	Directorate: Strategic People Management
Succession & experience planning			✓	Supervisors and managers may not have mentoring skills and as a result there may be a lack of skills	• Training for MMS and SMS in coaching and mentoring skills and accelerated	01.04.2023	31.03.2028	Directorate: Recruitment and Selection

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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	
				transfer to designated groups in order to prepare them for suitable higher posts.	development programmes has been prioritized. <ul style="list-style-type: none"> 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 development programmes for women will assist them to 			Directorate: CTLI Directorate: Strategic People Management

BARRIERS AND AFFIRMATIVE ACTION MEASURES							
CATEGORIES	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			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>(briefly describe each of the barriers identified in terms of policies, procedures and/or practice for each category)</p>	<p>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.</p> <ul style="list-style-type: none"> The Leadership Academy and the Management and Leadership Development Strategy will assist to identify 		

BARRIERS AND AFFIRMATIVE ACTION MEASURES									
CATEGORIES	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		
					appropriate employees that would increase the pool of eligible candidates for promotion opportunities.				
Disciplinary measures					No barriers identified.				
Retention of designated groups					No barriers identified.				
Corporate culture			✓	The workplace is not always diversity sensitive.	<ul style="list-style-type: none"> Diversity initiatives/sensitisation programmes should be put in 	01.04.2023	31.03.2028	Directorate: Strategic	

BARRIERS AND AFFIRMATIVE ACTION MEASURES								
CATEGORIES	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	
Reasonable accommodation			✓	People with Disabilities may find it challenging to access Departmental buildings as well as access to the necessary equipment they may need.	place throughout the Department. <ul style="list-style-type: none"> Through the Disability Disclosure process, PwD can receive assistance in terms of procuring the necessary assistive devices, and accessibility in terms of building/schools. 	01.04.2023	31.03.2028	People Management Directorate: Strategic People Management
HIV&AIDS prevention and	No barriers identified.							

BARRIERS AND AFFIRMATIVE ACTION MEASURES							
CATEGORIES	Tick (✓) one or more cells for each category below to indicate where barriers exist in terms of policies, procedures and/or practice			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	
wellness programmes							
Assigned senior manager(s) to manage EE implementation							
Budget allocation in support of employment equity goals							

No barriers identified.

No barriers identified.

BARRIERS AND AFFIRMATIVE ACTION MEASURES						
CATEGORIES	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)	RESPONSIBILITY (Designation)
	POLICY	PROCEDURE	PRACTICE			
Time off for employment equity consultative committee to meet			✓	Members sometimes find it difficult to get time off to attend EECF meetings.	<ul style="list-style-type: none"> 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 off to attend meetings. 	Directorate: Strategic People Management

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 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

The WCED'S recruitment and selection process makes provision for the following elements, as *extracted from the WCG Recruitment and Selection Policy, 2018*:

3.3.1 Advertising of Vacancies

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.

All funded vacant posts must be advertised before they can be filled. Departments may only deviate from this requirement if –

- (a) a post can be filled from within the ranks of excess staff of equal grading and who qualify for the post;
- (b) a post is filled by transferring an employee;
- (c) a department plans to absorb into the post/position a suitably qualified employee who was appointed under an affirmative action measure as contemplated in section 15 of the Employment Equity Act; or
- (d) candidates are sourced via a talent pool.

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

All applicants whom, by the closing date of the advertisement, qualify in terms of the requirements of the post, shall be considered when compiling shortlists for interviews.

Applicants who do not meet the minimum requirements as advertised, must be disqualified.

A shortlist should be compiled on the basis of uniform screening criteria, aligned to the advertisement. During the process, only relevant information provided in the application and/or Curriculum Vitae (CV), may be taken into account in order to rank the candidates.

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.

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)

The purpose of the interview process is focused on obtaining clarity and more information on specifically identified areas of an applicant's candidature and to confirm the areas of competence as required for a specific post/position.

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.

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 having considered 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).

The recommendations of the Committee must be recorded, duly motivated and certified/signed off by the chairperson of the Committee.

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)

In cases where difficulties are experienced to recruit (a) suitable candidate(s) following an unsuccessful signed off first recruitment and selection process, headhunting may be applied, with the necessary approval of the Appointment Authority (or delegated official).

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.

3.4 WCED EMPLOYMENT EQUITY CONSIDERATION

The independent evaluations of individual panel members are to be recorded and these inputs are to be processed as a recommendation of the Panel as an entity. Allocation of points provide the Panel with an indication of the relative assessments of individual Panel members and forms the basis for motivation by the Panel aimed at either consensus or a majority decision for identifying the most suitable candidate.

The decision concerning the most suitable candidate to be recommended for appointment/promotion/transfer to the post must be based on merit as well as the employment equity targets of a department. However, should two candidates score within a ten (10) point variance of each other, the

candidate who has scored the highest points in the selection process may be passed over and a candidate with a lower score may be regarded as the most suitable candidate in all the circumstances. This may be done to advance employment equity and to promote transformation within the Department.

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: 19/12/2022

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	0	7	2	1		1		1	0	0	12
Senior management	2	7	2	3	2	11	1	2	0		30
Professionally qualified and experienced specialists and mid-management	113	347	3	131	71	165	6	102	0	2	940
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	837	2741	19	721	2744	4648	55	2095	9	4	13873
Semi-skilled and discretionary decision making	1067	2011	6	508	3006	7386	62	2729	23	21	16819
Unskilled and defined decision making	648	1901	1	76	397	1469	0	36	2	0	4530
TOTAL PERMANENT	2667	7014	33	1440	6220	13680	124	4965	34	27	36204
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	2667	7014	33	1440	6220	13680	124	4965	34	27	36204

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	1	1	0	1	1	0	1	1	0	0	4
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	3	1	2	3	4	2	3	1	0	0	15
Semi-skilled and discretionary decision making		2	1	2	4	4		2	0	0	13
Unskilled and defined decision making		2		1	3			2	0	0	6
TOTAL PERMANENT	4	6	3	7	12	6	4	6	0	0	38
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	4	6	3	7	12	6	4	6	0	0	38

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: 01.04.2023

End date: 31.03.2028

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	1	6	2	1	0	1	0	1	0	0	12
Senior management	3	7	2	3	3	10	1	2	0	0	31
Professionally qualified and experienced specialists and mid-management	455	694	8	226	362	499	14	183	0	0	2442
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1316	2927	25	793	2733	4365	58	1857	0	0	14074
Semi-skilled and discretionary decision making	4032	8374	66	2845	3038	6663	66	2398	0	0	27481
Unskilled and defined decision making	733	1765	4	132	496	1390	5	88	0	0	4612
TOTAL PERMANENT	6540	13774	107	3999	6633	12928	143	4530	0	0	48653
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	6540	13774	107	3999	6633	12928	143	4530	0	0	48653

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	36	42	1	12	30	37	1	10	0	0	169
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	64	73	1	21	54	65	1	18	0	0	298
Semi-skilled and discretionary decision making	75	85	1	25	62	75	2	21	0	0	346
Unskilled and defined decision making	21	24	0	7	18	21	0	6	0	0	99
TOTAL PERMANENT	197	225	3	66	164	198	4	55	0	0	913
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	197	225	3	66	164	198	4	55	0	0	913

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:	01.04.2023	End date:	31.03.2024

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	3	3	0	1	2	3	0	1	0	0	13
Senior management	8	9	0	3	6	8	0	2	0	0	35
Professionally qualified and experienced specialists and mid-management	1822	2084	29	607	1523	1835	40	509	0	0	8449
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	3210	3671	51	1068	2681	3232	70	897	0	0	14880
Semi-skilled and discretionary decision making	3735	4271	59	1243	3120	3761	81	1044	0	0	17314
Unskilled and defined decision making	1066	1219	17	355	890	1073	23	298	0	0	4941
TOTAL PERMANENT	9843	11257	155	3276	8223	9911	214	2752	0	0	45632
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	9843	11257	155	3276	8223	9911	214	2752	0	0	45632

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	8	9	0	2	7	8	0	2	0	0	37
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	15	15	0	6	13	16	0	5	0	0	72
Semi-skilled and discretionary decision making	15	18	0	6	14	18	0	7	0	0	79
Unskilled and defined decision making	4	6	0	1	4	7	0	1	0	0	25
TOTAL PERMANENT	43	49	1	16	39	49	1	16	0	0	212
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	43	49	1	16	39	49	1	16	0	0	212

Numerical targets: Year 2

Start date:

01.04.2024

End date:

31.03.2025

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	4	0	1	2	2	0	1	0	0	13
Senior management	6	8	0	3	5	8	0	2	0	0	34
Professionally qualified and experienced specialists and mid-management	1481	1737	24	512	1232	1501	33	428	0	0	6947
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2736	3485	44	1000	2694	3515	67	1137	0	0	14679
Semi-skilled and discretionary decision making	3809	5297	61	1644	3100	4486	78	1382	0	0	19856
Unskilled and defined decision making	983	1355	14	299	792	1152	19	246	0	0	4859
TOTAL PERMANENT	9017	11887	143	3457	7825	10665	197	3196	0	0	46387
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	9017	11887	143	3457	7825	10665	197	3196	0	0	46387

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	15	17	0	5	13	15	0	4	0	0	70
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	27	30	0	10	23	28	1	8	0	0	128
Semi-skilled and discretionary decision making	30	35	0	11	26	32	1	11	0	0	146
Unskilled and defined decision making	9	11	0	3	8	10	0	2	0	0	43
TOTAL PERMANENT	81	93	1	28	70	86	2	26	0	0	387
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	81	93	1	28	70	86	2	26	0	0	387

Numerical targets: Year 3

Start date: 01.04.2025 End date: 31.03.2026

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	5	1	1	1	2	0	1	0	0	13
Senior management	5	8	1	3	5	9	0	2	0	0	33
Professionally qualified and experienced specialists and mid-management	1139	1389	18	416	942	1167	27	346	0	0	5444
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2263	3299	38	931	2707	3798	64	1377	0	0	14477
Semi-skilled and discretionary decision making	3883	6323	63	2044	3079	5212	74	1721	0	0	22399
Unskilled and defined decision making	899	1492	10	243	693	1232	14	193	0	0	4776
TOTAL PERMANENT	8191	12516	131	3638	7427	11420	179	3640	0	0	47142
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	8191	12516	131	3638	7427	11420	179	3640	0	0	47142

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	22	25	0	7	19	22	0	6	0	0	103
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	40	44	1	14	33	40	1	12	0	0	185
Semi-skilled and discretionary decision making	45	52	1	15	38	47	1	14	0	0	213
Unskilled and defined decision making	13	15	0	4	11	14	0	4	0	0	62
TOTAL PERMANENT	120	137	2	41	101	124	3	35	0	0	562
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	120	137	2	41	101	124	3	35	0	0	562

Numerical targets: Year 4

Start date: 01.04.2026 End date: 31.03.2027

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	1	5	1	1	1	2	0	1	0	0	12
Senior management	4	8	1	3	4	10	1	2	0	0	32
Professionally qualified and experienced specialists and mid-management	797	1042	13	321	652	833	20	265	0	0	3944
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1790	3113	32	862	2720	4082	61	1617	0	0	14276
Semi-skilled and discretionary decision making	3957	7349	64	2444	3059	5937	70	2059	0	0	24939
Unskilled and defined decision making	816	1628	7	188	594	1311	9	141	0	0	4694
TOTAL PERMANENT	7366	13145	119	3819	7030	12174	161	4085	0	0	47898
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	7366	13145	119	3819	7030	12174	161	4085	0	0	47898

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	29	34	0	10	25	30	1	8	0	0	136
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	52	59	1	17	44	53	1	15	0	0	241
Semi-skilled and discretionary decision making	60	69	1	20	50	61	1	18	0	0	279
Unskilled and defined decision making	17	20	0	6	14	18	0	5	0	0	80
TOTAL PERMANENT	158	181	2	53	133	161	3	45	0	0	737
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	158	181	2	53	133	161	3	45	0	0	737

Numerical targets: Year 5

Start date: 01.04.2027

End date: 31.03.2028

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	1	6	2	1	0	1	0	1	0	0	12
Senior management	3	7	2	3	3	10	1	2	0	0	31
Professionally qualified and experienced specialists and mid-management	455	694	8	226	362	499	14	183	0	0	2442
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1316	2927	25	793	2733	4365	58	1857	0	0	14074
Semi-skilled and discretionary decision making	4032	8374	66	2845	3038	6663	66	2398	0	0	27481
Unskilled and defined decision making	733	1765	4	132	496	1390	5	88	0	0	4612
TOTAL PERMANENT	6540	13774	107	3999	6633	12928	143	4530	0	0	48653
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	6540	13774	107	3999	6633	12928	143	4530	0	0	48653

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	36	42	1	12	30	37	1	10	0	0	169
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	64	73	1	21	54	65	1	18	0	0	298
Semi-skilled and discretionary decision making	75	85	1	25	62	75	2	21	0	0	346
Unskilled and defined decision making	21	24	0	7	18	21	0	6	0	0	99
TOTAL PERMANENT	197	225	3	66	164	198	4	55	0	0	913
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	197	225	3	66	164	198	4	55	0	0	913

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 quarterly EE statistics for significant upward or downward trends in the recruitment of staff and workforce representivity. ● Monitor the implementation of the EE Plan. 	Quarterly
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. ● 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 timeframes 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

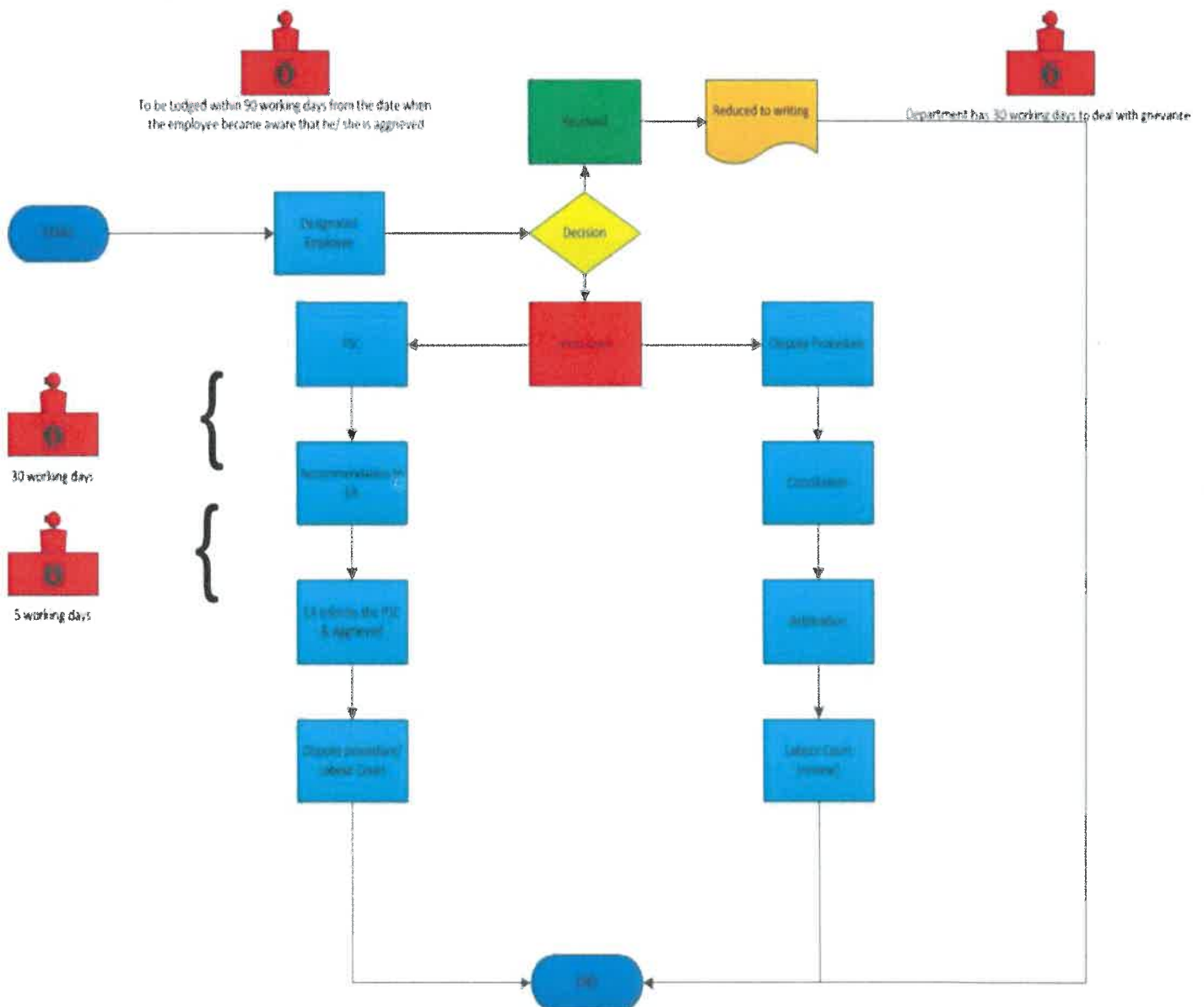


<p>Phase 3 Grievance Procedure.</p>	<p>If the matter still remains unresolved, recourse may ultimately be had to the formal Grievance Procedure and will feed in where an Investigating Officer is being appointed.</p>	<p>Time frame: as prescribed in the Grievance Procedure.</p>
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6.2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

The EE Plan for the period 2023-2028 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 Leah Ann (full Name)
CEO/Accounting Officer of

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

Signed on this 24th day of APRIL year 2023

At place: CAPE TOWN


Chief Executive Officer /Accounting Officer