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SADTU NEWS

Newsletter of the South African Democratic Teachers Union

MODEL C SCHOOLS

Model C Schools have created great controversy in recent educational policy debate. SADTU has joined the fray in opposition to the retention of these schools.

Model C is a particular type of state aided school which is different to state aided schools like the farm schools that came under the authority of the former black Department of Education and Training (DET). The latter schools were mostly poorly resourced and inadequately staffed.

Model C schools are state aided schools that have governing bodies elected by the parents, with power over a number of key functions of the school. These include control over admissions policy, the power to charge compulsory school fees and to raise funds by other means (e.g. renting out the school's property), the power to decide how the school's money is to be spent (e.g. school maintenance, the hiring of additional teachers and other staff, the buying of books and equipment, and the power to exercise influence over the hiring and disciplining of teachers).

The system is unique among state-aided schools in that Model Cs are all former state schools in the privileged white school system. Nearly all inherited a sound infrastructure provided largely by the state in the form of school buildings, grounds, libraries, laboratories etc. They also inherited a well qualified teaching staff, whose training (the best in the country) was also partly the result of public subsidies.

Model C has several strengths which has led to the ongoing controversy. Parental participation in the schooling of their children has been mobilised. The governing bodies actually have power over important aspects of the school in contrast to the old comparatively toothless management councils. This, it appears, has ensured that parents, whether they approve of Model C or not, take them much more seriously since the governing bodies can take decisions which ma-

terially affect them and their children's education.

In addition, this model has mobilised private resources for education and ensured that a relatively high level of provision can be maintained while state funding is decreased. Money thus saved by the state - reportedly about R1 billion - can be diverted to redressing the inadequacies of African education.

However, Model C has a number of serious weaknesses. Control over admissions policy by privileged white parents lead in many cases to elitist, and often racist admissions policy being implemented. Of course, overt racism in admissions could be challenged on constitutional

At the beginning of this year directives from the various ANC MECs for Education insisted that Model C's drop their admissions tests. They argued that no child seeking admittance should be turned away on the basis of their gender, sex, previous educational background or ability to pay. A certain resistance was experienced from a number of schools in terms of these directives.

Model C is a model of schooling which exists in only one of the former education departments. The others had their own models of schooling, including state schools and state aided schools of various types. If we are now to have a unified education system, then there must surely be a rationalisation of school models,

rather than allowing the old models to continue existing without modification.

When looked at in this way it makes sense to say that Model C should be abolished. This does not mean that state-aided schooling need be abolished - indeed it would be unwise for the government to do this. Ways of maximising the involvement of parents, teachers, communities and students to ensure the proper running of schools and to raise extra money for their operation and development can be found by giving real powers to the govern-

ing councils of all schools. This can be done without allowing them powers which could result in the exclusion of particular segments of the population.

The Minister of Education, Prof. Bengu, announced last year that he intended to review all school models. SADTU would be strongly in support of this, since only in this way can models of schooling be rationalised into an integral system of education.

The article is an adaptation of an article that appeared in the Natal Mercury (23/9/94) written by John Pampallis, chairperson of the University of Natal's Education Policy Unit. ❖



If Model C Schools were open to all... problems of lack of resource and overcrowding would not be so severe

grounds, but it was easy for schools to maintain a de facto racism by means which were ostensibly non-racial. Some schools for example, stated that they would take all children of ratepayers from a defined area around the school. Since the area was traditionally a white group area, children from nearby townships were necessarily excluded. Another elitist mechanism was the right of Model C's to charge compulsory admission and school fees, thus excluding (from schools established and largely resourced by the state) the children of citizens who could not afford those fees. The relatively small classes of most Model C schools also resulted in the under utilisation of capacity while many children in the country could not find school places.

EDITORIAL

CHALLENGES FACING SADTU

The first anniversary of our democracy will be upon us shortly and we can review and assess the Union's worth in this period of transition, its gains, achievements and the stumbling blocks that still lie ahead.

1995 - its beginning realised the birth of a new education system, a unitary system with nine provincial education departments. Admissions to schools on a non-racial basis has been initiated but not without problems. Resistance against non-racial integration clearly emerged and SADTU will forge ahead its objective that schools for learning and culture should be open to all.

SADTU as a major stakeholder in education took its place on the Education Labour Relations Council (ELRC) and its structures. The Union's participation however has been fraught with frustrations and untenable delays. As a Union we need to consolidate our capacity to ensure the functioning of that Council in order to sustain and enhance our rights to collective bargaining.

The existence of Model C Schools continues to attract controversy. SADTU is opposed to any system of schooling that excludes certain segments of the population. Hence we welcome the Education Ministry's pronouncement that Model C schools will be reviewed and hopefully rationalised into an integral system of education.

Essential to SADTU's agenda is the role of women in the leadership of the Union. Vigorous activity from the Gender Desk should focus on conscientising membership on the importance of building competent female leadership in all structures.

If one gazes into a crystal ball, one can visualize the year ahead as being a difficult one. The re-defining of the political scenario in this country will present challenges and will test the strength and calibre of the Union. The restructuring of the civil service and the forthcoming local government elections, like the 1994 general elections, will dissipate the Union's leadership at all levels. Hence, it is incumbent on SADTU to strategise and effectively prepare a second and possibly a third layer of leadership at Branch, Regional and National levels.

Other teacher organisations, some which have recently mushroomed, will stake their claim to democracy, non-racialism and non-sexism - the very pillars on which SADTU was built and developed. Recent events indicate a flurry of activities on the international circuit, hence, the need for the Union to consolidate its gains over the past few years and reaffirm SADTU as a vehicle for all teachers in terms of pursuing better salaries and conditions of service.

The morale of teachers is at an all time low and constructive endeavours by the government to deliver would serve to alleviate the situation and lend credence to SADTU's commitment to enhancing the culture of learning and teaching.

Lastly, let's not forget that 1995 is SADTU's Congress year. In July we have our third Congress. The Union has to compete and function now in a new environment. Our methods of struggle are bound to change as the terrain has. SADTU must increase its capacity all round if it is to become the force in the profession. The challenges that lie ahead force SADTU to make some adjustments in its modus operandi. Hence branches and regions would be well advised to be hammering out and knocking into shape resolutions and constitutional amendments that will give the union the push it needs.

We wish all members good luck, health and happiness for 1995. ♦

R. Brijraj, Editor

EDUCATION COLUMN

CURRICULUM

On the 12 December 1994 the Interim Committee of Heads of Education Departments (CHED) decided to merge the existing Core Syllabus Committees and Field and Phase committees into 41 new National Curriculum Committees. These structures will be responsible for the second phase of the curriculum revision project. The Union calls for a review and assessment of the policy development processes. Dissatisfaction was expressed about the fact that apartheid officials had unduly influenced the first phase of the curriculum revision process. SADTU calls on teachers to be involved in the co-ordination of the second phase and on the government to develop structures and processes which will ensure maximum public participation.

SADTU's National Education Committee (NEDCOM) has planned a meeting for the beginning of March 1995 to discuss how best to establish SADTU curriculum committees. In order that the meeting be as consultative as possible, NEDCOM will extend invitations to all Redcom convenors, National Office Bearers, SADTU representatives in the Field and Phase Review Committees and representatives of SASCO and COSAS.

The Union urges the state to establish permanent structures for policy and curriculum development.

TEACHER APPRAISAL

Background

The Teacher Appraisal document has been referred by CHED to the Education Labour Relations Council (ELRC's) Bargaining Unit. NAPTOSA has indicated that the document should be subjected to bargaining in the ELRC. NAPTOSA claims not to have been part of the negotiation process.

Despite these problems, arrangements for piloting the teacher appraisal instrument are underway nationally.

EPU (WITS) Pilot Proposal

The University of the Witwatersrand's Education Policy Unit will be co-ordinating the pilot of the document in 5 Provinces. Five representative schools have been chosen in each province: 2 DET, 1 HOR, 1 HOD and 1 HOA. The pilot is to span a period of six months, commencing in mid-1995. SADTU Regional Convenors will work closely with EPU coordinators.

SADTU's input into the process

Having endorsed the EPU's proposals, SADTU has committed itself to ensure that the 4 remaining provinces are drawn into the pilot. In terms of co-ordination, SADTU will rely on its branch and regional structures - especially the Regional Education Committees.

SADTU will facilitate meetings with the provincial MEC's for Education to solicit their full support in the preparation of materials and the establishment of communication lines. This is to obviate any resistance to the trial exercise.

In those provinces such as the Northern Transvaal where piloting of the instrument has been initiated, the experiences already gained and data collected will be fed into work done in new areas. The implementation of the appraisal instrument is scheduled to follow soon after the 1996 National Conference on Teacher Appraisal. ♦

MESSAGE FROM THE PRESIDENT: MR B.B. MABANDLA

I wish to congratulate teachers and students - and all other groups that gave the necessary support to the two players - for the extra effort they made in preparing for the end of the year examinations in 1994 after the inevitable disruptions of the election period. Although the improvement in the matric performance in the underdeveloped and poorly resourced system of schooling may not be anything to be proud of, it is important to recognise the small improvement as encouraging.

1995 promises to be an educationally stable academic year, if the commitment by all concerned is anything to go by, not least by our own organisation. We would however be naive to expect a miracle. We can be certain of succeeding only if the providers (the state in particular) give the essential support both in terms of adequate human resources and material/financial resources, that are so sorely needed.

Teachers and students from the disadvantaged communities were able to operate under extremely difficult circumstances in the past until they could bear it no more, hence it became imperative to recognise education as an arena of struggle to overthrow the oppressive system that sought to perpetuate the divisive and

economically enslaving system of governance.

I wish to appeal to the same high level of commitment that our comrades displayed in the dark days of apartheid to now direct it to rebuilding that sense of worth in our communities in order to overcome that sense of despair. Now, more than ever before, we need to display that resilience we showed over the decades. We owe it to the heroes of our struggle, nay, to the masses of our people to restore their confidence in education as the only vehicle by which ones liberation can be sustained. The leadership of SADTU is doing everything to keep the struggles of the Union in proper focus in spite of the uncertain period of the transition where reactionary forces are still bent on sabotaging the process of transformation. Whilst we note the frustrating bargaining process at the ELRC we firmly believe we have the capacity to make the forum deliver. We cannot abandon a forum that ensures our right to collective bargaining; we can only seek ways of strengthening it.

Finally, we welcome the recent promulgation of the single LRA (bill) which should herald a new phase in labour relations and should strengthen the efforts of the labour movement. ♦

REFLECTIONS FROM PARLIAMENT

SADTU's ex-Vice President for Media, Comrade Ismail Vadi, comments on his experiences.

It is almost a year since three SADTU National Office Bearers - Shepherd Mdladlana (ex-President), Randall van den Heever (ex-General Secretary) and myself (ex-National Vice President for Media) - have withdrawn from the Union to take up positions as Members of Parliament in the democratically elected Government of National Unity.

It is a good time to reflect on my new political role and to re-examine my relationship with SADTU.

Until now I have maintained informal contact with the SADTU National Office and some of the Union's provincial and branch formations. The substance of this relationship has centred on exchanging information on government thinking on educational policy questions and on securing briefings on developments within the teachers' union.

I see a need for a more structured relationship between myself and SADTU, as well as other MDM educational formations and groups in civil society.

This is vital if I wish to keep my fingers on the pulse of the non-governmental sector.

The central objectives of such linkages will be to:

- ♦ Keep abreast with educational policy debates and issues;

- ♦ Become aware of critical problems or potential flashpoints in education;

- ♦ Search for solutions to these in conjunction with relevant stakeholders in education;

- ♦ Make the legislative component of government more accessible to organisations and interest groups in civil society;

- ♦ Keep the wider public informed of government initiatives in education; and

- ♦ To highlight the possibilities for and constraints on the process of educational transformation.

I accept that not all organisations in civil society would want to forge a structured link with politicians. Some may want to maintain a strong critical distance, while others might want to guard their organisational autonomy and independence. They might even want to play the role of watchdog over politicians and the Education Ministry more broadly. That is perfectly legitimate.

What should be recognised is that forging links with politicians will not automatically undermine the integrity of an organisation in civil society, if that organisation

draws its inspiration and mandate from its support base through democratic practices.

Striking up political relationships in this period of transition can enhance the capacity of SADTU to lobby in order to advance its goals and objectives, to influence and shape policy decisions and to actively engage in the democratisation of society and the organs of the state.

Building structured relationships with MPs and the Education Ministries at national and provincial levels is as essential as SADTU's campaigns and programmes of action for fundamental change in education.

In this context SADTU should guard against seeing MPs simply as conduits for processing its demands and interests with the Education Ministry. Such an approach is mechanistic and fraught with problems. It fails to understand the complex interrelationships of the executive (cabinet), the legislative (parliament) and the administrative arms of government, and of the processes by which policy decisions are made and laws passed.

What is needed is a healthy, mutually-critical and constructive partnership between the relevant elements of a democratic government (e.g. MPs, Education Ministry, etc.) and organs of civil society in our common search for transformation in South African Education. ♦

NEDLAC - WHAT IS IT?

BACKGROUND TO NEDLAC

South Africa has faced many challenges with respect to economic and labour policy matters. In the past, bodies such as the National Manpower Commission (NMC) and the National Economic Forum (NEF) were given the task of facilitating co-operation between business, labour and government. The NMC, which was a statutory body, dealt with mostly industrial relations issues; the non-statutory NEF tried to achieve consensus on general economic policy issues. But more recently, in light of political transformation generally and the RDP in particular, it became clear that there should be one statutory, co-operative body (incorporating the NMC and NEF) to address economic, labour and development issues. This body is called the National Economic Development and Labour Council (NEDLAC).

FUNCTIONS

All legislation affecting labour, economic and development policy must go through NEDLAC first, and only then to parliament. NEDLAC will seek to reach consensus and agreement on these matters. Of course, parties are not obliged to reach agreement - in the case of a failure to reach agreement, Parliament will probably decide the issue.

NEDLAC will deal with issues such as the new LRA, job creation, wage policy, investment, industrial restructuring, housing, provinces and fiscal federalism, public sector policy, etc. - basically everything that may fall within the broad ambit of labour/economic/development policy.

REPRESENTATION AND COMPOSITION

There will be four negotiating chambers:

- * Trade and Industry
- * Fiscal and Economic
- * Labour Market
- * Development

Government, organised labour and organised business will be represented equally in all four chambers. In the Development chamber, organisations representing communities and the civil service generally will be represented - their combined representation will be equal to the other parties' in the chamber (that is six).

Organised labour will be represented by COSATU, NACTU and FEDSAL on a 4:1:1 ratio - there are six labour representatives in each chamber. (This is better for COSATU than in the NMC, where the ratio was 2:1:1.)

STRUCTURES

National Summit

NEDLAC will convene an annual National Summit to be chaired by President Mandela or Deputy President Thabo Mbeki. While the Summit may not form part of NEDLAC itself, its function would be to involve as many relevant groups and forums as possible in order to give feedback on NEDLAC activities and to obtain inputs from organisations or persons not normally involved and to establish broader ownership of NEDLAC.

Executive Council

This Council will meet every three months and receive report-backs from the four chambers. The job of the Executive Council will be to review progress, reach consensus and make agreements between the parties. Government, labour, business and the development constituency will be represented equally on this Council.

Chamber

Each chamber will consider issues relevant to that chamber. Chambers will draft reports or make recommendations for agreements. Agreements will need to be ratified by the Executive Council.

Contact Ravi Naidoo at Naledi for more information
on Tel.: 403-2122 ❖

NEDLAC STRUCTURE

EXECUTIVE COUNCIL

18 from each constituency. To receive report-backs from Chambers and to conclude agreements between parties.

MANAGEMENT COMMITTEE

Convenors from Chambers and constituencies. To oversee and co-ordinate work of the Council between meetings of the Executive Council.

**PUBLIC
FINANCE &
MONETARY
POLICY
CHAMBER**
to negotiate
agreements

**TRADE AND
INDUSTRY
CHAMBER**
to negotiate
agreements

**DEVELOPMENT
CHAMBER**
to negotiate
agreements

**LABOUR
MARKET
CHAMBER**
to negotiate
agreements

NATIONAL SUMMIT

Convened annually by Executive Council to ensure transparency and obtain inputs. Maximum of 300 persons/organisations which have an interest in NEDLAC issues.

SECRETARIAT

21 staff members, three constituency co-ordinators

GENDER COLUMN

WOMEN'S REPRESENTATION IN COSATU

NALEDI (National Labour and Economic Development Institute) conducted an extensive survey on the membership and state of organisation in COSATU Affiliates and Regions. One of the most important issues the survey dealt with was the issue of gender. The survey tried to ascertain the number of women involved at the various levels of COSATU in terms of:

- ◆ Membership
- ◆ Shop Stewards - the basic leadership layer operating at the workplace level.
- ◆ Second Tier Leadership - the number of women among the Regional Office Bearers of the Union.
- ◆ National Leadership - the number of female National Office Bearers.

No reliable figures on the total number of women in COSATU could be gathered but certain information collected in 1990 suggests that approximately 36% of COSATU membership are female. Official employment statistics suggest that in 1993, women made up 36.4% of people in formal employment.

There is no information on the number of female shop stewards in COSATU; indeed, there is no reliable data on the total number of Shop Stewards in the Federation - very few Affiliates have collected this information.

COSATU's fifteen Affiliates and its own regional structures have 590 Regional Office Bearers - 24 of these positions were vacant at the time of the survey. Of the remainder, only 13% of Regional posts were occupied by women and the picture was distorted by the fact that SADWU's Regional Office Bearers are all women. If the SADWU data is excluded then women make up a mere 8% of Regional Office Bearers.

Among National Office Bearers the position is equally bleak. COSATU and its Affiliates have 95 National Office Bearers, of which 2 posts were vacant at the time of the survey. Of the filled posts only 13% of National Office Bearers are women. If SADWU is excluded, then the figure drops again to 8%. The figures are a slight improvement on 1990 when women comprised 10% of National Office Bearers (and 5% excluding SADWU). NALEDI

expected to find a lower proportion of women as one moved up the leadership ladder. They were unsure how to interpret the fact that women comprise 8% at both Regional and National levels.

Regarding the most powerful positions in the federation, the NALEDI survey found that, excluding SADWU, no general secretaries and chairpersons were male. Indeed, since its inception, COSATU has only had one female regional secretary and has never had a woman as regional chair. Further evidence of the problem is that COSATU's Central Executive Committee (CEC) is attended by very few women.

The figures indicate three areas of concern:

Firstly, continued adherence to the principle of non-sexism has done little to ensure the equal participation of women in union structures.

Secondly, there is an underlying problem that women's participation in the formal economy is roughly half that of men. In some sectors there are almost no women employed. Many studies have shown that women tend to occupy lower-paying jobs in more vulnerable sectors of the economy.

Thirdly, unions may be alienating a large section of potential membership. Especially in industries where the proportion of women workers is high, the low representation of women in leadership undoubtedly creates long term problems. Women may not treat the unions as their organisations, and they may find their specific concerns and demands neglected.

One can expect unions with low female membership, such as NUM, CAWU and SARHWU, to have correspondingly few female regional and national office bearers; although the fact that so few women are in these industries reflects a gender discrimination in employment practices. But it is less understandable for Unions with a relatively high proportion of female members to be so male dominated. ❖



SADTU'S FIRST NATIONAL ARTS FESTIVAL

The National Culture Committee is preparing for SADTU's first National Arts Festival to be held from the 7-9 April 1995 in Durban. Workshops, rehearsals, eliminations and auditions have got off to an exciting start in all the provinces.

The Regional Culture Convenors are responsible for the preparation of the regional cultural troupes/casts who will be performing a maximum of 6 items: 3 group and 3 solo performances. Troupes are being encouraged to produce a mixed programme of innovative drama, music, dance and poetry.

A selection committee will be responsible for choosing the acts for the Saturday gala evening. They will be guided by the need to showcase a variety of art forms and the need to give all regions a chance to show a selection of their most creative work. The theme of the festival is still to be decided...

Contact SADTU News now with your most original and creative suggestions! ❖

GENDER RESOLUTION

At SADTU's National Council it was noted that many resolutions had been taken in the past relating to the empowerment of women but that little had been done in concrete terms to implement these resolutions. Delegates affirmed the fact that by increasing the participation of women it would have the effect of strengthening the union at all levels. The Council therefore resolved to:

- Appoint a full-time Gender Officer to serve the gender desk at a national level.
- Recommend that in all sub-committees/structures of SADTU, consideration be given to gender balances in the election of officials.
- To direct the Regions to encourage the participation of women in all sub-committees and debates in the Union, and not just on "gender related" issues. ❖

THE NEW LRA

In July 1994, Labour Minister Tito Mboweni appointed a task team to draft a new LRA. On 2 February 1995, a draft negotiating bill was released.

The new LRA has been described as a "revolution in labour law".

Essentially, the bill focuses on regulating collective employment rights, and not individual worker-employer relations. (Individual worker rights are improved by making rules on unfair dismissals clearer, however.)

Centralised bargaining is going to be hotly debated. The drafters of the bill chose the "power model" over the statutory and court model. Unions are expected to use the increased organisational rights (e.g. strike, access to premises/information, etc.) that the new LRA provides to win centralised bargaining rights. In other words, centralised bargaining is generally not compulsory, but it is encouraged. However, centralised bargaining is compulsory in the public sector.

The "encouragement" to bargain centrally also includes the extension of collective agreements to non-parties; therefore employers would want to be part of the deal-making process rather than stay outside of it.

Workplace forums are probably the most fundamental new aspect of the bill. The intention is to compel employers to consult with workers on major issues. Workers are to be involved improving productivity, efficiency and decision making. Basically, any workplace with at least 100 workers may have a workplace forum. This forum, initiated at the insistence of the majority union, will represent all workers. All workers (including non-unionised workers) can vote for candidates to represent them in the forum. Although workplace forums are required to deal only with non-wage issues, there is a danger that they could compete with the union. For this reason, the issue of workplace forums is going to require much careful thought and drafting.

Other important features of the new LRA include:

Scope of application: All workers (including public sector, farmworkers and domestic workers) are covered by one LRA. The only exceptions are police, defence force and intelligence services.

Registration: While registration is non-compulsory, registered unions are given considerable powers. Trade unions which discriminate on the grounds of race or gender will be de-registered.

Strikes: Balloting is not required. Procedural strikes are fully protected (no dismissals, no interdicts). The procedure is simple: (1) dispute referred to bargaining council or Conciliation, Mediation and Arbitration Commission; (2) dispute unresolved for 30 days; (3) 48 hours written notice to employer. Strikes are permitted in the public sector, but not in essential services.

Essential services: Essential services will refer to specific job categories, and not sectors (as at present). Essential services, once defined through negotiation, will have compulsory arbitration.

Unfair dismissal: Listed are what constitutes an unfair dismissal; this removes much of the discretion that existed as to what was unfair and what was not.

Mediation and arbitration: The bill is "anti-legalistic". The intention is to resolve disputes fairly and speedily, and not become entangled in legal delays and complications. As a result, conciliation boards and the industrial court will be scrapped. NEDLAC will appoint an independent, statutory body (CMAC) to mediate/arbitrate disputes.

Unions and employers are to negotiate the new LRA at NEDLAC. The intention is that the new law should be in place by June or July 1995.

Contact Ravi Naidoo at NALEDI for more information
on tel.: 403-2122 ♦

NEWS UPDATE

At the Union's first National Executive Committee meeting held this year in Johannesburg from the 3-5 February 1995, SADTU adopted the following resolutions:

Education Labour Relations Council Levies

The following levies are to be paid by teachers:

Unionised Teachers - R2.00

Non Unionised Teachers - R7.60

The new levies may be applicable on 1 April 1995.

NB! SADTU members who are not on stop order yet, should contact their regional offices urgently.

No more affiliation under compulsion!

The South African Council of Education (SACE), a new teachers' registration body is to be launched soon. Its functions will include: registering teachers, setting up minimum requirements for entering the teaching profession and a code of conduct for teachers. In light of the above, organisations such as the TFC (Teachers' Federal Council) will be relinquishing their statutory role of deducting monies from teachers salaries. White teachers will now be able to join the union of their choice.

Salaries

The Union acknowledged the lack of progress in salary negotiations and the significant expectations that had been created on the ground in respect of salary improvements. It was clear that the issue had serious political implications and that there was an urgent need to deliver in the broad area of service benefits in order to avoid labour unrest. The NEC resolved to appoint a task team to develop a comprehensive three year plan in relation to benefits other than salaries i.e. taxation, housing subsidy, medical benefits and maternity leave provisions. Negotiations in the ELRC are to take place around this proactive plan. The Union also resolved to call for the restructuring of teacher salary scales and to campaign for the immediate implementation of parity in service conditions. SADTU demands the rapid conclusion of such negotiations.

Restructuring the Bureaucracy

The Union expressed concern at the lack of progress that had taken place in terms of the restructuring of the bureaucracy and the control exercised by apartheid bureaucrats in this regard. SADTU demanded that the process be led by representatives from the new order. It was resolved to publicly campaign for the removal of reactionary elements holding key positions.

Private Schools and the ELRC (Education Labour Relations Council)

Attention was drawn to the proposal for a separate chamber of the ELRC for private schools. SADTU is aware that this call has been made by the employers rather than the employees of these institutions. It was thus resolved to broadly consult with membership in private schools on the issue and SADTU should withhold its endorsements of a separate chamber pending the finalisation of these consultations. ♦

REGIONAL NEWS

NORTHERN TRANSVAAL

A number of Teachers' Forums have been planned for the beginning of March with the main objective of encouraging teachers on the ground to raise issues of concern.

The key problems faced by the Region include overcrowding and teacher unemployment. Overcrowding can be alleviated if the state allocates significant resources to the building of classrooms. (Temporarily community buildings such as churches, community halls and tents could be used in the interim.) The region has approximately 12 000 unemployed teachers. SADTU calls on the department to create new posts.

A number of regional campaigns are to be launched. These include: salary negotiations, membership recruitment drives and the enhancement of a culture of learning in schools.

KWA ZULU NATAL

The start of the 1995 school year marked one of the most important milestones in South Africa's transition period. In Kwa Zulu Natal, however, the moment was crisis ridden. SADTU has called on the provincial government to ensure equitable access to education for all and to help restore the culture of learning by addressing problems in admissions, overcrowding, school fees and employment of teachers. Also the Union has called on the government to democratise schools and to process all SADTU stop orders so as to endorse their commitment to freedom of association.

EASTERN CAPE

The most serious problem faced by the Region is a court interdict instituted by the former Transkei and Ciskei Education Departments on the Education Ministry. The interdict has retarded progress especially in respect of the restructuring of the bureaucracy, hence, no key appointments have been made.

The Region is concerned by the attempts of former racist bureaucrats to maintain and gain control over strategic forms of education. SADTU has addressed this problem by ensuring its representation on all forums.

Despite the problems, gains have been made. Almost all senior advisors to the MEC are SADTU members or from the Broad Democratic Movement (BDM). Due to the uncertainty in respect of the position of unemployed and temporary teachers, the readvertising of posts and the salary debate, many teachers have found security within SADTU. This has led to significant membership gains. SADTU's involvement in the Education Ministry's "Learning and Teaching Campaign" has ensured that the Union has sustained a high profile.

GAUTENG

The Gauteng Region has been faced by a number of organisational and political challenges in terms of recruitment, capacity building, transportation and interrelationships with fraternal organisations. Resolutions passed by the Region's REC have included: a decision to buy a pool car, to rejuvenate the regional organising department, to reclaim ties with fraternal organisations and to set up a campaign's committee.

WESTERN CAPE

The non-delivery of education by the NP-dominated provincial government has seen the emergence of a joint forum con-

sisting of SADTU, the ANC and the NECC. The forum has intervened in the education crisis to set up registration centres for the thousands of "surplus" pupils seeking access to schools. Three empty schools in former "white" areas have been occupied, with the authorities having promised to employ teachers.

On the 8th February 1995 nearly 2000 teachers gathered for a SADTU information meeting. Retrenchment was the burning issue. The National Ministry is to substantially cut the Western Cape's 1995/1996 education budget. The NP has used the issue divisively to threaten "coloured" teachers that they may lose their jobs, while more african teachers will be employed.

NORTH CAPE

Problems have ranged from shortage in the supply of teachers to a severe lack of stationary and books in schools. Hundreds of Kimberley teachers threatened strike action in this regard. The MEC for Education however attempted to alleviate the crisis by promising to allocate R2 million for the hiring of teachers and a further R1 million for the provision of stationary and textbooks.

EASTERN TRANSVAAL

Severe overcrowding, lack of delivery of school supplies and the deficiency of qualified teachers have become crucial issues. The Department has acknowledged the need to speed up the supply of textbooks and the importance of providing bursaries for the admissions of unqualified and under qualified teachers at colleges of education. The Region's particular concern is the lack of progress in salary negotiations.

NORTH WEST

Problems include the issue of the Primary Education Upgrading Projects (PEUP), recognition of the Union in certain parts of the former Bophuthatswana homeland and the unresolved issue of the International School. In a meeting held on the 10th February 1995 the Provincial Executive Committee (PEC) resolved that the PEUP project should be rejected since it sought only to evaluate teachers rather than to upgrade them. The PEC noted that in some parts of the former Bophuthatswana homeland, Union officials were still denied access to mobilise and recruit members. The PEC fully supported the need to transform the International School into a technikon, or similar institution, so that it serves the broader society. The Committee has taken up the relevant issues with the MEC for Education.

FREE STATE

The MEC for Education, Mr T.S. Belot, a former SADTU member, recently appointed SADTU members to serve in his transitional committees. These committees have assisted the MEC to manage problems related to admissions, the maximum utilisation of resources and the establishment of districts.

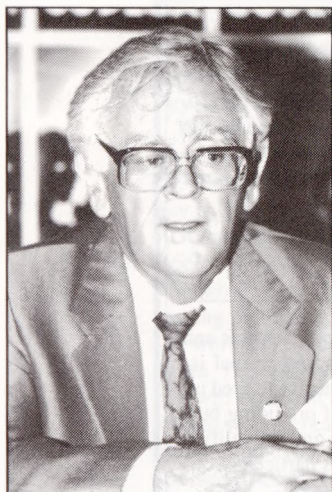
The region believes that it has become clear that there can be no educational reconstruction without SADTU's involvement.



OBITUARIES

Hamba Kahle Cde Joe Slovo

The 1994 general elections heralded the dawn of a new era - the replacement of an illegitimate regime by a new democratic order. For the first time in decades we saw the installation of a government elected by the people for the people.



History will recall the role of the apartheid regime and its propaganda machinery in denouncing and condemning communists and other activists. In the days of the struggle Comrade Joe Slovo was "public enemy number one" and a target of the regime's clandestine extermination units. Yet, his courage and conviction in the face of personal adversity, especially with the assassination of his wife, Cde Ruth First, stood unwavering. Nothing impinged on his quest for democracy and the restoration of human dignity to the majority of our people.

It was Cde Joe Slovo's "sunset" clause that led the way for a political settlement that resulted in the Government of National Unity. The GNU has been heralded by the international community as a political solution par excellence.

The last year of Cde Joe Slovo's life saw him as Minister of Housing - a role that he relished in and in which he paved the way for a new housing policy to assist the masses in the country.

Cde Joe Slovo, when asked why he was a communist, responded by saying: "In a country where more than six million people are homeless and without jobs, how could I not be a communist?" This epitomises the life and times of a man who loved and cared, and above all, fought for the sanctity of human life and human dignity.

Hamba Kahle - Cde Joe Slovo!

Stella Samuel served education and her pupils with sincerity and dedication...

The wife of SADTU National Executive Committee member Harold Samuel, Stella Samuel passed away at her home in Stanger Heights after a career which spanned more than 37 years.

Stella entered the teaching profession as a young bride in 1956. She proved to be a dedicated junior primary teacher, who touched the hearts of hundreds of children at the various schools she taught at until her retirement in 1990.

In paying tribute to Stella, Deputy President of SADTU, Luki Nkonka spoke of the admirable support she gave to her husband. "Stella was very understanding of her husband and the efforts of the union in preparing the way for a new dispensation in educating the nation", Nkonka said.

ARTS AND CULTURE

by Alison Lazurus

Beyond Talk and Page to Make and Stage...

Are we ready to declare ourselves educators and performers? Are we ready to represent, express, share, construct and communicate our flights of hope and fantasy, our imaginings, our thoughts, our experiences, visions, frustrations, our rhymes and rhythms? When last have you felt a poem, danced a tune, explored and acted out a character?

Our coming together as SADTU teachers should be primarily to explore ways to give body, voice, soul and performance space to ourselves and the many people in our Union. Teachers need to rediscover the performers and players in themselves before we all become dull, lonely and spiritless. In times gone by teachers were vibrantly creating harmony in communal prayer, toying the message of liberation, preparing the communal wedding meal, participating in the annual church carnival, painting, weaving, singing, dancing, acting, sculpting and composing in both personal and supportive communal performance spaces.

How do we make SADTU Culture Committees these supportive, communal performance spaces?

We need, I think to revisit our understanding of culture. In its broadest sense, culture is the way we make meaning of the world and the way we communicate this meaning. It is both the values we communicate and the forms in which we communicate. It is always dynamic: unfolding, constructing and shaping itself in the tension between forces that lead or resist development.

I believe that we must embrace this broad understanding of culture that goes beyond the collapsing of culture into just the artistic forms used to express the individual artist's ideas. When we take this broad understanding of culture, we can begin to see that:

- ◆ Our activities, projects and programmes must be inclusive and communal.
- ◆ Our committees should attract cultural workers from a rich range of cultural backgrounds.
- ◆ Values operating in our committees, activities and programmes should create a cooperative, warm sharing environment where educators can bare and express their deep need to share and communicate through their chosen art form.
- ◆ Because culture is dynamic, we must give space to communication. There must be no policing of our representation whether comic or tragic, deep or superficial. It is the dynamism that counts. Political sanitation kills participation by putting out flickering spirits.
- ◆ We should not trap our Culture Committees in constant rounds of sterile meetings looking only at which member should represent the Union at other cultural events. Let us rather represent our Union through our own creative works.
- ◆ Culture committees, when they meet, should be engaged in MAKING CULTURE.

NB!! The Union is here to serve teachers directly and students indirectly. We should avoid seeing teacher-guided student production as the end of our participation in cultural activity. We must find our own performing voice.

I believe that if we can encourage the performers in ourselves to re-emerge, then we will see the re-emergence of the creative educator, all freed and alive and ready to take the performance space in the classroom and make education a truly liberating experience! ❖