



# SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION

Jan '96

Teachers in the Western Cape joined the SADTU strike in 1993 to fight the retrenchment of teachers. This was the De Klerk government's interpretation of rationalisation. The National Party's approach was as follows :

- It was **UNILATERAL**. Teachers were not consulted.
- It was **UNIMAGINATIVE**. Retrenching teachers was seen as the only option.
- It **BRANDED** our labour action as immoral and unlawful whilst refusing to extend the LRA3 to teachers.
- It was **RACIST**. Only ex-HoR teachers were to be retrenched.
- It was a consequence of the Education Renewal Strategy and designed to anticipate an ANC take over and it was seen a last ditched attempt to maintain and protect the privileges of the white ruling class.
- It was an **ATTACK** on SADTU. Retrenchment affected mostly temporary, and in some cases, permanent post-level 1 teachers. The bulk of SADTU's membership falls into these categories. What added insult to injury, was that more promotion posts were created. Senior heads of departments became deputy principals, and more Heads of Department posts were created. Consequently, millions of rands were wasted !

## WHY RATIONALISATION '96 ?

### SADTU'S VIEW ON RATIONALISATION :

1. **RATIONALISATION IS NOT EQUAL TO RETRENCHMENT.** SADTU has always argued that SA needs more teachers. The De Klerk government and his predecessors created a situation where the majority of South Africans were crammed into overcrowded classrooms with few teachers, whereas a small minority enjoyed extraordinary luxury. To change this scenario we need to place teachers in schools in such a way that there is an even distribution throughout the country.
2. **RATIONALISATION IS A PROCESS** which is necessary if educational resources (both human and material) are to be redistributed for the benefit of all our country's citizens. We, as SADTU comrades, are committed to redress the imbalances and inequalities of the past.
3. Rationalisation is to be implemented after due **CONSULTATION AND NEGOTIATIONS** between employer and employee organisations.
4. **RATIONALISATION IS NOT A RACIST PROCESS.** It is, in fact, an RDP process, and should implemented the principles and objectives of the RDP.

SADTU has continuously argued that the Western Cape's education budgetary process is devoid of any transparency. A senior WCED official claimed that an amount of R500million had to be 'borrowed' from the provincial funds, and had therefore to be paid back. Now the WCED has made another claim - that it has been footing the bill for the Eastern Cape teachers in ex-HoR and CED schools to the tune of R200million. SADTU cannot be expected to co-operate with the WCED in the absence of a clearly understood and acceptable budgetary process. We will not sell out our membership (psst ! unlike our rivals) to the tactics of Hernus Kriel and Martha Olckers.

**Rationalisation is a national strategy which seeks to redress historical imbalances in the whole country, and not just in the Western Cape. It must be remembered that because of apartheid, teachers have different historical experiences, and that the levelling of the playing fields will be both traumatic and painful.**

**But SADTU's first duty is to fight for the employment of its members and to see to it that their service conditions are such that they will be able and encouraged to deliver a quality service to their charges thereby contributing to the building of the nation**



## WHAT ARE THE CURRENT DEBATES IN THE EDUCATION LABOUR RELATIONS COUNCIL (ELRC) - Nationally and Provincially.

### 1. Teacher : Pupil Ratios (ordinary schools)

Nationally the ELRC accepted a ratio of 1:35 (secondary schools) and 1:40 (primary schools) - to be reviewed annually - because it would result in relieving the gross inequalities in education across the country. Provincial education departments were given the option of either implementing 1:35 and 1:40 immediately or phasing it in over a period of five years which started in 1995/6.

### 2. Teacher : Pupil Ratios (special schools)

A technical committee was established by the Western Cape Chamber to interrogate ratios and staff provisioning scales for each of the following categories : technical schools, colleges of education and special schools.

#### What are our options for ordinary schools ?

- The WCED proposes that a distinction needs to be drawn between less favourable and more favourably staffed schools. The less favourable schools (mostly ex DET) with a current ratio greater than 1:35 and 1:40 will start with a ratio of 1:35 (secondary) and 1:40 (primary) for 1996. Currently schools with a more favourable ratio of 1:22 and 1:27 (mostly ex HoR and ex CED) to start with a ratio of 1:26 and 1:36 for 1996. This ratio will be increased to 1:35 and 1:40 over the next four years.
- The introduction of a uniform provincial teacher-pupil ratio of 1:26 and 1:36 for all schools in the Western Cape.
- To negotiate for a lower teacher - pupil ratio in order to exploit a better economic climate for as long as possible.

#### NEW STAFF PROVISIONING SCALES

This will indicate the number of posts and post levels allocated to each school.

Some schools will qualify for fewer post level 1 posts.

Some schools will qualify for fewer promotion posts and others will qualify for more promotion posts.

Posts in excess to be redeployed or declared redundant.

The management posts of smaller schools in the rural areas might be negatively affected. (i.e. one head of department post for every 200 pupils at a primary school and one head of department post for 175 pupils at a secondary school. A school with an enrolment of less than 80 will qualify for a post level 1 principal)

#### GRADING OF SCHOOLS

Pupil intake will affect the classification of the school and in turn will affect the post level of the principal of that institution. The post level of some principals will 'decrease' and some will 'increase'.

Resolution 5 of ELRC guarantees principals a salary protection of two years in the case of a decrease of post level.

What other protection do we as SADTU need to negotiate for principals affected by regrading ?

#### What criteria / process should be followed to identify redundant posts?

##### How to implement the process of redeployment ?

Should voluntary retrenchment packages be allowed and if so on what basis? (eg. needs analysis of school, subject choices ...) Should LIFO (Last in first out) and FIFO (First in first out) be implemented. What are our suggestions for timeframes for this process ?

What should SADTU negotiate towards (to be linked to teacher-pupil ratio) with regard to : post provisioning staffing scales and the regrading of schools.

**TASKS : Comrades many of the above questions will remain unanswered if we do not actively engage in the discussions and debates at site and branch level.**

**No SADTU teacher should be silent on any of the above issues as it affects every single one of us.**





# SADTU BULLETIN

**CONCERNED TEACHERS, as part of the “concerned group” or the Western Cape Parents, Teachers, Students Forum (WCPTS),  
HAVE A DILEMMA :**

**THEY AGREE WITH RATIONALISATION BUT REFUSE  
TO MAKE CONCRETE PROPOSALS TO TRANSFORM  
EDUCATION.**

- **Rationalisation is a national strategy.**

It seeks to redress historical imbalances in the whole country, and not just in the Western Cape. It must be remembered that because of apartheid, teachers have different historical experiences. We recognise that to integrate the 19 separate education departments will be both traumatic and painful.

**THEY CONFUSE RATIONALISATION WITH  
RETRENCHMENT; RETRENCHMENT WITH  
REDEPLOYMENT AND EQUALITY WITH EQUITY.**

- **Rationalisation is not equal to retrenchment !**

SADTU has always argued that SA needs more teachers. The De Klerk government and its predecessors created a situation where the majority of South Africans were crammed into overcrowded classrooms with few teachers, whereas a small minority enjoyed extraordinary comfort. To change this teachers need to be placed in schools in such a way that they are fairly distributed throughout the country. Then we will be better placed to fight as a non racial union for a better education for ALL.

- **Redeployment is not Retrenchment !**

In the education sector a Severance Package is being offered to teachers who want to opt out of the system voluntarily. The vacancies that result will be filled by redeploying teachers from institutions where they are in excess. The number of educator posts in the country will remain the same. Therefore **NO TEACHER WILL BE RETRENCHED**. Redeployment will ensure the equitable distribution of human resources throughout our country. SADTU is setting up mechanisms to negotiate with democratic governance structures at schools to ensure that teachers who choose redeployment will be received favourably.

- **Equity versus equality.**

Equality means that the HAVES will add to their past privileges while the HAVE-NOTS will continue to be disadvantaged. For this reason we first need to apply **EQUITY**. This means that those who were more favoured in the past will receive less while more will be given to the have-nots. Once equity is reached everyone has the chance to enjoy equality.



## **THEY ARE BEING HOODWINKED BY THE DISHONEST AND RACIST AGENDA OF THE NP.**

The NP created the gross inequalities in education and still have no plan to improve education for ALL. In fact, they want to maintain the privileges of a few at the expense of the majority. The NP have been attempting to retrench teachers since 1992. NOW, to sow confusion, Martha Olckers and the mainstream press insist on equating redeployment with retrenchment. In 1994 they claimed that the ANC was planning to take the houses of 'coloureds' and won the elections in the Western Cape. Now, with the local government elections, they claim that 'coloureds' are going to lose their teaching jobs.

## **THEY ARE UNAWARE OF THE HIDDEN AGENDA AND LACK OF DIRECTION FROM THE WCPTS FORUM AND "CONCERNED" LEADERSHIP.**

### **THESE LEADERS CLAIM THAT THEY HAVE NO POLITICAL AGENDA ?**

- ⇒ Why are they preoccupied with attacking SADTU and the ANC ? In 1993 when SADTU went on strike against the racist NP government, the same coloured forums mushroomed to oppose SADTU.
- ⇒ Why do they not direct their attacks at the NP and the racist teachers who have an NP agenda?
- ⇒ Like the IMF and World Bank they want to smash unions and defeat the gains we have won for teachers and other workers in SA.
- ⇒ When are they going to fight against those who created the mess that South African education is in ?
- ⇒ When are they going to fight for ALL people and not just for the narrow interests of their 'coloured' schools. ALL schools, ALL parents, ALL students deserve a say in transforming education, not just certain elements at South Peninsula, Alexander Sinton, Cathkin, Belgravia, Trafalgar, Harold Cressy, Garlandale and a few other 'coloured' schools.
- ⇒ The WCPTS Forum is only non racial in their imagination ! They do not represent the parents, teachers and students of the Western Cape but only of a few 'coloured' schools in the Southern Suburbs.

### **THE LEADERSHIP OF THE WCPTS AND THE 'CONCERNED TEACHERS' FORUM ARE :**

- bound by reactionary, opportunistic, selfish concerns.
- united in their short-sightedness.
- refusing to think about issues within a national perspective.
- misinformed and use parents and pupils for their own ends.
- a 'fly by night' grouping that is reactive and not proactive.
- against negotiation - they rather groan and moan.

**MANY TEACHERS HAVE GENUINE FEARS ABOUT THEIR  
JOB SECURITY.**

**SADTU HAS DEFENDED YOU IN THE PAST AND  
WE WILL CONTINUE TO DEFEND YOU IN THE FUTURE.**

**ALUTA CONTINUA !**