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SADTU NEWS

Newsletter of the South African Democratic Teachers Union

SADTU'S MAJOR THREE YEAR CAPACITY BUILDING PROGRAMME

By SADTU General Secretary,
Thulas Nxesi

SADTU has planned to launch a major capacity building programme in 1996.

SADTU is a young union. Formed in 1990 as the only non-racial, non-sexist and democratic teachers' union in South Africa, SADTU was viewed as a champion of teacher rights and thus the ideal organisation to campaign for transformative change. Consequently there was a significant shift of membership from established teacher associations. SADTU grasped this initiative and was able to earn an enviable position in educational struggles.

The Union's tremendous growth in size however has meant more responsibility at all organisational levels. Teachers' demands and expectations have increased in the post apartheid era. Also the demands of educational reconstruction have become more complex. The country's constitution and the new political demarcations have necessitated a realignment of our structures. The creation of nine provincial education departments with concurrent powers with the National Ministry of Education has introduced still more challenges for the Union. SADTU is now faced with the task of co-ordinating its activities at five levels, namely: National, Provincial, Regional, Branch and Site.

In this new period the Union has been asking: Do we have the capacity to meet the challenges, demands and expectations of membership? Is there a strategy in place to empower our members on the ground as well as Union personnel to meet these challenges?

Congress noted the lack of proper membership servicing throughout the



SADTU's Site Steward capacity building programme (1996 - 1998) - The quest for quality unionism begins...

Union's structures. Despite last year's comprehensive national capacity building programme run by the Union in conjunction with the British Columbia Teachers' Federation (BCTF), many grass roots teacher structures remained disempowered. This was largely due to a lack of financial resources.

The Union believes that the majority of our site-stewards still need to be empowered to fully understand teachers' rights and responsibilities as leaders. It is SADTU's belief that only through skilled and effective site stewards can

we enhance grass roots participation and further growth of our membership.

The National Executive Council (NEC) thus passed a resolution on the 12 - 13 October 1995 to empower the Secretariat to initiate an extensive capacity building programme to develop the professional and bargaining needs of our members and personnel. A proposal was put forward that the BCTF/SADTU programme be reviewed and extended for the next three years. This would be in the following phases:

- Basic Site Steward Course
May/June 1996 - December 1996
- Intermediate Course
May/June 1997 - December 1997
- Advanced Course
May/June 1998 - December 1998

It was decided that the accumulated funds from the Education Labour Relations Council (ELRC) agency fee be dedicated to this programme. The Union will arrange time off for educators to attend. The duration of the course will be 2 - 3 days. Trained stewards will be certified. A full-time Programmes Co-ordinator is to be appointed. S/he will prepare manuals and oversee the programme's implementation.

A workshop is to be held in November 1995 to prepare for this. Workshop participants will include four provincial delegates: the secretary, education convenor, gender convenor and organiser. International experts from allied teacher organisations will be invited to assist in facilitating the workshop.

The training programme is to focus on the following areas: grievance handling, conflict resolution, negotiation skills, meeting procedures, communication, research and organisational skills as well as administration, management and leadership training.

EDITORIAL

Congratulations to all democrats who have been elected into the local government structures. We also salute those that worked tirelessly behind the scenes for this victory. We now have the collective responsibility of developing and deepening a democratic tradition. We know that comrades in Kwa-Zulu Natal and Western Cape will toil for a few months more with added faith for the inevitable victory. We are now therefore at the second stage of reconstruction and nation building. This imperative compels us to give urgent consideration to a range of labour and education issues.

Essential to redress and development in education is the creation of a suitable climate for learning and teaching. Therefore the concept of a code of conduct requires our immediate attention. SADTU already has a code of conduct for our teachers. In light of that we need to ask and answer some questions.

1. Is this the code that we want to propose for all educators or do we fashion another?
2. Is a code of conduct for teachers to be conceptualised as one working independently of a code for students and even one for education administrators or should it be an all embracing code that will inculcate in the educational environment as a whole a sense of inter-dependence and healthy co-operative symbiosis?
3. How do we ensure adherence to the code by all players noting that there are comrades who have become alienated from the profession because of the ravages of apartheid education whilst there are others who are having a merry-go-round free ride in the name of democracy and transition?
4. Is there a need for a special internal code that guides officials and members in the way we operate internally and in respect of representations and negotiations? If so, then does such require enforcement procedures?

Comrades whilst we may be tentative in respect to the above we should at least be sure of one thing. It is our calling as unionists to develop and maintain an appropriate teaching and learning culture. No doubt our initial agreements on new conditions of service for teachers and our appraisal proposals chart the initial moves on the way forward. We have to and we will once again take the lead.

The aspect on education that needs to be interrogated is the question of grades and compulsory subjects. Subjects are presently offered in different grades/levels e.g. mathematics higher grade/standard grade/ lower grade with three different syllabi. Some subjects are compulsory e.g. English.

We are striving to create an egalitarian society that is underpinned by equality maxims. To elevate a subject or two to compulsory status and to straight jacket students into special grades/levels perpetuates notions of inferiority and superiority. A curriculum model that reiterates the worth of all subjects and different orientations of the subject (be it skills based, academic or application orientated) becomes our new challenge.

Unionists are leaders. Lets show the way. Lets lead by example.

Reg Brijraj
Vice President for Media

MESSAGE FROM THE PRESIDENT

In preparing an end-of-year message, my first concern as a teacher must be with the quality of education. I sincerely hope that the exam results will reflect a continued improvement, as evidence of our renewed commitment to teaching and learning under the new democratic order.

I am presently attending the 28th General Session of UNESCO in Paris, where I have become increasingly aware of

the commonality of educational issues around the world. A report on Education for the 21st Century has put the spotlight on structural adjustment programmes and threats to the status of teachers. Education International is leading the challenge to those threats, and we must support their campaigns. It is also vital that we build bridges in Southern Africa to improve the quality of education in the sub-region.

On an organisational level, I wish to salute all those who have contributed to the growth and development of the Union at all levels. Your individual and collective efforts have built the Union into the giant it is today. Your continued commitment will be needed as the Union expands into new areas - trainers, teacher educators, early childhood and adult educators. We must give effect to the integration of education and training in SADTU, and find ways to serve the particular interests of those sectors within a unified structure.

Finally, I want to wish all members well for the end of year break. 1996 will be another difficult step in the reconstruction process, and will require all your energy. Most of all, I appeal to you all to use the period to dedicate ourselves to rebuilding a culture of peace and tolerance between individuals, across the nation, and internationally as well.

With comradely greetings to yourselves and your families.

Duncan Hindle
President

7 November 1995



*SADTU's National
President Duncan
Hindle*

DEVELOPMENTS ON THE LABOUR FRONT

At a meeting of the Education Labour Relations Council (ELRC) held on Friday 29 September 1995 in Pretoria the following resolutions were adopted unanimously:

1. PARTICIPATION OF MARRIED WOMEN IN THE HOME OWNER ALLOWANCE SCHEME

Previously the scheme was only open to male public servants regardless of their marital status and single female public servants. This practice however was not in line with the Interim Constitution, as it discriminated against women on the grounds of their marital status. The employee parties argued successfully for the scheme to be extended to cover all public servants.

This however is not to be extended to an educator whose spouse already participates in the scheme.

2. GUIDELINES ON LEARNER: EDUCATOR RATIOS

The following learner: educator ratios will be applicable:

- Ordinary primary schools: 40:1;
- Ordinary secondary schools: 35:1.

These learner:educator ratios will serve as guidelines in the Provincial Departments to determine post provisioning scales for institutions. The specifics of the scales however will be negotiated in the Provincial Chambers. Guidelines will be phased in over a maximum period of 5 years effective from 1 April 1995.

3. RATIONALISATION OF EDUCATION - INTERIM MEASURES RELATING TO THE STAFFING OF EDUCATION INSTITUTIONS

The aim will be to achieve equity in the distribution of personnel and posts – both within the province and inter-provincially. The process will not be aimed at retrenching teachers but will rather look to achieving equity through the redistribution of posts.

3.1 Procedures for rationalisation:

Educators will be transferred from the old Departments to the new Provincial Departments ensuring

that education becomes a Provincial competency. National guidelines for learner:educator ratios will be reached annually in the ELRC – as will a rationalised grading system for educational institutions. MEC's will negotiate specific post provisioning scales with employee parties in the Province. MEC's will also ensure that a macro plan as well as short term annual plans are developed in each Province, Region and District in order to effectively and efficiently implement the above.

3.2 Procedures to be followed if educators are in excess of the establishment due to the implementation of the revised post provisioning scales.

An institution will be allowed to maintain additional teachers for a maximum period of 6 months. Every effort will then be made to fill any vacancies that become available (through resignation, retirement etc.) with these educators.

Transfer of educators to other provinces will be considered if they cannot be accommodated within their own provinces. In terms of these transfers the following will be taken into consideration: individual representations, personal and financial impact of such a transfer and fairness and consistency.

The discharging of educators will only be utilised as a last option. Possibilities of retraining teachers will be considered.

3.3 Procedures to be followed if educators are now in excess of approved establishments.

These educators will be given notice of replacement by the Provincial Education Departments.

SADTU sees the following as gains: the principle of redeployment not retrenchment will be followed by the Department; no teacher will be *forced* to move within the province or inter-provincially – teachers will be *encouraged* to move on a voluntary basis; and finally SADTU has managed to negotiate a special dispute resolution mechanism to facilitate the smooth running of these processes.

4. FUNCTIONING OF

PROVINCIAL CHAMBERS

The National Bargaining Chamber of the ELRC will be reconstituted in the Provinces to represent parties in proportion to their membership figures e.g. in the Eastern Cape SADTU membership is dominant, so therefore the Union will have the dominant vote in that Bargaining Chamber. Provincial Chambers will have powers to consult, negotiate and reach agreements on matters which are within their competence. All Provincial Chambers will be officially launched by the end of November 1995.

5. REGULATIONS REGARDING THE TERMS AND CONDITIONS OF EDUCATORS EMPLOYMENT

A number of issues were resolved:

- The definition of household was amended to eliminate gender disparities; and
- Appointment requirements such as "good character" and "free from mental or physical defects" were deleted in line with constitutional requirements.

6. TIME OFF AND SECONDMENTS

The resolution recognised the labour rights entrenched in this regard in the Constitution, the ELRA and the constitution of the ELRC. It was noted however that the amount of time off should always be fair and reasonable. The following categories are applicable: time off for collective bargaining purposes, union work and meetings.

In terms of secondment, employers have recognised the need for unions/employee associations to utilise the skills of their members to manage the affairs of the organisation on a full time basis. The entitlement of secondment will apply to one calendar year i.e. 1 January to 31 December. The formula for determining the number of educators who can be seconded will be based on the organisation's membership. SADTU qualifies for a total of 11 full time educators. Employee organisations will be responsible for refunding seconded members' full salary package.

EDUCATION UPDATE

TEACHER APPRAISAL

On the 16 September 1995, SADTU members took part in a Wits Education Policy Unit (EPU) sponsored conference. The aim was to develop a common perspective on how to conduct the Teacher Appraisal pilot project. At a workshop held on the 28th October 1995, a calendar was then approved stipulating deadlines within which tasks must be completed. The pilot is to run from January to May 1996 with funding from the Joint Education Trust (JET).

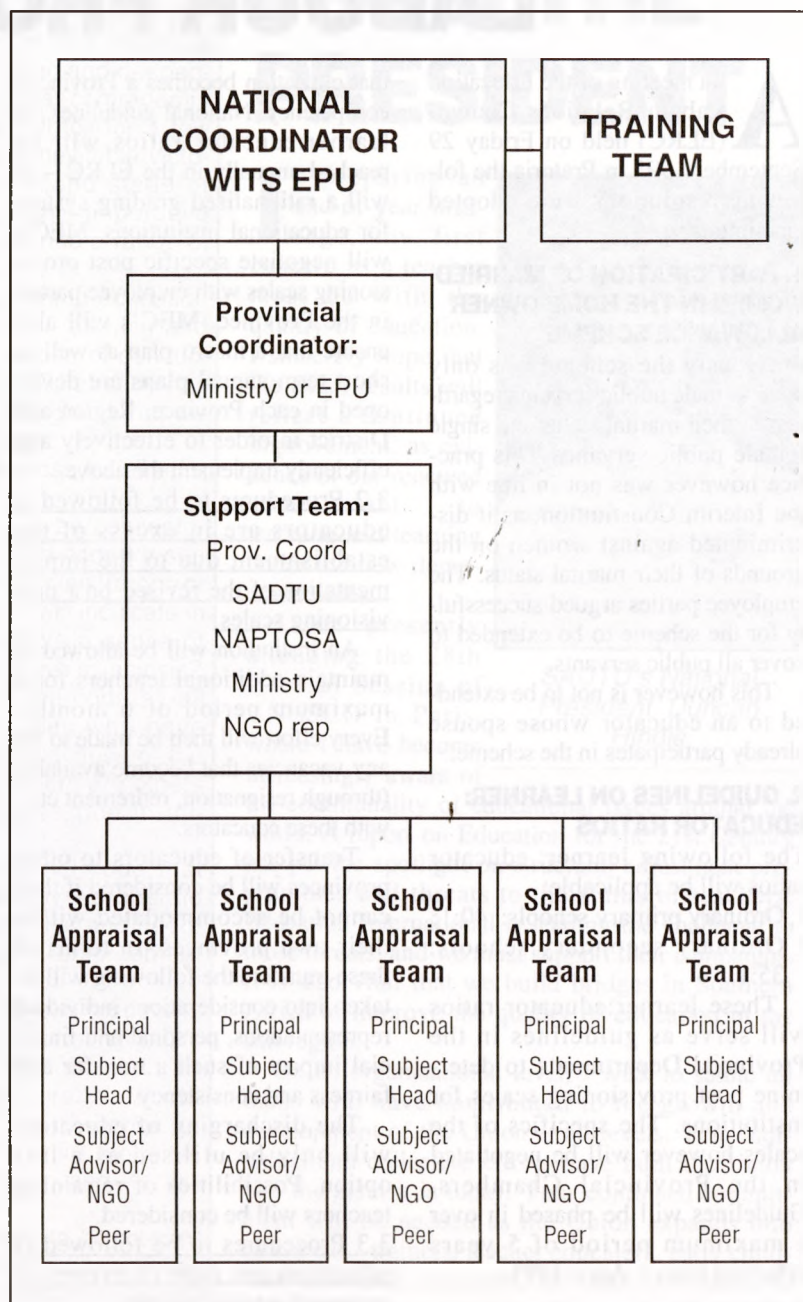
The project's National Co-ordinator Ella Molegalane will be based at the Wits EPU. Her tasks will include:

- Ensuring that the pilot process happens according to schedule;
- Liaising with Provincial Co-ordinators;
- Providing information and training to Provincial Coordinators and Support Teams;
- Receiving reports from Provincial Co-ordinators; and
- Writing up the final report with recommendations on changes vis a vis the procedures adopted in the original teacher appraisal instrument.

A training team linked to the Wits EPU made up of people familiar with the objectives of the pilot will be available to Provincial Co-ordinators.

Provincial Co-ordinators will be based either in Ministries or EPU's where there are EPU's (Western Cape, Natal, Eastern Cape, Gauteng). Their overall responsibility will be to ensure that the pilot process takes place in their respective Provinces. They will have to set up Support Teams of education stakeholders (including SADTU, NAPTOSA, EPU/Ministry and relevant NGOs); then they must select appropriate schools and negotiate access; run workshops with the Support Team to inform and train the school appraisal teams and finally they should monitor and keep a record of the pilot identifying problems and constraints.

School Appraisal teams will be set up in 5 schools in each



Teacher Appraisal Pilot Project

province. Teams will consist of the principal, subject head, subject advisor or NGO and a peer or site steward. Responsibilities will include familiarising the team with the appraisal instrument and criteria guidelines; conducting the appraisal of teachers; educating teachers on the procedures and issues involved; addressing teacher fears; ensuring that grievances are dealt with and finally preparing reports on the process for the Provincial Co-ordinator.

Once the pilot has been con-

ducted and the report written up, the instrument will be tabled for adoption at the ELRC.

NATIONAL EDUCATION POLICY CONFERENCE

SADTU convened an important National Education Policy Conference from the 28 -30 September 1995. The major recommendations of the Conference, endorsed by the National Executive Committee (NEC), include:

1. Curriculum: SADTU has com-

mitted itself to making an impact on the national curriculum process. The Education Desk will convene a National Curriculum Workshop to nominate representatives to sit on the 41 National Curriculum Committees. Representatives will receive immediate training and briefing from SADTU's former representatives on the National Education and Training Forum's Curriculum Special Sub-Committee.

2. Adult Basic Education and Training (ABET): The Conference noted the fragmented nature of ABET and SADTU's lack of a coherent approach. SADTU has however committed itself now to playing a leading role in ensuring its implementation and successful delivery. SADTU will increase its capacity in this regard. The Union will monitor, support and evaluate ABET projects; train trainers and attempt to utilise unemployed teachers in the process.

3. Education Legislation: The Conference took resolutions and made recommendations on the Education Policy Bill, the National Qualifications Framework Bill and the Review Committee's Report on School Governance, Organisation and Funding. In principle SADTU supported the legislation but felt that it had not been sufficiently involved by the Department in its drafting. In terms of the Review Committee, SADTU was disappointed by the Report's retreat from the ANC's original principle of free and compulsory schooling (the recommendation calls for compulsory school fees to be introduced on a sliding scale determined by parents ability to pay). Also the Union is opposed to the school governance recommendation that calls for parent representation on the PTSA to be given priority. SADTU believes that all stakeholders should have equal representation and say.

4. The Conference recommended that the Union endorse a gender action programme. The Gender Desk will inter alia campaign for:

- All MECs to establish gender equity units;
- The inclusion of compulsory gender education in preservice training (PRESET);
- The secondment of teachers to prepare non-sexist curriculum materials;
- The Department to determine criteria for maternity and paternity leave; and
- For SADTU to commission its own research into gender issues.

NEW SCHOOL TEXTBOOKS?

Have new text books been issued or are teachers still being forced to use Joubert?

A particularly infamous apartheid history textbook – Joubert is still on the textbook list for most Provinces. Teachers might well ask then: what has happened to the curriculum process?

THE CURRICULUM PROCESS

It was initially envisaged that there would be two stages in curriculum development: a cleansing stage and then a complete curriculum overhaul. Stage one has now been completed. This was overseen by the National Education Training Forum (NETF) and its Curriculum Technical Sub-Committee (CTSC). The NETF was a forum set up by the ex-government for joint decision making on educational matters. Under the auspices of the CTSC the curriculum was cleansed of overtly racist, sexist, and inaccurate information. No new textbooks were commissioned in this phase, but additional "cleansed" material and material on new topics was sent to schools.

The NETF set up 41 subject committees to replace the CTSC. The old, apartheid bureaucrats lobbied strongly for these committees to be formalised. SADTU however called for them to be disbanded and for new more democratic and representative structures to be created in their place.

Eventually a compromise was hammered out. It was decided that the 41 committees would be retained in the short term to deal with immediate curriculum problems/issues, but eventually they would be phased out and replaced by a single permanent structure. A proposal was then put forward for the formation of a National Institute for Curriculum

Development (NICD). The development of the NICD is to be part of the second phase – the complete curriculum overhaul. This will be controlled by the new Department of National Education (DNE). It is envisaged that provincial NICD structures will also be created.

Meantime a consultative forum for curriculum development has been set up. Its brief is to look at new frameworks for curriculum and the practicalities around setting up the NICD. By the 5th of December it has to make its recommendations.

TEXTBOOKS

The textbook situation for 1996 will be the same as that of 1995. The textbook lists have already been sent out – there are no new textbook titles. "Joubert" will still be there! Some provinces have ordered new versions of the same textbooks and/or greater quantities of textbooks, but that is the only change. Again this will be supplemented with top-up materials from the Department.

Throughout this process the major educational publishing houses have continued to produce material in the hope that the department will eventually ratify it. Discussions with publishers will be held next year, but it is only envisaged that new textbooks will be approved in 1998.

SADTU believes there is a need to:

- Intervene in the drawing up of the textbook lists for 1997/8;
- Prepare and compile additional material to promote curriculum change;
- Assess existing useful material e.g. that produced by SACHED; and
- Engage with publishing houses in the process of writing new and acceptable texts and materials.

PROVINCIAL NEWS

SADTU WESTERN CAPE - JEAN SEPTEMBER

The local government elections have been postponed in the Metropolitan area. They will only take place in March 1996. A number of SADTU teachers will be contesting them as ANC candidates. Mathilda Vantura, a SADTU teacher at Pinedean Primary is presently a councillor in the transitional local structure who sees her participation in the council as helping to develop people and RDP structures and ultimately to make the RDP work. She says, "People need to be developed to take up the issues that affect their daily lives and work towards improving them. I was always a part of the liberation movement and as a teacher I saw my job as part of my community work." Mathilda is but one of many SADTU teachers standing as ANC candidates in the Western Cape.

The Western Cape Provincial Chamber was launched on 30 October 1995 at the WCED Offices in Cape Town. Teacher associations and unions had to declare their membership statistics. SADTU Western Cape according to our records at a national level has approximately 10 000 members. The SADTU executive questioned the WCED's figure of 7000. According to our records, 3000 application forms have not been processed. The audit was extended till 3 November. The interesting news is that the CTPA which claimed a membership of approximately 20 000, only have 7500 members.

There will be no vacancy list in the Western Cape which means that no teacher acting in a post can apply which will affect teachers in the historically disadvantaged schools who have been acting in head of department, and principal posts for a number of years. It also means that no posts will be open to newly qualified teachers and temporary teachers. SADTU demands that a vacancy list be published as a matter of urgency.

EASTERN CAPE - SAM SNAYER

Recently the Eastern Cape Province embarked on the task of re-demarcating the province from the previous eleven sub-regions into six new regions. The new demarcation is

more practical since it will facilitate better organisation of the Education Department in the province. The POBs are experimenting with a "pastoral supervision programme" which entails the allocation of a region to one or more POBs (other than their own) with the objectives of servicing the region with individual POB attention, fostering better relations between regions and building the Union. SADTU is monitoring developments around such issues as provincialisation, the school-feeding scheme, appointments, the position of temporary teachers, stop order deductions, and technical education very closely. The resolutions of the provincial SADTU Education Policy Conference held in Aliwal-North are also being implemented. The Union has come out strongly against any malpractices or irregularities in education. Regular dialogue is held between the office of the permanent secretary, Dr Ronnie van Wyk, and SADTU officials. There is also regular consultation with Broad Democratic Movement structures (including our members in the provincial parliament). We have produced two issues of the "Democratic Teacher", our provincial newsletter, since May 1995 and we are planning a third for January 1996.

KWA ZULU NATAL - ROHINI NAIDOO

With the entire country having gone to the polls for the community elections, the "Cinderella" Province watched from the sidelines! Teachers joined forces with COSATU and the ANC in a protest march on 1 November 1995 to support our demands for free political activity and for a speedy resolution to the boundary conflicts so that people of KZN can democratically elect their local government, in order to deliver the RDP to the people.

An area of concern is that violence in KZN has not been adequately addressed with the result education has been destabilised and undermined. SADTU is now attempting to develop a more comprehensive strategy to take on board all stakeholders in education in an attempt to address the problem.

Despite this however KZN has moved steadfastly with the process of transforming and democratising education. We are proud to announce that we are the only province to have launched the Education Labour Relations Council which is now fully operational. SADTU KZN is also a participant in KICCET (Kwa Zulu Interim Committee for Education and Training). This will serve as an advisory body to the MEC on educational policy issues. Further, SADTU KZN has been instrumental in the launch of the Education and Training Forum which will monitor the transformation and development of education in the province.

The Gender Desk held a successful conference on "Education for Transformation" on the 18 August 1995 attended by teachers and pupils. The keynote address was by Cde Pregs Govender (ANC National Parliamentarian). An Education Conference was held on 2 September 1995. An important focal point of the conference was the Hunter Review Document presented by Cde John Pampalis.

SADTU is assisting COSATU in the preparation for its 10th Anniversary celebrations on 2 December 1995. We congratulate COSATU in its quest for economic, political and social transformation of South African society. Viva COSATU.

NORTH WEST PROVINCE - LAWRENCE TSHIPO

The Province has established good working relations with the officials of the Department of Education, Arts and Culture in the Province. Numerous discussions have been held with the directors on matters of concern to provincial membership. Discussions have centred round:

1. Expatriate teacher contracts.
2. Payment of former Bophuthatswana teacher salaries through the bank.
3. Advertisement of posts.
4. Problems of farm schools and admissions of pupils for 1996.

Great concern was raised about admissions at the so-called designated schools and the International School of South African in Mmbatho. The province is engaged

in strategy discussions on how best to deal with these schools at the beginning of next year.

SADTU North West is also involved in discussions with NAP-TOSA and other provincial teacher organisations about the establishment of a provincial Education Labour Relations Council. This should be established in early 1996.

The provincial executive council has nominated a committee to co-ordinate a number of activities in the province - the strategic task force. It has also be charged with the responsibility of demarcating the province into regions.

GAUTENG - THABISO MATIA

We congratulate the ANC for its sweeping victory country-wide. The membership of SADTU Gauteng threw their weight behind the ANC candidates in the local government community elections. We conducted voter education workshops in most secondary schools and various community areas within the province. We called on SADTU members, students of voting age and parents to vote for the ANC in order to get all our areas onto a developmental path.

Apart from the elections, we have been effectively involved in many education developmental activities. These include participating in subject committees, language policy development, the filling in of promotional posts, strategic planning meetings for the launching of a Gauteng Education Labour Relations Council and COSATU Affiliate programmes.

A Gauteng Provincial Demarcation Committee (GDPC) has been formed to deal with the demarcation of the province into regions and branches to fall in line with the new constitutional provisions adopted by Congress and Council. The brief of this structure is to work out the mechanism and criteria for demarcation. The Soweto branch for instance will now be broken into manageable branches. The Committee will determine which branches could possibly form a region. After careful consideration the GDPC presented the PEC on the 4th November 1995 with 3 options. The PEC chose option "A" calling for the province to be divided into 5 regions: Gauteng South, Gauteng Central, Gauteng North, Gauteng East and Gauteng west.

PORTFOLIO COMMITTEE HIGHLIGHTS

SADTU's Portfolio Committees met from the 14 to 16 September 1995 in Johannesburg to chart a way forward for the Union. The National Executive Committee (NEC) endorsed a number of the recommendations taken at these meetings and suggested some others.

MEDIA DESK

The Congress resolution taken on communications is being implemented. The resolution claimed that there was a lack of communication on all levels of the Union and that SADTU was not utilising available technology to rectify this.

By early next year the Media Desk hopes to have moved on the above and to have installed new 586 Pentium computers in the Provinces and at National Office with a fax-modem facility, desk top publishing soft ware and a scanner.

From 1 July 1996 the Union will be sending news to membership on a monthly basis! A formal contract has been signed between SADTU and the Weekly Mail and SANET's newspaper - "The Teacher". The Union will be purchasing an estimated 120 000 copies of "The Teacher" for distribution to all our members at their home addresses. Each edition will include a four page pull-out of "SADTU News". The current magazine format will thus be replaced by this insert.

The Union will continue to produce the "New Teacher" Journal biannually.

SPORTS DESK

The Vice President for Sport, has breathed new life into the National Sports Committee. The Committee is actively campaigning for sport to be seen as one of the essential Union activities. Sport should be seen as an important organising tool. All members are encouraged strongly to participate. A resolution was taken at the NEC calling for

a major combined National SADTU Sports and Culture Festival for 1997.

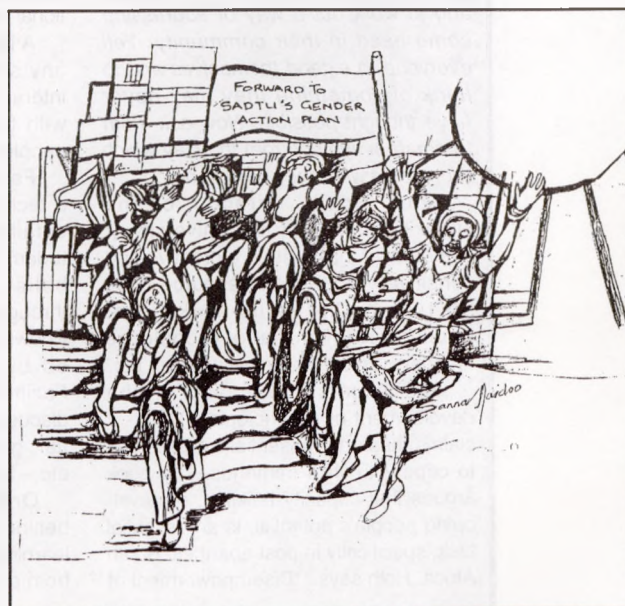
CULTURE DESK

Provinces have been very industrious in organising their art and cultural activities. At the National Culture Committee meeting it was decided that each province should draw up a SADTU policy on one of the following art forms: music, drama, literature, visual arts (painting etc.), dance, heritage and food, traditional values and norms, and technical skills. In 1996 provinces will be organising their own arts and culture festivals as well as a national culture policy conference - all this in preparation for the 1997 National Sports and Culture Festival!

MARKETING AND BENEFITS DESK

The new Marketing and Benefits Committee has taken over the organisation of paraphernalia from the Media Desk. The Committee will also be looking at obtaining preferential rates/discounts on a number of items, namely: motor vehicles, furniture, insurance group schemes and health and fitness programmes. More details will be forwarded to members in due course.

(Gender and Education Desk issues are dealt with under the Education report. See page 4)



PROFILE

FULL NAME:

Lisebo Josephine Mabote

SUBJECTS TAUGHT:

Accounting standards 6-10
Economics standards 8-10
Business Economics standards 6-8

NUMBER OF YEARS TEACHING EXPERIENCE:

1986 - 1995 (9 years)

POSITIONS HELD AT SCHOOL

Head of Commerce Department

NUMBER OF YEARS UNION EXPERIENCE:

I joined SADTU at its inception, but I was only put on stop order in 1992.

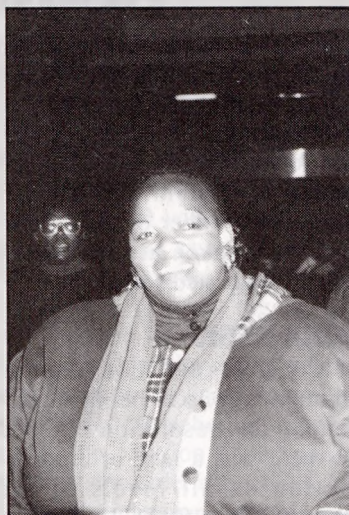
POSITIONS HELD IN THE UNION:

- National Councillor for the Province
- Branch Treasurer
- Deputy Chairperson for the Province

HOBBIES:

- Cooking - especially making salads and sweets for the children.
- Reading - especially history books and love stories.

SADTU TREASURER - LISEBO MABOTE



- Singing - I did music at college and I was the conductor of the school choir

FAMILY LIFE:

I am married with three children. The oldest is 12 years old, the second 8 and the youngest is 4.

I have a very accomodating and liberated husband who completely supports my Union work. We speak the same language!

GENDER ISSUES:

I don't want to be seen just as a woman. I want to be judged as a person. But having said that I do believe that women have been sidelined from positions of power. This must be addressed. Maths, commerce and science are seen as traditionally male subjects. This perception must be changed. Also we have to re-look at the idea that only men can handle institutional finances. Women have been managing home finances for years!

VISION FOR THE UNION:

In the future Union finances will definately be better managed. Our recordings will be more accurate and we will be able to trace mistakes. This is due to the new accounting packages and Beltel system the Union has invested in. In future we will be able to pay provinces immediately without them having to wait for cheques to be processed.

The other very important issue is the SADTU Investment Trust. SADTU has now become a property owner. In January 1996 the National Office will be moving into its own building. This ultimately will save the Union a lot of money.

LIFESKILLS - A RESOURCE BOOK FOR FACILITATORS

- Written by Edna Rooth, published by Macmillan

Buy real potters clay. Ask each participant to take a handful and then find a space in the room. By bringing into play their now awakened potential, ask participants to reflect on their abilities and to work out a way of addressing some need in their community. Tell everyone to extend themselves and to think of something they may never have thought possible. Now ask them to create a symbol from the clay which represents what they wish to do...

Edna Rooth, Director of the Lifeskills Project at the University of Cape Town, has written a creative and sensitive yet practical resource book for running life skills workshops. Facilitators of the above could be teachers, unionists, social workers etc.

The focus of the book is on the development of psychological skills - it claims these are essential for everyone to cope with life's demands. The book argues that capacity building, or developing people's potential, is an essential task, specifically in post apartheid South Africa. Roth says: "Disempowerment of

the majority of the people... has been counter-productive to lifeskills acquisition both at school and in the informal sector. Remedying the effects of past oppression will require massive educational input".

A lifeskill, as defined by the book, is any skill which enables a person to interact meaningfully and successfully with the environment and with other people.

Facilitation for Rooth is not merely a technique for running workshops; it entails a system of beliefs and attitudes. Facilitation in this context is a belief that knowledge is gained through participation in the workshop. Knowledge is never a product presented by an expert to the ignorant. Facilitators should thus guide group discussion, unearth participants potential, get everyone to speak, discuss etc. - but should never dominate.

One of the important principles behind the workshops is "experiential learning". This literally means learning from experience and reflecting on what

has been learned. Its focus is on building participants existing strengths and life experiences. This type of learning acknowledges and welcomes peoples' values and affirms their pasts.

The book's workshop topics cover: communication, creative problem solving, self-concept enhancement, developing empathy, conflict resolution, countering sexism and prejudice, developing democracy, and stress management and prevention.

A thought provoking chapter on ending and evaluating workshops is included as well as a comprehensive list of resources on appropriate books and music.

("SADTU News" is giving away copies of the "Lifeskills" book to the first 10 people who write in with interesting comments on "SADTU News" and/or any other important educational issue. The best letters will be published in the next "SADTU News".) Write to P.O. Box 6401 JHB 2000.



SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION

OPEN LETTER TO SADTU SOWETO BRANCH MEMBERS FROM THE SADTU NATIONAL PRESIDENT

Dear Comrades

I am taking this step in writing to you because a small group of undemocratic individuals recently saw it fit to prevent you from receiving a report from the national leadership at Regina Mundi. The fact that they did so is clear evidence that they have something to hide from you the membership, and that they are not prepared to engage in proper debate around the issues. Instead they have mobilised around emotional lies and half-truths about individuals, and shameful and uncomradely allegations.

This has been an orchestrated campaign of defamations and attempted character assassinations, conducted by a gang of disgruntled members. It is reminiscent of the worst years of apartheid in its tactics. It will be as unsuccessful now as it was then; our people have learnt too much to be misled in this way.

Just as the liberation struggle required strict discipline, so too does the reconstruction phase. The union has no choice but to deal sternly with offenders, with people who bring the union into disrepute for some personal agenda. This is especially the case when it involves office bearers of the union at all levels - members who have been entrusted to nurture and build the union.

DEMARCATATIONS

The issue of demarcations is the one on which we should focus. The leadership had the following points which it wanted to make at the meeting, before responding to questions and comments from the floor, as is our democratic fashion.

1. The National Executive Committee (NEC) noted the resolution passed by the Branch, and tabled in the commission, in favour of re-demarcation. It also noted the fact that the Branch leadership stated to the commission that they had no principled objection to re-demarcation. All agree that this should be done constitutionally, that is, by the Provincial Executive Committee (PEC).
2. The NEC also noted a resolution adopted at the Regional Conference (at Johannesburg Secondary School) which was in support of re-demarcation. It therefore seems that the structures responsible have a clear mandate to implement the process, and the NEC resolution directs them to do so. To ensure neutrality in any boundary disputes, the NEC established a standing Demarcations committee which will assist and monitor re-demarcations.
3. The NEC further noted that many provinces were redefining boundaries in accordance with the new constitutional provisions adopted by Congress and Council. In terms of these, a province may have up to 6 regions. These regions are now constitutionally recognised, and receive a proportionate funding allocation. If a Branch was large enough, it could reshape itself into a region, containing a certain number of viable Branches.
4. Further the intention of demarcation is not to divide Soweto membership but to re-demarcate the branch in order to allow more membership and democratic participation.

All the above points convince me and the NEC that we have decided correctly, and the behaviour of certain groupings has not changed that perception. It is disappointing to note the hardening of attitudes, following the constructive spirit of the commission. We can only say at this stage that the union has decided, and it is now your turn to decide. If the scandalous posters displayed at the disrupted meeting are indicative of your real feelings towards the elected leadership, then you should not be a member of this union. The leadership was recently elected by the representatives of 100 000 teachers, and is not going to resign at the wish of a single Branch individuals. It will even less be shaken by a Branch severely divided within itself.

The gross violations of union loyalty that have occurred will be dealt with as follows:

- * At additional expense to the union, an emergency NEC was convened on 22 October to address the matter, including disciplinary measures;
- * The NEC considered further steps to implement the resolution on the re-demarcation of Soweto. It reiterated the fact that this should be done procedurally - that is, via the PEC, and that the NEC should assist where necessary.

A unanimous resolution of the NEC thus reads:

We resolve:

- * to reconfirm the resolution of 11/12 October
- * to empower the Demarcations Committee set up by the NEC to pursue the process as a matter of urgency
- * to mandate the President to communicate with membership on the issue by means of an open letter
- * to establish a Strategic Task Force which will investigate all issues raised by the dissenting group relating to leadership, and relations between leaders, and report to the next NEC
- * to suspend with immediate effect the Executive Committee of the Soweto Branch, and to direct the National Office to make arrangements to take over the running of the Branch.

In its decision to suspend the Soweto BEC, the NEC was informed by clause 13.13.10 of the constitution.

The NEC believes that when people are properly informed they are best able to make decisions. The Demarcations Committee will soon be considering new demarcations, in consultation with the membership, and in accordance with the new constitutional provisions. We encourage you to participate in the identification of possible boundaries, and the election of local leadership.

Central to any organisation championing democracy is the principle of participation or at least consultation with membership which is guided by the following elements, namely, transparency, openness and open debate on all issues.

It is my fundamental belief that the tenets of democracy must be strictly adhered to in order to build our organisation. Harassing and haranguing the SADTU leadership has the effect of stunting the proper dissemination of information and pertinent issues decided upon by the Union for the benefit of its membership.

Signed



President, on behalf of the National Executive Committee
12 noon, 22 October 1995