

**SOUTH AFRICAN DEMOCRATIC TEACHERS UNION**  
**(SADTU)**

**CONGRESS RESOLUTIONS ADOPTED AT THE**  
**MEETING OF THE SPECIAL NATIONAL COUNCIL**  
**MEETING HELD ON**  
**25/ 26 AUGUST 1995**

**1. ORGANISATIONAL ISSUES**

**1.1 COMMUNICATION**

**NOTING THAT**

- \* there is a lack of communication on all levels of the Union.
- \* this lack of communication within SADTU structures inhibits the growth of the union.

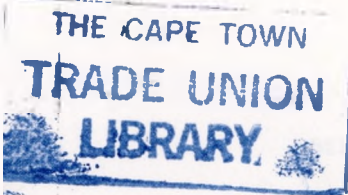
**BELIEVING THAT**

- \* it is the right of every SADTU member to have access to information.
- \* it is essential that SADTU transforms its communication network, its public relations strategy and its access to latest technology.
- \* this technology should be applied to the servicing of the membership.
- \* the global trend of accessibility to electronic media significantly affects the way we organise and teach.

**THEREFORE RESOLVES**

- \* that SADTU conducts a feasibility study with the view to implementing the following :

(a) To determine its communication needs.



- (b) To develop a strategy to meet these needs.
- (c) To investigate funding possibilities.

To mandate the National Media Committee to undertake a feasibility study on improving communications and to report back within the next three months.

## 1.2 NATIONAL OFFICE STAFF

### NOTING THAT

- \* the Secretarial Report (page 14) recommends the appointment of five new posts in the National Office.
- \* there are deficiencies in certain areas of SADTU's activities.

### BELIEVING THAT

- \* the Union can ill afford to incur expenses on appointments that might duplicate portfolios of national office bearers.

### THEREFORE RESOLVES TO

- \* prioritise appointments in order to empower the structures of the union in relation to needs.
- \* appoint an assistant administrator, an administrative clerk in the education department and a Research officer after due process and proper advertising of such posts through the union structures and in the local media.

## 1.3 NORTHERN CAPE

### NOTING THAT

- \* the Northern Cape is a vast, sparsely populated and a poorly resourced region.
- \* it is impossible for the region to sustain union activities effectively, given the present regional allocation of funds.

**BELIEVING THAT**

- \* each region should have basic infrastructure in order to operate efficiently.
- \* there are self-sustaining regions and the National Office which may be able to absorb a percentage cut-back in favour of regions that are not yet self-sufficient.

**THEREFORE RESOLVES**

- \* to mandate the NEC to urgently assess the Northern Cape with a view to providing immediate relief by :
  - \* (a) mandating the National Office to disburse funds to the North Cape Region beyond those received as monthly allocations based on authorised and sustainable union activity.

**1.4 SUBSCRIPTIONS**

**NOTING THAT**

- \* the subscriptions of only 71000 members are subsidising the remainder of SADTU's 120 000 members.
- \* not all stop orders have been processed by the Departments.

**BELIEVING THAT**

- \* salary increases should be inflation related.
- \* an increase in subscriptions at this stage would be unacceptable.
- \* SADTU's membership has the potential to grow further from the audited figures that will be completed in August 1995.

**THEREFORE RESOLVES TO**

- \* resist an immediate increase in subscriptions.

- \* to recruit more members and obtain stop-order facilities by giving provincial departments time frames for the speedy processing of membership.
- \* the Union's structures continuously monitor this processing of membership.
- \* mandate the National Council to implement a general increase in subscriptions but only after due processes of consultation and a mandate from regions as to the size of the increase.

1.5

## ORGANISING AND RECRUITMENT

### RESOLVES

- \* That as a matter of urgency, the National Office appoint organisers for all regions that do not have organisers or cannot afford one. Appointment should not be based on the affordability of the region in question.
- \* Information / training / professional assistance programmes be implemented in order to empower every member / leadership in the recruitment of new educators.
- \* The Organising Department should involve all portfolio holders and we need a total strategy which will enhance organising and recruitment.
- \* Service to members must include benefits.
- \* That SADTU starts to market itself more vigorously.
- \* That a clear job description for organisers be formulated. Further that clear programmes for Organising, Recruitment and Development be drawn up. The Organisers should ensure that there is uniform development of structures.
- \* That the Union should collate data on the number of teachers in the country in order to focus on its recruitment strategy in those areas in which the Union is weak.
- \* All new members must be educated on union policy, structures, goals and objectives.

- \* Processing of membership forms should be updated as soon as possible.
- \* SADTU should link up with other progressive organs of civil society in order to advance its aims and objectives.
- \* There is need for a clear implementation programme and time frames for the launch of PTSA's.
- \* The Union should place special emphasis on KwaZulu-Natal and the ex-HOA schools.
- \* That Organising strategy should include both political and bread and butter issues.
- \* The National Media Desk should be used more vigorously in the organising department as well as the development of the Union.
- \* The Union should develop a clear position on "dual membership" as this impacts directly on representation on the ELRC and its Provincial Chambers.
- \* The Union has a minimum stipulation in respect of branch launches. However, the issue of maximums should also be dealt with.
- \* That the NEC appoints a task team to investigate the possibility of introducing maximum numbers at branch level.

## 2.0 LABOUR ISSUES

### 2.1 NEGOTIATIONS STRATEGY

#### NOTING

- \* That the absence of a research unit impedes on our capacity to make well thought out and informed submissions on salary increments and teacher benefits.
- \* that negotiations are conducted on an annual basis nationally.
- \* that salary increments are not inflation related.

**BELIEVING**

- \* the SADTU National Negotiating Team should also include representatives from the Regions.
- \* negotiators must be trained and adequately skilled.
- \* that a long term strategy should be employed with regard to negotiations.

**THEREFORE RESOLVES**

- \* That a Collective Bargaining Conference be held as soon as possible.
- \* That representatives for the above be drawn from the branch, regional and national structures of the Union.
- \* That SADTU should establish its own research unit.
- \* That a long term strategy on teacher benefits, based on inflation, should be formulated as a matter of urgency.

**2.2 EDUCATION LABOUR RELATIONS COUNCIL (ELRC)****2.2.1 ELRC LEVIES****NOTING**

- \* That the free riders are paying R7.60 per teacher per month and unionised teachers are paying R2.00 per teacher per month as levies to the ELRC.
- \* The combined monthly subscription of a SADTU member is almost one-third more than the levy paid by "free riders".
- \* That the funds from the ELRC should be utilised for the development of the Union.

#### **BELIEVING THAT**

- \* The “free riders” should be levied more fees than that pertaining to union members.
- \* The non-rendition of membership application forms by union members impedes the auditing of membership.
- \* SADTU has the largest number of members in the teaching fraternity in South Africa.

#### **THEREFORE RESOLVES**

- \* To mandate the negotiators in the Council to amend the constitution of the ELRC to force the “free riders” to pay more.
- \* That the Union speed up the process of auditing the membership as a matter of urgency.
- \* That the distribution of ELRC surplus funds be undertaken on a proportional basis.

#### **2.2.2 HARMONISATION OF THE ELRC**

##### **NOTING THAT**

- \* That some of the provisions of the ELRC constitution are not in line with the proposed LRA Bill.
- \* The ELRC was conceived during the apartheid era, hence its provisions are loaded against organised labour.
- \* That negotiations for a single LRA at NEDLAC are drawing to a close.

##### **BELIEVING**

- \* That COSATU has commented on the key issues in the draft legislation affecting SADTU.
- \* That the Federation represents the view of all affiliates.

#### THEREFORE RESOLVES

- \* That the ELRC should be overhauled in order to bring it in line with the LRA
- \* That the said overhaul should entail changing the philosophy and structure of the ELRC.
- \* That the ELRC constitution should be rationalised to bring it in line with the new LRA.
- \* That this rationalisation of the Constitution should be automatic as soon as the ELRA lapses.
- \* Popularise the LRA within and outside the Unions' structures.
- \* Campaign for the SADTU positions on a wide range of issues in the ELRC.

#### 2.2.3 THRESHOLDS FOR REPRESENTATION

##### NOTING

- \* That the new LRA makes provision for the statutory duty to bargain for both education and public sector workers.
- \* That the ELRC makes provision for centralised bargaining through the central chamber and provincial bargaining chambers.
- \* That there is no clear admission criteria in the ELRC constitution.

##### BELIEVING

- \* That both Central and Provincial Bargaining Chambers are essential as platforms for negotiating teachers rights on conditions of service and other related matters.

#### THEREFORE RESOLVES

- \* That the threshold for admission to these Bargaining Chambers for recognised teacher organisations be set at 30% for the central chamber and 15% for the provincial chambers.



#### **2.2.4 EXISTENCE OF TWO CHAMBERS - LRC AND PSLRC**

##### **NOTING THAT**

- \* The state makes a single monetary allocation to improvements in the conditions of service of all public sector workers.
- \* Contradictions exist in the functioning of two bargaining councils.

##### **BELIEVING THAT**

- \* The current distribution of funds to the two councils is not on the basis of a needs analysis.
- \* No substantive negotiations can take place for a single body of state workers in two separate forums.
- \* That COSATU is moving towards the formation of a single public sector union.
- \* The existence of the two Councils has resulted in unnecessary delays in the negotiation process.
- \* The creation of two bargaining chambers in the public sector whilst there is one budget vote has led to an artificial division in the public sector and has resulted in unnecessary delays in the negotiations process.
- \* The common needs of various sectors within the public sector can only be accommodated in a single council.
- \* The bargaining strength of teachers in a single council can be greatly increased.

##### **THEREFORE RESOLVES**

- \* That a single council for all state workers should be created.
- \* That sub-councils be formed to attend to the unique interests of the various sectors within the state workforce.

## 2.2.5 PUBLIC SECTOR MERGER

### NOTING THAT

- \* COSATU has a principle of "one industry, one union".
- \* SADTU is an affiliate of COSATU and an observer in the negotiations towards the creation of a single public sector union.
- \* SADTU has not yet been fully integrated into COSATU regional and local structures.

### BELIEVING THAT

- \* Unity of the of the public sector unions is to the benefit of workers in the public sector.
- \* Teachers on the ground are not well versed with the process of merger.

### THEREFORE RESOLVES THAT

- \* SADTU participates fully in COSATU locals to facilitate discussions and debates on the merger processes.
- \* The leadership of SADTU should help enhance circulation of documents which outlines the processes, merits and demerits of the merger.
- \* It is premature as yet to join the Public Sector Union.
- \* The observer status given to SADTU should continue until a politically informed position is reached on the question of a merger into a public sector union.

2.2.6

## RATIONALISATION

### NOTING THAT

- \* The National Ministry has embarked on a plan of action to achieve equity.

- \* SADTU has consistently argued that it is not opposed to rationalisation.
- \* Current legislation (Pension Act) allows for early retirement only if the post is abolished.
- \* Thousands of teachers are currently unemployed and trainee teachers will soon join their ranks.
- \* This constitutes a gross waste of much-needed human resources which is at great cost to the tax-payer.

#### **BELIEVING THAT**

- \* A number of Education Departments claim that rationalisation measures must be implemented to facilitate equity within the budgetary constraints.
- \* Rationalisation should not mean the retrenchment of teachers or the abolition of much needed posts..
- \* Equity in the educational sphere should not result in the retrenchment of teachers.
- \* Equity should redress historical imbalances instead of simply leveling the playing field.

#### **THEREFORE RESOLVES**

- \* That SADTU should campaign around issues of retrenchment as widely as possible, i.e., in the ELRC, sites and amongst our allies.
- \* Champion SADTU's policy of non-racialism by seeking a solution which addresses the need for equity.
- \* Negotiate early retirement benefits within the relevant chamber where teachers would be able to retire early without the post being declared redundant.
- \* Negotiate the grading of schools, teacher-pupil ratios, staffing scales at a national level within the relevant chambers.

- \* Obtain guarantees from the National Ministry that the State President's promise will include temporary teachers presently occupying vacant posts and be permanently employed.
- \* SADTU negotiators continue negotiations within the ELRC and other relevant chambers with regard to the redefinition of equity to redress historical, socio-economic imbalances and to implement the objectives of the RDP and the interim constitution.

#### 2.2.7 AFFIRMATIVE ACTION

##### RESOLVES

- \* That the Union should develop a clear position and policy as to how affirmative action should take place.
- \* To develop coherent criteria and procedures of appointment and training of new appointees.
- \* To actively participate in the fundamental transformation of the civil service.

#### 3.0 EDUCATIONAL ISSUES

##### 3.1 EDUCATION AND THE RDP

##### RESOLVES

- \* To mandate NEDCOM to convene a National Conference on the RDP by not later than February 1996.
- \* That NEDCOM formulates a build-up programme which may serve as an implementation strategy towards the RDP Conference, i.e. Regional and Provincial Conferences.
- \* That the purpose of the RDP Conference shall be to look into the whole RDP and Education and to deal thoroughly with the following :  
  
# The Education White Paper.

**# On integration of Education and Training :**

- that there is an integrated approach to education and training.
- that it develops human resource capacity to meet the needs of social transformation in the country.

**# Literacy and ABET**

- that our structures should actively be involved in the Literacy and ABET Programmes.
- ensure maximum and effective utilisation of existing resources (double-shifting) to guarantee access to the entire community.

**# School Nutrition Programme**

- that the whole process of implementation of the PSNP be reviewed as a matter of urgency.

**# Cash Schools**

- that NEDCOM look into the existence of these schools and the problems emanating therefrom.

**# Finishing Schools**

- that the status of finishing schools be the same as all other schools in the formal sector of education.

**# BTS Campaign**

- that there should be access to all schools, availability of teachers and material resources.
- motivation through media and constant interaction with parent and student bodies.

**# Twinning**

- that twinning partnership should be encouraged as well as sharing of resources between schools locally, nationally and internationally.

- \* SADTU must campaign for the building of more classrooms, tertiary institutions, teacher upgrading centres and libraries in rural areas.
- \* More posts to be created.
- \* Teachers' service conditions be improved in order to improve the standard of education in general.

- \* Funds be set aside for assisting underprivileged students at all tertiary institutions.
- \* Model C schools be phased out as soon as possible without loss or sale of property.

### 3.2 SCHOOLS IN INFORMAL SETTLEMENTS

#### NOTING THAT

- \* There is a shortage of accommodation in schools that are currently recognised by the various provincial departments.
- \* Insufficient schools are being built.
- \* Many provincial departments do not recognise, have not budgeted for squatter camp school and do not fund these.
- \* Hundreds of squatter schools currently exist and provide invaluable schooling to thousands of pupils under extremely difficult conditions.

#### BELIEVING THAT

- \* Some provincial departments have not budgeted for such schools.
- \* All pupils have a right to schooling in close proximity to their community.
- \* Squatter camp schools fulfill an essential function within their communities.
- \* A needs analysis should be conducted by all provincial departments so as to provide all communities with the necessary pre-primary, primary and secondary schooling.
- \* RDP funds should be utilised to fund squatter schools given the urgency and circumstances that exist in their respective communities.
- \* The Government of National Unity is committed to a culture of learning and teaching.

- \* The underfunding of these schools frustrates and undermines the rights of the disadvantaged communities.

#### **THEREFORE RESOLVES THAT**

- \* All provincial departments conduct a needs analysis in co-operation with SADTU and other stakeholders within the next three months. A task team should be called into being so as to facilitate this process.
- \* All provincial departments recognise and fund squatter camp schools based on the outcome of the needs analysis and recommendations of the task team.
- \* Priority of funding should be given to text books, desks, temporary accommodation, access to amenities (water, electricity, sewerage) and teachers salaries.
- \* Teachers who are signed-up SADTU members in squatter camp schools should be granted all rights that other teachers enjoy.
- \* Embark on a plan of action to publicise the plight of teachers operating in squatter camp schools and expose the difficult conditions under which pupils have to learn and teachers teach especially in relation to the 1996 examinations.

### **3.3 SCHOOL GOVERNANCE**

#### **NOTING THAT**

- \* the area of school governance is a contentious issue.
- \* the Education department has no blueprint on governance which is an acceptable coordinated position.
- \* the power scales have been tipped in favour of parents by the majority representation in the White Paper on Education.

#### **BELIEVING THAT**

- \* according to the principle of inclusive representation of stakeholders, parents, teachers, students and the broader community should play a pivotal role in governance.

- \* the aim of school governance is to co-ordinate the effective day-to-day running of the institution.

#### THEREFORE RESOLVES THAT

- \* the composition of the stakeholders be equal in the PTA's/PTSA's.
- \* that the principal remain an ex-officio member of the PTSA/PTA and counted in as part of the teacher component so as not to further marginalise them.
- \* that capacity building workshops on financial management, conflict management and the role of SACE (ELRC) in the hiring and firing of teachers be held as an empowerment tool.
- \* that local structures (AECC) feed the provincial structures (AETC) with mandated representation.
- \* that a clear distinction be made between the powers of these governing bodies versus the powers of the employer when dealing with staffing matters.

### 3.4 INSTITUTIONAL GOVERNANCE

#### RESOLVES THAT

- \* The government be requested to hasten the process of setting into place uniform school governing structures in all schools to replace undemocratic school governance structures.
- \* The Government be responsible for convening capacity building workshops on financial management and conflict management.
- \* That a clear distinction be made between the powers of the governing body and that of the MEC's in respect of the employment of teachers.
- \* That SADTU needs to play an active role to the transformation of governance structures in Colleges in Education.



### **3.5 CONSULTATIVE STRUCTURES**

#### **NOTING**

- \* The demise of the NETF and the NECC and the commitment in the National Education Policy Bill on the establishment of a National Council on Education.

#### **THEREFORE RESOLVES**

- \* that this Council on both the national and provincial levels be an advisory body.
- \* the relevant minister, both nationally and provincially, account on a regular basis to the Council.
- \* all role players (parents, teachers and students) and stake holders (government, business, community based organisations, legitimate political organisations with education desks, etc.) be involved in the composition of the Council within the principle of inclusivity.

### **3.6 TEACHER APPRAISAL**

#### **NOTING THAT**

- \* SADTU has embarked on an alternative method of teacher appraisal.
- \* the pilot process was not implemented in 1994.
- \* the Director General of Education referred the matter to HEDCOM and the ELRC.
- \* the matter is logjammed in the ELRC.
- \* interim measures for teacher placement, appointment and promotion were negotiated with the National Ministry.

#### **BELIEVING THAT**

- \* provincialisation has affected regions differently on this issue
- \* negotiations on these matters have to be speeded up.

## THEREFORE RESOLVES

- \* that there be vigorous national and provincial campaigns aimed joint planning, control and ownership of the process (teacher appraisal) which will culminate in a national conference to adopt the document.
- \* to link appraisal to issues like conditions of service, school governance, PRESET, etc.
- \* in the meantime issues relating to the welfare of teachers be dealt with through the Department of National Education and Provincial Education Departments.
- \* to engage other teacher organisations on this matter.
- \* to consolidate and monitor SADTU work on teacher appraisal through a programme of action.
- \* to engage, where possible, Provincial MEC's to support the SADTU document with a view to pushing it through the ELRC.
- \* to continue facilitating and monitoring workshops in all structures of the Union.
- \* media programmes be utilised to further popularise the teacher appraisal document.
- \* NEDCOM to monitor progress on teacher appraisal in the ELRC and facilitate pilot projects as well as proposing that the National Conference be held in December 1995.
- \* the Union should develop a clear policy position on the role of Inspectors and Subject Advisers on the proposals as outlined in the teacher appraisal document.
- \* reaffirm the moratorium on the old system until a new one was in place to allow for the Union's regional structures to negotiate interim measures for the appointment, placement and promotion of teachers with the provincial education departments.

### 3.7 NETF/CTSC

#### NOTING THAT

- \* conditions which led to the formation of the NETF are no longer in existence.
- \* the Field and Phase Review Committees (F&PRC's) did not allow for the broad participation of all stakeholders.

#### BELIEVING THAT

- \* curriculum development should be a teacher-led process.
- \* curriculum development should be considered as an urgent issue.
- \* nothing should hamper the curriculum development process.
- \* curriculum development should enable the integration of education and training to take place.

#### THEREFORE RESOLVES THAT

- \* SADTU should ensure the establishment of 41 National Curriculum Committees and these be replicated regionally and locally.
- \* Workshops be convened at both national and provincial levels in order to formulate policy positions on curriculum development.

### 3.8 ASSESSMENT AND EXAMINATIONS

#### BELIEVING THAT

- \* the end-of-year examinations do not provide a good and fair mechanism for assessing learning and teaching.
- \* it is difficult to recognise prior learning experiences of learners through the existing examinations system.
- \* it is our wish to ensure both vertical and horizontal mobility of learners and this cannot be realised through the examination system.

- \* existing examinations encourage rote learning and stifles flexibility in the teaching methodology as well in the integration of education.

#### **THEREFORE RESOLVES THAT**

- \* teachers be empowered to develop skills to handle continuous assessment and these be undertaken within the agreed framework negotiated by all stakeholders.
- \* continuous assessment be structured in line with the National Qualifications framework to ensure transferability and comparability of educational outcomes.
- \* educators be allowed to take part in the setting and moderation of examination papers at the end of each phase.
- \* common matric and other external examinations be conducted for all pupils in 1996 and this should not disadvantage the already disadvantaged.

### **3.9 SPECIAL EDUCATIONAL NEEDS (ELSEN)**

#### **NOTING THAT**

- \* This is one area of curriculum which has suffered neglect especially when it comes to schools in disadvantaged communities.

#### **THEREFORE RESOLVES**

- \* that it is crucial that the government identify funds for the upliftment of this school category including those in farms and informal settlements.
- \* that we continue to popularise SADTU's position on the mainstreaming of education.

### **4.0 MARKETING BENEFITS**

#### **4.1 MEDICAL AID SCHEMES**

#### **NOTING THAT**

- \* there are members and other teachers who are not part of a medical aid scheme.
- \* there is existence of a number of schemes to which members belong to, namely, BONITAS, PROSANO, SANITAS, etc.
- \* these schemes were organised along ethnic and territorial lines.
- \* these schemes have built up massive reserves through the participation and contribution of our members over the years.

#### **BELIEVING THAT**

- \* it is the right of all teachers to belong to and benefit from membership of a medical aid scheme.
- \* in keeping with the developments in our country and the philosophy of unity that members should belong to a single scheme.
- \* members will benefit extensively from the amalgamation of the major existing schemes and the formation of a single medical aid scheme.

#### **THEREFORE RESOLVES**

- \* To encourage members who do not belong to a scheme at present to apply for such membership.
- \* To play a leading role in the important process of consolidating and merging the existing schemes.
- \* To ensure that this amalgamation process would offer maximum benefits to our members.
- \* To continue the process of investigating the possibility of creating and establishing a SADTU Medical aid scheme in the long term.

### **4.2 PROCEEDS FROM INSURANCE COMPANIES**

#### **NOTING THAT**

- \* the Union is receiving money from Insurance companies in terms of monthly commissions and annual profit shares.

- \* there is no union policy of distributing these proceeds amongst the different constitutional structures of the Union.

#### **BELIEVING THAT**

- \* all structures of the Union should benefit from these proceeds from the insurance companies.

#### **THEREFORE RESOLVES THAT**

- \* 50% of the proceeds from Insurance Commissions be disbursed to the National Office and the other 50% be disbursed to regional structures proportionally.
- \* These monies should be used for specific projects which are aimed at capacity building programmes.
- \* These proceeds shall be deposited into a separate banking account and accounted for annually by the constitutional structures.

### **4.3 TAX, HOUSING SUBSIDY AND PENSION SCHEME**

#### **NOTING THAT**

- \* Teachers' salaries and service benefits have not been harmonised.

#### **BELIEVING THAT**

- \* The new tax system introduced is too drastic for educators.
- \* SADTU is not opposed to the harmonisation of taxation, housing subsidy and pensions.
- \* All teachers are entitled to service benefits.
- \* The drastic rationalisation of taxation, housing subsidies and pension schemes should be implemented in such a way that educators in the ex-TBVC states are able to absorb its effects.

## RESOLVES THAT

- \* The harmonisation of taxation, housing subsidies and pensions should be phased in over a period of time.
- \* The Union negotiate for improved service benefits to be extended to teachers in rural areas for the purpose of equity.
- \* The rationalisation of Pension Schemes should be transparent and inclusive.

### 4.4 SPECIAL OFFERS/DISCOUNTS (car schemes, chain store discounts, etc.)

#### NOTING THAT

- \* Special offers for members are very important for purposes of recruitment.
- \* That this terrain is a highly contested one.

#### THEREFORE RESOLVES THAT

- \* The Union organises these benefits at a national level.
- \* There be a review of all existing contracts and arrangements entered into by the National office and the regional offices to harmonise the schemes in terms of the SADTU Constitution.

### 4.5 SADTU NATIONAL FINANCE COMMITTEE (FINCOM) AND SUBSCRIPTIONS INCOME

#### NOTING

- \* that the financial muscle of the union depends largely on paid-up members.
- \* that the SADTU recruitment needs to be accelerated.
- \* that presently membership is still being contested with the previously conservative teachers organisations.

## THEREFORE RESOLVES

- \* that FINCOM investigate the possibility of an increase in subscriptions by way of a percentage for consideration at a meeting of the National Executive Committee (NEC).
- \* that the distribution formula of subscription allocations be adhered to namely 40% to the National Office, 30% to Regions and 30% to Branches.
- \* process all membership application forms in order to increase the Unions' revenue.
- \* that the subscriptions allocation be accompanied by membership audit, namely, by the number of paid-up members.

## 5.0 RELATIONS WITH THE STATE, ANC, ORGANS OF CIVIL SOCIETY AND THE LOCAL GOVERNMENT ELECTIONS

### 5.1 RELATIONS WITH THE STATE

#### NOTING THAT

- \* The present political arrangements is a negotiated one.
- \* The interim constitution has impacted on the retention of the massive state bureaucracy inherited from the apartheid regime.
- \* The bureaucracy has an immense capacity to undermine and frustrate transformation.

#### BELIEVING THAT

- \* Our consistent vigilance is of central importance to ensure the defence of democratic gains made.
- \* The constructive and strategic relations with the ANC-led GNU on key issues is of critical importance.

## THEREFORE RESOLVES THAT



- \* Through interactions with the GNU, SADTU should insist on an accountable, democratic, transparent and responsive state bureaucracy.
- \* The State should seriously institute affirmative action programmes to circumvent the reactionary attitudes of the old bureaucracy.
- \* The State should expeditiously undertake a fundamental transformation of the bureaucracy.

## **5.2 RELATIONS WITH THE ANC**

### **NOTING THAT**

- \* SADTU constitutes an integral part of the democratic alliance that placed the ANC in power.
- \* The social, political and economic changes unfolding demand the alliance constructively engage and interact with each other.

### **BELIEVING THAT**

- \* The strategic objectives that motivated SADTU to lend its support to the ANC are yet to be realised.
- \* The support for the ANC-led GNU holds real prospect for empowerment of the historically oppressed in general and SADTU in particular.

### **THEREFORE RESOLVES THAT**

- \* SADTU must still uphold the tri-partite alliance while not compromising its independence and autonomy.
- \* SADTU should engage the GNU constructively with a view to ensuring that delivery mechanisms are realized and implemented.
- \* SADTU should establish a strategic relationship with the ANC leadership in the GNU.

### 5.3 RELATIONS WITH ORGANS OF CIVIL SOCIETY

#### NOTING THAT

- \* the relationship and interaction between SADTU and other organs of civil society at local and regional levels appear to be poor.
- \* SADTU's participation in COSATU structures is minimal and unbalanced.
- \* the NECC has dissolved and its programme needs to be continued.

#### BELIEVING THAT

- \* SADTU has a moral obligation in education matters.
- \* SADTU has to steer and direct COSATU on educational matters.
- \* SADTU has to play a key role in organising other education formations that have an interest in education.

#### THEREFORE RESOLVES

- \* to involve our members in COSATU structures at all levels.
- \* to play an active role in building COSATU structures.
- \* to strike a balance between SADTU and COSATU activities.
- \* to revive structures within the Mass Democratic movement at all levels particularly those in education so as to take forward the NECC programme.
- \* SADTU be charged to lead in co-ordinating the Education Front of the Alliance.

### 5.4 SADTU AND LOCAL GOVERNMENT ELECTIONS

#### NOTING THAT

- \* there is widespread reluctance, uncertainty, confusion and disillusion surrounding the forthcoming elections.

- \* there is a dire need for voter education amongst the electorate.

#### **BELIEVING THAT**

- \* the local government elections is an important pillar of the transformation process which must be jealously guarded.
- \* SADTU as an organ of civil society involved in the education arena is best located to play an essential educational role.

#### **RESOLVES THAT**

- \* SADTU in consultation with the broader MDM movement must embark on a vigorous voter education campaign.
- \* SADTU must play a constructive and supportive role in the local elections.
- \* a well structured teachers' forum at all levels of the Union should be convened to popularise and sensitise teachers on the importance of local government elections.
- \* inter branch and inter organisational activities should be organised to highlight the importance of local elections.

### **6.0 GENDER**

#### **NOTING**

- \* Communication problems exist between the National Gender Desk and the Provincial Gender Convenors.
- \* The majority of teachers are women and yet representation of women at leadership level is still minimal.

#### **AND BELIEVING THAT**

- \* The empowerment of women in the union can only be achieved if constructive programmes are designed for discussion and implementation.

#### **THEREFORE RESOLVES THAT**

- \* The National Gender Convener oversees the efficiency of the Gender Desk by allowing each of the nine provincial representatives to undertake a specific task for their term of office and to plan and implement programmes that will benefit women at large in all nine regions.
- \* That a national workshop be convened to work out a clear plan of action with time frames for the 1995/1996 year.
- \* Each provincial convener prepares and plans a programme of activities in their specific areas which will be monitored by the National Gender Convenor once every two months to ensure that plans are being carried out.

#### **6.1 GENDER POLICY**

##### **NOTING**

- \* That our union has no binding document which addresses and commits all our members to be gender sensitive.

##### **BELIEVING THAT**

- \* Despite many gender affirmative values being entrenched in our constitution, these do not translate into practice within the Union itself.

#### **THEREFORE RESOLVES**

- \* That the National Gender Desk should formulate policy on all gender issues.
- \* That this document be drafted by the Gender Desk as a matter of urgency.

#### **6.2 CHILD CARE FACILITIES**

##### **NOTING THAT**

- \* Many branches are mainly represented by men.
- \* Empowerment of women cannot take place effectively if women are not encouraged and supported to participate at all levels of the Union.
- \* A concerted and serious effort has not been made to address gender concerns as a serious aspect of Teacher Education.

#### **THEREFORE RESOLVES**

- \* That child care facilities should be organised on request at all union activities when delegates are selected to represent SADTU at conferences, meetings, etc.
- \* To make submissions to COTEP (Committee on Teacher Education Policy) with regard to Gender considerations in teacher education programmes.

### **6.3 WOMEN ABUSE AND FAMILY VIOLENCE**

#### **NOTING**

- \* the barbaric tendencies emerging and developing in South Africa around child and women abuse.
- \* the negative effects these practices have on the fabric of a new society emerging from apartheid bondage.
- \* that violence further interferes with normal schooling in some areas of the country.

#### **THEREFORE RESOLVES**

**THAT SADTU needs to campaign against these barbaric activities and tendencies by :**

- \* developing a policy around the issue of child abuse and family violence.
- \* calling on the GNU to adopt strong and effective measures for implementation against these offenders.

- \* participating in COSATU campaigns that are highlighting this problem and urging redress for the victims.
- \* networking with NGO's and other relevant organisations to highlight this problem by organising seminars and workshops aimed at educating teachers and the community about child and women abuse and family violence.
- \* that SADTU initiates a process whereby all stakeholders are brought together in a summit on child abuse and family violence.

#### 6.4 CHILD ABUSE WITHIN THE SCHOOL

##### NOTING

- \* Clauses 3 and 7 of the SADTU Code of Conduct.
- \* the provision of the interim constitution on children's rights.
- \* the need for an urgent intervention by the learning institution/school community.
- \* that sexual abuse of children in the school is escalating.

##### AND BELIEVING THAT

- \* such abuse has a detrimental effect on the culture of learning and teaching.
- \* that teachers should be empowered to at least identify victims of this abuse.
- \* that all teachers should abide by the provisions of the interim constitution.
- \* this is an abuse of power.

##### THEREFORE RESOLVES

- \* that the SADTU Disciplinary code of conduct be popularised amongst members.

- \* that the interim constitution, specifically the children's rights clauses, should be popularised.
- \* that a capacity building programme of our members be set up by SADTU to assist teachers to prevent these instances and to offer counseling to students.
- \* that we network with relevant organisations/persons in dealing with the problem.
- \* that the Code of Conduct of the Union be enforced where SADTU members are transgressors.

## 6.5 GENDER EQUITY UNIT

### NOTING

- \* that the White Paper on Education makes mention of a Gender Equity unit within the separate Department of National Education.
- \* there is no apparent progress on the establishment of a Gender Equity Unit.

### BELIEVING THAT

- \* there is dire need for the gender imbalances of the past to be addressed effectively and such a structure would be a useful tool with which this could be done.
- \* such a structure would have a role to fulfill at provincial level as well.

### THEREFORE RESOLVES

- \* that the union campaign for the speedy establishment of gender equity units at national and provincial levels.

## 6.6 AFFIRMATIVE ACTION

### NOTING THAT

- \* a large percentage of members within the union are female members.

- \* leadership positions within the union are predominantly held by male members.

#### BELIEVING THAT

- \* SADTU's constitution is firmly committed to the principle of non-sexism and equity.
- \* the interim constitution of South Africa vigorously promotes gender equity.

#### AND FURTHER BELIEVING THAT

- \* the strength of the union lies in empowering women to participate fully within all structures of the union.

#### THEREFORE RESOLVES

- \* that the union through the gender desk undertake vigorous programmes to empower women and conscientize all members.

### 7.0 INTERNATIONAL RELATIONS

#### NOTING THAT

- \* The conditions of service for teachers internationally has drastically deteriorated (e.g. in African and South American countries) especially under the Structural Adjustment Programmes (ESAP) of the World Bank.
- \* Teacher organisations internationally played a supportive role during our struggles to unseat the apartheid government.
- \* These teachers played a pivotal role in the establishment of SADTU.
- \* That there have been the mushrooming of many such organisations which represent a small fraction of teachers who are craving for affiliation to Education International (EI).

#### BELIEVING THAT



- \* SADTU is the only non-racial, non-sexist, democratic and national teachers' organisation in South Africa.
- \* Conditions permit SADTU to play a decisive role in the maintenance and enhancement of international relations.
- \* There is a need to create conducive service conditions for teachers internationally.
- \* That it is inevitable to contest international support and membership into EI with such structures and that they have a right to seek to belong to EI as they claim to represent teachers.

#### THEREFORE RESOLVES THAT

- \* SADTU must enhance and advance international relations aimed at empowerment and securing and/or providing solidarity actions to be determined by Congress.
- \* Teacher exchange programmes, scholarships and inter-organisational exchange in areas of development, culture and sport should be organised.
- \* Capacity building through sharing media, research trends and curriculum development practices without immediately raising subscriptions.
- \* International excursions should not be an exclusive domain of the national office bearers, but ordinary members of SADTU must be involved in a rotational manner, so as to maximize the participation of teachers at the grass roots level.
- \* Knowledge and skills gained on international visits should be decentralized through workshops, newsletters, etc.
- \* SADTU should open a Trust fund to assist allies in dire need.
- \* SADTU should play a key role in building AATO, SATO and Education International.

- \* That the criteria for admission to international bodies/organisations should be amended to ensure that only democratic and legitimate organisations be admitted.