



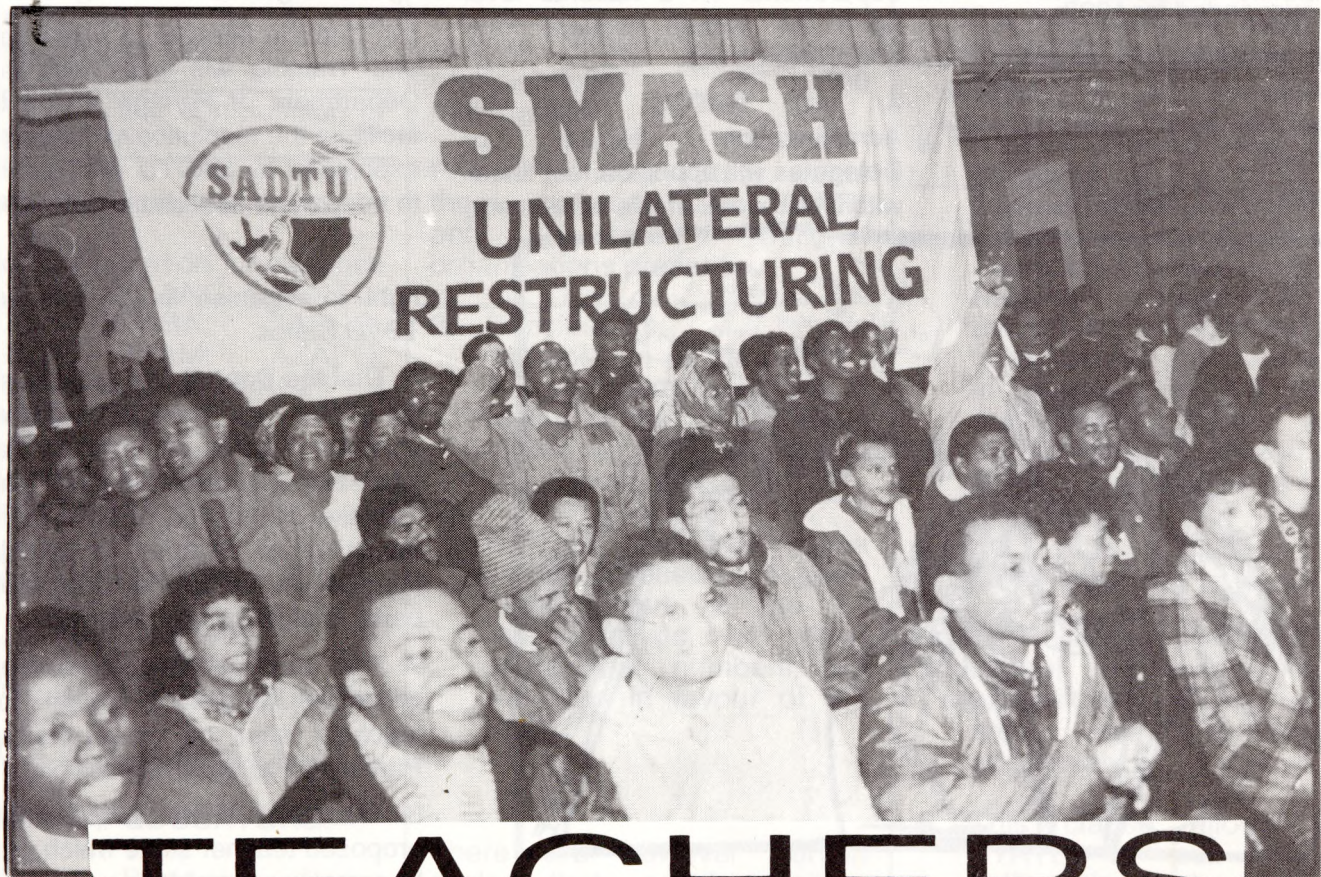
TRADE UNION
LIBRARY AND
EDUCATION CENTRE

SALHA 1997, SADTU

SADTU WESTERN CAPE

BULLETIN

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TEACHERS

Strike Back!

During the past few months, we experienced the mass mobilisation of 70 000 teachers, nationally. This collective showing of unity and strength forced the State to listen to the grievances of teachers.

In the Western Cape, militant teachers took to the streets to picket, held successful sit-ins at Regional Offices, participated in mass marches and rallies.

We saw unprecedented mass mobilisation of teachers on three occasions. Firstly, a SADTU meeting at the Athlone Civic Centre where a resolution was adopted to intensify the campaign against unilateral restruct-

uring and retrenchments. Secondly, after consultations with other teacher organisations in the Western Cape, we embarked on an 'ambitious' plan of uniting all organisations against rationalisation, merit awards and our fight for a Living Wage. This culminated in the historic meeting at the Good Hope Centre which drew approx. 10 000 teachers together to demonstrate the anger of teachers at the racist education departments and the intransigent State.

Thirdly, The Western Cape Region of SADTU supported the call by National to suspend the strike regarding the Living Wage demand but agreed to continue with strike action, 24-25 May, around the issue of rationalisation and

retrenchments. This was in accordance with SADTU National position. On the 26 May, at a SADTU mass rally at the Athlone Stadium, (psst! the Civic Centre was too small!) approx. 9 000 teachers, from as far as Bredasdorp, Swellendam, Ceres, Tulbagh, Vredendal, Malmesbury and Atlantis braved the inclement weather to hear a report-back from our comrade chairperson, Vivienne Carelse who was part of the SADTU National Negotiating Team with the Department of National Education.

**Viva the Spirit of
No Surrender!**

THE AGREEMENT BETWEEN DNE AND SADTU

NOTING

- * the statement issued after the meeting between the State President and the President of the ANC on 20 May 1993;
- * that the examination fees for standard ten candidates writing the examination for the DET have been suspended for 1993;
- * that negotiations towards the establishment of a National Educational Forum are currently under way.

THE PARTIES AGREED :

other forum agreed upon by the parties;

3. to review the merit award system as well as the departmental specific awards system in all education

departments on a national level upon the written request from SADTU to do so;

4. (a) SADTU and the Administration: House of Delegates will appoint a fact finder within one week of this agreement,

5. (a) That the Minister of Education and Training will meet with the Education authorities in the relevant Self Governing Territories to facilitate a resolution of the concerns expressed by SADTU in respect of the issues of freedom of association and the right to organise.

(b) That the Minister of Education and Training will liaise with the Department of Foreign Affairs to facilitate the resolution of concerns expressed by SADTU with regard to freedom of association and the

right to organise in the relevant TBVC States.

6. That the Department of National Education will provide technical assistance to the commission that has been appointed by the Transkei authorities to investigate the issue of backpay for female teachers as far as the recognised parity of salaries is concerned.

7. That draft legislation containing collective bargaining rights for teachers shall be tabled before Parliament as soon as possible.

8. That SADTU will suspend the proposed teacher strike which was to commence on Monday 24 May 1993, for an indefinite period and will take back this agreement to its members for ratification. In this regard SADTU shall publicly announce the indefinite suspension of the strike.

9. That the parties will meet by no later than Wednesday 26 May 1993, with the view to finalising the agreement and setting the appropriate time-frames for the issues raised in this agreement.

10. The Department of Education and Training will postpone its application for an interdict pending the final outcome of the matter.

SIGNED ON 21 MAY '93
(Pretoria)



1. to reopen negotiations on salaries, with a particular focus on the salaries of the lower categories of teachers, within four weeks of this agreement and that these negotiations will take place in the appropriate forums;

2. the fundamental restructuring of education and the problems relating to the retrenchments will be dealt with in the envisaged National Education Forum. As from the date of this agreement no new rationalisation programmes, including retrenchments will be instituted by the state education departments, pending these matters (including staff/ student ratios and staff establishment) being dealt with in the envisaged National Education Forum or any

failing which IMSSA will make the appointment. The Parties shall do everything in their power to facilitate the investigation.

(b) The terms of reference for such fact-finder will be:

(i) To investigate complaints in respect of the application for the merit awards system and the Department specific awards system.

(ii) To make findings of fact on the allegations made and make appropriate recommendations.

(c) SADTU will initiate that investigation by submitting written allegation regarding the application of the systems.

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

The NETF is a broad forum consisting of the various sectors with the purpose of discussing the future education system as well as present crises in education.

1. What is the composition of the NETF?

- The STATE has 4 delegates.
- National Education Conference
NEC (SADTU; ANC; COSATU; NECC; UTASA; SASCO; SOSAS; AZAM; AZAPO; WOSA; NACTU; SACP) 4 delegates.
- TEACHERS ORGANISATIONS have ONE delegate each :

SADTU (non-racial ; unitary)

TFC ('white' teachers)

NAPTOSA (ethnic structures)

UTASA ('Coloured' teachers)
- TERTIARY EDUCATORS:

Technicon Principals (Sonn) 1 delegate

University Principals (Gerwel) 1 delegate

Education College Principals : 1 delegate

Agricultural Colleges: 1 delegate
- NATIONAL TRAINING BOARD 1 delegate
- BUSINESS SECTOR: 4 delegates

SECTORS REPRESENTED:

Student Sector

NGO's (non governmental organisations - 12 000 nationally)

Private schools (State wants them included). The STATE only wants national organisations present.

2. Considering the composition of the forum : Are numbers weighted in favour of the STATE or in favour of the Progressive Organisations?

SADTU can be quite certain of receiving support from 9 out of the 21 representatives. It does seem that numbers are weighted in favour of the State.

There are however certain sectors that could go either way.

3. Will the NETF serve in an ADVISORY CAPACITY or does the body have DECISION- MAKING POWERS ?

The NETF has DECISION MAKING POWERS.

4. Is there a crisis clause? Yes. The NETF will "seek agreement on how to resolve education crises in which effective action can

NOT

be undertaken immediately"

5. Is rationalisation including the retrenchment issue in the HOR on the agenda ? Yes.

6. How binding are the decisions of the NETF ? Clause 7.4 (the consensus clause) in the Founding Agreement of the National Forum for Education and Training : "...no member can be bound to an agreement to which it does not subscribe and such a member, will remain free to campaign for its own point of view."

COMMENT:

- A. This clause allows SADTU to pull out and continue campaigning if demands are not addressed adequately.
- B. This clause allows the STATE to pull out if deliberations do not go according to its wishes.

7. In light of the suspension of the strike should teachers, faced with retrenchment now, place their faith in the NETF deliberations?

What do you think ? !

Forward to democratic participation and decision-making.

MINISTER OF 'UNPOSSIBILITY' !

On 26 May 1993 Minister Saayman of the House of Representatives gave the following answers to a list of questions from the SADTU National Office.

On rationalisation he said the following:

It is confirmed that only those C.S. Educators who voluntary (sic!) applied for the retirement package will be retired in terms of the programme.

* C.S. Educators who do not wish to be retired and who are at schools where posts have been abolished will remain in service. It cannot, however, be guaranteed that such C.S. Educators will remain at the same school(s). In such cases it might be necessary to transfer staff to nearby schools in an effort to bring the number of staff members at the school in line with the number of posts on the school's establishment.

* I further confirm that it is understood that the rationalisation programme embarked upon by my Department during October 1992 (together with the further concessions announced) is irrevocable and that the abolishment of 3200 posts will be finalised.

* On the possibility to take up negotiations for the 3200 posts in the proposed National Education Forum: ...the rationalisation programme embarked upon by my Department since October 1992 together with the further concessions I announced on 17 May 1993, does not form part of the matters that will be dealt with by the envisaged National Education Forum. As I have no jurisdiction over the proposed Education Forum, I am not in a position to

pre-empt the functions and /or agenda of the Forum and can therefore not comment on matters which may not be raised there. Your Union is at liberty to pursue the matter with the Forum.

* In employment for newly qualified teachers: I wish to refer to my budget speech in Parliament on 17 May 1993 where I gave the assurance that funds will be made available as soon as possible for the erection of new school buildings throughout the country. This exercise will bring about the creation of

new posts which will be available for freshly qualified C.S. Educators.

* On the closure of Colleges of Education: I must inform you that this matter is still under discussion and that a further communication on this matter will be forwarded in due course.

Minister Saayman's replies raise a number of questions which SADTU members need clarity on, such as:

- Do his assurances on retrenchment include ALL C.S. Educators, whether

temporary, permanent, temporary indefinite and those on probation ?

- Have the composition and powers of the proposed National Education Forum been discussed and ratified by teachers in their organisations?
- What is the time-table for the building of new schools? Why not occupy unused or under-utilised schools?



TAKING STOCK!

STRATEGIC PERSPECTIVES ON THE STRIKE

- BY COMRADE MXOLISI NKOSI: SOUTHERN TRANSVAAL CHAIRPERSON

In a report to the Strike Council in the Western Cape, Nkosi stressed the importance of us viewing our strategic perspectives regarding Strike Action.

He defined Strike Action, which formed the basis of his arguments for the suspension of a strike.

Definition: A strike is a tactic to arrive at a particular objective. It is embarked on to facilitate movement and is a means to an end.

It is therefore not a principle, but a strategy, and when it has outlived its time, we need to implement another tactic.

WHAT ARE OUR VICTORIES?

1. It was the first time we managed to get the State to move around salaries and retrenchments. It was the threat of Strike Action that made them go into negotiations and this was a major political victory.
2. Our Mass Mobilisation ensured that we were able to emerge as the most important pressure group in South African education. This puts a major focus on SADTU in terms of any future dispensation.
3. The issues on the ground formed an enormous recruiting tool for SADTU as we were able to sign up 1000's of teachers en masse over a very short period.
4. The State capitulated by attempting to pre-empt a National Strike by moving into the negotiating table.

DEMANDS

Our demands unified SADTU members across the different departments on a national scale. Through this we were able to reach a broad range of people in the teaching fraternity. However, we were not able to have an "across the board" outcome. In this instance, it is important to remember that we were not able to marry the issues even though rationalisation is not only an HoR issue, but a national one. It is a decision that only the racist National Party Cabinet can overturn.

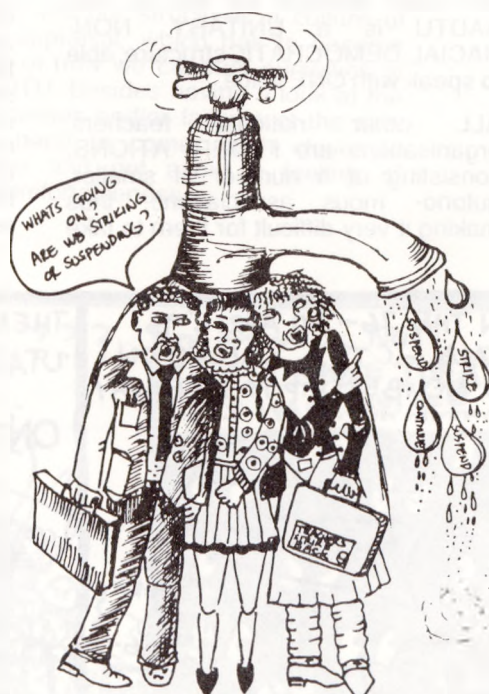
SUPPORT CAMPAIGN.

DURING OUR

We were able to enlist the support of liberation organisations, labour movements, students and parents. What is important to ask at this point is whether we still have that enormous support at a national level? The fear is there that certain organisations would begin to distance themselves from us. This same fear exists when considering how far the Parent Community would remain patient with us, as well as the students in their support.

In assessing our support, it is also important to acknowledge the role of the State during this time. It is not coincidental that the State acceded to the students' demands when they knew that SADTU was threatening Strike Action. This was clearly a tactic on their part to attempt to divert our strike and break an alliance that we had formed with students.

However, our actions have caused a deep crisis for them and further exacerbated a crisis caused by the Apartheid Regime. The formation of a National Education and Training Forum was an acknowledgement by the State that the matter of education could no longer be a unilateral decision.



SOUTHERN TRANSVAAL

Nkosi focussed on the decision to suspend the strike and how this affected the Southern Transval. He claims that this was a difficult decision for them for the following reasons:

1. The decision to suspend the strike was communicated in a very bad way and this proved to be divisive among members.
2. The call to suspend strike action demobilised our forces and this dampened the morale among teachers. It would have been far better for our membership to be informed by our structures rather than through the media.
3. It should also be noted that teachers of any mass formation do not enjoy a 'tap approach' of being switched on and off. These limitations, does not mean that they doubt National's capacity to negotiate for teachers.
4. We must acknowledge the mistakes and learn from this, so that we are able to close our ranks against the enemy.

ADDITIONAL COMMENTS

It is important to remember that strike action was suspended and should not be interpreted as having been called off.

Our strategic position at this time is that we have won a battle, but haven't won the whole war.

We should retreat for a while in order to unite our forces and paper the cracks that may have begun to show.

The State will attempt to delay the whole negotiating process, as they have done in the past, but we must be watchful of this and reject it at every point.

The Western Cape should make a thorough assessment and then take an informed decision around this.

SADTU FOR ALL TEACHERS

7

SADTU's membership in the Western Cape has tripled in two years. In 1991 membership stood at 3000 while at the beginning of 1993 more than 9000 teachers joined the union.

In the rural areas, there has been an upsurge in membership, especially in areas which CTPA claimed as their 'traditional' stronghold. Hundreds of teachers from areas, such as, Swellendam, Ceres, Tulbagh, Atlantis, Malmesbury and Vredendal (but to mention a few!) have joined SADTU en masse over the last few months.

Nationally there were 37000 teachers who belonged to SADTU in 1991. The current membership is in excess of 65000.

What are the factors which have contributed to this phenomenal growth? Why are teachers flocking into the ranks of this young giant?

SADTU's DEMOCRATIC PARTICIPATION IN ACTION

SADTU provides the only on-going, non-racial discussion forum (from site to regional level) in education, thus offering teachers the opportunity to collectively take control of their lives, as teachers. It also provides opportunities for parents and students to air their views and to forge links with teachers. Due to the strongly hierarchical control in particularly primary schools, ever-increasing numbers of teachers are turning to SADTU in order to challenge the tyrannical dominance of principals. In this process teachers have come to realise that they are SADTU, and that the extent to which they are prepared to fight for their rights, will determine SADTU's capacity to rally in their support.

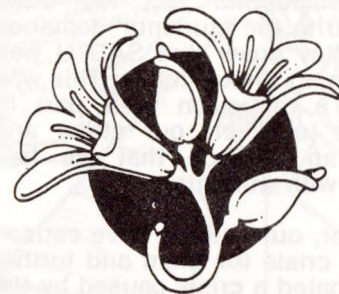
The attraction is therefore not hyper-value in insurance cover or spectacular reductions in motor car

prices, nor yet in glamorous and extravagant conferences, but in the ability of SADTU to empower teachers through democratic and appropriate mass-action. The course that SADTU has chosen, of bringing to teachers, parents, students and the entire community up-to-date information about the diabolically subtle educational plan of the De Klerk government - The Education Renewal Strategy (ERS) - and preparing them to actively oppose this plan through mass rejection thereof, has been proven correct.

To rely on the South African courts, with their appalling record of justice, to overturn what de Klerk's cabinet had already decreed, is clearly short-sighted, naive and futile.

SADTU's dynamic and prompt response to crises has been a welcome oasis to those thirsting for more than paying mere lip-service to concepts like democracy, participation and principled mass-action.

Here, at last, is a national organisation which will not only investigate complaints/ grievances, but act decisively. Here, at last, is an answer to the helplessness and isolation teachers often feel when alone in the classroom, confronted by the HOD, principal or inspector.



SADTU AS A SYMBOL OF UNITY

SADTU is widely regarded as the only organisation which has the potential, infra-structure and political will to forge unity amongst teachers. One of the main reasons for this is that SADTU is a UNITARY, NON-RACIAL, DEMOCRATIC structure, able to speak with ONE voice.

ALL other national teachers' organisations are FEDERATIONS, consisting of a number of smaller, autonomous associations, thus making it very difficult for them to take

united action.

The capacity of SADTU to unite tens of thousands of teachers throughout the country has captured the imagination of many thousands more. Many teachers who previously belonged to professional associations have found a home in SADTU. In many cases entire staffs have united under the banner of SADTU!

It is very logical that the regime's orchestrated strategies to divide our people can only be countered by a carefully orchestrated drive for principled unity. This must not only be amongst teachers, but also embrace all sectors of society.

SADTU's CAPACITY FOR SELF-CRITICISM

Cde. Shephard Mdladlana, president of SADTU, always says that teachers must be 'uncomfortable'. This always sounds strange and, yes, a bit uncomfortable, almost paradoxical. Do teachers, not join the union to feel at least less uncomfortable than at school where they have to confront the BBB style of heads of departments, principals and inspectors:

- Bullying - Running roughshod over everybody
- Briefing - Issuing orders rather than consulting democratically
- Branding - Labelling those who do not 'tow the line', even to the point of keeping secret files.

The issue, the president is addressing is that of TEACHER UNIONISM. As a union member one has to guard against complacency, which is related to passivity, inertia and apathy. In a sense, teachers can never be complacent in an education system run by an illegitimate regime. Apartheid fascism has spawned, on the one hand, the most appalling educational conditions imaginable,



and on the other, the most widespread and disturbing complacency and disregard. The fact that there are some children who receive their tuition under a tree, with the principal's office on one of the branches, while we can continue merrily in our well-furnished, well-lit and well-built classrooms raises an eyebrow or a gasp for the moment, but soon fades into the furthest recesses of our minds because of apartheid's divisions.

These divisions ARE STILL THERE, and we cannot be comfortable - we dare not be comfortable!

We need to check our commitment to our union from time to time. We need, in a sense, to rekindle the spirit of SADTU, not only at social occasions or annual conferences, but regularly, and on the most basic of levels as individuals at site level. We have to build into our structures a culture of self-appraisal, which has to become part of how we conduct ourselves in SADTU. Besides having a look at the successes and/or failures of the site, we need to come much closer to home and not avoid a feeling of uncomfortableness.

Maybe the following questions could guide you into such a self-examination:

1. Have I paid my subscriptions up to date?
2. How many site/ branch/ special meetings have I attended?
3. Do I know all the members on my site?
4. Do I know the names of my site/branch/regional executives?
5. Do I belong to any subcommittee on the site/branch?
6. Have I assisted in any activity/function of the site/branch?
7. What instance of injustice/ discrimination/ irresponsibility/ unaccountability have I witnessed at site/ branch/regional level, and acted upon it?

The above questions might be straightforward, embarrassing, awkward or even difficult. The point is that the results of such a questionnaire will reveal not only your status as a member, but also the state of your site, branch and/or region.

We, in SADTU, are ideally placed to develop self-assessment to a fine art, and perhaps even pioneer the way to devising a new, democratic evaluation system for teachers.

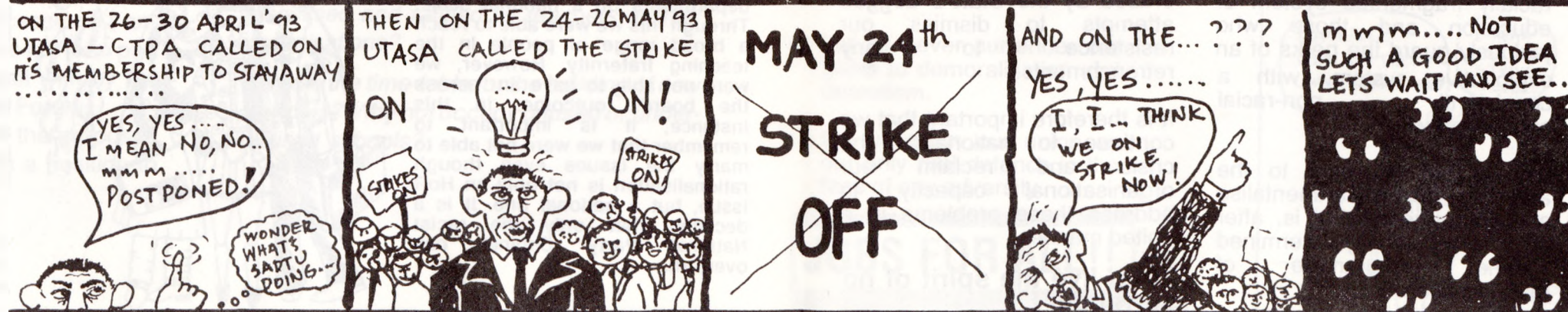
There is a Code of Conduct which

SADTU members must adhere to. Those outside of SADTU must see this Code of Conduct in action through the behaviour of our members. Our nation's future (Education for ALL) has for too long been ravaged by the scourge of apartheid-capitalist schooling.

Values such as respect for human dignity, truth, honesty, justice, responsibility and accountability have been raped into unrecognisable distortions.

It is our responsibility, as democratic educators, to restore these values for the sake of our country's future, and to destroy the system and ideology which continues to flaunt those values for its own narrow interests.

UNITE IN
SADTU TO ACHIEVE THIS!



SADTU TEACHERS ...

For SADTU members nationally, the last three weeks since the announcement of the national strike, and its subsequent suspension, must have been the most trying test of commitment and loyalty. For many the see-sawing and zig-zagging of positions both nationally and locally, found its parallel in the confusion which existed in the minds of all members.

However, the period also presented us with the opportunity to embark on some serious introspection within our union. A journey into the self which offered us a chance to expose the real strengths and weaknesses of our structures in relation to the expectations of our members. For many, the euphoria of our intentions to unleash the collective energies of our membership, via the strike, on the State's entire rationalisation scheme, easily translated itself into demoralisation and defeatism.

For others, that euphoria transformed itself into anger with the leadership.

I would like to argue that the events and emotional experiences of the last few weeks, revealed the true fighting capacity of our membership, when confronted with a common enemy and a common purpose. The equally sad revelation though, was the easy manner in which that fighting capacity once misdirected, could pose a serious threat to the gains of years of struggle.

MOBILISE
DEMOCRATISE
UNIONISE



The tenuous unity in our ranks in the face of the monstrous enemy, Apartheid, was severely tested by the State's piecemeal responses to our demands. It is, therefore, absolutely vital that we continue to engage this common enemy of all freedom-loving people, in a determined and purposeful manner. We need to fight a racially fragmented system of education and those who jealously guard the perks of an exploitative system, with a consistently non-racial counter-attack.

Let us not fall prey to the attempts to departmentalise and colour-code what is, after all, a nationally-determined Cabinet programme of rationalisation.

In defence of our aims and objectives, as well as our non-racial, unitary identity, we ought to close our ranks and rebuild our defences in order to take on the battle afresh. Those who are tried and tested veterans in the battle for teacher unity, would know that our gains over the last three years are much too great to be erased by the State's dogged attempts to dismiss our resistance to any retrenchments.

It is therefore important that we continue to nationalise the crisis and reclaim our organisational capacity to address these problems in a united manner.

Long live the spirit of no surrender!

WEATHERING THE STORM!

Our responsibility to inform our fellow-members countrywide about the relevance of the rejection of the rationalisation schemes presently intended for HoR and DET, more immediately, ought to inform our on-going campaigns.

We need to take a few steps back in assessment of our gains and losses, and regroup our collective forces in order to re-launch a more strategic counter-offensive if, the State continues its irrational rationalisation programmes.

We should take collective responsibility for restoring the confidence of our members in the relevance of our structures. Each member ought to feel empowered in the process of consolidating our support base amongst teachers and in the broader community.



- Let us not submit to the cunning machinations of a State which is determined to divide and continue to rule, in one way or another.
- Let us not fall prey to regionalism which blinds us to the alternatives and merits of a national offensive.
- Let us, in the process of building our union, continue to build a healthy culture of criticism and debate in our ranks.
- Let us never surrender our gains to demoralisation and defeatism.
- Let us claim our union as our only real defence in the face of any adversity.

SADTU teachers have to seize the moment with a single-minded will to determine the route to the radical transformation of the education system.

Our National Congress will provide us with that opportunity to inform, convince and unite all our comrades about the historical necessity for a national response to this onslaught by the De Klerk regime.

Discuss, debate and decide on the way forward at site and branch level. Send your branch delegates with full and clear mandates and resolutions to the National Congress, 5-7 July 1993.

Don't just be part of the luggage to Johannesburg, be an active participant and map out a clear route for your 'drivers' ... or accept the mystery drive to change.



JOBS FOR ALL!!

DEMOCRATISING SCHOOL PRACTICES

It is interesting to note that while many school principals and officials profess to be democrats, very few put into practice their democratic ideals. In some instances the word "democracy" has been used by officials to control rather than liberate schools. How often have we not heard the expression: "It is my democratic right to do as I please".

We in SADTU believe that democracy entails full participation by teachers, parents and students in the effective functioning of the school. Since the term has been so much abused, we offer some guidelines to broaden the base of democracy at our schools.

THE STAFF MEETING.

Staff meetings, in most cases, are controlled by principals who use these opportunities to give instructions to teachers. Very few, if any, teachers participate in these meetings. Democratising staff meetings should be important to everyone.

How can this be done?

1. Staff meetings must be held regularly at least once per month.
2. The agenda for such meetings must be typed and made available to every staff member at least two days before the meeting.
3. An agenda committee, elected by the staff, must be established to draw up the agenda for staff meetings.
4. All teachers must feel free to contribute to this committee.
5. All minutes of staff meetings must be recorded and then typed up within one week of the meeting so that teachers may file them.
6. Minutes of all meetings must be signed by the principal and the

recorder.

THE SCHOOL ASSEMBLY

The school assembly, like the staff meeting, is most often controlled by the principal. This is usually the time when the principal berates students for some or other contravention of school rules. Assemblies are then perceived negatively by both teachers and students. How do we democratise assemblies?

1. The assemblies must be held regularly at least once per week.
2. All assemblies must be attended by all members of staff both teaching and non-teaching.
3. They must be addressed by the principal, students and teachers.
4. An assembly committee must be established to plan and prepare the focus of each assembly.

LETTERS TO PARENTS

Very often teachers only see letters to parents once they have been printed and ready to be posted or distributed to parents. Most times these letters do not reflect the views of students and teachers but merely seek to present the principal's view of the problems facing the school (bad grammar and syntax aside). How do we democratise letters to parents?

1. Parents must receive regular letters from the school at least one per month.
2. These letters must reflect the views of both staff and students.
3. All letters to parents must be scrutinised by staff members in draft form before a final print is done.
4. The school SRC must be

allowed to view letters to parents before they are distributed.

PARENT MEETINGS

Too few meetings are held with parents in the school year. Hence when crises arise, parents justifiably are concerned about a variety of issues that could be addressed at regular parent meetings. How do we democratise parent meetings?

1. Parent meetings must be held regularly at least once per term.
2. An unscheduled parent meeting may be called if at least one-third of staff members deem it important enough in the light of a school-based or community-based crisis.
3. All parent meetings must be chaired by the PTSA(PTA) or someone nominated by this body.
4. ALL teachers MUST attend all parent meetings. Where this is not possible, written apologies must be tabled to the meeting.
5. Students must share the platform in the meeting.
6. Meetings must be minuted and these minutes must be typed and filed for scrutiny by any parent, teacher or student.

CONCLUSIONS

The above suggestions are by no means exhaustive. They seek merely to heighten our awareness of undemocratic practices at schools. It is hoped that all teachers will contribute to developing a list of practical ways to ensure that our schools have a democratic praxis.

Kick out autocratic principals !

BUILD SADTU IN THE SCHOOLS ...

SADTU is a unitary national teachers' union fighting for the rights of teachers (ie. bread and butter issues), for a single democratic education system and the liberation of our country and all its people.

Radical transformation in schooling cannot be brought about independently from fundamental changes in society as a whole. The concerns of teachers must be viewed as part of an overall common plan to eradicate apartheid from all spheres of society. Involvement with the trade union movement, in general, can assist in linking concerns and in co-ordinating action.

It is therefore essential that we link up with the trade (labour) union movement in SA as we are part of the workers' struggle, fighting not only for better service conditions but playing an active role in the liberation of our country, free from exploitation and oppression.

Teachers need to act collectively and see problems in their widest possible context, to share experiences and plan strategies with a cross-section of the labour movement.

BUILD SADTU IN THE SCHOOLS ... not in the boardroom !!

SADTU members must take the responsibility for setting up a site committee at their school.

The following Office-Bearers should be elected :-

1. Chairperson : to chair and call meetings.
2. Secretary : to take minutes and inform members about meetings.
3. Site Steward : to handle grievances of members at school; to represent members' interests at branch level and recruit members.
4. Media person : to assist at branch and regional levels with media (ie. distribution and production).
5. Treasurer : Assist with fundraising and branch activities.

The **COLLECTIVE TASK** of these office-bearers would be to liaise with the office / principal.

A SITE STEWARD

A site steward is elected as a local representative of the site committee by fellow members, both to represent

their views and problems and to act as a link between them and union officials at branch and regional levels.

DUTIES:-

1. To explain and interpret the union's policy to members.
2. To represent members' views to management / office on issues affecting teachers at school.
3. Site stewards need to consult with members constantly while negotiating with management.
4. To recruit new members to the union.
5. The site steward should be the link between the union officials and members. It is her/his duty to ensure that the members' views are known to the branch and regional councils and that the union's national policies are known to the members.
6. The site steward should be officially recognised by the school management as the representative of the union at school level. He/she should be protected by law against victimisation for his/her trade union activities.

WHAT IS A GRIEVANCE?

It is any dissatisfaction, complaint or feeling of injustice in connection with working or service conditions (ie. generally related to working conditions, conduct and unacceptable actions of employers).

GRIEVANCE PROCEDURE

Guidelines need to be laid down whereby teachers can bring complaints or grievances to the attention of management/employer.

Stages must be set out which should be followed, with time limits for dealing with any grievances. If it cannot be resolved at the first stage of the procedure, it should go to the next level, and so on, until the whole procedure is exhausted.

If a member has a grievance or a problem and wants help from the union, the person to turn to first is the site steward.

Dealing with members' problems are a very important part of the local representative's duties and a crucial part of the functioning of a union.

Before taking up a grievance, the site steward must get **ALL** the **FACTS** and **DETAILS** of the complaint.

ie. Who was involved ? What happened ? When did it happen ? Where did it happen ? Why is this a complaint / problem ?

This information must be checked and the site steward (or together with the site executive committee members) must decide whether the member has a genuine grievance or not, and must tell the members what the decision is. If the member disagrees with the ruling she/he can always appeal to the site committee or the local branch.

If a genuine problem exists, the site steward takes up the problem at a local school level and if it is not possible to solve it, then it should be taken to a branch, regional and national level.

Site stewards should remember that all union members have equal rights. Any member who raises a problem is entitled to expect the same standards of advice and support from the union.

Grievance procedures should solve problems quickly and at a level as close to the teacher as possible. The employer / principal should not be allowed to use procedure to delay dealing with grievances. It is important, therefore, that time limits are not too long and that there are not too many stages in the procedure. There should be union involvement at all stages of the procedure.

A good grievance procedure will protect teachers against any form of victimisation and also make it clear to the employer/principal that it cannot change working or service conditions without, firstly, consulting with the union.



NOT IN THE BOARDROOMS !

STOP PRESS

- 517 teachers in SOWETO face retrenchments.
- 3 200 teaching posts to be abolished by 1 July 1993.
- Teachers in Kwazulu are adamant about winning the fight for recognition against the racist Inkatha Government.
- The demands of 8 000 SADTU teachers, in Venda, were met after two weeks of mass protest action.
- In Ceres and Worcester, due to mass mobilisation of SADTU teachers, inspectors gave their verbal support against unilateral restructuring and rationalisation.
- After a SIT-IN of SADTU comrades at the Bellville Regional Offices, the inspector, Mr Consul gave his support, in writing, against retrenchments.
- Warm comradely greetings to our new and militant rural branches of SADTU Western Cape.

CERES, ATLANTIS, TULBAGH, SWELLENDAM, VREDENDAL and MALMESBURY.

WHAT IS A SCAB ?

After God had finished the rattlesnake, the toad and the vampire, He had some awful substance left with which he made a scab.

A scab is a two-legged animal with a cork-screw soul, a water-logged brain, a combination backbone of jelly and glue. Where others have a heart, he/she carries a tumour of rotten principles. When a scab comes down the street, people turn their backs, the angels weep in heaven, and the Devil shuts the gates of Hell to keep him out.

No person has a right to scab so long as there is a pool of water to drown his carcass in, or a rope long enough to hang his body with. Judas Iscariot was a gentleman compared with a scab, for after betraying his master he had character enough to hang himself. A scab has not.

Esau sold his birthright for a mess of pottage. Judas Iscariot sold his Saviour for 30 pieces of silver. Benedict Arnold sold his country for the promise of a commission in the British Army.



REMEMBER JUNE 16



MOBILISE NOW!

The modern strike-breaker sells his/her birthright, country, family, children and fellow comrades for an unfilled promise from his/her employer.

Esau was a traitor to himself ; Judas was a traitor to his God ; Benedict was a traitor to his country.

A STRIKE-BREAKER IS A TRAITOR to his/her God, country, family and class. A SINCERE, DEDICATED PERSON NEVER BECOMES A STRIKE-BREAKER



SADTU's Bi-Annual Congress

5-7 July 1993 at
Seventeen Shaft
Conference
Education
Centre.

Theme :
Unionise for
Educational
Reconstruction and
Development.

Boycott Shoprite and Checkers !

*Support the SACCAWU
comrades on strike since 12
May 1993.*

The bosses of Shoprite and Checkers rejected the SACCAWU (South African Commercial, Catering and Allied Workers' Union) Recognition Agreement signed in 1984. Their termination of the Agreement has severely undermined the rights of thousands and thousands of workers.

PEPKOR and its subsidiaries are one of the biggest retailers in Africa and they have 65 stores in Scotland.

Some of the subsidiaries are : Shoprite, Checkers, Pep Stores, Cashbuild, Smart Centres, Stuttafords, Greater-manns, Garlicks and Kappa.

SADTU Western Cape
Montana Shopping Centre
Shop 17
Montana

Tel : 934 2821 / 5