



Newsletter of the SA Democratic Teachers' Union

Volume 2 No 1 1994

## MESSAGE FROM THE PRESIDENT

### Mr B.B. Mabandla

**O**n behalf of SADTU I wish to thank teachers generally and members of the Union in particular, for their valuable contribution to the success of the recent elections. The Union's stated commitment to educate the masses on voting was demonstrated by the large numbers of our members who were involved in voter education in their respective communities. In spite of the high rate of illiteracy, there was a negligible number of spoilt papers.

I also wish to congratulate Professor S.M.E. Bengu on being appointed National Minister of Education. We assure him and his colleagues in the provinces of the Union's support as long as their dealings with teachers is democratic and not patronising. To all our Comrades who made it to parliament - both regionally and nationally - Congratulations!

It is with a sense of pride and achievement that we South Africans of all persuasions, were able to pull off this remarkable feat that has ushered in, what appeared to some, an unattainable dream.

For SADTU, this sense of achievement stems from our small but resolute beginnings when we committed ourselves to "eradicate apartheid in education and strive towards a free non-racial, non-sexist, compulsory and democratic education system in South Africa." In order to realise this vision we had to work with other revolutionary structures to bring down the apartheid state which we have now done. We are therefore only at the beginning of our long struggle to achieve our main brief in the education arena. But the stage has now been set.



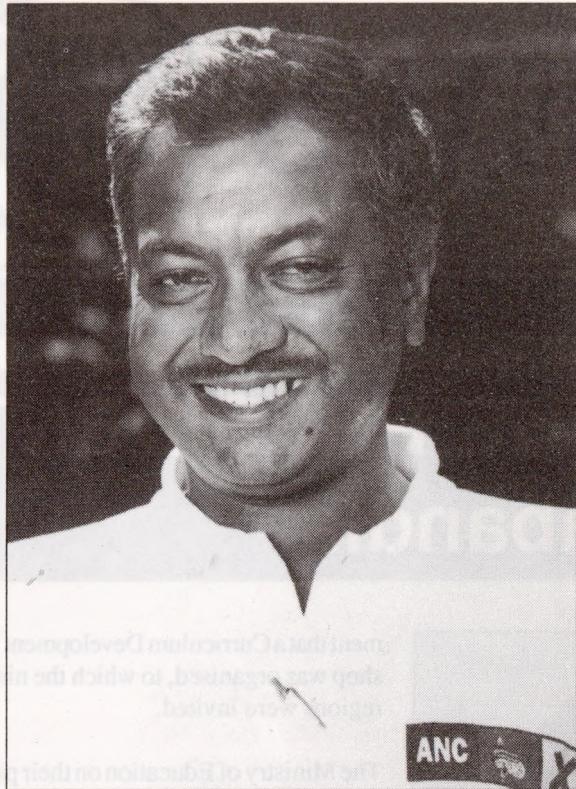
**As workers engaged in human resource development, we need to inspire our people with renewed confidence in our ability to develop a generation of not just literate people, but members of society that will sustain the democratic principles on which our struggles were based.**

Needless to say, the new terrain will acquire innovative strategies. Hence the objectives "to plan educational change and development, and conduct research into educational questions" needs urgent attention. Our reference point should be the chapter on Education and Training in the RDP. It is in the context of this develop-

ment that a Curriculum Development Workshop was organised, to which the nine new regions were invited.

The Ministry of Education on their part will have to ensure labour peace. We take seriously the call by the State President, Mr Nelson Mandela, to engage in nation building by, inter-alia, letting bygones be bygones. The Ministry has to demonstrate its willingness to start on a clean slate as the first in education. This will give us the opportunity that we have always been denied - that of contributing constructively to labour peace, to educational reconstruction and development. We must continue to be involved in decision making and I hope that a democratic administration will not find this difficult to do. A culture of mutual acceptance and respect has to be developed at the lowest level of conduct between teachers and officers of the ministry. In the past, positive efforts at establishing such rapport has more often than not been thwarted by directives from Heads of those ministries.

Lastly, I wish to appeal to our members to restore the dignity of the profession by avoiding those actions that will not enhance our cause as SADTU. We must play our part in eliminating a possibility of the recurrence of such terms as "lost generation" in our vocabulary. I know we are capable, given the chance, of making the major contribution our community expects of us.



## EDITORIAL

We have just witnessed the birth of democracy in our country. The Union has a new leadership. We salute our pioneers as we prepare for the second stage of our development both in terms of professional unionism and as a force for democracy. The media desk has the responsibility of ensuring that we project a favourable image of ourselves both inside and outside the Union. This task, hopefully, will be easier now that we have a full time Media Officer. We invite regions and branches, and indeed individual members, to help us with suggestions, criticisms, comments, photos, articles, papers etc. We plan to issue regular flyers, newsletters and journals while developing a healthy relationship with the electronic and print media.

With your help and advice we will contribute to the future growth of the Union, which we hope will develop into the best Union in the New South Africa!

Lets go forward together!

**Reg Brijraj**  
Media Vice President

## NATION BUILDING THROUGH EDUCATION WHAT IS SADTU'S ROLE?

**M**uch has been said about the need for "nation building", but this term means different things to different people. To the National Party, it means pretending that we have no differences in our "government of national unity". To businessmen, it means a return to the kind of labour exploitation of the apartheid era - low wages and no means of redress. To liberals, it probably means that all voices should be recognised, however unrepresentative these may be. The liberation movement, having made many sacrifices over the years to defeat apartheid, knows that real nation building can only come about through further sacrifices.

The problem is that one cannot talk about nation building without defining what kind of nation it is that we want to build. You cannot talk about "housebuilding" without some reference to plans - where these houses will be built, by whom, and how should they look. We must pose the same questions about nation building, because only when we have understood the kind of nation we want, can we determine what kind of education is needed. Are we doing renovations or additions to the house, or are we tearing it down and starting anew?

The clearest document we have on nation building is the RDP - the plan worked out "with the people, by the people and for the people". The RDP plan is to build a democratic, non-racial, and non-sexist nation. The call is for "justice and prosperity for all". It is about breaking down the divisions which exist - between races, between sexes, and between rich and poor. And to do so needs a dual strategy of building the economy and developing the national resources.

The centrality of education to these programmes is indisputable.

An effective and relevant system of education will contribute towards the building of the economy, and it will also develop the human resources of this country. Critical in regard to economic empowerment is the proposed integration of Education and Training - a collapse of the artificial distinctions between mental and manual, between academic study and skills training. Academics who are not sensitive to social needs are of no value; skilled persons who lack the motivation to contribute are equally wasted.

Our task in education is to develop "the new person"; a skilled worker with a social consciousness - a labourer who undertakes his or her duties with pride, knowing it is a contribution to the building of a nation. As teachers, we will have to set an example of unselfish commitment to our social function.

The SADTU Education Policy Document calls for an extension of the school year to 210 days (about 20 days longer than at present). We have also made the call for a longer school day - ideally an integrated school day from 8 till 5. This would include time for formal study, for recreation (sport and culture), and some time for supervised homework and/or group study. Building people would be our valuable contribution towards building the nation, and we would achieve it through new forms of struggle.

**The task ahead is not a popular one - many students and teachers have become comfortable with the failed system of the past.** Some of them will resist working for reconstruction - they will look for new reasons to keep failing. SADTU teachers have a special and awesome responsibility - we are part of the alliance that put this new government in power, and we will stand or fall with this government. We must lead the teachers of this land - the new nation is expecting it.

# THE NATIONAL CURRICULUM DEVELOPMENT WORKSHOP

Delegates from all nine provinces attended the SADTU National Curriculum Workshop in Johannesburg on 10 - 12 June 1994. Participants included teachers from each subject field, as well as the regional education and gender convenors. Input papers were presented by the Deputy President, Luki Nkonka, Mary Metcalfe (MEC for Education, PWV), Pat Mashane of the NECC and Duncan Hindle, SADTU Vice President for Education.

Commissions focused on the curriculum in six subject fields namely, Mathematics, Languages, Art and Culture, Social Sciences, Science and Technology, Physical Education and Guidance and Life Skills. The issue of national and regional powers in the curriculum design was also considered.

The reports of these groups will be given as a brief to the 14 SADTU representatives elected to the National Education Training Forum (NETF) "Field and Phase Committees", and for the purposes of further discussion among teachers. They will be published in full together with the Workshop report.

SADTU members are invited to contact the convenors in their respective fields for the purpose of curriculum comments. These will be fed into the relevant SADTU and state structures for the enhancement of curriculum development.

CURRICULUM AREA	CONVENER	CONTACT ADDRESS
Teacher Education	Hema Singh (Natal)	(031) 287-136 (w) (031) 287-136 (h) (031) 287-130 (fax)
Junior Primary and Pre-Primary	Sally Cohen (PWV)	(011) 880-3800 (w) (011) 795-2776 (h)
Special Education	Richard Legrange (Western Cape)	
Guidance and Life Skills	Lynette September (Western Cape)	(021) 692-2007 (h) (021) 934-2825 (w)
Social Science	Wiseman Sorasi (Eastern Cape)	(0433) 33113 (w) (0433) 23197 (0433) 951065 (h) (0433) 23197 (fax)
Physical Education	Varas Moreothata (Northern Cape)	
Science and Technology	Seth Ramagaga (North West)	(01211) 700048 (w) (01461) 22879 (h)
Gender and Curriculum	Foni Mushwana	(01523) 631371 (h)
Languages	Sanil Mahabecr (Natal)	(0331) 943057 (w) (0331) 426139 (h) (0331) 943077 (fax)
Mathematics	Greg Schalkwyk (Western Cape)	(0226) 233330 (w) (02241) 3377 (h)
Arts and Culture	Steve Ntetshe (Orange Free State)	(057) 61484 (w)
Commercial Studies	Shai Nkomonde (Eastern Transvaal)	(01316) 960-299 (w) (01316) 960-489 (01316) 853026 (h)
Resource Distribution	Mandisi Mvimbeli (Eastern Cape)	(041) 543627 (w) (041) 641111 (041) 853026 (h)
Agriculture	Niki Xuba (Eastern Cape)	(0433) 23197 (w) (0401) 951065 (h) (0433) 23197 (fax)

In respect of provincial powers, a strong call was made for a national integrated core curriculum, as a central part of the Reconstruction and Development Programme (RDP). This core could contain various options for implementation in the provinces. The new government was also urged to proceed with the establishment of an Examinations Commission, a Qualifications Authority and a National Curriculum Institute.

The National Curriculum Workshop has coincided with the government-led campaign to rejuvenate the culture of teaching and learning. The centrality of teachers to this campaign was noted by the workshop, as well as the special responsibility of SADTU as an ally of the ANC and affiliate of COSATU. The success of the workshop is evidence of the commitment of the delegates.

# TEACHER APPRAISAL

**S**ADTU, in conjunction with the WITS Education Policy Unit (EPU), has been involved in negotiating a complete overhaul of the piecemeal and authoritarian teacher appraisal system.

As Linda Chisolm, director of the WITS EPU, says: "In the DET, particularly, the way in which teacher appraisal has been conducted, has been one of the more extreme manifestations of the inequalities and lack of democracy embedded in the education system as a whole."

Negotiations over the issue have not been easy, and difficulties still lie ahead. Chisolm argues: "This is why we need to understand the history of the process and the tasks that lie ahead."

## THE DEFIANCE CAMPAIGN (1989)

During the National Defiance Campaign, SADTU refused to cooperate with inspectors and subject advisors and made it virtually impossible for them to enter schools. But problems emerged. Even as inspectors and subject advisors were neutralised as a force, there was nothing to replace them.

## NEGOTIATIONS FOR A NEW SYSTEM OF APPRAISAL

In 1990, SADTU and all other progressive forces began to push for strategies and policies which would lead to the restoration of the culture of learning and teaching in schools. Part of this involved entering into negotiations with the DET and other teacher organisations around a new system of teacher appraisal.

Negotiations began in earnest in 1993. The SADTU team was led by Paseka Njobe with back-up from a WITS EPU team.

SADTU's approach was that teachers

should play the major role in defining the principles, process and procedures of a new system of evaluation.

Each major meeting with the DET and other teacher organisations was preceded by workshops run jointly by the WITS EPU and SADTU in the regions. Two sets of regional workshops were held: One in May 1993, and one in September 1993.

- The May workshops resulted in a set of principles and processes being outlined to underlie teacher appraisal. These were negotiated and agreed upon.
- The September workshops evaluated a number of appraisal "instruments" including those by the DEC (HoA), Botswana, and Australia. But the workshops agreed that none of these were appropriate, and recommended guidelines to draw up a new one. Two SADTU members, Harroun Mohamed and Colette Arendse, collected the guidelines and drafted a new instrument.

## WHERE ARE WE NOW?

SADTU has insisted that the solutions that the negotiating team in Pretoria have tabled, will first have to be piloted for the duration of 1994. Chisolm argues: "Not until we have seen how it works in practice can we say that this is what we want". SADTU's plan is to come up with a final document in early 1995.

In the meantime, things will not stand still. With the support and agreement of the NEDCOM meeting on 7 April 1994, SADTU plans to monitor the politics and implementation of the appraisal instrument as a pilot project.

Copies of the evaluation instrument are being sent to the MEC's for discussion to develop positions for the remainder of 1994/1995.

# ...AND ON THE SUBJECT OF GENDER

**I**n July 1991, SADTU convened a National Conference to focus on the concerns of women teachers. It was resolved that all SADTU Regions should form Gender Committees. The objectives of the Gender Committees were to include raising consciousness of sexism at all educational levels and devising strategies for combating sexist practices in the classroom, among teachers and with the union. Another focus of the committees was to eliminate the sexism inherent in the unequal employment conditions of male and female teachers.

"SADTU NEWS" asked Pinky Mbowane, Vice President for Gender, some questions about SADTU's objectives and plan for combating sexism.

**As the Vice President for Gender, how do you see your role function?**

*My primary aim is to empower female teachers in the Union. I want to continue with the setting up of gender structures in the Regions. Problems have been encountered, hence I feel the need to organise a number of workshops and a major conference. The Union has already agreed in principle to this. We have to set a date and work out an agenda.*

**Did the formation of the nine SADTU regions have any effect on Gender issues in the region?**

*There have been some set-backs for women. Very few have been elected to positions of leadership in the new regions, except in the Gender portfolio. In future, I would like to see women play key roles in positions such as Secretary and Education Convenor.*

**Have the regions taken any initiative in terms of Gender issues?**

*YES! On the 19 February 1994 the Gender Committee of Southern Natal held a work-...continued on page 6*

# REGIONAL NEWS

## NORTH WEST

The North West Region has been faced with a number of challenges. A large section of teachers are still unorganised in the area since sections of North West were part of Bophuthatswana. SADTU, however, has asserted itself as a custodian of teacher's rights and has directed its resources to assisting teachers and organising them.

## EASTERN TRANSVAAL

Eastern Transvaal SADTU members re-committed themselves to the culture of teaching and learning. Catch-up programmes have been implemented to make up for the time lost. The region has pledged to revitalise the Adult Education Centres, thus opening the doors of learning to all members of the community.

## WESTERN CAPE

The integration of teachers in the rural and urban districts of the province is high on the agenda of the Region. The Region aims to share skills and resources; organise workshops, symposia and conferences and establish an effective communication network.

## OFS

On the 21 May 1994, an annual Regional Conference was held at Vista University Campus in Welkom. The theme was "SADTU during the Government of Unity - the challenges". A meeting was held with the new Minister of Education, Mr Belot on the 1 June 1994. A Strategic Management Team was elected to assist the Minister with the implementation of the RDP, pertaining to Education.

## NORTHERN TRANSVAAL

The Northern Transvaal Region has to complete its merger process. There is controversy with the Eastern Transvaal Region over who is to incorporate the eight schools in the Bushbuckridge Area.

The Region has become very involved with the Strategic Management Team (SMT), set up to investigate the restructuring of education. To this end, SADTU is currently engaged in a process of selecting teachers who will serve in the various Task Groups/Commissions.

## NORTHERN CAPE

The Northern Cape Region's MEC for education in the province is SADTU member Tina Joemat. SADTU's regional Chairperson Khuza Bogacwi is a senator. SADTU has played a major role in contributing towards an ANC victory in the province and particularly the Kimberly area.

## PWV

The PWV Region of SADTU is gearing itself for participation in the PWV Regional Education Forum (PWVREF) in order to influence education and restructuring in the Region.

## EASTERN CAPE

The Eastern Cape, Border and Transkei Regions merged to form the Eastern Cape Province on 27 - 28 May. This forms SADTU's biggest region in terms of its membership figures. The Region has committed itself to implementation of the RDP with a particular focus on curriculum development.

## NATAL

Three Natal Regions merged into a single regional structure at a Provincial Congress held on 4 June 1994 in Durban. It has adopted a 6 month programme of action that will focus on recruitment, capacity building, site steward's education and the setting up of a proper infrastructure to service membership more effectively.

## NEWLY ELECTED WESTERN CAPE PROVINCIAL EXECUTIVE COMMITTEE



BACK ROW: Mervyn Groenewald (Culture); Basil Snayer (Media); Mandy Sanger (Redcom); Kidron Gaboni (Sport); Fred Stripp (Treasurer); Enerst Sass (Casatu); Sibongile Kwazi (Gender); Don Pasquali (Organising); Vernitt van der Westhuizen (National Councillor); Volney Maboe (National Councillor)  
FRONT ROW: Tonia van der Linde (Assistant Secretary); Glenn Abrahams (Chairperson); Tembisile Stofile (Deputy Chairperson); Ingrid Matolengwe (Regional Secretary).

...continued from page 4  
shop entitled: "Gender and the curriculum". Dr Linda Chisolm, Director of the Education Policy Unit (EPU) at the University of the Witwatersrand, was the guest speaker. After a brief discussion based on her presentation, the participants broke into broad subject-categories groups to discuss gender bias in the present curricula. The categories included History, English Literature, Art and Media and Human Geography.

#### On a national level what programmes have been implemented so far?

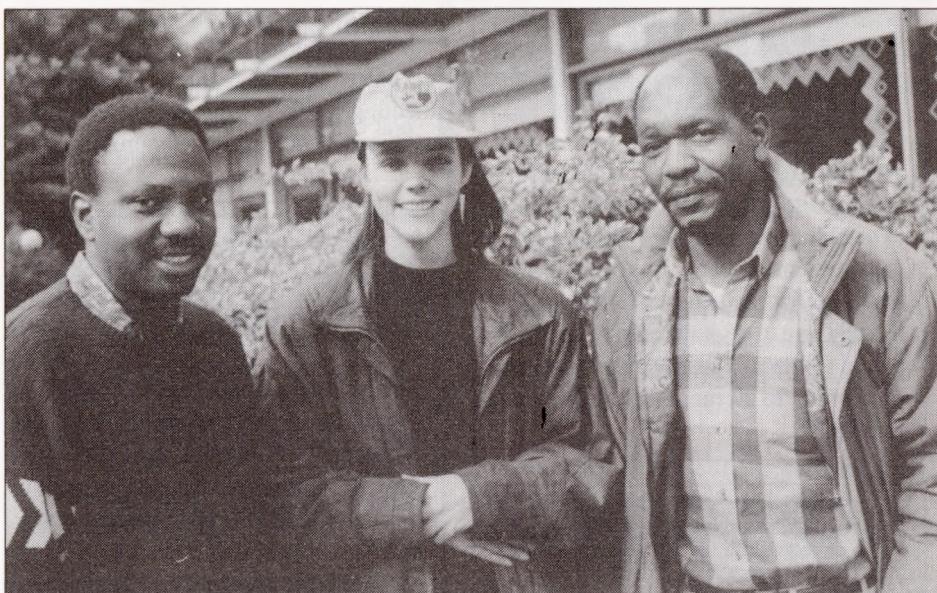
All the gender Conveners from the nine new Regions were invited to attend and make a positive input into the recently held Curriculum Development Workshop. This was to ensure that the new curriculum will be gender sensitive.

### DID YOU KNOW?

- Two out of every three people who cannot read or write are women. Female illiteracy is increasing despite the fact that overall global illiteracy rates are falling.
- It is estimated that women are responsible, on their own, for the support and care of approximately 75% of the world's children.
- Women receive only one tenth of the world's income and own less than 1% of all property.
- In every country in the world the work which women do is either not paid or paid less, regardless of what that work is.
- In many parts of the world women are the majority of adult students - about two-thirds in many areas.
- Women are also the majority (about two thirds) of classroom educators in the world but are not, however, represented in this percentage in the top levels of the education hierarchies.

## SADTU NATIONAL OFFICE BEARERS

1. President - B.B. Mabandla
2. Deputy President - L. Nkonka
3. Vice President for Education - D. Hindle
4. Vice President for Sport - S. Kumalo
5. Vice President for Media - R. Brijraj
6. Vice President for Culture - V. Carelse
7. Vice President for Gender - P. Mbowane
8. Treasurer - H.E.S. Samuel
9. General Secretary - T.W. Nxesi
10. Assistant General Secretary - M. Nkosi



### NEW SADTU STAFF APPOINTMENTS

Three permanent staff members have been appointed to the SADTU National Office and one to the Orange Free State Regional Office. Aubrey Matlole is the new Education Officer, Benjamin Ntuli, the National Organiser and Kate Skinner is the Union's Media Officer. Alphonso Viss has been appointed as Regional Organiser.

### NATIONAL OFFICE STAFF

1. Thulas Nxesi - General Secretary
2. Mxolisi Nkosi - Assistant General Secretary
3. Ron Naidoo - National Administrator
4. Kate Skinner - Media Officer
5. Aubrey Matlole - Education Officer
6. Benji Ntuli - National Organiser
7. Juliana Veloen - Private Secretary
8. Ntsiki Maketekete - Receptionist and PRO
9. Snowy Mthethwa - Private Secretary
10. Thoko Ntshangase - Computer Operator
11. Sidney Gcingca - Registration Officer

# STRUCTURES OF THE UNION

NATIONAL

## National Congress

- This is the Supreme Governing Body.
- It meets once every two years.
- It takes policy decisions.
- It can amend the Constitution.
- It consists of National and Regional Office Bearers, and Representatives of each branch.
- Each branch is entitled to one representative for every 250 paid up members or part thereof.
- It elects National Office Bearers.

## National Council

- It meets in between National Congresses, adopts policy decisions and ratifies NEC decisions. It consists of National Office Bearers, Regional Chairpersons and secretaries plus two elected representatives from each Region.

## National Executive Committee

- It consists of National Office Bearers, Regional Chairpersons and Secretaries.
- It administers the affairs of the Union.
- It executes policies and programmes of the Union as decided by the National Congress.
- Reviews decisions of the Union's Regional, Sub-Regional and Branch structures.
- Meets at least three times a year.

## Regional Conference

- It decides Regional Policy and the plan of action for the Region within a national frame work.
- It meets at least once a year.
- It implements the decisions of National Congress, NEC and National Council.
- It consists of Regional Office Bearers and representatives of each branch.
- Each Branch is entitled to one representative for every 100 paid-up members or part thereof.
- It elects Regional Office Bearers.

## Regional Executive Committee

- It consists of elected office bearers of the Region plus the Chairperson and Secretary of the Sub-Regions.
- It manages the affairs of the region.
- It meets at least once quarterly.
- It supervises and co-ordinates sub-regional and branch activity in the Region.
- It implements National Congress, NEC, National Council and Regional Conference decisions.

## Regional Council

- It consists of the REC plus two elected representatives from each Sub-Region.
- It ratifies the decisions of the REC and adopts policy decisions in between Regional Conferences.
- It meets in between Regional Conferences.
- It consists of the REC plus two elected representatives from each Sub-Region.

## Sub-Regional Committee

- It manages the affairs of the Sub-Region.
- It meets at least once in three months.
- It supervises and co-ordinates the activities of the branches in the Sub-Region.
- It implements decisions of the Union in the Sub-Region.
- It elects the Sub-Regional Chairperson and Secretary.
- It comprises of two elected representatives from each Branch Executive Committee.

## Annual General Meeting

- It reviews the activities of the Branch annually.
- It meets once a year.
- It consists of the Branch Executive Committee (BEC).

## Branch Executive Committee (BEC)

- It manages the affairs of the Union in the Branch.
- It meets at least once every three months.
- It supervises and co-ordinates the activities of the Site-Steward Council.
- It attends to grievances and disputes.
- It gives effect to policies and decisions adopted by the Union at Regional and National Level.

## General Members Meeting

- It ratifies the decisions of the BEC.
- It meets as frequently as possible.
- It receives reports from the BEC.
- It obtains mandates on policy issues.
- It mandates Branch representatives to the Regional Conference and National Congress.

## Site Committee

- The site committee is the backbone of SADTU. It brings together all SADTU members in a particular school.
- It recruits teachers.
- It receives and attends to complaints of members.
- It conveys decisions and policies of the Union.
- It reports regularly to the Site Steward's Council or BEC.
- It elects representatives to the SADTU Site Committee.
- It discusses policy and decisions of the Union.
- It discusses grievances.

## Site Steward's Council

- It co-ordinates the activities of the Union within an area demarcated by the BEC.
- It receives reports from the sites and the BEC.
- It implements the decisions and campaigns of the Union.

SUB-REGION

BRANCH

SITE

# • NEWS BRIEF • NEWS BRIEF •

## ELRA (Education Labour Relations Act) and the ELRC (Education Labour Relations Council)

Concerns were raised by SADTU regarding the ELRA and ELRC. The Education Minister has agreed to set up a meeting to address SADTU's concerns. A date for the meeting however has not been set.

In the meantime the Minister has extended the ELRA to the former homelands.

SADTU released a pamphlet to all members updating them on issues and further seeking a mandate on how to take them forward.

### Two options are available to us:

- 1) Argue for the restructuring of the present ELRC and the re-negotiation of other subsequent decisions.  
*or*
- 2) Argue for the creation of an all inclusive PSF (Public Sector Forum) so that it can be utilised as an internal bargaining mechanism, whilst giving attention to the restructuring and consolidation of labour legislation for the whole public sector.

## NECC (National Education Co-ordinating Committee)

Given the chances of international funding policy towards South Africa, the NECC at the moment is debating its future role and relationship with the Government of National Unity.

### The key issues are:

Should the NECC continue to exist?  
If it does, in what form?

## COSATU (Congress of South African Trade Unions)

Since its affiliation to COSATU, SADTU has been faced with a number of challenges. Hence, the need to properly integrate SADTU into all COSATU structures. SADTU's participation as an affili-

ate at local and regional level needs to be improved.

In the short term we need to prepare for COSATU's Tri-annual Conference to be held from 7-10 September 1994. Key policy issues to be debated will include:

- Labour rights for workers within the new dispensation;
- Labour market policy; and
- A clear assessment of the Government of National Unity and SADTU's relationship with it.

### Public Sector Union

In line with COSATU's policy of one industry - one union, discussions are now at an advanced stage for the launching of one Public Sector Union.

In terms of this policy, SADTU as part of the public sector is supposed to be part of the new Union. However, the SADTU membership has not been part of the deliberations which started three years ago within COSATU. The understanding has therefore been reached that SADTU should be given observer status in all processes leading to the merger. This will allow for more time for debate with SADTU structures.

## “NO WORK, NO PAY”

The dispute of “No Work, No Pay” between SADTU and the old Apartheid Education Administration has been inherited by the new Government. SADTU's position is that of “Cleaning the Slate”. SADTU is calling for all teachers to be refunded monies deducted from their salaries with no conditions attached.

## MEETINGS WITH THE NEW MINISTER OF EDUCATION

SADTU has met with the new Minister of Education, Prof Bengu, to present amongst other things its credentials and to pledge support for the new government in the reconstruction of education. One of the important points discussed was the extension of the present legislation to the former SGT's and TBVC's.

The Minister has also been requested to intervene in a number of crisis issues, namely:

- “No Work, No Pay”.
- Promotions in the ex-Administration, House of Representatives.

## NEWS FLASH!

SADTU met with the Acting Minister of Education, Mr Steve Tshwete on 30 June 1994 in Cape Town. The Minister has wiped the slate clean in respect to the “No Work, No Pay” dispute. This long standing dispute can now be put to rest and teachers will be refunded monies deducted from their salaries with regard to the August 1993 strike.

## TRAINING OF TRAINERS

As part of building our structures at grass roots level, SADTU together with the BCTF (British Columbia Teacher's Federation), have formally embarked on a programme to train regional representatives to enable them to train Site Stewards in various fields, namely:

- Grievance handling;
- Communication Strategies; and
- Administration at the local level.

