

NATIONAL GENERAL COUNCIL 1999

RESOLUTIONS

1.0 POLITICAL

1.1 Political: Election Manifesto

Noting that:

- SADTU is committed to campaign for a decisive victory for the ANC in the forthcoming elections.
- SADTU is committed to educational and societal transformation.
- SADTU has a responsibility to fight for the well-being of its members, including the defence of job security.

Believing that:

- The election manifesto of the ANC should include the aspirations of the workers and historically disadvantaged communities for transformation.
- It is necessary to commit resources to education to improve quality.

Resolves that:

- SADTU lobby to ensure that its slogan of "Quality Public Education for All" be included in the ANC election manifesto. This should be understood to cover the following:
 - No retrenchment in the public and education sectors - to ensure that human resources are not further depleted at the expense of the social wage and quality public education.
 - Adequate physical infrastructure and elimination of apartheid backlogs.
 - Reasonable teacher-pupil ratios with a well-trained, motivated teacher in every classroom.
 - An effective well-managed education system able to deliver essential teaching materials to the schools timeously.
 - Access for all to life-long learning, which means committing more resources to ECD, ABET and ELSEN.

Mover: KwaZulu Natal Province; Second: Northern Province. Carried.

1.2 Post-Election Challenges: Leadership replacement

Noting that:

- Many of the top COSATU officials are placed high on the ANC election lists.
- It is not clear as yet what mechanism will be used for their replacement after the elections.

Believing that:

- This matter requires urgent attention.

Resolves that:

- COSATU should convene the Central Committee (CC) to deal with the replacement of leadership in between congresses.
- SADTU agrees to releasing comrades to contest for the leadership of the Federation.
- The union will adjudicate on which comrades to release after consultation with relevant structures and discussion with other affiliates.

Mover: Northern Province; Seconder: North West Province. Carried.

1.3 Local Government and Traditional Leaders

Noting:

- The continued conflict between traditional leaders and democratic forces.
- Rights and responsibilities of traditional leaders and local councils have not been adequately clarified.
- Local government structures in rural areas are non-functional.
- Red tape and confusion over line functions are an obstacle to delivery.
- The continued culture of non-payment in some areas, including from some SADTU members.
- The confusion of some SADTU members in standing for local elections as independents and the misconception that SADTU can register for local elections as a political organisation.

Believing that:

- Both structures need to cooperate to accelerate delivery.
- The conflict between the two is mainly a socio-economic problem.
- Traditional leaders should also form part of the MDM.
- Local government is the direct tool for delivery.
- SADTU members are duty bound to campaign for Masakhane.

- SADTU as an affiliate of COSATU is a strategic component of the Tripartite Alliance and its members have a crucial role to play in local government elections.

Resolves that:

- SADTU members should not stand for election under the banner of SADTU.

Mover: Northern Province; Seconder: KwaZulu Natal Province. Carried.

2.0. SOCIO-ECONOMIC

2.1 Budget and MTEF Processes

Noting:

- The importance of the budget in determining the future of transformation and in particular education.
- That most members of the labour movement lack information on economic and budgetary processes.

Believing that:

- The budget is not simply an accounting exercise but must be used as a tool for policy implementation.
- Stakeholders should be involved in the MTEF and budgeting processes.
- Education on economic and budgetary processes is essential for union members.

Resolves that:

- All Alliance partners be involved in the MTEF and budget processes which must be transparent.
- Workshops be held with stakeholders on the MTEF and budgeting processes and the role of the Financial and Fiscal Commission formula in determining block grants to provinces be opened for further scrutiny and input from labour.
- No cuts take place in social services including health and education and that the principles and objectives of the RDP guide budgeting.
- The budget should be biased in favour of redress and delivery to the previously disadvantaged.
- The public sector departments, including the Department of Education, adopt transformative rather than maintenance budgets and be given powers

to monitor and exercise greater control over provincial budgets to ensure the implementation of national norms and standards.

- Programmes and workshops be organised by SADTU to capacitate membership around economic and budget processes.

Mover: Eastern Cape Province; Second: Gauteng Province. Carried.

2.2. **Taxation**

Noting that:

- Individual taxation is high in South Africa.
- Company tax has been reduced to attract investors.
- The taxation system in South Africa is regressive rather than progressive.

Believing that:

- Progressive taxation will allow the government to maintain revenue whilst reducing the burden of tax on those least able to pay.
- It is the role of the state to ensure that citizens pay a fair contribution.

Resolves:

- To lobby government for the introduction of a progressive tax system and a reduction in tax burden for those least able to pay.
- That SADTU conducts research on this matter and a report therein be tabled at the next meeting of the NEC.

Mover: Eastern Cape Province; Second: North West Province. Carried.

2.3 **Reserve Bank**

Noting that:

- The government has limited or no influence to guide the Reserve Bank.

Believing that:

- The Reserve Bank must be more accountable to government and the public.

Resolves:

- To support COSATU Central Committee Resolution on the Reserve Bank (Resolution 4) and to lobby for its implementation.

Mover: Eastern Cape Province; Seconder: KwaZulu Natal Province. Carried.

2.4 SMMES (Small, Medium & Macro Enterprises)

Noting that:

- The economy of this country is still controlled by a few large companies.
- The mass of previously disadvantaged people continue to play only a minimal role in the control of the economy.

Believing that:

- This situation retards the economic progress of the country.

Resolves that:

- The issue of SMMES be dealt with via COSATU.

Mover: Free State Province; Seconder: Gauteng Province. Carried.

2.5 Privatisation

Noting that:

- The government is privatising essential services eg. transport, health, education, water, electricity, forests and roads.
- SADTU endorses COSATU's position on the rejection of wholesale privatisation.

Believing that:

- This will greatly disadvantage the poor.
- This will lead to retrenchments and exploitation of workers.

Resolves that:

- Government should stop privatising essential state services and assets.
- Government should regulate essential services in private hands through legislation.
- SADTU, through COSATU, campaign to oppose privatisation.

Mover: Northern Province; Seconder: KwaZulu Natal Province. Carried.

2.6 Social Accord

Noting that:

- Social accord refers to an agreement involving trade offs between the social partners.
- Such agreement covers service conditions and can be medium or long term.
- There are global trends that are exploitative to labour.

Believing that:

- Labour will be the loser in any social accord.
- Governments do not honour such accords.
- That the role of the Union is to bargain on service conditions and to represent the aspirations of their members.

Resolves:

- To reject any form of social accord that is detrimental to the Union.
- To investigate the nature of any social accord and adjudicate thereon accordingly.

Mover: Eastern Cape Province; Seconder: Western Cape Province. Carried.

2.7 Poverty and feeding schemes

Noting that:

- The most prevalent barrier to learning is poverty.

Believing that:

- Access to education and adequate food are basic human rights.

Resolves:

- That SADTU through its publications expose how poverty impacts on education.
- To call upon the Welfare Department to develop and extend programmes for food distribution through schools.
- That SADTU should interact with the Department to assist in implementing feeding schemes and to expose those who defraud such schemes.

Mover: Free State Province; Seconder: Gauteng Province. Carried.

2.8 Socio-Economic: One Day Output

Noting that:

- COSATU has called on all its affiliates to contribute to the one day output as part of the job creation campaign.
- SADTU needs to inform and popularise this decision amongst its members.
- SADTU agrees in principle to the campaign.
- Educators may not be able to afford paying the one day output as a once off deduction.

Believing that:

- All SADTU members should make every attempt to contribute to the one day output as this will ensure job creation in South Africa.
- This should be popularised in an aggressive campaign.
- An attempt should be made to reach a national agreement on the matter with the employer, which will ensure that all teachers and public employees are able to contribute to the Fund.

Resolves that:

- SADTU concretise its support by making a substantial contribution to the Job Creation Fund, the details to be finalised by the NWC.
- SADTU leadership immediately embark on a campaign to urge members to voluntarily contribute to the Fund.
- A national collective agreement be negotiated to facilitate contributions by teachers and public sector employees to the Fund which should be based on the following principles:
 - The contribution be according to the formula: monthly basic salary divided by 21.66.
 - Payments to be spread over four months.
 - Contributions be on a voluntary basis, ie a clause be included to allow individuals to withdraw from the initiative.
 - A press conference be organised which publicizes SADTU's contribution to the one day output where the leadership of SADTU is publicly seen to be making a contribution to the Fund.

Mover: Eastern Cape Province; Seconder: Western Cape Province. Carried.

3.0. INTERNATIONAL

3.1 International Labour Movement

Noting that:

- There are three international labour organisations SADTU is interacting with.
- Their general orientations may vary.

Believing that:

- SADTU should always cooperate with organisations with which it shares a common orientation.
- SADTU should always pursue social democratic objectives which are in line with COSATU policy.

Resolves that:

- SADTU should further strengthen its ties with the ICFTU through the EI and the federation.

Mover: Northern Province; Second: KwaZulu Natal Province. Carried.

3.2 Restructuring the Education International (EI)

Noting that:

- SADTU is actively participating in EI activities.
- EI has resolved to restructure.

Believing that:

- SADTU benefits from this participation.
- Restructuring will ensure that EI structures are representative and address issues within their regional contexts.

Resolves:

- That SADTU lobby strongly for the immediate implementation of the restructuring resolution.

Mover: Northern Province; Second: KwaZulu Natal Province. Carried.

3.3 SADTU's solidarity programmes

Noting that:

- African countries are disadvantaged because of political instability.

- Many other states are equally disadvantaged.

Believing that:

- SADTU benefited from international solidarity in the past.

Resolves that:

- SADTU should in the spirit of solidarity support fellow trade unions materially and otherwise.
- International visits be opened to all structures of the Union.

Mover: Gauteng Province; Second: Northern Cape Province. Carried.

3.4 **Co-existence of El Africa Region and the All Africa Teachers Organisation (AATO)**

Noting that:

- El Africa Region and AATO are operating within the same region at the same level.

Believing that:

- There is a need to balance African interests and perspectives with international perspectives.

Resolves:

- That SADTU strive for the mutual co-existence of the two structures.

Mover: Northern Province; Second: KwaZulu Natal Province. Carried.

3.5 **International Financial Institutions**

Noting that:

- The IMF and World Bank are proponents of Structural Adjustment Programmes.
- There are proposals for formalised interaction between SADTU and these institutions.

Believing that:

- Experiences from other countries in this regard should be taken on board.

Resolves that:

- Broad labour movement should call for restructuring of the IMF and World Bank so as to assist developing countries.

Mover: Northern Province; Second: North West Province. Carried.

3.7 **Twinning Programmes**

Noting that:

- Only one province has twinned with Lesotho.

Believing that:

- Twinning programmes are a useful way of sharing ideas and cultures.

Resolves:

- That other provinces be encouraged to twin with other unions in neighbouring states and that these twinning programmes be regulated at the national level.

Mover: Northern Province; Second: Gauteng Province. Carried.

3.8 **Teachers in African countries**

Noting that:

- Teacher unionism is weak in most African countries as a result of colonialism.
- Labour legislation is weak or non-existent in many African countries.
- Teacher rights are limited in many African countries.

Believing that:

- Teacher associations should enjoy full collective bargaining rights.
- Their non-affiliation to EI should not infringe on their right to collective bargaining.
- SATO resolutions cannot be effected without internal organisation.

Resolves:

- That SADTU develop a strategy to build and strengthen SATO.
- SADTU should provide solidarity and assist in publicising the struggles of teacher organisations in the rest of Africa.

Mover: Eastern Cape Province; Seconder: Northern Cape Province. Carried.

4.0. ORGANISATIONAL

.1 COSATU

Noting that:

- SADTU's poor participation in the lower structures of COSATU.

Believing that:

- There should be close links at all levels of the union with COSATU.
- COSATU is the major social force to monitor and ensure transformation delivery.
- The present demarcation of regions within COSATU is not appropriate to deliver the transformation agenda.

Resolves that:

- Links be established between COSATU and SADTU at all levels of the Union.
- Branch leadership should represent SADTU in COSATU locals.
- SADTU propose to all affiliates that COSATU be re-organised on the basis of provinces.

Mover: Western Cape Province; Seconder: North West Province. Carried.

.2 Membership : Non-SADTU Members

Noting that:

- Many non-SADTU members are participating in SADTU activities.

Believing that:

- Participation in SADTU activities should be made or reserved for SADTU members only.

Resolves that:

- Non-SADTU members should be recruited into SADTU folds.
- Such new members must be either signed-up or paid-up members of SADTU Branches before they are allowed to participate.

Mover: Eastern Cape Province; Second: Northern Province. Carried.

4.3 Relations with COMMLIFE

Noting:

- The lack of a contract between SADTU and COMMLIFE.
- The financial gains COMMLIFE derives from the current financial arrangements.
- The establishment of SIHOLD whose activities will be duplicated by COMMLIFE.
- The NGC (1992) appointment of COMMLIFE as the brokers of the union.

Believing that:

- SIHOLD is able to deal with all the investments and financial undertakings conducted by COMMLIFE.
- SIHOLD must maximise and expand the financial muscle of the union.

Resolves that:

- The relationship between SADTU and COMMLIFE be terminated after 30 to 60 days notice.
- The brokerage fees currently accruing to COMMLIFE be redirected to the union's investment company, SIHOLD.

Mover: Eastern Cape Province; Second: KwaZulu Natal Province. Carried.

4.4 Secondment

Noting:

- There is a need for full time/secondment due to the growth and workload in the union.
- The current debates on the secondment of the NWC and further ELRC debates on the utilisation of the R140 million.
- SADTU has pledged support for the COLTS Campaign.

- SADTU's proposal on full time shop stewards and the state's response to it.
- Policy already exists for the secondment of Provincial education convenors.

Believing that:

- Secondment is in the interest of the union's declaration on quality public education and the COLTS Campaign.
- Union leaders must not be compromised at their work stations.
- The full time shop steward status will eradicate the tensions between the demands of the union and the workload at the workplace.
- There is an understanding taken from the strategic planning workshop that secondment should cover all levels of the union ie. National, provincial, regional and branch.

Resolves that:

- The union should continue to negotiate for a better deal with the state with regards to secondment in order to have more full time officials who are able to service the membership.
- The following officers should be seconded in terms of the agreement on full time shop stewards:
 - The President
 - Provincial assistant secretaries
 - Regional secretaries
- The Deputy President should be seconded on the basis of need within clear time frames.
- Other NOBs should be seconded on the basis of need, within clear time frames and as per work programme agreed by the NEC.
- Other areas of need be identified by the NEC and PECs.

Mover: KwaZulu Natal; Seconded: North West Province. Carried.

5.0. GENDER

5.1 Education and gender

Noting that:

- The constitution of the country is pro-gender equity.
- Gender relations studies indicate that women and girls are still disadvantaged in favour of their male counterparts.

- These prepare boys inadequately for their future roles.
- Education is the most useful strategy for challenging stereotypes.
- Few leaders within the sector are gender conscious.

Believing that:

- Leaders within education need to fall in line with the constitutional imperatives.
- True transformation in respect of gender equity needs to be displayed in every level in education.
- Both boys and girls need to derive maximum benefits from the institutions of learning.

Resolves that:

- Gender awareness courses be designed for governing bodies, managers and educators.
- Gender awareness is built into the college and School curricula.
- SADTU works closely with the Gender Equity Unit (GEU) in order to achieve this.

Mover: Eastern Cape Province; Seconder: KwaZulu Natal Province. Carried.

6.0. SPORT

6.1 National sport league

Noting that:

- The inter- provincial league was a success with much participation at provincial level.

Believing that:

- For maximum participation all levels must be engaged in such activities with a structural activity plan.

Resolves that:

- Provinces must have inter-Branch festivals across Regions.
- Provinces must have inter-regional festivals across provinces.
- The inter-provincial league should be an event in one venue.

Mover: Eastern Cape Province; Seconder: Mpumalanga Province. Carried.

6.2 Athletics

Noting that:

- Athletics is one sporting activity that is enjoying maximum support and permit maximum participation and has the potential to mobilise and organise members.

Believing that:

- The piloted provincial programme has yielded positive outcomes and needs a national character.

Resolves that:

- Athletics becomes a structured annual national event.

Mover: Eastern Cape Province; Second: North West Province. Carried.

7.0. CULTURE

7.1 Festival rules

Noting that:

- The rules and regulations are necessary for good conduct during festivals.

Believing that:

- The rules should be known and adhered to by all participants.

Resolves that:

- Rules be developed and forwarded to various structures of the union.

Mover: Eastern Cape Province; Second: Gauteng Province. Carried.

7.2 Awards and ceremonies

Noting that:

- The standard and style of our festival is improving every year.

Believing that:

- The intrinsic motivation of participants should be recognised in order to promote and reinforce participation.

Resolves that:

- Award ceremonies are held in each province/Region/branch as a motivation to participants.

Mover: Eastern Cape Province; Seconder: Mpumalanga Province. Carried.

7.3 Donations and sponsors

Noting That:

- There is a need to secure funds for Arts and Cultural activities.

Believing That:

- Fund-raising is necessary to assist in organising SADTU Arts and Culture activities.

Resolves that:

- Donations and sponsors are raised by all structures of the union and that FINCOM formulates mechanisms in the financial manual for proper control and accountability of funds.

Mover: Eastern Cape Province; Seconder: North West Province. Carried.

8.0 EDUCATION

Consolidated Provincial Motions

8.1 Education Legislation:

8.1.1 South African Schools Act - (SASA)

Noting:

- The lack of participation by parents in educational institutions particularly in black schools.

Believing that:

- Parents should play a major role in the education of their children.

Resolves that:

- An awareness campaign be instituted so as to bring parental involvement in education.

Mover: North West Province; Second: Western Cape Province. Carried.

8.1.2 **School Governing Bodies(SGBs)**

Noting that:

- Powers given to SGB's by SASA.

Believing that:

- Some of these powers are being used to block transformation.

Resolves that:

- The process should be evolved towards ensuring that the SASA document is amended with the aim of reducing powers of SGB's.

Mover: Northern Province; Second: KwaZulu Natal Provinces. Carried.

8.1.3 **SASA and the Exploitation of Child Labour**

Noting that:

- The SASA is not explicit on Child Labour and Exploitation.
- The provision of SASA in terms of compulsory school attendance age (chapter 2, section 3 (1).
- The provision of Labour Relations Act in terms of minimum age for which children could be employed .

Believing that:

- Communities should be aware of the rights of children and that communities' responsibility is to protect the rights of children.

Resolves that:

- The Department of Education in consultation with the Department of Labour should embark on an awareness campaign in relation to the rights of children.
- The Union should engage in a campaign to promote same.

Mover: Northern Province; Second: North West Province. Carried.

8.1.4 **Violence in Schools**

Noting:

- The alarming rate of violence in schools.

Believing that:

- The teachers can only teach under a safe atmosphere.

Resolves that:

- Schools should adhere to learners' code of conduct.
- Security services be provided to schools whenever the need arises.
- The security in schools be the Departmental responsibility on the schools concerned.

Mover: Northern Province; Second: Gauteng Province. Carried.

8.1.5 **Language in Education Policy**

Noting that:

- There are twelve (12) official languages in South Africa.
- SASA gives powers to SGB's to choose the two official languages to be used in each learning institution.

Believing that:

- Reactionary SGB's can manipulate this policy to their advantage.
- Language selection in South Africa is a political issue.

Resolves that:

- All stakeholders in a particular institution be involved in the selection of languages to be used.

Mover: North West Province; Second: Free State Province. Carried.

8.1.6 Further Education and Training**Noting that:**

- The legislative processes that are unfolding as well as the role which SADTU has played and is continuing to play in this regard.

Resolves that:

- The Union should begin making close contact with the business sector so as to monitor its involvement in FET related matters.

Mover: North West Province; Second: Gauteng Province. Carried.

8.1.7 Higher Education**Transformation of Higher Education****Noting that:**

- There is a lot of reluctance by institutions of higher learning to democratise themselves.
- These institutions are also reluctant to elect governing councils and be part of workshops on the matter.

Believing that:

- The SGB's are a product of discussion by democratic forces.
- The process of democratisation of institutions of learning cannot be postponed.

Resolves that:

- Government and SADTU intervene as a matter of urgency .
- The Council for Higher Education for policy formulation (which is a stakeholder body) be established.
- Broad transformation forums ensure a principle of cooperative governance should be legislated.

Mover: Eastern Cape Province; Second: Gauteng Province. Carried.

8.1.8 Curriculum 2005 and teacher INSET

Noting that:

- There is lack of integration of educators.
- The role played by NGOs in the servicing of educators.

Believing that:

- The training of educators is imperative and should be integrated for effective implementation of Curriculum 2005.
- The contributions made by the NGOs cannot be underestimated.

Resolves that:

- Colleges of education which cannot be incorporated into the HET band be targeted to serve as INSET centres for the integration of Curriculum 2005 and training of educators.
- There should be a political intervention in order to ensure that there is integration of colleges of education.

Mover: North West Province; Second: Gauteng Province. Carried.

8.1.9 Multi-Culturalism

Noting that:

- Disharmonies and differences should be mutually ironed out.
- Respect for all existing cultures is a necessity in order to promote better understanding.

Believing that:

- Bridging cultural differences would promote better understanding , acceptance and unity.

Resolves that:

- Research be conducted on multiculturalism and the effects thereof.
- A clear policy on these effects be formulated.
- Respect of all cultural aspects be made a priority.

Mover: Eastern Cape Province; Second: Gauteng Province. Carried.

8.1.10 Music

Noting that:

- The chaotic manner in which school music is organised in various provinces and other levels.
- The present arrangement creates tensions and division among teachers and various communities.
- The lack of exposure of pupils at national and international levels.

Believing that:

- Schools music should be organised by a neutral structure at all levels.
- Such a structure will have a capacity to ensure that pupils' talents are exposed.

Resolves that:

- The Department of Arts and Culture should take over the organisation of school music.
- A national structure should be immediately initiated by the same department.
- Such a structure should be neutral so as to ensure maximum participation of all school children.

Mover: Eastern Cape Province; Second: Mpumalanga Province. Carried.

8.1.11 Professional Development

Noting that:

- There are rapid changes in Curriculum 2005.
- Professional development is one of the neglected areas.

Believing that:

- Educators need to be trained in accordance with the latest curriculum.
- It is largely the responsibility of the Department of Education (DOE) to provide professional development.

Resolves that:

- The Union embark on a clear, concrete programme pertaining to the professional development of the entire membership.
- SADTU must strive to reach a social accord with the State, teachers' associations and NGOs around teacher professional development programmes.
- Develop clearly defined job descriptions throughout the entire education system.
- An appraisal policy (instrument) for developmental purposes be speedily adopted.
- Teachers be involved in classroom based research.
- National DOE should provide learning materials, organise workshops and train teachers.
- Special days be negotiated with the National Ministry for teachers to pursue both professional and curriculum development issues.
- The site structures should be involved in taking care of professional and curriculum development.
- Teachers should actively participate in Professional Development organisations along the lines of Learning Area Committees.

Mover: Northern Cape Province; Seconder: North West Province. Carried.

8.1.12 Culture of Learning and Teaching - COLTS

Noting:

- The importance of COLTS in our schools.
- COLTS has become an academic talk.
- COLTS is non functional at regional and school levels.

Believing that:

- There is a need to make an intervention to resuscitate COLTS at all departmental levels.

Resolves that:

- The Union should commit itself to influencing big companies to contribute to education so that the question of redress and equity could be addressed.
- SADTU's code of conduct be adhered to consistently.
- The Department of Education should employ full time COLT officials to coordinate its implementation.
- Professional initiative should be informed by legislative framework flowing from the constitution and Bill of Rights.
- The speedy drafting and adoption of the Education Charter to promote the COLTS.

- SADTU must facilitate campaigns and programmes in pursuance of the culture of education for democracy in order to ensure democracy and professionalism in our practice.
- Management of our education transformation through the EMDI be put in place to ensure quality assurance mechanism.
- COLTS be placed under the supervision of stakeholders and not the Department of Education and that stakeholders should develop explicit implementation strategies.

Mover: KwaZulu Natal Province; Seconder: Mpumalanga Province. Carried.

8.1.13 ABET

Noting:

- The degree of illiteracy amongst the older generation of people in rural communities which resulted from South Africa's racial policies.

Believing that:

- Education is the key to understanding the social, economic and political context in which we live.

Resolves that:

- As far as possible, for every SADTU branch there be an ABET centre to cater for the socio-economic and political needs of our people.

Mover: Eastern Cape Province; Seconder: KwaZulu Natal Province. Carried.

9.0 ADULT BASIC EDUCATION AND TRAINING (ABET)

9.1 Transformation of the night school system into Adult Education and Training (AET) centres

Noting that:

- The current AET centres need to be transformed to ensure access to all.
- Some mainstream teachers teach in both mainstream education as well as in the AET centres , while many teachers are unemployed.
- The current "Regulatory Framework: Transforming Night Schools into Public Adult Education Centres" is not effectively implemented in provinces.

Believing that:

- This period of unilateral retrenchments must be countered with a response of sensitivity to educators who are unemployed and/ or without any income.
- An approach of sharing the teaching opportunities amongst teachers should be implemented in such a way that one educator is not earning a double salary, while other educators have no income.
- A slogan of “ One educator - One educator job!” will show our commitment to fairness and equity.

Resolves that:

- SADTU ABET unit should develop a clearly defined role to ensure the effective transformation of these institutions.
- Legislation should be enacted to oversee implementation of the transformation process.
- There should be a clear strategy of how to effectively transform night schools into AET centres.
- The transformation of night schools should be community and needs driven.
- Adult centres should be open centres to cater for all needs i.e. of unemployed and employed.
- SADTU should participate in all structures which deal with ABET.
- The SADTU ABET unit should develop capacity building programmes for ABET practitioners in consultation with the Teacher Development unit.
- An audit of unemployed educators and under-utilized resources should be conducted as a matter of urgency.
- There should be no “Double Parking” by either ABET or mainstream practitioners.
- The government should come up with a clear and definite plan and funding formula to facilitate the provisioning of resources and the retooling of ABET educators.

Mover: Nedcom; Second: North West Province. Carried.

9.2 Professional Development for AET Practitioners

Noting that:

- Many of the current AET practitioners are underqualified.
- There is no clear unit standards developed for AET practitioners.

Believing that:

- All AET practitioners should have access to professional development to ensure effective AET teaching.

- Professional development of AET educators will lead to their professionalisation, which will put them on par with educators in other NQF bands.

Resolves that:

- Time frames to be worked out by the relevant structures of the Union.
- SADTU should ensure that policies around ETQA's are developed and implemented.
- SADTU should monitor and evaluate the facilitation of learning processes with regard to curriculum and methodology to ensure uniformity and compliance with agreed upon national norms for these institutions.
- Unit standards should be developed for ABET Practitioners.
- PRESET and INSET developmental programmes should be implemented.
- The developmental programmes should empower practitioners to satisfy the requirements of SACE and the National norms and standards.
- The developmental programmes should capacitate ABET practitioners to :
 - Manage the learning environment.
 - Deal with RPL and assessment.
 - Organize and manage learning resources.
 - Be multi-skilled.

Mover: Nedcom. Seconder: Mpumalanga Province. Carried.

9.3 Professionalisation of ABET Educators

Noting that:

- AET educators do not enjoy the professional status under SACE as afforded to mainstream educators.
- Conditions of service of AET educators vary from employer to employer.

Believing that:

- ABET should be treated equally with all the other NQF bands.
- All educators are equal regardless of which NQF band they teach.
- The professionalisation of the AET educator will lead to the professionalisation of the AET field.

Resolves that:

- The scope of educators as defined in the Educators' Employment Act should be broadened to accommodate practitioners outside the formal schooling system.

- An integrated approach combining theory and competency skills should be adopted in defining qualifications.
- SAQA should accredit programmes and institutions for AET educators and learners.
- “Qualified” AET educators should be entitled to the same conditions of service as mainstream educators and their conditions of service be bargained for centrally.
- SADTU together with ABET providers / organisations should be engaged in Teacher Developmental Programmes, e.g. undertaking joint programmes for HRD.
- Unqualified / “wrongly qualified” educators should be accredited for their Prior Learning on the NQF.
- Vigorous INSET programmes should be embarked upon to provide support and learning programmes to practitioners to assist them to upgrade their qualifications. The INSET programmes should be monitored nationally.
- Unqualified / underqualified educators should be given a time frame to upgrade their qualifications.
- SACE should identify and develop common criteria for registration of all educators, including AET educators.
- All AET practitioners should be provisionally registered, including unqualified / underqualified ABET practitioners, with SACE.

Mover: Nedcom; Seconder: KwaZulu Natal Province. Carried.

9.4 Organising the AET Sector

Noting that:

- The AET sector is fragmented and not well organised.
- Very few AET practitioners are unionised.
- The conditions of service of AET practitioners vary from employer to employer.

Believing that:

- As an educator Union, SADTU should be organising the AET sector to ensure fair conditions of service to all AET educators.
- SADTU needs to improve its profile in AET.

Resolves that:

- SADTU should embark on an AET recruitment drive in AET Centres, Community Colleges and NGO's.
- The education and organising desks should jointly identify sites and strategies for recruitment at national and provincial levels.
- SADTU negotiators and the education desk should work closely together on issues of AET.
- SADTU should network with national and provincial AET providers to develop strategic working relationships to work cooperatively around AET issues.

Mover: Nedcom; Seconded: North West Province. Carried.

10.0 FURTHER EDUCATION AND TRAINING (FET)

10.1 Transformation of Colleges of Education and Technical Colleges into FET / Community Colleges

Noting that:

- The majority of FET learners fall within Grade 10 -12 at a school level.
- No effective programme of transformation is in place at most FET institutions.

Believing that:

- The principle of transformation should be compulsory and non-negotiable.

Resolves that:

- The National Board on FET (NBFET) should develop a national framework for transformation.
- At institutional level, broad transformational forums should be established, consisting of key stakeholders.
- Strategic planning committees and institutional managements should be accountable to the broad transformation forums.
- The transformation process should be negotiated with all the role-players within a given time frame with clearly defined indicators.
- All providers should register within the ETQA's as regulated by SAQA.
- Systems need to be put in place to ensure that the transformation is consistent and nationally determined and that the re-organisation does not result in duplication or massive retrenchments.
- A needs analysis of communities should be undertaken.
- INSET should be in line with the demands of FET programmes.
- A skills audit should be conducted of all FET educators.
- A national coherent implementation and monitoring policy should be put in place to guide provinces in relation to the transformation of governance, curriculum, management and human resource development.
- In the long term, FET Schools and FET institutions should become one FET delivery system.
- A needs survey should be conducted before any institution is declared a Community College. The needs of the community must be paramount during this process and due weight given to the particular needs of historically disadvantaged communities.

- Common norms and standards for Community Colleges must be negotiated nationally.

Mover: Nedcom; Seconder: KwaZulu Natal Province. Carried.

10.2 Capacity Building

Noting that:

- There is no clear National Capacity Building Programme for FET.

Believing that:

- All role players need to be capacitated to meet the challenges of transformation.

Resolves that:

- The state must be the primary provider of capacity building programmes.
- Capacity building should be driven by SADTU and relevant departments (Department of Education, Department of Labour, etc.)
- Capacity building of all role-players from educators, school governing bodies, district managers, regional managers and national coordinators should be speedily undertaken.
- Job descriptions/ responsibilities for all role-players should be developed with clear performance indicators.

Mover: Nedcom; Seconder: Northern Cape Province. Carried.

10.3 The Status Of Vocational Skills And Training In FET

Noting that:

- Vocational training and preparing learners for the world of work is neglected in FET.
- There is a stigma attached to vocational training as second grade education.
- There is no coherent skills development strategy in FET.
- The poor, youth at risk and unemployed currently do not have adequate access to vocational and skills development and Higher Education.

Believing that:

- In order for our nation to become competitive in the global market, learners should be adequately prepared for the world of work.
- Society at large should be conscientised regarding the importance of skills and vocational training in order to meet the demands of society.

- A skills development strategy should exist which is NQF aligned.
- All learners have the right to education and training in order to meaningfully participate as productive citizens of the country.

Resolves that:

- Vocational skills should form an integral part of education and training and should be NQF aligned.
- The GETC level should provide guidance to learners regarding FET programmes available.

Mover: Nedcom; Secunder: KwaZulu Natal Province. Carried.

10.4 **Funding for FET Institutions**

Noting that:

- The majority of FET learners are pre-employed and unemployed.

Believing that:

- Access to FET is a right and not a privilege.
- The poor and previously disadvantaged communities should not be excluded from FET due to lack of funds.
- The provision of FET should be free.

Resolves that:

- Funding for programmes should be made available from the Department of Education as the primary funder and this should be supplemented by the Departments of Labour, Trade and Industry, Health and Welfare. Industries should also be progressively levied since in most instances they would be the prime benefactor of these programmes.
- To ensure the equitable distribution and disbursement of financial support programmes, the needs of communities must be paramount to ensure maximum empowerment takes place.
- Financial control systems need to be established at such institutions and capacity building programmes should be developed to ensure financial control and accountability.

Mover: Nedcom; Secunder: Northern Province. Carried.

10.5 Organising the FET Sector

Noting that:

- The Union has concentrated mostly on GET and FET educators in formal schools.
- Service providers in FET can also be drawn from outside the present scope of focus e.g. FET Colleges.

Believing that:

- SADTU should aim to organise all FET Educators.
- SADTU should forge alliances.

Resolves that:

- SADTU should embark on a recruitment drive aimed at FET educators.
- The Union should forge alliances with outside structures e.g. NGO's, COSATU affiliates and private sector providers of FET programmes.

Mover: Nedcom; Seconder: Free State Province. Carried.

11.0 EARLY CHILDHOOD DEVELOPMENT (ECD)

11.1 The National ECD Pilot Project

Noting that:

- ECD is one of the marginalised sectors within education.
- The children of disadvantaged communities were never given the educational support during their first nine formative years.
- The self-initiated community "day care" centres are mostly inadequate.
- Most of these centres are not providing sufficient educational support/development to learners, nor do they receive sufficient support from education departments.
- SADTU has not spent enough time and energy organising in the ECD sector.

Believing that:

- The ECD sector is a very important sector within the development and education of our children.
- SADTU can do more to contribute towards the development of ECD.
- The Pilot Project is aimed at obtaining feedback on the appropriateness of the interim project.

Resolves that:

- ECD centres outside the pilot project should be brought on board after one year of piloting, and not at the end of the 3-year Pilot Project.
- The reception year should be fully funded as one of the 10 years of compulsory education, which is currently the policy of the government, thus rejecting the R2,00 subsidy per learner, per day.
- The finalisation of the interim policy document should take place before the end of 1998 and not at the end of the Pilot Project.

Mover: Nedcom; Seconder: Gauteng Province. Carried.

11.2 Teacher Development :**Noting that :**

- Not all teacher/practitioner training programmes are in line with the NQF.
- Educators are encouraged to specialise, rather than being competent to teach at all levels.
- Teachers have not been capacitated to develop their own resources.
- Not all training providers are in line with SAQA.
- Grade R and the foundation phase are separate.

Believing that:

- INSET programmes should be accessible, relevant and user-friendly.
- There should be coherence and continuity between Grade R and the rest of the foundation phase.
- Teachers need to be able to develop their own resources, according to their own conditions and requirements.
- All practitioners should be competent to teach all levels, whilst still accommodating specialisation.
- Teacher training programmes should be holistic, academic, professional and occupational.

Resolves that:

- All ECD practitioner training programmes should be in line with the NQF.
- All practitioners should be informed of developments at all levels of the Education and Training system.
- INSET programmes must be developed to include assessment and the methodology should enable the teacher to cater for the needs of all learners, at different developmental levels.
- All stakeholders in ECD should monitor and evaluate the training programmes offered by ECD NGOs and RTOs (Research and Training Organisations),

especially the training programmes currently being implemented in the National ECD Pilot Project.

- There should be national guidelines for all ECD service providers, according to the South African Qualifications Authority (SAQA).
- SADTU should organise all ECD practitioners, formally and non-formally trained.
- SADTU's advocacy campaign should cover all ECD practitioners.
- SADTU should inform policy issues on ECD.
- SADTU should monitor and evaluate current developments and projects in ECD.
- SADTU should establish ECD structures/task teams at all levels of the union.
- In assessing non-formally trained ECD practitioners, prior learning and experience should be taken into account.
- In-service training programmes should be offered to all ECD practitioners, who require it.
- SADTU negotiators should include all ECD practitioners at the ELRC.
- SACE should open its doors to all ECD practitioners.
- SADTU's relationship with ECD NGOs should be investigated.
- SADTU should participate in and monitor all ECD teacher training and development programmes.

Mover: Nedcom; Seconder: Mpumalanga Province. Carried.

11.3 Interim Unit Standards

Noting that:

- The guidelines for interim unit standards for ECD practitioners is realistic. (See annexure 2 of the SADTU National Consultative Conference on ECD package.)
- It is vital to acknowledge the principles of redress, equity and access when developing unit standards.
- The National ECD Pilot Project is important in developing a National ECD Qualifications Framework.

Believing that:

- INSET programmes are urgently required for ECD practitioners who are not adequately trained.
- SADTU has an important monitoring and evaluating role to play in the National ECD Pilot Project.
- The South African Schools Act (SASA) should be amended to specifically include the reception year as the first of the compulsory 10 years of compulsory education.

Resolves that:

- The final draft of the ECD policy document should be informed by the findings of the National ECD Pilot Project.
- By 1999, all ECD centres should be brought on board.
- SADTU should become actively involved in the Pilot Project to monitor and evaluate progress.
- SADTU should establish ECD structures at all levels of the union.
- The SADTU ECD structures should capacitate SADTU membership at all levels of the union.
- The state should fund all ECD programmes.
- ECD NGOs should register with the ETQA.
- The Department of Education should fund INSET programmes for ECD practitioners who are not adequately qualified.
- The Department of Education should be responsible for all ECD teacher/practitioner training and development programmes.

Mover: Nedcom; Second: Free State Province. Carried.

11.4 **Accreditation and Assessment**

Noting that:

- ECD practitioners need to be accredited before INSET can occur.
- There should be a set structure for accreditation and assessment.
- ECD practitioners need to be assessed for the purpose of accreditation.
- There is a need for accreditation and that this is a process.

Believing that:

- There should be a set structure for accreditation and assessment.
- Prior learning and experience of non-formally trained ECD practitioners must be recognised.
- ECD practitioners should be accredited for placement on the NQF.
- Institutions need to be reorganised for lifelong learning.

Resolves that:

- Skills, values, attitudes, abilities, knowledge (prior knowledge) and experience should be taken into account when assessing and accrediting an ECD practitioner.
- An inclusive structure consisting of all stakeholders - including service providers, DoE, SAQA and unions - should be responsible for accreditation and assessment to ensure that it is holistic and fair.

- ECD practitioners should be assessed principally through interviews and portfolios.
- Assessment should be a two-way process, i.e. involving meaningful consultation with and input from the practitioner.
- Assessment should not be judgemental, but developmental.
- All ECD practitioners should be capacitated and developed.
- Workshops, especially on SAQA, be conducted by SADTU.
- Capacity building of LAC's and SGB's is essential.
- Home-based centres should be reorganised.
- ECD centres - home-based and community-based, should apply for registration.
- Formal training programmes should be accredited on the NQF.

Mover: Nedcom; Second: North West Province. Carried.

12.0 EDUCATION FOR LEARNERS WITH SPECIAL EDUCATION NEEDS (ELSEN)

12.1 The NCSNET/NCESS Report

Noting that:

- The provision for Education for Learners with Special Education Needs (ELSEN) is fragmented and unequal.
- Early identification of disabilities is vital.
- The admission criteria of SASA has not been implemented in all schools.
- Psychometric tests are still being used as a criteria for admission.

Believing that:

- All ELSEN schools should have School Governing Bodies (SGB's).
- Funding should address areas of need.
- Assessment must be holistic and sensitive to learner's needs.

Resolves that:

- Excess educators must not be retrenched but redeployed to other sectors, e.g. ELSEN with a pre-requisite of retraining. (SADTU policy on redeployment to areas of need.)
- SADTU policy on implementation of affirmative action with regard to employment of the disabled be reaffirmed.
- Negotiations at national and provincial level must be informed by SADTU policy on ELSEN.

- As much as the commissioned report did not deal with the status of Schools of Industry and Reform Schools, the existing ELSEN schools in this category must not be closed but become part of the state's responsibility to maintain.
- The state is responsible for funding.
- Resources in existing advantaged public schools need to be audited and redirected to areas of need.
- Psychometric tests should not be used as a criteria for admission as it is in conflict with SASA.
- In ELSEN schools where there is no school governing body, the Department of Education must become the custodian.
- The curriculum must be flexible and allow movement between mainstream schools and ELSEN schools.

Mover: Nedcom; Second: Gauteng Province. Carried.

12.2 Curriculum Development:

Noting that:

- All learners have the capacity to learn and develop, but in different ways and at different times.
- There are barriers to learning and development that are created not only on the basis of disability or special needs but by other social and economic factors.

Believing that:

- There is a need for community awareness and involvement about developing educational programmes to meet the needs of an inclusive society.
- There is a need for awareness, social responsibility, ELSEN and the principles of inclusion within the community.
- The learning activities should meet the needs of the learners and not the learners fitting into pre-designed activities.
- Wherever possible, ELSEN learners should be placed in a common environment with all other learners.

Resolves that:

- The principle of "Education for all" should guide curriculum development in all schools.
- There should be a clear link between OBE principles, the NQF and Curriculum 2005.
- All teachers, irrespective of ELSEN or mainstream, need to attend curriculum workshops to develop skills to deal with the diverse needs of learners.
- SADTU must develop a networking system to pool all our resources (learning activities developed by teachers) and distribute it amongst all SADTU members.

- All ELSEN practitioners should be involved in standard generating processes.

Mover: Nedcom; Second: Mpumalanga Province. Carried.

12.3 **Teacher Development**

Noting that:

- ELSEN-related skills are unevenly distributed.
- INSET programmes on inclusion are vital for all teachers and should be part of all teacher development programmes.
- Primary teachers should initially be prioritised in INSET programmes.

Believing that:

- All PRESET training should include relevant ELSEN training.
- All teachers should be retrained in relevant ELSEN INSET programmes.
- Teachers need support to implement inclusion.
- Teachers require time off for INSET.

Resolves that:

- The ELSEN task team undertake an audit including :
 - The present distribution of ELSEN-related skills.
 - The provision of ELSEN training.
 - The provision of ELSEN-related resources; and
 - A needs analysis for ELSEN provision.
- PRESET should include ELSEN training.
- INSET should include ELSEN training and inclusion.
- The agreed college/higher education facilities in every province - which are currently the subject of rationalisation - be reserved for INSET purposes.
- The Department of Education should allow teachers time-off for INSET.

Mover: Nedcom; Second: Northern Cape Province. Carried.

12.4 **Inclusion**

Noting that:

- The stereotyping, labeling and derogatory association of disabilities of the former segregated education system continues.
- The segregated schools prevented ELSEN learners from becoming fully participatory members of society.
- There is a stigma attached to segregated ELSEN provision.

Believing that:

- All learners have the right to education, and to fully participate as productive members of society.

Resolves that:

- SADTU should accept the principle of inclusion under the following provisions, namely:
 - There are certain categories of ELSEN that can immediately be included (ELSEN to mainstream and mainstream to ELSEN) e.g. mildly mentally disabled and the physically disabled that are not intellectually disabled.
 - The phased/gradual inclusion should occur of the more severe disabilities than mentioned in 2. above.
 - Some types/categories of disabilities can never be included, e.g. learners with multiple disabilities.
 - Schools that are exclusively ELSEN, i.e. catering for learners that cannot be included, will become resource centres in terms of human and material resources (taking into account educator's time and workloads), providing outreach programmes and INSET and PRESET.
 - The professional development wing of SADTU in conjunction with provincial ELSEN task teams, should design and provide INSET programmes for SADTU members on ELSEN policies.
 - Clearly identified posts within the education departments must exist at all levels to co-ordinate the inclusion process.

Mover: Nedcom; Secunder: Gauteng Province. Carried.

12.5 School Governance

Noting that:

- Not all ELSEN schools have school governing bodies.
- Sponsoring bodies greatly influence school governance.

Believing that:

- Sponsoring bodies should be co-opted members with no voting rights.
- All parents and learners should be represented on the School Governing Bodies (SGB's) in ELSEN schools.

Resolves that:

- SADTU must play an active role in ensuring that parents and learners secure full representation on SGB's in ELSEN schools.
- Sound capacity building programmes should be developed to ensure effective participation in SGB's.
- All SGB's from special schools must be encouraged to form part of the National School Governing Body as per NEC directive.

Mover: Nedcom; Secunder: North West Province. Carried.

12.6 **Funding**

Noting that:

- Funding has been very unequal in ELSEN schools.
- The state is still not sufficiently committed to funding special needs and educational support.
- SADTU is unsure of how international donor funding is managed and distributed

Believing that:

- The state is responsible for funding ELSEN at all band levels.
- The funding model for ELSEN schools should be as follows :
 - Based on principles of equity, non-discrimination, redress and transformation.
 - Based on the philosophy of inclusion ("infusion model").
 - Should be needs driven - requiring an audit of resources, provision and needs.
 - That in order for the above to be operationalised, ELSEN schools should be included in the School Register of Needs.
- The criteria of needs for mainstream schools be extended to include criteria to remove barriers to learning and development.

Resolves that:

- The state should provide resources for capacity building to disadvantaged ELSEN schools to allow them to compete for earmarked funding and other donor funds.
- Partnerships with private enterprise provide for a graduated scale of tax rebates, biased in favour of disadvantaged schools and communities.
- Independent monitoring structures should be established, to audit and evaluate the use of ELSEN funds at all levels of the Education and Training System.
- SADTU should develop a policy on international donors which includes :
 - Transparency and monitoring at all levels to determine how much funding is involved and how it is distributed.
 - To ensure consultation with all stakeholders.

Mover: Nedcom; Seconder: North West Province. Carried.

13.0 HIGHER EDUCATION

13.1 SADTU Higher Education Policy Formulation

Noting that:

- The South African Constitution and the Higher Education Act regard higher education as a national competence.
- SADTU has not yet consolidated its higher education policy at the national level.

Believing that:

- Higher education should remain a national rather than a provincial competence.
- Provincial workshops will sensitise provincial delegates around higher education issues.
- SADTU needs to improve its profile regarding its role in higher education.

Resolves that:

- SADTU's policy on higher education should be finalised nationally.
- The delegates to the national consultative conference on higher education should be mandated by their respective provincial workshops.

Mover: Nedcom; Seconder: North West Province. Carried.

13.2 Transformation In Higher Education

Noting that:

- Transformation in higher education has been inadequate thus far.
- The historically disadvantaged higher education institutions are mostly still marginalised.
- Governing structures, especially broad transformation forums are not effectively operating at all higher education institutions.
- Huge disparities still exist between the South African higher education institutions.

Believing that:

- The transformation of higher education has become urgent and should be implemented to the degree where it becomes irreversible.
- Failure on the side of progressive forces to be actively involved in historically white institutions (HWI's) leaves them to remain ivory towers that will take long to transform.

Resolves that:

- The union should initially focus on the historically disadvantaged higher education institutions to facilitate recruitment and transformation in higher education.
- At a later stage a rigorous campaign to recruit in HWI's should be undertaken. Alternatively a fact finding mission should be undertaken to establish possible avenues and problem areas for recruitment and transformation.
- Effective transformation should be accelerated through organising the higher education sector.
- The implementation of Broad Transformation Forums should be actively promoted at all higher education institutions.
- SADTU should be represented in all governing structures in higher education.

Mover: Nedcom; Second: North West Province. Carried.

13.3 Code of Conduct**Noting that:**

- The Higher Education Act makes the institutional governing structures responsible for codes of conduct at individual institutions.
- The SACE code of conduct focuses mainly on primary and secondary school educators.

Believing that:

- All educators are equal regardless of the sector in which they serve.

- Codes of conduct in the teaching profession should be uniform and applicable across all sectors of South African education.

Resolves that:

- SACE should revisit their code of conduct to be inclusive of all education and training practitioners across the NQF bands.
- Institutional Councils should bring their codes of conduct in line with the SACE code of conduct.
- The Council for Higher Education (CHE) should be tasked to ensure that the Institutional Councils do not depart from the above-mentioned arrangement.

Mover: Nedcom; Secunder: Northern Cape Province. Carried.

13. 4 Centralised Bargaining In Higher Education

Noting that:

- The Higher Education Act makes institutional structures the employers of educators within the higher education sector, which makes centralised bargaining problematic.

Believing that:

- All educators within the higher education sector should have one employer where the unions could bargain service conditions for educators in this sector in order to promote uniformity and equality.

Resolves that:

- The status of councils as employers should be reviewed and the Higher Education Act amended accordingly so that the government should remain the employer of all educators within public education institutions across the NQF.
- SADTU should lobby for the amendment of the Educators Employment Act to make centralised bargaining possible within both Further Education and Training and Higher Education.
- The incorporation of colleges of education into higher education should be used to promote the idea of centralised bargaining.
- A two-pronged approach be followed in regard to the popularization of centralised bargaining:
 - To use existing bargaining structures.
 - To lobby for a substructure within the ELRC.

Mover: Nedcom; Secunder: Western Cape Province. Carried.

13.5 Relationship between Nehawu and SADTU in Higher Education

Noting that:

- Our sister union, NEHAWU, resolved to organise actively within the teaching sectors at universities and technikons.

Believing that:

- Because SADTU organises educators, the above matter may lead to a possible conflict of interest among COSATU affiliates.

Resolves that:

- The secretariats and executives of the two unions meet to resolve the issue of organising educators within the higher education sector.

Mover: Nedcom; Second: KwaZulu Natal Province. Carried.

13.6 Incorporation of Colleges of Education into Higher Education

Noting that:

- The Higher Education Act declares colleges of education to be part of higher education and therefore a national competence.
- The disparity between historically disadvantaged colleges of education and the previously advantaged colleges of education still exists.
- The majority of the historically disadvantaged colleges of education may not meet the requirements for the incorporation of colleges of education into higher education as outlined by the Implementation Framework, June 1998.
- No provision has been made for the participation of stakeholders in the Transitional Committee.
- The Implementation Framework document, June 1998, is being developed separately from the New Funding Framework document.
- Educators at colleges of education will lose the right to centralised bargaining when they become employees of higher education institutions.

Believing that:

- The education ministry should recognise the contribution the colleges of education made in the past.
- Stakeholder participation is crucial to ensure equity and redress in the incorporation of colleges of education into the higher education process.
- The minister of education should remain the employer of all educators in higher education.

- The Implementation Framework document and the New Funding Framework should be developed together as the separation thereof is not sound practice.

Resolves that:

- The Minister of Education with stakeholder participation should identify the colleges of education, which will be incorporated into higher education and then capacitate them to meet the set criteria.
- The Minister of Education should provide a clear programme for capacity building for the historically disadvantaged colleges of education.
- Unions, staff associations and students should be regarded as participatory stakeholders in all decisions and the proposed Transitional Committee.
- The Implementation Framework document for the incorporation of colleges of education into higher education should not be developed separately from the New Funding Framework.
- The Head of the Education Department should remain the employer of all educators in higher education and the conditions of service of such educators should be determined centrally.

Mover: Nedcom; Second: North West Province. Carried.

13.7 **Human Resource Development**

Noting that:

- Transformation is prevalent in all educational sectors in South Africa.
- Human resource development for educators in higher education for the purpose of capacity building to cope with transformation is almost non-existent.
- No funds have been earmarked by the Education Ministry for human resource development in higher education.

Believing that:

- Human resource development is crucial for effective transformation in higher education.
- In-Service Training (INSET) of all educators in higher education is imperative to retool all educators to cope with the new demands of outcomes based education. The current rationalisation and restructuring process should be based on the redeployment and retraining of educators in higher education.

Resolves that:

- SADTU should lobby for in-service training and human resource development programmes to run concurrently with rationalisation.

- The National Education Ministry should embark on a skills audit of all educators in higher education.
- SADTU should embark on capacity building programmes, which should capacitate SADTU membership in higher education to play an effective role in true transformation. For example, to assist with the transformation and formulation of institutional statutes.
- SADTU should host a national workshop on issues of “transformation of education” to capacitate all its membership. The latter should also aim at reconceptualising our mission, vision and priorities to transform Higher Education.

Mover: Nedcom; Second: West Cape Province. Carried.

14.0 CURRICULUM DEVELOPMENT

14.1 Learning Programmes Development Committees (LPDC's)

14.1.1 Noting that:

- Syllabi were in the past rigid and prescriptive.
- Learning Area Committee’s (LACs) have generally failed.
- LACs have isolated phases from each other.

Believing that:

- All levels on the NQF must be addressed .
- Programmes should follow National and Provincial guidelines.
- Programmes must be informed by the learning context.

Resolves that:

- SADTU must establish LPDCs which would work with the Department of Education in drawing up learning programmes.
- LPDCs must integrate programmes within all phases across all learning fields to ensure articulation and portability.

Mover: Nedcom; Second: Western Cape Province. Carried.

14.1.2 Noting that:

- There was no full representation and integration of all stakeholders in drawing up learning programmes.

- Syllabus development was left to the so called experts.
- There was no integration of education and training.

Believing that:

- LPDCs should be inclusive of all stakeholders.
- LPDCs should ensure integration of education and training.

Resolves that:

- All stakeholders be consulted when drawing up learning programmes to ensure the relevance of programmes to diverse social needs and the integration of education and training.
- SADTU should engage the Department of Education before the end of the year to ensure necessary systems and mechanisms are in place.

Mover: Nedcom; Secunder: Gauteng Province. Carried.

14.1.3 Noting that:

- We have LACs and phase committees which were not monitored.
- These structures were not functional.

Believing that:

- Programmes in education must be monitored to ensure effective delivery.

Resolves that:

- A policy for the LPDCs be formulated.
- A structure representative of all stakeholders be established to monitor implementation of learning programmes.
- Regular meetings of the established structure be held to evaluate relevance and effectiveness of learning programmes.

Mover: Nedcom; Secunder: KwaZulu Natal Province. Carried.

14.1.4 Noting that:

- The present education experience is not relevant to socio-economic needs.
- The educational experience only emphasizes content.

Believing that:

- Education experience must capture and reflect the critical outcomes of the NQF.

Resolves that:

- Learning programmes drawn up by LPDC's should emphasize knowledge, skills, values and attitudes.

Mover: Nedcom; Second: Gauteng Province. Carried.

14.1.5 Noting that:

- Learning programmes are not well organised and not representative of socio-economic needs.

Believing that:

- Learning programmes must be well planned and well organised.
- Persons sitting in the LPDC must be capacitated to effectively perform the tasks required.

Resolves that:

- The Department of Education in consultation with other stakeholders should draw up capacity building programmes for the development of learning programmes.

Mover: Nedcom; Second: Northern Province. Carried.

14.1.6 Noting that:

- Learning programmes do not currently generally reflect all learners realities.

Believing that:

- Learning programmes should be reviewed on a regular basis to reflect social changes and challenges.
- Learning programmes should address diverse cultural experiences within our communities.

Resolves that:

- Capacity building programmes and materials should be developed by the Union. This should include dissemination of model learning programmes developed by members and produced by the Union.
- These programmes and materials should be produced within clear time frames to be determined by NEDCOM.
- The Union develop a strategy to review existing learning programmes.

Mover: Nedcom; Second: North West Province. Carried.

14.2 Curriculum and Effective Transformation

14.2.1 Noting that:

- The Department of Education has failed to effectively capacitate key stakeholders to deliver the new curriculum.

Believing that:

- There is a need for structured professional development and training programmes (PRESET and INSET) to be coordinated by both the Department and SADTU.
- Monitoring mechanisms need to be developed to ensure sustainability of professional development programmes
- Media should be engaged in popularizing training programmes.
- Whole School Development and transformation mechanisms need to be put in place.

Resolves that:

- Education / Gender Convenors be elected and trained to coordinate school based development.
- Nationally co-ordinated programmes on Curriculum be developed by the Union.
- All Education / Gender Convenors form a constitutionally endorsed Curriculum Development Council at branch level.
- National Office conduct training programmes to capacitate teachers as curriculum developers.
- Training be developed to include management and whole school development.
- Agreement be sought with the state on timeframes for implementation.
- SADTU should organise an Education Summit - with all stakeholders to be represented - within timeframes to be determined by NEDCOM.

Mover: Nedcom; Secunder: Northern Cape Province. Carried.

14.2.2 Noting that:

- The negative impact of Macro-Economic Policy on Education and the introduction of Curriculum 2005.

Believing that:

- Education provisioning be seen as an investment and not as wasteful expenditure.
- The bloated administrative system frustrates delivery.
- Social partnerships be established among all stakeholders.

Resolves that:

- SADTU should make submission to the Education Summit on basic needs for implementation of Curriculum 2005.
- SADTU should demand a review of the organogram to increase efficiency and effectiveness of personnel in the Department of Education.

Mover: Nedcom; Second: KwaZulu Natal Province. Carried.

14.2.3 Noting that:

- The lack of capacity of the majority of Department of Education personnel to deliver services.

Believing that:

- Department of Education officials need to be capacitated to deliver the new curriculum.
- Education transformation is required at all levels.

Resolves that:

- Training for Department of Education officials be ongoing and structured in consultation with stakeholders including SADTU.

Mover: Nedcom; Second: Gauteng Province. Carried.

14.3 Empowering Teachers as Curriculum Developers**Noting that:**

- Educators have been curriculum receivers and modifiers.
- Educators lack capacity around activities dealing with curriculum.
- The organisation of learning institutions was not conducive to educator involvement in curriculum development.
- Teachers were not involved in curriculum decisions.
- The present dispensation allows room for educators to be developed as curriculum developers as a consequence of the following:

- Teacher Appraisal.
- Revision of Norms and Standards for teacher education.
- The recognition of the ETD field of the NQF.
- Current trends in the system are that schools may become testing centers for developing curriculum by outside and commercial interests.

- There has not been any effective democratic classroom management strategies.
- Curriculum was characterised by de-contextualised content.
- There is a lack of basic physical infrastructure that can develop educators to be curriculum developers, e.g. libraries, laboratories, etc

Believing that:

- There is a need to capacitate educators as curriculum developers and co-ordinators (including: curriculum planning, research and implementation).
- The organisation of learning institutions should recognise the need to develop teachers as curriculum developers.
- Structures must be put in place at all levels of the union to promote professional and curriculum development.

Resolves that:

- The union should develop clear guidelines in terms of capacity building for educators as curriculum developers within a timeframe to be determined by NEDCOM.
- Time should be allocated at site level for curriculum and professional development.
- A guiding programme for curriculum and professional development should be drafted at all levels of the Union.
- The Union's budget should make curriculum and professional development a priority.

Mover: Nedcom; Second: Free State Province. Carried.

14.4 Assessment: A SADTU Perspective

Noting that:

- Assessment and evaluation has been judgmental and inherently summative.
- Assessment and evaluation has been clouded by secrecy and has been punitive in nature.
- Assessment and evaluation has for a long time been a dehumanising process.
- The current draft assessment policy document of the Department of Education contains flaws.
- There is no mechanism for testing prior learning.
- It delinks theory from practice in preparing a learner.
- Currently only the educators and the examination boards are doing assessment.
- There is lack of capacity amongst educators to use assessment instruments.
- Assessment does not address the need for accountability.

Believing that:

- Assessment should be developmental in character.
- Assessment should be characterised by openness and fairness.
- Continuous testing is not continuous assessment.
- Assessment should involve the learner, learners peers, educators, parents and systems of external moderation.
- Educators should be capacitated to enable them to use various techniques and instruments of assessment.
- The democratization of our society requires that educators and assessors be transparent and accountable.
- There is an urgent need to develop instruments or mechanisms for assessing prior learning.

Resolves that:

- The union should ensure that its members are empowered to effectively use instruments of continuous assessment.
- The LPDCs should ensure that the assessment instruments used are in line with learning programmes.
- SADTU should develop its own perspective on assessment.
- SAQA should establish continuous assessment mechanisms to replace the existing examination board.
- Assessment instruments should be structured in such a way that they are user friendly and in line with the NQF.

Mover: Vice President - Education; Second: KwaZulu Natal. Carried.

14.5 **Quality Assurance**

Noting that:

- The present education system does not adequately address the needs of the community.
- There is a lack of teacher development programmes.
- There is a lack of capacity of governance structures in schools.
- There is incapacity of management teams in schools.
- There is inequitable distribution of basic resources.

Believing that:

- Quality Assurance should look into school programmes and design effective intervention strategies.
- ETQAs should have clear guidelines as to when they will intervene.
- ETQAs should be composed as regulated in terms of SAQA.
- ETQAs should be independent of the Department of Education.
- ETQAs for education should look at the entire system for education delivery and not just schools.
- ETQA bodies should be participatory and transparent and include all stakeholders.

- SADTU should have its own monitoring structure.

Resolves that:

- SADTU should critically monitor the implementation of QA regulations.
- Intervention strategies should take account existing school programmes.
- ETQA's should include all stakeholders who should be appropriately trained.

Mover: Vice President - Education; Seconder: North West Province. Carried.

14.6 The practical role of SADTU and COSATU in NSBS

Noting that:

- There is no room within NEDCOM for NSB representatives.
- There is an absence of mandatory structures to inform SADTU NSB representatives to maximize their participation.
- There are no relations among task teams with NSBs representatives and other National representatives of SADTU.

Believing that:

- There should be integration among task teams and policy structures.
- There should be clear mandatory procedures within the union.

Resolves that:

- A task team be established and the composition be as follows: 8 NSB members and 1 member from each existing task team.
- The task team should be established.
- A paper should be developed by the Vice President (Education) to propose appropriate mechanisms for consultation.

Mover: Vice President - Education; Seconder: KwaZulu Natal. Carried.

15.0 LABOUR

15.1 Labour

15.1.1 Membership Servicing in terms of Resolution 7/98: Renegotiate Time Off Agreement

Noting that:

- Our organisational responsibility to serve our members has been made difficult with the implementation of Resolution 7/98.
- Resolution 7/98 serves to regulate our work time in terms of the BCEA and supports the COLTS Campaign.
- The membership participation in union activities is poor because educators are spending a longer time with their workloads.
- The present time off agreement is not adequate to allow for union officials to adequately effect their union duties.
- The management of a school day does not allow for union activities during the seven hour work day.

Believing that:

- The implementation of Resolution 7/98 should not be in conflict with providing effective service to our members.
- An improved time off agreement would assist the union in dealing with the problems of organising our membership.
- The secondment debate within the union should be linked to the problems experienced in servicing our members.

Resolves that:

- The present time off arrangements be renegotiated.
- The time set aside for professional development as indicated in Resolution 7/98 should include union activity as part of professional development.

Mover: Western Cape Province; Seconder: North West Province. Carried.

15.1.2 Filling of posts in respect of Resolution 5/98

Noting that:

- Many disputes have been declared around the filling of posts with regards to the following:
 - The competency of many school governing bodies, circuit managers and area managers.
 - Subjectivity against SADTU members.
 - SADTU observers lack the capacity and discipline.

Believing that:

- No applicant should be discriminated against in the process of filling posts.
- Incompetence of school governing bodies should be addressed in the ELRC and School Governing Body Association.
- SADTU structures should ensure that observers be capacitated to fulfill their task effectively.

Resolves that:

- SADTU table a proposal on a capacity building programme for school governing bodies in the ELRC.
- Branches ensure that capacitated observers attend all processes on the filling of vacancies.

Mover: Western Cape Province; Seconder: North West Province. Carried.

15.1.3 No Work, No Pay**Noting:**

- The unsuccessful intervention by SADTU leadership to resolve the “no work, no pay” dispute.
- That both employer and employee parties are eager to have the matter resolved and the Mediator has proposed to use accumulated leave for this purpose.

Believing that:

- It is necessary to protect our members from financial loss

Resolves that:

- The union accept the proposal of the Mediator to use two days of accumulated leave instead of direct deduction from salaries.
- That in the case of any province which fails to agree to the proposed settlement, the union should take the appropriate legal action.

Mover: Northern Province; Seconder: North West Province. Carried.

15.1.4 Regulation of future strikes

Noting that:

- The LRA makes provision for “no work, no pay” in case of strikes.
- This provision has not previously been enforced in relation to SADTU members.

Believing that:

- Members should be educated in relation to their rights and obligations.

Resolves that:

- The union undertakes to educate its members around the LRA and the implications of any future strike action.
- The union draft a code of good practice - to be negotiated with the employer to regulate future strikes.

Mover: Western Cape Province; Second: Gauteng Province. Carried.

16.0 CONSTITUTIONAL

16.1 Constitutional Matters: strike ballot

Noting that:

- SADTU's registration as a trade union remains provisional due to the absence of a strike ballot clause.

Believing that:

- It is necessary to attain full and permanent registration.

Resolves that:

- The strike ballot clause - as formulated by the union's legal advisors - be adopted.
- The secretariat be mandated to facilitate the insertion of the new clause in the constitution for timeous submission to the Registrar of Trade Unions.

Mover: Gauteng Province; Second: Northern Cape. Carried.