

SADTU NATIONAL GENERAL COUNCIL 7-9 NOVEMBER 2007

RESOLUTIONS

1.0 POLITICAL

1.1 Alliance Pact

Noting:

- The COSATU Central Committee resolution on the Pact.
- The changed balance of forces after 1994.
- The ANC “unmandated” reflections authored by some senior ANC leaders.
- The ANC briefing notes.
- The onslaught on COSATU / SACP leadership.

Believing:

- The Pact calls for a new realignment of class forces in terms of the Morogoro conference, strategy and tactics.
- It is necessary to respond to the changed environment.
- The ANC does not have the birth-right to lead the alliance.

Resolve:

- To re-affirm the political resolution of the 6th National Congress of SADTU on the state of the Alliance and the various campaigns we need to pursue in its defense and ensure implementation of the resolution.
- The structures and cadres of SADTU should popularize the COSATU CC resolution within the branches of the ANC and the various structures of the Alliance.
- All SADTU Provinces, through COSATU, to call for Provincial Alliance meetings where the positions of the Central Committee will be discussed and to ensure the comrades identified for the ANC National Executive Committee are vigorously supported.

Mover: E Cape, Gauteng & N. Cape

Seconder: Limpopo

1.2 Teachers as Public Representatives

Noting:

- The ANC councilors who are SADTU members do not have time-off arrangements with their employer to perform political/community work.

- A SADTU National General Council resolution calling upon comrades who are elected local government councilors to relinquish their SADTU leadership positions.
- The concerns raised by the ANC National Policy Conference around service delivery by educators who are elected into local government.

Believing:

- Educators, like all other public workers should be afforded an equal chance to make a contribution to the political life and welfare of the country.

Resolve:

- Teachers as public representatives should be given a five year unpaid leave period; and replacements availed;
- SADTU should influence COSATU to engage the ANC to review and change the proposed resolution as it is tampering with the South African constitution.
- SADTU and structures of COSATU and the SACP engage the ANC around this matter in a constructive manner.
- To call for further regulation to ensure that the culture of teaching and learning is not compromised.

Mover(s): EC, GP, LP, NW & Resolutions Committee Secunder: KZN

1.3 ANC December National Conference

Noting:

- The forthcoming ANC National Conference in Limpopo.
- The ANC June 2007 policy conference.
- Escalating tensions due to lobbying tactics en route to conference.
- Mudslinging and personal attacks through public media.
- The so called Mbeki and Zuma camps as portrayed by the media.
- The ongoing process of nomination by ANC Branches.

Believing:

- The democratic processes of Conference should be allowed to unfold.
- The succession debate has succeeded in polarising relations.
- Trust amongst cadres of the movement has deteriorated to its lowest ebb.
- Cohesion and unity of purpose amongst Alliance partners has been adversely compromised.
- Lobbying processes should be based on organizational internal discipline and democracy.
- The artificial labeling of individuals as either belonging to the so called Zuma or Mbeki camps further widens the gap between cadres.

- The ANC has not succeeded in stamping its authority on individual members who consistently pursue divisive tendencies through the public media.

Resolve:

- To condemn the ugly campaigns and threats made against comrades.
- Call on all alliance partners to respect the democratic outcome of the ANC Conference.
- Revolutionary cadres across alliance partners be cautioned to raise their differences within structures.
- The insinuations about the so called Mbeki or Zuma camps be discouraged.
- Special Alliance meetings be convened before and after conference to do damage control.
- SADTU members to remain disciplined and focused on building unity and cohesion amongst Alliance partners.

Mover: Limpopo, Resolutions Committee

Secunder: Mpumalanga

1.4 Border Disputes

Noting:

- There is unrest in Khutsong and Moutse.
- The negative impact this has on education and development.

Believing:

- The unrest adversely compromises the provision of quality public education.
- Learning and teaching in those affected areas must go on without hindrance.

Resolve:

- The Alliance partners must take responsibility in bringing this matter to an amicable solution.
- All charges of misconduct and disciplinary actions against educators be withdrawn as a matter of extreme urgency.
- That SADTU Campaigns Committee be convened to develop a solidarity programme in support of educators in Khutsong and Moutse, and in all communities under such threats.

Mover: Limpopo & Resolutions Committee

Secunder: North West

1.5 Participation in Government Policy Formulation

Noting:

- SADTU participation in policy formulation is weak.
- SADTU does not have a strategy to engage with parliament and direct policy formulation.

Believing:

- It is necessary to strengthen the research capacity of SADTU.
- Education is a societal matter.
- It is the duty of unions and civil society to lead the transformation.

Resolve:

- The Union must participate in all relevant policy formulation processes and organs of civil society.
- To analyse the research and policy needs of the Union, and to make appropriate appointments, including for the purposes of parliamentary lobbying

Mover: Eastern Cape & Resolutions Committee

Secunder: Limpopo

2.0 FINANCE

2.1 Proposed Special Levy of Membership

Noting:

- SADTU's membership subscription rate of R30 per month has not been increased for 5 years. In terms of the constitution, the rate can only be altered at the next Congress in 2010.
- The Union has been faced with additional and extraordinary expenses during 2006 and 2007 – major congresses – SADTU, COSATU and EI – plus a four week long national strike.
- As a result of this situation the intended programmes of the Union have been cut back. Examples include: SACCOM festivals twice postponed; the IT and computer resources of the union are outdated leaving the union's systems open to attack (indeed we have lost major financial data this year due to lack of adequate protection on computer servers).
- The 2002 SADTU Congress also altered the distribution of funds within the union in favour of the lower structures. During the strike all levels of the union complained of the lack of resources to pursue the strike. The experience since 2002 has been that only programmes financed from the national level have been successfully implemented across the board. But resources have been cut at national level.

Believing:

- This means the Union is faced with a fixed constant income for a period of eight years at a time when CPIX inflation is running at 6.5% and rising, meaning the real value of SADTU's income is dropping by 6.5% per annum – 50% over eight years!

Resolve:

1. A special levy of the membership be raised in terms of clause 16.12 of the constitution as follows:
 - a. A levy from members to be collected at the rate of R10 per month for the year 2008.
 - b. Such an agreed amount be allocated to structures as per the subscription formula
 - c. Immediately after the NGC a process of consultation and informing membership be undertaken for NEC to finalise and implement 1st April 2008.

Mover: Free State; Gauteng; Northern Cape; North West & Western Cape
 Secunder: Limpopo

2.2 SADTU Members Trust Fund

Noting:

- In the recent public service strike, SADTU members bore the brunt of the cost of the strike – losing up to a month's salary. For most this meant immediate hardship and probably a long-term debt which they will have to service and repay over the coming months.
- It has been widely recognized that the fear of 'no work, no pay' is a powerful disincentive to members embarking on strike action – the only weapon available to workers in pursuing a dispute.
- SADTU structures have adopted resolutions in favour of establishing a Strike Fund to assist members on strike. However the scale of the undertaking would be daunting. For example, to give each member a mere R100 would cost R23, 000, 000 – a quarter of SADTU's annual budget! Established unions in the industrialized countries which have strike funds take decades to build up the kind of investments which can sustain a strike. We don't have that possibility – at least in the short term.
- A related matter: As South Africans we lack a culture of saving. This is not completely correct since we do have a tradition of savings clubs and stockvels. The alternative to a union-run strike fund could be a member based savings instrument which releases the savings at the time of a strike.

Resolve:

1. That SADTU investigate the possibility of establishing a member based savings instrument for the purposes of alleviating distress in times of strike action.
2. Features of the SADTU Members Trust Fund would amongst others include the following:
 - a) Independence of the Fund – not under SADTU control, but run by a reputable financial institution.
 - b). Members would make a fixed monthly contribution to be collected:
 - By PERSAL to minimize administrative costs.
 - We would have to explore other arrangements for employees outside of the PERSAL system
 - c) SADTU to use its numbers to bargain for the best deal for members in terms of interest rates and minimal charges.
 - d) Members to receive regular statements on the status of their individual account within the Fund – e.g. quarterly, depending on cost. The money remains with the members and not with SADTU.
 - e) Funds to be released from these accounts to members only in the following circumstances:
 - During industrial action.
 - On retirement.
 - On resignation from the Department
 - On death
3. SADTU would need to research and solicit expert advice on how such a scheme could be established and run in the best interests of members – including such issues as:
 - a. Governance of the Fund.
 - b. Appropriate processes for choosing the service provider, e.g. tendering.
 - c. Strategy for leveraging a better deal for members.
 - d. Investment policy – it would need to be fairly balanced to withstand the kind of market corrections we see at the moment.
 - e. Minimal charges.
 - f. Linkages to other services.
 - g. Legal and tax implications.
 - h. Run scenarios on likely earnings over time.
 - i. Compulsory?
 - j. Size of contribution – could this be variable?
 - k. Clarify any role for SIHOLD

4. This process should be completed by the sitting of the next NGC where the fund will be formally launched, after thorough consultation with membership.

Mover: Gauteng; Limpopo; Northern Cape & Western Cape Second: KZN

3.0 SOCIO ECONOMIC

3.1 Safety and Security in Schools

Noting:

- The multi-pronged attack from various areas of our society on the safety and health of our teachers and learners.
- This onslaught has taken various forms including: violent attacks on students and teachers in schools and on their way to and from schools
- Students being enticed into a world of drug addiction.
- We furthermore note the destructive effect that addiction to drugs like tik, heroine and crack cocaine have on the lives of our learners as well as the community at large.
- The continued abuse of alcohol and its negative consequences like fetal alcohol syndrome that thwart learners' life chances.
- This social evil is encouraged and glamorized through the media, including the public broadcaster.
- The indiscriminate exposure of our learners to inappropriate viewing and reading material and the role that it plays in the moral decline of our society.
- The use of cell phones to distribute pornographic material to learners.

Believing:

- All learners and educators have an inalienable right to teach and learn in a safe environment.
- Students should be allowed to reach their full potential and the abuse of drugs and alcohol impedes their development and erodes the moral fibre of society.
- The public broadcaster, the SABC is accountable to society and should refrain from broadcasting programmes and advertising that contribute to the moral decline of society.
- Members of the print media also share this responsibility.

Resolve:

- To launch a national campaign to fight for the safety of all learners and educators.
- Such a campaign should include the fight for a drug free society.

- Liaise and forge alliances with other relevant organizations to strengthen such a campaign.
- To inform our communities of the destructive affect that drug and alcohol abuse has on the development of our learners.
- To creatively engage with statutory bodies like the Broadcasting Complaints Commission and the Advertising Standards Authority to discourage irresponsible advertising and broadcasting on E -TV and SABC.
- To monitor the offending print media and take appropriate action if the need should arise.
- To establish a national and provincial body to implement and spearhead such a campaign both nationally and provincially.
- That we use national days like Human Rights Day and National Youth Day to popularize and/or launch our campaigns both nationally and provincially.

Mover: Western Cape

Seconder: KZN

3.2 **The Public Investment Corporation and Government Employees Pension Fund**

Noting:

- The GEPF, principally belongs to the public service employees.
- This money as a result of the “pay as you go” policy is in the hands of the state with no change in the terms of reference for its usage since the Apartheid Regime.
- ± 720 billion rands is managed by the PIC and there is no clear agenda to transform the Council itself and ensure direct representation by components constituting this body.
- Big business, the state and politicians seem to have better access to these funds than trade unions in this sector.

Believing:

- The GEPF should be used to develop the lives of the public servants, including educators; and
- Teachers in this country are under serious financial pressure as their socio - economic status has declined since 1994, and as such can't afford basic things like a house.

Resolve:

- The composition of the GEPF be reviewed immediately to be mainly constituted by the directly affected stake - holders.
- Clear terms of reference that benefits its members be developed and the role of the GEPF in society be clarified.

- A certain percentage of funds due to educator components be released on an annual basis to assist educators in buying houses anywhere in the country, for their social development.
- Limit the influence of big business and the abuse of these funds by individuals through the PIC; and
- PSCBC and ELRC should be in full control of the GEPF and negotiate other benefits for educators.

Mover: Eastern Cape

Seconder: Northern Cape

4.0 ORGANISATIONAL

4.1 Full-Time Shop Stewards and Secondments

Noting:

- SADTU growth goes hand in hand with challenges, particularly service to members.
- Provinces usually secure ill-informed secondments without informing the National Office; and
- The haphazard manner and inconsistency in provinces creates problems for the principle of worker control.

Believing:

- In a unitary organization like SADTU, secondment must be centrally controlled, more so because secondments are determined by the ELRC.

Resolve:

- All secondments must be controlled nationally to promote uniformity and consistency in Provinces.
- Secretaries in Provinces, Negotiators and Education Conveners must be prioritized where possible and according to provincial conditions.
- NEC must undertake an audit of all secondments, in consultation with Provinces as soon as possible; and take appropriate action

Mover: Eastern Cape

Seconder: Northern Cape

4.2 Campaigns

Noting:

- The campaign for decent jobs and conditions of service (and industrial action) dominated the focus of SADTU in 2007.
- The NEC has adopted the recommendation of the Campaigns Committee on the identified campaigns for the Union.

Believing:

- The Union must improve in the area of well organized campaigns.
- The campaign for a revolutionary PPM is the centre of many of the challenges facing our members.

Resolve:

- The campaign to fight for a new PPM be launched at the National General Council.
- That this campaign addresses the issues of class size, job creation, post provisioning to address the demands of the NCS etc.
- Our broader society be appraised of the aforementioned campaign by embarking on a vigorous media campaign.

Further resolve that SADTU robustly engage all our members in the following campaigns:

- World Teachers' Day.
- Global Campaign on Education.
- Recruitment drives.
- Memorial lectures.
- Renaming of our structures after our departed heroes and heroines.

Mover: Mpumalanga

Seconder: North West

4.3 Organisational Renewal Commission**Noting:**

- The lack of service to non-CS educators, FET lecturers, Office-based educators, as well as principals and Circuit Managers.
- SADTU is not in the forefront with regard to dynamic changes on educational policies and laws.
- The lack of research capacity within the union with respect to best practices from other unions both locally and internationally.
- That Regions co-ordinating role is not specifically defined and Regions are administering and managing the activities of some Branches.
- The outdated modes of communication.
- Lack of capacity for case-handling.
- There is a need for a subscription fee increase.
- The new bargaining unit for FET Colleges.
- The challenges with respect to timeframes in obtaining mandates from structures.
- There is a communication problem throughout SADTU's structures as indicated in the Naledi report.

Believing:

- All the above-mentioned concerns as noted, contribute to weakening the organization and need to be remedied as a matter of urgency.

Resolve:

- Branches should ensure that non-CS educators and FET College employees' concerns and issues feature prominently in site steward councils and BEC meetings.
 - All BEC members should be allocated to certain sites on a rotational basis every quarter. ROBs should also be allocated to branches; the same should apply to PWC members when it comes to regions. FTSSs should develop programmes to visit sites through branches. Time off of 10 days should be extended through the bargaining processes as it is not enough for office bearers to provide service to members.
 - Improve the union's research capacity and the knowledge to be cascaded to all structures in the form of a subsidised compulsory workshop.
 - In strengthening research capacity, the NEC must consider appointing a parliamentary officer
 - A research unit should be set up with immediate effect and the union should invest in study tours in order to establish best practices.
 - The union to commission or employ a media person to update the website of the union on a daily basis for members to access information as it becomes available.
 - The National Office to establish a database of all SADTU officials in order to send SMSs to leaders to facilitate the flow of information.
 - Capacity- building programmes to be run to assist all structures i.t.o
 - Site Stewards Capacity Building.
 - Leadership induction and team building.
 - Capacitating our members occupying strategic management positions.
 - After site launchings and RBGMs, leaders should be capacitated to carry out their new responsibilities.
 - Case handling.
- A well researched document, with respect to subscriptions and the different options should be tabled to all structures of the union by June 2008 and also the detailed proportional breakdown of allocation to all structures.
- A bargaining strategy to take into account seasonal bargaining with clear timeframes and communication strategy in order for the union to prepare optimally.
- Regular user friendly labour updates to members to be put on the website and on the schools net.

Mover(s): Western Cape, Mpumalanga, & Northern Cape
 Seconder: Limpopo

4.4 Accommodation for Educators

Noting:

- Educators in this country don't own houses; instead government subjects them to borrow from financial institutions.
- That the South African government has absolved itself from the provisioning of houses for educators as citizens of this country, this is discrimination in real terms and a violation of the South African constitution.
- RDP housing provision does not cater for teachers irrespective of their financial status; and
- More than 80% of teachers in our country work away from their homes in rural areas, or on farms where financial institutions don't build houses.

Believing:

- Teachers are South African citizens too, and must enjoy the fruits of freedom they fought for as spelt out in the Freedom Charter.

Resolve:

- SADTU must cause the government to build houses for teachers, including rental houses if a teacher works away.
- Local governments must be engaged to build RDP houses for rentals for teachers in rural and farm areas, and in small towns.
- The Department of Education must be forced to build cottages or townhouses for teachers, as in the case of the correctional service department.
- For teachers to own property limiting clauses must be removed from all government acts, e.g. the clause that says, 'if you are married, only one must buy a house or you must first divorce' is discriminatory and reactionary and must be removed immediately. Teachers also want to own property; and
- The Credit Bureau Act as it was effected from 01st June 2007 does not come close to the demands of the poor and the working class. The blanket amnesty was the major demand for a certain period. Teachers are now negatively affected by this Act as houses are too expensive and yet state subsidy is too low, R500 v/s R400 000 being the cheapest house in this country by financial institutions. Teachers are trapped and cannot buy houses now. The major demand is therefore the blanket amnesty for 24 months, but the Act must also discipline capital in enforcing social responsibility.

Mover: Eastern Cape

Secunder: Limpopo

4.5 **OCCUPATIONAL SPECIFIC DISPENSATION (O.S.D)**

Noting:

- That the proposal by the employer on OSD contains empty promises.
- That it over emphasizes performance related pay.
- It widens the wage gap between the highly and lowly paid workers.
- It speaks about recognition of qualifications but says nothing about how the Department will upgrade educators.
- It rolls back all the gains SADTU achieved heroically since 1990.
- It brings back the despised Old Order hierarchy in promotions.
- It silently attacks Centralized Bargaining when it proposes the Bargaining Unit for school based EMS.
- It brings back the casualisation of some educators in Education Sector.
- That OSD has the intention of changing our employment conditions
- The current education laws amendment bill and it's implications on principals.
- Funds declared by treasury for improvement of conditions of service for teachers,
- Resolutions 4 and 8 of 2003 and Resolution 5 of 2006 and other relevant policy documents.

Believing that:

- Educators deserve a better wage dispensation with improved conditions of service.
- Career pathing must seek to improve the lives of many educators and narrow the wage gap.
- That the Employers' proposal on OSD must speak to both retention and recruitment.

Therefore resolve:

- That SADTU does not sign the OSD in the current form.
- That the SADTU proposal must speak to both retention and recruitment.
- That we reaffirm the conditions of service currently enjoyed by educators and oppose any downward variations
- That the SADTU proposal must reject Decentralized Bargaining as proposed for EMS.
- That we prioritize salary increment and insulate other processes within OSD.
- That a proper model of in-service training and development be put in place to address the shortfalls pertaining to skills necessary for education transformation, without discouraging educators from pursuing post graduate qualifications.
- That a SADTU counter proposal be developed with the following key features:

❖ **SALARY STRUCTURE:**

- Retain the broad thrust of the current salary structure.

- A Basic guaranteed minimum increase of 4,5% for all educators.
- Compressing the notches from 16 to 8 notches per level.
- The difference between the notches to be 2%.
- Pay Progression to be annually, and should not be linked to performance. Pay progression must be according to resolution 4 of 2003 and 5 of 2006.
- Retain grade progression
- Accelerated pay progression for Classroom teachers, Senior and Master Teachers, HODs, Deputy Principals.
- Opposed to separate package for Principals and Deputy Principals

❖ **PAY PROGRESSION:**

- Annual pay progression for satisfactory performance as provided for in IQMS,
- The current structure as provided for by the IQMS and PMDS document must be retained.
- Learner performance must be de-linked from educators performance.

❖ **ACCELERATED PROGRESSION:**

- No external assessors.
- To be done i.t.o resolution 5 Of 2006.

❖ **RECOGNITION OF EXPERIENCE:**

- 1 notch for every 2 years of service.
- All relevant experience, including service as a temporary educator, to be taken into account.

❖ **CAREER PATHING:**

- Retain the status quo.
- Retain the system of Senior and Master Teacher.
- Educator Specialists (therapists, psychologists etc) to be included in OSD for Educators.
- Oppose the inclusion of Deputy Principals and Principals into EMS.
- Rejection of Performance Agreements and Packages for Dep. Principals and Principals.

❖ **TRANSLATION MEASURES:**

Translation for all educators – 1 January 2008. Translations to happen in three phases:

Phase 1:

Payments in respect of 4.5%

Phase 2:

Compression of notches

Phase 3:

Translation to new notches and i.r.t.o recognition of experience.

Mover: Mpumalanga

Seconder: Gauteng

5.0 EDUCATION

5.1 Access to Quality Education

Noting:

- Education has become commodified in South Africa, denying many learners access to quality education.
- The education offered in poorly performing schools thwarts the life opportunities of learners, and,
- Punitive measures against principals and educators in these schools are not a viable solution to the problem.

Believing:

- Education as a basic human right is also a fundamental tool for social development.
- Education should be accessible to all as enshrined in the constitution of the country and stipulated in the Freedom Charter.
- Investment in education requires resources, both material and human, from grade R to tertiary level
- There are ranges of factors that contribute to schools being dysfunctional, for example:
 - poor management
 - no support from the districts
 - lack of skills
 - overcrowding
 - lack of monitoring and ongoing support at all levels, etc.

Resolving:

- SADTU should pronounce on the abolition of private schools and the termination of their subsidies.
- The practice of charging exorbitant school fees by privileged public schools in order to maintain their exclusivity and deny access to poor and working class children must be prohibited.
- The Department of Education should develop a comprehensive plan to regulate school fees and university fees with the intention of eventually abolishing fees.
- The Department of Education must make quality education accessible to poorly performing schools by implementing a sustainable school improvement strategy.
- The Department of Education, in collaboration with SADTU, must provide on-going support to these schools to ensure the revival of a culture of learning and teaching.

- SADTU to monitor the implementation of this school improvement strategy.
- SADTU engages the Department of Education on the termination of the use of punitive measures against poorly performing schools and provides alternatives.

Mover: Eeastern Cape

Seconder: Gauteng

5.2 Financial challenge facing public schools

Noting:

- Problems encountered by section 20 schools once they have spent their allocations.
- These problems are exacerbated by their lack of financial management skills.
- The Norms and Standards for School Funding makes provision for schools ranked in lower quintiles to be exempted from school fees.
- Many poor schools are disadvantaged by quintile ranking because of its emphasis on geographical position and failure to consider contextual factors.
- The department of education has been slow in its implementation of the no fee paying school policy.

Believing:

- The Department of Education has the responsibility to ensure schools are skilled to manage their finances.
- The Department of Education must allocate funds to schools timeously to ensure they function optimally.
- The criteria used to place schools in quintiles are often applied inconsistently.
- Quality public education should be free.

Resolving:

- The Department of Education be urged to provide financial management training for schools and ensure schools receive their allocations timeously.
- SADTU monitor the implementation of the Norms and Standards for School Funding in the provinces.
- SADTU campaign aggressively for free quality public education.

Mover: Limpopo

Seconder: Northern Cape

5.3 Teacher Demand and Supply

Noting:

- The imminent shortage of teachers and the urgent need to train more teachers within the next few years.
- The proposal by the Department of Education that foreign educators be employed to fill this gap as a short-term plan.
- The ETDP SETA has a central role to play in teacher development and skilling.

Believing:

- Teacher developments play a central role in teacher quality.
- There is a pool of educators who can be retrained for scarce skills subjects and learning areas.
- Continuing Professional Teacher Development (CPTD) is key to ensuring lifelong learning among teachers within the education system.
- The pro-active role of labour is vital for the ETDP SETA to deliver on its mandate.

Resolve:

- SADTU monitor the implementation of In-service, Pre-service Education and Training (IPET) and CPTD to ensure quality teacher training.
- The union must play a leading role in CPTD by implementing its congress resolution on establishing a Training Institute and dedicate resources as a matter of priority.
- The use of foreign educators be the last resort
- Their duration in the country should be confined to the transferring of skills.
- Foreign educators both in public and private schools should enjoy full labour rights.

Mover: GP, NC, MP & LP

Secunder: Northern Cape

18. SACE

Noting:

- The expense incurred by provinces to access the nationally located SACE services.

Believing:

- All educators have to be catered for without prejudice regardless of their provincial location.

Resolve:

- SACE offices be established in all provinces where services can be easily accessed.

Mover: Limpopo

Secunder North West

Declaration

of the
National General Council
of the
South African Democratic Teachers Union (SADTU)
held in Johannesburg 7–9 November 2007

NGC, which brings together the national, provincial and regional leadership of the Union representing 233,000 educators, met to undertake the following tasks:

- To operationalise the resolutions of SADTU's 6th National Congress held in 2006
- To adopt a four year plan for the organization
- To take forward the Union's programme of organizational renewal, and
- To review and assess developments in relation to:
 - Education transformation
 - Collective bargaining and the working conditions of educators, and
 - The political landscape and the course of our National Democratic Revolution

NGC therefore resolved as follows:

In relation to Education

NGC noted:

- the slow progress of education transformation and the failure to move towards the goals of the Freedom Charter for free and equal quality public education, and
- the failure to support teachers in the classroom through professional development

and resolved:

- To continue to campaign for free and equal quality education at all levels of the schooling system
- To demand the implementation of the commitment to roll out universal enrolment in Grade R by 2010, and to develop free quality Early Childhood Development

- To demand the professionalisation of ABET and fair and favourable conditions of service for ABET educators.
- To seek to minimize the negative impact of the FET College Act and subsequent collective bargaining agreements 4 and 5 of 2007, and work towards the review and amendment of the Act, and to engage the Department of Education to develop policies to promote articulation between school and college FET levels.
- To call on the Department of Education to embark on programmes to reintroduce and strengthen physical education and sports in schools
- To campaign for a radical revision of the post provisioning model to achieve maximum class sizes of 30
- To engage the Department of Education to make quality education available in poorly performing schools by developing a sustainable school improvement strategy
- To call for and monitor the roll out of teacher training and professional development to equip educators to deal with the growing demands on them and to deliver quality education
- To demand the roll out of wellness programmes to address the health needs of educators, including for the purposes of combating HIV and Aids
- To strengthen research and advocacy capacity to fully engage with state and civil society in the process of policy review and formulation
- To strengthen the Education Alliance to fight for Peoples' Education and policies which promote the interests of the working class

In relation to collective bargaining

NGC noted the false promises and real threats to educators' conditions contained in the proposed Occupational Specific Dispensation (OSD), and resolved:

- To further analyse the strengths and weaknesses of the 2007 public service wage dispute with the firm intention of strengthening the collective bargaining capacity of the Union

- To reject the proposed OSD in its present form, to further develop counter-proposals, and to consult with members on the ground who will mandate the NEC on appropriate further action

In relation to working conditions and safety of schools

NGC noted the deteriorating security situation around schools and resolved:

- To launch a national campaign for the safety of learners and educators and to combat the scourge of drugs, crime, violence and anti-social behaviour in our schools
- To use Human Rights Day and National Youth Day to launch and popularize such campaigns

In relation to the organisational renewal of SADTU

NGC resolved to:

- Increase visits to school sites by branch leaders
- To intensify the recruitment campaign
- Strengthen the research capacity of the Union
- Improve communication with members through the website and SMS
- Roll out capacity building programmes to leaders from site level up

In relation to the Alliance and ANC National Conference in Limpopo

NGC noted:

- The concerns expressed at the ANC Policy Conference regarding the role of teacher as councilors and the negative effect this might have on education delivery; and also the call for a separate ANC Education Policy Conference to review education policy in advance of the National Conference in Limpopo
- The resolutions of the COSATU Central Committee which operationalise the views expressed in the political resolution of the 6th National Congress of SADTU
- Recent developments, including the ‘Special Browse Report’, the unresolved emails saga and the suspension of Vusi Pikoli which suggest that state institutions are being used to fight factional political battles
- The decisions of the Supreme Court of Appeal in regard to appeals by Cde Jacob Zuma

and resolved:

- To engage with Alliance partners over the issue of teachers elected as councillors with the objective of maintaining the rights of all citizens to stand for office; to call for the provision of replacements for such teachers in the schools to ensure the uninterrupted education of learners.
- To express our regret that the ANC Education Policy Conference has not been convened, and call for the Conference to meet as soon as possible after the Limpopo Conference
- To re-affirm the political resolution of the 6th National Congress of SADTU on the state of the Alliance and the various campaigns we need to pursue in its defense
- The structures and cadres of SADTU should popularize the COSATU CC resolution within the branches of the ANC and the various structures of the Alliance.
- All SADTU Provinces, through COSATU, to call for Provincial Alliance meetings where the positions of the Central Committee will be discussed and to ensure the comrades identified for the ANC National Executive Committee are vigorously supported.
- SADTU endorses the position of COSATU that: *“The whole process of the so-called corruption charges against Jacob Zuma has long lost any credibility... Accordingly COSATU stands firmly behind ...its belief in Jacob Zuma’s leadership capabilities, and our support for his candidacy as ANC President by ANC Branches is unshaken and stronger than ever.”*

In relation to the PIC, private interests of public servants and media freedom

NGC is deeply concerned at the use of public service employees’ pension funds – via the PIC (Public Investment Corporation) - to enrich highly placed public servants and to buy political influence, and resolved:

- To call for strict regulation over the business interests of public servants
- To lobby to prevent the PIC from using workers’ money to enrich selected individuals
- To reject the use of PIC funds to buy influence in the media

In relation to disputed borders

NGC noted the continuing unrest in Khutsong and Moutse and resolved:

- The Alliance partners must take responsibility in bringing this matter to an amicable solution.
- All charges of misconduct and disciplinary actions against educators be withdrawn as a matter of extreme urgency.
- That SADTU Campaigns Committee be convened to develop a solidarity programme in support of educators in Khutsong and Moutse, and in all communities under such threats.

In relation to the SADTU presidency

After robust debate, NGC resolved to refer motions dealing with the presidency back to the NEC which will meet later this year.

Further, NGC recommits the organisation to maintain the unity of SADTU, the federation and the Alliance, and to vigorously pursue the strategic direction adopted at the 6th National Congress: *Empowering educators to reposition SADTU for Peoples' Education and Working Class Power*