SECRETARIAT REPORT

INTRODUCTION

"There can be no keener revelation of a society's soul, than the way in which it treats its children.” Nelson Mandela

This is the first National General Council since the amendment of our constitution in 2014 National Congress where we reviewed the terms of office for all the Union structures. The significance of the implementation of the Congress resolutions in the life of the organisation is that we remain a worker-controlled Union. This National General Council is therefore the midterm review of the National Congress and we shall present this report with the intention of tracking progress made and work still to be done based on the policies and resolutions adopted.

The NEC has met as reflected by the number of NEC decisions to be ratified by the NGC as provided for in the Constitution and all other subcommittees assisting the NEC to perform its functions were convened except where the NEC might have taken decisions not to convene such for an example where the subcommittees were recycling recommendations. The NEC further reduce the number of meeting some subcommittees can have as part of deploying resources to programmed rather than spend financial resources in meetings. The NEC further resolved to reduce programmes at the national level to encourage mass participation and for cost effectiveness.

The year 2017 has been a very tumultuous and intense one for the Union and the tripartite alliance. Thus far we have had SADTU provincial conferences, the Central Committee of COSATU, the ANC Policy Conference and the SACP’s 14th National Congress. The report will provide feedback to the NGC on how these unfolded.

This NGC takes place at the time when our country is experiencing economic challenges influenced by both domestic and global objective and subjective factors which we shall reflect on in the report. In our reflection we shall also deal with the rating agencies and possible implications. A thorough understanding of the impact that these have in our daily lives as workers and the working class is important.

The NGC takes place in the year that has been declared by our revolutionary alliance as that of OR Tambo. A former teacher himself, Cde “OR” held the forth and led the ANC during some of the toughest years for the movement. He led the ANC from 1967 to 1991 that is over two decades and managed against all odds to deliver a united organization. A movement that truly represented the aspirations of our people.
On the occasion of Cde OR’s funeral, Isithwalandwe/Seaparankoe President Nelson Mandela said, “Oliver lived because he had surrendered his very being to the people, he lived because his very being embodied love, an idea, hope, an inspiration and a vision.........I say, Oliver Tambo has not died, because the ideals for which he sacrificed his life can never die”

The NGC will recall that since our 2014 Congress, Cde Kotane’s mortal remains that had been in the Novidevichy Cemetery, Moscow, were repatriated on the 1st of March 2015 to South Africa, and reburied in Pella, North West on 14 March 2015.

Cde Moses Kotane was the General Secretary of the Communist Party of South Africa and then of the South African Communist Party for nearly 40 years from 1939 until his death in 1978. Kotane was known for his advocacy of the closest possible alliance between the SACP and the ANC, and served for a period as Treasurer-General of the ANC. Kotane led the communists through some of their most difficult and most glorious years.

The remains of Cde JB Marks also came back home. He was a communist and trade unionist leader of the African Mineworkers in their great strike of 1946, which kicked off a series of protests and challenges that went on through the late 1940s and 1950s. Deployed into exile in the 1950s, he died in Moscow in 1971.

Since the Congress we also lost stalwarts like the late Isithalwande/Seaparankwe Dr Ruth Segomotsi Mompati who passed on at an advanced age. Rightfully the late veteran was bestowed one of the highest honors in our movement, an award bestowed on only “the bravest warriors of the people, on those who distinguished themselves in the eyes of all the people for exceptional qualities of leadership and heroism”

Dr Mompati was an inspiration to not only those that are in the movement but to all South Africans broadly and women in particular. She spent her life fighting for gender equity and equality; we must make sure that in her name we continue to advance the gender struggle, a struggle within a struggle.

During the period under review, we lost the El Commandate of the Cuban Revolution Fidel Castro Ruz. His passing on at the age of 90 years is not only a loss to the Cuban people but to all of humanity as well. The role that Cde. Fidel played against Western imperialism across the world cannot be measurable. He inspired generations to stand and fight for self-determination and to put humanity before profit maximisation.

Questions will be asked in this report about the state of our alliance and country, we will reflect extensively on the ideals that OR Tambo sacrificed his life for and we will ask if the movement is still genuinely driven by those or if it has been derailed.
It is in this context that we shall contemplate on the influence that some of our fallen stalwarts have had on the unity of the ANC and the Alliance in general. This will demand of us an honest conversation and the willingness to self criticize if needs be.

The year 2017 also marks the centenary of the Russian Revolution. The Russian Revolution of October 1917 saw power being transferred to the working class and it demonstrated to the ruling class that the masses were prepared to fight against an unjust system that had subjected them to poverty and inequality. The significance of the developments will be presented in a brief manner to provoke debate.

It’s also worth mentioning that this NGC takes place when we are witnessing and experiencing racism in every corner of our country. Even a prominent leader of the opposition, Hellen Zille of the Democratic Alliance insulted us and our ancestors by declaring that colonialism had somehow brought prosperity to our continent. In this context, we shall reflect on the damage of colonialism and slavery in the 210th anniversary of the abolishment of the latter. As education workers, we would be the first to acknowledge that the most potent tool of the oppressor is the mind of the oppressed.

Locally and globally, trade union density is declining whilst worker exploitation increases. This is due to both objective and subjective factors. The increasing rate of casualisation and the informalisation of the workplace are but some of the causal factors of the declining trade union density that we will reflect on. In this context, the neoliberal onslaught is emboldened by the rising conservative rhetoric and nationalism. These are some of the challenges, designed to stunt our growth as organized labour and our ability to influence the policies that govern the shop floor and our overall conditions of service.

In this report we shall also reflect on the onslaught directed particularly to SADTU by the DA and right-wing media both locally and internationally where the Economist and Huffing Post publications carried articles that defamed the Union based on the MTT report. It is common cause that the report was eventually released after a number of procedural flaws during the compilation and drafting process. We found ourselves being subjected to the court of public opinion with the media playing an active role in our profiling. This happened despite the fact that the report had not found SADTU as an organization guilty of selling posts.

The report will provide a perspective about the real threat of privatization in and of the education value chain. For instance, it is a fact that just last year in 2016, Curro Holdings made major profits and became one of the most attractive companies listed in the JSE. Even the PIC showed a level of interest in investing in this company and as public servants whose money they are investing we made it clear that our money would not be used to perpetuate this trend.

The report will delve deeper into the labour space. This is a space in which we bargain for our rights as workers and conditions of service. We will collectively assess if progress has been made on bread and butter issues in the ELRC, TVET bargaining Unit and the PSCBC.
One of the critical issues that we will look into in the report is the fact that quality, inclusive education presupposes systems, curriculums, materials, teaching-learning processes that not only commit to the overcoming of gender discrimination and stereotyping but that also promote change in power relations. Recognizing this importance will enable us to deal with the recent events that chilled the country by violence directed at girls and women.

Organizationally, we will report on the major strides that we have made during the period under review towards increasing our efficiency, we will report on the introduction of a new communication and membership system for the benefit of our members. We moved into our new home, SADTU Village and are beginning to implement one of our long standing resolutions on the SADTU Co-operative Bank.

"Restore the Character of SADTU as a Union of Revolutionary Professionals, Agents of Change and Champions of People's Education for People's Power in pursuit of Socialism”

Let us say today say that there can be no keener revelation of a society's soul, than the way in which it treats its children and their teachers.

**STRATEGIC GOAL 3:**
**TO BUILD SOCIALISM THROUGH THE DEVELOPMENT ORIENTATED NATION STATE**

**The State of the Union**

Prior to the 2014 Congress the Union experienced some unprecedented challenges. The casual factors of these challenges were subjective in nature and we believed then as we do now that they were not insurmountable. The Congress report tabled in 2014 provided details regarding the state of the organization at that point and ultimately resolutions were taken in an effort to remedy the challenges.

The National Executive Committee successfully implemented a decision of the National Congress and subsequent Special NECs to engage the structures of the union in the Eastern Cape. All RECs were convened in the latter part of 2014 by a delegation of the NEC and decisions in relation to the state of the Union in the province were communicated.

There was a point in the organisation’s life in the Province where by the ring leaders of the organised chaos from within continued to work towards a new public sector union. They were actively mobilising for a mass exodus of our members and the Eastern Cape was a target.

They even had the tacit support of the Provincial Treasury that decided to afford organisational rights for member deductions to the pseudo-union called SALIPSAWU. This was done despite the clear illegality of the matter and we will report further on it on the labour section below.
As warned by OR Tambo, these ring leaders used their poisonous tongue to drive a wedge between us and our members in the Eastern Cape. As the NEC, we formulated a cohesive fight back strategy, a strategy that we implemented with precision. We used every weapon available to us to fend off these vultures. The steps we took were necessitated by the critical phase that the organization found itself in. Our very survival as a Union depended on the nature of the collective response that we would come up with at that stage.

The Province went to its first quadrennial provincial conference post this era, we are happy to report that we have seen major progress since those days as you will note in the Provincial report. Let us register our gratitude to the Eastern Cape Task Team that was appointed by the NEC under hostile conditions. The task team managed to implement organizational programmes and took the Union back to the members.

It must be borne in mind in the context of this report that at some point, the EC task team had to fend off an anti-NEC campaign led by former leaders in the Province. The campaign was solely based on deliberate misinformation about the reasons behind the dissolution of the PWC and the nullification of the 2014 Provincial Congress.

The decision to nullify the Provincial Conference had been taken by a Special NEC in early 2015 on the basis of findings of an NEC investigation task team into the conference, the continued defiance of a National Congress resolution on the courts of law and the unwillingness of the then Provincial leadership to work within the confines of the Union.

One of the biggest concerns arising from the previous era was the lack of member service, the national office would be inundated with calls from members in the province who would register their dissatisfaction with the lack of service such as it related to labour cases for instance.

The province has moved significantly from that phase of paralysis with the direct intervention of the national office in certain instances. Evidently, the provincial task team experienced challenges and resistance from certain regions as it embarked on a constitutional task to re-launch lower structures. The national office worked closely with task team and we can report that through a consistent effort those barriers were broken down and the Union is well on its way towards revitalization and growth in the province.

Since the last Congress, we worked hard to stabilize the Union in the Free State. At the centre of the challenges were those with intentions to organize for an alternative union from within. As a direct response we organized successful union activities that were resoundingly received by the members.

We can report that we had similarly successful interventions in the Motlanti Mmekwa Region of the North West. This had been previously a volatile region and was targeted by the disgruntled alliance of former leaders as a gate way into the province. The Union had its International Women’s Day and launch of the Sports Year event in the said region which was enthusiastically received by the members.

The basic unit of the Union is the site and the branch, the organization is as strong as its basic unit. As you will note in the provincial reports, it is our view that the Union is indeed in a good state organizationally and otherwise. Programmes are being implemented, constitutional meetings are convened on a regular basis and the organization remains member driven. The Union is stable however there are challenges that need attention so that our stability is sustained.
Challenges

• The secondment of the FTSS is under serious threat from the employer citing cost budgetary reasons. What does this mean to Pillar One of our Vision? Will the Union manage to retain the seconded FTSS or employ the organizers to sustain the services the Union is obligated to render to the members in terms of the contractual agreement anchored in the constitution? Have we made the FTSS to report on the work they were doing in terms of the collective agreement or have we politicized the FTSS appointment? The Union has at different phases discussed this area of service and concluded that this was core to the existence of the Union.

• The other area of secondment though the Union is responsible for 50% of the costs is the negotiations team. With a possibility of it being threatened by the employer what will the Union’s posture be?

• With the above in mind will the Union maintain other secondments we have and be able to appoint organisers. The current secondment are the Secretariat, Education Convenors and the NWC. This area of secondment is fully funded by the Union and not under threat from the employer. The challenge though is that with the possibility of withdrawing from the FTSS agreement by the employer how will the union deploy the resources available to maintain and sustain the core functions of representing members?

• The other area of weakness in the union which needs attention is the coordination of the programmes from branch to national level. We have made little progress in terms of dealing with the fragmented programmes. The NEC can do more in this regard where have to develop programmes that can be cost effective and impeccable to service we render to the members. We have resolved to hold teleconference on a weekly basis as the secretariat but this didn’t happen. With the skills and the commitment of the secretariat this is possible and will benefit the entire union. The deployment of seconded leaders to structures has to be prioritized so that the union is alive from site to national.

• In the recent past the union developed Elections Guidelines which should be completed to guide future elections in the structures. This was an attempt to run smooth elections that have credibility at the end by ensuring that the process is credible as well.

The has an obligation in terms of its constitution and that of COSATU to assist the Federation and in the next few lines we provide a summary of the state of the the Federation.

The State of Federation

As we start this section of the report we want to state that COSATU is as strong as its affiliates. What we are experiencing in the Federation currently must give us all sleep-less nights. The fact of the matter is that we are slowly becoming a shadow of our former selves as Federation. The once mighty COSATU is probably at its lowest qualitatively and quantitatively. We are no longer that campaigning Federation that would take up and lead issues of the workers. The question that we must wrestle with in this meeting is whether the causal factors are internal, external or both.

It was the September Commission that produced a report in 1997 detailing some scenarios that COSATU could find its self in, the dessert, the skorokoro and the pap ’n vleis scenarios. The question for this NGC meeting should be; are we in any of those scenarios already? As a response, the Federation came up with the 2015 Plan, but to what extent have we achieved what we set ourselves in the plan? As we try to answer these questions let us remind ourselves of the 3 scenarios in summary:

Scenario 1: The Dessert

Threats to COSATU:
• COSATU could lose the gains it made in the years before and after 1990.
• COSATU could become weaker as it become more difficult to win strikes and improve wages and conditions because of the deteriorating economy.
• COSATU could become narrowly focused on militant wage-bargaining and lose sight of broader working class issues

Scenario 2: The Skorokoro

Threats to COSATU:

• COSATU could be weakened by the many divisions and conflicts in society.
• The culture of self-enrichment and the growth of a black middle-class could undermine the unions’ culture of solidarity.
• COSATU could become a reactive trade union movement, responding to initiatives of others but unable to take initiatives of its own. The ANC could move further to the right.

Scenario 3: Pap ‘n vleis

Threats to COSATU:

• COSATU may be unable to develop the strategies for organising the many new kinds of workers and workplaces created by economic growth, and so lose out to other unions.
• Involvement in so many forums of joint decision-making could co-opt and weaken COSATU, making it dependent on the state.
• COSATU may lack the expertise, information and capacity to enter into such complex negotiations and participation.
• Agreements on productivity and wage moderation may alienate the members from the leadership, making the COSATU vulnerable to competition from more militant unions.
• COSATU may become a TUCSA of the 1990s - complacent, with no clear strategies, and with no vision of socialism.

It would be extremely counter-productive and short sighted of us not to acknowledge that a great number of the threats raised in the September Commission have become a reality for the Federation. Our biggest weakness in our view is the declining strength of the industrial unions. We are aware that this trend can be generally linked with equally declining levels of union density in certain sectors, a global phenomenon that is caused by increased casualisation, mechanization of the shop floor and in our case the private sector investment strike.

These are some of the external factors that can be identified as causal factors. There are some internal factors that must not be ignored as we have this discussion and most of these were already deliberated upon in the last congress of the Federation.

Internal leadership battles within the various affiliates with “business unionism” being at the centre as one of the key factors. Unions like CEPPWAWU have been completely paralyzed by conflict relating to Union investments. SATAWU is in a bad state as well and is even struggling to fend off the challenges brought by break-away unions. Meanwhile, LIMUSA and SACCAWU have stagnated quantitatively
whilst the NUM seems to be deliberately relinquishing its historical leadership role of the Federation. In the public sector, SAMWU remains deeply divided whilst SAMA is being managed by a board.

It is now common cause that the Food and Allied Workers Union (FAWU) has exited the COSATU fold after its leadership canvassed its membership towards its 2016 Congress to take such a decision. Although we anticipated that such a decision would be taken and tried our level best to help our comrades to avert it, it is still very disappointing to see the likes of our former General Secretary in the federation working to divide the workers and weaken our bargaining powers.

Solidarity as an important principle of unionism has become a hollow statement because Affiliates no longer feel compelled to send even shop stewards to support actions of other affiliates or a message of support.

Consequently, COSATU Provinces are struggling to function properly and most of our locals are suffering the same fate as well. Some of the affiliates have been struggling to pay subscriptions and this led to an SOS call to SADTU, NEHAWU and POPCRU from the Federation. We are in a desperate situation financially and this has affected the Federation’s ability to coordinate programmes.

The Federation, COSATU has gone through a number of challenging phases since the last congress of the Union. Just after the 2014 Congress, a Special Central Executive Committee of the Federation was convened. It is a well-known fact that one of the decisions taken in that particular SCEC was that the National Union of Metalworkers had to be expelled from the Federation. It was a painful but necessary decision and that was also the view of the Special CEC.

The decision was by no means easy to come by because a divided working class is not in our interest. The principle of one sector, one union and one country, one federation is our ideological compass towards a united labour movement and a united working class.

The expulsion of NUMSA therefore from a working class point of view is not a cause for celebration; however it had to be taken. Our last Congress gave us a clear mandate to do whatever was possible to ensure the unity of the federation and to defend it at all costs.

Months before its expulsion, it became increasingly clear as we reported in the last Congress that the unity we sought would not have been possible whilst NUMSA remained within our fold. It is common cause that the leadership of the said Union had done everything possible to humiliate the Central Executive Committee of the Federation without any fear of consequences. There were many instances of how the Constitution and the founding principles of the Federation had been violated by that Union, in our view that could not be tolerated any further. For the sake of the Federation and her members, the collective leadership had to be decisive.

Post the decisions of the SCEC and given the challenges in the federation at the time, it became clear that the work that we had to start from within our own ranks. We had an obligation to engage our own members as the leadership and explain the decisions of the SCEC.

The National Working Committee together with PWCs embarked on an intensive programme that involved the convening of regional Teacher Forums. We went to the ground and explained to the RECs and BECs the decision of the SCEC and what necessitated it.
During the 3rd quarter of 2015 and after what we thought was an unnecessary court process; the Federation convened what became a very successful Special National Congress. We saw it as a resounding success because the workers proved once and for all that they still saw COSATU as their only home and that they would not allow anyone to stand on their way to unity.

Organised under the theme “Building Unity and Cohesion of COSATU to Advance the National Democratic Revolution”, the Special National Congress was wildly profiled by the media as a gathering that would see the end of COSATU as we know it. The prophets of doom speculated that the federation would split given a perceived extraordinarily higher level of disgruntlement by some affiliates back then.

What came out of the Congress however was a united and solid federation, a worker controlled organisation that can only grow from strength to strength. The delegates made it clear that a federation that had been built with their own sweat and blood was not for sale, they also made it clear that the federation did not exist to serve individual agendas and was about the collective.

As SADTU, the second biggest affiliate of COSATU behind NEHAWU, we were proud of the decisive role that we played towards and during the SNC, we carried through our own Congress resolutions in relation to the federation with military precision.

Our members had tasked us to fight for the unity and cohesion of the federation, we were also tasked with ensuring that it is not hijacked by rogue elements from within and that it continues to be a campaigning federation, the home of all workers.

Immediately after the Special National Congress in 2015, The Federation convened a very successful 12th National Congress which saw the repositioning of the organisation in many ways. We marked the end of the 2015 plan by interrogating whether we had made progress in achieving some of the main strategic objectives. These include but are not limited to the founding principle of “one sector one union, one country one federation”

What came out clearly from the congress is that COSATU was emerging from a very difficult phase organizationally and that somehow its ability to implement programmes was adversely affected. It has not done sufficiently to merge certain affiliates and we are still witnessing the poaching of members between them. What is clear is that we have major limitations when it comes to organising unorganized workers and that is where our focus should be.

Notwithstanding the fact that national union density has decreased due to a number of factors such as job losses particularly in the private sector, congress came out clearly that we needed to find new innovative ways to organize the unorganized.

Furthermore Congress said the Alliance remains a critical vehicle towards the attainment of the NDR. We will defend the Alliance with all that we have and will ensure that it remains united and coherent and that it must advance our needs as the workers.

It is in that regard that the COSATU 12th Congress made a call to the SACP to expedite the process of its commission to look into contesting state power in the very near future. The SACP remains the political vehicle of the working class and the workers in particular, it is incumbent upon us to defend it against the emerging anti-communist sentiments and attacks on its leaders by a faction within the movement.
We welcomed the elected leadership collective of COSATU and pledged our full support towards ensuring that it succeeds in implementing the resolutions. The 12th Congress of COSATU marked the rebirth of the organisation, an organisation that would have shed its previous baggage and preparing to forge ahead with uniting workers.

Despite current financial constraints, the Federation is functional at an organisational, programmatic and governance levels. Central Executive Committee meetings and all its substructures are convened regularly.

COSATU remains the home of all the workers including those members of Unions no longer in our fold that want to return. We will work closely with the federation to ensure that they remain organized and mobilized within the COSATU. Our historic task is to unite the people’s camp and in the process isolate the enemy of our revolution. Some of these enemies include those that have been working hard to divide our unions.

During the period under review, we had a very successful rally in Durban to mark the 30th anniversary of the federation. We must acknowledge the role that SADTU has played over the years in defense of the federation of Vuyisile Mini, of ;Lesley Masina, of Elijah Barayi, of Violet Seboni, of Allinah Rantsolase, Pretty Shuping ; of Ray Alexander, of Elizabeth Nanna Abrahams, of Elizabeth Mafikeng, of Ruth first and many others to whom we owe the very existence of this federation.

We must continue to build it into a strong organisation that is ready to mount a deadly offensive against our class enemies. We must build COSATU into a campaigning federation that carries out its programmes with military precision as we welcome the newly elected leadership elective.

Because statistics don’t lie, the above realities can be demonstrated like this:

- In 1991 COSATU’s membership constituted 93% private sector workers and only 7% public sector employees. By 2012, private sector membership had dropped to 61% while that of the public sector had risen to 39%.
- In 1991, COSATU had 1,2 million members. This number rose to about 1,9 million in 2000 and in 2012 we had just under 2,2 million members. Currently, our membership stands at above 1,7 million which should make us to take a pose and reflect because it means that we have around the same membership as we did 15 years ago.
- Also, it means that we are far from realising the objective of our 2015 Plan which we adopted at the 8th National Congress in 2003, in which set a target for increasing membership by 10% every year, so as to realise a target of 4 million members by 2009.
- Although we are the largest federation with about 1,7 million members, we are conscious of the fact that almost 10 million workers remain unorganised. About 2,8 million workers belong to non-COSATU affiliated unions but overall, the fact that about 73% of all workers in this country are unorganised is gravely worrying.

THE STATE OF UNIONISM IN GENERAL
The state of trade Unionisation Globally

The period under review has continued to show worrying trends in terms of union density. In the following paragraph we present a summarized view of this challenging reality.

- Globally, unions have continued to shed membership as the crisis of capitalism, neo-liberalism and free marketism deepens. A recent report by the Organisation for Economic Cooperation and Development (OECD)-which is made up of the most industrialised economies of the world, shows that union density has been declining in all European countries as well as in the United States over.
- If we take 1999 as the base year, we realise that union density in many major Western economies has declined by anything between 8 and 10%. For instance in Denmark, union density dropped from 74 to 66% between 1999 and 2013 while in Austria, it dropped from 37 to 27%. In the United Kingdom, the Netherlands and Germany, the density dropped to 25, 19 and 17% respectively.
- In general, union density in all OECD countries has dropped from 20% to around 16%.
- Even the Scandinavian countries which traditionally have enjoyed relatively high union densities have not been spared the onslaught. Sweden has seen a massive drop in union density from 80 to 67% while Norway has experienced a fairly modest drop from 54 to 53%.
- In countries like France are now sitting with a union density of around 8% while in the United States, unionisation is at 10% down from 13% fifteen years ago.

What are the reasons behind this decline?

- Firstly in most of Europe, there is an ageing labour force which has reached pensionable age and thus can no longer continue to be active in the labour market. Such population no longer has any interest in remaining in unions.
- Secondly and conversely, young workers are not joining unions as they do not see the need for doing so. They believe that their interests can be protected elsewhere and unions are not an important mechanism for securing their employment, or bringing in better wages and working conditions.
- Thirdly, there is a great deal of employment vulnerability in these advanced economies.
- An organisation called the European Foundation for the Improvement of Living and Working Conditions (Eurofound) which was established in the 1970s has argued that there are six reasons that can help explain the reasons behind the ever reducing numbers in union membership in European economies. These are:
  - International competition with increasing globalisation;
  - The rise of service sector employment;
  - Slower economic growth rates combined with a decline in government employment through privatisation;
  - Higher rates of long-term unemployment;
  - The use of flexible employment contracts; and
  - Lower inflation in conjunction with tighter monetary policies.

The state of Unionisation in South Africa
Only 3, 7 million of all employees in South Africa belong to a union. When you take the entire workforce of 13,4 million workers (as at June 2015), it means that we have around 9,7 million workers who are not organised.

Our union density amounts to a mere 27,6%. Of this percentage, men are the majority at 59%, while women make up the remaining 41%.

However, only 30% (2,2 million of the 7,4 million) of all male workers are unionised while for women, only 25% (1,5 million) of the 6 million women workers in our labour market are unionised.

Union density in South Africa has remained at around 30% for many years meaning that only about a third of all workers have belonged to unions.

Union density in the private sector remained constant from 1995 to 2005 at 32,4% whilst in the public sector, it increased between 1995 and 2005 from 50% to 68,4 %.

As we speak comrades, the unfortunate reality is that we currently have 180 registered trade unions in South Africa, as stated by a recent report released by the Department of Labour (DOL).

The DOL report also shows that there are currently 23-registered trade union federations in the country. The most recently registered federation is called the Federation of Southern Africa Public Sector Trade Unions (FESAPSTU). It was registered on 21/08/2014.

It is concerning that 117of all the registered unions do not belong to any of the existing dominant four federations. Furthermore, Most of the unions organise in the sectors that are the least organised such as catering, wholesale, hotel, cleaning and security.

The Department of Labour has issued a report showing that between 2003 and July 2015, a total of 453 unions were deregistered. They include some COSATU unions like SADNU (the South African Democratic Nursing Union) although it is no longer an affiliate of COSATU.

**Objective and subjective factors impacting on the membership decline in South Africa**

**Objective factors**

- Since the opening of our economy to global competition in 1994, we have been buffeted by the strong winds of privatisation and free-marketism. We have also seen a dramatic rise in the service sector as the major source of employment. Currently, the services sector is the single largest employer with just under 3,2 million workers. It is also one of the most vulnerable sectors, with very low levels of unionisation and no centralised bargaining.

- Higher rates of long-term unemployment meaning that new workers either end up being unemployed or taking a very long time before they can find work. Those who lose their jobs hardly find new employment with ease.

- Atypical employment has also become a major feature of our labour market since the advent of democracy. Labour broking, casualization and informalisation of work are now the predominant features of the majority of jobs in our country.

- Employers have ruthlessly pushed the cost and burden of production and reproduction onto the shoulders of workers.

- The fact also that government has maintained a very low inflation policy coupled with a tight monetary policyhas meant that we have failed to use the fiscus to stimulate economic growth and employment creation, something that countries like Brazil have done with admirable results.
4th Industrial Revolution

Subjective Factors

Our affiliates experience many challenges, which can be summarised as follows:

- Trade union business unionism as a result of unions establishing investment companies. These companies have in turn become major sites of contestation, competition and corruption.
- The growing social distance between union leaders (including shop stewards) and workers. This is mainly as a result of the rise in benefits and privileges for union leaders at all levels of the union.
- Internal leadership battles pitting one leader or one faction against another leader or another faction.
- Associating leadership position to power and access to resources instead of membership service. This is evident in paralyzing the union when there are promotional posts.
- Poor leadership skills or lacking capacity or just knowledge about trade unionism.
- Poor governance and administration practices.
- Generalised corruption including the abuse of union resources for personal benefit.

What are the lessons we can draw from the facts as we attempt to respond to the insightful findings by the September Commission? What can we do as SADTU together with the other affiliates to build our Federation? We are asking these questions because during the period under review we have witnessed the formation of a new federation which we are briefly reporting in the next paragraph.

Formation of a new federation

The former General Secretary of our Federation in collaboration with others recently launched a new labour federation. They suggest that they have about 700 000 members from 24 Unions. In reality, however, the new federation that was registered even before it had members has only 2 affiliates being FAWU and NUMSA. Since its launch, it has been on the offensive against COSATU, in the media that is.

Its launch was billed as a “turning point for organized labour in SA” by the media and one of its main selling points is that it would not align to any political formation but will not be apolitical. This is a contradiction in every sense of the word given that its main affiliate NUMSA has resolved to establish its own political party. This exposes the ideological malnutrition of this formation and the fact that its leaders are just interested in remaining in power at all costs, it would be safe to assume that they are collaborating with our class enemies to divide the workers.

Despite the clear limitations of this formation, we cannot afford to be complacent both as a Union and Federation. We must never allow any gap to exist between ourselves and our members because this is the space that they will exploit using ultra-left rhetoric to lure them. Our organizing and member servicing must be innovative and sharp. Whilst we do that, we must go back to the basics; engaging our members as the leadership constantly and consistently. We must be where the members are and listen to what their needs and aspirations are. The September Commission warned us of a growing gap between the leadership and the members, this is what we must act on decisively against.
The Current State of the ANC and the alliance: Has 2017 paralysed the movement?

Increasingly, the African National Congress appears to be an organisation at war with itself and this is linked to its upcoming 2017 congress. Since the less than impressive electoral outcomes various factions have either emerged or revived themselves. The cracks have found their way to the entire alliance and this must be viewed as a concerning factor.

The so-called “state of capture” report was released by the former public protector amidst much fan fare and bravado. The report focused on the allegations that the state had been “captured” by a particular family and that the President had outsourced his responsibilities to the said family. Some have called this the “Guptarisation” of the state.

Recommendations were then made by the former PP for a commission of inquiry to be established, a position that we supported. On the basis of this inconclusive report, the opposition alliance in parliament tabled a motion of no confidence, this happened even before an opportunity was provided to implement the recommendations. State capture by corporate and industrialists, black or white is a serious matter and we must not miss the opportunity to go very deep into it so that the reforms can be far reaching instead of being cosmetic.

Our intention is to help the ANC save its self from self destruction. We know that succession debates can paralyse a movement and given the current dynamics in the country we might not survive another succession battle. The environment within is becoming more and more toxic. It is our considered view that the only way in which we can salvage the situation is by reaffirming our congress and NEC resolutions on the succession debate.

We want to maintain our firm view that the ANC must follow its own traditions and practices in terms of succession. There are absolutely no reasons that have been advanced to compel us to move away from that position now. The ANC must be led by the current deputy president Cde Ramaphosa whom we believe is up to the task. We believe that those advocating for a different position from the one we are stating are doing so in an attempt to protect their privileges that come with their proximity to power, it is certainly not in the interest of the movement nor the country.

Organisational discipline dictated that none must engage on the succession debate before being formally opened, the reality however was that the debate had long been started and the ANCYL and the ANCWL led the charge. We had to make our views very clear as well because we are an interested party and it is our right to do so. We will not be limited to discussing only funding the ANC and mobilising votes for it but we must be allowed to influence the discourse as well.

The reality is that with the upcoming National Conference of the ANC in December 2017 come the expected internal contradictions. Whilst this cannot be seen as a new trend its intensification must be a worrying factor for all of us. The institutionalization of factions which are now perceived as a feature in our movement must be frowned upon.

When we fight amongst ourselves the movement suffers and our enemies see an opportunity to take over the governing responsibilities of the country. There are existing factions within the ANC and whether real or perceived these are crippling the movement. As we move towards the 2017 conference, the phenomenon of slate politics have taken centre stage and have even diverted our attention from policy discussions.
The public spats that we strongly condemned at some point are once again rearing their ugly head. It is concerning to see the trend of press conferences with one structure of the organization speaking against the other.

Whilst one faction fights over the other, we continue to witness the loss of confidence in the ANC led government due corruption, perceived or real. The shenanigans earlier this year in both Eskom and the SABC and bizarre decisions announced through midnight cabinet reshuffles were just the tip of the iceberg.

The revelations by a former cabinet Minister of the attempts by the President’s son to influence certain decisions related to the Gupta family and the so-called “Guptaleaks” are also a source of concern.

What we have been witnessing in recent months is hypocrisy personified by the highest office in the ANC. That the President has openly chosen to support a particular candidate for his successor whilst in 2003, in a SASCO Conference in Fort Hare University, he suggested that in line with ANC traditions, it must be the Deputy President that takes over from the then incumbent. Today the President moves in another direction conveniently. Furthermore, he harshly criticizes COSATU and the SACP for “meddling into our leadership issues” whilst before 2007 he had no problem with our actions in his support.

The hypocrisy we refer to has found its way into other senior leaders of the ANC, the Deputy Secretary General of the ANC for instance wrote to some of the COSATU structures earlier this year demanding that they explain how they would “deal” with those alleged to have booed or were complicit to the booing of some ANC leaders during the 2017 May Day celebrations. Yet when the ANCYL in KZN orchestrated the booing of the TG of the ANC and the former finance minister no such letters were written to them.

We do not support the politics of booing and believe that there are better ways to engage, however, we believe that leaders within the movement must approach matters in a principled, consistent manner at all times.

The indication is that the centre is not holding and unfortunately this is becoming “normal” in the movement and effectively we are abdicating our responsibility to lead society in favour of factional battles. The beneficiaries of this trend ultimately is our class enemies. Let us make it our task to assist the ANC to save its self from self-inflicted demise.

Even the masses sent a very strong message to us during the 2016 local government elections. As the progressive trade union movement, we were once again called upon to ensure that our strategic ally, the ANC secures a decisive victory in the 2016 local government elections. One of the last words of the late Cde Raymond Mhlaba was that we must never allow this country to go back to white minority rule. We saw the danger approaching in the 2014 national and provincial elections but unfortunately, the remedies proposed in mitigation of our electoral decline were not implemented. Subsequently, we have lost major metros to an opposition alliance and the trend might continue to 2019 if we do not make some drastic changes as the movement.

Let us not be apologetic of our support for the Deputy President to take over from the incumbent in 2017, we have no reason to as we will be advancing our own resolution. The difference between us and the others is that we will advance our call in a disciplined and tactful manner. We will go to the
ground and we will ensure that we do not play into the hands of the opposition and regime change agents, our call for Cde Ramaphosa to take over from the incumbent in 2017 in the ANC and then 2019 in the state is not a call to support an individual’s ambitions but a call to unite the people’s camp and close ranks.

We were emboldened by the decision of the Federation to take forward its own congress resolution on ensuring that the ANC follows its own tradition and established principles, this is a position that we gallantly fought for from the COSATU Congress floor in 2015, it is a resolution of our own Congress in 2014. The Federation even went further and tabled the seven key strategic pillars that can be identified in Cde Ramaphosa that make him the ideal leader of the ANC. This is once again not about an individual; the basis of our argument remains that contestations lead to a paralysis and the ANC might not survive 2017 if we were to allow that to happen. Ours is to save the ANC not to promote an individual above others, we will not be caught in the trap of the cult of personality.

This was the same decision we took when we supported the then Deputy President, Cde Zuma to ascend to the presidency of the ANC in Polokwane in 2007. We continued this support of Cde Zuma in 2012 as we discouraged Cde Montlanthe from contesting as his time as a Deputy President will come.

The President of the ANC, Cde Zuma emphasize this point when he said “We don't need surprises when electing leaders in the ANC but follow the established traditions on how leaders where elected in the ANC.

We followed this guidance by President through offering ourselves in defense of the ANC, her history and traditions. We sang with passion the song “Thina Ngalo Zuma sizakubulala igovu le nj”as a commitment to defend principles of the ANC.

History expects the same attitude now as we are confronted with similar and or worse conditions in the prosecution of our revolution towards a National Democratic State.

As members of the ANC in our own right and as alliance partners we need to go to the ground and influence decisions. We must advance our own resolution without fear or favour.

We must note the rise of an emboldened DA led right wing which has joined forces with the pseudo left formations such as the EFF based on a common programme to weaken the ANC–led movement on the ground and to ultimately dislodge it from holding political office. This coincided with challenges seen in the existing tensions inside state institutions which include the incoherent and incapacitated intelligence forces, the former Minister of Finance facing charges by the NPA, the spy tapes matter being resurrected, the Fees must fall campaign which has developed into a platform for regime change activities.

We said that all these developments and challenges put together presented a picture of country under siege, a revolutionary movement that is weak, a movement that is reacting to issues but unable to respond coherently and effectively and whose credibility is continuously being questioned and can no longer claim high moral authority in society.

Whilst the ANC, with 62% of the vote, still enjoys the support of the overwhelming majority of the people, there has been a significant decline in its electoral support. We must do things differently to win back their trust.
The primary focus must be to move the national democratic revolution onto a second radical phase and more concrete programmes to address poverty, create jobs and grow an inclusive, productive economy. The persisting problems of high levels of class, race and gender inequalities, unemployment and poverty, were identified as a major challenge facing our national democratic transformation, and as the cause of many undesirable political tendencies and social consequences facing our society.

The alliance must be strengthened and reconfigured; each component must ensure principled and programmatic unity of the motive forces of the national democratic revolution. All structures of our Alliance formations must develop joint programmes aimed at addressing day-to-day challenges confronting our people.

We have a shared perspective to develop national production through state-led industrial policy programme interventions, and state-led social and infrastructure programme. It is only through manufacturing expansion, diversification and addressing excessive levels of monopoly concentration that we will be able to create jobs, reduce poverty and inequality.

Furthermore and as agreed to in the alliance political council convened in the last quarter in 2016, we need to collectively explore the establishment of an Alliance Policy Institute to improve structured policy co-ordination, consultation, monitoring and evaluation of the implementation of Alliance decisions. The Alliance Secretariat must lead the process to vigorously ensure the implementation of all other Alliance decisions and will report back on its work to the Alliance Political Council and Summits.

There must be decisive action against corruption and factionalism without fear, favour or prejudice. Alliance partners must institute a standing process to have their individual leaders at all levels, starting at the national level, to declare their assets and incomes. The Alliance and its components must institute regular and random life-style audits. This will contribute towards reasserting the integrity of the Alliance and its components.

The fight against graft must go hand in hand with a firmer implementation of the 1 July 2015 National Alliance Summit declaration on tackling the problem of corporate-capture both within our broader movement and the state. The Alliance must combat the growing social distance between the leadership and the mass base, factionalism, gate-keeping and related tendencies, among others.

In addition, we must call on government to intensify the process of introducing legislation to regulate political party funding. We must commit ourselves to initiating a collective process of organisational renewal with the aim of ensuring that the functioning of the Alliance and that it keeps pace with the ever changing times. Each Alliance partner must undertake a similar process to be continuously more responsive in the face of increasing complexities facing their historical missions and our shared struggle to ensure that the national democratic revolution becomes successful.

Alliance components must be on the ground leading joint, visible campaigns, including the Financial Sector Campaign against, amongst other things, the wave of unjust home re-possessions by financial institutions and financial exclusions. Having mentioned the necessity of being on the ground, alert and analytic we look into the PYA and what needs to be done to address what we have observed in the period under review.

The Progressive Youth Alliance
We have a cordial and functional strategic relationship with particularly COSAS, SASCO and the YCLSA. In a comradely spirit, we do provide support to this youth formations and do engage them when contradictions emerge. For instance, in the 3rd quarter of 2015, the leadership of COSAS was wildly quoted in the media and other social media platforms advocating for teachers who still used corporal punishment to be physically assaulted.

We will be the first ones to condemn in the strongest terms possible acts of corporal punishment in line with our own code conduct but the remarks by the COSAS leadership at that point were distasteful in our view.

We encouraged COSAS to follow the procedures that exist within the legal framework to report teacher misconduct. We were not going to remain silent however when learners whom we view as our own children degenerated to such a level. Learners, physically assaulting their own teachers when there are procedures to report cases would just have not been acceptable.

COSAS remains our strategic ally and it still our position that there must never be a SADTU branch and/or site without a COSAS unit. It is our responsibility to build and support COSAS and that it is for this reason that we express our concern over the divisions that have engulfed the organization leading to an existence of parallel structures. We are calling upon the organization to unite for a common course beyond personalities.

The “Fallist” campaigns that engulfed our universities over the past 2-3 years exposed some of the deep seated challenges within the PYA.

The Progressive Youth Alliance failed dismally to help arrest the situation. The PYA was and seemingly remains divided between two points, that of the ANCYL and that of the YCLSA. The former accused the latter of being permanent defendants of the Minister of Higher Education.

The ANCYL was in the forefront of the calls for a moratorium on fee increments for all students in a populist manner whilst the YCLSA called for only the poor and the “missing middle” to be exempt. Another point of collusion between the two youth formations is that whilst the ANCYL believes that the biggest challenge in funding higher education is the Ministry and proposes that this is where the fight must be taken to, the YCLSA believes that monopoly capital, white monopoly in particular is where the solution lies and that is where our efforts should be directed.

The broader South African socio-political discourse

Since the last Congress of the Union, we have witnessed a major shift in our national political discourse. The work of parliament has been derailed by the enemies of progress masquerading as an opposition alliance.

The hooliganism disguised as seeking accountability from the executive displayed by the so-called Economic Freedom Fighters in particular leaves us dismayed. The EFF went to Parliament with no intention to engage the executive and be part of the solution to our challenges but rather to unleash
anarchy. It is a great pity that this, they are doing at the expense of the very Constitution that they purport to be defending.

Cde Jeremy Cronin of the South African Communist Party made a profound analysis. He advanced a convincing argument and made a compelling comparison between the EFF and the German NAZI party of 1928. The NAZI Party had only 3 % of the parliament, the Reichstag.

In an article published in Umsebenzi Online in the first quarter of 2015, Cde Cronin concedes that despite their minimal presence in Parliament, the NAZIs were undeterred. Having members in the Reichstag was an important bridge-head for their ruthless agenda. They declined to behave like a regular parliamentary party. Their MPs wore boots and uniforms in the house and, according to one account, "conducted themselves as a storm troop unity."

Cronin goes further to tell us about the NAZI party of 1928 in comparison to the new kid on the block, the EFF. They had a deliberate plan to destroy "the parliamentary system from within through its own methods"—spurious points of order, provoking evictions and perhaps over-reaction and then claiming victimhood. The comparison is striking and rather difficult if not impossible to ignore. Of course the strategy has now evolved to include just not partaking in processes when a particular individual is in parliament.

Frankly, it does not surprise us that the EFF found its self running mates in the form of their strange bed fellows, the Democratic Alliance. Even though these two organisations sit on the opposing extremes of the ideological spectrum they have clearly agreed that they have one common enemy, the majority of South Africans who voted for the ANC led alliance.

We want to emphasise that the democracy that we enjoy today came as a result of an enormous sacrifice, bloodshed and loss of lives. People of this country died for this democracy for these members to be elected to be public representatives. Their actions dishonour the lives of those who paid the ultimate price for our freedom. We have observed sustained media project aimed at aiding the opposition in its attempt to nullify the popular vote. Below we provide a summary of our observations.

Mass Media of Communications

Once again, as has been the case in previous times during our revolutionary history, the allied motive forces are compelled to use their own organised structures as their main medium of communication. The commercial mass media continues to show that it is hostile to the mass democratic movement and openly so

This means that institutions like SADTU, and all of the structures of the National Democratic Revolutionary Alliance, must replace the component of their strategic communication that was previously supplied by the commercial media. They must act to compensate for what has been lost.

Our institutions have all been relying on the existence of a general public service called “The Media”, and on the assumption that these media would create visibility for political phenomena on a socialised, countrywide platform. In the past, the failures of this model have been put down as deplorable exceptions, whereas we are now compelled to see that there is an almost universal intention to mislead the public. The problems are not merely occasional, but are systemic.
A crucial example of this situation is the unilateral and deliberate closure of the news agency SAPA (South African Press Association) which is to come into final effect on 31 March 2015.

SAPA has been the vehicle through which the majority of reports on SADTU, and especially of those reports initiated by SADTU in press releases and conferences, have reached the pages of newspapers, and thereby the general public, for many years past. We are about to lose this. The consequence could be that coverage on SADTU, emanating from SADTU, will fall to a fraction of what we have been used to.

Some of us may be tempted to imagine that the newspapers will somehow fill the gap that SAPA will leave. This would be to ignore the fact that SAPA was collectively owned by the other newspapers, and that it is their decision to close it down. The closure is not a cost-cutting exercise. SAPA was set up to be the cheap way of getting the news. There is no cheaper option on offer. The closure is a deliberate, calculated reduction of news content production in the country. To put it bluntly, the closure of SAPA represents a shift from fact to fiction, from investigation to bias, and from news to lies.

SADTU, like all our alliance structures, now has to think in terms of direct communication with the public, without the benefit of the intermediating mass media that used to provide this service. Whatever remains of a common public realm, sustained by mass media, is not going to be reliably accessible to us.

To communicate directly with a mass public, SADTU would have to recognise that “content is king”, and behave accordingly in its tactics, so as to achieve its strategically necessary goal of being a communicating organisation.

Recognising that “content is king” will mean that press releases will need to be more frequent and regular, and timed better.

Recognising that “content is king” will mean that the rate of production of articles, for external communication purposes, by SADTU leaders, will have to rise and become a steady stream. SADTU already produces a lot of text. Most of it, like the document you are now reading, is for limited, internal circulation. But it shows that we have skills and capacity.

We are more and more excluded from the mass media, but we also have opportunities, if we are prepared to take them.

**Demonising of the professional potent weapon, SADTU**

During the period under review, we saw how the City Press served a function in seeding indignation among the public and of course the electorate. The paper fanned anger and resentment toward the members of SADTU and the working class who vote for the ANC with every issue.

It created a climate where the political elite represented by the DA joined in. The question being asked by the paper and the DA was “When will SADTU stranglehold on education be defeated?” The message being sent out there was that SADTU is the enemy of the poor. That SADTU is the cause of all the ills in the education system and must be broken. The narrative out there as carried by the City Press irrespective of inaccuracies and lack of impartialities was that SADTU is corrupt. That its relationship with the Alliance is a corrupt relationship. Volmink said SADTU is not guilty of selling posts but is guilty...
of dominance. The international media as part of the narrative puts the ANC in the same mental prison of being guilty of dominance.

The City Press carried this message by listing the sins of a dominant union such as, firing of heads of departments, refusing competency tests, refusing teacher licensing to secure easy hiring and firing of teachers, refusing accountability by refusing to allow inspectors in the schools, refusing ANA, refusing discipline in schools etc. The listing of these sins is used to characterize SADTU the dominant union that must be dealt with. What are then the strategies employed to deal with this dominant force?

- Use every opportunity to in the papers and other media platforms to DEMONISE the union
- Use the parliamentarians in every opportunity on any debate relevant to education or not relevant to seed the indignation
- Use the minister of education to change policies and the law by singling her out as the brave minister who has what it takes to bury SADTU
- Create alternative education in the Western Cape to weaken SADTU where total control of the schools is taken out of the parents and outsourced to business people under the so called collaboration schools which are different from UK Academies
- Cut education budget so that fewer teachers are employed and increase the class size to drive parents out of public education into privatized education where class size is lower and programme the minister and her officials to drive a message that says: class size and resources do not matter in education,
- Criminalize SADTU through a narrative that says SADTU is selling posts

What we must never be apologetic about is our dominance, that is because we work hard to organize and mobilize education workers and to service them.

The Intended Privatisation of Eskom

We want to table our concern reports that emerged in the 2nd quarter of 2015 that a part of the national electricity producer Eskom are to be privatized and possibly through a partial listing in the JSE. The sad realities of privatization brought to the working class the world over are well documented and it is our firm view that our country should not move in that trajectory.

The union completely agreed with the reaction of COSATU in that energy is but one of the critical components to have an economic policy which is premised on meeting the basic needs of the citizenry, lowering the costs of production of basic goods and services and further increasing domestic capacity to produce goods for exporting.

We further agreed that concepts such as rationalization, outsourcing, down-sizing, right-sizing and ‘parts of Eskom sold’ will never be revolutionary approach to solve the challenges the electricity utility is facing.

In reality and as highlighted by the federation, the privatization of Eskom would be a wrong step to be taken and nationalization of strategic sectors of the economy such as energy is the only route to a sustainable growth path. Electricity supply in South Africa must be a national responsibility of the state. A significant part of the population is still without electricity and we cannot afford a situation in which its production is done for the purposes of profit maximization by private hands instead of prioritizing meeting social needs.
We aligned ourselves with the proposals of the South African Communist Party in that firstly, Eskom must be given a mining licence for coal – so that it does not have to depend on profit-maximising private suppliers. Eskom used to have a mining licence, but its old mines are now in the hands of private sector, for-profit mining companies.

Secondly, alternative financing models must be found for municipalities. Municipalities take Eskom electricity and then add an extra amount to the price charged to households and other clients, this has a negative impact on poor communities.

This is a similar attitude that we want to adopt when it comes to the Gauteng Highway Improvement Scheme (E-Tolls). In support of the stance by the federation, we want to emphasize that in our view, the “e-tolls” do not resolve our primary challenge as the working class. Our challenge is the lack of a reliable and affordable public transport system.

We acknowledge that the government had made tangible compromises with its last model, however, we are still not convinced that this will go to the root of our challenges. We find it difficult to accept the privatisation of our roads particularly without adequate prior consultation with all the stakeholders including the workers.

**Privatisation in ANC of Education**

This is a time when education is moving closer to centre-stage in a clash of forces that is happening on a global scale. SADTU is strongly engaged through Education International (EI)

At this front line of struggle we find an attack on public education, attempts to privatise, and attempts at ideological control, using education as a political tool for reaction and counter-revolution. Conspicuous examples of where this happens include Kenya, Uganda, Liberia, Ghana, India and the Philippines. It the metropolitan countries, “charter schools” and “academy schools” are part of the same process.

Hostile entities involved include Pearson, Bridge International Academies, Omega, Spark, and Curro, and NGOs such as Section 27 and Equal Education. Behind these education companies and NGOs are sponsors that include DFID and Bill Gates, George Soros, Mark Zuckerberg, Pierre Omidyar and Fethullah Gulen.

On the other side of the ledger, there are some new efforts to create anti-imperialist (adult) political schools in Bolivia, Zimbabwe and Namibia. Older establishments exist in China, Cuba and Vietnam.

These few words must suffice to indicate that education is more than ever a site of struggle, in which we take part in a way which is not neutral. In all theatres of the present international confrontation, one side of it is dominated by the United States of America, supported by Britain. This is equally the case in the sphere of education. The USA is challenged and contradicted everywhere, but the struggle is far from over. Bringing reality closer home we present a summary of the regional challenges and the NGC will deliberate on this matter.

**SADC Regional response to commercialisation and privatisation in and of education**
South Africa and SADC region like any developing country is being targeted by edupreneurs that have identified education as lucrative industry for profiteering. This ideological onslaught on education thrives from weak legislation on education which doesn’t outlaw profit making from our children. In our country and SADC in general, these edupreneurs and their edubusiness exploit our desperate parents who are looking for better resourced schools because of the under-investment in our public schools.

The issue of under-investment has led to schools serving the majority in country not having the requisite facilities and support required for effective learning and teaching. This is a legacy of apartheid which must be fought with everything we have. The democratic government government in our country, working together with all stakeholders has a responsibility to invest in the public schools to ensure that education remains a civic good and not a commodity. This therefore has to apply to all the countries in the region.

The current situation at the country level is that there is a proliferation of for profit private schools that are listed at the Johannesburg Security Exchange (JSE). There are a number of reasons leading to the increase of profit driven schools and amongst them we can cite the low confidence in public schools as a result of negative media reports; ignorance or lack of information by the communities when it come to legislation and their rights; lack of investment in the improvement of facilities in public schools to make places of learning rather than places of keeping children away from the streets, etc. it should be realized that where the legislation is not implemented and monitored edupreneurs exploit such an environment.

Where corruption is conducted with impunity and the law enforcers seem to be oblivious of their responsibilities edubusiness will thrive and in the process under the essence of the public good. Edubusiness will as a result treat as sellable service where maximizing profit is the only goal. Where maximizing profit is the main goal the workers are the first target and children will be taught by unqualified teachers so that overheads are kept to the minimum.

Every time the CEO has to report to the board and shareholders, labour becomes the first item on the agenda in terms of how to reduce labour and standardize the curriculum and how to reduce teachers to tablets. This is how the collaboration schools in the Western Cape came into being and now the call for declaring the positions of the principal and deputy principal, cleaners and feeding scheme workers as an essential service by the DA arguing that there are a lot of disruptions in schools and that the learners suffers when these identified positions go on strike.

Characterization of the Pseudo Movements

The current political climate with the rise of the “#MustFall” pseudo-movements and the consistent undermining of collective bargaining by those in power demands that we do things differently with greater innovation and urgency moving towards 2019. The “#MustFall” movements give rise to the
possibility of our own space being invaded by the so-called radical alliance and we are not insulated from this possibility.

Some of these are funded and sustained by masked, undisclosed sources and are clearly becoming the first phases in an effort to effect regime change ultimately. This is the reason the “#MustFall” movement relating to student fees went a as far as threatening the upcoming local government elections. Whilst the ANC led government managed to dilute the potency of student-led “#FeesMustFall” movement, some undesirable elements found a way to sustain it through what they called the “#OutsourcingMustFall” movement. This pseudo-movement was led by disgruntled individuals and the possibility of invasion to our space is real.

We must as an organisation apply the correct strategy and tactics to ensure that genuine struggles of the working class are not hijacked by rogue regime-change elements and that we are not reduced to irrelevance as a union. It is us who must lead these struggles and it us who must see to it that they are not used for the wrong reasons.

We must go back to the basics if we are to survive what will likely be a rough patch moving towards 2019. All signs are there that there will be another assault on our rights as workers. We expect those now outside our organisation to continue to work even harder in counter-organising against us using all forms of propaganda and underhand tactics.

We have to organise twice as hard, offer member benefits in line with our strategic goal number one of the SADTU 2030 vision and we must service them diligently. We have to go beyond the bare minimum because the enemy does not rest.

The “#MustFall” movements exposed the entire mass democratic movement and its respective components. The establishment that we seem to be associating with through being in alliance with the ruling party is challenged by a strata that we never thought could lead a revolution, being the middle class.

This stratum is confident, educated and are good in articulating the demands of the poor and the working class. SASCO as the legitimate representative of the poor and working class students was temporarily displaced, this then affected all organisations including SADTU. We highlighted earlier that organizations of the MDM and SADTU in particular are at risk of being displaced if we keep the social gap but also enjoy the comfort of incumbency and remaining in air conditioned offices. We need to be close to workers and pick up issues on behalf of members.

It is likely that this battle might be extended to TVET and later to Basic Education and this is the reason we must cover our base and insulate ourselves from political thuggery clad in a hash tag movement.

As public servants we are most affected by tuition fees and are described as the "missing middle". The ANC in Polokwane and Mangaung resolved on free quality higher education for the poor in particular and that is where the emphasis must be.

Our country has various challenges and budget prioritisation will always be an issue. We need to be clear and state that we support the call from PYA structures for free higher education but it must be for the poor. Some are prepared to pay exorbitant fees for primary and secondary school education and yet want to take advantage of the call from the students to avoid paying much lower fees in public
institutions of higher learning. We must be vigilant and ensure that the call for free higher education does not end up benefiting the rich instead of the poor.

Furthermore, we believe that the wealthy including private capital must take responsibility for the provision of free higher education. The concept of an "education tax" as proposed by some structures within the PYA must be fully understood and explored fully. In our view, the focus must be on the "missing middle" as a matter of urgency a category within which we fall. In reality, the NSFAS which has been increased significantly over the past few years by and large caterers for the most poor and a part if the loan can now be converted into a bursary under certain conditions.

The biggest challenge is that the so-called "missing middle" can neither afford to pay and yet does not qualify for the NSFAS because of the means test. This tells us that the most urgent need where an intervention is required is for the "missing middle". We further support the call for application and registration fees to be scrapped and see them as a form of financial exclusion. Our view is that, institutional autonomy remains one of the biggest challenges that this country is facing. The concept of "academic freedom" must never be used to financially exclude the poor and to resist transformation including that of the curriculum, a curriculum that remains a neo-liberal tool to suppress free thought and to ensure that we never move towards a socialist trajectory. We thus want to call upon the students as mobilised by the PYA to marry the "#FeesMustFall" call with the "InstitutionalAutonomyMustFall" call.

Targeting education infrastructure as part of community protests

We must remark against what became a trend in our society since the last Congress. The targeting of schools during community protests. We saw this in an area of the Northern Cape during 2015 and we saw it again just recently in Vuwani, Limpopo.

It concerns us deeply that schools are now being used as a bargaining tool, the future of our children is being traded for immediate solutions. The right to protest and demonstrate is a constitutionally protected one and we will be the first to defend it, what we find unacceptable however is when the rights of others, our children in this case are violated at will by those who want to protest. Surely, this is not the future that the class of '76 fought for and we must all be appalled by this trend.

It is worth noting as well that this disturbing trend is not limited to basic education but went to institutions of higher learning as well. Agents of the regime change agenda posing as dissatisfied students took to destroying university infrastructure to drive a particular point. We saw this in UNW, Fort Hare, UJ, Ekurhuleni East College and a recently failed attempt at Wits during the second quarter of 2016.

We know that some of these actions were directly linked to those that wanted to profile our country as a failed state under the ANC government and thus effect regime change eventually. We urged the law enforcement agencies particularly those within the intelligence space to get to the bottom of this trend so that the guilty can be prosecuted and that their real handlers can be exposed.

While we condemn these barbaric acts, we should pause and ask the question, where are the branches of the ANC and SACP, the locals of COSATU and structures of the MDM formations when these destructions happen. Aren't we expose as leading sick organizations who are all at intensive care units. This honest assessment of the state of our organizations is necessary at this time.
Land Expropriation Bill

Let us report that during the period under review, the “Land Expropriation” bill was passed on the 26th of May 2016. The bill marked the first steps towards reversing the distortions caused by the Land Act of 1913 and it is the ANC government that has championed it. This must be seen for the significant achievement by this government that it is.

Many detractors particularly the ultra-left populists have been at pains to create a narrative that sought to suggest that the ANC has by and large abandoned the “land question”. What is now evident is that whilst there was great resistance from those that own the land as represented by the DA and the FF Plus, the ANC’s intention had always been to get to this point in a systemic and well calculated manner.

Gender Perspective

Often when we struggle for our full humanity we come head to head with the argument that this or that sexist practice is “our culture”. We have seen the ways that the apartheid state tried to use cultural differences to justify racial oppression. How the state also tried to divide the oppressed along tribal lines, making up all sorts of lies about culture to put people into Bantustans.

Apartheid also compounded discrimination against women in South Africa and this resulted in triple oppression of black women in terms of race, gender and class or other disadvantaging factors. Hence there is a need to empower women. Empowerment is a social process involving change at the level of individuals, organisations, communities and society as whole. Women’s empowerment entails a process of change in which patriarchal relations are challenged.

The economy of South Africa was built on mining and agriculture, with land being the key factor. South Africa is the world’s biggest producer of platinum, chromium, vanadium, manganese and aluminum silicates, however the wealth of these minerals is in the hands of few. Recently there has been talk about the ocean economy, the green economy and infrastructure development. All these revolve around land and without land none of these can happen. Women must be involved in the value chain of land which includes agriculture and food security, property, access to credit, manufacturing and exports.

Another important strategy to promote women’s economic empowerment is education, training and skills development. Education improves market participation and is therefore central to the achievement of gender equality. Increasing women and girls educational attainment contributes to higher economic growth and stable democracy.

That is why we need to challenge and fight against gender-based violence and all sorts of discrimination in the education system. As an education union we must support the minister of health in his fight against “sugar daddies” so that our children can see importance of going to school and being self-sustainable.

Deliberately, we want to highlight gender struggles because we want to remind ourselves of the historical mission that we have as SADTU to transform society for the better. We made a commitment to fight against all forms of violence committed against the vulnerable in society and the girl child in particular. SADTU is one organization that has had strategy and programmes since inception to fight
against the violation of the rights of children in general and the girl child in particular through our gender desk.

We have the responsibility to sustain some of the activities by our gender desk and our contribution towards building a non-violent South Africa. Simultaneously we have the responsibility to continue speaking out against our own members that get involved in sexual relations with learners. We saw a number of incidences gaining prominence this year and we must not only stand against but proactively mobilize our members against such practices.

The Union noted with great shock an escalation in acts of abuse of women in 2017 with specific reference to report incidents where young women were murdered and one gang raped in the Johannesburg Central Business District, this specific incident took place during the 2nd quarter of this year.

We expressed our deepest condolences to the families of the young women and girls across the country that continue to suffer the indignity of abuse and death at the hands of bigots who have no respect for human dignity and life.

These incidents are a constant reminder of the need for society to intensify the struggle for the total emancipation of women, the respect for human rights and our responsibility to ensure the attainment of a non-sexist society.

Whilst we recognise the reality of the impact of psycho-socio factors such as unemployment, drug and substance abuse, which contribute to, the nature of the violent society we are, we reject these as an excuse by any means for the brutality meted out to women and girls generally.

We reject any suggestion that women and girls must live in constraint and have their rights to freedom of movement limited because of the fear of abuse at the hands of males. We further rejects the patriarchal approach which sees women and girls as inferior and objects of abuse by men regardless of the material conditions under which this abuse occurs.

We call upon society and men in particular to stand up, reject this backward tendency, take steps to fight this scourge and assert the human rights of women. We call upon its members to continue efforts particularly in schools and the communities in which our members work to provide support and education particularly to young men and boys on the need to respect the human rights of women and girls. We also urge our members to provide assistance where they can by assisting law enforcement agencies and provide and/or facilitate the provision of any information, which can help in apprehending these heartless criminals.

This NGC should discuss this matter and resolve on the appropriate programme that will empower the Union in advancing the gender struggles. The NGC has a duty to also deal with the so called ‘ideal worker norm’ which continues to subject women to man created work conditions. This capitalist ‘norm’s expects women to do same job with less remuneration and hostile working conditions. It also subjects women to second shift which unfortunately make them to work triple times their counterparts. This denies women opportunities to occupy decision-making or influential positions at workplace.

The Union should elevate gender struggles within our structures in order to defeat this ideological onslaught on women.
The Education Sector

Remuneration Commission

In the 2013 State of the Nation Address, President Jacob Zuma announced that he would establish a commission to look into the remuneration of the salaries of public servants in particular teachers.

The Commission invited education sector key stakeholders including student unions and principals to convene on the 11th of March 2015 in Gauteng with an aim of introducing the Commission and its methodology of executing its mandate to all role players in the sector.

It concerns us that the commission to this day has not produced even the first draft of the report. This gives us the impression that the conditions of service of teachers are not treated with the necessary urgency. We are disappointed with the snail’s pace of implementation.

The Mass Resignation of Teachers

It is clear that South Africa is facing an under-appreciated education crisis with the mass resignation of teachers from the system that were amplified during the first quarter of 2015. Whilst some of the teachers resigned for the purposes of cashing in their pensions and then come back to the system as temporary teachers, it concerned us that this was all on the basis of misinformation spread about the GEPF, this triggered what could be described as a resignation panic stampede.

Some of the teachers who resigned only to come back as temporary educators unfortunately remained exposed to the possibility of being the responsibility of the state in their twilight years. Some will use their pension earnings to cover longstanding debt and improve their lives; this will surely have a negative impact in later years.

Whereas the mass resignations were largely due to the GEPF debacle, there are still other factors that lead to demoralized teachers resigning; some of these are the lack of support from the Department and parents, the lack of discipline of learners, conditions of service etc.

Racism in our Schools

There has been an increase in the spate of incidents of racism in our schools. These are just the tip of the iceberg and are indicative of a deeper problem that must be confronted. Schools are a microcosm of society and it must be understood that this is a reflection of questions unanswered in pursuit of the dream of a rainbow nation.

We were taken aback during the first quarter of 2015 by the racially based segregation of learners in one of the CURRO schools franchises and publicly condemned it. It concerns us that there are school managers who resort to using language as an excuse racially based segregation and as a result introduce racism to young minds. It is unacceptable that these young minds get exposed to such a manner of thinking at such an early age; it is surely a mental prison that they will never be able to escape even in later life.
We were also disturbed by the disruption of teaching and learning at Roodepoort Primary school in the same period which was strongly condemned by the union’s Gauteng Province. After the appointment of a new principal and a deputy, some parents and teachers raised allegations of maladministration related to the appointments, which an audit later cleared. This specific incident can be linked with another one in Eldorado Park, Gauteng during the 3rd quarter of 2017 where parents of one racial group shut down a school on the basis of an appointment of a principal from another racial group. We are shocked by the emergence of so-called patriots for equality movement in these areas, which is targeting schools. This movement is spreading in provinces and pretends to be representing the coloured communities and school governing bodies of the schools. This movement must be exposed and those responsible for racism be prosecuted for violating the Constitution of our country.

What was clear is that there are undertones of racism and we find it extremely regrettable that to this day and age there some individuals who perceive their race as being inherently superior to others.

Racism continues to rear its ugly head in our country. We are experiencing the dehumanizing act of racism 22 years after the democratic breakthrough. The arrogance (false confidence) of some whites is fueled by the economic power they still have in our country. From a social media post by a Sparrow in the beginning of 2016 to another racist post by a DA councillor in Cape Town in the same year. Two white racists in Middleburg attacked and assaulted a farm dweller Victor Mlotshwa and placed him into a coffin alive and then paraded the view on social media to the amusement of their peers.

These are samples of racist experiences, how many more farm workers, domestic workers are subjected to similar or worst forms of racism that goes unreported by liberal media in our country.

The solution to racism lies in destroying the White Colonial Apartheid economic structure. Whites derive their power and disrespect from that structure, from the status quo. The alliance should be preoccupied with this sad reality and avoid the stupid sideshows. Whites will respect blacks only if they know we all own the wealth of this country.

Let us educate our society to free its self from the shackles of racism starting from the classroom. It is our responsibility as a progressive union that believes in the core values of non-racialism and non-sexism.

Our schools must be declared racism free zones, those that harbor racial thoughts must know they cannot use our schools to advance them, we will block them from the gates.

**Mandarin and the attitude of the DBE**

In 2015, we registered our disappointment with the DBEs decision to avail Mandarin as an optional language in our schools. This was despite the fact that we were and still are lagging behind with some of the ANC’s Polokwane and Mangaung resolutions on the prioritization of indigenous languages.

The matric results of 2016 show that the pass rates in some indigenous languages like xiTsonga and isiNdebele were declining at an alarming rate.
The DBE tried hard to spin its way out of what was clearly an unpopular decision. We were not convinced however and insisted that this was just another way to re-colonise our country and we were not going to allow it. We mobilized our members to reject it with the contempt that it deserved, particularly because we were not consulted.

Language is the essence of who we are. If you limit a people of its language you limit its view of the world. If you deny a people of its language you are denying it its culture and heritage. The people who are without a language remain divided and impoverished.

The violence in our society is as a result of the denigration of our culture. The colonialists designed this in order to divide our people and destroy their dignity. Without our languages we do not know ourselves and hence our society is intolerant of others and doesn't value life.

**Progressed Learners**

We noted that there has been a steady increase of progressed learners over the past few years. In 2013 there were 30 000, in 2015 the number rose to 65 671 and in 2016 we had 108 742 which is 13,4% of the total cohort of the class of 2016.

Firstly, as a Union we lamented the fact that there is evidently inadequate support provided to progressed learners and the teachers especially in provinces like Limpopo and Mpumalanga.

Secondly, our observation is that the increase in the number is a subtle recognition by the Basic Department of Education of the inherent weaknesses of our high stakes test based education system.

Over the past few years we have been vociferously calling for a more formative assessment that is assessment for learning and less common assessment tasks. We believe that what is required is assessment for learning and not just for the sake of end of year statistics. We need valid and reliable evidence regarding the performance of learners and the system; we must be able identify areas that need improvement and then put in place responsive and effective interventions. This we believe can be achieved through a more formative, continuous methodology to assessments.

**Posts for Cash Saga**

The so-called “posts for cash” saga is reared its ugly head again during the 2nd quarter of 2015 and dented the Union’s image. A major weekend newspaper, City Press, published an article on the basis what had been a leaked “Volmink Commission” report alleging that SADTU in KZN had a “sophisticated system of patronage” through which promotional posts were exchanged for cash and even livestock in certain instances.

The article which received major attention went as far as alleging that the union in KZN had collapsed the DBE mentioning the Ugu and Ilembe districts in particular. We were all over the media as a union both at provincial and national levels clarifying our case.

We have spoken extensively about this matter before and it became clearer that some media houses were actively running a campaign to discredit the organization as we reported above. Some journalists
in particular those from the City Press saw this so-called “post for cash” saga as a possible career enhancing one given the brand that SADTU is as correctly assessed by the union in KZN.

We maintain that it is just improbable that SADTU could be in a position to sell posts that we don’t have even if we wanted to and at no stage did the organisation benefit from posts being sold. We wrote to all our members when this saga first broke through the E-Voice, an NEC media statement and a circular urging our members and the public with information and evidence on posts being sold to bring to us or the Volmink Commission.

We condemned this act in the strongest terms possible and even characterized it as an act of criminality that we would never be associated with. It was thus disheartening that some of these journalists chose to deliberately ignore that part and rather focus on a so-called “system of patronage” ran by SADTU as if it is sanctioned by the Union.

We did not deny the fact that this practice was taking place across many sectors and had been since time immemorial, it is possible that some of those committing such are SADTU members or even leaders, we rejected any notion however that seeks to profile these as a deliberate SADTU agenda. We were prepared to take the fight to those journalists and editors that saw SADTU as just another step in the ladder for career upward mobility.

The so-called post-for-cash saga caused untold damage to the image of the Union. A provisional report was released in the first quarter of 2016 as highlighted in the Special NEC convened in the same period. We raised a number of critical issues through a scientific and factual comprehensive response to the report.

The MTT Report

During the second quarter of 2016, the Minesterial Task Team report on the “jobs for cash” matter was finalised and released. We consistently engaged in a punch for punch battle with the DBE, the MTT and certain elements within the media upon its release in defense of the Union. We made it clear in public that the report had one intention, to tarnish the image of our Union instead of getting to the root of the matter. The process leading to the report was flawed and clearly the contents will thus not be credible. These were the concerns we registered with Prof Volmink and the Minister on two occasions:

- That the MTT made far reaching conclusions on matters where it does not appear are based on evidence or objective facts and based on untested allegation.
- That the MTT appears to have seriously deviated from its mandate as per the terms of reference and appears to have focused its attention of findings fault by every means against SADTU and the broader democratic movement.
- The MTT did not spare any effort to describe SADTU members in the manner it did and thus profile them to create a basis to discriminate against them.
- The MTT report has been provided to certain media houses despite affected parties having not been provided with any draft report to make representation.

Part of our concern was the provocative role that the DA played and the deliberate media leaks by either the DBE and/or the MTT to the detriment of our organisation. We were put on a trial of
public opinion deliberately. The racist DA saw the release of the report as a low-lying fruit for cheap political scoring. It aimed to cast aspersions on black leadership and organisations that must be seen as being inherently corrupt and incapable.

The DA went as far as writing to the portfolio committee chair in parliament suggesting that SADTU “must” be compelled to appear before the committee and account for its role in the selling of posts. This was despite the fact that the final report of the MTT did not find SADTU as an organisation guilty of any wrongdoing. We took strong exception to this kind of attitude displayed by the DA and we saw it as a blatant racist attack against the Union.

The Minister of Basic Education in the 2017 budget vote speech, confirmed as well that according to the MTT report, SADTU as an organization was not guilty of any wrong doing.

Some of the recommendations put forward by the MTT are self-defeatist and border on the verge of the violation of basic human rights such as that to association. The recommendation that parents through SGBs must no longer be involved in the appointment of personnel at certain levels is an antithesis of the call for education to be made a societal matter and for increased parental involvement. We do not see how this will assist our sector.

The recommendation that school principals must not occupy leadership positions in unions or political parties is tantamount to a violation of human rights and is unconstitutional. These are just but an example of some of the regressive recommendations that were made.

As mentioned above, upon the eventual release of the report, theatrically, the DA called for us to appear before the subcommittee of Basic Education in Parliament. We did not take kindly to its bullying tactics and it met our wrath.

Having attended the Portfolio Committee together with other Unions, it must be noted that the DA was only interested in SADTU and in this instance they were assisted by two minority Unions. One of the leaders of one the Unions was quoted saying that the MTT didn’t dig deep and that its Secretariat was made up of former members of the Unions clearly targeting SADTU.

In response to the untold damage caused by the MTT report, we urge branches to conduct workshop for all members aspiring to be promoted. These empowerment and development programmes should seek to anchor merit as a requirement for employment and condemn patronage.

The Democratic Alliance and the Human Rights Commission

On the 11th of May 2017, the online publication Daily Maverick came out with the screaming headline; “SADTU: SA’s most controversial union faces a human rights probe”. The article goes further to say no trade union in the democratic history of South Africa has attracted as much criticism as SADTU. The article came against the background of the Democratic Alliance asking the SA Human Rights Commission to probe if SADTU was violating the Constitutional rights of learners to a basic education. The complaint was laid by the DA in September 2015 and according to the publication, the SAHRC has confirmed that it is investigating the matter.

The DA’s so-called “shadow minister” for Basic Education says they have asked the SAHRC to investigate amongst others the following:
• SADTU’s blocking measures to hold educators accountable for their performance
• Its neglect of teaching and learning while engaged in various unlawful protests
• Unlawful interference and corruption in the appointment of teachers and principals.

We are absolutely unperturbed by this DA led fishing expedition. We understand that it comes with the territory and we will not apologise for our ability to organize 70 % of the education workers in the country. Let us put in on record in this NWC that we have not received any formal communication from the SAHRC to advise us that we are being investigated.

Looking at the areas that the DA requests the SAHRC to investigate, it is clear that this is but an attempt by it to remain relevant in the discourse using our Union. The suggestion that we are blocking measures to hold teachers accountable whilst there is the IQMS is extremely unreasonable and exposes the real intentions of the DA. The same applies to so-called “unlawful” protests, the Union has not sanctioned an industrial action in recent years and there are numerous steps that are undertaken before an industrial action is declared, conveniently the DA will ignore this reality.

Lastly the MTT report has not found SADTU as a legal entity guilty of “selling posts” and this leads us to the conclusion that the DA is desperately trying to resuscitate a narrative that is dying a natural death.

We are more than ready to fend off the attempts by our class enemies to tarnish our name and we refuse to be intimidated by the DA.

Furthermore, we noted the DA’s attack on the Deputy President of the country after addressing our gala dinner in Durban.

We were not surprised by this attack. The DA can only accept any opinion which favours its bigoted views. For the DA, an opinion of the Deputy President about SADTU should not hold water because the DA does not share such a view.

We believed that the attack of the Deputy President had its roots in the racist character of the DA. According to the DA any Black person who holds a view different to that of the DA must be wrong. This is amply demonstrated by the fact that the DA is prepared to swiftly take disciplinary action against its black member and leader Mbali Ntuli for simply liking a post on social media suggesting that Hellen Zille is racist.

This must be seen in contrast with the elaborate process the DA followed to avoid Helen Zille who praised the dreadful system of colonialism, which caused so much untold misery to African people including black members of the DA.

This exemplifies the extent to which the DA believes black people should not form and hold opinions of their own. It should not be surprising that the DA has extended this to the Deputy President of the Republic.

The DA’s views about SADTU are a matter of public record and the inherent hatred the DA has for the progressive movement generally dates back to the DA’s predecessors. The DA and its predecessors including the Nationalist Party have tried everything in their power to delegitimise the struggle for quality public education. Very recently, the DA wanted South Africa to believe that SADTU is the problem in our ailing education system.
The very DA has been silent when courts issued various orders directing that various steps be taken to realise the rights of children to education. These court orders range from the provision of teachers, the timeous payment of the salaries of teachers, infrastructure, chairs and desks, toilets etc. It took a court order to prevent the DA Western Cape Government from violating the rights of children to education. These are black children. In all these the DA has been silent for obvious reasons that these court orders advance the attainment of our struggle objectives.

The DA will never forget SADTU for standing up against inequality. The DA will never like SADTU for championing the cause of equal education and the human rights of children and educators as enshrined in the Constitution. This is simply because of the belief of the DA as expressed by Helen Zille in the continuance of the legacy of colonialism.

The Deputy President has a right to hold an opinion and to express such an opinion. Let the DA provide objective facts rather than advance a racist agenda which suggests that black people cannot have an opinion on matters.

During the 2017 DBE budget vote held in the General Assembly on the 24 May, the DA displayed its obsession with our Union again. The narrative in the media was obviously that SADTU is the elephant in the room. The racist Davies went on to accuse the minister of cowardice. He ranted on that she lacks courage when dealing "with the number one problem in our schools - that the union bosses have captured the education system ". This Davis went on to say "the uncomfortable truth is that Sadtu will dominate our education system for as long as the ANC is in power". These statements are instructive when follow the developments in our country where the opposition is uniting to remove the ANC from power.

The sudden decision by the HRCSA to investigate the Union based on the complaint by the DA in 2015 should be understood in the context of regime change agenda, which is being relegated to the periphery. The mistakes of the State President and the president of the ANC have created this situation where real issues are now taking backseat. We are unable to demonstrate that the actual agenda is regime change because of the internal challenges within the ANC and the Alliance. The progressives are unable to set the agenda for the country. This is unlike in Brazil and Venezuela where the progressives are mobilizing to demonstrate that the regime change is using corruption as their diversion tactic. In our country we can't because corruption is rive. In our country we can't because factionalism and patronage has weakened the progressives and in particular the Alliance.

What then can SADTU do to ensure that the agenda to liquidate the strongest union in the public service doesn't succeed. What form of actions need to be taken to anchor the Union within the communities to know why the DA is after SADTU? What can we do to make sure that the propaganda by the DA is exposed and that it doesn't create a fertile ground for the newly launched federation which is politically in alliance with DA to recruit our members? How do we counter the investigation by the HRCSA with evidence to avoid another MTT onslaught?

We are presenting the following as one of the many initiatives we need to reconnect and reintroduce our Union with and to the communities

- The plus minus three minutes and the fourteen minutes videos for the following social media platforms: the Twitter, Facebook and the YouTube were commissioned to deal with public perception and recruitment.
- The rethinking of the history book where we demythologise the union is work in progress and this was to respond to the delay as a result of the passing on of the Researcher.
• The twenty-four TV episodes where we use professional producer and presenter to help the Union to deal with its image (For approval of the concept and the budget to be funded through sponsorship).
• The SADTU Teacher Journal as one of the instruments to allow the teachers to present researched articles to improve competencies and deepen professionalism.
• What about engaging the ANC Study Group to find ways including information sharing about outstanding issues at the level of negotiations. The issues that impact on the professionalisation of the profession are critical in dealing with public perception.
• The NEC has discussed other ways of ensuring that we defeat this systematic, well funded and media driven ideological onslaught by the DA.

We urge our members to soldier on despite the adverse conditions under which we work. Our victory will be the realisation of a quality public education system.

**DBE and HSRC Study on the Health of Educators in Public Schools**

During the month of June, 2017, the Union welcomed the release of this comparative 2016 study commissioned by the Department of Basic Education and the Human Sciences Research Council on the health of educators in Public Schools.

Judging by the sample size of the study, 25 000 educators from 13 000 schools, we are convinced that the study has provided a more comprehensive scientific assessment of both the health status of educators and the impact of HIV intervention programs done by teacher unions.

These results will then be used as the basis for strategic planning of relevant educator intervention programs and further analysis to understand causative factors to some of the teaching and learning problems in the quest to improve conditions of service of educators that will have a direct bearing on the delivery of quality education.

We welcome the results with a hint of sadness as they confirm what we witness daily: women still carry the burden of HIV and the prevalence of HIV among teachers has not abated even though the increase is slight – from 12.7% in 2004 to 15.3% in 2016. Young women and unmarried women continue to be the most vulnerable group with the highest numbers recorded in KwaZulu Natal and Mpumalanga Provinces. This again is a reminder to society of the need to intensify the struggle for the total emancipation of all women.

However we take heart with the fact that the study has shown an increase in HIV knowledge by educators (89.5%), 74% of educators know their status and 55.7% are on Antiretroviral Therapy (ART). This can be attributed to union programmes that encourage members to know their status. Through our Comprehensive HIV Prevention Partnership programs we tested in excess of 17,000 educators.

Our strong view is that the recommendations from the study be implemented, as a matter of urgency in order to ensure that the health of educators is not compromised any further to the detriment of the sector and society at large. The Department of Education cannot do it alone, it needs all stakeholders to be involved. Teacher Unions have shown that a lot can be achieved if we work together. Let us do with for the sake of our nation.
INTERNATIONAL BALANCE OF FORCES

On 30 September 2015, at the invitation of the Syrian government, Russian aerospace forces established a base at Khmeimim near the Mediterranean coast. Their missions were efficient and successful, and they continue to assist the Syrian government. The Syrian Army began to recover its position, eventually taking back all of Aleppo, the second city of the country. There have been many reversals. Peace is being restored slowly. Abu Bakr al-Baghdadi is dead, killed by Russian airstrikes.

These are the two major conflicts of the period since 2014. They have created a new situation, amounting to a new Cold War – a confrontation between NATO in Western Europe, and Russia.

The two wars may rather be seen as means of obstructing the economic integration of Asia and Europe. The Belt and Road Initiative is strongly affected by these wars, and by the Eastern conflict around the Democratic People’s Republic of Korea (DPRK), also known as North Korea, as well as by the artificial conflict in the South China Sea between the USA and China.

In the Western hemisphere, the West has succeeded in reversing the left-wing, social-democratic governments in Argentina and in Brazil, and it strongly threatens Venezuela at this time of writing.

In this worldwide contest, the advantage appears to lie with the West, because of its historically-accumulated wealth and military power, and because its role is that of the spoiler, reacting to initiatives and not creating them. But in the long run, theirs is the weaker position, because they are defending a dying past, while their opponents are building a future.

This worldwide conflict is a continuation of the independence struggles of the 20th Century. It mirrors South Africa’s internal conflict, where the financial oligarchy and its supporters within government and civil service lean to the West, while organised labour and the revolutionary component of the liberation movement would lean more to the East.

The worldwide military and regime-change struggle of our time, and notably since 2014, signifies and carries many parallel struggles. Some of these affect South Africa, including in the field of education. The international struggle against the privatisation of education is part of the struggle against Imperialism. The struggle against the International Criminal Court is a struggle against Imperialism. The struggle against the ratings agencies is a struggle against Imperialism.

Let us not forget a sad event of 2014, the abduction of the Chibok girls by “Boko Haram”- a terrorist organisation of a similar kind to, and sympathetic to, ISIS. On 6 May 2017, 82 of the 276 girls were released in an exchange deal with the Nigerian government. The struggle against Boko Haram continues in Borno State, Nigeria, and in Cameroon, Chad and Nigeria.

In the period under review, other events have happened. Briefly notable are the election last year of Donald Trump to be the President of the United States of America, and the British referendum vote to leave the EU, known as “Brexit”. As yet these events have hardly affected South Africa.

This section of the report has looked at where we are coming from. It is a world history that culminates in the present era, still dominated by Imperialism, but where Imperialism is challenged.
Imperialism still has the strength to resist change and even to make local advances, but it is a degenerating system that has nothing to add to humanity’s development.

The present continues to be a time of conflict, all over the world. Problems that appear to be internal to South Africa turn out, on closer examination, and when studied in the light of world history and international realities of today, turn out to have global origin. Such problems cannot be solved by South Africa on its own, but require our active participation in the global struggle, far above the level of so-called “international solidarity”.

South Africa has played a major role in global affairs since the middle of the last century. Comparisons with our southern-hemisphere neighbours such as Australia and Argentina, and even with Brazil, show that South Africa’s extraordinary struggle for self-realisation in the face of racism and apartheid is indispensable to the global narrative of our times, in a way that others are not.

South Africa’s role is not exhausted. There is at least one more act in the world’s drama where we have a major part to play. Sometimes it appears that the reactionaries have a better understanding of this than the freedom fighters do. South Africa is too inward looking. Too many of us think that our problems of poverty, inequality and unemployment are caused by ourselves and can be solved by ourselves alone, when this is clearly not so.

South Africa, for her own sake, needs to listen to the world, and it needs to lead the world, starting with Africa. In the resolution of the world’s problem – Imperialism – will be found the resolution of South Africa’s problems.

Anti-Imperialism is the only available nationally unifying force. Without it, and without entering actively into the global struggle against Imperialism, our nation will fall into pieces. Even if it is able to remain a unitary state, it will be divided. Anti-Imperialism is our common cause. Without it, we fall apart.

In schools

SADTU must continue to struggle against the Imperialist privatisation of schools both inside and outside the country, as it has been doing in concert with sister unions in the Education International (EI).

SADTU must continue to campaign for the teaching of struggle history in schools – something which has been kicked into touch by the appointment of a lazy and unsympathetic commission.

SADTU must continue the struggle for the teaching of our African languages in school and for their use as a medium of instruction. It is an international struggle because the encroachment of English is a deliberate and funded programme of Imperialists (British and USA).

All of these struggles have to be pursued more vigorously than in the past.

But what is additional to the above is the teaching of political geography and current affairs to children. This is necessary because the South African media of mass communication fail to record and transmit information about the global struggle with Imperialism. They treat it as if it does not exist, and they treat every story as if it began from nothing, and had nothing to do with history. Our mass
media absolve the aggressors, and blame the victims. Education cannot be complete if it does not contain a remedy to the daily misdirection and misinformation of the bourgeois mass media.

In the struggle for liberation, South Africa has found unity in the past, and it can find that unity again in the extension of the liberation struggle into the inevitable struggle with Imperialism. In so doing, South Africans will be building their nation, positively, intentionally, and practically. In doing so, South Africa will give a sense of direction and purpose to her youth. SADTU’s part in this mission is clear.

Observations from the World Bank Development Report (WDR)

The World Bank has published its first ever World Development Report (WDR) on education ‘LEARNING To Realise Education’s Promise’ (uploaded in the portal for more information to the delegates), helping to make the case for greater priority and investment to be given to education. This should be a cause for celebration, but despite some useful observations the focus is too narrow to be of real value in helping us accelerate progress towards Sustainable Development Goal 4. The WDR focuses on improving equity in learning outcomes - and particularly the assessment of those outcomes - but does surprisingly little to break new ground on these issues. SADTU as an affiliate of EI has participated fully in the campaign for Education For All through the MDGs and was also involved in the engagement to get the UN to agree that education should be a goal on its own as captured as SDG4 with ten targets. As Union we are bound to raise the following after scanning through the WDR as part of what has transpired in the period under review.

In scanning the WDR we are raising the following concerns:
• whether it would address the continuing crises in access and financing of education,
• what it would say about public education and privatisation – as well as what it would conclude on learning, teachers and assessment.

On access we noted the acknowledgment by the WB for the first time in many years that “Significant costs—both formal fees and a wide array of other expenses—prevent children, especially the most vulnerable, from learning. Nearly 90 percent of the world’s low-income countries proclaim free primary education. But for lower secondary education”.

As SADTU urge the World Bank to more fully engage civil society organisations in future report consultations to ensure more comprehensive civil society participation. We are saying this because from the we have held with the representatives of WB in September in the country it became clear that the Unions in education weren’t consulted.

STRATEGIC GOAL 1: SERVICING UNION MEMBERS

STRATEGIC OBJECTIVE: MEMBER REPRESENTATION/NEGOTIATING CONDITIONS OF SERVICE

The period under review saw teachers and other public servants retire early citing different reasons for leaving their employment before their actual date of retirement. This happens in an economic environment characterized by the triple challenges of unemployment, poverty and inequality. Before
we deal with what we have implemented we wish to present the context within which we implemented the union resolutions. This context is about the relationship between education and the triple challenges. The vexing question is whether early resignations help our situation where unemployment rate is high and those who are resigning have twelve other dependence to take care of. Let’s look at the

South Africa unemployment rate

South Africa's unemployment rate came in at 27.7 percent in the second quarter of 2017, unchanged from the previous period's 13-year high. The number of unemployed fell by 37 thousand to 6.18 million while the number of employed declined by 113 thousand to 16.10 million. Unemployment Rate in South Africa averaged 25.46 percent from 2000 until 2017, reaching an all time high of 31.20 percent in the first quarter of 2003 and a record low of 21.50 percent in the fourth quarter of 2008.

South Africa Youth unemployment rate

Youth Unemployment Rate in South Africa increased to 55.90 percent in the second quarter of 2017 from 54.30 percent in the first quarter of 2017. Youth Unemployment Rate in South Africa averaged 51.93 percent from 2013 until 2017, reaching an all time high of 55.90 percent in the second quarter of 2017 and a record low of 48.80 percent in the fourth quarter of 2014.
Poverty and education in South Africa

Part of the NDP targets is to reduce the proportion of the population living below the lower-bound poverty line from 39% (in 2009) to zero by 2030 and to reduce income inequality from 0,7 in 2010 to 0,6 by 2030. However, poverty is one of the biggest problems facing South Africa today. Official statistics revealed that in 2015, 40% of South Africans were living below the poverty line. There are many reasons behind the high poverty levels in South Africa, and one of them is the high unemployment rate.

The latest official statistics shows that 27.7% of South Africans who should be working are unemployed. At the moment, 55.9% young people in South Africa between the ages of 18 and 25 are unemployed. Although the country is no longer segregated according to race, the effects of apartheid’s race-based systems remain. Most of the poor people in the country are not white, and most of middle and upper class people are. This means that the effects of poverty are felt by particular race groups, especially black people.

Poor quality education as a poverty trap

Research shows that South Africa’s education system mostly helps poverty and inequality to survive rather breaking them down. In his book Long Walk to Freedom, Former-President Nelson Mandela writes: “Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president.”

Do you think that most learners in working-class communities are receiving the kind of education that prepares them to be doctors, mine managers or presidents?

The quality of education a learner receives has an effect on his or her chances in life. In other words, if a learner receives a good quality education, the chances are better that he or she will find a good, decent-paying job one day. Through good education, people are able to escape poverty. But the fact is that poor people in South Africa are not receiving a good quality education. We can say that poor quality education traps most people from working-class communities in poverty, and that South Africa’s education system is failing the poor. All public schools in South Africa receive government funding.

Even though government technically gives more money to poor schools, this is not enough to narrow the gap between rich and poor schools. Most learners from working-class communities attend ‘no-fee schools’ that are not allowed to charge school fees. In itself, this is a good thing. At the same time, this is not succeeding in doing away with inequality. Schools in richer communities stay better resourced and can employ more and better qualified teachers because they are allowed to charge school fees. Often schools in richer communities also have more experienced school governance and management teams. We need to understand the reasons why schools and learners in poor communities are not performing as well as schools and learners in richer communities, and work to change this.

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1 Equal Education, Youth Group Fact Sheet 5, 2011
Poverty and school performance

If one looks at various tests, middle-class learners normally perform better than learners attending schools in poorer communities. This does not mean that learners from working-class families cannot, or do not, perform well in school. There are learners who perform very well (in the same way that some learners from middle-class backgrounds perform poorly). Of course, this also does not mean that learners from poor communities have less potential than learners from middle-class communities, or that they are less intelligent! They are just as bright and ambitious as learners from middle-class communities.

But the education system has been failing them and they have to overcome many more obstacles in order to succeed. They [learners] come without food and they eat here at school… Sometimes they come inadequately dressed, without a jersey or shoes and it’s cold and it’s a learner who does not have a home. When a child is shivering, he doesn’t learn well. That’s the reason he has a difficulty. He won’t listen to you or concentrate on what you do because of hunger and cold that he’s feeling.

Brahm Fleisch, an education specialist, writes that there are many and complicated ways in which poverty may lead to poor performance in school. For example:

Children who are hungry have trouble concentrating in school. Poverty affects health of children, which can have an effect on their performance in school. For example, poor children are more likely to suffer from ear infections that go untreated. This can lead to difficulties in hearing, which can have negative effects on school performance. The HIV/Aids pandemic has had a massive impact on the education system, and especially on learners from poor backgrounds. Just one example: thousands of children have lost their parents due to HIV/Aids. As a result, many children now have more responsibilities at home (such as looking after younger brothers and sisters). This can lead to late-coming or not even showing up. Children from working-class backgrounds often come from homes where there are no or few books. These homes to not have a ‘culture of reading.

Children and poverty

Different studies do not give the same number, but it is estimated that between 58% and 75% of South African children live below the poverty line. This means that more than half of children in South Africa live in poverty. Research revealed that 10% of black children in South Africa show signs of malnutrition. The most common illness among South African children that can be connected to poverty is stunting. Stunting is when a child’s height and weight is less than what it is supposed to be for his or her age. It is usually caused by malnutrition. In South Africa, 25% of black children (or 1 out of 4) show signs of stunting.

Poverty and inequality

South Africa does not only have high levels of poverty but also high levels of inequality. This means that there is extreme wealth on the one hand and extreme poverty on the other. We see this clearly in the Cape Town area. In fact, South Africa is the most unequal society in the world. This inequality can also be seen in our education system, which is the topic of the fact sheet ‘Unequal Schools, Unequal Outcomes’.
Change in the Gini coefficient: Wage income only versus income, including grants and basic services, less taxes

The World Bank (2014a) uses the commitment to equity (CEQ) methodology to compare the effectiveness of various middle-income countries’ fiscal policies in reducing poverty and inequality. Figure B2.1 illustrates that South Africa’s policies to reduce inequality assisted in reducing the Gini coefficient much more than in other middle-income countries. The World Bank noted that South Africa spent more than other countries on its social programmes, with this expenditure successfully lifting around 3.6 million individuals out of poverty (based on US$2.5 a day on a purchasing power parity basis) and reducing the Gini coefficient from 0.76 to 0.596 in 2011. Taxes and social spending have succeeded in closing the gap between the rich and the poor.

from a situation where the richest decile earns over 1 000 times more than the poorest decile, to where the richest decile earns about 66 times more in 2011. According to the 2013/14 Annual Report by the South African Social Security Agency, the total number of social grant recipients has grown from 12,4 million in the 2007/08 fiscal year to 16 million in fiscal 2013/14. The number of social grant recipients has increased much faster than the total number of employed persons in South Africa, which increased from 14,4 million in March 2008 to about 15,1 million in March 2014. In addition, South African’s age dependency ratio is around 52.3 (Stats SA, 2014b), implying that the share of people who are not of working age (those younger than 15 years and older than 64 years) who are dependent on those who are of working age (15 to 64 years, i.e. the labour force) is around 52.3 per cent.

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2 World Bank (2014a)
Assumptions of expectation of life at birth without AIDS and fertility

<table>
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<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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<tr>
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</tr>
<tr>
<td>2016</td>
<td>65.2</td>
<td>72.3</td>
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</table>

Source: STATSSA, 2016

The impact of South Africa’s credit rating downgrades

The period under review we experienced downgrades from the three credit rating agencies. This has had negative impact on the lives of the people who were already experiencing economic stagnation. We have noted a downgrade by S&P in 03 April 2017 from BBB- to BB+, with a negative outlook. Four days after (07 April) S&P’s downgrading, Fitch downgraded both local currency and foreign currency sovereign credit rating BB+ with a stable outlook. Two months later (09 June) Moody’s followed with a downgrade of SA’s longer term foreign and domestic ratings from Baa2 to Baa3 with a negative outlook.

Negative outlook is not good for the struggling economy because it signals further downgrade. As if this was not enough, the economy contracted and we experienced a technical recession thereafter though there are signs of recovery.

Challenges

There is a potential of future credit downgrades because of sluggish growth and a confidence deficit. These two aspects will hurt investment and obviously consumer spending. Lack of investment will lead to unemployment and consequently exacerbate poverty and inequality.

Planned Activities

• To have a joint Negotiators, NEDCOM and Researchers’ workshop in order to develop a common understating and approach to cross-cutting issues of education and negotiations;
• To have a joint Organisers, Negotiators and Deputy Provincial Secretaries Operational meeting in order to assess membership welfare cases as well as membership growth;
• To convene Provincial Clustered Labour Law Discussion Forums to be attended by Regional Secretaries, Organisers and Negotiators in order to develop strategies and share experiences on membership representation in welfare cases;
• To represent members in complex legal matters.
Implemented activities

• A National Joint workshop of Negotiators, NEDCOM, Researchers joined by the NEC was convened and focused on cross-cutting issues and how to deal with the overlaps so as to ensure a coherent organisational approach to such.

• Four joint meetings of Organisers, Negotiators and Deputy Provincial Secretaries were held in which provinces presented their statistics of members recruited against the set Provincial targets.

• Representation of members in complex welfare cases referred to the National Office took place on an ongoing basis since the last congress. The Union successfully dealt with cases in TVET Colleges, as one of the vulnerable sectors due to its complex conditions.

Achievements

• The Union was able to bridge the gap between NEDCOM and Negotiators on a number of cross-cutting issues particularly on performance management system (QMS) and other related matters as negotiated at the ELRC.

• Through successful handling of welfare cases at TVET Colleges, the union managed to break new grounds within the Sector by stabilising it and winning back the confidence of members in the union.

Challenges

• Whilst there were a number of positive achievements in the planned activities, it is important to mention that due to the hotly contested 2016 Local Government Elections, some programmes, in particular the Provincial Clustered Labour Law Discussion Forums could not be dispensed with as leaders were deployed throughout various provinces.

• Whilst the Union would have made inroads in the TVET sector, the DHET as the employer still remains intransigent in so far as collective bargaining is concerned.

• The CET as sector still remains vulnerable as they are still not afforded the opportunity to collectively bargain and engage on their conditions of service.

Strategic shift and focus

• Moving forward and given the evolving case law, the Labour Law Discussion Forums would have to be re-scheduled to 2018, since 2017 would be tight due to the major cost driving activities such as Provincial Conferences, the NGC, COSATU Central Committee, SACP National Congress, ANC Policy Conference and the subsequent ANC National Conference.

• The union would however, still focus on the membership service activities which do not require much of financial resources.
• BASIC EDUCATION SECTOR

The ELRC hosted a successful “Education Indaba” on the 20 – 21 June 2017 to deliberate on amongst others, on the following:

• Strategic Imperatives for Public Education from both the Government perspective and Trade Unions in Education;
• To deliberate on education provisioning with particular reference to the Post Provisioning Model;
• To look at the Provincial Strategic Imperatives and Personnel allocation and its impact on number of Educator posts for a three-year financial period beginning 2017; and
• To reflect on the ELRC’s ECD Research Recommendations and how it begins to address issues flagged in Chapter 9 of the NDP, read together with the DHET Policy on ECD Qualifications

The Indaba resolved amongst others,

To establish the following work streams under the stewardship of the ELRC to execute the tasks emanating from the Indaba:

• PPN work stream: To review the current Post Provisioning Model
• ECD/ Grade R (institutionalisation) work stream: To professionalize ECD/Grade R in respect of their conditions of service, salaries, qualifications, etc.
• Curriculum work stream to collaborate with the Task team on the review of CAPS chapter 4

This NGC needs to guide the processes outlined above in line with our 2030 Vision.
Our position in moving the process as outlined above is informed by our desire as expressed in the preamble of the constitution paragraph two which states that-

‘Further, recognizing the deeply embedded class and gender disparities in South African society, SADTU commits itself to eliminating all gender and class based discrimination in Education in South Africa. To this end, SADTU shall endeavour to inculcate the values of egalitarianism and social justice among its members and the broader society.’

We are inspired by resolution 5 of UNESCO, which states that-

“Quality teachers are key to sustainable global development and their training, recruitment, retention, status and working conditions are among UNESCO’s top priorities. In fact, teachers are the single most influential and powerful force for equity, access and quality in education.”

Informed and inspired by the two statements above we submitted the following proposals which were carried forward in the ELRC INDABA. We can summarize our submission as follows:
Our principal imperative is, opening the doors of learning and culture. This principal policy objective and imperative gives rise to the following specific imperatives if it were to be realised:

- Developing a new education design system consistent with the education outcomes required in line with constitutional imperatives bearing in mind the high proportion of expenditure on education relative to education outcomes.
- Ensuring that the entire education system including the allocation of resources provide an enabling environment for the effective implementation of curriculum, learning and teaching.
- Decisively addressing the human resource needs for the effective implementation of the right to education.

The education system design.

We need to develop a new education design system which is consistent with the education outcomes required in line with constitutional imperatives bearing in mind the high proportion of expenditure on education relative to education outcomes.

On transformation

We need an education system which has the ability and capacity to -

- Contribute significantly to the overall national transformation agenda.
- Play the role of a change agent for the nation,
- Assist to develop nationhood and
- Serve as one of the key platforms to drive and advance transformation.

On Skills revolution

We need an education system, which has the ability and capacity to -

- Enable the meaningful and effective participation particularly of the youth in the labour market and the economy,
- Reduce the incidence of socio-economic problems and
- Reduce dependence in the medium to long term on the social security system.

On the need to create a global citizenry

We need an education system, which has the ability and capacity to -

- Produce excellence,
• Reduce adult illiteracy and
• Position particularly the youth to play a meaningful role in national, continental and global affairs.

Resource allocation

• On this critical aspect we submitted as follows:

• The current system of “equal access but unequal quality” perpetuates the primary objectives of the previous system of apartheid education.
• The current classification of schools reflect that 60% of leaners in pubic ordinary schools are in what are classified as no fee schools.
• Poor and/or no quality public infrastructure which has a direct impact on access to education and schools denies the working class child participation in gateway subjects.
• Poor and/or lack of public infrastructure and/or access to basic services in certain rural and remote areas directly impact in the loss of teaching days and contact time.
• Curriculum coverage in schools serving the poor, rural and remote area communities continues to be determined by the adverse socio economic conditions of these communities.
• The absence of sporting and recreational facilities continue to adversely affect the total development of children in these schools in the working class communities in particular rural.
• The current resource allocation is consistent with our realities on the ground and therefore not consistent with the feasibility of reversing the legacy of apartheid.
• The budgets of departments do not reflect the reality of decisive change towards real redress and bringing about equality and are therefore not credible.

Human resources.

On the gross inequalities we submitted as follows

From human resource point of view

• A greater gap still exist in terms of quantity and quality of staff, owing in the main to the quality of the training under apartheid between staff in more affluent schools and schools for the poor.
• An aggravation of the situation was firstly the closure of teacher training colleges and the ineffective teacher development programmes over the years.

From a learner point of view

• Learners from working class and poor continue to suffer further disadvantage owing amongst others to levels of poverty, underdevelopment and levels of illiteracy.

• The situation negates the meaningful and effective participation of learners and parents in learning in a system which dependent on the effective participation of both parents and learners.

• The major inhibitors of effective learning and teaching are the poor and/or inadequate school infrastructure and lack of access to basic services, resulting in certain instances learners studying in inappropriate and unsafe structures

• This is simply violations of human rights of both learners and teachers. In this context, the rights of educators and staff employed in schools are not promoted, protected and realised.

The change we need.

We need the following major interventions in our system if we were to move forward. These are:

• A new approach to planning in education where provincial plans are informed by school developed and based plans.

• A new approach to funding education to take into account all factors instead of the current system of global allocations and the fragmented approach to funding.

• A credible human resource plan for education based on school based plans.

• A credible curriculum statement and rollout plan.

• Making Early Childhood Development the true foundation in education.

• Making the ELRC a more effective driving force.

The new approach to planning.

The NDP envisages self-managing schools and schools with better control of their resources. This is only possible if schools are given the authority and capacity to plan and drive their plans with the dedicated support of the education departments. Planning at school level must cover all aspects of the operation of the school including human resource planning, budget planning and physical resource planning. Communities must be capacitated and supported to participate in school based planning. National government and provincial government plans must be based and informed by the material conditions on the ground and in schools.
The new funding model.

The funding of schools is supposed to be informed by actual resources required to run a school effectively. Effectiveness means adequate resources must be availed to the school. The current model based on allocations as per norms and standards simply assumed that the allocation per learner is adequate. What is needed is a total costing of each school based on a locally developed plan which takes into account all variables. Funding of schools must be based on defined educational aims and objectives and a realistic costing of such aims and objectives.

Human resource planning.

It is a statutory requirement that there be a human resource plan based on the strategic plan of each department. The PPN model used for allocation of human resources to schools must be based on a credible human resource plan. The current system of allocating human resources to schools using only the PPN model is not only self-defeating but borders on an illegality.

Human resource planning goes far beyond the number crunching and the current PPN model is based on limited subjective factors. Human resource planning addresses both the quantity and quality issues using broader objective criteria and broader interventions to realise actual human resources needed in schools. The idea and the excuse of affordability does not address the real issues in human resource provisioning. It is thus important that post provisioning in schools derive from proper human resource planning.

Schools not only require adequate quantity but also quality educators and support staff. This can only be properly determined through a proper and credible human resource planning process.

National Curriculum Statement and Rollout Plan.

Curriculum is the heart of of any learning. SADTU further subscribes to the notion that curriculum should always be viewed as the total learning not only of individuals in a school but in society as a whole. It is in this context that SADTU believes in the organic and natural relationship between curriculum and society and the role that curriculum should play in our developmental agenda.

SADTU therefore seeks firstly to have curriculum offering in schools which is responsive to community needs and secondly which contributes to the developmental needs of society and communities in
which schools are located. Thus the National Curriculum Statement, to be found credible must be based on the country’s developmental needs and must prepare learners to play a far more responsible role in society.

In the context of South Africa, SADTU believes that critical to curriculum implementation must be the imperative to address the implications and consequences of past injustice and inequality. The principal focus should therefore be to address the triple challenges of poverty, unemployment and inequality.

It is further SADTU’s view that with this imperative in mind, the entire system including the allocation of resources must provide an enabling environment for the effective implementation of curriculum.

A critical and important consideration should firstly be a clear definition of the type of improvements the education system seeks to deliver on. Critical issues such the country’s pressing problems, poverty, social cohesion and sustainable development must feature prominently in any approach to curriculum development and implementation.

Although there is no exhaustive list of interventions required to realise the effective implementation of curriculum, certain key minimum issues have to be present to realise such success. These include the existence of a quality human resource base, infrastructure and adequate funding.

It is important to appreciate the labour intensive nature of schooling. Because of this very fact, it is critical that proper curriculum development and implementation start at the point of training of the persons to deliver curriculum at schools. Therefore the first port of call should be institutions of higher learning responsible for the training of educators and education support staff.

The above emphasises the importance of teacher preparation. SADTU supports a view that proper standards of teacher preparation must be developed and implemented across the system. SADTU’s key proposal remains the re-establishment of teacher training and development colleges based on the remodelled concept of a teacher centre. It is SADTU’s view that the current programmes offered by universities are limited to ensure a complete teacher preparation programme to enable effective curriculum delivery.

In addition to teacher preparation for entry into the profession, SADTU has consistently raised serious concerns regarding the issue of teacher development. The current system and approach to teacher development does not in any way strengthen the capacity of teachers to develop into more quality teachers and improve on curriculum delivery.
Whilst most of the teachers meet the qualification requirements for entry into the profession, there remains a dire lack of ongoing development and in-service training. This makes it difficult for teachers to cope in particular with rapid changes in curriculum policy. The inadequacy of teacher development and support is amply demonstrated by the limited budget allocations for this aspect of teacher development as well as the absence of a clear costed teacher development plan.

**Early childhood development.**

Whilst the entire system in the short to medium term requires ongoing interventions, this is however not sustainable in the long term. The true solution lies in our ability to set up early childhood development as the key foundation for the development of our education system. We must consider a proper and sustainable model for the funding of ECD and agree on key plans for the adequate resourcing of ECD.

It is going to be easy to have a rapid infrastructure and curriculum development programme for ECD. But the albatross around our necks will always remain the human resource part of resourcing.

We have failed the system by taking so long to finalise the conditions of service of ECD Practitioners. Again we are trapped in this affordability excuse and continue to violate rights.

**The powers and scope of the ELRC.**

The ELRC must play a more involved role in ensuring compliance with ILO Conventions in so as same relates to the sector. One of the important areas of the scope of the ELRC which require strengthening is the enforcement of statutory obligations of the parties to give effect to such obligations.

Section 28(1)(c) of the Labour Relations Act gives bargaining councils such as the ELRC the power to prevent labour disputes. In our understanding this entails that the ELRC has the power to pro-actively take steps to prevent labour disputes.

The Constitution of the ELRC is not explicit on this power. We propose that this matter be further explored with a view to amending the ELRC Constitution to define this power and set the parameters within which the ELRC can exercise this power.

One of the major shortcomings in our current system is our inability to effectively monitor and enforce amongst others ILO Conventions on matters relating to conditions of service of educators in particular. Again it is important that we consider the role the ELRC must play in this regard and consider
amending the constitution to better define the role the ELRC must play in this regard and the powers it must have to ensure the effective monitoring of ILO Conventions.

The following is the schedule of **Collective Agreements concluded at the ELRC in 2016**:

<table>
<thead>
<tr>
<th>Collective Agreement</th>
<th>Purpose</th>
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<tr>
<td>C/A 01 of 2016</td>
<td>The purpose of the collective agreement is to amend the date of the determination of vote weights as at the 31(^{st}) of March of each year by no later than 15(^{th}) May of each year, as per the recommendations of the Auditors of Council.</td>
</tr>
<tr>
<td><strong>“Amendment of 18.2 &amp; 18.3 of the ELRC constitution: “Vote Weights”</strong></td>
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| C/A 02 of 2016       | To amend the threshold requirement of admission to the ELRC to the effect that: Any Trade Union seeking Organisation Rights at a workplace neither admitted to Council nor part of the Combined Trade Unions acting together: 
  a) Shall only qualify for 12,13 and 15 Organisational Rights when it meets the threshold requirements of 30\% of the total number of employees as its members at a workplace” and  
  b) Provided such a Trade Union or Combined Trade Union meets the threshold requirement of 60 000 members within the registered scope of the Council. |
| **“Amendment of clause 9.3.1 of the ELRC constitution on the ‘Threshold requirement’ for admission to the ELRC”** | |
| C/A 03 of 2016       | To ensure that parties and panellists understand what is expected of them in relation to unfair labour practice disputes concerning promotions; and To promote consistent decision-making in arbitrations dealing with promotion disputes |
| **“ELRC Guidelines: Promotions Arbitrations”** | |
| C/A 04 of 2016 “Transfer of serving educators in terms of operational requirements” | The purpose of this agreement is to replace the provisions of Collective Agreement 2 of 2003 regarding the transfer of serving educators in terms of operational requirements. **Key elements:**

- During any ELRC arbitration proceedings about the enforcement, interpretation or application of the measures outlined above, an arbitrator appointed by the ELRC shall have jurisdiction to set aside the decision of the employer to transfer an educator to a specific school and refer the decision back to the employer for a fresh decision.
- The procedure for the identification of serving educators in addition to the establishment need not be performed on an annual basis, but must be performed at least once every 36 months. |

| C/A 05 of 2016 “Levy Increment” | The purpose of this agreement is to increase the levies collected from the employer and employees in order to finance the operations of the Council. **Key elements:**

- Each employee must pay a levy of R7.50 per month to the Council with effect from 1 April 2017.
- This agreement will be reviewed after 5 (five) years of the date of implementing this agreement. |

| C/A 06 of 2016 “ELRC CONSTITUTION” | The purpose thereof is to bring the constitution of the ELRC in line with the current legislative changes and to broadly look at expanding the scope to include TVET and CET (Formerly AET) |

**• HIGHER EDUCATION SECTOR (TVET)**

The following disputes were declared with the Department of Higher Education and Training in order to force the employer to engage in collective bargaining:

On the 09 & 22 May 2017 respectfully, the two matters; i.e. payment of pay progression and failure to bargain were successfully settled at the ELRC.

1) **Outcomes on the “Payment of 1% pay progression”:** The Union successfully settled the dispute whereby the DHET committed to pay the Outstanding Historical Pay Progression for ALL TVET Colleges on or before 30 June 2017. *(Attached)*
2) **Outcomes on “Failure to bargain”:** The DHET committed to resuscitate collective bargaining for both TVET and CET Sector at the ELRC. This means the DHET will have to conclude the draft collective agreement on the “Establishment of a Higher Education and Training Bargaining Chamber within the ELRC” to cater for both TVET and CET lecturers. *(Attached)*

3) **On the incorrect salary notches as a result of “top-up”,** the matter was referred for arbitration at the ELRC. The commissioner ruled that the ELRC would not have jurisdiction to make a determination since the matter relates to the pension benefits and should therefore be referred to the Pensions’ Adjudicator or Government Pensions Administration Agency (GPAA) for adjudication.

- **HIGHER EDUCATION SECTOR (CET)**

  The streamlining of conditions of service (salaries, working hours, leave measures, workload, etc.) for the CET remains a challenge given the unwillingness of the DHET as the employer to bargain collectively for these employees.

  Note: The matter is in dispute.

- **PUBLIC SERVICE CO-ORDINATING BARGAINING COUNCIL (PSCBC)**

  **Progress report on the implementation of Government Employee Housing Scheme (GEHS)**

  The GEHS had the following number of variables that were to be implemented in order to achieve the full implementation of the scheme:

  Two variables implemented:

1. **Housing allowance (R1200)**

2. **GEHS Individual Linked Savings Facility (ILSF)**

   - 404 813 employees were approved to receive the new housing allowance for homeowners
   - **Tenants: 501 419 employees** receive the GEHS housing allowance for Renting (R900, with R300 saved).
   - **New Employees:** 35 480 (Full R1200 housing allowance was to be saved)

   The following variables are not implemented and are a subject of a dispute:

   - Access to Affordable Housing Finance
   - Facilitation of Housing Stock Supply
   - Establish GEHS Administration Entity
   - Establishment of Governance Structure
The following is the schedule of **Resolutions concluded at the PSCBC in 2015**:  

<table>
<thead>
<tr>
<th>RESOLUTION</th>
<th>PURPOSE</th>
</tr>
</thead>
</table>
| **Res 1/2015**  
*Review of outsourcing and agentisation in the Public Service* | To review the impact of existing outsourcing and agentisation practices within the Public Service & conducting an independent study on the principles of decent work. |
| **Res 2/2015**  
*Salary Adjustment & Improvement on conditions of service* | To provide for a 3 year multi-term Salary Adjustment and Improvements to Conditions of Service for the period 2015/16 to 2017/18. |
| **Res 3/2015**  
*Review of GEMS* | This would allow the PSCBC to review GEMS in order to streamline its Administration and Governance and to make it accountable to the PSCBC. |
| **Res 4/2015**  
*Review of Danger Allowance* | This resolution closes the process of review of Danger Allowance as per Resolution 1 of 2012. |
| **Res 5/2015**  
*New Danger Dispensation* | The purpose of the resolution is to introduce the *New Danger Dispensation* to include a Comprehensive Insurance. This was informed by the view that the danger allowance would not be enough to compensate employees in cases of severe injuries, unlike what the comprehensive insurance would do. |
| **Res 6/2015**  
*Review of Post-Retirement Benefits* | The purpose is to allow for the review of the current post-retirement benefits on both the medical dispensation and Housing dispensation. |
| **Res 7/2015**  
*Establishment of GEHS* | To establish Government Employees Housing Scheme |
Res 8/2015  
Amendment to Res 2/2015 

To amend clause 3 of Res 2 of 2015 by removing “based on the average projected CPI of 4.8% plus 2.2%”

The following is the schedule of Resolutions concluded at the PSCBC in 2017:

<table>
<thead>
<tr>
<th>RESOLUTION</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Res 1/2017 Pension Benefits</td>
<td>To give effect to the proposed amendments/improvement on certain existing pension benefits and to create new benefits. The rules on debt to service, reservations and funeral cover have been adopted by the Board. Work is being done on the issue of collateral and education</td>
</tr>
<tr>
<td>Res 2/2017 Organisational Rights</td>
<td>To establish an agreed threshold of representativeness and granting of organizational rights within the Public Service.</td>
</tr>
<tr>
<td>Res 3/2017 Negotiations Protocol</td>
<td>To establish negotiations protocol in preparation for the next round of wage negotiations</td>
</tr>
</tbody>
</table>

LEGAL AND TECHNICAL SUPPORT TO PROVINCES.

As a result of specific identified challenges in both the Eastern Cape and Limpopo Provinces, special support was provided to the two provinces with a view to either address certain persistent problems within education departments or to strengthen the capacity of the Provincial leadership to address these challenges.

Eastern Cape.

Legal and technical support was provided to the Eastern Cape as part of the broader project to reorganise the provincial structure following the appointment of a Provincial Task Team. Ongoing legal and technical support was provided throughout the tenure of the Provincial Task Team and was extended to the current Provincial Executive Committee after a successful provincial conference.

As a result of the then Acting Head of Department adopting a more aggressive and litigious approach towards the union, it was decided to meet her fire with fire. In this context her two High Court applications seeking interdicts against SADTU were opposed.
In the first case a settlement agreement was reached which turned out to be unfavourable to SADTU. This was however addressed upon appointment of a new legal team which assisted the PTT to render the court order ineffective through various forms of advice. As a result of this intervention, the department itself abandoned the order and opted to participate in a facilitation process. It was this process which resulted in an additional 1665 educators being appointed.

The second case involved an application to interdict the Bizana branch from embarking on a protest march to the District Office. Based on legal advice, this application was opposed and the interim order granted by the court in SADTU’s absence was set aside.

As a result of the persistent non-payment of salaries and the decision of the then Acting Head of Department to terminate the services of educators she deemed not properly appointed despite having approved the appointments, SADTU launched an urgent application in the Labour Court.

This application sought an order for the payment of salaries of all educators who were owed salaries and to set aside the decision of the HoD to terminate educators appointed following an interview process. This application was successful and resulted in many educators who were owed salaries paid and all decisions regarding the termination of educators as per the HoD decision set aside. All affected educators across the province were either no longer terminated or those terminated reinstated.

The order obtained has a perpetual life and can be used any moment educators’ salaries are not paid. This order has made it much easier for the Provincial structure as there is always a tool available. Should the Department fail to pay salaries the order can be enforced on the basis of contempt of court without the need for an new court application.

**PPN**

One the persistent problems in the Eastern Cape has been the problem of PPN. Technical support was provided to the PTT and the current PEC resulting in stabilisation of the process. With the technical support provided, the PEC has been able to participate effectively in the various processes. The PEC was also assisted to develop a clear technical strategy and build its own internal capacity to engage more robustly with the Department. Meaningful progress has been recorded and various processes under way to resolve the problems permanently. It is envisaged that the province will now be in a position to implement the multi-year post declaration.

The province has also made progress in negotiating an agreement to make educators appointed on a temporary basis permanent. A draft collective agreement is being considered.

Following SADTU’s demand, the Provincial Department has agreed to develop a proper human resource plan which will in future be used to influence the declaration of posts, teacher utilisation and development.

The PEC will continue to receive technical and legal support ensure that the gains made to-date are protected.
Limpopo Province.

The relationship between SADTU in the province and the Department has deteriorated and a number of problems continue.

A number of legal interventions were undertaken to address the most pressing issues. In December 2016, SADTU launched an urgent application in the Labour Court to force the Department to pay salaries after numerous attempts failed. This application was successful and has assisted in drastically reducing the number of non-payments. As a result of this application, there are currently no known cases of non-payment of salaries.

In January 2017 SADTU embarked on a protest march to the department to protest a number of problems experienced by members. In retaliation the Department implemented a no work no pay indiscriminately. It must be pointed out that a deliberate decision was taken not to have all members at the march to avoid disruption of schools. Despite this, the Department has decided to deduct from all members.

A process is underway to file a Labour Court application to set aside this decision and to have members refunded.

Following an unprotected strike at the Head Office which SADTU members were not part of, the Department decided to implement no work no pay in respect of SADTU members. This was despite representations made by the provincial leadership.

A decision was taken and SADTU brought an urgent application in the High Court in Polokwane to interdict the Department. This application was successful and the Department was ordered to pay the costs.

A further urgent application was launched after the Department ignored the High Court order not to deduct from SADTU members. The order obtained forced the Department to refund the affected members. The Department was ordered to pay the costs of the application.

As part of ensuring that the Department complies with arbitration awards, an application was launched in the Labour Court to enforce an arbitration award made in favour of a member. This application was also successful.

DHET Court application on the changes of conditions of service without consultations. The court ruled that the matter was moot and the Union has since lodged an application for appeal against the judgement because we believe that refusal to consult by the DHET is a violation of the fundamental labour right to the employees.

The Union has ventured into litigation as part of servicing members and demonstrating its commitment to the quality learning and teaching campaign where members continue working whilst their union which must serve them take up the fights. This is important as the Union is showing zero tolerance to the violations of labour rights by the employer. The promotion and protection of the
dignity of the learners and teachers is what shapes the character of our Union. When Nelson Mandela addressed our launching congress in 1990 he said, this congress is a beacon of hope for most South Africans. Hope that we are putting an end to the decades of darkness which apartheid education has condemned our people.”.

To tolerate non-or late payment of salaries and benefits by the employer is to perpetuate darkness because our children are then taught by demoralized and demotivated teachers.

• PROLIFERATION OF TRADE UNIONS WITHIN THE PUBLIC SERVICE

Challenges

The manner in which the current structures of collective bargaining within the Public Service are configured poses a threat to a co-ordinated centralised collective bargaining and proliferation of Trade Unions within the Public Service.

Organisational Rights Framework for the Public Service: The lack of or absence of a frame work agreement on Organizational Rights within the public service is our first threat. The amendments of the LRA necessitated the development of such a framework within the Public Service; a move that would greatly prevent proliferation within the Public Service.

Threshold for Admission to Bargaining Councils: The current threshold for admission in most Bargaining Councils is very low and this on its own is a threat to Collective Bargaining, as it will allow mushrooming pseudo-unions to enter the space and destabilise centralised Collective Bargaining. Current Threshold for Admission is as follows:

• PSCBC – 50 000
• ELRC – 60 000
• GPSSBC – 30 000
• PHSDBC – 30 000
• SSSBC – 50 000

The current threshold at the PSCBC represents about 4% of the workforce within the Public Service. The ideal threshold should have at least been the 10% of the entire workforce in the Public Service.

Parties avoiding paying Agency Fee: The other threat we have for centralised collective bargaining is that the admission criteria to sector council is not limited to or restricted to being admitted to the PSCBC. What that results in, is that you have trade unions in a sector that do not belong to the PSCBC, therefore ending up with a situation where a sector has majority of its parties that are not party to the PSCBC. This further creates an anomaly where such parties are absolved from paying agency fee, yet not being part of the PSCBC. Such members should therefore be regarded as “free-riders” and must pay the agency fee.
**Acting Together arrangements:** The next threat is what may be an “easy” route to gain access to Bargaining Councils through “acting together arrangement.” The provisions of the LRA provide that Parties acting together would be given Section(s) 12 and 13 Organisational rights. The implication therefore is that a Union with only ten (10) members can act together with a trade union in the PSCBC and further proliferate the sector.

**Achievements**

Having assessed the above scenarios, the Bargaining Councils embarked on a process of amending their Organisational Rights Agreements in order to curb further proliferation of Trade Unions in the Public Service by increasing the threshold for admission and tightening the granting of certain Organisational Rights. (As per the tables on signed Collective Agreements and Resolutions)

**Strategic Shift and Focus**

In relation to the PSCBC in particular, we need to re-look into its constitution with a view of:

- Increasing its admission threshold with careful consideration not to exclude certain COSATU Unions; and
- To align the number of Representatives to Council to be proportional to vote weights.

**Strategic Objectives: To develop SADTU members into a professional teaching corps.**

**Programmes/Activities: An Empirical Investigation of Teachers Self-Efficacy, Perceived Satisfaction, Behavioural Intention and Attitude toward ICT Integration in the Classroom**

The success of integrating Information and Communication Technology (ICT) tools in the classroom depends to a considerable extent on teachers’ acceptance and satisfaction with e-tools. The integration of ICT tools in the classroom is a new paradigm of modern education. Therefore, it is in the interest of all teachers to develop certain level of competence and confidence in order to adopt e-tools in their classrooms. Many studies have proved that educational technology has a significant potential impact on organizational effectiveness and productivity.

Little is known in the South African context why many teachers are not currently integrating e-tools in their classroom. Hence, the development of this research was paramount to investigate the factors affecting teachers’ adoption of ICT tools in their daily teaching strategies.

An empirical research entitled: **An Empirical Investigation of Teachers Self-Efficacy, Perceived Satisfaction, Behavioural Intention, Attitude toward ICT Integration in the Classroom, and Professional Development Needs**, was developed and conducted from the SADTU members across Provinces. The research was led by Dr Reuben Dlamini and his team from the University of the Witwatersrand, and it provided evidence that despite the huge investments being made by the government on teacher development, inequalities still remain. The research sought to answer the question of what happens to the millions of Rands being spent on various teacher development programmes across the nine provinces. The report brought together evidence from a wide range of teachers located in various parts of the country: urban, semi-urban, rural and townships.
Achievements:

The research report was completed and presented to the SADTU NEDCOM in May 2016 by Dr Reuben Dlamini.

**Programme/Activity: Remuneration and conditions of service of education staff and to ensure a qualitative improvement in education outcomes.**

Achievements:

The Research Department administered questionnaires with members in some schools in Limpopo to respond to the research questions to get the teacher’s perceptions on the current conditions of service.

The department will be embarking on a process to retrieve the data, analyse it and produce a paper to aid the organisation as it continuously engages the employer on this pertinent issue.

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**STRATEGIC GOAL 2: CREATING A LEARNING NATION**

**Strategic Objective:** Influence Education Policy

**Programmes / Activities: To conduct Research on Teacher’s Perceptions, Attitudes towards the Curriculum in Creating a Learning Nation**

Quality education nurtures human talent and creativity, thereby contributing to the personal and professional development of the individual person, as well as to social, cultural, economic, political and environmental development of society at large.

It promotes peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment, and international and intercultural understanding. It provides people with the critical knowledge, abilities and skills that are needed to conceptualise, question and solve problems that occur both locally and globally.

Little is known in the South African context whether the curriculum prepares and provide the youth with the skills, knowledge, abilities and values to be cosmopolitan citizens as envisaged by SADTU. It is this particular aspect that the development of this research study sought to address.

Achievements:

The concept document and an instrument in the form of a questionnaire were developed to collect data for the research study.

**Strategic shift and focus:**
The study on best practices within curriculum and teacher's professional development issues is underway

**Achievements:**

A service provider with exceptional expertise on curriculum domain has been identified to work with Research Department.

An SLA on best implementation of the National Curriculum (CAPS) in South Africa has been signed.

Research proposal entitled “Research on best implementation of National Curriculum (CAPS) in South Africa” was developed.

Both interview guides and questionnaires were also developed.

**Challenges:**

The delivery of questionnaires to Ngaka Modiri Molema District was delayed due to other Union activities in the province.

**Programmes /Activity: Campaign for adequate learning and teaching resources on the improvement of Maths and Science document**

The research department wrote a discussion document that was presented at the Mail & Guardian High Level Panel. The focus of the discussion document was on the improvement of Maths and Science education in South Africa.

**Strategic shift/focus:**

- An SLA was signed with an academic from UNISA with exceptional expertise to work closely with the Research Desk to conduct a research on best possible methods of teaching.

- Research proposal entitled “The perspectives of mathematics and science teachers on the best method to teach mathematics and science in rural public secondary schools in South Africa” was developed.

**Challenges:**

The difficulties in the delivery of questionnaires to targeted areas due to other union activities.

**Programmes/Activities: SADTU Career Guidance**

We have been working with schools to conduct career guidance learners from disadvantaged backgrounds. SADTU was invited by the Executive Mayor of the Sekhukhune District Municipality to conduct career guidance to learners in the Bohlabela Circuit.

In 2015, SADTU honored the invitation and conducted career guidance to more than 300 learners. SADTU worked with the PYA let SRCs from the University of Johannesburg and Wits University.
Learners were given university application forms and they were also taught about the different career options at TVET colleges and higher education institutions in South Africa.

So far two (2) career guidance activities were successfully conducted. The first one was conducted on 20-23 April 2017 in Limpopo province. The second one was conducted on 04-05 July 2017 in Free State province.

**Strategic Objective:** To establish a SADTU knowledge institute (physical and virtual)

**Programme / Activity: To develop and publish SADTU History Book**

**Achievements:**

The first part of the book, titled: *A History of SADTU*, was drafted and presented to the 2014 national Congress together with the exhibitions, and the progress since there forth is the second part of the history book.

**Challenges:**

The work on the second part of the History Book has not begun due to the fact that the University History Workshop indicated that there were fundamental interviews that still needed to be conducted and therefore, they needed more financial resources. Money was raised and the fundamental interviews were done with key respondents.

However, the Wits Workshop did not honor its end of the agreement to complete and submit the book as per our service level agreement (SLA).

**Strategic shift and focus:**

The Research Desk is engaging on the process of recovering the money from the Wits Workshop because of the contravention of the SLA.

A new service provider from UKZN was appointed to complete the book and the process is unfolding as planned.

**Programme /Activity: Development of the SADTU archive system with Wits University**

The main purpose of the archive system is to ensure that the union safeguards its history and achievements in a system that is retrievable for future consumption by either the public, researchers, members or leaders of the organization.

**Achievements:**

An agreement was reached with the University and some information was sent to their library.

To this end the Sadtu archive portal has been developed at Wits and both previous soft and hard source documents are available at request at Wits Library.
Programme / Activity: To develop and publish the SADTU Policy Book

Achievements:

The project plan was developed and the memorandum of understanding was entered into between SADTU and the University of Johannesburg.

To date, three book chapters have been completed and submitted to the Union.

Challenges:

UJ was not able to honour the deadline as per the signed SLA. According to the service provider, the process was delayed by the lack of capacity because the senior academic who was the custodian of the project had since left the institution.

Strategic shift and focus:

As a corrective measure, a meeting was held with another senior academic from the institution in April 2017 to account for the none completion and submission of the book within a given timeframe as per SLA. As per agreement moving forward, the institution should have completed the book and submitted it to the Union by December 2017.

STRATEGIC GOAL 4:
EFFECTIVE WORKER UNITY

STRATEGIC OBJECTIVE: Institutionalize partnerships with international teacher organizations based on SADTU objectives

Programme / Activities: Participation and presentation of research papers on education international platforms

Achievements:

- Participated in Comparative International Education Society (CIES) research conference by presenting a paper on “Rethinking Rewards and Incentives for Rural Teachers” was presented at the CIES world research conference in March 2015 in Washington.

- A paper entitled “Rethinking academic staff transformation in South African universities: Power, identity, urgency and structure was successfully presented at Education Association of South Africa (EASA) Conference on 08-11 January 2017 at Parys, Free State

- A paper entitled “Rethinking academic staff transformation in South African universities” was successfully presented at Canada International Conference on Education (CICE) on 26-29 July 2017 at University of Toronto, Canada
- Participated in the 2nd EI African Regional Research Network. The session focused on strengthening union research capacity for evidence based advocacy work in the region. It also provided a platform for cooperation and exchange between union researchers and academics.

**Programme/Activities: International Partnerships**

**Planned Activities**

- Advocacy of the International Relations Policy
- SADTU/ZNUT/UEN Trilateral Cooperation Meeting
- SATO Workshops. Council and Executive Committee meetings
- Development of Cooperation Programmes with Zimbabwe, Lesotho, Mozambique (ONP), and Swaziland
- Solidarity with the people of Palestine, Cuba, Western Sahara, Zimbabwe & Swaziland

**Implemented Activities**

SADTU working on formalising international partnerships with other teacher organisations implemented the following programmes,

**Zambia National Union of Teachers (ZNUT)/ South African Democratic Teachers Union (SADTU), Union of Education Union (UEN) Trilateral**

- Unity Process between ZNUT, BETUZ, SESTUZ & PTUZ
  The merger process is focused on building a single teacher union in Zambia. Critical is commitment to the process by the organisations & finalisation of a new constitution and the establishment of transition structure to manage unity process

- Early Childhood Education (ECD) Policy
  The ZNUT Early Childhood Education (ECD) Policy is aimed at achieving provision of Quality Childhood Education in Zambia in tackling the working conditions and improvement of salaries of teachers and practitioners in this sector.

**Lessons learned and challenges**

1. ZNUT has since drafted and adopted and ECD and Gender policies
2. ZNUT is playing active role in the EI Gender Programmes (AWEN/SAWEN)
3. The Merger Steering Committee (comprised of the General Secretaries of the four (4) merger unions) has agreed of the setting up of a coordinating office at the ZCTU Head office to oversee the merger process and bringing a consultant/ project advisor to help address the challenges in the new proposed structure, financial, constitutional, sector representation and reporting lines
4. The merger challenge is the adherence to the merger timeline by the unions who are part of the process
• **Lesotho Association of Teachers (LAT)**

The organisation made contact and engaged with LAT around the establishment of a partnership on areas of ICT, membership systems, administrative and accounting systems. The major challenge is the proliferation of teacher unions in the country and the handling of leadership contest/challenges in the last two elective conferences in LAT. Our initiatives in Lesotho should continue focusing on supporting both LAT and Lesotho Teachers Trade Union (LTTU) and forging a unity process working with EI.

• **ONP Mozambique**

SADTU has engaged with the ONP leadership focusing on providing assistance on ICT, Membership and accounting systems, and assisting (financially) with the holding of ONP Congress in 2017. SADTU participated in the ONP Planning Workshop which informed the drafting of the Strategic Plan and Implementation Matrix (prioritised activities and budgets). ONP Congress aimed at adopting a new constitution (which will be asserting ONP as an independent organisation, that collects subscriptions from member) and the new Strategic Plan is scheduled for late 2017.

There are financial commitments to assist ONP with the holding of Congress from SADTU, UEN, Lararforbundet (Sweden) EI RAF and EI.

• **Southern African Teachers Organisation (SATO)**

The Southern African Teachers Organisation (SATO) strategic plan prioritised the drafting and adoption of the SATO Constitution, Registration in Botswana, participation in SADC structures, building teacher unity in the region and building capacity of its member organisations.

SATO has since hosted Solidarity Games on an annual basis in six (6) countries including in South Africa.

SATO has organised and hosted (fully funded) capacity building workshops on Trade Union Education & Organising, Finance and Investment, and Gender and Advocacy. SATO has engaged the SADC Secretariat and the Southern African Trade Union Coordinating Council (SATUCC) in Botswana in ensuring that it fully participates in the SADC Education initiatives.

SATO is currently faced with legal challenges in terms of how it is registered as an organisation in Botswana and exploring various options available.
Organisational

Strategic Goal 1: Servicing Union Members

Strategic Objective: Growing the organization

Planned Activities

To implement effective organising and recruitment strategies for the Union through the following activities:

- “Operation LETSEMA”: Focused Organising & Recruitment programme in identified areas of ‘low union penetration level’ / where there was decrease of membership or breaking new grounds;
- “Operation TVET Retention” (Focused Organizing & Recruitment programme in the TVET Sector): Organising regular meetings with the TVET Lecturers, sharing information on post-migration processes & Attending to all the issues related to the Sector;
- “Special Mass Meetings of CET (AET) Lecturers post “migration process”: Information sharing sessions with the CET Lecturers on post-migration process;
- Implementing the following member retention activities:
  ✓ Distribution of membership cards to all members
  ✓ Developing member wellbeing benefits for members to participate

Implemented activities

- “Operation Letsema” – Various Provinces such as the FS, KZN and NC had successful Provincial “Operation Letsema” activities in areas of low membership penetration.
- “Operation TVET Retention” – Over and above visiting different Colleges across the country, the union managed to host a successful National TVET Colloquium, which provided a platform for TVET Lecturers to engage and raise their issues directly with the National leadership. This became an eye opener to everyone with regard to the challenges confronting the Sector, thereby providing us with an opportunity to sharpen our approach to the Sector.

Achievements

- The Union has managed to bring stability in the TVET Sector with more and more members joining our ranks.
- The union has further made steady inroads into the non-teaching cohort, though much still needs to be done in order to gain absolute majority in those sectors.
- The Union has successfully printed the membership cards and by the end of 2016 all provinces had the cards dispatched to them.
Challenges

• Though the union has grown significantly in numbers, the effective and timeous membership service still remains a challenge. The speedy dissemination of information to lower structures remains the area of concern, given the enquiries that are directed to the national office on regular basis.

• The implementation of the stop-order facility for the CET sector remains a challenge to the organisation, as the majority of them in the country are still paid the stipend and may not be on PERSAL.

• The Union is still struggling to reach the 30 000 threshold and register with the GPSSBC due to competing COSATU sister unions organising in the same Sector. The auditing system in its current form is also unable to separate Educators from Non-Educators and give us accurate figures for the two categories.

Strategic shift and focus

• We need to aggressively embark on the recruitment of the non-educators to reach a threshold of 30 000 by mid-2018 so that we can be able to register for admission in the GPSSBC and directly represent our members in those bargaining councils.

• The Union would further need to refresh the mandate given to the auditors such that the auditing process is able to separate Educators from the Non-Educators so as to enable registration with the GPSSBC with ease.

PROVINCIAL MEMBERSHIP RECRUITMENT TARGETS PER ANNUM
(Based on the number of Agency Fee payers per province: 50% thereof)

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>AGENCY FEE PAYERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDUCATORS</td>
</tr>
<tr>
<td></td>
<td>Agency Fee Educators</td>
</tr>
<tr>
<td>1. LIMPOPO</td>
<td>5 243</td>
</tr>
<tr>
<td>2. GAUTENG</td>
<td>14 972</td>
</tr>
<tr>
<td>3. KWA ZULU – NATAL</td>
<td>13 331</td>
</tr>
<tr>
<td>Province</td>
<td>SADTU Org-Manager</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Audited Members</td>
</tr>
<tr>
<td></td>
<td>Dec 2016</td>
</tr>
<tr>
<td>LP</td>
<td>42 936 (-110)</td>
</tr>
<tr>
<td>NC</td>
<td>5 776 (234)</td>
</tr>
<tr>
<td>KZN</td>
<td>58 859 (1 266)</td>
</tr>
<tr>
<td>MP</td>
<td>24 480 (525)</td>
</tr>
<tr>
<td>NW*</td>
<td>14 669 (-438)</td>
</tr>
<tr>
<td>WC*</td>
<td>13 191 (-459)</td>
</tr>
</tbody>
</table>

Comparative table of Audited Membership as at 31 December 2015 & 2016 from Org-Manager and ELRC (Year-on-Year)
NOTES:

- Four Provinces i.e. Eastern Cape, Limpopo, North West and Western Cape have experienced some decline in members for year-on-year 2015 – 2016.

- North West*: Though the province is still enjoying the majority in the chamber, it has lost a significant number of members over a period of three years; from 18 000 to 14 000. Drastic measures need to be employed to resuscitate the Province.

- Western Cape* needs special attention. Representation at a chamber is at 50-50, which means we do not enjoy decision-making powers anymore.

MEMBERSHIP OF SALIPSWU PER PROVINCE

Contrary to their belief, SALIPSWU has not made any significant inroads in SADTU. This however, does not call for any complacency from our side. The following are their figures as at 31 December 2016:

<table>
<thead>
<tr>
<th>SALIPSWU</th>
<th>KZN</th>
<th>EC</th>
<th>NC</th>
<th>WC</th>
<th>FS</th>
<th>MP</th>
<th>LP</th>
<th>NW</th>
<th>GP</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KZN</td>
<td>15</td>
<td>212</td>
<td>-</td>
<td>-</td>
<td>104</td>
<td>-</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>353</td>
</tr>
</tbody>
</table>

EMERGING UNION WITHIN THE CET (AET) SECTOR

There’s an emerging Union within the CET (AET) Sector called the South African Abet Educators Union (SAAEU). Though the union has been there for two to three years, it does not seem to be making any inroads within the Sector. With the launch of the new pseudo-federation, we need to pay particular attention to this Sector so that we completely close down on any possibility of poaching by this pseudo-federation. This union seems to be having presence only in the Free State province as at 31 December 2016.
Recommendations

*Given the inroads we are making within the DHET, and with CET Lecturers appointed in terms of Public Service Act; it is hereby recommended that the Union should have a dedicated mass mobilization programme towards the AET on an ongoing basis so that we can have the sector stabilised.*

- **SADTU Student Chapter: A Recruitment Strategy**

In recent years there has been growing calls by education faculty students to be allowed the opportunity to be associated with the organisation. Most notably, we have been approached by students from the Wits and Fort Hare education faculty. We have previously worked with the Wits final year students on certain activities and believe that this is a potentially effective recruitment strategy.

It is highly recommended that the organisation considers formally launching or works towards a Students’ Chapter. It must be clarified that such a chapter would not exist as a mechanism to contest PYA structures in the institutions of higher learning but work with them. The organisation must consider setting up a task team that would look into the feasibility, the terms of reference and constitutional matters of such a potential chapter and report its findings to the NEC.

**Achievements:**

A draft Student Chapter framework/concept developed with proposed Logo

**Challenges:**

A briefing meeting is needed with Secretariat to provide clarity on the rolling out of the pilot study to universities

**Strategic shift and focus:**

The Research Desk suggests piloting the student chapter at 2-3 institutions to test its reception by student teachers while still conducting the research.
**Strategic Objective:** Creating membership benefits that create a captured community of members thus creating a SADTU experience to be aspired for

The union creates opportunities for members to engage in Sports, Arts and Culture Activities by dedicating each year to focus on one aspect for members to compete in from branch level to national level. Thus 2015 was the year for sports, 2016 for Music (Arts) and 2017 for Culture.

**Programmes/ Activities**

- **2015 the year of Sports**

The unions celebrated a National Sports Festival on 03 – 05 October 2015 hosted by Kwa- Zulu Natal in Durban. Each Province provided a total of 135 participants.

Sporting codes played: Athletics: 100m, 200m, 400m and 800m and High jump, Basketball, Chess, Darts, Netball, Pool, Tennis, Table tennis, Soccer and Volleyball.

**Challenges:**

Games were played at different venues, so comrades have to spread themselves to view all games. Some hired equipment was lost and this was a financial loss.

**Strategic Shift and Focus:**

Teams should be able to provide themselves with a full kit, for which they will take full responsibility.

- **Consultation with DBE on School Enrichment**

The SACCOM desk on behalf of the union met with the DDG Dr Whittle to discuss participation in School Sports and the MoU that the Department has with Department of Sports and Recreation, SASFA/SAFA and the impact of proceedings on our participation as a union.

The Department reported that it was in the process of reviewing the MoU and will take on all the inputs from SADTU as well as involve the union in future discussions. The DBE mentioned a number of anomalies that must be addressed included the fact that schools should not be paying participation fees for school sporting codes.

The SASFA/SAFA issue was said to be a legal court ruling that is a prerogative of the department SASR as the sporting ministry in the country and not a debatable issue even for the DBE.
Strategic Objectives: Establishing membership targeted capacity building programmes that separate a SADTU member from the rest but within acceptable national norms and standards

Programmes / Activities

- Branch/regional wellness workshops

The workshops share information and causative and desirable corrective behaviour change strategies on individual lifestyles to alleviate non communicable diseases: Blood Sugar; Blood Pressure; Body Mass Index; Cancer; HIV/AIDS etc.

Lifestyle changes promoted include regular access of wellness screening health services for early detection of warning signs w.r.t. vital signs, proper nutrition and diet, physical activity, prevention and disease management strategies.

Workshops were conducted in almost all provinces and health screening was provided for all members during the workshop. Mainstreaming of Wellness Screening has also increased access and servicing of members where it is needed most. Some members confess that they never go for check-ups and discover their medical status in these meetings.

The number of members reached is shown and shown under wellness results. The focus of wellness screening has evolved over the years as seen in the results for 2015 through 2017, beginning with just HIV and now including vital signs to determine onset of non-communicable diseases.

Challenges:

Some regions are not able to provide lunch for members attending the workshop, this disturbs their ability to sustain themselves, as the sessions include a minimum of 30 minutes’ physical exercise session. The mobile clinic was out of order for most of the time this limited the availability of the service in some areas.

Strategic Shift and Focus:

Since many members have high BP and BMI levels, behaviour change towards healthy lifestyle is thus a survival need in this age of non-communicable diseases. Thus all regions should strive to provide this learning experience and thereafter cascade it to branches. This year resources for testing vital signs were secured in order to provide a more comprehensive health screening service.
• **Old Mutual Finance Wellness Workshops**

Old Mutual Facilitators conducted workshops on ‘Managing your money’ to the same members attending the lifestyle and wellness workshops.

**Achievements**

A total of 99 members in GP, KZN and FS in 2016 were trained. Strategies taught included budgeting, saving, investing, debt eradication etc.

**Challenges**

Old mutual facilitators are not always available.

**Strategic Shift and Focus**

Members can benefit if a Financial Wellness is built into the General Health and Physical Wellness Workshop to form a more Comprehensive Wellness Programme.

**COMMEMORATION OF WOMEN CALENDAR DAYS**

These events address the plight of women and also afford mass participation and promote the building of mutual relations and stress release during the fun games (soccer and netball) that ensue afterwards.

International Women’s Day held at Brits Stadium on the 07th March 2015 and the National Women’s Day last Celebrated in the Eastern Cape in Umtata in 2015

For 16 Days of Activism Against Women and Child Abuse and World AIDS Day, commemoration was done at the Provincial level

National leaders were deployed to each province to maintain collaborative efforts with the national office. The last days observed at national level were thus:

**Challenges:**

The union had competing activities e.g. Provincial Conferences and NGC to budget for, thus this limited the budget for additional activities.

**Strategic Shift and Focus**

Observation of these days has been delegated to provinces since 2016 as an attempt increase massive participation and a cost saving initiative.
CONSULTATION WITH THE DBE IN GENDER AND WELLNESS ISSUES

SADTU was consulted together with other union on the following programmes that were to be implemented in schools.

- The Deworming Programme
- The Development of the DBE Policy on Learner Pregnancy
- The HSRC Survey on the Health of our Educators, the Study was released in 2017 at the AIDS Conference

POLICY REVIEWS

- This activity was not completed, however SADTU participated in the review of the COSATU Gender Policy and SAWEN Gender Policy.
- All Available Gender Policies will be reviewed to review our own draft policy that was developed in 2012, by end of the year 2017
- A Draft LGBTI policy was also developed and presented at NEC for input through structures.

Strategic Objective: Campaigns and the delivery of quality education

Planned Activities

a. Post Provisioning Campaign: This was intended to mobilise Communities and other Stakeholders to rally behind the Union in campaigning for smaller class sizes and more Educators;
b. May Day Rallies: To mobilise members to attend the planned COSATU May Day rallies across all provinces;
c. Fraternal Students & Young Workers’ mobilization programme: To engage with final year students across Universities and Young Education Workers;
d. COSATU Living Wage Campaign: Participation in all COSATU Living Wage Campaign;
e. SADTU Day: To ensured continued recognition of this day through encouraging our members to wear Union colours with pride every first Friday of the month.

Implemented Activities

- The Union had a successful Post Provisioning Campaign through demonstrations and pickets to both Provincial and National Education Departments, highlighting the plight of Educators on the class sizes and work-load.
- Though the May Day Rallies were poorly attended, the union was able to provide transport to our members to attend the rallies.
- A meeting of the final year Education students was held with the Wits University whereby the union shared with the students some of our achievements, what the union stands for as well as our 2030 vision.
- Our members successfully participated in the COSATU campaign of International Day of Decent Work as part of COSATU’s continuous quest for a living wage campaign.
- The union is continuing to remind our members about the deliverables and the non-negotiable variables when it come to the delivery of Quality Public Education to our communities. This is done by proudly wearing our regalia while delivering on our revolutionary tasks.
Achievements

- The Union managed to win back the confidence of our communities through positive campaigns, as response to much publicity that the union was subjected through so-called “cash-for-posts” investigation.
- The union managed to restore principle of collective bargaining at the ELRC thereby gradually moving towards improving the conditions of service of our members.
- The union has established stronger alliances with education faculty students across various campuses who will be the future members of the organization.

Challenges

- The attendance to various COSATU campaigns still remains a challenges, given the posture of the federation which has affected many affiliates including ourselves.

Strategic Shift and Focus

- The Union needs to position itself well within COSATU, as we remain a beacon of hope within the Federation.
- We further need to exert our presence within the Higher Education Sector (Both TVET & CET) by shifting our focus on their sector specific issues.

Special Programme: 2016 Local Government Elections Campaign

The purpose of this programme was to achieve the maximum impact in mobilising the membership and the wider community towards the ANC’s victory towards the 2016 Local Government Elections.

Planned Activities

To participate in all ANC and Alliance related activities towards decisive victory of the ANC, such as
- Door-to-Door visits
- Pamphleteering
- Blitz activities
- Motor cades and
- Community meetings etc.

Implemented Activities

- The Union participated in all the activities in identified hotspots. Our participation was however, marred by many internal challenges facing the ANC.

Strengthening COSATU and the Alliance

Planned Activities:
- Participating in all Alliance Activities;
- Convening of Joint Public Service Unions Political School
Implemented Activities

• The Union participated in all the activities of COSATU, albeit the low turnout at some activities by a number of affiliates.

Achievements

• The Union is still in a position to hold the fort for COSATU, despite all the challenges the federation is facing.

Challenges

• Mobilisation of members around the COSATU activities still remains a challenge, with some members questioning the relevance of the Federation to our course.

Strategic Objective: Teacher Professional Development & Member Professional Development

Programmes /Activities: Establishment of the SADTU Curtis Nkondo Professional Development Institute

Activities

SADTU continues to focus on the following pillars to establish the SADTU Curtis Nkondo Professional Development Institute: Governance and Institutional Development, Systems and Structures, Material Development and Access, Network and Support, Professionalization, National Support Program and Trade Union Political Education:


2. Systems and Structures: Developed guidelines for systems and structures for a professional development model.


4. Network and Support: The institute continues to build relations with higher education institutions and other research and development organization to support teacher development programmes.

5. Professionalization: The institute plays an influential role in shaping views about professional development and professionalization.

6. National Support Program: The institute delivered the following national programmes since 2012-2017
## Challenges

The institute experienced challenges in relation to developing the institute and delivering quality professional development programs.

1. The institute relied on Teacher Union Collaboration funding and ETDP SETA funding to deliver professional development programmes.

2. The institute depends on funding related to DBE identified professional development priorities.

3. Most structures focus on training individuals instead of developing institutions.

## Strategic Shifts

- The institute works with multiple models of professional development to develop knowledge, skills and values of those in the institute and for members. In addition to working with multiple models, the institute experiments with teacher growth and development ideas by focusing on the actual work of teachers and by focusing on organizational development.

<table>
<thead>
<tr>
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<th>Curriculum and Assessment Policy Statement: Foundation Phase</th>
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<tr>
<td>2</td>
<td>Assessment for Learning</td>
<td>360</td>
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<td>3</td>
<td>School Management and Leadership Training</td>
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<tr>
<td>4</td>
<td>District Based Professional Development : District Intervention in 2 provinces</td>
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<tr>
<td>5</td>
<td>Foundation Phase Resource Development and Training</td>
<td>9500</td>
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<td>6</td>
<td>Professional Learning Communities</td>
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<td>7</td>
<td>Intermediate Phase Lead Teacher Training</td>
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<tr>
<td></td>
<td>TOTAL OF TRAINING DONE THROUGH THE INSTITUTE</td>
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</table>
INTERMEDIATE PHASE TRAINING

ACTIVITIES:

SADTU identified training needs for Intermediate phase training based on feedback from intermediate phase teachers themselves, the assessment outcomes and research evidence. In the main teacher in the intermediate phase struggled with the transition of learners from grade three to four and they struggled to implement Curriculum and Assessment Policy Statement [CAPS]. Based on these findings, SADTU developed material for training intermediate phase teachers. The training focused on getting better alignment between content, teaching and assessment.

<table>
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<th>Province</th>
<th>Date</th>
<th>Number</th>
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<td>Mpumalanga</td>
<td>10-12&lt;sup&gt;th&lt;/sup&gt; August 2017</td>
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<tr>
<td>Gauteng</td>
<td>17-19&lt;sup&gt;th&lt;/sup&gt; August 2017</td>
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<td>Eastern Cape</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1138</strong></td>
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Intermediate Phase Training Distribution

In an effort to ensure that training needs are addressed across the education landscape, the institute identified key variables to recruit members and these include gender, urban and rural, type of schools and subjects. The graphs below reflect teacher training recruitment picture for the current training. This information is useful for reflecting on the training and to make informed decisions for the future.

STATISTICS FOR THE INTERMEDIATE PHASE TRAINING:

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<tr>
<th>PROVINCES</th>
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<th>GT</th>
<th>EC</th>
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<th>FS</th>
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<td>68</td>
<td>66</td>
<td>66</td>
<td>68</td>
<td>420</td>
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<tr>
<td>FEMALE</td>
<td>105</td>
<td>98</td>
<td>98</td>
<td>100</td>
<td>92</td>
<td>100</td>
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### TYPES OF SCHOOLS

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<th>135</th>
<th>138</th>
<th>116</th>
<th>119</th>
<th>Total</th>
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<td>1</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>FULL SERVICE</td>
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<td>23</td>
<td>16</td>
<td>18</td>
<td>31</td>
<td>31</td>
<td>185</td>
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<tr>
<td>MULTI GRADE</td>
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<td>4</td>
<td>3</td>
<td>8</td>
<td>31</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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### URBAN AND RURAL SCHOOLS

<table>
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<th>Type</th>
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<th>Rural</th>
<th>Total</th>
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<tr>
<td>RURAL</td>
<td>75</td>
<td>149</td>
<td>536</td>
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</table>

### GENDER BREAKDOWN

![Gender Breakdown Chart]

### RURAL AND URBAN SCHOOLS

![Rural and Urban Schools Chart]
PRELIMINARY REPORT ON SADTU LEAD TEACHER TRAINING (LTT)

EMERGING THREADS:

1. Policy domestication

Teachers do not know the policies relevant to their teaching and assessment, nor what the policy requirements are for managing and assessing learner performance. Across the provinces trained thus far, teachers do not know their policy content. Many teachers and schools have not received policies that are assumed to be required for strengthening classroom practice. The distribution of policies to schools has been poorly done by provinces and districts.

Participants openly declared that they do not have the CAPS documents and that many have no knowledge of policies related to curriculum implementation.

2. Provincial training of teachers on CAPS:

The national roll-out of CAPS training for all phases modelled the training and focus on support needed to implement CAPS effectively. If all provinces did their CAPS training as was required, then it could be assumed that the cohort of teachers selected and participating in the LTT programme have been trained on their content matter. This is not evident in the training of lead teachers.
Little or no training on CAPS: is evident from the participation of teachers on core subject content and assessment. Basic knowledge of the subject content is lacking. Their ability to interpret and then teach to CAPS content is very poor.

3. Teacher utilisation

Many teachers have not been trained in the subjects they are currently teaching. Others are trained in one subject but teaching another subject. Particularly, the Life Orientation teachers are often not trained LO teachers.

Many teachers have had no upgrade of content knowledge, while the younger teachers have content knowledge but not always at the relevant levels they are teaching. For example, teachers from the HEI teacher development programme will have “academic” knowledge of the subject but find it hard to pitch that knowledge at the level of the grade they teach.

Those teachers that are in the system for a longer period, are more confident with teaching methodology and, even with new methods being shared with them, they are able to teach against those methods more easily than the younger teachers.

4. School-based curriculum management

Activities that deal with classroom management and that include how the school management teams (SMTs) supports curriculum implementation are met with teachers raising issues on non-support from SMTs.

Teachers do not see their role in supporting SMTs to manage better. They want more leadership from their SMTs but at the same time talk about “discredited” SMTs. The programme allows for engagement on what is needed by the CAPS by way of support and is NOT focused on how to strengthen the school management component.

The issues of relevantly resourcing to support teaching and learning include:

- Bad procurement and selection of resources for subjects by SMTs;
- Limited availability of resources in the classroom based on financial constraints;
- Reluctance of teachers to always have to make / source their resources locally rather than have resources procured for their classes;
• Poor discipline and its impact on learner performance is a real issue. At the same time, teachers do not feel empowered to tackle poor discipline with learners without school policies that support them.

5. Teaching methodology

The LTT programme aims to model the teaching approach and methods teachers will use when they go out as lead teachers to support others. Teaching methodology looks at relevant teaching methods, good strategies for teaching certain content, with a focus on how these will improve teaching and learning. Teachers mainly stay within the teacher methods that they know. They are open though during training sessions to try the methods promoted in the activities. Again, older teachers resort to what they know first. Younger teachers are open to the new methods. Most of the time with micro teaching of the activities is focused on teaching using new methods.

6. Subject content knowledge

Across subjects, and particularly in the gateway subjects, teacher subject knowledge is poor. In the Intermediate Phase, with its high levels of integration across subjects, teachers are expected to be able to use content from other subjects to make links with the content in their own subjects. Learners in the Intermediate Phase learn best using an integrated approach to content presentation. This is done very poorly. Teachers are not familiar with content in other subjects and even show deep gaps of understanding of concepts in their own subjects.

Teaching conceptual progression with subjects and across grades in a subjects is not done easily.

7. Absence of good support for teachers

The first level of support to teachers is the district subject specialist. Teachers experience varying levels of support from district officials. Very little, poor quality support offered to teachers is expressed as follows:

• High levels of compliance on requirements expected by the district from teachers;

• Additional administrative requirements are added to requirements spelt out by national policy and programme requirements;

• District meetings with teachers do not focus on content discussions.
• Assessment planning involves discussion on tests and examinations, and little on formative assessment practices.

• No support plan for teachers or schools where learner performance is poor.

**FORECASTING OF TRAINING NEEDED FOR SADTU TEACHERS**

1. *Content knowledge*

   • Bridge gaps in subject-specific content;

2. *Strengthening teacher approach and methodology*

   • Modelling lessons with good teaching methods
   • Video recording micro lessons on topics identified during training that teachers need to improve their teaching at classroom level;
   • Sharing good practice lessons across schools;
   • Setting up communities of practice, headed by a good lead teacher;

3. *Understanding inclusive policy and implementation*

   • Training on how to be inclusive in teaching, learning and assessment;
   • Focused material support (developed lesson plans) that demonstrate how to manage diversity in the classroom;
   • Using assessment results to address inclusivity and learning support;
   • Management and implementation of differentiated teaching, learning and assessment – set up item banks for sharing with teachers;

4. *Deepening assessment planning and learner performance management*

   • Understanding of teaching and assessing at different cognitive levels;
   • Analysis of teacher assessments and actual learner performance for setting up support for teachers;
• Exemplifying good assessment practices and items for teachers in each subject;

Recommendations

• Note the intermediate phase training and SADTU intervention
• Identify a sustainable source of income for basic operational costs for the institute

PROFESSIONAL LEARNING COMMUNITIES

Activities

In an effort to professionalize teachers, SCNPDI started the process of introducing structures to make it possible for teacher to learn more about their classroom work. The institute developed a document for training teachers on establishing professional learning communities. The concepts of professional learning communities have been adapted by the institute to play a different role in the teacher development process.

• PLC Material Development Process
• Trained over 948 principals in the PLC innovation in Sekhukhune and Butterworth

Challenges

• Difficulties experienced with introducing new ideas in the system
• Competing ideas about professional development
• Discrepancies between innovation and official DBE position
• The role of leaders in the process
• Monitoring, evaluation and support at school level

Strategic Shifts

• The support structure is slowly shifting from workshop support to in school development and support
• Empowering teacher to make professional decisions

Recommendation

• NGC note the report on the Professional Learning Communities

MULTI-GRADE TEACHING TRAINING

Activities
When SADTU conducted training in provinces the issues related to multi-grade and multi-phase teaching emerged a discussion point. Teacher expressed many challenges related to teaching multi-grade classes. When SADTU investigated the topic of multi-grade classes, we found that about 4 699 school had classes with multiple grade. For the 2017/18 financial year, SADTU will develop and deliver targeted training for multi-grade teachers

Challenges

The rural context makes it difficult to address this problem. The best solution is to support teachers to develop strategies for teaching these classes. SADTU identified key challenges related to multi grade teaching and these may be located in the following areas:

• Curriculum and Assessment Policy Statement
• Different forms of Assessment [Summative and Formative]
• Language
• Teaching Methodologies across Grades and Phases
• Lesson Planning [Before, During & After]
• Time Tabling
• Classroom Management

Strategic Shifts

There is a growing recognition that teachers need to be professionals and one size fit all model is difficult to translate into practice.

Recommendation

• NGC note the anticipated training for multi grade/phase teaching

STRATEGIC GOAL 2: CREATING A LEARNING NATION

Strategic Objective: To institutionalize the interaction between SADTU and the Department of Basic Education

Programmes/ Activities: Inclusive Education

Full Service Schools (FSS) program is being piloted and Provincial Education Departments (PDE’s) are reporting progress with the following challenges:

• There is not enough training or advocacy in terms of the roles of these schools
• Teachers in FSS and neighbouring schools are not trained on how to screen learners on whether they need moderate support or intensive level of support
• The conversion of schools is not as expected; the focus is more on building the ramps but there are no extra classes for remedial work.

Technical Occupational Pathway

• Training Manuals developed for each of the 26 subjects on 16-20 January 2017.
• 261 teachers, district and provincial officials were orientated into the 26 subjects during 27 February to 3 March 2017
• PEDs have commenced orientation of school-based teachers – WC, NW, LP, NC and FS completed.
• DBE is monitoring and supporting the orientation of teachers from Schools ofSkill.
• Partnerships are being established with corporate and industries to support implementation on an ongoing basis.
• Concept Workbook and Textbook has been completed.
• Audit Report is currently being finalized
• Training of teachers from Schools of Skill to prepare for full implementation from 2018.
• Establishing further partnerships with Industry and Business to support implementation.
• Prepare a selection of Technical High Schools per province for piloting the Technical Occupational Stream.

Main issues raised by PDE’s

• Subject advisors requested briefing and orientation on curriculum delivery in schools of skill
• Programme needs to have support from 4 Units: FET, GET, MST, IE (and TDD)
• Shortage of subject advisors who are knowledgeable in Technical Occupational fields
• Principals need to be involved – sustained engagement with schools required
• Provincial mechanisms to be found to utilize skilled teachers in the provincial training and pilot

Implementation of The South African Sign Language Curriculum Grades R-12

• SASL LTSM screening session was held from 09 – 12 May 2017 to screen SASL texts for all the phases. Reports were sent to service providers so that material can be amended and re-submitted for approval where applicable. The national catalogue will be released as soon as material has been re-evaluated.
• Provincial visits were done to address challenges in the implementation of SASL CAPS and to clarify roles between Curriculum and Inclusive Education Directorates.
• Training of subject advisors was scheduled to take place on the 20-23 June 2017.

Screening, Identification, Assessment and Support (SIAS) Policy and Curriculum Differentiation

• Training of the SIAS Policy for Subject Advisors was done in 2015 and Provinces are busy with the roll out.

National Minimum Norms and Standards for Resourcing an Inclusive Education System

• This is still under discussions and there is a draft document that was issued (March 2017) to provinces for inputs and thereafter it will be released for public comments.
Challenges

• Inclusive education is an expensive model and its unlikely to find its way into policy.
• Current funding arrangement, provision of grants, is inadequate for sustaining inclusive education.
• DBE declared policy on screening of learners without having policies to support those identified with barriers.

Strategic Shift

• There is a need to look at a sustainable arrangement for Inclusive Education.

Recommendations

• Review white paper 6 with a view to declaring policy on inclusive education.
• Ensure high quality professional development for those in occupational pathways.

Programmes /Activities: Early Childhood Education

• DHET gazetted qualification requirements for ECD practitioners: Vol. 609 31 March /Maart 2016 No. 39886
• Support was provided to 100 ECD registered centres including the supply of 2 boxes of LEGO (Creative Educational Toys) materials. Practitioners were trained on the utilization of the materials to improve the quality of ECD provisioning.
• The DBE conducted an audit of Human Resource capacity in the Departments of Social Development, Health and Basic Education at national and provincial level to determine the baseline for the finalization of an HR strategy as outlined in the National Integrated ECD Policy approved by Cabinet in 2015.
• Provinces enrolled 4, 533 ECD practitioners towards a Level 4 ECD qualification

Challenges

• Currently the ECD sector resides within Social development and a DBE is playing a role in ECE the education stimulation program.

Strategic Shift

• DBE must introduce structured and compulsory qualification for all ECE practitioners.
• Only qualified personnel in ECE should run capacity building programmes.

Recommendation/s

• Review ECE provision and access for learners affected by poverty.
• Upskill ECE practitioners
• Audit, monitor and evaluate nutrition programmes
• Focus on inclusion and language screening for an early age.
Programmes /Activities: Incremental Introduction of African Languages

- In 2013 the Department of Basic Education (DBE) announced plans to strengthen the teaching of African languages through the Incremental Introduction of African Languages (IIAL).
- The IIAL intends to promote and develop the previously marginalised official African languages as espoused in the Constitution and the National Development Plan (NDP) provisions.
- The following NDP provisions has direct linkage with the IIAL:

  The NDP proposes “every South African should learn one of the nine official black languages in schools.”

  The NDP promotes multilingualism and acknowledges “the role that knowing each other’s languages can play in promoting understanding and developing social cohesion is vitally important.

- The commission therefore proposes as policy that every South African should study one of the nine official black languages at school.
- The IIAL is a priority programme aimed at promoting some aspects of social cohesion in our society.
- Through the IIAL, all learners will be required to offer a previously marginalised official African language.
- The IIAL strategy therefore targets all schools that are currently not offering a previously marginalised official African language.
- The IIAL was piloted in Grades 1-2 in 264 schools in 2014 and 2015 across all nine provinces.
- The 2016 IIAL implementation targets schools that are currently not offering a previously marginalised African language.
- Only 821 out of the projected 3 558 schools are currently implementing the IIAL in 2016, largely due to budgetary constraints on teacher provisioning.
- The 2017-19 IIAL implementation will continue to target schools that are currently not offering a previously marginalised official African language.
- Effectively all learners will be required to offer a previously marginalised official African language.
- Consequently, learners in schools that are currently not offering a previously marginalised official African language (3 558) will offer three languages

Challenges

- African Languages should be developed and accepted as a medium of instruction, especially in Foundation Phase.
- A uniform policy should be developed and should be implemented in all provinces and districts.
- All schools should be provided with human resources with regards to teaching in that language.

Strategic Shift

- DBE reflect on the status of African Languages from home to university to ensure that investment in made in the correct areas.

Recommendation/s

- Review African Languages to ensure that subject is promoted at university level.
• Monitor the quality and spread of African Languages

Programmes /Activities: Annual National Assessment (2013 resolution)

• Proposed Model was presented to the five teacher Unions in August 2016.
• Systemic Assessment was supported by the Teacher Unions.
• There appeared to be a need for more discussion on the Summative and the Diagnostic.
• It was agreed to defer the discussions on Summative and Diagnostic Assessment to the Task Team responsible for the review of Section 4 of CAPS.
• Review of CAPS Section 4 has commenced and a special meeting with the Unions on the outstanding matters relating to the NIAF model scheduled for early in May 2017

Challenges

• DBE continues to intensify efforts to introduce national assessments in grade 3, 6 and 9.
• Most funding is directed towards summative assessment with little or no funding going towards other forms of assessment.

Strategic Shifts

• There is a need to relook at assessment and its form and function within the system in terms of the resolutions:
  • That ANA should remain a systemic evaluation with clear time frames that would allow for prompt feedback to be given to schools before the results are publicized followed by meaningful intervention programmes.
  • ANA should not be abused to label teachers and schools, thereby demoralising and de-professionalising them
  • That ANA should be reviewed as an annual assessment and be substituted by assessments on a three-year cycle.
  • In the review process we take a look at all the existing assessment tools with a view of establishing synergy amongst all of them.

Recommendation/s

• Call for all forms of assessment as contained in the CAPS document to be funded and promoted.
• DBE conduct professional development in all forms of assessment.
STRATEGIC GOAL 4: EFFECTIVE WORKER UNITY

Strategic Objective: Creating a cross-border community of industry like-mindedness with first the SADC region and later Africa

Programmes/ Activities

Collaborations In Sporting Games

SADTU in its association with South African Teacher Organisations (SATO) engages in SATO games with other teachers from the following SADC countries: Botswana, Lesotho, Namibia, South Africa, Swaziland, Tanzania, Zambia, Zimbabwe. Countries take turns to host the games.

SATO GAMES 2015 was hosted by SADTU (South Africa) very successfully. Games took place between 28-31 August 2015 at UKZN Howard Campus and Westville Campus in Durban.
Games played: Athletics, Track events, Soccer, Netball, Volley ball, Basketball, Tennis, Table Tennis and Darts

Botswana received 23 medals SA 22, Namibia 12 and became position 1,2 and 3 respectively, getting winning trophies. The table below shows the rest of the results.

Sponsorships:

- National Department of Sports and Recreation - Provided SA sports kit- tracksuits, bags and medals and overall country trophies
- KZN Department of Arts and Culture: Country Flags, Banner and medals
- Metro: City Hall and Deco

Challenges:

Prevailing Xenophobia conditions at the time posed some degree of fear on visiting countries.

Strategic Shift and Focus:

Event Security and Safety Certificates had to be applied for to ensure police coverage and emergency reaction unit’s availability for the duration of the event. This has become a trend for events with more than 1500 participants.

SATO GAMES 2016

The hosting country Tanzania, held the games in Dar es Salaam between 29 August 2016 to 1st September 2016.
SADTU managed to send a total 80 players by flight arriving on the day of the games and departing on the last day.

Each province sent a team of players of a particular code to participate in the following games: Volley Ball, Basketball, Female Soccer, and Male soccer, Athletes, Netball, Volleyball and Darts.

**Challenges**

Transport to games from the Hotel in Tanzania was slow on the first day. Some comrades missed the opening ceremony. Some comrades who had won in the SATO games in their respective provinces were not part of that particular sporting code in Tanzania.

**Strategy Shift and Focus**

A record of participant scores and positions should be kept so that they can be allowed to compete according to talent.

**SATO GAMES 2017**

The hosting country Botswana held the games in Gaborone between 25 – 27 August 2017.

SADTU sent a small representative delegation of leaders but not participants due to financial constraints owing to the provincial conferences and national general council meetings that took place this year 2017 in the union.

**Strategic Objective:** Promote international solidarity programmes that are based on SADTU core belief systems

**SRGBV (School, Related Gender Based Violence)**

This is a programme of United Nations Girls Education Initiative is funded by EI and facilitated by Gender at Work on School Related Gender Based Violence taking place within unions from South Africa and Zambia for the period 2016 - 2017.

Two training workshops were conducted with 30 comrades from Gencom and Nedcom plus one member per province to form a national and provincial change teams to run the programme in schools.

The programme is currently implemented between the two desks, Education and Gender and also involves one school from each province for implementation. Each school has established partnerships with local stakeholders to address gender-based violence in schools e.g. SAPS, clinics, social workers, NGOs etc.

Educator Questionnaires have been developed through our research department to ascertain the occurrence and types of school related gender based violence in our schools.
Challenges

Progress in some provinces is slower than anticipated. Only few provinces have administered the questionnaires and this means thorough analysis and strategy development will be hampered.

Strategic Shift and Focus

All educators in each school and several schools with reported SRGBV in the vicinity should complete the questionnaire to determine causative factors and possible solutions cited by educators.

The South African Women in Education Network (SAWEN)

The South African Women in Education Network (SAWEN) of Teacher Unions within the SADC region started this initiative to promote gender equity in unions, increase access to education for girls and increase women empowerment for economic development. Teachers unions from Uganda, Zimbabwe, Zambia, Mozambique, South Africa, Malawi, Namibia, Botswana, Lesotho and Swaziland.

Achievements

• Advocacy training workshops have been held in hosted by unions in the different countries on this programme e.g., Malawi (22-25 March 2015), South Africa (October 2015), Swaziland (November 2016), Namibia (March 2017) and Botswana (June 2017).
• A draft SAWEN Policy has been developed to assist unions achieve gender equality and/or improve the involvement of women in leadership
• Some unions have reported improvements to the recognition and support of the gender desk and activities within their unions
• A programme for 2017 has been tabled and will involve empowerment of young women on leadership and ICT training for women however funding is still sought for the activities.

Challenges

The EI can only pay for one person to attend the meetings, thus expects unions to send their Gender coordinators/officers at their own cost to facilitate programme implementation if this is not the person attending.

Strategic Shift and Focus

The union needs to budget for these activities in the annual budgets and built the activities into union programmes to make implementation possible as no funding is provided at the moment.
Strategic objective: Effective Organizational leadership

The South African Democratic Teachers’ Union is a unitary structure with one progressive vision.

Our 2030 Vision builds the Union into machinery that integrates the socio – political identity and servicing her members’ interests. The 2030 Vision also instructs the organisation to exist as one entity i.e. strategy and character.

The Union has for purposes of administration, management and governance structured and or demarcated the union up to the sites. This was never meant to split or establish parallel structures nor introduce federal approaches to the organisation. Therefore, the union exists as one national teachers and education workers’ organisation with nine provincial structures – 53 regions and 500 branches and over 26 000 sites but one SADTU.

The 2030 Vision focuses the administration at all the levels of the Union into programmes / activities which are:

- Develop a strategic multi-year plan
- Implement annual operational plans, linked to the budget
- Develop departmental specific operational plans with implementation work plans
- Develop a delegation policy
- Implement a performance management system aligned with strategic objectives
- Develop a plan to instill the core values at the workshop
- Implement a management development strategy
- Develop a plan to ensure that the strategic plan is communicated to stakeholders of the organization
- Conduct an audit of all service providers

Programme/Activities: Develop a strategic multi-year plan

The 2030 Vision and the Strategic Plan documents guide all the union activities or programmes at all levels of the union and serve as our multiyear plans.

The 2030 Vision is the road map of the union.

Challenge

The unitary structure of the union is at times blurred by our operations and programmes. Structures are sometimes not aligning to the National programmes i.e.

- Delay in rolling out programmes;
- The union budget was stretched on too many programmes;
This changing culture of the organization to understand and implement programmes will have a negative impact on service delivery of our members.

**Strategic shift and focus**
From 2018 the Union should focus on:

- Rolling out of programmes / activities as stated by the 2030 Vision and the Strategic Plan;
- Servicing of Union members;
- Rolling out well coordinated, coherent and consistent activities, which will save a lot of money by avoiding too many programmes outside the National programme;
- Improving the work of the NEC, PECs, RECs, BECs and Sites.
- Monitoring and evaluating the organisation structures and leaders properly.

As part of the 2030 vision – this alignment and streamlining will strengthen the organisation and harness all available resources and energies towards achieving all the strategic objectives. To achieve this therefore the focus should be:

- The leaders and staff at all levels of the union to be capacitated on the above mentioned programme in 2018 so that the union should have common approach, when dealing with union programmes.
- All leaders and staff at all levels of the union should be knowledgeable of the Union 2030 Vision.

**Implement Annual Operational Plans, linked to the budget:**

The Head of Departments (HODs) at the National level annually developed programmes and budgets. Annual programmes/activities were implanted accordingly since the last Congress as approved by the NECs.

**Challenge**
Coordination of activities at all levels of the union remain a challenge

**Strategic shift and focus**

As from 2018 all structures should synergize their programmes to minimize the cash flow problems ‘

**Implement a performance management system aligned with strategic objectives:**

The Union has developed staff individual performance system (PMDS). The main objective of the tool is for staff and organizational development.

The tool has since been adopted by the last Congress. All staff had been work shopped on the tool in 2016.

**Challenges**
The monitoring of the implementation of the tool at structures

**Strategic shift and focus**
The PMDS should be monitored at all levels of the Union.
**Strategic Objective: Infrastructure / Asset / Facilities Management:**

**Programmes/Activities: Fleet Management Policy:**

The union has a fleet management policy and the policy has been circulated to all structures.

All structures have received the policy.

**Challenge**

The policy is not implemented as it spells out. This is seen with rate of accidents that we have, which are not reported accordingly. In most of the accidents cases, you will find that there was no programme attached. The mileage and the usage of petrol are not controlled as the policy dictates.

**Strategic shift and focus**

The Policy should be enforced to staff and officials using union vehicle.

**Programme/Activity: New Matthew Goniwe House**

As reported in the last NGCs and Congress, the Union had completed its first phase of the new Head Quarters at Portion 74, Cnr. Dann Road and Loam Street at Glen Marais – Kempton Park

**Achievement**

The Union had since moved into her new office premises since the 1st of August 2016.

**Strategic shift and focus**

As from 2018, the Union should have a clear plan as to how and when the other phases will be completed.

**Strategic Objective: Effective financial management system**

Since the last Congress SADTU had developed a Five Year Programme and had therefore focused the finance department into the following activities to achieve, the above mentioned strategic goal and focus:

**Planned activities**

- Develop a financial management calendar
- Develop an annual budget that must be approved by policy structures
- Implement the procurement policy of the organisation
- Link procurement policy with delegations policy
- Implement the financial manual
- Create bookkeeping capacity for SADTU financial practitioners
Programme/Activity: Develop a financial management calendar

The Union’s Year Planner incorporates the FINCOM sitting dates, the start and completion of the audit dates and is communicated to the structures timely.

Achievements
Since the last Congress FINCOM had met according to the financial management calendar. It should be emphasised in this Congress that the National Finance Committee Meetings (FINCOM) as a standing committee of the National Executive Committee (NEC) was responsible for the financial management of the Union whilst the administration was shared between the Secretariat and the Finance Department.

Challenge
The adherence to the communicated financial audit timelines was a challenge to some structures which led to the audits overrunning and auditors charging the Union additional fees for overruns. There was however a great improvement in the current year audits and we plead with provinces to uphold the improvement to upcoming audits.

Programme/Activity: Develop an annual budget that must be approved by policy structures
The Finance Policy requires that the Finance Committee submits an annual budget to the NEC for approval at least thirty days before the commencement of the next financial year. Annual budgets are prepared by the National Office and the Provinces.

Achievements
Since the last congress, annual budgets were submitted to the NEC within the specified time for approval. These were for National Office and Provinces.

Challenge
There was poor monitoring of budgets at the provincial level. There was no inbuilt mechanism in place for identification of programmes that will exceed and implementation of preventative action to ensure adherence of budgets.

Strategic Shift and focus
To ensure monitoring and compliance with the prepared budgets the following is required:
• A variance statement needs to be prepared and reported to FINCOM
• Programmes that have exceeded the budget or expected to exceed budget must be identified and provide a report for not adhering to budget
• An action plan be developed to ensure that the Pillar the program is in adheres to budget
• A report of programmes not adhering to budget must be reported to the NEC.

Programme/Activity: Implement the procurement policy of the organisation
The procurement policy of the Union provides guidance to ensure that SADTU obtains all goods and services in support of its teaching, research and other activities at the lowest possible cost having regard to quality and service, whilst acting in a socially responsible manner in developing and
supporting, wherever possible, small, micro and medium enterprises owned by historically disadvantaged individuals.

Achievements
The procurement of goods and services to the value more than R30 000 are done through requesting three written quotations from suppliers consistently.

Challenge
The procurement of goods and services above R30 000 was also done through requesting three written quotations from suppliers rather than a prescribed tender process. An approval by the Secretariat is required for all non-recurring procurement.

Strategic Shift and focus
To ensure implementation of the procurement policy the NGC should adopt the following:

• Revision of the current procurement policy to cover the following areas
• Increase the value of goods and services that require a tender process
• Define and develop the emergency procurement procedures
• All emergency procurement should be reported to NEC for ratification
• Development an official supplier database that will be updated annually

Programme/Activity: Implement the financial manual
The Finance Manual is aimed at providing assistance in respect of the:

• Maintenance of an effective control environment;
• Maintenance of an effective financial function;
• Maintenance of proper books of account;
• Implementation of an effective control system and internal regulations; and
• Adequate safeguarding of assets, documents and financial records.

Achievements
All the financial operations of the Union are done in accordance to the finance manual. In September and October 2015 Financial Management Workshops were conducted across all 9 provinces with the aim of improving the adherence to the finance manual in the Provinces and Regions as well.

Programme/Activity: Create a bookkeeping capacity for SADTU financial practitioners

Provincial Finance Workshop 08 October – 06 November 2015

Achievements

Provincial Secretaries, Regional Secretaries, Provincial Treasurers, Provincial Administrators, Provincial Finance Clerks and Regional Administrators; were work shopped on the following topics:

• Finance Manual
• Audit checklist
• Preventing Recurring Audit Findings
• Bookkeeping
• Budgeting, and
• Accpac

Strategic Objective: Ensuring Effective Communication

Internal Communications

Programmes/ Activities: Social media

Our Facebook, twitter and flicker sites are now more visible on our website and members able to comment on these sites. Followers are growing on a daily basis. The YouTube and Blog accounts have been developed but have not gained popularity.

Challenges:
There are too many parallel Facebook accounts named after SADTU. However, this may be a blessing in disguise as it allows us to know what members are doing and we verify and share these on the national social media platforms.

Strategic shift:
We need to popularise our YouTube and Blog accounts on our website and invite members to write on the Blog account.

Programmes/ Activities: SADTU diary

The diary is issued every year.

Challenges:
Delays in terms of delivery to members.

Strategic shift
Compilation of the diary should begin as early as July every year to ensure that members receive it by the end of November.

Programmes/ Activities: Educators’ Voice

The publication is printed on a quarterly basis.

Challenge:
It is not reaching every member. Printing and distribution is expensive.

Strategic shift:
SADTU is working on developing an APP for members to access information on and about the Union. The Educators’ Voice can be uploaded on the APP as well as other information that is currently published in the diary and the website.
External Communications:

Programmes/Activities: Press Statements

Press statements are issued and disseminated to over 150 media contacts in media houses on a regular basis via the national office; Advertisals are placed in various magazine publications. Press Conferences have been far and few in between.

Challenges:
Our statements are not used as much as we would like them to. The challenge is, we do not determine what is newsworthy.

Strategic shift:
• We need closer engagement with the media in a form of newsroom visits and to host media networking events.
• We are engaged in talks with a television production company to create television programmes to counter negativity against SADTU with the aim of restoring the Union’s image. These informative programmes will run over 13 episodes of 24 minutes each. These will first be aired on SABC as a public broadcaster and thereafter, on community television stations.

Strategic Objective: Effective ICT management system

Strategic actions
• Ensure reliable, optimal and resilient ICT infrastructure to support structures to communicate and service members
• Ensure access to information and maintain publicly the website in order for members and the public in general to understand and follow SADTU positions and programs

Programmes/Activities: Improving communication through the use of information communication technology

As part of our strategy, the organisation is gearing towards faster and leaner solutions, which imply resorting to an infrastructure that is more value-creation and membership oriented. The spread of ICT is rampant in all parts and its utility across various processes in our organisation is seemingly beneficial. Integration of various processes and sub-processes is key to our organization.

Achievements:
• An SMS solution enabling the organisation to communicate instantly with the membership
• Social media networks that offers membership with insight information on current affairs including programs of the union
• A hosted internal electronic mail system that enables the organisation to communicate internally and externally with structures and other stakeholders.
• A website that members and the public are able to interact with.
Programmes /Activities: Management of membership database within the organisation

An automated membership database system has the following benefits:

- Simplifies administration and reduces administration costs associated with managing and processing members information
- Automates the new members registration process with customisable online application form
- System makes communicating with members easy with instant and scheduled messaging and message templates

Achievements:

Following the partnership agreement between SADTU/Vodacom and KMT technologies the organisation that was signed with effective from 2016, as an organisation we have made the following achievements:

- Membership System that can currently be accessed by all our structures
- Members can now apply for membership directly through online application process and existing members can edit their records provided if their mobile (Cell phone) numbers are already updated and correct onto the system

Programmes /Activities: Ensuring Business continuity and implementing a disaster recovery plan

The building of new offices presented us with the opportunity to align our ICT infrastructure in line with laws and regulations but more importantly to safeguard the information of the organisation.

Because compliance is about availability and not recovery, it is about continuity of operations and having contingency plans to ensure continuous operations. Assured security means a balance of confidentiality, integrity, availability, and accountability.

Achievements

- A data centre hosting all organisational internet, information and communication services.
- Built a recovery site outside our own internal ICT infrastructure to mitigate against unforeseeable natural or unnatural disasters.
- Introduced cloud hosting solutions for critical applications for purposes of ease access of those applications.
- Standardised operating systems and applications on all ICT assets of the organisation.

Challenges

- Inadequate Disaster Recovery plans from provincial offices.
- Infrastructural issues regarding the readiness of ICT in most of our provincial offices.

Strategic shift

- To place more emphasize on implementing disaster recovery plan in the provincial offices towards the end of 2017
Strategic Objective: Effective Human Resource Management System

Implement a financeable post establishment

Programmes/Activities: Personnel Management

We have experienced a high amount of turnover (of personnel) in the organisation. These vacancies were as a result of resignations, retirements and in some cases due to death.

The NEC has in some instances made recommendations to deploy internal staff members to such vacancies, whilst, in some instances those positions had to be advertised. This inevitably was due to lack of skill and expertise from internal staff members.

Challenge
There is a challenge of (timeously) filling the vacancies at all levels of the organisation.

Strategic Shift
We would like to recommend that the organization reflect on this matter and focus on the causes of such turnover, and put measures in place to try and curb the problem.

Strategic Focus
We have to ensure that we fill the vacancies sooner because the delays affect the efficient and effective service to our members.

Programmes /Activities: Develop a costed workplace skills plan

The organisation undertook to train her staff members and leaders (appointed officials). This is in line with the strategic objectives whose intention is to advance the aims and objectives of the organisation.

Programmes /Activities: Staff Members Training

The organisation undertook to continuously train and develop her staff members and leaders alike so as to ensure an effective and efficient service to the union members. It is in this spirit that we have ensured that we consistently submitted the Annual Workplace Skills Plan and Report (WSPR).

Workplace Skills Plan and Report

The submission dates for the workplace skills plans and annual training reports to ETDP-SETA from 2015 – 2017 were as follows:
Study grants from 2015 – 2017

The staff members applied for study grants during the above mentioned term, as shown below

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>46</td>
<td>32</td>
</tr>
<tr>
<td>2016</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>2017</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

Programmes /Activities: Leadership Training and Development Programmes

A number of leadership development programmes have been implemented. These were in response to the organizations strategic objectives.


This course (Higher Certificate in Economic Development NQF level 5) was conducted by the University of the Western Cape over a 12 months’ period.

Participants

The following participants enrolled for the course, namely

• Deputy President
• Provincial Chairpersons
• Regional Chairpersons

This is one of the most successful courses or programmes as of the 70 participants; 54 delegates passed with 15 obtaining cum laude.
Below is the breakdown according to provinces:

<table>
<thead>
<tr>
<th>No</th>
<th>Province</th>
<th>Participants</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Eastern Cape</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Free State</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Gauteng</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>KwaZulu-Natal</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Limpopo</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Mpumalanga</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>North Cape</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>North West</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Western Cape</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>70</td>
<td>54</td>
</tr>
</tbody>
</table>

**Challenges**

We encountered some challenges in registering the delegates due to delays in submitting the required (application) documents in time; the changes to the leadership after Regional Conferences; the inability to attend contact sessions; leaders leaving the union to join the Department of Education and lack of communication between the participants and the National office whenever they needed assistance amongst others.

Another factor that led to the drop outs was the fact that the provinces that had leaders leaving for the Department of Education were not willing to pay for the logistical arrangements neither were the leaders themselves.

**LLM – Labour Law**

The following leaders passed their LLM degrees with Nelson Mandela Metropolitan University:

- General Secretary, Mugwena Maluleke
- Deputy General Secretary, Nkosana Dolopi
- Western Cape Provincial Secretary, Jonavon Rustin
Labour Law – Full time Shop-stewards Workshop - 2017

This programme was conducted in Gauteng from 06 – 10 February for 117 delegates from eight provinces with the exception of Kwa Zulu Natal. This was because it coincided with a provincial programme and it was scheduled to take place after their Provincial Conference.

The following participants attended the course:

• National Negotiators
• Deputy Provincial Secretaries
• Fulltime Shop-stewards
• Provincial Organisers

Ditsela Workers Education Institute – Western Cape – 2017

A total of 20 leaders from Western Cape were scheduled to attend courses at the Ditsela Workers Education Institute. We have twelve (12) people participating in the courses, namely

• Educator Development (2 participants)
• Leading and Managing (6 participants)
• Women Leadership (4 participants)

Challenge

We have had eight (8) leaders dropping off due to arrange of reasons. These are block sessions, which have been going on for some time, hence, we cannot replace such leaders.

Programmes /Activities: Provincial Workshops on Accpac & HR Policies – 2015

Purpose of training

The workshop was to empower the participants with the financial knowledge and skills in managing the finances of the organization and allocating the resources accordingly. It was also a refresher course for the staff members of HR policies and Provident Fund related matters.

Participants

• Provincial Secretaries
• Provincial Treasurers
• Regional Secretaries
• Regional Treasurers
• Provincial Administrators
• Finance Clerks
• Regional Administrators
Programmes /Activities: Performance Management Development System (PMDS)

The above mentioned workshops was conducted throughout the organisation in 2016 and the following people attended,

- Provincial Secretariats; and
- Staff Members

The Performance Management Development System (PMDS) is currently being implemented in the organisation. As per the NEC decision, the results of the performance management shall be considered whenever having to effect the salary increase.

Programmes /Activities: Employee Wellness Programme

We currently have a Staff Wellness Committee at the National office. We have requested that provinces form their own committees that will take care of their own provincial needs.

Challenge
There seems to be lack of interest in forming these provincial committees.

Strategic Focus
We would like to urge provincial leadership to assist in forming these committees.

Strategic Shift
We would like the organisation to direct provinces to establish Wellness programmes by the end of January 2018.

CONCLUSION

SADTU remains the potent weapon against neoliberal policies that seek to nullify the gains of our struggles in education. In the two and half years after the national congress the union has witnessed unprecedented attack from the DA and media. The attack is organised and systematically coordinated. In certain instances it uses our mistakes at various levels where the structures take decisions that pit us against the communities we serve without getting permissions from their respective PECs. This attack is now at the international level and in the academia. There are books that have been written about SADTU and articles that seek to demonize the Union. We urge our leaders and members to hear the voice of Nelson Mandela when he said that our union was the beacon of hope.

Let us pull all the stops and fight to retain our members, we do not have the luxury of complacency and we want to amplify one reality as we table this NGC report. Members want to be serviced, we must ensure that we make their membership and loyalty to the union worth their time and money, this has to be our obsession and it must be reflected in all our operations at all levels.