

QUALITY LEARNING AND TEACHING CAMPAIGN

TABLE OF CONTENTS

PREAMBLE

1. Defending public schooling system.

- 1.1 Bringing the child back to the township/rural school (RECRUITMENT)
- 1.2 What will be the worse consequences of the present phenomenon?
- 1.3 Calling for the campaign for quality teaching in public township and rural schools.
- 1.4 Keeping the township /rural learner in the township and reinventing others back (sustainability)
- 1.5 The role of learners and community
- 1.6 The role of school managers in the school.

2. Educator professional development and SADTU activities

- 2.1 Revolutionary requirements for SADTU members as revolutionaries at the workplace
- 2.2 School-based educators
- 2.3 Time for SADTU meetings
- 2.4 Dress code for educators
- 2.5 Continuous professional development (SADTU Institute)

3. Placement of exiting learners at higher education institutions (including FET Colleges and Technikons)

- 3.1 Exiting grade 9 learners
- 3.2 Exiting grade 12 learners.
- 3.3 Exiting NCV Learners

4. The following are campaigns to be undertaken by all SADTU Structures

- 4.1 The role of the SADTU BEC (Branch executive committee)
- 4.2 Campaign to be undertaken by all schools
- 4.3 Campaign to be undertaken by all SADTU Structures
- 4.4 Campaign to be undertaken by FET SADTU structures
- 4.5 Campaign to be undertaken by SADTU clerical staff, security and general workers.
- 4.6 Campaigns to be undertaken by SADTU and South African youth structures.

5. Strategy to deal with the unsuccessful grade 12 learners

- 5.1 Public finishing schools
- 5.2 Role of FET Colleges
- 5.3 Role of the SETA's

PREAMBLE

1. DEFENDING THE PUBLIC SCHOOLING SYSTEM, MAKING SURE IT DELIVERS QUALITY.

This document is meant to open a debate among SADTU members, progressive youth organizations, the broader alliance, the SGB and the public at large.

SADTU as a progressive, transformative, radical union in the Public education system seeks to open the debate on how we can move from theory to practice on one of the pillars of the political program as documented in a COSATU 2015 program, “Defending and building the public sector to ensure that the state drives transformation.” The SACP in its 2009 Midterm Congress has nominated EDUCATION as “one of four key realities that require radical transformation”.

The SACP goes on to acknowledge that: “15 years into our ...you still face huge race and class barriers”. The ANC has also nominated EDUCATION as one of the five priority areas and the government has endorsed that view.

SADTU has therefore taken a position that the task of bringing about quality change in the present education system can no longer be outsourced to those elected as government officials nor it can be left solely in the hands of the power elite (bureaucrats).

In SADTU’s view the primary motive forces for changing the present system into a system for social development and equality are the educators, the learners, and the community. The department of education is viewed as a secondary and its responsibility is to provide an enabling environment for change to happen. We hold the view that education is indeed a societal issue and therefore all structures of the society (especially those serious about change) need to cooperate to bring about this revolutionary change.

It is therefore the first task to be accomplished by this document to mobilize the educators, learners and the community to accept the reality that they are indeed the primary motive forces for change.

Differently from any other professional or any other worker an educator is by his own nature assumed to be versatile, dynamic and adaptable. In relation to all professions the education is one amongst the few that poses the capacity to be self generative, self sufficient, resourceful, fluid, elastic, innovative and exorable.

This discussion document is intended to inspire each educator to realize and unlock their potential innate within them and to be able to proudly claim and say, "**Yes, I can**".

SADTU moves from the premise that education has been nominated and used by the class as its valuable instrument in creating and reproducing class race and gender inequality in the society as a whole. Education has been made maximum use of in the creation of two societies in one, i.e. the society of the filthy rich and the other of the devastatingly poor. This two-tier society is reflected in all institutions, as a result we have private education for the rich and public schools for the poor, the latter's aim is to produce education and consequently learners of poor quality and second rate citizens with no hope of changing society for the better. The same applies to health and other institutions. If we continue to allow our education to continue on this path then blacks and Africans in particular will for life be subjected to second rate South Africans whose primary reasons for living is to produce cheap labour feeding into capitalist greed

Whilst it is true that the above situation is as a result of the spatial reproduction of racialized class and gendered underdevelopment and inequality, SADTU believes that the time for lament is over. Everyone concerned must move with speed to radically change this system of inequality. To resolve this colonial and capitalist crisis, earthquake must emerge from both above (at the political level, community and society at large) and below (at workplace and within education itself). And we hereby commit ourselves to lead that process within the area of our operation, i.e. education. And we hope our sister organizations in the public sector will do the same.

1.1. BRINGING THE CHILD BACK TO THE TOWNSHIP/RURAL SCHOOL (RECRUITMENT)

The exodus of learners from schools managed by Blacks and Africans into private schools and privatized public schools (former model C) in particular has become a norm and an acceptable phenomenon. Few of educators in township and rural schools pay attention to attendant dangers brought about by this phenomenon. If this is allowed to happen unabatedly, the township and rural schools will be history. What does this phenomenon signify?

- That our own parents (working class parents) do not have confidence in our township/ rural schools (buildings and resources)
- That our own parents in the township/rural schools do not have confidence and trust in our township/rural teachers.
- That those whose learners still sent their children to township schools do so because they have no alternative at the moment (they do not have money from school fees and transport to take their children to private schools) but as soon as they have means, all learners will be gone.

1.2. WHAT WILL BE THE WORSE CONSEQUENCIES OF THE PRESENT PHENOMENON?

- The township schools will remain empty building, ghosts and shadows of their past. They will be turned into buildings to house criminals.
- Homeless communities will move to them and our schools will be turned into residential areas to perpetuate thuggery and other lumpen-driven activities.
- All township/ rural teachers will be retrenched and will be forced to join the unemployed. So far retrenchment of township/rural educators comes in as redeployment (R and R) and to a particular extent displacement. It should be noted that the department in KZN is now implementing the policy of downgrading and upgrading schools. Those schools that have lost a sizable number of learners will be downgraded and those that have gained more learners will be upgraded. It goes without saying that former model C schools, in the main, will be the beneficiaries of the above process.
- Schools with few remaining children will be combined into one school and parents will face the hard situation of transporting their children to far away schools.
- Those parents who do not have money to take their children to far away schools will be forced to keep their children at home and hence increase the reproduction of illiteracy.
- Child minded homes will be the worst hit by the situation.
- The prospect of the revolution will be hampered severely. There is no political activity in the Model C schools only assimilation of the bourgeoisie culture.
- The African culture will be history as African Languages are not taught in former model C school, except for teaching African languages for the sake of it.

- Educators themselves have no confidence in their own teaching ability. We must face the reality that most of our children are in Model C schools. Yes there is an argument that with the advent of democracy most educators relocated to the suburbs, but the reality should be, would we have our children in township schools?

1.3 CALLING FOR THE CAMPAIGN FOR QUALITY EDUCATION IN PUBLIC TOWNSHIPS AND RURAL SCHOOLS.

The above picture is not desirable. It is clear that the model C educators earn their continued employment at the expense of the black/African educator. In other words those that created and benefitted from apartheid continue to benefit even more from our democracy.

1.4 KEEPING THE TOWNSHIP/RURAL LEARNER IN THE TOWNSHIP AND REINVITING OTHERS BACK (SUSTAINABILITY)

SADTU, assisted by progressive formations, must enter into an aggressive campaign to retain employment for educators. The first step should be an appreciation of the parents and communities that still show some confidence on the township/rural education. SADTU members and willing partners in each school

- Must work on creative measures to keep the learners they have got coming back to their school for education. Each branch must ensure that each school has this “retain the present campaign”. Such a process must lead to cooperation between Secondary schools and their corresponding feeder primary schools. Each branch must be ready with the report on how the number of learners has improved or decreased in each school in 2010.
- Each branch must be ready with the number of learners leaving the township/ rural school every school day.
- Each branch must do a baseline study/survey on why these learners are leaving our schools and why those that stay are staying.
- Each branch must keep the statistics of school-going children but not at school and each site committee to develop the operation back to school campaign and report on its success and failures.
- Each site must report on a monthly basis on the status of the school learner population (the decrease and increase thereof). This is done to trace the number and reason for a dropout rate.

- Each site must report on a monthly basis about learner attendance and absenteeism and the reasons for absence.

1.5 THE ROLE OF LEARNERS AND COMMUNITY.

Karen van Rooyen on the Sunday Times of 4 January 2010 asks the question which begs an answer, “**Are South Africa’s Black parents failing their children**”. In her article she demonstrates the power of quality parental support to the success of a learner. It is an undisputable fact that the parents on the former model C and independent schools parents perform 50% of their children’s school task. This simply means that every middle class parent is forced to perform the work which should ordinarily be preformed by the teacher. Such an exercise therefore invariably places the learners in the advantageous position to excel and thus succeed with flying colours.

On the contrary a working class learner has got to rely on the teacher during the conventional learning and teaching time at school. And has absolutely no parental support since their mothers are domestic workers sleeping over in middle class families where they toil while their fathers are either migrant labourers or garden boys far afield from their families. And thus the concept of a homework should be defined differently depending on whether you are of the working class and the poor background or the capitalist and middle class background. And this pre-disposes the children on the poor to fairing badly. Under these circumstances we would like to suggest the following:

- That parents/community, teachers and learners cooperate to form a community based parental support which should be identification of a schools, church and other community structures in the community that will be used as learning units where all community learners would come together for an hour or two for an after school session.
- These units would be areas wherein learners will learn from each other in the true spirit of COSAS slogan “Each one teaches one”, (**Cross Learning**).
- Progressive community members should be urged to volunteer, with both supervision thereof.
- Local teachers will also be requested to assist.
- The department must avail resources to these units.

1.6 THE ROLE OF SCHOOL MANAGERS IN THE SCHOOL.

Our analysis of the current school management can still be categorized as it has always been as being dominated by features of charismatic management and leadership style. This style of leadership largely identifies itself with management by stature (**size of the body**), age and primitive blind and unquestioning loyalty to the inspectorate as they were referred to in the olden days. This management model is devoid of creativity, innovation and is synonymous with lack management tools and structure. The learners would run helter-scamper and get into class merely at the appearance or the flip of the finger by the stature not necessary because they have suddenly developed an intrinsic motivation or desire to learn but primarily because they demonstrate their fear of the stature. By the same token teachers they oblige, conform and comply not because they have this innate zeal to get going with the teaching and learning process or superior call of their duty but primarily because they demonstrate blind and unquestioning loyalty and sublime obligation to please the principal at all cost. This may be referred to as management by fear.

The critical demerits of this approach is that it is not contagious or transferable nor can it be modeled upon. This is being demonstrated once the stature leaves the school through whatever means be it retirement, death or promotion. The empirical evidence before us is that almost all schools which were headed by such statures have today deteriorated and are a shadow of their former selves.

Even our so called progressive principals are mainly not productive and in fact some of them are performing below par. The reason for that is when they took over from the above statures they have either fallen into the trap of trying to blindly emulate the charismatic leadership style or to demonstrate their hatred/ indifference towards it, they have decided to lead through common sense or in a happy-go-lucky way.

The management style that has stood the test of time and that is sustainable and is guaranteed to last is the democratic style of leadership. This is characterized by, amongst other things:

- The principal, SMT, teachers, learners and the community agreeing on what the vision (**co-owned**) of the school should be. (**what must have been accomplished by the school over a period of time e.g. 5 years**)
- With all the above stakeholders agreeing on what should be the target for the year in the process of accomplishing the above vision. (**This includes what resources should be prioritised in the financial resources of the school Norms and Standards.**)
- Staff meetings must sit monthly for the purposes of evaluating the programme and making necessary interventions.

- NB: we call upon SADTU members and SMT members in particular to assist with the document which shall serve as a democratic management and leadership framework of the school. In essence if we are one country we must be able to sing from one hymn book. This document should be entitled “**Towards The Democratic Management Of The School For Quality Production**”

In conclusion, we call upon members of the public, and SADTU members in particular to take up a robust debate on this document such that by May 2010, we have a clear picture of what the framework for **Quality Learning and Teaching Campaign** [QLTC] so that as a union and other progressive formations will no longer have to shoot for the hip.

2. EDUCATOR PROFESSIONAL DEVELOPMENT AND SADTU ACTIVITIES

2.1 REVOLUTIONARY REQUIREMENTS FOR SADTU MEMBERS AS REVOLUTIONARIES AT THE WORKPLACE

The so called non- negotiables do not work because the assumption was that the department can ever be serious about public education and hence will of its own accord implement non-negotiables as they pertain to them. Because of failure by the department to adhere to its responsibility, e.g. employ and pay educators on time, our educators saw no need to adhere to non-negotiables.

SADTU believes that only revolutionaries can commit to a revolutionary call and all others including the state must be forced to a revolutionary task, and that if needs be must be done on the picketing line. It is not in the interest of the present power elite and beurocracy to see to the revolutionary change in both the structure and function of state institutions, that is the task of a revolutionary organization and cannot be outsourced.

SADTU convinced that the most valuable and reliable resource this National democratic Revolution has is the human resources, but not any human but a revolutionary, those concerned with and believe in radical changes as the prerequisite for changing society. All SADTU members by virtue of being members are on the initial stage to developing all round class consciousness. They understand that they are members of the community first before they are workers (teachers, clerks and general workers) hence they participate in all community and societal struggles. They understand the connection between workplace struggles and broader political struggle. SADTU must make maximum use of this advantage in this campaign. The following must form part of the campaign to bring to bring back the township child. A campaign must be entered into to make SADTU members realize that they are the most important agents for real change, both as individuals and in a collective.

That only SADTU members and teachers generally can undermine private education system and create crisis for capitalism (as the system of inequality) by producing well groomed (ideologically) and quality students who are revolutionary in character. And that they can do that even without resources from this anti -working class state manifesting itself through the department of education in our case.

Through this campaign we must produce defiant educators and learners. They must be defiant in the sense that they defy deliberately created conditions to produce second rate citizenry and instead produce, not only first rate, but also revolutionary cadres. Only conscious cadres, only SADTU members can! Of course working together with our learners. The department, however, must work together with the progressive movement in this regard though it must be mention that change may not necessarily come at their behest.

We therefore suggest the following as programs to take forward this campaign:

2.2 SCHOOL-BASED EDUCATORS

- That SADTU members in particular and teachers generally lead the agenda for change/revolution in schools.
- That at the beginning of the year the site committee becomes a site education committee (SEC) and provide leadership assisting school authorities: ensure that the school starts teaching and learning on the first day of school. Maintain the time book for all teachers in the school (including the principal) in terms of arrival and departure and an analysis of attendance is reconciled and analyzed per week. SADTU members also report to the site steward about their absence and early departure from school. It is anticipated that such will be regulated by policies and labour legislative framework (it is advisable that at the beginning of the year all SADTU members and teachers are work shopped by the site steward on these policies)
- The site committee must ensure that all educators are capacitated to teach the subjects or leaning areas they are called upon to teach, if not the site committee must arrange capacity building program, which may include twinning these educators with those that are better off in the subjects both internally and from outside the school.
- That on the site monthly meetings a progress report is given per each subject/learning area and each phase. This report must spark intervention measures as soon as possible where necessary. The branch must be appraised about this on a monthly basis for urgent and immediate intervention where necessary.

- That the site committee understand the current PPN of the school and therefore must keep a register of all vacancies, including grade R and promotion vacancies for onward submission to the BEC. This presupposes that the site committee at the fore front during admission and school fee payment so as to ensure issues of access and exemption.
- That the site committee ensure that the distribution of workload may be suggested by management but must be discussed and agreed upon in the staff room (this paper also seek to create the democratic culture of management of schools and reassert the staff room as the center for quality education delivery and decision – making.
- The site committee must ensure that the time table is out before the beginning of the first teaching day (it has been discovered that some schools operate on the interim time table for the whole year. This presupposes that the site committee understands how time table is made including time allocation for subjects and learning areas, if not an indication must be made for capacity building.
- SADTU members, led by site committee must see to it that the school furniture is available, if not the norms and standards allocation must be used to procure furniture.
- The site committee must ensure that all learners are in possession of all stationary and books on the first day of learning and teaching, if not an issue must be taken with the management and or department.
- The site committee must ensure that all educators are in possession of all their requisite teaching aids/material before the start of learning and teaching. If not the school management and or the department must make such available as soon as possible (a register of teaching aid shortages must be submitted to the branch so that a campaign must be rolled out by SADTU at the beginning of the year)
- The site committee must ensure that all learners are accommodated in decent class rooms with doors and windows, failing which a campaign must be undertaking immediately to have that corrected.
- Site committee must ensure that all temporary educators are back at school in 2010 and that they fill their assumption forms and such are delivered to the department on the first day of schooling (the site steward must keep a copy of such documents and must campaign to ensure that temporary educators are paid at the end of the first month of school). The same applies to grade R educators and ABET.

- The site committee must ensure that all the staff know and understand the use of the allocated norms and standard package of the school.
- The site committee must assist the management to change the school status from section 20 to section 21.

2.3 TIME FOR SADTU MEETINGS

The depth of our education campaign for 2010 onward is such that SADTU must provide leadership in all material respect. The nature of our programs dictates that we really demonstrate that that we can really walk on two legs, i.e. we can fight and advance workers right and at the same time change the life of the SOUTH AFRICAN learner fundamentally. Our struggle as a transformative union is not limited into the class room but goes beyond it, the school as the workplace represents just another site of struggle. We are therefore called upon to create a balance between our union activities for worker rights and our union activities for ensuring quality public education delivery as part of our duty. It is along such lines that leadership and membership should be requested to, as much as possible; develop a culture of holding union activities and meetings outside working hours, unless it is an industrial action. The import of this statement is that caution must be taken on using working time for other activities.

To this extent we will also call on the department to stop disturbing schooling process with their, mainly, unplanned and impromptu workshops some of which are designed as part of fiscal dumping.

This however must not read to mean that we forfeit our legislated right that does not allow us to take some time during working hours to attend to union activities nor we will be doing that to please the department. No we, if agreed, will be doing it for the sake of our learners, our allies in the revolution.

2.4 DRESS CODE FOR EDUCATORS

The above subject can no longer be avoided. The society, including the current State President has expressed a displeasure with the manner some educators (however a tiny minority) present themselves in the school environment.

It is believed that educators are/ should be role models for kids in the society and therefore the way they do things, including how they dress does influence the youth at school and in the broader society. SADTU has always impressed upon educators and SADTU members in particular to wear in a presentable way, but that “presentability” has not been defined. Is it

not about time we defined it? Probably the following scenarios may help structure our debate and discussion.

1. Declare it as a taboo for SADTU male members to wear talkies, short pants, track suits. Unless it is a designated day for sports or other relevant activities.
2. Declare as taboo for SADTU females to wear stomach-outs, tight only and or trousers with the back showing and not covered.
3. No union t-shirts worn Monday to Friday, but only on SADTU day which shall be a provincial day to be decided upon by membership and that should be once a week or when there shall be SADTU activities.
4. That SADTU members be urged to wear formal or smart casual, and always be clean and neat.
5. And that the site committee enjoins members to accept and follow the agreed upon dress code

NB. But that SADTU begins a campaign for clothing allowance.

2.5 CONTINUOUS PROFESSIONAL DEVELOPMENT (SADTU INSTITUTE)

that all SADTU members cooperate in building and resources our institute as the only hope for quality and revolutionary teacher development programs.

3. PLACEMENT OF GRADE 12 LEARNERS AT HIGHER EDUCATION INSTITUTIONS (INCLUDING FET COLLEGES AND TECHNIKONS)

Following under is another demonstration of the glaring lack of seriousness about changing the present education system of inequality on Education Ministers, MEC's and the power elite.

The announcement of results has become just a meretricious dinner and fashion gala which in most cases if not all degenerates into a farce and cynicism. It has just generated into a lame event of providing statistics of those who are said to have succeeded in relation to those believed to have failed. It lacks any innovative and aggressive drive to turn around the plight of the indigent prospective learners. As they go through their hobby and joy, they proudly announce how many learners qualified for Bachelors degree grades, Diplomas and certificates, but hardly put forward a deliberate programme to place the learners accordingly. The announcement of the so called "failed learners" has just become the usual book of "laughter and forgetting". Here these bureaucrats just recite to us a poem of the

percentage of the failures after which they alight the stage and take their original front seat amid handclapping and ululation from the crowd attending the fashion show. They never dare create a vivid picture of the damage they have caused to social development by producing a failing citizenry. They reduce life into percentages and subtly shun (avoid) using real numbers let alone names. They say 40% which in 2009 meant 230 000 which is the crowd of two full FNB stadia. In the case of KwaZulu Natal it one ABSA stadium, and one Princess Magogo stadium and one King Zwelithini.

But beside the above, the announcement of results is a mockery and misleading and if anything skewed. In order to have the true reflection of the actual number of learners who fail we should stop focusing on the matric learners but our calculation should encompass the total number of learners at the entry as well as the exit point. If the figures reflect that at the entry point which was 12 years ago there was a total sum of 2.6 million learners and due to some unsaid and mysterious circumstances only 600 000 learners reached the exit point and therefore registered for matric in 2009 then if only 200 000 learners made it out of 600 000 it means that the disaster is more than meets an eye because our calculation should take into account the total number of learners who fell wayside during the course of their learning. Wouldn't that be a true reflection of the total failures in our education system? We must demand that announcement of results must reflect learners performance for a 12 year period and the programme of placing those who succeeded should be clearly defined and accommodate those who do not succeed.

The debate must then ensue as to how we must deal with the issue of the throughput of the education system.

3.1 EXITING GRADE 9 LEARNERS

3.2 EXITING GRADE 12 LEARNERS.

3.3 EXITING NCV LEARNERS

4. THE FOLLOWING ARE CAMPAIGN TO BE UNDERTAKEN BY FET SADTU STRUCTURES

- Ensure that all workers are returned to college in 2010, including those wrongly retrenched by Elangeni and Umthashana Colleges.
- Ensure that all workers are paid all their OSD monies
- Develop a campaign to ensure that black learners are not excluded in these institutions. Ensure that the intake is increased this year 2010
- Develop a program to defend the NATED courses.

- Develop a campaign to recruit all workers to SADTU and ensure that for all Council Employees the SADTU stop order is effected as soon as a member feels the form.
- Develop a campaign to ensure that all workers receives all due benefit even those that are council employees.

4.1. THE ROLE OF THE SADTU BEC

- The BEC must coordinate all sites and ensure that all the above happens and in all monthly BEC a report is received on all the above per school.
- Each BEC member must be allocated schools s/he must be responsible for in getting these reports and measuring progress. It is important that this BEC member develops an ongoing working relationship with his cluster.
- The BEC must analyze sites according to their needs and those with similar needs must be grouped together to enter a campaign for the department to resolve their problems. The campaign may take any form the branches see fit but following applicable procedures. For an example all schools which are not fenced may be grouped together and the planning section of the department invited to demand fencing.
- The BEC is also expected to analyze the results of all high schools in their territory. They must then group them into a minimum of three and a maximum of five schools with each cluster consisting of high achieving and under achieving schools. The aim of this is to share experience and expertise. Out of this “SADTU ORGANS FOR QUALITY” must be formed whereby teachers teaching similar subjects are grouped into cluster for ongoing expertise/experience sharing and continuous capacity building and development. These organs expected to demand teaching material from the department, demand support and share the resources they have as schools. Where there are willing former model c schools such must be made use of, especially in terms of resources
- The same must apply in all primary schools. Teachers with similar learning areas must be grouped together and share material and experience.

NB. It is an issue of concern to SADTU that in the same area/vicinity with similar material conditions there are schools that achieve high results and others who achieve very low results, SADTU wants to remove unhealthy competition between schools and replace it with healthy completion between clusters.

- The BEC must also group SMT together accordingly. HODs must be grouped together to share material and experience through SADTU HOD FORUMS
- Principals must also be grouped together into SADTU PRINCIPALS FORUMS

NB. The aim of such forums must be to discuss and assist one another on schools and phase management issues. These principals and HODs will cooperate in ensuring that their troubles are resolved by the department with immediate effect. This may be delivery of procured material, appointment and payment of educators, professional development. All this will be done under the banner of SADTU. The preferred slogan should be “MY NEIGHBOURING SCHOOL IS MY CONCERN”. As much as possible the former model C managers must be brought/ recruited in these structures for they may assist with relevant material. SADTU BEC must lead and be supportive of these structures. This, however must not mean that these structures may not meet on their own but its important that they meet under the banner of SADTU and report to BEC after meetings. This is aimed at ensuring that their operation is well understood by all SADTU members and that they are supported by leadership and membership in all their programs. They are not expected to compromise on the mandatory requirements/ non negotiables in their schools and that be done in a strict but friendly way. Not punitively.

4.2 CAMPAIGNS TO BE UNDERTAKEN BY ALL SCHOOLS

These campaigns are led by the site committee and all SADTU members and willing educators must participate:

- That all temporary educators in the substantive posts are made permanent
- That meanwhile all of them are paid on a monthly basis
- That all temporary educators are paid their 37 % in lieu of benefits – ensure that relevant forms are submitted
- That all primary schools have grade R classes and are of quality
- That all grade R workers receive as payment a minimum of R4600 00 and some package in lieu of benefits. And that all schools have the crèche for the sake of completing an ECD phase.
- That all of them are made permanent (this is COSATU campaign against casualisation)

- That all un/under qualified educators receive financial assistance from the department to further their studies. And that a register of these educators is kept by the site steward for onward transmission to the branch and region.
- That all schools learning under the trees or dilapidated places are build before the end of this year.
- That all schools without windows and doors such are replaced with immediate effect
- That all schools are fenced as a starting point in dealing with issues of safety and security
- That all schools have security personnel, minimum of two at the gate.
- That all schools reach their benchmarks in terms of producing quality in the class room.
- That all schools have electricity and water
- That all schools have descent toilets
- That all workers in the rural areas receive their rural allowance.
- That all primary and high schools enjoy the nutrition benefit in 2010.
- That cooks employed by nutrition service providers do not earn less than R1500-00 per month.
- That all schools have libraries and laboratories before the end of 2010.

This program presupposes that the site committee and site steward in particular must lead by example in terms of discipline, punctuality both in arrival at school or in going to class. The site committee must also be ahead on quality delivery, trade unionism and political education. They must be good in making and keeping SADTU members and educators in general informed about union issues and other developments.

4.3 CAMPAIGNS TO BE UNDERTAKEN BY OFFICE BASED SADTU STRUCTURES

- They must support schools in all the above programs
- They must design their in house transformation program that will take into consideration their demands and concerns.

4.4 CAMPAIGNS TO BE UNDERTAKEN BY FET COLLEGES AND TECHNIKONS

4.5 CAMPAIGNS TO BE UNDERTAKEN BY SADTU CLERICAL STAFF, SECURITY AND GENERAL WORKERS.

- Ensure that all workers are paid PMDS and all relevant payments without delay
- Stop possible deduction of service bonuses
- Ensure that people going on leave for more than a month are replaced immediately.
- Develop a campaign to ensure that submissions from principals/schools are attended to expeditiously such that promotes, temporary educators are paid at the end of each month without delay.
- Develop a campaign to ensure that submissions on procurement are attended to expeditiously and that delivery is done with immediate effect, and the maximum be one month.
- Develop a campaign to ensure that the issuing of tenders is biased towards cooperatives, black and African service providers in particular, and that a data base with evidence is freely availed when required.

4.6 CAMPAIGNS TO BE UNDERTAKEN BY SADTU AND SOUTH AFRICAN YOUTH STRUCTURES.

5. STRATEGY TO DEAL WITH THE UNSUCCESSFUL GRADE 12 LEARNERS

5.1 PUBLIC FINISHING SCHOOLS

5.2 ROLE OF FET COLLEGES

5.3 ROLE OF THE SETA'S

ISSUED BY PEC OF KWAZULU NATAL. (2012).

