

# CTU-ATU

## ELRC INDABA STRATEGIC IMPERATIVES

MATTERS THAT IMPACT ON  
CONDITIONS OF EMPLOYMENT AND  
EMPLOYMENT CONDITIONS

20 June 2017

# CONSTITUTING UNIONS

- Combined Trade Union of Autonomous Trade Unions
- ON BEHALF OF -
  - HOSPERSA
  - NAPTOSA
  - NATU
  - PEU
  - PSA
  - SAOU

# Timeous completion of MTEF consultations

- Requirement to complete by [30 September](#)
- Aware that it is consultation process, but process must comply with administrative law principles
  - Rational
  - Objective
  - **If not?** Must be challenged
- CTU-ATU committed to participate in good faith

# LEARNERS AND EDUCATORS AT SCHOOLS IN THE ORDINARY SCHOOL SECTOR (2016 SNAP SURVEY)

Province	Public			Independent			Public and Independent					
	L/ners	Educs	Sch/s	L/ners	Educs	Schools	Learners	As % of Nat Total	Educs	As % of Nat Total	Sch/s	As % of National Total
EC	1 898 723	58 372	5 469	62 824	3 257	207	1 961 547	15.2	61 629	14.7	5 676	22.2
FS	671 712	22 465	1 214	16 637	1 058	68	688 349	5.3	23 523	5.6	1 282	5.0
Gau	2 048 558	63 092	2 083	278 026	18 986	730	2 326 584	18.0	82 078	19.6	2 813	11.0
KZN	2 808 137	84 810	5 895	69 407	4 989	247	2 877 544	22.3	89 799	21.5	6 142	24.0
Limp	1 706 725	51 650	3 867	58 830	2 768	151	1 765 555	13.7	54 418	13	4 018	15.7
Mpum	1 046 234	34 034	1 725	28 118	370	122	1 074 352	8.3	34 404	8.2	1 847	7.2
NC	287 435	8 841	545	4 080	295	30	291 515	2.3	9 136	2.2	574	2.2
NW	811 340	24 876	1 471	19 207	1 232	63	830 547	6.4	26 108	6.2	1 535	6.0
WC	1 063 349	33 254	1 450	53 223	4 264	237	1 116 572	8.6	37 518	9.0	1 687	6.6
SA	12342213	381 394	23 719	590 352	37 219	1 855	12 932 565	100.0	418 613	100.0	25 574	100.0

**POST PROVISIONING: 2017**

PROV	No learners	No Posts	Personnel cost as %	L:E ratio			Ad Hoc Pool	No Excess Eds	No excess members	ELSEN
				PS (n: 1)	SS(n: 1)	Total (n: 1)				
Gau	1 928 474	61 758	73,00%	33,1	33,1	33,1	1250	845	51	Ratio: 11.76:1
KZN	2 657 917	86 737	85,00%	30,64	30,64	30,64	3420	3320	68	1400 posts
Limp	1 698 741	51 477	91,53%	32,9	32,9	33,00	1200	775	15	Only 1.8% of budget
Mpu	998 039	32 637	85,00%	32,93	28,54	30,58	250	0	0	Ratio: 10.71:1
NC	269 372	8 807	88,00%	30,59	30,59	30,59	250	58	7	Ratio: 12:1
NW	810 412	25 703	86,00%	31,1	29,1	30,1	400	142	3	Weighting' retained: Weghted ratio is 34.1
EC	1 588 046	53 500	90,58%	32,1	27,1	30,1	924	4887	488	866 posts
FS	634 977	20 431	86,87%	33,95	28,32	31,08	450	909	212	Ratio: 10.24:1
WC	655 179	32 039	86,00%	37,5	34,8	36,6	150	395	72	610 posts @ ordinary schools & 1773 @ ELSEN
	<b>11 241 157</b>	<b>373 089</b>	<b>85,78%</b>	<b>32,76</b>	<b>30,57</b>	<b>31,75</b>	<b>8294</b>	<b>11331</b>	<b>916</b>	

# Revision of post distribution model

- Unions fully aware that it is linked to funding
- But PAM requires discipline and compliance with national norms
- Serious deviations between provinces
- Educators and schools – perception of a “raw deal” in majority of provinces

# TEMPORARY EDUCATORS

- Annually a problem
- Serious problems with advent of 2017
- Provinces: Eastern Cape, Free State and North West – until end of March
- Universal principle: *“No classroom without a teacher”*
- Require:
  - Proper planning end of 2017
  - Expedited process to ensure that every school starts 2018 with full complement of funded posts

## COLLECTIVE AGREEMENT

### APPOINTMENT IN VACANT PROMOTION POSTS

- Volmink Report – catalyst
- All unions accepted responsibility to revise collective agreements
- In principle – all unions have a mandate to complete process to ensure compliance with –
  - Fairness
  - Equity
  - Transparency
  - Ensure best and suitable candidate is appointed
  - Recommendation of SGB



# NDP: THE ROLE OF TEACHER UNIONS

## What is expected? (p285)

- Conclude a “Social Pact” & Agreement on goal(s) to be achieved
- Collective bargaining/ consultation:
  - Expertise/ competency is only criterion for appointment
  - Career pathing
  - Attract and retain best teachers – change pay structure
  - Development in departmental offices and poor performing schools
  - Turnaround plan for underperforming schools (80%)
  - Competency standards for
    - Entry
    - Post levels
    - Promotion requirements – only the best should become SMT and principals
    - Appropriate certification
  - Training programs for educators, SMTs and principals (and formal certification)
  - Delegations to principals – performance contracts and criteria

# National Development Plan

## Impediments/ hurdles to overcome

- **Quality of workforce**
  - School level
    - Lack of appropriate subject specialisation
    - SMTs: Managerial competencies
  - But especially officials at district level – very low percentage are professional leaders
- **Work ethic in schools**
  - Learner discipline
  - Policy: Promotion, Progression and Condonation
- **Education Budget:**
  - 2017/18: R228 bn + 5% = R240 bn
- **Note: ECD and implementation of Grade R and RR = ± 1,6mil learners**
  - Serious impact on school facilities - 40,000 classes
  - Implies –  $1,6m / 40 = 40,000$  educators
  - Position of Gr7
  - Cost: Staff and Capex

# NEW UNIONS

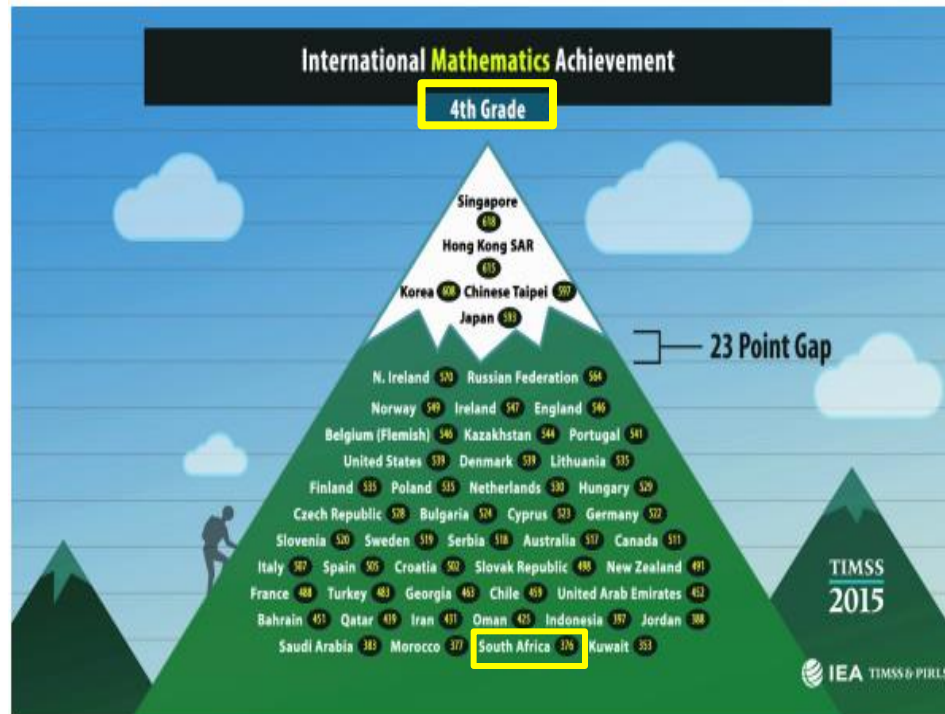
- New unions in Education
  - SALIPSWU
  - SOLIDARITY (fronting – School Support Centre/ Helping Hand)
  - TUOSA
- Unacceptable that access is granted to workplaces
- Principals and District officials are guilty
- Imperative to close door –
  - ELRC
  - Places of work
- Transgressors - misconduct

## The 0.5% “Dispute”

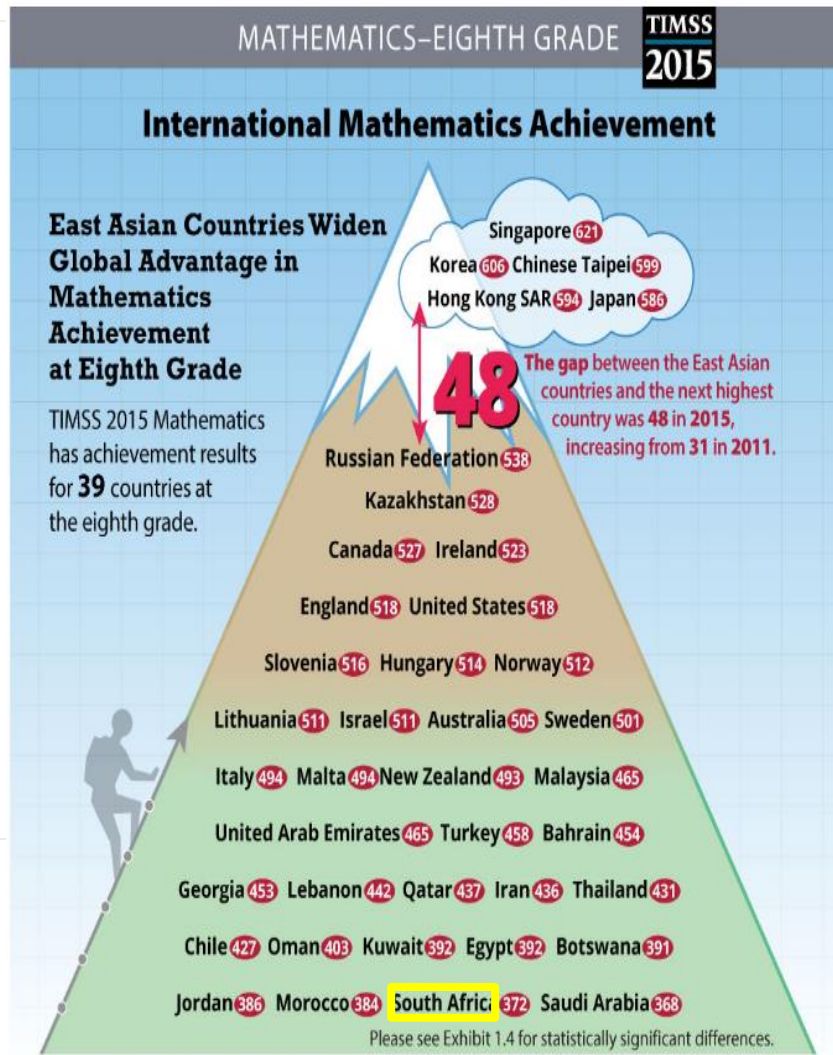
- Additional 0.5% difference between the salary notches of educators
- Education cannot afford to wait for politicians
- Talk is downhill, but doing is uphill!
- Need to convert talking into feasible plan of action

# TIMSS: MATHEMATICS – GR 4

- Latest TIMSS results for **2015** – not a pretty picture for all schools



# TIMSS: MATHEMATICS – GR 8



# Assessment and Chapter 4 of CAPS

- **OVERARCHING PRINCIPLE:**
  - You don't fatten the calf by just weighing it
  - Assess to identify problem areas and to improve
- Serious influence and effect on employment conditions and administrative work load
- Unions aware that SA Education requires an educationally accountable assessment policy that ALL can take ownership of
- Virtual agreement on systemic assessment – planning is to complete in next fortnight – primary focus now
- Unions have commenced with work on a position paper on-
  - Diagnostic assessment
  - Summative assessment
- Aware that CEM may become impatient – therefore, all are committed to finalise asap

# TUC Project

- Initial objective in MOA
  - Unions partners in INSERT
  - Required to establish Institutes as vehicles for training projects – investments in structures and staff
  - Focus on areas of biggest need
  - Adequate funding by DBE
- Project characterised by
  - Impasses
  - Faltering decisions = stop-start
- Absolutely imperative to conclude updated or new MOA



# BELAB

- August 2015 – first version
- SASA – aware that certain issues need “relook”, i.e.
  - Funding model for schools
  - Governance issues
  - Management autonomy of principals
  - Requirements of NDP
- Cannot afford to revert to state school model
- Request: Take unions in confidence – guarantee considered and accountable inputs

# CONCLUSION

- CTU-ATU – willing and able partner
- Time is of the essence
- Partners need to take initiative and not wait for politicians to decide obo Education Community

**THANK YOU**