

The *New* Negotiator

April 2015 Volume 7 Issue 1



elrc
EDUCATION LABOUR
RELATIONS COUNCIL

IN THIS ISSUE:

COLLECTIVE BARGAINING	1
FREE STATE CHAMBER DEVELOPMENTS.....	2
TOWARDS EMANCIPATION FROM SOCIO-ECONOMIC CHALLENGES	2
EDUCATIONAL RACISM	3

COLLECTIVE BARGAINING

From the desk of the General Secretary, Ms NO Foca

The collective bargaining activities of the Council for the period January to March 2014, focused primarily on the finalisation of urgent items on the agenda of Council, such as the work of the Personnel Administrative Measures (PAM) Task Team.

This is a noteworthy achievement, as Revision of the PAM have been finalised. The Revised PAM has been recommended to the Minister for publication. The PAM Task Team will be drafting a training and advocacy plan, which would be implemented once the Minister has gazetted the Revised PAM.

The Council also concluded Collective Agreement No. 1 of 2015 on the appointment of a panel of Conciliators and Arbitrators. The agreement will ensure that the Council has a greater scope of Conciliators and Arbitrators allocated to each province, which will assist with the speedy finalisation of cases.

Substantial progress was also made with regard to the work on Education Management Service (EMS) for Office-Based Educators (OBE). The Council approved the job descriptions for OBE and the terms of reference for the appointment of a service provider to conduct job evaluation on circuit managers in all nine provinces.

Research

The Council approved the appointment of a service provider to conduct in-country research on: *“The policy determining the conditions of service for the Institutionalisation of Grade R Practitioners in basic education.”*

Further Education and Training Colleges Bargaining Unit (FETCBU)

The uncertainties on the future of the FETCBU within the ELRC was finally addressed by Council, as it approved the submission made by the FETC Bargaining Unit for the designation of the ELRC to include lecturers employed in terms of the Public Service Act and as per the FETC Amendment Act 1 of 2013 in its scope.

“To fulfill the promise of economic opportunity, we must remain true to the principle that collective bargaining is a cornerstone of a free society and indispensable to a strong middle class.”

Thomas Perez

FREE STATE CHAMBER DEVELOPMENTS

By Rose Sefothelo



The Free State Chamber has been consistent in monitoring policy implementation on incentives for educators. Reports highlight that there are 774 farm schools educators who received allowances, but that number gradually decreased due to closure of non-viable schools. This led to transfers from farm schools to public schools and resignations. At the end of 2014, the Department of education conducted an audit to verify the number of educators receiving incentives. Audit findings revealed that the initial number of 774 decreased by 25 as educator allowances have been stopped due to transfers, resignations and termination of services. As at 31st March 2015, the remaining number of beneficiaries of incentives is at 749.

Demarcation of Districts

The policy dealing with the demarcation of districts was published by the Department of Basic Education in Government Gazette No. 36324 of April 2013. The purpose of the policy is to provide a framework for Provincial Departments of Education to demarcate, structure and staff district offices effectively so that institutions receive services required to improve the quality of education. In preparing for implementation of this policy, the Free State Education Department consulted Labour Parties to share information in

relation to the districts; circuits and school size as well as staffing of circuit offices.

The Management Plan, detailing how the demarcation process including staffing of circuits offices and the filling of circuit manager posts to be rolled out, will be availed and shared with Parties.

Free State Collective Agreement 1 of 2009

The collective agreement deals with the permanent appointment of temporary educators who occupied vacant substantive posts for more than six months. The Parties noted that the services of these educators are required as they make considerable contributions in institutions in terms of compliance with the curriculum.

The Free State Chamber continuously monitor implementation to ensure that individuals who qualify are converted into permanent appointments in order to minimise disruptions experienced at schools due to short term contracts. The latest report highlighted that temporary educators who were appointed on substantive posts until 30th June 2014 have been confirmed into permanent status in line with this agreement.

TOWARDS EMANCIPATION FROM SOCIO-ECONOMIC CHALLENGES

By Sydney Kediutlwile



The 2014 academic year witnessed the North West Chamber's earnest efforts to mitigate socio

economic challenges endured by teachers, especially during the festive season. The North West Chamber noted and appreciated that the pay-date for the December month is determined by the date of the school-closure occurring earlier than mid-December, which is also characterised by exorbitant spending patterns. The North West Chamber therefore took a decision to identify a fixed pay-date in December for educators. The observation that prompted this decision was the notion that there is a tendency of impulsive spending during the festive season, which subsequently translate into adverse socio-economic consequences. It was resolved that educators would receive their December salaries on the 20th from 2014 going forth.

QLTC Programme

The Department of Education and Sports Development in the North West experienced difficulties, which was manifested by some of the schools accommodating two or more principals per institution, emanating from closure or merger of schools. These challenges were endured for a period exceeding five years.

Through the intervention of the North West Chamber, the Provincial Collective Agreement 1 of 2014 was signed and ratified by the Council and most of the schools that were affected are relieved from frustrations stifling the school programmes, as there were contestations of power in some of these schools, threatening the efficiency of the operation of schools.

EDUCATIONAL RACISM

By Grace Neewat



The National Party, a white pro-segregation party, was elected to power and began introducing racial legislation. Acts were introduced to limit educational, political and economic growth for black South Africans. In 1953, the Bantu Education Act was promulgated, which crafted a separate system of education for black South African students.

The Act was designed to prepare black people for lives as labouring class. The Afrikaans Medium Decree Act of 1974 required the use of Afrikaans and English on an equal basis in high schools outside of homelands. White South African schools flourished during Apartheid because these schools were better resourced had smaller educator-learner-ratios and was overall financially and educationally stable. These schools had highly qualified educators, as all white educators had to have Grade 12 and four years of tertiary education. Schools were thus conducive for learning and teaching. Because of the Apartheid policies all schools, black and white, only had one ethnic or race group. Each race had their own education department and racism at the one-race schools was almost non-existent.

As stated by Adam and Moodley (1999) "... schools are laboratories for racial harmony or conflict, a microcosm of the society at large". During the Apartheid era, the Educators Act of 1963 made provision for white educators to teach at township schools. These educators received extra compensation for teaching at those schools whilst black South Africans had to endure the

circumstances that they were exposed to without any extra compensation.

With the advent of democracy, the separate or different education departments became one and parents are now guaranteed by the Constitution of South Africa freedom of choice. It means that schools are open and accessible to all South Africans irrespective of colour, race or creed.

According to Adam and Moodley (1999) disadvantaged township schools experience an exodus of learners to previously advantaged schools and deterioration of standards at disadvantaged schools. The authors are correct in their observation; however, the correctness of their observation with regard to worsening standards becomes questionable. The myth that educators at previously advantaged schools are better educators should be looked at as the argument can be that the standards at those schools are better because it is better resourced with learning material and other equipment. Township schools were built for temporary use and have always been under-resourced. Parents therefore opt to send their children to better resourced schools as their children will be exposed to better opportunities.

With the integration of learners at previously advantaged schools, and still advantaged, one can agree with the authors that the learner population in advantaged public school communities are diverse, but very little integration took place where the educator population is concerned. Media reports, since this integration occurred, also alluded to the subtle racist attacks on learners at these advantaged public schools. These racist attacks mainly occur at ex-Model-C schools and former white universities. These actions are clearly examples of intolerance to difference among the diverse cultural and ethnic groups as those imposing the acts of violence or racism on others might still be of the opinion that they are superior to others. Interestingly, enough reports have indicated that it was mainly white students that infringed racist acts on black students. South African educators irrespective of race and colour were exposed to a doctrine of racism for decades and because of that educators subconsciously or maybe consciously, one would never know, have biases and as Adam and Moodley state "... may not have sensitised teachers to be more introspective about their biases". A culture of tolerance towards others

should be developed in South Africa that could teach educators, parents and students how to be respectful to others and not be prejudice due to one's own biases.

South Africa's increased political freedom and equality in its emergence of democracy has had an enormous influence on society. During Apartheid, South Africans were shaped by political ideology in their fight for liberation, whilst the white South Africans enjoyed the fruits of that system. All South Africans are now free under democracy, although economic freedom has not yet been achieved. The citizens of South Africa have a choice to use the opportunities created by democracy. It goes without saying that South Africa as a nation is faced with all these legacies of Apartheid, which are frightening and we have to question how long will it remain with us.

References

Adam, H. and Moodley, K. 1999. "*Racial Interaction: Ten Apartheid Legacies*" in Indicator SA, Vol 16, No 2, 15 -19.

Apartheid South Africa. History of Apartheid. South Africa Travel Online, 2011. Retrieved from <http://www.southafrica.to/history/Apartheid/apartheid/htm>

Bremmer, I. 2006, "*Apartheid's gone, but poverty remains, SA*", International Herald Tribune. Global Issues in Context Newspapers.Gale. Global Issues in Context. Retrieved July 22, 2014, from <http://find.gale.cengage.com/globalissues/apartheid>

Fredrickson, GM, 1981, *White Supremacy: A Comparative Study in American and South African History*, Retrieved July 21, 2014, from <http://www.southafrica.to/history/Apartheid/apartheid/htm>

Tshabalala, Y. (n. d), *The legacy of Apartheid haunts the functioning of South African families*, News24. Retrieved July 24, 2014, from <http://www.news24.com/MyNews>



The **New Negotiator** is published by the Education Labour Relations Council's Research & Media unit

Editor: Ms NO Foca

Tel: 012 663 7446

FAX: 012 663 9604

E-mail: CindyFoca@elrc.co.za

Editor: Mr F Moloisi

Tel: 012 663 7446

FAX: 012 663 9604

E-mail: smcbs@elrc.co.za

Editor, Layout and Design: Bernice Loxton

Tel: (012) 663 7446

Fax: (012) 663 9604

E-mail: media.pro@elrc.co.za