

**SOUTH AFRICAN DEMOCRATIC TEACHERS UNION 9th NATIONAL
CONGRESS ADOPTED RESOLUTIONS, NASREC EXPO CENTRE,
JOHANNESBURG, 25-28 SEPTEMBER 2019**

*“Claiming our right to have our human dignity and safety protected and respected in
pursuit of a decolonized quality public education”*

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1. SOCIO-ECONOMIC & LABOUR

1.1. The Appointment of newly qualified Educators

Noting that:

- The bursary holders are still given priority when it comes to employment of PL 1 educators.
- Many bursary holders possess no scarce skills as envisaged by the scheme.
- Many educators funded their own studies and eased the financial burden on the State.
- The unemployment rate of qualified educators grows yearly.

Believing that:

- This was done to prioritize educators with scarce skills (Fundza Lushaka recipient) to be deployed in rural areas.
- The department should provide equal opportunities for employment
- The adopted approach on such appointment is inherently discriminatory

Therefore resolve that:

- All bursary holders and non- bursary holders be categorised as newly qualified educators (first -time appointees)
- All newly qualified educators be given equal opportunities for employment with reasonable requirements.

Mover: *Kwa-Zulu Natal; Eastern Cape*

Seconder: *All Provinces*

1.2. Processes emanating from Section 14 (2) of EEA of 1998

Noting that:

- There are provisions for reappointment or reinstatement of educators deemed discharged.
- The silence of the provisions on the processes related thereto.
- The appreciation by the Act of the need to provide such educators with a second chance.
- The affected educator or his/her representative is not invited to the employer sitting.
- Principles of democracy remain the cornerstone of the constitution of the country.

Further noting that:

- There is a discrepancy between the provisions of Employment of Educators Act and the Public Service Act on the provisions of "Deemed dismissal" provisions.

Believing that:

- The objectives of the provisions are intended to fill in the gap of the lost opportunity for the “law of natural justice” for the educator.
- Documentary submissions provide limited evidence on any matter with no space for probing or clarities.
- The absence of a democratic process undermines the object of the Act which is premised on the constitution of the country

Further believing that:

- The provisions of the Employment of Educators Act and the Public Service Act on the “Deemed Dismissal” should be harmonised;
- Employees in the Education Sector should be treated the same on provisions that deals with the same issue (In this instance abscondment)

Therefore resolve that:

- SADTU should call for the conclusion of a Collective Agreement to democratize the provisions of the Act in relation to Section 14 (2) through a process.
- Such a process should prominently feature the “law of natural justice” principles.
- Such a process should encompass the right for the educator to appeal the outcomes thereof if desired.

Further resolve that:

- The Provisions of Employment of Educators Act, Section 14 should be improved and be the same as the provisions of the PSA on abscondment.
- The law should be amended by extending the period to 30 days.
- That the educator must be heard (audi alteram partem) upon return to work.

Mover: KZN, EC

Secunder: All Provinces

1.3. The provisions of Section 17 of EEA, 76 of 1998**Noting that:**

- There is a mandatory sanction of dismissal in all Section 17 misconducts
- The mandatory provision of dismissal once found guilty of contravening Section 17 may be unconstitutional.
- Each sentence is determined by the gravity of the misconduct
- Presiding officers are hamstrung to make an appropriate determination on the basis of the evidence presented

Also noting that:

- The previous Congress and NGC's extensively deliberated on the matter and resolved that the Union should challenge it accordingly.

Believing that:

- The section in its present form is not congruent with s23 of the Constitution of RSA (108/1996 as amended).
- The presiding officer should make a proper determination of the sentence for each misconduct informed by evidence before him/her.
- There is a narrow determination of the verdict on the balance of probabilities
- Some educators lose their jobs on frivolous charges.
- Presiding officers have the capacity to arrive at reasonable decisions on the basis of evidence.

Resolve that:

- SADTU should campaign for amendment of the Act to substitute 'must' with "may" in Section 17 (1)
- SADTU should further test the constitutionality of the Section 17 with the court of law.

Further resolve as follows:

- That the NEC should draw an implementation programme to test the constitutionality of the mandatory provisions of Section 17 with the Court of Law and provide progress a report in the next National General Council;
- That due processes in dealing with the cases are followed in order to ensure that fairness is applied and sanctions are fully based on the issues canvassed by the parties in the appropriate forums as expressed by the Constitutional Court in "*Stokwe v/s Member of the Executive Council: Department of Education, Eastern Cape and Others [2018] ZACC 3*";

**Mover: KZN
EC**

Secondar:

1.4. CET Educators**Noting that:**

- These educators do not enjoy the service benefits other professionals in the sector enjoy.
- Most of these teachers are professionally qualified and are occupying substantive vacant posts.

Resolve that:

- CET qualified educators must be employed permanently with full benefits.

Mover: Eastern Cape

Seconders: KZN

1.5. Senior & Master Teachers

Noting that:

- There is a shortage of Senior posts for educators which results into infighting for any available senior position in schools.
- There is no effective monitoring of teaching and learning especially in small schools limited by the number of promotional posts.

Believing that:

- The intention to introduce Senior and Master Teachers was a good idea in trying to address upward mobility.
- Enough senior and master teachers in schools results in effective teaching and learning in schools.

Resolve that:

- The termination of Senior and Master Teachers should be reviewed, so as to respond to the conditions of service of teachers and to address the quest for promotional posts.

Mover: Eastern Cape

Seconders: All Provinces

1.6. Appointment of Examination Assistants-EAS

Noting that:

- There are challenges with the appointment of EAS in all provinces.
- The employment is of a temporary nature.

Believing that:

- Employment is created during the marking period and equal opportunities must also be afforded to applicants.

Resolve that:

- Preference should be given to all qualifying applicants.
- Students who are studying and residing locally should be considered as EAS.
- Provinces must regulate the appointment of EAS at PELRC.

Mover: Eastern Cape

Seconders: All Provinces

1.7. SAFRICAN benefits for pensioners

Noting that:

- SADTU paid up (means retired) members on pension qualify for the SAFRICAN benevolent benefit in case of death
- The paid up certificate from SAFRICAN is one of the pre requisites to qualify for the benefit
- There is non- payment of this benefit to many SADTU members due to non-availability of the paid up certificate
- The benefit is forfeited if not applied for within 6 months of pension
- Pensioners do not pay subscription to SADTU, as a result SAFRICAN does not lose a cent from them
- SAFRICAN has no functional programme to inform prospective pensioners to apply for this benefit

Believing that:

- All paid up members of SADTU on pension must have access to this benevolent benefit

Resolve that:

- SADTU must cause the employer to find a way through PERSAL of sourcing evidence that would show the last contribution of the retired members.
- Retiring members should as part of the retirement package request proof of service which includes membership to their Union;

Mover: North West

Secunder: All Provinces

1.8. Danger Allowance

Noting that:

- There has been an increase in incidents of violence and killings perpetrated by learners against teachers in the public schools.
- There are provisions of PSCBC Resolution 1 of 2007 relating to danger allowance.
- The environment in which education workers are working on daily basis are exposing them to danger.

Believing that:

- Education workers like other employees in the public service should enjoy the same dispensation as provided for through danger allowance.
- The provisions as set out in all resolutions speaking to danger allowance may be extended to educators.

Resolve that:

- The ELRC like other sectoral councils must create a danger allowance dispensation for education workers as employees in the public service.
- The matter must be addressed by the GPSSBC for other education workers.

Mover: North West***Secunder: All Provinces*****1.9. Deployment of CFO's to TVET/CET****Noting That:**

- The transitional period the DHET went through during the implementation of Act 3 of 2012
- The cumbersome and complex nature of the migration process emanating from the promulgation of the said Act.
- The skills inadequacy and new challenges faced by the DHET and the TVET sector on management demands.
- The outsourcing of critical services of finance management and other critical components of the DHET to SAICA personnel
- There is a lack of adequate oversight that the DHET and College Councils play on the State resources in the TVET sector
- SAICA deployed CFOs work in complete silos in the TVETs, and that such would be extended to the CET Sector
- The disastrous outsourcing of services by the DHET which has left many lecturers out of the persal deductions for union membership subscriptions;
- The outsourcing process has undermined the rights to organizational rights the union has fought and created multiple systems of collecting union subscriptions;

Further noting:

- The CEOs do not form part of the organogram.

Believing That:

- The DHET has settled as a department from its inception in 2009.
- The complex tasks and pressures of migration have been absorbed and finalized by the DHET

- Evidence further points to corrupt practices under the watch of the SAICA deployees.
- Transfer of skills to the TVET management is long overdue
- All executives within the management of the TVET should report to the DHET and College Councils for accountability and transparency
- The powers of the SAICA deployed Chief Financial Officers undermine College Managers
- SAICA has now taken over the total finance management of colleges, and the capacity building suggested by this program is non-existent
- The outsourcing has ran its course and must be stopped and insourcing be implemented to enhance the skills and relationships between CFOs and the Principals of the institutions.
- The post of the CFO should form part of the organogram

Resolve that:

- The DHET as a matter of urgency should advertise all outstanding positions of Chief Financial Officers in all TVET Colleges
- The DHET should conduct forensic investigations and satisfy itself on the work executed by SAICA Chief Financial Officers including rampant corruption.
- All other functional areas under SAICA be transferred back to the DHET
- The remaining contractual obligations be gradually terminated to allow in-sourcing of all functions performed by SAICA deployees.
- All other intended CET functions rolled out by SAICA be stopped
- In-sourcing be implemented with immediate effect to restore all management functions in the institutions
- The DHET must correct the disorder it has created in order to restore the organizational rights the union enjoyed before this outsourcing of the financial functions that should be residing with the institutions
- The organogram for both TVET and CET be implemented which must include the post of the CFO.

Mover: Kwa-Zulu Natal***Seconder: EC***

1.10. Retaining the Presidential Proclamation of the GEPF Law for the accelerating of the Rules changes in favour of the members, pensioners and beneficiaries.

Noting that:

- The GEPF Law was passed by Presidential proclamation and called Government Employees Pension Law, 1996. This
- The GEPF Law recognizes the importance of negotiations between the employer and employee organizations in arriving at benefits for members, pensioners and beneficiaries;
- There are unnecessary delays in the changing of rules that have been agreed upon between the PSCBC and the GEPF;
- This Law includes the Rules as contained in Schedule 1 called the Rules of the Government Employees Pension Fund;
- There is deliberate undermining of the agreements reached between PSCBC parties representing contributing members and the pensioners and beneficiaries by National Treasury and Parliament;
- There are attempts to change the GEPF Law from a proclamation to an act that would be promulgated through a lengthy period of public consultations;
- There is a lack of recognition of the nature of sufferings experienced by members during the delayed rule changing process.
- The delay of implementing the GEHS resolution is as a result of the GEPF not having legal authority to fund the GEHS. This is an anomaly because the GEHS is a benefit as collectively agreed by the parties in the PSCBC which represents the members, pensioners and the beneficiaries of the fund;
- The delay in the finalization of the Clean Break principle has caused an untold damage to the members of the fund because for more than five years of submission the members remained in the Debt approach;
- The child pension benefit which had recognized the injustices the orphan benefit meted to the children of the deceased member was delayed for more than five years;

Believing that:

- The delays in implementing the GEHS and other benefits by parliamentary processes are a direct attack on collective bargaining because the PSCBC is created in terms of an act of parliament and the process of proclamation by the president recognized the importance of the platform created by the LRA for bargaining;
- The attempts to change the GEPF Law from being a proclaimed legislation to a national protracted public consultation process is unlawful and constitutes an attack on the LRA;
- The delays in changing rules by parliament constitutes an attack on collective bargaining and undermines the dignity of the members, pensioners and the beneficiaries;
- The GEPF Law should be amended to allow the GEPF as a fund to support the funding of the GEHS and other future benefits similar to the GEHS which are aimed at promoting and protecting the dignity of the members, pensioners and beneficiaries;
- The process of proclaiming by the president should take into consideration the urgency and the necessity of such benefits for an example, the funeral benefits which a deceased member's family should not have taken so much time to change from R7500,00 to R15000,00;

- The changes to the Rules are informed and influenced by the lived experiences of the members, pensioners and beneficiaries and must be expedited once agreed upon by the parties;

Resolve that:

- The GEPF Law should remain a proclaimed legislation in order to avoid lengthy public consultation processes because the GEPF is owned by its members and pensioners who have their representatives in the PSCBC.
- The union should reject any attempts by the parliament to change the proclamation status of the GEPF Law into a normal public consultation process because agreements reached in the PSCBC to improve benefits are derived at through legal processes of collective bargaining.
- The GEPF Law be amended to provide for the GEPF to use the funds to implement the GEHS urgently.
- The amendment should enable the GEPF Law to empower the board to invest in similar benefits in the future;
- The NEC audits all the delayed rules aimed at the changing the quality of life of the members, pensioners and beneficiaries and presents such for implementation;
- The NEC adopts a zero tolerance against departments that delay the processing of retirement applications and take appropriate actions including but not limited to lawsuits against the relevant official and the head of HR;
- The Union should defend the current proclamation status of the GEPF Law and resist any attempt to change it in the best interest of the members, pensioners and beneficiaries;
- The NEC should continue to conduct appropriate research to improve the benefits for all members and pensioners and when necessary call for the amendments of the rules.

Mover: National Working Committee, MP

Seconded: All Provinces

1.11. National Health Insurance

Noting that:

- There is a previous COSATU congress resolution on the NHI

Believing that:

- Quality Public health care is a necessity for all citizens.

Resolve that:

- COSATU should conduct workshops through the locals.
- COSATU affiliates should cause COSATU to sit in the NHI board and monitor the implementation of the NHI

Mover: Socio Economic Commission

Seconded: All Provinces

1.12. SADTU Co-operative implementation

Noting that:

- The growth of the SADTU SACCO membership is slow with a current membership of just over 300 members whilst it has a potential of over 250 000 members.
- Not all Union leaders have signed up for SADTU SACCO membership.
- The SADTU SACCO does not have full time staff
- The SADTU SACCO membership will increase drastically when products are effected.

Believing that:

- The support from the Union is imperative to implement the 2014 resolution for SADTU to form the co-operative.
- An affordable SADTU SACCO housing scheme can be established.

Resolve that:

- SADTU SACCO should be invited to all structural meetings of SADTU members from all levels.
- SADTU FTSS and Organizers should be trained on the SADTU SACCO and its products to have confidence in recruiting.
- All leaders of the Union from Sites to National Office should be required to register and be members and shareholders of SADTU SACCO in order to build the confidence of ordinary members.
- The Union should assist the SADTU SACCO with the recruitment of a Manager and Administrative assistant that will be paid by the Union until the SADTU SACCO is able to generate enough income to cover its staffing needs and costs.
- That SADTU SACCO should be launched before the end of the year 2019 and deductions be affected for both savings by members.

**Mover: Socio-Economic Commission
Provinces**

Seconder: All

2. POLITICAL & INTERNATIONAL

2.1. Education internationalism and working class solidarity

Noting that:

- SADTU is affiliated to various international educator/worker bodies that unite all who work in this sector, particularly those devoted to the cause of education as a full time occupation.
- SADTU relates to these sister and fraternal unions to share, cooperate and broaden the frontiers of progressive internationalism and class solidarity.
- Education International is the united front of all educators, addressing issues threatening common interests of the profession and individual and collective welfare of educators as workers
- 59 million children of primary school age are denied education and almost 65 million adolescents are without access to secondary school education worldwide
- The Illiteracy rate is exceeding 70% amongst women in developing countries.
- Every additional year of education in developing countries increases a person's future income by an average of 10%
- When women and girls receive an income, they re-invest 90% of it into their families, as opposed to 30-40% for men
- Using education as a scapegoat to disrupt children's learning and social lives is unacceptable.

Believing that:

- SADTU as a progressive teachers' union relates with all progressive forces and social organisations that enhance education, workers' rights and social justice in general.
- SADTU's affiliation and participation in EI, COSATU, SACP and the ANC who also have their own international affiliations and fraternal organisations is part of the forces ranged against underdevelopment, imperialism and exploitation
- SADTU highly values and plays a critical role in its international affiliations to enhance the cause for justice and dignity of workers, educators, learners, poor and marginalized people.
- Education is a fiercely contested ideological arena, with competing schools of thought and ideas vying for supremacy and hegemony.
- The product shaped by education finally determines the nature, design and outlook of the society
- SADTU is a critical detachment in the struggle to champion and advance working class consciousness, quality ideological depth, new forms of learning, creativity, equality and an end to all and any forms of exploitation, oppression, abuse and injustice.
- Education is neither neutral nor free of class and gender bias

- Education is a dynamic innovation to challenge the dehumanizing conditions of suffering, poverty, underdevelopment and injustice.
- Through COSATU and in its own right as a progressive union, SADTU is actively involved in struggles for democracy, human rights, environmental justice, freedom from threats of war and subjugation to end all forms of occupation, colonialism, sovereign and territorial aggression by external forces.

Resolve that:

- SADTU should coordinate more actively and become a systematic participant in the work of international solidarity, global justice and education for all.
- The Union promote the COSATU resolution on an Alliance International Solidarity Forum (ISF) and to ensure maximum coordination, popularization and integration of solidarity, religious, media, cultural and sporting issues of global concern into school curriculum and wider society
- The Union should promote open and sustained debates on campaigns on Israel, solidarity with Palestine; Cuba; Venezuela, Western and other parts of the world struggling against imperialism and for democratic self-rule.
- SADTU should fight against bullying by Multinational Companies, undermining the right to economic (particularly trade and Industrial) policy development and right of communities to their natural resources for self-development
- We should make a call for the intensification of international solidarity activities and campaigns on economic, environmental, justice, social, human rights abuses, hunger and poverty by all social forces, COSATU affiliates and alliance partners
- We should mobilize all of society to defend and promote the right to full and free education for all children and adults throughout the world.
- We should ensure that even in cases of conflicts, quality education remains accessible to improve peoples' lives.

Mover: Commission***Seconder: All Provinces*****2.2. Education, New Skills and the Future of Work****Noting that:**

- For centuries education delivery has shaped and determined the kind of society, its foundations, institutions and kind of people who result from these.
- Education forms the basis of social failure or success, and an important instrument to shape the future of society.
- The Future of Work is about the changes in the various economic and technological spheres; the quality of skills and human beings required to shape the society we need.
- The ILO indicates that almost 2/3 of the existing jobs in Africa shall be non-existent in the near future, as a result of the Fourth Industrial Revolution (4IR)
- New sectors are emerging and old sectors are being destroyed, hence jobs shall never be the same again.

- The ILO High Level Panel led by both our President, Cyril Ramaphosa and the Prime Minister of Sweden was launched in Geneva, January 2019 and made important recommendations, including life-long learning, new creative and dynamic curriculum or learning processes, investment in people and society, as well as human development as the epi-center of all learning.
- The shocking levels of retrenchments in our own economy and throughout the African and the global south, reflects the tectonic shifts in the structure of production.
- There is a need to sharpen our tools of analysis and knowledge of new trajectory we must embark on
- There is a need for a deeper understanding of the new trends, new ways of accumulation, skills required and what they mean to education, the workplace and the workers

Resolve that:

- SADTU should prioritize Education and the Future of Work by building technical capacity for the National and Provincial leaders, head office team, as well as its employees in various sites to meaningfully take forward this important agenda
- COSATU should commission a CEC High Level Panel, assisted by the ILO to do an audit of the whole economic restructuring exercise, assessing which industries are being destroyed and which new ones are being created by the changes. This will help the Federation to determine the centres of gravity where its bargaining strategy, campaigning work and development emphasis should be prominent in each sector and on the whole macro picture.
- The ILO High Level Panel Report should be used for nationwide debates, popularization, mass education, general campaigns, to broadly influence, and to shape and reshape the narrative about the future of work and the emerging trends.
- Labour and industry should reconsider their traditional ways of doing business and keep pace with rapidly changing technology by introducing robotics, coding and other innovative sciences critical to our development

Mover: Commission***Seconder: All Provinces*****2.3. Education and Progressive Pan Africanism for Africa's Job Creation, Industrialisation and Sustainable Development****Noting that:**

- Africa has the highest levels of poverty, inequalities and unemployment in the world. It has and continues to suffer gross exploitation, plundering and looting by both local and international elites.
- Africa has the highest rates of educational exclusion in the world with girls more likely to stay out of school than boys, and over one-fifth of children (between ages 6-11) and almost 60 percent of adolescents (between the ages of 15 and 17) not in school

- The history of colonialism and underdevelopment and its legacy remains as vicious today as it was then.
- Colonial education was designed to suppress the development of Africans and the reinforcement of inferiority and self-hate amongst Africans.
- Colonial education promotes ideological domination, political and economic subjugation and socializes people in accordance with the colonizer's way of life
- Education is critical for people to understand /comprehend their identity and to fully realize their freedom / true dignity.
- The struggle for the decolonization of education should not be left with the academics
- Our struggle to transform the African curriculum is about human dignity, development and self-realization for the masses and their communities
- The balkanisation into Anglo-phone, Lusophone, Franco-phone and other languages is an obstacle to development, effective communication, integration and unity of our people.
- There is a need to seriously take enabling language systems such as Swahili on the continent to enhance effective learning and integration.

Resolve that:

- SADTU should lead the fight to transform the education system and particularly the curriculum of the African continent to be driven by the developmental needs of the continent, its people and its needs.
- SADTU should promote the use of African languages, such as Swahili and others carefully selected to unite and promote inter and intra-community trade, development and common exchanges.
- SADTU should mobilize society to dismantle and transcend the vested empires of the Franco-phone, Anglo-phone and Luso-phone domination and divisions.
- SADTU should drive the agenda to directly link education and skills development to the needs of society with a concrete link to the material imperatives of our society and people on the ground.
- All our campaigns on the Continent should put human dignity and sustainable development at the center to truly enhance the full liberation and understanding of what is at stake if Africa remains in such bondage.
- SADTU should call on the media, cultural and religious institutions should make a direct contribution to developmental education and promotion of the culture of learning for all. This should include entertainment programmes that have tangible education content of value to society.

Mover: Commission***Secunder: All Provinces*****2.4. Education and Training Landscape transformation in SADC for a new SADC****Noting that:**

- In 1997 SADC member states adopted a Protocol on Education and Training Development, identifying Basic education, Intermediate Education and Training,

Higher Education and Training, Research and development, Life-long Education & Publishing and library resources as areas for cooperation in the Region

- The protocol adopted in Malawi further gives guidance on institutional arrangements for implementation as well as resources and fund assets
- The targets set out in the Protocol and further instruments are very conservative, but remind us of commitments we must, at least demand, whilst struggling for more broad and bold determinations given the scale of our problems.
- The SADC education system is disintegrated and without direct effect or relations with the demands or conditions of life for the majority. We are not producing the much needed skills, capacity and imperatives critical to the development of our region.
- The ambitious targets set out in the SADC Industrialisation Plan require a new set of human, material and financial resources/ commitments

Believing that:

- Worker education and Recognition of Prior Learning (RPL) are not given sufficient time and space creating a dichotomy in the system of human resource production and capacity development
- Academic institutions are failing in producing the right quality, content and volumes and are not linked to both the developmental needs of our societies and the labour market.
- Produced skills link to the colonial, apartheid education fault-lines and do not relate to the needs required.
- Strengthening of SATO to coordinate and maximize the impact of educators and teachers in the national and regional landscapes, particularly as regards education and broader socio-economic and political transformation issues of our people will have a positive impact.
- SADC should develop, harness and harmonize relevant, integrated education and training systems, particularly with regards to content, quality and standards.
- Building of a huge momentum for Education Justice Campaign and activism across the region through integration of various education concerns into a mighty wave of education movement for right of access to effective, quality, relevant content and full participation of learners, parents and teachers in the design and implementation of the curriculum will be beneficial for our people.

Resolve that:

- SADTU should work with SATO and through COSATU with SATUCC to develop capacity for effective regional solidarity with teacher unions in distress, including support with financial, material and political or technical capacity needs.
- SADTU should propose a SATO Summit on Education and the Future of Work for the SADC region, to work out joint strategies, efforts and shared ideas on how the future of education in the Region should be emboldened to design a new Region.
- The Summit should also review all the Protocols that relate to education, training and research in order to ascertain their relevance, integration and pace of implementation.
- SADTU should coordinate with SATO, a Regional Campaign for Education Justice that brings together all stakeholders around the education crisis at national levels

in each country in order to identify areas of focus and action, with clear time-lines and measurable outputs.

- SADTU should closely work with COSATU to influence SATUCC to increase its capacity and level of engagement and impact on education and other policy areas that have lagged behind over the years, due to limited capacity at SATUCC level.
- We should campaign for major public investment in Public Education and Training to counter the current weaknesses of the Regional Education and Training System as well as to deliberately invest in research and innovation capacity at all levels.

Mover: Commission

Secunder: All Provinces

2.5. National, Provincial and Local Elections

Noting that:

- The 7th National Congress resolution on “2011 Local Government Elections” and 8th Congress resolution on the 2016 Local Government Elections
- There is no well-coordinated co-relation between the spheres of government.
- Planning and budgetary processes are being compromised at some stage by this disjointed arrangement.

Believing that:

- In order for our government to work effectively and efficiently, elections should be done concurrently once every five years by all spheres.

Resolve that:

- We reaffirm the 7th National Congress resolution on “2011 Local Government Elections” and 8th Congress resolution on “2016 Local Government Elections”
- The Parliament has to establish / formulate a Bill to address the issue of having elections in all the three spheres of government run concurrently.

***Mover: Commission
Provinces***

Secunder: All

3. EDUCATION

3.1. Automatic Progression in Foundation Phase

Noting that:

- Automatic progression makes provision for acceleration in the phase for learners to build a solid foundation.
- Between 15% and 20% of learners nationally repeat Gr 1.
- There are arguments for retaining learners and arguments in favour of automatic progression- There are experts who agree and are of the view that it *does not make any educational sense to make young children aged six to ten years, to repeat a Grade*
- If learners are retained for a year there is a 50% chance of learner drop-out and it increases to 75% if a learner is retained a second time
- Experts argue that learners gain little by spending an extra year in a grade and it is an early indicator of failure later
- The DBE labels learners who do not meet the requirement for promotion but proceed to the next grade as “progressed learners” or “years in a phase” learners who then get stigmatised.
- Grade retention is defined as the practice of requiring a learner to repeat a particular grade when he or she does not meet the academic standards of the grade level they are currently enrolled in.
- Some experts argue that retaining learners in a grade allows the learners opportunities to master skills that will build their confidence level in later grades and those that progress will be caught out by being exposed to more demanding work in the next grade.
- There is an assumption that retaining learners in a grade provides learners the opportunity to catch up with other learners socially, physically, behaviourally, emotionally and conceptually.
- Learners who need to repeat a grade are having difficulty with work and struggle to meet the grade level and this affects areas of development such as their behaviour, social interaction and maturity that may not be age or developmentally appropriate.

Believing that:

- Progression of learners will improve retention and prevent dropout of learners from the system.
- Learners should move with their age cohort
- Repeating a Grade has a negative influence on learners’ emotional levels.
- The promotion and progression policy allows learners to be progressed with support.
- Learners will benefit from systematic support interventions

- Repetition has widely been used to afford underachieving learners with an opportunity to master the content of their current grade as well as acquire developmentally appropriate skills
- Research shows that negative effects of repeating a grade seem to be more prevalent in higher grades
- Retention is better than drop-out and we should therefore ensure that learners are retained in the system
- Repeating a year in foundation phase allows consolidation and reinforcement, which will stand the learner in good stead for the next educational phase.
- Retention in Foundation Phase would be benefiting our learners, particular with the challenge of the expansion of the curriculum with more subjects in the Intermediate Phase (from Gr 3 to Gr 4)

Resolve that:

- SADTU should conduct research within a duration of six months on the implications of the automatic progression in foundation phase and the research must include consultation with foundation phase teachers.

Mover: Commission**Seconder: All Provinces****3.2. General Education and Training Certificate (GETC)****Noting that:**

- The Department of Basic Education is engaging in efforts to introduce a GETC exit certificate.
- The certificate will be indicative of the skills and competencies that the learner shall have mastered at that stage.

Believe that:

- The GETC could serve as a boost to the learners who progress beyond the stage.
- The GETC should not be viewed as an encouragement for learners to exit the schooling at the Grade 9 stage.

Resolve that:

- SADTU should research the implication of introducing GETC in the country.
- SADTU should participate fully in the conceptualization of the GETC including shape and form of all related processes including the assessment policy.

Mover: Education Commission**Seconder: All Provinces**

3.3. Education and the 4th Industrial Revolution (4IR)

Noting that:

- The SONA of 2019 was technology-centered.
- The 4IR is an unavoidable development trajectory
- Artificial Intelligence and digitization is a threat to educator employment
- The DBE is introducing coding and robotics.
- Our infrastructure and PPM is still a challenge.
- Educators are not empowered to face 4IR

Believing that:

- There is a need for a common discourse for a coherent set of responses to 4IR.
- There is a need to prepare education workers for this workplace revolution.
- The unintended consequences of job losses should be avoided
- There is a need to empower educators on the 4IR

Resolve that:

- SADTU should work with government on the roll out of 4IR and use it to increase employment
- SADTU should call on the department to start by developing relevant infrastructure
- SADTU should take a lead in empowering our educators on the Fourth Industrial revolution.
- SADTU should campaign all relevant SETAs for budgets to cater for skilling and re-skilling education workers
- SADTU should demand a clear strategy and plan from the DBE on it plans to roll out 4IR
- SADTU must identify campaigning strategies to resist inappropriate use of technologies.

Mover: Commission

Secunder: All Provinces

3.4. Assessment for Learning

Noting that:

- SADTU conducted intensive assessment for learning training workshops (8 days) in all provinces for 900 teachers
- Currently the education system focuses on performance assessment or summative assessment and does not make provision for assessment for learning
- The Curriculum and Assessment Policy Statement (CAPS) makes provision for Assessment for Learning

- Assessment for Learning could potentially change the ability of learners and contribute to better performance
- Progress in rolling out Assessment for Learning training in all school is non-existent

Believing that:

- Teaching and learning will improve when teachers apply assessment for learning principles in their classrooms
- The quality of School Based Assessment will improve through assessment for learning
- Learners will be given opportunities to take responsibility for their learning
- Teachers will be in a position to cater for a wider range of learners in their classrooms

Therefore resolve that:

- SADTU must play a leading role in engaging and advocating for Assessment for Learning practices
- SADTU must convene a Lekgotla on Assessment for Learning
- SADTU must call for and work towards the implementation of Assessment for Learning within the system

Mover: Commission**Secunder: All Provinces****3.5. Professional Learning Communities****Noting that:**

- Teachers have different understandings of the concept “Professional Learning Communities”.
- The tendency of teachers to work in silos thereby defeating the objectives of cooperative teaching and learning.
- Lack of coordinated planning in schools
- Some teachers have not mastered the professionalization of their activities
- PLCs’ developmental forums can be utilised as platforms to share best practice and how to deal with challenges at school level
- There is a 2011 resolution on a summit for Intergraded Strategic framework for Teacher education and Development on the implementation of PLCs
- SADTU and the National Education Collaboration Trust (NECT) have started a dialogue on the importance of the PLCs
- There is currently a pilot of the PLC’s in some districts across the country under the auspices of the NECT in partnership with the Department of Basic Education (DBE) and SADTU

Believing that:

- Professional learning communities give teachers at school and classroom level opportunities to engage each other to solve context related problems
- The PLC leads to sharing of ideas and may contribute to improved basic functionality of the school
- PLCs promotes school collaboration for improvement purposes
- Professionalising our activities is the corner stone for the delivery of quality public education.
- PLCs are pivotal in the Continuing Professional Development of Teachers.

Resolve that:

- The NEC should be be tasked to investigate forms and functions of PLCs to support its implementation
- SADTU must engage all stakeholders to have a common approach on PLCs, so that it culminates to one form of PLC in the country.
- SADTU should advocate for the promotion and implementation of PLCs
- The roll-out of PLCs should be undertaken on a massive scale in all districts
- SADTU should embark upon capacity building workshops for teachers to equip them with the requisite skills to understand their roles in the establishment of PLCs

Mover: Commission**Secunder: All Provinces**

4. ORGANIZATIONAL

4.1. National Congress Theme

“Claiming our right to have our human dignity and safety protected and respected in pursuit of a decolonized quality public education”

Noting that:

- The Chapter Two of the Constitution of the RSA in particular sections 9 on the equality, 10 on human dignity and 12(1)(c) and (e);
- The Education International resolution on the decolonization of education;
- The UN Resolution 2143 guaranteeing the right to education for the children in armed conflict situations;
- The constant violent attacks on teachers, learners, education support personnel in our institutions;
- The increasing workloads, high levels of stress and precarious working conditions burdening the teachers;
- The growing lack of respect and support for one of the world’s most essential professions as illustrated in various studies;
- Teacher burnout is also becoming a crippling and perennial problem, according to various studies conducted on the health of the profession;
- The gross violations of the provisions of the law in relation to the infrastructure that is unsafe and inhabitable which teachers, education support personnel and learners re- subjected to on a daily basis without any shame by the employer;
- The precarisation of the teacher as a respected professional, in both pay and status, coupled with trends towards limiting teachers’ rights to organize and act collectively, is an underlying attempt to replace the profession of teaching with an isolated and expendable collection of cheap and obedient automatons;
- There is a general tendency and behavior to treat teachers as mere objects who must teach and account irrespective of their circumstances. Clearly allowing our learning institutions to go without the necessary security in whatever form, denying and invading the dignity of those who work and learn;
- The lived experience of teachers, education support personnel and learners which expose them to dilapidated buildings, which presents threats and health hazards to them is an indignation;

Believing that:

- That teachers, education support personnel and their unions are amongst the last bastions in society determined to defend decolonized, free quality public education, democracy, human and trade union rights;

- Teachers and education support personnel play a critical role in ensuring the continued provision of free quality inclusive public education for all;
- Weakening the profession puts quality education in danger and threatens the future of our children;
- Reducing the curriculum into a standardized programme undermines both the decolonization and development agenda;
- There are not enough teachers and education support personnel, that their training, qualifications and status are being diluted

Resolve that:

- SADTU should engage the employer to provide basic infrastructure, to ensure that they meet their undertakings in terms of the Quality Learning and Teaching Campaign, including; providing basic infrastructure including a safe learning and teaching environment; manageable class sizes, learning materials and teacher development and support.

Failing which, the union should adopt a zero tolerance approach and explore all avenues available within a constitutional democracy to ensure that the department meets its undertakings because a child dying in a pit toilet is pure negligence from the employer and a direct attack on the dignity of human beings.

A teacher dying in the learning institutions of learning at the hands of a learner or a gangster is the invasion to human dignity and safety of the workers and cannot and must not be tolerated;

- The unacceptable stipends paid to qualified Grade R practitioners on a federal style must be rejected because it undermines the dignity of the practitioners and the learners they are teaching and it generally disrespects the principles of the ILO on equal pay for similar job;
- The Union should engage the employer ensuring that all education workers including temporary educators and those in vulnerable education sub-sectors receive their salaries no later than the agreed upon dates, failing which, the Union should explore all avenues available within a constitutional democracy to ensure that the department meets its payment obligations on time. There should be no understanding why workers aren't paid on time as provided for the legislation because nonpayment is the invasion and undermining of their equality and dignity;
- The Union should continue with its programme to push for the systemic decolonization of the education system and thus the radical transformation of the curriculum in pursuance of the broader agenda to restore the dignity of the African working class.
- The Union should intensify its campaign against the privatization, commercialization, commodification of and in education and to protect the basic education value chain against edu-preneurs and capitalist private hands driven by the primary capitalist logic of profit

maximization.

- The union should intensify its fight against the turning of the learners into cash cows by edu-preneurs and Edu business;
- The norms and standards in relation to infrastructure, education support personnel- teacher ratios and teacher-learner ratios are complied with without fail by the employer in order to promote the cult of human rights in education;

Mover: Commission

Seconder: All Provinces

4.2. Those living with Disabilities: The Visually impaired/ Blind

Noting that:

- The constitution is not clear on people living with disabilities

Believing that:

- SADTU sets out to unite all teachers and to promote their interest

Resolve that:

- SADTU should endeavour to have some constitutions to be written in Braille, so that ALL members should be knowledgeable about the Union.

Mover: WC

Seconder: All Provinces

4.3. Organizational Renewal: Re-positioning SADTU towards enhancing pillar number 1 of the 2030 Vision, heeding the call towards servicing our diversified membership.

Extract from chapter 3 of SADTU's 2030 Vision: "SADTU's vision for the future"

"Whereas SADTU has registered sufficient victory in the, teacher unity negotiations, successful bargaining for better working conditions for our members, growth in membership numbers,; we must avoid the temptation to crow over our successes.

It is in the management of these successes against the challenges of a changing democratic context that we should draw a line between strategy- the ultimate goal; and tactics- the methods and actions that respond to changing immediate circumstances (Strategy & Tactics).

This calls on us to continually develop tactics for every situation that confront us; as long as these tactics are informed by our commitment to the strategic goal."

Noting that:

The membership of SADTU has diversified over a period of time, to include

- **Educators in the main-stream** employed in terms of Employment of Educators Act (EEA) and employed by Department of Basic Education (DBE and PED's);
- **TVET Lecturers** employed in terms of Public Service Act (PSA) and employed by the Department of Higher Education and Training (DHET);
- **CET Lecturers** employed in terms of Public Service Act (PSA) and employed by the Department of Higher Education and Training (DHET);
- **Grade R and ECD Educators** whose employment conditions vary from one Province to the other, creating a lot of uncertainty in the Sector;
- **Education Support Personnel (ESP)** (Non-Educators) employed in terms of Public Service Act and employed by the Department of Basic Education (DBE & PED's)
- **Office-Based Educators** employed in terms of Employment of Educators Act (EEA) and employed by Department of Basic Education (DBE and PED's);
- That the diverse membership of SADTU have various conditions of employment and the provisions that are not consistent with one sector; i.e. Education;

Further noting that:

- The spatial distribution of these members across SADTU Structures, Departmental Structures and Political demarcations, thereby posing a serious threat to membership service;

Believing that:

- Our 2030 Vision recognises the assess the ever-changing material conditions on the ground and calls on us to continually develop tactics for every situation that confronts us;
- All the various categories of members of SADTU in Education strive towards improved Education Provisioning in our country;
- The conditions of service of such needs to be stream-lined in order to achieve one goal; that of Education Transformation and Improvement of Conditions of Service; and that can only be achieved if we stream-line our operations in order to meet members' divergent challenges;

Whilst taking into cognisance the SADTU constitutional provisions on the demarcation of structures and the NEC decision on the co-option of members from the "vulnerable sectors"

Resolve that:

- **In Respect of the TVET and CET Sector**

- Each College should be declared a branch with all its campuses declared sites, with the Corporate Centre being at the central co-ordination of this branch;
 - The Region in which the Corporate Centre is located should be the service point for this branch;
 - The FTSS of each respective Region where the Corporate Centre is located should be allocated that branch for purposes of focused membership service
- **In Respect of the Grade R and ECD Educators**
 - The Region should be the Central Service point for this Sector, and therefore should have one representative within the REC as an observer who would share from time to time the issues confronting the Sector;
 - The Region should establish teams of specialists within the Region that will co-ordinated at the Regional level to discuss from time to time the challenges confronting members within those Sectors;
 - **In Respect of the Education Support Personnel (ESP) – Schools-based**
 - Each branch should establish a network of ESP's and elect two members from within the network to represent them within the Site Stewards' Council;
 - Such a network should be the responsibility of each Branch Secretary.
 - **In Respect of the Office-based Educators**
 - The Offices where the Office-based Educators are located should be declared strategic sites by virtue of their complex and unique circumstances and should therefore be serviced as follows:
 - The National Head Office members should be serviced by the National Office;
 - The Provincial Office members should be serviced by the Provincial Office;
 - The District and Circuit Office members should be serviced by the Regional Office and Branches closest to the respective District Office;

The NEC must conduct a feasibility study and look into the modality of the implementation of the resolution

Mover: Organizational Commission

Secunder: All Provinces

4.4. One-Sector-One-Union: An analysis of the current configuration of the bargaining sectors within the public service

Noting that:

- Section 213 of the Labour Relations Act defines a “Sector” as an Industry or a Service.
- Health and Social Development, and Safety and Security as Sectors have not be separated and have been designated as such in the Public Service.
- In terms of Schedule 1 to the Labour Relations Act, the Public Service in its entirety is a sector and the Public Service Coordinating Bargaining Council (PSCBC) is the deemed Bargaining Council.
- In addition to the entire Public Service, the following services are designated as Sectors in the Public Service, each with its own Sectoral Bargaining Council:
 - **Education** with ELRC as a Sectoral Bargaining Council;
 - **Safety and Security** with SSSBC as a Sectoral Bargaining Council;
 - **Public Health and Social Development** with PHSDSBC as a Sectoral Bargaining Council; and
 - **General Public Service** with GPSSBC as a Sectoral Bargaining Council

NB: The ELRC is the only Sectoral Bargaining Council where the core function is separated from its support function.

Believing as follows:

- That from the definition of the Labour Relations Council above, Education in its entirety is a Sector or an Industry in the Public Service and should therefore not be separated or compartmentalised.
- That All Components within the Education Sector work towards one goal: that of Education provisioning. Therefore their conditions of service should be streamlined in order to achieve the said goal;

Resolve that:

- In order to streamline the Conditions of Service of all workers in the Education Sector and for the Sector to achieve its desired goal, All Workers in the Sector should be designated under one Sectoral Bargaining Council, i.e. the ELRC.
- This arrangement will enhance service delivery and will be consistent with the current arrangement as far as the designation of Sectors within the Public Service, since ELRC is the only Sectoral Bargaining Council that has the core function separated from the support function.

Mover: Organizational Commission

Seconder: All Provinces

CONSTITUTIONAL AMENDMENTS

Clause 1: Preamble

- Clause 6.6 of the constitution states that “...to eradicate discrimination based on gender, sexism and sexual harassment of teachers, education workers and learners”
- *The preamble of the Constitution which is as follows:
“We, teachers and Education Workers of South Africa, having committed ourselves to the transformation of education and dedicated ourselves to the development of an education system which is fully accessible, equal and qualitative, free of apartheid legacy and which is the just expression of the will of the people, as enshrined in the Constitution of the country, hereby proclaim the need for a single teachers and Education Workers union in our land.*

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.”

Believing that:

- People with disabilities and other categories should be explicitly covered in the constitution.
- LGBTI and other minority groups should be explicitly covered by the Constitution.

Resolve that:

The two above proposed amendments to be merged and find expression in the preamble of the Constitution which would then read as thus:

We, teachers and Education Workers of South Africa, having committed ourselves to the transformation of education and dedicated ourselves to the development of an education system which is fully accessible, equal and qualitative, free of apartheid legacy and which is the just expression of the will of the people, as enshrined in the Constitution of the country, hereby proclaim the need for a single teachers and Education Workers union in our land.

*Further, recognizing the deeply embedded class and gender disparities in South African society, SADTU commits itself to eliminating **[all forms of discrimination based on but not limited to race, physical ability (disability), gender, sex, pregnancy, albinism, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, religion, HIV status, conscience, belief, political opinion, culture, language and birth]**. To this end, SADTU shall endeavour to inculcate the values of egalitarianism and social justice among its members and the broader society.*

Mover: Organizational Commission

Secunder: All Delegates

Clause 7.5: Subscription

Increase in Membership

Noting that:

- Clause 7.5.1 of the constitution states that: **“A subscription as determined by the National Congress, shall be payable monthly to the General Secretary or such other person as the NEC authorizes to receive the subscription and who shall keep record of contributions of each member. The NEC may exempt a member from the payment**

of subscriptions or may set a lower subscription in respect of... ”

- *Clause 7.5.2 that states: “A monthly subscription of R70.00 (seventy rands) increased by two rands each year until next congress; is payable by all members, unless he or she has been exempted from payment of subscriptions in terms of clause 7.5.1*
- That members should be consulted on the increase of subscription;
- The agency fee currently is R100;
- The median subscription amount for public sector unions in the PSCBC is currently R88.19 with SADTU being amongst the lowest at R78 currently (R10.00 below the average);
- The average CPI for the past 5 years is at 5.3% and can be reasonably expected to be around the same percentage for the next 5 years.
- The increase and the diversification of the membership of the union which requires additional resources to service effectively and efficiently.
- The constant neoliberal onslaught on working conditions and attacks on trade union rights.

Believing that:

- Without an increase in subscription, the Union’s ability to deliver on its mandate will be negatively affected;
- The R78.00 subscription fee is not sufficient to cover costs for union activities due to increasing prices;
- Some branches cannot afford to attend and or service union members due to insufficient allocation;
- The cost of living has increased and there is a need to adjust the subscriptions to keep the Union operationally sustainable;
- The increase of subscription will go a long way in enhancing service delivery in all structure of the union;
- The Union has a responsibility to defend itself and the members against this neoliberal onslaught on trade union rights;

- Since the Union has adopted the de-colonization project, this will be a fight that will require an active membership and a well-resourced organizational structure. This is a fight that will be defended by the beneficiaries of colonialism, imperialism and apartheid with an intention to continue their stranglehold on the masses of our people;
- An amount of R1 per member, per month should be strictly reserved for programmes across all structures in particular the lower structures, the reserved amount should be saved in a special programmes account and should be utilized only for approved programmes;
- The union should maintain the 3:3:1:3 Allocations regime (Mpumalanga)
- An amount of R5 per member, per month should be strictly reserved and utilized for the development of the second phase of the SADTU Village to house the Curtis Nkondo Institute for Teacher Development which is a critical part of the Union's strategic objectives and goals.

Resolve that:

Clause 7.5.2 of the Constitution on subscriptions be amended as follows:

*“A monthly subscription of **R88.00 (eighty-eight rands)** increased by two rands each year until next congress; is payable by all members, unless he or she has been exempted from payment of subscriptions in terms of clause 7.5.1”*

Mover: Organizational Commission

Seconder: All Delegates

Clause 11.2: RTGM

Noting that:

The quorum for the meeting is not defined.

Believing that:

The absence of the quorum in the constitution may cause challenges for the union.

Resolve that:

The following clause be inserted as the new 11.2.1.

The quorum for this general meeting shall be a majority (50% plus 1) of voting delegates present.

11.2.1 A majority (50% plus 1) of voting delegates shall constitute a quorum. If within two hours there is no quorum, the meeting shall stand adjourned to an agreed date, time and place. A written notice of adjourned council shall be given to all ROBs, BECs and branches. At such adjourned meeting, the delegates present shall constitute a quorum.

Mover: Organizational Commission Second: All Delegates

Clause 11.4: The Functioning of the ROBs

Noting that:

- Unlike the PWC and NWC, the Regional Office Bearers are not allocated any

functions as a collective.

- The Regional Office Bearers are being referred to as a coordinating structure.
- There is no stipulation on frequency of meetings to be held for Regional Office Bearers.
- That the Constitution does not make any provision for meetings of the ROB.

Believing that:

- The absence of functions and frequency of meetings to be held make ROBs not to be held accountable.
- That leaders are elected to lead and therefore must meet.
- That for leaders to lead correctly they must meet to take collective responsibility.

Resolve that:

- We insert the following prescripts as **11.4: - Regional Office Bearers**
- **The ROBs shall:**
 - (a) **Carry out decisions and instructions of the REC to which it shall be accountable;**
 - (b) **Meet bi-monthly and/or when the need arises; and**
 - (c) **Ensure that Branches are functional**

Mover: Organizational Commission

Secunder: All Delegates

Clause 13.2: National General Council

Noting that:

- The quorum and convener are not prescribed in the current constitution.

Believing that:

- The absence of a quorum and the convener of the NGC in the constitution may cause a challenge for the union.

Resolve that:

The following clauses be inserted:

- ***[13.2.3 The National General Council shall be convened by the National Executive Committee on written notice to the Provinces, Regions and Branches of the date, time, place and business of the Council]***
- ***[13.2.4 A majority (50% plus 1) of voting delegates shall constitute a quorum. If within two hours there is no quorum, the meeting stands adjourned to an agreed date, time and place. A written notice of adjourned council shall be given to all Provinces, Regions and Branches. At such adjourned meeting, the delegates present shall constitute a quorum.]***

Mover: Organizational Commission

Seconded: All Delegates

Clause 15.1.1: Leadership Requirements**Noting that:**

- Clause 15.1.1 in the SADTU constitution states the leadership requirements of electing a member into the leadership structures of the Union.
The Union's average membership age is increasing.
- The 2014 National Congress has increased terms of office for office bearers in all structures of the union
The long duration required to satisfy the elections set criteria
- The union is experiencing a challenge in terms of the availability of members who meet the set requirements during elections.

Believing that:

- That SADTU as a democratic structure has a responsibility to develop a new layer of leadership.
- The ever-changing union landscape in the country requires dynamism and innovation in terms of membership recruitment and retention.
- The Union needs to evolve in terms of its leadership profile in structures by shortening/decreasing the current required eligibility period for leadership.

Therefore, resolve that:

That clause 15.1.1 of the Constitution should be amended as follows: Retain clauses 15.1.1 (a-c) in their current form and amend:

- 15.1.1 (a) In terms of the SEC one year, **[provided a full year of office is served.]**
- 15.1.1 (b) In terms of the BEC on term in the Site Executive Committee, **[provided a full term of office is served.]**
- 15.1.1 (c) In terms of the ROB one term in the BEC, **[provided a full term of office is served.]**
- 15.1.1 (d) In terms of PWC **[one term as an ROB, provided a full term of office is served.]**
- 15.1.1 (e) In terms of the NWC **[one term in the POB, provided a full term of office is served.]**

Mover: Organizational Commission

Secunder: All Delegates

Definition of a term

The meaning of a term is understood to mean full duration of the term and that in

the event a structure is disbanded and new office bearers are elected, at the end of their term, they will not be deemed to have served a term. Anyone elected in a by- election shall not be deemed to have served a term.

Note: Amend 15.1.1. (b-e) by adding the [.....**provided a full term of office is served**]

- Note: The consequence of defining the term in the constitution will require the whole constitution to provide for other definitions.

Mover: Organizational Commission

Seconder: All Delegates

15.1.1(b-e) amended accordingly

Clause 15.1.2: Candidate Nomination

Noting that:

The 50/50 policy on gender representation in leadership structures

Resolve:

Resolve that:

Amend clause 15.1.2.1 (c) Only members in good standing may be nominated, **provided the gender policy on 50/50 balance is taken into account.**

Consequential amendment under 15.1.2.2 (c) The Electoral officer upon presentation

of the nomination audit report shall proceed to give an opportunity to those validly nominated, who otherwise have reconsidered their nominations to withdraw, **and the conference to open nominations if the 50/50 gender policy has not been complied with.**

Mover: Organizational Commission

Secunder: All Delegates

Clause 15.1.5: Voting Procedures

On 15.1.5.1 Voting Procedures: *“In the Site, Branch and REC members shall use their Identity Documents or other acceptable identification documentation”.*

Noting that:

The constitution does not specify other acceptable identification documentation.

Clause 15.1.5.1 (a):

“Voting will be conducted according to the following procedures: (a) In the Regional Triennial General Meeting (RTGM), Provincial General Council (PGC), Provincial Conference, National General Council (NGC) and National Congress, the voter shall be required to produce his/her Voting Identity Card/ Name Tag to the Electoral Officer. In the Site, Branch and REC members shall use their Identity Documents or other acceptable identification documentation for elections”

Believing that:

- Absence of specification on acceptable identification causes problems in our elective meetings.

Therefore, resolve that:

The clause be amended as follows:

(a) In the Regional Triennial General Meeting (RTGM), Provincial General Council (PGC), Provincial Conference, National General Council (NGC) and National Congress, the voter shall be required to produce his/her Voting Identity Card/ Name Tag to the Electoral Officer. In the Site, Branch and REC members shall use their [valid] Identity Documents **and/or valid temporary ID or valid Driver's license, or valid temporary license or valid Passport** for elections.

Mover: Organizational Commission

Secunder: All Delegates