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The Year in Review

Highlights of 2008 - By Bernice Davids



The ELRC Annual General Meeting 14 August 2008 – From Left - Chantelle Van Wyngaard (Deloitte obo AG), M Govender (ELRC), Nonhle Mkhulisi (SADTU) and Sonto Sebeko (DoE)

As we welcome the new year, it is important to reflect on all of the ELRC and parties to council's significant achievements of yesteryear. 2008 brought with it some noteworthy accomplishments, such as the ELRC HIV/AIDS Intervention Programme. Some strides were also made with regard to Further Education and Training Colleges (FETC). A FETC Bargaining Unit was established within the ELRC with the primary focus of dealing with relevant issues that impact on lecturers in FET colleges. Parties to Council also reached an agreement on the framework for the establishment of an Occupation Specific Dispensation (OSD) for educators. The annual conferences held by CTPA, NATU and NAPTOA in 2008, allowed for momentous deliberations on crucial issues like the establishment of quality education in the public education sector. Key issues like violence in

schools were also addressed. This was a pertinent issue during 2008 that prompted the attention of all stakeholders and called for an investigation into the reason for increasing violence in schools.

Another prominent issue that threatened to tarnish South Africa's international image, was the violent attacks that started in Alexandra Township on the 11th of May 2008, and rapidly spread across the country. Immigrants from African regions like Zimbabwe and Mozambique were targeted and these attacks were consequently labelled as "xenophobic attacks". The ELRC, together with the seven teacher unions; CTPA, NAPTOA, NATU, PEU, PSA, SADTU, SAOU, and the Department of Education (DoE), demonstrated their support for the victims of these unfortunate attacks, by donating a total of R70 000 to the "Gift of Givers Foundation" who administered the funds in support of those who were affected by the attacks.



Mr Jeff Moshakga (ELRC) hands over the R70 000 cheque on behalf of all parties to council, to the Gift of the Givers Foundation who administered the funds in support of those who were affected by the attacks.

LAUNCH OF THE ELRC HIV/AIDS INTERVENTION PROGRAMME

Based on the findings of the first-ever comprehensive study in 2003 on supply and demand and the impact of HIV/AIDS in South Africa, the Prevention, Care and Treatment Access Project (PCTA) was initiated in the three South African provinces most impacted by HIV and AIDS. The project provided the first comprehensive effort to deliver HIV/AIDS programming dedicated exclusively to educators living with and affected by HIV/AIDS. The project also highlighted the plight of educators infected and affected by HIV/AIDS and evoked an awareness among stakeholders in the education fraternity to take a keen interest in the health of our educators, as the high HIV/AIDS infection rate among educators has a direct impact on the quality of education as well as the number of educators available to learners.



The official launch of the ELRC PCTA Project – 15 April 2008

Building on the lessons learned, and in an effort to ensure indigenous ownership and leadership, the ELRC through its HIV/AIDS Intervention Programme, stepped forward to implement the next phase of the PCTA project nationwide, with the AFT and AED offering ongoing technical assistance. The ELRC-PCTA II aims to reach all primary and secondary educators in South Africa's government schools over the next 5 years, with information on HIV prevention, healthy living, HIV testing, counselling and care and access to confidential anti-retroviral treatment. The ELRC believes that a critical secondary outcome of this project is to improve the education sector's capacity to ensure effective HIV prevention, care and support programmes for learners as well.

FETC

A FETC task team was established in 2008 to look at matters of mutual interest in the sector. This will include the development of a framework for a new salary dispensation for lecturers, new career path for lecturers and measures for the improvement of lecturer qualifications through training and development programmes. The aim of this framework is to not only address remuneration structures for lecturers, but also to focus on the retention of vital skills in further education and training colleges.



FETC Committee Meeting – 19 August 2008.

From Left: Dr B Mahlobo (Chief Dir FETC), Mr P Naake (Chairperson FETCEO) and M Masuluke (Deputy Chair FETCEO)

The ELRC further entrenched its commitment to the transformation of the FET sector by amending its Constitution in order to include an FETC Bargaining Unit in the ELRC. At a bargaining meeting on the 16th of September 2008, parties to the ELRC unanimously adopted Collective Agreement No. 5 of 2008: *Further Education and Training Colleges Sector Bargaining Unit*, and the FETC Bargaining Unit in the ELRC was finally established. It is envisaged that the unit will be functional by early 2009. This will be a step in the right direction for education in South Africa as the primary aim of this unit will be to serve the interests of the South African FETC sector, and make a contribution to the ongoing process of ensuring quality education for all in the country.

OSD

Teaching is one of the most honourable and noble professions in the world, but the reality is that teachers are not adequately compensated in many countries. The enormity of the wage issue

was clearly demonstrated by the longest public service strike in South Africa, which began on 01 June 2007 and lasted for 28 days. Chief among these demonstrators were teacher unions who demanded a 12% wage increase across the board. To this end, parties to Council and the Employer agreed on a framework for the establishment of an Occupation Specific Dispensation (OSD) for educators. The main objective of OSD is to ensure a fair, equitable, and competitive remuneration structure for identified categories of employees. The remuneration structure will provide for longer salary bands and substantial overlaps between salary levels to facilitate adequate salary progression to employees who choose to remain in the classroom instead of aspiring to move into supervisory or management posts. Collective Agreement No.1 of 2008 was concluded on the 3rd of April 2008.



The Honourable Minister of Education, Mrs N Pandor, signs Collective Agreement 1 of 2008. From Left: Mr F Patel (DDG DoE), Mr E Surty (Then Deputy Minister of Education), Minister, Mr M Govender (ELRC) and Mr M Galorale (SADTU)

Five task teams were formed to implement Collective Agreement No. 1 of 2008.

Task Team 1 was tasked with finalising standardised performance agreements and issues related to assessment.

Task Team 2 was tasked with finalising issues relating to pay progression.

Task Team 3 was overseeing aspects of the agreement that related to specialist educators and evaluation.

Task Team 4 had to deal with the formal recognition of experience, requirements for appointments as well as upgrades and promotions.

Task Team 5's mandate related to the upskilling of educators and research. They were tasked with finalising the Recognition of Prior Learning (RPL) process and they also had to commission an investigation into the most effective methodology for the training and development of educators.

The ELRC also commissioned international research study visits in 2008. The main purpose of the tours was to obtain a better understanding of a number of key issues related to teacher salaries, teacher education and further education and training. The countries visited were: Malaysia, Australia, New Zealand, the United Kingdom and Ireland. The countries were selected mainly because of similarities with the South African education system and the learning potential for the improvement of education practice that they offer.

TEACHER UNION CONFERENCES: CTPA, NATU AND NAPTOSA

CAPE TEACHERS PROFESSIONAL ASSOCIATION (CTPA)

The Cape Teachers' Professional Association held their 38th National Conference at the Ritz Hotel at Sea Point in Cape Town.

The opening session of the conference on 30 June, focused on the registration of delegates. Mr John Jeftha (President, CTPA) chaired the second session on 01 July 2008, where issues like the ELRC Voluntary Counselling and Testing (VCT) were addressed. The theme of the conference was, "*Evaluation of Democratic Change.*"



Mr John Jeftha at the 38th CTPA National Conference

Prof Yusef Waghid (University, Stellenbosch) was the keynote speaker and delivered his speech on the third day of the conference. The focus of the speech was on quality public education. He highlighted the crisis that the public education system in the country was undergoing and said that only one in every 12 children who start Grade 1 would make it through the 12 years of school that is required to obtain a matric certificate. Prof Waghid said that we could not expect to have learners who perform well when their teachers are not well qualified. He suggested that part of the solution should be to have better support structures in place for teachers.

Mr Thobile Ntola (President, SADTU) chaired the seventh session on the 2nd of July, where issues on OSD were addressed.

Some of the resolutions reached at the conference were:

That the union would curb the intellectual decline of intelligence in the fields of mathematics and science by setting up task teams in provinces to identify learners with exceptional skills in maths and science, districts would also organise workshops to motivate learners;

It was resolved that the CTPA should accept the offer to be involved in year two of the PCTA project;

Members at the conference proposed that a research team should be established to perform empirical research based on teaching, learning and training;

Members at the conference proposed that the CTPA as an organisation acknowledged the role of women as well as the country's equity clause on each of the organisational structures. They proposed that the resolution should be included in the constitution.

NATIONAL TEACHERS UNION (NATU)

NATU's 90th Conference commenced on 01 July and ended on 3 July 2008. The theme of the conference was: "*The bridge between today and tomorrow in the labour movement*".

On Day 1, delegates were grouped into five commissions, which dealt with the following issues:

1. Teacher Unity/Worker Unity
2. Informal employment
3. OSD/New salary dispensation for educators
4. Demarcation problems: Department vs. Natu structures
5. Violence in schools



From left: Mr S.L Ngcobo (NATU President); Rev. S.T.M Mbatha (Anglican Church); Dr Cassius Lubisi (Supt. Gen, KZN DoE) and Mr Duncan Hindle (DG DoE)

Mr Duncan Hindle (Director-General, DoE) was the guest speaker on Day 2 of the conference, and focused on South Africa's need for Professional Development policies. He urged members at the conference to participate in the establishment of a Professional Development Programme for educators and mentioned that his office acknowledged the contributions that NATU made to improve the conditions of service for educators.

The old central executive board was dissolved on the last day of the conference and the new board was elected. The following board members were elected for the term of office from July 2008 to July 2010:

President	Mr S.L Ngcobo
Deputy President	Mr S.A Thompson
Vice President	Mr S.T Mchunu
Vice President	Mr V.M Ndlovu
Vice President	Mr M.M Mbewana

EXPLORATION OF THE FIVE COMMISSIONS: (RESOLUTIONS)

1. Workers Unity

The 90th Annual Conference resolved to carefully engage in unity talks especially within the profession with a view to strengthen its voice but safeguard the union values and autonomy as much as possible;

The commission said that it would intensify recruitment in new provinces as to reach the 30 000 mark by June 2009.

2. Informal Employment

The 90th NATU Conference noted that:

Agreements from the ELRC have not been fully implemented since there were still educators with 12 months of service who were not fully absorbed by the system.

The 90th NATU conference resolved that:

The DoE should do away with informal employment;

All outstanding cases of temporary employment should be accredited with permanent employment status.

3. Further negotiations on OSD

The 90th NATU Conference resolved:

To develop a comprehensive ongoing professional development plan that would assist in upgrading under and unqualified educators and further capacitate all other educators to deliver the new curriculum;

To call for an extension of the timeframe for completion in terms of the ELRC Collective Agreement No. 1 of 2008.

4. Demarcation Problems

The 90th NATU Conference resolved that:

The party should adopt a flexible approach and allow regions to look into their demarcations and how they affect service delivery. Where these demarcations create problems, regions may therefore be allowed freedom to propose changes to these demarcations.

5. Violence in Schools

The conference deliberated on ways in which violence in schools could be prevented and minimised, through:

The involvement of all role-players in decision making in schools;

The creation of a sense of ownership of a school to everybody involved;

The establishment of a school disciplinary committee;

Proper fencing of schools and ensuring that gates are locked at all times.

NATIONAL PROFESSIONAL TEACHERS' ORGANISATION OF SOUTH AFRICA (NAPTOSA)

NAPTOSA KwaZulu-Natal held their 2nd Annual Conference at the Saints Hospitality Centre in Durban on the 25th of July 2008. Professor Siphon Seepe was the keynote speaker at the opening session of the conference.

The NAPTOSA KwaZulu-Natal conference accepted the following resolutions:

The salary structure of Head of Departments and Deputy Principals should be looked at in terms of their different job descriptions;

The assessment tasks set for Language Educators, as stipulated in the National Protocol Document, should be reduced to ensure effective teaching and learning at secondary school level;

Mechanisms should be put in place to review progression requirements for FET learners to ensure that learners who progress are capable of coping with the content material of the relevant grade;

A comprehensive background and understanding of normal childhood development is needed in teaching disabled children in Grade R;

The conference recommended that the National Congress approve a resolution to amend the Constitution to increase the membership fee, with effect from 01 January 2009, by a percentage not exceeding the total percentage increases awarded to teachers during 2008. The

amount of R49.50 would include a funeral benefit;

Noting the absence of therapists in the negotiations for an Occupation Specific Dispensation for therapists, NAPTOSA said it would ensure adequate representation of therapists in the OSD negotiations at the ELRC, especially since Education Therapists played an integral part in LSEN schools;

Noting the social ills associated with learners at Special Schools, the Union called upon the Department of Education to research the need for Social Workers at Special Schools.



Mr Roger Burrows (D.A Councillor) and Ms Ina Cronje (MEC KZN)

NAPTOSA National Congress, 15 – 16 October 2008

The theme for the NAPTOSA National Congress held on 15 and 16 October 2008 at Kopanong Conference Centre in Benoni was; *“Promoting Teaching as Principled Practice – the Obligation of the Teachers’ Union”*. Mr Fred van Leeuwen, the General Secretary of Education International (EI) delivered the keynote speech at the conference.

Mr van Leeuwen said that the trade union and the professional responsibilities of an organisation of educators were indeed two sides of the same coin. He said this was clearly enshrined in the aims of the EI Constitution. The World Congress added the Declaration of Professional Ethics to the EI Constitution. The Declaration is about commitment and consists of six commitments, namely, commitment to the profession; commitment to students; commitment to

colleagues; commitment to management personnel; commitment to parents and a commitment that is expected from the community. These commitments help to define the obligation of education unions to promote teaching as a principled practice, which is essentially teaching that is based on values.

The following people were elected as National Office Bearers for the period 2008 to 2010:

President: Mr Nkwai Esrah Ramasehla (Gauteng)

Deputy President: Mrs Glenda Boyes (Eastern Cape)

Vice President: Mr Waheeb Gasant (Western Cape)

Tribute to Mr Dave Balt



Mr Dave Balt stepped down as President of NAPTOSA in 2008. On behalf of the Executive Committee of the ELRC, we thank Mr Dave Balt for the meaningful contributions that he has made to public education in South Africa. Apart from his role as the President of NAPTOSA, he also served as an Executive Member of the ELRC for many years.

We thank Mr Balt for his faithful service and the momentous accomplishments that were attained during his tenure as President of NAPTOSA. We wish him and his family well and know that he will continue to make a positive impact in any position that he assumes.

Kind Regards

Education Labour Relations Council

SOCIAL DIALOGUE IN EDUCATION

By Bernice Davids

Social dialogue includes all types of negotiation and consultation, according to the International Labour Organisation. The organisation defines this process as an exchange of information between, or among, representatives of governments, employers and workers, on issues of common interest relating to economic and social policy. It can exist as a tripartite process, with the government as an official party to the dialogue or it may consist of bipartite relations only between labour and management (or trade unions and employers' organisations), with or without indirect government involvement.

The main goal of social dialogue itself is to promote consensus building and democratic involvement among the main stakeholders in the world of work. Successful social dialogue structures and processes have the potential to resolve important economic and social issues, encourage good governance, and advance social and industrial peace and stability and boost economic progress.

South Africa is one of the few African countries that have organised teacher unions that protect the rights of educators and provide them with a platform where they can voice their views and concerns regarding education in the country. The majority of educators in South Africa belong to one of the seven educator unions, namely SADTU; NAPTOSA; SAOU; PEU; NATU; CTPA or the PSA.

The main function of a teacher union is to promote a system of education that focuses on the needs of learners. Teacher unions also promote the development of its members by means of workshops, seminars and conferences.

South Africa has a labour relations framework that was agreed upon by the Ministry of Education and the combined teacher unions – CTU-SADTU and CTU-SAOU. The Education Labour Relations Council was established as a bargaining council for the education sector. The council consists of equal representation of the Employer (the national and provincial departments of education) and

employees from trade unions that represents educators in the country.

The ELRC concluded a number of collective agreements since its inception that has improved the quality of teaching and learning in the country. A significant agreement that the council facilitated is Collective Agreement No. 1 of 2008, which provides a framework for the establishment of an occupation specific dispensation (OSD) for educators in public education. This framework deals with the issue of inadequate compensation for educators that affects teachers the world over. This agreement serves to restore the confidence of educators in the teaching profession. OSD will ensure a fair, equitable and competitive remuneration structure for identified categories of educators.

South Africa's education sector has undergone significant transformation changes, and has succeeded in alleviating barriers erected by an apartheid regime, that infiltrated the root of empowerment and freedom: education. Fourteen years later we can claim victory as we enjoy an education system that is free from the grip of Bantu education. However, the work that was started by brave men and women who yearned for an education system that is free and fair is far from over.

Decision makers in education are striving to find ways to improve the quality of education in South Africa. One pertinent factor that will determine the success of this objective is for stakeholders in education to speak with one voice, thus finding ways to improve communication. This will in turn allow stakeholders to eradicate serious challenges that pose a threat to education in South Africa, such as violence in schools and HIV/AIDS among educators.

Anamaria Vere (2007:6) defines social dialogue as a "key element in achieving decent work for men and women, in conditions of freedom, equality, security and human dignity. The main goal of social dialogue is to promote consensus building and the democratic involvement of the principal stakeholders in the world of work. Social dialogue gives workers, through collective bargaining and consultation, a voice in the decisions affecting them, thus promoting consensus building and democratic involvement at work."

Vere (2007) sees social dialogue within the education sector as a vital component in achieving the objective of quality education for all. Teachers are the persons most responsible for implementing educational reform and without their full involvement in key aspects of educational objectives and policies, the objectives cannot be obtained or often fall short of their goals.

In many African countries teachers are still excluded by legislation from enjoying full rights to freedom of association, to organise independent organisations to represent their interests and bargain collectively, or even to engage in other forms of social dialogue.

In Zimbabwe, recent years have been marked by violence and intimidation against trade unionists. The Amnesty International reported that a 2002 teachers' strike was met with excessive force by the police, and over 600 teachers were subsequently dismissed by the government. Recent legislation further restricts the right to strike generally and makes it unlikely that the situation will improve in the near future in the area of education. (Vere, 2007)

Another example of how the voices of educators in Zimbabwe are silenced, is the attack on teachers in March 2008. President Robert Mugabe's ruling in the country was challenged for the first time when the opposition party, Movement for Democratic Change leader, Morgan Tsvangirai earned more votes than President Mugabe. Teachers were singled out because of their role as election officials. Hundreds of teachers were arrested and imprisoned on charges of fraud.

The proper functioning of an education system is subject to the complex interrelationships between the different levels of government. The challenge remains for South Africa to strengthen the structures in place that allows for social dialogue to take place, and to ensure that the voices of educators are added to the outcry for a quality education system.

Significant strides have been made, like the Quality Learning and Teaching Campaign that was launched in Thembisa on the 9th of October 2008, where learners, teachers, parents, communities and education departments made their commitments to the *Code for Quality Education*. This is one initiative in the right

direction that involves everyone, from education departments to parents in the process of changing the quality of education in South Africa.

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Vere, Anamaria

The Fire of Education Has Yet To Be Lit For Young Black South Africans



By Dr Mamphela Ramphele

This is an abridged version of a speech to an HSRP Colloquium; Ramphele is a former vice-chancellor of UCT and MD of the World Bank.

Two developments occurred that suggest a new spirit in favour of a social movement to restore hope to the many young South Africans whose future is being stolen by an education system that is failing them. The first is the ANC's launch of its campaign for making quality education and health for all a national priority. The second is the announcement by the ANC government of another "war on poverty" in response to the growing gap between those benefiting from the fruits of democracy and those who have been left behind. The Historic School Restoration Project offers the nation an opportunity to mobilise all sectors and stakeholders behind concrete actions that would create centres of excellence, around which the nation can rebuild our education system into one we can be proud of. We need to focus on a number of key interventions, namely to:

Address the complications of existing systems;

Create new hope by defining new vital directions;
Adopt new legislative frameworks for education;
Develop new plans of action; and
Promote social entrepreneurship within an enabled framework.

We are a society at risk of undermining our potential by retreating into denial mode each time we face criticism or crisis. Of all the ghosts that haunt us in South Africa due to our tendency to deny the impact of the legacy of our past, education and health loom largest. Our denial of the crippling impact of apartheid education over many generations has undermined our capacity to face up to the continuing failures of our education system. Economist Servaas van den Berg, director of the Bureau for Economic Research at Stellenbosch University, has provided an accurate dissection of the South African educational landscape. Take the case of a black South African schoolboy in 2003 who had only a 28% chance of achieving a grade 12 pass – 58% of the original grade peer group who would have dropped out of school before grade 12. Contrast this with the case of a white schoolboy who had a one in 10 chance of achieving an A aggregate in 2003, while only one in 1 000 black children achieved an A aggregate – more than half of these were not attending historically black schools.

Our overall mathematics and literacy scores show that we lag far behind other developing countries and most African countries. These scores also show that we have the biggest rich-poor reading-score gap of all countries. Van den berg concludes that at the core of the problem teachers are battling – among other things – with subject knowledge, inaccurate assessments of students, low time on task, low effort level and poor motivation: a “toxic mix” that is complicated and hard to change. We need to create a national discourse around educational issues. We need the media to support this directly and actively.

An effective national campaign on quality education for all needs to be rooted in the hard realities of today, but inspired by well-developed, integrated interventions backed by effective implementation capabilities. We dare not fail. We need to create and drive a social movement that will sharpen focus and create real accountability at all levels.

We need new levels of accountability in education by teachers, learners, parents and communities. We need to encourage everyone to exercise their ownership of the responsibility to the children of this country and to hold educators and officials accountable for clearly articulated expectations. We need to show more dramatic examples of transformation and sustainable success, and to create partnerships within the global village to ensure that successful models of interventions from other countries can be shared and implemented. We need to draw business leaders into solution-seeking processes and to share the responsibility for planning, implementation, benchmarking and funding. This requires new energy and a new alignment of purpose and strategy across the sectors. There are many people willing to commit to such a process. We must include the experts in the hard work of understanding the cause-and-effect complications that poison the complexities of the education processes.

Those of us who have been working on possible models of success in this domain believe that one of the key triggers must come through legislative change. We have proposed to the ministry of education that consideration be given to expanding the two-tier categorisation of schools (public and independent) by creating a new category of schools – the third tier. This would comprise focused schools assisted financially by the state – the costs calculated for a student in the appropriate phase at a public school would be paid to the state-assisted school on a per capita basis, which is how the current subsidy is calculated. The schools would be granted the autonomy accorded to independent schools as long as they continued to produce positive results in terms of their agreed focus, defined initially by all stakeholders within the school community. The existence of the Dinaledi School model demonstrates that the creation of niche-access models of education within the FET band is now recognised as a necessary part of tackling the problem of entrenched inequality of opportunity that is now even more of a reality than it has been in the past.

The need for innovation and the development of strategies that signal a departure of our colonial past are vital. Such innovation is best managed within small schools that are willing to be entrepreneurial in their thinking and accountable using measurable outcomes agreed upon by all

stakeholders, including the state. Many schools are trapped in the dilemmas of transforming themselves into institutions that can foster a virtuous cycle of higher expectations within their school communities. The third-tier system could liberate such schools to move forward with new levels of energy and accountability. Applications for such status would need to be framed according to strict criteria relating to the stated intended focus and ensuring that the schools guarantee access to young people who are denied opportunity by their socioeconomic reality.

Let me provide some motivation for this legislative change proposal. It is a cruel irony that historically advantaged institutions such as the Model C schools continue to enjoy the autonomy and teacher salary funding that ensures separate streams of income to create near parallel independent school advantages. This is allowed while any new initiative to create an academy; college or special niche-access school environment must declare itself an independent school and at best receive a limited state subsidy. This should be turned into an advantage for us to retrospectively learn how to harness the lessons from the positive impact of the benefits of Model C into a model that can inform the promotion of greater equity and excellence for all.

The time has come for educational initiatives to and social entrepreneurship to be encouraged and facilitated by the state through the creation of a tier of schooling, state-assisted schooling. This will ensure the full support of the state for the schools and recognition of a special status to be granted only where the school exists and designed specifically to address national educational imperatives. The autonomy granted to these institutions must always be granted on condition that the mission should remain unchanged unless mandated by a complete review of the changing school community needs.

The state stands to gain in many ways from the creation of such a third-tier schools system. In such an integrated system the state could share ownership of the positive results and be part of the growing successes of these schools. Through such a model the government would be ready to adapt to evolving global needs and shifts – be they ecological, entrepreneurship or science and technology.

We dare not allow our scars from iniquitous discrimination to preclude our exploration of

creative, differentiated school models to meet the rapidly changing global knowledge environment. We are already falling far behind our potential due to our fear of the unknown and our unwillingness to experiment. Dinaledi schools should be encouraged to achieve the status of state-assisted, mission-focused institutions. They might well thrive with greater autonomy. This in itself might bring some infrastructural relief and reduce the pressure on the budget for capital expenditure. The creation of the third-tier will help build a social entrepreneurship movement, release creativity and encourage innovation. The priority and opportunity to enable transforming schools to serve as hubs of interconnected regenerative design and innovation must not be missed as we develop the road map for education.

In many ways sustainability is social justice, the main concern being the right of future generations to the pursuit of a better quality of life. This proposed legislative change should not allow the creation of profit-driven initiatives or to be applied to the tier of independent schooling. But the development of niche-focused schools will ensure that an appropriate and cost-effective service mix can be developed and that a commitment to continuous improvement could become part of the Historic Schools Restoration Project's drive for equality.

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STATISTICS AND COMMENTS ON THE TEACHER SHORTAGE CRISIS IN SOUTH AFRICA

Statistics from a report compiled by the Education, Training and Development Practices Seta

94 000

South Africa faces a shortage of up to 94 000 teachers by 2015

18 000

By 2015 at least 18 000 teachers are expected to die of AIDS related illnesses

42 000

By 2015 42 000 teachers will retire

1 600

Limpopo province desperately needs 1600 maths and science teachers

97

Limpopo province has managed to entice 97 learners to train as maths and science teachers since 2007, despite the Department of Education making available 500 bursaries, each worth R50 000 per student per year.

While 20 000 new teachers have been needed every year for the past few years to replace those who have left, only 6 000 have qualified. From the 6 000 qualified teachers, only 4 000 enter the system, while the rest leave to teach in the UK, Australia and Dubai.

Statistics from the Organisation for Economic Co-operation and Development (OECD), commissioned by the Department of Education

Comments and statistics from teacher unions and experts, regarding the decline of qualified educators in South Africa

Unions and analysts blamed poor salaries for the lack of interest in teaching as a career. Teachers with a four-year degree earn just under R130 000 in their first year in the job.

Of the 433 280 teaching posts in South African schools, 62 616 were vacant at the end of May, and 31 949 posts were staffed by under-qualified, temporary teachers.

The National Professional Teachers' Organisation of South Africa (**NAPTOSA**) said the education department needed 10 000 more teachers a year for Grade 1 alone if it wanted to reduce class sizes from 40 to 30 learners in the grade. The Seta report says the shortage of teachers is nothing "less than a crisis".

Naptosa said it suspected that most of its 250 members, who died in Gauteng in 2008, died of AIDS-related illnesses.

Two hundred out of 500 National Teachers' Union (**NATU**) members who volunteered for AIDS tests between October 2007 and September 2008 tested HIV-positive.

South African Democratic Teachers' Union (**Sadtu**) General Secretary, Thulas Nxesi slammed the Department of Education for not "factoring in" HIV/AIDS in its calculations on teacher supply. "We are starting to enter a critical period where those who are infected are dying," he said.

Sadtu and Naptosa have demanded the reopening of teacher training colleges shut down in the '90s by the ANC government to rationalise higher education institutions. Nxesi said Sadtu had recently decided to "vigorously campaign" for their reopening because "no proper teacher training was taking place at universities".

Wits School of Education Head Professor Mary Metcalf suggested that the government provide more bursaries, which students could repay by teaching for a minimum period. "We are not producing enough teachers although there's capacity in the system to do so. There are several universities which, if given additional staff, could probably double the number of graduates," she said.

Education Director-General Duncan Hindle admitted that there were shortages of teachers in certain subjects, but rejected suggestions that learners found teaching unattractive as a career, saying there was "enormous" demand for the government's teacher bursary scheme.

Article adapted from the article written by Prega Govender, published in the Sunday Times, 23 November 2008, cover story. Original title, "Wanted now: 94 000 teachers"

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