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## ***ELRC sets the standard high***

### **ELRC International Seminar - CT**

The 16<sup>th</sup> Conference of Commonwealth Education Ministers (CEM) was successfully held from 10-14 December 2006 and the ELRC was afforded the opportunity to market the council to the commonwealth countries through having a presentation at the Teachers Forum and by participating at the exhibition.

Supporting the Teachers' Forum of the 16th CEM, the ELRC International Education Labour Relations Seminar was held on 14 and 15 December 2006 and focussed on the role of labour relations in improving the quality of learning outcomes in public education.

Its main objective was to facilitate the sharing of experiences from various countries on issues in the broad arena of education labour relations and possible improvements in the quality of education. The seminar was held at the Cape Town International Convention Centre and went down without a glitch.

On the first day of the seminar, the president of COSATU and SADTU Mr William Madisha, gave the welcoming address on behalf of all teachers in South Africa. In his address Mr Madisha pointed to the importance of teachers in the education system and the need to ensure that labour peace prevails "so that the appropriate environment prevails for productive teaching and learning".

A necessary condition for such labour peace is the establishment of appropriate institutional arrangements for effective negotiations between employee and employer organisations.



**Mr Firoz Patel (Track Report backs)**

Mr Madisha pointed to the fact that South Africa had made tremendous progress in this regard. The Education Labour Relations Council is an example of such an institutional mechanism established to promote sound labour relations in the education sector.

The ELRC had during the past twelve years of democracy sought to address matters of mutual interest between the Department of Education and teacher unions. Its work has included a number of collective agreements to improve the conditions of service of teachers, the situation of temporary teachers, and a mediation process to resolve the dispute over the implementation of the Integrated Quality Management System (the IQMS).

The honourable Mrs Naledi Pandor, Minister of Education, RSA, gave the Keynote Address from where ELRC Chairperson Mr A Kutumela, closed for the day. In her keynote address, the Minister of Education posed two questions: What is the Education Labour Relations Council (ELRC); and

how does the ELRC contribute to the provision of quality education?

The Minister stressed that the “Council is not and should not become a body that is everything to everyone. It has a specific mandate, and should ensure it fulfils that to the best of its ability. At all times, it must remain an impartial broker – a ‘trusted partner’”. The Minister moreover, pointed to the fact that since the establishment of the ELRC, the education system has had a more effective set of labour relations, and instances of labour action had been dramatically reduced over the past decade. Importantly, she pointed to the fact that while most countries had some form of legislation to govern employer-employee relations, not all of them had formal mechanisms to facilitate collective bargaining between government and teacher organisations.

In response to the second question she posed, relating to the role of the ELRC in improving the quality of education, she made the point firstly, that labour peace “is an enabling condition for the provision of quality education. The second point she made in this regard is that the “Council is a structure through which we have been able to reach agreement on a system for the assessment of teacher performance”. With the creation of a Performance Evaluation (PE) system, “we are now able to assess the real performance and quality of our teachers”. Furthermore, the PE system would enable government and teacher organisations to undertake relevant and targeted professional development. The Minister stressed that performance management is a key contributor to improving the quality of education. Finally, she pointed to the value of inputs from the teaching profession in the development of education policy, particularly in the development of curricula.



Robbie Jansen

It was off to the Cape Town Waterfront for the ELRC Gala Dinner and Jazz Evening at the Manenberg's Jazz Café. The MEC for Education in the Western Cape, Mr Cameron Dugmore, was the host of the event, and Robbie Jansen and local comedian Muthu Murugan entertained our guests until the early morning hours.

The next day, in the plenary session chaired by Mr Steve Sinnot from the United Kingdom, Dr Linda Chisholm addressed three approaches to the relationship between labour relations and quality education: one saw education as an industry; the second saw education as social justice and the third developed the implications of the social justice approach. Each has implications for labour relations, teachers and quality.



**Our international Guests from left:** Mr Anthony Bolt, Prof Mercedes Zamora Collazo, Dr Armando Rojas Hernandez, Mr Dhaya Govender (GS ELRC), Mrs Margaret Bolt, Prof Lisardo Justiniano García Ramis, MandiyaSijendu (GS), Prof Sumanyu Satpathy, Prof María de Lourdes huerteró Delgado

After the plenary sessions, our international guests from Cuba, Mexico, Jamaica, India and Switzerland were given the opportunity to present individually in four independent sessions dealing with the following issues:

- **TRACK 1** *Performance Management Systems for educators in Public Education*
- **TRACK 2** *Professional Development and Performance Management of Educators*
- **TRACK 3** *Promoting Labour Peace in Public Education*
- **Track 4** *The role of teachers in eradicating illiteracy in countries of the South*

Mr Thembelani W Nxesi, President of Education International, provided a broad overview of the nature and extent of teacher evaluation through examining a sample of developing countries in Africa, Asia, and Latin America. His paper drew heavily on a recent series of international study

tours organised by the ELRC for South African educators.

The specific countries evaluated in his paper were: **Africa:** Ghana, Tanzania & Zanzibar, Togo and Zimbabwe; **Asia:** India; **Latin America and the Caribbean:** Chile, Cuba, Jamaica and Mexico

With respect to this sample of countries three issues were examined:

1. Approaches to performance management
2. Evaluation instruments/criteria
3. Performance awards/promotions

Other speakers in the first track included Prof Maria de Lourdes huertero Delgado from Mexico, with her paper entitled "*Evaluation of Secondary School teachers and training of teachers*", and Mrs Margaret Bolt from Jamaica.

In her presentation, Ms Bolt addressed a number of themes. With regard to Professional Development, the first key point she made was that teachers needed to be equipped with requisite skills. The second theme identified in this presentation related to the "Attraction and retention of teachers" and in this regard the first point of discussion was around benefits and the proposal made was that government should provide insurance for all teachers.

Finally, a number of proposals were made in relation to the five "Education For All" goals. These are listed below.

- EFA Goal 1: Early Childhood Education
- EFA Goal 2: Universal Primary Education
- EFA Goal 3: Young people and adults – skills programs
- EFA Goal 4: Adult Literacy
- EFA Goal 5: Gender Parity
- EFA Goal 6: Quality

The second track saw Prof Lisardo García Ramis illustrating Cuba's approach towards professional development and performance management of educators, and Dr Armondo Rojas Hernández from Mexico who's paper dealt with inter-related situations and primarily the matter of evaluation in Chiapas, which is then framed by the general policies established at national level in Mexico.

In third track, Mr William Ratteree from Switzerland, addressed Labour relations in public education with specific reference to the basic

principles and good practices for quality education. Prof Sumanyu Satpathy from India illustrated India's approach towards public education and private discontent.

Prof Mercedes Zamora Collazo from Cuba addressed the fourth track with her paper on the role of teachers in eradicating illiteracy in countries of the south. After the track report backs, the seminar was concluded with the closing session by Mr Duncan Hindle, the Director General of Education, RSA.

The ELRC is proud to have had the opportunity of hosting such an extraordinary event and would like to thank all of our sponsors and contributors who helped make this event possible.

### Heins Worst CIRA

### SPONSORS OF THE ELRC SEMINAR

*We are proud of the following organisations for their support and sponsorship of the ELRC over the years. We are truly grateful to them as we strive to ensure quality education for all. These organisations have once again demonstrated their commitment to transformation in our country and our public education system by supporting our hosting of the International Labour Relations Seminar on public education.*



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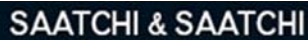
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## REGISTRATION OF THE ELRC CONSTITUTION

The Constitution of the Education Labour Relations Council is in the process of being registered by the Department of Labour. This is the requirement in terms of the provision of the Labour Relations act.

The office of the General Secretary was advised by the Department of Labour to insert the following clauses:

Provision by a resolution of the Council to extend the scope to include other educational sectors,

Provision to deal with any other matters that may affect the interest of the parties,

Extend the services and scope of the Council to workers in the informal and other educational sectors,

To determine by a collective agreement the matters that may not be an issue in dispute for the purpose of a strike or lock-out at the work-place,

To provide support (Industrial) within the education sector,

If a dispute/disputes arises between a registered trade union that is a party to the council, or its members, or both, on the one hand, and the employer that is a party to the council, on the other hand, then the dispute resolution procedure contained in Annexure A of this constitution shall apply

If a dispute arises between the parties to the council, then the dispute resolution procedure contained in Annexure A of this constitution shall apply

Any amendment to Annexure A must be dealt with in terms of this Constitution notwithstanding the provisions of clause 33.2, if there is a dispute about the interpretation or application of any provision of this constitution, any party to the dispute may refer the dispute in writing for arbitration, on the prescribed form, to the General Secretary~

The General Secretary must appoint an arbitrator to determine the dispute. The arbitration is final and binding

The arbitration shall be conducted in terms of section 138 of the Act.

Any party to a collective agreement may make an application, in writing, for exemption from any collective agreement concluded in the council,

Upon receipt of the application, the General Secretary must appoint three arbitrators to constitute the exemptions committee

The General Secretary must ensure that one of the three arbitrators is appointed as the chairperson of the exemptions committee

The exemptions committee, on good cause shown, may grant the application by way of a determination, which is final and binding

The provisions of section 138 of the Act shall apply with the changes required by the context.

**Ndoweni Shandokani**

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## ***Calling for a turnaround strategy in negotiations process of the ELRC***

Collective bargaining consists of negotiations between an employer/s and employees so as to determine the conditions of employment. The result of collective bargaining process is a collective agreement. Currently, there are number of concerns raised by the stakeholders in relation to the ELRC Collective Bargaining processes. Some of the concerns raised amongst others include the following:

- Lack of productivity & delivery in the Negotiation process,
- Protracted negotiation, which often resulted in the escalation of costs

These concerns tie together very closely and have a negative influence on one another. The need to eliminate protracted negotiation processes in order to cut costs and ensure productivity, need to be addressed. According to the international study visits report conducted by the ELRC in 2006, some countries implement various measures to combat such issues. In Mexico for instance, a negotiating process can take no longer than 30 days. Should an agreement not be concluded in this timeframe, the respective unions are entitled to make their own decisions.

In most countries, employer-employee relations are governed by some form of legislation, but not all countries have formal mechanisms to facilitate collective bargaining and/or consultations between government and teacher organisations. We should treasure the purpose of the Council and utilize its functions in order to improve the conditions of service for all teachers in order to

improve the quality of education in South Africa. According to Mr Duncan Hindle the Director General of Education, this is the Council's common goal, which needs to underpin all that the Council does.

By implementing a new strategy in the negotiations process, the ELRC will:

- be more performance and output driven;
- make value added business contributions;
- develop continuous, effective, professional relationships with customers, suppliers and stakeholders;
- ensure cost efficiency and effectiveness of service delivery; and
- focus and strengthen ELRC core products & services.

The ongoing role of the ELRC to facilitate the relationship between the DoE and the teacher's unions needs to adopt a culture of openness to ensure ongoing labour peace. It is evident that there is a dying need to transform the process and culture of the ELRC negotiation process. The negotiations should be more efficient and new measures to improve the negotiation process should include the following:

- Negotiations should be more focused and should contribute to agreeing on measures to improve quality in education
- Focus on quality measures / benefits for educators and on quality outcomes in public education
- Concepts of seasonal bargaining: April to September (excluding July)
- Training and Development Season: October to March (Excluding December & January)

The above are some of the key concerns which were also raised by the party leaders. At the launch of the new NAPTOSA, the president Mr Balt, raised the following concern:

It is evident that there is something radically wrong with the modus operandi of the ELRC, if two years after an amount of R500 million for the improvement of the conditions of service of educators was paid by treasury to the provinces, and to date no agreement has been reached on how to utilise the funding!

Mr Balt called for an honest and open discussion, where all parties to the council need to evaluate the productivity of the ELRC by looking at costs involved both in respect of the finances, as well as the time spent in the functioning of the ELRC. This then needs to be judged against the outcomes and the findings and the recommendations need to be implemented. According to Mr Balt, the core business of the Council appears to be secondary to non-core additions, and that any improvement will positively impact on the educators who are the very people who are both paying for the luxury of the Council through their monthly subscriptions, and who have voted the labour representatives into office.

**Dhaya Govender**

## ***The New NAPTOSA officially launched***

**H Hendriks NAPTOSA**



**The ceremonial handing over of the provincial banners**

After many months of arduous preparation the official launch of NAPTOSA was celebrated on 27 February 2007 in a truly remarkable and memorable way at the Union Caterers', Utopia Place. The event was a resounding success and was attended by over 400 delegates and dignitaries. Delegates descended upon Pretoria from all corners of the Republic of South Africa.

The eloquent Programme Director assisted by the Co - Director, ensured that the evenings proceedings went according to plan.

The keynote speaker was the Minister of Education, Mrs G N Pandor. The other dignitaries included Mr. T Nxesi, President of Education International, Mr. G de la Haye Deputy General Secretary of Education International, officials of the department of education, the CEO of the ETDP SETA, the CEO of SACE, the General Secretary of the ELRC, past presidents of NAPTOSA, representatives of the corporate sponsors Metropolitan and Old Mutual and media representatives.

The theme for the evening was "NAPTOSA your Future" which was well received and an apt mural depicting the history of NAPTOSA drew many accolades. The occasion was celebrated in a truly professional style and guests were regally entertained by the Pretoria High School for Girls' Choir, and the Dixi Band and String Quartet from Pretoria Boys High School. The first item rendered by the Pretoria High School for Girls left the audience spellbound and this aptly signalled the momentous nature of the occasion.

Delegates received many corporate items, generously sponsored by Metropolitan and the sumptuous dinner was sponsored by Old Mutual. Other sponsors to the event included PSG and Future Entrepreneurs.



From Left: **Mr Mfuneko Dangazela** - Deputy President NAPTOSA, **Mr Dave Balt** - President NAPTOSA, **Mr Thembelani Nxesi** - President Education International, **Mr Henry Hendricks** - Executive Director NAPTOSA, **Mr Jan Stephanus Roux** - President SAOU, **Dr Hue Davies** - Chief Executive Officer SAOU

The President of NAPTOSA delivered a very powerful "State of Education" address and copies of this address were given to the dignitaries. The honourable Minister Pandor delivered a very illuminating address and also unveiled the commemorative plaque to mark this historic event.

The ceremonial handing over of the provincial banners to the provincial chairpersons by the president signalled the culmination of an event that will certainly remain etched in the memories of all those who were present at the event.

H Hendriks NAPTOSA

*On behalf of the ELRC, we would like to congratulate NAPTOSA on a very successful launch. The execution of the event was without any doubt flawless and we would like to applaud everyone who had an input, on a job well done!*

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## ***ELRC International Study Visits***

The Education Labour Relations Council (ELRC) commissioned the HSRC to provide research support in the undertaking of a series of international study visits aimed at distilling lessons on improving education quality through implementable policies for public educators.

### **Methodology**

The methods of data collection consisted of desk-top research, involving the review of various research reports and policy documents; and country site-visits and interviews (using a semi-structured data collection instrument) with education ministry, department and teacher union officials. In addition various documents collected during the course of the visits were analyzed.

Thirteen countries were visited: Botswana; Brazil; Cameroon; Chile; Cuba; Ghana; Jamaica; India; Mexico; Tanzania (including Zanzibar); Thailand; Togo and Zimbabwe.

## **Main findings**

### **Policymaking and implementation**

In most of the 13 countries visited, it was found that policy making is highly centralised. Although the centralization of policy making seems to be the norm, there are exceptions where considerable policy decision-making powers are devolved to lower levels. Policy decentralization, however, is not without its problems as the lack of national guidelines often leads to sub-national governments (states, provinces, local governments) formulating their own policies

depending on the availability of financial resources and the level of organization of educators (strength of unions). In many countries, there is a high level of involvement of teacher unions in policies relating to salaries and conditions of service. However, in education policy areas more broadly, such as curriculum and teacher education, the picture is more diverse. There is also a strong shift towards recognising the role of research in education in many countries.

### **Human resources management**

A key finding is that teacher provisioning is determined largely by budgetary considerations using teacher-pupil ratios as a criterion. Teacher education, that is pre-service training, constitutes an important dimension, and most countries devote considerable resources to this aspect. However, it is in the area of professional development (in-service training) (PD) that some of the countries visited appear to be making considerable advances. Distance education, in particular ICTs, is the preferred mode of delivering PD services to teachers. This delivery mode is quite effective in countries such as Mexico, Cuba and India.

### **EMIS**

Countries with well-developed information management systems are able to monitor the performance of the education system far more effectively. However, a key challenge is the maintenance and updating of EMIS systems and its associated cost implications.

### **Employee relations**

In most countries, employee-employer relations are governed by some form of legislation, but not all countries have formal mechanisms to facilitate collective bargaining and/or consultations between government and teacher organisations. With regard to salaries and benefits, in some countries the Public Service Commission plays a role in determining salary levels and conditions of service for all public servants, including teachers. Mexico appears to have the most comprehensive set of criteria for determining salaries. This includes teaching hours per week, an upgrading system to adjust salaries by level of qualification, and a responsibility bonus on top of existing 'educator' level salary for principals, and the use of economic zones. There are several lessons for South Africa with regard to teacher incentives, particularly incentives for the retention of rural

teachers, which range from free housing or implementation of a national housing scheme, additional salary notches and the use of solar energy as a substitute for electricity.

## **Recommendations**

### **Policy making and implementation**

A more purpose-driven and structured stakeholder participation in education policy processes is recommended. This should be underpinned by an articulated, shared vision of success around which all stakeholders align. The value of SACE and the ELRC as forums for policy consultations should be strengthened. Further, the establishment of the National Education and Training Council, envisaged in the National Education Act of 1996, should be reviewed.

The inter-sectoral approach in service delivery characteristic of the Southern African countries visited, and reinforced in Mexico, Jamaica and Cuba, wherein various departments, such as health, welfare, local government and education play a role in the delivery of education services through greater alignment and cooperation of their interventions, should be pursued.

Effective policy making and implementation strategies should prioritize rural education and education in other difficult-delivery contexts, and the development and use of indigenous languages as part of the country's multilingual language policy framework.

The role of Public Service Commissions in determining the Conditions of Service of educators should be investigated. Part of the usefulness of these commissions is that they have both an administrative and a monitoring role.

### **Improving education quality through ICT innovations**

Countries such as Cuba, Mexico and Brazil have seized the opportunities that are associated with accessing the information highway. In Mexico, the Encyclomedia initiative, with its Public Libraries Network has facilitated free access to a worldwide network and the internet to support study programs from basic to higher levels; and

Similarly in Brazil, video-conferencing and the Internet form an important part of teacher development programmes, which focus on both educators that are teaching with no formal

qualifications (proformacao) and those that are qualified (National System for Further Training of Teachers in Basic Education). In addition, the Network of Research and Development which is a joint initiative of 20 universities across 14 states, has pooled together resources and expertise, to offer cutting-edge teacher professional development services.

The above initiatives have had a positive impact on the quality of teaching and learning in the two countries, and suggest that South Africa could also benefit from greater use of the benefits ICT and planned cooperative ventures to improve educational activities and services.

### **Post provisioning**

The following factors emerge as the most important in the making of teacher post provisioning decisions:

- Class sizes;
- Teacher-pupil ratios, with an average ratio of 1:30 in primary schools and 1:35 in secondary schools is regarded as a norm;
- Excluding the principal from post provisioning equations (this is consistent with the recommendations of the Educator Workload Report (2005); and
- Making optimal use of competent/senior/master teachers, for example, to teach in double shifts (morning and afternoon), and remunerated appropriately; this practice has led to significant improvements to education quality.

It is also recommended that a comprehensive database of public educators be maintained, including a directory on unemployed teachers. This could contribute to a situation where the supply of teachers exceeds demand. This would facilitate appointment of the most competent educators, which could go a long way in promoting the quality of teaching.

### **Teacher retention and incentives**

Specific strategies should be considered to address teacher retention in rural schools and other difficult delivery contexts. The principles of the CONAFE rural education programme in Mexico could be considered as a possible model for South Africa. This needs to be clearly articulated to rural communities and other difficult delivery contexts so that it culminates in the

retention of teachers and learners in rural areas. More specifically, the following should be considered:

- Ring-fencing part of the education budget at a national level to address post provisioning for rural schools and schools with less than 3 teachers or 100 learners;
- More centralized government control of teacher education, though the provision of bursaries as a tool to attract prospective teachers;
- In areas of serious teacher shortages in rural schools and other difficult delivery contexts, priority be given to recruiting educators from the same communities rather than appointing teachers from urban or other external areas;
- Appointing beginner teachers for specific periods (between 2 to 5 years) before he/she may request a transfer to another school or be allowed to apply for a promotion post. This will ensure a degree of continuity and stability at schools in rural areas or in difficult-delivery contexts.
- Use of senior pupils/trainee teachers;
- A teacher transport allowance for qualified educators teaching in rural areas;
- Reducing the time trainee teachers spend in pre-service education, for example, from three to two years, without in any way compromising issues of quality;
- Additional remuneration/rural allowance;
- Involvement of local government through the building of houses and provision of solar electricity; and
- Relaxing of promotion criteria for educators/principals in rural areas. For example, the lowering of years of experience required for particular post levels.

These recommendations should be considered as part of a comprehensive rural strategy to address teacher retention and performance and hence enhance education quality provision. In order to do this, it is recommended that:

The DoE establish a Rural Education Unit to oversee the development and monitoring of policies relating to public educators in rural schools.

### **Teacher education and professional development**

The use of teacher training institutions to serve as both sites of pre-service teacher education and as sites of teacher professional development in close collaboration with teacher centres (as is the case in Mexico through the Institute for Assessment and Innovation of Education (INEVAL), should be considered.

Greater use of distance education and information communication technology (ICT) be promoted in the delivery of teacher education and professional development.

The applications of competency examinations to assess teacher trainees' potential to become good teachers be explored in all teacher education programmes in SA.

It is important that teachers are unambiguously committed to the profession thus signalling a willingness to remain in the profession. This is critical to addressing the education quality challenge, which requires committed, qualified, competent and effective educators at all levels of the system. One way of facilitating this is to have high entry-level qualifications for joining the teaching profession.

Teacher training should be aligned with the content for the utilization of the 80 hours set aside for professional development. All educators have opportunities to attend training workshops for a certain number of days during school holidays to keep them abreast of the latest curriculum, HR and IT developments. The DoE should provide guidelines to provinces in this regard.

### **Performance management, promotions and career pathing**

Consideration should be given to linking educators' performance with learner achievement. This is regarded as key to improving the quality of teaching and learning and constitutes one of several teacher assessment factors in Cuba and Mexico.

Performance management should be made fundamental at all levels of the education system. This should include performance evaluation measure for educators as well as school managers.

Commissioning/establishing an independent education evaluation centre that monitors and

evaluates the health of the education system, including the performance of teachers;

The practice of “Opening the Doors of the Classroom” which allows parents, during a designated week, to visit schools and observe teachers teaching a lesson to their children should be promoted. Overall, a greater community role, especially by parents, in supporting and encouraging teachers to perform optimally, is recommended.

Performance rewards/incentives should be provided for all teachers, with specified criteria.

Career pathing in Jamaica and Mexico provides for progression from teacher, to senior teacher to master teachers. The creation of a non-professional category of educators to teach where professional educators are not willing to teach may be considered.

#### **Employee relations and conditions of service**

Key lessons relating to employee relations that could benefit educators’ contribution to quality education include:

- Greater emphasis on educators’ social commitment to the profession, including a strong work ethic. Teacher unions should take the lead in fostering a cooperative and non-antagonistic relationship in the provision of providing quality public education; and
- Instituting a more compact, time and output-based based collective bargaining and negotiations process. For example, it could be specified that all negotiations be concluded within 1 month, with the option to extend negotiations for a maximum period of 1 week. Thereafter, the negotiating parties may opt for appropriate action within the labour legislation guidelines to force a resolution.

It is further proposed that the overall service packages for teachers be strengthened by considering the following possibilities:

- Special housing allowances for teachers based in rural schools;

- A teacher transport allowance for educators who have to commute long distances;
- More attractive study leave benefits;
- Increasing government’s pension contribution;
- Increasing government’s medical aid contribution or making it more responsive to teachers suffering with HIV/Aids and other chronic diseases; and
- Introducing government cover for funeral/ burial costs of educators in poor communities.

#### **EMIS**

It is recommended that the Department of Education establish an integrated education database with information on educators that could be accessed by a range of stakeholders, particularly school management, teachers and organisations such as the ELRC and SACE. As reported in the study on Factors Determining Educator Supply and Demand (2005), the methods of collecting and managing EMIS data need careful evaluation to assess their effectiveness.

Further, that the DoE consider:

- Expanding its EMIS department to include research and policy components to enhance overall policy formulation and implementation with regard to public educators;
- The development of an EMIS master plan;
- The establishment of a Centre of Educational Technologies to strengthen the use of information technologies throughout the education system; and
- The development of both macro- and micro- (school-based) indicators to monitor and evaluate the performance of the education system; and
- The organization of a ‘technical’ visit to SA by a team of EMIS experts, for example, from the Mexican EMIS department to strengthen the development of SA’s own Education Management Information System.

## Issues for further investigation

It is in the nature of international study visits that, due to time constraints and other factors, there remains a need for follow-up work to obtain clarity and more details on certain aspects of the project. This was especially the case in this series of study visit given the large number of countries visited and the short duration of visits in respect of some of the countries.

In light of the above, it is recommended that:

The ELRC maintain ongoing relations with a number of the education ministries, departments of education and teacher unions, firstly, to ensure that greater clarity is obtained on a number of policies pertaining to public educators and their effects on improving education quality, and, secondly, to help consolidate professional relationships for the future.



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